

# PLEASE NOTE CHANGE IN LOCATION

TOLLAND BOARD OF EDUCATION

Tolland High School  
Library Media Center  
Tolland, CT 06084

REGULAR MEETING

7:30 – 10:00 P.M.

## AGENDA

August 22, 2012

### 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

June 27, 2012 – Special Meeting

June 27, 2012 – Regular 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. Primary Mental Health Grant Application

F.2. Connecticut Mastery Test Results – Spring 2012

F.3. Connecticut Academic Performance Test (CAPT) Results – Spring 2012

F.4. School Improvement Goals – 2011-12 Results

F.5. Tolland High School Field Improvement Projects – Status Report

F.6. Special Education Programs Review

F.7. Resolution to Amend the Tolland Public Schools 403(b) Retirement Plan

F.8. Tolland Public Schools - Annual Report (2011-12)

F.9. Freshmen Girls Volleyball - Proposal

F.10. Tuition Rates – Fiscal Year 2012-13

(Regular Education, Special Education and TALC)

- G. COMMITTEE & LIAISON REPORTS
- H. CHAIRPERSON'S REPORT
- I. BOARD ACTION
- J. PUBLIC PARTICIPATION (2 minute limit)  
*Comments must be limited to items on this agenda.*
- K. POINTS OF INFORMATION
- L. CORRESPONDENCE
  - Open House and Curriculum Night Schedule
  - School Calendars – September
  - Town Council Minutes from June 26, 2012
  - Town Council Minutes from July 10, 2012
  - Town Council Minutes from July 24, 2012
- M. FUTURE AGENDA ITEMS
- N. EXECUTIVE SESSION – Personnel Matters
- N. ADJOURNMENT

**TOLLAND BOARD OF EDUCATION  
Tolland, CT**

**MINUTES – Special Meeting – June 27, 2012**

**Members Present:** Mr. Andy Powell, Chairman; Ms. Christine Riley Vincent, Secretary; Mr. Steve Clark; Mrs. Althea Gill; Mrs. Karen Kramer; Dr. Gayle Block; and Mr. Thomas Frattaroli.

The meeting was called to order at 7:01 p.m.

**EXECUTIVE SESSION:**

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

The Board returned to public session at 7:25 p.m.

**ADJOURNMENT:**

Mr. Clark motioned and Mrs. Gill seconded to adjourn the meeting at 7:26 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott  
Board Clerk

**TOLLAND BOARD OF EDUCATION  
Tolland, CT****MINUTES – June 27, 2012**

**Members Present:** Mr. Andy Powell, Chairman; Ms. Christine Riley Vincent, Secretary; Mr. Steve Clark; Mrs. Karen Kramer; Mr. Thomas Frattaroli; Dr. Gayle Block; and Mrs. Althea Gill.

**Administrators Present:** Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction; Ms. Dominique Fox, Principal, Tolland High School; Dr. Walter Willett, Principal, Tolland Middle School; Mr. James Dineen, Principal, Tolland Intermediate School; Mr. Thomas Swanson, Principal, Birch Grove Primary School; Mr. Michael Moynihan, Assistant Principal; and Mrs. Jane Neel, Business Manager.

The meeting was called to order at 7:30 p.m.

**APPROVAL OF MINUTES**

Ms. Riley Vincent motioned and Mr. Clark seconded to approve the minutes of the special meeting of June 13, 2012. All in favor. Motion carried.

Ms. Riley Vincent motioned and Mr. Clark seconded to approve the minutes of the regular meeting of June 13, 2012. All in favor. Motion carried.

**PUBLIC PARTICIPATION**

Bob Rubino of 296 Weigold Road discussed what he perceived to be a border dispute between the Town Council and the Board of Education. He felt that the feud started when the Board of Education returned money to the Town and when they needed assistance, the assistance did not come to the Board. He felt that the surplus should be returned to the Town and earmarked for future use. He also felt that the Board of Education should be funding for the long view. He also thought that the Board should work together in the area of technology.

**POINTS OF INFORMATION**

Mrs. Kramer thanked everyone for the guidance and support that she had received as a “newbie” member of the Board. She also thanked the Mr. Guzman, Mrs. Neel and all the staff for there efforts to work on the difficult subject of athletic participation fees.

Mr. Powell stated that at the June 13, 2012 meeting of the Board of Education, he was in error not to thank Mr. Archie Tanner for his long-term commitment to the Vocational Agriculture program along with Dr. Pomper.

Mr. Powell also stated that with the Town Council and Board of Education making efforts to move forward together the budgeting process would look toward the long view and sustainability of programs.

**STUDENT REPRESENTATIVE REPORT**

None

## **SUPERINTENDENT'S REPORT**

### **F.1. Field Trip Report**

In accordance with the Board of Education Policy 5150, Field Trips, the Superintendent reported the following is a listing of field trips approved for the 2011 -12 school year.

<b><u>SCHOOL</u></b>	<b><u>DATE(S)</u></b>	<b><u>TRIP DESTINATION</u></b>	<b><u>PURPOSE</u></b>
Tolland Middle School	November 7 – 10, 2011	Washington, D.C.	To visit the Nation's Capitol and incorporate social studies curriculum
Tolland High School	April 14 – 22, 2012	France – Paris, Provence and the Riviera	To experience both the literary and cultural traditions of French cities and countryside
Tolland Middle School	May 30 - 5, 2012	Bermuda – B-105	Exposure to field research techniques
Tolland High School	June 13 - 16, 2012	Greensboro, N.C.	To compete on a national level for Track and Field

### **F.2. Recognition of Retiring Staff**

The following fifteen individuals have announced their retirement from the Tolland Public School system during the past fiscal year. These individuals have served the Tolland student in a variety of capacities throughout the years. We thank them for their years of service, professionalism and dedication.

Julie Bowering	-	39 years	Paraprofessional
Anastasia Lemaire	-	33 years	Teacher
Virginia Cohen	-	31 years	Teacher
Kay Kasai	-	27 years	Teacher
Joan Boire	-	25 years	Teacher
Mary Hayes	-	24 years	Paraprofessional
Patricia Micari	-	16 years	Counselor
Carlton Shorey	-	13 years	Custodian
Isabel Paul	-	12 years	Teacher
Ronald Ridolfo	-	11 years	Teacher
Kathleen Carpenter	-	9 years	Paraprofessional
Stephanie Levine	-	8 years	Secretary
Pati Lewis	-	9 years	Secretary
Daniel DePlante	-	6 years	Custodian

Mr. Guzman noted that these retirements represent 263 years of combined service to the District. He thanked them and wished them all well in there future endeavors.

### **F.3. Student Survey Results – Tolland High School and Tolland Middle School**

The Superintendent presented the results of the surveys of the High and Middle school students. Last year's surveys were taken of all students in both schools (grades 9-12 and grades 6 through 8) in order to establish base line data for future surveys. The results in this packet show last year's responses compared to this year's for the same cohort of students. For example, responses from last year's 9<sup>th</sup> graders compared to responses by the same students as this year's 10<sup>th</sup> graders. Both schools will continue to track the responses of each cohort of students as they progress from year to year.

Mr. Guzman distributed percentage information for Tolland Middle School so that it was consistent with the Tolland High School information.

There was a discussion of whether the results were good or neutral. The Superintendent felt that they were consistent with other years, but that next year would be more telling with the continued implementation of PBIS.

Mr. Powell felt that it would be helpful to establish a survey for staff to have a more accurate picture of the school climate.

Ms. Riley Vincent requested that a survey be established for incoming freshmen to gauge their expectations and then compare them with the exit survey results.

A copy of the survey results are attached to the minutes.

### **COMMITTEE & LIAISON REPORTS**

- **EASTCONN**  
None
- **Finance and Facilities Committee Meeting**  
None
- **Policy Committee Report**  
None
- **Town Council Liaison Report**  
Mr. Clark stated that the Town Council would like the surplus returned to the Town and be used by the Technology Task Force to benefit both the Town and the Board of Education.
- **Great Path Academy**  
None

### **CHAIRPERSON'S REPORT**

Mr. Powell stated that it had been a long road to get to tonight's meeting with the suggested spending plan for the District. The mild winter and the savings from the health collaborative cannot be counted on in the future years. The budget requires

prudent management and that will not be able to do everything for everyone. He feels that the Board has made progress on the long-term management of technology, athletic fees and the creation of a long range plan. He noted that he had only had two emails concerning the budget information that was of the District website.

## **BOARD ACTION**

### **I.1. Board Policy 5050 – Confidentiality and Access to Student Records**

Dr. Block motioned and Ms. Riley Vincent seconded to approve the revisions to Board Policy 5050 as presented at the June 13, 2012 meeting of the Board of Education. All in favor. Motion carried.

### **I.2. 2012/2013 Budget Adoption**

Mr. Guzman reviewed the proposed additions and deletions list on a line-by-line basis.

Mr. Powell proposed that they review each item to discuss any members issues with the additions and deletions.

Ms. Riley Vincent was concerned about the cost of joining CABE. The Superintendent reviewed many of the services available to members not only to the District but also to the members of the Board of Education. He felt that the fee involved was half of what is normally charged and after the year, if the Board felt that the expense was not enough to make the membership worthwhile, the membership did not have to be renewed. Dr. Block felt that it was a good opportunity.

Dr. Block asked if fund had been put aside for the cost of moving forward with the Common Core State Standards and the Superintendent stated that there was funds in the Professional Development accounts. Dr. Block was also concerned about the technology that would be needed to move forward with the Common Core.

Mrs. Kramer was concerned about maintenance item 7 – 20 on the At Risk list of February 17, 2012 that had been eliminated and felt that other towns put these items in the capital improvement account. The Superintendent explained that these items did not align with the Town's requirements for inclusion in Capital Improvements. Mr. Clark wondered if some of these projects could be done by summer student custodians. Mrs. Neel indicated that because of the age of these workers, they were not able to perform some of these tasks.

The Board discussed the adjustment to the athletic fees and felt that at the lower level if would not be sustainable and recommended changing it to \$150 at TMS and \$225 at THS with a \$700 family cap. The savings of approximately \$13,000 could be returned to the maintenance budget to address items 7 – 20 from the February 17, 2012 meeting of the Board of Education.

A discussion followed on whether to accept the recommendation to reinstate the Grade 1 and Grade 3 teacher positions. Dr. Eidson reported on studies and the importance of lower class sizes in the lower grades. A straw poll indicated that 2 members were not in favor of reinstating either positions, 2 members were in favor of reinstating both

positions and 3 members were on the fence and would recommend reinstating one of the positions.

**Motion**

Dr. Block motioned and Mr. Clark seconded to extend the meeting beyond 10:00 p.m.. All in favor. Motion carried.

The discussion continued and the recommendation was made to reinstate the grade 1 position and with the resulting savings of \$83,199 which represented the combined savings from the increase in athletic fees and not reinstating the grade 3 position. Of the \$83,199, \$50,000 would be allocated to technology and the remainder to the maintenance projects previously eliminated at the February 17, 2012 meeting of the Board of Education.

**Motion**

Dr. Block motioned and Mrs. Gill seconded to adopt the FY 2012-13 Board of Education budget of \$35,702,228 with the adjustments recommended by the Superintendent except that line 12 for athletic fees be set at \$150 at Tolland Middle Schools and \$225 at Tolland High School with a family cap of \$700 and the 3<sup>rd</sup> grade teacher in line 23 not be reinstated and further to reallocate \$83,199 with \$50,000 to be placed in a technology account and \$33,199 to a maintenance account to address line items 7-20 of the reductions approved at the February 17, 2012 Board meeting. The maintenance items to be determined at the discretion of the Superintendent. Dr. Block, Mr. Clark and Ms. Riley Vincent against and Mrs. Kramer, Mr. Powell, Mrs. Gill and Mr. Frattaroli in favor. Motion carried. A copy of the Board of Education approved adjustments are attached.

**PUBLIC PARTICIPATION**

Patti Luetjen of 815 Shenipsit Lake Road thanked the Board and the Superintendent and his staff for all their hard work.

Bob Rubino of 296 Weigold Road felt that the original question had not been answered and that we were walking a slippery slope with respect to athletic fees. He also wanted to know what happened to the \$400,000 in the energy account and also an explanation of how class size was determined.

Lori Salina of 63 Tolland Farms Road felt that trying to understand what was being adjusted was as not clear. She hopes that the budget will be more transparent next year.

Kevin Enman of 266 Mile Hill Road asked who would be determining how the \$40,000 from Town Council, and the \$50,000 from the Board of Education would be spent on technology.

**POINTS OF INFORMATION**

Dr. Block stated that the Grade 1 Position was not an added position, but that the Grade 3 position is a reduction.



Mr. Powell stated that there was never a \$400,000 surplus in the energy account

The Superintendent stated that the use of the technology funds will be determined from the advice of the District Technology Director, the Administrators and the Curriculum Coordinators.

Mr. Powell indicated that the Town picnic was well attended and thanked the Town Council for their efforts.

### **CORRESPONDENCE**

- Town Council Meeting Minutes from the Special meeting Workshop of June 7, 2012
- Town Council Meeting Minutes from the Regular Meeting of June 12, 2012

Mr. Powell announced that the Board Clerk was leaving her position after 12 years and thanked her.

### **FUTURE AGENDA ITEMS**

1. Long Range Strategic Plan
2. CMT/CAPT Results

### **EXECUTIVE SESSION**

Dr. Block motioned and Mrs. Gill seconded to move into Executive Session at 10:20 p.m. for the purpose of discussing personnel matters. All in favor. Motion carried.

The Board returned to public session at 10:58 p.m.

### **ADJOURNMENT**

Mr. Clark motioned and Mrs. Kramer seconded to adjourn at 10:59 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott  
Board Clerk

TOLLAND MIDDLE SCHOOL  
Grade 6 2011 (229) – Grade 7 2012 (224)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Does Not Apply	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
1. On average, I have more than 90 minutes of homework a night.	12%	18%	18%	19%	30%	25%	28%	28%	13%	10%	0%	0%
2. Teachers treat students with respect at TMS.	28%	22%	50%	50%	14%	21%	3%	4%	6%	4%	0%	0%
3. Students treat teachers with respect at TMS.	12%	5%	42%	32%	37%	46%	5%	12%	3%	5%	0%	0%
4. Students treat each other with respect at TMS.	8%	4%	28%	28%	46%	47%	11%	15%	7%	6%	0%	1%
5. I feel safe at TMS.	40%	32%	37%	41%	14%	19%	5%	6%	4%	3%	0%	1%
6. Discipline is applied fairly at TMS.	20%	12%	40%	29%	24%	28%	10%	17%	8%	16%	2%	2%
7. I feel teachers at TMS care about me.	23%	24%	51%	38%	17%	23%	6%	7%	3%	7%	1%	1%
8. When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at TMS.	19%	15%	36%	39%	34%	31%	11%	13%	7%	8%	6%	5%
9. I am not picked on, teased, or bullied during school hours.	34%	33%	32%	34%	16%	16%	11%	9%	7%	10%	1%	2%
10. I have at least one adult at school who cares about me.	50%	54%	33%	28%	12%	11%	3%	3%	2%	4%	2%	2%

TOLLAND MIDDLE SCHOOL  
Grade 7 2011 (230) – Grade 8 2012 (225)

	% Strongly Agree		% Agree		% Neutral		% Disagree		% Strongly Disagree		% Does Not Apply	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
1. On average, I have more than 90 minutes of homework a night.	12%	18%	20%	24%	24%	26%	30%	24%	14%	8%	1%	0%
2. Teachers treat students with respect at TMS.	16%	11%	38%	36%	31%	32%	10%	12%	5%	8%	0%	0%
3. Students treat teachers with respect at TMS.	4%	1%	29%	24%	49%	49%	15%	21%	2%	4%	0%	0%
4. Students treat each other with respect at TMS.	3%	3%	24%	27%	46%	45%	19%	20%	8%	5%	0%	0%
5. I feel safe at TMS.	32%	33%	44%	44%	18%	16%	5%	5%	2%	3%	0%	0%
6. Discipline is applied fairly at TMS.	7%	6%	30%	28%	31%	22%	22%	20%	10%	25%	1%	1%
7. I feel teachers at TMS care about me.	12%	12%	37%	40%	33%	33%	13%	9%	5%	6%	0%	0%
8. When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at TMS.	12%	14%	22%	28%	33%	33%	25%	20%	11%	9%	3%	4%
9. I am not picked on, teased, or bullied during school hours.	34%	29%	36%	39%	11%	15%	13%	8%	8%	9%	2%	2%
10. I have at least one adult at school who cares about me.	39%	43%	37%	35%	12%	13%	7%	4%	2%	5%	0%	2%

**2011-2012 THS End-of-Year Survey  
Comparing Cohort Data (Freshmen - Sophomores)**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
1.) On average, I have more than 120 minutes of homework a night.	22	22	13	17	22	22	31	24	9	14
2.) I feel the THS policies and staff keep me physically safe while I'm at school	13	13	40	32	24	32	13	14	5	9
3.) I am not picked on, teased, or bullied during school hours.	26	17	33	31	15	20	14	18	9	13
4.) When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS.	5	6	19	18	33	29	20	25	16	21
5.) Teachers in my school treat students with respect.	9	6	35	32	26	31	16	16	11	14
6.) Students in my school treat teachers with respect.	3	2	19	12	38	29	30	32	8	22
7.) Students in my school teacher one another with respect.	3	1	19	13	38	29	21	31	17	23
8.) Teachers at THS care about me.	7	8	32	28	38	36	12	14	10	12
9.) I have at least one adult at school, besides my school counselor, who cares about me.	17	23	42	44	26	19	7	4	5	9
10.) Discipline is administered fairly equitably by THS staff.	3	3	27	16	21	23	25	26	19	30
11.) THS faculty and staff value what students have to say.	1	3	26	19	31	33	23	20	16	23
12.) Faculty and staff encourage me to develop my own voice.	4	6	26	30	39	28	17	21	10	13
13.) I feel a sense of pride in being a student at Tolland High School.	8	5	29	24	31	34	13	19	14	16
14.) When faced with a problem, I will work to find a solution.		24		47		21		3		3
15.) At THS, I take ownership for my actions.		21		50		22		4		2
16.) My teachers and friends can depend on me to follow through with what I say I will do.		23		49		20		2		4
17.) I am actively engaged in my classes.		15		40		29		10		4
18.) I am actively engaged in my school community through participation in athletics, clubs, or activities.		23		34		19		12		10
19.) Our core values (PRIDE - perseverance, respect, integrity, dependability, and engagement) have helped to improve our school community.		2		8		34		23		31

**2011-2012 THS End-of-Year Survey**  
**Comparing Cohort Data (Sophomores - Juniors)**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
1.) On average, I have more than 120 minutes of homework a night.	22	22	26	20	16	17	25	22	11	14
2.) I feel the THS policies and staff keep me physically safe while I'm at school	15	16	36	44	29	23	14	4	4	8
3.) I am not picked on, teased, or bullied during school hours.	38	29	38	35	8	17	9	9	5	4
4.) When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS.	7	6	24	24	33	34	21	17	12	14
5.) Teachers in my school treat students with respect.	11	7	36	37	31	33	13	10	9	7
6.) Students in my school treat teachers with respect.	5	5	22	16	42	41	24	26	6	7
7.) Students in my school teacher one another with respect.	7	4	25	20	41	37	20	23	7	12
8.) Teachers at THS care about me.	7	6	36	37	35	39	15	9	7	5
9.) I have at least one adult at school, besides my school counselor, who cares about me.	27	20	43	53	17	15	6	3	5	5
10.) Discipline is administered fairly equitably by THS staff.	6	2	21	18	23	26	22	26	26	23
11.) THS faculty and staff value what students have to say.	3	1	24	21	26	35	28	22	18	16
12.) Faculty and staff encourage me to develop my own voice.	4	4	24	30	40	34	21	18	11	9
13.) I feel a sense of pride in being a student at Tolland High School.	6	9	34	32	34	32	12	14	11	9
14.) When faced with a problem, I will work to find a solution.		23		55		15		1		1
15.) At THS, I take ownership for my actions.		20		56		17		1		1
16.) My teachers and friends can depend on me to follow through with what I say I will do.		31		49		12		3		0
17.) I am actively engaged in my classes.		17		45		22		8		2
18.) I am actively engaged in my school community through participation in athletics, clubs, or activities.		38		26		11		12		8
19.) Our core values (PRIDE - perseverance, respect, integrity, dependability, and engagement) have helped to improve our school community.		2		11		31		21		28

**2011-2012 THS End-of-Year Survey  
Comparing Cohort Data (Juniors - Seniors)**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
1.) On average, I have more than 120 minutes of homework a night.	22	7	23	12	18	18	26	28	8	31
2.) I feel the THS policies and staff keep me physically safe while I'm at school	22	18	40	49	23	19	9	7	3	3
3.) I am not picked on, teased, or bullied during school hours.	34	29	39	42	12	15	9	7	2	3
4.) When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS.	7	11	26	26	34	35	22	15	5	7
5.) Teachers in my school treat students with respect.	14	10	44	53	18	19	16	7	6	6
6.) Students in my school treat teachers with respect.	4	4	19	23	41	42	26	20	6	7
7.) Students in my school teacher one another with respect.	5	3	24	20	35	41	25	22	8	9
8.) Teachers at THS care about me.	9	10	42	54	28	19	12	8	7	4
9.) I have at least one adult at school, besides my school counselor, who cares about me.	27	43	47	39	12	11	7	2	3	1
10.) Discipline is administered fairly equitably by THS staff.	4	6	21	18	30	26	26	25	15	21
11.) THS faculty and staff value what students have to say.	1	4	24	29	24	35	29	16	19	12
12.) Faculty and staff encourage me to develop my own voice.	4	6	29	28	36	37	21	18	7	8
13.) I feel a sense of pride in being a student at Tolland High School.	9	12	36	38	32	31	9	6	7	9
14.) When faced with a problem, I will work to find a solution.		29		55		9		2		1
15.) At THS, I take ownership for my actions.		26		55		13		1		1
16.) My teachers and friends can depend on me to follow through with what I say I will do.		30		55		8		1		1
17.) I am actively engaged in my classes.		21		53		18		2		2
18.) I am actively engaged in my school community through participation in athletics, clubs, or activities.		27		31		9		18		10
19.) Our core values (PRIDE - perseverance, respect, integrity, dependability, and engagement) have helped to improve our school community.		6		11		29		22		27

**Tolland Public Schools  
Approved Adjustments to Meet  
Board of Education FY 2012-13 Budget  
June 27, 2012**

Board of Education Proposed Budget	\$ 36,270,845
Board of Education Approved Budget	<u>\$ 35,702,228</u>
Reduction	\$ 568,617
RECOMMENDED ADJUSTMENTS:	
• Personnel and Program	\$ 3,490
• Personnel – Certified Staff	<u>\$ 79,579</u>
Sub-Total	\$ 651,686
Payment for Eastern CT Health Insurance Program (ECHIP)	<u>\$ (651,686)</u>
Board of Education Net Adjustments	0

Tolland Public Schools  
Business Services  
FY 2012-13 BOE Approved Additions/Deletions

<u>Line #</u>	<u>Amount</u>	<u>Personnel/Program</u>	<u>Description</u>	<u>Rationale</u>
1	\$ (40,000)	Program 757 (Tech Services)	Technology equipment purchase	Town Manager proposal (March 28, 2012) to use Property Tax Relief Grant estimated at \$40,000 to fund portion of 5 year computer replacement plan.
2	\$ 12,981	Program 701 (Transp)	Diesel	Diesel fuel lock-in rate @ \$3.4616 per gallon.
3	\$ 7,336	Program 663 (Utilities)	Fuel oil	Fuel oil lock-in rate @ \$3.3846 per gallon.
4	\$ 2,500	Personnel 188 (SY Services)	IT Student summer	Technology Department summer student help for special projects.
5	\$ 15,000	Personnel 181 (Bldg Operations)	Custodial student	Summer student help to cover custodial vacations.
6	\$ 15,000	Personnel 181 (Bldg Operations)	Custodial OVT	Estimated overtime costs for year.
7	\$ 10,000	Personnel 182 (Bldg Maint)	Maintenance OVT	Estimated overtime costs for year.
8	\$ 4,726	Program 791 (BOE)	CT Association of Boards of Education	Membership to CABA for Board members.
9	\$ (70,120)	Personnel 177 (Staff Svcs-Hlth Ins)	Health Insurance	Reduction in projected costs due to membership in Eastern Connecticut Health Insurance Program (ECHIP).
10	\$(173,097)	Personnel 177 (Staff Svcs-Hlth Ins)	Health Insurance	Reduction in projected costs due to open enrollment changes.
11	\$ 33,750	Personnel 177 (Staff Svcs-Hlth Ins)	Health Savings Account	Increase to BOE contribution Health Savings Account as a result of employee moves to High Deductible Health Plan (HDHP).
<b>12 BOE Change</b>	<b>\$ 113,175</b>	<b>Personnel 178 (Cert Reg Ed) &amp; Program 134 (Student Athletics)</b>	<b>Athletic Program</b>	<b>Fiscal impact of adjusting athletic participation fee to \$150 @ TMS and \$225 @ THS w/ \$700 family cap.</b>
13 New	\$ (15,000)	Program 756 (Business Services)	Postage	Reduction of estimated postage budget.
14 New	\$ 4,040	Program 757 (Technology Services)	Technology	Reinstate IT Web Filtering.



