

Board of Education Regular Meeting
Monday, August 10, 2009 7:00 PM Eastern

PPMS Library
1 Route 164
Preston, CT 06365

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

Regular Meeting of the Preston Board of Education
June 08, 2009 07:00PM
PPMS Library

1. Call to Order

Deborah Burke-Grabarek called the meeting to order at 7:07pm.

Members Present: Deborah Burke-Grabarek (Acting Chair), Charles Raymond, Sue Hess and Daniel Harris. Jessica Pappas and James Jancewicz were absent.

Also Present: Dr. John Welch; Superintendent and Gloria Homiski; Recording Secretary

Audience: Ivy Davis; Director of Curriculum, Instruction and Special Education, Dr. Walsh; Principal PVMS, Michael House; Supervisor of Buildings and Grounds, Jan Clancy, K. Baretincic, S. Wilbur and P. Andruskiewicz.

2. Pledge of Allegiance

3. Approval of Minutes

Moved, to approve the minutes of the regular meeting of May 11, 2009.
Harris/Burke-Grabarek. Unanimous. Motion Carries.

Moved, to approve the minutes of the special meeting of May 18, 2009.
Harris/Hess. Unanimous. Motion Carries.

4. Public Communications and Comments

Deborah Burke-Grabarek announced that the Board received four letters of interest for the BOE opening.

Mrs. Grabarek also asked about the status of insurance for a former employee. Dr. Welch explained that Central Office is waiting for files from storage in order to review the case.

5. Board of Education Committee and Other Reports

6. Superintendent Reports and Recommendations

Dr. Welch expressed his gratitude to the community for their assistance in getting the budget passed on its first attempt.

Dr. Welch reviewed the Connecticut Light and Power Energy Advantage Program with the BOE. More cost effective lighting has been installed at PVMS, PPMS and the Bus Garage in order to save money in the long run.

6.1. BOE Expenditure/Projection Report

Dr. Welch reviewed the expenditure report and the cafeteria report with the Board. He also reviewed the necessary Line Item Adjustments.

Moved, to authorize the Superintendent to make a line item transfer in the amount of \$108,410.32 to cover current projected deficits. Also, to authorize the Superintendent to use excess monies of \$3000 or less to offset instructional supplies for 09-10. Any amount left that is over \$3000 will be sent back to the general fund. Harris/Burke-Grabarek. Unanimous. Motion Carries.

6.2. Preston Cafeteria Profit and Loss Report

6.3. Transportation Report

7. New Business

7.1. Votes Required

Dr. Welch explained that the savings we will receive from NFA's tuition decrease will allow Preston to put extracurricular activities back into the budget.

Moved, to transfer the sum of \$25,550 from the FY10 budget, line item 560 (Regular Tuition) as follows: \$17,550 to line item 122 (stipends); \$5000 to line item 112 (.020 transportation); and \$3000 to line item 330 (.027 Referees).
Burke-Grabarek/Hess. Unanimous. Motion Carries.

The Board asked Dr. Welch to question students with regard to their interest in other activities. Dr. Welch explained that the Booster Club could possibly support any extra activities that there might be an interest in that are not already budgeted for.

7.2. Discussion

Ivy Davis presented the Preston Administrators Evaluation Policy to the Board. This policy would encompass Principals, the Director of Curriculum, Instruction and Special Education, as well as the Business Manager. An evaluation tool will also be prepared for the Transportation Supervisor, The Supervisor of Buildings and Grounds, and the Technology Coordinator.

The emphasis of this evaluation is on goal planning.

The assistance process is specific to the Principals' Evaluation only. This is because they are part of a collective bargaining unit.

Moved, to approve the Administrative Evaluation Policy as presented.
Hess/Burke-Grabarek. Unanimous. Motion carries.

The vacancy on the BOE has been advertised on the school website, the town website, as well as through several internal postings. Four candidates will be interviewed on Wednesday, June 10th. The chosen candidate will remain on the board until the general election in November. At that time, he or she can choose to run in the general election. Deborah Burke-Grabarek will remain acting chair until after the general election.

8. Old Business

8.1. Votes Required

Moved, to accept Preston BOE Policy 6121.1 Reduction of Racial, Ethnic, and Economic Isolation and Policy 6141 Curriculum Design/Development as presented, and to accept Policy 6114.3 Bomb Threats and Policy 6130 Organizational Plan as adapted, and to accept Policy 6121 Nondiscrimination in the Instructional Program with modification, as well as to eliminate Policy 6140 Curriculum.
Harris/Burke-Grabarek. Unanimous. Motion Carries.

Moved, to approve Policy 1120 (a) (b) as amended. Hess/Burke-Grabarek.
Unanimous. Motion Carries.

Policy 9325.2 will be modified and brought back to the board at their July Meeting.

Moved, to approve the Preston Teacher Evaluation Policy as presented.
Hess/Burke-Grabarek. Unanimous. Motion Carries.

8.2. Discussion

9. Information

BOE Donation in memory of Ann-etta Cannon
Gale Treiber Retirement
Rita Gorman Retirement

10. Executive Session

Moved, to convene in Executive Session in order to discuss the employment of a public employee at 8:47pm. Burke-Grabarek/Hess. Unanimous. Motion Carries.

Moved, to come out of Executive Session at 9:45pm. Harris/Hess. Unanimous. Motion Carries.

Moved, to approve the Superintendent's Evaluation as written. Harris/Raymond. Unanimous. Motion Carries.

11. Date and Time of Next Meeting

July 13, 2009, 7pm

12. Adjournment

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

Preston Board of Education
Special Meeting
June 10, 2009
PPMS Library

1. **Call to Order**

The meeting was called to order at 7:04 PM by Deborah Burke-Grabarek, Acting Chairperson.

2. **Pledge of Allegiance**

3. **Roll Call**

Members present:

Deborah Burke-Grabarek
Daniel Harris
Sue Hess
Charles Raymond

Members absent:

James Jancewicz
Jessica Pappas

4. **Interview Candidates**

Four candidates were present and interviewed: Pauline Andruskiewicz, Keleigh Baretincic, Janet Clancy, and Walter Kornosewicz

5. **Election of BOE Member**

Motion #1

Move to nominate Walter Kornosewicz to fill the vacancy on the Board of Education.

Sue Hess/ Daniel Harris

Motion approved. Unanimous. Chair not voting.

6. **Adjournment**

Motion #2

Move to adjourn at 8:25 PM.

Daniel Harris/Charles Raymond

Motion approved. Unanimous.

Respectfully submitted,
Deborah Burke-Grabarek

Special Meeting of the Preston Board of Education

June 22, 2009 08:00PM

Preston Plains Middle School Library

1. Call to Order

Deborah Burke-Grabarek called the meeting to order at 8:26pm. **Members Present:** Deborah Burke-Grabarek, Dan Harris, Sue Hess, Walter Kornosewicz, Charles Raymond and Jessica Pappas. James Jancewicz was absent. **Also Present:** John J. Welch; Superintendent and Gloria Homiski; Recording Secretary and Attorney Nick Grello.

2. Pledge of Allegiance

3. Public Communications and Comments

None

4. New Business

4.1. Votes Required

Moved, to let the letters of April 3rd and May 28, 2009 stand as drafted and direct the Superintendent to send another letter to confirm the Boards' decision. Pappas/Hess. Kornosewicz, Harris in favor. Burke-Grabarek, Raymond opposed. Motion Carries.

5. Adjournment

Moved, to adjourn the meeting at 8:44pm. Pappas/Harris. All in Favor. Unanimous.

July 1, 2009

Preston Board of Education
325 Route 165
Preston, CT 06365

Re: Cynthia A. Carano Memorial Fund

Dear Board of Education Members,

Shortly after Cindy's passing this February, a group of us got together to establish a fund in her memory. The fund will be used to present a scholarship in her name to a Preston student who has graduated from Preston Plains Middle School and is a graduating senior from a Preston designated high school. We have embarked on a large letter writing campaign to families in town, friends and colleagues to help raise money for this award. Also being planned is a town barbecue to be held on Sunday, October 4th at the Preston Community Park. We will be selling tickets to the event starting July 5th.

