

Board of Education Regular Meeting

Monday, November 9, 2009 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

I. Call To Order	Speaker (s) : Deborah Burke-Grabarek (Acting Chair)
II. Pledge of Allegiance	Speaker (s) : Deborah Burke-Grabarek (Acting Chair)
III. Approval of Minutes	Speaker (s) : Deborah Burke-Grabarek (Acting Chair)
IV. Public Communications and Comments	Speaker (s) : Deborah Burke-Grabarek (Acting Chair)
V. Board of Education Committee and Other Reports	Speaker (s) : Deborah Burke-Grabarek (Acting Chair)
VI. Superintendent Reports and Recommendations	Speaker (s) : Dr. Welch (Superintendent)
VI.A. BOE Expenditure/Projection Report	Speaker (s) : Dr. Welch (Superintendent)
VI.B. Preston Cafeteria Profit and Loss Report	Speaker (s) : Dr. Welch (Superintendent)
VII. New Business	Speaker (s) : Dr. Welch (Superintendent)
VII.A. Votes Required	Speaker (s) : Dr. Welch (Superintendent)
VII.B. Discussion	Speaker (s) : Dr. Welch (Superintendent)
VIII. Old Business	Speaker (s) : Dr. Welch (Superintendent)
VIII.A. Votes Required	Speaker (s) : Dr. Welch (Superintendent)
VIII.B. Discussion	Speaker (s) : Dr. Welch (Superintendent)
IX. Information	Speaker (s) : Dr. Welch (Superintendent)
X. Executive Session	Speaker (s) : Dr. Welch (Superintendent)
XI. Date and Time of Next Meeting	Speaker (s) : Dr. Welch (Superintendent)
XII. Adjournment	Speaker (s) : Deborah Burke-Grabarek (Acting Chair)

Board of Education Regular Meeting

October 19, 2009 07:00PM

Preston Plains Middle School: Library

1. Call to Order

Deborah Burke-Grabarek called the meeting to order at 7:03PM. **Other members in attendance:** Sue Hess, Dan Harris, James Jancewicz, Charles Raymond (arrived at 7:04PM) and Walter Kornosewicz (arrived at 7:05PM). Jessica Pappas was absent. **Also present:** Dr. John Welch; Superintendent, Gloria Homiski; Recording Secretary and Attorney Nicholas Grello. **Audience:** Ivy Davis; Director of Curriculum, Instruction and Special Education, Ray Bernier; Principal PPMS, Kathryn Walsh; Principal PVMS, Michael House; Supervisor of Building and Grounds, Patricia Hibbard; Transportation Supervisor, Amy Campbell, Patti Daniels, Stacey Wilbur, Rebecca Boenig, Pearle Potter, Charlotte Fenton, Cheryl Tardiff, Joshua Vignone and Sean Damm.

2. Pledge of Allegiance

3. Approval of Minutes

Moved, to approve the minutes of the Regular Meeting of August 10, 2009. Hess/Jancewicz. Unanimous. Motion Carries.

4. Public Communications and Comments

Dr. Welch asked members of the CSEA to present their grievances to the Board. Patti Daniels explained that as the driver with the most seniority, she chose her route first. She chose the route she had last year even though it was modified. She then made the decision to grieve the changes made to the route.

Charlotte Fenton presented next. She and Cheryl Tardiff had the same grievance. Charlotte asked why the evaluation form had been changed and stated that both she and Cheryl were not happy with their evaluations. Neither received a bonus last year. They believe they were discriminated against.

Moved, to convene in executive session for the purpose of reviewing grievances, and discussing strategy and negotiations with respect to collective bargaining at 7:32PM. Jancewicz/Raymond. Unanimous. Motion Carries. Attorney Grello and Patricia Hibbard invited to attend executive session.

The BOE came out of executive session at 8:20PM.

Moved, to deny the grievance presented by Charlotte Fenton. Jancewicz/Hess. Burke-Grabarek and Raymond also in favor. Opposed by Kornosewicz and Harris. Motion Carries.

Moved, to deny the grievance presented by Cheryl Tardiff. Jancewicz/Hess. Burke-Grabarek and Raymond also in favor. Opposed by Kornosewicz and Harris. Motion Carries.

Moved, to deny the grievance presented by Patti Daniels. Jancewicz/Hess. Burke-Grabarek and Raymond also in favor. Opposed by Kornosewicz and Harris. Motion Carries.

5. Board of Education Committee and Other Reports

6. Superintendent Reports and Recommendations

Dr. Welch called for a recess in order for the BOE to visit the boiler room with Mike House and Sean Damm of New Age Services. They reviewed the condition of the boilers and Mr. Damm advised the BOE of what needs to be done to maintain the boilers.

Dr. Welch attended an H1N1 conference with both principals, Bob Congdon and Linda Congdon (school nurse). Dr. Welch explained that Preston Public Schools is doing what it can to prepare for the flu. Preparations include using hand sanitizers and conducting proper respiratory education, as well as encouraging those who are sick to remain at home.

Dr. Welch informed the BOE that Mike Schmoker, author of Results will be a guest speaker at our Professional Development Day on February 12th. Board members as well as representatives from other districts are invited to attend.

An Early Retirement Incentive was presented to members of the EAP. Three members of the EAP will be retiring in June of 2010: Anna Sobanski who has been with the district since 1984, Mary Bosma who has been with the district since 1989 and Carol Makara who has been with the district since 1974. Their service and dedication to Preston Public Schools is greatly appreciated.

Dr. Welch attended a fundraiser in memory of Cyndi Carano. He reported that nearly \$4000.00 was raised and will be contributed to her Memorial Scholarship Fund.

