

Name: _____

Date: _____

Green Energy Robotics Team List of Responsibilities

Area	Comments/Expectations
Supplies Management	<ul style="list-style-type: none"> ○ Keeping supplies organized; maintaining a clean work space ○ Treating supplies/equipment with care ○ Taking responsibility for fixing equipment when possible ○ Managing battery charge
Engineering Notebook	<ul style="list-style-type: none"> ○ Documenting on a daily basis what progress was made ○ Dating entries and writing legibly ○ Drawing or photo-documenting design ideas/changes ○ Created scaled drawings ○ Included Unit Analysis in all calculations
Building	<ul style="list-style-type: none"> ○ Following protocols when appropriate ○ Taking care with corners, counting holes ○ Using safety equipment when necessary ○ Using tools appropriately
Driving	<ul style="list-style-type: none"> ○ Improving driving skills through practice (Figure 8) ○ Collecting data about driving capabilities of the robot (Timing the square)
Programming	<ul style="list-style-type: none"> ○ Using online window to map cortex ports ○ Creating user functions ○ Programming square ○ Programming bumper switch
Efficiency and Focus	<ul style="list-style-type: none"> ○ Focusing on robotics during robotics time ○ Keeping distractions to a minimum ○ Setting goals for each day and working efficiently ○ Leaving enough time for cleaning up area completely
Teamwork	<ul style="list-style-type: none"> ○ Cultivating a can-do spirit; encouraging each other ○ Creating a safe environment (no put-downs) ○ Communicating with clarity and kindness ○ Designing a method of communicating with team mates
Problem Solve-Maintenance	<ul style="list-style-type: none"> ○ Diagnosing problems with robot, programming, or supplies management and providing solutions ○ Fixing broken motors ○ Splicing Wires ○ Soldering battery connections
Designing Solutions	<ul style="list-style-type: none"> ○ Learning more about the overall challenge ○ Identifying design flaws and analyzing possible solutions ○ Thinking outside the box when needed ○ Analyzing different strategies for successful game play
Gracious Professionalism	<ul style="list-style-type: none"> ○ Treating other teams with respect and kindness ○ Willing to help other teams solve problems ○ Displaying self-control and adhering to the rules ○ Challenging yourself to be the best you can be
Marketing/Fundraising	<ul style="list-style-type: none"> ○ Investigating fundraising sources ○ Writing letters to solicit funds ○ Creating/working on team website ○ Publishing Brochure/Business Cards
Scouting	<ul style="list-style-type: none"> ○ Preparing/personalizing a scouting form for your team

February 3, 2014

Manfield Board of Education
District Central Office
4 South Eagleville Rd.
Storrs, Ct. 06268

2014 FEB 6 PM 1:52

Dear Members of the Manfield Board of Education:

I am the University Supervisor of student teachers for the Physical Education Department at Eastern Connecticut State University, and I am writing to express my concern about potential cuts to the Manfield Public Schools Physical Education program.

For the past nine years, I've had many opportunities to observe and evaluate the P.E. program at Manfield Middle School, and to compare it to other schools in Connecticut. We place many of our student teachers at Manfield Middle School, specifically because of their exceptional teacher and Physical Education program.

I was shocked to learn that the Manfield Board of Education is currently considering a significant reduction in a P.E. teaching position at Manfield Middle School. Right now, childhood obesity is growing at an alarming rate. Free playtime during the school day has been discontinued. Teachers are observing higher levels of stress in students, due to the pressure of reaching higher academic standards.

Eliminating one-half of a P.E. teaching position will have a significant impact on the P.E. program, and on our children. Class size will increase.

Teachers will be challenged to supervise more students, and also, to offer a rich variety of P.E. activities. Possibly, the number of P.E. classes per week will be reduced.

Our children - and all children - deserve better. They need to move, to have fun, and to learn to take care of their bodies. They deserve the best our community can give them.

I urge you to carefully consider both the impact of P.E. staff reduction at a model school like Mansfield Middle School, and the message you are sending to our community.

