

BOARD OF EDUCATION FY 2013/2014 BUDGET QUESTIONS

1. If the Board of Finance reduces this year's budget to last year's budget figures, what items will be cut?

According to Connecticut State Statute [Chapter 170 Sec. 10-222. **Appropriations and budget. Financial information system.**] regarding the budget: (a) Each local board of education shall prepare an itemized estimate of the cost of maintenance of public schools for the ensuing year and shall submit such estimate to the board of finance in each town or city having a board of finance.... The money appropriated by any municipality for the maintenance of public schools shall be expended by and in the discretion of the board of education.

If so directed by the Board of Education (BOE), through the Board of Finance (BOF), to reduce the 2013-2014 budget to last year's figures, Administration will make recommendations for reductions totaling **\$1,508,347** to the BOE. The BOE is entitled to (Budget Committee and full Board) to review and discuss the recommendations from Administration prior to disclosing this information to the BOF.

It is not likely that reductions will include the vacancy of a school, as one of the purposes of the Best Use of Educational Facilities was to determine if such an option was viable. However, we anticipate cuts will include reductions in staffing and programs.

2. What are the top ten salaries and positions for the Board of Education?

Position	Salary
Superintendent of Schools	\$135,000
High School Principal	\$130,920.00
Middle School Principal	\$124,226.00
Director of Curriculum & Instruction	\$123,172.00
Elementary School Principal (SES)	\$121,794.00
Director of Pupil Services	\$119,458.00
High School Assistant Principal	\$116,457.00
Elementary School Principal (WSS)	\$115,011.00
Elementary School Principal (SVS)	\$115,011.00
Middle School Assistant Principal	\$110,685.00

3. What is the projected enrollment for this year 2013/2014?

We do not yet have a projected enrollment for the 2013-2014 school year. This information will be provided to us by the New England School Development Council (NESDEC), which will be presenting its findings on April 8th. However, due to the drop in enrollment noted in October 2012, the district has been monitoring it on a monthly basis. Please see the attached table which reflects this data.

4. Last year's enrollment declined by approximately 6%; what percentage were personnel decreased by?

According to our records, personnel were decreased by 0.64%. For certified staff there was a 0.83 FTE reduction (two 0.2 FTE reductions of 0.2 in Music and Art, one 0.10 FTE reduction in PK, and one 0.33 FTE reduction in Science at the high school). The 1.5 FTE reduction in non-certified staff included the elimination of two (2) full-time paraprofessionals and the addition of one 0.5 FTE special education paraprofessional. The 0.3 FTE increase in non-affiliated staff reflects the following: elimination of 1.0 FTE Computer Technician, and 0.5 FRC Child Care and the addition of 1.8 FTE Intervention Specialists. Because the decrease in enrollment is spread out across the district, it is difficult to simply eliminate teaching staff at any particular grade level.

5. What were the 2011/2012 full time equivalents; non-certified, non-affiliated salaries, admin and certified staff? Did the full time equivalents drop for 2012/2013?

	2011-2012 FTE	2012-2013 FTE
Non-certified	117.68	116.18
Non-affiliated	25.75	26.05
Administrators	11	11
Certified Staff	161.9	161.07

6. Given how many students are enrolled this year and the budget, what is the estimated cost per student?

Net current expenditures (NCE) are calculated as defined in Connecticut General Statutes (C.G.S.) Section 10-261(a)(3). NCE includes all current public elementary and secondary expenditures from all sources, excluding reimbursable regular education transportation, tuition revenue, capital expenditures for land, buildings and equipment, and debt service. The information for determining NCE is provided from the End of Year School Report (ED001). Since this figure is calculated by the State after considerable hours of data collection and reporting by district staff, resulting in the most mandated comprehensive and time-consuming report, we provide you with the following information from the Connecticut State Department of Education Bureau of Grants Management audited 2011-2012 NCEP report dated 11/16/2012:

- Stafford Public Schools State Ranking: 70 out of 169 Districts
 - Last year 69 out of 169 Districts
- State Average NCEP: \$14,475
 - Last year \$13,568
- Stafford's NCEP: \$13,765
 - Last Year \$13,270
- DRG F Average NCEP: \$13,994
- Average NCEP of Schools in Similar Size: \$14,208
 - Based on 1836 +/- 150 students

7. For the Asst. Principal position; what is the salary, benefits etc., as a ten month contract is the employee then laid off? How has the job been done this year? In these hard economic times why are you increasing staff?

While originally proposed as a 12-month full-time position, the current budget includes the addition of a 10-month full-time assistant principal at a total cost of \$112,360 (\$90,425 salary; \$21,935 benefits). Should the position be filled and then ultimately be eliminated, the anticipated cost of unemployment (assuming the person was not able to find another job) would be approximately \$22,600. However, if hired as a 10-month employee, he/she would not be laid off in the summer.

Currently, the elementary school principal assumes all responsibilities of both the principal and assistant principal positions. He is able to balance these responsibilities as a result of his education and extensive experience at the elementary school level. With the increase in unfunded mandates such as the safe school climate and new educator evaluation legislation, which positively correlate to an increase in responsibilities, the capacity of a single administrator is compromised.

As provided to the BOF in PowerPoint slide 17, the position had been eliminated for 2009-2010 (with the intent it would be restored for 2010-2011), and the attempt to restore the position for 2011-2012 was unsuccessful. Restoration of the position is included in the budget due to a number of factors:

- Safety: February 1, 2013, enrollment indicates 479 students, 37 certified staff, and 22 non-certified staff (secretaries, paraprofessionals & custodians), for whom the single building administrator assumes responsibility.
- While central office administrators may be available to assume the role, in the event of the principal's absence from the building, planned or otherwise, there is no administrative coverage.
- With the most recent fully unfunded mandate as it relates to the new teacher evaluation plan (requiring a minimum of 11 "meetings" per year for each certified staff member), and while the district has the opportunity to submit its intent to fully implement the plan with a minimum of 1/3 of its staff, the building administrator is also required to supervise and evaluate 22 non-certified staff.
- With the legislative mandate under the Individuals with Disabilities Education Act and the Americans with Disabilities Act, an administrator/designee is required to be in attendance at every team meeting.

To promote the understanding of the myriad of performance responsibilities assigned to this position, the three-page job description, which was previously provided to the BOF in the back-up documentation supporting its restoration, is attached for your convenience.

