

TOLLAND BOARD OF EDUCATION  
Birch Grove Primary School Library  
247 Rhodes Road  
Tolland, CT 06084

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA  
April 9, 2014

**VISION STATEMENT**

*To represent education at its best, preparing each student for an ever-changing society, and becoming a full community of learning where excellence is achieved through each individual's success.*

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

B. APPROVAL OF MINUTES – Special Meeting - March 19, 2014  
Special Meeting - March 19, 2014

C. PUBLIC PARTICIPATION (2 minute limit)

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

D. POINTS OF INFORMATION

E. STUDENT REPRESENTATIVE REPORT – Aiyla Zahid

F. SUPERINTENDENT'S REPORT

- F.1 Youth Services Coordinator, Nancy Dunn
- F.2 Curriculum Development and CCSS
- F.3 Board of Education 2014/2015 Budget (no enclosure)
- F.4 CAFE – Partial Year Membership
- F.5 Transportation Services 2014-2019 – Bid Award
- F.6 Board of Education Policy – On Line Coursework

G. COMMITTEE & LIAISON REPORTS

H. CHAIRPERSON'S REPORT

I. BOARD ACTION

- I.1 Proposed School Calendar – 2014/2015

J. PUBLIC PARTICIPATION (2 minute limit)  
*Comments must be limited to items on this agenda.*

K. POINTS OF INFORMATION

L. CORRESPONDENCE

M. FUTURE AGENDA ITEMS

N. ADJOURNMENT

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

SPECIAL MEETING – March 19, 2014

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

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

Others Present: Sgt. Todd Stevens of the Resident State Troopers office; Carolyn Tyl, Science Coordinator; Adam Sher, Director of Technology; Public

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. Pagoni made a motion to invite Sgt. Stevens of the Resident State Trooper's office to make a short presentation. The motion was seconded by Mr. Doyle. Motion was unanimously approved.

Sgt. Stevens discussed the possibility of having a resource officer at the various schools in town. He said he is not a fear monger, but rather a realist and that there have been 39 school shootings nationwide since January 1, 2014. He shared information on a recent situation where a suspicious person was found to be in a school parking lot. That particular school had a resource officer and the officer engaged the person. The person was found to have a gun and a shootout resulted. The officer was shot, but the officer ended up killing the shooter. The shooter was found to have had a history of sexual assault, kidnapping and robbery.

Sgt. Stevens said schools can be a soft target for criminals, and the actions that schools take when there is a lockdown such as turning out lights and staying quiet are designed not necessarily to stop criminal action but to slow it down until law enforcement can arrive.

Sgt. Stevens said a resource officer fills a number of roles. He or she is, in essence, a de facto security officer, so there is that security aspect. However, the mere presence of an officer on site helps in other ways. Positive relationships can be developed between the officer, teachers, administrators, and students. Trust is developed and officers often can learn of crimes and potential dangers before they escalate. A resource officer can also act as liaison for other resources to help people. They can make observations and route students to other resources, such as Human Resources, for help or guidance.

The question is whether this is a worthwhile expenditure. Sgt. Stevens said he believes it is. He said since the start of school this year, they have had 37 calls for service at Tolland High School alone. This can be for any number of reasons. He said since 2006, they have made an average of 5.5 arrests per year at Tolland High School alone. He said when you have a resource officer, your calls for service increase because when you have an officer on site, you will rely on him/her for more things. They are, in fact, a resource. Sgt. Stevens asked the Board and the public if they had any questions. A handout was also provided showing costs associated with part-time sworn constables in the schools (modeled on Ellington) and costs associated with part-time, non-sworn armed security in schools (modeled on Enfield).



Dale Kasai, 32 Marbella Lane, asked where the resource officer would be located. Sgt. Stevens said statistically the greatest need would be at Tolland High School and so it would be best to have an officer stationed there, but his or her area of operation would be at all four schools in town.

B. APPROVAL OF MINUTES – March 12, 2014

Mr. Pagoni made a motion to accept the minutes of the March 12, 2014 Regular Meeting. The motion was seconded by Mr. Doyle. Motion was unanimously approved.

C. PUBLIC PARTICIPATION (2 minute limit)

Tom Narkawicz, 86 Apple Road, expressed his full support for an all-day Kindergarten program.

D. POINTS OF INFORMATION

Ms. Moran said she attended a breakfast and program at Tolland Intermediate School where she had the opportunity to observe the third graders preparing for testing. She said she found the staff to be positive and supporting and that they do a phenomenal job to get the kids ready.

Ms. Gorsky asked Dr. Eidson if she could clarify the benefits of added professional development curriculum days. Dr. Eidson said she is requesting the additional days for identifying supports for Common Core aligned texts. Common Core requires targeted, ongoing, and embedded professional development and they need time to work with teachers on this. Ms. Gorsky said they had in the past considered ½ day classes for students every Wednesday but there was concern they might not meet the required instructional time for students.

Mr. Clark said that as much as he agrees with Sgt. Stevens that a resource officer would be beneficial for the students at the high school, he cannot forget that the violence at Newtown did not take place at a high school, but rather an elementary school. He said the school in Newtown was similarly set up to Birch Grove. It concerns him about where Birch Grove is located.

E. SUPERINTENDENT'S REPORT

E.1 Technology Plan – Mr. Guzman introduced Science Coordinator Carolyn Tyl and Director of Technology Adam Sher, who would be giving a brief presentation on the Technology Plan. He said this plan is embedded in the District Strategic Plan.

Ms. Tyl's presentation was entitled, "Learning Drives Technology." She said they need to be preparing their kids for a very different world than what we grew up in and so they are working toward helping them to develop 21<sup>st</sup> century skills. These skills can be broken into three categories, the first being "Learning Skills" which includes critical thinking, creative thinking, collaborating and communicating. The second category is "Literary Skills," which include information, media, and technology. The third category is "Life Skills," which include flexibility, initiative, social skills, productivity, and leadership.

Ms. Tyl said a coherent plan for our technology future should be driven by our needs for instruction. She said they have a lack of technology in their classrooms and they would like to implement Google Apps for education, develop a projection system replacement plan, and expand their Bring Your Own Device (BYOD) program. They would like to investigate Learning Management Systems and Virtual School Courses for implementation district-wide.



In terms of instruction, their highest priority is to get technology for their students and to replace existing aging technology. Ms. Tyl reviewed the planning schedule for the 2014-15, 2015-16, and 2016-17 school years. She also said there is a need for a full time Technology Director and a data management person.

Mr. Sher, who has been the IT Director at the high school for the past three years, provided the technology infrastructure presentation. He walked people through where they were with infrastructure in 2011, where they are now, and where they hope to be. In 2011 he said every building had separate systems and slow communication and there was no overall plan to upgrade computers. They have since undertaken a large fiber project which connects all buildings at 1Gb fiber. They have also virtualized their system so they now have two physical servers with seventeen virtual servers.

Mr. Sher said they have also purchased two data storage systems so they have one for regular use and one for emergencies. They also increased their data capacity and redundancy so they no longer have a storage crisis. They also joined the Microsoft Academic Program, whereby they pay one \$22K fee a year and get the whole world of Microsoft with all the latest versions.

Mr. Sher said they also now have district-wide wifi, and they updated the teacher computers. They updated the student technology. He said while they don't have the capacity to buy computers in meaningful numbers, they have purchased them for targeted areas. They were able to purchase a significant amount in 2013. Mr. Sher said they expect to begin a five-year technology plan in 2015-2016.

Mr. Sher reviewed the possibilities of where they can go, considering budget constraints. He reviewed the strengths and weaknesses of their technology infrastructure, adding that they need to keep their hardware current and to support the Common Core. Mr. Sher said they hope to acquire virtual desktops as they can get 300 to 400 for the cost of 100 desktops.

Ms. Moran asked Ms. Tyl if the antiquated hardware has been identified. Ms. Tyl said it has. They have an inventory list. Ms. Moran also asked if they had looked into web-based software such as Chromebooks. Ms. Tyl said they are heavily Windows-based right now. Mr. Sher said there is a lot of great web-based software out there. He said they look at their curriculums and try to get the best software for what they have. They also want to be able to use GoogleApps and GoogleDocs.

Mr. Doyle said he would like to look at expanding their current BYOD guideline and asked what policies for investments might the BOE need to look at to ensure all Tolland families have the same educational opportunities. Ms. Tyl said they do try to have some extra devices on hand for borrowing for kids who don't have their own at home. She added that the VDI concept would allow kids to access school resources from home.

Mr. Adlerstein said he would like to get three years quantified for technology, which answer questions such as "where are we headed?", and "how can this new technology help to reduce costs in other areas?" He said he wants to be sure they have a plan looking forward. Mr. Guzman said they do have an update on the Strategic Plan available which encompasses this information. Mr. Adlerstein said he had asked for this information in January, and he would like the Board to get to look at it, digest it, and then add a discussion on it to an upcoming meeting schedule. Dr. Eidson said they do have some numbers but they are not ready to present them yet, as they are still working out

the BYOD piece. These costs still need to be worked out. Mr. Guzman said there needs to be an established system for vetting updates through committees.

E.2 2014/2015 Board of Education Budget – Mr. Guzman discussed E.2 (2014/2014 Budget) along with E.3 (Status of 2013/2014 Budget). He noted that this year's budget impacts next year's and to make the 14/15 budget work, an important element is to have a year end balance of at least \$350K. He said right now they are projecting out that they will have a balance of \$397K.

Mrs. Neel reviewed the 2013/2014 budget as it now stands. She said they are currently in a budget freeze, but there have been some adjusted projections for Special Services. They also have picked up about \$40K in unemployment projections, so they have adjusted encumbrances for that. As a result, their new projections are running at about a \$397K balance.

Mr. Guzman provided a handout that looks at all-day Kindergarten costs from four different scenarios and a pay to participate comparison of fees. For the all-day Kindergarten piece, he recommended the 4<sup>th</sup> of the scenarios, which would pay for nine classrooms with about 17 students in each for a cost of \$161,157. This would include the cost for teachers salaries/benefits, materials and supplies and for transportation. It would not include allowances for paraprofessionals. He said he believes it would be possible to hire new teaching staff for this at the MA-3 salary level. He also provided a handout on the FY2014-2015 budget costs, saying they have made changes to some of the assumptions since their previous meeting. The health insurance increase projection was lowered to 10 percent, resulting in a projected reduction to the health insurance account of \$73,387. Additionally, the bid for diesel fuel came in lower than anticipated and the current budget was revised to reflect the bid results. This amounted to a decrease of \$43,384. There were also some additional reductions to miscellaneous accounts amounting to \$18,564.

The recommended priorities to the FY2014-2015 BOE budget are to implement all-day Kindergarten for a cost of 161,157, hire a school resource officer for a cost of \$110,107, and adjust pay to participate for cocurricular and athletics which would reduce the participation fee \$10 per student for cocurricular activities and \$25 per student for athletics. This would be at a cost of \$26,565. The total for the recommended priorities is \$297,829.

Presently the projected account adjustments would result in a budget balance this year of \$346,131. Subtracting out the \$297,829 for the three recommended priorities, would leave a balance of \$48,302. Mr. Guzman recommended the Board hold the new projected year end balance number in abeyance until they get to June because projections can be fluid and subject to change.

Bus transportation costs are yet to be determined, and Mr. Clark asked how many bus companies picked up the bid package. Mrs. Neel said nine were sent out and of those nine, seven showed up for the mandatory conference, so there is a good possibility that they will receive seven bids.

Mr. Adlerstein asked if the Board could direct Mr. Guzman to fund his priorities. Mr. Guzman said they could, but with the understanding that it would be subject to changing prices, the results of the referendum, and other factors. He said they need to keep in mind that their projected balance is still based on some assumptions.

Mr. Pagoni asked with regard to full-day Kindergarten if there is a date at which they must make a firm decision whether to provide it or not. Mr. Swanson said the sooner the better in order for them to roll it out most effectively; however, they will take it whenever they can get it. They do have a plan they are ready to implement whenever they get the go-ahead. Mr. Pagoni reviewed the handout for the All Day Kindergarten Time Line for 2014. He asked if they can first find out how many

parents are interested in all-day Kindergarten and whether they might want to provide either an option for half-day sessions for those parents who would prefer that, or put a limit on enrollment in all-day Kindergarten, thereby possibly reducing teacher costs and giving them a little more room to maneuver with finances. He suggested a possible scenario where all the children come to school in the morning but some go home at noon, picked up by their parents. There was a brief discussion about transportation costs and if they could legally not provide transportation home, but rather require parents to pick children up.

Tom Swanson said they expect to have a good idea of enrollment figures within a couple of weeks. There are always some families that enroll later or over the summer. Asked by Mr. Pagoni if he had a feel for how many parents would want all-day Kindergarten for their children, Mr. Swanson said the majority favor the full-day.

Mr. Adlerstein asked how the projected savings in funds align with his priority list. Mr. Guzman said he has many items on the list, but that if at the end of June they find they have more funds available than anticipated, they will have the opportunity to look at things not on their priority list. Mr. Adlerstein said he wants to get a better handle on the competing needs between curriculum and technology. Ms. Tyl said they are implementing a new science curriculum but they have no technology in the science classes at the Middle School. Dr. Eidson said level funding budgets have been submitted for curriculum. Mr. Adlerstein said he wants to see a plan showing their priorities in Years 1, 2 and 3 pulled together so they can make a compelling case for the Town Council.

Mr. Pagoni said he believes everyone would agree that having a resource officer at the schools would be the gold standard, but if they went with something similar to the Ellington model with two constables, they could still get a measure of security, but also save around \$60K which could be used for a whole host of curriculum and technology needs. He said this idea is just food for thought, but might offer them some greater flexibility. He also asked for clarification if it would be the town or the schools that would be the employer for the officers. Ms. Gorsky said the town would be the employer.

Mr. Doyle said he needs more details on the resource officer piece before he can make a decision and he recommended they continue the discussion at future meetings. He said in his mind, technology also needs to be high on their list of priorities.

Mr. Doyle made a motion to add H.2 to the Agenda to direct the Superintendent to implement all-day Kindergarten and to address the pay to play program with the understanding that this will need to be in line with balancing the budget. The motion was seconded by Ms. Gorsky. Motion was unanimously approved.

**E.3 Proposed School Calendar – 201/4/2015** – Mr. Guzman reviewed the proposed calendar. He noted that it includes an additional four half days from the current three half days for professional development. He noted that the State passed a law that addresses adhering to a regional school calendar. As Tolland is part of the EastConn Region, he provided a copy of their calendar. He said by 2015/16 the Legislature wants to have coherency with school start dates, vacations, and other days off within the entire region. He said Tolland's proposed calendar is similar to EastConn's.

Mr. Pagoni asked why the State is doing this. Mr. Guzman explained that the State allowed school districts to enter into collaborative bus contracts to save money, but one hurdle was that various districts' calendars were not in-synch for such things as vacations and start and end dates. This was an attempt to solidify contracts for transportation contracts.



Mr. Clark asked if the Commission looked at changes to the calendar that often happen, such as school cancellations due to weather. Mr. Guzman said they did. He said they realized that efforts to align calendars statewide would not be possible and so a regional approach was their next best effort. Mr. Pagoni noted that Board member Joe Sce is out of town but he gave him an email text to be read at the meeting. Mr. Sce's email suggested moving the February vacation a week or two earlier in the month. By changing the date, it could help families save money on air fares and travel costs as rates might be lower when traveling is done at a different time than most school vacation times. Mr. Guzman noted that some years ago, Tolland moved from having an entire week off in February to just a couple of days. He said he feels they need to try to keep with the regional concept as other area towns are doing.

Ms. Moran asked why parent/teacher conferences were moved to earlier in the year. Usually, they are in December. Ms. Eidson said this was done at the teachers' request. Mr. Swanson said many other districts do the same and parents seem to prefer this.

Mr. Doyle asked if they could take a straw poll on the proposed calendar. Mr. Adlerstein asked for a show of hands if they would be amenable to approving the calendar as presented. All but one Board member raised their hands. Mr. Adlerstein said they will move this to an action item for their next meeting.

