

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

SPECIAL MEETING

7:00 – 10:00 P.M.

AGENDA
August 1, 2013

- A. Call to Order

- B. Action Items
 - 1. Technology Grant Application
 - 2. Proposed Education Reserve Fund Ordinance
 - 3. Honeywell – Recommended Energy Conservation Measures

- C. Informational Items
 - 1. District Initiatives – Status Reports (No Enclosures)
 - a. Common Core State Standards
 - b. Teacher Evaluation
 - c. Facility Utilization Study
 - d. Emergency Planning
 - e. Security Grant
 - f. Assistant Principal Position – Birch Grove
 - g. New Legislation
 - h. Capital Improvement Projects
 - THS Artificial Turf Field
 - TMS Track Resurfacing
 - TIS Driveway Paving
 - BGP Catch Basins
 - CCM Solar Project Proposal

- D. Adjournment

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: August 1, 2013

SUBJECT: Technology Grant Application

The State Department of Education announced on July 22, 2013 a Technology Grant for schools to assist Districts in implementing the Common Core State Standards and administer Common Core aligned assessments, specifically the Smarter Balanced assessment system.

Attached are Background and Proposal description for this grant.

Also attached is the grant proposal for this Technology Grant with budget summary.

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BACKGROUND AND PROPOSAL DESCRIPTION

Background: The Connecticut State Department of Education's (CSDE) goal is to ensure every Connecticut student upon graduating from high school is ready for college and career and be able to engage in the civic life of their community so that they may lead a rewarding and fulfilling life. The Common Core State Standards will help us reach this goal and establish:

- Consistent learning goals for all students, in every community, school, and classroom
- Clear roadmaps of academic expectations for educators at each grade level

The Common Core State Standards will prepare Connecticut's students so that they are able to globally compete, but standards aren't learning, which is why we need to have effective teachers and leaders in each school and we need to support parents and guardians to do their part at home.

Common Core State Standards (CCSS or Common Core) are a set of research-based, globally competitive K-12 expectations (adopted by 45 states across the country) for English language arts (ELA) and mathematics as well as literacy in history/social studies, science, and technical subjects. The Common Core State Standards are fewer, higher, clearer, and comparable across states.

- On July 7, 2010, the State Board of Education adopted the Common Core as Connecticut's standards in English language arts and mathematics because they require states to focus on what children need to know in each grade before they move-on to the next grade.
- The Common Core are designed to be robust and relevant to the real world, reflecting the knowledge and skills our young people need so that they are fully prepared to compete in a globally competitive economy.

Smarter Balanced Assessment Consortium is a state-led consortium (of 25 member states, including Connecticut) that is building upon the collective experience and expertise of its member states and working to develop a next-generation assessment system of formative resources and tools as well as summative and interim assessments aligned to the rigorous, 21st Century standards embodied in the Common Core State Standards.

- Valid, reliable, and fair summative and interim assessments ensure comparability across all its member states and formative resources and tools are available on-demand to teachers through an online digital library.
- The assessments in English language arts/literacy (ELA/literacy) and mathematics will be given at each grade level from 3 through 8, and 11. The 11th-grade assessment will help schools determine whether students have mastered the skills and content to begin college and/or careers and how best to support them as they transition through 12th grade.

Smarter Balanced Assessments are a system of assessments—includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use *computer adaptive testing* technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.

Smarter Balanced assessments will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.

Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete.

Smarter Balanced capitalizes on the precision and efficiency of computer adaptive testing (CAT). This approach represents a significant improvement over traditional paper-and-pencil assessments used in many states today, providing more accurate scores for all students across the full range of the achievement continuum.

A summative assessment administered during the last 12 weeks of the school year. The summative assessment will consist of two parts: a computer adaptive test and performance tasks that will be taken on a computer, but will not be computer adaptive. The summative assessment will:

- Accurately describe both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems;
- Provide valid, reliable, and fair measures of students' progress toward, and attainment of the knowledge and skills required to be college- and career-ready; and
- Capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and quick turnaround of results.

Optional interim assessments administered at locally determined intervals. These assessments will provide educators with actionable information about student progress throughout the year. Like the summative assessment, the interim assessments will be computer adaptive and includes performance tasks.

Formative assessment practices and strategies are the basis for a digital library of professional development materials, resources, and tools aligned to the Common Core State Standards and Smarter Balanced claims and assessment targets. Research-based instructional tools will be available on-demand to help teachers address learning challenges and differentiate instruction. The digital library will include professional development materials related to all components of the assessment system, such as scoring rubrics for performance tasks.

A secure, online reporting system that provides assessment results to students, parents, teachers, and administrators. The reports will show student achievement and progress toward mastery of the Common Core State Standards.

As Connecticut makes the transition to Smarter Balanced assessments in the 2014-2015 school year, districts will need to prepare for successful administration of this assessment system.

