

TOLLAND BOARD OF EDUCATION  
Tolland High School Library  
One Eagle Hill  
Tolland, CT 06084

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA  
March 12, 2014

**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

February 26, 2014 – Regular meeting  
March 5, 2014 – Special Meeting

C. PUBLIC PARTICIPATION (2 minute limit)

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

D. POINTS OF INFORMATION

E. STUDENT REPRESENTATIVE REPORT – Aiyla Zahid

F. SUPERINTENDENT'S REPORT

- F.1 Tolland High School Accreditation – Visiting Committee
- F.2 SBAC Testing Schedule: AP Test / Uconn Courses
- F.3 2013/2014 School Calendar – Adjustment Recommendation
- F.4 2014/2015 Board of Education Budget

G. COMMITTEE & LIAISON REPORTS

H. CHAIRPERSON'S REPORT

I. BOARD ACTION

- I.1 Board Policies
  - Policy and Administrative Regulation 5060 – Non-Discrimination (students)
  - Policy and Administrative Regulation 5171 – Section 504 of the Rehabilitation Act of 1973
- I.2 Request For Authorization to Transfer Funds

J. PUBLIC PARTICIPATION (2 minute limit)

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

K. POINTS OF INFORMATION

L. CORRESPONDENCE

M. FUTURE AGENDA ITEMS

N. Executive Session – Personnel Matters

O. ADJOURNMENT

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TOLLAND BOARD OF EDUCATION  
Tolland High School  
One Eagle Hill  
Tolland, CT 06084

REGULAR MEETING – February 26, 2014

Members Present: Mr. Sam Adlerstein, Chair; Mr. Patrick Doyle, Vice Chair; Ms. Kathy Gorsky, Secretary; Ms. Karen Moran, Mr. Robert Pagoni, Mr. Tom Frattaroli, Mr. Steve Clark, and Mr. Al Fratoni.

Administrators Present: Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction, Mrs. Jane Neel, Business Manager, Ms. Dominique Fox, Principal, Tolland High School; Mr. Tom Swanson, Principal, Birch Grove; Dr. Walter Willett, Principal, Tolland Middle School; Mr. Jim Dineen, Principal, Tolland Intermediate School, Ms. Margot Martello, Assistant Principal Tolland High School; Mrs. Patti Hess, Assistant Principal, Birch Grove Primary School.

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

The meeting was called to order at 7:30 P.M. and the Pledge of Allegiance was recited.

Mr. Adlerstein requested a moment of silence in observance of the passing of the Town Manager's father.

Item F.4 was moved to the next meeting.

B. APPROVAL OF MINUTES

February 12, 2014 – Regular Meeting

Mr. Clark motioned to accept the minutes of the February 12, 2014 regular meeting as presented. Mr. Doyle seconded the motion. All were in favor. Motion carried.

C. PUBLIC PARTICIPATION (2 minute limit)

Elizabeth Chojnicki, 10 Old Farms Road, noted that she is a teacher and read a quote from the book, "Reading Specialist and Literacy Coaches in the Real World". Current strategies include literature circles and more of a workshop approach to literacy. Although there may be snippets of current practices in Tolland schools, they are not consistent. The predominant source of reading instruction in Tolland, the Houghton Mifflin basal reading program, has outdated methods. She added that no modern teacher or consultant would encourage the Houghton Mifflin basal reader as the primary reading program in any classroom. The reading process is complex and thus needs a multifaceted approach. She would like to know what types of experiences the children are having, what type of support the teachers are receiving, and what type of professional development is available for Tolland teachers. What is the plan to make the transition to the common core strong, successful, and in line with 21<sup>st</sup> century best practices?

Michelle Peterson, 44 Wonderview Drive noted that she is a curriculum coordinator in another town. She would like to know what is handed to teachers to support teaching and learning and ensure consistency from year to year. She reviewed what is done in her district and would like to know what the teachers in Tolland are handed in order to implement curriculum.

Dawn Parsons, 35 Fieldstone Drive, a former teacher, asked what curriculum leaders are doing to ensure all children are prepared to enter first grade with all of the concepts and skills that children have in other towns. Tolland has excellent teachers but they do not have a common curriculum. Students bring home a wide range of work which is not consistent from room to room. Additionally, kindergarten teachers do not have the resources that others have in nearby districts. She asked how the Board and current leadership will ensure that students have adequate resources and are prepared in a consistent way.

Stacey Navratil, 192 Plains Road, is a former teacher. She commented that it is important to develop students into life-long learners. In a strong school system, this concept applies to the students, the teachers, and the administrators. Adult leaders need to set a high standard for students to observe and be inspired by. She asked what policies are in place to empower teachers and administrators to pursue additional learning opportunities and what practices are employed to allow them to share the knowledge with their colleagues. Teachers should be available to be coaches, inspiration, and support for other teachers. How does Tolland make this happen?

Lisa Bowden, 28 Candlewood Drive, a teacher, asked how the excellent Tolland teachers are being supported with all of the common core changes. She explained how the teachers are supported in her district.

Michele Harrold, 256 Mountain Spring Road, explained that she and her husband are not educators and will be dependent on their children's teachers to provide them with an education. She would like to know how curriculum implementation is monitored by curriculum leaders in the classroom. Who is advocating for coaches, interventionists, and curriculum specialists?

Melissa Simmons, 146 Grahaber Road, noted that she has 16 years of teaching experience in a neighboring town. Her question is in regard to shifts in philosophy and teaching in Tolland. She explained that she learned that her child did not have time to read her books until her work is done and reviewed the work required. Ms. Simmons commented that she was saddened that the practice of asking students to complete worksheets while the teacher is with reading groups is taking place and noted that it is outdated. Children need a real reading experience where they are asked to question, analyze, and critique together, through conversation, what they are reading. The common core standards require a shift in thinking and in how children learn. Her question is what shifts in philosophy and instructional practices is Tolland making that will provide children with authentic reading experiences necessary to support critical thinking required by the common core standards and if there is a plan next year in place to purchase authentic texts in place of the basal workbooks.

Patricia Byam, 16 Bonair Hill Road, noted that she is a former teacher and inquired if there is an existing writing curriculum document for Tolland teachers as well as an expectation from school leaders that consistent, daily writing instruction take place in classrooms. She was shocked to learn that her daughter was receiving one writing lesson per week. There are students in many grade levels that are not receiving daily writing instruction in their classrooms. How will young writers become proficient in three genres of writing if this writing instruction is maintained in town?

Tara Simler, 43 Fieldstone Drive, commented that it is difficult not to compare Tolland with other towns. Young families want to raise their kids in town because they hear the test scores are good but there is a concern that Tolland is not keeping up with current educational practices, have a vision for the future, or have a vision for the children's future. She would like to know if it would be possible for Tolland's wonderful teachers and leaders to spend time in other districts that have implemented the common core curriculum to assist them in going forward.

Amy Duff, 127 Robin Circle, noted that she is a language arts consultant in a neighboring town. She commented that her district has made language arts a focus and has built a program that is a reading and writing workshop model and provided an overview of the program. As units for the Common Core are planned, there needs to be a vision of what each classroom in Tolland should be. She inquired if Tolland leaders have a vision of what they want their classrooms to be and if this vision broken into pieces to ensure success for teachers, and more importantly, for the children?

Diane Clokey, 29 Tolland Farms Road, thanked the Board for adding the SBAC presentation to the agenda. In an ideal world, she would like to see the district stand with its students and say no to

putting assessment before instruction. She asked that the Board develop a respectful and coherent response to parents who are concerned about this and wish to keep their children out of this grand experiment. She has spoken with many parents who fear repercussions if they engage in this conversation. This worries her. She would like an answer to the question of what will happen if parents opt their students out of the testing this evening.

Dale Kasai, 32 Marbella Lane, noted that he had two questions. First, he asked when Tolland will provide the needed funds for teacher resources to fully support the common core. Second, for kindergarten, half-day kindergarten has 55% of the time required by the common core. How will the 900 hours required be crammed into the 495 hours of half-day kindergarten? Additionally, social studies should be taught in kindergarten to support the common core.

Rebecca Risly, 103 Mountain Spring Road, asked how the half-day kindergarten program curriculum will meet the requirements for the full day program as outlined in the common core.

D. POINTS OF INFORMATION

Mr. Adlerstein thanked all for their passion and interest. This evening, the Board will try to address some of the topics that have been raised.

E. STUDENT REPRESENTATIVE REPORT - Aiyla Zahid

Ms. Zahid noted that DECA (Distributive Educational Clubs of America) competed today and 6 students qualified for nationals in their respective events. She also noted that there is a dance on Friday evening.

F. SUPERINTENDENT'S REPORT

F.1. Curriculum – Development and Common Core State Standards

Dr. Eidson reviewed the presentation which covered standards, timelines, progress, and future plans. The common core involves changing multiple units in the district and every curriculum needs to be changed and developed. In terms of the timeline provided by the state, it spans December 2012 through August 2015 and has four components: reset, prepare, implement, and improve. Dr. Eidson explained that the Curriculum development timeline in the district began in 2000. In 2001, a consultant was hired to provide direction. She analyzed the entire curriculum and provided a blueprint for moving forward. The development of the stand-alone curriculum format began as well as required times that they still work with today. The consultant advised the district to purchase the Houghton Mifflin anthology and it did so. It was a well-researched program and the district selected pieces from it that work with the district's curriculum. Assessment recording and analysis was created in the district as well as best practices which were used to support the teachers. The district instituted everyday math and those students who had it in 1<sup>st</sup> grade are 3<sup>rd</sup> in the state right now. They know they need materials that will support the common core.

Dr. Eidson reviewed the CMT (CT Mastery Test) Spring 2013 results and added that these are a good indicator of where the district stands. In Reading, Tolland exceeded the state in every grade, K-8. Tolland met or exceeded the other schools in its DRG C in all grades except grade 5. In Writing, Tolland exceeded the state in every grade K-8 and other schools in DRG C in every grade except grade 7. In Mathematics, Tolland exceeded the state once again in every grade K-8 and other schools in DRG C in every grade except grade 3. In Science, Tolland exceeded the state and schools in DRG C in both grades 5 and 8 (the only grades tested). See attachments for data and achievements.

Dr. Eidson noted that they need to do a very good job in Reading and Writing but need to do more in the writing curriculum going forward. When compared to other DRGs, Tolland

ranks very well. Tolland High School is rated as exemplary in the state. Tolland has a good staff which is delivering an excellent curriculum.

Dr. Edison explained that in 2011, the unit format was revised, standards were unpacked including science, music, and art and they identified that shifts that would have curriculum impact. The purpose was to develop a lens through which teachers could use to learn what pieces needed to be included in the revised curriculum. Further, for unit development, the district created a comprehensive plan for delivery and working on the new curriculum. The CCSS plan was presented to the previous Board. They were instructed by the state that there was no curriculum available that was truly common core aligned; however, products are coming out now and will be reviewed. Dr. Edison reviewed the structure of how the curriculum was developed school-wide. The members of the curriculum team are not only experts in their subject field but are experts in curriculum development. They lead the teachers in curriculum development and assist them with how to look at materials through the lens. One of the curriculum coordinators is Ms. Laurie Coulom, the K-12 Language Arts Coordinator, an expert curriculum developer in the state who has been selected by SBAC to travel to Charlotte to work on the system.

Dr. Edison explained that literacy anthologies are a good tool if they have components that help to teach the standards needed. The district has gone through the anthology and selected items which will fit in the new curriculum. It is also trying to find pieces that are appropriate and relevant to what is being taught. There are also online resources available. Dr. Edison noted that they would like better technology and are using all of the items available to develop the common core curriculum. Dr. Edison reviewed a graph of where development stands for each school (see attachment) for Language Arts and Mathematics. Ms. Kelly Doubleday is Tolland's math coordinator and is an expert in curriculum development. She is working with the SBAC resource group to develop the math bank that will be released in April. Thus, Ms. Coulom and Ms. Doubleday are both very involved in working at the national and state levels.

Dr. Edison reviewed the CCSS resources, specifically the CT Core Standards website, <http://ctcorestandards.org>. Further, the SBAC opens its digital library of resources in April and new standards will be coming out for Science, Social Studies, Music, and Arts. Additionally, Dr. Edison reviewed how technology integrates into the Common Core.

The future plans were reviewed. This includes that units in language arts and mathematics be completed by June 30<sup>th</sup>, a continued analysis of appropriate resources, the implementation of Writer's Workshop utilizing professional development, and coaching in the classrooms. Overall, for implementation, the following are needed: embedded professional development, time, and resources.

Ms. Moran inquired if feedback is requested regarding professional development. Dr. Edison responded that feedback is gathered and that each item is evaluated on a 4-point scale. Ms. Moran asked if curriculum publishers provide professional development. Dr. Edison replied that some do and that there are various options and costs.

Mr. Doyle thanked Dr. Edison for the presentation. He confirmed that not all of the units have been fully developed as of yet, some units have a first draft, and other units may need to be revised. He would like to know what is being done to ensure the units are being implemented in a consistent manner and that the teachers are being supported. Dr. Edison explained that they develop consistency by working with the teachers and using a benchmark system. In turn, if a unit is focused on a standard and through evaluations it is determined that those standards are not being met, they know they need to work with the

classroom on the pedagogy used to deliver the curriculum. The district focuses on consistency and works with administrators to identify what one should see and hear when they observe and evaluate a classroom.

Mr. Adlerstein commented that he is trying to reconcile what he has heard and polled the audience as to how many still had questions. A number of hands went up. Mr. Adlerstein noted that he is hearing that the district is using outdated methods and kids are not getting enough writing instruction. He would like to know how this is being reconciled. Why are people saying this and what is happening in the district?

Mr. Guzman noted that this presentation is a representation of work going back to 2000. It was prepared to show that over time there has been a consistent, cohesive approach and appropriate methodology used to develop curriculum in the district. It was formatted prior to the questions from the audience and the Board and it is logical that not all questions asked would be addressed in the prepared presentation. They will review the questions that were asked in Public Participation and will provide responses. The district has always had standards and incorporated them into the curriculum long before the common core and has performed well on the CMT assessment. This is a high performing district which is ranked in the top 10 in several assessments out of 165 school districts. They do not teach to the test but to standards. The district has been doing good work in the area of curriculum development which is an attestation of the hard work of Dr. Eidson, the coordinators, the teachers, and the principals.

Mr. Pagoni concurred with Mr. Guzman that this is not the format to answer the questions. He asked that the public send questions to the Chair and the Superintendent. The questions will be posted on the internet and addressed.

Mr. Adlerstein commented that education is shifting rapidly and he would like to see the vision, milestones, and details about how the money is being spent. He added that some of the questions were very fundamental. Mr. Pagoni commented that many of those who spoke are better qualified than the members of the Board. In turn, if they believe these to be valid questions, then they should be addressed. Mr. Adlerstein explained that it is not opinion but best practices and how does one support the best practices. Dr. Eidson commented that when she looks at the Language Arts line, and she divides the number of students in the district into the budgeted line item number, she gets \$20.98/student. This will not buy more than a couple of workbooks. In math, there is \$13.60/student. The other instructional supply lines assuming a level budget calculate as follows: social studies \$5.97, science \$24.01, art \$10.18, music \$5.84, and in physical education \$5.06. Dr. Eidson noted that Mrs. Neel and Mr. Guzman have been very supportive in allowing them to have the time to work with the teachers so that they can understand the standards. One can buy any number of materials but professional development is needed so that teachers know how to deliver them. The district does not have the "green set" found in another district because the state told the districts not to purchase this item. They are not common core aligned. The state of CA has come out with some excellent items for language arts instruction and at the top of the list is a revised Houghton Mifflin which was used in Tolland. Materials are coming out. In a few years, districts that purchased materials may have to purchase something else. The publication EdWeek noted in its last issue that much of the material that is coming out is not true to the common core. Tolland cannot afford to be careless with money and buy something that will need to be replaced. It does what it can with the time and resources it has.

Mr. Adlerstein would like to see the detailed plan moving forward that includes dates, materials, what materials one would buy if the money was available. Dr. Eidson explained

that they need to find the resources that will best serve the district – it may not be a full program but pieces that will be strategically planned.

Mr. Pagoni asked if after going through all of this work and even if it is done perfectly, what if the district may not have the necessary resources? Dr. Eidson explained that they have lived through this before and managed. She added that you cannot be down \$6M a year in a budget and not have it affect something. Ms. Gorsky commented that at the last Board meeting, she asked if there was enough money in the materials line of the level-funded budget to cover what will be needed. She added that Dr. Eidson said that there was enough money. Dr. Eidson explained that to stay where we are, there is enough money in the budget. Ms. Gorsky commented that if she had heard this at the last meeting, it may have swayed how she voted or what she would have advocated for.

Mr. Guzman commented that when they were developing the budget as they normally do, requests from the principals for various accounts were coming in and were going to be used to form the budget. Then the Board gave the directive to look at a level-services budget so the requests from various cost center managers were put aside. Under normal circumstances, they would have worked with the cost centers, determined the highest priorities, and presented a reasonable budget. They never had an opportunity to do this. They were told to present only a level-services budget which contained mostly contractual increases.

Mr. Doyle commented that when he ran for the Board, he ran on a platform of partnership and they have been working hard with the citizens, staff, and Town Council. There is a lot going on in education and he believes they should focus on what can be done and how to work together to do the best for Tolland students. When the budget process was discussed, they asked how much it would be to keep level services. There is value in understanding what it costs to keep things as they are. Additionally, they asked for additional priorities and cost-saving measures. There is more work to be done. He invited Dr. Eidson to tell the Board what resources are needed to bring students to the next level and support the teachers in delivering the new resources. Everyone has to listen to each other, seek understanding, and come together as a team.

Mr. Adlerstein explained that he is looking for 3 years out including priorities. Ms. Moran suggested that this may be an appropriate topic to address in a Community Conversation format.

F.2. Smarter Balance Assessment Consortium (SBAC)

Ms. Fox and Ms. Margot Martello reviewed a presentation on the SBAC. A history was provided. In past years, the 10<sup>th</sup> grade was the Tested Grade for the CAPT. In 2013/14, the 11<sup>th</sup> grade is a Tested Grade. In turn, a field test of the SBAC will be administered to students in grades 3-8 and 11. Next year, the SBAC will be live and a CAT (Computer Adaptive Test). The state law and the federal waiver use the term Tested Grades. The Tested Grades are required to test. CT has opted to test more broadly than the consortium's required 10%. The district is mandated to follow the Federal Waiver. This notes that all students in the Tested Grades must test in mathematics, reading, and language arts. In turn, if a district selected the SBAC option, the 11<sup>th</sup> graders must be tested. In October, school districts were presented with 3 options. Given the implementation of the common core and the desire to prepare for the future, the district selected Choice 2. (See attachment) It was important for the educators and the district to maintain strength given the information available regarding teacher evaluations at the time. There are still many unknowns as to what standards students, teachers, and administration will be held to in the future. The district made the best decision it could at the time.



Ms. Fox explained the decision to test 10<sup>th</sup> grade this year. A discussion took place with the Community Advisory Council and it was determined that it would be good preparation for the test in its official form, and to help students become comfortable with online testing and the tools involved. The parents who were at the meeting agreed.

Ms. Martello explained how they are preparing for the SBAC, the timeline, and considerations given to scheduling. If a student is absent on the day of the test, it will need to be made up. It is the test that is being tested, not the students. It has been requested that teachers who have students being tested not engage in new instruction but offer enrichment activities outside of the curriculum. The teachers are being asked not to hold students accountable for work done while they were testing.

Ms. Fox thanked Ms. Martello for going through every detail of this difficult process. She added that the decisions made have been in the best interest of the students and minimize impact to the students. In terms of opting-out, the school is not putting the student between the parent and the district and asked Mr. Guzman about legal ramifications given the mandate. Mr. Guzman explained that the Board attorney explained that there is CT law, section 10-14 that requires testing of all students on an annual basis. There is also the ESEA Federal Law. There are some legal justifications in statute both CT and federal for the requirement of the SBAC. Ms. Martello added that the information she received regarding the ESEA Act notes that it does not allow parents to exempt their children from taking state mandated assessments.

Ms. Gorsky motioned to extend the meeting past 10 PM. Ms. Moran seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

Mr. Pagoni noted that any questions in public participation should be sent to the Chair and the Superintendent so they can be posted online and addressed.

Ms. Moran inquired about the Community Advisory Council and the parents involved. Ms. Fox explained that many of those in attendance were sophomore level parents, the majority of whom agreed, and there was a limited window in which to make the decision. Ms. Moran did not feel that there were a sufficient number of parents represented.

Mr. Pagoni asked why no one came before the Board to present the choices. Ms. Fox explained that there was not time and it was not a requirement of the state. Mr. Pagoni believed this is something the Board should have weighed in on. This was a big deal and the Board and the town were not given the opportunity to weigh in. Mr. Guzman explained that this was an administrative decision based on the information available at that time. They are tasked with explaining this information to parents, students, teachers, and members of the community in a coherent fashion. He gave credit to the principals for doing so in a way that was responsible and sensitive to the needs of the students and parents.

Mr. Pagoni motioned to move Public Participation to this point in the agenda. Ms. Gorsky seconded the motion. All were in favor. Motion carried.

#### Public Participation

A resident asked how students can be tested on material they may or may not have had on a test format on which they are not familiar?

Jackie Kolb, 34 Susan Drive, commented that she is grateful to have heard both presentations. She explained that she is having difficulty reconciling what she should do as a parent given that she does not feel that her child is ready to participate in the field test but does not want to do the wrong things for him or the school.

Melissa Simmons, 146 Grahber Road, commented that she has heard a need for professional development for teachers. Given the strategic plan, will that include who will do the presenting, the focus and a clear agenda similar to what is provided in her district?

Kim Hellerich, 145 Charles Street, is an administrator in another district. In terms of the SBAC process and the common core, these issues are consistent across the state. As an administrator and a parent, she does not know why one would not want to take the opportunity to have students take the SBAC test this year when it does not count so experience can be gained and the technology solidified. She noted that it is important to embed the skills and reading stamina in students that will be needed in 3<sup>rd</sup> grade.

A resident of 25 Deer Meadow commented that the presentations do not inspire confidence that students are prepared to take the test. She gets that it does not count and the importance of field testing but 100% testing for a field test does not make any sense to her. Further she resents, both from the district and the state, the feeling of a threat; that there is not option to opt out. This is not a mastery test, it is a field test and the state has intentionally misled people to think they cannot opt-out. Even if it is a mastery test, what is the penalty? There is no penalty. This feeling of a threat is something she resents. Further, she finds it frustrating that she received misinformation just last week.

