

Board of Education Regular Meeting

Monday, January 10, 2011 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

I. Call to Order	Speaker (s) : Dan Harris: Chair
II. Pledge of Allegiance	Speaker (s) : Dan Harris: Chair
III. Approval of Minutes	Speaker (s) : Dan Harris: Chair
IV. Public Comment	Speaker (s) : Dan Harris: Chair
V. Board of Education Committee and Other Reports	Speaker (s) : Dan Harris: Chair
VI. Superintendent Reports and Recommendations	Speaker (s) : Dr. Welch
VI.A. BOE Expenditure/Projection Report	Speaker (s) : Dr. Welch
VI.B. Cafeteria Report	Speaker (s) : Dr. Welch
VII. New Business	Speaker (s) : Dan Harris: Chair
VII.A. Votes Required	Speaker (s) : Dan Harris: Chair
VII.B. Discussion	Speaker (s) : Dan Harris: Chair
VIII. Old Business	Speaker (s) : Dan Harris: Chair
VIII.A. Votes Required	Speaker (s) : Dan Harris: Chair
VIII.B. Discussion	Speaker (s) : Dan Harris: Chair
IX. Information	Speaker (s) : Dan Harris: Chair
X. Executive Session	Speaker (s) : Dan Harris: Chair
XI. Date and Time of Next Meeting	Speaker (s) : Dan Harris: Chair
XII. Adjournment	Speaker (s) : Dan Harris: Chair

Board of Education Regular Meeting

December 13, 2010 07:00PM

PVMS Library

1. Call to Order

Dr. Welch (Superintendent) called the meeting to order at 7:01PM. Board Members Present: Pauline Andruskiewicz, Deborah Burke-Grabarek, Sandra Gauthier, Dan Harris, Charles Raymond, Jim Jancewicz and John Moulson. Also present: Gloria Homiski; Board Secretary, Ivy Davis; Director of Curriculum, Instruction and Special Education, Gary Miller; Interim Business Manager, Dr. Walsh; PVMS Principal, Mike House; Supervisor of Buildings and Grounds, Patricia Hibbard; Transportation Coordinator and Joe Centofanti; Kostin, Ruffkess and Company, LLC. Audience: Norm Gauthier, Robert Congdon, Gale Ennis, Bill Legler, Jan Clancy, Pearle Potter and Julianne Hanckel from The Day.

Moved, to take the agenda out of order to elect officers. Moulson/Jancewicz. Unanimous. Motion Carries.

Pauline Andruskiewicz nominated John Moulson for the position of chairperson. John Moulson nominated Dan Harris for the position of chairperson. Deborah Burke-Grabarek nominated Pauline Andruskiewicz for the position of chairperson.

Moved, to close the nominations. Moulson/Jancewicz. Unanimous. Motion Carries.

All those in favor of electing Dan Harris as board chair: Moulson, Raymond, Harris and Jancewicz.

All those in favor of electing Pauline Andruskiewicz as board chair: Gauthier, Andruskiewicz and Burke-Grabarek.

Moved, to elect Dan Harris to the position of board chair. Moulson, Raymond Jancewicz, Burke-Grabarek and Gauthier in favor. Andruskiewicz opposed. Motion Carries.

Moved, to authorize the nomination of a vice chairperson. Moulson/Jancewicz. Raymond, Harris, Burke-Grabarek and Gauthier in favor. Andruskiewicz opposed. Motion Carries.

Jim Jancewicz nominated John Moulson for the position of Vice Chair.

Deborah Burke-Grabarek nominated Pauline Andruskiewicz for the position of Vice Chair.

Moved, to close the nominations. Moulson/Jancewicz. Unanimous. Motion Carries.

All those in favor of electing John Moulson as board vice chair: Raymond, Moulson, Harris and Jancewicz.

All those in favor of electing Pauline Andruskiewicz for the position of Vice Chair: Andruskiewicz, Burke-Grabarek and Gauthier.

John Moulson elected vice chair.

Pauline Andruskiewicz nominated Deborah Burke-Grabarek for the position of board secretary.

Moved, to close the nominations. Jancewicz/Moulson. Unanimous. Motion Carries.

Deborah Burke-Grabarek elected board secretarty.

Moved, to add Policy 3161 (Audit Policy) to the agenda. Moulson/Jancewicz. Burke-Grabarek, Gauthier, Raymond and Harris in favor. Andruskiewicz opposed. Motion Carries.

2. Pledge of Allegiance

3. Approval of Minutes

Moved, to approve the minutes of the regular meeting of November 8, 2010. Andruskiewicz/Jancewiz. Raymond, Moulson, Gauthier and Harris in favor. Deborah Burke-Grabarek abstained. Motion Carries.

4. Public Comment

Bill Legler: He asked why preK tuition is deposited into the Student Activity Account. Dr. Welch explained that would be addressed later in the meeting.

Moved, to take the agenda out of order to discuss 8.2 Discussion, Kostin Ruffkess Report. Moulson/Jancewicz. Unanimous. Motion Carries.

Dr. Welch introduced Joe Centofanti from Kostin, Ruffkess and Company, LLC. to the board. Mr. Centofanti stated that the board has a very good system in place with regard to the student activity account. The sub accounts have designated advisors, the business manager and a board member approve and sign the checks. The board has voted on the addition of memorial awards to the account. He recommended that student monies and non-student funds be separated into sub accounts. Also, he recommended that scholarship and memorial money, as well as preK tuition money be separated into different accounts all together. He recommended that the board adopt a Student Activity Policy which he presented. He also suggested that the office provide the board with a detailed account each year.

Discussion followed. Gale Ennis set up a memorial account for a family member and was very concerned as to where the money was being held. Dan Harris explained that the office would review the details and get back to her.

Bill Legler stated that he does not want to see preK tuition in a student activity account at all.

Norm Gauthier expressed concern over the thoroughness of the report from Kostin and Ruffkess.

5. Board of Education Committee and Other Reports

Jim Jancewicz stated that a School Consolidation Sub Committee Meeting was not held this month.

6. Superintendent Reports and Recommendations

6.1. BOE Expenditure/Projection Report

Dr. Welch stated that the proposed budget would be presented at the January BOE meeting.

Dr. Welch met with Fran Minor (Senior Center), Emile Levasseur and Evelyn Dekiert regarding the formation of an adult computer class. It will be a 6 week session which will begin in the spring. To date, 22 seniors are interested in participating.

Dr. Welch met with John Moulson, Robert Congdon and Robert Maurice on November 12th to discuss an MOA relative to the Director of Finance position. Robert Congdon explained that the BOF is working up an MOA of their own. He also stated that he would like all members of the school consolidation sub committee to be voting members.

Gary Miller presented the expenditure report to the board. He also reviewed the recommended budget line item transfers to be made.

Moved, to adjourn the meeting. Moulson/no second.

Moved, to continue the meeting for another half hour. Jancewicz/Andruskiewicz. Gauthier, Burke-Grabarek, Harris and Raymond in favor. Moulson abstained. Motion Carries.

Moved, to approve the line item transfers as presented by the Business Manager. Jancewicz/Gauthier. Burke-Grabarek, Andruskiewicz, Harris, Raymond in favor. Moulson abstained. Motion Carries.

6.2. Cafeteria Report

Gary Miller will present this report next month.

7. New Business

7.1. Votes Required

Moved, to approve the BOE Meeting Date Calendar as modified. Jancewicz/Raymond. Unanimous. Motion Carries.

Moved, to take the agenda out of order to discuss Policy 3161, audit committee nominations. Jancewicz/Moulson. Burke-Grabarek, Gauthier and Raymond in favor. Andruskiewicz opposed. Harris Abstained. Motion Carries.

