

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

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA - REVISED
February 13, 2013

VISION STATEMENT

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

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

B. APPROVAL OF MINUTES

January 23, 2013 – Regular Meeting
January 30, 2013 – Special Meeting

C. PUBLIC PARTICIPATION (2 minute limit)

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

D. POINTS OF INFORMATION

E. STUDENT REPRESENTATIVE REPORT

F. SUPERINTENDENT'S REPORT

- F.1. Geography Bee
- F.2. Smarter Balanced Assessment Consortium Presentation
- F.3. Leave of Absence Report
- F.4. Great Path Academy - Regional College Readiness Alliance
- F.5. School Improvement Plans – Mid-Year Report
- F.6. Request for an Unpaid Leave of Absence
- F.7. Artificial Turf Field Agreement
- F.8. Amendment to School District Calendar (2012/2013) – no enclosure

G. COMMITTEE & LIAISON REPORTS

- H. CHAIRPERSON'S REPORT
- I. BOARD ACTION
 - I.1. Board of Education 2013/2014 Budget – no enclosure
- J. PUBLIC PARTICIPATION (2 minute limit)
Comments must be limited to items on this agenda.
- K. POINTS OF INFORMATION
- L. CORRESPONDENCE
 - Town Council Meeting Minutes from January 22, 2013
- M. FUTURE AGENDA ITEMS
- N. ADJOURNMENT

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

REGULAR MEETING - January 23, 2013

Members Present: Mr. Andy Powell, Chair; Mr. Robert Pagoni, Vice Chair; Mr. Thomas Frattaroli, Mr. Frank Tantillo, Mrs. Karen Kramer, Dr. Block, Mr. Steve Clark, and Mr. Joe Sce

Administrators Present: Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction; Mrs. Jane Neel, Business Manager

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

The meeting was called to order at 7:30 P.M.

B. APPROVAL OF MINUTES

January 9, 2013 – Regular Meeting

Mr. Tantillo motioned to approve the minutes of the January 9, 2013 Regular Meeting. Mr. Pagoni seconded the motion. The following changes should be made: none. All were in favor. None opposed. Dr. Block and Mr. Clark abstained. Motion carries.

January 17, 2013 – Special Meeting

Mr. Clark motioned to approve the minutes of the January 17, 2013 Special Meeting. Mrs. Kramer seconded the motion. The following changes should be made: page 6, last sentence should end with, "...best job in the state". All were in favor. None opposed. Mr. Tantillo, Mr. Pagoni, and Dr. Block abstained. Motion carries.

C. PUBLIC PARTICIPATION (2 minute limit)

Mr. Ken Houck, 314 Grant Hill Road spoke in reference to the schools' plan for better security. When thinking of the tragedy in Newtown and the plane crash in PA on September 11th, both provided a message worth considering. When it comes how he observes school shootings, everyone runs away and gives the shooter time to do his devastating work. Mr. Houck suggested using the tools available and having a change in mindset. While radical, it is something worth considering. If someone walked into a classroom with a gun, and fifteen students were present with athletic ability, they could all pick up their books and slam them at the person. The shooter may then duck and which would allow students to run and attack him. Very little damage would be done and it would save many lives. It would be a radical change in thinking but a worthwhile idea to pursue. Techniques could be developed to instruct the students how to react in a situation like this through training and live demonstrations. He asked the Board not to cast the idea aside, but to have a discussion. This can save lives.

D. POINTS OF INFORMATION

Mr. Powell, in response to Mr. Houck noted that the District is in the process of reviewing policies and procedures regarding security. The School Administration has been in contact with the Town and Chief Littell to discuss policies, procedures, and training for emergency response and evacuation.

E. STUDENT REPRESENTATIVE REPORT

Ms. LaSala noted that today was the first day of the new semester. The Student Council is sponsoring an Open House in a couple of weeks. Further, it is working with the charity, Pennies for Patients. Pocket change will be collected during lunch for the charity. In March, the Student Council is hosting Cupcake Wars; it was very successful last year. Lastly, the Council is working on inviting a guest speaker to visit during Prom Safety Week. Some money will be donated to the prom committee since it is a separate entity from the Student Council.

Mr. Clark requested that Ms. LaSala provide the dates and menu for Friday lunches when available.

F. SUPERINTENDENT'S REPORT

F.1. BlumeShapiro Auditors Report – FY 2011/2012

Mr. Guzman introduced Vanessa Rossitto, Partner with BlumShapiro. The firm reviews the Board of Education budget and the district's finance operations annually when the Town review is done. They look at items including operations and the ED001, the end of year school report submitted to the state.

Ms. Rossitto provided an overview of the financial statements. Most importantly, BlumShapiro has given the Town of Tolland an unqualified opinion meaning everything contained in the financial statement is fairly stated in accordance with the standards. The Board of Education is an expenditure line item in the general fund budget. Also, various funds such as the cafeteria fund and the state and federal education grants fund are also part of the Town and are included in the audit.

The Board of Education budget total for the general fund as originally adopted was \$34,662,357. There was an additional appropriation in the final budget of \$34,668,307 and the actual expenditures were \$34,667,151; thus, under budget by \$1,236.

As was mentioned, the Town and Board of Education receive both federal and state grants. In turn, there is a requirement to do a federal and state single audit. The firm gave the Town a clean opinion on both the state and federal audit over compliance and internal controls over compliance. She believes the only Board of Education program that was audited as part of the federal single audit was the educational jobs fund. Everything was done in accordance with the requirements of the program.

As far as selecting programs to test for the state and federal single audit, this is based on a formula. These are usually the larger programs and are not selected by the firm. These are mandated by federal or state agencies.

The firm does agreed-upon procedures promulgated by the state of CT Department of Education on the ED001 and the grant report of the ED141. The firm has issued a report that everything was submitted correctly.

Mr. Guzman explained that the budget at the beginning of the year is the spending plan. The ED001 at the end of the fiscal year is the district's report to the state on how the funds were expended and the accounts impacted. It is important to know that the reporting of expenditures by the appropriate categories is used thereafter by the state

for items such as grant calculations and to calculate per pupil expenditures and other items for the strategic school profile. It is important that any adjustments recommended are made and that the reporting is comprehensive and accurate.

Ms. Rossitto explained that there are agreed upon procedures, as mandated by the state, that the firm must follow to review the ED001. Further, the firm reviews a few other forms including the special education costs incurred by the town and the PSIS racial survey. Any adjustments needed are made.

Mr. Clark inquired if when Ms. Rossitto did the presentation to the Town Council on January 22nd if the report included the Board of Education information. Ms. Rossitto explained that when speaking of to the Town Council, the Board of Education line item was included.

F.2. Insurance Consultant Presentation

Mr. Steve May from Milliman Consultants was present to speak about the medical insurance program and the ECHIP (Eastern CT Health Insurance Program) collaborative. He has been working with the Board of Education and the Town Council on issues related to health insurance coverage for employees for a number of years. Tolland is one of the districts involved in the ECHIP, a self-insurance program.

Mr. May confirmed that Board elected to join the ECHIP and this was effective on July 1, 2012. Savings came from collaborative purchasing for the expense portion of the premium. All the groups that came together agreed to be rated as their own entity; it is not a true collaborative pool. This is better for Tolland this year and in the short run. The rate increase is better than that of the group. The needed rate increase is 10.4% from CIGNA; as part of federal healthcare there is something known as the medical loss ratio rebate. The federal government has mandated that insurance companies with fully insured clients (which the Town staff was last year) spend a certain amount on expenses and the remainder on paying claims. CIGNA spent too much on expenses and in turn Tolland received a \$118K rebate. The government mandated that the difference needed to be shared with those who paid into the program. The unions agreed that the rebate would be used to offset health insurance costs and in turn the increase is not 10.4% but 9.6%, a single digit rate increase.

CIGNA did an analysis of the renewal. Its trends on the HSA were more aggressive than the consultants expected. CIGNA was more aggressive on its rate proposal as well. It is believed that CIGNA's rate increase is reasonable. Some items still need to be discussed. Stop-loss premiums came in at a 25% rate increase for that portion and this is being negotiated. Further updates will become available with the experience of a few more months to review. There are different liabilities for the Board of Education and the Town. The Board pays for its claims as they roll through the account monthly. In turn, there is an advantage of cash flow in good months and the claims experience has been rolling favorably allowing for the single digit rate increase. The average increase for the group is 17.8% but some are only 2-3%.

Mr. Clark inquired why some are only facing a 2-3% increase. Mr. May explained that in those situations, often the claims experience was better than expected. One has

implemented new programs and another has implemented benefit changes. Another program that has contributed to a lower rate increase for some is the wellness program, Be Well. Mr. May noted that one reason for Tolland's increase being below the average is the participation of the staff in the higher deductible HSA plan and its enrollment numbers.

Mr. Pagoni inquired why someone would choose not to participate in the HSA plan. Mr. May explained that it is a new program style and the upfront deductibles may be perceived as high. That said, preventative care is free and once you hit the deductible and out-of-pocket maximums, coverage is free. Someone younger can accumulate balances in his account and accumulate significant dollars into retirement. A high utilizer can quickly cover the amount and receive care for free. It requires the participant to be an educated consumer and manage the account. Mr. May noted that change and programs that are different make people nervous. Those who participate do like it. The premiums are lower, one's contribution is lower, and the Board puts money in a fund for the participant.

Mr. Pagoni asked if other towns have people who counsel staff to communicate the benefits of having a HSA account. Mr. May noted that there are some companies that will do individual communications but there are fees involved. Dependent on options selected, Mr. May estimated that the cost would be approximately \$25,000. The rate differential is almost \$500/month for a family and the participant pays a portion of that. Mr. Guzman noted that when the HSA was introduced, meetings were held at each of the schools to present the information. Suzanne Waterhouse continues to be the spokesperson for the program and advocates it. Mr. Pagoni requested that Mr. Guzman consider providing individual communications and research pricing information.

Mr. Powell explained that when looking at the proposed spending plan, health insurance coverage is costing \$1M more. He inquired as to what else could be done. Mr. May encouraged more participation in the hsa and aggressive implementation of the Be Well program. Attention has been paid to curtailing the cost on the expense side; 12% of the dollar is taken care of due to the collaborative pricing. The firm is continuing to negotiate and look at the stop-loss premium. Other items under review include carving out prescription drugs in a collaborative way. Exploration of controlling costs via carving out benefit pieces is taking place as well.

Mr. Guzman noted that when on the premium based program, the trend was that from fall to late spring the percentage increase would drop. As a member of ECHIP, is there still the potential that a drop could occur? Mr. May explained that the methodology is to use the most recent 12 months of data to project to June 30, 2014. At this time, Mr. May has to base it on the numbers so there needs to be more data for him to be able to answer that question. This many months out, the compounding has a small component of margin built in just by the methodology. In turn, one loses a bit in the projection because Mr. May has more comfort in the real numbers; there is more validity.

Mr. May explained that in a fully insured arrangement, CIGNA was taking the risk. If it did not run well, the renewal rate would increase. By the same token, any overage was

kept by CIGNA. Since self-insured, he does not advise the Board to budget less than the 9.6% because that is its bank account held by ECHIP. While you could set the budget lower, it is now built with a risk. The 9.6% is the amount set based on how the firm believes claims will go through the account.

Mr. May noted that by being self-insured, a significant tax from the federal affordable healthcare act is avoided. Aside from the renewal increase, effectively January 1, 2014, there will be new taxes from the federal affordable healthcare act. There is a transitional re-insurance tax which is \$11.55 per employee per month. This is only in place for three years. If one is fully insured, there would be an additional cost of \$11.55 per employee per month which is associated with the health insurance tax. Because the district only purchases in parts, i.e. stop-loss insurance it will only need to pay a part of the tax. The law also allows the state to tax those who provide benefits as well; this amount is unknown. An additional tax of \$2/member/year is associated with government research. In turn, the affordable care act is adding \$92K to the budget.

Mr. Pagoni inquired if less than the suggested 9.6% is budgeted, say 7%, what would that equal in dollars. Mr. May estimated that it would be about \$350K. Mr. Pagoni asked if the Board could then go back to the Town Council if it budgeted the 7% but needed more at a later time. Town Council member, Mr. Gill explained that this year there is an additional \$650K on top so the difference between 7 and 9% is about \$100K. Mr. May noted that he did not advise this action. He has worked with cities who have tried to balance their budgets with this and that ends up being the year it runs significantly over leading to a tremendous increase the following year. The increase should be set so that it runs healthy for 20 years, not to resolve short term budget issues. Mr. Powell asked if Mr. May anticipated that the increase would move from 9.6%. Mr. May explained that this is where it stands now but he could not be sure where it would go. Mr. Powell explained that the personnel cost is the most expensive part of the budget and this makes sense as it is the greatest value, the district needs people to educate. In terms of where Tolland stands, Mr. May believes Tolland is at the upper end of what is requested for employee contribution.

Mr. Powell noted that with the affordable healthcare program and the government providing the healthcare option, why not just have employees use the government program. Is that an option that some are considering? Mr. May explained that it is an option but there are penalties from the government for pushing people to the exchange. The penalty right now is \$2,000 per employee. The district is paying \$7-8K per employee. As a public sector, union, democratic state, Mr. May did not think the unions would give up the benefit and the longer term penalty may increase. Many of his mid-sized corporate clients are asking this question as well. Further, if people leave the plan to go to the exchange, there is a \$3,000 penalty.

Mr. Powell explained that as the Board is looking for ways to save money, it is a consideration to put on the table. Whether or not it is beneficial to the Board or the employees is something that needs to be examined. Mr. May noted that with so many changes going on, it all needs to be part of the full discussion. There will be a tax in 2018 that looks at how rich a plan is. If over a certain threshold, every dollar of richness

over that will be taxed 40%. In turn, this drives discussions to determine if one will hit that tax. The benefits need to be examined to ensure they stay below this threshold.

Mr. Clark inquired if the Board was locked into CIGNA as the carrier. Mr. May explained that the collaborative does not need to stay with CIGNA but everyone in the collaborative would have to switch.

Mr. Sce inquired about the origin of the \$650K prepayment. Mr. Powell explained that it was from a combination of accounts; it was not insurance related. Mr. Sce inquired as to the current balance of the health insurance account and if it was sufficient to cover costs. Mr. May explained that a reconciliation point has been met with Eastconn. To start the program, premiums were based on enrollment. Mr. May clarified that the theoretical premium is a sum of the claims, expenses, and stop-loss and added that the account is running as expected and perhaps even a bit better. Effective January 1, 2013, actual enrollment times the theoretical premium will be used for the calculation. Mr. May clarified that it is the experience that affects the increase as well as the administrative expenses which are guaranteed for three years. Once the account is mature, one will know if there is an accumulated budget and further information. The policy year matches the fiscal year.

Mr. Sce inquired if there is anything that limits the Board from negotiating the new contract with the unions that the HSA would be the only option. Mr. Pagoni noted that you can present any plan and then go to arbitration. Dr. Block provided a brief explanation of arbitration and the process. Mr. May further explained that an arbitrator picks a position; the town is then compared to other municipalities – it is the process that limits what happens. Mr. Clark added that one has to pay for the arbitration as well. Mr. Gill noted that given the current market environment, one should not anticipate the outcome of an arbitration based on history.

Mr. Powell noted that this conversation was not to place any organization in a bad light but to discuss how benefits can be worked to keep staff, the most important resource, in place. Mr. Powell acknowledged that although quite a bit of time was spent on this topic, it is an important cost driver and expressed appreciation to Mr. May for his time, efforts, and wisdom.

F.3. Artificial Turf Field Agreement

The members received the agreement for the first review. The draft agreement was drawn up by Mr. Werbner and the Board reviewed the provisions. The agreement will be on the February 13th agenda.

Mr. Powell requested clarification on what is considered to be appropriate advertising/messaging and the tight focus in item F in regard to pay to participate fees since there may be times that capital purchases for equipment may be needed. Mr. Frattaroli inquired if there is a policy regarding advertising in place. Mr. Powell agreed that this is something that will need to be addressed and invited the members to provide input.

Mrs. Kramer inquired about 2C regarding the fee schedule and if there are any examples from surrounding towns of such schedules. Further, she would like to know additional information about the sinking funds (2F). Lastly, under item 3, the size of the field barrels and how they will be emptied. Mr. Guzman responded that he will speak with Mr. Werbner regarding her concerns. He added that “barrels” may not be the best term. He added that there may be an amended version of this document at the next Board meeting. Mr. Frattaroli believed a fee schedule was already in place. Mr. Guzman explained that there is a facility use process for the use of the facilities by private entities. There is a distinction between profit and non-profit entities as well.

Mr. Pagoni inquired as to why the Town is running the show (in terms of the field agreement) and not the Board. Mr. Guzman explained that the management of the field will require manpower hours and other resources. Over a year, the Board will carve out the dates and times for its usage and then the Town will as well. The remaining time is then available for use by outside entities. The Board will manage it for the duration that it has a need but the other times it will be addressed by the Town.

Mr. Pagoni expressed concern that the term of the agreement is fifteen years and believes this is too long. Mr. Guzman commented there is already an agreement in place regarding the maintenance of fields but he could go back and change the term to three years so that the provisions could be amended as needed. Mr. Clark explained that the fifteen year term was based on the life of the field. Mr. Tantillo would like to see language that indicates that Board functions have the priority. Mr. Powell would like to have further conversation on this at the next meeting. Mr. Guzman will bring the concerns noted to Mr. Werbner’s attention.

F.4. Status of the Budget – January 10, 2013

Mr. Guzman explained that as of January 10th, the expenditures and encumbrances total \$35,702,228 leaving an unexpended balance of \$451,420. The programs with significant differences since the last projection are listed in the attachment. Ms. Neel noted a correction. The total for the expenditures and encumbrances should be \$35,250,808. The Board has started an aggressive review of open purchase orders to see if they still need to be open. In some cases, if an order has not come in, the vendor will be contacted to determine its status and if it still needs to be open or should be cancelled. In some accounts, such as unemployment compensation, dollars are budgeted based on history. Ms. Neel was able to reduce this line to what she believes will be spent the rest of this year. The energy budget will be reviewed after the February statements are received so there could be some savings there as well. There have not been any budget transfers and the budget will continue to be monitored.

Mr. Powell inquired about the driver of line 133. Ms. Neel explained that this was an increase of 15 students attending magnet schools and some extra special education bus runs. The bulk of the transportation is the Greater Hartford Academy of the Arts school in Hartford. The cost for transport is still less than if the Board was to take on the task.

Mr. Tantillo asked if the projected decrease in enrollment of 130 students included those attending magnet schools. Ms. Neel confirmed that magnet school students are not enrolled but the Town is still responsible for the cost of their tuition.

F.5. Budget Workshop (no enclosure)

Mr. Guzman noted that there were several questions at the last workshop and that answers will be provided at the workshop on January 30th. Mr. Sce created a spreadsheet which was distributed to the members.

Mr. Sce noted that as a board member, he wished to express his opinion and concerns regarding the budget and his feeling on if it will pass as presented. He does not believe the Town has the appetite for the increase. Residents have been hit hard with the federal tax increase and their own share of medical expenses. Growth in Town has been flat and hence there has not been an increase in the tax base. Given these factors, and the reduction in student enrollment, he is convinced that unfortunately, the Town will not pass the budget. In turn, the Board needs to look at how it could be reduced to slightly less than \$1M (an increase of approximately 2.8%).

Mr. Sce does not believe there is a single line item to target in order to solve the problem. He believes that reducing teachers is not the way to address the budget. He would like to see information on other DRGs so that class size can be compared. Mr. Guzman will provide this information. Mr. Sce believes cuts need to be made to overhead, staff level positions, central office, and most notably system-wide services. He would like to see where supervision and administrative services can be consolidated and restructured to handle the existing workload.

Mr. Sce put together a summary of all of the object accounts in the ledger. He compared the 2012 actuals to the 2013/14 budget. He selected areas that had large variances. Many large increases can be justified if there are additional teachers but there can also be opportunities for change where there are large deviations. He believes that 90% of the budget increase is buried in these differences.

Account 111, certified salaries, shows a reduction. This appears to be related to the individual school budgets but under system-wide services and special education services, there is an increase of approximately \$200K. If the student population and certified salaries are decreasing, Mr. Sce wondered why the line under system-wide services is increasing. Mr. Powell explained that this could be an increase in services provided to special education. Mr. Sce countered by saying that there is a separate group for special education.

Mr. Pagoni requested a clarification of the spreadsheet and expressed concern regarding how long a review of the sheet would take. Mr. Guzman inquired if Mr. Sce's identification was done solely by percentage increase. Mr. Sce clarified that it was not; in some instances while the percentage may be large, it was a nominal value.

Account 112, non-certified salaries, shows a significant increase of 9.4%. Account 112, paraprofessional salaries also has a notable increase for 12% (\$105K). Mr. Guzman noted that an explanation would be provided. Mr. Sce would like a clarification on this: if the student enrollment and certified teachers are decreasing, why is this same trend not apparent in the line indicating paraprofessionals. Mr. Guzman noted that if this is something that could have been reduced, the Board would have done so. Mr. Sce

replied that it is not an issue of it could have been done and would have been done but an issue of looking for cuts to reduce costs. There is over \$1M in the highlighted accounts that do not impact the student: teacher ratios. Mr. Tantillo believes this would be something to review at the workshop when the administrators are present. Mr. Guzman's goal is to have answers available by Wednesday or by the time the Board votes on the budget at the latest.

Ms. Neel clarified what object Mr. Sce was referencing in terms of system-wide certified salaries. Mr. Sce is examining category 111, general ledger group 90 and using object codes and comparing it to the locations. Mr. Sce will provide Ms. Neel with the additional worksheets and they will sit down to interpret the document.

Additional accounts highlighted by Mr. Sce included accounts: 121 – certified substitutes, 51% increase; 138 – overtime maintenance; 241 – ICMA retirement; 326 – professional education services, 37% increase. Further, athletic stipends, FICA taxes and consulting services were noted. Further, the line item for legal services indicates a 40% increase. Mr. Guzman explained that the Board attorney must address a variety of issues and questions related to policy implementation, expulsion, and other issues. Additionally, there has been an increase in special education disputes brought by parents who bring their own attorney to a hearing. In order to defend the district, a special education attorney must be consulted. Lastly, the upcoming negotiations will require the assistance of the Board attorney.

Accounts 358 and 359, online and other technical services, increased \$150K over two years. Mr. Powell noted that the investment in technology from a hardware standpoint has been negligible and any increase would be duly needed. An explanation of what is in the technical services account would be ideal. Mr. Pagoni explained that the Town has invested very little money in technology. Mr. Sce noted that water, sewer, and cleaning services have increased 60-90% which he would expect to be generally flat. Further, he would like transportation services to be examined more closely since the contract is up for renewal. Postage expenses have increased as well. Mr. Powell noted that the Board is now sending a newsletter to the households in Town. The Electronic Backpack only reached those homes with children.

Account 560, tuition for educational facilities is up \$800K over two years. Ms. Neel believes this is most likely special education outplacement. Other accounts including electricity and gasoline were discussed. The gasoline account includes diesel fuel used by busses. Software and non-instructional equipment were also noted. Dues and fees were reviewed as well. Mr. Pagoni noted that the full membership fee for CABA is approximately \$10K. This is the first year the district participated and was able to take advantage of an introductory rate which was 50% of the listed price for dues. NEASC (New England Association of Schools and Colleges) accreditation fees will also come due; accreditation is done every ten years.

Mr. Guzman noted that the Board will provide answers to the questions. Ms. Neel added that combining locations with objects may require approaching the principals for input. Mr. Guzman will look at this year's budget as compared to the proposed 2013/14 budget to provide answers on Wednesday and to the degree that the Board can pull the

information for the 2011/12 year it will do so. A comparison of the three years can be done but the question becomes the time commitment required to gather the information. Mr. Pagoni commented that when complete, a resident should be able to see what the increases were by item and the reason why without having to attend the meeting.

Mr. Sce noted that there are 28 teachers in front of the students at Tolland Intermediate School and 37 staff members behind them. Mr. Guzman explained that some of those teachers provide music, art, and counseling services but do not figure into the class size ratio although they are serving students.

Mr. Clark explained that although education is the largest part of the budget, it is only $\frac{1}{4}$ of the total budget. The other parts are Town, Debt Service, and Capital. The number submitted for education is not what goes to referendum; it will be modified based on the other items in the budget.

Mr. Gill explained the calculation. All revenue sources may be up \$100K year over year. The Board portion of the budget is \$1.7M so that is a \$1.6M increase in taxes. One item that concerns Mr. Clark is the assumption that no one else will be switching to the HSA and believes there should be a more concerted effort to plan on more participants. Mr. Guzman noted that just because it is not budgeted, significant efforts will be made. Mr. Powell commented that it is better not to include this in the event that this is not realized and there is a negative. A brief discussion regarding the initiatives and pool of receptive staff took place.

Mr. Powell requested a motion to extend the meeting past 10PM. Mr. Pagoni motioned to extend the meeting past 10PM. Mr. Clark seconded the motion. All were in favor. No one opposed. No one abstained. Motion carried.

Mr. Guzman noted that some questions arose at the workshop that he would like to address. One was in regard to recruiting students from surrounding towns. Many of the towns which tuition students out already have long-standing relationships in place and are not local to Tolland. Mr. Guzman also inquired about the human resource departments in Plainville. They do not have a unified office. Ms. Rubino believes they may have simply consolidated buildings. In terms of all-day kindergarten, Mr. Powell explained that this would have been at an expense of \$150K for staff and material. Additionally, the question of the impact on the mill rate came up. It is not possible to calculate the impact at this time.

Mr. Guzman commented that at the workshop, the Board members did not have an opportunity to learn of the impact from the principals and hopes this can take place at the upcoming workshop. The Board just recently adopted a strategic plan for the district which requires using technology. The district is very technology-poor and in turn, fulfilling the goals of the strategic plan will be difficult.

Mr. Pagoni expressed that he feels for the overwhelming amount of work that Ms. Neel will need to do but thanked Ms. Sce for creating the spreadsheet and looks forward to seeing where it goes. If the data works out then there will be a larger problem. He

added that ultimately, the average person needs to be able to understand what was asked and the reply. Mr. Pagoni stated that those who do not learn from history are doomed to repeat it. He has been on the Board for 10 years and the same thing happens every time. Mr. Guzman tells his staff what to do and they put together a list. Mr. Guzman then whittles the list down and gives it to the Board. The Board then whittles the list down and gives it to the Town Council who usually eviscerate it, it goes to the voters and then it gets cut possibly more. Mr. Powell apologized for the use of the term “eviscerate” and thanked the Town Council for its fine work.

Mr. Pagoni went on to say that the Board does the same process every year and it does not work. The last he heard is that the Board may only receive \$250K or \$350K for next year which is woefully short. Ms. Diane Clokey and Mr. Sam Adlerstein volunteered to help the Board. Mr. Pagoni suggested that the Board accept the offer. Mr. Adlerstein has strong ties with Friends of Tolland Schools; his profession is that of a facilitator. He is a professional and his affiliation with Friends of Tolland Schools would not get in the way. If someone thinks this would be a conflict, neither the Town Council nor the Board would allow it to happen. Mr. Adlerstein has offered to assist at no cost. If the Board keeps doing what it is doing, it will go down the same path.

Mr. Tantillo requested that, at the next meeting, Mr. Guzman speak to a question that was posed to Mr. Tantillo that may be a rumor. He would like to know if the topic of closing a school comes up, if it is a viable option. Mr. Tantillo did not state that he agrees with this but the question has come up. Mr. Guzman noted that the Finance and Facilities Committee of the Board does have a meeting scheduled and one item on the agenda is to see if an outside vendor could be hired to study facility use vis-à-vis the enrollment projection.

A listing of the full line items and a higher level organizational chart will be posted to the website.

G. COMMITTEE & LIAISON REPORTS

Finance & Facilities Committee - none

Policy Committee - none

Negotiation Committee - none

EASTCONN Liaison Report

Mrs. Kramer reviewed the minutes from the October 23rd meeting. This included information on special education services.

Mrs. Kramer attended a meeting on January 22nd where the topics included the CAFE award for excellence in communication and a discussion on employment.

Town Council Liaison

Mr. Clark noted that the Council approved the \$54,990 for the district-wide Board of Education security upgrades. The money will be held in a fund until the Board decides what kind of program it wishes to design. An implementation plan will be required before the

money can be allocated. The Community Hour was also discussed. Mr. Field will hold one on the last Thursday of every month.

Great Path Academy Liaison

Mr. Guzman noted that there is an initiative by Manchester Community College to alter its arrangement with the school districts. There has been a shift where the district representatives will be now be on an advisory board rather than the governing board due to changes in statutes and advice received by the president of the College. In turn, an amendment to the original agreement may be presented to the Board for review.

Building Committee Liaison - None

H. CHAIRPERSON'S REPORT -

Mr. Powell noted that the Board is continuing to have conversations regarding security. He has been in communication with Tim Ackert, a member of the state security review committee. Mr. Powell volunteered to participate so there would be a voice from eastern CT schools. He noted that this is a critical time of year and that involvement of the Board and citizens is very much appreciated. It is important for residents to discuss priorities with the Board and the Town Council.

I. BOARD ACTION - None

J. PUBLIC PARTICIPATION

Jan Rubino, 296 Weigold Road, is on the Town Council. The Council does not want to see any program or staff cuts. Mr. Sce's spreadsheet will allow for conversations and help in understanding that there may be other places to look for savings. There will be a shortfall this year. If the ECF funds come through, they will not be what one hopes. As a bookkeeper, she is encouraging clients to reduce costs. Everyone is suffering. Last year, although she was not a member, she noted that the Council worked tirelessly with the Board. There was no evisceration and the Council wants the students and schools to be successful. Moving forward, she does not want it to be believed that the Council wants to eviscerate the budget. The Council must be realistic about where a real difference can be made and come up with a number that will pass. She wants to work together and keep the conversation positive.

David Garritt, 23 Rudansky Lane, commended Mr. Sce on the spreadsheet. He wished to speak in regard to all-day kindergarten. A proposal was put forth after the budget workshop to see if a cost-sharing program could be implemented. This would be similar to pay-for-play. He understands that the Board of Education attorney is looking to determine if this is feasible.

Jennifer Avery, 64 Tolland Farms Road, spoke about the HSA. Her family went through the conversion a few years ago; it was mandatory and she saw an immediate cost-savings for her family. It is similar to a 401K. Some people have a roadblock when it comes to these issues but it is, in essence, free money. One needs to appeal to people's immediate financial situations. To Mr. Pagoni's comments on Mr. Sce's presentation, she too would like to see more information and appreciates it but added that there will be a roadblock. Some people will not be able to register these types of details. Coffee with the Principals is a very informative, scheduled event when people can speak with the principals. In terms of national accreditation, she would like to know if this could be budgeted and spread out since this is a known expense

every ten years. The volatility is difficult to swallow and should be along the lines of financial emergencies. She supports the curriculum. The auxiliary staff members fill in the gaps that teachers are unable to address due to other responsibilities. There is more going on in the classroom today than there was in the past.

Mr. Sam Adlerstein, 164 Pine Hill Road, noted that last year the Board and the Town Council did not fight over two numbers. It was not the non-substantive fight that had occurred in prior years. He does not want to go back to the fight over two numbers. It does not model for the Town what good decision-making looks like. If the budget could be steered through referendum with substantive conversations and good decision-making, this would be the best for the Town.

K. POINTS OF INFORMATION

Mr. Tantillo commented on Mr. Pagoni's point of doing things differently. Mr. Adlerstein made the suggestion to sit with the Town Council and discuss the budget. Mr. Tantillo has done this twice and will do so again before February 13th. He is taking suggestions and doing things differently. The Board is doing things differently. The process is just that, a process but a dialogue regarding changes and how one looks at those changes can be done.

Mr. Frattaroli noted that two Town athletes, Samantha Olson and Taylor Fortin were recognized for outstanding athletic performance in basketball. Further, Charles Perosino, an eighth-grade student, won first place in a state geography competition.

Mr. Powell noted that until recently, the Board did not have a mechanism for fund balance. The concern about fund balance was that any money leftover would not be held for education but would be turned back over to other sources. There is now legislation that allows the Board to hold up to 1% in a reserve account to be used at a later date.

Mr. Clark commented that he read that there is a pending bill to postpone the new teacher evaluation system. If that goes through, what would the impact be on the budget? Mr. Guzman said that he is hopeful that it will be passed. A lot of work will be required of the administrators. Mr. Powell commented that at most, this could help with the administrative technology position put in place. Mr. Guzman noted that this position is on hold.

L. CORRESPONDENCE

- 2013 CIRMA Risk Management Achievement Award Recipient, January 1, 2013
- Town Council Meeting Minutes from January 8, 2013
- School Calendars for February

M. FUTURE AGENDA ITEMS

1. Leave of absence report
2. Status of mid-year school improvement goals
3. Artificial turf field agreement
4. Dr. Eidson will present on the SBAC (Smarter Balance Assessment Consortium)
5. Budget for adoption

On the evening of February 13th, there will be an executive session 20 minutes before the meeting.

The Budget Workshop will be held on January 30th at Tolland High School in the library. The session will start at 7:00 P.M.

O. Adjournment

Mr. Pagoni motioned to adjourn the meeting at 10:45 P.M. Mr. Tantillo seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Lisa Pascuzzi", written in a cursive style.

Lisa Pascuzzi

Clerk

TOLLAND BOARD OF EDUCATION
Tolland High School, Media Center
Tolland, CT 06084

Budget Workshop - January 30, 2013

Members Present: Mr. Andy Powell, Chair; Mr. Robert Pagoni, Vice Chair; Mr. Frank Tantillo, Mr. Thomas Frattaroli, Mrs. Karen Kramer, Mr. Joe Sce, Mr. Steve Clark, Dr. Gayle Block

Administrators Present: Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction; Mrs. Jane Neel, Business Manager, Ms. Dominique Fox, Principal, Tolland High School; Mr. Tom Swanson, Principal, Birch Grove Primary; Mr. Adam Sher, Director of Information Technology; Ms. Kathleen Raymond, Director of Pupil Services; Dr. Walter Willett, Principal, Tolland Middle School; Mr. Jim Dineen, Principal, Tolland Intermediate School

CALL TO ORDER, PLEDGE OF ALLEGIANCE

The meeting was called to order at 7:04 P.M.

Workshop

Mr. Powell thanked the Board, Administrators and the public for attending. This workshop is offered by the Board to present an opportunity for members and the public to ask questions of the administration and staff in relation to the proposed budget.

Mr. Powell opened the floor to public participation, 2 minute limit. There were no speakers.

Mr. Guzman asked the administrative staff to be in attendance this evening to speak to the concerns they have for their school/office and the budgetary impact.

Mr. Swanson, Principal at Birch Grove Primary, noted that there has been a decline in enrollment. Given this, one positive was that by keeping a first grade teacher, the class size was maintained at around 20 students. First grade is the year when students begin to transition into a full day program. Further, this provided the opportunity for teachers to work with students as they prepare for the CCSS (common core state standards). Going forward, with this budget, the first grade position will no longer exist and the second grade class size will slightly increase. In turn, Mr. Swanson expects to see an impact. When class sizes are lower, teachers can spend more time with students. Another item that is not in the budget is full day kindergarten which would allow for the opportunity to prepare the students for the CCSS. The budget indicates that Birch Grove will also lose a second grade teacher. Additionally, some support staff will be eliminated. He will continue to review the budget and be fiscally responsible but not to the point of missing opportunities for early math and reading intervention. Other items that are not in the budget include the expansion of Smart Boards which supports learning in the classroom. The proposed budget has reductions in programs including language arts, science, and math. There will be an impact. The biggest loss is that of two staff members. In terms of opportunities to support the school, Mr. Swanson would like additional preschool and special education support. In terms of CCSS, he would like the opportunity for the staff to access a literacy coach for professional development. With more cuts, class size would increase in first and second grades as well as kindergarten. He will continue to look to support staff including technology, library, nurses, secretaries, custodians, and those who support intervention for where there may be savings. He added that staff reductions will present a challenge in

providing status quo program delivery. Further, Mr. Swanson would need to look at adjusting the schedule. Birch Grove's greatest asset is its teaching staff. They are phenomenal, motivated teachers who want to be with the students and look for innovative ways to teach. They help students develop academically and socially. Mr. Swanson would like to have further discussions about full-day kindergarten. The school will continue to maintain a rigorous level of instruction and graduate their students at high levels. The needs of the children are changing daily; the school supports its students and families.

Mr. Powell noted, given that the reality is what it is, the Board will ask each of the administrators to describe what they could do differently assuming a decrease in resources.

Mr. Swanson noted that schools only have one chance with a child and failure is not an option. They are continuing to look at staff and maximizing their time in the classroom. Teachers have been working tirelessly to unpack the CCSS with coordinators so they will be aligned with the standards next year. In terms of staff expectations, teachers have been given more responsibilities and next year's class sizes will increase. The more resources in place will aid in capturing struggling students. In terms of professional development, they are continuing to work with the staff via meetings and other opportunities to assist in professional development so they can deliver what is expected. In terms of programs, the school is resourceful. It has an outstanding PTO which has gone above and beyond to support the school.

Mr. Sce inquired about the expected increase in class size. If the school is going to lose 60 students and two teachers, why will class size go up? Mr. Swanson explained that the second grade will have 22-23 in a class rather than the 20 it has now. The sixty students are spread across the grades. In general, class size will climb to 21 or 22 students. The projection is 164 students for first grade. There is a budgeted reduction of 1 first grade teacher so 164 students divided by 8. This is something that was considered when doing the staffing reduction; the goal was to try to maintain the same class size levels.

Mr. Swanson presented data based on if there were further teaching staff cuts. Mr. Tantillo noted that in the Executive Summary, it is noted that the reductions of teaching positions in all four schools will keep student/teacher ratios at or near current levels. Mr. Swanson noted that this is correct given the budget presented. Mr. Tantillo asked Mr. Swanson if this budget met his needs and Mr. Swanson replied that it does. Mr. Tantillo asked if a line item had to be decreased, as the principal what he would suggest. Mr. Swanson responded that he would look for opportunities which would not increase class size; however, if he had to make a large cut, then class sizes and teachers would be impacted.

Dr. Block referenced page 28 of the executive summary and inquired about the half-staff position being added to pre-kindergarten. Ms. Neel explained that this was provided by a grant. Dr. Block inquired as to what would happen to the position if the grant is no longer available. A brief discussion of the grant's origin took place. Mr. Powell noted an error on page 8 in the pre-k section. Mr. Guzman confirmed that the Birch Grove 2013/14 projected total should be 556.

Mr. Sce inquired about the paraprofessional salaries increasing by \$60K, approximately 18%. Mr. Swanson believes it may be contractual. Ms. Neel explained that the principals do not budget for personnel. Ms. Raymond explained that the number is high at Birch Grove because the children first entering the program receive one-on-one attention. It is a cost savings so those students do not need to be outplaced. The paraprofessionals are scheduled based on where the children are attending school. Mr. Swanson may need more next year. Mr. Guzman noted that the general population is dropping but

the special education population is relatively stable. The incidence of identifying students requiring special education is approximately 12% statewide; Tolland is slightly under this ratio. Mr. Sce asked if the state mandates the minimum number of paraprofessionals per special education student. Ms. Raymond said that it does not; the school determines the need and support. In some cases, a paraprofessional is with the child all day. Mrs. Kramer asked what the per-pupil cost is for the 337 special education students. Ms. Raymond explained that this is not how she does her budget. She looks at her staff and their needs for supplies and testing materials. The major crux of her budget is the tuition budget, contracts, and outside evaluations. Mr. Guzman asked Ms. Raymond how much is arbitrary. Ms. Raymond said none of it is arbitrary. They do not arbitrarily decide to provide a service; a planning and placement meeting takes place to make the decision based on the presenting issue. Through Child Find, the district is responsible to ensure that any child with any level of difficulty is examined. The planning and placement group will determine if an action plan can be put together. This is statute-driven. Special education cannot be forced on anyone. Ultimately, the student's participation is decided by the parent(s).

Mr. Dineen is the principal at Tolland Intermediate School. Every year, there are changes. He explained that every year the school's schedule is changed based on the student population. Over the past five years, TIS has been hit hard by budget reductions. There have been program cuts to most curriculum areas. Seven certified teachers and 2.5 non-certified teaching positions have been cut. At the last budget meeting, there were discussions regarding making cuts outside of the core academic areas. They have already done so. Since 2008/9, they have lost 3.6 arts teachers and the loss of so many of the UA (Unified Arts) staff has forced changes in the schedule so that all students could participate. One example is gym. Gym is on a six day rotation as is art rather than once a week. There has also been a significant impact on band; there is now less opportunity to practice and work with the teacher. Further, the cleaning of the building is also on rotation due to the loss of a custodian. In terms of cutting teachers as the student population decreases, every year changes have impacted the classroom. Tolland Intermediate School uses a team teaching model. The fifth grade has two teachers on a team. Teachers are required to teach almost all core academic areas. In turn, they must prepare and create multiple lessons within a lesson. The CCSS will add additional responsibilities. Teachers put their hearts and souls into working with the students. They are asked to do more and rise to the challenge. They meet regularly to discuss progress and the needs of the students but not everything can be covered. Mr. Dineen added that the school has the world's greatest play-scape and this is thanks to funding by the PTO. The PTO mission has been to enhance the students' experience, and over the last few years, Mr. Dineen has had to ask them to provide for the core academics such as books. TIS has been fiscally conservative while striving to provide a great educational experience but every year it changes based on the budget. It has a record of reducing teachers based on a decreasing student population.

Mr. Tantillo inquired if Mr. Dineen had to cut from a line item, where he would make a reduction. Mr. Dineen responded that it would be difficult. When it comes to standardized testing, there are certain areas where the scores are used to drive instruction. One area that is proposed to be cut is the .4 band teacher so it will be up to the .6 band teacher to keep fifth grade band and chorus. The next option may be to eliminate band entirely and have students do it later in their studies. Mr. Tantillo asked for a non-personnel cut suggestion. Mr. Dineen noted that he could review the programs but noted that when he began there was a tremendous music program but since then it has been chipped away and has become difficult to maintain. Mr. Sce noted that Mr. Dineen has done a very good job with the budget and that it is very tight.

In terms of what they are looking at doing differently, Mr. Dineen noted that they are looking at many ideas including scheduling and a different special education model. This model may provide different formats and perhaps even diminish how staff is utilized to provide a more appropriate education for the students.

Mr. Powell noted that this is about being able to justify what we have while looking at what can be adjusted. He added that there has already been a lot of tweaking in many areas and at some point one can only tweak so much before a larger, structural change needs to occur. As a service delivery organization, the Board needs to start looking at structural changes.

Dr. Willett is the principal of Tolland Middle School (TMS). He noted that next year, the school will have 695 students rather than the 682 noted in the chart. It is a quality issue. Over the years, they have made reductions in the workforce, made adjustments, and adapted schedules while delivering a good program. With the budget presented, reductions will be made and the quality of programs will be impacted. Seven teams are utilized at TMS and the website provides an explanation of this, a Middle Model school. In general, the middle school functions as though it is seven schools within a school providing a small-school feel which drives enhanced performance on assessments. Smaller groups of students are able to receive more personalized attention. Going simply by class size, it is easy but does not tell the whole story. The alternative is the Junior High model. If too much staff is stripped away, ultimately the team model collapses and students would need to be in study halls which need to be staffed. Dr. Willett has had experience in the Junior high model school and spoke to this alternative. He then provided further detail on how the teams would be affected with the 4.95% budget. Teams, which aid in the developmental process, would be kept. With a 3.95% budget increase, they will have to reduce teachers and eliminate world language but hopefully could keep the team model, Dr. Willett's top priority. At a 2.95% budget increase, they would lose world language, music, and all but the basic supplies. Further, furniture in need of replacement could not be addressed. If there is a 1.95% budget increase, they will lose world languages, much of music and art, and it would be difficult to get by. At a 1% budget increase, he would have to eliminate 1 music teacher, 1 art teacher, 2 world language teachers, 1 science teacher, the technology teacher, and eliminate all UA. Further, no teaming could be done and teachers would collaborate less. The quality of the education would significantly decrease. Over the years, he has lost positions and adjusted. UA offerings were reduced and world language became a specialist item. The school now has only two guidance counselors and Dr. Willett is picking up some of that load. The fifth and seventh grade DARE (Drug Abuse Resistance Education) programs have been cut; Dr. Willett holds meetings with the students to discuss bullying, drugs, and other topics. While these are good, they do not replace other programs. In any event, Dr. Willett and his staff will do the best it can, that is all it can do. The principal's budget did increase this year; he needs a new conference table and funding for the PBIS (Positive Behavioral Interventions and Supports) program, one of the last programs that deals with school culture and climate. To make any significant cuts in the budget, the personnel line item would need to be examined.

Mr. Powell inquired about PBIS. Dr. Willett wants to do whatever is necessary to ensure that students feel safe and positive. Mandates are increasing and resources are diminishing so it is a strained system. PBIS and DARE are needed and the school is trying to respond with what it has available. Mr. Powell asked quantitatively how much more time Dr. Willett has been spending due to the additional work. Dr. Willett believes it is about 30% more work which is drawing resources from other things. Next year's state mandated evaluation process will be a tremendous additional workload as well.

Ms. Dominique Fox is the principal at Tolland High School. She explained that there are two aspects: personnel and programs. On the program side, the increase is attributed to three big ticket items. The first is the NEASC (New England Association of Schools and Colleges) accreditation process in March 2014. This takes place every ten years. Second, upgrades (world language lab and business computer lab) are necessary due to the Windows 7 upgrade which took place over the summer. Third, is the Names Can Really Hurt program that focuses on anti-bullying, stereotyping, and name calling. This was run last year for 9th and 10th graders and not this year; in turn it needs to be held next year so that all students have the opportunity to participate. It is run in 2-year cycles.

Ms. Fox explained that NEASC sets forth a set of standards based on research and best practices that must be followed to be accredited. There is a large emphasis on 21st century learning, skills development, and technology meeting the needs of individual learners. Two and a half years ago, EdJobs came through. At the high school, three positions were put in place: an English teacher, a math teacher, and a social worker. The English teacher allowed the school to make a conscious decision to decrease class size at the 9th and 10th grade levels. This is because the 9th grade is one of transition and the 10th grade takes the CAPT (CT Academic Performance Test). In addition, the English teacher is able to provide Tier II and Tier III academic interventions in reading, writing, and math. Over that same two year period, reading scores on the CAPT have increased 8.1% and writing scores, 8%. While Ms. Fox could not attribute that to one teacher, it is a positive contributing factor.

Ms. Fox noted that the proposed budget includes a number of personnel reductions at the high school. The reduction of 1.0 in the English department means that most likely elective courses will be lost. These will be creative writing, film studies, and possibly literacy support classes. The average teacher's load in the English department this year and last is approximately 107 students/teacher. In regard to personnel cuts in the computer department, there is currently only 1 full time computer education teacher. This will eliminate all introductory and programming courses and Ms. Fox reiterated NEASC's focus on 21st century learning. Further, the new course, Video Production, Broadcasting, and Journalism will be cut. Given the school's affiliation with Manchester Community College, it is required to provide a public speaking course. This program would have been a creative way to get students involved and address this requirement. With the loss of this program, Ms. Fox believes the school will most likely lose its affiliation with Manchester Community College and in turn high school students will not be able to earn college credits while in high school. Another cut is the half-time technology education teacher. There are only three teachers in the department and in turn there will be a loss of a Drafting III course and either a section of Technology I or Principles of Engineering. On the non-instructional side, there is a proposed cut of a custodian.

Ms. Fox wished to focus on three items which she notes yearly. Two of those items are textbooks (many are outdated) and equipment maintenance. Each department, when making its budget keeps the students at the forefront rather than budgeting for the repair and maintenance of items. Some items in need of repair are pieces of cardio fitness equipment, microscopes, and calculators. Third, technology - she would like smart boards. In addition, the science department needs new software due to the Windows 7 upgrade, new computers, and digital microscopes. Moving forward, additional cuts, specifically an increase of only 1% would mean that the high school could not exist as it is now. It would not be comprehensive. Options of early dismissal and late arrival for the 11th and 12th grade would have to be considered as well as changing the graduation requirements. Further, many electives would need to be eliminated. These courses might include: Family and Consumer Science, Childhood Education, and Clothing and Fashion. World Language level IV and V courses would most likely need to be eliminated as well. Fitness, Physical Education and the music programs may have to be cut as well.

Mr. Powell noted that if looking at 21st century curriculum, why would the school look at computers and technology as a place to cut? Ms. Fox explained that she has to try to preserve those courses which enroll the most students. There aren't enough slots to add most students. Through no fault of the current computer education teacher, there has been low enrollment there. They were looking at redesigning curriculum to increase the enrollment. Course registration starts next week so they will not know the enrollments until April. Mr. Powell noted that he recently read that many colleges are no longer giving credit for AP classes and asked Ms. Fox about this. She had not heard of this and noted that students are still going to college with many credits. Mr. Powell noted that many people feel they should not have to pay for a child's college education by supporting public high school courses that provide college credit. Ms. Fox explained that parents want their children to maximize their potential. It is not a good practice to teach only to the middle; one must address all learners and give all students the opportunity to be challenged. Mr. Powell commented that he does not wish to see, nor be in a position where the accreditation is used as a weapon. Ms. Fox reviewed the accreditation process explaining the term "deficiency" and its consequences. She added that she would not be surprised if there was a deficiency in the high school due to a lack of upgrades in technology. Mrs. Kramer inquired if there was a way for the computer and technology courses to be offered online. Ms. Fox responded that although she had not mentioned it, online courses were cut as well.

Mr. Powell noted that the Board has heard from the four building administrators and appreciates their candor from financial and impact standpoints. He invited comments.

Mr. Pagoni commented that the administrators say that there is never enough and that the schools cannot be run with what the budget is proposing. It cannot be done. Dr. Willett noted that the elective programs cannot be done in the manner they currently exist. Mr. Swanson noted that quality will suffer and expressed concern that for a student who needs support at an early age, intervention services may be impacted. Paraprofessionals provide an opportunity for the student and act as a support role in other areas as well. While the school's doors will be open, quality will be impacted. Dr. Willett noted that he will work with whatever he is provided but it will not be impressive. Tolland will have a lower quality program in its middle school. Mr. Dineen noted that his school will not be as good as it is but the staff will continue to do whatever possible and will work as hard as it can.

Dr. Eidson reviewed a presentation on CCSS (Common Core State Standards). It is broken down into: instruction, curriculum, professional development and training. Assessment is a component of curriculum. Instructional materials are different in CCSS and are needed. In the budget there is nearly a 50% reduction in the language arts materials line item. Instructional strategies are changing and the time is impacted particularly in kindergarten. CCSS was developed for all-day kindergarten. Further, professional development is changing and teachers will be evaluated based on the learning of their students. Additionally, this development needs to be targeted, ongoing, and embedded in their jobs. The district will need some type of data system more complex than the one currently in place. Technology affects all of this. Mr. Sce inquired how this is currently done. Dr. Eidson explained that currently, the data is not sent online but will be under SBAC (Smarter Balanced Assessment Consortium) tests. Mr. Sce noted that this sounds encouraging and more efficient. A general discussion of the new teacher assessment mandate took place. Dr. Eidson added that with the elimination of music, health, art, and world language, the curriculum will need to be reconfigured and the cost will be tremendous.

Town Council member, Ms. Jan Rubino noted that the mandates discussed will impact all districts and inquired if the district has met with others to learn how they are facing the challenge. Dr. Eidson has

met with others and most are purchasing the standardized data system, a program which will allow the students to take assessments off and on over the year which will provide and number of data points so the students' movement through the learning process can be tracked. There are also non-standard benchmarks that are curriculum related. Teachers also have goals and are evaluated on them. This evaluation determines if they keep their certifications and jobs. Mr. Powell noted, in response to Ms. Rubino that part of the problem is that many of the districts are at different starting points. In the second and third year, commonality will be able to be used in order to regionalize knowledge. Ms. Rubino asked if the teacher evaluation mandate would be delayed. Mr. Guzman responded that that is one possibility. Another is that part of the plan would be implemented. He added that to the degree that something is delayed, they will look at the budget to see what can be reduced.

A resident asked if on the technology side, the district is looking at regionalization since every district would need to do all of this. Dr. Eidson explained that Eastconn is doing a combined purchase which will allow for reduced rates for the professional development program. As for the standards assessment, there are some reduced rates but it is still fairly expensive. Dr. Eidson passed an older history textbook around for the Board members to review.

Dr. Block noted that she supports the budget but commented that in every walk of life, people are being asked to do more with less; it is not unusual but a sign of the times. She thanked everyone for their presentations.

Adam Sher explained that last year, the district entered into an agreement for the purchase of new computers through a multi-step purchasing agreement. Over the past 18 months, fiber optic connections have been installed so that all of the schools can run at goal-level speed. Wi-Fi has been, and continues to be, rolled out. There are currently 30 access points and another 25 are in the budget. Further, through an academic licensing program, Windows 7 and Office 2010 are available in the district. Last year, 85 new computers were added and another 125 will be purchased. Seventy five of them will be teacher workstations at the high school and middle school. The goal is to have the resources in place for VDI (Virtual Desktop Infrastructure) architecture. The SAN (Storage Area Network) approved by the Board last year will be in place. Mr. Powell added that as one moves to more web-based and server-based applications, the need for computers goes away. The cost of the computers is 1/3 or 1/4 of the real cost, the rest is for administration. Bring Your Own Device (BYOD) also allows the district not to purchase as many personal computers. Mr. Powell added that the investment last year in the filtering device makes it a resource not only for the students, but also for the citizens. Further, the next generation of SmartBoards will be more advanced and cost less.

Mr. Powell inquired as to where the district stands in terms of BYOD. Mr. Sher explained that from a technology standpoint, all common areas of the schools have Wi-Fi access. There are additional access points at the high school and the middle school. A brief discussion of digital textbooks took place.

Mr. Powell invited members of the public to speak with a 2 minute limit.

Mr. Sce noted that they have spent 2.5 hours discussing about why the money is needed and three months were spent putting the budget together. He understands that the budget of a 4.95% increase will not pass and inquired as to the backup plan. Mr. Guzman responded that there is not a backup plan. He is asking the Board to adopt this budget. While the Board members may have heard from the Town Manager and the Town Council that it will not pass, they have not heard from the residents or parents who send their children to Tolland schools. The plea is to adopt the 4.95% budget as presented

as it represents the district's needs going forward. Mr. Powell explained that it is now up to the Board to discuss any funding changes. He added that next Wednesday is open for another workshop. Mr. Sce commented that there is not enough time to analyze the budget; it is the largest part of the Town's budget and the Board has spent little time reviewing it. He has not heard any specific questions on why the budget is going a particular way or questions about why line items are increasing and decreasing. He has not received responses to questions already posed. If answers are received two days before the Board must vote, there is insufficient time to do an analysis. Mr. Guzman responded that they have been working on answering the questions - they were good questions and there are good answers. Mr. Sce commented that part of the concern is that the procedure is that the Town Council has its direction while the Board has another direction and they do not appear to be meeting at a single point.

Mr. Guzman noted that he has asked the principals to review what a 1% budget increase may look like overall and there has been some discussion this evening. Other areas in the budget that are still variable are non-instruction accounts. This includes health insurance, utilities and the bus contract. Further, he has heard that, in terms of state grants, the outside placement grant is going to be funded at 70%. The governor will present his budget next Wednesday. All of the contracts will be reviewed and if they can be negotiated to reduce expenses, the Board will do so. If only a 1% budget increase passes, there will be some big changes.

Mr. Sce commented that he is prepared to discuss items which would not impact the schools. Mr. Guzman explained that he went to the state website's grant calculation program. When looking at a K12 districts (there are 110 in the state), in instructional programs, Tolland spends \$7141 and the state average is \$8766; Tolland ranks 102/110. Under instructional equipment, Tolland spends \$13 per student and the state average is \$66; Tolland ranks 100/110. Under instructional supplies, Tolland spends \$100/student and that state average is \$201; Tolland ranks 110/110. Under employee benefits, Tolland spends \$2007 per student and the state average is \$2544; Tolland ranks 84/110. Under salaries, Tolland spends \$7143 and the state average is \$8880; Tolland ranks 110/110.

Mr. Sce, in response to Mr. Guzman's data commented that much of it is distorted. Mr. Tantillo added that Hartford spends \$17K per student and asked Mr. Guzman if he was trying to say that more money equals a better school system as this is what he is trying to say with the quoted ranking statistics. Mr. Guzman said that this is untrue. The dollars spent by the district are less than the average spent by the state. The numbers show that the district is not spending inordinate amounts of money on non-instructional accounts. More funding allows a district to provide more services, instructional programs and equipment to the students. The money in the budget reflects the kinds of services that can be provided to students for good educational opportunities. The comparative data does not speak to the quality of education but the opportunity for students to succeed in public schools. Mr. Tantillo responded that he is not disputing the quality of the education in Tolland. Mr. Sce added that any school could do better with more money, but the fact remains that from what he has heard that this increase is not going to happen. He added that history has shown that when one tries to pass something the voters do not want, they will become irritated and continue to say "no". One year there were five referendums. A number is needed that is realistic to pass. Mr. Guzman commented that his job is to advocate for the district. The Board's job is to vote for a school budget. Once adopted by the Board, it becomes the Board of Education budget and he will defend it. Dr. Block added that the Board needs to be careful about predicting what the voters will and will not pass. It is up to the Board to provide the best education possible. While it is appropriate to ask questions, the judgment of the administration, including the superintendent must be respected. The Board needs to put forth the budget that is best for the students in Tolland.

Mr. Pagoni, to Mr. Sce and Mr. Tantillo, asked if the principals said that at 1% they cannot do their jobs, if they would still advocate for the 1% just because the Board or the Town Council says it cannot go through. Mr. Tantillo responded that his decision is not at all based on what the Town Council says it can or cannot do. Last year the superintendent asked for 5.9% and received 4.6% and it was said that the district was on the precipice. He asked if it was said that the district was on the precipice the year before as well. Mr. Pagoni responded that the district is getting further behind. Mr. Tantillo noted that the federal government is tightening its belt and the state is in a deficit. The state is making unfunded mandates which are affecting education in Town. The Town has had flat growth and Mr. Tantillo wants Tolland to offer the best education. He believes in the education system, attended Tolland schools, and ran for a seat on the Board. That said, as the Board, it needs to be cognizant of what budget it is supporting. He does not care what the Town Council does; only what the Board does as a body. He only wanted to clarify if more money means a better education. Mr. Frattaroli commented that the district is a good steward of the money.

Ms. Rubino commented that she has not had a conversation with anyone in regard to what she will support. She added that it is unusual since she has been a member of the Board in the past and now is on the Town Council. She has never seen anyone go through the budget's line items and commends it. People often say the district is hiding something and lacks transparency. This is uncomfortable and budgets are difficult. She asked people not to be angry at those who are asking the questions.

Bob Rubino of 296 Weigold Rd. commented that Ms. Fox cited an increase in English scores and a slight decrease in math scores. He asked if perhaps there may have been a well-versed population of high school students that year and did not believe that one teacher was the sole contributing factor. Further, he made additional observations. In terms of technology and having students provide their own technology (or providing the technology to the student) he was curious as to whether the entire demographic in Town has the wireless service necessary to support the device after hours. This would be important to know before committing to textbooks. Additionally, beyond the discussion of dollars and cents, he has not heard a discussion of priority. To the point made by Mr. Sce and Mr. Tantillo, Mr. Rubino does not believe the district will receive a 4.95% increase. The stakeholders hear that this is a status-quo budget; the plan is not to spend more on something better. If he is going to spend more on a car, he wants a better car. The district has not sold its budget.

Ms. Fox responded that she did not attribute the increase in the English score only to the teacher and added that in the DRG (District Reference Group) the math scores of other districts dropped twice as much during the same period.

Resident Jackie Kolb, 34 Susan Drive commented that she appreciated the detailed questions. It helps with the transparency in the community and as a parent believes it is a great dialogue. She wants to know what the cuts are so she can have a logical approach. Ms. Kolb is invested in the community and wants to see the school system thrive. She wants her children to have a good education in all of the schools and she wants to be invested; this includes wanting to hear the conversation so she can make a good decision and let the Town Council know based on analysis. She encouraged people to be involved now, before April, when the budget is approved.

Resident, Karen Moran, 50 Merlot Way noted that there were only eight parents present and she would have liked to have seen more. Although it is only a \$5K line item, she inquired if it was necessary to

send the newsletter. She suggested making it digital and noted that the schools use digital backpacks. She believed that ½ to ¾ of the newsletters went into the recycle bin.

Mr. Powell commented that this was the first year that the Board decided to send out the newsletter. While the digital backpack is in place, it is only available to parents with school children. Ms. Moran asked if it would be possible for the Town to send it electronically. Mr. Powell explained that the Board looked for a universal process to get the newsletter out to those who many not have access to an electronic mechanism. He received two responses to the newsletter and it will be reviewed next year. The Board's goal with the newsletter was to provide outreach to the community.

A resident asked if there was any tracking done of students who are leaving Tolland schools to attend magnet schools. She has been in contact with parents who are actively looking at magnet schools so that they would not have to send their children to Tolland High School. She wants to know why students are leaving to attend magnet and private schools. Mr. Guzman responded that 42 students are projected to go to magnet schools. This number has increased over the past ten years as the number of magnet school options has grown. Magnet school programs are very specific and fine-tuned to an academic area.

Mr. Powell noted that a third budget workshop will be held on February 6th at 7 PM. He appreciated the involvement of the administration and thanked the public for its participation.

Adjournment

Mr. Clark motioned to adjourn the meeting at 10:15 P.M. Mr. Tantillo seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

Respectfully submitted,



Lisa Pascuzzi
Clerk

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 13, 2013

SUBJECT: GEOGRAPHY BEE WINNERS

“In which state would you find the Rainy River and the Lake of the Woods?” That was one of the questions in the Tolland Middle School and Tolland Intermediate School local geography bees. Every year local bees are held across the state with winners of the bees, who have also passed a comprehensive geography bee test, competing at the state level.

This year Tolland is proud to announce that eighth grader, Charles Perosino, won the bee at Tolland Middle School with fifth grader, Eric Hohenthal, winning the prize for Tolland Intermediate School.

Both schools used the same questions, questions which challenged even most middle school students. “In which Canadian province would you find the city of Churchill?” or “Aside from Argentina, do you know in what country the Yaghan, a nomadic tribe, can be found?”

We congratulate these local Geography Bee winners including eighth grader, Dalton Lotz, who finishing second place at Tolland Middle School and fifth graders, James Deffely and Sydney Lewis, who finished a close second and third place at Tolland Intermediate School.

Up to one hundred of the top scorers in Connecticut will compete in the state bee on April 5, 2013. The state champion will receive an all-expenses-paid trip to Washington, D.C. for the national championship rounds in May. The first place national winner will receive a \$25,000 college scholarship, a lifetime membership in the National Geographic Society, and a trip to the Galápagos Islands.

Everyone associated with Tolland Public Schools is proud of our winners and runners-up. We wish them the best of luck in their attempts to qualify for the state and national bees, and we look forward to their continued excellence throughout the school year.

TO: Members of the Board of Education

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

DATE: February 13, 2013

SUBJECT: Smarter Balanced Assessment Consortium Presentation (SBAC) Testing

“The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college-and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-14 school year.

The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide information tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. Smarter Balanced involves experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process.” *(From the SBAC website).

SBAC pilot tests are taking place in March and April of this year. These pilot tests are using summative and interim assessment items and performance tasks to help calibrate the adaptive SBAC assessment. We are anticipating that some of our students will be involved in these pilot tests. The final adaptive assessment is to be given during the last 12 weeks of the 2014/2015 school year.

Further information about SBAC testing can be found at <http://www.smarterbalanced.org>. The website includes sample items that are currently being reviewed by staff and specifications for new computer purchases that would be compatible with the on-line testing.

Melissa McKee, the District Math Coordinator, was accepted by the State Department of Education to help write test items to be used on the SBAC Math assessment. During this process she received an in-depth knowledge of the structure and types of item formats to be used on the test, as well as a thorough knowledge of the learning directions being established nation-wide. Mrs. McKee will be at the Board meeting to present additional information regarding Smarter Balanced and to answer questions from Board members.

WDG/KE:ca

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 13, 2013

SUBJECT: Leave of Absence Report

As per Board of Education resolution adopted on July 11, 2007, below is a status report on requests for unpaid Leaves of Absences since the beginning of the school year.

| POSITION | DATES OF REQUEST | RATIONALE | GRANTED/ REJECTED |
|------------------|--------------------------|-----------------------------|--------------------------|
| Paraprofessional | October 18 – 31, 2012 | Parent Illness in Florida | Granted |
| Secretary | November 15 and 16, 2012 | Family Illness | Granted |
| Paraprofessional | September 4 – 14, 2012 | Family Illness | Granted |
| Teacher | January 2 – 9, 2013 | Extended Maternity Leave | Granted |
| Secretary | January 15 – 18, 2013 | Parent Illness | Granted |
| Paraprofessional | January 16 – 18, 2013 | Trip with Husband | Granted |
| Paraprofessional | January 2 – 15, 2013 | Completing Student Teaching | Granted |
| Paraprofessional | Early February | Care of Daughter | Granted |
| Teacher | February 21-22, 2013 | Son's Wedding | Granted |

Please note that none of these leaves resulted in a cost to the District. There was a cumulative savings to the District of \$1,934.66.

WDG:ca

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 13, 2013

SUBJECT: Great Path Academy - Regional College Readiness Alliance

The Great Path Academy, located on the campus of Manchester Community College (MCC) is a magnet school for high school students founded in 2001 as a middle college program. Tolland is one of seven school districts comprising the Governing Board of Great Path. The original agreement modified in 2004 gave fiscal authority to the Governing Board (Attachment A).

Over time, new magnet school laws have given the majority of fiscal responsibility to the College. As such, Dr. Glickman, President of MCC, has recommended that the original Great Path Governing Board (Attachment B) be dissolved, and a new Regional College Readiness Alliance agreement (Attachment C) be approved.

This proposal by Dr. Glickman would provide, through the College Readiness Alliance, member districts with oversight for all college readiness initiatives across the region, including GPA. Reasons for this proposal are foremost because the college values the input it receives from the school district leadership. By coordinating all college readiness efforts, MCC can create better processes for engagement of faculty, staff and students. The Alliance would be a more favorable entity eligible for increased funding in ways that MCC alone cannot complete.

The Administration recommends that the Superintendent be authorized to sign the resolutions outlined in Attachments B and C.

WD:ca

AGREEMENT TO CONTINUE THE GREAT PATH ACADEMY GOVERNING BOARD

This AGREEMENT is entered into in _____, 2004,
by and among the undersigned boards of education of Bolton, Coventry, East Hartford,
Glastonbury, Hartford, Manchester and Tolland and the Board of Trustees of Community-
Technical Colleges on behalf of Manchester Community College ("the College"), each acting by
a duly authorized signatory.

WHEREAS the boards and the College are desirous of continuing the cooperative
agreement creating the Governing Board of the Manchester Community College Middle College
High School, now known as Great Path Academy, (the "School").

WHEREAS the College will be substituted for the Manchester Board of Education as the
responsible entity for the School.

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth
herein, the boards and the College, intending to be legally bound, hereby agree as follows:

1. THE GOVERNING BOARD

- 1.1 Establishment of the Board. The Board is hereby continued as a vehicle to assist in
planning and operating the School as is contemplated by the State Department of
Education Planning Guide for Interdistrict Magnet Schools and as may be delegated by
the College.
- 1.2 Membership
 - 1.2.1 Each participating school board will be represented by two persons: the duly
elected chair of the school board or his/her designee, and the superintendent of
schools or his/her designee. In addition, Manchester Community College will be
represented by the President of the College, a member of the College's Regional
Advisory Council or a designee of the Regional Advisory Council, a College
faculty member or member of the professional staff, and a College administrator.
A voting position on the Board will be offered to one person who will represent
the greater community.
 - 1.2.2 The President of Manchester Community College shall be the chairperson of the
Board.
 - 1.2.3 Each board and the College shall confirm its representatives (or designees) in
writing within thirty days of the execution of this Agreement. Membership of the
Board will normally be confirmed—or reconfirmed—annually.
 - 1.2.4 Should a representative resign or otherwise be ineligible to continue to serve—for
example, should a board chairperson change—a replacement shall be promptly
confirmed in writing.
 - 1.2.5 All representatives to the Board shall serve without compensation.

1.3 Meetings

- 1.3.1 The Board shall meet in regular session at least once every two months between September and June.
- 1.3.2 A special meeting may be held at the call of the chairperson or of at least two Board members.
- 1.3.3 The Board may hold its meetings at such places and times as it may determine.
- 1.3.4 All meetings shall be conducted in accordance with the Freedom of Information Act.
- 1.3.5 The presence of a majority of all Board members shall constitute a quorum.

1.4 Officers

- 1.4.1 Each year, the Board shall elect from its members a vice-chairperson and a secretary. The terms of office shall be for one year or until a successor is named.
- 1.4.2 The chairperson shall conduct all meetings and transact business for the Board as specifically authorized by Board vote. In the absence of the chairperson, the vice-chairperson shall fulfill his/her duties. The secretary shall be responsible for overseeing the recording of the minutes of all meetings.
- 1.4.3 Action shall be taken by majority vote of those present.

2. FINANCIAL PROVISIONS

- 2.1 The fiscal year shall begin on July 1 and end on June 30.

2.2 Annual Operating Budget

- 2.2.1 By October 1, the College shall present to the Board an operating budget for the ensuing fiscal year. The operating budget shall include
 - (i) An expenditure budget.
 - (ii) A revenue budget that is sufficient to offset the expenditure budget and that shall include any estimated unexpended balance in the current operating budget, estimated federal and state grant receipts, any other miscellaneous revenues, and the apportioned contributions from the boards and/or the College. It is understood that the College's contribution shall be in-kind services.
- 2.2.1 At least sixty days before the earliest date that any board must submit its itemized budget estimate to the fiscal body of its respective municipal government, the Board shall adopt and submit to the College a recommended per-pupil allocation figure for the ensuing fiscal year. The College shall indicate its approval or modification of the recommendation within thirty days.
- 2.2.2 Upon approval by a two-thirds majority of the Board, the per-pupil allocation shall be deemed approved and binding on all the boards. Thereafter, the Governing Board shall submit to each board the per-pupil allocation for the ensuing year.
- 2.2.3 If the per-pupil expenditure is not approved by July 1 in accordance with paragraph 2.2.2, above, the College shall adopt an estimated expenditure budget, which shall be used to calculate required per-pupil contributions. Once the required per-pupil expenditure has been approved in accordance with 2.2.2, above, adjustments to the boards' required contributions shall be made accordingly.
- 2.2.4 The required contribution from each board shall be paid to the designee of the College no later than July 31.
- 2.2.5 During the course of the fiscal year, the Board may review the status of the operating budget.

2.2.6 The College shall report to the Board quarterly on the status of the School operating budget, including any non-Board revenue sources.

3 AMENDMENT AND TERMINATION OF THIS AGREEMENT

3.1 Effective Date. This Agreement shall become effective immediately upon the approval of each school board and the College.

3.2 Amendment. Each school board and the College must approve any amendment of the Agreement.

3.3 Addition of other boards. Other boards of education may become a party to this Agreement, provided that space is available. Student spaces allotted to districts joining after the first year of operation shall become permanent.

3.4 Withdrawal

3.4.1 Any school board may withdraw from this agreement provided that such board gives written notice of its intent to withdraw to the College and to each of the other boards at least one year prior to the date of the proposed withdrawal.

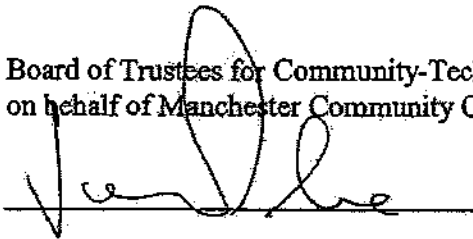
3.4.2 The effective date of a withdrawal pursuant to paragraph 3.4.1 shall be the June 30th following the completion of a one-year notice period, provided that such board continues to support those students from its district who are already enrolled in the School. Any representative whose board has (1) given notice of its intent to withdraw, or (2) been informed by the School that it has been deemed to have withdrawn, shall not participate or vote on matters pertaining to a time beyond the effective date of the withdrawal, except to the extent that such matters have a direct impact on the obligations of such board.

3.4.3 Upon withdrawal of one or more boards, two or more boards may continue with the Agreement.

3.5 Dissolution. The Board shall dissolve when all but one (1) of the boards has withdrawn from this Agreement.

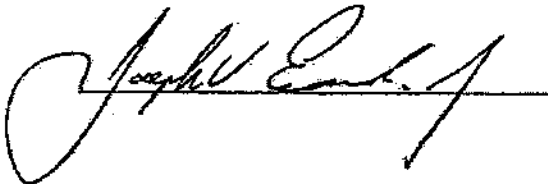
IN WITNESS THEREOF, the parties hereto have authorized their designated representatives to set their hands.

Board of Trustees for Community-Technical Colleges
on behalf of Manchester Community College



Date 11/2/04

Bolton Board of Education



Date 11/2/04

MEMORANDUM OF UNDERSTANDING RE:
GREAT PATH ACADEMY GOVERNING BOARD

This MEMORANDUM OF UNDERSTANDING is entered into this ____ day of _____, 2013 by and among the undersigned Board of Education of Bolton, Coventry, East Hartford, Glastonbury, Hartford, Manchester, and Tolland, and Manchester Community College ("MCC"), each acting by a duly authorized signatory.

WHEREAS, the Board of Regents for Higher Education was the sponsor of the Manchester Community College Middle College High School, now known as Great Path Academy ("Great Path Academy"), an inter-district magnet high school established under Conn. Gen. Stat. § 10-274I, as amended;

WHEREAS, the Great Path Academy Governing Board was established under a separate cooperative agreement ("Cooperative Agreement"), entered into in October 2001 and continued in November 2004, between Manchester Community College and participating local school districts noted above;

WHEREAS, the Great Path Academy Governing Board was established to facilitate coordination and responsiveness between the said districts and Great Path Academy and to provide a discussion forum for Great Path Academy policy and decision-making including designating seats and overall fiscal control prior to the change in magnet school legislation and the lottery procedure including parent choice;

WHEREAS, the Board of Regents for Higher Education, by resolution dated April 13, 2012, has delegated to Manchester Community College overall responsibility to sponsor and manage Great Path Academy, including the mission, design, implementation and assessment, and operation of all aspects of Great Path Academy;

WHEREAS, Manchester Community College has entered into an agreement with the Hartford Board of Education pursuant to which MCC has delegated to Hartford responsibility for the day-to-day operation and management of the GPA academic program and certain related administrative functions as set forth in said Agreement, including accreditation and compliance with State laws;

WHEREAS, each Board of Education and MCC, is desirous of discontinuing and terminating the Cooperative Agreement; and

WHEREAS, the cooperative agreement provides that the Great Path Governing Board shall dissolve when all but one of the boards of education has withdrawn from the Cooperative Agreement;

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein, each Board of Education and MCC, intending to be legally bound, hereby agree as follows:

1. The undersigned agree to support the creation of an alliance of participating school districts to act in an advisory council capacity to MCC to provide a discussion forum for GPA policy and decision-making and other regional educational, school/college partnerships related to college readiness initiatives;
2. Each undersigned Board of Education and Manchester Community College support the dissolution of the Great Path Governing Board as currently constituted;
2. Each undersigned Board of Education and Manchester Community College withdraws from the current Cooperative Agreement.
3. Paragraph 3.4 of the Cooperative Agreement, entered into in October 2001 and continued in November 2004, is amended to delete the one year notice requirement and effective date of withdrawal;
4. The dissolution of the Great Path Academy Governing Board shall become effective immediately upon the approval of each Board of Education and MCC as evidenced by signatures below;

IN WITNESS THEREOF, the parties hereto have authorized their designated representatives to set their hands.

Manchester Community College

Date

Bolton Board of Education

Date

Coventry Board of Education

Date

East Hartford Board of Education

Date

Ellington Board of Education

Date

Glastonbury Board of Education

Date

Hartford Board of Education

Date

Manchester Board of Education

Date

Tolland Board of Education

Date

REGIONAL COLLEGE READINESS ALLIANCE

I. PURPOSE AND MISSION

To create an Alliance whose purpose is to work together to shape the strategies to ensure the successful development of college readiness for our students. The Alliance will help ensure collaboration towards college and career performance levels and advise on the work to develop and/or identify effective intervention programs to increase the number of graduating high school seniors who meet college readiness standards. The Alliance will form the umbrella for new and existing partnerships.

II. MEMBERSHIP

The Advisory Board shall be comprised of a representative, or designee, from MCC and each of the participating school districts.

The Advisory Board may add such other representatives to its roster as may seem to it most advantageous to achieving its purpose.

At any time, a participating member may withdraw from membership on the Alliance by providing written notice to the Chair of the Alliance.

III. GOALS

In accordance with its mission, the goals of the Alliance may include, but are not limited to:

1. Increasing collaboration between secondary and post-secondary educational institution, leadership, faculty and staff;
2. Providing an umbrella for college readiness initiatives to reduce the need for remediation and provide a smooth pathway to college;
3. Promoting greater awareness of higher education;
4. Developing educational pathways including reducing the need for remediation at the post-secondary level;
5. Promoting curricula alignment;
6. Increasing opportunity for students to earn college credit and to experience college;
7. Creating professional development activities for faculty and staff;
8. Engaging parents and guardian; and
9. Utilizing data for program improvement.

IV. STRUCTURE

The Alliance for College Readiness will be housed within the structure of MCC's Institute for Community Engagement, Educational Partnerships Center.

This Memorandum of Understanding imposes no legal obligations upon any party hereto. Rather, it sets out terms for mutual cooperation to improve regional college readiness. No portion of this Memorandum of Understanding shall be construed to imply that any such legal obligations exist among any of the signatories.

V. MEETINGS AND NOTICE

The Advisory Board may hold four meetings per year and may select the time and place for regular and other meetings of the Alliance. Such meetings shall be noticed in accordance with the provisions of the State of Connecticut Freedom of Information Act, Conn. Gen. Stat. § 1-200, et seq. and the Advisory Board shall be subject to the provisions of said Act.

VI. CONFIDENTIALITY

All parties acknowledge confidentiality requirements that each must follow regarding the sharing and release of personally identifiable information regarding students and families. Each party to this Memorandum of Understanding will protect the rights of students with respect to records and reports created, maintained, and used by the members and will comply with applicable state and federal laws, including by not limited to The Family Educational Rights and Privacy Act (FERPA), 34 C.F.R. 303.460.

VII. EFFECTIVE DATE

This Memorandum of Understanding will become effective immediately after being signed and dated by all participating members.

By signature hereto, the parties attest to participation in the developments of this Memorandum of Understanding and agree to support and implement the provisions contained herein.

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

TO: Members of Board of Education

FROM: William D. Guzman

DATE: February 13, 2013

SUBJECT: School Improvement Goals – 2012/13 Mid-Year Report

Attached are the School Improvement Goals for the 2012/13 school year.

The Goals are:

1. Birch Grove –
 - To improve student achievement in each of the curriculum areas
 - To continue to develop a school that is responsive to student, staff and family needs
 - To implement Scientific Research – Based Interventions (SRBI) in reading, math and student behavior
2. Tolland Intermediate School –
 - To use student assessment results, local benchmarks, and other pertinent data to improve student achievement and to inform all aspects of decision making, implementation, instructional programs, assessment practices, procedures, and supervision. All school-based PLC teams will establish and enhance the systems necessary to inform instruction and raise the literacy achievement of their students
 - Increase and promote effective two-way communication with students, parents, staff and the community
 - Through the implementation of scientifically research-based programs of Positive Behavioral Interventions and Supports, (PBIS), literacy instruction driven by the Common Core State Standards and through a system of multi-tiered interventions and a data driven decision making process, Tolland Intermediate School will implement as comprehensive intervention program
3. Tolland Middle School –
 - To improve student achievement and literacy
 - To improve the school climate in the areas of respect and tolerance among all members of the TMS community
 - To statistically evaluate the success of Rtl programs at TMS in an effort to continually improve student performance and culture and

further evolve Response to Intervention/Scientific Research Based Interventions (RTI/SRBI) programs at the school.

4. Tolland High School -

- To improve student literacy (reading, writing, and mathematical) skills at Tolland High School
- To improve school climate among all members of the Tolland High School community.
- Implement RtI at Tolland High School

Measurable objectives, strategies to be utilized and measures to assess results are listed. Final status of the SMART (Strategic, Measurable, Attainable, Results-based and Time-bound) Goals will be presented to the Board of Education in September, 2013.

Tolland Public School
School Improvement Plan
2012-2013

| School Improvement Plan | | 2012-2013 | | |
|--|--|--|---|---|
| Program | | Birch Grove Primary School | | |
| School Goal | | To Improve Student Achievement in Each of the Curriculum Areas | | |
| Measurable Objective | Strategies | Measures | Baseline | Goal |
| <ul style="list-style-type: none"> 80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA. 80% of students in grade K-2 will meet goal on the math benchmarks. 80% of students will meet the goal of proficient or better on all other curriculum benchmarks. 70% of students with special needs spend 80% of their time in the regular classroom. | <p>In order to foster teacher analysis and reflection on student work , the following will occur;</p> <ul style="list-style-type: none"> Facilitate book study groups using Educational articles and <i>The Daily Five</i> by Gail Boushey and Joan Mosher. Continue to evaluate and improve tier 1 instruction in all major subject areas. Ensure small PLC teams meet and use benchmark data for the focus of the PLC discussions. Continue alignment of Common Core State Standards, report card, and teaching practice assessment. <p>In order to foster improvement in student work, the following will occur;</p> <p>Language Arts –</p> <ul style="list-style-type: none"> Continue to unpack the reading, writing, speaking/listening, language, and foundations CCSS. Monitor the degree to which students are reading nonfiction and writing informative and opinion pieces. Align CCSS for Reading Informational Text to nonfiction used in content areas. Begin writing units or aligning current units to CCSS. Increase the end of year DRA expectation to an Independent Level. Continue to create anchor sets for common assessments. Create and maintain fidelity to pacing guides. | <p>Kindergarten Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p> <p>All other Curriculum Areas Benchmarks</p> <p>Special Ed Inclusion Data</p> | <p>Kindergarten Math June 2012 Counts by 1s to 100 – 92% goal or better Counts back by 1s (10-0) - 96% goal or better Counts-Compare & Order #'s – 92% goal or better PV-ID Numbers to 30 – 90% goal or better Estimation –95% goal or better Measurement-96% goal or better Time (Calendar)-83% goal or better Time (Hour)-97% goal or better 2D & 3D Shapes- 99% goal or better Data: Prob. & Stats- 95% goal or better AR Identify & Extend Patterns- 93% goal or better AR- Sort & Classify- 90% goal or better</p> <p>Language Arts Phoneme Rhyming - 93% goal or better Phoneme Blending - 70% goal or better Phoneme Isolation, Initial Sound – 86% goal or better Letter Names UC- 97% goal or better</p> | <p>Kindergarten Math – 80% above goal</p> <p>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA –4</p> <p>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p>Mathematics K-2 80% above goal</p> <p>All other Curriculum Areas 3/4 on a 4 pt. rubric or 80% above goal</p> |

- Continue to develop a system for monitoring and recording student progress to refine the SRBI model.

Math

- Continue to refine the structure for math support: universal screens, progress monitoring, etc.
- Fully implement the Grade K CCSS curriculum.
- Implement the modified “erased” curriculum in both Grade 1 and 2.
- Focus on fact fluency through activities, small groups, centers, etc.
- Introduce the MAH program at BGP to emphasize fact fluency at home.
- Work with PLC teams to focus time on developing assessments and units aligned to the CCSS in both Grades 1 and 2.

Science

- Meet in grade level teams to review curriculum and instructional practices.
- Integrate non-fiction science unit related reading materials into the curriculum.
- Meet with K-2 science representatives to continue to review curricular issues. Begin to discuss how Next Generation Science Framework will be implemented.
- Equip every classroom with the necessary materials to complete inquiry labs. Include more measurement in science activities.
- Equip classrooms with the necessary materials to complete inquiry labs. Include more measurement in science activities.
- The science coordinator will work with teachers to develop and model more inquiry based lab experiences for students.
- Integrate more science vocabulary and methods to reinforce the terms.
- Set up a science classroom to model and conduct labs.

Social Studies

- Develop new lessons/units as needed to align with new state standards – particularly in kindergarten.
- Infuse content area literacy skills and strategies into social

Letter Names LC - 97% goal or better
 Letter Sounds – 93% goal or better
 HF Words-86% goal or better
 CAP- 95% goal or better
 HRSW- 83% goal or better
 DRA – 90% DRA level 3 or higher

First Grade Language Arts
 Theme 4/5 - 85% Goal or Better
 Theme 6/7- 91% Goal or Better
 Theme 8/9/10- 89% Goal or Better
 Mid Year: Writing prompt –97% scored 6 or better
 End of Year: Writing prompt –57% scored 9 or better (99% scored 6 or better)
 ****Developmental rubric – goal is to show growth fall to spring
 Mid Year: DRA level 12 or higher - 51% goal or better (Level 6 or higher – 86% goal or better)
 End of year: DRA level 18 or higher - 70% goal or better (Level 16 or higher – 78% goal or better)

First Grade Math
 Unit 4 – 91% Goal or Better
 Unit 5- 89% Goal or Better
 Unit 6- 89% Goal or Better
 Unit 7- 92% Goal or Better
 Unit 8- 94% Goal or Better

| | | | | |
|--|--|--|--|--|
| | <p>studies by focusing on content area reading strategies and vocabulary development.</p> <ul style="list-style-type: none"> • Develop new and appropriate benchmark assessments to meet new standards in both content and literacy – particularly in kindergarten. <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"> • 70% of the special needs students will spend 80% of their time in the regular classroom. • Utilize the RTI process to the fullest extent before initiating a special education referral. • Clarify through discussions with the LA coordinator the criteria and methods for benchmark modifications in Grade 1 and 2. • Continue to develop a Standard Treatment Protocol for reading/Math intervention for Sped students in Grades K-2. | | <p>Unit 9- 85% Goal or Better Unit 10- 90% Goal or Better EOY- 94% Goal or Better</p> <p>Science Plants- 90% Goal or Better Matter, Force & Motion- 89% Goal or Better Animal Characteristics- 90 % Goal or Better</p> <p>Social Studies Mexico- 86% Goal or Better Geog. & Holidays- 82% Goal or Better</p> <p>Language Arts Mid Year: DRA Level 24 or higher - 68 % goal or better (DRA Level 20 or higher – 79% goal or better) End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 90% goal or better) Mid Year: Writing prompt –92% scored 6 or better End of Year: Writing prompt –69% scored 8 or better (97% scored 6 or better)</p> <p>Math Unit 5- 94% goal or better Unit 6- 89% goal or better Unit 7- 90% goal or better Unit 8-87% goal or better Unit 9-88% goal or better EOY Assessment:- 95%</p> | |
|--|--|--|--|--|

| | | | | |
|--|--|--|---|--|
| | | | goal or better | |
| | | | <u>Science</u> Insects-95% goal or better Sun, Shadows & Gravity- 81% goal or better <u>Social Studies</u> Japan-95% goal or better | |

| Measure | Results | |
|--|--|--------|
| | February | August |
| Kindergarten Math – Benchmark | Kindergarten <u>Math</u> Not reported at this time | |
| Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment | Kindergarten <u>Language Arts</u> Capital Letter Names – 94% goal or better Lower Case Letter Names – 91% goal or better CAP – 73% goal or better HRSW – 47% goal or better Letter Sounds – 41% goal or better Phoneme Rhyming – 80% goal or better | |
| | First Grade | |

| | | |
|--|---|--|
| <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> | <p><u>Language Arts</u> Theme 3: Total at goal: 80% General Understanding: 71% Dev. Interpretation: 84% Phonics: 74% Proofreading: 77% Listening Comp: 96%</p> <p>First Grade Fall DRA: Level 4 or higher – 66% goal or better (level 3 or higher – 96% goal or better)</p> | |
| <p>Mathematics K-2 Benchmarks</p> | <p>First Grade Writing Prompt: not reported at this time</p> <p>Second Grade <u>Language Arts</u> Theme 1: 81% scored goal or better General Understanding: 85% Interpretation: 89% Making Connections: 97% Content and Structure: 82% Vocabulary: 84%</p> | |
| <p>All other Curriculum Areas Benchmarks</p> | <p>Second Grade Fall DRA, Level 20 or higher: 31% (Level 18 or higher, 63% goal or better)</p> <p>Second Grade Fall Writing Prompt, score of 8 or higher: 13% (score of 7 or higher, 26%)</p> <p>First Grade <u>Math</u> BOY: 61% goal or better (total percentage) Time to the Hour: 25% goal or better Tally Marks: 70% goal or better Counts by 2s, 5s, 10s: 51% goal or better Order #s to 100: 78% goal or better</p> | |

Identify Shapes: 88% goal or better
Interpret Graphs: 41% goal or better
Addition/Subtraction: 61% goal or better

Unit 1:

NPR-Count by 1's: 84%
NPR-Write Numerals: 85%
NPR-1 before/after: 93%
WwData-Tally Marks: 81%
Total % Mastery 89%

Unit 2:

Money: 64%
Addition/Subtraction: 80%
Number Stories: 82%
Graphs/Tally Marks: 91%
Time to the Hour: 90%
Total % Mastery 88%

Second Grade

Math

BOY Assessment: 80% scored goal or average,
(total percentage)
Compare #'s: 90%
1D-2D & 3D Objects: 92%
Analyze Graphs: 84%
Patterns: 65%
Measurement: 78%
Count \$: 67%
Model 2-Digit Number: 81%
Time: 76%
Add/Subtract: 67%

Unit 1:

94% scored goal or above
Tally Marks: 92%
Patterns: 85%
Time: 92%
Count by 2s, 5s, 10s: 99%
Money: 84%
Locate, Label, Order: 96%
Computes Fluently: 70%

| | | |
|--|--|--|
| | <p>Unit 2: 95% scored goal or above AR-Patterns: 97% GM-Time: 96% AR-Equal Values: 91% NPR-Write Numbers: 99% NPR-Money: 82% NPR-Basic Facts: 94%</p> <p>Unit 3: 92% scored goal or above Patters: 96% Addition & subtraction Facts: 92% Number Stories: 77% Money: 95% Interpret Graphs: 93%</p> <p>First Grade Science: Living/Non-Living: Total at goal: 88% Basic Needs: 87%</p> <p>First Grade Social Studies: Neighborhoods: Total at goal: 90% Community Helpers: 92% Wants & Needs: 86% Neighborhood Map: 95%</p> <p>Second Grade Science: Rocks: 93% at goal or better Physical Properties: 90% Rock Formation: 84%</p> | |
|--|--|--|

2012-2013

| | | | | | |
|---|---|---|---------------------------------------|---|--|
| School Improvement Plan | | 2012 - 2013 | | | |
| Program | | Birch Grove Primary School | | | |
| School Goal | | 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">Continue to participate in PBIS team training with SERC.Introduce school wide matrix to staff and students.PBIS team will train all staff and provide lesson examples to reinforce common expectations among the school.Post the school wide matrix in every classroom and all common areas in the building.Identify levels of behaviors and implement new reporting procedure for minor and major behaviors.Announce classrooms that earned 50 GROW cards on the morning announcements.Reinforce positive student behaviors by handing out GROW cards to students on the bus and in school.Encourage the continued use of Second Step Violence Prevention program to every classroom.Share collaborative Problem solving strategies with staff and the Safe School Climate Committee.Communicate tiers of intervention for behavior management with teachers.Assistant Principal will monitor cafeteria and recess behavior to reinforce the school matrix and common rules.Communicate morning meeting ideas, greetings, and activities with the staff to use in the classroom.Assistant principal will bus behavior and share PBIS strategies with bus drivers to reinforce common rules.Facilitate monthly principal meetings with parents to improve two-way communication. | | 1) Behavior Log 2) Bus Tickets | 115 office referrals in 2011 -2012 138 bus warnings in 2011 - 2012 | No more than 110 office referrals No more than 131 bus warnings |

| Measure | Results | |
|--------------|---|--------|
| | February | August |
| Bus Warnings | Bus warnings: Total: 31 | |
| Behavior log | Minor and Major PBIS Infractions: Total: 239 | |
| | | |

Tolland Public School
School Improvement Plan
2012-2013

| School Improvement Plan | | 2012 - 2013 | | | |
|--|---|---|---|---|---|
| Program | | Birch Grove Primary School | | | |
| School Goal | | 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">80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA.80% of students in grade K-2 will meet goal on the math benchmarks.Reduction of TAT referrals by 5%Reduction of office referrals by 5% | Language Arts <ul style="list-style-type: none">Begin year one of a three-year grant training with SERC for the State Personnel Development Grant (SPDG).Investigate early intervention process with SERC consultants and the SPDG core team.Develop an action plan, review literacy, and behavior data to inform the SPDG.Investigate the use of a Phonemic Awareness assessment for Gr. 1Investigate use of (DIBELS) progress monitoring guidelines for Tier 1 reading program.Develop progress-monitoring form to record interventions for TAT process.Monitor progress monitoring guidelines with Tiers 2 and 3 reading intervention programs.Provide collaboration with teachers to share best practices for Tier 1. | | <u>Kindergarten Math – Benchmark</u> Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment Grade 1-2 Benchmarks DRA Writing Prompts Mathematics K-2 Benchmarks | <u>Kindergarten Math – June 2012</u> Counts by 1s to 100 – 92% goal or better Counts back by 1s (10-0) – 96% goal or better Counts-Compare & Order #’s – 92% goal or better PV-ID Numbers to 30 – 90% goal or better Estimation –95% goal or better Measurement-96% goal or better Time (Calendar)-83% goal or better Time (Hour)-97% goal or better 2D & 3D Shapes- 99% goal or better Data: Prob. & Stats-95% goal or better AR Identify & Extend Patterns- 93% goal or better AR- Sort & Classify- 90% goal or better Language Arts Phoneme Rhyming - 93% goal or better Phoneme Blending - 70% goal or better Phoneme Isolation, Initial Sound – 86% goal or better | <u>Kindergarten Math – 80% above goal</u> Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 4 Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8 Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8 Mathematics K-2 80% above goal TAT Less than 75 |
| | Math <ul style="list-style-type: none">Continue to communicate a Standard Treatment Protocol for Math Intervention for all tiers with teachers using progress monitoring tools and universal screens.Focus on fact fluency through activities, small groups, centers, etc.Introduce the Math At Home program at BGP to emphasize fact fluency at home.Continue to investigate guided math instruction/ math workstations. | | | | |

| | | | | |
|--|---|--|--|---|
| | <ul style="list-style-type: none"> Continue to revise math intervention assessments to identify needs of the students. <p>Behavior</p> <ul style="list-style-type: none"> PBIS team will train all staff and provide lesson examples to reinforce common expectations among the school. Post the school wide matrix in every classroom and all common areas in the building. Identify levels of behaviors and implement new reporting procedure for minor and major behaviors. Communicate tiers of intervention for behavior management with teachers. Continue PBIS team training with staff. Assistant Principal will monitor the cafeteria and recess behavior to ensure consistency of following rules. Monitor and review BEARS/mentoring program with assistant principal and psychologist. Investigate progress monitoring guidelines for student behavior using Second Step Program. Reinforce positive student behaviors by handing out GROW cards to students on the bus and in school. | | <p>Letter Names UC- 97% goal or better Letter Names LC - 97% goal or better Letter Sounds - 93% goal or better HF Words-86% goal or better CAP- 95% goal or better HRSW- 83% goal or better DRA - 90% DRA level 3 or higher</p> <p>First Grade Language Arts Theme 4/5 - 85% Goal or Better Theme 6/7- 91% Goal or Better Theme 8/9/10- 89% Goal or Better Mid Year: Writing prompt -97% scored 6 or better End of Year: Writing prompt -57% scored 9 or better (99% scored 6 or better) ****Developmental rubric - goal is to show growth fall to spring Mid Year: DRA level 12 or higher - 51% goal or better (Level 6 or higher - 86% goal or better) End of year: DRA level 18 or higher - 70% goal or better (Level 16 or higher - 78% goal or better)</p> <p>First Grade Math Unit 4 - 91% Goal or Better Unit 5- 89% Goal or Better Unit 6- 89% Goal or Better Unit 7- 92% Goal or Better Unit 8- 94% Goal or Better</p> | <p>students participating</p> <p>Behavior Less than 110 student referrals</p> |
|--|---|--|--|---|

| | | | | |
|--|--|--|---|--|
| | | | <p>Unit 9- 85% Goal or Better Unit 10- 90% Goal or Better EOY- 94% Goal or Better</p> <p>Science Plants- 90% Goal or Better Matter, Force & Motion- 89% Goal or Better Animal Characteristics- 90 % Goal or Better</p> <p>Social Studies Mexico- 86% Goal or Better Geog. & Holidays- 82% Goal or Better</p> <p>Language Arts Mid Year: DRA Level 24 or higher - 68 % goal or better (DRA Level 20 or higher – 79% goal or better) End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 90% goal or better) Mid Year: Writing prompt –92% scored 6 or better End of Year: Writing prompt –69% scored 8 or better (97% scored 6 or better)</p> <p>Math Unit 5- 94% goal or better Unit 6- 89% goal or better Unit 7- 90% goal or better Unit 8-87% goal or better Unit 9-88% goal or better EOY Assessment:- 95% goal or better</p> <p><u>Science</u> Insects-95% goal or</p> | |
|--|--|--|---|--|

| | | | | |
|--|--|--|---|--|
| | | | <p>better Sun, Shadows & Gravity- 81% goal or better</p> <p><u>Social Studies</u> Japan-95% goal or better</p> <p><u>Reading Support (8 week sessions)</u> Session 1 – 45 students Session 2 – 86 students Session 3 – 72 students Session 4 – 73 students</p> <p>64 students were serviced in Tier III reading support</p> <p><u>Math Support (8 week sessions)</u> 3rd session- 42 children 4th session - 39 children</p> <p>45 TAT students</p> <p>115 office referrals</p> | |
|--|--|--|---|--|

| Measure | Results | |
|---|--|--------|
| | February | August |
| <u>Kindergarten</u> Math – Benchmark Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment Grade 1-2 Benchmarks | Kindergarten <u>Math</u> Not reported at this time Kindergarten <u>Language Arts</u> Capital Letter Names – 94% goal or better Lower Case Letter Names – 91% goal or better CAP – 73% goal or better HRSW – 47% goal or better | |

| | | |
|--|---|--|
| DRA Writing Prompts | Letter Sounds – 41% goal or better Phoneme Rhyming – 80% goal or better | |
| Mathematics K-2 Benchmarks | First Grade <u>Language Arts</u> Theme 3: Total at goal: 80% General Understanding: 71% Dev. Interpretation: 84% Phonics: 74% Proofreading: 77% Listening Comp: 96% | |
| Reading Support Tier 2 / Tier 3 | | |
| Math Support | First Grade Fall DRA: Level 4 or higher – 66% goal or better (level 3 or higher – 96% goal or better) | |
| TAT/CST/ EIP Log | First Grade Writing Prompt: Not reported at this time | |
| Behavior log | Second Grade <u>Language Arts</u> Theme 1: 81% scored goal or better General Understanding: 85% Interpretation: 89% Making Connections: 97% Content and Structure: 82% Vocabulary: 84% | |
| | Second Grade Fall DRA, Level 20 or higher: 31% (Level 18 or higher, 63% goal or better) | |
| | Second Grade Fall Writing Prompt, score of 8 or higher: 13% (score of 7 or higher, 26%) | |
| | First Grade <u>Math</u> BOY: 61% goal or better (total percentage) | |

| | | |
|--|--|--|
| | <p>Time to the Hour: 25% goal or better Tally Marks: 70% goal or better Counts by 2s, 5s, 10s: 51% goal or better Order #s to 100: 78% goal or better Identify Shapes: 88% goal or better Interpret Graphs: 41% goal or better Addition/Subtraction: 61% goal or better</p> <p>Unit 1: NPR-Count by 1's: 84% NPR-Write Numerals: 85% NPR-1 before/after: 93% WwData-Tally Marks: 81% Total % Mastery 89%</p> <p>Unit 2: Money: 64% Addition/Subtraction: 80% Number Stories: 82% Graphs/Tally Marks: 91% Time to the Hour: 90% Total % Mastery 88%</p> <p>Second Grade <u>Math</u> BOY Assessment: 80% scored goal or average, (total percentage) Compare #'s: 90% 1D-2D & 3D Objects: 92% Analyze Graphs: 84% Patterns: 65% Measurement: 78% Count \$: 67% Model 2-Digit Number: 81% Time: 76% Add/Subtract: 67%</p> <p>Unit 1: 94% scored goal or above Tally Marks: 92% Patterns: 85% Time: 92% Count by 2s, 5s, 10s: 99%</p> | |
|--|--|--|

| | | |
|--|---|--|
| | <p>Money: 84%</p> <p>Locate, Label, Order: 96%</p> <p>Computes Fluently: 70%</p> <p>Unit 2:</p> <p>95% scored goal or above</p> <p>AR-Patterns: 97%</p> <p>GM-Time: 96%</p> <p>AR-Equal Values: 91%</p> <p>NPR-Write Numbers: 99%</p> <p>NPR-Money: 82%</p> <p>NPR-Basic Facts: 94%</p> <p>Unit 3:</p> <p>92% scored goal or above</p> <p>Patters: 96%</p> <p>Addition & subtraction Facts: 92%</p> <p>Number Stories: 77%</p> <p>Money: 95%</p> <p>Interpret Graphs: 93%</p> <p>First Grade</p> <p>Science:</p> <p>Living/Non-Living:</p> <p>Total at goal: 88%</p> <p>Basic Needs: 87%</p> <p>First Grade</p> <p>Social Studies:</p> <p>Neighborhoods:</p> <p>Total at goal: 90%</p> <p>Community Helpers: 92%</p> <p>Wants & Needs: 86%</p> <p>Neighborhood Map: 95%</p> <p>Second Grade</p> <p>Science:</p> <p>Rocks: 93% at goal or better</p> <p>Physical Properties: 90%</p> <p>Rock Formation: 84%</p> <p><u>Reading Support</u></p> | |
|--|---|--|

| | | |
|--|---|--|
| | <p>K - 24 students in K tier 2 and 3 Gr.1 - 55 students in either tier 2 or 3 Gr.2 - 42 students in either tier 2 or 3.</p> <p><u>Math Support</u> K- 5 students 1st- 40 students in tier 2 and 3 2nd- 39 students in tier 2 and 3</p> <p><u>TAT log</u> 15 students have participated in the teacher assistance team early intervention</p> <p><u>Behavior log</u> Bus warnings: Total: 31</p> <p>Minor and Major PBIS Infractions: Total: 239</p> | |
| | | |

Tolland Public School
School Improvement Plan
2012-2013

| School/Program | | Tolland Intermediate School 2012-2013 | | |
|---|--|---|--|--|
| Improvement Goal | | To use student assessment results, local benchmarks, and other pertinent data to improve student achievement and to inform all aspects of decision making, implementation, instructional programs, assessment practices, procedures, and supervision. All school-based PLC teams will establish and enhance the systems necessary to inform instruction and raise the literacy achievement of their students. | | |
| Measurable Objective | Strategies | Measures | Baseline | Goal |
| Teacher created pre and post curriculum based assessments for two data team cycles will show growth for all students on designated data team cycle. | <p>Through the completion of two data cycles, PLC teams, under the direction of consultants from the State Education Resource Center, teams will:</p> <ul style="list-style-type: none"> • set goals and agree upon teaching strategies that would best meet student needs determined by a critical analysis of their work • improve their function by working with a SERC data coach, and a SERC literacy coach, to analyze common formative assessment data and implement best practices in literacy instruction • increase the number and percentage of teachers using differentiated instruction for students of all races, students with special needs, and students who are English Language Learners, based on the results of the assessment data • create and align common formative assessments with the Common Core Language Arts State Standards • measure student progress, by creating and | Two PLC/Data Team cycle packets | Curriculum based measures will be developed by each PLC team | Data team cycle paperwork will outline percentage increase for all student subgroups reaching proficiency between pre and post assessment data |

| | | | | |
|--|--|--|--|--|
| | <p>administering a pre-assessment, and charting the number of students already proficient, followed by creating a post assessment and measuring the number proficient by the end of a cycle.</p> <ul style="list-style-type: none"> • use data to plan and/or provide additional instructional interventions for those students scoring below proficiency on the CMT, benchmarks and writing prompts • all PLC groups will work to increase the participation of all special education students in the general education setting and increase the number of small group targeted instructional group offerings <p>After giving the post-instruction assessment, teams will review student progress and determine which strategies are most effective and should be replicated in the future.</p> | | | |
|--|--|--|--|--|

Tolland Intermediate School
2012 – 2013 School Improvement Plan Results

| Measure | Results | |
|---|---|--------|
| | February | August |
| Teacher created pre and post curriculum based assessments for two data team cycles will show growth for students on designated data team cycle. | <p>PLC team growth areas:</p> <p>3A Compare and contrast the most important points and key details presented in two texts on the same topic. Pre-assessment</p> <ul style="list-style-type: none"> • Basic & Below – 40% • Mid-year assessment not yet completed <p>3B - Compare and Contrast the most important points and key details presented in two texts on the same topic.</p> <ul style="list-style-type: none"> • Pre-assessment 58% proficient. • Mid-year assessment not yet completed <p>4A - Write informative, explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Pre-assessment Below Basic 48% • Goal 0% <p>Mid-year Assessment</p> <ul style="list-style-type: none"> • Below Basic – 13% • Goal 14% <p>4B – Paragraph Writing *** Revised goal and working on new pre-assessment</p> | |

| | | |
|--|---|--|
| | <p>5A – Integration of information from several texts.</p> <p>Pre-assessment scores</p> <ul style="list-style-type: none"> • Basic and Below - 94% • Mid-year assessment not yet completed <p>5B - Write informative, explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Pre-assessment</p> <ul style="list-style-type: none"> • Basic & Below – 100% • Midyear assessment | |
|--|---|--|

Tolland Public School
School Improvement Plan
2012-2013

| School/Program | | Tolland Intermediate School 2012-2013 | | |
|---|--|---|---|---------------------------------------|
| Improvement Goal | | Increase and promote effective two-way communication with students, parents, staff and the community. | | |
| Measurable Objective | Strategies | Measures | Baseline | Goal |
| Eighty-five percent of parents/guardians will report that they have access to adequate information regarding grade level and school expectations to support learning at home. | <p>Utilize available technologies to promote effective and timely stakeholder involvement in the educational process</p> <p>Develop an electronic school newsletter</p> <p>Explore additional uses for the Alert Now phone messaging system</p> <p>Expand subscriber base for the Digital Backpack</p> <p>Implement a monthly community conversation hour</p> <p>Administration and staff will attend monthly PTO meetings and be available to meet with attendees at the close of the meeting</p> <p>Establish a standardized Curriculum Night Pamphlet for each grade level that will include the following foundational information:</p> <ul style="list-style-type: none"> • links to the school handbook • curriculum at a glance pamphlets • intervention programs pamphlets • unified arts curriculum guide • link to the school handbook • copy of standards-based report card | Survey | Baseline Data will be collected through the parent survey | 85% of survey respondents will report |

Tolland Intermediate School
2012 – 2013 School Improvement Plan Results

| Measure | Results | |
|---|---|--------|
| | February | August |
| Eighty-five percent of parents/guardians will report that they have access to adequate information regarding grade level and school expectations to support learning at home. | Parent survey currently being developed | |
| | | |

Tolland Public School School Improvement Plan 2012-2013

| School/Program | | Tolland Intermediate School 2012-2013 | | |
|---|---|---|--------------------------|---|
| Improvement Goal | | Through the implementation of scientifically research-based programs of Positive Behavioral Interventions and supports and literacy instruction driven by the Common Core State Standards through a system of multi-tiered interventions and a data driven decision making process, Tolland Intermediate School will implement as comprehensive intervention program. | | |
| Measurable Objective | Strategies | Measures | Baseline | Goal |
| To improve existing supports and interventions by implementing a comprehensive intervention program, and evaluating the success through analyzing student performance data. | <p>A team of teachers will participate in the following targeted professional development offerings through the State Education Resource Center (SERC):</p> <p>Leadership Launch, Data Review Site Visit, 3 PBIS sessions, building level visitations, SWIS data collection, Education benefit in-service, School-based Welcoming Walkthrough, 2 day literacy in-service and follow-up survey.</p> <p>Through involvement in SERC's Personnel Development Grant, the school-based leadership team will continue the development of a comprehensive RTI Action plan addressing the following:</p> <ul style="list-style-type: none"> improve the academic achievement of all students with a specific focus on students with disabilities, students of color, and students acquiring English universal screening measures will be administered to all students. professional development research best practice instructional strategies will be provided to all staff progress will be monitored as students receive additional tiered interventions administrators will attend in-service offerings on the Inform data collection and management systems will be offered through the district responsibility will be shared among all staff for the academic progress of all students. data from universal screening and targeted assessments | <p>Implementation of a comprehensive system of SRBI</p> <p>Progress Monitoring of students in the intervention program</p> | Universal screens DRA | Development of a system of a comprehensive Scientifically Researched Based Interventions. |
| | | SWIS Behavioral Data | | 10% Reduction in office referrals |

| | | | | |
|--|---|--|--|--|
| | <p>will be used to inform instruction</p> <ul style="list-style-type: none"> the menu of research-based instructional interventions for any student at risk of academic will be in increased. <p>All 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>Individualized interventions for students with high risk behaviors</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> | | | |
|--|---|--|--|--|

| Measure | Results | |
|--|--|--------|
| | February | August |
| <p>To improve existing supports and interventions by implementing a comprehensive intervention program, and evaluating the success through analyzing student performance data.</p> | <p>Total Office Referrals: 2010-2011 – 230 2011-2012- 87 **2012-2013 – 32 (as of January 2013)</p> <p>Students participating in Intervention:</p> <p><u>Language Arts</u> <u>Grade 5 - 41 Total</u></p> <p><u>Grades 3 & 4 - 41 Total</u></p> <p><u>Math RTI</u> <u>Grades 3,4&5 - 126 students</u></p> | |
| | | |

Tolland Public School

School Improvement Plan

2012-2013

| School Improvement Plan | | 2012-2013 | | |
|--|--|---|--|--|
| Program | | Tolland Middle School | | |
| School Goal | | To improve student achievement and literacy | | |
| Measurable Objective | Strategies | Measures | Baseline | Goal |
| 1) CCSS-PLC Teams will achieve or exceed their progress goals. | <ul style="list-style-type: none"> CCSS PLC Subject Area team focus groups meet four times a month, with a vertical team meeting about three times a month (all subject area CCSS PLC teams together) CCSS PLC teams will establish norms as per DuFour's Philosophy. CCSS PLC Teacher Resource web-site for TMS Curriculum/Benchmark revision and development New Benchmarks, and common assessments will be designed that align with the CCSS and what is know about the SBAC. Professional Development Use of student data to inform instruction Meetings held according to the Coordinators CCSS Schedule developed and revised in and for the 2012-2013 year. Use of RtI Tier I "Best Practices" Identify and remediate all students with areas of weakness New benchmark assessments, SBAC reviews, Scantron testing with Pearson Inform, and new teacher reporting methods will be developed. Use of EIP (Early Intervention Project) & Parent Conferences will be evolved and a new Tier III level DARB will be initiated (Discipline and Attendance Review Board) Ongoing implementation of information learned in the DP5 training. | <ul style="list-style-type: none"> CCSS PLC Goals SBAC readiness Teacher Reports | N/A | 100% |
| 2) Each Cohort of students will maintain or increase their CMT scores. | <ul style="list-style-type: none"> Curriculum/Benchmark revision and development Professional Development Use of student data to inform instruction Use of "Best Practices" Identify and remediate all students with areas of weakness Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports. Use of EIP (Early Intervention Project) & Parent Conferences | CMT results | <u>8th Graders</u> Math 88.8 Reading 91.7 Writing 83.7 Science 80.0 <u>7th Graders</u> Math 92.0 Reading 94.9 Writing 88.8 <u>6th Graders</u> Math 93.9 Reading 90.9 | Each Cohort will maintain or increase CMT scores |

| | | | | |
|--|--|-----------------------|---|---|
| | | | Writing 80.1 | |
| 3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks. | <ul style="list-style-type: none"> LA Curriculum Coordinator will design activities for teachers to help enhance this skill The objective will be introduced and reevaluated frequently throughout the year Good writing skills will be emphasized in all subject areas | - Benchmarks and CMTS | CMT results in writing <u>8th Graders</u> Writing 83.7 <u>7th Graders</u> Writing 88.8 <u>6th Graders</u> Writing 80.1 | Each Cohort will maintain or increase CMT scores in writing |

| Measure | Results |
|--|---|
| | February |
| 1. CCSS-PLC Teams will achieve or exceed their progress goals. | <p>1. The following special work sessions have occurred and were facilitated by the Curriculum Coordinators. In addition, nearly 40 CCSS PLC individual work sessions and twelve Grade 6 – Grade 8 Subject Area coordinating meetings and work sessions have occurred. Units have been developed and saved to the S: Drive <i>District Curriculum</i> folders.</p> <p>TMS 12-Sep-12 W 8-11 am LA-6 Rioux, Knox, Fleming, Krantz, Campbell, Markow, Sleeman, Cassidy, McDermott, Olander, Van Ostrand, Leone, Hart, Cayward</p> <p>TMS 12-Sep-12 W 11:30-1:40 pm LA-6 Rioux, Knox, Fleming, Krantz, Campbell, Markow, Sleeman, Cassidy, McDermott, Olander, VanOstrand, Leone, Hart, Cayward</p> <p>TMS 12-Sep-12 W 2:30-3:30 MA-7/8 Hill, Erikson, Morrissey, Wilson, Vignone, Kraus</p> <p>TMS 3-Oct-12 W 8-3:30 MA-8 Hill, Erikson, Morrissey</p> <p>TMS 9-Oct-12 T 8-2:30 LA-7 Gedansky, Kukucka, Desy, Fay, Churchill</p> <p>TMS 17-Oct-12 W 8-2:30 MA-7 Wilson, Vignone, Kraus</p> <p>TMS 31-Oct-12 W 8-2:30 LA-8 Nichols, DeGuire, Reilly, Bellman, Jones</p> <p>TMS 7-Nov-12 W 8-2:30 MA-6 Campbell, Rioux, Olander, Belair, Cayward</p> <p>TMS 13-Nov-12 T 8-2:30 LA-6-1 Krantz, Markow, Sleeman, Cassidy, Hart</p> <p>TMS 13-Nov-12 T 8-2:30 LA-6-2 Fleming, Knox, Leone, McDermott, Van Ostrand</p> <p>TMS 5-Dec-12 W 8-2:30 MA-7 Wilson, Vignone, Kraus</p> <p>TMS 12-Dec-12 W 8-2:30 LA-6-1 Krantz, Markow, Sleeman, Cassidy, Hart</p> <p>TMS 12-Dec-12 W 8-2:30 LA-6-2 Fleming, Knox, Leone, McDermott, Van Ostrand</p> <p>TMS 19-Dec-12 W 8-2:30 MA-8 Hill, Erikson, Morrissey</p> <p>TMS 9-Jan-13 W 8-2:30 LA-7 Gedansky, Kukucka, Desy, Fay, Churchill</p> <p>TMS 16-Jan-13 W 8-2:30 MA-6 Campbell, Rioux, Olander, Belair, Cayward</p> <p>TMS 23-Jan-13 W 8-2:30 LA-8 Nichols, DeGuire, Reilly, Bellman, Jones</p> |

| | |
|---|---|
| <p>2. Each Cohort of students will maintain or increase their CMT scores.</p> | <p>No CMT data is available at this time.</p> |
| <p>3. To increase student writing performance in all subject areas, measured on the CMT and benchmarks.</p> | <p>No CMT data is available at this time.</p> |

Tolland Public School

School Improvement Plan

2012-2013

| 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 |
| <p>1. To increase the % of students who response in a positive manner to: <i>Students treat teachers with respect at TMS</i></p> <p>1b. To increase the % of students who response in a positive manner to: <i>Students treat each other with respect at TMS</i></p> <p>2. To increase the % of students who respond in a positive manner to: <i>I feel safe at TMS</i></p> <p>3. To increase the % of students who respond in a positive manner to: <i>When I learn that students might get hurt or hurt others, I feel comfortable brining this information to a staff member at TMS.</i></p> <p>4. To increase the % of students who respond in a positive manner to: <i>I am not picked on, teased, or bullied during school hours.</i></p> <p>5. To increase the % of students who respond in a positive manner to: <i>I have at least one adult at school who cares about me.</i></p> | <ul style="list-style-type: none"> • Provide instruction and programs for students that promote respect and tolerance. • Continue PGM (Principal's Grade Meetings) • Administer 6th grade survey at the beginning of the year (BOY) as a pre-evaluation for the 6th grade cohort. • Administer the 6th, 7th, and 8th grade survey at the end of the year (EOY) to be used for annual cohort comparisons. • Maintain a Positive Behavioral Supports program. • Maintain 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. • Make adjustments to program implementations during the year based on formative data to impact effectiveness. | * Cohort Student Surveys | <p><u>Item #1</u> 6 - 49% 7 - 37% 8 - 25%</p> <p><u>Item #1b</u> 6 - 38% 7 - 32% 8 - 30%</p> <p><u>Item #2</u> 6 - 82% 7 - 73% 8 - 77%</p> <p><u>Item #3</u> 6 - 64% 7 - 54% 8 - 42%</p> <p><u>Item #4</u> 6 - 70% 7 - 67% 8 - 68%</p> <p><u>Item #5</u> 6 - 92% 7 - 82% 8 - 78%</p> | For objective(s) one through five, to achieve > = the current percentage. |

| Measure | Results | |
|---------|---|--------|
| | February | August |
| | <p>Data is not yet available for these items as the Student Survey will be given in June, 2013. However, the following efforts are being implemented at the Middle School (data is included where available):</p> <ul style="list-style-type: none"> • 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. • ROPE (Rite of Passage Experience for 6th graders). The ROPE program is a critical Tier I program that addresses developmental assets in children. It is supported in the research literature on social/emotional learning and by research collaborative groups such as the Collaborative for Academic and Social Emotional Learning (CASEL). Students in sixth grade work in four cohorts, one per quarter, and receive 15.25 hours of instruction. Data collected from a 2009 sample of students in Cassidy, Knox, and McDermott's classes indicated that up to 41% of students demonstrated increased self-awareness, more self-confidence, better decision-making and problem solving skills, and increased cooperation and communication skills. • 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) • Behavioral Intervention Session: (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. | |

| | | |
|--|---|--|
| | <p>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. Eight students have been provided this program thus far in the 2012-2013 school year.</p> <ul style="list-style-type: none"> • 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. • 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. • Classroom incentive programs for good behavior as well as academics (team auction programs). These programs, such as the auction/token reinforcement incentive in 6th grade teaches students about money management (through the use of funny money or vouchers) while it reinforces desired academic and social behaviors supported in the literature by research on operant conditioning and applied behavior analysis. • 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 | |
|--|---|--|

| | | |
|--|--|--|
| | <p>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 historical/societal perspective.</p> <ul style="list-style-type: none"> • 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 • <i>Patio & Lunchtime Incentives:</i> Incentive program that rewards expected behavior by allowing students to spend time to socialize on the outside patio during lunch, have access to the library at times of their choosing, and participate in the Thursday PBIS weekly incentive activity. • Year 3 of Positive Behavioral Supports/Community Blocks/PBIS Lessons: Two lessons have been delivered to all students thus far. Different lessons were provided for 6th graders, than for 7th and 8th. TMS is in the process of designing different lessons for each grade level so students will have new content in each grade, and will complete the program in a three year cycle. In the sixth grade the first lesson focused on the school's CORE values and what these values look like in different settings of the school. The second lesson focused on serving the school community. The first lesson for 7th and 8th graders was a refresher on the school's CORE values, the second was a special program about discrimination that used <i>A Classroom Divided</i> as a basis for the lesson. Our first community block allowed students, along with teacher mentors, to help the local school and community in various outreach activities. Our second community block this year was a letter writing campaign; as | |
|--|--|--|

| | | |
|--|--|--|
| | <p>a school, students appreciated the good works of others by thanking them with letters. The school has a clearly defined "Privilege System." Students can have daily, weekly, and monthly privileges by demonstrating our four core values (Safety, Ownership, Active Learning, and Respect.) Students also engage in a "Community Block" three times throughout the year in which the homerooms engage in community service projects of their own choosing, to serve the school and community. Community Block classrooms have created care packages for U.S. soldiers, sock puppets for children at Connecticut Children's Medical Center, cleaning and upkeep of grounds, and fundraisers like Crayons for Cancer. Qualitative/Ethnographic data gathered from the homeroom teachers regarding the first community block was very positive with 93% of homeroom teachers reporting that they felt students engaged in the activity and that it helped the students value working for others less fortunate, and/or with different circumstances, than themselves. "Merit Points" were added this year as an incentive program for students going above and beyond. They are recognized by letters home, and by achieving MERIT points they can use to get passes to dances, school store vouchers, and more. Seventy-seven percent, or about 530 students, have Merit points as of mid-January.</p> <ul style="list-style-type: none"> • <u>Principal's Advisory Group – (Rachel's Challenge extension)</u> related to tenants and programmatic elements of the Rachel's Challenge program, these meetings are utilized by the Principal to discuss issues of student health and welfare, bullying, and discrimination with representatives of 6th, 7th, and 8th graders. • PBIS/SOAR Assemblies, privileges and activities were implemented. Presentations include special band performances, field day activities, Riverside Reptile programs, and more. | |
|--|--|--|

Tolland Public School

School Improvement Plan

2012-13

| School/Program | | Tolland Middle School | | |
|---|--|--|---|---|
| Improvement Goal | | 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"> • Create an annual TMS State of RtI report that identifies and evaluates the effectiveness of the RtI/SRBI programs and interventions at TMS (Principal). • Involve CCSS PLC teams in research and implementation of RtI and SRBI programs. • Implement action plans based on the "TMS State of RtI" report that may include things like teacher training in Tier I supports, and budget and resource planning. • Try to find funding opportunities for specialized Tier II and III programs. • Implement new Tier III Programs (such as the DARB - Discipline and Attendance Review Board) • Use Pearson INFORM to analyze student progress and provide new information and reports to help facilitate TEAM efforts. | CCSS PLC data, surveys, program evaluation data | <p>A. 71% of students in the TMS Math Development Program met or exceeded goal.</p> <p>-----</p> <p>B. 65% of students in the Reading Program met goal and/or improved performance</p> <p>-----</p> <p>C. 84% of students in the TMS Writing Program increased their baseline performance by 1 level or more.</p> | <p>* > = 71% of students in the TMS MRE program will increase their CMT performance by 1 level or more.</p> <p>-----</p> <p>* > = 65% of students in the TMS Reading Program will meet goal or improve performance as measured by benchmarks and/or the CMTs.</p> <p>-----</p> <p>* > = 84% of students in the TMS Writing Program will increase their benchmark and/or CMT performance.</p> |

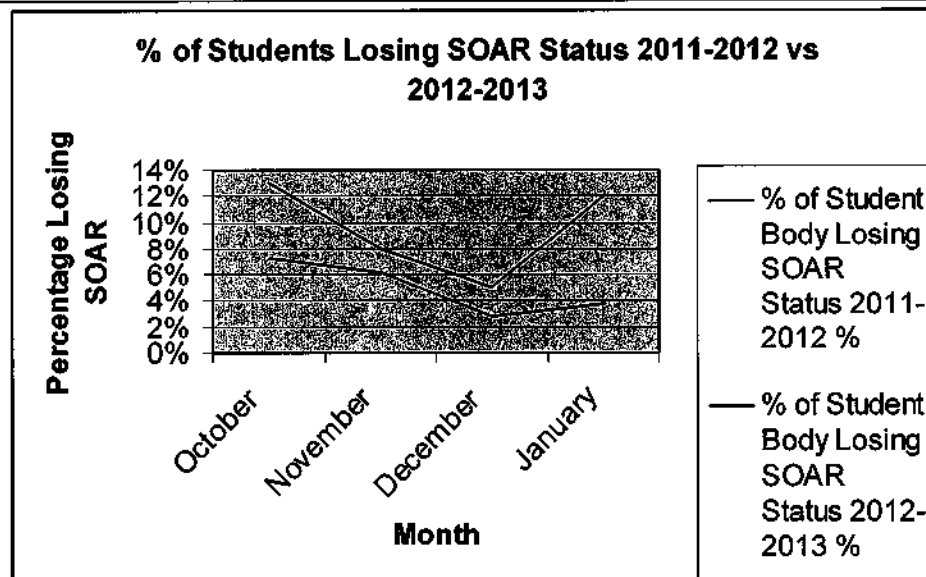
| | | | | |
|--|---|--|---|---|
| <p>2. To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation “on the 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"> • Merit Program • Demerit Program • Privilege Program • EIP Program • T3T Program • PBS • Other <ul style="list-style-type: none"> ○ Red Folder ○ TMS Anti Bullying Program ○ Academy and Achievement Lab ○ Homework Club, Enrichment Clubs, etc. | <p>* 6th, 7th, and 8th Grade Student Surveys</p> <p>*Benchmark data</p> <p>* Formative assessments</p> <p>* Power School discipline data</p> <p>* SWISS discipline data</p> | <p>Establish baseline effectiveness for various programs for 2012-2013.</p> <hr/> <p>Demerit Program: .82% of students received 10 or more demerits.</p> | <p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <hr/> <p>* <= .82% of students will receive 10 or more demerits</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><u>Progress to date:</u></p> <p><u>Math Development Program:</u></p> <p>Baseline: 71% of students in the TMS Math Development Program met or exceeded goal.</p> <p>Results to date:</p> | |

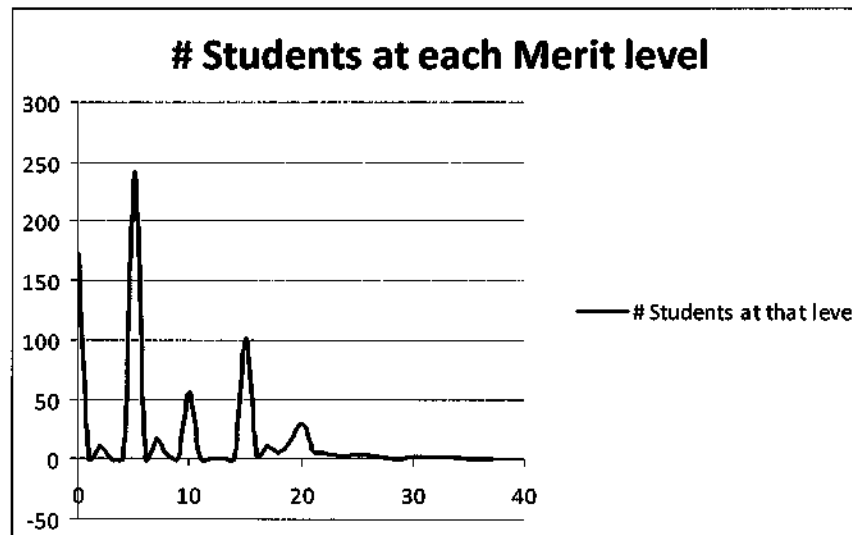
| Overall Data | | Percentage |
|---|--|------------|
| Grade 8 | | |
| Number of students who met at least 1 Goal | | 90% |
| Number of students who met at least 2 Goals | | 60% |
| Number of students who met at least 3 Goals | | 30% |
| Grade 7 | | |
| Number of students who met at least 1 Goal | | 50% |
| Number of students who met at least 2 Goals | | 25% |
| Number of students who met at least 3 Goals | | 0% |
| Grade 6 | | |
| Number of students who met at least 1 Goal | | 83% |
| Number of students who met at least 2 Goals | | 75% |
| Number of students who met at least 3 Goals | | 50% |
| Overall | | |
| Number of students who met at least 1 Goal | | 74% |
| Number of students who met at least 2 Goals | | 53% |
| Number of students who met at least 3 Goals | | 26% |

| | | |
|---|--|--|
| <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</p> | <p><u>Reading Support Program:</u></p> <p>Baseline: <i>65% of students in the Reading Program met or exceeded goal.</i> Results to date: % of students that met goal, improved their score, or moved on to a new level. 6th Grade – 67% 7th Grade – 77% 8th Grade – 50%</p> <p>87% of students improved their performance overall from the diagnostic baseline to the second formative evaluation.</p> <p><u>Writing Program:</u></p> <p>Baseline: <i>84% of students in the TMS Writing Program increased their baseline performance by 1 level or more.</i> Results to date:</p> <ul style="list-style-type: none"> • 28% of students met goal at this point in the year (on Making Connections to Text) <p><u>PBIS Program:</u></p> <p>Baseline: Demerit <u>Program</u>: .82% of students received 10 or more demerits.</p> <p>Results to date:</p> <ul style="list-style-type: none"> • Less than 1% (.003%) of students have received 10 or more demerits • 77% of students have earned MERIT POINTS at this point in the year • From 2011-2012 to 2012-2013 data suggests the PBIS program is having an impact as more students are living up to the School's "Core Values" of Safety, Ownership, Active Learning, and Respect at TMS (SOAR). | |
|---|--|--|

the interventions.



MERIT POINT DATA



| | | |
|--|---|--|
| | <p>Tier I Programs:</p> <ul style="list-style-type: none"> • Team Interventions • Classroom interventions • After School Work Sessions • At-Risk Reports • TMS Academy • TMS Achievement Lab • Demerit Program • SOAR/PBIS Program • Guidance Development Program • Language Arts Programs • PBIS/SOAR Program <p>Evidence of success of Tier I Programs:</p> <ul style="list-style-type: none"> • CCSS PLC curriculum development has made significant progress this year with 40 grade subject meetings, 12 grade 6 through 8 content area coordinating meetings, and nearly 20 Workshops with Curriculum Coordinators at this point in the year. • New 6th Grade RtI Math Intervention Tier I services provided to 3 students on Red Team this year. • Less than .003% of students have received 10 or more demerits. • The Academy and Achievement Lab served 1027 student sessions up to this point in the 2012-2013 school year. This is 1027 student sessions helping students keep up with content, complete their work on time, and produce high quality work. • There has been an overall decline in the number of students who have lost their SOAR standing. This indicates that overall an increasing number of students are demonstrating the core values of Safety, Ownership, Active Learning, and Respect at TMS. <p>Tier II Programs:</p> <ul style="list-style-type: none"> • TMS Reading Development Program • TMS Math Development Program • After School Writing Program • Homework Program • TMS Anti Bullying Program • TMS EIP (Early Intervention Plan Program) • TMS Tutor Program <p>Evidence of success of Tier II Programs:</p> <ul style="list-style-type: none"> • The Math Development Program and the Reading Development Program reports up to 90% of students respectively demonstrating performance increases and/or the attainment of the goals set for them in the program up to this point in the year. • The TMS ABP has served six students for teasing and one student for bullying this year that | |
|--|---|--|

| | | |
|--|---|--|
| | <p>would otherwise not receive direct, one to one, anti-bullying counseling.</p> <ul style="list-style-type: none"> • The Homework Program has kept 46 students on track, who have been specifically identified and enrolled in this program. All students are demonstrating strong academic performance in their classes. • The TMS EIP (Education Intervention Plan) program has assisted 4 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. <p>Tier III Programs:</p> <ul style="list-style-type: none"> • Red Folder Program • Individual Student Plan program • T3T Team <p>Evidence of success of Tier III Programs:</p> <ul style="list-style-type: none"> • All students in the Red Folder program are showing improvements in work completion and academic performance. • 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. • T3T Team meets weekly to discuss students on the Tier III spectrum, create plans, and adjust. <p>Qualitative and Narrative data available at the time of this report is as follows:</p> <ul style="list-style-type: none"> • Less than 1% (.003) of students have received 10 or more demerits • One Principal Advisory Group meeting with student representatives from each grade has occurred up to this point in the year. Data was gathered from this group regarding the extent to which bullying and discrimination are a part of the culture at TMS as well as information about general student welfare. • The School Culture and Climate Committee met twice so far this year. This meeting includes parents. • 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. • <i>Individual Class</i> student behavior plans are now underway. Qualitative data has been gathered | |
|--|---|--|

| | | |
|--|--|--|
| | <p>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.</p> <ul style="list-style-type: none"> • <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. • Red Folder Program: Eight students are currently a part of the “Red” Folder program. 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. All students in the Red Folder program are demonstrating improvements in work completion and performance. • Year 3 of Positive Behavioral Supports: Three lessons have been delivered to all students thus far. The first lesson focused on the school’s CORE values and what these values look like in different settings of the school. The second lesson focused on serving the school community. The third lesson focused on taking care of one another, bullying prevention, sticking up for each other, and the power of the bystander. Our first community block allowed students, along with teacher mentors, to help the local school and community in various outreach activities. The school has a clearly defined “Privilege System.” Students can have daily, weekly, and monthly privileges by demonstrating our four core values (Safety, Ownership, Active Learning, and Respect.) The school also has a MERIT POINT system in which students are recognized for going above and beyond, with letters home to parents, and incentives for those students with Merit Points. | |
|--|--|--|

Tolland Public School
School Improvement Plan
2012-2013

| 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>1a) The Subject Performance Index (SPI) for Reading in 2012-2013 will increase by 3.0 when compared to the SPI for Reading in 2011-2012.</p> <p>1b) The Subject Performance Index (SPI) for Writing in 2012-2013 will increase by 1.6 when compared to the SPI for Writing in 2011-2012.</p> | <p>Administration will provide 9th and 10th grade English teachers with 8th grade CMT data and end-of-year Practice CAPT data to identify students in need of improvement.</p> | 1a) SPI – Reading | 1a) 81.0 | 1a) 84.0 |
| | <p>Common Core Reading Standards for Literacy and Common Core Writing Standards for Literacy will be integrated into curriculum units for courses in Social Studies, Science, and the Technical Subjects, including Fine Arts, Business, Computers, Family & Consumer Science, Physical Education, and World Languages.</p> <p>As part of the professional learning community process, a team of English teachers will work on revising the 9th grade English curriculum as well as discuss data from common assessments to improve instruction. In addition, a team of English teachers will also work on revising 10th grade curriculum units and create common unit assessments for each of the units in 10th grade English curriculum.</p> <p>One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one social studies teacher will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.</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 score at least two of the six questions.</p> <p>English 9 and English 10 teachers will administer and score two “Response to Literature” like assessments using the 6-point CAPT scoring rubric.</p> <p>Provide Tier II & Tier III academic interventions to identified students in Grade 9 & 10 English classes.</p> <p>Pilot school-wide analytic rubrics for 21st century learning expectations of reading and writing in the 2nd semester</p> | 1b) SPI – Writing | 1b) 88.4 | 1b) 90 |

| | | | | |
|--|---|--|---------------------------|---------------------------|
| <p>2) The Subject Performance Index (SPI) for Mathematics in 2012-2013 will increase by 3.0 when compared to the SPI for Mathematics in 2011-2012.</p> | <p>Under the supervision of the mathematics curriculum director, the mathematics department will complete the Algebra 1A curriculum with a focus on modeling and creating common unit assessments and performance tasks in each curriculum unit to align with the Common Core Standards.</p> <p>Provide Tier II & Tier III interventions to identified students in Grade 9 & 10 mathematics classes.</p> <p>Algebra 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).</p> | <p>2) SPI – Mathematics</p> | <p>2) 84.8</p> | <p>2) 86.4</p> |
| <p>3) The Class of 2013 mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to mean scores for the Class of 2012.</p> | <p>English 11th & 12th 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>3) Mean SAT Critical Reading Test score</p> | <p>3) Mean score: 526</p> | <p>3) Mean score: 530</p> |

| Measure | Results | |
|---|----------|--------|
| | February | August |
| 1a) SPI – Reading | 1a) TBD | |
| 1b) SPI – Writing | 1b) TBD | |
| 2) SPI – Mathematics | 2) TBD | |
| 3) Mean SAT Critical Reading Test score | 3) TBD | |

Tolland Public School
School Improvement Plan
2012-2013

| 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 | |
| 1a) Reduce the total number of disciplinary referrals (classrooms, hallways, cafeteria, bus, etc.) related to disrespect/defiance/insubordination by 10% for the 2012-2013 school year when compared to the 2011-2012 school year. 1b) Reduce the number of classroom disciplinary referrals related to disrespect/defiance/insubordination by 10% for the 2012-2013 school year when compared to the 2011-2012 school year. | Implement Positive Behavior Intervention & Supports (PBIS) <ul style="list-style-type: none">• Five teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 3 PBIS training• Develop a school-wide matrix to be posted in all classrooms• Develop advisory lesson specific to reviewing core values, PBIS, and school-wide matrix• Continue to provide weekly incentives and drawings for students earning PRIDE passes• Analyze disciplinary data on Power School and SWIS system• Develop and implement Tier II and Tier III interventions for identified students who need additional interventions beyond Tier I interventions for attendance and/or disciplinary issues | Power School Discipline Log & SWIS System | 1a) 80 disciplinary referrals 1b) 62 classroom disciplinary referrals | 1a) 72 disciplinary referrals 1b) 56 classroom disciplinary referrals | |
| 2a) Reduce the number of incidents of in-school suspensions assigned for chronic skipping of office detention by 10% in 2012-2013 when compared to 2011-2012. | Develop an activity restriction policy for students who have repeated in- or out-of school suspensions. Communicate activity restriction policy to students and parents through various means, including publication of fall newsletter, student/parent handbook, overview at fall open house, etc. | Power School Discipline Log & SWIS System | 2a) 21 incidents 2b) 7 students | 2a) 19 incidents 2b) 5 students | |

| | | | | |
|---|--|---------------------------|---|---|
| <p>2b) Reduce the number of students who are assigned multiple in-school suspensions for chronic skipping of office detention in 2012-2013 by 2 when compared to 2011-2012.</p> | <p>Implement consistent ISS procedures for academic work and student behavior, inclusive of a community service component. Investigate other interventions as a means to deter students from skipping office detention, e.g., Saturday detention, extended detention</p> | | | |
| <p>3a) Increase the percentage of favorable responses (strongly agree & agree) by 5% for the question, "Teachers at THS care about me."</p> <p>3b) Increase the percentage of favorable responses (strongly agree & agree) by 5% for the question, "At least one adult at school, besides my school counselor, cares about me."</p> | <p>Implement advisory program for all students:</p> <ul style="list-style-type: none"> • Assign each student to a grade-level advisory. • Train teachers to deliver the advisory curriculum. • Establish and implement a system to obtain and record advisory feedback for each advisory session. • As part of the professional learning community process, a team of teachers and counselors will meet regularly to discuss the progress of the advisory, develop lessons, adjust schedules, prepare materials, and analyze qualitative feedback data from advisors to adjust curriculum accordingly. <p>An end-of-year survey with questions related specifically to personal connections will be conducted and analyzed by June 30, 2013.</p> | <p>End-of-Year Survey</p> | <p>3a) 48% of students responded favorably</p> <p>3b) 75% of students responded favorably</p> | <p>3a) 53% of students responded favorably</p> <p>3b) 80% of students responded favorably</p> |

| Measure | Results | |
|---|--|--------|
| | February | August |
| Power School Discipline Log & SWIS System | | |
| 1a) # of disciplinary referrals | 1a) 70 incidents | |
| 1b) # of classroom disciplinary referrals | 1b) 49 incidents (of which five occurred with substitutes present) | |
| 2a) # of incidents | 2a) 18 incidents | |
| 2b) # of students | 2b) 6 students | |
| End of Year Survey | 3a) TBD 3b) TBD | |

Tolland Public School
School Improvement Plan
2012-2013

| School/Program | | Tolland High School | | | |
|--|---|---------------------------------------|-------------|---|--|
| Improvement Goal | | Implement RTI at Tolland High School. | | | |
| Measurable Objective | Strategies | Measures | Baseline | Goal | |
| 1) Five members of the PBIS team will attend 95% of the PBIS training sessions. | <p>Implement Positive Behavior Intervention & Supports (PBIS) to provide academic and behavioral interventions</p> <ul style="list-style-type: none">• Five teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 3 PBIS training• Develop curriculum and lesson plans for pre-identified areas of concern• Communicate with school-wide PBIS team regarding Tier II and Tier III interventions• Communicate with parents using school newsletter and open house regarding PBIS• Analyze disciplinary data on Power School and SWIS system as well as PRIDE pass data | Attendance at PBIS training sessions | 0% | 95% | |
| 2) Student Intervention Team (SIT) will meet 30 times during the course of the 2011-2012 school year. | <p>Student Intervention Team (SIT) will meet once per week to discuss students who are having academic, attendance, and/or behavioral difficulties at THS.</p> <p>Implement an attendance communication system using Power School, Alert Now, and mailings to identify students who have attendance concerns and work with those students and their families to provide additional supports if needed to improve students' attendance.</p> | # of SIT Meetings | 30 meetings | 30 meetings | |
| 3) SIT will document 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 document 100% of the interventions that are suggested as part of the SIT process. | SIT will document the types of interventions (Tier I, Tier II, and/or Tier III) interventions that are suggested and implemented as part of the SIT process. | SIT Intervention Log | N/A | 100% of post-referral interventions recorded |
| 5) 75% of students assigned to the Literacy Support class during the 2012-2013 school year will pass their respective English and math classes each quarter with a 70% or better while enrolled in the Literacy Support class. | <p>Analyze 8th grade and 9th grade student data to identify approximately 35 to 40 students for the purpose of scheduling students to receive Tier II and Tier III academic interventions through the English and Math Literacy Support class.</p> <p>Communicate with identified student's parents and make necessary schedule changes as needed.</p> <p>Analyze 1st and 2nd quarter data in Power School for 10th grade students and 3rd and 4th quarter data for 9th grade students</p> | Power School | N/A | 75% |

| Measure | Results | |
|--------------------------------|--|--------|
| | February | August |
| 1) Attendance at PBIS Meetings | 100% of the PBIS five-member team has attended 100% of the training session offered to date | |
| 2) # of SIT Meetings | To date, the SIT has met 16 times. (9/12/12; 9/19/12; 9/26/12; 10/3/12; 10/10/12; 10/17/12; 10/24/12; 11/7/12; 11/14/12; 11/21/12; 11/28/12; 12/12/12; 12/19/12; 1/2/13; 1/9/13; 1/23/13) | |
| 3) SIT Intervention Log | As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers. | |
| 4) SIT Intervention Log | As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team. | |
| 5) Power School | 64% of students assigned to the Literacy Support class during the 1 st semester of the 2012-2013 school year passed their respective English and math classes during the 1 st and 2 nd quarter while enrolled in the Literacy Support class. (English - 78% - 25/32 and math – 50% - 16/32) | |

TO: Members of Board of Education
FROM: William D. Guzman
DATE: February 13, 2013
SUBJECT: Request for Unpaid Leave of Absence

Ms. Rebekah Battersby, Tolland Intermediate band and chorus teacher, is requesting an unpaid leave of absence for ten weeks at beginning at the start of the 2013/14 school year to do her student teaching.

The Administration recommends approval of this request.

WDG:ca

RECEIVED
JAN 13 2013
Tolland Public Schools

Rebekah Battersby
204 Palisado Avenue
Windsor, CT 06095

January 13, 2013

Mr. William D. Guzman
Tolland Public Schools
51 Tolland Green
Tolland, CT 06084

Reference: Request for leave of absence

Dear Mr. Guzman,

I am presently teaching band together with third and fourth grade chorus at Tolland Intermediate School on a part-time (.4) basis. I am also currently working on my Master Degree in Early Childhood/Special Education at the University of Saint Joseph in West Hartford, Connecticut. I have been working on my degree for over a year. In order to receive my Master Degree, I need to undertake a student teaching placement for ten weeks. I am requesting a ten-week absence to allow me to commence a student teaching placement in August 2013 and end in October 2013. The student teaching experience is usually fifteen weeks, but I am completing the remaining five weeks this summer from June to July in order to do the ten weeks during the beginning of the school year. The reason why I need to student teach for my Master Degree is because my Bachelor Degree is in Music Education. If I had pursued a Master Degree in Music Education, I would not have to undertake a student teaching placement. I chose a Master Degree in Early Childhood/Special Education because I feel that this degree will provide me with more options as I pursue my teaching career.

I am hopeful that you will grant me this leave of absence, as I very much enjoy my association with Tolland Intermediate School and my present teaching position.

Please let me know if I need to provide you with any further information to support my request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rebekah Battersby'. The signature is written in a cursive, flowing style with some loops and flourishes.

Rebekah Battersby

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 13, 2013

SUBJECT: Artificial Turf Field Agreement

Attached is the copy of the proposed Agreement between the Board and the Town for the management, maintenance and operation of the artificial turf at Tolland High School.

The proposed agreement has been amended based upon comments from various Board members. These changes have been incorporated as noted. The Town Manager will present the proposed agreement to the Town Council of its review .

The Administration recommends approval.

WDG:ca

ARTIFICIAL TURF FIELD AGREEMENT

Agreement between the Town of Tolland, (hereinafter called the "Town") and the Town of Tolland Board of Education (hereinafter called the "Board") made and entered into as of this _____ day of _____, 2013.

Whereas the Town has applied for and received \$700,000 in State funding for the construction of lights and artificial turf at the high school stadium field (herein after called the "project"); and

Whereas certain sports clubs have pledged up to an additional \$300,000 to finance the project if needed and to pay the Town back for all costs both principal and interest associated with the borrowing of said funds; and

Whereas the construction of the project is scheduled to commence in the spring of 2013 and be complete by the fall of 2013; and

Whereas the design, bidding, awarding of construction contracts, and oversight of the project will be the responsibility of the Town working with a Building Committee appointed by the Town's Town Council; and

Whereas upon completion of the project the Town will assume responsibility for scheduling, maintaining and overseeing the operation of the field as set forth in this agreement through its Recreation Director reporting to a subcommittee of the Parks and Recreation Advisory Board which shall be appointed by the Town Council for the sole purpose of overseeing the use, maintenance, expenditures and revenues of the operation;

Now therefore, in consideration of the covenants contained herein and for other good and valuable considerations, it is agreed as follows:

1. This agreement shall be for a [fifteen] **FIVE** year period effective upon completion of the project and may be renewed for successive five year terms at the mutual agreement of the Town and Board thereafter.
2. The Town agrees that it shall perform the following functions:
 - a. Create a master schedule for the use of the field which shall give priority for use to the Board in the fall and spring seasons for the days of Monday thru Friday from 2:30 to 6:00 pm., and on Saturdays from 8:00am. until noon. Provisions will also be made for evening school athletic events. The District Athletic Director will provide the town's designated representative a schedule of fall season events by May 1 and of spring season events by February 1.

- b. Should the Board need additional use of the field for games or in limited cases practices due to inclement weather, then such needs shall be communicated to the Town with at least 24 hours notice. The Town shall not unreasonably deny such request but will have to take into consideration prior commitments made for use of the field.
- c. The Town shall create and implement a fee schedule for use of the field and lights by outside groups.
- d. The Town shall market the use of the field for all hours not used by the Board as well as explore opportunities for revenue from sale of advertising space around and within the field with prior approval of the Board.
- e. The Town shall be responsible for ensuring the maintenance of the field, the emptying of field **TRASH** barrels and recycling bins, and for picking up debris within the field stadium provided that the Board shall be responsible for said functions on a daily basis while they have use of the field including time used for practice and games.
- f. The Town shall maintain a budget for the field which shall include expenses for such things as part-time help to oversee the use of the field, maintenance costs, administrative overhead, portable toilets, electricity, etc. during times not used by the Board. The Board shall be responsible for such cost during the time of its use. The Town shall also track revenues and use such to pay for the items mentioned herein as well as provide for a sinking fund for future replacement and repair of the facility and to provide a percentage of revenue less expenses including sinking fund payments to a dedicated account within the Board budget which will be used [for the sole purpose of reducing any future increases in pay-to-participate fees of the Board] **AT THE DISCRETION OF THE BOARD FOR ATHLETIC RELATED EXPENDITURES** and a percentage to offset the cost of Recreation programs for the Town.
- g. The Town and Board **SHALL** share **GOALS, NETS, AND BENCHES** used within the stadium field. The Town and Board shall be responsible for the setup of their own goals, nets and benches.
- h. The Town may in its sole discretion contract out for the management of the field but will give the Board prior notice and the right to comment on the arrangement contemplated.
- i. The Town will provide the Board with a year-end total cost for maintaining the school field which is associated with school use by July 15th of every year. This cost will include but is not limited to personnel costs, supplies, materials and depreciation of equipment and will be submitted to the State Department of Education as in-kind services. **SHOULD THERE BE EXPENSES INCURRED BY THE BOARD FOR SUCH ITEMS INCLUDING, BUT NOT LIMITED TO, ELECTRICITY WHICH ARE ATTRIBUTABLE TO USE BY OUTSIDE GROUPS THEN THE BOARD SHALL BE REIMBURESED FROM FEES RECEIVED FOR USE OF THE FIELD.**

3. The Board agrees to the following:

- a. It shall primarily use the field for games, but practices will be allowed during the hours reserved for Board use.

- b. It shall be responsible for ensuring that field **TRASH** barrels are emptied on a daily basis after use by the Board and that any debris in the area is picked up after use.
 - c. It shall be responsible for paying its share of the cost of electricity for the use of lights during the periods of time they have use of the field.
 - d. It shall be responsible for any additional costs associated with major events which they sponsor including but not limited to public safety costs.
 - e. It shall notify the Town immediately upon notice of any concerns with the use of the field or lights.
 - f. It shall notify the Town with as much advanced notice as possible of any events at the high school that would impact parking for use of the field by outside groups.
 - g. Board staff shall be required to attend training on proper care and maintenance of artificial turf surfaces.
4. During the fall and spring seasons the Town and Board through their respective Recreation Director and Athletic Director shall communicate weekly to update each other on team schedules and clarify any use or maintenance issues.
5. An annual meeting shall be held on or before June 1st of each year to review progress [and], requirements of the field use, **AND CONTRACTUAL PROVISIONS CANTAINED THEREIN.** Participants will be invited to attend from the youth sports groups, Board, Town, as well as the Chairpersons of the Town Council and Board, Chairperson of the Parks and Recreation Advisory Board, and the subcommittee of the Recreation Board appointed to oversee the operation. **IF AS A RESULT OF THIS MEETING, IT IS DEEMED DESIRABLE BY THE CHAIRPERSONS OF THE BOARD AND TOWN COUNCIL TO REVIEW ANY PROVISIONS OF THIS AGREEMENT, SUCH RECOMMENDATIONS TO REVIEW TERMS SHALL BE BROUGHT TO THEIR RESPECTIVE BOARD AND COUNCIL FOR CONSIDERATION.**

And it is mutually understood and agreed that this agreement shall be binding upon the parties hereto and upon their respective successors.

Signed in Tolland, Connecticut on this _____ day of _____, 2013.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 13, 2013

SUBJECT: Amendment to School District Calendar (2012/2013)

In light of the recent cancellations of three (3) school days, and in anticipation of possibly losing additional days during the remaining winter months, I am asking the Board to consider amending the school year calendar by having school on Tuesday, February 19, 2013.

Please note that any absence for a student whose family made previous travel plans for this date will be considered excused.

Please also note that we made this same accommodation last year in an attempt to recover some of the lost days due to the hurricane and autumn snowfall.

The Administration will recommend the following adjustments to the 2012/2013 School District Calendar:

1. Declare Tuesday, February 19, 2013 to be an instructional day for the Tolland Public Schools.

WDG:ca

MEETING MINUTES

TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6th FLOOR COUNCIL ROOM JANUARY 22, 2013 – 7:30 P.M.

MEMBERS PRESENT: Jack Scavone, Chairman; Richard Field, Vice-Chair; Sam Belsito; Joshua Freeman; Mark Gill and Jan Rubino

MEMBERS ABSENT: Benjamin Stanford

OTHERS PRESENT: Steven Werbner, Town Manager; Lisa Hancock, Director of Finance and Records; Beverly Bellody, Human Services; Michael Wilkinson, Director of Administration Services; Chris White, District Technology Specialist; Vanessa Rossitto, Blum, Shapiro & Company, P.C.; Steve May, Milliman; John Littell, Public Safety/Fire Chief; Doug Racicot, Asst. Director of Public Safety

1. **CALL TO ORDER:** Jack Scavone called the meeting to order at 7:30 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** Proclamation honoring Mark Summers, President of CNC Software and Chair of the Tolland Energy Task Force on his Citizen Planner Award from the CT Chapter of the American Planning Association.

Mr. Scavone presented the following Proclamation to Mr. Summers:

Town of



Tolland

Proclamation

MARK SUMMERS SERVICE TO THE TOWN OF TOLLAND

WHEREAS, Mark Summers has served as Chairperson of the Energy Task Force since April 2008 and has been an inspirational town champion for energy efficiency and sustainable development; and

WHEREAS, Mark has been involved in every step of the Hicks Memorial Municipal Center & Library geothermal HVAC retrofit, availing the Town of his expertise, and was able to articulate highly technical information to staff and the citizens of Tolland; and

WHEREAS, Mark prepared a poster explaining the geothermal installation and construction which served as a tutorial to all who visited the building; and

WHEREAS, Mark has agreed to continue his service to the Town by continuing his participation on the Tolland Energy and Facility Task Force and assist with the Town wide Investment Grade Energy Audit process; and

WHEREAS, Mark has also reached beyond Tolland in his willingness to help the Capitol Region Council of Governments (CRCOG) and its communities and stakeholders understand energy

efficiency techniques and how a small business can practice and encourage a sustainable lifestyle; and

WHEREAS, Mark worked with CRCOG consultants on a Sustainable Land Use Code, served on a CRCOG Energy Committee and appeared in a CRCOG/DEEP energy video to reach a larger audience; and

WHEREAS, Mark continues to contribute to the public benefits of planning by promoting sound planning principles and received the 2012 Citizen Planner Award from the CT Chapter of the American Planning Association;

NOW, THEREFORE, I, Jack Scavone, Chairperson of the Tolland Town Council, on behalf of the Town Council and the community at large, do hereby commend and recognize Mark Summers for his dedication to the community, region and state for the benefit of the environment and others and thank him for the countless hours he devoted to the Town of Tolland and continuing efforts as Chair of the Tolland Energy Task Force.

The Council members thanked Mr. Summers for his work.

5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBLIC PARTICIPATION** *(on any subject within the jurisdiction of the Town Council) (2 minute limit):* None.

6. **PUBLIC HEARING ITEMS:**

- 6.1 Consideration of a resolution making an appropriation of \$54,990 for the BOE District Wide Security Upgrades project to be funded by the reallocation of funds from various BOE capital accounts. The District Wide Security Upgrades project consists of security improvements to the Tolland Schools. Prior to any expenditures being made out of this account the Board of Education will present to the Town Council and get approval for an implementation plan.

Mr. Werbner commented that on January 4, 2013 the Board of Education voted at their meeting to request that the Town Council reallocate funds from various BOE capital accounts as outlined below for enhancements of the District's electronic surveillance systems. The Town's Public Safety Director, Chief John Littell, Assistant Public Safety Director, Doug Racicot, acting Resident State Trooper, Sergeant Chris Sharland, along with District Personnel representatives Chris White and John Carroll, performed a security audit for the school facilities, as well as received comments and suggestions from the principals and other administrative staff within the school system. The findings in the audit are being prioritized to ensure that all aspects of school security are addressed. Next week, the State Police will also conduct a review with their safety unit. They will work with Chief Littell, his staff and the school staff to review their recommendations and provide further modifications if needed. The funds will come from four different projects within the BOE and the accounts are listed below. This resolution is only for the allocation of funds into a centralized account for safety improvements within the school system. Before any of this money is spent, a plan needs to come back before the Council from the BOE for approval.

Rick Field motioned to open the public hearing; Seconded by Jan Rubino. All in favor. None opposed.

Kenneth Houck of 314 Grant Hill Road – He asked how this money is going to be spent? He wondered if they were going to develop the plan themselves, or will expertise be hired.

Mr. Werbner said the determination of what needs to be done will be a result of work that has been performed over the last 3-4 weeks from those listed above in his summary. Also, input will be received and taken into consideration from the State Police.

Mr. Houck thinks that we should explore various modes of security, and believes we should have someone come in to train the students on how to react. This idea should be looked at in order to save more lives.

A straw poll was conducted of all those in favor of this resolution: 5 in favor, 1 opposed.

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

Mr. Belsito feels that they should wait to see what the State and Federal government will put upon us. We should hold back, until they come up with a proposal for all the schools.

Mr. Field doesn't believe we are jumping into this. These recommendations should have been done a number of years ago. He believes we are playing catch up. If we wait, we won't be doing anything for a while.

Mr. Gill does agree and looks forward to seeing the plan, but he also agrees with Mr. Belsito. If it is something that could be involved in a future mandate, he agrees they should hold off.

Ms. Rubino thinks it's important to take an overall look. She trusts the thoughts of those who have looked into this matter.

Mr. Field said he understands what Mr. Houck is thinking, but he hates seeing us having to resort to having an armed camp in our schools. He hopes it is not at that point, and that it never gets that way.

Rick Field read the following resolution:

NOW, THEREFORE, BE IT RESOLVED by the Tolland Town Council that an appropriation of \$54,990 be made to the District Wide Security Upgrades account #20100572-755496 to be funded by the reallocation of funds from the following BOE capital accounts:

| | | |
|-----------------------------------|--------------------------|-----------------|
| BOE Unallocated Capital | Account #20100572-755495 | \$27,634 |
| TIS Sidewalk Paving Project | Account #20100272-755485 | \$ 1,962 |
| Dist. Wide HVAC Upgrade Analysis | Account #20100572-755491 | \$10,000 |
| TMS Track Resurfacing (2012-13 | Account #20100372-755488 | <u>\$15,394</u> |
| Capital Projects Bond Resolution) | | |
| | Total | \$54,990 |

NOW, THEREFORE, BE IT FURTHER RESOLVED by the Tolland Town Council that the Resolution of the Town Council for Various Capital Projects, 2012-2013, adopted on July 10, 2012 (the "2012-2013 Resolution"), is hereby amended as follows:

(i) Section (1) of the 2012-2013 Resolution is hereby amended by striking the clause, "and (vi) the sum of \$115,000 for the cost of the pavement resurfacing, sealing, repair and replacement of the track located at Tolland Middle School (the "Track Resurfacing Project," together with the Road Pavement Project, the Parking Lot Pavement Project, the Drainage Replacement Project, the Facilities Study Project, the Stadium Lights Project, collectively, the "Projects")." and inserting the clause "(vi) the sum of \$99,606 for the cost of the pavement resurfacing, sealing, repair and replacement of the track located at Tolland Middle School (the "Track Resurfacing Project"), and (vii) the sum of \$15,394 for the cost of security improvements to the Tolland schools (the "District Wide Security Upgrades", and together with the Road Pavement Project, the Parking Lot Pavement Project, the Drainage Replacement Project, the Facilities Study Project, the Stadium Lights Project, and the Track Resurfacing Project, the "Projects")."

(ii) Section (2) of the 2012-2013 Resolution is hereby amended by striking the clause, "and to finance said appropriation for the Track Resurfacing Project, the Town issue bonds or notes in an amount not to exceed \$115,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project)." and inserting the clause "to finance said appropriation for the Track Resurfacing Project, the Town issue bonds or notes in an amount not to exceed \$99,606 (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 District Wide Security Upgrades, the Town issue bonds or notes in an amount not to exceed \$15,394 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project)."

(iii) Section (7) of the 2012-2013 Resolution regarding the official intent of the Town under Treasury Regulations Section 1.150-2 shall be applicable to the appropriation and authorization as amended by this resolution, as of the date of adoption of this resolution.

NOW, THEREFORE, BE IT FURTHER RESOLVED by the Tolland Town Council that:

(i) Unexpended bond proceeds in the amount of \$15,394 issued for the Track Resurfacing Project, as part of the Town's \$1,460,000 General Obligation Bonds, Issue of 2012, Series A, are hereby transferred to the District Wide Security Upgrades project.

(ii) The amount of bonds remaining authorized and unissued for the Track Resurfacing Project and the District Wide Security Upgrades after the transfer herein shall be zero dollars (\$0.00).

Seconded by Mark Gill. Jack Scavone, Richard Field, Joshua Freeman, Mark Gill and Jan Rubino in favor. Sam Belsito opposed.

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

7b. REPORTS OF TOWN COUNCIL LIAISONS: Ms. Rubino said the Superintendent presented his budget at the last BOE meeting. There also was a workshop held last week. She encourages the public to attend these meetings. The next BOE meeting is January 23 at 7:30 p.m. in Council Chambers. Mr. Freeman said the Tech Task Force is working on their recommendation, and are continuing to review RFP's received for IT services.

8. NEW BUSINESS (ACTION/DISCUSSION ITEMS):

8.1 Presentation and discussion of 2011-2012 Comprehensive Annual Financial Report.

Vanessa Rossitto of Blum, Shapiro & Company, P.C. provided an overview of the financial statement with the Council members. They have given the Town of Tolland a clean opinion. Everything has been presented correctly in accordance with governmental standards. It is the highest form of an opinion that the town can receive. The report contained a management discussion and analysis provided by Ms. Hancock, which is a narrative behind the numbers. It tells why certain things have increased or decreased. Ms. Rossitto reviewed the major funds and their contents. The town has a very healthy fund balance. There were no new accounting standards from last year. Everything is status quo and she had nothing of note to mention.

Ms. Rossitto next reviewed the Federal and State Single Audit. Since the Town receives both Federal and State grant monies, they are required to do this audit. For this Audit, they also issued a clean opinion. She did mention that there was one minor finding for the State Audit. There was a requirement on the Open-Space Grant that within six months after recording a permanent conservation easement, the town must erect

a permanent plaque. This was for the Luce property. The plaque wasn't erected within the required time, but it is up now. It is not a huge item, but it needed to be mentioned in the audit.

The Council thanked Ms. Hancock for all work.

8.2 Health Insurance Update Presentation by Steve May of Milliman.

Mr. May of Milliman said this is the lowest increase that he has been able to present in front of the Council, but it still is a high number. East Conn was successful in creating the Eastern Connecticut Health Insurance Program ("E-Chip"), which the town joined. Multiple towns and BOE's in this part of the state came together, effective July 1, 2012. It has afforded savings of \$200,000 in expenses. It helped keep last year's increase down. This year's increase is 9% over the previous year. The town received a payment of \$118,000 from Cigna due to a federal regulation for loss ratios. That money was set aside to assist with health benefits, and it is offset in the budget, which brings us to the 9%. Tolland is running better than others in the E-Chip. Tolland has maintained our claims experience. There are portions of the renewal that are being negotiated still. They believe the renewal offered by Cigna is reasonable, but he still understands that 9% is a big number. He spoke of the taxes that will be levied on us under The Affordable Care Act. Mr. Gill questioned how many employees were on the HSA. Mr. May advised that out of 365 employees, 138 are in the HSA. The 138 is comprised of all town employees, and about 91 employees (1/3) of the BOE.

8.3 Consideration of a resolution to approve a bid waiver for purchase of labor and materials for the refurbishment of Fire Truck Engine Tank 440.

Mr. Werbner read his item summary: Fire Truck Engine Tank 440 is a 1993 Dash 1000 gallon pumper manufactured by Pierce Manufacturing. This truck is located at Station 440 at 107 Plains Road. The truck is nearing the end of its anticipated life cycle with the Town of Tolland. With minimal investment, the Town can refurbish the truck and extend its anticipated life cycle approximately another 10 years. If the department was to purchase a new replacement truck this fiscal year the cost of a new truck that is of similar same make and model would cost approximately \$600,000. The fire department is requesting to appropriate \$86,615 from the 2011-2012 Capital Improvement Budget for the purpose of refurbishing ET-440. Additionally, the Fire Department is requesting that the Pierce Manufacturing regional authorized dealer, Firematic Supply Company, Inc. of Rocky Hill, Connecticut to perform the necessary work. They found when dealing directly with Firematic, they can save money and time rather than having to deal with a third-party.

Rick Field read the following *amended* resolution:

WHEREAS, the Town of Tolland originally purchased fire truck Engine Tank 440, a 1993 Piece Manufacturing Dash cab and chassis from their authorized dealer, Firematic Supply Company, Inc. of Rocky Hill, Connecticut.

WHEREAS, Firematic Supply Company, Inc. being the manufacturers authorized dealer has intimate historic knowledge of our specific vehicle; and

WHEREAS, Firematic Supply Company, Inc. has a direct relationship with the manufacturer and their engineering staff that originally designed and manufactured this vehicle; and

WHEREAS, town staff recommends that the refurbishment be done by the manufacturers dealer; and

WHEREAS, awarding a sole source contract constitutes a bid waiver under Town Policy A-126 11D(7);

NOW THEREFORE BE IT RESOLVED, that the requirements for bidding the refurbishment of fire truck Engine Tank 440 is hereby waived in accordance with Town Policy A-126 11D(7) and the Tolland Town Council hereby authorizes Steven R. Werbner to execute an agreement with Firematic Supply Company, Inc. for the purchase of labor and materials not to exceed \$86,615 to refurbish fire truck Engine Tank 440.

Mr. Freeman questioned the dates in the resolution. Doug Racicot, Asst. Director of Public Safety, advised that the date in the resolution should read 1993.

The motion was seconded by Jan Rubino.

Mr. Scavone asked what was wrong with the fire truck. Mr. Racicot said there is wear and tear on the pump mechanisms, the radiator is reaching the end of its life, and during this process the truck will be brought up to the current NFPA standard, which will add chevrons to it. This chevrons will allow for the reduction in the number of flashing lights and increase reflective material, which will make it safer on the highway for personnel. By doing this refurbishment, they are getting rid of any of the anticipated problems that they would see coming down the road, as well as bringing the truck up to the current spec for the NFPA. The truck should exceed its lifespan by 10-12 years.

All in favor of the *amended* resolution. None opposed.

8.4 Discussion of budget realities.

Mr. Werbner began by saying that it was still early in the budget process, and on the town side they are still going through the department budgets. The Governor's budget is anticipated to be released on February 6th. At that point, he will have a better idea of any potential impacts with regard to state aid. He has been told that state aid is on the table for the next fiscal year. There are some areas of concern, which are primarily on the revenue side.

1.) Our Grand List: Over the past four (4) years there has been a steady decline in our Grand List. The decrease is estimated to be approximately .27%, or \$105,000 of additional tax revenue under the current mill rate. The final Grand List will be out at the end of the month. This is a concern going forward. Mr. Werbner said the Council may want to meet with the PZC to discuss the zoning rules and regulations that could promote reasonable development within the community.

2.) Tax revenue and collection rates: We have been fortunate that we have done well in prior years in terms of interest and liens, and the prior years' collections. In terms of State and Federal grants, the town does not get a lot of general fund revenue from the State, other than the major ECS grant. He is looking at the possible loss of the property tax relief grant and the manufacturer's equipment grant. He is keeping a close eye on the ECS grant as well. Some of the Town Clerk fees have been up because people are refinancing, and building permit fees are on the rise from people making improvements on their homes.

Mr. Werbner believes there could be a reasonable tax increase, because we have no other sources of revenue to offset debt from occurring.

Mr. Belsito asked what they are going to do. They have a very difficult time in front of them. They need to start thinking of the individuals in this town. He will not vote in favor of any tax increase this year. They will need to make some cut-backs. The buck stops right here with this Council. They can become more efficient. They can try not cutting anything, but become more efficient.

Mr. Gill agrees with 95% of what Mr. Belsito says. The challenge remains that 70-75% of the budget is made up of the BOE request. The BOE is trying to get their hands around the Superintendent's budget.

Mr. Freeman doesn't see a 0% increase happening, without affecting programs. We need to be honest about it. Services will be affected.

Mr. Gill doesn't believe programs need to be cut. The delivery of the services can be changed. His absolute mission is to present a budget that will pass at the first referendum.

Mr. Field said if we come in with a 0% budget, it will affect services. He believes the town side has worked on its efficiencies over the years.

Ms. Rubino said efficiencies may happen with merging, but it may take time, and the Charter may need changes. The BOE workshops are important for people to attend. Since it is the lion share of the town's budget, people should come out.

Mr. Werbner said time goes quickly. He asked that if anyone has any ideas, those should surface to the top so they can be investigated. He reminded that there is about 2 months left before a budget will need to be adopted.

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

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

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1ST MEETING OF THE MONTH ONLY):** Mr. Werbner had no additional comments.

11. **ADOPTION OF MINUTES**

11.1 January 8, 2012 Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by Josh Freeman. All in favor. None opposed. Mark Gill abstained.

12. **CORRESPONDENCE TO COUNCIL**

12.1 Dembeck e-mail re: supporting the possible expansion of the Library.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Ms. Rubino suggested adding discussion regarding the Water Commission to the Agenda. Mr. Werbner said they will be at a Council meeting in February. Mr. Field commented that he presented a proclamation for an Eagle Scout. Mr. Clark asked what was happening with the TC/BOE hours. Mr. Field suggested going back to the last Thursday of the month, 6 – 7 p.m. He will talk to the Library to see if the hour can be held there, starting in February.

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

15. **ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by Josh Freeman at 9:02 p.m. All were in favor.

Jack Scavone, Council Chair

Michelle A. Finnegan
Town Council Clerk