Dr. Welch stated that the generator at PPMS is beyond repair and that he has informed the Fire Chief of the matter. A letter from Mr. Thibault of H.O. Penn Machinery was presented to the Board attesting to this fact.

6.1. BOE Expenditure/Projection Report

Dr. Welch presented the End of FY 09 report from Gary Miller; Interim Business Manager. The year ended with a little over \$59,000.00 going back to the Town. He also presented the First Report of FY10. Both reports will be sent to the BOF on Tuesday, October 20th.

6.2. Preston Cafeteria Profit and Loss Report

Dr. Welch presented the first Cafeteria Report of FY10 to the Board.

6.3. Transportation Report

Dr. Welch presented Patricia Hibbard's report to the Board. He suggested that the report be prepared on a quarterly basis from now on.

7. New Business

7.1. Votes Required

The Board reviewed the memo prepared by Gary Miller suggesting that the cost of student lunches at PVMS be raised to \$2.50 (the price currently charged for student lunches at PPMS). He suggested this increase occur after Thanksgiving. Dan Harris suggested that parents be given more notice and that the price increase should not occur until the start of the next school year.

Moved, to increase the cost of PVMS student lunches to \$2.50 on January 4, 2010. Jancewicz/Raymond. Burke-Grabarek, Hess and Kornosewicz in favor. Harris Opposed. Motion Carries.

Ivy Davis presented Policy 5144.1 and Policy 5144.2 to the Board. Changes to Policy 5144.1, Use of Physical Force: Physical Restraint and Seclusion, were made due to a revision in state statutes.

Policy 5144.2, Use of Physical Force: Physical Assistance, was created out of necessity for the new ABA Program at PPMS.

Moved, to accept with amendments Policies 5144.1 and 5144.2. Jancewicz/Kornosewicz. Unanimous. Motion Carries.

Dr. Welch tabled Preston BOE Instruction Policies (6141.32 through 6145).

7.2. Discussion

8. Old Business

8.1. Votes Required

Gary Miller, Bob Congdon, Leslie Kornosewicz, Sue Hess and Sue Nysten have been reviewing financial software packages to be used by the Town and the Board of Ed. Tomorrow, some of the group will travel to Madison and Waterford in order to see two of the programs in action. Sue Hess stated that the group is also working on a job description for the Director of Finance position. Following the site visits, specifications will be set, and an RFP will be posted in November with the hope that a software package be chosen by January 1st. It is the hope that a Director of Finance will be hired by July 1st.

Moved, to authorize the Superintendent in conjunction with the First Selectman et al to select a financial software program suitable for use by municipal and school officials on or before July 1, 2010. Raymond/Jancewicz. Unanimous. Motion Carries.

8.2. Discussion

Sue Hess asked the Board for their opinion regarding the continuation of the Respect and Morale Committee. Legally, the sub-committee must meet in open session, at a posted meeting, with minutes being recorded. Sue shared with the Board that she did not want the meetings to be held in such a formal manner.

Dr. Welch suggested that she put her thoughts in writing and ask Attorney Grello to review them and suggest the best possible way for the sub-committee to proceed. James Jancewicz and Dan Harris suggested that employees come to a Board meeting and express their concerns. The Board would like to address their areas of concern legally.

Moved, to disband with regret the Respect and Morale sub-committee. Hess/Jancewicz. Unanimous. Motion Carries.

9. Information

10. Executive Session

11. Date and Time of Next Meeting

Monday, November 9, 2009, 7PM, PPMS Library

12. Adjournment

Moved, to adjourn the meeting at 9:55PM. Jancewicz/Burke-Grabarek. Unanimous.
Motion Carries.

Preston Board of Education

Policies, Regulations, and Bylaws

6141.32

Instruction

Technology and Instruction

Technologies curricula in the school district shall:

- A. initially familiarize student with computer operation and uses;
- B. progress to use of technology as an instructional aide for regular class work;
- C. and finally teach students to use technology as one of many effective tools for problem solving.

The Superintendent of Schools shall work with staff to develop a long range plan for technological instruction from kindergarten through **grade eight**, including:

- A. budgeting and acquisition of computer hardware at all school levels;
- B. budgeting and acquisition of computer software at all school levels;
- C. staff development on appropriate uses for instructional technology and skills in instructional uses;
- D. coordination of **K-8** curricula in technology instruction;
- E. application of technology throughout the curricula in grades **K-8**.

(cf. 6140 Curriculum)

(cf. 6141 Curriculum Design/Development)

(cf. 6161 Equipment/Books/Materials: Provision/Selection)

(cf. 6161.1 Evaluation of Instructional Materials)

(cf. 6161.2 Care of Instructional Materials)

(cf. 6176 Career and Vocational Education)

(cf. 6200 Adult Education)

Legal Reference: **Connecticut General Statutes**
10-221 Boards of education to prescribe rules.

Policy adopted:

*Bold face
only change
K-8
(not K-12)*

Preston Board of Education

Policies, Regulations, and Bylaws

6141.321(a)

Instruction

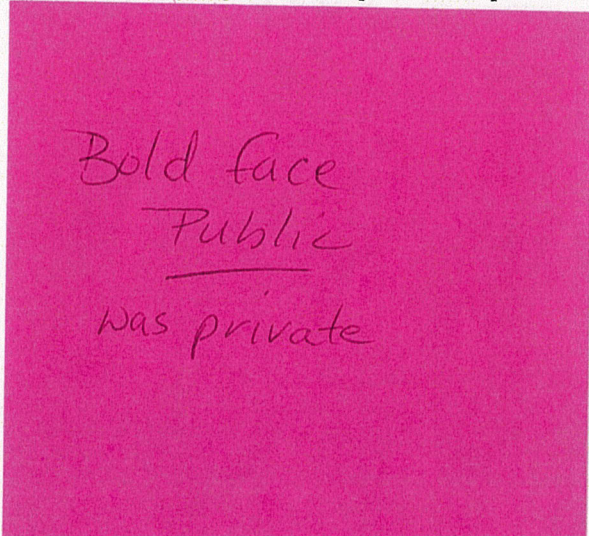
Telecommunications/Internet - Acceptable Use

The school district believes in the educational value of communications, the Internet, and electronic information services, and recognizes their potential to support its educational program, the curriculum and student learning. Resource sharing, communications, and innovation capabilities for both students and teachers have been increased with access to telecommunications and to the Internet. The district will make every effort to protect students and teachers from any misuses or abuses as a result of experience with an electronic information service. It is therefore imperative that members of the school community conduct themselves in a responsible, ethical, and polite manner while using any network. Further, they must abide by all local, state and federal laws.

Guidelines for General Use

It is important to recognize that with increased access to computers and people all over the world also comes the availability of controversial material that may not be considered of educational value in the context of the school setting. Further, the school district recognizes the importance of each individual's judgment regarding appropriate conduct in maintaining a quality resource system. While this policy does not attempt to articulate all required or proscribed behavior, it does seek to assist in such judgment by providing the following guidelines.

- A. All use of the Internet, electronic services or any telecommunications network must support educational objectives or research.
- B. Any electronic mail accounts shall be used only by the authorized owner of the account. Account owners are ultimately responsible for all activity under their account.
- C. All communications and information accessible via a network should be assumed to be **public**.
- D. Any use of the district's computing resources or networks for illegal or inappropriate purposes accessing materials that are objectionable in a public school environment, or supporting such activities, is prohibited. Language that is deemed to be vulgar is also prohibited. Illegal activities shall be defined as a violation of the intended use of the service or network. Inappropriate use shall be defined as a violation of the intended use of the service or network. Objectionable is defined as materials that are identified as such by the rules and policies of the Board of Education that relate to curriculum materials and textbook adoption.
- E. Any use of telecommunication opportunities for commercial purposes, financial gain, product advertisement, political lobbying, or attempt to disrupt the use of the services by others, is prohibited.



Bold face
Public
was private

Preston Board of Education

Policies, Regulations, and Bylaws

6141.321(b)

Instruction

Telecommunications/Internet - Acceptable Use (continued)

F. The Board of Education has no control of the information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.

G. Violations of the provisions stated in this policy may result in suspension or revocation of access privileges to the Internet, electronic services or district networks.

The Superintendent shall identify one administrator as the "District Internet Administrator" who will have responsibility for implementing this policy, establishing procedures, and supervising access privileges.

Guidelines for Student Use

Student use of electronic services is considered to be a privilege. Students at the elementary level may use telecommunications or the Internet only when supervised by a teacher or teacher aide. Guidelines for the use of these electronic services by elementary students will be developed by the District Internet Administrator.

Students in grades 6-8 who wish to use electronic services and networks that are available to them may do so provided that they:

- A. Read and agree to the Acceptable Use Policy;
- B. Sign Internet Use Agreement" (contract);
- C. Obtain the signature of one parent/guardian (if under the age of 18) on the contract;
- D. Have at least one teacher sign the contract form as a sponsor; and
- E. Submit the completed contract to the designated person in each building.

Any parent or student who wishes to appeal any decision relative to Acceptable Use Policy should contact the District Internet Administrator.

Policy adopted:

7/05

Preston Board of Education

Policies, Regulations, and Bylaws

6141.321

Agreement

Instruction

Telecommunications/Internet - Acceptable Use

PRESTON PUBLIC SCHOOLS
PRESTON, CONNECTICUT

Internet Use Agreement

Please read this document carefully before signing.

Internet access is now available to students and teachers in Preston Public Schools.

The Board of Education is pleased to bring this access to _____ and believes the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

- 1) electronic mail communication with people all over the world;
- 2) information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions;
- 3) public domain software and shareware of all type;
- 4) discussion groups on a variety of topics ranging from Chinese culture to the environment to music to politics; and
- 5) access to many university library catalogs, the Library of Congress and ERIC.

Preston Public Schools has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and a user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a district user violates any of these provisions, his or her privileges/account will be terminated and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party

Preston Board of Education

Policies, Regulations, and Bylaws

(parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

6141.321

Agreement

(continued)

Instruction

Telecommunications/Internet - Acceptable Use

Internet - Terms and Conditions

- 1) **Acceptable Use** - The purpose of the National Science Foundation Network (NSFNET), which is the backbone network to the Internet, is to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. The use of telecommunications/an electronic mail account must be in support of education and research and consistent with the educational objectives of Preston Public Schools. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material threatening or obscene material, or material protected by trade secret. Use for commercial activities, product advertisement or political lobbying is prohibited.
- 2) **Privileges** - The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who uses the Internet or who receives an account will be part of a discussion with a district faculty member pertaining to the proper use of the network.) System administrators will deem what is inappropriate use and the decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff may request the District Internet administrator to deny, revoke, or suspend specific user accounts.
- 3) **Network Etiquette** - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - a. Be polite. Becoming abusive in one's messages to others is prohibited.
 - b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
 - c. Do not reveal your personal address or phone number or those of students or colleagues.
 - d. Note that electronic (e-mail) is not private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the appropriate authorities.
 - e. Do not use the network in such a way that you would disrupt the use of the network by other users.
 - f. All communications and information accessible via the network should be assumed to be public property.

