

Mansfield Board of Education Meeting

October 10, 2013

Goodwin School 7:30 p.m.

Board Members: Mark LaPlaca, Chair; Randy Walikonis, Vice-Chair; Martha Kelly, Secretary, Susannah Everett, April Holinko, Sarah Lacombe, Katherine Paulhus, Jay, Rueckl, Carrie Silver-Bernstein,

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 Goodwin PTO
8:15 Policy Committee – 2013-2014 Policy Updates (M) (P.1)
8:25 Regional Discussion on Enrollment Projections (P. 9)
8:35 Report of the Superintendent
- 2014-2015 Budget Calendar (P. 11)
 - Draft 2014 Board of Education Meetings (P. 13)
 - Board of Education 2013-2014 Goals: Revised Strategies and Evidence (P. 15)
 - 2012-2013 Group Testing Report (P. 21)
 - Professional Improvement (M) (P. 31)
 - Enhancing Student Achievement
 - Class Size/Enrollment

APPROVAL OF MINUTES:

September 12, 2013 Meeting (P. 33)

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

CONSENT AGENDA: (M) (P. 35) The following item for the Board of Education October 10, 2013 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 employment of Kimberly Shepherd, Special Education Teacher at Mansfield Middle School effective September 25, 2013.

That the Mansfield Public Schools Board of Education approved the request for maternity/unpaid childrearing leave effective February 10, 2014 through the end of the 2013-2014 school year by Danielle Heersink, Speech and Hearing Therapist, Vinton School.

- 9:30* Hearing for Visitors
9:45 Suggestions for Future Agenda
9:50 Executive Session (M) discussion of strategy with respect to collective bargaining.

Possible action on MEA contract

Adjournment

* Estimate

Mansfield Public Schools: Board of Education Goals – 2013-2014

- I) Help each student to be a confident and successful learner through differentiated instruction and support. Monitor student progress to ensure growth.
 - a. Engage and motivate each student.
 - b. Improve the mathematics, reading, science, and writing skills of each student to support college and career readiness.
 - c. Promote the cognitive, social, and emotional development of each student.
 - d. Support the full breadth of the district's programs, systematically review program offerings, and explore expanding programs.
 - e. Provide positive school climate through positive behavior support systems and encouraging character development to ensure student safety, health, physical, and emotional well-being.
 - f. Increase engagement and participation of parents/guardians in the education of their children.
 - g. Encourage the civic engagement of students.
 - h. Align our current Language Arts/ Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
 - i. Integrate current technology into the instructional program to extend student learning of subject matter and appropriate use of technology.
 - j. Explore additional support services for students in need of community and/or health services.
 - k. Ensure all student transitions within and between environments are supported and successful.
 - l. Incorporate curricula that investigate energy use and environmental issues.
- II) Attract, support, and retain qualified, motivated, and diverse 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 mutual respect at all levels.
 - d. Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite any changes in overall enrollment.
 - e. Support current and future school/district leadership to maintain and surpass current levels of student achievement.
 - f. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the development of confident student learners and encourages the continued growth of all staff.
 - g. Provide regular opportunities for all staff to share feedback about the effectiveness of the district's programming.
- III) Monitor the District's quality and efficiency of facilities, sufficiency of space, level of security, adequacy of maintenance, and efficiency of student transportation.
 - a. Communicate quarterly with Town Council about ongoing needs for infrastructure, security, and technology.
 - b. In collaboration with the Town Council, develop and implement a long-term plan, supported by voters, to address prek-8 building needs.
 - c. Implement the improved school security and technology recommendations as approved by the Board.
- IV) Increase 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; including Mansfield Youth Services Bureau and Mansfield Advocates for Children.
 - e. Examine evidence regarding school readiness and review prekindergarten educational opportunities for Mansfield children.
 - f. Meet regularly with our state legislators.
- V) Plan for long-term fiscal sustainability.
 - a. Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
 - b. Continue to explore partnerships with other groups to maximize program effectiveness while containing costs.
 - c. Investigate alternative revenue, including public and private funding sources and grant opportunities.
 - d. Continue to educate ourselves and the public at large on long-term financial ramifications of balancing board goals and priorities.

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.



SHIPMAN & GOODWIN^{LLP}
COUNSELORS AT LAW

**MANSFIELD BOARD OF EDUCATION
POLICY RECOMMENDATIONS
SEPTEMBER 2013**

Introduction

This memorandum sets forth the suggested revisions to Board policies, regulations and accompanying model documents we are recommending as a result of the 2013 legislative session, as well as changes based on legal trends or best practices. We include any changes that have been made since September 2012. The bases for our recommended changes to the Board's existing policies for each respective series are discussed below.

Given that many of these changes should be implemented with the commencement of the 2013-2014 school year, we recommend that the Board act as rapidly as possible to enact the newly revised manual.

Section 1: By-Laws

CHAIRPERSON/ OFFICIAL DUTIES

The Board's policy pertaining to the duties of the Board Chair has been revised to reflect that the Board Chair has the authority to consult with legal counsel, without the need for an authorizing Board vote.

EXPENSES OF BOARD MEMBERS

This by-law was added to provide for reimbursement of Board member expenses.

MINUTES

Legislative references updated.

For the remainder of the Board's By-laws in Section 1, we have no suggested changes.

CONFIDENTIAL ATTORNEY CLIENT PRIVILEGE

Section 2: Fiscal Management

BOARD BUDGET PROCEDURES AND LINE ITEM TRANSFERS

This policy was revised to comply with Public Act 13-60. Effective October 1, 2013, a municipal board of finance (or other authority that makes appropriations for the local school district), in reviewing the itemized estimate submitted by a local board of education at budget time, will be required to make spending recommendations and suggestions as to how the board of education may consolidate non-educational services and realize financial efficiencies. The local board of education may either accept or reject these recommendations. However, if the local board of education rejects such recommendation, it is required to provide a written explanation of the reason for the rejection. The new legislation also mandates that local board of education provide written explanations of transfers to the legislative body of the municipality (or to the board of selectman when the legislative body is the town meeting) when a designated person makes limited transfers under emergency circumstances, as is already authorized under state law.

PURCHASING

The Board should review the bidding thresholds within this policy to see if they continue to be appropriate.

For the remainder of the Board's Policies in Section 2, we have no suggested changes.

Section 3: Instruction

CURRICULAR EXEMPTIONS [NEW]

The policy, formerly titled "Instruction on Acquired Immune Deficiency Syndrome (AIDS)" was revised and retitled to incorporate the requirements of Public Act 13-273, allowing students to be excused from curricular activities involving animal dissection. We have also added reference to the statutory exemption for family life curriculum in order to provide a comprehensive policy relative to curricular exemptions.

For the remainder of the Board's Policies in Section 3, we have no suggested changes.

CONFIDENTIAL ATTORNEY CLIENT PRIVILEGE

Section 4: Personnel

ATHLETIC COACHES/EVALUATION, TERMINATION AND NON-RENEWAL OF ATHLETIC COACHES

This policy was revised to more clearly distinguish between the rights of coaches who have not been employed for three or more consecutive years in the same coaching position, and the rights of coaches that have served in the same position for three or more consecutive years. The revisions also better track the statutory language requiring a superintendent to “inform” the coach about any decision not to terminate or non-renew.

BLOOD BORNE PATHOGENS

The bloodborne pathogen regulations have been amended to better align with the applicable OSHA regulation in this area.

CERTIFIED STAFF/DEVELOPMENT

The policy has been revised to reflect the requirements of Public Act 13-3, An Act Concerning Gun Violence Prevention and Children’s Safety, pertaining to mental health first aid training as an area for mandatory professional development.

CHILD ABUSE AND NEGLECT REPORTING

Consistent with the requirements of Public Act 13-53, this policy was revised to add language to explicitly prohibit any employee from preventing or attempting to prevent any employee from making a DCF report.

EMPLOYMENT CHECKS

This policy has been revised to add a procedure for conducting credit checks for prospective employees for certain fiduciary and/or management level positions where the district’s receipt of a credit report is substantially related to the employee’s potential job.

NON DISCRIMINATION

In order to ensure a comprehensive non-discrimination policy, we have revised the policy to include “any other basis prohibited by state and federal law.”

SECTION 504/PERSONNEL

We have clarified this policy to apply only to personnel, while ensuring that the student/parent non-discrimination Section 504 policies and procedures are addressed within the relevant sections of the manual. In addition, on the basis of feedback from investigations that we have had with clients, we made changes to the grievance procedures designed to ensure that they will meet the standards of oversight agencies such as OCR, the EEOC and the CHRO.

SOCIAL MEDIA

The policy and regulation have been amended to reflect current legal standards in this rapidly evolving area of law and technology.

For the remainder of the Board's Policies in Section 4, we have no suggested changes.

Series 5: School, Community and Home Relations

USE OF SCHOOL FACILITIES

The policy has been updated to explicitly reference the Boys Scouts of America Equal Access Act. Local educational agencies that receive federal education funds must make available information regarding the provisions of this Act. This information must be made available in a manner designed to inform people of the protections provided under the Boy Scouts Act and its regulation. Given that the Boys Scouts of America Equal Access Act provides for facilities access, we are recommending that districts include reference to the Act within their facilities policies and procedures. In addition, the forms associated with the Use of School Facilities policy have been revised for clarity and consistency.

SECTION 504/COMMUNITY

From time to time, we recommend changes to Section 504 policies and procedures to reflect changes suggested by the Office of Civil Rights as we work with that federal agency in complaint investigation and compliance efforts on behalf of school districts. The Board's policy has been updated for clarity and consistency.

SEX OFFENDERS ON SCHOOL PROPERTY

The Board should affirmatively consider the highlighted text and make a decision as to whether the Superintendent should post notifications pertaining to sex offenders on the Mansfield Public Schools' website.

CONFIDENTIAL ATTORNEY CLIENT PRIVILEGE

VISITORS

In response to school safety issues, we revised this policy and the corresponding administrative procedures to provide further clarification and additional precautionary measures for schools to implement when allowing visitors into school buildings.

For the remainder of the Board's Policies in Section 5, we have no suggested changes.

Series 6: *Students*

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

The legal references have been updated.

BULLYING BEHAVIOR IN THE SCHOOLS

This policy and accompanying Safe School Climate Plan were revised to comply with Public Act 13-3 (the gun violence bill) regarding the implementation of school security and safety plans. In addition, specific references to protected class nondiscrimination were added. As bullying complaints often implicate discrimination/harassment issues on the basis of protected classifications (disability, sex, race), we believe this revision is an important reminder for school districts to ensure that bullying complaints are treated as protected classification discrimination complaints when appropriate.

In addition, we added a section entitled "Improving School Climate/Specific Implementation Steps" to the Safe School Climate Plan. This section is intended as a cross-reference of the safe school climate plan elements with the specific personnel and timelines for ensuring appropriate implementation of the plan. This format is in use in many districts, and we believe it may have originally been developed by EastConn as a rubric for districts.

Consistent with the requirements of Public Act 13-3, we added mental health training requirements to the annual notices and training required under the safe school climate plan.

As recommended by the State Department of Education, we added a new Appendix E to the safe school climate plan, intended to be completed at each of the schools. This rubric is to be used by the safe school climate committees to measure the school's efforts in this area against the National School Climate Standards.

CONFIDENTIALITY AND ACCESS TO EDUCATION RECORDS

We revised this policy to add bullying records to the recommended classification and retention appendix.

CONFIDENTIAL ATTORNEY CLIENT PRIVILEGE

DRESS CODE/STUDENTS

The Dress Code/Students policy has been amended to explicitly address student dress that includes violent images.

FOOD ALLERGY AND GLYCOGEN STORAGE DISEASE MANAGEMENT PLAN AND GUIDELINES

We revised the food allergy management plan and guidelines to track the state's revised guidance in this area and to clarify references to diabetes throughout. Legislative references have been updated.

FUNDRAISING ACTIVITIES

The Board should review and consider the fundraising limits in the policy.

GIFTED EDUCATION SERVICES

The policy has been updated to reflect the provisions of the new special education regulations.

IMMUNIZATIONS OF STUDENTS

These regulations have been updated to delete obsolete language.

NONDISCRIMINATION/STUDENTS

A minor change was made to this policy to explicitly provide that a board of education will not discriminate on basis of any other basis protected by state or federal law, regardless of whether such classification is listed explicitly in policy. In addition, investigation/grievance procedures were modified for consistency with best practices and OCR guidance in this area.

PHYSICAL ACTIVITY AND STUDENT DISCIPLINE [NEW]

Public Act 13-173 requires boards of education to adopt a policy, as the board deems appropriate, concerning the issue regarding any school employee being involved in preventing a student from participating in the entire time devoted to physical exercise in the regular school day. We recommend this policy to comply with this new legislation.

RESIDENCY/PROOF

At the request of the administration, we revised the residency forms to make the standards for proof of residency more stringent.

RESTRAINT AND SECLUSION

CONFIDENTIAL ATTORNEY CLIENT PRIVILEGE

These administrative regulations were revised to incorporate changes to state special education regulations, which went into effect July 1, 2013.

SECTION 504/STUDENTS

From time to time, we recommend changes to Section 504 policies and procedures to reflect changes suggested by the Office of Civil Rights as we work with that federal agency in complaint investigation and compliance efforts on behalf of school districts. The Board's policy has been updated for clarity and consistency.

SEX DISCRIMINATION AND SEXUAL HARASSMENT/STUDENTS

From time to time, we revise and update our sexual harassment policies and procedures to reflect changes suggested by the Office of Civil Rights as we work with that federal agency in complaint investigation and compliance efforts, as well as best practices in this area. The Board's policy has been updated for clarity and consistency.

STUDENT DISCIPLINE

This policy was amended to ensure that the bullying definition aligns with state law.

TRUANCY/STUDENT ATTENDANCE AND TRUANCY

In April 2013, the State Department of Education issued guidelines for implementing the definitions of excused and unexcused absences and best practices for absence prevention and intervention. The policy and regulations have been amended to reflect the new standards imposed by the state. Legal references have also been updated. Some additional forms designed to assist in the implementation of the state requirements in this area have also been added.

WELLNESS

Statutory references updated.

For the remainder of the Board's policies in Section 6, we have no suggested changes.

Series 7: Support Services

TRANSPORTATION

Minor changes were made for clarity and consistency.

CONFIDENTIAL ATTORNEY CLIENT PRIVILEGE

For the remainder of the Board's policies in Section 7, we have no suggested changes.

Please feel free to contact us if you have any questions regarding these proposed revisions.

REGIONAL SCHOOL DISTRICT #19
1235 STORRS ROAD
STORRS, CT

REGIONAL DISCUSSION ON ENROLLMENT PROJECTIONS

WEDNESDAY, OCTOBER 9, 2013
6:30 P.M.
LIBRARY MEDIA CENTER
E.O. SMITH HIGH SCHOOL
1235 STORRS ROAD
STORRS, CT

Calendar

DRAFT

Budget Year 2014-2015

<u>Date</u>	<u>Mansfield Board of Education</u>
January 23, 2014	Budget Introduction and Overview
January 30, 2014	Board Review – Regular Programs/Middle School/Elementary Schools
February 6, 2014	Board Review – District Mgmt/SpEd/Support Svcs/Board Questions
February 13, 2014	Board Detail Review and Adoption
May 13, 2014	Town Meeting

MANSFIELD BOARD OF EDUCATION

2014 Meeting Dates

Council Chambers

(unless otherwise noted)

7:30 p.m.

DRAFT

Thursday, January 23, 2014

Thursday, January 30, 2014

Thursday, February 6, 2014

Thursday, February 13, 2014

Thursday, March 13, 2014

Thursday, April 10, 2014

Thursday, May 8, 2014

Thursday, May 22, 2014
(Workshop - TBD)

Thursday, June 12, 2014

Tuesday, July 8, 2014
(Workshop - TBD)

Thursday, September 11, 2014

Thursday, September 25, 2014
(Workshop - TBD)

Thursday, October 9, 2014

Thursday, October 23, 2014

Thursday, November 13, 2014

Thursday, December 11, 2014

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

Adopted by the Board Education on

Mansfield Public Schools: Board of Education Goals – 2013-2014

- l) Help each student to be a confident and successful learner through differentiated instruction and support. Monitor student progress to ensure growth.
- a. Engage and motivate each student.
Sample Strategies:
- Develop strong relationships with students and parents, knowing and understanding them as individuals and caring for each child
 - *Provide classroom instruction targeted to student's strengths and preferences*
 - Provide before, during, and after-school activities that address a wide variety of interests and needs
 - Provide students with feedback and reinforcement regarding their learning
- Sample Evidence:
- Progress report/report card effort grade summaries
 - Extracurricular activities program and attendance data
 - Documentation of participation in activities and programs
 - Documentation of student work completion
- b. Improve the mathematics, reading, science, and writing skills of each student to support college and career readiness.
Sample Strategies
- Implement high quality Tier I direct instruction for skill development
 - Conduct frequent review of student work by grade level/subject teachers and support staff
 - Continue Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI) procedures
 - *Continue regular progress monitoring to guide decision making for instruction*
 - Continue teaching and time management strategies
 - Provide remedial instruction, as needed, through a wide variety of Support Services
- Sample Evidence
- Review RTI/SRBI data regarding Tier II, III, and special education students related to interventions and progress
 - Review Connecticut Mastery Test (CMT) scores (as part of district testing report)
 - Provide data on district reading, writing, mathematics, and science achievement to include EO Smith High School
- c. Promote the cognitive, social, and emotional development of each student.
Sample Strategies
- Review data regarding each area and determine individual and group priorities
 - Survey students to assess needs
 - Implement programs at classroom, grade level, and schoolwide to meet student needs.
 - *Continue Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI) procedures*
- Sample Evidence
- Review assessment results to determine growth over time
 - Review survey data to determine program offering effectiveness
- d. Support the full breadth of the district's programs, systematically review program offerings, and explore expanding programs.
Sample Strategies
- Provide adequate staff, time, and financial resources to support the full breadth of the district's program
 - Provide challenging and engaging classroom instruction in music, art, world languages and physical education
 - Provide enrichment opportunities in all curriculum areas
 - Provide opportunities for students to perform in the arts and sports
 - Provide opportunities for students to explore cultures and technologies as they engage in 21st century citizenship
 - Continue District Curriculum Activity 2011-2015
 - Solicit review and resolve to the extent possible program offering issues
- Sample Evidence
- Review district data regarding staffing, time, and financial resources allocated to programs
 - Document students' participation and accomplishments in areas listed above to include cultural diversity.
 - Review curriculum council goals and current challenges
 - Review consultant recommendations regarding all program offerings

- e. Provide positive school climate through positive behavior support systems and encouraging character development to ensure student safety, health, physical, and emotional well-being.
- Sample Strategies
- Provide staff training in precautions and response
 - Provide direct student instruction through health program
 - Conduct program review of our Human Development and Health Education curriculum
 - Conduct Crisis Response Drills
 - Conduct Table Top exercises with key building staff and local fire and police officers
 - Maintain state requirements regarding bullying
 - Conduct dental health program at each school
 - Conduct parent, staff, and student climate surveys and develop plans to address identified needs
 - *Provide community building activities including students, families, and communities*
 - *Collaborate with community agencies and support providers*
- Sample Evidence
- Provide school student accident data
 - Provide selected school health data
 - Provide school climate data required by the CT State Department of Education.
 - Provide school and district plans regarding school climate.
- f. Increase engagement and participation of parents/guardians in the education of their children.
- Sample Strategies
- Continue practice of inviting a parent/guardian to sit on certified staff searches
 - Keep parents/guardians informed and involved by frequent and timely communication
 - Invite parent participation in sharing student work and/or accomplishments
- Sample Evidence
- Review search committee participation
 - Monitor frequency of communication used by teachers, principals, schools, and district
 - Individual parent replies regarding involvement and/or engagements
- g. Encourage the civic engagement of students.
- Sample Strategies
- Continue current events instruction to provide opportunities for students to get involved
 - Provide meaningful opportunities for student involvement in important decisions through both informal means, as well as through student government
 - Provide opportunities for student involvement in kindness, conservation and charity efforts
 - Continue and support the Dorothy C. Goodwin Bequest Fund.
 - Continue instructional programs that promote civic engagement in the curriculum
- Sample Evidence
- Document number of students who engage in kindness, conservation and/or civic projects
 - Document student involvement in decisions
 - Document students' participation in student government and instructional programs
- h. Align our current Language Arts/ Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
- Sample Strategies
- Implement district plan – year 1
 - Solicit feedback from constituent groups
 - Develop district plan – year 2
- Sample Evidence
- Document degree of success in implementing year 1 plan
 - Document specific needs to be addressed year 2
- i. Integrate current technology into the instructional program to extend student learning of subject matter and appropriate use of technology.
- Sample Strategies
- Continue instructional program technology to enhance classroom instruction
 - Continue instructional program technology to extend student learning beyond the regular school day
- Sample Evidence:
- Determine effort regarding the school day
 - Document efforts regarding outside the school day
- j. Explore additional support services for students in need of community and/or health services.
- Sample Strategies
- Collaborate with town, state, federal, and other agencies to provide comprehensive services to students in need
- Sample Evidence:

- Review services provided to students with specific needs
- k. Ensure all student transitions within and between environments are supported and successful.
 - Sample Strategies
 - Review all current transitional programs and adjust/modify as appropriate
 - Monitor transitional process
 - Discuss with transition programs/schools way to enhance the process
 - Sample Evidence
 - Review data and propose enhancements as appropriate
 - Review feedback from transitioning programs/school
- l. Incorporate curricula that investigate energy use and environmental issues.
 - Sample Strategies
 - Maintain compost program at each school
 - Install solar energy panels at all schools
 - Continue K-8 curricula which emphasizes energy use and environmental issues
 - Sample Evidence:
 - Provide information regarding energy use and environmental issues discussed throughout the school year

II) Attract, support, and retain qualified, motivated, and diverse professional staff.

- a. Facilitate and encourage a positive, professional learning community.
 - Sample Strategies
 - Promote the Mansfield Public Schools to highly qualified educators
 - Participate in local and/or regional recruiting opportunities
 - Continually review and/or refine staff selection process
 - Provide an induction program to support teachers new to Mansfield and to promote their professional development
 - Continue professional development based on individual/group needs
 - Sample Evidence:
 - Provide data on recruiting and retention
 - Provide data on specific professional development growth opportunities offered
- b. Recognize teacher and staff effort and success regularly.
 - Sample Strategies
 - Recognize teachers and staff for effort and/or success
 - Sample Evidence
 - Provide data on methods of recognition
- c. Foster a climate of mutual respect at all levels.
 - Sample Strategies
 - Model a climate of respect at the classroom, grade level, school, and district level
 - Provide opportunities for all staff to increase their skills regarding a climate of respect
 - Promote positive student interactions in classrooms & public spaces
 - Sample Evidence
 - Review examples of respect between all levels
 - Provide data on professional development opportunities to staff on this topic
 - Share observations of students in public situations (e.g., field trips, concerts, special events)
- d. Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite any changes in overall enrollment.
 - Sample Strategies
 - Review program staffing monthly as part of the budget process
 - Sample Evidence
 - Review staffing levels and program offerings
- e. Support current and future school/district leadership to maintain and surpass current levels of student achievement.
 - Sample Strategies
 - Retain current leaders
 - Provide opportunities for current staff development and/or exhibit leadership
 - Sample Evidence
 - Retention of school/district leadership
 - Provide results of leadership searches
- f. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the development of confident student learners and encourages the continued growth of all staff.
 - Sample Strategies

- Provide opportunities for certified staff to discuss and implement all aspects of the professional development and evaluation program
- Provide building, district, and outside support to certified staff as appropriate
- Adjust program implementation based on year one data

Sample Evidence

- Solicit feedback from individual staff through building administrators and the Professional Development & Evaluation Committee
- Revise plan as appropriate based on feedback from all certified staff

- g. Provide regular opportunities for all staff to share feedback about the effectiveness of the district's programming.

Sample Strategies

- Implement a process for all staff to provide comments and/or suggestions regarding program implementation
- Conduct program reviews including input from appropriate staff

Sample Evidence

- Review data and implement revisions and/or modifications based on the data

III) Monitor the District's quality and efficiency of facilities, sufficiency of space, level of security, adequacy of maintenance, and efficiency of student transportation.

- a. Communicate quarterly with Town Council about ongoing needs for infrastructure, security, and technology.

Sample Strategies

- Implement procedures and building enhancements approved by the Mansfield Board of Education
- Provide updates to the Mansfield Board of Education, students, staff, parents, and the community as necessary
- Conduct training exercises with students and staff with support from town emergency staff and local police

Sample Evidence

- Conduct objective school safety audit
- Review data related to emergency procedures policy and schedule training as necessary

- b. In collaboration with the Town Council, develop and implement a long-term plan, supported by voters, to address prek-8 building needs.

Sample Strategies

- Initiate a discussion with the Mansfield Town council which reflects the current status of four schools and develop a long term plan

Sample Evidence

- Review meeting dates, agenda, and resolutions regarding the Mansfield Town Council, Mansfield Board of Education, and as appropriate the school building committee

- c. Implement the improved school security and technology recommendations as approved by the Board.

Sample Strategies

- Implement policies and procedures as outlined

Sample Evidence

- Monitor for compliance and address issues related to procedures and/or equipment
- Review concept plan in light of state requirements and best practice

IV) Increase the effectiveness of the Board of Education.

- a. Invest time and effort in Board members' learning and development.

Sample Strategies

- Provide opportunities for Board members to increase their learning and development
- Solicit specific areas of interest for Board members and develop a plan to address needs

Sample Evidence:

- List opportunities provided regarding Board members' learning and development

- b. Celebrate and acknowledge student achievements at Board meetings and other venues.

Sample Strategies

- Share student accomplishments as part of Board meetings and other venues.

Sample Evidence:

- Record student achievements, recognition, and celebrations throughout the school year at all venues.

- c. Foster and encourage communication between the Board and the communities it serves.

Sample Strategies

- Create opportunities for the Board as a whole to communicate with the communities it serves
- Create opportunities for members of the Board to communicate with the communities it serves

Sample Evidence:

- List opportunities provided for conversation between the Board and the communities it serves
- d. Collaborate with community members and organizations that support the District's students; including Mansfield Youth Services and Mansfield Advocates for Children.

Sample Strategies

- Solicit support as appropriate for community members and organizations to support school and/or district programs
- Support community members and organizations that offer programs and/or services which support the district's students.

Sample Evidence:

- List community members and organizations that support school and/or district programs
- List community members and organizations that offer programs and/or services which support the district's students.

- e. Examine evidence regarding school readiness and review prekindergarten educational opportunities for Mansfield children.

Sample Strategies

- Provide information regarding best practice in early childhood programming
- Review current program options and continuum of preschool services

Sample Evidence

- Develop program enhancements based on constituent feedback

- f. Meet regularly with our state legislators.

Sample Strategies

- Schedule regular meetings with state legislators to discuss education items of interest

Sample Evidence

- Review meetings, items covered, and results

V) Plan for long-term fiscal sustainability.

- a. Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.

Sample Strategies

- Monitor state legislators discussion regarding Education Cost Sharing
- Provide information and testimony to state legislature as necessary to maintain level of support

Sample Evidence:

- Review legislation proposed/passed regarding Education Cost Sharing

- b. Continue to explore partnerships with other groups to maximize program effectiveness while containing costs.

Sample Strategies

- Review current partnerships and solicit additional partnerships as appropriate to increase program effectiveness

Sample Evidence:

- Review partnerships maintained and/or created

- c. Investigate alternative revenue sources, including public and private grant opportunities.

Sample Strategies

- Review and pursue appropriate alternatives revenue sources

Sample Evidence

- Evaluate efforts expended and return on investment regarding district programs

- d. Continue to educate ourselves and the public at large on long-term financial ramifications of balancing board goals and priorities.

Sample Strategies

- Attend CAFE and organization informational session regarding finance

Sample Evidence

- Review log of sessions attended and information learned

MANSFIELD PUBLIC SCHOOLS
Group Test Results
2012-2013
Executive Summary

The purpose of this executive summary is to provide in a succinct manner the most salient points related to the Mansfield Public Schools Group Test Report.

- Group test results provide both individual scores and summary results, which serve both the individual, needs of students as well as provide district feedback on program effectiveness in selected curriculum areas.
- District testing in grades three, four, five, six, seven, and eight involves an extremely high percentage of all eligible students.
- Scientifically Research Based Intervention (SRBI) programs are implemented at each elementary school and the middle school based on data from both local and State assessments.
- To maximize student readiness, this is the ninth year of implementing a full day kindergarten program and the fifth year of expanding our preschool program enrollment.
- Connecticut Mastery Test Fourth Generation scores in grade three, four, five, six, seven, and eight indicate the following:
 - Participation rates on grade level tests are very high (100%).
 - A substantial percentage of students achieved an advanced level score (22.1%-57.8%).
 - A low percentage of students achieved either a basic or below basic score (0% - 7.4%).
 - Approximately two thirds (67.4%) of all students reached or exceeded the state goal on all tests (66.1% - grade 3) (60.5% - grade 4) (68.6% - grade 5)(59.6% - grade 6) (80.7% - grade 7) (68.8% - grade 8)
 - District scores exceeded the state average in each grade and in each area tested.
 - Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
 - Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
 - Sub-group data regarding special education indicates that non-special education students consistently outscored special education students regardless of grade and/or subtest.
 - Sub-group data regarding socioeconomic status indicates students not receiving free/reduced lunch consistently outscored students receiving free/reduced lunch regardless of grade and/or subtest.
 - Sub-group data regarding gender indicates that in mathematics males scored higher in three grades with females scoring higher in the other three grades; females exceeded males in writing in all the grades tested; females exceeded males in five of six grades tested in reading; and in science, males scored higher in one grade and females scored higher in the other.
 - Sub-group data regarding ethnicity indicates a consistent pattern of achievement by grade level, but varied patterns of achievement between grade levels due to small number of students.
 - Matched scores which compare student performance on the Connecticut Mastery Test over two consecutive years indicate that most students maintain or increase their level of performance.

Connecticut Mastery Test - Fourth Generation Results 2012-2013

Gr.		MATHEMATICS		WRITING		READING		SCIENCE	
		# of Students	%	# of Students	%	# of Students	%	# of Students	%
3	Advanced	44	38.6	33	28.7	45	39.1	N/A	N/A
	Goal	51	44.7	56	48.7	43	37.4	N/A	N/A
	Proficient	13	11.4	16	13.9	14	12.2	N/A	N/A
	Basic	3	2.6	5	4.3	5	4.3	N/A	N/A
	Below Basic	3	2.6	5	4.3	8	7.0	N/A	N/A
	Total	114	99.9	115	99.9	115	100	N/A	N/A
Percent of Change		+1.3	N/A		+5.4	N/A	+5.0	N/A	N/A
4	Advanced	61	46.0	41	33.1	32	26.2	N/A	N/A
	Goal	48	36.3	49	39.5	60	49.2	N/A	N/A
	Proficient	14	10.5	25	20.2	15	12.3	N/A	N/A
	Basic	6	4.8	5	4.0	9	7.4	N/A	N/A
	Below Basic	3	2.4	4	3.2	6	4.9	N/A	N/A
	Total	132	100	124	100	122	100	N/A	N/A
Percent of Change		+0.5	+0.3		-6.7	+0.6	-5.0	+3.9	N/A
5	Advanced	74	54.8	65	47.8	45	33.6	51	37.2
	Goal	50	37.0	51	37.5	63	47.0	68	49.6
	Proficient	6	4.4	14	10.3	16	11.9	12	8.8
	Basic	4	3.0	4	2.9	4	3.0	3	2.2
	Below Basic	1	0.7	2	1.5	6	4.5	3	2.2
	Total	135	99.9	136	100	134	100	137	100
Percent of Change		+9.0	+9.0		+15.6	+6.0	+7.8	+0.2	+6.6
6	Advanced	53	37.6	57	40.7	31	22.1	N/A	N/A
	Goal	55	39.0	50	35.7	81	57.9	N/A	N/A
	Proficient	26	18.4	26	18.6	16	11.4	N/A	N/A
	Basic	4	2.8	5	3.6	4	2.9	N/A	N/A
	Below Basic	3	2.1	2	1.4	8	5.7	N/A	N/A
	Total	141	99.9	140	100	140	100	N/A	N/A
Percent of Change		-9.8	-6.2		-13.5	+6.7	-6.4	+7.2	N/A
7	Advanced	58	43.0	78	57.8	73	54.1	N/A	N/A
	Goal	59	43.7	42	31.1	49	36.3	N/A	N/A
	Proficient	12	8.9	12	8.9	4	3.0	N/A	N/A
	Basic	4	3.0	1	0.7	5	3.7	N/A	N/A
	Below Basic	2	1.5	2	1.5	4	3.0	N/A	N/A
	Total	135	100.1	135	100	135	100.1	N/A	N/A
Percent of Change		+7.4	+0.3		+10.3	-1.0	+3.3	+4.0	N/A
8	Advanced	61	43.6	57	40.7	63	45.0	63	44.7
	Goal	44	31.4	65	46.4	55	39.3	54	38.3
	Proficient	29	20.7	14	10.0	14	10.0	12	8.5
	Basic	4	2.9	4	2.9	5	3.6	6	4.3
	Below Basic	2	1.4	0	0	3	2.1	6	4.3
	Total	140	100	140	100	140	100	141	100.1
Percent of Change		+1.2	-4.3		+5.7	+8.5	-0.4	-2.8	+5.0
* Percentage +/- changes from last year's students at a given grade to this year's students at that grade.					** Percentage +/- change from the same group of students from last year's test to this year's test.				

- The district has implemented and continues to refine a revised district assessment plan to include the specific assessment, purpose of the assessment, group to take the assessment, time of year taken, and number of times taken will take place given changes to the Connecticut Mastery Test and the development of Response to Intervention (RTI)/Scientific Research Based Intervention (SRBI) progress monitoring assessments.
- A district review of all aspects related to the Mathematics and Language Arts Programs and their alignment to the CMT 4th Generation and the Common Core State Standards (CCSS) will be conducted by district K-8 staff.
- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests, as well as state requirements, involving the use of online testing for selected subgroups of students on selected tests.
- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.
- Science teachers address the recommendations resulting from the program review during the 2010-2011 school year to include review the State of Connecticut grade level expectations in light of our K-8 scope and sequence in order to prepare students for a CMT science test which is administered in grades five and eight.
- The Language Arts Curriculum continues to be revised this year, to align with State of Connecticut Frameworks, Connecticut Mastery Test objectives, and Common Core State Standards.
- The K-8 Mathematics Curriculum continues to be revised this year, to align with State of Connecticut Frameworks, Connecticut Mastery Test objectives, and Common Core State Standards.
- Building principals will develop, recommend, and implement additional supplemental programs for students not at goal in one or more areas in an effort to increase student confidence, motivation to learn and student achievement in the regular classroom, and in future assessments.
- Language Arts Consultant and Coaches will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Mathematics Consultant will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Literacy How Strategies will be implemented with all K, 1, 2, and 3 teachers to provide instructional strategies and formative assessments to assist both regular classroom teachers and support service staff on the identification and instruction of reluctant readers.
- Mansfield Middle School mathematics teachers will focus on a targeted number of Connecticut Mastery Objectives which a number of students have struggled.
- District will continue the development and use of Pearson Inform which will allow staff to review individual and group progress in Mathematics, Reading, and Writing for pk-8.

- Professional development time will be devoted to extending and strengthening staff knowledge and abilities regarding Tier I instruction, Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI), data teams, and Connecticut Accountability for Learning Initiative (CALI modules).
- The Connecticut State Department of Education's adoption of the Common Core State Standards (CCSS) in Language Arts and Mathematics will require revision of our current grade level objectives to insure that students are prepared for future state and/or national assessments.
- District and school level data teams will review formative, interim, and summative assessment data as it relates to both the Connecticut Mastery Test and the Common Core State Standards.
- The CPM: *Core Connections Series* mathematics program will be implemented (year two) in grades six, seven, and eight to address Common Core State Standards, which in the future (2015-2016) will be measured by the Smarter Balanced Assessment and essential skills measured in the Connecticut Mastery Test.
- The Mathematics program will be reviewed by an outside consultant with a focus on curriculum, instruction, and assessments which would enhance our efforts to meet the needs of all children.
- The Language Arts program has been reviewed by an outside consultant with a focus on curriculum, instruction, and assessments which would enhance our efforts to meet the needs of all children.
- The Mansfield Public Schools will devote significant professional development time and resources to the implementation of a successful eventual transition from the Connecticut Mastery Test to the Smarter Balanced Assessment.
- The district and schools will review unique challenges related to all students currently enrolled who are not at goal or advanced in all tested areas and attempt to address individual student needs while maintaining the breadth of our program for each individual to the extent possible.
- The district will implement the Renaissance Star Assessments in grades 2-8 during the school year to assist staff in screening and placement of students in reading and mathematics, as well as progress monitoring.

Students At/Above Goal Level on the Content Areas of Mathematics, Writing, Reading and Science

Current Grade	Tested Grade	0 #/%	1 #/%	2 #/%	All 3 #/%	All 4 #/%	Total Test Issues*	Total # of Students/% of Total
4	3 (115)	12/10.4	10/8.7	17/14.8	76/66.1	n/a	73	39/33.9
5	4 (124)	10/8.1	19/15.3	20/16.1	75/60.5	n/a	88	49/39.5
6	5 (137)	5/3.6	5/3.6	13/9.5	20/14.6	94/68.6	81	43/31.3
7	6 (141)	11/7.8	17/12.1	29/20.6	84/59.6	n/a	96	57/40.5
8	7 (135)	5/3.7	10/7.4	11/8.1	109/80.7	n/a	46	26/19.2
9	8 (141)	10/7.1	7/5.0	14/9.9	13/9.2	97/68.8	102	44/31.2

* Students needing to reach goal in one, two, or three subject areas.

- Matched Comparison: All Performance levels indicate that a majority of students in our program for two consecutive years maintain or improve their performance level based on Connecticut Mastery Test Scores.

- Region 19 CAPT scores indicate that Mansfield students exceed the scores of non-Mansfield students enrolled in the school.

<u>Town</u>	<u># Tested</u>		<u>Math Scale Score</u>	<u>Perf. Level</u>	<u>Science Scale Score</u>	<u>Perf. Level</u>	<u>Reading Scale Score</u>	<u>Perf. Level</u>	<u>Writing Scale Score</u>	<u>Perf. Level</u>
STATE		Average	254.8		263.4		246.6		266.7	
All	306	Average:	273.7	3.9	286.8	4.0	261.2	3.8	282.1	4.1
Ashford	56	Average:	273.1	4.0	283.0	3.8	249.9	3.5	265.0	3.8
Mansfield	148	Average:	278.5	4.0	298.2	4.3	268.6	4.0	291.9	4.3
Wilmington	63	Average:	268.2	3.7	275.7	3.8	255.4	3.6	281.0	4.1
Columbia	20	Average:	272.2	3.8	277.1	3.9	269.7	3.8	287.3	4.1
Windham	15	Average:	269.7	3.9	281.4	4.0	256.4	3.7	277.3	4.1
Coventry	3	Average:	270.9	3.9	279.3	3.9	263.0	3.8	282.3	4.1
FR Lunch	51	Average:	255.4	3.5	258.0	3.3	241.6	3.3	260.3	3.6
Sped	38	Average:	230.2	2.7	224.8	2.5	210.8	2.5	210.5	2.5

- The district will endeavor over the next few year to implement an assessment program which best meets the needs of students, parents, and staff during this time of transition to Common Core State Standards and the Smarter Balanced Assessments in an effort to address the goal of delivering both individual scores and summary results, which serve both the individual, needs of students as well as provide district feedback on program effectiveness in selected curriculum areas.

Matched Comparison: All Performance Levels
Mansfield, Grade 3, 2012; Grade 4, 2013

Mathematics - Number Matched

		Grade 4, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 3, 2012	Below Basic	0	3	0	0	0	3
	Basic	0	1	0	0	0	1
	Proficient	1	0	7	7	1	16
	Goal	0	0	5	23	11	39
	Advanced	0	0	0	11	43	54
Total		1	4	12	41	55	113

Reading - Number Matched

		Grade 4, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 3, 2012	Below Basic	4	4	0	0	0	8
	Basic	0	1	3	1	0	5
	Proficient	1	4	4	8	0	17
	Goal	0	0	5	35	6	46
	Advanced	0	0	0	12	25	37
Total		5	9	12	56	31	113

Writing - Number Matched

		Grade 4, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 3, 2012	Below Basic	3	0	1	0	0	4
	Basic	0	0	3	0	0	3
	Proficient	1	4	9	7	1	22
	Goal	0	1	6	26	10	43
	Advanced	0	0	0	15	28	43
Total		4	5	19	48	39	115

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 4, 2012; Grade 5, 2013

Mathematics - Number Matched

		Grade 5, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 4, 2012	Below Basic	1	3	0	0	0	4
	Basic	0	1	1	1	0	3
	Proficient	0	0	3	9	1	13
	Goal	0	0	1	21	16	38
	Advanced	0	0	0	16	56	72
Total		1	4	5	47	73	130

Reading - Number Matched

		Grade 5, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 4, 2012	Below Basic	5	2	1	0	0	8
	Basic	1	0	1	0	0	2
	Proficient	0	0	5	8	0	13
	Goal	0	2	9	41	7	59
	Advanced	0	0	0	12	35	47
Total		6	4	16	61	42	129

Writing - Number Matched

		Grade 5, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 4, 2012	Below Basic	1	1	1	1	0	4
	Basic	0	1	2	2	0	5
	Proficient	1	1	4	7	3	16
	Goal	0	0	5	28	14	47
	Advanced	0	0	2	10	46	58
Total		2	3	14	48	63	130

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 5, 2012; Grade 6, 2013

Mathematics - Number Matched

		Grade 6, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 5, 2012	Below Basic	1	2	1	0	0	4
	Basic	0	0	5	0	0	5
	Proficient	1	1	8	4	0	14
	Goal	1	0	10	39	3	53
	Advanced	0	0	1	11	48	60
Total		3	3	25	54	51	136

Reading - Number Matched

		Grade 6, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 5, 2012	Below Basic	6	2	2	3	0	13
	Basic	0	0	5	2	0	7
	Proficient	0	1	7	8	0	16
	Goal	1	1	1	56	4	63
	Advanced	0	0	0	9	26	35
Total		7	4	15	78	30	134

Writing - Number Matched

		Grade 6, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 5, 2012	Below Basic	2	2	2	0	0	6
	Basic	0	2	3	4	0	9
	Proficient	0	1	10	12	3	26
	Goal	0	0	9	27	21	57
	Advanced	0	0	1	6	30	37
Total		2	5	25	49	54	135

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 6, 2012; Grade 7, 2013

Mathematics - Number Matched

		Grade 7, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 6, 2012	Below Basic	1	1	0	0	0	2
	Basic	0	1	0	0	0	1
	Proficient	0	1	9	2	0	12
	Goal	0	0	3	38	4	45
	Advanced	0	0	0	16	54	70
Total		1	3	12	56	58	130

Reading - Number Matched

		Grade 7, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 6, 2012	Below Basic	2	1	0	0	0	3
	Basic	0	2	0	1	0	3
	Proficient	1	1	1	6	0	9
	Goal	0	1	3	36	26	66
	Advanced	0	0	0	5	44	49
Total		3	5	4	48	70	130

Writing - Number Matched

		Grade 7, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 6, 2012	Below Basic	0	1	0	0	0	1
	Basic	1	0	0	1	0	2
	Proficient	0	0	5	2	1	8
	Goal	0	0	6	24	13	43
	Advanced	0	0	0	13	62	75
Total		1	1	11	40	76	129

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

Matched Comparison: All Performance Levels
Mansfield, Grade 7, 2012; Grade 8, 2013

Mathematics - Number Matched

		Grade 8, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 7, 2012	Below Basic	2	0	0	1	0	3
	Basic	0	3	1	0	0	4
	Proficient	0	1	17	1	0	19
	Goal	0	0	9	33	6	48
	Advanced	0	0	0	6	54	60
Total		2	4	27	41	60	134

Reading - Number Matched

		Grade 8, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 7, 2012	Below Basic	1	1	1	0	0	3
	Basic	0	1	1	3	0	5
	Proficient	1	0	4	3	0	8
	Goal	1	3	8	38	7	57
	Advanced	0	0	0	6	55	61
Total		3	5	14	50	62	134

Writing - Number Matched

		Grade 8, 2013					Total
		Below Basic	Basic	Proficient	Goal	Advanced	
Grade 7, 2012	Below Basic	0	0	1	1	0	2
	Basic	0	1	1	3	0	5
	Proficient	0	1	5	13	0	19
	Goal	0	0	7	28	19	54
	Advanced	0	0	0	16	38	54
Total		0	2	14	61	57	134

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.
By federal law, race/ethnicity categories were changed in 2011.

MEMORANDUM

MANSFIELD PUBLIC SCHOOLS

FREDERICK A. BARUZZI, SUPERINTENDENT
Four South Eagleville Road
Storrs, Connecticut 06268-2599
(860) 429-3350 Telephone
(860) 429-3379 Facsimile



DATE: October 1, 2013
TO: Mansfield Board of Education
FROM: Frederick Baruzzi *FB*
SUBJECT: *Educational Improvement*

As outlined in the current contract between the Mansfield Board of Education and the Mansfield Education Association (page 25: Article 20, Section E) the following employee has completed requirements for professional improvement and will receive an increase in salary, retroactive to the start of the contract year.

The courses taken by these teachers as well as their individual plan of study was reviewed and approved in advance.

LAST NAME	FIRST NAME	CURRENT LEVEL	NEW LEVEL	COST INCREASE
Batulevitz	Melissa	BA, Step 6 \$55,924	MA, Step 6 \$58,983	\$3,059
DiCicco	Michael	MA, Step 11 \$67,449	MA + 15, Step 11 \$69,225	\$1,776
Haggerty	Kelly	BA, Step 10 \$62,181	MA, Step 10 \$65,857	\$3,676

DRAFT

**Mansfield Board of Education
September 12, 2013
Minutes**

Attendees: Mark LaPlaca, Chair, Randy Walikonis, Vice Chair, Martha Kelly, Secretary, Susannah Everett, April Holinko, Katherine Paulhus, Jay Rueckl, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin

Absent: Sarah Lacombe, Carrie Silver-Bernstein

The meeting was called to order at 7:30pm by Mr. LaPlaca.
There was an explanation regarding the audio recording of meetings in the Council Chamber.

INTRODUCTION OF NEW CERTIFIED STAFF: The administrators introduced the new staff for the 2013-2014 school year.

Carrie Silver-Bernstein arrived at 7:36pm.

HEARING FOR VISITORS: None

COMMUNICATIONS: Letter received from Southeast parents praising actions taken with their son.

ADDITIONS TO THE PRESENT AGENDA: None

COMMITTEE REPORTS: Personnel Committee: Mr. Walikonis reported there will be an Executive Session regarding collective bargaining and they are close to reaching a settlement with the MEA.
Policy Committee: Mr. Rueckl reported on the committee meeting on September 9, 2013. The committee asks the Board to review the proposed revisions to the MBOE Policies and will seek adoption at the October 10, 2013 meeting. After review, the Policy Committee recommended that no changes be made to the MBOE Ethics Code and also recommended no changes to the Religious Pluralism/Respect Policy.

REPORT OF THE SUPERINTENDENT:

- Field Trip Request: Mr. Nguyen, Principal Mansfield Middle School, reviewed the annual field trip to New Hampshire. Motion by Mrs. Paulhus, seconded by Ms. Everett to approve the Mansfield Middle School Fiddlehike Field Trip. Vote: Unanimous in favor.
- Windham Hospital Foundation Grant: Mr. Nguyen discussed with the Board the Nutrition/Exercise Program for Middle School Students Grant that was awarded to the Middle School in August.
- 2012-2013 4th Quarter Financial Report: Cherie Trahan, Director of Finance, reported the Town ended fiscal year with revenues exceeding expenditures by \$430,379, increasing fund balance from \$2,371,657 to \$2,802,036. Motion by Mr. Walikonis, seconded by Mr. Rueckl, to accept the 2012-2013 4th Quarter Financial Report. Vote: Unanimous in favor
- Budget Transfers 2012-2013: Motion by Mr. Walikonis, seconded by Mrs. Holinko to approve the 2012-2013 Budget Transfers. Vote: Unanimous in favor
- Preschool Transportation: Mr. Baruzzi updated the Board on the additional preschool mid-day run and the cost which is not included in the 2013-2014 Mansfield Board of Education budget.
- 2013 Board Meeting Locations: It was decided the remainder of the 2013 Board meetings will be held at the school buildings.
- Security Update: Mr. Baruzzi reported on the security implementation timeline.
- Summer Programs: Mr. Baruzzi reviewed the success of the summer programs.
 - Books on Bus
 - Summer School
 - Summer Online Programs
- Board Goals and Objectives: Sample Strategies and Sample Evidence: Mr. Baruzzi provided Sample strategies and evidence to be us for 2013-2014 MBOE Goals and Objectives
- Board Fall Retreat with Administrators (September 26th 5:30-9:00pm): The Board and Administrators will discuss 2013-2014 Goals and Objectives and plan for the school year.
- Common Core State Standards: Mr. Baruzzi shared the professional development schedule for CCSS 2013-2014 District Plan.

- Climate Survey: Mr. Baruzzi reported the district has asked parents to complete a school climate survey.
- Enhancing Student Achievement: Mr. Baruzzi reported there are two activities at this point in the school year.
- Class Size/Enrollment: Mr. Baruzzi reported on the opening day enrollments and compared them to end of year 2012-2013.

APPROVAL OF MINUTES:

- Motion by Ms. Everett, seconded by Ms. Silver-Bernstein, to approve the minutes of the June 13, 2013 Meeting. Vote: Unanimous in favor with Mrs. Kelly in abstention.
- Motion by Ms. Everett, seconded by Ms. Silver-Bernstein, to approve the minutes of the June 20, 2013 Special Meeting. Vote: Unanimous in favor with Mrs. Kelly and Mrs. Holinko in abstention.
- Motion by Ms. Everett, seconded by Ms. Silver-Bernstein, to approve the minutes of the June 20, 2013 Retreat. Vote: Unanimous in favor with Mrs. Kelly in abstention.
- Motion by Ms. Everett, seconded by Ms. Silver-Bernstein, to approve the minutes of the July 9, 2013 Special Meeting. Vote: Unanimous in favor with Mrs. Paulhus in abstention.
- Motion by Ms. Everett, seconded by Ms. Silver-Bernstein, to approve the minutes of the July 9, 2013 Retreat. Vote: Unanimous in favor.
- Motion by Ms. Everett, seconded by Ms. Silver-Bernstein, to approve the minutes of the August 23, 2013 Special Meeting. Vote: Unanimous in favor with Mrs. Paulhus in abstention.

NEW BUSINESS: None

MOTION by Mr. Walikonis, seconded by Mrs. Holinko to approve the minutes of the Board of Education May 9, 2013 meeting. VOTE: Unanimous in favor with Mrs. Paulhus and Mr. Rueckl abstaining.

CONSENT AGENDA: MOTION by Mr. Walikonis, seconded by Ms. Silver-Bernstein, to approve the following items for the Board of Education May 9, 2013 meeting. VOTE: Unanimous in favor.

That the Mansfield Public Schools Board of Education approves the employment of Amanda Doyle, Literacy Coach, Southeast School, effective July 1, 2013; Diane Glasmann, French Teacher, Mansfield Middle School, effective August 22, 2013; Heather Lasky, Preschool Teacher, Goodwin School, effective July 1, 2013; Jessica Mongeau, Grade 8 Teacher, Mansfield Middle School, effective July 1, 2013; Shamim Patwa, School Psychologist, Goodwin School, effective July 1, 2013; Elizabeth Whitley, Music Teacher, Goodwin School, effective July 1, 2013; and Ashley Zeppa, Grade 7 Teacher, Mansfield Middle School, effective August 26, 2013.

That the Mansfield Public Schools Board of Education accepts the resignation of Megan Baker, Special Education Teacher, Mansfield Middle School effective August 6, 2013.

HEARING FOR VISITORS: None

SUGGESTIONS FOR FUTURE AGENDA: Mr. Rueckl noted the Superintendent will report about practices and concerns relevant to the Religious Pluralism/Respect Policy at a forthcoming meeting or workshop. Mr. LaPlaca reminded the Board Goals and Objectives Sample Strategies and Evidence and Enrollment will be reviewed at the retreat.

MOTION by Mr. Walikonis, seconded by Mrs. Holinko to move into Executive Session for discussion of strategy with respect to collective bargaining at 9:43pm. VOTE: Unanimous in favor.

Mr. Baruzzi joined the Board in executive session.

The Board returned to open session at 10:07pm. Motion by Mr. Walikonis to ratify contract with the United Public Service Employees Union (UPSEU) for the period of July 1, 2012 to June 30, 2014. VOTE Unanimous in favor.

Motion by Mrs. Paulhus, seconded by Ms. Everett, to adjourn at 10:09pm. Vote Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

**Mansfield Public Schools
Mansfield, Connecticut**

Staff Data Sheet

Position:	Special Education Teacher - Mansfield Middle School
Recommended Candidate:	Kimberly Shepherd
Education	Masters - Special Education Southern Connecticut State University New Haven, CT Bachelor of Arts - Psychology University of Connecticut Storrs, CT
Experience:	Teacher - Special Education Grades 5-8 Killingly Public Schools 2007-2013 The Learning Clinic - Special Education Grades 9-12 Brooklyn, CT 2001-2007
Salary:	\$58,540 (prorated)
Effective Date:	September 25, 2013
Submission for Confirmation:	October 10, 2013 Frederick Baruzzi, Superintendent

9/18/2013

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

Dear Mr. Baruzzi,

I am writing to inform you that my husband and I are expecting a child in February. Based upon the advice of my physician, I intend to use the maternity leave as outlined in Article 11, E 2 of the Mea/Board of Education contract, starting February 10, 2014.

In addition, I request an unpaid Childrearing leave as outlined in Article 11, J, for the remainder of the school year.

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

Sincerely,

Name

Danielle Heersink



Cc: James Palmer

Personnel Assistant