

Mansfield Board of Education Meeting

March 13, 2014

Council Chambers 7:30 p.m.

Board Members: Mark LaPlaca, Chair, Randy Walikonis, Vice-Chair; Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein

Agenda

- 7:30 Call to Order
7:35 Special Presentations
7:50 Hearing for Visitors
8:00 Communications
8:05 Additions to the Present Agenda

Reports:

- 8:10 Committee Reports:
Policy Committee: Resident Students Not Attending the Public Schools (P. 1)
Personnel Committee
- 8:15 Report of the Superintendent
- Mansfield Tomorrow (P. 7)
 - Mansfield Food Service Program Update
 - Healthy Food Certification (M) (P. 9)
 - Smarter Balanced Assessment Field Test Parent/Guardian Letter (P. 13)
 - CAFE Day on the Hill (P. 15)
 - Enhancing Student Achievement (P. 23)
 - Class Size/Enrollment
 - 2014-2015 Proposed Budget (M) – Board Review and Adoption

APPROVAL OF MINUTES: (M)

February 25, 2014 Meeting (P. 25)

NEW BUSINESS:

- 9:50* Hearing for Visitors
9:55 Suggestions for Future Agenda

Adjournment

* Estimate

Mansfield Public Schools: Board of Education Goals – 2013-2014

- I) Help each student to be a confident and successful learner through differentiated instruction and support. Monitor student progress to ensure growth.
 - a. Engage and motivate each student.
 - b. Improve the mathematics, reading, science, and writing skills of each student to support college and career readiness.
 - c. Promote the cognitive, social, and emotional development of each student.
 - d. Support the full breadth of the district's programs, systematically review program offerings, and explore expanding programs.
 - e. Provide positive school climate through positive behavior support systems and encouraging character development to ensure student safety, health, physical, and emotional well-being.
 - f. Increase engagement and participation of parents/guardians in the education of their children.
 - g. Encourage the civic engagement of students.
 - h. Align our current Language Arts/ Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
 - i. Integrate current technology into the instructional program to extend student learning of subject matter and appropriate use of technology.
 - j. Explore additional support services for students in need of community and/or health services.
 - k. Ensure all student transitions within and between environments are supported and successful.
 - l. Incorporate curricula that investigate energy use and environmental issues.

- II) Attract, support, and retain qualified, motivated, and diverse 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 mutual respect at all levels.
 - d. Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite any changes in overall enrollment.
 - e. Support current and future school/district leadership to maintain and surpass current levels of student achievement.
 - f. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the development of confident student learners and encourages the continued growth of all staff.
 - g. Provide regular opportunities for all staff to share feedback about the effectiveness of the district's programming.

- III) Monitor the District's quality and efficiency of facilities, sufficiency of space, level of security, adequacy of maintenance, and efficiency of student transportation.
 - a. Communicate quarterly with Town Council about ongoing needs for infrastructure, security, and technology.
 - b. In collaboration with the Town Council, develop and implement a long-term plan, supported by voters, to address prek-8 building needs.
 - c. Implement the improved school security and technology recommendations as approved by the Board.

- IV) Increase 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; including Mansfield Youth Services Bureau and Mansfield Advocates for Children.
 - e. Examine evidence regarding school readiness and review prekindergarten educational opportunities for Mansfield children.
 - f. Meet regularly with our state legislators.

- V) Plan for long-term fiscal sustainability.
 - a. Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
 - b. Continue to explore partnerships with other groups to maximize program effectiveness while containing costs.
 - c. Investigate alternative revenue, including public and private funding sources and grant opportunities.
 - d. Continue to educate ourselves and the public at large on long-term financial ramifications of balancing board goals and priorities.

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.

DRAFT

Mansfield Board of Education Policy

Section: STUDENTS

RESIDENT STUDENTS NOT ATTENDING THE PUBLIC SCHOOLS

In order to foster a sense of community and inclusion, the Mansfield Board of Education permits resident school-aged children not enrolled in or attending the Mansfield Public Schools to participate in certain school district programs and to receive certain services, in accordance with this policy and its implementing regulation.

Resident students not enrolled in or attending the Mansfield Public Schools may be permitted to participate in programs and/or to have access to school facilities for activities held before and after the regular instructional day. Access to any such programs and/or the provision of any such services shall conform to administrative regulations developed by the Superintendent of Schools or his/her designee to implement to this policy.

For resident students not enrolled in or attending the public schools, the Mansfield Public Schools will not provide access to its regular educational programs held during the regular instructional day, or to its facilities during the regular instructional day, except as specifically authorized by this policy or by action of the Board.