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- 4) Preston Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages such as loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors or omissions. The district specifically denies any responsibility for the accuracy or quality of information obtained from the Internet.

6141.321
Agreement
(continued)

Instruction

Telecommunications/Internet - Acceptable Use

Internet - Terms and Conditions (continued)

- 5) Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator or your District Internet Administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.

- 6) Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any of the above listed agencies or other networks that are connected to the NSFNET Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. If there is any cost involved in repairing such vandalism, the cost will be assumed by the parent/guardian or the student if he/she is 18 years or older.

6141.321
Agreement
(continued)

STUDENT

I understand and will abide by the above Internet Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

Preston Board of Education

Policies, Regulations, and Bylaws

Student Signature

Date

School

Grade

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes. Preston Public Schools has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the district to restrict access to all controversial materials and I will not hold the district responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to access the Internet, to have an account and certify that the information contained on this form is correct.

Parent or Guardian's Name (Please Print)

Signature

Date

6141.321
Agreement
(continued)

Instruction

Telecommunications/Internet - Acceptable Use

SPONSORING TEACHER

I have read the Internet Use Agreement and agree to review this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student use of the network. As the sponsoring teacher, I do agree to instruct the student on acceptable use of the network and proper network etiquette.

Teacher's Name (please print)

Signature

Date:

Preston Board of Education

Policies, Regulations, and Bylaws

6141.322(a)

Instruction

Computers: Web Sites/Pages

The Preston Board of Education allows the district and schools within the district to create and maintain world wide web sites for educational purposes. Web sites are avenues for educating, providing information, communicating and expressing creativity. District and individual school web sites shall be used to share information about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our mission. Web sites shall also provide instructional resources for staff and students.

Materials displayed on web sites are published on the Internet. Therefore, the content should be professional and consistent with the educational mission of the school system. Web sites shall follow standards for ethical behavior in regard to information and technology by showing respect for the principles of intellectual freedom, intellectual property rights and the responsible use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright, and technical standards which are contained in the administrative regulations which accompany this policy.

(cf. 1110 - Communications with the Public)

(cf. 5125 - Student Records)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.3 - Publications)

(cf. 6161.1 - Guidelines for Evaluation/Selection of Instructional Materials)

(cf. 6162.6 - Use of Copying Device, Copyrights)

(cf. 6163.3 - Instructional Resources for Students/Live Animals in the Classroom)

Legal Reference: **Connecticut General Statutes**

1-19(b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

Retention, destruction and transfer of documents

transfer or disposal of public records. State Library Board to adopt
ons.

e) Access to Records of Minors.

*no changes
made*

Preston Board of Education

Policies, Regulations, and Bylaws

6141.322(b)

Instruction

Computers: Web Sites/Pages (continued)

Legal Reference: Connecticut General Statutes (continued)
Connecticut Public Records Administration Schedule V - Disposition of
Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438
of the General Education Provisions Act, as amended, added by section
513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs.
implementing FERPA enacted as part of 438 of General Educ. provisions
act (20 U.S.C. 1232g)-parent and student privacy and other rights with
respect to educational records, as amended 11/21/96.

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et.seq.

Policy adopted:

Preston Board of Education

Policies, Regulations, and Bylaws

6141.323

Instruction

Internet Acceptable Use: Filtering

The Preston Public Schools is fortunate to have access to the Internet at all schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

This wonderful resource also provides access to material unsuitable for students and which has no educational value. It is the responsibility of all Preston Public Schools' staff to ensure that the Internet, as used in the schools, is appropriately guided and monitored. Moreover, staff also has the responsibility to conduct themselves in an appropriate manner when using the Internet.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

- A. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
- B. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.
- C. Implementation of a system developed to filter out Internet sites with content considered unacceptable for student viewing. A committee of teachers, parents, and administrators shall be used to receive appeals from users who have specific use in mind for a filtered site.

The Internet changes rapidly making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322- Web Sites/Pages)

Legal Reference:

Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other

Preston Board of Education

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rights with respect to educational records, as amended 11/21/96.
HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet
Protection Act)
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
Reno v. ACLU, 521 U.S. 844 (1997)
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
Board of Education v. Pico, 457 U.S. 868 (1988)
Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy Adopted:

6141.8

Instructions**School Readiness/Day-Care**

The critical importance of the early years in determining the educational development of children is recognized by the Board of Education. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool children ages three and four are encouraged. Such programs shall promote the health and safety of children and prepare them for formal schooling. In the utilization of resources, however, including available space, first priority is assigned to the regular school program for grades K through 12. A cooperative arrangement with another school district may be considered.

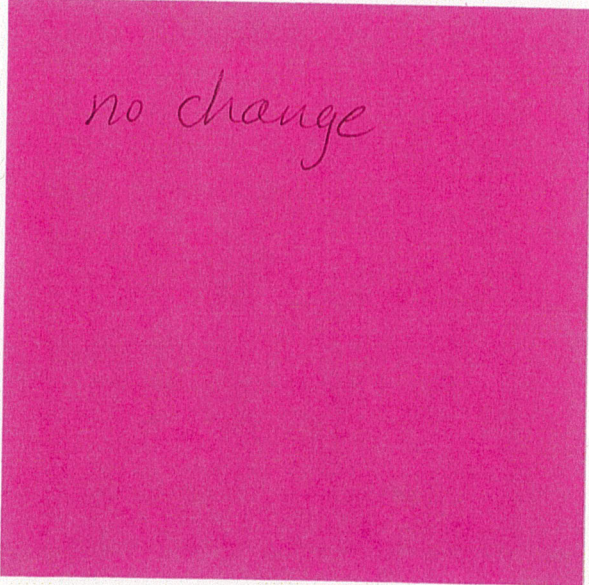
The Board directs the Superintendent, in cooperation with the chief elected official of the town, to develop and submit a plan to the State Department of Education which fulfills the requirement of C.G.S. 17b-749a and which enables the district to seek funding on a competitive grant basis established for this purpose.