#### F. COMMITTEE & LIAISON REPORTS

Policy Committee - Ms. Gorsky reported that the Policy Committee met today and they discussed whether to allow online courses to be used in lieu of when a regular class cannot be taken due to an enrollment conflict. They also discussed Board terms and the possibility of changing or staggering Board terms, especially if the town charter is opened as that would be required for any change. They talked about curriculum needs, including the need for substitutes for professional development.

Mr. Pagoni said he had brought up whether they need to stop their meetings at 10:00 p.m. to take a vote on whether to continue the meeting past 10:00 p.m. He said everyone is aware what time it is and it seems unnecessary to stop the process simply to fill a square.

Ms. Gorsky said their next meeting will be on April 9. They also will be discussing student confidentiality.

Communications and Outreach Committee - Ms. Moran said they will be holding a meeting tomorrow. She provided an update on the website task force. They have four residents and two people from the district who would like to help. Mr. Adlerstein asked Ms. Moran if she can do a charter form for her proposal.

Finance & Facilities Committee – Mr. Doyle noted that their meetings have not been frequent, but they will soon be scheduling them more regularly. He reminded everyone that March 27 is the date for the final workshop on the Facilities Study and the public is invited to attend. Mr. Doyle also reported on the Honeywell volunteer project. He said they met with Jane from Rebuilding Together, Providence, at the Middle School where they talked about potential projects. They are finalizing the scope of work, and it will most likely be a project repainting the bathrooms in the Middle School. This would happen in mid-to late-June and will be open to Tolland community volunteers.

G. CHAIRPERSON'S REPORT – Mr. Adlerstein said he has nothing new to report.

H. BOARD ACTION

H.1 Board of Education Meetings – Proposed Location Changes – Ms. Moran read her proposal to hold meetings in each of the four town schools on a rotating basis. She said this would give Board members and opportunity to experience each of the schools and would give community members greater opportunities to participate. This would mean, however, that they would have to forego the live feed opportunity they have when holding meetings in Council Chambers. She suggested trying it out on a trial basis for the rest of the school year and then reviewing how it went.

Mr. Pagoni made a motion to accept the proposal. It was seconded by Mr. Doyle, and was opened to discussion.

Mr. Clark said he feels this proposal violates the spirit of the by-laws which specify their meetings to be held in Council Chambers. He said they can change the location of their meetings, but the idea was to only do that if they either needed a larger venue or there was a scheduling conflict. He said the town spent a good amount of money for the live feed and camera in Council Chambers and the purpose of that is to reach people who cannot get to Town Hall for the meetings. He said they represent the whole town and they are not a PTO, and so he feels they should have a consistent location where people can regularly expect meetings to be held.

Mr. Doyle asked if they got any sense from Comcast at how quickly the recorded meetings get on the town's website. Ms. Moran said she was unsure what happens to the video of their meetings. Mr. Doyle asked Mr. Clark if he would be more amenable to a meeting schedule that rotated the school venue on a quarterly basis rather than for each meeting. Mr. Clark said he would still prefer they hold their meetings at one consistent location. Ms. Gorsky asked if they might want to consider holding the meetings at the different schools for an entire year—for example, year one at the Tolland High School, year two at Tolland Intermediate School, and so on. Mr. Pagoni said he likes the idea of rotating where they have their meetings amongst the four schools as it gives older Board members who no longer have children in the school system the opportunity to see the schools first hand. He said whatever they decide to do, they need to make sure that the meeting location is prominently displayed on their website. He added that too many changes might become confusing for people.

A reminder was made that the motion before them is only for six more meetings in the year.

Mr. Frattaroli asked if the intent is for Board members and others to see the conditions of the buildings. Mr. Clark noted that the intent would not be to be touring the schools. While it was agreed that this would be true, some Board members felt it would give people a basic view and feel of the school from the parking lot, the entryway and the school up to whatever room the meeting was being held in.

A vote was taken on the motion. Ms. Moran, Ms. Gorsky, Mr. Doyle, Mr. Adlerstein, and Mr. Frattaroli voted to approve. Mr. Clark and Mr. Fraton voted against. Mr. Pagoni abstained. Motion carried.

H.2 A motion was made by Mr. Doyle to direct the Superintendent to implement all-day Kindergarten for the upcoming school year as well as to also reduce the cost to families for our pay to participate and the curricular activity fee. As a Board, he said, they should stand behind this as a clarification for parents and voters and because these items are definite priorities in their budget. He said if they need to go back to the drawing board because some of the budget figures change that they would be

looking at other items in the budget for this. The motion was seconded by Ms. Gorsky. The motion was opened to discussion.

Mr. Frattaroli wanted to clarify that he was never opposed to the concept of all-day Kindergarten, explaining that he initially did not show his support because they have a long list of priorities of which all-day Kindergarten is just one.

Mr. Pagoni asked Mr. Doyle if he might wish to amend his motion to investigate the possibility of allowing parents who do not wish to enroll their children in an all-day program. Mr. Doyle said he did not intend his motion to include an "opt-out".

Ms. Moran asked Mr. Guzman if they had looked into the possibility of having part-time para-professionals in the classrooms. Mr. Guzman said they had looked at it, but they would be hard pressed to do anything beyond para-professionals with a 161,000 cap.

Mr. Doyle clarified that he did not include a cap in his motion. Mr. Guzman said he would favor having paraprofessionals, but he just wants everyone to understand that it is another added cost.

Mr. Doyle said with this motion he wants to provide clarity for voters, for parents and for students that they stand behind the priorities that were communicated as the most important to people and these are also things that people need to be able to plan around.

Mr. Pagoni said he would prefer not to vote now, but nail it down in possibly another two weeks when they have had the opportunity to get more feedback from the public. Mr. Doyle said he feels that have already heard clearly from the public that they want all-day Kindergarten and they want them to address the pay to participate issue. Mr. Adlerstein said he agrees with the priorities but they should not wait until June to make decisions, as it would not be fair to voters.

Mr. Pagoni made a motion to continue the meeting beyond 10:00 P.M. Ms. Moran seconded the motion. Motion was unanimously approved.

A vote was taken on Mr. Doyle's motion. The motion was unanimously approved.

Mr. Clark reminded the Board that they can set things in motion but they cannot hire and teachers until after the referendum.

#### I. PUBLIC PARTICIPATION (2 minute limit)

Rebecca Risley of 103 Mountain Spring Road thanked the Board for their hard work and for listening to them.

Brent Wells of 350 Old Post Road thanked the Board for their commitment. He said all-day Kindergarten and pay to play are about the children and they made the right move.

Dale Kasai thanked Mr. Doyle for the motion and noted that the Town Manager will be looking at their budget. He said the Public Hearing is March 26. He said pay to play is important to parents, and it is important to minimize the impacts on them. He thanked the Board for their work and for listening to the public. He also thanked Mr. Sher for his work on the technology piece and the Board for inviting Sgt. Stevens to talk about a resource officer.

Cathy Gramling of 15 Andrew Way thanked the Board for their passion and hard work. She said this will be wonderful for the children.



Deb Goetz of 176 Kate Lane asked what would happen if the referendum does not pass. What will get cut? She said this was supposed to be a level service budget and now she is concerned that because it is not, something might get cut. She is afraid they might lose teachers or programs.

Tricia Byam of 16 Bonair Hill Road asked Dr. Eidson about her wish list. She said the list did not include resources for writing and that she has not heard her lately advocating for that. Dr. Eidson said they have already bought units of study for a writers' workshop and other pieces of related curriculum.

Kate Vallo of 72 Tolland Green asked if GoogleDocs works on all BYOD platforms.

Michelle Peterson of 44 Wonderview Drive said to Mr. Sher that she is afraid that they are asking for things based on what they think we can afford, rather than what they really need.

J. POINTS OF INFORMATION

Mr. Pagoni asked Ms. Goetz to be patient with her concerns. They have to see what happens with the Town Council and with the voters.

Mr. Doyle said the reason he did not include all the items on the priority list in his motion was because he felt the ones he included were the ones that he felt the voters would most support. He said the public has let them know what is most important to them. He said his best guess from the budget projections is that they will have 346K to fund their priorities. He said his goal is to move past always thinking about what they have to cut.

K. CORRESPONDENCE

Ms. Gorsky said she received one letter regarding testing and three letters regarding curriculum. She said curriculum is an ongoing discussion. She will roll the letters into the slide for their next meeting.

L. FUTURE AGENDA ITEMS

Curriculum Plan along with  
Questions and Responses  
School Calendar Action  
Policy for On-Line Course Work  
Leave of Absence Report  
Healthy Food Certification  
Budget Update

Mr. Guzman noted that they will have the figures for the bus bid at their next meeting. Mr. Clark noted they will also know by their next meeting what the Town Council has approved for a budget and will be moving forward to referendum.

M. EXECUTIVE SESSION

Steve Clark made motion to enter into Executive Session to discuss Personnel Matters. The motion was seconded by Mr. Pagoni. Motion was unanimously approved.

N. ADJOURNMENT

The Board returned to public session at 10:55 pm. Karen Moran motioned to adjourn the meeting.

Bob Pagoni seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

Respectfully submitted,

Annie Gentile  
Clerk (substitute)

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

SPECIAL MEETING – March 19, 2014

Members Present: Sam Adlerstein, Patrick Doyle, Kathy Gorsky, Karen Moran,  
Robert Pagoni, Tom Frattaroli, Steve Clark

Administration Present: William Guzman, SGT. Todd Stevens

The meeting was called to order at 6:35 p.m.

Mr. Clark motioned to go into Executive Session at 6:35 p.m. for the purpose of discussing security matters and invite William Guzman, Superintendent of School and Todd Stevens, Resident State Trooper. Mr. Pagoni seconded the motion. All in Favor. Motion approved.

The Board returned to public session at 7:21 p.m.

Mr. Clark motioned to adjourn the meeting at 7:21 p.m. Mr. Pagoni seconded. All in favor. Motion passed.

The meeting adjourned at 7:21 p.m.



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

**FROM: William D. Guzman**

**DATE: April 9, 2014**

**SUBJECT: Youth Services Coordinator, Nancy Dunn**

Nancy Dunn , Human Services Coordinator for the Town of Tolland, will be at the Board of Education meeting to speak about the potential impact of and need for a Resource Officer. Nancy will discuss the developmental needs of students that may be addressed through the work of a Resource Officer in the schools

WDG:jp

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

**FROM: William D. Guzman**

**DATE: April 9, 2014**

**SUBJECT: Curriculum Development and CCSS**

With the State of Connecticut's adoption of the Common Core State Standards (CCSS) in 2010 has come a continuing variety of curriculum changes nation-wide as well as in Tolland Public Schools. The presentation will highlight those changes and answer questions about the new curriculum and the curriculum process. We will:

1. continue to focus on the teaching of standards,
2. determine the appropriateness of various materials as instructional resource,
3. provide development under the guidance of curriculum coordinators,
4. refine math and language arts units to reflect the learning progression established by the CCSS,
5. work with teachers to strengthen their understanding of standards and instructional strategies,
6. monitor and evaluate teachers in their delivery of curriculum, and
7. use Mastery Manager as an instrument for analyzing student progress towards mastery of the CCSS as well as evaluating the effectiveness of the curriculum.

Also attached are a series of curriculum related questions with responses divided into the following categories:

- Curriculum Implementation
- 21<sup>st</sup> Century Skills and Pedagogy
- Material and Resources
- Funding and Board of Education Needs
- Professional Development and Pedagogy
- Personnel/Evaluation
- Curriculum
- Consistency
- Schedules, Times, Observations
- Communications
- Assessment
- Graduates

# CCSS

## COMMON CORE STATE STANDARDS



VISION  
PLANS  
PURCHASING  
COMMUNICATIONS





# VISION



*The Tolland Public  
Schools will  
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*



# 21<sup>st</sup> Century Skills and Pedagogy

21 <sup>st</sup> Century Learning		
Ways of Thinking	Critical Thinking <ul style="list-style-type: none"> <li>• Recall</li> <li>• Observe</li> <li>• Describe</li> <li>• Compare/contrast</li> <li>• Categorize</li> <li>• Classify</li> <li>• Organize information</li> <li>• Numbers and ideas</li> <li>• Look for patterns</li> <li>• Sequence</li> <li>• Like/Different</li> <li>• Infer</li> <li>• Summarize</li> <li>• Predict</li> </ul>	Creative Thinking <ul style="list-style-type: none"> <li>• Brainstorm</li> <li>• Inventing</li> <li>• Creating</li> </ul>
Ways of Working	Collaborating <ul style="list-style-type: none"> <li>• Listen</li> <li>• Speak</li> </ul>	Communicating <ul style="list-style-type: none"> <li>• Consider audience</li> <li>• Write</li> <li>• Speak</li> </ul>
Tools for Working	Information Literacy <ul style="list-style-type: none"> <li>• Find</li> <li>• Accuracy</li> <li>• Relevance</li> <li>• Read</li> </ul>	Media Literacy <ul style="list-style-type: none"> <li>• Listen</li> <li>• View</li> </ul> Technology Literacy <ul style="list-style-type: none"> <li>• Skills</li> <li>• Safety</li> </ul>
Skills for Living	Flexibility Initiative Social Skills <ul style="list-style-type: none"> <li>• Decision Making</li> </ul> Productivity <ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Problem Solving</li> <li>• Investigate</li> </ul> Leadership	



# Shifts/Practices

Balance of literature and literary non-fiction (K-5)

Literacy as part of science and social studies/history;

Informational text as part of ELA (6-12)

Close reading

Appropriately complex text with scaffolding when necessary

Text-dependent

Writing to inform and express opinions using evidence

Academic Vocabulary

FOCUS, FOCUS, FOCUS – Deeper understanding of fewer concepts (Less focus on data, statistics, probability in elementary math, more focus on number, operations and algebraic thinking)

COHERENCE – One year builds to the next

FLUENCY – These standards expect speed and accuracy

DEEP UNDERSTANDING – fewer standards for deeper study

APPLICATION – use of knowledge in a variety of situations. Problem solving



# Curriculum Documents

[Moving from Binders to Digital](#)

[Moving from Binders to Digital](#)

[Parent Information](#)

<http://www.tolland.k12.ct.us/>



# CURRICULUM IMPLEMENTATION

Subject	Year One (12-13)	Year Two (13-14)	Year Three (14-15)
Math	<ul style="list-style-type: none"> <li>Design unit pre-assessments and post-assessments</li> <li>Design at least 50% of CCSS-based units in grades 1-8               <ul style="list-style-type: none"> <li>Highlight "shifts" in pedagogy</li> </ul> </li> <li>Complete Kindergarten CCSS-units</li> <li>Implement K CCSS units</li> <li>Continue CCSS-unit development Algebra 1A &amp; B</li> <li>Continue CCSS-unit development Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Pilot units designed in year one               <ul style="list-style-type: none"> <li>Implement &amp; review unit pilot pre and post assessments</li> <li>Review instructional strategies</li> </ul> </li> <li>Design remaining CCSS-based units in grades K-8               <ul style="list-style-type: none"> <li>Highlight "shifts" in pedagogy</li> </ul> </li> <li>Pilot units designed in year two               <ul style="list-style-type: none"> <li>Implement &amp; review unit pilot pre and post assessments</li> <li>Review instructional strategies</li> </ul> </li> <li>Monitor implementation at the classroom level</li> <li>Implement guided MATH groups in K-5</li> <li>Implement fluency program K-5</li> </ul>	<ul style="list-style-type: none"> <li>Review/revise/update CCSS Math curriculum based on assessment data and teacher feedback</li> <li>Review/Modify pre and post assessments</li> <li>Incorporate training with Math Tools on the computer in preparation for SBAC</li> <li>Develop rubrics for writing and scoring constructed response answers</li> <li>Develop anchor sets for assessments</li> <li>Create and administer practice performance tasks</li> <li>First administration of SBAC grades 3-9</li> </ul>
ELA	<ul style="list-style-type: none"> <li>Unpack CCSS (Complete)</li> <li>Develop academic and discipline specific vocabulary</li> <li>Understand text complexity and its implications for instruction, planning, and purchasing</li> <li>Understand and write text dependent questions</li> <li>Understand the SBAC assessment</li> <li>Begin unit planning-aligning priority, supporting standards and GLE's to each unit; creating a scope and sequence of Foundational and Language skills; determine placement of three main writing units</li> </ul>	<ul style="list-style-type: none"> <li>Develop CCSS-based units               <ul style="list-style-type: none"> <li>Highlight "shifts" in pedagogy</li> <li>Match instructional strategies to standards</li> <li>Determine resources</li> </ul> </li> <li>Develop unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Implement units designed in year 2               <ul style="list-style-type: none"> <li>Review &amp; revise unit pilot pre and post assessments</li> <li>Review instructional strategies</li> </ul> </li> <li>Create pacing guides</li> <li>Develop rubrics, and anchor sets</li> <li>In conjunction with subject area coordinators create and administer practice interdisciplinary performance tasks</li> <li>Incorporate training with appropriate compute tools in preparation for SBAC</li> </ul>



