

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

**REGULAR MEETING**

**7:30 – 10:00 P.M.**

**AGENDA**  
**March 25, 2015**

**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 – March 11, 2015**

**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 REPRESENTATIVES REPORT – Charles Perosino and Sarah Welch**

**F. SUPERINTENDENT'S REPORT**

- F.1 Recognition of John Carroll, Maintenance Manager (no enclosure)**
- F.2 DECA Recognition (no enclosure)**
- F.3 Robotics Recognition (video) (no enclosure)**
- F.4 2015 – 2016 School Calendar**
- F.5 Policy 9130-Time, Place and Notice of Meetings (second reading)**  
**Policy and Regulation 5081 – Bullying Prevention and Intervention (second reading)**  
**Policy 1360 – School Calendar (second reading)**
- F.6 Consideration of the Approval of the Name Change on the Tolland Public Schools**  
**Child Nutrition Program Account**
- F.7 SBAC**
- F.8 Presentation of Tim Ackert, State Representative (no enclosure)**
- F.9 Erase Survey Presentation (no enclosure)**

**G. COMMITTEE & LIAISON REPORTS**

**H. CHAIRPERSON'S REPORT**

**I. BOARD ACTION**

**J. PUBLIC PARTICIPATION (2 minute limit)**

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

**K. POINTS OF INFORMATION**

**L. CORRESPONDENCE -**

- Town Council Minutes – March 10, 2015

**M. FUTURE AGENDA ITEMS**

**N. ADJOURNMENT**

The following students participated in the Tolland Triumphs Over Hunger event.

Co-Chair - Jordan Lyonnais

Co-Chair - Kayleigh McManaman

Brandon Antil

Liam Barry

Euphemia Bentil

Kyle Bujese

Andrew Burns

Cameron Burns

Devan Carmody

Abigail Chromik

Mike Cofrancesco

Delaney Cronin

Braelan DeBeatham

Stavros Evripidou

Jake Fenner

Kevin Fiddler

Teddy Fotos

Joe Goepfert

Sarah Gorman

Ryan Hodina

Matt Holyst

Corey Jalbert

Dillon Jalbert

Jacob Jardin

Tommy Landolina

Tommy Leahy

Kyle Lechman

Peter Mayer

Haley McLain

Hannah McLain

Hunter Muhlhauser

Connor Parent

Brendan Provost

Evan Riesbeck

Bryant Sauter

Matt Schoen

Josh Schramm

Pieter Siebesma

Mike Sireci

Justin Szabo

Joshua Walls

Jack Yates

Andrew Zimmerman

Chris Zimmerman

Mike Zimmerman

## **Rage Robotics Championship**

Ryan Camemolla  
Nick Curley  
Andrew Davidson  
Jonathan Dos Santos  
Ryan Doyle  
Alan Jackson  
Aiden McCullah Lamp  
Tim Lewis  
Kyle Noryk  
Jack Percy  
Ryan Perkins  
Ricky Perryman  
Jared Poulos  
Ryan Welch  
Kurt Winebrenner

and from Tolland Middle School:

Abigail Davidson

TOLLAND BOARD OF EDUCATION  
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REGULAR MEETING – March 11, 2015

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

Administrators Present: Dr. Walter Willett, Superintendent of Schools; Mr. Frank Connelly, Interim Business Manager

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

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

Mr. Clark motioned to add item F.7 to the Superintendent Report in regard to the Policy Manual. Ms. Gorsky seconded the motion. All were in favor. Motion carried.

B. APPROVAL OF MINUTES

- Regular Meeting –February 25, 2015

Mr. Doyle motioned to approve the minutes of the February 25, 2015 meeting. Ms. Moran seconded the motion. Mr. Adlerstein, Mr. Doyle, Ms. Gorsky, Ms. Moran, Ms. Yudichak, Mr. Frattaroli, and Mr. Pagoni were in favor. Mr. Clark abstained. Motion carried.

C. PUBLIC PARTICIPATION

Linda Rallo, 38 Barbara Road, has had two children who have gone through the school system and is currently a 2<sup>nd</sup> grade teacher at Birch Grove. Several years ago, she wrote a letter to the Board regarding the discussion of increasing class size and eliminating support personnel. She commented at that time about how the support personnel do an invaluable job. She has support personnel in her classroom every day. She has 5 reading groups at various levels in her classroom and getting rid of support for reading would mean that high level children would not be serviced. She and her children will lose. Money is tight everywhere but the Board needs to see what is important. She asked the Board to look at where the members, as leaders, want the students to be. They cannot continue without support personnel. They will lose what is most important, the success of the children.

Kate Vallo, 72 Tolland Green, commented that she supports the budget and is happy about how it has been received by the Town Council and the Town Manager. She shared a story. Several years ago, her daughter attended kindergarten at Birch Grove. As a parent, she was asked to run reading groups. While she has an education background, she was able to volunteer and did so but it did not feel professional. This year her son is in kindergarten and as a volunteer in the classroom, it is evident to her that the reading groups being run by the literacy paraprofessionals are much more professional and she has seen children progress. She respectfully hears Mr. Werbner say that it is up to the Board how the money in the pie is divided

but she is in favor of seeing what can be done to make the pie bigger. She would to see if there would be any way to get more money so that some if not all of the positions could be retained.

John McGee, 41 Zinfandel Circle, thanked Dr. Willett and the Board for coming up with this budget. It must be very difficult especially given the decisions that have to be made. Since there is a cost savings, he would like to put that toward some of the items that are being cut. As a taxpayer, he was in support of the 4.77% budget proposal. He believes in supporting public services in the community and would like to see the paraprofessionals put back in the school.

Ms. Gorsky reported on correspondence. There have been 4 letter writers with multiple letters coming from a single writer. The topics of the letters included: expressing an opinion on NWEA MAP testing, expressing support for the budget, informing the Board of the RAGE Robotics 1<sup>st</sup> place win, and expressing concern about the French program at TMS.

D. POINTS OF INFORMATION

Dr. Willett noted that many of the people who are in attendance this evening are also educators and their opinions on the paraprofessionals are valuable. There was a very thoughtful process of taking the budget from 11% to 7.91% to 3.44%. The enrollment information was discussed at the previous meeting (held this evening at 6PM). Dr. Willett hears what is being said and values it. He invited people to speak with him. A lot of due diligence went into the creation of the budget considering where Tolland needs to go in the future. The reductions needed to happen so that the Town did not end up in a bad position in regard to its curriculum and programs. No reductions or loss of staff are good. With this budget, both the district and the administration believe it can still deliver a high-level, quality education despite the impact. With the re-evaluation year, the percentage increase would be significant. The feeling was that it would result in the highest budget in more than 5 years. In a re-evaluation year, people would vote the budget down. If there is a 0% budget, it will not be a loss of 5 paraprofessionals but 3 times that number. It would not be a loss of 10 teachers; it would be twice as many. He does not want to see this happen. He supports this budget.

