

# **HIGH EXPECTATIONS FOR ALL**

*The Program of Study  
of the Public Schools of Mansfield, Connecticut*

# “Public Education is the anvil on which democracy is based”.

*Thomas Jefferson*

The public schools of Mansfield consist of three elementary schools for students in grades pre-kindergarten through fourth grade and a middle school for grades five through eight.

## **Goodwin Elementary School**

321 Hunting Lodge Road  
Storrs, CT 06268  
439-4630, 429-6316  
Anne Rash, Principal  
<http://mansfieldct.org/schools/goodwin/external/>

## **Southeast Elementary School**

135 Warrenville Road  
Mansfield Center, CT 06250  
423-1611, 423-1612  
Norma Fisher-Doiron, Principal  
<http://mansfieldct.org/schools/southeast>

## **Annie E. Vinton Elementary School**

306 Stafford Road  
Mansfield Center, CT 06250  
423-3086, 423-3665  
James Palmer, Ph.D., Principal  
<http://mansfieldct.org/schools/vinton>

## **Mansfield Middle School**

205 Spring Hill Road  
Storrs, CT 06268  
429-9341  
Jeffrey Cryan, Principal  
Jaime Russell, Assistant Principal  
<http://www.mmsnet.org>

The central office for the Mansfield Public Schools is located in the Audrey Beck Municipal Building, 4 South Eagleville Road, Storrs, CT 06268.

Gordon L. Schimmel, Ed.D.,  
Superintendent, 429-3350  
Fred Baruzzi, Assistant Superintendent,  
429-3349  
Rachel Leclerc, Ed.D., Director, Special  
Education, 429-3353

The public schools of Mansfield are governed by a nine-member Board of Education that meets the second and fourth Thursday evenings of the month at the municipal building. Times and agenda items are published in local newspapers and on our website [www.mansfieldct.org](http://www.mansfieldct.org). The public is welcome to attend.

# High Expectations for All:

## *A program of study*

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It gives me great pleasure to present the second edition of *High Expectations for All: A Program of Study for the Public Schools of Mansfield*. This document represents the district's philosophy, goals and the program representing the work of our staff and students.

Parents of Mansfield students and members of the community are invited to take part in an on-going dialogue about the programs offered by the public schools of Mansfield. *High Expectations* is used to evaluate the accomplishments of the district and when setting school budgets. While few parents, students and members of the community will wish to read this document in its entirety, it is intended to serve as a guide and reference to the variety of programs and activities offered by the district.

If you would like more information about any of the district's programs, please call one of the schools or the central office.



Gordon L. Schimmel  
Superintendent  
Mansfield Public Schools

# Our Philosophy

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**T**he Mansfield Board of Education seeks to provide a fertile environment to achieve excellence and maximize strengths for every student and teacher. To guide teachers in offering a comprehensive, well-organized educational experience, the Board has approved a written curriculum that must remain fluid and will be the subject of periodic revision.

The Board believes that all children, including those with special needs, belong in the regular classroom. It strives to provide the resources for productive experiences for all students, including those who exhibit "gifted behaviors," those who are disabled, those with artistic talents and those who require support services.

Nevertheless, the Board recognizes that special circumstances exist where this is not possible. In order to reach the goal of serving all children primarily within the classroom setting, a certain set of interrelated basic principles must be met.

First, to facilitate interaction between teacher and student, it is essential to maintain small class sizes. We recognize that maintaining classes at a reasonable level enhances a teacher's ability to individualize instruction and encourages frequent communication with support staff and parents. In addition, the social, academic and emotional needs of each child are part of the consideration in determining class size and student placement.

Second, the curriculum must remain flexible and must be tailored to suit the needs of individual students. While the curriculum provides a supportive guide for teachers and administrators, we recognize that children progress at different rates. Strategies for individualizing instruction include a variety of grouping techniques (large and small, by skill level or interest area) that, when combined with small class sizes, permit equal access to the curriculum for all students.

