

Mansfield Board of Education Meeting

April 10, 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 Presentation
7:50 Hearing for Visitors
8:00 Communications (P. 1)
8:05 Additions to the Present Agenda

Reports:

- 8:10 Committee Reports:
Policy Committee: Resident Students Not Attending the Public Schools (M) (P. 3)
Personnel Committee
- 8:20 Report of the Superintendent
- March 31st Professional Development Day (P. 9)
 - MMS Technology Staffing Restructure (P. 11)
 - Mansfield Public Schools Homework Guidelines (P. 15)
 - Voting at Vinton School Update (P. 21)
 - Smarter Balanced Assessment Field Test Update
 - School Climate Survey Spring Parent Letter (P. 23)
 - Connecticut's Educator Evaluation and Support System 2013-2014 Flexibility Request (P. 25)
 - Appointment of Mansfield Middle School Principal (M) (P. 27)
 - Timeline for Administrative Vacancies (P. 29)
 - Enhancing Student Achievement (p. 33)
 - Class Size/Enrollment

APPROVAL OF MINUTES: (M)

March 13, 2014 Meeting (P. 35)

CONSENT AGENDA: (M) The following items for the Board of Education April 10, 2014 meeting be approved or received for the record, unless removed by a Board member or the Superintendent of Schools. (P. 37)

That the Mansfield Public Schools accepts the resignation of James Griffith, Technology Coordinator, Mansfield Middle School, effective July 1, 2014.

That the Mansfield Public Schools accepts the retirement of Debra Adamczyk, Principal, Goodwin Elementary School, effective July 1, 2014.

NEW BUSINESS:

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

Executive Session (M) to discuss non-renewal of teachers, strategy with respect to collective bargaining, and Superintendent's evaluation.

Possible action regarding non-renewal of teachers

Possible action regarding Mansfield Secretaries Association contract

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.

Dear Members of the BOE,

Thank you for the beautiful floral bouquet which now brightens my kitchen. This has been a difficult time but I must tell you how comforted I am to work for a district that makes sure it's employees are well cared for. Knowing that my health costs are covered so well has really released me from a burden that would have made things even more difficult. Good luck with your budget deliberations!

Fondly,
Web

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.

Resident Students Not Attending the Public Schools

A motion is in order if the Board supports the proposed revision.

MOTION: To adopt the MBOE Policy Committee's suggested revision of Resident Students Not Attending the Public Schools Policy.

MEMORANDUM

MANSFIELD PUBLIC SCHOOLS

NO hard copy to follow.

Date: March 27, 2014
To: PreK-8 Certified Staff
From: Fred Baruzzi
Re: Professional Development Day – Monday, March 31, 2014

The following outlines times, locations and activities related to the day's events.

| TIME | AUDIENCE | AGENDA | LOCATION/ PRESENTER | COMMENTS |
|--------------------|--|---|---|--|
| 7:45am | All Staff | Continental Breakfast | MMS and Southeast | |
| 8:30am – 3:30pm | PK-4 Teachers: PK-4 Classroom, Enrichment, & Selected Support Svcs. | Curriculum Mapping (Work to develop a deeper understanding of the Connecticut Core Standards implementation) <ul style="list-style-type: none"> - Review of adopted documents (curriculum, pacing guide, units) - Review/discuss units written to date - Discuss standards addressed in the units (what they mean and how to teach them) - Identify vocabulary necessary to understand and teach standards (moving toward student mastery) - Develop instruction and assessment timeline | Southeast | |
| | Selected K-4 sub-Councils: Art, Music, Phys. Ed, Psych., Speech, World Language | CCSS Curriculum, Instruction, Assessment | Southeast | Please submit notes documenting your accomplishments during this time to your building principal. (See attached) |
| | MMS LA, Reading, Selected Support Svcs. | Curriculum Mapping (Work to develop a deeper understanding of the Connecticut Core Standards implementation) <ul style="list-style-type: none"> - Review writing standards and discuss what they mean (identify specific skills/strategies embedded in each standard) - Discuss cross curricular writing expectations - Develop grade level plans/rubrics/instructional timeline | MMS | |
| | MMS Mathematics Music Physical Education Related Arts Science Social Studies Support Services: Guidance, Psych Speech World Language | Common Core State Standards, Assessment, and Accelerated Criteria CCSS Curriculum, Instruction, Assessment | MMS 309 MMS 117 MMS 105 Ind. RA Rooms MMS 206 MMS 308 MMS 109-110 MMS 106A MMS 111 MMS 201 | Please submit notes documenting your accomplishments during this time to your building principal. (See attached) |
| 11:30am-12:30pm | All Staff | Lunch on your own | | |

- Our hope is that the limited amount of time we have will be used in ways that support our mutual goals.
- If you have any questions, concerns, or comments, please feel free to contact your building principal or me.

MMS Technology Staffing Restructure

Summary

The Mansfield School District has a successful history of integrating technology into the instructional program to enhance student learning and school operations. An important part of this commitment is adjusting our efforts and resources over time as the needs of our students, staff, and parents change. This document details a plan for technology staffing change at the Middle School to best meet our future grades five through eight technology needs.