<u>Line #</u>	<u>Amount</u>	<u>Personnel/Program</u>	<u>Description</u>	<u>Rationale</u>
15 BOE New	\$ 50,000	Program 757 (Technology Services)	Technology	Addition of funds to Technology Services Program.
16 BOE New	\$ 33,199	Program 662 (Maintenance)	Maintenance	Reinstate funds to Maintenance program.
Sub-Total	<b>\$ 3,490</b>	Personnel and Program Adjustments		
15	\$ 70,324	Personnel 178 (Cert Reg Ed)	TIS Add 1.0 Computer Educ Teacher	Position needed to provide certified teacher to Technology class.
16	\$ (24,310)	Personnel 178 (Cert Reg Ed)	TMS Unpaid LOA Guidance/Repl Position	Estimated fiscal impact should Board approve request for unpaid leave.
17	\$ (96,692)	Personnel 178 (Cert Reg Ed)	THS -1.0 Math Retiree	Reduction of 1.0 Math position.
18	\$ 43,008	Personnel 178 (Cert Reg Ed)	THS +.50 Math Teacher	Increase in existing .5 Math position to 1.0 position.
19	\$ 19,260	Personnel 178 (Cert Reg Ed)	THS +.40 Phys Educ Teacher	Increase in existing .6 PE position to 1.0 PE position for class coverage resulting from Athletic Director becoming full time position.
20	\$ (4,333)	Personnel 178 (Cert Reg Ed)	TMS Resignation Faculty Manager/Athletics	Duties to be borne by full time Athletic Director.
21 New	\$ 70,324	Personnel 178 (Cert Reg Ed)	Reinstate Grade 1 Teacher	Reduce class size to 19.0 students.
22 New	\$ 1,998	Personnel 178 (Cert Reg Ed)	THS Clubs/Advisors	PEP Band and Business Education Club.
23 BOE Delete	\$ -	Personnel 178 (Cert Reg Ed)	Reinstate Grade 3 Teacher	Reduce class size to 20.1 students.
Sub-Total	<b>\$ 79,579</b>	Personnel-Certified Staff		
24	\$(651,686)	Personnel 177 (Staff Svcs-Hlth Ins)	Health Insurance	Payment for Eastern CT Health Insurance Program for self insurance account.
Total	<b>\$(568,617)</b>	<b>Grand Total Adjustments</b>		

**F.1.**

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

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

**DATE: August 22, 2012**

**SUBJECT: Primary Mental Health Grant Application**

Each year since 2000, Tolland Public Schools has applied to the Connecticut State Department of Education for funds to support the Birch Grove Primary Mental Health Program. The purpose of this program is to assist Connecticut school districts to better serve at-risk primary grade children through the availability of an early intervention mental health program for the detection and prevention of emotional, behavioral and learning problems.

The grant proposal totals \$25,000. Attached for your review are the Abstract and the Budget Worksheet.

The Administration recommends approval.

WDG/KE:ca

## **ABSTRACT PAGE**

**Applicant Agency:** Tolland Public Schools

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**Local Project Title:** Birch Grove Primary Mental Health Program

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**Funds Requested:** \$25,000

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- Objectives:**
- The objectives of the Primary Mental Health program are to:
- 1) implement a school-based early detection and screening program to identify children with minimal to moderate problems in adjusting to school,
  - 2) establish specific goals and objectives for working with identified children,
  - 3) implement prevention goals,
  - 4) provide for parent participation in progress and termination conferences,
  - 5) coordinate this program with other existing programs,
  - 6) support and educate parents concerning their child's development and needs,
  - 7) evaluate program outcomes, and
  - 8) provide for staff development in primary mental health

### **Project Activities:**

Besides Offering the Primary Mental Health Program at Birch Grove Primary School, we have trained all teachers in "Responsive classroom" and will begin the first year implementation of Positive Behavior intervention and support (PBIS). PBIS will now continue from grades PK through 12. Parents are encouraged to become involved in programs for parents at the Family Resource Center.

### **Procedures for Data Collection and Reports Expected:**

The program at Birch Grove consists of 28 weeks of contact with students during the school year. Data used to determine the success of this program includes: number of children screened, number of children served, number of parent contacts and interactions, number of student service terminations with status of termination determined, and number of support services offered to parents. We also include information about parent participation in programs about child development and needs, reports on increased linkages with other schools concerning school-based early intervention/pre-referral strategies, and reports of staff development. Documentation of program results is available.

## BUDGET FORM

ED 114 FISCAL Year 2013

GRANT <input checked="" type="checkbox"/> CONTRACT <input type="checkbox"/>		
GRANTEE NAME: Tolland Public Schools		TOWN CODE: 142
GRANT TITLE: PRIMARY MENTAL HEALTH PROGRAM		
PROJECT TITLE: Birch Grove Primary Health Program		
CORE-CT CLASSIFICATION: FUND: 11000 SPID: 12198 PROGRAM: 82079 BUDGET REFERENCE: 2013 CHARTFIELD1: 170036		
GRANT PERIOD: 07/01/12 - 06/30/13		AUTHORIZED AMOUNT: _____
CODES	DESCRIPTIONS	BUDGET (State Funds Only)
112A	EDUCATION AIDES	\$11,600
112B	CLERICAL	
119	OTHER	
200	PERSONAL SERVICES EMPLOYEE BENEFITS	\$11,108
322	IN-SERVICE	
325	PARENT ACTIVITIES	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	\$1892
611	INSTRUCTIONAL SUPPLIES	\$400
690	OTHER SUPPLIES	
700	PROPERTY/EQUIPMENT ONLY	
	TOTAL	\$25,000

\_\_\_\_ Original request date  
\_\_\_\_ Revised request date

\_\_\_\_ CT State Department of Education  
\_\_\_\_ Program Manager Authorization

\_\_\_\_ Date of  
\_\_\_\_ Approval

### BUDGET EXPLANATION

## PMHP BUDGET WORKSHEET FOR CONTINUING DISTRICTS

School District: Tolland Public Schools

FISCAL Year 2013

CODES	DESCRIPTIONS	BUDGET (Local Contribution Only)		BUDGET (*State Funds Only)	
		Primary Project	CMHC	Primary Project	CMHC
112A	EDUCATION AIDES	\$2681		\$11,600	
112B	CLERICAL				
119	OTHER – Curriculum work for PBIS 175 hours x \$31.31/hour		\$5,478		
200	PERSONAL SERVICES EMPLOYEE BENEFITS	\$6,122		\$11,108	
322	IN-SERVICE				
325	PARENT ACTIVITIES				
580	TRAVEL				
590	OTHER PURCHASED SERVICES PBIS Fee		\$1000	\$1892	
611	INSTRUCTIONAL SUPPLIES			\$400	
690	OTHER SUPPLIES				
700	PROPERTY/EQUIPMENT ONLY				
	TOTALS	\$8,803	\$6,478	\$25,000	

\*The total amount of state funds indicated in Appendix F should match the total amount of state funds indicated in Appendix C.

\_\_\_\_ Original request date  
\_\_\_\_ Revised request date

\_\_\_\_ CT State Department of Education  
\_\_\_\_ Program Manager Authorization

\_\_\_\_ Date of  
\_\_\_\_ Approval

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

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

**DATE: August 22, 2012**

**SUBJECT: Connecticut Mastery Test Results – Spring 2012**

Attached are the general reports of CMT results for the 2011-2012 school year. The numbers are the percentage of students in grades three through eight reaching goal in the areas of Mathematics, Reading, Writing. Also shown are the percentage of fifth and eighth grade students reaching goal in the area of Science. This is the fifth year for Science testing.

Attachment A is the percentage of students at the goal level by cohort for the 2010-2011 and 2011-2012 years. For example, this table compares this year's sixth graders with the scores they achieved last year as fifth graders.

Attachment B is the percentage of students at the goal level by grade for the 2010-2011 and 2011-2012 year. For example, this compares this year's sixth graders to last year's sixth graders.

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

Attachment D is a listing of CMT goal scores for the State as well as the districts in District Reference Group (DRG) C.

**Connecticut Mastery Test (CMT)  
2010-2011 and 2011-2012  
Scores by Cohort**

**Third Grade                      % Reaching Goal**

Test	As 2 <sup>nd</sup> Graders 2011	As 3 <sup>rd</sup> Graders 2012	Change
Mathematics	N/A	85.1	N/A
Reading	N/A	73.5	N/A
Writing	N/A	71.3	N/A

**Fourth Grade                      % Reaching Goal**

Test	As 3 <sup>rd</sup> Graders 2011	As 4 <sup>th</sup> Graders 2012	Change
Mathematics	67.8	77.0	+9.2
Reading	70.0	74.9	+4.9
Writing	65.3	76.9	+11.6

**Fifth Grade                      % Reaching Goal**

Test	As 4 <sup>th</sup> Graders 2011	As 5 <sup>th</sup> Graders 2012	Change
Mathematics	83.7	89.8	+6.1
Reading	76.5	85.0	+8.5
Writing	82.4	81.9	-.5
Science	N/A	91.2	N/A

**Sixth Grade                      % Reaching Goal**

Test	As 5 <sup>th</sup> Graders 2011	As 6 <sup>th</sup> Graders 2012	Change
Mathematics	88.5	93.9	+5.4
Reading	85.0	90.9	+5.9
Writing	80.0	80.1	+1
Science	85.0	N/A	N/A

**Seventh Grade                      % Reaching Goal**

Test	As 6 <sup>th</sup> Graders 2011	As 7 <sup>th</sup> Graders 2012	Change
Mathematics	91.3	92.0	+.7
Reading	94.1	94.9	+.8
Writing	83.5	88.8	+5.3
	N/A	N/A	N/A

**Eighth Grade                      % Reaching Goal**

Test	As 7 <sup>th</sup> Graders 2011	As 8 <sup>th</sup> Graders 2012	Change
Mathematics	84.3	88.8	+4.5
Reading	91.9	91.7	-.2
Writing	79.7	83.7	+4.0
Science	N/A	80.0	N/A

**Connecticut Mastery Test (CMT)  
2010-2011 and 2011-2012  
Scores by Grade**

**Third Grade****% Reaching Goal**

Test	2011	2012	Change
Mathematics	67.8	85.1	+17.3
Reading	70.0	73.5	+3.5
Writing	65.3	71.3	+6.0

**Fourth Grade****% Reaching Goal**

Test	2011	2012	Change
Mathematics	83.7	77.0	-6.7
Reading	81.2	74.9	-6.3
Writing	82.4	76.9	-5.5

**Fifth Grade****% Reaching Goal**

Test	2011	2012	Change
Mathematics	88.5	89.8	+1.3
Reading	85.0	87.7	+2.7
Writing	80.0	81.9	+1.9
Science	85.0	91.2	+6.2

**Sixth Grade****% Reaching Goal**

Test	2011	2012	Change
Mathematics	91.3	93.9	+2.6
Reading	94.1	90.9	-3.2
Writing	83.5	80.1	-3.4

**Seventh Grade****% Reaching Goal**

Test	2011	2012	Change
Mathematics	84.3	92.0	+7.7
Reading	91.9	94.9	+3.0
Writing	79.7	88.8	+9.1

**Eighth Grade****% Reaching Goal**

Test	2011	2012	Change
Mathematics	89.3	88.8	-.5
Reading	92.7	91.7	-1.0
Writing	87.0	83.7	-3.3
Science	85.4	80.0	-5.4



**CMT Score**

2011-2012

% At Goal Level

## Grade 3

	Math	Reading	Writing
Tolland	85.1	73.5	71.3
DRG C	78.5	71.1	73.0
State	66.8	59.2	62.7

## Grade 4

	Math	Reading	Writing
Tolland	77.0	74.9	76.9
DRG C	81.3	78.2	79.5
State	68.2	64.1	65.3

## Grade 5

	Math	Reading	Writing	Science
Tolland	89.8	87.7	81.9	91.2
DRG C	85.8	81.6	79.1	82.1
State	71.8	67.7	68.1	64.1

## Grade 6

	Math	Reading	Writing
Tolland	93.9	90.9	80.1
DRG C	84.6	88.0	80.3
State	69.5	74.2	67.5

## Grade 7

	Math	Reading	Writing
Tolland	92.0	94.9	88.8
DRG C	81.2	89.8	79.5
State	68.3	79.9	65.6

## Grade 8

	Math	Reading	Writing	Science
Tolland	88.8	91.7	83.7	80.0
DRG C	82.6	89.0	83.1	80.4
State	67.4	76.8	68.4	62.1

\* DRG C Scores are approximations.

## ATTACHMENT D

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

Group	Grade 3 Math	Grade 3 Reading	Grade 3 Writing	Grade 4 Math	Grade 4 Reading	Grade 4 Writing	Grade 5 Math	Grade 5 Reading	Grade 5 Writing	Grade 5 Science	Grade 6 Math	Grade 6 Reading	Grade 6 Writing	Grade 7 Math	Grade 7 Reading	Grade 7 Writing	Grade 8 Math	Grade 8 Reading	Grade 8 Writing	Grade 8 Science
State	66.8	59.2	62.7	68.2	64.1	65.3	71.8	67.7	68.1	64.1	69.5	74.2	67.5	68.3	79.9	65.6	67.4	76.8	68.4	62.1
Andover	87.8	80.5	73.2	81.6	81.6	78.0	97.1	91.2	82.9	88.6	80.0	86.8	68.3							
Barkhamsted	76.7	64.4	72.6	94.3	82.4	80.0	87.5	90.9	85.7	87.5	79.6	84.6	81.8							
Bethany	75.4	75.4	65.8	80.5	75.7	76.9	85.4	83.8	73.6	78.2	84.4	88.9	74.6							
Bolton	77.4	63.5	77.4	74.5	68.5	81.8	82.8	80.7	83.1	78.0	82.3	85.5	83.6	84.7	86.4	78.3	83.6	93.2	93.2	82.4
Canton	81.6	79.2	72.8	76.8	77.0	82.1	84.7	84.0	77.3	82.6	92.4	96.2	91.8	85.7	93.9	83.7	80.8	85.8	79.3	81.0
Columbia	78.8	57.7	80.8	82.8	78.9	84.2	80.0	68.5	67.9	83.9	86.8	88.4	78.3	77.0	86.9	82.0	76.8	82.5	78.0	69.5
Ellington	82.2	73.2	74.1	79.5	81.7	78.6	92.0	85.9	84.4	79.1	92.4	90.4	83.1	82.1	90.0	81.3	82.9	85.5	79.8	79.4
Essex	73.1	68.4	69.2	75.7	70.3	75.7	85.1	83.8	81.3	81.3	84.9	97.8	91.7							
Hebron	80.5	80.5	85.1	79.4	83.2	80.8	84.0	83.9	81.0	86.4	88.0	95.1	87.0							
Mansfield	82.0	71.5	72.0	82.8	80.5	79.3	82.9	72.7	69.7	80.1	86.4	86.4	89.9	79.3	87.1	78.6	73.8	84.7	81.4	78.1
Marlborough	76.8	71.4	60.8	80.7	83.0	81.1	84.7	86.9	78.4	80.6	94.9	96.0	88.9							
New Hartford	91.5	84.1	85.5	89.7	78.4	84.1	93.0	89.5	90.7	87.2	91.1	91.1	78.0							
Oxford	64.5	78.3	78.1	79.3	73.4	73.4	82.4	78.0	74.2	74.2	82.8	83.3	84.7	71.4	89.1	83.2	82.7	90.4	82.7	71.7
Pomfret	62.7	50.8	77.6	78.9	70.2	81.8	80.4	83.9	87.5	73.2	68.0	80.0	74.0	74.6	87.9	76.3	74.5	90.2	88.2	72.5
Salem	83.3	64.3	61.9	89.7	78.9	76.9	81.1	70.4	71.9	77.2	71.8	92.3	65.3	88.6	93.2	82.2	89.7	91.4	91.8	90.2
Sherman	72.4	71.4	80.6	69.4	70.6	75.0	88.4	79.1	79.5	84.4	90.6	83.0	79.2	68.0	81.6	70.0	82.4	94.0	96.1	82.0
Somers	67.2	67.8	51.7	78.7	75.9	76.9	81.4	65.9	65.4	77.7	75.4	78.8	77.7	81.7	89.7	82.1	87.3	87.2	85.5	84.8
Suffield	82.3	77.7	76.0	89.3	80.5	90.5	87.7	86.0	79.1	87.4	89.9	90.9	85.5	82.4	88.9	76.6	90.0	88.5	86.1	84.7
Tolland	85.1	73.5	71.3	77.0	74.9	76.9	89.8	87.7	81.9	91.2	93.9	90.9	80.1	92.0	94.9	88.8	88.8	91.7	83.7	80.0
Regional Sch Dist 10	81.3	81.2	77.6	75.6	80.1	85.1	83.7	79.3	71.3	79.9	81.2	83.1	75.5	77.4	88.7	74.7	83.1	83.0	68.9	76.1
Regional Sch Dist 12	85.9	74.6	89.1	81.5	77.8	76.8	92.2	84.2	88.8	81.3	78.6	81.8	77.6	84.7	91.5	69.4	76.2	90.4	82.4	82.4
Regional Sch Dist 13	75.8	60.5	66.9	74.8	78.0	68.6	78.5	78.0	82.3	76.8	89.9	89.9	83.8	78.3	84.3	71.7	80.9	87.7	78.7	78.7
Regional Sch Dist 14	68.0	63.1	57.4	81.7	81.6	77.3	81.5	77.4	72.7	83.9	81.7	81.3	75.4	85.3	92.6	81.2	84.0	91.8	71.8	84.0
Regional Sch Dist 17	86.7	72.3	75.9	84.8	80.6	78.4	90.3	88.7	83.9	86.5	82.9	91.2	81.9	87.3	97.7	87.8	78.0	93.5	83.9	80.2
Regional Sch Dist 18	83.0	71.1	71.3	92.6	90.2	86.2	89.5	80.7	82.8	85.3	86.2	85.1	69.7	80.3	91.9	83.5	91.3	91.3	83.7	89.4
DRG C Approximate Ave	78.5	71.1	73.0	81.3	78.2	79.5	85.8	81.6	79.1	82.1	84.6	88.0	80.3	81.2	89.8	79.5	82.6	89.0	83.1	80.4

F.3.

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

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

**DATE: August 22, 2012**

**SUBJECT: Connecticut Academic Performance Test (CAPT) Results - Spring 2012**

Below are the general reports of CAPT results showing the percentage of Tolland students achieving goal and proficiency levels for the 2011-2012 school year and the preceding five years. Also reported are the percentage of Tolland students at the goal level compared to the approximate DRG C average and the State average.

**CAPT Scores  
%Goal %Proficient**

Year	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	% Goal	% Proficient	% Goal	% Proficient	% Goal	% Proficient	% Goal	% Proficient
2007	71.0	93.0	61.2	94.0	52.3	89.9	58.0	90.0
2008	73.2	94.8	66.7	94.0	50.6	90.4	64.1	92.2
2009	68.1	94.8	63.0	96.6	50.4	92.1	65.5	91.1
2010	67.0	92.2	65.3	95.5	48.2	86.4	66.2	92.3
2011	66.9	93.4	60.9	93.5	52.3	92.1	69.5	94.7
2012	65.2	93.7	65.5	93.8	56.3	89.3	74.2	93.8

**CAPT Scores  
Tolland/DRG/State**

Mathematics			Science			Reading			Writing		
Tolland	DRG*	State	Tolland	DRG	State	Tolland	DRG	State	Tolland	DRG	State
65.2	67.0	49.3	65.5	67.7	47.3	56.3	66.3	47.5	74.2	82.1	63.1

\* DRG Scores are approximations.  
Please see Attachment 1.

**Attachment 1****CAPT Scores  
By  
DRG C Districts  
2011-2012**

<b>Group ID</b>	<b>Total Mathematics % Goal Range</b>	<b>Total Science % Goal Range</b>	<b>Total Reading % Goal Range</b>	<b>Total Writing % Goal Range</b>
<b>State</b>	49.3	47.3	47.5	63.1
<b>Bolton</b>	71.3	72.5	71.3	86.3
<b>Canton</b>	74.5	69.5	71.0	81.6
<b>Ellington</b>	58.2	53.5	57.2	74.0
<b>Somers</b>	61.2	62.1	53.6	74.3
<b>Suffield</b>	69.4	65.4	67.8	79.7
<b>Tolland</b>	65.2	65.5	56.3	74.2
<b>Region 4</b>	65.6	68.9	70.0	81.8
<b>Region 7</b>	69.3	69.6	78.0	85.2
<b>Region 8</b>	71.1	64.6	64.9	81.3
<b>Region 10</b>	71.9	73.8	65.5	73.5
<b>Region 12</b>	46.8	51.9	59.2	72.7
<b>Region 13</b>	57.4	59.3	48.9	71.1
<b>Region 14</b>	58.1	60.6	64.8	78.8
<b>Region 17</b>	55.0	64.9	62.4	77.6
<b>Region 18</b>	68.2	71.2	73.8	81.8
<b>Region 19</b>	59.3	62.5	48.9	77.1
<b>Approximate DRG</b>	67.0	67.7	66.3	82.1

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

**FROM: William D. Guzman**

**DATE: August 22, 2012**

**SUBJECT: School Improvement Goals – 2011/12 Results**

Attached are reports for each school indicating final results for the 2011-12 School Improvement Goals. Each report indicates the 2011/12 established goals, strategies and measures. The year-end results for each measure are listed in the August result column.

