MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, FEBRUARY 12, 2018
LINCOLN CENTER

Personnel & Finance Committee Mtg.  5:30 P.M. – Director’s Rm.
Executive Session – Personnel Matter  6:30 P.M. – Director’s Rm.
Board of Education Meeting  7:00 P.M. – Hearing Rm.

A. OPENING
   1) Call to order
   2) Pledge of Allegiance
   3) Secretary’s Welcome
   4) Board of Education Minutes 1-22-18  A – 4
   5) Budget Workshop Minutes 1-24-18  A – 5

B. COMMITTEE REPORTS –
   1) Policy Committee Meeting Minutes 1-22-18  B – 1

C. CONSENT CALENDAR
   1) Personnel Information  C – 1
   2) Transfer of Funds  C – 2
   3) Extended Field Trip Request Form – MHS – Girls and Boys Track & Field
      White Plains, NY – 51st Loucks Games – 15 students participating – 3 chaperones
      May 10th – May 12, 2018 – 1 day of school will be missed  C – 3
   4) Extended Field Trip Request Form – MHS – Girls and Boys Track & Field – Saco,
      ME., - New England Championship – 15 students participating – 3 chaperones
      June 8 – 9, 2018 – 1 day of school will be missed  C – 4

D. REPORT FROM STUDENT REPRESENTATIVE -
   Nabila Hoor Un Ein and Patrick Doherty

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT’S REPORT
   1) Update to Technology at Waddell – Mr. Randall Luther, TSKP Studio  F – 1
   2) Update on NEASC – Ms. Katelyn Miner, Interim Principal, Manchester High School
      and Ms. Denise Batista, Guidance, Manchester High School  F – 2
   3) Update on Teacher Attendance and Climate – Mr. Matthew Geary, Superintendent of
      Schools

G. UNFINISHED BUSINESS – None

H. NEW BUSINESS –
   1) Policy Recommendation:
      The Policy Committee submits to the full Board its recommended revision for a first reading
      and approval in accordance with its policy on policy changes:

      Policy Revisions:
      1) Policy 4305 – Reports of Suspected Abuse or Neglect of Adults with an
         Intellectual Disability or Autism Spectrum Disorder  H – 1
      2) Policy 4114 – Personnel – Non-Discrimination  H – 2
2) Action on Recommended Board of Education 2018-2019 Budget

RECOMMENDED MOTION: Move to adopt the Board of Education 2018-2019 Budget

3) MOTION: Resolved, the Board of Education approves the cost estimate, plans and specifications for Technology Equipment for the Waddell Elementary School dated February 5, 2018, prepared by TSKP Studio for submission to the Department of Administrative Services, Office School Construction Grants for Review of Final Plans.

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

J. COMMUNICATIONS - None

K. ITEMS FOR FUTURE AGENDAS

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 26, 2018</td>
<td>Keeney</td>
<td>Keeney School Improvement Plan</td>
</tr>
<tr>
<td>Monday, March 12, 2018</td>
<td>Lincoln Center</td>
<td>Fall / Winter Data Update</td>
</tr>
<tr>
<td>Monday, March 26, 2018</td>
<td>Highland Park</td>
<td>HP School Improvement Plan</td>
</tr>
<tr>
<td>Monday, April 23, 2018</td>
<td>Lincoln Center</td>
<td>Academics Update</td>
</tr>
<tr>
<td>Monday, April 30, 2018</td>
<td>Illing Middle School</td>
<td>Illing School Improvement Plan</td>
</tr>
<tr>
<td>Monday, May 14, 2018</td>
<td>Lincoln Center</td>
<td>Update on Building Projects</td>
</tr>
<tr>
<td>Tuesday, May 29, 2018</td>
<td>Lincoln Center</td>
<td>Manchester High School Improvement Plan</td>
</tr>
<tr>
<td>Monday, June 11, 2018</td>
<td>Lincoln Center</td>
<td>Adult Education Update</td>
</tr>
<tr>
<td>Monday, June 25, 2018</td>
<td>Lincoln Center</td>
<td>Spring Data Update</td>
</tr>
<tr>
<td>Monday, July 9, 2018</td>
<td>Lincoln Center</td>
<td>Close of School Update</td>
</tr>
<tr>
<td>Monday, August 27, 2018</td>
<td>Lincoln Center</td>
<td>Opening of School Update</td>
</tr>
</tbody>
</table>

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  
Monday, January 22, 2018  
5:30 - Director’s Room- Lincoln Center

The meeting convened at 5:30 PM.  
Members Present: Peter Conyers, Deb Hagenow, Tracy Maio, Darryl Thames  
Other Present: Matt Geary

The committee approved the new proposed Abuse or Neglect of Disabled Adults Policy which adds protection for persons between eighteen (18) and sixty (60) years of age who: 1) have an intellectual disability or 2) receive funding or services from the Department of Social Services’ (‘DSS”') Division of Autism Spectrum Disorder Services.

**Abuse or Neglect of Disabled Adults**

The committee approved the revisions to the Employment Checks policy which amends last year’s employment history check requirements by limiting the time period for which an applicant must list relevant former employers as part of the application process to twenty years.

**Employment Checks Redline**  
**Employment Checks - Clean Copy**

The committee approved the revisions to the Non-discrimination (Personnel) Policy which includes new language regarding veterans relating to non-discrimination.

**Non-discrimination Personnel Redline**  
**Non-discrimination Clean Copy**

The committee approved the revisions to the Non-Discrimination (Students) policy which includes new language regarding veterans relating to non-discrimination (Students).