Connecticut State Department of Education
Technology Investments to Implement Common Core State Standards and Administer
Common Core aligned Assessments, Specifically Smarter Balanced Assessments
2013-2014

Applicant

This application is submitted on behalf of the following Local Educational Agency:

Tolland Public Schools

Contact Information

Tolland Public Schools
William D. Guzman, Esq., Superintendent of Schools
#51 Tolland Green
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Certification

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Signature of Superintendent of Schools:

Name and Title (Typed): William D. Guzman, Esq, Superintendent of Schools

Date of Board Acceptance:

Introduction

Digital devices are and will continue to be integrated throughout a student's 21st century life. With this grant we hope to efficiently support the increase the use of technology in:

- determining student learning and
- furthering the educational process by allowing students greater access to learning tools.

To accomplish this task we propose placing digital devices in classrooms for integrated technology use and clustering these devices in appropriate classrooms for a few weeks of accountability testing. Increasing the number of devices allows for a decrease in the amount of instructional time lost due to building Smarter Balance Assessment Consortium (SBAC) testing. Devices, their connections and their deployment for multiple uses is the focus of this proposal.

Program Narrative

Program Need

Tolland Public Schools have accomplished a thorough analysis of the technology infrastructure and available digital devices within school district. This was accomplished during the 2011-2012 school year and resulted in an updated Technology Plan that was subsequently incorporated into the district strategic plan. (See Appendix B Technology Goal in Strategic Plan) A section of this plan called for putting current digital devices in the hands of student for educational purposes and for the learning of safe and strategic life long skills for accessing and communicating information.

Numbers of Devices

At present the number of up-to-date digital devices within the school settings is limited - the high school has an adequate number of older machines while the middle, intermediate and primary buildings have a few digital labs with varying vintages of devices. The following is a summary.

Tolland High School (THS), Grades 9-12 – THS is a newer building being first occupied in the 2006-2007 school year. Most all the computers in the building date from this time and are therefore seven years old. There are 13 computer centers within the building having from 20 – 28 computers in each. Many have been updated to 1 G of memory. Their configuration, slowness and age prohibit some use of newer software. They are slow to boot but are adequate for the SBAC testing of 209 eleventh grade students.

Tolland Middle School (TMS), Grades 6-8 – TMS has three digital labs, one being in the school library. The building is projected to house 701 students in the 2013-2014 school year. The teacher computers as well as those in the labs are of varying ages. They are able to handle SBAC testing but with the 701 students the following is anticipated:

There are 30 core classes. If they take 6 ½ hours of testing (SBAC testing time estimates), we estimate 7 sessions of testing. With 210 sessions and three labs this would be 70 sessions per lab. If each lab can accomplish four sessions per day, this would take 18-20 days to accomplish. This would disrupt the use of the two labs and the library for instruction and would be a schedule disruption for at least a month.

Tolland Intermediate School (TIS), Grades 3-5 – TIS has three digital labs, one being in the school library. The building is projected to house 691 students in the 2013-2014 school year. The teacher computers as well as those in the labs are also of varying ages. One of the labs is extremely poor. They are able to handle SBAC testing but with the 691 students the following is anticipated:

There are 28 core classes. If they take 6 hours of testing (SBAC testing time estimates), we estimate 7 sessions of testing. With 196 sessions and three labs this would be 66 sessions per lab.

If each lab can accomplish four sessions per day, this would take 17 days to accomplish. This would disrupt the use of the two labs and the library for instruction and would be a schedule disruption for at least three to four weeks.

Birch Grove Primary (BGP), Grades PK-2 – BGP has one computer lab. The lab is scheduled for use all day and every day and as such it would not be feasible have students transported there for testing.

While computers are available in each building, the disruption of the educational process by SBAC testing is most at TMS and TIS and is therefore the focus of this grant request.

Devices for Educational Purposes

Use of technology is integrated throughout the Common Core State Standards - a positive since technology is and will continue to be integrated throughout a student's 21st century life. While Tolland Public Schools has the desire to support this integration (See Tech Plan section of Strategic Plan—Appendix B) and has been “chipping” away at providing devices, curriculum and professional development to support this vision, funds have not allowed substantial progress towards this end. We have been adding a few SMART Boards to Grades 3-8 classrooms each year. Most of the core classrooms 3-8 will have boards this fall. A few are beginning to appear at BGP – through grants. THS has 20 iPADS, TMS 28, and TIS 32. These are mostly in teacher's hands with a grant funded set present in grade 5. We have conducted SMART Board professional development (PD) – the scarcity of boards has created a pressing PD demand. The presence of a few iPADS is also creating a PD demand. We have created an Educational Technology position to help infuse and support technology within the curriculum. Unfortunately, this position has not yet been funded. Where working digital devices have been present, teachers and students are eagerly using and infusing them into their learning.