In addition, recognizing the need to fulfill the statutory program requirements for school readiness programs, detailed in C.G.S. 10-169, the Board directs that an emphasis shall be placed on a plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices and professional development for staff which includes, but is not limited to, training in pre-literacy skills development and designed to assure respect for racial and ethnic diversity.

The Board regards parental involvement and community cooperation as an integral part of this program. A local school readiness council, its composition and duties specified by statute, shall be formed and convened by the Superintendent.

Legal Reference: Connecticut General Statutes

17b-749a Establishment of school readiness program. Council as amended by PA 97-259 An Act Concerning School Readiness and Child Day Care.

Policy adopted: 7/11/05

no change

Preston Board of Education
Policies, Regulations, and Bylaws

6142(a)

Instruction

Basic Instructional Program

The basic instructional program shall be prescribed by the Board and be in accordance with the law.

Although learning experiences offered students vary according to their individual needs and abilities, the instructional program will be designed to give all students a common body of skills, understandings, attitudes, and knowledge needed for living in a democratic society.

An atmosphere fostering healthy growth shall prevail, recognizing in which ability encouraging excellence and providing a model of productive life as a model to emulate.

As required by law, the Board shall provide a program of instruction which shall include at least the following subject matter as taught by legally qualified teachers, the arts; career education; consumer education; health and safety; including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety, which may include the dangers of gang membership, and safety and accident prevention; instruction on acquired immune deficiency syndrome (AIDS); language arts, including reading, writing, grammar, speaking and spelling; mathematics, physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education.

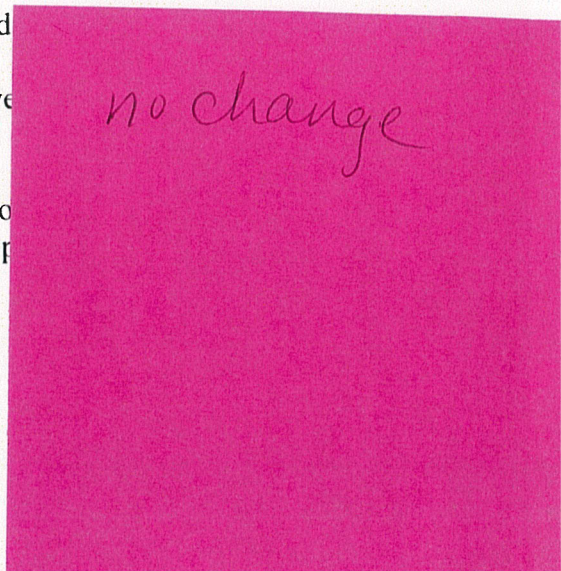
Language arts may include American sign language or signed English, provided such subject matter is taught by a qualified instructor under the supervision of a certified teacher.

The implementation of these programs shall be the responsibility of the building Principals.

Legal Reference: **Connecticut General Statutes**
10-16b Prescribed courses of study. (as modified by Public Act 06-61)
10-18 Courses in United States history, government, and the responsibilities of citizenship.

Basic Instructional Program (Continued)
10-19 Teaching about alcohol, nicotine or tobacco, and the acquired immune deficiency syndrome. Training of personnel.

Policy adopted:



Preston Board of Education

Policies, Regulations, and Bylaws

6142.2(a)

Instruction

Reading/Language Arts

Reading and language skills are integral parts of all phases of the learning process. Each individual, therefore must learn to speak, read, write, and listen to words in order to function effectively in school and society. Since it is primarily with words that ideas and thoughts are communicated, it is imperative that the individuals develop competency in the reading and language arts areas for self-fulfillment, effective communication, creative expression, and to assume a productive role in society. Each individual must be provided with an educational program at his or her level of ability and achievement. Such a program will emphasize the differentiation of instruction, flexible grouping, and a multi-modality approach.

Legal Reference: **Connecticut General Statutes**
10-220a In-service training. Professional development. Institutes for educators.
Cooperating and beginning teacher programs, regulations.
10-221h Plan to improve reading skills.
10-265g summer reading programs required for priority school districts.
Evaluation of student reading level. Personal reading plans.
10-266p Priority school district grant program.
P.A. 99-288 An Act Concerning Education Accountability

Policy adopted:

Preston Board of Education

Policies, Regulations, and Bylaws

6144

Instruction

Controversial Issues

Controversial issues are those subjects about which there are significant differences of opinion based on differing values people bring to an issue; as a basic educational competency, students should develop abilities to deal with controversial issues.

Controversy is inherent in the democratic way of life, and study and discussion of controversial issues is essential to citizenship education in a free society. Students can become better informed individuals through examining evidence, facts, and differing viewpoints; by exercising freedom of thought and moral choice; and through making responsible decisions. Perpetuation of the fundamental principles of American society requires opportunities for students to read, to gather information, to speak, to hear alternative viewpoints, and to reach honest judgments according to individual abilities.

Teachers shall help students identify and evaluate relevant information, learn the techniques of critical analysis, and make independent judgments. They must reinforce students rights to present and support personal conclusions with those who have opposing points of view. Teachers should also develop student interest in objective re-examination of long-standing issues, and of newly significant issues, and promote vigorous exchanges of ideas. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6161 Equipment/Books/Materials: Provision/Selection)

Policy adopted:



no change

Preston Board of Education

Policies, Regulations, and Bylaws

6144.1

Instruction

Exemption From Instruction

Substance abuse education is required by state statutes for all students annually and students are not exempt.

Religious

If the religious belief and/or teachings of a student or his/her parents or guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or guardian must present a written request for exemption to the Principal stating the conflict involved.

Medical

If a student is unable to participate in a physical education class, he/she must present to the Principal or designee a statement from a physician stating the reason for his/her inability to participate.

AIDS Instruction

Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his/her parent or guardian.

Family Life and Sex Education

Students, parents or guardians shall be informed of their right to exempt the student from the family life program. The student will be exempted upon a written request for exemption from his/her parent or guardian.

Legal Reference:

Connecticut General Statutes

10-16b Prescribed courses of study

10-19(b) AIDS education

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught

Policy adopt:

Instruction

Extra-Class Activities

Preston Public Schools shall provide, within budgetary limitations, active student opportunities for participation in extra class activities including interscholastic athletics, clubs, music and drama organizations, and other student activities and programs.

Participation in such programs and activities is a privilege and not a right. Any student whose behavior during these programs and/or activities is unacceptable may be restricted by school district administrators from participation for up to a maximum of one school year. Depending upon the particular circumstances in each instance, restriction may involve student exclusion only from a certain activity or activities for a specified period of time; or that he or she may not attend school sponsored social functions, sports activities, dramatic or music programs, or other activities, in the evenings or on weekends, or some other degree of appropriate restriction.

To ensure student constitutional rights and due process protections, the Principal shall conduct a hearing to allow students to contest charges which can lead to suspension of student activity privileges. These hearings shall be in addition to the informal administrative hearings required prior to a possible earlier suspension from school for the same behavior or actions, and shall follow procedural guidelines set forth in 1-5 below:

- A. Written notice of charges shall be supplied to the student and his/her parents/guardians.
- B. The hearing officer shall ascertain the facts, and if the facts indicate the student's guilt, shall further determine the designated punishment, if any, including student suspension from interscholastic, extra-curricular, and/or co-curricular activities.
- C. Parents/guardians shall be requested to be present at the hearing.
- D. A record shall be kept of the hearing.
- E. Administrative decisions from the hearing on student suspension from school activities, including the duration of the imposed suspension if awarded, shall be reduced to writing and reviewed with the Superintendent of Schools. Following such review, written decisions, reflecting any changes from such review with the Superintendent, shall be sent to the student and his/her parents/guardians.

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education.
10-221 Boards of education to prescribe rules.
10-233e Notice as to disciplinary policies and action.

Policy adopted:

STRATEGIC SCHOOL PROFILE 2008-09**Preston School District**

JOHN J. WELCH, Superintendent
Telephone: (860) 889-6098

Location: 325 Shetucket Turnpike
Preston,
Connecticut

Website: www.prestonschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Per Capita Income in 2000: \$24,752

Town Population in 2000: 4,688

Percent of Adults without a High School Diploma in 2000*: 15.4%

1990-2000 Population Growth: -6.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

Number of Public Schools: 2

District Enrollment as % of Estimated. Student Population: 93.7%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 488
5-Year Enrollment Change -5.6%

DISTRICT GRADE RANGE

Grade Range PK- 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	61	12.5	11.1	30.3
K-12 Students Who Are Not Fluent in English	9	1.9	0.6	5.2
Students Identified as Gifted and/or Talented	0	0.0	3.8	4.0
PK-12 Students Receiving Special Education Services in District	63	12.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	26	51.0	85.5	79.7
Homeless	5	1.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	14	2.9
Asian American	20	4.1
Black	8	1.6
Hispanic	16	3.3
White	430	88.1
Total Minority	58	11.9

Percent of Minority Professional Staff: 2.0%

Non-English Home Language: 2.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Preston Public School System is committed to reducing racial, ethnic and economic isolation. School assemblies and field trips focus on developing student awareness of various cultures.

School media, library books and technology purchases have helped to encourage social acceptance and diversity. The world language program at Preston Plains Middle School provides students with an opportunity to learn about and understand different cultures and ways of life.

Relationships with pen pals, as well as participation in school clubs and activities have increased interaction between Preston students and other students throughout the state and country.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	47.1	54.6	22.6
Writing	46.2	62.5	10.7
Mathematics	62.7	62.8	35.8
Grade 4 Reading	58.3	60.7	30.1
Writing	62.2	64.2	29.7
Mathematics	66.7	63.6	42.1
Grade 5 Reading	80.0	66.0	69.6
Writing	72.0	66.5	46.9
Mathematics	80.0	68.8	66.7
Science	78	58.1	73.5
Grade 6 Reading	78.6	68.9	50.3
Writing	59.5	62.2	31.3
Mathematics	83.3	68.8	66.3
Grade 7 Reading	80.4	74.9	49.0
Writing	56.1	62.9	22.9
Mathematics	67.9	66.0	42.0
Grade 8 Reading	75.0	68.4	47.7
Writing	66.1	66.5	31.6
Mathematics	62.7	64.5	31.0
Science	74.2	60.6	58.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	31.7	36.2	35.3

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	31.40
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	16.00
Library/Media Specialists and/or Assistants	1.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.60
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	31.63

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	18.9	14.6	13.6
% with Master's Degree or Above	90.2	77.2	76.1

Average Class Size	District	DRG	State
Grade K	17.0	15.8	18.3
Grade 2	22.5	17.5	19.3
Grade 5	17.3	19.6	21.0
Grade 7	19.7	19.5	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,088	993	988
Middle School	963	1,010	1,016
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	2.7	3.3
Middle School	2.9	2.1	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$4,548	\$9,024	\$7,411	\$7,032	\$7,522
Instructional Supplies and Equipment	\$258	\$512	\$332	\$303	\$271
Improvement of Instruction and Educational Media Services	\$87	\$172	\$232	\$409	\$446
Student Support Services	\$393	\$781	\$796	\$862	\$806
Administration and Support Services	\$594	\$1,179	\$1,508	\$1,365	\$1,369
Plant Operation and Maintenance	\$764	\$1,516	\$1,249	\$1,339	\$1,377
Transportation	\$631	\$820	\$610	\$671	\$644
Costs for Students Tuitioned Out*	\$838	N/A	N/A	N/A	N/A
Other	\$25	\$50	\$87	\$158	\$151
Total*	\$8,140	\$15,046	\$12,897	\$12,486	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$475	\$943	\$1,185	\$1,677	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$10,728; Tuition Costs, \$3,427.

Total town expenditures per pupil for PK-12 are \$14,061.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,845,352	26.5	19.0	20.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	66.3	30.2	2.4	1.2
Excluding School Construction	64.8	31.5	2.5	1.2

*High school expenditures are not reported for districts without secondary schools

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Although fiscal year 2010 did not result in increased funding for Preston Public Schools, and notwithstanding a decrease in the amount of money available to teachers for instructional supplies, all individual teacher requests for supplies (non-instructional and instructional) and texts were honored by the administration.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	107
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	12	1.7	0.8	0.8
Learning Disability	26	3.6	3.7	3.9
Intellectual Disability	4	0.6	0.4	0.5
Emotional Disturbance	6	0.8	0.7	1.0
Speech Impairment	27	3.8	2.9	2.3
Other Health Impairment*	19	2.7	1.8	2.1
Other Disabilities**	13	1.8	0.7	0.9
Total	107	15.0	11.1	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment	Students with Disabilities		All Students	
	District	State	District	State
CMT Reading	22.2	30.2	70.5	65.7
Writing	12.5	19.5	60.3	64.1
Mathematics	34.6	30.7	70.1	65.7
Science	N/A	N/A	75.9	59.4
CAPT Reading Across the Disciplines	N/A	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	11.1
	% With Accommodations	88.9
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		11.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	7	6.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	64	59.8	75.5	72.7
40.1 to 79.0 Percent of Time	30	28.0	18.1	16.1
0.0 to 40.0 Percent of Time	13	12.1	6.4	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Preston Public Schools continuously improves, facilitates and augments services for special needs students. During the 2008-2009 school year, we continued to improve special education services by increasing inclusive supports and developing instructional models that meet student need in the classroom with their non-disabled peers.

At the elementary school level, program improvements have included:

- incorporating flexible reading and math groupings into instruction across grade levels, thereby reducing the amount of pull-out instruction;
- improving Kindergarten – 5th grade reading instruction and materials with the acquisition of Mondo's Bookshop, a balanced literacy program incorporating phonemic awareness, phonics and word study, fluency, vocabulary and comprehension. Bookshop is the core literacy program in which all students receive classroom instruction; additional reading instruction as required by IEP may incorporate other materials and instructional methodologies.
- acquiring Kurzweil reading software, text reading software that allows students with reading-based learning disabilities to gain access to grade-level texts; and
- implementing tiered reading instruction in Kindergarten – 2nd grade. Known as RTI or SRBI, tiered instruction constitutes a early intervention process of determining students who have not attained grade level benchmarks and providing appropriate skill-based interventions to meet their specific areas of deficit.

At the middle school level, program improvements have included:

- increasing options for co-taught instruction at the 6th grade level to include reading and math;
- ensuring opportunities for co-taught instruction in language arts at 7th grade and 8th grade levels;
- ensuring that instruction occurs across subject areas in heterogeneous groupings (excluding math); and
- engaging in professional learning about co-teaching and inclusive teaching strategies in preparation for the 2009-2010 school year when inclusive learning opportunities will replace pull-out instruction to the maximum extent possible in 6th - 8th grades.

During the 2008-2009 school year, Preston Public Schools continued to seek out and encourage parent involvement in specific programs. The following list highlights those activities involving parents in planning and improvement projects:

- An instrumental music program was launched for 5th - 8th grade students with an introductory forum for parents. Families were introduced to available instruments for instruction and supporting services. Demonstrations, anticipated session schedules and questions/answers built student enthusiasm and provided parents with a basic understanding of how the program would be developed while feedback was elicited at the program's inception. To date, participation in the instrumental music program has exceeded expectations.
 - A parent information session regarding implementation of the standards based reporting system at Preston Plains Middle School followed up on previous sessions provided to parents during implementation at the elementary level. Feedback from parents precipitated revisions to performance descriptors: Level 4 performance was changed from "Meets the standard" to "Exceeds the standard" in order to identify and describe performance of those students who exceed grade level expectations, in turn encouraging students to challenge themselves while focusing on self-improvement rather than student-to-student competition.
 - Preston Veterans' Memorial School sponsored a forum for parents on recognizing and nurturing giftedness presented by Katie Augustyn of CT's Council on the Gifted. The presentation was opened to parents from neighboring districts and was attended by parents from Waterford, Montville, Ledyard and North Stonington in addition to Preston parents. During the presentation, the group began to consider possible regionalization of gifted programming with Preston Public Schools as the facilitator.
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STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Preston Plains School
Preston School District**RAYMOND E. BERNIER, Principal
Telephone: (860) 889-3831Location: Route 164
Preston,
ConnecticutWebsite: www.prestonschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: 6- 8**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 168
5-Year Enrollment Change: -17.6%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	23	13.7	13.7	25.1
Students Who Are Not Fluent in English	3	1.8	1.8	3.7
Students with Disabilities	20	11.9	11.9	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	122	99.2	99.2	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	963	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	19.7	19.7	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	0.0	0.0	34.2
World Language	0.0	0.0	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	29	33
Computer Education	29	15
English Language Arts	144	229
Family and Consumer Science	0	13
Health	16	24
Library/Media Skills	0	6
Mathematics	144	152
Music	29	24
Physical Education	29	53
Science	144	144
Social Studies	144	143
Technology Education	0	23
World Languages ^E	0	77

^E Elective hours also offered

World Language

Formal instruction (at least 1 hour per week) in Latin and Spanish starts in Grade 7 in this school. Statewide, 71.3% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.8	1.8	3.7
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	60.0	60.0	76.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.9	2.9	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	24.3	24.3	21.0
# of Print Periodical Subscriptions	4	4	28

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	11.50
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants	0.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	5.83

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	15.9	15.9	14.0
% with Master's Degree or Above	82.4	82.4	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.7	8.7	9.0
% Assigned to Same School the Previous Year	94.1	94.1	86.7

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SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	1.8
Asian American	8	4.8
Black	6	3.6
Hispanic	6	3.6
White	145	86.3
Total Minority	23	13.7

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 1.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Preston Plains Middle School is committed to reduce racial, ethnic, and economic isolation.

In efforts to expose our students to a variety of cultures and communities, we are continually exploring programs and activities that lend themselves to diversity. Preston Plains Middle School is a rural school with limited diversity. However, our students participated in a variety of collaborative programs through our regional educational support center (LEARN).

Several assemblies are held throughout the year focusing on differences in race, ethnicity, and economic backgrounds.

Students attended multi-cultural programs at the Garde Theater in New London.

World Language programs offer additional opportunities for students to learn about other cultures.

Many cultures are explored and studied throughout the year during music and art classes.

After school sports and clubs provide many opportunities for students to interact with other students throughout the state.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	37.2	37.2	35.3	55.9
Grade 8	38.7	38.7	36.8	59.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	78.6	78.6	68.9	63.5
Writing	59.5	59.5	62.2	45.8
Mathematics	83.3	83.3	68.8	73.4
Grade 7 Reading	80.4	80.4	74.9	61.0
Writing	57.1	56.1	62.9	42.2
Mathematics	67.9	67.9	66.0	54.6
Grade 8 Reading	75.0	75.0	68.4	58.5
Writing	66.1	66.1	66.5	47.7
Mathematics	62.7	62.7	64.5	48.8
Science	74.2	74.2	60.6	69.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	100.0	100.0	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 10 students were responsible for these incidents. These students represent 5.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	4	0
Theft	0	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	3	0
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	12	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

A part-time Special Education Director position was recently created for the district. This allowed for more direction and supervision in the department. There are many new programs in place to help students be successful. A part-time Director of Curriculum and Instruction was recently created for the district. Language Arts, Math, Science, and the Technology Plan curricula were recently rewritten. These areas now align with the state frameworks. This promotes a better focus for materials that will be tested on CMT's. In addition, the Blue Ribbon On-Line Assessment Program and regular grade-level writing prompts are administered. This gives significant insight into student knowledge and will guide teacher instruction. Standards Based Report Cards were used for sixth grade students. This allows for a more authentic approach to teaching and learning. The model will be carried through the seventh and eighth grades in the next two years.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The school is significantly more secure as a result of the planning and implementation of a comprehensive Emergency Crisis Manual. Several lockdown and off-site evacuation drills are practiced throughout the year. The building is locked throughout the day. Visitors must buzz in at the main entrance where they speak to the school secretary and are seen on a closed circuit television. There are several cameras around the exterior of the building. Activity is recorded and archived.

The school recently developed a mentor/mentee model for teachers and students. This allows for more time to be dedicated toward Character Education.

Virtually all classes are heterogeneously grouped to allow for equal opportunities for all students with a strong emphasis on co-teaching, so all students will receive the support necessary.

STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Preston Plains School
Preston School District**RAYMOND E. BERNIER, Principal
Telephone: (860) 889-3831Location: Route 164
Preston,
ConnecticutWebsite: www.prestonschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: 6- 8**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 168
5-Year Enrollment Change: -17.6%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	23	13.7	13.7	25.1
Students Who Are Not Fluent in English	3	1.8	1.8	3.7
Students with Disabilities	20	11.9	11.9	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	122	99.2	99.2	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	963	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	19.7	19.7	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	0.0	0.0	34.2
World Language	0.0	0.0	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	29	33
Computer Education	29	15
English Language Arts	144	229
Family and Consumer Science	0	13
Health	16	24
Library/Media Skills	0	6
Mathematics	144	152
Music	29	24
Physical Education	29	53
Science	144	144
Social Studies	144	143
Technology Education	0	23
World Languages ^E	0	77

^E Elective hours also offered

World Language

Formal instruction (at least 1 hour per week) in Latin and Spanish starts in Grade 7 in this school. Statewide, 71.3% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.8	1.8	3.7
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	60.0	60.0	76.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.9	2.9	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	24.3	24.3	21.0
# of Print Periodical Subscriptions	4	4	28

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	11.50
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants	0.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
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