Mr. Clark explained that the Board sent a budget of 3.44% forward. It went from there to 2.98% due to circumstances over which the Board does not have any control. The Town Manager and the Town Council decide on the bottom line number. They do not determine how the money is spent.

Ms. Yudichak inquired if there is a plan for the children who will not be receiving help from the paraprofessionals and if they do not get help, will they end up on IEPs which would cost more. Dr. Willett responded that the best way to answer these questions is to get Ms. Tyl, Ms. Coulom, the principals at Birch Grove, and himself together to discuss this. The administration believes that it is possible. Options were put in front of the district and decisions were based on what would have the least negative impact.

Mr. Doyle asked how many paraprofessionals provide literacy support at Birch Grove and if this is a reduction of all, most, or a portion. Dr. Willett explained that there is a shift in the philosophy and methodology. There is a feeling that this change is part of the shift in the philosophy. It is not just about a reduction in paraprofessionals but a change in fundamental operation. The Readers' Workshop will be through this philosophy so the best way to discuss this is with the staff he mentioned so a full discussion can take place. It is not something that

can be addressed in this setting in 5 minutes. Mr. Doyle commented that it is easy to become focused on the numbers in the budget. Through a lot of discussions, the decisions were made with the students and their achievement in mind. It is a long term process and they need to focus on the results. Specifically, there are currently 6 paraprofessionals.

Mr. Adlerstein reviewed a timeline from November 2013 to today. Between December and March of 2014, the Board received numerous letters regarding all-day kindergarten, curriculum, and instruction. Dr. McDowell, the interim superintendent, was hired and asked to assess the district on where it stood and where it needed improvement. He noted that there were opportunities for curriculum and instruction. The Board interviewed candidates for the superintendent position and Dr. Willett was voted in unanimously. Eight weeks ago, he put what he proposed in the interview into a budget package. What needs to be done in the district cannot be done for free and the town will not tolerate a 5% increase. This is what has brought the budget to what it is today.

**E. STUDENT REPRESENTATIVE REPORT**

Mr. Perosino noted that tomorrow the DECA chapter will sponsor a food packaging event. DECA raised over \$11K and the food will be sent to families in need. The THS musical will be held this weekend. It is "Back to the 80s" and will be held on Friday and Saturday nights at 7PM. Tickets are available at the door and at the THS office.

Ms. Welch noted that students have been setting up for their classes but are concerned about the cuts in the Foreign Language program and if these cuts will affect the classes the students are signing up for next year. Mr. Perosino added that students are worried that they will not be able to take higher level classes if there are cuts.

Dr. Willett explained that of the 15 staff reductions, 1 is a World Language educator. Whenever there are reductions, there is an impact on the program but the feeling is that a quality language program can be sustained with the remaining staff. The teachers in the program work very hard but the district has not provided the support that is needed. By providing the needed support, it will give justice to the teachers' efforts. As many options to as many paths to World Language will be made available as possible.

**F. SUPERINTENDENT'S REPORT**

**F.1. Monthly Financial Report**

Mr. Connelly explained that the Board received a report dated March 11<sup>th</sup> which covers the financials through the end of February. At the end of January, there was a deficit of \$ 719K. At this point there is a surplus of \$338K due to reimbursement for the extra excess cost incurred for special education. The check has been received and applied. He believes the district will finish the fiscal year in the black but not as much as it was last year.

**F.2. PEGPETIA Grant (no enclosure)**

Dr. Willett explained that general statutes provide for applications for the Public Educational Governmental Programming and Education Technology Investment Account grant. The money is made available to boards of education and other educational entities for the purpose of educational technology initiatives. Ms. Tyl has written a grant for \$96,244. One of the district's goals is aggressive grant writing to acquire as

much as it can for the district which will not add a burden to the taxpayers of Tolland. This is an example of that. The district would like to use this money for the purchase of the Discovery Video System. This system allows for on-demand streaming video. In turn, instruction will be able to be delivered via distance learning. It would also allow for more instructional opportunities among the schools and out to the community. It would provide a number of opportunities including the possibility of creating revenue by the streaming of video to other districts. Dr. Willett has this on the agenda this evening to make the Board aware of the pursuit of this grant.

**F.3. Standardized Testing (no enclosure)**

Dr. Willett explained that this discussion is broader than what can be addressed in a board meeting. He invited anyone interested to attend the Superintendent Breakfast on March 18<sup>th</sup> at 9AM. This will provide an opportunity for people to have an open discussion about standardized testing and learn more. The District is administering the SBAC test. It has 4 components, is computer adaptive, and is purported to be aligned with the Common Core. It may be used for a number of tasks including to compare districts and point out inequities as well as let students know how they are doing on the Common Core standards. It cannot be used for diagnostic placement for a child. For this, a district needs to do an assessment. The SBAC is a gatekeeper and ties into a district's adherence to the Common Core which has a more rigorous set of expectations and standards. Dr. Willett expects the results from the SBAC to be available rather soon in comparison to the results from past years' standardized tests.

Mr. Doyle commented that the pilot for the SBAC was last year and asked if the test is required this year. Dr. Willett responded that he included the letter from the state in last week's Superintendent's Bulletin which addresses this question. Mr. Doyle noted that last year, the district did not receive score results from the SBAC so that this year will be the baseline.

Ms. Gorsky had asked what the NWEA stood for. It is the North West Evaluation Association test. Dr. Willett explained that the organization describes itself as a global, nonprofit educational services organization with over 30 years of experience in assessment. The NWEA test is also a computer adaptive test administered to students. Under the teacher evaluation plan, 45% of the plan has to do with students' performance and data from populations. Goals, known as SLOs (Student Learning Objectives) by the state and IOSs (Indicators Of Success) by the district are indicators of success. The state originally said that 22.5% (half of the 45%) had to be determined by a standardized measure. Students take the exams (3) which are 60 minutes each and baselines are established and targets are created. Success is determined based on whether students reach those targets. The state has backed off this but it expected that this is something that will be revisited.

**F.4. Update on Curriculum, Instruction, Training and Goals (no enclosure)**

Dr. Willett explained that some of his goals are about district alignment – curriculum, hiring processes etc. The goal is to be a solid fleet rather than 4 ships. He highlighted some of the progress.