# Materials and Resources

## Language Arts

If	Then
If we use Core Knowledge – Expeditionary Learning (K-3)	\$28,300
As we compile text sets – old and new resources - About \$3,000 per unit per classroom	\$186,000
If we use some Engage NY units	\$0/unit (lots of paper, toner, printer wear, time)
If we use LC writing “Units of Study”	\$2,800
Digital Supports – K-2 Computers in classrooms – 2/class x \$700	\$37,800



# Materials and Resources

## Mathematics

If	Then
If we use some/all Engage NY units Grades 2-5	\$0/unit (lots of paper, toner, printer wear, time)
Materials \$15/student	$\$749 \times 15 = \$11,235$
If we use CPM Mathematics, Grades 6 and 7	\$32,140
If we use the digital "Math Buddies" in grades K - 2	\$12,000
Computers in classrooms – K-2 2/class x \$700 x 27	\$37,800



# Funding

## Language Arts

Budget 2011-2012	Budget 2012-2013	Budget 2013-2014	Level Funding	Requested
\$92,791	\$97,782	\$56,583	\$56,583	\$94,548

## Mathematics

Budget 2011-2012	Budget 2012-2013	Budget 2013-2014	Level Funding	Requested
\$39,441	\$41,441	\$36,666	\$36,666	\$43,901



# Funding

## Science

Budget 2011-2012	Budget 2012-2013	Budget 2013-2014	Level Funding	Requested
\$71,971	\$71,860	\$64,700	\$64,700	\$104,548

## Social Studies

Budget 2011-2012	Budget 2012-2013	Budget 2013-2014	Level Funding	Requested
\$11,993	\$16,823	\$16,087	\$16,087	\$15,120



# Professional Development

Type	Explanation
Half Day	15 different groups – facilitators and consultant \$30,000
Sub Days	CCSS Implementation
Out of District	State Updates/Training



# **Coaching and Consultants**

## **Benefits**

- coaches and models effective instructional strategies in classrooms and supports teachers in improving their delivery of curriculum.
- conducts staff development activities
- Provides and supports the use of current information regarding state and district curriculum initiatives
- consults in the use of instructional materials.
- supplies resources to teachers to implement the program.



# Learning Data

Mastery Manager





# Communicating Learning

**Standards Based Reporting K-5 = Fall 2014**



Input: [keidson@tolland.k12.ct.us](mailto:keidson@tolland.k12.ct.us)



# Communication



Newsletters

Website [www.tolland.k12.ct.us](http://www.tolland.k12.ct.us)

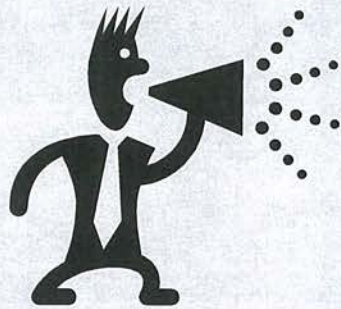
Digital Backpack

Report Card

PTO Meetings

Principal Meetings

BOE Meetings



# Questions by Category

## Curriculum Implementation

- 1. Does Tolland leadership have a vision? What are the pieces to ensure success for all our students? Where is alignment of BOE mission, goals, performance standards, practices and best practice guidelines?**

The following is the established Vision, Mission, Core Values and Student Expectations for our students in Tolland Public Schools. The Strategic Plan is the document that provides guidance for carrying out this vision. Academics is the first goal in the Strategic Plan. The School Improvement Plans for each building build off these academic goals. The specific standards for math and language arts as well as technical subjects are represented by the CCSSs and include 21<sup>st</sup> century learning goals. Science, social studies, music and art standards will be adopted by the state and will also include 21<sup>st</sup> century learning goals. The individual pieces are detailed in the curriculum documents. Summaries of these units are on the district website <http://www.tolland.k12.ct.us> under Parent Resources – District Curriculum.

### **Tolland Public Schools**

#### **Vision**

The Tolland Public Schools will 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.

#### **Mission**

The Tolland Public Schools will educate and challenge students  
to achieve their potential by providing a variety  
of educational experiences  
which will enable them to be productive citizens

#### **Core Values**

- High levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21<sup>st</sup> century world.
- A positive school climate where all members of the school community are safe, respected, and available for learning.
- Learning experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.
- Consistent communications among Tolland Public School stakeholders
- School facilities that support student achievement and provide a safe learning and working environment.



## **Student Expectations**

### **Academic**

Students will:

- \* read, comprehend, and evaluate materials from a variety of subjects and sources.
- \* speak and write proficiently and effectively.
- \* access, evaluate, organize and process a variety of audio, visual, and written information.
- \* create presentations using a variety of audio, visual, and written media.
- \* show the ability to integrate and use technology to receive, access, organize, process, and transmit information.
- \* recognize and assess problems, and select and apply strategies most appropriate to the situation.
- \* develop personal goals and prepare for further education and/or career path.
- \* interpret life experiences by creating, performing, and/or critiquing works in the arts.

### **Civic**

Students will:

- \* contribute to their school, local and/or global community.
- \* demonstrate an understanding of rights, duties, and responsibilities in a democracy.
- \* demonstrate an awareness of and a respect for others in a diverse world.
- \* practice ethical decision making and understand the impact of individual actions on the larger society.

### **Social**

Students will:

- \* demonstrate honesty, integrity, and personal responsibility.
- \* demonstrate respect for self, the individuality of others, and the school and its environment.
- \* demonstrate positive interpersonal skills.
- \* demonstrate an awareness of their own physical and mental wellness and of the productive benefits of a healthy lifestyle.

## **2. Where do I find the kindergarten curriculum?**

Curricula webpages for all curricula are housed on the Tolland Public Schools' website. These webpages summarize all curricula developed since 2003. They were placed on the website in 2009, and updated as curriculum is revised or changed. The string is: <http://www.tolland.k12.ct.us> – Parent Resources – District Curriculum

## **3. What is the curriculum plan? Why are we not doing best practices curriculum development?**

Five year curriculum plans have been developed for all 13 curricula since 2003. Understanding By Design by Wiggins and McTighe is the authority on creating high quality units of instruction and therefore curriculum. We have used their format and approach to curriculum development since 2003. The Connecticut State Department of Education also uses their format for units. We have recently amplified this format for work in implementing Common Core State Standards (CCSS) and for New England Association of Schools and Colleges (NEASC) purposes. In implementing curriculum, we developed a thorough understanding of all standards and required instructional practices and, with these changes in mind, are creating units and selecting appropriate materials. It was strongly voiced by the CSDE that districts not buy a program advertising CCSS alignment. They would, of necessity, not be aligned because of the time needed to shift approaches and depth, normally a four to five year process. A variety of media have reinforced that warning. "Publisher's Criteria" have been developed and these criteria along with others have provided a lens



through which to select programs and materials. The Race to the Top (RTTT) states, with federal money, have contracted with companies to create new materials and these are just now becoming available. The Smarter Balanced Assessment Consortium is scheduled to post a website of vetted materials, spring 2014. The state of Connecticut now has a site that opened on February 4, 2014. Most of its materials are from other RTTT funded states.

**4. What has been the plan in the past?**

In the past, portions of each curriculum were reviewed in a five year cycle. Understanding the monumental task of creating new CCSS curriculum units, original estimates were that implementation would be difficult before the 2014-2015 school year, especially with the availability of quality materials. Implementation pressure resulted in 2012-2013 work being to develop the first units for 2013-2014 with the fall and winter of 2013-14 for work on spring 2014 units. We are at this point presently and anticipate all draft units to be completed by fall 2014. Plans and updates have been reviewed, adjusted and analyzed.

**5. Why have other towns implemented smoothly and Tolland had difficulty?**

Tolland has not had difficulty. Our district, like many other school districts in Connecticut and around the country, is in the process of writing units of study aligned to CCSS. A methodical, well thought through process indicates smooth. There is a lag across the nation in appropriate materials. This creates a challenge. Our process involves incorporating quality materials as they become available, in whole or in part, as dictated by our curriculum. We are currently at this determining stage.

**6. Is it possible for our wonderful teachers and leaders to spend time in other districts who have implemented the Common Core to assist them going forward? Why have or don't we go to other towns and learn from them? Why have you declined invitations to collaborate with Ellington, West Hartford and Farmington? Why don't we routinely visit other districts?**

We are always open to collaborating with other districts especially when supports are not available at the Regional Education Service Centers (RESCs) – EASTCONN or CREC. We find that RESC consultants have a broad perspective on curriculum development as well as implementation procedures and successes. We have had a number of consultants in the past. We have had a State Education Resource Center (SERC) consultant for the past two years at TIS and are currently planning to contract with an EASTCONN consultant. A request made by a Tolland teacher to observe a program in another district would be approved by his or her administrator.

**7. When did you begin long range planning?**

We have accomplished long range planning since 2003. Our CCSS planning began in 2010. Initial work involved creating a 21<sup>st</sup> century structure for a new curriculum. We enhanced our unit planning format, created a digital repository for curriculum rather than paper binders, created a section of the website for communicating unit standards and vocabulary for parents, created parent communications, created grade curriculum brochures, attended workshops on shifts in focus in the curriculum, planned for teacher involvement, and analyzed current resources for CCSS applicability. We had mostly completed the unpacking of the standards with all teachers in individual groups across the district by the spring of

2012. This included language arts and math teachers across the district as well as every other classroom educators, including science, social studies, physical education, music, art, computer, library, technology education, business, family consumer sciences, and world language teacher. Professional development times were used for this purpose. In 2010, the state was attempting cross walks to pinpoint changes and planning their roll out and strategic plan for implementation. Their strategic plan came out in 2012-2013.

**8. Why didn't you write curriculum during summer institutes?**

Groups of teachers write curriculum every summer.

**9. Why didn't you select resources in 2010?**

CCSS aligned resources were not available in 2010. The Connecticut State Department of Education (CSDE) emphasized this point, and repeatedly requested that districts **not** buy materials.

**10. Why didn't you implement math in 2012 in K-3 and 4-7 in 2013?**

We implemented K math in 2012-2013. The others drafts are currently being implemented in 2013-2014.

**11. Why don't you have curriculum binders?**

We have had binders for curriculum since 2003. We found it problematic in updating them with so many copies, so we devised a digital system for curriculum allowing for the linking of digital and digitized resources.

**12. Why don't you eliminate the use of workbooks?**

Consumables such as workbooks, work-texts, worksheets, etc. are not inherently bad, or good. The way in which the consumable is used is what is important.

**13. Why doesn't the curriculum director choose what materials are best and put them in the hands of our teachers?**

Core programs are selected after a thorough investigation into available and suitable materials. Teachers, the subject area Coordinator, and the Director of Curriculum work collaboratively to make decisions about teaching materials. Teachers will often supplement the core program materials with their own resources.

**14. Are we switching to standards based grading?**

Standard based grading has been in grades K-5 for several years. Tolland Middle School is moving towards standards-based grading in the near future.

**15. What are the science and SS curriculum leaders doing now?**

They have unpacked CCSS standards with all science (S) or all social studies (SS) teachers and are supporting the implementation of the CCSS technical standards. They are part of committees investigating the new S and SS content standards (that also have CCSS standards infused into them) that may be approved by the state sometime this spring. They are supporting the units of instruction taking place in classrooms and the unit assessments



associated with those units. They have many other responsibilities delineated in their job descriptions.

**16. What happens during S and SS professional development?**

They have unpacked the technical standards for science (S) and social studies (SS) and worked to support inquiry, delivery of concepts as well as the infusion of CCSS into curriculum.

**17. Why are we waiting until next year to unpack the S and SS standards?**

We did not wait to unpack the technical standards for science and social studies. Content standards are different and have not yet been adopted by the state. There are two different sets of standards.

**18. Why are they working in a vacuum when they are being pulled from teaching time?**

Teachers are always working under the direction of a coordinator or facilitator.

**19. Why are we prescribing workbook pages?**

“Prescribed” Language Arts workbook pages were determined to have instructional value relative to Connecticut’s Language Arts Framework and to certain CCSS.

**20. How is the general teacher perspective represented?**

All teachers have been involved in the process of implementing CCSS. They have analyzed the standards and discussed time requirements, planned sequences of instruction, and helped in the selection of appropriate resources.

**21. Why aren’t we selling a clear detailed plan?**

We have and have had clear curriculum development plans. We will need to advocate for resources as they are identified.

**22. Is the current approach the most effective way to prepare?**

Yes, but it requires time and resources to implement. This is the universal sentiment about CCSS across the nation.

**23. Why didn’t we advocate for all-day kindergarten?**

We have advocated for full day kindergarten. In the past, with staff being cut in other areas, this advocacy had not gone far.

**24. Why doesn’t the Board of Education (BOE) have a clear detailed plan? Why don’t we have a plan with specifics?**

The Board of Education is new and has just asked for our plans. Presentations to the BOE about Common Core State Standards (CCSS) and Smarter Balanced Assessment Consortium (SBAC) have taken place with the previous Board. Our plan is very specific.

**25. Why don’t we see a cost analysis for purchasing writing units?**

We have purchased single copies of writing units and teachers are analyzing these for possible use. If we choose to purchase these or other materials, the costs will be determined.

**26. Why don't we see a cost analysis for sending teachers to Columbia Teacher's College?**

We first need a reason to send them there.

**27. Why aren't we selling this expense?**

The district has not decided that sending teachers to Columbia is a needed expense.

**28. What is handed to and available to teachers for supporting teaching and learning mathematics to ensure continuity and consistency from year to year?**

Units of instruction and other digital documents are available for teachers as are some supporting materials. Continuity and consistency are attained by adhering to the scope and sequence of CCSS and the pedagogical strategies needed to insure student learning.

**29. Why don't we have manuals and bins of manipulatives?**

We do have manipulatives and points in the curriculum where they should be used. We have manipulative needs and will address them appropriately. The resources do need to be available first.

**30. Where are report card tools for reporting to parents?**

As the curriculum is being developed, each unit assessment question is framed appropriately (appropriate level of rigor) and aligned with a CCSS standard. We have the capability of pulling reports for parents about any standard or combination of standards. We are creating a new "card" for fall 2014 and will gather input about the level of knowledge a parent wants about their child's success with CCSS standards. The computer program "Mastery Manager" is the tool that makes standards-based reports possible and has been in use since 2007. We can access desired information digitally.

**31. Where are the teaching and learning documents for how teachers should be teaching and student learning according to best practices with CC standards?**

Teaching and learning documents are housed internally on a password protected site. Paper documents can be printed. There is a Language Arts Handbook which will be updated to align with the new units of study.

**32. Why are there no pacing guides?**

We have had pacing guides for K-8 since 2003.

**33. Why don't units of study include enduring understandings, essential questions, CC standards, assessment, guiding questions/learning experiences/formative assessments?**

Units of study are created using the UBD format which includes standards, essential questions, formative and summative assessments, learning experiences, etc.

**34. How are we preparing young writers to be proficient in three genre? Will they be taught before next year's real SBAC?**

Narrative, informational, and opinion/argumentative writing units are being written and piloted this year in all grades. In addition, teachers are becoming familiar with analytical scoring.



**35. How will a ½ day K program meet the requirements of an all-day K?**

Half-day kindergarten meets in limited fashion some of the requirements for the common core state standards. A half-day program leaves little time for more interactive experiences as well as science and social studies activities. Realizing this, the Board of Education approved an all-day Kindergarten program for the start of the 2014 school year.

