

Mansfield Board of Education Meeting

June 12, 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: CABA Award
7:50 Hearing for Visitors
8:00 Communications (P. 1)
8:05 Additions to the Present Agenda

Reports:

- 8:10 Committee Reports:
Finance Committee
Personnel Committee
Teacher of Year Committee
- 8:30 Report of the Superintendent
- All-Hazards School Security and Safety Plan (P. 3)
 - Mansfield Public Schools Professional Learning and Evaluation Plan 2014-2015 (M) (P. 45)
<http://www.mansfieldct.gov/content/11150/13915/11152/13583/default.aspx>
 - 2013-2014 Teacher Evaluation Report (P. 51)
 - Preschool Update
 - 2014-2015 Budget (M) (P. 53)
 - Food Service Update (P. 59)
 - Paraprofessional of the Year
 - May 22 Board Retreat with Administrators
 - Mansfield Public Schools Common Core State Standards District Plan 2014-2015
 - Mansfield Public Schools 2014 Summer Programs (P. 61)
 - Administrator Appointments (M) (P. 63)
 - School Climate Surveys: <http://www.mansfieldct.gov/mboeinfo/links>
 - Class Size/Enrollment

APPROVAL OF MINUTES: (M) (P. 67)

May 8, 2014 Meeting

NEW BUSINESS:

- 10:00* Hearing for Visitors
10:10 Suggestions for Future Agenda

Executive Session (M) to discuss Superintendent's evaluation and non-union wages and salaries.
Possible action on Superintendent's evaluation and non-union wages and salaries

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.

May 5, 2014

Dear Members of the Board of Education,

Recently, MEA has had some members express concern that Discovery Ed has been cut from the budget and will no longer be available for use. The purpose of this letter is to ask you to reinstate this item. At the last Board Meeting there was discussion about making cuts required to meet the required amount requested by the Town Council. You agreed to look at where those cuts could be made and where money could be reallocated at the next Board Meeting. The cost of Discovery Ed is \$5,000.00 to the district. This is a low cost, high impact item in the overall budget that provides a proven safe, academic, and advertisement-free resource for teachers and students.

We know that the rationale for eliminating this item is because there are not as many teachers using it as the district would like. However, it is our understanding that many teachers have downloaded clips and are not required to log-in thus not being "counted" as using Discovery Education. With Common Core, this could be something that the district encourages as the use of videos is required as part of the standards. In fact, that is the concern that is being raised. Teachers have spent a lot of time designing lessons that align with Common Core Standards that use Discovery Ed. Discontinuing it at this time will mean that a lot of PD time has been wasted if teachers cannot access this tool. There are other teachers who were planning to use Discovery Ed, but decided not to when they learned it was not going to be budgeted.

Please consider putting this back into the budget so that teachers can use the lessons they have designed and so that others can take advantage of this tool as they continue to plan for lessons that align with Common Core Standards. Perhaps teachers could be asked to explore the use of Discovery Ed during future PD time in order to have more people using it.

Thank you for your consideration of this matter,

MEA Executive Board

May 27, 2014

Randy Walikonis
Vice Chair
Mansfield Board of Education
4 South Eagleville Rd
Mansfield CT 06268

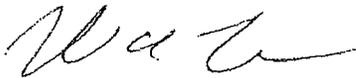
Dear Randy and fellow Board of Education members:

As I discussed with you and the administrative team at our workshop last week, I am resigning from the Mansfield Board of Education for health and personal reasons, effective July 1, 2014.

Mansfield is a wonderful place to live and raise a family. The educators who lead and work in our district make "helping every student to be confident and successful learners" more than just a goal on a piece of paper; but truly their mission and purpose. It has been my distinct honor to be associated with this mission in a small way for the past 6 ½ years.

Thank you all for your dedication to the children of Mansfield and all of the leadership you have shown over the years.

Sincerely,



Mark LaPlaca

School Security and Safety Plan Standards

Version 1.0
December 30, 2013

Recognizing the need for an “all hazards” emergency preparedness and response capability for schools, Connecticut state government is expanding its role as a partner in ensuring the safety, security, and emergency preparedness of the state’s local educational facilities. Every day, every school in the state faces potential threats. The purpose of the following School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template is to help schools and the surrounding communities meet these all-hazards threats.

Long a source of school construction funding and emergency management assistance, state government is now working with local partners for a more comprehensive and uniform consideration of school security measures at the local level. Individually, Connecticut’s 165 school districts are limited in what they can plan and achieve in moving toward the goal of improved statewide school security. Connecticut state government, however, with the commitment of its Chief Executive and Legislative Leadership clearly aligned, can effectively work with municipalities and their school districts to develop, disseminate, and implement new tools for use in improving school safety. This assistance includes working collaboratively on planning, training, and exercises designed to enhance school emergency preparedness, protection, response, recovery, and mitigation.

The state’s role in this process does not end with funding and in providing resources and expertise needed to improve school security. It also extends to mobilizing all affected parties in recognizing the importance of this undertaking and to encourage collaboration, coordination, and integration of efforts.

Finally, the state’s commitment to providing a warm, welcoming and nurturing educational environment in local schools is unchanged. Despite the urgency of achieving school security goals, state and local partners recognize the need to preserve an educational environment that maintains an open, welcoming, and supportive place for teaching and learning.

Since the tragedy in Newtown, Connecticut state government has undertaken a number of initiatives to improve security in local schools. Among these efforts is Public Act 13-3, *An Act Concerning Gun Violence Prevention and Children’s Safety*. The following Standards were developed in accordance with Section 86 of the Act by a state/local working group convened by the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security, in consultation with the Department of Education.

Those individuals charged with the development of local all-hazards school security and safety plans should review the *Guide for Developing High-Quality School Emergency Operations Plans*, released in June 2013 by a consortium of federal agencies including the US Department of Education and Federal Emergency Management Agency (FEMA). In addition, we have provided a template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services, in the development of school security and safety plans.

2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes the establishment of common nomenclature, and the municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions found in the attached template plan. Basic NIMS training for school employees includes ICS 100 SCA, which can be taken online at <http://training.fema.gov>.

3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee provided that the following requirements are met.

Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school, and may include any other person the board of education deems necessary, such as a custodian or property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, and school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, and/or food service director.

4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to the Department of Emergency Services and Public Protection (DESPP), based on the standards listed here and further provided in the attached template, and any updated template, as well as on the results of the assessment described in Number 9, below.

5. The school security and safety plans shall be made an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS under Connecticut General Statutes Section 28-7.

6. Procedures for managing various types of emergencies, including crisis management procedures.

7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score, and provide feedback on fire drills and crisis response

drills. The board of education shall annually submit a report to the DEMHS Regional Coordinator by July 1st of each year regarding types, frequency, and feedback related to the fire drills and crisis response drills. This report will provide an opportunity for the development of best practices and lessons learned.

8. A requirement that each local and regional board of education conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment.

9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k).

10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response.

11. A requirement that each school construct a reference kit available for first responders, which includes: several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks; and other items determined as needed, after consultation with school officials; local law enforcement authority having jurisdiction, emergency management director, and first responders.

12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Template, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to have each school plan achieve the objectives outlined in the Plan Template.

**ALL-HAZARDS
SCHOOL SECURITY
AND
SAFETY PLAN
TEMPLATE
With
SAMPLE APPENDICES and ANNEXES**

(School's Name)

DATE

Version 1.0

2013-2014

All-Hazards School Security and Safety Plan Template

The (SCHOOL'S NAME) is committed to the safety and security of students, faculty, staff, contractors and visitors on its campus. In order to support that commitment, the School System has conducted an all-hazards review of its schools' emergency prevention, protection, mitigation, response and recovery procedures relevant to natural and human caused disasters.

The All-Hazards School Security and Safety Plan ("Plan") that follows is the official policy of (SCHOOL'S NAME). We recognize the need to commit the appropriate municipal resources to ongoing training, exercises, and maintenance required in order to keep the Plan current. This Plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication between school and emergency management officials along with ongoing monitoring of emergency management practices and advisories is essential.

Effective school emergency management planning and the development of an all-hazards school plan cannot be accomplished in isolation. We recognize that it is critical that schools work with their district staff and community partners, including local emergency management staff, first responders, and public and mental health officials, during the planning process, as an effective school emergency operations plan is supported at the district level and integrated with other local, regional, and state plans.

SIGNATORY PAGE

This School Security and Safety Plan is effective immediately and supersedes all previous editions. This plan shall be made an annex to the municipality's Local Emergency Operations Plan, reviewed, updated as necessary, and filed annually with DESPP/DEMHS under Connecticut General Statutes Section 28-7, and Public Act No. 13-3 Section 87(c). This Plan is completed and approved through a collaboration of efforts in the community, including:

Superintendent

School Board Chair

School Principal

Emergency Management Director

Fire Chief (of area where school is located)

Police Chief

Local Public Health Director

Local Emergency Medical Services Director

Local Fire Marshal (if different from Fire Chief)

(SCHOOL'S NAME)

All-Hazards School Security and Safety Plan Template

SCHOOL EMERGENCY TEAM PLANNING MEMBERS

School Security and Safety Committee Members

Safe School Climate Committee Members

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This team meets the requirements of Public Act No. 13-3, and includes the following members:

1. Local police officer;
2. Local first responder (fire or emergency medical services);
3. Teacher at school;
4. Administrator at school;
5. Mental health professional;
6. Parent or guardian;
7. Any other person the board of education deems necessary.

You may wish to consider combining the School Security and Safety Committee with the Safe School Climate Committee.

The School Security and Safety Committee is responsible for assisting in the development of this Plan, and for administering the Plan. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, public health, emergency management, school custodian or property manager, local emergency management director, information technology manager, and/or school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, food service director, and/or transportation coordinator.

The Safe School Climate Committee is responsible for the duties outlined in Conn. Gen. Stat. Section 10-222k, including implementing the provisions of this Plan regarding the collection, evaluation, and reporting of information related to instances of disturbing or threatening behavior that may not meet the definition of bullying.

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All-Hazards School Security and Safety Plan Template

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Note: All or part of these appendices may contain material the release of which could create a safety risk to one or more individuals or facilities under Conn. Gen. Stat. Section 1-210(b)(19). Please contact the municipal Emergency Management Director and the Superintendent of Schools before any release.

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Note: All or part of these appendices may contain material the release of which could create a safety risk to one or more individuals or facilities under Conn. Gen. Stat. Section 1-210(b)(19). Please contact the municipal Emergency Management Director and the Superintendent of Schools before any release.

