

# Mansfield Board of Education Meeting

March 14, 2013

Council Chambers 7:30 p.m.

**Board Members:** Mark LaPlaca, Chair; Shamim Patwa, Vice-Chair; Martha Kelly, Secretary, April Holinko, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Randy Waikonis

## Agenda

7:30 Call to Order

7:35 Special Presentations

7:50 Hearing for Visitors

7:55 Communications

8:00 Additions to the Present Agenda

### Reports:

8:20 Committee Reports

8:30 Report of the Superintendent

- Board Policy on Religious Pluralism/Respect (P. 1)
- Elementary School Redistricting (P. 3)
- Charles H. Barrows STEM Academy (M)
- Common Core State Standards Implementation and Next Generation Assessments (P. 7)
- Class Size/Enrollment
- Town Council: Capital Budget Update
- School Building Security Update (P. 11)
- 2013-2014 Proposed Budget (M)

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

CONSENT AGENDA: (M) (P. 13)

The following items for the Board of Education March 14, 2013 meeting be approved or received for the record, unless removed by a Board member or the Superintendent of Schools.

That the Mansfield Public Schools Board of Education approves the minutes of the February 21, 2013 Board meeting.

9:45\* Hearing for Visitors

9:55 Suggestions for Future Agenda

Adjournment

\* Estimate

# Mansfield Public Schools

## Board of Education Goals – 2012-2013

- I) Help every student to be a confident and successful learner.
  - a) Engage and motivate every student.
  - b) Improve, as appropriate, the mathematics, reading, science, and writing skills of every student.
  - c) Ensure student safety, health, physical, and emotional well-being.
  - d) Preserve and support the full breadth of the District's program.
  - e) Encourage the civic engagement of students.
  - f) Maintain a systematic review of all program offerings.
  - g) Involve and engage a wide variety of parents/guardians in the education of their children.
  - h) Obtain and maintain National Association for the Education of Young Children (NAEYC) accreditation, as well as review, evaluate, and implement an expanded preschool program to address the needs of early learners.
  - i) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
  - j) Select an anthology which addresses the CCSS and provides a strong pk-6 Language Arts/Reading foundation.
  - k) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
  - l) Explore and develop additional support services for those students in need of community and/or health services.
  - m) Review recommendations from all sources and implement best practices as appropriate.
  
- II) Attract, hire, support, and retain qualified and motivated professional staff.
  - a) Facilitate and encourage a positive, professional learning community.
  - b) Recognize teacher and staff effort and success regularly.
  - c) Foster a climate of respect at all levels.
  - d) Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite increase and/or decrease in overall enrollment.
  - e) Address school/district leadership issues to maintain and surpass current levels of student achievement.
  - f) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
  - g) Develop with input and collaboration from certified staff, an effective evaluation program which supports the development of confident student learners and encourages the continued growth of all staff.
  - h) Refine our current professional development program to maximize the growth of certified and non-certified staff while addressing state and federal requirements for required training while maximizing student instructional time.
  - i) Review recommendations from all sources and implement best practices as appropriate.
  
- III) Continue to improve the effectiveness of the Board of Education.
  - a) Invest time and effort in Board members' learning and development.
  - b) Celebrate and acknowledge student achievements at Board meetings and other venues.
  - c) Foster and encourage communication between the Board and the communities it serves.
  - d) Collaborate with community members and organizations that support the District's students.
  - e) Review recommendations from all sources and implement best practices as appropriate.
  - f) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
  
- IV) Monitor and regularly assess the District's status and requirements with respect to the quality of facilities, sufficiency of space, level of security, adequacy of maintenance, and reliability of student transportation.
  - a) Stay involved in all aspects of any School Building Project decisions.
  - b) Keep the public informed and involved.
  - c) Reduce energy consumption and minimize the District's environmental impact.
  - d) Pursue practices and develop policies that reduce energy consumption and district costs.
  - e) Incorporate curricula that investigate energy use and environmental issues.
  - f) Implement a long term plan endorsed by Mansfield Town Council and supported by voters to address pk-8 building needs.
  
- V) Employ Fiscal Planning for Long Term Sustainability
  - a) Transition from a budget which used a series of federal/state funds to support district staff to a predictable and sustainable funding source.
  - b) Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
  - c) Continue to explore potential partnerships with other groups to maximize program effectiveness while containing costs.

## Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a *motion* is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

## MEMORANDUM

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**DATE:** December 4, 2012  
**TO:** Certified Staff  
**FROM:** Fred

Since we are entering the traditional holiday season, I offer the annual reminder to be sensitive to individual religious beliefs as we conduct our daily activities in school. As you know, we can feature discussions about religious practices and attitudes, as long as they are part of our curriculum and we are alert to the distinction between *teaching* about religious holidays as opposed to their *celebration*. For your reference, the Mansfield Board of Education Policy regarding this is below.

As a district we are noted for “inclusivity” and I am confident we will do our best to include many points of view as we celebrate the holiday season. Thanks for your help.

### *Mansfield Board of Education Policy*

**Section:** STUDENTS

### RELIGIOUS PLURALISM/RESPECT

The Mansfield Public Schools encourage and practice respect for all religious and cultural beliefs with impartiality. The students, faculty and administration are reminded of the pluralism of religious beliefs. Each person should be conscious of and respect the sensitivities of others. In keeping with this philosophy, accommodation for student absences for religious holidays shall be made in accordance with administrative regulations developed and implemented by the Superintendent in furtherance of this policy.

ADOPTED: 9/26/91  
REVISED: 1/27/05  
REVIEWED: 9/10/09; 9/10; 10/13/11; 9/13/12



# Mansfield Public Schools

**To:** Mansfield Board of Education Members  
**From:** Fred Baruzzi  
**Date:** March 7, 2013  
**Re:** Elementary School Enrollment

Background:

The Mansfield Public Schools has had three K-4 elementary schools since 1988-1989, when Southeast Elementary School was reopened. The district has had three preK-4 elementary schools since 1998-1999. The three schools have had an enrollment range of as few as 24 in 1999 and as large as 108 in 1997-1998. During the 1997-1998 school year, a district committee consisting of Board of Education members, parents, teachers, administrators and community members reviewed past enrollment and current demographic data, created a variety of road combinations to be considered to transfer from Goodwin and Vinton to Southeast and recommended a plan to the Mansfield Board of Education for discussion and adoption. This district committee was convened to remedy the excessive student population at Goodwin (312) and provide additional students for the under-utilized Southeast (209 with 184 Southeast students, 18 Vinton PreK students, and 7 EASTCONN students). All three elementary schools have the capacity to house approximately 281 students based on a report prepared for the district in March 1997 by Lloyd Calvert.

The following indicates October and June enrollment for our three elementary schools from 1997/1998 to 2012/2013. This period of time includes the year proceeding our last redistricting effort.

	1997/1998		1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013
	Oct.	June	Oct.																												
GW	312	310	299	307	280	275	272	274	250	261	256	262	259	253	230	235	215	227	212	202	201	201	201	200	196	196	203	199	223	216	221
SE	204*	209*	237	256	257	258	249	249	248	244	253	255	228	227	242	239	239	245	263	260	245	252	247	247	238	256	264	260	257	253	253
VN	240	237	253	260	256	262	259	262	254	254	253	257	249	255	245	231	230	236	251	240	261	260	250	260	273	269	273	278	269	275	272

\* Includes 184 Southeast students, 18 Vinton PreK students, and 7 EASTCONN students

- 1998/1999:
- Redistricting of elementary schools
  - Special Education Preschool at each building

October 2012	Goodwin	Southeast	Vinton	
Preschool	15, 15	15, 14	16, 16	
Kindergarten	15, 15, 15	17, 14, 18	15, 15, 14	
1 <sup>st</sup> grade	17, 18	15, 17, 16	15, 16, 15	
2 <sup>nd</sup> grade	19, 20	16, 15, 15	17, 18, 17	
3 <sup>rd</sup> grade	14, 14	19, 18	18, 18, 18	
4 <sup>th</sup> grade	22, 22	15, 14, 15	22, 22	
<b>Total</b>	<b>221</b>	<b>253</b>	<b>272</b>	<b>Total: 746</b>

