A. **OPENING**
1) Call to order
2) Pledge of Allegiance
3) Board of Education Minutes - November 18, 2020 A - 3
4) Budget Workshop Minutes - November 18, 2020 A - 4

B. **COMMITTEE REPORTS**
1) Building and Sites Committee Meeting Minutes - November 9, 2020 B - 1

C. **CONSENT CALENDAR**
1) Personnel Actions C - 1
2) Transfer of Funds C - 2
3) Establish an appropriation for the National School Lunch Program School Equipment for the FY 20/22 in the amount of $18,293.04 C - 3
4) Establish an appropriation for the Title III, Part A English Language Acquisition and Language Enhancement Grant for the FY 20/22 in the amount of $59,834 C - 4
5) Establish an appropriation for the Nellie Mae Black Lives Matter for Black Educators Grant for the FY 20/21 in the amount of $30,000 C - 5
6) Establish an appropriation for the Nellie Mae Education Foundation Supporting Districts Addressing Two Pandemics Grant for the FY 20/22 in the amount of $250,000 C - 6

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

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

F. **SUPERINTENDENT’S REPORT**
1) Fall Data Update F - 1
2) Update on Covid-19 F - 2

G. **UNFINISHED BUSINESS** - None
H. **NEW BUSINESS**
   1) The Superintendent submits to the Board of Education a Waiver of Competitive Bidding for the installation of reflective vinyl characters on the outside surfaces of Manchester High School.

I. **PUBLIC COMMENTS** - [Request to Speak Form](#)
   Residents that would like to speak during public comments session must complete the [Request to Speak Form](#)

J. **COMMUNICATIONS** - None

K. **ITEMS FOR FUTURE AGENDAS**
   **Topics for Superintendent’s Report**
   - Monday, January 11, 2021  
     Budget Presentation  
   - Monday, January 25, 2021  
     Budget Update  
   - Monday, February 8, 2021  
     Adoption of Budget

L. **ADJOURNMENT**

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

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

A.1. & 2. Meeting Called to Order
Chairperson Thames called the meeting to order at 7:02 p.m. All in attendance participated in the Pledge of Allegiance to the Flag, led by Mr. Thames.

A.3. Approval of Minutes of Previous Meeting

ADOPTED – Minutes Regular Meeting of the Board of Education of November 9, 2020. Secretary Pattacini moved and Ms. Patterson seconded the motion.

7/0 – Voted in favor.

B. COMMITTEE REPORTS
None.

C. CONSENT CALENDAR
Mr. Geary presented three items on the Consent Calendar for Board approval.
C.1. Personnel Action
Details had already been provided to the Board members with their agenda.

C.2. Establish an appropriation for the Coronavirus Relief Fund for the FY 19/21 in the amount of $855,575

C.3. Permission to apply for the Federal Head Start Grant for the 3/1/2021 - 2/28/2022 period

The Chairman called for a motion.

Secretary Pattacini moved and Mr. Meggers seconded the recommendation to adopt the Consent Calendar.

7/0 - Voted in favor.

D. STUDENT REPRESENTATIVE REPORT
Unavailable.

E. PUBLIC COMMENTS
None.

F. SUPERINTENDENT’S REPORT – PART I

F.1. Update on Humanities and STEAM
Mr. Geary noted this is the first time we are analyzing the data gained from March through November. Ms. Burns and Ms. Ghetia will provide thoughts on how to move on the data.

Ms. Burns and Ms. Ghetia’s presentation is available on the website. They reviewed what previous standards were and what we have adjusted them to during this time. They also noted several considerations for the 21-22 budget, including early intervention transitional classes, Fundations for grade 1, summer learning opportunities, adding a third reading consultant to Bennet, and expanding Read180 for Grade 7.
**Mr. Pattacini** noted this presentation helped frame what is happening in classrooms. He wondered when we will see the next update, to see progress. Ms. Burns noted that the next benchmark is given after the holidays, so another presentation could be scheduled for the Board at the end of January/early February.

Ms. Burns explained the EIP (Early Intervention Program) she participated in years ago in our district. The class was made up of about 10-12 students that were on the cusp of requiring retention in grade 1, but were moved to grade 2. By providing extra support in smaller classes, by March in the school year it was easily identifiable which students could move on to grade 3 and which should be retained in second grade. The class was co-taught by a special education teacher. Currently we have about 60% of first graders in the "does not meet" band. They will be striving readers and we worry about their success.

**Mr. Pattacini** thanked the ladies for their presentation and to the staff for all their hard work. He appreciated the parents connection to their student’s educational experience.

**Mr. Meggers** felt this was a comprehensive presentation. He wondered if parents are aware that students do better in in-person learning experiences. Mr. Geary felt that while parents realize that remote learning is a struggle, they may make that choice for health and safety concerns in their own extended family. Mr. Meggers acknowledged valid reasons for choosing remote learning, but hoped that parents realized they will need to help their child more with remote learning than they would if the child was in the building with the teacher, especially in elementary school.

**Dr. Radikas** noted that report card conferences are happening at this time and for the next few weeks. It is imperative that teachers share things that parents can do at home to help their child, especially in the younger grades (ie., practice the alphabet, sight words, etc.).
F.2. Update on Buckley and Approval of Ed Specs

Mr. Geary reviewed that approval of the Ed Specs is the next step in the Buckley renovation. Randall Luther was here from TSKP Studio to review the plans.

Mr. Luther noted that he has been working on this since March 2020. We are now at the point that we go to the state for review of the documents prior to us going out to bid. The plan is to go to bid at the end of this year, start construction in the summer and finish up in August 2022. The target for this project is to be a Net Zero School. That means the building will generate as much, or more, power on site as it uses over the course of the year. There are no public schools in Connecticut or Massachusetts that have achieved true Net Zero status. Many in Massachusetts have tried with no success yet. A few private schools in Connecticut, such as Choate, as well as higher education facilities, have achieved this status. It is remarkable to achieve this in a renovation and not a new build.

Mr. Luther reviewed that the construction estimate is $24,656,589 and the projected budget total is $29,400,000, which includes everything from construction, furniture, technology, and surveys as well as money set aside for contingencies. We are currently on budget. Some contingency money was set aside for the Geo Thermal Well, which drills down 500 feet. If those results come back next week differently than expected, there is contingency money to deal with that.