This restructure plan discontinues the "Middle School Technology Coordinator" position, hires an "Information Specialist II" position for the Middle School, and additionally provides for part-time hours of further professional support. This restructure is budget neutral as there is no additional financial cost for this plan.

Background

Technology staffing for the Middle School addresses two major components. First, learning and instruction is the primary purpose for technology use at MMS. Our technology support structure incorporates an understanding of the unique needs of classrooms and the challenges of integrating technology and education. Second, the technology needs at the Middle School have become markedly more complex in recent years. The software and hardware directly used by students and staff, as well as the back-end infrastructure systems, have become more involved in response to school needs.

An Information Specialist II is a position already defined in our Information Technology Department as we presently have two Information Specialist II positions currently employed in our Department. Specifically, the qualifications for this position include:

"Education and experience equivalent to graduation from an accredited college or university with major course work in computer science or related field and considerable experience in the operation of midrange and personal computer equipment, network administration, and the application of software processes related to these platforms."

We look for prior experience working in a pK-12 setting when hiring for these types of positions. Both of our existing Information Specialist II staff members were selected in part because of their experience working in pK-12 schools.

We would also have part-time hours of professional support in addition to the Information Specialist II position. This model is similar to what we have done for a number of years in our school libraries where we bring in additional part-time professional support with a focus on the instructional needs of teachers and students. These hours would be focused during the school year and would be an important part of our commitment to meet school technology needs.

Benefits

1. This plan continues our commitment to learning and instruction. The Information Specialist II, and the part-time hours in addition to the Information Specialist II position, will both directly serve and work with students, staff, and parents. We will continue to support all of the members of the Middle School community in our common goal of integrating technology into learning and instruction.
2. We will expand our ability to meet the increasingly complex technology used at the Middle School. The information specialist II position provides the Middle School with an additional professional with information technology expertise. Our students and teachers use a diverse mix of advanced software and hardware that requires specialty support. Additionally, we have complex databases such as our PowerSchool and Inform student information systems that are important tools in support of learning and instruction. Finally, our infrastructure relies on computers for the majority of our major systems including telephones, heating, ventilation, cameras, doors, security alarms, overhead intercoms, wireless, electronic communications, scheduling, cafeteria sales, and many 24/7 online services used by students, staff, and parents.

3. An information specialist II is a twelve month position, whereas the technology coordinator position is only a ten month position with the option of some additional days. The increase in online summer learning programs, technology dependent curriculum work, computer based communications, and the integration of technology into all aspects of operations have all contributed to students and staff using technology throughout the year.
4. This restructure will aide in offsetting the reduction of support hours provided by the computer instructional assistant position at the Middle School.
5. We currently have two information specialist II positions in our Information Technology Department that provide some hours of support to the Middle School. Their efforts have been very effective and are highly valued by students and staff. This experience has proven the effectiveness of this type of position and the need for an onsite position at the Middle School. These other individuals will continue to support the Middle School as well, but their current availability to the Middle School is outstripped by the need for their services.
6. Our current Middle School technology coordinator is interested in providing us with the additional hours of part-time professional support beyond the information specialist II position and to focus on the instructional needs of teachers and students. This is an essential component of this plan given the ongoing adoption of emerging technologies, increasing expectations for the technology skills that students must possess with the Smarter Balanced online assessments and Common Core standards, and the critical need to provide direct support as teachers and students work through changes in education. This will also be helpful in facilitating the restructure process and retaining our current coordinator's experience with the Middle School.

Financial

- There is no additional financial cost for this plan. It is budget neutral.

Implementation Timeline

- April 2013: Form a hiring committee with representation from the Middle School and formally seek applicants.
- May 2013: Review applications, complete interviews, and make a recommendation to the Superintendent.
- June 2013: Finalize preparations for the transition process.
- July 1, 2014: Information Specialist II begins employment.

A copy of the job description for the two current information specialist II positions in the Information Technology Department is provided below. We would adjust it accordingly given the focus of this position on the Middle School.

Class Title: Network Administrator
Group: Town Administrators
Pay Grade: Town Administrators Grade 18
FLSA: Non-Exempt

General Description/Definition of Work

This position performs difficult technical work assisting in the installation, operation and repair of electronic data processing equipment and programs as well as related work as required. Duties include configuring, installing and maintaining networks; providing technical support and training to users; troubleshooting, repairing and maintaining computer software, hardware and office equipment; installing and upgrading information systems; preparing and maintaining files and records. Work is performed under regular supervision. This position reports to the Information Technology Manager.