February 2013	Goodwin	Southeast	Vinton	
Preschool	16, 16	15, 15	14, 16	
Kindergarten	14, 15, 15	17, 13, 17	15, 15, 14	
1 <sup>st</sup> grade	17, 17	15, 17, 15	16, 16, 14	
2 <sup>nd</sup> grade	19, 19	14, 14, 15	18, 17, 17	
3 <sup>rd</sup> grade	15, 14	17, 18	18, 17, 18	
4 <sup>th</sup> grade	21, 22	14, 14, 14	22, 21	
<b>Total</b>	<b>220</b>	<b>244</b>	<b>268</b>	<b>Total: 732</b>

Present:

Currently the three elementary schools enrollment is Goodwin – 220, Southeast – 244 and Vinton - 268. The difference between the largest and smallest school is 48 students. The total prek-4 enrollment is 732 students. Equally divided, each school could have approximately 244 students.

Dr. Prowda's projections indicate that the elementary enrollment will fall to 702 students over the next 10 years; equally divided each school would have approximately 234 students.

The current class size when reviewed in light of the Board of Education class size guidelines at each of our three schools indicate the following:  
30 of the 39 (77%) K-4 classrooms are within the stated district guidelines at the present time (see page 4).

The following list of roads is adjacent to the current elementary schools boundaries and could be considered for future transfer to another school. Below each road is the current student numbers listed by grade.

<b>Goodwin: PK: 5, K: 5, Gr. 1: 2, Gr. 2: 3 Total: 15</b>		
Ball Hill Road – 5 PK: 1, K: 3, Gr. 1: 1	Dunham Pond Road – 0	Old Schoolhouse Road – 4 PK: 2, K: 1, Gr. 2: 1
S. Eagleville Road (Maple Rd. to Rt. 32) – 2 Gr. 1: 1, Gr. 2: 1	Courtyard Lane – 6 PK: 2, K: 1, Gr. 2: 1	
<b>Southeast: PK: 2, K: 5, Gr. 1: 6, Gr. 2: 5, Gr. 3: 5 Total: 22</b>		
Hillside Circle - 1 K: 1	Post Office Drive - 0	East Road – 0
Eastwood Road – 3 K: 1, Gr. 3: 2	Hanks Hill Road – 5 PK: 1, K: 1, Gr. 1: 1, Gr. 2: 1, Gr. 3: 1,	Stonemill-Hanks Hill to Grist Mill – 1 Gr. 1: 1
Westwood Road – 4 PK: 1, Gr. 1: 3	Flaherty – 1 Gr. 2: 1	Birchwood Heights – 1 K: 1, Gr. 1: 1, Gr. 2: 1, Gr. 3: 1
S. Eagleville Road (Maple Rd. to Rt. 195) – 1 K: 1	Storrs Heights – 2 Gr. 2: 2	Minnesota - 0
<b>Vinton: PK: 5, K: 2, Gr. 1: 6, Gr. 2: 5, Gr. 3: 4 Total: 22</b>		
Maple Road – 6 PK: 3, K: 1, Gr. 1: 1, Gr. 3: 1	Davis Road – 2 Gr. 2: 1, Gr. 3: 1	S. Eagleville Road (West of Rt. 32) – 1 Gr. 1: 1
Lodi Drive – 1 Gr. 2: 1	Monticello Lane – 3 PK: 1, Gr. 1: 2, Gr. 3: 1	Fieldstone – 0
Carleton Road – 1 Gr. 1: 12	Spring Hill Road (MMS to Rt. 195) – 3 Gr. 1: 1, Gr. 2: 1, Gr. 3: 1	Shady Lane – 1 Gr. 2: 1
Old Mill Court – 0	Max Felix Road – 1 Gr. 2: 1	Eagle Court – 2 PK: 1, K: 1
Fellen Road – 0		

