

Mansfield Board of Education Meeting

May 9, 2013

Council Chambers 7:30 p.m.

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

Agenda

- 7:30 Call to Order
- 7:35 Special Presentation
- 7:50 Hearing for Visitors
- 7:55 Communications (P. 1)
- 8:00 Additions to the Present Agenda

Reports:

- 8:20 Committee Reports
- 8:30 Report of the Superintendent
 - Youth Service Bureau
 - Mansfield Public Schools Professional Learning and Evaluation Plan (M)
<http://www.mansfieldct.gov/content/11150/13915/11152/13583/default.aspx>
 - Student Success Plans (P. 3)
 - MMS Parent Portal
 - CAS Grant Application (M) (P. 11)
 - National History Day Field Trip (M) (P. 17)
 - Staff Appreciation (P. 19)
 - 2013-2014 Budget Reductions (M)
 - Upcoming Retreat
 - Enhancing Student Achievement (P. 21)
 - Class Size/Enrollment

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

CONSENT AGENDA: (M) (P. 23)

The following items for the Board of Education May 9, 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 April 11, 2013 Board meeting.

That the Mansfield Public Schools accept the resignations of Mary Mindek, Mansfield Middle School teacher, Julie Brennan, Southeast School teacher, and Madelyn Williams, Goodwin School teacher effective the end of the 2012-2013 school year.

9:45* Hearing for Visitors

9:55 Suggestions for Future Agenda

Executive Session (M) for the purpose of discussing Superintendent's evaluation and non-union wages and salaries.

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.

April 21, 2013

Mark LaPlaca, Board Chair
Mansfield Board of Education
4 South Eagleville Road
Storrs, Connecticut 06268

Dear Mark,

It is with heavy emotions that I resign my position from the Mansfield K-8 Board of Education. I have thoroughly enjoyed my many years as a board member. It has been a pleasure to serve with all the dedicated members of the Mansfield educational community.

Sincerely,

Shamim S. Patwa

Shamim S. Patwa

Mansfield Middle School

Student Success Plan

The Connecticut Student Success Plan is an individualized student plan that is developed to address every student's needs and interests. The intent is to help every student stay connected in school and to achieve postsecondary educational and career goals.

The Connecticut SSP begins in the 6th grade and continues through high school. It provides the student with support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests.

The MMS Student Success Plan is a collection of programs and services that address academic, personal/social, and career topics for our students in grades 6-8. Each of our students has an electronic data file of Success Plan Tasks which is housed in Naviance, a web-based tool for student planning. Students and families may access Naviance via the web. School counselors have access codes for families to obtain so that they can review a student's Success Plan.

The main purpose of the MMS Student Success Plan is to:

- Set personal and academic goals
- Support social and emotional growth
- Identify early career interests
- Explore student learning styles
- Prepare students for twenty-first century skills in a globally diverse environment

6th Grade Student Success Plan Components

All programs and services fall into these domains and incorporate 21st Century Skills: Academic (A), Personal/Social (P/S), and Career (C) domains

New Student Registration Mtgs with Parent/Student A, P/S
Summer Orientation for Students New to Mansfield A, P/S
New Student Individual Lunch Meetings A, P/S
New Student After-School Welcoming Party P/S
“KID” Weekly Team Meetings to monitoring student progress A, P/S
Peer Mediation for Conflict Resolution P/S
Mix-It-Up Lunch Activities P/S
Small Group Lunches with Counselor A, P/S
Testing Information Connecticut Mastery Test (CMT) A
Course Selection Options A
Responsive Services/Counseling A, P/S
6th Grade Potluck Welcoming Event A, P/S, C
Open House for Parents A, P/S
Goal-setting A, P/S, C
Study-skills/Time Management Skills A, P/S
Positive School Engagement Activities A, P/S
Prey/Predator Whole Grade Outdoor Exploration A, P/S, C
World Language Exploration / Language Study Choice A, P/S, C
Problem-solving/Collaborating/Decision-making Skill Development A, P/S

7th Grade Student Success Plan Components

All programs and services fall into these domains and incorporate 21st Century Skills: Academic (A), Personal/Social (P/S), and Career (C) domains

New Student Registration Mtg with Parent/Student A, P/S
Summer Orientation for Students New to Mansfield A, P/S
New Student Individual Lunch Meetings A, P/S
New Student After-School Welcoming Party P/S
"KID" Weekly Team Meetings (monitoring student progress) A, P/S
Mix-It-Up Lunch Activities P/S
Peer Mediation for Conflict Resolution P/S
Small Group Lunches with Counselor A, P/S
Testing Information Connecticut Mastery Test (CMT) A
Personal Learning Understanding through Learning Styles Exploration A, P/S, C
Archaeology Day A, P/S, C
Career Exploration through Career Interest Identification A, P/S, C
Career Day Participation A, P/S, C
Course Selection Options A
Responsive Services/Counseling A, P/S
Open House for Parents A, P/S
November Parent Teacher Conferences A, P/S
After school Activities Programming A, P/S, C
Goal-setting A, P/S, C
Study Skills/Time Management Skills A, P/S, C
Positive School Engagement Activities A, P/S
Medieval Faire A, P/S, C
Problem-solving/Collaborating/Decision-making Skill Development A, P/S, C