Mr. Luther explained the plans to the group, noting that the drawings tell the contractor how much of something is needed and where it goes (ie. windows and their locations). The Specs show what the product is made of, the exact size, etc.

Mr. Luther noted that kitchens are the area that requires a lot of energy, so in order to achieve Net Zero the kitchen will use no fossil fuels and will be all electric.
The rotary solar tracker will be a focal point for the property. It is a large object that looks like a flower. It’s petals open in the morning and close at night and track the sun during the day, turning around. The plan is to plant smaller sunflowers around the tracker.

**Mr. Thames** asked about the Geo Thermal Well. Mr. Luther explained that about 10 feet down the earth’s temperature is about 50 degrees year round. There are 60 500 foot wells under the ball fields and in the summer the cool air will be used to cool the building and in the winter that heat helps heat the building.

Mr. Thames asked about the start date. Mr. Luther expects construction to start the day after school lets out for summer, 2021. Prior to that some prep work may be possible.

**Mr. Pattacini** is excited about the solar flower/sunflower area and feels it is not only useful but makes a good showcase for this property. He wondered if the building committee had already approved the details of the project. Mr. Luther noted that due to scheduling, the Board of Education is approving the Ed Specs first, and he meets with the Building Committee on 11/30. However, he has met with them monthly thus far and they have already reviewed the estimate. Once we approve the numbers this evening there is no changing them. Mr. Pattacini wondered if, other than the Net Zero aspect, there was anything different from the other renovation projects. Mr. Luther noted there are always minor differences and he learns from them each time, budgeting more appropriately in each project. Mr. Pattacini was in support of the proposal.

**Ms. Luna** thought the smart flower was a cool concept. She wondered, in inclement weather, how much maintenance it would require. Mr. Luther explained that each night when the sun goes down the flower closes, at which time it wipes off the petals as it goes. The system also measures wind speed and will rotate or fold down if the speed is over 30 mph. There is also a manual override. The company that manufactures this is nearby in Massachusetts.
Mr. Thames asked what typically happens once plans are submitted to the state. Mr. Luther noted the process has evolved over the past few years. He meets regularly with the state instead of just once at the end of the process. They give feedback and notes along the way so they know what to work on. He has an appointment with the state December 2nd, which is a 4 hour meeting. Approval should be given in 7-9 days. Then we go to bid.

F.3. Update on COVID-19
Mr. Geary stated that the Governor and Commissioner of Education are advising against long-term school closures at this point. Mr. Geary plans for us to stay live for as long as possible, with rolling closures as needed if too many staff are quarantined. We will continue mitigation strategies. Everyone expects the numbers to continue to rise, but Mr. Geary is not inclined to make decisions based on one number. Things to consider in closing a building or the district include staffing, substitute shortage or if we start to see spread within the schools.

Mr. Thames asked about coordination with the health department. Mr. Geary noted he has regular communication with the local health department about the community spread rising. He sits in on municipal calls with the Department of Public Health. There is also a weekly superintendent call.

G. UNFINISHED BUSINESS
None.

H. NEW BUSINESS
SecretaryPattacini moved for the Board of Education to approve the plans and specifications for Phase 1-site and building construction for Buckley Elementary School, dated November 18, 2020, prepared by TSKP studio, and the associated cost estimate prepared by O&G Industries, for submission to the Department of Administrative Services, Office of School Construction Grants for Review of Final Plans for Construction authorization. Mr. Heinrich seconded the motion.
DISCUSSION:
Mr. Thames asked what the reimbursement is with the state.

Mr. Geary noted that the state reimbursement is 56% and we also receive local funding that was approved already in a referendum.

The vote was called.

7/0 - Voted in favor.

I. PUBLIC COMMENTS (Limited to items on tonight’s agenda)
None in person.

From Facebook there was a question about how bus drivers get paid and how many hours they are getting.

Also from Facebook there was a question about data and pacing of remote learning as well as the possibility of using Khan Academy.

J. COMMUNICATIONS
Mr. Thames gave out the subcommittee assignments for the year:

Buildings & Sites - Heinrich, Pattacini, Hughes, Meggers.

Curriculum & Instruction - Meggers, Gundersen, Patterson, Luna.

Personnel & Finance - Thames, Patterson, Hughes, Meggers.

Diversity, Equity & Inclusion - Meggers, Patterson, Thames, Luna.

Policy - Gundersen, Hughes, Thames, Stefanovicz.

Transportation - Luna, Thames, Gundersem, Hughes.
Mr. Thames also reviewed he is the liaison for the CREC Council and Head Start Policy Council as well as the legislative liaison.

K. **ITEMS FOR FUTURE AGENDAS**
December 14, 2020 - Fall Data Update

January 11, 2020 - Budget Presentation

January 25, 2020 - Budget Update

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

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

7/0 - Voted in favor.

**Adjournment 9:22 p.m.**

Respectfully submitted,

Christopher Pattacini
Board Secretary
Manchester Board of Education  
Building and Sites Committee Meeting Minutes  
Lincoln Center - Virtual  
November 9, 2020

Committee Member Attendees: Chris Pattacini, Peter Meggers, Scott Hughes and Campfield Heinrich

Other Attendees: Matt Geary, Superintendent of Schools; Karen Clancy, Director of Finance & Management & Lindsey Boutilier, Director of Operations & Athletics

**Buildings & Grounds - Department Structure**
Reviewed the revised department structure with the committee. The department structure consists of three (3) Buildings & Grounds Supervisors, each assigned equal responsibilities for designated school buildings.

**Update on Cleaning of Buildings in Response to Pandemic**
The Daily Cleaning Checklist was shared and reviewed with the committee. Safety of our students and staff are top priority and vigilant cleaning is critical. The checklist is utilized by all Buildings & Grounds staff in their daily work to ensure proper sanitization and disinfection of schools, classrooms, hallways, bathrooms and offices.

**Status of General Improvements to Alliance Districts’ School Buildings Grant**
Reviewed the list of projects that were submitted and approved by the Office of School Construction Grants & Review. The grant amount of $1,079,152 was awarded to MPS for capital projects at Manchester High School and Illing Middle School.

