Mansfield Board of Education Meeting

October 25, 2012

Council Chambers 7:30 p.m.

Board Members:	Mark LaPlaca, Chair; Shamim Patwa, Vice-Chair; Martha Kelly, Secretary, April Holinko, Holly Matthews, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Randy Walikonis

Agenda

7:30 Call to Order

7:31 Special Recognitions (P. 1)

7:40 2013 Paraprofessional of the Year Recognition

7:50 2013 Teacher of Year Ceremony

8:10 Hearing for Visitors

8:15 Communications (P. 13)

8:20 Additions to the Present Agenda

Reports:

8:25 Committee Reports

8:30 CABE Board Member Academy Report
- Bullying and School Climate (P. 15)
- Certification, Evaluation, and Tenure under P.A. 12-116 (P. 41)

8:45 Report of the Superintendent
- Middle School Education Week
- Mansfield Public Schools Enrollment Projection to 2022 (P. 49)
- 2013 Board Meeting Dates (M) (P. 69)
- Enhancing Student Achievement (P. 71)

NEW BUSINESS: (If needed, items from the "Consent Agenda" may be added at this time.)

CONSENT AGENDA: (M) (P. 73)

The following items for the Board of Education October 25, 2012 meeting be approved or received for the record, unless removed by a Board member or the Superintendent of Schools.

That the Mansfield Public Schools Board of Education approves the minutes of the October 11, 2012 Board meeting.
That the Mansfield Public Schools Board of Education approves the request for maternity and unpaid childrearing leave effective January 10, 2013 through the remainder of the 2012-2013 school year from Julie Brennan, kindergarten teacher at Southeast School.
That the Mansfield Public Schools Board of Education approves the request for maternity leave effective February 25, 2013 through April 9, 2013 from Kelly Haggerty, kindergarten teacher at Goodwin School .
That the Mansfield Public Schools Board of Education approves the request for maternity leave effective November 26, 2012 through March 2013 from Sara Sroka, fourth grade teacher at Goodwin School.

9:00* Hearing for Visitors

9:15 Suggestions for Future Agenda

Adjournment

* Estimate

Mansfield Public Schools

Board of Education Goals – 2012-2013 DRAFT

I) Help every student to be a confident and successful learner.
   a) Engage and motivate every student.
   b) Improve, as appropriate, the mathematics, reading, science, and writing skills of every student.
   c) Ensure student safety, health, physical, and emotional well-being.
   d) Preserve and support the full breadth of the District's program.
   e) Encourage the civic engagement of students.
   f) Maintain a systematic review of all program offerings.
   g) Involve and engage a wide variety of parents/guardians in the education of their children.
   h) Obtain and maintain National Association for the Education of Young Children (NAEYC) accreditation, as well as review, evaluate, and implement an expanded preschool program to address the needs of early learners.
   i) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
   j) Select an anthology which addresses the CCSS and provides a strong pk-6 Language Arts/Reading foundation.
   k) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
   l) Explore and develop additional support services for those students in need of community and/or health services.
   m) Review recommendations from all sources and implement best practices as appropriate.

II) Attract, hire, support, and retain qualified and motivated professional staff.
   a) Facilitate and encourage a positive, professional learning community.
   b) Recognize teacher and staff effort and success regularly.
   c) Foster a climate of respect at all levels.
   d) Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite increase and/or decrease in overall enrollment.
   e) Address school/district leadership issues to maintain and surpass current levels of student achievement.
   f) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
   g) Develop with input and collaboration from certified staff, an effective evaluation program which supports the development of confident student learners and encourages the continued growth of all staff.
   h) Refine our current professional development program to maximize the growth of certified and non-certified staff while addressing state and federal requirements for required training while maximizing student instructional time.
   i) Review recommendations from all sources and implement best practices as appropriate.

III) Continue to improve the effectiveness of the Board of Education.
   a) Invest time and effort in Board members' learning and development.
   b) Celebrate and acknowledge student achievements at Board meetings and other venues.
   c) Foster and encourage communication between the Board and the communities it serves.
   d) Collaborate with community members and organizations that support the District's students.
   e) Review recommendations from all sources and implement best practices as appropriate.
   f) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).

IV) Monitor and regularly assess the District's status and requirements with respect to the quality of facilities, sufficiency of space, level of security, adequacy of maintenance, and reliability of student transportation.
   a) Stay involved in all aspects of any School Building Project decisions.
   b) Keep the public informed and involved.
   c) Reduce energy consumption and minimize the District's environmental impact.
   d) Pursue practices and develop policies that reduce energy consumption and district costs.
   e) Incorporate curricula that investigate energy use and environmental issues.
   f) Implement a long term plan endorsed by Mansfield Town Council and supported by voters to address pk-8 building needs.

V) Employ Fiscal Planning for Long Term Sustainability
   a) Transition from a budget which used a series of federal/state funds to support district staff to a predictable and sustainable funding source.
   b) Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
   c) Continue to explore potential partnerships with other groups to maximize program effectiveness while containing costs.

Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a ***motion*** is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

Celeste N. Griffin

From: NCTM e-Table of Contents <NCTM@nctm.org>
Sent: Tuesday, June 26, 2012 4:44 PM
To: Fred A. Baruzzi
Subject: NCTM Journals - July 2012

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NCTM School Journal Panel Picks from the 2011-2012 Volume Year

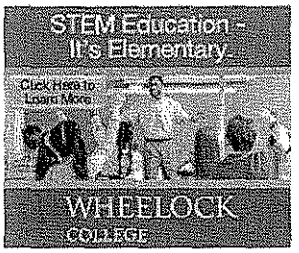
NCTM | NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

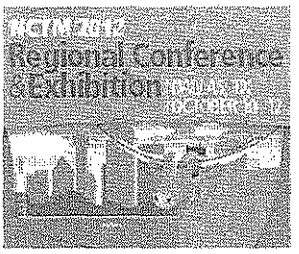
July 2012

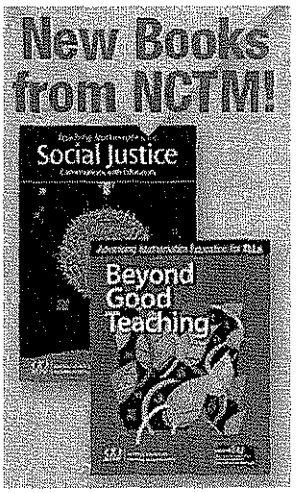
Editor and Panel Picks from the past year and what's coming up.

Enjoy your summer. New issues coming in August.

Advertisement







children mathematics

Editorial Panel Volume-Year Favorite

Connecting Class Talk with Individual Student Writing
(December 2011/January 2012)
Madelyn M. Williams and Tutita M. Casa
Are your students able to express their mathematical understanding in writing? Are you looking for ideas to help connect your classroom activities and discussions with individual student writing? This article guides you through a first-grade classroom activity that investigates core ideas about symmetrical shapes and lines of symmetry.

Williams and Casa describe using a talk frame to showcase student ideas and to keep an organized record of class discussions. The talk frame allows the teacher to explicitly connect and generally assess what students have experienced and discussed as a class. This process allows progression to a more individualized assessment of student understanding through their writing.—Marlene Robinson, *TCM* Editorial Panel Chair 2012–2013

Coming This Fall in TCM

MIDDLE SCHOOL

Editorial Panel Volume-Year Favorite

Hunger Games: What Are The Chances (March 2012)
Sarah B. Bush and Karen S. Karp
The "Hunger Games" article uses the setting from the popular young adult series to provide a lesson on probability. By imagining the classroom as a District in the post-apocalyptic nation of Panem, students engage in calculating the probability that they will be chosen as the District tribute to compete in the arena. They also discuss whether or not the annual reapings are "fair," explore how

7 Steps to High-End

Research-based actions and practical ideas for implementation can help shape your differentiated instruction.

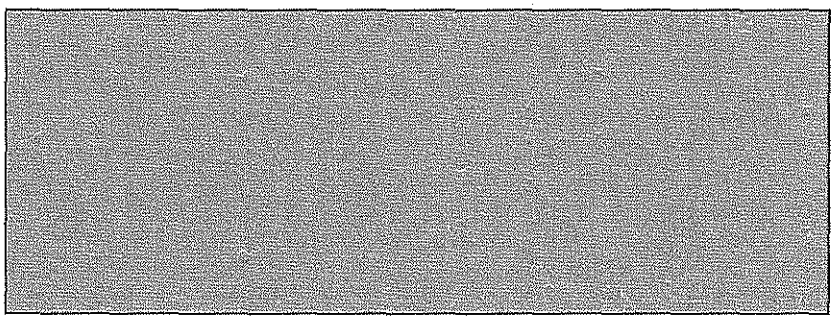
By M. Katherine Gavin
and Karen G. Moylan

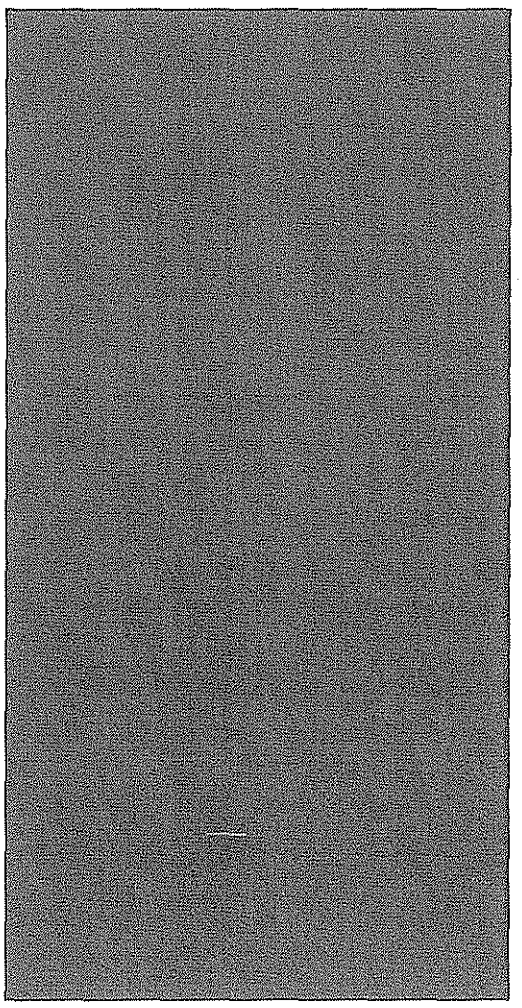
At a recent teacher workshop, we asked primary teachers which geometry concepts they taught their students. Kindergarten teachers responded, "The names of shapes, such as *square, circle, triangle,* and *rectangle.*"

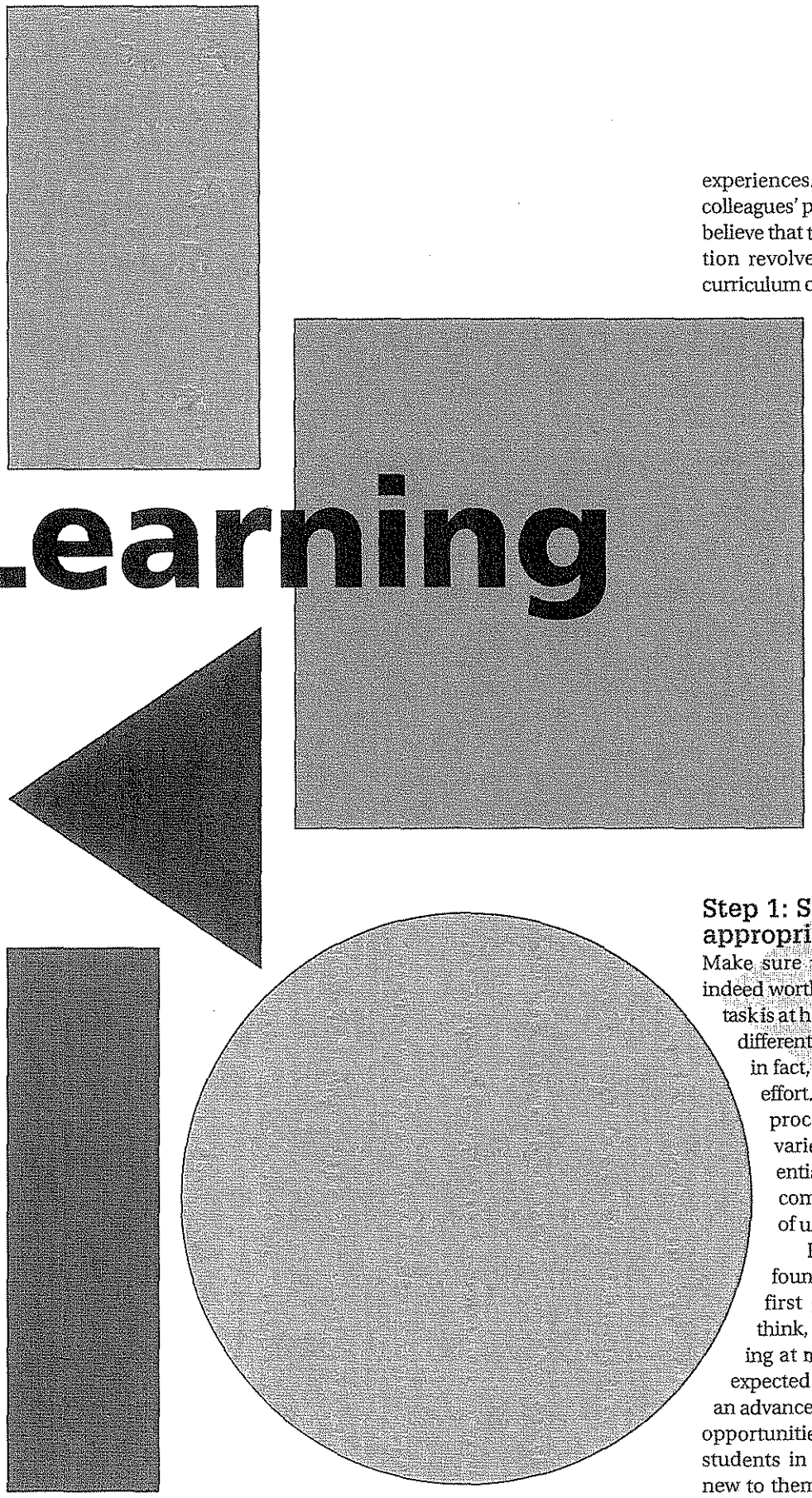
First-grade teachers answered, "The names of shapes, such as *square, circle, triangle,* and *rectangle.*"

Second-grade teachers responded the same way, but they added *cubes* and *spheres* to their list. Even more interesting was the fact that the teachers had never realized they all taught the same thing repeatedly to students for three years.

Along with colleagues in twelve urban, suburban, and rural classrooms, we have found that students are capable of so much more. In our current National Science Foundation curriculum research Project M², we have field-tested high-level, differentiated geometry and measurement curriculum units for students from diverse populations (about 50 percent are minority students) of kindergartners, first graders, and second graders in Connecticut, South Carolina, Kentucky, and Texas. The curriculum focuses on students thinking and acting in ways similar to mathematicians as advocated by the Standards for Mathematical Practice in the Common Core State Standards (CCSSI 2010). With an emphasis on developing deep mathematical understanding, each lesson is differentiated to accommodate a range of student abilities, interests, and prior







experiences. Aligning with Tomlinson and colleagues' philosophy (1999, 2003, 2010), we believe that the core of differentiated instruction revolves around the modification of curriculum content, process, and products in various ways throughout each lesson.

From working with our teachers and students over the last four years, we have found that starting small is important. All good teachers recognize their students' varying learning needs and strive to meet them. So differentiation is certainly not a revolutionary idea. In fact, Tomlinson and Eidson describe differentiated instruction as "really just common sense" (2003, p. 1). In practice, however, offering such opportunities for students is challenging. In this article, we share seven steps to help teachers present high-end, differentiated instruction to their students.

Step 1: Select an appropriate task

Make sure that *what* you differentiate is indeed worthy. Teachers often take whatever task is at hand and think about how to offer different experiences to students when, in fact, some tasks may not require this effort. A concept-based—rather than procedural—investigation allows a variety of opportunities for differentiation, because students tend to come to the task with different levels of understanding.

From our research, we have also found that students in kindergarten, first grade, and second grade can think, reason, and justify their thinking at much higher levels than is often expected of them. Thus, beginning with an advanced concept allows teachers many opportunities to differentiate and support students in learning material that is truly new to them. In our units on geometry, we

used the van Hiele (1999) model of geometric thinking to help determine what constitutes an advanced concept. This model represents five levels of geometric thinking that build one upon the other. An important part of the theory is that the levels are not age specific. Rather, the movement from one stage to the next is dependent on instruction and guided experiences. Therefore, by designing explorations at the appropriate level and guiding students to advance their thinking to the next level, teachers play a pivotal role in helping students construct geometric reasoning. In general, students in the primary grades are starting at the lowest level, sometimes called level 0, the visual level. At this level, students judge figures by their appearances: "It is a triangle because it looks like one." We have designed activities for young students starting in kindergarten to move them to the next level, the descriptive level (level 1), at which they begin to describe properties of shapes. At the descriptive level, students recognize that a shape is not categorized by the way it looks but rather because it has certain properties. So, for example, students come to realize that a figure is called a *triangle* because it is a closed shape with three sides and three vertices. Thus, they will recognize that a right triangle is indeed a triangle even when it does not look like the familiar green, equilateral, pattern-block triangle.

Moving students from one level of the van Hiele model to the next is vital, and therefore classroom lessons addressing multiple levels of understanding are an important aspect in differentiating a geometry lesson. To understand how we used this model to differentiate instruction, consider an example from our first-grade unit on shapes, "Exploring Shape Games: Geometry with Imi and Zani" (Gavin et al. 2011). In this unit, students play a card game called Grupo in which teams take turns making pairs of cards that have four of the following five properties in common:

1. Same number of sides
2. Same number of vertices
3. Same number of inside shapes
4. Same kind of inside shapes
5. Same shape name

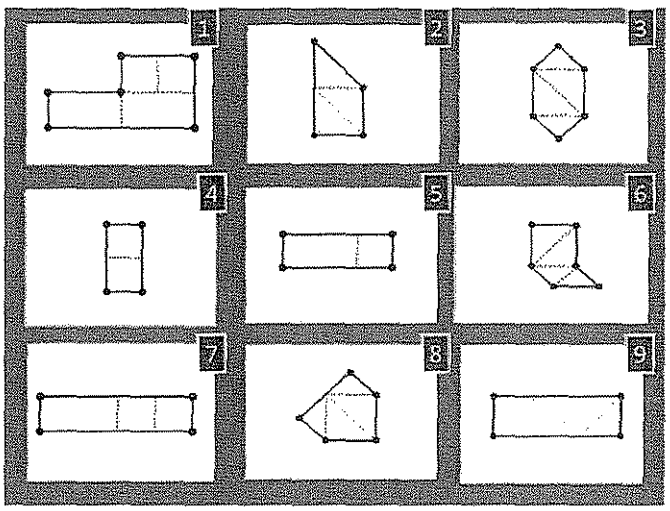
Figure 1 presents a sample hand from which students create pairs. You will notice that shape 1 and shape 3 match; they have four properties in common. They both—

1. have six sides;
2. have six vertices;
3. are hexagons; and
4. are composed of the same number (four) of inside shapes.

Note that in playing this game, students discover that if two shapes have the same name, they also have the same number of sides and the same number of vertices. Thus, without being told, they are discovering the properties of shapes and how to describe them. This is what we mean by a high-level task. Students are challenged to move from the lowest level, the visual level of the van Hiele model, to the next level, the descriptive level. In the end, students come to recognize that all hexagons—even those that look quite different from the yellow, pattern-block hexagon—have six sides and six vertices.

FIGURE 1

To differentiate a geometry lesson, students played a game, taking turns making pairs of cards that have at least four of five properties in common (as do shapes 1 and 3).



Step 2: Increase expectations for all students

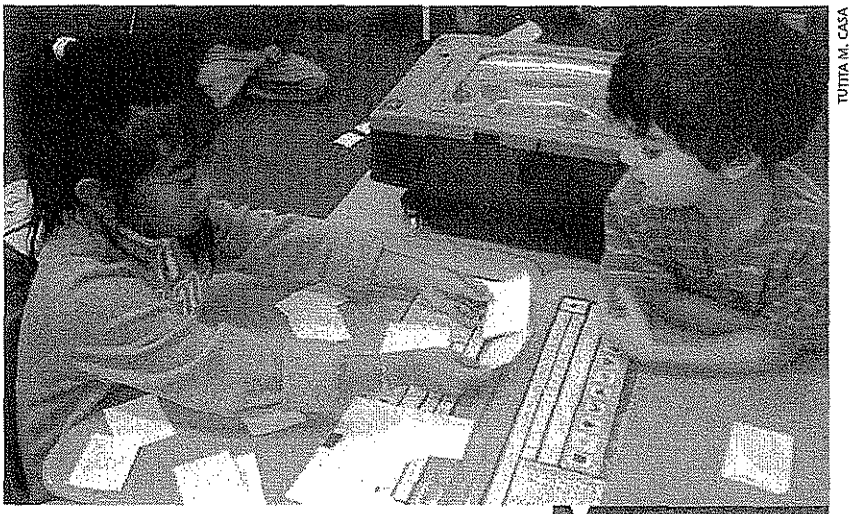
Consider concepts that will require students to reach beyond their comfort level and stretch their minds—what Vygotsky calls *the zone of proximal development* (1978). In our project, the

authors focused on writing advanced curriculum that raises the bar beyond what is typical at the grade level, as described in the Grupo game. Because this game is a high-level task, it most likely has no ceiling effect; that is, even mathematically talented students will benefit from playing and learn new mathematics. It can also be differentiated with scaffolding for students who may need some supports. Thus the task becomes accessible to all students. The National Association for the Education of Young Children (NAEYC) and the National Council of Teachers of Mathematics (NCTM) advocate that young students need a challenging mathematics curriculum (2002). We agree and believe the rigor and level of challenge is much higher for *all* students when advanced material is developed. Our results prove that students rise to the occasion.

Our kindergartners, first graders, and second graders made highly significant gains from pretesting to posttesting on all unit tests. They significantly outscored a comparison group of students from the same schools on open-response geometry and measurement questions that were similar in design to those on the National Assessment of Educational Progress and state mastery tests, with large-effect sizes ranging from 0.84 to 2.68 (Carroll 2010, 2011, 2012). Note that some researchers (Rogers 1991; Glass, McGaw, and Smith 1981) translate effect size into understandable classroom application. Using their interpretation, our students scored from almost one year above to nearly three years above their peers on a grade-equivalent-score scale in their understanding of geometry and measurement.