Further, the Board endorses curriculum enrichment to create additional challenges by applying demonstrated mastery of skills to new situations. In maintaining small class sizes, it is possible to individualize curriculum in order to allow students who demonstrate proficiency in the objectives to move on to more challenging work. Students who quickly master all the stated objectives for a given year will be encouraged to proceed above grade level through academic acceleration. Coordinating curriculum modification is the responsibility of the classroom teacher with consultation and assistance from the support services staff.

Finally, the Board recognizes that instruction outside the regular classroom is sometimes necessary to enhance learning. However, "pull-outs" are kept to a minimum. To insure that children benefit fully from all classroom experiences and to provide continuity in instruction, every effort is made for students to remain in the classroom.

# Our Philosophy

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The Board of Education recognizes that the art and craft of teaching is complex, placing a high degree of responsibility on the teacher and requiring a large time commitment to fulfill the many demands within the curriculum. The Board encourages teachers work together as teams whenever possible; team teaching is emphasized to provide opportunities to share ideas, coordinate instruction across grade level classes among schools and to enhance the strengths of individual teachers. Teaming also encourages better communication between teachers and providers of support services. The Board makes every effort to minimize policies that further encroach on the time available in the school day, so that quality instruction is maintained.

In conclusion, the Mansfield Board of Education believes that education at all levels requires a balance between academics and the general well-being of the child. The Board supports an interdisciplinary approach to the learning experience in the interest of conserving time and in the belief that knowledge is multi-dimensional. A core curriculum consisting of reading/language arts,

mathematics, science and social studies receives the primary emphasis, supplemented by world language and the related arts. The development of a positive self-concept in students is related directly to skill development and mastery in these core academic areas; our mission is centered on giving students tools to help them become confident, productive life-long learners.

The goals of public education in America are dual in nature; we seek both equity and excellence in a school system that is unique in the world. However, our singularity comes at a price. While other industrialized nations focus almost exclusively on academic educational programs based on merit, the school system we have evolved in the United States attempts to deliver both academic excellence and equality of opportunity for all of its citizens.

We continue to be a nation dedicated to the Jeffersonian ideal of a fully informed electorate and we take pride in the diversity, uniqueness and personal attention that are the hallmarks of Mansfield and its educational program.

# Goals and Objectives

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**M**ansfield Board of Education annual objectives follow the *Connecticut Common Core of Learning* goals as modified by the State Board of Education in its 2000-2005 five-year plan.

## Goal One: Motivation to Learn

Students must be motivated to learn and to respond to the high expectations of their parents, teachers, and school administrators and to their own inherent need to grow and develop. Mansfield public schools students will:

**develop self-understanding** and a positive self-concept

**understand and strive** to fulfill their own personal aspirations

**develop positive feelings** of self-worth that contribute to self-reliance, responsible behavior, personal growth, health and safety

**exhibit an inquisitive** attitude, open-mindedness and curiosity.

## Goal Two: Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society. Mansfield students will:

**learn to communicate** effectively in speech and writing

**listen, view and read** with understanding

**acquire knowledge** of and ability in mathematics

**demonstrate skills** necessary to locate and effectively use a variety of sources of information, including print materials, electronic media, computers and other technology

**demonstrate decision-making**, reasoning and problem-solving skills alone and in groups

**demonstrate good study skills** and skills necessary for lifelong learning

## Goal Three: Acquisition of Knowledge

Acquiring knowledge leads to fuller realization of individual potential and contributes to responsible citizenship. Mansfield students will:

**acquire knowledge of science** and technology, mathematics, history, social sciences, the creative and performing arts, literature and languages

**acquire the knowledge** necessary to use computers and other technical, intellectual and artistic achievements of their culture and other cultures

**take full advantage** of opportunities to explore, develop and express their own uniqueness and creativity

# Goals and Objectives

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## Goal Four: Competence in Life Skills

As adults, students will be challenged to function successfully in multiple roles - as a citizen, family member, parent, worker and consumer. Mansfield students will be introduced to:

- the skills needed** to make informed career choices
- the responsibilities** of family membership and parenthood
- the responsibilities** of citizenship in their community, in the state, in the nation and in the world
- human growth** and development, the function of the body, human sexuality and the lifelong value of physical fitness
- understand and apply** the basic elements of abuse, prevention and treatment of illness and management of stress
- the process of development of** personal goals and aspirations

## Goal Five: Understanding Society's Goals

As responsible citizens, students will enrich their family, community and culture and create equal opportunity for all persons to participate in and derive the benefits of our society. Mansfield students will:

- respect** and appreciate diversity
- understand the inherent** strengths in a pluralistic society

**recognize the necessity** for moral and ethical conduct in society

**understand and respond** to the vital need for order under law

**acquire the knowledge** to live in harmony with the environment and actively practice conservation of natural resources

**respect the humanity** they share with other people and live and work in harmony with others

**acquire and apply** an understanding and appreciation of the values and achievements of their own culture and other cultures

**show understanding** of international issues that affect our planet and demonstrate skills needed to participate in a global society

# Program of Study

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**E**ach year, the Mansfield Board of Education reviews progress on the previous year's objectives that support local and state goals. Together with the administration, the Board sets new objectives to be accomplished for the coming school year, each of which is discussed and adapted for implementation in the district. Teacher supervision and evaluation centers on these goals and objectives, so that student outcomes can be measured against the general mission and specific activities of each school. Parents are encouraged to participate in the process and their contributions are solicited as part of an on-going dialogue to strengthen the home/school partnership.

**T**he following Program of Study has been adopted by the Mansfield Board of Education. It is an accurate description of each of the district's academic programs, and supplemental activities to support the core curriculum.

## Language arts/reading

The language arts/reading program begins for all children in kindergarten and continues through eighth grade. At all levels, the link between reading and writing is emphasized, focusing on strategies to encourage students to become independent readers and master writing mechanics, spelling, structural analysis, vocabulary and composition. Multiple opportunities are provided for listening, speaking, reading and writing and viewing. Students practice skills to communicate what they have read through a variety of writing forms. Grouping patterns are varied and flexible.

In grades K-6, an anthology series incorporates real literature, stresses comprehension strategies, provides strategies for word recognition, and exposes students to reading and writing in expository, narrative and a variety of other genres. Numerous paperback books are used to support the reading program to challenge students at all ability levels.

The philosophy of the program is a combination of the structure provided by the anthology series and the richness of a literature-based program; each classroom teacher is

expected to use professional judgment to integrate the two approaches as dictated by abilities of individual students and the needs of the skill being emphasized.

At the middle school, the emphasis of the language arts/reading program is on the sequential development of effective communication skills, to encourage students to think, organize, and communicate ideas and feelings, while increasing understanding of others' views. Classes meet five times per week in homogeneously-grouped sections. Materials used are selected to be appropriate and stimulating for each student, ranging from a variety of media to traditional texts. Co-ordination of language arts/reading activities with other programs in the academic core (e.g., mathematics, social studies and science) is a high priority; cross-curricular connections are made to promote critical thinking and learning.

In summary, a balanced, comprehensive program focusing skill development and strategies required for life-long reading and effective writing are the cornerstone of the language arts/reading program in Mansfield.

# Program of Study

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## **Mathematics**

Students in all grades receive instruction to master basic skills, problem-solving skills, mathematical concepts and practical mathematical applications matched to each child's ability. The math units at the elementary level target problem-solving skills, the use of manipulatives, and the use of "hands-on" materials to assist transfer and application of skills to new situations. Summer curriculum work makes it possible to combine math units with science topics, taught as thematic courses of study. There is strong emphasis on developmental math skills and problem-solving using "hands-on" materials.

The middle school math program reflects the full breadth of mathematics and its relationship with technology. Students in all grades at the middle school receive instruction in mathematics five times per week in homogeneously-grouped classes. The philosophy for the Math Curriculum Council continues to be that set by the National Council of Teachers of Mathematics which focuses on the use of technology to teach mathematics.

We strive to connect math to other areas of the curriculum, to develop problem-solving skills and create at least an understanding and possibly a passion for the beauty of mathematics.