**36. How are we to cram 900 hours (K CCSS expectation) into a half day K approximately 400 hours?**

On March 19, 2014 the Board of Education passed a resolution to establish an all-day kindergarten program starting in September, 2014.

**37. How is curriculum being implemented and supported in our buildings?**

Implementation: Teachers are implementing curriculum developed by themselves and the subject area Coordinator. The CCSS teacher team shares and discusses the new unit with the opposite CCSS team. This sharing of new units occurs during PLC meetings or in lieu of faculty meetings. Whenever possible, the subject area Coordinator either presents or facilitates this initial sharing of the new unit.

Support: Implementation is supported by the building Principals, Director of Curriculum, and Curriculum Coordinators.

21<sup>st</sup> Century Skills and Pedagogy

**1. What shifts in philosophies and strategies is Tolland making to support critical thinking?**

The philosophy emanating from the CCSS work is and has been espoused. The realization in the classroom is more of a shift for some teachers than others. The focus on the shifts in CCSS increases the emphasis on critical thinking through, e.g. complex text, research, opinion/argumentative writing, problem solving, etc. Increasing the focus on these in curriculum units furthers 21<sup>st</sup> Century skills. New emphasis will be placed on them with increases in tasks, analysis and problem based learning.

**2. Why don't we do more differentiated instruction in the middle school?**

Differentiation takes many forms, and is the desired result of a close analysis of data and student work. Teachers have received some in-district professional development on differentiation strategies, but additional professional development is needed as we transition to the CCSS.

**3. Why aren't middle school math students engaging in collaborative work in problem solving?**

Middle School students are engaged in collaborative work in problem solving.

**4. Why are we doing round robin read alouds?**

Round-robin reading is not recognized as an appropriate instructional strategy. Two years ago, teachers were given descriptions of other methods for incorporating oral reading into daily lessons.

**5. Why are we not advocating for best practices? Why don't curriculum people advocate for best practices? Why are we not shifting our philosophy and using best practices?**

Curriculum people continuously and relentlessly advocate for best practices. Curriculum coordinators have presented workshops and trainings on a myriad of research or evidence based teaching practices. Several years ago, the four curriculum coordinators compiled a booklet of best practices for each core subject and presented these practices to the entire administrative team. Shifts in pedagogy are and will continue to be a challenge.

**6. What is happening inside the classrooms that is in line with 21<sup>st</sup> Century skills?**

<b>21<sup>st</sup> Century Skill</b>	<b>Definition*</b>	<b>What is happening inside the classrooms?</b>
<b>Ways of thinking</b>	Able to find information, decide what information is relevant, apply material that is relevant, think critically, research and evaluate data to arrive at independent interpretations.	Students have accomplished tasks and research projects involving these skills in library and classrooms.  This is skill W7 in the CCSS and is receiving a more targeted focus.
<b>Ways of working</b>	Able to develop new contacts and use them constructively, work in collaboration with others to arrive at solutions, to respect the sensibilities of people from diverse cultures, how to build rapport in the absence of face-to-face interaction and how to follow the etiquette of virtual conversations.	<ul style="list-style-type: none"> <li>• Students have continuing opportunities for work collaboratively in classrooms.</li> <li>• PBIS supports respect.</li> <li>• The teaching of the ability to build rapport on-line is limited as we currently restrict on-line interactions.</li> <li>• Students are tested in on-line etiquette and internet safety in eighth grade.</li> </ul>
<b>Tools for working</b>	Possess the skills to use digital media, use Internet resources to gather information for effective learning, able to research, collect and select that which is most important, and understand and use visual imagery and graphics	Access to digital media varies from class to class and from building to building. With the needs for the SBAC, access is improving. Digital literacy needs are all throughout the CCSS and are somewhat taught in computer classes and in classrooms with access. We need a more formal digital literacy focus.
<b>Skills for living in the world</b>	Possess skills to manage time, set specific goals and keep updating their knowledge to make sense of changes, manage routine functions as well as problem solving, listen to feedback, question convention, take calculated risks and think outside of the box to come up with creative methods tailor made for specific situations.	A measure of this ability is on the K-5 report card – Non-Academic Learning Skills. Because of its importance, it was separated from academic learning. Encouraging the questioning of conventions, taking calculated risks and thinking outside the box occur more frequently in upper grades.

\* Derived from <http://www.ehow.com>

**Materials and Resources**

**1. Why are you wasting money on something you don't want the teachers using?**

We do not spend money on things we do not want the teachers to evaluate or use. We have purchased some pieces of programs for teachers to pilot. We have not purchased materials from other school districts.



**2. What are teachers asking for in terms of resources or professional support? Who are the teachers able to share their concerns with?**

Teachers are asking for prepared lessons, books, textbooks, and workbooks to support curriculum units. Opportunities to ask for resources and share concerns are always available, especially during curriculum development sessions. Resources they are asking for need to be available, however, and some resources they need to find or prepare on their own.

**3. Why do MS math students have no textbook?**

Some have been using Connected Math modules. Other modules may be acquired. The algebra class is piloting the state Algebra curriculum which is not text based. Resources are analyzed for appropriateness.

**4. Where is the concern about quality programs and resources at TMS?**

There is always a concern about quality programs and resources. We are currently examining many programs and resources to determine their quality and their ability to support standards and the learning process in the classroom.

**5. Why don't we have demo videos, online games, all resources online, spreadsheets ready to go?**

Student Games: We have many math games from Everyday Math that are still very useful. New ones are being identified.

Online Student Games: Some on-line resources are excellent and being used, e.g. BGP website.

Resources Online: Our curriculum is digital and includes resources.

Demo Videos for Teachers: We have PD360 and BloomBoard (BB) videos available on a variety of subjects. We can also create and post our own videos to BB.

Student Demo Videos: Fifth grade has a grant for this purpose – kids making demo videos for kids. We are currently attempting to set up a mini studio at TIS.

**6. There are few books, 15, that are worn and damaged with no variation to account for different reading levels. (Picture was shown) How are we assuring appropriate resources?**

The other side of this room has shelves of leveled books. We do and will need more sources of text.

**7. What is being handed to teachers, so they can implement the common core?**

Best practice is to select materials to effectively teach the standards, not select a text – basal or otherwise – and have it dictate the curriculum. Therefore, curricula that are of necessity not yet fully CCSS aligned are not being purchased and handed to teachers to take care of CCSS. Teachers are receiving professional development on the standards and the changes in materials and pedagogy needed to teach the standards. Materials are being gathered by curriculum groups under the guidance of curriculum coordinators. Vetted pieces of programs or entire programs are being analyzed for possible use. Some are being piloted and/or adapted. Exemplary materials are now (winter and spring 2014) beginning to appear. If a literacy anthology is selected it would not be the curriculum it would be one of many sources as is Houghton-Mifflin.

#### Funding and Board of Education Needs

**1. Where are sufficient funds for resources and training?**

Adequate resources were requested but not included in next year's level funded budget.

**2. Why hasn't our BOE been educated?**

Five of the nine members of the Board were elected in November, 2013. The entire Board has been very involved in developing the District budget for the upcoming fiscal year.

**3. Who is advocating for the absolutely necessary things our schools need? Who has really advocated besides the public? Why didn't you budget accordingly?**

Every year the Superintendent advocates for his budget and every year the town has reduced his request. Last year, the District received a 1% budget increase.

**4. When will the BOE provide funds to support the CCSS?**

The Superintendent has supported funding for the analysis and development of the curriculum to realize the CCSS. Excellent resources are becoming available, many on-line. As we proceed, however, increased funding for resources will be needed.

**5. How will the board of education make sure that our Kindergarteners have adequate resources and are prepared?**

The BOE added all day Kindergarten into the BOE budget for September, 2014.

#### Professional Development and Pedagogy

**1. Why is heavy weight placed on spelling, rote work and no peer collaboration?**

Spelling, rote work, and individual work all play a role in a curriculum, but should not occupy major portions of the lesson. Major portions are devoted to reading, writing, mathematics, listening and speaking. Strategies vary from collaborative work to whole groups, guided groups, read alouds, projects, problem solving, direct instruction, etc.

**2. What professional development are teachers getting? Are PD records Public? They should be. What PD are they receiving?**

Opportunities for professional development are present during 3 ½ days in the calendar, and through CCSS work and workshops held outside the district by various providers. Teachers receive focused professional development in CCSS through work in understanding and realizing the standards during curriculum development. PD records are kept and summary reports are available.

**3. What are the learning goals for teachers and administrators?**

The teacher and administrator evaluation plans, approved by the BOE and CSDE, call for individualized learning goals. Professional development needed to realize these goals is available through the district's early release days (now three and proposed to be seven) and full days, through the evaluation data system, through CCSS work, and through workshops held outside the district by various providers. Summary reports are available.



**4. Why don't teachers have a clear direction? Why does the common core curriculum seem like a marginal unknown to the educational community in Tolland?**

The direction is clear; we teach students to be college and career ready. Tolland teachers, like teachers across the nation, are immersed in the implementation of the CCSS. This requires, and will continue to require intensive professional development to meet the instructional shifts.

**5. Why don't we rely on EASTCONN?**

We regularly utilize EASTCONN as well as the Capital Region Education Council (CREC) for professional development.

**6. Why isn't PD time used more efficiently?**

Efficient use of time is a requirement for all educators. Internal monitoring and facilitating of groups is provided to the greatest extent possible. Occasionally teachers have been given detailed instructions on work to be accomplished if facilitators are not available. Teachers are far enough along now that they should have a thorough understanding of the standards and shifts in instruction to know their needs and be able to work with guidance.

**7. What is our superintendent doing to ensure that our teachers are fully supported through this process? How are teachers being supported?**

The Superintendent has supported our needs the best he can with the budget he is given. Teachers are supported through resources, professional development, and by giving them the time to learn and develop a new curriculum.

**8. What experiences are children having in the classroom?**

The classroom teacher can describe the experiences your child has in his/her classroom. Students are expected to have similar expectations (curriculum), but teachers will enrich the classroom with their own personal styles. We have provided and used pacing guides for the core curriculum for years. Unit assessments are the same and data is collected and analyzed. Teachers have always been involved in unit development and the selection of curriculum supports.

**9. What input are teachers having?**

Teachers have direct input into the curriculum development process. To date, there have been approximately 446 teacher sessions for curriculum work during the 2012-2013 school year, and there will be about 462 this year. This is after a thorough unpacking of the standards during the 2011-2012 school year.

**10. What is the plan for PD?**

Curriculum Coordinators and many teachers attend professional development opportunities available from the CSDE and RESCs.

PD/curriculum sequences are planned:

- a. Writer's Workshop model for writing instruction. The district PD calendar allotted times will focus on this implementation.

- b. Technology workshops. Since the use of technology is included in several CCSS, and quality digital curriculum sources are now available, technology training and access to technology must increase.
- c. CCSS Work. There will be continued implementation work on CCSS curricular units and instructional strategies.
- d. Kindergarten Implementation. Development of full day kindergarten will take place.

**11. What policies are in place to ensure that our teachers are empowered to be lifelong learners? How are our excellent teachers being supported with all the CCS changes?**

Policy is a BOE action. However, the district supports learning for our teachers through:

- Professional development opportunities outside the district. Last year = 80 after school activities, 51 local or national conferences and 18 college coursework completions.
- Professional development opportunities for CCSS teachers inside the district. Last year = 446 in curriculum development, 129 teachers participating in weekly learning team opportunities. 531 in half day workshops and 510 in full day workshops.
- Teacher evaluation program access includes access PD360 a video database of targeted PD opportunities. This access is supported by the CSDE this year and next.

Personnel/Evaluation

**1. Why is tenure a determining factor in retaining teachers?**

Tenure is not a determining factor in retaining teachers. Tenure is the result of an intensive teacher evaluation system.

**2. How are teachers being evaluated and supported?**

Teachers are evaluated through the Teacher Learning and Evaluation Plan and supported through the curriculum development process, and through professional development opportunities both inside and outside the district.

**3. Why are we not doing classroom walkthroughs?**

We have had an active walkthrough process for several years. Our Superintendent initiated this process through support from Harvard and a superintendent's group. This practice was suspended this year due to the increased demands on the administrators' time resulting from CCSS, SBAC and the Teacher Learning and Evaluation Plan.

**4. Who is educating the Board about what is happening in the schools and what should be happening? What are the expectations for these officials?**

Members of the BOE have received reports about the school's curriculum. The new BOE members are in the process of receiving these reports, as well as other reports relative to the operations of the school district.

**5. How do we evaluate curriculum positions? Are they fulfilling their job descriptions?**

Curriculum positions are evaluated through the district Professional Learning and Evaluation Plan. They have detailed job descriptions that they more than fulfill.



**6. Why do we not have strong curriculum leadership? Why are we stagnant in curriculum practices?**

This is an inaccurate assumption. We do have strong curriculum leadership and are moving forward.

**7. Why are parents leading guided reading?**

Teachers are providing guided reading lessons.

**8. Who is advocating for the hiring of coaches, interventionists and building based curriculum specialists? Why isn't hiring of these a requirement? Who is advocating for interventionists and coaches? How many do we need? Who is advocating for building based specialists?**

The district does not have curriculum coaches, or utilize math or literacy specialists in a coaching capacity. Rather, specialists provide direct intervention to students in grades K-8. A request for coaches was submitted - a math and language arts coach in each of the K-5 buildings, interventionists and coaches in the middle school, and a coach/interventionists at the high school. We used to have a language arts consultant in each building K through 8, but these positions were cut due to budget issues. This year level funding was requested by the BOE.

**9. Why don't we have top notch educators working collaboratively with parents, students, concerned citizens, and other Tolland educators?**

This is an inaccurate assumption. We do have top-notch educators working collaboratively with parents, students, concerned citizens, and other Tolland educators.

**10. Why don't we hold administrators accountable for making the best decisions for the district?**

We have an evaluation system that holds administrators accountable for practices as well as outcomes for students.

Curriculum

**1. Why is Tolland using an anthology based reading program that has little emphasis on literature?**

Houghton Mifflin is an integrated language arts program that includes authentic literature as its core. These selections are used for teaching the curriculum. It is expected that leveled readers and trade-books are being used for both guided and independent reading. A balanced literacy approach exposes readers to multiple texts for multiple purposes. This approach is aligned with CCSS.

**2. Why did you buy Houghton-Mifflin second hand from Ellington?**

We did not buy Houghton Mifflin from Ellington. They gave us some materials that they were throwing out. They turned out to be the ones we had also thrown or were throwing out. Their teachers kept the quality materials.

**3. Why are you using a basal reading program as a primary reading program? Why are you not using a multifaceted approach?**

Houghton Mifflin is a literature-based anthology program used to deliver literacy instruction. It is not a basal. Anthology programs are very different from the basal programs most adults are familiar with. Anthology programs offer a multifaceted approach to teaching literacy, but like any delivery method, teacher judgment must be used to meet the needs of the students. Furthermore, HM is just one of many resources teachers use for literacy instruction.

#### **4. Is there a writing curriculum in Tolland?**

Grades 3-8 teachers were all trained in Empowering Writers which has been the major part of the writing curriculum in Tolland. Some training has taken place in grades 1 and 2. The writing concepts to be learned K-8 are in the LA handbook and include all genre. Six Traits Writing is also used and some traits kits purchased. Some anchor sets have been developed and professional development has occurred on the use of analytic rubrics. Writing prompts have been given and analyzed using our data system. "Write Source" has been a source for teachers in grades 5-8. We recognize this area as a need and professional development next year will be in this area and probably will involve a new prescriptive program.

### Consistency

#### **1. We are told the students are doing high level work and they are bringing home low level work?**

All levels of work should be brought home at times.

#### **2. Do we care about our children having consistent and coherent experiences within grades and across grades?**

Yes, therefore teachers are involved in developing curriculum and selecting resources. They have pacing guides and common unit assessments.

#### **3. Why are there discrepancies between classrooms and grades?**

Major discrepancies should not exist between classrooms and grades. Teachers use the same pacing guides, unit assessments, and curriculum documents.

#### **4. Why is there a disconnect between the curriculum report and what is going on in the classrooms?**

What is in the curriculum and what is taught may be problematic, especially during the initial phases of implementation. This is one reason why we insist on involving teachers in the curriculum development process and support them through resources and common assessments. Thoroughly understanding the curriculum and what is required is necessary. An evaluation issue for the Principal will arise if the choice is not to implement what is collaboratively developed, supported and required.