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 improve reading and writing proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT
  - Through the implementation of the PBIS program, Tolland Intermediate School staff will decrease the total number of negative student behaviors, office referrals, by increasing the number of positive interactions and positive reinforcements. Baseline data will be collected during year one of PBIS implementation
  - To develop a system of Response to Intervention (Action Plan)
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 Rtl/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. The final status of the SMART (Strategic, Measurable, Attainable, Results-based and Time-bound) Goals will be presented to the Board of Education in August, 2012.

WDG:ca  
attachments

# Tolland Public School

## School Improvement Plan

2011-2012

School Improvement Plan		2011-2012		
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"> <li>80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA.</li> <li>80% of students in grade K-2 will meet goal on the math benchmarks.</li> <li>80% of students will meet the goal of proficient or better on all other curriculum benchmarks.</li> <li>70% of students with special needs spend 80% of their time in the regular classroom.</li> </ul>	<p>In order to foster teacher analysis and reflection on student work, the following will occur;</p> <ul style="list-style-type: none"> <li>Facilitate book study groups using Educational articles, <i>Leading and Managing a Differentiated Classroom</i> by Tomlinson &amp; Imbeau, <i>Skill Streaming in Early Childhood</i> by McGinnis and Goldstein.</li> <li>Continue to evaluate and improve tier 1 instruction in all major subject areas.</li> <li>Ensure small PLC teams meet and use benchmark data for the focus of the PLC discussions.</li> <li>Continue alignment of Language Arts Standards, report card, and teaching practice assessment.</li> </ul> <p>In order to foster improvement in student work, the following will occur;</p> <p><b>Language Arts –</b></p> <ul style="list-style-type: none"> <li>Review the Language Arts Program Evaluation conducted by Dr. Susan Deffenbaugh to gauge progress towards meeting the Evaluation's recommendations.</li> <li>Continue to develop a system for monitoring and recording student progress to refine the SRBI model.</li> <li>Continue to create anchor sets for common assessments.</li> <li>Write a language arts curriculum for grades K-2 based on Common Core State Standards.</li> <li>Establish a common book room that would house leveled readers for grades K-2.</li> </ul>	<p><b>Kindergarten Math – Benchmark</b></p> <p><b>Language Arts</b> LID – Letter ID CAP – Concepts About Print HRSW – Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p><b>Grade 1-2 Benchmarks</b> DRA Writing Prompts</p> <p><b>Mathematics K-2 Benchmarks</b></p> <p><b>All other Curriculum Areas</b>  Benchmarks</p> <p><b>Special Ed</b> Inclusion Data</p>	<p><b>Kindergarten Math – June 2011</b> Counts by 1s to 100 – 84% goal or better Counts back by 1s (10-0) – 95% goal or better Counts- Compare &amp; Order #'s – 81% goal or better PV-ID Numbers to 30 – 78% goal or better Estimation – 88% goal or better Money- Identifies Coins- 67% goal or better Measurement- 91% goal or better Time (Calendar)-78% goal or better Time (Hour)- 92% goal or better 2D &amp; 3D Shapes- 84% goal or better Data: Prob. &amp;</p>	<p><b>Kindergarten Math – 80% above goal</b></p> <p><b>Language Arts</b> LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 3</p> <p><b>Grade 1 Benchmarks - 80% above goal</b> DRA – 18 Writing Prompt – 8</p> <p><b>Grade 2 Benchmarks - 80% above goal</b> DRA – 28nf Writing Prompt – 8</p> <p><b>Mathematics K-2 80% above goal</b></p> <p><b>All other Curriculum Areas</b> 3/4 on a 4 pt. rubric or 80% above goal</p>

	<ul style="list-style-type: none"> <li>• Monitor teachers' use of time to maintain fidelity to pacing guides.</li> <li>• Work with PLC teams to monitor team goal progress and develop teacher capacity in the area of reading.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Each grade will work on alignment of curriculum to the Common Core State Standards</li> <li>• Develop a universal screen and Standard Treatment Protocol for Math Intervention for all tiers.</li> <li>• Work with the Math Coordinator and Math support teacher to continue to establish the criteria for determining which students are in need of Math Support.</li> <li>• Look at intervention programs for tier 2 math instruction.</li> <li>• Coordinator to meet with Gr. 2 team to discuss 3<sup>rd</sup> grade CMT results.</li> <li>• Work with PLC teams to monitor goal progress in number sense, number recognition, math facts and telling time.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Meet in grade level teams to review curriculum and instructional practices.</li> <li>• Meet with K-2 science representatives to continue to review curricular issues. Discuss how changes are being implemented. Implement Tier I lessons using best practice at all grade levels.</li> <li>• Equip classrooms with the necessary materials to complete inquiry labs. Include more measurement in science activities.</li> <li>• The science coordinator will work with teachers to develop and model more inquiry based lab experiences for students.</li> <li>• Integrate more science vocabulary and methods to reinforce the terms.</li> <li>• Set up a science classroom to model and conduct labs.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Develop new lessons/units as needed to align with new state standards.</li> <li>• Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development.</li> </ul>		<p>Stats-83% goal or better AR Identify &amp; Extend Patterns- 90% goal or better AR- Sort &amp; Classify-89% goal or better</p> <p><u>Language Arts</u> Phoneme Rhyming - 96% goal or better Phoneme Blending - 75% goal or better Phoneme Isolation, Initial Sound - 97% goal or better Letter Names UC- 99% goal or better Letter Names LC - 98% goal or better Letter Sounds - 93% goal or better HF Words- 78% goal or better CAP- 98% goal or better HRSW- 84% goal or better Phonemic Isolation, Final Sound- 73% goal or better Phonemic Segmentation- 88% goal or better End of year: DRA level 3 or higher - 87% goal or better</p> <p><u>Grade 1 LA -</u></p>	
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	<p>In order to foster improvement in student work with children with special needs, the following will occur;</p> <ul style="list-style-type: none"> <li>• 70% of the special needs students will spend 80% of their time in the regular classroom</li> <li>• Utilize the RTI process to the fullest extent before initiating a special education referral.</li> <li>• Clarify through discussions with the LA coordinator the criteria and methods for benchmark modifications in Grade 1 and 2.</li> <li>• Continue to develop a Standard Treatment Protocol for reading/Math intervention for Sped students in Grades K-2.</li> </ul>	<p><b>End of Year</b>  Theme 3 - 80 %  goal or better  Writing prompt  -89% scored 6  or better  DRA level 6 or  higher - 62%  goal or better  *Nov.2010</p> <p>Theme 4/5 - 79  % Goal or  Better  Theme 6/7-  87% Goal or  Better  Theme 8/9/10-  88% Goal or  Better  End of Year:  Writing prompt  -74% scored 8  or better (98%  scored 6 or  better)  End of year:  DRA level 18  or higher - 53%  goal or better  (Level 16 or  higher - 78%  goal or better)</p> <p><b>First Grade</b>  <b>Math</b>  BOY - 57%  goal or better  Unit 1 -88%  goal or better  Unit 2 -90%  goal or better  Unit 3 -86%  goal or better  Unit 4 - 92%  Goal or Better  Unit 5- 89%  Goal or Better  MOY-87%  Goal or Better  Unit 6- 90%  Goal or Better  Unit 7- 88%</p>	
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			<p>Goal or Better  Unit 8- 93%  Goal or Better  Unit 9- 83%  Goal or Better  Unit 10- 90%  Goal or Better  EOY- 93%  Goal or Better</p> <p><b><u>Grade 2 –  Math</u></b>  BOY  Assessment-  81% goal or  better  Unit 1 – 88%  goal or better  Unit 2 - 92%  goal or better  Unit 3 –94%  goal or better  Unit 4 - 95%  goal or better  Unit 5- 96%  goal or better  Unit 6- 90%  goal or better  Unit 7- 91%  goal or better  Unit 8-78%  goal or better  Unit 9-89%  goal or better  Unit 10 – 84%  goal or better  EOY  Assessment:-  80% goal or  better</p> <p><b><u>Grade 2  Language Arts</u></b>  <b><u>Language Arts</u></b>  2.2 Nature  Walk – 82%  goal or better  DRA Level 20  or higher –  67% goal or  better*Nov.201</p>	
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			<p>0 Writing prompt –54% scored 6 or better Theme 3 – 81% goal or better Theme 6 – 86% goal or better End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 86% goal or better) End of Year: Writing prompt –59% scored 8 or better (97% scored 6 or better)</p> <p><u>Grade 2</u> <u>Science</u> Rocks – 91% Rocks – Insects, creatures and crawlers-94 % Sun, shadows, and gravity- 80%</p> <p><u>Grade 2 Social</u> <u>Studies</u> Native Americans - 87% Japan- 94%</p>	
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Measure	Results	
	February	August
Kindergarten Math – Benchmark	Sorting/Classify – 82% goal or better Patterning - 88% goal or better	Counts by 1s to 100 – 92% goal or better Counts back by 1s (10-0) - 96% goal or better

	<p>Counting to 50 – 77% goal or better Measurement – 63% goal or better Estimation – 74% goal or better</p>	<p>Counts-Compare &amp; 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 &amp; 3D Shapes- 99% goal or better Data: Prob. &amp; Stats-95% goal or better AR Identify &amp; Extend Patterns- 93% goal or better AR- Sort &amp; Classify- 90% goal or better</p>
<p><b>Language Arts</b> LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p>	<p><b>Language Arts</b> Rhyming - 78% goal or better Cap LID - 88% goal or better Low LID – 79% goal or better Letter Sounds- 33% goal or better CAP - 65% goal or better</p>	<p><b>Language Arts</b> 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 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><b>Grade 1-2</b> Benchmarks DRA Writing Prompts</p>	<p><b>First Grade Language Arts</b> Theme 3 - 80% goal or better Writing prompt –82% scored 6 or better DRA level 10 or higher 60 % goal or better</p>	<p><b>First Grade Language Arts</b> 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><b>Mathematics</b> <b>K-2</b> Benchmarks</p>	<p><b>First Grade Math</b> BOY – 23% goal or better MOY – assessment 91% goal or better Unit 1 –91% goal or better Unit 2 –86% goal or better Unit 3 –89% goal or better</p>	<p><b>First Grade Math</b> 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 Unit 9- 85% Goal or Better Unit 10- 90% Goal or Better EOY- 94% Goal or Better</p>
<p><b>All other Curriculum Areas</b>  Benchmarks</p>	<p><b>Science</b> Living/Nonliving Things - 88 % goal or better</p>	<p><b>Science</b> Plants- 90% Goal or Better Matter, Force &amp; Motion- 89% Goal or Better Animal Characteristics- 90 % Goal or Better</p>

	<p><b>Social Studies</b> Neighborhoods -94% goal or better</p> <p><b>Grade 2</b> <b>Language Arts</b> Theme 1 – 90% goal or better DRA Level 24 or higher – 65% goal or better Writing prompt 57% scored 6 or better</p> <p><b>Math</b> BOY Assessment- 80% goal or better Unit 1 – 98% goal or better Unit 2 - 96% goal or better Unit 3 -99% goal or better Unit 4 - 99% goal or better</p> <p><b>Science</b> Rocks – 97 % goal or better</p> <p><b>Social Studies</b> Native Americans -90% goal or better</p>	<p><b>Social Studies</b> Mexico- 86% Goal or Better Geog. &amp; Holidays- 82% Goal or Better</p> <p><b>Language Arts</b> 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><b>Math</b> 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><b>Science</b> Insects-95% goal or better Sun, Shadows &amp; Gravity- 81% goal or better</p> <p><b>Social Studies</b> Japan-95% goal or better</p>
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**Tolland Public School**  
**School Improvement Plan**  
2011-2012

<b>School Improvement Plan</b>		2011 - 2012		
<b>Program</b>		Birch Grove Primary School		
<b>School Goal</b>		To Continue to Develop a School that is Responsive to Student, Staff and Family Needs		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) Reduction of office referrals by 5%  2) Reduction of bus reports by 5%	<ul style="list-style-type: none"> <li>• Begin PBIS program training</li> <li>• Increase the use of Second Step Violence Prevention program to every classroom.</li> <li>• Share collaborative Problem solving</li> <li>• Communicate tiers of intervention for behavior management with teachers.</li> <li>• Continue to establish behavioral expectations for Tier 1 interventions prior to referral for the TAT process.</li> <li>• Assistant Principal will monitor cafeteria and recess behavior to reinforce common rules.</li> <li>• Daily sharing about character themes on the morning announcements.</li> <li>• Communicate morning meeting ideas, greetings, and activities with the staff to use in the classroom</li> <li>• Assistant principal will monitor bus behavior and work with bus drivers to reinforce common rules.</li> </ul>	1) Behavior Log maintained by Tom and Mike  2) Bus Tickets	121 office referrals in 2010 -2011  88 bus warnings in 2010 - 2011	No more than 115 office referrals  No more than 84 bus warnings

Measure	Results	
	February	August
Bus Warnings	Kindergarten – 14 First Grade - 14 Second Grade – 14	Kindergarten – 26 First Grade - 42 Second Grade – 28
	Total 42	Total 138
Behavior log	56 office referrals	115 office referrals

**Tolland Public School**  
**School Improvement Plan**  
2011-2012

School Improvement Plan		2011 - 2012			
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"><li>80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA.</li><li>80% of students in grade K-2 will meet goal on the math benchmarks.</li><li>Reduction of TAT referrals by 5%</li><li>Reduction of office referrals by 5%</li></ul>	<b>Language Arts</b> <ul style="list-style-type: none"><li>Investigate use of (DIBELS) progress monitoring guidelines for Tier 1 reading program.</li><li>Develop progress-monitoring form to record interventions for TAT process.</li><li>Monitor progress monitoring guidelines with Tiers 2 and 3 reading intervention programs.</li><li>Provide collaboration with teachers to share best practices for tier 1.</li></ul>		<u>Kindergarten Math – Benchmark</u>	<u>Kindergarten Math – June 2011</u> Counts by 1s to 100 – 84% goal or better Counts back by 1s (10-0) - 95% goal or better Counts- Compare & Order #'s – 81% goal or better PV-ID Numbers to 30 – 78% goal or better Estimation – 88% goal or better Money- Identifies Coins- 67% goal or better Measurement- 91% goal or better Time (Calendar)-78% goal or better Time (Hour)- 92% goal or better 2D & 3D	<u>Kindergarten Math – 80% above goal</u>
	<b>Math</b> <ul style="list-style-type: none"><li>Communicate a Standard Treatment Protocol for Math Intervention for all tiers with teachers.</li><li>Work with the Math Coordinator and Math support teacher to review criteria for determining which students are in need of Math Support.</li><li>Develop a plan for improving Tier 1 math instruction. Investigate guided math instruction</li><li>Continue to revise math intervention assessments to identify needs of the students.</li></ul>		<u>Language Arts LID – Letter ID CAP – Concepts About Print HRSW - Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</u>		<u>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 3</u>
	<b>Behavior</b> <ul style="list-style-type: none"><li>Communicate tiers of intervention for behavior management.</li><li>Begin training in PBIS to implement next year.</li><li>Assistant Principal will monitor the cafeteria and recess</li></ul>		<u>Grade 1-2 Benchmarks DRA Writing Prompts</u>		<u>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</u>
			<u>Mathematics K-2 Benchmarks</u>		<u>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</u>  <u>Mathematics K-2 80% above goal</u>  <u>TAT Less than 75</u>



	<p>behavior to ensure consistency of following rules.</p> <ul style="list-style-type: none"> <li>• Monitor and review BEARS/mentoring program with assistant principal and psychologist</li> <li>• Investigate progress monitoring guidelines for student behavior using Second Step Program.</li> </ul>		<p>Shapes- 84% goal or better Data: Prob. &amp; Stats-83% goal or better AR Identify &amp; Extend Patterns- 90% goal or better AR- Sort &amp; Classify-89% goal or better</p> <p><b><u>Language Arts</u></b> Phoneme Rhyming - 96% goal or better Phoneme Blending - 75% goal or better Phoneme Isolation, Initial Sound – 97% goal or better Letter Names UC- 99% goal or better Letter Names LC - 98% goal or better Letter Sounds – 93% goal or better HF Words- 78% goal or better CAP- 98% goal or better HRSW- 84% goal or better Phonemic Isolation, Final Sound- 73% goal or better Phonemic Segmentation- 88% goal or better End of year: DRA level 3 or higher - 87% goal or better</p>	<p>students participating</p> <p><b><u>Behavior</u></b> Less than 123 student referrals</p>
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			<p><b><u>Grade 1 LA – End of Year</u></b>  Theme 3 - 80 %  goal or better  Writing prompt  –89% scored 6  or better  DRA level 6 or  higher – 62%  goal or better  *Nov.2010</p> <p>Theme 4/5 - 79  % Goal or  Better  Theme 6/7-  87% Goal or  Better  Theme 8/9/10-  88% Goal or  Better  End of Year:  Writing prompt  –74% scored 8  or better (98%  scored 6 or  better)  End of year:  DRA level 18  or higher - 53%  goal or better  (Level 16 or  higher – 78%  goal or better)</p> <p><b><u>First Grade Math</u></b>  BOY – 57%  goal or better  Unit 1 –88%  goal or better  Unit 2 –90%  goal or better  Unit 3 –86%  goal or better  Unit 4 – 92%  Goal or Better  Unit 5- 89%  Goal or Better  MOY-87%  Goal or Better</p>	
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			<p>Unit 6- 90% Goal or Better Unit 7- 88% Goal or Better Unit 8- 93% Goal or Better Unit 9- 83% Goal or Better Unit 10- 90% Goal or Better EOY- 93% Goal or Better</p> <p><b><u>Grade 2 – Math</u></b> BOY Assessment- 81% goal or better Unit 1 – 88% goal or better Unit 2 - 92% goal or better Unit 3 -94% goal or better Unit 4 - 95% goal or better Unit 5- 96% goal or better Unit 6- 90% goal or better Unit 7- 91% goal or better Unit 8-78% goal or better Unit 9-89% goal or better Unit 10 – 84% goal or better EOY Assessment:- 80% goal or better</p> <p><b><u>Grade 2 Language Arts</u></b> <b><u>Language Arts</u></b> 2.2 Nature Walk – 82% goal or better DRA Level 20</p>	
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		<p>or higher – 67% goal or better*Nov.201 0 Writing prompt –54% scored 6 or better Theme 3 – 81% goal or better Theme 6 – 86% goal or better End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 86% goal or better) End of Year: Writing prompt –59% scored 8 or better (97% scored 6 or better)</p> <p><u>Grade 2 Science</u> Rocks – 91% Rocks – Insects, creatures and crawlers-94 % Sun, shadows, and gravity- 80%</p> <p><u>Grade 2 Social Studies</u> Native Americans - 87% Japan- 94%</p> <p><u>TAT</u> 25 students participated in EIP 2010</p>	
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			-2011	
			<u>Behavior</u> 121 office referrals in 2010 -2011	

Measure	Results	
	February	August
<b><u>Kindergarten</u></b> <b>Math – Benchmark</b>	Sorting/Classify – 82% goal or better Patterning - 88% goal or better Counting to 50 – 77% goal or better Measurement – 63% goal or better Estimation – 74% goal or better	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
<b>Language Arts</b> <b>LID – Letter ID</b> CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment	<b><u>Language Arts</u></b> Rhyming - 78% goal or better Cap LID - 88% goal or better Low LID – 79% goal or better Letter Sounds- 33% goal or better CAP - 65% goal or better	<b>Language Arts</b> 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 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
<b>Grade 1-2</b> <b>Benchmarks</b> <b>DRA</b> <b>Writing Prompts</b>	<b><u>First Grade Language Arts</u></b> Theme 3 - 80% goal or better Writing prompt –82% scored 6 or better DRA level 10 or higher 60 % goal or better	<b>First Grade Language Arts</b> 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
<b>Mathematics</b> <b>K-2</b> <b>Benchmarks</b>		

	<p>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><b><u>First Grade Math</u></b> BOY – 23% goal or better MOY – assessment 91% goal or better Unit 1 –91% goal or better Unit 2 –86% goal or better Unit 3 –89% goal or better</p> <p><b><u>Science</u></b> Living/Nonliving Things - 88 % goal or better</p> <p><b><u>Social Studies</u></b> Neighborhoods -94% goal or better</p> <p><b><u>Grade 2</u></b> <b><u>Language Arts</u></b> Theme 1 – 90% goal or better DRA Level 24 or higher – 65% goal or better Writing prompt 57% scored 6 or better</p> <p><b><u>Math</u></b> BOY Assessment- 80% goal or better Unit 1 – 98% goal or better Unit 2 - 96% goal or better Unit 3 –99% goal or better Unit 4 - 99% goal or better</p> <p><b><u>Science</u></b> Rocks – 97 % goal or better</p> <p><b><u>Social Studies</u></b> Native Americans -90% goal or better</p>	<p><b><u>First Grade Math</u></b> 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 Unit 9- 85% Goal or Better Unit 10- 90% Goal or Better EOY- 94% Goal or Better</p> <p><b><u>Science</u></b> Plants- 90% Goal or Better Matter, Force &amp; Motion- 89% Goal or Better Animal Characteristics- 90 % Goal or Better</p> <p><b><u>Social Studies</u></b> Mexico- 86% Goal or Better Geog. &amp; Holidays- 82% Goal or Better</p> <p><b><u>Language Arts</u></b> 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><b><u>Math</u></b> 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><b><u>Science</u></b> Insects-95% goal or better Sun, Shadows &amp; Gravity- 81% goal or better</p> <p><b><u>Social Studies</u></b> Japan-95% goal or better</p>
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Reading Support Tier 2 / Tier 3	<u><b>Reading Support</b></u> Grade 1 - 41 Grade 2 – 41 in the tier 2 & 3 reading support programs  14 students receiving reading support in the two programs	<u><b>Reading Support (8 week sessions)</b></u> Session 1 – 45 students Session 2 – 86 students Session 3 – 72 students Session 4 – 73 students  64 students were serviced in Tier III reading support
Math Support	<u><b>Math Support</b></u> 1st session- 31 children 2 <sup>nd</sup> session - 32 children	<u><b>Math Support (8 week sessions)</b></u> 3rd session- 42 children 4 <sup>th</sup> session - 39 children
TAT/CST/ EIP Log	23 TAT students	45 TAT students
Behavior log	56 office referrals	115 office referrals

