

Mansfield Middle School

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(860) 429-9341 mmsoffice@mansfieldct.org <http://www.mansfieldct.gov/mms>

2019 – 2020

A GUIDE TO PROGRAMS

PHILOSOPHY STATEMENT

Mansfield Middle School is committed to the physical, social, emotional, and intellectual growth of each child. We believe in the success of children. We believe that children mature at dramatically different rates. We believe that varying the teaching methods, adapting the curriculum to suit individual student needs, and providing challenge will help develop knowledge, self-esteem, independent thinking, and community awareness.

MANSFIELD BOARD OF EDUCATION MISSION STATEMENT

It is the mission of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

MANSFIELD BOARD OF EDUCATION MISSION STATEMENT

Mansfield Middle School promotes a safe and respectful environment that encourages intellectual risk taking, critical thinking, and perseverance through student centered learning experiences. MMS prepares students for success and citizenship in our changing world through the establishment of high expectations connected to content standards and 21st Century Skills.

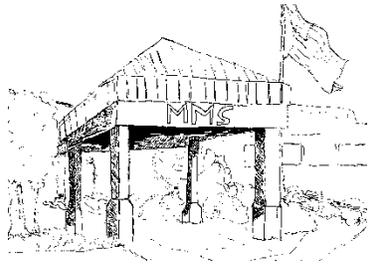
STUDENT CODE OF CONDUCT

All members of the Mansfield Middle School community treat each other the way they like to be treated. All members are responsible for their actions and reactions, respect each other's personal space and property, and conduct themselves with honesty, trustworthiness, and integrity.

Passed by the MMS Student Council – June 1999

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GRADE 5

The fifth grade program at Mansfield Middle School provides a transition from the elementary setting to a larger environment. Our program focuses on home/school cooperation to help students adjust to our middle school. Along with the study of academic subjects, our goal is to foster self-disciplined, independent learners. Our hope is for our students to learn to be organized and to take responsibility for their time, materials, behavior, and assignments.

The fifth grade team uses a variety of activities and student groupings to recognize different learning styles and abilities.

- **READING** classes meet daily and use a reader's workshop approach to develop skills in both fiction and nonfiction. Students self-select books at their reading level to practice skills modeled by the teacher during read-alouds, mini-lessons, and small group work. Library visits are scheduled regularly.
- **LANGUAGE ARTS** encourages communication skills necessary in everyday life. Teachers reinforce listening, speaking, reading, and writing skills through a balance of writing purposes including Narrative, Informative and Opinion which are taught through the writing workshop model. Mini-lessons are used to teach author's craft and writing techniques. Spelling programs are individualized, and grammar skills are reinforced within each unit.
- **SCIENCE** uses phenomenon based, hands on activities that focus on the physical and chemical changes in matter and how energy and matter flows in ecosystems. Fifth graders use this information to extend their understanding of the Earth's systems and how they affect one another. We finish the school year with building an understanding of space systems.
- **SOCIAL STUDIES** focus on themes and content related to History from the Earliest Settlements in the North America, Colonial United States History, and the American Revolution. Units primarily explore the historical perspective, but also the civic, economic and geographic disciplines. This is done through project based learning goals that incorporate reading content area material, note taking, listening, speaking, and writing.
- **MATHEMATICS** The fifth grade math curriculum is implemented as to provide a rigorous, engaging and accessible program for all students. The curriculum focuses on developing deep understandings of mathematical concepts and the ability to solve complex problems. The opportunity to provide exploration leads to productive struggle tapping into the strengths of all students. The math curriculum material is visually, linguistically, and kinesthetically presented.



GRADE 6

The sixth grade program builds the habits of successful and active learners. Students learn how to become independent thinkers through a variety of cooperative and creative learning experiences. Sixth grade teachers and students begin the year with a potluck dinner to build community.

- **READING** focuses on moving from literal to inferential to analytical interpretations of fiction and nonfiction text. Students select independent reading books and work with shorter teacher selected texts

in class. Activities include independent reading, conferencing with a teacher, small group work, inquiry discussions and written response.

- **LANGUAGE ARTS** includes writing workshop activities that focus on effective information, narrative, and argument modes of written expression. Students develop and improve their planning, drafting, editing, and revising skills. Spelling is individualized and grammar skills are reinforced.
- **SCIENCE** stresses the development of critical thinking skills and reinforces scientific methods through hands-on, inquiry-based activities and projects. The units include geology, ecology, pollution, energy and simple machines with emphasis on the relationships among these topics, the environment, and the world community.
- **SOCIAL STUDIES** promotes global citizenship by building cultural awareness. Units include geographical, cultural, and historical studies of Middle East, South Asia, East Asia and Australia/Oceania.
- **MATHEMATICS** balances procedural fluency with deep conceptual understanding, problem solving and adaptive reasoning. On a daily basis, students solve complex mathematical problems set in everyday contexts that make abstract concepts accessible. Students question, analyze, construct evidence and communicate arguments to justify their thinking. Models and manipulatives build algebraic reasoning and procedural fluency with rational numbers and integers.

GRADE 7

The seventh grade program offers a wide variety of opportunities aligned with Common Core Curriculum Standards (CCSS) for students, ranging from field experiences, to the excitement of creating and sharing their own written works, and simulating a Medieval Fair. At the same time, basic skills are enhanced as students make their way through the challenging, diversified, and interdisciplinary curriculum. Cooperative learning and the use of technology are key components of the program.



- **LITERATURE** expands reading and comprehension skills, critical thinking, and appreciation of literary forms, including novels, short stories, classic prose, non-fiction, and poetry representing several cultures. Discussion, interpretation, and evaluation of written and visual / multimedia sources are central to the program. Reading is assigned nightly and journals twice per week.
- **LANGUAGE ARTS** teaches, reinforces, and expands communication skills. Students write and publish short stories, poetry, and argument essays and complete a cause-based project. Students have opportunities to share their work within their classes and with other Language Arts classes. Mini-lessons sharpen writing skills by using the Six Traits components: (ideas/content, organization, voice, word choice, fluency and conventions).
- **SCIENCE** continues the development of critical thinking skills. Students explore science concepts related to evolution, human body, space and robotics using everyday phenomena as anchoring problems. Inquiry based activities help students gain core ideas while integrating engineering skills and cross-cutting concepts to demonstrate the processes scientist use to approach problems.
- **SOCIAL STUDIES** explores the history, geography and modern experiences of Western and Eastern Europe, the Americas, and Australia. We also have regular discussions of current events and issues around the country and the world. We focus on developing informed, empathetic, active global citizens and lifelong learners who can critically assess written and visual information.

- **MATHEMATICS** in the 7th grade includes three courses: College Preparatory Mathematics (CPM), Core Connections 2, a 1-year advanced course (a combination of CPM CC2 and CPM CC3), and CPM Algebra (equivalent content to E.O Smith Algebra 1, level A). In Grade 7, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Classwork is collaborative and homework is assigned nightly. Problem solving and use of technology are key components of the course.



GRADE 8

The eighth grade team addresses academic and social issues pertinent to the transition into high school through the curriculum and various other activities. Students are encouraged to take more responsibility for their learning as the year progresses and to advocate for themselves when they need help.

- **LITERATURE** classes provide students with multiple opportunities to analyze and evaluate the effectiveness of authors' choices in style and structure. Also, students explore themes about political, social, and scientific changes and develop reading strategies for both fiction and nonfiction. Core texts are supplemented with nonfiction articles and connections to current issues. In addition, students self-select reading material to maintain good and frequent reading habits.
- **LANGUAGE ARTS** students refine their writing in two ways: by improving organization and thinking skills in executing formal essays, and by learning to address the feedback of peers and teachers in revising and editing various pieces of choice writing. Units include informational, narrative, and argumentative writing; research and debate; short stories; personal essay and poetry. Students read various selections of literature as models for their own writing.
- **SCIENCE** students practice scientific and analytical skills and learn how to design experiments and control variables. Units include chemistry, force and motion, genetics, energy, and reproduction.
- **SOCIAL STUDIES** focuses on important eras in American history as well as present-day current issues. Students work individually and in groups on projects suited to each historical era. They also examine primary sources and participate in inquiry activities. Special events include a Model Congress and an Ellis Island simulation as well as a field trip to the Freedom Trail in Boston. Students are encouraged to participate in History Day.
- **MATHEMATICS** in the eighth grade is one of three possible courses: College Preparatory Mathematics Core Connections 3 (CPM CC3), College Preparatory Mathematics Algebra (equivalent to E.O. Smith Algebra 1, Level A), and Geometry (equivalent to E.O. Smith Geometry, Level A). In CPM CC3, students study number patterns, linear equations, graphing, exponents, scientific notation and basic geometry. In Algebra 1, the emphasis is on linear, quadratic and exponential functions. In Geometry, students study formal logic and proofs, properties of parallel lines, congruent and similar figures, properties of circles and special polygons, right angle trigonometry, area of plane figures and surface area and volume of solids. Problem-solving and the use of technology are key components of each course.



ENRICHMENT PROGRAM

Underlying the town of Mansfield's school program is the philosophy that education should provide for the maximum development of each student. The Mansfield Enrichment Program seeks to develop the potential of intellectually gifted and creatively talented students. Options for students are provided within the classroom and through activities that challenge, and enrich each student, while encouraging self-development and service to others.

Talented young people need to develop independence, self-motivation, self-discipline, and self-evaluation. In addition, there is also a need to identify areas of interest and to discuss and exchange ideas with other students of equal ability or similar talents and with interested professional staff and community resources. Recognition of these needs is reflected in the philosophy of the Mansfield Enrichment Program, forming the basis for planning differentiated curricula and teaching strategies. Specific experiences are tailored to the needs of each child and are offered in the regular classroom setting as well as outside the regular class. The words "gifted," "talented," and "special" are used sparingly to minimize elitism. Consequently, the main motivations for student participation and involvement focus on a student's ability, high interest, and task commitment in the activity or topic.

At the same time, the Mansfield program is an *enrichment* program. The goal is to enrich the educational experience of each student. The Enrichment Program seeks to work with as many students as possible. Enrichment staff at Mansfield Middle School believe that any student with a passion for learning something and a willingness to work at learning that "something" should be given an opportunity to spend time in the Interest Center (the Enrichment room).



WORLD LANGUAGES

Students entering grade five will continue the Spanish F L E S program begun in second grade. Students will strengthen their speaking and listening skills and develop their reading and writing abilities using cultural themes and familiar vocabulary.

French, German, Latin, and Spanish are taught in grades six through eight. The program goals are to teach appreciation and respect for different cultures, to make students aware of the various areas in the world that speak the target languages, and to prepare students for continued world language study at E. O. Smith High School.

In grade six, students study each language for one marking period. This is an exploratory program. Emphasis is placed on oral skills (pronunciation, simple vocabulary), and it is the intent of this program that all students have a successful language experience. Students are encouraged to note contrasts and parallels among languages, to develop a respect for cultural diversity, to gain some knowledge of global issues, and to develop an interest in further world language study.

At the end of grade six, students choose one of the four languages to study. This two-year sequence is equivalent to Level I in high school. All four languages stress listening, speaking, reading, and writing skills. This proficiency-based study of world language involves nightly homework, increasing levels of competency in the four skill areas, and an introduction to applications of on-line world language learning. Highlights of each program include cultural activities and projects. Successful completion of requirements may lead to a recommendation for Level II placement in grade 9.



STUDENT LIFE

Learning **EFFECTIVE DECISION-MAKING** is a primary focus of the middle school curriculum. Students have the opportunity to make decisions and experience the consequences of their choices. Such choices include varied formats for student classroom assignments as well as activities offered during X-block and after school. We provide an environment for students to understand the effects of these decisions, including the failures along with the successes. Students improve their self-esteem and gain skills in making decisions as they analyze their thinking. Ultimately, a positive belief in themselves will help students make effective choices.

This process extends beyond the formal curriculum into the students' lives at home, in school, and in the community. From the school bus to the lunchroom to the sports field, students make decisions about their beliefs and their behavior. In addition to the academic and enrichment choices already outlined in this brochure, the following opportunities promote effective decision-making.

Two **SCHOOL COUNSELORS** work closely with individuals or small groups of students to develop strategies for successful school experiences. Topics discussed include homework organization, schedules, peer relationships, and coping with change. The counselors reinforce effective decision-making in a student's day-to-day life. The primary goal of the school counselors is to encourage, support, and foster positive academic, career, social and personal development in the students. Please visit our hyperlink for more information:

<http://www.mansfieldct.gov/1851/Middle-School-Counseling>

HOMEROOMS meet for a class period each week to provide students with opportunities for interaction with peers and a caring adult. Some topics deal with time management, preparing for tests, peer pressure, confronting situations involving drugs and alcohol, stress management, and ethical behavior. Other sessions are devoted to planning and carrying out community and school service projects. The goal is to help students solve problems effectively. The Character Concepts Program and the Good Decisions Program are integral parts of the grade five curricula, establishing characteristics that underlie student success.

The daily **X-BLOCK** offers students time for extra academic help, instruction in topics of interest, exploratory or enrichment opportunities in all subjects, large group music rehearsals, intramural sports, library research, or a chance to get together informally with a teacher. Students sign up for their choices for X-block during homeroom.

The **STUDENT COUNCIL'S** elected officers and homeroom representatives plan and carry out school and community activities as well as service projects. Student Council has regular meetings. All students are encouraged to participate.

The **YOUTH EMPLOYMENT PROGRAM** offers students employment within the school, such as serving in the cafeteria, cleaning desks, and raking leaves. A requirement for this program is satisfactory academic performance.

The **SUNSHINE CLUB** is a group of students who make themselves available to assist in welcoming new students to our school. Monthly meetings provide a framework in which members support new students to find common interests and make new friends.

The **AFTER-SCHOOL ACTIVITIES PROGRAM** offers students activities which extend their interests. Seven-week topics range from aerobics to zoology. Late buses provide transportation for students who participate in this program.



SUPPORT SERVICES

The Support Services team is committed to supporting a school environment that enables all students to achieve their full potential. The staff works collaboratively with classroom teachers and parents to provide a variety of programs that mirror the diversity of the student population.

Two school counselors, a school nurse, a psychologist, and a speech therapist serve the student population. Services for students with special needs are provided by resource personnel through collaboration, consultation, supported classes, and resource classes. For students who need more structure, a continuum of interventions are available. Remedial programs are taught by Academic Support teachers and by classroom teachers in math, reading, and writing. The variety of services offered to students helps provide for individual differences. The English as a Second Language teachers teach the communication skills needed by students who speak a language other than English, and support their integration into mainstream classrooms.



HEALTH

Health education provides experiences that will assist students in understanding themselves and the personal needs of others as they deal with the challenges and pressures of a diverse society. Students will learn about health attitudes, nutritional practices, human growth and development, interpersonal relationships, and environmental issues.

Basic instruction in Health and Safety is integrated into several areas of the curriculum. The grade level science teachers, the life and consumer science teacher, and the nurse collaborate to instruct in the areas of human growth and development and AIDS education. Trained Connecticut State Troopers present the *Good Decisions Program*, a drug awareness and resistance educational presentation, to fifth graders as part of their advisor-advisee program. Guest speakers, field trips, and updated videos about decision-making and peer pressure are integrated into core classes.

Safe health practices in school, on the bus, at home, and in recreational settings are presented in several curricula. Fire Safety and First Aid receive special attention.

The Health Room is staffed by two registered nurses. The goal of the School Health Services program is to help each child attain and maintain an optimum state of health. The nurse identifies and refers students in need of medical and dental care, including emergency illnesses. School health services include vision, hearing, and postural screenings. Health records are reviewed for compliance with state and local Board of Education mandates. There is ongoing communication and collaboration with teachers, parents, and other community resources regarding effective health procedures and illness prevention.

VISUAL / APPLIED ARTS



VISUAL ARTS

Mansfield students study VISUAL ARTS for nine weeks out of the year as part of a Related Arts rotation. Art students explore art history and cultural connections through projects that expose them to a wide variety of art media. They produce artworks that express their personal experience, creativity and reflect the inspiration of the artist(s)

or culture(s) being addressed within a unit of study. Through these experiences students acquire visual and fine motor skills, learn art elements and principles, develop art vocabulary, creativity, problem solving strategies, and critical thinking skills. Emphasis is placed on connecting visual arts to academics and life experiences.

- **GRADE 5:** Our focus is on the elements of art. These include line, shade, form, texture, value, color, and space. Students create artworks that exemplify one or more of these basic elements and gain experience with a variety of art media. In each unit, creativity and self-expression are encouraged along with an appreciation of art, culture, and history. For instance, students create clay plaques to remember an important aspect of their lives while learning about commemorative artworks created by ancient cultures.
- **GRADE 6:** Students continue to build upon their understanding of the art elements and produce artworks of greater visual complexity. They learn how to draw portraits with real life proportion. Students use this new knowledge to create original masks that reflect their understanding of world cultures. Students also acquire a basic knowledge of color theory in the sixth grade.
- **GRADE 7:** Learning focuses on design, composition, and formal perspective in the seventh grade. Students incorporate hand building and wheel throwing clay techniques to produce projects that reflect the examination and response to artworks created in traditional and contemporary American culture.
- **GRADE 8:** Students are assigned an individualized rotation in Related Arts. These classes will be assigned after students have taken an interest survey and all of the subject-specific considerations have been addressed. Art classes will include drawing and painting, cartoon creations, murals, and Class Night design and construction.



LIFE AND CONSUMER SCIENCES

Life and Consumer Sciences develops the knowledge and attitudes necessary for students to achieve success in personal, family, and community life. The curriculum for grades five through eight includes health education and human growth and development.

- **GRADE 5:** Students learn about bacteriology, food science, food preparation and storage, the proper use of kitchen equipment, and health topics such as My Plate and portion sizes.
- **GRADE 6:** Students will master the use of the computerized sewing machine, sewing equipment, and sewing related terminology, culminating in the construction of a stuffed animal, potholder and/or pillow.
- **GRADE 7:** Students explore units in independent living, consumer economics and marketing, health and effective decision-making in the marketplace, culminating with a healthy soup made from scratch.
- **GRADE 8:** Students are assigned an individualized rotation in Related Arts. These classes will be assigned after students have taken an interest survey and all of the subject-specific considerations have been addressed. Life and Consumer Science classes include international cooking, costume creations for our school musicals, fabric and fiber art pursuits, nutrition and food preparation in the classroom kitchens and a baking unit.



TECHNOLOGY EDUCATION

Technology Education is hands-on educational experience. It is an exploration of construction, manufacturing, communications, transportation, biotechnology, and power and energy. You will discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, and materials.

- **GRADE 5:** Basic woodworking skills, using hammers, sandpaper, miterboxes & saws in making a name plate, jump-a-peg game and lollipop tree. We will combine those skills and construct a final project.
- **GRADE 6:** Use design and layout tools to create a candy dispenser. Explore different materials such as plastics to form key chains and ceramics using various techniques. Students also design, build and test a balsa wood bridge.
- **GRADE 7:** Learn about basic electrical wiring as you plan, design and construct a table lamp. Next, you will construct a Rube Goldberg invention with seven simple machines.
- **GRADE 8:** Express your interest for Related Arts class and in Technology Education you get choose the projects. As you learn about using a design brief and specifications you can apply that knowledge to clocks, CO₂ cars, birds houses, video production, 3D printing, and aeronautics to name a few. You will design & construct an independent project of your own.



MUSIC

The Music program includes classroom instruction for all students and a strong elective program in band, orchestra, and choral instruction. This instruction leads to specific skills and knowledge, with the additional goals of music literacy and the development of positive student self-concept through active participation in the creative process.

- **GRADE 5:** Students focus on music theory and literacy, while applying that theory on ukulele. They study form, note values and rhythmic reading, time signatures, note names, and harmony. Then each student writes a chord progression and a melody that we perform and record.
- **GRADE 6:** Students build on the foundation from 5th grade, but learn more about chord theory and key signatures. There is still a performance component with ukuleles, but the composition at the end of the marking period can be performed with any instrumentation.
- **GRADE 7:** In 7th grade, we learn more advanced theory, including all 15 key signatures and spelling major and minor chords. We play ukulele, guitar, and hand drums.
- **GRADE 8:** Students are assigned an individual rotation in 8th grade Related Arts. These classes will be assigned after students have taken an interest survey and all of the subject-specific considerations have been addressed. Music class offerings in 8th grade include guitar, piano, world drumming, vocal health, and composition.

MUSIC PERFORMING ENSEMBLES provide all students (grades 5 – 8) the opportunity to study individual instrumental and vocal techniques through group interaction.

This “hands-on” learning environment promotes the physical, intellectual, and emotional development of the child.

Grades 5/6 Ensembles

Junior Band
5th and 6th Grade Chorus
5th and 6th Grade String Orchestra

Grades 7/8 Ensembles

Concert Band
Concert Choir
7th and 8th grade String Orchestra

Enrichment Ensembles

Jazz Band
Chamber Choir
Chamber Music
Country Fiddle String Band
Junior Jazz Band
Junior Fiddle Band

Students in the instrumental ensemble classes also experience instruction in a small group setting. This provides them with a time to focus on the unique technical aspects of instrumental performance in homogenous groupings.



PERFORMING ARTS

Many students participate as cast and crew members in school-wide dramas and musical productions. All students are eligible to audition. These productions, which are performed for the community, are cooperative efforts of the students, parents, faculty, and administration.



PHYSICAL EDUCATION

The Physical Education program is an integral part of every child's education during the four years at MMS. In grades five through eight the curriculum is a progression of learning experiences that contribute to each student's development.

The program consists of a core of basic skills taught at the fifth and sixth grade levels. Students participate in three-week units that stress the development of fitness, basic skills, cognitive development of strategies and rules, teamwork, and sportsmanship through the use of lead-up activities and actual game participation. Seventh and eighth graders select activities of interest which will carry over to adolescence and adult life. Fitness, basic and advanced skill improvement, advanced game strategies, cooperation, teamwork, and sportsmanship are stressed as they relate to each sport or activity.

Choices for classes include both team and individual activities from the following:

Archery	Conditioning	Gymnastics	Table Tennis
Backyard Games	Cooperative Games	Handball	Touch Football
Badminton	Dance	Hiking	Track and Field
Basketball	Fitness	Lacrosse	Volleyball
Bowling	Floor Hockey	Ropes Course	Whiffleball
Climbing Wall	Frisbee	Soccer	Yoga

A change of clothes including shorts, T-shirt, socks, sneakers, and sweatshirts for cold weather is required for participation in grades five through eight.

Emphasis will be on individual skill improvement, cognitive development of rules and strategies, development of teamwork and sportsmanship, and respect for self and others. Students will understand and practice concepts, strategies, rules, sportsmanship, and skill of a wide variety of activities and sports. Activities are offered to all students during X-Block and in the After School Activities Program.

INTERSCHOLASTIC ATHLETICS PROGRAM

Mission Statement: To provide the best possible seventh and eighth grade interscholastic athletic program to meet the cognitive, physical and psychomotor needs of the students. The programs in each sport improve students' physical fitness, as well as thinking and decision making skills. Coaches of all teams stress teamwork, safety, commitment, academic standards, and for participants to be ambassadors of the school and the game. For more information on sporting events call the Sports Information Hotline at 860-429-5004 extension 7529 (play). Schedules will be posted on the Athletics home page at <http://www.mansfieldct.gov/1824/Middle-School-Athletics>



COMPUTERS @ MMS

Students in grades five through eight use computers within all subject areas during the school year. By the end of eighth grade, they are adept with word processing, spreadsheets, multimedia, content-area tools, and the Internet. Computer use enhances student learning in the following ways:

- Supports powerful student learning tools.
- Fosters experiential, exploratory, and creative learning and problem solving.
- Provides content information from a variety of sources.
- Motivates today's students.
- Allows for visual communication (diagrams, models, interactive webs, animation).
- Supplies access to technology for all students.
- Prepares students for the technology they will use for work and life in the 21st century.
- Differentiates learning to meet the needs of all students' ability levels.
- Helps students to become discriminating consumers of information.
- Provides opportunities for collaborative learning

Our school home page at <http://www.mansfieldct.gov/mms> allows students to continue their interaction with school technology resources from any Internet connection. The MMS website provides links to teacher homepages, online assignments, school information, and helpful Internet links.



LIBRARY MEDIA CENTER

The Library Media Center (LMC) is a major information and reading resource for the school community and provides students with a comfortable and accessible place in which to locate information and enjoy reading. Our "Reading Rainforest" is an inviting place to enjoy a book.

The LMC develops and maintains collections of learning resources in a variety of print and nonprint formats. These collections are based on district goals, characteristics of early adolescent learners, and teaching strategies. Since the needs of users (students, teachers, administrators) and curriculum offerings constantly are changing and expanding, these collections are evaluated and updated regularly.

Print materials include over 20,000 books, nonprint and online databases. Our Library catalog and nonprint resources can be accessed at <http://www.mpslibraries.org>. In addition to materials used in the teaching and learning process, a collection of professional materials is available for faculty members and administrators.

Our online catalog can be searched in the LMC, from classrooms, and from any computer with Internet access by visiting our website ([mpslibraries.org](http://www.mpslibraries.org)). In addition, our website offers access to online resources such as ebooks, audiobooks, and interactive books specifically for middle school students. Our website also provides links to student-friendly research databases. We provide access to the Mansfield Public Library's online catalog

and during the school year a daily courier system moves materials easily throughout all school/public libraries via our Inter-Library Loan system.

The LMC is open from 7:50 a.m. until 3:30 p.m. Monday, Tuesday, and Thursday. If there is an early dismissal or no late buses, students should not plan to be in the LMC after school. Students may access the resources with a class and/or come in on an individual pass during the school day. Teachers schedule classes for projects using more advanced research skills. Individuals and small groups are assigned from time to time to the LMC for special projects or for quiet reading.

ABOUT THE SCHOOL

Built in 1969, Mansfield Middle School celebrates 40 years of educational excellence. At present MMS has a full and part-time staff of 60 certified professionals and 25 instructional assistants to educate a school enrollment of approximately 570 students.

Parents and visitors are welcome to visit the school and to talk with staff and administration about these programs. There are several events already planned for parents during the upcoming year for this purpose – Open House, afternoon coffees, grade level receptions, student performances, and sports events. Please call the school office to inquire about these occasions or to schedule an appointment with a staff member (429-9341).

Mansfield Middle School has many ties to the surrounding community as well as a strong parent involvement that reflects solid support for its atmosphere and programs. Please call any of these resource people below for additional information:

Mansfield Middle School

Candace V. Morell	Principal	860-429-9341 x7161
Larry W. Barlow	Assistant Principal	860-429-9341 x7162

Central Office

Superintendent of School	860-429-3350
Director of Special Education	860-429-3353

Parent Organization

Mansfield Middle School Association <http://www.mansfieldct.gov/1848/Mansfield-Middle-School-Association>

RESOURCES

Mansfield Middle School works closely with local organizations and agencies to enrich the curriculum and to provide additional resources for its students. Many programs and services of these institutions are offered to families.

Mansfield Social Services	860-429-3315
Mansfield Youth Services Bureau	860-429-3317
Mansfield Community Center and Parks & Recreation Department	860-429-3015
Mansfield Senior Center	860-429-0262
Town of Mansfield Library	860-423-2501
University of Connecticut Library	860-486-4636

Books by Mail	860-456-1848
William Benton Museum of Art	860-486-4250
Museum of Natural History	860-486-4460
Mansfield Historical Society	860-429-6575

DIRECTIONS TO MANSFIELD MIDDLE SCHOOL

205 Spring Hill Road, Storrs 06268

From Route 84, take Exit 68 and head south on Route 195. In about 11 miles turn right onto Spring Hill Road. At the stop sign go left. The school is on your left.

From Manchester, follow Route 44 East. Turn right onto Route 195. In about 2 miles turn right onto Spring Hill Road. At the stop sign go left. The school is on your left.

From Providence, follow Route 44 West.

From I-95: Left exit onto route 395 in Waterford. Take Exit 81W in Norwich. Pick up Route 32 heading toward Willimantic. In Willimantic, cross the Frog Bridge, staying in the right hand lane and go straight across the intersection onto Jackson Street, which leads straight onto Route 195. In about 4 miles turn left onto Clover Mill Road. Keep left at the first intersection, then go straight at the stop sign and the school is on your left.