#### **5. What is the policy/expectation to ensure consistent daily writing?**

Policy is a BOE action, however, a guideline for the use of instructional time has been in the Language Arts Handbook, distributed, and discussed since 2002. It was revised in 2010. Creating individual school schedules has been ongoing task especially with the cuts in personnel. The current expectation for writing process instruction in grades 2-5 is 40 minutes– excluding spelling, grammar, vocabulary and handwriting. The kindergarten and first grade expectation is 40 minutes and includes shared writing, interactive writing and a



language experience approach. Middle school writing classes are 51 minutes long. Principals are responsible for monitoring the delivery of curriculum and use of instructional time in their respective buildings. Appropriate delivery of the writing curriculum is a recognized professional development need.

#### Schedules, Times, Observations

**1. How is it acceptable that our curriculum director is not successful at getting the appropriate length of instruction in each classroom?**

The Connecticut State Department of Education does not mandate the amount of time appropriated for certain core subjects. The guidelines established by Tolland's Director of Curriculum is based on research and recommendations by renown experts in that discipline. Building schedules that adhere to these guidelines are the responsibility of the school's administrative team.

**2. Why are there disparities in the implementation of CCSS in Kindergarten classrooms? Some doing minimal math.**

A new CCSS curriculum has been fully developed for math and is being implemented this year. The standards taught are all the same. Materials are provided and available. Some teachers may be using materials that differ in order to meet the needs of different students. We may be using a program supplement next year that provides related home connections.

**3. Why is no one really monitoring classrooms?**

Classroom practice is monitored through the teacher evaluation process, by monitoring data about student learning, and by collaborating with teachers. Even though coordinators and the curriculum director may visit and monitor classrooms, they do not evaluate teachers; Principals evaluate teachers.

**4. How is curriculum implementation supported and monitored by curriculum leaders in the classroom? Who is monitoring the curriculum in the classroom?**

Curriculum implementation is supported through curriculum planning and resources. Coordinators monitor issues through teacher contact in PLCs, emails, and curriculum meetings. Administrators and coordinators monitor student learning through unit assessments. Even though coordinators and the curriculum director are in classrooms they are not there for the purpose of evaluating a teacher's adherence to the curriculum and/or allotted time.

**5. Why are leaders not surveying teachers anonymously and going on regular learning walks in classrooms?**

Staff surveys are accomplished every year – anonymously. We have a regular learning walk program which we chose not to do this year because of all the changes and pressures regarding implementation of many state initiatives such as teacher evaluation, Smarter Balanced assessments and continued Common Core State Standards curriculum development work.

**6. What is the expectation for school leaders to assure consistent daily writing instruction in the classrooms? Who is seeing to it that instructional times are being met?**

This is the job of the Principals and Assistant Principals. They have made hundreds of hours of observations this year. They have been trained and certified as observers utilizing a rubric that has CCSS qualities in it. Best practices training was accomplished in 2010 and is continuous.

Communications

**1. Why have conferences disappeared in the middle school?**

The middle school has conference times available. See the district calendar. Conferences are always available if requested.

**2. Why don't we have math nights and parent handbooks?**

We have had math and science nights. General handbooks are available in each of the buildings. CCSS suggestions for parents have been in newsletters. Grade curriculum brochures are available each year.

**3. Is it a reaction to an unacceptable mandate, a put off, a lack of acknowledgement, or a wait and see attitude that has hindered change? Was apathy guiding bigger decisions because of failing budgets, undefined state measures, poorly sided politics, or that CCC was such a massive undertaking with limited organizational guidelines that it well beyond the resources of staff?**

Implementing the CCSS is a demanding process requiring systemic changes in curriculum, instruction, and assessment.

**4. Is there blame to be had at the state and federal levels, the boards, the tax payers, the parents, the teachers, the administrators or perhaps last year's budget or the town budgets? Is it all so easily explained as another underfunded venture in an underfunded town in an underfunded state? Was it let happen so parents would be up in arms that children would lose instructional time for CCC? Where was the foresight, on federal, state and local levels, to see the anticipated needs and organizational supports to initiate this transition to the new curriculum a few years back?**

Lack of staff and time for preparation for implementation has made this more difficult.

**5. At what point did this turn into a drought?**

It is not a drought. Process takes time, more time than was allotted before implementation and SBAC testing.



**6. Does the Tolland community, ready or not, in agreement or not, and liking it or not, have the grit to take on the challenges and changes of CCC, and get the job done by putting the real problems out on the table, looking honestly at faults, and sustaining interest and loyalty to bring the concepts of commonness and core to life with vision and personal interpretation from what they have known in the past to what they strive for in the future into this sweet, little, quiet, east of the river town in CT as there very, very, very own?**

We are taking on the challenge.

#### Assessment

**1. Why do students re-take tests until they reach an acceptable level?**

Students are not allowed to not learn the standards to an acceptable level. They do not retake summative assessments.

**2. How are assessments being used to guide student learning?**

Every unit of instruction has assessments that are to be analyzed and acted upon in PLC groups. Training was provided for this process.

**3. How are we gathering data?**

Data is gathered and analyzed through a data program, "Mastery Manager". We have used data through this program since 2007 and used Excel sheets before 2007.

**4. Is data on teachers public?**

Evaluative data is not public information.

**5. Are we so focused on what teachers are teaching that we are missing what children are actually learning?**

We have a unit assessment system and analyze student learning on a regular basis.

**6. How do we measure and define our school district?**

We have, as other districts have, used the SPI report, CMT scores, graduation rates, and SAT scores as a measure of our success. The Strategic School Profile also measures our district. We have been defined by others by our socioeconomic status and other indicators to arrive at the DRG C categorization. We do very well compared to other DRG C districts.

**7. Why is Tolland rated at the bottom of the barrel?**

They are near the bottom in funding, but near the top in providing students with an exemplary education as measured by any series of assessments and data.

**8. How could you use CMT as a measure of quality? Scores should be going down if we are transitioning to CCSS.**

We look at CMT and CAPT as a measure of the starting point. They indicate the foundation of learning. Students still learn to read, write and do math which the CMT and CAPT measure. CCSS increases and shifts the rigor and calls for a new way of teaching to support increased thinking, working together, using of tools, and communicating.

**9. Why are there no data analysis tools?**

We have an excellent data analysis tool, “Mastery Manager” by Goldstar Learning. This program houses assessment data for each unit of instruction for each student. The data is organized in several ways including by standard. We, therefore, have a measure of each student’s learning of each curricular standard. We can generate longitudinal reports on each student’s learning. This data is reviewed and acted upon by teachers and Principals.

Graduates

**1. Why are our graduates not graduating from top universities?**

Graduating seniors have attended a wide variety of post-secondary institutions, including the military academics and other top universities: Eighty-seven percent (87%) of the class of 2013 entered post-secondary universities, 62% went to four-year institutions while 25% entered two-year institutions. An annual graduating class report is given to the Board of Education in September or October of each year listing the schools to be attended. These reports can be found on the District website under Board of Education, Agenda-Past Minutes.

Many of our high school students have been able to earn college credits while in high school – a savings for parents. Many are top students at MCC. We have AP and UCONN credit classes. We also have a broad range of classes available for students.

**2. Why aren’t we focusing on keeping our best and brightest students until the end of 12<sup>th</sup> grade?**

The Tolland High School graduation rate is over 97%.



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

**FROM: William D. Guzman**

**DATE: April 9, 2014**

**SUBJECT: CABA – Partial Year Membership**

Sam Adlerstein, Chair, is requesting that the Board of Education consider joining the Connecticut Association of Boards of Education (CABA) for the remainder of the current school year. The cost of membership for the months of April, May and June totals \$2,848.00

WDG:jp

TO: Members of the Board of Education

FROM: Williams D. Guzman  
Jane A. Neel

DATE: April 9, 2014

SUBJECT: Transportation Services 2014-2019 – Bid Award

The Board of Education developed a bid proposal for student transportation services for five (5) years beginning July 1, 2014 and ending June 30, 2019.

The proposal was advertised in the Journal Inquirer and Hartford Courant on February 28, 2014.

Proposals were sent to the following transportation vendors:

- Premier Limousine
- Illinois Central School Bus, Inc.
- Student Transportation-America
- M & J Bus, Inc.
- Specialty Transportation
- Double A Transportation
- Durham School Services
- CTS, Inc.
- First Student
- DATTCO, Inc.

A mandatory pre-bid conference was held on March 10, 2014. Eight (8) vendors attended the pre-bid conference. Clarifications and responses to questions to the bid document were addressed and sent to all vendors who attended the meeting.

The bid opening occurred at the Board of Education office on Monday, March 24, 2014 at 2:00 p.m.

Submitted proposals were received from the following vendors:

- First Student
- M & J Bus, Inc.
- DATTCO, Inc



Based on the alternate bid specifications for "Regular Runs" Current Three-Tier Schedule (including All Day Kindergarten)" the 5-year term results are as follows:

First Student

Year 1	\$ 1,967,997
Year 2	\$ 2,022,135
Year 3	\$ 2,077,760
Year 4	\$ 2,134,885
Year 5	\$ <u>2,193,581</u>
	\$10,396,358

M & J Bus, Inc.

Year 1	\$ 1,991,230
Year 2	\$ 2,050,973
Year 3	\$ 2,102,249
Year 4	\$ 2,154,788
Year 5	\$ <u>2,208,675</u>
	\$10,507,915

DATTCO, Inc.

Year 1	\$ 2,071,194
Year 2	\$ 2,120,238
Year 3	\$ 2,174,772
Year 4	\$ 2,227,476
Year 5	\$ <u>2,283,108</u>
	\$10,876,788

First Student is low bid for the requested bid services for transportation over the 5-year period.

The Administration recommends Board approval of this award to First Student effective July 1, 2014.

WDG/JAN/jp  
attachments

<b>Current Contract: First Student</b>		<b>2013-14</b>	
Type I Conventional	26	251.62	
Type II 18 Passenger	2	225.36	
Type I Wheelchair	2	251.62	
10 Passenger Van	8	225.36	
<b>Total</b>	<b>38</b>		

**2013-14**  
1,197,207.96  
82,481.76  
92,092.92  
329,927.04  
**1,701,709.68**

Description	Quantity	Per Bus/Per Day Cost					Annual Cost					Total Five Year Contract Value
		2014-15 Year 1	2015-16 Year 2	2016-17 Year 3	2017-18 Year 4	2018-19 Year 5	2014-15 Year 1	2015-16 Year 2	2016-17 Year 3	2017-18 Year 4	2018-19 Year 5	
<b>Bidder: First Student</b>												
<b>Current 3 Tier Schedule incl ADK (Alternate)</b>												
Type I Conventional	26	\$ 289.36	\$ 297.32	\$ 305.50	\$ 313.90	\$ 322.53	\$ 1,376,774.88	\$ 1,414,648.56	\$ 1,453,569.00	\$ 1,493,536.20	\$ 1,534,597.74	
Type II 18 Passenger	2	\$ 289.36	\$ 297.32	\$ 305.50	\$ 313.90	\$ 322.53	\$ 105,905.76	\$ 108,819.12	\$ 111,813.00	\$ 114,887.40	\$ 118,045.98	
Type I Wheelchair	2	\$ 289.36	\$ 297.32	\$ 305.50	\$ 313.90	\$ 322.53	\$ 105,905.76	\$ 108,819.12	\$ 111,813.00	\$ 114,887.40	\$ 118,045.98	
10 Passenger Van	8	\$ 259.16	\$ 266.29	\$ 273.61	\$ 281.13	\$ 288.86	\$ 379,410.24	\$ 389,848.56	\$ 400,565.04	\$ 411,574.32	\$ 422,891.04	
Total	38						\$ 1,967,996.64	\$ 2,022,135.36	\$ 2,077,760.04	\$ 2,134,885.32	\$ 2,193,580.74	\$ 10,396,358.10
Increase current year							15.6%	2.8%	2.8%	2.7%	2.7%	

**Bidder: M & J Bus Company**  
**Current 3 Tier Schedule incl ADK (Alternate)**

Type I Conventional	26	\$ 299.00	\$ 307.97	\$ 315.67	\$ 323.56	\$ 331.65	\$ 1,422,642.00	\$ 1,465,321.26	\$ 1,501,957.86	\$ 1,539,498.48	\$ 1,577,990.70
Type II 18 Passenger	2	\$ 299.00	\$ 307.97	\$ 315.67	\$ 323.56	\$ 331.65	\$ 109,434.00	\$ 112,717.02	\$ 115,535.22	\$ 118,422.96	\$ 121,383.90
Type I Wheelchair	2	\$ 299.00	\$ 307.97	\$ 315.67	\$ 323.56	\$ 331.65	\$ 109,434.00	\$ 112,717.02	\$ 115,535.22	\$ 118,422.96	\$ 121,383.90
10 Passenger Van	8	\$ 238.88	\$ 246.05	\$ 252.20	\$ 258.50	\$ 264.97	\$ 349,720.32	\$ 360,217.20	\$ 369,220.80	\$ 378,444.00	\$ 387,916.08
<b>Total</b>	<b>38</b>						<b>\$ 1,991,230.32</b>	<b>\$ 2,050,972.50</b>	<b>\$ 2,102,249.10</b>	<b>\$ 2,154,788.40</b>	<b>\$ 2,208,674.58</b>
<b>Increase current year</b>							<b>17.01%</b>	<b>3.00%</b>	<b>2.50%</b>	<b>2.50%</b>	<b>2.50%</b>

**Bidder: Dattco**  
**Current 3 Tier Schedule incl ADK (Alternate)**

Type I Conventional	26	\$ 306.00	\$ 313.00	\$ 321.00	\$ 329.00	\$ 337.00	\$ 1,455,948.00	\$ 1,489,254.00	\$ 1,527,318.00	\$ 1,565,382.00	\$ 1,603,446.00
Type II 18 Passenger	2	\$ 299.00	\$ 306.00	\$ 314.00	\$ 322.00	\$ 330.00	\$ 109,434.00	\$ 111,996.00	\$ 114,924.00	\$ 117,852.00	\$ 120,780.00
Type I Wheelchair	2	\$ 318.00	\$ 326.00	\$ 335.00	\$ 343.00	\$ 351.00	\$ 116,388.00	\$ 119,316.00	\$ 122,610.00	\$ 125,538.00	\$ 128,466.00
10 Passenger Van	8	\$ 266.00	\$ 273.00	\$ 280.00	\$ 286.00	\$ 294.00	\$ 389,424.00	\$ 399,672.00	\$ 409,920.00	\$ 418,704.00	\$ 430,416.00
<b>Total</b>	<b>38</b>						<b>\$ 2,071,194.00</b>	<b>\$ 2,120,238.00</b>	<b>\$ 2,174,772.00</b>	<b>\$ 2,227,476.00</b>	<b>\$ 2,283,108.00</b>
<b>Increase current year</b>							<b>21.71%</b>	<b>2.37%</b>	<b>2.57%</b>	<b>2.42%</b>	<b>2.50%</b>



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

**FROM: William D. Guzman**

**DATE: April 9, 2014**

**SUBJECT: Board Policy 9190 – Board Policy and Administrative Regulation  
9190 – On-Line Coursework**

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

**Board Policy 6092 – On-Line Coursework**

The intent of this policy is to allow students to take online courses for credit recovery or to take a supplemental course, which is not offered in the current school course catalogue. In the case of supplemental course work, the committee is proposing that the scope of the policy also include courses that are not available to a student due to an enrollment conflict.

WDG:jp

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

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BOARD POLICY

REGARDING: ON-LINE COURSEWORK

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Number: 6092  
Instruction

Approved: 3/23/11  
Revised: 1/9/13

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**Purpose**

The Tolland Board of Education recognizes the importance of technology in education and the growing popularity and use of online coursework. In that regard, and in accordance with Connecticut General Statutes 10-221a, the Board sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

**Statement of Policy**

For credit for online courses to be used toward high school graduation requirements, students must, prior to registering for the course, receive approval from the high school principal and/or his/her designee. The decision of the principal and/or his/her designee with regard to online course credit approval is final.

Approved on-line courses taken successfully by students in grades nine through twelve may be used for credit recovery. Credit may also be granted **FOR STUDENTS IN GRADES ELEVEN AND TWELVE** towards graduation from Tolland High School for **SUPPLEMENTAL** courses taken and awarded credit towards graduation from Tolland High School for the following two purposes:

1. Credit recovery
2. Enrollment in a supplemental course

**F[f]or purposes of this policy, supplemental course means a course which is not being offered due to low enrollment [or], a course which is not presently offered in the school's course catalog, OR A COURSE THAT IS NOT AVAILABLE BECAUSE OF AN ENROLLMENT CONFLICT.**

The number of credits will be determined at the time of approval. No more that 2.0 credits may be applied during any one school year. In addition, the following guidelines must be followed:



1. All on-line courses including summer school on-line courses are to be completed by the student and monitored by the student and/or his/her parent or guardian.
2. The awarding of credit shall be the responsibility of the principal and/or his/her designee.
3. [Grades earned in supplemental online courses will be taken into consideration for grade point average, weighted grade point average, and class rank.] Grades earned in online courses [taken for credit recovery purposes] will not be taken into consideration for grade point average, weighted grade point average, [and] **OR** class rank.
4. Any expenses incurred for taking online courses for credit recovery shall be the responsibility of the student and shall not be the responsibility of the Board of Education.
5. If a supplemental online course is taken during the school year, the student must be enrolled in at least three Tolland High School classes per semester.
6. On-line courses must be taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or offered by institutions of higher education that are accredited by the department of higher education or regionally accredited.

Legal References

Connecticut General Statutes 10-221a (As Amended by Public Act 10-111, Section 16)

**TOLLAND PUBLIC SCHOOLS  
TOLLAND, CONNECTICUT**

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**ADMINISTRATIVE REGULATION**

**REGARDING: ON-LINE COURSEWORK**

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Number: 6092  
Instruction

Approved: 3/23/11

Revised: 1/9/13

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In order to recover credit (**GRADES NINE THROUGH TWELVE**) and/or extend their course choices and educational opportunities, (**GRADES NINE THROUGH TWELVE**) students attending Tolland High School in grades nine through twelve, may apply to take and receive credit for on-line courses provided by an approved on-line course provider.

**A. Application process:**

1. A student wishing to take an on-line course needs to fill in an application form. Course listings/catalogs will be available in the counseling office.
2. Upon receipt of the completed application, the principal or his/her designee will review the application and inform the student of its status. Final approval rests with the principal and/or his/her designee and must be received prior to beginning coursework.

**B. Credit:**

All approved on-line courses taken by students in grades nine through twelve will count as credit towards graduation from Tolland High School, credit being 0.5 for a semester course and 1.0 for a year long course. No more than 2.0 credits may be applied during any one school year.

All on-line courses including summer school on-line courses are to be monitored by his/her parent or guardian.

A **JUNIOR OR SENIOR** student taking a course during the school year for the purpose of extending their educational opportunities must take at least three regularly scheduled Tolland High School courses.

On-line course grades will not be taken into consideration for grade point average or class rank.

Credit for the on-line course will only be granted once a transcript from the program is received, reviewed and approved by the Director of School Counseling.



C. Funding:

Costs for students taking courses for credit recovery are the responsibility of the student and/or his/her parent(s)/guardian(s). The costs for students taking courses to extend educational opportunities are subject to budget appropriations. If no such funds are available, costs are the responsibility of the student and/or his/her parent(s)/guardian(s). If funds are limited, funding decisions will be made by the principal and/or his/her designee.

**TO: Members of the Board of Education**  
**FROM: William D. Guzman**  
**DATE: April 9, 2014**  
**SUBJECT: Proposed School Calendar – 2014/2015**

Attached for your review is the proposed school calendar for 2014-2015. The calendar has 183 school days with the first day of school being August 27, 2014. Four additional Professional Development half-days have been added to the calendar bringing the total to seven half-day sessions falling on September 24, October 29, January 28, February 25, March 25, April 29, and May 27. The tentative last day of school falls on Monday, June 15, 2015.

The Administration recommends approval of the 2014-2015 school calendar.

WDG:jp



## Tolland Public Schools

2014-15



August/Sept. (24 days)				
M	T	W	TH	F
25	26	27	28	29
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	HD	25	26
29	30			

October (21 days)				
M	T	W	TH	F
6	7	1	2	3
13	14	8	9	10
20	21	15	16	17
27	28	22	23	24
		HD	30	31

November (15 days K-8) (16 days 9-12)				
M	T	W	TH	F
3	4	5	PTC-HD	PTC
10	11	12	13	14
17	18	19	20	21
24	25	HD	27	28

December (17 days)				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February (18 days)				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	HD	26	27

March (22 days)				
M	T	W	TH	F
2	3	PTC-HD	5	6
9	10	11	12	13
16	17	18	19	20
23	24	HD	26	27
30	31			

May (20 days)				
M	T	W	TH	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	HD	28	29

June (11 days)				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
LD	16	17	18	19
22	23	24	25	26
29	30			

April (16 days)				
M	T	W	TH	F
6	7	1	2	3
13	14	8	9	10
20	21	15	16	17
27	28	22	23	24
		HD	30	

\*\*There will be an inservice meeting day for high school staff only on the day after the first semester ends.  
**No School for High School students.**

**Note:** If school cancellations occur, efforts will be made to make up days on other than Spring Break.

## DATES

August 27, 2014  
First Day  
June 15, 2015  
\*Last Day  
June 15, 2015  
\*THS Graduation  
\*TENTATIVE

## NO SCHOOL

HOLIDAY = ○

INSERVICE = □

August 25-26  
Teacher Inservice  
September 1  
Labor Day  
October 13  
Columbus Day  
October 14  
Teacher Inservice  
November 7  
K-8 Conferences (PTC)  
November 10  
Veterans' Day  
November 11  
Teacher Inservice  
November 27-28  
Thanksgiving  
December 24-January 2  
Winter Break  
January 19  
Martin Luther King Day  
T.B.D.  
\*\*THS Mid-Semester Day  
February 16-17  
Mid-Winter Break  
April 3  
Contractual Holiday  
April 13-17  
Spring Break  
May 25  
Memorial Day

## HALF DAYS = HD

September 24  
October 29  
November 6  
November 26  
Thanksgiving  
January 28  
K-12 Teacher Inservice  
February 25  
K-12 Teacher Inservice  
March 4  
K-8 Conferences (PTC)  
March 4  
9-12 Teacher Inservice  
March 25  
K-12 Teacher Inservice  
April 29  
K-12 Teacher Inservice  
May 27  
K-12 Teacher Inservice  
June 15  
Last Day of School

\*If there is no school on the PTC scheduled for Thursday or Friday, Nov. 6 or 7, the make-up day will be Nov. 13 and 14.  
If school is closed on the PTC scheduled for Wednesday, March 4 (1/2 day of school), the make-up day will be Monday, March 9 (1/2 day).

PTC = Parent/Teacher Conferences\*

HD = Half Day

LD = Last Day



# **SPECIAL WORKSHOP MEETING MINUTES**

## **TOLLAND TOWN COUNCIL/TOLLAND WATER COMMISSION 1<sup>st</sup> FLOOR CONFERENCE ROOM A**

**MARCH 17, 2014, 7:30 PM**

**MEMBERS PRESENT:** Jack Scavone, Chairman; George Baker, Vice-Chair and Richard Field

**MEMBERS ABSENT:** William Eccles; Jan Rubino; Paul Krasusky and Ben Stanford

**MEMBERS PRESENT:** Eugene Koss; Robert Evangelista; Glenn MacDonald; Vincent Tursi and Tom Rallo

**NOT IN ATTENDANCE:** None.

**OTHERS PRESENT:** Steven Werbner, Town Manager; Jim Luczak, Town Engineer & Utilities Administrator; Beverly Bellody, Human Services

- 1. Introduction of Participants:** The participants introduced themselves.
- 2. Reiteration of potential Council Charge to the Water Commission summarized as follows:**

**A request to the Water Commission to engage in a process to forecast the potential impact on the long range rate structure (ten year time frame) taking into consideration current and future projected customer base, operating expenses and capital improvements needed. Also to examine the options for long range oversight and management of the utility and the financial and operational benefits/detriments of divesting interests of the utility to some other entity.**

Mr. Scavone commented that he brought up this issue with the Council members. He is a financial guy and has no knowledge of water. He knows the CWC is coming through town; they just signed an agreement with Storrs. Last fall, Mr. Langlois presented to the Council a list of expenses that are coming down the road for the TWC. He is concerned that there are only 500 users, and a lot of expenses coming up. He is unsure of what the rates are going to do. Is there a better way to do this? Is there a more economical way to take care of our customers? He doesn't know one way or another. What will the rate structure look like? What are the pros and cons?

Mr. Koss said they want to work with them, although there is more to it than the CWC coming through town. He advised of an Agreement between the TWC and the CWC that was executed 3-4 years ago. The Agreement created a partnership should the CWC come through town. Assets the TWC own would be connected to assets the CWC creates in town. There are a bunch of benefits from that. One of which is that the town system will be getting customers off pipe that they are paying for and that they are putting in the ground to get to UConn. The town system is not static, and has been growing bit by bit. It is in the Tech Zone. There is a housing development that is being proposed as well. He advised that the TWC builds in response to something, not in anticipation of something. They have a business relationship with the CWC. The system is running better today because of that partnership. The only way it would be cheaper for CWC to fix things in Tolland would be to find someone else to skewer. It would be more expensive if they owned the system, rather than the TWC. Their rates are subject to surcharges, etc.

The town owned water systems has good bones and it needs to spend money to make up for maintenance that was deferred. It needs to catch up. There are some items in the budget that when the time is right, and depending on prospective customers showing up, expansion should occur. Those will need to be timed, not based on what the calendar looks like, but what the prospects are to increase sales. Mr. MacDonald said he didn't agree on that statement. Mr. MacDonald said the TWC is facing investments regardless of additional customers. Mr. Koss said the only one on the list is the tank cleaning, which was ignored for 2 ½ decades. Mr. MacDonald didn't disagree, but it is a significant project. Mr. Koss said if this town can get a grant to put astroturf on a football field, then water supplies are much more valuable. This town has been very successful in getting grants for all kinds of things. He has not heard anyone suggesting that the town is going to work



with the Water Commission on getting a grant to solve the problem. Mr. MacDonald was unaware that the town had been asked for assistance to do that. Mr. Koss said he has discussed it with staff, and believes Mr. Symonds did as well.

Mr. Rallo wanted to confirm their charge. He agrees that this is a valid request of the Council. His concern is if there was a sale, who gets the money? He believes they will need to get projections together, which will take some time and effort. He asked when the Council will like them to report back.

Mr. Scavone advised that he hasn't heard of any requests for the town to go after any grants since he has been on the Council. His concern is how would that actually work? Usually, when the town applies for grants, it is for the whole town. The water company only entails 500 customers. Who is going to borrow the half million dollars and pay it back? Mr. Koss said the utility is signing on. It has an enterprise fund setup as a separate unit of the town. When the original system was installed, the customers paid off the loans, the town didn't. If funds are going to be borrowed, the TWC will come to the Council and make a presentation. If the Council agrees, funds could be borrowed, but they would stay with the water system. They are not going to be an obligation of the town. That is usual and customary in this business if you are a municipal water system.

Mr. Werbner said grants are earmarked for certain purposes. If someone is looking for a grant from the TWC then they should approach the Council and himself. Mr. Koss said he agrees. They haven't come to him or the Council, because they are not ready.

Mr. Werbner said this request / charge is not only financial. The inquiry also includes how the Commission is going to be administered down the road. Will there be volunteers to continue to be responsible for the administration of a hopefully growing utility, and a utility that is in need of capital improvements. This is currently is a very active Commission. This could be a growing entity that potentially could get into borrowing, paying back loans and monitoring construction projects. How is that going to be handled? Will it be as a municipal entity or some other entity? Mr. Tursi said a huge step that the town made was hiring Mr. Luczak. Mr. Werbner said if Mr. Luczak is to become the Water Utility Administrator, then we need to plan for that structure. That is why they need to know what the structure will look like going forward. The town has a lot of needs for engineering services. If the Utility Administrator is to become the Administrator of the Water and Sewer Departments on full-time bases that could be a full-time job. Is that cost effective? Mr. Tursi also advised that the Commission has NEWUS, who act as the Commission's operator and maintenance company. He spoke about how they are now doing more preventative maintenance. To look ten years down the road is difficult. They do not know what the various requirements are going to be.

Mr. Werbner said the amount of time that the members have put into the Commission has been almost a full-time job. If those volunteers were not there, who then would pick up the responsibilities? He would like to know if they feel they have a 75% split between town engineer and 25% utility administrator. Five years down the road is that going to become 90% utility and 10% engineer? He'll then need to plan for how he will get his engineering services then.

Mr. Koss said this Commission has taken ownership of this system. Mr. Luczak has been good and responsible. He takes care of things. Mr. Koss wanted it emphasized that the Commission had put in a lot of work because it needed to when there was no engineer available. They didn't want the town to be in violation of anything.

Mr. MacDonald said as far as financial forecasting, their efforts have primarily been one year plans, even though they present a 5 year Capital Plan to the Council. He thinks it is fair for the Council to ask what their long range plan is. Not just a financial plan, even though it will be part of it. How they are going to pay for things included in their Capital Plan. He doesn't want to diminish the size of the projects, and the necessity for managing the contractors. They were being reactive. Now, they are trying to be proactive. With regard to the charge, they need to divide and conquer. They also need to discuss the timeframe.

Mr. Scavone asked them to get together as a Commission, check their numbers and look at different aspects. Put something together and give a best guess as to what it is going to look like within a reasonable amount of time. He said the list presented to them last spring had a big number on it. Another concern of Mr. Scavone's is what will happen when the current members are no longer on the Commission? They all have a passion for water. How will the utility be run?

Mr. Field said they need to find out who has the authority to sell the water company. Mr. Rallo said they would need to speak to some outside people, the town attorney, etc. Some questions are: if the company gets sold, whose money is it? Who owns the piping? What is the ownership make-up? Mr. Scavone said this is getting the cart before the horse. He suggested that they first do this exercise, figure out where they are at and then they'll be at the fork in the road to figure out the rest of these things. Mr. Tursi asked when they would like this done. Mr. Scavone said as soon as they could, but said the TWC can give him a date when they can expect to have it done.

Mr. Koss provided some handouts: an overview of the system, a map, and the TWC Administrative Procedures.

Mr. Rallo suggested the TWC have a workshop. They will discuss the scope of their work, and get back to the Council with a timeframe. Mr. Scavone said that will work. He believes now is the time to start thinking about this. Mr. Koss said the last time the Council looked at this was about 10 years ago. There was a Water Systems Study Committee appointed. They did prepare a report, but as of this date no one has been able to locate a copy of that report.

Mr. Scavone and Mr. Baker said they all appreciate what the Commission does. Mr. Scavone said they just want to make sure they are doing the right thing.

**3. Questions/discussion of participants on any aspect of the potential Council Charge:** None.

**4. Discussion of time frame for the requested process:** The Commission will have a workshop, and will report back to the Council with a suggested timeframe.

**5. Public Comment limited to the subject matter of this agenda (two minute limit):**

**Bob Rubino of 296 Weigold Road:** He heard a comment that the TWC is not an investor owned corporation. As a tax payer, he would say that they are. The tax payers are the investors in this enterprise. You have 500 households who are beneficiaries of your work product. There are 4,500 other households that he feels are underwriting some the operating expenses, if not own the renewable resource which is being delivered to the customer. There are two things: There is the fiscal operating expense year over year. He thinks the Council is asking for a business plan. The second thing: As a stockholder when he hears people are willing to sell off an asset, he gets anxious. You are about to sell an asset to the CWC, and they are going to pump as much water as they want without fear of repercussion to the rest of us in this town that may or may not draw on that aquifer. What is going to happen to the rates, and the sustainability of the aquifer? He thinks water is going to be a valuable asset. He would like them to take a longer view.

**Bobby Chambers:** He was a member of the first organization that owned the system. They ran into a lot of problems because they put in sub-par piping. They fixed it a hundred times voluntarily. They got an estimate to re-pipe the system. They ran through five wells and drained them. Then there was a nice well they were allowed to use for a couple of years. They got to a point where they wanted to finance, but they couldn't get financing for a private water association. So they had to turn everything over to the town of Tolland. They turned over the well, 20+ acres of land, 200 homes were assessed \$3,000+ each. They turned everything over to the town, because they had to. He feels water is the most valuable asset in town. If this gets sold, his main concern is UConn. UConn intends to double in the next fifteen years. They are going to need an awful lot of water. What if they drain us? What will we do then? We'll be without water. We owe the Commission, John Harkins and Ron Littell a debt of gratitude for seeing that this was finalized. He knows they are in a bind, but he would hate to see the system get sold. They went through a lot to get this, and he would just hate to see someone come in and take it away from us.



~~6. Adjournment:~~ \_\_\_\_\_ moved to adjourn the meeting; Seconded by  
\_\_\_\_\_ at \_\_\_\_\_ p.m. All were in favor.

There was no quorum for the Council, so there was no motion to adjourn. The meeting ended at 8:40 p.m.

Michelle A. Finnegan  
Town Council Clerk

\_\_\_\_\_  
Steven R. Werbner, Town Manager

**SPECIAL MEETING MINUTES  
TOLLAND TOWN COUNCIL  
HICKS MEMORIAL MUNICIPAL CENTER  
6<sup>th</sup> FLOOR COUNCIL ROOM  
MARCH 19, 2014**

**Present:** Jack Scavone, Chairman  
George Baker, Vice-Chair  
William Eccles  
Richard Field  
Jan Rubino  
Benjamin Stanford  
Paul Krasusky

**Also Present:** Steven Werbner, Town Manager  
Michael Wilkinson, Director of Administrative Services  
Beverly Bellody, Human Services Director  
Nancy Dunn, Asst. Human Services Director  
Barbara Pettijohn, Director of Library Services  
Tom Ainsworth, Recreation Director  
Lisa Hancock, Director of Finance and Records  
John Littell, Public Safety Director  
Doug Racicot, Asst. Public Safety Director  
Betsy Tanner, Admin. Secretary (Fire)

Meeting called to order at 7:01 pm.

Steve Werbner discussed Human Services, Library, Recreation and Public Safety.

Steve Werbner began by discussing the special projects Beverly works on in the area of grants and project administration. The Human Services budget is decreasing \$5,866 mainly due to the restructuring of a position. Library is increasing \$665 due to salary adjustments and a decrease in other accounts. Recreation budget has no change but includes \$4,000 for the Celebrate Tolland Festival. The recent Recreation survey was discussed as well as the planned dedication for the new Cross Farms Concession Stand on 4/26/14 at 1pm which will also feature the ground-breaking of Adam's Adventure. Public Safety Director John Littell and Asst. Public Safety Director Doug Racicot discussed several issues that they feel need to be addressed going forward including the possibility of combining animal control services with Willington and increased hours for the Fire Marshal. Tolland has the same number of licensed dogs as Vernon, but only 30 total hours split among (2) part-timers. The Fire Marshal only has 15 hours which Public Safety believes is challenging for Tolland's future needs. The future need of a large animal trailer was discussed for Animal Control. The Fire department discussed the CERT program and the desire for a standardized team.

Various accomplishments, goals and needs were reviewed for all departments.

Jack Scavone, Richard Field, George Baker, Paul Krasusky, Jan Rubino, Benjamin Stanford and William Eccles had questions during the presentation on various topics including Fire department spaces issues, animal control issues, Fire highway call percentages, school inspection times and the number of grant awards Human Services takes in.

Meeting adjourned at 8:01 pm.

Respectfully submitted,

Michael Wilkinson  
Director of Administrative Services



**SPECIAL MEETING MINUTES  
TOLLAND TOWN COUNCIL  
HICKS MEMORIAL MUNICIPAL CENTER  
6<sup>th</sup> FLOOR COUNCIL ROOM  
MARCH 20, 2014**

**Present:** Jack Scavone, Chairman  
George Baker, Vice-Chair  
William Eccles  
Richard Field  
Benjamin Stanford  
Paul Krasusky

**Also Present:** Steven Werbner, Town Manager  
Michael Wilkinson, Director of Administrative Services  
Beverly Bellody, Human Services Director  
Nancy Dunn, Asst. Human Services Director  
Resident Trooper Sgt. Stevens  
Resident Trooper Merrill  
Linda Farmer, Town Planner  
Lisa Hancock, Director of Finance and Records  
Glen LeConche, Building Official  
Jim Luczak, Town Engineer  
Sam Adlerstein, BOE Chairperson

Meeting called to order at 7:00 pm.

Steve Werbner discussed Law Enforcement, Planning & Community Development and General Government.

Todd Stevens discussed the Law Enforcement budget. He stated there have been 37 calls for service since 9/1/13 at Tolland High School. Also, 39 school shooting incidents nationwide since 1/1/14. He also discussed school issues and school safety. He talked about Nancy Dunn working on the Voices program with Trooper Merrill. Steve Werbner reinforced that a number one need in schools is a School Resource Officer. He recommends that if 80% not found by BOE that the BOE budget figure be reduced by that amount and give to Town budget for the School Resource Officer. Sam Adlerstein, BOE Chairperson, thought that Todd and Steve articulated the need for the SRO well, but that there may be concern by some that issues in the school(s) will be elevated with a law enforcement presence. Steve Werbner went on to discuss the budgets of Planning, Building Official, Town Engineer, Town Manager, Town Council, Human Resources and the rest of General Government. Linda Farmer discussed her budgets also including the impact of municipal projects on the building office. It was stated that Health Insurance costs are now down to a 10% increase. Various accomplishments, goals and needs were reviewed for all departments.

Jack Scavone, Richard Field, George Baker, Paul Krasusky, Benjamin Stanford and William Eccles had questions during the presentation on various topics including the Law Enforcement budget, the School Resource Officer, Planning and Development and General Government.

Meeting adjourned at 8:21 pm.

Respectfully submitted,

Michael Wilkinson  
Director of Administrative Services

## MEETING MINUTES

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

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

**MEMBERS ABSENT:** Richard Field and Paul Krasusky

**OTHERS PRESENT:** Steven Werbner, Town Manager; Lisa Hancock, Director of Finance and Records; Clem Langlois, Public Works; Dorothy Mickiewicz and Richard Knight of Conservation Commission

1. **CALL TO ORDER:** Jack Scavone called the meeting to order at 7:30 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:**

- 4.1 Recognizing the month of April as Fair Housing Month.

Jack Scavone read the following Proclamation:



Proclamation

WHEREAS, April 2014 marks the 46<sup>th</sup> anniversary of the passage of Title VIII of the Civil Rights Act of 1968, commonly known as the Federal Fair Housing Act; and

WHEREAS, Fair Housing is the legal right of every American, and is important in ensuring all Americans a free choice of housing location limited only by one's means and/or desires; and

WHEREAS, this law guarantees that housing throughout the United States should be made available to all citizens without regard to race, color, religion, sex, familial status, disability or national origin; and

WHEREAS, the laws of this nation and our state seek to ensure such equality of choice for all transactions involving housing.

NOW, THEREFORE, the Tolland Town Council, on behalf of the citizens of Tolland, proclaims April 2014 as

## Fair Housing Month

and request that all citizens and businesses of our community reaffirm their commitment to Fair Housing for all, and wholeheartedly recognize these rights and responsibilities throughout the year.

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



**MaryAnn Delaney of 195 Old Post Road:** Re: 7.a.1. – She had the opportunity to read the letter from Dorothy Mickiewicz regarding the proposed changes. She agrees that the Ordinance would be better placed separately and rewritten in order that the lands, which are not truly recreation areas but are open-space and passive recreation areas, be removed from the language of the parks. They should be placed under the jurisdiction of a commission, ideally the Conservation Commission. With regard to the allowance of mountain bikes on these properties, she is a hiker and a runner and she would like to have the lands remain passive recreation and open-space conservation areas. She is in favor of maintaining them as only having minimal trails through them, and not to allow other recreation in them. They are not recreation areas, they are conservation areas.

**Richard Knight of 31 Bonair Hill Road:** He read a letter from **Roseann Kellner Gottier of 120 Bald Hill Road.** The letter concerned mountain biking on conservation lands. She does not believe the sport is appropriate on the lands. Tolland's conservation lands are not parks, and mountain biking must be prohibited on Tolland's conservation lands. **(See attached letter.)**

**John Durand of 309 Sugar Hill Road:** Item 7.a.1. is a big subject for him. He provided the Council with a letter entitled "Do It In The Parks." It states the clarity between parks and open-space. Conservation lands should be called "Conservation lands" and should be kept separate. He is fearful that allowing mountain biking will destroy any work done over the last 14 years. He asked the Council to not allow anything that will cause damage to the properties. The properties are meant for feet. **(See attached letter.)**

**Gisela Broderick of 143 Old Post Road:** She is against allowing mountain bikes on these trails. She is not against mountain biking, but she is against destroying these natural habitats. She echoes all the sentiments made from the others above. Conservation land and parks are two different things and the distinction should be made. She'd like the Council to conserve the land, not to destroy it.

**Sherry Trice of 108 Sharon Drive:** She is here to voice her support to not allow mountain biking on the conserved lands in Tolland. Mountain biking is currently allowed on the 400 acres of Crandall's Park. She would like the beauty of the lands kept in place. She is concerned about a liability issue as well. She mentioned a lawsuit that occurred in the town of West Hartford that involved a mountain biker. If we open these properties for mountain biking, she thinks we are opening ourselves up to some potential and serious litigation down the road.

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

### **7a. REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:**

#### **7.a.1. Conservation Commission:**

**Ordinance Change:** Richard Knight of the Conservation Committee said he believed the background material the Council had received should be self-explanatory. The change has to do with rewriting and updating the Ordinance with respect to Parks & Recreation areas. The main issue is clarifying the regulations, and the second issue is to be able to enforce those rules and regulations.

**Mountain Biking:** Dorothy Mickiewicz, Conservation Commission, spoke on the matrix entitled Conservation Commission Standards for Mountain Biking and Horseback Riding Use of Trails. She said they created this matrix so that if they were ever questioned as to why they made a decision, they could refer to this document. They did vote to have no horseback riding on any of the properties. The reason for doing so is because of the damage they could do, and the sturdiness of the bridges. The bridges are not built to carry the weight of a horse. With regard to mountain biking, some properties do currently allow mountain bikers. For example, the Campbell property does allow for biking, but they are removing two areas that are very steep. She continued to review the matrix. On some of the properties where biking is allowed, they are removing some of the areas. In the DEP Open-Space Water Shed Land Acquisition Grants, they define passive recreation areas as not allowing motorized vehicles and you also can't construct a field. They allow mountain biking, horseback riding, and



fishing. Conservation lands are to be used by the public. The properties are always being monitored. They can change their management plans at any time should the need arise.

Ms. Rubino asked if there have been any complaints or issues with regard to mountain biking on any of the trails or properties. Dorothy Mickiewicz said she has never had a formal complaint. Although, there have been those that have said they've been startled by bikers on the trails.

Mr. Eccles referred back to the comment made prior regarding the concern of potential litigation, and asked if the town was insured for this type of problem. Mr. Werbner said yes, the town does carry insurance for these types of claims, but would be responsible for the deductibles.

Ms. Rubino said many people agreed that they wanted open-space. She believes the Conservation Commission has done a good job monitoring the trails. She would have a hard time saying no mountain bikers are allowed on the trails. She has been a member of the Conservation Corps, and has never heard any complaints regarding mountain bikers.

Mr. Stanford added that this would be difficult to monitor.

Mr. Baker asked if there were bikers out there looking for this. What is the impetus behind this? Dorothy Mickiewicz said she doesn't see this as a big issue, but it also is not new. They are keeping mountain biking on properties that have it. They are simply tightening up which trails can be rode on. They are not creating new mountain biking areas.

Mr. Scavone reminded that the Conservation Commission could change this at any time.

**Crystal Peat Property:** Ms. Mickiewicz said they spoke of the Crystal Peat Property about a year ago. This property was a donation of 30 acres off of Cook Road. They would like on record that the Conservation Commission is in charge of running the property.

**Conservation Easement:** Dorothy Mickiewicz said they would like for Linda Farmer to work with attorneys to make a change to the Sage Meadow Conservation Easement, which is held by Joshua's Trust. The easement contains wording that says there is no farming. They consider haying to be farming. In a cost effective way to keep the field open, it needs to be hayed. If they don't hay it, it would need to be mowed, which would cost money. Haying is something that might be able to be work out with a farmer. If the farmer hays the field, he can keep the hay. The Council agreed to let Ms. Farmer work with the attorney on this matter.

It was determined that Crystal Peat and discussion on the matrix issues would be put on the next agenda, as well as holding a public hearing to change the ordinance.

**7b. REPORTS OF TOWN COUNCIL LIAISONS:** Karen Moran updated on the panel presentation that was given on Sunday. It was excellent. There were a lot of students that took part. The accreditation work continued yesterday and today. She advised that this Thursday will be the final DRA workshop at THS Library @ 7:00 p.m. Steve Clark commented further on the accreditation process, and reminded that the next regular BOE meeting is April 9<sup>th</sup>.

Mr. Stanford updated on the WPCA meeting: He said there is a great opportunity to bring in a waste service company to provide a waste disposal facility to our town. It would increase their revenue, and there would be no cost to the town. It's a win/win situation.

Mr. Baker updated on the PZC meeting: They held a public hearing on the day-care proposal located on Merrow Road, which would incorporate a petting zoo. The day-care got approved. The PZC is also looking at the medical marijuana issue. In particular, they would like to get regulations in place regarding distilleries in case an application comes forward. The Gottier project is still being looked at.

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



## 8.1 Further discussion of Charter Revision Commission.

Mr. Scavone thanked Mr. Werbner for providing the Council with background information on this item.

Mr. Eccles said he is somewhat in favor of making revisions to the Charter in order to take care of some things, but he can't see doing these changes now given the current fiscal climate we are in. Ms. Rubino is in agreement. She said the list provided to them did not contain significant changes. She also doesn't believe this Council has the time. Mr. Baker, Mr. Stanford and Mr. Scavone all agreed with Eccles and Rubino. It was decided that this would be put back on the shelf. Mr. Werbner suggested that when this Council ends their term, they leave a memo for the new Council regarding this item for future consideration. The members agreed.

## 8.2 Consideration of a resolution authorizing the revision of the Town Purchasing Policy.

Mr. Werbner updated that one of the goals of the Finance Department this fiscal year was to update the Town's Purchasing Policy. The revisions set forth in the policy will incorporate stronger controls over various areas of purchasing including language that will coincide with the Town's ethics code for purchases made with vendors who are also Town employees or have a family relationship to a Town employee. Thresholds for purchase order requirements have been adjusted to also coincide with the ethics policy as well as to create some efficiency in the department processing of Town purchases. Our Town Auditor recommendations for purchasing control have also been incorporated into the document.

The policy exceptions section has been updated to include the several new areas where we can take advantage of savings and efficiencies by using the services of other governmental entities or contract arrangements. There is a provision for special circumstances for the Town Manager to have the ability to waive a bid or quote requirement. There are other Towns within the State which have incorporated this language because there have been missed opportunities due to time critical situations or where a formal process would result in substantially higher costs to the Town or inefficient use of personnel, or cause substantial disruption of Town services. The Town's policy for using credit cards, employee reimbursements and travel reimbursements have been documented so that there is a clear understanding of how approvals for these items must occur. They have also reviewed all suggested changes with the staff. He thanked Ms. Hancock for her work.

Mr. Eccles talked about the reference to specific places to find forms on the various servers. If that place changes, would it require coming before Council again to say it's not the 'J' drive anymore? Ms. Hancock said that is a good point and suggested revising it to say that there will be a place on the server and then it could be announced.

George Baker read the following resolution ***with the understanding that a change will be made to the policy regarding the location of the forms:***

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby approves the Town Purchasing Policy revisions as presented.

Seconded by Bill Eccles. All in favor. None opposed.

## 8.3 Consideration of a resolution authorizing the submission of a Historic Documents Preservation Grant.

Mr. Werbner said this is the annual grant that the Office of the Public Records Administrator is authorizing a grant cycle for fiscal year 2014-2015 which will be granted on or before July 31, 2014. A proposal from ACS, a Xerox Company, indicating price and procedure of scanning archived microfilm for the Town's land records has been received. Volumes have been estimated to cost \$5,000. It is requested that Council adopt a resolution empowering him to execute and deliver in the name of and on behalf of the Town of Tolland an application and contract with the Connecticut State Library for a Historic Preservation Grant. Grant applications are due by April 30, 2014.



George Baker read the following resolution:

**RESOLVED:** that Steven R. Werbner, Tolland Town Manager is empowered to execute and deliver in the name of and on behalf of this municipality a contract with the Connecticut State Library for a Historic Documents Preservation Grant.

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

8.4 Appointments to vacancies on various municipal boards/commissions.

Ben Stanford motioned:

to re-appoint **Vincent Avino** to the Zoning Board of Appeals as an Alternate, new term 11/6/13 – 11/6/15; and

to appoint **Robert Green** to a permanent position on the Zoning Board of Appeals from his alternate position; and

to appoint **Tom Farrish** to the Veteran's Recognition Commission.

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 listed out upcoming budget dates:

~Public hearing tomorrow night (03.26.2014) at THS;

~April 1<sup>st</sup> the Council will adopt their budget;

~April 23<sup>rd</sup> the Council will hold their public hearing on their proposed budget for the referendum; and

~The referendum is May 6, 2014.

11. **ADOPTION OF MINUTES**

11.1 March 11, 2014 Regular Meeting Minutes: Ben Stanford moved to adopt the minutes; Seconded by George Baker. All in favor. None opposed.

11.2 March 12, 2014 Special Meeting Minutes: George Baker moved to adopt the minutes; Seconded by Bill Eccles. All in favor. None opposed.

11.3 March 17, 2014 Special Workshop Minutes: **Approval is not required since this was a workshop.**

11.4 March 19, 2014 Special Meeting Minutes: George Baker moved to adopt the minutes; Seconded by Jan Rubino. All in favor. None opposed.

12. **CORRESPONDENCE TO COUNCIL (see attached)**

12.1 E-mail from David Barrow re: Field use issue; and

12.2 E-mail from Dorothy Mickiewicz re: Rare Atlantic White Cedar Forest in SW Corner of Tolland – Hartford Courant Article by Peter Marteka

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** None.

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

**Dorothy Mickiewicz:** She spoke of the rare Atlantic white cedar forest she visited.



15. **ADJOURNMENT:** George Baker moved to adjourn the meeting; Seconded by Ben Stanford at 8:30 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk

## **SPECIAL MEETING MINUTES**

### **TOLLAND TOWN COUNCIL TOLLAND HIGH SCHOOL - AUDITORIUM MARCH 26, 2014 - 7:30 P.M.**

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

**MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Steven Werbner, Town Manager

**1. Call to Order:** Steven Werbner called the meeting to order at 7:30 p.m.

**2. Public Hearing Item:**

**2.1 2014-2015 Budget Proposed by the Town Manager**

Town Government	\$11,247,511
Capital Improvement Reserve Fund	\$ 86,456
Board of Education	\$37,299,689
Debt Service	<u>\$ 4,542,176</u>

<b>Total Proposed Budget</b>	<b>\$53,175,832</b>
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Mr. Werbner began by thanking everyone who has given him input during this budget process. He thanked the BOE and Council for all their work and the hours invested. The budget he is recommending reflects what he feels is absolutely needed for the next fiscal year.

He said we are approaching a new age. What is he talking about? It is a method of budgeting that looks at the needs of the town and the BOE, a review of the most cost effective method of delivery, the establishment of combined accounts that are centrally managed (particularly in the areas of utility and health insurance expenses), and the establishment of appropriate reserve accounts to address future needs and rate fluctuations. A more detailed understanding of such things as open dialogue, a realization that tax payers deserve value for the investment that they make in governmental services, that short and long term planning is essential at all levels of government, and the continuation of building trust levels between the BOE and town so that information vital to the decision making process of both entities can be readily available and the realization that not all priorities can be addressed in any one fiscal year.

He pointed out that this budget provides expenditures within town accounts for the maintenance of BOE property, including the artificial turf field, as well as town and BOE HVAC systems. It allows for combined health and utility funds, continues combined purchasing of fuel, gasoline and electricity, continues to combine planning and implementation of security improvements, and provides funds for a comprehensive behavioral improvement program featured by the reinstatement of the School Resource Officer position through the Connecticut State Police. In addition, the debt service and capital improvement portions of the budget includes costs for both the town and BOE. His point is that costs for our total services are not found just within the individual budgets of either the town or the BOE. For that reason and many others, we need to continue to work on transparent budgeting that builds trust, not only in the numbers, but the needs.



He feels strongly that in order to convince tax payers of the need to increase the taxes to a level that he is recommending, they must see value added for which there is a demonstrated need. The needs are many, and cannot fully be addressed this fiscal year. In his opinion, the two needs that can be addressed immediately by this budget are all-day kindergarten to meet the common core requirements and a School Resource Officer.

He did not speak to all-day kindergarten, because that is being discussed by the BOE. He did, however, talk about the Resource Officer. Why is one needed now, when we have other educational needs such as computers, curriculum, etc.? Tolland used to have a resource officer, which was shared with the town of Mansfield. The State Police eliminated the position several years ago, and a federal grant was no longer available. He went on to explain the importance of having a School Resource Officer present. It can improve the educational climate and decrease the number of arrests occurring on school property. Most schools today have the implementation of a school resource program at the top of their agenda. The Superintendent is in agreement with Mr. Werbner on the need to implement the program now. In his opinion, the expenditures of dollars for this purpose are of the greatest importance to the town.

He had cut the funding from the town's budget, assuming that the school system would pick up the cost for the Resource Officer. As this point, while this is one of the BOE's priorities, they are not prepared to commit to funding the position. If we were wait to create the position now and want it at a future date, it could be several years before it would be our turn for an additional officer based upon the State of Connecticut's manpower concerns. As part of his revised budget, he is recommending to the Council that when they adopt their budget, they reduce the BOE budget expenditure request by \$110,000.00 and add that to the town budget to be able to fund this position for use by the BOE. In doing this, it should in no way impact the base budget of the BOE or its two additional priorities of all-day kindergarten or reducing pay for play costs. It is his understanding that the BOE has identified funds for this position within savings in their budget, savings such as reduced costs for insurance and fuel.

We need to encourage the community to endorse this budget so that we can continue to meet the immediate needs of the town and our BOE.

His presentation was given with the use of a PowerPoint. The first few slides outlined the FY 2013-2014 Achievements. The achievements include, but are not limited to: Receiving from Standard & Poors Financial Rating Institution the designation of "AAA", which is the highest municipal rating possible; the town and BOE are proceeding with the construction phase of the performance contracting to upgrade the HVAC systems at school and town facilities through energy cost savings; work is being done on the HVAC system at town hall; and there will be the installation of an elevator for handicap accessibility.

The budget process was reviewed. **The Referendum this year will be on May 6, 2014.** If the budget is defeated, votes will be every two weeks until a budget is passed. A list of meetings to come was shown.

What is a budget? It is the financial and operating plan for the community for the next fiscal year. With regard to the BOE, the Town Manager and Council can only determine a bottom line number by state law. The allocation of resources is the sole prerogative of the BOE.

The manager's budget goal, which has been the same for a number of years, is to produce a budget that takes into consideration the expenses of all town departments and available revenues and is realistic in light of the economic times and can be sustainable in the future. Sustainability is an important part. No one wants to put a program in place and then find out that the program is not sustainable in a subsequent year.

## **SPECIAL MEETING MINUTES**

### **TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM**

**APRIL 1, 2014 – 7:30 P.M.**

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

**MEMBERS ABSENT:** None.

**OTHERS PRESENT:** Steven Werbner, Town Manager; Lisa Hancock, Director of Finance and Records; Clem Langlois, Public Works; John Littell, Public Safety/Fire Chief

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. **Public Participation (2 minute limit)**

**Dale Kasai of 32 Marbella Lane** – He thanked the Council, the BOE members and our Town Manager for all their involvement with this year's budget. You allowed the public in the process. He thanked them for allowing participation, so that people like himself could speak and voice his opinion. He supports this budget.

**Patrick Doyle of 8 Lakeview Drive Ex.** – (Vice Chair of the BOE) – He echoed the appreciation for the partnership that they have been able to have between the Council, BOE, Town Manager and the Superintendent. It has been great having this level of partnership as the budget gets put together. He believes they can count on the same level of partnership as they move forward with implementing what is in the budget. He is looking forward to what is ahead. He stands behind this budget.

#### **5. Consideration of the Town Council's Proposed FY 2014-2015 Budget**

In order for the Council to begin their discussion on the suggested budget, Mr. Baker read the proposed resolution.

**WHEREAS**, the Town Council has reviewed the Town Manager's proposed budget and has made certain modifications to estimated revenues and expenditures, the details of which will be properly incorporated into the total budgetary document by the Town Manager and Director of Finance and Records;

**NOW, THEREFORE, BE IT RESOLVED**, by the Tolland Town Council that it hereby adopts a FY 2014-15 Town Operating and Capital Budget in the amount of \$53,175,832 to be appropriated as follows:



CATEGORY	AMOUNT
Town Government	\$11,357,619
Board of Education	\$37,189,581
Debt Service	\$ 4,542,176
Capital	\$ 86,456
<b>TOTAL</b>	<b>\$53,175,832</b>

Said appropriations shall require a .86 increase in the mill levy for a 2.849% increase in the current tax rate, or 31.05 mills.

**BE IT FURTHER RESOLVED**, that the Town Manager, pursuant to the requirements of the Town Charter, is authorized to advertise this budgetary outlay as part of the April 23, 2014, Annual Budget Presentation Meeting at the Tolland High School Auditorium at 7:30 p.m.

The Council had discussion on this item starting with Mr. Krasusky. He is pleased with how they have arrived at the information and how everyone, the public in particular, worked together. He thinks the results will fill in the needs that need to be addressed.

Ms. Rubino supports this budget. She realizes there are concerns about the Resource Officer position coming back to the town. She does support this, and is hopeful that as the BOE is given the opportunity to work with members of the town and administrators to make sure that everyone is comfortable with the way it is implemented. She believes the process is important.

Mr. Field supports the budget. He likes the way it was arrived at, with cooperation between the majority, minority and all residents in town. This is the way it should be done. He supports it 100%.

Mr. Eccles said the issue of the School Resource Officer had him concerned, but once he heard the benefits that the SRO offers to the town and the BOE, he believes this is an investment that we need to make for this town and this is the proper way to do it. He commended all participants, and he stands behind this budget as being the best thing we can offer to Tolland.

Mr. Stanford has struggled with some minor things. The BOE has done a great job in going through their process. They met their goal of a level service budget. However, he is surprised that there is now the potential for another \$350,000 of additional savings or revenue for next year. He is not sure if that could have been found before they voted on their budget or not. He is concerned with the priorities that they have. He doesn't believe all-day kindergarten should be the number one priority. He believes facilities are an issue. There was a \$40,000+ operational cost to replace a fire panel, and he is concerned there are more items like this that are not being addressed. These things could be addressed by setting aside some of the money that is found between now and the end of the year. He suggests these monies be put in the reserve account to address those items. He also believes technology and curriculum are priorities. He can't tell the BOE how to spend their money though. He also raises concern for the time it will take to implement all-day kindergarten. If the budget passes in May, will they have the time to develop the curriculum and implement it for September? He doesn't believe there is enough time to hire teachers, train them and get them the classrooms needed. He suggests moving it a year out. He also mentioned that the one year pilot program for residential homes should be expended to cover all buildings, or narrowly focusing it towards commercial and industrial. Also, there are proposals from the town manager to increase the hours of the Animal Control Officer, as well as the Building Inspector. He would like to see those funded. There are some other minor things too. Even with his minor concerns, he stated that he was behind this budget 95-98%.

Mr. Baker said he supports this budget. He was pleasantly surprised at the process. He appreciates all the work that has gone into this. He is happy with the cooperation with the BOE. He thinks that if you are going to have an increase in the budget, you need to show the people that they are getting something for the increases in their taxes. He believes this budget does this. He thinks the BOE's priorities need to be clear, and he hopes they set them right. He will support the budget and advocate its' passage.

Mr. Scavone said that the process the town went through this year was open and honest. He believes they came up with a budget that is fair, and it is what is necessary at this juncture for the Town of Tolland. Is it perfect? It's close. It's as close as they are going to get it with the hand that they've been dealt. There are opportunities to tweak little things, since we are only voting on the number. This is the best product that he has seen since he has been sitting on the Council, and he is proud to present this to the citizens.

Ms. Rubino said the due diligence that the BOE has put into this makes her confident. They have tried to make this as transparent to us as possible, which is really hard. This BOE has worked hard to make sure that we understand their needs and numbers.

#### 6. Approval of Budget Resolution

George Baker read the following resolution:

**WHEREAS**, the Town Council has reviewed the Town Manager's proposed budget and has made certain modifications to estimated revenues and expenditures, the details of which will be properly incorporated into the total budgetary document by the Town Manager and Director of Finance and Records;

**NOW, THEREFORE, BE IT RESOLVED**, by the Tolland Town Council that it hereby adopts a FY 2014-15 Town Operating and Capital Budget in the amount of \$53,175,832 to be appropriated as follows:

CATEGORY	AMOUNT
Town Government	\$11,357,619
Board of Education	\$37,189,581
Debt Service	\$ 4,542,176
Capital	\$ 86,456
<b>TOTAL</b>	<b>\$53,175,832</b>

Said appropriations shall require a .86 increase in the mill levy for a 2.849% increase in the current tax rate, or 31.05 mills.

**BE IT FURTHER RESOLVED**, that the Town Manager, pursuant to the requirements of the Town Charter, is authorized to advertise this budgetary outlay as part of the April 23, 2014, Annual Budget Presentation Meeting at the Tolland High School Auditorium at 7:30 p.m.

Seconded by Rick Field. Jack Scavone; George Baker; William Eccles; Richard Field; Paul Krasusky and Jan Rubino are in favor. Ben Stanford was opposed.

7. **Approval of a resolution authorizing the form of the ballot for the May 6, 2014 budget referendum and any subsequent budget referendum; the time and place for the budget referendum; authorizing the Town Manager or his designee to place the required legal notices in the local newspapers; and authorizing the preparation and printing of an explanatory text**



**and the mailing of same to local residents in accordance with the provisions of CT General Statutes 9-369b explaining the budget referendum question.**

George Baker read following resolution:

WHEREAS, the Tolland Town Council has adopted a proposed FY 2014-2015 Town Operating and Capital Budget to be considered by the Tolland electorate at a May 6, 2014 budget referendum; and

WHEREAS, the Council must now establish the appropriate ballot language for this referendum and the date, time and place of said referendum;

NOW, THEREFORE, BE IT RESOLVED by the Tolland Town Council the following:

1. The ballot question for the May 6<sup>th</sup> referendum shall be worded as follows:

“Shall the Town of Tolland’s proposed 2014-2015 budget of \$53,175,832, reflecting a spending increase of \$1,331,107 or 2.57% which is equal to a 2.849% tax increase of 0.86 mills compared to the current mill rate and requiring a tax rate of 31.05 mills, be adopted? Yes/No.”

2. The time and place for the referendum shall be between the hours of 6:00 a.m. and 8:00 p.m. on May 6, 2014 at the Hicks Memorial Municipal Center Gymnasium and the Tolland Senior Center. The vote shall be conducted using paper ballots.

3. The Town Manager or his designee is hereby authorized to place the required legal notices in the Journal Inquirer and other places as conditions permit, advertising the May 6, 2014 Referendum and the April 23, 2014 Annual Budget Presentation Meeting.

4. The Town Manager or his designee is authorized to prepare and print an explanatory text and mail same to local residents in accordance with the provisions of CT General Statutes 9-369b explaining the budget referendum question.

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

**8. Adjournment:** Rick Field moved to adjourn the meeting; Seconded by George Baker at 7:52 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk