

Board of Education Regular Meeting

Monday, May 14, 2012 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

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

Board of Education Regular Meeting

April 02, 2012 07:00PM

Preston Veterans' Memorial School Library

1. Call to Order

John Moulson called the meeting to order at 7:01PM. Other members present: Sandra Gauthier, Dan Harris, Deborah Burke-Grabarek, Pauline Andruskiewicz, Jan Clancy. Charles Raymond was excused. Also present: Dr. Welch; Superintendent, Ivy Davis; Director of Curriculum, Instruction and Special Education, Robert Sirpenski; Director of Finance and School Business Operations, Gloria Homiski; Recording Secretary. Audience: Ray Bernier; PPMS Principal, Dr. Walsh; PVMS Principal, Mike House; Supervisor of Buildings and Grounds, Patricia Hibbard; Transportation Supervisor, Kim Moran, Christopher Pickett, Jennifer Sevigny, Kyle Clancy, Joseph Durfee, Stanley Stefanowicz, Susan Strader, Arline McCullen, Karin Davis, Erika Rogers, Daniel Rearick, Bonnie Smithers, Diane Egglar and Holly Robinson.

2. Pledge of Allegiance

3. Approval of Minutes

**Moved, to approve the minutes of March 5, 2012 as presented.
Clancy/Andruskiewicz. Unanimous. Motion Carries.**

4. Public Comment

Susan Strader: She asked that the BOE attend the Public Hearing to represent their budget.

Jan Clancy: She attended the Science Night at PVMS on March 30th. She said that it was a huge success and offered to write a letter on behalf of the BOE.

5. Board of Education Committee and Other Reports

Budget Sub Committee: Did not meet

Community Relations Sub Committee: Met on March 19th. Decided to pursue the possibility of a survey. Suggestions from the survey will be brought back to the sub committee and the BOE. School Perceptions will prepare the survey and it will be rolled out at the beginning of the 2012-2013 school year.

Transportation Sub Committee: Did not meet

Audit Sub Committee: Did not meet

Preston Advisory Board: Karin Davis addressed the BOE. PAB last met on March 20th. 3 members are leaving in June; one teacher and 2 parents. Therefore they are recruiting for new members. The majority of the March 20th meeting was spent reviewing their survey results. Dr. Welch will attend the May meeting of PAB. Their policy states that the PAB should be able to assist with school changes made by the Principal. Karin asked why a co-teacher was hired without their knowledge. Dr. Welch explained that a substitute teacher was assigned to work in an existing classroom for the remainder of the 2011-2012 school year. He also explained that the Principal has the statutory authority to make decisions without contacting the PAB.

6. Superintendent Reports, Recommendations and Goals Update

7. BOE Expenditure Report/Projection Report

Robert Sirpenski presented the BOE Expenditure/Projection Report. The substitute line item will be over budget due to the unexpected resignation of 2 IA's whose positions are being filled with substitutes until the end of the school year. Mr. Sirpenski anticipates 100,000 to 150,000 dollars will be turned back to the Town at the end of the school year. Mr. Sirpenski also explained that some of the savings this year is in the fuel line item due to a light winter. Jan Clancy asked if the transportation department is using Curtin less than they were earlier in the school year. Mr. Sirpenski explained that our own employees are covering the sped runs. Curtin is only being used a substitute service.

8. Cafeteria Report

Robert Sirpenski also reviewed the Cafeteria Report with the BOE. Only half of the BOE subsidy has actually been used this year.

9. New Business

9.1. Votes Required

Non Renewal of Non Tenured Teachers: The BOE approved their budget on March 5, 2012. After that date, a teacher's letter of resignation came to Central Office. This new information was brought to the BOF. The BOF reduced the BOE to a flat line budget of \$10,428,592. The BOF agreed to hold \$40,000 in contingency for possible health insurance changes for BOE employees. The resignation made it possible to put more money towards salaries. At the Public Hearing the BOE budget could be held to MBR, in which case lay-offs would be necessary. And yet, Dr. Welch made it clear that the district can not afford to lose any of the eight non tenured faculty without directly impacting Preston's standards of education. The Board Attorney advised the BOE to vote on the matter and put the non-tenured teachers on notice.

Moved, that pursuant to Connecticut General Statutes 10-151, the Preston Board of Education non-renew the teaching contracts of Bonnie Smithers, Erika Rogers, Megan Lautieri, Stanley Stefanowicz, Jennifer Sevigny, Dan Rearick, Susan Strader, and Joe Durfee at the end of the 2011-2012 school year as recommended by the Superintendent. I further move that the Superintendent be directed to communicate this action of the Board in writing to the teachers and that the Superintendent of Schools be authorized to respond on behalf of the Board to any requests for a hearing, if required by law, or for other data which may be forthcoming from the teachers and/or their representative pursuant to applicable provisions of Connecticut General Statutes Section 10-151; and that the Superintendent be directed that any response to a request for a hearing, if a hearing is required by law, indicate that such hearing is to be before the Board of Education. Moulson/Harris. Unanimous. Motion Carries.

2012-2013 calendar:

Moved, to approve the 2012-2013 Preston Public Schools Calendar as presented. Harris/Andruskiewicz. Unanimous. Motion Carries.

Internet Acceptable Use Policy 6141.321: Tabled until May meeting.

9.2. Discussion

10. Old Business

10.1. Votes Required

Policy 5145.15: Directory Information

Moved, to approve Policy 5145.15 as amended. Harris/Gauthier. Unanimous. Motion Carries.

2011-2012 Preston Schools Calendar Revision: A full day Professional Development day is being added at the end of the school year. Students have a half day on June 18th and Faculty report on June 19th for PD.