*\* At the middle school, students take elective and core courses. Not all electives meet daily.*

# Program of Study

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## Science

Science is taught at all grade levels, using a variety of materials to teach life, physical and earth sciences. Elementary units emphasize “hands-on” experiences, infusing math-related skills. The development of student self-awareness and an understanding of his or her place in the environment is also a part of the curriculum. Many multi-grade units are used, along with various supplementary texts and teacher-made materials.

The development of the scientific method and procedures, as well as student understanding of social responsibilities form the basis of the middle school science program. The fifth grade curriculum focuses on earth and life science units. In grade six and seven, the focus of the curriculum encompasses life, earth and physical science units. The grade eight curriculum consists of life, physical and chemical science units.

Middle school teachers focus on a team approach for instruction in science. This approach ensures that all students at each grade level receive similar science instruction and experiences. This focus also provides consistency in science education across grade levels. Fifth grade science instruction focuses on the following topics: insects, “Sunship Earth,” classification of animals, cells, pollution, meteorology, ecology and sound. Sixth grade science instruction focuses on the topics of trees, geology, human body systems and nutrition, simple machines, and astronomy. Seventh grade units include evolution, space exploration, light, first aid/CPR and chemistry. Eighth grade units include the physics of flight, laws of motion, immune system, energy, genetics, chemistry and reproduction.

## Social Studies

Elementary social studies instruction first and foremost teaches skills and attitudes to promote good citizenship. In addition, students gain an understanding of roles and responsibilities as a member in ever-expanding affiliations: the family, school, neighborhood, community, state, nation and world.

In order to accomplish these objectives, teachers use content and concepts from the disciplines of anthropology, economics, geography, history, political science and sociology. The Social Studies Curriculum Council continues to implement recommendations of the recent system-wide social studies evaluation.

At the middle school, the social studies program develops skills and attitudes to make participatory democracy possible. Areas studied include United States, ancient and modern world history. Other cultures and regions are studied to gain an understanding and appreciation of the differences and similarities among people. Emphasis on current events help students understand the world and their place in it.

Grade six meets in two long periods, 1 ½ hours each and one short period for 45-50 minutes each week. In eighth grade, social studies classes meet daily in heterogeneously-grouped classes. Each grade organizes a social studies field experience to expand and extend the classroom learning experience. Seventh grade conducts a Renaissance Faire each spring. In eighth grade, students study the structure of government of the United States; mock trials are conducted and several local and state government officials speak to the students. Topics for the seventh and eighth grade classes are coordinated, in part, with literature programs.

# Program of Study

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## Health and Safety

The importance of health and safety is reinforced frequently in the K-8 health curriculum. Health education assists each student to understand the relationship between physical and emotional health, to make a habit of choosing healthy options. In addition to classroom instruction, other units of the curriculum are covered through guest speakers and assembly programs. Students are made aware of public safety and practice safety drills

At the elementary level, health education is an integrated subject taught by classroom teachers with the assistance of school nurses. Curriculum components include development of healthy habits and the prevention of substance abuse.

At the middle school, health and safety objectives are incorporated into several subjects across the curriculum: science, home economics and physical education. Health and safety are also major components of the Student Advisory Program. AIDS-prevention education and a unit in human development are part of the science and family, consumer-science curriculum.

Fifth grade students participate in substance abuse education program taught by a State Police officer and a classroom teacher. Red Cross first aid training is offered as part of the seventh grade science program. Human growth and development and family communication seminars are offered in the evening, to allow for family participation. Other programs to promote healthy living and personal growth are offered as part of the after-school activities program.

## Art

The art program is a comprehensive and flexible curriculum. The program is dedicated to increasing student awareness and understanding of art and its impact on past and present cultures. We seek to develop an historic perspective for art, a refined and critical eye, and, in general a passion for the aesthetic.

The foundation of the art curriculum is the “Elements of Art” (line, shape, color, form, texture, value, and space). The “Principals of Design” (movement, repetition, balance, unity, emphasis, and contrast) also form the building blocks of all visual arts. These concepts are addressed using a variety of modalities at all grade levels, presented to each group in a developmentally-appropriate context. All lessons incorporate objectives as set forth in the Connecticut Visual Standards for Art. These art concepts are explored through media-based, problem-solving activities.