# Tolland Public School School Improvement Plan 2011-2012

School/Program	Tolland Intermediate School 2011-2012				
Improvement Goal	To improve reading proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT.				
Measurable Objective	Strategies	Measures	Baseline	Goal	
1.) The percent of students in grades 3, 4 & 5 scoring goal or higher on the reading 2010 CMT will increase from: Grade 3 – 70.0% to 80% Grade 4 – 81.2% to 85% Grade 5 – 78.6%to 83%  2. Continue to increase achievement on Strand 3: Reader Text Connections for all students in Grades 3&4 as measured by the CMT.	TIS Reading Department staff will: <ul style="list-style-type: none"><li>TIS Reading Consultant and Reading Specialist will provide ongoing professional development and consultation to classroom teachers, through direct strategy instruction that includes modeling and guided practice to improve Tier I instruction</li><li>monitor and facilitate professional dialogue regarding curriculum, instruction and student learning at PLC meetings</li><li>analyze student data to provide remedial reading instruction during learning lab</li></ul>	CMT	2011 CMT Grade 3-70.0% Grade 4-81.2% Grade 5-78.6%	2012 CMT Grade 3 - 80% Grade 4 - 85% Grade 5 - 83%	
	TIS Reading Consultant will: <ul style="list-style-type: none"><li>oversee the development and implementation of a RTI action plan (see attached)</li></ul> PLC Teams will: <ul style="list-style-type: none"><li>work with SERC consultants to create and align common formative assessments with the Connecticut English Language Arts grade-level expectations while considering the format and question types on the Connecticut Mastery Test and district benchmark assessments.</li><li>measure student progress by taking into account the number of students already proficient on the pre-assessment and measuring the number proficient by the end of a cycle.</li><li>use benchmark data to analyze student progress to pace and guide instruction</li><li>collaborate during planning to maintain use of best</li></ul>	CMT	2011 CMT Connections Grade 3 – 60% Grade 4 – 64%	2012 CMT Connections Grade 3 – 70% Grade 4 – 70%	





**Tolland Intermediate School**  
**2011 – 2012 School Improvement Plan Results**

Measure	Results	
	February	August
<b>Goal 1:</b> To improve reading proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT.  2. Continue to increase achievement on Strand 3: Reader Text Connections for all students in Grades 3-5 as measured	CMT scores not yet available; test will be taken in March 2012. <u><b>Reading Department Progress</b></u> <ul style="list-style-type: none"> <li>TIS reading specialists have provided ongoing professional development to grade three and four teaching staff.</li> <li>The reading staff continues to attend both PLC meetings and grade level meetings to facilitate professional dialogue regarding curriculum and instruction.</li> </ul> <u><b>PLC Teams</b></u> <ul style="list-style-type: none"> <li>Our involvement with SERC's Analyzing Literacy Data for Tiers of Instruction program has enabled SERC consultants to work with each PLC team. This work has focused on creating common formative assessments and using the data from these assessments to inform instruction and to assist in determining students in need of tier II and tier III intervention.</li> </ul>	2012 CMT Total Reading Score <b>Grade 3</b> % at Goal      % Proficient 2011      70.0      87.0 2012      73.5      87.9 <i>Difference</i> +3.5%    +.9% <b>Grade 4 Vertical Scale Cohort Analysis</b> % at Goal      % Proficient 2011 Gr. 3      70.0      87.0 2012 Gr. 4      74.9      88.3 <i>Difference</i> +4.9%    +1.3 <b>Grade 5 Vertical Scale Cohort Analysis</b> % at Goal      % Proficient 2011 Gr. 4      81.2      91.5 2012 Gr. 5      87.7      93.6 <i>Difference</i> +6.5      2.1% 2. Reader Text Strand 3 Results % at Goal 2011 Gr. 3 60.4 2012 Gr. 4 66.5  2011 Gr. 4 63.8 2012 Gr. 5 76.5
	<ul style="list-style-type: none"> <li>PLC teams continue to utilize</li> </ul>	

by the CMT.	<p>our learning lab period to reinforce weak CMT strands. PLC teams also continue to experiment with flexible grouping arrangements to accommodate the diverse learning needs of TIS students.</p>	
3.) Increase reading proficiency in Special Education subgroup by a minimum of 15% as measured by the CMT	<ul style="list-style-type: none"> <li>• <b><u>Special education staff</u></b></li> <li>• Teachers are participating in a series of professional development sessions aimed at aligning IEP goals and objectives with grade level content strands.</li> <li>• Staff members continue to institute progress monitoring tools associated with IEP goals and objectives.</li> </ul>	<p><i>3. Special Education Subgroup Vertical Scale Analysis</i></p> <p style="text-align: center;">%</p> <p style="text-align: center;"><i>Proficient</i></p> <p>2011 Gr. 3 41.7 2012 Gr. 4 65.5 Difference 24.2</p> <p>2011 Gr. 4 40.0 2012 Gr. 5 Score not reported due to subgroup size fewer than 20</p>
4. All students in grades three and four will demonstrate an improved ability in writing skills as measured by the CMT.	<ul style="list-style-type: none"> <li>• Language arts strands are analyzed as part of the SERC project. General and special education staff members collaborate with SERC staff and PLC teammates, as they modify and accommodate curriculum to meet student needs.</li> </ul>	<p><i>4. Writing Skills – Direct Assessment of Writing Cohort Analysis</i></p> <p style="text-align: center;">% at</p> <p style="text-align: center;"><i>Goal</i></p> <p>2011 Gr. 3 76.2 2012 Gr. 4 84.7</p> <p>2011 Gr. 4 90.1 2012 Gr. 5 82.9</p> <p><b><u>PLC Teams</u></b></p> <ul style="list-style-type: none"> <li>• Our involvement with SERC's Analyzing Literacy Data for Tiers of Instruction program has enabled SERC consultants to work with</li> </ul>

		<p>each PLC team. Staff have focused on specific language arts strands. This work has enabled teachers to pinpoint instructional techniques and make adjustments in their teaching based on immediate feedback from teacher created assessments.</p> <p><b><u>Special Education staff</u></b></p> <ul style="list-style-type: none"> <li>• Professional development sessions focusing on aligning IEP goals and objectives with content strands will continue during the 2012-2013 school year.</li> <li>• The special education department team leader as well as the T.I.S. assistant principal focused on the development and implementation of progress monitoring tools with the staff. These efforts will continue during the 2012-2103. The outcome of these efforts will be a comprehensive menu of research based programs to be used in the remediation of student needs in accordance with IEP goals and objectives.</li> </ul>
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# Tolland Public School

## School Improvement Plan

2011-2012

School/Program		Tolland Intermediate School 2011-2012		
Improvement Goal		Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, as a result of increasing the number of positive interactions and positive reinforcements between staff and students. Baseline data will be collected during year one of PBIS implementation		
Measurable Objective	Strategies	Measures	Baseline	Goal
Implement a systemic SW-PBS model to achieve effective school-wide behavior support for all members of a school community.	<p>The PBIS school "leadership team" will continue to be provided with professional development/training and meet regularly to implement, monitor, and adjust the school-wide behavior program as needed</p> <p>Students will learn and practice new school-wide behavioral expectations, policies and initiatives through the PBIS program</p> <p>Develop lesson plans addressing appropriate behavioral expectations for key areas of the building</p> <p>Specialized group system for students with at-risk behavior</p> <p>Individualized interventions for students with high risk behaviors</p> <p>Teachers will focus on positive incentives as they teach behavioral expectations</p> <p>Design a reward/recognition aspect of the school-wide PBIS program</p> <p>Data, such as office discipline referrals, will be collected and evaluated to target necessary interventions and supports to improve or change student behavior</p> <p>Provide regular teacher recognition/incentives for supporting PBIS</p>	<p>Discipline Referrals</p> <p>Track monthly data on the number of discipline referrals by staff and review of data on a monthly basis</p>	Collect baseline data through SWIS data management software	School-wide implementation of PBIS model.

<p><b>Goal 2:</b> Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, as a result of increasing the number of positive interactions and positive reinforcements between staff and students. Baseline data will be collected during year one of PBIS implementation</p>	<ul style="list-style-type: none"> <li>• The PBIS leadership team has worked to implement a host of new initiatives as well as to improve ongoing initiatives.</li> <li>• Discipline tracking forms are being revised to streamline data collection efforts between the bus company and school system.</li> <li>• The SWIS discipline tracking software is being used to analyze trends in behavioral infractions.</li> <li>• School-wide behavioral expectations were delivered to all TIS students over the course of the first three days of school. Lesson reviews are conducted by TIS administration, and behavioral expectation standards are regularly reviewed by staff.</li> <li>• At-risk students are identified and provided with staff mentors. A check in check out system is used with tier III level students.</li> <li>• The PBIS leadership teams continue to enhance our system of positive recognition through the use of Hawk Cards.</li> </ul>	<ul style="list-style-type: none"> <li>• The PBIS leadership team implemented a number of new initiatives. Among these were:</li> <li>• Regular whole school assemblies</li> <li>• Grade level assemblies Staff member of the month (in conjunction with our student council)</li> <li>• Friday afternoon Bus Chatter. Students are recognized for outstanding accomplishments on this interview show.</li> <li>• Hawk Café enhancements ( in conjunction with the PTO)</li> <li>• Additional privileges were added to our already lengthy list of privileges. Students earn such privileges for being good citizens. All privileges come at no cost to the district.</li> <li>• Discipline tracking system revision will continue into the 2012-2013 school year.</li> <li>• School-wide behavioral expectation lessons were recorded on video. These vignettes were presented to students at PBIS assemblies. These vignettes will be expanded upon during the</li> </ul>
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	<ul style="list-style-type: none"> <li>• The recognition of staff contributions to the TIS community has also begun through our Staff Member of the Month and classroom Clean Sweep Award programs.</li> </ul>	<p>upcoming school year.</p> <ul style="list-style-type: none"> <li>• The check in check out system served 13 students. Students regularly met with assigned mentors. This program will be expanded upon in 2012-2013. Students in the program are indentified through office discipline data.</li> <li>• The Staff Member of the Month program enabled students to vote for any staff member they felt embodied our HAWK rules. This program provides the winner with a preferred parking spot, a gift card as well as a spot on our Bus Chatter show. This community building award was given to custodians, paraprofessionals as well as teachers.</li> </ul>
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**Tolland Public School**  
**School Improvement Plan**  
 2011-2012

<b>School/Program</b>		Tolland Intermediate School 2011-2012		
<b>Improvement Goal</b>		To develop a system of Response to Intervention		
Measurable Objective	Strategies	Measures	Baseline	Goal
To improve existing supports and interventions for student success by implementing a comprehensive RtI Program and evaluating the success through analyzing student performance data	<ul style="list-style-type: none"> <li>• Develop a comprehensive RTI Action plan addressing the following:</li> <li>• A universal screening system will be studied to develop a system for reading.</li> <li>• Research best practice instructional strategies</li> <li>• PLC teams will analyze data through collaborative discussions to inform instructional decisions.</li> <li>• Progress will be monitored as students receive additional tiered interventions</li> <li>• Data collection and management systems will be explored for the purposes of screening, diagnostics and progress monitoring for academics.</li> <li>• Responsibility will be shared among all staff for the academic progress of all students.</li> <li>• Data from universal screening and targeted assessments will be used to inform instruction (intervention and enrichment)</li> <li>• A range of research-based instructional interventions for any student at risk of academic will be in place.</li> <li>• All staff involved in the implementation of RTI receives training in effective use of data for instructional decision making</li> <li>• Through data analysis, PLC Teams will</li> <li>• Identify and monitor struggling students and to</li> </ul>	Implementation of a comprehensive system of SRBI	Use of universal screens for each screen, additional scheduling options	Development of a system of a comprehensive Scientifically Researched Based Interventions



<p><b>Goal 3:</b> To develop a system of Response to Intervention</p>	<ul style="list-style-type: none"> <li>• TIS Book study has been devoted to review of literature on the RTI process. Book study enables all staff to read current literature and discuss its implications on classroom instruction.</li> <li>• Our daily schedule contains a 25 to 30 minute learning lab block each day. The learning lab block enables staff to target priority areas of need with individual students. A collaborative effort between classroom teachers, support staff and paraprofessionals works to meet individual student needs based on performance data.</li> <li>• The development of a student data base is being studied. The database will be used on an ongoing basis from year to year, as assessment data is collected on each student. Universal screening options as well as research-based intervention programs are being studied.</li> <li>• Our participation in the SERC cohort enables consultants to work with staff on analyzing student performance data.</li> </ul>	
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<p><b>Goal 3:</b> To develop a system of Response to Intervention</p>	<ul style="list-style-type: none"> <li>• TIS Book study has been devoted to review of literature on the RTI process. Book study enables all staff to read current literature and discuss its implications on classroom instruction.</li> <li>• Our daily schedule contains a 25 to 30 minute learning lab block each day. The learning lab block enables staff to target priority areas of need with individual students. A collaborative effort between classroom teachers, support staff and paraprofessionals works to meet individual student needs based on performance data.</li> <li>• The development of a student data base is being studied. The database will be used on an ongoing basis from year to year, as assessment data is collected on each student. Universal screening options as well as research-based intervention programs are being studied.</li> <li>• Our participation in the SERC cohort enables consultants to work with staff on analyzing student performance data.</li> </ul>	<ul style="list-style-type: none"> <li>• CREC consultant Lisa Fiano worked with both the special education staff and the entire faculty on the overall structure of the RTI program. She provided staff with resources to assist in the use of progress monitoring tools as well as universal screening measures to assist in the identification of students in need of intervention. Resources Mrs. Fiano provided also included research based intervention programs.</li> <li>• Grade 5 PLC teams utilized student data to analyze performance on both LA and math strands. Students were grouped according to need and placed in groups for learning lab. PLC team members as well as paraprofessionals provided remediation, reteaching or extensions to these groups. Learning lab enabled staff to distribute students into specific groupings to meet their needs. Grade 3 and 4 teachers followed the same model in individual classrooms. All teachers grouped their own students based on performance data</li> </ul>
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	<ul style="list-style-type: none"> <li>• Universal screenings in the form of benchmarks as well as brief screens are being administered and analyzed as we work toward a comprehensive student profile system, complete with specific checks to monitor student progress.</li> <li>• The TIS reading consultant is currently working with the LA coordinator to develop cut points for district assessments. Cut points will be used to assist in the identification of students in need to remedial reading support.</li> </ul>	<p>and worked with them in their own classrooms.</p> <ul style="list-style-type: none"> <li>• A student database is being utilized for students in the intervention program. A school-wide data base to track the ongoing performance of all students will continue to be studied.</li> <li>• Our partnership with SERC has enabled all academic PLC teams to enhance their ability to make specific instructional decisions based on student performance data. Staff are learning to develop common formative assessments which direct instruction toward meeting the needs of every student.</li> <li>• Universal math and reading screenings continue to be implemented. These screenings provide an additional measure to assess the performance of each student on strands.</li> <li>• The ongoing development and tweaking of cut points is occurring. These cut points are being used to assist in identification of students in need of remediation.</li> </ul>
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# Tolland Public School

## School Improvement Plan

2011-2012

School Improvement Plan		2011-2012		
Program		Tolland Middle School		
School Goal		To improve student achievement and literacy		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) 80% of PLC Teams will achieve their PLC Smart Goals.	<ul style="list-style-type: none"> <li>PLC team focus groups meet four times a month, with a vertical team meeting once a month (all subject area PLC teams together)</li> <li>PLC teams will establish norms as per DuFour's Philosophy.</li> <li>Monthly PLC article reviews by staff at the "vertical" monthly meeting</li> <li>PLC Teacher Resource web-site for TMS</li> <li>Curriculum/Benchmark revision and development</li> <li>Benchmark rigor will be maintained with a target of 80% of students performing at an 80% level or higher</li> <li>Professional Development</li> <li>Use of student data to inform instruction</li> <li>Use of RtI Tier I "Best Practices"</li> <li>Identify and remediate all students with areas of weakness</li> <li>Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports.</li> <li>Use of EIP (Early Intervention Project) &amp; Parent Conferences</li> <li>Ongoing implementation of information learned in the DP5 training.</li> </ul>	<ul style="list-style-type: none"> <li>PLC Smart Goals</li> <li>CMT</li> <li>Teacher Reports</li> </ul>	72%	80%
2) Each Cohort of students will maintain or increase their CMT scores.	<ul style="list-style-type: none"> <li>PLC team focus groups</li> <li>Curriculum/Benchmark revision and development</li> <li>Professional Development</li> <li>Use of student data to inform instruction</li> <li>Use of "Best Practices"</li> <li>Identify and remediate all students with areas of weakness</li> <li>Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports.</li> <li>Use of EIP (Early Intervention Project) &amp; Parent Conferences</li> </ul>	CMT results	<u>8<sup>th</sup> Graders</u> Math 89.3 Reading 92.7 Writing 87.0 Science 85.4 <u>7<sup>th</sup> Graders</u> Math 84.3 Reading 91.9 Writing 87.0 <u>6<sup>th</sup> Graders</u> Math 91.3 Reading 94.1 Writing 83.5	Each Cohort will maintain or increase CMT scores

<p>3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks.</p>	<ul style="list-style-type: none"> <li>• LA Curriculum Coordinator will design activities for teachers to help enhance this skill</li> <li>• The objective will be introduced and reevaluated frequently throughout the year</li> <li>• Good writing skills will be emphasized in all subject areas</li> </ul>	<p>- Benchmarks and CMTS</p>	<p>CMT results in writing  <u>8<sup>th</sup> Graders</u>  Writing 87.0  <u>7<sup>th</sup> Graders</u>  Writing 87.0  <u>6<sup>th</sup> Graders</u>  Writing 83.5</p>	<p>Each Cohort will maintain or increase CMT scores in writing</p>
<p>4) To achieve subject specific PLC goals as determined by the PLC teams for the school.</p> <ul style="list-style-type: none"> <li>a) Special Education: Students will demonstrate a greater number of study strategies to utilize in preparation for assessments.</li> <li>b) Social Studies: Students will demonstrate the ability to determine appropriate evidence to support arguments.</li> <li>c) Math: Students will demonstrate competence in traditional multiplication and division methods.</li> <li>d) Science: Students will demonstrate the ability to use appropriate tools and techniques to make observations and gather data.</li> <li>e) PE: Students will maintain or improve their overall fitness level from the previous year.</li> <li>f) UA: To integrate math, science, social studies and language arts into the UA curriculum</li> <li>g) WL: Students will demonstrate enough proficiency to enter high school in the second year of</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings of the entire PLC team (faculty)</li> <li>• “Vertical” team PLC meetings on a regular basis</li> <li>• Focused objectives and information to help PLC teams use data frequently and effectively.</li> <li>• Refreshers on DP5 training.</li> </ul>	<p>PLC Meeting data, PLC reports, Minutes of PLC meetings</p>	<p>Benchmark baseline data for each subject area goal.</p>	<p>&gt;= 80% of the student population will maintain or improve performance over the baseline assessments.</p>

<p>language study, allowing them a greater chance to complete French or Spanish V during their high school career.</p> <p><b>h) LA:</b> Students will demonstrate improved non-fiction reading skills, specifically summarizing, through non-fiction resources including NBC Learn resources.</p>				
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Measure	August																										
1) 80% of PLC Teams will achieve their PLC Smart Goals.	1) <b>81%</b> of the student populations provided interventions have achieved the goals the PLC teams have set for them.																										
2) Each Cohort of students will maintain or increase their CMT scores.	2) <u>Cohort Comparisons</u> <table><tr><th>Grade</th><th>Subject</th><th>2011 – 2012 Scores</th></tr><tr><td rowspan="3">6<sup>th</sup> Grade</td><td>Math</td><td>91.3 / 93.9</td></tr><tr><td>Reading</td><td>94.1 / 90.9</td></tr><tr><td>Writing</td><td>83.5 / 80.1</td></tr><tr><td rowspan="3">7<sup>th</sup> Grade</td><td>Math</td><td>84.3 / 92.0</td></tr><tr><td>Reading</td><td>91.9 / 94.9</td></tr><tr><td>Writing</td><td>79.7 / 88.8</td></tr><tr><td rowspan="4">8<sup>th</sup> Grade</td><td>Math</td><td>89.3 / 88.8</td></tr><tr><td>Reading</td><td>92.7 / 91.7</td></tr><tr><td>Writing</td><td>87.0 / 83.7</td></tr><tr><td>Science</td><td>81.0 (2009) / 80.0 (2012)</td></tr></table>	Grade	Subject	2011 – 2012 Scores	6 <sup>th</sup> Grade	Math	91.3 / 93.9	Reading	94.1 / 90.9	Writing	83.5 / 80.1	7 <sup>th</sup> Grade	Math	84.3 / 92.0	Reading	91.9 / 94.9	Writing	79.7 / 88.8	8 <sup>th</sup> Grade	Math	89.3 / 88.8	Reading	92.7 / 91.7	Writing	87.0 / 83.7	Science	81.0 (2009) / 80.0 (2012)
Grade	Subject	2011 – 2012 Scores																									
6 <sup>th</sup> Grade	Math	91.3 / 93.9																									
	Reading	94.1 / 90.9																									
	Writing	83.5 / 80.1																									
7 <sup>th</sup> Grade	Math	84.3 / 92.0																									
	Reading	91.9 / 94.9																									
	Writing	79.7 / 88.8																									
8 <sup>th</sup> Grade	Math	89.3 / 88.8																									
	Reading	92.7 / 91.7																									
	Writing	87.0 / 83.7																									
	Science	81.0 (2009) / 80.0 (2012)																									
3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks.	3) <u>Writing Performance</u>  Mean Writing performance on the CMT 2011: <b>83.4</b> Mean Writing performance on the CMT 2012: <b>84.2</b> PLC LA Mean Common Assessment performance: <b>74.2</b>																										

4) To achieve subject specific PLC goals as determined by the PLC teams for the school.

- a) Special Education: Students will demonstrate a greater number of study strategies to utilize in preparation for assessments.
- b) Social Studies: Students will demonstrate the ability to determine appropriate evidence to support arguments.
- c) Math: Students will demonstrate competence in traditional multiplication and division methods.
- d) Science: Students will demonstrate the ability to use appropriate tools and techniques to make observations and gather data.
- e) PE: Students will maintain or improve their overall fitness level from the previous year.
- f) UA: To integrate math, science, social studies and language arts into the UA curriculum
- g) WL: Students will demonstrate enough proficiency to enter high school in the second year of language study, allowing them a greater chance to complete French or Spanish V during their high school career.
- h) LA: Students will demonstrate improved non-fiction reading skills, specifically summarizing, through non-fiction resources including NBC Learn resources.