Amy Duff, 127 Robin Circle thanked everyone for the presentations. On the website, it was noted that Tolland worked with select towns to develop curriculum and she would like to know which towns it reached out to and why they were selected. Further, there is a wealth of perspectives here who are teachers and administrators in other towns that would love to work with you and she asked if there could be a community group to work together on these curriculum issues. It would also provide more of a general understanding.

Diane Clokey, 29 Tolland Farms Road, commented that she does not question how much thought went into the decision on the SBAC at the district level but what was said proves that the state is not ready to do this test. The people who are going to suffer are the students who are going to lose instructional time. A lot of juniors are most concerned about losing preparation time for the AP tests in May to a test that does not mean anything to them. The presentation shows how far away the district is from doing what is in the best interest of its students.

Elizabeth Chounicki, 10 Old Farms Road, commented that the presentation regarding curriculum writing did not sit well with her. She heard about how complicated and difficult it is and that the teachers should not be considered experts but that is what they are doing. They are being pulled from their classrooms and money is being spent on substitute teachers. Once the curriculum is written, there is still not a solid research base. She does not understand how other districts can provide these things for their students but Tolland cannot.

Deb Goetz, 176 Kate Lane, commented that she did not hear an answer to her question that she sent to Mr. Guzman. She did receive a letter stating that the test was extremely important to the sophomore and junior classes and the school as a whole and about the serious nature of the test. She does not understand why it is extremely important for the junior class if there will not be any results. The juniors will not benefit from this at all.

Grades 3-8 can try out the test but the 11<sup>th</sup> graders will not gain any benefits. The 11<sup>th</sup> graders are losing over 23 hours of instructional time. Snow days and late openings do not get made up before the AP test and UConn finals at the end of May. Her daughter has UConn Chemistry class in block one and will miss 6 classes in order to be a guinea pig in something they do not know if will even work. She would like to know what results are being reported for each student and to the school.

Susan Lotreck, 12 Holly Road, commented that her junior will have to take the test. She paid close to \$500 for the UConn class. While she was told that no new instruction will take place, the seniors will be able to do enrichment and work on material while her daughter will have to do the work at home. Juniors should not have to take the test. It is unacceptable.

Dale Kasai, 32 Marbella Lane, commented in response to Dr. Eidson's dollar needs. The root cause is that the resources are not available. There is a need for professional development and significant technology across the schools. Over the last 5 years, this town has had an average tax increase of 0.462%. Tolland is ranked 154 for the 2012/13 school year for the amount spent per pupil. To do a level spending budget requires a 3.44% increase and the town manager's number is 2.6%. All-day kindergarten is \$138K, just over a quarter of a percent increase. In the state, 88% of kindergarten kids have access to full day kindergarten. The root cause is dollars and he applauds the Board and the Town Council for working together.

Michelle Peterson, 44 Wonderview Drive, commented that what she is concerned about is free. How is the district defining how it measures school success? She is surprised that the 2013 scores were posted. Any towns that transitioned to the common core saw its scores go down. The CAPT reading score is at the bottom of the DRG. Further, she was surprised to see School Digger used as a reference – most districts do not use it. It shows the best picture but there is disagreement on other websites. She is also concerned about the report of what is happening, what she sees at home, what teachers tell parents, and what the parents are being asked for behind the scenes. She is also concerned about what teachers receive for training prior to doing curriculum work. She cannot see how it can be done. She is also concerned about advocacy – she did not hear strong advocacy during workshops for coaches, technology, interventionists etc. She implored the Board to keep working at this and keep inspiring all to work for a common cause.

Miranda Wojnar, 49 Cortland Drive, thanked Mr. Doyle for sharing that everyone needs to work as a team and move in a positive direction. With a clear sharing of the plan for common core implementation, it will help the Board and perhaps the Town Council to support the schools with the resources they need. One item that stood out in the curriculum presentation was the discussion of the time for instruction. In January, they discussed timing and the scheduling committee said it was impossible to fit everything into the school day. How is instructional time implemented? Who is in charge of this? How can this be changed? How can the Board be sure the educational leadership is giving that time?

Michele Harrold, 256 Mountain Spring Road, commented that when going through the process workshops, the Board should have had a plan to sell what it needs to the taxpayers so the town can raise taxes. The plan to sell is not there. Coaches and interventionist are needed.

A resident thanked the Board and those who presented. She believes that the Board was put in a hard place. Parents need to force this to the Town Council and stand up and let the Council know that this is not acceptable. She implored all to start taking a more active role

in what is going on in the entire school system. In regard to the SBAC, she is a parent of a 3<sup>rd</sup> grader. He knows how to use a computer but is not prepared to take a test and will struggle. She would like some clear direction as to what the requirements are and if a student has to take the test. She wants to know if she has a choice as a parent and if so what she needs to do.

#### Points of Information

Dr. Eidson noted that the students are being trained on what they will need for the test.

Ms. Martello noted that as educators, they hear the parents. If they had the choice, they would not give the test to the 11<sup>th</sup> graders but they do not have that choice. The benefit is that online testing is now used for job placements and there are other standardized tests. This experience gives a student the opportunity to start preparing to take them. The benefit for all other students who will take the test is that this is an opportunity to practice so they will be more comfortable when the test counts. Parents' concerns are valid but there is nothing the Board or administration can do to change this. The school district must abide by the laws and mandates of the state and federal government. While they will not argue with a student who says that their parent has said that they do not have to take the test, they understand the implication of a falling attendance rate. In turn, they are asking the parents for their help in maintaining the district's high standards.

Ms. Moran noted that State Representative Tim Ackert spoke this evening in Coventry about the common core. Given that the Board's meeting was on the same night, he offered to return and speak in Tolland. Mr. Guzman noted that they will try to make the arrangements and publicize it.

Mr. Pagoni spoke in regard to the SBAC. He clarified that the 10<sup>th</sup> graders are going to test this year. Based on e-mails he received, only 10<sup>th</sup> or 11<sup>th</sup> graders are required to test and asked if this is true. Ms. Martello explained that she believes this is in references to the initial choices presented to the school districts and explained that the 11<sup>th</sup> graders must be tested. He asked if the Board decides that the 11<sup>th</sup> graders are not going to test and directs the Superintendent that this is the way it is going to be, what would be the repercussions. Ms. Martello explained that the district will not have met the federal waiver requirements. The federal waiver has to be meshed with the state law. Mr. Guzman was not aware of any repercussions monetarily but there is a state statute that districts must fulfill the educational interests of the state. The state could then come back to the Board for not meeting the educational interests of the state in section 10-4A with a penalty. Mr. Pagoni commented that at the next meeting that he will probably put up a motion for the Superintendent to cancel the 11<sup>th</sup> grade test. Mr. Doyle recommended getting input from some of the legislators. The Board may be directing the Superintendent not to fulfill his duties to the law. The people who are responsibly should be asked. Mr. Pagoni would like the answers at the next meeting.

Mr. Doyle motioned to hold a special meeting on March 5, 2014 at 7:30 PM, location TBD to cover the balance of the agenda and public participation. Ms. Gorsky seconded the motion. All were in favor. Motion carried.

The agenda for the special meeting will be public participation, the four items not covered in this evening's meeting, public participation, and adjournment.

F.3. Professional Learning and Evaluation – not covered

F.4. Board Policies– not covered


- Policy and Administrative Regulation 5060 – Non-Discrimination (students)
- Policy and Administrative Regulation 5171 – Section 504 of the Rehabilitation Act of 1973

F.5. Request for Authorization to Transfer Funds- – not covered

F.6. 2014/2015 Board of Education Budget – Continued Discussion and Update – not covered

Mr. Doyle motioned to adjourn the meeting at 11:09 PM. Mr. Frattaroli seconded the motion. All were in favor. Motion carried.

Respectfully submitted,



Lisa Pascuzzi  
Clerk

TOLLAND BOARD OF EDUCATION  
Tolland High School  
One Eagle Hill  
Tolland, CT 06084

SPECIAL MEETING – March 5, 2014

Members Present: Mr. Sam Adlerstein, Chair; Mr. Patrick Doyle, Vice Chair; Ms. Kathy Gorsky, Secretary; Ms. Karen Moran, Mr. Robert Pagoni, Mr. Tom Frattaroli, Mr. Steve Clark, and Mr. Joe Sce.

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

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

The meeting was called to order at 7:30 P.M. and the Pledge of Allegiance was recited.

B. PUBLIC PARTICIPATION (2 minute limit) - none

C. POINTS OF INFORMATION

Ms. Gorsky reviewed the correspondence received since the February 12, 2014 meeting. This included letters regarding all-day kindergarten, SBAC testing, and curriculum and instruction.

Mr. Guzman noted that they will provide responses to the letters regarding the common core at an upcoming meeting. Mr. Adlerstein noted that a curriculum plan was requested. Mr. Guzman commented that the plan would be assembled and presented to the Board.

Mr. Pagoni asked if it would be possible to arrange for the testing for the juniors to be moved due to other testing that they will need to complete such as the AP exams and the SAT. Mr. Guzman responded that there has been a great amount of work in determining the schedule and multiple factors went into the decision. These include the NEASC visit, April vacation, AP testing, career placement testing, and other elements.

Mr. Pagoni commented the Board needs to consider the affect the SBAC testing has on the juniors. It is the last semester for juniors to shine and it is a critical time in terms of being selected for post-secondary education. Only a fraction of a point can make the difference when it comes to determining if a student will receive an A. The Board should do the best it can to give the juniors every chance to be accepted into their school of choice. He is interested in seeing how the schedule could be worked to provide juniors with every opportunity to shine. He does not believe that the current schedule is giving the juniors the optimum chance to do their best and would like to revisit this. Mr. Pagoni noted that it is the job of the Board to oversee that the Superintendent and the entire staff. It is not a matter of overriding them; it is a chance for the Board to say what it would like to see. He is not satisfied with where it stands now. A discussion will be added to an upcoming agenda regarding moving the 11<sup>th</sup> grade SBAC.

Mr. Clark, in regard to Mr. Pagoni's comments, noted that there needs to be more discussion and he is interested in hearing what State Representative Tim Ackert has to say tomorrow evening at the discussion of the common core and SBAC testing. He would like to know why something like this was adopted and if consideration was given to the impact it would have on

the juniors. Mr. Pagoni commented that this decision did not have to be for this option. Mr. Guzman responded that this was presented to the Board on February 13, 2013. It was decided that the district would take part in both the field test and the initial year of SBAC testing. State Representative Tim Ackert will speak at the Community Conversation on March 6, 2014 at 6:30PM at the high school.

Mr. Frattaroli noted that last week, he met with some teachers regarding Broadcast Journalism and discussed possibly doing this program for sporting events, plays, and other activities. He would like to ensure that this program is available to allow students to gain familiarity and experience with the equipment. Mr. Frattaroli would like to spearhead this if possible. Dr. Eidson noted that this is a course where credit to MCC can be earned.

D. SUPERINTENDENT'S REPORT

- Professional Learning and Evaluation Plan

Mr. Guzman noted that this item will be on the March 12<sup>th</sup> agenda for action. The district is proposing to amend the teacher evaluation plan that was submitted to the state. There are three basic changes: the number and type of observations, a waiver to "decouple" the SBAC in 2014/15 from inclusion in the teacher evaluation, and an additional rubric for the evaluation of non-classroom teaching staff.

Dr. Eidson reviewed the presentation including the components of the teacher evaluation plan and their breakdown. Further, the changes in need of approval were reviewed. See attachment. Upon Board approval, the changes will be submitted for state approval.

Mr. Sce expressed some concern regarding the vagueness in the evaluation plan such as teachers creating their own goals and would like to see something more well-defined such as the use of standardized tests to measure performance. Dr. Eidson noted that the state is planning on doing surveys (testing) of the teachers in addition to the evaluation plan. She added that the teachers' goals are derived from student-related learning goals, standards-based SMART goals from the common core and the principals are trained and calibrated to evaluate teachers based on the rubric. A discussion of the evaluation process and its standardization took place.

Mr. Pagoni motioned to add this item to G1 for action. Ms. Moran seconded the motion. All were in favor. Motion carried.

- Board Policies

Policy and Administrative Regulation 5060 – Non-Discrimination (students)  
 Policy and Administrative Regulation 5171 – Section 504 of the Rehabilitation Act of 1973

The Policy Committee met on February 17<sup>th</sup> and the recommended changes are noted in the attachment. On page 10, "Kathleen Raymond" should be replaced with Office of Student Services. Mr. Guzman is requesting that this be considered at the next meeting for board action.

- Request for Authorization to Transfer Funds

This request falls under Board Policy 3060 which requires Board action for the transfer of funds over \$30,000. Mrs. Neel explained that there are a number of teachers who are on an unpaid leave of absence. In turn, the district would like to move the funds from the certified teacher account to the substitute teacher account. This item will be on the agenda for the next meeting for the Board's consideration.

- **Change of Board Meeting Dates – March 26 and April 23**  
Due to conflicts, it was proposed that the Board meeting scheduled for March 26<sup>th</sup> be moved to March 19<sup>th</sup> and the meeting scheduled for April 23<sup>rd</sup> be moved to April 30<sup>th</sup>. Once moved, these meetings become Special Meetings. Ms. Moran motioned to add this item to G2 for action. Mr. Pagoni seconded the motion. All were in favor. Motion carried.
- **2014/2015 Board of Education Budget – Continued Discussion and Update**  
Mr. Pagoni commented that he walked out of the Town Council meeting last night very positive. The 3.44% received good vibrations. He believes the Board should work to come up with funds to provide for one of the priorities listed such as all-day kindergarten, a resource officer, technology or another item to make it easier for the Council to sell the 3.44%. The funds could come from the health insurance line or .001% of discretionary spending.

Mr. Guzman commented that there were some suggestions that arose in the workshops that they are pursuing. These include housing a regional special education program and establishing an internship program. He noted however, that these items would not produce an impact until year 2 or year 3. Further, due to a reduction in enrollment, the district expects to maintain class size while reducing the teaching staff. He added that the transportation bid will be back on March 24<sup>th</sup> and the hope is that it will come in at less than the 5% that was budgeted for this item. The reduction of one bus saves approximately \$48,000. One assumption in the budget was that a total of seven teachers would resign or retire and Mr. Guzman believes this number will be reached. Under special services, there is an 82% reimbursement rate from the state. This rate could change and the value of a percentage point either way is about \$15,500. Mr. Guzman noted that this is supposed to be a fully funded (100%) state grant.

The district is also looking at inter-district tuition (4% budget increase) and health insurance. Currently, there are 105 employees in the High Deductible Plan (HSA). The teachers' contract now requires new teachers to participate in the HSA. In turn, the district will pick up an average of \$5,000 for each new teacher; depending on the plan, it could be higher. Lastly, the health insurance line is budgeted at 11.6%. One point has a value of approximately \$46,000.

Mr. Pagoni commented that the Board should make a commitment to pick up at least one item on the right side of the page (priorities) and use what Mr. Guzman discussed or set a percentage to get the item as a fallback position. Mr. Adlerstein asked that scenarios be presented but added that one cannot commit to making improvements without knowing where the money will come from. He would like the scenarios in order to plan ahead for June. Mr. Guzman will present some scenarios at the next meeting.



E. COMMITTEE & LIAISON REPORTS

Communication and Outreach

Ms. Moran noted that the committee met on February 20<sup>th</sup>. They are looking into creating a task force to look at the district and school websites for content, consistency, and capability.

Ms. Gorsky has been doing outreach with the senior center and will place a note in the upcoming newsletter inviting the senior citizens to attend the school show dress rehearsals for free. Further, in regard to the Inside Tolland Schools Newsletter, Mr. Guzman has asked the administrators to put forth some ideas that would highlight the accomplishments of the schools and staff.

Ms. Moran is speaking with Honeywell which offers a Green Boot Camp. A middle school staff member would be able to attend the program and learn how to turn classrooms into places where ideas for sustainability can thrive. Additionally, she is putting together a planning committee for the Community Conversation grant. Further, she recommended having some Board members present at the kindergarten registration meeting on March 13<sup>th</sup>. Ms. Moran and Ms. Gorsky will attend this event. Ms. Moran will get the invitation out to the last DRA workshop as well.

Town Council Liaison

Ms. Moran noted that the funds were approved for the replacement of the baseball dugouts.

Finance and Facilities

In regard to the Honeywell project, Mr. Doyle learned more information about the opportunity to have painting done at the middle school and notes that there will need to be a meeting to finalize the scope of the project and identify what would be done. Participants will include Mr. Carroll, Dr. Willett, and Ms. Bellody. A brief discussion regarding volunteers and insurance took place. Mr. Pagoni confirmed that this project would not be taking work away from anyone.

Mr. Doyle noted that the purpose of the fourth and final facilities study workshop is to narrow the range to three options. Information will be shared and feedback gathered which will be used to generate the final report. Mr. Frattaroli commented that he is skeptical that money could be saved from this study. Mr. Sce responded that it is not necessarily about saving money but optimizing the resources currently in the district.

Policy Committee

Ms. Gorsky noted that the committee met on February 19<sup>th</sup>. They reviewed the policies on this evening's agenda and the school calendar. Currently, the last day of school would be June 20<sup>th</sup>. She would like the Board to discuss giving the Superintendent the discretion of what best to do with up to 3 additional snow days. The district requires 183 days of school yet the state only requires 180 days.

Ms. Gorsky noted that next year's calendar will have four more ½ days. These will be the last Wednesdays in the months of February, March, April, and May and they will be used for professional development. A brief discussion of the regional school calendar took place. Lastly, the committee would like to ask if the Town Manager could consider the Board's meeting schedule in the future to avoid conflicts. Mr. Guzman will speak to the Town Manager about this.

F. CHAIRPERSON'S REPORT

Mr. Pagoni commented that the Board has one chance to get things right for the juniors; this could have lifelong effects. There is a lot of angst among student and parents who want the students to go to the best school possible and the present plan is not in the best interest of the juniors. The current Board should do more to assist them despite the last Board's vote. The Board has the right to make improvements and even though a lot of work has gone into this, it should not trump the effect it is having on the juniors. The AP exams are on the 5<sup>th</sup> and 9<sup>th</sup> of May and the SAT is being administered on the 3<sup>rd</sup> of May and the 7<sup>th</sup> of June. He recommends that the juniors be given some relief.

Ms. Moran commented that other districts have the same situation and asked if something could be learned from them. Mr. Guzman explained that Tolland is on an atypical 4x4 block schedule and due to the test being administered on the computer and other items, there are limitations in place. He noted that a consideration of the juniors was taken into account and believes the plan laid out is in their best interest. There were many conversations with teachers and administrators and what is being asked was taken into account. Mr. Pagoni noted that perhaps just those who are taking the AP exam could take the SBAC at a later date. Mr. Clark noted that those who may want to take the test on an alternate date could get together and take it on a subsequent date. Mr. Guzman will speak with the administration to learn if an alternative date could be offered for the AP students. Mr. Doyle would like to include those students who are taking UConn classes as well.

Ms. Moran motioned to extend the meeting past 10PM. Mr. Clark seconded the motion. All were in favor. Motion carried.

G. BOARD ACTION

G.1 Professional Learning and Evaluation Plan

Ms. Gorsky motioned to approve the Professional Learning and Evaluation Plan as presented. Mr. Pagoni seconded the motion. All were in favor, Motion carried.

G.2 Change of Board Meeting Dates – March 26 and April 23

Mr. Pagoni motioned to move the meeting scheduled for March 26<sup>th</sup> to Wednesday, March 19<sup>th</sup> at 7:30 PM and to move the meeting scheduled for April 23<sup>rd</sup> to Wednesday, April 30<sup>th</sup> at 7:30 PM; locations to be determined. Mr. Doyle seconded the motion. All were in favor. Motion carried.

H. PUBLIC PARTICIPATION

Michele Harrold, 256 Mountain Spring Road, commented that at this point there is no commitment from the Board in regard to all-day kindergarten and parents need to know. Further, if all-day kindergarten is offered, it needs to be done right and include paraprofessionals. The parents need a commitment.

Jan Rubino, 296 Weigold Road, spoke not as a Council Member but for herself. She commented that what made last night special were the positive energy and the Board's leadership. It sent a positive message that the Board was moving forward and everyone could see how hard it had worked to get to this point. The community needs to hear more of this. It pulled together during storm Alfred and will surely do so to paint. The community needs to stand behind the excellent work of the Board.

Susan Lotreck, 12 Holly Road, commented in regard to the SBAC. She hears that if her daughter does not take the test that she will be required to make it up but she has not seen anywhere that students are required to take it since it is a field test; thus, she does not know why this language is being used and wants an answer. Her child wants to spend the time on other material. As a parent, she is concerned that there could be potential repercussions if a student does not take the exam.

J. POINTS OF INFORMATION

Mr. Guzman explained that the state and federal laws require every child to take the test. If a student in the district does not want to take the test, he/she can opt out. The district will not force her to take the test. Mr. Pagoni noted that he reviewed two letters (one from the state and another from the Board attorney) that made it clear that it is a requirement that students take the test and it is non-negotiable. In regard to repercussions, Mr. Guzman noted that this is unfounded. If a student opts-out, there are no repercussions. Mr. Clark clarified that repercussions could come to the district if many students opt-out but not to individual students.

J. CORRESPONDENCE

February 18, 2014 – NEASC Accreditation

K. FUTURE AGENDA ITEMS

- 2014/15 School Calendar, March 19<sup>th</sup>
- Board Policies, March 12<sup>th</sup>
- Transfer, March 12<sup>th</sup>
- LOA Report, March 19<sup>th</sup>
- Healthy Foods Certification, March 19<sup>th</sup>
- Requested Budget Information, March 12<sup>th</sup>
- SBAC Information in relation to AP carve-out, March 12<sup>th</sup>
- Conversation related to additional snow days, March 12<sup>th</sup>
- Presentation of the accreditation process, March 12<sup>th</sup>
- Technology Plan, March 19<sup>th</sup>

If the information on the accreditation process and the technology plan is available prior to the Friday before the respective meeting, it will be sent to the Board members in advance.

L. EXECUTIVE SESSION – PERSONNEL MATTERS

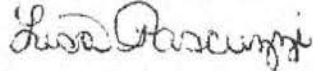
Mr. Clark motioned to go into executive session at 10:20 PM for the purpose of discussing personnel matters and invited the Superintendent to attend. Mr. Doyle seconded the motion. All were in favor. Motion carried.

The Board returned to public session at 11:20 p.m.

M. ADJOURNMENT

Mr. Pagoni motioned to adjourn the meeting at 11:20 P.M. Mrs. Moran seconded the motion.  
All were in favor. None opposed. None abstained. Motion carried.

Respectfully submitted,



Lisa Pascuzzi  
Clerk

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

**FROM: William D. Guzman**

**DATE: March 12, 2014**

**SUBJECT: Tolland High School Accreditation - Visiting Committee**

Every ten years, most high schools in New England go through an accreditation process with the New England Association of Schools and Colleges (NEASC). About a year and a half or two prior to the evaluation visit, the staff at the high school begins a self-study process in accordance with the seven NEASC accreditation standards:

1. Core Values, Beliefs, and Learning Expectations
2. Curriculum
3. Instruction
4. Assessment of and for Student Learning
5. School Culture and Leadership
6. School Resources for Learning
7. Community Resources for Learning

Extensive work has gone into preparations for the Visiting Committee. A team of 16 representatives from a variety of schools have been selected to evaluate the high school. Members include teachers, administrators, a counselor, and a media specialist. They visit the high school for four days beginning on Sunday, March 23 and ending on Wednesday, March 26. They will review the self study analysis, study and review the evidence, and meet with parents, BOE members, students, teachers, and building and district administrators to gain a clear picture of the school, its strengths, and its needs. They will compile their own report outlining their findings and a cursory report will be presented on the final day of the visit. After their report goes through the editing process and is reviewed for accuracy by the building principal, it will be finalized and released to the public.

On Sunday, March 23, you have been asked to participate in the evaluation of the school. The Visiting Committee requests time on Sunday to meet with the members of the Board. They will ask questions about your perspective of the school's core values, beliefs, and learning expectations; curriculum development, instruction, and assessment practices; building and district leadership; and school and community resources for learning.

Additional information about the New England Association of Schools and Colleges accreditation process can be found at the NEASC website at [www.neasc.org](http://www.neasc.org).

WDG:jp

# NEASC ACCREDITATION

\* TOLLAND HIGH SCHOOL \* 2014 \*



# WHY SEEK ACCREDITATION?

- **Aligns the school with researched-based standards**
- **Gives credence to the practices of the school**
- **Increases the value of the education given to the students as seen by outside parties (colleges, employers, prospective home buyers)**
- **Gives an outside perspective of the strengths and needs of the school**
- **Calls for an analysis of current practices and gaps between practice and the standards**
- **Initiates planning for the future based on standards**

# WHAT ARE THE ACCREDITATION STANDARDS?

- **Core Values, Beliefs, and Learning Expectations**
- **Curriculum**
- **Instruction**
- **Assessment of and for Student Learning**
- **School Culture and Leadership**
- **School Resources for Learning**
- **Community Resources for Learning**



# WHAT'S THE PROCESS?

- **Every 10 years**
- **Review the standards**
- **Create the committees**
- **Collect and analyze evidence related to each standard**
- **Address the indicators within each standard**
- **Develop an executive summary and rating for each of the standards**
- **Identify strengths and needs related to each of the standards**

# WHAT'S THE PROCESS?

- **Present each committee's report to the professional staff**
- **Professional staff votes to approve each report**
- **Steering Committee analyzes the strengths and needs within each report and develops a prioritized list**
- **Reviewed and approved by professional staff**
- **Building leadership team develops 2 and 5 year plans based on strengths and needs**

# WHAT'S THE ROLE OF THE VISITING TEAM?

- **16 educators including administrators, teachers, and specialists**
- **Chair of the Visiting Committee is Don Gates**
- **Assistant Chair will be appointed before the team arrives**
- **Assigned to each standard**
- **Review the reports, meet with parents, BOE, teachers, students, and district administration**
- **Draw conclusions based on the evidence they have reviewed**
- **Evaluate each standard based on rating guides**

# WHAT'S INVOLVED IN THE VISIT?

## **SUNDAY, MARCH 23, 2014**

- **Panel Presentation**
- **Teacher Interviews**
- **Parent Meeting**
- **BOE Meeting**
- **Review Student Work**

## **MONDAY, MARCH 24, 2014**

- **Tour of the Facilities**
- **Meetings with Teachers, Counseling and Special Education Staff, Library-Media Specialist, District Administration, Building Leadership Team**
- **Students Shadowed**
- **Meetings with Students**
- **Meetings with Parents**
- **Meeting with Sub-Committee Members**

# WHAT'S INVOLVED IN THE VISIT?

## **TUESDAY, MARCH 25, 2014**

- **Students shadowed**
- **Meetings with Special Education Staff and Secretarial Staff**
- **Reports are written and presented to the Visiting Committee members**

## **WEDNESDAY, MARCH 26, 2014**

- **Reports are finalized**
- **Final reports are presented to the Visiting Committee members**
- **Visiting Committee Chair presents the findings of the team to the staff**

# THE REPORTS...

## THE SELF-STUDY

- **Produced by the staff**
- **Considered a working document as it is used by the Visiting Team to develop their own report**

## NEASC FINDINGS

- **Recommendations will be made to the school based on the evidence reviewed during the visit**
- **Sent to the School Principal at the end of June/early July for accuracy check**
- **Final report will be available to the BOE and posted on the school website for public viewing**

# **FOLLOW THROUGH AND FOLLOW UP...**

- **Expectations are put on the school to address the needs through the 2 and 5 year plans**
- **Recommendations will be made at the time of the formal report**
- **THS will provide the Commission on Public Secondary Schools with an update on the targeted plans and recommendations**
- **Next accreditation review in 10 years**

# WHAT IS THE ROLE OF THE BOE?

- **Please join us for the Sunday Panel Presentation, BOE and Visiting Committee meeting, and Reception**
- **Visiting Committee will ask questions regarding:**
  - **Building and District Leadership**
  - **Core Values, Beliefs, and Learning Expectations**
  - **Communication**
  - **Community Support for Education**
  - **Board Support for Education**



# QUESTIONS REGARDING NEASC ACCREDITATION?

<http://www.neasc.org/>



**TO: Members of the Board of Education**  
**FROM: William D. Guzman**  
**DATE: March 12, 2014**  
**SUBJECT: SBAC Testing Schedule: AP Test / UConn Courses**

At the direction of the Board, the SBAC testing schedule for the High School was reviewed.

Currently there are thirty (30) students enrolled in two sections of the AP English III course. One section of students meets during the 2<sup>nd</sup> Block while the other section of students meets during the 3<sup>rd</sup> Block of the school day. Please note that the AP English course is a year long course and as such the students have been receiving instruction for over the two semesters. The AP examination is scheduled for May 9.

SBAC testing is scheduled for April 1 for the Block 2 students and April 9 for the Block 3 students. The class will be interrupted once during the SBAC testing period. The students will have a month or more for preparation prior to the AP examination.

There are sixteen (15) students enrolled in UConn Chemistry course. The course teacher has been given flexibility to schedule the examination date by UCONN since the University realizes the unique needs of high school schedules when compared to colleges (standardized testing, snow days, etc.). The final exam will be given at the end of May or during first week of June. There is a student (one) who is impacted with the UConn Physics class. The same flexibility has been extended to this course. The students will have over a month to prepare for the UCONN science courses.

The Administration believes that the above outlined schedules are sensitive to the needs of the students and provides them with optimal opportunity to prepare for the AP examination and the UCONN courses.

**TO: Members of the Board of Education**  
**FROM: William D. Guzman**  
**DATE: March 12, 2014**  
**SUBJECT: 2014/2015 Board of Education Budget**

Attached for discussion purposes is a listing of five (5) budget accounts that may offer savings to help finance Board budget priorities.

The cost impact column shows to sub titles:

- High – high probability of being realized
- Low – low probability of being realized

Each listed item shows the amount to be realized should the Board wish to include in its budget. The explanation column provides an indication of the variables for each amount. Greater detail will be provided at the Board meeting based upon more current information that is being assessed.

WDG:jp

TOLLAND PUBLIC SCHOOLS  
 Business Services  
 FY 2014-15 Budget Cost Impact Scenarios

<u>Program</u>	<u>Current Budget</u>	<u>Unit Cost</u>	<u>Cost Impact</u>		<u>Explanation</u>
			<u>High</u>	<u>Low</u>	
Transportation	Projected at 5% increase	\$ 20,615	\$ -	\$ (61,845)	High: No reduction in projection of 5% rate increase, Low: project bid results come in at 8% rate increase.
Retirees	Projected 7 retirees	\$ 9,772	\$ 29,316	\$ 9,772	High: 3 additional retirees, Low: 1 additional retiree.
Health Insurance	Projected 11.6% increase	\$ 45,867	\$ 68,801	\$ 45,867	High: Additional 1.5% reduction in renewal increase, Low: 1% renewal reduction.
Health Insurance (H S A)	Projected enrollment of 105 employees	\$ 4,848	\$ 48,480	\$ 9,696	High: 10 moves to H S A, Low: 2 projected moves.
Special Services	Projected 82% reimbursement from Excess Cost Grant	\$ 15,465	\$ 15,465	\$ (46,395)	High: Reimbursement to 83%, Low: reimbursement at 80%.
			<u>\$ 162,062</u>	<u>\$ (42,905)</u>	

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

**FROM: William D. Guzman**

**DATE: March 12, 2014**

**RE: 2013/2014 School Calendar - Adjustment Recommendation**

The approved school calendar for the 2013/2014 year established the last day of school as Friday, June 13, 2014. At this time, there has been five (5) school cancellations due to inclement weather resulting in the last day of school tentatively set for Friday, June 20, 2014.

In order to preclude entering the final full week of June or disrupting the April vacation due to possible additional school cancellations, the Administration recommends that the Board authorize the Superintendent to shorten the current school calendar by up to three (3) school days depending on additional school cancellations, if any.

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

**FROM: William D. Guzman**

**DATE: March 12, 2014**

**SUBJECT: Board Policies:**

**Policy and Administrative Regulation 5060 – Non-Discrimination (students)**

**Policy and Administrative Regulation 5171 – Section 504 of the Rehabilitation Act of 1973**

Attached please find the above referenced Board Policies. These policies were reviewed by the Policy Committee on February 19, 2014. The language to be deleted is in brackets and new language is in uppercase and bolded.

**Board Policy 5060 – Non-Discrimination (students)**

A minor change was made to this policy to explicitly provide that a board of education will not discriminate on basis of any other basis protected by state or federal law, regardless of whether such classification is listed explicitly in policy. In addition, investigation/grievance procedures were modified for consistency with best practices and Office of Civil Rights (OCR) guidance in this area.

**Board Policy 5171 – Section 504 of the Rehabilitation Act of 1973**

These revisions reflect changes suggested by the Office of Civil Rights regarding complaint investigation and compliance efforts. The policy has been updated for clarity and consistency.

Administrative Regulations 5060 and 5171 are enclosed for your information and do not require Board approval.

The Committee recommends approval of the revisions to Board policies 5060 and 5071.

**TOLLAND PUBLIC SCHOOLS**  
**Tolland, Connecticut**

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BOARD POLICY

REGARDING: Non-Discrimination (Students)

Number: 5060  
Students

Approved: 2/28/01  
Revised: 6/13/07  
Revised: 3/14/12  
Revised:

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The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, color, religion, age, gender, marital status, sexual orientation, national origin, ancestry, disability [including] pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

**IT IS THE POLICY OF THE BOARD THAT ANY FORM OF DISCRIMINATION OR HARASSMENT ON THE BASIS OF RACE, RELIGION, COLOR, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, MARITAL STATUS, AGE, DISABILITY, PREGNANCY OR GENDER IDENTITY OR EXPRESSION IS PROHIBITED, WHETHER BY STUDENTS, BOARD EMPLOYEES OR THIRD PARTIES SUBJECT TO THE CONTROL OF THE BOARD. THE BOARD'S PROHIBITION OF DISCRIMINATION OR HARASSMENT IN ITS EDUCATIONAL PROGRAMS OR ACTIVITIES EXPRESSLY EXTENDS TO ACADEMIC, NONACADEMIC AND EXTRACURRICULAR ACTIVITIES, INCLUDING ATHLETICS. IT IS ALSO THE POLICY OF THE BOARD TO PROVIDE FOR THE PROMPT AND EQUITABLE RESOLUTION OF COMPLAINTS ALLEGING ANY DISCRIMINATION ON THE BASIS OF PROTECTED CHARACTERISTICS SUCH AS RACE, COLOR, RELIGION, AGE, SEX, SEXUAL ORIENTATION, MARITAL STATUS, NATIONAL ORIGIN, DISABILITY, PREGNANCY, GENDER IDENTITY OR EXPRESSION.**

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and

uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal Reference:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.* -

Discrimination on basis of sexual orientation

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

[Public Act 11-55 An Act Concerning Discrimination]



**TOLLAND PUBLIC SCHOOLS**  
**Tolland, Connecticut**

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ADMINISTRATIVE REGULATION

REGARDING: DISCRIMINATION  
COMPLAINTS(STUDENTS)

Number: 5060  
Students

APPROVED: 5/23/07

REVISED: 3/14/12

REVISED:

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**IT IS THE POLICY OF THE BOARD OF EDUCATION THAT ANY FORM OF DISCRIMINATION OR HARASSMENT ON THE BASIS OF PROTECTED CHARACTERISTICS SUCH AS RACE, COLOR, RELIGION, AGE, SEX, SEXUAL ORIENTATION, MARITAL STATUS, NATIONAL ORIGIN, DISABILITY (INCLUDING PREGNANCY), OR GENDER IDENTITY OR EXPRESSION IS FORBIDDEN, WHETHER BY STUDENTS, BOARD EMPLOYEES OR THIRD PARTIES SUBJECT TO THE CONTROL OF THE BOARD. STUDENTS, BOARD EMPLOYEES AND THIRD PARTIES ARE EXPECTED TO ADHERE TO A STANDARD OF CONDUCT THAT IS RESPECTFUL OF THE RIGHTS OF STUDENTS.**

**IT IS ALSO THE POLICY OF THE BOARD TO PROVIDE FOR THE PROMPT AND EQUITABLE RESOLUTION OF COMPLAINTS ALLEGING ANY DISCRIMINATION ON THE BASIS OF PROTECTED CHARACTERISTICS SUCH AS RACE, COLOR, RELIGION, AGE, SEX, SEXUAL ORIENTATION, MARITAL STATUS, NATIONAL ORIGIN, DISABILITY (INCLUDING PREGNANCY), OR GENDER IDENTITY OR EXPRESSION.**

**IF THE COMPLAINT INVOLVES AN ALLEGATION OF DISCRIMINATION BASED ON DISABILITY OR SEX, THE COMPLAINANT SHOULD BE REFERRED TO THE BOARD'S POLICIES AND PROCEDURES RELATED TO SECTION 504 OF THE REHABILITATION ACT/AMERICANS WITH DISABILITIES ACT (ADA) (FOR CLAIMS OF DISCRIMINATION AND/OR HARASSMENT BASED ON DISABILITY) AND SEX DISCRIMINATION/SEXUAL HARASSMENT (FOR CLAIMS OF DISCRIMINATION AND/OR HARASSMENT BASED ON SEX).**

**ALL OTHER COMPLAINTS BY A STUDENT OR OTHER INDIVIDUALS ALLEGING DISCRIMINATION ON THE BASIS OF THE PROTECTED CHARACTERISTICS LISTED HEREIN SHOULD FILE A WRITTEN COMPLAINT WITH:**

**SUPERINTENDENT OF SCHOOLS  
51 TOLLAND GREEN  
TOLLAND, CT 06084  
860-870-6850**

**PREFERABLY, COMPLAINTS SHOULD BE FILED WITHIN (30) DAYS OF THE ALLEGED OCCURRENCE. TIMELY REPORTING OF COMPLAINTS FACILITATES THE INVESTIGATION AND RESOLUTION OF SUCH COMPLAINTS. THE DISTRICT WILL INVESTIGATE SUCH COMPLAINTS PROMPTLY AND EQUITABLY, AND WILL TAKE CORRECTIVE ACTION WHEN ALLEGATIONS ARE VERIFIED.**

**THE DISTRICT WILL NOT TOLERATE AND REPRISALS OR RETALIATION THAT OCCUR AS A RESULT OF THE GOOD FAITH REPORTING OF CHARGES OF HARASSMENT OR DISCRIMINATION ON THE BASIS OF RACE, COLOR, RELIGION, AGE, SEX, SEXUAL ORIENTATION, MARITAL STATUS, NATIONAL ORIGIN, DISABILITY (INCLUDING PREGNANCY), OR GENDER IDENTITY OR EXPRESSION. ANY SUCH REPRISALS OR RETALIATION WILL RESULT IN DISCIPLINARY ACTION AGAINST THE RETALIATOR, AND OTHER CORRECTIVE ACTIONS AS APPROPRIATE.**

**THE SCHOOL DISTRICT WILL PERIODICALLY PROVIDE STAFF DEVELOPMENT FOR DISTRICT ADMINISTRATORS AND PERIODICALLY DISTRIBUTE THIS POLICY AND THE IMPLEMENTING ADMINISTRATIVE REGULATIONS TO STAFF AND STUDENTS IN AN EFFORT TO MAINTAIN AN ENVIRONMENT FREE OF HARASSMENT AND DISCRIMINATION.**

**COMPLAINT PROCEDURE**

**AS SOON AS AN INDIVIDUAL FEELS THAT HE OR SHE HAS BEEN SUBJECTED TO DISCRIMINATION OR HARASSMENT ON THE BASIS OF RACE, COLOR, RELIGION, AGE, SEX, SEXUAL ORIENTATION, MARITAL STATUS, NATIONAL ORIGIN, DISABILITY (INCLUDING PREGNANCY), OR GENDER IDENTITY OR EXPRESSION, HE/SHE SHOULD MAKE A WRITTEN COMPLAINT TO WILLIAM G. GUZMAN OR TO THE BUILDING PRINCIPAL, OR HIS/HER DESIGNEE. THE STUDENT WILL BE PROVIDED A COPY OF THE BOARD'S POLICY AND REGULATION AND MADE AWARE OF HIS OR HER RIGHTS.**

**THE COMPLAINT SHOULD STATE THE:**

- A. NAME OF THE COMPLAINANT,**
- B. DATE OF THE COMPLAINT,**
- C. DATE(S) OF THE ALLEGED HARASSMENT/DISCRIMINATION,**
- D. NAME(S) OF THE HARASSER(S) OR DISCRIMINATOR(S)**
- E. LOCATION WHERE SUCH HARASSMENT/DISCRIMINATION OCCURRED,**
- F. NAMES OF ANY WITNESS(ES) TO THE HARASSMENT/DISCRIMINATION, AND**
- G. DETAILED STATEMENT OF THE CIRCUMSTANCES CONSTITUTING THE ALLEGED HARASSMENT/DISCRIMINATION.**

**ANY STUDENT WHO MAKES AN ORAL COMPLAINT OF HARASSMENT OR DISCRIMINATION TO ANY OF THE ABOVE-MENTIONED PERSONNEL WILL BE PROVIDED A COPY OF THIS REGULATION AND WILL BE REQUESTED TO MAKE A WRITTEN COMPLAINT PURSUANT TO THE ABOVE PROCEDURE, IF A STUDENT (OR INDIVIDUAL ACTING ON BEHALF OF THE STUDENT) IS UNABLE TO MAKE A WRITTEN COMPLAINT, THE ADMINISTRATOR RECEIVING THE ORAL COMPLAINT WILL EITHER REDUCE THE COMPLAINT TO WRITING OR ASSIST THE STUDENT (INDIVIDUAL ACTING ON BEHALF OF THE STUDENT) IN COMPLETING THE WRITTEN COMPLAINT FORM.**

**ALL COMPLAINTS ARE TO BE FORWARDED IMMEDIATELY TO THE SUPERINTENDENT OR HIS/HER DESIGNEE. UPON RECEIPT OF A COMPLAINT ALLEGING HARASSMENT OR DISCRIMINATION UNDER THIS COMPLAINT PROCEDURE, THE SUPERINTENDENT SHALL DESIGNATE A DISTRICT OR SCHOOL ADMINISTRATOR TO PROMPTLY**

**INVESTIGATE THE COMPLAINT. DURING THE COURSE OF THE INVESTIGATION, THE INVESTIGATOR SHALL INTERVIEW OR CONSULT WITH ALL INDIVIDUALS REASONABLY BELIEVED TO HAVE RELEVANT INFORMATION, INCLUDING THE COMPLAINANT, THE ALLEGED HARASSER/DISCRIMINATOR AND ANY WITNESSES TO THE CONDUCT. COMPLAINTS WILL BE INVESTIGATED PROMPTLY WITHIN THE TIMEFRAMES IDENTIFIED BELOW. TIMEFRAMES MAY BE EXTENDED AS NEEDED GIVEN THE COMPLEXITY OF THE INVESTIGATION, AVAILABILITY OF INDIVIDUALS WITH RELEVANT INFORMATION AND OTHER EXTENUATING CIRCUMSTANCES. CONFIDENTIALITY WILL BE MAINTAINED BY ALL PERSONS INVOLVED IN THE INVESTIGATION TO THE EXTENT POSSIBLE.**

**UPON RECEIPT OF A WRITTEN COMPLAINT OF DISCRIMINATION, THE INVESTIGATOR SHOULD:**

- 1. OFFER TO MEET WITH THE COMPLAINANT WITHIN TEN (10) SCHOOL DAYS TO DISCUSS THE NATURE OF THE COMPLAINT, IDENTIFY INDIVIDUALS THE COMPLAINANT BELIEVES HAS RELEVANT INFORMATION, AND OBTAIN ANY RELEVANT DOCUMENTS THE COMPLAINANT MAY HAVE;**
- 2. PROVIDE THE COMPLAINANT WITH A COPY OF THE BOARD'S ANTIDISCRIMINATION POLICY AND ACCOMPANYING REGULATIONS;**
- 3. INVESTIGATE THE FACTUAL BASIS OF THE COMPLAINT, INCLUDING, AS APPLICABLE, CONDUCTING INTERVIEWS WITH INDIVIDUALS DEEMED RELEVANT TO THE COMPLAINT;**
- 4. CONDUCT THE INVESTIGATION IN A CONFIDENTIAL MANNER, TO THE EXTENT PRACTICABLE, ADHERING TO THE REQUIREMENTS OF STATE AND FEDERAL LAW;**
- 5. COMMUNICATE THE OUTCOME OF THE INVESTIGATION IN WRITING TO THE COMPLAINANT, AND TO ANY INDIVIDUAL PROPERLY IDENTIFIED AS A PARTY TO THE COMPLAINT (TO THE EXTENT PERMITTED BY STATE AND FEDERAL CONFIDENTIALITY REQUIREMENTS), WITHIN THIRTY (30) SCHOOL DAYS FROM THE DATE THE COMPLAINT WAS RECEIVED BY THE SUPERINTENDENT'S OFFICE. THE INVESTIGATOR MAY EXTEND THIS DEADLINE FOR NO MORE THAN FIFTEEN (15) ADDITIONAL SCHOOL DAYS IF NEEDED TO COMPLETE THE INVESTIGATION. THE COMPLAINANT SHALL BE NOTIFIED OF SUCH EXTENSION. THE WRITTEN NOTICE SHALL INCLUDE A FINDING WHETHER THE COMPLAINT WAS SUBSTANTIATED AND IF SO, SHALL IDENTIFY, TO THE EXTENT POSSIBLE, HOW THE DISTRICT WILL REMEDY THE DISCRIMINATION OR HARASSMENT, ADHERING TO THE REQUIREMENTS OF STATE AND FEDERAL LAW;**
- 6. TAKE CORRECTIVE AND/OR DISCIPLINARY ACTION AIMED AT PREVENTING THE RECURRENCE OF THE HARASSMENT OF DISCRIMINATION, AS DEEMED APPROPRIATE BY THE SUPERINTENDENT OR HIS/HER DESIGNEE;**
- 7. IF THE COMPLAINANT IS NOT SATISFIED WITH THE FINDINGS AND CONCLUSIONS OF THE INVESTIGATION, THE COMPLAINANT MAY PRESENT THE COMPLAINT AND WRITTEN OUTCOME TO THE SUPERINTENDENT WITHIN THIRTY (30) CALENDAR DAYS OF RECEIVING THE FINDINGS. UPON REVIEW OF A WRITTEN REQUEST FROM THE COMPLAINANT, THE SUPERINTENDENT SHALL REVIEW THE INVESTIGATIVE RESULTS OF THE INVESTIGATOR AND DETERMINE IF FURTHER ACTION AND/OR INVESTIGATION IS WARRANTED. SUCH ACTION MAY INCLUDE CONSULTATION WITH THE INVESTIGATOR AND**