8th Grade Student Success Plan Components

All programs and services fall into these domains and incorporate 21st Century Skills: academic (A), personal/social (P/S), and career (C) domains

New Student Registration Mtg with Parent/Student A, P/S

Summer Orientation for Students New to Mansfield A, P/S

New Student Individual Lunch Meetings A, P/S

New Student After-School Welcoming Party P/S

Related Arts Quarterly Exploration A, P/S, C

“KID” Weekly Team Meetings (monitoring student progress) A, P/S

Peer Mediation for Conflict Resolution P/S

Ellis Island Whole Class Reenactment A, P/S, C

Mix-It-Up Lunch Activities P/S

Small Group Lunches with Counselor A, P/S

Opening Assembly/Set Positive Tone for Year A, P/S

Orientation to 8th grade expectations A, P/S

November Parent Teacher Conferences A, P/S

Goal-setting - A, P/S

Model Congress Whole Class Reenactment A, P/S, C

Counselor Mtgs w/Families -Student Progress - Future Planning A, P/S, C

UCONN Weekly Mentoring Support Program - A, P/S

Book Discussion Groups - Discussion of Issues Related to Transition to High School - A, P/S

ACT Visit to MMS - Early November during A, P/S, C

Activity Involvement Survey - A, P/S, C

Windham Tech Visit To MMS - A, P/S, C

Career Day - A, P/S, C

EO Smith Ag Education Visit to MMS - A, P/S, C

MMS Counselor Visit/Explanation of High School Concepts - A, P/S, C

8th Grade Team Individual Course Recommendations - A, P/S

EOS Evening Presentation - A, P/S, C

EOS Counselor Visit - March - Introduction to Naviance/Transition
Survey/Powerschool-Course Scheduling - A, P/S, C

Individual Student Recognitions - April thru May - Team 8 - awards
discussion A, P/S

Mansfield Middle School

April 17, 2013

Task Completion Summary

Settings: Start Class Year/Grade: class of 2018 (grade 7); End Class Year/Grade: class of 2018 (grade 7)

Sorting: Tasks data sorted by Task, Ascending

(D) denotes district-owned tasks, and (S) denotes school-owned tasks.

Task	Completion Rate	Completion Detail
(S) Career Exploration and Identification of Career Interests	3.52%	5 of 142 students
(S) MMS 7th Archaeological Dig	100.00%	142 of 142 students
(S) MMS Career Day	100.00%	142 of 142 students
(S) MMS Complete Career Key	1.41%	2 of 142 students
(S) MMS Learning Style Inventory	100.00%	142 of 142 students
(S) MMS Learning Style Inventory Post Test	100.00%	142 of 142 students
(S) MMS Learning Style Pretest	100.00%	142 of 142 students
(S) MMS Medieval Faire	0.00%	0 of 142 students
(S) MMS Mix It Up Lunch	100.00%	142 of 142 students
(S) MMS Peer Mediation for Conflict Resolution	100.00%	142 of 142 students
(S) MMS Study Skill Development	100.00%	142 of 142 students
(S) MMS Time Mgmt/Organizational Skills	100.00%	142 of 142 students
(S) MMS: Goal-setting for Academic/Career and Personal/Social Success	100.00%	142 of 142 students
(S) MMS: School-wide Engagement Week	100.00%	142 of 142 students
(S) MMS: Understanding and Utilizing Academic Supports	100.00%	142 of 142 students

Mansfield Middle School

April 17, 2013

Task Completion Summary

Settings: Start Class Year/Grade: class of 2017 (grade 8); End Class Year/Grade: class of 2017 (grade 8)

Sorting: Tasks data sorted by Task, Ascending

(D) denotes district-owned tasks, and (S) denotes school-owned tasks.

Task	Completion Rate	Completion Detail
(S) Career Exploration and Identification of Career Interests	100.00%	141 of 141 students
(S) MMS 8th Grade Related Arts Interest	100.00%	141 of 141 students
(S) MMS Career Day	100.00%	141 of 141 students
(S) MMS Career Key Post Test	100.00%	141 of 141 students
(S) MMS Career Key Pre test	100.00%	141 of 141 students
(S) MMS Complete Career Key	88.65%	125 of 141 students
(S) MMS Ellis Island Simulation	100.00%	141 of 141 students
(S) MMS Mix It Up Lunch	100.00%	141 of 141 students
(S) MMS Model Congress	100.00%	141 of 141 students
(S) MMS Peer Mediation for Conflict Resolution	100.00%	141 of 141 students
(S) MMS Study Skill Development	100.00%	141 of 141 students
(S) MMS Time Mgmt/Organizational Skills	100.00%	141 of 141 students
(S) MMS Transition to HS - Windham Tech Visit	100.00%	141 of 141 students
(S) MMS Transition to HS- ACT Magnet School	100.00%	141 of 141 students
(S) MMS Transition to HS- Ag Ed	100.00%	141 of 141 students
(S) MMS Transition to HS- Concept Lesson	100.00%	141 of 141 students
(S) MMS Transition to HS- Registration at EOS	100.00%	141 of 141 students
(S) MMS: Goal-setting for Academic/Career and Personal/Social Success	100.00%	141 of 141 students
(S) MMS: School-wide Engagement Week	100.00%	141 of 141 students
(S) MMS: Understanding and Utilizing Academic Supports	100.00%	141 of 141 students

Mansfield Middle School

April 17, 2013

Task Completion Summary

Settings: Start Class Year/Grade: class of 2019 (grade 6); End Class Year/Grade: class of 2019 (grade 6)

Sorting: Tasks data sorted by Task, Ascending

(D) denotes district-owned tasks, and (S) denotes school-owned tasks.