First through fourth grades receive formal art instruction for one hour each week. Kindergarten receives support and consultation. Students in the middle school (grades five through seven) receive art instruction three periods a week for the duration of one marking period each year. In eighth grade, art is an elective subject.

# Program of Study

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## Music

The music program is designed to develop the ability to perform, create and understand music for each student.

At the elementary level, music classes meet twice weekly in grades one through four for 30-minute periods. Kindergarten meets one period per week. Musical experiences for students emphasize a full participation for all students.

Suzuki violin and cello lessons are offered to all elementary students at a very reasonable price because the cost is partially subsidized by the Board of Education. The "mother tongue" method of imitation and rote learning is used, paralleling the way children acquire language skills at an early age. Twenty-minute lessons are offered during and after school, and 30-minute lessons are offered once a week in each elementary school. The program also includes a note-reading class and a group repertoire class at the University of Connecticut on Saturday mornings.

Beginning instrumental music is offered as an elective to all fourth grade students. Fourth grade instrumental students travel to the middle school to receive small and large-group instruction from the middle school faculty. The middle school music program includes classroom instruction for all students and a strong elective program in band, orchestra and choral instruction. The instruction leads to specific skills and knowledge, music literacy and the development of a positive student self-concept through active participation in the creative process.

Classroom music at the middle school meets three times per week over a nine-week period as part of the related arts quarterly rotation. Some time for instrumental small group instruction is scheduled from other related arts classes in grades five through eight. Large-group instruction, in the form of traditional performing ensembles for instrumental and choral music, takes place during "X-block" for middle school students.

# Program of Study

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## Physical Education

Physical Education is the study of and the participation in sport and physical activity, offered to children in all grades. Emphasis is placed on developing fundamental skills, physical fitness, cooperation, teamwork, and learning lifelong activities to enhance student health and well-being.

The physical education program at the elementary level is a planned, sequential progression of learning experiences designed to address the psychomotor, cognitive and affective development of each student. It is primarily focused on fundamental motor skills and patterns (manipulative skills, locomotor skills), motor fitness (balance, agility), physical fitness (muscular strength, cardiorespiratory), and perceptual motor skills (visual perception, auditory perception).

The elementary staff uses developmentally appropriate practices when planning and implementing their classes. Classes meet three times a week for thirty minutes in grades one through four. In Kindergarten students meet once a week for thirty minutes.

Current elementary physical education program includes the following activity units:

<i>Parachute</i>	<i>Tumbling</i>	<i>Trestle Tree</i>
<i>Physical Fitness</i>	<i>Dance</i>	<i>Scooters</i>
<i>Striking Skills</i>	<i>Basketball Skills</i>	<i>Ropes Course</i>
<i>Cooperative Games</i>	<i>Juggling</i>	<i>Balance</i>
<i>Adventure Activities</i>	<i>Safety/First Aid</i>	<i>Floor Hockey</i>

<i>Lacrosse</i>	<i>Bowling</i>	<i>Throwing</i>
<i>Recreational Games</i>	<i>Catching</i>	<i>Kicking</i>
<i>Dribbling</i>	<i>Jumping</i>	<i>Landing</i>
<i>Locomotor Activities</i>	<i>Cross Country Skiing</i>	

### Special Events

Field Day  
Fourth Grade Ice Skating  
Third Grade Bowling

The physical education program at the middle school is a sequential progression of learning experiences designed to address the development needs of each student. The program has a foundation of basic skills taught at the fifth and sixth grades. An elective program of team and individual activities in the seventh and eighth grades allows students to advance their skills in areas of their choice.

Students participate in a wide variety of activities with a high degree of interest leading to improved skills, teamwork and sportsmanship. A wide variety of activities are offered every day during "X-block." Other highlights include excellent efforts in the Connecticut Physical Fitness Assessment, our very popular Middle School Bowling Lanes, tournaments in a variety of sports, and other special choice activities throughout the year.

# Program of Study

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## **Industrial Technology**

The industrial technology offered at the middle school gives each student an opportunity to solve problems with materials and processes associated with industry and manufacturing. Exploration of these problems helps each student gain insights in new technologies and career opportunities. Industrial technology meets three times a week for nine weeks as part of the related arts rotation (art, home economics, industrial technology, and general music).

The program provides an individualized, coeducational laboratory experience for all fifth through eighth grade students. In grades five, six and seven, every student participates in core experiences and labs. The course is an elective in eighth grade and students can choose from a variety of activities, including advanced wood projects, clock-making, designing and making CO<sub>2</sub> dragsters, computer drafting, and model bridge building. A problem-solving component has been added to the curriculum as well as computer-aided drafting for sixth and seventh graders.

## **Family and Consumer Science**

The Family and Consumer Science program is concerned with improving the quality of family life and is offered at all grade levels at the middle school. Instruction is focused on helping students to develop the knowledge and attitudes to achieve success in personal, family and community life. Health education, human development and AIDS prevention education are now part of the program.

In fifth grade, bacteriology, food sanitation, food preparation and equipment, and human growth and development are taught. Child development, babysitting and the use and care of the sewing machine are major topics in sixth grade. Students create a custom-designed

pillow as their final project. Decision-making, consumer economics, law, marketing and human growth and development are units covered in the seventh grade. Eighth grade students can elect Family and Consumer Science courses to create the following: duffle bags, 16? jointed teddy bears, drawstring pajama pants, flannel boxers, eighth grade Class Night outfits, meal planning and preparation, nutrition and foods.

The last six classes of each nine-week rotation in grades five through seven feature topics in AIDS prevention education and Human Development.

# Program of Study

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## **World Languages**

World language instruction begins with Spanish in grade two at each elementary school, taught daily in fifteen-minute lessons. Spanish continues in fifth grade at the middle school, two times a week in forty-five minute lessons.

French, German, Latin and Spanish are taught in grades six through eight at the middle school. The program goals are to teach appreciation and respect for different cultures, to make students aware of the various areas in the world that speak the target languages, and to prepare students for continued world language study at E. O. Smith High School.

Students in grade six study four languages (one each quarter) for three periods each per week. Seventh and eighth grade students study one language for a two-year sequence, equivalent to a first year of study at the high school. These classes meet three times per week. The students in each of the four languages participate in a number of cultural activities during the year to enhance their understanding of the language, its history and its heritage.

Listening comprehension is developed through the use of the target language for direction and conversation. Conversational skills are developed through dialogue and narratives, and concentration on reading and writing increases as the student progresses through the middle school sequence. The student's learning experience is reinforced through the use of audio-visual aids such as audiotapes, videotapes, transparencies, posters, games and films. The concept of language as culture continues to enrich language and communication.

# Program of Study

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## Curriculum Modification and Support

### Enrichment

The enrichment program serves all schools to assist pupils capable of superior academic performance as well as other students with demonstrated or potential ability to investigate specific research topics, think creatively, or explore the visual and performing arts.

The program provides K-8 services in five areas: support of *ad hoc* special-interest projects in the regular classroom for academic “high achievers”; similar classroom support of “bright under-achievers”; mentorships for children exhibiting talent in the fine arts; opportunities for all students to explore enrichment opportunities in areas of student interest; and general school-wide enrichment presentations for all students. Parent groups (PTO/PTA/MMSA) provide financial support for certain enrichment programs.

### Reading and Mathematics Support Services

Title I is a program of remedial mathematics and reading services for students who, through annual diagnostic testing, are determined to need additional support in these basic skill areas. The program is funded partially through federal and state grants. Title I programs are integrated with classroom instruction to create team-taught, classroom-based lessons for students who need academic support.

### Special Education

The purpose of the Special Education Program is to ensure that children with disabilities have a free and appropriate education in the least restrictive or most typical setting possible. Their special needs may be academic, social or emotional in nature. In some instances, methods, materials or an environment not available in the regular classroom may be necessary.

The special education staff creates a planned program for moderately to severely disabled students within the context of a regular classroom. The use of individualized approaches to reading and writing is the hallmark of special education services; an emphasis on increasing special education students’ involvement in the regular education curriculum is fundamental to the program.

All students have daily access to computers, calculators, and other requirements as specified in Individualized Educational Plans (IEP).

# Program of Study

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## Integration of Computers

Students use computers within all subject areas during the school year. It is a two-part approach to developing computer proficiency: the use of computers as tools to enhance personal and classroom projects, and the subject-centered use of computers for instruction. By the end of eighth grade, students are very comfortable using new skills in word processing, creating spreadsheets, multimedia presentations, and use of the Internet as a research tool.

Classroom computers and those in labs and libraries

- serve as instructional tools, both for individual students and larger groups;
- assist in providing equity in the educational process;
- enhance experiential learning for students at all ability and grade levels;
- encourage exploratory, creative and rewarding learning activities;
- motivate students to learn;
- provide information and instruction to students of different ability levels;
- expose students to the technology of the 21<sup>st</sup> Century.

Individual school “home pages” allow students to continue interaction with technology resources from an Internet connection at home or in the Mansfield Public Library. Links to all of the school websites are available at

<http://mansfieldct.org/MBOE/index.htm>.

## Testing

The objective of group testing is to evaluate individual and group achievement and to assess the extent to which the curriculum is being successfully taught. Connecticut Mastery tests in reading, writing, and mathematics are administered in grades three through eight.

# Program of Study

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## Additional support services

### Psychological Services

School psychologists manage the Planning and Placement Team (PPT) process and provide individual and group counseling to students. The school district employs four certified psychologists to serve students from preschool through the grade eight level. These professionals coordinate their work with other support services staff members to improve the district's ability to plan and program for moderately handicapped students in a regular classroom setting.

At the preschool level, psychologists work closely with parents to help improve management of student behavior and reinforce what is taught at preschool. At the elementary and middle school level, they work with the Youth Services Bureau to coordinate mental health services for students and families. In the middle school, the psychologist and guidance staff are key figures in the management and implementation of the Student Advisory Program.

### Guidance

The middle school employs two guidance counselors who are committed to support a school environment promoting maximum opportunity for each student's academic, social and emotional development. The responsibilities of the counselors include the following: orientation and placement; administration and interpretation of

standardized achievement tests; coordination of sending schools, high schools, and various outside agencies; promotion of communication among administration, staff, students and parents; ongoing involvement and development of the Student Advisory Program; and short-term educational and personal counseling for individuals and groups. In addition, the guidance staff facilitates youth employment programs, all parent conferences and scheduling of students for the following year, as well as establishing all grade-level transition activities.

### Speech and Hearing

This system-wide program provides support for students with speech, language or hearing disorders. Speech and language evaluations of referrals and children new to Mansfield are also provided through out the school year. Speech pathologists work directly with the district-wide pre-school programs and with incoming students from the "Birth-to-Three" program.

Speech pathologists are assigned to the school to work directly with students individually or in small groups, and indirectly through teachers and parents. In addition, increased services within the context of the regular classroom (consistent with the goal of programming for students in the most typical setting possible) are the cornerstone of this program.

# Program of Study

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## **Library and Media**

The Library/Media Center (L/MC) a major information resource for the school community, provides students with a comfortable and accessible place in which to locate information, study and learn. The L/MC develops and maintains a collection of learning resources in a variety of print and non-print formats. These collections are based on district goals, characteristics of early and adolescent learners, teaching strategies, and quality reading materials. Collections are evaluated and updated regularly because the needs of users (students, teachers, administrators) and curriculum offerings constantly change and expand.

Print materials include books, periodicals, newspapers and assorted pamphlets. Non-print formats are made up of videotapes, DVDs, compact discs, audiocassettes, books-on-tape, and kits. The L/MC also offers access to electronic encyclopedias, the Internet, and other online resources. In addition to materials used in the teaching and learning process, a collection of professional materials is available for faculty members and administrators. All materials can be located easily through use of the district-wide online catalog. The catalog can be searched in the L/MC, from classrooms and from the Internet. We also provide access to the Mansfield Public Library online catalog and a daily courier system transfers materials throughout all school and public libraries via our Intra-Library Loan system.

The library staff supports the development of information literacy skills through collaboration with teachers and students in locating, evaluating, and a sharing information resources. Reading incentives programs, “book talks”, and book discussions serve to encourage a love of reading and focus on critical assessment of literature.

## **Health Services**

The goals of the Mansfield School Health Program are to help all students acquire attitudes and skills necessary for sound physical development and mental health. Also, we strive to help students be healthy so that they can derive maximum benefit from their educational experience. School nurses are responsible for carrying out the school health policies established by the Mansfield Board of Education and the school medical advisor, a local physician who helps with policy matters regarding staff and student health. The school physician also administers physical examinations and immunizations to students identified by school nurses. School nurses also work collaboratively with classroom teachers to implement the health curriculum. In addition to serving students, nurses provide information to the staff regarding various health topics.

## **English as a Second Language**

This program provides communication skills needed by students whose first language is not English. The program further supports and enriches the district’s commitment to multi-cultural education.

# Program of Study

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## Special Programs

### **Preschool**

The purpose of the preschool program is to provide special education services to young children with disabilities. Based in each elementary school, the program is designed to address the needs of three and four-year-olds who may require special education services when they enter kindergarten, or who have been identified as needing special education in the “Birth-to-three” program.

Highlights include effective integration of speech and language and pre-academic skill development activities into a daycare curriculum.

### **After-School Activity Program**

The after-school activity program at Mansfield Middle School offers students activities to extend personal interests. The program provides opportunities for students to participate in creative, social, academic, sports and fitness activities in a less-formal setting during after-school hours. Late buses provide transportation for students who participate.

Activities take place during four seven-week sessions that coincide with academic marking periods. The curriculum is generated by matching student interest with faculty expertise. In many activities, students are able to interact with students in other grades. The program allows children to develop academic, creative and social skills in topics of their choice.

### **Interscholastic Sports**

The interscholastic sports program at the middle school include seventh and eighth grade boys and girls teams in soccer, basketball, baseball and softball. The programs improve students' physical fitness, psychomotor abilities, thinking and decision -making skills. Teamwork, safety, good sportsmanship and respect for opponents are stressed. Each program is supervised by experienced coaches and assistants.

Because most students go on to attend the regional E. O. Smith High School, new alliances have been formed with Ashford and Willington teams. Girls' basketball hosts interschool clinics with these two communities in conjunction with University of Connecticut coaches and athletes. In addition, students compete with schools in other neighboring towns.

# Program of Study

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## **School Lunch**

The cafeteria breakfast and lunch program funding relies primarily on federal and state subsidies and revenue from the sale of lunches. Free and reduced-price meals are provided for students in need, based on federal guidelines. The cafeteria program is self-supporting, except for a small Board of Education subsidy, and is not included in the school budget.

## **Before-and-After-School Daycare**

Before-and-after school care is provided by a private daycare firm at Southeast and Vinton. A parent group at Goodwin School provides after-school daycare for students needing this service. A variety of activities are offered at all locations on a daily basis, part of an overall effort to assist parents with meaningful and enjoyable projects to complete the school day for families who need this service.

## **Professional Development**

The Professional Development Program provides for the ongoing education of the staff and administration to enhance instruction and improve the curriculum. The program is the "research and development" arm of the district, enabling the district to improve the curriculum and train staff members to carry out program objectives in creative ways.

The foundation for the district's work begins with the *Connecticut Common Core of Learning*. Teachers and their evaluators develop a plan focused on increased student achievement, with a focus on differentiated instruction and the instructional use of technology.

Non-certified staff training is conducted on a yearly basis and includes first aid/CPR, awareness of blood-borne pathogens, technology related to instructional and administrative tasks, as well as how to work effectively with students.