MANCHESTER BOARD OF EDUCATION  
REGULAR MEETING  
Monday, March 8, 2021  
Revised  
Lincoln Center - Virtual Meeting  

Executive Session 6:00 P.M. - Virtual  
Board of Education Meeting 7:00 P.M. - Virtual  

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

A. **OPENING**  
   1) Call to order  
   2) Pledge of Allegiance  
   3) Board of Education Minutes - February 22, 2021  

B. **COMMITTEE REPORTS - None**  

C. **CONSENT CALENDAR**  
   1) Personnel Actions  
      C - 1  
   2) Transfer of Funds  
      C - 2  
   3) Establish an appropriation for the Connecticut Recovery Oriented Support System (CROSS) Grant for the FY 20-22 in the amount of $5,000  
      C - 3  
   4) Establish an appropriation for an increase to the General Improvements to Alliance Districts’ School Buildings Grant Program for the FY 20-22 in the amount of $848 to a total final grant award of $1,080,000  
      C - 4  

D. **REPORT FROM STUDENT REPRESENTATIVE**  
   Tiffany Henry, Leila Affini, Alexandra Hamza  

E. **PUBLIC COMMENTS -**  
   Request to Speak Form  
   Residents that would like to speak during public comments session must complete the  
   Request to Speak Form  

F. **SUPERINTENDENT’S REPORT**  
   1) Manchester High School Improvement Plan, Ms. Katelyn Miner, Principal, MHS  
      F - 1  
   2) Update on Return to School, Matt Geary, Superintendent of Schools  

G. **UNFINISHED BUSINESS**  
   1) Equity Policy  
      Policy Recommendation:  
      The Policy subcommittee submits to the full Board the Manchester Public Schools Equity Policy, #8002 for a second reading and adoption in accordance with its policy on policy changes  
      Recommended Motion  
      Move to adopt Manchester Public Schools Equity Policy, #8002  

H. NEW BUSINESS

1) Acceptance of the Waddell Elementary School Roof Replacement Project
   #077-0231 RR as complete
   Recommended Motion:
   Move to accept the Waddell Elementary School Roof Replacement Project
   #077-0231RR as complete. The scope of work included a roof replacement. The total
cost of the project was $618,281. Reimbursement from the State Office of School
Construction Grants & Review to the Town of Manchester for this project is estimated
at $388,870.

2) Acceptance of the Bowers Elementary School Roof Replacement Project
   #077-0232 RR as complete
   Recommended Motion:
   Move to accept the Bowers Elementary School Roof Replacement Project
   #077-0232 RR as complete. The scope of work included a roof replacement. The total
cost of the project was $742,402. Reimbursement from the State Office of School
Construction Grants & Review to the Town of Manchester for this project is estimated
at $428,329.

I. PUBLIC COMMENTS - Request to Speak Form
Residents that would like to speak during public comments session must complete the
Request to Speak Form

J. COMMUNICATIONS - None

K. ITEMS FOR FUTURE AGENDAS
   Topics for Superintendent’s Report
   Monday, March 22, 2021  Martin School Improvement Plan
   Thursday, April 8, 2021  Highland Park Improvement Plan
   Monday, April 26, 2021  Verplanck School Improvement Plan

L. ADJOURNMENT

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

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

Regular Meeting
February 22, 2021
Lincoln/Virtual

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

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

ABSENT:

A. OPENING

A.1. & 2. Meeting Called to Order
Chairperson Thames called the meeting to order at 7:05 p.m. All in attendance participated in the Pledge of Allegiance to the Flag, led by Mr. Thames.

A.3. Approval of Minutes of Previous Meeting

APPROVED – Minutes Regular Meeting of the Board of Education of February 8, 2021. Secretary Pattacini moved and Mr. Heinrich seconded the motion.

9/0 – Voted in favor.

B. COMMITTEE REPORTS

B.1. Policy Committee
Mr. Gundersen reported the last meeting was held February 8th with himself, Mr. Hughes, Mr. Thames and Mr. Geary present.
The members discussed the MPS Equity Policy along with the Equity Policy Considerations document. The Superintendent will add a question regarding the fiscal impact of the change and the policy will be moved to the full Board for a first reading.

The members reviewed several area district policies on electronic devices at the middle and high school levels, including the policy and practices of MPS. A summary of policies was provided to the Board. At the middle school, devices are not to be used during the school day. At the high school, devices can be used in common spaces and for educational purposes in classrooms. The Superintendent will invite a cross section of parents, students and staff to the next Policy meeting to discuss the use of devices at MHS.

The Committee reviewed the Board of Education Liaison section of Community Relations Policy #1121. Given the Covid-19 pandemic, Board members’ interactions with school communities will likely look different than initially designed. Board members are asked to reach out to school principals by phone or email to set up a brief check-in and discuss how they might engage with the school community.

The cost for the School Resource Officers (SRO) is incorporated into the 2021-2022 Board of Education budget. The Board funds half the cost of SROs. The Board will engage in future discussions with the Board of Directors regarding SROs at an appropriate time.

The Superintendent shared some areas where legislative action may be needed for 2021-2022, both due to the continuation of the pandemic and if we wish to continue some new approaches (such as virtual snow days) that have been utilized this year. The areas include student attendance, school calendar - 180 days/900 hours, transportation, student discipline and certification.

Mr. Thames added that the ability to be a school liaison has been hampered by Covid. As activities transition to being held virtually (such as PTA meetings, etc.) Board members may be able to attend, as he has. He urges Board members to contact the principals they are assigned to and he will review the list to be sure everyone has an accurate assignment.
C. **CONSENT CALENDAR**

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

C.1. **Personnel Action**
Details had already been provided to the Board members with their agenda.

C.2. **Transfer of Funds**
- Transfer from System-wide Language Arts Instructional Supplies and Materials account to System-wide Language Arts Professional Development account in the amount of $1,085
- Transfer from Illing Middle School Sports Athletic Trips account to Illing Middle School Art Instructional Supplies and Materials account in the amount of $717

C.3. **Establish an appropriation for The Immigrant & Youth Education Program Grant for the FY 20-22 in the amount of $9,500**

The Chairman called for a motion.

Secretary Pattacini moved and Ms. Patterson seconded the recommendation to adopt the Consent Calendar.

9/0 - Voted in favor.

D. **STUDENT REPRESENTATIVE REPORT**

Alexandra Hamza reported that on Wednesday the 17th students had another Red Hawk Talk, which is a 15 minute one on one with their mentors, discussing grades and strategies to pass and stay motivated. This Red Hawk Talk was mainly for editing student resumes and checking in on the college application progress. The end of senior year is becoming a reality amongst all as seniors begin to submit their senior quotes and superlatives for the yearbook.

Ms. Hamza reviewed that today was day 5 of the Black History Month video presentations that have been happening, it's only day five because of all the weather and no school days that have been happening. Today's presentation was done by no other than Leila Affini and it was about what to do beyond black history month. It was
very informative and well received across in-person school and remote learning. The same video will be played tomorrow for the other cohort.

Leila Affini mentioned that kids have started meetings with their counselors regarding their schedules for next year, which is kind of exciting because it's like a promise of a new beginning. Also, Winter Sports are on despite the pandemic: Indoor track and Boys Swim is ongoing and basketball teams have played their first games.

Mr. Thames was happy to see some basketball games posted on FaceBook and he likes seeing some form of normalcy happening. He mentioned that players are given two passes each to invite spectators. Mr. Thames was also excited to hear talk of the end of year superlatives, recalling he was voted tallest in his class!