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A. INTRODUCTION

1. Authority

This Plan has been drafted to meet the school security and safety plan standards established under Public Act No. 13-3 Section 86, providing an all-hazards approach to emergencies at public schools. These standards can be found in this Plan at Section H, References. Each year, the board of education will review the Plans for its schools, update them as necessary, and file them with the Connecticut Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (“DESPP/DEMHS”). Legal authorities include:

- Connecticut General Statutes Section 10-231 (“Fire drills. Crisis response drills”);
- Connecticut State Fire Prevention Code Regulations Section 20.2.3.1.2;
- Public Act 13-3, An Act Concerning Gun Violence Prevention and Children’s Safety, Sections 86, 87, 88;
- Connecticut General Statutes Section 28-7, Local Emergency Operations Plans.

2. Purpose

This Plan outlines the (SCHOOL’S NAME) approach to emergency management and operations before, during, and after an incident. It has been developed to assist the schools within Connecticut in protecting their staff, students, and visitors during an emergency situation. This plan takes an all-hazards approach to emergency management and plans within the five mission areas of prevention, protection, mitigation, response and recovery, as outlined in the Presidential Preparedness Directive, PPD-8, released in March of 2011.

3. Mission and Goals

The mission of the (SCHOOL’S NAME) in an emergency/disaster is to:

- Protect lives and property;
- Respond to emergencies promptly and properly;
- Coordinate with local emergency operations and community resources;
- Aid in recovery from disasters;
- Participate in an after action review (AAR)

The goals of the (SCHOOL’S NAME) are to:

- Ensure the physical and psychological safety and supervision of students, faculty, staff and visitors to the school;
- Provide emergency response plans, services, and supplies for all facilities and employees;
- Restore normal services as quickly as possible;
- Coordinate the use of school personnel and facilities;
- Provide detailed and accurate documentation of emergencies to aid in the recovery process.

4. Explanation of Terms

a. Acronyms

(1) AAR	After Action Review
(2) AED	Automated External Defibrillator
(3) CERT	Community Emergency Response Team
(4) CFR	Code of Federal Regulations
(5) CPR	Cardio-Pulmonary Resuscitation
(6) EOC	Emergency Operations Center
(7) EPI	Emergency Public Information
(8) FEMA	Federal Emergency Management Agency
(9) Hazmat	Hazardous Material
(10) IC	Incident Commander
(11) ICP	Incident Command Post
(12) ICS	Incident Command System
(13) NIMS	National Incident Management System
(14) SIC	School Incident Commander
(15) SOPs	Standard Operating Procedures
(16) UC	Unified Command

b. Definitions

(1) Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

(2) Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

(3) Emergency

Defined as any incident, human-caused or natural, that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or affect a large area with actual or potentially severe effects. Characteristics of an emergency include:

- (a) Involves a limited or large area, limited or large population, or important facilities;
- (b) Evacuation or in-place sheltering is typically limited to the immediate area of the emergency;
- (c) Warning and public instructions may be provided only in the immediate area, or may require community-wide warning and instructions;

All-Hazards School Security and Safety Plan Template

(d) One or more local response agencies or departments acting under an IC normally handle incidents, although larger incident may require external assistance from other local response agencies or contractors;

(e) Requests for resource support are normally handled through agency and/or departmental channels, although local EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

(4) **Disaster**

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its own resources. Characteristics include:

(a) Involves a large area, a sizable population, and/or important facilities;

(b) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations;

(c) Requires community-wide warning and public instructions;

(d) Requires a response by all local response agencies operating under one or more ICs, or under a Unified Command;

(e) Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance;

(f) The local EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

(5) **Hazard Analysis**

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

(6) **Hazardous Material (Hazmat)**

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazardous Materials include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

All-Hazards School Security and Safety Plan Template

(7) Inter-local Agreement/Mutual Aid Agreement

Commonly referred to as a mutual aid agreement, an arrangement between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. State statute allows for intrastate mutual aid from any municipality in the state to any other municipality, without a separate agreement. See Connecticut General Statutes Section 28-22a.

(8) Standard Operating Procedures (SOP)

SOPs are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. CONCEPT OF OPERATIONS

1. Objectives

The objectives of a school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive all-hazards emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

a. It is the responsibility of school officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect the school. The School Principal, or his or her designee, has the authority to activate this plan.

b. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation. Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills, conducted pursuant to Section 10-231 of the Connecticut General Statutes. In accordance with Public Act 13-3, Section 86, the (Town or Region Name) board of education will annually submit reports to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) by July 1st of each year regarding types, frequency, and feedback related to the fire drills and crisis response drills. The report shall be submitted to the DEMHS Regional Coordinator for the region in which the school is located.

c. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

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d. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

e. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, use to conduct response actions. NIMS ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective. The Incident Command System (ICS) is part of NIMS.

f. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. ICS should also be used to manage non-emergency pre-planned events such as school picnics, concerts, or other large events. Use of ICS to perform non-emergency tasks will promote familiarity with the system.

g. All district and site personnel should be trained in ICS. The School Principal, or a designated person, shall ensure that a short (approximately one hour) overview of NIMS and ICS will be provided to school staff at the beginning of the year.

h. Local emergency management and first responders operate under NIMS and the ICS. It is therefore critical that school districts work with other components of local government to comply with NIMS and ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. The (SCHOOL'S NAME) recognizes that staff are often the first responders during an emergency. Adopting NIMS will enable staff to respond more effectively to an emergency and enhance communication between staff and emergency responders. The (SCHOOL'S NAME) will work to become NIMS compliant. NIMS compliance for school districts includes the following:

(1) At a minimum, completion of the following no-charge, on-line course by all school personnel (courses can be found at <http://training.fema.gov>):

- IS-100.SC/IS-100.SCa: Introduction to the Incident Command System for Schools.

(2) Completion of the following additional courses for all principals, superintendents, School Safety and Security Committee members and incident command/unified command designees or participants:

- IS-200: ICS for Single Resources and Initial Action Incidents
- IS-700: NIMS, An Introduction
- IS-701: Introduction to Multi-Agency Coordination

(3) Completion of the following additional courses are recommended for school leadership personnel:

- IS-800.B: National Response Framework, An Introduction
- ICS 300 Intermediate Incident Command System

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- ICS 400 Advanced Incident Command System
- E361: Multi-hazard Emergency Planning for Schools
- IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship
- IS-362.a Multi-Hazard Emergency Planning for Schools (on-line Independent Study Course)

(4) Participation in local government's NIMS preparedness program, including participation in training and exercises.

i. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOPs) that describe how emergency tasks will be performed. The school district and the school are charged with ensuring the training and equipment necessary for an appropriate response are in place.

j. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel certain normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

k. This plan recognizes that school security and safety requires addressing the architectural, programmatic, and communications needs of individuals with disabilities and others with access and functional needs.

l. This plan should be developed and implemented in conjunction with the municipality's Local Emergency Operations Plan.

m. **Shared Facilities.** If the school shares facilities with other entities, these entities will be included in any training and exercise opportunities. Licensing requirements continue to apply, and must be kept up to date. The entities sharing facilities with the school shall be provided with the appropriate portions of this plan and shall maintain these security protocols.

n. **Activities Outside of Normal School Hours** To the extent feasible and appropriate, activities occurring outside the school's normal hours of operation should follow the guidance of this plan to ensure the safety and security of the attendees.

3. Operational Guidance

(a) Initial Response

(1) School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and/or will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and

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direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

(2) The Principal or designee will be responsible for activating the school emergency operations plan and the initial response, which may include the following. Wherever possible, try to use this standard terminology:

a. Evacuation – “Go outside”-- When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.

b. Lock down – “Immediate threat in building”--When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.

c. Secure School/Lock Out – “Stay Put”--When suspicious activity or crime has been reported to have occurred in the community surrounding the school. Exterior doors, interior doors and windows are closed and locked, continue teaching, notify students of increased security, continue normal school operations, report any missing or tardy students, and report any unusual observations outside building. All locking of doors and/or windows must be compliant with the Connecticut Fire Safety/Fire Prevention Code.

d. Reverse Evacuation – “Come in from the outside.” When conditions are safer inside a building than outside. Requires all staff and students to go to safe places in the building from outside the building.

e. Shelter-in-place – “Potential severe weather or immediate environmental hazard.” When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

f. Drop, cover and hold – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

(b) Notification Procedures

(1) In case of an emergency at any district facility, the flow of information after calling 9-1-1 shall be from the school Principal (or designee) to the district office. Information should include the nature of the incident and the potential impact on the facility, students and staff.

(2) In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lock down, secure school or a shelter in place incident in

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progress, the building shall be evacuated. In the event that a lock down, secure school or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

(3) In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school district Superintendent. Specific guidelines may be found in the individual annexes and appendices.

(c) Training and Exercise

The (SCHOOL'S NAME) understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur:

(1) It is the responsibility of the school Principal, or designated person or team, to provide in-service emergency response education for all school and office personnel. As part of the in-service training, each staff member will receive an orientation on the plan along with violence prevention training. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response.

(2) Training and refresher training sessions shall be conducted for all school personnel. In the case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

(3) Substitute teachers or teachers who join the staff during the school year shall receive a basic orientation regarding this Plan, as well as a fact sheet on how to respond to various emergency situations. (See Action Guides pp. 39-44.)

(4) Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

(5) The (SCHOOL'S NAME) will plan for monthly Fire (emergency egress and relocation) drills (two are recommended in the first 30 days of school). In the event of inclement weather the drill will be rescheduled to be completed prior to the end of the month. A minimum of three crisis response drills will be conducted during each school year or once every three months. These drills can be scheduled in place of every third monthly Fire (emergency egress and relocation) drill. The School is encouraged to plan an exercise involving local first responders and emergency management during the school year. The types of drills and exercises will be determined by the School in collaboration with local public safety, emergency

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management, and public health officials. Under Public Act 13-3, local public safety officials will evaluate, score, and provide feedback on these drills.

(6) The (SCHOOL'S NAME) will participate in any external drills or exercises sponsored by local emergency management or emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree of participation as it relates to improving the school's ability to respond to and deal with emergencies.

(7) Consider exercising one or two annexes at a time.

(d) Implementation of the Incident Command System (ICS)

(1) The designated school incident commander (SIC) will implement the ICS team and serve as the SIC until relieved by a more senior or more qualified individual. The SIC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP. See Section 4B below for description of roles.

(2) For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center (EOC) may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

(e) Source and Use of Resources

The (SCHOOL'S NAME) will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist, and should be requested through the IC or the local Emergency Management Director:

(1) Request assistance from volunteer groups active in disasters, such as a Community Emergency Response Team (CERT);

(2) Request assistance from entities or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

(a) The (SCHOOL'S NAME) intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

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(b) The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the school Principal or his /her designee initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Incident Commander (SIC). The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the SIC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

(c) In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

(a) For community-wide disasters, the municipal EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations, so that every task is assigned to a specific group or individual.

(b) The EOC is generally responsible for:

- (1) Providing resource support for the incident command operations.
- (2) Issuing community-wide warning.
- (3) Issuing instructions and providing information to the general public.
- (4) Organizing and implementing large-scale evacuation.
- (5) Organizing and implementing shelter and massive arrangements for evacuees.

