

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, APRIL 27, 2015

Policy Committee Mtg.
Director's Rm. – 5:30 P.M.
Board of Education Meeting
Lincoln Center – Hearing Rm.
7:00 P.M.

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Approval of Board of Education Minutes – April 6, 2015 A – 3

B. CONSENT CALENDAR

- 1) Personnel Information B – 1
- 2) Permission to apply for the ED244 Grant, for the FY15/16 in the amount of \$1,140,176. B – 2
- 3) Appropriate an additional \$2,618.30, for a total of \$351,388.14, from the designated fund account to pay an additional retroactive salary payment to Paraeducators for FY13/14 contract settlements. B – 3
- 4) Transfer of funds B – 4

C. COMMITTEE REPORTS

- 1) Building & Sites Committee Mtg. minutes – April 8, 2015 C – 1
- 2) Personnel & Finance Committee Mtg. minutes – April 9, 2015 C – 2

D. PUBLIC COMMENTS (any item before the board)

E. SUPERINTENDENT'S REPORT

- 1) Update on Common Core State Standards and SBAC Testing – Dr. Amy Radikas, Asst. Superintendent for Curriculum & Instruction. E – 1
- 2) Update on Alliance Grant 2015-2016 Application – Mr. Matthew Geary, Superintendent of Schools E – 2
- 3) Update on School Calendar
- 4) Update on FY2015-2016 Board of Education Budget

F. UNFINISHED BUSINESS –

1) Policies Revisions

The Policy Committee submits to the full Board its recommended revision for the first reading and discussion in accordance with its policy on policy changes: E – 1

- a. Advertising Policy #3542

F. UNFINISHED BUSINESS – (cont.)

2) Policies Revisions

The Policy Committee submits to the full Board its recommended revision E – 2
for the first reading and discussion in accordance with its policy on policy
changes:

- a. Professional Learning Policy # 4132

G. NEW BUSINESS -

1) Adjustment to School Lunch Pricing G – 1

Recommended Action: Motion to approve an increase in all lunch
Prices by .10¢ for the 2015-2016 school year.

2) Transfer of Funds: G – 2

Recommended Action: Motion to approve the transfer of the following:
Maintenance Salaries (\$70,000); Benefits Health/Major Medical (\$14,987);
Info Services Contracted Services (\$37,000); Info Services Repair (\$4,800);
Info Services Telephone (\$5,600); and Maint Capital Projects (\$100,000) to
School Security Upgrades. A total transfer of \$232,387 is being requested.

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

I. COMMUNICATIONS

- 1) Student Representative – Joseph Coyne

J. ITEMS FOR FUTURE AGENDAS

K. ADJOURNMENT

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

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

PERSONNEL ACTION

APPOINTMENTS

Sarah Torrence to be a Latin teacher at Manchester High School. Ms. Torrence received a Master of Arts in Classical Languages degree at Bryn Mawr College and a Master of Arts in Political Science degree at Fordham University. Ms. Torrence resides in Farmington. It is recommended that her appointment be approved effective August 24, 2015 (MA+30/Step 13, \$87,177).

Justis Lopez to be a Social Studies teacher at Manchester High School. Mr. Lopez received a Master of Arts in Education degree at University of Connecticut. Mr. Lopez resides in Manchester. It is recommended that his appointment be approved effective August 24, 2015 (MA/Step 1, \$46,228).

Kaitlyn Sawyer to be a District-wide Speech and Language Pathologist. Ms. Sawyer received a Master of Arts in Speech – Language Pathology degree at University of Connecticut. Ms. Sawyer resides in North Stonington. It is recommended that her appointment be approved effective August 24, 2015 (MA+30/Step 3, \$53,641).

RESIGNATIONS

Douglas Maher, Music teacher at Manchester High School has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2015. Mr. Maher has been with Manchester Public Schools since August 23, 2005. It is recommended that his request be approved.

Kathleen Kalt, Language Arts teacher at Illing Middle School has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2015. Ms. Kalt has been with Manchester Public Schools since August 30, 2006. It is recommended that her request be approved.

Maureen Neumann, Art teacher at Illing Middle School has submitted a letter of resignation for personal reasons effective the end of business on June 30, 2015. Ms. Neumann has been with Manchester Public Schools since September 5, 2006. It is recommended that her request be approved.

Nancy Eastlake, District-wide CORE Enrichment Coordinator has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2015. Dr. Eastlake has been with Manchester Public Schools since August 28, 2007. It is recommended that her request be approved.

Scott Trungadi, Technology Integration Specialist at Bennet Academy has submitted a letter of resignation for personal reasons effective the end of business on June 30, 2015. Mr. Trungadi has been with Manchester Public Schools since August 26, 2013. It is recommended that his request be approved.

**Town of Manchester
Board of Education**

To: The Manchester Board of Education
From: Matt Geary, Superintendent of Schools
Subject: Permission to apply for ED-244 Grant
Date: 4/6/2015

Background:

This grant application is for the amount of \$1,140,176.

Adult Education Mission: It is the mission of Manchester Adult Education to meet the education needs of Manchester's adult learners and to prepare them for new technologies and 21st century economic globalization. This will be attained through goal setting and successful literacy skill acquisition, English language acquisition, high school completion, transition to postsecondary education and training, and transition to employment. It is also the mission of adult education to encourage and facilitate learner persistence, defined as a continuous learning process that lasts until an adult learner meets his or her education goals. Learners will be encouraged to engage in a lifetime of inquiry and learning.

Manchester Adult Education Vision: Manchester Adult Education will provide adult learners with the highest quality of adult education and literacy services. It will provide a comprehensive set of services in a consistent manner. It will be accountable for successful learner outcomes as measured by state and local standards. Adult Education will demonstrate success by designing and planning programs that help learners to achieve their educational, employment, family and community goals. Residents who participate in these programs will achieve learning gains, earn high school diplomas, enter postsecondary education/training and attain employment outcomes.

Discussion/Analysis:

Funds will be used to support all mandated programs for Manchester Adult Education for the 2015-2016 school year.

Financial Impact:

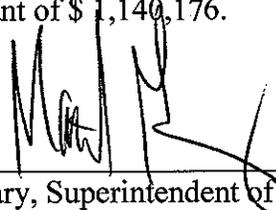
The Board of Education could be financially responsible for 52% of the grant. The State anticipated support rate for Manchester is 48%.

Other Board/Commission Action:

None

Recommendations:

The Superintendent of Schools recommends that the Board of Education approve the filing of an application for the ED-244 grant, for the 2015-2016 school year in the amount of \$ 1,140,176.



Matt Geary, Superintendent of Schools
4/27/2015

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Increase in Appropriation
Date: April 27, 2015

Background:

At the end of the 2013-2014 fiscal year, the Board of Education's budgeted increases for retroactive salary payments, due to union contract settlements, were transferred into a designated fund account.

Discussion/Analysis:

The Board of Education has recently settled contracts with Paraeducators and Tutors. An additional retroactive payroll was processed and an increase of \$2,618.30, for a total appropriation of \$351,388.14, is needed to pay Paraeducators the FY2013-2014 retroactive salary payments.

Financial Impact:

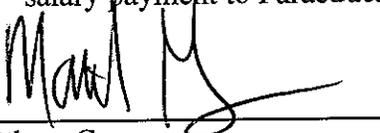
There was \$369,265 transferred into the designated fund account at the end of FY2013-2014. The Board of Education previously requested \$348,769.84 to support retroactive salary payments. An additional \$2,618.30 is needed from the designated fund account reserve to support an additional retroactive salary payment. The retroactive contract salary payments total \$351,388.14.

Other Board/Commission Action:

None

Recommendations:

The Superintendent of Schools recommends that the Board of Education request the Board of Directors to appropriate an additional \$2,618.30, for a total of \$351,388.14, from the designated fund account to pay an additional retroactive salary payment to Paraeducators for FY2013-2014 contract settlements.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: April 13, 2015

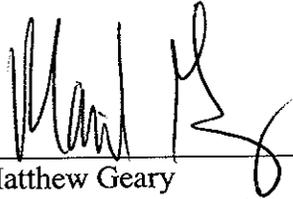
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

Discussion/Analysis: Transfer from Bentley Alternative Education Dues/Fees accounts to Bentley Alternative Education Instructional Supplies & Materials account. A total transfer of \$200 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2014-2015 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 27, 2015

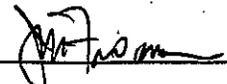
S - 4/15/15
el

**Manchester Public Schools
Manchester, Connecticut**

To: **Accounting Department**

School: Bentley Alternative Education

Date: 4-13-15

Principal's Sign: 

Date of Approval: 4/13/15

JUSTIFICATION (Required Field) :
We are transferring funds from to instructional supplies 5611 so that teachers can order student supplies and materials for experiments through the end of the year.

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

DECREASE In whole dollars only:

\$ 200.	Account # <u>10265100 5810</u>	Description: dues and fees
\$.	Account # _____	Description: _____
\$.	Account # _____	Description: _____
\$ 200.	TOTAL DECREASE	

INCREASE In whole dollars only:

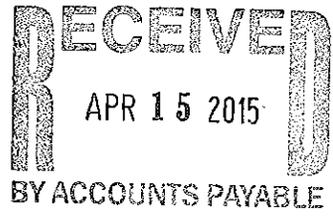
\$ 200.	Account # <u>10265100 5611</u>	Description: instructional supplies
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____
\$ 200.	TOTAL INCREASE (Must match total decrease)	

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: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: April 14, 2015

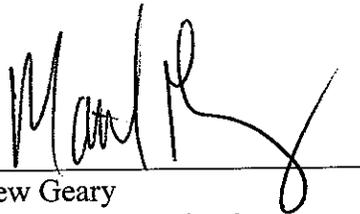
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

Discussion/Analysis: Transfer from Martin School Admin Repair (\$100) and Martin School Admin Printing/Advertising (\$300) accounts to Martin School Admin General Supplies & Materials account. A total transfer of \$400 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2014-2015 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 27, 2015

3 4/16/15
CP

Manchester Public Schools
Manchester, Connecticut

RECEIVED
APR 16 2015
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Martin

Date: 4/14/15

Principal's Sign: Catherine Colavecchio

Date of Approval: 4/14/15

JUSTIFICATION (Required Field):

Add'l. funds needed to purchase building-wide classroom supplies.

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

DECREASE In whole dollars only:

\$ 100.⁰⁰ Account # 423161005435

Description: Admin. Repair

\$ 300.⁰⁰ Account # 423161005540

Description: Printing/Advertising

\$ _____ Account # _____

Description: _____

\$ 400.⁰⁰ TOTAL DECREASE

RECEIVED
APR 16 2015
BY ACCOUNTS PAYABLE

INCREASE In whole dollars only:

\$ 400.⁰⁰ Account # 423162405610

Description: Gen'l. Supplies

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 400.⁰⁰ TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: April 14, 2015

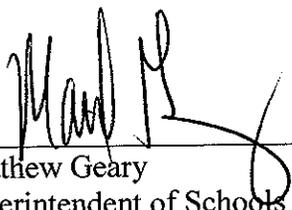
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

Discussion/Analysis: Transfer from Martin School Admin Computer Supplies & Materials account to Martin School Admin Postage account. A total transfer of \$400 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2014-2015 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 27, 2015

S - 4/16/15
CP

Manchester Public Schools
Manchester, Connecticut

RECEIVED
APR 16 2015
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Martin

Date: 4/14/15

Principal's Sign: Carmine Colavecchio

Date of Approval: 4/14/15

JUSTIFICATION (Required Field):

To cover add'l. postage needs, (including Br. K mailings + student records transfers).

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

DECREASE In whole dollars only:

\$ 400.⁰⁰ Account # 423161005612

Description: Admin. Comp. Supplies

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 400.⁰⁰ TOTAL DECREASE

RECEIVED
APR 16 2015
BY ACCOUNTS PAYABLE

INCREASE In whole dollars only:

\$ 400.⁰⁰ Account # 423162605541

Description: Adm Postage

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 400.⁰⁰ TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

**Manchester Board of Education
Building and Sites Committee
Washington Elementary School
Main Conference Room
April 8, 2015**

Attendees: Neal Leon, Michael Crockett, Carl Stafford, Mary-Jane Pazda, Matt Geary, Karen Gray, Pat Brooks

Mrs. Gray shared building repair needs at Washington Elementary School. With the Manchester Public Schools 2025 renovation plan, the school is scheduled to close in the Fall of 2020, however, maintenance is still needed to keep the building in shape to educate students for the next 5 years. Painting, carpet replacement and ceiling tile replacements are on the repair list.

Mr. Geary and Mrs. Brooks shared with the Committee the need to transfer funds within the FY2014-2015 Board budget to cover the cost, \$232,387.20, for network switches under the security project. Funding for the security project has been authorized for \$2,400,000, however the project is over budget and the new switches must be installed as part of the project. With the June 30, 2015, deadline for all expenses under the grant to be paid in order to receive reimbursement, a purchase order must be issued as soon as possible. Mrs. Brooks will prepare a transfer of funds request to go to the full Board for approval at the April 27, 2015, meeting. Transfers from the balance in the line items for the Facilities Director's salary and benefits, as well as transfers from IT contracted services, repairs and telephone and funds from capital projects will cover the balance. However, the use of these funds will prevent the district from completing end-of-the-year capital projects.

The Committee discussed the need for a playscape for the 5th/6th Grade Academy. The consensus was that a playscape is needed and will be installed at the academy.

Mrs. Brooks informed the Committee that the Robertson Elementary portables need to be replaced. They are approximately 15 years old and repairing them is not cost effective. Mrs. Brooks will be issuing a Request for Proposals for new or refurbished units so that a decision can be made on whether to replace them or not.

Interviews for the Facilities Director position will be held tomorrow, April 9, 2015, and finalist(s) interviews, with the Committee, will be held in May.

The next meeting will be held at 5:30 p.m. on Thursday, May 7, 2015, at Verplanck Elementary School.

Respectfully submitted,



Patricia F. Brooks
Assistant to the Superintendent
Finance and Management

**Manchester Board of Education
Personnel & Finance Committee
April 9, 2015**

Attendees: Mike Crockett, Deb Hagenow, Darryl Thames, Pat Brooks

Visitors: Nick Aldi

Mr. Aldi shared the State of Connecticut, Department of Education, Operational Memorandum #4-15, regarding Paid Lunch Equity: School Year 2015-16 Calculations and Tool. School lunch program regulations require school districts participating in the National School Lunch Program to ensure that sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals.

Using the tool provided, in order for the district to be compliant with this requirement in the 2015-16 School Year, the calculation indicates an increase of \$.10 for paid meals. Mr. Aldi recommends that the paid lunches increase \$.10 at each level, elementary, middle and high school. This will bring the cost for a paid lunch to \$2.05 at the elementary level, \$2.20 at the middle school and \$2.45 at the high school.

Manchester's paid lunches are still below the cost of a paid lunch within the District Reference Group as well as area school districts.

Mrs. Brooks informed the committee that the Robertson Elementary portables need to be replaced. They are approximately 15 years old and repairing them is not cost effective. Mrs. Brooks will be issuing a Request for Proposals for new or refurbished units so that a decision can be made on whether to replace them or not. The Committee requested a tour of the portables after the conclusion of the meeting.

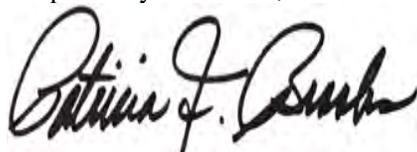
Mrs. Brooks shared with the Committee the need to transfer funds within the FY2014-2015 Board budget to cover the cost, \$232,387.20, for network switches under the security project. Funding for the security project has been authorized for \$2,400,000, however the project is over budget and the new switches must be installed as part of the project. With the June 30, 2015, deadline for all expenses under the grant to be paid in order to receive reimbursement, a purchase order must be issued as soon as possible. Mrs. Brooks will prepare a transfer of funds request to go to the full Board for approval at the April 27, 2015, meeting. Transfers from the balance in the line items for the Facilities Director's salary and benefits, as well as transfers from IT contracted services, repairs and telephone and funds from capital projects will cover the balance. However, the use of these funds will prevent the district from completing end-of-the-year capital projects.

Mrs. Brooks shared with the Committee the document that was posted on the District website in compliance with CT State Statute 10-222o. The Statute requires the annual posting of aggregate spending for education, by school, on the school district website. Aggregate spending includes, but is not limited to, funding sources such as the school budget, in-kind services provided by the Town, all Federal and State grants, insurance claims, rentals, donation, and endowment funds.

Mrs. Brooks provided the Committee with the March 31, 2015, financial statement.

The next meeting will be a budget workshop, if necessary, on May 6, 2015, at 6:00 p.m., in Room 293 at Manchester High School.

Respectfully submitted,



Patricia F. Brooks
Assistant to the Superintendent
Finance and Management

Standards and Assessment in Manchester Public Schools

An Update on Implementation, Reflection and Next Steps



Standards

① Implementation

② Reflection

③ Next Steps



Standards

① Implementation

② Reflection

③ Next Steps



Standards

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

COMMON CORE STATE STANDARDS FOR

Mathematics



Manchester Public Schools

Standards



Manchester Public Schools

Standards



August September October November December January February March April May June July Show All

Building a Community of Readers and Writers Pacing for unit is 4 weeks/20 sessions

Essential Questions:

1. Why is it important to establish routines in reading and writing communities to become a 21st century learner?
2. How might I use writing to make the world better?

Standards	Application of Standards	Knowledge	Enduring Understandings	Skills	Assessments	Resources
<p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>L.1.1a - Print all upper- and lowercase letters.</p> <p>L.1.1h - Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1i - Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.5a - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5b - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims, a tiger is a large cat with stripes).</p> <p>L.1.5c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>RF.1.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3b - Decode regularly spelled one-syllable words.</p> <p>RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a - Read on-level text with purpose and understanding.</p>	<p>Week 1: Reading: Laying the Foundation</p> <ul style="list-style-type: none"> Establish procedures and routines for read aloud/shared reading using back to school books (big books, songs and poems) Establish classroom environment Establish behavior and academic expectations and routines Build Classroom Community (Read First week of school books, name recognition books and activities) Begin whole group shared reading <p>Writing: Laying the Foundation</p> <ul style="list-style-type: none"> Establish behavior and academic expectations for writing Model appropriate use of writing tools one at a time, such as pencils, crayons and markers Establish classroom environment (materials, stations, meeting area, author's chair) Begin letter formation (2 letters a day) <p>Week 2: Reading: Introduce Speaking and Listening Routines</p> <ul style="list-style-type: none"> Letter ID/ Sounds (review previous letters/sounds and introduce three new letters/sounds) Introduce and model turn and talk expectations and routine 	<p>Students will know...</p> <p>Foundational Reading Skills</p> <ul style="list-style-type: none"> Know grade level phonics rules the words "author" and "illustrator" how to handle a book Letter sound correspondence Vocabulary: <ul style="list-style-type: none"> medial final irregular <p>Oral Language</p> <ul style="list-style-type: none"> that whatever they think they can say and whatever is said can be written Vocabulary: <ul style="list-style-type: none"> sentence declarative sentence exclamatory sentence interrogative sentence <p>Writing</p> <ul style="list-style-type: none"> that letters make words Vocabulary: <ul style="list-style-type: none"> upper case capital letter lower case topic <p>Routines</p> <ul style="list-style-type: none"> Where to find supplies What a good listener/reader/writer looks like That writing conveys meaning Reading/writing routines: <ul style="list-style-type: none"> name on paper finished work asking for help Behavior expectations: <ul style="list-style-type: none"> whole class small group centers 	<p>Students will understand that...</p> <p>Foundational Reading Skills</p> <ul style="list-style-type: none"> medial sound is the middle sound in a CVC word final sound is the last sound they hear in a CVC word some words cannot be decoded the author writes the words and the illustrator draws the pictures phonics relates to words Reading involves applying letter sound correspondences Directionality of text readers follow words left to right, top to bottom and page by page <p>Oral Language</p> <ul style="list-style-type: none"> the relationship between written and spoken word a sentence is a group of words that tells one complete thought sentences start with a capital letter a declarative sentence is a statement and uses a period. a type of sentence that expresses strong feelings by making an exclamation A type of sentence that asks a question <p>Writing</p> <ul style="list-style-type: none"> that writing conveys meaning there are two graphemes for each letter student's picture/words should match thought/topic <p>Routines</p> <ul style="list-style-type: none"> Routines allow for a positive productive learning 	<p>Students will be able to...</p> <p>Foundational Reading Skills</p> <ul style="list-style-type: none"> Read grade level text orally with accuracy, appropriate rate and expression Manipulate initial, medial and final phonemes Decode regularly spelled one-syllable words Demonstrate understanding of the organization of the text and basic features of print recognize irregular spelling words explain the role of the author and illustrator manipulate sounds to match letters (i.e. sound boxes) follow words from left to right, top to bottom, and page by page (ongoing) <p>Oral Language</p> <ul style="list-style-type: none"> Participate in collaborative conversations with partners and small groups Write/Identify simple declarative sentences using correct punctuation. Write/Identify simple exclamation sentences using correct punctuation. Write/Identify simple interrogative sentence using correct punctuation Identify a complete sentence. <p>Writing</p> <ul style="list-style-type: none"> Differentiate, recognize and print upper- and lowercase letters Print all upper and lowercase letters Write a 3 simple sentences to convey a story. 	<p>Weekly Plan - Unit 1: Looks at weekly objectives for teaching this unit</p> <p>Please note - resources will vary between buildings</p> <p>Professional Resources</p> <ul style="list-style-type: none"> Literacy Work Stations – Debbie Diller Creating a Writing Community – Marcia Freeman The Daily 5 Best Books for Beginning Readers by Thomas G. Gunning The Common Core Lesson Plan Book K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Skills. By Gretchen Owocki Reading with Meaning by Debbie Miller Growing Readers: Units of Study in the Primary Classroom by Kathy Collins Comprehension Clubs- Fountas & Pinnell Oral Language Development (www.newteachercenter.org) – Beginning Teacher Tab Guided Reading Good First Teaching for All Children – Fountas and Pinnell, 1996 The Continuum of Literacy Learning Grades PK-8: A Guide to Teaching – Fountas and Pinnell, 2010 Guiding Readers and Writers, Fountas and Pinnell Interactive Writing: How Language and Literacy Come Together, K-2 – Fountas, McCarriar, and Pinnell, 2000 First Grade Writing Workshop, Judy Luntz, Scholastic.com Your 1st Grader and Writing Under the Common Core 	



Standards

① Implementation

② Reflection

③ Next Steps



Standards

① Implementation

② Reflection

③ Next Steps



Assessment

① Implementation

② Reflection

③ Next Steps



Assessment

April 27 – May 15

Grade 3, 6 & 7

March 30 – April 10

Grade 4 & 8

April 20 – April 24

Grade 4 & 8

March 17 – April 3

Grade 5

May 15 – June 5

Grade 11



Assessment

- Selected Response
- Constructed Response
- Extended Response
- Performance Tasks
- Technology-Enabled
- Technology-Enhanced



Selected Response

*Single Response – Multiple
Choice*

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Which sentence should be added to the paragraph to state the author's main claim?

- A. Watching television makes a person healthy.
- B. Watching television can be a sign of intelligence.
- C. Television can be a positive influence on people.
- D. Television has more varied programs than ever before.



Selected Response

Multiple Correct Options

Which of the following statements is a property of a rectangle? Select all that apply.

- Contains three sides
- Contains four sides
- Contains eight sides
- Contains two sets of parallel lines
- Contains at least one interior angle that is acute
- Contains at least one interior angle that is obtuse
- All interior angles are right angles
- All sides have the same length
- All sides are of different length



Constructed Response

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third-Grade	
Class	Number of Students
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show or explain how you found your answer.



Constructed Response

Extended Response



Ms. McCrary wants to make a rabbit pen in a section of her lawn.

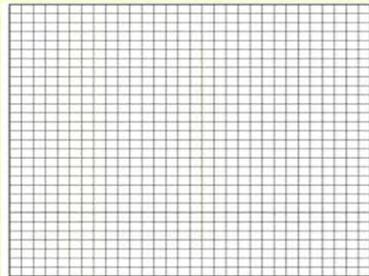
Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

Part A

Draw 3 **different** rectangles that can each represent Ms. McCrary's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.



Key
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

Pen 1:

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Pen 2:

Length: (feet, square feet)

Width: (feet, square feet)

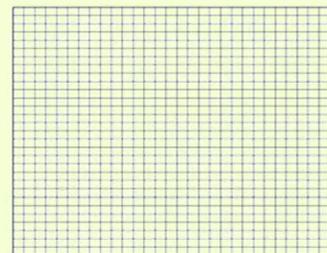
Area: (feet, square feet)

Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.



Key
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Performance Task

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

- (short story)
- (article 1)
- (video)
- (research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.
2. What do the statistics from "Keeping Pace with K–12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.

3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.



Technology- Enabled

Brianna is running for class president. She needs to give a speech to the 4th grade class. Listen to the draft of her speech and then answer the questions that follow.

(Test-takers listen to an audio version of the following speech.)

“Hi, My name is Brianna. I am running for class president, and I hope you will vote for me. You know many of my friends said they would. I am involved in many activities, including track and theater. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year. Also, we can donate a portion of the money to a charity of our choice. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”

This speech needs to be revised before the student presents it. Which sentence should be omitted to improve the speech.

- A. I am running for class president, and I hope you will vote for me.
- B. You know many of my friends said they would.
- C. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year.
- D. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”



Technology- Enhanced



Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship.
Read the poem and answer the question that follows.

Remember

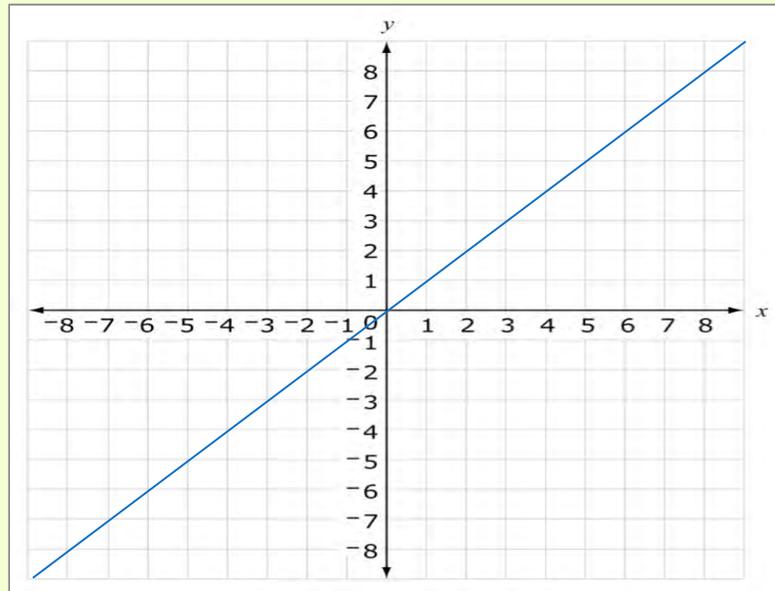
by Christina Rossetti

Remember me when I am gone away,
 Gone far away into the silent land;
 When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day 5
 You tell me of our future that you plann'd:
 Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
 And afterwards remember, do not grieve: 10
 For if the darkness and corruption leave
 A vestige* of the thoughts that once I had,
Better by far you should forget and smile
 Than that you should remember and be sad.

In the sonnet "Remember," which two lines reveals a change in the speaker's message to her subject?

Technology-Enhanced

The value of y is proportional to the value of x . The constant of proportionality for this relationship is 1. On the grid below, graph this proportional relationship.



Assessment

① Implementation

② Reflection

③ Next Steps



Assessment

CSDE Connecticut State Department of Education

Connecticut's Achievement Level Descriptions for the Smarter Balanced Assessment

ENGLISH LANGUAGE ARTS AND LITERACY ACROSS THE CONTENT AREAS ACHIEVEMENT LEVEL DESCRIPTORS

High School	Grades 6-8	Grades 3-5
<p>Level 4: Exceeds the Achievement Level</p> <p>The student has exceeded the achievement level for English language arts and literacy expected for high school.</p> <p>Students performing at this level are demonstrating mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in entry level, credit bearing college coursework or career training.</p>	<p>Level 4: Exceeds the Achievement Level</p> <p>The student has exceeded the achievement level for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in high school and college coursework or career training.</p>	<p>Level 4: Exceeds the Achievement Level</p> <p>The student has exceeded the achievement level for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in the next grade.</p>
<p>Level 3: Meets the Achievement Level</p> <p>The student has met the achievement level for English language arts and literacy expected for high school.</p> <p>Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.</p>	<p>Level 3: Meets the Achievement Level</p> <p>The student has met the achievement level for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in high school and college coursework or career training.</p>	<p>Level 3: Meets the Achievement Level</p> <p>The student has met the achievement level for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in the next grade.</p>



Assessment

① Implementation

② Reflection

③ Next Steps



Questions and Discussion



2015-16 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

Y

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input type="checkbox"/>	Instructional coaching
<input checked="" type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	School leadership development
<input type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input checked="" type="checkbox"/>	Other: Support of Innovative teaching practices

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:	Aligned SMART Goals:
1.1. Recruit, retain, and develop talented teachers and administrators by encouraging reflective practice, collaboration, and professional learning through the implementation of Professional Learning Communities and Learning Walks	2% increase in the number of certified minority staff 60% of teachers district-wide are implementing desired strategies as measured by data from learning walks 90% of teachers demonstrate Growth in Instructional Practice as measured by evaluation data 80% of teachers report positive response to PLC work and professional learning opportunities Increase the total number of certified minority staff members 20% increase in self-report of improved practice.
1.2. Strengthen the use of technology (chromebooks) to support student-centered learning at the middle level	60% of teachers report using technology (chromebooks) to support student-centered learning practices at least 3X per semester (survey) 60% of students report using technology (chromebooks) to engage in student-centered learning practices at least 3X per semester (survey)
1.3 Provide support for teachers seeking to integrate innovative practices in classrooms across the district	90% of students in classrooms / schools supported by Creativity funding engaged in student-centered or project - based learning as demonstrated by student products from planned activities

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
1.0 FTE Administrator: Director of Performance, Evaluation, and Talent	1.1	Oversee and Support Evaluation and Professional Learning	\$ 138,279.00
1.0 FTE Teacher: Instructional Technology Facilitator	1.2	Instructional Technology Facilitator (Support implementation of 1:1 chromebook initiative)	\$ 57,130.00
100: Personnel Services - Salaries Subtotal:			\$ 195,409.00
200: Personnel Services - Benefits			
1.0 FTE Administrator: Director of Performance, Evaluation, and Talent	1.1	Oversee and Support Evaluation and Professional Learning	\$ 20,645.00
1.0 FTE Teacher: Instructional Technology Facilitator	1.2	Instructional Technology Facilitator (Support implementation of 1:1 chromebook initiative)	\$ 22,337.00
200: Personnel Services - Benefits Subtotal:			\$ 42,982.00
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -

400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
Purchased Services to support Creativity Grants	1.5	Funds to support teachers or schools seeking to implement innovative, research-based instructional strategies or other pilot reform efforts	\$ 25,000.00
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ 25,000.00
600: Supplies			
Supplies to support Creativity Grants	1.5	Funds to support teachers or schools seeking to implement innovative, research-based instructional strategies or other pilot reform efforts	\$ 25,000.00
			\$ -
			\$ -
600: Supplies Subtotal:			\$ 25,000.00
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 288,391.00

Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, advertising for and promotion of commercial products and services must be screened and approved by the Superintendent of Schools or his designee. Any distribution or display of advertising materials and messages publicized through school media or displayed on school property and at school events must have the authorization of the Superintendent of Schools or his designee.

The superintendent shall develop regulations governing advertising in the schools in accordance with the following guidelines.

1. Advertising is permitted in school publications such as yearbooks, school newspapers, newsletters, and event programs. School officials may permit the publication of commercial advertisements for a reasonable fee or an in-kind contribution that advertises or promotes an outside organization's products, programs or services.
2. School officials may sell, for a reasonable fee or an in-kind contribution, commercial advertisement space on stadium, athletic, gymnasium, or other billboards, banners, or signage for advertisements or promotions of an outside organization's products, services, programs or activities.
3. School officials may permit boards, displays or banners that acknowledge donations or sponsors of a school or the school system.
4. School officials shall prohibit advertising through the school system employee and student e-mail system and the school system website.
5. Advertising in school publications, in school media, in school facilities and on school property will be limited to an advertiser's (a) name, brand name, and/or trade name; (b) logo or picture; (c) location or place of business and contact information; (d) slogans that identify the advertiser
6. School officials have discretion to determine whether to use commercially sponsored materials or materials containing commercial advertising in school instructional programs and activities.

The Board of Education prohibits advertising, commercial or promotional messages, and other items and materials that (1) are vulgar, indecent or obscene; (2) contain libelous statements, personal attacks or

abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability; (3) cause or clearly threaten to cause a material and substantial disruption of a school activity; (4) encourage the commission of unlawful acts or the violation of lawful school regulations; (5) are inappropriate considering the age of the students in the school; (6) include information that is inaccurate, misleading or false; or (7) advertise any product or service not permitted to minors by law; (8) are political in nature.

Neither the school system nor the school administrators at any school will require students to provide marketing information to vendors either through the provision of personal information or through marketing surveys. In addition, neither the school system nor any school administrator will enter into any contract for products or services, including electronic media services, in which students are asked to reveal personal information for collection by the providers of such services. For the purposes of this section, personal information includes, but is not limited to, the student's name, telephone number, e-mail address and home address.

PERSONNEL 4132**Professional Learning**

One core belief of the Manchester Public Schools is that the foundation of a professional learning culture is the cultivation of a creative, collaborative, and collegial environment built on trust, respect and the value of continuous personal growth. The success of all students is intricately linked to the comprehensive and systemic adult practices that have proven to be meaningful in the academic, social/emotional, and cultural lives of students. Working together within professional learning communities to analyze student work and better develop targeted instruction; engaging in the instructional coaching model with trained professionals to refine instructional practice; accessing real-time skill- and content-based refreshers based on need; implementing healthy school climate practices that involve both adults and students as resources for learning; and developing leadership capacity at every level of the educational organization will all contribute to our ultimate goal of improving the learning outcomes for our students.

Administration, through the use of formal and informal observations, achievement data, and various other evidence, shall monitor the impact of professional learning on student growth in determining the type of professional learning taking place and / or continues.

To that end, the Board of Education is committed to funding structured, ongoing professional learning that supports certified and non-certified staff with job-embedded opportunities for growth in the ever-changing landscape of education. Investing in educational frameworks, technological advances, and structures for collaborative learning will affirm the Board's commitment to the belief that learning is a lifelong process which contributes to the well-being of the individual, the district-wide professional learning community, and society.

The District Improvement Team (DIT), through the leadership of the Superintendent, will work to develop and maintain the professional learning plan of the district, with the expectation that accurate reporting of the efficacy of the program be provided to the Board of Education at appropriate intervals throughout the school year.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of the National School Lunch and School Breakfast Programs

FROM: John Frassinelli, Chief
Bureau of Health/Nutrition, Family Services and Adult Education

DATE: October 29, 2014

SUBJECT: Operational Memorandum #4-15
Paid Lunch Equity: School Year 2015-16 Calculations and Tool

School Program regulations at 7 CFR 210.14(e) require school food authorities (SFAs) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. There are two ways to meet this requirement: either through the prices charged for "paid" meals or through other non-Federal sources provided to the nonprofit school food service account.

This memorandum provides guidance on the calculations SFAs must make in order to ensure they are in compliance with these requirements for School Year (SY) 2015-16. In addition, the SY 2015-16 Paid Lunch Equity (PLE) tool to assist SFAs as they make these required calculations is attached to this memorandum.

SY 2015-16 Paid Lunch Equity Calculations

For SY 2015-16, SFAs which, on a weighted average, charged less than \$2.70 for paid lunches in SY 2014-15 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account. The amount of the per meal increase will be calculated using 2 percent plus 2.19 percent, or 4.19 percent.

SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2014-15 when calculating the weighted average paid lunch price increase for SY 2015-16. For example, if the unrounded SY 2014-15 requirement was \$2.08 but the SFA opted to round down to \$2.05, the calculation of the SY 2015-16 requirement is based on the \$2.08 unrounded SY 2014-15 requirement.

If an SFA raised its weighted average paid lunch price above the required amount in SY 2014-15, that excess paid lunch price increase may be subtracted from the total SY 2015-16 paid lunch price increase requirement. SFAs must keep sufficient records to document and carry forward the average price calculations.

Additionally, if an SFA did not raise its weighted average adjusted paid lunch price sufficiently to meet the required amount in SY 2014-15, the shortfall must be added to the total SY 2015-16 paid lunch price adjustment requirement.

Use of Non-Federal Sources Calculation

SFAs that choose to contribute non-Federal sources to the nonprofit school food service account in

The SY 2015-16 PLE tool also includes a feature that makes calculations for SFAs that wish to split the SY 2015-16 requirement by both raising prices and contributing a non-Federal source. This option may be attractive to SFAs that do not want to raise paid lunch prices the entire amount that they are required. To use the attached SY 2015-16 PLE tool, SFAs need the following information:

ALL SFAs need the following data to calculate the Weighted Average Price for SY 2015-16:

- SY 2014-15 Unrounded Price Requirement OR SY 2010-11 Weighted Average Price;
- all paid lunch prices for October 2014; and
- the number of paid lunches served associated with each paid lunch price in October 2014.

SFAs that have opted to contribute non-Federal sources also need:

- the total number of paid lunches served in SY 2013-14; and
- the total dollar amount of SY 2011-12, SY 2012-13, SY 2013-14 and SY 2014-15 non-Federal contributions.

SFAs that wish to split the SY 2015-16 requirement by both raising paid lunch prices and contributing non-Federal sources will need all of the above information. Additionally, the PLE tool includes a report that SFAs can use to track the information they will need to make their SY 2016-17 calculations. SFAs can print the report and keep it in their records.

Questions may be directed to:

County	Consultant	Email	Phone Number
Fairfield	Fionnuala Brown	fionnuala.brown@ct.gov	860-807-2129
Hartford (towns/cities beginning with A-R)	Teri Dandeneau	teri.dandeneau@ct.gov	860-807-2079
Hartford (towns/cities beginning with S-W) & Windham County	Susan Alston	susan.alston@ct.gov	860-807-2081
Litchfield County	Allison Calhoun-White	allison.calhoun-white@ct.gov	860-807-2008
Middlesex & Tolland Counties	Andy Paul	andrew.paul@ct.gov	860-807-2048
New Haven	Jackie Schipke	jackie.schipke@ct.gov	860-807-2123
New London	Monica Pacheco	monica.pacheco@ct.gov	860-807-2073

JF:tdd

Attachment

This is a numbered Operational Memorandum that contains important program information. Please read carefully and retain in a binder for future reference. Operational Memoranda are posted on the Connecticut State Department of Education's Child Nutrition Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320676>.

Federal Regulations 7CFR 210.14 require districts participating in the NSLP to ensure sufficient funds are provided to the nonprofit food service account for meals served to students not eligible for free or reduced priced meals.

This can be achieved by raising the cost of paid lunch or by using funds from a non-federal source.

Meals sold in October of 2014

Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2014-15 Weighted Average Price
23,384	\$ 1.95	\$ 45,598.80	
6,988	\$ 2.20	\$ 15,373.60	
7,789	\$ 2.35	\$ 18,304.15	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
38,161		\$ 79,276.55	\$ 2.08
<p><i>Note: SY 2014-15 Weighted Average Price equal to or above \$2.70 are compliant for SY 2015-16. \$2.70 is the difference between the Free and Paid reimbursement rates for SY 2014-15.</i></p>			

Total Price Increase for SY 2015-16
\$ 0.07

Required price increase for SY 2015-16 (with 10 cent cap)
\$ 2.15

K-5 current price \$1.95

6-8 current price \$2.20

9-12 current price \$2.35

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	23,384	\$ 2.05	\$ 47,937.20	
2.	6,988	\$ 2.30	\$ 16,072.40	
3.	7,789	\$ 2.45	\$ 19,083.05	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	38,161		\$ 83,092.65	\$ 2.18

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

K-5 current price \$1.95

6-8 current price \$2.20

9-12 current price \$2.35

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	23,384	\$ 2.00	\$ 46,768.00	
2.	6,988	\$ 2.30	\$ 16,072.40	
3.	7,789	\$ 2.45	\$ 19,083.05	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	38,161		\$ 81,923.45	\$ 2.15

Lunch Price Comparisons

2014-2015

	Elementary	Middle School	High School
Manchester	\$1.95	\$2.20	\$2.35
Killingly*	\$2.25	\$2.75	\$2.75
Putnam*	\$2.25	\$2.40	\$2.65
Vernon*	\$2.25	\$2.50	\$2.75
East Hartford	\$2.30	\$2.70	\$2.95
Torrington*	\$2.40	\$2.50	\$2.60
Stratford*	\$2.40	\$2.45	\$2.85
Plainfield*	\$2.40		
Hamden*	\$2.45	\$2.70	\$2.70, \$2.95 dell
East Haven*	\$2.50	\$3.00	\$3.00
Bolton	\$2.50	\$2.50	\$2.60
Naugatuck*	\$2.50	\$2.65	\$2.75, \$3.00, \$3.25
Bloomfield*	\$2.50	\$2.75	\$2.75
Groton*	\$2.50	\$2.80	\$2.80
Middletown*	\$2.50	\$2.75	\$3.00
South Windsor	\$2.75	\$2.85	\$3.00
Glastonbury	\$3.00	\$3.50	\$3.50
Bristol*	\$3.00	\$3.00	\$3.25

*District Reference Group

Meal Participation 2014-2015

As of March 31, 2015, 54% of the students enrolled in Manchester Public Schools are eligible for free or reduced priced meals. Listed below is a summary of the number meals served during the operating month of March 2015.

<u>Student Enrollment</u>	6,009
----------------------------------	-------

Eligible Students Free Meals	2,881
------------------------------	-------

Eligible Students Reduced Priced Meals	391
--	-----

Eligible Students Paid Meals	2,737
------------------------------	-------

Lunch Meals Served March 2015

Free	50,948
------	--------

Reduced	6,674
---------	-------

Paid	29,887
------	--------

These figures show that on average for the month of March 2015 66% of the students enrolled in Manchester Public Schools participate in the National School Lunch Program. Of the total number of meals served during this operating month, 34% of the meals were from the Paid Meals Category.

History of Lunch Prices

Prior to school year 2001-2002 the last lunch price increase was in school year 1990-1991

2001-2002

The elementary price of lunch increased \$.15. The price increased from \$1.35 to \$1.60

The secondary price of lunch increased \$.25. The price increased from \$1.50 to \$1.75

The next increase came 6 years later

2008 – 2009

Elementary .15 increase \$1.60 to \$1.75

Secondary .25 increase \$ 1.75 to \$2.00

The 2008-2009 prices were held until Equity in School Lunch became a regulation under Healthy Hunger Free Kids Act of 2010.

In 2011-2012 we were mandated under the regulation to increase the price of paid lunch. The Board voted to increase the price of lunch at only Manchester High School. We increased the price of lunch \$.25. The cost of paid lunch increased from \$2.00 to \$2.25. The rest of the district maintained their current meal price.

2011-2012 pricing

K-5 \$1.75

6-8 \$2.00

9-12 \$2.25

2012-2013 we used a credit from 2011-12 increase. We maintained the current meal price district wide.

2013-2014 increased the price of lunch \$.10 grades K-8. Manchester High School maintained the current meal price.

K-5 \$1.85

6-8 \$2.10

9-12 \$2.25

2014-2015 increased the price of lunch \$.10 grades K-12

K-5 \$1.95

6-8 \$2.20

9-12 \$2.35

2015-2016

Proposed increase \$.10 grades K-12

New Pricing

K-5 \$2.05

6-8 \$2.30

9-12 \$2.45

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: April 14, 2015

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 2014-2015 Budget.

Discussion/Analysis: Transfer from the following: Maintenance Salaries (\$70,000); Benefits Health/Major Medical (\$14,987); Info Services Contracted Services (\$37,000); Info Services Repair (\$4,800); Info Services Telephone (\$5,600); and Maint Capital Projects (\$100,000) to School Security Upgrades. A total transfer of \$232,387 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2014-2015 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 27, 2015

Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School: Central Office 04/14/15

Date: April 27, 2015

Principal's Sign: _____

Date of Approval: _____

JUSTIFICATION (Required Field) :

Funding for the security project, \$2,400,000, has been entirely spent due to the bids received for video, phone and access control coming in significantly higher than estimates and the project is unable to cover the cost of the network switches without additional funding. This transfer is necessary to cover the cost of the switches in order for work to be completed and contract deadlines met to receive the \$1,244,038.60 state funding.

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

DECREASE In whole dollars only:

\$ <u>70,000</u>	Account # <u>41799260 5112</u>	Description: <u>Maintenance Salaries</u>
\$ <u>14,987</u>	Account # <u>41199888 5270</u>	Description: <u>Benefits Health/Major Medical</u>
\$ <u>37,000</u>	Account # <u>41499280 5430</u>	Description: <u>Info Services Contracted Services</u>
\$ <u>4,800</u>	Account # <u>41499280 5435</u>	Description: <u>Info Services Repair</u>
\$ <u>5,600</u>	Account # <u>41499280 5530</u>	Description: <u>Info Services Telephone</u>
\$ <u>100,000</u>	Account # <u>41799260 5735</u>	Description: <u>Maint Capital Projects</u>

\$232,387 TOTAL DECREASE

INCREASE In whole dollars only:

\$232,387 Account # 32499266 5739 Description: School Security Upgrades

\$232,387 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____