#### 4) PLC Goals:

PLC Group	% of target population attaining Goal
6 Language Arts	100%
6 Math	- Curriculum Work
6 Science	87%
6 Social Studies	69%
7 Language Arts1	84%
7 Language Arts2	69%
7 Math	90%
7 Social Studies	78%
7 Science	100%
World Language	- Curriculum Work
8 Math	100%
8 Science	100%
8 LA1	49%
Speech/Pull Out LA	100%
MathConnect	66%
Physical Education	100%
Reading	65%/43%
MDP	71%
8 LA2	69%
8 Social Studies	90%
TOTAL % of target populations reaching Goal	81%



# Tolland Public School

## School Improvement Plan

2011-12

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>	<ul style="list-style-type: none"> <li>• Provide instruction and programs for students that promote respect and tolerance</li> <li>• Administer Student Survey by the middle of June</li> <li>• Implement a Positive Behavioral Supports program</li> <li>• Implement a systematic process of formative data collection and evaluation on the various SRBI and Rtl programs to evaluate effectiveness during the year as well as at the end of the year.</li> <li>• Make adjustments to program implementations during the year based on formative data to impact effectiveness.</li> </ul>	<p>* 8<sup>th</sup> Grade Exit Surveys</p>	<p>1a) 8<sup>th</sup> Grade: 37% 7<sup>th</sup> Grade: 33% 6<sup>th</sup> Grade: 54%</p> <p>1b) 8<sup>th</sup> Grade: 28% 7<sup>th</sup> Grade: 27% 6<sup>th</sup> Grade: 36%</p> <p>2) 8<sup>th</sup> Grade: 73% 7<sup>th</sup> Grade: 76% 6<sup>th</sup> Grade: 77%</p> <p>3) 8<sup>th</sup> Grade: 37% 7<sup>th</sup> Grade: 34% 6<sup>th</sup> Grade: 55%</p>	<p>For objective(s) one through five, to achieve &gt; = the current percentage.</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>			<p>4) 8<sup>th</sup> Grade: 63% 7<sup>th</sup> Grade: 70% 6<sup>th</sup> Grade: 66%</p> <p>5) 8<sup>th</sup> Grade: 76% 7<sup>th</sup> Grade: 76% 6<sup>th</sup> Grade: 83%</p>	
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Measure	August			
<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>	<b>Survey Results:</b>			
	<b>Item #</b>	<b>Grade</b>	<b>Baseline</b>	<b>EOY*</b>
	1	6	76%	49%
		7	54%	37%
		8	33%	25%
	1b	6	52%	38%
		7	36%	32%
		8	27%	30%
	2	6	80%	82%
		7	77%	73%
		8	76%	77%
	3	6	66%	64%
		7	55%	54%
		8	34%	42%
	4	6	77%	70%
		7	66%	67%
		8	70%	68%
	5	6	81%	92%
		7	83%	82%
		8	76%	78%
	<p>* EOY = End of Year 2012. Data for 6<sup>th</sup> grade was compared Sept 2011 to June 2012, 7<sup>th</sup> and 8<sup>th</sup> grade compared June 2011 to June 2012.</p> <p><b>Other Relevant information (Programs/Procedures):</b></p> <ul style="list-style-type: none"> <li>Guidance counselors visit classrooms regularly to present lessons. (Grades 6-8) Guidance curriculum topics include: Interpersonal relationships, Diversity/Celebrating differences, Bully Proofing/Violence prevention, Conflict resolution, Bully/Victim characteristics, Respect for others, Peer pressure.</li> <li>ROPE (Rite of Passage Experience for 6<sup>th</sup> graders). The ROPE program is a critical Tier I program that</li> </ul>			

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.

- **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. 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. Thirteen students were provided this program in the 2011-2012 school year.
- **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 6<sup>th</sup> 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: *The Devil's Arithmetic* – Holocaust, *Warriors Don't Cry* - Civil Rights Movement - including supplemental poems and resources, *The Pearl* - injustice and oppression, *The Greenies* – prejudice, *Terrible Things: An Allegory of the Holocaust* – and during the Salem Unit with *Tituba* and *A Break with Charity*. 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. *Flowers for Algernon*, demonstrates bullying under the guise of "just kidding around" and "he's our friend." Class projects that exhibit the lessons learned include the creation of an acceptance chain and work on how students can respect and accept people who are different than themselves. Class time in Language Arts is also given to work with non-violent conflict resolution. Social studies also addresses these issues from a historical/societal perspective.
- 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.

- *8<sup>th</sup> Grade Patio & Lunchtime Incentives:* Incentive program that rewards expected behavior by allowing 8<sup>th</sup> graders 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 Friday PBIS weekly incentive activity.
- **Year 2 of Positive Behavioral Supports/Community Blocks/PBIS Lessons:** 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 community blocks 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.) Students also engaged in a "Community Block" three times throughout the year in which the homerooms engaged 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 food and pet supply drives and fundraisers for charities like Crayons for Cancer and the Make a Wish Foundation. Qualitative/Ethnographic data gathered from the homeroom teachers regarding the community blocks was very positive with nearly all teachers indicating students were engaged in the activities and that the activities helped the students value working for others less fortunate, and/or with different circumstances, than themselves.
- Principal's Advisory Group – (Rachel's Challenge extension) 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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders.
- PBIS/SOAR Assemblies, privileges and activities were implemented. Presentations include The Last Lecture, programs on war and the effects of the Cold War, programs on tolerance, and overcoming handicaps/challenges in life by Ryan Martin of the Ryan Martin Foundation.

# Tolland Public School

## School Improvement Plan

2011-12

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
I. To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs	<ul style="list-style-type: none"> <li>• Create an annual TMS State of RtI report that identifies and evaluates the effectiveness of the RtI/SRBI programs and interventions at TMS (Principal).</li> <li>• Involve PLC teams in research and implementation of RtI and SRBI programs.</li> <li>• Implement action plans based on the "TMS State of RtI" report that may include things like teacher training in Tier I supports, and budget and resource planning.</li> <li>• Try to find funding opportunities for specialized Tier II and III programs.</li> </ul>	PLC data, surveys, program evaluation data	A. 86% of students in the TMS Math Development Program met or exceeded goal.	* > = 86% of students in the TMS MRE program will increase their CMT performance by 1 level or more.
			B. 90% of students in the Reading Program met or exceeded goal.	* > = 90% of students in the TMS Reading Program will demonstrate increased CMT performance in Reading by 1 level or more.
			C. 80% of students in the TMS Writing Program increased their baseline performance by 1 level or more.	* > = 80% of students in the TMS Writing Program will increase their CMT performance by 1 level or more

<p>2. To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation “on the fly” to respond and increase the effectiveness of the interventions.</p>	<p>Statistical evidence will be collected and analyzed to evaluate the success of the program(s). Baseline and end of year evaluations will be conducted along with formative assessments during the course of the year.</p> <p>Programs to be evaluated</p> <ul style="list-style-type: none"> <li>• Demerit Program</li> <li>• Privilege Program</li> <li>• EIP Program</li> <li>• PBS</li> <li>• Other <ul style="list-style-type: none"> <li>○ Red Folder</li> <li>○ TMS Anti Bullying Program</li> <li>○ Academy and Achievement Lab</li> <li>○ Homework Club, Enrichment Clubs, etc.</li> </ul> </li> </ul>	<p>* 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Student Surveys</p> <p>*Benchmark data</p> <p>* Formative assessments</p>	<p>Establish baseline effectiveness for various programs for 2011-2012.</p> <p>-----</p> <p><u>Demerit Program:</u> .53% of students received 10 or more demerits.</p>	<p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <p>-----</p> <p>* &lt;= .53% of students will receive 10 or more demerits</p>
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Measure	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><b><u>Math Development Program</u></b></p> <p>Baseline – June 2011: 86% met or exceeded goal  Midyear: 74% met or exceeded goal  End of Year 2012: 71% met or exceeded goal</p> <p>Note: In order to adjust to the reduction of the MDP teacher, the program was changed both at the beginning of the year, and mid-year, and was a paraprofessional supported lab time using the ALEKS program rather than individualized instruction. With the addition of the certified Math teacher in the 2013 year specifically for Math intervention, we can reinstitute the true Math Development Program at TMS.</p> <p><b><u>Reading Support Program</u></b></p> <p>Baseline – June 2011: 90% met or exceeded goal  Midyear: 57% met goal or improved  End of Year 2012: 65% met goal or improved / 84% made some progress.</p> <p>Note: This year the RDP enrolled a number of significantly challenged remedial readers (one to two grades below grade level). This represented about 66% of those students enrolled. By the end of the year, only 27% remained below grade level. A reduction in that population of nearly 40%.</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.

### Writing Program

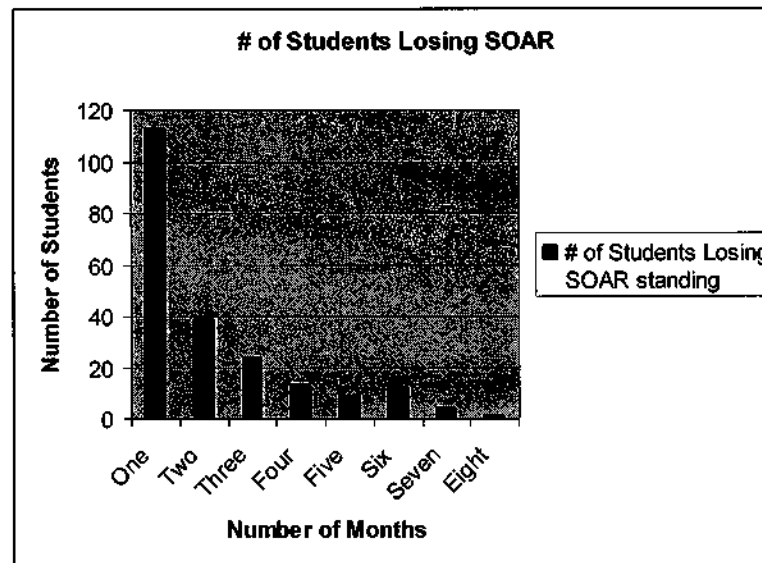
Baseline: 80% of students improved performance  
End of Year: 84% of students improved performance on common assessments, and CMT Writing performance for the cohort jumped from 79.7 to 88.8%.

### Positive Behavioral Interventions and Supports Program

#### Demerit Program:

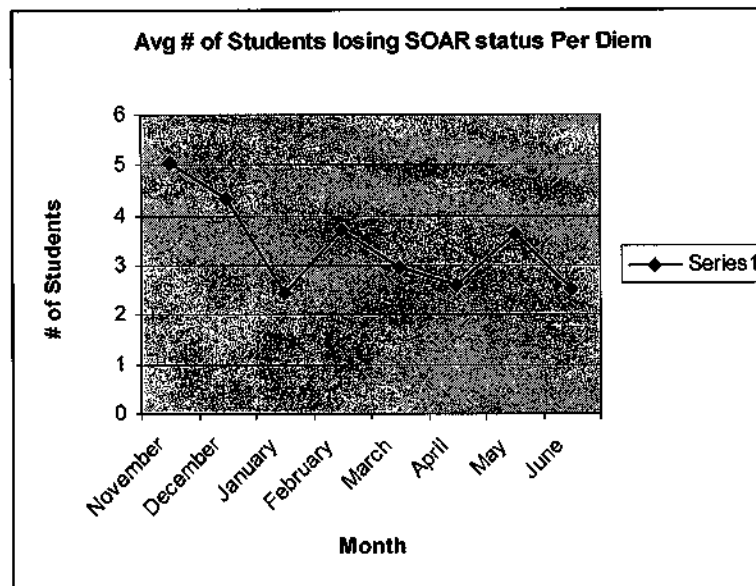
Baseline 2011: .53% of students received 10 or more demerits  
EOY 2012: .82% of students received 10 or more demerits

#### SOAR Standing Data:



Although 113 students lost SOAR standing for one month, this number dropped to 39 for two months, to 24 for 3 months, etc. There were fewer “repeat offenders” with each month. Only 39 students or approximately

5% of the student population lost SOAR standing for more than 3 months.



While about 5 students a day lost SOAR standing in November of 2011, as the year progressed, this number dropped to about two students per day by June 2012.

SET Evaluation (PBIS Progress check by SERC)

Ratings Received:

100% for having a meaningful system for responding

88% for program management

**TMS Anti-Bullying Program**

13 Students received intervention counseling

**Red Folder Program**

Of the 10 students in this retention-prevention program, **zero** were retained, and all showed marked academic improvement.

**Academic Achievement Lab / Academy**

Over **2,500** student work sessions occurred this year. Qualitative results indicate that student performance was positively impacted by the availability of this Tier II program.

**Homework Assistance**

23 Students were assigned to the Homework Club and reported better work completion as a result.

**Principal Advisory Group**

5 PAG meetings were held this year.

**Overall listing of RtI Programs:****Tier I Programs:**

- 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
- Principal Advisory Group

	<p><b>Tier II Programs:</b></p> <ul style="list-style-type: none"><li>- TMS Reading Development Program</li><li>- TMS Math Development Program</li><li>- After School Reading Program</li><li>- Homework Program</li><li>- TMS Anti Bullying Program</li><li>- TMS EIP (Early Intervention Plan Program)</li><li>- TMS Tutor Program</li></ul> <p><b>Tier III Programs:</b></p> <ul style="list-style-type: none"><li>- Red Folder Program</li><li>- Individual Student Plan program</li></ul>
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**Tolland Public School  
School Improvement Plan  
2011-2012**

<b>School/Program</b>		<b>Tolland High School</b>		
<b>Improvement Goal</b>		<b>Improve student literacy (reading, writing, and mathematical) skills at Tolland High School.</b>		
<b>Measurable Objective</b>	<b>Strategies</b>	<b>Measures</b>	<b>Baseline</b>	<b>Goal</b>
1) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Reading Across the Disciplines subtest will increase by 3% as compared to last year's (2010-2011) achievement level.	<p>Administration will provide 9<sup>th</sup> and 10<sup>th</sup> grade English teachers with 8<sup>th</sup> grade CMT data and end-of-year Practice CAPT data to identify students in need of improvement.</p> <p>Under the supervision of the English curriculum director and a school administrator, English department faculty will utilize PLC time to create an articulated curriculum for 10<sup>th</sup> grade English which addresses Connecticut Common Core Standards (CCSS).</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>Modern World History, Russian and Native American teachers will administer common unit tests with open-ended questions that emulate the Reading for Information subtest. Teachers will utilize the 3-point CAPT rubric to collaboratively score at least two of the six questions.</p> <p>Teachers in Marketing, Personal Finance, and Introduction to Business will incorporate Reading for Information activities into instructional lesson plans and use UCompass to monitor individual student's progress.</p> <p>One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one Social Studies will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.</p> <p>Provide Tier II &amp; Tier III academic interventions to identified students in Grade 9 &amp; 10 English classes.</p> <p>Utilize English teacher from the Education Job Funds grant to reduce class size in English classes.</p>	CAPT scores on the Reading Across the Disciplines subtest	52.3%	55.3%

<p>2) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Mathematics subtest will increase by 3% as compared to last year's (2010-2011) achievement level.</p>	<p>Under the supervision of the mathematics curriculum director and a school administrator, mathematics department faculty will utilize PLC time to create an articulated curriculum for 9<sup>th</sup> Grade Algebra 1A &amp; 1B &amp; Geometry courses which addresses Connecticut Common Core Standards (CCSS). They will:</p> <ul style="list-style-type: none"> <li>a.) Unwrap current state standards</li> <li>b.) Power standards</li> <li>c.) Identify units of instruction</li> <li>d.) Align standards</li> <li>e.) Develop big ideas and essential questions</li> <li>f.) Identify student objectives/guiding questions</li> <li>g.) Brainstorm instructional strategies</li> <li>h.) Create pacing guides</li> </ul> <p>Provide Tier II &amp; Tier III interventions to identified students in Grade 9 &amp; 10 mathematics classes.</p> <p>Utilize mathematics teacher from the Education Job Funds grant to reduce class size in 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>CAPT scores on the Mathematics subtest</p>	<p>66.9%</p>	<p>69.9%</p>
<p>3) The mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to last year's achievement level.</p>	<p>English 11<sup>th</sup> &amp; 12<sup>th</sup> grade teachers will utilize daily sample questions that mimic SAT Critical Reading questions. Teachers will provide answers and explanations as well as a discussion of the type of question and pertinent test-taking strategies. Results will be compiled for analysis on Mastery Manager.</p>	<p>Mean SAT Critical Reading Test score</p>	<p>Mean score: 539</p>	<p>Mean score: 543</p>

Measure	Results	
	February	August
CAPT scores on the Reading Across the Disciplines subtest	1) TBD	1.) 56.3% (represents a 4% increase when compared to 2011 scores)
CAPT scores on the Mathematics subtest	2) TBD	2.) 65.2% (represents a 1.7% decrease when compared to 2011 scores)
Mean SAT Critical Reading Test score	3) TBD	3.) TBD

**Tolland Public School**  
**School Improvement Plan**  
2011-2012

<b>School/Program</b>		Tolland High School		
<b>Improvement Goal</b>		Improve school climate among all members of the Tolland High School community.		
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1a) Reduce the number of disciplinary referrals by 10% for the 2011-2012 school year as compared to the 2010-2011 school year.</p> <p>1b) Reduce the number of disciplinary incidents resulting in OSS and ISS by 10% as compared to the 2010-2011 school year.</p>	<p><b>Implement Positive Behavior Intervention &amp; Supports (PBIS)</b></p> <ul style="list-style-type: none"> <li>• Seven teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 2 PBIS training</li> <li>• Develop curriculum and lesson plans for pre-identified areas, specifically hallways and cafeteria</li> <li>• Model expectations for students by having students demonstrate cafeteria expectations and teachers engage in discussions with students related to hallway expectations</li> <li>• Train staff on using new disciplinary referral and utilization of PRIDE passes</li> <li>• Communicate with support staff, including paraprofessionals, custodians, and cafeteria workers regarding expectations and PRIDE passes</li> <li>• Provide weekly incentives and drawings for students earning PRIDE passes</li> <li>• Analyze disciplinary data on SWIS system</li> </ul> <p><b>Implement consistent ISS procedures for academic work and student behavior, inclusive of a community service component.</b></p> <p><b>The Student Council will be invited to participate in the development and implementation of any new school discipline policies and regulations to assure student input is considered and included in revisions.</b></p>	Power School Discipline Log	1a) 1,485 disciplinary referrals	1a) 1,336 disciplinary referrals
		Power School Log Entries	1b) OSS = 22 incidents; ISS = 207 incidents	1b) OSS = 20 incidents; ISS = 186 incidents



<p>2a) Increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #2 (I feel the THS policies and staff keep me physically safe while I'm in school) in the end of year survey.</p> <p>2b) Increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #3 (I am not picked on, teased, or bullied during school hours) in the end of year survey.</p> <p>2c) Increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #4 (When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS) in the end of year survey.</p> <p>2d) Increase the percentage of favorable responses (strongly agree &amp; agree) by 5% for item #9 (I have at least one adult at school, besides my school counselor, who cares about me) in the end of year survey.</p> <p>2e) Increase the percentage of favorable responses (strongly agree &amp; agree) by 5% to item #13 (I feel a sense of pride in being a student at Tolland High School) in the end of year survey.</p>	<p>The end-of-year survey will be conducted and analyzed by June 30<sup>th</sup>.</p> <p>Over 20 teachers and 30 students will attend two training sessions on October 19<sup>th</sup> and November 10<sup>th</sup> for the Anti-Defamation League's Names Can Really Hurt Us program to co-facilitate break-out sessions during the assembly on December 1<sup>st</sup>.</p> <p>Meet regularly with students from VOICES to focus on issues surrounding bullying and name-calling, alcohol and drug awareness, and teen suicide prevention.</p> <p>An advisory design team will develop curriculum for an advisory program to be implemented in the 2012-2013 school year.</p>	<p>End-of-Year Survey</p>	<p>2a) 56% of students responded favorably</p> <p>2b) 70% of students responded favorably</p> <p>2c) 32% of students responded favorably</p> <p>2d) 72% of students responded favorably</p> <p>2e) 41% of students responded favorably</p>	<p>2a) 61% of students will respond favorably</p> <p>2b) 75% of students will respond favorably</p> <p>2c) 37% of students will respond favorably</p> <p>2d) 77% of students will respond favorably</p> <p>2e) 46% of students will respond favorably</p>
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Measure	Results	
	February	August
Power School Discipline Log	1a) 395 disciplinary referrals	1a) 897 disciplinary referrals (588 referrals less than the previous year which represents a 40% decrease)
ED166 State Discipline Referral Report	1b) OSS = 7 incidents; ISS = 49 incidents	1b) OSS = 16 incidents (Six OSS less than the previous year which represents a 27% decrease); ISS = 144 incidents (63 ISS less than the previous year which represents a 30% decrease)
End of Year Survey	2a) N/A 2b) N/A 2c) N/A 2d) N/A 2e) N/A	2a) 59% of students responded favorably (3% increase) 2b) 60% of students responded favorably (10% decrease) 2c) 31% of students responded favorably (1% decrease) 2d) 75% of students responded favorably (3% increase) 2e) 42% of students responded favorably (1% increase)

**Tolland Public School**  
**School Improvement Plan**  
2011-2012

School/Program		Tolland High School			
Improvement Goal		Implement RTI at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
Seven members of the PBIS team will attend 95% of the PBIS training sessions.	<b>Implement Positive Behavior Intervention &amp; Supports (PBIS) to provide academic and behavioral interventions</b> <ul style="list-style-type: none"><li>Seven teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 2 PBIS training</li><li>Develop curriculum and lesson plans for pre-identified areas, specifically hallways and cafeteria</li><li>Model expectations for students by having students demonstrate cafeteria expectations and teachers engage in discussions with students related to hallway expectations</li><li>Train staff on using new disciplinary referral and utilization of PRIDE passes</li><li>Communicate with support staff, including paraprofessionals, custodians, and cafeteria workers regarding expectations and PRIDE passes</li><li>Provide weekly incentives and drawings for students earning PRIDE passes</li><li>Frequent communication with parents via website, newsletters, and open houses regarding PBIS including</li><li>Analyze disciplinary data on SWIS system and PRIDE pass data</li></ul>	Attendance at PBIS training sessions	0%	95%	
60% of the staff will utilize PRIDE passes to recognize positive student behavior.		% of staff issuing PRIDE passes	0%	60%	
Student Intervention Team (SIT) will meet 30 times during the course of the 2011-2012 school year.		Student Intervention Team (SIT) will meet once per week to discuss students who are having academic and/or behavioral difficulties at THS.	# of SIT Meetings	30 meetings	30 meetings

<p>SIT will record 100% of the interventions that are attempted by teachers as part of the referral process.</p>	<p>SIT will document the type of Tier I interventions that have been attempted by teachers as part of the referral process.</p>	<p>SIT Intervention Log</p>	<p>N/A</p>	<p>100% of pre-referral interventions recorded</p>
<p>SIT will record 100% of the interventions that are suggested as part of the SIT process.</p>	<p>Utilize Social Worker from Education Job Funds grant to provide Tier II and/or Tier III behavioral interventions.</p> <p>Analyze 8<sup>th</sup> grade and 9<sup>th</sup> grade student data to identify approximately 35 to 40 students for Tier II and Tier III academic interventions. Communicate with identified student's parents and make necessary schedule changes as needed.</p> <p>Implement two skinny blocks in the school schedule to allow implementation of RTI to provide Tier II and Tier III academic interventions.</p>	<p>SIT Intervention Log</p>	<p>N/A</p>	<p>100% of post-referral interventions recorded</p>

Measure	Results	
	February	August
Attendance at PBIS training sessions	86% of the PBIS seven-member team has attended 100% of the training session offered to date (Training date was rescheduled due to Storm Alfred)	On 1/13/12, 6 of 7 team members attended PBIS Year 2-Day 1 training. On 4/26/12, 7 of 7 team members attended PBIS Year 2-Day 2 training. On 6/5/12, 7 of 7 members attended PBIS Year 2-Day 3 training. Overall, 95% of the team members attended PBIS Year 2 training.
Percent of staff utilizing PRIDE passes to recognize positive student behavior	100% of administrators (3 out of 3) and 88% of teachers (60 out of 68) have utilized PRIDE passes to recognize positive student behavior.	100% of administrators (3 out of 3) and 89% of teachers (65 out of 73) have utilized PRIDE passes to recognize positive student behavior.
# of SIT Meetings	The SIT has met 19 times. (9/21/11; 9/28/11; 10/5/11; 10/12/11; 10/19/11; 10/26/11; 11/9/11; 11/16/11; 11/23/11; 11/30/11; 12/7/11; 12/14/11; 12/21/11; 1/4/12; 1/11/12; 1/18/12; 1/25/12; 2/1/12; 2/15/12)	The SIT has met 33 times. (In addition to the dates reported in February, the team met on 2/22/12; 2/29/12; 3/7/12; 3/14/12; 3/21/12; 3/28/12; 4/4/12; 4/11/12; 5/2/12; 5/9/12; 5/16/12; 5/23/12; 5/30/12; 6/13/12)
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.	100% of the pre-referral interventions attempted by teachers have been recorded.
SIT Intervention Log	As part of the SIT process, the	100% of the post-referral

	team has recorded 100% of the post-referral interventions that have been suggested by the team.	interventions that have been suggested by the team have been recorded.
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**TO: Members of the Board of Education**

**FROM: William D. Guzman**

**DATE: August 22, 2012**

**SUBJECT: Tolland High School Field Improvement Projects – Status Report**

This memorandum is to provide you with an update on the proposed field lights and artificial turf projects at Tolland High School. The 2012/2013 Capital Improvement Plan includes a sum of \$300,000 for erecting field lights at the High School (see attached Plan Summary). On July 10, 2012, the Town Council approved a bond authorization that included the \$300,000 for the lighting project.