(c) In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

(d) The IC is generally responsible for field operations, including:

- (1) Isolating the scene.

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(2) Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.

(3) Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.

(4) Determining and implementing protective measures (evacuation or in-place sheltering) for the school staff and students in the immediate area of the incident and for emergency responders at the scene.

(5) Implementing traffic control arrangements in and around the incident scene.

(6) Requesting additional resources from the EOC.

6. Activities by Phases of Emergency Management

National preparedness efforts, including planning, are now informed by *Presidential Policy Directive (PPD) 8*, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences. *PPD-8* defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

(a) **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring. (SCHOOL'S NAME) will conduct these prevention activities included in the emergency operations program are:

- (1) Hazard Analysis
- (2) Identifying hazards
- (3) Recording hazards
- (4) Analyzing hazards
- (5) Mitigating/preventing hazards
- (6) Monitoring hazards

(b) **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard. The following are some of the protection activities being conducted by the (SCHOOL'S NAME):

(1) School Security measures related to the detection and resolution of potential threats.

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(2) Evaluate current school security infrastructure by referring to standards established in accordance with Public Act 13-3, Sections 80-82, including, for example, access control measures, allocations of security cameras and the need for additional units and locations. NOTE: Under PA 13-3, these standards apply to new buildings or build-as-new construction.

(3) Coordinate with local police or resident state troopers to conduct security audits, in coordination with school staff, local first responders and emergency management.

(4) Coordinate budgetary development to obtain the necessary funding to correct identified deficiencies.

(c) **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen. (SCHOOL'S NAME) will engage in practices to lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation should be a pre-disaster activity, although mitigation may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation activities included in the emergency operations program are:

(1) Providing emergency equipment and facilities.

(2) Emergency planning, including maintaining this plan, its annexes, and appendices.

(3) Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.

(4) Conducting periodic drills and exercises to test emergency plans and training.

(5) Completing an After Action Review of drills, exercises and actual emergencies.

(6) Revise plan as necessary.

(d) **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, law enforcement operations, evacuation, shelter and mass care, light search and rescue, psychological, as well as other associated functions.

(e) **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment. If a disaster occurs, (SCHOOL'S NAME) will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic physical and

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psychological needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris

(1) Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

(2) The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses “before,” “during,” and “after.”

7. Emergencies Occurring During Summer or Other School Breaks:

If a school administrator or other School Security & Safety Committee member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

(a) Institute the phone tree to disseminate information to School Security & Safety Committee members and request a meeting of all available members. The phone trees will be located in Appendix 2, and Appendix 15 of this plan.

(b) Notify staff or families of students affected and recommend community resources for support.

(c) Notify general faculty/staff by letter or telephone with appropriate information.

(d) Schedule faculty meeting for an update the week before students return to school.

(e) Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

C. SITUATION AND ASSUMPTIONS

1. Situations

(a) Each school has the potential to become exposed to many threats (human-caused emergencies, e.g., violent acts), and hazards (natural disasters, accidents and disease outbreaks) all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Appendix 18. More detailed information is provided in a Hazard Analysis and related assessments, located in Appendices 17-20 or published separately.

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(b) Each school's current enrollment will be maintained in the school's office and it will identify the enrollment of students with functional needs. Additionally, information will be available regarding the daily attendance of the schools' staff, visitors and contractors.

(c) The list of students and teachers with functional needs and the person assigned to assist them during drills, exercises and emergencies will be located in an Appendix to this Plan.

(d) The school has a master schedule of where classes and grade levels are located during the day. The master schedule can be found in Appendix 4.

2. Building Information – to be provided by School in each plan

(a) The school is made up of _____ building(s).

(b) The school consists of a main campus located at _____.

(c) The school also includes the following buildings: _____ -
_____. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs will be included in Appendix 7.

3. Hazard Analysis

(a) A complete hazard analysis and security audit has been or will be completed for each school by or under the direction of the members of the school security and safety committee. Under Public Act No. 13-3, Section 87, the School Security and Safety Committee must include the following members at a minimum:

- (1) Local police officer;
- (2) Local first responder (fire /emergency medical services);
- (3) Teacher at school;
- (4) Administrator at school;
- (5) Mental health professional;
- (6) Parent or guardian;
- (7) Any other person the board of education deems necessary.

(b) As the School Security and Safety Committee, this team is responsible for assisting in the development of this Plan, and for administering the Plan. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, local public health, emergency management, school custodian or property manager, local emergency management director, information technology manager, and/or school nurse. The

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school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, student council president (for a high school), food service director, and/or transportation coordinator.

(c) The (Town or Region Name) board of education in meeting the requirements under Public Act 13-3, Section 88, shall conduct a security and vulnerability assessment for each school at least every two years. The assessment may be conducted by trained members of the School Safety and Security Committee. The information gathered during the assessment will be incorporated into this school security and safety plan.

(d) The local or regional board of education shall also meet the all-hazards school security and safety standards established in accordance with Public Act 13-3, Section 86, and found in this Plan in Section H, References.

(e) Appendix 18 provides a summary of the natural and human-made hazards that could affect the school, surrounding neighborhood and community. More detailed information may be provided by the Assessment Tool located in Appendix 19. See also Appendices 16, 17, and 20.

4. Assumptions

NOTE: Assumptions reveal the limitations of the School Security and Safety Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

(a) Schools will continue to be exposed to and subject to the impact of those hazards described in Appendix 18, as well as, lesser hazards and others that may develop in the future.

(b) It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

(c) A single site emergency, e.g., fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

(d) There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

(e) Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

(f) Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training

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of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

(g) A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

4. Limitations

It is the policy of (SCHOOL'S NAME) that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, (SCHOOL'S NAME) can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Limitations Organization

(a) General

Most school staff members have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes a School Security & Safety Committee and may also include an Executive Group, emergency services, and support services.

(b) Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group may include the School Board, District Superintendent, District Emergency Management Coordinator, and School Administrator, as well as Public Works, Legal, Finance, Insurance/Risk Manager, Public Health, municipal Emergency Management Director, and municipal chief elected official/executive officer.

(c) School Security and Safety Committee (may be combined with Safe School Climate Committee)

Under Public Act No. 13-3, Section 87, the School Security and Safety Committee must include the following members at a minimum:

- (1) Local police officer;
- (2) Local first responder (fire /emergency medical services);
- (3) Teacher at school;
- (4) Administrator at school;
- (5) Mental health professional;

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- (6) Parent or guardian;
- (7) Any other person the board of education deems necessary.

As the School Security and Safety Committee, this team is responsible for assisting in the development of this Plan, and for administering the Plan. Trained members of this committee may perform or assist with assessments and analyses. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, local public health, emergency management, school custodian or property manager, local emergency management director, information technology manager, and/or school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president (for a high school), food service director, and/or transportation. The committee develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates school based planning activities and recruits additional members of the School Security and Safety Committee. The school security and safety committee members are listed in Appendix 15. See Activities, p. 28, below.

School Security and Safety Committee members may assist the School Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable.

(d) Safe School Climate Committee (May be combined with School Security and Safety Committee)

In accordance with Connecticut General Statutes as amended by Public Act 13-3, Section 88, this committee is responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. This committee must include at least one parent or guardian of a student enrolled in the school, appointed by the Principal. Among other duties, this committee must implement the provisions of this Plan, regarding the collection, evaluation, and reporting of information relating to instances of disturbing or threatening behavior that may not meet the formal definition of bullying.

(e) Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

(a) General

(1) For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and

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skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 1. School should identify the ICS structure as used by the school by position, including who has control of the equipment, resources, and supplies needed to support this Plan.

(2) The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to: Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

(b) Executive Group Responsibilities

(1) The District Superintendent:

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety, including compliance with the school infrastructure safety standards established under Public Act 13-3, Section 80.
- c. If necessary, obtain a resolution from the (TOWN OR REGION NAME) School Board giving needed authority and support to develop school emergency operations programs and plans.
- d. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- e. Authorize implementation of emergency preparedness curriculum.
- f. In the wake of an incident, meet and talk with the parents of any students and spouses of any adults who have been admitted to the hospital.
- g. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- h. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- i. Implement the policies and decisions of the governing body relating to emergency management.
- j. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or DEMHS Region. Coordinate emergency assistance and recovery.
- k. Appoint a district Emergency Management Coordinator to assist in planning and review.

(2) The District Emergency Management Coordinator IS THIS A POSITION IN THE SCHOOL DISTRICT? IF NOT, WHO PERFORMS THESE DUTIES?

- a. Establish a district- wide all-hazards school security and safety plan review committee to approve and coordinate all district school emergency plans.
- b. Consult with the local Emergency Management Director to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.

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- c. Develop and coordinate in-service emergency response education for all school personnel.
- d. Gather information from all aspects of an emergency for use in making decisions about the management of the emergency.
- e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the superintendent and principals on emergency management matters.
- h. Keep the superintendent and principals informed of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan and others in the district.
- j. Prepare and maintain a district resource inventory.
- k. Arrange appropriate training for district emergency management personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with local emergency management personnel as well as the state emergency management staff, including DEMHS Regional Coordinator.
- n. Organize the district's emergency management program and identify personnel, equipment, and facility needs.
- o. Encourage incorporation of emergency preparedness material into regular Curriculum.
- p. Ensure that copies of the school plans are filed with the district superintendent and local Emergency Management office.
- q. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- r. Assist with creation of Reference Kit for First Responders for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency. See Appendix 11.

(3) Local or Regional Board of Education

Under Public Act 13-3, the local or regional board of education is responsible for:

- a. The development and implementation of a school security and safety plan for each school under its jurisdiction;
- b. The establishment of a school security and safety committee at each school under its jurisdiction.

(4) The School Principal

a. Have overall decision-making authority in the event of an emergency at his/her school building until it is resolved and will transfer incident command to the appropriate emergency responder agency with legal authority to assume responsibility. until emergency services arrives. **However, at no time will school officials transfer responsibility for student care.**

All-Hazards School Security and Safety Plan Template

- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep (TOWN OR REGION NAME) School Board informed of emergency status.
- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the School Security & Safety Committee who will develop the school's all-hazards security and safety plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
 - i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - 2. Appoint monitors to assist in proper evacuation.
 - 3. Ensure that all exits are operable at all times while the building is occupied.
 - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
 - 5. Act as School Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

(5) School Security & Safety Committee activities:

- a. In conjunction with the district and local emergency services, participate in the development of their school's "school security and safety plan."
- b. Membership to include: local police officer, local first responder, a teacher, an administrator, mental health professional, parent or guardian and others as necessary.
- c. Oversee and review school vulnerability assessment. Trained members may perform assessments.
- d. Recommend training for the school staff and students.
- e. Provide assistance during an emergency in accordance with designated roles.
- f. Assist the superintendent and principal during an emergency by providing support and care for students, school employees, and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- g. Provide information to staff, student and community on emergency procedures.
- h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
 - i. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way **SCHOOL TO IDENTIFY POSITIONS TO PERFORM THESE ROLES:**
 - 1. Facility evacuation - An Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the

All-Hazards School Security and Safety Plan Template

employees and students once and evacuation has taken place. (Note: Review staff qualifications for different assignments using information compiled in Appendix 1.)