ADOPTED: 2/25/93
REVISED: 1/27/05; ___/___/14
REVIEWED: 9/10/09; 9/10; 10/13/11; 9/13/12; 10/10/13

DRAFT

Mansfield Board of Education Regulation

Section: STUDENTS

RESIDENT STUDENTS NOT ATTENDING THE PUBLIC SCHOOLS

Access to Curricular and Extracurricular Programs and Activities during the Regular Instructional Day

Except as provided below, for resident students not enrolled in or attending the public schools, the Mansfield Public Schools will not provide access to its regular educational programs held during the regular instructional day, or to its facilities during the regular instructional day, with the following exceptions:

1. Use of library and audio/visual materials on a limited basis from school libraries if not currently in use by enrolled students.
2. Attendance at whole school special events and/or assemblies held at an individual school.
3. Selected use of instructional material(s) provided the material is not needed for enrolled students.
4. Access to district assessments upon request.

General Conditions for Non-Enrolled Students Access to Programs, Activities and/or Services

1. Non-enrolled students who are provided access to programs, activities and/or services under the Board's policy and pursuant to this regulation shall be required to satisfy the requirements for proof of residency within the district, prior to participation in any program or service.
2. Non-enrolled students who are provided access to programs, activities and/or services under the Board's policy and pursuant to this regulation shall be required to satisfy any conditions required by the medical advisor and/or district policy regarding proof of immunizations, health assessments, hygiene and/or documentation relative to communicable disease, prior to participation in any program or service.
3. The administration shall not be required to fundamentally alter any program or activity, nor shall the district be required to incur an undue burden, as a result of the participation of any non-enrolled student in any program or service offered by the district.
4. The administration shall maintain records of the participation in programs and/or access to district services of resident students not enrolled in or attending the Mansfield Public Schools.

Conditions for Access to Extracurricular Programs and Activities Before or After the Regular Instructional Day

1. The administration may permit resident students not enrolled in or attending the Mansfield Public Schools to participate in programs and/or to have access to school facilities for activities and/or programs held before and after instructional hours. If a program or activity includes specific activities or preparations that occur during the regular instructional day, non-enrolled students shall not be permitted to participate.
2. If a specific activity or program held outside of the instructional day has space limitations on the number of participants, preference shall be given to enrolled students.
3. If a specific program or activity held outside of the instructional day has a minimum grade requirement or other prerequisites for participation, including but not limited to age or skill requirements, the administration may require parents of non-enrolled students to produce evidence indicating that the prerequisites for participation have been met. The administration's determination of whether the evidence produced by parents meets the prerequisite requirements shall be final.
4. All policies and rules pertaining to student conduct shall be in effect for non-enrolled students participating in extracurricular programs and activities held outside of the instructional day pursuant to Board policy and this regulation. If a responsible staff member determines that a non-enrolled student has violated any policy or rules pertaining to student conduct and/or program participation, the non-enrolled student shall be referred to the building principal or designee at the school where the program/activity is being held. The non-enrolled student shall be given an opportunity to respond to the report of the alleged policy or rule violation. If the building principal and/or designee determines that the non-enrolled student has violated a policy or rule pertaining to student conduct or program participation, the building principal or designee may suspend the non-enrolled student from specified activities, or exclude the non-enrolled student from any further participation in any programs or activities in the Mansfield Public Schools. The building principal or designee's determination of policy violations, suspensions and/or exclusions shall be final.
5. A parent of a non-enrolled student is responsible for transportation to and from any activities or programs held outside of the instructional day accessed pursuant to the Board's policy and this regulation, and is responsible for any costs imposed on participants or additional costs imposed on the district arising from the participation of his/her child as a non-enrolled student.

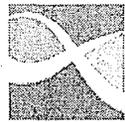
Mansfield Board of Education Policy

Section: STUDENTS

RESIDENT STUDENTS NOT ATTENDING PUBLIC SCHOOLS

The Mansfield Public Schools will not provide access to its regular educational programs, or to its facilities during the regular school day, for resident students not attending the public schools, except as specifically authorized by Board policy or by action of the Board.