The cost for preparing the plans and specification for the project totals an additional \$35,000 for which the Town Manager is seeking funding from outside sources. The specification will be prepared by CME Associates of Woodstock who are currently under an hourly basis contract with the Town.

Once the funding is secured for preparing the specifications for the projects, the timeline for the work will be as follows:

- Design and bidding – 8 weeks
- Construction – 16 weeks

Finally, the Town Manager received approval from the Town Council on July 24, 2012, to apply for a Small Town Economic Assistance Program (STEAP) grant in the amount of \$500,000 for the installation of artificial turf at the High School playing field. Should the grant be approved, this project would be completed during the summer of 2013.

WDG:ca

**FIVE YEAR CAPITAL IMPROVEMENT PLAN**  
**BUDGET SUMMARIES FOR FISCAL YEARS 2012-2013 THROUGH 2016-2017**

PROJECT SUMMARY DESCRIPTIONS	Project Cost	Existing Funds	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016	FY 2016-2017	Funding Totals FY 2013-2017
<b>TOWN ADMINISTRATION</b>								
<i>Town Administration</i>								
Replacement of Light Duty Vehicles	131,326		27,877	27,877	27,877	25,906	21,789	131,326
Board of Education Vehicles	41,000		21,000	20,000				41,000
Tolland Green Routes 195 and 74 Corridor Improvements	3,050,000			250,000		2,800,000		3,050,000
<b>SUBTOTAL TOWN ADMINISTRATION</b>	<b>3,222,326</b>	<b>0</b>	<b>48,877</b>	<b>297,877</b>	<b>27,877</b>	<b>2,825,906</b>	<b>21,789</b>	<b>3,222,326</b>
<b>BOARD OF EDUCATION</b>								
<i>Parker Memorial School</i>								
Roof Replacement	575,300				575,300			575,300
Demolish Portable Classroom	15,000				15,000			15,000
Boiler	625,000				625,000			625,000
<i>Tolland Intermediate School</i>								
Driveway and Parking Lot Paving	130,000		130,000					130,000
Replacement and Removal of Asbestos Floor Tile	414,000			414,000				414,000
Skylight Replacement	18,000			18,000				18,000
Gym Door Removal	54,000			54,000				54,000
Remove and Repair Concrete Front Entrance Sidewalk	21,840				21,840			21,840
<i>Tolland Middle School</i>								
Track Resurfacing	115,000		115,000					115,000
Gym Door Removal	60,000			60,000				60,000
Roof Replacement on Modular Classrooms	18,500				18,500			18,500
Replacement of Locker Fronts	15,310					15,310		15,310
Library/Guidance/Office HVAC	60,500						60,500	60,500
<i>Birch Grove Primary School</i>								
Parking Lot Paving	200,000					100,000	100,000	200,000
<i>Tolland High School</i>								
Track Resurfacing	70,000						70,000	70,000
Lights for Stadium Field	300,000		300,000					300,000
<i>District Wide</i>								
Upgrade Analysis	10,000		10,000					10,000
Camera Upgrade and Base Equipment	35,000			35,000				35,000
HVAC Replacement Study	25,000					25,000		25,000
<b>SUBTOTAL BOARD OF EDUCATION</b>	<b>2,762,450</b>	<b>0</b>	<b>555,000</b>	<b>581,000</b>	<b>1,255,640</b>	<b>140,310</b>	<b>230,500</b>	<b>2,762,450</b>



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

**FROM: William D. Guzman**

**DATE: August 22, 2012**

**SUBJECT: Special Education Program Reviews**

Attached for your information are two communications from the State Department of Education on the status of two (2) separate reviews of the Special Education Program.

They are:

1. 2010 -11 District Annual Performance Reports and Determinations from Stefan Pryor, Commissioner of Education (letter)
2. General Supervision/Focused Monitoring Program File Review from Jay Brown, Bureau of Special Education (email)


These reviews are indicative of the work and effort of Kathleen Raymond, Director of Pupil Services, her staff, principals and teachers in each of the schools.



**STATE OF CONNECTICUT  
STATE BOARD OF EDUCATION**



**TO:** Superintendents of Schools

**FROM:** Stefan Pryor, Commissioner of Education 

**DATE:** July 11, 2012

**SUBJECT:** 2010-11 District Annual Performance Reports and Determinations

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA) 2004, each state must have in place a performance plan that evaluates the state's efforts to implement the intent and requirements of the law and describes how states will implement this law. Connecticut's State Performance Plan (SPP) is an eight-year plan that describes the state's performance on 20 indicators around special education, including targets and improvement activities for each year. The SPP was originally developed in 2005 by a broad stakeholder group consisting of parents, school district personnel and state representatives. An annual performance report of progress on SPP activities was submitted to the U.S. Department of Education on February 1, 2012.

States must also report annually to the public on the performance of each district in relation to the targets in the SPP under IDEA section 616(b)(2)(C)(ii)(1). Upon a review of that data, the states must determine the assignment of each district to one of four categories, consistent with IDEA requirements: *Meets Requirements*; *Needs Assistance*; *Needs Intervention*; or *Needs Substantial Intervention*. The Connecticut State Department of Education (CSDE) is now issuing determinations based on districts' 2010-11 data.

According to the data used from your district's Annual Performance Report (APR), the CSDE would like to acknowledge the district's efforts in being one of 127 districts to be assigned to *Meets Requirements* in the identified areas used to make the determination for 2010-11. The APR can be accessed on the CSDE's Web site at:  
[http://www.csde.state.ct.us/public/help/sedac/default.aspx?sec=Annual\\_Performance\\_Reports&ss=null](http://www.csde.state.ct.us/public/help/sedac/default.aspx?sec=Annual_Performance_Reports&ss=null).

While each indicator has data displayed, only indicators 4B, 9-13, 15 and 20 were used to make the determination. The state's SPP and APR are also posted for public access on the CSDE Web site.

Finally, please share this information with your staff and parents as we work toward improving outcomes for all students, including students with disabilities. Contact Michael Tavernier in the Bureau of Special Education at 860-713-6929 or [michael.tavernier@ct.gov](mailto:michael.tavernier@ct.gov) for questions about the SPP, APR or the determination process.

SP:mtt

cc: Charlene Russell-Tucker, Chief Operating Officer  
Anne Louise Thompson, Chief, Bureau of Special Education  
Michael Tavernier, Education Consultant  
Diane Murphy, Education Consultant

State of Connecticut  
 Department of Education  
 Bureau of Special Education  
 2012 IDEA District Determination Process (2010-11 Data)

Pursuant to Section 616(b)(2)(C)(i) of the Individuals with Disabilities Education Improvement Act (IDEA 2004) and 34 C.F.R. Section 300.602(b), states are required to make determinations annually on the performance of districts within the state and publicly disseminate those determinations. States are required to compare district level data and performance in relation to state established targets found in the State Performance Plan (SPP), as well as compliance indicators established by the U.S. Office of Special Education Programs (OSEP). Consistent with OSEP's determination upon states, there are four categories that districts may be assigned into:

- A) *Meets Requirements;*
- B) *Needs Assistance;*
- C) *Needs Intervention; or*
- D) *Needs Substantial Intervention.*

The Connecticut State Department of Education (CSDE) used the following *compliance indicators* (indicators that have targets set by OSEP at 0% or 100%) found in the SPP for making district determinations based on data and performance:

- Indicator 4B – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups that is the result of noncompliant policies, procedures or practices. Based on 2009-10 data. Target = 0 %
- Indicator 9 - Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target = 0 %
- Indicator 10 - Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target = 0 %
- Indicator 11 - Percent of children with parental consent to evaluate, who were evaluated within State-established timelines. Target = 100%
- Indicator 12 - Percent of children referred by Part C at least 90 days prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. Target = 100 %
- Indicator 13 - Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals. Target = 100%
- Indicator 15 - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification . Target = 100%
- Indicator 20 - District level data were submitted in a timely and accurate manner, according to state guidelines, using the following data collections: SEDAC-Oct. 1 Child Count, Evaluation Timelines, Early Childhood Outcomes, ED 166 Discipline Data, and Exiters PSIS/SEDAC Data. Target = 100%

<p style="text-align: center;"><b>2012</b> <b><u>Determination</u></b> <b><u>Indicators</u></b></p>
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**Indicator 4B** – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups

- Met Target = Zero areas of significant discrepancy due to noncompliant policies, procedures or practices
- Did not meet target = At least one area of significant discrepancy due to noncompliant policies, procedures or practices

**Indicator 9** – Disproportionate representation in special education for racial and ethnic groups

- Met Target = Zero areas of disproportionality due to inappropriate identification
- Did not meet target = At least one area of disproportionality due to inappropriate identification

**Indicator 10** – Disproportionate representation in specific disability categories for racial and ethnic groups

- Same as Indicator 9 above

**Indicator 11** – Determine eligibility within State-established timelines

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase  $\geq 10\%$  over previous year
- Did not meet target =  $< 100\%$  performance and not in substantial compliance or making progress

**Indicator 12** – Implement IEPs by age 3

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase  $\geq 10\%$  over previous year
- Did not meet target =  $< 100\%$  performance and not in substantial compliance or making progress
- Not Applicable = District does not have early childhood/preK students

**Indicator 13** - Secondary transition goals and services

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase  $\geq 10\%$  over previous year
- Did not meet target =  $< 100\%$  performance and not in substantial compliance or making progress
- Not Applicable = district does not have a high school

**Indicator 15** – General supervision: Noncompliance corrected within one year

- Met Target = Zero areas of outstanding noncompliance
- Did not meet target = One or more citations of outstanding noncompliance

**Indicator 20** – Data are submitted in a timely and accurate manner

- Met Target = 100%
- Did not meet target = One or more data submissions beyond established deadline and/or determined inaccurate

NOTE: *Performance indicators* (1, 2, 3, 4A, 5, 6, 7) are currently under consideration for inclusion in making district determinations. Performance indicators are those that have targets set by the CSDE with broad stakeholder input. See the SPP for targets.

<p style="text-align: center;"><b><u>Criteria used to make 2012 Determinations</u></b></p>
--

The CSDE used the following criteria to make 2012 determinations (2010-11 data) under indicators 4B, 9, 10, 11, 12, 13, 15 and 20. Please note that for the purposes of making determinations, indicator ratings of *Substantial Compliance* and *Making Progress* are considered equivalent to *Meeting Target*.

**Meets Requirements**

All of the above indicators met target, were in substantial compliance or were making progress toward the target

**Needs Assistance**

Level 1 = one or two indicators did not meet the target

Level 2 = one or two indicators did not meet the target AND at least one is the same as the previous year

**Needs Intervention**

Level 1 = three or more indicators did not meet the target

Level 2 = three or more indicators did not meet the target, AND the district was at Needs Intervention or Needs Substantial Intervention in the previous year, AND at least one indicator is the same as the previous year

**Needs Substantial Intervention**

The same indicator has not met the target for five or more consecutive years;

OR

The CSDE has determined that the district failed to substantially comply which significantly affects the core requirements of the program, such as the delivery of services to children with disabilities or state exercise of general supervision;

OR

The CSDE has determined that the district is unwilling to comply.

<p style="text-align: center;"><b><u>Enforcement</u></b> <b><u>Actions</u></b></p>
--

The IDEA regulations at 34 C.F.R. Section 300.600(a) specifically designate the enforcement actions that states must apply after a district's determination is made.

Determination	Level	Enforcement Actions
Meets Requirements		None
Needs Assistance	1	None
	2	<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas in need of assistance <i>AND/OR</i></li> <li>Identify the district as a high risk grantee and impose conditions on use of funds</li> </ul>
Needs Intervention	1	<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas in need of assistance <i>AND/OR</i></li> <li>Identify the district as a high risk grantee and impose conditions on use of funds <i>AND</i></li> <li>Require the district to prepare and implement a corrective action plan to correct the identified areas</li> </ul>
	2	<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas in need of assistance <i>AND</i></li> <li>Identify the district as a high risk grantee and impose conditions on use of funds <i>AND</i></li> <li>Require the district to prepare and implement a corrective action plan to correct the identified areas</li> </ul>
Needs Substantial Intervention		<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas of noncompliance <i>AND</i></li> <li>Identify the district as a high risk grantee and impose conditions on use of funds <i>AND</i></li> <li>Require the district to prepare and implement a corrective action plan to correct the identified areas <i>AND</i></li> <li>Withhold, in whole or in part, further payments to the district</li> </ul>

ATTACHMENT 2



Raymond, Kathleen <kraymond@tolland.k12.ct.us>

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## **General Supervision/Focused Monitoring Program File Review - Congratulations!**

1 message

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**Brown, Jay** <Jay.Brown@ct.gov>  
To: "Brown, Jay" <Jay.Brown@ct.gov>

Wed, Jul 25, 2012 at 9:43 AM

### **General Supervision/Focused Monitoring Program File Review –**

In May 2012, your district received notification from the Connecticut State Department of Education (CSDE), Bureau of Data Collection, Research and Evaluation (BDCRE), that your district was selected for participation in the CSDE's Special Education Data Application and Collection (SEDAC) Desk Audit System.

Subsequent to that notification, your Superintendent of Schools received notice that, as part of the focused monitoring system for students with disabilities in Connecticut, the BSE was also conducting a program file review for each of the students from your district for whom the BDCRE had requested data.

Within the scope of the program file review, your district has demonstrated full compliance with the Individuals with Disabilities Education Improvement Act (IDEA).

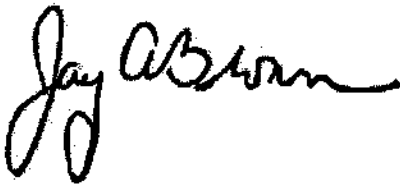
**Congratulations! No corrective actions are required of your district.**

The results of the BSE program file review are *one* consideration in determining which districts will be selected to participate in the "How to Create a Data Wall" focused monitoring session scheduled for October 17, 2012, and the "Data Showcase and Presentation of District Data" session scheduled for November 27, 2012.

Please continue to set aside these dates in anticipation of attending the events with a district team. Should you be chosen for participation in the Data Wall events, further information will be forwarded and will include requirements for the composition of your district team.

Notification regarding the status of your participation will be forwarded no later than August 15, 2012. If your district is chosen for participation, your notification will be accompanied by further instructions to best assist you in preparing for the events.

If you have any questions or need additional information, please contact Jay Brown at 860-713-6918 or [jay.brown@ct.gov](mailto:jay.brown@ct.gov).



Jay A. Brown

Bureau of Special Education

Connecticut State Department of Education

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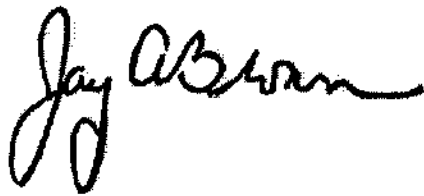


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**TO: Members of the Board of Education**

**FROM: William D. Guzman**

**DATE: August 22, 2012**

**SUBJECT: Resolution to Amend the Tolland Public Schools 403(b) Retirement Plan**

The attached correspondence (see Attachment 1) outlines the changes required to Tolland's 403(b) plan document in accordance with recent guidance concerning the following acts:

- Heroes Earnings Assistance and Relief Tax Act of 2008 (HEART)
- Worker, Retiree, and Employer Recovery Act of 2008 (WRERA)

The OMNI Group, Inc. who implements the 403(b) plan for the District has drafted an amendment (see Attachment 2) to ensure our plan's compliance with regard to the HEART/WRERA Acts of 2008.

The Administration recommends that the Board adopt the attached resolution and authorize the Superintendent to sign a resolution to amend the Tolland Public Schools 403(b) Retirement Plan.

**Jane Neel**

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**Subject:** FW: HEART/WRERA Amendment

**From:** Zach Keep [mailto:[ZKeep@omni403b.com](mailto:ZKeep@omni403b.com)]  
**Sent:** Wednesday, July 18, 2012 9:58 AM  
**To:** [jregina@tolland.k12.ct.us](mailto:jregina@tolland.k12.ct.us); [djablowski@tolland.k12.ct.us](mailto:djablonowski@tolland.k12.ct.us)  
**Subject:** RE: Heart/wrera Amendment

Dear Valued Client,

In accordance with recent IRS guidance concerning the Heroes Earnings Assistance and Relief Tax Act of 2008 (HEART) and the Worker, Retiree, and Employer Recovery Act of 2008 (WRERA), certain changes are required to be made to your 403(b) plan document.

The HEART act is designed to provide assistance to 403(b) participants serving in the armed forces as well as their families. HEART impacts 403(b) plans primarily by:

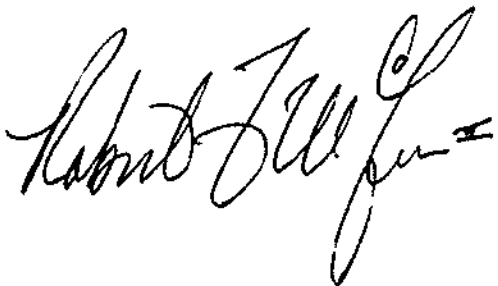
- Facilitating distributions for individuals engaged in active military service,
- Allowing the inclusion of "differential pay" as includible compensation for contribution limitation purposes,
- Allowing for the suspension of payments against any outstanding 403(b) loans,
- Applying the protections afforded to service members under section 414(u) of the code as it pertains to 403(b) plans.

The WRERA act's primary impact was to allow for the waiver of Required Minimum Distributions (RMDs) in 2009.

To ensure your plan's compliance, OMNI is pleased to provide the attached amendment for adoption by your organization's governing body/ authorized representative. After execution of the attached amendment, please return a signed copy to OMNI by reply e-mail so that our records may be updated.

It is important to note that all 403(b) plans must be updated to comply with HEART/WRERA no later than **December 31, 2012**. If you have any questions concerning HEART/WRERA, or your plan amendment process, please do not hesitate to contact Zachary Keep at 877-544-6664 ext 140, or by replying to this e-mail.

Sincerely,



Robert F. McLean, II  
General Counsel/Director of Compliance

**RESOLUTION TO AMEND  
THE Tolland Public Schools  
403(b) RETIREMENT PLAN**

WHEREAS, the Tolland Public Schools ("Employer") maintains the Tolland Public Schools 403(b) Retirement Plan Document ("Plan"); and

WHEREAS, the Plan was duly adopted on the 9<sup>th</sup> day of December, 2009 by the Employer; and

WHEREAS, the Employer desires to conform the Plan to the requirements of the Heroes Earnings Assistance and Relief Act of 2009 ("HEART") and the Worker, Retiree and Employer Recovery Act of 2008 ("WRERA");

NOW, THEREFORE, BE IT RESOLVED that sections **1.16 Includible Compensation**, **1.24 Severance from Employment**, **4.1 Loans**, and **5.3 Minimum Distributions**, of the Plan are hereby amended to read as follows:

**1.16 Includible Compensation**

An Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of \$200,000 (or such higher maximum as may apply under Section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws. Beginning in 2009 and thereafter, such term also includes any "differential pay" that may be received while performing qualified military service under Section 414(u) of the Code.

**1.24 Severance from Employment**

For purpose of the Plan, Severance from Employment means severance from employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same State or local government employer). Notwithstanding any provision to the contrary, a Participant is treated as having a severance from employment during any period that such individual is performing service in the uniformed services described in Code §3401(h)(2)(A).

**4.1 Loans**

Loans shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured. Any such loans shall satisfy the requirements of Code section 72(p) and applicable Treasury Regulations.

Loan applications shall be reviewed and authorized by the Employer's agent, i.e. third party administrator, and said agent shall inform the Service Provider of such authorization so as to proceed with the Service Provider's process of issuance of the loan.

**Information Coordination Concerning Loans.** Each Service Provider is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in this Section, including the collection of information from Service Providers, and transmission of information requested by any Service Provider, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Service Providers, and transmission of information to any Service Provider, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.

**Maximum Loan Amount.** No loan to a Participant under the Plan may exceed the lesser of:

- (a) \$50,000, reduced by the greater of (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or (ii) the highest outstanding balance on loans from the Plan to the

Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period); or

(b) One half of the value of the Participant's vested Account Balance (as of the valuation date immediately preceding the date on which such loan is approved by the Administrator).

For purposes of this Section 4.1, any loan from any other plan maintained by the Employer and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

Loan Repayments for Employees in Qualified Uniformed Service. Notwithstanding any other provision of an applicable Individual Agreement, loan repayments by eligible uniformed services personnel maybe suspended as permitted under Section 414(u)(4) of the Code and the terms of any loan shall be modified to conform with such requirements.

