

**MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, SEPTEMBER 23, 2019
LINCOLN CENTER**

**Personnel & Finance Committee
Board of Education Meeting**

**5:30 P.M. - Directors' Rm.
7:00 P.M. - Lincoln Center
Hearing Rm.**

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Secretary's Welcome
- 4) Board of Education Minutes 9-9-19 A - 4

B. COMMITTEE REPORTS

- 1) Policy Committee Minutes 9-9-19 B - 1

C. CONSENT CALENDAR

- 1) Personnel Information C - 1
- 2) Transfer of Funds C - 2
- 3) The Superintendent of Schools recommends that the Manchester Board of Education grant MEA President, Kathryn Dias, .50 release time for FY19-20 School year; and, that the Board of Education request that the Board of Directors' establish an appropriation in the amount of \$27,622 to be funded by the Manchester Education Association (MEA). C - 3
- 4) Extended Field Trip Request Form - MHS - 100 Students - MHS Roundtable Singers, Chamber Orchestra, Percussion - April 23, 2020 - April 26, 2020 Competition and Performance Tour - Toronto, Canada C - 4

D. REPORT FROM STUDENT REPRESENTATIVE

- 1) Student Representative Report - Krista Myrie and Tiffany Henry

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT'S REPORT

- 1) Update on Technology - Ms. Kerri Kearney, Instructional Technology Supervisor
- 2) Update on Administrator Evaluation - Mr. Matthew Geary, Superintendent of Schools F - 2

G. UNFINISHED BUSINESS - None

H. NEW BUSINESS

Policy Recommendation:

The Policy Committee submits to the full Board its recommended policy change for a first reading and approval in accordance with its policy on policy changes:

New Policies:

a) Policy 5131.111(a) Video Surveillance

H - 1a

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

J. COMMUNICATIONS - None

**K. ITEMS FOR FUTURE AGENDAS
Topics for Superintendent's Report**

Monday, October 7, 2019 - Bowers School Improvement Plan

Monday, October 21, 2019 - Update on Human Resources and Teacher Evaluation

Monday, November 4, 2019 - Buckley School Improvement

Monday, November 13, 2019 - Pre-Budget Workshop

Monday, November 18, 2019 - Update on Humanities and Reaffirmation of BOE Bylaws

L. ADJOURNMENT

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

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

Manchester Public Schools
Board of Education
Policy Committee
Minutes
September 9, 2019
Lincoln Center - Director's Room

The meeting began at 6:00 P.M.

Members Present: Melanie Stefanovicz, Scott Hughes, Deb Hagenow, Darryl Thames
Others Present: Matt Geary, Superintendent of Schools

The members reviewed the District Improvement Plan with a focus on the Academics and Culture and Climate sections. The District Improvement Plan is meant to capture new strategies or strategies that have been in place but are not yet firmly established. The District Improvement Plan was scheduled to be presented to the full Board of Education at the meeting on September 9.

[District Improvement Plan - Working Draft](#)

The members reviewed the draft Equity Policy and will apply it to the policies brought forward at the next policy meeting before determining next steps.

[MPS Equity Policy - Draft](#)

The members reviewed the Staff Attendance Guidelines. No action is needed as these management guidelines were shared for informational purposes only and outline how the administration will address staff attendance concerns.

[Attendance Guidelines](#)

The members reviewed the draft Video Surveillance on Buses Policy and will move the policy forward to the full Board for a first reading.

[Draft - Video Surveillance on School Buses](#)

The members reviewed the legislative updates from the Connecticut State Department of Education and Shipman and Goodwin. These updates will be discussed at the next meeting.

[Legislation Update - CSDE](#)

[Legislative Update - Shipman and Goodwin](#)

The meeting adjourned at 7:00 P.M.

Respectfully submitted,
Matt Geary

District Improvement Plan 2019-22 Overview

When the DIT was created in 2013, the purpose of the group was to develop and implement a plan that would drive improvement at the district level. Simultaneously, the Manchester Board of Education developed a Data Dashboard to monitor student achievement across several indicators. Over the next three years, the DIT will be charged with monitoring the plan across all four areas - Academics, Culture and Climate, Talent, and Systems and Operations. In addition to monitoring the fidelity indicators and indicators of adult progress a review of student data associated with each strategy will be added to the plan. This version represents the updated draft of the District Improvement Plan 2019-2022. The piece on equity will be added to each section as we unpack the EISCA report.

To support the work involved for a team to effectively monitor student data, the number of people involved in the Academics and Culture and Climate subcommittees was expanded to include a cross section of positions and representation from all schools. At the school level, two larger subcommittees should be created or reimagined - one monitoring the Academic section (could be the current School Improvement Team) of the school improvement plan and the other (the School Climate Team) monitoring the Culture and Climate section of the school improvement plan.

The members of the District Improvement Team must also involved in school level teams. There is also a new team of people who has been unpacking the EISCA. That list is included here as well. The group is intended to represent a cross section of people who have been involved in our equity work to date.

Quarterly visits will be scheduled for after school. Each member of the District Improvement Team will be assigned to a school team.