**COMPLAINANT, A MEETING WITH APPROPRIATE INDIVIDUALS TO ATTEMPT TO RESOLVE THE COMPLAINT, OR A DECISION AFFIRMING OR OVERRULING THE INVESTIGATOR'S CONCLUSIONS OR FINDINGS. THE SUPERINTENDENT SHALL PROVIDE WRITTEN NOTICE TO THE COMPLAINANT OF THE PROPOSED ACTIONS WITH FIFTEEN (15) SCHOOL DAYS FOLLOWING THE RECEIPT OF THE WRITTEN REQUEST OR REVIEW.**

**AT ANY TIME, A COMPLAINANT ALLEGING RACE, COLOR OR NATIONAL ORIGIN DISCRIMINATION OR HARASSMENT HAS THE RIGHT TO FILE A FORMAL COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS, 8<sup>TH</sup> FLOOR, 5 POST OFFICE SQUARE, SUITE 900, BOSTON, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).**

[It is the express policy of the Tolland Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, gender, sexual orientation, marital status, national origin, ancestry, disability (including pregnancy), or gender identity or expression. In order to facilitate the timely resolution of such complaints any student who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
51 TOLLAND GREEN  
TOLLAND, CT 06084**

Timely reporting of complaints facilitates the investigation and resolution of such complaints. Therefore, complaints should be filed within thirty (30) days of the alleged occurrence.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written complaint of discrimination, the superintendent and/or his or her designee should:

1. Offer to meet with the complainant to discuss the nature of his/her complaint;
2. Provide the complainant with a copy of the Board's anti-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. Conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;

5. Communicate the findings and/or results of any investigation to the complainant; and
6. Take appropriate corrective and disciplinary action, as deemed appropriate by the superintendent and/or his or her designee.

If the complaint involves an allegation of discrimination based on disability or or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act (for claims of discrimination and/or harassment based on disability) and sex discrimination/sexual harassment (for claims of discrimination and/or harassment based on gender).

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

**BOSTON OFFICE  
OFFICE OF CIVIL RIGHTS  
U.S. DEPARTMENT OF EDUCATION  
8 Floor, 5 Post Office Square  
SUITE 900  
BOSTON, MA 02109-3921  
TEL. (617) 289-0111  
OCR.BOSTON@ED.GOV**

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.]

**DISCRIMINATION COMPLAINT FORM**

(For complaints based on race, color, religion, age, gender, marital status, sexual orientation, national origin, ancestry, or disability)

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination \_\_\_\_\_

Name or names of the discriminator(s)  
\_\_\_\_\_  
\_\_\_\_\_

Location where such discrimination occurred \_\_\_\_\_

Name(s) of any witness(es) to the discrimination/harassment  
\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOLLAND PUBLIC SCHOOLS**  
**Tolland, Connecticut**

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BOARD POLICY

REGARDING: Section 504 of the Rehabilitation Act of  
1973

Number: 5171  
Students

Approved: 2/28/01  
Revised: 10/22/03  
Revised: 6/25/08  
Revised: 5/27/09

**REVISED:**

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Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. **FOR THE PURPOSES OF SECTION 504, THE TERM** [The Act defines a] disability with respect to an individual [as] **MEANS:**

1. **HAVE** a physical or mental impairment that substantially limits one or more major life activities of such individual; or
2. **HAVE** a record of such an impairment; or
3. **BE** [being] regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Tolland Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Tolland Public Schools [will not knowingly permit] **PROHIBITS** discrimination against any person with a disability in any of the programs operated by the school system. [Persons who feel that they may have been discriminated against on the basis of disability should contact the Tolland Public Schools Section 504 Coordinator.]

The school district has specific responsibilities under the Act, [with respect] to providing access to **FREE** appropriate [educational services] **PUBLIC EDUCATION (FAPE)** for students [who qualify under section 504. These responsibilities include the obligation to identify, to evaluate, and to afford access to appropriate educational services.] **DETERMINED TO BE ELIGIBLE UNDER SECTION 504. UNDER SECTION 504, FAPE IS DEFINED AS THE PROVISION OF REGULAR OR SPECIAL EDUCATION AND RELATED SERVICES THAT ARE DESIGNED TO MEET THE INDIVIDUAL**

**EDUCATIONAL NEEDS OF A STUDENT WITH A DISABILITY AS ADEQUATELY AS THE NEEDS OF A STUDENT WITHOUT DISABILITIES ARE MET, AND THAT ARE PROVIDED WITHOUT COST (EXCEPT FOR FEES IMPOSED ON NONDISABLED STUDENTS/PARENTS).** If the parent or guardian **OF A STUDENT** disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of [their child he/she has a right to an impartial hearing. Additional written information about an impartial hearing is available from the Section 504 coordinator.] **HIS/HER CHILD, A PARENT/GUARDIAN HAS A RIGHT TO UTILIZE THE COMPLAINT PROCEDURES OUTLINED IN THE BOARD'S ADMINISTRATIVE REGULATIONS, AND/OR MAY FILE A COMPLAINT WITH THE OFFICE OF CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION.**

**ANY STUDENT, PARENT, GUARDIAN OR OTHER INDIVIDUAL WHO BELIEVES HE/SHE HAS BEEN DISCRIMINATED AGAINST BY OR WITHIN THE DISTRICT ON THE BASIS OF A DISABILITY MAY UTILIZE THE COMPLAINT PROCEDURES OUTLINED IN THE BOARD'S ADMINISTRATIVE REGULATIONS, AND/OR MAY FILE A COMPLAINT WITH THE OFFICE OF CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION.**

[Please] **ANYONE WHO WISHES TO FILE A COMPLAINT, OR WHO HAS QUESTIONS OR CONCERNS ABOUT THIS POLICY, SHOULD** contact [Kathleen Raymond] Director of Pupil Services, § 504 Coordinator for the Tolland Public Schools, at phone number 870-6818 [with any additional questions or concerns about this policy.]

LEGAL REFERENCES: 29 U.S.C. § 794  
34 C.F.R. § 104 ET SEQ  
42 U.S.C. 12101 Et Seg.  
ADA Amendments of 2008, Public Law 110-325

***PROTECTING STUDENTS WITH DISABILITIES, FREQUENTLY ASKED QUESTIONS ABOUT SECTION 504 AND THE EDUCATION OF CHILDREN WITH DISABILITIES, OFFICE OF CIVIL RIGHTS (MARCH 27, 2009), AVAILABLE AT***  
**[HTTP://WWW.ED.GOV/ABOUT/OFFICES/LIST/OCR/504FAQ.HTML](http://www.ed.gov/about/offices/list/ocr/504faq.html)**

**DEAR COLLEAGUE LETTER, UNITED STATES DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS (JANUARY 19,2012)**



**TOLLAND PUBLIC SCHOOLS**  
Tolland, Connecticut

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ADMINISTRATIVE REGULATION

REGARDING: Section 504 of the  
Rehabilitation Act of 1973

Number: 5171  
Students

Approved: 6/13/07

**REVISED:**

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**TOLLAND BOARD OF EDUCATION SECTION 504 GRIEVANCE/COMPLAINT PROCEDURES**

**SECTION 504 PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY. FOR THE PURPOSES OF SECTION 504, THE TERM "DISABILITY" WITH RESPECT TO AN INDIVIDUAL MEANS: (A) A PHYSICAL OR MENTAL IMPAIRMENT THAT SUBSTANTIALLY LIMITS ONE OR MORE MAJOR LIFE ACTIVITIES OF SUCH INDIVIDUAL; (B) A RECORD OF SUCH AN IMPAIRMENT; OR (C) A RECORD OF SUCH AN IMPAIRMENT; OR (C) BEING REGARDED AS HAVING SUCH AN IMPAIRMENT.**

**I. DEFINITIONS**

**FREE APPROPRIATE PUBLIC EDUCATION (FAPE): FOR PURPOSES OF SECTION 504, REFERS TO THE PROVISION OF REGULAR OR SPECIAL EDUCATION AND RELATED AIDS AND SERVICES THAT ARE DESIGNED TO MEET INDIVIDUAL EDUCATIONAL NEEDS OF STUDENTS WITH DISABILITIES AS ADEQUATELY AS THE NEEDS OF STUDENTS WITHOUT DISABILITIES ARE MET, THAT ARE PROVIDED WITHOUT COST (EXCEPT FOR FEES IMPOSED ON NONDISABLED STUDENTS/PARENTS), AND IS BASED UPON ADHERENCE TO PROCEDURES THAT SATISFY THE SECTION 504 REQUIREMENTS PERTAINING TO EDUCATIONAL SETTING, EVALUATION AND PLACEMENT, AND PROCEDURAL SAFEGUARDS.**

**MAJOR LIFE ACTIVITIES: INCLUDE, BUT ARE NOT LIMITED TO, CARING FOR ONESELF, PERFORMING MANUAL TASKS, SEEING, HEARING, EATING, SLEEPING, WALKING, STANDING, LIFTING, BENDING, SPEAKING, BREATHING, LEARNING, READING, CONCENTRATING, THINKING, COMMUNICATING AND WORKING. A MAJOR LIFE ACTIVITY ALSO INCLUDES THE OPERATION OF A MAJOR BODILY FUNCTION, INCLUDING, BUT NOT LIMITED TO, FUNCTIONS OF THE IMMUNE SYSTEM, NORMAL CELL GROWTH, DIGESTIVE, BOWEL, BLADDER, NEUROLOGICAL, BRAIN, RESPIRATORY, CIRCULATORY, ENDOCRINE AND REPRODUCTIVE FUNCTIONS.**

**MITIGATING MEASURES:** INCLUDE, BUT ARE NOT LIMITED TO, MEDICATION, MEDICAL SUPPLIES, EQUIPMENT, APPLIANCES, LOW-VISION DEVICES (NOT INCLUDING ORDINARY EYEGASSES OR CONTACT LENSES), PROSTHETICS, HEARING AIDS, COCHLEAR IMPLANTS, MOBILITY DEVICES, OXYGEN THERAPY, USE OF ASSISTIVE TECHNOLOGY, REASONABLE ACCOMMODATIONS OR AUXILIARY AIDS OR SERVICES OR LEARNED BEHAVIORAL OR ADAPTIVE NEUROLOGICAL MODIFICATIONS.

**PHYSICAL OR MENTAL IMPAIRMENT:** A) ANY PHYSIOLOGICAL DISORDER OR CONDITION, COSMETIC DISFIGUREMENT, OR ANATOMICAL LOSS AFFECTING ONE OR MORE OF THE FOLLOWING BODY SYSTEMS: NEUROLOGICAL, MUSCULOSKELETAL, SPECIAL SENSE ORGANS, RESPIRATORY, INCLUDING SPEECH ORGANS, CARDIOVASCULAR, REPRODUCTIVE, DIGESTIVE, GENITOURINARY, HEMIC AND LYMPHATIC, SKIN, AND ENDOCRINE OR B) ANY MENTAL OR PSYCHOLOGICAL DISORDER, SUCH AS MENTAL RETARDATION, ORGANIC BRAIN SYNDROME, EMOTIONAL OR MENTAL ILLNESS, AND SPECIFIC LEARNING DISABILITIES.

## **II. PROCEDURES FOR GRIEVANCES/COMPLAINTS ALLEGING DISCRIMINATION ON THE BASIS OF DISABILITY**

- A. ANY ELIGIBLE PERSON, INCLUDING ANY STUDENT, PARENT/GUARDIAN, STAFF MEMBER OR OTHER EMPLOYEE WHO FEELS THAT HE/SHE HAS BEEN DISCRIMINATED AGAINST ON THE BASIS OF DISABILITY MAY SUBMIT A WRITTEN COMPLAINT TO THE DISTRICT'S DESIGNATED SECTION 504 COORDINATOR WITHIN THIRTY (30) SCHOOL DAYS OF THE ALLEGED OCCURRENCE. TIMELY REPORTING OF COMPLAINTS FACILITATES THE PROMPT INVESTIGATION AND RESOLUTION OF SUCH COMPLAINTS. IF THE COMPLAINT IS MADE VERBALLY, THE INDIVIDUAL TAKING THE COMPLAINT WILL REDUCE IT TO WRITING.**
- B. AT ANY TIME, WHEN COMPLAINTS INVOLVE DISCRIMINATION THAT IS DIRECTLY RELATED TO A CLAIM REGARDING THE IDENTIFICATION, EVALUATION, OR EDUCATIONAL PLACEMENT OF A STUDENT UNDER SECTION 504, THE COMPLAINANT MAY REQUEST THAT THE SECTION 504 COORDINATOR SUBMIT THE COMPLAINT DIRECTLY TO AN IMPARTIAL HEARING OFFICER AND REQUEST A HEARING IN ACCORDANCE WITH SECTION III.D. COMPLAINTS REGARDING A STUDENT'S RIGHTS WITH RESPECT TO HIS/HER IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT SHALL BE ADDRESSED IN ACCORDANCE WITH THE PROCEDURES SET FORTH BELOW IN SECTION III.**
- C. RETALIATION AGAINST ANY INDIVIDUAL WHO COMPLAINS PURSUANT TO THE BOARD'S POLICY AND REGULATIONS LISTED HEREIN IS STRICTLY PROHIBITED. THE DISTRICT WILL NOT TOLERATE ANY REPRISALS OR RETALIATION THAT OCCUR AS A RESULT OF THE GOOD FAITH**

**REPORTING OR COMPLAINT OF DISABILITY-BASED DISCRIMINATION, OR AS A RESULT OF AN INDIVIDUAL'S PARTICIPATION OR COOPERATING IN THE INVESTIGATION OF A COMPLAINT. THE DISTRICT WILL TAKE NECESSARY ACTION TO PREVENT RETALIATION AS A RESULT OF FILING A COMPLAINT OR THE PARTICIPATION IN AN INVESTIGATION OF A COMPLAINT.**

**D. IF THE SECTION 504 COORDINATOR IS THE SUBJECT OF THE COMPLAINT, THE COMPLAINT SHOULD BE SUBMITTED DIRECTLY TO THE SUPERINTENDENT-, WHO MAY CONDUCT THE INVESTIGATION OR APPOINT A DESIGNEE TO CONDUCT THE INVESTIGATION.**

**E. COMPLAINTS WILL BE INVESTIGATED PROMPTLY WITHIN TIMEFRAMES IDENTIFIED BELOW. TIMEFRAMES MAY BE EXTENDED AS NEEDED GIVEN THE COMPLEXITY OF THE INVESTIGATION, AVAILABILITY OF INDIVIDUALS WITH RELEVANT INFORMATION AND OTHER EXTENUATING CIRCUMSTANCES. CONFIDENTIALITY WILL BE MAINTAINED BY ALL PERSONS INVOLVED IN THE INVESTIGATION TO THE EXTENT POSSIBLE.**

**F. THE COMPLAINT SHOULD CONTAIN THE FOLLOWING INFORMATION:**

- 1. THE NAME OF THE COMPLAINANT;**
- 2. THE DATE OF THE COMPLAINT;**
- 3. THE DATE (S) OF THE ALLEGED DISCRIMINATION;**
- 4. THE NAMES OF ANY WITNESS(ES) OR INDIVIDUALS RELEVANT THE COMPLAINT; AND**
- 5. A DETAILED STATEMENT DESCRIBING THE CIRCUMSTANCES IN WHICH THE ALLEGED DISCRIMINATION OCCURRED.**

**HOWEVER, ALL COMPLAINTS WILL BE INVESTIGATING TO THE EXTENT POSSIBLE, EVEN IF SUCH INFORMATION IS NOT INCLUDED IN THE COMPLAINT. IN SUCH CIRCUMSTANCES, ADDITIONAL INFORMATION MAY BE REQUESTED BY THE INVESTIGATOR AS PART OF THE INVESTIGATION PROCESS.**

**G. UPON RECEIPT OF THE COMPLAINT, THE INDIVIDUAL INVESTIGATING THE COMPLAINT SHALL:**

- 1. PROVIDE A COPY OF THE WRITTEN COMPLAINT TO THE SUPERINTENDENT OF SCHOOLS;**
- 2. MEET WITH THE COMPLAINANT WITHIN TEN (10) SCHOOL DAYS TO DISCUSS THE NATURE OF THE COMPLAINT, IDENTIFY INDIVIDUALS THE COMPLAINANT BELIEVES HAS RELEVANT INFORMATION, AND OBTAIN ANY RELEVANT DOCUMENTS THE COMPLAINANT MAY HAVE;**
- 3. PROVIDE THE COMPLAINANT WITH A COPY OF THE BOARD'S SECTION 504 POLICY AND APPLICABLE ADMINISTRATIVE REGULATIONS;**
- 4. INVESTIGATE THE FACTUAL BASIS FOR THE COMPLAINT, INCLUDING INTERVIEWS WITH INDIVIDUALS WITH INFORMATION AND REVIEW OF DOCUMENTS RELEVANT TO THE COMPLAINT;**
- 5. MAINTAIN CONFIDENTIALITY TO THE EXTENT PRACTICABLE THROUGHOUT THE INVESTIGATIVE PROCESS, IN ACCORDANCE WITH STATE AND FEDERAL LAW;**
- 6. COMMUNICATE THE OUTCOME OF THE INVESTIGATION IN WRITING TO THE COMPLAINANT, AND TO ANY INDIVIDUAL PROPERLY IDENTIFIED AS A PARTY TO THE COMPLAINT (TO THE EXTENT PERMITTED BY STATE AND FEDERAL CONFIDENTIALITY REQUIREMENTS), WITHIN FIFTEEN (15) SCHOOL DAYS FROM THE DATE THE COMPLAINT WAS RECEIVED BY THE SECTION 504 COORDINATOR OR SUPERINTENDENT. THE INVESTIGATOR MAY EXTEND THIS DEADLINE FOR NO MORE THAN FIFTEEN (15) ADDITIONAL SCHOOL DAYS IF NEEDED TO COMPLETE THE INVESTIGATION. THE COMPLAINANT SHALL BE NOTIFIED OF SUCH EXTENSION. THE WRITTEN NOTICE SHALL INCLUDE A FINDING WHETHER THE COMPLAINT WAS SUBSTANTIATED AND IF SO, SHALL IDENTIFY HOW THE DISTRICT WILL REMEDY ANY IDENTIFIED VIOLATIONS OF SECTION 504;**
- 7. AFTER AN INVESTIGATION, MAY ATTEMPT TO RESOLVE ANY POTENTIAL VIOLATION OF SECTION 504 AND/OR THE COMPLAINANT'S CONCERNS, IF POSSIBLE;**
- 8. ENSURE THAT APPROPRIATE CORRECTIVE ACTION IS TAKEN WHENEVER ALLEGATIONS ARE VERIFIED. WHEN ALLEGATIONS ARE VERIFIED, ENSURE THAT COMPENSATORY SERVICES ARE CONSIDERED AND OFFERED, WHEN APPROPRIATE.**
- 9. IF A COMPLAINT IS MADE DURING SUMMER RECESS, THE COMPLAINT WILL BE REVIEWED AND ADDRESSED AS QUICKLY AS POSSIBLE GIVEN THE AVAILABILITY OF STAFF AND/OR OTHER INDIVIDUALS WHO MAY HAVE INFORMATION RELEVANT TO THE COMPLAINT.**

H. IF THE COMPLAINANT IS NOT SATISFIED WITH THE FINDINGS AND CONCLUSIONS OF THE INVESTIGATION, THE COMPLAINANT MAY PRESENT THE COMPLAINT AND WRITTEN OUTCOME TO THE SUPERINTENDENT FOR REVIEW AND RECONSIDERATION WITHIN THIRTY (30) CALENDAR DAYS OF RECEIVING THE FINDINGS. THIS PROCESS PROVIDES AN OPPORTUNITY FOR COMPLAINANTS TO BRING INFORMATION TO THE SUPERINTENDENT'S ATTENTION THAT WOULD CHANGE THE OUTCOME OF THE INVESTIGATION. IN SUBMITTING THE COMPLAINT AND WRITTEN OUTCOME FOR REVIEW, THE COMPLAINANT MUST EXPLAIN WHY HE/SHE BELIEVES THE FACTUAL INFORMATION WAS INCOMPLETE, THE ANALYSIS OF THE FACTS WAS INCORRECT, AND/OR THE APPROPRIATE LEGAL STANDARD WAS NOT APPLIED, AND HOW THIS WOULD CHANGE THE INVESTIGATOR'S DETERMINATION IN THE CASE. FAILURE TO DO SO MAY RESULT IN THE DENIAL OF THE REVIEW.