Essential Job Functions/Typical Tasks

- Installs and upgrades hardware; troubleshoots problems; researches and recommends hardware purchases; creates and installs machine ghost images.
- Integrates network wide application packages to the wide area network.
- Provides training and technical advice to staff in the use of computer equipment, software and application programs; provides support for all Microsoft Office and Window products; provides solutions for office automation utilizing Microsoft or ADMINS programming language for all users.
- Creates, modifies and deletes system accounts on the network and mail servers; assigns groups and privileges; makes sure all network segments communicate correctly.
- Monitors critical system functions; ensures that servers are in good working order; prepares system back-ups for disaster recovery.
- Installs, maintains, upgrades and modifies physical structure of the wide area network; troubleshoots connection problems; maintains proxy servers, surf control filters; manages internet access; ensures the physical and logical structure of the wide area network is sound.
- Assists with long-range planning regarding email, internet, filtering, UPN file, print and application services; assists with implementing long-range technological goals.
- Performs related tasks as required.

Knowledge, Skills and Abilities:

- Thorough knowledge of the operation, uses and capabilities of electronic data processing main and peripheral equipment; thorough knowledge of hardware or software procedures and techniques.
- Some knowledge of general office practices and equipment.
- Thorough knowledge of the operation of personal computers.
- Ability to understand and carry out written and oral instructions.
- Ability to analyze software programs and program adjustments.
- Ability to establish and maintain effective working relationships with associates.

Education and Experience:

Any combination of education and experience equivalent to graduation from an accredited college or university with major course work in computer science or related field and considerable experience in the operation of midrange and personal computer equipment, network administration and the application of software processes related to these platforms.

Physical Demands and Work Environment:

(The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The list is not all-inclusive and may be

supplemented as necessary. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.)

- This is light work requiring the exertion of up to 20 pounds of force occasionally, up to 10 pounds of force frequently, and a negligible amount of force constantly to move objects, and some medium work requiring the exertion of 50 pounds of force occasionally, up to 20 pounds of force frequently, and up to 10 pounds of force constantly to move objects.
- Work requires stooping, crouching, reaching, lifting, fingering, grasping, and repetitive motions.
- Vocal communication is required for expressing or exchanging ideas by means of the spoken word.
- Hearing is required to perceive information at normal spoken word levels.
- Visual acuity is required for visual inspection involving small defects and/or small parts, operation of machines, and observing general surroundings and activities.
- The worker is not subject to adverse environmental conditions.

Special Requirements:

None.

The above description is illustrative of tasks and responsibilities. It is not meant to be all-inclusive of every task or responsibility. The description does not constitute an employment agreement between the Town of Mansfield and the employee and is subject to change by the Town as the needs of the Town and requirements of the job change.

HOMework

Homework is a necessary reinforcement to classroom instruction as well as a means by which independent study skills and intellectual curiosity can be fostered in the home. It is also recognized that time is needed for students to pursue social, physical and recreational activities outside the school.

Carefully planned daily and weekly homework assignments promote positive communication between parents, students and school.



GUIDELINES FOR ACTIVITIES AND TIME ALLOTTED TO DO HOMEWORK

Kindergarten

- 1) Communication - children delivering verbal messages to parents.
- 2) Individual selection of library books.

Grades 1, 2, 3

- 1) Specific homework in content areas may be assigned to children not completing requirements of the day.
- 2) Homework may be assigned to individual children for additional practice or enrichment.
- 3) Children are encouraged to take books home for independent recreational reading.
- 4) Second and third graders may be asked to do research and reports outside of school.
- 5) Children may be asked to study spelling words at home.
- 6) Children are encouraged to practice addition and subtraction facts at home.
- 7) Children are encouraged to see the practical application of math (e.g. time and measurement) in their home life.
- 8) Materials related to the Science, Social Studies and Health programs may be brought to school for sharing.

Homework, if assigned, should take between 15-30 minutes, depending on the age and ability of the student.

Grade 4:

Generally, homework assignments for this level are:

- 1) Long-range reports or projects with timelines, involving work both in school and outside of school.
- 2) Practice work in skill areas.
- 3) Completion of work not finished during class time.

Language Arts Homework

- 1) Recreational reading
- 2) Book reports/studies
- 3) Writing assignments
- 4) Studying spelling words
- 5) Follow-up or reinforcement of a particular skill (supplemental material, assignment in specific skills area)

Math Homework

- 1) Practice facts
- 2) Reinforce skills

Social Studies, Science, Health

- 1) Develop projects
- 2) Reinforce skills (use town library, home or school resources)

Homework assignments should take between 30-45 minutes, up to four days per week. If your child requires consistently more or less time to complete homework assignments, please contact the teacher. Students are encouraged to read each night.

Any child who has not completed his/her homework may be required to complete it during up to ten minutes of recess time.

Grades 5, 6, 7, 8

It is our policy to assign homework for each grade level generally not to exceed the following daily expectations:

| |
|---|
| <p style="text-align: center;">Grade 5 - 45 minutes Grade 6 - 60 minutes Grades 7/8 - 90 minutes</p> |
|---|

THE RESPONSIBILITIES SURROUNDING HOMEWORK LIES WITH:

TEACHERS

- 1) To provide students with a homework policy and a process for carrying out this policy. Deadlines and consequences should be clearly defined.
- 2) To give purpose and value to assignments by having students understand the relationship between assignments and what is taught in the classroom.
- 3) To individualize assignments as necessary.

- 4) To consider the student's total daily load and out-of-school responsibilities when deciding upon the duration and content of any assignment.
- 5) To evaluate, record and return every homework assignment promptly to students. The results of evaluation should be incorporated into the student's overall grade.
- 6) To communicate with parents when a child begins to fall behind in completing homework assignments.
- 7) To assume the responsibility for directing the student to the proper resources and materials.

STUDENTS

- 1) To be responsible for making up work missed when absent.
- 2) To understand the purpose and requirement of the assignment.
- 3) To understand the directions.
- 4) To understand the means of evaluation.
- 5) To understand that the content, structure and appearance of all written homework assignments are important elements in the grading process.
- 6) To understand the suggested time allotment.
- 7) To budget time realistically.
- 8) To assume responsibility for obtaining the proper resources and materials.
- 9) To demonstrate integrity and not to give or receive so much help that the value of the homework will be destroyed.
- 10) To meet the deadlines and understand the consequences.
- 11) To understand there is never a time when a student does not have homework. He/she may review, preview or improve the present assignment, or read for pleasure and growth.

PARENTS

- 1) To arrange a quiet, well-lighted place with adequate room for the student to work.
- 2) To encourage their children to complete homework assignments.
- 3) To support the value of various types of homework.
- 4) To demonstrate integrity and not give so much help that the value of the homework will be destroyed.
- 5) To contact the teacher or guidance counselor if problems develop and are not resolved by the student.

MAKING UP WORK/HOMEWORK DUE TO EXCUSED ABSENCES

We recommend that for short-term, excused absences (1-3 days) the student obtain assignments from a friend in the class. Books may be picked up in the office or sent home with a neighbor or sibling. For longer, excused absences parents are advised to call the office. The assignments and materials will be readied within 24 hours.

Presents Policy Highlights

Survey Reviews Extent of Homework Assignments: Homework is a source of anxiety in homes across America. Students may not want to spend time on it and parents often struggle to help their children with assignments. A recent national survey from the University of Phoenix College of Education reveals how much homework K-12 students are assigned and why teachers deem it beneficial.

This survey was conducted online within the United States by Harris Poll on behalf of the University of Phoenix in October 2013. Respondents included 1,005 U.S. residents employed full-time as teachers in grades K-12. This online survey is not based on a probability sample, and therefore no estimate of theoretical sampling error can be calculated.

According to the survey, kindergarten through fifth grade teachers report assigning an average of 2.9 hours of homework per week, while sixth to eighth grade teachers report assigning an average of 3.2 hours and ninth to twelfth grade teachers 3.5 hours. The hours of homework are reported for individual teachers; so for high school students who typically have class with five teachers in different subject areas each day, this could potentially amount to an average of 17.5 hours or more of homework per week.

Nearly all polled K-12 teachers (98 percent) identify benefits of homework, with the top benefit being that it helps teachers see how well their students understand the lessons (60 percent). Teachers also say homework helps students develop essential problem-solving skills (46 percent), gives parents a chance to see what is being learned in school (45 percent), helps students develop time management skills (39 percent), encourages students to relate classroom learning to outside activities (37 percent) and allows teachers to cover more content in class (30 percent).

“Homework provides a great opportunity for parents to engage with their children, better understand their interests and determine if they struggle or excel with different topics,” said Dr. Ashley Norris, Assistant Dean for University of Phoenix College of Education. “Homework helps build confidence, responsibility and problem-solving skills that can set students up for success in high school, college and in the workplace.”

Despite the known benefits, many parents find it challenging to help their children with subjects they have not studied in years (or even decades). Families may also struggle to balance homework with other commitments, such as extracurricular activities. According to Norris, it is important to get past these barriers because homework is important and the assignments are becoming even more relevant. Common Core State Standards and other education initiatives encourage educators to tie classroom learning and homework to real world applications.

“Homework today looks very different than when parents were in school,” said Norris. “Homework has become an opportunity for real-world learning and career preparation.” Homework helps students understand the practical applications of classroom learning. Lesson plans and homework can immerse students in real-world activities. Teachers are connecting homework to current events, tying science and math concepts to specific jobs and integrating technology into homework to keep students more engaged.

Source: February 14, 2014, University of Phoenix College of Education.

Policy Implications: Since 1984 districts, per C.G.S. 10-221(b) have been required to adopt and implement a written policy concerning homework. Policy #6154, “Homework/Makeup-Work” fulfills this requirement. Samples of this policy and administrative regulations are available.

Mansfield Board of Education Policy

Section: INSTRUCTION

HOMEWORK

It is the policy of the Board of Education to ensure that all students comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board of Education that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.

The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

Legal Reference:

Connecticut General Statutes
§ 10-221(b)

ADOPTED: 6/27/85

REVISED: 10/24/91; 1/27/05

REVIEWED: 9/10/09; 9/10; 10/13/11; 9/13/12; 10/10/13



**TOWN OF MANSFIELD
REGISTRAR OF VOTERS**

Andrea Epling, Democratic Registrar of Voters
Beverly Miela, Republican Registrar of Voters

AUDREY P. BECK BUILDING
4 SOUTH EAGLEVILLE ROAD
MANSFIELD, CT 06268-2599
(860) 429-3368. 3369

March 28, 2014

Dear Fred,

In response to your letter dated March 10, 2014, based on statutory requirements and an extensive search there is not another suitable building that can be used for voting in District 4. 2014 MAR 28 AM 10:55

The only suggestion would be to close the schools on Election Day. There is advance knowledge of the date since Election Day is always the first Tuesday after the first Monday in November.

We understand your concerns and will work with you and the board. Contact us with any questions.

Sincerely,

Andrea Epling

Beverly Miela



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

Seeking Parent/Guardian Input

April 21, 2014

Dear Goodwin Parent/Guardian:

The Mansfield Public Schools strives to promote and maintain a safe and healthy school climate for all students and staff. During the past school year, the district developed and implemented a comprehensive school bullying policy which included in-service training for all school staff enabling them to recognize and respond quickly to bullying type behaviors. In addition, the district appointed a District Safe School Climate Coordinator, each school appointed Safe School Climate Specialist, and each school established a School Climate Committee.

The Mansfield Public Schools seek your assistance in determining ways to maintain and improve school climate. The Connecticut State Department of Education in conjunction with Public Act 11-232, has provided each school district in Connecticut with professional development opportunities for our staff and survey instruments to help us measure the effectiveness of our efforts to maintain (a) safe school(s).

Beginning today, **Monday, April 21, 2014**, we will be surveying all parents/guardians. The survey is completely anonymous, quite brief, and can be taken online at the following unique school link: _____ . If you do not have access to this online survey, please pick up a paper copy in your school office, complete it, and leave it in the box designated for that purpose. Parent survey responses will be collected until **Monday, May 12, 2014**. If you have children in more than one school, please complete each school's survey.

Students and all staff will be asked to complete the survey online at their school during the week of April 28, 2014.

We hope you will take the time to provide us with this valuable information. Feel free to call the superintendent's office (860-429-3350) if you have any questions. Each school's total survey results will be shared with the School Climate Committee. The Committee will analyze school results and develop appropriate strategies, procedures, and/or programs to enhance the school climate. The results of the survey will be made available on our district/schools websites.

Sincerely,

Frederick A. Baruzzi

**Connecticut's Educator Evaluation and Support System
2013-14 Flexibility Request Submission Form**



**Due Date for this Academic Year (2013-14): March 30, 2014
(New Deadlines Will be Provided for the 2014-15 Academic Year)**

District: Mansfield Public Schools

Superintendent Name: Frederick A. Baruzzi

Email: baruzzifa@mansfieldct.org

We request flexibility in our 2013-14* district educator evaluation and support plan for the components indicated below.

Student Growth Goals/Objectives

Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD). See 2.9(a) for complete language.

OR

Please state the variation on the above number of goals/objectives that your district and Professional Development and Evaluation Committee have selected (feel free to include an attachment if more space is required):

Observations

Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative rating 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 frequently 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. See 2.9(c) for complete language.

OR

Please state the variation on the above approach to observation (cycle, frequency, informal/formal, eligibility) that your district and Professional Development and Evaluation Committee have selected (feel free to include an attachment if more space is required):

Observations (continued)

If your district is pursuing flexibility regarding teacher observations and you wish to utilize summative ratings from the previous year (2012-13) for this purpose, please explain how the previous ratings will be translated into the new rating system. In other words, please explain what ratings from 2012-13 will be considered to be the equivalent of what current ratings (exemplary, proficient, developing, below standard) (feel free to include an attachment if more space is required):

Our 2012-2013 Mansfield Public Schools Certified Staff and Professional Development Plan identified categories that correspond to proficient, developing, and below standard. Please see p. 16-21 (attached).

Use of State Test Data

Professional Development and Evaluation Committee

Pursuant to 10-151b(b) and 10-220a(b), the district Professional Development and Evaluation Committee must convene to consider a district's flexibility options. Please indicate whether the local or regional board of education and the Professional Development and Evaluation Committee reached mutual agreement on the flexibility components you have requested above.

Mutual agreement reached

Mutual agreement not reached; local or regional BOE Decision

Signatures- indicating approval of the requested flexibility:

Frederick A. Tarazzi - Date 2/25/14
(Superintendent)

Mary A. LePore (MWA. LePore) Date 2/25/14
(Board of Education Chair)

Request for flexibility has been reviewed and approved by the CSDE

Signature: Shannon M. Marimon Date 4/4/14

(Shannon Marimon, Division Director, Bureau of Educator Effectiveness and Professional Learning, CSDE Talent Office)

Submit this completed form to SDE.SEED@ct.gov no later than **March 30, 2014**.

Please reference "{DistrictName}: Flexibility Amendments for 2013-14" in the subject line.

Questions? Call the CSDE Educator Evaluation and Support Hotline: 860-713-6868

***Please Note: This is not a substitute for submission of a 2014-15 district plan.**

**Mansfield Public Schools
Mansfield, Connecticut**

Staff Data Sheet

| | |
|-------------------------------------|--|
| Position: | Principal, Mansfield Middle School |
| Recommended Candidate: | Candace V. Morell |
| Education | 6 th Year Degree in Educational Leadership UCAPP: University of Connecticut Administrator Preparation Program M.S. Elementary Education IBM Program University of Connecticut Bachelor of Science in Elementary Education IBM Program University of Connecticut |
| Experience: | Assistant Principal – February, 2005-Present Mansfield Middle School Interim Assistant Principal – 2004-February 2005 Mansfield Middle School 6 th Grade Teacher – 1999-2004 Mansfield Middle School 6 th Grade Teacher – 1997-1999 Windham Middle School |
| Salary: | \$124,679 |
| Effective Date: | July 1, 2014 |
| Submission for Confirmation: | April 10, 2014 Frederick A. Baruzzi Superintendent |

Appointment Mansfield Middle School Principal

A motion is in order if the Board supports the Superintendent's recommendation

MOTION: To appoint Candace Morell as the Principal of Mansfield Middle School, effective July 1, 2014.

**GOODWIN ELEMENTARY SCHOOL
PRINCIPAL SEARCH**

DRAFT 3.25.14

-PROPOSED CALENDAR-

| | Group/Individual | Date | Outcome |
|--|------------------------------|--------------------------|---|
| | | | |
| | Mansfield Board of Education | Thursday, April 10, 2014 | Approve overall schedule and committee composition |
| | Superintendent | April 11, 2014 | Solicit interest from GW staff and parents through the GW PTO regarding participation on search committee |
| | Central Office | April 11-18, 2014 | Post Advertisement Internal & External |
| | Superintendent | April 24, 2014 | Distribute committee membership to the MBOE |
| | Search Committee | April 21-25, 2014 | Meet to: -List characteristics/skills being sought -Discuss committee conduct during the process -Determine process for initial review of applications -Determine date for next meeting to select first round candidates -Develop first round format and questions |
| | Search Committee | May 7, 2014 | Review individual applicants' materials and select initial candidates for interview |

| | Group/Individual | Date | Outcome |
|--|-----------------------------|-----------------|--|
| | Central Office Staff | May 8, 2014 | Schedule initial interviews |
| | Search Committee | May 12-15, 2014 | -Conduct initial interviews -Determine group for further consideration -Develop next experiences |
| | Superintendent/School Staff | May 19-22, 2014 | Design visit to accomplish stated objectives |
| | Search Committee | May 19-22, 2014 | Observe events as available and appropriate |
| | Search Committee | May 27-29, 2014 | Review candidates and determine next steps |
| | Search Committee | May 27-29, 2014 | -Conduct final steps -Recommend 1 or more candidates to Superintendent for appointment |
| | Superintendent | June 12, 2014 | Superintendent recommendation of candidate to MBOE for appointment |
| | Superintendent/AC/Staff | June-July 2014 | Provide orientation and support to appointee. |

**MANSFIELD MIDDLE SCHOOL
ASSISTANT PRINCIPAL SEARCH**

DRAFT 4.3.14

-PROPOSED CALENDAR-

| | Group/Individual | Date | Outcome |
|--|-------------------------------------|--------------------------|---|
| | Mansfield Board of Education | Thursday, April 10, 2014 | Approve overall schedule and committee composition |
| | Superintendent | April 11, 2014 | Solicit interest from MMS staff and parents through the MMSA regarding participation on search committee |
| | Central Office | April 11-18, 2014 | Post Advertisement Internal & External |
| | Superintendent | April 24, 2014 | Distribute committee membership to the MBOE |
| | Search Committee | April 21-25, 2014 | Meet to: -List characteristics/skills being sought -Discuss committee conduct during the process -Determine process for initial review of applications -Determine date for next meeting to select first round candidates -Develop first round format and questions |
| | Search Committee | May 6, 2014 | Review individual applicants' materials and select initial candidates for interview |

| | Group/Individual | Date | Outcome |
|--|-----------------------------|-----------------|--|
| | Central Office Staff | May 7, 2014 | Schedule initial interviews |
| | Search Committee | May 12-15, 2014 | -Conduct initial interviews -Determine group for further consideration -Develop next experiences |
| | Superintendent/School Staff | May 19-22, 2014 | Design visit to accomplish stated objectives |
| | Search Committee | May 19-22, 2014 | Observe events as available and appropriate |
| | Search Committee | May 27-29, 2014 | Review candidates and determine next steps |
| | Search Committee | May 27-29, 2014 | -Conduct final steps -Recommend 1 or more candidates to Superintendent for appointment |
| | Superintendent | June 12, 2104 | Superintendent recommendation of candidate to MBOE for appointment |
| | Superintendent/AC/Staff | June-July 2014 | Provide orientation and support to appointee. |

**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 | North 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 |
| GW | 2-4 | 15 | Reading | Reading, Writing, Math | Homework & Independent Work Club | 10 | 1 hr. | 10 | 3/12/14-4/10-14 | \$1,677.90 |
| GW | 2 | Selected | Reading | STEM Read Aloud | Books & Breakfast STEM | 4 | 1 hr. | 4 | 4/2/14-4/30/14 | \$330.00 |
| 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 |
| SE | 2 | Selected | Reading | STEM Read Aloud | Books & Breakfast STEM | 4 | 1 hr. | 4 | 4/1/14-4/29/14 | \$330.00 |
| VN | K | All | Reading | Read Aloud | Books & Breakfast I | 6 | 1 hr. | 6 | 10/16/13-11/20/13 | \$378.60 |

| School | Gr. | Number Served | Subject | Focus | Activity Name | # of Sessions | Length of Each Session | Instructional Hours Per Student | Start/End Date | Total Cost |
|--------------------------|-----|---------------|---------|-----------------------------------|-------------------------------------|---------------|------------------------|---------------------------------|------------------|--------------------|
| 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 |
| VN | 2 | Selected | Reading | STEM Read Aloud | Books & Breakfast STEM | 4 | 1 hr. | 4 | 4/23/14-5/14/14 | \$330.00 |
| 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 | | | | | | | | | | \$18,022.20 |
| REMAINING BALANCE | | | | | | | | | | \$11,977.80 |

DRAFT

**Mansfield Board of Education
March 13, 2014
Minutes**

Attendees: Mark LaPlaca, Chair, Randy Walikonis, Vice-Chair, Susannah Everett, John Fratiello, Katherine Paulhus, Jay Rueckl

Excused: Carrie Silver-Bernstein, Martha Kelly, Sarah Lacombe

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

SPECIAL PRESENTATIONS: Nora Dickinson, 5th grade teacher and Doug Perkins, Enrichment teacher at Mansfield Middle School and students presented an update on the Greenhouse.

Ms. Silver-Bernstein arrived at 7:49pm.

CABE Communications Award: Laura Bush, CABE Board of Directors, presented a Communications Award for the 2013-2014 Mansfield Board of Education Budget Book. Mr. LaPlaca acknowledged Mr. Baruzzi and Mrs. Trahan for their work on the budget.

HEARING FOR VISITORS: Shannon Rose regarding the Middle School homework policy.

COMMUNICATIONS: Email communication from Christopher and Amy Lapsis regarding class size at Vinton School. Letter from Thanh Nguyen announcing his resignation effective June 30, 2014.

ADDITIONS TO THE PRESENT AGENDA: Motion by Mr. Walikonis, seconded by Ms. Silver-Bernstein, to add discussion of resignation letter following approval of minutes. Vote: Unanimous in favor.

COMMITTEE REPORTS:

Policy Committee: Mr. Rueckl reported the committee recommends the draft Residents Students Not Attending Public School Policy. The Board will review, discuss, and take potential action on April 10, 2014.

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

REPORT OF THE SUPERINTENDENT:

- Mansfield Tomorrow: Linda Painter, Director of Planning and Development, and Jennifer Kaufman, Project Manager, reviewed the process of adoption of Mansfield's Plan of Conservation and Development.
- Mansfield Food Service Program Update: Beth Gankofskie and Janice Mills, Co-Directors, provided an update to the Board on purchasing locally, lower salad bar pricing, and ways in which salads are offered.
- Healthy Food Certification: Motion by Mr. Walikonis, seconded Mrs. Paulhus to adopt the Connecticut Nutrition Standards Healthy Food Certification Statement and the Connecticut Nutrition Standards Exclusion for the 2014-2015 school year. VOTE: Unanimous in favor.
- Smarter Balanced Assessment Field Test Parent/Guardian Letter: Mr. Baruzzi reviewed letter sent home to parents/guardians on March 10, 2014 notifying them of the field test schedule.
- CABE Day on the Hill: Mr. Baruzzi reviewed information he received at the annual day organized by CABE.
- Enhancing Student Achievement: One new project will be implemented at the schools in support of this activity.
- Class Size/Enrollment: No significant change in class size or enrollment.
- 2014-2015 Proposed Budget: Motion by Ms. Silver-Bernstein, seconded by Mr. Walikonis to adopt the 2014-2015 Budget as proposed by the Superintendent. Discussion followed.
 - Motion by Mr. Rueckl, seconded by Ms. Everett, to amend the budget to restore the LA Coordinator position at \$104,021. Vote: Ms. Everett, Mr. Walikonis, Mr. LaPlaca, Mr. Rueckl, and Ms. Silver-Bernstein in favor. Mr. Fratiello and Mrs. Paulhus opposed. Motion passed.
 - Motion by Mr. Walikonis, seconded by Mr. Fratiello, to amend the budget to restore the K-4 Field Trips at \$4,320 and 5-8 Field Trips at \$6,750. Vote: Unanimous in favor.
 - Motion by Mr. Fratiello, seconded by Mrs. Paulhus, to restore the .5 Physical Education teacher by hiring a first year FTE teacher at \$24,183. Vote: Ms. Everett, Mr. Fratiello, Ms. Paulhus in favor. Mr. Walikonis, Mr. Rueckl, and Ms. Silver-Bernstein opposed. Mr. LaPlaca voted in favor, breaking the tie. Motion passed.

Vote to adopt the 2014-2015 Budget at \$21,175,314 as proposed by the Superintendent with the adopted amendments. Unanimous in favor.

APPROVAL OF MINUTES:

- Motion by Mr. Walikonis, seconded by Ms. Silver-Bernstein, to approve the minutes of the February 25, 2014 Meeting.
Vote: Unanimous in favor.

NEW BUSINESS: Motion by Ms. Everett, seconded by Ms. Silver-Bernstein, to regretfully accept the resignation of Thanh Nguyen, Principal Mansfield Middle School, effective June 30, 1014.

HEARING FOR VISITORS: None

SUGGESTIONS FOR FUTURE AGENDA: Follow-up on Mansfield Tomorrow with Ms. Painter and Mrs. Kaufman.
Discussion of district homework policy.

Motion by Ms. Paulhus, seconded by Mr. Fratiello, to adjourn at 10:10pm. Vote Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

James G. Griffith
56 Gibbs Crossing
Norwich, CT, 06360

2014 APR 1 PM 1:26

April 2, 2014

Superintendent Baruzzi and the Mansfield Board of Education

Mansfield Public Schools
4 South Eagleville Rd.
Storrs-Mansfield, CT 06268

Dear Superintendent Baruzzi and the Mansfield Board of Education:

Please accept my resignation from Mansfield Public Schools, effective July 1, 2014.

I am grateful for having had the opportunity to serve on the staff of the finest Middle School in Connecticut for the past seven years. If needed in the future, I offer my services in a limited capacity to ensure a smooth transition for my successor.

Sincerely,



James G. Griffith

Technology Coordinator,
Mansfield Middle School



THE DOROTHY C. GOODWIN ELEMENTARY SCHOOL

Debra H. Adamczyk, *Principal*

321 Hunting Lodge Road • Storrs, Connecticut 06268 • (860) 429-4630 • (860) 429-6316 • Fax (860) 487-5641
www.mansfieldct.org/schools/goodwin

March 21, 2014

Dear Members of the Mansfield Board of Education,

2014 MAR 21 AM 11:11

In the spring of 1975, a college admission's officer advised me to apply to the University's College of Education instead of the Liberal Arts program. At the time, it was more difficult to transfer into the College of Education and he felt I should apply, "just in case". That one decision set me on a path that has brought me more joy and fulfillment than any other career choice I could have made. Once I stepped into a classroom, I was hooked. I had found my life's work and I knew that I had stumbled into the most important profession there is... that of educating and nurturing the future.

So, it is with bittersweet emotion that I announce my decision to retire from public education effective July 1, 2014. While I will miss the daily interaction of amazing colleagues and truly wonderful children, I know I am ready for a new chapter.

Mansfield has been an amazing community in which to work. The Goodwin Staff is *truly* exceptional. Together we have learned to embrace change, seek creative solutions, and always keep the children at the center of our decisions. As a staff, we are committed to doing whatever it takes and we believe at our core that every child is destined for great things. Nothing gives me more pride than to have visitors to our building say that they can feel the joy in the school. We are an amazing team and I will miss each and every member of the Goodwin family.

I have also been fortunate to work with dedicated and thoughtful administrative colleagues. We are a diverse group and we are outstanding at spirited discussions! Yet, those very differences are what make us a highly effective team. We are able to look at issues from many viewpoints and come together to make critical decisions for the district. I am grateful for the wisdom and camaraderie that Fred, Rachel, Jim, Candace, Jeff, Norma, Jaime, and Gordon have shared with me throughout the years and I am excited to have had the chance to work with our newest members Lauren and Thanh.

Most of all, I want to thank the families of Goodwin for the overwhelming support they have given us over the years. It has been a privilege and an honor to work with their children. I will be forever grateful for the faith they have shown in me and in the staff of Goodwin.

Finally... the children. During my career, I have been blessed to work with thousands of young students and I've learned quite a bit about what makes them tick. You see, they don't care about Common Core... but they do have big dreams.



"A Whale of a School"



THE DOROTHY C. GOODWIN ELEMENTARY SCHOOL

Debra H. Adamczyk, *Principal*

321 Hunting Lodge Road • Storrs, Connecticut 06268 • (860) 429-4630 • (860) 429-6316 • Fax (860) 487-5641
www.mansfieldct.org/schools/goodwin

We owe it to them to make sure they have a world class education so they can live those dreams. They don't care about skin color or economic differences, but they do care about the character of a person. Children can spot a fake a mile away, so we need to be genuine and honest around them. They are loyal through and through - even to persons who mistreat them. As a society, we must be much better at protecting them from harm. Our children are wiser than we think, more capable than we imagine, and inherently caring. They are also more vulnerable than we'd like to believe. They need not only our teaching, but also our love and protection.

Thank you again, for the opportunity to work in such a wonderful community. It has been an honor.

Sincerely,

A handwritten signature in cursive script that reads "Debra Adamczyk".

Debra Adamczyk



"A Whale of a School"