ADOPTED: 2/25/93
REVISED: 1/27/05
REVIEWED: 9/10/09; 9/10; 10/13/11; 9/13/12; 10/10/13



Mansfield Tomorrow

OUR PLAN ► OUR FUTURE

TO: Mansfield Tomorrow Advisory Group
 FROM: Linda Painter, AICP, Director of Planning and Development
 Jennifer Kaufman, Natural Resources and Sustainability Coordinator
 Larissa Brown, Goody Clancy
 RE: Draft Mansfield Tomorrow Plan
 DATE: February 21, 2014

What will be in the Mansfield Tomorrow Plan?

IMAGINE ► PLAN ► ACT

The Mansfield Tomorrow Plan will cover a broad range of topics, including current trends, the planning process, and all aspects of community life that affect our town's future.

IMAGINE | *What kind of place do we want to be in the 21st century?*

Setting the Stage. Our vision for the future, the planning principles that guided this process, community outreach, and where we're starting from today.

- Chapter 1 – *Mansfield's Vision for Tomorrow: The Community Speaks*
- Chapter 2 – *Understanding Mansfield Today*

PLAN | *How do we get there? Strategies to achieve the vision*

Identifying Opportunities and Actions. From preservation of Mansfield's natural systems, historic village and farms to economic development, housing and infrastructure strategies that fit Mansfield's distinctive context and character: analysis, strategies and actions on specific topics.

- Chapter 3 – *Natural Systems*
- Chapter 4 – *Open Space, Parks and Working Lands*
- Chapter 5 – *Sustainability and Resilience*
- Chapter 6 – *Community, Sense of Place and Housing*
- Chapter 7 – *Diversifying the Economy and Sustaining Agriculture*
- Chapter 8 – *Transportation and Infrastructure*
- Chapter 9 – *Community Services and Facilities*

ACT | *How do we get started?*

From Plan to Action. A new development framework of step-by-step actions to achieve the vision and monitor progress.

- Chapter 10 – *Future Land Use, Zoning and Community Design*
- Chapter 11 – *Stewardship and Implementation*

The first full draft of the Mansfield Tomorrow Plan and other related items are available for your review! This is your opportunity to help shape the final plan. Please click on the links (or copy the URL into your browser) below to view the relevant sections of the plan.

- [Draft Plan Chapters 1-11](#), including an introduction on "How to Read This Plan"
- [Draft Executive Summary mini-poster](#)
- [Map Book containing each map included with the Draft Plan](#)
- [Comment sheets for all elements needing review](#)

We ask you to focus for this review on the content of the plan rather than editorial issues, which will be resolved in future drafts. There are many recommendations in this draft of the plan. We are looking to the Advisory Group members in particular to identify the most important town priorities among these recommendations.

Draft Plan Chapters. The Draft Plan is provided in pdf format. Most of the chapters are based on Word documents. To give you a sense of how the final plan will look, the draft executive summary and draft Chapters 4 and 6 have been provided in the graphics layout which will be used for the entire plan. This means that you do not need to focus on the deficiencies or inconsistencies of the layout in the Word document. In addition to the Executive Summary and the draft chapters, there is a short element, "How to Use This Plan," which is also included for your review. There will be a separate appendix volume containing the strategy reports and other relevant stand-alone items. They are not included at present.



You will note that some of the graphics are not yet in final form. After the plan has been reviewed, they will be finalized. Similarly, each topic chapter ends with a section on measures of effectiveness or success and a "Getting Started" section for early actions that do not require much or any new resources. Some chapters have this section filled out and others do not. The Final Draft plan-the Public Hearing Draft- will have this section completed for all chapters. Your thoughts on measures of success or early actions would be very welcome.

Comment sheets. To structure the review and discussion of the draft, we are asking that you use the comment sheets that have been prepared for every element of this submission. We may not get to every comment you have in the meetings, so it is important that you use your comment sheets, which we'll use in revising the Plan.

Advisory Group review meetings. *(We have purposely checked the UConn Men's and Women's Basketball Schedule to avoid conflicts!)*

- 1) **Tuesday, March 11 at 6:30 pm in the Council Chambers:** Linda and Jennifer will provide you with an overview of the plan, give direction on filling out the comment sheets, and answer any questions. We will also review the first two chapters of the plan, which include the vision, the planning process and information about Mansfield today. The content will be familiar since we've had the opportunity to review most of this information at previous Advisory Group Meetings.
- 2) **Wednesday, March 26 at 6:30 in the Council Chambers:** Please come prepared to review and provide feedback on chapters 3-7. You have seen much of the Housing and Economic Development Chapters in the strategy reports reviewed at the Advisory Group meetings this summer. We will collect any comment sheets for these chapters at the end of the meeting.
- 3) **Wednesday, April 2 at 6:30 pm (Location TBA).** Please come prepared to review and provide feedback on chapters 8-11. We will collect any comment sheets for these chapters at the end of the meeting.