#### Alternatives

1. Monitor district/school enrollment and continue to review individual building class size, adjusting staff and program space annually.
2. Monitor district/school enrollment and continue to review individual building class size, adjusting staff and program space annually, as well as explore alternative use(s) of school space by other education agency/programs.
3. Monitor school enrollment and offer new parents on transfer roads the opportunity to have their child(ren) attend the school with the lowest enrollment, continue to review individual building class size, adjust staff and program space annually.
4. Monitor district/school enrollment and redistrict roads with no current students to the school with the lowest enrollment, continue to review individual building class size, adjusting staff and program space annually.
5. Monitor district/school enrollment, move adjacent roads with current students to the school with the least enrollment holding grade four students and their siblings harmless, continue to review individual class size, adjusting staff and program space annually.

MANSFIELD PUBLIC SCHOOLS  
OFFICE OF THE SUPERINTENDENT  
MEMORANDUM

Date: September 16, 1999

To: Building Principals  
From: Gordon L. Schimmel, Superintendent  
Subject: Class Size Guidelines

As we begin the school year, I write to review the class size guidelines and procedures adopted by the Board of Education last spring. I am certain you recall that these guidelines originated from discussions with the Class Size Committee, a panel of administrators, parents and teachers created by the Board to examine the issues and concerns about class size in the Mansfield Schools. The panel met three times to explore the class size issue and its effect on student learning and behavior. The Board of Education responded to the recommendations of the panel, approving guidelines and procedures for dealing with class size issues. They are as follows:

**Class Size Guidelines**

K-3	14-18
4-5	16-20
6-8	21-23

Also, as you know, the Board approved several procedures to assist us in implementing these guidelines. Specifically, when the enrollment in an individual class reaches the highest number of the guidelines in a given class, the principal and superintendent will assess the situation, make a report to the Board of Education and recommend a course of action that best addresses the issue. Possible options include:

- Hiring an instructional assistant
- Sharing space and/or resources
- Hiring an additional teacher
- Assigning Student Interns
- Continued monitoring and reporting

It is important to remember that this process is simply a formalization of our past practice; there are few districts that have been as responsive to requests for additional resources as Mansfield. Our Board has always been very supportive and I am happy that these guidelines reinforce their philosophy of making the best environment for student learning a high priority.



STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION



**TO:** Superintendents  
**FROM:** Dr. Dianna Roberge-Wentzell, Chief Academic Officer  
**RE:** Common Core State Standards Implementation and Next Generation Assessments  
**DATE:** February 20, 2013

Earlier this month, Commissioner Stefan Pryor sent a memo to superintendents announcing the Connecticut State Department of Education's (CSDE) Common Core aligned "Practice Assessment." His memo explained that more information regarding the practice assessment and implementation of the Common Core State Standards (CCSS) would be forthcoming. This memo will not only address the areas indicated by Commissioner Pryor but also provide clarifying information on the role of the CSDE's Academic Office, CCSS aligned professional learning opportunities, and ways we can support each other as districts implement the Common Core and prepare for the next generation of assessments.

The overarching mission of the CSDE Academic Office is to support the achievement of college and career readiness for all Connecticut students through 21<sup>st</sup> century standards, curriculum, instruction, and assessments. The Academic Office seeks to improve college and career readiness outcomes by providing guidance and differentiated support to multiple stakeholders in order to ensure the above is implemented with fidelity and easily accessible. As such, the Academic Office will empower districts to leverage the CCSS and administer a system of next generation assessments that will provide information to students, families, and schools to support educators in preparing students for college and careers.

**COMMON CORE ALIGNED "PRACTICE ASSESSMENT"**

Beginning in the 2012-2013 school year and continuing through 2014, the CSDE will administer a Common Core-aligned "Practice Assessment" to help districts better determine how students are learning in alignment with the standards. The feedback from this assessment will support district improvement efforts. The practice assessment is in addition to the required Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) and will be administered in April and May for the 2013 year. Districts may choose to opt out of the practice assessment but we encourage you to take advantage of this no-stakes assessment opportunity.

The CSDE, at the request of and in service to districts, is providing a sixty-minute, computer-based practice assessment in reading and math as well as a ninety-minute practice assessment in writing in grades three through eight. Students in grade eleven will take a ninety-minute practice assessment, also on the computer, in writing and math. Each student will only take one (reading, writing, or math) form as part of the 2013 practice assessment year. The math assessments will reflect the major work of each grade. Writing will assess the organization, focus and purpose, elaboration and evidence, and conventions. The reading assessment will target informational and literary texts. Please refer to the Frequently Asked Questions (FAQ) for more details.

Administration of the practice assessment will start on April 22, 2013 and end May 17, 2013. Districts will probably need to stagger and sequence when students take the practice assessment given that it is a computer-based test. For most districts, this will be similar to administering the CMT/CAPT Modified Assessment System (MAS), as the practice assessment will be given through the Measurement Incorporated Secure Testing (MIST) system.

The Academic Office will continue to explore ways in which we can effectively support districts in transitioning to the 2015 Smarter Balanced assessments and in the upcoming weeks, the CSDE will provide technology specifications that will help districts plan and administer the next generation of assessments. In the meantime, participation in the practice assessment will help in this transition. It will also provide your district with the critical feedback needed to inform instruction and professional learning as well as help support planning efforts for the Smarter Balanced assessments in 2015, which will be administered statewide.

#### **COMMON CORE ALIGNED PROFESSIONAL LEARNING**

This summer and fall, the Academic Office will provide professional learning opportunities for district teams that build upon the practice assessment items. These opportunities will support district capacity building and targets the Common Core instructional shifts required by teachers and leaders. This will be the cornerstone experience for the CSDE Common Core aligned professional learning in 2013-14. More details will be provided in the coming months.

The State Board of Education's adoption of the Common Core in July 2010 was the beginning of a promise that all Connecticut students will graduate from our schools and districts ready for college, career, and life. The Academic Office is focused on statewide implementation of CCSS in order to deliver on that promise. More professional learning opportunities will be provided throughout the year to support your district's ongoing efforts, including the creation of professional learning communities and additional communities of practice in order to learn from and share with each other. Additionally, the Academic Office is collaborating with the CSDE's Talent and Turnaround Offices in order to ensure new departmental initiatives are coordinated.

#### **MEMORANDUM OF COLLABORATION**

In order to help facilitate Connecticut's implementation of the Common Core and next generation of assessments, the CSDE is offering a Memorandum of Collaboration (MOC) outlining the specific roles and responsibilities of the CSDE and your district. The MOC will guide our work and partnership with you in providing Connecticut's students the best education. The MOC is a tool that will help the CSDE to better serve districts in implementation of the Common Core and next generation of assessments.

Included in the MOC is a request from your district to establish a Common Core District Team and nominate Common Core District Coaches. These groups of people need not be newly created if your district currently has a similar team that hosts the array of people outlined in the MOC. The purpose of the District Team will be to support the CSDE's communication to districts so that the people who need the information the most will receive it. The District Coaches will be the CSDE's point people for capacity building work that will support your district's implementation efforts.

The MOC is due back to the CSDE via email by 5:00pm on Thursday, March 7, 2013. The CSDE will host a conference call for those Common Core District Teams Leads and Smarter Balanced Point People who have submitted their MOC on Wednesday, March 13, 2013 from 1:30pm-2:30pm. Should you have questions regarding the MOC, please contact Emily Byrne via telephone at (860) 713-6546, or you may send your signed MOC via email to [emily.byrne@ct.gov](mailto:emily.byrne@ct.gov).

Should you have any questions regarding this memo, please contact Emily Byrne (contact information listed above) or me via telephone at (860) 713-6775 or via email at [dianna.roberge-wentzell@ct.gov](mailto:dianna.roberge-wentzell@ct.gov).

## 2013 Common Core State Standards aligned “Practice Assessment” Frequently Asked Questions (FAQ)

Purpose: The Connecticut State Department of Education (CSDE) has developed a 2013 Common Core State Standards (CCSS) aligned “Practice Assessment” in response to requests from district superintendents for an assessment that would provide an indication of how well students are learning the content aligned with the CCSS.

The answers to some of the most frequently asked questions about this assessment follow:

Questions	Answers																
What are the benefits to school districts of administering the practice assessment?	<ol style="list-style-type: none"> <li>1. The results will help to gauge the progress of CCSS implementation at the district level.</li> <li>2. Students will gain some familiarity with CCSS aligned test items and use a computer to respond to test items.</li> <li>3. The assessment allows districts to conduct an online, district-wide trial run for the upcoming mandated computer-based assessment.</li> </ol>																
For which grades and content areas is the practice assessment available?	<ol style="list-style-type: none"> <li>1. Grades 3-8 in Reading, Writing, and Mathematics.</li> <li>2. Grade 11 in Writing and Mathematics.</li> </ol>																
How long will it take to administer each session?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Content</th> <th style="text-align: left;">Testing Time</th> <th style="text-align: left;">Time for Directions</th> <th style="text-align: left;">Total Time</th> </tr> </thead> <tbody> <tr> <td>Mathematics and Reading 3-8</td> <td>60 minutes</td> <td>10 minutes</td> <td>70 minutes</td> </tr> <tr> <td>Writing 3-8</td> <td>90 minutes</td> <td>10 minutes</td> <td>100 minutes</td> </tr> <tr> <td>Writing and Mathematics 11</td> <td>90 minutes</td> <td>10 minutes</td> <td>100 minutes</td> </tr> </tbody> </table>	Content	Testing Time	Time for Directions	Total Time	Mathematics and Reading 3-8	60 minutes	10 minutes	70 minutes	Writing 3-8	90 minutes	10 minutes	100 minutes	Writing and Mathematics 11	90 minutes	10 minutes	100 minutes
Content	Testing Time	Time for Directions	Total Time														
Mathematics and Reading 3-8	60 minutes	10 minutes	70 minutes														
Writing 3-8	90 minutes	10 minutes	100 minutes														
Writing and Mathematics 11	90 minutes	10 minutes	100 minutes														
How many test sessions will be administered to each participating student?	Any single participating student will be administered only a single test session. For example a student taking Grade 4 reading will not take mathematics or writing.																
What will be reported from the practice assessment?	An overall score for writing, reading, or mathematics will be reported by district. Where possible, further scores by reporting category (e.g., The reading categories informational and literary) will also be reported.																
What is the test delivery system for the practice assessment?	The Measurement Incorporated Secure Testing (MIST) system will be used to administer the Practice Assessment. The same applet used for the standard testing in March 2013 will be used for this assessment.																

What are the technical requirements to administer the practice assessment?	This assessment is administered only on the computer. Each tested student must have access to a computer connected to the Internet and running the MIST software in order to test. There is no pencil-and-paper component to this test. Please refer to the MIST <a href="#">Technical Guide for testing requirements</a> .	
What is the administration window for the practice assessment?	April 22, 2013 to May 17, 2013.	
What are the scheduling requirements for the practice assessment?	Students may be tested at any time during the administration window. While it would be preferred, there is no requirement for students in the same grade and session to be tested at the same time as one another.	
How does a school district notify the CSDE of its participation?	Each district must complete the <i>Memorandum of Collaboration</i> indicating district participation.	
Which students will participate in the practice assessment?	Individual students will be selected by the CSDE in all grades by content area according to a sampling plan. (Note: Students currently administered the Skills Checklist should <i>not</i> participate in this Practice Test.) Schools and districts of different sizes will have different percentages of students included in the sampling plan.	
Which common testing accommodations will be available for the practice assessment?	Most of the more common accommodations that are available on the census CMT and CAPT will be available for this Practice Test with the exception of: <ul style="list-style-type: none"> <li>• Braille</li> <li>• Large Print</li> <li>• Text Reader</li> <li>• Test Booklet</li> </ul>	
When will results be available?	Summer of 2013.	
What are the similarities and differences between the practice assessment and the 2013 Smarter Balanced Pilot Test?	<b>CCSS aligned Practice Assessment</b> <ul style="list-style-type: none"> <li>• Items are aligned to the Common Core</li> <li>• Administered online.</li> <li>• Provides scoring feedback at the district level.</li> <li>• These items will not appear on the Smarter Balanced Assessment but are similar to items that will.</li> </ul>	<b>Smarter Balanced Pilot Test</b> <ul style="list-style-type: none"> <li>• Items are aligned to the Common Core</li> <li>• Administered online.</li> <li>• Provides no scoring feedback at all.</li> <li>• These items are being piloted and may appear on a future administration of the Smarter Balanced Assessment</li> </ul>

Please call the testing office at (860) 713-6860 with any further questions.

Items under consideration for review by the Mansfield Board of Education:

- Enhance signage on school property to restrict the use of school property during the school day.
- Review staff, parent, and public parking to minimize disruption and risk throughout the school day.
- Review and enhance ability of school staff and police to view the perimeter of the school buildings through an upgrade to software and selected camera placement.
- All exterior doors to all schools will be numbered for identification by first responders.
- Expand the size of monitors of exterior cameras within the school office.
- Review all entrances to minimize and/or reinforce unprotected glass.
- Create a second verification process for all visitors to the school except for the opening and closing of the school day (ie. use of vestibule with phone and cameras and/or staff verification).
- All exterior doors to all schools will be locked (red) unless being supervised by school staff.
- All interior doors to all instructional/non-instructional spaces will be in the locked position and teachers/staff utilizing the space will determine if the door is open or closed depending on the intended purpose or activity.
- Replace and relocate telephone communication systems at the four schools and address staff capability to contact school, district, and police.
- Provide the capability for selected school staff and local police to view schools interior hallways during the conduct of a drill and/or live events to increase response effectiveness.
- Install additional door locks as needed.
- Review the continuum of student support services offered by the schools and town to enhance the identification of students or families in need of assistance.
- Maximize the use of state and federal funds to increase student and staff safety and security reduce risk to students and staff.
- Install blinds/shades in doors with windows to be pulled down in the event of a lockdown.
- Conduct state approved risk assessment at all schools when available to determine the most cost effective mitigation strategies considering safety and security issues.
- Initiate simple, clear, and direct instructions to students and staff regarding all types of incidents.
- Orient all staff to changes in Emergency Procedures and to school operating procedures.
- Orient all parents, guardians, and community members to changes in school procedures.
- Provide training to all school staff relevant to all aspects of the plan.

Related Activities:

- State of Connecticut
  - January 3<sup>rd</sup>: Governor appoints Sandy Hook Advisory Commission with initial report due by March 15<sup>th</sup>. <http://www.governor.ct.gov/malloj/cwp/view.asp?Q=516230andA=4010>.
  - January 15<sup>th</sup>: General Assembly announced a Bipartisan Task Force on Gun Violence Prevention and Children's Safety <http://www.cga.ct.gov/ASaferConnecticut/> with a report due in late February.
- Federal Government:
  - On December 19<sup>th</sup>, President Obama appointed Vice President Biden to lead a gun violence task force.
  - On January 15, 2013, Vice President Biden delivered his policy proposals to President Obama.
  - On January 16, 2013, the President put forward a plan to reduce gun violence. <http://www.whitehouse.gov/issues/preventing-gun-violence>



**DRAFT**

**Mansfield Board of Education Meeting**

**February 21, 2013**

**Minutes**

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

**Absent:** Katherine Paulhus, Carrie Silver-Bernstein

The meeting was called to order at 7:32pm by Mr. LaPlaca.

**SPECIAL PRESENTATIONS:**

Mr. LaPlaca honored Ms. Matthews for her service as a Board of Education Member. Southeast kindergarten student, Bronwyn Mott, discussed the successful Kids for Kids Day fundraiser she planned at Southeast to raise money for Connecticut Children's Medical Center.

**HEARING FOR VISITORS:** None.

**COMMUNICATIONS:** Press Release from Mansfield Advocates for Children encouraging support of HB 6359- An Act Concerning an Early Childhood System.

**ADDITIONS TO THE PRESENT AGENDA:** MOTION by Mr. Walikonis, seconded by Mrs. Kelly to add a request for leave to the consent agenda. **VOTE:** Unanimous in favor.

Mrs. Paulhus arrived at 7:44pm.

**Southeast PTO:** Cyndi Wells, President, reported on activities the group participates in to support Southeast School programs.

**COMMITTEE REPORTS:** None.

**REPORT OF THE SUPERINTENDENT:**

- **School Building Security Update:** Mr. Baruzzi, Fran Raiola, Director of Emergency Procedures, and Sergeant Rich Cournoyer, Resident Troopers' Office, discussed the chronological list of events and actions taken to date by the Mansfield Public Schools and the Town of Mansfield as a result of the December 14<sup>th</sup> incident in Newtown. They reviewed security items under consideration. The Board came to a consensus to bring the items to the Town Council.
- **Technology Update:** Jaime Russell, Director of Information Technology, reviewed the current status of Mansfield Public Schools Computer Education and Media Services.
- **Meeting with Town Council Regarding Four Schools Project:** Mr. Baruzzi, Mr. Russell, and William Hammon, Director of Facilities Management, reviewed five year plan for capital expenses for maintenance and computer technology. The Board will present this plan at the upcoming meeting with the Town Council to discuss school needs.
- **2013-2014 School Calendar:** MOTION by Ms. Patwa, seconded by Ms. Matthews, to adopt the draft 2013-2014 school calendar recommended by the Policy Committee. Discussion followed regarding the addition of five built-in weather days and continuation of shortened February vacation. **VOTE:** Unanimous in favor
- **Charles H. Barrow STEM Magnet School Update:** Mr. Baruzzi reviewed answers by Ana Ortiz, Superintendent Windham Public Schools, to Board Member questions regarding opportunities for Mansfield to participate.
- **Common Core Aligned Practice Assessment:** Mr. Baruzzi shared a letter from the Commissioner of Education announcing the State Department of Education will be providing a Common Core-aligned practice assessment.
- **Enhancing Student Achievement:** One new project was reviewed and will be implemented at the schools in support of this activity.

- Quarterly Financial Statements: Cherie Trahan, Director of Finance, reported that revenues and expenditures are on track and all other funds are proceeding according to budget. MOTION by Ms. Patwa, seconded by Mr. Walikonis, to accept the Quarterly Financial Statements for the Quarter ending December 31, 2012. VOTE: Unanimous in Favor.
- 2013-2014 Proposed Budget: Mr. Baruzzi and Mrs. Trahan reviewed answers to questions by Board Members. MOTION by Mrs. Kelly, seconded by Mrs. Paulhus, to request the Superintendent prepare list of items to get proposed budget to the Minimum Budget Requirement (MBR). VOTE: Mrs. Kelly and Mrs. Holinko in favor. Mr. Walikonis, Ms. Matthews, Ms. Patwa, Mr. LaPlaca, Mr. Rueckl, and Mrs. Paulhus opposed. Motion failed. Mr. LaPlaca requested the Board not approve the budget until after the Town Council meeting to discuss the school building project. The Board was in agreement.

POLICY COMMITTEE: Ms. Patwa reviewed the Policy Committee's recommendation for the 2013-2014 School Calendar. The Board will review for action at February 21, 2013 meeting.

NEW BUSINESS: None

CONSENT AGENDA: MOTION by Mr. Walikonis, seconded by Mrs. Paulhus, to approve the following items for the Board of Education February 21, 2013 meeting. VOTE: Unanimous in favor.

That the Mansfield Public Schools Board of Education approves the minutes of the February 7, 2013 Board meeting.

That the Mansfield Public Schools Board of Education approves the request for maternity and unpaid childrearing leave effective October 14, 2013 – December 2013.

HEARING FOR VISITORS: None.

SUGGESTIONS FOR FUTURE AGENDA: Ms. Patwa would like to discuss holiday observances/celebrations within schools. She also requested a discussion on redistricting. Mr. Rueckl requested discussion on universal preschool.

MOTION by Ms. Matthews, seconded by Mr. Rueckl, to adjourn at 12:02am. VOTE: Unanimous in favor.

Respectfully submitted,  
Celeste Griffin, Board Clerk