

Board of Education Meeting

Wednesday, October 12, 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. BOE Committee and Other Reports	Speaker (s) : Dan Harris: Chair
VI. Superintendent Reports and Recommendations	Speaker (s) : Dr. John Welch: Superintendent
VII. BOE Expenditure Report/Projection Report	Speaker (s) : Dan Harris: Chair
VIII. Cafeteria Report	
IX. Transportation Report	Speaker (s) : Dr. Welch: Superintendent
X. New Business	Speaker (s) : Dan Harris: Chair
X.A. Votes Required	Speaker (s) : Dan Harris: Chair
X.B. Discussion	Speaker (s) : Dan Harris: Chair
XI. Old Business	Speaker (s) : Dan Harris: Chair
XI.A. Votes Required	Speaker (s) : Dan Harris: Chair
XI.B. Discussion	Speaker (s) : Dan Harris: Chair
XII. Information	
XIII. Executive Session	Speaker (s) : Dan Harris: Chair
XIV. Date and Time of Next Meeting	Speaker (s) : Dan Harris: Chair
XV. Adjournment	Speaker (s) : Dan Harris: Chair

Board of Education Regular Meeting

September 12, 2011 07:00PM

PVMS Library

1. Call to Order

Dah Harris called the meeting to order at 7PM. Other Members Present: Pauline Andruskiewicz, Sandra Gauthier, Charles Raymond. John Moulson arrived at 7:04PM. Deborah Burke Grabarek and James Jancewicz were absent. Also Present: Dr. Welch; Superintendent, Ray Bernier; Principal, Dr. Walsh; Principal, Ivy Davis; Director of Curriculum, Instruction and Special Education, Gary Miller; Business Manager, Gloria Homiski; Recording Secretary, Patricia Hibbard; Transportation Supervisor, Michael House; Supervisor of Buildings and Grounds. Audience: Amy Sabrowski, Kyle Gileau, Billy Bender, Posie Clements, Kim Moran, Christina Benjamin, Donna Nintean, Jan Clancy, Bill Legler and Claire Bessette from The Day.

2. Pledge of Allegiance

3. Approval of Minutes

Moved, to approve the minutes of the regular meeting of August 1, 2011. Andruskiewicz/Gauthier. Unanimous. Motion Carries.

4. Public Comment

Bill Legler asked the Board if towing expenses would be discussed during the meeting. Dr. Welch said that a transportation report would be given.

5. BOE Committee and Other Reports

No sub committees of the Board met this month. Video Surveillance Bids will be opened on September 22, 2011. The Transportation Sub Committee will meet following the openings.

6. Superintendent Reports and Recommendations

Minimum Budget Requirement: At a special town meeting on September 1, 2011, a vote was taken that would authorize the town to appropriate a sum of \$53,982 to the Preston Board of Education.

PPMS Boiler Update: Barry and Associates completed the asbestos abatement in July. Anticipated completion date for the project is 9/26/11.

ESY Program: The extended school year program ran for 5 weeks and focused on students determined to be at high risk for regression the following school year. Special Education and Tier 3 children were included in this high risk group. Forty four students were recommended for the program. Twenty nine students took advantage of the program. The hope is that this assistance will help children to achieve higher testing scores. A district faculty meeting will be held on 9/13/11 from 3:30 to 4:30PM. One topic on the agenda is the review of CMT performances. Successful teachers have been recognized by the administration with letters of commendation. Ivy Davis provides the teachers with an in depth analysis of all CMT scores. She notes specific areas of concern. Instructional Excellence Teams will meet weekly to review the data and improve, adjust and adapt for student success. Board members are welcome to attend the faculty meeting on 9/13/11 as well as any Instructional Excellence Team meetings.

7. BOE Expenditure/Projection Report

Gary Miller presented the end of year cafeteria report to the Board. An amount of \$5000 was carried over to the current year. Unfortunately the power outages from Hurricane Irene left us with a \$3000 to \$4000 insurance claim on lost foods.

Gary also presented the FY 2011 year end report. He hopes to meet with Sue Nysten soon to review numbers.

Gary then presented the current FY12 Budget Report.

Dr. Welch thanked Gary Miller for all of his hard work as Interim Business Manager over the past 2 years.

8. Transportation Report

Patricia Hibbard explained that currently Preston Public Schools has 15 bus routes and 15 drivers. Three people are currently in training to become spare drivers. The Bus Garage transports to 15 different schools. Three vans are used for special education routes and magnet school routes. Almost all special education routes are being handled in house. Preston does have a share cost agreement with Montville as well.

Discussion:

Dr. Welch introduced Kyle Gileau; Bus Mechanic to the BOE. Pat and Kyle explained that our Preston buses are only towed when they absolutely have to be. When air conditioning units fail buses are driven to Kleemans (not towed). The Bus Garage is not equipped to handle such a repair. Bus 22 was leaking antifreeze this summer. It did need to be towed to Kleemans. It was unsafe to drive. Bus 8 was towed in early August to DATTCO due to a brake problem. We don't have the software program or the extra technician to address such brake problems. The 2005-2006 buses (7) have brake issues around 100,000 miles. Four of these buses have already been repaired. Dr. Welch asked if it would be worth while to purchase the software. Pat explained that an extra technician would still be needed. Charles Raymond said that Nutmeg is running two shifts and that buses with computer problems should be sent there. Kyle explained that he has a good working relationship with DATTCO. He and Pat have done a good deal of research regarding pricing and availability. Dan Harris asked if the temporary secretary was still working at the bus garage. Pat explained that she is putting in 10-12 hour days even with the temp's assistance.

Moved, to take the agenda out of order to go into executive session at 7:50PM in order to discuss the employment of a public official. Gauthier/Andruskiewicz. Raymond and Harris also in favor. Moulson opposed. Motion Carries.

9. New Business

9.1. Votes Required

Purchase Orders:

Moved, to authorize the Superintendent to sign purchase orders 120052, 120068, 120083, 120088, 120089, 120097, 120134, 120142, 120147 and 120212 as presented and to hold purchase orders 120058, 120083 and 120153. Harris/Raymond. Unanimous. Motion Carries.

9.2. Discussion

Policy 9270: Conflict of Interest

This policy notes that a spouse of a member of the board can only be employed on a part time basis. Dr. Welch recommended Estelle Harris, wife of Dan Harris, to

be employed on a part time basis in the cafeteria at Preston Plains Middle School.

10. Old Business

10.1. Votes Required

Eleven applicants applied for the position of Director of Finance and School Business Operations. The hiring committee chose to interview 4 candidates. Two candidates were recommended to Dr. Welch and Mr. Congdon. Their recommendation to the Board is Robert Sirpenski. They both believe that Robert will work well with all 3 entities of our Town. With the Board's approval, Mr. Sirpenski will begin on 9/19/11. Dr. Welch invited the Board members to stop in and meet Mr. Sirpenski at any time.

Moved, to appoint Robert Sirpenski to the position of Director of Finance and School Business Operations and to authorize the superintendent to engage in a contract with Mr. Sirpenski. Gauthier/Andruskiewicz. Unanimous. Motion Carries.

10.2. Discussion

11. Information

12. Executive Session

John Moulson left the meeting during executive session.

Moved, to extend the meeting by ½ hour. Andruskiewicz/Gauthier. Unanimous. Motion Carries.

Moved, to extend the Superintendent's contract by one year to June 30, 2013 based on a satisfactory evaluation. Andruskiewicz/Gauthier. Unanimous. Motion Carries.

Moved, to take the agenda out of order to discuss 10.1 Old Business, Votes Required: Appointment of Director of Finance and School Business Operations. Raymond/Andruskiewicz. Unanimous. Motion Carries.

13. Date and Time of Next Meeting

October 17, 2011

7pm

PVMS Library

14. Adjournment

Moved, to adjourn the meeting at 10:26PM. Harris/Raymond. Unanimous. Motion Carries.



PRESTON PUBLIC SCHOOLS
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October 6, 2011

To: Chairperson and Members of the Preston Board of Education

From: John J. Welch, Ed. D. 

Re: October 1, 2011 Enrollment

As you know, October 1 of each year represents the date when school districts are responsible for reporting their student enrollment count to the Connecticut Department of Education.

For Preston Public Schools our October 1, 2011 K-8 enrollment was 376, a decline of 30 students in comparison to the previous year. In fact, this decline is at variance with the enrollment forecasts provided by two independent forecasters in 2010. Those projections suggested that the K-8 enrollment would remain essentially the same as October 1, 2010, falling somewhere between 405-410 students.

Based upon a review of the entire state's student enrollment history for the period October 1, 2011 – October 1, 2009, it is apparent that approximately two-thirds of all school districts have experienced enrollment decline ranging from 2% to 35% with 11% being the average. For that same period, however, Preston Public Schools declined by 17%; in fact, for the period October 1, 2003 to date, the district has declined by an astounding 25%.

It is apparent from a review of one of the two reports commissioned last year that provided three projections described as *Low*, *Middle* and *High* (with a corresponding recommendation that we rely upon the *Middle* Projection), that the district is tracking in a manner that comports with the *Low* Projection. In fact, our current enrollment is actually within three students of the enrollment forecast predicted for 2013.

Nobody disputes that the state of the economy is a significant factor driving this decline in student enrollment. Simply put, lay-offs and the lack of job opportunities are causing people to leave the area while, at the same time, discouraging people from re-locating to the area.

At this point, it seems evident that we are in a period of sharp decline with little reason to believe that the picture will change anytime soon. The key question then becomes knowing where the bottom may lie and how soon it will be realized. Toward that end, we look to the insight that our enrollment forecasters can offer when I ask them to up-date our current enrollment forecast again.

NorwichBulletin.com

Police: Angry dad assaulted school bus driver in Killingly

By **DON BOND**
For The Bulletin

Posted Sep 22, 2011 @ 11:43 PM
Last update Sep 23, 2011 @ 10:27 AM



Killingly, Conn. — A Dayville man is facing 27 counts of risk of injury to a minor after police say he assaulted a school bus driver Thursday morning because he didn't think the driver had waited long enough at his child's stop.

Richard Doyle, 51, of 4 Glen Rain Road, is scheduled to be presented in court today on the risk of injury charges — one for each child on the school bus — plus single counts of disorderly conduct and third-degree assault.

The bus was picking up elementary school students for classes at Killingly Central School when the incident occurred, according to state police at Troop D in Danielson.

Police said they were notified shortly after 8 a.m. of an altercation on a Killingly school bus on North Road that involved the bus driver.

According to state police, Doyle was upset because the driver didn't wait at the previous bus stop long enough for his child to board the bus. So, according to police, Doyle followed the school bus to its next stop, where he climbed aboard and allegedly assaulted the driver.

Police did not identify the driver.

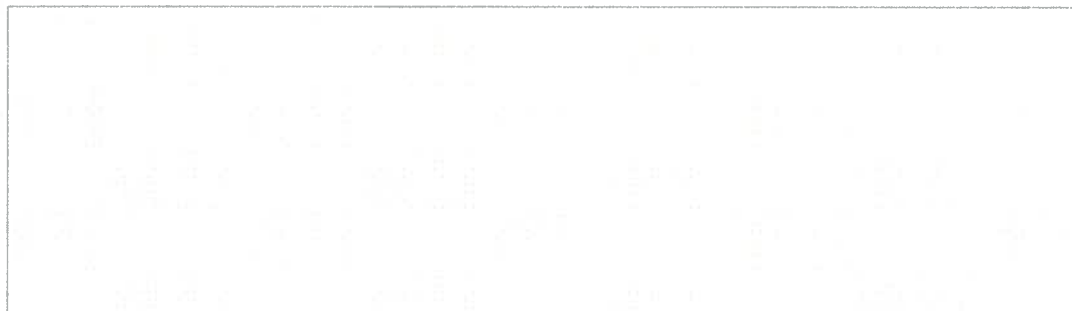
Police said the bus driver sustained minor injuries. No children on the bus were injured.

Doyle had left the scene by the time police arrived, according to troopers, and was taken into custody without incident shortly after 9 a.m.

Police said the bus was escorted to Killingly Central School, where the students were met by teachers and counselors.

Doyle was being held at the Danielson state police barracks on a \$25,000 cash bond Thursday evening pending his appearance this morning in Danielson Superior Court.

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Popular Videos



Obama: Congress can't fix education, I will



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Raw Video: Palestinians Ask UN for Statehood



Is Amanda Knox Days Away From Freedom?



Anger Over British Club Hosting Kids Cage Fights

*Revisions to existing legislation, rechristens the required policy as “safe school climate plans.”
A policy is still recommended to accompany the “safe school climate plan.”*

Students

Hazing

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

~~Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student’s academic performance or safety in school.~~

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Students

Hazing

Bullying

Definitions (continued)

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“**Mobile electronic device**” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“**Electronic communication**” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“**Hostile environment**” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“**Outside of the school setting**” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“**School employee**” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“**School climate**” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Students

Hazing

Bullying (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school ("cyberbullying")
7. Targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

~~while at school, at any school function, or in connection to or with any district sponsored activity or event~~ are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

Students

Hazing

Bullying (continued)

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to ~~teachers and administrators~~ school employees and written reports of suspected bullying by parents or guardians;
3. Requires ~~teachers and other school staff~~ school employees who witness acts of bullying or receive reports of bullying to orally notify school administrators in writing the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report; ~~of bullying acts they witness and students' reports they receive;~~
4. Requires ~~school administrators to investigate~~ the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report; ~~parents' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;~~
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school staff employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying and invite them to attend at least one meeting not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

Students

Hazing

Bullying (continued)

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and ~~Requires each school to make such list~~ maintain a publicly available. ~~list of the number of verified bullying acts that occurred there, and within available appropriations,~~ report such number to the Department of Education annually and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- ~~12. Requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint;~~
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
15. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

Students

Hazing

Bullying (continued)

16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and

17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;

19. As required, but not later than ~~February 1, 2009~~, January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan ~~submit this policy~~ to the Department of Education for its review, analysis, and cooperative assistance; and

20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

~~21. Inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.~~

The Board expects prompt and reasonable investigations of alleged acts of bullying. The ~~Principal~~ safe school climate specialist of each school ~~or his/her designee~~ is responsible for handling all complaints of alleged bullying. ~~The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.~~

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Hazing

Bullying (continued)

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
- ~~2. A school survey to determine the prevalence of bullying.~~
- ~~3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.~~
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school staff employees and interventions with the bullied child, parents, and the school staff employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.

Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Students

Hazing

Bullying (continued)

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
15. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Or Shorter Version: *(for the section of this policy pertaining to the "Safe School Climate Plan.")*

As part of this policy, the Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall establish deadlines for reporting investigating, and notifying parents and guardians about bullying incidents; prohibit retaliation against those who report bullying; and require school officials to notify law enforcement officials when it is believed that bullying conduct constitutes a crime.

Students

Hazing

Bullying (continued)

Safe School Climate Assessment

The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Note: The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.

A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.

Optional language:

A bullying prevention program shall be implemented which strives to develop a school and home environment:

- * characterized by warmth, positive interest and involvement by adults;
 - * firm limits to unacceptable behavior;
 - * where non-hostile, non-physical negative consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;
 - * where adults act as authorities and positive role models; and
 - * where students are included in efforts to improve school climate.
-

Students

Hazing

Bullying (continued)

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. [In designing administrative regulations, the Superintendent should consult with the greater school community, including students.] In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

(cf. 0521 – Nondiscrimination)

(cf. 4131 – Staff Development)

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.21 – Violent and Aggressive Behavior)

(cf. 5131.8 – Out-of-School Misconduct)

(cf. 5131.912 – Aggressive Behavior)

(cf. 5131.913 – Cyberbullying)

(cf. 5131.91 – Hazing)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
 10-15b Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.
 10-222d Policy on bullying behavior as amended by PA 08-160 **and PA 11-232**.
 PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Policy adopted:

rev 6/06

rev 7/08

rev 11/10

rev 6/11

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
9/8/2011	120267
AMOUNT	ACCOUNT CODE
\$5,500.00	1-101-0040-0430-2600-0000

PURCHASE ORDER

Major Electric
558 West Main Street
Norwich, CT 06360

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

SHIP PREPAID TO:

Supervisor Building & Grounds
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone (860) 889-8456 Vendor Fax Vendor Code B1257

Delivery Required	F.O.B.	Requested by: M.House	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	Unit Price	TOTAL PRICE
1	1.00 Each	Electrical and lighting material	\$5,500.00	\$5,500.00
TOTAL				\$5,500.00

Special Instructions:

PURCHASE ORDER AUTHORIZATION

If checked, payment is with this order.

John J. Welch, Ed.D., Superintendent

VENDOR

Preston Public Schools

Superintendent's Goals 2011-2012

1. To improve student performances on the CMT's (i.e. 80% at Goal/Advanced) in mathematics, reading and writing in grades three through eight.
2. To support implementation of Instructional Excellence Teams comprising grade level/subject matter teachers in grades K-8.
3. To implement Star Enterprise, a comprehensive assessment program developed by Renaissance Learning in grades K-8.
4. To develop in conjunction with the principals and Director of Curriculum/Special Education a protocol for conducting routine, "Instructional Rounds."
5. To develop a new curriculum guide for Board approval in language arts.
6. To expand implementation of Response to Intervention in mathematics at both PVMS and PPMS.
7. To assist the PVMS principal et al with the successful implementation of the Preston Advisory Board.
8. To support the standards based student report card in K-8 by implementing an appropriate software program.
9. To implement a, "point-of-sale" program in each school's cafeteria.
10. To work in conjunction with the First Selectman to ensure that the individual appointed to the position of Director of Finance and School Business Operations is successful.
11. To develop the Fiscal Year 2013 operating and capital budgets.
12. To consider a sequel to the highly successful 2010-2011 technology program that was offered to Preston seniors, or an alternative thereto.
13. To continue the practice of ensuring that monthly financial reports are included with the board packets on the Friday before each regularly scheduled Monday meeting.

Section I



**Success Strategies for
Leadership Team Evaluation:**

**Board of Education and
Superintendent of Schools**

Approved by CABE and CAPSS: September 2007

CABE / CAPSS Evaluation Committee Members

CABE Representatives

Robert Hale, President
Arleen Pedone, First Vice President
Robert Rader, Executive Director
Patrice McCarthy, Deputy Director and General Counsel
Vincent Mustaro, Senior Staff Associate for Policy Services

CAPSS Representatives

David Klein, Committee Chairman and Superintendent, Lyme-Old Lyme Public Schools
Pamela Aubin, Superintendent, Norwich Public Schools
William Breck, CAPSS Past President
George Goens, CAPSS Staff Associate
David Larson, CAPSS Executive Director
Judith Palmer, Superintendent, Oxford Public Schools
Evan Pitkoff, CES Executive Director, CAPSS Past President
Natalie Pukas, Superintendent, North Stonington Public Schools
Janet Robinson, Superintendent, Derby Public Schools
Betty Sternberg, Superintendent, Greenwich Public Schools

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Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community. It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement adopted in March 2004 and the CABE Superintendent Evaluation instrument. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education. CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

While student achievement in academic areas as measured by test scores is important, other areas of student achievement are equally important. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Moreover, for purposes of the superintendent's performance evaluation, indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the superintendent's job performance.

To increase the effectiveness of the school district's leadership team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year. An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily modified in those school districts that employ a non-traditional evaluation year approach. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of “personnel matters,” which includes “the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting” (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent’s evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Sample motion: “I move that the Board of Education go into executive session for discussion of a personnel matter – the evaluation of the superintendent.”

Recommended Evaluation Process

Beginning of New Evaluation Year Meeting – July / September

Topic 1: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal / priority setting session for the district’s Leadership Team for the upcoming school year.

Topic 2: This Executive Session also provides the Board of Education with an opportunity to candidly discuss with the Superintendent his/her performance evaluation, e.g., personal and professional goals and opportunities, Superintendent’s evaluation criteria and evaluation process, and other relevant topics.

Mid Year Evaluation Meeting – November / December

Topic 1: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new

and/or unexpected challenges not previously identified in the prior Leadership Team goal setting meeting. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Topic 2: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end. Ideally, these informal discussions take place regularly throughout the school year.

End of the Year Evaluation Meeting – April/May

Topic 1: The Superintendent and Board of Education should convene in Executive Session to participate in an assessment activity which focuses upon the performance of the individual members of the Leadership Team, including whether and how goals and priority objectives have been successfully accomplished and/or addressed. Included in this discussion should be any mitigating circumstances / unexpected challenges that have arisen since the Mid Year Evaluation Meeting that may have compromised the accomplishment of goals and objectives and thus affected the performance of the members of the Leadership Team.

Topic 2: This recommended meeting should also serve as an opportunity for the Superintendent to share a confidential "Year in Review" self assessment with the Board of Education. This self assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Board of Education Evaluation of the Superintendent – May/June

The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be a draft performance evaluation of the Superintendent of Schools.

Meeting with the Superintendent Regarding Draft Evaluation – June

A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation.

Formal Evaluation of the Superintendent – June

The formal performance evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy. It is important to note that the Board of Education's performance evaluation of the Superintendent of Schools is a public document and subject to FOIA. A copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Recommended Evaluation Process and Timeline Flowchart

<p>Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p>
<p>Topic 1: Leadership Team Goal / Priority Setting. Topic 2: Superintendent's Professional Goals and Objectives.</p>
<p>Mid-Year Evaluation Meeting November / December (Meeting to be conducted in executive session)</p>
<p>Topic 1: Informal Leadership Team discussion regarding progress on goals and objectives. Topic 2: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p>End of Year Evaluation Meeting April / May (Meeting to be conducted in executive session)</p>
<p>Topic 1: Self-Assessment of individual members of the Leadership Team including discussion about goal attainment and handling of unanticipated challenges. Topic 2: Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance.</p>
<p>Board of Education Evaluation of the Superintendent May / June (Meeting to be conducted in executive session)</p>
<p>Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.</p>
<p>Meeting with Superintendent Regarding Draft Evaluation June (Meeting to be conducted in executive session)</p>
<p>Meeting between the Board of Education as per Board of Education policy and the Superintendent to share and discuss the draft evaluation.</p>
<p>Formal Evaluation of the Superintendent June</p>
<p>Formal evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education as per policy. <i>Note: Superintendent's Evaluation is a public document subject to FOIA.</i></p>

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

I. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Serves as the Board of Education's educational leader and chief executive.
- Works with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff.
- Promotes a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belongs to, actively supports and participates in professional organizations (e.g., CAPSS, AASA, CAFE, NSBA) and encourages his/her Board of Education to do so.
- Uses best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students.

II. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs and pertains to the following: planning and organizing; hiring, evaluating and supervising staff; implementing policy; preparing and overseeing the budget; ensuring the health and safety of students and staff; and regularly reporting to the Board of Education.

Areas of Responsibility:

- Oversees the organization and management of the district's day-to-day operations.
- Prepares, advocates for and implements an annual budget that addresses district goals and meets the needs of all students; reports regularly to the Board of Education on the status of the budget and any other fiscal concerns or issues.

- Consistent with Board of Education policy, recruits, hires and retains personnel for the school district who show potential to best meet the needs of all students. Provides a system of support, supervision and consistent evaluation to ensure that certified and classified staff that remain are effective.
- Implements policies adopted by the Board of Education and recommends changes, if appropriate; develops, implements and informs the Board of Education of administrative procedures necessary to implement Board of Education policy.

III. Community and Board of Education Relations

Definition: Community and Board of Education relations are critical to the success of the Superintendent and the school system. The Superintendent works with the Board of Education and the community to: establish a vision, goals and objectives for the district; communicate regularly and clearly with the community; provide data and information to the Board of Education to assist with the evaluation of the district operations and programs; and represent the district to the community. The Superintendent, in cooperation and consultation with the Board of Education, is responsible for maintaining positive working relationships with local, regional and state organizations and agencies.

Areas of Responsibility:

- Provides professional advice and keeps the Board of Education informed and updated on educational issues and needs and operations of the school system by providing appropriate recommendations and supporting data.
- Responds to communications from staff and community, as appropriate, and ensures the adherence and appropriate response through the chain of command and keeps Board of Education members informed about significant operational issues in a timely manner.
- Serves as a key member of the leadership team and works effectively with local, state and federal levels of government.
- Works in a professional manner with the Board of Education, community members and the media.

IV. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Demonstrates the ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Recommended Success Strategies for Leadership Team Evaluation

Leadership Team Self-Assessment

- 1.) **Self-Assessment** – It is strongly recommended by CABE and CAPSS that the Leadership Team conduct a self-assessment during each school year. An annual self-assessment provides the Leadership Team with an opportunity to thoughtfully and constructively evaluate its performance. This annual assessment will enable the Leadership Team to privately celebrate its successes, candidly discuss growth opportunities and establish focused goals for continuous improvement as a team. As a member of the Leadership Team, it is highly recommended that the Superintendent of Schools be a participant in the discussion.
- 2.) **Facilitation of Self-Assessment** – Boards of Education may wish to contact CABE to access external facilitation services and/or utilize an external facilitator to guide the self-assessment discussion. In districts where an annual Board of Education self-assessment is standard operating procedure, an external facilitator may not be necessary.
- 3.) **Questions to Guide the Board of Education Self-Assessment Discussion** – Please refer to the CABE Leadership Team Self-Assessment Worksheet (Addendum 1) on page 9. This discussion should include the Superintendent of Schools and be conducted in executive session.

Superintendent's Performance Evaluation

- 1.) **Year In Review** – The Superintendent's Year in Review should serve as a summary of the body of work presented within the Superintendent's Performance Portfolio. It is recommended that the Year in Review document prepared by the Superintendent be organized according to the four leadership areas: Educational Leadership / Organizational Management / Community and BOE Relations / Personal and Professional Qualities and Relationships. This document should also include any mitigating circumstances that may have compromised goal attainment in any of the four leadership areas.

- 2.) **Superintendent's Portfolio of Work** – The performance portfolio is designed to be a compilation of the work product aligned with the Superintendent's annual performance goals previously established by the Board of Education. It is recommended that the portfolio be organized according to the four identified leadership areas and contain evidentiary documentation associated with each of the agreed upon performance goals. The portfolio should be submitted in a well organized and tabbed binder, an expandable tabbed folder or some other format previously agreed upon by the Superintendent and Board of Education.

- 3.) **Questions to Guide the Superintendent's Performance Discussion** – Please refer to the Superintendent's Performance Evaluation Worksheets (Addendum 2) on page 11.

Addendum 1

Leadership Team Self-Assessment Worksheet



This assessment will be used to assist your board to better function as a team by generating discussion at its self-assessment meeting. Please answer each question as honestly as possible. Remember, you are trying to ascertain how well the board functions as a team. Keep that in mind as you respond to these questions.

District: _____

		Always	Often	Rarely	Never	Not Sure
1	The board adopts a district vision and/or mission for district improvement.					
2	The board adopts annual goals and priorities for district improvement.					
3	Improving student learning is the primary focus in our decision-making.					
4	We use data and reports to assess progress and identify areas needing improvement.					
5	The board uses the policy manual to define its vision and expectations of the school district.					
6	We conduct business only at properly called meetings.					
7	Our board has effective meetings					
8	Board members are prepared for meetings.					
9	The board conducts comprehensive orientation activities to familiarize new board members with their role on the team.					
10	The board ensures parents, businesses, and the public are informed on educational activities and encouraged to participate when appropriate.					
11	I attend board-related professional development workshops annually.					
12	We conduct district business in accordance with established ethical standards.					
13	Board members communicate with one another in a respectful manner.					
14	Board members are open and honest with each other.					
15	All members of the board maintain confidentiality regarding sensitive communications.					
16	All members honor board decisions even when the vote is not unanimous.					
17	The board does not let politics interfere with district business.					
18	Our board deals with conflicts openly and honestly.					
19	Information is shared equally with each member of the board/superintendent team.					
20	The superintendent exhibits confidence and trust in each member of the board.					
21	Each board member exhibits confidence and trust in the superintendent.					
22	The board demonstrates support and respect for the superintendent's role as the chief executive officer of the district.					
23	Our board clearly states its position on controversial matters to the superintendent.					
24	The superintendent's position on controversial matters is clearly stated to the board.					
25	Our board evaluates the superintendent performance based on clearly defined performance goals and expectations.					
26	Directions to the superintendent come from the board as whole; not individual board members.					

Leadership Team Consensus Summary

Please add any additional comments here (comments will be shared with participants):

Vision:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

Addendum 2

Superintendent's Performance Evaluation Worksheets

Note: These worksheets are intended to guide the Board of Education's discussion regarding the Superintendent's job performance. The meeting and discussion should be conducted in executive session.

I. Educational Leadership

Essential Question: Does the Superintendent of Schools consistently meet or exceed the mutually established performance goals in the area of Educational Leadership?

Supplemental Questions:

Does the Superintendent serve as the Board of Education's educational leader and chief executive?

Does the Superintendent work with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff?

Does the Superintendent promote a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belong to, actively support and participate in professional organizations (e.g., CAPSS, AASA, CAFE, NSBA) and encourage his/her Board of Education to do so?

Does the Superintendent use best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students?

Board of Education Consensus Summary:

References

American Association of School Administrators – Professional Standards for the Superintendency, 1993.

CABE / CAPSS School Governance Position Statement, March 2004.

National Policy Board for Educational Administrators - Standards for Advanced Programs in Educational Leadership, January 2002.

CABE Superintendent Evaluation, Long Version.

CABE Superintendent Evaluation, Short Version.

Johnson, Susan, *Leading to Change: The Challenge of the New Superintendency*, 1996.

Center for Research and Educational Accountability and Teacher Evaluation – *A Portfolio for Evaluation of School Superintendents*, May 1995.

Connecticut State Department of Education, *Connecticut Standards for School Leaders*, 1999.

9400

Bylaws of the Board

Monitoring Products and Processes

Self-Evaluation

The Preston Board of Education is made up of duly elected individuals to oversee the Public Schools of the community. This very responsible and complex job requires that the Board blend its diverse opinion into a common purpose which will give direction to the school system. The local community looks to its Board of Education to provide leadership for the school system. The success of the system depends on how well that role is carried out.

Therefore, it shall be the policy of the Preston Board of Education that there shall be an annual program of self-evaluation in which each member shall participate.

Annually the board will schedule dates to conduct its self-evaluation. The evaluation will include, but not be limited to, the following leadership areas: community leadership of education, influencing educational policy, community involvement, communicating with the public, the decision making process, planning and setting goals, allocating resources, developing Board policy, policy oversight, selecting and evaluating the Superintendent, working with the Superintendent, promoting good employee relations, setting expectations for Board member conduct, conducting the work of the Board, Board member development.

Policy Review and Evaluation

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

Legal Reference: Connecticut General Statutes

[10-14m](#) - [10-14r](#) Education evaluation and remedial assistance.

[10-220](#) Duties of boards of education.

Bylaw adopted by the Board: 6/12/06

4115

Personnel -- Certified**Supervision and Evaluation**

Teaching is the most important component of education; therefore, effective teacher and administrator supervision is a primary leadership responsibility for all administrators. A major component of supervision is cooperative, continuing, teacher evaluation which serves to:

- A. improve the quality of instruction and educational services to children;
- B. elevate standards of the teaching profession;
- C. help each teacher grow professionally;
- D. assist with administrative decisions on teacher retention/dismissal.

The Superintendent shall evaluate or direct the evaluation of all certified employees. Teachers and administrators share responsibility for developing effective evaluation procedures and instruments and for establishing and maintaining professional standards and constructive attitudes toward staff evaluation.

The Superintendent and all employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section 10-151b, as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.

The Board of Education directs the Superintendent and the certified employee representatives to develop, in harmony with guidelines of the Connecticut State Board of Education, a system-wide program for evaluating instruction and administrative leadership as one means to ensure instructional excellence.

(cf. [4112.1/4212.1](#) Provisions of Negotiated Agreements)

(cf. [4112.6/4212.6](#) Personnel Records)

Legal Reference: Connecticut General Statutes

[10-151a](#) Access of teacher to supervisory records and reports in personnel file.

[10-151b](#) Evaluation by superintendent of certain educational personnel.

[10-151c](#) Records of teacher performance and evaluation not public records.

P.A. 95-58 An Act Concerning Teacher Evaluation, Tenure and Dismissal.

Policy adopted: 7/19/10

4112.6

4212.6

Personnel -- Certified and Non-Certified

Personnel Records

Personnel records shall be maintained securely and confidentially in the central office for all current employees and shall include information customarily kept in personnel files. Files also shall be maintained for past employees, including years of employment, salaries, and such other basic and essential information as the Superintendent of Schools shall require.

There shall be only one personnel file for each employee, and principals shall not maintain employee files separate from the official employee file in the central office.

Requests for access to personnel files, except from an employee to see his or her own file, shall be referred to the Superintendent who shall determine whether disclosure of such records would legally constitute invasion of employee privacy. If the Superintendent believes disclosure is not an invasion of privacy, requested information shall be disclosed, but professional courtesy suggests the employee should be notified of such disclosure.

If the Superintendent determines disclosure would invade employee privacy, the employee/s and collective bargaining representatives if any, shall be notified in writing of the request. If the Superintendent does not receive a written objection, from the employee or bargaining representative, within seven business days from receipt of their notification, or if there is no evidence of receipt not later than nine business days from the date the notice was mailed, sent, posted, or otherwise given, requested records shall be disclosed. However, if an objection is received in a timely manner on the form prescribed, the Superintendent shall not disclose requested information unless directed to do so by the Freedom of Information Commission. Notwithstanding an objection filed by an employee's bargaining representative, the employee may subsequently approve disclosure of records by filing a written notice with the Superintendent.

Employee or bargaining representative objections to disclosure of records shall be made in writing on a form developed by the Superintendent including a signed statement by the employee or bargaining representative, under penalties of false statement, that to the best of respondent's knowledge, information, and belief, there is good grounds to support the objection and that the objection is not interposed for delay.

Notwithstanding earlier provisions of this policy, personnel evaluations of certified employees, except the Superintendent, are not public records subject to disclosure unless the employee consents in writing to the release of such records.

Each employee's own file shall be available for his or her inspection at reasonable times, and, upon request, employees will be provided a copy of information contained in his or her file.

Legal Reference: Connecticut General Statutes

1-19b Agency administration. Disclosure of personnel, birth and tax records.

1-20a Objection to disclosure of personnel or medical files.

1-20b Record of arrest as public record.

1-21i(b) Denial of access to public records or meetings.

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151c Records of teacher performance and evaluation not public records.

Policy Approved: 7/11/05

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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

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

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

Preston Board of Education

Policies, Regulations, and Bylaws

9325.2

Bylaws of the Board

Order of Business

The order of business on the agenda for the first regular meeting of the Board of Education each month shall normally be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Approval of Minutes
4. Public Communications and Comments
5. Board of Education Committee and Other Reports
6. Superintendent Reports, Recommendations *and Goals Update*
7. New Business
8. Old Business
9. Information
10. Date and Time of Next Meeting
11. Adjournment

Additionally, the Board may receive public comment upon action items after a motion is made but prior to taking a vote. Such public comment does not need to appear on the agenda.

The order of business on the agenda for a second or for each special meeting of the Board of Education shall normally include items 1,2,4,6,8,10 and 11 on the order of business for the first regular monthly meeting.

Legal Reference: **Connecticut General Statutes**
 1-232 Conduct of meetings

Bylaw adopted by the Board: 8/10/09

Norwich Free Academy

September 22, 2011

Student Outcome List

Settings: Class Year/Grade: class of 2011; Student Group: Sending Town: Preston

Sorting: Students data sorted by Name, Ascending

Outcome	Detail
4yr college	University of Massachusetts, Boston (Psychology)
4yr college	Roger Williams University (Architecture)
Military	Marines
2yr college	Three Rivers Community College
4yr college	University of Wyoming
4yr college	Bridgewater State University
2yr college	Three Rivers Community College (Marine Biology)
Career education	BRS
4yr college	Boston University (English)
2yr college	Three Rivers Community College (Sports Management or Computer Programmer)
2yr college	Three Rivers Community College
4yr college	Massachusetts Maritime Academy (mass maritime)
4yr college	University of Rhode Island
4yr college	University of Connecticut
Other	non-grad Adult Ed
4yr college	Central Connecticut State University
Career education	employee assistance program
4yr college	Eastern Connecticut State University
4yr college	University of Connecticut at Avery Point
4yr college	Washington College
4yr college	University of Delaware
4yr college	Montserrat College of Art
2yr college	Three Rivers Community College
Military	U.S. Navy
4yr college	The George Washington University (Pre-med/health)
4yr college	Roger Williams University
2yr college	Three Rivers Community College
4yr college	Central Connecticut State University
4yr college	Central Connecticut State University
4yr college	Southern New Hampshire University (baking/pastry - dental hygiene)
Career education	vocational training
2yr college	Three Rivers Community College (TRCC-CRIMINAL JUSTICE)
4yr college	Johnson & Wales University
Military	National Guard
2yr college	Three Rivers Community College (TRCC)
4yr college	University of New Haven (U NEW HAVEN- FORENSIC SCI.)