Step 3: Facilitate class discussions about the concepts

Require that students justify their reasoning about a problem or generate different ideas with which to grapple. These are hallmarks of the NCTM (2000) Process Standards and the Mathematical Practices outlined in the Common Core State Standards (CCSSI 2010). The most exciting classes are those in which students may have some confusion and agree and disagree with one another as they try to understand the big ideas. In our classrooms, we find students listening, talking, and then commenting, "I now disagree with myself!" as they come to new understanding of the mathematics. Such discussions not only support children in acting like mathematicians but also allow the teacher to gain insight into students' misconceptions and ways of thinking through a problem. Thus the teacher is better able to differentiate instruction, providing scaffolding or increased challenges for individual students on the basis of their comments during the class discussion.



TUTITA M. CASA

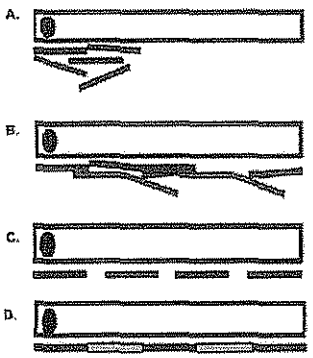
Kindergarten students benefit from learning the properties of various shapes.

Consider the following example. While studying the unit "Sizing Up the Lily Pad Space Station: Measuring with the Frogonauts" (Gavin et al. 2012), kindergarten students used adding-machine tape to measure the distance their rocket traveled. The students were shown four ways to use sticks to measure the length of the tape (see **fig. 2**). A class discussion that included the following dialogue took place:

Teacher: Which answer do you think is correct? Shelby?
Shelby: I think C. We used all the same length sticks and measured all the way to the end.
Teacher: Do you agree or disagree with Shelby?
Paul: I don't think so. You can't leave any spaces between the sticks.
Jaycee: Yeah, I think D is the correct one.
Teacher: Why do you think that? Explain your thinking.
Jaycee: They are all touching and go from the beginning to the end.
Teacher: OK, so what do you think about B? They are all touching and go from the beginning to the end.
Mikayla: No, that is not right. Some are on top of each other. They are not lined up in a straight line.
Teacher: Oh, so you bring up a good point,

FIGURE 2

Teachers use examples of common misconceptions to generate discussions.



Mikayla. The sticks cannot overlap. I would like each of you to talk with your partner about all the important things you should do to measure the length of your rocket strip.

This discussion brought students to several correct realizations: To measure length, the sticks must be the same size, laid end-to-end from the beginning of the tape to the end of the tape, and each new stick must touch the previous one, with no gaps or overlaps (see D in **fig. 2**).

Step 4: Encourage all students to communicate their thinking in writing

By *writing*, we mean creating a representation on paper. This representation can be in words, but it also can be conveyed with a picture or a diagram, such as a table.

Develop your mathematics classroom as a *community* of learners in which discussion is a vital, daily part. Writing is also an essential component of the learning community and challenges students to express their thinking and explain their reasoning in a way that others can understand, similar to the way a professional mathematician writes to an audience. In ways similar to the use of class discussion, evaluating individual student writing is a valuable asset for teachers in differentiating instruction. Analyzing written work can and should be used as a formative assessment (discussed in step 7), providing a window into student thinking, which enables you to differentiate subsequent instruction. For example, one student's written response might allow you to notice misconceptions and address them. Written responses also help you identify high-level critical thinking as well as divergent, creative solutions to problems. You can then follow up with extended challenges.

As members of our mathematics learning community, students understand our expectations of their writing. First, all students must think deeply about the question. Then, as a class, they talk about the problem and discuss solutions. Students record key discussion points on the board and refer to them as they begin writing. The class discussions mentioned in the previous step are the foundations for the writing that we expect; students base their writing on the classroom discussion, making sure to include their solution with an explanation. These expectations are posted in the classroom as a reminder (see **fig. 3**).

For the first writing assignment, we recommend that the entire class create a group response. This process helps students understand what it means to "write" during math. Then you can scaffold this process until students are able to write independently. Differentiate the scaffolding for individual students on the basis of their facility with the writing process. Some students may need a brief individual discussion with you listening to their thinking, offering an encouraging hint or prompt to get them started, and helping them put their thinking into words or pictures. Other students may be able to write a response together with a partner, discussing with each other how to put their ideas on paper. Still others will be ready to write on their own.

Even kindergarten students can express their thinking in writing. For example, after the discussion about measuring the length of the adding-machine tape, each student completed a writing response in his or her student mathematician's journal (see **fig. 4**).

Step 5: Offer additional support

For those students who may need some support, we suggest creating Hint cards to differentiate their instruction. Think about the difficulties that students encounter when learning the concept and how you might nudge their thinking.

FIGURE 3

Teachers use students' written work as a formative assessment. Expectations are posted in the classroom to remind students.

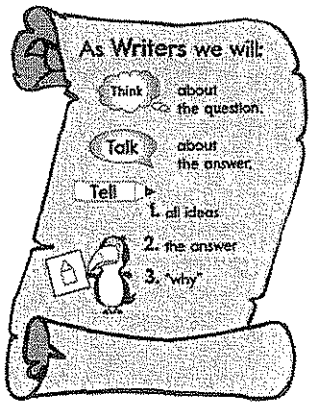
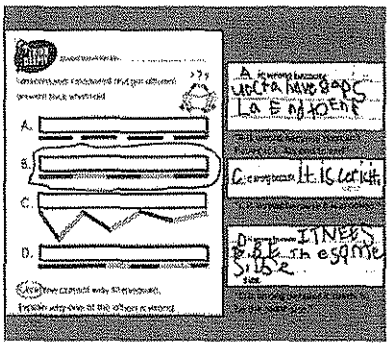


FIGURE 4

After leading the class to create a group response, scaffold the process until students are able to write independently, as these kindergartners did.



The cards might include a definition of a term in pictorial form, a question for students to think about that connects their prior learning to this new task, or a way to modify the activity (while keeping the objectives the same) to make it more accessible to students (see **fig. 5**). If you carry three or four different Hint cards in a pocket, you will find it easy to drop one on a desk as you travel the classroom, listening to discussions and watching students solve problems. This practice is a subtle way of differentiating instruction for students, yet it does not come across as telling them the answer. You are just inching them forward in their thinking. They, in fact, feel quite accomplished when they arrive at the solution and feel they did it all by themselves.

Step 6: Provide extended challenges

To differentiate instruction for students who really enjoy the particular topic or need more challenge, we suggest creating three or four extensions that we call Think Beyond activities. We wrote our Think Beyond extensions in the form of cards that you could share with students in the same way you share Hint cards. You might also place the cards in a learning center for students to choose from. For the Grupo game, we modified the rules so that students must find two cards that are different in *exactly* two ways. This posed an interesting and greater challenge for our top students. For example, in **figure 1**, shape cards 4 and 9 would make a match: One is composed of two shapes that are squares, and the other is composed of four shapes that are triangles. Yet they are both rectangles with four sides and four vertices.

Step 7: Use formative assessment to inform instruction

Analyzing student understanding before the final assessment allows teachers to adjust their instruction "in time" to correct misconceptions and promote developing understanding. We use Think Deeply open-ended questions as formative assessments in each lesson of every unit to challenge students to make sense of the

FIGURE 5

Hint cards to differentiate instruction, like these three for the Grupo card game lesson, can be dropped on a desk as a subtle way for a teacher to nudge students forward in their thinking.

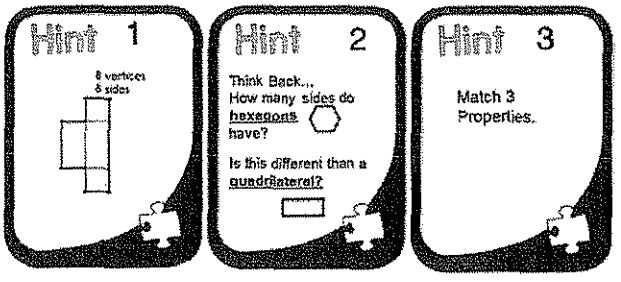


FIGURE 6

Whether students have grasped a concept becomes clear from their responses to formative assessments (such as Think Deeply open-ended questions) in each lesson of every unit.

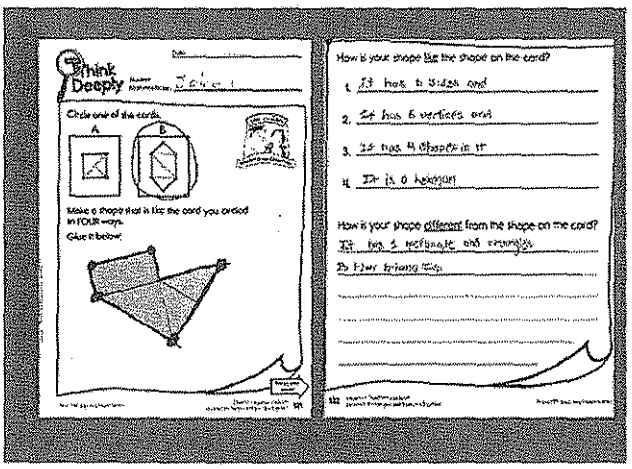
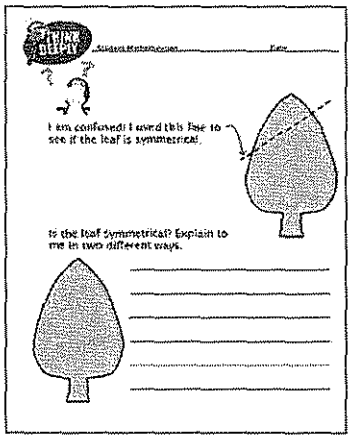


FIGURE 7

Writing about their reasoning is challenging in itself for first graders. Being required to give two different reasons adds an extra challenge.



mathematics. These questions are developed as the heart and soul of the lesson, and they focus on the essential mathematical concepts. They are also the springboard for differentiating the lesson. Based on these open-ended questions, both Hint and Think Beyond cards are created to support and challenge students, respectively, to help them grapple with and understand the core concepts of the lesson. Students first discuss the questions and then write about them. These activities give teachers ample opportunity to assess individual students and present the next necessary instructional steps. For instance, after students play the Grupo game, give them a Think Deeply question in which they are to choose one of two cards and make a shape that is like it in four ways. Have them then write how their shape is like the shape in four ways and how it is different (see **fig. 6**).

Differentiation in action

In developing a lesson on symmetry for first graders, we started with the objectives and big mathematical ideas. We wanted our students to be able to identify and draw lines of symmetry in figures, to tell if a line is not a line of symmetry, and most important, to use two different ways to tell why it is or is not a line of symmetry.

Then we developed high-level investigations to build on students' abilities to understand the concepts and explain their thinking. In this lesson, students rotated among centers where they used pattern blocks and paper folding to create symmetrical designs. Activities at each center were differentiated by difficulty level, beginning with simple shapes and using increasingly complex figures to extend the challenge. Each experience gave students a deeper understanding of the concept.

After these explorations, students discussed and then wrote about a Think Deeply question (see **fig. 7**), which takes into account the core concepts of the lesson. We then created Hint and Think Beyond cards to support and extend learning. The scenario below describes how one teacher used two of the cards.

As the teacher walked around the room, she noticed that one of the students, Brady, was unsure about symmetry. She passed Brady a Hint card (see **fig. 8a**). After looking at the card, Brady remembered: "OK, it has to be exactly in half, and both halves match up. No, that isn't a line of symmetry, because it's not divided exactly in half. They don't match up!"

Another student, Maya, quickly determined that the leaf is not symmetrical and explained that although it has a line of symmetry, the line in the picture is not the line of symmetry, because the two pieces are not mirror images. She suggested folding a paper and using a mirror to prove her points. The teacher passed Maya a Think Beyond card while the rest of the class

continued to work on the Think Deeply question (see **fig. 8b**).

Maya thought about her task and said, "I made a picture in my mind of where the center was, and I unfolded the paper down and out. Since I made the hole near the outside corners, the four holes would be near the outside edges of the paper." As a second student, Damien, started working on the Think Beyond card, Maya began asking him questions they could explore together.

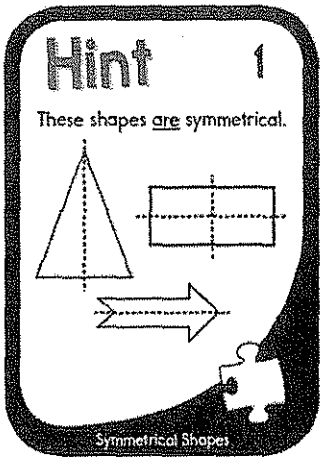
Remember to start small

We end with the same advice we gave in the beginning: Start small. Choose one unit of instruction to concentrate on. Differentiate one or two lessons using Think Deeply questions based on the core concepts as well as Hint and Think Beyond cards to support and extend the learning. You might work together with grade-level partners and a math curriculum specialist to differentiate a lesson. Try it out, and then reconvene to reflect and revise. Keep in mind

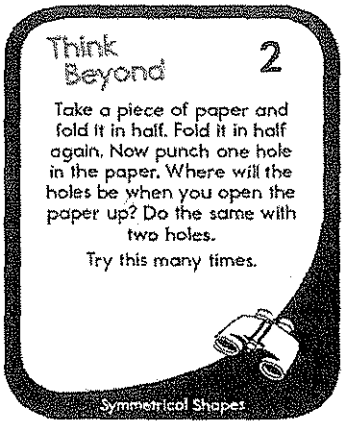
DISCOVERIES

Students first discuss and then write about open-ended questions that focus on the essential mathematical concepts.

(a) Hint cards use the same questions to support students.



(b) Think Beyond cards offer additional challenges.



that the second time around is always better. Class discussions and student writing will give you a clearer picture of students' misconceptions and which students need more challenge.

As teachers, we always strive to improve our instruction. Differentiation is no exception. However, we have found from our classroom experiences that following the seven steps above has made differentiation not only manageable but also a way for *all* students to access high-level mathematics, have rich discussions, and develop a much deeper understanding of mathematics.

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The project authors would like to acknowledge the many contributions of Juanita Copley, who lent her expertise and guidance in developing our curriculum units. Part of this material is based on work supported by the National Science Foundation (NSF) under grant no. 0733189. Any opinions, findings, conclusions, or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of NSF.

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ETHICS

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Congress of the United States
2nd District, Connecticut

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October 12, 2012

Mr. Mark La Placa
The Public Schools of Mansfield Connecticut
Audrey P Beck Bldg
4 South Eagleville Rd
Storrs Mansfield, CT 06268-2574

2012 OCT 18 PM 4:13

Dear Mark,

Thank you for your letter regarding the potential impact of the looming budget sequestration on Mansfield's schools. I share your concern about the wide ranging impact of the budget sequester on countless programs important to eastern Connecticut. While the sequester's potential impact on the defense budget has received the most public attention, the fact of the matter is that sequester impacts nearly aspect of the federal budget, including vital domestic programs that communities in our region rely on to support and educate our children.

According to a September 14, 2012 report to Congress, the Office of Management and Budget (OMB) estimated that non-defense discretionary programs would be cut by 8.2 percent under the 2013 sequester. As you note in your letter, this would impact programs like Title I and IDEA, along with countless others that benefit Connecticut and our communities. As you know, I have been a strong supporter not only of robust Title I funding to our communities but for fulfilling the federal government's commitment under its IDEA responsibilities. The impacts to these programs under sequester are among the many reasons that I strongly oppose allowing the process to be triggered on January 2, 2013, and instead support a balanced and bipartisan approach to resolving this looming issue.

Notably, former Senator Phil Gramm, one of the original authors of the 1985 Balanced Budget and Emergency Deficit Control Act of 1985 (commonly known as the Gramm-Rudman-Hollings Act) that created the original sequester process, said of the process that "it was never the objective of Gramm-Rudman to trigger the sequester; the objective of Gramm-Rudman was to have the threat of the sequester force compromise and action." I agree, and believe that the time for the compromise and action that sequestration was meant to force is long overdue. I believe that there is a way forward that achieves the goal of substantial debt and deficit reduction without making harmful cuts to our domestic spending priorities that would increase the burden on our communities.

However, as you might know, no action will be taken on this topic and other pending items requiring Congressional attention until Congress returns on November 13 for the post-election "lame duck" session. Last week, I objected House Speaker John Boehner's decision to allow the House to adjourn without addressing this issue, and believe that

Congress should have remained in session to find a solution to this problem and provide some certainty to the countless stakeholders who, like you, are looking for a resolution to the 2013 sequester.

Presidents and Members of Congress from both parties have faced similar challenges in the past and enacted balanced, bipartisan solutions – and I am confident that the same can be done again now. Please be assured that I will continue to work on a bipartisan basis to find a balanced solution to the looming sequester as soon as possible, and will keep your concerns in mind as this debate continues.

Thank you for all that you do to support the children and families of Mansfield. As always, please do not hesitate to get in touch if I or my office can be of any assistance to you and your colleagues.

EMAIL.BEGINHIDE.MERGE

Sincerely,

JOE COURTNEY
Member of Congress

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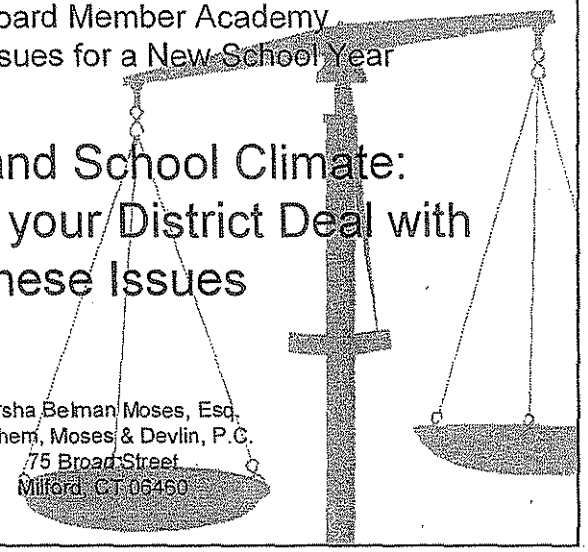
CABE Board Member Academy
New Legal Issues for a New School Year

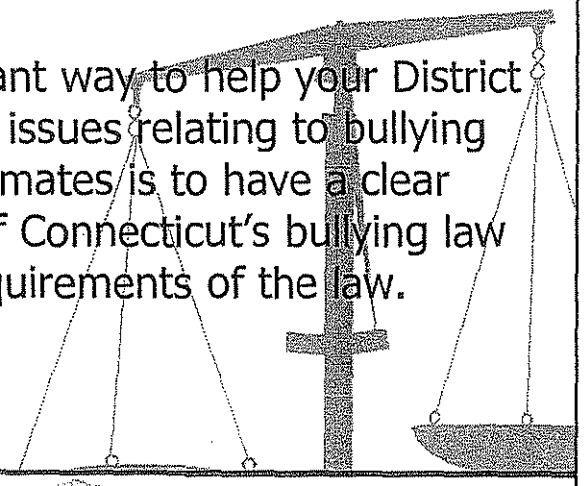
Bullying and School Climate: How to Help your District Deal with These Issues



Marsha Belman Moses, Esq.
Berchem, Moses & Devlin, P.C.
75 Broad Street
Milford, CT 06460

How to Help your District Deal with These Issues?

The most important way to help your District deal with these issues relating to bullying and school climates is to have a clear understanding of Connecticut's bullying law and the requirements of the law.



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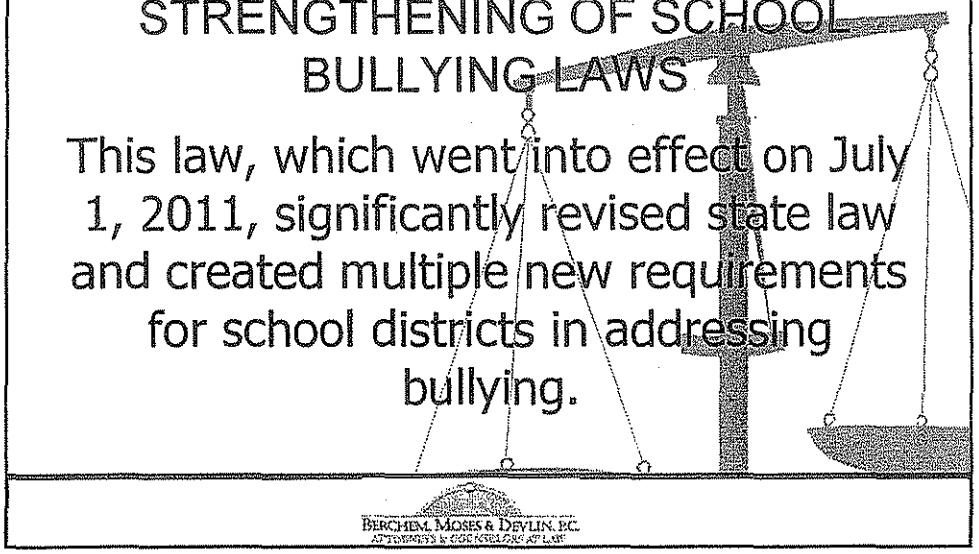
PUBLIC ACT 11-232: AN ACT CONCERNING THE STRENGTHENING OF SCHOOL BULLYING LAWS

This law, which went into effect on July 1, 2011, significantly revised state law and created multiple new requirements for school districts in addressing bullying.



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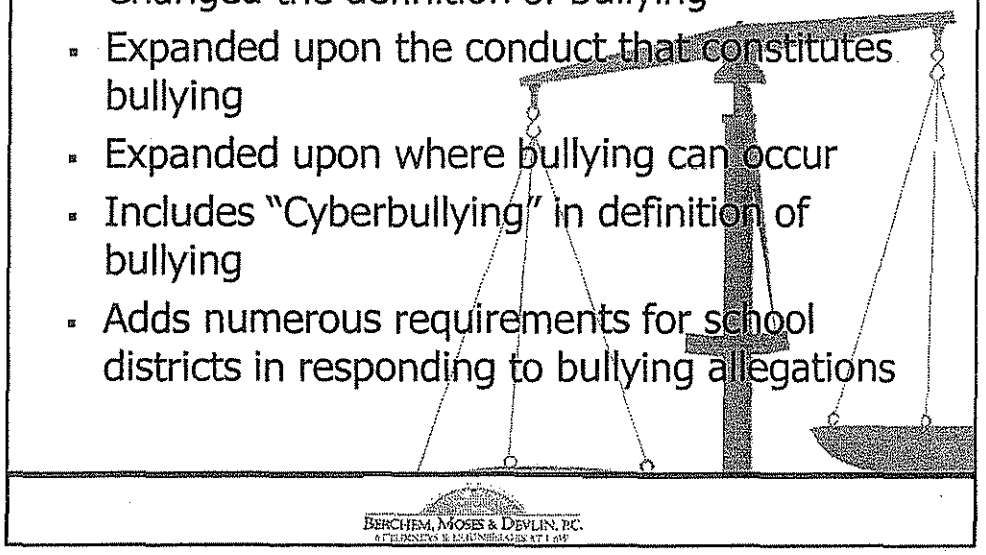
OVERVIEW OF P.A. 11-232

- Changed the definition of bullying
- Expanded upon the conduct that constitutes bullying
- Expanded upon where bullying can occur
- Includes "Cyberbullying" in definition of bullying
- Adds numerous requirements for school districts in responding to bullying allegations



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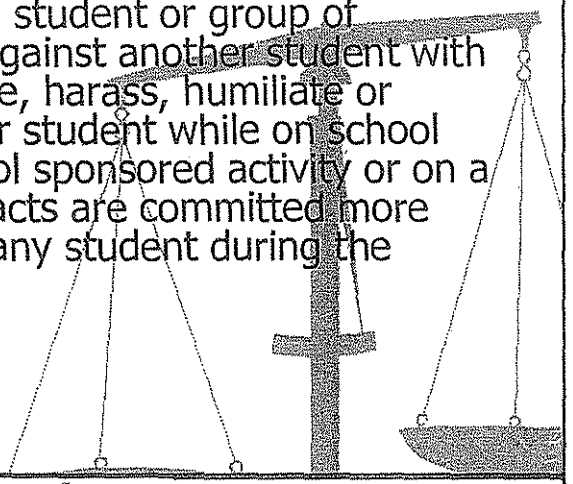
PREVIOUS DEFINITION OF BULLYING

Any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school sponsored activity or on a school bus, which acts are committed more than once against any student during the school year.

P.A. 08-160



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NEW DEFINITION OF BULLYING

The repeated use by one or more students of written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

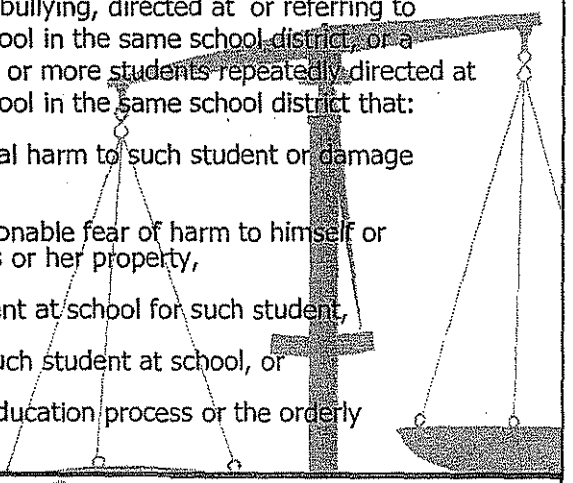
a) Causes physical or emotional harm to such student or damage to such student's property,

b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

c) Creates a hostile environment at school for such student,

d) Infringes on the rights of such student at school, or

e) Substantially disrupts the education process or the orderly operation of a school.



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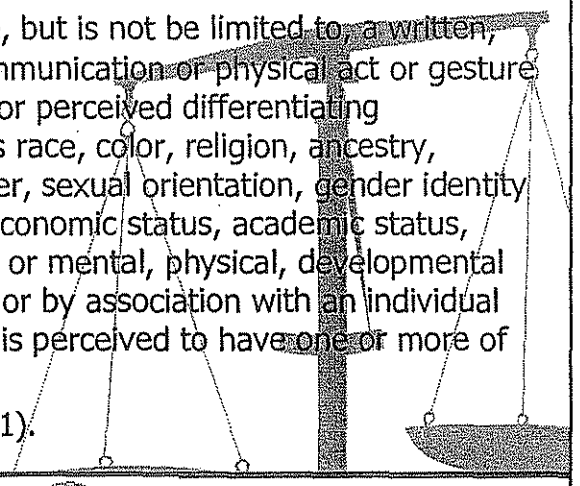
DEFINITION CONTINUED

Bullying shall include, but is not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

C.G.S. § 10-222d(a)(1).



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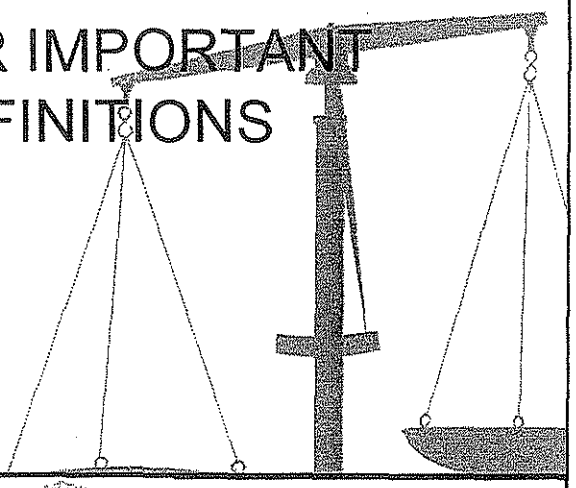
OTHER IMPORTANT DEFINITIONS



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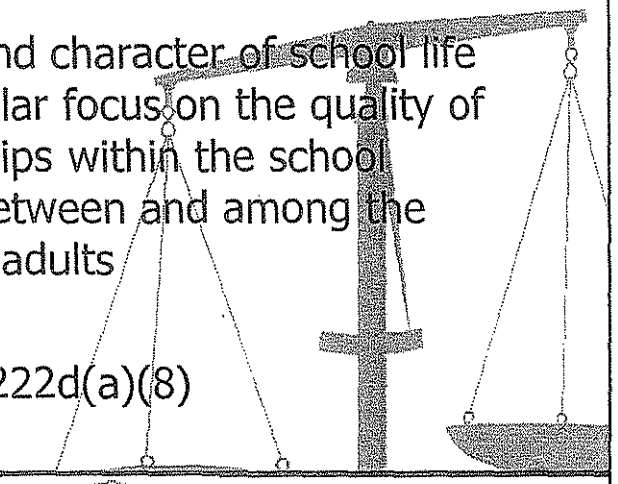
SCHOOL CLIMATE

The quality and character of school life with a particular focus on the quality of the relationships within the school community between and among the students and adults

C.G.S. § 10-222d(a)(8)



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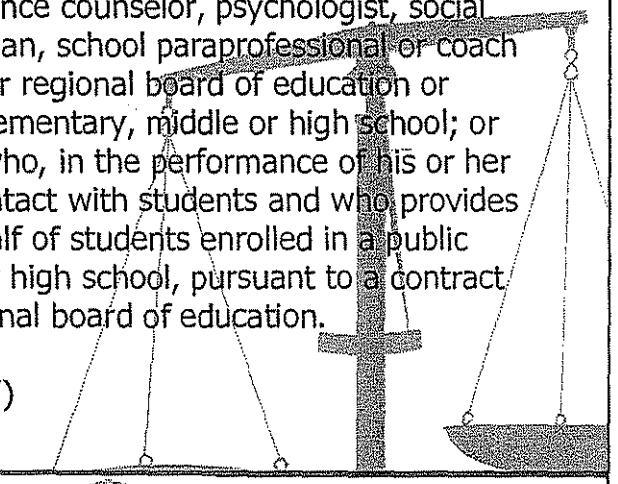
SCHOOL EMPLOYEE

A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

C.G.S. § 10-222d(a)(7)



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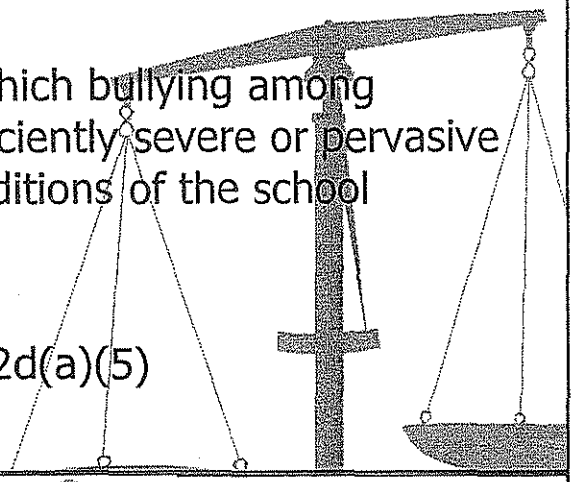
HOSTILE ENVIRONMENT

A situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate

C.G.S. § 10-222d(a)(5)



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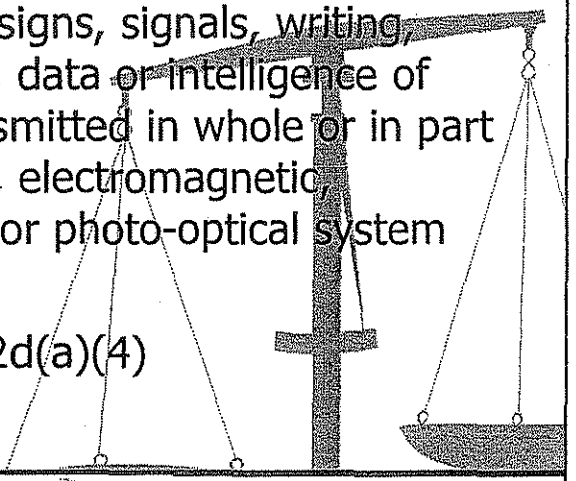
ELECTRONIC COMMUNICATION

Any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system

C.G.S. § 10-222d(a)(4)



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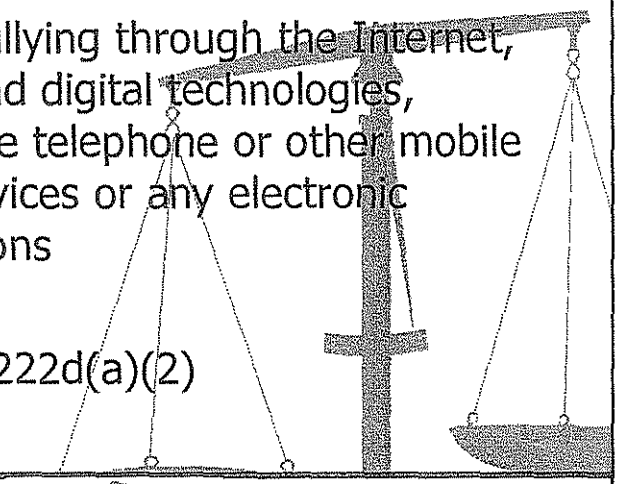
CYBERBULLYING

Any act of bullying through the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications

C.G.S. § 10-222d(a)(2)



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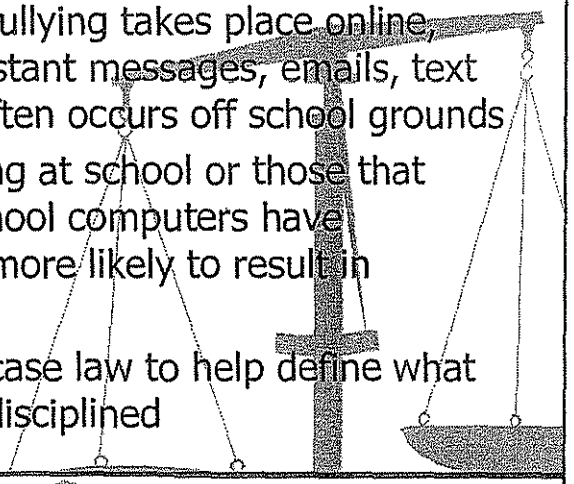
IMPLICATIONS OF CYBERBULLYING

- Newest form of bullying takes place online, through blogs, instant messages, emails, text messages and often occurs off school grounds
- Incidents occurring at school or those that involve use of school computers have historically been more likely to result in discipline
- Evolving area of case law to help define what behavior can be disciplined



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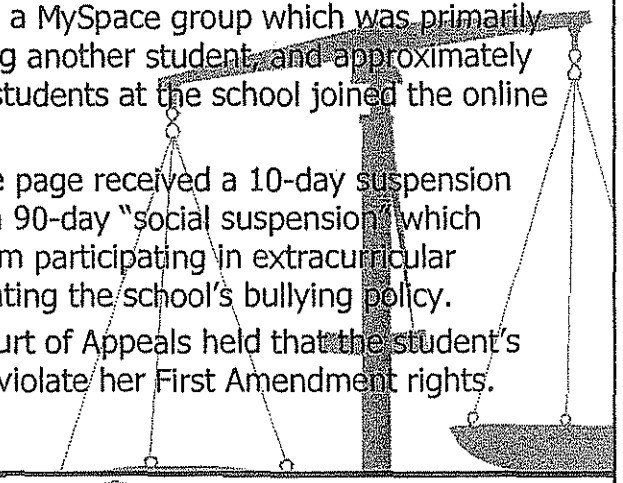
RECENT CASE: Kowalski v. Berkeley County Schools, 2011 WL 3132523 (4th Cir. 2011)

- A student created a MySpace group which was primarily aimed at harassing another student, and approximately two dozen other students at the school joined the online group.
- The creator of the page received a 10-day suspension from school and a 90-day "social suspension" which prevented her from participating in extracurricular activities, for violating the school's bullying policy.
- The 4th Circuit Court of Appeals held that the student's discipline did not violate her First Amendment rights.



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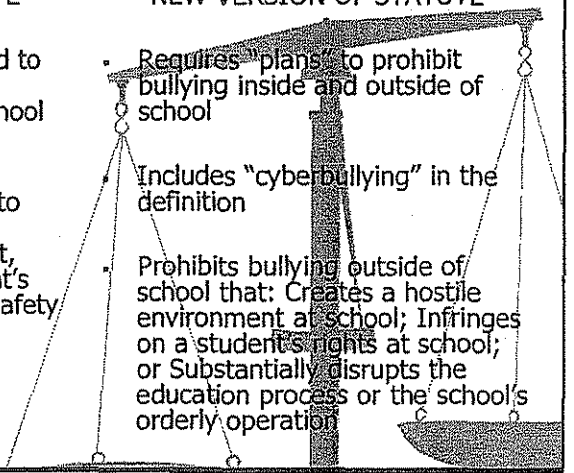
CONDUCT OFF SCHOOL GROUNDS

OLD VERSION OF STATUTE

- Schools were not mandated to address "bullying" conduct occurring outside of the school setting
- Allowed for bullying policy to address bullying outside of school only if it had a direct, negative effect on a student's academic performance or safety at school

NEW VERSION OF STATUTE

- Requires "plans" to prohibit bullying inside and outside of school
- Includes "cyberbullying" in the definition
- Prohibits bullying outside of school that: Creates a hostile environment at school; Infringes on a student's rights at school; or Substantially disrupts the education process or the school's orderly operation



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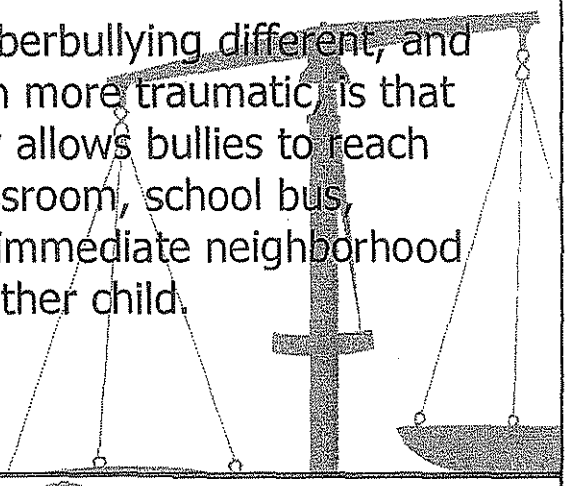
HOW IS CYBERBULLYING DIFFERENT FROM BULLYING?

What makes cyberbullying different, and sometimes even more traumatic, is that technology now allows bullies to reach beyond the classroom, school bus, playground, or immediate neighborhood to victimize another child.



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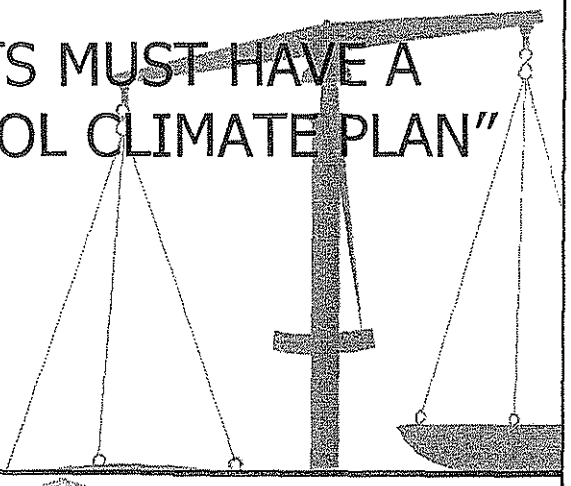
REQUIREMENT

DISTRICTS MUST HAVE A "SAFE SCHOOL CLIMATE PLAN"



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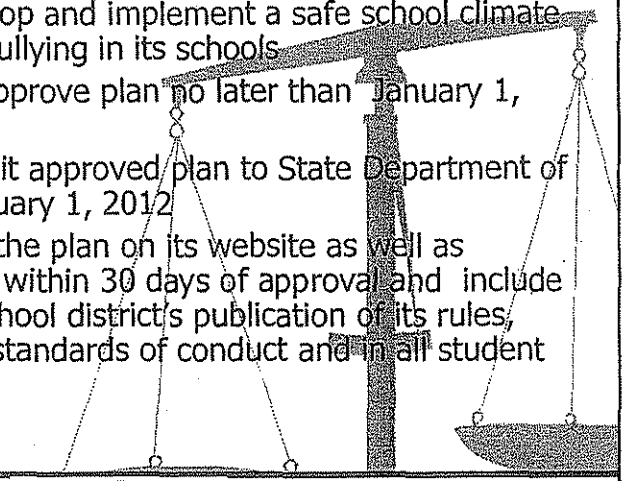
SAFE SCHOOL CLIMATE PLAN

- Board must develop and implement a safe school climate plan to address bullying in its schools
- Board needs to approve plan no later than January 1, 2012
- Board must submit approved plan to State Department of Education by January 1, 2012
- Board must post the plan on its website as well as schools' websites within 30 days of approval and include the plan in the school district's publication of its rules, procedures, and standards of conduct and in all student handbooks

C.G.S. § 10-222d(b)



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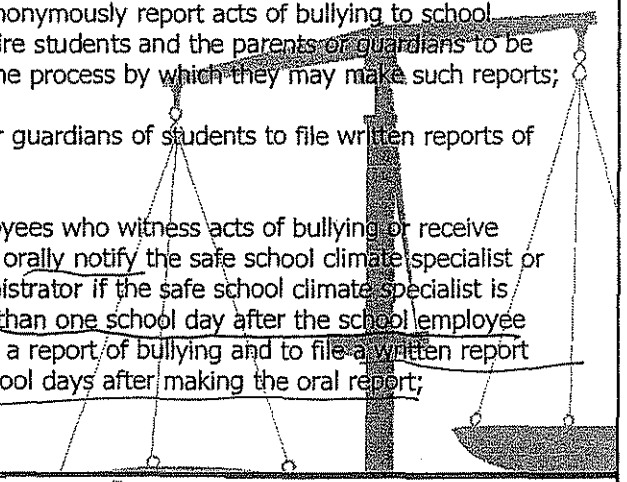
Requirements of the Safe School Climate Plan

- Enable students to anonymously report acts of bullying to school employees, and require students and the parents or guardians to be notified annually of the process by which they may make such reports;
- Enable the parents or guardians of students to file written reports of suspected bullying;
- Require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, no later than one school day after the school employee witnesses or receives a report of bullying and to file a written report no later than two school days after making the oral report;



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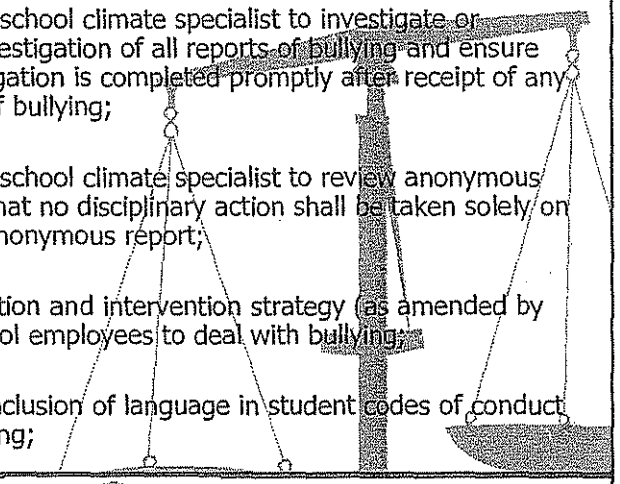
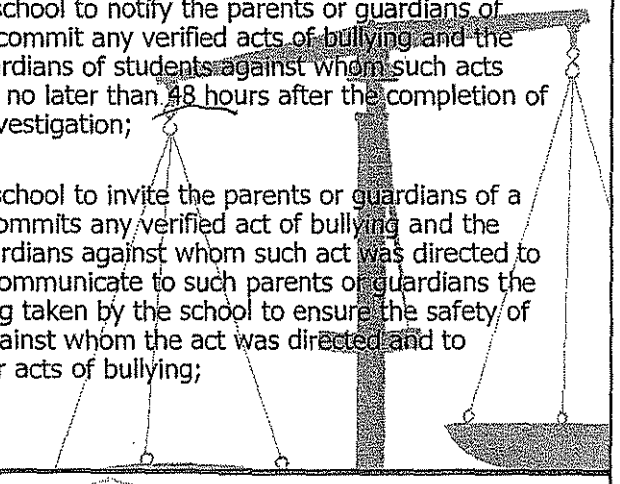
Requirements of the Safe School Climate Plan

- Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports of bullying;
- Require the safe school climate specialist to review anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- Include a prevention and intervention strategy (as amended by this Act) for school employees to deal with bullying;
- Provide for the inclusion of language in student codes of conduct concerning bullying;



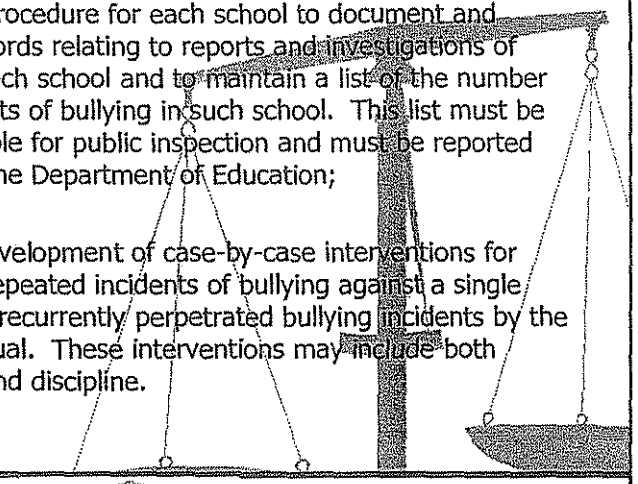
Safe School Climate Plan

- Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, no later than 48 hours after the completion of the bullying investigation;
- Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom the act was directed and to prevent further acts of bullying;



Safe School Climate Plan

- Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school. This list must be made available for public inspection and must be reported annually to the Department of Education;
- Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. These interventions may include both counseling and discipline.