8. What amount of cuts would result in the closing of any school?

As stated before the Board's budget presentation at the Public Hearing on Wednesday, March 6, 2013, with the outcry of the community appealing to the BOE and BOF that it conduct a study to determine whether the closing of Staffordville School would be in the

best interest of the school district, and ultimately the community, the BOE heeded the advice and ultimately contracted with the New England School Development Council (NESDEC), a not-for-profit organization, at a cost of \$9,986.

As previously presented in PowerPoint slide 11, the purpose of the study was the following: Determine the most effective configuration to promote student achievement, to include the most efficient use and allocation of resources given forecasted demographics, enrollment, capacity of existing facilities (school district and town) and other relevant variables, and to provide to the Board of Education for its consideration a range of possible alternatives to the current use of facilities, configuration, infrastructure, practices and procedures taking into consideration their relevant implications including, but not limited to, budget, facilitation of academic programs, impact on children, families and community members, and legislative requirements and mandates.

In addition, the study was to include a review of the district student enrollment projections, facilities space to determine capacities and suitability for anticipated use, and appraisal of the present & future educational needs in relation to the public facilities in Stafford.

The district anticipates that the study will be presented to the Board of Education at its regular meeting on April 8, 2013. It is my expectation that once the study is presented, the options will be reviewed by the Board and Administration with input from town officials.

9. Why did it take so long to initiate the Best Use of Facilities Study? The Board of Finance requests a copy of this study.

During the retreat on July 9, 2012, which was facilitated by Mr. Caruso, the Board identified the following two areas of focus, the purpose of which is to support attainment of the aforementioned goals, which also constitute our Strategic Plan:

- Determine the most effective configuration to promote student achievement; and
- Promote the development of 21st Century Skills so that all students graduate prepared for an ever-changing global society.

In order to address the first area of focus, the Board decided to contract with an outside consultant/agency. While the expectation was that the Superintendent would provide a list of possibilities, it soon became apparent that the study would cost approximately \$15,000. In accordance with Policy # 3323.1: Business and Non-Instructional Operations: Soliciting Prices (Bids and Quotations), Estimated Price Over \$5,000, the Board needed to go out to bid.

Concurrently, with the resignation of our previous business manager effective July 6, 2012, and in the absence of an interim, central office staff stressed its capacity to assume their own roles in addition to absorbing the responsibilities of a business manager in order to maintain the obligations of the business office to staff and the community, as well as to comply with State and federal reporting requirements. Mr. Jerry Domanico, Business Manager, began his tenure with Stafford Public Schools on Monday, September

17, 2012. Mr. Domanico's first order of business was to prepare an RFQ for the study for presentation to the Board of Education.

On September 24th, the Board approved of the Request for Qualifications/Proposals for . Consultative Services for the Best Use of Our Educational Facilities and Invitation for Proposal, as presented by the Superintendent. The district received five bids, which were opened on Friday, October 19th.

At its meeting on November 5, 2012, the Board reviewed a table prepared by Mr. Domanico, which indicated all five bidders met the scope of services and qualifications for which the Board was seeking. The proposed cost and time for completion was also provided. After a discussion of the scope of services and qualifications of the five bidders, the Board approved the proposal presented by New England School Development Council (NESDEC), with the contingency that the Superintendent and Business Manager speak with representatives to confirm that their proposal will meet the intent of the RFQ. In accordance with the Board's directive, we participated in a teleconference on Wednesday, November 14, 2012, and were confident that NESDEC would meet the intent of the RFQ.

In addition to an analysis of enrollment projections and a study of demographics, NESDEC consultants conducted site visits, *which were scheduled when schools were in session in order to observe the actual use of educational space when students are in the facilities*. NESDEC personnel conducted the site visits, which included data collection, administrator interviews, tours of the facility, and follow-up interviews from December 17th through January 4th.

We anticipate that the Best Use of Our Educational Facilities report from NESDEC will be presented at the Board of Education meeting on Monday, April 8th and would be happy to provide the Board of Finance with a copy of the report at that time. In addition, we invite all of you to attend this meeting.

10. Should the monies that are budgeted for Health Insurance be used for any other expenditures or should these monies go into the fund it was appropriated for?

It is our belief that these funds have been and will continue to be applied toward payment to the Self Insurance Fund. While Mr. Domanico is new to our district this year, he does not believe funds have been re-budgeted in the past.

11. Why did tuition cost go up \$363,540? What is the actual count of students in District vs. out placement in the Stafford School System? How many students are accounted for in the tuition line? Explain the SPED out of district tuition increase of \$355,221 and REG ED out of District tuition \$15,000?

Part of the increase is due to a readjustment of how excess cost funds are allocated. Prior to this school year, the district split excess cost as 87% tuition and 13% transportation. After an analysis of this year's tuition and transportation costs, it was decided a more accurate assignment would be 79% for tuition and 21% for transportation. This explains why there is essentially no increase to the special education transportation line for next

year. Other reasons for the increase were the unanticipated enrollment of three students, who were placed in and attending out-of-district settings and projected increases in tuition rates to be charged for the upcoming school year.

There are currently 17 students attending out-of-district placements. Five students were placed by agencies, and because parents reside in Stafford, the district must assume financial responsibility for these students.

The \$15,000 tuition increase is designated for regular education students, who may have been placed in sub-acute units, hospital settings, rehabilitation facilities, juvenile detention centers, other public high schools, etc. While these students are in the minority, the district is still obligated to assume financial responsibility for their educational programs.

12. What is the tuition revenue from Union per student?

The negotiated tuition cost per Union student for 2012-2013 is \$11,358. Currently, 13 students attend Stafford High School at a total cost of \$147,654. This figure is included in the back-up documentation as revenue to the town.

Per discussion with Union Public Schools Superintendent of Schools, the negotiated tuition for next year will be \$11,973. Assuming 13 students attend next year, the revenue would be \$155,649.

13. The estimated NCEP cost of educating a student is estimated at \$13,765, what portion of this cost is State funded?

The \$13,765 figure is based on 2011-2012 audited expenditures by the State of Connecticut. For fiscal year 2011-2012, the district received a total of \$11,207,879 in State and federal grants. Based on the October 1, 2011, student enrollment of 1830, this figure accounts for approximately 44.49% of our per pupil cost. Of the funds received, \$9,925,785 came from State funds, accounting for 39.40% of the per pupil cost. Because we do not yet know what our final expenditures and revenues will be for this year, it is extremely difficult to calculate this amount for 2012-2013.