**Manchester High School Roof Project**
Provided an update on the replacement of large areas of old roofing at Manchester High School. This will be addressed by the town through an application to the Office of School Construction Grants & Review for a roof replacement project.

**Communications Department - Relocation to Washington**
Three employees from the Office of Attendance & Communications will be relocated to a space in Washington School.

**Manchester Middle Academy - Relocation**
Manchester Middle Academy will be relocating at the end of the current school year. The committee discussed possible spaces for this relocation.

Respectfully Submitted,

Karen L. Clancy
Director of Finance & Management
PERSONNEL ACTIONS

APPOINTMENTS

Mr. Jake Lee to be a Remote Kindergarten Teacher with our Remote Academy for the 2020-2021 School Year. Mr. Lee received his Bachelor's Degree in Elementary Education from South Carolina State University and his MBA from the University of Maryland, and currently resides in South Carolina. It is recommended that his appointment be approved effective November 5, 2020 (Master's / Step 4, $56,332.00).

Ms. Natasha Fernandez to be a School Social Worker at Keeney Street Elementary School. Ms. Fernandez received her Masters in Social Work from Springfield College, and currently resides in Hartford. It is recommended that her appointment be approved effective December 8, 2020 (Master's / Step 2, $52,309.00).
To: Manchester Board of Education  
From: Mr. Matthew Geary, Superintendent of Schools  
Subject: Transfer of Funds  
Date: November 17, 2020

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

**Discussion/Analysis:** Transfer from Plant Maintenance System-wide Maintenance Capital Repair in the amount of $3,477.00. Transfer to Plant Maintenance System-wide Maintenance Contracted Services in the amount of $3,477.00.

**Financial Impact:** None

**Other Board/Commission Action:** None

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

Matthew Geary  
Superintendent of Schools  
Manchester, CT  
December 14, 2020
Manchester Public Schools
Manchester, Connecticut

TO: Accounting Department    School/Department: Building & Grounds

Date of Request: 11/17/2020    Approver: Lindsey Boutilier

Date Approved: 11/17/2020


SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:

$3,477.00  Account #41799260 5608  Description: System Maint. Capital Repair
$               Account #  Description:
$               Account #  Description:

$3,477.00  TOTAL DECREASE

INCREASE - In whole dollars only:

$3,477.00  Account #41799260 5430  Description: System Maint. Contracted Srvs
$               Account #  Description:
$               Account #  Description:

$3,477.00  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: November 13, 2020

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

Discussion/Analysis: Transfer from Plant Maintenance System-wide Maintenance Capital Repair in the amount of $3,000.00. Transfer to Plant Maintenance System-wide Maintenance New Vehicles in the amount of $3,000.00.

Financial Impact: None

Other Board/Commission Action: None

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

Matthew Geary
Superintendent of Schools
Manchester, CT
December 14, 2020
Manchester Public Schools  
Manchester, Connecticut

TO: Accounting Department  
School/Department: Buildings & Grounds

Date of Request: 11/13/2020  
Approver: Lindsey Boutilier

Date Approved: 11/13/2020

**JUSTIFICATION (Required Field):** for purchase of Zero Turn Mower for Grounds Department.

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**SUBJECT:**

TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

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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: November 5, 2020

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

**Discussion/Analysis:** Transfer from System-wide Social Studies Dues and Fees in the amount of $2,500.00. Transfer to System-Wide Language Arts Instructional Supplies and Materials in the amount of $2,500.00.

**Financial Impact:** None

**Other Board/Commission Action:** None

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

Matthew Geary  
Superintendent of Schools  
Manchester, CT  
December 14, 2020
Manchester Public Schools
Manchester, Connecticut

TO: Accounting Department  School/Department: Language Arts
Date of Request: 11/5/2020  Approver: Amy F. Radikas
Date Approved: 11/5/2020

JUSTIFICATION (Required Field): Transfer to cover costs of Teacher Materials.

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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: November 20, 2020

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

**Discussion/Analysis:** Transfer from Martin School Administration General Supplies and Materials in the amount of $700.00. Transfer to Martin School Administration Postage in the amount of $700.00.

**Financial Impact:** None

**Other Board/Commission Action:** None

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

---

Matthew Geary  
Superintendent of Schools  
Manchester, CT  
December 14, 2020
JUSTIFICATION (Required Field):  Additional funds needed for postage.

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:

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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: December 7, 2020

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

**Discussion/Analysis:** Transfer from Manchester High School Information Services Repairs in the amount of $3,000.00. Transfer to Manchester High School Information Services Computer Supplies and Materials in the amount of $3,000.00.

**Financial Impact:** None

**Other Board/Commission Action:** None

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

Matthew Geary  
Superintendent of Schools  
Manchester, CT  
December 14, 2020
TO: Accounting Department  
School/Department: Manchester High School

Date of Request: 12/07/2020  
Approver: Katelyn Miner

Date Approved: 12/07/2020

**JUSTIFICATION (Required Field):** To fund the purchase of computer supplies.

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

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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: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY 20/22 National School Lunch Program
        School Equipment

Date: November 17, 2020

**Background:** The National School Lunch Program School Equipment grant is funded by the Agricultural Appropriations Act to award equipment grants to eligible school food authorities participating in the National School Lunch Program.

**Discussion/Analysis:** The National School Lunch Program School Equipment grant is for the purchase of a Convection Steamer for Manchester Middle Academy.

**Financial Impact:** Grant funds cover 100% of the cost of implementation for this program component.

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education requests that the Board of Directors establish an appropriation for FY 20/22 for the National School Lunch Program School Equipment grant in the amount of $18,293.04.