Task	Completion Rate	Completion Detail
(S) Career Exploration and Identification of Career Interests	0.00%	0 of 143 students
(S) MMS 6th Gr Prey/Predator Activity	0.00%	0 of 143 students
(S) MMS 6th Grade Potluck Gathering	100.00%	143 of 143 students
(S) MMS 6th World Language Course Selection	0.00%	0 of 143 students
(S) MMS Complete Career Key	0.00%	0 of 143 students
(S) MMS Mix It Up Lunch	100.00%	143 of 143 students
(S) MMS Peer Mediation for Conflict Resolution	100.00%	143 of 143 students
(S) MMS School Climate Post Test	2.80%	4 of 143 students
(S) MMS School Climate Pre-Test	100.00%	143 of 143 students
(S) MMS Study Skill Development	100.00%	143 of 143 students
(S) MMS Time Mgmt/Organizational Skills	100.00%	143 of 143 students
(S) MMS: Creating a Positive School Climate	100.00%	143 of 143 students
(S) MMS: Goal-setting for Academic/Career and Personal/Social Success	100.00%	143 of 143 students
(S) MMS: School-wide Engagement Week	100.00%	143 of 143 students
(S) MMS: Understanding and Utilizing Academic Supports	100.00%	143 of 143 students

Grant submittals:

Grant applications, including the checklist verifying completeness of the application, must be submitted by April 5, 2013. The application may only be submitted with the approval of the school principal. All applications must be postmarked by April 5, 2013. Applicants should mail a completed application to:

**Connecticut Association of Schools
Attn: Jenn Sylvester
30 Realty Drive
Cheshire, CT 06410**

**CAS-CIAC Endowment and Flanagan
Grant Application Form**

Applicant Information:

1. Applicant's Name: **Dr. Linda E. Robinson, Coordinator of Library/Media Services**
2. Home Phone: **(860) 429-6549**
3. School Name and Grades: **Mansfield Middle School (5th to 8th grade)**
4. School Email Address: **RobinsonLE@mansfieldCT.org**
5. School Address: **205 Spring Hill Road**
6. City: **Storrs, CT Zip: 06268**
7. Program Location (if offsite): **Summer Recreation Camp adjacent to the middle school**
8. Date of Application: **April 4, 2013**
9. Principal's Name: **Mr. Thanh Nguyen**
10. Principal's Phone: **(860) 429 - 9341**
11. Principal Signature _____

Program Information:

1. Overview: Briefly describe your program.

In order to expand our currently successful *"Books on Buses"* (BoB) program, we will provide an opportunity to borrow books from the bus one night per evening with a focus on middle school books.

Our BoB program employs small school buses three mornings per week during the summer to provide access to quality reading materials for our students. The buses run one route each day, traveling through our three elementary school districts. Students can get on the bus at a designated stop and use their public library card to check out books. The buses run for about 7 weeks during the summer months. There is a limited amount of space for books and the focus of the existing materials is on books at the PK – 3 reading level.

Therefore, we would like to expand this program and offer *"Books on Buses: Out at Night"*. In this expansion we would provide access to the book bus one evening per week at the site of our Town's summer recreation camp. The target population for this program would be middle school students, and reading materials would highlight current Nutmeg books, new nonfiction, and popular reads. By bringing the bus to the centrally located summer camp, we would be providing convenient access to books for families that have children in camp, as well as for parents coming home after work or students who might want to come from baseball games at nearby fields. Since this bus would be stationary we would also look to offer some low cost/no cost reading program events at the location, such as reading therapy dogs or a storyteller for some weeks of the summer months. Since we will use a wireless network connection for the card catalog's circulation system via a laptop computer and barcode reader, we will also have the library's Nooks, Kindles, and Tablet computers available for use on/near the site via the school's wireless network.

2. Objectives: State specifically what your program will accomplish.

- a) To increase easy access for students and their families to quality reading materials during the summer.
- b) To offer a fun, convenient opportunity for parents to be involved in the selection of reading materials with their children.
- c) To increase the amount and variety of middle school age-appropriate, yet challenging reading materials available to students during the summer months.