**Non-discrimination Students Redline**  
**Non-discrimination Students - Clean Copy**

The committee approved the forms that will now be used as part of the Volunteers Policy.

**Volunteers Policy - No Changes**  
**Addendum to Policy - Volunteer Forms**

The committee approved the new Animals in Schools Policy which detailed steps that should be taken before non-therapeutic animals are used in schools.

**Animals in Schools Draft**

The committee approved the revision to the Summer School Grades Policy which allows students with a grade in the D range to attend summer school and improve their grade to a C-.

**Summer School Policy - Redline**  
**Summer School Policy - Clean Copy**

These policies will all be sent to the full Board of Education for approval.
The committee discussed the Drugs / Alcohol Policy and will review revisions proposed by the Superintendent at their March meeting.

**Drug and Alcohol Use by Students**

The committee discussed School Uniforms and requested that the Superintendent survey parents, students, and staff in order to make a decision on the future of school uniforms.

The committee reviewed the Child Abuse or Neglect Reporting Policy and requested that the focus of the policy be clarified and that the Superintendent check with legal counsel regarding notification of parent/guardians when the parent/guardian is not the subject of a referral to DCF that is being made. The Superintendent will bring suggestions for revision back to the committee in March.

Respectfully submitted
Matt Geary
Superintendent of Schools
PERSONNEL ACTION

APPOINTMENTS

Michelle Lorentz to be a Special Education teacher at Waddell Elementary School. Ms. Lorentz received a Master Degree in Special Education at Central Connecticut State University. Ms. Lorentz resides in Andover. It is recommended that her appointment be approved effective January 18, 2018 (MA/Step 3, $52,769 pro-rated)

Lila Wilbon to be a Special Education teacher at Keeney Street Elementary School. Ms. Wilbon received a Bachelor Degree in Special Education at Central Connecticut State University. Ms. Wilbon resides in Manchester. It is recommended that her appointment be approved effective February 20, 2018 (BA+30/Step 4, $54,950)

Chelcee Schroll to be a Grade 5 teacher at Waddell Elementary School. Ms. Schroll received a Master Degree in Curriculum and Instruction at University of Connecticut: Neag School of Education. Ms. Schroll resides Manchester. It is recommended that her appointment be approved effective January 22, 2018 (MA/Step 1, $49,280 pro-rated)

Connor Grimes to be a Social Studies teacher at Manchester High School. Mr. Grimes received a Bachelor Degree in Geography Education at Keene State College. Mr. Grimes resides in South Windsor. It is recommended that his appointment be approved effective February 5, 2018 (BA/Step 1, $46,228)

RESIGNATIONS

Stephanie Peterson, Special Education teacher at Illing Middle School has submitted a letter of resignation for personal reasons effective the end of business day on January 21, 2018. Ms. Peterson has been with Manchester Public Schools since August 24, 2015. It is recommended that her request be approved.

Rose-Merry Unan, Special Education teacher at Waddell Elementary School has submitted a letter of resignation for personal reasons effective the end of business day on February 28, 2018. Ms. Unan has been with Manchester Public Schools since October 11, 2016. It is recommended that her request be approved.

Sabrina Hosmer, Speech and Language teacher at Highland Park Elementary School has submitted a letter of resignation for personal reasons effective the end of business day on June 30, 2018. Ms. Hosmer has been with Manchester Public Schools since August 29, 2011. It is recommended that her request be approved.
Town of Manchester
Board of Education

To:         Manchester Board of Education
From:    Mr. Matthew Geary, Superintendent of Schools
Subject:    Transfer of Funds
Date:     February 1, 2018

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from Bennet School Administration General Supplies and Materials in the amount of $85. Transfer to Bennet Utilities TeleComm Related Equipment in the amount of $85.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
February 12, 2018
To: Accounting Department

Date: 2/1/2018

REQ#19001992

JUSTIFICATION (Required Field):

Funds need to pay for purchase of phone for hearing impaired staff member.

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

<table>
<thead>
<tr>
<th>DECREASE</th>
<th>Description: Gen_Supplies</th>
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<tbody>
<tr>
<td>$85.00</td>
<td>42351240 5610</td>
</tr>
<tr>
<td>$___</td>
<td>Account # ____</td>
</tr>
<tr>
<td>$___</td>
<td>Description: ____</td>
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$___ TOTAL DECREASE

<table>
<thead>
<tr>
<th>INCREASE</th>
<th>Description: TELECOMM RELATED EQUIPMENT</th>
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<tbody>
<tr>
<td>$85.00</td>
<td>42151260-5532</td>
</tr>
<tr>
<td>$___</td>
<td>Account # ____</td>
</tr>
<tr>
<td>$___</td>
<td>Description: ____</td>
</tr>
</tbody>
</table>

$___ TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: [YES] [No]

Date of Board Approval: __________________________

Date Transfer Completed __________________________ Name: __________________________

