

# TOLLAND HIGH SCHOOL

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**Joseph P. Bacewicz, Jr.**  
*Principal*

**Dr. Linda P. Yankowski**  
*Assistant Principal*

**James F. Dineen**  
*Assistant Principal*

January 8, 2008

Janet D. Allison  
Deputy Director  
New England Association of Schools and Colleges  
Suite 201  
209 Burlington Road  
Bedford, MA 01730-1433

Dear Ms. Allison:

Enclosed is the Special Progress Report requested by the Commission in your letter dated March 12, 2007. In this report, we have included reports on funding for additional teaching positions, a report on class size and teacher/student ratios, and updates on each of the recommendations that were classified as "No Action" in our Two-Year Follow-up Report. In addition, we have included a copy of our revised academic expectations, with school-wide rubrics. A number of athletic programs that were reported as being cut in our September 2007 substantive change report have been restored through the efforts of parent fund-raising.

Our Follow-up Committee has been working diligently to complete these reports and to involve our entire staff in reviewing and updating our student academic expectations as well as our other highlighted recommendations for school improvement. We look forward to hearing from the Commission in the near future.

Sincerely,

Joseph P. Bacewicz, Jr.  
Principal

Mary-Beth Blauvelt

Corinne Lorenzet

Follow-Up Committee Co-Chairpersons

JPB/sb

Enclosures

## **RESPONSES TO SPECIFIC CONCERNS**

***Report the number of additional teaching positions in the 2007-2008 year requested by the principal that were funded.***

The principal requested two teaching positions for 2007-2008, one in the English department and one in math. Neither of these requests were funded.

***Report class size and the student/teacher ratio in all courses.***

A report on the average class size by course is enclosed.

***Assess the ability of the current support services personnel to provide an adequate and appropriate level of services.***

The level of staffing in school counseling, nursing, school psychology and special education remains adequate to provide appropriate services. However, the lack of a social worker continues to be a concern.

The following concerns outlined in the Special Progress Report request from NEASC (March 12, 2007) are detailed in the section that follows.

***Update on each of the recommendations classified as No Action.***

***Copy of revised academic expectations document, including the school-wide rubrics.***

***Involve media specialist in curriculum planning.***

## **HIGHLIGHTED RECOMMENDATIONS UPDATE ON "NO ACTION" ITEMS**

***Address projected staffing needs in administration, faculty and support staff.***

Please see Substantive Change letter dated September 17, 2007.

***Provide social work services for students.***

Due to budgetary constraints in the district, no consideration has been given to funding this position (position has been requested and cut from the final budget for the past six years). Once again, a request for a social worker has been made as part of the 2008-2009 budget process.

***Implement the existing plan to upgrade technology on a regular basis.***

The school district has in place an Educational Technology Plan that is filed with the state, and is in effect through June 30, 2009. There is a computer replacement plan in the district-wide, Board of Education approved strategic plan for technology. It does not require an update and has never been fully implemented at either Tolland High School or any of the schools in the district.

Current technology in the new Tolland High School is not being upgraded. Budget funding only repairs the most important existing machines. PCs are still covered by warranty, printers and projectors are not. There is inadequate funding to replace these items as that becomes necessary.

***Improve the level of daily cleanliness of the building.***

A survey of the staff was conducted by the NEASC follow-up committee in October 2007. The results of the survey indicated that that majority of the staff felt that the cleanliness of the building was acceptable. However, some staff members commented that there are still areas of the building that are not cleaned to their satisfaction on a daily or regular basis.

**RECOMMENDATIONS BY STANDARD  
UPDATE ON "NO ACTION" ITEMS**

***MISSION & EXPECTATIONS FOR STUDENT LEARNING***

***9. Develop rubrics that assist students in understanding how the levels of performance relate to the specific skills and knowledge associated with each academic expectation.***

Rubrics have been developed to fit the revised expectations for student learning. See enclosed.

***10. Develop a plan for employing student performance data related to the academic expectations to determine Tolland High School's success in meeting its mission and expectations.***

With new expectations for student learning and rubrics now in place, the school is investigating ways to track student performance. Options being explored include use of the student management system (SASI) and Mastery Manager. Once a viable and efficient method of tracking student data is selected, the school will be able to review data related to student performance.

**11. Align the school's mission and expectations with the mission of the Tolland Board of Education when the Board develops a district mission statement.**

The Tolland Board of Education currently has a district-wide mission statement that reflects the same values as the mission statement of Tolland High School.

The Tolland Board of Education mission statement:

"The Tolland Public Schools will educate and challenge students to achieve their potential by providing a variety of educational experiences which will enable them to be productive citizens in an ever changing society."

**CURRICULUM**

**7. Provide consistent funding for professional development, class size, and materials needed to effectively accomplish the school's mission and learning expectations.**

Please see Substantive Change letter dated September 17, 2007.

**INSTRUCTION**

**2. Develop a method for parents to provide feedback to faculty members concerning instructional strategies.**

There is a procedure in place for parent communication which includes an introductory letter at the beginning of the school year that is sent to parents from the principal encouraging parental feedback to faculty and administration. An Open House is held once each semester allowing parents to meet teachers. At this time, teachers hand out information such as course syllabi and describe their expectations for the course. Email and phone communications are also strongly encouraged from faculty to parents and vice versa.

**3. Develop an effective teacher evaluation process that promotes instructional improvement.**

The district-wide teacher evaluation process was revised for implementation in fall, 2007. A major part of the plan is on instructional strategies. The process also incorporates Professional Learning Communities (PLC) work that is a driving initiative in the district. The focus of PLC is to look at improvement in student learning through assessment, instruction and curriculum.

## **ASSESSMENT**

### ***7. Base grading and reporting practices on specific learning criteria that are tied to the school's expectations for student learning.***

With the revised expectations for student learning and rubrics now in place, teachers are beginning the process of incorporating these into their grading and reporting practices. This recommendation is now in progress.

## **LEADERSHIP & ORGANIZATION**

### ***8. Address projected staffing needs in administration, faculty and support staff.***

Please see Substantive Change letter dated September 17, 2007.

### ***10. Provide a strong link between the teacher evaluation process and staff development.***

The teacher evaluation process was revised by the district-wide School Improvement Committee. The revision went into effect in the fall of 2007. The School Improvement Committee is comprised of teacher and administrators from throughout the district, providing teachers with direct involvement in the development of the teacher evaluation plan. This team recommends topics for staff development.

Yearly professional goals must now be linked to Professional Learning Community SMART goals. PLC meet regularly (2 to 3 times per month) and also meet on designated delayed opening dates (3 times per year) as well as scheduled professional development days. Therefore, there is a strong link between teacher goals, which drive the teacher evaluation process, and staff development.

### ***12. Examine the efficacy of the current block schedule in order to determine whether modifications may address identified needs such as time for media center visits, counseling services and interdisciplinary activities.***

Results of senior exit surveys and discussions among the faculty continue to indicate that the current block schedule is effective and viable for the educational process at Tolland High School. However, the school is exploring ways to incorporate a support block during the school day that will provide assistance to students who are struggling and also allow for additional use of the media center and counseling services. Development of interdisciplinary activities is being accomplished in some areas through PLC.

**14. Provide expanded custodial services.**

With the new school, the custodial staff was increased by 1.5 positions (.5 during the school day and 1 in the evening).

**15. Ensure that the computer replacement plan is updated and implemented.**

See response to Highlighted Recommendation #3.

**SCHOOL RESOURCES**

**1. Provide social work resources to meet student needs.**

See response to Highlighted Recommendation #2.

**5. Implement the existing plan to update technology on a regular basis.**

See response to Highlighted Recommendation #4.

**7. Involve the library/media specialist in curriculum planning and instruction.**

The teaching staff and the library/media specialist have made a concerted effort to involve the specialist in curriculum planning. Specific examples follow.

The English Department has involved the library/media specialist in the following ways:

- The 9<sup>th</sup> and 10<sup>th</sup> grade teachers are working with the specialist on the school-wide literacy goal for 2007-2008.
- Students are participating in a Reading Blitz activity, the focus of which is improve students' reading rate and comprehension.
- Students use the media center to choose books related to their own interests. The specialist assists students in this activity by presenting a selection of books, both fiction and non-fiction for the students.

The specialist is involved in the Business Department curriculum by providing information regarding the MLA format for Economics classes.

The Technology Department has the specialist assist students in researching engineering careers and colleges.

The Physical Education Department is also involving the specialist in working on the school literacy goal.

The library/media specialist has distributed a list of examples of ways in which she can assist in curriculum development to all teachers (fall 2007). The specialist is also publishing monthly newsletter.

### **COMMUNITY RESOURCES**

**3. *Provide adequate custodial services for the proper upkeep of the facility.***

Please see response to Highlighted Recommendation #4.

**4. *Increase funding for technology support, repair, and replacement.***

The school has not seen an increase to the technology budget for the past five years. See response to highlighted recommendation number #4.

**5. *Provide sufficient resources to support an increase in administrative and social work services.***

Please see Substantive Change letter dated September 17, 2007.

**11. *Provide appropriate maintenance services for the necessary repair of equipment and the facility.***

The district continues to employ two maintenance personnel that service all the buildings in the district. A schedule has been set up so that each school is serviced on designated days. The maintenance staff responds to emergency requests as needed.

## **EXPECTATIONS FOR STUDENT LEARNING & GRADUATION PERFORMANCE STANDARDS**

### **ACADEMIC**

*The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.*

*The Tolland High student is literate in mathematics. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

*The Tolland High student is a problem solver. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

*The Tolland High student is capable of researching, evaluating, synthesizing and presenting material using information technologies.*

*The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

*The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.*

*The Tolland High student demonstrates an understanding and application of the Arts.*

### **SOCIAL**

*The Tolland High student demonstrates social responsibility and respect for others in a diverse world.*

*The Tolland High student demonstrates skills necessary to identify and pursue post-high school goals.*

### **CIVIC**

*The Tolland High student demonstrates an understanding of rights, duties, and responsibilities in a democracy, and understands the impact of individual actions on a larger society.*

***In addition to these expectations for student learning, the Tolland High School student must demonstrate proficiency on the Connecticut Academic Performance Test***

- By achieving in band three, four, or five on the CAPT reading as well as in band three, four, or five on the CAPT writing assessment or by satisfactorily completing an alternative assessment that involves a reading/writing project.
- By achieving in band three, four, or five on the CAPT math assessment or by satisfactorily completing an alternative assessment that requires demonstration of basic math operations and procedures, and their applications.
- By achieving in band three, four, or five on the CAPT science assessment or by satisfactorily completing an alternative assessment involving data collection and analysis.

## RUBRICS

***The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.***

### READS AND COMPREHENDS:

5 Exceeds Expectation	The student provides evidence of outstanding ability to read, interpret, analyze, and evaluate written information in a consistent and accurate manner.
4	
3 Meets Expectation	The student provides evidence of the ability to read, interpret, analyze, and evaluate written information in an acceptable manner.
2	
1 Below Expectation	The student provides little or no evidence of the ability to read, interpret, analyze, and evaluate written material.

### WRITES:

5 Exceeds Expectation	The student provides evidence of outstanding writing ability that conveys the intended message or purpose through well articulated and insightful student work.
4	
3 Meets Expectation	The student provides evidence of acceptable writing ability that conveys intended message or purpose.
2	
1 Below Expectation	The student's written work provides little or no evidence of the ability to convey intended message or purpose.

### SPEAKS:

5 Exceeds Expectation	The student demonstrates outstanding speaking ability by clearly conveying the intended purpose and utilizing effective delivery techniques.
4	
3 Meets Expectation	The student demonstrates acceptable speaking ability by conveying the intended purpose and utilizing adequate delivery techniques.
2	
1 Below Expectation	The student demonstrates little or no ability to convey the intended purpose and uses weak delivery techniques.

***The Tolland High student is literate in mathematics. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of concepts and processes needed to accurately analyze problems, make reasonable conjectures, and evaluate results. Student is independently able to consider multiple strategies for problem solving with few or no computational errors.
4	
3 Meets Expectation	The student demonstrates knowledge of concepts and processes needed to analyze problems, make conjectures, and evaluate results. Student is able to consider multiple strategies for problem solving with minimal teacher direction and some computational errors.
2	
1 Below Expectation	The student demonstrates little or no understanding of concepts and processes needed to analyze problems, make conjectures, or evaluate results. Student is not able to apply multiple strategies for problem solving without direct teacher intervention. Student often makes computational errors.

***The Tolland High student is a problem solver. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of scientific concepts and processes needed to accurately analyze problems, make reasonable hypotheses, and evaluate results. Student is independently able to consider multiple strategies for problem solving and demonstrates a strong ability to draw valid conclusions.
4	
3 Meets Expectation	The student demonstrates knowledge of scientific concepts and processes needed to analyze problems, make hypotheses, and evaluate results. Student is able to consider multiple strategies for problem solving and demonstrates an ability to draw valid conclusions with minimal teacher direction.
2	
1 Below Expectation	The student demonstrates little or no knowledge of scientific concepts and processes needed to analyze problems, make hypotheses, and evaluate results. Student is not able to apply multiple strategies for problem solving and/or demonstrate an ability to draw valid conclusions without direct teacher intervention.

***The Tolland High student is capable of researching, evaluating, synthesizing and presenting material using information technologies.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of information technology resources by consistently and independently utilizing these resources to research, evaluate, synthesize, and present information.
4	
3 Meets Expectation	The student demonstrates knowledge of information technology resources by utilizing these resources to research, evaluate, synthesize, and present information.
2	
1 Below Expectation	The student is unable to utilize information technology.

***The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of content-specific tools, software, and processes. The student can consistently and independently create products that demonstrate curriculum concepts.
4	
3 Meets Expectation	The student demonstrates knowledge of content-specific tools, software, and processes. The student can adequately create products that demonstrate curriculum concepts.
2	
1 Below Expectation	The student is unable to use content-specific tools, software, and processes. The student cannot create products that demonstrate curriculum concepts.

***The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.***

5 Exceeds Expectation	The student engages in physical activity and demonstrates outstanding knowledge of concepts and processes of personal wellness. The student has developed a comprehensive and reflective analysis of personal nutrition/fitness.
4	
3 Meets Expectation	The student engages in physical activity and demonstrates knowledge of concepts and processes of personal wellness. The student has developed an analysis of personal nutrition/fitness.
2	
1 Below Expectation	The student does not engage in physical activity on a regular basis and demonstrates little or no knowledge of concepts and processes of personal wellness. The student has not developed an analysis of personal nutrition/fitness.

***The Tolland High student demonstrates an understanding and application of the Arts.***

**PERFORMANCE OF MUSIC/PRODUCTION OF ART**

5 Exceeds Expectation	The student demonstrates an outstanding ability to perform music or produce visual art independently. Student performs/creates work above level appropriate for the course in the areas of craftsmanship, sensitivity, and creativity. Student has an excellent understanding of how to improve skills.
4	
3 Meets Expectation	The student demonstrates an acceptable ability to perform music or produce visual art with minimal guidance. Student performs/creates work at a basic level appropriate for the course in the areas of craftsmanship, sensitivity, and creativity. Work contains some audible/visual errors. Student has a basic understanding of how to improve skills.
2	
1 Below Expectation	The student demonstrates a weak ability to perform music or produce visual art. Student performs/creates work below appropriate level for course. Craftsmanship is poor, student is not sensitive to subject matter, and/or is unable to make creative decisions. Student does not understand how to improve skills.

### FILM PERFORMANCE

5 Exceeds Expectation	The student demonstrates outstanding ability in creating a film or in one aspect of filmmaking, such as storyboard, dialogue, cinematography, acting, etc.
4	
3 Meets Expectation	The student demonstrates acceptable ability in creating a film or in one aspect of filmmaking, such as storyboard, dialogue, cinematography, acting, etc.
2	
1 Below Expectation	The student demonstrates little or no ability in creating a film or in one aspect of filmmaking, such as storyboard, dialogue, cinematography, acting, etc.

### ART & MUSIC CRITICISM

5 Exceeds Expectation	The student accurately and vividly describes subject matter or musical elements in a sequential way. Student recognizes significant elements and principles of work and explains how they are being used. Student interprets and judges the work using supporting cultural, historical, and personal contexts.
4	
3 Meets Expectation	The student's description of the subject matter or musical elements is adequate. Although identified, subject matter or musical elements are not described in a sequential way. Student recognizes the use of elements and principles. Student interprets and judges the work and provides basic supporting connections to cultural, historical, and personal contexts.
2	
1 Below Expectation	The student poorly describes the work, without notation of sequence or significant subject matter or musical elements. Student does not recognize which elements and principles make up the work or how they are utilized. Interpretation and judgment are lacking and do not include support.