In regard to the ELA Writer's Workshop, two CREC consultants have been coaching teachers in grades 1-8 and will do so for 12 days total. So far there have been 2 full PD days. Additionally, three teachers were sent to the Argumentative Writing Institute in January. In October, two teachers went to the Writer's Workshop. Ten teachers were sent to the Teachers' College September Program for a Writer's Workshop where they were able to develop their toolkits – an integral part of the program. It is a collection of items for conferring with students about writing.

For 2015/2016, they have contracted for 39 days of Writer's Workshop coaching. Ms. Tyl was able to negotiate for \$250 price reduction for every day of this training. Other Reader's Workshop elements are being researched. The ELA coordinator was sent to the Readers' Workshop Institute in January to prepare for alignment and future implementation. The district contracted with Math and Focus for 3 days of training for the 6<sup>th</sup> and 7<sup>th</sup> grade teachers in preparation for implementation next year. For 2015/16 they have formed a K-5 Math Focus team of 12 teachers who will attend an introductory training in March. They have also contracted with Math and Focus for 2 days of training in June, one for K-2 teachers and another for grades 3-5 teachers. The district is moving quickly so that the teachers will be ready to roll with this next year.

In house, the ELA coordinated presented Writer's Workshops and cross grade level articulation work was done. The Math coordinator worked with K-5 teachers on small group instruction. The coordinators are getting help from CREC and EASTCONN to help facilitate the workshops. An ELA benchmark assessment system (BAS) is being set up which will replace the old DRA test. This system will be more accurate and provide better comprehension data and less subjectivity. In March, THS ELA teachers will work with EASTCONN and its consultants on performance tasks. Additionally, in kindergarten, they are working with EASTCONN and its consultants to align themselves with CCSS in Math and ELA at developmentally appropriate rates for the students. The ELA coordinator is working to facilitate the ELA curriculum implementation for the primary Writer's Workshop in kindergarten.

These initiatives have been undertaken in the first 8 weeks. This is the theme – constant, consistent professional development and resource allocation to the critical needs of ELA and Math. It will allow the ships to sail as a fleet and the students to have the best possible education.

- F.5. **Tim Ackert's Presentation – March 25 BOE Meeting (no enclosure)**  
Representative Tim Ackert will attend the March 25<sup>th</sup> meeting to present information on legislative issues. Ms. Moran noted that he approached the Board; it was not a request from the Board.
- F.6. **World Language (no enclosure)**  
Dr. Willett explained the history of the program and its current standing. Instruction is now delivered to 6<sup>th</sup> and 7<sup>th</sup> grade students as part of the Special Unified Arts Rotation. There are 7 periods in a day and the class is taught every other day for 42 minutes. There has not been any real leadership in the World Language Department so there is little to no common planning or time that the teachers are able to spend together. It is not the fault of the teachers that there is a discrepancy in instruction delivery. It is an



implementation and execution problem. Going forward, they will have the teachers come together and are building an assessment which will take into account implementation and delivery. In turn, the alignment and assessment will improve and empower the program to be tracked while providing support to the teachers.

**F.7. Policy**

Dr. Willett referenced the Policy Manual which was recently voted on and accepted. Upon review, he found a number of areas which were not parallel to what is going on in the schools. Additionally, there are sections which need further articulation. In turn, he does not feel that at this time the new manual which was adopted is the one that the district should be using. He asked the Board to revert back to the BOE policies which were in effect prior to the current policy manual.

Ms. Gorsky commented that the Policy Committee looked at this issue today. The Committee agreed that it would be beneficial to go back to the old manual and update it. Not only are there errors in the manual of which they were unaware, but there are also many inconsistencies. State and federal mandates are missing from the old manual so the Committee will need to work to ensure it is up to date.

Mr. Clark motioned to move item F.7 to action item I.1. A brief discussion took place. It was determined that there are fewer risks by going back to the earlier policy manual than to go forward with the new one. Mr. Frattaroli seconded the motion. All were in favor. Motion carried.

**G. COMMITTEE AND LIAISON REPORTS**

**Finance and Facilities –** Mr. Doyle noted that the Committee has not met but has discussed the SRO and the SRO report. He asked if the Board would like to review this as opposed to it going through the Committee. A brief discussion took place. This will be an item on one or more agendas.

**Communications –** Ms. Moran explained that one of the goals of the Committee was to reach out to the general community and connect the schools to the community. There is a wonderful banner in front of the Hick's building promoting the THS musical. The Friends of Tolland Music donated the money for the banner which was made by the THS Graphics Department. Dr. Willett added that the district and the Town cooperated to have the banner put up and thanked everyone. Ms. Moran noted that the Committee is working on the next edition of the Inside Tolland Schools newsletter.

**Town Council –** Ms. Moran noted that the \$75K was approved to be put in the Education Reserve Fund. Mr. Adlerstein thanked Ms. Rubino and Mr. Krasusky for attending the Board meetings and Ms. Moran and Mr. Clark for attending the Town Council meetings. He added that it makes a difference.

**Policy –** Ms. Gorsky noted that the Committee reviewed the policy regarding if school is cancelled if a Board meeting should be cancelled as well. Language will be added and it will be brought to the Board for a 1<sup>st</sup> reading at the next meeting. Additionally, they reviewed the procedure for holding expulsion hearings. It was agreed that the Superintendent would invite all

Board members to expulsion hearings and see who would be available to attend. Lastly, Ms. Tyl put together a calendar and it will be available for a 1<sup>st</sup> reading at the next meeting.

H. CHAIRPERSON'S REPORT

Mr. Adlerstein noted that Dr. Willett talked about many items that require funding. There is a consistent theme. Referendums in Tolland are always close but there are things residents can do to swing it one way or the other. The district has a great plan for next year. It is not perfect but the Board believes it is the best plan for the district and hopes that the plan can be enacted.

I. BOARD ACTION

I.1 Policy Decision

Ms. Gorsky motioned to revert back to the Board of Education policies prior to the adoption of the current policy manual. Mr. Clark seconded the motion. All were in favor. Motion carried.