2-10
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY 1</td>
<td>INTERACTIVE WHITE BOARD SYSTEMS/AUDIO VISUAL</td>
<td>$250,285.00</td>
</tr>
<tr>
<td>CATEGORY 2</td>
<td>COMPUTER EQUIPMENT</td>
<td>$139,782.00</td>
</tr>
<tr>
<td>CATEGORY 4</td>
<td>ACTIVE DATA ELECTRONIC SWITCHING DEVICES INSTALL IN THE ROOM TEL / DATA #176</td>
<td>$131,389.00</td>
</tr>
<tr>
<td>CATEGORY 5</td>
<td>VOICE PHONE SYSTEM INSTALL AT THE ROOM TEL / DATA #176</td>
<td>$54,037.00</td>
</tr>
<tr>
<td>CATEGORY 6</td>
<td>WIRELESS ACCES POINT SYSTEM</td>
<td>$55,846.00</td>
</tr>
</tbody>
</table>

**GRAND TOTAL**: $631,339.00
**WADDELL**

Project No: 077-0233 RNV

Attention Bidders: Provide Unit Prices, Extended Total, and Category Total in this FORM

### CATEGORY 1 - INTERACTIVE LED TV SYSTEMS/AUDIO VISUAL - CLASSROOMS

<table>
<thead>
<tr>
<th>Spec Section</th>
<th>Mfg</th>
<th>Model #</th>
<th>Description</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Extended Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>IWB-1</td>
<td>SMART</td>
<td>6260-v2</td>
<td>Interactive flat panel w/ UNPACKING, INSTALLATION, TRAINING for smartboard and cart in order to keep warranty</td>
<td>40</td>
<td>$4,800.00</td>
<td>$192,000.00</td>
</tr>
<tr>
<td>IWB-2</td>
<td>Copernicus</td>
<td>IFP300</td>
<td>iRover Mobile Cart</td>
<td>35</td>
<td>$995.00</td>
<td>$34,825.00</td>
</tr>
<tr>
<td>IWB-3</td>
<td>Chief</td>
<td>PSUB/SJR</td>
<td>Universal Mounting Bracket</td>
<td>5</td>
<td>$129.00</td>
<td>$645.00</td>
</tr>
<tr>
<td>IWB-4</td>
<td>Eiko</td>
<td>TX-3</td>
<td>Wi-Fi enabled Visual Presenter</td>
<td>31</td>
<td>$514.00</td>
<td>$15,934.00</td>
</tr>
<tr>
<td>IWB-5</td>
<td>HP-Pavilion</td>
<td>32Q</td>
<td>32&quot; LED monitor w/ HDMI and DisplayPort inputs, 178 deg horizontal viewing angle, 1080p minimum</td>
<td>5</td>
<td>$380.00</td>
<td>$1,900.00</td>
</tr>
<tr>
<td>IWB-6</td>
<td>Chief</td>
<td>K1W1208</td>
<td>Adjustable height/wall mount swing arm</td>
<td>4</td>
<td>$180.00</td>
<td>$720.00</td>
</tr>
<tr>
<td>IWB-7</td>
<td>Canon</td>
<td>EOS T5 - video kit</td>
<td>EF-S 18-55mm f/3.5-5.6 IS STM Lens, 32GB SDHC Memory Card, Camera Backpack, Extra Rechargeable Lithium-Ion Battery, Dual Battery Charger, External Mic with Suspension</td>
<td>1</td>
<td>$1,240.00</td>
<td>$1,240.00</td>
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<tr>
<td>IWB-8</td>
<td>Canon</td>
<td>EOS T5 - basic kit</td>
<td>EF-S 18-55mm f/3.5-5.6 IS STM Lens, 16GB SDHC Memory Card, DSLR Shoulder Bag, Extra Rechargeable Lithium-Ion Battery, 58mm UV Protector Filter, Microfiber Cleaning Cloth</td>
<td>3</td>
<td>$876.00</td>
<td>$2,628.00</td>
</tr>
<tr>
<td>IWB-9</td>
<td>Digital Juice</td>
<td>101025.CP00.STANDKIT</td>
<td>Fully Portable, Reversible Blue/Green Pop-Up Screen, Two Stands / 4 Cross-Member Rods, Lightweight, Heavy Duty Aluminum Frame, Multiple Screen Mounting Positions, Stands</td>
<td>1</td>
<td>$233.00</td>
<td>$233.00</td>
</tr>
<tr>
<td>IWB-10</td>
<td>Impact</td>
<td>Collapsible background, black/white 5'x7'</td>
<td>1</td>
<td>$70.00</td>
<td>$70.00</td>
<td></td>
</tr>
<tr>
<td>IWB-11</td>
<td>Oben</td>
<td>AC-1321/BA-106A</td>
<td>Load Capacity: 6.6 lb, Max Height: 57.5&quot;, Min Height: 8.3&quot;, Folded Length: 23.4&quot;, Leg Sections: 3, Weight: 2.9 lb, Rubber Feet, Bubble Levels, Ball Head</td>
<td>1</td>
<td>$350.00</td>
<td>$350.00</td>
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</tbody>
</table>

**Category Total**

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Price</th>
<th>Extended Total</th>
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</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>$250,285.00</td>
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</table>