Sincerely,

Marilyn Williams
University Supervisor, ECSU
18 Liberty Drive
Mansfield Centre, Ct. 06250
401.954.7508
rmwilliams18@charter.net

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**Meeting of February 6, 2014
9:30 a.m.**

State Office Building – Room 307, Hartford, CT 06106

A G E N D A

- I. Call to Order
 - Pledge of Allegiance
- II. Public Participation
- III. Consent Agenda *(Any item may be removed from the consent agenda at the request of a Board member)*
 - A. Approval of Summer Food Service State Plan C. Russell-Tucker
 - B. Reappointments to the Connecticut Advisory Council for School Administrator Professional Standards S. Barzee
- IV. Executive Session
 - A. Personnel Matter (Discussion of Appointment of Superintendent of Connecticut Technical High School System)
- V. Consideration of Minutes of the January 8, 2014, State Board of Education Meeting
- VI. Items Requiring Action
 - A. Adoption of "Proposed Flexibilities: Guidelines for Educator Evaluation" S. Barzee
 - B. Renewal of Charter: Highville Charter School M. Barth
 - C. Renewal of Charter: Park City Preparatory Charter School M. Barth
 - D. Appointment of Superintendent of Schools, Connecticut Technical High School System S. Pryor
R. Trefry
 - E. Windham Special Master and Search Process for Windham Superintendent of Schools S. Pryor
- VII. Items for Discussion
- VIII. Report of the Chair A. Taylor
- IX. Report of the Commissioner S. Pryor

- X. Financial Matters K. Demsey
- A. Quarterly Financial Report
- XI. Committee Reports
- A. Academic Standards and Assessment
 - B. Accountability and Support
 - C. Finance, Audit, and Budget
 - D. Legislation and Policy
 - E. Connecticut Technical High School System Board
 - F. NASBE

Committee Meeting

The Legislation and Policy Development Committee will meet in Room 305 at 8:30 a.m.

Notes

- o The order of the agenda is subject to change.
- o If you wish to speak during "public participation" and would like the Board to receive a copy of your prepared remarks, please bring 20 copies to the meeting.
- o Any item(s) inserted on the agenda subsequent to this mailing and prior to the State Board of Education meeting will be available in the Commissioner's Office not less than 24 hours before the meeting.
- o For further information about the State Board of Education meeting, please call Pamela Charland, Assistant to the Commissioner, at 860-713-6510.

V.I.A.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
February 5, 2014

RESOLVED, That the State Board of Education, pursuant to subsection (c)(2) of section 10-151b of the Connecticut General Statutes, amends the guidelines for a teacher evaluation and support program, known as the Connecticut Guidelines for Educator Evaluation, by incorporating the attached "Proposed Flexibilities to the Guidelines for Educator Evaluation" recommended by the Performance Evaluation Advisory Council at its meeting on January 29, 2014, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fifth day of February, Two Thousand Fourteen.

Signed: _____
Stefan Pryor, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Stefan Pryor, Commissioner of Education

DATE: February 5, 2014

SUBJECT: Proposed Flexibilities to the Connecticut Guidelines for Educator Evaluation

Purpose of the Report:

On January 25, 2012, the Performance Evaluation Advisory Council (PEAC) reached unanimous agreement on the state's required evaluation framework for teacher evaluation, and on February 6, 2012, PEAC reached unanimous agreement on the required evaluation framework for administrator evaluation. Subsequently, in June 2012, the State Board of Education, in consultation with PEAC, adopted core requirements for educator evaluation and support, formally entitled the "Connecticut Guidelines for Educator Evaluation."

During the 2013-14 school year, each local or regional board of education has been implementing new systems for educator evaluation and support that align with the Connecticut Guidelines for Educator Evaluation.

Pursuant to section 10-151g of the Connecticut General Statutes, the Neag School of Education at the University of Connecticut submitted its report on the implementation study and recommendations to the State Board of Education and the co-chairs of the education committee of the Connecticut General Assembly. Over the course of the 2012-13 pilot year and during this first year of statewide implementation, it has become evident that amendments and flexibilities are merited and such proposed amendments should be reviewed by PEAC and recommended to the State Board of Education. To that end, the following proposed amendments to the Connecticut Guidelines for Educator Evaluation are recommended:

Additional Guidelines Flexibilities: A letter from Governor Dannel Malloy, Lieutenant Governor Nancy Wyman, Senate President Pro Tempore Donald E. Williams, Jr., and Speaker of the House J. Brendan Sharkey, sent on January 28, 2014, charged PEAC with considering amendments to the Connecticut Guidelines for Educator Evaluation in order to provide educators with greater flexibility in the implementation of the new educator evaluation and support system. As such, PEAC recommends the following amendments:

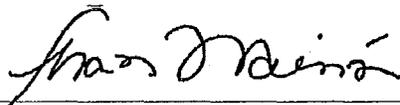
- Clarification that the minimum number of required goals/objectives for each educator can be one (1); for this goal/objective, each teacher, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development;
- Decoupling of state standardized test indicators in 2014-15, pending federal approval;

- A reduction of the required minimum number of formal observations for teachers who are not first or second year teachers and who receive and maintain a performance evaluation rating of proficient or exemplary to one (1) formal in-class observation no less frequent than once every three (3) years, and three (3) informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, as well as one (1) review of practice every year; and
- Proposed language that addresses the use of data management systems as a part of the educator evaluation and support process, in order to address system efficiencies and ensure appropriate confidentiality and security.

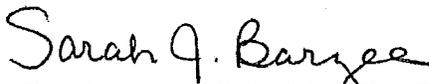
These amendments are all outlined in detail within the attached document, entitled "Proposed Flexibilities to the Guidelines for Educator Evaluation." It should be noted that these multiple proposed flexibilities, upon SBE approval, will be incorporated into the Connecticut State Department of Education (CSDE)'s submission to the U.S. Department of Education of a revised Principle Three section of Connecticut's Elementary and Secondary Education Act flexibility application for federal review and approval. Local and regional boards of education may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with the district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b). Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall submit their plan revisions to the CSDE within 30 days of adoption of such revisions by its local or regional board of education and no later than March 30, 2014. Upon review, the CSDE will notify the district of whether its 2013-14 educator evaluation and support plan has been approved, at which time the district may proceed with implementation of the approved flexibilities. A similar procedure will be established for review and approval in future years.

Exemption for Educators in Unified School District #1, Unified School District #2, Adult Education, Approved Private Special Education Facilities, Central Office and Charter School Administrators, and Pre-K: The aforementioned educational entities received an exemption from implementation in the current 2013-14 school year given their unique structures and considerations. The PEAC recommended that the educators in Unified School District #1, Unified School District #2, Adult Education, Approved Private Special Education Facilities, Central Office and Charter School Administrators, and Pre-K systems receive an additional one year exemption from evaluation in the 2014-2015 school year. However, those systems that are ready to proceed would be encouraged to conduct permissive pilots. The CSDE will work with such districts to gather data about the pilot experience throughout the 2014-15 school year.

Prepared by:


 Shannon Marimón, Division Director
 Educator Effectiveness and Professional Learning

Approved by:


 Sarah Barzee, Ph.D., Chief Talent Officer
 Talent Office

Proposed Flexibilities to the Guidelines for Educator Evaluation
Draft – Not Final and Subject to Change – Pending State Board of Education Consideration and Adoption

Proposed Section 2.9

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall submit their plan revisions to the State Department of Education within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014. For the 2014-15 and all subsequent school years, the submission of district evaluation plans, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain a performance evaluation designation of proficient or exemplary (or the equivalent ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequent than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Proposed Flexibilities to the Guidelines for Educator Evaluation
Draft – Not Final and Subject to Change – Pending State Board of Education Consideration and Adoption

Proposed Section 2.10

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the State Department of Education from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the State Department of Education's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The State Department of Education's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.



STATE OF CONNECTICUT
GOVERNOR DANIEL P. MALLOY

January 28, 2014

Dear Members of the Performance Evaluation Advisory Council:

In light of your meeting tomorrow, we write to you today to urge you to amend the Connecticut Guidelines for Educator Evaluation to provide our educators greater flexibility in the implementation of the new evaluation and support system, and to relieve the significant demands and pressures on teachers and administrators who simultaneously must also implement the Common Core State Standards.