We have enclosed for you a copy of the Memorial Fund application, the poster we will put up for the barbecue and the fundraising letter. It is our hope that the Board of Education would be willing to donate to the fund to help one of our Preston students continue on with his or her education at a 2-4 year institution of their choice. As you know, the cost of a college education is quite expensive and any monetary award a student gets will be helpful in keeping student loans to a minimum.

Thank you for your consideration. We hope you can make it to the barbecue on October 4th.

Sincerely,

Committee Members of the Cynthia A. Carano Memorial Fund

Cathy Pearson
Gale Ennis
Jackie Anderson
Jean Kobelski
Doug Wheeler
Michelle Cormier
Sandra Bosko





THE CYNTHIA A. CARANO MEMORIAL FUND

WHAT: BBQ Fundraiser

WHEN: Sunday, October 4th

12-5 at the Preston Community Park

COST: \$10 per adult, \$5 children up to 5th grade

To purchase tickets call: Stacey Wilbur 889-3840

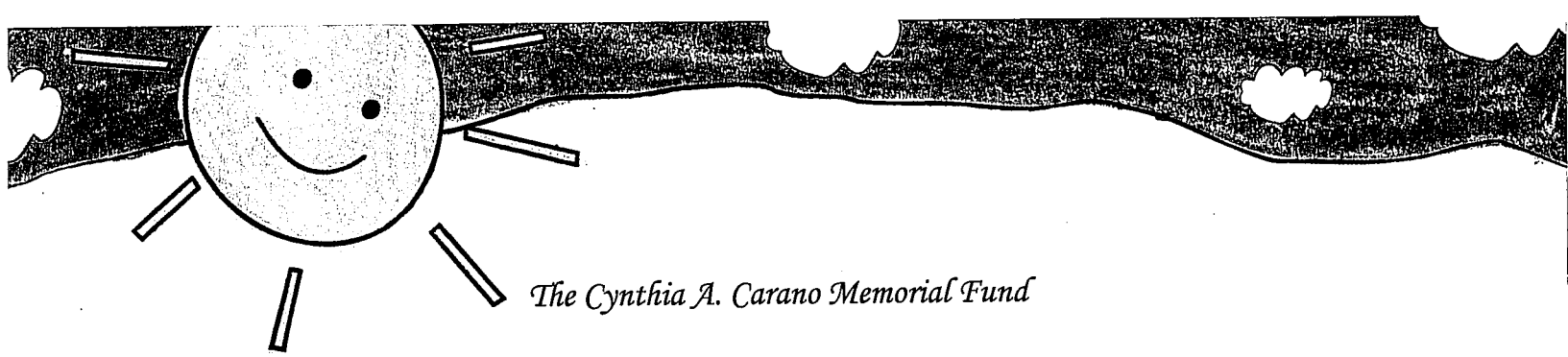
Gale Ennis 887-3618

This BBQ will be held to raise money to support a Memorial Fund already established in Cyndi's name. The award will be given yearly to a graduate of the Preston Plains Middle School who will be receiving their high school diploma and continuing on to an institution of higher learning.

For more information about the scholarship or bbq

please call 887-3618

FUN, FOOD, ENTERTAINMENT, GAMES FOR ALL!



The Cynthia A. Carano Memorial Fund

Dear Friend of Cyndi,

We are a group whose mission, as we see it, is to create a legacy for a woman who touched our lives deeply. Whether Cyndi was a friend, colleague, mentor, former teacher, or teacher to our child we all agree that her devotion to the education profession was without question.

We are in the process of creating a fund, with support from her family, which would allow the memory of Cyndi to be carried on and would also inspire others to approach their life's work with the same dedication and energy as was demonstrated by Cyndi.

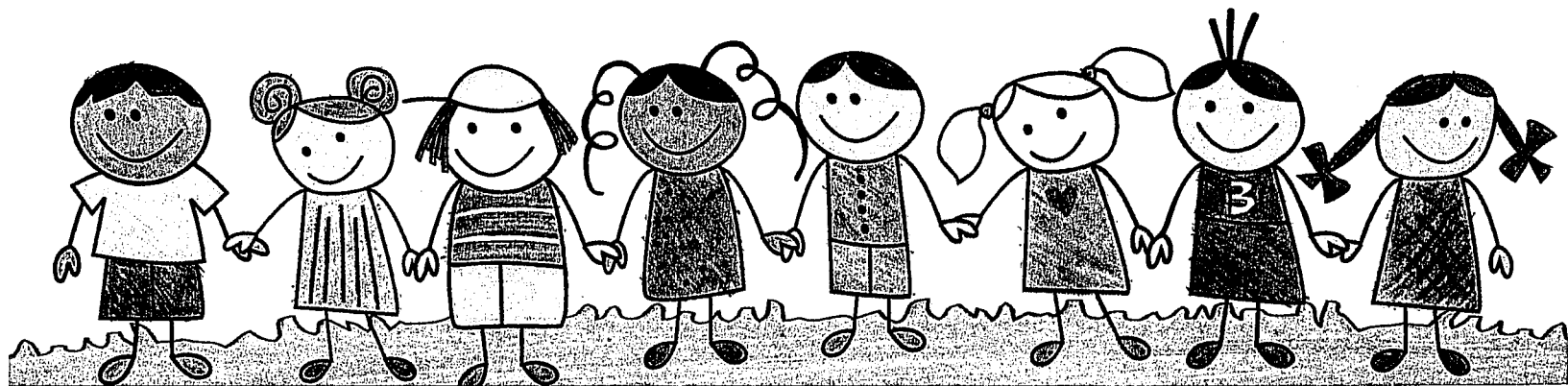
This scholarship will be awarded to a graduate of the Preston school system who will be receiving their high school diploma and continuing on to an institute of higher learning. Our goal is to have this scholarship awarded for the first time in June of 2010. Further information and the details of the requirements will be available to view on the Town of Preston website or upon request after August 1st.

Now we need to bring this inspiration to fruition and we need your help to accomplish this. A fund has been set up which will be under the auspices of the Town of Preston. As with any undertaking of this type, monetary donations are necessary. If you share our desire to create this legacy in Cyndi's honor please consider making a donation, tax deductible, to this fund. Please mail checks or money orders payable to the Cynthia A. Carano Memorial Fund to: Gale Ennis, 4 Quinebaug Drive, Preston, CT 06365.

Sincerely,

*Committee Members
Cynthia A. Carano Memorial Fund*

The group has plans to hold a barbecue picnic fund raiser on Sunday, October 4, 2009 from 12:00 p.m. to 5:00 p.m. at the Preston Community Park, intersection of Routes 2A and 117 in Preston. Please save the date.



Cynthia A. Carano Memorial Fund

Eligibility

- Student must have been accepted as a freshman at an accredited 2-year or 4-year college on a F/T basis.
- Undergraduate programs only. High School Seniors eligible
- Selection will be based on a written essay and interview
- Amount of award to be determined yearly
- Must attend a Preston designated high school: Norwich Free Academy, Ledyard High School, Norwich Technical High School

IN ORDER TO BE CONSIDERED FOR THE CYNTHIA A. CARANO MEMORIAL FUND, THE APPLICATION PACKET MUST INCLUDE ALL OF THE FOLLOWING:

- COMPLETED APPLICATION FOR MEMORIAL FUND
- PHOTOCOPY OF DOCUMENTATION AWARDED BY PRESTON BOARD OF EDUCATION UPON COMPLETION OF 8TH GRADE
- ESSAY
- INCLUDE ANY SUBSTANTIATING DATA THAT WILL ASSIST THE COMMITTEE IN MAKING THE FINAL DECISION (WILL BE NECESSARY IF CALLED FOR AN INTERVIEW)

MUST BE POSTMARKED BY: APRIL 1, 2010

MAIL TO:
CYNTHIA A. CARANO MEMORIAL FUND
C/O GALE ENNIS
4 QUINEBAUG DRIVE
PRESTON, CT 06365

APPLICANT SIGNATURE _____

DATE ____/____/____

Before submitting an application, please be sure all documents listed above are included.

CYNTHIA A. CARANO MEMORIAL FUND

1. Personal Information (Student):

Name _____

Address _____ Phone _____

Date of Birth _____ Place of Birth _____

Father's
Name _____

Mother's
Name _____ I

Student's
Employer/Occupation _____ Summer Only or Year Round? _____

2. WHAT YEAR DID YOU GRADUATE FROM PRESTON PLAINS MIDDLE SCHOOL?

3. Student Information (feel free to attach additional pages, if needed)

High Schools Attended:

<u>Name of School(s)</u>	<u>City/State</u>	<u>Date of Attendance</u>
1) _____		
2) _____		

Awards Received:

Extracurricular Activities: List school organizations, sports, clubs, volunteer efforts, civic projects, part-time jobs, etc.

College you plan to attend in 2009-2010:

_____ Accepted: Yes ___ No ___

Alternative Choice:

_____ Accepted: Yes ___ No ___

Signature of Applicant _____ Date _____

***If you have any questions regarding this application, please call Gale Ennis
at (860) 887-3618***

3260

Business and Non-Instructional Operations

Sales and Disposal of Obsolete Books, Equipment, and Supplies

For items, or groups of items, having a cost of \$2,000 or more, obsolete or surplus books, equipment, and supplies shall be removed from the school district's inventory and disposed of only with the approval of the Board of Education; items with costs less than \$2,000 may be disposed of upon the authority of the Superintendent of Schools. Upon approval of the Superintendent of Schools, items with no useful life or monetary value may be disposed of without further reference to this policy.

Procedures for disposal of obsolete or surplus equipment/materials shall be as follows:

- A. Prior to public sale, the Superintendent shall notify all town agencies of the equipment or materials approved for disposal and shall request a written response within ten (10) days indicating the town agency's interest, or lack thereof, in such equipment or materials. The Superintendent of Schools may waive this procedure for material clearly not useful to other town agencies.
- B. In the event that two or more agencies express interest in the equipment or materials, the Board of Selectmen will determine which agency can make the best use of the equipment or materials and authorize transfer of the item to the appropriate town agency.
- C. All transfers to town agencies shall be at no cost to the receiving agency.
- D. Any funds received from the sale of such items must be deposited into the Town's

General Fund.

Obsolete or surplus equipment/materials not transferred to town agencies may be sold at public sale. Community groups or organizations shall receive preference over individuals. Equipment/materials shall not be sold to an employee of the school district unless the equipment is offered for sale to the general public. Under those circumstances, the employee shall receive an equal, but not preferential, opportunity to purchase the equipment/materials.

Legal Reference: **Connecticut General Statutes**
10-47 Powers of regional board. Meetings.

Policy adopted:

Policy adopted: 6/12/06

Form

Sales & Disposal of Obsolete Books, Equipment & Supplies

It is recommended that the equipment/materials below be designated obsolete or surplus and disposed in accordance with Board of Education policy.

Estimated current cost is \$2,000 or more _____

Estimated current cost is less than \$2,000 _____ (Check one)

No monetary value _____

Name of item _____

Brief description _____

Model name and number _____

Serial number _____

Approximate date of purchase _____

Estimated remaining useful life _____

Any other pertinent data

School/Department _____

Administrator's Signature

Date

Copyright © CABE. All rights reserved.

3280

Business and Non-Instructional Operations

Gifts, Grants, and Bequests

The Superintendent of Schools shall be authorized to accept, on behalf of the Board of Education, gifts to the school system up to a cumulative value from one source of one thousand dollars (\$1,000) and shall inform the Board of such gifts. The Board of Education shall approve all gifts of more than one thousand (\$1,000). All gifts received become the property of the Board of Education to be expended or used at its discretion. Gifts shall include money, services, programs, equipment, or other items of value.

Community organizations, including parent/teacher organizations, raising funds for particular schools or school activities must have prior Board approval for such fund-raising for particular schools or school activities which will eventually result in donations or gifts to the school district. Board review and approval of such activities shall be in accordance with the following guidelines:

- A. Requests for fund-raising all or part of which will be given to schools, students, or the school district by community organizations shall be made to the Board of Education in writing and approved on the form provided.
- B. There shall be sufficient educational or financial benefits to the school and/or students, either directly or indirectly, to justify fund-raising.
- C. Anticipated gifts or donations will not supplant Board of Education responsibility for educational funding, nor shall outside funding produce major educational inequities among schools.
- D. School district involvement in fund-raising will neither be an unacceptable burden to teachers or other school staff members nor subject the school to any significant risks or responsibilities in handling funds.
- E. Fund-raising shall be in good taste and appropriate for the school district.
- F. School staff and the education program shall be safeguarded against any inappropriate influence or constraints from individual or corporate donors because of their contributions to the school district.
- G. Public recognition for contributions received shall be appropriate and balanced.
- H. Without specific Board of Education approval, the Superintendent of Schools shall not accept funds from outside organization which did not obtain prior Board of Education approval for the fund-raising which resulted in the proposed gift.

Legal Reference: **Connecticut General Statutes**

10-220 Duties of boards of education.

10-237 School activity funds

10-248 Payment of school expenses

Policy adopted: 7/11/05

Form

FUND-RAISING ACTIVITY APPROVAL

GIFTS, GRANTS, AND BEQUESTS

School _____ Date _____

Organization _____

Contact person _____

Activity

Date of fund-raising activity _____

School sponsored: yes _____ no _____

Requires Board of Education approval _____ Superintendent approval _____

Gift _____

Value of gift/donation

SUPERINTENDENT SIGNATURE DATE PRINCIPAL SIGNATURE DATE

Form approved: 7/11/05

Copyright © CABE. All rights reserved.

Preston Board of Education

Policies, Regulations, and Bylaws

4152.6
4252.6

Personnel -- Certified and Non-Certified

Family and Medical Leave

The Board will provide leave to eligible employees consistent with the Family and Medical Leave Act of 1993 (FMLA). Eligible employees are entitled to up to 12 work weeks of unpaid family and medical leave in any 12-month period. The district will continue to pay the district's share of the employee's health benefits during the leave. In addition, the district will restore the employee to the same or an equivalent position after the termination of the leave in accordance with Board policy.

Employees will not be deprived of any employment benefits accrued before taking FMLA leave. Conversely, employees on FMLA leave are not entitled to accrue any seniority or benefits during the leave unless determined otherwise due to a collective bargaining agreement. When an employee returns from FMLA leave, benefits will be resumed in the same manner as provided prior to taking the leave, subject to any changes in benefit levels that may have occurred during the FMLA leave period and which affect the entire work force.

In complying with the FMLA, the district will adhere to the requirements of the Americans with Disabilities Act as well as other applicable federal and state laws.

(cf. 4118.14 - Disabilities)
(cf. 4150 - Leaves)

Legal Reference: P.L. 103-3 and 29 CFR Part 825 - The Family and Medical Leave Act of 1993.
Final Rule - published in Federal Register, Vol. 60, Nov. 4, Friday, January 6, 1995, as amended on February 3, 1995 and on March 30, 1995.
Rules and Regulations (29CFR Part 825)

Policy adopted:

A recommended and revised policy pertaining to the Family and Medical Leave Act.

Personnel -- Certified/Non-Certified

Personal Leaves

Family and Medical Leave Act

The Board will provide leave to eligible employees consistent with the Family and Medical Leave Act of 1993 (FMLA) as amended. Eligible employees (employment for at least one-year and at least 1,250 hours actually worked in the twelve month period immediately preceding the commencement of the leave) are entitled to up to 12 work weeks of unpaid family and medical leave in any 12-month period. The District will continue to pay the district's share of the employee's health benefits during the leave. In addition, the District will restore the employee to the same or an equivalent position with equivalent benefits, pay and other conditions of employment after the termination of the leave in accordance with Board policy and collective bargaining agreements.

Eligible employees are entitled to take unpaid leave for a covered family member's service in the Armed Forces, for any one or for a combination of the following reasons:

- A "qualifying exigency" as defined by Department of Labor regulations arising out of a covered family member's active duty or call to active duty in the Armed Forces in support of a contingency plan; and/or
- To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces provided that such duty or illness may render the family member medically unfit to perform duties of the member's office, grade, rank or rating.

When leave is due to a "qualifying exigency" of a service member, an eligible employee may take up to 12 work weeks of leave during any 12 month period. When such leave is to care for an injured or ill service member, an eligible employee may take up to 26 work weeks of leave during a single 12 month period to care for the service member. Leave to care for an injured or ill service member, when combined with other FMLA-qualifying leave, may not exceed 26 weeks in a single 12 month period.

Employees will not be deprived of any employment benefits accrued before taking FMLA leave.

The District will maintain health insurance benefits at the same basis as is provided to other similarly situated employees. Conversely, employees on FMLA leave are not entitled to accrue any seniority or benefits during the leave unless determined otherwise due to a collective bargaining agreement. When an employee returns from FMLA leave, benefits will be resumed in the same manner as provided prior to taking the leave, subject to any changes in benefit levels that may have occurred during the FMLA leave period and which affect the entire work force. Leave available for eligible employees under FMLA is not intended to supplement leave otherwise provided to such employees. The District may require the eligible employee substitute any accrued vacation or sick leave for any part of the twelve week period that may be taken for the serious health condition of a spouse, child or parent, or for the employee's own serious health condition.

Personnel -- Certified/Non-Certified

Personal Leaves

Family and Medical Leave Act (continued)

In complying with the FMLA, the District will adhere to the requirements of the Americans with Disabilities Act as well as other applicable federal and state laws.

The Board, in compliance with state statute, shall provide to its employees who are a party to a civil union with the same family and medical leave benefits under the federal Family Medical Leave Act (FMLA) as are provided to employees who are party to a marriage. In addition, the Board shall allow its employees leave time under this policy to serve as organ or bone marrow donors.

The District, in compliance with FMLA's regulations, will post and keep posted on its premises, in conspicuous places where employees are employed, a notice explaining the provisions of the FMLA and providing information concerning the procedures for filing complaints of violations of the Act. Electronic posting may be utilized.

(cf. 4118.14 - Disabilities)

(cf. 4151.2 - Family Illness)

(cf. 4152.3 - Maternity; Adoptive; Child Care)

Legal Reference: P.L. 103-3 and 29 CFR Part 825 - The Family and Medical Leave Act of 1993, as amended by H.R. 4986, the National Defense Authorization Act for Fiscal Year 2008, Section 585. 29 U.S.C. §2601 et seq.

Final Rule - published in Federal Register, Vol. 60, Nov. 4, Friday, January 6, 1995, as amended on February 3, 1995, March 30, 1995, and on November 17, 2008. Rules and Regulations (29 CFR Part 825).

Connecticut General Statutes

46b-3800 Applicability of statutes to civil unions and parties to a civil union.

PA 07-245 An Act Concerning Family and Medical Leave for Municipal Employees.

Policy adopted:

rev. 7/07

rev. 4/08

rev. 4/09

_____ PUBLIC SCHOOLS
_____, Connecticut

**Request for Leave Under the
Family and Medical Leave Act of 1993, as amended**

Employee Name: _____ **Date of Request:** _____
School/Department: _____ **Position/Title:** _____
Hire Date: _____ **Date of Request:** _____

(An employee wishing to request leave may make such request by filling out the information contained in this box at the top of this form. Use of this form by the employee is not mandatory.)

Employee requesting FMLA leave: _____
(Employee's name)

Please be advised that as of _____, I give you notice of my need to take family/medical
(today's date)

leave due to:

- Birth of a child, or the placement of a child for adoption or foster care.
- Serious health condition for which I need care and makes it unable for me to perform the functions of my position.
- Serious health condition affecting my spouse, child, parent, for which I am needed to provide care.
- "Qualifying exigency" arising from my spouse, child, parent, being on active duty or ordered to active duty in the Armed Forces.
- Need to care for a wounded service member affecting spouse, child, parent, myself or next-of-kin.

If the duration of my family/medical leave does not exceed twelve (12) weeks (26 weeks if leave is to care for an injured or ill service member) I will be returned to my same or equivalent position. I understand that if my family/medical leave should exceed twelve weeks (26 weeks if leave is to care for an injured or ill service member, I will be returned to my same or similar position, only if available in accordance with applicable laws. If the same or similar position is not available, I understand that I may be terminated.

I need this leave beginning on _____, and I expect the leave to continue until on or
(Date)
about _____.
(Date)

Employee Signature

Date

_____ PUBLIC SCHOOLS
_____, Connecticut

**Response to Request for Leave Under the
Family and Medical Leave Act of 1993, as amended**

To: _____ From: _____
(Employee's Name) (Name of appropriate Employer representative)

On _____, you notified us of your need to take family/medical leave due to:
(Date)

- The birth of a child, or the placement of a child for adoption or foster care.
- A serious health condition for which you need care that makes you unable to perform the functions of your position.
- A serious health condition affecting your spouse, child, parent, for which you are needed to provide care.
- A "qualifying exigency" arising from my spouse, child, parent, being on active duty or ordered to active duty in the Armed Forces, or
- The need to care for a wounded service member affecting spouse, child, parent, myself or next-of-kin.

You notified us that you need this leave beginning on _____, and that you expect the leave to continue until on or about _____.
(Date)

(*This response should be used in all cases, even if notice has only been given verbally.)

Except as explained below, you have a right under the FMLA to receive up to 12 weeks of unpaid leave in a 12-month period for the reasons listed above (except leave for care of a covered service member is up to twenty-six weeks in a single 12 month period). Also, your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work, and you must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from leave. If you do not return to work following FMLA leave for a reason other than: (1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; or (2) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave.

This is to inform you that: (check appropriate boxes; explain where indicated)

1. You are eligible not eligible for leave under the FMLA or Service Member FMLA.
2. The requested leave will will not be counted against your annual FMLA leave entitlement.

3. You will will not be required to furnish medical certification of a serious health condition. If required, you must furnish certification by _____ (*must be at least 15 days after you are notified of this requirement*) or we may delay the commencement of your leave until the certification is submitted.
4. You may elect to substitute accrued paid/unpaid leave for unpaid FMLA leave. We will will not require that you substitute accrued paid/unpaid leave for unpaid FMLA leave. If accrued leave will be used, the following conditions will apply: (*Explain which leave will be substituted, and any other relevant conditions.*) _____

5. If you normally pay a portion of the premiums for your health insurance, these payments will continue during the period of FMLA leave. Arrangements for payment have been discussed with you and it is agreed that you will make premium payments by the last business day of the month for coverage for the following month. You have a thirty (30) day grace period in which to make payment. If payment has not been made in a timely fashion, your group health insurance may be cancelled, or at our option, we may pay your share of the premium during FMLA leave and receive these payments from you upon your return to work.
6. You will will not be required to present a fitness-for-duty certificate prior to being restored to employment. If such certification is required but not received, your return to work may be delayed until such certification is provided.
7. You will will not be required to furnish us with periodic reports of your status and intent to return to work every 30 days while on FMLA leave.
8. You will will not be required to furnish recertification every 30 days relating to a serious health condition. (*Explain below, if necessary.*)
- 9a. You are are not an "instructional employee" as described in §825.600 of the FMLA regulations.
- 9b. We have determined that your leave request will will not be modified, as permitted by law regarding an instructional employee. If modified, the following conditions or alternatives apply:
- 10a. You ___are___ are not a "key employee" as described in §825.218 of the FMLA regulations. If you are a "key employee", restoration to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to us.
- 10b. We ___have___ have not determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous harm to us. (*Explain (a) and/or (b) below.*) _____.

PRESTON PUBLIC SCHOOLS

SUPERINTENDENT'S GOALS 2009-2010

1. To develop a new curriculum guide for Board approval in social studies.

Completed Progress Planned for Future
 No Action Rejected

2. To pilot in January 2010 a K-5 Spanish program coincidental with the development of a new curriculum guide for K-8.

Completed Progress Planned for Future
 No Action Rejected

3. To complement the implementation of the standards based student report card in K-6 by piloting a comparable system in grade 7.

Completed Progress Planned for Future
 No Action Rejected

4. To improve student performances on the CMT's (i.e., 80% at Goal/Advanced) by developing and implementing Student Improvement Plans for every student who performed below Goal/Advanced in any discipline in 2009.

Completed Progress Planned for Future
 No Action Rejected

5. To continue the process of integrating technology throughout the curriculum by implementing a recently developed Technology Skill Competencies protocol, K-8 (see attachment).

Completed Progress Planned for Future
 No Action Rejected

6. To offer a multi-week public outreach program for members of the community, especially seniors, who are interested in learning how to navigate the internet and use e-mail.

Completed Progress Planned for Future
 No Action Rejected

7. To continue to monitor the special education pre-referral process as well as staffing requirements to ensure that eligible students receive the services that they require in the most cost effective manner possible.

Completed Progress Planned for Future
 No Action Rejected

8. To successfully implement a special education instructional model at PPMS that emphasizes co-teaching, inclusionary practices and heterogeneous grouping as required by IDEA.

Completed Progress Planned for Future
 No Action Rejected

9. To implement Response to Intervention at PVMS and PPMS (see attachment).

Completed Progress Planned for Future
 No Action Rejected

10. To assist the Board of Education in finalizing its review of series 4000, 6000 and 7000 of the board's Policy Manual.

Completed Progress Planned for Future
 No Action Rejected

11. To achieve a 50% (plus) participation level by students/staff in the district's food services program.

Completed Progress Planned for Future
 No Action Rejected

12. To develop the Fiscal Year 2011 operating and capital budgets.

Completed Progress Planned for Future
 No Action Rejected

13. To periodically feature and profile a district teacher on our web page.

Completed Progress Planned for Future
 No Action Rejected

14. To evaluate the feasibility of creating a boys and girls lacrosse program at PPMS in 2010-2011.

Completed Progress Planned for Future
 No Action Rejected

15. To pilot implementation of the Teacher-Administrator Evaluation protocol adopted by the board.

Completed Progress Planned for Future
 No Action Rejected

	PK	K	1	2	3	4	5	6	7	8
Basic Operations and Concepts		<i>Turn computer on/off with guidance</i>	<i>Turn computer on/off independently</i>	<i>Demonstrate use of home row finger placement and, use shift key</i>	<i>Learn formal keyboarding including proper finger placement for all keys</i>	<i>Increase keyboarding capacity including proper techniques for upper and lower case letters, backspace</i>	<i>Increase keyboarding capacity including proper techniques for upper and lower case letters, backspace</i>	<i>Increase keyboarding capacity</i>	<i>Increase keyboarding capacity</i>	<i>Increase keyboarding capacity</i>
			<i>Log onto computer using name and password</i>	<i>Log onto computer using name and password</i>						
				<i>Open and Save documents using Network folders (Student drive, Grade 2, Student)</i>	<i>Use the file/folder organization/management system with guidance</i>	<i>Use concept of file/folder organization/management</i>	<i>Use concept of file/folder organization/management</i>	<i>Use concept of file/folder organization/management</i>	<i>Use concept of file/folder organization/management</i>	<i>Use concept of file/folder organization/management</i>
	<i>Demonstrate ability to use mouse with assistance</i>	<i>Use mouse and keyboard independently</i>	<i>Use mouse to left click and click and drag with guidance</i>	<i>Use mouse to left and right click and click and drag independently</i>	<i>Use AlphaSmart to word process a brief piece</i>	<i>Use AlphaSmart to word process</i>	<i>Use AlphaSmart to word process</i>			
	<i>Use multimedia devices (CD player, tape player, VCR) with assistance</i>	<i>Use multimedia devices (CD player, tape player, VCR) independently</i>	<i>Use input device (AlphaSmart) to transfer document to Word with assistance</i>	<i>Use input device (AlphaSmart) to transfer documents from AlphaSmart and transfer digital pictures from camera to computer) with guidance</i>	<i>Use input devices (transfer documents from AlphaSmart and transfer pictures from camera to computer)</i>	<i>Use input devices (transfer documents from AlphaSmart and transfer pictures from camera to computer)</i>	<i>Use input devices (transfer documents from AlphaSmart and transfer pictures from camera to computer)</i>	<i>Use input devices such as digital and video camera to transfer documents</i>	<i>Use input devices such as digital and video camera to transfer documents</i>	<i>Use input devices such as digital and video camera to transfer documents</i>
				<i>Print documents using appropriate printer with assistance</i>	<i>Print documents using appropriate printer independently</i>	<i>Print documents choosing lab or classroom printer independently</i>				

	PK	K	1	2	3	4	5	6	7	8
Basic Operations and Concepts, cont.	<i>Navigate teacher selected, age appropriate software with assistance</i>	<i>Navigate teacher selected, age appropriate software</i>	<i>Navigate teacher selected, age appropriate software</i>	<i>Navigate age-appropriate software linked to content</i> <i>Navigate teacher selected internet site (bookmark, favorites)</i>	<i>Demonstrate appropriate use of developmentally appropriate multimedia resources (software, interactive books, elementary multimedia encyclopedias)</i>	<i>Demonstrate appropriate choice and use of developmentally appropriate multimedia resources (software, interactive books, elementary multimedia encyclopedias)</i>	<i>Demonstrate appropriate choice and use of developmentally appropriate multimedia resources (software, interactive books, elementary multimedia encyclopedias)</i>			
	<i>Demonstrate use of developmentally appropriate technology vocabulary</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i> <i>Read and interpret message boxes when using computer</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i> <i>Read and interpret message boxes when using computer</i> <i>Demonstrate understanding of difference between networked and non-networked computer</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i> <i>Read and interpret message boxes when using computer</i> <i>Demonstrate understanding of network use</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i> <i>Read and interpret message boxes when using computer</i> <i>Demonstrate proficiency of network use</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i> <i>Read and interpret message boxes when using computer</i> <i>Demonstrate proficiency of network use</i>	<i>Demonstrate use of developmentally appropriate technology vocabulary</i> <i>Read and interpret message boxes when using computer</i> <i>Demonstrate proficiency of network use</i>
						<i>Demonstrate knowledge of uses of technology in the community and discuss advantages and disadvantages those uses provide</i>	<i>Demonstrate knowledge of uses of technology in the community and discuss advantages and disadvantages those uses provide</i>	<i>Demonstrate knowledge of uses of technology in the community and discuss advantages and disadvantages those uses provide</i>	<i>Demonstrate knowledge of uses of technology in the community and discuss advantages and disadvantages those uses provide</i>	<i>Demonstrate knowledge of uses of technology in the community and discuss advantages and disadvantages those uses provide</i>
						<i>Discuss different ways information is stored (CD-ROM, jump drive, zip drive, network, Internet)</i>	<i>Demonstrate proficiency storing information (CD-Rom, jump & zip drives, network, Internet)</i>	<i>Demonstrate proficiency storing information (CD-Rom, jump & zip drives, network, Internet)</i>	<i>Demonstrate proficiency storing information (CD-Rom, jump & zip drives, network, Internet)</i>	<i>Demonstrate proficiency storing information (CD-Rom, jump & zip drives, network, Internet)</i>

	PK	K	1	2	3	4	5	6	7	8
Basic Operations and Concepts, cont.						<i>Perform troubleshooting with "Help" or "FAQs" with assistance</i>	<i>Perform troubleshooting with "Help" or "FAQs" with assistance</i>	<i>Perform troubleshooting with "FAQs" independently</i>	<i>Perform troubleshooting with "FAQs" independently</i> <i>Demonstrate ability to connect monitor, CPU, keyboard, mouse, with assistance</i>	<i>Perform troubleshooting with "FAQs" independently</i> <i>Demonstrate ability to connect monitor, CPU, keyboard, mouse, printer, and scanner</i>
Social, Ethical and Human Issues	<i>Discuss appropriate use of technology</i>	<i>Define and discuss appropriate use of technology</i>	<i>Work cooperatively when using technology in the classroom</i> <i>Define and discuss appropriate use of technology</i>	<i>Work cooperatively and collaboratively when using technology in the classroom</i> <i>Define and discuss responsible use of technology</i> <i>Discuss advantages and disadvantages of using technology in our society</i> <i>Discuss Internet safety rules</i>	<i>Work cooperatively and collaboratively when using technology in the classroom</i> <i>Define and discuss responsible use of technology</i> <i>Discuss advantages and disadvantages of using technology in our society</i> <i>Discuss Internet and e-mail safety rules</i> <i>Recognize that the Copyright Law protects what a person, group, or company has created</i>	<i>Work cooperatively and collaboratively when using technology in the classroom</i> <i>Discuss plagiarism as it relates to technology use</i> <i>Discuss advantages and disadvantages of technology use in our society</i> <i>Discuss Internet and e-mail safety rules</i> <i>Discuss violations of the Copyright Law</i> <i>Discuss need for Acceptable Use Policies</i>	<i>Work cooperatively and collaboratively when using technology in the classroom</i> <i>Discuss and define plagiarism as it relates to technology use</i> <i>Discuss advantages and disadvantages of technology use in our society</i> <i>Discuss Internet, e-mail and cell phone safety rules</i> <i>Discuss violations of the Copyright Law</i> <i>Discuss need for Acceptable Use Policies</i>	<i>Work cooperatively and collaboratively when using technology in the classroom and at home</i> <i>Demonstrate knowledge of plagiarism as it relates to technology</i> <i>Discuss advantages and disadvantages of technology use in our society</i> <i>Demonstrate knowledge of Internet, e-mail and cell phone safety rules</i> <i>Discuss consequences of unethical use of technology</i>	<i>Work cooperatively and collaboratively when using technology in the classroom and at home</i> <i>Practice appropriate use regarding plagiarism as it relates to technology</i> <i>Discuss advantages and disadvantages of technology use in our society</i> <i>Demonstrate knowledge of and practice Internet, e-mail and cell phone safety rules</i> <i>Define and discuss consequences of unethical use of technology</i>	<i>Work cooperatively and collaboratively when using technology in the classroom and at home</i> <i>Practice appropriate use regarding plagiarism as it relates to technology</i> <i>Discuss advantages and disadvantages of technology use in our society</i> <i>Demonstrate knowledge of and practice Internet, e-mail and cell phone safety rules</i> <i>Define and discuss consequences of unethical use of technology</i>

	PK	K	1	2	3	4	5	6	7	8	
Social, Ethical and Human Issues, cont.									<i>Understand and appropriately apply the rules of netiquette to become responsible users of the world wide web</i>	<i>Understand and appropriately apply the rules of netiquette to become responsible users of the world wide web</i>	<i>Understand and appropriately apply the rules of netiquette to become responsible users of the world wide web</i>
Technology Productivity, Communication, Research, Problem Solving, Decision-Making Tools			<i>Launch application (Word, Paint) with assistance</i>	<i>Launch application (Word, Paint, etc.) Use tool bar to change font, size, italicize, bold-face</i>	<i>Demonstrate ability to open, save Microsoft Office documents to the network</i>	<i>Demonstrate understanding of Tool Bar when using Microsoft Office software</i>	<i>Demonstrate independent use of tool bars for Microsoft Office software (Word, PowerPoint)</i>	<i>Demonstrate independent use tool bars for Microsoft Office software (Word, PowerPoint, and Excel)</i>	<i>Demonstrate use of Microsoft Office software (Word, PowerPoint, and Excel) using performance based assessments</i>	<i>Demonstrate proficient use of Microsoft Office software (Word, PowerPoint, and Excel) using performance based assessments</i>	
				<i>Edit and revise for spelling and grammar with assistance</i>	<i>Demonstrate ability to edit and revise using Word including: font, size, paragraphs, line spacing, borders, centering, spell check, grammar check)</i>	<i>Demonstrate ability to edit and revise using Word including: font, size, columns, paragraphs, line spacing, margins, bullets, borders, centering, spell check, grammar check)</i>	<i>Use Word to make a variety of documents such as newsletters and pamphlets with assistance</i>	<i>Use Word to make a variety of documents such as newsletters and pamphlets with guidance</i>	<i>Use Word to make a variety of documents such as newsletters and pamphlets independently</i>	<i>Use Word to make a variety of documents such as newsletters and pamphlets independently</i>	
					<i>Design a simple PowerPoint slide show including evidence of: slide design, transition, imported pictures from clip art and digital camera) with teacher guidance</i>	<i>Design a PowerPoint slide show including evidence of: slide design, animation, transition, imported pictures from clip art and digital camera) with teacher assistance</i>	<i>Design a PowerPoint slide show including evidence of: slide design, animation, transition, imported pictures from clip art and digital camera)</i>	<i>Design and present a PowerPoint slide show including evidence of: slide design, animation, transition, imported pictures from clip art and digital camera)</i>	<i>Design and present a PowerPoint slide show including evidence of: slide design, animation, transition, imported pictures from clip art and digital camera)</i>	<i>Design and present a PowerPoint slide show including evidence of: slide design, animation, transition, imported pictures from clip art and digital camera)</i>	

	PK	K	1	2	3	4	5	6	7	8	
<p>Technology Productivity, Communication, Research, Problem Solving, Decision-Making Tools, cont.</p>				<p><i>Use Word Art to make a simple title in a Word document</i></p> <p><i>Use Paint draw with lines, fill, shapes</i></p>	<p><i>Use clip art, word art, paint to enhance a project independently</i></p> <p><i>Use Excel to enter and graph data</i></p> <p><i>Navigate a website on the internet to gather information on topic</i></p> <p><i>Use bookmarks/favorites to launch teacher-chosen site for information</i></p> <p><i>Navigate a teacher-chosen website on the internet</i></p>	<p><i>Use Excel to enter and edit data, perform simple calculations, and graph entered data with guidance</i></p> <p><i>Use internet as a research tool with guidance</i></p> <p><i>Use bookmarks/favorites to launch teacher-chosen site for information</i></p> <p><i>Use search engines with guidance (ie Yahoo!igans)</i></p>	<p><i>Demonstrate use of digital camera to take pictures and transfer to computer with guidance</i></p> <p><i>Use Excel to enter and edit data, perform simple calculations, and graph entered data independently</i></p> <p><i>Perform simple key word searches</i></p> <p><i>Select appropriate resources from a variety of media formats (CD-rom, web sites, data bases) for research</i></p> <p><i>Use developmentally appropriate search engines to perform searches with guidance</i></p>	<p><i>Demonstrate use of digital camera to take pictures and scanners to transfer to computer with assistance</i></p> <p><i>Create simple tables as a means of organizing information</i></p> <p><i>Use Excel to enter and edit data, perform calculations, and graph entered data independently</i></p> <p><i>Perform complex word searches</i></p> <p><i>Select appropriate resources from a variety of media formats (CD-rom, web sites, data bases) for research</i></p> <p><i>Use a variety of search engines independently</i></p>	<p><i>Demonstrate use of digital camera to take pictures and scanners to transfer to computer independently</i></p> <p><i>Use Word or Excel tables to manage and organize information</i></p> <p><i>Use Excel to complete a spread sheet with guidance</i></p> <p><i>Perform complex word searches</i></p> <p><i>Use a variety of search engines proficiently</i></p>	<p><i>Demonstrate use of digital and video camera to take pictures/videos, and scanners to transfer to computer, and organize with assistance</i></p> <p><i>Use Word or Excel tables to manage and organize information</i></p> <p><i>Use Excel to complete a spread sheet with assistance</i></p> <p><i>Perform complex word searches</i></p> <p><i>Use a variety of search engines proficiently</i></p>	<p><i>Demonstrate use of digital and video camera to take pictures/videos, and scanners to transfer to computer, and organize with assistance</i></p> <p><i>Use Word or Excel tables to manage and organize information</i></p> <p><i>Use Excel to complete a spread sheet independently</i></p> <p><i>Perform complex word searches</i></p>

	PK	K	1	2	3	4	5	6	7	8
Technology Productivity, Communication, Research, Problem Solving, Decision-Making Tools, cont.				<i>Use internet responsibly with guidance</i>	<i>Cite sources with teacher guidance using simplified format</i> <i>Demonstrate understanding of e-mail as a means of communication</i> <i>Discuss manners and safety rules for using e-mails as means of communication</i> <i>Use internet responsibly with guidance</i>	<i>Cite sources with teacher guidance using simplified format</i> <i>Send e-mail with guidance using school account</i> <i>Discuss manners and safety rules for using e-mails as means of communication</i> <i>Use internet responsibly</i>	<i>Cite sources using simplified format</i> <i>Send e-mail using school account independently</i> <i>Discuss manners and safety rules for using e-mail as means of communication</i> <i>Use internet independently and responsibly</i>	<i>Evaluate relevance of electronic sources, determining validity, authenticity and possible bias</i> <i>Cite sources using simplified format</i> <i>Send e-mail with attachment using school account</i> <i>Discuss manners and safety rules for using e-mail and instant message as means of communication</i> <i>Use internet independently and responsibly</i>	<i>Evaluate relevance of electronic sources, determining validity, authenticity and possible bias</i> <i>Cite sources using MLA format</i> <i>Send e-mail with copy and/or blind copy using school account</i> <i>Provide examples of manners and safety rules for using e-mail and instant message as means of communication</i> <i>Provide examples of concept of changing nature of internet and technology</i>	<i>Evaluate relevance of electronic sources, determining validity, authenticity and possible bias</i> <i>Cite sources using MLA format</i> <i>Use e-mail as means of communication with proficiency</i> <i>Provide examples of manners and safety rules for using e-mail and instant message as means of communication</i> <i>Provide examples of concept of changing nature of internet and technology</i>



PRESTON PUBLIC SCHOOLS
Office of the Superintendent of Schools
325 Shetucket Turnpike
Preston, Connecticut 06365-8631

John J. Welch, Ed.D.
Superintendent of Schools
welchj@prestonschools.org

(860) 889-6098
FAX (860) 889-8685

July 22, 2009

Dear Colleague:

On Tuesday, July 7, the Connecticut State Department of Education (CSDE) made the 2009 Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results at the district, school and student levels available to local school districts. Although CSDE does not intend to publicly share CMT and CAPT results until July 29th, school districts have had access to their data during the interim.

For your information, I am enclosing a brief overview of how Preston Public Schools performed in 2009 relative to our stated target of 80% at Goal/Advanced. Although a deeper analysis of this data is necessary in order to fully appreciate the basis for these performances, I thought that it was important for you to be informed about these results prior to the public release of our CMT performances on July 29th.

I hope that you are having a pleasant summer.

Very truly yours,

A handwritten signature in cursive script that reads "John J. Welch".

John J. Welch, Ed. D.

cc: Dr. Walsh
Mr. Bernier
Miss Davis
Preston Board of Education

2009 CMT Performances
% AT/ABOVE GOAL

	MATH	READING	WRITING	SCI
3/	62.7%	47.1%	46.2%	
4/	66.7%	58.3%	62.2%	
5/	80.0%	80.0%	72.0%	78.0%
6/	83.3%	78.6%	59.5%	
7/	67.9%	80.4%	56.1%	
8/	62.7%	75.0%	66.1%	74.2%

Grade Level Notes:

Grade 3: Especially weak reading (47.1%) and writing performances (46.2%); respectable showing in mathematics (62.7%).

Grade 4: Weak reading (58.3%) performance; respectable performances in math (66.7%) and writing (62.2%).

Grade 5: EXCELLENT; only grade to hit GOAL/ADV in both math and reading (80%); just missed in writing (72%) and science (78%).

Grade 6: BEST math performance among all grades (83.3%); just missed in reading(78.6%); relatively weak writing performance (59.5%).

Grade 7: BEST reading performance among all grades (80.4%); respectable math performance 67.9%); relatively weak writing performance (56.1%).

Grade 8: Just missed in reading (75.0%) and science (74.2%); respectable math (62.7%) and writing performances (66.1%).

General Notes:

With the exception of grade 7 writing, grades 5-8 showed growth across all disciplines between 2008 and 2009. Although grade 7 reading performances “declined” by 1% (2008: 81%, 2009: 80%), this is not construed as significant, particularly since the 80% target was achieved by the class in both years.

Grades 3-4 declined across all disciplines between 2008 and 2009, especially in reading and writing.

Grade 8 science posted the greatest gain between 2008 (44.1% Goal/Adv) and 2009 (74.2% Goal/Adv).

Since the introduction of the 4th Generation CMT's in 2006, progress toward the 80% target may be summarized as follows:

2006: Target not achieved at any grade/discipline

**2007: Grade 3 Math, 80%
Grade 8 Reading, 88%
Grade 4 Writing, 80%**

**2008: Grade 6 Math, 82%
Grade 7 Reading, 81%**

**2009: Grade 6 Math, 83%
Grade 5 Math, 80%
Grade 7 Reading, 80%
Grade 5 Reading, 80%**

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:

- A. Attendance, Establishment of a Quorum, Call to Order
- B. Pledge of Allegiance
- C. Approval of Minutes
- D. Citizen communications and comments on agenda items
- E. Board committee and other reports
- F. Superintendent's Report
- G. Old Business
- H. New Business
- I. Information
- J. Date and Time of Next Meeting
- K. 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 A, B, D, F, H, J, and K 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: 3/13/06

- X. EXECUTIVE SESSION (personnel)
- XI. BOARD ACTION ON NEW SUPERINTENDENT CONTRACT
- XII. ADJOURNMENT

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 and Recommendations
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:



PRESTON PUBLIC SCHOOLS
Office of the Superintendent of Schools
325 Shetucket Turnpike
Preston, Connecticut 06365-8631

John J. Welch, Ed.D.
Superintendent of Schools
welchj@prestonschools.org

(860) 889-6098
FAX (860) 889-8685

July 21, 2009

Dear

Earlier this month, the Connecticut State Department of Education released the 2009 Connecticut Mastery Test results.

I was especially impressed with your performance in mathematics, reading and writing. In fact, your performance on all three tests fell into the Advanced category, the highest possible category. Among 305 students in grades three through eight who were administered those tests in March 2009, you were one of only 22 students to achieve that distinction.

So, congratulations on doing a superb job. Individual student reports will be issued shortly by the test manufacturer, but during the interim, I wanted you to know how much I appreciated your outstanding performance.

Best wishes for a productive 2009-2010 school year.

Very truly yours,

A handwritten signature in black ink that reads "John J. Welch".

John J. Welch, Ed. D.

cc: Mr. Bernier
Dr. Walsh
Preston Board of Education

Frances Minor
42 Bunny Road
Preston, Ct. 06365
30 June 2009

Deborah Burke-Grabarek, Acting Chairman
Preston Board of Education
Preston Veterans Memorial School
325 Route 165
Preston, Ct. 06365

Dear Board of Education Members,

If your goal in presenting a "recognition and award ceremony" was to enlighten the population as to its errors in vocabulary and perception of same, congratulations as you were successful.

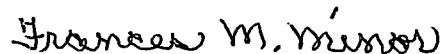
I also found it thought provoking that a representative of the Board of Selectmen was not included in the program to offer encouragement and congratulations to the future generation. Oops, pardon me while I verify with my Webster's dictionary the definition of the word congratulations and to insure its appropriate usage.

The point was very clearly made that the Town of Preston, Superintendent of Schools is a vehement trailblazer in the field of political correctness. The young adults did not participate in a **graduation**, they did not receive a **diploma**, they did not **don caps** and they willingly or unwillingly succumbed to the authorities mandate. And what a lesson you have taught.

In the exuberance to orchestrate a "recognition and award ceremony" I believe that you may have lost sight of the students themselves. Did we survive the dramatics? Certainly we did. Were we proud of the students? Unquestionably! In the scheme of life's most precious memories, will this travesty exist? You be the judge.

As a grandparent, I can assure you that I have great admiration for my non-graduating, certificate of completion bearing, cap-less Granddaughter Sabrina Przygoda. Hopefully, the same scenario will not be replicated in the future.

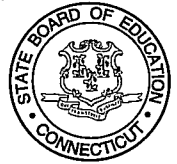
Sincerely,



Frances Minor



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



June 18, 2009

Gregory Keith, Chairperson
c/o John Welch, Superintendent
Preston Board of Education
325 Shetucker Turnpike
Preston, CT 06365

Raymond Bernier, President
Preston Administrators Association
Preston Plains Middle School
1 Route 164
Preston, CT 06365

Re: Notice of Mediation and Arbitration

Dear Messrs. Keith and Bernier:

Department of Education records indicate that you will be negotiating a collective bargaining contract during the upcoming year. Procedures for the conduct of negotiations and, if necessary, impasse resolution are found in Connecticut General Statutes §10-153a *et seq.* This letter is designed to provide the parties with information necessary to comply with statutory requirements. This is the only letter you will receive notifying you of the following timelines:

Commence Date: October 3, 2009

Mediation Date: November 22, 2009

Arbitration Date: December 17, 2009

MEDIATION

Department of Education records indicate that you are due to commence the *mediation* process on November 22, 2009. See Connecticut General Statutes §10-153f. On this date you must report:

- A. The name of a mutually selected mediator;
- B. The mutually agreed upon date of the initial mediation session;
- C. The mutually agreed upon starting time of the initial mediation session; and,
- D. The mutually agreed upon location for the initial mediation session.

In order to expedite the scheduling process, parties should contact the designated mediator directly to determine his or her availability. If I am not informed by the above date of the mediator selected or of the fact that the parties reached a settlement, I will designate a mediator in accordance with my statutory authority. The names of State Department of Education mediators can be found on the Internet at www.ct.gov/sde under the heading "Legal Affairs." Mediator per diem fee schedules and cancellation policies are on file with the Division of Legal and Governmental Affairs. They are available upon request.

ARBITRATION

Department of Education records indicate that you are due to commence the binding arbitration process on December 17, 2009. See Connecticut General Statutes §10-153f. This process will be instituted unless my office is informed that the parties have reached a contractual agreement. On or before the above date, report the name of the party arbitrator selected by each of you, or your mutual decision to utilize a single

arbitrator. If either party fails to select their respective arbitrator or if neither party selects a party arbitrator, then I will designate an arbitrator in accordance with my statutory authority. Within five days of the above date the parties shall inform me of the name of the mutually selected impartial arbitrator. If I am not informed of the impartial arbitrator selected or of the fact that the parties reached a settlement, I will designate an impartial arbitrator in accordance with my statutory authority. The law requires the initial arbitration hearing to be held between the fifth and twelfth day, inclusive, following the selection of the impartial arbitrator.

The names of the State Department of Education arbitrators can be found on the Internet at www.ct.gov/sde under the heading "Legal Affairs." **Please note: Arbitrator per diem fee schedules and cancellation policies are on file with the Division of Legal and Governmental Affairs.** They are available upon request.

NOTIFICATION TO PARTIES

Connecticut General Statutes § 10-153f(c)(2) requires notice of the initial arbitration date to be sent to the board of education and representative organizations which are parties to the dispute and, if a three-member arbitration panel is selected or designated, to the other members of the panel. In addition, the statute requires that a copy of the notice also be sent registered mail, return receipt requested, to the fiscal authority having budgetary responsibility or charged with making appropriations for the school district. Our past practice has been to also send all of these notices certified mail, return receipt requested. Henceforth, in order to reduce costs, we will only use certified mail, return receipt requested, to the fiscal authority as required by statute.

We want all parties who receive notices of initial arbitrations to be aware of this change in our practice.

CONTACT

The parties shall be prepared to meet the above-noted statutory requirements. Please direct all inquiries and communications to Karen M. Flanagan, Esq., Division of Legal and Governmental Affairs, P.O. Box 2219, Hartford, CT 06145, telephone number (860) 713-6517.

Sincerely,

Mark K. McQuillan
Commissioner of Education

By:


Karen M. Flanagan (GRB)

Karen M. Flanagan, Esq.
Division of Legal and Governmental Affairs

MKM:kfd

cc: Nicholas Grello

June 29, 2009

TO: Dr. Welch
FROM: Linda Congdon RM 
Subject: H.O. activity 12/1/08 – 6/23/09

To follow are the statistics for health office activity for the time frame noted above. I continue to be surprised by the size of the numbers when they are tallied for any given month!

Due to Sue Porter's extended absence, true statistics are not available for the middle school from February through June. While we were able to have good coverage with our substitute nurses, this was one area that did not get the attention it should have. As with most unexpected situations, we learn from them and while we would not want to have this same experience another time, this is an area of weakness that has been addressed.

Activities in the health office for this time frame included:

- Review new entry (Pre-K, K and transferring students) registration forms; follow up with parent/guardian, child and appropriate staff regarding chronic illness, acute injury, special needs, mandated health requirements
- Prepare Cumulative Health Folders for new students, enter immunization records and mandated physical exam information on folder
- Copy, file and send records of students transferring out of district, complete and transfer records of rising 6th grade students
- Distribute letters and forms for: sports physicals for current 5-7 grade students, state mandated health exams for current 5 – 6 grade students, health requirements for entry to 7 – 8 as necessary for current 6 -7 grade students, medication pick up information and authorization forms for Pre-k through 8 grade students as necessary
- Copy health records of eighth grade students, file copies in educational files, deliver original health records to receiving high schools
- Complete Medication Administration Records, file in individual cumulative health records
- Complete and submit State School Health Survey, Asthma Survey
- Inventory supplies; prepare orders for 09-10 supplies
- Review annual sports exams, record and keep ongoing list of students with current and expiring sports exams
- Inform teachers of health needs for 09-10 school year based on currently available information
- Attend 504 meetings, PPT's and Triennial Reviews as necessary
- Review, prepare and submit Standing Orders to medical advisor for approval for 09-10 school year

cc: D. Grabarek , BOE Chairperson
K. Walsh, Principal, PVMS
R. Bernier, Principal, PPM

Number of school days	Health Office Visits	Doses of Medication administered	Parent Communication	Students sent Home	911 Calls	Accident Reports	Records copied/sent	Fieldtrips	Average # visits per day
Apr-09	16								
PVMS	528	78	92	12	0	2	0	2	33
May-09	20								
PVMS	784	112	130	13	0	1	0	4	39
Jun-09	17								
PVMS	563	86	96	9	0	1	0	3	33