J. PUBLIC PARTICIPATION

Jan Rubino commented about the budget. Having been to many of the BOE workshops and seeing the process, she noted that a lot of work and effort went into the budget. When she first heard that there was a reduction to 2.98%, she was disappointed but now understands it after having spoken to the professionals. From experience, she explained that when Friends of Tolland Schools started to support budgets, it took a lot of effort to explain that voting "no" will not get more money added to the budget. When there is a "no" vote, the budget goes down. The worst thing that can happen is a 0% budget. Change is hard and it is heartbreaking to lose a job but in the long term this change is going to benefit the community. She is on the Shared Services Committee. They are doing their best to try to figure out ways to share services to take the burden off the Board and the town. The town budget is in a terrible situation as well due to the re-evaluation. Although it may not be as bad as it seems, when there is an increase in the mil rate, people will see it and panic. She asked people to be thoughtful when talking about the budget in the community. She has been involved in community government for many years and noted that it is unusual for a council and a board of education to be as close as they are in Tolland. As people consider the budget this year, although there is disappointment and it may not be understood why items cannot be added back in, this is not usually a reality. In regard to transparency, the biggest complaint has always been that the Board is not transparent. This is the most transparent budget ever presented. Transparency is when you find money and you still have the budget the Board passed. This is honesty. This budget is providing what is needed. Ms. Rubino applauded all and hopes there will be a full house at tomorrow night's meeting.

Diane Clokey, 29 Tolland Farms Road, noted that she will try to be at the Superintendent's Breakfast. She commented on standardized testing. It is a slippery slope that the nation is heading down. There is a lot of political stuff and money involved. People say that the SBAC doesn't do what CMTs used to do so now we are going to do MAP testing to evaluate teachers but no one has answered questions about privacy issues. There were changes made to the federal legislation so that privacy is not as protected as it used to be because all of this will be computerized and student data can be given to outside entities. This is scary. Will it be used to market workbooks to parents to address their students' deficiencies? Will it be used to determine who should go to which colleges? This is unknown. School districts and legislatures are asking these questions. With all of the tests, students are losing instructional time and access

to resources which are being committed to testing. She asked that the Board not allow this to happen to the kids.

Renee Johns, 105 Charles Street, thanked the Board. It is great that the THS and TMS teachers will be working together on the language curriculum. She asked if there would be a curriculum coordinator provided at TMS to ensure it runs smoothly. Additionally, she feels that based on what was said about language that the middle school students are not being given credit for what they can do. She understands that curriculum is designed so that by the end of the 8<sup>th</sup> grade, a student can move into French II and asked why the students are not prepared to enter French II at THS in their first year. She asked what will be done so that students are not at a disadvantage. Starting high school is difficult enough without being behind in a language.

Lynne Carnemolla, 16 Crystal Ridge Drive, noted that Dr. Willett commented that he would meet with the staff at Birch Grove specifically related to early intervention but there seems to be a lot of questions from the Board as well. In turn, should the meeting be held as a staff meeting with the administrators and curriculum coordinators or should it be held as a specific Board meeting?

**K. POINTS OF INFORMATION**

Mr. Clark confirmed with Ms. Rubino that the upcoming budget hearings have historically been broken down by town departments and did not include the BOE. For those who want to attend to discuss the BOE, that is not really the intention of those meetings. Mr. Rubino agreed but noted that as residents in the community, they are highly involved in all of the services provided by the town. Ms. Rubino confirmed that the meetings are informational and that there will not be a public participation component at these meetings. The Public Hearing scheduled for March 26<sup>th</sup> at TMS will have a public participation component.

Dr. Willett, in regard to why the Board does not push its budget number up, explained that the town budget right now is 2.68% with the BOE at 2.98%. If the BOE increases the budget to 3.44%, it would jettison the budget higher. It would be very high when looking at the last 5 years of budgets and with the re-evaluation this year; people would look at that very high number and use it as a reason not to vote for it.

Dr. Willett spoke in regard to World Language. In middle school, students are highly cognitively capable. The challenge is that the district has not served the teachers well enough in how it has organized them. The middle school kids have cognitive capacity but sometimes the maturity is lacking. A high school class of 84 minutes would be difficult at the middle school level. The issue is that they have not done a good job of aligning the staff. The contention that the students are not as well prepared coming out of middle school as they are coming out of the same class in high school has to do with the structure as well as the group of people which has been pitted against each other - inappropriately so. The teachers are frustrated and this is not productive. There needs to be common assessments adjusted for time but ones that assess the same skills so that the data can be gathered. This is something that needs to be done in the district.

Dr. Willett commented on the meeting. He believes it can be accomplished by bringing together a group of the staff and the Board members are welcome to be part of it as well.

Ms. Moran, in regard to Ms. Johns' comment regarding the curriculum coordinator position and believes she was referring to a curriculum director position who would service the entire district.

Dr. Willett noted the group needs to be aligned under a leadership structure that is sustainable but it is not in the budget to have a World Language coordinator at this time.

Ms. Moran, in regard to Ms. Clokey's comment, noted that CABA is hosting Day on the Hill. Dr. Willett, Ms. Yudichak, Mr. Doyle, Ms. Gorsky, and Ms. Moran will be attending the event and can bring some of her concerns to the legislators.

L. CORRESPONDENCE

- Town Council Meeting – February 24, 2015

M. FUTURE AGENDA ITEMS

- TBD

N. EXECUTIVE SESSION

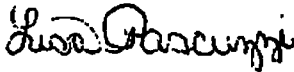
Mr. Doyle motioned to go into Executive Session at 9:33 PM to discuss items related to collective bargaining and invited the Superintendent to attend. Mr. Clark seconded the motion. All were in favor. Motion carried.

The Board returned to public session at 9:54 PM.

Mr. Clark moved to accept the paraprofessional contract from 7/1/2013-6/30/2015 as modified by the paraprofessional's ratification. Mrs. Yudichak seconded the motion. All were in favor. Motion carried.

O. ADJOURNMENT – Mr. Clark motioned to adjourn the meeting at 9:56 p.m. Mr. Doyle seconded the motion. All were in favor. Motion carried.

Respectfully submitted,



Lisa Pascuzzi  
Clerk

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

**FROM: Walter Willett, Ph.D**

**DATE: March 25, 2014**

**SUBJECT: Proposed School Calendar – 2015-2016**

Attached for your review is the proposed school calendar for 2015-2016. The calendar has 181 school days with the first day of school being September 2, 2015. The tentative last day of school falls on Monday, June 13, 2016.

The Administration recommends approval of the 2015-2016 school calendar.

WW:jp

# Tolland Public Schools

Dr. Walter Willett, Superintendent

Tolland High School  
Tolland Middle School



Tolland Intermediate School  
Birch Grove Primary School

Total Student Days: 181

Total Faculty Days: 188

## School Calendar 2015-2016

August/Sept.