FIRST_NAME	LAST_NAME	SUB_COMMITTEE	LOCATION	TITLE_NAME
Amanda	Lister	Academics	Manchester High School	Instructional Coach
Amanda	Ortiz	Academics	Martin	3-4 STEM Specialist
Ben	Foran	Academics	Illing Middle School	Grade 7 teacher/SS Department Facilitator
Beth	Hayes	Academics	Central Office	Supervisor of Business & Community Partnerships
Claudine	Polochanin	Academics	Keeney Elementary School	K-1 STEM Specialist
Jennifer	Smyth	Academics	Highland Park Elementary School	Grade 1 Teacher
Jillian	Sapanaro	Academics	Illing Middle School	Grade 7 & 8 STEAM
Josh	Steffenson	Academics	Manchester High School	Assistant Principal
Katelyn	Miner	Academics	Manchester High School	Principal
Kelly	Melesco	Academics	Bennet Academy	Grade 6 Teacher/ELA Department Facilitator
Kerin	Heemsoth	Academics	PPS	Pupil Services Supervisor
Kristin	Kowalski	Academics	District - Bowers / Verplanck	Literacy Specialist
Laura	Kowalseki	Academics	Bennet Academy	Grade 5 Math
Lisa	Miner	Academics	Buckley Elementary School	K Teacher
Max	Echeveria	Academics	Bowers	Assistant Principal
Nar	Sacia	Academics	MPC	PreK Teacher
Natalie	Jones	Academics	Verplanck Elementary School	Grade 2 teacher
Nicolas	Jones	Academics	Verplanck Elementary School	Principal
Nikki	Drugan	Academics	Verplanck Elementary School	K Teacher
Pari	Ghetia	Academics	Teaching and Learning	Director of STEAM
Stephanie	Case	Academics	Waddell Elementary School	Grade 3 Teacher
Tracy	Clarke	Academics	Buckley Elementary School	Assistant Principal
Diane	Sheehan-Burns	Academics	Teaching and Learning	Director of Humanities
Kristin	Smith	Academics	Central Office	Numeracy Specialist
Aisha	Florez	Climate & Culture	Waddell Elementary School	Assitant Principal
Amy	LaQuerre	Climate & Culture	Central Office	PPS Supervisor
Amy	Radikas	Climate & Culture	Central Office	Deputy Superintendent
Ashley	Okwuazi	Climate & Culture	Illing Middle School	Language Arts Teacher
Chelsea	Gordon	Climate & Culture	Keeney Elementary School	Grade 4 Teacher
Christa	Perkins	Climate & Culture	Central Office	Social Emotional Learning Coordinator
Christina	Litrco	Climate & Culture	Bowers Elementary School	Grade 1 Teacher
Erin	Ortega	Climate & Culture	Central Office	Coord. Program Planning & Development
Jim	Farrell	Climate & Culture	Central Office	Attendance and Communication
Joe	Rispoil	Climate & Culture	Bennet	Social Studies Teacher
Joy Ann	Kelsey	Climate & Culture	Martin Elementary School	Grade 3 teacher
Katie	Goodine	Climate & Culture	Bennet / Illing	Instructional Coach
Latasha	Easterling-Turnquest	Climate & Culture	Central Office	Director of Family Partnerships
Linda	Iacobellis	Climate & Culture	Manchester High School	Administrator/Principal
Mary Lou	Ruggiero	Climate & Culture	Bowers Elementary School	Principal
Nick	Flynn	Climate & Culture	Verplanck Elementary School	Special Education Teacher
Renise	Washington	Climate & Culture	Manchester High School	Restorative Practices Liason
Rhonda	Philbert	Climate & Culture	Central Office	Equity/ELL/ESOL/Race Relations Teacher
Sarah	Burke	Climate & Culture	Central Office	Director of Pupil Services
Siobhan	Leonard	Climate & Culture	Buckley Elementary School	Art Teacher
Susan	Parra	Climate & Culture	Central Office	Equity/ELL/ESOL/Race Relations Teacher
Susan	Larson	Climate & Culture	Highland Park Elementary School	PE Teacher
Tracy	Clarke	Climate & Culture	Buckley Elementary School	Administrator/Principal
Deryann	King	Systems & Operations	Illing Middle School	Administrator/Principal
Elizabeth	Raynor	Systems & Operations	Manchester High School	Science Teacher
Iris	Gomero	Systems & Operations	Illing Middle School	Administrator/Principal
Katrina	Torres	Systems & Operations	Waddell Elementary School	Library/Media Teacher
Kerri	Kearney	Systems & Operations	Central Office	Administrator/Principal
Susan	Eden	Systems & Operations	Manchester Preschool Center	Teacher - PreKindergarten
Teryl	Croye	Systems & Operations	Central Office	Data Specialist
Amy	Sanchez	Talent	Waddell Elementary School	Reading Specialist
Denise	Batista	Talent	Highland Park Elementary School	Assistant Principal
Heather	Elsinger	Talent	Central Office	C&I Support Specialist
Jill	Mulholland	Talent	Manchester High School	Instructional Coach
Nikki	Kupec	Talent	Martin Elementary School	Remedial Reading Specialist
Sinthia	Sone-Moyano	Talent	Central Office	Director of Human Resources
Matt	Geary		Central Office	Superintendent
Shelley	Carlson	Culture and Climate	Bennet	Grade 6 Teacher
James	Tierinni	Academics	Manchester High School	Math Teacher
Kate	Dias	Talent	Manchester High School	Math Teacher

Priority	Strategy	Oversight	Success looks like	How will we know
Ensure all students have access to relevant, meaningful, rigorous, culturally responsive curriculum	Provide professional development in curriculum evaluation and culturally responsive curriculum for members of the curriculum evaluation teams	Office of Teaching and Learning	All district created curriculum materials will meet state/national standards as evidenced by annual district audits conducted by district curriculum audit team beginning in 2019-20. Results will be reviewed by the Office of Teaching and Learning at the end of each year and shared with the Board of Education Curriculum and Instruction subcommittee	Short Term Percent of classrooms where: Adults are explicitly modeling of thinking (metacognition) during direct instruction Students are working at various cognitive levels levels - recall, skill, strategic thinking, extended thinking Teaching is culturally responsive (http://www.edchange.org/handouts/curriculum_characteristics.pdf)
	Implement 5 year curriculum revision cycle (1 content area per year) in accordance with BOE Policy 6180 Evaluation of the Instructional Program	Office of Teaching and Learning		
	Create model curricular units in various disciplines that are holistic and accurate, presented from a variety of perspectives, acknowledges contributions from various groups as part of reshaping the master narrative, and includes opportunities for education around issues of social justice	Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel Services, Office of Equity and Partnerships	Working off of existing curriculum standards/units, teams of teachers and students will develop sample culturally responsive lessons / units of study in each discipline (one per discipline by the end of each year) which will be reviewed by district and building administrators at monthly Pause Days	
Provide opportunities for all students to consistently engage in learning that promotes inquiry, problem-solving, higher-order thinking while emphasizing deep understanding and application of knowledge	Engage school and district leaders in unit / lesson study to support their identified needs for improving instruction through Pause Days and School Visits	Office of the Superintendent, Office of Teaching and Learning	Pause Days include multiple opportunities for school and district leaders to examine curricular units and supporting materials as evidenced by agendas and minutes which will be created and reviewed at monthly Directors meetings and School Visits	Long Term Percent of students, disaggregated by gender, race, ethnicity, special education, F/R lunch: Reading at or above grade level as indicated by the Fountas and Pinnell assessments Scoring at or above standard on Math Unit Assessments Scoring at or above the state average on the PSAT and SAT Scoring at or above goal on the SBAC Scoring at or above standard on district assessments of critical skills High school graduation rate College and Career Readiness Rate
	Utilize curriculum standards, current formative and summative data, background knowledge, student needs/interests to intentionally plan lessons / assignments / tasks during PLCs and other planning opportunities	Building administrators with support from Office of Teaching and Learning	Curriculum standards and current data are used to intentionally plan as evidenced by school administrator visits to / review of notes from PLCs with findings reviewed with Superintendent / Deputy Superintendent during monthly visits	
	Provide professional learning that promotes intentional planning of cohesive, culturally responsive lessons, use of appropriate instructional resources, explicit modeling of adult thinking (metacognition) during direct instruction, and requiring students to work at various levels - recall, skill, strategic thinking, extended thinking	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Information Technology	Grade levels and/or content areas are paced similarly and appropriately, share instructional materials, and implement instruction at all levels of the DOK as evidenced by District Improvement Team Walk Throughs with results reviewed at monthly Directors meetings	
	Develop professional learning to ensure all educators provide specific feedback that is culturally sensitive, constructive and enhances student performance	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning	Samples of student feedback are shared during monthly meetings with Superintendent / Deputy Superintendent and at Pause Days as evidenced by agenda and visit notes which will be created and reviewed at monthly Directors meetings	
	Develop curriculum embedded, unit based, culturally responsive performance tasks/assessments in all content areas and use results to drive instruction.	Office of Teaching and Learning, Office of Pupil Personnel	District assessment calendar and Board of Education Data updates include data from unit based assessments which will be created and reviewed at monthly Directors meetings .	

Priority	Strategy	Oversight	Success looks like	How will we know?
Build strong equitable district, school, and classroom communities where students and staff feel connected, valued, and respected	Establish (in partnership with students), teach, reteach, and reinforce expected behaviors in a consistent and systematic manner. Monitor Tier	Building administrators with support from Office of the Superintendent, Office of	School Climate Team will develop a schedule for teaching expected behaviors and review and respond to discipline trends as evidenced	Short Term Percent of classrooms where - Adults are explicitly teaching expected behaviors and SEL skills - Consistent behavioral reinforcement systems are in place - Adults and students are engaged in proactive circles to build community <i>as evidenced by data collected from District Improvement Team School visits</i> SSAT process yields strong plans to support student behavior that include interventions related to lagging skills <i>as evidenced by SSAT notes and student plans</i> Long Term Percent of students, disaggregated by gender, race, ethnicity, special education, F/R lunch with at least one in school suspension will decrease Percent of responses that are restorative in nature will increase "
	Engage adults and students in learning about SEL skills to support improved relationships and stronger communities (<i>self-management, self-awareness, social awareness, relationship skills, and responsible decision making</i>)	Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports	All staff will consistently and intentionally teach and utilize the SEL curriculum, as evidenced by data collected through District Improvement Team visits Culture and Climate Discovery Days (every three years)	
	Provide professional learning opportunities throughout the 2018-21 school years to deepen understanding of restorative practices	Building administrators with support from Office of the Superintendent, and	Additional staff (1/3) receive training; Trained staff will respond to unexpected behavior in an increasingly restorative, collaborative and	
	Monitor implementation by administrators and teachers of equitable and developmentally appropriate consequences and opportunities for restorative practices when behaviors occur that don't meet expectations	Building administrators with support from Office of Pupil Personnel, Office of	Discipline data continues to trend toward more restorative responses. While consequences are still used, at least half of the	
	Utilize proactive circles on a regular basis to build community amongst staff and students.	Building administrators with support from Office of the Superintendent, and Restorative Practices Coordinator	Staff will be implement circles on a regular basis for community building, classroom problem solving, and conflict resolution as evidenced by District Improvement Team Walkthrough data.	
	Utilize the SSAT process to develop and implement Tier 2 and Tier 3 interventions to increase expected behaviors in the classroom; New District Office of Behavior Management will respond in a timely fashion to support schools' responses to challenging behaviors as needed.	Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports	SSAT team, with support from district staff as needed, will develop and implement tier 2 and tier 3 interventions for students struggling with behavior resulting in less lost learning time for both referred students and their peers. As part of the process, district staff will ensure tier 1 classroom management strategies are in place.	
	Center student voices and leadership in Manchester Public Schools through the expansion and further involvement in decision making of youth	Building administrators with support from Office of the Superintendent and Coordinator of Youth Empowerment	District and school based equity teams from grades 5 - 12 will include student voice; Youth equity squad will be expanded to include at least 50 students.	
Develop a variety of methods to invite and engage families as partners to support student growth through regular 2 way communication about: what their child should know and be able to do at the end of the school year how well their child is doing how they can support their child's learning & development how to take action in support of their child's	Support experiences for parents, including conferences and literacy / numeracy events designed to help parents/guardians understand how to support their child's learning and development. <i>Efforts should be made to engage all parents, particularly those from traditionally marginalized groups</i>	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Equity and	District staff will support building staff in implementing a consistent approach to parent conferences and other events where parents are provided information and strategies to support student learning.	Percent of parents/guardians reporting that they know what their child should know and be able to do; how well their child is doing; and how they can support their child's learning at home as evidenced by district level survey data Bi annual welcoming walk throughs and evidence from the EISCA follow up survey will provide indicators of the quality and impact of relationships between staff and families.
	Develop and implement reports to regularly communicate student attendance rate and academic progress to parents/guardians and students	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Information Technology	Consistent actionable data and strategies related to student learning will be shared with parents monthly resulting in improved student performance. Consistent attendance data will be shared with parents/guardians resulting in improved student attendance and decreased chronic absence in the district	
	Continue to invite and engage parents and families in partnering through Family Resource Centers (play groups, resource and referral, engagement, outreach, and parent leadership sessions)	Office of Equity and Partnerships	At least XXXX parents will access the family resource centers during the school year; at least 50 parents/guardians will participate in one of our parent leadership offerings which will empower them to partner with the school system in decision making.	
Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to equity for all families and students.	Engage all staff in professional learning and conversations regarding race, social class, culture and beliefs as indicated in schedules developed for each school with support from the district.	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Equity and Partnerships	Staff consistently engage in productive conversations about race and difference across the school year.	Percent of staff indicating they are more comfortable talking about differences in gender, race, sexual orientation, social class, culture and beliefs as evidenced by district level survey data given throughout the year

Priority	Strategy	Oversight	Success looks like	How will we know
Provide leadership development opportunities for all building- and central office administrators in district.	Implement "Leading the Way" standards for all school leaders	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, and Human Resources Office	All administrators will demonstrate their work on the Leading the Way Standards as, providing written evidence and artifact through self reflection 2X per year	Percentage of teachers and administrators showing growth along the continuum of effective building / district level leadership as measured by overall evaluation ratings
	Continue Administrative learning experiences led by district staff and outside experts in leadership and equity	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	All administrators will attend and actively participate in administrative meetings, i.e: Learning Lunches, Pause Days, Administrative Retreats as evidenced by the appropriate attendance records of scheduled meetings.	
	Utilize Inventories and reflection protocols to improve individual and	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	All MPS leaders will complete the protocols and all will utilize inventory results to strengthen during leadership	
Strategically Recruit & Retain candidates that are representative of student demographic of Manchester Public Schools	Use MPS faculty and student demographics to inform recruitment efforts and match our need with recruitment pipelines	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	Faculty and student demographic data will be collected on an annual basis and formally used to inform recruitment practices each year.	Over time, educator diversity within the Manchester Public Schools will be more closely aligned with student demographics of the school system, as evidenced by the collection of relevant data.
	Develop and market the MPS brand through different platforms: university recruitment fairs, district webpage, printed material, social media, publicize our new our district logo.	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	Sample materials of branding efforts will be produced to show evidence of marketing to target audiences.	
	Maintain and strengthen the annual teacher review protocol to determine teacher efficacy in teacher practice years 1-4 and the growth of tenured teachers.	Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports	Administrators will share the 4-point questions with all teachers in advance of the December - January reviews.	
Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to a supportive school and district environment for all staff, particularly those from traditionally marginalized groups	Hold regular affinity group meetings (people of color; staff with disabilities; LGBTQ+ staff) and office hours to ensure that staff from those groups have opportunities to share their experiences in order to improve school and district climates	Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	Calendar of meetings with action items coming out of each meeting noted and any necessary steps implemented in a timely fashion	
	Utilize staff restorative circles to facilitate conversations about race, gender, social class, culture and beliefs	Office of the Superintendent, Human Resources Office, District Equity Team, Restorative Practices Coordinator	Calendar of meetings with action items coming out of each meeting noted and any necessary steps implemented in a timely fashion	

Priority	Strategy	Oversight	Success looks like	How will we know
Maintain the District Improvement Team to monitor the implementation of the District Improvement Plan and support School Improvement Teams in developing and implementing School Improvement Plans.	Research, develop and implement a	District Improvement Team	School improvement teams have generated school	Percentage of Improvement Teams showing evidence of continuous improvement in achieving standards of practice <i>as evidenced by self assessment reported BOY / MOY / EOY</i> Adults in their collaborative teams are using DD to monitor student progress and adjust instructional and organizational practice- google analytics, the gold standard of all teams that data is being used to drive practice <i>as evidenced by PLC visits done by Superintendent / Deputy Superintendent</i>
	Establish a cadence for BOY, MOY and EOY Surveying and reporting on <u>adherence to DIT / SIT standards</u>	District Improvement Team	improvement plans aligned with the district's and that include quantifiable and rigorous performance targets for teacher practice and student outcomes as well as a plan for how data will be collected and analyzed	
	Monitor the development and implementation of District and School Improvement Plans to ensure alignment of district / school improvement plans and teacher professional growth to improve student achievement.	Office of the Superintendent; Office of Teaching and Learning	Leadership teams at each school use a variety of formal and informal methods including teacher evaluation results, school based walk through results, and District Improvement Team walk through results as well as assessments including district assessments and common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation	
	Create a schedule of District Improvement Team School visits that	Office of Teaching and Learning	Members of the district improvement team share effective practices across the district so all schools can benefit and grow.	
	Develop and implement a communication plan intended to provided all stakeholders information related to District Improvement Plan progress	Office of the Superintendent; Office of Teaching and Learning		

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 believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families. The Manchester Board of Education believes that it is the right of every student to have an equitable educational experience within the Manchester Public Schools.

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).

In order 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:

- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
- 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.

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;

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 administrative, instructional and support personnel;

Professional Development—The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement;

Welcoming School Environments—The district shall ensure that each school creates a welcoming culture and inclusive environment that 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 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 diverse student body, and shall actively encourage, support and expect high academic achievement for all students;

Recognizing Diversity—Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

We are focused on closing the opportunity gap 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.

An equity lens is a view on issues that requires us to consider institutional and systemic barriers and discriminatory practices that have limited access for many students in Manchester Public Schools. The equity lens emphasizes the experiences of people of color, English learners, students with disabilities, students living in poverty, and LGBTQ students. In addition, youth voice is often marginalized in school settings so for the purpose of this policy, youth are also considered marginalized.

The following questions will be considered for policy development and resource allocation

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. 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? 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 Team. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy.

MPS Attendance Guidelines

Introduction

The regular and prompt attendance of staff members is an essential element in the efficient operation of the school district and the effective delivery of the educational program. Staff member absenteeism disrupts the educational program. The Board of Education considers attendance an important component of a staff member's job performance.

This guideline was prepared by the Human Resources Department solely to inform employees of the attendance procedures of the Manchester Public Schools. It outlines various procedures and practices that affect employees. It is intended only as a quick reference.

- ***Important Notes:***
 - The **Stage 1/Stage 2** conversations are to gather data and problem solve. In Stage 2, verbal/formal notification that continued absences may lead to disciplinary action is **required**.
 - **Unapproved/unplanned absences** (i.e., calling out sick the morning of, etc.) should be flagged as potential issues, especially if a pattern is present.
 - **Any warning letters or disciplinary memos must be reviewed/approved by HR prior to distribution.** Please provide at least 48 hours for review of the letter prior to your scheduled meeting.

Below are the thresholds that will be shared with all employees at the beginning of the year.

- Employee absences should be tracked longitudinally. Below are the parameters for disciplinary action as it pertains to attendance.
 - Stage 1 -- If an employee hits **5 or more absences prior to October 30, 2019**, verbal conversation should be had and documented in meeting minutes.
 - Stage 2 - Any employee with **10 absences at the mid-year period** should have it documented in their mid-year evaluation/mid-year meeting minutes and receive a copy of the meeting recap. Union representative should be involved at this meeting.
 - Stage 3 --Any employee with **12 or more absences will receive an invitation** to a fact-finding meeting with the HR Director and or HR Specialist for a fact-finding meeting. Union rep should be involved in this meeting.

POLICY 5131.111(a)

Students

Conduct

Video Surveillance

The Board of Education recognizes the District's responsibility to maintain a safe, secure and respectful climate and culture in our school classrooms, athletic fields, and school buses. The Board also desires to afford students and staff privacy in respect to the records maintained by the District. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. The students and staff of the District recognize that their security and safety depends upon the capacity of the district to maintain order, discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the District's duty to maintain order, discipline, safety and security finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The District shall notify its students, staff and the public that video surveillance may/will occur on any school property or on any transportation vehicle. The District shall incorporate said notice, in such places as, but not limited to, in the student handbook, transportation handbook, staff handbook and District website;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the Director of Finance and Management. The use of video surveillance equipment on school grounds and on other District property shall be supervised and controlled by the building administrator or the Residency and School Safety Coordinator;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the District including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

NOTICE 5131.111

MANCHESTER PUBLIC SCHOOLS
Manchester, Connecticut

NOTICE TO STUDENTS AND PARENTS REGARDING THE USE OF VIDEO RECORDERS ON SCHOOL BUSES

Video cameras will be in use on school buses as part of the district's comprehensive approach to providing and maintaining a safe student transportation system. Video recordings shall be reviewed on a routine basis by the building principal or assistant principal to investigate incidents of misconduct. Students found to be in violation of the district's student discipline policies and bus conduct rules, as contained in the Manchester Public Schools Policy Manual, and/or the student handbook, shall be notified and disciplinary action will be initiated under the guidelines contained in the district's student discipline policies.

Video recordings shall be treated as protected student records under the Family Educational Rights and Privacy Act. The following guidelines shall apply:

1. Recordings shall remain in the custody of the school district;
2. Parents or students over the age of 18, who wish to view a video recording in response to disciplinary action taken against a student may request such access under the procedures set out in the Student Records Management policy of the district;
3. Persons unrelated to a disciplinary incident shall not be permitted to view bus videotapes.

PERSONNEL ACTIONS**APPOINTMENTS**

Ms. Shelbie Greene to be an English Language Arts Teacher at Illing Middle School. Ms. Greene received her Master's in Secondary Education from Eastern Connecticut State University. She currently resides in Coventry. It is recommended that her appointment be approved retroactive to August 29, 2019 (Master's / Step 3.5, \$54,533.00).

Ms. Susan Montalvo to be a School Social Worker at Keeney Street School. Ms. Montalvo received her Master of Social Work from Fordham University in New York and she currently resides in East Hartford. It is recommended that her appointment be approved effective September 23, 2019 (Master's +30 / Step 3.5, \$58,949.00)

Ms. Sydney M. Dean to be a District wide Art Teacher. Ms. Dean received her Bachelor in Fine Arts with an emphasis on Art Education from the School of the Art Institute of Chicago and she currently resides in Manchester. It is recommended that her appointment be approved effective September 19, 2019 (Bachelor's / Step 3.5, \$51,221.00).

Ms. Ann Fuini to be Principal at the Manchester Preschool Center. Ms. Fuini has served Manchester Public Schools in various capacities since December 27, 2002. She received her Sixth Year Degree in Educational Leadership from the University of Connecticut and currently resides in Hebron. It is recommended that her appointment be approved effective July 1, 2019 (Preschool Principal / Step 7, \$139,779.00).

RESIGNATIONS

September 23, 2019

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: September 3, 2019

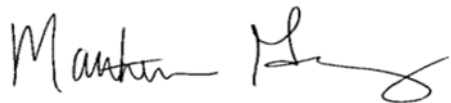
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2019-2020 Budget.

Discussion/Analysis: Transfer from Manchester High School Physical Education Repairs in the amount of \$1,100.00, and transfer from Manchester High School Physical Education Dues and Fees in the amount of \$500.00. Transfer to Manchester High School Physical Education Instructional Supplies & Materials in the amount of \$1,600.00.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2019-20120 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
September 23, 2019

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: Manchester High School

Date of Request: September 3, 2019

Approver: Katelyn Miner

Date Approved: September 3, 2019

JUSTIFICATION (Required Field): To cover additional instructional supplies needed for classes.

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

DECREASE In whole dollars only:

\$ 1,100.00 Account # 13461100 5435

Description: Repairs of Equipment

\$ 500.00 Account # 13461100 5810

Description: Dues and Fees

\$ _____ Account # _____

Description: _____

\$ 1,600.00 **TOTAL DECREASE**

INCREASE In whole dollars only:

\$ 1,600.00 Account # 13461100 5611

Description: Instructional Supplies & Materials

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 1,600.00 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes X 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: September 6, 2019

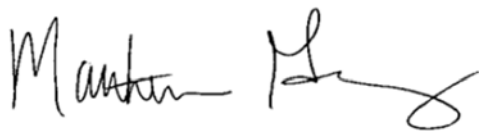
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2019-2020 Budget.

Discussion/Analysis: Transfer from Highland Park School Administration General Supplies & Materials in the amount of \$1,000.00. Transfer to Highland Park School Administration Professional Development in the amount of \$1,000.00.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2019-20120 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
September 23, 2019

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: Highland Park

Date of Request: September 6, 2019

Approver: Hassan Robinson

Date Approved: September 6, 2019

JUSTIFICATION (Required Field): To pay for a team building activity for HPS staff.

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

DECREASE In whole dollars only:\$ 1,000.00 Account # 42304240 5610Description: General Supplies & Materials

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 1,000.00 **TOTAL DECREASE****INCREASE In whole dollars only:**\$ 1,000.00 Account # 42304221 5330Description: Professional Development

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 1,000.00 **TOTAL INCREASE (Must match total decrease)****Accounting Department Only**Board Approval Needed: Yes X 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: September 9, 2019

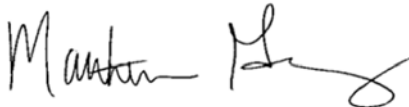
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2019-2020 Budget.

Discussion/Analysis: Transfer from System-wide Language Arts Contracted Substitutes in the amount of \$7,500.00. Transfer to System-wide Language Arts Instructional Supplies & Materials in the amount of \$7,500.00.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2019-20120 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
September 23, 2019

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: Language Arts

Date of Request: September 9, 2019

Approver: Amy F. Radikas

Date Approved: September 9, 2019

JUSTIFICATION (Required Field): **Transfer to cover cost of additional Grade 3 Guided Reading Library for Verplanck.**

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

DECREASE In whole dollars only:

\$ 7,500.00 Account # 12899100 5432

Description: Contracted Substitutes

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 7,500.00 **TOTAL DECREASE**

INCREASE In whole dollars only:

\$ 7,500.00 Account # 12899100 5611

Description: Instructional Supplies & Materials

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$ 7,500.00 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes X No ____

Date of Board Approval: _____

Date Transfer Completed: _____ Name: _____

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY 19/20 Release Time – MEA President

Date: September 12, 2019

Background: In accordance with Article XXIII, Section F(2) of the contract between the Board of Education and the Manchester Education Association (MEA), Kathryn Dias MEA President is requesting a .50 release time for the 2019-2020 school year. The amount of her substitute's salary and Medicare expense of \$27,662 will be reimbursed by MEA. This is similar to prior Board actions taken at the MEA's request involving the Association's Presidents.

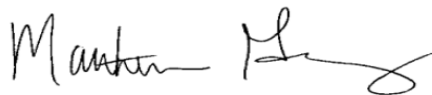
Discussion/Analysis:

Financial Impact:

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Manchester Board of Education grant MEA President, Kathryn Dias, .50 release time for the 2019-2020 school year; and, that the Board of Education request that the Board of Directors establish an appropriation in the amount of \$27,662 to be funded by the Manchester Education Association (MEA).

Attachments: None



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
September 23, 2019

MANCHESTER PUBLIC SCHOOLS
45 North School Street
Manchester, CT 06042

EXTENDED FIELD TRIP REQUEST FORM

In accordance with Board of Education Policy titled “Instruction -6153” all extended field trips must be approved by the Superintendent of Schools. The following information must be forwarded to the Superintendent 30 days (four months for international trips) prior to the Board meeting which antedates the trips.

Name of School: Manchester High School **Date of Request:** 09/09/19

Name of Club or Activity: MHS – Roundtable Singers, Chamber Orchestra, Percussion

Trip to: Toronto, Canada **Purpose:** Competition & Performance Tour

Number of Students participating: 100 Students **From:** April 23, 2020 to April 26, 2020

Number of School Days missed: (2) days

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

- | | |
|--------------------------|----------------------|
| a. <u>Edward Tyler</u> | b. Marco Cancellieri |
| c. <u>Susan Kohanski</u> | d. Others TBD |
| e | f. |

Others:

Transportation: X Bus ___ Train ___ Plane ___ Car Other

Are Fundraising activities planned? X Yes ___ No **If so, describe :** to include Yankee Candle, Munson’s Chocolates, Popcorn Sale, and concession stands.

How will funds be allocated to students participating? * Students have individual accounts within our Reserve Fund. Monies raised/paid will go directly to those accounts.

Lodging: X Hotel/Motel ___ Camp ___ Private Home

If known, give specifics of room assignments: Quad Occupancy

Cost per teacher and/or chaperone: Hotel Accommodations (\$0.00) Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.

Total Cost per Student: \$950.00 (Money from fundraising activities is deposited into an account for the designated field trip in order to offset student costs. However, students may still be responsible for a portion of the cost.*)

Cost per student after fundraising: Students can fundraise entire amount of trip

If travel agencies are engaged, at least *three (3)* quotations need to be approved with documentation attached to this form. For quotes in excess of \$7,499, sealed public bids must be sought. Please allow enough time for public bid process (1 month).

- a. Custom Travel b. Destinations Unlimited
c. Liberty Travel d.

Name of teacher making request:

Signature: Edward Tyler Date: 9/19/19

(Please print to obtain required signatures below)

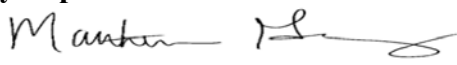
Approved by Department Chair at secondary level:

Signature: Keith Berry Date: 9/19/19

Approve by Principal:

Signature: Katelyn Miner Date: 9/19/19

Approved by Superintendent:

Signature:  Date: 9/19/19

**Attachments: Quotations
Itinerary**

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

Manchester Public Schools

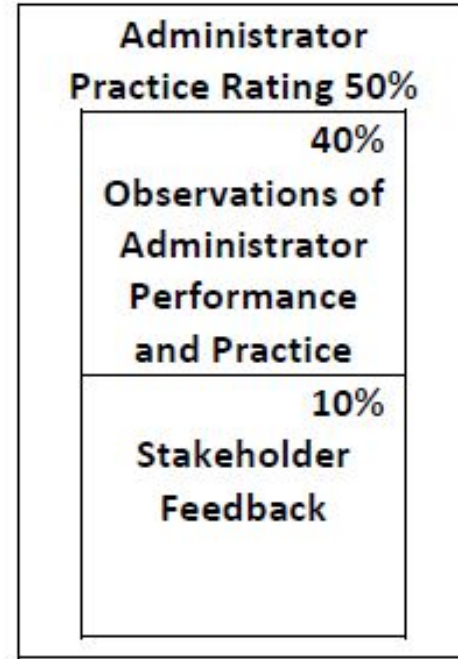
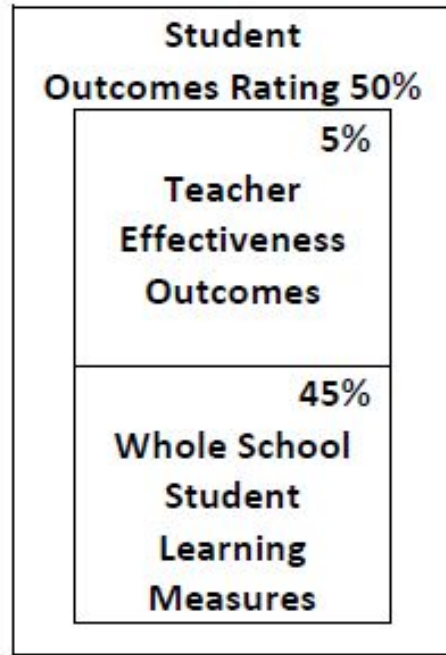
Administrators Evaluation Update

Evaluation Components

Leadership Practice: An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

- Observation of Leadership Performance and Practice (40%) as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
- Stakeholder Feedback (10%) on leadership practice through surveys.

Evaluation Components



Evaluation Components

Student Outcomes: An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

- Student Learning (45%) as determined by the school's success on whole school Student Learning Objectives (SLOs) as measured by two whole school IAGDs
- Teacher Effectiveness (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs) as measured by each teacher's two IAGDs

Evaluation Components

Scores from each of the four components will be combined to produce a summative performance rating in one of four performance levels:

Exemplary: Substantially exceeding indicators of performance

Proficient: Meeting indicators of performance

Developing: Meeting some indicators of performance but not others

Ineffective: Not meeting indicators of performance

Evaluation Components

For the purpose of this document, the word “administrator” will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant/associate principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district’s teacher evaluation system.

Timeline



Goal Setting

Essential to the goal setting process is the establishment of school improvement plans based on the district improvement plan. In order to prepare a school improvement plan, administrators should be provided with the following resources for their review:

- The district improvement plan
- The superintendent's student learning priorities for the year
- Prior student learning data
- Prior stakeholder survey data
- Any prior data on teacher effectiveness

Sample Goals

SLO #1: Students will show growth in using the writing process across the three genres of informational, opinion and narrative writing.

IAGD #1 Each grade level will demonstrate at least 10% growth on each successive unit of assessment in writing

SLO #2 Buckley School will respond to student behavior in an increasingly restorative manner and decrease behavior referrals as a result.

IAGD# 1 Behavior referrals will decrease by 10% with the implementation of a classwide Tier 1 behavior plan and restorative practice responses

Sample Goals

SLO 1: Students will create resumes that demonstrate strengths a connection to community and evidence of areas of strength from the Cross-Disciplinary Capacities.

IAGD 1: 75% of students in grades 9-12 will submit resumes for teacher review and feedback.

IAGD 2: At least half of students will share resumes that demonstrate two examples of strength from the Cross-Disciplinary Capacities.

Context - Data from 18-19

54% of students submitted a resume to be reviewed. (The number for grade 9 is much higher)

15% of all students demonstrated an ability to articulate at least 1 capacity from the vision of the graduate. 29% of the resumes submitted were able to articulate this.

30% of all students (56% of those submitted) articulated a connection to the building either through involvement or connection to an adult staff member.

22% of students who submitted a resume showed both an ability to articulate at least one capacity as a personal strength and demonstrated a connection to the building

Sample Goals

Student Academic Growth and Development (Math)

Student Learning Objectives

70% of students will meet/exceed standards as measured by common formative assessments in Mathematics in 6 out of 8 assessments.

70% of students enrolled in accelerated Math courses will demonstrate growth throughout the year as measured by teacher-developed assessments and ability to exit tiered interventions.

Sample Goals

SLO: Implement strategies that will close the opportunity gap.

IAGD (1): Reduce chronic absenteeism to 15% or below across all bands of students

IAGD (2): Increase the average Math Unit assessment scores by 10% from last year / 66% of students will Meet and /or exceed grade level expectation

Sample Goals

Stakeholder Feedback

Teachers will communicate effectively with parents through the regular use of Home Access Center.

70% of parents will express that teachers communicate effectively through the use of HAC.

Performance Expectation 1: Vision, Mission and Goals

Element 1A: High Expectations for All and Shared Commitments to Implement and Sustain the Vision, Mission and Goal

1A1. Uses information and analysis to shape support vision, mission and goals

1A2. Aligns vision, mission, and goals to policies

1A3. Diverse perspectives, collaboration and effective learning

1A4 .Promotes shared understandings of vision, mission, and goals to guide decisions & evaluation of outcomes

Element 1B: Continuous Improvement toward the Vision, Mission and Goals

1B1. Analyzes data to identify needs and gaps between outcomes and goals

1B2. Uses data and collaborates to design, assess and change programs

1B3. Identifies and addresses barriers to achieving goals

1B4. Seeks and aligns resources

Performance Expectation 2: Teaching and Learning

Element 2A: Strong Professional Culture

2A1. Works to create a professional culture to close the achievement gap.

2A2. Supports and evaluates professional development

2A3. Fosters inquiry and collaboration for improvement

2A4. Supports teacher reflection and leadership

2A5. Provides feedback to improve instruction

Element 2B: Curriculum and Instruction

2B1. Aligns curriculum, instruction and assessment to standards built into the curriculum

2B2. Improves instruction for the diverse needs of all students

2B3. Provides resources and opportunities for extended learning for students

2B4. Supports the success of faculty and students as global citizens

2B5. Promotes the use of technology to enhance and support student learning

Element 2C: Assessment and Accountability

2C1. Uses multiple sources of information to improve instruction

2C2. Staff evaluation

2C3. Communicates progress

Performance Expectation 3: Organizational Systems and Safety

Element 3A: Welfare and Safety of Students, Faculty and Staff

3A1. Safety and security plan

3A2. Positive school climate for learning

3A3. Community behavior standards for learning

Element 3B: Operational Systems

3B1. Evaluate and improve school operational systems and procedures

3B2. Safe physical plant

3B3. Data systems to inform practice

3B4. Equipment and technology for learning

Element 3C: Fiscal and Human Resources

3C1. Aligns resources to goals

3C2. Recruits and retains staff

Performance Expectation 4: Families and Stakeholders

Element 4A: Collaboration with Families and Community Members

4A1. Accesses and coordinates family and community resources

4A2. Engages families in decisions

4A3. Communicates effectively with families and community

Element 4B: Community Interests and Needs

4B1. Understands and accommodates diverse student and community needs

4B2. Capitalizes on diversity

4B3. Collaborates with community programs

Element 4C: Community Resources:

4C1. Collaborates with community agencies, businesses, and other organizations

4C2. Develops relationships with community agencies, businesses, and other organizations

Performance Expectation 5: Ethics and Integrity

Element 5A: Ethical and Legal Standards of the Profession

- 5A1. Professional responsibility
- 5A2. Ethics and integrity
- 5A3. Equity and social justice
- 5A4. Rights and confidentiality

Element 5B: Personal Values and Beliefs

- 5B1. Respects the dignity and worth of each individual
- 5B2. Models respect for diversity and equitable practices
- 5B3. Advocates for mission, vision and goals
- 5B4. Ensures a positive learning environment

Element 5C: High Standards for Self and Others

- 5C1. Lifelong learning
- 5C2. Support of professional learning
- 5C3. Allocates resources equitably
- 5C4. Promotes appropriate use of technology

Performance Expectation 6: The Education System

Element 6A: Professional Influence

- 6A1. Promotes discussion within the school community to improve public understanding about current educational laws, policies and regulations
- 6A2. Builds relationships with stakeholders and policymakers
- 6A3. Advocates for equity, access and adequacy of student resources in the community

Element 6B: The Educational Policy Environment

- 6B1. Accurately communicate educational performance
- 6B2. Uphold laws and influences educational policies and regulations

Element 6C: Policy Engagement

- 6C1. Advocates for public policies to support the educational needs of students
- 6C2. Promotes public policies to ensure appropriate, adequate and equitable resources
- 6C3. Collaborates with leaders to inform planning, policies and programs

Leading the Way in Manchester

Standard 1. Mission, Vision and Core Values

Standard 2. Ethics and Professional Norms

Standard 3. Equity and Cultural Responsiveness

Standard 4. Curriculum, Instruction, and Assessment

Standard 5. Community of Care and Support for Students

Standard 6. Professional Capacity of School Personnel

Standard 7. Professional Community for Teachers and Staff

Standard 8. Meaningful Engagement of Families and Community

Standard 9. Operations and Management

Standard 10. School Improvement

[1] Adapted from Professional Standards for Educational Leaders 2015

Leading the Way in Manchester

The following competencies are necessary to demonstrate proficiency in the professional standards and to drive meaningful and lasting change.

Competency 1: Challenges the Status Quo

Competency 2: Builds Trust through Clear Communication and Expectations

Competency 3: Creates a Commonly Owned Plan for Success

Competency 4: Focuses on Team over Self

Competency 5: Has a High Sense of Urgency for Improving Student Achievement

Competency 6: Has a Commitment to Continuous Improvement for Self and Organization

Competency 7: Builds External Networks and Partnerships

[2] Kirkman & Fullan (2015)

Administrator Practice

- Goal Setting Conference
- Faculty Meeting / Professional Development
- School Visits
- District Improvement Team Visits
- Self Reflection

2019-20 Ratings

	Below Standard	Developing	Proficient	Exemplary
Principals				
Assistant Principals				
Central Office				



POLICY 5131.111(a)

Students

Conduct

Video Surveillance

The Board of Education recognizes the District's responsibility to maintain a safe, secure and respectful climate and culture in our school classrooms, athletic fields, and school buses. The Board also desires to afford students and staff privacy in respect to the records maintained by the District. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. The students and staff of the District recognize that their security and safety depends upon the capacity of the district to maintain order, discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the District's duty to maintain order, discipline, safety and security finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The District shall notify its students, staff and the public that video surveillance may/will occur on any school property or on any transportation vehicle. The District shall incorporate said notice, in such places as, but not limited to, in the student handbook, transportation handbook, staff handbook and District website;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the Director of Finance and Management. The use of video surveillance equipment on school grounds and on other District property shall be supervised and controlled by the building administrator or the Residency and School Safety Coordinator;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the District including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

NOTICE 5131.111

MANCHESTER PUBLIC SCHOOLS
Manchester, Connecticut

NOTICE TO STUDENTS AND PARENTS REGARDING THE USE OF VIDEO RECORDERS ON SCHOOL BUSES

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Video recordings shall be treated as protected student records under the Family Educational Rights and Privacy Act. The following guidelines shall apply:

1. Recordings shall remain in the custody of the school district;
2. Parents or students over the age of 18, who wish to view a video recording in response to disciplinary action taken against a student may request such access under the procedures set out in the Student Records Management policy of the district;
3. Persons unrelated to a disciplinary incident shall not be permitted to view bus videotapes.