**Attachment:** Award Letter

Matthew Geary
Superintendent of Schools
Manchester, CT
December 14, 2020
# Grant Award Notification

## Grant Recipient
Manchester School District

**DUNS Number:** 789457756

## Award Information

**Grant Type:**

**Statute:** Public Law 113-6 (FNS agreement # NSLP-14-CT-01)

**CFDA #:** 10.579

**SDE Project Code:** CSDE00000000002

**Grant Number:** 077-000 12060-22386-2021-82079-170003

## Grant Title
NSL Program - School Equipment

**Award Period:** 8/1/2020 - 9/30/2021

## Education Staff

**Program Manager:** Shelby Pons

**Payment & Expenditure Inquiries:**
Jeff Lindgren (860) 713-6624

**Grant Amount:** $18,293.04

**Funding Status:** Final

## Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2022. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

This grant has been approved. 11/13/2020

John Frassinelli - CSDE Management Approver
To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation, Title III, Part A English Language Acquisition, FY 2020-2022
Date: November 20, 2020

Background:
The Connecticut State Department of Education has awarded FY 2020-2022 funding under Title III, Part A, English Language Acquisition and Language Enhancement. This grant will provide support to limited English proficient students to become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Discussion/Analysis:
The FY 2020-2022 Title III, Part A, English Language Acquisition Grant will be used to support tutors and provide an ELL Homework club at the secondary level and to purchase supplies and material for use by English Language Learning students.

Financial Impact:
The District has been granted $59,834 from the State for FY 2020-2022.

Other Board/Commission Action:
None

Recommendations:
The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for $59,834 under the FY 2020-2022 Title III, Part A, English Language Acquisition and Language Enhancement grant, to be funded by the Connecticut State Department of Education.

Attachments:
Award letter

Matthew Geary
Superintendent of Schools
Manchester, CT
December 14, 2020
STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient
Manchester School District
DUNS Number: 789457756

4 Award Information
Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.365A
SDE Project Code: CSDE000000000002
Grant Number: 077-000 12060-20868-2021-82075-170002

2 Grant Title
Title III EL

5 Award Period
7/1/2020 - 6/30/2022

3 Education Staff
Program Manager: Megan Alubicki Flick (860) 713-6786
Payment & Expenditure Inquiries: Jeff Lindgren (860) 713-6624

6 Authorized Funding
Grant Amount: $59,834.00
Funding Status: Final

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2022. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

This grant has been approved. 11/18/2020

Melissa Hickey - CSDE Management Approver

11/18/2020 2:05:16 PM
To: The Manchester Board of Education  
From: Matthew Geary, Superintendent of Schools  
Subject: Item for Appropriation FY20/21 Nellie Mae Black Lives Matter for Black Educators Grant  
Date: December 7, 2020

**Background:**
This grant will be used to develop informative virtual modules that will be co-designed and presented by students and educators. Participants will engage in researching, reflecting, collaborating, synthesizing, and action planning to develop the modules. At least 60% of the participants will represent Black students and educators. The research and development virtual module project will serve as a proactive approach to address and facilitate racial equity dialogues so that it does not continue to be discussed in a reactive manner.

This learning project will be extended beyond the six months and will impact students in grades 7 - 12. A plan will be developed to consistently incorporate these virtual modules and the accompanying discussion guides in advisory periods in future school years. This is systemic and creates the opportunity for sustainability.

**Discussion/Analysis:**
The funds from this grant will benefit the lives of Black staff and students directly engaged in working on this project by creating the space to voice their lived experiences, while also being able to engage in a proactive approach to addressing racial equity through a youth-adult partnership model. Many of our students of color who engage in race and equity work endure a heightened level of racial trauma with their increased awareness to racial injustice. Therefore, using education as a form of activism will provide the space for Black students and educators to continue the fight for racial justice and anti-Black racism, while witnessing the fruits of their labor shift the culture and legacy of a town once known as “Klanchester”. In addition, inviting Ruth King to work with Black students and educators focused on racial healing through mindfulness will provide the necessary self care, strategies, and process needed to restore and preserve the hearts, minds, and bodies of Black activists who use their words to educate and demand justice. Manchester Public Schools has implemented a variety of strategies to address racial equity and continues to provide the necessary healing spaces.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:**
The Superintendent of Schools recommends that the Board of Education requests that the Board of Directors establish an appropriation for the FY 20/21 Nellie Mae Black Lives Matter for Black Educators grant in the amount of $30,000.

Matthew Geary  
Superintendent of Schools  
Manchester, CT  
December 14, 2020
To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY20/22 Nellie Mae Education Foundation Supporting Districts Addressing Two Pandemics Grant

Date: November 30, 2020

Background:
Since 2017, Manchester Public Schools has partnered with The Nellie Mae Education Foundation through two rounds of grant cycles and extensions. This funding was specifically identified to assist with identifying and highlighting the root causes of inequities in education. This additional grant cycle for the next year will allow us to continue this partnership and benefit from the financial and technical support provided.

Discussion/Analysis:
In order to move our racial equity work forward, these funds will be used to support the newly created Equity Core Team as they work to embed race and equity work in the district improvement plan, align strategies to district goals, streamline ongoing efforts, evaluate and measure progress, and continue to determine what the district needs regarding race and equity work.

Financial Impact:
None to the Board of Education

Other Board/Commission Action:
None

Recommendations:
The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY20/22 Nellie Mae Education Foundation Supporting Districts Addressing Two Pandemics Grant in the amount of $250,000.

Attachments:
None

Matthew Geary
Superintendent of Schools
Manchester, CT
December 14, 2020
**MPS: Theory of Change**

**If we collaborate to…**

- Develop working partnerships with families to strengthen the home-school connection.
- Continuously reflect on and refine teaching practices with a focus on building capacity for high quality learning.
- Implement relevant, culturally responsive, rigorous, student-centered curriculum using data-driven processes with fidelity.
- Embed learning around equity and social justice for students and adults in all schools and classrooms.
- Adopt a growth mindset to support social-emotional development.