Since the beginning of the school year, we have heard from teachers and administrators voicing their concerns that too much change is hitting their classrooms at once. This confluence of changes jeopardizes the success of our teachers, and thus our students. We've heard their concerns loud and clear, and understand. Too much change all at once impedes teachers' ability to be effective in their classrooms. Teachers and administrators understandably are feeling burdened and together we must take action to relieve this pressure.

Just as the evaluation and support system is about improvement and professional growth, so must we adapt and improve the system to make it more usable and helpful to teachers and administrators. It is more important that we get it right than to do it fast and all at once.

Today, we ask you to make the following changes to the PEAC guidelines:

1. Enable the exclusion of state standardized test indicators (CMT, CAPT, or SBAC) in next school year's evaluation (pending federal approval). Last summer, PEAC waived the state standardized test indicators for the current school year.
2. Enable school districts to have flexibility in the implementation of evaluation in the current school year and future school years – and alleviate unnecessary burdens on educators– by providing districts with the option of reducing the number of time-consuming formal observations and by clarifying that the minimum number of goals/objectives required for each educator can be 1.

3. Streamline the data management requirements at the classroom level while ensuring the protection of data from unauthorized users and access to technical assistance to all school districts.

It is imperative that we smooth the process of evaluation implementation, and not get bogged down in rigid compliance and time-consuming paperwork. By easing the rules around evaluation our hardworking educators can focus on and put more energy toward implementing the Common Core with fidelity. We all want our students to be successful, but they won't succeed unless teachers have the support to succeed.

In addition, we ask PEAC to convene an ongoing subcommittee of classroom teachers and administrators to share obstacles faced in the implementation of evaluation and make recommendations to improve the evaluation system in future school years. We ask that the subcommittee make its recommendations not only to PEAC, but also to the four of us, the General Assembly, and the State Board of Education by January 1, 2015. We must have a continuous dialogue on improving our evaluation and support system with the teachers and administrators doing this work if we are to make it effective.

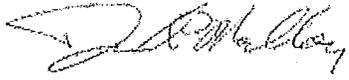
Furthermore, we encourage PEAC to meet as a full body over the coming year so that additional clarifications and revisions can be made to make the evaluation and support system more effective and usable.

We know this work is difficult, particularly adapting to the Common Core State Standards. It is a very heavy lift to implement the Common Core and we have the greatest respect for the hard work our teachers are doing to prepare our youngsters to be college and career ready. We hear these concerns and share the desire to get Common Core implementation right.

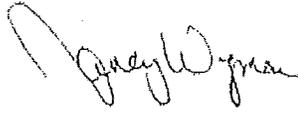
To that end, we believe we must engage in a more robust dialogue to improve the implementation of Common Core and address gaps in Common Core preparation. In the next two weeks, I will establish a Common Core State Standards working group that will include teachers and other educators from across the state to make recommendations on Common Core implementation. We need to hear about the gaps and needs in the classrooms of our state if we are to implement the Common Core well and enable our teachers to prepare students and enhance their learning experience. It is important that we listen to educators' concerns and get this right.

Thank you, in advance, for taking action tomorrow to make improvements during this school year; we look forward to continuing this dialogue.

Sincerely,



Dannel P. Malloy
Governor



Nancy Wyman
Lieutenant Governor



Donald E. Williams Jr.
Senate President Pro Tempore



J. Brendan Sharkey
Speaker of the House

Delivered electronically

**MANSFIELD PUBLIC SCHOOLS
MEMORANDUM**

TO: Board of Education Members
FROM: Fred Baruzzi
SUBJECT: Enrollment
DATE: 2/1/14

Goodwin Elementary School						
	10/1/12			2/1/14		
Preschool	15, 15			15, 13		
Kindergarten	15, 15, 15			17, 17		
1st grade	17, 18			15, 14, 14		
2nd grade	19, 20			15, 17		
3rd grade	14, 14			19, 20		
4th grade	22, 22			█, █		
Total	221			204		
Southeast Elementary School						
Preschool	15, 14			13, 13		
Kindergarten	17, 14, 18			19, 19		
1st grade	15, 17, 16			16, 17, 16		
2nd grade	16, 15, 15			18, 17, 18		
3rd grade	19, 18			23, 23		
4th grade	█			17, 18		
Total	253			247		
Vinton Elementary School						
Preschool	16, 16			17, 17		
Kindergarten	15, 15, 14			21, 20		
1st grade	15, 16, 15			15, 17, 17		
2nd grade	17, 18, 17			15, 15, 15		
3rd grade	18, 18, 18			16, 16, 16		
4th grade	22, 22			17, 17, 16		
Total	272			267		
Total – PK-4	746			718		
	10/1/12	10/1/13	11/1/13	12/1/13	1/1/14	2/1/14
K-4 Above Guideline	7	6	7	8	7	8
█	3	2	2	2	2	2
K-4 Within Guideline	29	29	28	27	28	27
% Within Guideline	74%	78%	76%	73%	76%	73%

