Mansfield Board of Education Special Meeting
May 19, 2022
Council Chambers 7:00pm

Board Members: Kathy Ward, Chair, Susannah Everett, Vice Chair, Martha Kelly, Secretary, Edith Allison, David Litrico, April Morin, Katherine Paulhus, Jeannette Picard, Kelly Zimmermann

The public may view the meeting live at https://mansfieldct.gov/video.

Agenda

CALL TO ORDER

ROLL CALL

APPROVAL OF MINUTES:
April 14, 2022 Regular Meeting (M) (P. 1)

COMMUNICATIONS: Letter from Susan Audette (P. 4)

HEARING FOR VISITORS

ADDITIONS TO THE PRESENT AGENDA

BOARD REPORTS: Finance Committee

INFORMATION, PRESENTATIONS, AND ACTIONS

- Superintendent’s Report
- Report of Progress – Support the Whole Child (P. 11)
- Elementary Instrumental Program
- MMS Roof Project Update
- Update on School Building Project
  - Watch our school grow https://mansfieldct.gov/2178

NEW BUSINESS (if needed)

HEARING FOR VISITORS

CONSENT AGENDA (M): The following items for the Board of Education May 19, 2022, 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 accepts the March 31, 2022, Quarterly Financials.

That the Mansfield Public Schools Board of Education approves the resignation of the following: (P. 26) Kaye Jakat, Reading/Literacy Consultant; effective the end of the 2021-2020 school year.
SUGGESTIONS FOR FUTURE AGENDA ITEMS

ADJOURNMENT
Mansfield Board of Education
2021-2026

Mission:

It is the mission of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.

Core Beliefs:

- **Lead with equity.** We believe that children must be supported to learn and develop in a safe, antiracist environment free from discrimination, bias, and prejudice against all people where conscious efforts and intentional actions ensure equitable opportunities.
- **Develop the whole child.** We believe schools have an obligation to teach academic and social skills while nurturing the emotional, physical, and behavioral development of all children.
- **Ensure active learning.** We believe students learn best when they engage in joy-filled, empowering, intellectually challenging, and personalized experiences that deepen understanding of the world while building academic and social-emotional skills.
- **Build partnerships.** We believe engaging families and the community as equal partners is necessary to fulfill the mission and vision of Mansfield Public Schools.
- **Prepare global citizens.** We believe schools must develop young people to be stewards of their community, nation, and the larger world around them by instilling the skills needed to contribute to a peaceful society and sustainable world.
- **Grow educators.** We believe that providing an environment that allows for inquiry, supports risk taking, provides for continuous learning, and attends to the whole person is as important for educators as it is for students.

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.
It is the mission of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.

Mansfield Board of Education Meeting
April 14, 2022
DRAFT Minutes

<table>
<thead>
<tr>
<th>Attendees:</th>
<th>Kathy Ward, Chair, Martha Kelly, Secretary, Edith Allison, David Litrico (electronically), Katherine Paulhus, Jeannette Picard, Kelly Zimmermann</th>
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<tbody>
<tr>
<td>Absent:</td>
<td>Susannah Everett, Vice-Chair</td>
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The public may view the meeting live at https://mansfieldct.gov/video.

The meeting was called to order at 7:02pm by Ms. Ward.

Ms. Allison read the mission statement.

APPROVAL OF MINUTES: Motion by Ms. Morin, seconded by Ms. Zimmermann to approve the minutes of the March 10, 2022, Regular Meeting. Vote: Unanimous in favor and motion passed.

COMMUNICATIONS: None

HEARING FOR VISITORS: None

ADDITIONS TO THE PRESENT AGENDA: None

BOARD REPORTS: None

INFORMATION, PRESENTATIONS AND ACTIONS:

Mrs. Lyman reported the mask optional practice is going smoothly and Covid cases are quite low on average. She reiterated the recommendation to use home-testing as a mitigation strategy.

Mrs. Lyman shared an explanation and highlights from the 8th grade Witness Stone Project and how well the MMS greenhouse is growing and thriving. Goodwin School fourth graders are participating in a leadership pilot project in partnership with Villari Martial Arts.

Mrs. Paulhus arrived at 7:12pm.

Mrs. Lyman provided exciting events involving our teachers: Teacher of the Year Kim King and six other unified arts teachers traveled to NYC to participate in a taping of the Drew Barrymore Show - honoring teachers - to be aired next month. Vinton teachers Jennifer Zugarazo and Michelle Mather will be traveling to Denmark this summer to learn more about zero waste practices in other school districts through a grant they applied for and were awarded. MMS teacher Raechel Surprenant will travel both this and next summer to Smithsonian institutions to participate in science related studies.

Scott Pellman and Chip Daniel from Colliers presented the preliminary findings from the MMS Modernization Study and described the options for future renovations and improvements for the Board to consider.

Mrs. Lyman provided information regarding the return of the German Exchange Student Program in June. Motion by Ms. Morin, seconded by Ms. Allison to approve the Mansfield Middle School's request form for the field trip to

Mrs. Deason presented an update on Mansfield Food Services including meal pricing and participation.

Mrs. Bradshaw-Hill explained how the Cafeteria Fund operates, its revenue/expenditure status and the importance of maintaining fund balance.

Motion by Ms. Allison, seconded by Ms. Picard to set the Mansfield Food Services meal prices for the 2022-2023 school year as follows: Elementary lunch $2.75; Middle School lunch $3.00; High School lunch $3.50. Vote: Unanimous in favor and motion passed.

Motion by Ms. Allison, seconded by Ms. Picard for Healthy Food Certification: Pursuant to C.G.S. Section 10-215f, the Mansfield Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2022 through June 30, 2023. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including, but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups. Vote: Unanimous in favor and motion passed.

Motion by Ms. Allison, seconded by Ms. Morin for Connecticut Nutrition Standards Exclusion: The Mansfield Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverages items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held. Vote: Unanimous in favor and motion passed.

MMS Roof Project Update - Mrs. Lyman indicated there is drainage work being done and the solar panels are expected to be installed sometime this spring.

Update on School Building Project – Mrs. Lyman provided an update on the various sections of the new elementary school. At today’s School Building Committee meeting, Newfield Construction Company indicated that delays in the delivery of essential mechanical and electrical equipment, and uncertainty about the site completion, have impacted the completion of Mansfield Elementary School.

The schedule revision identifies a substantial completion date of the building of October 5th and a substantial completion date of the site of October 28th, therefore, we must move forward with Plan B actions.

- Watch our school grow https://mansfieldct.gov/2178

NEW BUSINESS (if needed): None

HEARING FOR VISITORS: None

CONSENT AGENDA: Motion by Ms. Allison, seconded by Ms. Zimmermann the following items be approved. Vote: Unanimous in favor.

That the Mansfield Public Schools Board of Education approves the resignation of Arban Nazarko, Teacher at Mansfield Middle School; effective the end of the 2021-2022 school year.

SUGGESTIONS FOR FUTURE AGENDA ITEMS: None
Motion by Ms. Picard, seconded by Ms. Allison to enter Executive Session at 9:27pm for the purpose of discussing non-renewals of teachers and invite Superintendent Lyman and Superintendent-elect Peter Dart. Vote: Unanimous in favor.

Following Executive Session the Board returned to Regular Session at 9:38pm. Motion by Mrs. Paulhus, seconded by Ms. Allison to approve Superintendent Lyman’s recommendation of non-renewal of teachers. Vote: Unanimous in favor.

ADJOURNMENT: Motion by Ms. Allison, seconded by Ms. Morin to adjourn at 9:39pm. Vote: Unanimous in favor.

Respectfully submitted,
Jil Corso, Board Clerk
Dear Members of the Board and Building Committee,

My name is Susan Audette and I am writing on behalf of my husband, Vincent and my family. We have lived at 41 Pine Woods Lane since 1976. For the past 46 years, the school has been a good neighbor and I would like to think that will continue. As an educator who taught in the Mansfield school system for 29 years, I understand the need for the new school. I also understand that you had no intentions of disrupting the neighborhood in such a profound way.

We are located where the property drops and the new school is two levels. The building project necessitated the removal of the forest that rimmed the property. The trees were old and massive and many of them dead. We attended a Zoom meeting where one school board member cautioned that the trees were old and may affect the plans, concerned that many might come down. There were no comments to his concern. The trees have always been a concern. We have removed several trees over the years that threatened our home and our property. We learn now that those trees were really on school property. Over the years despite many attempts, the pin for the property line was never found and we were told by the previous owner that it was at the top of the hill. After many years of struggling with the hill and at much cost, planting and cutting to make it more attractive, dealing with tree roots, wild raspberries, and tons of pine needles, we learn the hill really belongs to the town.

Originally, only a variety of trees were to be taken. However, once the cutting began, it was apparent that everything had to go. This has left us with a barren wasteland. We were told that the debris would be cleaned up the first week of December. At that time, we were also promised to have weekly updates from the project manager. We had two emails in total keeping us apprised. That project manager has since left the project. When the first week of December arrived and we still had good weather, no one came to clean the debris. There has been no movement on cleaning up the mess at this time, and no communication telling us when it might be done. We do not look forward to using our backyard when it is such an eyesore.

We have been told by Adam LeVitus, current project manager that the landscaping plans are complete. He said it called for "maples and oaks". I realize that the school is powered partially by solar and these trees will allow for solar use. However, trees of that nature will give us little site buffer from the school. Right now, I can almost tell you the color of the workmen's eyes and I am sure they can tell you what I am having for breakfast as well. I have asked Adam if those planning the landscaping come to see things from our point of view. It may look very different from here and I would hope there would be some consideration as to what we have to look at. We have already had to cover our bedroom windows with light blocking material so we can sleep at night. All lights are left on constantly and it lights up our bedroom like a runway. We have asked Adam if the lights could be turned down or off at night. We had one week that we actual saw an improvement in less lighting and
were able to sleep comfortably, but all lights are back on making it difficult at night. Is it really necessary to have all the lights on?

Building the school has not been easy for anyone. Work starts often before 7 o'clock, so sleeping late is not an option. There have been days that the vibrating compactor has shaken the house so much that we have had things fall off the walls. Again, a necessary evil.

Due to our location, you can see this project has significantly impacted our lives, I invite you to visit us here at 41 Pine Woods to see the project from our point of view. I ask you as the Board and the Building Committee to ask the powers to be to have more consideration for the neighbors by keeping us informed, taking care of what has been done and to listen to and act on our concerns.

We appreciate your time.

Sincerely,

Susan Audette

cc. Town Manager
Report of Progress
May 19, 2022
It is the Mission of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.

Core Beliefs

**Lead with equity.** We believe that children must be supported to learn and develop in a safe, antiracist environment free from discrimination, bias, and prejudice against all people where conscious efforts and intentional actions ensure equitable opportunities.

**Develop the whole child.** We believe schools have an obligation to teach academic and social skills while nurturing the emotional, physical and behavioral development of all children.

**Ensure active learning.** We believe students learn best when they engage in joy-filled, empowering, intellectually challenging, and personalized experiences that deepen understanding of the world while building academic and social-emotional skills.

**Build partnerships.** We believe engaging families and the community as equal partners is necessary to fulfill the mission and vision of Mansfield Public Schools.

**Prepare global citizens.** We believe schools must develop young people to be stewards of their community, nation, and the larger world around them by instilling the skills needed to contribute to a peaceful society and sustainable world.

**Grow educators.** We believe that providing an environment that allows for inquiry, supports risk taking, provides for continuous learning, and attends to the whole person is as important for educators as it is for students.
Report of Progress
Support the Whole Child

This report describes progress made in the last twelve months in the Mansfield Public Schools. The report focuses on the action steps associated with the Key Driver, Support the Whole Child, as defined in the District Development Plan and the individual School Development Plans.

The report details actions taken and provides evidence of progress toward defined indicators.

Table of Contents

I. Introduction

II. Report of Progress
   Supporting the Child In School
   Supporting the Child Beyond the School
   Supporting Staff

III. Performance Indicators
   Supporting Student Academic Progress
   Supporting the Whole Child
   Staff Wellness

May 19, 2022
Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.

Actions

- Develop, implement, and share with all stakeholders Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.

- Integrate social and emotional learning throughout the school day.

- Continuously evaluate and revise offerings provided during and beyond the school day in the arts, physical education, and wellness to meet student interest and needs.

- Engage all families through effective communication practices that include outreach and support from school-based CARES teams.

- Partner with community agencies to provide behavioral and mental health supports to students, staff, and families during and beyond the school day.

- Make materials, software platforms, and school communications accessible to all families by removing language barriers.

Indicators

- Student performance data demonstrating effectiveness of multi-tiered systems of support.

- Social and emotional skill evaluation data.

- Participation data in arts and physical education programs offered during and beyond the school day.

- Expressions of feelings of belonging, support, and satisfaction on family, student, and staff surveys and focus groups.

- Number of referrals to outside agencies.

- Improvement in attendance data.

- Reduction in office referrals.

- Number of points of contact between school staff and families including family participation in school conferences and intervention meetings, and staff outreach through home visits, video calls, and other communication practices.

- Access and use of school resources and/or programs.

- Participation rates in staff wellness events

Core Beliefs

- Lead with equity.
- Develop the whole child.
- Ensure active learning.

- Build partnerships.
- Prepare global citizens.
- Grow educators.
Introduction

The Mansfield Core Beliefs recognize that supporting children to grow includes attention to much more than just academic skills. The Core Beliefs clearly express a focus on the whole child in partnership with families and the wider community.

Supporting the whole child includes providing curriculum and programs designed to support academic, social emotional, and behavioral development. Academics are broadly defined as core skills such as literacy, mathematics, humanities, and science along with physical and artistic skills. Supporting students requires instruction that is culturally relevant, advances skills and understanding, and is personalized to the child’s level of development. At times, this requires additional instruction or experiences and careful monitoring of performance through a process known as Multi-tiered Systems of Support (MTSS). In this three tier model, instruction begins with classroom lessons designed for all learners and requires regular monitoring of individual student performance to identify students who would benefit from more personalized instruction – Tiers 2 and 3. Direct support in Tiers 2 and 3 may be provided by the classroom teacher or other specialists and may be delivered within the classroom or outside the classroom. Tier 2 and 3 instruction is provided in addition to continued Tier 1 instruction.

Attending to social emotional and behavioral development requires intentional instruction and integration of experiences throughout the school day. The Mansfield Social Emotional Learning (SEL) Framework defines SEL as:

Social Emotional Learning is a process through which individuals learn and apply a set of social, emotional, behavioral, and character skills that supports individual well-being and fosters a spirit of community.

The Mansfield SEL Framework focuses on supporting and building skills in the areas of Cognitive Regulation, Emotional Processes, and Social/Interpersonal Skills. Teachers are supported to provide instruction and experiences to build skills in each area and the Framework includes strategies for integrating this work throughout the school day.

As with academic skills, it is recognized that some students may need additional support. These supports follow the three tier system. In addition, attending to the whole child includes collaboration with outside agencies engaged by the school or family to provide specialized services.
Building relationships with families and coming to know and understand family strengths and needs is another required element. Here too, culturally relevant practices are critical to the success of these efforts. Schools can offer both direct supports to families and can connect families to community programs and private providers.

Therefore, support of the whole child includes such intentional work as:
- Developing systems that provide supports in the academics, social emotional skills, and behavior
- Providing Social Emotional curriculum and instructional resources to teachers
- Ensuring culturally relevant and equitable access to experiences and supports for all students and families
- Offering a variety of opportunities to build relationships and engage families
- Partnering with outside agencies to expand the programs and services provided by schools

To know the effect of this intentional work, schools must evaluate the impact of actions taken and assess outcomes for students and, where applicable, families. Supporting the whole child results in improved academic achievement and emotional health. This report focuses on the evaluation of actions designed to address all elements of a child’s well-being.
Supporting the Child In School

Action: Develop, implement, and share with all stakeholders Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.

Action: Integrate social and emotional learning throughout the school day

Action: Continuously evaluate and revise offerings provided during and beyond the school day in the arts, physical education, and wellness to meet student interest and needs

Supporting a child’s academic performance begins with providing student-centered instructional practices that maintain rigorous outcomes for all students. To achieve these outcomes, teachers must attend to the individual progress of each child. Teachers work to provide personalized supports to ensure continuous progress and on grade level performance. This has been accomplished by regular reviews of student work, academic assessment data, and behavioral and social emotional data completed by a team of teachers that includes both general education providers and those with specialized skills such as reading specialists and special education teachers. Student support plans are developed and reviewed frequently.

Well defined systems that efficiently and effectively accomplish this work follow a process known as Multi-Tiered Systems of Support (MTSS). This system includes processes for reviewing data, identifying students who would benefit from personalized instruction, and strategies for regular monitoring of performance. Training in this process was provided to all administrators in the winter of 2021.

In the fall of 2021, the Reading Tutor program was begun to support the acceleration of students who were experiencing slowed progress due in part to schooling during the pandemic. MTSS strategies were employed in this work and instruction was provided by trained professionals hired as tutors specifically for this purpose. The program focused on the youngest readers in the elementary schools, those in grades K, 1 and 2. In the middle school the program supported students during the transition year, grade 5, and those whose transition year was impacted by the hybrid instruction used last year, the current grade 6 students.

Several of the students enrolled in the program were significantly below grade level in reading by as much as one or two years. Students were provided small group or individual instruction 3-5 days a week in addition to instruction provided in their classrooms. Progress was monitored regularly in order to provide instruction focused on the assets and needs of the student. Growth was measured in terms of reading level performance using the Independent Reading Level: One Year’s Growth measure. (Note: This measure could not be used to measure the growth of kindergarten students.) Spring performance data shows that 77% of students have made one year or more of progress with one third of students making more than one year’s growth. By year’s end, it is expected that all students will have made one year of growth and even more will have grown by more than one year. The program will continue in the upcoming school year.
Social and emotional skills are developed throughout the school day beginning in preschool. Teaches have been supported to deliver this instruction and many have participated in specialized training in such programs as Responsive Classroom and restorative justice practices. In elementary classrooms the day begins with a Morning Meeting, a strategy to both teach and apply social and emotional skills. Additional instruction is provided through focused lessons provided by both teachers and psychologists. At Vinton School for example, the school psychologist meets weekly with each classroom offering a well sequenced series of lessons.

In the middle school, a Social Emotional Learning block is included in the weekly schedule. A responsive curriculum that infuses SEL competencies has been created by counseling staff. Lessons are sequenced by grade level, tailored to student need, and implemented by all teachers. Additional opportunities are provided to students through programs offered by Youth Services staff and through a volunteer program with students from UConn. In addition, schools hold monthly collaboration meetings with the Youth Services Bureau for the purpose of coordinating student and family support.

Several special program days have also been held at the middle school. For example, these include a Grade 5 Wellness Day and Adventure Club Leadership Development, a trip to the UConn Environmental and Specimens lab in grade 6, and Recharge Day for grades 6, 7, and 8. Each of these experiences is designed to introduce students to strategies and activities that can spark interests, promote relaxation, and reduce stress.

Providing opportunities for students to explore and develop interests beyond the academics are generally part of after school programs. These are extensive in our school, although more so at the middle school level in these pandemic times. Programs include three seasons of competitive sports, an extensive offering of clubs, many of which are student initiated, and music and drama experiences. Mansfield Youth Services Bureau also offers clubs such as My Pride Club, My Voice Public Service Announcement, Big Friends, and the Garden Club.

Afterschool programming in the elementary schools has been reduced since the start of the pandemic. The popular mileage club programs were reinstated this year with some schools providing after school times as well as recess times for this activity.

The Mansfield Schools also seek to provide these “extra-curricular” experiences during the school day. At the middle school Equitable enrichment practices that provide all students opportunity and access include such experiences as the annual drama production, the History Day program, and new this year, the Stock Market Game. In addition, a pilot program at Goodwin School to partner with community providers to offer unique extra-curricular experiences to students during the school day has proved very successful. Thus far, grade 4 students have participated in a week long program at Villari Martial Arts in which students spent two hours a day at the arts studio.

Despite these efforts, school staff report an increase in the number of students with significant social, emotional, and behavioral needs as well as the number of behavioral interventions needed at the middle school. Positive Behavior Intervention and Supports (PBIS) and
restorative practices are two strategies that can have a positive effect on this trend and are currently in use in some of our schools. PBIS practices are used in two elementary schools and restorative practices are used at MMS. The goals in both programs focus on improving behavior through understanding self and others. Promising results are beginning to be seen and these programs will continue in the future.

<table>
<thead>
<tr>
<th>Restorative Practice Themes that Guide Our Work</th>
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<tbody>
<tr>
<td>Unique and equally valued perspectives</td>
</tr>
<tr>
<td>Thoughts influence emotions, and emotions influence subsequent actions</td>
</tr>
<tr>
<td>Empathy and consideration for others</td>
</tr>
<tr>
<td>Awareness of own and others’ needs</td>
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<tr>
<td>Trust and empowerment</td>
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Attention is given to the content of our instructional program both in the academic and social and emotional programs to ensure instruction is culturally relevant. Recent actions include such things as promoting racial and gender equity in science/STEM education, integrating the Afro-Latinx perspective into the Spanish Curriculum, collecting and analyzing read aloud texts and classroom library books, incorporating diverse and equitable books into morning meetings, and mini-lessons, and using “street” data such as student interviews to ascertain students’ experiences and dispositions about school. Recent development of instructional units illustrate teacher understanding of the importance of integrating social emotional skill development in lessons that are culturally responsive. For example, a new grade 5 language arts unit focuses on exploring diverse text through the lens of mirrors (seeing myself), windows (learning about others), and sliding glass doors (taking a step into a new world).

### Supporting the Child Beyond the School

**Action:** Engage all families through effective communication practices that include outreach and support from school-based CARES teams

**Action:** Partner with community agencies to provide behavioral and mental health supports to students, staff, and families during and beyond the school day.

**Action:** Make materials, software platforms, and school communications accessible to all families by removing language barriers.

Mansfield Schools recognize that supporting the whole child means reaching both beyond the school day and beyond the child to the family. Such efforts begin with employing good communication skills. This year such practices as the Vinton weekly newsletter and Goodwin Parent coffees continued while the middle school enhanced their communication practices with
both regular digital newsletters that highlighted student learning and beginning of the year team events for families. Southeast School staff led the way with building a consolidated PTO for the new elementary school.

At the start of the pandemic each school established a team of staff who focused on ensuring all families had the resources and supports needed to provide for their children. These efforts have continued with schools maintaining Cares Teams that engage in outreach and connect families to services both within the school and with outside agencies. These teams also monitor student attendance and conduct family meetings when chronic absenteeism is found. The goal of these meetings is to create a collaborative plan to improve school attendance and to connect families to outside agencies should the need be present.

Not all families find it easy or comfortable to attend meetings in schools. Several steps have been taken to address these needs. Continuing to utilize an effective practice used early in the pandemic, parent meetings are held virtually when meeting onsite becomes a barrier. Families where English is not the primary language are supported through the use of an “on-demand” translation service. The Language Line service allows us to call the service and receive live translation to assist with interactions with family members. To date, the Language Line has been used 77 times.

When it was difficult to invite families into school buildings during the 2020-21 school year, members of the Cares Team and a variety of Mansfield municipal service providers conducted resource fairs in local neighborhoods. This year Goodwin School revamped the program to provide a Cares Fair in their building one afternoon in early spring. Taking our outreach efforts even further, we recently provided training to selected staff in the process of conducting home visits. Visits have been occurring since the training was completed.

**Supporting Staff**

| Action: Partner with community agencies to provide behavioral and mental health supports to students, staff, and families during and beyond the school day. |

Efforts to support staff wellness have been especially important this year as we continue to manage the added stresses of working and living in the time of a pandemic. Actions this year have included individual school initiatives and programs provided in partnership with the Mansfield Wellness Coordinator, a position shared by the Town of Mansfield, the Mansfield Public School, and Regional School District 19 and supported by our medical insurance fund.

Activities have included such experiences as after work yoga and salsa dancing classes, a variety of fitness and wellness challenges, special luncheons, mini-massages, and a staff managed clothing swap. Professional learning days have often included a wellness component to blend learning with caring for our staff.
Performance Indicators

Supporting Student Academic Progress

Indicator: Student performance data demonstrating effectiveness of multi-tiered system of support.

Reading Tutor Program – A MTSS (Multi-Tiered Systems of Support) Intervention for Tier 2 and Tier 3

Total number of students in Reading Tutor Program (Elementary grades K, 1, 2; Middle School grades 5, 6) 64

  Grade K: 6
  Grade 1: 23
  Grade 2: 11
  Grade 3: 1
  Grade 5: 16
  Grade 6: 7

Current Performance

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<th>Growth Achieved to Date</th>
<th>Number of Students</th>
<th>Percent of Students</th>
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<tbody>
<tr>
<td>Less than One Year*</td>
<td>12</td>
<td>19%</td>
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<tr>
<td>One Year</td>
<td>34</td>
<td>53%</td>
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<tr>
<td>More than 1 Year</td>
<td>18</td>
<td>28%</td>
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*all 12 are projected to achieve at least one year of growth

Number of students exited due to meeting expected goal = 8
Number of students moved to intensive instructional program = 9

Supporting The Whole Child

Indicator: Improvement in attendance data.

Indicator: Reduction in office referrals.

Percent of Students Chronically Absent

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<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent of Students</th>
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<td>2017-18</td>
<td>49</td>
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<td>2018-19</td>
<td>44</td>
<td>4.1</td>
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<tr>
<td>2019-20</td>
<td>90</td>
<td>8.4*</td>
</tr>
<tr>
<td>2020-21</td>
<td>98</td>
<td>10.0*</td>
</tr>
</tbody>
</table>

*Data reflect depressed attendance during remote and hybrid learning
Data reflect the result of implementing the schoolwide Positive Behavior Intervention and Support program along with training and implementation of Responsive Classroom and the use of Second Step social and emotional learning program.
Indicator: Participation data in arts and physical education programs offered during and beyond the school day.

Indicator: Access and use of school resources and/or programs.

Arts and Physical Education Programs 2021-2022

<table>
<thead>
<tr>
<th>School</th>
<th>Event</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMS</td>
<td>Choral Program</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Band Program</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Strings Program</td>
<td>64</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>Band Instrument Program</td>
<td>53 (grade 4 program)</td>
</tr>
<tr>
<td></td>
<td>Strings Program</td>
<td>117 (96 new this year)</td>
</tr>
<tr>
<td>MMS</td>
<td>Fall Athletics</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Winter Athletics</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Spring Athletics</td>
<td>75</td>
</tr>
</tbody>
</table>

MMS Counseling Programs – Offered by MMS Staff and Mansfield Youth Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Counseling</td>
<td>31</td>
</tr>
<tr>
<td>Grade 5 Lunch Group</td>
<td>10</td>
</tr>
<tr>
<td>After-School Clubs</td>
<td></td>
</tr>
<tr>
<td>MY Voice, MY Pride</td>
<td>28</td>
</tr>
<tr>
<td>Gardening Club (collaborative with MMS staff)</td>
<td>18</td>
</tr>
<tr>
<td>Big Friends Mentoring (first half of year)</td>
<td>19</td>
</tr>
<tr>
<td>Virtual Mentoring (second half of year)</td>
<td>6</td>
</tr>
</tbody>
</table>

Indicator: Number of referrals to outside agencies.

Indicator: Expressions of feelings of belonging, support, and satisfaction on family, student, and staff surveys and focus groups.

Indicator: Number of points of contact between school staff and families including family participation in school conferences and intervention meetings, and staff outreach through home visits, video calls, and other communication practices.

Home Visits and Referrals to Outside Agencies

Number of Home Visits 2021-22: 37
Referrals to Outside Agencies 68
### Spring 2022 Survey Responses – Students

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
</tr>
<tr>
<td>I am happy I am a student at this school.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>Adults at my school care about students.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>I feel like I am accepted/included as part of the school community.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>Teachers are willing to support students when they have a problem.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>The work I do in school helps me grow as a learner.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>I see connections between what I learn in school and my life beyond school.</td>
<td>Not Yet Completed</td>
</tr>
</tbody>
</table>

### Spring 2022 Survey Responses – Parents

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
</tr>
<tr>
<td>My child is happy to be a student at this school.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>Adults at my child’s school care about students.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>I feel like I am accepted/included as part of the school community.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>My child feels they are accepted/included as part of the school community.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>School staff are willing to support students when they have a problem.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>The work my child does at school helps them grow as a learner.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>I can see connections between what my child learns at school and their life beyond school.</td>
<td>Not Yet Completed</td>
</tr>
<tr>
<td>Communication from the school to home is effective.</td>
<td>Not Yet Completed</td>
</tr>
</tbody>
</table>
Points of Contact with Families – 2021-2022

### Percent Family Attendance

<table>
<thead>
<tr>
<th></th>
<th>Fall Open House</th>
<th>Conferences</th>
<th>Family Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwin</td>
<td>67%</td>
<td>98%</td>
<td>Monthly Family Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mileage Club</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Invention Convention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guest speakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing celebrations</td>
</tr>
<tr>
<td>Vinton</td>
<td>60%</td>
<td>95%</td>
<td>Super Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Book Fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guest Speakers</td>
</tr>
<tr>
<td>Southeast</td>
<td>70%</td>
<td>94%</td>
<td>Virtual Family Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mileage Club</td>
</tr>
<tr>
<td>Mansfield Middle</td>
<td>65%</td>
<td>86%</td>
<td>Grade 5 &amp; 6</td>
</tr>
<tr>
<td>School</td>
<td>(Does not include before school Meet and Greet programs)</td>
<td></td>
<td>Welcome Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 7 PBL Night</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 8 Witness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stone Event</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Winter &amp; Spring Concerts</td>
</tr>
</tbody>
</table>

### Staff Wellness

**Indicator: Participation rates in staff wellness events**

Currently there are 246 school employees eligible for the Wellness program. Ninety have been on boarded to the Wellness platform Navigate.

**Wellness Challenges - 2 Thus Far this Year**

The first challenge had 62 participants and the second challenge 61. Out of those people over 50% were from the board of education.

**Onsite Classes for Mansfield School Employees - 4**

- Yoga at Vinton - 12 participants
- Yoga at MMS - 6 participants
- Meditation at SE School - 16 participants
- Salsa Fit at Goodwin - 9 participants
April 14, 2022

Dear Superintendent Kelly Lyman,

I am writing to inform you that I am resigning from my position as PK-8 District Literacy Consultant at the end of this school year. I have accepted a position as Principal of Putnam Elementary School, and I start this new role July 1st.

I am beyond grateful for the opportunity to have worked in Mansfield for the past seven years. I leave with a heavy heart. Over the years, I have received an abundance of support and encouragement to continuously grow and improve my practices as a leader. I am proud to have worked alongside an exceptional group of educators and I am thankful to have colleagues I can continue to collaborate with for many years to come.

Sincerely,

Kaye Jakan