Bandwidth

Our connections between buildings are at one gigabit and the connections to the Internet are presently 100 megabit with the state promising to go to 1 gigabit before testing. With these abilities our bandwidth appears to be sufficient.

Program Plan

Our plan calls for purchasing and installing additional digital devices at TIS and TMS. While the computers are older at THS, there are ample devices for some enhancing the curriculum and for the testing of 209 eleventh graders. We would like to be able to improve the digital situation at BGP but find that the disruption by testing at TIS and TMS as well as the need to increase digital use within the grade 3-8 curriculum are greatest in these two buildings.

The devices we have determined to best fit our needs are as follows:

Since we have no space in each building for additional computer labs and also feel that devices belong in the hands of students within the classroom for frequent curriculum use, we are moving forward with classroom use of devices. This would present an enhanced situation where, rather than sign up, move to the computer lab, making a special occasion of digital use, we are able to integrate their use into the curriculum.

At TIS we propose to add three sets of iPADS. This would allow for six testing sites and reduce the schedule disruption in half or it would allow for the same length of testing time without the disruption of the classes that are scheduled for use of the library and the two other computer labs. The devices would be in secure charging trays – each tray securing ten and would be housed during non-testing times in six classrooms. iPADS would be moved to appropriate classrooms for testing purposes. They would all have stands and keyboards.

At TMS we propose adding three sets of iPADs. This would allow for six testing sites and reduce the schedule disruption in half or it would allow for the same length of testing time without the disruption of the classes that are scheduled for use of the library and the two other computer labs. The devices would be in secure charging trays – each tray securing ten and would be housed during non-testing times in six classrooms. iPADs would be moved to appropriate classrooms for testing purposes. They would all have stands and keyboards.

For both TMS and TIS, wifi accessibility would be required. Twelve (12) blue sockets would be needed at TIS and another ten (10) at TMS.

Timeline for Purchasing and Installing

We would purchase the iPADs within three weeks of approval and have them deployed within one month with wifi accessibility. The hard wiring of Bluesockets would take place based on contractor availability but would not interfere with bluesocket temporary use.

Timeline for Test Administration

The SBAC would be administered during the first weeks in May.

Program Quality

The increased use of digital devices results in the need to alter and update the curriculum. This is an appropriate time to accomplish this tasks due to the need to implement the Common Core State Standards which themselves have technology embedded within them. Not only the standards but the the shifts in instructional practices and focus make this an ideal time to accomplish the infusion of technology into the curriculum. With more digital devices available comes the need for imbedding formative assessments

into the curriculum, for providing digital professional development for teachers and using valid and reliable formative assessment of learning progressions.

By putting current digital devices in the hands of student for educational purposes and for student learning of safe and strategic lifelong skills in accessing and communicating knowledge, we further the goals of the CCSS to prepare students for 21st century success in college and/or career. As a result of this proposal we not only allow for streamlined testing but for use by students and therefore teachers in enhancing the educational process and the achievement of the CCSS.

The accompanying professional development for teachers and the subsequent use by students, advances and enhances teaching and learning within the classroom. Our embedded professional development model will support this needed professional development.

Having these digital devices would also make the use of formative assessments as more seamless part of the educational process. We are projecting that SBAC will eventually have interim formative standards-based assessment items available. We have also researched, conducted vendor demonstrations and webinars, and attended demonstration sessions at RESCs about the use of other vendor formative measures such as NWEA, STAR and “Track My Progress”. We have piloted the use of “Track My Progress” which was a free software available during the 2012-2013 school year. These formative measures will eventually need to be a part of the learning process and contribute to the success of the new “Professional Learning and Evaluation Plan” developed with the guidelines from the Connecticut State Department of Education.

Budget Narrative

Grantee Name: Tolland Public Schools

Code	Object	State Grant Funds Amount
330	Other Professional/Technical Services Payments for professional or technical services that are not directly related to instructional activities. This category includes payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	\$22,000
	Installation of 22 wifi access points @ \$1000 = \$22,000	
690	Other Supplies Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation supplies.	
700	Property/Equipment In accordance with the Connecticut State Comptroller's definition of equipment, including all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over <u>\$1,000</u> and a useful life of more than one year.	\$148,200
	TIS: 80 iPADS 32 G with Wifi@ \$599 = \$47,900 80 Cases with keyboards = 80 x \$80 = \$6400 8 Charging/locking/downloading trays @ \$1000 = \$8000 80 Headphones @ \$10.00 = \$800 12 Wifi access points @ \$1000 = \$12,000 <div style="text-align: right;">Total \$75,100</div> TMS: 80 iPADS 32 G with Wifi@ \$599 = \$47,900 80 Cases with keyboards = 80 x \$80 = \$6400 8 Charging/locking/downloading trays @ \$1000 = \$8000 80 Headphones @ \$10.00 = \$800 10 Wifi access points @ \$1000 = \$10,000 <div style="text-align: right;">Total \$73,100</div>	
530	Bandwidth	
	TOTAL	\$170,200