In addition to the Advisory Group, other key Town Committees will be meeting during this time to provide feedback. After the Advisory Group and other Town Committees have provided feedback, comments will be reviewed and incorporated into a revised draft Plan--the Public Hearing Draft of the Mansfield Tomorrow Plan, which will be presented to the Planning and Zoning Commission (PZC).

We thank you for your time and commitment to Mansfield Tomorrow and we look forward to your feedback and to lively discussions at the Advisory Group Meetings.

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the Connecticut Nutrition Standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the _____ and
(Name of the Board of Education or Governing Authority)

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, (*select appropriate box*)

will (*must complete Sections 3 and 4 on page 2*)

will not (*sign below and return form*)

meet said standards during the period of **July 1, 2014 through June 30, 2015**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____
(Signature of the Authorized Representative) (Printed Name of the Authorized Representative)

Title (Superintendent of Schools, President or Chairperson of the Board) Date of Authorization

Section 3 – Exemption Statement

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

will

will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2014 through June 30, 2015.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____
(Signature of the Authorized Representative) (Printed Name of the Authorized Representative)

Title (Superintendent of Schools, President or Chairperson of the Board) Date of Authorization

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____ **Kathy Demsey** _____
(Signature of State Agency Representative) (Printed Name of State Agency Representative)

Chief Financial Officer

Title

Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

Motion
Healthy Food Certification Statement
March 13, 2014

The Mansfield Board of Education hereby certifies that all food items offered for sale to students in the schools under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department meet said standards during the period of July 1, 2014 through June 30, 2015. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

Motion
Mansfield Board of Education
Connecticut Nutrition Standards Exclusion
March 13, 2014

The Board of Education of Mansfield Public Schools excludes from certification food items that do not meet the Connecticut Nutrition Standards if 1) the sale is in connection with an *event* occurring *after the end of the regular school day or on the weekend*, 2) the sale is at the *location* of the event, and 3) the food is *not sold from a vending machine or school store*. Further, the Board grants a general exclusion from the Connecticut Nutrition Guidelines to any after-school or weekend event, provided the event meets the three criteria as set forth above.

Adopted:

Celeste N. Griffin, Board Clerk
Mansfield Board of Education



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

March 10, 2014

Dear Parent/Guardian:

The Mansfield Public Schools is one of many school districts in the country that will participate in the Smarter Balanced Assessment Field Test this spring. Districts in 24 states will participate in the field test starting this month.

All students in grades 3-8 are encouraged to participate in the Field Test in both mathematics and English language arts/literacy. Students will not participate in the Connecticut Mastery Test (CMT) for these content areas. Please note that students in Grades 5 and 8* are required to take the CMT Science test.

We plan to administer the Field Test beginning the week of March 17, 2014. The tests are not timed and may be scheduled over multiple sessions of about 45 minutes each, but may be scheduled in shorter or longer sessions as appropriate for the students in a school and/or particular grade. Each school will utilize existing technology and develop a schedule with testing in the morning to minimize disruption to the regular instructional program.

The testing schedule at individual schools, including makeup test dates, is as follows:

Table with 3 columns: School, Grade(s), and Dates. Rows include Goodwin, Southeast, Vinton, and Mansfield Middle School with their respective testing dates.

*includes CMT Science testing

To comply with federal and state statute, participation in the field test is encouraged. Please note that Smarter Balanced will adhere to all federal and state privacy laws, including but not limited to Family Educational Rights and Privacy Act (FERPA).

The Field Test is an opportunity to "test the test." Information from the Field Test will be used to evaluate the testing software, ensure the quality of test questions, and evaluate the effectiveness of the test administration and training materials. Students will be able to try out new, online testing software and new question types that will be similar to future Smarter Balanced assessments. By participating in the Field Test, your child will be influencing the development of the Smarter Balanced assessments that will be Connecticut's statewide assessment beginning in the 2014 - 2015 school year. Every student response is a valuable piece of information that will be used to ensure that the new assessments are valid, reliable, and fair for all students.

Please visit either the Connecticut Department of Education's Smarter Balanced Assessment Consortium website http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&pm=1&Q=334488 or Smarter Balanced website at www.smarterbalanced.org for more information. If you have any questions regarding your child's participation, please feel free contact me at mboesupt@mansfieldct.org.