...then a strong climate and culture will be established around learning, instruction will improve, individual needs will be met, achievement will increase, and all students will be prepared for learning and work beyond high school.
Manchester Public Schools

October 2020

Demographic Data

<table>
<thead>
<tr>
<th>DISTRICT OCTOBER 2020</th>
<th>Enrollment</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>5827</td>
<td>100.0%</td>
</tr>
<tr>
<td>Male</td>
<td>3053</td>
<td>52.4%</td>
</tr>
<tr>
<td>Female</td>
<td>2774</td>
<td>47.6%</td>
</tr>
<tr>
<td>Black</td>
<td>1405</td>
<td>24.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1809</td>
<td>31.0%</td>
</tr>
<tr>
<td>White</td>
<td>1549</td>
<td>26.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>484</td>
<td>8.3%</td>
</tr>
<tr>
<td>Other Ethnicity</td>
<td>180</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

District Gender

District Demographics - Ethnicity

- Other Ethnicity: 3.2%
- Asian: 8.3%
- White: 33.4%
- Hispanic: 31.0%
- Black: 24.1%

Graph showing enrollment percentages by gender and ethnicity.
All students will:
- Achieve mastery in literacy and numeracy as articulated in the Common Core.
- Demonstrate the skills and competencies required for success in learning and work beyond school.
- Demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

District and building level faculty and staff will:
- Develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, and participation in workshops, and support from school leaders and colleagues over time.
- Build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders.
• Early Screening Inventory (K readiness)
• Percent of students
  • reading at or above grade level as indicated by the Fountas and Pinnell assessments
  • scoring at or above standard on Math Fluency and 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 (reading and writing)
• High school graduation rate
• College and Career Readiness Rate
• Percent of students who are chronically absent
• Percent of students with 1 or more In School Suspensions
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade levels</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20 (winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students reading at or above grade level</td>
<td>K-4</td>
<td>61.2</td>
<td>66.7</td>
<td>70.7</td>
<td>72.5</td>
<td>68.5</td>
</tr>
<tr>
<td>Percent of students at or above grade level in math fact fluency</td>
<td>K-4</td>
<td>n/a</td>
<td>34.5</td>
<td>45.5</td>
<td>75.5</td>
<td>51.6</td>
</tr>
<tr>
<td>Percent of students at or above grade level in math fact fluency</td>
<td>5-6</td>
<td>n/a</td>
<td>n/a</td>
<td>34.6</td>
<td>45.4</td>
<td>36.6</td>
</tr>
<tr>
<td>Percent of students at meets / exceeds on the SBAC ELA 3-8</td>
<td>3-8</td>
<td>40.4</td>
<td>36.4</td>
<td>36.1</td>
<td>35.5</td>
<td>not given</td>
</tr>
<tr>
<td>Percent of students at meets / exceeds on SBAC Math 3-8</td>
<td>3-8</td>
<td>29.8</td>
<td>30.6</td>
<td>27.7</td>
<td>28.9</td>
<td>not given</td>
</tr>
<tr>
<td>Percent of students at or above grade level on the SAT Reading</td>
<td>11</td>
<td>33.9</td>
<td>34.1</td>
<td>38.2</td>
<td>36.2</td>
<td>not given</td>
</tr>
<tr>
<td>Percent of students at or above grade level on the SAT Math</td>
<td>11</td>
<td>26.4</td>
<td>32.5</td>
<td>37.4</td>
<td>42.2</td>
<td>not given</td>
</tr>
<tr>
<td>Indicator</td>
<td>Grade levels</td>
<td>2015-16</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20 winter</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>High School Graduation Rate (MHS)</td>
<td>12</td>
<td>89.2</td>
<td>90.2</td>
<td>88.8</td>
<td>88.8*</td>
<td>not known yet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>Increased by credit requirement</em></td>
<td></td>
</tr>
<tr>
<td>College and Career Readiness Rate (2.0 GPA or better / ≥ 1000 SAT)</td>
<td>12</td>
<td>27.0</td>
<td>42.0</td>
<td>46.0</td>
<td>45.0</td>
<td>45.0</td>
</tr>
<tr>
<td>Percent of students chronically absent</td>
<td>K-12</td>
<td>17.9</td>
<td>16.9</td>
<td>19.3</td>
<td>17.7</td>
<td>19.2</td>
</tr>
<tr>
<td>Percent of students with one or more in school suspensions</td>
<td>K-12</td>
<td>7.7</td>
<td>7.2</td>
<td>5.7</td>
<td>10.7</td>
<td>5.1</td>
</tr>
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</table>
## High School Grades - Q1

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Grade Percentage</td>
<td>29%</td>
<td>32%</td>
<td>31%</td>
<td>23%</td>
<td>20%</td>
<td>14%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Grades 5&6 SRI Fall 2020

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRI-Gr5-Fall-2020</td>
<td>92</td>
<td>171</td>
<td>290</td>
<td>224</td>
</tr>
<tr>
<td>Remote Learner 2020</td>
<td>34</td>
<td>60</td>
<td>103</td>
<td>79</td>
</tr>
<tr>
<td>In Person 2020</td>
<td>58</td>
<td>111</td>
<td>187</td>
<td>145</td>
</tr>
</tbody>
</table>

Manchester Public Schools
Grades 1-4 Fluency Fall 2020

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Exceeds</th>
<th>Count</th>
<th>Meets</th>
<th>Count</th>
<th>Approaching</th>
<th>Count</th>
<th>DNM</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-Gr1-4-Fluency Fall 2019</td>
<td>158</td>
<td>16.67%</td>
<td>259</td>
<td>13.61%</td>
<td>137</td>
<td>7.46%</td>
<td>1254</td>
<td></td>
<td>68.26%</td>
</tr>
<tr>
<td>Math-Gr1-4-Fluency Fall 2020</td>
<td>125</td>
<td>7.45%</td>
<td>162</td>
<td>6.12%</td>
<td>75</td>
<td>4.50%</td>
<td>1360</td>
<td></td>
<td>61.69%</td>
</tr>
<tr>
<td>Remote Learner 2020</td>
<td>68</td>
<td>11.02%</td>
<td>38</td>
<td>6.13%</td>
<td>20</td>
<td>3.39%</td>
<td>469</td>
<td></td>
<td>70.49%</td>
</tr>
<tr>
<td>In Person 2020</td>
<td>89</td>
<td>5.57%</td>
<td>68</td>
<td>6.12%</td>
<td>55</td>
<td>5.18%</td>
<td>897</td>
<td></td>
<td>83.21%</td>
</tr>
</tbody>
</table>

Manchester Public Schools
Update on Covid-19
December 14, 2020
TAKE THE SURVEY
Race/Ethnicity of Student Respondents

Race/ethnicity
1,403 responses

- American Indian or Alaska Native: 53 (3.8%)
- Asian: 156 (11.1%)
- Black or African American: 441 (31.4%)
- Pacific Islander: 14 (1%)
- White: 639 (45.5%)
- Hispanic or Latino: 380 (27.1%)
1.1% - MMA
2.6% - MRA

