

TOLLAND BOARD OF EDUCATION  
Hicks Municipal Center  
Council Chambers  
Tolland, CT 06084

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA  
August 26, 2015

**VISION STATEMENT**

*To represent education at its best, preparing each student for an ever-changing society, and becoming a full community of learning where excellence is achieved through each individual's success.*

- A. CALL TO ORDER, PLEDGE OF ALLEGIANCE
- B. APPROVAL OF MINUTES

Regular Meeting – July 8, 2015

- C. PUBLIC PARTICIPATION (2 minute limit)

*The members of the Tolland Board of Education welcome members of the public to share their thoughts and ideas at this time. When appropriate to do so, members of the Board and the administration may respond to comments during "Points of Information". However, in consideration of those in attendance and in an effort to proceed in a timely manner, follow-up discussion may need to take place outside of the meeting setting.*

- D. POINTS OF INFORMATION
- E. STUDENT REPRESENTATIVES REPORT
- F. SUPERINTENDENT'S REPORT

- F.1 Where We Go From Here (no enclosure)
- F.2 CABA (no enclosure)
- F.3 SRO (no enclosure)
- F.4 FRC Grant

- G. COMMITTEE & LIAISON REPORTS
- H. CHAIRPERSON'S REPORT
- I. BOARD ACTION

- I.1 Obsolete and a Surplus Equipment

- J. PUBLIC PARTICIPATION (2 minute limit)

*Comments must be limited to items on this agenda.*

K. POINTS OF INFORMATION

L. CORRESPONDENCE

- Town Council – July 14, 2015
- Town Council – July 28, 2015
- Town Council – Special Meeting – August 13, 2015

M. FUTURE AGENDA ITEMS

N. EXECUTIVE SESSION-For the Purpose of Discussing the Superintendent Evaluation

O. ADJOURNMENT

TOLLAND BOARD OF EDUCATION  
The Lodge  
Library  
Tolland, CT 06084

REGULAR MEETING – July 8, 2015

Members Present: Mr. Sam Adlerstein, Chair; Mr. Patrick Doyle, Vice Chair; Ms. Kathy Gorsky, Secretary; Ms. Karen Moran; Bob Pagoni; Steve Clark.

Administrators Present: Dr. Walter Willett, Superintendent of Schools

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

The meeting was called to order at 4:10 P.M. The Pledge of Allegiance was recited.

B. APPROVAL OF MINUTES

- Regular Meeting –June 24, 2015

Mr. Doyle motioned to approve the minutes of the June 24, 2015 meeting. Mr. Clark seconded the motion. All were in favor. Motion carried

C. PUBLIC PARTICIPATION

No Public Participation

D. Workshop

About twenty-five Tolland community members that included students, parents, Board of Education, Town Council members and the superintendent participated in a workshop where we shared experiences, ideas, needs, and ways to move forward.

BOARD ACTION

Mr. Pagoni motioned to cancel the July 22 Board of Education meeting. Mr. Clark seconded the motion. All were in favor. Motion carried.

E. CORRESPONDENCE

- Town Council Meeting – June 23, 2015
- Town Council Special Meeting – June 30, 2015

F. NEW BUSINESS -none

G. ADJOURNMENT

Upon unanimous consent, Chairman adjourned the meeting at 7:55 pm.

Respectfully submitted,

*Sam Adlerstein*

Sam Adlerstein  
Board Chair

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF HEALTH/NUTRITION/FAMILY SERVICES AND  
ADULT EDUCATION**

**APPLICATION PACKAGE FOR THE RENEWAL OF A  
FAMILY RESOURCE CENTER PROGRAM**

**July 1, 2015- June 30, 2017**

**PURPOSE:** To seek proposals from eligible applicants for program and funding renewal pursuant to Connecticut General Statutes Section 10-4o.

**RFP092**

**Due Date: August 12, 2015  
Published: July 15, 2015**





# Connecticut State Department of Education



## CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dianna Wentzell  
Commissioner of Education

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Levy Gillespie  
Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator  
State of Connecticut Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
860-807-2101  
[Levy.Gillespie@ct.gov](mailto:Levy.Gillespie@ct.gov)

**THE CONNECTICUT STATE DEPARTMENT OF EDUCATION IS AN  
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.**

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**A. Introduction**

The intent of this application is to maintain Connecticut's network of school-based Family Resource Centers (FRCs) consistent with the requirements of Connecticut General Statutes (C.G.S.), Section 10-4o, and to evaluate the capacity of programs to continue to operate. Under state law FRCs are obligated to provide or collaborate with existing agencies to provide families access to seven comprehensive service components: (1) full-day child care and education for preschool-age children; (2) school-age child care; (3) a home visitation program for parents with children aging from birth through five; (4) networking and outreach to family day care providers; (5) positive youth development (including teenage pregnancy prevention); (6) adult education and family literacy; and (7) resource and referral to other community providers and services.

The FRC model builds upon the basics: families, neighborhoods and academics to support an integrated approach focused upon academics and stronger families. Every FRC operates as a system of partnerships between the school and other community resources to promote the development of a shared vision across communities, agencies and services. Locally developed planning in support of comprehensive educational reform, inclusive of local decision-making where parents are engaged as full partners, is a key element for each community to remain focused in their progress toward school success for every child.

**B. Core Program Strategies**

While each FRC is expected to design and deliver services within the context of their community needs, the quality and extent of existing community services and availability of resources, emphasis must be given to four core program strategies that the Connecticut State Department of Education (CSDE) has developed to effect statewide results. These four core program strategies are identified as:

1. Provide high-quality, well-coordinated home visitation programs for at-risk families and their children from birth to age 5 five, as part of a continuum of early childhood services.
2. Deliver early detection and well-child screenings for all children, birth to age five, that ensure regular health check-ups, vision/hearing/dental screenings, immunizations and identification for possible developmental delays and other health issues.
3. Employ effective, coordinated practices that involve families in transitioning children to kindergarten between early care and education programs to elementary schools and home to school.
4. Support school and district improvement efforts that accelerate the closing of Connecticut's achievement gaps through school-family-community connections, including parent engagement, parent leadership and family literacy.

Program management responsibilities require each FRC to align staffing and activities to produce the best possible performance related to each core program strategy. While collaboration is needed to address these strategies and to design an effective service delivery

model, FRCs are cautioned not to consider collaboration as a central activity used to implement a core program strategy. FRCs are expected to concentrate the allocation of grant resources on the delivery of services to families and other key constituents that produce performance based outcomes aligned with these core strategies.

### **C. Eligible Applicants**

Only applicants that have been invited by the CSDE to submit a renewal application are eligible to apply. Invited applicants have been selected by the CSDE based upon demonstrated experience in operating an FRC and include only communities with existing FRCs. Existing FRCs that are not currently receiving state FRC funding are not eligible. Invited applicants are eligible to apply for funding for the next two years to sustain programs that have already been approved by the CSDE. This may include a five-year cumulative history successfully managing an FRC grant. Invited applicants will be notified of their eligibility to apply.

The CSDE prefers that the local school district submit the application. However, the school district may identify a lead applicant for the purpose of managing this program on behalf of the school district. A copy of the agreement between the school district and the lead applicant must be attached in order for a grant award letter to be authorized. Regardless of the transfer of management to a lead applicant, the school district will be accountable for the outcomes of the grant.

### **D. Grant Duration and Amount of Funding**

The CSDE expects to grant up to \$109,500 for each FRC located in a public elementary school. The actual amount of funding will be based on the availability of state funds appropriated for this program.

This renewal application covers a two-year period: July 1, 2015 through June 30, 2017. Grantees will be required to demonstrate success during year one in order to be funded for the second year. Successful grantees will be required to submit a separate budget for the grant period July 1, 2016 – June 30, 2017.

### **E. Target Population**

The target population for FRCs includes children, parents and families who reside in the public elementary school attendance area. While FRC services and activities are for all families and should serve the full, heterogeneous, racial/ethnic and socio-economic mix of families, emphasis must be given towards the recruitment of families with children who are “high-risk” for school and academic failure, potential dropouts, educationally disadvantaged and underachieving.

The following may be considered indicators of high-risk for the purpose of determining appropriate services:

- children who have experienced abuse and neglect or domestic violence in the home;
- children with disabilities or developmental delays (i.e., low score on a developmental screen or issues noted from health history);

- foster parents, adoptive parents or court-appointed legal guardians;
- families who are immigrant or refugee;
- families who exhibit the inability to manage stress in a way that is healthy and productive;
- families with low income and economic stress issues (i.e., living at or below state or federal poverty levels, loss of job or primary income source);
- parents with disabilities;
- relatives who are the primary person in the parent support role (i.e., grandparents, aunts, uncles, etc.);
- single parent households and those experiencing divorce or loss of family members due to death, estrangement or incarceration;
- English Language Learners;
- individuals with substance abuse and chemical dependencies;
- parents who are teenagers; and
- families who are transient, experience numerous housing relocations or are homeless.

If waiting lists are developed, priority for services shall be given to the neediest families.

## **F. Location and Space Requirements**

Section 10-4o of the C.G.S. states that “the family resource centers shall be located in or associated with public schools, and any family resource center established on or after July 1, 2000, shall be located in a public elementary school unless the Commissioner of Education waives such requirement.” Locating FRCs in schools assures that services will be close to public transportation systems, near service neighborhoods, and that the buildings will be accessible to persons with disabilities.

It is the position of the Connecticut State Board of Education (CSBE) that “strong partnerships between preschool and elementary education promote aligned and coordinated educational practices and support transitions between grade levels and programs” (Position Statement on Early Childhood Education, adopted February 3, 2010). In an effort to support this position, FRCs and early care and education programs and public schools need to establish ongoing dialogue and activities that develop and maintain positive relationships and partnerships and promote smooth transitions for children and their families to kindergarten. Therefore, FRCs should be located in public elementary schools with kindergarten programs. Strong consideration should also be given to locating an FRC within a public elementary school with both kindergarten and preschool child care programs. The co-location of these programs supports a coordinated effort to address transition activities for all children and their families, including children with disabilities.

Services and activities of an FRC go beyond the regular school schedule and are provided on days and at times which offer the maximum accessibility for parents, children and families. This involves offering services during school vacations, holidays and on Saturdays, as well as providing services early in the morning (before school), late in the afternoon (after school) and during evening hours. FRCs that are operated by community-based organizations must negotiate explicit written agreements with the school district to address issues, such as liability, custodial services, maintenance and other factors involved in extending the normal operating hours of the school building.

In order to ensure that services of an FRC are provided in a high quality, age-appropriate manner, the public elementary schools must designate fixed, regular and adequate space for the FRC to operate. FRC dedicated school space may not also function as the cafeteria, auditorium, library/media center, or other shared use space that cannot adequately implement the program needs. Space requirements must include the following:

- parent resource room (play space, parent activities, group meetings and resource materials): dedicated school space; and
- administrative office (including space for private conference space to accommodate both staff and participants): dedicated school space.

## **G. Delivery of Services**

The FRC model indicates that healthy development and good education begins with access to the seven service components. These are services that are required by the enabling legislation that the child and family must have access to in the community served by an FRC. The FRC serves in a central role to organize these various service delivery systems to meet local families' needs. The core program strategies (identified on page four of this document) must be imbedded in the programs and services that are administered directly by the FRC. Other services provided by collaborating with community-based service providers should operate in support of the core program strategies and must ensure access to quality programs.

The provision of services, either offered directly through or in collaboration with the FRC, must include:

1. **Early Care and Education.** High-quality affordable early care and education programs for children age three and older that support children's ability to begin kindergarten with the knowledge, skills and behaviors needed for success in school. This must be available by one or more of the following:
  - full-day/full-year programs providing services for 10 hours per day for 52 weeks per year;
  - school-day/school-year programs providing services for 7 hours per day for 180 consecutive school days;
  - part-day/part-year programs providing services for at least 2.5 hours per day for 180 consecutive school days; and
  - extended-day programs that provide services to extend the hours, days and/or weeks of programming for children who are in an existing part-time program, in order to provide those children with a full-time program of 10 hours per day for 52 weeks.

Child care services and facilities operated or utilized by the FRC for the delivery of this component must be in compliance with all state statutes and regulations governing child day care and the standards for the School Readiness Program set by the CSDE, pursuant to C.G.S., Section 10-16p. et seq. Early care and education programs must either be accredited by the National Association for the Education of Young Children (NAEYC), be approved by Head Start or meet criteria established by the other accrediting agencies recognized by the CSDE.

2. **School-Age Child Care.** High-quality programs, outside of regular school hours, that provide students with academic enrichment opportunities as well as activities designed to complement their regular academic program. Programs should provide a range of services that improve academic achievement, keep children safe and help working families. This must be available as all of the following:
- before-school program activities in operation from 7:00 a.m. through local school start time;
  - after-school program activities in operation from local school end time through 6:00 p.m.; and
  - vacation program activities during the summer recess periods and school breaks when school is not in session.

School-age child care services and facilities operated or utilized by the FRC for the delivery of this component must meet child day care licensing requirements, as defined under C.G.S., Section 19a-77. Programs that are operated by public schools may be exempt from this requirement. For more information, please see the following Web site: [http://www.ct.gov/dph/cwp/view.asp?a=3141&Q=387158&dphNav\\_GID=1823](http://www.ct.gov/dph/cwp/view.asp?a=3141&Q=387158&dphNav_GID=1823), or call the Office of Early Childhood at 1-800-509-8045 for more information.

3. **Families in Training.** An evidence based and structured model of service delivery known as Parents as Teachers (PAT) to help parents understand their role in encouraging their child's development right from birth, thereby preparing children for school and life success. The PAT program is a nationally recognized early childhood parent education program that provides high-quality parent education and family supports. PAT serves families throughout pregnancy until a child reaches 5 years old and beyond or until children enter kindergarten. In addition to PAT, and within available resources, FRCs may also choose to provide other evidence based models of service delivery that provide family support and parent education programs.

PAT services must include:

- personal visits - visits are conducted with participants at home or similar setting on a regular basis to provide information and advise parents and other caregivers on their child's language, cognitive, social and motor development. Families receive at least one monthly home visit and high-need and at-risk families should receive more frequent visits;
- group connections - families are offered at least one monthly group connection focused on parent-child interaction, development-centered parenting and family well-being during the program year. Programs are encouraged to develop or expand group connections that meet the needs of all families. This includes families with children under the age of three that are receiving early intervention services and would benefit from a structured group experience;
- screenings - formal screening (hearing, vision, developmental and the PAT health record) on each child must be completed at least annually with the initial screening taking place within 90 days of enrollment. *Ages & Stages Questionnaire* is the developmental screening choice for the Connecticut PAT programs. Each program must also have a plan for screening which would include how any contracted out screenings will be shared with the program; and

- resource network - families will be connected to resources, as determined during home visits and other contacts, to address assistance needed to overcome barriers.

Any CSDE funded FRC must be a PAT affiliated program, have an Affiliate Plan approved by PAT and maintain all of the essential requirements of a PAT affiliate for the duration of the grant period. Additionally, this component requires FRC projects to use a minimum of 30 percent of the funds that a project receives annually from the CSDE to operate and maintain a PAT affiliated program.

4. **Family Day Care Provider Training.** Training can be categorized in two areas: formal or recognized training where certificate of attainments or formal qualifications are the result; and, informal training where the focus is on improving skills and knowledge through reflections and interaction. Aimed at both licensed and unlicensed providers, this service should consider the practical needs of child day care centers, group day care homes, family day care homes, relatives, in-home care providers and other types of providers that are representative of the community served.
5. **Positive Youth Development.** Positive youth development (PYD) activities may include both recreational and educational opportunities. These activities emphasize responsible decision-making, communication skills and building positive attributes that children need in order to be successful throughout various stages of development. FRCs are encouraged to offer activities to school-aged children that complement regular classroom lesson plans, school achievement goals or community initiatives to improve quality of life results. Although traditionally focused on children in Grades 4-6, the target population of PYD activities will depend upon each FRC related school's design.
6. **Adult Education and Family Literacy.** Connecticut's adult education programs are governed by C.G.S., sections 10-67 to 10-73(d), which require local school districts to offer education programs necessary to acquire basic literacy skills, elementary education, English language proficiency, secondary school completion and/or preparation for equivalency or proficiency examinations. Adult education services shall include:
  - Adult Basic Education (ABE);
  - Americanization/Citizenship;
  - English as a Second Language (ESL)/English for Adults with Limited English Proficiency (LEP); and
  - Secondary School Completion offered as Adult High School Credit Diploma (AHSCD), General Educational Development (GED) or National External Diploma Program (NEDP).

This effort must be done in partnership with local school districts or community-based organizations. FRCs must work in conjunction with existing local structures in meeting the goals, objectives and long term vision for local adult education programs.

In addition to adult education services, and within available resources, FRCs may deliver family literacy programs and services that provide intergenerational instruction and support that enrich the family environment, promote lifelong learning and improve the quality of family life. While family literacy activities range from events involving parents



and children reading together to parent workshops on effective home-based strategies, a comprehensive approach is strongly recommended.

Comprehensive family literacy programming should be of sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family. It also integrates four core elements:

- early childhood education - age-appropriate education to prepare children for success in school and life experiences;
- parenting education - training for parents on how to be the primary teacher for their children and full partners in their children's education;
- adult learning - parent literacy training that leads to economic self-sufficiency; and
- parent and child together time - interactive literacy activities between parents and their children.

7. **Resource and Referral Services.** FRCs, by their location and access to families, have established themselves as a primary resource and referral service for issues operating to the well being of families. Resource and referral should be coordinated with United Way 211, Connecticut's free information and referral service. Information should be available about local, statewide and national resources and should be updated regularly.

Each FRC should establish a process that provides follow up with a family as appropriate. When a family requests assistance with the referral process, issues of confidentiality need to be addressed.

## **H. Program Evaluation, State Monitoring and Data Reporting Requirements**

The CSDE has committed to developing a results-based accountability (RBA) model that will align with agency priorities. Using the RBA approach, this plan will:

- link agency work across divisions and bureaus to a common set of results;
- inform the allocation of agency resources;
- inform the selection and timeline of future programs for which RBA reports should be developed;
- guide the agency's decision making so that the work remains aligned to the desired results;
- facilitate clear communication to all constituencies on annual progress made; and
- support communication between partners as the agency examines its contribution to the population result.

The CSDE intends to utilize this RBA framework to continually evaluate FRC programs by examining measurable results that are based upon how much, how efficiently and how effectively they contribute to academic achievement goals for children. The CSDE or its designee reserves the right to conduct site visits to grantees and sub-grantees funded under this grant program to monitor progress and compliance with the intent of the legislative act and in accordance with this application for funding.

Grantees are required to manage data that tracks the services, activities and participant information of the FRC. Each FRC's data must be organized and maintained in a method prescribed by the

CSDE to collect both program and participant data. Program data include, but are not limited to, site information, details of activities offered (e.g. start and end dates, type of activity), staff surveys, and staff demographics. Participant data include, but are not limited to, State Assigned Student Identifier (SASID), participant demographics, program attendance, and participant surveys.

All funded applicants must commit to:

1. Providing an End of Year Report (EYR).
2. Assisting in any evaluation studies performance reviews conducted by the CSDE and their subcontractors.
3. Participating in any site visits, program monitoring and audits that the CSDE may conduct during the grant period.

The CSDE is responsible for providing details about the EYR, FRC performance standards and data collection protocols to all grantees. Each grantee will be responsible for providing access to all the requested data to the CSDE.

## **I. Program Management and Staffing**

Connecticut General Statute's 10-40 requires that each FRC employ a qualified program administrator having "at least two years of experience in child care, public administration or early childhood education and a master's degree in child development, early childhood education or a related field." In addition, where a program administrator is responsible for managing multiple programs, a site coordinator who is hired for an individual FRC must be employed full time and have obtained, at minimum, a bachelor's degree in early childhood education, child development or a related field.

The management and administration of the FRC must be done in partnership with the public school principal. Additionally, all staff employed by the FRC should have sufficient work experience, education and skill sets deemed appropriate to ensure the high-quality of services provided to families.

## **J. Fees and Funding**

Programs are allowed to establish and collect reasonable fees to offset the expenses incurred by the FRC in connection with carrying out the purposes of this grant. When fees are charged to families for certain services, the inability of families to pay for services must not result in the denial of services to the child and/or the child's family.

Early care and education and school-age child care program services must be provided based on the Connecticut Office of Early Childhood's Sliding Fee Scale or use the child care subsidy certificates from the Care 4 Kids program. FRCs must utilize available child care subsidy funds and other funding streams that may be available through the local and private sector.

The amount of funding in any grant period is based on the availability of state funds designated for this program. Carryover of state funds is not allowed. All budget revisions

must be approved prior to expenditure of funds. All budget revisions must be received by the CSDE on or before May 1 of the grant year.

The development and administration of an FRC will likely incur costs well over the allocation provided to grantees through this grant. Therefore, it is expected that applicants for this grant have developed revenues from other sources that will be used in partnership with state funds.

## **K. Grant Process**

### **1. Review of Applications and Grant Awards**

The CSDE reserves the right to make a grant award under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most favorable light from both technical and cost standpoints. All awards are subject to the availability of funds. Districts awarded funds under this grant program should not commit such funds until an official grant award letter is received.

### **2. Management Control of the Program and Grant Consultation Role of State Department of Education Personnel**

The grantee must have complete management control of this grant. While CSDE staff may be consulted for their expertise, the Department will not be directly responsible for the selection of sub-grantees or vendors or be directly involved in the expenditure and payment of funds obligated by the grantee. The CSDE staff is responsible for grant management, monitoring compliance with program terms, tracking progress in reaching the goals and objectives of program, program improvement plans and related activities.

For questions regarding application procedures or proposal format, contact Louis Tallarita, Education Consultant, Bureau of Health/Nutrition, Family Services and Adult Education at 860-807-2058 or [louis.tallarita@ct.gov](mailto:louis.tallarita@ct.gov).

### **3. Reservations and Restrictions**

The CSDE reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the fiscal or program responsibilities required under this grant.

### **4. Facsimile (Faxed) Copies**

Facsimile (faxed) copies of applications **will not** be accepted. Only applications with the original signatures and received by the due date and time will be accepted.

### **5. Due Date and Delivery of Applications**

Receipt by the CSDE of the Application Package for the Renewal of a FRC Program is required by 4:30 p.m on **Wednesday, August 12, 2015**, irrespective of the postmark date and means of transmittal. Extensions shall not be given. Applications must include one original with required signatures and one copy of the original.

**IMPORTANT NOTE:** Applicants must use the enclosed application format. This format may be copied onto a word processing program. Modifications will not be accepted.

Mailing/Delivery address is:

Connecticut State Department of Education  
Bureau of Health/Nutrition, Family Services and Adult Education  
25 Industrial Park Road, Middletown, CT 06457-1543  
ATTN: LOUIS TALLARITA

## **L. Standard Considerations**

### **1. Obligations of Grantees**

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes Section 4a-60 and Section 4a-60a and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities (CHRO).

### **2. Freedom of Information Act**

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 14 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-200 to 1-242, inclusive). The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

### **3. Affirmative Action**

In accordance with the regulations established by the CHRO, each applicant is required to have a complete Affirmative Action Packet on file with the CSDE. This grant application contains the "Certification Form" certifying that an Affirmative Action Plan is on file with the State Department of Education. The individual(s) authorized to sign on behalf of the applicant agency must sign the Affirmative Action Certification Form and submit such form with the grant application.

Applicants who do not have an Affirmative Action packet on file with the CSDE must obtain and submit a completed packet with their grant application. An Affirmative Action packet can be obtained through:

<p><b>State Department of Education Affirmative Action Office 25 Industrial Park Road Middletown, Connecticut 06457</b></p>
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#### **4. Date Of Board Acceptance**

This application requires the official approval and/or endorsement of any Board or like body (e.g., Board of Education, town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain Board or like approval prior to submission of the grant application, then the official Board approval or like document should be sent under separate cover no later than September 15, 2015.

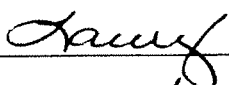
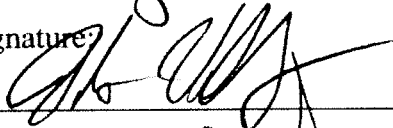

## A. Cover Page/Authorizations for Grant Period: July 1, 2015 through June 30, 2017

Office of Student Supports and Organizational Effectiveness  
Bureau of Health/Nutrition, Family Services and Adult EducationAPPLICATION PACKAGE FOR THE RENEWAL OF A  
FAMILY RESOURCE CENTER PROGRAM

<b>Family Resource Center Site:</b> Birch Grove Primary School PreK-2 <sup>nd</sup> 247 Rhodes Road Tolland, Ct 06084 Tolland Intermediate School (grades 3-6) 96 Old Post Road, Tolland, CT 06084	<b>Estimated Funding:</b> FRC State     \$ 109,500.00 Local             \$ _____ Fees             \$ 465,000.00 Other            \$ _____ TOTAL          \$ 574,500.00
<b>Lead Applicant:</b> Tolland Board of Education 51 Tolland Green Tolland, CT 06084  <b>Identify: <input checked="" type="checkbox"/> School District <input type="checkbox"/> Other:</b>	<b>Partner Applicant, if applicable:</b> (Name and address)   <b>Identify: <input type="checkbox"/> School District <input type="checkbox"/> Other:</b>
<b>Lead Applicant Contact Person:</b> Laurel Leibowitz 247 Rhodes Road, Tolland, CT 06084 lleibowitz@tolland.k12.ct.us	<b>Partner Applicant Contact Person:</b> (Name, phone and email)

*The undersigned authorized chief administrative official submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations.*

*In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required:*

<b>Lead Applicant Signature</b> (Chief Administrative Official): Name Laurel Leibowitz  Date: 8/6/15	
<b>Superintendent of Schools* Signature:</b> Name Dr. Walter Willett  Date: 8/6/15	
<b>Principal* Signature:</b> Name : Thomas Swanson  Date: 8/6/15	

*\*The signature of the Superintendent and Principal is mandatory for the submission of the Family Resource Center renewal application. Please note: by means of this signature, the Superintendent of Schools is agreeing to provide the Lead Applicant access to participants' State Assigned Student Identification (SASID) numbers for reporting purposes.*

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**B. Standard Statement of Assurances for Grant Programs**

**PROJECT TITLE:** Family Resource Center Grant Program

July 1, 2015 – June 30, 2017

**THE APPLICANT:**

**HEREBY ASSURES THAT:**

Tolland Board of Education

\_\_\_\_\_  
(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H.** The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I.** If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

**K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.



For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

**M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

**N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: \_\_\_\_\_



Name: *(typed)*

Dr. Walter Willett

Title: *(typed)*

Superintendent of Schools

Date:

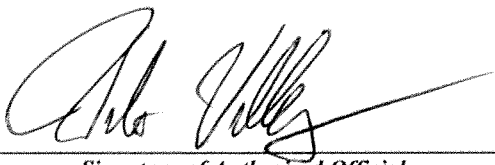
8/6/15

## C. Affirmative Action Certification Form

## FAMILY RESOURCE CENTER GRANT PROGRAM

CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE  
WITH THE STATE DEPARTMENT OF EDUCATION

I (We), the undersigned authorized official(s), hereby certify that the current Affirmative Action Plan of the applicant organization/agency is on file with the Connecticut State Department of Education. The Affirmative Action Plan is by reference, part of this application.



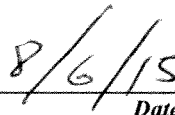
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*Signature of Authorized Official*

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Dr. Walter Willett

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*Name of Authorized Official (please type)*

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*Date*

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Superintendent of Schools

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*Title of Authorized Individual*

**D. Family Resource Center Site Plan and Program Description**

List the name, title, phone number and e-mail address for the person currently performing the following roles and responsibilities. If a position is currently vacant or a vacancy is expected during the 2015-16 program year, please indicate the program's intended plan for reemployment.

<b>Building Principal</b>	
Name:	Thomas Swanson
Title:	Principal
Phone:	860-870-6750
Email:	<a href="mailto:tswanson@tolland.k12.ct.us">tswanson@tolland.k12.ct.us</a>
Comments:	

<b>FRC Program Administrator</b>	
Name:	Thomas Swanson
Title:	Principal
Phone:	860-870-6750
Email:	<a href="mailto:tswanson@tolland.k12.ct.us">tswanson@tolland.k12.ct.us</a>
Comments:	

Does this person meet the legislative qualifications outline in C.G.S. 10-4o: *"at least two years of experience in child care, public administration or early childhood education and a master's degree in child development, early childhood education or a related field"*?

☒ Yes: Please indicate area of experience, level and area of degree and graduating college/university: K and 1<sup>st</sup> grade teacher 9 years, assistant school principal 6 years, principal 4 years. BS in Marketing and Management Rhode Island College, Master's Degree St. Joseph College in special education and elementary education, Educational Leadership from Central Connecticut State University.

☐ No

In any FRC where a program administrator is responsible for multiple programs, please indicate:

<b>FRC Site Coordinator</b>	
Name:	Laurel Leibowitz
Title:	FRC Coordinator
Phone:	860-870-6750 x 215
Email:	<a href="mailto:lleibowitz@tolland.k12.ct.us">lleibowitz@tolland.k12.ct.us</a>
Comments:	

Does this person meet the CSDE grant requirements: *"hired for an individual FRC, employed full time and has obtained, at minimum, a bachelor's degree in early childhood education, child development or a related field"*?

☒ Yes - Please indicate the level and area of degree and graduating university/college:  
BS Wheelock College Early Childhood-Special Education (certified K-3 Regular Education PreK-12 Special Education. MS University of Hartford-Special Education /educational computing

☐ No

## **1. Community Need and Target Population(s)**

- a. Describe the need for the program. Use data to make your case, and indicate the specific need(s) this FRC will address. (Maximum of 500 words)

The Tolland Family Resource Center (FRC) is a critical piece of this community's service network, providing an increasing level of programming to families in this rural town of 15,000. Tolland lacks a central municipal location, such as a community center, where residents might become familiar with and have access to programs, services and information to assist them in meeting the challenges that face today's families. The FRC provides such a central location, and is both a service provider and referral resource for Tolland families.

According to CERC (Connecticut Economic Resource Center) Tolland's median household income (2012- \$103,358) is comparatively high and the poverty rate comparatively low (3.7%); 6% of Tolland students qualify for free/reduced school lunches. Reaching families in need of services can be especially problematic in this community, where not only is there social stigma attached to seeking help, but there are relatively fewer local supportive services available than in some larger municipalities in the region.

Through FRC programming a relationship has been built between the FRC, families, schools and the larger community. In a 2015 survey, the TFRC was perceived as highly regarded by 100% of responders. This positive perception, held by residents as well as local and municipal service providers, enables the TFRC to effectively advocate for both community and individual family needs, and provide referrals that are appropriate to each family's individual needs. Strengthening parents to believe in themselves and be their child's first teacher.

The presence of programming in two schools, including pre-school through grade 5 children, positions the FRC for many referrals. The TFRC is often able to identify underlying challenges in a household, and the trust that evolves from a family's FRC involvement often leads them to seek the assistance they need to improve their family circumstances or resolve family crises. This assistance may involve access to other FRC programs, providing a connection to appropriate school personnel, or referrals to community or local resources.

The TFRC addresses the need of providing a resource for other individual child care providers, as well as kin care providers- grandparents or other relatives who are 'returning' to the task of childrearing, and encountering many challenges different than those of raising their own children. With the increase of single-parent households and kin as primary caregivers, it has been a goal of the FRC to reach these often underserved families.

The FRC Coordinator works closely with the Youth Services Director, Human Services, town librarian, local clergy, area care providers and public safety officers, who are all important referral sources. As a member of the Tolland Local Prevention Council, Eastern Highlands Health Division Advisory Committee, Tolland Parent Teacher Organization, Tolland Safety Committee, the FRC Coordinator engages with other community agencies to connect families to needed services. The engagement of the TFRC with families in the community, and the effective collaboration of the TFRC with other local and municipal service providers, has proven to be a crucial link in being able to connect families with the

information and services needed.

b. What population(s) will the program or services reach? Identify the “at-risk” population(s) in the community that the program intends to target for support and how this population will be recruited and retained by the FRC. (Maximum of 300 words)

The Tolland FRC (TFRC) is able to identify numerous families we are serving that fall into every one of the “at risk” categories. The TFRC is able to identify “at risk” families through their participation in our programs. Families are attracted to playgroups, childcare, preschool, family programs, parenting classes, etc. and we begin to build a relationship between the family and the schools. Our programming presence in two schools positions TFRC for many referrals. FRC is present at school and town wide events for families that might benefit from our programs. Word of mouth brings many families to the TFRC. In a 2015 survey the TFRC was regarded highly by 100% of the responders. The coordinator works closely with the Youth Services Director, B-3 providers, school staff, town librarian, area clergy, care providers and public safety officers, who are all important referral sources. Together we are able to connect “at-risk” families with needed services. The “high risk” families most frequently serviced at the TFRC include families with economic stress, relatives who are the primary person in the parent support role, families with children with special needs and developmental delays, and families who exhibit the inability to deal with stress in a way that is healthy and productive.

According to CERC (Connecticut Economic Resource Center), the poverty rate in Tolland was 3.7%, unemployment was 5.5% and 342 received food stamps. In 2014, 6% of Tolland families qualified for free or reduced lunch. The only free childcare available in Tolland are 24 spots in Birch Grove Primary School’s special needs/role model preschool. Special needs children need to qualify and role-model students are screened and selected by lottery. There are families that cannot afford preschool, so they participate in playgroup programs. TFRC offers financial assistance, TFRC accepts all children regardless of need.

c. Discuss the program’s relationship to a community-wide, comprehensive action plan that has been developed to address birth to age 8 local needs. Specifically mention plans that have been developed or in the development stages through the Graustein Discovery initiative or other coordinated efforts aimed at creating an early childhood system to ensure early learning success for all children. Identify the community’s desired result, and how the FRC program supports specific strategy(ies) that have been identified by the community. (Maximum of 500 words)

The TFRC, Tolland Early Readiness Advisory Council (TERAC) uses the Graustein Discovery philosophy as its model. Believing that being in partnership with families, community leaders and care providers; by sharing knowledge, building communication, we can build a good learning foundation for children birth –age 8. TERAC has a diverse representation of parents, teachers and community leaders involved in the birth-12 year span. Collaboration between our TERAC board, parents, religious, civic, public safety and care providers is a key component of

assuring our children are ready for school entry and successful on their journey. Without a community center in Tolland, the FRC is the central point of contact for all early childhood issues. TERAC meets bi-monthly, bringing together thoughts, ideas, and needs from the public school community, the private early care and education community and the parent community. During the fact finding for the initial FRC application, the issues identified were isolation and lack of programming. As a member of the Tolland Local Prevention Council, Eastern Highlands Health Division Advisory Committee, Tolland Parent Teacher Organization, Tolland Safety Committee, the TFRC Coordinator engages with other community agencies and to connect families to services and services to families. Today, through the efforts of the TFRC and the Tolland early childhood community isolation has decreased and program spots have increased. Working together we can be sure that efforts are not duplicated and needs are addressed as we share resources and ideas.

This year Tolland Public Schools adapted a full day Kindergarten program. This opened preschool spots and has shifted parents concern to preschool preparation for their children. In the 2015 community needs survey, parents expressed a high need for full day preschool options to assure their children are prepared for full day kindergarten. Enrollment in town preschools is at 80-100% of capacity. A steadily increasing percentage of children entering Kindergarten have had a preschool experience.

TFRC offers care providers' monthly training on aligning their preschool programs with Common Core and CTEDLS (Connecticut Early Learning and Developmental Standards). TFRC works closely with area care providers supporting them in their efforts to assist families. TFRC coordinates an annual preschool and childcare fair, which allows families to learn about the town's preschool and daycare options in one location. All care providers in town are invited to showcase their programs. Separate booths are set up to share information on what should be present in a quality preschool program. Teachers are available to answer parents' questions on getting their child ready for school. The town librarian introduces early literacy programs offered at the Library. TFRC holds a Kindergarten readiness night for parents to help them focus on skills they can assist their children with at home. Childcare is available for children of parents attending.

Our webpage is linked to the Tolland Board of Education site. This site highlights TFRC programing and offers resources for additional programing for children and families including day care options, financial assistance and programs for children with special needs.

## **2. Collective Impact and Strategy Alignment**

For the following core program strategies, provide a brief service delivery framework for how the FRC will align staffing and activities to support performance related to each:



Strategy 1: Provide a high-quality, well-coordinated home visitation program for at-risk families and their children from birth to age 5 five as part of a continuum of early childhood services.

Framework (Maximum of 200 words):

Since its earliest days, the TFRC has been a Parent as Teachers (PAT) affiliated program. The TFRC Coordinator holds a dual certification as a supervisor and parent educator. We have a part time parent educator who works 20-25 hours a week performing home visits, assisting the TFRC Coordinator with group connections and family events. Home visits are available for families with children from birth through age five using the PAT curriculum. TFRC reaches out to at risk families through referrals from school staff, town human service agencies, our birth to three providers, and through word of mouth. The Families-in-Training (FIT) component of the TFRC is comprised of several resources for parents: (1) Parents as Teachers (PAT) home visits, (2) PAT parent workshops, (3) weekly playgroups for families with infants through preschool, (4) parenting courses and workshops (5) TFRC preschool for two, three, four and five year olds. We strive to involve our PAT home visitation families in a number of the FIT components. The cumulative effect of this multi-pronged approach is most beneficial to the families. Most of our PAT families' progress through our services from where they begin: B-3 playgroups/PAT-preschool-school aged care and family events.

Strategy 2: Deliver early detection and well-child screenings for all children birth to age 5 that ensure regular health check-ups, vision/hearing/dental screenings, immunizations and identification for possible developmental delays and other health issues.

Framework (Maximum of 200 words):

The TFRC comes in contact with over 150 children ages 0 – 5 each year through FRC programs. The TFRC Parent Educators coordinate yearly Ages and Stages screenings for all children attending TFRC. Screenings have been offered to other care providers as well. Registration in the TFRC Preschool and school aged care programs requires a current health form. The school nurse reviews the health forms to ensure immunizations and physicals are up to date. As part of the PAT program, all children enrolled follow a schedule of screenings and health checks.

This year the TFRC hosted a vision screening sponsored by the Lion's Club for all children under age 5. Personal follow up with parents will occur with all screenings.

The TFRC holds fairs and events that bring children B-age 5 to us. This contact allows the TFRC the opportunity to educate parents about the importance of regular health check-ups, vision/hearing/dental screenings, immunizations, for possible developmental delays and other health issues.

Strategy 3: Employ effective, coordinated practices that involve families in transitioning children to kindergarten between early care and education programs to elementary schools and from home to school. Framework (Maximum of 200 words):

In the TFRC 2015 Community Needs Survey participants expressed high need for pre-Kindergarten preparation, 20% requesting full day preschool. The TFRC Advisory board focused on ways we could support our preschool families in town, without taking business away from other care providers. In 2015, TFRC is starting Preschool Enrichment program, offering 2-5 days of preschool for 3-5 year olds. Enrollment can be combined with enrollment in other preschool programs to prepare children for the longer days required for full day Kindergarten. FRC hosts a Kindergarten Readiness Night, focusing on skills parents can encourage at home to aide in their child's success. The TFRC Coordinator works with other childcare centers in Tolland to pass on information to staff and parents about transitioning to Kindergarten. The TFRC coordinator attends Kindergarten parent's meetings, screening days and offers conferences to answer parents' questions and concerns about Kindergarten Readiness. Monthly family nights are held to offer families the opportunity to become familiar with Birch Grove Primary School (BGP). TFRC 4 year old preschoolers visit Kindergarten classrooms in the spring. TFRC offers a mini-summer camp at BGP for children starting Kindergarten in September. Three summer playgroups are held, encouraging incoming families to visit their new school.

Strategy 4: Support school and district improvement efforts that accelerate the closing of Connecticut's achievement gaps through family-school and family-community connections, including parent engagement, parent leadership, and family literacy Framework (Maximum of 200 words):

Tolland school adopted a full day Kindergarten program in 2014. This change allowed TFRC to shift its resources and use of space to programming towards preschool needs. TFRC has created a Preschool Enrichment Program which will help prepare preschoolers for full day Kindergarten lengthening the days and building readiness skills.

All components of the Families in Training component of the TFRC support future student achievement through strong parental education and involvement. The TFRC Kindergarten Readiness night contributes to the parent's comfort with Birch Grove School. We offer a joint playgroup at the town library 100 Books B4K, encouraging early literacy. TFRC Family Nights involve entire families in the school community. FRC offers themed curriculum nights showcasing math, science, creative art, music and literature activities. Family literacy nights and a partnership with the elementary and library reading programs encourage family literacy and foster a love of books and reading. The TFRC Advisory Board gives parents a leadership role. Parents contribute to TFRC programming through volunteering and sharing their knowledge and skills. Our School Age Care program holds daily reading time, homework support, and academic enrichment activities. We offer ESL for adults and Spanish classes for children in our elementary school.

### **3. Location/Space Requirements** (Maximum of 300 words)

Provide a description of the FRC location and space. This must include a description of the elementary school designated to be the recipient of the FRC services and the classroom grades offered. Each FRC is expected to be a part of the elementary school in the attendance area regardless of where the child care components are offered. Provide an overview of how the Family Resource Center is physically incorporated into the public elementary school and describe the dedicated space allocated for each of the following:

- parent resource room (play space, parent activities, meetings and resource library); and

- office space for FRC staff, including private meeting space.

The TFRC is a fully integrated part of the Tolland Public School System. It has two locations. One in Birch Grove Primary School, which houses grades pre-K through grade two. The TFRC has two designated classrooms located in Birch Grove School. Both classrooms are used for programs for ages 0 – 5. One room holds the parent resource library. Both rooms are used for preschool programs, playgroups and family events. In addition, the TFRC utilizes the cafeteria, gym, media center, classrooms, conference room, computer lab, and outdoor playground. The TFRC has separate designated office space at Birch Grove School. The TFRC has a large classroom space and office area at the Tolland Intermediate School (TIS) for 3-6 graders. Six graders are transported from the Middle School to attend at TIS. Given its prominence within the school system, the school principals and the superintendent are easily able to be actively involved in the planning and decision-making process of the TFRC and monitor the growth and expansion of programs and activities. As a member of the TFRC Advisory Board, the principal guides and supports the TFRC and is readily available to the TFRC coordinator for consultation and assistance in planning and implementing all FRC programs. The TFRC staff members are active members of the school community. The TFRC is viewed as an asset and important part of the public school. It is welcomed into all school activities. Both the principal and the superintendent support this belief by including TFRC programs in school scheduling and attending TFRC events when possible.

#### **4. Delivery of Services**

For each of the following components, provide a description of the service delivery model. Clearly articulate the role that the FRC will assume in the delivery of services of each component versus the role of any collaborative partners, including the location(s) of where these services will be provided. Demonstrate that programs and services will be provided in a comprehensive system that benefits families and children and achieves community access to these supports.

##### **a. Early Care and Education Component (Maximum of 500 words)**

Must include:

- status of compliance with all child day care licensing requirements, as defined under C.G.S., Section 19a-77;
- status of compliance with the standards for the School Readiness Programs pursuant to C.G.S. Section 10-16p; or
- status of accreditation by the National Association for the Education of Young Children (NAEYC), Head Start or criteria established by the other accrediting agencies recognized by the State Department of Education.

The Tolland Family Resource Center maintains a relationship with all early care providers; licensed childcare homes, school staff, specialists, B-3 providers and centers. TFRC offers a referral system for families, monthly professional development workshops, home provider support groups, playgroups, social opportunities, and access to resources for both the childcare staff in town and the families they serve. The TFRC staff does refer families to all licensed homes and centers on a regular basis. The TFRC collaborates with Preschool of the Arts, 684 Tolland Stage Road, Tolland, and other programs to provide full day, full year preschool. Preschool of the Arts is in compliance with all CT State licensing requirements. Tolland does not receive School Readiness funding. There are no Head start Programs in Tolland. There is not a childcare center in Tolland with NAEYC accreditation at this time. The center directors do not indicate an intention to pursue accreditation at this time. An important role of the FRC is to continue to educate childcare centers on the value of accreditation. We have two new centers opening this year. They will be encouraged

to consider accreditation.

In response to needs expressed by many parents in the community, the TFRC did begin a part time preschool for four-year-old children in 2003 three afternoons a week, a part time preschool for three-year-old children two mornings a week beginning in 2007, and a part time preschool for two-year-old children in 2010. In 2013 TFRC and TERAC changed the 2 year old preschool from a drop off program to Grow with Me for 2-3 year olds and their caregivers. Each week a developmental theme is focused upon with activities planned and handouts distributed addressing that area of development. This interactive program allows parents/grandparents/nannies to share the joys of growing and learning with the children.

The FRC Preschool is exempt from CT child day care licensing.

In response to the 2015 parent survey, TFRC will offer a 27 hour a week preschool program for 3-5 year olds, since parents were requesting longer preschool day options to help their children prepare for all day Kindergarten. Preschool Enrichment will be offered five days a week from 9:00 AM-1:30 PM with an option for additional enrichment in music, art and Spanish from 1:30-3:00 PM three days a week.

Although these programs do not provide full day care for children, they have increased the opportunity for more children in Tolland to attend a quality preschool program thereby increasing their school readiness skills in preparation for entry into kindergarten. There is an integrated preschool program located in Birch Grove School for children with special needs as well as those with typical development. The program director for this public preschool program maintains contact and consultation with FRC staff on a regular basis. According to the 2014 Strategic School Profile, 99% of children entering Kindergarten had attended a preschool program. Each year FRC sponsors a Preschool-Childcare-Activity Fair where area centers and homes can introduce their programs to families looking for care.

**b. School-Age Child Care Component (Maximum of 500 words)**

Must include:

- individual descriptions for a before-school program, after-school program and vacation program; and
- status of compliance with child day care licensing requirements as defined under C.G.S., Section 19a-77.
- under C.G.S., Section 19a-77.

The Tolland Family Resource Center School Age Care Program operates before and after school, during school vacations, and through the summer. The program serves about 190 children in kindergarten through grade six who attend the primary school, upper elementary, and middle school in town. The School Age Care program at Birch Grove School provides before and after care for children in K through 2<sup>nd</sup> grade and siblings. The School Age Care program at Tolland Intermediate School (TIS) offers before and after care for children in grades 3 to 6. These programs are exempt from DPH licensing compliance. In 2015 TFRC offered our summer program at the TIS location due to it access to walking fieldtrips, hiking, community garden, library, historic center, and numerous recreational options. All of these opportunities add to life experiences and engaging opportunities for our students. There were 187 students enrolled in TFRC before and after school care program in 2014. There were 74 children enrolled for summer camp in 2015. Several other school age care programs have opened in Tolland since 2011. The TFRC School Age Care Program maintains a staff/child ratio of 1:10 or better. The director of the school age care program has a Master's degree in education. The senior group leaders are both early childhood educators with an Associate degree and a Bachelor degree in early childhood respectively. All staff have experience in early childhood education, as well as with intermediate elementary and middle school children. Many of the paraprofessionals have either Associate or Bachelor degrees.

Tolland is known for its strong special education services, and has witnessed an increasing

population of families needing special education resources. Since 2011 there has been a 16% increase in children diagnosed with Autism. With Tolland Special Education Parent Teacher Organization (TEPTO) disbanding in 2011, the TFRC has acted as a resource for families in need of programs. Connecting families to Willington SEPTO and statewide activities. Family events for those affected by Autism have been strongly attended; including workshops and social skill classes. The TFRC continues to collaborate with the special education department to provide services for children with special needs during the school year and summer. FRC hires 1:1 aides and provides special training for them when necessary. Special needs children that attend summer school in the morning are bussed to camp for afternoon care. Children who struggle to meet their reading goals benefit from attending summer camp. Campers have quiet reading time each day. This time also allows informal tutoring time. A weekly visit to the library for story time with the town librarian is in the schedule. Similar support systems for “at risk” students are present in the school year care programs. TFRC offers after school activities including baseball and bowling for special needs children in town, providing a network for these “at Risk” families. Dealing with challenging children can often result in families that are not able to handle stress in a healthy way.

**c. Families-in-Training Component (Maximum of 500 words)**

Must include:

- the total number of :
  - families (estimate) that will receive, at minimum, 1 personal visit, per month, throughout the program year;
  - families (estimate) that will receive, at minimum, 2 personal visits, per month, throughout the program year;
  - children (estimate), under 5 years old, participating in regular, personal visits throughout the program year; and
  - months (actual) the FRC will conduct personal visits to families, throughout the program.
- evidence that the FRC is considered an affiliate of Parents as Teachers or a description and timeline detailing how the FRC plans to become an affiliate of Parents as Teachers by September 1, 2015; and
- name and location of at least one Connecticut Birth to Three program that is a partner with the FRC and a description of activities that will include children with disabilities or developmental delays and how those activities will be planned and implemented in collaboration with one or more Birth to Three programs.

The TFRC is a Parents as Teachers (PAT) affiliate. Renewal has been submitted for 2015. Monthly home visits are available for families with children from birth through age five using the PAT curriculum. The Families-in-Training component of the TFRC is comprised of several resources for parents: (1) Parents as Teachers (PAT) home visits, (2) PAT parent workshops, (3) weekly playgroups for families with infants through preschool, (4) parenting courses and workshops, (5) FRC Preschool for two, three, four and year olds.

Both the FRC Coordinator and the part time Parent Educator provide monthly home visits to Tolland families. In 2014 seven families received monthly visits. TFRC will be increasing the services hours for our Parent Educator in 2015. TFRC goal is to service ten families with a minimum of once a month visits and two families with higher needs twice a month. TFRC anticipates serving about 15 children with home visits. Personal home visits are offered 10

months out of the year and playgroups are offered 12 months out of the year.

Home visits offer resources and support, developmental information, and ongoing developmental screenings to prevent and minimize developmental delays. The PAT program is offered at no cost to families. An additional PAT component of Parents-in-Training includes workshops and special events for parents. These meetings are designed to give parents an opportunity to meet other parents and to gain additional understanding about their child's development. Topics include; school readiness, choosing a preschool, language development, early literacy development, discipline, importance of play in learning, health and safety, as well as social-emotional development. TFRC Coordinator and the parent educator attend programs, dedicate time to answering questions, research topics for parents, and perform both informal observations and formal developmental screenings as needed. Beginning with the birth of their children parents and the parent educator(s) are able to monitor overall development, thereby catching any developmental delays early enough to minimize the effects on the child's readiness for school. For those children who are eligible for Birth to Three services, the TFRC works to ensure a smooth transition and will provide additional support or resources as needed. For those children who are "at risk" but not eligible for Birth to Three services, the FRC can work closely with their families to provide crucial support, which may essentially eliminate the need for future special education services.

- The FRC offers weekly playgroups and parent/child classes for families with children from birth to age five. Birth to Three provider, McLaughlin and Associates, 549 Storrs Road, Mansfield Center, facilitates our weekly Friday playgroup.
- All families with children under age five participating in the FRC are offered a formal developmental screening, using the Ages and Stages Screening tool and may request a home visit or developmental screening at any time.
- Parenting classes and workshops are offered numerous times throughout the year.
- An extensive lending library with pertinent topics on parenting issues is available to all. The FRC library is located in the FRC classroom.
- Family nights, encouraging parents/child engagement.

#### **d. Positive Youth Development Component (Maximum of 500 words)**

In support of the Positive Youth Development (PYD) component the TFRC- often in collaboration with other local youth-serving agencies and organizations- plans, organizes, implements and evaluates prevention, child and adolescent development, and outreach programs for youth and families that provide opportunities for participants to learn and thrive in their community.

TFRC provides out-of-school care for children to age 12, with programming designed to build participants' skills in many areas- peer interaction, communication, self-esteem, conflict resolution, cooperation - and provide exposure to healthy choices, enhancing positive decision-making skills. The TFRC programs for 4-6 graders include 60 children; most have spent many years involved with the FRC and have formed strong, supportive relationships with each other and TFRC staff. Sixth graders are encouraged to assume leadership roles such as maintaining TFRC bulletin boards, assisting younger children and planning activities for the program. The program was moved to Tolland Intermediate School, with walking access to recreation areas, giving youth more opportunities to actively engage in hiking, tennis, field games, fishing, and similar outdoor activities. Students have been working with senior citizens at the Youth Garden, nurturing and harvesting crops and donating surplus to the Tolland Food Bank. Students are encouraged to be "Buddies" for special needs athletes in programs throughout the year.

These programs allow youth to connect to adults and special needs individuals while further developing leadership skills and involving them in community service.

As a collaborative partner in the community's initiatives to provide youth and families with positive, developmentally appropriate opportunities, the TFRC Coordinator participates on the Local Prevention Council with other school, municipal and agency representatives that work with youth and families. In a joint municipal-school initiative, the 2014 Student Substance Use and Related Behaviors Survey (self-report, students grades 6-12), lower rates of use are reported as students age when compared to 2010 Survey results. TFRC has incorporated Survey findings in planning and collaborating on youth programs building self-esteem and healthy decision-making skills, and offers parent workshops addressing the needs of pre-teens and teens. TFRC offered/supported programs focused on reducing teen pregnancy, drop-out rates and substance abuse through positive youth development include:

- *The Kid and Me*, a night of 'unplugging' for youth and their caregivers, improving communication skills and self-esteem (TFRC).
- TYS Community Theater performing arts programs, developing creative, flexible and critical thinking skills, building self-confidence:
- summer musical (120 youth grades K-12), (funding collaboration)
- school-year Coffee Houses (50 youth, grades 9-12) (funding/staffing collaboration)
- R.O.P.E. (230 youth, grade 6); building developmentally appropriate communication skills in a team-building environment through physical and mental challenges (funding collaboration)
- Tolland Middle/High Schools *Drugs, Alcohol, Teens and Truth* parent/youth forum (120 attendees) raising awareness of teen/pre-teen substance use (funding collaboration)
- TFRC Student Leadership Board- students created program behavior guidelines at FRC Summer Camp, creating a positive, empowering environment; successful for campers and staff, the Board will be established for the afterschool program this fall.

This collaborative effort to reach and engage our youth has been crucial in the decreasing level of at-risk-behaviors among our youth.

**e. Support and Training for Family Day Care Providers Component** (Maximum of 500 words)

Until 2014 Family childcare providers and center-based providers had been given support and assistance through the Connecticut Charts-A Course training. TFRC continues monthly trainings and have aligned each one with the Connecticut Early Learning and Development Standards (CTELDS). This training is offered monthly and attended by approximately 6-10 participants each month. All childcare providers in town are invited to participate in these free trainings, including licensed centers and preschool programs. Family childcare providers and center based care providers are invited to playgroups at Birch Grove School and at the Tolland Public Library. These playgroups offer an opportunity to network with their peers for support and to share curriculum ideas and school readiness activities. Childcare providers have access

to a lending library for curriculum and parenting materials. They are offered personal visits upon request. Family and center based childcare providers are supported through the annual Preschool and Child Care fair. This enables the childcare providers an opportunity to showcase their programs and share information about registration for their program with the community. A listing of all licensed childcare options in Tolland is available on the TFRC website. The FRC Coordinator refers families in need of care to this listing. The TFRC Coordinator has assisted new centers in attaining required consultations and resources for state licensing. The TFRC offers networking opportunities for care providers to come share ideas and challenges. Each month care providers are contacted and asked if they are need of support, or have something to share in the monthly TFRC newsletter.

**f. Adult Education and Family Literacy Component (Maximum of 500 words)**

Must include:

- name and location of the local designate responsible for administering adult education services governed by C.G.S. Sections 10-67 through 10-73d and Title II of the Federal Workforce Investment Act; and
- evidence that establishes the coordination of existing local structures in meeting the goals, objectives and long-term vision for local adult education programs.

Formal adult education is offered to families at neighboring Vernon Regional Adult Basic Education, (VRABE) 30 Park Street, Vernon, CT. Tolland High School has an alternative high school completion option, which contributes to a reduced drop-out rate. Since 2004 there have been 147 graduates, an average of 18 students each year. Enrollment was 18 in 2014 and 13 in 2015. All TALC students receive their GED and 63% go on to continuing education. Since 2013, ESL classes for adults have been offered at Birch Grove Primary School. Classes averaged 3-5 students per session. Additionally, adult education is extended directly by the TFRC through parent workshops, information available during playgroups, preschool classes, and special events (i.e. Literacy Night, Health & Fitness Night). A wide range of resources are available to provide parents with suggestions for school readiness activities and guidelines for monitoring and informally assessing their child's development, as well as for dealing with typical developmental questions and behavioral concerns. The TFRC in collaboration with the Birch Grove Preschool provide parenting classes. The TFRC classroom has an extensive lending library with educational and support periodicals, videos, articles, and brochures that may be borrowed, with some free materials available for parents to keep. The TFRC works with other town programs such as the Tolland PTO, Tolland High School, Tolland Special Education Department, to host, sponsor or organize parent workshops and classes. Subjects have included dealing with allergies, nutrition, understanding language, teen behavior, teaching your child sign language, the health benefits of green cleaning for you and your family and toilet training. On-going workshops and opportunities for families to networks helps build stronger community and family.

**g. Resource and Referral Component (Maximum of 500 words)**

The Tolland FRC has become an invaluable resource for the entire community. The TFRC Coordinator participates in several organizations focused on healthy living and building strong families. TFRC staff receives numerous calls on a daily basis for referrals to childcare, preschool programs, and other activities. The calls extend beyond giving lists of names of particular programs. Families have questions on how to choose a program, interview a



provider, and identify quality care. If a parent calls with a unique question or concern, the TFRC staff research the answer and respond within 48 hours to the caller. The TFRC coordinates a listing of care providers. Families moving into town are referred to the TFRC for support and for information on early childhood services, primarily childcare and preschool. Families are referred to other town services when necessary. This referral relationship is reciprocal, as town agencies refer to the TFRC in a similar way. TFRC is connected with "211" and we receive referrals for parents required to take parenting classes. In 2009, the TFRC began to distribute an electronic newsletter. E-mail addresses are collected from program participants and through phone inquiries to the TFRC. People can sign up for the newsletter from the TFRC website. Those that receive the e-mail newsletter are encouraged to forward it to their neighbors, friends and family with young children. The TFRC electronic newsletter now goes to over 800 e-mail addresses monthly and is posted at several locations in town. It contains information on TFRC programs, registration information, kindergarten readiness information, child development information and more. This has become a very relevant way of meeting the resource needs of the parents we strive to serve.

The TFRC website has information on upcoming programs and events.

The TFRC has an extensive lending library available with books and pamphlets on a wide array of child through teen related issues. In addition children books and activity bags are available to borrow. To facilitate the use of the resources, TFRC staff will set out a few books each week on a common topic such as behavior management. This prompts parents to pick up a book as they leave the TFRC. The TFRC also loans books through classroom teachers and school psychologists, who share the resource needs of their classroom parents with the TFRC.

## 5. **Program Evaluation**

Provide estimates of the quantity of services the FRC will provide during the program year. Examples include estimates on the number of individuals to be served, number of sessions to be held, or activities completed.	
FRC Service Component/Activity	Year End Estimate (Quantity and Type)
Early Care and Education Component	50 children at TFRC 20 at Preschool of the Arts
School-Age Child Care Programs	180 children at TFRC 41 at Preschool of the Arts
Families in Training Program	12 PAT families, 70 families served in other programs
Support & Training for Family Day Care Providers	10 training sessions offered, weekly playgroups, Annual Preschool-Childcare Activity fair, net-working sessions and 2 workshops. 30 providers
Positive Youth Development Services	200 children in Youth Theatre, 150 teens in coffee house, 25 peer Buddies/babysitters, 200 ROPES 6 <sup>th</sup> graders.
Adult Education and Family Literacy	ESL classes twice a week. Literacy Night, workshops, weekly literacy based playgroups, literacy based family nights, 6-8 week parenting classes offered twice a year. 150 children and adults.
Resource and Referral Services	5-10 calls/emails per week. Resource loan library.

Provide estimates for the quality of the programs and services the FRC provides. These measures should help us understand how well the program performs, how well a strategy is implemented, and if your customers will be better off because of your efforts. Quality measure examples include:

- Timeliness (e.g., percentage of response for assistance made within 24 hours);
- Attendance (e.g., percentage of parents completing a class);
- Satisfaction (e.g., percentage of customers satisfied with how they were served); and
- Standards (e.g., percentage of staff certified by professional standards).

Quality Measure	Anticipated Year-End Results
Satisfaction survey for School Age Care, Pre-K, FIT,	95% rate care good or excellent
Percent of Families of children served under 5 offered Ages and Stages Screening Tool	100% offered
PAT satisfaction Survey	95% rate program good or excellent
Requests for information and assistance are responded to within 24 hours.	100%
Participants in 8 week parenting class complete the program.	80% of participants attend all classes or receive make-up sessions.
School Age Care Director and FRC Coordinator are members of the CT Afterschool Network	100%
Parent Educators are up to date on training	100%
Director of the Preschool and FRC Coordinator are Members of NAEYC	100%

How will you measure if your customers are better off because of the FRC program? Examples of ways to measure customers being better off include:

- Behaviors change (e.g., shift in the number or percentage of parent who read to their children twice per week);
- Circumstances change (e.g., number or percentage of Kith and Kin providers supported in licensing process who receive license);
- Knowledge increases (e.g., number or percentage of parents or caregivers who report an increase in their knowledge of child development); and
- Skill increases (e.g., number or percentage of children with increased reading or math skills).

Better Off Measure	Anticipated Results	
	Number (#)	Percent (%)
Parents involved in Parents as Teachers and Families in Training component report feeling supported by Parent Educator(s) and feel empowered to be their child's first teacher.	All	90%
Families involved in the Pre-K programs report that they have observed growth in their child's school readiness skills.	All	95%

Families involved with the Families in Training/ Playgroups feel comfortable asking staff for assistance/recommendations and feel welcome at the TFRC.	All	95%
Families demonstrate satisfaction by participating in more than one session of program enrolled.	All	80%
Families involved in the School Age Care Program report that the program meets their needs to enable the parent(s) to work	All	95%

**6. Fees and Funding** (Maximum of 300 words)

Describe any program fees that will be collected by the FRC lead applicant, including a sliding fee scale that takes into account the financial need of the students and families targeted for services. Any fee structure must provide a narrative that explains its administration, management and how the funds collected will subsequently be used in support of the FRC.

The TFRC collects fees for the School Age Care programs, vacation and summer care, Preschool Programs, after-school enrichment programs including Spanish, music, creative arts and some playgroups (for materials and snacks). Assistance is always considered when needed. The TFRC has never refused a family due to inability to pay. TFRC gives a 5% discount when there are two or more family members enrolled. TFRC accepts Care 4 Kids and assist family members in the process of applying for that subsidy. A link for Care 4 Kids is located on the TFRC website. If families qualify for free lunch we give half tuition, if they qualify for lunch assistance we reduce their fees by one third. Payment plans are created and scholarship is considered if needed. TFRC has had many families experience temporary financial struggles, due to loss of job, illness and other situations that would not allow Care 4 Kids assistance. Parents may mail in or drop off payments.

Payments support the staffing, supplies, professional development, transportation costs, janitorial costs and other expenses involved in operating the programs. They allow for a high staff to student ratio in our programs, including one to one aides for students with special needs. These funds also enable the TFRC to provide other component programming at no or low cost.

<b>Vacation</b>	
<b>Full week: \$175</b>	<b>Day fee:</b> <b>\$38.00 (M,W,F)</b> <b>\$50 (T/TH)</b>
<b>Extended day</b>	<b>\$50.00</b>
<b>Mini Camp for Kindergarteners</b>	<b>\$165 wk</b>
<b>Preschool</b>	<b>Per year</b>
<b>Grow with Me for Twos and Threes</b>	<b>\$510</b>
<b>Preschool Enrichment</b>	<b>2 days \$1620</b> <b>3 days \$2430</b> <b>4 days \$3240</b> <b>5 days \$4050</b>
<b>3 Year Old Preschool</b>	<b>\$1280</b>
<b>4 Year Old Preschool</b>	<b>\$1790</b>

### **Before School**

Days	Rate per month
5	\$163.00
4	\$131.00
3	\$97.00
2	\$65.00

### **After School**

5	\$227.00
4	\$182.00
3	\$137.00
2	\$92.00

**½ Days an additional \$ 6.00**

## **7. Personnel Management** (Maximum of 500 words)

Describe the role(s) of personnel that are instrumental to the management design of the FRC, including how program staff will be supervised and evaluated. This section should include a management plan that provides details of personnel interaction at the district, school and FRC program site level. It should also include any internal or external management committees or advisory boards that represent systems of governance and decision-making deemed essential to the FRC program design. In any community that operates two or more FRC sites, this section must describe a management structure that aligns leadership, critical decision-making and coordinated staffing approaches for all FRCs within a centralized organizational structure.

The Superintendent of Schools, Dr. Walter Willett is the Administrator of the Tolland FRC, Dr. Willett oversees the program, and is involved in final decisions of hiring, structural, financial and other significant decisions. He is always available on an as needed basis for day to day decisions.

Thomas Swanson the Principal of Birch Grove Primary School is the Director of the Tolland FRC.

Laurel Leibowitz is the FRC Coordinator. Weekly meetings are scheduled between Laurel Leibowitz the FRC Coordinator and Thomas Swanson the Director. Additional meetings are scheduled as needed for decisions include staffing, budget, programing, scheduling, safety.

Carol Hiller is the Director of the School Age Care Program she is under the supervision of the FRC Coordinator and the FRC Director. She is responsible for staffing, supervising staff, billing, registration, supervising planning and Cayen documentation. Weekly meetings are held between her and the Coordinator and she meets as needed with the Director.

Beverly Vaida is the program manager for the Before and After School program and the facilitator of our Preschool Enrichment Program. Her direct supervisor is the FRC School Age Care Director (SACD). She meets weekly with the SACD and the FRC Coordinator.

Ellen O'Coin Morse is the facilitator for our Traditional Preschool Program for 3 and 4 year olds. Her direct supervisor is the FRC Coordinator. Weekly meetings are held with her the FRC Coordinator and the support staff of the preschool.

A new Parents As Teacher Provider will be hired under the direct supervision of the FRC Coordinator. The PAT teacher attends our weekly staff meetings and has individual weekly meetings with the FRC Coordinator.

Support staff have monthly team meetings with their direct supervisor and additional meetings are held as needed.

All staff members are observed and evaluated yearly. Reviews are done as needed.

The TFRC has an advisory board called Tolland Early Readiness Advisory Council, (TERAC.) TERAC meets every other month to discuss programing, financial recommendations, impact on town and suggestions to meet the needs of our community. Members of the TERAC Advisory Board include FRC Staff, Birch Grove School Staff including administration, Tolland Youth Librarian, Tolland Youth Services Director, Daycare Providers, B-3 Providers and parents.

#### **8. Data/Information Management** (Maximum of 500 words)

Describe a process for collecting, maintaining and reporting relevant program information on services, activities and participants of the FRC that includes staff roles, ability and experience to collect and analyze electronic data. Include any internal policies and procedures that safeguard the confidentiality and privacy in the storage or transfer or participant information.

TFRC is currently using Cayen Systems to collect our program data. Registration, attendance and services provided are all entered. To enter Cayen the user must have an approved password and training. There are four staff members at TFRC that have access to Cayen. Staff has received training and understand the confidentiality piece. To enter Cayen the user must have an approved password and training. This data collection provides reports for us on all of our enrolled programs. Cayen reports are accessible to the SDE. Our billing and payments are collected through a database management system called EZ Care. There are three staff members that have access and training to use EZ Care. TFRC has program handbooks for staff and parents that details all program policies. Phone and E-mail correspondence is delivered directly. There are 4 TFRC phone lines. School computers and phone answering machines are all safeguarded by passwords. Private phone calls can be made in the TFRC office. Confidential information is kept in files, financial information under lock and key. Unnecessary paperwork is shredded if it contains personal information.

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**E. FRC STAFFING PLAN**
**FRC SITE: Tolland FRC**


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Provide information on the staff assigned and supervised under the FRC program. If a position is currently vacant or a vacancy is expected during the 2015-2016 program year, please indicate "vacancy" in the intended position and estimated start date for employment			
1	Laurel Leibowitz FRC Coordinator	Weekly Hours: 50 +	Wage Source FRC Grant
2	Carol Hiller SAC Director	Weekly Hours: 40	Wage Source FRC Grant/tuition
3	Beverly Vaida Manager	Weekly Hours: 40	Wage Source tuition
4	Ellen Morse PS facilitator	Weekly Hours: 28	Wage Source tuition/Grant
5	Amy Blanco PS Aide	Weekly Hours: 18	Wage Source tuition
6	TBD PS Aide	Weekly Hours: 10	Wage Source tuition
7	TBD PS Aide	Weekly Hours: 25	Wage Source tuition
8	TBD Parent Educator	Weekly Hours: 20- 25	Wage Source FRC Grant
9	Kimberly Mulkin Office Assistant	Weekly Hours: 20	Wage Source FRC Grant
10	Jodie Sprague Early Childhood Specialist	Weekly Hours: 2.5	Wage Source FRC Grant

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11	Virginia Pallis Spanish teacher	Weekly Hours: 10	Wage Source tuition
12	Ken Downing B/A Leader	Weekly Hours: 7.5	Wage Source tuition
13	Lynne West B/A Leader	Weekly Hours: 9	Wage Source tuition
14	Kim Mulkin B/A Leader	Weekly Hours: 9	Wage Source tuition
15	Patricia Morse B/A Leader	Weekly Hours: 17.5	Wage Source tuition
16	Brianna Schnell B/A Aide	Weekly Hours: 15	Wage Source tuition
17	Pam Bouley B/A Aide	Weekly Hours: 4	Wage Source tuition
18	Deb Sireci B/A Aide	Weekly Hours: 7.5	Wage Source tuition
19	Dawn Withum B/A aide	Weekly Hours: 4	Wage Source tuition
20	Deborah Ponce B/A aide	Weekly Hours: 9	Wage Source tuition
21	Joan Mancini B/A aide	Weekly Hours: 6	Wage Source tuition
22	Lisa Gilbert B/A Aide	Weekly Hours: 5	Wage Source tuition
23	Lynn Catalano B/A Aide	Weekly Hours: 7.5	Wage Source tuition
24	Elizabeth Evans B/A Aide	Weekly Hours: 11.25	Wage Source tuition



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25	Hannah Schmitz B/A Aide	Weekly Hours: 12	Wage Source tuition
26	Brian Leibowitz B/A Aide	Weekly Hours: 3	Wage Source tuition
27	Rebecca Curtis B/A Aide	Weekly Hours: 5	Wage Source tuition
28	Courtney Withum B/A Aide	Weekly Hours:4	Wage Source Tuition
29	Kathy Stutz B/A Aide	Weekly Hours:5	Wage Source Tuition
31	TBD B/A Aide	Weekly Hours: 10	Wage Source tuition
32	TBD B/A Aide	Weekly Hours: 10	Wage Source tuition

**F. GRANT BUDGET**

The applicant must complete the following ED 114 Budget Form with anticipated line item total expenditures FY 2015-16. Grantees will submit a new ED 114 State Budget Form and Budget Justification page for Year 2 (2016-17.) Indirect costs (917) will be considered only for eligible grantees.

GRANTEE NAME:	Tolland Board of Education	TOWN/AGENCY CODE:	
GRANT TITLE:	<b>Family Resource Center Grant</b>		
PROJECT TITLE:	<b>Family Resource Center Grant</b> <b>Location: Tolland</b>		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 16110 YEAR: 2016 PROG: 82079 CF1: 170003 CF2:			
GRANT PERIOD: 07/01/2015 – 06/30/2016		AUTHORIZED AMOUNT: \$ 109,500	
AUTHORIZED AMOUNT BY SOURCE:			
LOCAL BALANCE:	CARRY-OVER DUE:	CURRENT DUE: \$	
<b>CODES</b>	<b>DESCRIPTIONS</b>	<b>BUDGET AMOUNT</b>	
100	Personal Services – Salaries	\$ 89,200.00	
200	Personal Services - Employee Benefits	10,400.00	
300	Purchased Professional and Technical Services	6,400.00	
400	Purchased Property Services		
500	Other Purchased Services	3,500.00	
600	Supplies		
700	Property		
800	Other Objects		
917	Indirect Costs		
	<b>TOTAL</b>	109,500.00	
Original Request Date:			
Revised Request Date:		Connecticut State Department of Education Program Manager Authorization	Date of Approval

**G. GRANT BUDGET NARRATIVE: FY 16 BUDGET JUSTIFICATION**

The applicant must complete the following Budget Justification and provide a brief explanation justifying each line item of expenditures proposed on the ED 114 Budget Form. A summary explanation must be provided for each line item expenditure noted in your budget (e.g., 100 Personal Services - Salaries Salaries: 2 parent educators [2 FTE (30hrs x \$15 per hour)]. Use additional pages as needed. See pages for a description of budget option codes.

**Object codes and amounts MUST match those listed on the FRC Grant Funds Form**

<b>Center/Site Name:</b> Tolland		<b>State Grant Amount:</b> \$109,500
Code:100	Description:Personal Services Salaries	Line Item Amount Budgeted:\$89,200

Detailed explanation of the use of funds for this line item:

Salaries included Full time 10 month FRC Coordinator's salary \$60,000 including additional summer hours.

Part Time Parent's As Teachers Parent Educator	\$17,000
Educational Consultant	\$ 1,200
Spanish Enrichment Teacher	\$ 3,000
Administrative Assistant (Cayen)	\$ 8,000

Code:200	Description: Employee Benefits	Line Item Amount Budgeted:\$10,400
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Detailed explanation of the use of funds for this line item:  
Benefits for FRC Coordinator

Code:300	Description:Professional Services	Line Item Amount Budgeted:\$6,400
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Detailed explanation of the use of funds for this line item:

Contribution to Tolland Youth Services for PYD programs: Youth Theatre Program/ Coffee House Programs \$2,200  
Guest Speakers/Parent Workshops: \$2500.00

Parents as Teachers Foundational Training for two staff members: \$1,700

Code:500	Description: Other Purchased Services	Line Item Amount Budgeted:\$3,500
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Detailed explanation of the use of funds for this line item:

Dues and Fees:

PAT dues \$1,350

CT Afterschool Network \$270.00

Alliance \$275.00

Cayen: \$300

Bill Corbett/Love,Limits and Lessons \$298.00

NAEYC \$179.06

Code:500	Description:mileage	Line Item Amount Budgeted:\$827.94
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Detailed explanation of the use of funds for this line item:

Mileage expenses incurred for home visits, childcare center visitation, playgroups and other PAT/FIT programs.

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**Section III.****Rating Criteria****Checklist**

<b>Cover Page/Authorizations</b>	Yes	No
<b>Standard Statement of Assurances</b>	Yes	No
<b>Affirmative Action Certification Form</b>	Yes	No
<b>Approval or Endorsement of Board</b>	Yes	No

<b>EXCELLENT</b> (well conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>WEAK</b> (lacks sufficient information)	<b>INADEQUATE</b> (information not provided)
<b>10 points</b>	<b>8 points</b>	<b>5 points</b>	<b>2 points</b>	<b>0 points</b>
<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 points</b>

	<b>Maximum Points</b>	<b>Points Scored</b>
<b>1. Location and Space Requirements and Community Integration</b>		
• Plan demonstrates a system of services designed to integrate the FRC into the selected school and shared vision for the community.	10 points	
• Plan provides a framework to deliver collective impact associated with the alignment of CSDE core strategies.	10 Points	
• Plan demonstrates the commitment of an appropriate location and adequate space for the FRC in the public elementary school.	10 points	
<b>Subtotal</b>	<b>30 points</b>	
<b>2. Delivery of Services</b>		
• Plan addresses how the FRC will provide or effectively collaborate to support Early Care and Education.	10 points	
• Plan addresses how the FRC will provide or effectively collaborate to support school based School Age Child Care.	10 points	
• Plan addresses how the FRC will administer a Parents as Teachers (PAT) affiliated program with a coordinated model of service delivery using PAT certified staff.	10 points	
• Plan addresses how the FRC will administer Resource and Referral, Positive Youth Development, Adult Education and Family Day Care Provider Training.	10 points	
<b>Subtotal</b>	<b>40 points</b>	
<b>3. Program Management and Administration</b>		
• Plan provides a method for program evaluation that demonstrates alignment with results based accountability (RBA) standards.	5 points	
• Includes a completed Budget Packet which is reasonable and realistic, given the intended objectives and program design.	10 points	
• Plan provides a coordinated structure for personnel that identifies staffing roles at district, school and FRC program site level.	5 points	

• Plan provides an effective process for collecting, maintaining and reporting relevant program information of the FRC.	5 points	
<b>Subtotal</b>	<b>25 points</b>	

<b>4. Priority Points</b>	<b>Yes</b>	<b>No</b>
• Site location is within a CSDE Alliance or Priority School District.	1 point	0
• Site location has an existing kindergarten program.	1 point	0
• Site location has an existing preschool program.	1 point	0
• Need for an FRC is demonstrated and supported by current, relevant data.	1 point	0
• “At-risk” population(s) in the community the program intends to target for support is identified.	1 point	0
<b>Subtotal (5 points)</b>		
<b>5. Data Quality History (for period July 1, 2013 through June 30, 2015)</b>	<b>Yes</b>	<b>No</b>
• Participant and assigned household data provided do not meet a basic level of proficiency with the Cayen FRC System and do not demonstrate compliance with established data collection program specifications.	-2 point	0
• Family/Child assessment data provided do not meet a basic level of proficiency with the Cayen FRC System and do not demonstrate compliance with established data collection program specifications	-2 point	0
• FRC activities and services data provided, including attendance/dosage, do not meet a basic level of proficiency with the Cayen FRC System and do not demonstrate compliance with established data collection program specifications.	-1 point	0
• PAT data provided do not demonstrate quality program standards for service delivery and program implementation.	-2 points	0
<b>Subtotal (-7 points)</b>		

<b>Summary of Scores</b>	<b>Points</b>
<b>1. Location and Space Requirements and Community Integration (maximum 30 points)</b>	
<b>2. Delivery of Services (maximum 40 points)</b>	
<b>3. Program Management and Administration (maximum 25 points)</b>	
<b>4. Priority Points (maximum 5 points)</b>	
<b>5. Data Quality History (maximum <u>loss</u> of 7 points)</b>	
<b>TOTAL SCORE (Maximum 100 points)</b>	
<b>Comments :</b>	

## BUDGET CODE DESCRIPTIONS

100	<b>Personal Services - Salaries.</b> Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.
200	<b>Personal Services - Employee Benefits.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.
300	<b>Purchased Professional and Technical Services.</b> Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.
400	<b>Purchased Property Services.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
500	<b>Other Purchased Services.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
600	<b>Supplies.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
700	<b>Property.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.
800	<b>Other Objects.</b> Amounts paid for goods and services not otherwise classified above.
917	<b>Indirect Costs.</b> Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.

**TO:** Tolland Board of Education  
**FROM:** Walter Willett, Ph.D  
**DATE:** August 26, 2015  
**SUBJECT:** Obsolete and Surplus Equipment

The below list shows those items which are in disrepair or obsolete.

The Administration requests that the Board of Education declare these items as obsolete and turn the items over to the Town Council in accordance with Board of Education Policy 3040, Disposal of Obsolete, or Surplus Equipment/Materials.

WW:jp

1. Birch Grove Primary School – 36 RCA TV VHS Monitors – Obsolete (can no longer be used due to VHS)



## MEETING MINUTES

RECEIVED FOR RECORD  
TOLLAND, CT

2015 JUL 15 PM 12:25

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM JULY 14, 2015 – 7:30 P.M.

*Shaila M Bailey*

**MEMBERS PRESENT:** Jack Scavone, Chair; William Eccles; Richard Field; Paul Krasusky, Jan Rubino and Ben Stanford

**MEMBERS ABSENT:** George Baker, Vice-Chair

**OTHERS PRESENT:** Steven Werbner, Town Manager; Mike Wilkinson, Director of Administrative Services; Lisa Hancock, Director of Finance and Records

1. **CALL TO ORDER:** Jack Scavone called the meeting to order at 7:30 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** None.
5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBLIC PARTICIPATION** *(on any subject within the jurisdiction of the Town Council) (2 minute limit):*

**Ken Baker of 135 Pine Hill Road** – The property at 112 Lawlor Road has been abandoned. Since there is no Blight Ordinance in place, and there are other properties in town equally as dangerous, they would like to request that this be on the next agenda. He said they have started a petition to demonstrate the support, which is not limited to just his neighborhood. He also brought a sample Blight Ordinance that could be referred to as a start of conversation.

**Christopher Crowley of 64 Patricia Drive** – There is a property at the end of their road that needs attention. He listed various vehicles, recreational vehicles, etc. on the lot of concern. His concern is that the machinery on the property could be leaking fluids. Also, it could be a danger to children. He would like to see discussion of a Blight Ordinance on the agenda.

**Mike Groff of 81 Lawlor Road** – He has looked into this issue. He mentioned various properties that are unsightly. Coventry and South Windsor both have Blight Ordinances. He believes this is a worthy thing to look into. With so many small kids, it is a health and safety concern.

**Andrew Tremblay of 158 Pine Hill Road** – He went to the Town Manager's office about the property on Lawlor, and was surprised there was no ordinance. He has watched that house fall apart for the last 5 years. It is a nice neighborhood. The neighbors have been mowing the lawn, which is currently owned by Sally Mae. He has heard of teenagers breaking in and partying on the property. He can't believe there isn't a blight ordinance. Someone is going to get hurt.

**Jeff McCutcheon of 119 Lawlor Road** – He said he lives directly across from the property being mentioned. This is a safety issue. Having properties like this in the neighborhood does not allow for children to play safely.

**Peter Oborski of 159 Pine Hill Road** - The bank should be responsible for what is going on. He asked for the Council's support in getting a blight ordinance in place.

*Mr. Field advised the public that he will be asking that this issue be put on the next agenda.*

## 6. PUBLIC HEARING ITEMS:

- 6.1 Introduction of a resolution appropriating \$2,215,520 for Capital Projects and authorizing the issuance of bonds and notes in an amount not to exceed \$2,091,608 less any grants or other sources of funds received by the Town for said projects.

Mr. Werbner said this is to appropriate that funds that were approved in the FY 15/16 Capital Improvement Plan. It includes \$1,510,692 from general obligation debt issuance and estimated grant proceeds of \$704,828 as funding sources. Approval of this item would authorize the appropriation and the issuance of bonds and notes up to \$2,091,608 less any grants or other sources of funds received by the Town to finance such appropriation for the following projects:

1. The cost for certain road pavement, parking lot and drainage improvements in an amount of \$363,404 to be financed with general obligation bonds and notes;
2. The cost of the public works garage renovations including the demolition of the existing metal frame portion of the building, replacement with a longer metal frame building, a wash bay, hookup to water and sewer system and lunch room for employees in the amount of \$1,442,460 to be financed with \$942,460 in general obligations bonds and notes and \$500,000 by a STEAP grant for which application has been made; and
3. The School Security Plan - year two of four years in the amount of \$409,656 of which \$204,828 to be financed with general obligation bonds and notes and \$204,828 to be financed by a grant for which the application will be made.

Jan Rubino moved to open the public hearing; Seconded by Ben Stanford. All in favor. None opposed.

A straw poll was conducted of all those in favor of this resolution. 7 in favor; 0 opposed.

Rick Field moved to close the public hearing; Seconded by Ben Stanford. All in favor. None opposed.

Rick Field motioned to accept the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it approves the RESOLUTION APPROPRIATING \$363,404 FOR CERTAIN PAVEMENT AND DRAINAGE IMPROVEMENTS, APPROPRIATING \$1,442,460 FOR CERTAIN PUBLIC WORKS GARAGE RENOVATIONS, AND APPROPRIATING \$409,656 FOR CERTAIN SCHOOL SECURITY IMPROVEMENTS, AND AUTHORIZING THE ISSUANCE OF UP TO \$2,091,608 BONDS AND NOTES TO FINANCE THE APPROPRIATIONS

**[A copy of the full text of the resolution is attached]**

Seconded by Bill Eccles.

Paul Krasusky, Jan Rubino, Rick Field, Bill Eccles, Ben Stanford and Jack Scavone were all in favor. None were opposed.

6.2 Consideration of a resolution to adopt an Open Space Assessment Ordinance stipulating the qualification requirements for eligibility for PA 490 Open Space classification.

Mr. Werbner said The Planning & Zoning Commission, in the Plan of Conservation and Development adopted November 2009, recommended non-residential land not be eligible for classification as PA 490 Open Space. In researching the process to accomplish this and seeking guidance from the CT Farm Bureau, it was found that our process needs to be modified to meet State Statutes. It is the Town Council that approves the POCD recommendation and also adopts an Open Space Assessment Ordinance to further identify eligible parcels by size. The Assessor receives and reviews all applications for this designation.

The PZC has had Zoning Regulations for this designation for a very long time. The PZC will be conducting a Public Hearing to remove this from the regulations. A draft ordinance the Town Council was provided along with some explanatory information and PA 490 Open Space requirements in other CT towns. The draft ordinance matches the requirements of the current Zoning Regulations of 10 acres in excess of the minimum lot for zone and type (frontage or rear lot). The Town Council voted on June 23, 2015 to set tonight's Public Hearing.

Jan Rubino moved to open the public hearing; Seconded by Ben Stanford. All in favor. None opposed.

A **Resident** asked why the move from the PZC to the Administrative Department.

*Mr. Werbner said in most cases this is handled through the Assessor's Office. The PZC hasn't really had much jurisdiction in the area, but it has been in their zoning regulations that they had to have a public hearing for these things. It is more a formality in terms of an administrative matter. It is just a shifting of the responsibilities.*

A **Resident** asked if there would still be a public hearing.

*Mr. Werbner said no. You would just go through the Assessor's Office. They would either approve or deny it. If it was denied, you could appeal to the Board of Assessment of Appeals.*

A straw poll was conducted of all those in favor of this resolution. 10 in favor. 0 opposed.

Rick Field moved to close the public hearing; Seconded by Ben Stanford. All in favor. None opposed.

Rick Field motioned to accept the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves to adopt an Open Space Assessment Ordinance stipulating the qualification requirements for eligibility for PA 490 Open Space classification.

Seconded by Ben Stanford. All in favor. None opposed.

7a. **REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:** None.

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Paul Krasusky, BOE: Ms. Rubino and he attended the BOE Retreat. It was a good discussion. They came up with a list of expectations. The Journal Inquirer also had a nice article, although it referenced the town of "Vernon" in the article instead of "Tolland". Ms. Rubino said the items that the community came up with, are similar to those of the Administrators. Mr.

Eccles, Finance and Facilities Committee: the purpose of the meeting was to establish the game plan for how they would share the energy credits, etc. being generated with the Honeywell system. They will have a meeting Thursday night, which will be the beginning of this process. The Tech Advisory Board: they reviewed the plans for the Library expansion. They had very good questions. Also, on July 2<sup>nd</sup>, he attended a meeting with the DOT, the State Historical Commission, the Tolland Historical Commission and members of the Administration to look at the Green's renovation plan. The Tolland Historical folks had some concerns, which the DOT met with positive response and said they would look into their concerns. The State Historical Commission recognizes that we'll be losing some of the history of the Green. They are willing to trade us something for the history of the Green that we are losing. There were some ideas that were brought up at the meeting, and people were encouraged to submit additional suggestions directly to the Commissioner. Mr. Eccles would like to follow up with the Commissioner, and ask what the suggestions are and prioritize them as a town. The DOT asked if the Council wanted to revisit the Plan. The Council members agreed they should move forward with it, and not revisit it at this time.

8. **NEW BUSINESS (ACTION/DISCUSSION ITEMS):**

- 8.1 Consideration of a resolution to declare various equipment in disrepair or obsolete from the Board of Education.

Mr. Werbner said this is material they received from the BOE. The BOE is asking for the Council's approval to dispose of the equipment.

Jan Rubino motioned to accept the following resolution:

**BE IT RESOLVED** that the list of equipment attached is hereby declared obsolete and may be disposed of in accordance with Board of Education Policy 3040, Disposal of Obsolete or Surplus Equipment/Materials.

Seconded by Bill Eccles. All in favor. None opposed.

- 8.2 Consideration and action on approving revised Highway and Parks & Facilities Laborer Job Descriptions.

Mr. Werbner said they are in the process of advertising for vacancies in the Parks and Highway Department. This is an update of both of the job descriptions.

Rick Field motioned to accept the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the attached Teamster union group Highway and Parks and Facilities Laborer job descriptions.

Seconded by Bill Eccles. All in favor. None opposed.

- 8.3 Appointments to vacancies on various municipal boards/commissions.

Ben Stanford moved to:

*Re-Appoint:*

Arden Tanner to the Agriculture Commission for the term of 07/09/15 – 07/09/18;

*and Appoint:*

Edward Sederquest, III and Edwin Lugo to the Non-Profit Housing Corp. for the term of 07/01/15 – 07/01/20 for both;

Seconded by Jan Rubino. All in favor. None opposed.

Jan Rubino moved to:

*Appoint:*

David Skoczulek to the Planning & Zoning Commission, effective when Mr. Freeman resigns (7/20/15).

Katie Murray to the position of Planning & Zoning Alternate, effective when Mr. Skoczulek takes Mr. Freeman's position (7/20/15).

Seconded by Ben Stanford. All in favor. None opposed.

9. **OLD BUSINESS (ACTION/DISCUSSION ITEMS):** None.

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner had nothing additional to add to his monthly written report.

11. **ADOPTION OF MINUTES**

- 11.1 June 23, 2015 Regular Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by Paul Krasusky. All in favor. None opposed. Jan Rubino abstained.
- 11.2 June 30, 2015 Special Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by Bill Eccles. All in favor. None opposed. Ben Stanford abstained.

12. **CORRESPONDENCE TO COUNCIL:**

- 12.1 Resignation Letter from Joshua Freeman (Planning & Zoning Commission); and
- 12.2 Letter from Bernice Griska of 293 Shenipsit Lake Road commending the Fire Dept.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Field would like discussion about the Blight Ordinance added to the next agenda. The members agreed. It will be on the agenda for the meeting will be July 28, 2015.

14. **PUBLIC LISTED PARTICIPATION** (*on any subject within the jurisdiction of the Town Council*)  
(3 minute limit)

**Christopher Crowley of 64 Patricia Drive** – He does a lot of work up in Massachusetts, he is a real estate attorney. Almost all the towns and cities have ordinances restricting how long your grass can be or what you can have in your yard, etc. With respect to the banks in Massachusetts where these ordinances exist, the banks follow the ordinances. They keep the grass a certain level. They do not want liens placed on the property. In other places, this does work.

**Saul Boucher of 27 Grandview Street** – He asked if it was possible for the town to add to the open-space assessment guidelines and ability to pass between owners? Or, is that prohibited at the state level?

*Mr. Werbner said he believed it was prohibited at the state level, but would double check.*

Also, Mr. Boucher would like the Council to be cautious on using grass length, etc. as criteria for blight ordinances. He does support a general idea of a blight ordinance when something is a public safety hazard.

**15. EXECUTIVE SESSION**

Rick Field motioned to go into Executive Session at 8:07 p.m., thus ending the Regular Meeting of the Town Council. Invited to the Executive Session were the Town Manager and Town Attorney. Seconded by Bill Eccles All in favor. None opposed. Executive Session ended at 9:00 p.m.

15.1 Discuss Pending Litigation.

16. **ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by Paul Krasusky at 9:00 p.m. All were in favor.

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Jack Scavone, Council Chair

**Michelle A. Finnegan**  
**Town Council Clerk**

## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM JULY 28, 2015 – 7:30 P.M.

**MEMBERS PRESENT:** Jack Scavone, Chair; George Baker, Vice-Chair; William Eccles; Richard Field; Jan Rubino and Ben Stanford

**MEMBERS ABSENT:** Paul Krasusky

**OTHERS PRESENT:** Steven Werbner, Town Manager; Beverly Bellody, Human Services; Lisa Hancock, Director of Finance and Records

1. **CALL TO ORDER:** Jack Scavone called the meeting to order at 7:30p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** None.
5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBLIC PARTICIPATION** *(on any subject within the jurisdiction of the Town Council) (2 minute limit)*

**Mike Groff of 81 Lawler Road** – He thanked the Council for considering the Blight Ordinance tonight. He provided a packet of pictures to the Council entitled Examples of Blight Properties.

**Dave Houle of 30 White Birch** – He said he lives next door to a house that burned down 1 ½ years ago. He had a conversation with Vernon's Enforcement Officer to get an idea of what Tolland is looking at. If the program works, it will pay for itself. Just last year, Vernon raised \$76,000 in revenue and fines for not being in compliance. Even with having a full-time enforcement officer, which could cost \$45,000-50,000 per year, it would pay for itself. A land use attorney will be needed to draft it. Vernon is in the midst of redoing their ordinance, because it currently only applies to vacant properties. It needs to apply to all properties, vacant or not.

**Andrew Tremblay of 158 Pine Hill Road** – He hopes the Council takes a stand on this. He knows this issue was brought up in 2010. After doing on-line research, there was nothing but positives that came out of a study done at that time. The study looked at several other towns, and everything was positive. There were no negatives.

**Christopher Crowley of 64 Patricia Drive** – He has started a survey of Connecticut towns and cities that have similar ordinances. He has not completed the survey, but he has found approximately 70 towns that have these (ex.: Manchester, Glastonbury, Stafford and Vernon). If these towns can do it, there is no reason we can't.

**Mike Ward of 719 Crystal Lake Road** – Within a mile of his home, there are three houses that have abandoned vehicles, engine parts, etc. in the yard. He asked the Town Council to pass this.

**Brian Wry of 105 Pine Hill Road** – He is an insurance adjuster. In the last six years, one of his clients insured 4 foreclosed upon and vacant properties. When these types of properties are not dealt with, he is going to them multiple times a year. These properties will weigh down on calls to the police, the fire department, etc. Every time they are broken into, that can be a call out to an emergency service. Not having something like this will cost us money.

**Chuck Beck of 95 Pine Hill Road** – This can be a money maker if done properly. If nothing is done, it could cause the property values to go down, which would negatively affect the Grand List, which will negatively affect income to the town.

**6. PUBLIC HEARING ITEMS:** None.

**7a. REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:** Karen Moran, BOE: The BOE did not meet the second part of July. With regard to the new Facilities Manager, she has heard some great feedback. The Crystal Peat mural is progressing. There have been some delays due to the weather. On Monday, August 3<sup>rd</sup>, in cooperation with Education First, over 60 foreign exchange students will be volunteering on the grounds of all four schools to beautify them. If anyone from the community would like to volunteer, come on down. It is 1 – 5 p.m. Bring your own tools, refreshments will be provided.

**7b. REPORTS OF TOWN COUNCIL LIAISONS:** Rick Field, PCC: They are getting ready for the picnics and parades. Their funding is doing well. The TWC: nothing to report.

**8. NEW BUSINESS (ACTION/DISCUSSION ITEMS):**

- 8.1** Consideration and action on authorizing the renewal of a contract with the State of Connecticut for Resident State Trooper services for the period of July 1, 2015 to June 30, 2017.

Mr. Werbner reported on the ongoing discussions with the State regarding the Resident Trooper program. The current contract expired on June 30, 2015. Accordingly, the State has provided us with the renewal contract to continue services from July 1, 2015 to June 30, 2017. The Commissioner did agree with the staffing configuration that the town had requested, which is 4 troopers (1 SRO and 1 administrative trooper). A 5<sup>th</sup> trooper can be added in January. Any oversight of the program by a Sergeant would be out of Troop C. This option will cost an additional \$60,000 over what was budgeted. Between the town and the BOE, they hope to find these funds within the operating budget.

There were some changes in the contract that were provided to us. Particularly, language pertaining to the application for grants and the ability to re-open the contract if at some point in time over a two year period the town wants to make further staffing adjustments. The Town of Tolland had made suggestions to the Commissioner that a number of items be considered for inclusion in the contract. The items are:

1. The ability to be a part of the hiring process for any troopers that would be assigned to Tolland, particularly for the SRO;
2. Provide input for the attendance at certain training programs offered by the State;
3. Provide input for their work performance evaluations;
4. Be provided monthly reports as to the activity within the community;
5. Have the right to request on a weekly basis the work schedule for troopers assigned to the community; and
6. Have the ability to adjust work schedules as the town sees fit.



He asked that if the Council approves the agreement tonight, that they provide a caveat that it is contingent upon these operational guidelines being agreed to between the town and the department, and included as an attachment to the approved contract.

Ms. Rubino said it bothers her that Tolland picks up the lion's share of this, while other communities benefit from it. She asked if it would make sense to put together a committee to study the public safety for our community. We have a lot of people in the community that would love to sit on a committee like that. Mr. Werbner said that is something that the next Council should keep in mind. Right now, there is a regional group that is part of a commission that the State Legislature has put together, which he is a part of. It has a sub-committee looking at regional policing. He suggests that they let that play out, and see what comes out of it. As that information comes back, it would then be appropriate to put a committee together to discuss the long range.

Mr. Eccles asked about an accounting of the troopers time spent doing services for the State and other towns versus the service Tolland is expecting. We are footing 80% of their bill for 40 hours, and 100% of the bill for the hours after that. He hopes that we will receive the service that they are expecting. Mr. Werbner said as they get the weekly schedule, they will know who is actually here. Mr. Eccles asked if the idea is to find the \$60,000 in the couch cushions over the next 6 months, before January 1<sup>st</sup>. Mr. Werbner said it is really over the next 12 months. Mr. Eccles confirmed that come January 1<sup>st</sup>, Tolland would have the option to not add a 5<sup>th</sup> trooper. Mr. Werbner said yes, although it would be revisited prior to that.

Ms. Rubino asked if they voted in favor of this tonight, with the caveats he requested, and they don't desire to accept the changes, then what? Mr. Werbner said the Council would then want to review their approval, and have further discussion.

Rick Field motioned to accept the following resolution:

**BE IT RESOLVED** that Steven R. Werbner, Town Manager, be and herewith is authorized to execute a contract on behalf of the Town of Tolland with the Connecticut Department of Emergency Services and Public Protection, Division of State Police for the services of four Resident State Troopers and a fifth in January, 2016 for the period of July 1, 2015 to June 30, 2017;

And that the Town of Tolland hereby adopts as its policy to support the non-discrimination agreements and warranties required under Connecticut General Statutes § 4a-60(a)(1) and § 4a-60a(a)(1), as amended in State of Connecticut Public Act 07-245 and sections 9(a)(1) and 10(a)(1) of Public Act 07-142 **contingent on the amendments to the contract that the Town Manager mentioned.**

Seconded by Ben Stanford. All in favor. None opposed.

## 8.2 Discussion of Blight Ordinance.

Mr. Werbner advised that he provided the Council with information (examples of other community's Blight Ordinances, information on staffing from other communities). He asked that if there is interest in establishing a Blight Ordinance that some care be taken as to how it is drafted. There needs to be a careful review. He has been doing this a long time, and he appreciates what others have said in terms of ease of collection and enforcement, but these cases are labor intensive and lengthy. He spoke of a situation at Barbara Road. He added that we are a community that prides itself on its services, but in comparison with other communities, we are on the lessor side of both expenses and staff. He is not opposed to a properly crafted Blight Ordinance if that is the way the Council wants to go, but in terms of drafting it and the administration of the program, there needs to be some care. If we are going to go down this road, and we want to enforce anything, we would have to properly determine where it would be to place some

administrative staff. Additional monies would be needed for the town attorney. He advised that they cannot ask the Public Works Department to assist. They are understaffed as it is. Budgetary costs would need to be built in. There are a lot of insurance interferences. It has to be carefully constructed and properly funded to work. As of now, there is a back log of inventory that could be considered potential blight properties. Once it leaves the jurisdiction of the property owner, it becomes the town's responsibility. He would be happy to talk to Vernon about the fee structure, but monies usually do not come in on a regular basis. It's a hard situation. He is just talking about the administration portion of it now; going down the road to define 'blight' is another subject.

Mr. Field said he believes this is something they need to look at. He realizes there is a back log of properties that may be considered blight properties. He is in favor of forming a committee to look into this to see what they can do.

Ms. Rubino's thought is that they should start with vacant commercial properties. She would like to see a committee formed. She said the definition of blight to some, is not the same to others. She believes if a property is commercially owned, someone has the money to do something with it.

Mr. Eccles said everyone has a different definition of blight. They have to face the reality that this is 2015, and not 2010. There are a large number of foreclosed homes. They should at least consider it, although it may not be in the best interest of the town as a whole. He thinks it should be studied.

Mr. Field said he is glad to see that the Council may study this. It will not be easy, although it needs to be looked at.

Mr. Baker said this cannot be absorbed in a current staff position. They would need to hire someone else.

Ms. Rubino reminded the public that there will be a turnover of Council members before this is finalized.

Mr. Field suggested that they come up with an outline on the formation of the committee for the next meeting. Mr. Werbner said if anyone from the general public is interested, they should e-mail their name to his office. Mr. Field said would be on the committee.

Ben Stanford motioned to open the proceeding for public comment; Seconded by Rick Field. All in favor. None opposed.

**A Resident** - He spoke about the definition of blight.

Bill Eccles motioned to close public comment; Seconded by George Baker. All in favor. None opposed.

Mr. Scavone said they have decided to move forward with this. He commented that he has had a lot of time to think about this. Again, one's definition of beautiful is different than someone else's. There are people who are on a fixed income, who are handicapped, etc. If this is done, they can make 10 people happy and 250 unhappy. It can be a hardship on some. It needs to be done correctly. It has legal and financial ramifications. They need to do this right as an elected board.

Mr. Field said it is going to take a little while. It needs to be studied. Ms. Rubino said that when the committee is formed, it should look and talk to those communities that already have this in effect. It isn't a quick fix. She regrets that, but it isn't. Mr. Field said when the committee is formed and meets, they will allow for public attendance.

**8.3** Appointments to vacancies on various municipal boards/commissions: None.

**9. OLD BUSINESS (ACTION/DISCUSSION ITEMS):** None.

**10. REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner advised that he attended a meeting before PURA on the Virtual Net Metering subject, on behalf of the town and CCMC. Tolland was the only application that is active at this point in time, which was the subject of the hearing. This Virtual Net Metering is for solar fields. It would lock Tolland into savings for the next 20 years.

**11. ADOPTION OF MINUTES**

**11.1 July 14, 2015 Regular Meeting Minutes:** Rick Field moved to adopt the minutes; Seconded by Bill Eccles. All in favor. None opposed. George Baker abstained.

**12. CORRESPONDENCE TO COUNCIL:** None.

**13. COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Eccles said there was discussion about the concession stands at the ball fields. It appears to be resolved mostly to the satisfaction of the people who raised the issue. He believes the Little League is the heavy users at the facility. Mr. Eccles advised them that this is a huge money maker that they are missing. It does require some effort. Mr. Werbner said the town is looking to recover their costs for utilities and maintenance. It is not looking to make money. If there are any civic groups interested, he would like to hear from them.

**14. PUBLIC LISTED PARTICIPATION** *(on any subject within the jurisdiction of the Town Council)*  
*(3 minute limit)*

**Jeff McCutcheon of 119 Lawlor Road** – After hearing the discussion of the Council, he is surprised by the lukewarm response. We cannot be driven by what this could cause. Other towns have made this work. We realize there is a back log. What is the alternative?

**Cliff Vachon of 44 Julia Road** – Doing the right thing can be difficult. If other towns have figured this out, we can too.

**Andrew Tremblay of 158 Pine Hill Road** – He has a feeling that the reason that this failed in 2010 was because someone from the town, probably the Town Manager, said that they would have to hire a position requiring \$60-70,000, they would have budgetary constraints, that his people are over worked and could not find the time to do this. He outlined what the potential process could be: a complaint is brought to the building official, the building official can drive by and inspect, and he can then generate a letter fining the property owner \$100.00 a day until they comply with the Blight Ordinance. He is sure things would get fixed up. Again, we are not talking about 100 properties. He agrees that some properties may be owned by an elderly person, or have another issue. Those issues will need to be dealt with. His fear is a new Council will come in, and Mr. Werbner will say that he needs \$75,000 to do this. He believes the committee is a good idea.

*Mr. Werbner said in 2010, the Town Council decided not to pursue the Blight Ordinance. It had nothing to do with any input from the Administration, because it never got to that level. He also pointed out, that he worked in Manchester where there was a Blight Ordinance. Having a Blight Ordinance does not mean that it takes care of all of the problems in the community.*

**Dave Houle of 30 White Birch** – You need to start somewhere. There needs to be a number Chief Littell can call when a fire occurs on an abandoned property. The house needs to be secured, boarded and fenced so kids in this town can't get into it. To leave a property unattended and walk away, the owner and the town become liable.

Mr. Eccles recapped by saying that a plan of action was discussed, and that was to form a committee.

**Mike Groff of 81 Lawlor Road** – A couple of years ago, he called about 112 Lowler Road and asked if he could mow the lawn. He was told if he did, he would be trespassing. He admitted that he has mowed the lawn. He just wants to do this for the betterment of Tolland.

**Christopher Crowley of 64 Patricia Drive** – He thanked the Council for taking this further. This is about public safety to him. That should be the focus.

Mr. Baker said they are looking at it and it will be a process.

Ms. Rubino said being on the Council is a lot of work. They have had many issues come to them, and they are also liaisons to other Boards. It is intense work. She loves this town. This item needs people from the community to make it work. It will be a commitment, and it will require community support.

Mr. Scavone said there is no quick fix. They need to do it right, in order to get results.

**15. ADJOURNMENT:** Bill Eccles moved to adjourn the meeting; Seconded by Ben Stanford at 8:53 p.m. All were in favor.

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Jack Scavone, Council Chair

**Michelle A. Finnegan**  
**Town Council Clerk**

## **SPECIAL MEETING MINUTES**

### **TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>TH</sup> FLOOR COUNCIL ROOM AUGUST 13, 2015 – 7:00 P.M.**

**MEMBERS PRESENT:** Jack Scavone, Chair; George Baker, Vice-Chair; William Eccles; Richard Field; Jan Rubino, and Ben Stanford

**MEMBERS ABSENT:** Paul Krasusky

**OTHERS PRESENT:** Steven Werbner, Town Manager; Beverly Bellody, Director of Human Services; Fran Weigard, Senior Center Director

1. **CALL TO ORDER:** Mr. Scavone called the meeting to order at 7:00 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** None.
5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBIC PARTICIPATON** *(on any subject within the jurisdiction of the Town Council) (2 minute limit).*

**Gene Koss of Kate Lane** addressed the Council as both a resident and customer of the Tolland Water System. As Chair of the Tolland Water Commission, he is also aware that the Council has been studying the potential sale of the water system and asked if he can get an idea where the Council is headed with this. He noted that the Water Commission has offered its technical expertise over the years and wanted the Council to know that offer still stands if they want to tap into it. He also noted the Water Commission commissioned Tate and Howard to do a comprehensive review of their water system. Gene said the members of the Water Commission feel they owe the water system's customers some information, as some customers have substantial financial stakes in the system. He said at this time the water system is continuing to operate and they don't take their contracts lightly.

**Mike Groff of 81 Lawler Road** thanked Mr. Werbner for putting together Item 8.1 of the evening's Agenda which addresses a potential Blight Ordinance. He said a blight ordinance could protect both the residents and the character of the town.

6. **PUBLIC HEARING ITEMS:** None.

**7a. REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:**

Karen Moran, BOE: On Monday, August 3, in cooperation with Education First, foreign exchange students spent a few hours volunteering their time to do some grounds work, including mulching and weeding, at all four Tolland Schools to do some beautification work and ready them for the start of school. She also reported there will be a Math in Focus Parent University program meeting on August 25<sup>th</sup> at 6:00 p.m. at the Intermediate School, and this is an opportunity for parents to come out and learn about the program. Beyond that, the BOE is preparing for the start of the school year on September 2.

**7b. REPORTS OF TOWN COUNCIL LIAISONS:** Mr. Field said he received an invite for Town Council members to march in the 300<sup>th</sup> Anniversary parade on the 19<sup>th</sup> and Kate Farrish has asked him to find out who plans to march. He will need to get back to her by September 1.

**8. NEW BUSINESS (ACTION/DISCUSSION ITEMS):**

**8.1 Discussion of a process for reviewing a possible Blight Ordinance.**

Mr. Werbner noted at the last meeting that he defined a possible process for moving forward on investigating a possible blight ordinance. He reviewed the Agenda Item Background. Mr. Field said he agreed with the outline and saying he felt it was the right way to handle the issue. He said he would like to get the approval to start the process and form a committee.

Mr. Stanford said he understands he is probably the lone dissenter on this issue, but wanted it on record that he does not see the need for a blight ordinance in town at this time. He said it could result in creating a lot of extra work for the town and they already have sufficient rules, regulations, and procedures to handle condemned buildings and public nuisance issues.

Mr. Eccles said he disagreed. He said the town has potential blight, but they won't know it until a committee defines it. Mr. Stanford said the people that will sign up to volunteer their time on such a committee are going to be people who are in favor of creating a blight ordinance.

Ms. Rubino said she felt that when residents come to a meeting and request that the Town Council consider something, they have an obligation to at least study the issue. She said she expects that there will be some level-headed discussions, and it is a discussion the public wants them to have. She said she supports the formation of a committee to study this.

Mr. Field said that in a perfect world, people would all take responsibility for nuisance problems, but the reality is that it is not always the case, and sometimes people need to be legally nudged. He favors doing a study. He said he agreed with Ms. Rubino's opinion, and said he understands the study may not result in an ordinance.

Mr. Stanford questioned the need for a separate entity to study the issue. Mr. Eccles questioned if the Town Council members know enough about the issue to make a good

decision. Mr. Field said he always tries to pull in people for these committees who can speak to both sides of an argument.

Rick Field motioned to approve the process for reviewing a possible Blight Ordinance, seconded by Jan Rubino. Mr. Field, Ms. Rubino, Mr. Eccles, Mr. Scavone, and Mr. Baker voted in favor. Mr. Stanford was opposed. Motion carried.

- 8.2 Consideration of a resolution making an additional appropriation of \$22,190 from the equity distribution from CIRMA to use by the Town and Board of Education. The Town's share would appropriate the funds in the amount of \$10,252 to the Capital Improvement Public Facilities Budget. The Board of Education's share in the amount of \$11,938 would appropriate to the Capital Improvement Board of Education District Wide Roofing account.

Mr. Werbner explained that the Connecticut Interlocal Risk Management Agency (CIRMA) periodically provides an equity distribution check to its members, of which Tolland is a part. It is an unrestricted distribution and the Town and Board of Education can each use their portion as they choose. The Town wishes to use its portion to cover the cost of demolition to the Town owned property on Tolland Stage Road.

Rick Field motioned to accept the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates \$22,190 from the equity distribution from CIRMA to use by the Town in the amount of \$10,252 to the Capital Improvement Public Facilities Demolition, account number 20500072-755841 and Board of Education in the amount of \$11,938 to the Capital Improvement Board of Education Wide District Roofing, account number 20100572-755444-2055.

Seconded by Bill Eccles. All in favor. None opposed.

- 8.3 Consideration and action on authorizing the Town Manager to enter into amended and restated Intergovernmental Consortium Agreement through Capital Workforce Partners (CWP).

Mr. Werbner explained that the Town received a communication requesting that Tolland reconfirm its participation in the North Central Connecticut Workforce Development Area under the new federal Workforce Innovation and Opportunity Act (WIOA) of 2014, in order to receive federal funding. This had been approved by the Council previously, but an error was discovered in the updated language of the document and the Council therefore needs to reconfirm its participation.

Jan Rubino made a motion to adopt the final amendment to the Intergovernmental Consortium Agreement. Seconded by Rick Field. All were in favor. None opposed.

8.4 Consideration of a resolution making an additional appropriation of \$5,356 from the General Fund-Fund Balance to the Senior Donation Fund and to authorize the Town Manager to enter into a contract not to exceed \$30,000 to construct a canopy over the entrance at the Senior Center.

Mr. Werbner noted that Senior Center Director Fran Weigand and Director of Human Services Beverly Bellody were in attendance at the meeting. He said Ms. Weigard has been working diligently for several years to accumulate sufficient donations to build a canopy at the main entranceway to the Senior Center which would provide safety for those using the facility during inclement weather. Currently, they have approximately \$20,186 accumulated in the fund for this purpose.

Mr. Werbner said a local architect Paul Terrell of TecTon Architectural Services donated his time to prepare the design and construction specifications and the Town used the CRCOG bid contracting service to obtain cost proposals. The first proposal came in at \$28,674.94, but with some modifications, they have been able to get the cost down to \$25,541.93. He said they also have a purchase order for the VNA from the previous year in the amount of \$5,356 which is no longer required. They are requesting that this purchase order be cancelled, allowing those funds to flow back to the fund balance, and then have the funds with the fund balance be reallocated to the Senior Fund for this project. This would enable the Senior Center project to be done. He said Ms. Weigard is hopeful to have the work done before the inclement weather sets in.

Ms. Weigard held up a drawing showing the design. She said some 27 years ago the town allotted her \$100 to start a Senior Center and the seniors have been very patient doing a lot of fund raising over the years to get to where they are. She said the canopy design originally included a tin roof but with Clem Langlois input, they decided on a different material saving money on the project, which will be instead put toward doing veneer around the building columns. She thanked both Mr. Werbner and Ms. Bellody for their efforts and also thanked the Council members for their volunteerism.

Mr. Eccles left the meeting at 7:30 p.m.

Rick field motioned to accept the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates \$5,356 from the General Fund-Fund Balance to the Senior Donations fund and to authorize the Town Manager to enter into a contract not to exceed \$30,000 to construct a canopy over the entrance of the Senior Center. The balance of the funds required for this project will come from donations collected within the Senior Fund.

Seconded by George Baker. All were in favor. None opposed.

8.5 Appointments to vacancies on various municipal boards/commissions: None.



9. **OLD BUSINESS (ACTION/DISCUSSION ITEMS):** None.

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY).** Mr. Werbner reported he had nothing further to add to the written report provided.

**11. ADOPTION OF MINUTES**

11.1 **July 28, 2015 Regular Meeting Minutes:** Rick Field moved to adopt the minutes; seconded by George Baker. All in favor. None opposed.

12. **CORRESPONDENCE TO COUNCIL:** None.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Ms. Rubino said she wanted to thank the Public Safety Department for the work they have been doing lately. It has been a tough few weeks for them.

14. **PUBLIC LISTED PARTICIPATION** (*on any subject within the jurisdiction of the Town Council*) (*3 minute limit*).

**Sharon Zerac of 345 Gehring Road**, suggested that a notice be put in the Journal Inquirer that the Town now only does bulky waste pickups twice a year. Her biggest concern, she said, is the number of unregistered motor vehicles, many of which are on Gehring Road. She said many are close to the road and present a danger to children. She said unregistered motor vehicles are dangerous and that she thought unregistered vehicles were not allowed to be located close to the road. She noted there has been an unregistered trailer on a Gehring Road property for years.

Mr. Scavone noted that an e-blast went out to residents this week reminding them that Bill's Auto Parts will pick up no-longer-wanted vehicles at no charge, and that this is a win-win for everyone. There was a brief discussion about the zoning laws in town regarding unregistered vehicles. Mr. Werbner said unregistered vehicles are prohibited, unless they are garaged. Mr. Stanford said this sounds like an enforcement issue. Mr. Werbner said unregistered vehicles can also be taxed and if people are going to end up paying taxes on unwanted vehicles, it creates an incentive to dispose of them. Ms. Rubino said taxing unregistered vehicles is a good approach to addressing the problem.

**Dave Houle of 30 White Birch Road** said he talked to Andy [Marchese, Zoning Enforcement Officer] in Vernon. He said he could not attend the meeting tonight but is open to sitting down with representatives from Tolland to show them what Vernon has done with regard to a blight ordinance. Mr. Houle raised the issue of the burned out house that is next door to him. Mr. Werbner said the building inspector has notified the homeowner that it needs to be demolished. Mr. Houle said he believes property owners can be fined for non-compliance.

## **15. EXECUTIVE SESSION**

15.1 Discuss personnel issue.

Rick Field motioned to go into Executive Session at 7:40 p.m. Seconded by Jan Rubino. All were in favor. None opposed.

The Town Council exited Executive Session at 7:55 p.m.

16. **ADJOURNMENT:** Rick Field moved to adjourn the meeting; seconded by George Baker at 7:56 p.m. All were in favor.

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Jack Scavone, Council Chair

**Annie Gentile**  
**Town Council Clerk (substitute)**