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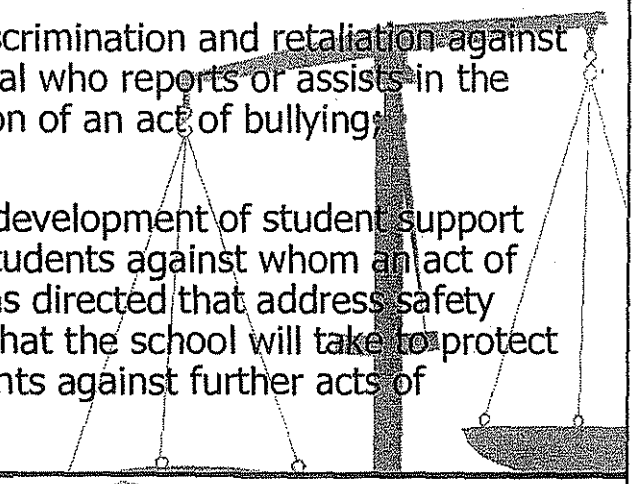
Safe School Climate Plan

- Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- Direct the development of student support plans for students against whom an act of bullying was directed that address safety measures that the school will take to protect such students against further acts of bullying;



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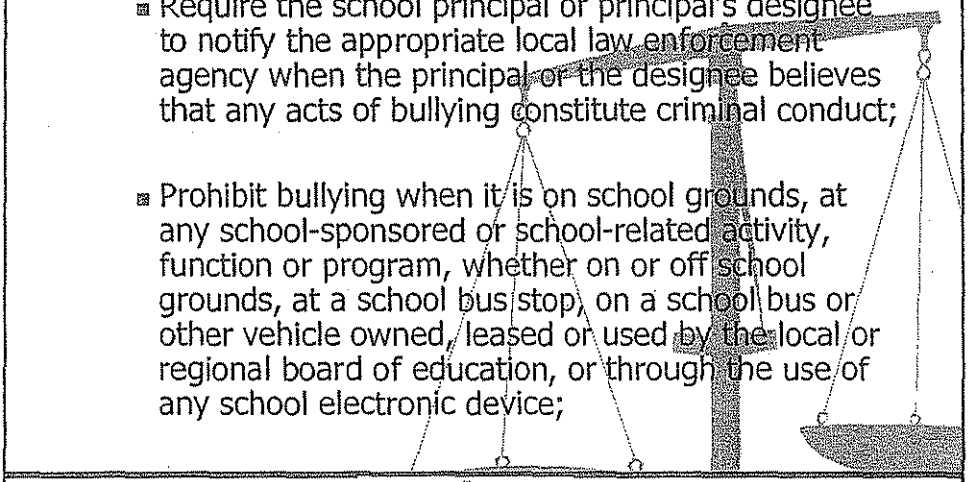
Safe School Climate Plan

- Require the school principal or principal's designee to notify the appropriate local law enforcement agency when the principal or the designee believes that any acts of bullying constitute criminal conduct;
- Prohibit bullying when it is on school grounds, at any school-sponsored or school-related activity, function or program, whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the local or regional board of education, or through the use of any school electronic device;



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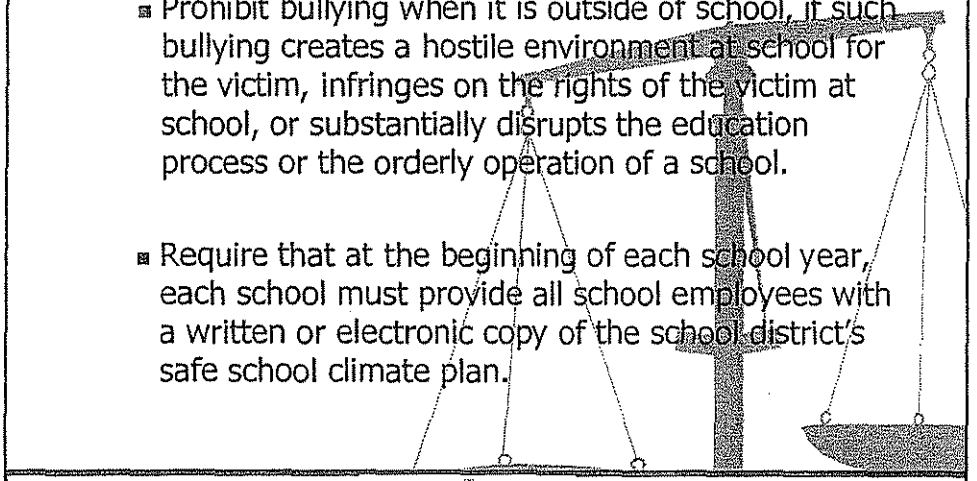
Safe School Climate Plan

- Prohibit bullying when it is outside of school, if such bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or substantially disrupts the education process or the orderly operation of a school.
- Require that at the beginning of each school year, each school must provide all school employees with a written or electronic copy of the school district's safe school climate plan.



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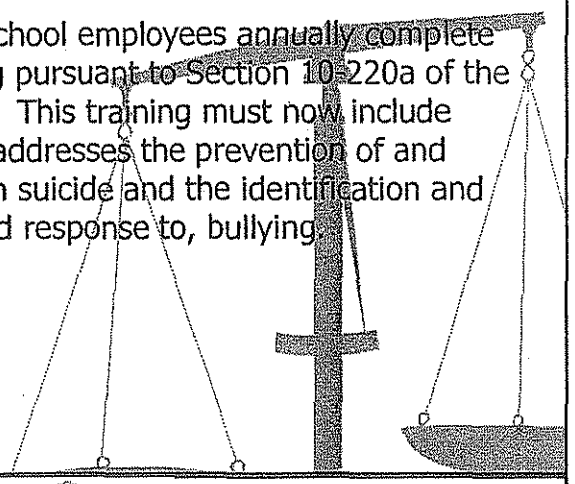
Safe School Climate Plan

- Require that all school employees annually complete in-service training pursuant to Section 10-220a of the General Statutes. This training must now include information that addresses the prevention of and response to youth suicide and the identification and prevention of, and response to, bullying.



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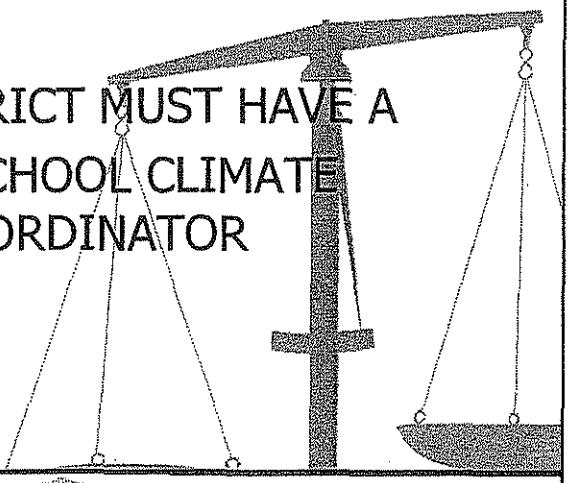
REQUIREMENT

THE DISTRICT MUST HAVE A SAFE SCHOOL CLIMATE COORDINATOR



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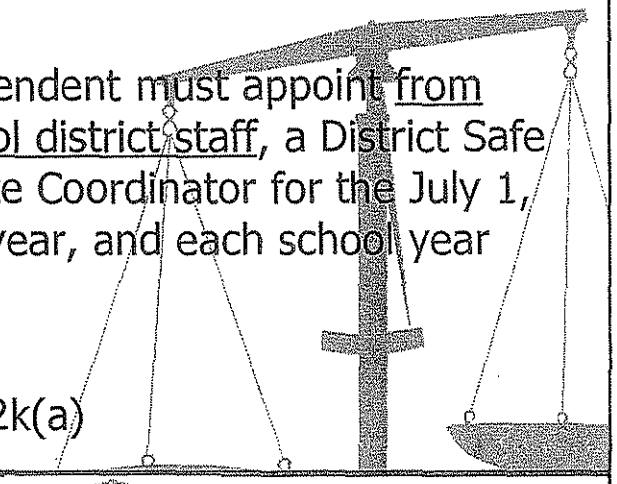
DISTRICT SAFE SCHOOL CLIMATE COORDINATOR

The Superintendent must appoint from existing school district staff, a District Safe School Climate Coordinator for the July 1, 2012 school year, and each school year thereafter.

C.G.S. § 10-222k(a)



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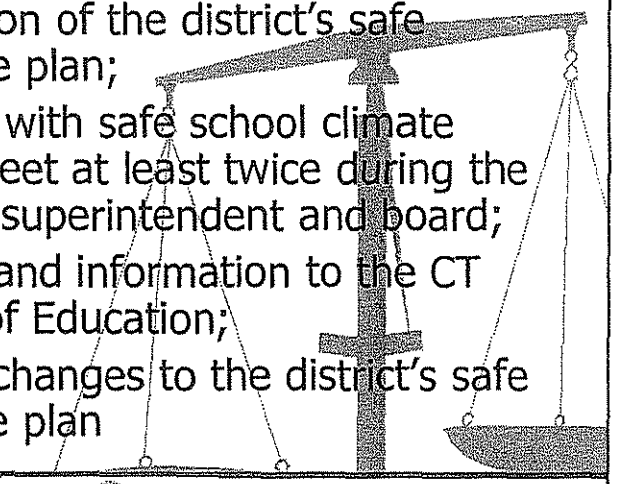
Responsibilities of the District Safe School Climate Coordinator

- Implementation of the district's safe school climate plan;
- Collaboration with safe school climate specialists (meet at least twice during the school year), superintendent and board;
- Provide data and information to the CT Department of Education;
- Recommend changes to the district's safe school climate plan



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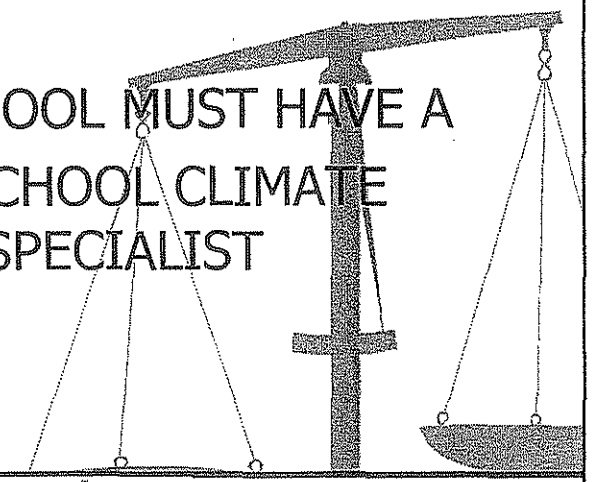
REQUIREMENT

EACH SCHOOL MUST HAVE A SAFE SCHOOL CLIMATE SPECIALIST



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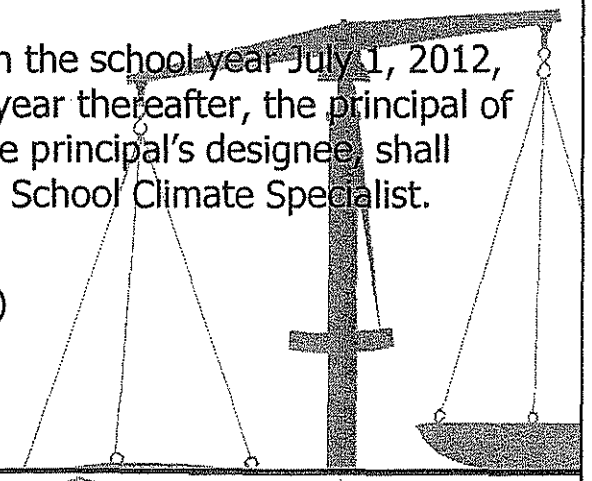
SAFE SCHOOL CLIMATE SPECIALIST

Commencing with the school year July 1, 2012, and each school year thereafter, the principal of each school or the principal's designee, shall serve as the Safe School Climate Specialist.

C.G.S. § 10-222k(b)



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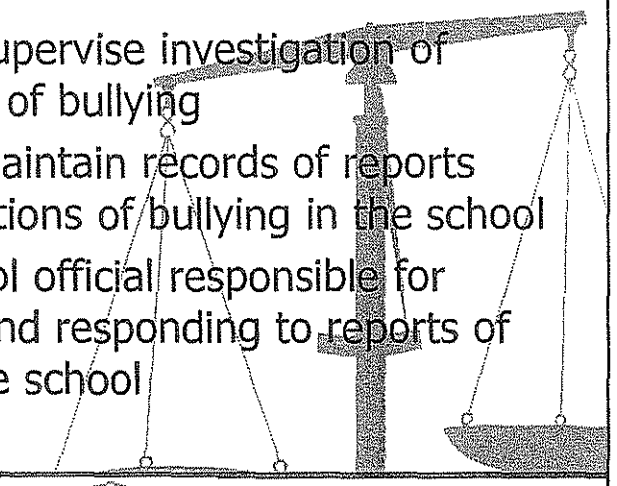
Responsibilities of the Safe School Climate Specialist

- Investigate/supervise investigation of reported acts of bullying
- Collect and maintain records of reports and investigations of bullying in the school
- Primary school official responsible for preventing, and responding to reports of bullying in the school



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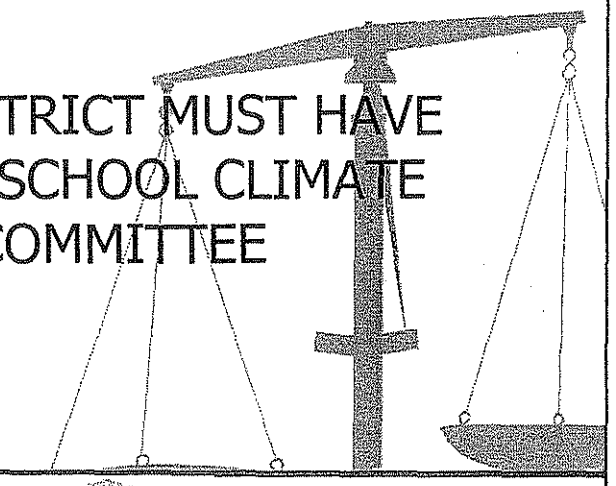
REQUIREMENT

THE DISTRICT MUST HAVE A SAFE SCHOOL CLIMATE COMMITTEE



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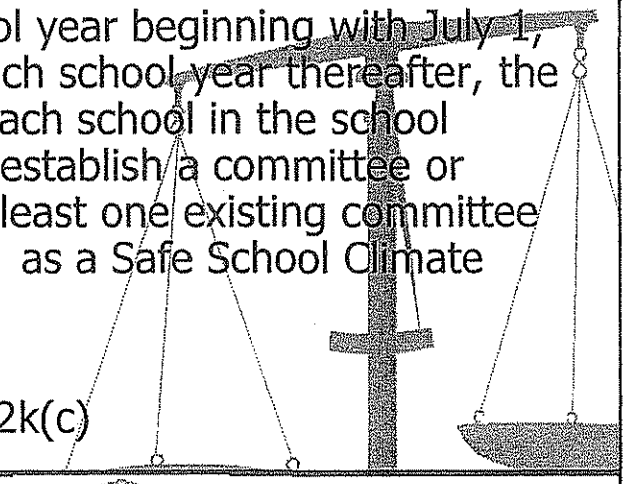
SAFE SCHOOL CLIMATE COMMITTEE

For the school year beginning with July 1, 2012, and each school year thereafter, the principal of each school in the school district must establish a committee or designate at least one existing committee in the school as a Safe School Climate Committee.

C.G.S. § 10-222k(c)



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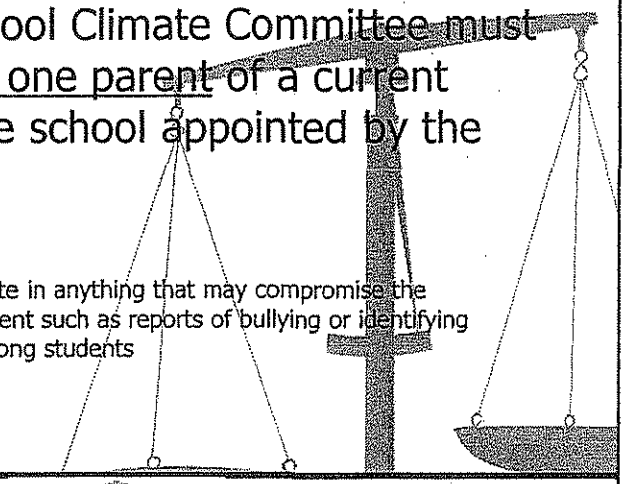
COMPOSITION OF COMMITTEE

The Safe School Climate Committee must have <u>at least one parent</u> of a current student in the school appointed by the principal

*Parent cannot participate in anything that may compromise the confidentiality of a student such as reports of bullying or identifying patterns of bullying among students



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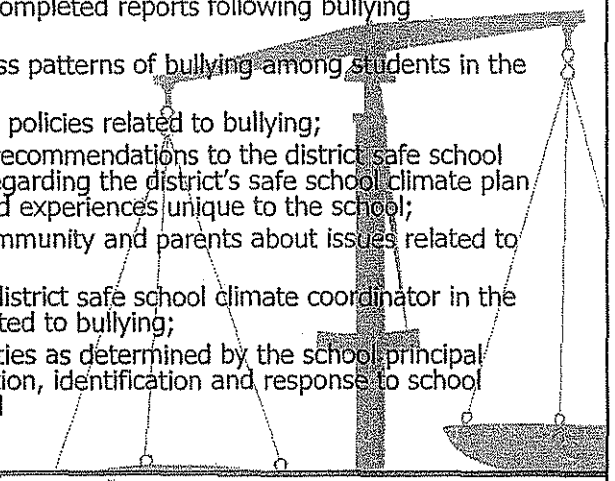
Responsibilities of the Safe School Climate Committee

- To receive copies of completed reports following bullying investigations;
- To identify and address patterns of bullying among students in the school;
- To review and amend policies related to bullying;
- To review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based upon issues and experiences unique to the school;
- To educate school community and parents about issues related to bullying;
- Collaborate with the district safe school climate coordinator in the collection of data related to bullying;
- Perform any other duties as determined by the school principal related to the prevention, identification and response to school bullying for the school



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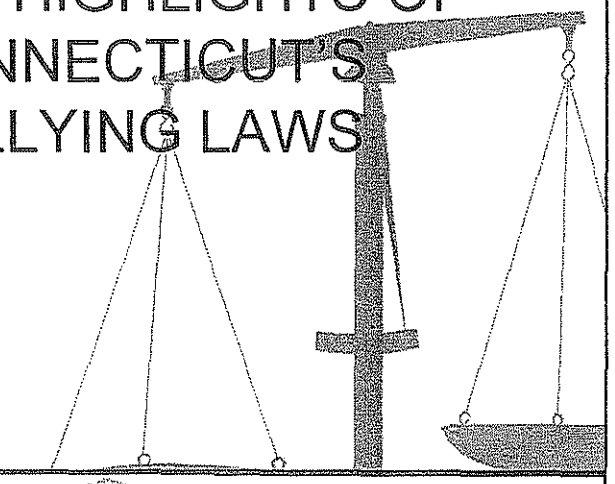
OTHER HIGHLIGHTS OF CONNECTICUT'S BULLYING LAWS



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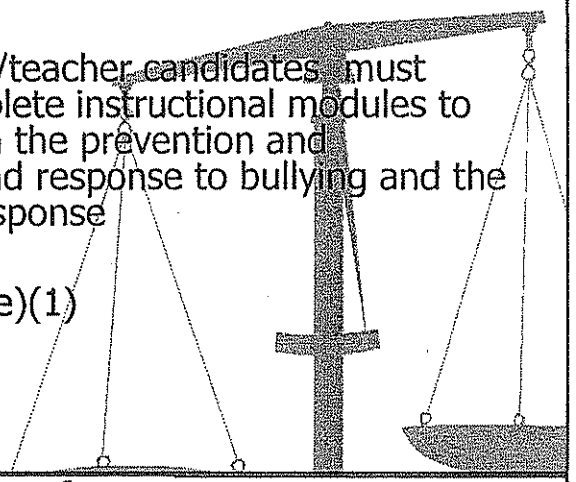
TRAINING FOR BEGINNING TEACHERS/TEACHER CANDIDATES

Beginning teacher/teacher candidates must satisfactorily complete instructional modules to include training on the prevention and identification of and response to bullying and the prevention and response

C.G.S. § 10-145o(e)(1)



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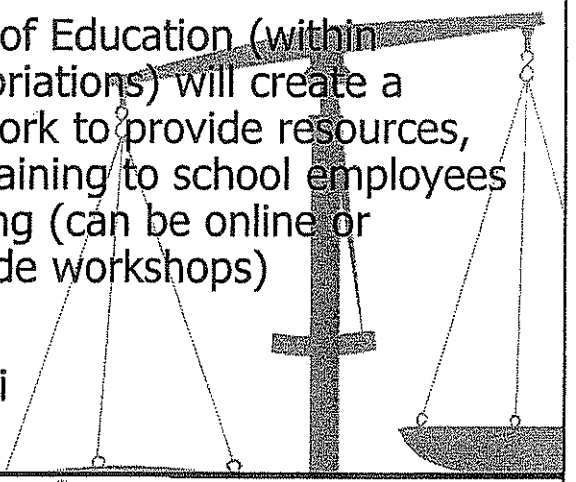
STATE DEPARTMENT OF EDUCATION TO PROVIDE TRAINING FOR SCHOOL EMPLOYEES

CT Department of Education (within available appropriations) will create a state-wide network to provide resources, materials and training to school employees on school bullying (can be online or through statewide workshops)

C.G.S. § 10-222i



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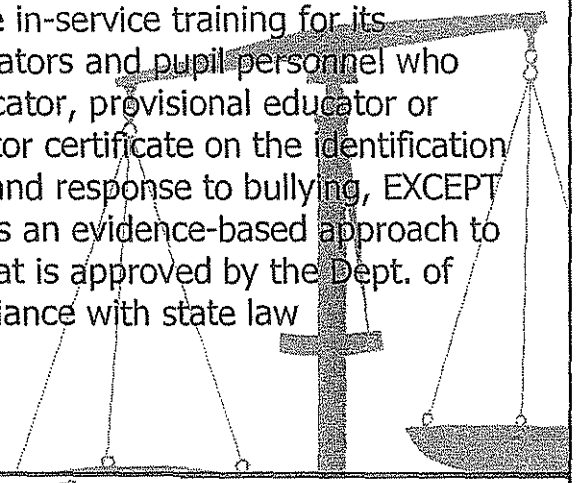
IN-SERVICE TRAININGS

- Board must provide in-service training for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate on the identification and prevention of and response to bullying, EXCEPT if Board implements an evidence-based approach to address bullying that is approved by the Dept. of Education in compliance with state law

C.G.S. § 10-220a



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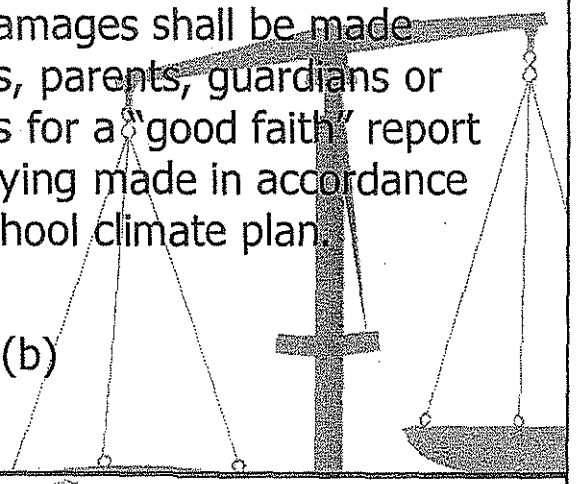
GRANT OF IMMUNITY

No claims for damages shall be made against students, parents, guardians or other individuals for a "good faith" report of an act of bullying made in accordance with the safe school climate plan.

C.G.S. § 10-222l(b)



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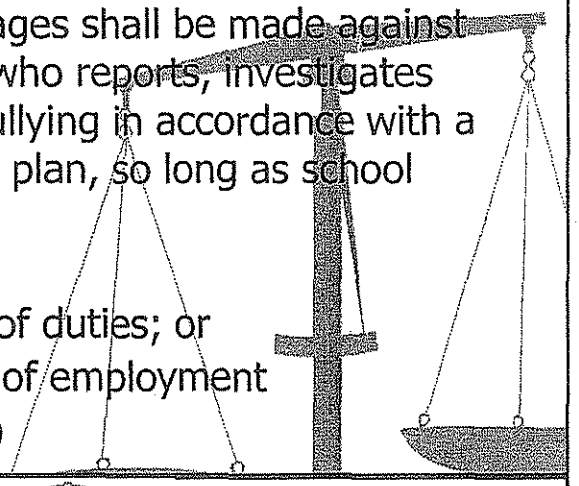
GRANT OF IMMUNITY FOR SCHOOL EMPLOYEES

No claims for damages shall be made against school employees who reports, investigates and responds to bullying in accordance with a safe school climate plan, so long as school employee acted:

- in good faith;
- in the discharge of duties; or
- within the scope of employment

C.G.S. § 10-222l(a)



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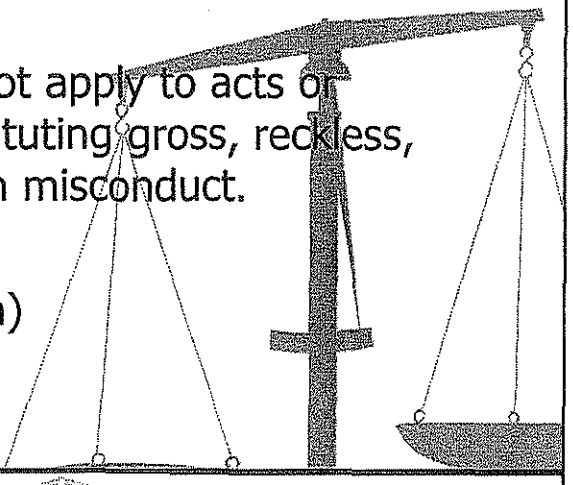
EXCEPTION TO GRANT OF IMMUNITY

Immunity will not apply to acts or omissions constituting gross, reckless, willful or wanton misconduct.

C.G.S. § 10-222l(a)



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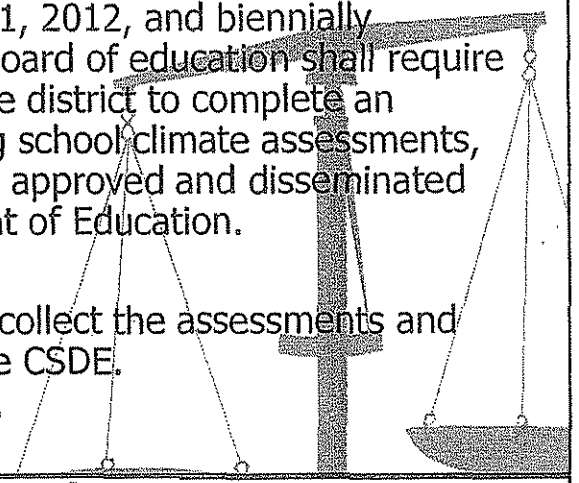
BIENNIAL SCHOOL CLIMATE ASSESSMENTS

On and after July 1, 2012, and biennially thereafter, each board of education shall require each school in the district to complete an assessment, using school climate assessments, including surveys, approved and disseminated by the Department of Education.

The District must collect the assessments and report them to the CSDE.

C.G.S. § 10-222d(d)



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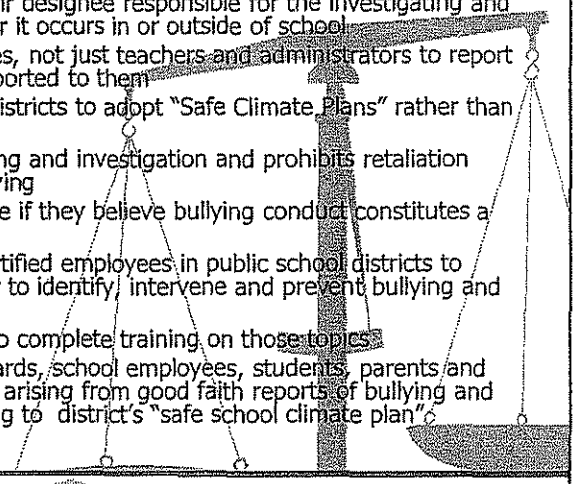
Summary of Connecticut's Bullying Law

- Redefines bullying and includes cyberbullying
- Makes school principals or their designee responsible for the investigating and addressing of bullying whether it occurs in or outside of school
- Requires ALL school employees, not just teachers and administrators to report bullying they see or that is reported to them
- Requires schools and school districts to adopt "Safe Climate Plans" rather than policies
- Requires deadlines for reporting and investigation and prohibits retaliation against those who report bullying
- Requires school to notify police if they believe bullying conduct constitutes a crime
- Requires certified and non-certified employees in public school districts to receive annual training in how to identify, intervene and prevent bullying and youth suicide
- Requires beginning teachers to complete training on those topics
- Grants immunity to school boards, school employees, students, parents and others against damage claims arising from good faith reports of bullying and responses to bullying according to district's "safe school climate plan"



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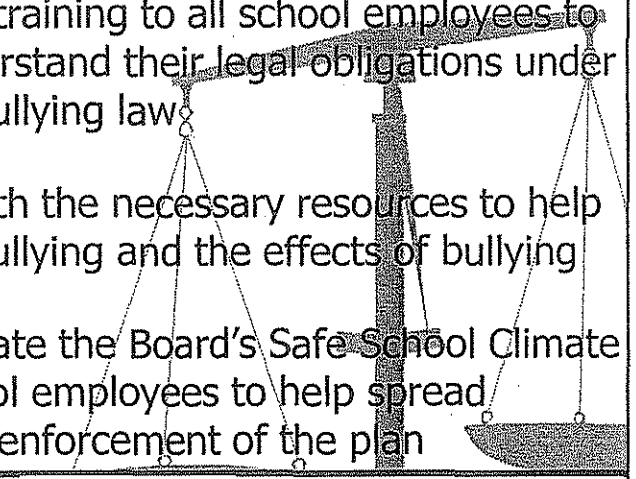
How to Help your District Deal with Bullying?

- Provide proper training to all school employees to help them understand their legal obligations under Connecticut's bullying law
- Provide staff with the necessary resources to help them identify bullying and the effects of bullying
- Routinely circulate the Board's Safe School Climate Plan to all school employees to help spread awareness and enforcement of the plan



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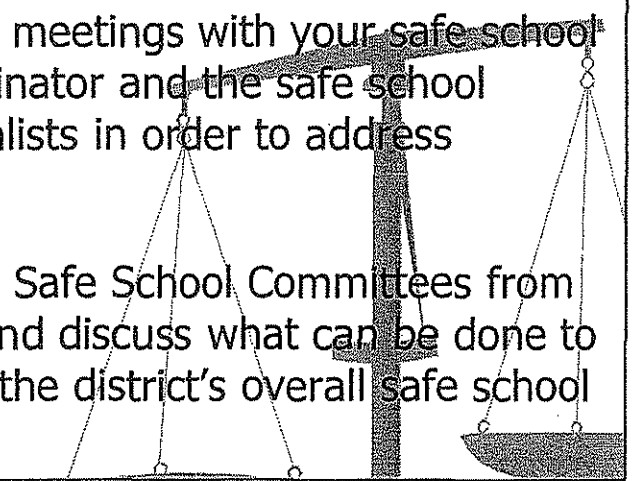
How to Help your District Deal with These Issues?

- Have periodic meetings with your safe school climate coordinator and the safe school climate specialists in order to address concerns
- Meet with the Safe School Committees from each school and discuss what can be done to help improve the district's overall safe school climate



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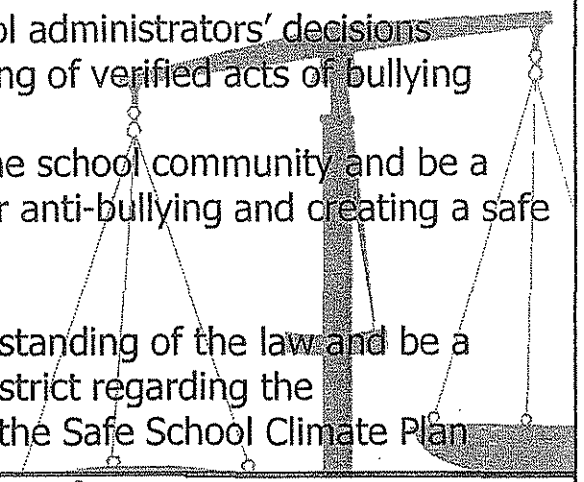
How to Help your District Deal with These Issues?

- Support your school administrators' decisions regarding disciplining of verified acts of bullying
- Be a presence in the school community and be a strong advocate for anti-bullying and creating a safe school climate
- Have a clear understanding of the law and be a resource to your district regarding the implementation of the Safe School Climate Plan



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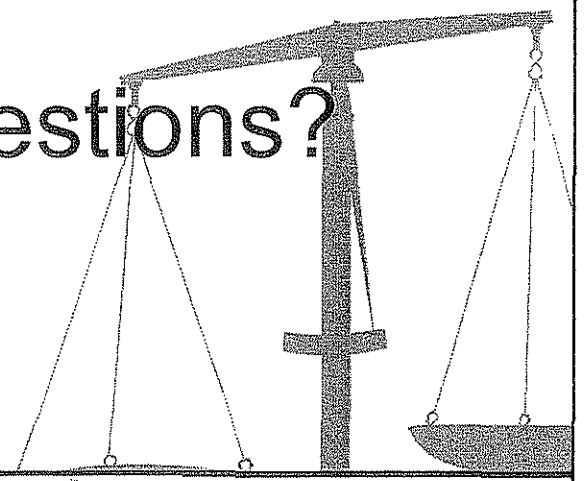
Questions?



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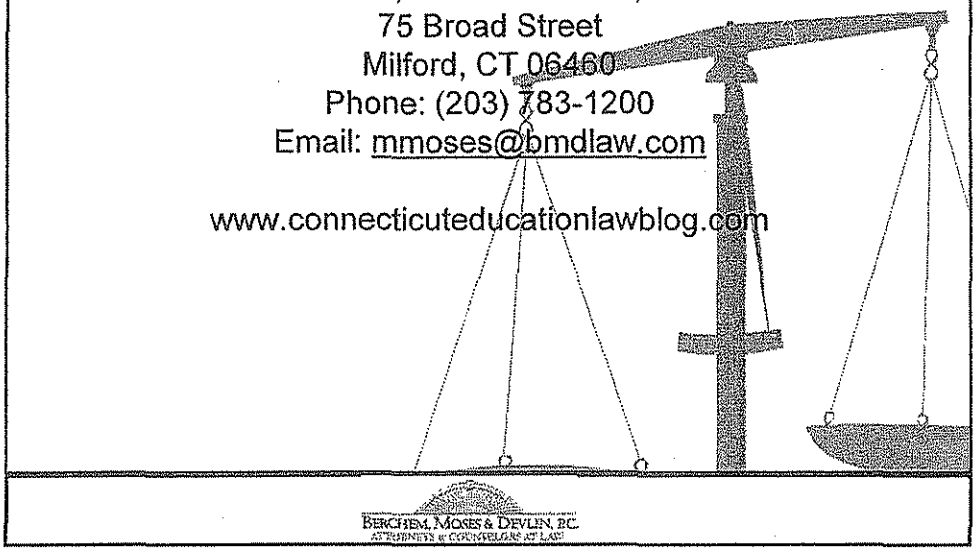

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CERTIFICATION, EVALUATION AND TENURE UNDER P.A. 12-116

Thomas B. Mooney

In the 2012 session, the General Assembly focused on educational reform, and it passed Public Act 12-116, An Act Concerning Educational Reform. The Public Act is 191 pages long, and is available online at ftp://ftp.cga.ct.gov/2012/act/PA/pdf/2012PA-00116-R00SB-00458-PA.PDF.

Three major changes of interest are:

- Teacher preparation and certification;
- Teacher evaluation;
- Teacher Tenure.

We will review each of these separately.

A. Teacher Preparation and Certification:

- Effective July 1, 2015, any program of teacher preparation leading to professional certification must require, as part of the curriculum, clinical experience, field experience or student teaching experience in a classroom during four semesters of their teacher preparation program. (Section 35).

- After July 1, 2016, to qualify for the professional educator's certificate, a teacher must hold a master's degree in an appropriate subject matter area related to the teacher's certification endorsement area. (Section 36).

- The professional educator certificate will be valid for five years and continue five years thereafter. (Section 36).

- If a teacher has taught under an appropriate certificate in another state for three years or more, or if a teacher has three or more years of experience in a nonpublic school approved by the State Board of

Education within the preceding ten years, he or she is exempt from completing the beginning educator program. (Section 36).

- Teachers may now apply to become and the State Board of Education may designate a person a "distinguished educator" who has:

  1) taught for at least five years;
  2) holds a professional educator certificate;
  3) has advanced education beyond a masters degree; and
  4) meets other Department of Education performance requirements, to be established "with consideration of distinguished practice as validated by the department or an entity approved by the department." (Section 37).

- As with the provisional and professional certificate holders, distinguished educators are eligible to become mentors in the beginning educator Program. (Section 38).

B. Teacher Evaluation

Section 51 of the Act Concerning Educational Reform builds on the 2010 reform legislation (P.A. 10-111) by expanding the elements of the teacher evaluation guidelines that the State Board of Education was required to adopt in consultation with the Performance Evaluation Advisory Council by June 30, 2012. Now, the statute provides that the Guidelines must require that a district's evaluation program include:

1) use of the following four performance evaluation indicators: exemplary, proficient, developing and below standard;
2) use of multiple indicators of student academic growth and development;
3) methods for assessing student academic growth and development;
4) consideration of control factors tracked by the state-wide public school information system that may influence teacher performance ratings;
5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings;
6) the development and implementation of periodic training programs regarding the teacher evaluation and support program to teachers whose performance is being evaluated

and to administrators who are conducting performance evaluations;

7) provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process;
8) the creation of individual teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her union representative;
9) opportunities for career development and professional growth; and
10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings. (Section 51)

* Not a change from prev. doc

- The new Guidelines for Educator Evaluation were adopted by the State Board of Education in accordance with the Act on June 27, 2012. http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/adopted_peac_guidelines.pdf. These guidelines address both teacher and administrator evaluation.

- The Guidelines prescribe factors and their relative weighting for teacher evaluations:

  (1) Forty-five percent (45%) of a teacher's evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives.

  (2) Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance.

  (3) Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback.

  (4) Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys.

- Implementation:

  - For the 2012-2013 school year, in accordance with the Act the Commissioner has established a teacher evaluation and support pilot

program to operate in eight to ten districts. The Neag School of Education at the University of Connecticut will study the pilot program, and it must report back to the State Board of Education by January 1, 2014. After receiving that report, the State Board of Education is required to validate the Guidelines for teacher and administrator evaluation. (Sections 52, 53).

- Notwithstanding the timeline above, the statute simply provides that superintendents shall evaluate "each teacher" (which includes administrators) annually in accordance with the guidelines adopted by the State Board of Education. As stated above, the State Board of Education adopted the new guidelines on June 27, 2012. Thus, the obligation to implement evaluation plans in accordance with the new guidelines is not expressly deferred to 2014-2015, and the State Department of Education has announced that it expects non-pilot districts to conform their evaluation programs to the new guidelines for the 2013-2014 school year. (Section 51).

- Two statutory provisions govern responsibility for revising the teacher evaluation guidelines in local and regional school districts:

  - Conn. Gen. Stat. § 10-220a(b):

    (b) Not later than a date prescribed by the commissioner, each local and regional board of education shall establish a professional development committee consisting of certified employees, and such other school personnel as the board deems appropriate, including representatives of the exclusive bargaining representative for such employees chosen pursuant to subsection (b) of section 10-153. ***The duties of such committees shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the district. Such plan shall:*** (1) Be directly related to the educational goals prepared by the local or regional board of education pursuant to subsection (b) of section 10-220, (2) on and after July 1, 2011, be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and ***(3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of each such board, including personnel management and evaluation training or experience for administrators, shall be***

related to regular and special student needs and may include provisions concerning career incentives and parent involvement. The State Board of Education shall develop guidelines to assist local and regional boards of education in determining the objectives of the plans and in coordinating staff development activities with student needs and school programs.

- Conn. Gen. Stat. § 10-151b(b):

(b) (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

* * *

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

- Another statutory provision should be kept in mind as new plans are developed. Since 2004, Conn. Gen. Stat. § 10-151b(a) has provided that "Claims of failure to follow the established procedures of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004."

- The Act also clarifies that superintendents may "conduct additional formative evaluations toward producing an annual summative evaluation." (Section 51)

- Teachers not evaluated are to receive a "not rated" designation for that year. (Section 51).

- The Act also adds new section 10-151b(b)(2), which now provides that superintendents must report evaluation data to the Commissioner by June 30th of each year as follows:

    1) frequency of evaluations;
    2) aggregate evaluation ratings;
    3) number of teachers who have not been evaluated; and
    4) other data as the State Board of Education may require. (Section 51).

- Prior to the implementation of the new evaluation system (and not later than July 1, 2014), boards of education are to train all evaluators and provide an orientation for all teachers employed by such board on the evaluation and support program that they develop. (Section 54)

- Beginning July 1, 2014, the Commissioner of the Department of Education will annually begin to select at least ten evaluation and support programs to audit at random. The information on the teacher evaluation and support program will now also be administered as part of regular in-service training for certified teachers, administrators, and pupil personnel. (Section 55).

- The State Department of Education has issued a draft model teacher evaluation plan (September 28, 2012), the Connecticut System for Educator Evaluation and Development (SEED). The State is still working on a draft model evaluation plan for school administrators.

C. Teacher Tenure

- Public Act 12-116 makes significant changes to the Teacher Tenure Act, but these changes are not effective until July 1, 2014. While teachers will continue to achieve tenure after forty months of continuous employment for the same board of education (and teachers on the fast track may still achieve tenure in twenty months), tenure will only be achieved under the new law if the superintendent offers the teacher a contract for the following year "on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b."

- There are also changes in the nonrenewal and termination processes. A teacher who is non-renewed will have three days after notice of non renewal to request a statement of the reason or reasons for nonrenewal. The Superintendent must then have to respond not later than four days

after receiving the teacher's request. The teacher will be entitled to a hearing no later than ten days after receipt of a notice of termination, rather than the twenty days currently provided. Hearings will take place before the board of education or a subcommittee thereof. Both parties will be able to agree to have the hearing before a single impartial hearing officer. The option to conduct the hearing before a three person panel has been eliminated. As is currently the case, teachers continue to have no right to a hearing if the reason for non-renewal is elimination of the position or loss of the position to another teacher.

- The Act will change the law as regards tenured teachers as well. It adds "ineffectiveness" to "inefficiency or incompetence" as a reason to terminate a teacher's contract.

- For terminations after July 1, 2014, determination of incompetence or ineffectiveness must be based on performance evaluations developed in accordance with statute and the State's evaluation guidelines. When the superintendent gives written notice that the teacher's contract is under consideration for termination, he or she will then be required simultaneously to give the teacher a statement of the reasons for such consideration.

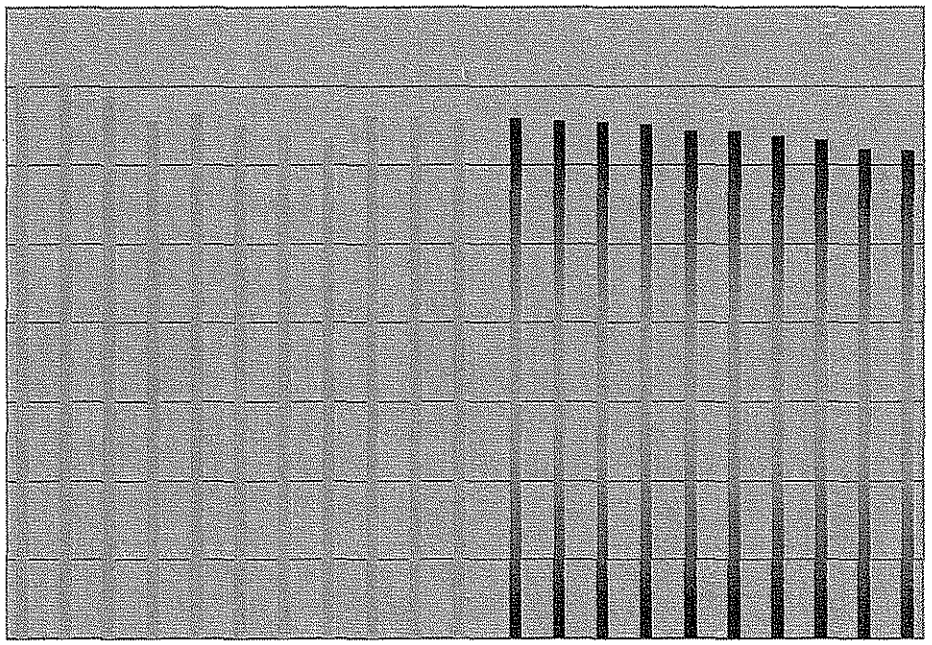
- The timelines for hearings concerning the termination of tenured teachers have been shortened as well, including a requirement that the process be concluded within forty-five days (subject to an extension of fifteen days), and the provision for a three-member hearing panel will be eliminated.

- There are more significant changes when the reason for termination is "incompetence or ineffectiveness." The Act provides that the hearings must be completed in a total of twelve hours (six hours allotted to each side), with a timeline extension granted only when good cause is shown.

- Under the current law, the burden is on the superintendent to show that the teacher is incompetent. That is very time-consuming because the various classroom observations must be reviewed and arguments made to show how the teacher's performance was incompetent.

- The scope of the hearing under the new law will be dramatically different. Now, the hearing will be limited to whether the performance evaluation ratings of the teacher were determined and developed in good faith, in accordance with the program developed by the local or regional board, and were reasonable in light of the evidence presented. These welcome changes will simplify the termination process in such cases. (Section 57).

MANSFIELD PUBLIC SCHOOLS
ENROLLMENT PROJECTED TO 2022



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October 17, 2012

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Introduction

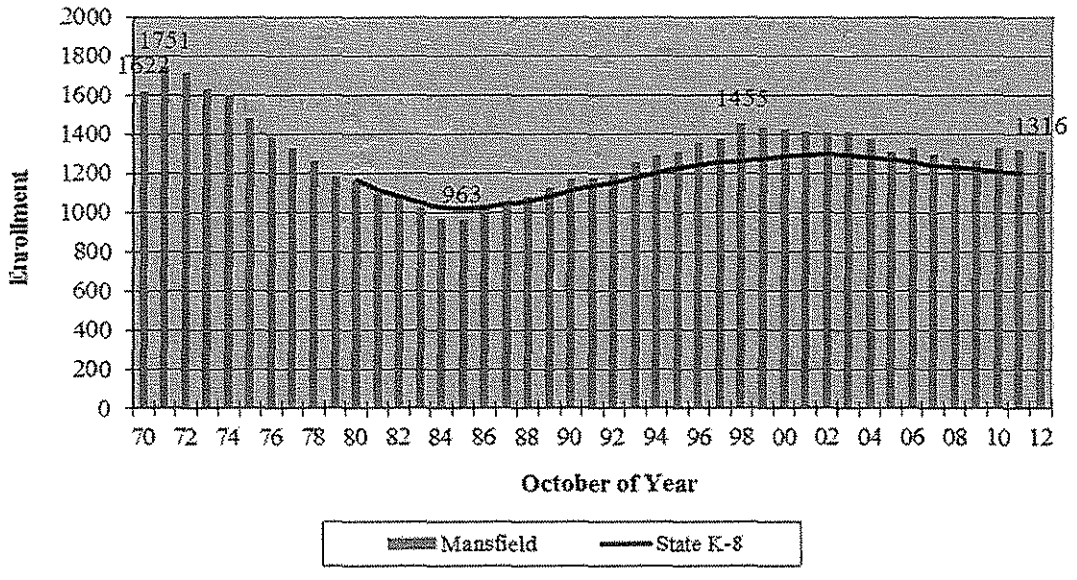
This report is a ten-year projection of enrollment for the Mansfield Public Schools. It is based on students attending the Mansfield Public Schools in October of the school year. The projection is divided into the two grade levels that represent how the Mansfield schools are organized: PK-4 and 5-8. The report includes 43 years of enrollment to place the projection into a wider historical perspective. One of the primary drivers of future enrollment is births to residents. The report examines births and their relationship to kindergarten enrollment. Several factors that influence school enrollment - town population, women of child-bearing age, the labor force, housing, non-public enrollment and migration - are presented. Finally, the accuracy of earlier projections is examined.

Enrollment projections are a valuable planning tool. For budgeting the numbers can place requested expenditures into a per pupil context. This can inform the public about which expenditures represent continuing expenditures to support on-going programs and expenditures for school improvement and program expansion. They are an essential step in determining the staffing that will be needed in the future. This may facilitate the transfer of teachers from one grade to another or allow the hiring process to start earlier, which can increase the likelihood of attracting the best teachers in the marketplace. Projections are a critical and required step in planning for school facilities. The State of Connecticut requires eight-year projections by school as a critical component of determining the size of the project for which reimbursement is eligible. In some communities the projection can determine the number of places they can make available to urban students as part of a regional desegregation effort.

Perspective

Enrollment projections typically use the most recent five years of data. While the most recent past is viewed as the best predictor of the near future, it is informative to look at a broader perspective. Figure 1 shows the enrollment in Mansfield from 1970 to date.

Figure 1. Enrollment from 1970 to Date



Enrollment in the Mansfield Public Schools peaked at 1,751 students in 1971. Between 1971 and 1985 enrollment fell to 963 students. In those 14 years, enrollment declined by 788 students or 45.0 percent. Between 1985 and 1999 enrollment grew by 492 students, or 51.1 percent, and reached a secondary peak of 1,455 students. The 2011 enrollment was 1,316 students, 139 students (9.6 percent) below the 1999 level.

Mansfield's enrollment pattern is fairly similar to that of the state's public schools in grades K-8. I have tracked public school K-8 enrollment since 1980. Public school K-8 enrollment bottomed in 1985, the same year as Mansfield. It reached a secondary peak in 2002. In those 17 years, state K-8 enrollment grew by 27.2 percent. Mansfield's period of growth was slightly shorter than the state's, but much more intense. The state's public school K-8 enrollment has been declining for nine years and it is expected to decline in 2012. Between 2002 and 2011 (the latest data available), it fell by 7.4 percent. Mansfield's downturn started three years before the state's. The second decline in Mansfield has been very slightly shallower than the state's. Had Mansfield followed the state pattern of enrollment since 1980, it would have had 1,200 students in October of 2011 instead of the 1,324 that were enrolled on that date.

Current Enrollment

Table 1 and Figure 2 provide a picture of where Mansfield residents in grades PK-8 attended school in October of 2011, the latest data available. They show that 97.1 percent of Mansfield's elementary school-age residents attended the Mansfield Public Schools in 2011. An estimated 1.8 percent of the school-age residents attended non-public schools in state. The number attending private schools out-of-state is not known. Other school-age residents attended magnet schools (0.4 percent) or public schools in other districts (0.1 percent). Nine children (0.7 percent) were reported as being home schooled. There was one non-residents enrolled in the Mansfield Public Schools in 2011. The projections in this report are based off of the 1,316 residents and non-residents who attended the Mansfield Public Schools in October, 2012.

Table 1. 2011Enrollment

	Number	Percent
Residents		
A. Mansfield Public	1,323	97.1%
B. Other Public	2	0.1%
C. Magnets	5	0.4%
D. Non-Public	24	1.8%
E. Home Schooled	9	0.7%
Total (A+B+C+D+E)	1,363	
F. Non-Residents	1	
Total Enrollment (A+F)	1,324	

Figure 2. Schools Attended by Town Residents, 2011

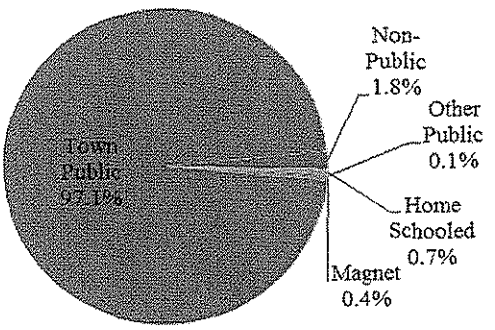
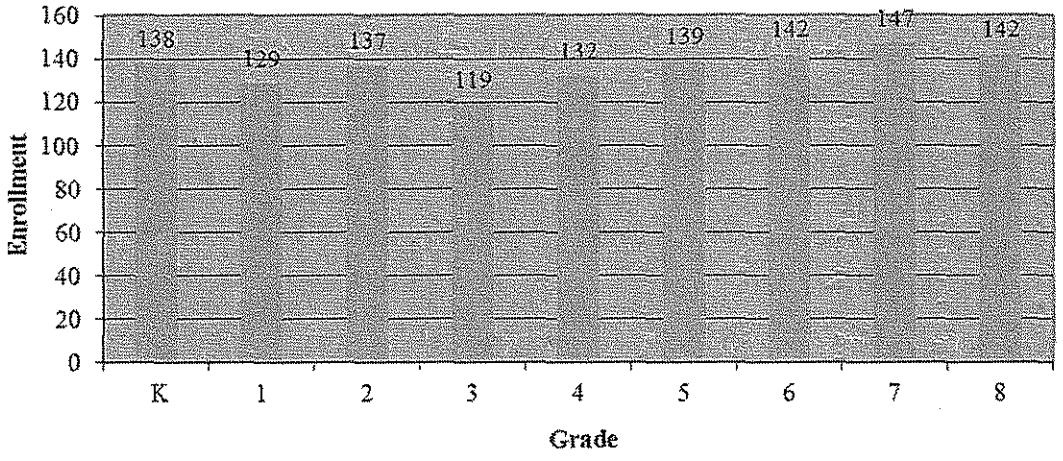


Figure 3 shows the October 2012 grade-by-grade enrollment of students in the Mansfield Public Schools. The children in pre-kindergarten programs are not shown. This year's kindergarten class is one student smaller than last year's largest class since I began tracking enrollment in 1980. The introduction of full-day kindergarten in 2005 changed the enrollment pattern between kindergarten and Grade 1. Grade 7 had the largest enrollment with 147 students. Grades 6 and 7 each had more than 140 students enrolled. Grade 3 was the smallest class with 119 students followed by Grade 1 with 129 students. If current conditions continue, this year's Kindergarten class of 138 students will have 155 students when it enters Grade 5 in 2017. That is well above the current enrollment for that grade. The current year enrollment by grade is the starting point for this projection. How it moves forward is discussed below.

Figure 3. Enrollment By Grade, 2012



Projection Method

The projections in this report were generated using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendix B). For example, if the number of fifth graders this year is 142 and the number of fourth graders last year was 140, then the growth rate is 1.014. A growth rate above 1.000 indicates that students moved in, transferred from a non-public school or they were retained. A growth rate below 1.000 means that students moved out, transferred or were not promoted from the prior grade. For each grade I calculate four different averages of the annual growth rates: a three-year average, a weighted three-year average, a five-year average and a weighted five-year average. I choose the average that seems to best fit the data. The average growth rate for a grade is applied to the current enrollment from the prior grade. The projection builds grade by grade and year by year.

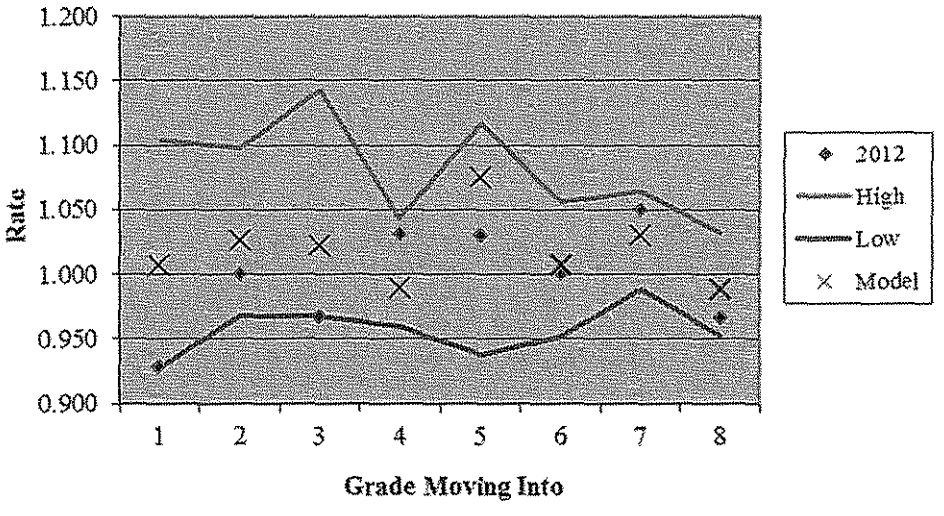
In the standard model, kindergarten enrollment is compared to births five years prior and some average of the observed growth or decline is used to project future kindergarten enrollment. My method breaks kindergarten enrollment into three parts: five-year olds, six-year olds entering kindergarten for the first time, and six-year old repeaters. Each component is analyzed separately and then combined to get total projected kindergarten. Kindergarten enrollment is notoriously difficult to predict. I feel that this component model can improve the predictability slightly. For the past three years, the birth- to-kindergarten growth components have been high. I used a three-year weighted average, assuming the recent rates would continue.

To extend the projection beyond four years, I need to estimate births. The State Department of Public Health recorded 94 births in 2009. That is the latest official figure. The preliminary counts are 93 births in 2010 and 92 in 2011. To estimate births in 2012, I used the 59 in-state births recorded through September compared to 67 for the same period in 2011. From this I estimated there would be 84 births in 2012 by adding the 25 births recorded in October to December of 2011. I set births in 2015 to the average of 2008 and 2009 on the assumption that the down economy negatively has influenced recent births. I prorated births in 2013 and 2014. I utilized the Connecticut State Data Center's projection of children ages 0-4 in 2010, 2015 and 2020 to estimate births in 2016 to 2017. I calculated the projected growth in the interval, annualized it and applied it to the two year running average of births in Mansfield in the appropriate years.

Figure 4 gives a perspective of the grade-to-grade growth rates for students attending the Mansfield schools. An "x" indicates the average growth rate used in this projection. The diamond is the growth observed between last year and this year. The upper line indicates the largest growth rate observed over the past ten years and the lower line, the lowest. In Grade 1 I used the last seven years of history for the high and low to reflect the change in enrollment pattern caused by the introduction of full-day kindergarten. In general, the narrower the gap between the two lines is, the greater the accuracy of the projection. The growth rates used in the projection were based on a five-year average of the observed grade-to-grade growth.

The model growth rates are all over the map compared to the ten-year range. Grades 1, 2 ,3, 6 and 8 are in the middle of the range. Grades 5 and 7 are toward the upper end and Grade 4 is toward the lower end. Six of the growth rates are above 1.00 indicating that children are moving into the Mansfield schools. Five of the model rates are above the annual rate of 2012. Only in Grade 4 was it substantially lower.

Figure 4. Grade to Grade Growth Rates



Enrollment data from 2002 to 2011 were taken from the files of the Connecticut State Department of Education. The public school data are available on the Department's website at www.sde.ct.gov. Data for 2012 were provided by the Mansfield central office. All enrollment data after 2009 are subject to minor changes as they are reviewed and audited. Births from 1980 to 2012 were provided by the Healthcare Quality, Statistics, Analysis and Reporting Unit of the State Department of Public Health.

Total Enrollment

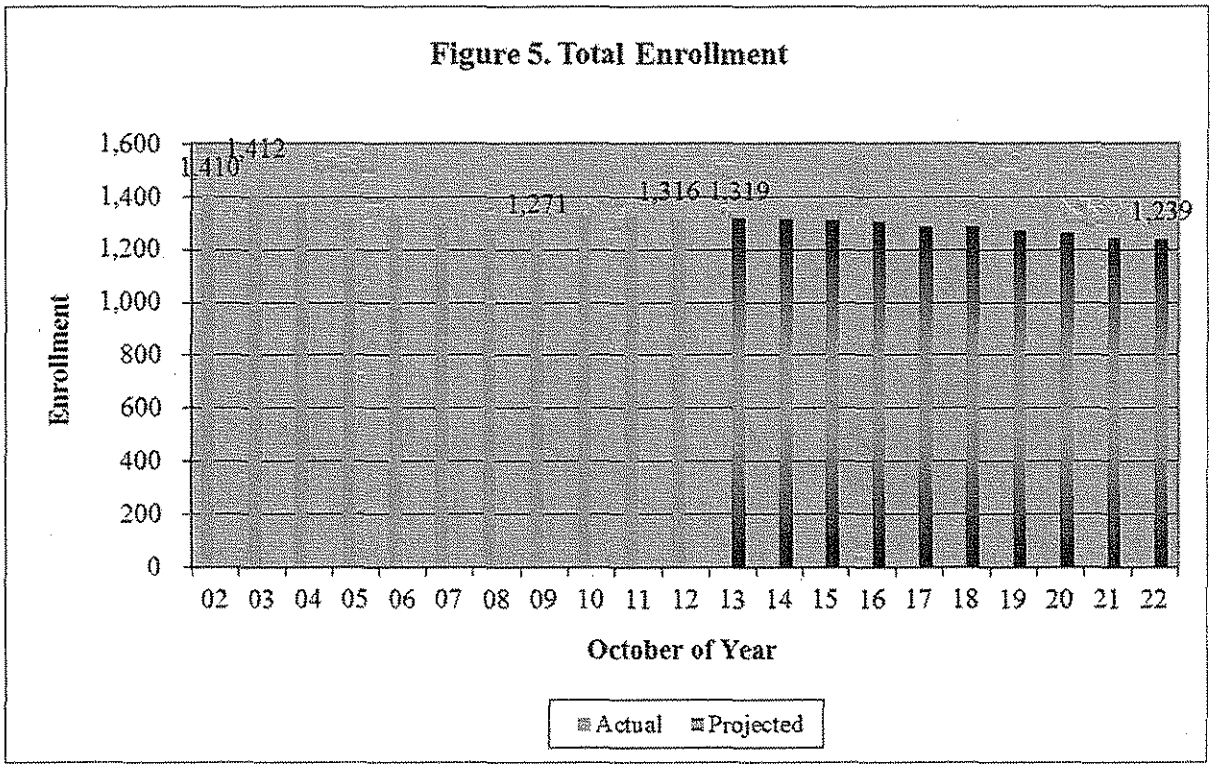
Table 2 and Figure 5 present the observed total enrollment in Mansfield from 2002 to 2012 and projected enrollment through 2022. Detailed grade-by-grade data may be found in Appendix A. Between 2002 and 2009 enrollment declined from 1,410 to 1,271 students. By 2012 it had rebounded to 1,316 students. Between 2002 and 2012 there was a loss of 94 students or 6.7 percent. I estimate that, grade K-8 enrollment in the state's public schools decreased by 8.3 percent. Mansfield's decline of 6.5 percent between 200l and 2011 (the latest comparable data available) was in the middle of similar districts in the region. Enrollment grew by 16.8 percent in grades PK-8 in Ellington, 0.8 percent in Hebron (grades PK-6),) and decreased by 3.2 percent in grades PK-8 in Tolland. Enrollment declined by 9.5 percent in Andover (grades PK-6), 11.6 percent in Pomfret, 20.7 percent in grades PK-8 in Bolton and 26.7 percent in Columbia.

I anticipate that enrollment will stay fairly level for the next four years. Next year, I anticipate that total enrollment will grow by about five students. I believe that enrollment will resume its decline in 2017 and end up near 1,240 students by 2022. The last time the district enrollment was close to 1,240 students was 1993. The ten-year loss of almost 80 students is 5.9 percent below the current enrollment. I have projected that K-8 enrollment statewide will be down 11.3 percent in that period. Your total enrollment should average about 1,285 students over the ten-year projection period. This compares to an average total enrollment of 1,325 students over the past ten years.

Table 1. Total Enrollment

Year	Students	Percent Change
2002	1,410	
2003	1,412	0.1%
2004	1,376	-2.5%
2005	1,314	-4.5%
2006	1,332	1.4%
2007	1,302	-2.3%
2008	1,278	-1.8%
2009	1,271	-0.5%
2010	1,327	4.4%
2011	1,324	-0.2%
2012	1,316	-0.6%
2013	1,319	0.2%
2014	1,314	-0.4%
2015	1,309	-0.4%
2016	1,304	-0.4%
2017	1,288	-1.2%
2018	1,288	0.0%
2019	1,274	-1.1%
2020	1,264	-0.8%
2021	1,242	-1.7%
2022	1,239	-0.2%

Figure 5. Total Enrollment



Elementary School Enrollment

Table 3 and Figure 6 present actual enrollment from 2002 to 2012 and projected enrollment through 2022 at the Mansfield's three elementary schools. In the past ten years, grade PK-4 enrollment ranged from a low of 690 students in 2005 to a high of 761 students in 2002. Between 2002 and 2012 enrollment declined by 15 students or 2.0 percent. I estimate that state public school enrollment in grades K-4 fell 7.9 percent in that interval.

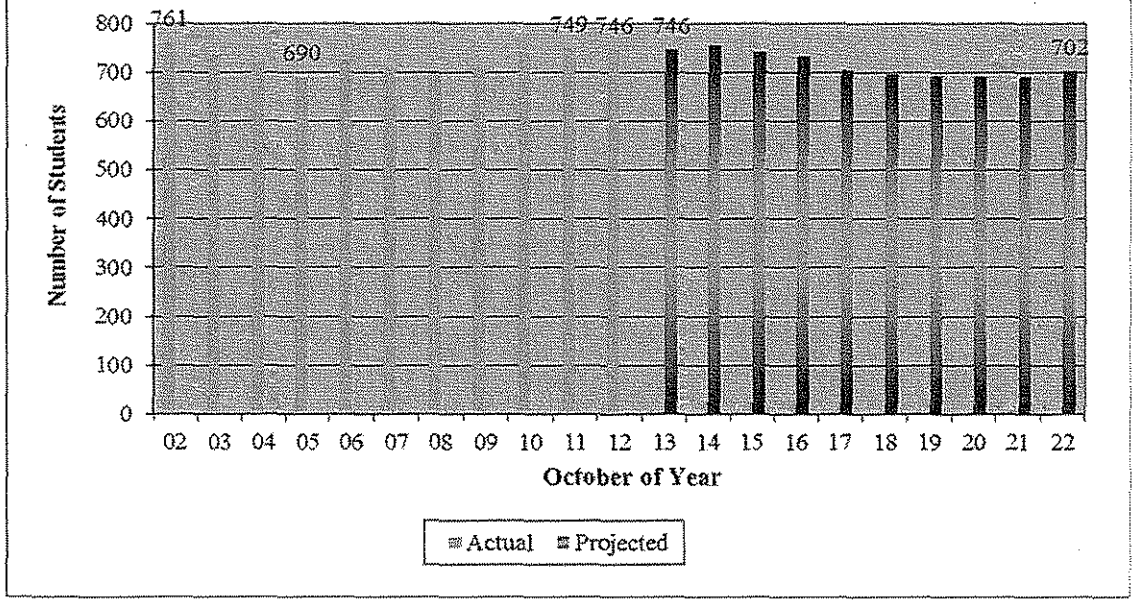
Table 3. Elementary School Enrollment

Year	Students	Percent Change
2002	761	
2003	735	-3.4%
2004	718	-2.3%
2005	690	-3.9%
2006	726	5.2%
2007	709	-2.3%
2008	698	-1.6%
2009	709	1.6%
2010	742	4.7%
2011	749	0.9%
2012	746	-0.4%
2013	746	0.0%
2014	756	1.3%
2015	743	-1.7%
2016	733	-1.3%
2017	704	-4.0%
2018	695	-1.3%
2019	693	-0.3%
2020	692	-0.1%
2021	692	0.0%
2022	702	1.4%

I project that next year's enrollment at the schools will be the same as this year. I anticipate enrollment will peak at 756 students in 2014. I expect enrollment will fall below 700 students in 2018 and remain near that count through 2022. The last time PK-4 enrollment was below 700 students was 1992. This will be about 45 students or 5.9 percent below the October 2012 count. Statewide, I have projected an 8.7 percent decrease in grade K-4 public school enrollment in that period. Over the ten-year projection period, I believe enrollment at your elementary schools will average about 715 students. This is a little below the average of 722 students observed over the past ten years.

These figures include pre-kindergarten children. In the past ten years, pre-kindergarten enrollment ranged from 59 to 91 children. There were 91 children enrolled in these programs in 202. Each of your three elementary schools has two pre-kindergarten classes with a target enrollment of 16 children each. My projection model sets pre-kindergarten enrollment constant at 96 children. Given the recent decline in births, this will allow a greater proportion of three- and four-year olds in the community to be served.

Figure 6. Elementary Enrollment



Mansfield Middle School Enrollment

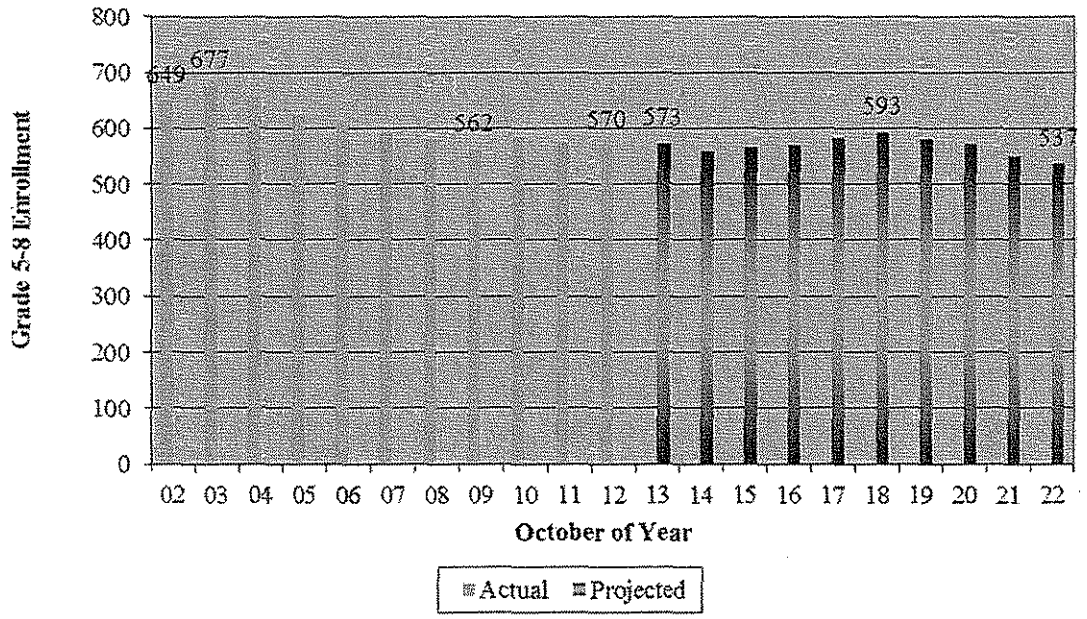
Table 4 and Figure 7 present past enrollment from 2002 to 2012 and projected future enrollment to 2022 at the Mansfield Middle School. Over the past ten years, enrollment ranged from a high of 677 students in 2003 to a low of 562 students in 2009. In 2012, the school's enrollment was 570 students. Between 2002 and 2012, enrollment declined by 79 students or 12.2 percent. I estimate that public school enrollment in grades 5-8 statewide decreased 8.7 percent between 2002 and 2012.

I believe that next year's enrollment at Mansfield Middle School enrollment will be about five students more than this year's. I project that enrollment will grow to almost 595 students in 2018, but then decline to about 535 students in 2022. The last time enrollment in grades 5-8 was below 540 students was 1992. The projected 2022 enrollment is 33 students below the current level, a decline of 5.8 percent. I project that public school enrollment in grades 5-8 statewide will decline by 13.2 percent in that period. Over the ten-year projection period, enrollment at the Mansfield Middle School is expected to average about 560 students. This is below the average of 643 students observed over the past ten years.

Table 4. Mansfield Middle School Enrollment

Year	Students	Percent Change
2002	649	
2003	677	4.3%
2004	658	-2.8%
2005	624	-5.2%
2006	606	-2.9%
2007	593	-2.1%
2008	580	-2.2%
2009	562	-3.1%
2010	585	4.1%
2011	575	-1.7%
2012	570	-0.9%
2013	573	0.5%
2014	558	-2.6%
2015	566	1.4%
2016	571	0.9%
2017	584	2.3%
2018	593	1.5%
2019	581	-2.0%
2020	572	-1.5%
2021	550	-3.8%
2022	537	-2.4%

Figure 7. Mansfield Middle School Enrollment



Factors Affecting the Projection

The primary reasons for elementary enrollment change lie in the births and yield from the birth cohort. Figure 8 presents the births from 1980 to 2009 and preliminary, estimated and projected births through 2017. Births ranged from a low of 92 in 2008 to a high of 150 in 1988. There were 94 births in 2009. The preliminary counts of births are 93 in 2010 and 92 in 2011. Based on births through September of 2012, I estimate there will be only 84 births in 2012. In the 1990s there was an average of 116 births annually. In the five years from 2003 to 2007 (this fall's kindergarten through 4th graders) births averaged 107. Births in the 2008 through 2012 period (the K-4 students of 2017) will likely average 91. The projection in years 2018 to 2022 assumes an average of 91 births annually between 2013 and 2017. This is based in part upon the Connecticut State Data Center projection of Mansfield children ages 0-4.

Figure 8. Births Since 1980

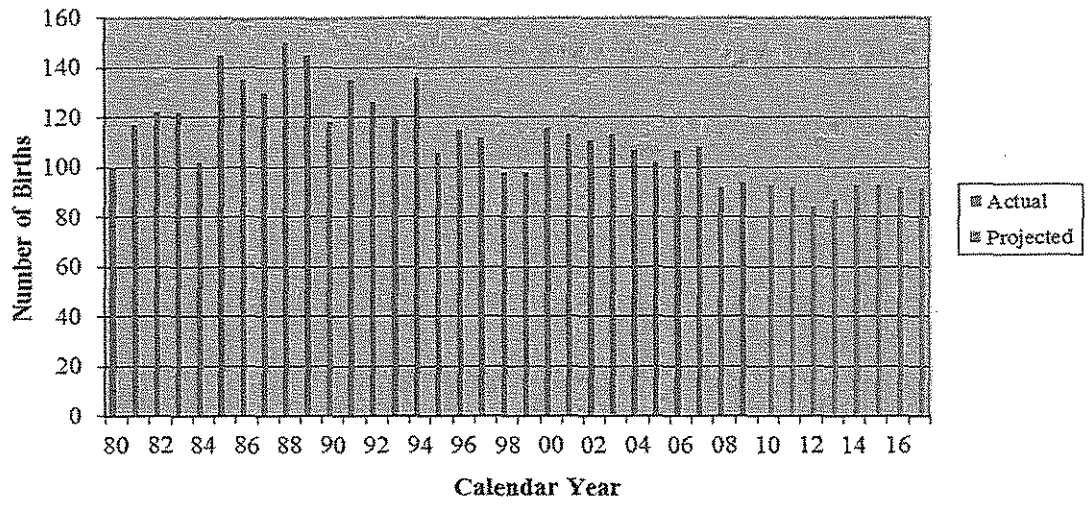
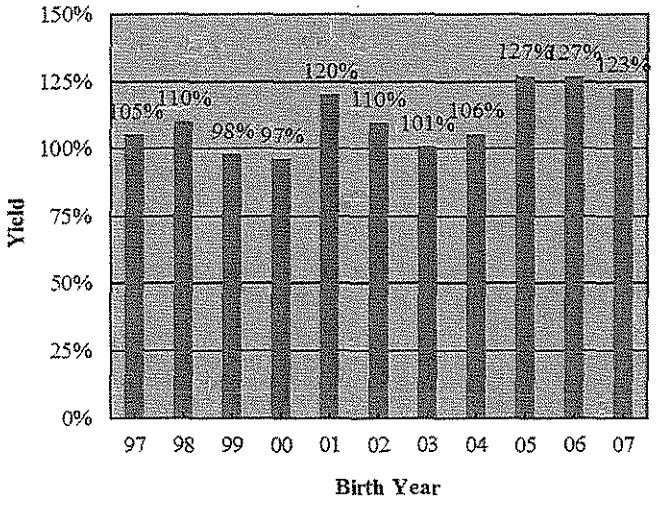


Figure 9 depicts the kindergarten yield five and six years later from the birth cohorts of 1997 to 2007 for Mansfield residents attending kindergarten in Mansfield. For example, there were 107 births in 2006 and 127 children enrolled in Mansfield kindergartens at age five in 2011 and an additional nine who first enrolled in kindergarten at age six in 2012. That is a yield of 127 percent. The yield from the birth cohort ranged from a low 97 percent in 2000 to a high of 127 percent in 2005 and 2006. The estimated yield for births in 2007 is 123 percent. Note that 2007 yield is an estimate because we will not know the actual number of children who will enter kindergarten for the first time as six-year olds until October 2013. Yields above 100 percent generally mean that parents

Figure 9. Kindergarten Yield From Birth Cohort



move into town after giving birth elsewhere. Yields below 100 percent mean that families who gave birth as town residents left town or chose another school system for kindergarten. Full-day kindergarten was first available to some of the birth cohort of 2000 and became universal for the 2002 birth cohort. The weighted average yield over the past three years was 124.9 percent along with a 3.2 percent retention rate.

Table 5 gives a history of enrollment in kindergarten since 2002 and relates the components of kindergarten enrollment back to the appropriate birth cohort. Retention is tied to the prior year's kindergarten enrollment. To estimate kindergarten enrollment, I utilized the weighted three year averages from 2010 to 2112 of retentions, and yields from births five and six years ago. Thus, I estimated kindergarten from 116.3 percent of births five years ago, 8.7 percent of births six years ago, and 3.2 percent of current Kindergarten students retained. These rates are fairly close to the rates observed in 2012.

Table 5. Analysis of Kindergarten Enrollment

Year	Birth Year	Births	K	Retained From Prior Year	Non-Retained: Born 5-Years Prior Resident	Non-Retained: Born 5-Years Prior Non-Resident	Non-Retained: Born 6 Years Prior	Percent Retained	Yield From Births 5-Years Prior	Yield From Births 6-Years Prior	Total Yield From Birth Cohort
2002	1997	112	122	0	113	0	9	0.0%	100.9%	7.8%	105.4%
2003	1998	98	102	2	95	0	5	1.6%	96.9%	4.5%	110.2%
2004	1999	98	97	0	84	0	13	0.0%	85.7%	13.3%	98.0%
2005	2000	116	117	2	103	0	12	2.1%	88.8%	12.2%	96.6%
2006	2001	113	133	1	123	0	9	0.9%	108.8%	7.8%	120.4%
2007	2002	111	127	2	112	0	13	1.5%	100.9%	11.5%	109.9%
2008	2003	113	117	3	104	0	10	2.4%	92.0%	9.0%	100.9%
2009	2004	107	115	2	103	0	10	1.7%	96.3%	8.8%	105.6%
2010	2005	102	133	2	121	0	10	1.7%	118.6%	9.3%	127.5%
2011	2006	107	139	3	127	0	9	2.3%	118.7%	8.8%	127.1%
2012	2007	108	138	6	123	0	9	4.3%	113.9%	8.4%	*122.6%*
3-Year Average								2.8%	117.0%	8.9%	125.7%
Weighted 3-Year Average								**3.2%**	**116.3%**	**8.7%**	**124.9%**
5-Year Average								2.5%	107.6%	8.9%	116.7%
Weighted 5-Year Average								2.8%	112.3%	8.8%	121.1%

The correlation between births and kindergarten enrollment five-year later from the past seven years (when full-day kindergarten was available) was a very low 0.29. If this relationship were used to predict kindergarten enrollment, the estimate would have been off by an average of seven children annually over the past ten years. The cohort survival method, even with my breakout into five-year olds, six-year old delayed entrants and children retained, cannot overcome the underlying unpredictability of kindergarten enrollment from earlier births.

Context of the Projection

The cohort-survival method needs only births and a few years of recent enrollment data to generate a projection. Mathematically, nothing else matters. But enrollment changes do not occur in a vacuum. Events and policies in the district, community and region all have some bearing on enrollment. Remember that a basic assumption of the cohort-survival method is that the recent past can be a good predictor of the near future. It is incumbent for every receiver of a projection to determine what events happened in the past five years and whether they are likely to change. Analyzing how the factors underlying the projection changed in the prior year can be an important step in this process.

To assist in this endeavor, this report examines seven factors that could affect enrollment: town population; women of child-bearing age; people in the labor market; new home construction; sales of existing homes; non-public enrollment and student migration.

Figure 10 presents the US Census Bureau estimate of Mansfield population growth between July, 2010 and 2011. In that year, the town population is estimated to have declined by 22 people. The population loss of 0.08 percent was the 69th ranked in the state. In contrast, Tolland County declined by 0.15 percent, the state grew by 0.15 percent and communities with similar economic and need characteristics declined by 0.10 percent. The 2010 census population data show that from April 2000 to April 2010 Mansfield population in housing units (this excludes students in dorms) grew from 12,723 people to 13,636. The 7.2 percent increase between 2000 and 2010 was the 61st largest in the state.

Figure 10. Estimated Population Growth, 2010 to 2011

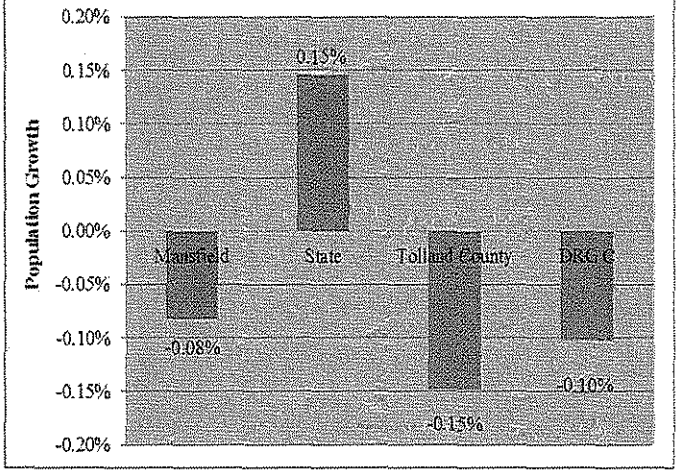


Figure 11 presents the number of women of child-bearing age from the 2000 and 2010 censuses. There were 116 births to Mansfield residents in 2000 and a preliminary count of 92 in 2010. In communities such as yours, women in the 30-34 age group have the highest rate of births. The number of women in this group fell from 407 in 2000 to 312 in 2010. The second highest birth rate in communities like yours is women ages 25-29. The number in that age range dipped from 378 in 2000 to 362 in 2010. The only age range that increased at all was 20-24. This age range typically has a relatively low birth rate in communities like yours. These figures exclude women in university housing.

Figure 11. Women of Child-Bearing Age

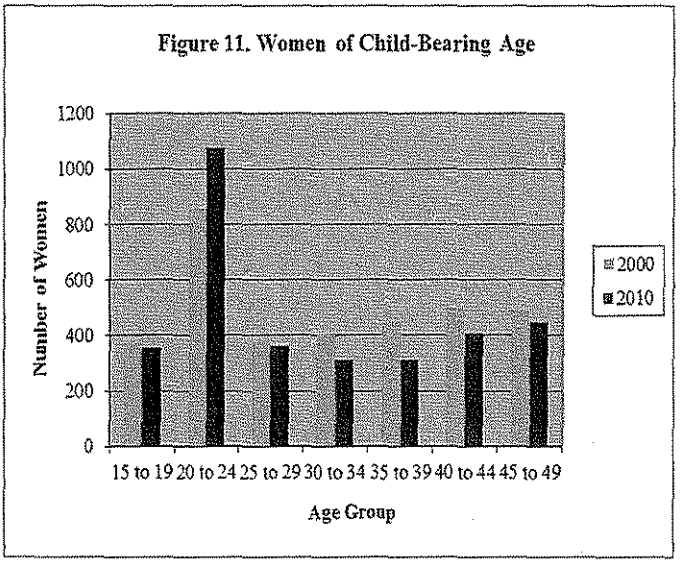


Figure 12 examines the number of people in the labor force from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older working or actively seeking employment. Since it excludes most students and the elderly, I find it a very rough proxy of the number of school-age families. The Mansfield labor force increased 8.8 percent between 2007 and 2011. This was higher than the state (3.9 percent) and Tolland County (5.0 percent). The 2011 unemployment level of 7.5 percent was the same as 2010. The town rate is better than the state rate of 8.8 percent but very slightly worse than the Tolland County rate of 7.4 percent.

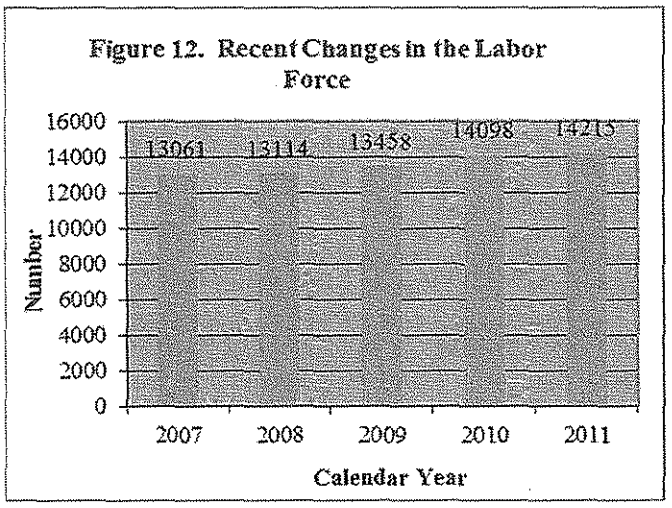


Figure 13 presents the net new housing units constructed from 2001 to 2011 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units constructed in Mansfield ranged from a high 71 in 2001 down to a low of 6 in 2011. In the five-year look-back period for this projection, there was an average of 20 net new housing units constructed. The 2010 census indicated that Mansfield had 6,017 housing units of which 92.8 percent were occupied in April 2010.

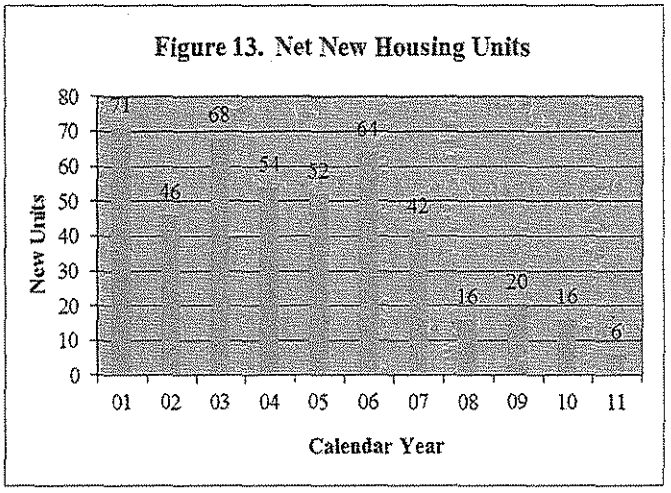


Figure 14 presents my estimate of the number of sales of existing homes. I derived it by taking the number of real estate transactions from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized. This is an estimate because of the lag between the time a new house is authorized and it is sold. The estimated number of sales of existing homes ranged from a low of 144 in 2009 to a high of 236 in 2004. There were 150 existing houses sold in 2011. In the five-year look back period for the projection, there were 162 sales annually. Based on sales through August, I anticipate there will be about 165 sales of existing houses in 2012.

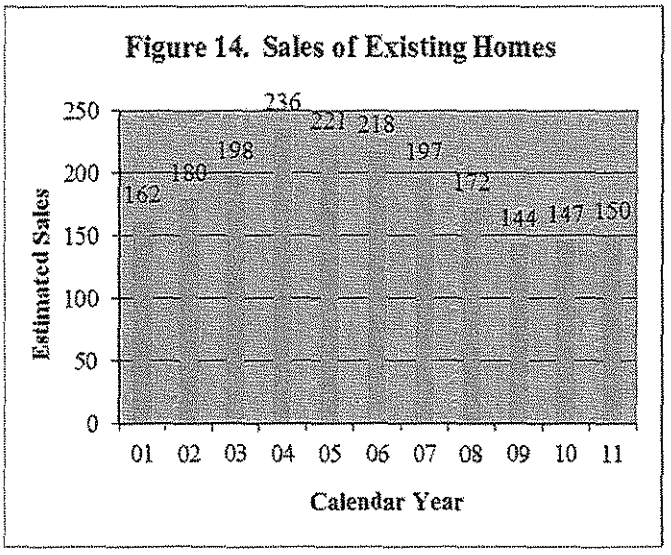


Figure 15 presents the non-public enrollment in grades PK-8 over the past ten years for students from the town of Mansfield. The data are from the records of the Connecticut State Department of Education. Non-public enrollment ranged from a high of 53 students in 2001 to a low of 24 students in 2011. In the past ten years, enrollment in the non-public schools decreased by 29 students or 54.7 percent. The 2011 enrollment represented 1.8 percent of all PK-8 students from Mansfield. That is down from the 2005 peak of 3.0 percent. I expect the non-public enrollment from Mansfield will be the same in 2012.