UPON REVIEW OF A WRITTEN REQUEST FROM THE COMPLAINANT, THE SUPERINTENDENT SHALL REVIEW THE INVESTIGATIVE RESULTS OF THE SECTION 504 COORDINATOR AND DETERMINE IF FURTHER ACTION AND/OR INVESTIGATION IS WARRANTED. SUCH ACTION MAY INCLUDE CONSULTATION WITH THE INVESTIGATOR AND COMPLAINANT, A MEETING WITH APPROPRIATE INDIVIDUALS TO ATTEMPT TO RESOLVE THE COMPLAINT OR A DECISION AFFIRMING OR OVERRULING THE INVESTIGATOR'S CONCLUSIONS OR FINDINGS. THE SUPERINTENDENT SHALL PROVIDE WRITTEN NOTICE TO THE COMPLAINANT OF THE PROPOSED ACTIONS WITHIN TEN (10) SCHOOL DAYS FOLLOWING THE RECEIPT OF THE WRITTEN REQUEST FOR REVIEW.

III. COMPLAINT RESOLUTION PROCEDURES FOR COMPLAINTS INVOLVING A STUDENT'S IDENTIFICATION, EVALUATION, AND/OR EDUCATIONAL PLACEMENT

COMPLAINTS REGARDING A STUDENT'S IDENTIFICATION, EVALUATION, OR EDUCATIONAL PLACEMENT SHALL GENERALLY BE HANDLED USING THE PROCEDURES DESCRIBED BELOW, HOWEVER, AT ANY TIME, THE COMPLAINANT MAY REQUEST THAT THE SECTION 504 COORDINATOR SUBMIT TH COMPLAINT DIRECTLY TO AN IMPARTIAL HEARING OFFICER, AND REQUEST A HEARING IN ACCORDANCE WITH THE PROVISIONS OF SUBSECTION D (BELOW).

A. SUBMISSION OF COMPLAINT TO SECTION 504 COORDINATOR

1. IN ORDER TO FACILITATE THE PROMPT INVESTIGATION OF COMPLAINTS, ANY COMPLAINT REGARDING A STUDENT'S IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT

**UNDER SECTION 504 SHOULD BE FORWARDED TO THE DISTRICT'S SECTION 504 COORDINATOR WITHIN THIRTY (30) SCHOOL DAYS OF THE ALLEGED DATE THAT THE DISPUTE REGARDING THE STUDENT'S IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT AROSE. TIMELY REPORTING OF COMPLAINTS FACILITATES THE RESOLUTION OF POTENTIAL EDUCATIONAL DISPUTES AS IT ASSISTS THE DISTRICT IN GATHERING CURRENT, ACCURATE INFORMATION AND ENABLES THE DISTRICT TO TAKE CORRECTIVE ACTIONS WHEN NECESSARY TO ENSURE THAT A STUDENT IS PROVIDED WITH AN APPROPRIATE EDUCATIONAL PROGRAM.**

- 2. THE COMPLAINT CONCERNING A STUDENT'S IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT SHOULD CONTAIN THE FOLLOWING INFORMATION:**
  - a. FULL NAME OF THE STUDENT, AGE, AND GRADE LEVEL;**
  - b. NAME OF PARENT (S);**
  - c. ADDRESS AND RELEVANT CONTACT INFORMATION FOR PARENT/COMPLAINANT;**
  - d. DATE OF COMPLAINT;**
  - e. SPECIFIC AREAS OF DISAGREEMENT RELATING TO THE STUDENT'S IDENTIFICATION, EVALUATION OR PLACEMENT; AND**
  - f. REMEDY REQUESTED**

**HOWEVER, ALL COMPLAINTS WILL BE INVESTIGATED TO THE EXTENT POSSIBLE EVEN IF SUCH INFORMATION IS NOT INCLUDED IN THE COMPLAINT. IN SUCH CIRCUMSTANCES, ADDITIONAL INFORMATION MAY BE REQUESTED BY THE INVESTIGATOR AS PART OF THE INVESTIGATION PROCESS.**

- 3. COMPLAINTS WILL BE INVESTIGATED PROMPTLY WITHIN TIMEFRAMES IDENTIFIED BELOW. TIMEFRAMES MAY BE EXTENDED AS NEEDED GIVEN THE COMPLEXITY OF THE INVESTIGATION, AVAILABILITY OF INDIVIDUALS WITH RELEVANT INFORMATION AND OTHER EXTENUATING CIRCUMSTANCES.**
- 4. UPON RECEIPT OF THE COMPLAINT, THE SECTION 504 COORDINATOR SHALL:**
  - a. FORWARD A COPY OF THE COMPLAINT TO THE SUPERINTENDENT OF SCHOOLS;**

- b. MEET WITH THE COMPLAINANT WITHIN TEN (10) SCHOOL DAYS TO DISCUSS THE NATURE OF HIS/HER CONCERNS AND DETERMINE IF AN APPROPRIATE RESOLUTION CAN BE REACHED. IF A COMPLAINT IS MADE DURING SUMMER RECESS, THE COMPLAINT WILL BE REVIEWED AND ADDRESSED AS QUICKLY AS POSSIBLE GIVEN THE AVAILABILITY OF STAFF AND OTHER INDIVIDUALS WHO MAY HAVE INFORMATION RELEVANT TO THE COMPLAINT.**
- c. IF, FOLLOWING SUCH A MEETING, FURTHER INVESTIGATION IS DEEMED NECESSARY, THE SECTION 504 COORDINATOR SHALL PROMPTLY INVESTIGATE THE FACTUAL BASIS FOR THE COMPLAINT, CONSULTING WITH ANY INDIVIDUALS REASONABLY BELIEVED TO HAVE RELEVANT INFORMATION, INCLUDING THE STUDENT AND/OR COMPLAINANT; AND**
- d. COMMUNICATE THE RESULTS OF HIS/HER INVESTIGATION IN WRITING TO THE COMPLAINANTS AND ANY PERSONS NAMES AS PARTIES TO THE COMPLAINT (TO THE EXTENT PERMITTED BY STATE AND FEDERAL CONFIDENTIALITY REQUIREMENTS) WITHIN FIFTEEN (15) SCHOOL DAYS FROM THE DATE THE COMPLAINT WAS RECEIVED BY THE SECTION 504 COORDINATOR.**
- e. IN THE EVENT THAT THE PERSON MAKING THE COMPLAINT CONTENDS THAT THE SECTION 504 COORDINATOR HAS A CONFLICT OF INTEREST THAT PREVENTS HIM/HER FROM SERVING IN THIS ROLE, THE COMPLAINT SHALL BE FORWARDED TO THE SUPERINTENDENT WHO SHALL APPOINT AN INVESTIGATOR WHO DOES NOT HAVE A CONFLICT OF INTEREST.**

**B. REVIEW BY SUPERINTENDENT OF SCHOOL**

- 1. IF THE COMPLAINANT IS NOT SATISFIED WITH THE FINDINGS AND/OR RESOLUTION OFFERED AS A RESULT OF THE SECTION 504 COORDINATOR'S REVIEW, HE OR SHE MAY PRESENT THE COMPLAINT AND THE WRITTEN STATEMENT OF FINDINGS TO THE SUPERINTENDENT FOR REVIEW AND RECONSIDERATION WITHIN THIRTY (30) CALENDAR DAYS OF RECEIVING THE FINDINGS. THIS PROCESS PROVIDES AN OPPORTUNITY FOR COMPLAINANTS TO BRING INFORMATION TO THE SUPERINTENDENT'S ATTENTION THAT WOULD CHANGE THE OUTCOME OF THE INVESTIGATION. IN SUBMITTING THE COMPLAINT AND WRITTEN OUTCOME FOR REVIEW, THE COMPLAINANT MUST EXPLAIN WHY HE/SHE BELIEVES THE FACTUAL INFORMATION WAS INCOMPLETE, THE ANALYSIS OF THE FACTS WAS INCORRECT, AND/OR THE APPROPRIATE LEGAL STANDARD WAS NOT APPLIED, AND HOW THIS WOULD CHANGE THE INVESTIGATOR'S DETERMINATION IN**

THE CASE. FAILURE TO DO SO MAY RESULT IN THE DENIAL OF THE REVIEW.

2. THE SUPERINTENDENT SHALL REVIEW THE COMPLAINT AND ANY RELEVANT DOCUMENTS MAINTAINED BY THE SECTION 504 COORDINATOR/INVESTIGATOR AND SHALL CONSULT WITH THE SECTION 504 COORDINATOR/INVESTIGATOR REGARDING ATTEMPTS TO RESOLVE THE COMPLAINT. THE SUPERINTENDENT ALSO SHALL CONSULT WITH THE COMPLAINANT. THE SUPERINTENDENT MAY ATTEMPT TO RESOLVE THE COMPLAINANT'S CONCERN ALONE, OR WITH ANOTHER APPROPRIATE ADMINISTRATOR.
3. FOLLOWING THE SUPERINTENDENT'S REVIEW, HE OR SHE SHALL COMMUNICATE HIS/HER FINDINGS TO THE COMPLAINANT WITHIN TEN (10) SCHOOL DAYS FOLLOWING HIS/HER RECEIPT OF THE WRITTEN REQUEST FOR REVIEW.
4. IF THE COMPLAINANT IS NOT SATISFIED WITH THE SUPERINTENDENT'S DECISION OF PROPOSED RESOLUTION, HE/SHE MAY REQUEST THAT THE SUPERINTENDENT SUBMIT THE MATTER TO A NEUTRAL MEDIATOR OR TO AN IMPARTIAL HEARING OFFICER. THIS REQUEST FOR A HEARING/MEDIATION SHOULD BE MADE WITHIN FIFTEEN (15) SCHOOL DAYS OF THE SUPERINTENDENT'S DECISION. MEDIATION SHALL ONLY OCCUR BY MUTUAL AGREEMENT OF THE PARTIES.

**C. MEDIATION PROCEDURES:**

1. THE NEUTRAL MEDIATOR MUST BE SOMEONE WHO IS KNOWLEDGEABLE ABOUT SECTION 504 AND THE DIFFERENCES BETWEEN SECTION 504 AND THE REGULATIONS AND REQUIREMENTS OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
2. THE MEDIATOR SHALL INFORM ALL PARTIES INVOLVED OF THE DATE, TIME, AND PLACE OF THE MEDIATION AND OF THE RIGHT TO HAVE LEGAL COUNSEL OR OTHER REPRESENTATION AT THE COMPLAINANT'S OWN EXPENSE, IF DESIRED.



3. THE MEDIATOR SHALL MEET WITH THE PARTIES JOINTLY, OR SEPARATELY, AS DETERMINED BY THE MEDIATOR, AND SHALL FACILITATE A VOLUNTARY SETTLEMENT OF THE DISPUTE BETWEEN THE PARTIES, IF POSSIBLE.
4. ALL STATEMENTS, OFFERS, OR DISCUSSIONS DURING THE MEDIATION PROCESS SHALL BE CONFIDENTIAL.
5. IF THE PARTIES ARE NOT ABLE TO REACH A VOLUNTARY SETTLEMENT OF THE DISPUTE, THE COMPLAINANT MAY REQUEST AN IMPARTIAL HEARING, AS DESCRIBED BELOW.

**D. IMPARTIAL HEARING PROCEDURES:**

6. THE IMPARTIAL HEARING OFFICER MUST BE SOMEONE WHO IS KNOWLEDGEABLE ABOUT SECTION 504 AND THE DIFFERENCES BETWEEN SECTION 504 AND THE REGULATIONS AND REQUIREMENTS OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA).
7. THE IMPARTIAL HEARING OFFICER SHALL INFORM ALL PARTIES INVOLVED OF THE DATE, TIME AND PLACE OF THE HEARING AND OF THE RIGHT TO PRESENT WITNESS(ES) AND TO HAVE LEGAL COUNCIL OR OTHER REPRESENTATION AT THE COMPLAINANT'S OWN EXPENSE, IF DESIRED.
8. THE IMPARTIAL HEARING OFFICER SHALL HEAR ALL ASPECTS OF THE COMPLAINANT'S COMPLAINT AND/OR APPEAL CONCERNING THE IDENTIFICATION, EVALUATION, AND/OR EDUCATIONAL PLACEMENT OF THE STUDENT AND SHALL REACH A DECISION WITHIN FORTY-FIVE (45) SCHOOL DAYS OF RECEIPT OF THE REQUEST FOR HEARING. THE DECISION SHALL BE PRESENTED IN WRITING TO THE COMPLAINANT AND TO THE SECTION 504 COORDINATOR.
9. SECTION 504 IMPARTIAL HEARING DOES NOT HAVE JURISDICTION TO HEAR CLAIMS ALLEGING DISCRIMINATION, HARASSMENT OR RETALIATION BASED ON AN INDIVIDUAL'S DISABILITY UNLESS SUCH A CLAIM IS DIRECTLY RELATED TO A CLAIM REGARDING THE IDENTIFICATION, EVALUATION, OR EDUCATIONAL PLACEMENT OF A STUDENT UNDER SECTION 504.

**E. THE TIME LIMITS NOTED THROUGHOUT SECTION III MAY BE EXTENDED IF MORE TIME IS NEEDED TO PERMIT THOROUGH REVIEW AND OPPORTUNITY FOR RESOLUTION.**

**IV. THE SECTION 504 COORDINATOR FOR THIS DISTRICT IS:**

**DIRECTOR OF PUPIL SERVICES  
TOLLAND HIGH SCHOOL  
ONE EAGLE HILL  
TOLLAND, CT 06084**

**TELEPHONE: 860-870-6818**

**V. COMPLAINTS TO STATE AND FEDERAL AGENCIES**

**AT ANY TIME, THE COMPLAINANT HAS THE RIGHT TO FILE A FORMAL COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS, 8<sup>TH</sup> FLOOR, 5 POST OFFICE SQUARE, SUITE 900, BOSTON, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111)**

**ANY EMPLOYEE WHO BELIEVES THAT HE OR SHE HAS BEEN DISCRIMINATED AGAINST ON THE BASIS OF DISABILITY MAY ALSO FILE A COMPLAINT WITH THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES, 1229 ALBANY AVENUE, HARTFORD, CT 06112 (TELEPHONE NUMBER 566-7710) AND/OR THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION, BOSTON AREA OFFICE, JOHN F. KENNEDY FEDERAL BUILDING, 475 GOVERNMENT CENTER, BOSTON, MA 02114 (TELEPHONE NUMBER 617-565-3200). CONNECTICUT LAW REQUIRES THAT A FORMAL WRITTEN COMPLAINT BE FILED WITH THE COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES WITHIN ONE HUNDRED AND EIGHTY (180) DAYS OF THE DATE WHEN THE ALLEGED DISCRIMINATION. REMEDIES FOR DISCRIMINATION INCLUDE CEASE AND DESIST ORDERS, BACK PAY, COMPENSATORY DAMAGES, HIRING, PROMOTION OR REINSTATEMENT.**

## **TOLLAND PUBLIC SCHOOLS**

### **NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

**SECTION 504 OF THE REHABILITATION ACT OF 1973 (COMMONLY REFERRED TO AS "SECTION 504") IS A NONDISCRIMINATION STATUTE ENACTED BY THE UNITED STATES CONGRESS. THE PURPOSE OF SECTION 504 IS TO PROHIBIT DISCRIMINATION ON THE BASIS OF DISABILITY. UNDER SECTION 504, THE SCHOOL DISTRICT ALSO HAS SPECIFIC RESPONSIBILITIES TO IDENTIFY, EVALUATE, AND PROVIDE AN EDUCATIONAL PLACEMENT FOR STUDENTS WHO ARE DETERMINED TO HAVE A PHYSICAL OR MENTAL IMPAIRMENT THAT SUBSTANTIALLY LIMITS A MAJOR LIFE ACTIVITY. THE SCHOOL DISTRICT'S OBLIGATION INCLUDES PROVIDING SUCH ELIGIBLE STUDENTS ACCESS TO FREE APPROPRIATE PUBLIC EDUCATION ("FAPE"). SECTION 504 DEFINES FAPE AS THE PROVISION OF REGULAR OR SPECIAL EDUCATION AND RELATED SERVICES THAT ARE DESIGNED TO MEET THE INDIVIDUAL EDUCATIONAL NEEDS OF A STUDENT WITH A DISABILITY AS ADEQUATELY AS THE NEEDS OF STUDENTS WITHOUT DISABILITIES ARE MET, AND THAT ARE PROVIDED WITHOUT COST (EXCEPT FOR FEES IMPOSED ON NONDISABLED STUDENTS/PARENTS).**

**A STUDENT IS COVERED UNDER SECTION 504 IF IT IS DETERMINED THAT HE/SHE SUFFERS FROM A MENTAL OR PHYSICAL DISABILITY THAT SUBSTANTIALLY LIMITS MAJOR LIFE ACTIVITY SUCH AS (BUT NOT LIMITED TO) CARING FOR ONESELF, PERFORMING MANUAL TASKS, SEEING, HEARING, EATING, SLEEPING, WALKING, STANDING, LIFTING, BENDING, SPEAKING, BREATHING, LEARNING, READING, CONCENTRATING, THINKING, COMMUNICATING AND WORKING. A MAJOR LIFE ACTIVITY MAY ALSO INCLUDE THE OPERATION OF A MAJOR BODILY FUNCTION, SUCH AS AN INDIVIDUAL'S IMMUNE, DIGESTIVE, RESPIRATORY, OR CIRCULATORY SYSTEMS.**

**A STUDENT CAN BE DISABLED AND BE COVERED BY SECTION 504 EVEN IF HE/SHE DOES NOT QUALIFY FOR, OR RECEIVE, SPECIAL EDUCATION SERVICES UNDER THE IDEA.**

**THE PURPOSE OF THIS NOTICE IS TO PROVIDE PARENTS/GUARDIANS AND STUDENTS WITH INFORMATION REGARDING THEIR RIGHTS UNDER SECTION 504.**

**UNDER SECTION 504, YOU HAVE THE RIGHT:**

- 1. TO BE INFORMED OF YOUR RIGHTS UNDER SECTION 504;**

2. TO HAVE YOUR CHILD TAKE PART IN AND RECEIVE BENEFITS FROM THE TOLLAND SCHOOL DISTRICT'S EDUCATION PROGRAMS WITHOUT DISCRIMINATION BASED ON HIS/HER DISABILITY;
3. FOR YOUR CHILD TO HAVE EQUAL OPPORTUNITIES TO PARTICIPATE IN ACADEMIC, NONACADEMIC AND EXTRACURRICULAR ACTIVITIES IN YOUR SCHOOL WITHOUT DISCRIMINATION BASED ON HIS/HER DISABILITY;
4. TO BE NOTIFIED OF DECISIONS AND THE BASIS FOR DECISIONS REGARDING THE IDENTIFICATION, EVALUATION, AND EDUCATIONAL PLACEMENT OF YOUR CHILD UNDER SECTION 504;
5. IF YOU SUSPECT YOUR CHILD MAY HAVE A DISABILITY, TO REQUEST AN EVALUATION, AND ELIGIBILITY DECISION BY A TEAM OF PERSONS WHO ARE KNOWLEDGEABLE OF YOUR CHILD, THE ASSESSMENT DATA, AND ANY PLACEMENT OPTIONS;
6. IF YOUR CHILD IS ELIGIBLE FOR SERVICES UNDER SECTION 504, FOR YOUR CHILD TO RECEIVE A FREE APPROPRIATE PUBLIC EDUCATION (FAPE). THIS INCLUDES THE RIGHT TO RECEIVE REGULAR OR SPECIAL EDUCATION AND RELATED SERVICES THAT ARE DESIGNED TO MEET THE INDIVIDUAL NEEDS OF YOUR CHILD AS ADEQUATELY AS THE NEEDS OF STUDENTS WITHOUT DISABILITIES ARE MET.
7. IF YOUR CHILD IS ELIGIBLE FOR SERVICES UNDER SECTION 504, FOR YOUR CHILD TO RECEIVE REASONABLE ACCOMMODATIONS AND SERVICES TO ALLOW YOUR CHILD AN EQUAL OPPORTUNITY TO PARTICIPATE IN SCHOOL AND SCHOOL-RELATED ACTIVITIES;
8. FOR YOUR CHILD TO BE EDUCATED WITH PEERS WHO DO NOT HAVE DISABILITIES TO THE MAXIMUM EXTENT APPROPRIATE;
9. TO HAVE YOUR CHILD EDUCATED IN FACILITIES AND RECEIVE SERVICES COMPARABLE TO THOSE PROVIDED TO NON-DISABLED STUDENTS;
10. TO REVIEW ALL RELEVANT RECORDS RELATING TO DECISIONS REGARDING YOUR CHILD'S SECTION 504 IDENTIFICATION, EVALUATION, AND EDUCATIONAL PLACEMENT;

11. TO EXAMINE OR OBTAIN COPIES OF YOUR CHILD'S EDUCATIONAL RECORDS AT A REASONABLE COST UNLESS THE FEE WOULD EFFECTIVELY DENY YOU ACCESS TO THE RECORDS;
12. TO REQUEST CHANGES IN THE EDUCATIONAL PROGRAM OF YOUR CHILD;
13. TO AN IMPARTIAL HEARING IF YOU DISAGREE WITH THE SCHOOL DISTRICT'S DECISIONS REGARDING YOUR CHILD'S SECTION 504 IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT. THE COSTS FOR THIS HEARING ARE BORNE BY THE LOCAL SCHOOL DISTRICT. YOU AND THE STUDENT HAVE THE RIGHT TO TAKE PART IN THE HEARING AND TO HAVE AN ATTORNEY REPRESENT YOU AT YOUR EXPENSE.
14. TO FILE A LOCAL GRIEVANCE OR COMPLAINT WITH THE DISTRICT'S DESIGNATED SECTION 504 COORDINATOR TO RESOLVE COMPLAINTS OF DISCRIMINATION OTHER THAN THOSE INVOLVING THE IDENTIFICATION, EVALUATION OR PLACEMENT OF YOUR CHILD.
15. TO FILE A FORMAL COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS.