Counts
- Bennet Academy - 452
- Bentley Alternative - 1
- Illing Middle School - 452
- Manchester High School - 445
- Manchester Middle Academy - 16
- Manchester Regional Academy - 36
- Manchester Transition Center - 1

Responses by School/Grade/Hybrid or Remote

Grade Level
1,403 responses

Are you a remote or hybrid student?
1,403 responses

- Remote: 64.7%
- Hybrid: 35.3%
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>• Amount of work assigned</td>
</tr>
<tr>
<td></td>
<td>• Remote Wednesdays</td>
</tr>
<tr>
<td></td>
<td>• Time during the day to work with peers</td>
</tr>
<tr>
<td></td>
<td>• Getting enough sleep</td>
</tr>
<tr>
<td>Asian</td>
<td>• Amount of work assigned</td>
</tr>
<tr>
<td></td>
<td>• Getting enough sleep</td>
</tr>
<tr>
<td></td>
<td>• Ability to handle stress</td>
</tr>
<tr>
<td></td>
<td>• Balance between responsibilities and free time</td>
</tr>
<tr>
<td>Black or African American</td>
<td>• Ability to handle stress</td>
</tr>
<tr>
<td></td>
<td>• Amount of work assigned</td>
</tr>
<tr>
<td></td>
<td>• Getting enough sleep</td>
</tr>
<tr>
<td></td>
<td>• Balance between responsibilities and free time</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>• Amount of work assigned</td>
</tr>
<tr>
<td></td>
<td>• Ability to handle stress</td>
</tr>
<tr>
<td></td>
<td>• Getting enough sleep</td>
</tr>
<tr>
<td></td>
<td>• Balance between responsibilities and free time</td>
</tr>
<tr>
<td>White</td>
<td>• Ability to handle stress</td>
</tr>
<tr>
<td></td>
<td>• Getting enough sleep</td>
</tr>
<tr>
<td></td>
<td>• Amount of work assigned</td>
</tr>
<tr>
<td></td>
<td>• Remote Wednesdays</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>• Ability to handle stress</td>
</tr>
<tr>
<td></td>
<td>• Getting enough sleep</td>
</tr>
<tr>
<td></td>
<td>• Amount of work assigned</td>
</tr>
<tr>
<td></td>
<td>• Balance between responsibilities and free time</td>
</tr>
<tr>
<td></td>
<td>• Covid protocols</td>
</tr>
<tr>
<td></td>
<td>• Family time</td>
</tr>
<tr>
<td></td>
<td>• Relationships with teachers</td>
</tr>
<tr>
<td></td>
<td>• Class timing (starting and ending on time)</td>
</tr>
<tr>
<td></td>
<td>• Devices (Chromebooks, laptops, hot spots)</td>
</tr>
<tr>
<td></td>
<td>• Programs (Google Meet, Google Classroom, iReady, Lexia, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Class timing (starting and ending on time)</td>
</tr>
<tr>
<td></td>
<td>• Devices (Chromebooks, laptops, hot spots)</td>
</tr>
<tr>
<td></td>
<td>• Daily school schedule</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>• Covid protocols</td>
</tr>
<tr>
<td></td>
<td>• Devices (Chromebooks, laptops, hot spots)</td>
</tr>
<tr>
<td></td>
<td>• Programs (Google Meet, Google Classroom, iReady, Lexia, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Daily school schedule</td>
</tr>
</tbody>
</table>
American Indian or Alaska Native