Ms. Luna wondered what senior activities may have been cancelled or postponed this year due to Covid. The girls were not sure and mentioned that the graduation ceremony plan is up in the air and picture day was held virtually so some fun aspects, such as sibling and friend picture groups, were not able to take place.

E. PUBLIC COMMENTS
None live. Mr. Geary read highlights of a message from Gene DeJoannis of the Sustainability Task Force. He asked about the plans for changing buses from diesel to electric, which will be a requirement phased in over the coming years (30% required to be electric by 2030 and all by 2050). He asked about planning for charging stations at schools as we do renovations. He also inquired about the R value of the MHS roof replacement.

Mr. Geary will look into the preliminary research regarding the buses and will have more information on that topic as well as the R value of the roof for the next meeting.

Mr. Thames pointed out that four years ago making space for a charging station for electric buses during a renovation was not even a conversation.

F. SUPERINTENDENT’S REPORT – PART I

F.1. Winter Data Update
Mr. Geary reminded us that this has been a year unlike any other. He gave an overview of the data from this winter compared to last winter, noting there is no
spring data from last year to compare to. The full presentation is available online. Overall, the take aways include:

- In grades K-4 the Fountas and Pinnell data shows our students are approximately 10 points behind where they were last year, which is less of a drop than was anticipated. Not all the numbers were back yet regarding math fluency in K-4, although approximately 15% less students met or exceeded grade level compared to the previous year. In grades K-8 students remain strong on math unit assessments. We are concerned about all grades, but there is a focus on grades 1, 2 and 3 as they seem to have lost the most in the foundational learning. As we are able to come back into buildings more we will continue to provide additional support and focus on these grades.

- The SATs are typically given in the spring for grade 11 and were given in the fall instead. Reading scores continued to trend up, although about 100 less students took the test this year. Math scores did fall this year after previously trending up.

- The high school graduation rate has remained nearly flat, even though there was an increase in the number of credits required for graduation in recent years. The graduation rate shows smaller gaps between groups and continues to narrow.

- The chronically absent rate for both in-person and remote learners has been about 33%. This really cannot be compared to previous years as it is clearly inflated by the pandemic.

- At the high school there have been more students achieving As and Fs, while less students are landing in the B, C, D range.

Next steps:

- Adjust programming in grades K-12 based on winter data as needed.
- Develop and implement opportunities for skill development and credit recovery beginning in April 2021.
• Monitor vaccine timeline to ensure PS educators are vaccinated as soon as possible.
• Consider extending time in school for in-person learners in grades 5-12 (with corresponding increase for remote students) once educators are vaccinated.
• Approve school calendar that includes two summer sessions for interested students grades K-12.
• Establish summer programming design team.
• Identify summer programming leadership staff.
• Post summer programming positions.
• Communicate summer programming information to parents and families as part of spring parent conferences.
• Develop summer programming, which includes opportunities for individualized academic skill development, health and wellness, and recreational activities.

Mr. Geary reminded us that they anticipate a 2-3 year recovery timeline and have built budget decisions based on that. Currently, Mr. Geary informed us that Governor Lamont shared his projected budget and he wants to withhold approximately $1.7 million in ECS funding from Manchester and have us use the Federal Relief Funds to make up for that loss. We are opposed to this and do not believe the federal funds were intended to replace state monies. That does not provide a commitment to equity at all. Superintendents are expressing their concerns to the governor.

Mr. Pattacini wondered about the chronic absence rate and what we are able to do. He wondered if the number of students chronically absent aligns with the drop in academic scores. Mr. Geary noted that regardless of the absence rate, the number of instructional hours has dropped, which plays a part in the scores dropping. The absence of course impacts the achievement rate. The disruption of schedule changes, quarantines, remote snow days, is hard for parents and students alike. We have continued with home visits, calls and giving opportunities for makeup work.

Mr. Pattacini wonders what we can do as a Board to help the Governor realize his position is not equitable and we need to be fully funded before his budget is signed. Mr. Geary noted the Governor does not have the final say, but our local
legislators do. With the Governor’s plan the people who make out the most are more suburban as typically the more money we get the less they do. We need to meet with the local legislative delegation. Our issue is that we do not believe the federal money was intended for this purpose. Over two years the Governor is looking at cutting approximately 3.4 million. We may get additional federal funding, but we do not know at this time. The federal government sends a message about appropriately funding school systems and this plan from Governor Lamont does not do that.

**Mr. Gundersen** would like to see deeper data regarding the chronic absence rate. Mr. Geary will send along that information identified by school and remote or hybrid learner. The definition of chronically absent is missing 10% or more school days. In some cases students may actually do the work and not attend the class, so defining that for older students is a little different.

**Ms. Patterson** wondered about the increase in the number of students achieving As at the high school level and if there is anything contributing to that we may learn from. Mr. Geary noted that at the high school level many things contribute to success, including endurance and access playing a role. Some students work better with this streamlined amount of work, are able to self-manage and have good access to resources. Some students need more structure and better access. Mr. Thames agreed that what each students needs and where they flourish is so different, noting one of his grandsons struggled previously, but has excelled with this new learning model and the opposite has happened with another grandson.

**F.2. Update on Covid-19**

**Mr. Geary** noted that cases are declining in Connecticut and across the nation. In Connecticut currently there are 23.1 cases for every 100,000 people (which is 22.9 in Manchester). The infection rate has dropped to 1.82%. Our ICU capacity is about 58%. All of these numbers continue to trend down. In CT approximately 16% of residents have had their first vaccine shot.

In our schools there were four cases last week, which is far less than what we were looking at previously. There has been minimal inter-school spread. We have 500 rapid tests available in schools if someone is symptomatic (they can
drive up and test). We are monitoring travel and sent out travel guidelines to staff so they can plan for testing upon return if required.

We are monitoring the vaccine timeline. Mr. Geary participated in a call with the Department of Public Health today. As of March 1st education staff and related people (ie bus drivers, etc.) are eligible for vaccines. Board of Education staff that do not otherwise qualify (based on age or other factors) do NOT fall in this group. The goal is to have all educators vaccinated with their first dose by the end of March. Studies show the first dose proves to be approximately 85% effective. We are talking about how to participate in local clinics to quickly vaccinate our staff, possibly in schools. Counting our staff, bus drivers and MELC staff we need about 500 vaccines a week and the town is currently receiving about 50. There is projected to be an increase in that number soon but Mr. Geary reminds us that we have to be patient.

Once educators are vaccinated we have to think about adding time to the school day, for grade 5-6 next. This will mean less social distancing, though other mitigating measures will remain. We need to look at the impact of that. This is a long tunnel but we can see the light at the end…it is just far off yet. At this time they are thinking the vaccine may only last 90 days and we may need a booster.

Ms. Luna pointed out that those educational employees who do not need to be in a school and/or telecommute are not on the vaccine list yet. She wondered who that impacts in our district. Mr. Geary pointed out that the business office staff and educators that are fully remote (meaning they do not come into the building to teach remotely, but do so 100% from home) would not qualify.

Mr. Thames asked what exactly the March 1st date means. Mr. Geary stated as of March 1st if you are on this list you are qualified to make an appointment for a vaccine.

G. UNFINISHED BUSINESS
None.
H.  **NEW BUSINESS**

H.1.  **Equity Policy**  
Mr. Pattacini reviewed this is a first read of the policy change (#8002) and it will come for a vote at the next meeting. There were no questions.

H.2.  **Board of Education 2021-2022 School Calendar**  

Secretary Pattacini moved for the Board of Education to approve the Manchester Board of Education Calendar for the 2021-2022 School Year. Mr. Heinrich seconded the motion.

