

# Mansfield Board of Education Meeting

November 8, 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 Walkonis

## Agenda

- 7:30 Call to Order
- 7:35 Special Presentation
- 7:50 Hearing for Visitors
- 7:55 Communications
- 8:00 Additions to the Present Agenda

### Reports:

- 8:05 Committee Reports: Goodwin Bequest Committee
- 8:10 Report of the Superintendent
  - Shandong Provincial Department of Education Visitors
  - Quarterly Financials (M) (Encl.)
  - Salary Transfers (M) (Encl.)
  - Food Service Grant (P. 1)
  - 2012-2013 School Calendar (P. 21)
  - Common Core State Standards
    - A New Lens for Examining Local Curriculum, the Common Core, & Cognitive Rigor preK-8 (P. 23)
    - Tools for Examining Text Complexity (P. 35)
  - School Climate Surveys (P. 45)
  - Class Size/Enrollment

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

CONSENT AGENDA: (M) (P. 151)

The following items for the Board of Education November 8, 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 25, 2012 Board meeting.

- 9:30\* Hearing for Visitors
- 9:45 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.

Appendix A  
RFP #401  
Public Act 12-1  
August 2012

**COVER PAGE**  
Connecticut State Department of Education  
School Nutrition Rating System Pilot Program (2012-13)

This application is for (*check one*):

single applicant (one local or regional board of education)

X  group applicant (two or more local or regional boards of education)  
*Each district in a group application must complete its own cover page.*

If group applicant, indicate lead district: Mansfield Public Schools

District Name: Mansfield Public Schools

Sponsor Agreement Number (for the USDA Child Nutrition Programs): 07800

Total Student Enrollment: 1350

Contact Person: Kerah Henebery, RD Title: Nutrition Educator

Address: Mansfield School Food Service, MBOED, 4 South Eagleville Rd.

City: Storrs State: CT Zip: 06268

Phone: (860) 429- 7824 Fax: (860) 429 - 3379

E-mail: Kerah.henebery@gmail.com

Did the district certify "yes" to healthy food certification for 2012-13? X  yes  no

Will the district certify "yes" to healthy food certification for 2013-14? X  yes  no

I, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all pilot requirements and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Name: Fredrick Baruzzi Title: Superintendent

*Authorized Representative*

Signature: \_\_\_\_\_ Date: September 26, 2012

*Authorized Representative*

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single applicant (one local or regional board of education)

X  group applicant (two or more local or regional boards of education)  
*Each district in a group application must complete its own cover page.*

If group applicant, indicate lead district: Mansfield Public Schools

District Name: Region 19

Sponsor Agreement Number (for the USDA Child Nutrition Programs): 07800

Total Student Enrollment: 1220

Contact Person: Kerah Henebery, RD Title: Nutrition Educator

Address: Mansfield School Food Service, MBOED, 4 South Eagleville Rd.

City: Storrs State: CT Zip: 06268

Phone: (860) 429- 7824 Fax: (860) 429 - 3379

E-mail: Kerah.henebery@gmail.com

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Name: Bruce Silva Title: Superintendent

*Authorized Representative*

Signature: \_\_\_\_\_ Date: September 26, 2012

*Authorized Representative*

Appendix B  
PROPOSAL FORMAT

1. Objectives:

- a. Educate students, parents, teachers and food service staff on the importance of balanced eating and how to interpret the NuVal Nutrition Rating System in order to guide them toward the selection of higher nutritional valued meal options.
- b. Successfully implement the NuVal Rating System into the Mansfield School District by providing information on the nutritional value of food in order to guide more nutritious student food choices at school.
- c. Partner with community organizations familiar with NuVal, like Big Y, in order to engage and educate parents on ways to provide their families with nutritionally sound meals and snacks at home.
- d. Provide results of this pilot study to local and regional boards of education in order to guide food service decisions relating to the procurement of nutritious foods for schools and also to provide a road map for future school systems that wish to implement nutrition rating systems.

2. Participating Schools: SEE APPENDIX C.

3. Pilot Team: SEE APPENDIX D. Nutrition Educator, Kerah Henebery, will serve as the team leader and primary contact person for the other team members. The pilot team will work together as a resource and support system. The goal of this pilot team is to effectively provide feedback to one another and use each other's expertise and knowledge to successfully implement the pilot program.

4. Partnerships:

- a. Mansfield Public Schools: In the event of reduced or no funding in the second year, it would be expected that Mansfield Public Schools would provide enough support to maintain the project and complete the data collection.
- b. Living Well Eating Smart Wellness Team for Big Y: Big Y dietitians, who have become experts on the NuVal system after implementing the nutrition ratings in their grocery stores, will be able to provide nutrition education and community resources for the families of Mansfield to bridge the gap between school meals and the food students are consuming with their families at home.
- c. University of Connecticut: Mansfield Public Schools has built a strong rapport with the Coordinated Dietetic Program at the University over the years by pairing dietetic students with community/school food service nutrition projects in the school district. If awarded this grant, our team will continue to provide opportunities for dietetic students/interns to assist with this project development and implementation.

## 5. Nutrition Rating System:

- a. The NuVal nutrition rating system ([www.nuval.com](http://www.nuval.com)) is the instrument of choice for the Mansfield pilot. The reasoning behind this selection is it is already used in grocery stores, it has some familiarity to the public (student) consumer and has a reasonable range of options that can be converted to school meals. In Mansfield, we have already had the Big Y Dietitian, Carrie Taylor, as a guest speaker to PTO groups to begin the education process on the NuVal rating system. Since there is already consumer interest in this rating system, it is a logical method to pursue as both an instrument to use as a buying mechanism and an educational tool.
  - i. NuVal Nutrition Scoring System was invented by a team of leading medical, nutrition, and public health experts who were passionate about proving a method for consumers to easily and quickly identify healthy food options in the grocery store. NuVal currently operates in numerous grocery store chains (i.e. Big Y and Price Chopper) and will begin implementation in Derby, CT schools in October 2012. The team has developed an algorithm that uses published scientific evidence, Institute of Medicine's Dietary Reference Intakes and Dietary Guidelines for Americans to quantify the presence of more than 30 nutrients – including vitamins, minerals, fiber, and antioxidants; sugar, salt, trans fat, saturated fat, and cholesterol. NuVal scores food on a scale of 1-100 ( $\text{Numerator} \div \text{Denominator} = \text{Score from 1-100}$ ). The higher the score, the more nutritionally sound the food. Nutrients in the food with generally favorable effects on health are placed in the numerator and increase the overall NuVal score. Numerator values include: fiber, folate, vitamin A, vitamin C, vitamin D, vitamin E, vitamin B12, vitamin B6, potassium, calcium, zinc, omega-3 fatty acids, total bioflavonoids, total carotenoids, magnesium, and iron. Nutrients with unfavorable effects on health are placed in the denominator of the equation and will therefore decrease the overall NuVal score. Denominator values include: saturated fat, trans fat, sodium, sugar, and cholesterol. Also taken into account in the algorithm and effect overall score are protein quality, glycemic load, fat quality, and energy density.
  - ii. Just like in the grocery stores, a NuVal score will be made visible by the food item in the school cafeteria so that the student will be able to make an informed decision about what he/she will choose for their meal that day. All food/beverages being served will be scored.
- b. The rating system will coordinate with Connecticut Nutrition Standards because it will allow a way for students to easily identify nutritionally dense foods that will generate higher NuVal scores like whole grains, fruits, vegetables, low-fat/nonfat dairy products, lean meats, legumes, nuts and seeds and will also highlight foods that contain may contain unwanted saturated fats, sodium and added sugars with a low NuVal score. This way, students are making informed decisions about what they are eating and will hopefully choose foods that have more health benefits. The rating system will also coordinate well with the HealthierUS School Challenge (HUSSC) because it will empower the school district to continuously improve the nutrition quality of their food selections offered and it will also be an

avenue for nutrition education to improve the health of the children in the school system.

- c. The NuVal system algorithm accounts for the type and quality of fat in the food item being assessed. Due to this, nutrient-dense foods that are high in healthy fats (unsaturated fats and omega-3 fatty acids) will help increase the overall score, while foods that have unhealthy fats (saturated fats) will lead to lower overall NuVal scores. Naturally occurring sugars are omitted from the algorithm and do not affect the overall NuVal score. This is why you will see some fruits receiving a score of 99 or 100. Only foods with added sugars are accounted for and will ultimately lower a NuVal score.
- d. Identifying the schedule for implementation: See Timeline (#10).
- e. The results of this pilot study will provide guidance for the CSDE by identifying the types of foods the children are consuming and the nutrition scores of those food items. NuVal has the capacity to score items supplied by suppliers/vendors to food service. When food service staff can compare the scores of different items, they can choose the healthiest options. Eventually districts could share this information to ensure that only the highest scoring foods and ingredients make their way into the school system. This can be communicated to the CSDE by way of a buying guide.

#### **6. Training and Education for School Staff:**

- a. Training for school food service staff will begin promptly. The introduction of NuVal and educational material on the rating system will be presented by the nutrition educator to the staff during the November 2012 food service staff monthly meeting. Updates on the implementation of NuVal will occur at food service staff meetings to provide updates on the NuVal implementation and also to allow for open discussions to address any questions/comments/concerns of the staff. In-services will also be given under the direction and guidance of the food service director for both overall nutrition education and for informative sessions about the NuVal system and how it will affect their day-to-day work. Once NuVal scores have been computed by NuVal for each food item served, food service staff will need to be educated on how to display the NuVal scores for each meal. Evaluating the knowledge of the staff will be done through pre and post in-service tests. The nutrition educator will also conduct random audits at each school to monitor NuVal score implementation during school meals.
- b. Training for school personnel will include production of educational materials and handouts for teachers and administrators to be provided at information sessions at PTO meetings, information booths at the schools, and through newsletters. Evaluation can be done through questionnaires and surveys.

## 7. Nutrition Education for Students and Families:

- a. Nutrition education activities for students and families to include: nutrition information booths at open houses and other school events; NuVal and other nutrition related discussions to occur at least 1 annual PTO meetings per year; quarterly newsletters for the parents to include what NuVal consists of and how their children can use the rating system effectively in schools to choose nutritious meal selections and also how parents can effectively use the NuVal system in local grocery stores to provide more balanced, nutritionally dense meals at home; annual Big Y grocery store tours to assist students and parents choose healthy food items for meal preparation in the home (1-2 hours) geared toward all 3 school-age groups (P-4, 5-8, 9-12); bi-annual cooking demonstrations for students and families of all ages; healthy snack ideas booths at all 3 schools (1-2 hours) with interactive food demonstrations yearly (i.e. make your own nutritious trail mix or parfaits); send home healthy dinner ideas for parents with recipes; National Nutrition Month activities like drawing your favorite fruits and vegetables (elementary school), learning to plant your own vegetables (middle school) and nutrition jeopardy games in the classroom (high school); prizes awarded in the cafeteria for nutritious meal selections (all three schools); nutrition tips on the school website (geared toward high school students and parents); and promotion of active lifestyle and nutritious eating using the NuVal rating system through messages in PE class (all grades). Evaluation will be done through parents and student surveys.
- b. All new curriculum education concepts must come under review of the Mansfield Board of Education. In the second year of the grant, after completely vetting the rating system, the team will prepare a proposal for board consideration to add a component with the rating system in the health curriculum. After the system has been vetted, the Food Service director will make a proposal to the School Wellness Committee asking to add the rating system to the Wellness Policy.

## 8. Marketing Campaign:

- a. Advertising the implementation in booths at the schools, Kick-off events in the schools with information, games and prizes; NuVal age-appealing and specific posters to post around the schools and in the cafeterias; informational flyers to send home to parents; Big Y promotions of NuVal in the Mansfield community. Evaluating the effectiveness will be accomplished by parent-teacher outreach, teacher/parent surveys and discussions at PTO meetings.

9. Evaluation:

- a. Comparing pre and post food production records to evaluate whether more nutritious and high scored food options were purchased after implementation of the NuVal system with accompanied nutrition education.

Quantitative:

- i. A cycle menu is used. The cycle pre-intervention will be the control. The production records will be used for the documentation of the pre-intervention data.
  - ii. The first cycle menu post-intervention of the rating system will be the first point of evaluation using production records. Any change in participation will be documented.
  - iii. The second cycle menu post-intervention of the rating system will be the second point of evaluation using production records. Any change in participation will be documented.
  - iv. The third cycle menu post-intervention of the rating system will be the third point of evaluation using production records. Any change in participation will be documented.
  - v. To be sure changes were permanent, if intervention does lead to behavioral food selection change, there will be intermittent evaluation of the production records throughout the grant duration.
- b. Comparing pre and post student surveys/questionnaires to determine their overall nutrition and NuVal knowledge prior and after implementation of NuVal in the schools. Surveys will have to be age-specific and representative of the population.

Qualitative:

- i. In November and December of 2012 each participating student body from the pilot schools will be surveyed to assess previous knowledge of how to rate their food choices. Students will be provided with a short survey using a Likert scale or a Youth/Adolescent Questionnaire to grade their nutrition knowledge of existing school food choices.
- ii. Surveys will be tabulated and data will be analyzed to determine the baseline for students' perception of their knowledge of rating nutrition value of school food.
- iii. After implementation of the rating system and students have had training and opportunity to use the rating system a post survey will be administered that is identical to the original survey to compare the knowledge gained by the student participants. It is recognized that students in both pre-and post survey will need to be students who have

at least participated in training for the rating system if not use the school cafeteria.

- iv. After the pre-post survey data is collected it will be analyzed for changes in participation and other variables as assigned.
- c. The impact on food procurement activities will be evaluated by tracking the number of items in each school that rate a below a specific NuVal threshold score (to be determined by the education team). Those items will then be evaluated for opportunities to improve the nutritional content/NuVal score and recommendations will be made for item substitutions in the form of a buying guide.
- d. Statistical Analysis: SPSS software for Windows version 14.0 will be used to carry some statistical analyses. Paired student t- test will be used to assess change of NuVal scores and nutrient profiles from the food frequency questionnaires from baseline. A two- tailed  $\alpha$  of less than 0.05 will be considered statistically significant.

**10. Timeline:**

Date	Activity	Person(s) Responsible
October 2012	1. Finalize plans with NuVal for implementation	Nutrition Educator
	2. Prepare NuVal education materials for food service staff, school personnel and families (i.e. flyers, hand-outs, etc.)	Nutrition Educator
November 2012	1. Initiation of nutrition analysis of all food and beverage items served at the 3 pilot schools	NuVal
	2. Introduce NuVal system to foodservice staff at monthly staff meeting.	Nutrition Educator and Food Service Co-Director
December 2012	1. Train and educate school personnel and teachers in all 3 schools on NuVal through information sessions, educational booths and newsletters. Evaluate training through survey/questionnaires.	Nutrition Educator, Teachers and Superintendents
	2. Introduce and discuss NuVal at PTO meeting.	Nutrition Educator
	3. Collect pre-NuVal food purchasing data by noting food purchases recorded through production records and also administering a survey/questionnaire for the students to gather baseline knowledge of Nu-Val rating system and basic nutrition.	Nutrition Educator, Food Service Co-Director and Teachers
	4. Display NuVal posters through schools and send home NuVal flyers for parents/families	NuVal and Nutrition Educator
	5. Prepare NuVal kick-off event for January.	NuVal, Teachers, Food Service Co-Director and

		Nutrition Educator
January 2013	1. Implement NuVal in all 3 pilot schools.	NuVal and Nutrition Educator
	2. Train/collaborate with managers for food purchasing decisions.	Food Service Directors and Nutrition Educator
	3. Provide NuVal information booths at the schools for all stakeholders: admin, teachers, staff, parents, community	Nutrition Educator
February 2013	1. Collect input from team members (superintendents, teachers, parent, student) to evaluate NuVal implementation.	Nutrition Educator and Food Service Directors
March 2013	1. Nutrition education activities to promote National Nutrition Month at each level; identifying and drawing fruits and vegetables (elementary school), planting seeds to learn about growing vegetables (middle school) and nutrition jeopardy games (high school)	Nutrition Educator
	2. Invite students, parents, staff to cooking demonstrations and/or healthy snack booths with food samples and activities to promote nutrition education	Nutrition Educator and Food Service Directors
April 2013	1. Prepare progress report for April deadline.	Nutrition Educator and Food Service Directors
May 2013	1. Provide nutrition recipe ideas for school staff and parents on how to incorporate seasonal fruits and vegetables into their favorite meals.	Nutrition Educator
	2. Invite Big Y Dietitians to come speak about how to effectively use the NuVal system to provide more nutritious meals for the families.	Big Y Dietitian
June 2013	1. Evaluate collected data for July progress report.	Nutrition Educator
	2. Collaborate with Big Y Dietitians to offer grocery store tours for nutrition education purposes.	Big Y Dietitian and Nutrition Educator
August 2013	1. Collaborate with NuVal to update them on any new menu revisions made for the new school year.	Nutrition Educator, Food Service Directors and NuVal
	2. Prepare NuVal education materials for food service staff, school personnel and families (i.e. flyers, hand-outs, etc.)	Nutrition Educator

September 2013	1. Train and educate school personnel and teachers on NuVal updates through information sessions, educational booths and newsletters.	Nutrition Educator, Teachers and Superintendents
	2. Re-Introduce NuVal system to foodservice staff at monthly staff meeting for newcomers and welcome feedback.	Nutrition Educator and Food Service Co-Director
	3. Evaluate production records for comparison purposes against pre-NuVal production records.	Nutrition Educator and Food Service Co-Director
	4. Prepare October progress report.	Nutrition Educator
October 2013	1. Send home Nu-Val information handouts for students and parents with results from last years pilot.	Nutrition Educator
	2. Collect input/feedback from team members (superintendents, teachers, parent, student) to evaluate NuVal implementation.	Nutrition Educator and Food Service Directors
	3. Provide information sessions for students/families, discuss and obtain feedback from parents/teachers at PTO meeting.	Nutrition Educator
November 2013	1. Collaborate with Big Y Dietitians to provide recipes, Big Y store specials and ways to use Nu-Val in the grocery store to choose more nutritious food items to be served for Thanksgiving dinner.	Nutrition Educator and Big Y Dietitian
	2. Send out first draft of buying guide to team members and food service directors.	Nutrition Educator and Food Service Directors
December 2013	1. Work on second draft of buying guide for food service school procurement.	Nutrition Educator and Food Service Directors
January 2014	1. Submit final draft of buying guide to team members and food service for review.	NuVal and Nutrition Educator
	2. Provide NuVal information booths at the schools for all stakeholders: admin, teachers, staff, parents, community	Nutrition Educator
February 2014	1. Invite Big Y Dietitian to speak about how students/parents can link school NuVal to Big Y NuVal.	Big Y Dietitian
March 2014	1. Nutrition activities to promote National Nutrition Month at each level; identifying and drawing nutritious snacks in classroom (elementary school); interactive booths for making salads fun and colorful (middle school), and interactive booths for how to choose healthy a la carte food items (high school)	Nutrition Educator

	2. Invite students, parents, staff to cooking demonstrations and/or healthy snack booths with food samples.	Nutrition Educator and Food Service Directors
April 2014	1. Nutrition education handouts and interactive booths to promote NuVal. Incorporate nutrition messages into PE class so students realize not only food, but a physically active lifestyle allows for optimal health.	Nutrition Educator and Teachers
May 2014	1. Collect input /feedback from team members (superintendents, teachers, parent, student) for final reports.	Nutrition Educator and Food Service Directors
	2. Provide healthy recipe ideas for school staff and parents on how to incorporate seasonal fruits and vegetables into their favorite meals.	Nutrition Educator
	3. Collaborate with Big Y Dietitians to offer grocery store tours for nutrition education purposes.	Big Y Dietitian and Nutrition Educator
	4. Collect post-NuVal food purchasing data by noting food purchases recorded through production records and also administering a post-NuVal survey/questionnaire for the students.	Nutrition Educator
June/July 2014	1. Evaluate collected data for preparation of July progress report and final report. Final report preparation and End of Pilot	Nutrition Educator and Food Service Directors

11. Budget: SEE APPENDIX E & F.

12. Group Applicant Agreement: SEE APPENDIX G.

13. Statement of Assurances: SEE APPENDIX I.

**Appendix C  
PILOT SCHOOLS**

Indicate the name, grade level and number of students (enrollment) for each pilot school in the applicant district. In the last column, indicate the date that each school's HUSSC application was submitted or will be submitted to the CSDE.

	School	Grade Levels	Number of Students (Enrollment)	Date of HUSSC Application
1	Southeast Elementary School	P-4	257	pending
2	Mansfield Middle School	5-8	625	pending
3	E O Smith High (Region 19)	9-12	1220	pending
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*Attach additional pages of Appendix C if necessary.*

**Appendix D**  
**TEAM MEMBERS**

Identify all members of the district's team for the School Nutrition Rating System Pilot Program. The team must include: 1) food service director; 2) school administrator; 3) school nurse; 4) teacher; 5) student; 6) parent; and 7) community organization representative. Teams are also encouraged to include other individuals as appropriate to local needs.

	Team Member Name	Title	Signature	Date
1	Janice Mills	Co-Director Mansfield Food Service Director (Required)		
2	Fredrick Baruzzi	Superintendent Mansfield Public Schools School Administrator (Required)		
3	Lisa Eaton	A.E. Vinton School Nurse (Required)		
4	James Hendrick	Southeast Elementary Teacher (Required)		
5	Paul Ference	12 <sup>th</sup> grader- E.O. Smith Student Student (Required)		
6	Cathie Ference	E.O. Smith HS Parent (Required)		
7	Mary Jane Newman	Pre-School Director Community Organization (Required)		
8	Kerah Henebery	Nutrition Educator		
9	Beth Gankofskie	Co-Food Service Director		
10	Carrie Taylor	Big Y Living Well, Eating Smart Wellness Team Dietitian		
11	Bruce Silva	Superintendent Region 19		
12	Maureen Gagne	FS Manager/Big Y employee		
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Appendix E  
**BUDGET FORM**

ED 114 FISCAL Year 2013

GRANT <input checked="" type="checkbox"/>			CONTRACT <input type="checkbox"/>		
GRANTEE NAME: Mansfield Public Schools			TOWN CODE: 07800		
GRANT TITLE: School Nutrition Rating System Pilot Program					
PROJECT TITLE: Making School Meals Count: Implementation of NuVal					
CORE-CT CLASSIFICATION:					
FUND: 11000		SPID: 10020		PROGRAM: 82079	
BUDGET REFERENCE: 2013			CHARTFIELD1: 170036		
GRANT PERIOD: 11/1/12-6/30/13			AUTHORIZED AMOUNT:		
CODES	DESCRIPTIONS				BUDGET
100	Personal Services – Salaries				\$25,740
200	Personal Services – Employee Benefits				\$2,460
300	Purchased Professional and Technical Services				\$15,000
500	Other Purchased Services				_____
600	Supplies				\$4,000
800	Other Objects				\$2,800
	<b>TOTAL</b>				50,000

\_\_\_\_\_ Original Request Date

\_\_\_\_\_ Revised Request Date

\_\_\_\_\_  
 State Department of Education  
 Program Manager Authorization

\_\_\_\_\_ Date of Approval

Appendix F

Budget Narrative

Provide a *detailed description* of the proposed use of funds for each line item amount listed on the budget page and include the basis for determining these amounts.

Budget Code	Description ( <i>Be Specific</i> )	Amount
100	Nutrition Educator-Lead Team Member  Nutrition Educator: Kerah Henebery, Nutrition Educator, Lead Team Member: This person will be responsible for coordinating the project, researching, implementing and evaluating the rating system, educating and developing training/nutrition materials  (First year: 8 months X 20 days X 5.5 hours X \$ 28.00) =	\$25,000
100	Payment for 23 food service staff to attend 2 hours of training on implementing the NuVal nutrition rating system  (23 people @ 2 hours each @ \$16 per hour) =	\$740
200	Kerah Henebery benefits: Social Security and mileage;  (7.65% x 25K= \$1,912) + (.54 cents X 1000 miles = \$540.00) =	\$2,460
300	NuVal Rating System and implementation/technical assistance  (Quote obtained from NuVal)	\$15,000
600	Printing of educational handouts on the nutrition rating system for distribution to students, families and staff. Printing of marketing materials, signs/posters and NuVal score tags.  (Quote obtained from NuVal's production company) =	\$4,000
800	Marketing Tools (i.e. NuVal shirts, balloons, food items for launch parties, etc.)	\$1,100
800	Food for Food Demonstrations and Nutrition Booths for Parents and Faculty  (\$200 x 3 schools x 2 functions) =	\$1,200
800	SPSS software for Windows version 14.0 for analyzing data	\$500

**Appendix G  
Group Applicant Agreement**

*Complete for group application only (two or more local or regional boards of education).*

**Lead District**

District Name: Mansfield Public Schools

I, the undersigned authorized chief administrative official of this agency, agree that my school district will serve as the lead district in partnership with the district(s) listed below to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: Fredrick Baruzzi Title: Superintendent  
*Authorized Representative*

Signature: \_\_\_\_\_ Date: 9-26-12  
*Authorized Representative*

**Partner District 1**

District Name: Region 19-E.O. Smith High School

I, the undersigned authorized chief administrative official of this agency, agree that the school(s) listed in Appendix C will partner with the lead district and any other partner districts specified in this agreement to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: Bruce Silva Title: Superintendent  
*Authorized Representative*

Signature: \_\_\_\_\_ Date: 9-26-12  
*Authorized Representative*

**Partner District 2 (if applicable)**

District Name: \_\_\_\_\_

I, the undersigned authorized chief administrative official of this agency, agree that the school(s) listed in Appendix C will partner with the lead district and any other partner districts specified in this agreement to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
*Authorized Representative*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Authorized Representative*

**Partner District 3 (if applicable)**

District Name: \_\_\_\_\_

I, the undersigned authorized chief administrative official of this agency, agree that the school(s) listed in Appendix C will partner with the lead district and any other partner districts specified in this agreement to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
*Authorized Representative*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Authorized Representative*

*Attach additional pages of Appendix G if necessary.*

Appendix I  
Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

PROJECT TITLE: School Nutrition Rating System Pilot Program

THE APPLICANT: Mansfield Public Schools HEREBY ASSURES THAT:  
*(insert Agency/School/CBO Name)*

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
- 1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to

comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment

practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* Fredrick Baruzzi

Title: *(typed)* Superintendent

Date: 9-26-12

# Mansfield Public Schools

## 2012-2013

August 12 (3)						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	PD	PD	29	30	31	

September 12 (19)						
Su	M	Tu	W	Th	F	Sa
						1
2	H	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 12 (21)						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	H	PD	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 12 (18)						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	H	PD	14	15	16	17
18	<del>19</del>	<del>20</del>	<del>21</del>	H	V	24
25	26	27	28	29	30	

December 12 (15)						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	V	H	V	V	V	29
30	V					

January 13 (21)						
Su	M	Tu	W	Th	F	Sa
		H	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	22	23	24	25	26
27	28	29	30	31		

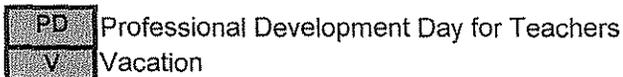
February 13 (18)						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	V	20	21	22	23
24	25	26	27	28		

March 13 (19)						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	PD	H	30
31						

April 13 (17)						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	V	V	V	V	V	27
28	29	30				

May 13 (22)						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	

June 13 (10)						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	PD	18	19	20	21	22
23	24	25	26	27	28	29
30						



### Notes

<b>August:</b>
27-28: Certified/Non-Certified Staff Prof. Day
29: First Day - Students
<b>September:</b>
3: Labor Day Holiday
<b>October:</b>
8: Columbus Day: No School
9: Certified/Non-Certified Staff Prof. Day
<b>November:</b>
12: Veterans' Day: No School
13: Certified Staff Professional Day
19-21: Early Closing
22-23: Thanksgiving Holiday
<b>December:</b>
24-31: Winter Vacation
<b>January:</b>
1: New Year's Holiday
21: Martin Luther King, Jr. Holiday
<b>February:</b>
18: Presidents' Day
19: Vacation Day
<b>March:</b>
28: Certified Staff Professional Day
29: Good Friday Holiday
<b>April:</b>
22-26: Spring Vacation
<b>May:</b>
27: Memorial Day Holiday
<b>June:</b>
14: Last Day for Students (Early Closing)
17: Certified Staff Professional Day

\*Last day for students does not include snow days. Total Instructional Days: 183  
 Adopted by the Mansfield Board of Education on February 9, 2012  
 Also available online @ <http://www.mansfieldct.gov/MBOE>





## **A New Lens for Examining Local Curriculum, the Common Core, & Cognitive Rigor preK-8**

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**Mansfield Public Schools**

October 9, 2012

**Karin K. Hess, Ed.D., Senior Associate  
Center for Assessment, Dover, NH**

Many papers and presentations available at [www.nciea.org](http://www.nciea.org)  
or contact Karin [khess@nciea.org](mailto:khess@nciea.org)



### **Rigor Presentation Overview (a.m.)**

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- Develop a shared understanding of the concept of cognitive rigor
- Use the Hess rigor matrix lens to
  - Examine classroom expectations: classroom discourse, instruction, and assessment
  - Consider rigor expectations in the Common Core & SBAC assessment targets
- Apply these ideas in our work
  - Lesson, unit, & curriculum planning





## Before we begin...

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- Take a couple of minutes to write your personal definition of “cognitive rigor” as it relates to instruction, learning, and/or assessment.



## Let's apply your rigor definition

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Your class has just read some version of *Little Red Riding Hood*.

- What is a basic comprehension question you might ask?
- What is a **more rigorous** question you might ask?



## The Hess Cognitive Rigor Matrix integrates Bloom + Webb

Different states/schools/teachers use different models to describe cognitive rigor. Each addresses something different.

- **Bloom** – What type of thinking (verbs) is needed to complete a task?
- **Webb** – How deeply do you have to understand the content to successfully interact with it? How complex is the content?



## Bloom's Taxonomy [1956] & Bloom's Cognitive Process Dimensions [2005]

<b>Knowledge</b> -- Define, duplicate, label, list, name, order, recognize, relate, recall	<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, <u>locate</u> , <u>identify</u>
<b>Comprehension</b> -- <u>Classify</u> , describe, discuss, <u>explain</u> , express, <u>identify</u> , indicate, <u>locate</u> , recognize, report, review, select, translate	<b>Understand</b> -- Construct meaning, clarify, paraphrase, represent, translate, <u>illustrate</u> , give examples, <u>classify</u> , <u>categorize</u> , summarize, generalize, <u>predict</u> ..
<b>Application</b> -- Apply, choose, demonstrate, dramatize, employ, <u>illustrate</u> , interpret, practice, <u>write</u>	<b>Apply</b> -- Carry out or use a procedure in a given situation; carry out or use /apply to an unfamiliar task
<b>Analysis</b> -- Analyze, <u>appraise</u> , <u>explain</u> calculate, <u>categorize</u> , compare, criticize, discriminate, examine	<b>Analyze</b> -- Break into constituent parts, determine how parts relate
<b>Synthesis</b> -- Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, <u>write</u>	<b>Evaluate</b> -- Make judgments based on criteria, check, detect inconsistencies/fallacies, critique
<b>Evaluation</b> -- <u>Appraise</u> , argue, assess, choose, compare, defend, estimate, <u>explain</u> , judge, <u>predict</u> , rate, core, select, support, value	<b>Create</b> -- Put elements together to form a coherent whole, reorganize elements into new patterns/structures





## Webb's Depth-of-Knowledge Levels

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- **DOK-1 – Recall & Reproduction** - Recall of a fact, term, principle, concept, or perform a routine procedure
- **DOK-2 - Basic Application of Skills/Concepts** - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs
- **DOK-3 - Strategic Thinking** - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer
- **DOK-4 - Extended Thinking** - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources



## DOK is about complexity—not difficulty!

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- The intended student learning outcome determines the DOK level. **What mental processing must occur?**
- While verbs may appear to point to a DOK level, it is what comes after the verb that is the best indicator of the rigor/DOK level.
  - **Describe** the process of measuring to the nearest unit
  - **Describe** how two characters are alike and different; describe an observation you made about these materials
  - **Describe** using words, diagrams and equations the evidence that supports your solution
  - **Describe** the evidence you found in 2 or more texts that shows different perspectives on this topic.



## The Hess Cognitive Rigor Matrix Applies Webb's DOK to Bloom's Cognitive Process Dimensions

Depth + Thinking	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
<b>Remember</b>	- Recall, locate basic facts, details, events			
<b>Understand</b>	- Select appropriate words to use when intended meaning is clearly evident	- Specify, explain relationships - summarize - identify main ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, example...)	- Explain how concepts or ideas specifically relate to other content domains or concepts
<b>Apply</b>	- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	- Use context to identify meaning of word - Obtain and interpret information using text features	- Use concepts to solve non-routine problems	- Devise an approach among many alternatives to research a novel problem
<b>Analyze</b>	- Identify whether information is contained in a graph, table, text feature, etc.	- Compare literary elements, terms, facts, events - analyze format, organization, & text structures	- Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text	- Analyze multiple sources - Analyze complex/abstract themes
<b>Evaluate</b>			- Cite evidence and develop a logical argument for conjectures	- Evaluate relevancy, accuracy, & completeness of information
<b>Create</b>	- Brainstorm ideas about a topic	- Generate conjectures based on observations or prior knowledge	- Synthesize information within one source or text	- Synthesize information across multiple sources or texts

Let's practice using the CRM-  
back to *Little Red Riding Hood*

**Handout 2:** CRM template for ELA  
**Your sample questions** – a basic  
and more rigorous question

**Handout 3:** "Little Red" template

Depth + Thinking	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Remember	What color was Red's cape? Who is this story about?			
Understand	Who are the characters? What was the story's setting?	Retell or summarize the story in your own words.		
Apply		Identify words/phrases that helped you to know the sequence of events in the story.		
Analyze	Is this a realistic or fantasy story?	Compare the wolf character to the character of Red. How are they alike-different?	Is this a realistic or fantasy story? <u>Justify your interpretation using text evidence.</u>	Are all wolves (in literature) like the wolf in this story? Support your response <u>using evidence from this and other texts.</u>
Evaluate			What is your opinion about the intelligence of the wolf? <u>Justify your opinion using text evidence.</u>	
Create		Write a telephone conversation between Red and her mother to explain the wolf incident.		

## Examining classroom rigor "expectations" – ELA & Literacy

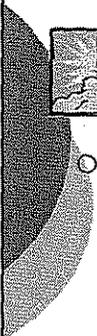
- Sample formative assessments
  - Bookmark
  - Handout 4: T-BEAR planning sheet
  - Literary essay planning sheet
- Sample rubrics with multiple criteria/varying rigor
  - Handout 5: K-5 Writing Rubrics
  - Handout 6: Analysis of media rubric



## Examining classroom rigor “expectations” – Mathematics

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- Handout 7: CRM template for math
- Sample formative assessments
  - Handout 8: Fractions (STEPS: Diagnostic tasks)
  - Fractions performance assessment ([www.exemplars.com](http://www.exemplars.com) )
- Sample rubric with multiple criteria/varying rigor
  - Handout 9: Exemplars Math Rubric (source: [www.exemplars.com](http://www.exemplars.com) )



## Some general rules of thumb...

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- If there is one correct answer, it is probably level DOK 1 or DOK 2
  - DOK 1: you either know it (can recall it, locate it, do it) or you don't know it
  - DOK 2 (conceptual): apply one concept, then make a decision before going on *applying a second concept*; express relationship (if-then; cause-effect)
- If more than one solution/approach, requiring evidence, it is DOK 3 or 4
  - DOK 3: Must provide supporting evidence and reasoning (not just HOW solved, but WHY it works—explain reasoning for each step/decision made)
  - DOK 4: all of “3” + use of multiple sources/data/ texts



## Putting the pieces together: Common Core, SBAC, & DOK

- Handout 11: SBAC Assessment targets for grade 3 with intended DOK levels
  - Literary texts: targets #1-#7
  - Informational texts: targets #8-#14



## Common Core – Reading Standards

Depth + Thinking	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Remember	KEY DETAILS			
Understand	KEY DETAILS WORD MEANINGS- fill in	CENTRAL IDEAS	REASONING & SUPPORT (theme, pt of view, etc.)	REASONING & SUPPORT -multiple texts
Apply	WORD MEANINGS- roots, affixes, structure, synonyms- antonyms	WORD MEANINGS-use in context USE TEXT STRUCTURES & FEATURES	TEXT STRUCTURES & FEATURES	REASONING & SUPPORT -multiple texts
Analyze		COMPARE TEXT STRUCTURES & FEATURES LANGUAGE USE- identify non literal usage	ANALYSIS & REASONING <u>WITHIN TEXTS</u> LANGUAGE USE- interpret non literal usage	ANALYSIS & REASONING <u>ACROSS TEXTS</u>
Evaluate			AUTHOR'S CRAFT <u>WITHIN TEXT</u> (e.g., LANGUAGE USE- impact/intent)	EVALUATE AUTHOR'S PURPOSE or CRAFT <u>ACROSS TEXTS</u>
Create				



## Common Core – Reading & Writing

Depth + Thinking	Level 1	Level 2	Level 3	Level 4
Remember	1/8 KEY DETAILS			
Understand	1/8 KEY DETAILS 3/10 WORD MEANINGS- fill in	1/8 KEY DETAILS 2/9 CENTRAL IDEAS	4/11 REASONING & EVALUATION	4/11 REASONING & EVALUATION
Apply	3/10 WORD MEANINGS-roots, affixes, structure EDIT/CLARIFY USE TECHNOLOGY	3/10 WORD MEANINGS-use in context 6/13 TEXT STRUCTURES & FEATURES LANGUAGE USE	6/13 TEXT STRUCTURES & FEATURES	4/11 REASONING & EVALUATION
Analyze		6/13 TEXT STRUCTURES & FEATURES 7/14 LANGUAGE USE-identify non literal usage	4/11 REASONING & EVALUATION 5/12 ANALYSIS WITHIN OR ACROSS TEXTS	5/12 ANALYSIS WITHIN OR ACROSS TEXTS 6/13 TEXT STRUCTURES & FEATURES
Evaluate			7/14 LANGUAGE USE-impact/intent 5/12 ANALYSIS WITHIN OR ACROSS TEXTS	4/11 REASONING & EVALUATION
Create		WRITE/REVISE BRIEF TEXTS	COMPOSE FULL TEXTS	COMPOSE FULL TEXTS-sources

## Common Core – Math/Math Practices

Depth + Thinking	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Remember	Know math terms; fluency			
Understand	Attend to precision Evaluate expressions	Model with mathematics Estimate	Construct viable arguments	Integrate concepts across domains
Apply	Calculate, measure, make conversions	Make sense of <u>routine</u> problems	Make sense of <u>non-routine</u> problems; real-world contexts	Design & conduct a project or investigation
Analyze	Use tools strategically	Classify, organize data, extend patterns	Reason abstractly	Analyze multiple sources of evidence
Evaluate			Critique the reasoning of others	
Create		Devise a strategy or approach	Design a complex model or alternative	Design a complex model integrating concepts



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How can we apply these ideas in our work?



For each discussion question, assessment task, or rubric...ask

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- What is its purpose?
- What is the implied/intended rigor? (What mental processing would you expect students to engage in? *Use the CRM to find descriptors*)
- When or where could this be used in the classroom? (discourse/open-ended tasks)
- Which CC standards does it **REALLY** assess? (content + intended rigor)
- What would student responses tell a teacher if students could/could not do all or part of this task? (discourse/open-ended tasks)





## Cognitive rigor & unit design (or redesign)

---

- What are the overall learning goals & expectations (and cognitive demand) of the unit?
- Does the cognitive demand of the assessments match learning goals & expectations?
- Do the learning activities in the unit have the coherence to get students there?



## Guiding Questions for Unit Review

[1]

---

### Examine the overall unit learning goals

- What skills & concepts are most important? What is the intended rigor?
- Is the intended rigor of skills/concepts reflected in the major **summative** assessments for the unit?
- Is the intended rigor of skills/concepts supported with **formative** assessments along the learning path?
- Is the intended rigor of skills/concepts reflected in materials used (e.g., texts, tasks)?





## Guiding Questions for Unit Review

[2]

### Examine coherence of learning activities

- Do all learning activities in the unit have a purpose?
- How is learning scaffolded ... to independence?
  - ✓ Do earlier activities build to the learning goals?
  - ✓ Does the *sequencing of lessons* reflect the learning continuum (learning progression)?
- Is there a range of DOK (rigor) within the learning activities in the unit?
  - ✓ Can you map learning activities/lesson expectations onto the CRM?
  - ✓ Do they build upon background knowledge/prerequisite skills (pre-assessment, lesson 1)
  - ✓ Provide for guided practice and application
  - ✓ End with challenge, extending concepts, and transfer



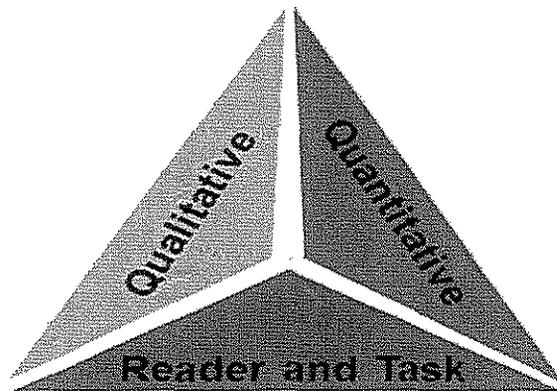
## Take-Away Message: Cognitive Rigor & Some Implications for Assessment

- Begin with DOK3 classroom discourse!
- Assessing only at the highest DOK level (the "ceiling") will miss opportunities to know what students do & don't know – go for a range; end "high" with selected/prioritized content
- Performance assessments can offer varying levels of DOK embedded in a larger, more complex task
- Planned/strategic formative strategies and tools can/should focus on differing DOK levels



# Tools for Examining Text Complexity

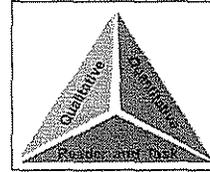
Dr. Karin Hess [[khess@nciea.org](mailto:khess@nciea.org)]  
National Center for the Improvement of  
Educational Assessment



A Three-Part Model

## A Three-Part Model

[Source: CCSS Appendix A, p.4]



- ▶ **Qualitative dimensions**— only measurable by a human reader (levels of meaning/purpose; text structure; language conventionality and clarity; knowledge demands; etc.)
- ▶ **Quantitative dimensions** – difficult if not impossible for a human reader to evaluate efficiently, especially in longer texts (word length; word frequency; sentence length, text cohesion; etc.)
- ▶ **Reader and task considerations** – determining whether a text is appropriate for a given student at a given point in time and what supports are needed for *access & success*

## Why Consider Both Qualitative & Quantitative Measures

“While readability formulas are easy to use and readily available—some are even built into various word processing applications—their chief weakness is that longer words, less familiar words, and longer sentences are not inherently hard to read. In fact, series of short, choppy sentences can pose problems for readers precisely because these sentences lack the cohesive devices, such as transition words and phrases, that help establish logical links among ideas and thereby reduce the inference load on readers” (CCSS Appendix A, p. 7)

## Using the Local Assessment Toolkit to Examine Texts & Plan Instruction & Assessment

- ▶ **Handout: Tools for Examining Text Complexity** © Karin Hess & Sheena Hervey (2011). Permission to reproduce is given when authorship is fully cited.  
[http://www.nciea.org/publication\\_PDFs/Updated%20toolkit-text%20complexity\\_KH12.pdf](http://www.nciea.org/publication_PDFs/Updated%20toolkit-text%20complexity_KH12.pdf)
- ▶ We'll use the handout as we evaluate a text together and think about instructional implications
  - Toolkit pages 1–2: Overview of text complexity
  - **Toolkit page 3: Worksheet for text analysis**
  - Toolkit pages 4–5: annotated text analysis & overall rating example
  - Toolkit pages 6–7: text complexity rubrics
  - Toolkit page 8: sample local text bibliography

## Qualitative Measures

[Toolkit Handout page 1 /Source: Hess & Biggam, 2004]

1. **Length of Text**
2. **Format and Layout of Text** (can provide support to readers)
3. **Genre and Characteristic Features of the Text** (“transfer” – I know what to expect of this text; I am building schemas about texts/I can make *semantic* predictions)
4. **Level of Meaning & Reasoning Required**
5. **Background Knowledge and/or Degree of Familiarity with Content**
6. **Text Structure** (or combinations of structures in longer texts)
7. **Discourse Style**
8. **Word Difficulty and Language Structure**



## Guided Practice Using Qualitative Measures [Toolkit planning worksheet, page 3]

- ▶ **Text:** \_\_\_\_\_ take a few minutes to silently read the text in your handout
- ▶ Use the **Planning Worksheet** for your notes (middle column)
- ▶ **Estimate reading time** (for intended grade level (e.g., gr 3, gr 7) & length of text)
- ▶ To what degree does the general **Format and Layout of this Text** provide support to the reader?
- ▶ List **Genre and Characteristic Features of this Text** – what would you expect readers to pay attention to or notice?

## Guided Practice Using Qualitative Measures [continued]

- ▶ Note **Level of Meaning & Reasoning Required**
  - One or more themes (literary texts, speeches) or central idea (informational text, arguments)
  - Explicitly–implicitly stated purpose (informational text, editorials, speeches)
  - Abstract or complex concepts
  - Use of symbolism? Character archetypes?
- ▶ Note **Background Knowledge and/or Degree of Familiarity with Content** (what's essential for deeper understanding vs. nice to know?)

## Increasingly Complex Text Structures [Source: Hess, 2008]

- ▶ **Sequence:** directions/steps in a process (recipe-science procedure, technical “how-to” texts)
- ▶ **Chronology:** from logical order to more complex (e.g., use of flashback/flash forward, foreshadowing to implicitly establish time order)
- ▶ **Description:** employs concrete & sensory details & elaboration
- ▶ **Definition:** uses terms /examples, how categorized (function, type, etc.)  
...structures below this line require “more text” to read/process /connect ideas...
- ▶ **Compare-Contrast:** subheadings may provide extra support; must understand both things being compared
- ▶ **Cause-Effect:** Antecedent-Consequence (1 or more of *either*)
- ▶ **Problem-Solution:** motivation; explicit vs. Q & possible A
- ▶ **Proposition-Support:** thesis + ... (reasoning)
- ▶ **Judgment/ Critique:** complicated by discourse style, bias
- ▶ **Inductive** (specific examples move to general conclusions)-  
**Deductive** (general concepts presented, then moves to specific illustrations/examples)

## Signal words & semantic cues

- ▶ **Chronology:** afterwards, initially, previously, simultaneously; use of timelines, dates, white space; **semantic cues:** flashback, forward, epilogue, etc.
- ▶ **Description:** for instance, such as, to begin with; **semantic cues:** introductory sentences and paragraphs: “This is a story about...” or “This report will describe what/how...”
- ▶ **Cause-Effect:** consequently, therefore; **semantic cue:** “a reason for this problem is...”
- ▶ **Proposition-Support:** in contrast, however, the facts show, yet; **semantic cues:** thesis statement or introductory paragraph

## Words & Language Features

[Source; Beck, McKeown, & Kucan, *Bringing Words to Life*, 2008]

- ▶ **Tier 1:** Words that rarely require instructional attention in school; Familiar words with high frequency, everyday use. These words are generally of Anglo-Saxon origin and not considered a challenge for native speakers of English.
- ▶ **Tier 2:** Words with high utility; considered high frequency use for mature language users; Found across a variety of domains and texts; Vary according to age and development; Words we assume students know, but often they have only “heard” the word, (e.g., glance, confident, commotion, regret, relative, faltered) . These are words the CCSS refers to as “academic words.”
- ▶ **Tier 3:** Low frequency words, often limited to content-specific domains; Important to learn when the specific need arises; Critical for content area learning; found most often in informational texts. These are words the CCSS refers to as “domain-specific words” (e.g., lava, legislature, circumference).

## Words & Language Features

- ▶ Word length, word frequency (repeated text)
- ▶ Sentence length; transitions
- ▶ (Tier 2) Potential levels of word meaning (single-multiple meanings; explicit-implicit; literal-figurative)
- ▶ (Tier 2) Words used for precise/nuanced meanings
- ▶ (Tier 3) Domain-specific terms

## Use the complexity rubrics in the Toolkit to rate each criterion

- ▶ Toolkit page 5: overall rating example
- ▶ Toolkit page 6: rubric for informational texts
- ▶ Toolkit page 7: rubric for literary texts
- ▶ Overall rating:
  - Is this text MOSTLY a 1-2-3-4?
  - What other comments can you make about the text?
  - How does it compare with other texts used at this grade?
- ▶ Toolkit page 8 (see example): Add this text to the local text bibliography for your grade level
- ▶ Plan your instruction/assessment (p. 3 toolkit) – notes in far right column

Using text complexity analysis  
to plan instruction and  
assessment

Vocabulary is almost always addressed most effectively...

What does the research say?

- ▶ When?
- ▶ How?

Vocabulary is almost always addressed most effectively \_\_\_\_\_ (Hammond, 1984)

**How to decide whether or not to introduce BEFORE...**

1. Is the word/phrase necessary for text comprehension AND not defined in the text?
2. Is the word/phrase necessary for text comprehension BUT defined explicitly in the text?
3. Is the word/phrase necessary for text comprehension AND defined partially or implicitly in the text?
4. Is the word/phrase not necessary for overall comprehension, but perhaps interesting?
5. Is the word/phrase not necessary for overall comprehension, AND of little interest or relevance?

## Sample Vocabulary Strategy: What do I know about these words? [adapted from Allen]

from Allen]

### Oral Language, Strategic Thinking, & World

**Knowledge:** Activate and extend prior knowledge (before reading texts /start of unit)

- Silently read the words provided. Which column best describes what you know now about each word/phrase/term [never heard of – sure I know].
- Discuss with a partner the meaning of each word/phrase/term within the context of this topic or text.
- **List the words/phrases under the column that best describes your current understanding.**

## Sources Cited



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- *CCSS for ELA & Literacy*, Appendix A (pages 2-10). [online] available: [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)
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**THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT**

**FREDERICK A. BARUZZI, SUPERINTENDENT**

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September 14, 2012

Dear MMS Parent/Guardian:

The Mansfield Public Schools strives to promote and maintain a safe and healthy school climate for all students and staff. During the past school year, the district developed and implemented a comprehensive school bullying policy which included in-service training for all school staff enabling them to recognize and respond quickly to bullying type behaviors. In addition, the district appointed a District Safe School Climate Coordinator, each school appointed Safe School Climate Specialist, and each school established a School Climate Committee.

The Mansfield Public Schools seek your assistance in determining ways to maintain and improve school climate. The Connecticut State Department of Education in conjunction with Public Act 11-232, has provided each school district in Connecticut with professional development opportunities for our staff and survey instruments to help us measure the effectiveness of our efforts to maintain (a) safe school(s).

Beginning Friday, October 12, 2012, we will be surveying all parents/guardians in cooperation with the Ashford, Willington, and Region 19 school districts. The survey is completely anonymous, quite brief, and can be taken online at the following unique school link: <http://tinyurl.com/c86cwvk>. If you do not have access to this online survey, please pick up a paper copy in your school office, complete it, and leave it in the box designated for that purpose. Parent survey responses will be collected until Sunday, October 21, 2012. If you have children in more than one school, please complete each school's survey.

Students and all staff will be asked to complete the survey online at their school during the week of October 15, 2012.

We hope you will take the time to provide us with this valuable information. Feel free to call the superintendent's office (860-429-3350) if you have any questions. Each school's total survey results will be shared with the School Climate Committee. The Committee will analyze school results and develop appropriate strategies, procedures, and/or programs to enhance the school climate. The results of the survey will be made available on our district/schools websites.

Sincerely,

Frederick A. Baruzzi



# CT School Climate Assessment - Parents/Guardians - Mans. Middle School

1. Please select your child's grade level at our school (can select multiple if more than one child in our school):

		Response Percent	Response Count
K	<input type="checkbox"/>	0.6%	1
1	<input type="checkbox"/>	0.6%	1
2	<input type="checkbox"/>	1.9%	3
3	<input type="checkbox"/>	3.2%	5
4	<input type="checkbox"/>	3.8%	6
5	<input type="checkbox"/>	22.4%	35
6	<input type="checkbox"/>	27.6%	43
7	<input type="checkbox"/>	25.0%	39
8	<input type="checkbox"/>	29.5%	46
9	<input type="checkbox"/>	6.4%	10
10	<input type="checkbox"/>	4.5%	7
11	<input type="checkbox"/>	4.5%	7
12	<input type="checkbox"/>	4.5%	7
PreK	<input type="checkbox"/>	1.9%	3
<b>answered question</b>			<b>156</b>
<b>skipped question</b>			<b>0</b>

**2. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander 	5.2%	8
African American or Black 	1.3%	2
Hispanic 	0.6%	1
non-Hispanic	0.0%	0
<b>White</b> 	<b>83.2%</b>	<b>129</b>
Bi-Racial 	1.9%	3
Multi-Racial 	0.6%	1
Prefer Not to Answer 	7.1%	11
Do Not Know	0.0%	0
	<b>answered question</b>	<b>155</b>
	<b>skipped question</b>	<b>1</b>

**3. My child's identified gender is (can select multiple if more than one child in our school):**

	Response Percent	Response Count
Male 	58.8%	90
Female 	58.8%	90
	<b>answered question</b>	<b>153</b>
	<b>skipped question</b>	<b>3</b>

**4. My child likes to come to school each day.**

		Response Percent	Response Count
All of the time		45.2%	70
Most of the time		49.0%	76
Some of the time		5.2%	8
None of the time		0.6%	1
<b>answered question</b>			<b>155</b>
<b>skipped question</b>			<b>1</b>

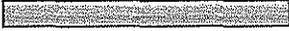
**5. I feel the students in this school are friendly.**

		Response Percent	Response Count
All of the time		10.4%	16
Most of the time		79.2%	122
Some of the time		10.4%	16
None of the time		0.0%	0
<b>answered question</b>			<b>154</b>
<b>skipped question</b>			<b>2</b>

**6. I feel that this school is physically safe.**

		Response Percent	Response Count
All of the time		55.3%	84
Most of the time		42.1%	64
Some of the time		2.6%	4
None of the time		0.0%	0
<b>answered question</b>			<b>152</b>
<b>skipped question</b>			<b>4</b>

**7. I feel comfortable sharing my thoughts and ideas at this school.**

		Response Percent	Response Count
All of the time		41.6%	64
Most of the time		44.8%	69
Some of the time		12.3%	19
None of the time		1.3%	2
<b>answered question</b>			<b>154</b>
<b>skipped question</b>			<b>2</b>

**8. I feel my child's peers treat him/her fairly.**

		Response Percent	Response Count
All of the time		20.1%	31
Most of the time		70.1%	108
Some of the time		9.7%	15
None of the time		0.0%	0
<b>answered question</b>			<b>154</b>
<b>skipped question</b>			<b>2</b>

**9. I feel the adults in my child's school treat me fairly.**

		Response Percent	Response Count
All of the time		56.9%	87
Most of the time		36.6%	56
Some of the time		5.9%	9
None of the time		0.7%	1
<b>answered question</b>			<b>153</b>
<b>skipped question</b>			<b>3</b>

**10. My child has been treated unfairly at school because of his/her:(check all that apply)**

		Response Percent	Response Count
Race		1.4%	2
Gender		0.7%	1
Sexual orientation		0.7%	1
Religion		0.7%	1
Academic achievement		8.8%	13
Academic level		6.8%	10
Ethnicity		0.7%	1
Disability		6.8%	10
Physical appearance		12.2%	18
Other		18.9%	28
<b>Has not happened</b>		<b>61.5%</b>	<b>91</b>
<b>answered question</b>			<b>148</b>
<b>skipped question</b>			<b>8</b>

**11. I have seen or heard others being treated unfairly as school because of their:(check all that apply)**

	Response Percent	Response Count
Race <input type="checkbox"/>	3.5%	5
Gender <input type="checkbox"/>	4.2%	6
Sexual orientation <input type="checkbox"/>	6.3%	9
Religion <input type="checkbox"/>	4.2%	6
Academic achievement <input type="checkbox"/>	9.7%	14
Academic level <input type="checkbox"/>	9.7%	14
Ethnicity <input type="checkbox"/>	2.1%	3
Disability <input type="checkbox"/>	15.3%	22
Physical appearance <input type="checkbox"/>	24.3%	35
Other <input type="checkbox"/>	13.9%	20
<b>Has not happened</b> <input type="checkbox"/>	<b>56.9%</b>	<b>82</b>
	<b>answered question</b>	<b>144</b>
	<b>skipped question</b>	<b>12</b>

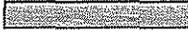
**12. I feel there are trusted adults in the school who my child can go to/talk to for help.**

		Response Percent	Response Count
All of the time		59.3%	89
Most of the time		28.0%	42
Some of the time		12.0%	18
None of the time		0.7%	1
answered question			150
skipped question			6

**13. My child's trip to and from school is a positive/safe experience.**

		Response Percent	Response Count
All of the time		30.9%	46
Most of the time		51.7%	77
Some of the time		16.8%	25
None of the time		0.7%	1
answered question			149
skipped question			7

**14. My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.**

		Response Percent	Response Count
All of the time		35.1%	54
Most of the time		29.2%	45
Some of the time		28.6%	44
None of the time		7.1%	11
answered question			154
skipped question			2

**15. My child has been the target of hurtful communications through social media.**

		Response Percent	Response Count
Never		89.9%	134
Once		4.0%	6
2-5 times		5.4%	8
6 or more times		0.7%	1
answered question			149
skipped question			7

**16. My child has participated in hurtful communications through social media.**

		Response Percent	Response Count
Never		92.8%	142
Once		4.6%	7
2-5 times		2.6%	4
6 or more times		0.0%	0
answered question			153
skipped question			3

**17. Do you feel that there is an area of the school that is not safe?**

		Response Percent	Response Count
no		82.8%	125
yes		17.2%	26
If yes, where?			27
answered question			151
skipped question			5

**18. How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?**

		Response Percent	Response Count
0-3		14.3%	22
4-10		53.2%	82
11-25		21.4%	33
more than 25 times		11.0%	17
<b>answered question</b>			<b>154</b>
<b>skipped question</b>			<b>2</b>

**19. One more thing I would like to say:**

	Response Count
	50
<b>answered question</b>	<b>50</b>
<b>skipped question</b>	<b>106</b>



# CT School Climate Assessment Instrument - All Staff - Mans. Middle School

## 1. Please select your school assignment (your primary role).

		Response Percent	Response Count
Administrator	<input type="checkbox"/>	1.4%	1
Coach	<input type="checkbox"/>	0.0%	0
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)	<input checked="" type="checkbox"/>	66.7%	46
Student Support Staff (Counselor, Social Worker, Psychologist)	<input type="checkbox"/>	4.3%	3
In-School Suspension Teacher	<input type="checkbox"/>	0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	7.2%	5
Paraprofessional (Instructional Assistant)	<input type="checkbox"/>	20.3%	14
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>1</b>

## 2. How many years have you been working at this school?

		Response Percent	Response Count
1st year		11.6%	8
2-5 years		18.8%	13
5-10 years		18.8%	13
More than 10 years		50.7%	35
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>1</b>

## 3. Please select your appropriate ethnicity.

		Response Percent	Response Count
American Indian/Alaskan		0.0%	0
Asian/Pacific Islander		1.4%	1
African American or Black		5.7%	4
Hispanic		0.0%	0
non-Hispanic		0.0%	0
White		78.6%	55
Bi-Racial		0.0%	0
Multi-Racial		0.0%	0
Prefer not to answer		12.9%	9
Do not know		1.4%	1
<b>answered question</b>			<b>70</b>
<b>skipped question</b>			<b>0</b>

**4. My identified gender is.**

		Response Percent	Response Count
Male		23.2%	16
Female		76.8%	53
answered question			69
skipped question			1

**5. The culture and emotional climate of the school is positive and supportive.**

		Response Percent	Response Count
All of the time		22.9%	16
Most of the time		61.4%	43
Some of the time		15.7%	11
None of the time		0.0%	0
answered question			70
skipped question			0

**6. There are clear-cut policies and procedures in my school.**

		Response Percent	Response Count
yes		63.8%	44
no		36.2%	25
answered question			69
skipped question			1

**7. I feel like I am a part of a school community (shared mission, values, efforts and goals).**

		Response Percent	Response Count
All of the time		34.3%	24
<b>Most of the time</b>		48.6%	34
Some of the time		17.1%	12
None of the time		0.0%	0
<b>answered question</b>			<b>70</b>
<b>skipped question</b>			<b>0</b>

**8. I feel my contributions are valued and important.**

		Response Percent	Response Count
All of the time		18.6%	13
<b>Most of the time</b>		61.4%	43
Some of the time		20.0%	14
None of the time		0.0%	0
<b>answered question</b>			<b>70</b>
<b>skipped question</b>			<b>0</b>

9. I feel comfortable going to a least one member of the administrative team if I have a problem.

		Response Percent	Response Count
All of the time		49.3%	34
Most of the time		30.4%	21
Some of the time		15.9%	11
None of the time		4.3%	3
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>1</b>

10. Our administrative team is committed to finding fair and balanced solutions to problems.

		Response Percent	Response Count
All of the time		36.2%	25
Most of the time		46.4%	32
Some of the time		15.9%	11
None of the time		1.4%	1
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>1</b>

**11. I feel respected by students.**

		Response Percent	Response Count
All of the time		20.3%	14
<b>Most of the time</b>		<b>72.5%</b>	<b>50</b>
Some of the time		7.2%	5
None of the time		0.0%	0
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>1</b>

**12. I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)**

		Response Percent	Response Count
All of the time		1.5%	1
Most of the time		4.4%	3
<b>Some of the time</b>		<b>83.8%</b>	<b>57</b>
None of the time		10.3%	7
<b>answered question</b>			<b>68</b>
<b>skipped question</b>			<b>2</b>

**13. I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)**

		<b>Response Percent</b>	<b>Response Count</b>
All of the time		0.0%	0
Most of the time		0.0%	0
Some of the time	<input type="checkbox"/>	47.1%	33
None of the time	<input type="checkbox"/>	52.9%	37
<b>answered question</b>			<b>70</b>
<b>skipped question</b>			<b>0</b>

**14. I feel treated fairly at school with respect of my:(check all that apply)**

		Response Percent	Response Count
Race		87.7%	57
Gender		81.5%	53
Sexual orientation		69.2%	45
Religion		63.1%	41
Academic achievement		69.2%	45
Academic level		67.7%	44
Ethnicity		66.2%	43
Disability		26.2%	17
Physical appearance		70.8%	46
Other		13.8%	9
Has not happened		9.2%	6
<b>answered question</b>			<b>65</b>
<b>skipped question</b>			<b>5</b>

**15. One more thing I would like to say:**

	Response Count
	27
<b>answered question</b>	<b>27</b>
<b>skipped question</b>	<b>43</b>

# CT School Climate Assessment Instrument - Students - Mans. Middle School

## 1. I am a:

		Response Percent	Response Count
girl		50.1%	272
boy		49.9%	271
answered question			543
skipped question			2

## 2. What grade are you in?

		Response Percent	Response Count
4th		0.2%	1
5th		24.9%	134
6th		25.2%	136
7th		25.4%	137
8th		24.3%	131
answered question			539
skipped question			6

## 3. This how I feel about my school:

	I like it.	It's OK.	I don't like it.	Rating Average	Response Count
	65.1% (354)	31.4% (171)	3.5% (19)	1.38	544
answered question					544
skipped question					1

**4. Most of the time, this is the way I feel when I am coming to school in the morning:**

	Happy	OK	Unhappy	Rating Average	Response Count
	36.4% (197)	54.9% (297)	8.7% (47)	1.72	541
	answered question				541
	skipped question				4

**5. This is how much I like the children in this school:**

	A lot	OK	Not at all.	Rating Average	Response Count
	47.1% (254)	51.0% (275)	1.9% (10)	1.55	539
	answered question				539
	skipped question				6

**6. In this school, I feel:**

	Most of the time	Sometimes	Never	Rating Average	Response Count
a. Happy	66.7% (358)	31.5% (169)	1.9% (10)	1.35	537
b. Interested	45.4% (238)	51.7% (271)	2.9% (15)	1.57	524
c. Safe	83.1% (434)	15.1% (79)	1.7% (9)	1.19	522
d. Sad	3.7% (19)	50.1% (257)	46.2% (237)	2.42	513
e. Angry	2.1% (11)	47.8% (247)	50.1% (259)	2.48	517
	answered question				543
	skipped question				2

**7. The children in this school:**

	A lot	OK	Not very much	Rating Average	Response Count
Like me	48.5% (258)	46.1% (245)	5.5% (29)	1.57	532
Like each other	50.6% (261)	47.7% (246)	1.7% (9)	1.51	516
				answered question	533
				skipped question	12

**8. The adults in this school care about me:**

	A lot	OK	Not very much	Rating Average	Response Count
	65.5% (351)	32.3% (173)	2.2% (12)	1.37	536
				answered question	536
				skipped question	9

**9. There is at least one adult at school that I can go to for help when something is bothering me:**

	Yes	Not sure	No	Rating Average	Response Count
	73.5% (393)	20.4% (109)	6.2% (33)	1.33	535
				answered question	535
				skipped question	10

**10. How often does this happen to you in your schoolroom?**

	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Response Count</b>
a. Another child in this school says something nice to me.	42.3% (229)	54.1% (293)	3.7% (20)	1.61	542
b. Another child in this school says something mean to me.	4.5% (24)	51.9% (278)	43.7% (234)	2.39	536
c. Another child in this school teases me.	4.3% (23)	36.2% (192)	59.5% (316)	2.55	531
d. Another child in this school excludes me from activities.	6.9% (37)	35.6% (190)	57.4% (306)	2.50	533
<b>answered question</b>					<b>543</b>
<b>skipped question</b>					<b>2</b>

**11. How often do you?**

	<b>A lot</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rating Average</b>	<b>Response Count</b>
a. Say something nice to someone in your school?	59.4% (313)	39.7% (209)	0.9% (5)	1.42	527
<b>answered question</b>					<b>527</b>
<b>skipped question</b>					<b>18</b>

### 12. How often do you?

	Never	Sometimes	A lot	Rating Average	Response Count
a. Say something mean to someone in your school?	79.4% (428)	19.7% (106)	0.9% (5)	1.22	539
b. Tease someone in your school?	84.6% (451)	12.9% (69)	2.4% (13)	1.18	533
c. Exclude someone in your school?	81.9% (434)	15.3% (81)	2.8% (15)	1.21	530
				<b>answered question</b>	<b>540</b>
				<b>skipped question</b>	<b>5</b>

### 13. This is how I feel in each of these places:

	Very safe	OK	Not safe	Rating Average	Response Count
a. In classrooms	80.3% (435)	19.0% (103)	0.7% (4)	1.20	542
b. On the playground	60.9% (311)	33.9% (173)	5.3% (27)	1.44	511
c. In the hallways	58.2% (315)	37.9% (205)	3.9% (21)	1.46	541
d. On the bus	52.1% (278)	41.0% (219)	6.9% (37)	1.55	534
e. In the cafeteria	71.9% (387)	26.6% (143)	1.5% (8)	1.30	538
f. In the bathroom	53.7% (289)	40.3% (217)	5.9% (32)	1.52	538
				<b>answered question</b>	<b>542</b>
				<b>skipped question</b>	<b>3</b>

**14. I am involved in extra-curricular activities (athletics, clubs, activities, school committees.)**

	Yes	Sometimes	No	Rating Average	Response Count
	63.5% (342)	23.6% (127)	13.0% (70)	1.50	539
	answered question				539
	skipped question				6

**15. One more thing I would like to say:**

	Response Count
	322
	answered question 322
	skipped question 223

# CT School Climate Assessment - Parents/Guardians - Goodwin School

1. Please select your child's grade level at our school (can select multiple if more than one child in our school):

		Response Percent	Response Count
K		33.3%	19
1		22.8%	13
2		17.5%	10
3		21.1%	12
4		31.6%	18
5		10.5%	6
6		0.0%	0
7		5.3%	3
8		1.8%	1
9		1.8%	1
10		0.0%	0
11		1.8%	1
12		5.3%	3
PreK		10.5%	6
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>0</b>

**2. Please select your appropriate ethnicity.**

		Response Percent	Response Count
American Indian/Alaskan		0.0%	0
Asian/Pacific Islander		10.5%	6
African American or Black		3.5%	2
Hispanic		0.0%	0
non-Hispanic		0.0%	0
White		80.7%	46
Bi-Racial		0.0%	0
Multi-Racial		0.0%	0
Prefer Not to Answer		5.3%	3
Do Not Know		0.0%	0
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>0</b>

**3. My child's identified gender is (can select multiple if more than one child in our school):**

		Response Percent	Response Count
Male		64.9%	37
Female		59.6%	34
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>0</b>

**4. My child likes to come to school each day.**

		Response Percent	Response Count
All of the time		61.4%	35
Most of the time		36.8%	21
Some of the time		1.8%	1
None of the time		0.0%	0
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>0</b>

**5. I feel the students in this school are friendly.**

		Response Percent	Response Count
All of the time		32.1%	18
Most of the time		66.1%	37
Some of the time		1.8%	1
None of the time		0.0%	0
<b>answered question</b>			<b>56</b>
<b>skipped question</b>			<b>1</b>

**6. I feel that this school is physically safe.**

		Response Percent	Response Count
All of the time		70.2%	40
Most of the time		28.1%	16
Some of the time		1.8%	1
None of the time		0.0%	0
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>0</b>

**7. I feel comfortable sharing my thoughts and ideas at this school.**

		Response Percent	Response Count
All of the time		64.3%	36
Most of the time		30.4%	17
Some of the time		5.4%	3
None of the time		0.0%	0
<b>answered question</b>			<b>56</b>
<b>skipped question</b>			<b>1</b>

**8. I feel my child's peers treat him/her fairly.**

		Response Percent	Response Count
All of the time		31.6%	18
Most of the time		66.7%	38
Some of the time		0.0%	0
None of the time		1.8%	1
answered question			57
skipped question			0

**9. I feel the adults in my child's school treat me fairly.**

		Response Percent	Response Count
All of the time		66.7%	38
Most of the time		31.6%	18
Some of the time		1.8%	1
None of the time		0.0%	0
answered question			57
skipped question			0

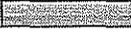
**10. My child has been treated unfairly at school because of his/her:(check all that apply)**

		Response Percent	Response Count
Race		0.0%	0
Gender	<input type="checkbox"/>	1.8%	1
Sexual orientation		0.0%	0
Religion	<input type="checkbox"/>	1.8%	1
Academic achievement	<input type="checkbox"/>	5.4%	3
Academic level	<input type="checkbox"/>	1.8%	1
Ethnicity	<input type="checkbox"/>	1.8%	1
Disability	<input type="checkbox"/>	1.8%	1
Physical appearance	<input type="checkbox"/>	5.4%	3
Other	<input type="checkbox"/>	19.6%	11
<b>Has not happened</b>	<input type="checkbox"/>	<b>69.6%</b>	<b>39</b>
<b>answered question</b>			<b>56</b>
<b>skipped question</b>			<b>1</b>

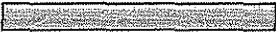
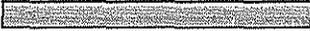
**11. I have seen or heard others being treated unfairly as school because of their: (check all that apply)**

		Response Percent	Response Count
Race	<input checked="" type="checkbox"/>	3.6%	2
Gender	<input type="checkbox"/>	0.0%	0
Sexual orientation	<input type="checkbox"/>	0.0%	0
Religion	<input type="checkbox"/>	0.0%	0
Academic achievement	<input checked="" type="checkbox"/>	3.6%	2
Academic level	<input checked="" type="checkbox"/>	3.6%	2
Ethnicity	<input type="checkbox"/>	1.8%	1
Disability	<input checked="" type="checkbox"/>	5.4%	3
Physical appearance	<input checked="" type="checkbox"/>	10.7%	6
Other	<input checked="" type="checkbox"/>	10.7%	6
<b>Has not happened</b>	<input checked="" type="checkbox"/>	<b>76.8%</b>	<b>43</b>
<b>answered question</b>			<b>56</b>
<b>skipped question</b>			<b>1</b>

**12. I feel there are trusted adults in the school who my child can go to/talk to for help.**

		Response Percent	Response Count
All of the time		74.5%	41
Most of the time		20.0%	11
Some of the time		5.5%	3
None of the time		0.0%	0
<b>answered question</b>			<b>55</b>
<b>skipped question</b>			<b>2</b>

**13. My child's trip to and from school is a positive/safe experience.**

		Response Percent	Response Count
All of the time		42.9%	24
Most of the time		48.2%	27
Some of the time		7.1%	4
None of the time		1.8%	1
<b>answered question</b>			<b>56</b>
<b>skipped question</b>			<b>1</b>

**14. My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.**

		Response Percent	Response Count
All of the time		28.6%	16
Most of the time		10.7%	6
Some of the time		41.1%	23
None of the time		19.6%	11
answered question			56
skipped question			1

**15. My child has been the target of hurtful communications through social media.**

		Response Percent	Response Count
Never		98.2%	55
Once		0.0%	0
2-5 times		1.8%	1
6 or more times		0.0%	0
answered question			56
skipped question			1

**16. My child has participated in hurtful communications through social media.**

		Response Percent	Response Count
Never		98.2%	55
Once		0.0%	0
2-5 times		1.8%	1
6 or more times		0.0%	0
answered question			56
skipped question			1

**17. Do you feel that there is an area of the school that is not safe?**

		Response Percent	Response Count
no		82.5%	47
yes		17.5%	10
If yes, where?			9
answered question			57
skipped question			0

**18. How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?**

		Response Percent	Response Count
0-3		12.3%	7
4-10		40.4%	23
11-25		24.6%	14
more than 25 times		22.8%	13
answered question			57
skipped question			0

**19. One more thing I would like to say:**

	Response Count
	22
answered question	22
skipped question	35



# CT School Climate Assessment Instrument - All Staff - Goodwin School

## 1. Please select your school assignment (your primary role).

		Response Percent	Response Count
Administrator	<input type="checkbox"/>	2.4%	1
Coach	<input type="checkbox"/>	2.4%	1
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)	<input checked="" type="checkbox"/>	51.2%	21
Student Support Staff (Counselor, Social Worker, Psychologist)	<input type="checkbox"/>	2.4%	1
In-School Suspension Teacher		0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	9.8%	4
Paraprofessional (Instructional Assistant)	<input checked="" type="checkbox"/>	31.7%	13
<b>answered question</b>			<b>41</b>
<b>skipped question</b>			<b>0</b>

**2. How many years have you been working at this school?**

		Response Percent	Response Count
1st year		7.3%	3
2-5 years		29.3%	12
5-10 years		26.8%	11
<b>More than 10 years</b>		<b>36.6%</b>	<b>15</b>
<b>answered question</b>			<b>41</b>
<b>skipped question</b>			<b>0</b>

**3. Please select your appropriate ethnicity.**

		Response Percent	Response Count
American Indian/Alaskan		0.0%	0
Asian/Pacific Islander		0.0%	0
African American or Black		0.0%	0
Hispanic		2.4%	1
non-Hispanic		0.0%	0
<b>White</b>		<b>90.2%</b>	<b>37</b>
Bi-Racial		0.0%	0
Multi-Racial		0.0%	0
Prefer not to answer		7.3%	3
Do not know		0.0%	0
<b>answered question</b>			<b>41</b>
<b>skipped question</b>			<b>0</b>

**4. My identified gender is.**

		Response Percent	Response Count
Male		7.3%	3
Female		92.7%	38
answered question			41
skipped question			0

**5. The culture and emotional climate of the school is positive and supportive.**

		Response Percent	Response Count
All of the time		41.5%	17
Most of the time		41.5%	17
Some of the time		14.6%	6
None of the time		2.4%	1
answered question			41
skipped question			0

**6. There are clear-cut policies and procedures in my school.**

		Response Percent	Response Count
yes		87.5%	35
no		12.5%	5
answered question			40
skipped question			1

**7. I feel like I am a part of a school community (shared mission, values, efforts and goals).**

		Response Percent	Response Count
All of the time		48.8%	20
Most of the time		39.0%	16
Some of the time		9.8%	4
None of the time		2.4%	1
<b>answered question</b>			<b>41</b>
<b>skipped question</b>			<b>0</b>

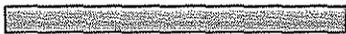
**8. I feel my contributions are valued and important.**

		Response Percent	Response Count
All of the time		24.4%	10
Most of the time		58.5%	24
Some of the time		14.6%	6
None of the time		2.4%	1
<b>answered question</b>			<b>41</b>
<b>skipped question</b>			<b>0</b>

9. I feel comfortable going to a least one member of the administrative team if I have a problem.

		Response Percent	Response Count
All of the time		58.5%	24
Most of the time		19.5%	8
Some of the time		17.1%	7
None of the time		4.9%	2
answered question			41
skipped question			0

10. Our administrative team is committed to finding fair and balanced solutions to problems.

		Response Percent	Response Count
All of the time		53.7%	22
Most of the time		24.4%	10
Some of the time		19.5%	8
None of the time		2.4%	1
answered question			41
skipped question			0

**11. I feel respected by students.**

		Response Percent	Response Count
All of the time		53.7%	22
Most of the time		46.3%	19
Some of the time		0.0%	0
None of the time		0.0%	0
answered question			41
skipped question			0

**12. I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)**

		Response Percent	Response Count
All of the time		0.0%	0
Most of the time		2.4%	1
Some of the time		36.6%	15
None of the time		61.0%	25
answered question			41
skipped question			0

**13. I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)**

		<b>Response Percent</b>	<b>Response Count</b>
All of the time		0.0%	0
Most of the time		0.0%	0
Some of the time		29.3%	12
<b>None of the time</b>		<b>70.7%</b>	<b>29</b>
<b>answered question</b>			<b>41</b>
<b>skipped question</b>			<b>0</b>

14. I feel treated fairly at school with respect of my:(check all that apply)

	Response Percent	Response Count
Race	88.9%	32
Gender	88.9%	32
Sexual orientation	63.9%	23
Religion	75.0%	27
Academic achievement	72.2%	26
Academic level	75.0%	27
Ethnicity	75.0%	27
Disability	22.2%	8
Physical appearance	69.4%	25
Other	16.7%	6
Has not happened	8.3%	3
	<b>answered question</b>	<b>36</b>
	<b>skipped question</b>	<b>5</b>

15. One more thing I would like to say:

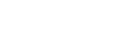
	Response Count
	9
	<b>answered question</b>
	<b>9</b>
	<b>skipped question</b>
	<b>32</b>

# CT School Climate Assessment Inventory - Students - Goodwin School

## 1. I am a:

	Response Percent	Response Count
girl 	41.9%	72
boy 	58.1%	100
<b>answered question</b>		<b>172</b>
<b>skipped question</b>		<b>1</b>

## 2. What grade are you in?

	Response Percent	Response Count
PreK 	0.0%	0
K 	21.5%	37
1 	18.0%	31
2 	21.5%	37
3 	13.4%	23
4 	25.6%	44
<b>answered question</b>		<b>172</b>
<b>skipped question</b>		<b>1</b>

**3. This how I feel about my school:**

I like it	It's okay	I don't like it	Rating Average	Response Count
73.4% (127)	23.7% (41)	2.9% (5)	1.29	173
answered question				173
skipped question				0

**4. Most of the time, this is the way I feel when I am coming to school in the morning:**

Happy	OK	Unhappy	Rating Average	Response Count
63.2% (108)	31.0% (53)	5.8% (10)	1.43	171
answered question				171
skipped question				2

**5. This is how much I like the children in this school:**

I like them a lot	OK	I don't like them at all	Rating Average	Response Count
67.4% (116)	31.4% (54)	1.2% (2)	1.34	172
answered question				172
skipped question				1

**6. In this school, I feel:**

	Most of the time	Sometimes	Never	Rating Average	Response Count
a. Happy	76.2% (131)	22.7% (39)	1.2% (2)	1.25	172
b. Sad	4.2% (6)	51.0% (73)	44.8% (64)	2.41	143
				answered question	173
				skipped question	0

**7. The children in this school:**

	A lot	OK	Not very much	Rating Average	Response Count
Like me	56.0% (94)	36.3% (61)	7.7% (13)	1.52	168
				answered question	168
				skipped question	5

**8. The children in this school:**

	A lot	OK	Not very much	Rating Average	Response Count
Like each other	66.1% (113)	32.7% (56)	1.2% (2)	1.35	171
				answered question	171
				skipped question	2

**9. The adults in this school care about me:**

	A lot	OK	Not very much	Rating Average	Response Count
	80.3% (139)	16.2% (28)	3.5% (6)	1.23	173
				answered question	173
				skipped question	0

**10. How often does this happen to you during the day?**

	A lot	Sometimes	Never	Rating Average	Response Count
a. Another child says something nice to me	42.4% (72)	51.2% (87)	6.5% (11)	1.64	170
b. Another child says something mean to me	6.6% (10)	46.1% (70)	47.4% (72)	2.41	152
				answered question	172
				skipped question	1

**11. How often do you?**

	A lot	Sometimes	Never	Rating Average	Response Count
Say something nice to someone	73.1% (125)	25.1% (43)	1.8% (3)	1.29	171
				answered question	171
				skipped question	2

**12. How often do you?**

	Never	Sometimes	A lot	Rating Average	Response Count
Say something mean to someone	83.8% (145)	12.7% (22)	3.5% (6)	1.20	173
				<b>answered question</b>	<b>173</b>
				<b>skipped question</b>	<b>0</b>

**13. This is how I feel in each of these places:**

	Very safe	OK	Not safe	Rating Average	Response Count
a. In classrooms	81.5% (137)	16.7% (28)	1.8% (3)	1.20	168
b. On the playground	57.4% (97)	36.7% (62)	5.9% (10)	1.49	169
c. In the hallways	70.2% (118)	25.0% (42)	4.8% (8)	1.35	168
d. On the bus	54.0% (88)	35.6% (58)	10.4% (17)	1.56	163
e. In the cafeteria	73.9% (122)	21.8% (36)	4.2% (7)	1.30	165
				<b>answered question</b>	<b>172</b>
				<b>skipped question</b>	<b>1</b>



# CT School Climate Assessment - Parents/Guardians - Southeast School

1. Please select your child's grade level at our school (can select multiple if more than one child in our school):

		Response Percent	Response Count
K		16.7%	14
1		25.0%	21
2		25.0%	21
3		20.2%	17
4		27.4%	23
5		7.1%	6
6		6.0%	5
7		6.0%	5
8		1.2%	1
9		0.0%	0
10		2.4%	2
11		0.0%	0
12		0.0%	0
PreK		13.1%	11
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**2. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander 	10.7%	9
African American or Black 	3.6%	3
Hispanic 	3.6%	3
non-Hispanic	0.0%	0
White 	78.6%	66
Bi-Racial 	1.2%	1
Multi-Racial 	1.2%	1
Prefer Not to Answer 	1.2%	1
Do Not Know	0.0%	0
	<b>answered question</b>	<b>84</b>
	<b>skipped question</b>	<b>0</b>

**3. My child's identified gender is (can select multiple if more than one child in our school):**

	Response Percent	Response Count
Male 	58.3%	49
Female 	66.7%	56
	<b>answered question</b>	<b>84</b>
	<b>skipped question</b>	<b>0</b>

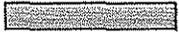
**4. My child likes to come to school each day.**

		Response Percent	Response Count
All of the time		60.2%	50
Most of the time		36.1%	30
Some of the time		3.6%	3
None of the time		0.0%	0
<b>answered question</b>			<b>83</b>
<b>skipped question</b>			<b>1</b>

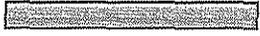
**5. I feel the students in this school are friendly.**

		Response Percent	Response Count
All of the time		22.6%	19
Most of the time		73.8%	62
Some of the time		3.6%	3
None of the time		0.0%	0
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**6. I feel that this school is physically safe.**

		Response Percent	Response Count
All of the time		71.4%	60
Most of the time		26.2%	22
Some of the time		1.2%	1
None of the time		1.2%	1
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**7. I feel comfortable sharing my thoughts and ideas at this school.**

		Response Percent	Response Count
All of the time		48.8%	41
Most of the time		39.3%	33
Some of the time		9.5%	8
None of the time		2.4%	2
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**8. I feel my child's peers treat him/her fairly.**

		Response Percent	Response Count
All of the time		31.7%	26
<b>Most of the time</b>		<b>63.4%</b>	<b>52</b>
Some of the time		4.9%	4
None of the time		0.0%	0
<b>answered question</b>			<b>82</b>
<b>skipped question</b>			<b>2</b>

**9. I feel the adults in my child's school treat me fairly.**

		Response Percent	Response Count
All of the time		61.9%	52
Most of the time		29.8%	25
Some of the time		7.1%	6
None of the time		1.2%	1
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**10. My child has been treated unfairly at school because of his/her:(check all that apply)**

		Response Percent	Response Count
Race		3.6%	3
Gender		0.0%	0
Sexual orientation		0.0%	0
Religion		1.2%	1
Academic achievement		4.8%	4
Academic level		2.4%	2
Ethnicity		1.2%	1
Disability		2.4%	2
Physical appearance		9.5%	8
Other		14.3%	12
<b>Has not happened</b>		<b>70.2%</b>	<b>59</b>
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**11. I have seen or heard others being treated unfairly as school because of their: (check all that apply)**

		Response Percent	Response Count
Race		7.3%	6
Gender		2.4%	2
Sexual orientation		0.0%	0
Religion		1.2%	1
Academic achievement		4.9%	4
Academic level		6.1%	5
Ethnicity		4.9%	4
Disability		2.4%	2
Physical appearance		14.6%	12
Other		6.1%	5
<b>Has not happened</b>		<b>74.4%</b>	<b>61</b>
<b>answered question</b>			<b>82</b>
<b>skipped question</b>			<b>2</b>

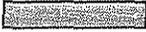
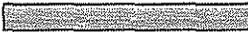
**12. I feel there are trusted adults in the school who my child can go to/talk to for help.**

		Response Percent	Response Count
All of the time		78.3%	65
Most of the time		13.3%	11
Some of the time		6.0%	5
None of the time		2.4%	2
<b>answered question</b>			<b>83</b>
<b>skipped question</b>			<b>1</b>

**13. My child's trip to and from school is a positive/safe experience.**

		Response Percent	Response Count
All of the time		45.2%	38
Most of the time		42.9%	36
Some of the time		10.7%	9
None of the time		1.2%	1
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**14. My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.**

		Response Percent	Response Count
All of the time		22.0%	18
<b>Most of the time</b>		<b>37.8%</b>	<b>31</b>
Some of the time		28.0%	23
None of the time		12.2%	10
<b>answered question</b>			<b>82</b>
<b>skipped question</b>			<b>2</b>

**15. My child has been the target of hurtful communications through social media.**

		Response Percent	Response Count
Never		98.8%	83
Once		1.2%	1
2-5 times		0.0%	0
6 or more times		0.0%	0
<b>answered question</b>			<b>84</b>
<b>skipped question</b>			<b>0</b>

**16. My child has participated in hurtful communications through social media.**

		Response Percent	Response Count
Never		100.0%	84
Once		0.0%	0
2-5 times		0.0%	0
6 or more times		0.0%	0
answered question			84
skipped question			0

**17. Do you feel that there is an area of the school that is not safe?**

		Response Percent	Response Count
no		81.9%	68
yes		18.1%	15
If yes, where?			16
answered question			83
skipped question			1

18. How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

		Response Percent	Response Count
0-3		13.1%	11
4-10		47.6%	40
11-25		20.2%	17
more than 25 times		19.0%	16
answered question			84
skipped question			0

19. One more thing I would like to say:

	Response Count
	31
answered question	31
skipped question	53



# CT School Climate Assessment Instrument - All Staff - Southeast School

## 1. Please select your school assignment (your primary role).

		Response Percent	Response Count
Administrator	<input type="checkbox"/>	2.6%	1
Coach	<input type="checkbox"/>	5.1%	2
<b>Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)</b>	<input checked="" type="checkbox"/>	<b>48.7%</b>	<b>19</b>
Student Support Staff (Counselor, Social Worker, Psychologist)	<input type="checkbox"/>	2.6%	1
In-School Suspension Teacher	<input type="checkbox"/>	0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	2.6%	1
Paraprofessional (Instructional Assistant)	<input checked="" type="checkbox"/>	38.5%	15
<b>answered question</b>			<b>39</b>
<b>skipped question</b>			<b>1</b>

## 2. How many years have you been working at this school?

	Response Percent	Response Count
1st year	0.0%	0
2-5 years 	13.2%	5
5-10 years 	26.3%	10
More than 10 years 	60.5%	23
<b>answered question</b>		<b>38</b>
<b>skipped question</b>		<b>2</b>

## 3. Please select your appropriate ethnicity.

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander	0.0%	0
African American or Black	0.0%	0
Hispanic	0.0%	0
non-Hispanic	0.0%	0
<b>White</b> 	<b>92.5%</b>	<b>37</b>
Bi-Racial	0.0%	0
Multi-Racial	0.0%	0
Prefer not to answer 	7.5%	3
Do not know	0.0%	0
<b>answered question</b>		<b>40</b>
<b>skipped question</b>		<b>0</b>

**4. My identified gender is.**

		Response Percent	Response Count
Male		10.0%	4
Female		90.0%	36
answered question			40
skipped question			0

**5. The culture and emotional climate of the school is positive and supportive.**

		Response Percent	Response Count
All of the time		32.5%	13
Most of the time		42.5%	17
Some of the time		22.5%	9
None of the time		2.5%	1
answered question			40
skipped question			0

**6. There are clear-cut policies and procedures in my school.**

		Response Percent	Response Count
yes		66.7%	26
no		33.3%	13
answered question			39
skipped question			1

**7. I feel like I am a part of a school community (shared mission, values, efforts and goals).**

		Response Percent	Response Count
All of the time		27.5%	11
<b>Most of the time</b>		47.5%	19
Some of the time		25.0%	10
None of the time		0.0%	0
<b>answered question</b>			<b>40</b>
<b>skipped question</b>			<b>0</b>

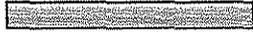
**8. I feel my contributions are valued and important.**

		Response Percent	Response Count
All of the time		32.5%	13
<b>Most of the time</b>		35.0%	14
Some of the time		22.5%	9
None of the time		10.0%	4
<b>answered question</b>			<b>40</b>
<b>skipped question</b>			<b>0</b>

9. I feel comfortable going to a least one member of the administrative team if I have a problem.

		Response Percent	Response Count
All of the time		52.5%	21
Most of the time		25.0%	10
Some of the time		15.0%	6
None of the time		7.5%	3
answered question			40
skipped question			0

10. Our administrative team is committed to finding fair and balanced solutions to problems.

		Response Percent	Response Count
All of the time		38.5%	15
Most of the time		28.2%	11
Some of the time		25.6%	10
None of the time		7.7%	3
answered question			39
skipped question			1

**11. I feel respected by students.**

		Response Percent	Response Count
All of the time		52.5%	21
Most of the time		47.5%	19
Some of the time		0.0%	0
None of the time		0.0%	0
answered question			40
skipped question			0

**12. I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)**

		Response Percent	Response Count
All of the time		0.0%	0
Most of the time		10.0%	4
Some of the time		55.0%	22
None of the time		35.0%	14
answered question			40
skipped question			0

**13. I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)**

		Response Percent	Response Count
All of the time	<input type="checkbox"/>	2.5%	1
Most of the time	<input type="checkbox"/>	0.0%	0
Some of the time	<input type="checkbox"/>	47.5%	19
None of the time	<input type="checkbox"/>	50.0%	20
answered question			40
skipped question			0

**14. I feel treated fairly at school with respect of my:(check all that apply)**

		Response Percent	Response Count
Race		81.6%	31
Gender		78.9%	30
Sexual orientation		68.4%	26
Religion		73.7%	28
Academic achievement		63.2%	24
Academic level		63.2%	24
Ethnicity		65.8%	25
Disability		21.1%	8
Physical appearance		68.4%	26
Other		13.2%	5
Has not happened		10.5%	4
<b>answered question</b>			<b>38</b>
<b>skipped question</b>			<b>2</b>

**15. One more thing I would like to say:**

	Response Count
	16
<b>answered question</b>	<b>16</b>
<b>skipped question</b>	<b>24</b>

# CT School Climate Assessment Inventory - Students - Southeast School

## 1. I am a:

		Response Percent	Response Count
girl		45.1%	82
boy		54.9%	100
		answered question	182
		skipped question	1

## 2. What grade are you in?

		Response Percent	Response Count
PreK		0.0%	0
K		21.9%	40
1		15.8%	29
2		23.5%	43
3		16.9%	31
4		21.9%	40
		answered question	183
		skipped question	0

**3. This how I feel about my school:**

	I like it	It's okay	I don't like it	Rating Average	Response Count
	72.5% (132)	25.3% (46)	2.2% (4)	1.30	182
	answered question				182
	skipped question				1

**4. Most of the time, this is the way I feel when I am coming to school in the morning:**

	Happy	OK	Unhappy	Rating Average	Response Count
	62.6% (112)	34.6% (62)	2.8% (5)	1.40	179
	answered question				179
	skipped question				4

**5. This is how much I like the children in this school:**

	I like them a lot	OK	I don't like them at all	Rating Average	Response Count
	60.1% (107)	38.8% (69)	1.1% (2)	1.41	178
	answered question				178
	skipped question				5

**6. In this school, I feel:**

	Most of the time	Sometimes	Never	Rating Average	Response Count
a. Happy	74.4% (131)	23.9% (42)	1.7% (3)	1.27	176
b. Sad	2.7% (4)	52.7% (77)	44.5% (65)	2.42	146
				answered question	179
				skipped question	4

**7. The children in this school:**

	A lot	OK	Not very much	Rating Average	Response Count
Like me	54.3% (95)	37.7% (66)	8.0% (14)	1.54	175
				answered question	175
				skipped question	8

**8. The children in this school:**

	A lot	OK	Not very much	Rating Average	Response Count
Like each other	55.2% (100)	42.0% (76)	2.8% (5)	1.48	181
				answered question	181
				skipped question	2

**9. The adults in this school care about me:**

	A lot	OK	Not very much	Rating Average	Response Count
	74.6% (132)	23.7% (42)	1.7% (3)	1.27	177
				answered question	177
				skipped question	6

**10. How often does this happen to you during the day?**

	A lot	Sometimes	Never	Rating Average	Response Count
a. Another child says something nice to me	46.1% (82)	50.0% (89)	3.9% (7)	1.58	178
b. Another child says something mean to me	7.6% (12)	41.4% (65)	51.0% (80)	2.43	157
				answered question	179
				skipped question	4

**11. How often do you?**

	A lot	Sometimes	Never	Rating Average	Response Count
Say something nice to someone	72.2% (127)	26.1% (46)	1.7% (3)	1.30	176
				answered question	176
				skipped question	7

### 12. How often do you?

	Never	Sometimes	A lot	Rating Average	Response Count
Say something mean to someone	85.6% (154)	12.8% (23)	1.7% (3)	1.16	180
				answered question	180
				skipped question	3

### 13. This is how I feel in each of these places:

	Very safe	OK	Not safe	Rating Average	Response Count
a. In classrooms	81.7% (147)	16.7% (30)	1.7% (3)	1.20	180
b. On the playground	59.1% (104)	36.4% (64)	4.5% (8)	1.45	176
c. In the hallways	73.6% (128)	23.6% (41)	2.9% (5)	1.29	174
d. On the bus	57.1% (93)	37.4% (61)	5.5% (9)	1.48	163
e. In the cafeteria	77.1% (135)	20.6% (36)	2.3% (4)	1.25	175
				answered question	181
				skipped question	2



# CT School Climate Assessment - Parents/Guardians - Vinton School

1. Please select your child's grade level at our school (can select multiple if more than one child in our school):

		Response Percent	Response Count
K		20.6%	13
1		25.4%	16
2		19.0%	12
3		23.8%	15
4		28.6%	18
5		3.2%	2
6		4.8%	3
7		4.8%	3
8		0.0%	0
9		0.0%	0
10		0.0%	0
11		0.0%	0
12		0.0%	0
PreK		9.5%	6
<b>answered question</b>			<b>63</b>
<b>skipped question</b>			<b>0</b>

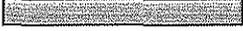
**2. Please select your appropriate ethnicity.**

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander <input type="checkbox"/>	4.8%	3
African American or Black	0.0%	0
Hispanic <input type="checkbox"/>	1.6%	1
non-Hispanic	0.0%	0
White <input checked="" type="checkbox"/>	79.4%	50
Bi-Racial <input type="checkbox"/>	4.8%	3
Multi-Racial <input type="checkbox"/>	1.6%	1
Prefer Not to Answer <input type="checkbox"/>	4.8%	3
Do Not Know <input type="checkbox"/>	3.2%	2
	<b>answered question</b>	<b>63</b>
	<b>skipped question</b>	<b>0</b>

**3. My child's identified gender is (can select multiple if more than one child in our school):**

	Response Percent	Response Count
Male <input checked="" type="checkbox"/>	65.1%	41
Female <input checked="" type="checkbox"/>	58.7%	37
	<b>answered question</b>	<b>63</b>
	<b>skipped question</b>	<b>0</b>

**4. My child likes to come to school each day.**

		Response Percent	Response Count
All of the time		50.0%	31
Most of the time		37.1%	23
Some of the time		9.7%	6
None of the time		3.2%	2
<b>answered question</b>			<b>62</b>
<b>skipped question</b>			<b>1</b>

**5. I feel the students in this school are friendly.**

		Response Percent	Response Count
All of the time		25.4%	16
Most of the time		68.3%	43
Some of the time		6.3%	4
None of the time		0.0%	0
<b>answered question</b>			<b>63</b>
<b>skipped question</b>			<b>0</b>

**6. I feel that this school is physically safe.**

		Response Percent	Response Count
All of the time		59.7%	37
Most of the time		37.1%	23
Some of the time		3.2%	2
None of the time		0.0%	0
<b>answered question</b>			<b>62</b>
<b>skipped question</b>			<b>1</b>

**7. I feel comfortable sharing my thoughts and ideas at this school.**

		Response Percent	Response Count
All of the time		50.8%	32
Most of the time		30.2%	19
Some of the time		17.5%	11
None of the time		1.6%	1
<b>answered question</b>			<b>63</b>
<b>skipped question</b>			<b>0</b>

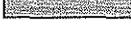
**8. I feel my child's peers treat him/her fairly.**

		Response Percent	Response Count
All of the time		27.0%	17
<b>Most of the time</b>		<b>65.1%</b>	<b>41</b>
Some of the time		7.9%	5
None of the time		0.0%	0
<b>answered question</b>			<b>63</b>
<b>skipped question</b>			<b>0</b>

**9. I feel the adults in my child's school treat me fairly.**

		Response Percent	Response Count
All of the time		63.5%	40
Most of the time		23.8%	15
Some of the time		12.7%	8
None of the time		0.0%	0
<b>answered question</b>			<b>63</b>
<b>skipped question</b>			<b>0</b>

**10. My child has been treated unfairly at school because of his/her: (check all that apply)**

		Response Percent	Response Count
Race		3.3%	2
Gender		11.5%	7
Sexual orientation		0.0%	0
Religion		0.0%	0
Academic achievement		8.2%	5
Academic level		9.8%	6
Ethnicity		1.6%	1
Disability		6.6%	4
Physical appearance		11.5%	7
Other		19.7%	12
Has not happened		60.7%	37
<b>answered question</b>			<b>61</b>
<b>skipped question</b>			<b>2</b>

**11. I have seen or heard others being treated unfairly as school because of their:(check all that apply)**

	Response Percent	Response Count
Race <input type="checkbox"/>	3.5%	2
Gender <input type="checkbox"/>	15.8%	9
Sexual orientation <input type="checkbox"/>	0.0%	0
Religion <input type="checkbox"/>	0.0%	0
Academic achievement <input type="checkbox"/>	7.0%	4
Academic level <input type="checkbox"/>	8.8%	5
Ethnicity <input type="checkbox"/>	1.8%	1
Disability <input type="checkbox"/>	7.0%	4
Physical appearance <input type="checkbox"/>	22.8%	13
Other <input type="checkbox"/>	8.8%	5
<b>Has not happened</b> <input type="checkbox"/>	<b>59.6%</b>	<b>34</b>
	<b>answered question</b>	<b>57</b>
	<b>skipped question</b>	<b>6</b>

**12. I feel there are trusted adults in the school who my child can go to/talk to for help.**

		Response Percent	Response Count
All of the time		58.1%	36
Most of the time		30.6%	19
Some of the time		8.1%	5
None of the time		3.2%	2
answered question			62
skipped question			1

**13. My child's trip to and from school is a positive/safe experience.**

		Response Percent	Response Count
All of the time		27.4%	17
Most of the time		54.8%	34
Some of the time		16.1%	10
None of the time		1.6%	1
answered question			62
skipped question			1

**14. My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.**

		Response Percent	Response Count
All of the time		14.5%	9
Most of the time		29.0%	18
Some of the time		30.6%	19
None of the time		25.8%	16
<b>answered question</b>			<b>62</b>
<b>skipped question</b>			<b>1</b>

**15. My child has been the target of hurtful communications through social media.**

		Response Percent	Response Count
Never		98.4%	61
Once		1.6%	1
2-5 times		0.0%	0
6 or more times		0.0%	0
<b>answered question</b>			<b>62</b>
<b>skipped question</b>			<b>1</b>

**16. My child has participated in hurtful communications through social media.**

		Response Percent	Response Count
Never		100.0%	60
Once		0.0%	0
2-5 times		0.0%	0
6 or more times		0.0%	0
answered question			60
skipped question			3

**17. Do you feel that there is an area of the school that is not safe?**

		Response Percent	Response Count
no		67.2%	41
yes		32.8%	20
If yes, where?			18
answered question			61
skipped question			2

**18. How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?**

		Response Percent	Response Count
0-3		7.9%	5
4-10		34.9%	22
11-25		39.7%	25
more than 25 times		17.5%	11
answered question			63
skipped question			0

**19. One more thing I would like to say:**

	Response Count
	32
answered question	32
skipped question	31



# CT School Climate Assessment Instrument - All Staff - Vinton School

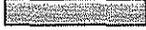
## 1. Please select your school assignment (your primary role).

		Response Percent	Response Count
Administrator	<input type="checkbox"/>	0.0%	0
Coach	<input type="checkbox"/>	0.0%	0
Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)	<input checked="" type="checkbox"/>	51.4%	19
Student Support Staff (Counselor, Social Worker, Psychologist)	<input type="checkbox"/>	5.4%	2
In-School Suspension Teacher	<input type="checkbox"/>	0.0%	0
Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)	<input type="checkbox"/>	5.4%	2
Paraprofessional (Instructional Assistant)	<input checked="" type="checkbox"/>	37.8%	14
<b>answered question</b>			<b>37</b>
<b>skipped question</b>			<b>5</b>

## 2. How many years have you been working at this school?

	Response Percent	Response Count
1st year 	4.9%	2
2-5 years 	22.0%	9
5-10 years 	19.5%	8
More than 10 years 	53.7%	22
<b>answered question</b>		<b>41</b>
<b>skipped question</b>		<b>1</b>

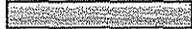
## 3. Please select your appropriate ethnicity.

	Response Percent	Response Count
American Indian/Alaskan	0.0%	0
Asian/Pacific Islander	0.0%	0
African American or Black	0.0%	0
Hispanic	0.0%	0
non-Hispanic	0.0%	0
<b>White</b> 	<b>78.0%</b>	<b>32</b>
Bi-Racial	0.0%	0
Multi-Racial	0.0%	0
Prefer not to answer 	22.0%	9
Do not know	0.0%	0
<b>answered question</b>		<b>41</b>
<b>skipped question</b>		<b>1</b>

**4. My identified gender is.**

	Response Percent	Response Count
Male 	7.9%	3
Female 	92.1%	35
<b>answered question</b>		<b>38</b>
<b>skipped question</b>		<b>4</b>

**5. The culture and emotional climate of the school is positive and supportive.**

	Response Percent	Response Count
All of the time 	21.4%	9
Most of the time 	50.0%	21
Some of the time 	28.6%	12
None of the time	0.0%	0
<b>answered question</b>		<b>42</b>
<b>skipped question</b>		<b>0</b>

**6. There are clear-cut policies and procedures in my school.**

	Response Percent	Response Count
yes 	70.0%	28
no 	30.0%	12
<b>answered question</b>		<b>40</b>
<b>skipped question</b>		<b>2</b>

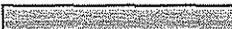
**7. I feel like I am a part of a school community (shared mission, values, efforts and goals).**

		Response Percent	Response Count
All of the time		26.2%	11
<b>Most of the time</b>		<b>42.9%</b>	<b>18</b>
Some of the time		28.6%	12
None of the time		2.4%	1
<b>answered question</b>			<b>42</b>
<b>skipped question</b>			<b>0</b>

**8. I feel my contributions are valued and important.**

		Response Percent	Response Count
All of the time		23.8%	10
<b>Most of the time</b>		<b>45.2%</b>	<b>19</b>
Some of the time		28.6%	12
None of the time		2.4%	1
<b>answered question</b>			<b>42</b>
<b>skipped question</b>			<b>0</b>

9. I feel comfortable going to a least one member of the administrative team if I have a problem.

		Response Percent	Response Count
All of the time		28.6%	12
Most of the time		26.2%	11
Some of the time		35.7%	15
None of the time		9.5%	4
<b>answered question</b>			<b>42</b>
<b>skipped question</b>			<b>0</b>

10. Our administrative team is committed to finding fair and balanced solutions to problems.

		Response Percent	Response Count
All of the time		21.4%	9
Most of the time		42.9%	18
Some of the time		31.0%	13
None of the time		4.8%	2
<b>answered question</b>			<b>42</b>
<b>skipped question</b>			<b>0</b>

**11. I feel respected by students.**

		Response Percent	Response Count
All of the time		42.9%	18
<b>Most of the time</b>		<b>57.1%</b>	<b>24</b>
Some of the time		0.0%	0
None of the time		0.0%	0
<b>answered question</b>			<b>42</b>
<b>skipped question</b>			<b>0</b>

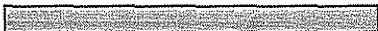
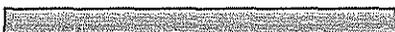
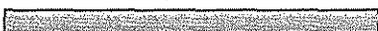
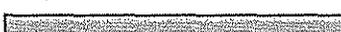
**12. I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)**

		Response Percent	Response Count
All of the time		0.0%	0
Most of the time		0.0%	0
<b>Some of the time</b>		<b>66.7%</b>	<b>28</b>
None of the time		33.3%	14
<b>answered question</b>			<b>42</b>
<b>skipped question</b>			<b>0</b>

13. I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)

		Response Percent	Response Count
All of the time		0.0%	0
Most of the time		0.0%	0
Some of the time		45.2%	19
None of the time		54.8%	23
answered question			42
skipped question			0

**14. I feel treated fairly at school with respect of my:(check all that apply)**

		Response Percent	Response Count
Race		86.1%	31
Gender		80.6%	29
Sexual orientation		58.3%	21
Religion		61.1%	22
Academic achievement		58.3%	21
Academic level		61.1%	22
Ethnicity		52.8%	19
Disability		13.9%	5
Physical appearance		61.1%	22
Other		8.3%	3
Has not happened		8.3%	3
<b>answered question</b>			<b>36</b>
<b>skipped question</b>			<b>6</b>

**15. One more thing I would like to say:**

	Response Count
	12
<b>answered question</b>	<b>12</b>
<b>skipped question</b>	<b>30</b>

## CT School Climate Assessment Inventory - Students - Vinton School

### 1. I am a:

		Response Percent	Response Count
girl		49.7%	78
boy		50.3%	79
		<b>answered question</b>	<b>157</b>
		<b>skipped question</b>	<b>2</b>

### 2. What grade are you in?

		Response Percent	Response Count
PreK		0.0%	0
K		0.0%	0
1		18.9%	30
2		23.3%	37
3		30.8%	49
4		27.0%	43
		<b>answered question</b>	<b>159</b>
		<b>skipped question</b>	<b>0</b>

**3. This how I feel about my school:**

	I like it	It's okay	I don't like it	Rating Average	Response Count
	72.6% (114)	25.5% (40)	1.9% (3)	1.29	157
	answered question				157
	skipped question				2

**4. Most of the time, this is the way I feel when I am coming to school in the morning:**

	Happy	OK	Unhappy	Rating Average	Response Count
	53.5% (83)	42.6% (66)	3.9% (6)	1.50	155
	answered question				155
	skipped question				4

**5. This is how much I like the children in this school:**

	I like them a lot	OK	I don't like them at all	Rating Average	Response Count
	63.7% (100)	34.4% (54)	1.9% (3)	1.38	157
	answered question				157
	skipped question				2

**6. In this school, I feel:**

	Most of the time	Sometimes	Never	Rating Average	Response Count
a. Happy	78.7% (122)	20.0% (31)	1.3% (2)	1.23	155
b. Sad	7.8% (10)	57.8% (74)	34.4% (44)	2.27	128
				answered question	157
				skipped question	2

**7. The children in this school:**

	A lot	OK	Not very much	Rating Average	Response Count
Like me	50.6% (78)	45.5% (70)	3.9% (6)	1.53	154
				answered question	154
				skipped question	5

**8. The children in this school:**

	A lot	OK	Not very much	Rating Average	Response Count
Like each other	52.6% (82)	44.2% (69)	3.2% (5)	1.51	156
				answered question	156
				skipped question	3

**9. The adults in this school care about me:**

	A lot	OK	Not very much	Rating Average	Response Count
	75.5% (117)	18.7% (29)	5.8% (9)	1.30	155
				answered question	155
				skipped question	4

**10. How often does this happen to you during the day?**

	A lot	Sometimes	Never	Rating Average	Response Count
a. Another child says something nice to me	43.9% (68)	50.3% (78)	5.8% (9)	1.62	155
b. Another child says something mean to me	10.0% (14)	55.0% (77)	35.0% (49)	2.25	140
				answered question	158
				skipped question	1

**11. How often do you?**

	A lot	Sometimes	Never	Rating Average	Response Count
Say something nice to someone	67.9% (106)	28.8% (45)	3.2% (5)	1.35	156
				answered question	156
				skipped question	3

**12. How often do you?**

	Never	Sometimes	A lot	Rating Average	Response Count
Say something mean to someone	81.5% (128)	17.2% (27)	1.3% (2)	1.20	157
				answered question	157
				skipped question	2

**13. This is how I feel in each of these places:**

	Very safe	OK	Not safe	Rating Average	Response Count
a. In classrooms	80.1% (125)	18.6% (29)	1.3% (2)	1.21	156
b. On the playground	49.0% (75)	42.5% (65)	8.5% (13)	1.59	153
c. In the hallways	65.4% (100)	30.7% (47)	3.9% (6)	1.39	153
d. On the bus	47.7% (72)	38.4% (58)	13.9% (21)	1.66	151
e. In the cafeteria	66.4% (99)	29.5% (44)	4.0% (6)	1.38	149
				answered question	157
				skipped question	2



**DRAFT**

**Mansfield Board of Education Meeting  
October 25, 2012  
Minutes**

**Attendees:** Mark LaPlaca, Chair, Shamim Patwa, Vice Chair, Martha Kelly, Secretary, Holly Matthews, Katherine Paulhus, Jay Rueckl, Randy Walikonis, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin

**Absent:** April Holinko, Carrie Silver-Bernstein

The meeting was called to order at 7:37pm by Mr. LaPlaca.

**SPECIAL RECOGNITION:** Mr. Baruzzi honored the following staff members:

Madelyn Williams, Goodwin School, for her article with Tutita Casa entitled Connecting Class Talk with Individual Student Writing which was chosen Volume Year Favorite by the Editorial Panel of the National Council of Teachers of Mathematics (NCTM) Journal.

Karen Moylan, Mathematics Consultant, for her article with Katherine Gavin entitled 7 Steps to High End Learning which was published in the October 2012 issue of NCTM Journal

Candace Morell, Assistant Principal, Mansfield Middle School, for her completion of the Education Policy Fellowship Program (EPFP), which is a 10-month in-service professional development program for emerging and mid-level leaders.

2013 Paraprofessional of the Year Ceremony: Samantha Abdullah, Special Education Instructional Assistant at Goodwin School, was honored as Mansfield's 2013 Paraprofessional of the Year.

2013 Teacher of the Year Ceremony: Julie Brennan, Kindergarten Teacher at Southeast School, was honored as Mansfield's 2013 Teacher of the Year.

**COMMUNICATIONS:** Letter from Congressman Joe Courtney thanking Mr. LaPlaca for his letter on behalf of the Board regarding the potential impact of the budget sequestration.

**ADDITIONS TO THE PRESENT AGENDA:** None

**COMMITTEE REPORTS:** None

**CABE Board Member Academy Report:** Ms. Patwa reported and shared information from the workshop she attended regarding Bullying and School Climate and Certification, Evaluation, and Tenure under P/A. 12-116

**REPORT OF THE SUPERINTENDENT:**

- Middle School Education Week: Thanh Nguyen, Mansfield Middle School Principal, reported of the success of the week when parents are invited to visit the school and attend classes with their children.
- Mansfield Public Schools Enrollment Projection to 2022: Mr. Baruzzi reviewed the new enrollment projection the district received from Dr. Peter Prowda.
- 2013 Board Meeting Dates: MOTION by Ms. Matthews, seconded by Ms. Patwa to adopt the proposed 2013 Board meeting dates. VOTE: Unanimous in favor.
- Enhancing Student Achievement: Seven new projects were reviewed and will be implemented at the schools in support of this activity.

**NEW BUSINESS:** None

**CONSENT AGENDA:** MOTION by Mr. Walikonis, seconded Mrs. Kelly, that the Board of Education approves the minutes of the October 11, 2012 Board meeting: VOTE: Unanimous in favor with Mrs. Paulhus abstaining.

MOTION by Mr. Rueckl, seconded by Mrs. Paulhus that the following items for the Mansfield Public Schools Board of Education be approved. VOTE: Unanimous in favor.

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.

**HEARING FOR VISITORS:** None

SUGGESTIONS FOR FUTURE AGENDA: Mrs. Kelly requested additional discussion on the Food Service Grant approved at the October 11, 2012 meeting.

MOTION by Ms. Matthews, seconded by Mr. Walikonis to adjourn at 9:40pm. Vote was unanimous in favor.

Respectfully submitted,  
Celeste Griffin, Board Clerk