3. Plan of Action: Describe the development of the program.

- Alert stakeholders that the program expansion is confirmed. We have already touched base with the Public Library staff, Superintendent of Schools, Summer Recreation Camp and the Board of Education and they are in support of this program expansion
- Confirm use of bus with the Bus Garage Company and select driver
- Develop program advertising and distribute information about program expansion
- Coordinate plan for specific bus location, books to use, and staff to be on the bus
- Confirm possible programs, such as reading therapy dogs
- Establish guidelines of use for staff and develop data collection tools
- After last evening of the bus remove library books from bus

- Assess data collected, look at circulation use statistics, analyze surveys from participants and summarize findings and share with stakeholders
- Present information to Board of Education and Superintendent for consideration of including program in next year's budget

4. Timeline: Provide a timeline for the program.

- May 25th*: Confirm program expansion with stakeholders
Book bus with Bus Garage and verify library staff to work
- June 5th*: Confirm library books to use
Develop advertising (flyers, emails, banners) for program to place in school and town
- June 12th*: Pull school library books for bus as school library closes for the year
Pull books from public library collection to be included on the bus
- June 19th*: Begin advertising campaign for program and incorporate into all end of year events
- June 26th*: Confirm bus location, driver, staffing, and other details with those involved
- July 1st*: Load books on bus
- July 2nd*: Establish computer laptop and wireless network on bus to support card catalog use
Test internet network access on and off bus location
- July 3rd*: Begin running *Books on Buses: Out at Night* program on Wednesdays, 5:00 to 7:00 pm
Begin data collection
Confirm possible reading programs for some weeks, such as the reading therapy dogs
- July 17th*: Re-publicize program to ensure possible participants are aware of program
Make adjusts to program as needed to for successful results (formative assessment)
- Aug 14th*: End *Books on Buses: Out at Night* program
- Aug 15th*: Bus will be unloaded and books returned to middle school and/or public library
- Aug 16th*: Send out an electronic survey to families who did not participate in the program
- Aug 21st*: End data collection
- Aug 28th*: Complete data analysis and summative assessment of results
Compile report and share with stakeholders

5. Who are your target participants?

Our primary target participants are the students in our 5th to 8th grade middle school. Our secondary target participants are the students in our PK to 4th grade, who could also borrow books from the bus since we will offer books for those readers as well.

6. Approximately how many students will your program benefit? What percent of the school enrollment is that?

We currently have about 580 students in our middle school. Since this is a new program we have no idea how many students and/or their families will participate. However, last summer during the course of 7 weeks of operation, over 800 individuals took part in the "Books on Buses" program and we circulated more than 2,600 books from the bus during that time. We hope that at least 30% of our students participate.

7. Rationale: Why do you think there is a specific need for this program?

Our "Books on Buses" program has been well received and successful. Our public library only opens two evenings per week and we have limited mass transportation in town. We have a significant population of ELL families that attend the University of Connecticut. These families

have limited access to transportation and the public library is far from campus. Thus, access to good books during the summer is limited. In addition, when talking to families about our current program, many have shared that they are unable to participate because their children are attending summer or sports camps on weekday mornings. It has been found that the 'summer learning backslide' phenomenon can be addressed by increasing student access to quality reading materials. With working parents, students busy during the day, limited transportation options, and limited evening hours at the public library it is obvious that we can address this issue by providing a program that brings reading materials to students.

8. Given the stated criteria, explain why you think your program should be selected for funding.

This grant is an opportunity for us to expand our existing program and test the suspected need. By offering this new twist on outreach and collecting data we can determine if such a program will really increase access and if families will take advantage of the opportunities it offers. With data in hand we can then make decisions about whether to continue the program and to approach our Board of Education to support this program. Our original "Books on Buses" program was funded by a grant. It was so successful that when the grant expired the support for the program was continued by the Board of Education. This program, if successful, is easily replicated by other districts. Often school buses and library books lay dormant during the summer months. Connecting the school library with the public library and offering access in a creative way to support the busy lifestyles of our parents is certainly worth investigating.

9. Evaluation: Describe your plans for evaluating the program.

Library staff on the bus will keep track of the number and type of individuals who stop in to visit the bus during its hours of operation. Several times during the summer, those who visit the bus will be offered the opportunity to participate in a survey (written and/or online) or asked a series of informal verbal questions about the program and its positive and negative aspects. We will look at this data mid-way through the summer to make a formative assessment of the program to see if we need to address any issues that were unplanned in the design and implementation of this first year.

At the end of the summer we will look at the qualitative and quantitative data that has been collected to complete our summative assessment. We will examine the statistics generated by the online card catalog to look at what materials circulated and conduct an analysis of those statistics based on general patron descriptors (i.e., gender, age, etc.). We will also send out an electronic survey to families in Town and ask for input from those who did not participate. We may be able to see barriers or issues that we were unaware of in future planning. By using the quantitative and qualitative data from the surveys, in person interviews and circulation statistics we should have a clear picture of the program and sufficient information on which to base recommendations for its future.

Funding Information:

1. Amount of Grant Request:

We are requesting \$2000.00 in funds from this grant/endowment program. It was unclear as to when funds would be available. We had hoped to begin this program this year, but if funds are not going to be distributed until mid-summer we could postpone this expansion until the summer of 2014.

2. Does the grant request cover the full cost of the program? If no, please explain.

The Mansfield school and public libraries will cover the cost of any additional books needed for the bus. We will also absorb the cost of any book losses (i.e., no patrons will be charged for late or unreturned items). In addition, donations of books have been solicited from the University of Connecticut bookstore for age-appropriate reading materials.

3. Are there any direct costs assessed to students? If yes, please explain.

No, this program is free to all students.

4. Are there other funds available to pay for this project? (If other funds are available in addition to this grant, please describe what efforts you have made to obtain such funds.)