14. Worker's Compensation: What is driving the 20% increase? What kind of injuries has caused this increase and what preventative measures are you taking in reducing these increases?

Typically, the annual increase is due to our claims experience as well as the total salary for the district as workers compensation pays out a portion of an employee's salary. Each year an audit is conducted of the previous year to true up the salary portion of workers compensation. Based on what was budgeted for and paid out this year, this account is underfunded and so is addressed through the 15% increase, per recommendation of the insurance agent who represents both the town and the district, in next year's budget.

According to the agent, insurance companies analyze our claim experience over three years (town and district combined) to compute their calculations. The agent noted that

while our experience has improved over the past two years, the high level of claims experienced in 2010 has negatively affected the increase in workers compensation.

In response, the business manager has requested the insurance company provide a risk analysis. In addition, he has requested the insurance company provide more information to the district on workplace safety as well as free training of which the district may take advantage. (Because many of the reported claims have been snow- and/or ice-related, Mr. Domanico and the Supervisor of Building Services plan to review the district's winter cleaning procedures and make any necessary changes to continue to improve winter time safety. The district had previously addressed this concern as evidenced by the reductions in such claims the past two years.)

15. With all of the Energy Commission's projects for costs savings in utilities, why is there an approximate \$50,000 increase in heating oil and electricity?

The amount budgeted is based not only on the usage of oil and electricity, but also on the cost of oil and electricity. In the case of the former, we anticipate an increase in the price of oil by almost \$0.10 per gallon. Although there are projected savings in usage based on the implementation of the solar thermal water projects, any savings would need to be re-budgeted to cover the annual payments for the loan secured to implement them. Original estimates of the savings indicated a 10-year payback period, however, since only a 6-year loan may be obtained for the projects, there will actually be a \$3,000 - \$4,000 cost to the BOE, specifically, the portion of the loan payment not covered by savings.

In the case of the latter, all indications are that this account was under-budgeted for the current school year. In Fall, 2012, CL&P brought to our attention the fact that they only charged estimated usage for a 10-month period for two of our buildings. The actual usage was higher, and, unfortunately, this amount was not factored into the budget calculations. Mr. Domanico has reviewed historical usage for the past five years, and based on the aforementioned finding felt that we need to adjust the amount budgeted for next year.

As for the solar PV projects, according to the estimates there will be an annual savings in electricity although most of which, as with oil, would need to go toward the loan payments for the projects. As mentioned above, the savings in oil will not be sufficient to cover the loan payment so it is anticipated that some of the potential savings in electricity would be needed to cover the balance for the solar hot water projects.

More importantly is the timing of the projects. While we have been presented with estimated annual savings, no one can verify when these savings will actually be realized. If we were to budget the full annual savings and the projects were not completed until June 2014, we would be severely over budget in both electricity and oil as we would not have saved anything on usage and/or cost. Additionally, should roof reparations (or partial replacements) need to be made to support the solar projects and assuming a project(s) is not cancelled, the cost of repairs would negatively impact potential savings. Because savings cannot be guaranteed based on the aforementioned unknowns, it is not prudent to incorporate savings into the current budget at this time.

16. With the Board of Education offering an Early Retirement Package; how many are retiring? And what impact does this have on your budget?

The Board offered a retirement incentive to eligible employees who submitted a non-rescindable letter to the Superintendent by Friday, March 8, 2013. Five (5) certified staff members have submitted letters of intent to retire at the conclusion of the 2012-2103 school year; the Board of Education accepted their resignations for this purpose at its meeting on Monday, March 11th. With the new salary to be based on MA-5, estimated savings total \$30,284.

17. Explain why the Athletic Trainer line increased \$84,919 and the Coaches line decrease by \$69,963.

There was an error on this particular page and the two cells of the spreadsheet were reversed. The attachment reflects the correct figures: The \$9,500 increase to the athletic trainer is to accommodate an increase in the services of a trainer. The health and safety of our student athletes is extremely important and given the increased emphasis on concussions (in all sports), the district believes this increase the additional services (mainly additional trainer time) are necessary. The \$5,188 increase to coaching salaries includes a 1.75% GWI as determined through contract negotiations.

18. When the budgets are received from the department heads are the budgets a “need” or a “want” budget?

Department heads and administrators are directed to conduct a needs assessment of the operational and instructional costs, as warranted, consider mandates (funded and unfunded), and review data (e.g. student achievement, etc.), and present proposals to the Superintendent, which reflects those needs while preserving the quality of the school system. For example, a review of enrollment and students’ level of medical/health care needs resulted in Administration’s elimination of a 1.0 FTE school nurse for the 2012-2013 school year.

Administration has been and continues to be mindful of the challenge this responsibility presents during these difficult economic times.

19. How many of the project budgeted for 2012/2013 are completed? What were their actual costs?(ex; gym floor, SMS parking lot lights, WSS radiator cover replacement, sidewalk repair all schools, athletic field scoreboard, see attached schedule A)

Attached is a spreadsheet detailing the expenditures for each of the enumerated CIP projects. With the exception of sidewalk repair, all of the projects have been completed. Such repairs are typically done in the spring as the largest portion of this allocation is used to repair curb damage, most of which is unavoidable, resulting from winter snow clean-up. We have experienced many unanticipated CIP projects for which the balance of funds has been used. Traditionally, any savings in the CIP budget has gone toward other necessary CIP expenses.

- 20.** After budget approval were any grants received for these projects? If so how much was received?

A review of records indicates that no grant funds were received after budget approval for any of the CIP projects.

- 21.** What additional grant funds were received (if any) after budget approval?

In the summer of 2012 and after the budget was developed, the district was awarded \$25,000 for a Perkins Innovative Practices Grant. The purpose of the competitive (i.e. not guaranteed) grant was to build a blended curriculum for a personal finance course. This was a one-time grant award was specifically intended to supplement district funds, as stated in the grant RFP. This grant award was included in Fund 110 of our monthly finance report, listed as, "Investing & Personal Finance Education."

In addition, last year the district was awarded an "After School" Grant (Fund 190), another competitive grant for which we applied. Even though it was a two year grant, we did not receive confirmation of the second year until the summer of 2012. We have been advised that this grant is being eliminated next year as part of the federal budget cuts (sequestration).

Third, we received notice after the budget approval that we were included as a "partner" on three inter-district grants through EastConn. The purpose of the grants is to reduce economic and racial isolation/segregation, which is part of a legislatively mandated Sheff vs. O'Neil case. Through these grants, EastConn will provide opportunities for the partner districts to attend events (at no cost to the district) related to Energy for the Future, Minds in Motion, and The 4th R: Robotics. There are no funds to the district in association with these grants (See attached publication, "EastConn: Interdistrict Grants-2013 Update").

Lastly, in the current budget (under technology) there is mention of the district receiving a Public, Educational, and Government Programming and Education Technology Investment Account (PEGPETIA) Grant. The grant is specifically for the purchase and installation of equipment to improve our video conferencing infrastructure which, in conjunction with the CEN, will provide distance learning opportunities across the district. As part of the grant award process, all equipment and services associated with it must be pre-approved. The application for the PEGPETIA grant was originally filed in April, 2012. While the district has been notified it has been awarded a grant in the amount \$68,036 (\$61,851 from the grant and \$6,185 matching funds from the district), we have not yet received an official award notice.

- 22.** Cost of new accounting software including; training and data conversion? Please include bids received.

The cost of the financial software, including training and data conversion is \$81,345. As indicated in the attached memorandum dated June 20, 2012, from Mrs. Meg Devlin, former Business Manager, a committee consisting of seven staff members participated in three municipal accounting software presentations to determine which vendor would be

most able to meet our district's needs (operationally and financially): Business Management Systems, Inc., on February 2, 2012; Edmund Associates, MCSJ Software (which is currently used by the Town of Stafford) on February 29, 2012; and Tyler Technology, Budget Sense on March 15, 2012. A presentation was not requested of Munis Accounting Software for Schools because the proposal, received on March 6th, was in excess of \$200,000. This information was presented to the Board of Education at its public meeting on June 25, 2012.

- BMSI, Business Management Systems, Inc.
 - There were no school districts currently in Connecticut using this payroll module. Since this was an area of concern with our current software package, the committee decided that this vendor not be an option for consideration.
- Edmund Associates, MCSJ Software
 - Currently used by the Town of Stafford for its financial reporting, this comprehensive municipal software solution had only four Connecticut customers: three towns and a fire district. There were no school districts in Connecticut using their financial accounting package. Therefore, the district was unable to obtain a referral. In addition, Edmund Associates had no experience or capability within their current program to correctly manage the CT TRB payroll side and no familiarity or capability within their current program to respond to CSDE reporting requirements of Human Resources.
- Munis Accounting Software for Schools
 - Proposal was in excess of \$120,000; therefore, a presentation was not scheduled.
- Tyler Technology, Budget Sense
 - This system provides an integrated financial, procurement and human resources software solution, serves over 350 school district throughout the northeast, including East Lyme, Farmington, Glastonbury, Putnam and Woodstock. References indicated extreme satisfaction with the software's capabilities, training, set-up and support services. It provides comprehensive reporting for local, State and federal requirements.

23. Cost per student was quoted \$13,765; if last year's budget figures (26,104,054) are divided by the number of students (1726) enrolled the cost per student is \$15,124. If we use this year's budget (27,612,401) divided by the number of students enrolled for 2012 the cost per student is \$15,997 which represents an increase of \$873.00 per student.

Net current expenditures (NCE) are calculated as defined in Connecticut General Statutes (C.G.S.) Section 10-261(a)(3). NCE includes all current public elementary and secondary expenditures from all sources, excluding reimbursable regular education transportation, tuition revenue, capital expenditures for land, buildings and equipment, and debt service. While it is possible to calculate per pupil cost this way, these calculations cannot be used for comparison purposes. Not all districts have the same transportation needs, and there

is such a variation of geographical factors that a comparison of costs between districts would not be accurate. Not all towns and districts treat capital expenditures the same nor do they have the same needs which is why these are not included as well. By removing these costs, the State is able to calculate a NCEP that provides a more accurate comparison between districts.

24. The Board of Finance would like a copy of the Strategic School Profile for FY 2011/2012.

Unlike that provided to districts in previous years, the 2011-2012 profile report format has changed. It is attached.

25. Are the Building Service's Contracts bid out every year? If not, should they be?

The district has not and does not currently sign multi-year contracts for custodial supplies. In accordance with Board of Education policies, the district secures bids for maintenance contracts over \$5000. While in some cases it is not feasible to bid out (such as in the case of proprietary ownership), we still comply with the aforementioned policies.

Both new to the district this year, the business manager and supervisor of building services will continue to ensure we are receiving competitive pricing for supplies and contracted services. The applicable policies, **#3323 Soliciting Prices (Bids & Quotations): Estimated Price Under \$5,000** and **#3323.1 Soliciting Prices (Bids & Quotations): Estimated Price Over \$5,000**, are attached for your convenience.

26. What percentage of the budget is designated for facilities maintenance? What is the cost per square foot? How does this figure compare to other municipalities?

Based on current budget figures, 4.84% or \$ 1,336,968 is designated for facilities maintenance. This does not include the cost of utilities or insurance. Based on a total square footage of 379,065 sq. ft., this amount is approximately \$3.53 per square foot.

The business manager made a request for the cost per square foot for the maintenance budget through the listserve of the Connecticut Association of School Business Officials (CASBO). Only three districts replied with a figure (North Stonington at \$3.52, Waterford at \$3.64, and Orange at \$4.12). More than two dozen other districts replied that they do not calculate this figure as it would not be an accurate comparison between districts. All respondents indicated the degree of variation from district to district such as the age, size, number (economies of scale), design, and usage of buildings (by district and outside organizations/agencies), labor costs (Not all union contracts are the same), and the fact that some districts share facilities with the town (e.g. administrative offices) and, in doing so, share the costs.