**DISCUSSION:**  
Ms. Stefanovicz asked about the summer plans.

Mr. Geary thought long about the maximum amount of time students can accelerate learning over the summer and not burn out students or staff. He notes school will be out the second week of June and there will be about two weeks off for staff to rejuvenate. There will be two summer sessions of three weeks each, with one week off in between to provide some down-time, and then another week off before school starts in the fall.

Mr. Geary envisions a full day program this summer, as it is too difficult for parents to plan for part-day programming. This program will support kids as they reacclimate to a semi-normal setting five days a week. Some of the key items the program will include are credit recovery for the high school, skill building, enrichment units, reading, technology and targeted help in reading. We will partner with MELC and the Rec Department to provide a recreational aspect to the day as well. Students will be able to participate in many activities they have missed out on this past year.

This program will not look like the usual credit recovery or SAAM summer programming of the past. There will be a high level of interactive programming, academics, a wellness component and will be infused with experiences for our students.
Mr. Geary noted they are still working on the details and transportation issues and noted there may be some remote help for students unable to attend in person, though there has not been a ton of success in running a remote summer program in the past.

Ms. Stefanovicz asked if families have been communicated with yet. Mr. Geary stated that once the Board approves the calendar that will be the next step. Report card conferences are coming up and that will be an opportunity for teachers to talk directly with parents about the program. Parents will be able to choose to have their child participate in one or both sessions.

The vote was called.

9/0 - Voted in favor.

I. PUBLIC COMMENTS (Limited to items on tonight’s agenda)
Mr. Tom Stringfellow, 183 Hillstown Road, stated that this is the last week of Black History Month, founded by Carter Woodson 45 years ago. Mr. Stringfellow recommended several books on the topic. He also mentioned last Monday was President’s Day and recommended a book on Lincoln and a docu-drama on CNN about him. Last, Mr. Stringfellow mentioned an article in the New York Times yesterday on how to safely reopen our schools.

Mr. Geary reported on questions from FaceBook. One was about the teacher's vaccine timeline, which is still being worked out, but they qualify as of March 1st.

Another question was about community access to the indoor pools. Mr. Geary stated they are still not allowing visitors into school buildings, though this will be reconsidered in the future.

Last, there was a question about math fluency and Mr. Geary envisions summer programming to provide math help as well as allowing access to Dreambox over the summer for students to access from home.

J. COMMUNICATIONS
None.
K. ITEMS FOR FUTURE AGENDAS

March 8 - MHS Improvement Plan
March 22 - Martin School Improvement Plan
April 8 - Highland Park Improvement Plan

L. ADJOURNMENT
Mr. Thames called for a motion to adjourn.

Secretary Pattacini moved and Ms. Stefanovicz seconded the motion to adjourn the meeting.

9/0 - Voted in favor.

Adjournment 8:31 p.m.

Respectfully submitted,
Christopher Pattacini
Board Secretary
PERSONNEL ACTIONS

APPOINTMENTS
Ms. Carly Keeley to be an Integrated Pre-K Teacher at Manchester Preschool Center. Ms. Keeley received her Master's in Early Childhood Education from the University of Hartford and currently resides in Feeding Hills, MA. It is recommended that her appointment be approved effective March 15, 2021 (Master's / Step 2, $56,332.00).

RESIGNATIONS
Dr. Mary Lou Ruggiero-Colwell, Principal of Bowers Elementary School, has submitted her letter of intent to retire at the end of the 2020-2021 School Year. Dr. Ruggiero has been with Manchester Public Schools since November 15, 2004. It is recommended that her letter of retirement be accepted.
To: Manchester Board of Education

From: Mr. Matthew Geary, Superintendent of Schools

Subject: Transfer of Funds

Date: February 17, 2021

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2020-2021 Budget.

Discussion/Analysis: Transfer from System-wide Plant Operations Other Purchased Services in the amount of $1,225.00. Transfer to System-wide Plant Operations Professional Development in the amount of $320.00 and transfer to System-wide Plant Operations Dues and Fees in the amount of $905.00.

Financial Impact: None

Other Board/Commission Action: None

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

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
March 8, 2021
Manchester Public Schools
Manchester, Connecticut

TO: Accounting Department
School/Department: Plant Operations

Date of Request: 2/17/2021
Approver: Lindsey Boutiler

Date Approved: 2/23/2021

JUSTIFICATION (Required Field): Th renew ISSA membership for David Grande and Certified Pool Operator registration for Ronald Pinney, Jr.

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:
$1,225.00 Account #42099260 5590 Description: P.O. Other Purchased Services
$_ Account # Description:
$_ Account # Description:

$_ TOTAL DECREASE

INCREASE - In whole dollars only:
$320.00 Account #42099260 5330 Description: P.O. Professional Development
$905.00 Account #42099260 5810 Description: P.O. Dues and Fees
$_ Account # Description:

$_ TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes X No ___

Date of Board Approval: ______________________

Date Transfer Completed: ______________________ Name: ______________________
To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation CROSS Grant FY20-22

Date: February 18, 2021

Background:
The Connecticut Recovery Oriented Support System for Youth Grant is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) 2017 State Targeted Response to the Opioid Crisis grant (STR). The Department of Mental Health and Addiction Services (DMHAS) has contracted with the Department of Children and Families (DCF) to develop and implement a statewide substance use recovery support system specifically oriented to the needs of youth ages 16-24 years. This initiative will design, develop and implement youth recovery supports in CT. Wheeler Clinic, Inc. will have a full-time statewide youth recovery support coordinator who will lead this initiative.

Discussion/Analysis:
These funds will be used to continue supporting the SMART Recovery group for youth ages 16-19 and SMART Recovery Family & Friends group, as well as offer a variety of safe alternative peer group prosocial activities in recovery ages 16-18. The funds will be used from March 1, 2021 - March 1, 2022.

Financial Impact: None.

Other Board/Commission Action: None.

Recommendations:
The Superintendent of Schools recommends the Board of Education request the Board of Directors to establish an appropriation for FY20-22 CROSS Grant in the amount of $5,000.

Matthew Geary
Superintendent of Schools
Manchester, CT
March 8, 2021
To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Increase in Appropriation - FY20-22 General Improvements to Alliance Districts’ School Buildings Grant Program

Date: March 1, 2021

**Background:** Public Act 15-1 created the General Improvements to Alliance Districts’ School Buildings Grant Program to help maintain or repair school buildings in Alliance Districts. The program goal is to assist districts unable to keep up with ongoing demands of maintaining and updating their facilities.

**Discussion/Analysis:** This grant is intended to fund projects in FY20-22 that would not otherwise qualify as school construction grant projects under Chapter 173 of the Connecticut General Statutes. All projects must be completed by August 31, 2021.

**Financial Impact:** There is no financial impact to the town. The total final grant award for FY20-22 is $1,080,000.

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation $848, for the final grant award for FY20/22 General Improvements to Alliance Districts’ School Building Grant Program bringing the total amount to $1,080,000.

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Matthew Geary
Superintendent of Schools
Manchester, CT
March 8, 2021
VISION
All students will develop the tools necessary to become productive, responsible members of society

MISSION
As a school community we are committed to:

● Living our Core Values of Respect, Responsibility, Integrity, Kindness and Perseverance
● Ensuring a high quality education for all
● Continuously improving practices to maximize learning for all
● Fostering positive partnerships among students, parents, families, school personnel and the community
● **Maintaining a safe and inclusive school where equity is the norm and excellence is the goal**
“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.”

Arundhati Roy, ‘The Pandemic is a Portal’
CENTER RACE

"Race is the container that holds and impacts perceptions of all the identities all the time."