Dan Harris stated that 3 members needed to be elected to serve on the audit committee.

Charles Raymond/Deborah Burke Grabarek nominated John Moulson.
John Moulson/Deborah Burke Grabarek nominated Charles Raymond.
Jim Jancewicz nominated Deborah Burke Grabarek. She declined.
Charles Raymond/Deborah Burke-Grabarek nominated Sandra Gauthier.

Moved, to close the nominations. Moulson/Jancewicz. Unanimous. Motion Carries.

Moved, to elect John Moulson, Charles Raymond and Sandra Gauthier to the audit committee. Jancewicz/Burke-Grabarek. Moulson, Raymond, Harris and Gauthier in favor. Andruskiewicz opposed. Motion Carries.

Moved, to put off the policies until another meeting. Jancewicz/Gauthier.

Discussion followed: Motion amended:

Moved, to defer the 6000 series policies until the next meeting. Moulson/Burke-Grabarek. Harris, Jancewicz, Raymond and Gauthier in favor. Andruskiewicz opposed. Motion Carries.

Policy 3453: Student Activity Account policy recommended by Kostin, Ruffkess was reviewed by the board. John Moulson Requested that the following additions be made to the policy: "An annual report will be provided to the board." "The Business Manager will be responsible for the account in conjunction with the board." "The Executive Administrative Assistant will act as Treasurer."

Residency Hearings: 2 cases of student residency are in question at this time. Moved, to convene on 12/20/10 at 6pm in PVMS Library for the purpose of addressing two residency cases. Andruskiewicz/Jancewicz. Unanimous. Motion Carries.

Moved to continue the meeting for another half hour. Andruskiewicz/Burke-Grabarek. Unanimous. Motion Carries.

Public Act 09-199

Superintendents are now made aware of any known sex offenders who reside in their school district. Our attorney advised the Superintendent to incorporate Public Act 09-199 into a board policy.

Moved, to approve the incorporation of Public Act 09-199 into a policy. Burke-Grabarek/Jancewicz. Unanimous. Motion Carries.

Policy will be brought to the board next month.

7.2. Discussion

8. Old Business

8.1. Votes Required

The board reviewed policies 6145.2 Interscholastic Athletics, 6145.3 Student Publications, 6145.5 Student Government/Organizations/Associations, 6145.8 Student Activity Funds and 6146.1 Grading System.

Moved to approve policies 6145.2, 6145.3, 6145.5, and 6146.1 as amended and to delete policy 6145.8. Moulson/Raymond. Unanimous. Motion Carries.

Policy 3160: Transfer of Funds Between Categories was brought back to the board along with 3 months of payables.

Moved, to amend Policy 3160 to include utilities. Moulson/Jancewicz. Gauthier, Burke-Grabarek, Raymond and Harris in favor. Andruskiewicz opposed. Motion Carries.

It was determined that this policy will be put into place on February 1, 2011.

Moved, to approve Policy 3160 with utilities and the addition of a 2/1/11 date. Moulson/Raymond. Gauthier, Burke-Grabarek, Harris, Jancewicz in favor. Andruskiewicz opposed. Motion Carries.

8.2. Discussion

Transportation Secretary Job Description: This job description was reviewed by the board. It was decided that the board would keep reviewing the situation at

the bus garage monthly. When and if enough drivers are employed, and Pat Hibbard can get away from driving, this position may be eliminated.

Jim Jancewicz left the meeting at 9:56pm.

9. Information

10. Executive Session

Moved, to extend the meeting by a half hour and convene in executive session at 9:56pm in order to discuss the employment of a public employee. Burke-Grabarek/Andruskiewicz. Gauthier, Harris, Raymond in favor. Moulson opposed. Motion Carries.

Came out of executive session at 10:03pm.

11. Date and Time of Next Meeting

January 10, 2014

7pm

PVMS Library

12. Adjournment

Moved, to adjourn the meeting at 10:03pm. Gauthier/Raymond. Unanimous. Motion Carries.

What will our children lose?



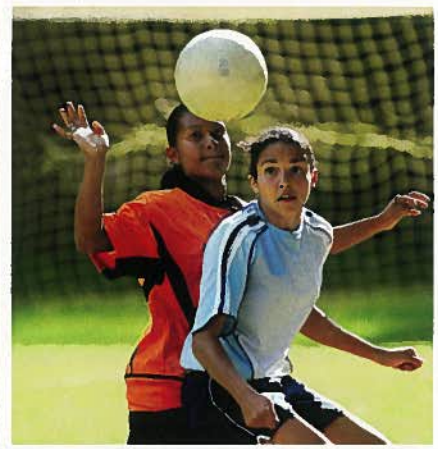
More than any of them can afford. In fact, if the State decreases education aid by 14% – the gap that close to a half billion dollars in Federal funding has filled for the last two years, and one that continues to grow with inflation – **it'll be our kids who will suffer the most.**

Our school districts have continued to take drastic measures to maintain level funding and keep increases to a mere 1%. But it's the Federal stimulus plan that runs out in July 2011 that's going to have the biggest impact on our schools. Not to mention the burden on our local taxpayers.

The 14% shortfall is just a fraction of Connecticut budget expenditures. And while only a small portion of spending would have to be redirected to fill this gap, our children will be the ones to pay a huge price if something isn't done.

Here's what they'll be losing:

- Being prepared for a future full of unlimited opportunities in a global market.
- A competitive edge when state-of-the-art technology falls by the wayside.
- Teachers to inspire them and support their success.
- A healthy start when physical education and health programs are scaled back.
- A clean, safe school that's not in disrepair when there's no money to maintain it.
- Individual attention as their class sizes increase.
- The opportunity to explore their creativity in art classes – when there aren't any.
- A chance to find their voice or their inner musician when there are no more music programs.
- Becoming a team player when there are no athletic teams.
- A world language when their programs are cut.
- Something to keep them out of trouble after school when there is nothing for them to do after school.




For more information visit:
www.WhatWillOurChildrenLose.com



Preston Public Schools

Memo

To: Jack Welch, Superintendent
From: Gary Miller, Interim Business Manager 
Date: January 6, 2010
Re: FY2011 Budget Status Report
Encl: (1) Budget Status -- December 2010

The attached Budget Status Report reflects the expenses to date for fiscal year 2010-2011. This is the first report for this school year and reflects some minor account classification changes due to the conversion to an improved chart of accounts on the Phoenix Financial System. We are still in the process of encumbering funds for known and projected expenses. Consequently, not all accounts show an encumbrance. Since the last report, I have changed the Projected/Encumbrance column into two separate columns: PO Encumbrance and Projected. The PO Encumbrance column reflects open purchase orders only. The Projected column is based on my estimates.

1. Personnel (Object 111 and 112) and Benefits (Object 200) reflect all payroll expenses. The Regular Education Teachers account shows the gross salaries including those covered by the ARRA Stabilization Grant offset of \$436,130. The offset is the same amount as last fiscal year. Due to the departure of the Reading Teacher in mid-November, I am anticipating a savings in the Regular Education Teacher accounts of approximately \$26,704. This position has been replaced by a second Literacy Tutor.
2. The Substitutes (Object 113) account was adjusted by the \$25,000 budget transfer authorized on December 13, 2010.
3. Repairs & Maintenance (Object 430) has a deficit due to the purchase order (\$50,000) created to encumber funds for Weston Solutions monitoring of the sampling points at PVMS. This expense was not known during budget development. A recommended budget transfer is discussed in item 7 below.
4. Property/Liability Insurance (Object 520) shows the first quarter payment and encumbrance for quarters 3 and 4 to CIRMA for insurance that was formerly paid by the Town and assigned to the BOE after the budget appropriation was approved by the Town of Preston. No budget exists for these expenses. The account is in deficit by \$56,096. A budget transfer is recommended in item 7 below.
5. Dues/Fees (Object 810) account reflects a temporary deficit due to the expense for Project Oceanography (\$7,476) which will be charged to a grant when the funds are received. Otherwise the account is in balance.