### **5.3 Minimum Distributions**

Each Individual Agreement shall comply with the minimum distribution requirements of Section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of Section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of Section 1.408-8 of the Income Tax Regulations, except as provided in Section 1.403(b)-6(e) of the Income Tax Regulations. Notwithstanding the preceding, any distributions otherwise required under this section for the 2009 tax year are waived in accordance with the provisions of the Worker, Retiree and Employer Recovery Act of 2008, unless such waiver cannot be accommodated under the Individual Agreement that governs a Participant's Account.

BE IT FURTHER RESOLVED that the Plan shall include the following new sections **5.7 Qualified Military Service Distributions** and **9.12 Qualified Military Service Benefits**:

### **5.7 Qualified Military Service Distributions**

Any Participant whose employment is interrupted by qualified uniformed service in the military under section 414(u) of the Code and dies or incurs a Disability while so serving shall be deemed to have resumed employment with the Employer on the day preceding such death or Disability and then to have incurred a Severance From Service on the actual date of death or Disability.

Any Participant that takes a distribution from the Plan under Section 414(u) following an interruption in employment that qualifies as qualified uniformed service thereunder may not make Elective Deferrals for a period of six (6) months following the date such distribution occurred.

### **9.12 Qualified Military Service Benefits**

Notwithstanding any other provision of this Plan, any Participant whose employment is interrupted by qualified uniformed service in the military under section 414(u) of the Code shall be entitled to all rights, benefits and protections afforded to such individuals thereunder, and such provisions are incorporated into this Plan. Uniformed services by any individual shall be determined as described in section 3401(h)(2)(A) of the Code.

BE IT FURTHER RESOLVED that this amendment is effective as required under HEART and WRERA.

IN WITNESS WHEREOF, the Employer has caused this Amendment to be adopted this \_\_\_\_ day of \_\_\_\_\_, 2012.

Tolland Public Schools

By: \_\_\_\_\_

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

**FROM: William D. Guzman**

**DATE: August 22, 2012**

**SUBJECT: Tolland Public Schools – Annual Report (2011-12)**

Because of the size of 2011/2012 Annual Report, we have placed the report on the District website ([www.tolland.k12.ct.us](http://www.tolland.k12.ct.us)). You may review the Report under Important Links on the District home page.

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

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

WDG/ca

**F.9.**

**TO: Members of the Board of Education**  
**FROM: William D. Guzman**  
**DATE: August 22, 2012**  
**SUBJECT: Freshmen Girls Volleyball – Proposal**

The Tolland High School Athletic Department would like to sponsor a freshmen girls volleyball team for the 2012/13 school year.

The costs for the program are as follows:

Game Officials	\$ 0*
Transportation	\$ 0**
Coach Stipend	<u>\$ 2,625</u>
Total Cost	\$ 2,780

\*There is no cost for Freshman volleyball officials when they compete at the same time with JV/Varsity teams per contract with the Connecticut Board of Volleyball Officials and the CIAC.

\*\*Team will travel with the JV/Varsity teams for away games.

The Administration recommends approval to sponsor a Freshmen Girls Volleyball Team for the 2012/2013 season.

WDG:ca

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

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

**DATE: August 22, 2012**

**SUBJECT: Tuition Rates – Fiscal Year 2012-13**  
**(Regular Education, Special Education and TALC)**

Board Policy 3070, as approved on June 8, 2005, requires that the district administration will set tuition rates for each fiscal year in accordance with the per pupil cost of the preceding year. The rates for fiscal year 2012-13 are as follows:

**TUITION 2012-13**

	<b><u>Weekly</u></b>	<b><u>Annually</u></b>
Pre K and Kindergarten	\$ 202	\$ 7,362
Grades 1-2	403	14,723
Grades 3-5	350	12,785
Grades 6-8	370	13,513
Grades 9-12	373	13,625
TALC Program	503	18,364
Special Education	869	31,709

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

WDG/JAN:ca

## Open House and Curriculum Night Schedule

### September

- 12th – Grade 8 Open House, 6:30 p.m.
- 13th – Grade 1 Curriculum Night, 6:30 p.m.
- 18th – Grade 7 Open House, 6:30 p.m.
- 19th – Grade 6 Open House, 6:30 p.m.
- 20th – THS Open House, 7:00 p.m.
- 27 – Grade 2 Curriculum Night, 6:30 p.m.

### October

- 2nd – K Open House, AM – 6:15-6:45 p.m., PM – 7:00 – 7:30 p.m.
- 3rd – Grade 3 TIS Open House 6:30 p.m. – 7:30 p.m.
- 4th – Grade 4 TIS Open House 6:30 p.m. – 7:30 p.m.
- 10th – Grade 5 TIS Open House 6:30 p.m. - 7:30 p.m.



Received June 28, 2012  
Margaret DeVito  
Town Clerk

## MEETING MINUTES

RECEIVED

Jul 1 2012  
Tolland Public Schools

**TOLLAND TOWN COUNCIL  
HICKS MEMORIAL MUNICIPAL CENTER  
6<sup>TH</sup> FLOOR COUNCIL ROOM  
JUNE 26, 2012 – 7:30 P.M.**

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

**MEMBERS ABSENT:** None.

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

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

**Ken Hankinson of 54 Johnson Road** – Thanked the Council for the great picnic held for the community.

**Bob Rubino of 296 Weigold Road** – His comments are both personal and as the “Fence Viewer”. He would like to see the dispute between the Council and BOE mended. He suggested establishing an Education Non-Recurring Expense Account. He said a previous Council had established a similar account called the Capital Non-Recurring Expense Account. It would take year end “wind falls” and accumulate them in the CNRE to fund the 5 year Capital plan. One of the benefits of the CNRE, was that the Council could think beyond the current fiscal year. As it stands, the BOE has no facility. He referenced the BOE/TC as the Hatfield and McCoy’s. What is the BOE going to do with the windfall that Mother Nature gave to them? A mild winter gave them over \$400,000 of unspent monies for energy. Without this account set up, they are forced to spend it or lose it. They will end up spending it on recurring expenses. This will artificially inflate the budget, so that there is a really big problem the next budget cycle. He would like to see discussion regarding the creation of an ENRE account on a future Agenda. It would be monies that the BOE can return to the Town as an earmark in the General Fund whose sole purpose is to fund non-recurring expense type projects. As an example, he said the Technology Task Force will come forward with their recommendations, the BOE won’t have the money to do anything without the ENRE Account. There are other reasons to do this as well. Tomorrow, the BOE is going to fall into a trap, but if you do this tonight, it will send a message to the BOE that the Council was positively thinking about the merits of doing something that hasn’t been done. As the “Fence Viewer”, he’d like to see them all come together.

**Mr. Gill motioned to add discussion of a BOE ENRE Account to the Agenda as 8.6; Seconded by Jan Rubino. All in favor. None opposed.**

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

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

7b. **REPORTS OF TOWN COUNCIL LIAISONS:**

\*Ben Stanford reported that the Energy Facility Task Force held a meeting and discussed the performance contracting situation. Their next meeting will be August 8<sup>th</sup>. By that time, they should have had a chance to review all the data sent to them so far. Mr. Scavone commented that he thought it was a very positive meeting. There are two proposals in for that contract. Mr. Werbner said the interviews will not be held until the 2<sup>nd</sup> week of July. At that time, a recommendation will be made to the Council from that Committee.

\*Mr. Field commented that the PCC meets this Thursday. He commented that he and Mr. Werbner attended an Eastern Highlands Health District monthly meeting. They were given a presentation on everything that they do for us, which was e-mailed to all the Council members.

\*Ms. Rubino commented that there was a report presented at the BOE by a special Committee regarding the pay to play. Mr. Gill was also at the BOE meeting and said it was a very clear financial picture of what it costs to run Tolland athletics.

\*Mr. Freeman said the Technology Task Force had a good meeting with the BOE and town staff relating to their needs. It is now time to prioritize. He commented on the minutes from the PZC meeting, although he didn't attend the meeting. There is some talk on a new neighborhood commercial zone near Routes 30 & 74.

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

- 8.1 Consideration of a resolution appropriating \$1,533,807 for Capital Projects and authorizing the issuance of bonds and notes therefore and the setting of a public hearing thereon for July 10, 2012.

Mr. Werbner commented that this is a follow up to the adopted budget and the portion of the Capital Plan that involves non-referendum borrowing. This would set a public hearing for Capital projects that have a total cost of \$1,533,807. In the resolution, the full amount of the project must be included, but not all of those monies are borrowed funds. The debt issuance for each project will be reduced by any existing allocated funds, donations or grant proceeds as they relate to the projects. We anticipate needing to borrow \$1,153,600 of the total amount. Approval of this item would appropriate and approve the issuance of bonds for the following projects:

1. The cost for certain road pavement improvements in an amount of \$780,000;
2. The cost for pavement resurfacing at the Fire Station 140 parking lot in an amount of \$100,000;
3. The cost for certain drainage improvements in an amount of \$208,807;
4. The cost for the cost of preparing a facilities study in an amount of \$30,000;
5. The cost for the installation of lights for the Tolland High School stadium field in an amount of \$300,000; and
6. The cost for pavement resurfacing of the Tolland Middle School track in an amount of \$115,000.

The projects were presented in the 2012/13 capital improvements section of the annual town budget to be financed by the issuance of bonds and notes in the same amount. The money will be borrowed as the projects go forward.

Richard Field motioned that the following resolution be introduced and set down for a public hearing on July 10, 2012 at 7:30 p.m. in Tolland Town Council Chambers:

RESOLVED, (1) That the Town of Tolland (the "Town") appropriate (i) the sum of \$780,000 for the cost of the pavement resurfacing, sealing, overlay, repair and/or reconstruction of

all or portions of certain town roads in accordance with the Town's automated pavement management system recommendations (the "Road Pavement Project"), (ii) the sum of \$100,000 for the cost of the pavement resurfacing, sealing and repair of the parking lot located at Fire Station 140 (the "Parking Lot Pavement Project"), (iii) the sum of \$208,807 for the cost of drainage replacement, including the replacement and/or repair of deteriorating old metal pipes with concrete box culverts (the "Drainage Replacement Project"), (iv) the sum of \$30,000 for the cost of preparing a study concerning renovations and improvements to the Tolland Public Library and certain Public Work facilities (the "Facilities Study Project"), (v) the sum of \$300,000 for the cost of the purchase and installation of lights for the stadium field located at the Tolland High School (the "Stadium Lights Project"), 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"). The appropriations may be spent for design and construction costs, equipment, materials, site improvements, architects' fees, engineering fees, legal fees, net interest on borrowings and other financing costs, and other expenses related to the Projects or their financing. The Town Council is authorized to determine the scope and particulars of the Projects. The Town Council may reduce or modify the scope of the Projects, and the appropriations may be spent on the Projects as so reduced or modified.

(2) That to finance said appropriation for the Road Pavement Project, the Town issue bonds or notes in an amount not to exceed \$780,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Parking Lot Pavement Project, the Town issue bonds or notes in an amount not to exceed \$100,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Drainage Replacement Project, the Town issue bonds or notes in an amount not to exceed \$208,807 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Facilities Study Project, the Town issue bonds or notes in an amount not to exceed \$30,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Stadium Lights Project, the Town issue bonds or notes in an amount not to exceed \$300,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and 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). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the "Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

(3) That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the Projects or the receipt of grants for the Projects. The amount of the notes outstanding at any time shall not exceed \$1,533,807. The notes shall be issued pursuant to Section 7-378 of the Connecticut General Statutes. The Town shall comply with the provisions of Section 7-378a of the Connecticut General Statutes with respect to any notes that do not mature within the time permitted by said Section 7-378.

(4) That the Town Manager and the Treasurer of the Town (the "Officials") be authorized to sign said bonds, notes or other obligations of the Town by their manual or facsimile signatures and to determine the amounts, rates of interest, dates, maturities, dates of principal and

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

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

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

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

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

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

Seconded by Jan Rubino.

Mr. Belsito commented that he doesn't believe they need to borrow any money. 1.) Repaving the Intermediate School driveway should be eliminated at this time; 2.) Fire Station parking lot: he suggested a patch, partial repaving or putting down stone; 3.) Public Facilities Study: enough is enough with all the studies. This is not necessary; 4.) Tolland High School Field: He believes in this, but instead of bonding the money, he suggests taking \$300,000 from the unallocated fund balance account and have the field committee make payment to replenish the funds used; 5.) TMS track: this track has had very little use since the new high school opened. A coating of gravel will suffice. The total amount of these five items, that would not have to be bonded, comes to \$675,000. Then, only \$478,600 would be needed for capital expenditures for the roads. This amount should be easy to come up with. If the Council feels comfortable putting the taxpayers into debt for years to come, then you should vote for this. If you don't feel comfortable, vote this routine bonding down. He is going to vote no on every aspect of this. The time to change is now, and it's time to stop the bonding. If you want to put it before the citizens, he'll go along with that.

Mr. Freeman said he believes the citizens have voted, considering this is included in the budget referendum that was past.

Mr. Gill said borrowing has created serious issues for a lot of places around this Country. We are fortunate that Tolland is not one of those places. Our current financial standing is better than most of our neighbors. We spend about 9% of our budget towards debt service. By Charter, it is capped at 10%. So, we are under the threshold. The new schools that we did build have brought that number up. We are now coming down the other side. If you look to the future, our debt service is scheduled to continue to decline. The reason we are borrowing is because we really haven't had a chance to identify the real cost savings necessary to fit all of this in the budget. He reminded that this was discussed and debated a couple of months ago. He wished that they could have gotten there. He is willing to bring it to public hearing.

Jack Scavone; Richard Field; Joshua Freeman; Mark Gill; Jan Rubino and Benjamin Stanford are in favor. Sam Belsito is opposed.

## 8.2 Consideration of Wellness Incentive Program.

Mr. Werbner said the town side is completing its first year with a dedicated wellness program. The program is currently for non-union employees. They currently can receive a 1% reduction on their annual health insurance premium share. The program is voluntary and any employee can participate. The incentive in FY2013 will be a 2% reduction on their annual health insurance premium share. The CSEA union employees have inquired about joining the program, and if a separate program can be worked out, they will have the option to join also. The fire union will also be reminded of this program. At this time, they are unsure of the number of employees that will join for FY2013. With the Town and BOE moving to self-funding of health insurance, continuing the Wellness Program will hopefully help toward reducing claim costs in the future.

Richard Field read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the continuation of the Wellness Incentive Program, subject to bargaining unit agreement(s) if applicable.

Seconded by Mark Gill. All in favor. None opposed.

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

Mr. Werbner said this relates to what was discussed in 8.2. The contribution percentage for the unaffiliated non-union employees is changing to 17%, and 15% if an employee participates in a program. The document needs to be changed.

Richard Field read the following resolution:

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

Seconded by Mark Gill. All in favor. None opposed.

- 8.4 Approval of a letter to be sent to the local legislative delegation and the Lieutenant Governor in support of Legislation to Facilitate Greater Availability of Natural Gas for Connecticut Homes and Businesses.

Mr. Werbner said they met with representatives from Yankee Gas regarding extending the gas line to the community. Due to the expensive nature of trenching, paving and material costs, the return on investment for expansion is not currently viable in Tolland and in many rural communities. The problem is that with the way current regulations are, the gas companies need to have an immediate return on their investment for any projects that they undertake. When this was looked at 3-4 years ago, the cost to do this would have been close to \$18m to run the line. Even with the proposed development Tolland has, it is a relatively small project to them. Legislation has been proposed and will again be proposed in the next session to review regulations that relate to expansion which could benefit our community in the future. The proposed letter asks our legislative delegation and the Lieutenant Governor to carefully consider changing the legislation.

Mr. Stanford added that he has heard talk that Yankee Gas is looking to expand the pipeline to Woodlake. So, there is small potential for natural gas expansion, it is just not to where all the new development is.

Mr. Freeman has a problem with the letter. He is not a big fan of natural gas. It is not because he is against cheaper fuels, he is not in favor of how it is obtained. He believes there are environmental concerns. The logistics of who is going to pay for natural gas, how the town is going to get it distributed, the amount of money to put in the pipeline, and the amount of money it will cost the residents to hook into the pipeline are concerns. Who pays for this? Mr. Gill said if Yankee Gas thinks it's a good business decision they would. All we are asking for is that the legislature get out of the way and let the business people decide if it is a good decision or not. Mr. Freeman would feel more comfortable signing a letter saying specifically what they want. Something that says they want the payback period to be changed. He is not comfortable endorsing something that says we want legislations related to natural gas to proceed. It should reference all strategies, there are other options. If you want to give natural gas a footing, and if they are really going after the problem that they say they are, which DPUC's mandate is, let's state that.

Mr. Werbner said the information they received was based on a brief conversation with the Representative. He is not sure the letter should be changed without doing additional research.

Mr. Gill believes the letter is asking the Lt. Governor to encourage the study, plan and implement strategies.

Mr. Freeman admitted that he is completely jaded on this topic. There are alternatives to oil and natural gas. He won't sign something saying that natural gas is the only option.

It was decided that the members would vote on the proposed letter as it is and not make any changes to it.

Mark Gill read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it approves a letter to be sent to the local legislative delegation and the Lieutenant Governor in support of Legislation to Facilitate Greater Availability of Natural Gas for Connecticut Homes and Businesses.

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

8.5 Appointments to vacancies on various municipal boards/commissions.

Ben Stanford motioned to re-appoint **Rev. Donald Miller of 42 Deerwood Road** to the Housing Authority for the term of July 1, 2012 to June 30, 2017; Seconded by Mark Gill. All in favor. None opposed.

8.6 Discussion regarding the Education Non-Recurring Expense:

Mr. Werbner said we still have a CNRE fund that is part of our Capital Account, which holds \$1m currently. The issue is that there was a desire to make up the difference between the 3% that was granted and the 4.3% that was originally approved by the BOE when they adopted their budget. They were looking for funds in order to accumulate enough money to offset that difference, which is a good part of operational expenses going in the next fiscal year. They would not have the money that they would be potentially turning back to the town, because they accumulated all those funds to use them to make up the difference for what they felt was a shortfall. There are funds available. We have a BOE town wide account that comes from a variety of sources. Currently there is approximately \$25,000 in that account, which are unallocated and can be used for any capital projects that the BOE has. At the end of the fiscal year, whatever is left over from the BOE flows back into the fund balance just like from the town side. Once money is in the fund balance, the Town Council can appropriate money out of the fund balance back to anyone of those accounts, including the BOE.

Mr. Gill asked if there is a place where this money can be safely parked. Mr. Werbner said the vehicles are there. Mr. Werbner said if there was a need for monies that weren't included in the budget; the BOE would need to come to the Town Council to ask for it. Mr. Gill commented on the last BOE meeting, wherein the Superintendent presented his recommendation and his status of the budget. A lot of the suggestions may make sense, but the big challenge is that this is mostly short-term windfall and yet a large amount of the spending was reoccurring (such as the hiring of a teacher).

Mr. Werbner said the BOE before the end of the fiscal year can spend the money any way they want. After the fiscal year, they need to come back and ask. They need to explain what they want to do with the money and the Council can say yes or no to their request. There needs to be some trust. Mr. Werbner has made the suggestion several times that there should be separate funds for technology, books, capital improvements and fluctuations in energy.

Mr. Gill commented that he believes the Technology Task Force will come up with some good ideas that are going to require investment. Mr. Werbner said the BOE cannot carry money over to the next fiscal year. They need to make the purchase by June 30, 2012, or the money needs to flow back into fund balance. This Council can then keep it in reserve until the recommendations come from the Technology Task Force.

Mr. Clark, BOE Liaison, said if the Council wants something to be considered tomorrow night by the BOE, they should send something to Mr. Powell or the Superintendent to throw out at the meeting.

In the end, it was determined that since Mr. Freeman is on the Technology Task Force with Mr. Powell, he would contact him to discuss the conversation held tonight. Mr. Powell can then bring the issue to the BOE at Wednesday night's meeting.

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

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner's report is contained in the Council packet.

11. **ADOPTION OF MINUTES**

- 11.1 June 7, 2012 Special Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Jan Rubino. All in favor. None opposed. Ben Stanford abstained.
- 11.2 June 12, 2012 Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Jan Rubino. All in favor. None opposed. Jack Scavone abstained.

12. **CORRESPONDENCE TO COUNCIL:**

- 12.1 Mr. Scavone commented that they received numerous cards and emails regarding the picnic that was held last weekend.
- 12.2 Central Corridor Rail Coalition – They want a resolution supporting a railway from Brattleboro, VT to New London. A station will be in Palmer, MA. Mr. Scavone will ask the representative from the Coalition to come in and talk to the Council. It will be added to a future agenda.
- 12.3 Brochure from Comcast.
- 12.4 Letter from Richard and Lucette Packman of 65 Crestwood Road – regarding the magnitude of the blasting going on at Burgundy Hill Quarry. Mr. Werbner will ask Mr. Lowrey and Ms. Farmer to follow-up with the residents. Mr. Field said he would like a follow-up with Ms. Farmer on this.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Ms. Rubino wanted to thank the volunteers that assisted with the picnic last weekend: The Lyons Club and Len Bach, Jeff Ruest (music), Sean Banning (water beverage), Rick Cartwright (water beverage), Sue Erickson (Costco shopper), Ken Hankinson (ice man/coolers), Pam Hankinson (supplied food), SaraBeth Nivison (provided salads), Ilana Whitwell (provided salads), Jeanne Salois (cut up watermelon), Mary Mantak (provided food), Maddie Florence and Nicole Rubino (face painting). The members thanked Ms. Rubino for bringing up the idea.

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

**Ken Hankinson of 54 Johnson Road** – commented that he believes the PZC is working on the quarry issue.

**Bob Rubino of 296 Weigold Road** – He thanked the Council for the discussion on 8.6. He asked that the record reflect the general unanimous support of the Council for the idea that the funds returned can be used toward technology.

*All council members were in agreement.*

15. **EXECUTIVE SESSION**



Richard Field motioned to go into Executive Session at 9:17 p.m., thus ending the Regular Meeting of the Town Council; Seconded by Mark Gill. All in favor. None opposed.

15.1 Executive Session to discuss the sale of Town owned land.

16. **ADJOURNMENT:** Richard Field moved to adjourn the meeting; Seconded by Josh Freeman at 9:43 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk



**MEETING MINUTES**

**TOLLAND TOWN COUNCIL  
HICKS MEMORIAL MUNICIPAL CENTER  
6<sup>TH</sup> FLOOR COUNCIL ROOM  
JULY 10, 2012 – 7:30 P.M.**

July 12, 2012  
Suzanne M. Litterin,  
Asst. Town Clerk

RECEIVED  
JUL 16 2012  
Tolland Public Schools

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

**MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Steven R. Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Beverly Bellody, Human Services; Lisa Hancock, Director of Finance and Records; David T. Tuttle; State Representative Bryan Hurlburt; Richard Taft, Chairman of Veterans Recognition Commission

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 for David T. Tuttle on the Occasion of His Return Home from Active Duty.