Calvin Terrell

MANCHESTER PUBLIC SCHOOLS
Every Student
Graduates with a Post-Secondary Plan -
Graduate with Optimism and Confidence in their Choices
Apply Lessons Learned
Race and Equity

THE FOUR AGREEMENTS

**STAY ENGAGED.**
**SPEAK YOUR TRUTH.**
**EXPERIENCE DISCOMFORT.**
**EXPECT & ACCEPT NON-CLOSURE.**

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MANCHESTER PUBLIC SCHOOLS
Adapted from Glenn Singleton

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BEETING

Moral
- Morally, we respond from a deep-seated belief that relates to the (social) issue, a (social) issue, or a (social) issue.

Intellectual
- Intellectually, our primary response to a (social) issue is often verbal and based on thinking.

Emotional
- Emotionally, we respond to interactivity through feelings, within or (social) issues.

Relational
- Socially, we connect and respond to (social) issues through our actions or what is most often characterized as specific behaviors and actions.

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PERSONAL

Archeological Dig of Self

- Reflecting on what you have been taught to believe about the world and your race
- Looking at core beliefs, ideology
- Biases
- Trust
- Commitment to students
- Relationships
- Expectations
- Commitment to equity
- Shared ownership
- Values about family partnerships

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MANCHESTER PUBLIC SCHOOLS
Adapted from Glenn Singleton
CENTER RACE

"Race is the container that holds and impacts perceptions of all the identities all the time."

Calvin Terrell

MANCHESTER PUBLIC SCHOOLS

“GET COMFORTABLE BEING UNCOMFORTABLE”

MANCHESTER PUBLIC SCHOOLS

FOCUS ON THE PERSONAL
The Future of Learning

Today we are not just looking for problem solvers. We are looking for problem-finders, people with diverse interests — art, literature, science, anthropology — who can identify things that people want before people even know they want them.

In the future, postsecondary education will be a hybrid ecosystem of company platforms, colleges and local schools, whose goal will be to create the opportunity for lifelong radical reskilling. Radical reskilling means I can take a front-desk hotel clerk and turn him into a cybersecurity technician. I can take an airline counter agent and turn her into a data consultant.

Today, companies like Infosys, IBM or AT&T are all creating cutting-edge in-house universities — Infosys is building a 100-acre campus in Indianapolis designed to provide their employees and customers not just-in-case learning’ — material you might or might not need to master the job at hand — but just-in-time learning,’ offering the precise skills needed for the latest task.

Ravi Kumar, President, Infosys
● Wellness and Mental Health of Students and Staff
● Impact of Race
● Use of Time and School Schedules
● Planning for Student Interventions
● Mentor - Primary Person Models
● Mastery Based Diploma Assessment
● Graduation Requirements
● Course Offerings
● What and How we Teach
Applying Lessons Learned

**Focus Areas for this Presentation**

- Updates- NEASC, Facilities, Class of 2021, April 19 Return

- Imagining the State Required 25th Credit Mastery Based Diploma Assessment  
  *Amanda Navarra, Instructional Coach*

- Predictive Power of Grade 9 On Track  
  *Roy Roberts, Assistant Principal, Freshman Academy*

- Primary Person Models - Red Hawk Talks and Wednesday Mentor  
  *Owen Carroll, Assistant Principal, MCA/STEM*

- Senior Post-Secondary Planning
MHS Accreditation Update

Update Letter to NEASC Visiting Team

Letter from NEASC

NEASC Final Report
Facility Upgrades

- Replacement of Rooftop air handling unit Bentley
- Removal of Brookfield St. stairs
- Addition of concrete pad to accommodate storage
- Replacing 2 of the 3 burners
- Roof - solar panels work
- Replacement of lighting with new fixtures and LEDs
- Bailey Auditorium lobby
- Cover and wrap concrete on sides of building
- Exterior building painting and signage
- Painting and signage in gym
- Manufacturing Space - Academy Spaces
Imagining the State Required
25th Credit
Mastery Based Diploma Assessment
Cohesion and “Seeing the Elephant”
Mastery-Based Diploma Assessment:
Culminating Demonstration of Learning, with
Opportunity for Reflection and Feedback

Senior Story - elements include:
- Panel Conversation
- 15 min max story, 5 min follow up questions
- Students can invite 1-2 guest
- MHS Profile and Personal Narrative are submitted in advance for panel review
- Students present artifacts demonstrating strengths in cross disciplinary capacities and speak to their post-secondary plan
Redesign Work

A STRONGER, CLEARER, MORE FLEXIBLE 9-12 PATH

**Transformational Learning**
- and Curriculum-Embedded Learning Opportunities
- Aligned to the VoC

**Positive Youth Development**
- Connections, Agency, and Building Strengths-Based Learner Narratives

**Flexible Student Pathways**
- Moving Beyond "One-Size-Fits-All"

**Acadeemies**
- and Academy-Aligned Experiences
- Courses, Electives, Seminars
- Broad Course Offerings

**Student Choice & Voice**
- Identifying Artifacts of Their Learning

**Student Profile**
- Ongoing Reflection
- Grades 9-12

**Primary Person Mentorship Model**

**External Learning**
- Career Exploration
- Industry Recognized Credentials
- Courses for College Credit
- Internships
- Certifications

**Telling My Story**
- Freshman Seminar
- "I used to think / Now I think.
- College Essay or Personal Narrative
- Senior Story

**Shifting from Transactional to Transformational Learning**
- Springpoint Observation
- ReDesign Feedback
- Hybrid Prioritization

**Opportunity Mapping**
- & Identifying Cornerstone Tasks

**9-12 Alignment**
- to Vision of Graduate 21st Century Capacities
Manchester students will participate in a comprehensive, student-centered, four-year experience to meet the expectations of the 1 credit, Mastery Based Diploma Assessment, as required by CT state law. This experience is driven by Manchester High School's belief that the following tenets of positive youth development, when practiced by the school community consistently, enable the personal development necessary for students to achieve and excel academically:

- Students need caring, trusting, and supportive relationships with adults and with peers.
- Students need to be engaged in meaningful work.
- Students need rigorous, authentic learning experiences that intentionally engage their interests, prepare them for success beyond high school, and include feedback that enables them to succeed and reflect.

Learning activities to support the MBDP credit will begin with Red-Hawk Talks that focus on goal setting and reflection in 9th grade and end with students presenting their “Senior Story” during a panel conversation in which students demonstrate an understanding of their strengths using artifacts as evidence of their mastery of MBDP's cross-disciplinary capacities. Learning activities and required demonstrations of learning are indicated below. They are designed to help students develop a deep understanding of self and the relationship between individual strengths and their post-secondary plans.