Sincerely,

Handwritten signature of Frederick A. Baruzzi

Frederick A. Baruzzi



Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 · (860) 571-7446 · Fax (860) 571-7452 · www.cabe.org

NEW PROPOSED MANDATES

While some of these proposals are well meaning and do reflect existing best practices in school districts, CABE opposes the MANDATE.

Children's Committee

SB 203 AAC STATE-WIDE SEXUAL ABUSE AND ASSAULT AWARENESS

PROGRAM. Educates children in the state about the dangers of sexual assault and abuse and establishes uniform policies and procedures (SDE, DSS and DCF to do) to assist children in the state who may be victims of sexual abuse and assault. Training for all teachers; age -appropriate educational materials for grades 2-5; opt out provision. MANDATE

SB 229 AAC SUDDEN CARDIAC ARREST PREVENTION. Establishes a sudden cardiac arrest awareness education program (SDE and others) to educate students, parents and school staff about the dangers of sudden cardiac events during intramural and interscholastic athletics. Students and parent/guardian must complete program before student may participate, parents must give informed consent; coaches must have training, annually review, complete refresher program after 5 years. MANDATE

HB 5113 AAC YOUTH ATHLETICS AND CONCUSSIONS. This bill: (1) requires the State Board of Education to develop or approve a concussion education plan, (2) requires the operators of youth athletic activities to provide information on concussions to youth athletes and their parents and guardians, (3) requires youth athletes suspected of sustaining a concussion to provide written clearance from a medical professional prior to returning to the athletic activity, (4) limits full contact practices to ninety minutes per week, and (5) requires local and regional boards of education to compile and report all instances of concussions suffered by children in school. MANDATE

Education Committee

SB 282 AAC THE INCLUSION OF TEEN DATING VIOLENCE EDUCATION IN THE PUBLIC SCHOOL CURRICULUM, includes teen dating violence education in the prescribed courses of study in the public school curriculum. MANDATE.

HB 5355 AAC COLLABORATION BETWEEN BOARDS OF EDUCATION AND SCHOOL RESOURCE OFFICERS, requires BOE to adopt policies or enter into memoranda of understanding with law enforcement agencies concerning the use of law enforcement personnel as school resource officers in schools. Requires reporting on the Strategic School Profiles the number of in and out of school suspensions and expulsions and the number of arrests. MANDATE

HB 5356 AAC THE INCLUSION OF SOCIAL MEDIA EDUCATION IN THE PUBLIC SCHOOL CURRICULUM, includes social media use education in the prescribed courses of study in the public school curriculum. MANDATE

HB 5357AAC CHRONIC ABSENTEEISM, changes the definition of truant, chronic absent child and chronic absenteeism rate and requires schools to establish a school attendance review team if the rate is 8% higher in the elementary and middle and 15% higher in the high school than last year, and requires reporting on the Strategic School Profiles the number of truant and chronically absent students. MANDATE

Labor Committee

HB 5283 AAC EXPANSION OF FAMILY AND MEDICAL LEAVE allows eligible employees to take leave to care for extended family; in-laws, siblings, grandparent, grandchild, that have a serious health condition. MANDATE

A MASTER PLAN TO ELIMINATE THE ACHIEVEMENT GAP IN CONNECTICUT

Policy Recommendations: Year One and Two

Early Care and Education	Provide full day, full year accredited quality preschool for all low income children.	
Family Engagement	Provide parent universities in low-income and public housing sites that support parents as partners in the school house.	
Poverty	Every parent with a high school degree. Launch an initiative for every CT parent to have at least a high school degree.	
Poverty	Reassess TANF policy to avoid abrupt cliffs in income and bolster authentic opportunities for job training and education.	
Housing	Increase incentives provided to municipalities that zone for and create affordable and mixed-income housing under HOME Connecticut and other housing programs	
Housing	Develop initiatives that will improve access to higher performing schools for families using the RAP certificate and federal Section 8 vouchers, through the Commissioner of Housing.	
Early Care and Education	Provide full day kindergarten for all low-income children to ensure continuous learning from pre-k to elementary school.	
Early Care and Education	Build two generational strategies of school readiness and workforce readiness for children and their parents in poverty. Within this, assure Care for Kids access for low income parents attending school.	
Ed. Leadership & Teachers	Develop an internship program in school settings with marked achievement gaps for aspiring principals, administrators and pre-service teachers.	
Ed. Leadership & Teachers	Create a ' <i>close the achievement gap module</i> ' within TEAM, which would include, minimally, specialized professional development and financial and other incentives for teachers that choose to teach in low performing K-12 schools.	