In this current budget year the only other funds for this pilot would be from the school library's operating budget. We have been unable to locate other grants to fund a pilot of this type that does not occur during the school year.

5. Budget: Please provide a budget or other itemized detail of the cost of the project and all the sources that you intend to use to meet these costs. These costs may include a facilitator stipend, materials, supplies, etc.

Our anticipated use of funds appears in the table below. The school district libraries will commit to covering any additional program/cost overruns. For instance, the cost of the bus is an estimate based on this year's contract. Should that cost go up over the summer, we would absorb the additional fees. We would also absorb costs due to the need for additional copies of popular books in order to meet demand.

Description	Amount
2 Professional Library staff @ \$25/hr (summer rate) * 2.5 hrs /week * 7 weeks *2 librarians	\$ 875.00
Bus and driver @ \$45/hr (field trip rate) * 2.5 hrs/week * 7 weeks	\$ 787.50
Additional copies of books for the bus (Nutmeg, nonfiction, popular titles)	\$ 337.50
TOTAL	\$ 2,000.00

Mansfield Public Schools School Trip Request Form

Type of Trip:

<input type="checkbox"/>	X	<input type="checkbox"/>
Field Trip	Extracurricular/Club Trip	Day Trip
X	<input type="checkbox"/>	X
Enrichment Trip	International Trip	Overnight Trip

Class, Club, or Organization: History Day

Requested by: Kelly Brouse Date Requested: 5/2/13

Destination (Be Specific): The National History Day competition takes place at the University of Maryland in College Park, MD. We will attend the opening ceremonies and first day of judging and activities at UMD, and then travel to Washington, D.C. to visit the holocaust museum, national history museum, and Washington monuments.

List academic, social, and/or civic expectations from the Mission Statement that will be met by taking this trip:

This trip will be a reflection of the MMS mission statement in multiple ways. The project itself has challenged students to develop and utilize higher level thinking and analysis skills. Due to the flexibility and open-ended nature of our beliefs, this travel experience will provide five students with new experiences and resources to evaluate and develop their understanding of Social Studies concepts more deeply. Students will practice and model responsible behaviors as we explore the downtown area of D.C. and also when we are interacting with other groups at the contest. Communication will be fostered through many events at the contest where students will have the opportunity to meet and discuss their interest in history with other students from around the country and beyond. The sustained effort these students have put into this seven-month project has been clearly congratulated by their success in the competition and is a skill they will take away from this experience.

Date(s) of Trip: 6/9/11- 6/12/11 Number of School Days to be Missed: 3

Time of Departure: 12:00 p.m. Time Returning to School: 3:00 p.m.

Number Attending:

Students Faculty Staff Parents Others

If the date(s) requested impact(s) instructional time, please give valid rationale why the trip cannot be taken during a non-instructional period:

The trip will be during instructional time because the National competition takes place from June 9-13. We will not be staying for the full duration in honor of the students' instructional time that week. With this itinerary, they will be back for two days of school that week to review and complete any missed assignments or instruction.

If substitute coverage will be provided, please describe how classroom instruction is likely to be affected:

A substitute will be necessary for one staff member. Classroom procedures and curriculum will be given by the substitute at the average pace it is provided.

School Trip Request: Cost Detail

Expense Detail	District Share (total)	Student Share (per)	Chaperone Share (per)
Substitutes	Three days/\$70= \$221.00		
Admission Fees	\$540.00		
Transportation	\$218.00	\$111.66	
Lodging	\$650.00	\$250.00	
Meals			
Other	\$26.00		
TOTAL	\$1,655.00	\$361.66	

Other Trip/Cost Related Notes: The district will cover student & teacher registration costs using the enrichment budget. The transportation expenses include teacher round-trip train ticket and metro cards for the teacher and students to be used as transportation in D.C. and Maryland. Lodging includes meals on the university campus. The enrichment budget will cover the teacher's lodging plan and provide \$100 to cover the cost of the three students staying on campus. Additionally, two families have chosen to drive and stay in a hotel with their student. Therefore, their lodging/transportation costs will not be included in this trip report. "Other" covers the wireless cost for the teacher chaperone while on campus and advanced purchase tickets to the US Holocaust Museum.

How have students/parents been informed that financial assistance is available for students in need? Students have been advised that in years past, a precedent was set that registration fees would be covered by the district if the funds were available in the enrichment budget, which they currently are. Additional enrichment budget funds may be used to defer the cost of transportation for students. Additional financial assistance funds will not be needed for the two travelling students.

Are funds available to support students in need? Yes

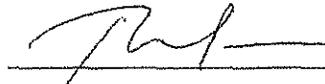
Section Below Completed By Administrator Only:

Is the itinerary required to be sent home to parents? Yes No

Number of chaperones required: Staff Members 1 Outside Personnel _____

This will be forwarded to the Mansfield Board of Education for approval.

Approved Denied Trip Itinerary required and attached

Administrators Signature:  Print Name: Thanh Nguyen

Date of Board Approval if Applicable: _____

Nurse's signature indicating that the names of students attending have been submitted 10 school days in advance of the trip: _____



THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

FREDERICK A. BARUZZI, SUPERINTENDENT

AUDREY P. BECK BUILDING
FOUR SOUTH EAGLEVILLE ROAD
MANSFIELD, CT 06268
(860) 429-3350
Fax: (860) 429-3379

May 7, 2013

Dear Staff,

For many years, the Mansfield Board of Education has expressed our thanks for your service during "Teacher Appreciation Week". Because so many of you liked our recent practice of assisting in a local charity, we will once again make a donation to the Covenant Soup Kitchen on your behalf.