M	T	W	TH	F
24	25	26	27	28
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

(20 days)

October

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

(20 days)

November

M	T	W	TH	F
2	3	4	PTC-ER	PTC
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

(17 days 9-12)

(16 days K-8)

December

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	ER	24	25
28	29	30	31	

(17 days)

January

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	ER★	28	29

(18 days 9-12)

(19 days K-8)

Important Dates

*Aug 25-27, 31, Sep 1- Faculty In-Service*

<b>Sep 2</b>	<b>First Day of School</b>
Sep 7	Labor Day
Oct 12	Columbus Day
Oct 13	Faculty In-Service
Nov 5	K-8 Conferences
Nov 5	Faculty In-Service (THS)
Nov 6	K-8 Conferences
Nov 6	No school K-8
	9-12 Full Student Day
Nov 11	Veteran's Day
	(school will be in session)
Nov 25-27	Thanksgiving Recess
Dec 23- Jan. 1	Winter Break
Jan 18	Martin Luther King Day
Jan 27	Faculty In-Service

Feb 15	President's Day
Feb 24	Faculty In-Service
Mar 3-4	K-8 Conferences
Mar 3-4	Faculty In-Service (THS)
Mar 25	Contractual Holiday
Mar 30	Faculty In-Service
Apr 11-15	Spring Break
Apr 27	Faculty In-Service
May 30	Memorial Day

**June 13 Last Day of School**

★ There will be an in-service/ meeting day for high school staff only on the day after the first semester ends. **No school for High School students.**

*If the March 3 & 4 PTCs are postponed they will be held on March 10 & 11.*

**No School**

**In-Service**

**PTC= Parent/ Teacher Conferences**

**ER = Early Release**

THS 7:15- 11:47 am

TMS 8:00- 12:35 pm

BGP/ TIS 8:50- 1:20 pm

**\* = Snow/ Emergency Day Make Up**

*(as needed through June 30)*

February

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	ER	25	26
29				

(20 days)

March

M	T	W	TH	F
	1	2	PTC-ER	PTC-ER
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	ER	31	

(22 days)

April

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	ER	28	29

(16 days)

May

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

(21 days)

June

M	T	W	TH	F
		1	2	3
6	7	8	9	10
ER	14*	15*	16*	17*
20*	21*	22*	23*	24*
27*	28*	29*	30*	

(9 days)

The last day of school is scheduled for June 13. All snow or emergency days will be made up after this date, through June 30, in order to provide 181 instructional days.

The school calendar is posted on the Tolland Public Schools website at <http://www.tolland.k12.ct.us>

TO: Tolland Board of Education

FROM: Walter Willett, Ph.D

SUBJECT: Board Policy 9130 - Time, Place and Notice of Meetings  
Board Policy 5081 - Bullying Prevention and Safe School Climate regulation  
Board Policy 1360 – School Calendar (Proposed New Policy)

DATE: March 25, 2015

Attached please find the above referenced Board Policies. These policies were reviewed by the Policy Committee on November 19, 2014. The Committee was unanimous in recommending they be forwarded to the full Board for consideration.

**Board Policy 9130 – Time, Place and Notice of Meetings**

The proposed changes to this existing policy are that the calendar of regular meetings shall be set for the ensuing year no later than the first regular meeting in November, following review by the Policy Committee. Previously the policy stated that the Board would set the calendar of regular meetings at the first regular meeting in November. There are no other proposed changes to this policy.

**Board Policy 5081 – Bullying and Safe School Climate Plan Regulation**

The changes to this existing policy and regulation are required as a result of the recent legislative session. The changes in the policy result in the addition of language regarding teen dating violence.

**Board Policy 1360 – School Calendar (New Proposed Policy)**

Presently the Board does not have a policy regarding the School Calendar.

**TOLLAND PUBLIC SCHOOLS  
Tolland, Connecticut**

**1. Regular Meetings**

- A. The Board of Education shall set a calendar of regular meetings for the ensuing year no later than the first regular meeting in November, following review by the Policy Committee.**
- B. The calendar of regular meetings will be reviewed by the Board at two (2) regular meetings prior to being approved.**
- C. In compliance with the General Statutes of the State of Connecticut, the Superintendent of Schools, on behalf of the Board of Education shall file this calendar with the Town Clerk by November 30.**
- D. Normally the Board shall schedule regular meetings on the second and fourth Wednesday of each month of the year.**
- E. If at any point in the meeting the Board of Education should not retain a quorum, then the Chairperson of the Board may adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four hours after the time of adjournment.**
- F. Pending minutes of regular board meetings will be posted on the school district website within 48 hours of the meeting.**

**2. Special Meetings**

- A. Special meetings may be held when determined by the Board, when so called by the Chairperson, or upon written request of three members of the Board.**
- B. No special meeting shall be held unless a notice stating the time, place and purpose of the meeting has been given to each member and to the Town Clerk, twenty-four (24) hours before the time stated for the meeting to convene.**



- C. When a majority of the members agree that an emergency exists which has made a regular notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such a meeting.

### 3. Meeting Time and Place

- A. All regular meetings of the Board shall begin at 7:30 p.m. or as soon thereafter as a quorum is present and shall adjourn no later than 10:00 p.m. unless extended by a two-thirds vote of the Board members present. All regular meetings of the Board shall be held in Council Chambers of the Hicks Municipal Building, unless otherwise ordered by the Board.
- B. Special Meetings (non-emergency) - time and place to be determined and announced in advance of meeting.

#### Legal References:

##### Connecticut General Statutes

- 1-225 Meetings of government agencies to be public. Recording of votes. Schedule of agenda of meetings to be filed. Notice of special meetings Executive session.
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 7-3 Warning of Town and other meetings.
- 7-4 Record of warning.
- 10-218 Officers. Meetings.
- P.A. 08-3 Special Session (June 11) – Comprehensive Ethics Reform

Approved: 10/9/02

Revised: 1/14/09

Revised: 11/14/12

Revised:

TOLLAND PUBLIC SCHOOLS  
Tolland, CT

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## **BULLYING PREVENTION AND INTERVENTION POLICY**

The Tolland Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, "Teen Dating Violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the Tolland Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;

- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- (10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- (11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

- (15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

By September 1, 2014, the Tolland Board of Education shall submit its Safe School Climate Plan to the Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

#### **Legal References:**

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

Public Act 14-172, "An Act Concerning Improving Employment Opportunities Through Education And Ensuring Safe School Climates"

Public Act 14-232, "An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study"

Public Act 14-234, "An Act Concerning Domestic Violence and Sexual Assault"

Policy Approved: 10/08/03

Revised: 04/26/06

Revised: 06/28/07

Revised: 06/13/07

Revised: 09/24/08

Revised: 02/24/10

Revised: 12/14/11

Revised:

**TOLLAND PUBLIC SCHOOLS**  
Tolland, CT

7/28/14

## **SAFE SCHOOL CLIMATE PLAN**

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

### **I. Prohibition Against Bullying, Teen Dating Violence and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's

policies on student discipline, suspension and expulsion, and consistent with state and federal law.

## **II. Definition of Bullying**

- A. **"Bullying"** means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
1. causes physical or emotional harm to such student or damage to such student's property;
  2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  3. creates a hostile environment at school for such student;
  4. infringes on the rights of such student at school; or
  5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

## **III. Other Definitions**

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;



- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

#### **IV. Leadership and Administrative Responsibilities**

##### **A. Safe School Climate Coordinator**

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

- 1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
- 2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- 3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
- 4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

##### **B. Safe School Climate Specialist**

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

#### **V. Development and Review of Safe School Climate Plan**

- A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying; 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

## **VI. Procedures for Reporting and Investigating Complaints of Bullying**

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to

address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

## **VII. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable

information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

### **VIII. Teen Dating Violence**

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.**
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.**
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.**

### **IX. Documentation and Maintenance of Log**

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.**
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to**

any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

**X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

- i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

**ii. Disciplinary interventions**

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

**iii. Interventions for bullied students and victims of teen dating violence**

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention



strategies for a bullied student or victim of teen dating violence may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

**iv. General Prevention and Intervention Strategies**

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;

- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;

- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
  - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
  - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
  - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;
  - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

## **XI. Improving School Climate**

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans, school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, teen dating violence, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying and teen dating violence.]

## **XII. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

### **XIII. School Climate Assessments**

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

#### **Legal References:**

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)

Public Act 14-172, "An Act Concerning Improving Employment Opportunities  
Through Education And Ensuring Safe School Climates"

Public Act 14-232, "An Act Concerning The Review And Approval Of Safe School  
Climate Plans By The Department Of Education And A Student Safety Hotline  
Feasibility Study"

Public Act 14-234, "An Act Concerning Domestic Violence And Sexual Assault"

7/28/14

Policy Approved: 10/08/03

Revised: 04/26/06  
Revised: 06/13/07  
Revised: 09/24/08  
Revised: 02/24/10  
Revised: 12/14/11  
Revised:

TOLLAND PUBLIC SCHOOLS  
Tolland, CT

2007

**REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE**  
**(School Employees Should File with the School Principal)**  
**(Parents and Students May File with the School Principal or Any Other School Employee)**

**Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.**

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have there been previous incidents (circle one)?      Yes      No

If "yes", please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):

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

Were these incidents reported to school employees (circle one)      Yes      No

If "Yes", to whom was it reported and when?

\_\_\_\_\_

Was the report verbal or written?

\_\_\_\_\_

**Proposed Solution:**

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

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

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter	Date Submitted	Received By	Date Received
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7/28/14





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**[SAMPLE FORM C]**

**TOLLAND PUBLIC SCHOOLS  
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY**

**For Staff Use Only:**

**School** \_\_\_\_\_ **Date** \_\_\_\_\_

**Location(s)** \_\_\_\_\_

**Reporter Information:**

Anonymous student report \_\_\_\_\_

Staff Member report \_\_\_\_\_ Name \_\_\_\_\_

Parent/Guardian report \_\_\_\_\_ Name \_\_\_\_\_

Student report \_\_\_\_\_ Name \_\_\_\_\_

**Student Reported as Committing Act:** \_\_\_\_\_

**Student Reported as Victim:** \_\_\_\_\_

**Description of Alleged Act(s):** \_\_\_\_\_

**Time and Place:** \_\_\_\_\_

**Names of Potential Witnesses:** \_\_\_\_\_

**Action of Reporter:** \_\_\_\_\_

**Administrative Investigation Notes (use separate sheet if necessary):**

Bullying Verified? Yes \_\_\_\_ No \_\_\_\_

Remedial Action(s) Taken: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If Bullying Verified, Has Notification Been Made to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**Date of Meetings:**

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

**If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?**

Y      N

**(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).**

3/26/12

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**[SAMPLE FORM D]**

**TOLLAND PUBLIC SCHOOLS**  
**Report of Bullying/Consent to Release Student Information**

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

**Name of Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

---

**To Parent/Guardian:**

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Tolland Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

***(Please check one):***

\_\_\_\_\_ I hereby give permission for the Tolland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

\_\_\_\_\_ I do NOT give permission for the Tolland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

\_\_\_\_\_  
**Signature of Parent/Guardian** **Date**

\_\_\_\_\_  
**Name (Please print)**

3.26.12

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**[SAMPLE FORM E]**

**Tolland Public Schools  
Report of Teen Dating Violence/Consent to Release Student Information**

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

**Name of Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

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**To Parent/Guardian:**

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the Tolland Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

***(Please check one):***

\_\_\_\_\_ I hereby give permission for the Tolland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

\_\_\_\_\_ I do **NOT** give permission for the Tolland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

\_\_\_\_\_  
**Signature of Parent/Guardian** **Date**

\_\_\_\_\_  
**Name (Please print)**

**7/28/14**

**TOLLAND PUBLIC SCHOOLS  
Tolland, CT**

**SCHOOL CALENDAR**

The School Calendar shall be prepared by the Superintendent of Schools and presented to the Board of Education for approval following review by the Policy Committee.

The School Calendar shall be reviewed by the Board at two (2) regular meetings prior to being approved.

**ADOPTED:**

**Tolland PUBLIC SCHOOLS  
Tolland, CT**

**TO:** Tolland Board of Education

**FROM:** Walter Willett, Ph.D

**SUBJECT:** Consideration of the Approval of the Name Change on the Tolland Public Schools  
Child Nutrition Program Account

**DATE:** March 25, 2015

It is recommended that the Board approve of the change in names on the Tolland Public Schools Child Nutrition Program Account. Frank Connolly, Interim Business Manager and Dr. Walter Willett, Superintendent of Schools, effective December 10, 2014.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Bureau of Health/Nutrition, Family Services and  
Adult Education  
25 Industrial Park Road  
Middletown, Connecticut 06457-1543

FOR STATE USE ONLY

Effective Date: \_\_\_\_\_  
AGREEMENT NUMBERS:  
School Programs \_\_\_\_\_  
Child Day Care Centers \_\_\_\_\_  
Adult Day Care Centers \_\_\_\_\_  
Day Care Homes \_\_\_\_\_  
Summer Food Service \_\_\_\_\_

**AUTHORIZED SIGNATURES CHANGE FORM**

Read the enclosed instructions before completing the form.

This is to certify that on March 25, 2015, as shown in the minutes of  
(Date)

Tolland Board of Education

\_\_\_\_\_  
(Name of Corporation, Board of Education or Governing Body)

the following action was taken to revise the Authorized Signers of the **ED-099 Agreement for Child Nutrition Programs**.

1. *The person designated below is authorized to sign this agreement and to sign claims for reimbursement.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title (Superintendent of Schools, Mayor, Selectman, President  
or Chairperson of the Board, Pastor or Commissioner)

\_\_\_\_\_  
Date

2. *In the absence or incapacity of the first designated individual, the second person designated below is authorized to sign claims for reimbursement.*

  
\_\_\_\_\_  
Signature  
Business Manager

Mark McLaughlin

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title (Assistant Superintendent, Business Official, Principal,  
Headmaster, City or Town Manager, Executive Director  
or Deputy Commissioner)

3/19/15  
\_\_\_\_\_  
Date

3. *The signature below certifies the above action.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title (Secretary of Corporation, Town Clerk, Secretary  
of the Board)

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

**FROM: Walter Willett, Ph.D**

**DATE: March 25, 2015**

**Subject: SBAC**

This is public act Section 10-14n(a-e).

(d) The scores on each component of the mastery examination for each tenth or eleventh grade student may be included on the permanent record and transcript of each such student who takes such examination. For each tenth or eleventh grade student who meets or exceeds the state-wide mastery goal level on any component of the mastery examination, a certification of having met or exceeded such goal level shall be made on the permanent record and the transcript of each such student and such student shall be issued a certificate of mastery for such component. Each tenth or eleventh grade student who fails to meet the mastery goal level on each component of said mastery examination may annually take or retake each such component at its regular administration until such student scores at or above each such state-wide mastery goal level or such student graduates or reaches age twenty-one.



Sheila M. Bailey  
Town Clerk  
03/12/2015

## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM MARCH 10, 2015 – 7:30 P.M.

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

**MEMBERS ABSENT:** None.

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

1. **CALL TO ORDER:** Jack Scavone called the meeting to order at 7:30 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** None.
5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBLIC PARTICIPATION** *(on any subject within the jurisdiction of the Town Council) (2 minute limit):* None.
6. **PUBLIC HEARING ITEMS:** None.
- 7a. **REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:** None.
- 7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Jan Rubino, BOE: The BOE passed a 3.44% budget. A joint meeting with the Council and BOE is scheduled for tomorrow night, March 11<sup>th</sup>. George Baker, PZC: There was a public hearing last night regarding the quarry located on Mountain Spring Road, which was continued for two weeks; a veterinary clinic has gotten approved for the Field Stone Commons area; and there was talk about changing the zoning regulations regarding the height limits of hotels / motels to four stories. Paul Krasusky, Parks & Rec Advisory Committee: The Lodge has seen significant ice damming and water damage due to the weather. They are in the process of assessing the damage and looking into insurance claims; they invited some sports teams from town to give a general assessment of the quality of the fields over the year. All reports were very positive. Credit was given to Clem Langlois and his department for being great resources to the various clubs. They feel the turf field is being underutilized. Some is self-inflicted; some is due to scheduling, and snow. They are looking into ways to better utilize the field, and they are looking to make the concession stand operational, and reviewing the staffing options.
8. **NEW BUSINESS (ACTION/DISCUSSION ITEMS):**
  - 8.1 Consideration of a resolution moving the polling place location for Voting District 1 and Voting District 3 from the Hicks Memorial Gymnasium, 21 Tolland Green to the Gymnasium at the Tolland Recreation Center, 104 Old Post Road and the setting of a public hearing thereon for March 24, 2015.

Mr. Werbner said this is the ordinance required to move the polling place from the Hicks Building, which will be converted to a portion of the Library, to the Parker School gymnasium (104 Old Post Road). They plan to make the move in time for the budget referendum in May.

**Leonard Bach of 192 Bald Hill Road, Registrar of Voters spoke:** He said the area of Parker School is very safe. The building inspector has reviewed the location and it meets all of the ADA requirements. They are going to be ready for the referendum in May, so that people will be used to going there in time for the municipal elections in November. The residents will be notified of the change in location via post cards, e-blasts and signs. The Senior Center will remain a polling location.

George Baker motioned that the following resolution be introduced and set down for a public hearing on March 24, 2015 at 7:30 p.m. in Tolland Town Council Chambers:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves a proposed amendment to Ordinance 54 changing the polling place for Voting Districts 1 and 3 from the Hicks Memorial Gymnasium, 21 Tolland Green to the Gymnasium at the Tolland Recreation Center, 104 Old Post Road.

Seconded by Rick Field. All in favor. None opposed.

8.2 Consideration of a resolution approving a transfer of \$75,217 from the BOE's audited balance as of June 30, 2014 to the Education Reserve Fund.

Mr. Werbner said this is the first appropriation into the reserve fund that was approved last year. This is the audit balance for the last fiscal year. The \$75,217 will be transferred at the request of the BOE into the reserve fund, and they will be in charge of those funds. At the end of the fiscal year, they will provide the Council and the BOE with financial reports to identify purchases made from the fund, if any, and the remaining balance. The BOE approved this request unanimously.

Jan Rubino motioned to accept the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the transfer of \$75,217 from the BOE's audited balance as of June 30, 2014 to the Education Reserve Fund.

Seconded by Bill Eccles.

Ms. Rubino said this is great, this is what we were hoping would happen. It puts transparency on the whole budget process. She congratulated the BOE for bringing this to the Council. Mr. Baker said he was glad to see that it was a unanimous vote on the BOE's behalf.

All in favor. None opposed.

8.3 Consideration of a resolution approving a Supplemental Billing Request of \$7,300 submitted by the Tolland Water Commission for additional work to be performed by Tata & Howard for the Water System Capital Efficiency Plan.

Mr. Werbner said this was a request of the Water Commission. Mr. Koss and Mr. Tursi were present at the meeting on behalf of the Tolland Water Commission.

**Mr. Koss of Kate Lane, Chair of the Water Commission spoke:** He thanked the Council for considering this item. The Council was provided backup regarding this issue in their packets. This is for additional work on the capital efficiency plan, which they have been working on. The Plan helps them plan future

investments in the water system. This was supposed to be a \$17,000 project, but due to some incorrect information that the Insurance Services Office ("ISO") had about the Town of Tolland, Tata & Howard went far along in their analytical work based on an assumption that there were no sprinklers in the new high school and Winding River Village. The error in the ISO's report lead to some expensive investment plans that would be needed to put fires out in those buildings. As the Commission began to see this unfold in draft reports from Tata & Howard, they questioned this and went back to the ISO to seek a revisit of the buildings and recalculations, because they knew sprinklers were installed in both buildings. This has been taken care. The models were re-run and they have a new report. The invoice is in excess of \$24,000 now. Tata & Howard is seeking to recover an additional \$7,300 for this additional work. The Commission would like the town to bare the additional cost of \$7,300 for the extra work that occurred.

Mr. Baker asked Mr. Koss if the Commission knew the ISO had inaccurate information. Mr. Koss said no, not until draft reports were received. Mr. Koss said they gave them the authorization to continue with the project, because they couldn't have an incorrect report and they had \$17,000 invested, according to a fix priced agreement. They asked the ISO to come back to town to give a reanalysis, because their report had inaccurate information about the fire protection to the high school and Winding River Village. Tata & Howard never came back to the Commission with a new estimate to include this extra work, but it was work that was necessary in order to receive an accurate plan, and to have an accurate ISO report. After discussion, the Council members did not believe the town should pay the extra costs.

Mr. Field asked what the Commission would do if the Council voted against the Town paying the overage. Mr. Koss said he couldn't speak for the other Commission members, but he would vote that they pay the extra money due to the relationship that the Commission has with Tata & Howard. Mr. Werbner said there is currently no source of funds identified for this purpose within the Town budget. However, in the budget prepared by the TWC, they have a certain amount to reimburse the Town for Engineering Services. The Town, to date, has not charged the TWC for such expenses and there remains approximately \$20,000 in the account for this purpose. The TWC could charge this expense to that account. It was determined that since the town has not charged the Commission for the use of an engineer, that the money set aside for engineering services be used to pay for Tata & Howard's overage.

Bill Eccles motioned that the Town will not back bill the Water Commission for Engineering Services for more than \$12,700.00; Seconded by Rick Field. All in favor. None opposed.

8.4      Advisement of the use of the Emergency Storm Fund to cover actual costs from the several severe winter storms in the FY 2014-15 winter season.

Mr. Werbner had previously advised the Council that he would possibly be using some money from the Emergency Storm Fund towards ending out the year's balance for the snow and ice account. Currently, they have \$158,205.34 in the storm account. He is planning on using \$75,000 from that account to replenish the overtime accounts in the Highway and Parks Department, which are both in the negative at this point. He would also like to replenish the salt barn in anticipation of next year. As of February 21, 2015, they have 700 tons on hand. He is hoping the \$75,000 will get them through the remainder of the winter season. If they wait a few weeks, hopefully the price of salt will come down.

8.5      Appointments to vacancies on various municipal boards/commissions.

Ben Stanford motioned to appoint Nathan LaVallee to the Tolland Economic and Community Development Corp. for the term of 2/28/11 – 2/28/16; Seconded by Jan Rubino. All in favor. None opposed.

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

**10. REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner reminded of upcoming meetings:

- Joint meeting with the BOE March 11<sup>th</sup> @ 6:00 p.m. in Council Chambers;
- Budget reviews on March 12<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> @ 7:00 p.m. in Council Chambers;
- Town Manager's public hearing on his recommended budget on March 26<sup>th</sup> @ 7:30 p.m. at the Middle School;
- Town Council will finalize their budget on March 31<sup>st</sup> @ 7:30 p.m. in Council Chambers; and
- A public hearing will be held at the end of April.

**11. ADOPTION OF MINUTES**

- 11.1 February 10, 2015 Regular Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by George Baker. All in favor. None opposed. William Eccles and Paul Krasusky abstained.
- 11.2 February 19, 2015 Special Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by Bill Eccles. All in favor. None opposed.
- 11.3 February 24, 2015 Regular Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by Bill Eccles. All in favor. None opposed. Jack Scavone, Paul Krasusky and Ben Stanford abstained.

**12. CORRESPONDENCE TO COUNCIL**

- 12.1 E-mail from Elizabeth Chojnicki re: supporting the BOE budget.

**13. COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Rick Field asked Mr. Werbner if there will be quarterly financial report provided to them. Ms. Hancock said the report was provided in the last Town Manager's report.

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

**15. ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by Ben Stanford at 8:21 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk

XFINITY Connect

rjfputter@comcast.net  
+ Font Size -

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**Statement Regarding Budget**

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**From :** Elizabeth Chojnicki <echojnicki@gmail.com>

Tue, Mar 03, 2015 05:36 AM

**Subject :** Statement Regarding Budget**To :** townCouncil@tolland.org, boardofeducation@tolland.k12.ct.us, Walter Willett  
<wwillett@tolland.k12.ct.us>

Dear Board of Ed Members and Town Council,

I was hoping to make the meeting tonight, but I am unable, so I wanted to make my statement in support of the Board of Education Budget that will be presented to Town Council tonight. I wanted to express how important I think the focus points of curriculum are for our schools. Although the proposed cuts will be hard felt in areas, the situations that has been present in the areas of curriculum for years has slowly eaten away at the quality of our students' education, and diminished the learning experience for our students. These areas **NEED** to be addressed, as Supt. Willet has proposed in his budget, and need to be brought up to par with 21st education learning. Our teachers deserve the tools they need to provide our children with the education that they deserve. They deserve a consistent, research based math curriculum that builds from year to year, and provides them with the foundations they need to be successful in higher learning environments. **The current programs in place are FAILING to do this.** Our students deserve reading and writing programs that align with Common Core State Standards, and the teachers **NEED** to be trained to provide this for them.

Please be assured, that the current situation in Tolland's curriculum is **NOT** by any standards up to date or competitive with what other successful districts offer their students. We are not looking for the "extras" or the "fancy" things when we ask for these things. We are looking for the **BASICS**. Please understand that it is in everyone's best interest to have a school system that is successful in this town, even residents without children. If new families do not want to move here because of the direction that the schools are headed, it will effect the property value and the experience of **ALL** residents.

Please call me with any further questions or thoughts on my position. I would be very happy to discuss these with you.

As a concerned citizen, a parent, and an educator, I ask you to **PLEASE SUPPORT** the budget that is presented by Supt. Willett.

Thank you,

Liz Chojnicki  
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