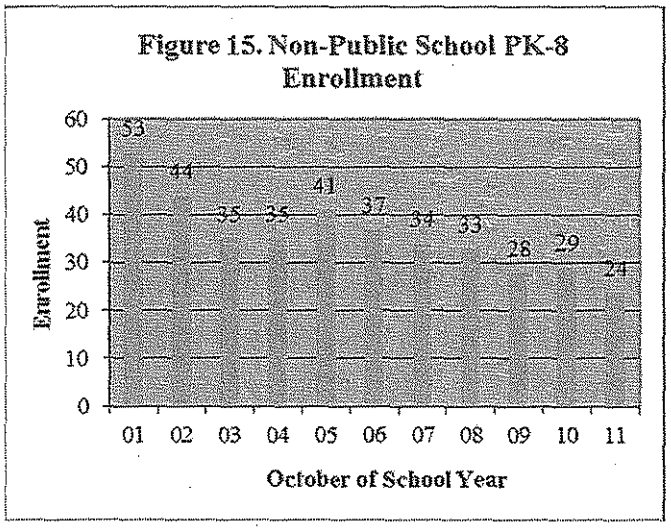
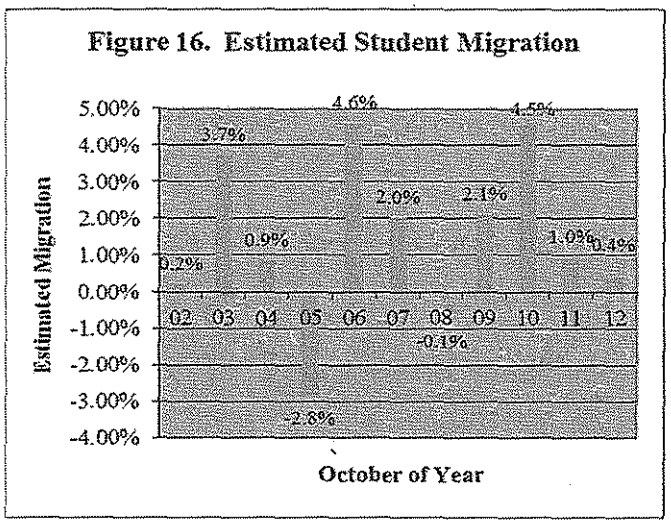


Figure 16 presents the estimated migration of students from Mansfield. Estimated migration ranged from a low of -2.8 percent in 2005 to a high of +4.6 percent in 2006. The rate between October, 2011 and October, 2012 was 0.4 percent. The data behind these figures may be found in Appendix B. The average migration in the five-year look-back period of the projection was a robust 1.57 percent. The median five-year migration observed over the past 23 years was 1.46 percent.

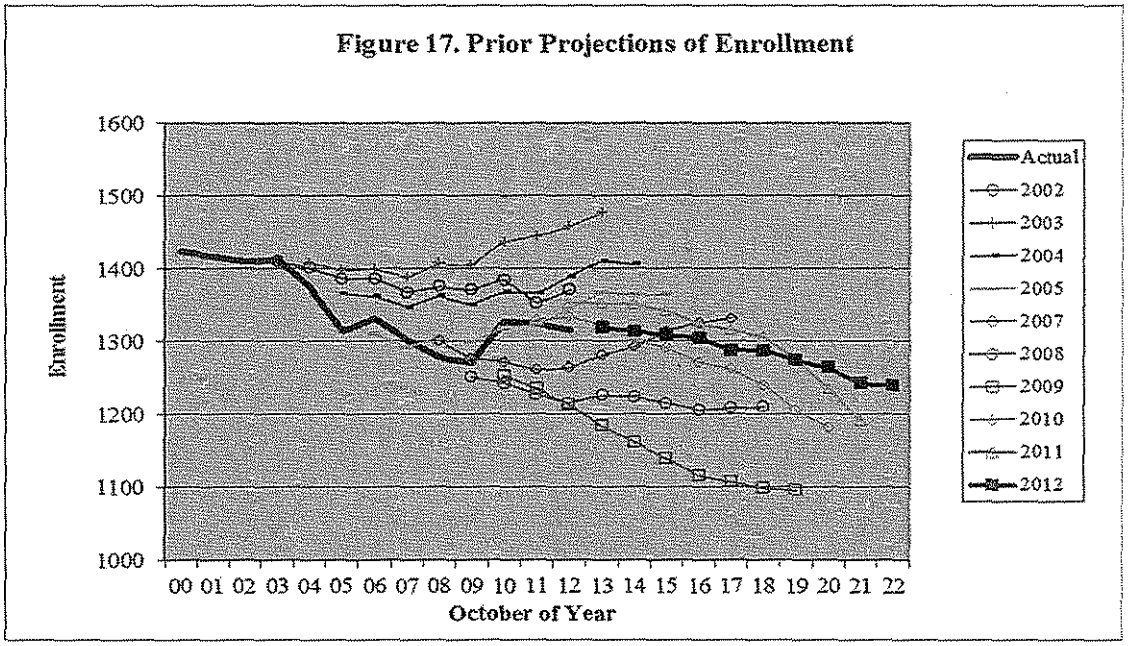


Prior Projections of Enrollment

The cohort-survival projection method works by moving forward the pattern of recent events that are subsumed within the grade-by-grade enrollment. This works very well when communities are stable. That includes places that are growing or declining at a steady rate. One way to know if that assumption is valid is to examine how past projections have fared. Figure 17 presents the enrollment projections that I have run for Mansfield since 2001. Last year's projection was 37 students (2.8 percent) above this year's enrollment of 1,316. The eight other enrollment projections that I did between 2002 and 2010 had one-year error rates that averaged 2.2 percent. The five projections done between 2002 and 2007 had an average five-year error rate of 5.2 percent, which is 1.02 percent annualized.

Last year's projection for Mansfield is running 2.81 percent high. In that analysis, I projected that K-4 enrollment would be 677 students in 2011. The actual enrollment of 655 was 22 students less than projected. The projection was high by 3.4 percent. I projected that enrollment in grades 5-8 would be 580 students in 2012. The actual enrollment of 570 was 10 students less than projected. The projection was high by 1.75 percent. The 2011 projection set pre-kindergarten enrollment at the desired capacity of 96 children. The actual enrollment was 91 children.

Figure 17. Prior Projections of Enrollment



In my work I have found the cohort-survival method provides estimates that are sufficiently accurate for intermediate-range policy planning. The eight-year planning horizon for school construction grants is at the limit of the useful accuracy of the method. I analyzed the eight-year accuracy of the district projections from across the state that I ran in 2003. I found for the 54 district-level projections that I ran in 2003 the median projection was 6.0 high in predicting 2011 enrollment. That is an annual error rate of 0.7 percent. The absolute error rate (regardless of whether it was high or low) averaged 7.0 percent. That error was less than five percent in 44 percent of the projections and more than 15 percent in 7 percent of the projections. Among the 73 elementary projections run, the median projection was 9.6 percent high (1.2 percent annually). Among the 61 middle school projections run, the median projection was 9.1 percent high (1.1 percent annually). Among the 57 high school projections run, the median projection was 2.8 percent high (-0.35 percent per year). This illustrates what an economic downturn can do to projections run with the cohort-survival method.

Summary

Total enrollment is projected to remain near the current level for four years, but ultimately decline 5.9 percent from 1,316 in 2012 to about 1,240 students in 2022. Enrollment at your three elementary schools is projected to grow from its current level of 746 to 756 students in 2014 and then decline to about 700 students in 2022. The enrollment at the projection's end will be about 45 students or 5.9 percent below the October 2012 count. Enrollment at the Mansfield Middle School was 570 students in October 2012. I project it will rise to about 595 students in 2018 and then fall to 535 students in 2022. The projected 2022 enrollment is 33 students below the current level, a decline of 5.8 percent.

You do not have to look much further than the pattern of births to understand the decline. In 2003-2007 there were 107 births annually. These children are now in grades K-4. In the 2008-2012 period, there will be 91 births annually. I simulated a recovery from the small number of births anticipated in 2012. That kept the average births in 2013 to 2017 period at 91 births annually.

This 2012 report is projecting lower enrollments through 2019 and higher enrollments afterward compared to the 2011 projection. The basic reason for the early shortfall is that 2012 enrollments came in lower than expected. This year's projection started from a lower base. In this year's report I made a minor upward revision in births. This, along with a slightly more aggressive projection of kindergarten enrollment, pushed enrollments up in the later years.. The construction of new houses as well as the sale of existing houses remained low. It is critical to remember at this point that a projection is just a moving forward of recent current trends. These current economic conditions will end. We just don't know when. Despite this uncertainty, I find projections useful because they do answer the question, "What will happen if things remain the same?"

These projections are based upon several key assumptions revolving around the notion that the recent past is a good predictor of the near future. The projection assumes that the following school policies will continue: kindergarten will remain full-day; retention policies will not change and limited enrollment of Mansfield residents in magnet schools. The projection assumes the following population growth factors will not change appreciable: births will average 91 over the 2013 to 2017 period, a 24.9 percent increase between the number of births and subsequent kindergarten enrollment and a student migration of +1.6 percent. Additionally, seven percent of parents will start their children in kindergarten at age six (or have had a special education child held in pre-school for an extra year); there will be 20 new housing units constructed annually and 162 sales of existing homes.

This is an incredibly difficult time to predict future enrollment. A high unemployment rate, a slow economic recovery and a tight mortgage market all make conditions today different than a couple of years ago. Mansfield's 7.5 percent unemployment rate in 2011 was unchanged over 2010 and remained the highest since these data were reported by the US Department of Labor starting in 1990. These conditions are only a part of the five-year enrollment history that is used to look forward to the next ten years. We have seen the impact on enrollment. We cannot know today how long these conditions will remain, whether they will increase in severity and when they might end. The cohort survival method relies on observed data from the recent past. The method is unresponsive to cyclical change. However, I know of no alternative data-based model that is responsive and produces grade-level data.

This projection should be used as a starting point for local planning. Examine the factors and assumptions underlying the method. You know your community best. Apply your knowledge of the specific conditions in Mansfield and then make adjustments as necessary.

Appendix A. Enrollment Projected By Grade to 2022

School Year	Birth Year	Births[1]	K[2]	1	2	3	4	5	6	7	8	PreK	PK-4	5-8	Total
2002-03	1997	112	122	126	145	138	171	159	172	156	162	59	761	649	1,410
2003-04	1998	98	102	143	124	156	143	172	168	176	161	67	735	677	1,412
2004-05	1999	98	97	123	143	128	161	141	173	171	173	66	718	658	1,376
2005-06	2000	116	117	121	119	139	128	151	139	171	163	66	690	624	1,314
2006-07	2001	113	133	127	124	136	145	133	156	144	173	61	726	606	1,332
2007-08	2002	111	127	125	129	125	136	144	135	166	148	67	709	593	1,302
2008-09	2003	113	117	129	133	136	120	140	143	137	160	63	698	580	1,278
2009-10	2004	107	115	112	129	131	132	134	145	143	140	90	709	562	1,271
2010-11	2005	102	133	127	123	137	131	147	141	151	146	91	742	585	1,327
2011-12	2006	107	139	137	123	128	135	142	140	147	146	87	749	575	1,324
2012-13	2007	108	138	129	137	119	132	139	142	147	142	91	746	570	1,316
Projected															
2013-14	2008	92	121	139	132	140	118	142	140	146	145	96	746	573	1,319
2014-15	2009	94	121	122	143	135	139	127	143	144	144	96	756	558	1,314
2015-16	2010	93	120	122	125	146	134	149	128	147	142	96	743	566	1,309
2016-17	2011	92	119	121	125	128	144	144	150	132	145	96	733	571	1,304
2017-18	2012	84	109	120	124	128	127	155	145	154	130	96	704	584	1,288
2018-19	2013	87	112	110	123	127	127	136	156	149	152	96	695	593	1,288
2019-20	2014	93	119	113	113	126	126	136	137	161	147	96	693	581	1,274
2020-21	2015	93	120	120	116	115	125	135	137	141	159	96	692	572	1,264
2021-22	2016	92	119	121	123	119	114	134	136	141	139	96	692	550	1,242
2022-23	2017	92	118	120	124	126	118	123	135	140	139	96	702	537	1,239

[1] 1997 to 2009 births from the State Department of Public Health. Births in 2010 and 2011 are preliminary. Births in 2012 were estimated from recorded in-state births through September. Births in 2015 were set to the average of 2008 and 2009 births. Births in 2016 and 2017 were estimated from the Connecticut State Data Center projections of children ages 0-4 in Mansfield.

[2] Based on weighted three-year averages of births 5- and 6- years ago and retentions.

Appendix B. Growth from Grade to Grade across Years

	Grade Moved Into from Prior Year											
October of Year	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**PreK**	**Average**	**Estimated Migration[1]**
2003	1.041	1.172	0.984	1.076	1.036	1.006	1.057	1.023	1.032		1.048	3.72%
2004	0.990	1.206	1.000	1.032	1.032	0.986	1.006	1.018	0.983		1.033	0.85%
2005	1.009	1.247	0.967	0.972	1.000	0.938	0.986	0.988	0.953		1.007	-2.84%
2006	1.177	1.085	1.025	1.143	1.043	1.039	1.033	1.036	1.012		1.052	4.60%
2007	1.144	0.940	1.016	1.008	1.000	0.993	1.015	1.064	1.028		1.008	2.03%
2008	1.035	1.016	1.064	1.054	0.960	1.029	0.993	1.015	0.964		1.012	-0.12%
2009	1.075	0.957	1.000	0.985	0.971	1.117	1.036	1.000	1.022		1.011	2.11%
2010	1.304	1.104	1.098	1.062	1.000	1.114	1.052	1.041	1.021		1.062	4.55%
2011	1.299	1.030	0.969	1.041	0.985	1.084	0.952	1.043	0.967		1.009	0.97%
2012	1.278	0.928	1.000	0.967	1.031	1.030	1.000	1.050	0.966		0.997	0.37%
3-Year Ave.	1.294	1.021	1.022	1.023	1.006	1.076	1.002	1.045	0.985		1.022	
Weighted 3-Year	1.289	0.991	1.006	1.008	1.011	1.062	0.993	1.046	0.975		1.011	
5-Year Ave.	1.198	1.007	1.026	1.022	0.989	1.075	1.007	1.030	0.988		1.018	
Weighted 5-year	1.245	1.000	1.016	1.014	1.000	1.073	1.002	1.037	0.985		1.016	
Enrollment Multiplier[2]		1.007	1.026	1.022	0.989	1.075	1.007	1.030	0.988	1.000	1.018	

[1] Adjusted for non-residents enrolled in Mansfield.

[2] Projection based on five-year average of grade-by-grade enrollment growth in grades 1-8.

DRAFT
MANSFIELD BOARD OF EDUCATION
2013 Meeting Dates
Council Chambers
(unless otherwise noted)
7:30 p.m.

Thursday, January 24, 2013
Goodwin School

Thursday, January 31, 2013
Mansfield Middle School

Thursday, February 7, 2013
Vinton School

Thursday, February 21, 2013
Southeast School

Thursday, March 14, 2013

Thursday, April 11, 2013

Thursday, May 9, 2013

Thursday, May 23, 2013
(Workshop - TBD)

Thursday, June 13, 2013

Tuesday, July 9, 2013
(Workshop – TBD)

Thursday, September 12, 2013

Thursday, September 26, 2013
(Workshop - TBD)

Thursday, October 10, 2013

Thursday, October 24, 2013

Thursday, November 14, 2013

Thursday, December 12, 2013

Board members are requested to reserve the fourth Thursday in each month if an additional Board or sub-committee meeting is needed.

Adopted by the Board Education on

Mansfield Public Schools
Enhancing Student Achievement
2012-2013

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost
GW	K	8-10	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/18/12-11/29/12	$375.00
GW	K	8-10	Reading	Read Aloud	Books & Breakfast II	6	1 hr.	6	10/19/12-11/30/12	$375.00
GW	All	15	Reading	Reading	Read All About It!	13	1 hr	13	10/10/12-12/3/12	$927.83
GW	All	15	Reading/ Writing/ Math	Reading/ Writing/ Math	Homework & Independent Work Club	14	1 hr.	14	10/10/12-12/3/12	$1089.98
GW	All	12	Reading	Reading	Books, Books, Books! (Online Reading)	5	1 hr.	5	10/10/12-12/3/12	$250.55
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	9/7/11-11/9/12	$1,600.00
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books I	24	1.5 hrs.	36	10/10/12-1/28/13	$366.24
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books II	24	1.5 hrs.	36	2/11/13-5/15/13	$366.24
SE	3/4	12/14	Math/ Reading	Increased reading & math skills	Study Island	17	1 hr.	17	10/2/12-12/6/12	$456.79
SE	K	8-10	Reading	Read Aloud	Books & Breakfast	6	1 hr.	6	10/16/12-12/4/12	$375.00
VN	K	8-10	Reading	Read Aloud	Books & Breakfast	6	1 hr.	6	10/17/12-11/28/12	$375.00
MMS	All	22+	All	Homework Help	Big Friends	6	1 hr.	6	10/16/12-12/4/12	$150.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (I)	6	1.25 hrs.	7.5	9/17/12-11/2/12	$750.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (II)	8	1.25 hrs.	10	11/5/12-1/18/13	$1,000.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (III)	10	1.25 hrs.	12.5	1/22/13-4/5/13	$1,250.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (IV)	9	1.25 hrs.	11.25	4/9/13-6/6/13	$1,125.00
									TOTAL	$10,832.63
									REMAINING BALANCE	$19,167.37

DRAFT

Mansfield Board of Education Meeting
October 11, 2012
Minutes

Attendees: Mark LaPlaca, Chair, , Martha Kelly, Secretary, April Holinko, Holly Matthews, Jay Rueckl , Randy Walikonis, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin

Absent: Shamim Patwa, Katherine Paulhus, Carrie Silver-Bernstein

The meeting was called to order at 7:32pm by Mr. LaPlaca.

HEARING FOR VISITORS: Fran Raiola, Acting Deputy Chief/Fire Marshal, reported on the upcoming success of the Fire Prevention Week Program at each school, as well as school inspections, bus evacuations, and school crisis response drills.

Carrie-Sliver Bernstein arrived at 7:37pm

COMMUNICATIONS: None

COMMITTEE REPORTS:
Personnel Committee: Mr. LaPlaca reported that there will be no Executive Session following the meeting.

REPORT OF THE SUPERINTENDENT:

- Education Cost Sharing (ECS): Cherie Trahan, Director of Finance, discussed Education Cost Sharing and potential implications with funding from the State.
- 2013-2014 Budget Calendar: Mrs. Trahan and Mr. Baruzzi reviewed the calendar for presenting the proposed 2013-2014 Mansfield Board of Education budget.
- Education Foundations: Mrs. Trahan discussed some issues related to starting and maintaining an Educational Foundation.
- Library Media Services and Connections to Common Core State Standards (CCSS): Linda Robinson, Ph.D., Coordinator Library/Media Services, discussed ways the school libraries will support teachers in the transition to CCSS.
- Common Core State Standards (CCSS) September Staff Training: Mr. Baruzzi shared presentations at September staff meetings.
- Food Services Grant: Mr. Baruzzi reviewed a grant application for the School Nutrition Rating System Pilot Program. MOTION by Ms. Matthews, seconded by Mrs. Kelly to approve the Food Services Grant application. Vote: Unanimous in favor.
- Draft 2013 Board of Education Meetings: The Board received a draft of proposed 2013 meeting dates for adoption at the October 25, 2012 meeting.
- 2011-2012 Group Testing Report: Mr. Baruzzi reviewed the 2012 Connecticut Mastery Results and district plans to help children attain the confidence needed to reach mastery.
- Board Goals and Objectives: Sample Strategies and Sample Evidence: Mr. Baruzzi shared the Administrators' report on strategies and evidence to be used to support the Board Goals and Objectives.
- Professional Improvement: MOTION by Mrs. Holinko, seconded by Mr. Rueckl to approve the increase in salary, retroactive to the start of the school year as outlined in the current contract between the Mansfield Board of Education and the Mansfield Education Association for Megan Baker, Martha Davis, Kimberly Gilmore, Adam Ramsdell, Linda Robinson, Beth Schwartz, and Sara Sroka. Vote: Unanimous in Favor.
- Enhancing Student Achievement: Five new projects were reviewed and will be implemented at the schools in support of this activity.
- Class Size/Enrollment: The principals reported no significant change in enrollment.

NEW BUSINESS: None

CONSENT AGENDA: MOTION by Mrs. Kelly, seconded Ms. Silver-Bernstein, that the following items for the Board of Education meeting of October 11, 2012 be approved or received for the record: VOTE: Unanimous in favor.
That the Mansfield Public Schools Board of Education approves the minutes of the September 13, 2012 Board meeting.

HEARING FOR VISITORS: None
SUGGESTIONS FOR FUTURE AGENDA: None
MOTION by Mr. Walikonis, seconded by Mr. Rueckl to adjourn at 9:40pm. Vote was unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

2012 OCT 12 AM 10:54

October 12, 2012

Office of the Superintendent
4 South Eagleville Road
Storrs, CT 06268

Dear Mr. Baruzzi,

I am writing to inform you that my husband and I are thrilled to be expecting a child in January. Based upon the advice of my physician, I intend to use the Sick Leave as outlined in Article 12, E.2 of the MEA/Board of Education contract, starting approximately January 10th.

In addition, I am requesting an unpaid child rearing leave as outlined in Article 12, J for the remainder of the school year.

Thank you for your consideration of this request. I look forward to hearing from you soon.

Sincerely,

Julie Brennan

Julie Brennan

Cc: Norma Fisher-Doiron
Michele Beers
Mansfield Board of Education

September 20, 2012

Office of the Superintendent
4 South Eagleville Road
Storrs, CT 06268

Dear Mr. Baruzzi,

I am writing to inform you that my husband and I are expecting a child in February. Based upon the advice of my physician, I intend to use the maternity leave as outlined in Article 11, E 2 of the Mea/Board of Education contract, beginning February 25, 2013 and extending through April 9, 2013.

Thank you for your consideration of this request, and I look forward to hearing from you soon.

Sincerely,

Kelly M. Haggerty

Kelly M. Haggerty

Cc: Debra Adamczyk
Personnel Assistant

August 9, 2012

Frederick A. Baruzzi
Office of the Superintendent
4 South Eagleville Road
Storrs, CT 06268

Dear Mr. Baruzzi,

I am writing to inform you that my husband and I are expecting a child in November. Based upon the advice of my physician, I intend to use the maternity leave as outlined in Article 11, E 2 of the Mea/Board of Education contract, starting November 26, 2012.

I plan on returning to Goodwin at the end of the FMLA in March. Thank you for your consideration of this request, and I look forward to hearing from you soon.

Sincerely,

Sara Sroka

Sara Sroka
Goodwin Elementary

Cc: Debra Adamczyk
Michele Beers