Deadlines to submit assignments: Not well at all - 7, Moderately well - 34, Extremely well - 38
Difficulty of work assigned: Not well at all - 4, Moderately well - 26, Extremely well - 16
Amount of work assigned: Not well at all - 11, Moderately well - 16, Extremely well - 22
Curriculum (content you are studying): Not well at all - 3, Moderately well - 28, Extremely well - 26
Class timing (starting and ending on time): Not well at all - 1, Moderately well - 20, Extremely well - 32
Daily school schedule: Not well at all - 5, Moderately well - 18, Extremely well - 30
Daily home schedule: Not well at all - 7, Moderately well - 22, Extremely well - 24
Devices (Chromebooks, laptops, hot spots): Not well at all - 5, Moderately well - 17, Extremely well - 31
Programe (Google Meet, Google Classroom, iReady, Lexia, etc.): Not well at all - 7, Moderately well - 22, Extremely well - 31
Internet (access, connection, and speed): Not well at all - 4, Moderately well - 20, Extremely well - 29
Covid protocols (masks, social distancing, etc.): Not well at all - 6, Moderately well - 9, Extremely well - 38
Remote Wednesdays: Not well at all - 11, Moderately well - 19, Extremely well - 23
Communications with your teachers: Not well at all - 4, Moderately well - 24, Extremely well - 26
Communications with support staff (social workers, counselors, etc.): Not well at all - 5, Moderately well - 26, Extremely well - 21
Relationships with your teachers: Not well at all - 3, Moderately well - 17, Extremely well - 24
Relationships with support staff (social workers, counselors, etc.): Not well at all - 6, Moderately well - 26, Extremely well - 24
Relationships with peers: Not well at all - 4, Moderately well - 25, Extremely well - 26
Relationships with community organizations (Park and Rec., etc.): Not well at all - 9, Moderately well - 26, Extremely well - 29
Time during the school day to work with peers: Not well at all - 11, Moderately well - 29, Extremely well - 36
Family time: Not well at all - 6, Moderately well - 11, Extremely well - 36
Knowing which staff member can help me when I have a question: Not well at all - 6, Moderately well - 24, Extremely well - 34
Your ability to manage all your responsibilities: Not well at all - 1, Moderately well - 24, Extremely well - 34
Balance between responsibilities and free time: Not well at all - 6, Moderately well - 29, Extremely well - 19
Your ability to handle stress: Not well at all - 11, Moderately well - 17, Extremely well - 25
Getting enough sleep: Not well at all - 2, Moderately well - 17, Extremely well - 22
Your ability to manage time/meet deadlines: Not well at all - 5, Moderately well - 26, Extremely well - 32
Your ability to use positive coping strategies: Not well at all - 5, Moderately well - 26, Extremely well - 32
Your ability to handle change/challenges: Not well at all - 6, Moderately well - 22, Extremely well - 28
Managing your emotions: Not well at all - 6, Moderately well - 23, Extremely well - 24
<table>
<thead>
<tr>
<th>School</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>0.16</td>
</tr>
<tr>
<td>Bennet Academy</td>
<td>0.19</td>
</tr>
<tr>
<td>Bentley Alternative</td>
<td>0.06</td>
</tr>
<tr>
<td>Illing Middle School</td>
<td>0.10</td>
</tr>
<tr>
<td>Manchester High School</td>
<td>0.23</td>
</tr>
<tr>
<td>Manchester Middle Academy</td>
<td>0.03</td>
</tr>
<tr>
<td>Manchester Regional Academy</td>
<td>0.15</td>
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<tr>
<td>Manchester Transition Center</td>
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<table>
<thead>
<tr>
<th>Difficulty in submitting assignments</th>
<th>Not at all difficult</th>
<th>Moderately difficult</th>
<th>Extremely difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Device (Chromebook, laptops, etc.)</td>
<td>0.45</td>
<td>0.50</td>
<td>0.55</td>
</tr>
<tr>
<td>Curriculum integration and delivery</td>
<td>0.50</td>
<td>0.55</td>
<td>0.60</td>
</tr>
<tr>
<td>Daily schedule</td>
<td>0.60</td>
<td>0.65</td>
<td>0.70</td>
</tr>
<tr>
<td>Class time lasting and ending on time</td>
<td>0.65</td>
<td>0.70</td>
<td>0.75</td>
</tr>
<tr>
<td>Amount of work assigned</td>
<td>0.70</td>
<td>0.75</td>
<td>0.80</td>
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<table>
<thead>
<tr>
<th>Intellectual capacity</th>
<th>Not at all</th>
<th>Moderately</th>
<th>Extremely</th>
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<tbody>
<tr>
<td>Knowing which staff member can help me</td>
<td>0.75</td>
<td>0.80</td>
<td>0.85</td>
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<tr>
<td>Balance between responsibilities and free time</td>
<td>0.80</td>
<td>0.85</td>
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</tr>
<tr>
<td>Communication with support staff (social workers, counselors)</td>
<td>0.85</td>
<td>0.90</td>
<td>0.95</td>
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<tr>
<td>Relationships with peers</td>
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<tr>
<td>Relationships with family</td>
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<td>1.00</td>
<td>1.05</td>
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<tr>
<td>Knowing how to manage your emotions</td>
<td>1.00</td>
<td>1.05</td>
<td>1.10</td>
</tr>
<tr>
<td>Problem-solving skills</td>
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<td>1.10</td>
<td>1.15</td>
</tr>
<tr>
<td>Effective communication</td>
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<td>1.15</td>
<td>1.20</td>
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<table>
<thead>
<tr>
<th>Emotional intelligence</th>
<th>Not at all</th>
<th>Moderately</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding how you feel</td>
<td>1.20</td>
<td>1.25</td>
<td>1.30</td>
</tr>
<tr>
<td>Managing your emotions</td>
<td>1.30</td>
<td>1.35</td>
<td>1.40</td>
</tr>
<tr>
<td>Coping with stress</td>
<td>1.40</td>
<td>1.45</td>
<td>1.50</td>
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<tr>
<td>Confronting conflict</td>
<td>1.50</td>
<td>1.55</td>
<td>1.60</td>
</tr>
<tr>
<td>Maintaining relationships</td>
<td>1.60</td>
<td>1.65</td>
<td>1.70</td>
</tr>
<tr>
<td>Empathy</td>
<td>1.70</td>
<td>1.75</td>
<td>1.80</td>
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<table>
<thead>
<tr>
<th>Social skills</th>
<th>Not at all</th>
<th>Moderately</th>
<th>Extremely</th>
</tr>
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<tbody>
<tr>
<td>Collaborating with others</td>
<td>1.80</td>
<td>1.85</td>
<td>1.90</td>
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<tr>
<td>Negotiating</td>
<td>1.90</td>
<td>1.95</td>
<td>2.00</td>
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<tr>
<td>Persuading</td>
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<td>2.05</td>
<td>2.10</td>
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<tr>
<td>Leadership</td>
<td>2.10</td>
<td>2.15</td>
<td>2.20</td>
</tr>
<tr>
<td>Service</td>
<td>2.20</td>
<td>2.25</td>
<td>2.30</td>
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</table>

<table>
<thead>
<tr>
<th>Career readiness</th>
<th>Not at all</th>
<th>Moderately</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career exploration</td>
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<tr>
<td>College readiness</td>
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<tr>
<td>Workplace readiness</td>
<td>2.50</td>
<td>2.55</td>
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<tr>
<td>Post-secondary readiness</td>
<td>2.60</td>
<td>2.65</td>
<td>2.70</td>
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<tr>
<td>Lifelong learning</td>
<td>2.70</td>
<td>2.75</td>
<td>2.80</td>
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<tr>
<td>Topic</td>
<td>Bennet Academy</td>
<td>Bentley Alternative</td>
<td>Illing Middle School</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td>---------------------</td>
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<tr>
<td>Deadlines to submit assignments</td>
<td>64</td>
<td>53</td>
<td>80</td>
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<tr>
<td>Difficulty of work assigned</td>
<td>43</td>
<td>37</td>
<td>74</td>
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<tr>
<td>Amount of work assigned</td>
<td>98</td>
<td>67</td>
<td>152</td>
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<tr>
<td>Curriculum (content you are studying)</td>
<td>23</td>
<td>23</td>
<td>152</td>
</tr>
<tr>
<td>Class timing (starting and ending on time)</td>
<td>24</td>
<td>24</td>
<td>132</td>
</tr>
<tr>
<td>Daily school schedule</td>
<td>27</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Daily home schedule</td>
<td>27</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Devices (Chrombooks, laptops, hot spots)</td>
<td>23</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Programs (Google Meet, Google Classroom, Ready, Lexia, etc.)</td>
<td>13</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Internet (access, connection, and speed)</td>
<td>30</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Covid protocols (masks, social distancing, etc.)</td>
<td>16</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Remote Wednesdays</td>
<td>61</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Communications with your teachers</td>
<td>26</td>
<td>30</td>
<td>136</td>
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<tr>
<td>Communications with support staff (social workers, counselors,)</td>
<td>16</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Relationships with your teachers</td>
<td>26</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Relationships with support staff (social workers, counselors,)</td>
<td>16</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Relationships with peers</td>
<td>37</td>
<td>30</td>
<td>136</td>
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<tr>
<td>Relationships with community organizations (Park and Rec,)</td>
<td>67</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Time during the school day to work with peers</td>
<td>62</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Family time</td>
<td>41</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Knowing which staff member can help me when I have a question</td>
<td>49</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Your ability to manage all your responsibilities</td>
<td>50</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Balance between responsibilities and free time</td>
<td>79</td>
<td>30</td>
<td>136</td>
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<tr>
<td>Your ability to handle stress</td>
<td>116</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Getting enough sleep</td>
<td>102</td>
<td>30</td>
<td>136</td>
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<tr>
<td>Your ability to manage time/meet deadlines</td>
<td>56</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Your ability to use positive coping strategies</td>
<td>31</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Your ability to handle change/challenges</td>
<td>38</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Managing your emotions</td>
<td>62</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Service Provided</td>
<td>American Indian or Alaska Native</td>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Academic support outside of school hours</td>
<td>18</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Social emotional support from school staff</td>
<td>18</td>
<td>21</td>
<td></td>
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<tr>
<td>Mental health support outside of school</td>
<td>14</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>After school or in-town programming</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Technology support</td>
<td>25</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

Have you accessed the following?

Yes, No, I have not needed this
Have you accessed the following?

Black or African American

- Academic support outside of school hours (tutoring, help from teachers after class, etc.): 161
- Social emotional support from school staff (counseling, therapy, mentorship, etc.): 210
- Mental health support outside of school (therapy, groups, counseling, etc.): 218
- After school or in-town programming (MELC, youth service groups, park and rec programs): 210
- Technology support (Chromebook/charger issues, login assistance, etc.): 155

Yes, No, I have not needed this

Pacific Islander

- Academic support outside of school hours (tutoring, help from teachers after class, etc.): 7
- Social emotional support from school staff (counseling, therapy, mentorship, etc.): 12
- Mental health support outside of school (therapy, groups, counseling, etc.): 12
- After school or in-town programming (MELC, youth service groups, park and rec programs): 9
- Technology support (Chromebook/charger issues, login assistance, etc.): 5
Have you accessed the following?

Yes, No, I have not needed this

White

- Academic support outside of school hours (tutoring, help from teachers after class, etc.): 317
- Social emotional support from school staff (counseling, therapy, mentorship, etc.): 378
- Mental health support outside of school (therapy, groups, counseling, etc.): 346
- After school or in-town programming (MELC, youth service groups, park and rec programs): 397
- Technology support (Chromebook/charger issues, login assistance, etc.): 321

Hispanic or Latino

- Academic support outside of school hours (tutoring, help from teachers after class, etc.): 154
- Social emotional support from school staff (counseling, therapy, mentorship, etc.): 169
- Mental health support outside of school (therapy, groups, counseling, etc.): 177
- After school or in-town programming (MELC, youth service groups, park and rec programs): 187
- Technology support (Chromebook/charger issues, login assistance, etc.): 139
What other responsibilities do you have outside of academics? (check all that apply)

1,403 responses

- Caring for siblings: 667 (47.5%)
- House responsibilities: 1,031 (73.5%)
- Employment: 150 (10.7%)
- Transportation: 95 (6.8%)
- Translation for family members: 143 (10.2%)
- Community service or activism work: 126 (9%)
- Extracurricular activities: 700 (49.9%)
- None of the above: 157 (11.2%)
What have you learned about yourself during since the start of the school year (try your best to answer, but type N/A if you prefer not to respond)?

- Organization skills
- Staying motivated is difficult
- Social wellbeing/missing friends
- Prefer in-person full time
- Self awareness
- Time management

What is one change you made since the start of the school year that resulted in something positive (try your best to answer, but type N/A if you prefer not to respond)?

- Amount of effort
- Blue light glasses
- Amount of sleep

What is one suggestion or tip you can share that might help your peers be successful (try your best to answer, but type N/A if you prefer not to respond)?

- Stay positive
- Stay on top of deadlines
- Don’t overthink things
- Don’t stare at screens for too long
- Focus on mental health

Anything else you would like to share about your experiences this Fall?

- It’s draining
- It’s difficult
- It’s stressful
- Too many assignments
- Sleep schedule is off
- Change Wednesday schedule
WHEREAS, the Administration would like to install reflective vinyl characters on the outside surfaces of Manchester High School; and

WHEREAS, reflective vinyl characters need to face the potential reflective light source and are customarily mounted to the first surface (outside) of the mounting substrate (glass); and

WHEREAS, installation of characters on multi-story buildings presents logistical difficulties of access to upper story windows and challenges of landscaping obstacles on the ground; and

WHEREAS, Intelligent Signage, Inc., of Enfield, Connecticut, has previously developed a proprietary product to overcome installation hurdles by allowing for interior mounting of characters; and

WHEREAS, the Intelligent Signage, Inc. product has been successfully provided and installed previously in Manchester Pre-School, Manchester Regional Academy, Martin Elementary School, Bennett Academy, Bowers Elementary School, and Illing Middle School; and

WHEREAS, use of this product will provide uniformity throughout the school district so as to provide first responders consistency of information as they arrive in an emergency.

NOW, THEREFORE, THIS IS TO CERTIFY THAT WE, a majority of the Board of Education of the Town of Manchester, do hereby state that it is impractical by reason of the above stated circumstances to require competitive bidding and such requirements are hereby waived, and the Director of Operations is authorized to engage the services of Intelligent Signage, Inc. to supply and install vinyl characters for the Manchester High School in the amount of $21,750.00, shipping included.

A MAJORITY OF THE BOARD OF DIRECTORS:

Approved as to Form:

Timothy P. O'Neil
Administrative Staff Attorney

Approved:

Karen Clancy
Director of Finance and Management

Date: 12.7.2020