Middle School								
	10/1/12	12/1/13						
		Block 1	Block 2	Block 3	Block 4	Block 5	Specials I	Specials II
5 th grade	139	16, 22, 17	16, 17, 22, 16, 26	21, 17, 23, 23, 18	18, 27, 25, 24	25, 18, 18, 20, 27	1, 17, 16, 16, 21, 20, 20	18, 16, 16, 22, 23, 20
6 th grade	142	22, 23, 21, 26	21, 24, 25, 25	23, 23	19, 18, 20, 14, 20, 20, 21	21, 21	22, 22	22, 23, 23
7 th grade	147	21, 21	21, 21	21, 21	22, 22, 21	21, 23, 45, 25	24, 21, 53	24, 33, 21
8 th grade	142	22, 24, 21, 25, 24	23, 21, 22, 21	23, 24, 23, 28, 24, 24	20, 24, 26	23, 22, 25, 25	22, 21, 32, 24	26, 23, 32, 23
Total	570	542						

5-8 Above Guideline	36	44	44	44	44	40
	125	113	114	118	118	120
5-8 Within Guideline	71	63	62	59	59	62
% Within Guideline	31%	29%	28%	27%	27%	28%
Total – PK-8	1316	1248	1251	1255	1252	1260
K-8 Above Guideline	43	50	51	52	51	48
	128	115	116	120	120	122
K-8 Within Guideline	100	92	90	86	87	89
% Within Guideline	37%	36%	35%	33%	34%	34%

Class Size Guidelines:

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

Mansfield Board of Education Proposed Budget 2014-2015
Questions from Board Members
February 6, 2014

Martha Kelly

In response to request to provide uses and funding of Information Technology:

Mansfield Board of Education
Uses and Funding - Information Technology

Description	Fund/Account	FY 12-13 Actual	FY 13-14 Budget	FY 13-14 Estimated	FY 14-15 Proposed
Computer Education This budget item focuses on expenses specific to each school's ongoing use of computer technology. Examples include educational software subscriptions and purchases, instructional supplies and ink, and gradual replacement or repair of classroom and building equipment when it reaches its end-of-life.	112-61115, Loc. 01-04	\$ 209,730	\$ 201,250	\$ 201,250	\$ 151,250
LAN/WAN Expenditures This budget item focuses on expenses for computer services shared across buildings. Examples include the fiber network that interconnects the buildings, the shared Internet/email/anti-virus systems, and the Board's portion of two shared positions (the shared Director of IT and the shared IT Specialist II).	112-62601-53119-50	\$ 109,440	\$ 112,720	\$ 166,000	\$ 65,070
Capital Improvement This annual budget item was added in the 2013-2014 budget year to address critical technology equipment needs given the decision to not move forward with a school building project at this time. Examples include school security technology, network infrastructure.	400-86291-various-00	\$	\$ 200,000	\$ 200,000	\$ 200,000

I appreciate your answering last week's questions, particularly those regarding health insurance. However, I am still not clear about the Board of Ed medical insurance budget (line 52101 on pages 25, 80 and 93). Probably, speaking for myself, a pull-out listing of actual costs for the prior year vs. those costs budgeted for the prior year, costs proposed in this upcoming budget year and those proposed for 2015/2016, with over/under budget figures -- separately categorizing the prior use(s) of the Board's share of the insurance fund balance, would be helpful. The following is the breakdown of the medical insurance budget for FY 12/13, 13/14 and proposed 14/15. We do not have 15/16 projections at this time.