ED114 Budget Form FISCAL YEAR 2013-2014

GRANTEE NAME: Tolland Public Schools		TOWN CODE: 142
GRANT TITLE: Technology Investments to Implement Common Core State Standards and Administer Common Core aligned Assessments, Specifically Smarter Balanced Assessments		
ACCOUNTING CLASSIFICATION: FUND:		SPID: YEAR: 2014
PROGRAM:	CHARTFIELD1:	CHARTFIELD2:
GRANT PERIOD: August 15, 2013-August 15, 2014		AUTHORIZED AMOUNT:
CODE	DESCRIPTION	BUDGET AMOUNT
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	\$22,000
690	OTHER SUPPLIES	
700	PROPERTY/EQUIPMENT	\$148,200
530	BANDWIDTH	
	TOTAL	\$170,200
	PROGRAM TOTAL (GRANT FUNDS)	\$83,398

_____ ORIGINAL REQUEST DATE _____
 _____ REVISED REQUEST DATE STATE DEPARTMENT OF EDUCATION

DATE OF APPROVAL _____

PROGRAM MANAGER AUTHORIZATION

Sustainability

Tolland Public Schools has the continued improvement of the use of technology within the curriculum as part of their strategic plan. Sustainability has been and is a goal for the district.

Due to budget constraints for this upcoming school year, we would not, however, be able to accomplish these purchases without state funding.

We will continue to maintain these devices for at least two years (and probably much longer) after state funding has ended.

We are willing to participate in any state activities that might identify promising practices and models for replication.

Appendix A

Technology Readiness Tool Information
2012-2013

Tolland Middle School

School Information

Public School

6th 245

7th 256

8th 248

Network Information (Estimated)

Internet Bandwidth = 100 Mbps - Fast Ethernet

Internet Bandwidth Utilization (%) = 100

Internal Network Bandwidth = 100 Mbps - Fast Ethernet

Internet Network Bandwidth Utilization (%) 100 =

Wireless Access Points Count = 5

Testing Information

Number that can be tested at one time = 48

Number of Days to Complete = 90

Sessions Per Day = 2

Tolland Intermediate School

School Information

Public School

3rd 244

4th 221

5th 242

Network Information (Estimated)

Internet Bandwidth = 100 Mbps - Fast Ethernet

Internet Bandwidth Utilization (%) = 100

Internal Network Bandwidth = 100 Mbps - Fast Ethernet

Internet Network Bandwidth Utilization (%) 100 =

Wireless Access Points Count = 5

Testing Information

Number that can be tested at one time = 75

Number of Days to Complete = 10

Sessions Per Day = 2

Appendix B

Technology Goal in Strategic Plan

STRATEGIC PLAN

Tolland Public Schools



2012 - 2013

**Tolland Public Schools
STRATEGIC PLAN
Goal 3
Technology**

Goal 3. To provide and utilize technology to promote learning <u>Engaging and Empowering Learning Experiences</u> – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.				
Strategy 3.1: Determine grade by grade appropriate technology use and skills				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.1.1 Create a vision for the role of technology within the district	Technology Planning Committee	2012 - 2013	Committee convened to create a vision	Presence of a Vision
3.1.2 Identify digital devices that best support learning.	K-12 Committees	2013-2014 and ongoing	Decisions made about the desired digital learning tools	Devices identified
3.1.3 Determine plans and procedures for implementing these devices, e.g. BYOD, interactive white boards, etc.	Director of Technology and K-12 Committees	2012	Committee convened to create implementation plans	Devices, plans and procedures are in place
3.1.4 Time to develop lessons to support use of selected devices.	Principals	Ongoing	Schedule for PD developed	Time provided

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Strategy 3.2: Revise the Acceptable Use Policy for 21st century digital citizens.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.2.1 Analyze and revise the Acceptable Use Policy (AUP) to meet requirements of the state while accommodating 21 st century learners	Director of Technology with K-12 Technology Committee and BOE Approved	2012-2013	Analysis and revisions/extensions complete	New AUP Policy
3.2.2 Analyze the AUP to produce an articulated sequence of acceptable use and consequences for misuse for each building grade range	Director of Technology with K-12 Technology Committee Principals (possibly within PBIS)	2012-2013	Sequence created	Sequence created