2. First aid - A First Aid team will be trained to provide basic first aid to injured students and/or staff.

3. Search and rescue – In most cases, a Search and Rescue team trained in search and rescue operations will conduct this work. Under the direction of a trained team, committee members may perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for first responders.

4. Utility Shut-off - The utility shut-off team will be trained to provide utility and mechanical unit shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

(6) Teachers will:

- a. Prepare classroom emergency packet (see Appendix 10).
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
- d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the School Incident Commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

(7) Technology/Information Services will:

- a. Coordinate use of technology.
- b. Inform school administration in the case of a cyber-attach on the school or school district.
- c. Assist in establishment/maintenance of emergency communications network.
- d. Assist in obtaining needed student and staff information from the computer files.
- e. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.

All-Hazards School Security and Safety Plan Template

f. Establish and maintain computer communication with the central office and with other agencies capable of such communication.

g. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.

h. As needed, report various sites involved in the communication system if there are problems in that system.

(8) **Transportation will:**

a. Establish and maintain school division protocols for transportation-related emergencies.

b. Establish and maintain plans for the emergency transport of district personnel and students

c. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

d. Develop mutual aid agreements with surrounding communities.

(9) **Bus Drivers:**

a. Communicate any suspicious activities or emergency situations to INCLUDE THE APPROPRIATE TITLE—IS IT THE PRINCIPAL?

b. Supervise the care of students if a hazard occurs while students are on the bus.

c. Transfer students to a new location when directed.

d. Execute assignments as directed by the School Incident Commander or ICS supervisor.

e. Transporting individuals in need of medical attention.

(10) **Other Staff (e.g., Itinerant Staff, Substitute Teachers):**

Assist as directed.

(11) **Students:**

a. Cooperate during emergency drills and exercises, and during an incident.

b. Be responsible for themselves and others in an incident.

c. Understand the importance of not being simply a bystander by reporting situations of concern.

d. Develop situational awareness (e.g. natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures).

e. Take an active part in school incident response/recovery activities, as age appropriate.

(12) **Parents/Guardians:**

a. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.

b. Participate in volunteer service projects for promoting school incident preparedness.

c. Practice incident management preparedness in the home to reinforce school training and ensuring family safety.

d. Understand their roles during a school emergency.

All-Hazards School Security and Safety Plan Template

(13) **The School Incident Commander will:**

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

E. DIRECTION AND CONTROL

1. General

(a) The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will assume the role of School Incident Commander. During disasters, he/she may carry out those responsibilities from an identified Incident Command Post (ICP).

(b) The District Emergency Management Coordinator Does District have one? will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

(c) The School Incident Commander, assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

(d) During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments may be directed by the School Incident Commander or the Incident Commander who replaces the SIC. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

(e) If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

Incident Command Post (ICP)

(a) School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school

(SCHOOL'S NAME)

All-Hazards School Security and Safety Plan Template

building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office. Pre-identification of possible sites will be helpful.

(b) Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

(a) The line of succession for the principal is WHAT IS THE LINE OF SUCCESSION AT THIS SCHOOL?:

- (1) Principal
- (2) Assistant Principal
- (3) Business Manager/Librarian

(b) The lines of succession for each position shall be in accordance with the Incident Command Structure for this school as outlined in Appendix 6.

F. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

(a) Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts made during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

(b) The agreements and contracts pertinent to emergency management that this school is party to be summarized in the Appendix 8.

2. Reports

- (a) Initial Emergency Report

All-Hazards School Security and Safety Plan Template

This short report should be prepared and transmitted to the district office by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

(b) Situation Report

A daily situation report should be prepared and distributed by the Principal or School Incident Commander from the Incident Command Post during major emergencies or disasters.

(c) Other Reports

Several other reports covering specific functions may be described in the annexes to this plan.

3. Records

(a) Record Keeping for Emergency Operations

(SCHOOL'S NAME) is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established fiscal policies and standard cost accounting procedures.

(b) Activity Logs

The ICP and the district office (WHAT POSITION? See page 55—Under ICS, the Planning Section) shall maintain accurate logs recording key response activities, including:

- (1) Activation or deactivation of emergency facilities.
- (2) Emergency notifications to local emergency services.
- (3) Significant changes in the emergency situation.
- (4) Major commitments of resources or requests for additional resources from external sources.
- (5) Issuance of protective action recommendations to the staff and students.
- (6) Evacuations.
- (7) Casualties.
- (8) Containment or termination of the incident.

4. Incident Costs

The (SCHOOL'S NAME) WHAT POSITION? shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

(SCHOOL'S NAME)

All-Hazards School Security and Safety Plan Template

For major emergencies or disasters, the school participating in the emergency response shall maintain (WHAT POSITION? See page 55—Under ICS, the Finance/Admin Section) detailed records of costs for emergency operations to include:

- (a) Personnel costs, especially overtime costs
- (b) Equipment operations costs
- (c) Costs for leased or rented equipment
- (d) Costs for contract services to support emergency operations
- (e) Costs of specialized supplies expended for emergency operations

(f) These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the federal government.

6. Preservation of Records

(a) In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Procedures for the protection of vital records will be established and made an annex to this Plan.

(b) If records are damaged during an emergency situation, the (SCHOOL'S NAME) will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review (After Action Review and Report)

The Superintendent, District Emergency Management Coordinator and School Security & Safety Committee are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and oral input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

G. PLAN DEVELOPMENT and MAINTENANCE

Plan Development and Distribution of Planning Documents

1. The School Security and Safety Committee is responsible for the overall development and completion of the School Security and Safety Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.

2. Distribution of Planning Documents.

All-Hazards School Security and Safety Plan Template

(a) The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

(b) The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in the Appendix.

3. Review. The Basic Plan and its annexes shall be reviewed annually by the school security and safety committee, emergency response agencies, and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.

4. Update. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

(a) The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the school security and safety committee.

(b) The Superintendent is responsible for distributing all revised or updated planning documents to all district departments, agencies, and individuals tasked in those documents.

(c) The Principal is responsible for distributing his/her school plan and all revised or updated planning documents to school departments and individuals tasked in those documents.

H. REFERENCES

All Hazards School Security and Safety Plan Standards, January 2014

By law (Public Act 13-3), each school's plan must meet these standards, developed by a state/local working group of the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security in consultation with the Department of Education:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services, in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities

All-Hazards School Security and Safety Plan Template

of the different parts of the command structure. NIMS includes the establishment of common nomenclature, and the municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions found in the attached template plan. Basic NIMS training for school employees includes ICS 100 SCA, which can be taken online at <http://training.fema.gov>;

3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee provided that the following requirements are met:

Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school, and may include any other person the board of education deems necessary, such as a custodian or property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, and school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, and/or food service director;

4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to the Department of Emergency Services and Public Protection (DESPP), based on the standards listed here and further provided in the attached template, and any updated template, as well as on the results of the assessment described in Number 9, below;

5. The school security and safety plans shall be made an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS under Connecticut General Statutes Section 28-7;

6. Procedures for managing various types of emergencies, including crisis management procedures;

7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score, and provide feedback on fire drills and crisis response drills. The board of education shall annually submit a report to the DEMHS Regional Coordinator by July 1st of each year regarding types, frequency, and feedback related to the fire

All-Hazards School Security and Safety Plan Template

drills and crisis response drills. This report will provide an opportunity for the development of best practices and lessons learned;

8. A requirement that each local and regional board of education conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;

9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);

10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;

11. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders;

12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Template, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to have each school plan achieve the objectives outlined in the Plan Template.

ADDITIONAL REFERENCES:

The following material were reviewed, replicated and/or emulated in the preparation and completion of this document:

1. FEMA Developing and Maintaining Emergency Operations Plans – Comprehensive Planning Guide (CPG) 101, Version 2.0.
2. Guide for Developing High-Quality School Emergency Operations Plans, US Department of Education, FEMA, et al, June 2013
3. School Infrastructure Safety Standards established under Public Act 13-3, Section 80.

All-Hazards School Security and Safety Plan Template

4. Illinois State Board of Education School Emergency and Crisis Response Template.
http://www.eiu.edu/edadmin/dively/documents/principalship/emergency_crisis_plan_template.pdf
5. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program, Emergency Crisis Plan Template.
www.eiu.edu/~edadmin/dively/documents/principalship
6. Arizona Department of Education School Safety Plans and Resources. <http://www.azed.gov/>
7. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools.
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>
8. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools.
<http://www.k12.wa.us/SafetyCenter/Planning/pubdocs/SchoolSafetyPlanningManual.pdf>
9. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities, US Department of Education, January 2007
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
10. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools.
<http://sema.dps.mo.gov/docs/programs/Planning,%20Disaster%20&%20Recovery/LEOP%20Planning%20Documents/All-Hazard%20Emergency%20Planning%20Guidance%20-%20Nov%202010.doc>
11. The Los Angeles Unified School District Model Safe School Plan provided the initial framework for this All-Hazards School Security and Safety Plan Template.
12. Fairfax County Public Schools Crisis Management Workbook, August 2013
<http://www.fcps.edu/fts/safety-security/publications/cmw.pdf>
13. Emergency Operation Plan for Schools in Connecticut State Police Jurisdictions, Connecticut State Police Emergency Services Unit.
14. Connecticut Technical High School System – School Safety Response Guide 2008
15. Lynn Mass Public Schools – School Emergency Operations Plan, Marsh USA Inc., 2005
16. Farmington CT—Sample Letters and Sample Teacher’s Emergency Packet
17. School Crisis Prevention and Intervention—The PREPaRE Model, NASP Publications. Stephen Brock, Amanda Nickerson, Melissa Reeves, Shane Jimerson, Richard Lieberman and Theodore Feinberg.
18. National Clearinghouse for Educational Facilities’ Safe Schools Facilities Checklist

Other Useful References:

1. <http://safeandsoundschools.org/>
2. <http://iloveguys.org/>

Mansfield Public Schools

PROFESSIONAL LEARNING

AND

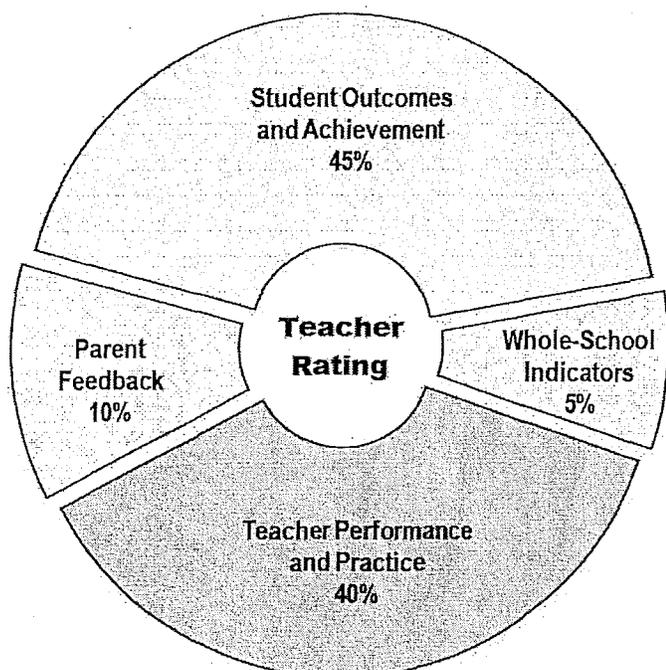
EVALUATION PLAN

Executive Summary

Revised on May 20, 2014



Teacher Evaluation Components:



Teacher Evaluation Process:

- Goals Setting
(NEW--1 to 4 SMART goals)
- Observations
(NEW—reduced number, 1 formal in class every three years)
- Interim Conference
- Reflection
- Final Conference
- Rating

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	<ul style="list-style-type: none"> • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals 	<ul style="list-style-type: none"> • Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class formal observations	<ul style="list-style-type: none"> • Teacher-student, student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom reviews of practice	<ul style="list-style-type: none"> • Teacher reflection, as evidenced in pre- and post-conference data. • Engagement in professional development opportunities, involvement in action research. • Collaboration with colleagues • Teacher-family interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

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Specific - Must target a subject area, grade level, and/or student population.

Measurable – Identified the instrument to be used and the targeted outcome.

Attainable - Percentage gained as stated by the targeted outcome can be reasonably expected.

Relevant– The goal addresses a need identified through analysis of standardized and non-standardized data. (existing or future instrument)

Time-Bound – States the definitive time period of the goal.

Summary of Important Milestones in the Teacher Evaluation Plan

Deadline	Process or Component
Completed on or about September 15 th	Teachers meet with their evaluator in groups and/or individually to discuss the evaluation process, school and district goals, data, and develop a collaboration schedule
Completed on or about October 15 th	Teachers reflect on data and draft goals: <ul style="list-style-type: none"> • One to four SMART goal(s) addressing student learning outcomes • One goal addressing performance and practice • One goal addressing a whole-school goal based on parent feedback • One goal addressing whole school indicator of student learning Teacher meets with their evaluator in goal setting conference
Completed on or about November 30 th	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
Completed on or about January 30 th	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals

Completed on or about February 15 th	Interim conference with evaluator focusing on both processes and progress towards meeting goals and developing teacher practice
Completed on or about April 30 th	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
Completed on or about June 5 th	Written reflection by teacher addressing all components of the plan and future direction. This is due to the evaluator five days prior to conference
Completed on or about June 10 th	End-of-year summative review conference with evaluator, followed by assigning a summative rating to each teacher

Summary of Teacher Evaluation Ratings

Each teacher shall annually receive a summative rating in one of four levels:

- ***Exemplary*** – Substantially exceeding indicators of performance
- ***Effective*** – Meeting indicators of performance
- ***Developing*** – Meeting some indicators of performance but not others
- ***Below standard*** – Not meeting indicators of performance

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide. Few teachers are expected to demonstrate *exemplary* performance on more than a small number of indicators.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

Belowstandard ratings indicates performance that has been determined to be below effective on all components or unacceptably low on one or more indicators.

Summary of Evaluation Plan Implementation Schedule

Teacher Observation Schedule

NOTE--Flexibility Option: Teachers who receive and maintain a performance evaluation designation of effective or exemplary shall be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice shall be completed every year.

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
2013-14 SCHOOL YEAR		
Non-Tenured Teachers	Three in-class formal observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Tenured Teachers	A minimum of two formal observations	At least one of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Teachers	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
2014-15 SCHOOL YEAR		
Non-Tenured & Tenured Teachers Not Designated as Exemplary or Effective	Three in-class formal observations and informal observations as needed	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
One-half of Tenured Teachers not participating in the 2013-14 pilot	One formal in-class observation	With pre- and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Teachers	At least one review of practice and three informal in-class observations	All feedback will be oral and written, constructive and timely.
2015-16 SCHOOL YEAR		
Non-Tenured & Tenured Teachers Not Designated as Exemplary or Effective	Three in-class formal observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Remaining Tenured Teachers not participating in the 2013-14 or 2014-15	One formal in-class observation	With pre- and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Teachers	At least one review of practice and three informal in-class observations	All feedback will be oral and written, constructive and timely.

MOTION

Connecticut's Educator Evaluation and Support System

Submission of 2014-15 Proposal

6/12/14

MOTION: To approve the submission of the Mansfield Public Schools Professional Learning and Evaluation Plan.

Memorandum

MANSFIELD PUBLIC SCHOOLS

DATE: June 5, 2014
TO: Board of Education
FROM: Frederick A. Baruzzi
RE: Superintendent's Annual Teacher Evaluation Report to the Board of Education

In accordance with Connecticut General Statute 10-151b, (Evaluation by Superintendent of Certain Education Personnel), I am providing information related to Mansfield Board of Education Policy CGN Professional Staff Evaluation. Highlights of the 2013-2014 school year related to this program include the following:

- The district implemented a new pilot plan this year which met all CT State Department of Education guidelines. This required a tremendous amount of work on the part of teachers and administrators, as well as the development of new documentation procedures.
- Teachers continue to welcome the opportunity to share classroom lessons. Administrators are providing support to teachers in a constructive manner, leading to improved classroom instruction. The issue of the time involved on the part of administrators remains a concern. Administrators find it difficult to complete final evaluations prior to the end of the school year given the number of school-related activities conducted each spring, in addition to coordinating a variety of committees to resolve certified and non-certified vacancies.
- The number of teachers evaluated this year, including certified administrators, involved twenty-two (22) non-tenured teachers and one hundred and sixteen (116) tenured teachers. All *non-tenured* teachers were observed a minimum of four (4) full class periods and approximately one-third of all *tenured* teachers were observed a minimum of three (3) full class periods. All classroom observations were preceded by a pre-observation conference and followed by a post-observation conference, as outlined in the policy. In addition, all administrators have observed classroom instruction with unannounced classroom visits and attendance at special class activities.
- Areas of focus this year continue to include instructional strategies related to lesson "initiation" and "closure," as well as lesson development. Teacher monitoring of students and appropriate adjustment of instructional strategies to address the differentiated instructional needs of all students has been discussed, in addition to the appropriate use of technology to enhance instruction. In addition, Scientific Research-Based Intervention (SRBI) and the use of data have been a major initiative. These areas will remain a focus during the 2014-2015 school year in addition to instructional shifts in light of Common Core State Standards (CCSS), as well as classroom assessment strategies and writing across the curriculum.

- We encourage certified staff to participate in the Teacher Education And Mentoring Programs (TEAM). These programs focus on a research-based approach to improving classroom instruction. At this time, fifty-four (54) teachers are qualified TEAM mentors.
- We continue to provide intensive support for staff members who, in the professional judgment of the evaluator, are in need of assistance. This process involves both frequent scheduled and unannounced classroom observations and repeated consultation with the individual. This is a time-consuming activity but has produced positive results.
- The staff strives to implement an evaluation process that incorporates district, building and individual teacher goals with a focus on individual student and group achievement.
- Administrators continue to share effective strategies and practices.
- During the school year, the District Professional Development Committee involved all relevant stake holders in the review of state guidelines regarding teacher and administrator evaluation and professional development plans leading to the development, implementation, and continued revision of a state approved plan to be presented to the Board of Education for approval this evening. The plan will be implemented utilizing during the 2014-2015 school year.

I would be pleased to provide further information to you upon request.

Mansfield Board of Education Overview

Proposed Budget

On Thursday, March 13, 2014, the Mansfield Board of Education adopted its budget for the 2014-2015 school year. After considerable discussion regarding the proposed \$21,036,040 (1.68%), the Board voted to restore:

- Language Arts Coordinator
- K4 Field Trips
- MMS Field Trips
- .5 PE teacher by hiring a 1st year teacher

The adopted Board of Education budget is \$21,175,314 (+2.35%).

Background

The current 2013-2014 budget of \$20,688,160 is the result of a reduction of \$100,000 which was requested by the Mansfield Town Council after an advisory budget referendum on June 18, 2013 resulted in a vote of 432 to 348 indicating the board budget was too high. At the annual town meeting on May 14, 2013, a motion was made and passed to increase the Board of Education budget by \$200,000, which would have raised the budget from 0% increase to a .97%. The Town Budget was adopted at the Town Meeting with this increase.

Budget increases/decreases for the last five years have been as follows:

School Year	Increase/ Decrease	Enrollment		
		PK-4	5-8	Total
2009-2010	-1.6%	707	563	1270
2010-2011	-.04%	740	585	1325
2011-2012	0%	749	576	1325
2012-2013	0%	746	570	1316
2013-2014	.49%	701	547	1248

Assumptions

The proposed budget is based on the following assumptions discussed with the Mansfield Board of Education in the fall; discussions with both Town and Region 19 officials regarding town revenues and expenditures; and a commitment to maintain reasonable and appropriate class sizes to facilitate differentiated instruction, while addressing issues related to an increase in short-term enrollment and a projected decline in long-term enrollment.

1. Safety, security and health standards will be supported through continued staff training, e.g., School Climate Plans, Blood Borne Pathogens, Sexual Harassment/Title IX, OSHA (Office of Safety and Health Administration), Indoor Air Quality, Pesticide Management, Asbestos Management, and Vaccinations for Critical Staff.
2. Salaries will change based on collective bargaining agreements.
3. Staff health benefit costs will be based upon current health packages and contracts.
4. Programs and services will be maintained or adjusted as the educational needs of students change.
5. Overall certified and classified staffing levels will be adjusted based on enrollment/programming/facility considerations.
6. Purchased services and supply expenditures will be based on documented prices and trends; e.g., fuel, where appropriate, enrollment changes, and facility needs.
7. State and Federal financial support of education will not keep pace with increased programming mandates and desires.
8. Budgets for bid items will be based on budget history and inflation projections.
9. Space and facilities will be used efficiently and effectively. An annual Capital Improvement Plan will be transmitted to the town to request funds to meet long range facility and mandated improvements.
10. We will maintain open communication and a spirit of cooperation with other municipal boards and the public throughout budget process.

Initiatives

This budget seeks to maintain our current instructional program and proposes minimal new initiatives in light of the town's overall budget constraints and potential loss of future state revenues.

Deferrals

The following items have again been deferred after being eliminated in the 2009-2010 budget in hopes of reinstatement at a later date.

• The Assistant Superintendent Position	\$130,000
• MMS Technology (Educational Equipment)*	\$50,000
• K-4 Technology (Educational Equipment)*	\$40,000
• MMS Instructional Supplies	\$21,900
• K-4 Instructional Supplies	\$21,900
• Special Ed. Instructional Supplies	\$5,000
• K-4 Furniture Replacement	\$7,670
• Minority Internship	<u>\$13,500</u>
Total	\$289,970

*Being addressed through the Capital Improvement Budget

The Mansfield Board of Education completed successful negotiations with the Mansfield Education Association and the Mansfield Administrators' Association resulting in a 2011-2012 settlement maintaining the 2010-2011 salary level for teachers. This was significant at the time given the number of staff involved and assisted the district in an effort to contain costs during a prolonged and difficult economic period. All bargaining groups and individuals have provided similar savings for the district and it is greatly appreciated. Since that time, all bargaining groups have or are in the process of negotiating modest salary increases.

Implications

Our current January 1, 2014 enrollment is 711 prek-4 and 541 5-8 for a total of 1252. This compares to our pk-8 enrollment of 1298 at this time a year ago. Our projected enrollment was 701 prek-4 and 547 5-8 for a total of 1248.

All certified staffing assignments have been and will continue to be reviewed in light of current and projected enrollment and will be adjusted as needed in accordance with enrollment guidelines and available resources. At this time for the second year in a row, we are planning on two kindergarten classrooms at two of our elementary schools. Mansfield Middle School will have twenty-five regular classroom (grade level team) teachers next year versus twenty-six regular classroom teachers this year due to lower enrollment in grades five and six. We will continue to assign English Language Learning program responsibilities to our Spanish Language teachers at all four schools in addition to their current Spanish Language instruction.

Balancing Major New Expenditures and Revenues

In an effort to maximize program offerings while minimizing the financial impact to taxpayers, we have addressed new spending:

• Certified Staff Increase	\$253,340
• Medical Insurance	\$802,200
• Magnet School Tuition	<u>\$ 45,000</u>
Total	\$1,100,540

Through the following revenue sources:

• Special Education Reserve Fund	\$ 135,000
• Current Year Savings	<u>\$ 95,080</u>
Total	\$ 230,080

The identified revenues used are available for the 2013-2014 school year. The Special Education Reserve Fund and Current Year Savings are all subject to student and staff variability from year to year.

At this time at the state level, an Education Cost Sharing grant is \$10,168,360 for Mansfield and we anticipate it will remain the same for 2014-2015. Any shortfall will require additional district, Board of Education, Town Council and voter support and/or supplies, services and/or program reduction

Reductions to Initial Budget and Proposed Strategies to Compensate

The initial budget that was submitted was \$21,841,920 (+5.58%) and has been reduced as follows:

K-4 Technology	Prioritize purchases, apply for grants	\$30,000	P. 60
5-8 Technology	Prioritize purchases, apply for grants	\$20,000	P. 61
Building & Grounds	Prioritize projects, utilize capital funds as appropriate	\$60,000	P. 91
Purchase K-4 Great Books	Purchase with 2013-2014 funds	\$32,300	P. 42
Purchase 5-8 Great Books	Purchase with 2013-2014 funds	\$9,500	P. 43
K-4 PE Mat Replacement	Purchase some mats with 2013-2014 funds	\$24,000	P. 48
1 Regular School Bus	Reroute other buses as needed to meet school start and end times	\$34,040	P. 92
3 Mid-Day PreK Buses	Review AM & PM sessions with residence and/or daycare as a factor Inform parents at spring screening	\$33,000	P. 92
1 K-4 Regular Classroom Teacher at GW incl. benefits	Transfer teacher(s) as needed to address class size	\$69,001	P. 41
1 MMS Regular Classroom Teacher 5/6 incl. benefits	Adjust school schedule	\$69,001	P. 41
MMS PE reduce to .5 FTE	Revise staff schedule to maximize offerings	\$61,131	P. 41
LA Coordinator Position Vacant 14-15 School Year incl. benefits	Develop a plan with Administrative Council, Language Arts Council, and Literacy Coaches	\$104,021	P. 41
Reduction of Days for selected staff	Schedule best use of time with administrators	\$18,576	P. 41
1 Regular Ed IA at MMS (Library IA/IT) with benefits	Combine responsibilities and share time	\$29,370	P. 41 & 87
1 Regular ED IA at MMS with benefits	Combine responsibilities and share time	\$36,146	P. 41
1 MMS SPED IA with benefits	Review student needs at all schools and assign coverage as appropriate	\$25,954	P. 113
1 PK-4 SPED IA with benefits	Review student needs at all schools and assign coverage as appropriate	\$23,363	P. 113
Substitute Acct	Review district initiated use of substitutes	\$10,000	P. 85
Discovery Education Subscription	Replace with free or low cost alternative	\$5,000	P. 87
K-4 Field Trips	Supplement with PTA and PTO funds as available	\$4,320	P. 74
MMS Field Trips	Supplement with MMSA funds as available	\$6,750	P. 75
Summer Curriculum Work	Focus summer work on CCSS essential projects	\$10,000	P. 86
Johns Hopkins	Implement other placement options for students	\$5,000	P. 99
Study Island	Replace with other free software options	\$3,547	P. 72
Professional & Technical Services	Limit additional professional and technical services	\$10,000	P. 86
Pupil Services Testing	Participate in Smarter Balanced Assessment	\$3,570	P. 104
LAN/WAN	Purchase with 2013-2014 funds	\$53,280	P. 90
Other Program Supplies	Prioritize purchases	\$2,000	P. 89
Total		\$792,870*	
*An additional \$10,000 has been reduced from the Assistant Superintendent Position (see previous page)		\$802,870	P. 86

Continuing Additional Considerations Not Included in This Budget

The Mansfield Public Schools is currently implementing revised district emergency procedures, as well as, individual schools' safety procedures. This occurred as a result of the December 2012 school incident in Newtown, CT and involves district, school, staff, parents, and town staff, as well as relevant external resources. A report regarding new state requirements for district and school all hazards planning will be made to the Mansfield Board of Education and Mansfield Town Council in the near future.

One year ago on Wednesday, January 23, 2013, the Mansfield Town Council decided not to bring to the voters a school building project proposal. As a result of a meeting with the Mansfield Board of Education to discuss the steps and costs related to maintaining our current four schools, they have appropriated \$400,000 of the capital account to address maintenance, technology, security, and other. I would recommend the Mansfield Board of Education continue to engage in this discussion until a long term plan for the schools is developed and approved by the voters.

Future Considerations

The next three to five years will provide the Mansfield Public Schools and the Mansfield Board of Education with the opportunity and/or challenge to address some/all of the following. These items have been incorporated in the Mansfield Public Schools 2013-2014 goals and continue to be addressed by district staff as appropriate.

1. Transition from a budget which used a series of federal/state funds to support district staff to a predictable and sustainable funding source.
2. Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
3. Implement a long term plan endorsed by Mansfield Town Council and supported by voters to address pk-8 building needs.
4. Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite increase and/or decrease in overall enrollment.
5. Maintain National Association for the Education of Young Children (NAEYC) accreditation, as well as review, evaluate, and implement an expanded preschool program to address the needs of early learners.
6. Address the need to align our current Language Arts/Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
7. Select an anthology which addresses the CCSS and provides a strong pk-6 Language Arts/Reading foundation.
8. Address school/district leadership issues to maintain and surpass current levels of student achievement
9. Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
10. Implement with input and collaboration from certified staff, an effective pilot evaluation program which supports the development of confident student learners and encourages the continued growth of all staff.
11. Refine our current professional development program to maximize the growth of certified and non-certified staff while addressing state and federal requirements for required training while maximizing student instructional time.
12. Continue to explore potential partnerships with other groups to maximize program effectiveness while containing costs.
13. Explore and develop additional support services for those students in need of community and/or health services.
14. Implement mandated state and federal education reforms as required.
15. Review recommendations from all sources and implement best practices as appropriate.

Summary

The Mansfield Public Schools strive to provide an excellent education program which will meet the diverse needs of all students at costs sensitive to local, state, and national economic conditions. This proposed budget seeks to maintain our current level of programming in a cost effective manner. The Mansfield Board of Education and the residents of Mansfield have provided strong support for our schools. We look forward to their continuing support in the future.

**Mansfield Board of Education
Special Meeting, April 30, 2014
Minutes**

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

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

HEARING FOR VISITORS: The following residents spoke regarding the superintendent: Robin Blomstrann (MBOE Employee), Leslie Turner, David Garvey, Betsy Paterson (Mayor), Lauren Rodriguez (MBOE Employee), Shamim Patwa (MBOE Employee) Anne Wiant-Rudd (MBOE Employee), Linda Robinson (MBOE Employee), Peggy Beckett-Pinker, Jeannette Picard, Laura Scruggs (MBOE Employee), Rochelle Marcus (MBOE Employee) and Heather Tamsin (MBOE Employee). The following MBOE Employees spoke regarding the superintendent: Jim Griffith, Candace Morell, Jaime Russell, Rachel Leclerc, Debra Adamczyk, Thanh Nguyen

COMMUNICATIONS: Letter from Ben Shaiken, town resident, regarding the superintendent. Letter from MMS 7th grade team regarding the superintendent.

2014-2015 BUDGET:

Motion by Mr. Rueckl, seconded by Mr. Fratiello, to direct the Finance Committee to:

- (a) Review and evaluate the procedures by which mileage reimbursement claims are filed and approved or disapproved, as well as the oversight of these procedures, and to provide the full Board with a summary of these procedures as well as recommendations for change, if any.
- (b) Examine ways to reduce district expenditures for mileage reimbursement, including (but not limited to) possible changes in the amount of travel that can be reimbursed, the reimbursement rate, alternative approaches such as the use of a district-owned or -leased car, and taking into account the educational value of out-of-district travel by district staff.

Discussion followed. Vote: Unanimous in favor.

The Mansfield Board of Education Budget was reduced by the Mansfield Town Council to \$21,048,884 (1.74%) which is a reduction of \$126,403. Motion by Mr. LaPlaca, seconded by Mr. Fratiello, to eliminate the Reading Language Arts Consultant salary and benefits (\$104,021), reduce the mileage reimbursement account in Employee Benefits (\$17,000), and reduce the Board of Education Contingency-Teacher Instruction K-8 (\$5,409). Vote: Unanimous in favor.

Next Steps: Finance Committee will meet before the May 8, 2014 meeting and will report to the Board.

Motion by Mr. Rueckl, seconded by Mrs. Paulhus to adjourn at 9:35pm. Vote: Unanimous in favor.