### CATEGORY 2 - COMPUTER EQUIPMENT

<table>
<thead>
<tr>
<th>Spec Section</th>
<th>Mfg</th>
<th>Model #</th>
<th>Description</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Extended Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP-1</td>
<td>HP</td>
<td>EliteDesk 800 G3 Mini</td>
<td>Must be equipped with Bluetooth to allow audio to be transmitted to the ceiling speakers. Include all cables as needed</td>
<td>68</td>
<td>$1,179.00</td>
<td>$80,172.00</td>
</tr>
<tr>
<td>COMP-2</td>
<td>HP</td>
<td>EliteDesk 800 G3 Mini</td>
<td>Must be equipped with Bluetooth to allow audio to be transmitted to the ceiling speakers. Include all cables as needed</td>
<td>40</td>
<td>$1,069.00</td>
<td>$42,760.00</td>
</tr>
<tr>
<td>COMP-3</td>
<td>HP</td>
<td>EliteDesk 800 G3 Mini</td>
<td>Must be equipped with Bluetooth to allow audio to be transmitted to the ceiling speakers. Include all cables as needed</td>
<td>3</td>
<td>$2,000.00</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>COMP-4</td>
<td>Apple</td>
<td>iPad Wi-Fi 32GB</td>
<td>Latest gen 32G iPad</td>
<td>30</td>
<td>$295.00</td>
<td>$8,850.00</td>
</tr>
<tr>
<td>COMP-5</td>
<td>Anthro</td>
<td>YEStABGMPW4</td>
<td>Small footprint lockable dual cycling tablet cart. Holds up to 40 tablets, locking casters (28.75&quot; wide x 24.25&quot; deep)</td>
<td>1</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
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**Category Total**

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Price</th>
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<td>NA</td>
<td>NA</td>
<td>$139,782.00</td>
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### CATEGORY 4 - ACTIVE DATA ELECTRONIC SWITCHING DEVICES INSTALL IN THE ROOM UTILITY CH 211

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<tr>
<th>Section</th>
<th>Plan Key</th>
<th>Mfg</th>
<th>Model #</th>
<th>Description</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Extended Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADE-1</td>
<td>Cisco</td>
<td>WS-C3850-48U-L</td>
<td>Catalyst 3850 48 Port UPOE LAN Base with the CAT3850 Universal k9 image and 1100W Power Supply</td>
<td>13</td>
<td>$6,099.00</td>
<td>$79,287.00</td>
<td></td>
</tr>
<tr>
<td>ADE-2</td>
<td>Cisco</td>
<td>CON-SNT-W5540BUL</td>
<td>SNT-CX55WBR Cisco Catalyst 3850</td>
<td>13</td>
<td>$503.00</td>
<td>$6,539.00</td>
<td></td>
</tr>
<tr>
<td>ADE-3</td>
<td>Cisco</td>
<td>PWCR-1-1000-WAC=</td>
<td>Spare Power Supply</td>
<td>13</td>
<td>$1,016.00</td>
<td>$13,208.00</td>
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<tr>
<td>ADE-4</td>
<td>Cisco</td>
<td>C3850-2S-10G</td>
<td>Catalyst 3850 x 10GE Power Module</td>
<td>17</td>
<td>$1,337.00</td>
<td>$22,729.00</td>
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<tr>
<td>ADE-5</td>
<td>Cisco</td>
<td>SFP-10G-LRM+</td>
<td>10GBase-LRM SFP Module</td>
<td>13</td>
<td>$562.00</td>
<td>$6,906.00</td>
<td></td>
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<tr>
<td>ADE-6</td>
<td>Cisco</td>
<td>STACK-T1-3M</td>
<td>3M Type 1 Stacking Cable</td>
<td>4</td>
<td>$160.00</td>
<td>$640.00</td>
<td></td>
</tr>
<tr>
<td>ADE-7</td>
<td>Cisco</td>
<td>CAB-SPWR-20CM</td>
<td>20CM Stack Power Cable</td>
<td>13</td>
<td>$51.00</td>
<td>$663.00</td>
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<tr>
<td>ADE-8</td>
<td>Cisco</td>
<td>CAB-SPWR-15OCM</td>
<td>150CM Stack Power Cable</td>
<td>4</td>
<td>$104.00</td>
<td>$416.00</td>
<td></td>
</tr>
<tr>
<td>ADE-9</td>
<td>Cisco</td>
<td>L-MGMT3X-K9</td>
<td>Cisco Ent MGMT PI 3 x LFAS &amp; APIC-EM Lic. 1 Cat 3K (perpetual)</td>
<td>13</td>
<td>$56.00</td>
<td>$728.00</td>
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<tr>
<td>ADE-10</td>
<td>Cisco</td>
<td>CON-ECMU-L-MGMT3X3</td>
<td>SWSS UPGRADE Cisco Ent MGMT PI 3 x LFAS APIC-EM L</td>
<td>13</td>
<td>$15.00</td>
<td>$195.00</td>
<td></td>
</tr>
<tr>
<td>ADE-11</td>
<td></td>
<td>Fiber patch cords</td>
<td>Fiber patch cords</td>
<td>17</td>
<td>$4.00</td>
<td>$68.00</td>
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**Category Total**

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<tr>
<th>Qty</th>
<th>Unit Price</th>
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</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>$131,389.00</td>
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### CATEGORY 5 - VOICE PHONE SYSTEM

<table>
<thead>
<tr>
<th>Section</th>
<th>Item #</th>
<th>Plan Key</th>
<th>Mfg</th>
<th>Model #</th>
<th>Description</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Extended Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPS-1</td>
<td>Alcatel-Lucent</td>
<td>8068</td>
<td>IPA 8068 PREMIUM DESKPHONE US with corded handset</td>
<td>61</td>
<td>$539.00</td>
<td>$32,879.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPS-2</td>
<td>Alcatel-Lucent</td>
<td>3MG27110AA</td>
<td>WALL MOUNT KIT for Alcatel 8068</td>
<td>45</td>
<td>$40.00</td>
<td>$1,800.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPS-3</td>
<td>Alcatel-Lucent</td>
<td>74511AA</td>
<td>REQUIRED LICENSES (including Dial-by-Name)(perpetual)</td>
<td>61</td>
<td>$111.00</td>
<td>$6,771.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPS-4</td>
<td>Alcatel-Lucent</td>
<td>SU1G-2</td>
<td>Board with Enterprise SES and Analog Premium (12 users)</td>
<td>1</td>
<td>$2,239.00</td>
<td>$2,239.00</td>
<td></td>
<td></td>
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<td>VPS-5</td>
<td>Alcatel-Lucent</td>
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<td>APA</td>
<td>Analog Trunk</td>
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**Category Total**

### CATEGORY 6 - WIRELESS ACCESS POINT SYSTEM

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<tr>
<th>Section</th>
<th>Item #</th>
<th>Plan Key</th>
<th>Mfg</th>
<th>Model #</th>
<th>Description</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Extended Total</th>
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<td>WAP-1</td>
<td>Cisco</td>
<td>AIR-AP2802I-I-K9</td>
<td>802.11ac W2 AP w/CA; 4x4:3, Int Ant, 2xGbe B with Cisco Aironet 2800 Series; including image, wall mount bracket and clip</td>
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<td>WAP-2</td>
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<td>1C-T5505B</td>
<td>5 AP Adder License for the S5508 Controller Bundle (perpetual)</td>
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<td>WAP-3</td>
<td>Cisco</td>
<td>CIK2AIR5PC1X9</td>
<td>Cisco ONE Fndn Rs510/40, 5508/20 per AP Pkg/ Lic Qty: 500 Max: perpetual</td>
<td>53</td>
<td>$107.00</td>
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<td>WAP-4</td>
<td>Cisco</td>
<td>CON-ECMUS-C1F1PPC1</td>
<td>SOLN SUPP SWSS Cisco ONE Fndn Rs510/40, 5508/20 per AP Pr (operation program)</td>
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<td>$27.00</td>
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**Category Total**

**TOTAL**

$631,339.00
Manchester High School
NEASC Accreditation Update

- New Process and Timeline
- Self-Reflection Work, 2017–18
- New Standards
- Emphasis on Continuous Improvement, Creation of a Growth Plan
- Collaborative Conference Visit
  May 21–22, 2018
Ten-Year Cycle for 2020 Protocol

- Self-Reflection 2017-2018
- Collaborative conference/visit 2018
- Development and Implementation of Growth Plan 2018-2019
- Decennial visit 2020
- New/revised Growth Plan 2021
- Progress updates 2023-2026
- New cycle begins 2027
New Accreditation Process

1. provides opportunities for more sustained work with CPS over time
   - differentiates the use of faculty members

2. uses existing artifacts as evidence
   - encourages integration of school/district priorities

3. uses smaller visiting teams/cost less
   - provides fewer overall recommendations that focus on stated areas for growth
New Accreditation Process

4. Preparation for the decennial visit begins 3 years before the Decennial Accreditation visit

5. The Decennial cycle begins in the fall 2017

6. School spends 2–6 months on the Self-Reflection, develops and implements a school growth plan embedded in its current school improvement efforts prior to its Decennial Accreditation visit
Elements of the Self-Reflection

- Part 1 – Look Back
- Part 2 – Current Conditions (Standards Reflection)
- Part 3 – Capacity for Continuous Growth as a Learning Organization
- Part 4 – Goals and Vision for the Future
- Part 5 – Priority Areas for NEASC School Growth Plan

Self-Reflection Guide pp. 2–3
School Self-Reflection Process

- Self-Reflection evaluates the school’s alignment to the Standards for Accreditation
  - takes 2–6 months
- Self-Reflection committee collects evidence to help determine the school’s alignment to Standards
- Part 2 of the Self-Reflection is reviewed and voted on by the faculty
- The Self-Reflection process and related data collection informs the school’s plan for growth
Steering Committee:

- Katelyn Miner
- Cathy Mazzotta
- Denise Batista
- Idelisa Torres

Self Reflection Committee:

<table>
<thead>
<tr>
<th>Learning Resources</th>
<th>Professional Practices</th>
<th>Student Learning</th>
<th>Learning Support</th>
<th>Learning Culture</th>
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<tr>
<td>Kelly Cecchini</td>
<td>Pam Fontaine</td>
<td>Amanda Lister</td>
<td>Greg Sember</td>
<td>Jacob Skrzypiec</td>
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<tr>
<td>Mellie Crespo</td>
<td>Melissa Doherty</td>
<td>Kassandra Holder</td>
<td>Melane Thomas</td>
<td>Josh Lewis</td>
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<tr>
<td>Ryan Jones</td>
<td>Lisa Young</td>
<td>Elizabeth Raynor</td>
<td>Idelisa Torres</td>
<td>Linda Iacobellis</td>
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<tr>
<td>Rachel Discko</td>
<td>Latasha Turnquest</td>
<td>Giselle Garcia</td>
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</table>

English, English Language Learning, Social Studies, Library Media, Family and Consumer Science, Administration, Central Office, Instructional Coaching, PE/Health, Science, Mathematics, Guidance, Special Education
Purpose of the Collaborative Conference Visit, May 21–22, 2018

- Gather information about current conditions in the school and verify alignment to Foundational Elements
- Review the Self-Reflection findings and the priority areas for improvement/growth
- Ensure the identified Priority Areas reflect goals that have an impact on student learning
- Ensure there are no obvious omissions or other needed improvement areas to align to the Standards
New 2020 Standards for Accreditation

