

Mansfield Board of Education Meeting

November 12, 2015

VINTON ELEMENTARY SCHOOL 7:30 p.m.

Board Members: Randy Walikonis, Chair, Jay Rueckl, Vice-Chair; Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward

Agenda

CALL TO ORDER

ELECTION OF OFFICERS

APPROVAL OF MINUTES (P. 1-6)

- October 8, 2015 Meeting (M)
- October 22, 2015 Workshop (M)
- November 3, 2015 Special Meeting #1 (M)
- November 3, 2015 Special Meeting #2 (M)
- November 3, 2015 Special Meeting #3 (M)

RECOGNITION AND CELEBRATION

Vinton First Grade Poetry Reading

HEARING FOR VISITORS

COMMUNICATIONS

ADDITIONS TO THE PRESENT AGENDA

BOARD REPORTS:

Policy Committee: MBOE Policy Recommended Updates 2015-2016 (M) (P. 7)
Finance Committee: Quarterly Financials, Salary Budget Transfers (Encl.)

INFORMATION, PRESENTATIONS, AND ACTIONS

- Mansfield Food Service Update
- Transportation Update
- Enriching Student Achievement (P. 19)
- 2016 Board of Education Meeting Calendar (M) (P. 21)

NEW BUSINESS (If needed)

CONSENT AGENDA: : (M) The following item for the Board of Education November 13, 2014 meeting be approved or received for the record, unless removed by a Board member or the Acting Superintendent of Schools.
That the Mansfield Board of Education accepts the 2015-2016 1st Quarter Financial Report. (Encl.)
That the Mansfield Board of Education approves the Salary Budget transfers for the 2015-2016 school year. (Encl.)
That the Mansfield Board of Education approves the request for maternity and unpaid childrearing leave by Kristina Lee, Middle School Guidance Counselor, effective February 29, 2016 through the remainder of the school year. (P. 23)

HEARING FOR VISITORS

SUGGESTIONS FOR FUTURE AGENDA ITEMS

ADJOURNMENT

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.

Mansfield Public Schools: Board of Education Goals

- I. Engage, motivate and support each student to become confident and successful learners through differentiated instruction and holistic support. Monitor student progress to ensure growth.
 - A. Improve the mathematics, reading, science and writing skills of each student to support college and career readiness.
 - B. Align our current Language Arts/Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
 - C. Promote the cognitive, social, and emotional development of each student while cultivating character and fostering civic engagement.
 - D. Support the full breadth of the district's programs, foster environmental awareness and sustainability, systematically review program offerings, and explore other programs.
 - E. Provide a positive school climate through constructive behavior support systems to ensure student safety, health, physical and emotional well-being.
 - F. Promote the engagement and participation of parents/guardians in the education of their children.
 - G. Integrate relevant technology into the instructional program to enhance student learning of subject matter, technology and its use.
 - H. Help connect students and families with community support services.
 - I. Ensure student transitions are supportive and successful.
 - J. Acknowledge student achievements.
- II. Attract, support and retain qualified, motivated and diverse professional staff by fostering positive, professional learning communities.
 - A. Foster a climate of mutual respect and regularly recognize staff leadership, effort and success.
 - B. Maintain superior educational programs, adjusting staff levels and resources as required.
 - C. Support administrative leadership to maintain and surpass current levels of student achievement.
 - D. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the growth and confidence of our students and promotes staff success.
 - E. Seek input from staff regarding important issues affecting the district.
- III. Monitor the district's quality 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 school security and technology improvements as approved by the Board.
- IV. Increase the effectiveness of the Board of Education.
 - A. Provide Board members with appropriate professional development opportunities to promote effectiveness.
 - B. Encourage communication and collaboration between the Board and our community.
 - C. Collaborate with community members and organizations – including E. O. Smith High School's Region 19 Board -- to support the district's students.
 - D. Review prekindergarten educational opportunities for Mansfield children.
 - E. Evaluate the Board's goal-setting process.
- V. Plan for long-term fiscal sustainability.
 - A. Meet periodically with our state legislators to advocate for continued Education Cost Sharing; develop a plan to address changes 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 about long-term financial ramifications of balancing Board goals and priorities.
 - E. Improve the readability of our budget.

DRAFT

**Mansfield Board of Education
October 8, 2015
Minutes**

Attendees:	Randy Walikonis, Chair, Jay Rueckl, Vice Chair, Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward
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The meeting was called to order at 7:32pm by Mr. Walikonis

APPROVAL OF MINUTES:

- September 24, 2015: Motion by Mr. Fratiello, seconded by Ms. Everett, to approve the minutes of the September 24, 2015 meeting. Vote: Unanimous in favor.

RECOGNITION AND CELEBRATION:

Mansfield Middle School Visitors from Gymnasium Sarstedt, Germany: Mrs. Morell, Principal Mansfield Middle School, recognized the students and teachers from Sarsedt, Germany. Frau Dorothee Krantz presented as frame of pictures to hang in the Middle School. Mr. Walikonis presented gifts to the German students and the teachers.

HEARING FOR VISITORS: The following residents spoke regarding school bus transportation concerns: Beth DiRicco, Alicia Amalgro, Carol Atkinson-Palombo. Betty Wassmundt, Town Councilor, spoke regarding recording meetings not in Council Chambers, asked BOE members to speak up, concerns of executive session to discuss the appointment of the superintendent. Ric Hossack spoke regarding microphones and recording meetings and day care subsidy.

COMMUNICATIONS: Letter from Barbara DuBois, Paraeducator.

ADDITIONS TO THE PRESENT AGENDA: Motion by Mr. Fratiello, seconded by Mrs. Lacombe, to add discussion of daycares to agenda. Vote: Unanimous in favor.

BOARD REPORTS:

- Policy Committee: Mr. Rueckl reported the Policy met with Anne Littlefield, Board Attorney, to review the suggested changes to the Board Policy. Most of the proposed changes are mandated by State or Federal law. The committee asks the Board to review changes for possible adoption at the November 12th meeting.
- Board Workshop, October 22, 2015: Mr. Walikonis reported Mrs. Lyman and he met with Jonathan Costa, the facilitator of the workshop.

INFORMATION, PRESENTATIONS, AND ACTIONS:

- National Blue Ribbon School: Mrs. Lyman reported Goodwin School was recognized an Exemplary High Performing Schools National Blue Ribbon School for 2015. She state this is a significant achievement for both Goodwin School and our school district as a whole.
- Smarter Balanced Assessment and Connecticut Mastery Test Results: Mrs. Lyman reviewed the first year results of the Smarter Balanced Assessment and the 5th and 8th grade Science CMT results.
- Transportation Update: Mrs. Lyman provided an update on transportation, reporting she had a second meeting with Durham School Services management. Work on the process for a new contract has begun.
- Class Size Report: Mrs. Lyman reported the October 1, 2015 enrollment and class sizes across the district.
- Professional Improvement: Mrs. Lyman presented a list of teachers who have complete requirements for professional improvement and per contract will receive an increase in salary. Motion by Mr. Rueckl, seconded by Ms. Everett, to approve the increase in salary, retroactive to the start of the school year as outlined in the current contract between the Mansfield Board of Education and the Mansfield Education Association for Michael DiCicco, Heather Lasky, Eileen Melody, Denise Proffer, Britta Spinella, and William Vanderrest. Vote: Unanimous in favor.
- Draft 2016 Board of Education Meeting Calendar: Mr. Walikonis presented a draft 2016 Board of Education Meeting Calendar. He asked Board members to review and plan to adopt at Board meeting on November 12th.

NEW BUSINESS: Daycare Centers: Ms. Ward will obtain information for future Board meeting on MAC regarding local daycare centers and the subsidy UCONN has been providing.

HEARING FOR VISITORS: The following residents spoke regarding school bus transportation: Beth DiRicco, Alicia Almagro, and Carol Atkinson-Palombo

SUGGESTIONS FOR FUTURE AGENDA: Mrs. Kelly would like follow up on SBAC and information on architect currently hired by E.O. Smith to complete a study on possible expansion of fine arts and agriculture education areas. Mrs. Paulhus would like discussion on minutes.

Motion by Mr. Walikonis, seconded by Mr. Fratiello to move into Executive Session to discuss the appointment of the superintendent at 9:51pm. Vote: Mr. Fratiello, Ms. Everett, Mrs. Lacombe, Mr. Rueckl, Mr. Walikonis, Mrs. Paulhus, Ms. Ward, Ms. Silver-Bernstein in favor. Mrs. Kelly opposed. Motion passed.

The Board returned to regular session at 10:45pm.

Mrs. Paulhus left at 10:46pm.

Motion by Mrs. Lacombe, seconded by Mr. Fratiello to affirm the contract with Superintendent Lyman entered into on June 23, 2015. Vote: Unanimous in favor.

Motion by Mrs. Paulhus, seconded by Ms. Ward to adjourn at 10:47pm. Vote: Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

Mansfield Board of Education Workshop
October 22, 2015
DRAFT Minutes

Attendees: Randall Walikonis, Chair, Jay Rueckl, Vice-Chair, Martha Kelly, Secretary, John Fratiello, Sarah Lacombe, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward, Kelly Lyman, Superintendent

Excused: Susannah Everett

- I. Call to Order: The meeting was called to order at 5:30pm by Mr. Walikonis.
- II. Board Goals and Objectives 2015-2016: Discussion, facilitated by Jonathan Costa, regarding Goal Development.
- III. Adjournment - **MOTION** by Mrs. Paulhus, seconded by Mr. Rueckl to adjourn at 8:50pm. **VOTE:** Unanimous in favor.

Respectfully submitted,
Martha Kelly,
Secretary, Mansfield Board of Education

DRAFT

**Mansfield Board of Education
Special Meeting #1 November 3, 2015
Minutes**

Attendees:	Randy Walikonis, Chair, Jay Rueckl, Vice-Chair, Martha Kelly, Secretary, Susannah Everett, John Fratiello, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward
Excused:	Sarah Lacombe
Others Present:	Kevin Roy, BOE Atty., Kelly Lyman, Superintendent of Schools, Elisa Bartlett, Superintendent's Atty., John Carrington, Director of Public Works, Carol Atkinson-Palombo, parent

The meeting was called to order at 6:15pm by Mr. Walikonis

Ms. Atkinson-Palombo waived right for Executive Session.

Hearing regarding Bus Location for Villages at Freedom Green: Mrs. Lyman, Mr. Carrington, and Ms. Atkinson-Palombo provided testimony

Motion by Mr. Rueckl, seconded by Mr. Fratiello, that the Mansfield Board of Education affirms the Administration's decision regarding the bus stop in question as consistent with the Board's Transportation Policy and authorized the Board Chair to issue a written decision setting forth the basis of the Board's decision. Vote: Unanimous in favor.

Motion by Ms. Everett, seconded by Mrs. Paulhus to adjourn at 8:30pm. Vote: Unanimous in favor.

Respectfully submitted,
Martha Kelly,
Secretary, Mansfield Board of Education

DRAFT

**Mansfield Board of Education
Special Meeting #2 November 3, 2015
Minutes**

Attendees:	Randy Walikonis, Chair, Jay Rueckl, Vice-Chair, Martha Kelly, Secretary, Susannah Everett, John Fratiello, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward
Excused:	Sarah Lacombe
Others Present:	Kevin Roy, BOE Atty., Kelly Lyman, Superintendent of Schools, Elisa Bartlett, Superintendent's Atty., John Carrington, Director of Public Works, Beth DeRicco, parent, Carol Atkinson-Palombo, parent, Alicia Amalgro, parent

The meeting was called to order at 10:00pm by Mr. Walikonis

Ms. Amalgro waived right for Executive Session.

Hearing regarding Bus Location for Villages at Freedom Green: Mrs. Lyman, Mr. Carrington, and Ms. Amalgro provided testimony

Motion by Mr. Rueckl, seconded by Mr. Fratiello, that the Mansfield Board of Education affirms the Administration's decision regarding the bus stop in question as consistent with the Board's Transportation Policy and authorized the Board Chair to issue a written decision setting forth the basis of the Board's decision. Vote: Unanimous in favor.

Motion by Mrs. Paulhus, seconded by Ms. Everett to adjourn at 11:58pm. Vote: Unanimous in favor.

Respectfully submitted,
Martha Kelly,
Secretary, Mansfield Board of Education

DRAFT

**Mansfield Board of Education
Special Meeting #3 November 3, 2015
Minutes**

Attendees:	Randy Walikonis, Chair, Jay Rueckl, Vice-Chair, Martha Kelly, Secretary, Susannah Everett, John Fratiello, Katherine Paulhus, Carrie Silver-Bernstein, Kathy Ward
Excused:	Sarah Lacombe
Others Present:	Kevin Roy, BOE Atty., Kelly Lyman, Superintendent of Schools, Elisa Bartlett, Superintendent's Atty., John Carrington, Director of Public Works, Beth DeRicco, parent, Carol Atkinson-Palombo, parent, Alicia Amalgro, parent

The meeting was called to order at 10:00pm by Mr. Walikonis

Ms. Amalgro waived right for Executive Session.

Hearing regarding Bus Location for Villages at Freedom Green: Mrs. Lyman, Mr. Carrington, and Ms. Amalgro provided testimony

Motion by Mr. Rueckl, seconded by Mr. Fratiello, that the Mansfield Board of Education affirms the Administration's decision regarding the bus stop in question as consistent with the Board's Transportation Policy and authorized the Board Chair to issue a written decision setting forth the basis of the Board's decision. Vote: Unanimous in favor.

Motion by Mrs. Paulhus, seconded by Ms. Everett to adjourn at 11:58pm. Vote: Unanimous in favor.

Respectfully submitted,
Martha Kelly,
Secretary, Mansfield Board of Education



SHIPMAN & GOODWIN^{LLP}
COUNSELORS AT LAW

**MANSFIELD BOARD OF EDUCATION
POLICY RECOMMENDATIONS
SEPTEMBER 2015**

Introduction

This memorandum sets forth the suggested revisions to Board policies, regulations and accompanying documents we are recommending as a result of the 2015 legislative session, as well as changes based on legal trends or best practices. We include any changes that have been made since September 2014. The bases for our recommended changes to the Board's existing policies for each respective series are discussed below.

Section 1: By-Laws

We have no suggested changes.

Section 2: Fiscal Management

The changes to the fiscal management policies are included in a separate document..

Section 3: Instruction

CURRICULAR EXEMPTIONS

This policy has been updated to reflect that the curricular exemption for participation in the sexual abuse and assault awareness and prevention program that will be identified or developed by the state will be effective upon the implementation of that program. Section 415 of Special Session Public Act 15-5 extended by one year the deadlines for the state to identify or develop, and boards of education to subsequently implement, this program.

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

Section 4: Personnel

ALCOHOL, TOBACCO AND DRUG-FREE WORKPLACE

This policy was revised to prohibit employee use of palliative marijuana on school property, or employees' being under the influence of same, consistent with Conn. Gen.

Stat. Section 21a-408a through 408q. The policy was also revised to include the definition of a “vapor product,” consistent with Public Act 15-206, “An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products.”

CERTIFIED STAFF/DEVELOPMENT

Effective July 1, 2015, Public Act 15-97 requires in-service training programs to include training in the identification of, and evidence-based structured literacy interventions for, students with dyslexia, and Public Act 15-108 requires training in cultural competency. Section 11 of Public Act 15-215 now clarifies that each district’s professional development and evaluation committee must include at least one teacher selected by the teachers’ union, at least one administrator selected by the administrators’ union and such other school personnel as the board deems appropriate.

The district’s Certified Staff/Development policy has been updated accordingly.

CHILD ABUSE AND NEGLECT REPORTING

Public Act 15-205 makes substantial modifications to the General Statutes regarding the mandated reporting of child abuse and neglect by school employees, the training of school employees in identifying abuse and neglect, the definition of a victim of abuse and neglect under the statute, and the investigation and reporting of abuse and neglect in the public school setting. Currently, the law requires school employees to report to the Department of Children and Families (“DCF”) when, in the ordinary course of employment, a school employee has reasonable cause to suspect or believe that a child under age eighteen has been abused or neglected. In addition to those existing requirements, the new law, effective October 1, 2015, requires that a school employee also report to DCF, when, in the ordinary course of employment, the school employee has reasonable cause to suspect or believe that a person being educated by the technical high school system or a local or regional board of education requirement regarding the sexual assault of a student by a school employee applies based on the person’s status as a student, rather than his or her age.

Public Act 15-205 also sets forth factors for a mandated reporter to consider in determining whether there is reasonable cause to suspect abuse or neglect or the sexual assault of a student by a school employee. The law provides that the mandated reporter may base such suspicion on factors including, but not limited to, observations, allegations, facts or statements by a child, victim or third party. In addition, the law clarifies that such suspicion or belief does not require certainty or probable cause.

Furthermore, the law now prohibits a board of education from employing a person whose employment was terminated, or who resigned from employment following a suspension, if that person is convicted of a crime involving an act of child abuse, neglect or sexual assault against a student. Additionally, boards of education may not hire a person whose employment was previously terminated due to a violation of the mandatory reporting laws, regardless of whether an allegation of abuse or neglect or sexual assault was substantiated.

Importantly, the new law creates additional reporting requirements for local boards of education with regard to training programs and refresher training programs for school employees who are mandated reporters. Effective October 1, 2015, the principal for each school of a local board of education must annually certify to the superintendent that each school employee working at the school is in compliance with the requirements for training and refresher training. The superintendent of schools must then certify such compliance to the State Board of Education.

Finally, and significantly, by January 1, 2016, each board of education must establish a confidential rapid response team to coordinate with the Department of Children and Families to ensure prompt reporting of suspected abuse, neglect or sexual assault against a victim, and to provide immediate access to information and individuals relevant to the investigation of the Department of Children and Families. This confidential rapid response team must include a teacher, the superintendent, a local police officer and any other person the board of education deems appropriate

In addition, the requirement that a superintendent must suspend employees against whom abuse or neglect is substantiated is now limited to situations when the Commissioner of Children and Families recommends such school employee be placed on the child abuse and neglect registry.

The district's policy has been amended to reflect these new requirements.

COMPUTER SYSTEMS AND ELECTRONIC DEVICE USE BY EMPLOYEES

We have revised this policy and administrative regulations in accordance with Public Act 15-6, which concerns employee online privacy. The administrative regulations now provide that the Board may not require an employee to provide the login and/or password for a personal online account, which is defined in the regulations. The revisions further clarify the limited circumstances under which the Board may access a personal online account.

CONCUSSION TRAINING FOR ATHLETIC COACHES (ADMINISTRATIVE REGULATIONS)

Public Act 14-66, "An Act Concerning Youth Athletics and Concussions," included several provisions that became effective with the 2015-2016 school year. Notably, starting with the 2015-2016 school year, before a student may participate in any intramural or interscholastic athletic activity, the student athlete and the parent or legal guardian of such student athlete must review the concussion education plan implemented by the school district, either through review of written materials, or attendance at online or in-person training. Absent receipt of such training by both the student athlete and the student athlete's parent or legal guardian, the student athlete may not participate in any intramural or interscholastic athletic activity.

Public Act 14-66 also added another prerequisite for participation in intramural or interscholastic athletic activities. Prior to a student's participation in any intramural or interscholastic activity, the parent or legal guardian must sign and return an informed consent form, attesting to the fact that the parent or legal guardian has received the consent form and authorizing the student athlete to participate in the athletic activity.

The district's administrative regulations have been amended to reflect these new requirements.

EMPLOYMENT CHECKS (ADMINISTRATIVE REGULATIONS)

Public Act 15-6, effective October 1, 2015, protects the privacy of job applicants' personal online accounts from employers. The new law provides that no employer may request, or require that an applicant provide to the employer, the applicant's username and password or any other authentication means for accessing the applicant's personal online account. Similarly, under the new law, no employer may request or require that an applicant authenticate or access a personal online account in the presence of the employer, nor may the employer require that the applicant invite such employer, or accept an invitation from the employer, to join a group affiliated with any personal online account of the applicant. An employer is prohibited from failing, or refusing to hire, an applicant as a result of the applicant's refusal to provide any of the information described above.

The employment checks administrative regulations have been amended to reflect these new requirements.

SMOKING PROHIBITED

This policy was revised to include the new definition of a "vapor product," consistent with Public Act 15-206, "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products."

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

Series 5: School, Community and Home Relations

SMOKING PROHIBITED

This policy was revised to include the new definition of a "vapor product," consistent with Public Act 15-206, "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products."

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

Public Act 14-176 made a number of changes to Connecticut General Statute § 10-212a regarding the storage and use of emergency epinephrine in cartridge injectors (i.e. epipens) at school. Effective July 1, 2014, schools were required to maintain epipens for the purpose of providing emergency first aid to a student who experiences an allergic reaction even if the student does not have a prior written authorization for the administration of epinephrine. Under the revised law, a student's parent or guardian is permitted submit a written directive to the school nurse (and school medical advisor, if any) to prohibit the administration of epinephrine to such student.

Moreover, the law requires boards of education to designate and train "qualified school employees" to administer epinephrine in emergency circumstances to students having an allergic reaction who do not have the required written authorization for such medication (unless of course they are subject to a written directive prohibiting the administration of epinephrine). A "qualified school employee" is defined as a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional. The 2014 law required the State Department of Education to revise the applicable regulations concerning the administration of medications to students, and the applicable revised regulations were released in August 2014.

In addition, the General Assembly amended the law pertaining to the administration of student medication in 2015. Section 22 of Public Act 15-215, effective July 1, 2015, directs school nurses and a school medical advisor, if any, to select a qualified school employee to administer antiepileptic medication to students with medically diagnosed epileptic conditions that require prompt treatment, in accordance with each student's individual seizure action plan, with the written authorization of the student's parents or guardian and the written order by a physician. For this purpose, a qualified school employee for this purpose means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school district, a coach or a school paraprofessional, and such qualified school employee must voluntarily agree to serve in such a role. The qualified school employee must receive annual training, developed by the Department of Education, in consultation with the School Nurse Advisory Council and the Association of School Nurses of Connecticut, and the school nurse or school medical advisory must attest that the qualified school employee completed the training. Additionally, qualified school employees may only administer the antiepileptic medication if the school nurse is absent or unavailable, and the school nurse must provide monthly reviews of the qualified school employee's competence to administer such medication.

The district's policy has been amended to reflect these changes.

COMPUTER SYSTEMS AND INTERNET SAFETY (ADMINISTRATIVE REGULATIONS)

This policy has been revised only in the legal references sections to reflect the new statutory requirement that boards of education prescribe rules regarding Internet access and content as part of their regulation of school library media centers under Section 17 of Public Act 15-215.

DRUG AND ALCOHOL USE BY STUDENTS

The drug and alcohol use by students policy has been revised to specifically reference the statutes pertaining to palliative use of marijuana.

HEALTH ASSESSMENTS/SCREENINGS (ADMINISTRATIVE REGULATIONS)

Section 4 of Public Act 15-215, effective July 1, 2015, changes the grades in which boards of education must conduct vision, audiometric and postural screenings of students. Now, both vision and audiometric screenings are required for students in kindergarten and grade one, and then also in grades three through five. Postural screenings are now required for female students in grades five and seven, and for male students in grades eight or nine. In addition to providing written notice to parents or guardians of any problems found in the screenings, superintendents must now also inform parents or guardians of students who did not receive such screenings and provide a brief explanation of why the student did not receive the screening.

The district's administrative regulations been amended to reflect these changes.

IMMUNIZATIONS OF STUDENTS (ADMINISTRATIVE REGULATIONS)

Public Acts 15-174 and 15-242, Section 68, both effective July 1, 2015, amend the current statutory provisions regarding the religious exemption from vaccination requirements for children prior to enrollment in public or nonpublic schools. The law now provides that parents or guardians may provide a statement asserting that required immunizations would be contrary to the religious beliefs of the child or the parents or guardian, but requires such a statement to be acknowledged by a judge, family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, a Connecticut attorney or a school nurse. The law requires that the parent or guardian must present such a statement, both prior to enrollment in school and before being permitted to enter seventh grade.

The district's administrative regulations been amended to reflect these changes.

RESTRAINT AND SECLUSION (ADMINISTRATIVE REGULATIONS)

The General Assembly made significant changes to the laws governing seclusion and physical restraint in Connecticut schools. Public Act 15-141, effective July 1, 2015, expands the regulation of seclusion and physical restraint to cover any student in

kindergarten through grade twelve in a public school under jurisdiction of a local or regional board of education. The previous seclusion and physical restraint laws applied only to special education students.

Public Act 15-141 provides that no school employee may place a student in seclusion or use a physical restraint on a student, except as an emergency intervention to prevent immediate or imminent injury to the student or to others, and prohibits the use of such measures for discipline or for convenience and is not used as a substitute for a less restrictive alternative intervention. Previously, the use of seclusion was expressly permitted if included in a student's individualized education program. Furthermore, a school employee must continually monitor any student who is physically restrained and frequently monitor any student involuntarily placed in seclusion. This monitoring of both physical restraint and seclusion must include regular evaluation for indications of physical distress, which must be recorded in the student's education record. Moreover, any area used for seclusion must also have a window or other fixture allowing the student a clear line of sight beyond the area used for seclusion. In addition, the Act continues to prohibit the use of "life-threatening physical restraint," which now includes prone restraints, in addition to any restraint that restricts the flow of air to a student's lungs. Whenever physical restraint or seclusion is used, the board of education must notify the student's parent or guardian not more than twenty-four hours later, and must make reasonable efforts to notify the parent or guardian immediately. Additionally, any injuries to students resulting from physical restraint or seclusion must be reported to the State Board of Education.

The Act further provides that, whenever an instance of physical restraint or seclusion lasts for more than fifteen minutes, an administrator or designee, school health or mental health personnel, or a board certified behavioral analyst trained in seclusion and physical restraint must determine whether continued physical restraint or seclusion is necessary and, if so, must make a new determination every thirty minutes. In addition, if physical restraint or seclusion is used on a regular education student four or more times within twenty school days, a team consisting of an administrator, at least one teacher, the parent or guardian, and, if any, a mental health professional must convene to conduct or revise a behavioral assessment and behavioral intervention plan, and consider whether the student may require special education. If physical restraint or seclusion is used on a student receiving special education and related services or who is being evaluated for special education four or more times within twenty school days, then the student's planning and placement team must convene to conduct or revise a behavioral assessment and behavioral intervention plan, including a student's individualized education program.

Furthermore, the Act also prohibits the use of a psychopharmacologic agent on a student without the student's consent, unless used as an emergency intervention to prevent immediate or imminent injury to the student or others, or unless it is an integral part of the student's established medical or behavioral support or educational plan, consistent with the laws governing medication and treatment for individuals with psychiatric disabilities or as part of a licensed practitioner's initial orders.

Public Act 15-141 also includes new requirements regarding documentation of physical restraint and seclusion. The Act requires all instances of physical restraint and seclusion to be documented in the student's education record, including the nature of the emergency, steps taken to deescalate the student and prevent an emergency, a description of the restraint or seclusion, the duration of the restraint or seclusion and the effect of the restraint or seclusion on the student's education plan. In addition, beginning July 1, 2016, boards of education must record specific information as set forth in the law about each instance of physical restraint or seclusion, and annually submit that information to the state, which will provide an annual report to the General Assembly.

Public Act 15-141 also contains a number of requirements for staff training. Importantly, as under the previous law, only school employees who have received appropriate training are permitted to physically restrain a student or to place a student in seclusion. The new Act also requires that boards of education provide training to all school professionals, paraprofessional staff and administrators, and such training shall be phased in over a three-year period. Specifically, this training must include an overview of laws and regulations governing physical restraint and seclusion provided by the Department of Education and the creation of plans by which boards of education will provide training and professional development to all school professionals, paraprofessional staff and administrators regarding the prevention of incidences requiring physical restraint or seclusion and the proper means of using physical restraint and seclusion. These training and professional development plans must be implemented by July 1, 2017 and boards must phase in the training of all school professionals, paraprofessional staff and administrators by July 1, 2019. In addition, by July 1, 2015, and in each subsequent year, boards of education must require each school to identify a crisis intervention team that includes school professionals, paraprofessional staff members and administrators who have been trained in the use of physical restraint and seclusion. The purpose of these crisis intervention teams is to respond to any incident in which the use of physical restraint or seclusion may be necessary. The members of the crisis intervention team must be recertified in the use of physical restraint and seclusion each year.

Boards of education must also develop policies and procedures that establish monitoring and internal reporting of the use of physical restraint and seclusion on students, and must make such policies and procedures available on the board website and in the board's procedures manual. In addition, Public Act 15-141 directs the State Board of Education to develop new regulations concerning the use of physical restraint and seclusion. Boards of education must subsequently update their own policies and procedures regarding restraint and seclusion within sixty days of the state's adoption of those new regulations.

A number of these legislative changes have been incorporated into the district's administrative regulations. However, we are awaiting guidance from the State Department of Education regarding some aspects of the law, and we will need to review and revise the administrative regulations again once such guidance is received.

SEX DISCRIMINATION AND SEXUAL HARASSMENT/STUDENTS

The district's policy and administrative regulations have been updated for clarity and consistency, as well as to reflect a definition for sexual violence.

SMOKING PROHIBITED

This policy was revised to include the new definition of a "vapor product," consistent with Public Act 15-206, "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products."

STUDENT DISCIPLINE

Public Act 15-96, effective July 1, 2015, puts a moratorium on out-of-school suspensions and expulsions for students in preschool through grade two, with only limited exceptions. Regarding suspensions, the current rules remain in effect for both in-school and out-of-school suspensions for students in grades three through twelve. Now, however, a student in preschool through grade two may only receive an in-school suspension unless, after an informal hearing, the administration determines that an out-of-school suspension is appropriate for the student, based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.

Regarding expulsions, the current rules also remain in effect for both discretionary and mandatory expulsions for students in grades three through twelve. In addition, students in kindergarten through second grade are still subject to mandatory expulsions whenever there is reason to believe the student: (1) possessed a firearm or deadly weapon, dangerous instrument or martial arts weapon on school grounds or at a school sponsored activity; (2) possessed and used a firearm, instrument, or weapon in the commission of a crime off school grounds; or (3) offered a controlled substance for sale or distribution on or off school grounds. However, discretionary expulsions are no longer permitted for students in kindergarten through grade two.

Public Act 15-96 also creates a separate provision for the mandatory expulsion of preschool students. In general, preschool students may not be expelled from a preschool program operated by local boards of education. Preschool students, however, must be expelled whenever there is reason to believe that the preschool student was in possession of a firearm on or off school grounds or at a preschool-sponsored event. Such students are entitled to an expulsion hearing, and if the student is found to have committed such an offense, the expulsion must be for one calendar year, subject to modification on a case-by-case basis.

The district's student discipline policy has been amended to reflect these changes.

TRUANCY/STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

Public Act 15-225, effective July 1, 2015, adds new obligations for boards of education regarding students who are chronically absent. The new law defines a “chronically absent child” as a child who is enrolled in a school under the jurisdiction of a local or regional board of education and whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that the student has been enrolled at the school during the school year. In addition, the law also requires that an in-school suspension that is greater than or equal to one-half of a school day must be considered an absence, in addition to excused, unexcused and disciplinary absences. “Disciplinary” absences will be further defined by the Department of Education at a later date, which will necessitate further revisions to the district’s policy and administrative regulations at that time.

Where a district chronic absenteeism rate is determined to be ten percent or higher, under the new law, the district must establish a district-wide attendance review team. Where a school in a district has a school chronic absenteeism rate of fifteen percent or higher, the school must establish an attendance review team. If a district has more than one school with a school chronic absenteeism rate of fifteen percent or higher, the district may establish an attendance review team at the district-level or at each school with a high chronic absenteeism rate. Finally, if the district has a chronic absenteeism rate of ten percent or higher, and if one or more schools in the district has a school chronic absenteeism rate of fifteen percent or higher, the district may establish an attendance review committee for the district or at each affected school. A “district chronic absenteeism rate” is determined by dividing the number of chronically absent children in the district by the total number of enrolled children in the district in the previous school year.

Likewise, a “school chronic absenteeism rate” is determined by dividing the number of chronically absent children in a particular school by the total number of enrolled children in the school in the previous school year. The attendance review team, which must meet at least monthly, may consist of school administrators, guidance counselors, school social workers, teachers and representatives from community-based programs. Each attendance review team is responsible for reviewing cases of truants and chronically absent children, discussing school interventions and community referrals for truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents or guardians.

In addition, Public Act 15-225 also requires boards of education to provide information regarding the number of truants and chronically absent children in the strategic school profile report for each school.

The district’s policy and administrative regulations have been amended to reflect these changes.

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

Series 7: Support Services

PESTICIDE APPLICATION ON SCHOOL PROPERTY

The General Assembly made several changes to required notifications about the application of pesticides at schools. Under current law, parents or guardians and school staff may register to receive prior notice of pesticide application at a school that includes specific information about the application. Section 437 of the Act also requires that the notification provided by schools with integrated pest management plans must include information about the target pests.

The new law also provides for several other notification requirements for schools. As of October 1, 2015, in addition to the existing notification requirements for schools, boards of education must now also provide at least twenty-four hours' notice about the application of a pesticide on the applicable school's homepage (or the district's homepage if there is no school website). In addition, although the legislation is unclear, boards of education may also have a separate obligation to provide such notice through "the primary social media account" of the school or district. In addition, each board of education must indicate on its homepage how parents can register for prior notice of pesticide applications. Furthermore, by March 15 of each year, each board of education must send through the school's or district's email notification or alert system, specific information about each pesticide application since January 1 of that year and a listing of such notices for applications made between March 15 and December 31 of the preceding year. Specifically, this information must include the name of the active ingredient of the pesticide, the target pest, the location of the application on school property, the date of the application and the name of a school official who can be contacted for more information. Finally, each board of education must also print the required email notification in parent handbooks or manuals, although districts are not required to reprint any handbooks or manuals for this purpose.

Finally, Section 438 of the Act provides expanded definitions of pesticides and related materials.

The district's policy and administrative regulations have been updated to include these new requirements.

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

**Mansfield Public Schools
Enriching Student Achievement
2015-2016**

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost	# Enrolled
GW	2-4	15	All	Homework Completion	Homework & Independent Work Club I	10	1 hr.	10	10/27/15-11/20/15	\$1,782.30	21
GW	2-4	15	All	Homework Completion	Homework & Independent Work Club II	10	1 hr.	10	1/11/16 – 2/12/16	\$1,782.30	TBD
GW	2-4	15	All	Homework Completion	Homework & Independent Work Club III	10	1 hr.	10	3/7/16 – 4/8/16	\$1,782.30	TBD
GW	4	12	Science/ Environment	Take better care of environment	Green Thumbs Club	8	1 hr.	8	10/6/15 – 5/3/16	\$50.00	5
SE	3-4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1 1/4 hrs.	12.5	10/18/15 - 11/20/15	\$2,069.49	74
SE	3-4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1 1/4 hrs.	12.5	Tentative Spring	\$2,069.49	TBD
VN	4	18	All	Building VEX IQ Robots	VEX IQ Robotics Club	6	1.10 hrs	7	11/5/15 – 12/17/15	\$210.00	18
VN	3-4	All	Physical Fitness	Teambuilding & Adventure Education	Leadership Club Session I	12	1.5 hrs.	18	11/3/15 – 12/17/15	\$360.00	55 (split T, Th)
VN	3-4	All	Physical Fitness	Teambuilding & Adventure Education	Leadership Club Session II	12	1.5 hrs.	18	1/25/16 – 3/7/16	\$360.00	TBD
VN	3-4	All	Physical Fitness	Teambuilding & Adventure Education	Leadership Club Session III	12	1.5 hrs.	18	3/29/16 – 5/12/16	\$360.00	TBD
Total Amount										\$10,825.88	
REMAINING BALANCE										\$19,714.12	

MANSFIELD BOARD OF EDUCATION
2016 Meeting Dates
Council Chambers
(unless otherwise noted)
7:30 p.m.

Thursday, January 21, 2016

Thursday, January 28, 2016
(Budget Workshop)

Thursday, February 4, 2016
(Budget Workshop)

Thursday, February 11, 2016

Thursday, March 10, 2016

Thursday, April 14, 2016

Thursday, May 12, 2016

Thursday, May 26, 2016
(Workshop - TBD)

Thursday, June 9, 2016

Thursday, July 14, 2016
(Workshop – TBD)

Thursday, September 8, 2016

Thursday, September 22, 2016
(Workshop – TBD)

Thursday, October 13, 2016
(Vinton School)

Thursday, October 27, 2016
(Mansfield Middle School)

Thursday, November 10, 2016
(Southeast School)

Thursday, December 8, 2016
(Goodwin School)

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

October 13, 2015

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

Dear Mrs. Lyman,

I am writing to inform you that my husband and I are expecting a child in March. 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, February 29, 2016.

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,



Kristina Lee

Cc: Candace Morell
Michele Beers