Food Service Department Report to the Mansfield Board of Education 2013-14
Beth Gankofskie and Janice Mills, Co-Directors

1. Outreach to the school communities: Open houses in September
 - All managers were present during school open house to demonstrate buying lunches and display sample lunch choices.
2. In September, the following family eligible applications were processed for school meals: 47 food stamps, 203 DCD, 71 reduced income, 79 free income, 4 foster, 3 homeless, 1 group home and 4 DSL.
3. October: Verified through random sample that eligible families participating in Mansfield School Meals qualify.
4. MSFD employee, Lisa Duplisse, was nominated for SNA-CT Heart of the Program award.
5. Explored CT grown products. Confirmed and expanded CT vendors such as "Bee Haven" of Tolland, Guida Dairy of New Britain and Kopkoff of Lebanon.
6. Collaborated with Mrs. Dickinson's 5th Grade class hydroponic project to provide fresh leafy green lettuce grown at MMS as a choice on the school salad bar in the MMS cafeteria.
7. March Farm-tech: Partnered with a South Winsor hydroponic farm to provide fresh CT grown produce year round to the Mansfield Public Schools
8. Adopted new federal guidelines for increase in whole grains for all breads served in the breakfast and lunch including but not limited to: whole wheat bread, pasta, rice, wraps and some pizza products.
9. National Nutrition Month Promotions: Fruit and Vegetable promotions with a special baseball diamond-step-up-to-the-plate at Goodwin School.
10. Extended the assistance to the after school program by providing a daily snack program at SE, Vinton and Mansfield Community Center.
11. After extensive planning and a review of our surplus funds that must be used for the food service program we initiated an extensive equipment renovation project which will include the following:
 - a. MMS: Removing the 45 year old water cooled walk-in freezer/refrigerators. Replace this with 2 new "outdoor" units. This will provide approximately 192 sq. ft. additional floor space in the kitchen along with updated, efficient chillers that should reduce energy cost and improve holding quality of product.
 - b. SE: Installation of a steamer (which is a healthy way to prepare food and energy efficient) which was purchased with the NuVal grant but has been waiting to be installed under the hood because of logistics. Now a range is being purchased and both will be installed to greatly improve the work flow of the kitchen.
 - c. SE: Shelving-wiring racks for ventilation and installed with castors for easy cleaning are being purchased for pantry-store room. This has been a request of the health inspector.
 - d. There will be an additional walk-in freezer built onto one of the elementary schools depending on which school can physically and most logically have a walk-in added to the outside of the kitchen without disrupting the parking lot.
 - e. The last major project under review is converting a used stainless steel tray-line that was removed from EOS cafeteria last summer into a tray line at either or both SE or DCG. There is welding and retro fitting involved but it may be worth the effort at the price of stainless.
12. After reviewing the 2012-2013 budget, we recommend we do not increase school lunch or breakfast prices for the 2013-2014 school year. A chart with school lunch prices over a period of time is below.

School	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Elementary	\$2.00	\$2.00	\$2.10	\$2.10	\$2.10	\$2.10	\$2.10
Middle	\$2.25	\$2.25	\$2.35	\$2.35	\$2.35	\$2.35	\$2.35
High School	\$2.55	\$2.55	\$2.65	\$2.65	\$2.65	\$2.65	\$2.65

Mansfield Public Schools 2014 Summer Programs

Special Education Summer School: July 14, 2014 – August 8, 2014

Pk-4: Goodwin

5-8: MMS

MMS Achievement & Challenge Camp: July 14, 2014 – August 8, 2014

5-8: MMS

Books on Bus: June 24, 2014- August 7, 2014

Southeast on Tuesdays late afternoon – early evening

Vinton on Wednesdays late afternoon – early evening

Goodwin on Thursday mornings

2014 Online Summer School

Submitted by	Subject Area	Grades	# of Students	Start/End	Cost	Total
LeFevre, Karen	Reading	1-3	270	6/30-8/15/14	\$2640 \$220 (IA)	\$2860
Zawodniak, Robinson, Mulholland	Reading	5-7	Unlimited	6/23-8/15/14	\$2370 \$210 (setup)	\$2580
Robinson, Carbonell	Game On! A Game Design Camp	5-7	25	7/21-7/24 in person 7/24-8/22 on line	\$1440 \$120 (setup)	\$1560
Robinson	Minecraft EDI	5/6	30	6/23-8/15/14	\$960 \$240 (Tech) \$180 (setup)	\$1380
McAlduff, Sandy	Reading	5-6	10	6/30-8/8/14	\$1350	\$900
Achane	MMS Poets	6-8	Any	7/14-8/8/14	\$480 \$60	\$540
Total						\$9,820

**Mansfield Public Schools
Mansfield, Connecticut**

Staff Data Sheet

Position:	Assistant Principal, Mansfield Middle School
Recommended Candidate:	Larry Barlow
Education	B.A., History and Social Science Eastern Connecticut State University M.S., Educational Technology Central Connecticut State University Sixth Year Degree, Educational Leadership Sacred Heart University
Experience:	Lebanon Middle School, August 2002- Present 7 th Grade Social Studies Teacher Data Team Leader Team Leader
Salary:	\$104,762
Effective Date:	July 1, 2014
Submission for Confirmation:	June 12, 2014 Frederick Baruzzi, Superintendent

**Mansfield Public Schools
Mansfield, Connecticut**

Staff Data Sheet

Position:	Principal, Goodwin Elementary School
Recommended Candidate:	Susan Muirhead
Education	B.S., Biology, Minor-Chemistry St. Joseph College M.S., Instruction and Curriculum St. Joseph College Sixth Year Degree, Educational Leadership University of Connecticut (UCAPP)
Experience:	Mabelle B. Avery Middle School, Somers, CT, July 2011 - Present Principal Mabelle B. Avery Middle School, Somers, CT, 2007-2011 Assistant Principal Tolland Middle School, 2005-2007 Administrative Intern Mansfield Middle School. 2005-2006 Administrative Intern/Director of Summer School Program Vinton Elementary School, 2004-2005 Administrative Intern Tolland Middle School, 1999-2004 Team Leader/Teacher - Grade 7 & 8 Science
Salary:	\$128,842
Effective Date:	July 1, 2014
Submission for Confirmation:	June 12, 2014 Frederick Baruzzi, Superintendent

MOTION
Administrator Appointments
6/12/14

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

MOTION: To appoint Larry Barlow as the Assistant Principal of Mansfield Middle School, effective July 1, 2014 and to appoint Susan Muirhead as the Principal of Goodwin Elementary School, effective July 1, 2014.

DRAFT

**Mansfield Board of Education
May 8, 2014
Minutes**

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

Excused: Martha Kelly, Carrie Silver-Bernstein

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

SPECIAL PRESENTATION: Jenn McMunn, Enrichment teacher at Mansfield Middle School, and Zoe Chafouleas and Vani Sharma, 6th grade students reviewed History Day and their entries that qualified for the National History Day Competition.

Mrs. Kelly arrived at 7:37pm.

HEARING FOR VISITORS: The following residents spoke regarding mid-day bus runs: Mike Doyle, Mary Hodgins, Rieima Saria, Robert Passmore, and Dorinda Miller. The following residents spoke regarding mileage: Art Kirschenbaum, Betty Wassmundt (Town Councilor), David Garvey, and Ric Hossack. Rachel Leclerc and Jaime Russell, MBOE Employees, read letters regarding the superintendent submitted by town resident, Pat Michalak (Town of Mansfield employee) and Gordon Schimmel. Jim Griffith, MBOE Employee, and Janette Picard, resident, spoke regarding the superintendent.

Ms. Silver-Bernstein arrived at 7:55pm.

COMMUNICATIONS: Letters from Pat Michalak and Gordon Schimmel.

Mr. Walikonis commended the MMS Band for an extremely well done concert on Wednesday night.

ADDITIONS TO THE PRESENT AGENDA: Mr. Baruzzi requested a request for leave be added to the consent agenda. Motion by Mr. Rueckl, seconded by Mrs. Paulhus, to add the request for leave to consent agenda. Vote: Unanimous in favor.

Affordable Care Act Update: Mr. Steve May, Milliman Senior Health Benefits Consultant, presented a PPACA/National Health Reform Employer Considerations High-Level Summary.

COMMITTEE REPORTS:

Finance Committee: Mr. LaPlaca reported the committee met on April 30, 2014. The next meeting will be on May 14, 2014.

Personnel Committee: Mr. Walikonis reported there will be an Executive Session following the meeting.

Staff Appreciation Discussion: Mrs. Everett suggested signed thank you notes from the Board in addition to the Staff Appreciation breakfast at the end of the year and the donation to WAIM in honor of all staff.

REPORT OF THE SUPERINTENDENT:

- **Grants and Library Program Updates:** Linda Robinson, Library Media Coordinator, reviewed four grants the district submitted:
 - Elementary & Secondary Counselor Grant (ESSC) - \$851,593.00
 - Institute of Museum & Library Services (IMLS) Grant - \$10,252.00
 - Connecticut Association of Schools (CAS) Flanagan Grant - \$2,000.00 (When Reading Gets Ruffl)
 - Connecticut Association of Schools (CAS) Flanagan Grant - \$2,000.00 (Books on Buses: Out at Night"

Dr. Robinson also provided a school library update.

- **Capital Improvement Funds Update:** Allen Corson, Deputy Director of Facilities Management, and Jaime Russell, Director of Information Technology, reviewed expenditures (completed and projected) for capital improvements in the four school buildings.
- **Quarterly Financials:** Cherie Trahan, Director of Finance, reviewed the new format for Board Quarterly Reports and 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 March 31, 2014. Vote: Unanimous in favor.
- **2014-2015 Budget:** The Board authorized the Superintendent to initiate contact with the Town Manager to request the Town Council consider restoring the funds reduced in the adopted budget.

- PA 13-60 Correspondence from Town Council: The Board agreed to the Town Council recommendations to research options to realize financial efficiencies.
- National History Day Field Trip: Thanh Nguyen, Mansfield Middle School Principal, reviewed the School Trip Request Form. Motion by Mr. Walikonis, seconded by Mrs. Lacombe, to approve the Field Trip to National History Day in College Park, Maryland. Vote Unanimous in favor with Ms. Everett in abstention.
- May 22 Board Retreat with Administrators: Board members are to send discussion requests to the Superintendent prior to May 15, 2014.
- 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.

APPROVAL OF MINUTES:

- Motion by Mrs. Lacombe, seconded by Ms. Everett, to approve the minutes of the May 5, 2014 Meeting. Vote: Unanimous in favor.
- Motion by Mr. Walikonis, seconded by Mrs. Paulhus, to approve the minutes of the April 30, 2014 Special Meeting. Vote: Unanimous in favor.

CONSENT AGENDA: Motion by Mr. Fratiello, seconded by Mrs. Paulhus to approve the following items for the Board of Education April 10, 2014 meeting. Vote: Unanimous in favor

That the Mansfield Public Schools approve the request for maternity leave by Kelly Haggerty, Goodwin School teacher, effective October 1, 2014 through January 5, 2015.

That the Mansfield Public Schools accepts the request of leave from Carol Moran, Middle School teacher, for the 2014-2015 school year.

NEW BUSINESS: None

HEARING FOR VISITORS: None

SUGGESTIONS FOR FUTURE AGENDA: Mr. Rueckl would like to review preschool busing. Mr. LaPlaca would like a report on the Food Service Director position.

Motion by Mrs. Paulhus, seconded by Mrs. Lacombe, to move into Executive Session to discuss Superintendent's evaluation and non-union wages and salaries at 10:42pm. Vote: Unanimous in favor.

Mr. Baruzzi joined the Executive Session.

The Board returned to regular session at 10:42pm.

Motion by Mr. Rueckl, seconded by Mrs. Paulhus, to adjourn at 11:40pm. Vote Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

**For
Information
Only**

Thank you to the Masuk High School
String Orchestra for their performance!



Schools of Distinction Recognition Breakfast

May 13, 2014
8:00-10:00 AM



The Connecticut State
Department of Education

Schools of Distinction Recognition Breakfast

Crowne Plaza Hotel, Cromwell

May 13, 2014 | 8:00- 10:00 AM

Schools of Distinction Recognition Breakfast

Crowne Plaza, Cromwell

May 13, 2014 | 8:00- 10:00 AM

8:00 - 8:30	Breakfast Buffet	
8:30 - 8:45	Welcome and Opening Remarks	<i>Commissioner Stefan Pryor</i>
8:45 - 9:00	Student Performance: Masuk High School, Monroe	<i>Masuk High School String Orchestra</i>
9:00 - 9:05	School Spotlight #1: Clark Lane Middle School, Waterford	<i>Jerome R. Belair, Superintendent of Schools and James Sachs, Principal</i>
9:05 - 9:15	Overview of Schools of Distinction and categories	<i>Morgan Barth, Division Director, CSDE Turnaround Office and Ajit Gopalakrishnan, Bureau Chief, CSDE Performance Office</i>
9:15 - 9:20	Presentation of Awards: Highest Performing Subgroup	<i>Morgan Barth and Ajit Gopalakrishnan</i>

9:20 - 9:25	School Spotlight #2: Cherry Brook Primary School, Canton	<i>Kevin Case, Superintendent</i>
9:25 - 9:30	Presentation of Awards: Highest Progress	<i>Morgan Barth and Ajit Gopalakrishnan</i>
9:30 - 9:35	School Spotlight #3: Interdistrict School for Arts and Communications (ISAAC)	<i>Gina Fafard, Executive Director</i>
9:35 - 9:45	Presentation of Awards: Highest Overall Performance	<i>Morgan Barth and Ajit Gopalakrishnan</i>
9:45 - 9:55	School Spotlight #4: Northeast Elementary School, Vernon	<i>Brenda Greene, Principal</i>
9:55 - 10:00	Schools of Distinction Grant Announcement and Closing Remarks	<i>Morgan Barth</i>



of Western New England

SUMMER AWESOME ACTIVITY WEEKS

We bring **FUN** science to you!



Nature Adventure
(Ages 6-12 or entering Grades 1-6)
Come explore the wonderful world around us with a series of indoor funshops dedicated to the natural world! We will explore the Earth under our feet and above our heads as well as the creatures that inhabit it!

Crazy Chemlab
(Ages 6-12 or entering Grades 1-6)
A hands-on exploration of chemical reactions and the tools scientists use in their laboratories; atoms, molecules, acids and bases; fluorescence and phosphorescence.



Secret Agent Laboratory
(Ages 6-12 or entering Grades 1-6)
Develop your special agent and detective skills in this super hands-on week of fun! Secret agents-in-training will work with spy gadgets and use awesome science and technology tools for forensic Crime Scene Investigation (CSI).

Rockin' Rockets
(Ages 7-12 or entering Grades 2-6)
Children will step into the shoes of a rocket scientist and learn the fundamentals of flight, propulsion and rocket design. We'll have fun exploring astronomy and trying out various flight designs from hot air balloons to hovercrafts, rockets and many more!

Red Hot Robots
(Ages 8-12 or entering Grades 3-6)
Jump into the fascinating world of robotics and machines. Children will construct and take-home their own robots while gaining a working knowledge of the science of circuits, wheels, gears, and sensors.

Green Scene & Jr. Scientist (Pre-K)
(Ages 4-6)
Our popular programs for the littlest scientists!! Pre-K kids love our specialized hands-on activities presented as always in a fun and age-appropriate manner.

EUREKA!
INVENTION WEEK!!!
(Ages 6-12 or entering Grades 1-6)
Discover - Create - Invent! Each day students will be given a series of challenges they must overcome using basic materials, simple machines, tips from world famous inventors and the most important thing of all - their minds.
NEWLY RE-DESIGNED AND UPGRADED FOR 2014!!

NASA Academy for Space Explorers
(Ages 6-12 or entering Grades 1-6)
Experience our program co-designed by NASA and Mad Science! From our Earth's atmosphere to the outer reaches of our solar system, this hands-on program for children ages 6-12 sends them on a quest for exploration! Comets, planets, stars, meteors and more are all waiting to be discovered, and each series includes rocket-building and launch!

Give your child the best

BIRTHDAY PARTY EVER!
call Mad Science
(413) 584-1243 (MA) (800) 338-5111

Every day features cool take-home science activities!
Locations throughout Western MA, Northern CT and Southern VT/NH
Visit register.madscience.org/westnewengland for schedules, locations & registration
...or go to westnewengland.madscience.org for general information about Mad Science

NOT A SCHOOL SPONSORED PROGRAM
Sparkling Imaginative Learning



Mad Science in Mansfield!

June 23rd-27th

Green Scene (ages 4-6)	9:00am-12:00pm	\$175
Nature Adventure (ages 6-12)	1:00pm-4:00pm	\$175

July 28th-August 1st

Jr. Scientist Fun Lab (ages 4-6)	9:00am-12:00pm	\$175
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August 4th-August 8th

Eureka! (ages 7-12)	9:00am-12:00pm	\$175
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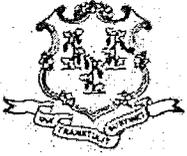
Classes will be held at the Mansfield Community Center
*Please send your child with a snack daily

SPACE IS LIMITED

To sign up:
Contact Mansfield Parks and Rec
860-429-3015

Other programs available these and other weeks in
COVENTRY, TOLLAND and BOLTON
For more information, locations, and schedules go to:
register.madscience.org/westnewengland

Mad Science of Western New England • (800) 338-5711 • mail@madsciencewne.com



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



May 9, 2014

Dear Superintendent:

It's that time of year again—time to encourage your school leaders and students to participate in **CONNECTICUT READS—the 2014 Governor's Summer Reading Challenge**. On May 9, 2014, Governor Dannel P. Malloy kicked off the annual Summer Reading Challenge highlighting the importance of reading to Connecticut's educators and students.

Many districts hold a variety of activities to support summer reading and strive to coordinate their activities with community-wide programs run by their local public libraries. School and public library partnerships increase students' access to books and reading activities during the summer months. The Governor's Summer Reading Challenge builds upon and links these efforts by reinforcing the importance of reading.

This year, many public libraries will utilize the Evanced Summer Reader system for managing their reading programs. The system allows student's access to their summer reading logs anywhere they have an Internet connection (including mobile devices). Schools that coordinate with their public library may choose to have students use this online reading log, rather than a paper one. In addition, libraries using the Evanced Summer Reader system can assist schools with reporting requirements for the Governor's Summer Reading Challenge.

As in the past, all information and printable materials for the Governor's Summer Reading Challenge can be found at the State Department of Education Web site, [CT Reads 2014](#). There will also be a link to the public libraries using the Evanced Summer Reader program.

I ask that you forward this e-mail to your principals and literacy leaders so that they can continue to include the Governor's Summer Reading Challenge in their summer programming.

Please contact Joanne White at 860-713-6751 or joanne.white@ct.gov if you have any questions about the Governor's Summer Reading Challenge.

Sincerely,

A handwritten signature in black ink, appearing to read "Stefan Pryor".

Stefan Pryor
Commissioner of Education

SP:jw

cc: Joanne R. White, Education Consultant
Kendall F. Wiggin, State Librarian

Current Initiatives/Events



MANSFIELD PUBLIC SCHOOLS

Pre-School

School Performance Index

Budget

Community Conversations Spring 2014

School Security

Wellness Policy

School Climate Surveys

Mansfield Board of Education

Mark LaPlaca, Chair
Randall Walikonis, Vice Chair
Martha Kelly, Secretary
Susannah Everett
John Fratiello
Sarah Lacombe
Katherine Paulhus
Jay Rueckl
Carrie Silver-Bernstein

<u>Date</u>	<u>School</u>	<u>Location</u>	<u>Time</u>
Tuesday, June 3 rd	Mansfield Middle	Library/Media Center	7:30-8:15am
Tuesday, June 3 rd	Mansfield Middle	Library/Media Center	6:00-6:45pm
Tuesday, June 3 rd	Goodwin	Library	8:30-9:15am
Tuesday, June 3 rd	Goodwin	Library	7:00-7:45pm
Wednesday, June 4 th	Vinton	Library	8:30-9:15am
Wednesday, June 4 th	Vinton	Library	6:30-7:15pm
Thursday, June 5 th	Southeast	Room 18	8:30-9:15am
Thursday, June 5 th	Southeast	Room 18	6:30-7:15pm

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.

Mansfield Public Schools Program of Instruction

Grade	Reading	Lang. Arts	Math	Science	Soc. Studies	Health	Lib./Comp.	Art	Music	Phys. Ed.	W. Lang.	Inst. Music	Ind. Tech.	F.C.S.
PK	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
K	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School Enrollment

		6/24/13	5/31/14
Goodwin	Pre-School	16, 15	14, 12
	Kindergarten	15, 14, 15	18, 18
	1 st Grade	15, 16	15, 14, 14
	2 nd Grade	19, 19	15, 17
	3 rd Grade	15, 14	20, 20
	4 th Grade	21, 22	15, 14
	Total	216	206
Southeast	Pre-School	16, 14	13, 14
	Kindergarten	17, 14, 17	19, 18
	1 st Grade	13, 17, 16	16, 16, 15
	2 nd Grade	14, 14, 15	16, 17, 18
	3 rd Grade	18, 17	23, 23
	4 th Grade	15, 14, 14	17, 18
	Total	245	243
Vinton	Pre-School	14, 16	17, 17
	Kindergarten	14, 15, 13	22, 20
	1 st Grade	15, 16, 16	17, 16, 15
	2 nd Grade	17, 17, 17	15, 15, 16
	3 rd Grade	18, 17, 17	16, 16, 16
	4 th Grade	22, 21	15, 16, 17
	Total	265	266
MMS	5 th Grade	141	128
	6 th Grade	143	133
	7 th Grade	141	140
	8 th Grade	141	144
	Total	565	545
Total		1291	1260