THE SECTION 504 COORDINATOR FOR THE DISTRICT IS:

DIRECTOR OF PUPIL SERVICES  
TOLLAND HIGH SCHOOL  
ONE EAGLE HILL  
TOLLAND, CT 06084

TELEPHONE: 860-870-6818

FOR ADDITIONAL ASSISTANCE REGARDING THE RIGHTS UNDER SECTION 504, YOU MAY CONTACT:

BOSTON REGIONAL OFFICE  
OFFICE FOR CIVIL RIGHTS U.S. DEPARTMENT OF EDUCATION  
8<sup>th</sup> FLOOR  
5 POST OFFICE SQUARE, SUITE 900  
BOSTON, MA 02109-3921

TELEPHONE: (617) 289-0111

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF SPECIAL EDUCATION  
AND PUPIL SERVICES  
P.O. BOX 2219  
HARTFORD, CT 06145

TELEPHONE: (860) 807-2030

**TOLLAND BOARD OF EDUCATION SECTION 504**  
**COMPLAINT PROCEDURES**

Section 504 prohibits discrimination on the basis of disability. The term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits, one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. "major life activities" include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

*I. Procedures for Complaints Alleging Discrimination on the Basis Of Disability*

- A. It is the express policy of the board of education to provide for the prompt and equitable resolution of complaints alleging any violation of section 504. In order to facilitate the timely resolution of such complaints, any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability should submit a written complaint to the district's designated Section 504 coordinator within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Complaints regarding a student's rights with respect to his/her identification, evaluation, or educational placement shall be addressed in accordance with the procedures set forth below in section ii.
- B. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent, who shall investigate or appoint a designee to do so.
- C. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- D. The written complaint should contain the following information:
  - 1. The name of the complainant;
  - 2. The date of the complaint;
  - 3. The date(s) of the alleged discrimination;
  - 4. The names of any witness(es) or individuals relevant to the complaint; and
  - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred.
- e. Upon receipt of the written complaint, the Section 504 Coordinator (or superintendent, as outlined above), shall:
  - 1. Provide a copy of the written complaint to the Superintendent of Schools;
  - 2. Meet with the complainant to discuss the nature of the complaint;

3. Provide the complainant with a copy of the Board's Section 504 policy and applicable administrative regulations;
4. Investigate the factual basis for the complaint, including interviews with individuals with information relevant to the complaint;
5. Attempt to resolve the complainant's concerns, whenever possible;
6. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
7. Communicate the findings of the investigation to the complainant, along with intended remedial actions, whenever appropriate, while keeping in mind confidentiality obligations; and
8. Ensure that appropriate remedial and/or disciplinary action is taken whenever allegations are verified.

F. If, following the investigation by the Section 504 Coordinator, the complainant is not satisfied with the results of the investigation or the proposed resolution, the complainant may request, in writing, that the Superintendent review the findings of the Section 504 Coordinator. Upon receipt of a written request from the complainant, the superintendent shall review the investigative results of the section 504 coordinator and determine if further action and/or investigation is warranted.

II. *Complaint resolution procedures for complaints involving a student's identification, evaluation, and/or educational placement*

Complaints regarding a student's identification, evaluation, or educational placement shall generally be handled using the procedures described below, however, at any time, the complainant may request that the section 504 coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection (d) (below).

A. Submission of complaint to Section 504 Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within thirty (30) days of the alleged date that the dispute regarding the student's identification, evaluation or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes as it assists the district in gathering current, accurate information and enables the district to take corrective actions when necessary to ensure that a student is provided with an appropriate educational program.
2. The written complaint concerning a student's identification, evaluation or educational placement should contain the following information:

- A. Full name of the student, age, and grade level;
  - b. Name of parent(s);
  - C. Address and relevant contact information for parent/complainant;
  - d. Date of complaint;
  - E. Specific areas of disagreement relating to the student's identification, evaluation or placement; and
  - f. Remedy requested.
3. Upon receipt of the written complaint, the Section 504 Coordinator shall:
- a. Forward a copy of the complaint to the Superintendent of Schools;
  - b. Meet with the complainant within ten (10) business days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached;
  - c. If, following such a meeting, further investigation is deemed necessary, the Section 504 Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
  - d. Communicate the results of his/her investigation to the complainant within fifteen (15) business days from the date upon which the complaint was received by the Section 504 Coordinator.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and/or resolution offered as a result of the Section 504 Coordinator's review, he or she may present the written complaint to the Superintendent for his/her review.
2. The Superintendent shall review the complaint and any relevant documents maintained by the Section 504 Coordinator and shall consult with the Section 504 Coordinator regarding attempts to resolve the complaint. The Superintendent shall also consult with the complainant. The Superintendent may attempt to resolve the complainant's concerns alone, or with another appropriate administrator.
3. Following the Superintendent's review, he or she shall communicate his/her findings to the complainant within ten (10) business days following his/her receipt of the written request for review by the superintendent.
4. If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a mediator or to an impartial hearing officer. This request for a hearing/mediation should be made within fifteen (15) days of the



superintendent's decision. Mediation shall only occur by mutual agreement of the parties.

C. Mediation Procedures:

1. The mediator must be someone who is knowledgeable about section 504 and the differences between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
2. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
3. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
4. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

1. The impartial hearing officer must be someone who is knowledgeable about Section 504 and the differences between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
2. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witness(es) and to have legal counsel or other representation at the complainant's own expense, if desired.
3. The impartial hearing officer shall hear all aspects of the complainant's appeal and shall reach a decision within forty-five (45) calendar days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504 Coordinator.
4. A Section 504 impartial hearing officer does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is *directly related* to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

E. The time limits noted throughout section ii may be extended if more time is needed to permit thorough review and opportunity for resolution.

iii. *The Section 504 Coordinator for this District is:*

Kathleen Raymond  
Tolland High School  
1 Eagle Hill

*iv. Complaints to State and Federal Agencies*

At any stage in these complaint procedures, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110 Telephone Number (617) 289-0111. Any such complaints must be filed within one hundred and eighty (180) days of the date of the alleged violation of Section 504.

Any employee who believes that he or she has been discriminated against on the basis of disability may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 1229 Albany Avenue, Hartford, CT 06112 (Telephone Number 566-7710) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02114 (Telephone Number 617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within one hundred and eighty (180) days of the date when the alleged discrimination occurred. Remedies for discrimination include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.]

## TOLLAND PUBLIC SCHOOLS

### NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

[Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Tolland School District's education programs without discrimination based on his/her disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;
5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education. This includes the right to receive reasonable accommodations, modifications, and related services to allow your child an equal opportunity to participate in school and school-related activities;
7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;

9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. To request changes in the educational program of your child;
12. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
13. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this District is:

Kathleen Raymond  
Tolland High School  
1 Eagle Hill  
Tolland, CT 06084

Telephone: (860) 870-6818

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office  
Office for Civil Rights  
U.S. Department of Education  
33 Arch Street, Suite 900  
Boston, MA 02110-1491

Telephone: (617) 289-0111

U.S. Department of Education  
Office for Civil Rights  
550 12<sup>th</sup> Street, SW  
Washington, DC 20202-1100

Telephone: 1-800-421-3481

Connecticut State Department of Education  
Bureau of Special Education  
And Pupil Services  
P.O. Box 2219  
Hartford, CT 06145

Telephone: (860) 807-2030]

**Tolland Public Schools  
51 Tolland Green  
Tolland, CT 06084**

**Referral for 504 Assistance**

*Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. Students eligible for 504 assistance are those how 1) have a physical or mental impairment which substantially limits one or more major life activities, 2) have a record of such impairment or 3) are regarded as having such an impairment. If you think there is cause to suspect the student may qualify for civil rights protection under Section 504, please complete the following information.*

Student's name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Birthdate \_\_\_\_\_ Gender  m  f

Parent(s) \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Person submitting referral \_\_\_\_\_ position \_\_\_\_\_

Reason(s) for referral: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pre-referral actions to address concerns: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of person making referral: \_\_\_\_\_

Please return this form to your building 504 Coordinator.

Coordinator initials: \_\_\_\_\_ Date Received: \_\_\_\_\_

**Part 2**

**To be completed during 504 Referral Conference**

Special Education (IDEA-B) status: (check one box only)

- the student is eligible for special education under idea.
- the student will be referred for special education evaluation.
- no referral to special education is necessary. No evidence exists to indicate the presence of a disability as defined by idea.
- the student has been evaluated by the special education team and does not qualify for special education services.
- the student has received special education services in the past, but no longer requires special education. Please check services that were previously provided.
  - resource class                       self-contained class                       occupational therapy
  - guidance                                       special school setting                       physical therapy
  - speech/language                       other \_\_\_\_\_

**Section 504**

The student is suspected of having a physical or mental impairment, has a record of such impairment or is regarded as having such impairment, which may substantially limit one or more of the following major life activities:

- caring for oneself                       speaking                       breathing
- performing manual tasks                       seeing                       learning
- walking                                       hearing                       working
- other \_\_\_\_\_

Action taken:

- the student will be evaluated for possible 504 accommodation. Evaluation assignments:

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- no further evaluation at this time. Explain.

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Additional comments: \_\_\_\_\_

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Tolland Public Schools  
51 Tolland Green  
Tolland, CT 06084

Section 504  
Notice of Conference

Date: \_\_\_\_\_

Dear: \_\_\_\_\_,

The student named below has been referred to the Tolland School District as possibly being eligible under Section 504 as having a disabling condition.

This letter is to provide you with written notice that a Section 504 committee meeting will be conducted. Your attendance at this meeting is welcomed, but not required by law.

Please call in advance if you plan to attend. The meeting may be rescheduled at a mutually agreed upon time and place.

Student: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_

A. The purpose of this meeting: (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> review referral for 504 assistance                    | <input type="checkbox"/> discuss results of re-evaluation  |
| <input type="checkbox"/> discuss results of evaluation/section 504 eligibility | <input type="checkbox"/> discuss misconduct/infraction of school rules as it relates to disability |
| <input type="checkbox"/> review instructional progress                         | <input type="checkbox"/> review of placement   |
| <input type="checkbox"/> review of accommodation plan                          | <input type="checkbox"/> other (specify) _____   |

The following records/data will be discussed: \_\_\_\_\_

B. The following people will be included in the meeting: (write in names as appropriate)

1. School principal \_\_\_\_\_
2. Guidance counselor \_\_\_\_\_
3. Evaluation specialists \_\_\_\_\_
4. Other specialist(s) \_\_\_\_\_
5. Teacher(s) \_\_\_\_\_
6. School nurse \_\_\_\_\_
7. Parent(s) \_\_\_\_\_
8. Student \_\_\_\_\_
9. Other (specify) \_\_\_\_\_



**Tolland Public Schools  
51 Tolland Green  
Tolland, CT 06084**

**Section 504  
Notice of Conference**

If your child is determined to be eligible under Section 504, the committee will develop an accommodation plan to address your child's educational needs and make an appropriate placement.

For further information, we have included a description of Section 504 and the rights you and your child are entitled to under Section 504 of the Rehabilitation Act of 1973. If you have any questions or need additional information, please address your questions to:

Section 504 School Coordinator: \_\_\_\_\_

Phone number: \_\_\_\_\_

Section 504 parent/student rights enclosed with this notice.

8/25/04

**Tolland Public Schools  
51 Tolland Green  
Tolland, CT 06084**

**504  
Student Accommodation Plan**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Parent(s): \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

1. Describe the nature of the concern:
2. Describe the basis for the determination of handicap (if any):
3. Describe how the handicap affects a major life activity:
4. Minutes:
5. Participants (name and title)

**Tolland Public Schools**  
**504**  
**Student Accommodation Plan**

Student Name: \_\_\_\_\_

Describe the reasonable accommodations that are necessary:

Accommodations	Person(s) Responsible

Review/reassessment date: (must be completed) \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

cc: Student's Cumulative File

Tolland Public Schools  
51 Tolland Green  
Tolland, CT 06084

504 Eligibility Determination  
(To be Completed by Eligibility Team Members)

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Describe any evaluation procedures, tests, recommendation or documentation used as a basis for the decision:

- cognitive: (dated) \_\_\_\_\_  classroom observation: (dated) \_\_\_\_\_
- health/med: (dated) \_\_\_\_\_
- communication: (dated) \_\_\_\_\_  achievement: (dated) \_\_\_\_\_
- social/emotional/behavior: (dated) \_\_\_\_\_
- developmental: (dated) \_\_\_\_\_  adaptive: (dated) \_\_\_\_\_
- other: (dated) \_\_\_\_\_  motor: (dated) \_\_\_\_\_

Assessments/date:

Results/summary

_____	_____
_____	_____
_____	_____

Other sources of information (i.e. student work, teacher observation/s recommendations):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nature of the substantially limiting major life activity: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Major life activity substantially limited by impairment:

\_\_\_\_\_ seeing \_\_\_\_\_ hearing \_\_\_\_\_ walking \_\_\_\_\_ speaking \_\_\_\_\_ learning \_\_\_\_\_ working  
\_\_\_\_\_ performing manual tasks \_\_\_\_\_ caring for oneself

\_\_\_\_\_ does require a 504 plan \_\_\_\_\_ does not require a 504 plan

Administrator/Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section 504 Request for Mediation/Hearing

Name of person requesting mediation/hearing: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

Fax #: \_\_\_\_\_

I/we request a mediation/ hearing (please circle) concerning \_\_\_\_\_, \_\_\_\_\_  
(Name of student) (Date of Birth)  
who resides at: \_\_\_\_\_ and attends \_\_\_\_\_  
(Address) (Name of School)

The date of the Section 504 meeting at which the parties failed to reach agreement: \_\_\_\_\_

Description of the issues in dispute between the parties:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed resolution or corrective action you wish to see taken with regard to the stated issues:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Section 504 Complaint Form**

1. Name of Parent/Complainant: \_\_\_\_\_

2. Date of Complaint: \_\_\_\_\_

3. Contact information for parent/complainant

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Home Tel. #)

\_\_\_\_\_  
(Cell # or Work #)

4. Name of the student (if applicable) \_\_\_\_\_

5. Address of student (if different from above:  
\_\_\_\_\_  
\_\_\_\_\_

6. Age/grade level/school (if applicable)  
\_\_\_\_\_

7. Please describe the nature of your complaint:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. If your complaint involves the identification, evaluation or educational placement of a student, please describe the specific areas of disagreement and the proposed resolution of your concerns:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

**DATE: February 26, 2014**

**SUBJECT: Request for Authorization to Transfer Funds**

In accordance with Board Policy 3060, an authorization is requested for the following transfer of funds. This transfer of funds was noted on the budget projection Dated February 10, 2014 which was presented at the February 12, 2014 Board of Education meeting.

<u>From</u>	<u>Amount</u>	<u>To</u>	<u>Amount</u>
Certified Reg Ed (178)	(\$69,158)	Substitutes (187)	\$69,158

Explanation:

Due to unpaid leaves of absences, funds in the certified regular education accounts will be transferred to cover expenses for substitutes utilized to replace teacher absences.

# SPECIAL MEETING MINUTES

## TOLLAND TOWN COUNCIL

### HICKS MEMORIAL MUNICIPAL CENTER 6TH FLOOR COUNCIL CHAMBERS

**FEBRUARY 20, 2014 – 7:30 P.M.**

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

**MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Steven Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Clem Langlois, Public Works; Members of the Technology Advisory Board; William Guzman, Superintendent of Schools; Chris White

**1. CALL TO ORDER:** Jack Scavone called the meeting to order at 7:34 p.m.

#### **2. PUBLIC HEARING ITEM**

**Richard Knight of 31 Bonair Hill Road:** Regarding Open-Space and Open-Space Planning: In looking at the plan he did not see any provisions for planning. In his opinion, he believes the plan should be prepared to address another referendum about five years from now. At or near that point, the existing funds will be down to almost zero. He would like to see a change in the plan, especially the debt management plan, to include in-perpetuity open-space.

##### **2.1 Consideration of the Proposed 5-Year Capital Improvement Plan**

Mr. Werbner gave a presentation to the Council and those in attendance using a PowerPoint. He began by explaining the capital budget process and what capital items are. The budget process for the capital plan started back in October and will end on May 6, 2014 when the Annual Budget Referendum will take place.

Mr. Werbner's revisions to the Capital Budget after submitting it to the Town Council on December 19, 2013, include, but are not limited to:

- ~Changed \$24,785 for current year depreciation of vehicles for General Fund contribution to payment from available State grant funds;
- ~Removed \$25,000 for replacement of Station 240 roof which shall be repaired this fiscal year with available funds in the Facility Account;
- ~Added \$10,000 for the replacement of circuit boards for fire panels for the BOE District Wide; and
- ~Increased tree trimming by \$153 based on the Governor's newly proposed LOCIP funding.

He reviewed the different types of funding methods: General Fund Contributions; Capital Non-Recurring Fund; Non-Referendum Notes; Local Capital Improvement Plan Grant (State); Town Aid to Road Grant (State); State School Construction Grants and other State Grants; Ambulance Fees; Cemetery Funds; Referendum Borrowing; Unallocated Capital and Hicks Trust.

Doug Racicot spoke on behalf of the Technology Advisor Board and updated on the fiber installation project. While the network has served the town well for the last ten years, Tolland has reached a cross road of balancing end user efficiencies and recurring leased line access charges with constructing a private municipal fiber network.

The goals for constructing a private municipal fiber network include:



- ~Tolland wholly owning and controlling the infrastructure;
- ~Self-healing diverse path network;
- ~A 10 gigabit Ethernet backbone – this would be significant and sustain us for a long period of time;
- ~1 gigabit Ethernet most of the town facilities;
- ~A 1 gigabit ISP connection will be delivered from the CEN connection to each town facility that is networked with fiber;
- ~Increase employee productivity;
- ~Decrease time for troubleshooting network issues;
- ~Include software that will alert IT about any problems;
- ~Provide the ability to implement a virtualized environment; and
- ~Design will allow for growth and accommodate new IT needs well into the future. It is designed to be compatible for the future.

Should the need arise where the town and BOE networks would be consolidated, most of the engineering work would already be done at the ground level when our new network is brought online.

Slides were shown: outlining the project lead times (estimated full completion is 240-285 days); and the CEN Network and Location Map.

To fund the entire project it would be \$1.4m, although Mr. Racicot did say they could do some of the facilities themselves and the price would be scaled back. If they went with scenario #2, it would include eliminating the WPCA, TWC, Fire Station 340 and 440. The cost would then be approximately \$740,000.

Andy Powell, James Gifford and Chris White provided input on this discussion.

Ms. Rubino commented that she appreciates the work that has been done on this. She believes we are going to have to upgrade. She thanked everyone for their diligence.

Mr. Werbner said if there is a desire to proceed, we would have to see if we could incorporate this into the non-referendum cap. It would need to be budgeted in now. It was decided that discussion on the fiber installation project will occur at the next Council's meeting. Mr. Racicot said they are now looking for guidance from the Council to see how they would like to proceed. The Council thanked the Board for all the work they have done and the presentation given.

Mr. Werbner continued his presentation by talking about the proposed conversion of the former Parker School to elderly housing. They are currently working with the Access Agency on this. A floor plan and traffic pattern were shown. Tolland does have a state grant for \$275,000, and construction grants are currently being worked on.

The FY 14-15 significant capital projects funded by the General Fund equal \$86,456: **Town Administration:** Phase II of the WPCA state mandated Facility Plan; **Public Facilities:** Pollution abatement funding for work previously performed at Highway Garage, and continued phase in of funds necessary to pay for the Town's share of pollution abatement costs at the highway garage. The FY 14-15 significant capital projects funded by other sources were reviewed: **BOE: District Wide:** Security improvements to school buildings and **TIS:** building facade repairs; **Capital Equipment:** Replacement of 580 mower and truck #35; **Public Works:** Tree trimming; **Fire & Ambulance:** Replacement of Ambulance 640; **Streets & Roads:** Drainage Construction & Design; **Pavement Management:** Road Maintenance.

Slides were included in the PowerPoint handout showing:

- ~Significant projects in years 2 – 5 by all sources;
- ~Where we have been with regard to the contribution of the General Fund. It has been low, and is steadily coming down; and

~An equipment aging schedule for units assigned to Parks & Facilities garage.

Mr. Werbner commented that we do have a tremendous investment in our roads. The investment we must protect is \$132,100,000 (132.10 miles x \$1,000,000).

The PowerPoint concluded with a budget schedule showing important upcoming dates.

There was no public comment or questions.

**3. ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by George Baker at 9:24 p.m. All were in favor.

---

Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk

Received March 3, 2014  
Margaret Devita  
Town Clerk

## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM FEBRUARY 25, 2014 – 7:30 P.M.

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

**MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Michael Wilkinson, Director of Administrative Services; Lisa Hancock, Director of Finance and Records; Beverly Bellody, Human Services; Clem Langlois, Public Works; State Senator Tony Guglielmo; Representative Tim Ackert; Representative Sam Belsito; Robert Labanara & Randy Collins, Connecticut Conference of Municipalities (CCM); Jim Luczak, Town Engineer; Gene Koss and Vincent Tursi, Tolland Water Commission; Linda Farmer, Director of Planning and Community Development

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): None.
6. **PUBLIC HEARING ITEMS:**
  - 6.1 Consideration by the Town Council of a resolution reallocating the remaining unused balance of \$12,529 from the TMS paving project and \$5,000 from the TMS track resurfacing project to an account for replacement of the baseball and softball field dugouts.

George Baker read the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that an appropriation of ~~be made~~ the reallocation of the remaining balance of \$12,529 from the TMS paving project and \$5,000 from the TMS track resurfacing project to an account for replacement of the baseball and softball field dugouts.

**NOW, THEREFORE, BE IT FURTHER RESOLVED** by the Tolland Town Council that the Resolution of the Town Council for Various Capital Projects, 2012-2013, adopted on July 10, 2012 (the "2012-2013 Resolution"), as amended on January 22, 2013, is hereby further amended as follows:

(i) Section (1) of the 2012-2013 Resolution, as amended, is hereby amended by striking the clause, "(vi) the sum of \$99,606 for the cost of the pavement resurfacing, sealing, repair and replacement of the track located at Tolland Middle School (the "Track Resurfacing

Project”), and (vii) the sum of \$15,394 for the cost of security improvements to the Tolland schools (the “District Wide Security Upgrades”, and together with the Road Pavement Project, the Parking Lot Pavement Project, the Drainage Replacement Project, the Facilities Study Project, the Stadium Lights Project, and the Track Resurfacing Project, the “Projects”).” and inserting the clause “(vi) the sum of \$94,606 for the cost of the pavement resurfacing, sealing, repair and replacement of the track located at Tolland Middle School (the “Track Resurfacing Project”), (vii) the sum of \$15,394 for the cost of security improvements to the Tolland schools (the “District Wide Security Upgrades”), and (viii) the sum of \$5,000 for the cost of baseball and dugout replacements (the “Field Dugouts Project”, and together with the Road Pavement Project, the Parking Lot Pavement Project, the Drainage Replacement Project, the Facilities Study Project, the Stadium Lights Project, the Track Resurfacing Project, and the District Wide Security Upgrades”, the “Projects”).”

(ii) Section (2) of the 2012-2013 Resolution is hereby amended by striking the clause, “to finance said appropriation for the Track Resurfacing Project, the Town issue bonds or notes in an amount not to exceed \$99,606 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and to finance said appropriation for the District Wide Security Upgrades, the Town issue bonds or notes in an amount not to exceed \$15,394 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project).” and inserting the clause “to finance said appropriation for the Track Resurfacing Project, the Town issue bonds or notes in an amount not to exceed \$94,606 (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 District Wide Security Upgrades, the Town issue bonds or notes in an amount not to exceed \$15,394 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and to finance said appropriation for the Field Dugouts Project, the Town issue bonds or notes in an amount not to exceed \$5,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project).”

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

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

(i) Unexpended bond proceeds in the amount of \$5,000 issued for the Track Resurfacing Project, as part of the Town’s \$1,460,000 General Obligation Bonds, Issue of 2012, Series A, are hereby transferred to the Field Dugouts Project.

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

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

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

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

George Baker made the motion to accept the resolution as presented. Seconded by Ben Stanford. All in favor. None opposed.

7a. **REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:** Karen Moran reported that the regular BOE meeting is tomorrow night in the THS Library; and budget discussions continue.

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Ms. Rubino commented that the AG Committee had a special meeting last night, which she was unable to attend. Rick Field commented that the Tolland Water Commission had a productive meeting last night. There was a small discussion on the investigation of selling the water company. Mr. Baker said the PZC has an application for a day care on Merrow Road, which a public hearing is set for March 24<sup>th</sup>. The public hearing is still scheduled for March 10<sup>th</sup> on the revisions to the regulations. Mr. Stanford said the WPCA is moving forward with an investigation to replace some of the pumps at the Old Post Road pump house. The sewer extension is moving forward on Rt. 30.

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

8.1 Discussion on legislative concerns with State Legislators and representatives from the Connecticut Conference of Municipalities (CCM).

Robert Labanara said a year ago the state budget was dismal. He spoke about how the car tax issue is on the back burner, and that we are lucky it is not on the forefront. They want to make sure car tax revenue is not just pulled away without any supplement or any sort of plan. The Governor's budget has been helpful for cities and towns in terms of municipal aid level funding. They are keeping an eye on education formula funding. He said there is the elimination of the premium tax on municipal health insurance. They are pushing to allow the posting of legal notices on town websites; they are looking at how you determine who your EMS provider is; and the municipal retirement system. A worker compensation mandate will require that all employees be covered if mental or emotional impairments are diagnosed.

Tony Guglielmo said we are good for the moment. The future is what concerns him. Right now, we have a surplus, but it's not a traditional surplus. We borrowed a ton of money in October, and we have some left, which is really not a surplus in his eyes. The projection for the budget of a 5% revenue increase is optimistic. He is concerned about the out years.

Tim Ackert said their part is making sure local governments are not harmed. They just recently worked on the situation with the State Troopers and the benefits package that came through. They have worked on public safety and are making sure those numbers are given to Tolland prior to our budget being completed. When you need something, it is their job to work with it. The car tax is a large revenue base for municipalities. They are working on retaining that. Their job is to protect the towns that they work for.

Sam Belsito has had a number of proposals that he has proposed to the legislature. Some examples of what he is proposing are: State Troopers: 50% of the cost of the troopers would be charged to the town, the rest would go back to the state; a bill to eliminate the cost of fishing licenses for seniors; allowing public notices to be posted on-line; he wants the first building to be built at UConn for new technology for special needs kids; common core: he wants keyboarding being taught in kindergarten; table talk: he wants to start teaching languages in the 1<sup>st</sup> grade. His goal is to help the cities and towns of Connecticut.

Tony Guglielmo commented that people are concerned about the new mixture that is being used on the roads. There is a public hearing on Friday with the Transportation Committee about this. They are looking at an additive that may mitigate some of the problems with how toxic this mixture currently is.

**Ben Stanford made a motion to add agenda item 8.5 to discuss the fiber optic network capital project; Seconded by Jan Rubino. All in favor. None opposed.**

- 8.2 Discussion of a request to the Tolland Water Commission and Staff to review possible acquisition of the Water Company.

Mr. Scavone suggested scheduling a workshop to discuss the history, finances, and the good, bad and ugly of going this way or that way with this situation. Mr. Koss said a workshop format might be very productive. It was determined that a workshop would be scheduled for the third Monday of March.

Mr. Koss also invited the Council members to contact them prior with any questions they may have. Mr. Wilkinson will locate a venue. It was decided that the members of the Council would send their questions to Mr. Scavone, and then he would compile an e-mail to Mr. Koss.

- 8.3 Approval for the Town Manager to request quotes for the sale of transformers removed during the ESCO project and to sell said transformers to the company with the highest quote.

George Baker read the following resolution:

**BE IT RESOLVED**, the Tolland Town Council grants authority to the Town Manager or his designee to request quotes for sale of the surplus transformers removed during the ESCO project. Further, the surplus transformers may be sold to the firm who provided the highest quote. All funds received from the sale of these items shall be deposited into the joint Utility Internal Service Fund.

Seconded by Rick Field.

Mr. Wilkinson said this is self-explanatory. With the project going on, these transformers are surplus. They will be sold and they will try to get as much money as they can for them. Mr. Langlois said there are 57 transformers, and he believes they are worth \$9,000 - \$10,000 for the lot of them. Mr. Langlois said the highest bidder will take them.

All in favor. None opposed.

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

Ben Stanford motioned to appoint Jeanne Schroeder to the Tolland Board of Assessment Appeals; Seconded by Jan Rubino. All in favor. None opposed.

- 8.5 Discussion concerning the fiber optic network capital project.

Mr. Scavone reminded that there was a joint meeting regarding this last week. He said Mr. Werbner negotiated what we could bond and what the project would look like. Mr. Scavone would like to convey to Mr. Werbner that the Council is interested in him putting some number into the capital budget this year. All the council members agreed.

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. Wilkinson had nothing additional to add.

11. **ADOPTION OF MINUTES**

- 11.1 February 11, 2014 Regular Meeting Minutes: George Baker moved to adopt the minutes; Seconded by Jan Rubino. All in favor. None opposed.

**12. CORRESPONDENCE TO COUNCIL**

- 12.1 Letter from Mayor Bill Finch, City of Bridgeport, CT re: supporting the Act Concerning Health Insurance Coverage for Telemedicine Services Senate Bill No. 858;
- 12.2 E-mail from Deborah Goetz of 176 Kate Lane re: 2014/2015 proposed budget;
- 12.3 E-mail from Ken Kitredge re: Some thoughts on this year's budget;
- 12.4 E-mail from Michelle Peterson re: Common core and curriculum;
- 12.5 E-mail from Rebecca Risley re: Citizen Response to community conversation;
- 12.6 E-mail from Elizabeth Chojnicki re: Accountability;
- 12.7 E-mail from Beth Garritt re: BOE budget and Full Day K; and
- 12.8 E-mail from Shawn McKown re: Full day kindergarten.

**13. COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Rick Field would like to have discussion regarding charter revisions and the forming of a Charter Revision Commission added to a future agenda. There are a number of things that he feels could be and should be changed. Mr. Scavone asked Mr. Wilkinson if they can provide some background material on how they go about changing the Charter.

Ms. Rubino said they lost a dear friend this past week, ZBA Chair, Warren MacDermid. He was a great man who will be sorely missed. Ms. Farmer added that he gave 20 years of service.

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

**15. EXECUTIVE SESSION**

George Baker motioned to go into Executive Session at 8:25 p.m., thus ending the Regular Meeting of the Town Council; Seconded by Paul Krasusky. All in favor. None opposed.

15.1 Executive Session to discuss possible purchase of land.

Rick Field motioned to add the purchase of the Knofla property located at 119 Bakos Road to the March 11, 2014 agenda as a public hearing item; Seconded by Jan Rubino. Jack Scavone; Richard Field; William Eccles; Paul Krasusky; Jan Rubino and Ben Stanford all approved. George Baker abstained.

**16. ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by Bill Eccles at 9:01 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk



BILL FINCH  
Mayor

OFFICE OF THE MAYOR  
CITY OF BRIDGEPORT, CONNECTICUT  
MARGARET E. MORTON GOVERNMENT CENTER  
999 BROAD STREET  
BRIDGEPORT, CONNECTICUT 06604  
TELEPHONE (203) 576-7201  
FAX (203) 576-3913

February 18, 2014

Dear Fellow Members:

I am writing to express my support to the Act Concerning Health Insurance Coverage for Telemedicine Services Senate Bill No. 858 submitted by Yale University to the Senate Insurance Committee.

This Bill will help the underprivileged and all children throughout the state. This service will be beneficial to our constituents in obtaining access to mental health services provided through teleconferencing.

Once again, the City of Bridgeport supports this Bill and hope to get your support as well.

Should you have any questions, please do not hesitate to call my office.

Sincerely,

Bill Finch  
Mayor

cc: Ron Thomas  
Quannette R. Kirby

BF/rc



**Scavone, Jack**

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**From:** Deborah Goetz <monterey83@sbcglobal.net>  
**Sent:** Monday, February 24, 2014 8:02 AM  
**To:** towncouncil@tolland.org  
**Cc:** boardofeducation@tolland.k12.ct.us; swerbner@tolland.org; wguzman@tolland.k12.ct.us  
**Subject:** 2014/2015 proposed budget

Dear Members of the Tolland Town Council,

I am writing to ask that you respect the hard work of the Tolland Board of Education, administration, and participating citizens this year and include at least a 3% increase in the education portion of your 2014/2015 budget proposal. The BOE has presented the town with a request for what they have determined is the necessary amount to maintain level services. Their proposal does not even include what other towns consider necessities in their school systems - ie. adequate technology, reasonable pay-to-participate fees, full day kindergarten, gifted and talented programs.

For the benefit of all residents of Tolland, please allow us to vote on a budget that will be sufficient to stabilize our school system, stop the annual loss of programs and personnel, and put the town in a position to begin building our educational reputation back to where it once was.

Thank you to all the Town Council members for the hours you devote for the benefit of Tolland residents and a special thank you to those who have given up additional hours of personal time to attend the Board of Education meetings and budget workshops this year.

Deb Goetz  
176 Kate Lane  
Tolland, CT 06084

## Scavone, Jack

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**From:** maxadrenalin@aol.com  
**Sent:** Friday, February 21, 2014 4:18 PM  
**To:** jscavone@tolland.org; gbaker@tolland.org; rfield@tolland.org; jrubino@tolland.org; weccles@tolland.org; bstanford@tolland.org; pkrasusky@tolland.org  
**Cc:** swerbner@tolland.org  
**Subject:** Some Thoughts on This Years Budget

Dear Town Council Members –

First, I would like to thank you all for attending a number of the BOE budget workshops this year. I thought that the process of soliciting input from residents, developing priorities and analyzing cost savings opportunities was a big step towards better transparency.

I also hope that the BOE's idea of providing a number for a level budget with "additional" priorities and their related costs will better help you in accessing what the needs of our school district for next year's budget.

At the meeting at the Fire Training Center, Steve handed out a document that showed the Percentage Tax Increases over the past 5 years. As you all know, those have all been mostly in the 0% - 1% range and as Paul Krasusky pointed out.....yield a 5 year average of 0.462%.

I fully understand.....times were difficult and we did what we needed to do, but as Steve has pointed out for the past 2 years.....these are NOT sustainable budgets and we need to start moving towards a more realistic funding of our community.

Here is an overview of some major economic indicators that point to a brighter financial outlook:

- According to the Bureau of Labor Statistics, unemployment is down from 10% to 6.6% over the past 5 years.
- According to the Dept of Trading Economics, consumer spending is up over 8% since Jan, 2010.
- According to the US Census Bureau, New Home Sales are up 4% from Dec 2013 to Jan 2014.
- According to Yahoo Finance, the DJIA was up 27% and the SP500 was up 31% this past year, making this one of the strongest markets in the past 10 years.

We have lost a lot, in both our town and our schools over the past five years. It is time to shift mental gears from one of "just getting by" to one where we begin "investing in our future" again to keep Tolland a great community. You are our leaders and you set the tone for what happens this year.

Thank you for all you do for our town – Ken Kittredge

## Scavone, Jack

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**From:** MICHELLE PETERSON <mandmpeter@sbcglobal.net>  
**Sent:** Thursday, February 20, 2014 5:28 PM  
**To:** boardofeducation@tolland.k12.ct.us; towncouncil@tolland.org  
**Subject:** this is a bit long but I hope informative  
**Attachments:** best practices list.docx

Dear Board of Education,

Thank you for opening up the budget conversations to the community at large. While these conversations have been emotionally charged and a bit hostile at times, the more we communicate, the more we sort things out. I admire your composure and professionalism when topics get heated. I would also like to acknowledge and thank you for the time you are putting into preparing for these meetings and attending them. Your leadership is crucial to this community and we can not thank you enough for the time and commitment you have shown.

Unlike others, I left the meeting feeling positive. I am thrilled that the bathrooms at TMS will be tended to with funds allocated by the Town. In addition, I was caught off guard by how much I appreciated Steve Werbner's difficult position and ideas. I don't agree with his 2.6% number but at least I have a better understanding of where he is coming from. I am in full support of the multi-year plan as discussed and I am surprised that this is a novel idea for the BOE budget side. I was also caught off guard by how compelling the full day K argument seemed, especially because I feel it is a luxury and not a necessity right now. But what I think it really is, in the final analysis.....parents from all sides are really saying the same thing; our children K-12 do not have an education commensurate with surrounding communities. On this we ALL seem to agree.

I am very encouraged by the fact that Dr. Eidson will give a public report on the state of curriculum and instruction next week. This is another move toward progress that you as a Board have orchestrated in a very short time. To prepare for this, I have noted a few points below because I noticed that many things have been said about the Common Core and curriculum at recent meetings that show misunderstanding with the terms. Below are a few notes on curriculum and instruction so you know what you are listening for next week:

1. **The Common Core State Standards** is NOT a program or a curriculum. It did not come from the Feds. It is a set of standards, or expectations for what children are supposed to know and be able to do in reading, writing, and math. These standards were pushed by Governors and adopted nationwide. The testing of these standards is also nationwide. Our children's results can now be compared nationally. These standards are solid and teachers in higher performing districts agree with the rigor, focus, and

coherence of them. The math CC doc is about 3 inches thick and the reading/writing is just a bit thicker. These guidelines do not state how we are supposed to teach. So, think of it this way..... take an old fashioned road map and multiply it by a thousand pages. The CCSS are the destinations. We are to choose the routes and the vehicles.

2. **Curriculum** by definition is a course of study or plan of activities, sometimes used interchangeably with the word "syllabus" but when K-12 educators use this word, they are typically referring to the combination of all of the following: scope and sequence of what is to be taught for the year(s), pacing guides, enduring understandings, essential questions, teaching points, learning activities, performance tasks, checks for understanding, assessments, rubrics, report card guides, and all the resulting data used to either drive instruction or record summatively. To go along with our analogy - these are the different roads and statistics we use to get to our destinations and adjust our travel plans. These are up to individual districts.

3. **Programs/resources** offer a few of the items/systems mentioned above but they are used to supplement and enhance, not replace, curriculum. These are the vehicles. We can drive a broken down jalopy, we can drive a Cadillac or we can drive a mid range vehicle but we have to drive something and enhance it and/or maintain it. And yes, we must weigh the cost with practicality and efficiency while at the same time having some pride in what we drive.

4. **The CC transition in Tolland** - We are driving jalopies. Tolland did not have any programs in place (for K-6 at least) that could absorb any changes that the CC brought in the short term or long term so "penny wise, pound foolish" methods were utilized. Teachers were released from classrooms to write curriculum while substitute teachers covered classes. Given the complexity of all of the above, there is no way a teacher can be released enough time to get training on particular types of curriculum writing (Understanding by Design, and inquiry based to name a few), then get enough training to understand the hundreds (thousands?) of pages of Common Core documents, then learn content, and then write curriculum during the school year. Teachers have expressed to me personally that they were forced to write curriculum with no training on how to do so, do not agree with the outcomes, and do not have the materials/manipulatives to implement it. In addition, we need to know how curriculum implementation is even monitored if the curriculum leaders in Tolland do not visit classrooms. Dr. Eidson clearly stated at a BOE budget workshop meeting that curriculum leaders, including herself, do not get into classrooms. I would also like to know how teacher feedback is elicited and how curriculum is then revised for improvement.

Here's what I know about the current state of the 3Rs through conversations with parents and teachers, meetings with administrators and curriculum leaders, conversations with my 7th grader, and artifacts I have seen and collected over the past 4 years.

Math - We were using Everyday Math which was an excellent program but it "spiraled" and did not have a mastery component by the end of each grade. The scope and sequence was out of line with what the CC is expecting. It had to be abandoned. This was plain bad luck. The CTSDE put forth some units on line to act as a bandaid for the short term. These are regarded as fair at best in educational circles and I only know about one other district in the entire state using these. We are using them in Tolland and in addition, we are cutting and pasting Everyday Math pages along with other random resources and calling it our math program. This does not allow for what is called "systematic" variance over grade levels to do things like build place value concepts in a purposeful, conceptual way that research based practices outline. I can show you a concrete example of what I am talking about in person if you so choose. I am extremely disappointed that a committee was not formed years ago to choose a math program. The excuse that the "SDE said nothing matches the core" is just that, an EXCUSE. Most towns are in year one, if not year 2, of implementing new math programs.... this after taking a full year with a committee to choose materials. A new math program is going to be expensive and we should be anticipating it.

Reading - Tolland students use an anthology based reading program. This basal is a collection of short stories and parts of stories within a hard cover. Children have no choice and read the same stories and then do workbook pages. Students are given what is called "Theme Tests" which mean that teachers must use these prescribed materials. The Common Core requires students to analyze complex texts. We did not have complex texts in place when the Common Core was adopted and we still do not. Most communities transitioned to what is called "Reader's Workshop" and "Writer's Workshop" years ago and therefore, the transition has been easy. Again, I can show you concrete examples to illustrate the difference between what we are doing in Tolland and what the rest of the State is doing. This type of 21st century instruction requires highly specialized training and book rooms that are stocked year after year with complex texts of all reading levels and genres along with classroom libraries that are similar. I challenge you to go see the Tolland book rooms and classroom libraries yourself and then take tours in South Windsor, Ellington, and Farmington. The differences are shocking. We should be anticipating the cost of adding hundreds, if not thousands, of books to the book rooms across 4 schools and the specialized training it takes to deliver 21st century literacy instruction.

Writing - Most parents will tell you that they rarely, if ever, see written pieces come home. Some parents told Kathryn Eidson that their children are receiving less than an hour of instruction of writing per week at the K-2 level. Kathryn stated that she has a manual that tells teachers how much time should be spent on writing. Who is in charge

of getting teachers the resources they need and enforcing these time guidelines? With the adoption of the Core, students are required to learn and write 3 types of genres every single year. The lower grades must write narrative, informational, and opinion pieces. The only way to learn to write these pieces is to READ them. Unless we have complex texts available at multiple reading levels, our students will not learn to write in ways that are required. Again, this takes specialized training that can be costly. In years past, most teachers only taught the genre specific to what was being tested on the CMT and this was understandable. The only resource teachers had was "Empowering Writers." This provided a very narrow way of teaching writing. To continue our analogy, it's kind of like driving a motorcycle in the snow. Yes, it's a vehicle, but specialized for a narrow purpose. It might get you forward some, but you could be a lot smarter and cover a lot more ground with another vehicle. We should be anticipating the cost of resources and training needed to deliver 21st century writing instruction.

Here is a link to a resource which is a really comprehensive and succinct outline on how to plan for the CC transition. Many school districts in CT looked toward other states for direction on how to transition. The CTSDE does not have a good reputation for supporting this transition but there were/are many online resources from other states, especially California, that were/are used widely. I chose to send you this one because it contains questions at the end that might prove useful to you next week.

[http://www.scoe.net/castandards/multimedia/common\\_core\\_leadership\\_planning\\_guide.pdf](http://www.scoe.net/castandards/multimedia/common_core_leadership_planning_guide.pdf)

Finally, and maybe more importantly, attached is a 2 page section of a publication (2005) that lists concisely best practices along with the research associated with the list. There are many updated versions of this but I send you this one to show you that the notion of best practices is not new and it has changed little, if any, over time. These are directly aligned with your Strategic Plan and we ought to be holding school leaders accountable for ensuring these are happening from a curricular and instructional standpoint. The terms "best practices" were often used during these meetings but do you as a group have an understanding of these? This list is a way to get up to speed quickly.

This is a lot of information and hard to keep concise. You can call me anytime for more information or clarification. I thank you for increasing your own knowledge on a lot of topics in a short amount of time. I am encouraged by your diligence, intelligence, and professionalism. Please continue to solicit facts rather than opinion. Please continue to use research. Please continue to reach out to the community. Please continue to prioritize based on the needs of the many rather than the few. Many of us are here to truly collaborate, learn about all the different viewpoints, move forward, and support your efforts in any way we can.

Sincerely,  
Michelle Peterson  
44 Wonderview Drive

## Scavone, Jack

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**From:** Beck <bekka7373@aol.com>  
**Sent:** Thursday, February 20, 2014 1:03 PM  
**To:** jscavone@tolland.org; gbaker@tolland.org; rfield@tolland.org; jrubino@tolland.org; weccles@tolland.org; bstanford@tolland.org; pkrasusky@tolland.org; boardofeducation@tolland.k12.ct.us; swerbner@tolland.org; superintendent@tolland.k12.ct.us  
**Subject:** Citizen Response to Community Conversation

Town Council , Board of Education, Mr. Werbner and Mr. Guzman,

I'm so glad that I attended last night's Community Conversation. I took away a lot of valuable information from it and sincerely hope that our town representatives were listening to the residents with open minds as well, not preconceived notions and predetermined courses of action.

I firmly believe that Full Day Kindergarten needs to happen in Tolland for next year, not as Mr. Werbner suggests as part of a three year plan. This issue has been on the radar for several years and should have been part of the previous three year plan for implementation in 2014 along with more than 88% of Connecticut. We cannot afford to wait, as our Town Manager has suggested, until "opportunities are better aligned". Under Common Core we've waited three years too long already. It's time to bite the bullet and make this commitment to our children and our schools. I guarantee as a community we will regret not doing it now, when in subsequent years we see tests scores sinking in response to this and our weak curriculum planning, as well as increases in our remediation and retention rates. We are causing our youngest children unnecessary stress in having to play catch up when this can easily be rolled out properly for a pittance. For one half of a percentage point added to the level services budget. Mr. Werbner got one thing right in our discussions last night. There are amazing parents in this town. Parents that won't stop requesting and advocating and taking this to the next level until every student in Tolland receives the education they require from our school system. Of course we should take an active role in educating our children, that's likely the main reason most of us bought homes in Tolland, to raise our kids in a community known for having ample opportunities for a stellar education. Our town will continue to lose students to magnet schools, for which the town will foot the bill, until the situation here improves. Ten years ago I would never have dreamed that I would be considering sending my five year old to Kindergarten in South Windsor, Glastonbury, Bloomfield, Wethersfield, or Mansfield. Now I would be remiss as a parent NOT to consider it.

It's outrageous to me that Mr. Werbner's pulse on what the community wants is based on his asking "a couple of the old guys" what they consider a fair increase to the budget and what it should be based on. You had a sampling of the community in that room last night, yet you continue turn a blind eye to the fact that there are more constituents who make up this town than just the retirees and your friends. To be told by Mr. Werbner that he can't sell a higher budget to the town when a portion of the town is requesting just that is unfair, biased, and based on past history. Just because an idea isn't executed properly the first time doesn't mean you never try another iteration of it in the future. It is a different time, there are different factors and people involved, and will not necessarily yield the same outcome.

Where were the community members last night saying they want level services or a lower budget? Where are their letters and e-mails to our representatives? Why are our representatives so beholden to only one segment of a diverse population? Your job is to represent all of us. The town members I see participating want to effect positive change and improvements, not stay the same or worse yet, continue to cut.



Mr. Kitteredge raised an excellent point last night. When Mr. Werbner endorses something in the town the residents step up and support it. The examples I believe were the road improvements project, the library project, and the new high school. All votes passed on the first try if I'm not mistaken. And all had Mr. Werbner's blessing. So when he sets the precedent in the town that we can't increase any services, people listen.

This actually raises a question I've had for some time. The Board of Education and the Town Council each hire an expert (the Superintendent and the Town Manager). Year after year, we witness Superintendent Guzman's recommendations being ignored (funding Full Day K) and Mr. Werbner's recommendations being adopted nearly without question. Why? Where is the disconnect? Weren't both these gentleman hired to guide us in charting the best course for our entire town?

As a citizen and taxpayer I've seen a disturbing pattern over the last several years of budget cycles. There have been too many years of tax cuts or putting forth a level services budget, and it has continuously chipped away at our school system, leaving our teachers and administrators tasked repeatedly to do more with less. We are past the point where this way of operating can continue. Our schools need to have some forward progress in their programs and services, not another year of an increase that only covers the cost of keeping the doors open.

Even when something has been discussed in detail and agreed upon as a top priority and a wise course of action, like the implementation of Full Day Kindergarten so that Tolland's children can meet the Common Core standards outlined and mandated by the state, and to give our kids a starting point in their education equal to 88% of Connecticut, as a town we're still unable to make this happen?

Teacher after teacher and our administrators have said point blank: We are not going to get our kids where they need to be with a half day kindergarten program anymore. Under the Common Core, this model does not work and will not succeed. This seems to have fallen on deaf ears, as the Board of Ed determined, under the looming threat of little to no budgetary increase from the Town Manager and Town Council, that they simply could not exceed requesting more than a level services budget. The Town Manager and the Town Council have a chance to be heroes to a lot of residents. You have an opportunity to show the citizens you were listening to our schools needs during the past month of workshops. The BOE has tried a different approach, was fully transparent, showed a line item budget, all of the things you've said have been lacking in past years. The public got involved and spoke out.

You could increase the requested budget by a half a percentage point and make a bridge to show the Board you are encouraged by their hard work, due diligence, and proof to you that there is no fat in this school budget, at this point we've gnawed through the bone and extracted every remaining tidbit of marrow to be found. We need a transfusion stat!

As a tax payer, I am requesting the opportunity to be allowed to vote on a higher budget. I believe in economic responsibility, and what I'm suggesting could in no way be interpreted as frivolous spending. Full Day Kindergarten is a long over-due investment in our town and in our children, which in the long run could serve us well as a cost-savings in remediation that may be necessary in later grades as a result of not providing our students with the appropriate educational foundation.

Sincerely,

Rebecca Risley

## Scavone, Jack

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**From:** Elizabeth Chojnicki <echojnicki@gmail.com>  
**Sent:** Wednesday, February 19, 2014 11:45 PM  
**To:** boardofeducation@tolland.k12.ct.us  
**Cc:** townCouncil@tolland.org  
**Subject:** ACCOUNTABILITY

Dear Board of Education and Town Council Members,

As I sat through tonights' meeting, I had many thoughts running through my mind. The most vocal of the parents in the audience were pro FDK, and I am not. But tonight, I felt like we were connected under the same cause. We all felt our children were not being prepared adequately in their school experience.

Although I am against FDK, I realize that the parents were right in the respect that the kindergardeners next year are NOT given the same opportunities for success with Common Core as children in other towns that have that options.

On a similar note, I realize my own concerns about curriculum, are very much related. Why is my third grader not given the benefit of a sequential math curriculum? Why is she being subject to a year of photocopies which is taking the place of a researched and proven mathematical curriculum that would enhance number sense, mathematical fluency and advance her skills? Why was Everyday Math done away with, and replaced with "Binders" that the teachers are developing and "making up" as the year goes on? This IS NOT good teaching and learning.

It leads me to the conclusion that this year, we are completely unprepared. For 3 or 4 years, educators have known that this shift in education has been coming. That time should have been used by the leaders in our community to prepare our students and our board of education for any shifts in curriculum, for purchasing any materials relevant to making this transition easier, for training teachers. This year, we realize that these preparations have not been made. Our children are not ready to take on Common Core. They are not ready to take on the assessments that will be expected to take in the spring.

I agree with Steven Werbner that these changes need time to take place and be worked into the budget. But, in the case of Common Core, this DID NOT HAPPEN.

So I ask you, WHO is accountable for this lack of preparedness? WHO should have lead our schools into this shift as smoothly as possible? We NEED accountability. We are trusting the experts to do their job, and to advocate for the needs of our schools and students. Are they?

Also, I think there is a wrong assumption that these curricular changes that need to take place with Common Core can just be worked into the normal budget. This is not the case. We should have been planning for the fact that this shift in education will take some monetary investment at first. We need new curricular materials, new technology and PD to prepare the teachers. A recent article on Fox News describes the high cost of this shift:

<http://www.foxnews.com/us/2014/02/05/number-states-backing-out-common-core-testing-maryland-schools-low-on-funding/>

I look forward to continuing working with you to make Tolland Schools the best they can be at the Curriculum Meeting next Wednesday.

Respectfully yours,

Elizabeth Chojnicki  
10 Old Farms Road

## Scavone, Jack

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**From:** Beth Garritt <bgarritt@gmail.com>  
**Sent:** Wednesday, February 19, 2014 3:02 PM  
**To:** sadlerstein@tolland.k12.ct.us; sclark@tolland.k12.ct.us; pdoyle@tolland.k12.ct.us; afratoni@tolland.k12.ct.us; sfrattaroli@tolland.k12.ct.us; kgorsky@tolland.k12.ct.us; kmoran@tolland.k12.ct.us; rpagoni@tolland.k12.ct.us; jsce@tolland.k12.ct.us; tswanson@tolland.k12.ct.us; superintendent@tolland.k12.ct.us; jscavone@tolland.org; rfield@tolland.org; weccles@tolland.org; pkrasusky@tolland.org; gbaker@tolland.org; jrubino@tolland.org; bstanford@tolland.org  
**Subject:** BOE Budget and Full Day K

Good afternoon,

As a concerned Tolland citizen who is unable to make the meeting tonight I wanted to send a brief email to convey my great disappointment in the BOE Budget that was proposed last week and specifically the absence of Full Day Kindergarten in that budget. I don't understand how we expect our town and schools to thrive when we continue to not invest in them. In fact, it seems Tolland is doing the exact opposite and sending our schools in a downward spiral by making cuts every year. From everything I hear, the state of our schools is an embarrassment.

The State of CT has said that in order for our children to succeed in today's educational system and with the new Common Core Curriculum schools need to have full day K. Can you please tell me how we are successfully meeting the curriculum requirements for Kindergarten in a half day? Without putting undue stress on our youngest students and teachers? I don't see how it's possible. And it's a shame that in a town such as ours it should even be a question of whether or not to implement full day K. We should not have to be fighting for this for our children. You, as our elected town representatives, should be ensuring our children have everything they need to succeed and that our town remains a top ranked town in the state.

I don't know what's going on, but it certainly doesn't seem you are listening to your trusted advisors (our Superintendent of Schools) or the citizens of the town. I realize there is a cost to everything (pretty minimal for FDK), but if nothing else, you should at least allow the town to vote on a budget that includes these critical school improvements. We moved to Tolland based in part on the excellent schools and now would very seriously consider leaving if things don't start to change.

Thank you,  
Beth Garritt

## Scavone, Jack

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**From:** Shawn McKown <shawnmckown@gmail.com>  
**Sent:** Thursday, February 13, 2014 8:54 AM  
**To:** jscavone@tolland.org; gbaker@tolland.org; rfield@tolland.org; jrubino@tolland.org; weccles@tolland.org; bstanford@tolland.org; pkrasusky@tolland.org  
**Cc:** Tab McKown  
**Subject:** Full Day Kindergarten

Dear Tolland Town Council,

I hope you're all well. I'm Shawn McKown, and am writing you to express my family's strong support for the implementation of full day Kindergarten in Tolland. Our family has recently relocated from Chicago to Tolland, and we were concerned to learn that our new town did not offer a full day program.

Our oldest daughter, Audrey (6), had the benefit of full-day Kindergarten in Chicago, and we firmly believe that this approach provided her with academic and social skills more effectively than a shorter program would have. It is our hope that our younger daughter, Maeve (3), has the same opportunity in the fall of 2015. From our perspective, the costs associated with this change are well worth it, given the substantial benefits to children throughout their lives.

I understand that the Board of Ed has proposed a budget that does not include FDK, and find this disappointing. I hope that you will still consider implementing this improvement despite their decision.

As a new resident, I must admit I am perplexed by the strict adherence to maintaining a level budget for schools when Tolland is among the worst in the state in educational spending on a per-student basis. If given the opportunity to vote on this issue, I would be strongly in favor of funding the schools at a more adequate level. Thank you very much for your time and attention, and please feel free to contact either me or my wife Tabitha ([tabithamckown@gmail.com](mailto:tabithamckown@gmail.com)) with any questions. Tolland is a great place to live, and we believe this change will only make it a better one.

Best Regards,

Shawn McKown

[shawnmckown@gmail.com](mailto:shawnmckown@gmail.com)

## **SPECIAL MEETING MINUTES**

### **TOWN COUNCIL/BOARD OF EDUCATION JOINT MEETING**

### **HICKS MEMORIAL MUNICIPAL CENTER 6<sup>TH</sup> FLOOR COUNCIL CHAMBERS**

**MARCH 4, 2014 - 7:00 P.M.**

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

**MEMBERS ABSENT:** William Eccles

**BOARD OF EDUCATION MEMBERS PRESENT:** Sam Adlerstein, Chairman; Patrick Doyle, Vice-Chair; Steve Clark; Alfred Fratoni; Tom Frattaroli; Kathy Gorsky; Karen Moran; Robert Pagoni and Joseph Sce

**BOARD OF EDUCATION MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Steven Werbner, Town Manager; William Guzman, Superintendent of Schools

- 1. Call to Order – Pursuant to Section § C9-4 of the Town Charter the Town Manager is required to call and attend a joint meeting of the Town Council and Board of Education for the purpose of discussing the appropriation request of the Board of Education – Explanation of the budget process by the Town Manager**

Steven Werbner called the meeting to order at 7:00 p.m., and invited Mr. Adlerstein, Chair of the BOE, to speak.

Sam Adlerstein spoke on behalf of the BOE, and used a PowerPoint during his presentation.

There were four things that he was going to speak about: Review, Partnerships, Plans and Next Steps.

Back in November they started with a script. They wanted to know how much it would cost for a level budget; what would be their priorities and how could they afford that through cost savings. They have filled in the blanks, and as it turns out, the cost for a level budget was an increase of 3.44%, or the cost of \$1,241,130. Then above and beyond that would be priorities for investment and potential cost saving projects. The budget that the BOE passed was a 3.44% level increase, although he said it is still a work in budget.

On December 3, 2013, the Council and the BOE had a meeting and came up with the following agreement:

We each share an equal role in maximizing the usage of town resources to provide the highest quality of service which balance top priority needs within financial constraints. We will communicate with and engage the community in a positive way.

They agree to: engage with each other in a respectful, professional matter; view things from a broader perspective, community-focused, not us versus them; listen, understand and share in a clear, specific and accurate manner; engage in joint communication early and often; surface and acknowledge disagreements and agreements; and identify and work toward a shared goal.

Mr. Adlerstein pointed out that  $\frac{3}{4}$  of the increase is for health insurance and salary, fringes and pension. The remaining is transportation, substitute teachers, outplacements, magnets, other schools and all other.

Some investments they can't afford yet include: all-day kindergarten, a resource officer, pay to participate and technology. They are still working to try to afford some of these things.

Partnerships:

- Budget Goal
- Shared Services
- Technology Advisory Board
- Volunteer Painting
- Public Participation
- Communications and Outreach
- Community Conversation Grant

Plans:

- Initiative ideas
- Curriculum
- Technology
- Facilities

They want to move forward on planning by focusing on the positive.

What is next?

Quantify plans for impact in targeted areas:

- Safety/Climate
- Health Insurance
- Transportation
- Substitutes / Curriculum / Kindergarten
- Facilities / Technology / Utilities
- Extracurricular
- Budget Practices

He commented that during the workshops, they had the principals in discussion groups with the residents. Items that were identified as needs in the schools were:

- Special Education Lacking
- Lacking to Common Core Standard
- Failing Technology & Infrastructure
- Lacking Security
- High Impact Program Investment
- Extra-Curricular

All of these are top priority.

Mr. Werbner thanked the BOE for the work and journey they've been on. He updated that he currently is finalizing his recommended budget, and this is the upcoming schedule:

March 11<sup>th</sup>, he would like to submit to the Council his recommended budget;

March 12<sup>th</sup>, they start their budget reviews for the town departments;  
March 26<sup>th</sup>, he holds a public hearing on his proposed budget at THS @ 7:30 p.m.;  
April 1<sup>st</sup>, the Council finalizes their budget, which goes to referendum;  
April 23<sup>rd</sup>, is the Council's annual budget presentation at THS;  
April 24<sup>th</sup>, is the Council's annual budget presentation at the Senior Center; and  
*May 6<sup>th</sup>, is the budget referendum.*

If the referendum does not pass on May 6th, a referendum will be held every two weeks until it does pass.

Mr. Werbner said that he recognizes Mr. Adlerstein's comment that this is a work in progress, but unfortunately it has to end and become a finite document at some point in terms of a budget that goes to referendum. As he makes his recommendation to the Council, all he can do is recommend a number. He agrees on a lot of what Mr. Adlerstein said in terms of the improvement items, but Mr. Werbner has no plan that shows him how that will be done or if it could be done. He will be recommending a number to the Council with statements in blind faith that hopefully something can be done. 3.44% is one of the highest percentage increases in some time, and he thinks people want to know what they will be getting out of the 3.44% if they are going to support it. There is a lot of work that needs to be done in the next two weeks.

Mr. Werbner reminded that by law, the Council, and/or him as the Town Manager, cannot dictate to the BOE how their money is spent.

## **2. Shared Services Task Force – Recommendation for shared services between Town and BOE**

Mr. Werbner said he knows the number one recommendation for the next fiscal year was to look at a combination for facility management of some sort, and then moving forward with that concept. In his budget he does start that process in terms of managing the newly installed HVAC systems, both in the BOE and the town. He recommends they continue with having an HVAC supervisor. This person would be in charge of the combined systems. That position for the next fiscal year can be paid out of the ESCO project, and will have no impact on the BOE or town budget. Although it does require that the contractual services associated with HVAC management, as well as supplies associated with HVAC management, are properly budgeted both in the BOE and town. He has provided Mr. Adlerstein and Mr. Guzman with a spreadsheet that outlines what they feel are the appropriate expenses in order to properly manage those systems into the next fiscal year. They worked with John Carroll on this. It is essential that we have proper oversight of the systems, not just with personnel, but with professional contractual arrangements to ensure that we have the longevity of the systems that we all desire.

As stated, the HVAC supervisor position will be paid for one year out of the ESCO project. Also, a lot of the systems will be on their one year warranty. In fiscal year 15/16, that all falls by the wayside. The present breakdown for the ESCO project is 95% BOE and 5% town in terms of costs associated with that project. The BOE has to start thinking about how they will absorb the cost of the positions that would necessary to be involved with this combined function. There is also a recommendation of having a facilities supervisor. This supervisor would oversee the entire unit. Other maintenance aspects of facilities (painting, electrical, plumbing), but would not include the HVAC. It would be for other aspects other than the HVAC systems, and custodial. The first step we are focusing on is the HVAC supervisor.

Mr. Stanford gave background on the task force. It was made up of 2 BOE members and 3 Council members. They recommend that the following areas should be investigated, in addition to the facilities management:

Maintenance, technology, safety and resource officers, The Voices Program, custodial, finance and business services, looking at areas to outsource, and he added looking at how we handle polling places (possibly scheduling school in-service days on general election days). This is a work in progress.

Mr. Scavone wants to make sure that what is incorporated in the spreadsheet is included in the BOE's budget. Mr. Werbner said what is included in the spreadsheet should be included within the operating budgets of the school systems. He said the total does not reflect all new money. Some of it is already in the budget. They need to match up what is in the budget to what is on the spreadsheet. Mr. Adlerstein will take that as an exercise from tonight's meeting.

**3. Presentation by the Town Manager of anticipated revenue stream for the next fiscal year and potential impacts of the Governor's Budget proposal**

Mr. Werbner advised that the Governor's budget came out several weeks ago. In terms of revenue, we are neutral. He will be proposing an additional \$100,000 in revenue. The increase in the grand list of .39% is about another \$154,000 in terms of new money. We are talking about starting off with \$254,000 in new revenue. Any expenses above \$254,000 would require a tax increase. It is better news than he has had in the past.

**4. Questions from the public (2 minute limit) specific to the Board of Education budget with questions being directed by the Town Council Chair to the appropriate body for response**

**Kevin Kasai of 33 Wildwood Road:** Change in the culture. The government needs to change the process to see change. He spoke of a conversation he had with a few Council members. He urges all involved in the process to start taking an approach of curiosity rather than one of judgment towards the other side.

**Dale Kasai of 32 Marbella Lane:** Why isn't all-day kindergarten in the budget? 88% of all kindergarten students enrolled in Connecticut are in a full day kindergarten program. 45 out of 50 states have fully adopted the common core program. He spoke of the hourly breakdown of half day kindergarten versus full day kindergarten. How can the missed time be made up as they move forward into the first, second, and third grade.

*Mr. Adlerstein said they are trying to come up with a number that can be supported. Things are still happening that may enable some of the priorities to fit in the budget. To say all-day kindergarten is not in the budget is not a final decision yet.*

**Cristine Divenere of 32 Bennett Drive:** She works in half day kindergarten. She sees the demands of the teachers, and she sees the effects of the students. How is the town going to meet the needs of the common core? She knows what gets cut, because she sees it.

**Rebecca Risley of Mountain Spring Road:** Are you listening to those in favor of full day kindergarten. There is a new standard in Connecticut, as well as 45 other states and territories, common core. Under the regulations of common core, the requirements for kindergarten are based on children receiving a full day of instruction. Half day instruction will not prepare the kids with what they need for the first grade. Was the information as she presented clear? What will it take to convince you to move on this vital issue?

*Mr. Werbner said from his perspective, he has never seen more clear argument on both sides of the fence. The information is clear that has been sent. He believes that the community has been more than clear and has educated him. The issue is "what are the priorities" and what are the funding opportunities.*



*Mr. Adlerstein said they do not need more information. They have had a lot of discussion on this. They have weighed out both the pros and cons of all-day kindergarten. Hearing the voices of the folks in the schools, and teachers on the front line, is important to them.*

**David Garrett of 23 Rudansky Lane:** He advised to fly a commercial plane requires 250 hours, and we think that we can neglect 450 hours per kid for kindergarten? He asked the Council how they can justify complementary bulk waste pick up six times a year, yet turnaround and say we don't have \$66,000 for education for these kids.

*Mr. Werbner said the Council has not had the chance to deliberate the bulky waste issue because he just brought it up at a meeting a week ago. This is the type of balancing act that they will make in terms of determining what it is that they recommend for a final budget number.*

**Donna Hryn of 136 Rhodes Road:** She has spoken on this issue and she is not in favor of all-day kindergarten. She represents a number of parents who have first graders that have come through just fine with half day kindergarten. She asked if the Council will make their decisions on the input from a group that is well organized, even though there are many other parents in this town.

*Mr. Werbner said in terms of the Council, they can only approve a number. They can't dictate one program over another. They can't say all day kindergarten will come out of the approved number. It is up to the BOE how they prioritize.*

*Ms. Rubino said she is on the fence. She is not sure all-day kindergarten is a priority for this year. She is not saying she is against all-day kindergarten or half day. She said this BOE has done more work and due diligence. The BOE is listening to all of you. She is impressed, and she is likely to support the budget that they bring forward. She also believes they will do the same due diligence with the monies received.*

*Mr. Krasusky said they are listening to the community's support for the budget.*

**Mark Gill of 32 Neff Hill Road:** He thanked the Council and BOE for all the work invested. He has seen progress. He sees a lot more 'working' together. He has two boys going into kindergarten next year. He realizes they need to prioritize and knows they will do the right thing.

#### **5. Petitions and/or questions to the Board of Education from Town Council members specific to the BOE Budget**

Mr. Stanford asked about the DRA Facilities Study: When will you get the results. Patrick Doyle said they will have the final facilities workshop on March 27<sup>th</sup>. That needs to happen, so one more opportunity is available for comment, before they can complete their final report to share with the BOE.

Mr. Field said because of the work they have done it is his thought that he will agree with what they put out. He asked if they are comfortable with the budget. If they are, he will support it. If they aren't, he may try to see if the Council will add a few bucks.

Mr. Clark said the 3.44% is what is sustainable. It's not necessarily what they thought would pass. It is just to sustain. Of course, they would like to have more money. They feel they can make the 3.44% work. If you feel you can put more money in, then do that.

Bob Pagoni said the definition of insanity is doing the same thing and expecting a difference. The Board has been working together and they are doing a great job. If you have a few extra bucks you want to give us, by all means throw it on the pile. This group will use it efficiently.

Mr. Scavone applauds the work that the BOE has done. The Council was in their shoes two years ago. He thinks they have showed them up as far as what they have done in the past 11 weeks. They have his support. He believes they are all in the same frame of mind and are getting close. They all want the right things.

Ms. Rubino said there are a lot of things in the works that are community efforts. If you are interested in getting involved, she suggested that you contact anyone on the BOE or herself. A lot can get done by putting in some sweat equity.

6. **Adjournment:** Rick Field moved to adjourn the meeting; Seconded by George Baker at 8:15 p.m. All were in favor.

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Steven R. Werbner, Town Manager

Michelle A. Finnegan  
Town Council Clerk