In addition and as a result of a variety of school celebrations for staff during the week of May 6-10, we will honor all staff at an Appreciation Breakfast on the last day of school for students, Tuesday, June 25 2013 from 7:00 – 8:00am at the Middle School and 8:00 – 9:00am at each elementary school.

We honor and appreciate the work you do for the children of Mansfield. This year's donation and breakfast are testimony to our thanks for your continued work and dedication.

Sincerely,

Frederick A. Baruzzi

**Mansfield Public Schools
Enhancing Student Achievement
2012-2013**

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost
GW	K	8-10	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/18/12-11/29/12	\$375.00
GW	K	8-10	Reading	Read Aloud	Books & Breakfast II	6	1 hr.	6	10/19/12-11/30/12	\$375.00
GW	All	15	Reading	Reading	Read All About It!	13	1 hr	13	10/10/12-12/3/12	\$927.83
GW	All	15	Reading/ Writing/ Math	Reading/ Writing/ Math	Homework & Independent Work Club	14	1 hr.	14	10/10/12-12/3/12	\$1089.98
GW	All	12	Reading	Reading	Books, Books, Books! (Online Reading)	5	1 hr.	5	10/10/12-12/3/12	\$250.55
GW	2-4	15	Reading/ Writing/ Math	Reading/ Writing/ Math	Homework & Independent Work Club	21	1 hr.	21	2/5/13-3/22/13	\$946.75
GW	1-2	10	Logic & Reasoning	Logic & Reasoning	Puzzlers	6	1 hr.	6	2/5/13-3/21/13	\$182.25
GW	2-3	12	PE	PE/ Motivation	Dance, Dance, Dance	6	1 hr.	6	2/5/13-3/21/13	\$455.00
GW	4	10	Reading/ Writing/ Math	Reading/ Writing/ Math	Study Island	6	1 hr.	6	2/5/13-3/21/13	\$428.25
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	9/7/11-11/9/12	\$1,600.00
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books I	24	1.5 hrs.	36	10/10/12-1/28/13	\$366.24
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books II	24	1.5 hrs.	36	2/11/13-5/15/13	\$366.24
SE	3/4	12/14	Math/ Reading	Increased reading & math skills	Study Island	17	1 hr.	17	10/2/12-12/6/12	\$456.79
SE	K	8-10	Reading	Read Aloud	Books & Breakfast	6	1 hr.	6	10/16/12-12/4/12	\$375.00
SE	3/4	12/14	Math/ Reading	Increased reading & math skills	Study Island	17	1 hr.	17	1/8/13-3/7/13	\$456.79
SE	2	8/10	Math/ Reading	Increased reading & math skills	Study Island	17	1 hr.	17	3/19/13-5/23/13	\$456.79
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	4/30/13-5/31/13	\$1,509.75

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost
SE	3/4	Selected	Reading	Reading for enjoyment	Expanding Horizons	17	1.5 hrs.	25.5	4/11/30-6/13/13	\$637.50
VN	3/4	All	All	Scientific process, Reading, Math	VN Giving Garden Club	13 per grade	1.5 hrs.	19.5 per grade	2/12/13-5/22/13	\$3,306.50
MMS	All	22+	All	Homework Help	Big Friends	6	1 hr.	6	10/16/12-12/4/12	\$150.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (I)	6	1.25 hrs.	7.5	9/17/12-11/2/12	\$750.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (II)	8	1.25 hrs.	10	11/5/12-1/18/13	\$1,000.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (III)	10	1.25 hrs.	12.5	1/22/13-4/5/13	\$1,250.00
MMS	K-8	All	All	Access to library/books	A Night at Your School Library	14	2.5 hrs.	35	1/16/13-4/17/13	\$875.00
MMS	All	22+	All	Homework Help	Big Friends	9	1 hr.	9	1/29/13-4/9/13	\$225.00
MMS	5/6	All	Reading	Reading	Family Literacy Book Club	2	1.5 hrs.	3	3/27/13 & 5/1/13	\$60.00
TOTAL										\$20,372.21
REMAINING BALANCE										\$9,627.79

Draft

Mansfield Board of Education Meeting
April 11, 2013
Minutes

Attendees: Shamim Patwa, Vice-Chair, Martha Kelly, Secretary, April Holinko, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Randy Walkonis, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin

Absent: Mark LaPlaca

The meeting was called to order at 7:30pm by Ms. Patwa.

Ms. Patwa asked for a moment of silence in memory of Gwen Duff, retired MMS music teacher and Board of Education Member.

Mr. LaPlaca arrived at 7:32pm.

SPECIAL PRESENTATIONS: Patrice Welch, Vinton School 3rd grade teacher, with some of her students, discussed the Vinton Giving Garden Club and the plants they grow to donate to the PTA and the WAIM garden.

Mr. LaPlaca read a statement as a result of events of April 10th and the publicity that followed.

HEARING FOR VISITORS: Sharry Goldman, Brown's Road, voiced her support of Mr. LaPlaca

COMMUNICATIONS: Letter from Toni Moran, Secretary, Mansfield Democratic Town Committee, announcing their unanimous vote to recommend the Board appoint Susannah Everett to fill the vacancy on the Board until the next municipal election.

MOTION by Ms. Patwa, seconded by Ms. Silver-Bernstein to appoint Susannah Everett to fill the Board's vacancy until the next municipal election. **VOTE:** Unanimous in favor. Mr. LaPlaca invited Ms. Everett to join the Board without voting privileges until she is sworn in by the Mansfield Town Clerk.

ADDITIONS TO THE PRESENT AGENDA: **MOTION** by Mrs. Paulhus, seconded by Mrs. Kelly to add a resignation to the consent agenda. **VOTE:** Unanimous in favor.

COMMITTEE REPORTS: Ms. Patwa reported the Policy Committee will meet on Tuesday, April 16, 2013 at 4:30pm.

REPORT OF THE SUPERINTENDENT:

- Mansfield Advocates for Children: Ms. Kathleen Krider, Town of Mansfield Early Childhood Services Coordinator, reported on the Connecticut Center for Economic Analysis report on Mansfield Advocates for Children.
 - MMS Writing Center Update: Mr. Baruzzi and Candace Morell, Mansfield Middle School Assistant Principal reported on the progress of the MMS Writing Center and answered Board Members' questions.
 - Common Core State Standards Update: Mr. Baruzzi reviewed additional steps the district is taking to prepare for Common Core State Standards including professional development for district staff.
 - Mansfield Public Schools Professional Learning and Evaluation Plan: Mr. Baruzzi provided an overview of the plan the district will submit to the State: Heather Tamsin provided a teacher's perspective of the plan. **MOTION** by Mr. Rueckl, seconded by Ms. Patwa to approve the submission of the Mansfield Public Schools Professional Learning and Evaluation Plan. **VOTE:** Unanimous in favor.
 - Emergency Procedures Update: Mr. Baruzzi reported that the meetings with staff and parent organizations were complete, with the exception of Goodwin PTO which will be held later in the week.
- Ms. Silver-Bernstein left at 9:08pm.
- Enhancing Student Achievement Funds: Two new programs were highlighted in the 2012-2013 summary chart; Southeast Running Club and Expanding Horizons.

- Class Size/Enrollment: The principals noted no major changes in class size or enrollment in the past month. Mr. Baruzzi discussed the enrollment at Mansfield Middle School in relation to class size guidelines.

NEW BUSINESS: None

CONSENT AGENDA: MOTION by Mrs. Paulhus, seconded by Mr. Walikonis, to approve the following items for the Board of Education April 11, 2013 meeting. VOTE: Unanimous in favor.

That the Mansfield Public Schools Board of Education approves the minutes of the March 14, 2013 Board meeting.

That the Mansfield Public Schools Board of Education accepts the resignations of John Hart, instrumental music teacher, and Phyllis Bain, 6th grade teacher at Mansfield Middle School effective the end of the 2012-2013 school year.

That the Mansfield Public Schools Board of Education accepts the resignation of Roseann McManus, Goodwin School Psychologist, effective the end of the 2012-2013 school year.

HEARING FOR VISITORS: None.

SUGGESTIONS FOR FUTURE AGENDA:

Mrs. Kelly would like to discuss field trips and Internet and social media usage per Board Policy

MOTION by Mrs. Paulhus, seconded by Ms. Kelly to move into Executive Session to discuss non-renewal of teachers at 9:16pm. VOTE: Unanimous in favor

Mr. Baruzzi and Ms. Everett joined the Executive Session.

The Board returned to regular session at 9:28pm.

MOTION by Ms. Patwa, seconded by Mrs. Holinko, to accept the recommendation of the Superintendent regarding non-renewal of teachers. VOTE: Unanimous in favor.

MOTION to accept the minutes, pending editing of members present, of April 8, 2013 Special Meeting. VOTE: Unanimous in favor.

MOTION by Mrs. Holinko, seconded by Mrs. Paulhus to adjourn at 9:31pm. VOTE: Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

2013 MAY 1 PM 3:09

234 Jared Sparks Rd.
Willington, CT 06279
860 - 933 - 9532
Mmindek22@gmail.com

May 1, 2013

Mr. Thanh Nguyen, Principal
Mansfield Middle School
205 Spring Hill Road
Storrs, CT 06268

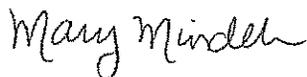
Dear Mr. Nguyen,

Please accept this letter as formal notification that I am leaving my position at Mansfield Middle School, effective at the conclusion of the current school year. I will be relocating to Atlanta, Georgia this summer after getting married. My fiancé has accepted a graduate position in the Robinson School of Business at Georgia State University to earn his Master's Degree in Actuarial Science.

I truly feel blessed to have been a part of the Mansfield Middle School community, and have appreciated the multitude of opportunities that have been provided to me this past year.

Please let me know if I can be of any assistance during the transition. Please do not hesitate to contact me if you have any questions or need any further information.

Sincerely,



Mary Mindek

Cc: Mr. Frederick Baruzzi, Superintendent

Julie A. Brennan

*55 Coleman Road
Glastonbury CT
06033
(860) 430-5884*

May 1, 2013

2013 MAY 1 PM 3:07

Mr. Fred Baruzzi
Superintendent
Mansfield Public Schools
4 South Eagleville Road
Storrs, CT 06268

Dear Mr. Baruzzi:

Please accept my resignation as a Kindergarten Teacher at Southeast Elementary School. This was a difficult decision to make as I love my job in Mansfield. But, now that I have two young children I have chosen to pursue teaching opportunities closer to my home in Glastonbury.

Thank you for your strong leadership and support over the past nine years. It has been an honor and privilege to work for the Mansfield School System.

Sincerely,

Julie A. Brennan

Julie A. Brennan

April 9, 2013

Dorothy C. Goodwin Elementary School
321 Hunting Lodge Road
Mansfield, CT 06268

Dear Mr. Baruzzi,

Please accept this letter as a notice of my resignation as a teacher at Goodwin Elementary. I will not be returning to teach this fall.

I have been accepted into the University of Connecticut's Doctoral program to study elementary mathematics. I greatly appreciate the opportunities I was afforded while teaching in Mansfield. I have learned so much from the incredible colleagues and students I worked with. It is with bittersweet feelings that I leave the district.

I look forward to furthering my education and will always appreciate the experiences I had at Goodwin.

Sincerely,

Madelyn Williams

Information Only



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Two school library research projects awarded AASL Research Grants

By *Jennifer Habley*

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AASL

CHICAGO — Two school library-related research projects, “The Principals’ Perspectives on the Value of School Librarians in Teaching and Learning Case Study” and “Bark If You R.E.A.D. in School Libraries: Can School Librarians with Therapy Dogs and Reading Support Skills Be an Effective Part of a School’s Literacy Intervention Team?” are the 2013 recipients of the American Association of School Librarians’ (AASL) Research Grant sponsored by Capstone. Established in 1993, two AASL Research Grants are given to school librarians, library educators or library information science or education professors to conduct innovative research aimed at measuring and evaluating the impact of school library programs on learning and education.

“The committee has chosen two outstanding grant winners that are both unique in their topics and approaches and which may produce findings that have potential to inform across the profession,” said Nancy Everhart, award committee chair.

Two researchers out of Texas Woman's University, Judi Moreillon, assistant professor in the school of library and information studies, and Teresa Starrett, assistant professor in the department of teacher education, will investigate the factors involved in a principal’s decision to eliminate and subsequently reinstate one or more school librarian positions. Moreillon and Starrett will also ask study participants to describe the role of the school librarian in the teaching and learning community at their schools. The goal of “The Principals’ Perspectives on the Value of School Librarians in Teaching and Learning Case Study” is to produce a professional video that will inform, educate and advocate for the role of 21st-century school librarians in helping students, teachers,

administrators and parents meet student achievement goals.

To complete their project, Moreillon and Starrett have secured the support of the Dallas Independent School District. Working with principals in the district, the researchers will conduct inventories, individual interviews and a focus group. They will also secure video testimonials for the final video product. This data will be analyzed and compiled in a report published in AASL's scholarly journal, *School Library Research*, and the American Association for School Administrators' publication, *The Journal of Scholarship and Practice*. The video will be available online for use by educational stakeholders and will be linked to all study publications.

In her study, Linda Robinson, coordinator of library/media services for the Mansfield (Conn.) Public School District, will explore the impact a school librarian who is trained in both literacy support and facilitating therapy dog interactions can provide in reading intervention. "Bark If You R.E.A.D. in School Libraries: Can School Librarians with Therapy Dogs and Reading Support Skills Be an Effective Part of a School's Literacy Intervention Team?" will assess the use of Reading Educational Assistance Dogs (R.E.A.D) on improving the reading skills of below level students.

During the study, R.E.A.D. dog handlers will be provided with reading support training, and a collaborative relationship between reading teachers and R.E.A.D. handlers will be facilitated. The reading team will meet with students in the school library in two separate six-week sessions, and reading assessment tests will be administered to students both before and after these sessions. Robinson will analyze this data to see if this creative approach to weaving in the expertise of school librarians certified as both R.E.A.D. handlers and trained to offer literacy support could provide a unique way for school librarians to showcase their invaluable role in supporting reading and contribute a significant method for assisting low level readers to succeed. Robinson's findings will be published in *School Library Research*, and she will pursue the publication of an article in an animal therapy publication or in journals related specifically to reading, such as those published by the International Reading Association.

The researchers and other AASL award recipients will be honored at AASL's Awards Luncheon during the 2013 ALA Annual Conference in Chicago. The luncheon will be held Monday, July 1. Ticket information can be found on the AASL website at www.ala.org/aasl/annual [5].

The American Association of School Librarians, www.aasl.org [6], a division of the American Library Association (ALA), promotes the improvement and extension of library services in elementary and secondary schools as a means of strengthening the total education program. Its mission is to advocate excellence, facilitate change and develop leaders in the school library field.

[aasl](#) [aasl research grant](#) [American Association of School Librarians](#) [research grant](#) [AASL](#)

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