Moved, to approve the amendments made to the 2011-2012 Preston Schools Calendar. Harris/Clancy. Unanimous. Motion Carries.

Susan Strader requested to make a public comment: She stated that the 3 days missed at the start of the 11-12 school year were due to a state wide emergency. She asked if this meant we did not have to make up the days. Karin Davis said that the state is referring parents to their individual boards of education with regard to making up or not making up storm days. Dr. Welch explained that ECS money is based on 184 student school days.

10.2. Discussion

FY 2013 Budget

Dr. Welch reviewed adjustments that need to be made to the budget document.

Moved, to reduce the FY13 health insurance line item by \$43,000.

Discussion Followed. Salary line item must be changed due to teacher resignation.

Moved, to withdraw the first motion and increase the FY13 salary line item by \$52,000 and reduce the FY13 health insurance line item by \$43,000.

Harris/Clancy. Unanimous. Motion Carries.

11. Information

12. Date and Time of Next Meeting

May 14, 2012

PVMS Library

7PM

Public Hearing: April 19, 2012 PVMS 7:30PM

Town Meeting: May 3, 2012 PVMS 7:30PM

13. Adjournment

Moved, to adjourn the meeting at 8:17PM. Moulson/Burke-Grabarek. Unanimous. Motion Carries.

Comparison of Current Education Statutes & Education Reform Final Legislation

Principle: Enhance families' access to high-quality early childhood education opportunities.	
<i>Current Statute</i>	<i>Final Legislation</i>
<ul style="list-style-type: none"> No current state obligation to create a specific number of early childhood opportunities 	<ul style="list-style-type: none"> Creates 1000 new early education slots in low-income communities Launches a facilities study for the continued expansion of early education Calls for the development of a Tiered Quality Rating and Improvement System
	<ul style="list-style-type: none"> Creates a pilot program to enhance literacy for students in kindergarten through third grade

Principle: Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts.	
<i>Current Statute</i>	<i>Final Legislation</i>
<ul style="list-style-type: none"> No coherent program for state intervention in the state's struggling schools; responsibility to turn around low-performing schools largely rests with local districts 	<ul style="list-style-type: none"> Creates the Commissioner's Network, enabling the State to provide intensive supports and interventions in 25 of the lowest-performing schools over the next three years Each turnaround school will convene a Turnaround Committee made up of teachers, parents, and administrators, which will have the opportunity to submit a consensus plan for consideration by the Commissioner of Education Turnaround plans can also be developed and implemented by the Commissioner Enables high-performing non-profit school operators to operate a subset of the turnaround schools (6 of the 25) Under specified circumstances, allows financial impact bargaining, on an expedited timeframe, regarding elements of the plan
<ul style="list-style-type: none"> Insufficient specificity for identification of struggling readers and interventions on their behalf 	<ul style="list-style-type: none"> Creates an ambitious pilot program to enhance literacy for students in kindergarten through third grade with specific interventions

Comparison of Current Education Statutes & Education Reform Final Legislation

Principle: Expand the availability of high-quality school models, including traditional schools, magnets, charters, and others.	
<i>Current Statute</i>	<i>Final Legislation</i>
<ul style="list-style-type: none"> • State charter schools receive \$9,400 per pupil • State law does not give special consideration to charters with special missions to serve individual student populations • No incentive to create local charter schools 	<ul style="list-style-type: none"> • Increases charter per pupil funding to: <ul style="list-style-type: none"> ○ \$10,500 for 2012-2013 ○ \$11,000 for 2013-2014 ○ \$11,500 for 2014-2015 • Requires state charters to submit a recruitment and retention plan detailing efforts to serve priority student populations. The State Board will hold schools accountable for adherence to these plans. • Requires the State Department of Education to endeavor to launch two charter schools focused on English Language Learners/dual language programs in the coming years. • Offers incentives to local Boards of Education that reach agreement with their bargaining unit regarding staffing flexibility to launch local charter schools – such districts will be eligible for \$500,000 startup grants and \$3000 per pupil operating grants beginning in the 2013-2014 school year.
<ul style="list-style-type: none"> • Agricultural Science High Schools receive \$1,355 per pupil in state funding 	<ul style="list-style-type: none"> • Provides additional funding for Agricultural Science High Schools, magnet schools, and vocational-technical schools.

Principle: Ensure that our schools are home to the very best teachers and principals – working within a fair system that values skill and effectiveness over seniority and tenure.	
<i>Current Statute</i>	<i>Final Legislation</i>
<ul style="list-style-type: none"> • Evaluations are ongoing but no time period is specified and implementation varies by district • Teachers are required to have a specific number of Continuing Education Units (CEUs) 	<ul style="list-style-type: none"> • Requires annual performance evaluations of principals, administrators, and teachers, based upon the framework developed by the Performance Evaluation Advisory Council – with growth in student achievement as the primary factor. • Strengthens professional development for educators, requiring job-embedded coaching as the predominant form of training. • Requires an evaluation system to be piloted in a

Comparison of Current Education Statutes & Education Reform Final Legislation

	diverse group of 8-10 school districts.
<ul style="list-style-type: none"> • Tenure is attained based on number of years of service: a teacher offered a fifth year of employment is automatically granted tenure 	<ul style="list-style-type: none"> • Awards tenure on the basis of effective practice. • Allows for ineffective teachers to be terminated. • Focuses termination hearings on whether the evaluation ratings were reasonable and in accordance with the new evaluation program. • Limits, for the first time, the number of hours of evidence and testimony in a dismissal proceeding.
<ul style="list-style-type: none"> • No career advancement within the teaching profession exists for excellent teachers 	<ul style="list-style-type: none"> • Recognizes excellent educators with a “distinguished educator” designation, creating a career ladder within the teaching profession
<ul style="list-style-type: none"> • Lack of financial incentives to attract the highest quality teacher candidates to lowest performing schools 	<ul style="list-style-type: none"> • Creates a program to enable the 10 lowest-performing districts to offer employment to top teacher preparation students programs early in the hiring season.

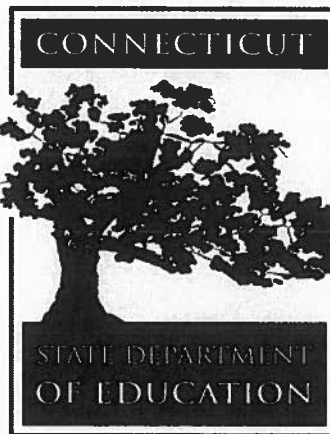
Principle: Deliver more resources, targeted to districts with the greatest need – provided that they embrace key reforms that position our students for success.

<i>Current Statute</i>	<i>Final Legislation</i>
	<ul style="list-style-type: none"> • Increases ECS funding by \$50 million, with \$39.5 million targeted to the Alliance Districts – the state’s 30 lowest-performing districts. • Introduces new accountability for funding for low-performing districts. • Provides for a “Common Chart of Accounts” as a budgetary template, enhancing transparency for education spending at the local level.

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: November 2011
Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012
Submission to CSDE due June 15, 2012

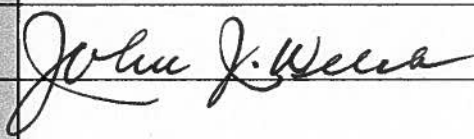
Table of Contents

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS	3
COVER PAGE	4
PREPARATION CHECK-OFF PAGE	5
LOCAL EDUCATION AGENCY (LEA) FEDERAL GRANT PROGRAM COMPLIANCE FORM	6
LEA PROFILE	7
Technology Literacy	7
Policies	7
Online Assessments	8
PLANNING COMMITTEE	9
VISION STATEMENT	10
NEEDS ASSESSMENT	10
Curriculum Integration	10
Professional Development.....	11
Equitable Use of Technology.....	11
Infrastructure and Telecommunications	12
Administrative Needs	13
PLAN IMPLEMENTATION	13
LEA Technology Goals and Strategies.....	13
GOAL 1: ENGAGING AND EMPOWERING LEARNING EXPERIENCES	14
Action Plan for Goal Area 1.....	14
GOAL 2: ASSESSMENT	15
Action Plan for Goal Area 2.....	15

GOAL 3: CONNECTED TEACHING AND LEARNING.....	16
Action Plan for Goal Area 3.....	16
GOAL 4: INFRASTRUCTURE FOR TEACHING AND LEARNING	17
Action Plan for Goal Area 4.....	17
GOAL 5: PRODUCTIVITY AND EFFICIENCY.....	18
Action Plan for Goal Area 5.....	18
CHILDREN’S INTERNET PROTECTION ACT (CIPA) CERTIFICATION	18
APPENDICES	20
Appendix A: Educational Tech Planning Resources	21
Educational Technology Planning	21
Appendix B: Evaluating Your Plan	22
The Committee	22
The Mission and Vision	22
The Needs Assessment	22
Goal 1.0 Engaging and Empowering Learning Experiences.....	23
Goal 2.0 Assessment	23
3.0 Connected Teaching and Learning	24
4.0 Infrastructure for Teaching and Learning	24
5.0 Productivity and Efficiency.....	25
APPENDIX C: Educational Technology Plan Review Guide	25

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Preston	
LEA Code:	114	
Educational Technology Plan Contact:	Ivy Davis	
Phone:	860-889-6098	
Fax:	860-889-8685	
E-mail:	davis@prestonschools.org	
Address:	325 Shetucket Tpke., Preston, CT 06365	
Name of Superintendent or Director:	John J. Welch	
E-mail:	welchj@prestonschools.org	
Signature of Superintendent or Director:		Date: 5.9.12
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

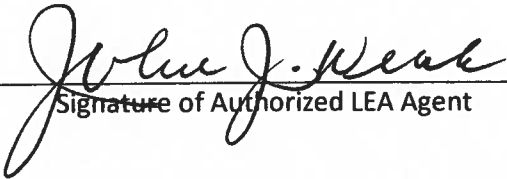
RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Preparation Check-Off Page

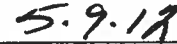
The submitted plan has the following:

- Cover Page
- Educational Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Educational Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*



Signature of Authorized LEA Agent



Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Preston
Local Education Agency Submitting this Plan

Developing a comprehensive educational technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive educational technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

_____ Is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777].

_____ Will be CIPA compliant by this date. _____

_____ Has applied for E-Rate funding.

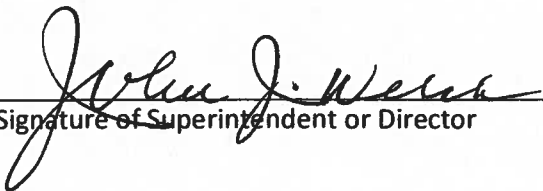
The LEA's comprehensive educational technology plan must be approved by the local board of education.

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: _____

Certified by:



Signature of Superintendent or Director

5.7.12

Date

Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Preston

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

Educational Technology Literacy

Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	0
How many of those students were considered technologically literate based on that evaluation?	0
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	4.6
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	4.6
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	39/41
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	N/A

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?
 Every year Every other year At least every three years Other: _____

Insert a link to your district's AUP below if it is stored on the Web:

The following district policies relate to acceptable use: No. 6141.321 – Telecommunications/Internet Acceptable Use and No. 6141.323 – Internet Acceptable Use: Filtering. Both policies are accessible through the Preston Public Schools website (www.prestonschools.org) under Board of Education/Policies.

Online Assessments

When filling out the table below, please consider the following conditions:

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

The maximum number of Grade 4 students who could be accommodated under the above conditions.	50
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	50/50
The maximum number of Grade 6 students who could be accommodated under the above conditions.	48
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	48/48
The maximum number of Grade 8 students who could be accommodated under these conditions.	45
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	45/45
The maximum number of Grade 10 students who could be accommodated under the above conditions.	N/A
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	N/A

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Ray Bernier	Principal	PPMS
Evelyn Dekiert	Math/Computer Teacher	District
Ivy Davis	Director of Curriculum, Instruction & Special Education	District
Elaine Lettiere	Library/Media Specialist	District
Emile Levasseur	Technology Coordinator	District
Jenny Sevigny	Science Teacher	PPMS

The Committee must:

- Write a description of the educational technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.
- Describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions.
- Create the LEA's educational technology vision statement.
- Develop an educational technology needs assessment.

Members of the Technology Committee were selected based on their involvement in developing the 2009-2012 District Technology Plan as well as their knowledge of district infrastructure, administrative oversight responsibilities and general interest in and ability to incorporate technology into instruction. Each member shares his/her perspective based on their building assignment, teaching assignment and collaborative experience with other faculty members. It is anticipated that this committee will meet 2x/year, with the next meeting scheduled to take place after approval of this plan.

Evaluation strategies include: faculty technology integration survey, ISTE standards (student, teacher, administrator) considered in relation to classroom observations.

Vision Statement

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the educational technology plan.

The Technology Plan Committee recognizes that Preston Public Schools currently has a great deal of hardware and software to support instruction as well as increase access to wireless high speed internet. Improving and enhancing technology integration continues to be our district focus for the next three years. Over this time period, teachers will become familiar with the innovation, collaboration and critical thinking aspects of technology use for students and themselves. By increasing teacher awareness, we will be able to increase technology integration across the district. We are mindful that in order to fulfill such a vision, we must maintain our current technology capabilities and develop a replacement plan to ensure continuing viability.

Needs Assessment

In this section, you are to assess and describe your LEA's **current educational technology status** in five categories: curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications services and administrative needs.

Curriculum Integration

- When evaluating your needs, consider:
 - current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;
 - All subject areas now have updated curricula; some areas may lack materials or resources that would need to be addressed through technology; district curriculum committees review and revise a subject area every year.
 - **NEED:** Revise district Technology Competencies to better align with ISTE standards and district technology capability.
 - how curriculum strategies are aligned to state standards;
 - Curriculum strategies are aligned with state standards (and Common Core State Standards) through the district curriculum revision process (Making Standards Work; Rigorous Curriculum Design).
 - **NEED:** Revise district Technology Competencies to better align with ISTE standards and district technology capability.
 - current procedures for using technology to address any perceived curriculum weaknesses;
 - When resources or materials are not available to teach required standards, teachers access online resources or make their own;
 - **NEED:** Recommended technology resources should be incorporated into curriculum documentation.
 - **how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and**
 - Currently, teachers have access to internet resources, Smart Boards, NEO 2 units, clickers, digital cameras and universal screening results in Early Literacy, Reading and Math through STAR Assessments; instructional software includes My Access as well as to online resources provided by publishers, intervention software is also available to struggling students (Accelerated Math

- for Intervention, Accelerated Reader, Read Naturally) and for students who excel in specific areas (Virtual Learning Academy).
- NEED: Teacher awareness of ways to integrate technology into instruction needs to be addressed through on-going PD opportunities.
- how students use technology - including ways students presently use technology for purposes beyond practice of skills.
 - Students participate in interactive lessons using Smart Boards and clickers, navigate the internet to answer questions and use Microsoft Office software to complete projects and presentations, submit completed assignments in a digital format, create short videos through Movie Maker, use web-based programs to create animations, follow web quests. In addition, internet safety discussions occur on a regular basis.
 - NEED: Students need to engage in creating products through technology as well as communicating with others in digital environments.

Professional Development

- When evaluating your needs, consider:
 - the process the LEA uses for assessing the technology PD needs of teachers, administrators and noncertified staff;
 - Recent Technology Integration Survey administered; new technologies are implemented through prototypes or pilots.
 - NEED: District will form a PD Committee composed of faculty members and administration to develop PD opportunities.
 - the technology PD activities that have been offered to teachers; and
 - Technology PD topics offered from 2009-2012 include orientation to Renaissance Learning products, using PowerSchool to create report cards, using eChalk to create webpages, My Access software training, training sessions on using district equipment and software.
 - NEED: Teachers need to be more aware of the kinds of technology PD opportunities that would be beneficial; all teachers need to gain competence using current district hardware and software.
 - how the effectiveness of the PD activities will be assessed.
 - All PD sessions are evaluated by attendees using ProTraxx evaluations.

Equitable Use of Educational Technology

- When evaluating your needs, consider:
 - the availability of technology to students and staff in the district – all students should have equal access to the technology;
 - All teachers and administrators have their own laptops; Instructional Assistants access available computers (designated computers for IA access in faculty rooms); students access computers through computer labs (primary, elementary and small labs at PVMS; two fixed labs at PPMS), laptop carts accessible at PPMS (1 cart), NEO2 mobile carts (3 carts) and classroom computers.
 - NEED: Increase access in PVMS library; consider plan for acquiring and using tablet computers; increase number of clicker units and wireless receivers.
 - the amount of time available for the use of technology by students and staff; and
 - In addition to time designated by teachers for technology use during instructional programming, students in 3rd, 4th and 5th grades receive dedicated computer instruction for 40 minutes per week; students in 6th, 7th and 8th grades also receive dedicated computer instruction for 47 minutes per week.
 - NEED: Add dedicated computer instruction for students in grades K – 2.
 - a description of the types of assistive technology tools that are provided for students with disabilities, where necessary/applicable.

- BoardMaker, Intellikeys, TeachTown, Learning A – Z, Neo2 units, Kidspiration/Inspiration, Bookshare.org, Accelerated Math for Intervention, Accelerated Reader, Read Naturally.
- NEED: Upgrade currently used software to be compatible with Windows 7.

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	Individual laptops provided; wireless access will ultimately be provided as well; web-based programs provide access off-campus.
Teachers (preschool)	Individual laptops provided; wireless access will ultimately be provided as well; web-based programs provide access off-campus.
Teachers	Individual laptops provided; wireless access will ultimately be provided as well; web-based programs provide access off-campus.
Noncertified staff	Access to classroom computers and designated computer in faculty rooms.

The following matrix may be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Two computers per classroom with touch screens; no before/after school supervision.
Students (elementary)	K – 1 or 2/classroom; 1 st grade – 2/classroom; 2 nd grade – 2 or 3 per classroom; 3 rd grade – 3 to 4/classroom; 4 th grade – 3 to 4/classroom; 5 th grade – 4/classroom; Literary Tutors – 2 computer/classroom with small lab; special education – 2 to 3/resource room; three computers in library; 24 stations in elementary lab; 24 stations in primary lab; TVs in all classrooms; no before/after school supervision.
Students (middle school)	No classroom computers; two computers in each resource room; two computers in library; 24/25 stations each in two computer labs; one laptop cart holding 24 laptops; TV studio; TVs in every classroom; no before/after school supervision.
Students (high school)	N/A
Students (with disabilities)	Students who require specific AT tools have access to computers with loaded applications.

Infrastructure and Telecommunications

- When evaluating your needs, consider:
 - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
 - Internet access through CEN; Category 5 data wiring to buildings; all classrooms have Internet access; wireless access for both buildings; cable television provided by Comcast; closed circuit TV at PPMS.
 - NEED: Need to upgrade to digital signal on some TVs.
 - the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
 - Telecommunication system is antiquated; wireless access in both buildings; T1 link is a bottleneck.
 - NEED: Telecommunication system needs to be upgraded; replace T1 with dark fiber.
 - how E-Rate has allowed the district to improve or increase its technology infrastructure.

- E-Rate funding applied to wiring improvements and switch upgrades.
- NEED: Continue to improve wiring (replace analog telephone system with VOIP).

Administrative Needs

- When evaluating your needs, consider:
 - how do administrative (certified and noncertified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and recordkeeping; and
 - PowerSchool used for student database management, state reporting and ultimately for producing standards-based report cards; CT Reports used for analyzing CMT performance; Renaissance Learning on-line assessments (STAR, Accelerated Math for Intervention, Accelerated Reader) used for universal screening, interventions and parent communication; ConnectED used for communication with community, eChalk used for email, teacher web-pages and survey administration; SWIS software for PBIS implementation (PPMS).
 - NEED: Platform to collect and maintain SRBI tiered intervention information; Naviance software to develop and maintain SSPs; implement PowerLunch.
 - the professional development opportunities that are available to administrative staff.
 - Administrative staff members participate in outside PD opportunities based on need and interest.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?</p>	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Complete a review of current technology competency skills to reflect current trends and needs.	Technology Committee	Completed by Fall 2012	Completion
Assign e-mail accounts to students in 6 th – 8 th grades.	Technology Coordinator	2012-2013 school year	Completion
Implement the use of Naviance to develop multi-year plans for every middle school student; each plan charts a path toward graduation, college and workplace readiness.	Principal and PPMS faculty	September 2012 and on-going thereafter	Implementation begun
Implement the use of Web 2.0 technologies (creating, sharing, collaborating) that allow students to create and share products ethically.	Technology and PD Committees	2012-2015 school years	Each year, Technology and PD Committees will identify specific topics (based on ISTE standards) related to Web 2.0 technologies and provide related PD opportunities

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
<p>2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</p>	

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>Implement full use of the STAR Assessment and its intervention tools (Accelerated Math for Intervention, Accelerated Reader) as a form of aiding the SRBI process.</p> <p>Complete electronic standards-based report cards across the district.</p>	<p>Administration, SRBI coordinators, faculty members</p> <p>Technology Coordinator and Director of Curriculum, Instruction & Special Ed</p>	<p>September 2012</p> <p>By the end of the first marking period of 12/13 SY</p>	<p>PD provided to all faculty members re use of programs and clickers/Neo2s</p> <p>Teachers will use electronic report cards during 12/13 SY</p>