Ed. Leadership & Teachers	School districts with schools identified as failing, under-performing or with persistent achievement gaps shall be incentivized to provide instruction-focused Assistant Principal positions in schools in which such gaps are identified, including elementary schools.	
Ed. Leadership & Teachers	Develop a special seminar program on the achievement gap required for all new school leaders and teachers interested in excelling in and narrowing educational achievement gaps.	
Ed. Leadership & Teachers	Incentivize principals and teachers who reach identified benchmarks of longevity and effectiveness, in schools or districts that were identified as showing unacceptable achievement gaps.	
ELL	Engage in audit of services for Bilingual and ELL programs in CT. Audit should be performed by independent third party whose background includes an understanding of the research and best practices for instructing English Language Learners and Culturally Relevant Pedagogy.	
ELL	Incentivize dual certification in Bilingual Education/TESOL for pre-service teachers in the form of grants. Create subsidized accelerated certification route for Bilingual Education/TESOL advanced degrees for teachers in Alliance districts.	
Use of Curriculum	School districts recognized as underperforming, or with persistent achievement gaps, will be encouraged to undergo curriculum audits with the CSDE. Efforts should be made to encourage local and regional collaborations within this effort.	
Time as Resource	The Achievement Gap Task Force will lead in sharing best practices, research, and outcome data to help build statewide understanding and direction for expanded learning time, both within the classroom and school year - and outside.	
Chronic Absence	Standard Definition: Adopt a standard definition of chronic absence (missing 10% of the school year) to be used statewide and by each school district. The definition will clarify how chronic absence is different from unexcused absences (truancy) and ensure the inclusion of absences due to suspensions, as well as absences that come when children switch schools and do not immediately start at a new school.	
Chronic Absence	Chronic Absence Reports: Regularly calculate and share chronic absence data statewide, providing information by district, school, grade and subgroup. Make the information publicly available through school and district report cards.	

ELL	Require the State Department of Education to develop high quality model K-5 curricula in reading and math with considerations for students learning English as a Second Language. Curriculum recommended to districts with limited resources, high transiency and large achievement gaps.	
Reading	Grow a tier one, embedded reading coach model of teacher training in the classroom that prepares all teachers, K-3, in early literacy assessment, intervention and practice.	
Reading	Grow a tier two model of reading intervention for every student not reading at proficiency, in k-3rd grade. Assure each student has an individualized reading plan and that each school has the professional capacity and literacy team to assess, intervene and continuously monitor for on-going literacy gains of each student.	
Reading	Increase Pool of Reading Specialists: Authorize Literacy/How as an Alternative Route to Certification (ARC) institution to increase the supply of well-trained, embedded reading specialists utilizing research based practice.	
Reading	Require routine formative assessments in reading for all students in K-3 to inform and ensure differentiated instruction, using research-based assessment tools that are teacher friendly, efficient, and that offer more information to teachers on immediate intervention and groupings.	
Reading	Collect statewide data on progress monitoring assessments that inform instruction and can be analyzed to highlight schools that are "beating the odds."	
Reading	Link reading assessment to state's Lead program, which works with school leadership with families as partners, so that school superintendents and principals fully know how to assess the gains in their schools and how to intervene where gains are not evident.	
Reading	Create incentives for teachers who consistently improve reading outcomes for students in kindergarten through grades three. For example, create a master teacher designation for those teachers who show that they have turned the curve in reading within their classroom.	
Youth in State Care	The Interagency Council will monitor the Raise the Grade Pilot Program, to assure that children and youth in state care are receiving excellent education. Use data and lessons learned from the pilot to bring the Raise the Grade Program to scale, embed best practices in the pilot cities, and develop demonstration sites.	

School Climate & Early Care and Ed.	The Office of Early Childhood and the State Department of Education will partner on a 3- to Third grade strategy to create alignment, training and leadership development on social emotional learning for teachers, school leaders, community agencies and families.	
Advanced Placement	SDE will create an incentive plan for schools that show an increase of low income and minority students taking and passing advanced placement classes, utilizing the national research.	
School Climate	Develop collaboration in schools between the committees on school safety and the committee on school climate to focus more on prevention and intervention models to make school safe for every student as a right and practice.	
School Climate	Provide guidance and support to implement the state's school climate and anti-bullying statute, with fidelity, in pre-K through 12, with a resource emphasis in districts and schools that experience persistent gaps in academic achievement. Support may include professional development, including teacher training.	
Pre-service	Require prospective teachers to acquire strong pedagogical content through university coursework, and subject-specific methods, learning theories, foundations of education and classroom management techniques.	
Pre-service	Pre-service teachers should also acquire instructional strategies to teach effectively in low-performing schools, and in schools with diverse student populations and with English-Language Learners.	
Pre-service & Ed. Leadership and Teachers	Leadership and faculty in Institutes of Higher Education shall collaborate with the lowest performing K-12 districts and schools to define, identify, develop, and support a strong clinical relationship aimed at closing persistent gaps in academic achievement.	
Reading	Develop a Reading Director for SDE in charge of literacy across all divisions, policies and programs to review data, implement policies, support schools and assure professional development and fidelity to best practices. This position will report directly to the Commissioner and will work in collaboration with the State Turnaround Officer, Chief Academic Officer.	

**Mansfield Public Schools
Enhancing Student Achievement
2013-2014**

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost
GW	2-4	15	Reading	Reading, Writing, Math	Homework & Independent Work Club	12	1 hr.	12	10/8/13-11/20/13	\$1,073.64
GW	3-4	12	Reading	Support Critical Thinking & Problem Solving	Super Sleuth Mystery Club	6	1 hr.	6	10/9/13-11/20/13	\$436.80
GW	2-3	12	Reading	N. American Landmarks & symbols of US	Traveling Tourists	6	1 hr.	6	10/9/13-11/20/13	\$363.96
GW	K	All	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/16/13-11/20/13	\$378.60
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	9/13/13-11/15/13	\$1,515.00
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books	24	1.5 hrs.	36	10/02/13-1/22/14	\$554.40
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books II	24	1.5 hrs.	36	10/02/13-1/22/14	\$554.40
SE	K	All	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/22/13-12/10/13	\$378.60
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	4/1/14-5/9/14	\$1,475.00
VN	K	All	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/16/13-11/20/13	\$378.60
VN	3/4	All	All	Scientific process, Reading, Math	VN Giving Garden Club	14 per grade	1.5 hrs.	21 per grade	2/24/14-6/10/14	\$3,575.30
MMS	7	All	Writing	Learn & apply writing strategies	7 th Grade Writer's Club	10	1.2 hrs.	12	9/23/13-12/17/13	\$420.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (I)	6	1.25 hrs.	7.5	9/16/13-10/31/13	\$750.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (II)	8	1.25 hrs.	10	11/4/13-1/16/14	\$1,000.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (III)	11	1.25 hrs.	13.75	1/21/14-4/3/14	\$1,375.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (IV)	9	1.25 hrs.	11.25	4/7/14-6/12/14	\$1,125.00
TOTAL										\$15,354.30
REMAINING BALANCE										\$14,645.70

DRAFT

**Mansfield Board of Education
February 25, 2014
Minutes**

Attendees: Mark LaPlaca, Chair, Randy Walikonis, Vice-Chair, Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Jay Rueckl

Excused: Carrie Silver-Bernstein

The meeting was called to order at 7:30pm by Mr. LaPlaca.

SPECIAL PRESENTATION: Ruth Sangree, fourth grade teacher at Southeast School, shared a video on a shared inquiry class and fourth grade students answered questions regarding the class.

Ms. Silver-Bernstein arrived at 7:36pm.

HEARING FOR VISITORS: Doug Casa, Tutita Casa, Chris Weinland, and Scott Dupuis spoke regarding the .5 Physical Education position in the proposed 2014-2015 budget.

COMMUNICATIONS: Email communications regarding proposed .5 Physical Education position by John Granniss and the elementary physical education teachers

ADDITIONS TO THE PRESENT AGENDA: None

COMMITTEE REPORTS:

Personnel Committee: Mr. Walikonis reported negotiations are beginning with the Secretaries Association and Instructional Assistants Union.

Policy Committee: Mr. Rueckl reported the committee will meet on March 4th at 4:30pm to continue their review of the Residents Students Not Attending Public School Policy.

EASTCONN Board: Mrs. Paulhus reported she attended the latest meeting in which they discussed Head Start, voting in schools, and statewide school calendars.

REPORT OF THE SUPERINTENDENT:

- **Safe Routes to School:** Linda Painter, Director of Planning and Development, reported the state Department of Transportation recently notified her that due to additional funding becoming available, the grant application from 2001 is next in line. The application was a Safe Routes to School project to construct a walkway from the intersection of Routes 195 and 89 to the Southeast School. Motion by Mr. Walikonis, seconded by Mr. Rueckl, to support the Safe Routes to School project. Vote: Unanimous in favor.
- **Mansfield Tomorrow:** Ms. Painter reported on the Mansfield Tomorrow Plan.
- **2013-2014 School Calendar:** Mr. Baruzzi reported there have been five school closings due to weather. If there are more closings, determination will have to be made as to dates to make up additional days.
- **Connecticut's Educator Evaluation and Support System 2013-2014 Flexibility Request Submission Form:** Mr. Baruzzi reviewed the submission form. Motion by Mr. Rueckl, seconded by Ms. Silver-Bernstein to approve the Mansfield Public Schools 2013-2014 Flexibility Request Submission Form. Vote: Unanimous in favor
- **Capital Improvement Funds Update:** Mr. William Hammon, Director of Facilities Management, and Mr. Jaime Russell, Director of Information Technology, reviewed expenditures (completed and projected) for capital improvements in the four school buildings.
- **Voting at Vinton School:** Cherie Trahan, Director of Finance, reported on the decision to use Vinton as a voting place. The Board, by consensus, directed Mr. Baruzzi to ask the Registrar to look for another suitable site.
- **Quarterly Financials (M):** Cherie Trahan, Director of Finance, reported the second quarter expenditures and revenues were as expected. Motion by Mr. Walikonis, seconded by Ms. Everett, to accept the Town of Mansfield/Mansfield Board of Education Quarterly Financial Statements for the Quarter ending December 31, 2013. Vote: Unanimous in favor.
- **2014-2015 Proposed Budget – Board Detail Review and Adoption:** Mr. Baruzzi provided answers to questions submitted by individual Board members between meetings. Mrs. Trahan and Mr. Baruzzi answered additional questions by Board members. The Board did not take action on the Budget but plans to do so at the March 13th meeting.

Mrs. Paulhus left at 10:18pm.

APPROVAL OF MINUTES:

- Motion by Mr. Fratiello, seconded by Mr. Rueckl, to approve the minutes of the February 6, 2014 Meeting. Vote: Unanimous in favor with Ms. Everett in abstention.

NEW BUSINESS: None

HEARING FOR VISITORS: Adam Ramsdell, Physical Education Teacher at Mansfield Middle School, spoke regarding the .5 Physical Education position in the proposed 2014-2015 budget.

SUGGESTIONS FOR FUTURE AGENDA: Presentation by Steve May on the Affordable Care Act, Follow-up on Mansfield Tomorrow with Ms. Painter.

Motion by Mr. Walikonis, seconded by Ms. Silver-Bernstein, to adjourn at 10:29pm. Vote Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

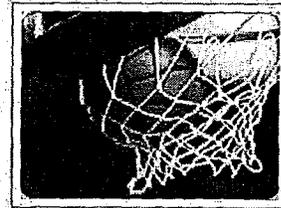
**For
Information
Only**

Basketball Tournament

PARENTS AND STAFF FROM MANSFIELD'S ELEMENTARY SCHOOLS

COME & SHOW YOUR SCHOOL SPIRIT!

Dress in your school colors and come ready to cheer on parents and staff of Mansfield's Elementary Schools! Students will be chosen at random to participate in basketball activities throughout the tournament! T-shirts will be launched, prizes will be won, and school spirit will be demonstrated during this community building event!

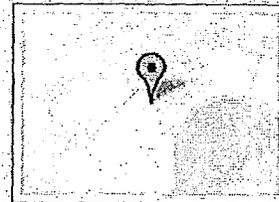


GOODWIN, SOUTHEAST, AND VINTON PARENT/STAFF BASKETBALL TOURNAMENT

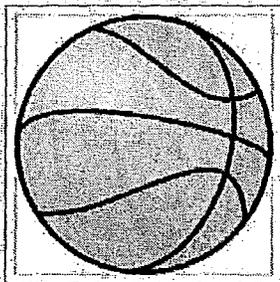
WHEN
THURSDAY, MARCH 20TH, 6:30-7:45PM

WHERE
E.O. SMITH HIGH SCHOOL STORRS RD.,
STORRS, CT

There will be a suggested donation of \$10 per family. The money will go directly to fund each school's programs. We need players, planners, and donations! Please access our sign-up page to see where you can be involved! Let's come together for some community fun!



[Get Directions](#)



ACCESS OUR ONLINE SIGN-UP FORM

For a list of opportunities or to sign up to play, please go to:
<http://www.signupgenius.com/go/10C084BAAAC29A5FB6-parentstaff>