FY 12/13 Calculated Premiums	\$2,315,355
Use of reserve balance	(287,105)
Total Medical Insurance	<u>\$2,028,250</u>
FY 13/14 Calculated Premiums	\$2,355,670
Use of reserve balance	(245,000)
Prepay from FY12/13 contingency	(200,000)
Total Medical Insurance	<u>\$1,910,670</u>
FY 14/15 Calculated Premiums	\$2,649,000
Use of reserve balance	0
Total Medical Insurance	<u>\$2,649,000</u>

A year-to-year summary of employee contribution amounts would also be instructive. Employee contributions are not tracked by entity. Employees pay based on their plan and coverage choice at the employee share percentage.

Is a particular percentage of the town/BofE joint health insurance balance attributed to the BofE? While we have a general sense based on number of contracts/members in the health insurance plan, the complete analysis of this has not been done yet. I assume prior BofE health fund over-payments have been considerably diminished by increased claims, plan shifts and premium cost upticks. The Board has used all of its overpayments into the fund at this time via the above budgeting.

I wasn't clear when I asked if "contracts might have been negotiated differently;" my reference was to staff contracts.

News reports relate a consequence of the Affordable Care Act is that because many companies have dropped either offering or subsidizing health insurance, extended family members are now uninsured. Is that why we have so many plan-type shifts? Plan shifts can happen for any number of reasons – a person marries or divorces, a child is born or adopted into a family, dependents move on and get their own coverage, etc. I do not believe the shifts are attributable to any one factor. I assume we (and our consultants) are watching this. Is it possible to calculate how the ACA has and will affect our Board's budget? ? Yes, we have an estimate of the direct costs related to the Affordable Care Act included in the FY 13/14 and FY 14/15 budgets. We continue to monitor and project costs as elements of the Act are implemented. Steve May from Milliman will be doing a presentation at the Town Council meeting on Monday, February 10th regarding the Affordable Care Act cost implications.

On page 24, Region 19 expenditures, although the difference between 2013-14 (adopted) and 2014-15 (projected) is just over \$151,000 -- vs. last year's \$500,000+ increase, for future years the increase is projected to be over \$550,000 each year. The 5yr forecast does estimate an increase of \$576,000, \$565,000, \$111,000 for FY 15/16 – 17/18 respectively; this highlights our continued concern for the basis (student proration) for member town contributions and the significant fluctuations that can happen. To offset last budget year's Region 19 increase, our budget used health insurance fund reserves "to ease the burden on our taxpayers." We probably are not going to be able to repeat this protective shift of funds again.

I still find the substitute expenditures notable. For certified staff, with about 1960 certified staff days absent, less some 340 days without pay (now 1620 days), divided by 180 school-year days -- equals approximately 9 staff, if I understand the chart correctly. Technically, it is 183 days but the results are pretty close.

Pages 81 and 91, Line 54603: Fuel Oil is considerably less. Were future contracts negotiated at a lower rate? Next year's fuel oil contract has not been negotiated yet. Estimates for future needs are based on historical data for usage and price. Fuel oil is also being used less where we have dual capacity as natural gas is less expensive.

Page 103: On page 25, line 51114, there is an expense for nurse substitutes. Should that expense be shown in this category as well (because subs are included in other subjects; i.e, page 113, special education instruction)? Nurses are included in the non-certified counts.

Page 109, lines 53114 and 53115: We provide physical and occupational therapy during the school day to students who require these services. I know I have already asked this, but it seems we should be able to ask their health insurance to contribute to this cost. Bottom line, however, is that selected students do need this therapy and benefit from it, and I'm not at all suggesting otherwise. Physical and occupational therapy are not stand alone services in the school setting. They are a related service found on an IEP or 504 plan and support educational objectives. These services are considered part of a free and appropriate education we are required to provide. We often refer parents/guardians to their primary care physician if the need for these services does not have an educational impact.

Page 127, school lunch program: Want to ensure we are replacing old kitchen equipment as needed. Yes, we are.

Jay Rueckl

1. I'd like to discuss the impact of the cut of the .5 PE teacher and the cut of the LA coordinator, including in particular the plans to address any deleterious effects of these cuts. (In my opinion, a written response to this question is not needed. I just want to make sure the Board has additional discussion of these cuts as we go forward.) The .5 PE position reduction will be addressed in a separate correspondence provided to the Board at the February 13th meeting.
2. (Also going back to last week's discussion...) How are field trips currently funded? We talked about the PTOs/PTAs picking possibly offsetting the small cuts that are proposed, but I realize that I don't really understand the field trip budget, and specifically how much parents already contribute. The budget amount which has been reduced by half pays for costs of busing. Additional costs are covered by parent organizations and/or other accounts in the schools.
3. What steps will be taken to avoid the problems associated with cutting a bus route like those we encountered at the beginning of this year? Information regarding the preschool mid-day run will be share with all parents at the screening. Elementary building principals and staff will review student residence and daycare locations prior to determining morning and afternoon sessions.
4. We are reducing funds to bring in outside consultants for curriculum development and professional improvement (p 86). Given the ongoing changes in the curriculum, will this cut be problematic? It should not be. The CSDE has developed a coaching model to be used by all school districts regarding CCSS. This will provide in-district support for ongoing initiatives.
5. In the BOE program (p88), what is covered in lines 51004 (Early retirement) and 51025 (Salaries)? 51004 is funding to pay contracted early retirement for teachers as negotiated. Currently there are 11 retirees receiving early retirement and 14 remaining eligible certified staff. 51025 includes funding for contracts and salaries yet to be settled for 2014-2015.
6. Which position is reflected in the Classroom instruction line (51001) of the Enrichment program (p. 99) This includes all 5 enrichment teachers (one at each elementary and two at the middle school).
7. How many preschool slots do we offer (p 100)? Approximately 16 at each elementary school morning and afternoon for a total of 96. Should we look to increase this number in future years? The need to increase would be based on waiting lists which are minimal at this time and the possible need for a full day preschool program to meet the unique needs of some learners. In particular, are there enough slots for at-risk kids who would especially benefit from preschool? All at-risk students based on district screening in May are assured a place in the preschool once they have reached the appropriate age.
8. Is there a cap on how many Mansfield children could attend magnet schools (p102)? The only cap is imposed by the magnet school and the configuration of students from sending and host towns.

Sarah Lacombe

1. As indicated on page 3 of the Proposed Budget, a "reduction of days for selected staff" is proposed. Please list each position that would be affected and for how many days each.

Position	Original # Days	# Days Reduced	# Days Remaining
MMS Guidance Counselor	10	5	5
MMS Guidance Counselor	10	5	5
Math Consultant	10	5	5
Reading Consultant	10	10	0
Library Media Consultant	10	5	5
MMS Computer Education	10	5	5
Elem Computer Education	10	5	5
GW Literacy Coach	3	3	0
SE Literacy Coach	3	3	0
VN Literacy Coach	3	3	0
GW School Nurse	3	3	0
SE School Nurse	3	3	0
VN School Nurse	3	3	0
MMS School Nurse	6	3	3
Total	94	61	33

Also, are the days being cut considered "extraneous"? The days are not extraneous and have had a purpose in the past. Or will a substitute be required for those days? No substitute will be required. The individual with administrative approval may work one or more of the days in exchange for time off without a substitute during the school year. This would be a case by case decision made by the building administrator. How was it determined that these hours could be safely cut with no impact to the services they provide to students? Decision was made based on a review of current practice.

2. Under Tab 2, Health Services, what non-mandated school screenings are performed and for what reason? Non-mandated screening includes but is not limited to preschool vision and hearing and head lice. What is the impact on the budget of conducting these screenings? None.

3. Under Tab 5, page 86, what types of curriculum development and professional improvement is indicated for secretaries (item #51102-\$33,860)? This is salary support for Central Office which is combined with the Superintendent's Office Secretaries budget line.

4. Who maintains the school/district websites(s) and where is this included in the budget? The websites are paid for in the LAN/WAN expenditures budget line (112-62601-53119-50). For all four schools and the District, the total cost is \$1,275 annually for the website hosting storage and bandwidth, as well as the underlying software and security features. Each building's office staff posts information to the websites. Additionally, teachers and staff post the information that they are directly responsible for (most notably, team or teacher pages). I.T. staff provide support and training for posting information as well.