Student Learning

Learning Culture

Learning Resources

Professional Practices

Learning Support
# 2020 Standards for Accreditation

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>LEARNING CULTURE</th>
<th>Learning Culture promotes shared values and responsibility for achieving the school’s vision.</th>
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</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td>STUDENT LEARNING</td>
<td>Student Learning practices maximize the impact of learning for each student.</td>
</tr>
<tr>
<td>Standard 3</td>
<td>PROFESSIONAL PRACTICES</td>
<td>Professional Practices ensures that practices and structures are in place to support and improve student learning.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>LEARNING SUPPORT</td>
<td>Learning Support ensures that the school has appropriate systems to support student learning and well-being.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>LEARNING RESOURCES</td>
<td>Learning Resources ensures that the school has the resources necessary to meet the learning needs of all students.</td>
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</table>

5 Standards have replaced 7
Each Standard contains Foundational Elements

At a minimum, Accredited schools must align with each of the Foundational Elements

Foundational Elements represent essential building blocks for each Standard

Schools that are not yet aligned with the Foundational Elements are expected to prioritize work to ensure alignment with those Elements
Foundational Elements

- Safe Environment
- Vision of the Graduate, Core Values and Beliefs
- School Site and Plant
- Intervention Strategies
- School Growth/Improvement Plan
- Written Curriculum
<table>
<thead>
<tr>
<th>Standards for Accreditation</th>
<th>Foundational Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1&lt;br&gt;LEARNING CULTURE</td>
<td>The school community provides a safe environment.</td>
</tr>
<tr>
<td>Standard 2&lt;br&gt;STUDENT LEARNING</td>
<td>The school has a written document describing its core values, beliefs about learning, and vision of the graduate.</td>
</tr>
<tr>
<td>Standard 3&lt;br&gt;PROFESSIONAL PRACTICES</td>
<td>There is a written curriculum in a consistent format for all courses in all departments across the school.</td>
</tr>
<tr>
<td>Standard 4&lt;br&gt;LEARNING SUPPORT</td>
<td>The school has a current school improvement/growth plan.</td>
</tr>
<tr>
<td>Standard 5&lt;br&gt;LEARNING RESOURCES</td>
<td>The school site and plant support the delivery of curriculum, programs, and services.</td>
</tr>
</tbody>
</table>
Example: Vision of the Graduate

Descriptors of Effective Practice

➢ includes transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement.
➢ includes knowledge, understandings, and dispositions necessary for future success.
➢ is embedded into curriculum, instruction and assessment practices.

The school has:
➢ a formal process to assess and communicate individual learner progress toward achieving the school’s vision of the graduate.
➢ an annual report on whole-school progress toward learner achievement of the vision of the graduate.
In Summary

- School is no longer required to assign all staff to a Standard Committee
- Self-Reflection process has been streamlined to 2–6 months
- Collaborative Conference visit added to help schools apply their Self-Reflection to the development of a growth plan
- School is required to develop a growth plan as part of the Accreditation process
REPORTS OF SUSPECTED ABUSE OR NEGLECT OF ADULTS WITH AN INTELLECTUAL DISABILITY OR AUTISM SPECTRUM DISORDER

Section 46a-11b of the Connecticut General Statutes requires that certain school personnel report any suspected abuse or neglect of persons between eighteen (18) and sixty (60) years of age who: 1) have an intellectual disability or 2) receive funding or services from the Department of Social Services' ("DSS") Division of Autism Spectrum Disorder Services. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in the event that, in the ordinary course of their employment or profession, they have reasonable cause to suspect that a person with an intellectual disability or an individual receiving funding or services from DSS' Division of Autism Spectrum Disorder Services between eighteen (18) and sixty (60) years of age has been abused or neglected.

1. **Scope of Policy**

   This policy applies not only to employees who are required by law to report suspected abuse and/or neglect of adults with intellectual disabilities, but also to ALL EMPLOYEES of the Board of Education.

2. **Definitions**

   For the purposes of this policy:

   "**Abuse**" means the willful infliction of physical pain or injury or the willful deprivation by a caretaker of services which are necessary to the person's health or safety.

   "**Neglect**" means a situation where a person with an intellectual disability either is living alone and is not able to provide for himself or herself the services which are necessary to maintain his or her physical and mental health, or is not receiving such necessary services from the caretaker.

   "**Statutory Mandated Reporter**" means an individual required by Conn. Gen. Stat. Section 46a-11b to report suspected abuse and/or neglect of adults with intellectual disabilities. In the public school context, the term "statutory mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, registered or licensed practical nurses, psychologists, social workers, licensed or certified substance abuse counselors, mental health professionals, physical therapists, occupational therapists, dental hygienists, speech pathologists, and licensed professional counselors.

3. **Reporting Procedures for Statutory Mandated Reporters**
If a statutory mandated reporter has reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from DSS’ Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the mandated reporter shall, as soon as practicable, but not later than seventy-two (72) hours after having reasonable cause to suspect abuse or neglect, make an oral report to:

Abuse Investigation Division  
Department of Developmental Services (“DDS”)  
460 Capitol Avenue  
Hartford, Connecticut 06106  
Telephone: 1-844-878-8923

The statutory mandated reporter shall also immediately notify the Superintendent.

Such initial oral report shall be followed by a written report to the Abuse Investigation Division of DDS not later than five calendar days after the initial oral report was made, and a copy of any written report shall be given to the Superintendent.

4. Reporting Procedures for Non-Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as set forth above.

a) If an employee who is not a statutory mandated reporter has reasonable cause to suspect that any person with an intellectual disability, or any individual who receives funding or services from the DSS’ Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the following steps shall be taken.

(1) The employee shall as soon as practicable, but not later than seventy-two (72) hours after having reasonable cause to suspect abuse or neglect, make an oral report by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from the DSS’ Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years has been abused or neglected, the Superintendent or designee shall cause reports to be made in accordance
with the procedures set forth for statutory mandated reporters, set forth above.

b) Nothing in this policy shall be construed to preclude an employee from reporting suspected abuse and/or neglect of adults with intellectual disabilities, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, directly to the Abuse Investigation Division of DDS.

5. Contents of Report

Any oral or written report made pursuant to this policy shall contain the following information, if known:

a) the name and address of the allegedly abused or neglected person;

b) a statement from the reporter indicating a belief that the person is intellectually disabled or receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;

c) information concerning the nature and extent of the abuse or neglect; and,

d) any additional information that the reporter believes would be helpful in investigating the report or in protecting the person with an intellectual disability or who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services.

6. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, and shall, to the extent feasible, endeavor to coordinate any such investigation with the investigation conducted by the Abuse Investigation Division of DDS.

The Superintendent's investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

If the investigation by the Superintendent and/or the Abuse Investigation Division of DDS produces evidence that a person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, has been
abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

7. **Delegation of Authority by Superintendent**

   The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

8. **Disciplinary Action for Failure to Follow Policy**

   Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

9. **Non-discrimination Policy**

   The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

November, 2017
The Manchester Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, veteran status, or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. “Genetic information” may also include an individuals’ family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, "gender identity or expression” means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
Legal References:

Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation:
   Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
   Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans,
   Leaves of Absence for National Guard Members, Application for Certain
   Medicaid Programs, and Disclosure of Certain Records to Federal Military Law
   Enforcement.

ADOPTED: 6-9-14

Revised: November, 2017
ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Manchester Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, veteran status or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, veteran status or gender identity or expression. In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

Manchester Public School
Superintendent of Schools
45 N. School St.
Manchester, CT 06045

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy 4013, Sex Discrimination/Harassment in the Workplace (Personnel) and Policy #4012 Section 504/ADA (Personnel)).

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.
Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board’s policy and regulation and made aware of his/her rights.

The complaint should state the:

A. Name of the complainant.
B. Date of the complaint.
C. Date(s) of the alleged harassment/discrimination.
D. Name(s) of the harasser(s) or discriminator(s).
E. Location where such harassment/discrimination occurred.
F. Names of any witness(es) to the harassment/discrimination.
G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
H. Proposed Remedy

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the
timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Specifically, upon receipt of a written complaint of discrimination, the Superintendent and/or his or her designee investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of his/her complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

2. provide the complainant and respondent (if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law; an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. communicate the findings and/or results of any investigation to the complainant and maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee, communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent’s office. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;

9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator’s conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

If the complaint involves an allegation of discrimination based on or harassment based on reasons such as gender/sex or disability or sex, the complainant should be referred to the Board’s policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and, such complaints will be handled under other appropriate policies (e.g., Policy #4013 Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex Harassment in the Workplace; Policy #4012 Section 504/ADA).
For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with: Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office of Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Tel. (617) 289-0111
ocr.boston@ed.gov

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

A complainant may also file a complaint regarding employment discrimination with the Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106 (TELEPHONE NUMBER 800-477-5737) and/or the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office,
John F. Kennedy Federal Building,
475 Government Center,
Boston, MA 02203 (TELEPHONE NUMBER 800-669-4000).

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)
Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of gender/sex may contact the Board’s Title IX Coordinator.

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of disability may contact the Board’s Section 504/ADA Coordinator.

10/2017

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DISCRIMINATION COMPLAINT FORM
(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, veteran status or gender identity or expression)

Name of the complainant

Date of the complaint

Date of the alleged discrimination/harassment

Name or names of the discriminator(s) or harasser(s)

Location where such discrimination/harassment occurred

Name(s) of any witness(es) to the discrimination/harassment.

Detailed statement of the circumstances constituting the alleged discrimination or harassment
The Manchester Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of a protected race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, veteran status or gender identity or expression, and genetic information subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, veteran status or gender identity or expression, or any other basis prohibited by state or federal law is prohibited. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, non academic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination.

The Board will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of discrimination.

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, **gender identity or expression** means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form...
which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy # 5014 and are available online at the district website or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy # 5013, Sex Discrimination and Sexual Harassment; Policy #5000, Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education (‘‘OCR’’):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination or who has questions or concerns about the Board’s policies regarding discrimination on the basis of gender/sex may contact the Board’s Title IX Coordinator.

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of disability may contact the Board’s Section 504/ADA Coordinator.
Legal References:
Connecticut General Statutes § 10-15c and § 46a-81a, et seq. -

Discrimination on basis of sexual orientation

ADOPTED: November 13, 2013
ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, (including pregnancy), veteran status or gender identity or expression, he/she should make an oral complaint to the school principal. The student will be provided a copy of this regulation and made aware of his or her rights. The student will be requested to make a written complaint. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging discrimination under this complaint procedure, the Superintendent will designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

2. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

3. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law; and

4. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) school days business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or
reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent’s office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination, adhering to the requirements of state and federal law. Corrective action should include steps to avoid continuing discrimination.

If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint.

If the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent or his/her designee shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator’s conclusions or findings. The Superintendent or his/her designee shall provide written notice to the complainant (and/or respondent, if applicable) of the proposed actions within fifteen (15) school days/business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights: 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

Any student and/or parent/guardian also may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106 (TELEPHONE NUMBER 800-477-5737), U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Any student and/or parent/guardian may also file a complaint with the Connecticut
Commission on Human Rights and Opportunities:

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Hartford, CT 06103-1835
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Anyone who has questions or concerns about this policy, would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination, who has questions or concerns about the Board’s policies regarding discrimination on the basis of gender/sex may contact the Board’s Title IX Coordinator.

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of gender/sex may contact the Board’s Section 504/ADA Coordinator.
DISCRIMINATION COMPLAINT FORM
(For Complaints Based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, Disability, Pregnancy, Veteran Status or Gender Identity or Expression)

Name of the complainant _______________________________________________

School: ___________________________________________________________________

Date of the complaint _____________________________________________________

Date of the alleged discrimination __________________________________________

Name or names of the discriminator(s) _______________________________________

Location where such discrimination occurred
_________________________________________________________________________
_________________________________________________________________________

Name(s) of any witness(es) to the discrimination/harassment
_________________________________________________________________________
_________________________________________________________________________

Detailed statement of the circumstances constituting the alleged discrimination or harassment (you may attach additional paper)
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Proposed remedy
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**Summer Education Program Policy**

The Manchester Board of Education may sponsor a summer education program providing enrichment courses, accelerated reading courses, and review courses at all grade levels. Attendance in the summer education program shall be on a voluntary basis (Policy 5120).

**Definitions**

**Summer Enrichment Courses:**
Courses that allow students to study topics through challenging or unique instructional models and practices not typically available during the school year.

**Accelerated Reading Courses:**
Courses for students whose reading performance is below the expectation for the grade level in which the student is enrolled. These courses offer students more time to learn reading in small class environments, staffed by teachers who modify their instruction based on individual student need.

**Review Courses:**
Courses available for middle school or high school students who did not meet the academic expectations of the course during the regular school year.

**Admission/Overview**

1. **Elementary Program**

Admission to elementary summer education classes will be limited to those students who will be enrolled in grades K-5 in September of the year of the summer education session and who are current residents. Students registering for the accelerated reading courses must be approved by the school principal.

2. **Secondary Program**

Admission to secondary summer education classes, grades 6-12, for enrichment or credit (grades 9-12) must be approved by the Assistant Superintendent for Curriculum and Instruction, or designee.

Admission to a review course will be permitted to students previously enrolled in the course but who have not received credit for that course. **Students who have earned credit for the course but whose grade is in the D range may, with permission of the Principal, enroll in a review course. Students who successfully complete the review course will have the grade for the course reflected as a C- on their transcript.**

In order to enroll in summer school students must have:
- Earned a minimum final course grade of 40%
- Attended class for a minimum of 60% of the course
- Taken the final exam
Exceptions may be considered by the department’s Instructional Leader, Director of School Counseling, or Principal. Students who plan to attend a summer school program other than Manchester’s must meet the same criteria as above and must seek approval prior to enrollment through the external credit option. The specific rules regarding the requirements for summer school admission for credit can be found in the Manchester High School Course Catalog.

3. Transportation

Transportation will be the responsibility of the parents or guardian, except that the Board of Education shall provide transportation for the Summer Education Program for:

- students enrolled in special education programs mandated by the individual student's PPT; and
- students in grades K-8.

Transportation for students in grades K-8 is subject to the provision regarding annual budgetary decisions set forth in section 8 below.

4. Course Credit

Enrichment courses shall carry no credit for students in grades K-8. For students in grades 9-12, the Superintendent or his or her designee will approve credit on a course-by-course basis. Students registered in grades 9-12 courses designated "for credit" must meet both the course and Summer Educational Program regulations to receive credit.

5. Fees

The Board of Education Superintendent of Schools or his/her designee will determine, on or before February 15 May 15 of each school year, the fee schedule, in any, of its Summer Education Program. The Board of Education Superintendent may, in its discretion, waive such charge or fee for any good and sufficient reason (C.G.S. Sec. 10-74a).

6. Special Education

Mandated special educational services shall be free to eligible Manchester residents.

7. Non-residents

Space permitting, nonresidents may be allowed, at the Assistant Superintendent of Curriculum and Instruction's discretion, to enroll in the Summer Education Program and will be required to pay fees as established by the Board of Education.
8. Superintendent's Reporting Obligations

The Superintendent of Schools shall report to the Board of Education by the second November meeting on the operation of summer education programs the preceding summer. Each year, the Superintendent of Schools shall include in the proposed budget a recommendation for Summer Education Programs, including course offerings, transportation, credits, and fees. The final summer educational program budget will be based upon the Board of Education's final approved budget following the appropriation by the Board of Directors.

Legal Reference: Connecticut General Statutes
10-74a Summer courses
10-74b Grants for remedial summer school programs

Reference: 5120 Promotion/Retention/Acceleration Policy
5127.1 Specific Unit Requirements for Graduation from Manchester High School
5127.11 External Credit Options Meeting Manchester High School Graduation Requirements

MANCHESTER PUBLIC SCHOOLS
Manchester, Connecticut

Adopted: November 13, 1973
Revised: April 23, 2001
Revised: May 23, 2011