Mr. Scavone read the following Proclamation:

*Town of*



*Tolland*

***Proclamation***

**For Lieutenant David T. Tuttle  
On the Occasion of His Return Home from Active Duty**

WHEREAS, the United States Army, a key component of the United States Armed Forces, is made up of the best-trained, most dedicated, most respected Soldiers in the world — protecting America's freedoms at home and abroad, securing our homeland, and defending democracy worldwide.

WHEREAS, a Soldier in the United States Army is the embodiment of physical strength, emotional strength and strength of purpose, and each Soldier is prepared to serve our country whenever and wherever needed, is combat-ready at all times, and is trained to counter any threat, anywhere.

WHEREAS, Lieutenant David Tuttle grew up in Tolland and graduated from Cornell University in 2009 and in March 2011 was deployed to Afghanistan with the 3<sup>rd</sup> Brigade of the 10<sup>th</sup> Mountain Division where his company was stationed at a combat outpost in an area southwest of Kandahar.

WHEREAS, Lieutenant Tuttle was awarded the Combat Action Badge, the Bronze Star for meritorious service in combat, the Army Commendation Medal, the Army Achievement Medal, the Overseas Medal, the NATO Service Medal, the Afghan Campaign Medal, the Army Service

Medal, the National Defense Service Medal, and the Global War on Terrorism Service Medal and he is currently serving as a Platoon Leader at Ft. Drum, New York.

NOW, THEREFORE, BE IT RESOLVED that I, Jack Scavone, Chairperson of the Tolland Town Council, representing the community at large, recognize the selfless contributions and dedication of Lieutenant David Tuttle in service to our citizens. Together with his family, his friends and the entire Tolland community, I wish to share our overwhelming pride in his service to our nation, and our warmest welcome home wishes.

Jack Scavone congratulated Mr. Tuttle and said he was a true hometown hero.

Bryan Hurlburt thanked Mr. Tuttle for his service. He presented a Citation from the General Assembly introduced by himself and State Senator Tony Guglielmo, who also shares his thanks and best wishes. Mr. Hurlburt also presented two Proclamations, one from Lt. Governor Nancy Wyman, and one from Governor Daniel P. Malloy.

Richard Taft, Chairman of Veterans Recognition Commission, read a prepared statement and presented David Tuttle with a fruit basket donated by Bob Buettner of Buettner Florists.

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

**Bob Rubino of 296 Weigold Road:** He thanked the Council for an excellent, noble gesture. He compared the Council and BOE relationship to the Hatfield and McCoy's two weeks ago. It is worse than that. He asks that they keep the branch held out. Let's try it again. He has faith. We are working on changing the conversation. Let's think of it as "the long view, the three-year plan". He asks that they all work together and not jump to the easy. He has faith, and hopes the Council does to.

**Mark Gill motioned to add the Library fee issue to the Agenda as 8.4; Seconded by Josh Freeman. All in favor. None opposed.**

**6. PUBLIC HEARING ITEMS:**

- 6.1 Consideration of a resolution appropriating \$1,533,807 for Capital Projects and authorizing the issuance of bonds and notes therefore.

Mr. Werbner commented that this is the full amount (\$1,533,807) of the projects, which were included in the Capital Budget that was adopted as part of the overall town budget for non-referendum borrowing. They anticipate needing to borrow \$1,153,600 of the total amount. Approval of this item would appropriate and approve the issuance of bonds for the following projects:

1. The cost for certain road pavement improvements in an amount of \$780,000;
2. The cost for pavement resurfacing at the Fire Station 140 parking lot in an amount of \$100,000;
3. The cost for certain drainage improvements in an amount of \$208,807;
4. The cost for the cost of preparing a facilities study in an amount of \$30,000;
5. The cost for the installation of lights for the Tolland High School stadium field in an amount of \$300,000; and
6. The cost for pavement resurfacing of the Tolland Middle School track in an amount of \$115,000.

Richard Field motioned to open the public hearing; Seconded by Ben Stanford. All in favor. None opposed.

A straw poll was conducted of all those in favor of this resolution. 2 in favor; 0 opposed.

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

Richard Field read the following resolution:

RESOLVED, (1) That the Town of Tolland (the "Town") appropriate (i) the sum of \$780,000 for the cost of the pavement resurfacing, sealing, overlay, repair and/or reconstruction of all or portions of certain town roads in accordance with the Town's automated pavement management system recommendations (the "Road Pavement Project"), (ii) the sum of \$100,000 for the cost of the pavement resurfacing, sealing and repair of the parking lot located at Fire Station 140 (the "Parking Lot Pavement Project"), (iii) the sum of \$208,807 for the cost of drainage replacement, including the replacement and/or repair of deteriorating old metal pipes with concrete box culverts (the "Drainage Replacement Project"), (iv) the sum of \$30,000 for the cost of preparing a study concerning renovations and improvements to the Tolland Public Library and certain Public Work facilities (the "Facilities Study Project"), (v) the sum of \$300,000 for the cost of the purchase and installation of lights for the stadium field located at the Tolland High School (the "Stadium Lights Project"), 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"). The appropriations may be spent for design and construction costs, equipment, materials, site improvements, architects' fees, engineering fees, legal fees, net interest on borrowings and other financing costs, and other expenses related to the Projects or their financing. The Town Council is authorized to determine the scope and particulars of the Projects. The Town Council may reduce or modify the scope of the Projects, and the appropriations may be spent on the Projects as so reduced or modified.

(2) That to finance said appropriation for the Road Pavement Project, the Town issue bonds or notes in an amount not to exceed \$780,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Parking Lot Pavement Project, the Town issue bonds or notes in an amount not to exceed \$100,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Drainage Replacement Project, the Town issue bonds or notes in an amount not to exceed \$208,807 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Facilities Study Project, the Town issue bonds or notes in an amount not to exceed \$30,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Stadium Lights Project, the Town issue bonds or notes in an amount not to exceed \$300,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and 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). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the "Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

(3) That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the Projects or the receipt of grants for the Projects. The amount of the notes outstanding at any time shall not exceed \$1,533,807. The notes shall be issued pursuant to Section 7-378 of the Connecticut General Statutes. The Town shall comply with the provisions of Section 7-378a of the Connecticut General

Statutes with respect to any notes that do not mature within the time permitted by said Section 7-378.

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

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

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

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

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

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

Seconded by Mark Gill.

Mr. Belsito commented on the track at the new Middle School: He walked the track and looked for the damage on the track. He asked Mr. Werbner who recommended the replacement of the track. Mr. Werbner said the manufacturer's standard to maintain the integrity of the track is resurfacing every 10 years. We have been operating on this schedule for both the middle school and high school tracks. It is the manufacturer's representation. Mr. Belsito opined that the track is in excellent condition, although, he is not an expert. He passed around pictures showing two areas of damage on the track. He recommends that those two areas get fixed, and this track item be taken off the list. As he walked around the field, he also noticed the lights. He recommends moving the lights to the new high school, or playing the games at night where the lights are now. He defies anyone who tells him that this track needs to be replaced.

Ms. Rubino said we are not replacing, we are resurfacing. The difference is about \$600,000. Mr. Werbner said it can either be properly maintained, or you disband it. Mr. Gill said that they have had this discussion prior and they voted to maintain it.

Mr. Belsito said we are bonding just because we can. Does the Town of Tolland have to go so deep into debt that we approach bankruptcy? There have been other cities and towns that have fallen into the abyss. Should we follow suit? It is time for us to stop non-referendum bonding that the taxpayers do not know about. He doesn't believe that the people knew they were going to spend another \$1.1m. He knows some will say this was in the Capital Improvements section of the annual town budget that we voted on. The taxpayers were voting on the actual dollars of the amount of the budget as presented. He believes less than 1% of the taxpayers actually knew that they were spending another \$1.1m. This is the town's second hidden budget. These items should have been line itemed on the referendum. It's time for the Council to put the citizens first.

Mr. Field said he doesn't believe Tolland to be near bankrupt; we have the 10% limit by Charter, and that number is going down when projected out, not up. So, we are not close to bankruptcy or bad spending. Mr. Field asked if the lights could in fact be moved. Mr. Werbner said you cannot move the lights. They would not meet code. Mr. Field said we have a town that is far better off. He thinks we are going in the right direction and he will vote yes for this resolution.

Mr. Stanford said it may not be a bad idea to list the amount being sought for capital improvements, which may require some bonding in the next budget. It would be a little clearer as to what we are spending. Mr. Werbner said there were four or five opportunities where the public heard about this particular budget.

Mr. Freeman feels there was ample time for this discussion before passing the referendum.

Jack Scavone; Richard Field; Joshua Freeman; Mark Gill; Jan Rubino and Benjamin Stanford were in favor. Sam Belsito was opposed.

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

**7b. REPORTS OF TOWN COUNCIL LIAISONS:** Ms. Rubino said the BOE passed their budget two weeks ago. The Council had made a request to them to consider having the money come back to the town, and not spend it all. Those funds would have been returned through the Technology Task Force. It was vehemently denied, and not well received. They passed the budget.

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

- 8.1 Consideration of a resolution making a supplemental appropriation of \$ 2,184 for an additional grant award that was received from the Matching Grant Program for Elderly and Disabled Demand Responsive Transportation (Municipal Grant Program) and the setting of a public hearing thereon July 24, 2012.

Mr. Werbner commented that this is an increase of several thousand dollars in our state grant that we receive for Dial-a-Ride program. We will now be eligible receive \$22,037, instead of the original estimated amount of \$19,853.

Richard Field motioned that the following resolution be introduced and set down for a public hearing on July 24, 2012 at 7:30 p.m. **at the Fire Training Center:**

BE IT RESOLVED by the Tolland Town Council that it hereby appropriates \$2,184 within the Human Services budget account number 13200072-767200 from the Matching Grant Program for Elderly and Disabled Demand Responsive Transportation (Municipal Grant Program) and the offsetting revenue account number 11200060-621150.

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

- 8.2 Consideration of a resolution authorizing reuse of the Storm Irene and Alfred remaining funds to provide for payments required to provide public safety and emergency response supplies for the severe storm on June 22, 2012. The expenditures are part of the fiscal year 2011-2012 budget.

Mr. Werbner commented that this is related to the storm on June 22<sup>nd</sup>. In regard to the two previous storms in the past fiscal year, the Council had authorized up to \$650,000 from Fund Balance to be used with costs associated with those two events. We were under that amount. As a result of the June 22<sup>nd</sup> store, we are anticipating costs of \$30,000 +/- to clean up (tree work, overtime, etc.). We would like authorization to use the amount already approved up to the \$650,000 for those expenses.

Richard Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby authorizes the reuse of the remaining balance of up to \$66,519.81 from the Storm Irene and Alfred appropriations for fiscal year 2011-2012 for the June 22, 2012 storm expenditures (Account Number 18900072-744822) effective as of June 22, 2012.

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

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

Jan Rubino nominated that David Fluckiger be moved from his Alternate position to a Regular member on the PZC; Seconded by Ben Stanford. All in favor. None opposed.

**8.4 Library Fees**

Mr. Werbner commented that as part of the budget process the Council approved a fee of .50 for each transaction associated with anyone requesting an inter-library loan. The fee was derived at in order to cover the charge that the State of Connecticut places on libraries for the inter-loan library database, which is \$325.00. A resident is willing to donate the \$325.00 in full so that the .50 charge isn't necessary for the next fiscal year.



Mr. Freeman is thankful to the donor for making this donation. He would like to get rid of this, not delay it. It was decided that it would be discussed during the next budget session. He wants to see if the town can fund this.

**Richard Field motioned to delay the implementation of the fee for one year; Seconded by Mark Gill. All in favor. None opposed.**

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

- 10. REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner said the Council meetings will be at the Fire Training Center until further notice because of the geo-thermal work. He discussed where the various departments will be moved until the renovations are complete. If anyone wants to do business at the Town Hall, he suggests that they call first, use mail and e-mail during that time. He thanked the Venture Crew 422 for the electronic recycling day. He commented that the cart swap program for the recycling has been a great success. In the future, he would like to see discussion added to an agenda for putting together an incentive for residents to continue adding to their recycling.

**11. ADOPTION OF MINUTES**

- 11.1 June 26, 2012 Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Mark Gill. All in favor. None opposed.

**12. CORRESPONDENCE TO COUNCIL**

- 12.1 PZC memo re: the lights for the high school  
12.2 E-mail from the Central Corridor Rail Coalition representative. He would like to attend the next Council meeting.

- 13. COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Gill would like to add discussion on the budget process on the next agenda. Mr. Belsito said that he would like to go over how the budget is handed over to the Council, and what type of data they would like to look at. Mr. Belsito apologized to the citizens that voted for the Republicans. He feels they did not fulfill what they promised. Mr. Field would like to see discussion regarding the IT Task Force added to the agenda. He also mentioned that there will not be any TC/BOE hours until September. Ms. Rubino commented that she is proud to be on this Council. She hopes that they can look ahead at what they are trying to do. She asks that the Council be respectful for all those that have been on the Council before them.

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

- 15. ADJOURNMENT:** Mark Gill moved to adjourn the meeting; Seconded by Josh Freeman at 8:27 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk



JUL 26 2012

*Suzanne M. Letwin,*  
Asst. Town Clerk

## MEETING MINUTES

### TOLLAND TOWN COUNCIL FIRE TRAINING CENTER 191 MERROW ROAD, TOLLAND JULY 24, 2012 – 7:30 P.M.

RECEIVED  
JUL 30 2012  
Tolland Public Schools

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

**MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Steven R. Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Beverly Bellody, Human Services; Lisa Hancock, Director of Finance and Records; Clem Langlois, Public Works

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

**David Campbell (eldest son of Bea and Clarence Campbell)** - Regarding 8.4 – He has been involved in the negotiations from the beginning. He believes things should go back to the original agreement, where the land goes back to the Town for municipal use or recreational purposes. He doesn't believe it should go to any one individual as a private entity.

**Michael Berstene of 9 Island Lane** – He lives on the edge of Campbell Farm. They worked with the Town Council last year, to continue in perpetuity, to have that farmland as farmland. He would like the Council to respect that and to continue to find a way to preserve it as farmland and continued its' use in that manner.

#### 6. **PUBLIC HEARING ITEMS:**

- 6.1 Consideration of a resolution making a supplemental appropriation of \$2,184 for an additional grant award that was received from the Matching Grant Program for Elderly and Disabled Demand Responsive Transportation (Municipal Grant Program).

Mr. Werbner said the Town has been awarded additional state money (\$2,184) for our elderly Dial-A-Ride program. This is the additional appropriation of the state funds for this program.

Richard Field motioned to open the public hearing; Seconded by Mark Gill. All in favor. None opposed.

A straw poll was conducted of all those in favor of this resolution. 9 in favor; 0 opposed.

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

Richard Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby appropriates \$2,184 within the Human Services budget account number 13200072-767200 from the Matching Grant Program for Elderly and Disabled Demand Responsive Transportation (Municipal Grant Program) and the offsetting revenue account number 11200060-621150.

Seconded by Mark Gill. All in favor. None opposed.

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

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Mr. Belsito commented that George Mantak has resigned from the EDC. The EDC continues to discuss their website.

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

**Richard Field motioned to move Agenda item 8.4 to the top of the list; Seconded by Mark Gill. All in favor. None opposed.**

**8.1 8.4** Approval of a resolution to change the name on a "License to Farm" agreement from Bea Campbell to Jeff Campbell for 6.5 acres of town property on Hunter Road.

**Richard Field motioned to table this agenda item (originally 8.4) until the Council members can obtain and review background information concerning this matter; Seconded by Jan Rubino. All in favor. None opposed.**

**8.2 8.1** Discussion of FY2013/2014 budget process.

Mr. Gill commented that this was added to the agenda per his request. Unfortunately, not a whole lot has transpired since this request was made. The BOE is out on recess, so the communication lines back and forth have been challenging. What he does know is that next year's budget process is going to be a challenge. They are faced with some large year over year increases and critical line items. Mr. Gill would like to table this matter to an agenda in September when the BOE is back in session. The remaining Council members agreed.

**8.3 8.2** Discussion of recently created task forces.

Mr. Freeman said that they are making progress in exploring all the issues and needs. There are a lot of opportunities, but with that there is a line item. They'll need to make investments if they are going to take care of some of these opportunities. They are going to need to prioritize. The hope of joining services with the BOE is challenging. There are real reasons why the town and BOE are separated (legal separation, purchasing power). There are some things that they will not be able to collaborate on. He does believe they will be able to work on the IT issues. The big question is going to be how this will all be funded. As of now, he doesn't have any answers. Mr. Field believes the BOE has backed out. He wonders if the charge of the task force needs to be changed to be just for the town side. Mr. Gill believes at this point, until the Board meets and says they don't want to participate, they should keep the branch out. Mr. Freeman said we do need to break these barriers down over time. Mr. Field said he is not happy with the cooperation that the Council has received thus far. Mr. Freeman and Mr. Gill realize it is a challenge. The question is how do we prioritize, and decide where the money needs to be spent. Ms. Rubino asked if there

are legislative changes. If so, may be they can get help. Ms. Rubino said the members are all on board to try to make it happen. The members continued discussion. It was decided that each task force would continue on with their original charge for now.

**8.4 ~~8.3~~ Consideration of a resolution to authorize the Town Manager to submit a STEAP application to the Office of Policy and Management.**

Mr. Werbner said the grant is due August 1<sup>st</sup>, and it is a competitive grant state-wide. Originally, it was hoped that it could be used for something within the Tolland Village area. At this point, the developer is not ready to take benefit of what was being proposed. The next project in the works is the artificial turf and lighting at the high school. We do have the bonding authority for the lights, an estimate for the engineer work and the bid spec preparation. They are talking with private groups for the funding associated with the engineering and bid spec preparation. As soon as that is finalized, it can go out to bid. Hopefully, the lights will be in place by the end of this year. The grant would be applied for the artificial turf portion of the project. If we are awarded the grant, we think the work can be done next Spring/Summer. They are looking at a project completion by Fall 2013 sports program. This project would be a great amenity for the school programs, but could be revenue for the town at some point as well.

Richard Field read the following resolution:

Whereas; the Office and Policy and Management is accepting applications for the Small Town Economic Assistance Program (STEAP) and the Town of Tolland is an eligible community; and,

Whereas; the Town of Tolland project is consistent with the State Plan of Conservation and Development and the Governor's vision for economic development and improvement to the quality of life for the citizens of the town;

And further; the project can begin in the immediate future;

Be it resolved that it is in the best interests of the Town of Tolland, thereby furthering the quality for life for residents, to submit a STEAP application with the Office of Policy and Management.

In furtherance of this resolution, Steven R. Werbner the Town Manager is duly authorized to enter into and sign said application on behalf of the Town of Tolland. Steven R. Werbner currently holds the Town Manager position and has held that office since October 1, 2005. The Town Manager is further authorized to provide such additional information and execute such other documents as may be required by the state or federal government in connection with said contracts and to execute any amendments, rescissions and revisions thereto.

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

**8.5 Discussion of a possible referendum question for the borrowing of funds for road improvements.**

Mr. Werbner said there was prior discussion regarding the status of our roads, which centered on discussion with our engineering consultant who does our automated pavement rating system. The cumulative score of all our roads is in the low 70's. On an average, we have been putting in \$500,000 per year for a variety of improvements to roads. This amount of money is not making much of a dent. Prior discussion included what would happen if we had a \$5m bond issued that would be centered on road improvements. He said if you have a \$5m bond issued, it doesn't mean you'll spend that much. It would be spread out over 3-5 years. Mr. Werbner said by doing this, you would be accelerating our five year plan by five years. He provided the members with a listing of what \$1m a year would be for estimated road improvements over

the next five years. A substantial amount of roads could be improved over that period of time. Mr. Gill asked if they could forego putting in the \$500,000 if they were to do this. Mr. Werbner said he would not recommend that. Built into the debt plan is the continuation of non-referendum borrowing, which we are increasing on a regular basis. In essence, you would be doing \$1.75m worth of roadwork over the next five years, per year.

Ms. Rubino said the more they hold off on the roads, the more will need to be spent in the long run. Mr. Werbner said there are a couple of positive things right now, one being the low interest rates.

Richard Field motioned to set a public hearing for discussion of a possible referendum question regarding the borrowing of funds for road improvements for the first meeting in August; Seconded by Josh Freeman. All in favor. None opposed.

8.6 Discussion of the process to be followed for the Town Manager's evaluation.

Mr. Field had discussions with Mr. Scavone regarding this matter. He suggested that Mr. Scavone and he do the framework and then discussion with the remaining Council members could be had during executive session(s). Mr. Field said they will plan on an executive session for the next meeting. If not, it will definitely be the following meeting. They will continue to use the same process that has been used in years past.

8.7 Consideration of a resolution to authorize Town Manager, Steven R. Werbner to sign an agreement with ProAct, Inc. for a discount prescription card program for Tolland residents.

Mr. Werbner said CCM is promoting this new program, which is of no cost to the communities. A company sends an insurance card out to all residents. This would benefit those who are uninsured or underinsured. It is a free voluntary program with no age or income limit. The town attorney has reviewed the agreement and found it acceptable. Again, there is no cost to the town. The town will sign an agreement with ProAct, Inc. This program has been successfully implemented in New York State counties previously. Overall the prescription savings will be tracked so that the town will know how much all residents have saved through this program.

Richard Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby authorizes Town Manager, Steven R. Werbner to sign an agreement with ProAct, Inc. for a discount prescription card program for Tolland residents.

Seconded by Mark Gill. All in favor. None opposed.

8.8 Appointments to vacancies on various municipal boards/commissions.

No appointments tonight.

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

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner warned to be careful when coming to the Town Hall. They are all over the place. He commended Mr. Langlois and his public works crew for doing a great job moving the offices. We are saving thousands of dollars by having his crew do this, without having the need to hire a moving company. The Tax Office is on the 4<sup>th</sup> floor. The

project is moving forward. Hopefully by the Fall everything will be back in place. Mr. Field thanked Mr. Langlois and asked that he relay their thanks to his crew.

**11. ADOPTION OF MINUTES**

11.1 July 10, 2012 Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Jan Rubino. All in favor. None opposed.

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

**13. COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Field reminded the members to send any comments or questions to Mr. Werbner concerning the Campbell property matter.

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

**Ken Hankinson of 54 Johnson Road** – Re: Campbell Farm: There is a lot of old and new information that needs to be reviewed. The town owns the property. He believes the majority will like to see the land remain farmland. He doesn't believe they need to go out to a third party to issue an easement to protect the property. He believes they are more than capable of protecting it themselves. He would like to see some farming, yet there are parts of the parcel that can be used for other things. You can control what is going to go on there. You don't need to go out to another organization or entity to protect that property.

**Bob Rubino of 296 Weigold Road** – He was interested in the artificial turf. He understands the motivation and that the cost of the turf versus real turf might actually be less. He is wondering what the BOE has to say about artificial turf, given the fact that it is shown to have a 40% rate of injury. You may want to get some input from them. With regards to the roads, as a taxpayer, he considers them an asset. We have gotten away for too long without maintaining the roads.

**15. ADJOURNMENT:** Richard Field moved to adjourn the meeting; Seconded by Mark Gill at 8:36 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk