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching: Prepare and Connect Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</p>	<p>Goal 3: Connected Teaching and Learning Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Provide training and assistance for PVMS teachers in the area of creating and maintaining eChalk class pages.	PVMS Principal	June 2013	All PVMS teachers have developed class pages.
Form PLCs that allow teachers to share, produce and disseminate activities that support the use of technologies.	Director of Curriculum, Instruction & Special Ed	Beginning 9/1/12	Participation by a minimum of 6 teachers (ideally, two teachers from primary grades, two from intermediate and two from middle)
Provide PD to educate teachers on the possible uses of technology and how to implement them in their own classrooms.	PD Committee	Throughout 12/13 school year and beyond, as needed	Based on teacher evaluations/needs assessment, PD provided to meet areas of need throughout 12/13 SY and beyond
Ensure students receive instruction on and actively practice Internet safety.	Technology Teacher and Library Media Specialist	On-going	Students practice Internet safety.
Prepare a replacement plan for teacher laptops.	Technology Committee	During 12/13 SY	Plan created to address teacher laptop replacement
Introduce and selectively implement Google Tools (i.e., Gmail, cloud storage, Google Plus, Google Docs, shared docs, Google Calendar, blogging).	Technology and PD Committees	2012-2015 school years	Each year, Technology and PD Committees will identify specific Tools and provide related PD opportunities.
Complete electronic standards-based report cards across the district.	Technology Coordinator and Director of Curriculum, Instruction & Special Ed	By the end of the first marking period of 12/13 SY	Teachers will use electronic report cards during 12/13 SY

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</p>	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>Ensure that communication procedures are clear regarding reporting technology problems.</p>	Building Principals	On-going	Technology problems are addressed as quickly as possible.
<p>Consider current staffing to ensure that there is sufficient personnel to maintain equipment</p>	Technology Coordinator	On-going	Technology problems are addressed as quickly as possible.
<p>Communicate with teachers regarding options for purchasing subscriptions to web-based programs (i.e., music notation software, Explorer Learning Gizmos, etc.).</p>	Building Principals and Technology Coordinator	On-going	Teachers have access to approved program subscriptions.
<p>Assess the current assistive technology resources and their compatibility with newer operating systems.</p>	Technology Committee and Administrative Team	During the course of the 12/13 SY	Pilot for touch pad devices developed by the end of the 12/13 SY
<p>Update district acceptable use policies.</p>	Superintendent and Administrative Team	During the 12/13 SY	Adoption of updated acceptable use policies

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p>5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p>Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</p>	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Implement full use of Google accounts as a means of improving efficiency.	District faculty and administrative staff	During the 12/13 SY	All personnel have active accounts
Consider developing a plan to provide technology instruction to all grade levels, K – 8 th grade.	Technology Committee, PD Committee and Administrative Team	During the 12/13 SY	Technology competencies begin to be developed across all grade levels
Develop fillable forms for teacher use, i.e., IET forms, intervention plans, etc.	SRBI coordinators and Webmaster	On-going	Completion of fillable forms; access through district webpage.
Consider options for storing and sharing tiered intervention forms.	Technology Teacher and SRBI Coordinators	On-going	Identification of storage system and sharing procedures

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, John J. Welch, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Preston

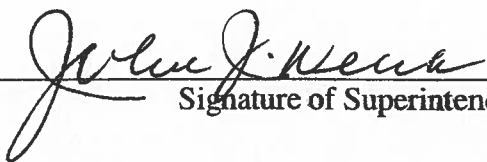
LEA

- My LEA/agency is E-Rate compliant; or
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
X	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>



Signature of Superintendent/Director

5.9.12

Date

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

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

DATE	PURCHASE ORDER NUMBER
4/23/2012	120587
AMOUNT	ACCOUNT CODE
\$3,677.00	1-101-0080-0734-2230-0000

PURCHASE ORDER COPY

COPY

ePlus Group
P.O. Box 92458
Cleveland, OH 44193

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:

Technology Coordinator
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone (703) 984-8400 Vendor Fax (703) 984-8600 Vendor Code B1148

Delivery Required	F.O.B.	Requested by: Emile	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Buyout of leased computer equipment listed in your Asset Schedule CTM101-102 per your buyout proposal dated April 16, 2012	\$3,677.00	\$3,677.00

TOTAL	\$3,677.00
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REQUISITIONER

Preston Board of Education

Policies, Regulations, and Bylaws

5131.111

Students

Conduct

Video Surveillance

The Board of Education recognizes the district's responsibility to maintain order and discipline on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the district. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. The students and staff of the district recognize that their security and safety depends upon the capacity of the district to maintain discipline and that a certain amount of restraint upon the activities of students is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order and discipline, finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The district shall notify its students, staff and the public that video surveillance may occur on any school property or on any transportation vehicle. The district shall incorporate said notice, in such places as, but not limited to, in the student handbook, district calendar, staff handbook and district website;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the district transportation supervisor. The use of video surveillance equipment on school grounds and on other district property shall be supervised and controlled by the Superintendent of Schools;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the district including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

Legal References:

(cf.4112.6/4212.6 – Personnel Records)

(cf.5125 – Student Records)

(cf.5131.1 – Bus Conduct)

(cf.5131.11 – Video Cameras on School Buses)

Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988)

Policy adopted:

Algebra at Preston Plains Middle School

About one third of PPMS students are enrolled in algebra. Qualifications for such enrollment include teacher recommendation, applicable CMT scores and a successful entrance exam.

The algebra program that is used at PPMS is a combination of algebra concepts and geometry concepts blended into one. It is set up by the University of Chicago. The curriculum that is addressed is based on the concepts that are on the NFA test in May for advanced placement.

Units covered:

1. Patterns used in algebra
2. Operations in algebra
3. Linear equations
4. Proportional reasoning and statistics
5. Linear functions-slope-point slope, linear graphics
6. Inequalities and absolute value
7. Exponents and exponential functions
8. Polynomial operations

Students recommended for this class must come in with a solid background in pre-algebra concepts.

HOW WE SPEND

AND WHAT THAT TELLS US ABOUT THE ECONOMY

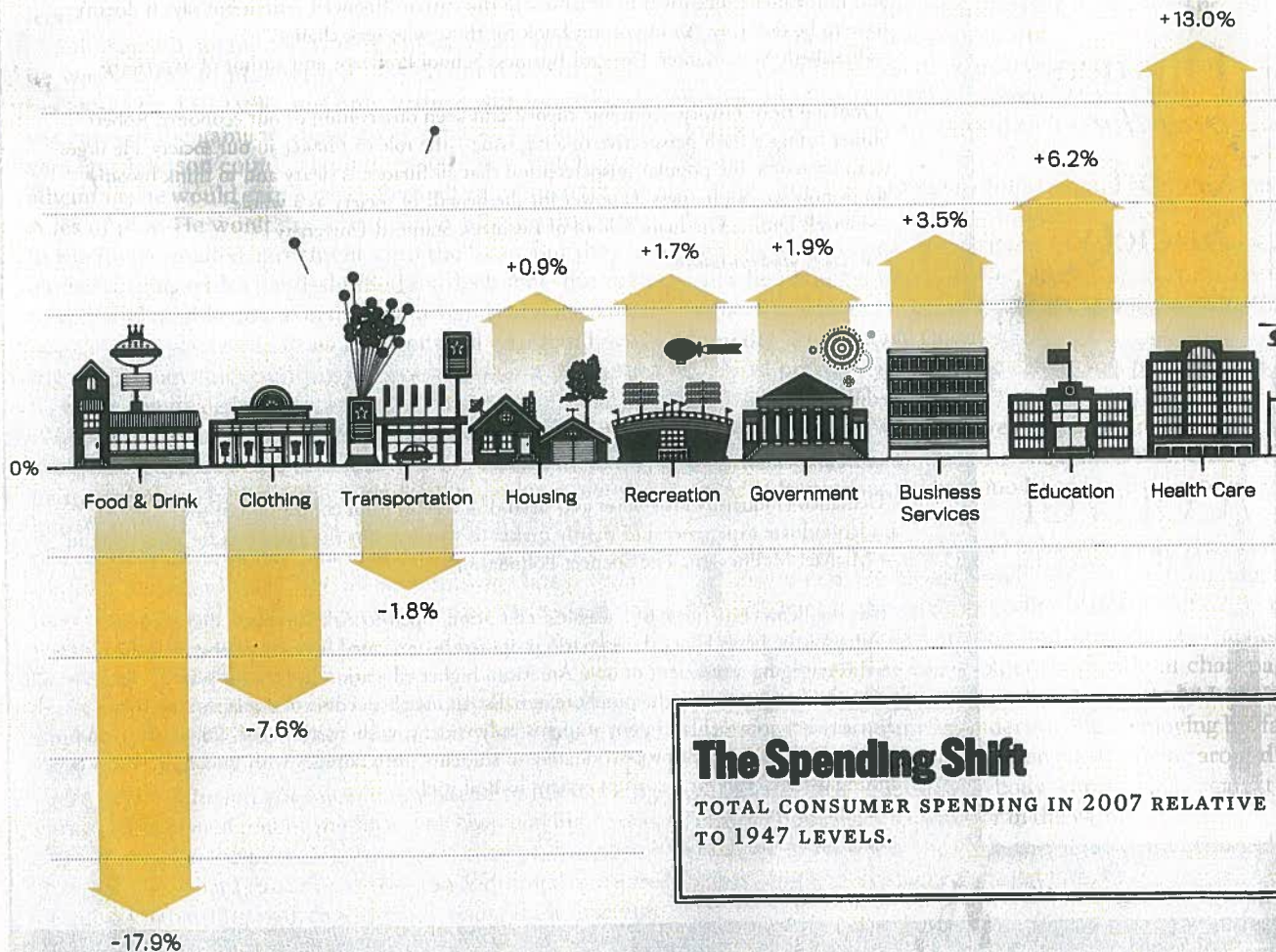
By Stephen J. Rose

Graphics by Kiss Me I'm Polish

EVEN AMERICANS WHO think they know where their money goes probably have no idea how their spending compares with that of their parents or grandparents. But such figures yield a surprising picture of how our economy works—and how it's changing. We take for granted, for instance, our much-discussed drift away from manufacturing. Advances in technology and education have created massive productivity gains, which have made things cheaper and easier to obtain. Consider necessities like food and clothing, which gobbled up 42% of our spending in 1947. Six decades later—even in the face of exorbitant spending on frivolities like high-end coffee and designer clothes—food and clothing accounted for only 16% of spending. (In our research, we use 2007 as our end point because some economic relationships have been distorted by our current downturn.) But is spending less on the production of tangible goods such a bad thing? Not necessarily. After all, the shift frees up resources for areas like health care, education, and recreation, where spending has increased.

If we drill down further—to see not just the categories we spend on but where our dollars go within those categories—the picture is even more dramatic. Taking 1967 as our starting point, 30% of the cost of the things we consumed that year went to manufacturing them; by 2007, that figure had fallen to 16%. In contrast, what we spent on business services over the same period jumped from 12% to 26%. That's because baked into the price of everything we buy is the rising cost of advertising, accounting, legal services, insurance, real estate consulting, and the like—jobs performed by the high-wage workers of our modern economy. These days, 52% of all compensation goes to office workers. That includes the manufacturing sector: nearly a third of workers aren't on the factory floor; they're behind desks. ■

Stephen J. Rose is a research professor at the Center on Education and the Workforce at Georgetown University. He is a co-author, with Anthony P. Carnevale and Ruy Teixeira, of the forthcoming monograph "Education for What," from which this data was adapted.



The Spending Shift

TOTAL CONSUMER SPENDING IN 2007 RELATIVE TO 1947 LEVELS.

1967

2007



Food & Drink
17.8%



Clothing
8.2%



Housing
20.9%



Transportation
8.9%



Recreation
6.1%



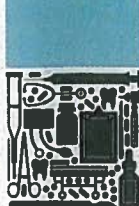
Government
18.1%



Business
Services 4.1%



Education
7.7%



Health Care
8.1%



Food & Drink
10.6%



Clothing
5.0%



Housing
18.0%



Transportation
8.5%



Recreation
11.0%



Government
13.2%



Business
Services 8.3%



Education
7.3%



Health Care
18.0%

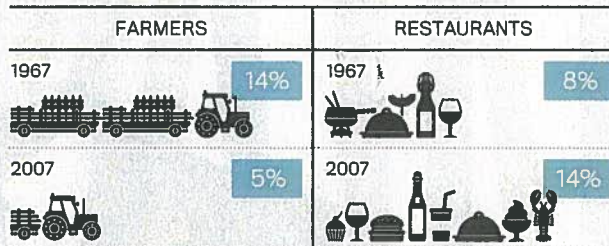
Breaking It Down

WHERE YOUR DOLLARS ACTUALLY GO

FOOD & DRINK

In 1967, 26% of what we spent on food went to those who made it (farmers and manufacturers), and 6% went to advertisers, lawyers, and other purveyors of business services. In 2007, the business-service people took 15% of spending, while only 14% went to those making the food.

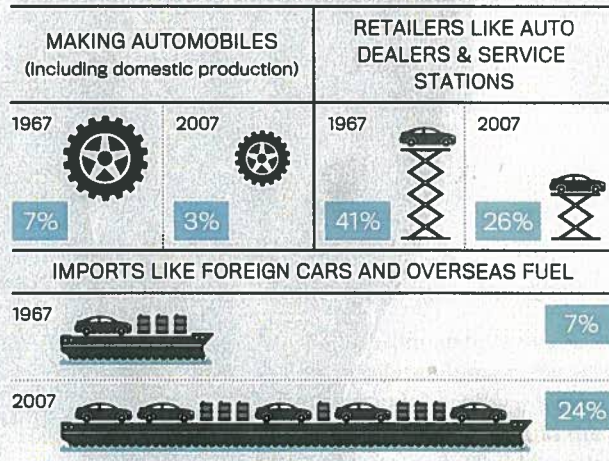
Portion of our food & drink spending going to:



TRANSPORTATION

Productivity gains give us better automobiles. As a result, we fix them less: repair costs that ate up 7% of our transportation spending in 1967 accounted for less than 2% in 2007. The biggest change has come from the increased complexity of doing business. Costs like legal fees and insurance went from 9% in 1967 to 21% in 2007.

Portion of our transportation spending going to:



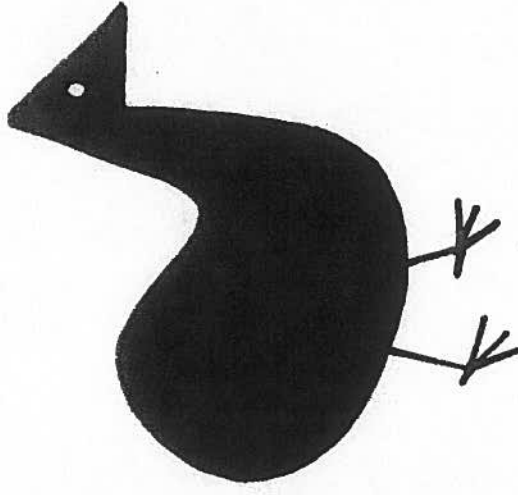
HEALTH CARE

Perhaps not surprisingly, health-care spending has grown more than any other category—a fact explained partly by how much education is now required in that field. In 1967, 71% of health-care workers had at most a high-school diploma. Now, almost exactly the same proportion have at least some post-secondary education.

SOURCES: BUREAU OF ECONOMIC ANALYSIS; U.S. CENSUS BUREAU

Preston Plains
Middle School
proudly presents

THE TURKEY TRAIL



What is *The Turkey Trail*?

The Turkey Trail is an art installation consisting of 105 plywood turkey cutouts placed at varied locations throughout the town of Preston in celebration of Preston's 325th anniversary.

When does *The Turkey Trail* take place?

The installation will be on view from May 1, 2012, through August 25, 2012.

Where do I go to see the turkeys?

Turkeys will be installed at the enclosed mapped locations from May through August. On August 25th all turkeys will be relocated to Preston Community Park for a mass flocking before they are uninstalled.

Who are the artists?

Visual arts students at Preston Plains Middle School were responsible for transforming mass produced plywood turkey cutouts into uniquely painted and embellished works of art. Additional turkeys were painted by some of Preston's senior citizens during an open studio week at Preston Plains Middle School.

What is the symbolism of the turkey?

The shape of the turkey used in *The Turkey Trail* can be found on the town of Preston's seal. The turkey is an adaptation of the mark made by Oanaco, Chief Sachem of the Mohegan Tribe, when he signed the deed in 1687 transferring land to Preston.

The students at Preston Plains Middle School would like to thank all of our supporters for helping make *The Turkey Trail* a success.

- Preston Parks and Recreation
- Preston Historical Society
- Preston Community Fund
- Grey Wolf Construction
- Hidden Acres Family Campground
- Jewett City Savings Bank
- Overhead Door Company
- Parke's Place
- Preston Farms
- Roseledge Farm

Special thanks to

Linda Christensen for all of her support and hard work as well as to the Preston seniors who joined us in painting the turkeys.

An art installation
celebrating the Town of
Preston's 325th
anniversary.

