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

B. **COMMITTEE REPORTS**
   1) Policy Committee Minutes 9-9-19

C. **CONSENT CALENDAR**
   1) Personnel Information
   2) Transfer of Funds
   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).
   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

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

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

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
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 be 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.
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<th>SUB_COMMITTEE</th>
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<td>Ensure all students have access to relevant, meaningful, rigorous, culturally responsive curriculum</td>
<td>Provide professional development in curriculum evaluation and culturally responsive curriculum for members of the curriculum evaluation teams</td>
<td>Office of Teaching and Learning</td>
<td>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</td>
<td>Short Term&lt;br&gt;Percent of classrooms where: Adults are explicitly modeling of thinking (metacognition) during direct instruction Students are working at various cognitive levels - recall, skill, strategic thinking, extended thinking Teaching is culturally responsive (<a href="http://www.edchange.org/handouts/curriculum_characteristics.pdf">http://www.edchange.org/handouts/curriculum_characteristics.pdf</a>) As evidenced by data collected from District Improvement Team School visits Long Term&lt;br&gt;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</td>
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<td>Build strong equitable district, school, and classroom communities where students and staff feel connected, valued, and respected</td>
<td>Establish (in partnership with students), teach, reteach, and reinforce expected behaviors in a consistent and systematic manner. Monitor Tier 1 administrative support.</td>
<td>Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports</td>
<td>School Climate Team will develop a schedule for teaching expected behaviors and review and respond to discipline trends as evidenced by District Improvement Team visits Culture and Climate Discovery Days (every three years)</td>
<td>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 as evidenced by data collected from District Improvement Team School visits</td>
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<td>- Engage adults and students in learning about SEL skills to support improved relationships and stronger communities (self-management, self-awareness, social awareness, relationship skills, and responsible decision making)</td>
<td>Provide professional learning opportunities throughout the 2018-21 school years to deepen understanding of restorative practices</td>
<td>Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports</td>
<td>Discipline data continues to trend toward more restorative responses. While consequences are still used, at least half of the discipline data will show an increase in restorative responses.</td>
<td>SSAT process yields strong plans to support student behavior that include interventions related to lagging skills as evidenced by SSAT notes and student plans</td>
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<td>- Monitor implementation by administrators and teachers of equitable and developmentally appropriate consequences and opportunities for restorative practices when behaviors occur that meet restorative criteria</td>
<td>Utilize proactive circles on a regular basis to build community amongst staff and students.</td>
<td>Building administrators with support from Office of the Superintendent, and Restorative Practices Coordinator</td>
<td>Staff will be implementing circles on a regular basis for community building, classroom problem solving, and conflict resolution as evidenced by District Improvement Team Walkthrough data.</td>
<td>Long Term: Percent of students, disaggregated by gender, race, ethnicity, special education, F/R lunch with at least one in school suspension will decrease</td>
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<td>- Provide professional learning opportunities throughout the 2018-21 school years to deepen understanding of restorative practices</td>
<td>Implement reports to regularly communicate student attendance rate and academic progress to parents/guardians and students.</td>
<td>Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, Office of Equity and Partnerships</td>
<td>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.</td>
<td>Percent of responses that are restorative in nature will increase</td>
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<td>- Establish (in partnership with students), teach, reteach, and reinforce expected behaviors in a consistent and systematic manner. Monitor Tier 1 administrative support.</td>
<td>Continue to invite and engage parents and families in partnering through Family Resource Centers (play groups, resource referral, engagement, outreach, and parent leadership sessions)</td>
<td>Office of Equity and Partnerships</td>
<td>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.</td>
<td>Percent of parents/guardians reporting that they know what their child should know and be able to do at the end of the school year will increase</td>
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<td>- 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 &amp; development how to take action in support of their child's learning</td>
<td>Develop and implement reports to regularly communicate student attendance rate and academic progress to parents/guardians and students.</td>
<td>Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Information Technology</td>
<td>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.</td>
<td>Biannual 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.</td>
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<td>- Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to equity for all families and students.</td>
<td>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.</td>
<td>Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Equity and Partnerships</td>
<td>Staff consistently engage in productive conversations about race and difference across the school year.</td>
<td>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</td>
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<td>Provide leadership development opportunities for all building- and central office administrators in district.</td>
<td>Implement &quot;Leading the Way&quot; standards for all school leaders</td>
<td>Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, and Human Resources Office</td>
<td>All administrators will demonstrate their work on the Leading the Way Standards as, providing written evidence and artifact through self reflection 2X per year.</td>
<td>Percentage of teachers and administrators showing growth along the continuum of effective building / district level leadership as measured by overall evaluation ratings.</td>
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<td>Continue Administrative learning experiences led by district staff and outside experts in leadership and equity</td>
<td>Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team</td>
<td>All administrators will attend and actively participate in administrative meetings, e.g. Learning Lunches, Pause Days, Administrative Retreats as evidenced by the appropriate attendance records of scheduled meetings.</td>
<td>All MPS leaders will complete the protocols and all will utilize inventory results to strengthen during leadership.</td>
<td>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.</td>
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<td>Strategically Recruit &amp; Retain candidates that are representative of student demographic of Manchester Public Schools</td>
<td>Use MPS faculty and student demographics to inform recruitment efforts and match our need with recruitment pipelines</td>
<td>Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team</td>
<td>Faculty and student demographic data will be collected on an annual basis and formally used to inform recruitment practices each year.</td>
<td>Sample materials of branding efforts will be produced to show evidence of marketing to target audiences.</td>
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<tr>
<td>Develop and market the MPS brand through different platforms: university recruitment fairs, district webpage, printed material, social media, publicize our new our district logo.</td>
<td>Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team</td>
<td>Administrators will share the 4-point questions with all teachers in advance of the December - January reviews.</td>
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<tr>
<td>Maintain and strengthen the annual teacher review protocol to determine teacher efficacy in teacher practice years 1-4 and the growth of tenured teachers.</td>
<td>Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports</td>
<td>Sample materials of branding efforts will be produced to show evidence of marketing to target audiences.</td>
<td>Administrators will share the 4-point questions with all teachers in advance of the December - January reviews.</td>
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<td>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.</td>
<td>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</td>
<td>Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team</td>
<td>Calendar of meetings with action items coming out of each meeting noted and any necessary steps implemented in a timely fashion.</td>
<td>Calendar of meetings with action items coming out of each meeting noted and any necessary steps implemented in a timely fashion.</td>
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<tr>
<td>Utilize staff restorative circles to facilitate conversations about race, gender, social class, culture and beliefs</td>
<td>Office of the Superintendent, Human Resources Office, District Equity Team, Restorative Practices Coordinator</td>
<td>Calendar of meetings with action items coming out of each meeting noted and any necessary steps implemented in a timely fashion.</td>
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<td>Priority</td>
<td>Strategy</td>
<td>Oversight</td>
<td>Success looks like</td>
<td>How will we know</td>
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<td>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.</td>
<td>Research, develop and implement a strategy to ensure alignment of district and school improvement plans and teacher professional growth to improve student achievement.</td>
<td>District Improvement Team</td>
<td>School improvement teams have generated school 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</td>
<td>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 as evidenced by PLC visits done by Superintendent / Deputy Superintendent</td>
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<td>Establish a cadence for BOY, MOY and EOD.</td>
<td>District Improvement Team</td>
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<td>Surveilling and reporting on adherence to DIT / SIT standards.</td>
<td>Office of the Superintendent; Office of Teaching and Learning</td>
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<td>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.</td>
<td>Office of the Superintendent; Office of Teaching and Learning</td>
<td>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</td>
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<td>Create a schedule of District Improvement Team School visits that</td>
<td>Office of Teaching and Learning</td>
<td>Members of the district improvement team share effective practices across the district so all schools can benefit and grow.</td>
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<td></td>
<td>Develop and implement a communication plan intended to provided all stakeholders information related to District Improvement Plan progress</td>
<td>Office of the Superintendent; Office of Teaching and Learning</td>
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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.


NOTICE 5131.111
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
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 FY2019-2020 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: ____________________
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 FY2019-2020 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:  

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<thead>
<tr>
<th>DECREASE In whole dollars only:</th>
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<tr>
<td>$1,000.00</td>
<td>Account #42304240 5610</td>
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<td>Account #42304221 5330</td>
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<td>$1,000.00</td>
<td>TOTAL INCREASE (Must match total decrease)</td>
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Accounting Department Only  

Board Approval Needed: Yes X No ___  
Date of Board Approval: ____________________  
Date Transfer Completed: ____________________  
Name: ____________________
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 FY2019-2020 Budget.

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

Board Approval Needed: Yes X  No ___

Date of Board Approval: ____________________

Date Transfer Completed: ____________________  Name: ________________________
To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation 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
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. Edward Tyler
b. Marco Cancellieri
c. Susan Kohanski
d. Others TBD
e. Others

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: [Signature]   Date: 9/19/19

Attachments: Quotations
Itinerary

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

Student Outcomes Rating 50%
  - Teacher Effectiveness Outcomes 5%
  - Whole School Student Learning Measures 45%

Administrator Practice Rating 50%
  - Observations of Administrator Performance and Practice 40%
  - Stakeholder Feedback 10%
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 & Planning
- Orientation on process
- Goal-setting and plan development

Mid-Year Review
- Review goals and performance to date
- Mid-year formative review

End-of-Year Review
- Self-assessment
- Preliminary summative assessment

Prior to School Year
Mid-Year
Spring/End-of-Year
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 10. School Improvement

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

Administrator Practice

- Goal Setting Conference
- Faculty Meeting / Professional Development
- School Visits
- District Improvement Team Visits
- Self Reflection
## 2019-20 Ratings

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<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
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<td>Principals</td>
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<td>Assistant Principals</td>
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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.


NOTICE 5131.111
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.