

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

REGULAR MEETING

7:30 – 10:00 P.M.

**REVISED AGENDA**

August 24, 2011

- A. CALL TO ORDER, PLEDGE OF ALLEGIANCE
- B. STUDENT REPRESENTATIVE REPORT
- C. APPROVAL OF MINUTES
  - June 22, 2011 – Special Meeting
  - June 22, 2011 – Regular Meeting
  - June 28, 2010 – Special Meeting
  - July 13, 2011 – Special Meeting
- D. SUPERINTENDENT'S REPORT
  - D.1. Tolland Elementary Parent Teacher Organization Recognition
  - D.2. Survey Results – Tolland Middle School and Tolland High School
  - D.3. Academic Enrichment Opportunities – Tolland Schools
  - D.4. Connecticut Mastery Test Results – Spring 2011
  - D.5. Connecticut Academic Performance Test (CAPT) Results – Spring 2011
  - D.6. School Improvement Goals – 2010-11 Results
  - D.7. Response to Special Education Consolidation Suggestion
  - D.8. Tolland Public Schools - Annual Report (2010-11) – No enclosure
  - D.9. Tuition Rates – Fiscal Year 2011-12  
(Regular Education, Special Education and TALC)
- E. PUBLIC PARTICIPATION
- F. POINTS OF INFORMATION
- G. COMMITTEE REPORTS
- H. BOARD ACTION
  - H.1. Family Resource Center Grant Application
  - H.2. Request for Unpaid Leave of Absence
- I. INFORMATIONAL ITEMS
  - Open House and Curriculum Night Schedule
  - School Calendars – September
  - Board of Education – Periodic Activities
- J. OLD BUSINESS
- K. COMMUNICATIONS
  - Minutes from Town Council Meetings of June 28, July 12, July 26, and August 9, 2011
- L. CHAIRPERSON'S REPORT
- M. FUTURE AGENDA ITEMS
- N. ADJOURNMENT

**TOLLAND BOARD OF EDUCATION  
Tolland, CT**

**MINUTES – Special Meeting – June 22, 2011**

**Members Present:** Mr. Robert Pagoni, Chairperson; Mr. Andy Powell, Secretary; Mr. Steve Clark; Mrs. Diane Clokey; Ms. Christine Riley Vincent; and Mrs. Karen Bresciano.

The meeting was called to order at 7:07 p.m.

**EXECUTIVE SESSION:**

Mr. Clark motioned and Mr. Powell seconded to go into Executive Session for the purpose of discussing personnel matters. All in favor. Motion carried.

The Board returned to public session at 7:32 p.m.

**ADJOURNMENT:**

Mr. Clark motioned and Mr. Powell seconded to adjourn the meeting at 7:32 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott  
Board Clerk

**TOLLAND BOARD OF EDUCATION  
Tolland, CT****MINUTES – June 22, 2011**

**Members Present:** Mr. Robert Pagoni, Chairperson; Dr. Gayle Block, Vice Chairperson; Mr. Andy Powell, Secretary; Mr. Steve Clark; Mr. Thomas Frattaroli; Mrs. Diane Clokey; Ms. Christine Riley Vincent; and Mrs. Karen Bresciano.

**Administrators Present:** Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction; Mr. Thomas Swanson, Principal, Birch Grove Primary School; Mr. Michael Moynihan, Assistant Principal, Birch Grove Primary School; and Ms. Jane Regina, Business Manager.

The meeting was called to order at 7:34 p.m.

**STUDENT REPRESENTATIVE REPORT**

Beverly Naigles introduced Kim Kostant and Kate-Lynn Walsh who will be the new student representatives to the Board of Education. Both students are currently juniors. Beverly also reported on the success of the music concert, the Step-Up Day for eighth graders on June 14, 2011. Senior finals will be June 23 and 24, 2011 and underclassmen finals will be June 25 and 27, 2011. Graduation will be on Monday, June 27, 2011.

Beverly also thanked the Board for having students representatives and she felt that she had learned a great deal by attending meeting. She also felt that she had a great time for 12 years in the Tolland Public Schools.

The members of the Board thanked her and wished her well on her new endeavors.

**APPROVAL OF MINUTES**

Mr. Powell motioned and Mr. Riley Vincent seconded to approve the minutes of the regular meeting of June 8, 2011. All in favor. Motion carried.

**SUPERINTENDENT'S REPORT****D.1. State Champions – Class M Boys Tennis Doubles**

The Superintendent introduced David Chassanoff, coach of the Boys' Tennis team, He introduced Dylan Roman and Eric Venezia, the Class M Boys Tennis Doubles Champions. Mr. Pagoni read the Proclamation from the Board of Education and presented it to the Mr. Chassanoff. Eric and Dylan thanked Mr. Chassanoff for his efforts and his positive approach to coaching the team.

**D.2. Announcement of the Retiring Staff**

Mr. Guzman read the following list of retirees. He thanked them for their years of service, professionalism and dedication for what represented a combined total of 320 year of experience with the District.

Roger Leege	-	40 years	Director of Technology
Dorothy Hernberg	-	37 years	Paraprofessional
James Tanquay	-	37 years	Custodian
Marilyn Dwire	-	32 years	Secretary
Jane Hoffman	-	31 years	Paraprofessional
Lisa Horsfield	-	31 years	Speech Pathologist
Jan Augusta	-	30 years	Teacher
Susan Leege	-	28 years	Teacher
Jane Hillebrecht	-	24 years	Teacher
Diane Zirilli	-	16 years	Teacher
Sharon Mozzer	-	14 years	Paraprofessional

### **D.3. Request for Unpaid Leave of Absence**

Mr. Ronald Ridolfo, Tolland High School World Language teacher, is requesting an unpaid leave of absence for the 2011/2012 School Year.

The Administration recommends approval of this request.

### **Motion**

Mr. Clark motioned and Ms. Riley Vincent seconded to move item D.3. to Board Action item H.5. All in favor. Motion carried.

### **D.4. Field Trip Report**

In accordance with the Board of Education Policy 5150, Field Trips, Mr. Guzman reported the following listing of field trips approved for the 2010 -11 school year.

<b><u>SCHOOL</u></b>	<b><u>DATE(S)</u></b>	<b><u>TRIP DESTINATION</u></b>	<b><u>PURPOSE</u></b>
Tolland High School	February 16-27, 2011	Costa Rica	To provide experiential learning activities for both Spanish and Environmental Science Students

Tolland High School	April 15 – 24, 2011	Dublin, Ireland and London, England	To experience both the literary and cultural traditions of Ireland and England
Tolland High School	April 14-20, 2011	Orlando, Florida	To participate in the Disney Adjudication Festival
Tolland Middle School	May 11-17, 2011	Bermuda – B-105	Exposure to field research techniques
Tolland Middle School	June 7-10, 2011	Washington, D.C.	To visit the Nation's capital and incorporate social studies curriculum

Mr. Clark requested on the number of student participants in the trips and if they were all paid for by the students. The Superintendent will provide the information.

#### **D.5. Leave of Absence Report**

As per Board of Education resolution adopted on July 11, 2007, the Superintendent present the following status report on requests for unpaid Leaves of Absences for the past year.

<b>POSITION</b>	<b>DATES OF REQUEST</b>	<b>RATIONALE</b>	<b>GRANTED/ REJECTED</b>
Paraprofessional	March 7-8, 2011	Family Illness	Granted
Paraprofessional	March 7-18, 2011	Family Member Hospitalized	Granted
Teacher	April 1, 4 and 5, 2011	Son in NCAA Basketball Finals	Granted
Paraprofessional	April 15, 2011	Son in NCAA Gymnastics Final	Granted
Paraprofessional	May 10-13, 2011	Family Wedding	Granted
Teacher	May 16-17, 2011	Surgery for Family Member	Granted
Teacher	May 18, 2011	Family Obligation	Granted
Secretary	May 18-20, 2011	Son's Graduation	Granted
Custodian	June 6-17, 2011	Trip to Africa for Family Matters	Granted
Paraprofessional	9 days as needed	Family Illness	Granted

The Superintendent noted that none of these leaves resulted in a cost to the District. There was a cumulative savings to the District of \$3,268.

**D. 6. Survey Results – Tolland High School and Tolland Middle School**

The Superintendent presented the results of the surveys of the High and Middle school students. This year's surveys were taken of all students in both schools (grades 9 through 12 and grades 6 through 8) in order to establish base line data for future surveys. Both schools will track the responses of each cohort of students as they progress from year to year. The data is in raw form and will be interpreted by the principals and results would be presented at the August 24, 2011 meeting of the Board of Education.

**D.7. 2011/2012 – Budget Adjustments****Motion**

Mr. Clark motioned and Mr. Powell seconded to have the Superintendent present the adjustments to the budget and to move further discussion to occur between items H and I on the agenda to allow for the remainder of the Board Action items to be completed. All in favor. Motion carried.

Mr. Guzman explained the proposed additions and deletions to the budget as indicated on the attached spreadsheet and also a detailed explanation of the Line #30 Personnel Adjustments.

**PUBLIC PARTICIPATION**

Kate-Lynn Walsh of 64 Stone Pond stated that she was one of the students who participated in the Costa Rica field trip. The trip had 15 students and was paid for entirely by the students. She felt that it was a life changed experience.

Trisha Davé of 17 Ryan Road requested that the music program not be reduced at Tolland Middle School. She has two children participating and feels that it sends the wrong message.

Matt Salem of 180 Barstow Lane questioned the higher expenses incurred for French than Spanish given that more students took Spanish. The Superintendent explained that much of the difference is explained by date of hire and also the experience of the teacher.

Jake Fenner of 49 Fernwood Road requested that the Board consider having a student representative from the Middle School who could report on the activities occurring in that building. Jake later felt that the members of the Board need to vocalize the budget needs to the community.

Patricia Hollay of 815 Shenipsit Lake Road asked why certain positions were moved out of the grant and into the Town side. The Superintendent explained that the town side would make it easier to retain the position. Later in the meeting, Ms Hollay asked that consideration be given to changing the world language configuration and keeping a grade two teacher at Birch Grove Primary School.

Martha Shepard of 200 Kate Lane commented that the Board had allowed for the erosion of education in Tolland.

Jackie Kolb of 34 Susan Drive stressed how sad it was that the second referendum was defeated by 36 votes. She later related how she had participated in the Global Day of Giving and visited in a grade 2 classroom to discuss the importance of Civic Responsibility. This was in conjunction with Junior Achievement.

Kate-Lynn Walsh of 64 Stone Pond stated that she had enjoyed the sports and clubs available and realized that you have to pay the price. She felt that she had received an excellent education and that many of the parents did not know what was being offered to the students.

Kuhrt Bidorini of 11 Merlot Way asked that the reductions on the spreadsheet were full cost and questioned some of the reductions. It was explained that many of these were purchases from the money left in this year's budget. Mr. Bidorini explained about a government day that he did as a student in Stafford which allowed students to shadow members of the Town and Board of Education for the day in order to more fully appreciate what is involved in these jobs.

Sam Adlerstein of 164 Pine Hill Road indicated that he felt that the budget was difficult to communicate and that spending should be with regard to a vision of where you want the educational system to go.

### **POINTS OF INFORMATION**

Mr. Powell explained that the purpose of Public Participation was for the Board to absorb the information and not reply until this section of the agenda. He also explained that much of what the Board is allowed to do with respect to the budget advocacy is covered by statute.

Mr. Clark referred to Beverly Naigles comment about how much she had learned from attending meetings. He felt that those complain the loudest never come to find out and understand what is taking place.

Mr. Pagoni mentioned that the budget is built by the Administrators and building needs. What the Board is doing now is damage control.

Mrs. Clokey explained about the process of doing a Strategic Plan if it is approved by the Board. She asked that the community stay informed of the possible project and to get involved in the process.

### **COMMITTEE REPORTS**

- **Town Council Meeting – June 14, 2011**

Mr. Clark reported that Public Hearing had been set for activities involving the Board of Education such as the Fiber Optic Cabling project and revising the use of funds already allocated to the Capital Improvement Plan.

## **BOARD ACTION**

### **H.1. Town Council and Board of Education Agreement on the Use of Parker School**

Mr. Powell motioned and Dr. Block seconded to approve the Town Council and Board of Education Agreement on the Use of Parker School as presented at the June 8, 2011 meeting of the Board of Education. There was discussion about the Town Council wanting to add new language referring to the 1992 Addition to Parker School. Mr. Powell motioned to rescind his motion and Mrs. Clokey seconded. All in favor. Motion carried. Mr. Powell motioned and Dr. Block seconded to approve the Town Council and Board of Education Agreement on the Use of Parker School as presented at the June 8, 2011 meeting of the Board of Education with the new language as indicated in bold print. Mr. Clark asked about the use of the playscape and would be responsible for repairs. The Superintendent indicated that the Board would be responsible. All in favor. Motion carried.

### **H.2. Town Council and Board of Education Agreement for Fields and Grounds**

Mr. Powell motioned and Dr. Block seconded to approve the Town Council and Board of Education Agreement for Fields and Grounds Maintenance as presented at the June 8, 2011 meeting of the Board of Education with the additional new language that appears in bold print. All in favor. Motion carried.

### **H.3. Board Policy 5080 – Student Discipline**

Mr. Powell motioned and Dr. Block seconded to approve Board Policy 5080 – Student Discipline as presented at the June 8, 2011 meeting. All in favor. Motion carried.

### **H.4. Cancellation of Summer Board Meetings**

Mr. Powell motioned and Dr. Block seconded to cancel the Board of Education meetings scheduled for July 13, 27 and August 10, 2011 and to further authorize the Superintendent of Schools to act on behalf of the Board in awarding bids and proposals for special or professional services in excess of \$20,000 up to August 24, 2011. Members of the Board will receive bi-weekly reports throughout the summer on actions taken under this authorization, if any. All in favor. Motion carried.

### **D.5. Request for Unpaid Leave of Absence**

Mr. Powell motioned and Dr. Block seconded to approve an unpaid leave of absence for the 2011/2012 school year. All in favor. Motion carried.

### **Motion**

Mr. Powell motioned and Mrs. Bresciano seconded to move the budget discussion to after Future Agenda Items in order to finish the business on the agenda. All in favor. Motion carried.

## **INFORMATIONAL ITEMS**

Mr. Pagoni read into the minutes a letter to the Superintendent informing him of the election of Ms. Jane Regina as President of the Connecticut Association of School



Business Officials. The members of the Board congratulated Ms. Regina and thanked her for her service.

Also enclosed was an invitation to teachers and Board members to visit the Connecticut Science Center.

### **OLD BUSINESS**

None

### **COMMUNICATIONS**

- Town Council Minutes of June 1, 2011 Special Meeting
- Town Council Minutes of June 14, 2011 Regular Meeting

### **CHAIRPERSONS REPORT**

None

### **FUTURE AGENDA ITEMS**

1. Tolland High School and Tolland Middle School Survey Results
2. Enrollment Numbers for Kindergarten

### **Budget Discussion**

Dr. Block explained that the choral music program at the Intermediate School would be once a week just as the other specials. The fourth and fifth band would remain in tack and the UA rotation would work.

Mrs. Clokey was concerned about the Music x 3 program and it was indicated that there may be some impact.

Mrs. Bresciano was concerned about the lack of technology at Tolland Intermediate and Tolland Middle School. Technology would be infused into the curriculum. A keyboarding software program would be coordinated by a paraprofessional.

Mr. Clark questioned the grade level teacher configuration. The Superintendent indicated that the Principals would be present at the special meeting to respond to question concerning their buildings needs.

Mr. Powell asked about the number of employees eligible for the HAS program and if any employees had dropped out to enroll in their spouses insurance.

Mrs. Bresciano asked is the GASB contribution would have to be placed in next year's budget. Mr. Guzman stated that there would not be an answer to that until calculations were done, but it was a possibility. She also questioned the content of the PBIS program. It was explained as a program to improve student behaviors in the buildings. Birch Grove would be the last school to be trained.

Mrs. Clokey asked about the funding of PBIS in the other schools and Mr. Guzman responded that it was in the local budget. Mrs. Clokey also questioned the tuition account for the magnet schools. Ms. Regina responded that we really did not have a definite number of students attending and would have to watch that line item as we get more complete information.

Mr. Powell asked if the service clubs would still be handled without a fee. Mr. Guzman responded that the intention is to have it remain the same.

Dr. Block thanked the Superintendent, Ms. Regina and the staff in their efforts to maintain as much of the program as they could.

Further discussion of the budget will be at a Special Meeting in the Library Media Center of Tolland High School at 7:30 p.m. on Tuesday, September 28, 2011.

#### **EXECUTIVE SESSION – Personnel Matters**

Mr. Clark motioned and Ms. Riley Howard seconded to go into Executive Session at 9:50 p.m. for the purpose of personnel matters and to invite the Superintendent. All in favor. Motion carried.

The Board returned to public session at 9:59 p.m.

#### **Motion**

Mr. Powell motioned and Mr. Clark seconded to extend the meeting beyond 10:00 p.m. Mr. Pagoni, Mr. Powell, Ms. Riley Vincent, Mrs. Bresciano, Mrs. Clokey, Mr. Clark, Mr. Frattaroli in favor. Dr. Block abstained. Motion carried.

Mr. Clark motioned and Mr. Powell seconded to return to executive session for personnel matters and invite the Superintendent. All in favor. Motion carried.

The Board returned to public session at 10:40 p.m.

#### **ADJOURNMENT**

Mr. Clark motioned and Dr. Block seconded to adjourn at 10:41 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott  
Board Clerk

**TOLLAND BOARD OF EDUCATION  
Tolland, CT****MINUTES – June 28, 2011 Special Meeting**

**Members Present:** Mr. Robert Pagoni, Chairperson; Dr. Gayle Block, Vice Chairperson; Mr. Andy Powell; Secretary; Mr. Steve Clark; Mr. Thomas Frattaroli; Ms. Karen Bresciano; and Mrs. Judy Grabowicz.

**Administrators Present:** Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Development; Ms. Kathleen Raymond, Director of Pupil Services; Ms. Dominique Fox, Principal, Tolland High School; Dr. Walter Willett, Principal, Tolland Middle School; Mr. James Dineen, Principal, Tolland Intermediate School; Mr. Thomas Swanson, Principal, Birch Grove Primary School; Ms. Margot Martello, Assistant Principal, Tolland High School; Mr. Michael Moynihan, Assistant Principal, Birch Grove Primary School; and Ms. Jane Regina, Business Manager.

The meeting was called to order at 7:34 p.m.

**PUBLIC PARTICIPATION**

Mr. Ken Kittredge of 37 Farmbrook thanked the members of the Board of Education for all their hard work. He acknowledged the difficulties of the last three budget years.

Ms. Mary Kay Della Camera of 122 Charles Street asked that the Board not reduce any more of the fine arts programs. She is very concerned about the direction of the schools.

**Adoption of the 2011/2012 Board of Education Budget**

Mr. Guzman distributed material which indicated which of the proposed changes to the budget were not contractual or mandated. Information was also distributed indicating the participation fee information of co-curricular activities at each of the schools. The Superintendent reviewed the questions that had been asked at the June 22, 2011 meeting of the Board of Education as follows:

1. Regarding Tolland Intermediate were there any music cuts in the past?  
**No cuts**
2. What were the number of people who dropped their insurance to go on their spouse's insurance?  
**The total number is 5 employees.**
3. What will the Spanish/French World Language schedule look like in the new year? What are the specials? Will they be the same level as last year?

**Walt Willett, Principal of Tolland Middle School, explained that the World Language would be an elective for grades 7 and 8 and an exploratory course for grade 6. The change from a 6 period rotation to a 7 period rotation would allow students to have two specials. He also**

**indicated that the ROPE program would be reinstated and that he felt that the specials were at a better level than this current year.**

4. Further explain why there is no need for the computer technology position at Tolland Intermediate.

**Jim Dineen, Principal of Tolland Intermediate School, explained that when Tom Sayers was in the technology position there was a move to work with the teachers to infuse technology into the curriculum. Mr. Sayers had developed many lessons and saved these lessons. He and Mr. Sayers had developed a step program to enable the teachers to use the computer lab on their own. Many of the teachers had developed more lessons that they were sharing with other staff members. The staff are at different levels with the infusion, but feel that they are working with the change very well.**

Mr. Powell asked about the status of the technology in the building. Mr. Dineen stated that one of the labs was in need of replacement, but the other two labs were doing fine.

Mr. Frattaroli asked if there were any groups not using the facilities and was the infusion of technology helpful to the level of differentiation that could be offered to the students. Mr. Dineen felt that it had enabled many of the teachers to modify the curriculum and that all were using the technology, but certainly at different levels.

Mrs. Bresciano questioned the loss of three positions at Tolland Intermediate School. Mr. Dineen replied that the grade level teacher was in response to a drop in enrollment. He also indicated that they were currently reconfiguring the special education program, but were watching it closely because on new enrollments. Mr. Dineen felt that the math support loss would be felt the most.

Mr. Clark asked for a clarification of the status of World Language at Tolland Middle School. Dr. Willett explained that World Language would be an elective for students and with the change back to a 7 period rotation a student would be able to have two elective classes.

Mrs. Bresciano indicated that she had received an email from a teacher who had removed half of the light bulbs in the classroom and did not notice any difference.

Mrs. Bresciano also reported on a discussion that she had with MaryAnn Delaney Tuttle who proposed a group look into returning outplaced students back into the District which would be less expensive. Mrs. Raymond replied that they are constantly looking into ways to bring students back to the District. With the range of student needs, it would not be feasible to have a small class of students with the same needs. She also indicated that more staff would need to be hired to address this change.

Mr. Pagoni requested that the message be forwarded to the Superintendent, Mrs. Raymond and Dr. Eidson for a closer look and that the Superintendent would report to the Board in August.

Mr. Clark requested that each Principal report on the general feelings about their schools as a result of the budget restrictions.

Mr. Swanson stated that Birch Grove was maintaining the level of instruction and making the best of the situation. He also indicated that reinstating the team leaders had been very helpful.

Mr. Dineen stated that some of the areas of instruction were really good and some such as special education needed to be carefully monitored.

Dr. Willett indicated that this coming year would be better than last year, but was really concerned about the 2012/2013 school year and whether the local budget could absorb the Ed Jobs Grant position not currently in this year's local budget.

Ms. Fox felt that the high school was falling behind. That sometimes finding the money for projector light bulbs was difficult and most of the electives were at full capacity.

Mr. Powell thanked the Superintendent and his staff for all their hard work.

### **Motion**

Dr. Block motioned and Mrs. Grabowicz seconded to approve the revised 2011/2012 Board of Education budget of \$34,662,357, a reduction of \$1,353,750 with the Superintendent's adjustments as presented at the June 28, 2011 meeting of the Board of Education. All in favor. Motion carried.

### **EXECUTIVE SESSION – Personnel Matters**

Mr. Clark motioned and Mr. Powell seconded to enter into Executive Session at 8:35 p.m. for the purpose of personnel matters. All in favor. Motion carried.

The Board returned to public session at 8:36.

A discussion followed concerning the Superintendent's request for authorization to make certain adjustments to the 2011-12 budget based upon possible unanticipated balances at year end. There was a concern that a cap be placed on the amount. Most members did not feel that this was necessary considering it was only for two days.

### **Motion**

Mr. Powell motioned and Dr. Block seconded that the Board of Education authorize the Superintendent to make any additional adjustments to the 2011/2012 budget as deemed necessary at the close of the current fiscal year. Mr. Frattaroli, Mr. Clark, Dr. Block, Mr. Powell, Mrs. Grabowicz, and Mrs. Bresciano in favor. Mr. Pagoni abstained. Motion carried.

**EXECUTIVE SESSION – Personnel Matters**

Mr. Clark motioned and Mr. Powell seconded to enter into Executive Session at 8:45 p.m. for the purpose of personnel matters. All in favor. Motion carried.

The Board returned to public session at 9:05 p.m.

**Motion**

Mr. Powell motioned and Dr. Block seconded to increase the Superintendent's salary for the 2011/2012 fiscal year by 2.25%. Mr. Powell, Dr. Block, Mrs. Grabowicz and Mr. Pagoni in favor. Mrs. Bresciano, Mr. Frattaroli, and Mr. Clark against. Motion carried.

Mr. Clark motioned and Mr. Powell seconded to return to executive session for personnel matters at 9:06 p.m. All in favor. Motion carried.

The Board returned to public session at 9:15 p.m.

**Motion**

Dr. Block motioned and Mrs. Grabowicz seconded to extend the Superintendent's contract to June 30, 2014. All in favor. Motion carried.

Mr. Block motioned and Mrs. Grabowicz seconded to increase the two maintenance workers 2011/2012 hourly rate by 5.3% and the Human Resource Specialist and Payroll Clerk salaries by 4.6%. All in favor. Motion carried.

**Adjournment**

Mr. Clark motioned and Dr. Block seconded to adjourn the meeting at 9:19 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott  
Board Clerk

**Tolland Board of Education  
Special Meeting**

**Minutes – July 13, 2011**

**Members Present:** Robert Pagoni, Diane Clokey, Steve Clark, Gayle Block, Andy Powell

**Administrators Present:** Mr. William D. Guzman, Superintendent of Schools

Mr. Pagoni called the meeting to order at 2:31 p.m. in the Board Office located at 51 Tolland Green, Tolland, CT.

Mr. Clark motioned and Mr. Powell seconded to go into executive session for the purpose of conducting an expulsion hearing. All in favor. Motion carried.

The Board returned to public session at 2:44 p.m.

**Motion**

Dr. Block moved, based on the evidence in the record, that the Board expel Student A, effective August 31, 2011 and continuing through June 30, 2012, as a result of her engaging on or off school grounds in offering for sale or distribution a controlled substance...whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties.

- a. During the period of expulsion, the Board will provide Student A with an alternative educational program deemed appropriate by the Administration, provided that Student A attends the alternative education program on a daily basis, makes a good faith effort to excel in the alternative education program and refrains from engaging in any conduct that would warrant suspension and/or expulsion under the policies of the Tolland Board of Education.
- b. During the period of her expulsion, Student A will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, with the sole exception of her participation in the alternative education program provided by the Board in accordance with the provisions of this Agreement.
- c. Prior to January 6, 2012 of the 2011-12 school year, Student A may apply for early readmission to Tolland High School. In reviewing any such request for early readmission, the Superintendent will review Student A's conduct, as well as her attendance and effort level in the alternative

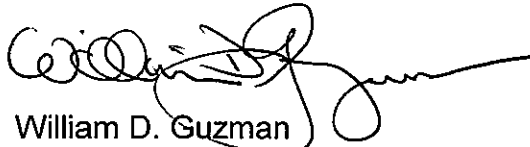
educational program. If the Superintendent determines that Student A's conduct, together with her attendance and effort level in the alternative educational program, merits early readmission to school, the Superintendent may, in his sole discretion, readmit Student A effective at the start of the second semester of the 2011-12 school year.

- d. If the Superintendent determines that Student A should be readmitted to Tolland High School early in accordance with the preceding section, and if Student A subsequently commits any offense that would warrant, suspension and/or expulsion under the policies of the Tolland Board of Education, then the Superintendent may reinstate Student A's expulsion for the remainder of the expulsion period without the need for any further proceedings before the Tolland Board of Education.

The motion was seconded by Mr. Clark. All in favor. Motion carried.

Mr. Clark motioned and Mr. Powell seconded to adjourn the meeting at 2:47 p.m. All in favor. Motion carried.

Respectfully submitted,



William D. Guzman  
Superintendent of Schools

WDG:ca



**TO: Members of the Board of Education**

**FROM: William D. Guzman**

**DATE: August 24, 2011**

**SUBJECT: Tolland Elementary Parent Teacher Organization Recognition**

The Tolland Elementary Parent Teacher Organization (TEPTO) represents both Birch Grove Primary and Tolland Intermediate Schools. TEPTO has historically provided countless resources to the schools. These resources are in the form of children's programs, mini-grants, equipment, materials, books, etc. The membership of TEPTO continues to provide creative ways to foster educational opportunities for all students in the District. The leadership of TEPTO for the past two years has been in the capable hands of Jen Mahoney and Christine Glyman. Their terms as co-Presidents expired at the end of the 2010/2011 school year. The Board of Education recognizes their service to the schools and the community.

WDG:ca

**TO: Members of Board of Education**

**FROM: William D. Guzman**

**DATE: August 24, 2011**

**SUBJECT: Student Surveys – Tolland Middle and Tolland High Schools**

Attached are the results of the surveys of the Middle and High school students. This year's surveys were taken of all students in both schools (grades 6 through 8 and grades 9 through 12) in order to establish base line data for future surveys. Both schools will track the responses of each cohort of students as they progress from year to year.

Dr. Willett and Ms. Fox, principals of the Middle School and the High School, respectively, will be at the meeting to highlight the survey results and answer any questions regarding the survey.

WDG:ca

**Survey Item Analysis**  
**TMS Survey-Grade 6-Exit-10-11 10/MC 0/PE**

Disaggregating: All Students Section: All Sections  
 Total Students: 229 Teacher: All Teachers

**Section**

On average, I have more than 90 minutes of homework a night.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
1	27 12%	41 18%	68 30%	63 28%	30 13%	1 0%	1 0%

Teachers treat students with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
2	63 28%	114 50%	31 14%	7 3%	14 6%	0 0%	0 0%

Students treat teachers with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
3	27 12%	97 42%	85 37%	12 5%	8 3%	0 0%	0 0%

Students treat each others with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
4	18 8%	63 28%	106 46%	26 11%	15 7%	0 0%	1 0%

I feel safe at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
5	91 40%	84 37%	33 14%	12 5%	9 4%	0 0%	0 0%

Discipline is applied fairly at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
6	46 20%	91 40%	54 24%	23 10%	19 8%	4 2%	0 0%

I feel teachers at TMS care about me.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
7	53 23%	116 51%	40 17%	14 6%	8 3%	2 1%	0 0%

When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
8	43 19%	83 36%	77 34%	25 11%	15 7%	14 6%	0 0%

I am not picked on, teased, or bullied during school hours.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
9	78 34%	74 32%	36 16%	26 11%	16 7%	2 1%	1 0%

I have at least one adult at TMS who cares about me.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
10	115 50%	75 33%	28 12%	8 3%	5 2%	4 2%	2 1%

Ttl.	561 25%	838 37%	558 24%	216 9%	139 6%	27 1%	5 0%
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**Survey Item Analysis**  
**THS-Exit Survey-CI 2011-\*10-11 13/MC 0/PE**

Disaggregating: All Students Section: All Sections  
 Total Students: 195 Teacher: All Teachers

THS Exit Survey								
On average, I have more than 120 minutes of homework a night.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
1	19 10%	37 19%	26 13%	64 33%	46 24%	0 0%	1 1%	2 1%
I feel the THS policies and staff keep me physically safe while I am at school.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
2	32 16%	76 39%	46 24%	21 11%	16 8%	2 1%	3 2%	1 1%
I am not picked on, teased, or bullied during school hours.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
3	56 29%	84 43%	24 12%	20 10%	9 5%	0 0%	1 1%	1 1%
When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
4	16 8%	60 31%	55 28%	41 21%	20 10%	2 1%	2 1%	1 1%
Teachers in my school treat students with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
5	28 14%	86 44%	47 24%	19 10%	13 7%	0 0%	0 0%	2 1%
Students in my school treat teachers with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
6	8 4%	49 25%	86 44%	36 18%	15 8%	0 0%	0 0%	1 1%
Students in my school treat one another with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
7	7 4%	51 26%	71 36%	47 24%	16 8%	0 0%	0 0%	3 2%
I feel teachers at THS care about me.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
8	21 11%	90 46%	59 30%	15 8%	5 3%	0 0%	1 1%	4 2%
I have at least one adult at school, besides my school counselor, who cares about me.								
	Strongly		Neither Agree nor		Strongly	Not	Multi	

Item	Agree	Agree	Disagree	Disagree	Disagree	Applicable	Mark	Omit
9	90 46%	78 40%	11 6%	5 3%	7 4%	0 0%	0 0%	4 2%

Discipline is administered equitably by THS staff.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
10	2 1%	29 15%	53 27%	46 24%	5 59 30%	2 1%	2 1%	4 2%

THS faculty and staff value what students have to say.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
11	6 3%	45 23%	52 27%	54 28%	5 33 17%	0 0%	1 1%	4 2%

I am encouraged by faculty and staff to develop my own voice.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
12	14 7%	56 29%	67 34%	31 16%	24 12%	0 0%	0 0%	3 2%

I feel a sense of pride in being a student at Tolland High School.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
13	17 9%	67 34%	53 27%	27 14%	23 12%	1 1%	1 1%	7 4%
Ttl.	316 12%	808 32%	650 26%	426 17%	286 11%	7 0%	12 0%	37 1%

**Survey Item Analysis**  
**TMS Survey- Grade 7- Exit- \*10-11 10/MC 0/PE**

Disaggregating: All Students Section: All Sections  
 Total Students: 230 Teacher: All Teachers

**Section**

On average, I have more than 90 minutes of homework a night.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
1	28 12%	47 20%	55 24%	70 30%	33 14%	3 1%	0 0%

Teachers treat students with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
2	36 16%	87 38%	71 31%	23 10%	12 5%	0 0%	1 0%

Students treat teachers with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
3	10 4%	67 29%	113 49%	34 15%	4 2%	0 0%	2 1%

Students treat each other with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
4	7 3%	56 24%	105 46%	43 19%	18 8%	0 0%	1 0%

I feel safe at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
5	73 32%	101 44%	42 18%	11 5%	4 2%	1 0%	0 0%

Discipline is applied fairly at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
6	17 7%	70 30%	71 31%	51 22%	23 10%	2 1%	0 0%

I feel teachers at TMS care about me.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
7	28 12%	84 37%	75 33%	30 13%	11 5%	1 0%	3 1%

When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
8	27 12%	51 22%	76 33%	58 25%	25 11%	7 3%	0 0%

I am not picked on, teased, or bullied during school hours.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
9	78 34%	82 36%	26 11%	30 13%	18 8%	5 2%	1 0%

I have at least one adult at TMS who cares about me.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
10	90 39%	84 37%	28 12%	17 7%	5 2%	0 0%	6 3%
Ttl.	394 17%	729 32%	662 29%	367 16%	153 7%	19 1%	14 1%

**Survey Item Analysis**  
**TMS Survey- Grade 8- Exit- \*10-11 10/MC 0/PE**  
 Disaggregating: All Students Section: All Sections  
 Total Students: 217 Teacher: All Teachers

**Survey Grade 8**

On average, I have more than 90 minutes of homework a night.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
1	76 35%	45 21%	52 24%	33 15%	13 6%	3 1%	1 0%

Teachers treat students with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
2	34 16%	97 45%	63 29%	11 5%	11 5%	1 0%	2 1%

Students treat teachers with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
3	14 6%	67 31%	107 49%	25 12%	3 1%	0 0%	1 0%

Students treat each other with respect at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
4	8 4%	52 24%	96 44%	51 24%	8 4%	0 0%	2 1%

I feel safe at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
5	47 22%	110 51%	38 18%	10 5%	11 5%	1 0%	2 1%

Discipline is applied fairly at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
6	26 12%	97 45%	55 25%	30 14%	17 8%	9 4%	1 0%

I feel teachers at TMS care about me.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
7	26 12%	88 41%	72 33%	17 8%	14 6%	1 0%	1 0%

When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at TMS.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
8	20 9%	61 28%	78 36%	47 22%	16 7%	6 3%	1 0%

I am not picked on, teased, or bullied during school hours.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
9	64 29%	74 34%	35 16%	27 12%	16 7%	2 1%	3 1%

I have at least one adult at school who cares about me.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Multi Mark	Omit
10	81 37%	84 39%	29 13%	9 4%	12 6%	3 1%	5 2%
Ttl.	396 18%	775 36%	625 29%	260 12%	121 6%	26 1%	19 1%

**Survey Item Analysis**  
**THS-Exit Survey-CI 2012-\*10-11 13/MC 0/PE**

Disaggregating: All Students Section: All Sections  
 Total Students: 206 Teacher: All Teachers

THS Exit Survey								
On average, I have more than 120 minutes of homework a night.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
1	46 22%	48 23%	38 18%	53 26%	16 8%	0 0%	0 0%	5 2%
I feel the THS policies and staff keep me physically safe while Iâ€™m at school.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
2	45 22%	83 40%	48 23%	19 9%	6 3%	0 0%	0 0%	5 2%
I am not picked on, teased, or bullied during school hours.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
3	71 34%	81 39%	25 12%	18 9%	5 2%	1 0%	1 0%	5 2%
When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
4	14 7%	53 26%	71 34%	46 22%	11 5%	4 2%	5 2%	6 3%
Teachers in my school treat students with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
5	28 14%	91 44%	37 18%	33 16%	12 6%	0 0%	0 0%	5 2%
Students in my school treat teachers with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
6	9 4%	40 19%	85 41%	54 26%	12 6%	0 0%	1 0%	5 2%
Students in my school treat one another with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
7	11 5%	49 24%	73 35%	51 25%	17 8%	0 0%	0 0%	5 2%
I feel teachers at THS care about me.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
8	18 9%	87 42%	57 28%	24 12%	14 7%	1 0%	1 0%	5 2%
I have at least one adult at school, besides my school counselor, who cares about me.								
	Strongly		Neither Agree nor		Strongly	Not	Multi	



Item	Agree	Agree	Disagree	Disagree	Disagree	Applicable	Mark	Omit
9	56 27%	96 47%	25 12%	15 7%	7 3%	2 1%	2 1%	5 2%

Discipline is administered equitably by THS staff.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
10	9 4%	43 21%	61 30%	54 26%	31 15%	3 1%	3 1%	5 2%

THS faculty and staff value what students have to say.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
11	3 1%	49 24%	50 24%	59 29%	39 19%	0 0%	1 0%	5 2%

I am encouraged by faculty and staff to develop my own voice.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
12	9 4%	59 29%	74 36%	43 21%	15 7%	0 0%	0 0%	6 3%

I feel a sense of pride in being a student at Tolland High School.

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
13	18 9%	74 36%	66 32%	19 9%	15 7%	2 1%	2 1%	12 6%
Ttl.	337 13%	853 32%	710 27%	488 18%	200 7%	13 0%	16 1%	74 3%

**Survey Item Analysis**  
**THS-Exit Survey- CI 2013-\*10-11 13/MC 0/PE**

Disaggregating: All Students Section: All Sections  
 Total Students: 227 Teacher: All Teachers

THS Exit Survey								
On average, I have more than 120 minutes of homework a night.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
1	49 22%	59 26%	37 16%	57 25%	24 11%	0 0%	0 0%	1 0%
I feel the THS policies and staff keep me physically safe while Iâ€™m at school.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
2	35 15%	81 36%	65 29%	32 14%	10 4%	1 0%	1 0%	3 1%
I am not picked on, teased, or bullied during school hours.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
3	87 38%	87 38%	19 8%	20 9%	11 5%	1 0%	1 0%	2 1%
When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
4	16 7%	54 24%	75 33%	48 21%	28 12%	2 1%	3 1%	3 1%
Teachers in my school treat students with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
5	25 11%	81 36%	70 31%	30 13%	20 9%	0 0%	0 0%	1 0%
Students in my school treat teachers with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
6	12 5%	49 22%	95 42%	55 24%	13 6%	0 0%	0 0%	3 1%
Students in my school treat one another with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
7	15 7%	56 25%	93 41%	45 20%	17 7%	0 0%	0 0%	1 0%
I feel teachers at THS care about me.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
8	15 7%	81 36%	79 35%	34 15%	15 7%	0 0%	1 0%	2 1%
I have at least one adult at school, besides my school counselor, who cares about me.								
	Strongly		Neither Agree nor		Strongly	Not	Multi	

Item	Agree	Agree	Disagree	Disagree	Disagree	Applicable	Mark	Omit
9	62 27%	98 43%	39 17%	13 6%	12 5%	1 0%	2 1%	1 0%
Discipline is administered equitably by THS staff.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
10	14 6%	47 21%	53 23%	49 22%	59 26%	1 0%	2 1%	3 1%
THS faculty and staff value what students have to say.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
11	7 3%	54 24%	60 26%	63 28%	41 18%	0 0%	0 0%	2 1%
I am encouraged by faculty and staff to develop my own voice.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
12	8 4%	55 24%	90 40%	47 21%	24 11%	1 0%	1 0%	2 1%
I feel a sense of pride in being a student at Tolland High School.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
13	14 6%	77 34%	77 34%	28 12%	26 11%	1 0%	1 0%	4 2%
Ttl.	359 12%	879 30%	852 29%	521 18%	300 10%	8 0%	12 0%	28 1%

**Survey Item Analysis**  
**THS Exit Survey CI 2014-\*10-11 13/MC 0/PE**

Disaggregating: All Students Section: All Sections  
 Total Students: 221 Teacher: All Teachers

THS Exit Survey								
On average, I have more than 120 minutes of homework a night.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
1	48 22%	29 13%	48 22%	69 31%	19 9%	2 1%	2 1%	6 3%
I feel the THS policies and staff keep me physically safe while I'm at school.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
2	29 13%	89 40%	54 24%	29 13%	14 6%	1 0%	1 0%	5 2%
I am not picked on, teased, or bullied during school hours.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
3	58 26%	72 33%	34 15%	30 14%	20 9%	2 1%	2 1%	5 2%
When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
4	12 5%	43 19%	73 33%	44 20%	35 16%	6 3%	8 4%	6 3%
Teachers in my school treat students with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
5	20 9%	77 35%	58 26%	35 16%	25 11%	0 0%	1 0%	5 2%
Students in my school treat teachers with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
6	6 3%	42 19%	84 38%	66 30%	17 8%	1 0%	1 0%	5 2%
Students in my school treat one another with respect.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
7	6 3%	42 19%	83 38%	47 21%	38 17%	0 0%	0 0%	5 2%
I feel teachers at THS care about me.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
8	15 7%	71 32%	83 38%	26 12%	21 10%	0 0%	0 0%	5 2%
I have at least one adult at school, besides my school counselor, who cares about me.								
	Strongly		Neither Agree nor		Strongly	Not	Multi	

Item	Agree	Agree	Disagree	Disagree	Disagree	Applicable	Mark	Omit
9	38 17%	92 42%	58 26%	15 7%	11 5%	1 0%	1 0%	6 3%
Discipline is administered equitably by THS staff.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
10	6 3%	60 27%	47 21%	56 25%	42 19%	3 1%	3 1%	7 3%
THS faculty and staff value what students have to say.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
11	3 1%	57 26%	68 31%	51 23%	36 16%	0 0%	0 0%	6 3%
I am encouraged by faculty and staff to develop my own voice.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
12	9 4%	57 26%	87 39%	38 17%	22 10%	1 0%	1 0%	7 3%
I feel a sense of pride in being a student at Tolland High School.								
Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable	Multi Mark	Omit
13	17 8%	63 29%	68 31%	28 13%	31 14%	2 1%	2 1%	12 5%
Ttl.	267 9%	794 28%	845 29%	534 19%	331 12%	19 1%	22 1%	80 3%

**TO: Members of the Board of Education**

**FROM: William D. Guzman**

**DATE: August 24, 2011**

**SUBJECT: Academic Enrichment Opportunities – Tolland Schools**

At the May 25, 2011 Board of Education meeting, Dr. Sally Reis, University of Connecticut professor, presented on possible ways to address the educational needs of gifted students. At the meeting, she outlined several practices that the District should investigate for possible implementation. These areas included:

- Utilization of differentiated instruction
- Cluster grouping
- Enrichment clusters meeting one afternoon per week
- Creating teacher enrichment teams

The administration has reviewed these suggestions in light of already existing enrichment activities throughout the District. Below are listings of those enrichment opportunities already available at each of the schools.

### **Birch Grove Primary**

#### **Kindergarten**

Students are given opportunities to have differentiated instruction during the literacy center time

- Language Arts  
Extend writing projects to include three or more sentences with descriptive words. Pull out reading group with reading teacher
- Math  
Math center activities

#### **First and Second Grade**

Students are pulled together from several classrooms to be placed in homogeneous instructional groups for Language Arts. Students are placed in small groups in a few classes.

- Language Arts  
Providing activities that involve using graphic organizers and creating multimodality materials that require higher order thinking skills such as: creating mental and sensory images, synthesizing information, drawing inferences and organizing information.

Theme related research projects based on individual interests that allow creativity and opportunities to express their unique thinking.

Research Papers- Students have different seatwork. Their seatwork involves higher level thinking skills. Students pursue independent research through the writer's workshop model

Cloze activities - Students work on expressive language and vocabulary.

Non-Fiction activities, Biographies and author studies – Students gather and organize information. Students compare and contrast fiction and non-fiction.

Creative Writing – Students are given additional time to work on developing creative writing and share their information.

Book Projects -Students choose a topic, get books from the library, take notes, and share with the group. Students write extensions to books.

Book Club – Sharing and responding to books of interest

Technology – Online reading program activities and website activities

- Math  
Math center activities, enrichment packets, and math game extensions at higher levels
- Science and Social Studies  
Enrichment activities and hands on centers

## **Tolland Intermediate School**

### **Language Arts**

- Students were clustered across PLC team according to reading level. Groups worked together during the learning lab period.
- Guided Reading Groups -Students were grouped according to reading level for guided reading groups.
- Daily 5- This program offers students the opportunity to work on tasks in each category (word work, work on writing, read to self, read to other, listen to reading) independently and do various leveled and activities. Students were given choice of both on level and above level games/worksheets/discussion questions, etc.
- Book Groups - The children were given opportunities to run their own student led book groups and have discussions on the novels they were reading, taking on specific roles to focus their discussion.
- During learning lab, students researched and did a report on an area of interest (animal, instrument, etc.)
- Parent Volunteers came in every Thursday and did reading enrichment with different groups.

- Students designed their own experiment, created board games based on unit vocabulary and essential learning

### **Social Studies**

- Students wrote letters to the King's cartographer explaining what they saw on expedition to the New World
- Students researched historical poems about a famous Revolutionary War person.
- Students created and published their own magazines, which were then put in our library for other students to read
- Students were given the opportunity to write movie scripts, newscasts and design video games

### **Math Enrichment**

- Students were clustered across PLC team. Groups worked together during the learning lab period on extension activities.
- Students were given the opportunity to complete one of the following math projects: Million Dollar project, House challenge, stadium/mall design.
- Math stations were created for students who were strong in certain areas. The centers gave them more opportunity to explore concepts.
- Math unit enrichment packets were used in the classroom during independent work OR could be sent home as a supplement homework.

### **Learning Lab Software Analysis**

- One of our fourth grade teachers embarked on a pilot study during our learning lab period. Students were selected from several fourth grade classrooms to participate in a gifted and talented software evaluation. Students were given the opportunity to experiment, with teacher recommended software. All of the sites selected presented curricular extensions to grade level curriculum. Students tested out the websites and wrote a critique following the experience. This pilot study will be expanded upon next year and the following year, as we look toward implementing such programmatic options school-wide.

## **Tolland Middle School**

### **Math**

- Math classrooms have Learning Centers for students who finish their class work or assessments early. Students can go to these centers and work on meaningful and interesting math projects/concepts that extend beyond the classroom. These are already in use in many classrooms and will be implemented more fully next year.
- Students in 6th grade Math classes completed a tax project, created game boards based on the units studied, created tiling activities and home design projects when they finished their class work.
- Honors Algebra 1 (high school level) is offered to 8<sup>th</sup> grade students.
- Students are purposefully placed with educators that will challenge them based on their academic needs.



- The Math Olympiad Program offers students who join the opportunity to compete other area students.

## **Science**

- All Blue Team students were given the opportunity to design-their-own science experiments outside of school as a follow-up to designing controlled experiments in science class. About ten students spent two months researching, designing controlled experiments, experimenting, and collecting data at home. When the experiments outside of school were complete, students shared projects with classmates in science class. The goal was to enrich their learning in the classroom. Students brought in many project visuals to share. These first enrichment projects then generated great enthusiasm for other students to do enrichment beyond our science curriculum. Twenty to twenty-five students then participated in after school science enrichment from December to June. Some students spent over 40 hours during the year involved in researching science topics to explore areas of high interest. Most of those students worked in small groups researching in books, on the internet taking notes, putting together reports/power points/other visuals to present to class/teammates at the end of the year. All students participating were enriched by the experience. Some students used community resources to help foster learning about areas being researched. (Example: a local doctor for medical related research and UCONN staff for sleep study information).
- Beyond the classroom science projects are assigned and students are given flexibility in their execution, allowing high performing students to complete projects at a level appropriate to their abilities.
- UCONN Engineering Program – students will have an opportunity to go to UCONN to work with UCONN students in the school of Engineering.

## **Social Studies**

- Students utilized SEEd Debate and other on-line software resources to discuss current events with other students and professionals. Students were also given choices for projects that allow academically gifted students to enhance them.
- Students experienced programs beyond the classroom (such as Dr. Mama) in assemblies.
- Instruction is differentiated with Cite Evidence Reading practices, and primary source material activities, organized to best serve the various populations within the class and grade.

## **Language Arts**

- Subject area teachers often differentiate reading assignments to provide academically gifted students more challenging material.
- Enrichment is done as alternative assignments, different questioning techniques are utilized, as well as additional higher level in class reading. Students work in expert groups.
- Assemblies are held for student to enrich instruction.
- Activities such as the Poetry Slam provide students opportunities to express their talent, and work to the best of their abilities, to participate in an exciting event that includes students and staff.

## Unified Arts

- In Art, gifted and talented students do extra projects dealing with the same topic area, or a more involved advanced or detailed projects.
- Music students are offered participation in the Eastern Regional Music Festival: students stay after school with Ms. Stewart to prepare for their audition one day a week in September, October, and early November. Those who are accepted into the festival stay after school with Ms. Stewart one day a week in January, February and early March to learn their choral music for the festival. Band students complete the same structured program with Ms. Titus.

### Other opportunities

- The Academic Achievement Lab and Academy provide a place for students to work more extensively on projects with educator support.
- Teacher guided book study groups.

## Tolland High School

- **HIGH SCHOOL/COLLEGE PARTNERSHIPS**

Tolland High School is a participant in several high school/college partnerships. Students participating in these programs can earn college credit by taking courses at local colleges or by taking college-level courses here at THS.

- ***University of Connecticut Early College Experience***

The UCONN Early College Experience (ECE, formerly known as the High School Partnership program) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college and earn college credits that provide both an academic and financial head-start on a college degree.

Tolland High School offers ECE courses in Chemistry, Physics and French. Students who successfully complete the course with a grade of C or better will receive credit from UCONN. These credits are highly transferable to other universities.

- ***Manchester Community College High School Partnership***

The Manchester Community College (MCC) High School Partnership program is open to juniors and seniors who rank in the top half of their class and maintain a "B" average. Students can take appropriate classes at MCC for no tuition costs (books not included).

Courses and arrangements with other colleges in the area (University of Hartford, for example) are also acceptable.

- **HONORS/ADVANCED PLACEMENT LEVEL**

All courses at this level present an accelerated curriculum pace designed for students with exceptional content area skills and the ability to process

challenging material at a high level of complex, abstract thought. Consistent intellectual engagement is expected while moving rapidly through the course curriculum.

Reading skills must support the student in the quest for such academic rigor. Classroom activities will address the intellectual, emotional and aesthetic experiences of students as generated by interaction with course content and projects.

It is expected that coursework will prepare students for the experiences available at competitive colleges and universities. To that end, most of these courses meet or exceed the College Board's Advanced Placement curriculum criteria, along with emphasis on major works and projects which require originality of thought and presentation.

- **ADVANCED PLACEMENT OPTIONS**

The College Board, in cooperation with thousands of colleges and universities has establish a program through which high school students may enroll in challenging, high-level academic programs which will prepare them for the Advanced Placement (AP) Examinations. The courses with the AP designation are nationally recognized as providing the most challenging academic preparation.

Each May tests are administered to students in the high school. Students earning a satisfactory grade, usually a minimum of 3 on a 5-point scale, may be granted college credit at the schools they attend.

Eligible students can elect from the following courses:

AP English Literature (gr. 12)  
AP English Language A & B (gr. 11)

AP Calculus I & II  
AP Biology I & II  
AP European History  
Honors United States History  
AP Studio Art

**TO: Members of the Board of Education**

**FROM: William D. Guzman  
Kathryn L. Eidson**

**DATE: August 24, 2011**

**SUBJECT: Connecticut Mastery Test Results – Spring 2011**

Attached are the general reports of CMT results for the 2010-2011 school year. The numbers are the percentage of students in grades three through eight reaching goal in the areas of Mathematics, Reading, Writing. Also shown are the percentage of fifth and eighth grade students reaching goal in the area of Science. This is the fourth year for Science testing.

Attachment A is the percentage of students at the goal level by cohort for the 2009-2010 and 2010-2011 years. For example, this table compares this year's sixth graders with the scores they achieved last year as fifth graders.

Attachment B is the percentage of students at the goal level by grade for the 2009-2010 and 2010-2011 year. For example, this compares this year's sixth graders to last year's sixth graders.

Attachment C is the percentage of Tolland students at the goal level compared to the approximate DRG C average and the State average. (Please see attachment D)

Attachment D is a listing of districts in District Reference Group C.

**Connecticut Mastery Test (CMT) ATTACHMENT A  
2009-2010 and 2010-2011  
Scores by Cohort**

**Third Grade % Reaching Goal**

<b>Test</b>	As 2 <sup>nd</sup> Graders <b>2010</b>	As 3th Graders <b>2011</b>	<b>Change</b>
<b>Mathematics</b>	N/A	67.8	N/A
<b>Reading</b>	N/A	70.0	N/A
<b>Writing</b>	N/A	65.3	N/A

**Fourth Grade % Reaching Goal**

<b>Test</b>	As 3th Graders <b>2010</b>	As 4 <sup>th</sup> Graders <b>2011</b>	<b>Change</b>
<b>Mathematics</b>	80.8	83.7	+2.9
<b>Reading</b>	73.2	81.2	+8.0
<b>Writing</b>	66.5	82.4	+15.9

**Fifth Grade % Reaching Goal**

<b>Test</b>	As 4 <sup>th</sup> Graders <b>2010</b>	As 5 <sup>th</sup> Graders <b>2011</b>	<b>Change</b>
<b>Mathematics</b>	78.3	88.5	+10.2
<b>Reading</b>	76.5	85.0	+8.5
<b>Writing</b>	77.3	80.0	+2.7
<b>Science</b>	NA	85.0	NA

**Sixth Grade % Reaching Goal**

<b>Test</b>	As 5 <sup>th</sup> Graders <b>2010</b>	As 6 <sup>th</sup> Graders <b>2011</b>	<b>Change</b>
<b>Mathematics</b>	89.2	91.3	+2.1
<b>Reading</b>	82.8	94.1	+11.3
<b>Writing</b>	83.3	83.5	+0.2
<b>Science</b>	87.7	NA	NA

**Seventh Grade % Reaching Goal**

<b>Test</b>	As 6 <sup>th</sup> Graders <b>2010</b>	As 7 <sup>th</sup> Graders <b>2011</b>	<b>Change</b>
<b>Mathematics</b>	92.3	84.3	- 8.0
<b>Reading</b>	90.4	91.9	+1.5
<b>Writing</b>	85.2	79.7	-5.5
	NA	NA	NA

**Eighth Grade % Reaching Goal**

<b>Test</b>	As 7 <sup>th</sup> Graders <b>2010</b>	As 8 <sup>th</sup> Graders <b>2011</b>	<b>Change</b>
<b>Mathematics</b>	83.6	89.3	+5.7
<b>Reading</b>	92.8	92.7	-0.1
<b>Writing</b>	81.6	87.0	+5.4
<b>Science</b>	NA	85.4	NA

**Connecticut Mastery Test (CMT) ATTACHMENT B  
2009-2010 and 2010-2011  
Scores by Grade**

**Third Grade                      % Reaching Goal**

<b>Test</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>
<b>Mathematics</b>	80.8	67.8	-13.0
<b>Reading</b>	73.2	70.0	-3.2
<b>Writing</b>	66.5	65.3	-1.2

**Fourth Grade                      % Reaching Goal**

<b>Test</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>
<b>Mathematics</b>	78.3	83.7	+5.4
<b>Reading</b>	76.5	81.2	+4.7
<b>Writing</b>	77.3	82.4	+5.1

**Fifth Grade                      % Reaching Goal**

<b>Test</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>
<b>Mathematics</b>	89.2	88.5	-0.7
<b>Reading</b>	82.8	85.0	+2.2
<b>Writing</b>	83.3	80.0	-3.3
<b>Science</b>	87.7	85.0	-2.7

**Sixth Grade                      % Reaching Goal**

<b>Test</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>
<b>Mathematics</b>	92.3	91.3	-1.0
<b>Reading</b>	90.4	94.1	+3.7
<b>Writing</b>	85.2	83.5	-1.7

**Seventh Grade                      % Reaching Goal**

<b>Test</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>
<b>Mathematics</b>	83.6	84.3	+0.7
<b>Reading</b>	92.8	91.9	-0.9
<b>Writing</b>	81.6	79.7	-1.9

**Eighth Grade                      % Reaching Goal**

<b>Test</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>
<b>Mathematics</b>	78.1	89.3	+11.2
<b>Reading</b>	88.6	92.7	+4.1
<b>Writing</b>	80.5	87.0	+6.5
<b>Science</b>	82.5	85.4	+2.9

**Connecticut Mastery Test  
2010-2011  
% At Goal Level**

## Grade 3

	Math	Reading	Writing
Tolland	67.8	70.0	65.3
DRG C*	75.0	72.5	74.1
State	63.3	58.4	61.1

## Grade 4

	Math	Reading	Writing
Tolland	83.7	81.2	82.4
DRG C*	81.8	78.9	81.8
State	67.3	62.5	65.5

## Grade 5

	Math	Reading	Writing	Science
Tolland	88.5	85.0	80.0	85.0
DRG C*	84.8	77.4	81.0	77.6
State	72.7	61.4	68.8	60.2

## Grade 6

	Math	Reading	Writing
Tolland	91.3	94.1	83.5
DRG C*	85.6	89.3	77.9
State	71.6	76.0	65.3

## Grade 7

	Math	Reading	Writing
Tolland	84.3	91.9	79.7
DRG C*	82.4	88.7	74.0
State	68.7	77.8	58.9

## Grade 8

	Math	Reading	Writing	Science
Tolland	89.3	92.7	87.0	85.4
DRG C*	82.9	87.1	83.1	81.9
State	66.8	74.7	64.8	63.3

\* DRG C Scores are approximations.

**Test Scores  
Percent at Goal  
DRG C Districts**

**ATTACHMENT D**

	Grade 3 Math	Grade 3 Reading	Grade 3 Writing	Grade 4 Math	Grade 4 Reading	Grade 4 Writing	Grade 5 Math	Grade 5 Reading	Grade 5 Writing	Grade 5 Science	Grade 6 Math	Grade 6 Reading	Grade 6 Writing	Grade 7 Math	Grade 7 Reading	Grade 7 Writing	Grade 8 Math	Grade 8 Reading	Grade 8 Writing	Grade 8 Science
State	63.3	58.4	61.1	67.3	62.5	65.5	72.7	61.4	66.8	60.2	71.6	76.0	65.3	68.7	77.8	58.9	66.8	74.7	64.8	63.3
Andover	68.1	80.9	83.3	91.2	94.1	91.4	91.4	62.9	86.5	70.3	76.6	93.6	78.7							
Barkhamsted	82.4	69.7	82.9	83.0	81.1	94.3	78.0	79.2	80.4	72.5	90.2	92.0	88.5							
Bethany	66.2	74.6	66.2	88.6	81.8	79.8	81.3	77.4	77.3	72.7	84.8	88.3	65.8							
Bolton	76.6	75.4	64.7	70.9	66.7	73.7	80.3	80.3	76.2	78.2	96.5	93.0	81.7	87.8	90.5	77.3	72.1	70.1	63.8	68.1
Canton	70.7	71.4	72.1	85.3	81.4	78.0	89.5	90.2	91.1	85.2	88.4	93.5	80.3	79.5	86.9	77.0	90.9	93.7	87.5	89.0
Columbia	72.4	64.9	65.5	79.3	70.2	78.9	83.6	70.1	76.1	77.6	86.9	85.2	78.7	76.9	82.7	58.2	75.0	83.0	76.5	82.0
Ellington	74.5	69.5	72.9	75.8	72.6	80.3	88.7	76.3	85.4	75.3	88.8	85.2	75.1	85.6	88.1	82.0	85.4	87.7	84.0	85.4
Essex	74.0	71.2	69.9	76.1	78.9	87.5	88.2	79.6	90.3	75.5	79.8	89.3	79.8							
Hebron	77.8	81.9	77.2	74.3	85.2	80.6	85.1	85.2	81.0	81.5	92.5	93.7	73.7							
Mansfield	84.6	72.3	72.7	80.2	75.4	75.6	88.7	78.7	78.7	85.2	78.6	77.9	75.0	76.8	82.1	75.5	80.0	85.5	83.7	89.0
Marlborough	78.3	82.4	74.5	80.2	84.3	88.5	88.7	82.1	86.6	84.5	96.5	95.3	87.5							
New Hartford	88.4	74.4	81.4	94.3	85.2	92.0	91.9	80.2	87.4	75.9	91.8	91.7	79.8							
Oxford	74.6	72.8	79.3	81.8	67.6	77.0	85.6	73.0	85.6	83.9	72.8	82.0	78.3	80.5	92.9	75.0	81.6	87.1	87.9	81.0
Pompret	78.9	73.7	66.1	81.5	85.2	81.8	73.1	72.5	59.6	71.2	72.1	84.7	74.2	68.6	92.2	84.3	76.8	89.3	87.5	78.6
Salem	61.9	71.4	71.4	84.9	81.1	87.0	81.2	76.1	74.3	80.0	87.8	97.6	81.0	93.0	91.4	75.0	96.7	96.7	88.5	85.5
Sherman	66.7	61.8	69.4	88.9	88.9	91.3	86.8	77.4	83.0	79.2	83.3	89.6	67.3	90.2	84.3	70.6	80.7	87.7	81.0	72.4
Somers	59.4	63.2	69.2	79.2	64.5	72.2	79.3	66.9	74.2	71.0	81.4	81.3	82.5	80.7	87.3	63.3	86.9	87.6	83.2	85.5
Suffield	76.8	69.6	82.2	86.2	81.5	84.8	85.3	82.0	77.7	82.9	85.1	87.7	79.0	87.7	91.2	85.8	83.9	85.9	78.3	85.0
Tolland	67.8	70.0	65.3	83.7	81.2	82.4	88.5	85.0	80.0	85.0	91.3	94.1	83.5	84.3	91.9	79.7	89.3	92.7	87.0	85.4
Region #4														75.8	82.0	76.3	77.7	79.0	83.9	79.0
Region #7														79.8	87.8	66.7	83.1	85.1	87.3	77.3
Region #8														87.0	88.6	77.5	83.5	88.6	83.3	78.1
Region #10	74.0	76.5	82.0	79.5	79.5	83.0	81.9	73.3	83.8	71.2	82.7	88.5	72.1	77.1	88.5	65.9	81.5	85.4	77.0	80.3
Region #12	88.5	76.9	84.6	89.6	82.7	87.5	88.9	75.8	84.6	76.9	89.5	89.5	78.3	85.1	91.9	64.8	82.9	88.3	83.5	79.7
Region #13	69.2	64.9	67.5	66.1	71.3	70.1	80.6	77.6	82.9	76.2	86.2	86.6	69.2	78.2	86.1	68.8	85.4	86.0	86.9	84.0
Region #14	73.3	69.2	71.0	71.6	73.0	61.9	80.3	71.7	68.3	73.0	87.8	89.2	75.2	84.0	89.5	68.9	78.9	90.5	77.3	84.7
Region #17	81.1	75.6	80.2	84.6	79.3	82.5	88.2	81.1	88.1	82.4	84.9	96.6	82.9	84.3	94.1	80.6	84.2	94.9	89.8	86.9
Region #18	89.0	77.1	80.7	89.3	79.5	83.9	84.8	80.0	85.1	74.8	84.8	85.7	79.8	86.8	92.5	81.1	84.0	85.1	87.2	83.0
Region #19																				
DRG C Approximate Ave	75.0	72.5	74.1	81.8	78.9	81.8	84.8	77.4	81.0	77.6	85.6	89.3	77.9	82.4	88.7	74.0	82.9	87.1	83.1	81.9



**LIST OF DISTRICTS  
AND  
GRADES TESTED**

**ATTACHMENT E**

<b>X= DRG C Scores Available</b>							
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS</b>
State							
Andover	X	X	X	X			
Barkhamsted	X	X	X	X			
Bethany	X	X	X	X			
Bolton	X	X	X	X	X	X	X
Canton	X	X	X	X	X	X	X
Columbia	X	X	X	X	X	X	
Ellington	X	X	X	X	X	X	X
Essex	X	X	X	X			
Hebron	X	X	X	X			
Mansfield	X	X	X	X	X	X	X
Marlborough	X	X	X	X			
New Hartford	X	X	X	X			
Oxford	X	X	X	X	X	X	X
Pompret	X	X	X	X	X	X	
Salem	X	X	X	X	X	X	
Sherman	X	X	X	X	X	X	
Somers	X	X	X	X	X	X	X
Suffield	X	X	X	X	X	X	X
Tolland	X	X	X	X	X	X	X
Region #4					X	X	X
Region #7					X	X	X
Region #8					X	X	X
Region #10	X	X	X	X	X	X	X
Region #12	X	X	X	X	X	X	X
Region #13	X	X	X	X	X	X	X
Region #14	X	X	X	X	X	X	X
Region #17	X	X	X	X	X	X	X
Region #18	X	X	X	X	X	X	X
Region #19							X

**TO: Members of the Board of Education**

**FROM: William D. Guzman  
Kathryn L. Eidson**

**DATE: August 24, 2011**

**SUBJECT: Connecticut Academic Performance Test (CAPT) Results - Spring 2011**

Below are the general reports of CAPT results showing the percentage of Tolland students achieving goal and proficiency levels for the 2010-2011 school year and the preceding nine years. Also reported are the percentage of Tolland students at the goal level compared to the approximate DRG C average and the State average.

**CAPT Scores  
%Goal %Proficient**

Year	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	% Goal	% Proficient	% Goal	% Proficient	% Goal	% Proficient	% Goal	% Proficient
2001	51.4	87.0	53.6	93.3	44.1	90.5	50.8	86.4
2002	64.2	92.6	59.1	93.3	43.4	88.9	49.7	89.4
2003	71.5	92.2	59.2	93.4	57.5	88.1	68.4	88.4
2004	77.1	94.3	71.9	96.2	48.6	90.0	57.6	91.9
2005	69.9	91.5	68.3	96.1	51.4	84.4	59.7	89.5
2006	81.4	96.3	66.7	96.8	52.7	89.4	66.0	93.1
2007	71.0	93.0	61.2	94.0	52.3	89.9	58.0	90.0
2008	73.2	94.8	66.7	94.0	50.6	90.4	64.1	92.2
2009	68.1	94.8	63.0	96.6	50.4	92.1	65.5	91.1
2010	67.0	92.2	65.3	95.5	48.2	86.4	66.2	92.3
2011	66.9	93.4	60.9	93.5	52.3	92.1	69.5	94.7

**CAPT Scores  
Tolland/DRG/State**

Mathematics			Science			Reading			Writing		
Tolland	DRG*	State	Tolland	DRG	State	Tolland	DRG	State	Tolland	DRG	State
66.9	66.4	49.6	60.9	64.5	47.2	52.3	61.2	44.8	69.5	75.1	59.6

\* DRG Scores are approximations.

Please see Attachment 1.

**CAPT Scores  
By  
DRG C Districts  
2010-2011**

<b>Group ID</b>	<b>Total Mathematics % Goal Range</b>	<b>Total Science % Goal Range</b>	<b>Total Reading % Goal Range</b>	<b>Total Writing % Goal Range</b>
<b>State</b>	49.6	47.2	44.8	61.3
<b>Bolton</b>	58.4	58.1	67.1	69.4
<b>Canton</b>	77.4	69.6	69.4	83.1
<b>Ellington</b>	59.2	55.1	57.7	67.0
<b>Somers</b>	65.5	62.4	59.9	69.7
<b>Suffield</b>	69.2	63.5	60.4	72.0
<b>Tolland</b>	66.9	60.9	52.3	69.5
<b>Region 4</b>	70.3	71.0	72.0	82.0
<b>Region 7</b>	69.3	68.1	64.6	79.1
<b>Region 8</b>	71.5	66.8	63.7	70.5
<b>Region 10</b>	75.0	70.6	60.4	72.5
<b>Region 12</b>	67.1	61.4	57.1	63.6
<b>Region 13</b>	69.8	61.3	55.2	81.3
<b>Region 14</b>	60.8	61.5	62.4	73.7
<b>Region 17</b>	56.4	62.3	60.1	79.6
<b>Region 18</b>	63.8	68.9	72.6	85.8
<b>Region 19</b>	66.4	70.5	55.5	77.9
<b>Approximate DRG</b>	66.4	64.5	61.2	75.1

**TO: Members of the Board of Education**

**FROM: William D. Guzman**

**DATE: August 24, 2011**

**SUBJECT: School Improvement Goals – 2010/11 Results**

Attached are reports for each school indicating final results for the 2010-11 School Improvement Goals. Each report indicates the 2010/11 established goals, strategies and measures. The year-end results for each measure are listed in the August result column.

WDG:cja  
attachments

# Tolland Public School School Improvement Plan 2010-2011

<b>School Improvement Plan</b>		2010-2011		
<b>Program</b>		Birch Grove Primary School		
<b>School Goal</b>		To Improve Student Achievement in Each of the Curriculum Areas		
Measurable Objective	Strategies	Measures	Baseline	Goal
<ul style="list-style-type: none"> <li>• 80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA.</li> <li>• 80% of students in grade K-2 will meet goal on the math benchmarks.</li> <li>• 80% of students will meet the goal of proficient or better on all other curriculum benchmarks.</li> <li>• 70% of students with special needs spend 80% of their time in the regular classroom.</li> </ul>	<p>In order to foster teacher analysis and reflection on student work , the following will occur;</p> <ul style="list-style-type: none"> <li>• Facilitate book study group using The <i>Daily Five</i> by Gail Boushey and Joan Mosher.</li> <li>• Continue to evaluate and improve tier 1 instruction in all major subject areas.</li> <li>• Ensure small PLC teams meet and use benchmark data for the focus for of the PLC discussions.</li> <li>• Encourage specific skill focused PLC goals for specialists.</li> <li>• Continue alignment of Language Arts Standards, report card, and teaching practice assessment.</li> <li>• Set up monthly meetings with the LA Consultant.</li> </ul> <p>In order to foster improvement in student work, the following will occur;</p> <p><b>Language Arts –</b></p> <ul style="list-style-type: none"> <li>• Plan rolling workshops by Language Art Consultant to review writing, reading components and Balance Literacy (Daily Five).</li> <li>• Ensure consistency in scoring writing prompts and open – ended responses to comprehension questions using anchor sets for writing.</li> <li>• Monitor teachers’ use of time to insure all the components of a balanced literacy program are being implemented</li> <li>• Provide professional development in understanding the language of scientifically researched based interventions.</li> <li>• Develop a system for monitoring and recording student</li> </ul>	<p><b>Kindergarten</b> Math – Benchmark</p> <p><b>Language Arts</b> LID – Letter ID CAP – Concepts About Print HRSW - Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p><b>Grade 1-2</b> Benchmarks DRA Writing Prompts</p> <p><b>Mathematics</b> <b>K-2</b> Benchmarks</p> <p><b>All other</b> <b>Curriculum</b> <b>Areas</b>  Benchmarks</p> <p><b>Special Ed</b> Inclusion Data</p>	<p><b>Kindergarten</b> <b>Math – June</b> <b>2010</b> <b>Sorting/Classif</b> <b>y</b> – 98 % goal or better <b>Patterning</b> - 97% goal or better <b>Identifying</b> <b>shapes</b> -94% goal or better <b>Measurement</b> -97% goal or better <b>Estimate</b> - 94% goal or better <b>Recognize</b> <b>coins</b>- 70% goal or better <b>Read calendar</b> - 84% goal or better <b>Time to the</b> <b>HR</b> - 97% goal or better <b>Compare and</b> <b>order numbers</b> - 93% goal or better <b>Place Value</b> - 89 % goal or better <b>Data Organize</b> <b>and collect</b> - 93 goal or better</p> <p><b>Kindergarten</b></p>	<p><b>Kindergarten</b> Math – 80% above goal</p> <p><b>Language Arts</b> LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 3</p> <p><b>Grade 1</b> Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p><b>Grade 2</b> Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p><b>Mathematics</b> <b>K-2</b> 80% above goal</p> <p><b>All other</b> <b>Curriculum</b> <b>Areas</b> 3/4 on a 4 pt. rubric or 80% above goal</p>

	<p>progress.</p> <ul style="list-style-type: none"> <li>• Begin discussion of literacy portfolio.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Develop a Standard Treatment Protocol for Math Intervention for all tiers.</li> <li>• Work with the Math Coordinator and Math support teacher to establish criteria for determining which students are in need of Math Support and share with staff.</li> <li>• Plan a rolling workshop to review guided math instruction.</li> <li>• Look at intervention programs for tier 2 math instruction.</li> <li>• Coordinator to meet with Gr. 2 team to discuss 3<sup>rd</sup> grade CMT results before team writes Math SMART goal.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• The science coordinator will work with teachers to develop and model more inquiry based lab experiences for students.</li> <li>• Integrate more science vocabulary and methods to reinforce the terms.</li> <li>• Set up a science classroom to model and conduct labs.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Align new social studies standards to social studies curricula in grades K, 1, and 2.</li> <li>• Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development.</li> <li>• Develop new lessons /units as needed to align with new state standards</li> </ul> <p>In order to foster improvement in student work with children with special needs, the following will occur;</p> <ul style="list-style-type: none"> <li>• 70% of the special needs students will spend 80% of their time in the regular classroom</li> <li>• Utilize the RTI process to the fullest extent before initiating a special education referral.</li> <li>• Clarify through discussions with the LA coordinator the criteria and methods for benchmark modifications in Grade 1 and 2.</li> <li>• Continue to develop a Standard Treatment Protocol for reading/Math intervention for Sped students in Grades K-2.</li> </ul>		<p><b>Language Arts</b>  <b>- End of Year</b>  <b>DRA level 3 -</b>  91 % goal or better  <b>Rhyming -</b>  98% goal or better  <b>Cap LID -</b>  98% goal or better  <b>Low LID -</b>  97% goal or better  <b>Letter Sounds-</b>  97% goal or better  <b>CAP -</b> 100% goal or better  <b>HRSW -</b> 91% goal or better  <b>Blending -</b>  81%-goal or better  <b>Segmenting -</b>  90% goal or better  <b>High Frequency words-</b> 83% goal or better</p> <p><b>Grade 1 LA -</b>  <b>End of Year</b>  <b>Theme 4/5-</b>  84% goal or better  <b>Theme 6/7-</b>  78% goal or better  <b>Theme 8/9/10-</b>  79 % goal or better  <b>Writing prompt-</b> 39% scored 10 or better  <b>Writing prompt -</b> 87% scored 8 or better  <b>DRA level 18 or higher -</b></p>	
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		<p>69% goal or better</p> <p><b><u>Grade 1 Math</u></b>  <b>BOY</b> – 84%  Unit 1 – 83%  Unit 2 – 86%  Unit 3 – 83%  Unit 4 – 86%  <b>MOY</b> –79%  <b>Unit 5</b> –87%  <b>Unit 6</b>–81%  <b>Unit 7</b>–81%  <b>Unit 8</b>- 81%  <b>Unit 9</b>- 81%  <b>Unit 10</b>- 84%  <b>EOY</b> – 85 %</p> <p><b><u>Grade 1 Science</u></b>  <b>Living/Nonliving Things</b> - 86%  <b>Animal characteristics</b> - 91%  <b>Matter, force, and motion</b>- 86%  <b>Plants</b>- 88%</p> <p><b><u>Grade 1 Social Studies</u></b>  <b>Neighborhoods</b> - 85%  <b>Map skills</b>- 82%  <b>Mexico</b>- 86%</p> <p><b><u>Library</u></b>  <b>Pts of stories</b> - 85% goal or better</p> <p><b><u>Grade 1 and 2- Fitness</u></b>  <b>Push-Ups</b>- 100%</p> <p><b><u>Grade 1 and 2 - Nutrition</u></b>  <b>Food Groups</b> -</p>	
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		<p>81%</p> <p><b><u>Grade 2 – Math</u></b>  BOY – 82%  Unit 1 – 83%  Unit 2 – 81%  Unit 3 – 82%  Unit 4 – 83%  <b>Unit 5- 84%</b>  <b>Unit 6- 84%</b>  <b>Unit 7- 84%</b>  <b>Unit 8- 83%</b>  <b>Unit 9- 84%</b>  <b>Unit 10- 82%</b></p> <p><b><u>Grade 2 Language Arts</u></b>  <b>2.2 Nature</b>  <b>Walk – 82%</b>  <b>Around Town- 84%</b>  <b>Family Time- 83%</b>  <b>DRA Level 28 or higher - 75%</b>  <b>Writing prompt – 59%</b>  scored 8 or better</p> <p><b><u>Grade 2 Science</u></b>  <b>Rocks – 89 %</b>  <b>Insects, creatures and crawlers- 84 %</b>  <b>Sun, shadows, and gravity- 87%</b></p> <p><b><u>Grade 2 Social Studies</u></b>  Native Americans - 82%  Continents- 82%  <b>Japan- 81%</b></p> <p><b><u>Library – Parts of Stories – 88%</u></b></p>	
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Measure	Results	
	February	August
<p><b><u>Kindergarten</u></b>  <b>Math</b> – Benchmark</p>	<p>Sorting/Classify – 70% goal or better  Patterning - 81% goal or better  Counting to 50 – 74% goal or better  Measurement – 47% goal or better  Estimation – 52% goal or better</p>	<p>Counts by 1s to 100 – 84% goal or better  Counts back by 1s (10-0) - 95% goal or better  Counts-Compare &amp; Order #'s – 81% goal or better  PV-ID Numbers to 30 – 78% goal or better  Estimation – 88% goal or better  Money-Identifies Coins- 67% goal or better  Measurement-91% goal or better  Time (Calendar)-78% goal or better  Time (Hour)-92% goal or better  2D &amp; 3D Shapes- 84% goal or better  Data: Prob. &amp; Stats-83% goal or better  AR_Identify &amp; Extend Patterns- 90% goal or better  AR- Sort &amp; Classify-89% goal or better</p>
<p><b>Language Arts</b>  LID – Letter ID  CAP – Concepts About Print  HRSW -Dictation  LS – Letter Sounds  DRA – Developmental Reading Assessment</p>	<p><b><u>Language Arts</u></b>  Rhyming - 80% goal or better  Cap LID - 89% goal or better  Low LID – 82% goal or better  Letter Sounds- 39% goal or better  CAP - 67% goal or better</p>	<p><b><u>Language Arts</u></b>  Phoneme Rhyming - 96% goal or better  Phoneme Blending - 75% goal or better  Phoneme Isolation, Initial Sound – 97% goal or better  Letter Names UC- 99% goal or better  Letter Names LC - 98% goal or better  Letter Sounds – 93% goal or better  HF Words- 78% goal or better  CAP- 98% goal or better  HRSW- 84% goal or better  Phonemic Isolation, Final Sound- 73% goal or better  Phonemic Segmentation- 88% goal or better  End of year: DRA level 3 or higher - 87% goal or better</p>
<p><b>Grade 1-2</b>  Benchmarks  DRA  Writing Prompts</p>	<p><b><u>First Grade Language Arts</u></b>  Theme 3 - 80 % goal or better  Writing prompt –89% scored 6 or better  DRA level 6 or higher – 62% goal or better  *Nov.2010</p>	<p><b><u>Language Arts</u></b>  Theme 4/5 - 79 % Goal or Better  Theme 6/7- 87% Goal or Better  Theme 8/9/10- 88% Goal or Better  End of Year: Writing prompt –74% scored 8 or better (98% scored 6 or better)  End of year: DRA level 18 or higher - 53% goal or better (Level 16 or higher – 78% goal or better)</p>
	<p><b><u>First Grade Math</u></b>  BOY – 57% goal or better</p>	<p><b><u>First Grade Math</u></b>  Unit 4 – 92% Goal or Better  Unit 5- 89% Goal or Better</p>



**Tolland Public School**  
**School Improvement Plan**  
2010-2011

<b>School Improvement Plan</b>		2010 - 2011		
<b>Program</b>		Birch Grove Primary School		
<b>School Goal</b>		To Continue to Develop a School that is Responsive to Student, Staff and Family Needs		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) Reduction of office referrals by 5%  2) Reduction of bus reports by 5%	<ul style="list-style-type: none"> <li>• RC Study group to discuss the book <u>Teach Like A Champion</u> by Doug Lemov.</li> <li>• Show PBIS video to staff and discuss connection to the Responsive Classroom.</li> <li>• Discuss PBIS program with TIS.</li> <li>• Increase the use of Second Step Violence Prevention program to every classroom.</li> <li>• Communicate tiers of intervention for behavior management with teachers.</li> <li>• Continue to establish behavioral expectations for Tier 1 interventions prior to referral for the TAT process.</li> <li>• Assistant Principal will monitor cafeteria and recess behavior to reinforce common rules.</li> <li>• Daily sharing about character themes on the morning announcements.</li> <li>• Communicate morning meeting ideas, greetings, and activities with the staff to use in the classroom</li> <li>• Assistant principal will monitor bus behavior and work with bus drivers to reinforce common rules.</li> </ul>	1) Behavior Log maintained by Tom and Mike  2) Bus Tickets	129 office referrals in 2009 -2010  68 bus warnings in 2009 - 2010	No more than 123 office referrals  No more than 65 bus warnings

Measure	Results			
	February		August	
Bus Warnings	Kindergarten	09	Kindergarten	21
	First Grade	16	First Grade	27
	Second Grade	25	Second Grade	40
	Total		Total	
		50		88
Behavior log	56 office referrals		121 office referrals	

**Tolland Public School  
School Improvement Plan  
2010-2011**

<b>School Improvement Plan</b>		2010 - 2011		
<b>Program</b>		Birch Grove Primary School		
<b>School Goal</b>		To implement Scientific Research - Based Interventions (SRBI) in reading, math and student behavior		
Measurable Objective	Strategies	Measures	Baseline	Goal
<ul style="list-style-type: none"> <li>80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA.</li> <li>80% of students in grade K-2 will meet goal on the math benchmarks.</li> <li>Reduction of TAT referrals by 5%</li> <li>Reduction of office referrals by 5%</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Evaluate and determine appropriateness of exit criteria for reading intervention.</li> <li>Investigate use of (DIBELS) progress monitoring guidelines for Tier 1 reading program.</li> <li>Develop progress-monitoring form to record interventions for TAT process.</li> <li>Establish progress monitoring guidelines with Tiers 2 and 3 reading intervention programs.</li> <li>Monitor and review progress of students receiving additional tiered interventions.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Communicate a Standard Treatment Protocol for Math Intervention for all tiers with teachers.</li> <li>Work with the Math Coordinator and Math support teacher to review criteria for determining which students are in need of Math Support.</li> <li>Develop a plan for improving Tier 1 math instruction. Investigate guided math instruction</li> <li>Continue to revise math intervention assessments to identify needs of the students.</li> </ul> <p><b>Behavior</b></p> <ul style="list-style-type: none"> <li>Communicate tiers of intervention for behavior management.</li> </ul>	<p><b>Kindergarten Math</b> – Benchmark</p> <p><b>Language Arts</b> LID – Letter ID CAP – Concepts About Print HRSW - Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p><b>Grade 1-2</b> Benchmarks DRA Writing Prompts</p> <p><b>Mathematics K-2</b> Benchmarks</p>	<p><b>Kindergarten Math – June 2010</b> <b>Sorting/Classify</b> – 98 % goal or better <b>Patterning</b> - 97% goal or better <b>Identifying shapes</b> –94% goal or better <b>Measurement</b> –97% goal or better <b>Estimate</b> - 94% goal or better <b>Recognize coins</b>- 70% goal or better <b>Read calendar</b> - 84% goal or better <b>Time to the HR</b> - 97% goal or better <b>Compare and order numbers</b> - 93% goal or better <b>Place Value</b> - 89 % goal or better <b>Data Organize and collect</b> - 93 goal or</p>	<p><b>Kindergarten</b> Math – 80% above goal</p> <p><b>Language Arts</b> LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 3</p> <p><b>Grade 1</b> Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p><b>Grade 2</b> Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p><b>Mathematics K-2</b> 80% above goal</p> <p><b>TAT</b> Less than 75</p>

	<ul style="list-style-type: none"> <li>• Review Responsive Classroom strategies with staff and discuss PBIS</li> <li>• Assistant Principal will monitor the cafeteria and recess behavior to ensure consistency of following rules.</li> <li>• Monitor and review BEARS/mentoring program with assistant principal and psychologist</li> <li>• Investigate progress monitoring guidelines for student behavior using Second Step Program.</li> </ul>	<p>better</p> <p><b><u>Kindergarten Language Arts – End of Year</u></b></p> <p><b>DRA level 3</b> – 91 % goal or better</p> <p><b>Rhyming</b> – 98% goal or better</p> <p><b>Cap LID</b> - 98% goal or better</p> <p><b>Low LID</b> – 97% goal or better</p> <p><b>Letter Sounds-</b> 97% goal or better</p> <p><b>CAP</b> – 100% goal or better</p> <p><b>HRSW</b> – 91% goal or better</p> <p><b>Blending</b> - 81%-goal or better</p> <p><b>Segmenting</b> - 90% goal or better</p> <p><b>High Frequency words-</b> 83% goal or better</p> <p><b><u>Grade 1 LA – End of Year</u></b></p> <p><b>Theme 4/5-</b> 84% goal or better</p> <p><b>Theme 6/7-</b> 78% goal or better</p> <p><b>Theme 8/9/10-</b> 79 % goal or better</p> <p><b>Writing prompt-</b> 39% scored 10 or better</p> <p><b>Writing prompt</b> – 87% scored 8 or</p>	<p>students participating</p> <p><b><u>Behavior</u></b> Less than 123 student referrals</p>
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			<p>better  <b>DRA level 18  or higher –</b>  69% goal or  better</p> <p><b><u>Grade 1 Math</u></b>  <b>BOY – 84%</b>  <b>Unit 1 – 83%</b>  <b>Unit 2 – 86%</b>  <b>Unit 3 – 83%</b>  <b>Unit 4 – 86%</b>  <b>MOY –79%</b>  <b>Unit 5 –87%</b>  <b>Unit 6–81%</b>  <b>Unit 7–81%</b>  <b>Unit 8- 81%</b>  <b>Unit 9- 81%</b>  <b>Unit 10- 84%</b>  <b>EOY – 85 %</b></p> <p><b><u>Grade 2 –  Math</u></b>  <b>BOY – 82%</b>  <b>Unit 1 – 83%</b>  <b>Unit 2 – 81%</b>  <b>Unit 3 – 82%</b>  <b>Unit 4 – 83%</b>  <b>Unit 5- 84%</b>  <b>Unit 6- 84%</b>  <b>Unit 7- 84%</b>  <b>Unit 8- 83%</b>  <b>Unit 9- 84%</b>  <b>Unit 10- 82%</b></p> <p><b><u>Grade 2  Language Arts</u></b>  <b>2.2 Nature</b>  <b>Walk – 82%</b>  <b>Around Town-</b>  84%  <b>Family Time-</b>  83%  <b>DRA Level 28  or higher -</b>  75%  <b>Writing</b>  <b>prompt – 59%</b>  scored 8 or  better</p>	
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			<u>TAT</u> 79 students participated in EIP 2009-2010  <u>Behavior</u> 129 office referrals in 2009-2010
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Measure	Results	
	February	August
<u>Kindergarten</u> <b>Math</b> – Benchmark           <b>Language Arts</b> LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment	Sorting/Classify – 70% goal or better Patterning - 81% goal or better Counting to 50 – 74% goal or better Measurement – 47% goal or better Estimation – 52% goal or better      <u>Language Arts</u> Rhyming - 80% goal or better Cap LID - 89% goal or better Low LID – 82% goal or better Letter Sounds- 39% goal or better CAP - 67% goal or better	Counts by 1s to 100 – 84% goal or better Counts back by 1s (10-0) - 95% goal or better Counts-Compare & Order #'s – 81% goal or better PV-ID Numbers to 30 – 78% goal or better Estimation – 88% goal or better Money-Identifies Coins- 67% goal or better Measurement-91% goal or better Time (Calendar)-78% goal or better Time (Hour)-92% goal or better 2D & 3D Shapes- 84% goal or better Data: Prob. & Stats-83% goal or better AR_Identify & Extend Patterns- 90% goal or better AR- Sort & Classify-89% goal or better   <u>Language Arts</u> Phoneme Rhyming - 96% goal or better Phoneme Blending - 75% goal or better Phoneme Isolation, Initial Sound – 97% goal or better Letter Names UC- 99% goal or better Letter Names LC - 98% goal or better Letter Sounds – 93% goal or better HF Words- 78% goal or better CAP- 98% goal or better HRSW- 84% goal or better Phonemic Isolation, Final Sound- 73% goal or better Phonemic Segmentation- 88% goal or better End of year: DRA level 3 or higher - 87% goal or better



<p><b>Grade 1-2</b> Benchmarks DRA Writing Prompts</p> <p><b>Mathematics</b> <b>K-2</b> Benchmarks</p>	<p><b><u>First Grade Language Arts</u></b> Theme 3 - 80 % goal or better Writing prompt –89% scored 6 or better DRA level 6 or higher – 62% goal or better *Nov.2010</p> <p><b><u>First Grade Math</u></b> BOY – 57% goal or better Unit 1 –88% goal or better Unit 2 –90% goal or better Unit 3 –86% goal or better</p> <p><b><u>Science</u></b> Living/Nonliving Things - 90% goal or better</p> <p><b><u>Social Studies</u></b> Neighborhoods - 92% goal or better</p> <p><b>Grade 2</b> <b><u>Language Arts</u></b> 2.2 Nature Walk – 82% goal or better DRA Level 20 or higher – 67% goal or better*Nov.2010 Writing prompt –54% scored 6 or better</p> <p><b><u>Math</u></b> BOY Assessment- 81% goal or better Unit 1 – 88% goal or better Unit 2 - 92% goal or better Unit 3 –94% goal or better Unit 4 - 95% goal or better</p> <p><b><u>Science</u></b> Rocks – 91% goal or better</p>	<p>better</p> <p><b><u>Language Arts</u></b> Theme 4/5 - 79 % Goal or Better Theme 6/7- 87% Goal or Better Theme 8/9/10- 88% Goal or Better End of Year: Writing prompt –74% scored 8 or better (99% scored 6 or better) End of year: DRA level 18 or higher - 53% goal or better (Level 16 or higher – 78% goal or better)</p> <p><b><u>First Grade Math</u></b> Unit 4 – 92% Goal or Better Unit 5- 89% Goal or Better MOY-87% Goal or Better Unit 6- 90% Goal or Better Unit 7- 88% Goal or Better Unit 8- 93% Goal or Better Unit 9- 83% Goal or Better Unit 10- 90% Goal or Better EOY- 93% Goal or Better</p> <p><b><u>Science</u></b> Plants- 80% Goal or Better Matter, Force &amp; Motion- 76% Goal or Better Animal Characteristics- 76% Goal or Better</p> <p><b><u>Social Studies</u></b> Mexico- 79% Goal or Better Geog. &amp; Holidays- 74% Goal or Better</p> <p><b>Grade 2</b> <b><u>Language Arts</u></b> Theme 3 – 81% goal or better Theme 6 – 86% goal or better End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 86% goal or better) End of Year: Writing prompt –59% scored 8 or better (96% scored 6 or better)</p> <p><b><u>Math</u></b> Unit 5- 96% goal or better Unit 6- 90% goal or better Unit 7- 91% goal or better Unit 8-78% goal or better Unit 9-89% goal or better Unit 10 – 84% goal or better EOY Assessment:- 80% goal or better</p> <p><b><u>Science</u></b> Insects-95% goal or better</p>
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<p>TAT/CST/ EIP Log</p> <p>Behavior log</p>	<p><b><u>Social Studies</u></b> Native Americans -87% goal or better</p> <p>6 TAT students</p> <p>56 office referrals</p>	<p>Sun, Shadows &amp; Gravity- 80% goal or better</p> <p><b><u>Social Studies</u></b> Japan 94% goal or better</p> <p>25 TAT students</p> <p>121 office referrals</p>



4. All students in grades three and four will demonstrate an improved ability in writing skills as measured by the CMT.

- Teachers will use benchmark data to analyze student progress to pace and guide instruction
    - Identify and implement effective teaching strategies and differentiate instruction to accommodate diverse learning styles
    - Institute flexible grouping arrangements based upon analyzed benchmark data
- A minimum of 120 minutes per day will be devoted to balanced literacy learning at all grade levels

Grade 3 – 66.5  
Grade 4 – 77.3

Grade 3 – 75%  
Grade 4 – 83%

# Tolland Public School

## School Improvement Plan

2010-2011

<b>School/Program</b>	Tolland Intermediate School 2010-2011			
<b>Improvement Goal</b>	Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, as a result of increasing the number of positive interactions and positive reinforcements between staff and students. Baseline data will be collected during year one of PBIS implementation			
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>Implement a systemic SW-PBS model to achieve effective school-wide behavior support for all members of a school community.</p>	<p>The PBIS school “leadership team” will continue to be provided with professional development/training and meet regularly to implement, monitor, and adjust the school-wide behavior program as needed</p> <p>Students will learn and practice new school-wide behavioral expectations, policies and initiatives through the PBIS program</p> <p>Develop lesson plans addressing appropriate behavioral expectations for key areas of the building</p> <p>Specialized group system for students with at-risk behavior</p> <p>Individualized interventions for students with high risk behaviors</p> <p>Teachers will focus on positive incentives as they teach behavioral expectations</p> <p>Design a reward/recognition aspect of the school-wide PBIS program</p> <p>Data, such as office discipline referrals, will be collected and evaluated to target necessary interventions and supports to improve or change student behavior</p> <p>Provide regular teacher recognition/incentives for supporting PBIS</p>	<p>Discipline Referrals</p> <p>Each month Track number of discipline referrals and card handouts by staff, review of monthly data.</p>	<p>Collect baseline data through SWIS data management software</p>	<p>School-wide implementation of PBIS model.</p>

**Tolland Public School  
School Improvement Plan  
2010-2011**

<b>School/Program</b>		Tolland Intermediate School 2010-2011		
<b>Improvement Goal</b>		To develop a system of Response to Intervention		
Measurable Objective	Strategies	Measures	Baseline	Goal
To improve existing supports and interventions for student success by implementing a comprehensive RtI Program and evaluating the success through analyzing student performance data	<ul style="list-style-type: none"> <li>• Develop a comprehensive RTI Action plan addressing the following:</li> <li>• A universal screening system will be studied to develop a system for reading.</li> <li>• Research best practice instructional strategies</li> <li>• PLC teams will analyze data through collaborative discussions to inform instructional decisions.</li> <li>• Progress will be monitored as students receive additional tiered interventions</li> <li>• Data collection and management systems will be explored for the purposes of screening, diagnostics and progress monitoring for academics.</li> <li>• Responsibility will be shared among all staff for the academic progress of all students.</li> <li>• Data from universal screening and targeted assessments will be used to inform instruction (intervention and enrichment)</li> <li>• A range of research-based instructional interventions for any student at risk of academic will be in place.</li> <li>• All staff involved in the implementation of RTI receives training in effective use of data for instructional decision making</li> <li>• Through data analysis, PLC Teams will</li> </ul>	Implementation of a tiered system of interventions for at-risk students	Take baseline data on the number of student referrals for involvement and track student performance on the CMT	Implementation of system of RTI will result in the improvement of student CMT scores

	<ul style="list-style-type: none"><li>• Identify and monitor struggling students and to monitor their progress prior to referral for special education evaluations.</li><li>• PLC teams will implement a 25 to 30 minute intervention/enrichment block at each grade level.</li></ul>			
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**Tolland Intermediate School  
2010 – 2011 School Improvement Plan Results**

Measure	Results																									
	February	August																								
<p><b>Goal 1:</b> To improve reading proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT.</p> <p><b>Goal 2</b> Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, Baseline data will be collected during year one of PBIS implementation</p>	<p>3) CMT scores not yet available; test will be taken in March 2011.</p>	<p>2011 CMT Total Reading Score</p> <p><b>Grade 3</b></p> <table> <tr> <td>% at Goal</td> <td>% Proficient</td> </tr> <tr> <td>2010 73.2%</td> <td>84.4</td> </tr> <tr> <td>2011 70.2</td> <td>87.0</td> </tr> <tr> <td>Difference -3.0%</td> <td>+2.6%</td> </tr> </table> <p><b>Grade 4</b></p> <table> <tr> <td>% at Goal</td> <td>% Proficient</td> </tr> <tr> <td>2010 76.5</td> <td>87.4</td> </tr> <tr> <td>2011 81.2</td> <td>91.5</td> </tr> <tr> <td>Difference +4.7%</td> <td>+4.1</td> </tr> </table> <p><b>Grade 5</b></p> <table> <tr> <td>% at Goal</td> <td>% Proficient</td> </tr> <tr> <td>2010 82.8%</td> <td>93.7</td> </tr> <tr> <td>2011 85.0</td> <td>92.1</td> </tr> <tr> <td>Difference +2.2</td> <td>1.6%</td> </tr> </table> <p><b>Office Referrals data</b> A school-wide reward system has been implemented. Students are given Hawk Cards by staff members for exhibiting appropriate T.I.S. Hawk behaviors. Winners are randomly drawn every two weeks. The first week of school all T.I.S. students were taken through a series of lessons on appropriate school-wide behaviors. Our school-wide behavioral expectations are displayed throughout the building. Any student struggling to meet behavioral expectations meets individually with a staff member to review expectations and discuss any concerns.</p> <p><b>Office Referral Data</b> Lying/Cheating - .43% Harassment - .43% Forgery/Theft - .87% Inappropriate Language – 6.96% Physical Aggression – 7.39% Fighting – 8.70% Disruption – 22.61% Non-compliance – 23.91% Other behavior – 28.70%</p>	% at Goal	% Proficient	2010 73.2%	84.4	2011 70.2	87.0	Difference -3.0%	+2.6%	% at Goal	% Proficient	2010 76.5	87.4	2011 81.2	91.5	Difference +4.7%	+4.1	% at Goal	% Proficient	2010 82.8%	93.7	2011 85.0	92.1	Difference +2.2	1.6%
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<p><b>Goal 3</b> To develop a system of Response to Intervention</p>	<p>Our daily schedule was revised to implement a 25 to 30 minute learning lab block each day. The learning lab block enables staff to target priority areas of need with individual students. A collaborative effort between classroom teachers, support staff and paraprofessionals works to meet individual student needs based on performance data. Additionally, universal screening options as well as research-based intervention programs are being studied.</p>	<p>The implementation of a learning lab period enabled children in need of intensive reading or math instruction to receive daily support. During the year 161 students were seen for intensive small group reading instruction, while 110 students were seen for math support during learning lab. Our math interventionist and reading department staff analyzed intervention programs and systems of monitoring student progress throughout the year. In year two of learning lab implementation, math and reading specialists will begin implementation of more targeted systems of intervention, as well as progress monitoring tools. Additionally, forms have been developed to communicate progress to parents. In conjunction with the district-wide curriculum coordinators, TIS staff have refined our flow-chart, forms and set of procedures to identify those children in need of intensive support.</p>
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**Tolland Intermediate School**  
**2010 – 2011 School Improvement Plan Results**

Measure	Results																																					
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<p><b>Goal 3</b> To develop a system of Response to Intervention</p>	<p>Our daily schedule was revised to implement a 25 to 30 minute learning lab block each day. The learning lab block enables staff to target priority areas of need with individual students. A collaborative effort between classroom teachers, support staff and paraprofessionals works to meet individual student needs based on performance data. Additionally, universal screening options as well as research-based intervention programs are being studied.</p>	<p>The implementation of a learning lab period enabled children in need of intensive reading or math instruction to receive daily support. During the year 161 students were seen for intensive small group reading instruction, while 110 students were seen for math support during learning lab. Our math interventionist and reading department staff analyzed intervention programs and systems of monitoring student progress throughout the year. In year two of learning lab implementation, math and reading specialists will begin implementation of more targeted systems of intervention, as well as progress monitoring tools. Additionally, forms have been developed to communicate progress to parents. In conjunction with the district-wide curriculum coordinators, TIS staff have refined our flow-chart, forms and set of procedures to identify those children in need of intensive support. CMT score improvements were seen in total reading scores in grades four and five while the number of students reaching proficiency increased in grade 3.</p>
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**Tolland Public School**  
**School Improvement Plan**  
2010-11

<b>School Improvement Plan</b>		2010-2011		
<b>Program</b>		Tolland Middle School		
<b>School Goal</b>		To improve student achievement and literacy		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) 80% of PLC Teams will achieve their PLC Smart Goals.	<ul style="list-style-type: none"> <li>• PLC team focus groups meet four times a month, with a vertical team meeting once a month (all subject area PLC teams together)</li> <li>• PLC teams will establish norms as per DuFour's Philosophy.</li> <li>• Monthly PLC article reviews by staff at the "vertical" monthly meeting</li> <li>• PLC Teacher Resource web-site for TMS</li> <li>• Curriculum/Benchmark revision and development</li> <li>• Benchmark rigor will be maintained with a target of 80% of students performing at an 80% level or higher</li> <li>• Professional Development</li> <li>• Use of student data to inform instruction</li> <li>• Use of RtI Tier I "Best Practices"</li> <li>• Identify and remediate all students with areas of weakness</li> <li>• Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports.</li> <li>• Use of EIP (Early Intervention Project) &amp; Parent Conferences</li> <li>• Ongoing implementation of information learned in the DP5 training.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Smart Goals</li> <li>• CMT</li> <li>• Teacher Reports</li> </ul>	74%	80%
2) Each Cohort of students will maintain or increase their CMT scores.	<ul style="list-style-type: none"> <li>• PLC team focus groups</li> <li>• Curriculum/Benchmark revision and development</li> <li>• Professional Development</li> <li>• Use of student data to inform instruction</li> <li>• Use of "Best Practices"</li> <li>• Identify and remediate all students with areas of weakness</li> <li>• Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports.</li> <li>• Use of EIP (Early Intervention Project) &amp; Parent Conferences</li> </ul>	CMT results	CMT 0910 for TMS students <i>at or above</i> "goal:" <u>8<sup>th</sup> Graders</u> 78.1 Math 88.6 Reading 80.5 Writing 82.5 Science <u>7<sup>th</sup> Graders</u> 83.6 Math 92.8 Reading 81.6 Writing <u>6<sup>th</sup> Graders</u>	Each Cohort will maintain or increase CMT scores

			92.3 Math 90.4 Reading 85.2 Writing	
3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks.	<ul style="list-style-type: none"> <li>LA Curriculum Coordinator will design activities for teachers to help enhance this skill</li> <li>The objective will be introduced and reevaluated frequently throughout the year</li> <li>Good writing skills will be emphasized in all subject areas</li> </ul>	- Benchmarks and CMTS	CMT results in writing 07-08 to 08-09 for TMS students <i>at or above</i> "goal: <u>"8<sup>th</sup> Graders</u> 78.6 <u>7<sup>th</sup> Graders</u> 75.3 <u>6<sup>th</sup> Graders</u> 80.0	Each Cohort will maintain or increase CMT scores in writing
4) To increase the level of PLC activities at TMS to foster a continued and ongoing culture of data evaluation, remediation and enrichment, and a focus on the individual child.	<ul style="list-style-type: none"> <li>Regular meetings of the entire PLC team (faculty)</li> <li>"Vertical" team PLC meetings on a monthly basis</li> <li>Focused objectives and information to help PLC teams use data frequently and effectively.</li> <li>Refreshers on DP5 training.</li> </ul>	PLC Meeting data, PLC reports, Minutes of PLC meetings	<p>*89% of respondents report PLC teams effective</p> <p>*74% of the TMS teams achieving their SMART Goals</p> <p>* 100% of TMS Teams demonstrated growth in student achievement</p>	<p>* 95% of respondents report PLC teams effective</p> <p>* 80% Smart Goals achieved</p> <p>* 100% of Teams demonstrate growth</p>

Measure	Results	
	February	August
<ol style="list-style-type: none"> <li>1. 80% of PLC Teams will achieve their PLC Smart Goals.</li> <li>2. Each Cohort of students will maintain or increase their CMT scores.</li> <li>3. To increase student writing performance in all subject areas, measured on the CMT and benchmarks.</li> <li>4. 4) To increase the level of PLC activities at TMS to foster a continued and ongoing culture of data evaluation, remediation and enrichment, and a focus on the individual child.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data Sets available as of this date indicate the following progress: <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade Science PLC indicates that 60%, about 85 students of the targeted 145 have improved one level or more.</li> <li>• 7<sup>th</sup> Grade LA PLC indicated that all students in its target population have demonstrated improvement in fluency.</li> <li>• 8<sup>th</sup> Grade LA 1 PLC indicated that 60% of the target population of students increased their reading comprehension score by a minimum of 5% on the subsequent formative assessments.</li> <li>• 6<sup>th</sup> Grade Math PLC indicated that 88% of the students in the</li> </ul> </li> </ol>	<p><b><u>1. PLC data results:</u></b></p> <p>Cumulative results</p> <ul style="list-style-type: none"> <li>• Science PLCs reported that 76% of students met or exceeded goal.</li> <li>• Math PLCs reported that 84% of students met or exceeded goal.</li> <li>• Language Arts PLCs reported that 88% of students met or exceeded goal.</li> <li>• Social Studies PLCs reported that 70% of students met or exceeded goal.</li> <li>• Reading PLCs reported that 90% of students met or exceeded goal.</li> <li>• Speech Pathology PLC reported that 100% of students met or exceeded goal.</li> <li>• PE PLC reported that 47% of students met or exceeded goal.</li> <li>• UA PLC reported (on their Math Connect Goal) that 64% of students met or exceeded goal.</li> <li>• <i>Overall 72% of PLC Teams achieved their PLC Smart Goals.</i></li> </ul> <p><b><u>2. CMT results:</u></b></p> <p><u>8<sup>th</sup> Graders</u>  78.1 Math (2010) to 89.3 (2011)  88.6 Reading (2010) to 92.7 (2011)  80.5 Writing (2010) to 87.0 (2011)  82.5 Science (2010) to 85.4 (2011)</p> <p><u>7<sup>th</sup> Graders</u>  83.6 Math (2010) to 84.3 (2011)  92.8 Reading (2011) to 91.9 (2011)  81.6 Writing (2010) to 87.0 (2011)</p> <p><u>6<sup>th</sup> Graders</u>  92.3 Math (2010) to 91.3 (2011)</p>

	<p>target population (209/238) improved their performance in the targeted area of concern: division, fractions, and decimals.</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade Social Studies PLC indicated that thus far 66% of the students in the target population have improved their performance on the CER (Claim, Evidence, Reasoning) assessments of writing.</li> <li>• Reading PLC reports that 63% of the students in the target population have met goal or improved their goal score from the baseline assessment.</li> <li>• The Speech Pathology PLC has indicated that all students in its target population have shown improvements and 33% have increased an entire</li> </ul>	<p>90.4 Reading (2010) to 94.1 (2011) 85.2 Writing (2010) to 83.5 (2011)</p> <p><b><u>3. Student writing performance:</u></b></p> <p>CMT results in writing 09-10 to 10-11 for TMS students <i>at or above</i> “goal:</p> <p><u>8<sup>th</sup> Graders</u> 80.5 Writing (2010) to 87.0 (2011)</p> <p><u>7<sup>th</sup> Graders</u> 81.6 Writing (2010) to 87.0 (2011)</p> <p><u>6<sup>th</sup> Graders</u> 85.2 Writing (2010) to 83.5 (2011)</p> <p><b><u>4. PLC Level of Activity:</u></b></p> <p>4) PLC Activities have not increased in the 2010-2011 year. There were 22 PLC meetings for “subject area” PLCs this year (please see <a href="http://www.tollandmiddleschool.net/TMSTN/PLC/index.htm">http://www.tollandmiddleschool.net/TMSTN/PLC/index.htm</a>). There was no time available in the 6<sup>th</sup> period schedule for PLC meetings during school hours. The need to have PLCs focused, at least partly, on the Standards Based Report Card effort took time this year as well.</p> <p>These factors resulted in an overall decrease in PLC operations as they have been done previously. The new seven period schedule, however, will ameliorate that challenge. This is made possible through positions brought back by the Jobs Bill.</p>
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	<p>grade level in reading proficiency since the baseline test in November.</p> <ul style="list-style-type: none"><li>• 8<sup>th</sup> Grade Social Studies PLC reports that 61% of students in the target population have improved one level or more on the Making Connections Assessment of Writing.</li><li>• 6<sup>th</sup> Grade Science PLC indicates that 88% of the students in the target population have improved their performance on the 6<sup>th</sup> Grade Science assessments.</li><li>• 7<sup>th</sup> Grade LA PLC 2 indicates that 63% of the students in the target populations have improved their performance and met goal by the fourth of eight assessments on Response to Literature / Reader Text Connection assessments.</li></ul>	
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	<ul style="list-style-type: none"><li>• The PE PLC indicates that 47% of the students in the target population have achieved goal on the CPFA Flexibility requirements as of this point in the year.</li><li>• 7<sup>th</sup> LA PLC #2 – indicated that 45 students in the target population have made progress increasing by at least one level on Reader Text Connections.</li><li>• 6<sup>th</sup> Grade LA – indicated that after the most recent assessment, 41% of the students have increased their performance in the Degrees of Reading Power assessment.</li></ul> <p>2) CMT data for the 2010 test was not available at the time of this report.</p> <p>3) CMT data for the 2010 test was not available at the time of this report. However,</p>	
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	<p>other writing performance indicators show that 60 to 80% of students are demonstrating improvement in Response to Literature, Reader Text Connection, and CER (Claim, Evidence, Reasoning) assessments.</p> <p>4) PLC Activities have not increased in the 2010-2011 year. Unfortunately they have seen a decrease. This is mainly due to the time available for PLC work. This time was limited through the schedule that the Middle School had to adopt as a result of the loss of many positions in the 2010-2011 budget years. A new seven period schedule under construction now will help provide more time, and better quality time during the school day, for PLC meetings and activities. This is made possible through positions brought back by the Jobs Bill.</p>	
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# Tolland Public School School Improvement Plan 2010-2011

School/Program	Tolland Middle School			
Improvement Goal	To improve the school climate in the areas of respect and tolerance among all members of the TMS community			
Measurable Objective	Strategies	Measures	Baseline	Goal
<ol style="list-style-type: none"> <li>1. To increase the % of students who respond in a positive manner to item # 4 (At TMS, students are respectful of others) in the 8<sup>th</sup> grade exit survey</li> <li>2. To increase the % of students who respond in a positive manner to item # 10 (I feel safe at TMS) in the 8<sup>th</sup> grade exit survey</li> <li>3. To increase the % of students who respond in a positive manner to item # 15 (When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to staff) in the 8<sup>th</sup> grade exit survey.</li> <li>4. To increase the % of students who respond in a positive manner to item # 16 (I am not picked on, teased, or bullied) in the 8<sup>th</sup> grade exit survey.</li> <li>5. To increase the % of students who respond in a positive manner to item # 17 (I have at least one adult at TMS who cares about me.) in the 8<sup>th</sup> grade exit survey.</li> </ol>	<ul style="list-style-type: none"> <li>• Provide instruction and programs for students that promote respect and tolerance</li> <li>• Administer 8<sup>th</sup> Grade Exit Survey by the middle of June</li> <li>• Implement a Positive Behavioral Supports program</li> <li>• Implement a systematic process of formative data collection and evaluation on the various SRBI and RtI programs to evaluate effectiveness during the year as well as at the end of the year.</li> <li>• Make adjustments to program implementations during the year based on formative data to impact effectiveness.</li> </ul>	* 8 <sup>th</sup> Grade Exit Surveys	<ol style="list-style-type: none"> <li>1. 8% Agree or Strongly Agree -June 2010</li> <li>2. 42% Agree or Strongly Agree -June 2010</li> <li>3. 20% Agree or Strongly Agree -June 2010</li> <li>4. 40% Agree or Strongly Agree -June 2010</li> <li>5. 72% Agree or Strongly Agree -June 2010</li> </ol>	<ol style="list-style-type: none"> <li>1. &gt; 8% Agree or Strongly Agree</li> <li>2. &gt; 42% Agree or Strongly Agree</li> <li>3. &gt; 20% Agree or Strongly Agree</li> <li>4. &gt; 40% Agree or Strongly Agree</li> <li>5. &gt; 72% Agree or Strongly Agree</li> </ol>

Measure	Results	
	February	August
<p>1. To increase the % of students who respond in a positive manner to item # 4 (At TMS, students are respectful of others) in the 8<sup>th</sup> grade exit survey</p> <p>2. To increase the % of students who respond in a positive manner to item # 10 (I feel safe at TMS) in the 8<sup>th</sup> grade exit survey</p> <p>3. To increase the % of students who respond in a positive manner to item # 15 (When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to staff) in the 8<sup>th</sup> grade exit survey.</p> <p>4. To increase the % of students who respond in a positive manner to item # 16 (I am not picked on, teased, or bullied) in the 8<sup>th</sup> grade exit survey.</p> <p>5. To increase the %</p>	<p>Data is not yet available for these items as the 8<sup>th</sup> Grade Exit Survey is given in June, 2011. However, the following efforts are being implemented at the Middle School:</p> <ul style="list-style-type: none"> <li>• Guidance counselors visit classrooms regularly to present lessons. (Grades 6-8) Guidance curriculum topics include: Interpersonal relationships, Diversity/Celebrating differences, Bully Proofing/Violence prevention, Conflict resolution, Bully/Victim characteristics, Respect for others, Peer pressure</li> <li>• Guidance Program: Important functions of our school counselors with respect to improving our school climate: Deliver comprehensive counseling curriculum in a systematic manner, Provide individual counseling, Assist students and parents in addressing school related problems, Provide mediation services, Consult with school staff regarding student achievement, behavior, and school culture, Consult with outside agencies (youth services, clergy, mental health providers)</li> <li>• Behavioral Intervention Session:</li> </ul>	<p>1. The survey changed, the closest relatable question is:</p> <ul style="list-style-type: none"> <li>- Students treat teachers with respect at TMS (agree or strongly agree)</li> <li>- 8<sup>th</sup> Grade: 37%</li> <li>- 7<sup>th</sup> Grade: 33%</li> <li>- 6<sup>th</sup> Grade: 54%</li> <li>- Students treat each other with respect at TMS (agree or strongly agree)</li> <li>- 8<sup>th</sup> Grade: 28%</li> <li>- 7<sup>th</sup> Grade: 27%</li> <li>- 6<sup>th</sup> Grade: 36%</li> </ul> <p>Goal was &gt; 8%</p> <p>2. I feel safe at TMS (agree or strongly agree)</p> <ul style="list-style-type: none"> <li>- 8<sup>th</sup> Grade: 73%</li> <li>- 7<sup>th</sup> Grade: 76%</li> <li>- 6<sup>th</sup> Grade: 77%</li> </ul> <p>Goal was &gt; 42%.</p>

<p>of students who respond in a positive manner to item # 17 (I have at least one adult at TMS who cares about me.) in the 8<sup>th</sup> grade exit survey.</p>	<p>(also known as the TMS-Anti-Bullying Program). Following detentions/internal suspension related to teasing and/or bullying, the student meets with a staff member from the Guidance department. The student receives a 1:1 lesson that focuses on the importance of showing respect for each other through our words and actions as well as feeling empathy for the other student. Future strategies are also discussed.</p> <ul style="list-style-type: none"> <li>• Reconnect Meeting: Following a suspension, the student meets with his/her guidance counselor to review the reason for the suspension, discuss appropriate strategies for the future, replacement behaviors, and recommend in-school or community counseling/support as needed.</li> <li>• A School Psychologist works directly with students and parents to resolve problems. In addition, she provides counseling and training in social skills and anger management.</li> <li>• Social Scene 101 Fall Semester: 6<sup>th</sup> Grade Exploratory class focusing on survival skills, interpersonal skills, problem solving, and conflict resolution.</li> <li>• Classroom incentive programs for good behavior as well as</li> </ul>	<p>3. The survey changed, the item that addresses this is #8: When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at TMS.</p> <ul style="list-style-type: none"> <li>- 8<sup>th</sup> Grade: 37%</li> <li>- 7<sup>th</sup> Grade: 34%</li> <li>- 6<sup>th</sup> Grade: 55%</li> </ul> <p>Goal was &gt; 20%.</p> <p>4. The survey changed, the item that addresses this is #9: I am not picked on, teased, or bullied during school hours.</p> <ul style="list-style-type: none"> <li>- 8<sup>th</sup> Grade: 63%</li> <li>- 7<sup>th</sup> Grade: 70%</li> <li>- 6<sup>th</sup> Grade: 66%</li> </ul> <p>Goal was &gt; 40%.</p> <p>5. The survey changed, the item that addresses this is #10: I have at least one adult at school who cares about me.</p> <ul style="list-style-type: none"> <li>- 8<sup>th</sup> Grade: 76%</li> <li>- 7<sup>th</sup> Grade: 76%</li> <li>- 6<sup>th</sup> Grade: 83%</li> </ul> <p>Goal was &gt; 72%.</p>
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	<p>academics (team auction programs).</p> <ul style="list-style-type: none"><li>• Language Arts addresses social challenges through literature, discussing what students can do to respond to injustice, however great or small, including the devastating effects of doing nothing. This is covered in many places, but as an example through units such as: <i>The Devil's Arithmetic</i> – Holocaust, <i>Warriors Don't Cry</i> - Civil Rights Movement - including supplemental poems and resources, <i>The Pearl</i> - injustice and oppression, <i>The Greenies</i> – prejudice, <i>Terrible Things: An Allegory of the Holocaust</i> – and during the Salem Unit with <i>Tituba</i> and <i>A Break with Charity</i>. In addition to the conflict of society vs. the defenseless, the last novel also develops the group of accusers as a bullying force that intimidates the main character. <i>Flowers for Algernon</i>, demonstrates bullying under the guise of "just kidding around" and "he's our friend." Class projects that exhibit the lessons learned include the creation of an acceptance chain and work on how students can respect and accept people who are different than themselves. Class time in Language Arts is also given to work with non-violent conflict resolution. Social studies also addresses these issues from a</li></ul>	
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	<p>historical/societal perspective.</p> <ul style="list-style-type: none"><li>• Administration utilizes comprehensive Focused Monitoring and Intensive Assistance Meetings (RTI tier II and III behavioral intervention) Meeting agendas include: Review/identify patterns of discipline history, review current grades/progress, review current in-school and out-of school counseling/support/remediation, discuss incentive/reward strategies used at home, review Focused Monitoring/Intensive Assistance modified discipline/demerit system (rewarding expected behavior by decreasing demerits), completion of Student Action Plan writing sample</li><li>• <i>8<sup>th</sup> Grade Patio Incentive:</i> Incentive program that rewards expected behavior by allowing 8<sup>th</sup> graders to spend time to socialize on the outside patio during lunch</li><li>• Year 1 of Positive Behavioral Supports (Implementation Year). Revised “major” and “minor” discipline referrals, consistent language re: behavior, articulation of our school Core Values: SOAR...Safety, Ownership, Active Learning, Respect</li><li>• Rachel’s Challenge: Presentation to improve school</li></ul>	
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	<p>culture (December 16, 2010) Student Assemblies during the day and an evening assembly open to the public. Funding for this event was sought from and provided by the TMS PTO.</p> <ul style="list-style-type: none"><li>• After School <u>Principal's Advisory Group - Chain Reaction Club</u> (fall, 2010): Club related to tenants and programmatic elements of the Rachel's Challenge program.</li><li>• Acts of Kindness Chains were incorporated into our Spirit Week and Spirit Rally) (week of 12/20/10)</li></ul>	
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# Tolland Public School School Improvement Plan 2010-2011

<b>School/Program</b>	Tolland Middle School			
<b>Improvement Goal</b>	To statistically evaluate the success of RtI programs at TMS in an effort to continually improve student performance and culture and further evolve RtI/SRBI programs at the school.			
Measurable Objective	Strategies	Measures	Baseline	Goal
1. To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs	<ul style="list-style-type: none"> <li>• Create an annual TMS State of RtI report that identifies and evaluates the effectiveness of the RtI/SRBI programs and interventions at TMS (Principal).</li> <li>• Involve PLC teams in research and implementation of RtI and SRBI programs.</li> <li>• Implement action plans based on the “TMS State of the RtI” report that may include things like teacher training in Tier I supports, and budget and resource planning.</li> <li>• Try to find funding opportunities for specialized Tier II and III programs.</li> </ul>	PLC data, surveys, program evaluation data	<p>* 70% of students in the TMS MRE program increased their CMT performance in Math by 1 level or more.</p> <p>* 76% of students in the TMS Reading Program demonstrated increased CMT performance in Reading by 1 level or more.</p> <p>* 80% of students in the TMS Writing Program increased</p>	<p>* &gt; = 70% of students in the TMS MRE program will increase their CMT performance by 1 level or more.</p> <p>* &gt; = 76% of students in the TMS Reading Program will demonstrate increased CMT performance in Reading by 1 level or more.</p> <p>* &gt; = 80% of students in the TMS Writing Program will increase</p>

			their CMT performance by 1 level or more.	their CMT performance by 1 level or more
<p>2. To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation “on the fly” to respond and increase the effectiveness of the interventions.</p>	<p>Statistical evidence will be collected and analyzed to evaluate the success of the program(s). Baseline and end of year evaluations will be conducted along with formative assessments during the course of the year.</p> <p>Programs to be evaluated</p> <ul style="list-style-type: none"> <li>• Demerit Program</li> <li>• Incentive Program</li> <li>• EIP Program</li> <li>• PBS</li> </ul>	<p>* 8<sup>th</sup> Grade Exit Surveys</p> <p>*Benchmark data</p> <p>* Formative assessments</p>	<p>Establish baseline effectiveness for various programs.</p> <p>For example</p> <p><u>Demerit Program:</u> 1.92 % of students received 10 or more demerits</p> <p>A baseline will be established for the other programs at the beginning of the 10-11 year.</p>	<p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <hr/> <p>* &lt;= 1.92% of students will receive 10 or more demerits</p> <p>* EOY (End Of Year) results as well as formative data will be gathered to evaluate effectiveness of interventions and programs</p>

Measure	Results	
	February	August
<p>1. To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs</p>	<p>Tier I Programs:</p> <ul style="list-style-type: none"> <li>- Team Interventions</li> <li>- Classroom interventions</li> <li>- After School Work Sessions</li> <li>- TMS Academy</li> <li>- TMS Achievement Lab</li> <li>- Demerit Program</li> <li>- PGM Program</li> <li>- Guidance Development Program</li> <li>- Language Arts Programs</li> </ul> <p>Evidence of success of Tier I Programs:</p> <ul style="list-style-type: none"> <li>- PLC Research and initiatives on student populations indicates that in 60 to 88% of students in the sample populations are demonstrating significant growth or hitting the goals established for them as of this point in the year.</li> <li>- Less than 1% of students have received 10 or more demerits.</li> <li>- Nearly 500 students served up to this point in the 2010-2011 school year in the Academy and</li> </ul>	<p>1. <b><u>Baselines</u></b></p> <p>A. * <math>\geq</math> 70% of students in the TMS MRE program will increase their CMT performance by 1 level or more.</p> <p>B. * <math>\geq</math> 76% of students in the TMS Reading Program will demonstrate increased CMT performance in Reading by 1 level or more.</p> <p>C. * <math>\geq</math> 80% of students in the TMS Writing Program will increase their CMT performance by 1 level or more</p> <p>D. * <math>\leq</math> 1.92% of students will receive 10 or more demerits</p> <p><b><u>Results:</u></b></p> <p>A. 86% of students in the TMS MRE program met or exceeded goal.</p> <p>B. 90% of students in the Reading Program met or exceeded goal.</p> <p>C. The Writing Program was retooled and embedded in PLC work rather than existing as an after school program for writing alone. The after school component was replaced by a Great Books program: Results on the CMT demonstrated improvements in writing in 7<sup>th</sup> and 8<sup>th</sup> grade:  <u>8<sup>th</sup> Graders</u>  80.5 Writing (2010) to 87.0 (2011)  <u>7<sup>th</sup> Graders</u>  81.6 Writing (2010) to 87.0 (2011)  <u>6<sup>th</sup> Graders</u>  85.2 Writing (2010) to 83.5 (2011)</p> <p>D. .53% of students will received 10 or more demerits, exceeding goal.</p> <p><b><u>Other relevant data:</u></b></p> <ul style="list-style-type: none"> <li>• The Academy and Achievement Lab provided over 1545 help sessions during 2010-2011 school year.</li> <li>• 17 students performed more effectively and avoided retention due to the Red Folder program.</li> <li>• 27 students were counseled in the TMS Anti-Bullying program.</li> </ul>

	<p>Achievement Lab. This is 500 students who would otherwise not have completed their work on time, or in a satisfactory manner.</p> <p>Tier II Programs:</p> <ul style="list-style-type: none"> <li>- TMS Reading Development Program</li> <li>- TMS Math Development Program</li> <li>- After School Reading Program</li> <li>- Homework Program</li> <li>- TMS Anti Bullying Program</li> <li>- TMS EIP (Early Intervention Plan Program)</li> <li>- TMS Tutor Program</li> </ul> <p>Evidence of success of Tier II Programs:</p> <ul style="list-style-type: none"> <li>- Both the Math Development Program and the Reading Development Program boast between 60 and 70% of students demonstrating performance increases and/or the attainment of the goals set for them in the program up to this point in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• 23 Students demonstrated better homework performance.</li> </ul>
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	<ul style="list-style-type: none"><li>- The TMS ADP has served at least five students this year that would otherwise not receive direct, one to one, anti-bullying counseling.</li><li>- The Homework Program has kept 23 students on track, who have been specifically identified and enrolled in this program. All students are demonstrating strong academic performance in their classes.</li><li>- The TMS EIP program has assisted 20 students with specialized Early Intervention Programs at TMS this year. Almost all of these students are demonstrating improvements behaviorally and or academically. Quantitative data will be available for the year end report.</li></ul> <p>Tier III Programs:</p> <ul style="list-style-type: none"><li>- Red Folder Program</li><li>- Individual Student Plan program</li></ul>	
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	<p>Evidence of success of Tier III Programs:</p> <ul style="list-style-type: none"> <li>- All students in the Red Folder program are showing improvements in work completion, and academic performance.</li> <li>- All students who have an Individual Student Plan are showing marked behavioral improvements. Not all goals have been met, but the increased attention on these students is having positive results. Quantitative data will be available in the year end report.</li> </ul>																
<p>2. To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and</p>	<p>Data available at the time of this report is as follows:</p> <ul style="list-style-type: none"> <li>• Less than 1% (.26%) of students have received 10 or more demerits</li> <li>• Three Principal Grade Meetings for each grade have occurred up to this point in the year. An informal sample of the students (to be followed up by a post-assessment at</li> </ul>	<ul style="list-style-type: none"> <li>• .53% of students received 10 or more demerits.</li> <li>• Over 60 one hour Principal Grade Meeting sessions (15 per grade x 4 different lessons) were executed. After the sessions students responded to a survey that gleaned the following data:</li> </ul>															
		<table border="1"> <thead> <tr> <th data-bbox="976 1182 1239 1289">Question</th> <th data-bbox="1239 1182 1472 1289">% of 6<sup>th</sup> graders that <u>agree</u> with this statement (207 forms returned)</th> <th data-bbox="1472 1182 1705 1289">% of 7<sup>th</sup> graders that <u>agree</u> with this statement (213 forms returned)</th> <th data-bbox="1705 1182 1959 1289">% of 8<sup>th</sup> graders that <u>agree</u> with this statement (217 forms returned)</th> </tr> </thead> <tbody> <tr> <td data-bbox="976 1289 1239 1412">These meetings were informative; they taught me something I did not know that was useful to me.</td> <td data-bbox="1239 1289 1472 1412" style="text-align: center;">62%</td> <td data-bbox="1472 1289 1705 1412" style="text-align: center;">61%</td> <td data-bbox="1705 1289 1959 1412" style="text-align: center;">82%</td> </tr> <tr> <td data-bbox="976 1412 1239 1464">These meetings and presentations with the</td> <td data-bbox="1239 1412 1472 1464" style="text-align: center;">68%</td> <td data-bbox="1472 1412 1705 1464" style="text-align: center;">62%</td> <td data-bbox="1705 1412 1959 1464" style="text-align: center;">74%</td> </tr> </tbody> </table>	Question	% of 6 <sup>th</sup> graders that <u>agree</u> with this statement (207 forms returned)	% of 7 <sup>th</sup> graders that <u>agree</u> with this statement (213 forms returned)	% of 8 <sup>th</sup> graders that <u>agree</u> with this statement (217 forms returned)	These meetings were informative; they taught me something I did not know that was useful to me.	62%	61%	82%	These meetings and presentations with the	68%	62%	74%			
Question	% of 6 <sup>th</sup> graders that <u>agree</u> with this statement (207 forms returned)	% of 7 <sup>th</sup> graders that <u>agree</u> with this statement (213 forms returned)	% of 8 <sup>th</sup> graders that <u>agree</u> with this statement (217 forms returned)														
These meetings were informative; they taught me something I did not know that was useful to me.	62%	61%	82%														
These meetings and presentations with the	68%	62%	74%														

adjust program implementation “on the fly” to respond and increase the effectiveness of the interventions.	<p>the completion of the last meeting) indicated that a majority of students found the sessions useful as a program that facilitates anti-bullying, positive decision making, and anti-drug abuse advocacy.</p> <ul style="list-style-type: none"> <li>• Three to five Guidance Program meetings have occurred to this point in the year on topics such as student achievement, school culture, and resources for students. This year, research is being conducted in these groups regarding learning styles as well. The final assessments on its usefulness will be completed for the end-of-year report. Results from informal qualitative assessments indicate that the program has value for students.</li> <li>• Social Scene 101 Fall Semester: 6<sup>th</sup> Grade Exploratory class focusing on survival skills, interpersonal skills,</li> </ul>	Principal helped me understand how people form "first impressions" and what I can do to avoid making snap judgments about other people.			
		These meetings helped me understand how I can help reduce bullying and mean behavior in the school.	69%	70%	81%
		Due to Principal Willett's presentations/meetings with us, I feel I better understand the dangers of drugs and alcohol.	74%	63%	74%
		Due to Principal Willett's presentations/meetings with us, I feel I better understand how to evaluate a <i>healthy</i> risk and an <i>unhealthy</i> or dangerous risk.	67%	63%	75%
		I found Principal Willett's discussion of peer pressure, and how to avoid falling victim to peer pressure helpful.	66%	62%	77%
		<ul style="list-style-type: none"> <li>• Five Guidance Program meetings have occurred to this point in the year on topics such as student achievement, school culture, and resources for students. This year, research is being conducted in these groups regarding learning styles as well. Results from informal qualitative assessments indicate that the program has value for students.</li> <li>• Social Scene 101 Fall Semester: 6<sup>th</sup> Grade Exploratory class focusing on survival skills, interpersonal skills, problem solving, and conflict resolution is soon to be underway. The program has been determined to be very effective with students through qualitative feedback of students.</li> <li>• <i>Individual Class</i> student behavior plans are now underway. Qualitative data has been gathered about this Tier III support that indicates that these students are demonstrating improvements in behavior and academics. All students on behavior plans have demonstrated measurable success.</li> <li>• <i>Whole Team</i> student behavior plans. These plans have been demonstrated to be</li> </ul>			

	<p>problem solving, and conflict resolution is soon to be underway. Data will be collected on this programs effectiveness.</p> <ul style="list-style-type: none"> <li>• <i>Individual Class</i> student behavior plans are now underway. Qualitative data has been gathered about this Tier III support that indicates that these students are demonstrating improvements in behavior and academics. A quantitative analysis will be available for the end of year report.</li> <li>• <i>Whole Team</i> student behavior plans. These plans have been demonstrated to be highly effective both here at TMS and throughout the literature on “TEAM” teaching.</li> <li>• Red Folder Program. 10 students are currently a part of the “Red” Folder program. This Tier III program has</li> </ul>	<p>highly effective both here at TMS and throughout the literature on “TEAM” teaching.</p> <ul style="list-style-type: none"> <li>• As the Red Folder program wrapped up for the year, 17 students demonstrated success and avoided retention hearings and retention. This Tier III program has students reporting directly to the Principal at the end of each day, with customized plans designed for each child to help them keep up on their work, and improve their grades. <i>No students at TMS were retained in the 2010-2011 school year.</i></li> <li>• PBIS: <ul style="list-style-type: none"> <li>• Established/distinguished “major” vs. “minor” infractions</li> <li>• Created a flow chart illustrating the major/minor referral process</li> <li>• Revised current discipline referral form</li> <li>• Established global school core values</li> <li>• Established a school-wide PBS “mission statement”</li> <li>• Visited model PBS <i>site school</i></li> <li>• SWISS discipline data was collected and reviewed</li> <li>• The Team Implementation Checklist was completed and reviewed</li> <li>• The School-wide Evaluation Tool was completed and reviewed</li> <li>• Created multiple lesson plans where the core values will be taught (e.g. classroom, hallway, cafeteria, bus)</li> <li>• Created a SOAR logo which will serve as a visual reminder of their core values</li> <li>• Created a comprehensive Behavioral Intervention Session curriculum</li> </ul> </li> </ul>
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	<p>students reporting directly to the Principal at the end of each day, with customized plans designed for each child to help them keep up on their work, and improve their grades. All students in the Red Folder program are demonstrating improvements in work completion and performance.</p> <ul style="list-style-type: none"><li>• Year 1 of Positive Behavioral Supports (Implementation Year). Revised “major” and “minor” discipline referrals, consistent language re: behavior, articulation of our school Core Values: SOAR...Safety, Ownership, Active Learning, and Respect.</li></ul>	
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**Tolland Public School**  
**School Improvement Plan**  
2010-2011

School/Program	Tolland High School			
Improvement Goal	Improve student literacy (reading, writing, and mathematical) skills at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Reading Across the Disciplines subtest will increase by 3% as compared to last year's (2009-2010) achievement level.</p>	<p>Administration will provide 9<sup>th</sup> and 10<sup>th</sup> grade English teachers with 8<sup>th</sup> grade CMT data and end-of-year Practice CAPT data to identify students in need of improvement.</p> <p>English 9 and English 10 teachers will administer and double score two "Response to Literature" like assessments using the 6-point CAPT scoring rubric.</p> <p>Modern World History, Russian and Native American teachers will administer common unit tests with open-ended questions that emulate the Reading for Information subtest. Teachers will utilize the 3-point CAPT rubric to collaboratively score at least two of the six questions.</p> <p>Integrated Science and Biology teachers will develop two common formative assessments (CFAs) that align with their curriculum and resemble the Reading for Information subtest. Teachers will utilize the 3-point CAPT rubric to collaboratively score at least one of the two CFAs.</p> <p>One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one additional teacher from Science or Social Studies will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.</p> <p>Utilize the English teacher from the Education Job Funds grant to provide Tier II and/or Tier III interventions and reduce class size in English Grade 9 and/or 10 classes.</p> <p>Offer four after-school workshops to all THS teachers that focus on</p>	<p>CAPT scores on the Reading Across the Disciplines subtest</p>	<p>48%</p>	<p>51%</p>

<p>2) 100% of curriculum units will be developed in English 9 and English 10 courses.</p>	<p>Effective Teaching Strategies for classroom instruction.</p> <p>Under the supervision of the English curriculum director and a school administrator, English department faculty will utilize PLC time to create an articulated curriculum for 9<sup>th</sup> and 10<sup>th</sup> grade English courses which addresses current state standards. They will:</p> <ul style="list-style-type: none"> <li>a.) Unwrap current state standards</li> <li>b.) Power standards</li> <li>c.) Identify units of instruction</li> <li>d.) Align standards</li> <li>e.) Develop big ideas and essential questions</li> <li>f.) Identify student objectives</li> <li>g.) Brainstorm instructional strategies</li> <li>h.) Create pacing guides</li> </ul>	<p>Tolland English Curriculum Document for Grades 9 &amp; 10 addressing current state standards</p>	<p>0% of curriculum units completed</p>	<p>100% of curriculum units will be completed</p>
<p>3) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Mathematics subtest will increase by 3% as compared to last year's (2009-2010) achievement level.</p>	<p>Algebra and Geometry teachers will administer common formative assessments (CFAs) at least once per unit which contain CAPT-like items that align with their curriculum. CFAs will contain both open-ended items and grid-ins and they will follow the timing guidelines for both OE (5-8 minutes) items and grid-ins (1-2 minutes). Faculty will collaboratively score and analyze results on at least two of the CFAs.</p> <p>Utilize Mathematics teacher from the Education Job Funds grant to provide Tier II interventions and reduce class size.</p>	<p>CAPT scores on the Mathematics subtest</p>	<p>67%</p>	<p>70%</p>
<p>4) The mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to last year's achievement level.</p>	<p>English 11<sup>th</sup> &amp; 12<sup>th</sup> grade teachers will utilize daily sample questions that mimic SAT Critical Reading questions. Teachers will provide answers and explanations as well as a discussion of the type of question and pertinent test-taking strategies. Results will be compiled for analysis on Mastery Manager.</p>	<p>Mean SAT Critical Reading Test score</p>	<p>Mean score: 526</p>	<p>Mean score: 530</p>

Measure	Results	
	February	August
CAPT scores on the Reading Across the Disciplines subtest	1) TBD	1) 52.3% of students were at/above Goal on the CAPT Reading Across the Disciplines subtest which represents an increase of 4.1% as compared to last year's (2009-2010) achievement level.
Tolland English Curriculum Document for Grades 9 & 10 addressing current state standards	2) Five of 16 units (31%) in Grades 9 and 10 English have been completed. Specifically, three of eight (38%) curriculum units for Grade 9 English and two of eight (25%) curriculum units have been completed for Grade 10 English.	2) 10 of 16 units (63%) in Grades 9 and 10 English have been completed. Specifically, eight of eight (100%) curriculum units for Grade 9 English and two of eight (25%) curriculum units have been completed for Grade 10 English.
CAPT scores on the Mathematics subtest	3) TBD	3) 66.9% of students were at/above Goal on the CAPT Mathematics subtest which represents an decrease of 0.1% as compared to last year's (2009-2010) achievement level
Mean SAT Critical Reading Test score	4) TBD	4) TBD

**Tolland Public School  
School Improvement Plan  
2010-2011**

School/Program	Tolland High School			
Improvement Goal	Improve school climate among all members of the Tolland High School community.			
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1a) Reduce the number of disciplinary referrals by 10% for the 2010-2011 school year as compared to the 2009-2010 school year</p> <p>1b) Reduce the number of disciplinary incidents resulting in OSS and ISS by 10% as compared to the 2009-2010 school year</p>	<p>Inform all students and parents/guardians of the policy changes via written communication two weeks prior to the start of school.</p> <p>Administrators will meet with staff on August 30, 2010 to review policy changes and set clear expectations for implementing the following policies:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Electronic devices</li> <li>• Beverage containers</li> <li>• Backpacks</li> </ul> <p>Establish a structured one-hour administrative homeroom period on the 1<sup>st</sup> day of school where faculty members review policies and procedures with students to increase student awareness</p> <p>Train eight staff members in Positive Behavior Intervention and Supports (PBIS) to implement in 2011-2012 school year.</p> <p>Implement consistent ISS procedures for academic work and student behavior, inclusive of a community service component.</p> <p>The Student Council will be invited to participate in the development and implementation of school discipline policies and regulations to assure student input is considered and included in revisions.</p> <p>Power School and State ED166 reports will be collected and analyzed by June 20<sup>th</sup>.</p>	<p>Power School Discipline Log</p> <p>ED166 State Discipline Referral Report</p>	<p>1a) 1,458 disciplinary referrals</p> <p>1b) OSS = 31 incidents; ISS = 210 incidents</p>	<p>1a) 1,313 disciplinary referrals</p> <p>1b) OSS = 28 incidents; ISS = 189 incidents</p>

<p>2a) To increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #13 (discipline is applied fairly) in the senior exit survey</p> <p>2b) To increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #3 (teachers treat all students fairly) in the senior exit survey</p> <p>2c) To increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #12 (I feel safe at THS) in the senior exit survey</p> <p>2d) To increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #19 (At THS, I am not picked on, teased, or bullied) in the senior exit survey</p> <p>2e) To increase the percentage of favorable responses (strongly agree &amp; agree) by 5% to item #20 (I have an opportunity to be involved in school decisions that affect me) in the senior exit survey</p>	<p>Implement policy changes related to attendance, electronic devices, backpacks, and beverage containers.</p> <p>A team of five members will observe the Anti-Defamation League's Names Can Really Hurt Us program at Stafford High School on November 17<sup>th</sup> to consider it for implementation at THS in the 2010-2011 school year.</p> <p>Install twelve anti-bullying posters throughout the school building to promote a safe environment, increase awareness of what constitutes bullying, promote student self-examination relative to interaction with peers, provide a plan of action for students who feel victimized, and reinforce the messages that students hear in the elementary and middle school.</p> <p>School counseling staff will investigate advisory programs for implementation in the 2010-2011 school year.</p> <p>Provide a venue for students to voice their concerns, i.e., Student Leadership Council.</p> <p>On a daily basis, students will lead the morning pledge and daily announcements.</p> <p>Student Council will place a suggestion box in the main office as a means for students to voice concerns, offer suggestions about existing school related issues, and/or propose new ideas.</p> <p>The Senior Student Exit Survey will be conducted and analyzed by June 20<sup>th</sup>.</p>	<p>Senior Student Exit Survey</p>	<p>2a) 26% of students responded favorably</p> <p>2b) 31% of students responded favorably</p> <p>2c) 71% of students responded favorably</p> <p>2d) 57% of students responded favorably</p> <p>2e) 29% of students responded favorably</p>	<p>2a) 31% of students will respond favorably</p> <p>2b) 36% of students will respond favorably</p> <p>2c) 76% of students will respond favorably</p> <p>2d) 62% of students will respond favorably</p> <p>2e) 34% of students will respond favorably</p>
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Measure	Results	
	February	August
Power School Discipline Log	1a) 804 disciplinary referrals	1b) 1485 disciplinary referrals (this number represents an increase of 27 referrals when compared to last year)
ED166 State Discipline Referral Report	1b) OSS = 11 incidents; ISS = 125 incidents	1b) OSS = 22 incidents (this is 9 less than the number of incidents last year); ISS = 207 incidents (this is 3 less than the number of incidents last year)
Senior Student Exit Survey*	2a) TBD 2b) TBD 2c) TBD 2d) TBD 2e) TBD	2a) 25% of students responded favorably (a decrease of 1%) 2b) 51% of students responded favorably (an increase of 20%) 2c) 56% of students responded favorably (a decrease of 15%) 2d) 70% of students responded favorably (an increase of 13%) 2e) 32% of students responded favorably (an increase of 3%) <b>*Note:</b> The survey questions have changed slightly and the results reported reflect the results for all THS students, not just seniors.

**Tolland Public School  
School Improvement Plan  
2010-2011**

<b>School/Program</b>		Tolland High School			
<b>Improvement Goal</b>		Implement RTI at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
1) Eight members of the PBIS team will attend 95% of the PBIS training sessions.	A team of eight members will be trained in the Positive Behavior Intervention and Supports throughout the 2010-2011 school year.	Attendance at PBIS training sessions	0%	95%	
2) Student Intervention Team (SIT) will meet 30 times during the course of the 2010-2011 school year.	Student Intervention Team (SIT) will meet once per week to discuss students who are having academic and/or behavioral difficulties at THS.	# of SIT Meetings	15 meetings	30 meetings	
3) SIT will record 100% of the interventions that are attempted by teachers as part of the referral process.	SIT will document the type of Tier I interventions that have been attempted by teachers as part of the referral process.	SIT Intervention Log	N/A	100% of pre-referral interventions recorded	
4) SIT will record 100% of the interventions that are suggested as part of the SIT process.	Utilize Social Worker from Education Job Funds grant to provide Tier II and/or Tier III interventions.  SIT will utilize the professional resource collections that are housed in the Library and with the curriculum liaison for Special Education to assist teachers who have referred students to the SIT team.  Administrators will utilize the professional resource collections that are housed in the Library to assist teachers in the teacher evaluation process.  Investigate modifying the block schedule to allow implementation of RTI (i.e., run a simulation involving 9 <sup>th</sup> grade students that includes time for Tier II and Tier III interventions.	SIT Intervention Log	N/A	100% of post-referral interventions recorded	



Measure	Results	
	February	August
Attendance at PBIS training sessions	1) 100% of the PBIS eight-member team has attended 100% of the training session offered to date.	1) 100% of the PBIS eight-member team has attended 100% of the training session offered to date.
# of SIT Meetings	2) The SIT has met 16 times to date. (9/8/10, 9/15/10, 9/22/10, 9/29/10, 10/6/10, 10/13/10, 10/20/10, 11/3/10, 11/10/10, 11/24/10, 12/1/10, 12/8/10, 12/15/10, 12/22/10, 1/5/11, 1/26/11)	2) The SIT met 32 times during the 2010-2011 school year. (2/9/11, 2/23/11, 3/2/11, 3/8/11, 3/16/11, 3/23/11, 3/30/11, 4/6/11, 4/13/11, 4/27/11, 5/4/11, 5/11/11, 5/18/11, 5/25/11, 6/8/11, 6/15/11)
SIT Intervention Log	3) As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.	3) As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.
SIT Intervention Log	4) As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team.	4) As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team.

**TO: Members of the Board of Education**

**FROM: William D. Guzman  
Kathleen Raymond  
Jane Neel**

**DATE: August 24, 2011**

**SUBJECT: Response to Special Education Consolidation Suggestion**

At the June 28, 2011 Special Meeting of the Board of Education, Mrs. Bresciano transmitted a suggestion by Town Council member MaryAnn Delaney Tuttle to consolidate special education services. Below are the responses to these suggestions from Mrs. MaryAnn Tuttle. Mrs. Tuttle's statements/requests are detailed in bold.

**Charge: Determine in district programming that could be provided of equal or better quality for less expense to the district for at least 50% of the children who are outplaced for special education programming during the AY 2012-2013.**

**Response:** The current practice of the Tolland Pupil Services Department is to exhaust all in-district resources prior to considering out-of-district placement for any student. The exception is the child who moves in from another district already out-placed. It is the district's legal obligation to continue the placement for this child until a determination is made by the Planning and Placement Team (PPT) that the child can receive a Free Appropriate Public Education (FAPE) in the district. Often, due to the nature, severity, and intensity of the child's respective academic, behavioral, communication, and/or medical issues, the child remains in the original placement.

It is the district's legal responsibility to place a child in the Least Restrictive Environment (LRE), to the fullest extent possible, with the necessary supports, services, accommodations, and modifications necessary to ensure access to the general education curriculum. This does occur in Tolland so that the child with special needs is integrated with their typically developing peers. However, if a child becomes disruptive to the educational process of other children, the district is also required to take action and place the student in a more restrictive setting if paraprofessional support, behavioral interventions, and/or assistive technology do not mitigate the situation. It is the district's responsibility to provide a safe learning environment. When children become physically aggressive and physical management interventions do not decrease the level of aggression, a more restrictive environment is often required. At this point, the parent is often requesting an out-of-district placement.

**Action: Form an adhoc committee of staff, administrators, parents of children who are outplaced, and BoE representative.**

**Response:** While we will create an adhoc committee, due to confidentiality reasons, parents of children with special needs who are out-placed may choose not to participate in order to preserve their child's privacy.

**Date of Report:** October 2011 (prior to budget preparation)

**Response:** Given the extent of the variables that require consideration, a preliminary report could be available to the Board of Education outlining the plausibility of the proposed program for October 2011.

**Considerations:**

**Request:** See chart for ideas of factors to consider when meeting this charge (Attachment 1). Other factors might be:

- **Parker has a wing that is closest to TIS that is electric heated and may be “separable”. Suggest that since it is in close proximity to TIS, integrated programming on a limited basis may be possible if there are children currently outplaced in the age ranges which could be grouped.**

**Most outplacements are not in integrated settings so this could be an advantage for Tolland students. Being on the campus, but still separate, provides the programming flexibility to meet the needs of the children, and still provide “typical” experiences which most of the outplacements do not have available.**

**Response:** The adhoc committee will focus on the details of the program logistics included in the attached chart.

Regarding the use of Parker given its proximity to Tolland Intermediate School (TIS), children of TIS age range are from 8-11 years. Currently, for fiscal year 2012-2013, three out-placed students fit this age range. However, these children do not hold similar special education disability classifications and are not compatible in their program needs.

Based on current known information, the entire estimate for out-placed children for 2012-2013 is 25 students. Attachment 2 is the chart detailing the specific disabilities and the school that the students would attend if they return to the Tolland School district. Given the range of disabilities including the extent of respective student challenges, and the difference in age groups, it is not practical to consider establishing a Tolland based special needs program at Parker Memorial School at this time.

- **If we do not have enough children to make a program financially feasible, consider seeking placements from contingent towns where transportation costs might be less.**

**Response:** This requires that the district develop a regional special education program.

We are currently polling surrounding districts to ascertain the number of children similar in age and degree of disability.

- **Consider hiring “independent consultants” who are experts rather than employees for support staff, i.e. OT, PT, SLP and psychology, including behaviorists. Part time consultants can consult on particular children as**

**well as program wide, would not be union, nor would then receive health or other benefits. This independent contract role is very common for experts.**

**Response:** The IRS has very specific rules regarding the determination of employee status versus independent contractors. Employers are held liable by the IRS if classification is not correct. We are very judicious in how we hire employees or utilize outside contractors when determining the needs of students.

Most workers that support the special education program are employees, unless we contract for services through a Regional Education Service Center (RESC). Included in the contracted cost to the district are all the benefits to which the RESC employee is entitled.

- **Make it a Trial program, and hire NO permanent staff for at least 3-5 years.**

**Response:** Employees of Tolland whether hired on a permanent basis or a non-permanent basis (ie., one year contract) are covered under the union contract. Tolland has to pay the appropriate taxes, insurances, and all other benefits that are associated with the union position. The employee is also entitled to unemployment benefits after the term of the position ends.

## EXISTING PROGRAMS

**Student Factors**

Characteristics of  
children out-  
placed for AY  
2011-12?  
Age  
Category of  
Disability  
Cost per student

Related services/Child  
OT  
PT  
SLP  
Behaviorists  
Psychologist  
Nursing

**Program Factors**

Hours per day  
Classroom instruct.  
Related services

Students per classroom in  
placement

Student:Adult Ratio  
I:1?

**Fiscal**

For AY 11-12  
Tuition Costs/Stud  
Transportation  
Costs

**Facility Needs**

Classroom Size  
Calendar

Tolland Public Schools  
Pupil Services  
FY 2012-13  
Anticipated Outplaced Students by School and Disability

ATTACHMENT 2

<u>Disability</u>	<u>Birch Grove</u>	<u>Tolland Intermediate</u>	<u>Tolland Middle</u>	<u>Tolland High</u>	<u>Total</u>
Autism	1	1	3	3	8
Aspergers				3	3
Emotionally Disturbed		1		4	5
Multiple Disabilities			2	3	5
Other Health Impaired		1	1		2
Learning Disabilities/Reading				2	2
					<hr/> 25

**TO: Members of the Board of Education**

**FROM: William D. Guzman**

**DATE: August 24,2011**

**SUBJECT: Tolland Public Schools – Annual Report (2010-11)**

Because of the size of 2010/2011 Annual Report, we have placed the report on the District website ([www.tolland.k12.ct.us](http://www.tolland.k12.ct.us)). You may review the Report under Important Links on the District home page.

The Report includes highlights for each of the four schools as well as the following list of District operations:

- Curriculum and Instruction
- Professional Development
- Special Education
- Educational Technology – Administration
- Educational Technology – Curriculum
- Health Services
- Budget Summary
- Enrollment Projections
- Personnel Position Summary
- Expenditures per Pupil (FY2009/10)
- Connecticut Mastery Test (CMT) Results
- Connecticut Academic Performance Test (CAPT) Results

WDG/ca

**TO: Members of the Board of Education**

**FROM: William D. Guzman  
Jane A. Neel**

**DATE: August 24, 2011**

**SUBJECT: Tuition Rates – Fiscal Year 2011-12  
(Regular Education, Special Education and TALC)**

Board Policy 3070, as approved on June 8, 2005, requires that the district administration will set tuition rates for each fiscal year in accordance with the per pupil cost of the preceding year. The rates for fiscal year 2011-12 are as follows:

**TUITION 2011-12**

	<u>Weekly</u>	<u>Annually</u>
Pre K and Kindergarten	\$ 177	\$ 6,447
Grades 1-2	353	12,894
Grades 3-5	322	11,767
Grades 6-8	324	11,809
Grades 9-12	349	12,736
TALC Program	470	17,166
Special Education	766	27,969

These rates are based on actual expenditures during the prior school year plus a percentage increase to absorb any additional cost or changes due to student enrollment in the current year.

WDG/JAR:ca



**TO: Members of the Board of Education**

**FROM: William D. Guzman  
Thomas Swanson  
Suzanne Appleton**

**DATE: August 24, 2011**

**SUBJECT: Family Resource Center Grant Application**

The Tolland Family Resource Center has been an integral part of the continuum of services to children and families in Tolland for over 10 years. Grant funding for the Family Resource Center comes from the Connecticut State Department of Education (CSDE) in two-year intervals. The application for the July 1, 2011 – June 30, 2013 was submitted July 22, 2011 as required. This application requires official approval and/or endorsement of the Tolland Board of Education.

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.

Emphasis must be given to four core program strategies that the CSDE has aligned to effect statewide results. These four core program strategies are identified as:

1. Provide a high-quality, well-coordinated home visitation program for at-risk families and their children from birth to age 5 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 ensures regular health check-ups, vision/hearing/dental screenings, immunizations and identification for possible developmental delays and other health issues.
3. Employee 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.
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.

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 community, 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. While FRC services and activities are for all families and should serve the full, heterogeneous, racial/ethnic and socioeconomic mix of families, emphasis must be given towards the recruitment of families with children who are “at risk” or of “high risk” for school and academic failure, potential dropouts, educationally disadvantaged and underachieving.

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. 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.

The grant award will be \$97,000 for each year of the two-year grant period. Attached is the Budget Page with the justification statement.

The Administration recommends approval of the Family Resource Center Grant application in the amount of \$97,000.

WDG:ca

## F. GRANT BUDGET

The applicant must complete the following ED 114 Budget Form with anticipated line item total expenditures FY 2011-12. Grantees will submit a new ED 114 State Budget Form and Budget Justification page for Year 2 (2012-13.) Indirect costs (940) will be considered only for eligible grantees.

GRANTEE NAME:		TOWN/AGENCY CODE:	
GRANT TITLE:	<b>Family Resource Center Grant</b>		
PROJECT TITLE:	<b>Family Resource Center Grant</b>		
	<b>Location:</b>		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 16110 YEAR: 2012 PROG: 82079 CF1: 170003 CF2:			
GRANT PERIOD: 07/01/2011 – 06/30/2012		AUTHORIZED AMOUNT: \$ 97,000	
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	\$84,500	
200	Personal Services - Employee Benefits	\$9500	
300	Purchased Professional and Technical Services	\$2000	
400	Purchased Property Services		
500	Other Purchased Services		
600	Supplies		
700	Property		
800	Other Objects	\$1000	
940	Indirect Costs		
	<b>TOTAL</b>	<b>\$97,000</b>	
Original Request Date:			
Revised Request Date:	<i>Connecticut State Department of Education Program Manager Authorization</i>	<i>Date of Approval</i>	

**G. GRANT BUDGET NARRATIVE: FY 12 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 Family Resource Center		<b>State Grant Amount:</b> \$97,000
Code:100	Description:Salaries	Line Item Amount Budgeted:\$84,500

Detailed explanation of the use of funds for this line item: Full time 10 month FRC Coordinator – \$53,000, part time 10 month Parent Educator - \$7000, part time charts a course instructor - \$2500, Instructors and child care staff for 8 week parenting class - \$2000, 3 part time education aides/instructors to assist in program instruction and delivery

Code:200	Description:Employee Benefits	Line Item Amount Budgeted:\$9500
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Detailed explanation of the use of funds for this line item: This line includes \$6464 for FICA on above salaries and \$3036 retirement benefits for the FRC Coordinator

Code:300	Description:Purchased Professional & Technical Services	Line Item Amount Budgeted:\$2000
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Detailed explanation of the use of funds for this line item: A portion of the costs for the Tolland Youth Mentoring Program done in collaboration with the Tolland Youth Services

Code:800	Description:Other Objects	Line Item Amount Budgeted:\$1000
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Detailed explanation of the use of funds for this line item:mileage expenses for travel related to PAT activities and home visits

Code:	Description:	Line Item Amount
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**TO: Members of the Board of Education**  
**FROM: William D. Guzman**  
**DATE: August 24, 2011**  
**SUBJECT: Request for Unpaid Leave of Absence**

Mrs. Karen Gilmore, Birch Grove Primary School Special Education teacher, is requesting an unpaid leave of absence for the 2011/2012 school year.

The Administration recommends approval of this request.

WDG:ca

## **I. INFORMATIONAL**

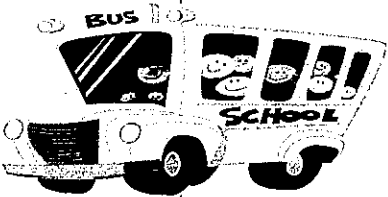



**TO: Members of the Board of Education**  
**FROM: William D. Guzman**  
**DATE: August 24, 2011**  
**SUBJECT: Open House Schedule**

The Open Houses and Curriculum Nights scheduled throughout September and October are excellent opportunities for parents to visit the school, visit their child's classroom and to understand the scope of instruction for the school year. We welcome parents to visit during these times for the very important reason of establishing a personal connection with their child's teacher that will continue throughout the school year.

<b><u>Birch Grove:</u></b>	September 27, 2011	Kindergarten (Curriculum Night)
	September 20, 2011	Grade 1 (Curriculum Night)
	October 6, 2011	Grade 2 (Curriculum Night)
<b><u>Tolland Intermediate:</u></b>	September 8, 2011	Grade 3 (Curriculum Night)
	September 15, 2011	Grade 4 (Curriculum Night)
	October 5, 2011	Grade 5 (Curriculum Night)
<b><u>Tolland Middle:</u></b>	September 28, 2011	Grade 6 (Open House)
	September 26, 2011	Grade 7 (Open House)
	September 14, 2011	Grade 8 (Open House)
<b><u>Tolland High School:</u></b>	September 22, 2011	Grades 9-12 (Open House)
	February 9, 2012	Grades 9-12 (Open House)

# SEPTEMBER 2011 Birch Grove Primary School

## THE THEME OF THE MONTH IS KINDNESS

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Pre-School Open House (AM) 10:00-11:00 am (PM) 1:00-2:00 pm	2	3
4	5 Labor Day -No School 	6 First Day of Pre-School	7	8	9	10
11	12 TEPTO Meeting at Birch Grove 7:00 pm	13	14 BOE Meeting Council Chamber 7:30 pm	15	16	17 Tolland Celebration THS 10:00 am—3:00 pm
18	19	20 Grade one Curriculum Night 6:30 pm—7:30 pm	21 Half Day Teacher In-Service	22	23 Ice Cream Social at TIS 6:00-8:00 pm 	24
25 	26	27 BOE Meeting THS-7:30 pm Kindergarten Curriculum Night (AM) 6:15-6:45 pm (PM) 7:00-7:30 pm	28	29	30	



# Tolland Intermediate School

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
				<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b> Labor Day	<b>6</b>	<b>7</b>	<b>8</b> Grade 3 Curriculum Night	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b> Grade 4 Curriculum Night	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b> Half Day (In service)	<b>22</b>	<b>23</b> Ice Cream Social @ TIS	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b> TIS Picture Day	

September 2011

# September 2011– TMS

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	8/29 <i>Teacher In-Service</i>	8/30 <i>Teacher In-Service</i>	8/31 <i>FIRST DAY OF SCHOOL</i>	1	2	3
4	5 <i>Labor Day No School</i>	6	7	8	9	10
11	12	13 <i>TMS PTO 7:30 p.m.</i>	14 <i>TMS— Grade 8 Open House, 6:30 p.m.</i>	15	16	17
18	19	20	21 <i>1/2 Day of School 12:30 p.m. Dismissal</i>	22	23	24
25	26 <i>TMS Grade 7 Open House 6:30 p.m.</i>	27	28 <i>TMS— Grade 6 Open House 6:30 p.m.</i>	29 <i>Rosh Hashana</i>	30 <i>Rosh Hashana</i>	

# September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																											
				1	2	3																																																																																											
4	5 <b>Labor Day</b> No School	6	7 C.L. Mtg. 2:00 p.m.	8	9 Welcome Back Dance 7-10	10 Project Graduation Bottle Drive  ACT Testing																																																																																											
11	12 PLC 2:00-3:00 p.m.	13	14 9th Grade Parent Program 7:30 a.m.  Faculty Mtg. 2:00 p.m.	15	16	17																																																																																											
18	19 Booster Club 7:00 p.m. Conference Room  Student & Staff I.D.'s 7:30 a.m.-3:30 p.m.	20 9th Grade Parent Program 7:30 a.m.	21 Half-Day Session - In-Service	22 <b>OPEN HOUSE</b> 6:30 - 8:00 p.m.	23	24																																																																																											
25	26 PLC 2:00-3:00 p.m.	27	28	29 Religious Holiday - No Tests	30 Religious Holiday - No Tests <b>Progress Reports</b>																																																																																												
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**TO: Members of the Board of Education**

**FROM: William D. Guzman**

**DATE: August 24, 2011**

**SUBJECT: Board of Education – Periodic Activities**

Below is a listing of annual activities impacting the Board. The listing is general in nature and details activities over the three periods of the school year – Fall, Winter and Spring.

**FALL – (September/October/November)**

- Recognition of Teacher of the Year
- Capital Improvement Plan
- School/District Improvement Goals (September 30)
- Receipt of Annual Report
- Receipt of Strategic School Profiles
- Report on District Student Enrollment
- Review of SAT/CAPT/CMT Reports
- Final Status Report on Board Goals (September)
- Organizational Meeting of the Board (November – **every even fiscal year**)
- New Board Member Orientation (**every even fiscal year**)
- Curriculum Reports (Language Arts, Mathematics, Science – **every odd fiscal year**)
- Leave of Absence Report

**WINTER – (December/January/February)**

- Development of School District Budget
- Report on Energy Management Program
- Establish School Calendar
- Report on Audit Findings
- Status Report on Board Goals (**December/January**)
- Curriculum Reports (Social Studies, Art, Music, World Language – **every odd fiscal year**)
- Leave of Absence Report

**SPRING – (March/April/May)**

- Recognition of Retirees
- Budget Referendum
- Budget Adoption
- Curriculum Reports (Health, Physical Education, Family Consumer Science, Computer Technology – **every odd fiscal year**)
- Leave of Absence Report
- Field Trip Report

**ONGOING**

- Status of the Budget (monthly)
- Board Policies (as needed)
- Student/Staff Presentations and Acknowledgements (periodic)
- Grant Proposals (as needed)

## **K. COMMUNICATIONS**

## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM JUNE 28, 2011 – 7:30 P.M.

**MEMBERS PRESENT:** Frederick M. Daniels, Chairman; MaryAnn Delaney Tuttle, Vice Chairperson; Dale Clayton; Jack Flynn; Francis Kennedy (*exited early*); Craig Nussbaum and April Teveris

**MEMBERS ABSENT:**

**OTHERS PRESENT:** Steven R. Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Christine Hutton; Agata Herasimowicz, Acting Director of Finance and Records; Steve Amedy; Roger Leege, Director of Information Technology and Adam Sure

1. **CALL TO ORDER:** Frederick Daniels called the meeting to order at 7:30 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** None.

Dr. Daniels mentioned that he presented a Proclamation from the Town Council to Christine Hutton on June 14, 2011.

5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBLIC PARTICIPATION** (*on any subject within the jurisdiction of the Town Council*) (2 minute limit)

**Sam Belsito of 55 Lee Lane** – We have a problem – As you know, the concessions from the Union were rejected and now the State doesn't know what to do. It is anticipated that the State will decrease funding to the towns. This will happen in a very short period of time. This Council should take action now. You have approved a number of projects and additions to the town government. These should be put aside until the situation with the State is under control. Your first responsibility to the tax payers of Tolland is to make spending cuts and eliminate any additional tax burden that will be placed upon them by the State. You need to stop the move of the Rec Dept., stop the addition of the individual at the Fire Dept., although it may be needed. It's time to put the citizens first.

6. **PUBLIC HEARING ITEMS:**

- 6.1 Consideration of a resolution approving the sale of property at 227 Hartford Turnpike to Mahdy Allam and Sved Rehan Ashraf for a price of \$109,500 subject to all conditions of the purchase and sale agreement having been met.

Mr. Werbner commented that the Council previously approved listing this property for sale with Mr. Amedy. There is an agreed to Purchase & Sale Agreement, which has some conditions. These conditions will be discussed with the Town Council at the Executive Session scheduled for later this evening. It is recommended that this item be tabled until after the Executive Session.

April Teveris motioned to open the public hearing; Seconded by Francis Kennedy. All in favor. None opposed.

**Sam Belsito of 55 Lee Lane** – Money – he hopes that the Town Council and the Administration do not act like kids in a candy store by spending all the receipts on the first thing that pops into their heads. These funds should be set aside and kept for the future.

**Richard Bozzone of 9 Elm Road** – Is there any thought as to where these funds will be spent. Mr. Werbner said that according to policies in place, the proceeds from the sale of property are to go into the Town's CNRE account for future capital improvements. The Council has the authority to change that policy should they choose to do so, although there is no plan as of now. He believes the proceeds should go towards future capital use.

A straw poll was conducted of all those in favor of approving the sale of property at 227 Hartford Turnpike. 2 in favor; 0 opposed.

Jack Flynn motioned to close the public hearing; Seconded by April Teveris. All in favor. None opposed.

MaryAnn Delaney Tuttle motioned to table this item until after the Executive Session. Seconded by Francis Kennedy. All in favor. None opposed.

- 6.2 Consideration of a resolution making an additional appropriation of \$69,845.04 from Federal Emergency Management Agency to Parks & Facilities, Streets & Roads, Fire Suppression and Ambulance as well as to the Board of Education to cover excessive costs of the January 11, 2011 snow storm.

Mr. Werbner commented that we are receiving this money due to the major blizzard that occurred on January 11, 2011. This money (\$69,845.04) will be put back into accounts from which the money was expended for that snowstorm. The accounts will become whole so that they balance at the end of the fiscal year.

MaryAnn Delaney Tuttle asked how much of these monies will be going to the BOE. Mr. Werbner said \$2,182.06, and it will go into fiscal year 2010-2011.

Mr. Flynn asked about additional snow expenses. Mr. Werbner said the roof clearing expense is still pending. He is unsure when we will hear the outcome of that.

Jack Flynn motioned to open the public hearing; Seconded by Craig Nussbaum. All in favor. None opposed.

A straw poll was conducted of all those in favor of making an additional appropriation from FEMA. 4 in favor; 0 opposed.

Jack Flynn motioned to close the public hearing; Seconded by Francis Kennedy. All in favor. None opposed.

MaryAnn Delaney Tuttle read the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby approves an additional appropriation from FEMA as a reimbursement for the January 11, 2011 snow related expenditures in the amount of \$69,845.04.

Seconded by Jack Flynn. All in favor. None opposed.

- 6.3 Consideration of a resolution to make an additional appropriation of \$13,000 from the AT&T payment to the Capital Improvements Board of Education District Wide Fund for future use.

Mr. Werbner said the town had received \$50,000 for this easement; \$25,000 has gone to the BOE for Capital use. \$7,000 will go towards the fiber optic project; \$6,000 will remain in the District Wide Fund and \$12,000 went for the elevator project at TMS. The BOE has three projects that are ongoing this summer: asbestos removal project at TMS; air conditioning unit at TIS, and a paving project at TMS. If any of those projects need any additional dollars, the District Wide Fund could be used for that type of purpose.

Mr. Clayton asked if the money wasn't received from AT&T what would have happened to the projects that are ongoing that might have some additional costs? Mr. Werbner said they would either have to find money in their operating budget, or come back to the Council and ask for money from other projects.

Jack Flynn motioned to open the public hearing; Seconded by Craig Nussbaum. All in favor.  
None opposed.

**Sam Belsito of 55 Lee Lane** – He realizes things come up and projects change, but as he said last week, the school administration appears to be flying by the seat of their pants. Now, the fiber optic is up to \$58,000+, last week it was \$50,000. At the last meeting, why wasn't the entire project presented? He mentioned the Principal who go up during budget talks showing his worn shoes, claiming the schools needed more money. He said the children have no books. Mr. Belsito would guess no books have been purchased, but they have certainly found money to do other things.

A straw poll was conducted of all those in favor of making an additional appropriation of \$13,000 from the AT&T payment. 1 in favor; 2 opposed.

Francis Kennedy motioned to close the public hearing; Seconded by Jack Flynn. All in favor.  
None opposed.

MaryAnn Delaney Tuttle read the following resolution:

**WHEREAS** the Town of Tolland has received a payment in the amount of \$50,000 from AT&T;

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates an additional \$13,000 from the AT&T payment to the Capital Improvements Board of Education District Wide Fund for future use.

Seconded by Jack Flynn.

Mr. Clayton said that instead of putting the money into the District Wide Fund, we should reduce the amount that we are going to bond for this project. He believes we need to start reducing the bonding overall. Since this is found money, he thinks it should be utilized for a current project. If they didn't budget properly, maybe they should start budgeting more appropriately. He believes this should have been taken up after discussion of their budget. It is being assumed that we will appropriate the \$7,000 later. He believes that should have been dealt with first. He thinks the balance should go towards reducing the amount we bond, instead of increasing the cost of the money.

MaryAnn Delaney Tuttle said she is not opposed to putting it in the District Wide Fund at this point in the meeting, but she agrees with Mr. Clayton that they need to look at the sources of funding for the other projects that are on the agenda. We should try to keep the bonding down as much as we can. She is confused as to where all these monies are going. She would like a spreadsheet. She is not opposed to this motion/resolution right now, but in the future would like a better picture.

Dr. Daniels said this is found money. When it first came to us that AT&T was interested in participating in this, philosophically there was a feeling that the money should be shared. The question now is how much



should the Council be controlling how the BOE appropriates these funds? The recommendation is to put the money into a fund for capital projects as opposed to operating.

MaryAnn Delaney Tuttle thinks that there is a relationship between 6.4, 6.5 and 8.2. We ought to diminish the amount that is bonded and use the money that is available. She wants to see what is coming and going from the different accounts and figure out the best way.

April Teveris believes that the money should be shared with everyone in town. Everyone benefits from less bonding in the long run. We should reduce the amount of bonding.

Mr. Flynn questioned if they were talking about the BOE money or the town's side too. If it's just the BOE why the difference in terms of how we use the money. MaryAnn Delaney Tuttle said we've already dispensed with the town's side (Parker's utilities). Mr. Flynn said it's just the timing then? Mr. Clayton said they are taking bonding money to pay for a project. Mr. Flynn questioned why we didn't use the town's side of the \$25,000 to reduce bonding. He fully supported the use of Parker School, but then within a few weeks we have similar issues coming up with the school's portion of the money and spending it on capital. Now, we are thinking it shouldn't be spent and it should be put towards bonding. He believes it to be inconsistent. Mr. Clayton said that at the time there was no bonding issue on the agenda; had there been, he would have said that we should reduce our bonding. Ms. Teveris does not disagree with Mr. Flynn. She believes overall we need to increase our sensitivity on the issue. Although she doesn't believe that is a reason to persist in not doing it, because they didn't do it several weeks ago. Discussion continued amongst the members regarding this matter.

Fred Daniels; MaryAnn Delaney Tuttle; Jack Flynn; Francis Kennedy and Craig Nussbaum were in favor. Dale Clayton and April Teveris were opposed.

- 6.4 Consideration of a resolution making an additional appropriation of \$26,497 from equity distribution from Connecticut Interlocal Risk Management Agency to be used by the Town and Board of Education. The Town's share in the amount of \$12,061 would be appropriated to the Capital Improvement Public Facilities Budget. The Board of Education's share in the amount of \$14,436 would appropriate \$6,389 to the Capital Improvement Board of Education District Wide Fund and \$8,047 to the Capital Improvement Budget to cover a shortfall in issuance costs associated with the High School project.

Mr. Werbner commented that this is money from CIRMA. The BOE and the town are splitting this money. The BOE wants their share to cover an \$8,047 shortfall in Capital Improvement related to issuance costs paid for the additional borrowing for the high school and \$6,389 to the District Wide Fund. The Town will appropriate its portion to cover the cost of demolition of town owned property on Cider Mill Road.

MaryAnn Delaney Tuttle asked if the demolition of the property is in the budget at this point for next year. Mr. Werbner said no.

April Teveris motioned to open the public hearing; Seconded by Francis Kennedy. All in favor. None opposed.

**Sam Belsito of 55 Lee Lane** – This money should go to lower taxes, instead of using it to bond? Why weren't any of these things (fiber optics/demolitions) included in the budget? These funds came from CIRMA, and in a split second they are gone. This is tax payer's money. We are not thinking ahead. These monies should be set aside. When this State starts reducing the town funding, we are going to be on our knees. We are kids in a candy store.

**Richard Bozzone of 9 Elm Road** – He echoes Mr. Belsito. We should be using these unexpected monies to reduce bonding, or they should be put in an unallocated account so that they can be used for the next

budget year. They should be used to reduce the taxes we pay, not to pay off projects that just happen to come up and get shifted around.

A straw poll was conducted of all those in favor of making the additional appropriations to the various funds. 1 in favor; 3 opposed.

*Mr. Kennedy exited the meeting at 8:30 p.m.*

Jack Flynn motioned to close the public hearing; Seconded by April Teveris. All in favor. None opposed.

MaryAnn Delaney Tuttle read the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates an additional \$26,497 from equity distribution from Connecticut Interlocal Risk Management Agency to be used by the Town and Board of Education. The Town's share in the amount of \$12,061 would be appropriated to the Capital Improvement Public Facilities Budget. The Board of Education's share in the amount of \$14,436 would appropriate \$6,389 to the Capital Improvement Board of Education District Wide Fund and \$8,047 to the Capital Improvement Budget to cover a shortfall in issuance costs associated with the High School project.

Seconded by Jack Flynn.

Mr. Clayton said Mr. Belsito has a valid point. He questions what would have happened if those funds did not come in? Why should we not look towards the BOE to come up with the \$8,047 and take this money instead and put it against the money that we would otherwise be borrowing for the fiber optics. They've known about it and they had an obligation to come up with it. For this and all the other reasons he stated before, he'll be opposing this resolution.

Mr. Nussbaum said for the BOE to come up with these funds it would need to come from their operating budget, which directly impacts our children. It's a tough situation any way you look at it.

Mr. Clayton said he feels the same with the demolition. We should wait until funds become available. We continue to add projects that weren't expected. Mr. Werbner commented that the demolition for the building next to Winding River was in the budget. Since this project came to the Council's attention and it was claimed to be an eye-sore and have safety concerns he was applying it to this building.

Mr. Werbner said that discussion on a policy regarding bonding needs to be looked at more deeply. Mr. Clayton agrees with him, but at some point we need to start looking at reducing it. We will always have a need to borrow, especially in this town. We just need to look into the future and ask what we want to accomplish.

Fred Daniels; MaryAnn Delaney Tuttle; Jack Flynn; Francis Kennedy and Craig Nussbaum were in favor. Dale Clayton and April Teveris were opposed.

- 6.5 Consideration of a resolution approving a transfer of \$52,000 from the Tolland Intermediate School HVAC Roof Top Unit project for the installation of a Fiber-Optic Cabling Project for Birch Grove and Tolland Intermediate School.

Mr. Werbner said this is a request of the BOE to transfer monies from the roof top unit project to the fiber optic project. There is an immediate need for the cabling at those schools. There will be one HVAC roof top unit installed at TIS and the fiber optic installation will be at Birch Grove and TIS. The total cost of the project is \$59,000.

Dale Clayton motioned to open the public hearing; Seconded by Craig Nussbaum. All in favor. None opposed.

A straw poll was conducted of all those in favor of approving a transfer of \$52,000 from the Tolland Intermediate School HVAC Roof Top Unit project for the installation of a Fiber-Optic Cabling Project for Birch Grove and Tolland Intermediate School. 2 in favor; 1 opposed.

Jack Flynn motioned to close the public hearing; Seconded by Dale Clayton. All in favor. None opposed.

MaryAnn Delaney Tuttle read the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby approves the appropriation and transfer of \$52,000 from the TIS HVAC Roof Top Unit project account to the TIS Fiber-Optic Cabling project account within the Capital Budget.

**BE IT FURTHER RESOLVED,**

(1) That to finance said appropriation, the Town issue bonds or notes in an amount not to exceed \$52,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the "Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

(2) That the Town Manager and the Treasurer of the Town (the "Officials") be authorized to sign said bonds or notes of the Town by their manual or facsimile signatures and to determine the amounts, rates of interest, dates, maturities, dates of principal and interest payments on such bonds or notes, the form of such bonds or notes; the provisions for protecting and enforcing the rights and remedies of the holders of such bonds or notes and all other terms, conditions and particular matters regarding the issuance and securing of such bonds or notes and to execute, sell and deliver the same, and provide all supporting documentation as may be necessary or desirable to accomplish such purposes and to comply with the requirements of the Internal Revenue Code of 1986, as amended, Securities and Exchange Commission Rule 15c2-12, and in accordance with the Connecticut General Statutes and any other applicable provision of law thereto enabling. The bonds and notes authorized hereby shall be general obligations of the Town secured by the full faith and credit of the Town

(3) That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the Projects. The Officials are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes or other obligations authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

Seconded by Jack Flynn.

Craig Nussbaum appreciates the need for this project and believes it must be done.

Mr. Clayton believes it is a worthwhile project, but unfortunately will vote against it because of the funding source.

MaryAnn Delaney Tuttle said the final project is \$58,807.32. We have \$19,389.00 in the District Wide Capital Improvement Fund. Can we amend the resolution to approve a transfer of up to \$40,000 from the HVAC roof top unit and then on 8.2 we will approve the transfer of \$19,000 from the District Wide Capital. Then, we will fully fund the project, we will reduce the borrowing by \$19,000 and zero out the fund that we started tonight. Mr. Werbner said her numbers are right, but the borrowing would be reduced by \$12,000.

Craig Nussbaum motioned to table agenda item 6.5 and transfer it to agenda item 8.7. Seconded by MaryAnn Delaney Tuttle. All in favor. None opposed.

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

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Jack Flynn commented on the WPCA meeting last week and state that Mr. Werbner was present as well. Someone was there from the State to discuss the facilities report. The WPCA is speaking with them about alternatives. They will be meeting with a subsurface group. Ms. Delaney Tuttle suggested the members take a look at the PZC's minutes re: a development that is being proposed by Rhodes Road/Rt. 195/Birch Grove area.

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

8.1 Consideration of a revision to Section A-173-4 of the Tolland code addressing the waiving of building permit fees.

Mr. Werbner commented that the Town in the past has waived certain permit fees. In checking with the Code, he could find no specific language regarding this practice. He has provided a sample of some language that could be added. He thinks it would be good to have a policy for the future. April Teveris commented she would like to see the discretion be up to the Council. She feels if it is a town owned property or a BOE project it should be waived. Mr. Werbner said there may be times when you don't want to waive the fee, ex: if you have some other funding source such as steep grants, etc. Ms. Teveris said that should be stated in the resolution.

Mr. Werbner's sample:

The Town Manager or his designee may, in his sole discretion, waive the building permit fee required by reason of activity by or on behalf of the Town of Board of Education whether by contract or otherwise except for the portion assessed by the State of Connecticut. The Town Council may, in other instances and for good cause shown, waive the building permit fee, except for the portion assessed by the State of Connecticut, required of non-profit entities who have an affiliation with the Town.

Mr. Nussbaum questioned the meaning of the term "affiliation with the town." Mr. Werbner will work through the definition of "affiliation" and add language regarding other payment sources.

8.2 Consideration of a resolution approving a transfer of \$7,000 from the Board of Education District Wide account to the Board of Education Fiber-Optic Cabling Project for upgrading the internet connection with fiber-optic circuits for Birch Grove and Tolland Intermediate School.

Mr. Clayton asked if the numbers from AT&T and CL&P were firm for the poles, etc. Mr. Sure said these should be accurate. The police costs are an estimate, but they are on the high side.

MaryAnn Delaney Tuttle read the following amended resolution:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby approves the transfer of \$7,000 from the Board of Education District Wide Fund to the Board of Education Fiber-Optic Cabling project for Birch Grove and Tolland Intermediate School and the transfer of an additional \$12,389.00 from the same fund to reduce bonding on the project.

Seconded by Dale Clayton.

Jack Flynn said he will be voting against it. It is fine if you want to take different steps to reducing bonds, but he doesn't think now is the time to jump in and do it on a one time basis or to do it with projects were funding has already been approved from other sources. Dr. Daniels doesn't disagree with Mr. Flynn but he will be voting in favor.

Fred Daniels; MaryAnn Delaney Tuttle; Dale Clayton; Craig Nussbaum and April Teveris were in favor. Jack Flynn was opposed.

8.3 Consideration and action on approving the Public Works Supervisor and Assistant Public Safety Supervisor job descriptions.

Mr. Werbner commented that these are two changes that were approved in the budget. The job descriptions have been changed and discussed.

Dr. Daniels questioned the Special Requirements on page 4 of 4 of the Assistant PS Supervisor job description. Mr. Wilkinson said it will be changed to reflect "EMT, FFI, FFII **required** and Fire Officer I preferred.

MaryAnn Delaney Tuttle read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the attached non-union group Public Works Supervisor and Assistant Public Safety Supervisor job descriptions.

Seconded by Jack Flynn. All in favor. None opposed.

8.4 Consideration of a resolution to approve the revised Personnel Policies and Procedures.

Mr. Werbner said these are technical changes that have come about over the last several years and include: hours of work based on the four day work week and the most recent change regarding the contribution for health insurance premiums.

MaryAnn Delaney Tuttle read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the attached revisions to the "Town of Tolland Personnel Policies and Procedures".

Seconded by Jack Flynn. All in favor. None opposed.

8.5 Consideration of a resolution making an additional appropriation of \$1,028.64 to the Board of Education's 2010-11 Budget for Medicaid payments and the setting of a public hearing thereon for July 12, 2011.

Dr. Daniels commented that this is the standard action.

MaryAnn Delaney Tuttle motioned that the following resolution be introduced and set down for a public hearing on July 12, 2011 at 7:30 p.m. in Tolland Town Council Chambers and read the following draft resolution:

**WHEREAS** the Tolland Board of Education participates in the Medicaid Reimbursement Plan as administered by the Department of Social Services of the State of Connecticut, through which it bills Medicaid for the cost of speech and language, psychological, occupational and physical therapy services for students who are eligible for Medicaid; and

**WHEREAS** the Board of Education has received a payment in the amount of \$1,028.64 from the Department of Social Services' Medicaid Reimbursement Plan;

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates an additional \$1,028.64 in Medicaid payments to the Board of Education's 2010-11 budget.

Seconded by Dale Clayton. All in favor. None opposed.

8.6 Appointments to vacancies on various municipal boards/commissions.

MaryAnn Delaney Tuttle moved to:

Re-Appoint **Frances O. Maynard** of **113 Williams Way** for the term of 07/01/2011 to 06/30/2016 to the Housing Authority;

Re-Appoint **John Beck** of **464 South River Road** for the term of 07/01/2011 to 07/01/2016

Re-Appoint **Roland Cardin** of **24 Elgin Drive** for the term of 07/01/2011 to 07/01/2016

Seconded by Dale Clayton. All in favor. None opposed

MaryAnn Delaney Tuttle moved to appoint **Sharon Hiller** of **327 Babcock Road** to the Permanent Celebration Committee; Seconded by Dale Clayton. All in favor. None opposed.

Dr. Daniels thanked all the individuals who volunteer, especially those who desire reappointment. Ms. Delaney Tuttle thanked Jeff Roman who had served on the Non-Profit Housing Corp.

**8.7. Consideration of a resolution approving a transfer of \$52,000 from the Tolland Intermediate School HVAC Roof Top Unit project for the installation of a Fiber-Optic Cabling Project for Birch Grove and Tolland Intermediate School.**

MaryAnn Delaney Tuttle read the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby approves the appropriation and transfer of \$52,000 from the TIS HVAC Roof Top Unit project account to the TIS Fiber-Optic Cabling project account within the Capital Budget.

**BE IT FURTHER RESOLVED,**

(1) That to finance said appropriation, the Town issue bonds or notes in an amount not to exceed \$52,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the "Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

(2) That the Town Manager and the Treasurer of the Town (the "Officials") be authorized to sign said bonds or notes of the Town by their manual or facsimile signatures and to determine the amounts, rates of interest, dates, maturities, dates of principal and interest payments on such bonds or notes, the form of such bonds or notes; the provisions for protecting and enforcing the rights and remedies of the holders of such bonds or notes and all other terms, conditions and particular matters regarding the issuance and securing of such bonds or notes and to execute, sell and deliver the same, and provide all supporting documentation as may be necessary or desirable to accomplish such purposes and to comply with the requirements of the Internal Revenue Code of 1986, as amended, Securities and Exchange Commission Rule 15c2-12, and in accordance with the Connecticut General Statutes and any other applicable provision of law thereto enabling. The bonds and notes authorized hereby shall be general obligations of the Town secured by the full faith and credit of the Town

(3) That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the Projects. The Officials are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes or other obligations authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

Seconded by Craig Nussbaum.

Dr. Daniels said the understanding is that the other funds will be used to reduce the costs of that borrowing.

Fred Daniels; MaryAnn Delaney Tuttle; Dale Clayton; Jack Flynn; Craig Nussbaum and April Teveris were 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 commented that the Governor released his budget. It looks like there will be a statewide \$54m cut in statutory formula grants. There are no indications at this time what the cuts will be. It will differ from grant to grant. We will need to wait and see how it will come out on Thursday

11. **ADOPTION OF MINUTES**

11.1 June 14, 2011 Regular Meeting Minutes - MaryAnn Delaney Tuttle moved to adopt the minutes; Seconded by Dale Clayton. All in favor. None opposed. Jack Flynn abstained.

12. **CORRESPONDENCE TO COUNCIL**

12.1 News release from GFOA; and  
12.2 Eagle Scout July 9, 2011 invitation.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Jack Flynn and Dr. Daniels will not be present at the July 12, 2011 meeting. Dr. Daniels mentioned that there is a new camera for Council meetings that will allow for live feeds. They will take the meetings off the air at 9:30 p.m. If we want to avoid being cut off, we can start the meetings at 7:00 p.m. April Teveris, Jack Flynn and

MaryAnn Delaney Tuttle all agreed that they would like to see the start time remain at 7:30 p.m. Dr. Daniels said that if the meetings tend to get cut off, they will re-evaluate the start time in the future.

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

**Steve Amedy** – Commented that if you could save the house on Cider Mill, you may want to deed it to the non-profit. He will get a key and go look at the house.

15. **EXECUTIVE SESSION**

Dale Clayton motioned to go into Executive Session at 10:00 p.m., thus ending the Regular Meeting of the Town Council. Seconded by MaryAnn Delaney Tuttle. All in favor. None opposed.

15.1 Executive Session to discuss the sale of Town land.

MaryAnn Delaney Tuttle read the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** that the Town Council approves the sale of property at 227 Hartford Turnpike to Mahdy Allam and Sved Rehan Ashraf for a price of \$109,500 subject to all conditions of the purchase and sale agreement having been met.

Seconded by Dale Clayton. All in favor. None opposed.

16. **ADJOURNMENT:** Dale Clayton moved to adjourn the meeting; Seconded by April Teveris at 10:17 p.m. All were in favor.

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Frederick M. Daniels, 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 12, 2011 – 7:30 P.M.

**MEMBERS PRESENT:** MaryAnn Delaney Tuttle, Vice Chairperson; Dale Clayton; Craig Nussbaum and April Teveris

**MEMBERS ABSENT:** Frederick M. Daniels, Chairman; Francis Kennedy and Jack Flynn

**OTHERS PRESENT:** Steven R. Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Beverly Bellody, Human Services; Christine Hutton; Agata Herasimowicz, Acting Director of Finance and Records; Steve Amedy; Nancy Dunn, Youth Services Coordinator

1. **CALL TO ORDER:** MaryAnn Delaney Tuttle called the meeting to order at 7:32 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)

**Sam Belsito of 55 Lee Lane** – Agenda item 8.3: he calls it “The Secondary Budget” – One that is hidden, so that no one can see it. He is leery of some of the items listed. He knows everything was right out front in the beginning with the budget, but he doesn’t believe most taxpayer know that we have another \$1.5m that we are going to bonding for.

**Steve Amedy** – At the last meeting, he mentioned the non-profit possibly rehabbing the house on Cider Mill. They did go over and took a look at the house. He provided the Council members a document entitled “Napkin Estimates”. If the Council agrees, their next step would be to gather all the information that they can for free before the next Council meeting in two weeks.

Ms. Delaney Tuttle asked if the rest of members would like to add discussion of this to the agenda tonight. Ms. Teveris asked if the members present would be comfortable acting on this without the full membership or more people. She suggested putting it on the next Agenda. Mr. Werbner did remind the Council that there is an existing agreement with the Youth Hall Group for at least another year. They were in the process of trying to raise funds to do something with the property. It was determined that Mr. Werbner would get some information by the next meeting. Mr. Clayton said he would like to invite the Youth Group to attend the meeting as well. It doesn’t appear that they have removed the pile of insulation, which they were going to do. Ms. Teveris asked if they were still doing fundraising. Mr. Werbner said they still have time, but is unsure of what they are doing.

### 6. PUBLIC HEARING ITEMS:

- 6.1 Consideration of a resolution making an additional appropriation of \$1,028.64 to the Board of Education’s 2010-11 Budget for Medicaid payments.

Mr. Werbner commented that this is a routine appropriation.

Dale Clayton motioned to open the public hearing; Seconded by April Teveris. All in favor.  
None opposed.

A straw poll was conducted of all those in favor of appropriating \$1,028.64 to the Board of Education's 2010-2011 Budget for Medicaid payments. 1 in favor; 0 opposed.

Dale Clayton motioned to close the public hearing; Seconded by Craig Nussbaum. All in favor.  
None opposed.

Craig Nussbaum read the following resolution:

**WHEREAS** the Tolland Board of Education participates in the Medicaid Reimbursement Plan as administered by the Department of Social Services of the State of Connecticut, through which it bills Medicaid for the cost of speech and language, psychological, occupational and physical therapy services for students who are eligible for Medicaid; and

**WHEREAS** the Board of Education has received a payment in the amount of \$1,028.64 from the Department of Social Services' Medicaid Reimbursement Plan;

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates an additional \$1,028.64 in Medicaid payments to the Board of Education's 2010-11 budget.

Seconded by Dale Clayton. All in favor. None opposed.

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

7a1. Tolland Non-Profit Housing Corp.: Mr. Amedy had nothing additional to add to what he commented on under Public Participation. Mr. Clayton asked if the non-profit takes the house over, do they pay taxes. Mr. Amedy is unsure and will have to go back and look. These were included in the soft costs. Discussion on the Cider Mill Property will be added to the July 26, 2011 Agenda.

**7b. REPORTS OF TOWN COUNCIL LIAISONS:** April Teveris mentioned that the Permanent Celebration Committee was meeting tonight instead of Thursday night. They wanted to diversify the meeting night. Ms. Delaney Tuttle commented that the PZC did not hold a meeting last night.

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

8.1 Consideration of a resolution making an additional appropriation of \$10,000 to the Human Services and Other Services and Fees Account for funds received from the Office of Policy and Management (OPM), Criminal Justice Policy and Planning Division 2011-2012 Police and Youth Program Grant.

Mr. Werbner congratulated Ms. Bellody and Ms. Dunn on receiving this grant. It was a competitive process. Nancy Dunn commented that she spoke with the High School Principal based on all the activity that happened last year and they've set up monthly meetings. They wanted to get the students involved in addressing some of the issues that the students feel are important. The three top issues were: teen alcohol use, bullying and teen depression / suicide. The grant looked like a good way to get some funding to

address these issues and to get the police more involved with the students. The objective of the grant is to make officers more comfortable in dealing with the youth, other than in enforcement activities. 80 students were recommended to participate, 80 were present at the first meeting and 60 at the second meeting. The funds will be used primarily for police overtime, because we don't have the staffing. They will also be used for projects, speakers and educational programs that they will ask the students to develop. At the end of the program, there will be a celebration to look back at what has been accomplished.

Craig Nussbaum read the following **amended** resolution:

**BE IT RESOLVED** that Steven R. Werbner, as Town Manager of the Town of Tolland, and in his absence the Acting Town Manager, is hereby authorized to make, execute and **receive** on behalf of the Town of Tolland the 2011-2012 Police and Youth Program Grant funding offered by the Office of Policy and Management (OPM), Criminal Justice Policy and Planning Division, **and appropriate an additional \$10,000 from Grant funding to Human Services and other services and fees account.**

Seconded by Dale Clayton. All in favor. None opposed.

- 8.2 Consideration of a resolution making an additional appropriation of \$500 for the Historic Documents Preservation Grant from the State Library to be used by the Town Clerk to preserve the Town's records.

Mr. Werbner commented that more money was received from this grant than originally expected. They believed they were going to get \$3,000, but received \$3,500. The grant provides for the scanning of land records, and all related documents, to provide better public access. The additional \$500 needs to be appropriated. Ms. Teveris commented that some towns have deeds available to print on-line. Mr. Werbner will speak with Ms. DeVito regarding what would be necessary to do this.

Craig Nussbaum read the following resolution:

**WHEREAS** the following resolution is required in anticipation of an additional \$500 from the State Library to be used for preservation of Town's documents.

**BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates an additional \$500 for the Historic Documents Preservation Grant from the State Library which was budgeted in the amount of \$3,000 to the Town Clerk Preservation Grant budget.

Seconded by Dale Clayton. All in favor. None opposed.

- 8.3 Consideration of a resolution appropriating \$566,991 for certain road and parking lot pavement improvements, appropriating \$60,000 for certain drainage improvements, appropriating \$396,215 for roof replacement at Tolland Public Library, appropriating \$80,000 for the installation of an engine drive generator at the Hicks Memorial Municipal Center and Library, appropriating \$145,000 for the acquisition of a dump truck, appropriating \$216,738 for certain improvements to the Tolland Intermediate School and appropriating \$78,000 for certain driveway pavement improvements, and authorizing the issue of up to \$1,542,944 bonds and notes to finance the appropriations and the setting of a public hearing thereon for July 26, 2011.

Mr. Werbner commented that these items are within the Capital Budget and have previously been discussed and approved by the Council as part of the budget process. This is the bond resolution as

required by Bond Counsel to move forward with the financing for these various projects. An appropriation of these dollars is still required, even though the projects are listed within the Capital Budget. In addition, a public hearing is to be held so that everyone has an opportunity to comment, and there is no concern about these things being hidden within the process.

Craig Nussbaum moved to set a public hearing on July 26, 2011 at 7:30 p.m. in Tolland Town Council Chambers for the consideration of a resolution appropriating \$566,991 for certain road and parking lot pavement improvements, appropriating \$60,000 for certain drainage improvements, appropriating \$396,215 for roof replacement at Tolland Public Library, appropriating \$80,000 for the installation of an engine drive generator at the Hicks Memorial Municipal Center and Library, appropriating \$145,000 for the acquisition of a dump truck, appropriating \$216,738 for certain improvements to the Tolland Intermediate School and appropriating \$78,000 for certain driveway pavement improvements, and authorizing the issue of up to \$1,542,944 bonds and notes to finance the appropriations.

RESOLVED, (1) That the Town of Tolland (the "Town") appropriate (i) the sum of \$566,991 for the cost of the pavement resurfacing, sealing, repair and/or reconstruction of all or portions of certain town roads in accordance with the Town's automated pavement management system recommendations and the pavement resurfacing, sealing and repair of certain parking lots located at the Gehring Road and Plains Road firehouses, Heron Cove Park, Crandall Park, the Tolland Jail Museum and the Tolland High School tennis courts (collectively, the "Pavement Project"), (ii) the sum of \$60,000 for the cost of drainage replacement, including the replacement and/or repair of crumbling box culverts (the "Drainage Replacement Project"), (iii) the sum of \$396,215 for the cost of the removal, replacement and installation of the Tolland Public Library roof, including the addition of internal roof drains and the replacement of gravel stop and wood fascia board as necessary (the "Library Roof Project"), (iv) the sum of \$80,000 for the cost of the installation of a weatherproof enclosed industrial diesel engine drive generator at the Hicks Memorial Municipal Center and Library (the "Generator Installation Project"), (v) the sum of \$145,000 for the cost of purchasing a six-wheel 36,000 gross vehicle weight dump truck to be used in connection with plowing and sanding and for such other purposes required by the Town (the "Truck Acquisition"), (vi) the sum of \$216,738 for the cost of building façade structural repair, brick removal, replacement and repointing, foundation repair, the enlargement, removal, replacement and installation of expansion and control joints and repointing, and cleaning and sealing of brick efflorescence area, at the Tolland Intermediate School (the "School Project"), and (vii) the sum of \$78,000 for the cost of the pavement resurfacing, sealing and repair of the entrance driveway of Tolland Middle School commencing at Old Cathole Road (the "Driveway Pavement Project," together with the Pavement Project, the Drainage Replacement Project, the Library Roof Project, the Generator Installation Project, the Truck Acquisition and the School Project, collectively, the "Projects"). The appropriations may be spent for design and construction costs, equipment, materials, site improvements, architects' fees, engineering fees, legal fees, net interest on borrowings and other financing costs, and other expenses related to the Projects or their financing. The Town Council is authorized to determine the scope and particulars of the Projects. The Town Council may reduce or modify the scope of the Projects, and the appropriations may be spent on the Projects as so reduced or modified.

(2) That to finance said appropriation for the Pavement Project, the Town issue bonds or notes in an amount not to exceed \$566,991 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Drainage Replacement Project, the Town issue bonds or notes in an amount not to exceed \$60,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Library Roof Project, the Town issue bonds or notes in an amount not to exceed \$396,215 (or

so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Generator Installation Project, the Town issue bonds or notes in an amount not to exceed \$80,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Truck Acquisition, the Town issue bonds or notes in an amount not to exceed \$145,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the School Project, the Town issue bonds or notes in an amount not to exceed \$216,738 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and to finance said appropriation for the Driveway Pavement Project, the Town issue bonds or notes in an amount not to exceed \$78,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the "Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

(3) That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the Projects or the receipt of grants for the Projects. The amount of the notes outstanding at any time shall not exceed \$1,542,944. The notes shall be issued pursuant to Section 7-378 of the Connecticut General Statutes. The Town shall comply with the provisions of Section 7-378a of the Connecticut General Statutes with respect to any notes that do not mature within the time permitted by said Section 7-378.

(4) That the Town Manager and the Treasurer of the Town (the "Officials") be authorized to sign said bonds, notes or other obligations of the Town by their manual or facsimile signatures and to determine the amounts, rates of interest, dates, maturities, dates of principal and interest payments on such bonds, notes or other obligations, the form of such bonds, notes or other obligations; the provisions for protecting and enforcing the rights and remedies of the holders of such bonds, notes or other obligations and all other terms, conditions and particular matters regarding the issuance and securing of such bonds, notes or other obligations and to execute, sell and deliver the same, and provide all supporting documentation as may be necessary or desirable to accomplish such purposes and to comply with the requirements of the Internal Revenue Code of 1986, as amended, Securities and Exchange Commission Rule 15c2-12, and in accordance with the Connecticut General Statutes and any other applicable provision of law thereto enabling. The bonds, notes and other obligations authorized hereby shall be general obligations of the Town secured by the full faith and credit of the Town.

(5) That the Officials are hereby authorized to designate a bank or trust company to be the certifying bank, registrar, transfer agent and paying agent for such bonds, notes and other obligations; to provide for the keeping of a record of the bonds, notes or other obligations; to designate a financial advisor to the Town in connection with the sale of the bonds, notes or other obligations; that the law firm of Updike, Kelly & Spellacy, P.C., Hartford, Connecticut, is designated as the attorneys at law to render an opinion approving the legality of such issue or issues.

(6) That the Officials are authorized to sell the bonds, notes or other obligations at public or private sale; to deliver the bonds, notes or other obligations; and to perform all other acts which are necessary or appropriate to issue the bonds, notes or other obligations, including, but not limited to, entering into a continuing disclosure agreement pursuant to Security and Exchange Commission Rule 15(c)(2)(12). If the bonds, notes or other obligations authorized by this resolution are issued on a tax-exempt basis, the Officials are authorized to bind the Town

pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds, notes or other obligations, including covenants to pay rebates of investment earnings to the United States in future years.

(7) That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the Projects. The Officials are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes or other obligations authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

(8) That the Town Council shall approve any contracts with engineers, contractors, architects and other persons for the Projects.

(9) That the Town Manager is hereby authorized, on behalf of the Town, to apply for and accept state grants to finance the appropriations for the Projects, and to execute and file any application or enter into any grant agreement prescribed by the State of Connecticut.

(10) That the Officials and other proper officers of the Town are authorized to take all other actions which are necessary or desirable to complete the Projects consistent with the foregoing and to issue bonds, notes or other obligations to finance the aforesaid appropriation.

Seconded by Dale Clayton. MaryAnn Delaney Tuttle; Dale Clayton; Craig Nussbaum and April Teveris were in favor. None opposed.

- 8.4 Consideration of a resolution authorizing Steven R. Werbner, Town Manager, to execute a Memorandum of Agreement with the State of Connecticut, Department of Emergency Management & Homeland Security, for participation in the Fiscal Year 2010 Homeland Security Grant Program and the Fiscal Year 2010 Public Safety Interoperable Communications Grant Program and authorizing the Capital Region Council of Governments to provide financial and programmatic oversight of the Federal Fiscal Year 2010 regional allocation.

Mr. Werbner commented that this is an annual grant that communities receive. The communities in the Capital Region pool their money through the Capital Region Council of Government to make purchases and allocate equipment to the surrounding towns. It is always a year or two behind in terms of allocation of these funds. This is an annual resolution that allows CROG to administer these funds on our behalf. Our portion is \$2,683. He is unsure what they are proposing to purchase this time around. In the past, they purchased laptops, radio equipment, etc.

Craig Nussbaum read the following resolution:

**RESOLVED**, that the Town Council may enter into with and deliver to the State of Connecticut Department of Emergency Management and Homeland Security any and all documents which it deems to be necessary or appropriate; and

**FURTHER RESOLVED**, that the Steven R. Werbner, as Town Manager of the Town of Tolland, is authorized and directed to execute and deliver any and all documents on behalf of the Tolland Town Council and to do and perform all acts and things which he/she deems to be necessary or appropriate to carry out the terms of such documents, including, but not limited to, executing and delivering all agreements and documents contemplated by such documents.

Seconded by Dale Clayton. All in favor. None opposed.

- 8.5 Consideration of a resolution authorizing Steven R. Werbner, Town Manager, to execute an Open Space and Watershed Land Acquisition Grant Agreement and Assignment Agreement with the State of CT for the Luce Property, OSWA #399.

Mr. Werbner said that this is 83 acres that was purchased on June 6, 2011 from the Luce's as part of the open-space acquisition program. This is a form document required by the State in order for us to receive the portion of funds that will come from the State of Connecticut and go back into our Open-Space Grant fund for possible additional purchases.

Craig Nussbaum read the following resolution:

RESOLVED, that Steven R. Werbner, Town Manager, of Tolland be and hereby is authorized to execute on behalf of the Town of Tolland an Open Space and Watershed Land Acquisition Grant Agreement and Assignment Agreement with the State of Connecticut for financial assistance to acquire permanent interest in land known as the Luce Property, OSWA #399 and to manage said land as open space land pursuant to Section 7-131d of the Connecticut General Statutes.

IN ADDITION, Steven R. Werbner, is hereby authorized to enter into such agreements, contracts and execute all documents necessary to said grant with the State of Connecticut.

BE IT FURTHER KNOWN that Steven R. Werbner was appointed Town Manager and that his term of office began on October 1, 2005. As the Town Manager, Steven R. Werbner serves as the Chief Executive Officer for the Town of Tolland and is duly authorized to enter into agreements and contracts on behalf of the Town of Tolland.

Seconded by Dale Clayton. All in favor. None opposed.

- 8.6 Consideration of a resolution for acceptance of Pamela Court as a Town road.

Mr. Werbner said this is an old item that dates back to 1987. The road is about 600' in length. Apparently, there was an oversight that the road was never formally accepted by the town. Public Works has been plowing and maintaining this road since it was constructed. The Planning & Zoning Commission recommended acceptance of this road at their meeting on June 27, 2011.

Craig Nussbaum read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby accepts Pamela Court, 600' in length.

Seconded by Dale Clayton. All in favor. None opposed.

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

Craig Nussbaum moved to re-appoint **Larry F. Perosino of 56 Midland Drive** to the Cable Advisory Board for the term of June 14, 2011 to June 14, 2013; Seconded by Dale Clayton. All in favor. None opposed.

MaryAnn Delaney Tuttle commented that David Scotti has resigned from the Tolland Energy Task Force effective immediately. She also invited anyone interested in any vacancy on a Board/Commission to let them know.

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 mentioned that he included some revised language in his report on the waiving of building permit fees. He asked that the members review it and he will put it on the next agenda; the camp is using the space at Parker; and the closing on the house near the Industrial Park will occur on July 15, 2011.

11. **ADOPTION OF MINUTES**

11.1 June 28, 2011 Regular Meeting Minutes: Craig Nussbaum moved to adopt the minutes; Seconded by Dale Clayton. All in favor. None opposed.

12. **CORRESPONDENCE TO COUNCIL**

12.1 An e-mail was received from a resident on Metcalf Road – Mr. Werbner commented that he is preparing a response with regard to wash-outs on dirt roads after difficult storms.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Nussbaum reminded the residents that if your garbage can is damaged by Willimantic Waste, they will replace it.

14. **PUBLIC LISTED PARTICIPATION** (*on any subject within the jurisdiction of the Town Council*) (*3 minute limit*): None.

15. **ADJOURNMENT:** Dale Clayton moved to adjourn the meeting; Seconded by April Teveris at 8:18 p.m. All were in favor.

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MaryAnn Delaney Tuttle, Vice-Chair

Michelle A. Finnegan  
Town Council Clerk



Received July 28, 2011  
Margaret DeVito  
Town Clerk

## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM JULY 26, 2011 – 7:30 P.M.

**MEMBERS PRESENT:** Frederick M. Daniels, Chairman; MaryAnn Delaney Tuttle, Vice Chairperson; Dale Clayton; Jack Flynn; Francis Kennedy; Craig Nussbaum and April Teveris

**MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Steven R. Werbner, Town Manager; Christine Hutton; Clem Langlois, Public Works; Beverly Bellody, Human Services; Linda Farmer, Director of Planning & Community Development; Jennifer Usher, Town Engineer; Steve Amedy; Nancy Dunn, Youth Services Coordinator

1. **CALL TO ORDER** Frederick Daniels called the meeting to order at 7:31 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)

**Sam Belsito of 55 Lee Lane** – Good at raising taxes – When will the taxpayers catch a break? The library is the only thing the taxpayers receive without a direct fee. 97% of the citizens do not use this valuable resource and only 3% do. He suggested that there should be one free swim day during the summer at Crandall's Park.

**Rich Bozzone of 9 Elm Road** – The drop-box looks good painted. He suggested that the trash cans get a look now, particularly the one outside of the Library. These little things help show that the town is still taking care of business in the town. He heard someone say that the primary objective of state government is the compensation of its employees. We need to start working together, instead of just talking at each other.

**Jeffrey Maron, Chairman of the Parks & Recreation Advisory Board** - Agenda item 8.2 – He wanted to advise the Council that when the property was purchased, it was to be an addition to Crandall's Park and also Powell Pond. It had been used for several years by the Rec Dept., until the house was condemned.

**Stuart Danforth of 484 Mile Hill Road** – Why are we not going to a referendum for the \$1.5m? Dr. Daniels asked that he raise his concerns under item 6.1.

#### 6. PUBLIC HEARING ITEMS:

- 6.1 Consideration of a resolution appropriating \$566,991 for certain road and parking lot pavement improvements, appropriating \$60,000 for certain drainage improvements, appropriating \$396,215 for roof replacement at Tolland Public Library, appropriating \$80,000 for the installation of an engine drive generator at the Hicks Memorial Municipal Center and

Library, appropriating \$145,000 for the acquisition of a dump truck, appropriating \$216,738 for certain improvements to the Tolland Intermediate School and appropriating \$78,000 for certain driveway pavement improvements, and authorizing the issue of up to \$1,542,944 bonds and notes to finance the appropriations.

Mr. Werbner commented that these items were all in the Capital Improvement Budget, approved by the Town Council, and approved as part of the town municipal budget at referendum. There is a provision in the Town Charter that up to a certain limit there can be non-referendum borrowing. This falls within that limit and does not require a separate referendum in terms of approval to borrow. It requires a public hearing and the Town Council's approval of a resolution by a roll call vote. Bond Counsel has indicated that because of the nature of the borrowing, separate resolutions need to be adopted. Dr. Daniels said that in the Capital Budget contains 15 or so funding sources. One of those sources is non-referendum borrowing. Ms. Hutton confirmed that the Council is allowed to proceed with non-referendum borrowing up to 5% of the grand list.

Francis Kennedy motioned to open the public hearing; Seconded by April Teveris. All in favor. None opposed.

**Stuart Danforth of 484 Mile Hill Road** – He knows it is a common thing for towns to do this. He would like to know what the expense will be to the town for this money. Mr. Werbner commented that we are going out for borrowing over a 10 year period and the interest is approximately 4%. He didn't have a debt service projection in front of him, although he offered to provide Mr. Danforth a copy. Mr. Danforth commented that he drove around the parking lots and the paving doesn't seem to need repair. He is not a road person, but he does travel. He believes this should go to a referendum, and would like the Council to take that into consideration. He thinks some of these items need to be looked at closer and the residents should have more say.

**Sam Belsito of 55 Lee Lane** – The last non-referendum borrowing – a total of \$1.1M was proposed in January for non-referendum borrowing. As of July, it has increased to \$1.5M. He knows things are going up, but what the heck. This bonding is a total disregard for the taxpayers of Tolland and it has to stop. This Council has hardly ever put the citizens of Tolland first. Cut this bonding request and send a message to the administration that it is time to get efficient. He listed several ways that the Town could 'make do'.

*Christine Hutton clarified that this authorization is to borrow up to \$1.5. There are a lot of deductions to be taken from this. This doesn't mean that this authorization is actually going to produce a bond for \$1.5m.*

**Rich Bozzone of 9 Elm Road** – What is the reason in the difference between \$1.1m and \$1.5m?

*Christine Hutton said you need to authorize the total expenditure, whether it is supported by grants, by any other funds or by revenues. This is not necessarily what will be bonded. Mr. Werbner said there can be prior approvals at different times for borrowing and they are lumped together at the time you actually go out to borrow.*

Mr. Bozzone questioned if the amount of \$1.1m was in the total budget that the voters approved, or was it \$1.5m?

*Ms. Hutton commented that it is not for what we pay, but for what we are spending on the projects. Ms. Hutton offered Mr. Bozzone to stop in and she would show him the difference. Ms. Hutton said there are deductions that can be taken from this, but authorization needs to be for the full amount.*

Mr. Bozzone asked if the generator is replacing anything now.

*Mr. Werbner said no, but this is the main hub of our operations in town. If we lose those, we'd lose all our information.*

**Barbara Danforth of 484 Mile Hill Road** – She doesn't understand why the need for a generator now, when there has never been one prior. She asked if they have a plan?

*Mr. Werbner said every year there is a 5 year capital plan. It is prepared in December, a public hearing is held in February, which is heavily advertised.*

Ms. Danforth doesn't believe people are educated enough as to what goes on in our town. She thinks someone has to deal with that.

*Mr. Werbner said the process has been the same for several years. (signs on the Green, e-blasts, Facebook, etc.)*

Jack Flynn clarified that we are doing this because the Bond Counsel has asked for it. This has already been approved. Mr. Nussbaum said that during budget time, the Council spent an entire night discussing this at a publicly advertised meeting. Dr. Daniels reminded that the residents can look at the budget and see the 5 year capital plan on-line, and that all these items were in that budget.

**Sam Belsito of 55 Lee Lane** – He said we want to see all this at the Referendum, not in July. Ms. Delaney Tuttle said this is in the budget under Capital projects.

A straw poll was conducted of all those in favor of authorizing the issuance of bonds and notes up to \$1,542,944. 7 in favor; 4 opposed.

Dale Clayton motioned to close the public hearing; Seconded by Francis Kennedy. All in favor. None opposed.

MaryAnn Delaney Tuttle read the following **amended** resolution:

RESOLVE that the Town Council appropriate \$566,991 for certain road and parking lot pavement improvements, appropriating \$60,000 for certain drainage improvements, appropriating \$396,215 for roof replacement at Tolland Public Library, appropriating \$80,000 for the installation of an engine drive generator at the Hicks Memorial Municipal Center and Library, appropriating \$145,000 for the acquisition of a dump truck, appropriating \$216,738 for certain improvements to the Tolland Intermediate School and appropriating \$78,000 for certain driveway pavement improvements, and authorizing the issue of up to \$1,542,944 bonds and notes to finance the appropriations.

RESOLVED, (1) That the Town of Tolland (the "Town") appropriate (i) the sum of \$566,991 for the cost of the pavement resurfacing, sealing, repair and/or reconstruction of all or portions of certain town roads in accordance with the Town's automated pavement management system recommendations and the pavement resurfacing, sealing and repair of certain parking lots located at the Gehring Road and Plains Road firehouses, Heron Cove Park, Crandall Park, the Tolland Jail Museum and the Tolland High School tennis courts (collectively, the "Pavement Project"), (ii) the sum of \$60,000 for the cost of drainage replacement, including the replacement and/or repair of crumbling box culverts (the "Drainage Replacement Project"), (iii) the sum of \$396,215 for the cost of the removal, replacement and installation of the Tolland Public Library roof, including the addition of internal roof drains and the replacement of gravel stop and wood fascia board as necessary (the "Library Roof Project"), (iv) the sum of \$80,000 for the cost of the installation of a weatherproof enclosed industrial diesel engine drive generator at the Hicks Memorial Municipal Center and Library (the "Generator Installation Project"), (v) the sum of \$145,000 for the cost of purchasing a six-wheel 36,000 gross vehicle weight dump truck to be used in connection with plowing and sanding and for such other purposes required by the Town (the "Truck Acquisition"), (vi) the sum of \$216,738 for the cost of building façade structural repair, brick removal, replacement and repointing, foundation repair, the enlargement, removal, replacement and installation of expansion and control joints and repointing, and cleaning and sealing of brick efflorescence area, at the Tolland Intermediate School (the "School Project"), and (vii) the sum of \$78,000 for the cost of the pavement resurfacing, sealing and repair of the entrance

driveway of Tolland Middle School commencing at Old Cathole Road (the "Driveway Pavement Project," together with the Pavement Project, the Drainage Replacement Project, the Library Roof Project, the Generator Installation Project, the Truck Acquisition and the School Project, collectively, the "Projects"). The appropriations may be spent for design and construction costs, equipment, materials, site improvements, architects' fees, engineering fees, legal fees, net interest on borrowings and other financing costs, and other expenses related to the Projects or their financing. The Town Council is authorized to determine the scope and particulars of the Projects. The Town Council may reduce or modify the scope of the Projects, and the appropriations may be spent on the Projects as so reduced or modified.

(2) That to finance said appropriation for the Pavement Project, the Town issue bonds or notes in an amount not to exceed \$566,991 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Drainage Replacement Project, the Town issue bonds or notes in an amount not to exceed \$60,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Library Roof Project, the Town issue bonds or notes in an amount not to exceed \$396,215 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Generator Installation Project, the Town issue bonds or notes in an amount not to exceed \$80,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Truck Acquisition, the Town issue bonds or notes in an amount not to exceed \$145,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the School Project, the Town issue bonds or notes in an amount not to exceed \$216,738 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and to finance said appropriation for the Driveway Pavement Project, the Town issue bonds or notes in an amount not to exceed \$78,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the "Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

(3) That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the Projects or the receipt of grants for the Projects. The amount of the notes outstanding at any time shall not exceed \$1,542,944. The notes shall be issued pursuant to Section 7-378 of the Connecticut General Statutes. The Town shall comply with the provisions of Section 7-378a of the Connecticut General Statutes with respect to any notes that do not mature within the time permitted by said Section 7-378.

(4) That the Town Manager and the Treasurer of the Town (the "Officials") be authorized to sign said bonds, notes or other obligations of the Town by their manual or facsimile signatures and to determine the amounts, rates of interest, dates, maturities, dates of principal and interest payments on such bonds, notes or other obligations, the form of such bonds, notes or other obligations; the provisions for protecting and enforcing the rights and remedies of the holders of such bonds, notes or other obligations and all other terms, conditions and particular matters regarding the issuance and securing of such bonds, notes or other obligations and to execute, sell and deliver the same, and provide all supporting documentation as may be necessary or desirable to accomplish such purposes and to comply with the requirements of the Internal Revenue Code of 1986, as amended, Securities and Exchange Commission Rule 15c2-12, and in accordance with the Connecticut General Statutes and any other applicable provision of law thereto enabling. The

bonds, notes and other obligations authorized hereby shall be general obligations of the Town secured by the full faith and credit of the Town.

(5) That the Officials are hereby authorized to designate a bank or trust company to be the certifying bank, registrar, transfer agent and paying agent for such bonds, notes and other obligations; to provide for the keeping of a record of the bonds, notes or other obligations; to designate a financial advisor to the Town in connection with the sale of the bonds, notes or other obligations; that the law firm of Updike, Kelly & Spellacy, P.C., Hartford, Connecticut, is designated as the attorneys at law to render an opinion approving the legality of such issue or issues.

(6) That the Officials are authorized to sell the bonds, notes or other obligations at public or private sale; to deliver the bonds, notes or other obligations; and to perform all other acts which are necessary or appropriate to issue the bonds, notes or other obligations, including, but not limited to, entering into a continuing disclosure agreement pursuant to Security and Exchange Commission Rule 15(c)(2)(12). If the bonds, notes or other obligations authorized by this resolution are issued on a tax-exempt basis, the Officials are authorized to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds, notes or other obligations, including covenants to pay rebates of investment earnings to the United States in future years.

(7) That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the Projects. The Officials are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes or other obligations authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

~~(8) That the Town Council shall approve any contracts with engineers, contractors, architects and other persons for the Projects.~~

(8) That the Town Manager is hereby authorized, to approve any contracts with engineers, contractors, architects and other persons for the Projects on behalf of the Town, to apply for and accept state grants to finance the appropriations for the Projects, and to execute and file any application or enter into any grant agreement prescribed by the State of Connecticut.

(9) That the Officials and other proper officers of the Town are authorized to take all other actions which are necessary or desirable to complete the Projects consistent with the foregoing and to issue bonds, notes or other obligations to finance the aforesaid appropriation.

Seconded by Dale Clayton.

Dr. Daniels asked if the language in # 8 above was necessary on its own. The members agreed to combine 8's language with 9's (#9 becomes #8, etc.).

Francis Kennedy, MaryAnn Delaney Tuttle, Jack Flynn, Craig Nussbaum, April Teveris, Dale Clayton, Fred Daniels are all in favor of the **amended** Resolution. None opposed.

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

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Jack Flynn commented that John Konrad has resigned as Chairman of the WPCA. Dr. Daniels said if anyone in the public is interested in serving the town, this is a Commission that is very important and much help is needed.

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

- 8.1 Consideration of a resolution adding language to our Town Codes allowing for the waiver of building permit fees required by reason of activity by or on behalf of the Town, Board of Education and certain non-profits whether by contract or otherwise.

Mr. Werbner commented that in the past there has been a practice of waiving; under certain conditions, the building permit fee for certain non-profits and projects for the town and the BOE. There is no specific language in the Code that allows for that. He proposed that language be considered for inclusion in the Code. He read the proposed language aloud:

The Town Manager or his designee shall waive the building permit fee required by reason of activity by or on behalf of the Town of Board of Education whether by contract or otherwise, except for the portion assessed by the State of Connecticut and except in those cases where there are other available funds to pay for the fee without impact to the completion of the project. The Town Council may upon request of the Board of Education review any decision made by the Town Manager in this regard for which **it feels it would be** adversely impacted. The Town Council may in other instances and for good cause shown, waive the building permit fee, except for the portion assessed by the State of Connecticut, required of non-profit entities who have Board or Commission members appointed by the Town Council, receive funds from the Town, or lease a Town Facility.

Mr. Nussbaum suggested a grammatical change, which is outlined above in **bold**. The members agreed.

MaryAnn Delaney Tuttle read the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** that the Town Council revises Section A-173-4 of the Tolland building permit code **with the addition of Section K as included in the Town Manager's memo of July 26, 2011.**

Seconded by Francis Kennedy. All in favor. None opposed.

- 8.2 Discussion regarding the status of Town owned property located at 116 Cider Mill Road.

Mr. Werbner read the Item Summary included in the Council members' packets:

**ITEM SUMMARY:** Over the last several meetings there have been discussions about the status of the house and property at 116 Cider Mill Road which is adjacent to Crandall's Park. The house, which was built in 1963 is 1,608 sq. ft. and is located on 1.26 acres with 200 ft. of frontage on Cider Mill Road. The Town purchased the property in 1993 for \$130,000 due to its prime location and as a connection between Town owned land. The property backs up to Powell Pond which is the source of makeup water for Crandall Pond. This is one of four adjacent properties to Crandall Park that were previously identified as being important to purchase/protect by the Town. This property and the one next door, that is still privately owned, extend into Crandall Park on the shore of Powell Pond.

The original idea behind the purchase of the property was to acquire, as it became available, the properties around the pond to expand and protect Crandall Park and Crandall Pond. There was a concept to use the property as an alternative entrance into the Park if the existing Parks Garage was expanded which impacted the entrance point at that location. In the attached memo from Tom Ainsworth additional reasons for the purchase are articulated.

The Council several meetings ago approved funds to demolish the house based on its dilapidated condition. During the discussion of demolition, Steve Amedy raised the possibility of the Non-Profit Housing Authority taking the property and rehabbing it and selling it as a unit of affordable housing. While that concept may be financially feasible, it will take from the Town a parcel of land that a previous Council felt was important to preserve as part of our active open space land. Another key to consider is that if the property is given to the Non-Profit and they ultimately sell the house, the only way for the Town to reacquire the house would be to buy it back at some future time. If that were to occur, the Town would have paid twice for the same piece of property.

An additional concern is that we do have an agreement with the group trying to establish a youth hall on the site. That agreement has an additional year to go and the indications are that members of the group are still trying to achieve their original goal.

For many of the reasons stated in Tom's memo it is the recommendation of staff that we move forward with demolition of this house and retain the parcel as municipal property.

Mr. Ainsworth and Jeffrey Maron were present to answer any questions.

Dr. Daniels reminded that the Youth Hall Group holds a lease on that property for another year. They are still pursuing their goal of doing something on the property. Mr. Werbner said they do not have a problem with the demolition of the structure.

MaryAnn Delaney Tuttle suggested moving forward with the demolition of the building, but subdivide the property still allowing for some connection between Crandall's Park and the open-space, but allow for the building of low income housing on the front of the property. The front would be private property, but they would still retain the frontage on the pond and the connection between the Park and Park II area.

Ms. Farmer commented that there is a minimum of 2 acres and 200' frontage in the RDD zone. This is a Lot of record, but it is undersized for current zoning.

Mr. Nussbaum asked if they had already approved the demolition. Mr. Werbner said yes.

Mr. Clayton thanked Mr. Werbner for the history. He had hoped that the Youth Hall Group would be present at the meeting. In the past, they said that they would remove the insulation, it is still there. He would like to know what they have done to move forward with this project. He believes it makes sense to keep the property. Mr. Werbner said that Mike Bobey of the Tolland Youth Hall Building Committee sent an e-mail saying he was unable to attend the meeting tonight.

Dr. Daniels said that if no action is taken tonight, the demolition will still take place.

Mr. Flynn commented that he would like the property held as it was intended. He believes it belongs to Crandall's for long term.

8.3 Approval of a resolution for the Town of Tolland to make a donation of \$4,448 to Joshua's Tract Conservation & Historic Trust, Inc. for their involvement with the Lemek Subdivision Open Space.

John Pagini, Conservation Coordinator – He was present to make a request for \$4,448 for the purposes of perpetual care and maintenance of the property. They have a policy that states that any new properties need to set aside money for perpetual care. The figure is based on the Land Trust Accreditation Council standards. He was provided a letter from the Conservation Commission, which is based on a misunderstanding. They believe the property will not have public access. Mr. Pagini said that is not true. They are in the process of doing a number of things on the property that will prepare it for use by the public.

Jack Flynn asked what kind of public access they are intending. Mr. Pagini said walking trails. As of now, the property is gated so that the improvements can be made. MaryAnn Delaney Tuttle asked how they come to the \$4,448 number. Mr. Pagini said it was based on an interim cost per acre. Mr. Clayton feels this should go back to the Conservation Commission now that it is known that the property will be used for public use. Dr. Daniels agrees.

Mr. Nussbaum asked Mr. Pagini if Joshua's Trust could submit a letter to the Council affirming its interest in this property being available to the public. Mr. Pagini said sure, no problem.

Dick Symonds commented that public use was only one of the factors that the Conservation Commission considered. The overriding factor was the fact that it was between Joshua's Trust and the owner. Some of the discussion surrounded the issue of whether or not there was a tax advantage for the owner to do it directly with Joshua's Trust. Mr. Symonds is not sure it needs to go back to the Conservation Commission. Mr. Pagini commented that he didn't believe Mr. Lemek would be eligible for any tax deduction. He did not have an appraisal prepared, which would be required in order to apply for a federal tax deduction.

Mr. Werbner suggested that if the PZC, through their regulations, could allow for these types of transfers of open space to Joshua's Trust, and then in some sense commit the town to funds at a later point for the stewardship, there should be something that requires that those approvals also be approved by the Town Council.

Dr. Daniels believes the Conservation Commission should provide clarification. A request will be made.



Francis Kennedy motioned to table this item until the August 23, 2011 meeting; Seconded by Dale Clayton. All in favor. None opposed.

- 8.4 Consideration of a resolution to declare various vehicles and equipment as surplus property within the Town.

Mr. Werbner said this is a list of old equipment that will be put out to bid for sale. Pursuant to the town Code, the Council has to approve this list. As soon as this resolution is approved, they will move forward.

MaryAnn Delaney Tuttle read the following amended resolution:

BE IT RESOLVED that the following items are hereby declared surplus and may be disposed of in accordance with Policy A176-4, Policy Concerning Disposal of Surplus Personal Public Property:

1988 GMC 2500 pickup VIN# 2CTFK24KOJ1502136 Mileage: 83,390	Gandy walk behind overseeder w/thatcher Model: OMC
1989 Ford F350 4x4 dump VIN# 2FDKF38M4KCA82645 Mileage: 84,300	Olathe overseeder Model: 83
1992 Dodge W350 4x4 dump VIN# 1B7MM36C3NS654219 Mileage: 77,224	4 tires Firestone Destination LE P235/65R17
1996 Crown Vic VIN# 2FALP71W27X187287 Mileage: 107,177	4 tires Firestone Wilderness LE P265/70R16
2003 Chrysler Cirrus VIN# 1C3EJ46X4YN232067 Mileage: 83,678	4 tires Continental Contitral LT245/75R17
Tailgate, bumper & misc. hardware For 2006 Ford F250 XL Super Duty	8 tires Pirelli Scorpion LT263/70R17
Toro aerator/pluger attachment for 3pt hedge Model: HC4000	Parker Trailer 10' x 6'6" Single Axle

Seconded by Dale Clayton. All in favor. None opposed.

- 8.5 Consideration of a resolution to authorize the Town Manager to submit an application to the Connecticut State Department of Education for the 2011-2012 Youth Service Bureau Grant.

Mr. Werbner said this is our yearly youth services grant.

Nancy Dunn said the latest word is that we are still fully intact within the budget.

MaryAnn Delaney Tuttle read the following amended resolution:

**In furtherance of this resolution**, Steven R. Werbner, Town Manager of the Town of Tolland, and in his absence the Acting Town Manager, has been empowered to enter into and sign said application on behalf of the Town of Tolland, between the Town of Tolland and the Connecticut State Department of Education. Steven R. Werbner currently holds the Town Manager position and has held that office since October 1, 2005. The Town Manager is further authorized to provide such additional information and execute such other documents as may be required by the State in connection with said contract and to execute any subsequent amendments, rescissions and revisions thereto.

Seconded by Craig Nussbaum. All in favor. None opposed.

8.6 Appointments to vacancies on various municipal boards/commissions.

MaryAnn Delaney Tuttle said there are no appointments tonight, but there are quite a few vacancies that have come up. They will be looking to fill those.

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 reviewed and commented on a drainage plan that was submitted by Mr. Langlois. There is an increasing amount of work and emphasis on drainage concerns within the community. A number of subdivisions have been approved over the years with basins and other types of drainage systems. The maintenance of those systems gets transferred over to the town's Public Works Dept. Now, it is time for either maintenance or total reconstruction of the original product that has been in place. Over the last couple of years, we've been putting in \$100,000 into the Capital Budget that was non-referendum related borrowing to do drainage work. Some of that money was for engineering work, some for the construction work (work needing to be contracted out because we do not have the necessary equipment). In addition, in the work that is performed on a regular basis (building catch basins, etc.) part of the infrastructure has increased in weight due to the product. Our current pieces of equipment (backhoe) are not strong enough. The recommendation is to move up what was in the 5<sup>th</sup> year of the Capital Budget to purchase an excavator to replace an out-of-service backhoe loader. This would allow us to do the work that would otherwise be contracted out. With the estimates of the projects on the books to date, there would be a savings of approximately \$92,000. The piece of trade-in equipment might get \$10,000. The new equipment is \$120,000 - \$140,000. The recommendation is to purchase the equipment with savings from this year's budget out of the drainage accounts and pay for the remaining two years out of the subsequent Capital budgets that could be afforded by not having to budget that amount of money for drainage work. It is estimated that this would pay for itself after 2 - 3 years. Currently, the departments are compiling a list of the basins within the town. As of now, we have about 70 basins that are our responsibility to maintain. He was looking for a concept / direction that the Council would like to go in. It was determined that Mr. Werbner would come up with an agenda item and a financing plan for this.

11. **ADOPTION OF MINUTES**

11.1 July 12, 2011 Regular Meeting Minutes: MaryAnn Delaney Tuttle moved to adopt the minutes; Seconded by Dale Clayton. **Mr. Nussbaum made a correction to Item 13: it should read "will repair it" not "will replace it".** All in favor. None opposed. Jack Flynn, Fred Daniels and Francis Kennedy abstained.

12. **CORRESPONDENCE TO COUNCIL**

- 12.1 Governing Magazine; and
- 12.2 Eagle Scout invitation

**13. COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Clayton recently asked for the job description of the part-time engineer. The reason he asked for it is because he had been reading the Minutes from the WPCA and Water Commission and there had been discussion about that position and the funding sources. He believed it was determined that it would be a contract position funded by WPCA and Water Commission. Upon his review of the description, he believes it goes beyond duties of the WPCA and Water Commission, and involves some benefit to the town without the town funding part of the position. Mr. Werbner said that is the way they wanted it set-up, because there might be some projects that they would prefer the Town Engineer spend more time on, and this person could pick up slack of other work that the Engineer may be doing for other departments. They have reviewed the description of duties and the contract. The only outstanding issue, being questioned by the Water Commission, is the insurance limits that we are looking into. The WPCA has approved the information. Mr. Clayton confirmed that they are in agreement with the description and the cross-over even though they are funding it. Mr. Werbner said yes. Dr. Daniels commented that there have been conversations among the Water Commission that they should be picking up some of the costs of the Engineer's services to them. Although, the town takes water from the Water Commission for their use and they don't pay for it. Dr. Daniels suggested the Manager make a recommendation that this should be studied down the road. Mr. Clayton just wanted to make sure that they were comfortable with the cross over. Mr. Werbner again confirmed they were.

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

**Sam Belsito of 55 Lee Lane – Joshua Land Trust –** is that a yearly fee? Dr. Daniels said no. He asked how much use the backhoe will get. Mr. Werbner said there are 70 systems that we are currently evaluating. Mr. Belsito suggested leasing one, or if it'll get a lot of use buy the backhoe.

**Richard Bozzone of 9 Elm Road –** He is surprised that areas of Gehring Road have not been addressed. It is terrible condition. Mr. Langlois said management only gives them a certain amount of money. Mr. Werbner said there are limited funds and we have drainage problems.

**15. EXECUTIVE SESSION**

April Teveris motioned to go into Executive Session at 9:18 p.m., thus ending the Regular Meeting of the Town Council. Seconded by Francis Kennedy. All in favor. None opposed.

- 15.1 Executive Session to discuss a personnel matter and pending litigation.

**16. ADJOURNMENT:** Dale Clayton moved to adjourn the meeting; Seconded by Francis Kennedy at 9:50 p.m. All were in favor.

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Frederick M. Daniels, Council Chair

Michelle A. Finnegan  
Town Council Clerk

**MEETING MINUTES  
TOLLAND TOWN COUNCIL  
HICKS MEMORIAL MUNICIPAL CENTER  
6<sup>th</sup> FLOOR COUNCIL ROOM  
AUGUST 9, 2011 – 7:30 P.M.**

**MEMBERS PRESENT:** Frederick M. Daniels, Chairman; MaryAnn Delaney Tuttle, Vice Chairperson; Dale Clayton; Jack Flynn; Craig Nussbaum and April Teveris

**MEMBERS ABSENT:** Francis Kennedy

**OTHERS PRESENT:** Steven R. Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Clem Langlois, Public Works; Beverly Bellody, Human Services; Linda Farmer, Director of Planning & Community Development; Agata Herasimowicz, Acting Director of Finance and Records; Jennifer Usher, Town Engineer

1. **CALL TO ORDER** Frederick Daniels 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)

**Sam Belsito of 55 Lee Lane** – Action Discussions – 1. Driving on the taxpayers' dime: There should be no taxpayers' town vehicles driven home. All vehicles belong on town property at the end of the work day; 2. When exactly did the problem begin at 94 Tolland Green? He is sure it occurred long before the suit was filed. There was time for it to be corrected before suit was filed; 3. To spend \$2+m on a project that will not enhance the Green is a waste of taxpayers' money. He realizes it is Grant money, but it is still taxpayers' funds. The entire situation could be rectified with the installation of some stop signs for fewer dollars. Start with a very simple solution. This plan was rejected by the citizens at every town meeting he was at.

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

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

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Mr. Nussbaum commented that the BOE meets at the end of this month. Dr. Daniels reminded the public of the TC/BOE hour on August 10, 2011 @ 1 – 2 p.m. in the Library Program Room.

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

8.1 Consideration of a resolution to approve the revised Personnel Policies and Procedures.

Mr. Werbner commented that one change in the policy is associated with the assigned vehicles for on-call personnel. A Code in the IRS states that it taxes those individuals who are assigned vehicles based upon a formula that is specified within the Code, but exempts Public Safety employees. This would provide for a

yearly reimbursement in the amount of the tax that is imposed upon them. The tax is in the area of \$200-\$400 based upon income, type of vehicle driven and mileage.

Mr. Flynn asked how they would come to the figure in which to reimburse the employee and questioned if it was reimbursement for tax or income because of the wording in the proposed policy. Mr. Werbner said it is for the tax. The way the language was written said 'taxable income'. It was determined the language should be changed to say 'taxable liability'. Mr. Werbner said the reimbursement figure would come from the Payroll Department.

It was determined that C.(2)(b) should include the following revision:

.....**The estimate of this tax liability, as calculated by the Payroll Department, will be reimbursed to the employees by the Town annually.**

MaryAnn Delaney Tuttle read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the attached revisions to the "Town of Tolland Personnel Policies and Procedures" **as edited.**

Seconded by Dale Clayton. All in favor. None opposed.

- 8.2 Consideration of a resolution authorizing Steven R. Werbner, Town Manager, to execute a Settlement Agreement with William and Patricia Soucy owners of 94 Tolland Green.

Mr. Werbner commented that this case involves a claim of storm runoff entering the property from the Green due to an undersized storm drain system, which has resulted in erosion and requirement of new fill. This dates back a considerable time, even before he took his position as Town Manager. There have been numerous attempts in the past to try to rectify this situation. Unfortunately, those attempts were unsuccessful. The owners filed suit in 2008. The plaintiffs seek damages for the cost of filling the property, specific performance of remedying the problem, and attorney's fees. We are covered for some of the liability through the insurance carrier CIRMA and they have provided the defense. The case has settled for a \$25,000.00 payment (by CIRMA) to the homeowners and installation of a stormwater system (at the cost of the Town). The funds for the town work will come from existing drainage accounts in the Capital Budget. The lawsuit will be withdrawn and all claims against the town released. If this is approved, the design work will commence immediately and hopefully the work can be done this Fall.

Dr. Daniels commented that this suit had been previously discussed amongst the Council members in Executive Session and they are familiar with this case.

MaryAnn Delaney Tuttle read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby authorizes Steven R. Werbner, Town Manager, to execute a Settlement Agreement with William and Patricia Soucy owners of 94 Tolland Green.

Seconded by Dale Clayton.

**Bill Soucy of 94 Tolland Green** – He is the property owner and he disagrees with some of what Mr. Werbner said. He has been playing this game and ultimately filed suit under duress. He was willing to pay 100% of the resolution for fixing this problem, but he could not cut into the road. He is \$80,000 into this and he has lost a lot in the process. He is extremely upset with the way this has gone. He is business man in South Windsor and he was looking at doing business in Tolland. It turns him off that this has come to

this. The good news is, that if the people who are in place today in the Town of Tolland were in place in 2006 (Clem, Jen), this would never have come to this. They were very formal in resolving this. He is satisfied with the resolution. It never had to go this far. Between the lawyers, engineers, appraisers, and designing it has cost a fortune. It is just disappointing.

Dr. Daniels said that in looking at the situation and the problem, there is no question that the town was at liability for fixing this. The town recognizes that it is something that we do need to take care of. Ms. Teveris doesn't recall it being an issue and brought to the Town Council until very recently and that needs to be rectified. Mr. Flynn asked what the cost to the town will be to do the work. Mr. Werbner said approximately \$20,000.

All in favor. None opposed.

8.3 Approval of the hours of operation at the new Tolland Recreation Center (formally Parker School).

Mr. Werbner commented that the Recreation Department will be moving to the Parker location on or about September 1<sup>st</sup>. They would like to continue with their current hours, which are the same as other Town Hall employees. The recommendation is that they duplicate that schedule as they move so that there is not any confusion in terms of when the Administrative offices are open. If they do have programs on Fridays, they will use part-time employees, similar to what is currently being done.

MaryAnn Delaney Tuttle read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves, subject to Town Hall (CSEA) bargaining unit agreement, the following hours of operation for the Tolland Recreation Center:

Monday: 8:00 a.m. to 4:30 p.m.  
Tuesday: 8:00 a.m. to 4:30 p.m.  
Wednesday: 8:00 a.m. to 4:30 p.m.  
Thursday: 8:00 a.m. to 7:30 p.m.  
Friday: Closed

Hours of work for 40 hour per week employees shall be adjusted accordingly.

Should in the future the hours of operation of the Town Hall change, the Tolland Recreation Center hours shall change accordingly.

**BE IT FURTHER RESOLVED** that the hours of operation for the Tolland Public Library, the Public Works Department, the Fire Department and the Tolland Senior Center are not altered and remain in effect as currently defined.

Seconded by April Teveris.

MaryAnn Delaney Tuttle commented that one of the reasons we went to these hours were economically. Since the department is moving and is no longer in the Town Hall she is not in favor of the department having the same hours. She believes they should be open five days a week and also suggested flex hours. Perhaps someone should be there on Saturdays for registrations, questions and answers. Other departments

located in other buildings within the town are five days a week. She believes they need to consider the citizen's needs.

April Teveris said she is in favor of the entire town operations being open five days a week. Her question is: are rec programs occurring on Fridays? If they are and the facilities are being used for them, then there is not a good reason for the employees not to be working. She sees the current town four day work week as temporary. She doesn't believe the hours of operation should drive the convenience of the public in terms of the recreation programs.

Mr. Werbner said the Director and Assistant Director work whatever hours are required. They are routinely here on Saturdays and evenings for monitoring programs. The Friday programs are currently being operated by part-time employees, which are part of the fee base that is paid. They believe it is more conducive for them to be open late on Thursdays, then to be open on Fridays for people to come and register at night.

Mr. Nussbaum asked how many employees there are. Mr. Werbner said three, and that this would only affect one of them. Mr. Clayton believes this should be discussed when the contract is up for renewal. Dr. Daniels agreed. Mr. Flynn agrees that it should be kept the same.

Dr. Daniels, Mr. Flynn, Mr. Nussbaum, Mr. Clayton and Ms. Teveris were all in favor. Ms. Delaney Tuttle was opposed.

- 8.4 Discussion of submitting an application for a Surface Transportation Program (STP) grant through CROCOG in the amount of \$2.5 million for design and road improvements in and around the Tolland Green.

Mr. Werbner read the background on this item to the Council members. In summary, CROCOG contacted us to see if the Town would be interested in applying for STP-Urban funding for the design and construction of the Tolland Green road improvements outlined in the Route 195 Corridor Study. The funds can be used for a wide range of projects including roadway widening, roadway reconstruction and transit projects. CROCOG has primary responsibility for determining how to spend STP funds in the Capitol Region. At his request, the town staff has reviewed possible project segments with CROCOG and Steve O'Neill of VHB, consulting engineer for the Route 195 Corridor Study. CROCOG and VHB believe that a proposal that would include some or all of the following would be best suited for this funding: Realignment design and construction of the intersection of Rt. 74 and Old Stafford Road; Realignment design of the portion of Rt. 1955 between Tolland Stage Road and Old Post Road, which would include traffic calming; Design and construction of cross-walks and sidewalks at the intersection of Rt. 195 and Old Post Road; and Dependent on final cost estimates, decorative landscaping and hardscaping elements such as sidewalks, stamped accents, etc. The work proposed to be performed under this grant does not include the realignment of the intersection at Rt. 195 and Rt. 74. If the town decides to do this work at a later time additional local, State or Federal funds will be required. If the Council is interested in moving forward with this, further investigation and cost estimating would have to be performed in order to prioritize the above project segments and develop a proposal. A potential match of up to 10% may be required. In the past, the State has picked up that 10%, but he cannot guarantee that they will continue to do that. There may be elements of the work that are not covered by grant funds, such as decorative lamps, etc. The key is to try and find what portions of the Plan would best be suited for traffic calming and realignment that could be done with \$2.5m. Once you've reached 30% of the design stage, there is a commitment going forward. If the town decides not to go forward with the project, the town would need to reimburse the costs of what was expended. A Resolution will be needed at the next meeting should the Council decide to move forward. The Application needs to be completed by mid-September.

Dr. Daniels said the Council needs to determine if the Green needs improvement. The Corridor Study proved that it did, as did the Steering Committee. Dr. Daniels agreed that there is a need for traffic calming, especially in the area in front of the Pre School of the Arts entering the Green area. He also said that if it stopped with what is now being proposed and never went further, it would be a vast improvement over what is currently there.

MaryAnn Delaney Tuttle commented that instead of looking at creating a bump-out for parking by the Town Hall, she would like to see traffic calming by the Cider Mill Road. She had spoken with people from the Route 74 side, and they commented that they were not happy that the traffic calming did not occur.

Mr. Flynn supports Ms. Delaney Tuttle's suggestion. Mr. Werbner said that they would do as much as they could with the money they have.

Ms. Teveris is having a hard time with this. Is this what the State considers a priority? Mr. Werbner said it is a priority to the region based upon the fact that they have already spent \$300,000 on the initial study to determine that there is this need in order to do the traffic calming. Their practice has been to follow through. She understands and believes Tolland deserves funds as well as anywhere else. She said our taxes are going up, but we have money for this?

Dale Clayton said his apprehension is that we may have to come up with \$250,000 when we can't afford to pave our own roads; although, he'd hate to risk losing these funds if we don't move on it.

Mr. Nussbaum said \$2.5m for \$250,000 is a nice trade.

Mr. Flynn would be interested in going forward. Dr. Daniels would be too. Ms. Teveris asked if a public hearing would be had. Dr. Daniels didn't believe it would be necessary. Dr. Daniels feels they should press forward and get the Application submitted by the September deadline.

The Council members directed the Town Manager to have a Resolution for the next agenda.

- 8.5 Consideration of a resolution making an additional appropriation up to \$140,000 to Capital Equipment Fund from the Town Aid Road Special Revenue Fund for the purchase of an excavator and the setting of a public hearing thereon for August 23, 2011.

Mr. Werbner commented that this would reduce future borrowing costs associated with drainage work. The town would be able to do a lot of the work if they had an excavator. The cost is \$140,000, but they will go out for bid. Use of Town Aid Road funds for this kind of road equipment and other drainage work is acceptable.

Mr. Flynn said it is a good idea. Ms. Delaney Tuttle asked were in the budget does the \$239,789 show. Agata Herasimowicz said it is in the audit. It will show in the Capital Budget next year.

Ms. Teveris asked how many years this money has been accumulating. Mr. Werbner said it's been a number of years and has fluctuated up and down. At various times, there have been allocations towards town aid road funds, to supplement road work.

MaryAnn Delaney Tuttle motioned that the following resolution be introduced and set down for a public hearing on August 23, 2011 at 7:30 p.m. in Tolland Town Council Chambers and read the following draft resolution.



**BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates up to \$140,000 from Town Aid Road Special Revenue Fund to the Capital Improvements Equipment Fund.

Seconded by Dale Clayton. All in favor. None opposed.

- 8.6 Consideration of a resolution making an additional appropriation of \$1,969.78 to the Board of Education's 2010-11 Budget for Medicaid payments and the setting of a public hearing thereon for August 23, 2011.

Dr. Daniels commented that this is a standard appropriation.

MaryAnn Delaney Tuttle motioned that the following resolution be introduced and set down for a public hearing on August 23, 2011 at 7:30 p.m. in Tolland Town Council Chambers and read the following draft:

**WHEREAS** the Tolland Board of Education participates in the Medicaid Reimbursement Plan as administered by the Department of Social Services of the State of Connecticut, through which it bills Medicaid for the cost of speech and language, psychological, occupational and physical therapy services for students who are eligible for Medicaid; and

**WHEREAS** the Board of Education has received a payment in the amount of \$1,969.78 from the Department of Social Services' Medicaid Reimbursement Plan;

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby appropriates an additional \$1,969.78 in Medicaid payments to the Board of Education's 2010-11 budget.

Seconded by Jack Flynn. All in favor. None opposed.

- 8.7 Discussion of solid waste disposal options.

Mr. Werbner commented that the Town of Tolland has been working with CRCOG and member Towns to study long-term solid waste disposal options. The current contract expires on November 15, 2012. In June of 2010, the Town agreed to become a member of the CCSWA, who came together primarily for the purpose of soliciting bids for disposal of solid waste. The bid process commenced in September of 2010 and concluded on August 2, 2011. There are two possible vendors for consideration. The two vendors are CRRA and Murphy Road Recycling. He reviewed the vendors' qualifications. He also mentioned that he had discussions with Willimantic Waste regarding the possibility of them disposing of Tolland's solid waste through their facility in Willimantic. He received a 5 year pricing plan of \$60 for the first year increased by CPI of 2.5% over the next four years, whichever is less. Based on the uncertainties of CRRA's rate structure and other factors which could influence their rates over the next three to five year time period, he would recommend moving forward with Willimantic Waste for this service. If the Council concurs with this recommendation, he will have a bid waiver prepared for the next meeting, as well as a Resolution authorizing him to enter into a contract with Willimantic Waste for this service.

Mr. Werbner provided the Council members with a spreadsheet entitled "Summary of Final Price Proposal and other Terms 8-2-11." He commented that this process had been fully vetted by CRCOG.

Dr. Daniels said the consensus is to come to the next meeting with a bid waiver and Resolution to authorize entering a contract. Mr. Nussbaum asked if Willimantic Waste would be willing to do a 3 year contract. Mr. Werbner said he would be leery of that. He thinks locking in a known thing for that period of time would be the way to go.

8.8 Appointments to vacancies on various municipal boards/commissions.

Ms. Delaney Tuttle commented that there are a number of changes to the WPCA and moved to:

Appoint **Matthew Rood of 453 Old Post Road** to the open regular member position on the Water Pollution Control Authority for the term of August 26, 2011 – August 26, 2014;

Re-appoint **Bruce W. Allen of 13 Bakos Road** to the Water Pollution Control Authority for the term of August 26, 2011 – August 26, 2014;

Appoint **Perne R. Maynard of 113 Williams Way** to the Water Pollution Control Authority as an Alternate for the term of August 26, 2011 – August 26, 2013.

Seconded by Craig Nussbaum.

Ms. Usher confirmed that one Regular position and one Alternate position will remain open on the WPCA.

All in favor and none opposed.

MaryAnn Delaney Tuttle reminded that if anyone is interested in joining a Board/Commission to contact the Town Manager's office.

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 commented:

~There had been some issues the last couple weeks regarding drainage and permitting issues on Baxter Street;

~Luna, the Siberian husky, has had a resolution after a brief Court intervention; and

~The bids for the geo-thermal system were opened today. They appear to be good bids and well within the money that has been allocated for the roof and the geo-thermal project. The architects are going through the process of reviewing the bid results and doing reference checks.

Dale Clayton thanked him for the information concerning the Baxter Road issue. He asked if the Pavilion is moving along. Mr. Wilkinson said they started today and it should be completed in 3-5 weeks.

11. **ADOPTION OF MINUTES**

11.1 July 26, 2011 Regular Meeting Minutes – MaryAnn Delaney Tuttle moved to adopt the minutes; Seconded by Jack Flynn. All in favor. None opposed.

12. **CORRESPONDENCE TO COUNCIL**

12.1 Comcast Newsletter

12.2 The Budget

12.3 Letter from the Citing Council

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS** – Mr. Nussbaum thanked everyone for handling the issue concerning Luna. The conclusion was good. Dr. Daniels agreed that it was a fair outcome.

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

**Richard Bozzone of 9 Elm Road** – He commented that he thought the discussion regarding the CRCOG \$2.5m was terrific. All of you recalled what the final consensus was of the Community. If we don't get the 10%, we still will get the \$2.5m. He asked Mr. Werbner for clarification on the waste issue. Is there a reason that Willimantic Waste was not part of the CRRRA process? Mr. Werbner said they would not be able to handle the 21 towns.

15. **ADJOURNMENT** - Dale Clayton moved to adjourn the meeting; Seconded by April Teveris at 9:13 p.m. All were in favor.

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Frederick M. Daniels, Council Chair

Michelle A. Finnegan  
Town Council Clerk