**Stafford Public Schools
2012 - 2013 Enrollment Overview**

	Grade	Males	Females	10/1/2012	+/-	11/9/2012	+/-	12/3/2012	+/-	1/2/2013	+/-	2/1/2013	+/-	3/1/2013
SVS	PK	36	24	60	3	63	2	65	0	65	1	66		66
	K	30	23	53	-1	52	1	53	-1	52		52	-1	51
	1	29	36	65	-1	64	0	64	0	64	1	65		65
WSS	PK	26	47	73		73	0	73	1	74	0	74	-2	72
	K	27	24	51	0	51	0	51	1	52		52	1	53
	1	42	32	74	-2	72	1	73	0	73	-1	72	-1	71
SES	2	65	64	129	2	131	0	131	-1	130		130		130
	3	64	46	110	-1	109	0	109	-1	108		108	-1	107
	4	56	59	115		115	0	115	0	115	0	115	1	116
	5	70	56	126	0	126	1	127	-1	126	0	126		126
SMS	6	60	63	123		123	0	123	2	125		125	-2	123
	7	41	61	102	0	102	1	103	-1	102	2	104		104
	8	88	71	159		159	-1	158	0	158	0	158	0	158
SHS	9	56	71		-1		-1		-1		3		-1	
Union		1	0	128		127		126	0	125		128		127
SHS	10	44	57		1		-2		0		-4		-1	
Union		2	2	105		106		104	0	104		100		99
SHS	11	72	65		-1		0		-1		5		-3	
Union		2	1	140		139		139	0	138		143		140
SHS	12	43	65		-1		0		0		1		3	
Union		4	1	113		112		112	0	112		113		116
TOTAL				1726	-2	1724	2	1726	-3	1723	8	1731	-7	1724

Stafford Public Schools
263 East Street
Stafford, Connecticut 06076

ASSISTANT PRINCIPAL JOB DESCRIPTION

The Assistant Principal's primary job responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Building Principal, implements and enforces school board policies, administrative rules and regulations. In the absence of the Building Principal, the Assistant Principal shall assume the duties and responsibilities of the Building Principal.

LINE OF AUTHORITY

The Assistant Principal reports directly to School Principal.

PERFORMANCE RESPONSIBILITIES

I. Instructional Leadership

1. Supervises personnel assigned to the building with the goal of improvement of instruction and advancement of student achievement.
2. Adheres to and implements board policy, as well as, ensures all school rules are enforced.
3. Monitors, supervises, and evaluates teacher implementation of curriculum expectations.
4. Establishes and maintains high standards and expectations for self, students, and staff.
5. Maintains a school climate which is safe, orderly, purposeful, and conducive to both teaching and learning.
6. Contributes to the development and accomplishment of building and District goals.
7. Involves the instructional staff in the review, refinement, development, and implementation of curriculum.
8. Provides assistance to teachers in the review, selection, development, and use of instructional materials.
9. Coordinates Special Services Team activities, student case study evaluations, and other matters related to special services or special education programs.
10. Promotes and facilitates instructional and curricular articulation between the Stafford elementary schools and Stafford High School.

II. Staff Development

1. Involves staff in the planning of professional growth activities focused upon effective teaching strategies, and upon improvement of instruction.
2. Develops an ongoing program of professional/personal development for all building personnel.
3. Supervises, observes, and evaluates all personnel assigned to the building in a manner conducive to improvement of instruction and professional growth.
4. Participates in the recruitment, selection, and assignment of all building personnel.

III. Communication/Community Relations

1. Establishes clear and open lines of communication between parents, staff and children, and between staff, administration and the Board of Education.
2. Prepares clear and concise written communications and reports, and maintenance of records of all correspondence.
3. Identifies, clarifies, and communicates expectations for students and members.
4. Utilizes building level and District publications intended to improve communication and increase understanding of building and District programs, services, or activities.
5. Establishes productive parent-community-school relationships, as well as promotes parent and community development.
6. Establishes school communication goals and implements a public communication program.

IV. Personal and Professional

1. Establishes annual personal and professional development goals focused upon effective leadership characteristics, and specific job performance target areas.
2. Participates in workshops, conferences, and/or other activities designed to maintain knowledge and skills regarding educational management, employee supervision and other matters pertaining to effective school administration.
3. Maintains professional standards and ethics.

V. General Administration

1. Assists Building Principal in developing and implementing building rules and regulations, required for effective school operation.
2. Assists Building Principal in developing annual building level goals and assists in implementation of level goals.

3. Participates and is involved in management team planning, problem solving and decision-making.
4. Prepares reports and maintains records as required, or as appropriate to the fulfillment of assigned administrative responsibilities.
5. Assumes such other duties and responsibilities as may be assigned by the Superintendent of Schools and Building Principal.

			Budget 2011-2012	Budget 2012-2013
110 Accounts				
	1-001-02-110-2900-172	Middle School Coaches	15,196	15,464
	1-001-03-110-2900-172	High School coaches	87,231	92,419
	1-001-03-110-2900-178	athletic trainer	7,500	17,000
115 Accounts				
	1-001-02-115-2900-174	SMS Sports Officials	7,480	7,595
	1-001-03-115-2900-174	SHS Sports Officials	34,303	0
420 Accounts				
	1-001-08-420-2900-178	Support Staff Athletics	10,002	44,948
430 Accounts				
	1-001-03-430-2900-184	Upkeep Equipment	3,200	3,200
581 Accounts				
	1-001-02-581-2700-178	SMS Athletic Transport	0	2,444
	1-001-03-581-2700-178	SHS Athletic Transport	18,142	36,819
611 Accounts				
	1-001-02-611-2900-178	supplies athletic	1,349	1,349
	1-001-03-611-2900-177	uniforms athletic	0	0
	1-001-03-611-2900-178	supplies athletic	11,608	11,608
730 Accounts				
	1-001-02-730-2900-178	equip-athletic	780	780
	1-001-03-730-2900-178	equipment athletic	5,230	5,230
			202,021	238,856

BOF Question #19

STAFFORD BOARD OF EDUCATION					
2012-2013 ITEMIZED ESTIMATE					
CAPITAL IMPROVEMENTS					
ITEM	2011-2012	2012-2013	VARIANCE	2012-2013	Balance
	APPROVED	PROPOSED	\$	YTD Exp	Remaining
PINNEY PAINTING	0	0	0	0.00	0.00
SMS PARKING LOT LIGHTS	0	5,000	5,000	2,310.00	2,690.00
SVS OIL TANK REPLACEMENT	0	0	0	0.00	0.00
SHS GYM FLOOR REFINISHING	0	25,000	25,000	19,795.00	5,205.00
WSS RADIATOR COVER REPLACEMENT	0	12,000	12,000	8,071.99	3,928.01
SIDEWALK REPAIR ALL SCHOOLS	0	20,000	20,000	0.00	20,000.00
ATHLETIC FIELD SCOREBOARD	0	5,000	5,000	5,000.00	0.00
TOTAL	0	67,000	67,000	35,176.99	31,823.01

Unanticipated Capital Improvement Projects:

Sound System for SHS	0	6,090.00	-6,090.00
Pinney Boiler Repairs	0	3,117.86	-3,117.86
Renovate Closet & Nurses Room SHS	0	1,280.00	-1,280.00
Exterior Lighting Control Upgrade WSS	0	650.00	-650.00
2 New Handicap Bars (ADA Compliance)	0	100.00	-100.00
	0	11,237.86	-11,237.86

Total Expenditure to CIP BUDGET	67,000	46,415	20,585
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Interdistrict Grants • 2013 Update

In collaboration with our local, member school districts, EASTCONN was awarded \$1.3 million in Interdistrict Grants in the Connecticut State Department of Education's 2012-2013 grant cycle. Twenty-four (24) Interdistrict Grants were funded, serving grades 2 to 12. Over the years, EASTCONN's Interdistrict Grants have served thousands of students from its 33 partner towns and 36 school districts in northeastern Connecticut. Each Interdistrict program is designed to increase students' academic achievement and their appreciation for and awareness of diversity. This Interdistrict Grants pull-out offers an overview of EASTCONN's Interdistrict Grants for 2012-2013.

For more information, or to express interest in participating, contact EASTCONN's Nancy Vitale at 860-455-1568, or nvitale@eastconn.org.

Energy For the Future



Over 125 students in grades 8-12 form collaborative teams to explore energy technology, myths, policies and usage in their homes and communities. In teams, students construct energy models, such as solar cars or ovens and wind turbine

blades, to understand energy efficiencies; they also perform energy audits using kilowatt meters and simulations to help them understand and form their own opinions of today's energy choices. Guest speakers will include representatives from local energy corporations like Millstone, Covanta and Optiwind. "Race to the Sun" is the culminating event.

Participants: Columbia, East Hartford, Stafford, Wethersfield, Windham and Windham Tech. Contact Nancy Magnani at 860-455-1536 or nmagnani@eastconn.org.

Minds in Motion



Over 100 students in grades 5-9 explore science content areas, including forces and motion, astronomy and optics, using real-life examples and engaging, hands-on inquiry lessons. As citizen-scientists, students study and measure light pollution and enter their data in "Globe at Night," a world-wide event. With their collaborative partners, some students visit the optics labs at Three Rivers Community College to learn about pinhole cameras, polarization, refraction and nanotechnology. They also

visit Starlab, a portable planetarium. Other students tour the engineering labs at UConn and participate in "Engineer for a Day" activities.

Participants: Columbia, East Hartford, H.H. Ellis Tech., Plainfield, Region 8, Stafford, Vernon, Wethersfield, Windham, Windham Tech., and Woodstock. Contact Nancy Magnani at 860-455-1536 or nmagnani@eastconn.org.

The 4th R: Robotics



Over 125 grade 4-8 students are introduced to the world of robotics and automation through this engaging, hands-on STEM (science, technology, engineering and math) program. While partnering in diverse engineering teams, students use

LEGO® parts and other materials while engaged in the engineering design process to help them solve engineering challenges. Students use the LEGO® WeDo, Mindstorm and NXT platforms to learn about building and programming robots. At the culminating event, "EASTCONN Robotics Challenge," students showcase their understanding and skills by solving a unique engineering/manufacturing challenge requiring both computer programming and engineering design skills.


Participants: Coventry, East Hartford, Stafford, Vernon, Windham and Voluntown. Contact Nancy Magnani at 860-455-1536 or nmagnani@eastconn.org.



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Superintendents of Schools
Executive Directors, Regional Educational Service Centers
Charter School Leaders

FROM: Stefan Pryor
Commissioner of Education 

DATE: August 1, 2012

SUBJECT: School District Profiles

As we discussed at the meeting regarding Connecticut's new accountability system on July 23rd, school performance and progress in the 2012-13 school year will be assessed using different indicators. Using data from previous years (including 2011-12), the Connecticut State Department of Education (CSDE) has set differentiated performance targets for districts, schools, and subgroups for the 2012-13 school year.

In this mailing, please find school profiles for all schools in your district and district profiles that capture performance across schools. If a representative from your district was unable to attend the meeting on Monday when the new metrics were explained, we have also included a copy of the presentation slides, a description of the new accountability indicators, and a summary of the NCLB waiver flexibilities.

Please visit the CSDE website at: <http://www.csde.state.ct.us/public/cedar/nclb/index.htm> to access these documents and to listen to a **narrated presentation** that explains our new measurement and accountability system.

If you have any further questions about the new indicators, please contact Gilbert Andrada at gilbert.andrada@ct.gov.

cc: District Test Coordinators

Connecticut State Department of Education

CMT District Performance Targets for the 2012-2013 School Year

STAFFORD

Indicator	Participation Rate (2011-12)	DPI (2011-12)	Baseline DPI (3-year Avg.)	DPI Performance Target (2012-13)
District Performance Index (DPI)	100.0%	86.0	85.9	86.1
DPI: Students with Disabilities	100.0%	60.2	58.7	61.1
DPI: Eligible for Free or Reduced Price Lunch	100.0%	77.8	77.7	78.5
DPI: Black				
DPI: Hispanic	100.0%	77.6	78.0	78.8
DPI: English Language Learners				
DPI Subject: Reading	99.9%	84.4	83.4	83.8
DPI Subject: Mathematics	100.0%	88.5	88.6	Maintain
DPI Subject: Writing	99.9%	85.5	85.8	86.0
DPI Subject: Science	99.6%	86.4	87.2	87.3

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011, and 2012 data (i.e. $n < 20$), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

At the time of this printing, the procedure to implement the caps on achievement at the Goal level on the Skills Checklist and the MAS (1% on Skills Checklist, 2% on MAS, or 3% combined between both tests) were being finalized. Implementing this procedure is unlikely to alter a baseline figure. Nevertheless, new district reports will be issued when the procedure for implementing it as part of this accountability system has been approved.

Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year

STAFFORD

STAFFORD ELEM

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	80.5	81.3	81.8
SPI: Students with Disabilities	100.0%	55.6	53.2	56.1
SPI: Eligible for Free or Reduced Price Lunch	100.0%	74.6	74.6	75.7
SPI: Black				
SPI: Hispanic	100.0%	72.5	72.5	73.8
SPI: English Language Learners				
SPI Subject: Reading	99.7%	76.9	76.5	77.4
SPI Subject: Mathematics	100.0%	84.6	85.3	85.6
SPI Subject: Writing	99.7%	79.8	81.4	81.9
SPI Subject: Science	99.2%	81.0	86.2	86.3

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

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Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year

STAFFORD

STAFFORD MS

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	91.4	90.9	Maintain
SPI: Students with Disabilities	100.0%	66.6	67.3	69.0
SPI: Eligible for Free or Reduced Price Lunch	100.0%	82.1	82.0	82.5
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	100.0%	91.7	90.6	Maintain
SPI Subject: Mathematics	100.0%	92.4	92.4	Maintain
SPI Subject: Writing	100.0%	91.2	90.8	Maintain
SPI Subject: Science	100.0%	91.2	89.3	Maintain

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

Connecticut State Department of Education

11134

CAPT District Performance Targets for the 2012-2013 School Year

STAFFORD

Indicator	Participation Rate (2011-12)	DPI (2011-12)	Baseline DPI (3-year Avg.)	DPI Performance Target (2012-13)
District Performance Index (DPI)	100.0%	75.1	78.3	79.1
DPI: Students with Disabilities				
DPI: Eligible for Free or Reduced Price Lunch	100.0%	62.5	68.9	70.5
DPI: Black				
DPI: Hispanic				
DPI: English Language Learners				
DPI Subject: Reading	100.0%	75.9	78.9	79.6
DPI Subject: Mathematics	100.0%	71.9	78.1	78.9
DPI Subject: Writing	100.0%	85.6	85.5	85.7
DPI Subject: Science	100.0%	72.0	74.4	75.5

The Four-Year Graduation Rate is the percentage of students who received a standard diploma within four years. The "extended graduation rate" refers to any student not reported in the "other" category.	Graduation Rate (2010-11)	Baseline Graduation Rate (2-year Avg.)	Grad. Rate Performance Target (2012-13)
District 4-year Cohort Graduation Rate	75.6	75.0	76.6
District 4-year Cohort Graduation Rate: Students with Disab.	35.7	33.5	36.5
District 4-year Cohort Graduation Rate: Eligible for F/R Lunch	65.2	59.7	62.6
District 4-year Cohort Graduation Rate: Black			
District 4-year Cohort Graduation Rate: Hispanic			
District 4-year Cohort Graduation Rate: ELL			
District Extended Graduation Rate	87.4	88.3	88.9
District Extended Graduation Rate: Students with Disabilities	71.4	73.3	75.1
District Extended Graduation Rate: Eligible for F/R Lunch	78.3	74.6	76.3
District Extended Graduation Rate: Black			
District Extended Graduation Rate: Hispanic			
District Extended Graduation Rate: English Language Learners			

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20) or a two-year graduation rate using 2010 and 2011 data, the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

At the time of this printing, the procedure to implement the caps on achievement at the Goal level on the Skills Checklist and the MAS (1% on Skills Checklist, 2% on MAS, or 3% combined between both tests) were being finalized. Implementing this procedure is unlikely to alter a baseline figure. Nevertheless, new district reports will be issued when the procedure for implementing it as part of this accountability system has been approved.

Connecticut State Department of Education

CAPT School Performance Targets for the 2012-2013 School Year

STAFFORD

STAFFORD HIGH SCHOOL

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	78.2	80.4	81.0
SPI: Students with Disabilities				
SPI: Eligible for Free or Reduced Price Lunch	100.0%	65.0	70.4	71.9
SPI: Black				
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	100.0%	78.8	80.6	81.2
SPI Subject: Mathematics	100.0%	75.5	80.3	80.9
SPI Subject: Writing	100.0%	88.6	87.7	87.7
SPI Subject: Science	100.0%	74.8	76.0	77.0
The Four-Year Graduation Rate is the percentage of students who received a standard diploma within four years. The "extended graduation rate" refers to any student not reported in the "other" category.		Graduation Rate (2010-11)	Baseline Graduation Rate (2-year Avg.)	Grad. Rate Performance Target (2012-13)
District 4-year Cohort Graduation Rate		75.6	76.2	77.7
District 4-year Cohort Graduation Rate: Students with Disab.		35.7	35.7	38.7
District 4-year Cohort Graduation Rate: Eligible for F/R Lunch		65.2	65.1	67.5
District 4-year Cohort Graduation Rate: Black				
District 4-year Cohort Graduation Rate: Hispanic				
District 4-year Cohort Graduation Rate: ELL				
District Extended Graduation Rate		87.4	88.9	89.5
District Extended Graduation Rate: Students with Disabilities		71.4	71.7	73.7
District Extended Graduation Rate: Eligible for F/R Lunch		78.3	76.7	78.3
District Extended Graduation Rate: Black				
District Extended Graduation Rate: Hispanic				
District Extended Graduation Rate: English Language Learners				

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20) or a two-year graduation rate using 2010 and 2011 data, the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

Business and Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Estimated Price Under \$5,000

I. Purpose

To provide policy concerning the solicitation of competitive quotations.

II. Scope

This policy applies to transactions on materials and/or services with an estimated unit price of under \$5000.00 and not covered by a contractual agreement.

For material and/or services with an estimated unit price of \$5000.00 or over and/or covered by a contractual agreement, see Policy 3323.1

III. General

The Buyers are responsible for obtaining quotations on material and/or services that are expected to exceed \$500.00. This shall be done for both estimating purposes and purchases. A price check will be made on expenditures less than \$500.00 when buying unfamiliar materials.

A. Types of Quotations

1. **Verbal.** Verbal quotations will be obtained for purchases of standard or non-complex material with an estimated unit price between \$500.00 and \$5000.00. Prices are to be recorded on a quotation sheet that will serve as backup documentation after the order is placed. The quotation sheet will be attached to the original requisition/purchase order.
2. **Written.** Written requests for quotation will be sent to vendors under the following conditions:
 - a. All capital equipment purchases.
 - b. Non-standard conditions, requirements, instructions, etc.

Business and Non-Instructional Operations

Soliciting Prices (Bids and Quotations) (continued)

Types of Quotations, Written (continued)

- c. Any occasion where more permanent documentation is advisable. Written quotations should be typed using, whenever possible, the Request for Quotation form. Complete information should be provided including, but not limited to, quantity, description, delivery requirement, special conditions, drawings, specifications, date information required, etc. If replies are to conform to certain format, this should be spelled out. Buyer must be thorough and attempt to remove all known variables.
- B. The Buyer, when purchasing materials and/or services requiring written requests for quotation, will solicit prices from three or more vendors. A minimum of two suppliers is acceptable for verbal requests, providing the Buyer is familiar with the market and prices of the material in question. In the case of proprietary items, more than one price is often not possible and should be so noted on the requisition.
- C. Buyer, when obtaining quotations, should keep in mind other segments of the company that may be able to provide the desired material or services. If there are any questions, contact the Business Manager.
- D. Quotations will be solicited only from vendors whom the Buyer knows are qualified or can be qualified to meet all requirements. Maintenance of an Approved Vendor List is advisable, but not mandatory. Examination of the financial condition of a company, its ability to perform, and facilities should be part of the criteria for an acceptable vendor.
- E. Answers to technical questions arising during the quotation period should be provided ideal by the requisitioner. The Buyer should coordinate the reply and ensure all potential suppliers are provided the same information.
- F. After all quotations have been received and examined for completeness, a summary sheet is to be prepared noting all the pertinent data and discrepancies. Determination of the low bidder and award of the order will be made by the Buyer only after all aspects including preference of the requisitioner have been considered.

Business and Non-Instructional Operations

Soliciting Prices (Bids and Quotations) (continued)

Types of Quotations, Written (continued)

The information gathered will be kept with the purchase order as backup documentation. In cases of quotations for estimating purposes, a copy of each quotation is to be sent to the requisitioner along with the quotation summary sheet.

- G. A buyer will not reveal to a vendor at any time the prices quoted or paid.
- H. In order to ensure that vendors contacted have responded to a request for quotation, Buyers will identify on the requisition all vendors solicited and responses.
- I. It is a good practice to notify unsuccessful vendors that the quotations have been closed and contract awarded.
- J. Unless a specific exception has been obtained from the Business Manager, quotations shall not be solicited from, nor any order placed with, a company that:
 - 1. Is owned, controlled or actively influenced by any school district employee or immediate relative of said employee.
 - 2. Employs in a management, consulting or sales capacity any person who is a school district employee.
 - 3. Employs in any capacity a school district employee who is in a position to influence the selection of, or conduct business with, such supplier.
- K. When circumstances warrant the solicitation of quotation inappropriate, the Buyer shall document the facts on the reverse side of the purchase requisition and obtain the specific approval of the Business Manager.

Any problems of interpretation should be referred to the Business Manager.

Business and Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Estimated Price Over \$5,000

I. Purpose

To provide policy concerning the solicitation of competitive bids.

II. Scope

This policy applies to transactions on material and/or services within estimated unit price of \$5000.00 or over and/or covered by a contractual agreement.

For material and/or services with an estimated unit price under \$5000.00 and not covered by a contractual agreement, see Policy 3323.

III. Responsibilities

- A. The Business Manager has the responsibility for maintaining a uniform set of procedures and forms to serve the bid process. Consideration should include the need for mechanisms for vendor notification, bid analysis and summary, bid bonds, bidder mailing list applications, competitive invitations, instructions to bidders, policy statement of bid award, power-of-attorney forms and sealed bid envelopes.
- B. The Buyers are responsible for obtaining bids on all material and/or services covered under this policy for both estimating purposes and purchases.

IV. Award Policy

The following factors in combination, not necessarily listed in their order of importance, will be considered in reviewing bids and awarding contracts:

- 1. Prices
- 2. Bidder's previous record of performance and service. Ability of bidder to render satisfactory service in this instance
- 3. Availability of bidder's representative to call upon and consult with our using departments
- 4. Quality and conformance to specifications

The school Board reserves the right to reject any and all bids, waive informalities and to contract as the best interests of the school district may require.

Business and Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

Award Policy (continued)

- A. A Buyer will not reveal to a vendor at any time the prices quoted or paid.
- B. In order to ensure that vendors contacted have responded to a bid request, Buyers will identify on the requisition all vendors solicited, and responses.
- C. It is a good practice to notify unsuccessful vendors that the bid has been closed and awarded. It is not necessary to note the name of the successful bidder.
- D. Unless a specific exception has been obtained from the Business Manager, bids shall not be solicited from, nor any order placed with, any company that:
 - 1. Is owned, controlled or actively influenced by any company employee or immediate relative of said employee.
 - 2. Employs in a management, consulting or sales capacity any person who is a company employee.
 - 3. Employs in any capacity a company employee who is in a position to influence the selection of, or conduct business with, such supplier.
- E. When circumstances warrant the solicitation of competitive bids inappropriate, the Buyer shall document the facts on the reverse side of the purchase requisition and obtain the specific approval of the Business Manager.

Any problems of interpretation should be referred to the Business Manager.

V. General

- A. Bid requests should be typed using a standard form whenever possible. Complete information should be provided including, but not limited to, quantity, description, delivery requirement, special conditions, drawings, specifications, date information required, etc. If replies are to conform to certain format, this should be spelled out. Buyer must be thorough and attempt to remove all known variables.

Business and Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

General (continued)

- B. A minimum of three suppliers is acceptable, providing the Buyer is familiar with the market and the prices of the material in question. In case of proprietary items, more than one price is often not possible and should be so noted on the requisition.
- C. Buyer, when obtaining bids, should keep in mind other segments of the company that may be able to provide the desired material or services. If there are any questions, contact the Business Manager.
- D. Bids will be solicited only from vendors whom the Buyer knows are qualified or can be qualified to meet all requirements. Maintenance of an Approved Vendor list is advisable but not mandatory. Examination of the financial condition of a company, its ability to perform, and its facilities should be part of the criteria for an acceptable vendor.
- E. Answers to technical questions arising during the bidding process should be provided by the requisitioner. The Buyer must coordinate the reply and ensure all potential suppliers are provided the same information.
- F. After all bids have been received and examined for completeness, a summary sheet is to be prepared noting all the pertinent data and discrepancies. Determination of the low bidder and award of the order will be made by the Buyer only after all aspects including preference of the requisitioner have been considered.

The information gathered will be kept with the purchase order as backup documentation. In cases of bids for estimating purposes, a copy of each bid response is to be sent to the requisitioner along with the bid summary sheet.