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Strategy 3.3: Provide a scope and sequence of research skills.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.3.1 Develop a scope and sequence of research skills K-12.	K-12 Library Committee	2012-2013	Scope and Sequence of research skills exists	Scope and Sequence of research skills is used
3.3.2 Determine digital skills that support this sequence.	K-12 Library Committee	2012-2013	Scope and Sequence of digital skills is developed	Scope and Sequence of digital skills is used
3.3.3 Embed these skills in the developing curriculum.	CD and Coordinators	2012 and ongoing	Ongoing	Skills are identified for units of instruction
3.3.4 Determine the computer test-taking skills, computer use skills, and keyboarding skills needed to take the SBAC and other on-line assessments.	CD* and K-12 Computer Technology Committee	2012-2013	List of Skills is determined for taking the SBAC and other on-line assessments.	Students exhibit computer test-taking skills.
3.3.5 Analyze standards documents to determine the embedded technology skills present in the Common Core State Standards.	CD, Coordinators and K-12 Computer Technology Committee	2012-2013	List of Skills embedded technology skills present in the Common Core State Standards is determined.	List of Skills embedded technology skills present in the Common Core State Standards is determined.
3.3.6 Determine additional digital skills needed for the college and career ready 21 st century student including those for creativity and productivity.	CD and K-12 Computer Technology Committee	2012-2013	Skills are identified Skill scope and sequence is determined	Scope and Sequence is identified
3.3.7 Produce an articulated sequence of computer knowledge and skills for district use.	CD and K-12 Computer Technology Committee	2012-2013 and Ongoing	Computer Technology Scope and Sequence	Combined scope and sequence exists and is implemented.
3.3.8 Develop courses and embed articulated sequences into existing classes	CD and K-12 Computer Technology Committee	2013 and Ongoing	Computer Technology Scope and Sequence	Combined scope and sequence exists and is implemented.

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Strategy 3.4: Determine and organize grade by grade websites and software sources that enhance learning.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.4.1 Construct a repository for appropriate digital sources that support specific curricular content.	CD and coordinators	2012	Repository identified and/or constructed.	(Now complete)
3.4.2 Seek and encourage use of sites and software that further support curriculum-based instruction.	CD and coordinators	2012 and ongoing	Sites and software linked to curriculum documents	All staff able to use appropriate sites and software
3.4.3 Provide PD in the appropriate digital strategies	CD, SIC Committee and Principals	2013-2014	PD held about research skills Provide targeted technology PD in small groups. Choice and required training Offer mini series	Evidence of PD held to support appropriate digital skills
3.4.4 Train staff in the appropriate use of devices, evaluation tools, windows 7, etc.	CD, SIC Committee and Principals	Ongoing	Solicit requests from PLCs	
3.4.5 Have “go to” people and technology integration specialists trained in each building.	CD, SIC Committee and Principals	Ongoing	Staff training has occurred	In place by the fall of 2012

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Strategy 3.5: To further technology enhanced learning by having support for teachers

Action Plan	Person(s) Responsible	Timeline	Indicators of Success Job Description written	Evaluation Criteria
3.5.1 Hire a K-12 Technology Coordinator to oversee educational technology and technology support and have technology integration specialists for each building	BOE	2013-2014		Personnel hired
3.5.2 Identify person(s) who can facilitate the integration of technology into curriculum and instruction	Principals	2013	At least one person in each building has level 1 access and is providing technology support	Person(s) identified
3.5.3 Create an assistive technology database for teacher use.	Assistive Technology Staff and coordinators	2012 and ongoing	All staff using appropriate sites and software	Database exists

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Strategy 3.6: To further learning by having communication tools available for individualized student to student and student to teacher communications.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.6.1 Provide for appropriate S-S and S-T connections for students and support their use	Director of Technology	2012-2013	Connections available, e.g. UCOMPASS	Connections available
3.6.2 Provide for availability of response devices for students grades K-12	Director of Technology	2013-2014	Devices available, e.g. Clickers, and support their use	Devices available

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Assessment – Leverage the power of technology to measure what matters and use assessment data for continuous improvement

Strategy 3.7: Use the power of technology to expedite processes for continuous improvement.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.7.1 Investigate the replacement of Mastery Manager	Director of Technology and CD	2012-2013 for 2013-2014 school year	Move determined and, if necessary, made	In process
3.7.2 Determine a digital repository for Rtl information	Director of Technology	2012-2013	Repository identified and set up	In process

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Infrastructure for Teaching and Learning – Access to a comprehensive infrastructure for learning, when and where they need it.

Strategy 3.8: Continue to invest in technology infrastructure to support the articulated learning goals.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.8.1 Compile a complete inventory of available technology and its functioning	Director of Technology	Spring 2012	Inventory compiled	Inventory Available
3.8.2 Increase amount and types of internet technologies teachers have access to	Director of Technology	Ongoing	Increase availability	Increased availability of internet technologies for teachers
3.8.3 Institute the five year technology replacement program	Director of Technology	Spring 2012	Create and/or update technology replacement program	A five year technology replacement program is in place
3.8.4 Tailor student web access by grade	Director of Technology	2012-2013	Determine differentiated access	New web filter is in place to tailor student access by grade
3.8.5 Move to Windows 7 by 2014	Director of Technology	2014	Plan move	Move is completed to Windows 7
3.8.6 Plan for “bring your own technology” – split the access	Director of Technology	2013-2014	Plan split access	Access is split so students can BYOT
3.8.7 Provide wireless technology	Director of Technology	2012	Plan for wireless placement	Wireless technology is available in all buildings
3.8.8 Have PowerSchool experts who can take full advantage of PS and support the staff in its use.	Director of Technology	2012-2013	Staff identified	Presence of staff who can support all aspects of PS
3.8.9 Cyber security	Director of Technology	2012-2013	Security needs determined	Security needs in place
3.8.10 Update Plan	Director of Technology	2012-2013	Planning committee convened on a regular basis	Plan updated on a regular basis

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Productivity and Efficiency – Redesign processes and structure to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.

Strategy 3.9: Productivity software programs are in place

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.9.1 Support Student Success Plan Software to assure its full use, productivity and efficiency	Director of Technology	July 2012	Support identified	Software is in place and functional
3.9.2 Support a student management system (to provide for such things as lunch count, curriculum class use, nursing records, report cards, notes, transportation, etc.) and assure its full use, productivity and efficiency	Director of Technology	2012-2013	Supports identified	System is fully utilized
3.9.3 Support a product to compile and report student learning information	Director of Technology	2012-2013	System identified	System is in place

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: August 1, 2013

SUBJECT: Proposed Education Reserve Fund Ordinance

Attached is a copy of the revised Proposed Education Reserve Fund Ordinance. This revised version of the proposed Ordinance incorporates several changes that take into consideration concerns expressed by Board members at the June 26, 2013 meeting.

WDG:ca

Education Reserve Fund Ordinance XXX

Purpose

There is hereby created a Board of Education Special Reserve Fund pursuant to Connecticut State Statute Section 10-248a to provide funding resources solely for future Board of Education non-recurring or unanticipated expenditure funding needs.

§. Contributions to the Fund

- A.** Unexpended funds of the school district from the prior fiscal years budgeted appropriation, not to exceed 1% of the Board of Education's adopted budget for that given fiscal year, shall be transferred upon request of the Board of Education to the Town Council into a Board of Education Special Reserve Fund. The fund shall be accounted for on the Board of Education's general ledger and will be solely used for non-recurring or unanticipated funding needs of the Board of Education including but not limited to capital items, unanticipated special education needs or other unanticipated costs, purchase of goods or services above the amount that was originally budgeted for items such as computers or books, etc.
- B.** The Town's Finance Department and the Board of Education's Finance Department must agree on a final year-end balance and that amount shall be confirmed by the Town's Audit firm prior to any request to deposit funds from that year into the Board of Education Special Reserve Fund.
- C.** Once funds are confirmed, the Tolland Town Council shall vote to commit funds pursuant to **Section A** above.

§. Custody of Fund and Investments.

The Board of Education Special Reserve Funds shall be part of the Board of Education's pooled cash account or a separate cash account in the custody of the Board of Education Business Manager and Town Treasurer. The Town Treasurer or Town Finance Director, in consultation with the Board of Education Business Manager may, from time to time, invest all or any part of the monies in said Fund in any securities in which public funds may lawfully be invested. All income derived from such investments shall be paid into the Town's General Fund and become a part thereof. The Board of Education Business Manager shall exercise control and administration of the Board of Education Special Reserve Fund on the Board of Education's general ledger in accordance with Board of Education Policies.

§. Use of monies from the Committed Fund Balance Account.

- A.** Monies deposited into the Board of Education Special Reserve Fund shall be used solely by the Board of Education pursuant to the following:
 - 1. The Board of Education shall approve requests for purchases made from this fund.
 - 2. Once the Board of Education approves the requested use of the funds the designated Board of Education employee(s) will place the orders for the items pursuant to their purchasing and payment policies.

3. At the end of each fiscal year, the Superintendent of Schools will provide the Town Council and Board of Education with financial reports to identify purchases made from the fund and any remaining balance.

§. Continuity of Account

Any unexpended funds which may remain at the close of each fiscal year in the Board of Education Special Reserve Fund shall be non-lapsing and remain within the fund for use by the Board of Education.

§. Review of this Ordinance

The processes outlined within the sections of this ordinance shall be reviewed by the Town Council and Board of Education every 5 years from date of adoption.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: August 1, 2013

SUBJECT: Honeywell – Recommended Energy Conservation Measures

On July 25, 2013, at a Joint Meeting of the Board of Education and the Town Council, Honeywell presented its proposal for energy conservation projects.

Attachment 1, Side A lists the Full Projects resulting from Honeywell's analysis. Side B lists the Recommended Projects. The Attachment includes a brief description of the Energy Conservation Measures as well as a Cost Summary Table.

WDG:ca

Town of Tolland - Full Project

Section C-1

Energy Conservation Measures Cost Summary Table

ECM No.	ECM Description	Total Cost	Rebates	Net Cost	Energy Cost Savings	Operational Cost Savings	Total Cost Savings	Simple Payback
1.a.	Lighting and Lighting Controls Upgrade	\$ 1,112,394	\$ 293,514	\$ 818,880	\$ 107,799	\$ 11,356	\$ 119,156	6.9
1.b.	Control of Auditorium Lighting and Sound Panels	\$ 52,527	\$ 339	\$ 52,188	\$ 136	\$ -	\$ 136	382.5
1.c.	Upgrade Street Lighting	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
1.d.	Upgrade Green Pole Lights	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
2.a.	Boiler Plant Upgrades	\$ 229,224	\$ -	\$ 229,224	\$ 1,404	\$ -	\$ 1,404	163.3
2.b.	Install Boiler Burner Controls	\$ 100,382	\$ -	\$ 100,382	\$ 8,634	\$ -	\$ 8,634	11.6
2.c.1	Ground Source Heat Pump (GSHP) Conversion - THS	\$ 3,856,307	\$ 60,000	\$ 3,796,307	\$ 44,088	\$ -	\$ 44,088	86.1
2.c.2	Ground Source Heat Pump (GSHP) Conversion - TMS	\$ 3,087,293	\$ 32,700	\$ 3,054,593	\$ 138,512	\$ -	\$ 138,512	22.1
2.c.3	Ground Source Heat Pump (GSHP) Conversion - TIS	\$ 2,790,168	\$ 27,150	\$ 2,763,018	\$ 92,580	\$ -	\$ 92,580	29.8
2.c.4	Ground Source Heat Pump (GSHP) Conversion - BGP	\$ 2,811,951	\$ 32,250	\$ 2,779,701	\$ 48,976	\$ -	\$ 48,976	56.8
2.d.	Domestic Hot Water Heater Replacements	\$ 38,642	\$ -	\$ 38,642	\$ 50	\$ -	\$ 50	767.2
2.e.	Domestic Hot Water Heater Replacement - Air to Air Heat Pump	\$ 51,234	\$ 3,162	\$ 48,073	\$ 1,502	\$ -	\$ 1,502	32.0
2.f.	Variable Frequency Drives on Pump Motors	\$ 78,871	\$ -	\$ 78,871	\$ 11,946	\$ -	\$ 11,946	6.6
2.g.	Kitchen Hood Controls	\$ 122,536	\$ 8,562	\$ 113,974	\$ 5,989	\$ -	\$ 5,989	19.0
2.h.	Walk-In Freezer/Cooler Compressor Controls	\$ 26,286	\$ 5,435	\$ 20,850	\$ 2,004	\$ -	\$ 2,004	10.4
2.i.	Install De-Stratification Fans	\$ 45,857	\$ -	\$ 45,857	\$ 8,466	\$ -	\$ 8,466	5.4
2.j.	Install Heat Recovery Units	\$ 955,406	\$ -	\$ 955,406	\$ 30,557	\$ -	\$ 30,557	31.3
2.k.	Replace Kitchen Equipment - Intermediate School	\$ 165,684	\$ -	\$ 165,684	\$ 17,775	\$ -	\$ 17,775	9.3
2.l.	Install Infrared Heaters	\$ 377,990	\$ -	\$ 377,990	\$ (4,002)	\$ -	\$ (4,002)	-94.4
2.m.	Install Cooling Plant at Crandall Lodge	\$ 273,126	\$ -	\$ 273,126	\$ -	\$ -	\$ -	-
3.a.	Building Management System Upgrades	\$ 1,815,866	\$ 33,514	\$ 1,782,352	\$ 43,197	\$ 24,780	\$ 67,977	26.2
3.b.	Demand Control Ventilation	\$ 44,681	\$ 14,444	\$ 30,237	\$ 7,139	\$ -	\$ 7,139	4.2
4.a.	Weatherization	\$ 308,065	\$ -	\$ 308,065	\$ 30,621	\$ -	\$ 30,621	10.1
4.b.	Replace/Refurbish Doors	\$ 68,971	\$ -	\$ 68,971	\$ -	\$ -	\$ -	-
4.c.	Replace Windows	\$ 44,534	\$ -	\$ 44,534	\$ 122	\$ -	\$ 122	363.9
5.a.	Water Conservation	\$ 158,636	\$ -	\$ 158,636	\$ 14,005	\$ -	\$ 14,005	11.3
5.b.	Install Electric Hand Dryers	\$ 141,052	\$ -	\$ 141,052	\$ (4,116)	\$ 10,689	\$ 6,573	21.5
6.a.	High Efficiency Transformers	\$ 594,916	\$ 0	\$ 594,915	\$ 30,134	\$ -	\$ 30,134	19.7
6.b.	Demand Response	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
6.c.	Emergency Generators	\$ 1,415,426	\$ -	\$ 1,415,426	\$ -	\$ -	\$ -	-
7.a.	Install Hot Water Piping Insulation	\$ 10,550	\$ -	\$ 10,550	\$ 1,630	\$ -	\$ 1,630	6.5
8.a.	Desktop Computer Power Management	\$ 38,743	\$ 20,020	\$ 18,723	\$ 15,453	\$ -	\$ 15,453	1.2
8.b.	Replace CRT Monitors with LCD Monitors	\$ 20,129	\$ 2,913	\$ 17,216	\$ 1,059	\$ -	\$ 1,059	16.3
8.c.	Control of Computer Peripherals	\$ 27,402	\$ 7,391	\$ 20,011	\$ 2,812	\$ 6,700	\$ 9,512	2.1
8.d.	Voice over Internet Protocol - VOIP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
8.e.	Install Digital Clocks - Middle School	\$ 37,964	\$ 870	\$ 37,094	\$ 309	\$ -	\$ 309	120.2
8.f.	Install Surge Protectors	\$ 58,911	\$ -	\$ 58,911	\$ -	\$ -	\$ -	-
9.a.	Retro Commissioning	\$ 135,601	\$ -	\$ 135,601	\$ 17,669	\$ -	\$ 17,669	7.7
10.a.	Solar Photovoltaic Array	\$ 396,708	\$ -	\$ 396,708	\$ 15,441	\$ -	\$ 15,441	25.7
10.b.	Install Wind Power Generator	\$ 29,386	\$ -	\$ 29,386	\$ 173	\$ -	\$ 173	169.6
	Sub-total	\$ 21,523,421	\$ 542,265	\$ 20,981,156	\$ 692,062	\$ 53,525	\$ 745,588	28.1

Measures required to support project financially
Measures requested by Town of Tolland

Town of Tolland - Recommended Project

Section C-1

Energy Conservation Measures Cost Summary Table

ECM No.	ECM Description	Total Cost	Rebates	Net Cost	Energy Cost Savings	Operational Cost Savings	Total Cost Savings	Simple Payback
1.a.	Lighting and Lighting Controls Upgrade	\$ 1,112,394	\$ 293,514	\$ 818,880	\$ 107,799	\$ 11,356	\$ 119,156	6.9
2.b.	Install Boiler Burner Controls	\$ 100,382	\$ -	\$ 100,382	\$ 8,634	\$ -	\$ 8,634	11.6
2.c.2	Ground Source Heat Pump (GSHP) Conversion - TMS	\$ 3,087,293	\$ 32,700	\$ 3,054,593	\$ 138,512	\$ -	\$ 138,512	22.1
2.c.3	Ground Source Heat Pump (GSHP) Conversion - TIS	\$ 2,790,168	\$ 27,150	\$ 2,763,018	\$ 92,580	\$ -	\$ 92,580	29.8
2.f.	Variable Frequency Drives on Pump Motors	\$ 78,871	\$ -	\$ 78,871	\$ 11,946	\$ -	\$ 11,946	6.6
2.k.	Replace Kitchen Equipment - Intermediate School	\$ 165,684	\$ -	\$ 165,684	\$ 17,775	\$ -	\$ 17,775	9.3
2.m.	Install Cooling Plant at Crandall Lodge	\$ 273,126	\$ -	\$ 273,126	\$ -	\$ -	\$ -	-
3.a.	Building Management System Upgrades	\$ 1,815,866	\$ 33,514	\$ 1,782,352	\$ 43,197	\$ 24,780	\$ 67,977	26.2
3.b.	Demand Control Ventilation	\$ 44,681	\$ 14,444	\$ 30,237	\$ 7,139	\$ -	\$ 7,139	4.2
4.a.	Weatherization	\$ 308,065	\$ -	\$ 308,065	\$ 30,621	\$ -	\$ 30,621	10.1
5.a.	Water Conservation	\$ 158,636	\$ -	\$ 158,636	\$ 14,005	\$ -	\$ 14,005	11.3
7.a.	Install Hot Water Piping Insulation	\$ 10,550	\$ -	\$ 10,550	\$ 1,630	\$ -	\$ 1,630	6.5
8.a.	Desktop Computer Power Management	\$ 38,743	\$ 20,020	\$ 18,723	\$ 15,453	\$ -	\$ 15,453	1.2
8.c.	Control of Computer Peripherals	\$ 27,402	\$ 7,391	\$ 20,011	\$ 2,812	\$ 6,700	\$ 9,512	2.1
9.a.	Retro Commissioning	\$ 135,601	\$ -	\$ 135,601	\$ 17,669	\$ -	\$ 17,669	7.7
	Sub-total	\$ 10,147,464	\$ 428,734	\$ 9,718,730	\$ 509,771	\$ 42,836	\$ 552,607	17.6
	Measures required to support project financially							
	Measures requested by Town of Tolland							