### FILM CRITICISM

5 Exceeds Expectation	The student demonstrates outstanding ability to interpret, analyze, and evaluate a film.
4	
3 Meets Expectation	The student demonstrates acceptable ability to interpret, analyze, and evaluate a film.
2	
1 Below Expectation	The student demonstrates little or no ability to interpret, analyze, and evaluate a film.

***The Tolland High student demonstrates social responsibility and respect for others in a diverse world.***

5 Exceeds Expectation	The student actively participates in three or more school or community extracurricular activities and/or two community service activities. The student demonstrates outstanding achievement (90 or better) in two or more of the approved diversity/social responsibility courses.
4	
3 Meets Expectation	The student actively participates in one school or community extracurricular activity and/or one community service activity. The student demonstrates adequate achievement by successfully completing one of the approved diversity/social responsibility courses.
2	
1 Below Expectation	The student does not participate in any school or community extracurricular activity nor has done any community service. The student has not successfully completed any of the approved diversity/social responsibility courses.

***The Tolland High student demonstrates skills necessary to identify and pursue post-high school goals.***

5 Exceeds Expectation	The student has a well-developed post-high school plan based on clearly articulated career goals and thorough research of appropriate post-high school training or employment opportunities. The student has a resume that reflects student interests and skills.
4	
3 Meets Expectation	The student has developed a post-high school plan based on career goals and research of appropriate post-high school training or employment opportunities. The student has a resume that reflects student interests and skills.
2	
1 Below Expectation	The student has not developed a post-high school plan or created a resume.

***The Tolland High student demonstrates an understanding of rights, duties, and responsibilities in a democracy, and understands the impact of individual actions on a larger society.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge and understanding of rights, duties, and responsibilities in a democracy, as well as an understanding of the impact of individual actions on a larger society, by achieving a 90 or better in Civics.
4	
3 Meets Expectation	The student demonstrates knowledge and understanding of the rights, duties, and responsibilities in a democracy, as well as an understanding of the impact of individual actions on a larger society, by successfully completing Civics.
2	
1 Below Expectation	The student has not successfully completed the Civics course.

## AVERAGE CLASS SIZE PER COURSE 2007-2008

Data based on course enrollments as of December 14, 2007 and do not reflect any changes to student schedules that may occur for the second semester of 2007-2008 school year.

COURSE	#SECTIONS	AVG. CLASS SIZE
Art Foundations	6	23
Drawing	2	24
Commercial Art	1	23
Painting	1	19
Pottery	1	10
Jewelry	1	9
AP Studio Art	1	8
Photography	4	18
Jazz Band	1	18
Band	1	70
Instrumental Music	1	12
Music Technology	1	12
Chorus	2	33
Women's Chorus	1	22
Guitar	2	15
Electric Piano	1	16
Music Theory	1	13
Madrigals	1	23
Keyboarding	2	17
Speedwriting	1	18
Accounting I	2	22
Accounting II	1	13
Personal/Bus Recordkeeping	1	20
Personal Finance	2	17
Business Law	1	10
Economics	2	21
Marketing	4	17
Small Business Management	1	10
Intro/CP Computer Science	4 (combined)	18
Advanced Web Page	1	6
Computer Prog. I	1	16
Honors English I	3	21
CP English I	6	21
STD English I	3	13
Honors English II	3	21

CP English II	7	19
STD English II	3	12
AP/Honors English III	3	19
CP English III	5	23
STD English III	2	12
AP/Honors English IV	3	15
CP English IV	5	22
STD English IV	2	7
Creative Writing	1	9
Modern Novel	1	22
Film Studies	3	27
Journalism	1	14
Latin I, Latin II	1 (combined)	20
French I	1	16
French II	3	19
French III	2	25
French IV	1	17
UConn French/H French V	1 (combined)	8
Spanish I	4	26
Spanish II	6	26
Spanish III	4	25
Honors Spanish III	1	25
Spanish IV	3	15
Honors Spanish IV	1	27
Spanish V	1	14
Honors Spanish V	1	15
Food Tech	4	20
Advanced Foods	2	11
Child Development	3	19
Childhood Education	2	14
Clothing & Fashion	1	17
Technology I	4	16
Power Tech	1	14
Drafting I	2	16
Drafting II	1	9
Drafting III, IV, TP CAD	1 (combined)	12
Graphics I	5	14
Graphics II	1	11
Graphics III	1 (w/one section Graphics I)	4
Principles of Engineering	1	11
Intro. Engineering Design	2	12
Pre-Algebra	4	14
Honors Algebra I	2	16
Consumer Math	1	16
Math 100	1	11
Math 200	1	11

Math 300	1	13
CP Algebra I (A)	6	23
CP Algebra I (B)	8	21
Honors Algebra II	1	25
CP Algebra II	7	20
Elementary Functions	1	13
Honors Geometry	1	18
Intermediate Math	3	16
AP Calculus I	1	15
AP Calculus II	1	14
CP Geometry	7	24
STD Geometry	2	12
CP Pre-Calculus	4	22
Honors Adv. Pre-Calculus	1	13
CP Probability & Statistics	1	21
CP Calculus	2	16
Honors Integrated Science	1	24
CP Integrated Science	8	21
STD Integrated Science	3	16
CP Environmental Science	1	19
CP Biology	9	19
STD Biology	4	12
AP Biology I	1	14
AP Biology II	1	12
UCONN Chemistry I	1	23
UCONN Chemistry II	1	13
CP Chemistry	7	18
General Chemistry	1	11
UCONN Physics I	1	20
UCONN Physics II	1	15
CP Physics	2	17
Applied Botany/CP Botany	1 (combined)	19
Anatomy & Physiology	1	24
STD Oceanography	1	8
CP Oceanography	1	20
Concepts in Social Studies	1	4
Honors Modern World History	2	28
CP Modern World History	8	18
STD Modern World History	2	13
AP European History	1	6
Russian History	3	20
Native American Studies	3	23
Psychology	5	25
Criminology	2	27
Honors Modern US History	2	23
CP Modern US History	6	21

STD Modern US History	2	9
Basic Modern US History	1	6
Civics	9	19
PE 9	9	26
PE 10	10	23
Wellness	2	13
Fitness	1	23
PE 11/12	3	24

The following courses are not included in this report.

Special Education classes  
Seminars



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON PUBLIC SECONDARY SCHOOLS

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January 3, 2008

Joseph Bacewicz, Jr.  
Principal  
Tolland High School  
1 Eagle Hill  
Tolland, CT 06084

Dear Mr. Bacewicz:

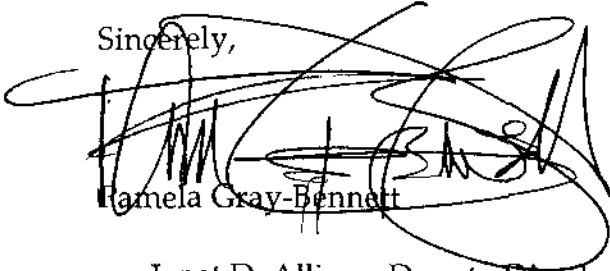
Thank you for your report of substantive changes at Tolland High School related to the impact of the school's reduced budget resulting from the failed referendum.

We appreciate your alerting us to the fact that the reduced budget has resulted in cuts in (1) staffing in the Special Education and World Language Departments along with (2) the elimination of library paraprofessional position which necessitates closing the library early and reducing the number of periods that the library is available for class use and (3) the elimination of co-curricular clubs and activities and various interscholastic athletic programs. We also appreciate your alerting us to the fact that the budget for the curricular programs has decreased significantly for the last five years.

In light of these changes we will add your school's substantive change report to the Special Progress Report that is due February 1, 2008. Please feel free to include in that report any additional information regarding the impact of the budget.

We look forward to receiving your school's Special Progress Report.

Sincerely,



A large, stylized handwritten signature in black ink, appearing to read 'P. Gray-Bennett', is written over the word 'Sincerely,' and the name 'Pamela Gray-Bennett'.

cc: Janet D. Allison, Deputy Director, Commission on Public Secondary Schools  
William D. Guzman, Superintendent, Tolland Public Schools