6. The Board authorized budget transfers at the December 13, 2010 regular meeting. The resulting transfers totaled \$65,000. A copy of the transaction report is included in your packet.

7. **Budget Transfers** – In accordance with BOE Policy 3160, I am requesting the following budget transfer at this time:

a) Transportation Staff	Obj 112	- \$111,096
Repairs & Maintenance	Obj 430	+ 55,000
Property & Liability Insurance	Obj 520	+ 56,096

**Preston Board of Education
FY2011 Budget Status Report**

July 2010 to December 2010

	Account	Current Budget	Expenses	PO Encumb	Projected	Balance
111 · Certified Personnel						
	Superintendent	115,257	57,629	-	57,628	-
	Director of Cir., Inst & Sped	84,460	44,148	-	40,312	-
	Principals	197,713	98,006	-	99,707	-
	Business Manager	88,000	52,620	-	51,480	(16,100)
	Regular Education Teachers	2,314,053	900,312	-	1,387,037	26,704
	<i>ARRA Stabilization Grant Offset</i>	<i>(436,130)</i>	-	-	<i>(436,130)</i>	-
	Special Education Teachers	581,598	219,148	-	362,450	-
	Health Services	95,276	46,003	-	49,273	-
	Total Certified Personnel	3,040,227	1,417,866	-	1,611,757	10,604
112 · Classified Personnel						
	Instructional Assistants	310,699	156,853	-	153,846	-
	Central Office Staff	97,327	48,765	-	48,562	-
	Technical Coordinator	48,067	23,531	-	24,536	-
	School Secretaries	51,457	29,520	-	21,937	-
	Bldg & Grounds/Custodial	209,525	110,661	-	98,864	-
	Transportation Staff	529,045	153,155	-	263,058	112,832
	113 · Substitutes	106,000	34,614	-	70,000	1,386
	114 · Homebound Tutors	12,000	850	-	1,500	9,650
	122 · Stipends	21,700	8,274	-	13,426	-
	Total Classified Personnel	1,385,820	566,223	-	695,729	123,868
	212 · Health Insurance	900,000	496,489	400,000	-	3,511
	215 · Life Insurance	9,500	2,593	2,369	-	4,538
	220 · Social Security	161,085	73,063	-	88,022	-
	250 · Tuition Reimbursement	7,000	3,392	-	3,608	-
	260 · Unemployment Comp	44,000	520	-	20,000	23,480
	270 · Workers Comp	58,744	26,458	26,458	-	5,828
	275 · Employee Physicals	-	616	955	-	(1,571)
	291 · Annuity Payments	108,000	70,458	30,804	-	6,738
	295/297 · Employee Voluntary Insurances	-	3,341	-	-	(3,341)
	Total Benefits	1,288,329	676,930	460,586	111,630	39,183
	320 · Special Education Services	292,146	46,935	43,209	-	202,002
	322 · Staff Development	10,000	5,766	2,706	-	1,528
	330 · Professional Purchased Services	30,970	33,255	22,077	-	(24,362)
	331 · Legal Services	40,000	18,111	20,000	-	1,889
	410 · Utility Services	-	169	-	-	(169)
	420 · Refuse Removal	12,000	2,946	2,640	6,000	414
	421 · Transportation Vehicle Repairs	50,000	13,561	13,794	-	22,645
	430 · Repairs & Maintenance	60,473	73,545	39,504	-	(52,576)
	431 · Maintenance Equipment Repairs	5,000	1,957	-	-	3,043
	432 · Technology Equipment Repairs	43,982	23,767	15,293	-	4,922
	442 · Copier Leases	45,000	20,334	25,333	-	(667)
	450 · Building Improvements	28,000	10,646	16,804	-	550
	Total Purchased Services	617,571	250,992	201,360	6,000	159,219

**Preston Board of Education
FY2011 Budget Status Report**

July 2010 to December 2010

	Current Budget	Expenses	PO Encumb	Projected	Balance
510 · Special Educ Transportation	115,000	56,886	-	50,000	8,114
520 · Property/Liability Insurance	-	28,051	28,045	-	(56,096)
530 · Communications	35,880	14,949	20,598	-	333
531 · Postage	6,000	314	512	-	5,174
570 · Food Service Stoploss	50,000	25,000	-	-	25,000
580 · Travel	10,000	2,078	425	-	7,497
Total Other Purchased Services	216,880	127,278	49,580	50,000	(9,978)
560 · Tuition - Designated HS	1,569,575	780,559	778,310	-	10,706
561 · Tuition - Vo-Ag, Other	134,016	62,179	81,713	-	(9,876)
562 · Tuition - Magnet Schools	21,148	19,773	-	-	1,375
563 · Tuition - Spec Ed - LEA Placed	1,131,526	554,624	472,928	-	103,974
564 · Tuition - Spec Ed - DCF Placed	20,000	6,207	-	-	13,793
565 · Tuition - Reg Ed - DCF Placed	-	6,207	-	-	(6,207)
Total Student Tuition	2,876,265	1,429,549	1,332,951	-	113,765
611/612 · Instructional/Media Supplies	47,500	37,902	13,074	-	(3,476)
613 · Custodial/Maintenance Supplies	36,800	33,552	5,930	-	(2,682)
620/621 · Heat Energy/Propane	87,647	7,475	70,653	-	9,519
622 · Electricity	137,012	58,471	72,785	-	5,756
626 · Gasoline/Diesel	107,870	22,069	67,826	-	17,975
641/642 · Textbooks/Workbooks/Library	22,500	25,992	4,062	-	(7,554)
650 · Technology Supplies	10,280	3,796	1,000	-	5,484
690 · Non-Instructional Supplies	10,000	9,305	4,096	-	(3,401)
Total Supplies/Commodities	459,609	198,562	239,426	-	21,621
730 · Instructional Equipment	5,000	81	-	-	4,919
733 · Non-Instructional Equipment	20,000	13,706	2,025	-	4,269
734 · Technology Equipment	82,831	29,553	45,002	-	8,276
735 · Technology Software/Licenses	15,000	14,852	239	-	(91)
Total Equipment	122,831	58,192	47,266	-	17,373
810 · Dues/Fees	12,500	20,830	-	-	(8,330)
Total Expense	10,020,032	4,746,422	2,331,169	2,475,116	467,325

Transfers Report

Preston

12/16/2010 2:02:06 PM

Fiscal Year 2010 - 2011

Trans #	Account Number	T / F	Date	Description	Amount	Batch
1931	1-101-0021-112-1000-0000	F	12/16/2010	PVMS Literacy Tutor	\$25,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					
1931	1-101-0060-113-1000-0000	T	12/16/2010	Teacher Subs-Intems	\$25,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					
1931	1-101-0040-431-2600-0000	F	12/16/2010	Maint Equipt Repairs	\$20,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					
1931	1-101-0040-733-2600-0000	F	12/16/2010	Non-Inst Equipment	\$5,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					
1931	1-101-0040-613-2600-0000	T	12/16/2010	Maint & Cust Supplies	\$25,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					
1931	1-101-0080-432-2230-0000	F	12/16/2010	Tech Equipment Repairs	\$10,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					
1931	1-101-0080-734-2230-0000	F	12/16/2010	Technology Equipment	\$5,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					
1931	1-101-0080-735-2230-0000	T	12/16/2010	Technology Software	\$15,000.00	BXFR Dec 10
	Board of Education Approved Budget Transfers on Dec 13 2010					

From Debit: \$65,000.00

To Credit: \$65,000.00

Gloria Homiski

From: DANIEL HARRIS

Sent: Saturday 1/1/11 6:32 PM

To: john moulson, Jim Jankewicz, Jim Jancewicz, John Welch, Charles Raymond, Pauline Andruskiewicz, Deb Grabarek, sgauthier@trcc.commnet.edu, Gloria Homiski, Ray Bernier, walshk@prestonschools.org, gauthiers@prestonschools.org

Subject: January agenda for BOE committees

📎 BOE Committees 2011.doc

Jack, please place the following on the January Agenda, see attached.

✓ **Policy 9130** requires the Board to establish its committees at the January meeting.

If something interests you, please volunteer. I am looking for individuals to volunteer to serve on these committees, however if there are no volunteers I will have to appoint person(s) to the committees

✓ - **policy 9132.**

✓ **Policy 9140 – Town Boards**

Board of Finance representative(s)

Board of Selectmen representative

Building Committee representative

Park and Recreation / Youth Services Bureau (P&R/PYSB) representative

✓ **Policy 3115 - Budget Committee, Also see policy 1416, 3110, 3150**

– **Policy 3161 - Audit Committee (established)**

– **Policy 9130 - School Consolidation Committee**

– **Policy 3453 - Student activity funds Treasurer (may be changed)**

✓ **Policy 1000 - Community Relations committee**

✓ **Policy 9020.1 – Legislative Point Person**

✓ **Policy 9313 - Policy Committee**

As outlined in the attachment, volunteers are requested

Board Of Education Committees – 2011

Policy 9130 requires the Board to establish its committees at the January meeting. Below are the committees I think should be established this year. Any other suggestions are welcomed.

Please review the listed policies associated with those committees.

If something interests you, please volunteer. I am looking for individuals to volunteer to serve on these committees, however if there are no volunteers I will have to appoint person(s) to the committees - **policy 9132**.

Policy 9140 – Town Boards

Purpose is to interface with the respective boards to foster a better relationship with the community and town boards. Communicate to each group on a monthly basis (frequently attend their meetings) and report back to the BOE.

Board of Finance representative(s) (primary and alternate, both maintain full knowledge of BOE/BOF budget requirements, take the lead on ensuring the joint Director of Finance position is completed (post job by April, hire in May) prior to the start of the next budget season, brief BOF and answer questions from BOF. Ensure someone attends their meetings every month)

Board of Selectmen representative (to open the communications with our Town Selectmen to ensure the schools maintain a good working relationship, attend at least 1 BOS meeting per month or as necessary depending on their agenda as they actually meet weekly)

Building Committee representative (coordinate projects desired or required, meet as necessary, I would suggest someone from the School Consolidation Committee)

Park and Recreation / Youth Services Bureau (P&R/PYSB) representative (combine efforts on programs, meet as necessary)

Policy 3115 - Standing Committee - Budget Committee (3 persons of which one will should be the primary BOF rep). Also see policy 1416, 3110, 3150, **To make the budget a comprehensive reflection of the financial needs of the school system, representatives of the community, students, certified and non-certified staff, and administrative staff shall be involved in the budget process.** - This committee should be intimately familiar with the old and new budget, hold multiple budget workshops with public participation to better understand the processes and expenses. Evaluate the methods by which the budget is currently presented. Should a budget reduction occur by the state or town, make recommendations to the full board on how to accomplish the reductions. Prepare and give a presentation of the new budget at the annual Town Meeting. Spread the word to vote.

Policy 3161 - Audit Committee, already established

Policy 9130 - Ad Hoc Committee - School Consolidation Committee, (3 persons) As a committee previously established last year, must be re-established to continue the original mission, Non BOE members have asked for voting power within the committee, this should be allowed as they are only voting to recommend an option to the full Board. (previous members – Jim, Dan, Deb), I could be replaced.

Student activity funds 3453 – unless the current policy is changed IAW the last BOE meeting to be the Executive Administrative Assistant, a Treasurer needs to be designated.

Policy 1000 - Standing Committee - Community Relations committee (3 persons, plus I would suggest at least 1 teacher from each school, and 2 community volunteers) Meet monthly to develop methods to better comply with policy items 1 through 6, perhaps to allow the public to communicate to the BOE in an atmosphere outside of the regular BOE meetings. Items to consider –attend PTO meetings, host teacher-parent-community workshops.

Policy 9020.1 – Legislative Point Person , as described in subject policy

Policy 9313 - Ad Hoc Committee - Policy Committee (3 persons) – To complete the review of BOE policies and make recommended changes to the Board, commence re-review as appropriate. As delineated in this policy, the BOE is supposed to be reviewing and approving all administrative policies. Committee will also review the administration policies and recommend approval and/or changes as necessary.

Additionally:

- Please review policy 1220 – all committees to be reviewed at the October Board meeting
- 9132 requires that all committees be dissolved at the end of each year. (Is that: OCT prior to public elections, NOV prior to BOE officer elections, DEC end of calendar year, or JAN when the committee final report is made per policy 9130)
- 9130 requires that committees be established at the January meeting
- 3161 requires the audit committee be established in December
- ✓ 9121 requires officers be elected in December

It seems as all these policies should reflect the same dates. The public elects members in NOV so shouldn't that be the Start of the Boards year not DEC? Officers elected in December, why not NOV two weeks after the NOV elections?

So I would think it would make sense for committees to be reviewed in OCT, End in OCT, and be appointed in NOV. Basically we have just lost about 2 months time for committee functions since nothing occurs in Dec or JAN anyway.

Policy 9140 – Town Boards	
Board of Finance representatives – (2)	
Primary	Alternate
Board of Selectmen representative	
Building Committee representative	
Park and Recreation / Youth Services Bureau (P&R/PYSB) representative	
Policy 3161 - Standing Committee - Audit Committee (3)	
John Moulson (Dec 2009)	Charles Raymond (Dec 2009)
Sandra Gauthier (Dec 2009)	
Policy 1000 - Standing Committee - Community Relations committee (3)	
Community	Community
Teacher	Teacher
Policy 3115 - Standing Committee - Budget Committee (3)	
Community	Community
Staff	Staff
Policy 9130 - Ad Hoc Committee - School Consolidation Committee (3)	
<i>Jim Jancewicz (current)</i>	<i>Dan Harris (current)</i>
<i>Deborah Burke-Grabarek (current)</i>	Larissa Klymenko
Robert Congdon	Bill Legler
Policy 9313 - Ad Hoc Committee - Policy Committee (3)	
Policy 9020.1 – Legislative Point Person	
Policy 3453 - Student activity funds	
Treasurer – Executive Administrative Assistant	

9130

Committees

Committees of the Preston Board of Education shall be established at the first regularly scheduled meeting in January, or as needed, by a majority vote of the Board.

Duties of each committee shall be determined as a committee is formed.

Each committee may make a report through its chairperson at each regular meeting of the Board of Education. Each committee shall make its annual report at the meeting **prior to** the first regularly scheduled meeting in January.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board either in regular or special meeting.

All committees of the Board of Education shall follow the provisions of the Freedom Of Information Act as required by statute.

(cf. 9132/9133 - Committees and Advisory Committees)

Legal Reference: Connecticut General Statutes

1-7 through 1-18 and 1-200 through 1-241 of the Freedom of Information Act.

1-200 Definitions.

1-226 Meetings of government agencies to be public.

Bylaw adopted by the Board: 12/12/05

9132

Committees and Advisory Committees

Standing Committees

As deemed necessary, the Board of Education may establish standing committees from among its membership to make recommendations for Board action. The following rules will govern the appointment and function of such committees which shall:

- A. be established through action of the Board of Education;
- B. have their members appointed by the Board Chairperson
- C. be informed in writing at the time of committee formation of committee purpose, functions, and duties;
- D. make recommendations for Board action, but it may not act for the Board except in those instances where authority to act has been specifically delegated to the committee by the Board;
- E. be dissolved at the end of the Board's year or at any time by a vote of the Board.

The Board Chairperson and the Superintendent of Schools shall be ex-officio members of all standing committees.

Ad Hoc Committees

Ad hoc committees may be created for special assignments. The same rules shall apply to special committees as apply to standing committees, except that they shall be dissolved immediately upon completion of an assignment. The Board Chairperson and the Superintendent of Schools shall be ex-officio members of all ad hoc committees.

Duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

Committees as Public Entities

All Board of Education committee meetings are public meetings unless the committee is composed entirely of non-Board members and the Board successfully has petitioned the Freedom of Information Commission prior to the committee formation for such committee to be exempt from this requirement.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

Legal Reference: **Connecticut General Statutes**

1-7 through 1-21k Freedom of Information Act.

Bylaw adopted by the Board: 12/12/05

9140

Board Representatives

Appointments to Town Boards, Committees and/or Commissions

The Chairperson shall appoint representatives of the Board of Education to Town Boards, Committees or Commissions. Such appointments shall be for one year or until the discharge of the assigned function of said Board, Committee or Commission.

Bylaw adopted by the Board:

3115

Business and Non-Instructional Operations**Budget Development**

The Superintendent of Schools shall direct the preparation of the annual budget to be reviewed and approved by the Board of Education. To make the budget a comprehensive reflection of the financial needs of the school system, representatives of the community, students, certified and non-certified staff, and administrative staff shall be involved in the budget process. Procedure for such involvement shall be developed by the Superintendent of Schools and implemented by the Superintendent.

The Board of Education shall review the Superintendent's proposed budget at one or more budget meetings and make changes as the majority of the Board may desire.

All Board of Education budget meetings are public meetings, and the public is encouraged to attend and contribute to the budget development process within guidelines for public participation at Board of Education meetings.

Legal Reference: **Connecticut General Statutes**

10-222 Appropriations and budget. Financial information system.

Policy adopted: 5/8/06

1000

Community Relations

Concept and Roles in Community Relations

Recognizing that the community shapes the quality of local education, the Board encourages cooperation between community members and school personnel in planning, policy recommendations, program implementation, and evaluation of educational results.

School-community relations are not merely reporting and interpreting but are a public activity in which community members and school personnel play respective roles in the best interests of the school district.

The Board of Education establishes the following goals for the community relations program:

1. To increase public understanding of the school system.
2. To increase community confidence and interest in the school system.
3. To promote effective information on school activities.
4. To solicit and consider community opinions about the school system.
5. To encourage sharing of resources among civic and community organizations for the benefit of the school system and community organizations.
6. To invite community participation in school activities.

Policy adopted: 7/11/05

9020.1

Public Statements

Advocacy

The Board of Education believes that advocacy is a critical part of its activity and an important responsibility of school Board members. Advocacy is engagement in the political process at local, state and national levels to influence the public policies that affect Boards of education and school children.

Education advocacy requires the Board of Education to publicly state what is needed to achieve effective public education. It is a recognition that the Board of Education has an important message to deliver to all governmental levels, the media and community, that affect educational policy and power to influence outcomes.

Education must be a priority in local, state and national policy and actions. Advocacy is necessitated by the many laws mandated on the school district by the state and federal government as well as regulations promulgated by state and federal departments of education.

School Board members, respected by legislators are powerful advocates, with the responsibility to explain to legislators, the local impact of state and federal policy decisions. Local school Board members must help the Connecticut Association of Boards of Education deliver its message to legislators.

In fulfilling its advocacy responsibilities, the Board of Education will cooperate with parent groups, other educators, special interest groups, business and service organizations other school Boards, CABE, and community members to achieve favorable legislation on education issues. Coalition building is critical to effective advocacy.

The Board of Education will develop a plan to fulfill its advocacy responsibilities.

To fulfill its advocacy role, the Board of Education will:

- A. join a broad advocacy network, including CABE membership, at the state and national levels;
- B. nominate, at the annual organizational meeting, a point person to be the conduit for information and action; with the power to write and contact legislators on behalf of the entire Board;
- C. schedule time at Board meetings for a report on state and national advocacy issues;
- D. recognize the Board of Education Chairperson, or his/her designee, as the press spokesperson for the Board of Education on state and national educational issues;
- E. use varied available means of communication, such as newsletter, general media, public forums to publicize federal and state legislative policy issues being addressed by the Board;
- F. agree, as a Board, in its lobbying effort on the particular issues and tactics, to be given priority;

G. cooperate, in a coalition with other Boards of Education, teachers, parents, administrators, local elected officials, business and community leaders on agreed upon education lobbyist issues;

H. use media as an advocacy tool, meeting with the editorial board of newspapers serving the local area, writing letters to the editor and talking with reporters on educational legislative issues.

Bylaw adopted by the Board:

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9313

Bylaws of the Board**Administrative Regulations**

The Superintendent of Schools shall develop administrative regulations to carry out the wishes of the Board of Education expressed in policy. The Superintendent will provide copies of such administrative regulations to all Board members as well as to other persons having policy manuals.

The Board of Education reserves the right to review and direct revisions of administrative regulations should they, in Board members' collective judgment, be inconsistent with policies adopted by the Board of Education.

Legal Reference: *Robert's Rules of Order, Newly Revised*

10-221 Boards of education to prescribe rules, policies, and procedures.

Bylaw adopted by the Board: 10/17/05

Reviewed/Approved: 2/06/06

1416

Community Relations**Fiscal Authority**

The Board of Education shall work with appropriate fiscal authorities, e.g. BOF et. al. throughout the budgeting process to develop a clearer understanding of school and student needs to improve education in the community.

As required by statutes, the Board of Education will meet and confer with the fiscal authority prior to collective bargaining, and will cooperate with the fiscal authority in developing a sound fiscal base for school operation.

Legal Reference: Connecticut General Statutes

10-153d Meeting between board of education and fiscal authority required. Duty to negotiate.

Policy adopted: 10/1/07

3110

Business and Non-Instructional Operations**Budget Planning**

General. The Board of Education shall prepare an annual operating budget for the school district, consistent with provisions of state statutes and Board of Finance requirements governing preparation, timelines, and available appeal procedures of reductions to the educational budget.

Establishing Budget Priorities. Before developing and adopting a proposed budget, the Board of Education shall study school programs in relation to present and future students and community needs and establish budget priorities for the fiscal year.

Supplemental Appropriations. State law provides procedures through which, subsequent to approval of the annual budget, additional appropriations may, if required, be requested by the Board of Education from the Board of Finance. Prior to requesting supplemental funds, the Board shall make every reasonable effort to live within the original appropriation and maintain essential educational programs.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-222 Appropriation and budget. Financial information system.

Policy adopted: 5/8/06

3150

Business and Non-Instructional Operations**Budget Adoption**

The Board of Education will present an itemized estimate of the cost for the operation of the public schools to the fiscal authority at a time specified by the Board of Finance. The estimated cost of operating the public schools for the ensuing year shall be the final Board of Education budget for the schools, modified, if necessary, by any difference in the amount requested by the Board of Education and the amount appropriated by the fiscal/legislative authority for the operation of the schools.

If reductions are made in the budget by the Board of Finance or at the town or district budget meeting or referendum, the Superintendent of Schools shall prepare a final budget recommendation for Board of Education review, modification if needed, and approval; such budget shall reflect changes made from the originally approved education budget to remain within the reduced figure ultimately approved by the legislative authority.

Legal Reference: **Connecticut General Statutes**

10-222 Appropriations and budget. Financial information system.

Policy adopted: 5/8/06

1220

Community Relations

Citizens' Ad Hoc Advisory Committees

The Board of Education endorses appropriate ad hoc advisory committees for various district programs and activities. When it establishes a committee, the Board shall provide guidelines for membership and delineate its responsibilities, authority, and meeting requirements pursuant to the Freedom of Information Act. At the October Board meeting each year, the Board shall review existing advisory committees, membership, and committee goals for the year.

As required by statute, all Board of Education committees shall follow the provisions of the Freedom of Information Act.

(cf. 1312 Public Complaints)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6144 Controversial Issues)

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

Legal Reference: Connecticut General Statutes

1-200 -- 1-241 Freedom of Information Act.

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: 7/11/05

9121

Board of Education Officers

Election of Officers

The Board of Education shall elect from its members at the December organizational meeting, a Chairperson and a Secretary. The organizational meeting shall be called to order by the current Board Chairperson who will preside until his/her successor is chosen. In the absence of the Chairperson, the superintendent shall serve as chairperson pro tem until the first regular meeting after the new board takes their seat.

Election of officers shall be reduced to writing and the vote of each member shall be made available for public inspection within forty-eight hours and recorded in the minutes of the meeting. If a Chairperson and/or Secretary are not chosen within one month, Town Selectmen shall choose such officers from the Board membership.

Chairperson

The Chairperson shall preside at all meetings of the Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

- A. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
- B. Consult with the Superintendent in the planning of the Board's agendas.
- C. Confer with the Superintendent on crucial matters which may occur between Board meetings.
- D. Establish committees of the Board subject to Board approval (see 9132)
- E. Call special meetings of the Board as necessary.
- F. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
- G. Be responsible for the orderly conduct of all Board meetings.

As presiding officer at all meetings of the Board, the Chairperson shall:

- A. Call the meeting to order at the appointed time.
- B. Announce the business to come before the Board in its proper order.
- C. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
- D. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.

- E. Explain what the effect of a motion would be if it is not clear to every member.
- F. Restrict discussion to the question when a motion is before the Board.
- G. Answer all parliamentary inquiries, referring questions of parliamentary procedure to the superintendent or board attorney.
- H. Put motions to a vote, stating definitely and clearly the vote and result thereof.
- I. Declare the meeting adjourned.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

Board of Education Officers

Secretary

The Secretary of the Board of Education shall:

- A. perform the duties of the Chairperson at Board meetings in the absence of the Chairperson and Vice-Chairperson.
- B. maintain a record of all Board proceedings as required by state law; one copy shall be maintained in the office of the Superintendent and one copy in the office of the Town Clerk.
- C. supervise the clerk of the Board's performance of duties.

(cf. 9324 Meeting Conduct and Parliamentary Procedure)

Legal Reference: **Connecticut General Statutes**

10-218 Officers. Meetings.

10-224 Duties of the secretary.

10-225 Salaries of secretary and attendance officers.

Bylaw adopted by the Board: 12/12/05

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Preston Board of Education
Policies, Regulations, and Bylaws

3453

Business and Non-Instructional Operations

School Activity Funds

The Superintendent of Schools shall direct the maintenance of a school activity fund. Such funds of schools and school organizations approved by the Superintendent, include amounts received by gifts and donations.

The Board shall designate a treasurer, who shall be bonded, to:

- A. maintain separate accounts for each school fund and each organization fund included in the fund;
- B. make expenditures from such fund in the manner prescribed and authorized by the Superintendent, provided the control of school funds and the funds of all school organizations shall remain in the name of the respective schools and organizations.

Gifts, grants, and bequests in cash or checks shall be deposited in the school activity fund and used for the educational benefit of students.

The accounts of the school activity fund shall be considered town accounts and audited in the same manner as all other town accounts.

- (cf. 1324 Soliciting Funds from and by Students)
- (cf. 3280 Gifts, Grants, and Bequests)
- (cf. 3432 Financial Records and Reports)
- (cf. 3434 Periodic Audits)
- (cf. 3534 Employee/Officer Bonds)

Legal Reference: **Connecticut General Statutes**
 10-222a Boards to have use of funds from repayment and insurance
 proceeds for school materials.
 10-237 School activity funds.

Policy adopted: 7/11/05

Preston Board of Education

Policies, Regulations, and Bylaws

3453

Business and Non-Instructional Operations

School Activity Account Fund

The Superintendent of Schools shall direct the maintenance of the Student Activity Account (SAA) and provide a report relative to the status of the SAA to the board at its first meeting in September.

The funds comprising the SAA that the District is authorized to establish and operate under prevailing state statutes are as follows:

- a. School Lunch Fund
- b. Drivers Education
- c. Student body funds
- d. Gifts or donations (awards)

The Business Manager shall be responsible for the following:

- A. To maintain adequate procedures and internal controls regarding the financial operations for each of the funds noted above.
- B. Maintain separate accounts and adequate accountability for each student body fund.
- C. Maintain separate accounts and adequate accountability for each gift, donation or award in accordance with the donor instructions for the educational benefit of students.

The Board shall designate a Treasurer (who is not the Business Manager) who shall be bonded, or in the alternative, indemnified by the Board's insurance carrier to make expenditures from the SAA in the same manner, and according to the same policies and procedures that are used for budgetary and grant funds; provided, however, that the control of the student activity funds (spending authority) remains with the respective activity/school.

All of the accounts noted above are considered to be Town accounts and must be audited in the same manner as all other Town accounts.

Policy adopted:

6152

Instruction**Grouping Policy**

The placement of students in instructional groups, classrooms, and programs of study, has a significant impact on their educational and social development. No one grouping or placement practice is best for all children under all circumstances, but some general principles are common to all proper grouping and placement decisions. It is the policy of the Board of Education that grouping and placement decisions be based exclusively on educational considerations and that their primary goal be to promote the best educational interests of the students in question.

In making grouping and placement decisions, staff members must give due regard to the following general principles:

- A. Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
- B. Different students have different skills and interests;
- C. Students develop at different rates in different areas of learning;
- D. Students learn from other students as well as from adults; and

Grouping and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Grouping and placement decisions, consequently, should be flexible, and they should be reviewed regularly to test their appropriateness.

Policy adopted: 7/11/05

6154

Instruction**Homework/Make-Up Assignments (Version I)****General**

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the Superintendent of Schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Individual Help

Within limits prescribed by staffing availability and negotiated agreements, the Superintendent shall develop and implement extra-help instruction for students in need of such instruction in addition to regular classroom instruction. Extra-help sessions shall not interfere with regular classroom schedules, nor impose undue hardship on students, and shall not be considered extra-credit or enrichment classes.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

Policy adopted: 7/11/05**Instruction****Homework (Version II)**

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

- A. Strengthen basic skills
- B. Extend classroom learning
- C. Stimulate and further interests

- D. Reinforce independent study skills
- E. Develop initiative, responsibility, and self-direction
- F. Stimulate worthwhile use of leisure time
- G. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

- A. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
- B. Students should understand not only what to do, but also how to do it.
- C. Homework should grow from classroom problems, projects, and concerns.
- D. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.

Assignments should make use of a variety of skills.

E. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.

F. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.

G. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:

A. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.

B. The Board expects that each department head will clearly define the homework policy of his/her department. All such departmental policies must keep with this Board of Education homework policy.

<u>Level</u>	<u>Average Time</u> <u>(minutes per week)</u>
K	(45 minutes)

1-3	(150 minutes)
4-5	(175 minutes)
6-7-8	(300 minutes)
9-12	(600 minutes)

Legal Reference: **Connecticut General Statutes**

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: 7/11/05

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6156

Instruction**Use of Computers in Instruction**

The Board recognizes that technological advances in all areas are necessary and that microcomputers are and will continue to be a part of this advance. As such, the Board's goal is to implement computer resources in each school facility. Because of the many types of application and the potential cost, the Board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.

Microcomputers for instruction will be used primarily for the following:

- A. Computer assisted instruction to improve student performance.
- B. Managing an instructional program in areas such as a classroom, library and resource room, involving maintenance of test scores, grades, and other data used in evaluating instruction and student progress.
- C. Teaching computer skills and/or concepts.
- D. Simulations for general interest, enrichment, and motivation.
- E. Teaching job skills.

Any student or staff member using microcomputers will be instructed in the proper use and care of the hardware and software prior to its use.

Databases will be restricted to those normally generated within instructional areas.

The school Principal, or designee, will coordinate the use of microcomputers in the classrooms within his/her building.

Policy adopted: 7/11/05

6159

Instruction**Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 20 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether special education is required and to establish the scope of the special education program.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of

- A. the parents of a child with a disability
- B. at least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- C. at least one special education teacher, or where appropriate, at least one special education provider of such child;
- D. a representative of the local educational agency who -
 - 1. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - 2. is knowledgeable about the general curriculum; and
 - 3. is knowledgeable about the availability of resources of the local educational agency;
- E. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- F. at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- G. whenever appropriate, the child with a disability.

(Note: All of the above are required by 34 CFR 300.344)

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language

acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

General. The IEP for each child must include -

A. A statement of the child's present levels of educational performance, including -

1. How the child's disability affects the child's involvement and progress in the general curriculum; or
2. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

B. A statement of measurable annual goals, including benchmarks or short-term objectives, related to -

1. Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
2. Meeting each of the child's other educational needs that result from the child's disability.

C. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -

1. To advance appropriately toward attaining the annual goals;
2. To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
3. To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

D. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

E. A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

1. If the IEP team determines that the child will not participate in a particular State or district-wide assessments of student achievement (or part of an assessment), a statement of -
 - a. Why that assessment is not appropriate for the child; and
 - b. How the child will be assessed;

A. The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of

those services and modifications; and

B. A statement of -

1. How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
2. How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -
 - a. Their child's progress toward the annual goals; and
 - b. The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

Transition services.

A. The IEP must include -

1. For each student beginning at age 14 and younger if appropriate, and update annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and
2. For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

B. If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

Transfer of rights.

Beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the ACT, if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.

Students with disabilities convicted as adults and incarcerated in adult prisons.

Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained in §300.311(b) and (c).

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this district.

Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions

[10-76b](#) State supervision of special education programs and services. Regulations.

[10-76d](#) Duties and powers of Boards of Education to provide special education programs and services.

[10-76g](#) State aid for special education.

[10-76h](#) Special education hearing and review procedure.

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

Policy adopted: 7/11/05

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6159.1

Instruction**Released Time**

Although the schools shall cooperate with parents in requests for student absences for dental, medical, legal, and other personal matters, parents or guardians should not remove students from school unless necessary. The school district encourages student appointments after school hours or on weekends, vacations, and holidays. Parents/guardians should provide advance notice of school day appointments for students.

Students shall be excused from school upon written request from parent or guardian for major religious holidays, and students shall have the right to make up tests and shall not be deprived of any awards because of absences on religious holidays.

(cf. [5113](#) Attendance and Excuses)

Legal Reference: Connecticut General Statutes

[10-184](#) Duties of parents.

[10-185](#) Penalty.

[10-199](#) through [10-202](#) Attendance, truancy - in general.

Policy adopted: 7/11/05

6161

Instruction**Equipment/Books/Materials: Provision/Selection****General**

The Board of Education shall provide educational materials and equipment that support and enrich the curriculum and further the achievement of the school system's instructional goals.

Adoption of new textbooks shall require a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting at least one week prior to the vote. Textbooks shall be defined as the primary or basic reading for students in a particular subject and student section in a semester or during the entire school year; supplemental and reference books shall not be considered to be textbooks.

Selection

Basic textbooks will be continuously reviewed to keep up with the expansion of knowledge and rapid changes in the world and to present balanced views on international, national, and local issues and problems of the past, present, and future. Textbooks should further:

- A. provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical value;
- B. provide materials to help students develop abilities in critical reading and thinking;
- C. provide materials to help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
- D. provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, sexual orientation or disabilities;
- E. allow sufficient flexibility for meeting the special needs of individual students and groups of students.
- F. Instructional Materials
- G. Basic textbooks, instructional materials, and equipment shall be furnished by the Board of Education for all district students with the following exceptions:
- H. Individual project materials to be used in the industrial arts, homemaking, and art courses.
- I. Materials to be used for special projects not required for credit in a course.
- J. Personal clothing items worn for physical education and other in-school athletic activities.

The administration will develop rules for textbook selection which meet the above criteria, including:

- A. analysis, evaluation, and recommendation by professional staff.
- B. the opportunity for interested citizens in the district to review recommended textbooks.

According to state law, the Board of Education will make final textbook selections.

(cf. [1220](#) Citizens' Ad Hoc Advisory Committees)
(cf. [1312](#) Public Complaints)
(cf. 4118.21 Academic Freedom)
(cf. [5145.2](#) Freedom of Speech/Expression)
(cf. [6144](#) Controversial Issues)

Policy adopted: 7/11/05

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6161.1

Instruction**Evaluation of Instructional Materials****General**

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials - both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To portray accurately American cultural and racial diversity, and the male and female roles in our society, instructional materials should encourage students to understand the historical roles and contributions of women and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Legal Reference: **Connecticut General Statutes**

10-18a Contents of textbooks and other general instructional materials

Policy adopted:7/11/05

Instruction**Evaluation of Instructional Materials**

Materials in a Series When evaluating instructional materials designed as a graded, non-graded, or multi-graded series, each component shall be judged individually for compliance without regard to the

contents of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers, and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately as well.

Specific Criteria for Evaluation of Instructional Materials:

1. Male and Female Roles

To encourage the individual development and self esteem of each child, regardless of gender, instructional materials, shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- A. An absence of descriptions, depictions, inferences, labels or retorts which demean, stereotype, or patronize one gender.
- B. Instructional materials should reflect accurately contemporary American society, and, regardless of the subject area, contain appropriate references to, or illustrations of, males and females.
- C. Mentally and physically active, creative, problem solving roles, and success and failure in those roles, should be shared similarly between male and female characters.
- D. Emotions of fear, anger, aggression, excitement or tenderness should occur among characters regardless of gender.
- E. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
- F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
- G. In history or current events and on achievements in art, science, or any other field, historically accurate contributions of women should be included and discussed.
- H. Imbalance or inequality, when presented for historical accuracy, should, in the student edition of instructional material, be interpreted in light of contemporary standards and circumstances.
- I. Sexually neutral language, for example, "people", "persons", "men and women", "pioneers", "they", should predominate.

2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage individual development, instructional materials when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority and minority group characters in a wide variety of occupational and behavioral roles and present the contributions of ethnic and cultural groups:

- A. Descriptions, depictions, inferences, or labels which demean, stereotype, or patronize minority groups must not appear.
- B. Portrayals of diverse ethnic or cultural groups should not depict differences in customs or life style as undesirable and should avoid adverse value judgments of such differences.
- C. Instructional materials which reflect contemporary American society should contain references to, or illustrations of, a fair proportion of diverse ethnic groups.
- D. Mentally active, creative, and problem-solving roles, and characters' successes and failures should be divided in fair proportion between majority and minority groups.
- E. Portrayal of minority characters in traditionally restricted roles should be balanced by presentation of nontraditional activities for those characters.
- F. Minority persons should be depicted in the same range of socioeconomic settings as persons of the majority group.
- G. Depiction of diverse ethnic and cultural groups should not be limited to the original culture but expanded to include such groups within the mainstream of American life.
- H. If professional or executive roles, vocations, trades, or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportions.
- I. In history or current events, achievements in art, science, or any other field are presented, the contributions of minorities, and particularly prominent minority persons, should be included and discussed.
- J. Imbalance or inequality or any kind presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

3. Owners and Labor

- A. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood should not appear.
- B. Where appropriate, accurate acknowledgments should be made to the roles and contributions of entrepreneurs in the history of Connecticut and the United States.
- C. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.

4. Ecology and Environment

- A. Human responsibilities for creating and maintaining a clean and healthy environment are appropriately portrayed.
- B. Wise use of resources, both human and physical, is encouraged.
- C. Interdependence of people and their environment are made clear.

D. Effects of environmental problems are identified as are the effects of solving them.

E. Appropriate means of protecting the environment are suggested.

5. Dangerous Substances

A. Hazards of using tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions when references to these substances are included in instructional materials.

B. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

6. Religion

A. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.

B. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.

C. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate students in any particular religious belief nor instruct students in religious principles.

7. Brand Names

Instructional materials shall not contain illustrations of identifiable commercial brand names, representations, or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations - unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. Food

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: **Connecticut General Statutes**

10-18a Contents of textbooks and other general instructional materials

Policy adopted:7/11/05

Instruction

Evaluation of Instructional Materials

Materials in a Series

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- I. In history or current events, achievements in art, science, or any other field are presented, the contributions of minorities, and particularly prominent minority persons, should be included and discussed.
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Legal Reference: **Connecticut General Statutes**

10 -18a Contents of textbooks and other general instructional materials.

Regulation approved:7/11/05

6161.2

Instruction**Care of Instructional Materials**

Library books, textbooks, and other educational materials are loaned to students for their use, and shall be returned when requested by school authorities. Students must pay the current value of any book or educational material lost or damaged beyond ordinary wear.

Teachers shall insure that students take proper care of books. Students shall enter their name and other information on the bookplate. If a student loses his or her book during the school year, the teacher should issue another book to the student. Students shall be required to pay for lost books.

If a student loses two books during the school year from any teacher, the teacher shall notify the parents before the third book is issued and request parents pay for the lost book or books if the first one has not yet been paid for.

Legal Reference: **Connecticut General Statutes**

10-221(c) Boards of education to prescribe rules.

Policy adopted: 7/11/05

6161.21**Instruction****Overdue, Damaged, or Lost Instructional Materials**

The Board of Education may impose sanctions against students who lose or damage textbooks and other educational materials. The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to carry out the wishes of the Board.

Legal Reference: **Connecticut General Statutes**

10-221(c) Boards of education to prescribe rules.

Policy adopted: 7/11/05

Instruction**Overdue, Damaged or Lost Instructional Materials****Care of Books and Supplies**

Students shall be held responsible for proper care of books and supplies entrusted to their use. Students will be assessed damages for abuse of school buildings, equipment and materials.

Reimbursement for Lost or Damaged Books**A. Textbooks -- lost or destroyed during:**

1. First year of use -- full current replacement cost.
2. Second year of use -- seventy-five percent current replacement cost.
3. Third year of use -- fifty percent current replacement cost.
4. Fourth year of use -- twenty-five percent current replacement cost.
5. Beyond fourth year -- flat fee determined by the Principal.

B. Paperbacks -- lost or destroyed during:

1. First year of use -- full current replacement cost.
2. Second year of use -- fifty percent of current replacement cost.
3. Third year and beyond -- flat fee determined by the Principal.

C. Library Books**1. Bound Materials -- lost or destroyed during:**

- a. First through sixth year of circulation -- full current replacement cost.

- b. Beyond seventh year of circulation -- fifty percent of current replacement cost.
- 2. Paperbacks -- lost or destroyed during:
 - a. First year of use -- full current replacement cost.
 - b. Beyond second year of use -- fifty percent current replacement cost.

Regulation approved: 7/11/05

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6161.3**Instruction****Comparability of Services**

The Superintendent of Schools shall insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. Annual records are maintained in the school district to document comparability.

The Superintendent shall also ensure equivalency among schools and shall:

- A. Provide services with state and local funds equally in Title I project area schools and other district schools;
- B. Provide equitable staff resources (teachers, administrators, auxiliary personnel) in all schools including the same grade levels;
- C. Provide equitable resources in curriculum and instruction for all schools.

Policy adopted: 7/11/05

6161.7

Instruction**Use of Proprietary Software Products**

It is the intent of the Board of Education to adhere to the provisions of copyright law (Title 17, U.S. Code) and publishers' license agreements, including trade secret provisions, in the area of proprietary software products. (Proprietary products are those made or marketed by persons having exclusive manufacturing and sales rights, who may or may not be the copyright holders.) Therefore, persons may use or cause to be used on school system computing equipment only software that is included in one of the following categories:

- A. Public domain (i.e., uncopyrighted) software.
- B. Software covered by a licensing agreement with the software author, authors, vendor, or developer, whichever is applicable (a licensing agreement is a legal contract authorizing use of the software).
- C. Software purchased by a school or school system, with a record of the purchase on file.
- D. Software purchased by the user, with a record of purchase available for verification.
- E. Software donated officially accepted by the Board.
- F. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license, or acceptance of a donation.
- G. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
- H. Software developed by a non-employee under contract to the school system for use by the school system or to assist in training school district personnel.

In addition, none of the software in the categories listed above may be used or obtained in violation of copyright law or licensing agreements.

Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used.

Policy adopted: 7/11/05



**CONNECTICUT
CLEAN ENERGY FUND**

December 10, 2010

John J. Welch
Superintendent
Preston Public Schools: Veterans Memorial
325 Shetucket Turnpike
Preston, CT 06365

RE: Municipal Photovoltaic Project, Veterans Memorial School, 09-CEF-OSDG.029

To Whom It May Concern -

As of December 1, 2010 the Connecticut Clean Energy Fund (CCEF) has removed Veterans Memorial School's application for a solar photovoltaic (PV) system from its pipeline. Veterans Memorial School failed to submit required documentation by the November 30, 2010 deadline set on November 10, 2010.

Please check the CCEF website – www.ctcleanenergy.com – for announcements regarding current commercial funding opportunities for municipal projects.

If you have any questions regarding this notice, please contact Elizabeth Olney.

Email: elizabeth.olney@ctcleanenergy.com

Phone: (860) 257-2897

Sincerely,

A handwritten signature in blue ink that reads "Elizabeth K. Olney".

Elizabeth K. Olney
Project Associate
Connecticut Clean Energy Fund