<table>
<thead>
<tr>
<th>Grade, Theme, and Focus (Vision of a Graduate)</th>
<th>“Small Moments” (Learning Experiences)</th>
<th>Earning Badges/Demonstration of Learning</th>
<th>Capacity Aligned Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 9</strong> Self Direction and Process Monitoring</td>
<td>Red Hawk Talks - Goal Setting, Progress Monitoring, Reflection</td>
<td>Must do: Grade 9 Reflection - What learning from this year has promoted you to ask the most questions about the world? What are they? Why is this important to you?</td>
<td>Could be: Final Seminar - Final Exam, Academy Selection Reflection</td>
</tr>
<tr>
<td></td>
<td>Phonoski Seminar Course - Creation of student profile document</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Composition of Academy Selection Process - Includes identifying personal strengths, career cluster exploration, and reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 10</strong> Communication</td>
<td>Academy themed Red Hawk talk: Did I miss the right choice? What is my pathway for the next two years? (Planning)</td>
<td>Must do: Communication Task - What experience is the fire under you? What product demonstrates that?</td>
<td>Could be: Biography Project - Voice Production Project, Sophomore English Read/Write</td>
</tr>
<tr>
<td></td>
<td>Academy aligned Reverse Job Shadow (Relaying)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Profile update, reflection and artifact collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 11</strong> Critical Thinking or Problem Solving</td>
<td>Personal Narrative Orientation</td>
<td>Must do: Problem solving or Critical Thinking Artifact - Best evidence of critical thinking/orientation in problem solving (choose from approved tasks from variety of sources)</td>
<td>Could be: History Day Project - Argumentative Essay or Op-Ed, Sophomore Seminar Reflection, World Language Project</td>
</tr>
<tr>
<td></td>
<td>Community Based Learning Experience (Internship, Apprenticeship)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior/Senior Program, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integration of Student Profile and Narrative Draft Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Application Boot Camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 12</strong> Student Voice and Choice</td>
<td>Personal Narrative &amp; College Essay Writing Unit</td>
<td>Must do: Select and reflect on an artifact you are proud of that is aligned with a cross-disciplinary capacity of your choosing.</td>
<td>Could be: Peer Project, Crew Project, Creative Project</td>
</tr>
<tr>
<td></td>
<td>Personal Narrative/College Essay Writing Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion of self-reflection personal narrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Based Learning Experience (Internship, Apprenticeship, Job Shadow, Passion Project, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**Mastery-Based Diploma Assessment:**
Culminating Demonstration of Learning, with Opportunity for Reflection and Feedback

- Senior Story - elements include:
  - Panel conversation
  - 15 min max story, 5 min follow-up questions
  - Students can invite 1-2 guest
  - MBDP Profile and Personal Narrative are submitted in advance for panel review
  - Students present artifacts demonstrating strengths in cross disciplinary capacities and speak to their post-secondary plan

**Cornerstone Tasks**
## Freshman Seminar

- Helps students transition to MHS and is intentionally aligned with the Mastery Based Diploma Assessment in grade 12
- Course designed and continually revised based on student feedback, teacher and administrator input, data, and research
- Adults listening to student stories
Predictive Power of Grade 9 On Track
TRANSITION

MIDDLE SCHOOL STAFF AND SUPPORT:
- MARCH- MEET WITH MIDDLE SCHOOL SUPPORT STAFF MEETINGS AND DISCUSS UPCOMING FRESHMEN STUDENTS.
- GET AHEAD OF ISSUES

STRATEGIC SCHEDULING
- (VERY, VERY IMPORTANT)
- IF THERE WAS ONE THING THAT CHANGED THE CULTURE OF OUR FRESHMEN CENTER
  - TEACHERS APPRECIATED IT
  - STUDENTS AND FAMILIES APPRECIATED IT
  - DISCIPLINE BECAME DIFFERENT

FRESHMAN TRANSITION PROGRAM- JUMPSTART- SUMMER
- HALF CREDIT TOWARD GRADUATION
- 4 WEEK PROGRAM- TAKE ALL CLASSES, COMPLETES PROGRAM
  - SOCIAL STUDIES, ENGLISH, MATH, SCIENCE, LEADERSHIP
  - TAUGHT BY FRESHMEN TEACHERS
  - AT-RISK STUDENTS
  - MOST IMPORTANTLY TO GET STUDENTS ACCLIMATED TO HIGH SCHOOL AND CONNECTED WITH AT LEAST 1 ADULT COMING INTO THE HIGH SCHOOL.
3. Historical End of Year On-Track Rates

<table>
<thead>
<tr>
<th>Students Earning 5 or More Credits</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>86% (341)</td>
<td>87% (356)</td>
<td>89% (391)</td>
<td>89% (371)</td>
<td></td>
</tr>
</tbody>
</table>

1. Grade 9 On-Track Rates by Quarter

1While the data is preliminary, the 2020-21 School Year data will be finalized and reported in a future update.
## 2. 2020-21 Q2 Grade 9 On-Track Rates by Subgroup

<table>
<thead>
<tr>
<th></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>72% (302/422)</td>
<td>65% (279/427)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeater</td>
<td>31% (11/36)</td>
<td>22% (8/36)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Repeater</td>
<td>75% (291/386)</td>
<td>69% (271/391)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL</td>
<td>62% (20/32)</td>
<td>53% (17/32)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not ELL</td>
<td>72% (282/390)</td>
<td>66% (262/395)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SpEd</td>
<td>55% (35/64)</td>
<td>53% (34/64)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not SpEd</td>
<td>75% (267/358)</td>
<td>67% (245/363)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>90% (27/30)</td>
<td>83% (25/30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>66% (67/102)</td>
<td>60% (63/105)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>61% (91/148)</td>
<td>57% (85/149)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>84% (115/137)</td>
<td>75% (104/138)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue</td>
<td>77% (57/74)</td>
<td>77% (57/74)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td>69% (52/75)</td>
<td>63% (48/76)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td>77% (66/86)</td>
<td>64% (56/88)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red</td>
<td>85% (60/71)</td>
<td>82% (60/73)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td>72% (55/76)</td>
<td>63% (48/76)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL</td>
<td>64% (110/173)</td>
<td>58% (102/175)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No DL Status</td>
<td>77% (192/249)</td>
<td>70% (177/252)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subgroup</td>
<td>ADA &gt; 95%</td>
<td>95% ≥ ADA &gt; 90%</td>
<td>90% ≥ ADA &gt; 80%</td>
<td>ADA ≤ 80%</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>All Students (430)</td>
<td>42% (180)</td>
<td>14% (61)</td>
<td>13% (56)</td>
<td>31% (133)</td>
</tr>
<tr>
<td>Repeater (38)</td>
<td>5% (2)</td>
<td>3% (1)</td>
<td>5% (2)</td>
<td>87% (33)</td>
</tr>
<tr>
<td>Not Repeater (392)</td>
<td>45% (172)</td>
<td>15% (60)</td>
<td>14% (54)</td>
<td>26% (100)</td>
</tr>
<tr>
<td>ELL (32)</td>
<td>25% (8)</td>
<td>6% (2)</td>
<td>19% (6)</td>
<td>50% (16)</td>
</tr>
<tr>
<td>Not ELL (398)</td>
<td>43% (172)</td>
<td>15% (59)</td>
<td>13% (50)</td>
<td>29% (117)</td>
</tr>
<tr>
<td>SpEd (64)</td>
<td>25% (16)</td>
<td>12% (8)</td>
<td>12% (8)</td>
<td>50% (32)</td>
</tr>
<tr>
<td>Not SpEd (366)</td>
<td>45% (164)</td>
<td>14% (53)</td>
<td>13% (48)</td>
<td>28% (101)</td>
</tr>
<tr>
<td>Asian (30)</td>
<td>53% (16)</td>
<td>23% (7)</td>
<td>13% (4)</td>
<td>10% (3)</td>
</tr>
<tr>
<td>Black or African American (105)</td>
<td>37% (39)</td>
<td>14% (15)</td>
<td>14% (15)</td>
<td>34% (36)</td>
</tr>
<tr>
<td>Hispanic or Latino (151)</td>
<td>30% (45)</td>
<td>14% (21)</td>
<td>17% (26)</td>
<td>39% (59)</td>
</tr>
<tr>
<td>White (139)</td>
<td>58% (80)</td>
<td>12% (17)</td>
<td>7% (10)</td>
<td>23% (32)</td>
</tr>
<tr>
<td>Blue (75)</td>
<td>45% (34)</td>
<td>15% (11)</td>
<td>19% (14)</td>
<td>21% (16)</td>
</tr>
<tr>
<td>Green (76)</td>
<td>43% (33)</td>
<td>16% (12)</td>
<td>12% (9)</td>
<td>29% (22)</td>
</tr>
<tr>
<td>Orange (88)</td>
<td>44% (39)</td>
<td>18% (16)</td>
<td>11% (10)</td>
<td>26% (23)</td>
</tr>
<tr>
<td>Red (73)</td>
<td>56% (41)</td>
<td>16% (12)</td>
<td>11% (8)</td>
<td>16% (12)</td>
</tr>
<tr>
<td>Yellow (76)</td>
<td>41% (31)</td>
<td>11% (8)</td>
<td>16% (12)</td>
<td>33% (25)</td>
</tr>
<tr>
<td>RL (177)</td>
<td>44% (77)</td>
<td>12% (21)</td>
<td>12% (21)</td>
<td>33% (58)</td>
</tr>
<tr>
<td>No DL Status (253)</td>
<td>41% (103)</td>
<td>16% (40)</td>
<td>14% (35)</td>
<td>30% (75)</td>
</tr>
</tbody>
</table>
4. Grade 9 Average Monthly Attendance by Month

- September: 82%
- October: 84%
- November: 86%
- December: 88%
- January: 90%
- February: 92%
- March: 94%
- April: 96%

Colors and years:
- Green: 2020-21
- Red: 2019-20
- Purple: 2018-19
- Blue: 2017-18
DATA IS IMPORTANT BUT ALL CHARTS AND GRAPHS DON’T TELL THE WHOLE STORY (SOME)

STUDENT SURVEY - power of student voice, feedback from students

Survey
Student Support Freshman Year

- School Counselors, Social Worker, Student Academic Impact Coordinator
- Magic # Sheets
- D.A.P.S.- Credit Recovery Mid Year
- Red Hawk Talks
- Teams
- Team Meetings W/ Otc’s Tasked With Discussing Students And How We Can Help Them
- Freshmen S.A.T. Meetings- Otc’s, Counselors, Social Workers, Student Coordinator, - Victory & Work In Progress
- Student Systems- Eschool- How To Access It
- Every Quarter Midway And At End, We Run An F-list
- Belief In Consistent Family Communication
- On-track Conferences
- Guidance Success Plans-scheduling
- If It Is Important.......Then It Is Important And Make Time For It
College and Career Supports - Grade 12
Every Student Seen and Known

Goal: Every student can name at least one adult who is their “go to” person

Wednesday Mentor and Red Hawk Talks 9-12

Social Emotional Learning - Strengths Based Approach

Build Positive Relationships

Academic Check-ins

Space for Open, Honest Discussions

College and Career Readiness Activities

Pause, Reflect, Goal-Setting - GAB Sheets, Student Profile
## Student Transcript

**Manchester High School**

**Student:** Kathryn Minor
**Graduation Date:** 11/18/2020
**CT State Code:** 070380

### Year: 2020

<table>
<thead>
<tr>
<th>Building: Manchester High School</th>
<th>Course</th>
<th>Type</th>
<th>Grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year:</strong></td>
<td><strong>Grade:</strong></td>
<td><strong>Building:</strong></td>
<td><strong>Course:</strong></td>
<td><strong>Type:</strong></td>
</tr>
<tr>
<td><strong>2010</strong></td>
<td><strong>99</strong></td>
<td>Manchester High School</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td><strong>2019</strong></td>
<td><strong>10</strong></td>
<td>Manchester High School</td>
<td>Spanish 1</td>
<td>Spanish 1</td>
</tr>
<tr>
<td><strong>2020</strong></td>
<td><strong>10</strong></td>
<td>Manchester High School</td>
<td>Spanish 2</td>
<td>Spanish 2</td>
</tr>
<tr>
<td><strong>2021</strong></td>
<td><strong>11</strong></td>
<td>Manchester High School</td>
<td>Spanish 3</td>
<td>Spanish 3</td>
</tr>
</tbody>
</table>

### Personal Information

**Date Printed:** 11/18/2020

**School:** Manchester High School

**Address:** 134 E. Middle St., Manchester, CT 06040

**Principal:** Mr. Navarra

**Teacher:** Ms. Kennedy, Mr. Garcia

**Contact:** (860) 647-3521

### GPA

**Unweighted GPA (4.0 Scale):** 2.8

**Weighted GPA (4.3 Scale):** 3.6195

### Levels

1. AP
2. Honors
3. College Prep
4. Post Sec Prep
5. Gen Studies
6. Multilevel
7. Unleveled
Supports for Senior Post-Secondary Planning

- Imagine College
- Junior Survey
- College Essay Summer Assignment and Support
- 3 Senior Counselor Meetings prior to Dec 1
- 9-12 CCR Awareness
- CTE Fair
- Senior List Meetings and Data Monitoring
- Support Sessions: Common App, Scholarships, FAFSA 101, College Decisions
- Summer College App Bootcamp for Rising Seniors

What's Next?

- New and Improved School Profile
- Integration of CARA resources into curricula and Mentor Program
- Planned promotional and awareness events at certain times of year
- Improved FAFSA support and coaching for students and families
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade levels</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduation Rate (MHS)</td>
<td>12</td>
<td>89.2</td>
<td>90.8</td>
<td>88.8</td>
<td><strong>88.8</strong></td>
<td>87.9</td>
</tr>
<tr>
<td>Note: Credit Requirements increased in 18-19 to 24 credits from 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College and Career Readiness Rate (2.0 GPA or better / ≥ 1000 SAT)</td>
<td>12</td>
<td>27.0</td>
<td>42.0</td>
<td>46.0</td>
<td>45.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>
Graduation Data

Of students who did not graduate with their 4 year cohort in June 2020

9% Have graduated since June 2020
25% Currently enrolled at e-credit / MHS
23% Still enrolled at MHS
4% Everyday 2
23% Enrolled at Adult Ed
4% Moved and never enrolled in new district
9% Withdrawn
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade levels</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students at or above grade level on the SAT Reading</td>
<td>11</td>
<td>33.9</td>
<td>34.1</td>
<td>38.2</td>
<td>36.2</td>
<td></td>
</tr>
<tr>
<td>Percent of students at or above grade level on the SAT Math</td>
<td>11</td>
<td>26.4</td>
<td>32.5</td>
<td>37.4</td>
<td>42.2</td>
<td></td>
</tr>
<tr>
<td>Total Number of AP Students</td>
<td>10-12</td>
<td>197</td>
<td>198</td>
<td>233</td>
<td>248</td>
<td>203</td>
</tr>
<tr>
<td>Total Number of Exams</td>
<td>10-12</td>
<td>316</td>
<td>294</td>
<td>339</td>
<td>395</td>
<td>326</td>
</tr>
<tr>
<td>Indicator</td>
<td>Grade levels</td>
<td>2015-16</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>MHS Number of Uconn ECE Courses</td>
<td>11-12</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>MHS Number of Uconn ECE Students</td>
<td>11-12</td>
<td>227</td>
<td>264</td>
<td>268</td>
<td>307</td>
<td>277</td>
</tr>
<tr>
<td>Number of Uconn ECE Students County Mean</td>
<td>10-12</td>
<td>68</td>
<td>72</td>
<td>80</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Number of Uconn ECE Students DRG Mean</td>
<td>10-12</td>
<td>76</td>
<td>74</td>
<td>72</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Number of Uconn ECE Students School Size Mean</td>
<td>10-12</td>
<td>108</td>
<td>114</td>
<td>114</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>
Manchester High School offers an extensive array of programs and courses that challenge and expand the horizons of all students. The academic programs provided at the school include advanced placement courses, challenge courses, and honors programs. In addition, Manchester High School offers a variety of extracurricular activities, including sports, clubs, and community service opportunities. The school also provides students with access to college and career advisors who can help them explore their options and make informed decisions about their future.
MCHELSTON HIGH SCHOOL PROFILE
Manchester, Connecticut

AP COURSES 2021

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Students</th>
<th>Total Tests Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>205</td>
<td>3632</td>
</tr>
<tr>
<td>Calculus AB &amp; BC</td>
<td>12</td>
<td>2568</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
<td>2568</td>
</tr>
<tr>
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<tr>
<td>Psychology</td>
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<tr>
<td>Spanish Language &amp; Culture</td>
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<td>U.S. History</td>
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<tr>
<td>World History</td>
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AP PARTICIPATION 2021

<table>
<thead>
<tr>
<th>Represented</th>
<th>Number of Students</th>
<th>Total Tests Taken</th>
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<tbody>
<tr>
<td>White</td>
<td>64</td>
<td>923</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>53</td>
<td>805</td>
</tr>
<tr>
<td>Black or African American</td>
<td>50</td>
<td>751</td>
</tr>
<tr>
<td>Asian</td>
<td>40</td>
<td>557</td>
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</table>

AP SCORES: MAY 2020

Test Scores: 5 4 3 2 1

- Biology: 0 2 5 4 0
- Calculus AB: 5 15 8 9 1
- Calculus BC: 6 0 1 0 0
- Computer Sci Principles: 0 2 3 2 0
- English Language: 6 7 5 2 0
- English Literature: 5 3 7 5 3
- Environmental Science: 2 4 1 3 3
- U.S. Gov. & Politics: 2 3 4 4 2
- Physics: 5 3 8 5 2
- Psychology: 5 13 5 3 4
- Spanish Lang. & Culture: 6 1 0 0 0
- U.S. History: 10 13 22 9 7
- World History: 6 13 18 6 0

CLASS RANK

The Quality Point Average (QPA) determines class rank. All courses taken within the Manchester High School curriculum are recorded. Rank is computed at the end of each semester and is cumulative. The rank at the end of the first semester of the senior year is the basis for naming Manchester High School Scholars. Rank in class is weighted. The quality points assigned to the semester grades are used to compute class rank according to the table below. Class Rank was not calculated for semester two years due to the shift to remote learning caused by school closure.

2/4 YEAR POST SECONDARY

<table>
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<tr>
<th>Letter-Numerical Grade</th>
<th>Course</th>
<th>Post Secondary College Preparatory</th>
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<tbody>
<tr>
<td>A-</td>
<td>90-97</td>
<td>104.00</td>
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<tr>
<td>A</td>
<td>93-99</td>
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<td>92-88</td>
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<tr>
<td>B-</td>
<td>88-84</td>
<td>99.00</td>
</tr>
<tr>
<td>C</td>
<td>83-77</td>
<td>92.00</td>
</tr>
<tr>
<td>D</td>
<td>77-72</td>
<td>88.00</td>
</tr>
<tr>
<td>F</td>
<td>72-67</td>
<td>84.00</td>
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<tr>
<td>F+</td>
<td>67-63</td>
<td>80.00</td>
</tr>
<tr>
<td>F-</td>
<td>63-57</td>
<td>76.00</td>
</tr>
</tbody>
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MARKING SYSTEM

- A+ (97-100) C- (70-72)
- A (93-96) D+ (67-69)
- A- (90-92) D (63-66)
- B+ (87-89) D- (60-62)
- B (83-86) F+ (0-59)
- B- (80-82) F (0-59)
- C+ (77-79) (Incomplete) (Loss of Credit)

INDUSTRY RECOGNIZED CREDENTIAL PROGRAMS:

- CNA Certificate Program (13 students)
- EMT Certificate Program (9 students)
- ServSafe Certification (In/CA/COVID)
- Volunteer Income Tax Assistance Volunteer (8 students)
- Manufacturing Tooling U Pre-apprenticeship Certification and OSHA 10 Credential (10 students)

CAREER AND TECHNICAL EDUCATION PROGRAMMING

- MHS TV Honored by The Student Television Network as The Best Weekly Student News Program in the North East
- Activities Planning Board, Young Men/Women’s Leadership Groups, and National Honor Society run a variety of community events
- Many students complete service and project extensions for credit through the extended learning office
- All seniors complete a required community service project in Civics (in addition to community service projects in other courses)

MANUFACTURING PARTNERSHIP

Manchester Community College
3 College Articulated Manufacturing Courses (122 students)

ENROLLED, RETAINED, AND/OR GRADUATED

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>American Indian/Alaskan</th>
<th>Black</th>
<th>Hispanic/Latino</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
<td>20</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>121</td>
</tr>
<tr>
<td>2020</td>
<td>20</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>121</td>
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</table>

GRADUATION REQUIREMENTS

- English: 4.0 credits
- Math: 3.0 credits
- Social Studies: 4.0 credits
- Science: 3.0 credits
- Physical Education: 1.0 credits
- Fine Arts or Vocational Ed: 1.0 credits
- Health: 0.75 credits
- Personal Finance: 0.5 credits
- World Language: 1.0 credits
- Additional electives: 1.0 credits
- TOTAL CREDITS: 24.0 credits

COUNSELING DEPARTMENT - (860) 647-3533

- Ms. Marie Mises, Coordinator: mmarie@mspsride.org
- Mr. Brandon Dautremont, Coordinator: bdautremont@mspsride.org
- Mrs. Shannon Souther, Coordinator: sshannon@mspsride.org
- Mrs. Kristen Fromme, Coordinator: kfromme@mspsride.org

EVERY STUDENT, SEEN AND HEARD

134 Middle Turnpike East
Manchester, Connecticut 06040
(860) 647-3533
Fax (860) 646-5727
www.mspsride.org

Claire J. Goeck, Superintendent
Kathleen J. Miner, Principal
School Code: 070-380
SCHOOL COUNSELING DEPARTMENT

The Manchester High School Counseling Department strives to help all students to develop: 1) Personal and social skills, 2) An understanding of the skills and abilities needed to maximize their high school experience, and 3) A plan to prepare for life beyond Manchester High School. The department works cooperatively to provide a comprehensive developmental school counseling program through classroom lessons, support groups, individual counseling, and large group formats.

The counselors service a specific caseload of students with whom they work within the Freshmen Center and, in grades 10-12, within the students’ chosen academic. The counselors facilitate each student’s success plan, provide academic, post-secondary and personal counseling, foster career decision making, and ensure that graduation requirements are being met.

LAST YEAR, 77% OF OUR GRADUATES WENT ON TO ATTEND EITHER 2 YEAR OR 4 YEAR COLLEGES IMMEDIATELY AFTER HIGH SCHOOL. BELOW IS A SAMPLING OF COLLEGES IN WHICH RECENT GRADUATES HAVE ENROLLED.

<table>
<thead>
<tr>
<th>College Name</th>
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<tbody>
<tr>
<td>Alabama State University</td>
<td>Allen High School</td>
<td>Alaska State University</td>
<td>Amherst College</td>
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<tr>
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<td>American International College</td>
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<tr>
<td>Albright College</td>
<td>Andrews University</td>
<td>Arkansas State University</td>
<td>Art Institute of Atlanta</td>
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<tr>
<td>Ammunatic Community College</td>
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<td>Bard College</td>
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<td>Bard College</td>
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<td>Berklee College</td>
<td>Boston College</td>
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<td>Binghamton University</td>
<td>Brown University</td>
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<td>Bridgewater State University</td>
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<td>Brown University</td>
<td>Buffy State College SUNY</td>
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<tr>
<td>Brown University</td>
<td>Bucknell University</td>
<td>Bucknell University</td>
<td>California Institute of the Arts</td>
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<tr>
<td>Central Connecticut State University</td>
<td>Central Florida</td>
<td>Champlain College</td>
<td>Clark University</td>
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<td>Endicott College</td>
<td>Fashion Institute of Technology</td>
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Yale University course, *Psychology and the Good Life*, in partnership with University of Connecticut: *This course will teach students scientifically-validated strategies for living a more satisfying life.*

Howard University course, *Principles of Criminal Justice*: *In this course, students will explore the key concepts of the criminal justice system and critically think about issues emerging in 21st century media.*

Howard University course, *Environmental Studies and Justice*: *In this course, students will learn foundational knowledge of basic earth and environmental processes, through an environmental justice and community lens.*

Cornell University course, *Big Data for Big Policy Problems*: *In this course, students will explore a dynamic set of today’s most pressing social policy issues and incorporate data science and programming in R to analyze the types of data that help us better understand and shape these issues.*

Arizona State University/Harvard course, *Poetry in America: The City from Whitman to Hip Hop*: *In this course, students will consider those American poets whose themes, forms, and voices have given expression to visions of the city since 1850. The course covers a wide range of poetic movements, including the Harlem Renaissance, the Beats, the New York School, the Chicago School, and others.*

Arizona State University course, *Introduction to Engineering*: *This course will teach students the fundamentals of engineering.*
Congratulations Manchester High School Graduates

Justice and the Class of 2020

Manchester High School
CENTER RACE

"Race is the container that holds and impacts perceptions of all the identities all the time."

Calvin Terrell

MANCHESTER PUBLIC SCHOOLS
Every Student
Graduates with a Post-Secondary Plan -
Graduate with Optimism and Confidence in their Choices
Manchester Public Schools

Equity Policy

The Manchester Board of Education is committed to creating safe, inclusive schools where equity is the norm and excellence is the goal in order to ensure all students will be prepared to be lifelong learners and contributing members of society. We reject all forms of racism and discrimination and acknowledge that it is harmful to the mission, vision, values, and goals of Manchester Public Schools. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families.

In Manchester, we believe equity is achieved when student outcomes are not predicated by gender, race, ethnicity, class, or special needs and where all students reach a level of efficacy and competence that supports a rewarding and productive life. This requires the elimination of the inequities that contribute to disproportionate learning and achievement by students of certain social groups while ensuring students are prepared for a productive and meaningful life (Connecticut Center for School Change).

To achieve equity, the district must differentiate resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. When those with the most marginalized identities are served well, the school district creates a healthier learning environment for everyone – because a school is only as equitable as those most marginalized experience it to be.

With these commitments in mind, Manchester Public Schools will:

○ Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);
○ Ensure all students regardless of race or class graduate from Manchester Public Schools ready to succeed in a racially and culturally diverse local, national, and global community;
○ Actively engage in anti-racism and anti-discrimination work with staff, students, parents, families, and the community;
○ Acknowledge that racism is augmented by other forms of discrimination, including but not limited to discrimination based on religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), genetic information, gender identity or expression, and veteran status, as noted in Policy #1503, Non-discrimination;
○ Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;

In order to achieve educational equity for our students, the district shall ensure:

**Equitable Access**—The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation. To address disparities in course participation (including AP/honors and enrichment) all school staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families. School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing. Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring, during or after school, to students interested in moving to higher level courses;

**Racial Equity Analysis**—The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool;
Workforce Equity—The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent personnel. The Human Resources Department shall create a plan to ensure workforce equity;

Professional Development—The district shall provide professional development to strengthen employees’ knowledge and skills for eliminating opportunity gaps and other disparities in achievement; all staff shall participate in anti-racism training and professional learning on how racism produces inequitable practices and outcomes; all instructional staff shall be trained in cultural awareness and/or culturally responsive teaching practices;

Curriculum and Instructional Materials - Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color. All curriculum materials shall be examined for racial bias and where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents. The district shall implement an anti-racist curriculum and provide educational resources for students at every grade level. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity;

Restorative Practices - The Board shall implement alternative discipline processes, such as restorative practices, to reduce racial disparities in discipline and suspension. To ensure consistency in student discipline, each school shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student’s race/ethnicity, gender, socio-economic status, special education, and English Language Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken. When school administrators determine a student has committed a racist or discriminatory act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative practices, role play or other explicit policies or training resources;

Welcoming School Environments—Each school shall post a public statement promoting anti-racism and anti-discrimination in a location visible to students, staff, and visitors entering the school. The statement shall read, MPS shall establish and promote an anti-racist, non-discriminatory school community that creates a welcoming culture and inclusive environment, which reflects and supports the diversity of the School District’s student population, their families, and communities;

Partnerships—The district will include other partners who have demonstrated racially and culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes;

Multiple Pathways to Success—The district shall provide multiple pathways to success in order to meet the needs of the racially diverse student body, and shall actively encourage, support and expect high academic achievement for all students;

Educators of Color- The district shall ensure the lived experiences at the workplace of educators of color are welcoming, supportive and anti-racist;

Policy Development
We are focused on closing the opportunity gaps by consistently viewing and evaluating major policy decisions through an equity lens in order to create learning communities that provide support and academic enrichment programs for all students;

The following questions will be considered for policy development and resource allocation to ensure that institutional and systemic barriers and discriminatory practices, that have limited access for many students in Manchester Public Schools, are discontinued. These questions seek to ensure that the experiences of people of color, English learners,
students with disabilities, students living in poverty, and LBGTQ students are prioritized when developing policies. In addition, youth voice is often marginalized in school settings, so for the purpose of this policy, youth are also considered marginalized.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. What is the fiscal impact of the change? Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial).
5. How have you intentionally involved stakeholders who are also members of the communities affected by the policy change or resource allocation?
6. How will you modify or enhance your strategies to ensure each learner and communities’ individual and cultural needs are met?
7. How are you collecting data on the performance of students in traditionally marginalized groups?
8. What is your commitment to professional learning for equity and anti-racist? What resources are you allocating for training in culturally responsive instruction?

The Superintendent is authorized to develop strategies and action steps to implement this policy with clear accountability and metrics to be included in the District Improvement Plan. The development of these strategies and action steps should be done in collaboration with the District Equity Leadership Team. At least annually, the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy.

Adapted from Seattle Public Schools
Information excerpted from Oregon State Department of Education Equity Lens (Appendix B)
Equity Policy Considerations

The following questions will be considered for policy development and resource allocation to ensure that institutional and systemic barriers and discriminatory practices, that have limited access for many students in Manchester Public Schools, are discontinued. These questions seek to ensure that the experiences of people of color, English learners, students with disabilities, students living in poverty, and LBGTQ students are prioritized when developing policies. In addition, youth voice is often marginalized in school settings, so for the purpose of this policy, youth are also considered marginalized.

The questions should be answered in writing and submitted to the policy committee prior to any decisions regarding revisions to policies or practices.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

3. What is the fiscal impact of the change? How does the investment or resource allocation advance opportunities for historically underserved students and communities?

4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial).

5. How have you intentionally involved stakeholders who are also members of the communities affected by the policy change or resource allocation?

6. How will you modify or enhance your strategies to ensure each learner and communities’ individual and cultural needs are met?

7. How are you collecting data on the performance of students in traditionally marginalized groups?

8. What is your commitment to professional learning for equity and anti-racist? What resources are you allocating for training in culturally responsive instruction?