

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

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA
November 14, 2012

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

October 17, 2012 – Special Meeting
October 24, 2012 – Regular Meeting
November 5, 2012 – Special Meeting

C. PUBLIC PARTICIPATION (2 minute limit)

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

D. POINTS OF INFORMATION

E. STUDENT REPRESENTATIVE REPORT

F. SUPERINTENDENT'S REPORT

- F.1. Tolland Public Schools - Strategic Plan
- F.2. Proposed Artificial Turf Field and Athletic Field Lighting Projects – Tolland High School
- F.3. School Improvement Goals – 2012/2013
- F.4. Tolland High School Girls' Lacrosse Team
- F.5. Director of Educational Technology
- F.6. Tolland Middle School – Track Resurfacing Project
- F.7. Energy Services Company (ESCO) Honeywell Proposal

G. COMMITTEE & LIAISON REPORTS

H. CHAIRPERSON'S REPORT

I. BOARD ACTION

- I.1. Capital Improvement Plan- 2013/2018

I.2. Board of Education Meeting Dates 2013

I.3. Board Policies

9070 – Board Officers

9130 – Time, Place and Notice of Meetings

9140 – Constructing and Posting of Agenda

9150 – Public Meetings and Executive Session

9160 – Meeting Conduct

9170 – Quorum and Voting Procedures

9180 – Minutes

9190 – Committees

J. PUBLIC PARTICIPATION (2 minute limit)

Comments must be limited to items on this agenda.

K. POINTS OF INFORMATION

L. CORRESPONDENCE

- Town Council Minutes from October 23, 2012
- Honorable Mention Letter from CABA

M. FUTURE AGENDA ITEMS

N. ADJOURNMENT

**TOLLAND BOARD OF EDUCATION
Tolland, CT****SPECIAL MEETING MINUTES – October 17, 2012**

Members Present: Mr. Andy Powell, Chairperson; Mr. Robert Pagoni, Vice Chairperson; Ms. Christine Riley Vincent, Secretary; and Mrs. Karen Kramer;

Administrators Present: Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction; Dr. Walter Willett, Principal, Tolland Middle School; Mr. James Dineen, Principal, Tolland Intermediate School; Mr. John Bean, Assistant Principal, Tolland Intermediate School; Mr. Thomas Swanson, Principal, Birch Grove Primary School; and Mr. Michael Moynihan, Assistant Principal, Birch Grove Primary School.

The meeting was called to order at 7:00 p.m.

Discussion of the 2013/14 Board Budget

Mr. Powell began by reporting how much the Board of Education and Town Council members have worked together, more so than previous years. It was agreed after listening to the public to have this first conversation with the public earlier than usual to help develop the budget. A strategic plan is being implemented after receiving professional advice which included knowledge from other towns and from a cross section of people. The plan will be on the website soon.

Mr. Powell said the intent of this meeting is to follow the agenda and have an open discussion at the end. He laid ground rules which included all to be appreciative and positive. He then gave a background of the budget process which began in August. A development calendar was distributed to all. He said the principals are beginning their process by getting input from staff. Mr. Guzman is charged with looking at district needs, predicated by strategic plan. He then produces a budget to give to the Board. They prioritize and approve it and present it to the Town Council. Meanwhile, they have been going through their own similar process for the Town. A budget is sent to referendum and voted on. The Board of Education is given the money to spend in ways they see appropriate. It is a spending plan that is adjusted as needed. They have a good history of spending money wisely. So not to go over the budget they were authorized they would go into budgetary freeze to ensure they have money until end of year.

Mark Gill, 32 Neff Hill asked why is there a fear of running out of money, why would not the Board go back to Town Council and request more if it is needed.

Mr. Powell stated that he didn't mean to present Town Council as not willing to give more but the fiduciary responsibility of staying within budget is taken seriously.

Sam Alderstein of 164 Pine Hill Rd questioned the setup of the meeting and why it couldn't be an open discussion the entire time. He also referred to the "green" and

“blue” handouts which represented the Board of Education’s budget development calendar and the Town’s overall budget schedule for 2013-2014.

Mr. Powell responded an agenda was published and needs to be followed. But the agenda does include public discussion. He explained a little further with how they develop the budget. He said there are a several fixed cost drivers which include personnel salary and insurance benefits that cannot be changed. These total 80% of the \$35 million budget. Special services are an area that is difficult to forecast.

Rick Field, 132 Torry Road, asked about the \$2.1 million shortfall.

Mr. Powell said it is too early to have numbers, as this kind of community conversation has never happened this early in the budget process.

Mr. Gill said there is a hole right now and it has to be whittled down. It needs to be agreed where they are starting from and they have to get it right, when presented for vote, the first time or it will just go down.

Joe Sce of 37 Usher Ridge asked if there were ever extended 3-5 year projections and if so how close do they come to budget. He also asked why there was the surprise of \$2.1 million.

Mr. Guzman responded that as we go forward we develop the budget with the best information we have at the time. There are many unknowns. He said they hire NESDEC to do enrollment projections. The first year of the projection is close and they use formulas for longer projections which are not as accurate.

Mr. Guzman explained the handouts (blue and green) included several dates from the Town Charter that cannot change. He said his charge is to come up with a fiscally sound and responsible budget to meet the needs of the children. Mr. Werbner’s charge is to develop a budget with his information and has to take into account the estimated revenue. Mr. Guzman said contrary to the feeling that there is no communication between the two, they actually meet every two weeks.

Jackie Kolb of Susan Drive asked how she can best advocate for her children. Looking at the two handouts does not help her at all. She wanted to know where she goes to voice her opinion and concerns. She said she feels disconnected. Mr. Powell said she should go to both Town Council and Board of Education. He said there will be more of these open discussion meetings to attend.

Jan Rubino of Weigold Road disagreed with not talking about numbers at this meeting. She believed this is the time to let people know what they are working with. She felt this meeting showed that they are not listening to what the community is saying.

Jack Scavone of Charlotte Drive said it was not possible to tell the numbers this early in the process.

Mr. Gill said there is a gap between revenue and projected increase.

Mr. Guzman reported they take advantage of several programs to save money, but again the largest cost drivers are the salaries and those are driven by negotiated contracts.

Bob Rubino of Weigold Road said community conversations had been held several years ago. He asked if any of those ideas were taken and used. Mr. Guzman responded that every one of them had been addressed and reviewed extensively. Mr. Rubino also emphasized the importance of focusing on the core of educating students.

Special education services were discussed and how the funding varies.

Mr. Field asked why present a budget that you know will not pass.

Sara Beth Nivison of 351 Gehring Road said she never walked into a public conversation and felt less wanted. She said the set up was not a conversation setting at all with the tables up front and Board of Education members sitting behind. She said the tone needs to be changed or it will not work.

Sam Belsito of 55 Lee Lane was not happy with the response by Mr. Guzman of 100 ideas reviewed and they could only come up with one to adopt. He strongly expressed how much time was spent on reviewing all of the ideas.

Brenda, another resident said she believed more were implemented because she personally had worked hard with others on several ideas.

Deidre Goldsmith of 21 Marlboro Glade questioned Special Services. She was also in favor of a unified budget and appreciated last year's efforts.

Mr. Powell repeated that the community talk had never happened this early in the budget process and they had never released projections this early.

Mr. Sce said communication is important and they have to get the word out on the budget process and the community conversations.

Mr. Guzman asked for suggestions on how to better arrange the room for this many people to participate. He said he also was open for any help in communicating with the public regarding these meetings.

Paul Krasusky of 26 Susan Drive said he did not like that people came to this meeting angry and ready to point fingers. He said he appreciated what had been attempted and there were plenty of seats in the front to sit in and participate easier in the discussion.

Mr. Powell asked for suggestions on dispersing information to the community while being cost effective.

Josh Freeman of 338 Shenipsit Lake Road remembered the budget approval meeting last year when they were given financial information after a public participation. He said that was not acceptable.

Mr. Alderstein believed something constructive came out of every comment made at this meeting. He said everybody was at the meeting for the same reason.

Mr. Guzman agreed to call it a unified budgetary process.

Karen Kramer asked about unfunded mandates and had a question regarding the cost for each special services student.

Mr. Rubino agreed with a resident regarding the budget approval meeting. He said they had no idea what the Board of Education was talking about when they kept referring to the different colored sheets of paper that were passed out. The communication needs to be better and everybody needs to understand what they are talking about in order to pass a referendum.

Ms. Kolb asked when the best time would be to voice her concerns and suggestions. There will be several workshops coming up and word needs to get out that those are the times for the public to express their opinions.

Mr. Rubino asked if anything that came up at this meeting was considered a "good idea" be part of the Action Items, i.e. defining transparencies and core vs. non-core.

Mr. Field suggested merging the two handouts of Town Council budget and Board of Education budget to show a unified budget.

Bob Pagoni of 27 Barbara Road said he agreed there were a lot of positive ideas. He suggested moving the table out of the room making it easier for a discussion.

Another resident suggested four things, 1) a dashboard of limits, i.e. class size, 2) ask the teachers for suggestions they have on saving money, 3) the minutes of the meetings be done in a PDF format, and 4) show budget revisions in different colors on one chart.

It was also suggested that time-outs be encouraged at meetings when they are moving too fast. Also, they should set a goal that the budget passes the first time presented.

Mr. Powell summarized by saying this conversational meeting happened because the Board of Education and Town Council had listened to the public's suggestion. It is a start. They will try to improve the setup before the next meeting. He ended by listing the action items to be worked on.

1. Definition of transparency, getting information out and development of information

2. How to unify the process of Town Council and Board of Education budget
3. Getting the meeting information out to people who want to attend. Have extra copies of the presentations available at the meetings.
4. Setting another meeting for December, with a more audience-friendly format.

Mr. Powell thanked everybody for coming and for their input.

ADJOURNMENT

Ms. Riley Vincent motioned and Mrs. Karmer seconded to adjourn at 9:00 p.m. All in favor. Motion carried.

Respectfully submitted,

Cherie Richards
Acting Board Clerk

TOLLAND BOARD OF EDUCATION
Tolland High School
Library Media Center
Tolland, CT 06084

REGULAR MEETING - October 24, 2012

Members Present: Mr. Robert Pagoni, Vice Chair; Mrs. Karen Kramer, Mr. Thomas Frattaroli, Mr. Frank Tantillo, Dr. Gayle Block, Mr. Steve Clark

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

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

The meeting was called to order at 7:30 P.M.

B. APPROVAL OF MINUTES

October 4, 2012 – Special Meeting

Mr. Clark motioned to accept the minutes of the October 4, 2012 Special Meeting.

Mr. Frattaroli seconded the motion. All were in favor. Motion carried.

October 10, 2012 – Regular Meeting

Dr. Gayle motioned to accept the minutes of the October 10, 2012 Regular Meeting.

Mr. Clark seconded the motion. A discussion took place and the following changes

were made: under Item N, 3rd paragraph, "Steve Tonzier" should be "Steve Tozier".

Based on the amendments to the minutes, all were in favor. None opposed. Dr.

Block abstained. Motion carried.

The minutes from the October 17, 2012 Special Meeting were distributed for review.

C. PUBLIC PARTICIPATION (2 minute limit) - None

D. POINTS OF INFORMATION - None

E. STUDENT REPRESENTATIVE REPORT

Ms. Dave noted that the Student Council is organizing a food drive with donations going to the food pantry which provides assistance to Tolland residents. Ms. Lasala added that the Student Council will be working on a fundraiser for Pennies for Patients, an organization that assists leukemia patients. Further, the Student Council has donated gift certificates for local businesses to the CAPT (Connecticut Academic Performance Test) Scholars' Breakfast. This is to recognize students who excelled on their Connecticut Academic Performance Tests.

F. SUPERINTENDENT'S REPORT

F.1. District Student Enrollment – October 1, 2012

Mr. Guzman explained that these numbers are used by the state for future grant calculation. The data is submitted to the state. The state will go through a review of the data to ensure accuracy. Mr. Guzman provided the Board of Education with five columns of information. This included the enrollment numbers from 2010/11, 2011/12, 2012/13 current year, and 2012/13 - what was projected by NESDEC (New England School Development Council) last year looking forward one year. The fifth column denotes last year's actual numbers as

compared to those from this year. There was a decrease of 137 students in the district. The current year's number of 2,840 will be used by NESDEC to project next year's enrollment and beyond. The projections may be available as early as the November 14th meeting.

F.2. Capital Improvement Plan

Mr. Guzman presented the five year Capital Improvement Plan which has been discussed by the Finance and Facilities Committee. Mr. Guzman noted that the upcoming 2013/14 year is the most critical of the five years. Some of the items were in the current year's plan as is typical and would have included the 2013/14 fiscal year as the 2nd year of the plan.

The replacement vehicle request has been placed under town administration. All other items fall under the Board of Education. This includes the Parker Memorial School items including: replacement of the roof over the main building, demolition of the portable classroom, and the boiler replacement. This is scheduled for the 2014/15 and may become moot if the Town is successful in negotiating the use of the facility for an alternative purpose.

In regards to the Tolland Intermediate School, the replacement and removal of the asbestos floor tile has been moved to 2014/15 to accommodate some of the additions to the 2013/14 year. The skylight replacement is in the current year. The proposed gym door removal was postponed to 2014/15 as well. Mr. Guzman would like to have the parking lot/loading area paving and entrance sidewalk included in the 2013/14 fiscal year and noted that it is badly needed. Lastly, he requested that the 2013/14 fiscal year include the installation of an emergency generator to protect the Internet server room and all of its associated equipment.

In regards to the Tolland Middle School, the removal and replacement of the gym door has been requested for the 2013/14 fiscal year as is the installation of an emergency generator for reasons similar to the request for the same at the Tolland Intermediate School.

There is no work recommended or scheduled for the 2013/14 fiscal year at Birch Grove; however, there are suggestions for future years.

In regards to Tolland High School, there is a request for roof ice melting equipment over the front/main entrance for the 2013/14 fiscal year.

District-wide there is a request for the installation of an emergency generator for the office of the Board of Education to protect its server. This falls under the 2015/16 fiscal year.

Mr. Guzman has had a preliminary discussion regarding the Capital Improvement Plan with the Town Manager. Some of the layout of this Plan was based on this conversation. It was also noted that the removal of the asbestos tiles at Tolland Intermediate School scheduled for 2014/15 may be grant admissible. Additionally, some projects that were moved from front to back may be able to be incorporated into the ESCO (Energy Service Company) project that the Town and Board of Education are considering at this point.

F.3. 2013 Board of Education Meeting Dates

Mr. Guzman reviewed the proposed meeting dates. Consideration of holidays and holy days was taken into account.

F.4. Board Policies

The recommended changes to the by-laws were included as attachments and will be reviewed by the Board of Education members. Acceptance of the proposed changes will be an agenda item for action at the first Board of Education meeting in November.

- 9070 – Board Officers
- 9130 – Time, Place and Notice of Meetings
- 9140 – Constructing and Posting of Agenda
- 9150 – Public Meetings and Executive Session
- 9160 – Meeting Conduct
- 9170 – Quorum and Voting Procedures
- 9180 – Minutes
- 9190 – Committees

F.5. Status of the Budget – October 18, 2012

As of October 18, 2012, four months into the year, there is an unexpended balance in the amount of \$1.6M. Of note was the special services account. The Excess Cost and Agency Placement Grant funding has been lowered by the state consistently over the past 5 years; although, it is supposed to be fully funded. Mr. Guzman is being prudent and very conservative in monitoring this account and is estimating 70% reimbursement. This number will be adjusted as he receives more information from the state.

Mr. Guzman noted that it is currently estimated that expenses in extra hours in the amount of \$27K for additional services will be required for special needs students. This is another account that will be monitored closely throughout the year. At this time Mr. Guzman is not requesting any budget transfers.

Mr. Tantillo inquired about the difference in the budget numbers presented this evening in comparison to those presented on September 14, 2012 and expressed concern that this may be a trend. At the time, the status of the budget was \$2.5M and is now \$1.6M. Mr. Guzman explained that as the school year progresses, purchase orders are issued for a variety of items. The unexpended balance is lowered by these numbers. Ms. Neel noted that the special services and transportation accounts which had not been entirely encumbered were two of the items which have affected the balance. If the balance decreases considerably from projection to projection, an explanation will be provided.

Mr. Guzman noted that the next Board of Education meeting, to be held on November 14th, will be in the Council Chambers. The Board of Education is planning a meeting where Fire Chief Littell and Tolland Resident State Trooper Sgt. Smith will have the opportunity to address the Board of Education members regarding emergency preparation. The members will be informed via e-mail once a date has been established.

G. COMMITTEE & LIAISON REPORTS

Finance & Facilities Committee –

Mrs. Kramer noted that the Committee reviewed the Capital Improvement Plan, town technology and the educational technology position. This position will require a teaching certificate. This will be discussed at the second meeting in November or the first meeting in January.

The Committee also reviewed the status of the budget and the athletic accounts. Mr. Guzman noted that the full accounting would be on the website. Mrs. Kramer added that the artificial turf project was also discussed as well as conjecture regarding a concession stand. Mr. Guzman responded that the concession stand was a side comment and at this time only lighting and artificial turf is being discussed. He will meet with Mr. Werbner to discuss the artificial turf project as a whole. Further, Mr. Guzman confirmed that the \$500K STEAP (Small Town Economic Assistance Program) grant did come in, as well as, \$200K from the state bond commission. Ideally, at the next meeting, estimated costs and revenue from the project can be discussed. This does not impact the operating budget for the school district or the operating budget for the Town.

The ESCO (Energy Service Company) meeting with Honeywell has been set for November 8th at 7 P.M. in the Council Chambers. This is a joint meeting of the Board of Education and the Town Council. Mr. Clark noted that this is a follow up meeting with Honeywell.

Policy Committee - None

Negotiation Committee - None

EASTCONN Liaison Report - None

Town Council Liaison

Mr. Clark noted that the next Community Hour will be held this Saturday at Big Y. Mr. Clark spoke with Mr. Scavone who noted that on page two of the minutes of the October 17th meeting, in the last sentence, that he did not say that it was “not possible”. Mr. Guzman noted that these minutes will be on the November 14th agenda for approval.

Great Path Academy Liaison - None

H. CHAIRPERSON'S REPORT - None

I. BOARD ACTION - None

J. PUBLIC PARTICIPATION (2 minute limit) - None

K. POINTS OF INFORMATION

Mrs. Kramer noted it was a good opportunity to re-read the bylaws.

L. CORRESPONDENCE

- Town Council Minutes from October 9, 2012
- Joint Meeting Minutes from October 16, 2012

M. FUTURE AGENDA ITEMS

1. Enrollment projections
2. Strategic plan for initial review
3. School improvement goals (all 4 schools)
4. An accounting of the artificial turf field project including lighting

O. Adjournment

Dr. Block motioned and Mr. Tantillo seconded the motion to adjourn the meeting at 8:14 P.M. All were in favor. Motion carried.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Lisa Pascuzzi". The signature is written in a cursive, flowing style.

Lisa Pascuzzi
Clerk

TOLLAND BOARD OF EDUCATION
Tolland High School
Library Media Center
Tolland, CT 06084

SPECIAL MEETING - November 5, 2012

Members Present: Mr. Andy Powell, Chair; Ms. Christine Vincent, Mrs. Karen Kramer, Mr. Frank Tantillo, Mr. Steve Clark, Mr. Tom Frattaroli, Mr. Joe Sce

Administrators Present: Mr. William Guzman, Superintendent of Schools; Mrs. Jane Neel, Business Manager

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

The meeting was called to order at 7:30 P.M.

B. PUBLIC PARTICIPATION (2 minute limit)

Mr. Powell explained that this meeting is being held to amend the school year calendar to try to get ahead of the three days lost this school year due to the inclement weather.

Hugh Jeffries, 121 Wildwood Road is a resident and Tolland High School student. Mr. Jeffries explained that he has a great deal of respect for veterans. He has family and friends who have served and believes a day to honor all those who have served and continue to serve in the military is a necessity. Further, he believes it is important to remind students of these men and women and pay homage to them. He added that if school was held on Veterans' Day, that he would like to have presentations made to the student body in some format to educate the students.

Will Moriarty, 45 Doe Run is a resident and Tolland High School student. He explained that Veterans' Day is about people who have fought and served overseas and put on the utmost display of self-sacrifice for their country. They deserve our respect. For these people who serve, it is their life and it is the duty of civilians to recognize their commitment and dedication to making our nation safe. He added that due to inclement weather, in 2011, that school was open. He noted that it was understandable but was surprised and disappointed that it was a normal day of school and would like to see his school put together a program to honor the holiday. He identified the 2012 Veterans' Day Teacher Resource Guide, produced and distributed by the United States Department of Veteran Affairs, as a possible resource.

Lisa Bowden, 24 Candlewood Drive, noted students should attend school on Veterans' Day so that they can learn rather than just have a day off. She added that, at the school in South Windsor where she is employed, school is in session on the holiday and a program to educate students about Veterans' Day is in place.

C. Possible Action - To consider amending the 2012/2013 School Calendar

Mr. Guzman explained that the notion of having school on Veterans' Day is coupled with having something on the day to pay homage to all veterans. In 2011, there was a moving ceremony at Birch Grove Primary School that was well attended by veterans. Speakers presented at the Tolland Intermediate School as well. Additionally, a program at Tolland High School was initiated but was not as well developed; yet, the intent was there. Mr. Guzman will have a meeting with the administrators tomorrow to discuss

developing a program for all four schools that is befitting of the sacrifices that men and women in uniform have given to our country over time. Birch Grove Primary School and Tolland Intermediate School will have programs similar to those held last year. Tolland Middle School is participating in a package from home program and at Tolland High School, Mr. Guzman is having discussions with the principal; Mr. Weiss, an excellent faculty member who has served in the military may be able to put together a program that has a good deal of substance. Hence, plans to pay homage respectfully to veterans are in place. Mr. Guzman will inform the Board of Education of the plans for each school.

Mr. Guzman provided historical information regarding the 2011/12 school year, in which school days had been lost due to inclement weather and how those days were addressed. The Board of Education approved holding school on Veterans' Day at that time.

This year, in an attempt to be proactive in case of additional inclement weather, Mr. Guzman is making the recommendation to recover two of the three days thus far lost in the 2012/12 school year. He provided copies of the current school calendar and the proposed changes. On the current calendar, no school is scheduled for November 12th and 13th and June 14th is the last scheduled day. Mr. Guzman proposed holding a full day of school on November 12th, Veterans' Day and a half day on November 13th. If the Board of Education adopts the calendar and recommendation, the tentative last day of school will be June 17th. This is dependent on the weather.

Mr. Guzman has spoken with all of the unions regarding this proposal and all are in agreement. Students, whose parents have made plans to be off, would have excused absences without penalty.

Mr. Clark noted that by state law, the Board of Education cannot cancel any days scheduled off in December or January. He added that on the school calendar, under the note, it does not address canceling holidays and inquired if doing so was acceptable. Mr. Guzman responded that this rescheduling is only due to extraordinary circumstances. Mr. Clark agreed but noted that perhaps the statement should be revised in the future.

Mr. Tantillo, a veteran of two Afghan campaigns, thanked the public and commented that he would only vote to hold school on Veterans' Day if speakers will be in attendance to educate students on what the day is about. This is a tremendous learning opportunity for students. A lot of people have sacrificed so that students may attend Veterans' Day ceremonies or pay respect in school. Mr. Tantillo offered to be one of the speakers.

Mr. Frattaroli added that students do not do as much learning during the last week of school in June. He added that it is important to cover these missed days as soon as possible and educate the students about Veterans' Day.

Ms. Vincent noted that she supports the proposal and would like to see the schools' activities be robust.

Joe Sce noted that he would like to see school held on Veterans' Day on a regular basis. He believes there is far more benefit to having a formal discussion on what the day is about, rather than simply another holiday. He added that time constraints, less than a

week, may limit the schools' ability to put on a very robust program, but perhaps having programs developed is something to consider down the road.

Mr. Powell noted that students should realize that the military's contributions are not only limited to combat. They are currently working in many locations including: New York, Fairfield, CT and the Caribbean. The military provides considerable infrastructure and support. All facets of the military need to be recognized and this is an opportunity to educate students. Mr. Powell is in agreement to extend the school year so that these days may be incorporated and used as an educational opportunity. The program at Birch Grove Primary School in 2011 was emotional, respectful and educational. It should be used as a benchmark and built upon.

The Chair entertained a motion to approve the superintendent's proposal. Ms. Vincent motioned to approve the superintendent's proposal. Mr. Clark seconded the motion. A discussion took place. Mr. Clark noted that he would like to amend the motion to instruct the Superintendent to provide an adequate Veterans' Day program in all of the schools. Ms. Vincent accepted the amendment to the motion and seconded the motion. All were in favor. Mrs. Kramer abstained. Motion carries.

Mr. Powell inquired about the cost of holding school in the days noted. Mr. Guzman explained that for most this would be a floating holiday; an employee would work this holiday and take another day off. One union may have a cost impact but the estimate was not available.

D. Adjournment

Ms. Vincent motioned and Mr. Clark seconded the motion to adjourn the meeting at 8:10 P.M. All were in favor. Motion carried.

Respectfully submitted,



Lisa Pascuzzi
Clerk

TO: Members of Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Tolland Public Schools - Strategic Plan

At the September 12, 2012 Board of Education meeting, Mr. Don Kennedy, New England School Development Council (NESDEC) facilitator and Mrs. Diane Clokey, Strategic Plan Steering Committee Chair, presented the findings developed through the work of NESDEC and the Steering Committee.

Those findings included the following six topic areas:

1. Communication
2. Technology
3. 21st Century Learning Skills
4. Parent/Community Engagement
5. Student Learning/Curriculum
6. School Environment

The attached Strategic Plan addresses each of these areas. The Plan includes specific strategies and actions:

1. To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.
2. To establish a positive school climate where all members of the school community are safe, respected, and available for learning.
3. To provide and utilize technology to promote learning.
4. To facilitate consistent communication among Tolland Public Schools' stakeholders.
5. To improve school facilities that support student achievement and provide a safe learning and working environment.

The development of the Strategic Plan is the result of the efforts of many people. I would like to thank the parents, students, staff, business owners and Town officials who participated in the various focus groups. I would also like to thank the members of the Steering Committee. These individuals included:

Barbara Bednarz – Birch Grove
Deb Couture – Birch Grove
Erica Bushior – Intermediate School
Kim Reilly – Middle School
Beth Regan – High School
Shelley Manning – High School
Dr. Kathryn Eidson – Director of Curriculum and Instruction
Mrs. Diane Clokey - Chair, Steering Committee

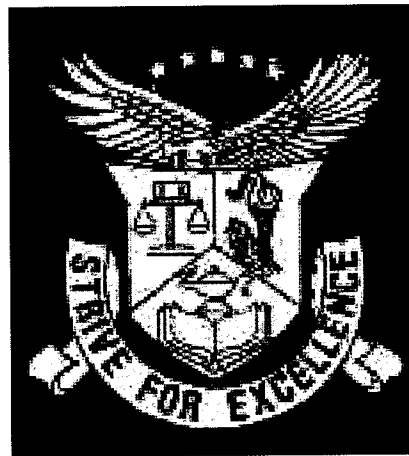
In particular, I would like to thank Mrs. Linda Hodge and Ms. Michele Burge, who facilitated the focus groups as part of their degree program at the University of Connecticut.

The Administration recommends approval of the Strategic Plan.

WDG:CA

STRATEGIC PLAN

Tolland Public Schools



2012 - 2013

Tolland Public Schools
STRATEGIC PLAN
Goal 1
Academics

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.1 Support the needs of each individual student

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1 Put together a data warehouse of student information that offers a comprehensive perspective of each individual student's development (Student Success Plan: Grades 6-12)	Reporter: Director of Curriculum and Instruction Building Principals School Counselors Grade-level and subject area teachers	Initiate: - Summer 2012 (6-12) - Summer 2013 (K-5) Review: - January 2013 (6-12) - January 2014 (K-5) Complete: Ongoing	Each student's set of information will be updated in the data warehouse. Data warehouse will be accessed regularly to determine student needs, support individualized goals, and provide added support.	Completion of the data entry into the warehouse of information
1.1.2 Invite parents to attend annual conferences to discuss the progress, plans, and needs of each individual student. (Student Success Plan: Grades 6-12)	Reporter: Building Administrators School Counselors Classroom Teachers	Initiate: 2012-2013 Review: June 2013 Complete: Yearly	Time for conferences/ meetings has been scheduled for each student Communication logs indicate efforts to engage families in the planning meetings	Documentation of annual parent-teacher-student-counselor review and planning meetings
1.1.3 Recommend students for appropriate support avenues both within and outside of the school system (i.e., Special Education, Section 504, Activities, Sports, Clubs, Enrichment Courses, Interventions)	Reporter: Building Administrators Director of Pupil Services Special Education Case Managers 504 Case Managers School Counselors Reading Specialists Math Specialists	Initiate: 2012-2013 Review: 2013-2014 Complete: Ongoing	Students have access to the programs recommended through the annual conferences Progress monitoring indicates movement toward success with appropriate services	A variety of programs are offered and available

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.2 Encourage faculty to continue to individually and collaboratively reflect upon and utilize current, innovative, and researched-based practices

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.2.1 Require teachers to monitor, evaluate, and analyze student progress to inform their instructional practice.	Reporters: Teachers	Ongoing	<p>PLC Feedback Sheets and teacher evaluations indicate efforts on behalf of individual teachers to incorporate data-driven decision making in their regular practice.</p> <p>Teachers contribute to the Student Success and Response to Intervention plans with data-supported observations to act on the needs of each individual student.</p>	Benchmark and assessment data denote improvement in student performance.
1.2.2 Encourage teachers to reflect on their practice in a collaborative way through a district-supported Professional Learning Communities and Inter-Building Visitations	<p>Reporters: School Principals School Assistant Principals</p> <p>Team Leaders</p>	Ongoing	<p>PLC Feedback Sheet</p> <p>Teachers work together to form common practices and assessments to increase student learning</p> <p>More frequent observations and analysis of teaching by teachers</p>	Student growth and improvement

1.2.3 Offer professional development for teachers to educate them about current, innovative, and research-based practices including integrating the Common Core State Standards.	Reporter: Director of Curriculum and Instruction	Integration of the Common Core State Standards will be implemented on an ongoing basis. Professional development will be ongoing	Curriculum will be updated with the Common Core State Standards Professional development will incorporate the district needs as well as the needs of individual teachers. Professional development will evolve into opportunities for teachers to improve their instructional practice.	Expectations and assessment criteria based on the standards. Professional development programs are focused and developed based on district and staff needs as they relate to student performance.
1.2.4 Use teacher evaluation plans to reflect a teacher's ability to implement current, innovative, and research-based practices in the classroom.	Reporters: District Administrators	Ongoing based on the Professional Development and Teacher Evaluation Plan	Teachers implement improved practice based on the evaluation and professional development process Improved student performance	Informal observations, formal observations, summative evaluations, Professional Growth Rubrics, and collaborative discussions with supervisors.
1.2.5 Provide the schools with the necessary tools to engage the current learner and allow for current instructional practices to take place.	Reporters: School Administrators	Needs will be evaluated during each budget cycle and funds will be sought on an ongoing basis	Appropriate and functioning materials are provided for staff and student use. Training for the use of new materials will be provided for staff and student use.	Improved and more current instructional practice
1.2.6 Promote long range planning for the teaching and learning processes for students and adults.	Superintendent BOE BOE personnel Building Administrators Director of Curriculum Director of Special Services Curriculum Coordinators	Ongoing process	Long -term plans will be developed to assess technology, curriculum, and textbook needs at the district and school level Adequate personnel will be in place to support the teaming process and appropriate class size Teachers will have opportunities to grow professionally, collaborate and	Technology Assessment Plan 5-Year Curriculum Plan 5-Year Textbook Adoption Plan Administrator, teacher and staff evaluations In-service schedule New teacher induction schedule

	Faculty and staff members		<p>share ideas through in-service programs, professional learning communities, and other professional development opportunities</p> <p>Schedules will be developed to maximize student learning The district will implement a new teacher induction program</p> <p>New teachers will be provided mentors</p> <p>Curriculum liaisons and team leaders will serve in a leadership capacity for departments and grade levels</p> <p>Curriculum coordinators will oversee development and revision of curriculum, where appropriate</p> <p>Each building will have a school leadership team that provides input into school decisions</p>	<p>School schedules</p> <p>Professional development opportunities</p>
1.2.7 Provide for the coaching of teachers in the teaching of literacy skills	Director of Curriculum and Instruction	2013-2014 School Year	Teachers will be provided with support in the teaching of literacy skills through a literacy coach or consultant.	Availability in each building

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.3 Evaluate, maintain, and enhance a curriculum reflective of approved state standards and 21st Century skills/goals

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.3.1 Accomplish an implementation process for new curriculum standards	Reporters: Administrators and Coordinators	Common Core State Standards (CCSS) 2012 - 2014 Ongoing as updated standards are established	CCSS are implemented Teacher instructional practices reflect appropriate curriculum and instructional strategies. Standards are assessed benchmarks and other common assessments	Benchmarks, state tests and other formative and summative assessments reflect student success with new standards.
1.3.2 Maintain a process for regular curriculum review	Reporter: Administrators and Coordinators	Ongoing	A mechanism exists for continual teacher input into effective curriculum content and practices. A mechanism housing and utilizing curriculum is established.	Benchmarks, state tests and other formative and summative assessments reflect student success with new standards.
1.3.3 Implement RtI	Building Principals	2013-2014	Students are being identified and properly served	Completed protocols and system components are in place and data is being recorded
1.3.4 Promote learning through carefully constructed building schedules	Building Principals	Analysis 2013-2014	Schedules serve learning needs.	Schedules serve learning needs
1.3.5 Determine programs needed for college and career ready 21 st century learners, including those for creativity and productivity.	Administration K-12 Computer Technology Committee	2012-2013	Investigate offering programs such as all day kindergarten, MS Tech Ed Engineering, HS Biomedical Pathway, Digital Media Course, Non-Western World Language, K-5 World Language, programming for gifted and talented.	A skills curriculum exists and is infused into the CCSS and other curriculum.

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.4 Develop a means of following an individual student's academic growth through tracking data from various common assessments to help inform instructional decisions

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.4.1 Create and use common assessments based on the Common Core State Standards for each unit of instruction in all grades PK-12	Reporter: Director of Curriculum and Instruction Curriculum Coordinators School Administrators	Integration of Common Core State Standards into the curriculum: Spring 2014 Common assessments will be reviewed on an ongoing basis	Common assessments will be prepared for initial implementation and review	Common assessments reflect the outcomes of the Common Core State Standards
1.4.2 Engage staff members in collaborative team meetings to analyze the data to inform curriculum, instruction, and assessment	Reporters: Building Principals Teaching Staff	Ongoing	Common formative and summative assessments are discussed and used as supporting evidence for curricular, instructional, and assessment decisions	Decisions can be supported by data generated from student performance
1.4.3 Use a database to track student information.	Reporter: Director of Curriculum and Instruction Curriculum Coordinators Teaching Staff	Ongoing	Pearson Inform and Power School will be used to track student data and allow for greater ease in discerning the implications of the data	Data reports are being used in collaborative team meetings
1.4.4 Redo graduation requirements including	District Administrators and Principals	2013-2014	Graduation requirements are updated and Capstone project investigated	New graduation requirements exist.
1.4.5 Produce a Grade 8 electronic portfolio	Building Administrators Teaching Staff	2013-2014	Portfolio components are identified and collected	Portfolios exist and are utilized

**Tolland Public Schools
STRATEGIC PLAN
Goal 2
Climate**

GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.				
Strategy 2.1 Provide a socially, emotionally, intellectually and physically safe school climate for all members of the school Community.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.1.1 Continue to implement Safe School Climate Plans in all four schools.	Safe School Climate District Coordinator Safe School Climate Specialists Safe School Climate Committee members All staff members	Ongoing with annual review	Each school will develop a safe school climate committee scheduled to meet regularly. Parents and students are notified annually of the process for reporting bullying. Provide annual notification of the Safe School Climate Plan to all school employees. Provide all certified school employees training on the prevention, identification, and response to bullying and the prevention of and response to youth suicide. Timelines established in the Safe School Climate Plan are followed.	Reports of alleged bullying are handled according to BOE policy and in a timely fashion. Verified acts of bullying are documented according to BOE policy and is reported to the CSDOE. End-of-year school surveys, where applicable
2.1.2 Continue to implement PBIS (Positive Behavior Intervention Supports) or an equivalent program in all buildings.	Central Office Administrators PBIS District Coordinator PBIS District/ School Coaches Building Administrators and Support Staff	Ongoing	Each school will maintain a PBIS committee and meet on a regular basis. School-based coaches and teams will be trained on PBIS on an as needed basis. Schools will implement education on grade level	Analyze disciplinary and attendance data on a regular basis. (e.g. PowerSchool, ED 166, office referrals, etc...) Analyze incentive data, if applicable End-of-year school surveys

	<p>PBIS School-Based Teams</p> <p>All staff members</p>		<p>appropriate behavior.</p> <p>School-wide expectations for behavior will be posted and modeled for all students.</p> <p>Progress related to PBIS will be discussed and reviewed at the district level.</p> <p>There will be a decrease in the number of office referrals directly related to school climate and respect.</p>	
<p>2.1.3 Continue to develop and consistently applied behavioral expectations in school and related settings.</p>	<p>Central Office Administrators and staff</p> <p>Building Administrators</p> <p>All staff members</p> <p>Transportation personnel</p>	<p>Ongoing process</p>	<p>School expectations will be reviewed/revised annually to promote fairness and consistency</p> <p>Discipline management will be progressive, timely, effectively enforced and framed as a learning opportunity</p> <p>Home/school communication will be utilized to promote appropriate student behavioral expectations</p> <p>Staff members will regularly monitor and supervise unstructured settings (e.g. hallways, cafeterias, bathrooms, playgrounds, etc...) as a preventative measure</p> <p>Appropriate documentation and data entry will occur for all reportable offenses</p>	<p>Analyze disciplinary data on a regular basis. (e.g. PowerSchool, ED 166, office referrals, etc.)</p>

			<p>A written or electronic copy of the Student/Parent Handbook will be provided to each student/parent</p> <p>Student/Parent Handbook will be posted electronically on school websites.</p> <p>All district policies will be posted electronically.</p>	
2.1.4 Schools will promote an environment of respect and dignity regardless of race, gender, disability, socioeconomic status and/or cultural differences.	<p>Central Office Administrators</p> <p>Building Administrators</p> <p>Coaches</p> <p>Club advisors</p> <p>All staff members</p>	Ongoing process	<p>The district will designate a Title 9 Coordinator and each school building will designate a Title 9 administrator</p> <p>School programs and events will be developed and supported to promote diversity and tolerances (e.g. Rachel's Challenge, Names Can Really Hurt Us, guidance lessons, etc.)</p> <p>All schools will provide inclusive opportunities for students during and after school hours</p> <p>Students from families with low-income will be considered for scholarships and fee waivers that will enable them to participate in field trips, program, school activities, and related functions.</p>	<p>Financial assistance provided through scholarship, waivers, etc.</p> <p>School programs, activities, and clubs</p> <p>End-of-year school surveys</p>
2.1.5 District supports a safe environment for all students and staff.	<p>Superintendent</p> <p>Building Administrators</p>	Ongoing process	In order to adhere to state laws and regulations regarding Safe School Climate, the district will provide adequate levels of	<p>Strategic School Profiles</p> <p>District and school budgets</p>

			<p>school personnel to regularly monitor and supervise all areas of the schools.</p> <p>An adequate level of security cameras will be operating properly in each school.</p> <p>District support, develop and implement curriculum for programs such as Positive Behavior Interventions and Supports, Advisory, etc.</p>	<p>ED 166</p> <p>Monthly custodial reports</p> <p>Curriculum</p> <p>Assembly offerings</p> <p>School schedules</p>
2.1.6 Schools will utilize various methods to communicate with students, parents/ guardians, and members of the community.	<p>Superintendent</p> <p>Building Administrators</p> <p>Faculty and staff members</p>	Ongoing process	<p>Utilize various methods to contact students, parents/guardians, and community members regarding important information</p> <p>Faculty members will update websites and PowerSchool in a timely fashion, where appropriate</p> <p>Opportunities for parents to meet with school personnel will be provided.</p> <p>Schools will encourage parents to attend Open Houses, Parent Conferences, Curriculum Nights, etc.</p> <p>Regular and two-way home-school Communication will be promoted.</p> <p>Parents will be invited to participate in PTO/Booster Clubs.</p>	<p>Alert Now messages</p> <p>Digital Backpack messages</p> <p>Email and phone communications</p> <p>District and school websites</p> <p>Power School Parent Portal</p> <p>Newsletter</p> <p>Student/Parent Handbooks</p> <p>Attendance at PTO/Booster Club meetings</p> <p>District and school calendars</p>

			The district and each school will create and maintain calendars that promote events and activities in their buildings.	
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GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.

Strategy 2.2 Provide meaningful student connections in the school and community

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.2.1 Activities will be offered to ensure smooth transitions between schools.	Building Administrators Faculty members Director of Special Services	Ongoing process	Sending/receiving schools will collaborate to ensure a smooth transition from school-to-school Orientation activities will be provided to students Students and parents will be invited to visit the new school Programs will be implemented to develop positive relationships with adults in the building (e.g. TMS Community Block, advisory groups, etc.)	Participation rates at orientations and open house events
2.2.2 Teachers will establish and maintain a climate that is conducive to learning.	Building Administrators Faculty and staff members	Ongoing process	Educators will model and nurture attitudes that learning is essential. Teachers will utilize effective classroom management strategies. Teachers will promote activities that engage students in their learning. Teacher to student, student to teacher, teacher to teacher, and student to student interactions will be respectful.	Classroom walkthroughs and observations Teacher evaluations Disciplinary referrals PBIS data

GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.				
Strategy 2.3 Support the operational capacity necessary to maintain positive school climate				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.3.1 Students will be provided opportunities to assume leadership roles that enhance their commitment to school and to the development of themselves and others.	Building Administrators Club/class advisors Faculty and staff members Athletic Director Coaches	Ongoing process	Student governments and clubs will be in place to provide students a voice in school related issues where appropriate. Students will be given opportunities to lead student groups and clubs (Class Officers, Club Presidents, Safety Patrol, etc.). Student tutors will be utilized as appropriate.	Student participation in leadership roles Club and activity offerings Student participation rates Student attendance at leadership conferences
2.3.2. Students will have an opportunity to showcase their talents, skills, and abilities.	Building Administrators All faculty and staff members Club and activity advisors and coaches	Ongoing process	Schools will provide assemblies, pep rallies, music concerts, and other events. Schools will offer a wide range of co-curricular and extra-curricular activities that tap into students' interests and strengths.	Assemblies, clubs, sports, and activities offered End of year surveys
2.3.3 Schools will develop and/or expand interventions to re-engage students who have become disengaged (as evidenced by truancy, failing grades, recurring disciplinary referrals, substance abuse, etc.)	Building Administrators Faculty and staff members Director of Pupil Services School Psychologists School Social Worker School counselors Nurses	Ongoing process	Each school will utilize a model to identify students who may need interventions, e.g. Student Intervention Team, Early Intervention Program, Teacher Assistance Teams. Universal screening will occur to identify students at risk. Schools will provide a tiered system of supports.	School-based referrals to intervention teams Special education and 504 referrals Data from universal screens Student records (grades, attendance, disciplinary, etc.) Retention data

			<p>Schools will utilize internal personnel (i.e. school psychologists, nurses, counselors, social worker) and consult with external agencies (i.e. United Way 211 crisis management services, DCF, DDS, Tolland Human Services, and mental health agencies) to support students in need of additional assistance.</p> <p>Summer school, retention, and remediation will be considered for students in need.</p> <p>The high school offers an alternative learning program (i.e. TALC) for students who are struggling to succeed in the regular day-school program.</p> <p>Schools will communicate with parents to improve academics, behavior, and attendance.</p> <p>Behavior Intervention Plans and contracts will be developed as needed.</p>	Strategic School Profile
2.3.4 Students will engage in activities that promote community awareness and involvement.	<p>Building Administrators</p> <p>Faculty and staff members</p> <p>Club and activity advisors</p>	Ongoing process	<p>Social and civic expectations will be met in order to graduate from THS.</p> <p>At TMS, community service blocks are held to serve the school and/or the local community.</p>	<p>Community service hours</p> <p>School schedules</p> <p>Club and activity offerings</p>

			At all levels, activities and clubs are offered to promote community service.	
2.3.5 Students will engage in activities promoting environmental and global awareness.	<p>Superintendent</p> <p>Board of Education members</p> <p>Building Administrators</p> <p>Faculty and staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review and Revise:14-15</p> <p>Complete: 15-16</p>	<p>Schools will utilize "green" products where possible.</p> <p>Tools for Schools committees will function in each building.</p> <p>Students will have opportunities to participate in charitable activities.</p> <p>Schools will participate in recycling programs to reduce waste.</p> <p>Schools will offer opportunities for students to learn about different customs, cultures, and beliefs through the curriculum.</p> <p>International and domestic trips and exchange programs may be available to students.</p>	<p>Air quality assessment</p> <p>Staff surveys</p> <p>Assessment data from Tools for Schools walkthroughs</p> <p>Course offerings</p>

Tolland Public Schools

STRATEGIC PLAN

Goal 3

Technology

Goal 3. To provide and utilize technology to promote learning

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

Strategy 3.1: Determine grade by grade appropriate technology use and skills

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.1.1 Create a vision for the role of technology within the district	Technology Planning Committee	2012 - 2013	Committee convened to create a vision	Presence of a Vision
3.1.2 Identify digital devices that best support learning.	K-12 Committees	2013-2014 and ongoing	Decisions made about the desired digital learning tools	Devices identified
3.1.3 Determine plans and procedures for implementing these devices, e.g. BYOD, interactive white boards, etc.	Director of Technology and K-12 Committees	2012	Committee convened to create implementation plans	Devices, plans and procedures are in place
3.1.4 Time to develop lessons to support use of selected devices.	Principals	Ongoing	Schedule for PD developed	Time provided

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

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

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

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

Goal 3. To provide and utilize technology to promote learning <u>Engaging and Empowering Learning Experiences</u> – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.				
Strategy 3.4: Determine and organize grade by grade websites and software sources that enhance learning.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.4.1 Construct a repository for appropriate digital sources that support specific curricular content.	CD and coordinators	2012	Repository identified and/or constructed.	(Now complete)
3.4.2 Seek and encourage use of sites and software that further support curriculum-based instruction.	CD and coordinators	2012 and ongoing	Sites and software linked to curriculum documents	All staff able to use appropriate sites and software
3.4.3 Provide PD in the appropriate digital strategies	CD, SIC Committee and Principals	2013-2014	PD held about research skills Provide targeted technology PD in small groups. Choice and required training Offer mini series Solicit requests from PLCs	Evidence of PD held to support appropriate digital skills
3.4.4 Train staff in the appropriate use of devices, evaluation tools, windows 7, etc.	CD, SIC Committee and Principals	Ongoing	Staff training has occurred	
3.4.5 Have “go to” people and technology integration specialists trained in each building.	CD, SIC Committee and Principals	Ongoing		In place by the fall of 2012

Goal 3. To provide and utilize technology to promote learning

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

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

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

Goal 3. To provide and utilize technology to promote learning

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

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

Goal 3. To provide and utilize technology to promote learning

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

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

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

Goal 3. To provide and utilize technology to promote learning

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

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

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

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

Goal 3. To provide and utilize technology to promote learning

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

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

Strategy 3.9: Productivity software programs are in place

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

Tolland Public Schools
STRATEGIC PLAN
Goal 4
Communication

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.1: Promote opportunities for all stakeholder groups to have a meaningful voice within the schools and school district.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.1.1 Tolland Public Schools will promote current opportunities for parents and community members to communicate with school/district officials.	Superintendent Director of Curriculum Building Administrators	Ongoing	Communicate with parents via open houses, Alert Now messages, newsletters, the websites, and other communication avenues to invite parents to discuss a variety of issues impacting students. School websites and school calendars will note for parents and community members the scheduled dates for Board of Education meetings.	Number and method of communications Dates of BOE meetings are found on the websites and calendars
4.1.2 Tolland Public Schools will develop and implement additional opportunities for parents and community members to participate in forums and meetings to communicate with school/district officials.	Superintendent Director of Curriculum Building Administrators	2012-2013	Each school will hold forums with parents to discuss items of interest on a regular basis. The Superintendent's Office will hold forums to discuss items of interest on a regular basis.	Forums for parents and community members meet at the building and district level on a regular basis

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.2: Develop district standards for teacher communication with families regarding individual student progress.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.2.1 Teachers will use a variety of methods to communicate with parents about individual student progress.	Building Principals	Fall 2012	Teachers will use the school websites, in-person meetings, electronic and paper notes to parents, Power School, and phone conversations to communicate progress to parents.	Power School Parent Portal statistics Teacher documentation of communication with parents
4.2.2 District protocols will be drafted to consider consistent practices of communication between school staff and families about individual student progress	Administrative Council	Spring 2013	Administrators, while considering previous teacher input, will determine and disseminate an appropriate set of protocols to be implemented	Protocols have been established and distributed
4.2.3 Tolland Public Schools will inform parents of the methods of communication currently available to families to receive information about individual student progress	Building Principals	Ongoing	Principals will utilize communications via open houses, written and electronic communications, websites explaining the methods available for parents to access this information	Records of communication

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.**Strategy 4.3: Increase positive messaging from each school to stakeholders.**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.3.1 Increase staff awareness of the purpose of district level initiatives	District and building administration	2012-ongoing	Convocation and faculty meetings are used to inform the staff about initiatives and the origination of the initiatives to increase awareness	Agenda items indicate initiatives described
4.3.2 Provide opportunities for school personnel to communicate regarding individual students and their needs	Administration Teaching and Support Staff Members	2012-ongoing	School personnel meets to discuss individual student progress and needs	Records of meetings are kept regarding student progress
4.3.3 Utilize technologies and programs to increase communication among teachers both vertically and horizontally	Director of Curriculum Director of Technology	2012-2013	Professional development will be provided to staff on how to best utilize the website, Power School, Naviance, Inform and other programs to meet this goal	Technologies capable of meeting this goal have been identified and utilized
4.3.4 Tolland Public Schools will provide opportunities for students in TIS, TMS, and THS to communicate items with the respective school's administration, appropriate staff, and each other.	Building Principals	Ongoing	Meetings with students are held regularly to discuss school-based and/or global issues.	Number of meetings held

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.**Strategy 4.4: Increase internal communication among school personnel at all levels.**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.4.1 Create district and school communications highlighting the achievements of school groups and individuals directed toward TPS stakeholders	Superintendent Director of Curriculum Parent Groups (PTO, Booster Club, etc)	Ongoing	Newsletters, Digital Backpacks, websites, letters, and other communications contain messages of the achievements of the collective group and individuals within the schools	Positive messaging begins on a school and district level
4.4.2 Communication will be opened to various media to publicize the accomplishments of the individuals and groups associated with TPS	District Administration	Ongoing	Press releases are supplied on a routine basis to media outlets.	Data shows the number of releases sent to media outlets by school and district compared to that which is actually published

**Tolland Public Schools
STRATEGIC PLAN
Goal 5
Facilities, Emergencies and Security**

Goal 5: To improve school facilities that support student achievement and provide a safe learning and working environment.				
Strategy 5.1 Provide a safe and healthy physical environment for all students and staff				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
5.1.1 Develop a system of comprehensive preventative maintenance	Maintenance Manager, Maintenance staff	Develop: FY 2012-2013 Implement: FY 2013-2014	Annual calendar of maintenance review Annual maintenance will be completed	Superintendent and Business Manager feedback
5.1.2 Develop and implement a comprehensive security plan for all buildings	Maintenance Manager, IT Staff	Ongoing	Security plan is developed and implemented Building security equipment installed, monitored, and maintained	Annual inspection performed by building principal, head of maintenance staff with Fire Chief and Fire Marshal, Resident State Trooper
5.1.3 Initiate a proper system of custodial care and cleanliness of the facilities	Principal and head custodian of each building	Develop: FY 2012-2013 Implement: FY 2013- ongoing	Current plan updated Provide PD for custodians	Checklist of custodial maintenance completed and reviewed by principal

5.1.4 Continue to develop a Capital Improvement Plan that addresses the physical plant needs of the District	Superintendent, Maintenance Manager, School Principals	Develop and Review: FY 2012-2013 Submit: November, 2012	Board approval of Capital Improvement Plan submission to Town Manager and Capital Improvement Plan Committee	Meet with Principals to establish needs Review and prioritize with Superintendent Submit to BOE for review and approval
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Goal 5: To improve school facilities that support student achievement and provide a safe learning and working environment.

Strategy 5.2 Provide systems and plans for emergencies and safety

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
5.2.1 Review and provide for Emergency Plan	Superintendent of Schools Town Official	Ongoing	Emergency Plans developed	Emergency Plans in place
5.2.2 Update Crisis Management Plan	Superintendent of Schools Town Officials	Ongoing	Crisis Management Plan developed	Crisis Management Plan in place
5.2.3 District Safety Committee	Superintendent of Schools Building Representatives	Ongoing	Committee meetings	Committee requests acted upon
5.2.4 Tools for Schools	Superintendent of Schools Building Committees	Ongoing	Committees meetings	Committee's requests acted upon
5.2.5 Chemical Safety	Superintendent of Schools Chemical Hygiene Designated Personnel	Ongoing	Chemical Safety Plans developed	Chemical Safety plan functioning
5.2.6 Pesticide/Radon	Superintendent of Schools	Ongoing	Pesticide and radon safety measures identified	Pesticide and radon safety measures taken
5.2.7 Fire Safety	Superintendent of Schools Building Principals Town Fire Chief	Ongoing	Fire safety measures and procedures identified	Fire safety measures in place
5.2.8 Green clean	Superintendent of Schools Head Custodians	Ongoing	Green clean materials identified	Green clean materials in use

STRATEGIC PLAN

Tolland Public Schools



2012 - 2013

Tolland Public Schools
STRATEGIC PLAN
Goal 1
Academics

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.1 Support the needs of each individual student

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1 Put together a data warehouse of student information that offers a comprehensive perspective of each individual student's development (Student Success Plan: Grades 6-12)	Reporter: Director of Curriculum and Instruction Building Principals School Counselors Grade-level and subject area teachers	Initiate: - Summer 2012 (6-12) - Summer 2013 (K-5) Review: - January 2013 (6-12) - January 2014 (K-5) Complete: Ongoing	Each student's set of information will be updated in the data warehouse. Data warehouse will be accessed regularly to determine student needs, support individualized goals, and provide added support.	Completion of the data entry into the warehouse of information
1.1.2 Invite parents to attend annual conferences to discuss the progress, plans, and needs of each individual student. (Student Success Plan: Grades 6-12)	Reporter: Building Administrators School Counselors Classroom Teachers	Initiate: 2012-2013 Review: June 2013 Complete: Yearly	Time for conferences/ meetings has been scheduled for each student Communication logs indicate efforts to engage families in the planning meetings	Documentation of annual parent-teacher-student-counselor review and planning meetings
1.1.3 Recommend students for appropriate support avenues both within and outside of the school system (i.e., Special Education, Section 504, Activities, Sports, Clubs, Enrichment Courses, Interventions)	Reporter: Building Administrators Director of Pupil Services Special Education Case Managers 504 Case Managers School Counselors Reading Specialists Math Specialists	Initiate: 2012-2013 Review: 2013-2014 Complete: Ongoing	Students have access to the programs recommended through the annual conferences Progress monitoring indicates movement toward success with appropriate services	A variety of programs are offered and available

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.2 Encourage faculty to continue to individually and collaboratively reflect upon and utilize current, innovative, and researched-based practices

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.2.1 Require teachers to monitor, evaluate, and analyze student progress to inform their instructional practice.	Reporters: Teachers	Ongoing	<p>PLC Feedback Sheets and teacher evaluations indicate efforts on behalf of individual teachers to incorporate data-driven decision making in their regular practice.</p> <p>Teachers contribute to the Student Success and Response to Intervention plans with data-supported observations to act on the needs of each individual student.</p>	Benchmark and assessment data denote improvement in student performance.
1.2.2 Encourage teachers to reflect on their practice in a collaborative way through a district-supported Professional Learning Communities and Inter-Building Visitations	<p>Reporters: School Principals School Assistant Principals</p> <p>Team Leaders</p>	Ongoing	<p>PLC Feedback Sheet</p> <p>Teachers work together to form common practices and assessments to increase student learning</p> <p>More frequent observations and analysis of teaching by teachers</p>	Student growth and improvement

1.2.3 Offer professional development for teachers to educate them about current, innovative, and research-based practices including integrating the Common Core State Standards.	Reporter: Director of Curriculum and Instruction	Integration of the Common Core State Standards will be implemented on an ongoing basis. Professional development will be ongoing	Curriculum will be updated with the Common Core State Standards Professional development will incorporate the district needs as well as the needs of individual teachers. Professional development will evolve into opportunities for teachers to improve their instructional practice.	Expectations and assessment criteria based on the standards. Professional development programs are focused and developed based on district and staff needs as they relate to student performance.
1.2.4 Use teacher evaluation plans to reflect a teacher's ability to implement current, innovative, and research-based practices in the classroom.	Reporters: District Administrators	Ongoing based on the Professional Development and Teacher Evaluation Plan	Teachers implement improved practice based on the evaluation and professional development process Improved student performance	Informal observations, formal observations, summative evaluations, Professional Growth Rubrics, and collaborative discussions with supervisors.
1.2.5 Provide the schools with the necessary tools to engage the current learner and allow for current instructional practices to take place.	Reporters: School Administrators	Needs will be evaluated during each budget cycle and funds will be sought on an ongoing basis	Appropriate and functioning materials are provided for staff and student use. Training for the use of new materials will be provided for staff and student use.	Improved and more current instructional practice
1.2.6 Promote long range planning for the teaching and learning processes for students and adults.	Superintendent BOE BOE personnel Building Administrators Director of Curriculum Director of Special Services Curriculum Coordinators	Ongoing process	Long -term plans will be developed to assess technology, curriculum, and textbook needs at the district and school level Adequate personnel will be in place to support the teaming process and appropriate class size Teachers will have opportunities to grow professionally, collaborate and	Technology Assessment Plan 5-Year Curriculum Plan 5-Year Textbook Adoption Plan Administrator, teacher and staff evaluations In-service schedule New teacher induction schedule

	Faculty and staff members		<p>share ideas through in-service programs, professional learning communities, and other professional development opportunities</p> <p>Schedules will be developed to maximize student learning The district will implement a new teacher induction program</p> <p>New teachers will be provided mentors</p> <p>Curriculum liaisons and team leaders will serve in a leadership capacity for departments and grade levels</p> <p>Curriculum coordinators will oversee development and revision of curriculum, where appropriate</p> <p>Each building will have a school leadership team that provides input into school decisions</p>	<p>School schedules</p> <p>Professional development opportunities</p>
1.2.7 Provide for the coaching of teachers in the teaching of literacy skills	Director of Curriculum and Instruction	2013-2014 School Year	Teachers will be provided with support in the teaching of literacy skills through a literacy coach or consultant.	Availability in each building

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.3 Evaluate, maintain, and enhance a curriculum reflective of approved state standards and 21st Century skills/goals

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.3.1 Accomplish an implementation process for new curriculum standards	Reporters: Administrators and Coordinators	Common Core State Standards (CCSS) 2012 - 2014 Ongoing as updated standards are established	CCSS are implemented Teacher instructional practices reflect appropriate curriculum and instructional strategies. Standards are assessed benchmarks and other common assessments	Benchmarks, state tests and other formative and summative assessments reflect student success with new standards.
1.3.2 Maintain a process for regular curriculum review	Reporter: Administrators and Coordinators	Ongoing	A mechanism exists for continual teacher input into effective curriculum content and practices. A mechanism housing and utilizing curriculum is established.	Benchmarks, state tests and other formative and summative assessments reflect student success with new standards.
1.3.3 Implement RtI	Building Principals	2013-2014	Students are being identified and properly served	Completed protocols and system components are in place and data is being recorded
1.3.4 Promote learning through carefully constructed building schedules	Building Principals	Analysis 2013-2014	Schedules serve learning needs.	Schedules serve learning needs
1.3.5 Determine programs needed for college and career ready 21 st century learners, including those for creativity and productivity.	Administration K-12 Computer Technology Committee	2012-2013	Investigate offering programs such as all day kindergarten, MS Tech Ed Engineering, HS Biomedical Pathway, Digital Media Course, Non-Western World Language, K-5 World Language, programming for gifted and talented.	A skills curriculum exists and is infused into the CCSS and other curriculum.

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.

Strategy 1.4 Develop a means of following an individual student's academic growth through tracking data from various common assessments to help inform instructional decisions

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.4.1 Create and use common assessments based on the Common Core State Standards for each unit of instruction in all grades PK-12	Reporter: Director of Curriculum and Instruction Curriculum Coordinators School Administrators	Integration of Common Core State Standards into the curriculum: Spring 2014 Common assessments will be reviewed on an ongoing basis	Common assessments will be prepared for initial implementation and review	Common assessments reflect the outcomes of the Common Core State Standards
1.4.2 Engage staff members in collaborative team meetings to analyze the data to inform curriculum, instruction, and assessment	Reporters: Building Principals Teaching Staff	Ongoing	Common formative and summative assessments are discussed and used as supporting evidence for curricular, instructional, and assessment decisions	Decisions can be supported by data generated from student performance
1.4.3 Use a database to track student information.	Reporter: Director of Curriculum and Instruction Curriculum Coordinators Teaching Staff	Ongoing	Pearson Inform and Power School will be used to track student data and allow for greater ease in discerning the implications of the data	Data reports are being used in collaborative team meetings
1.4.4 Redo graduation requirements including	District Administrators and Principals	2013-2014	Graduation requirements are updated and Capstone project investigated	New graduation requirements exist.
1.4.5 Produce a Grade 8 electronic portfolio	Building Administrators Teaching Staff	2013-2014	Portfolio components are identified and collected	Portfolios exist and are utilized

**Tolland Public Schools
STRATEGIC PLAN
Goal 2
Climate**

GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.				
Strategy 2.1 Provide a socially, emotionally, intellectually and physically safe school climate for all members of the school Community.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.1.1 Continue to implement Safe School Climate Plans in all four schools.	Safe School Climate District Coordinator Safe School Climate Specialists Safe School Climate Committee members All staff members	Ongoing with annual review	Each school will develop a safe school climate committee scheduled to meet regularly. Parents and students are notified annually of the process for reporting bullying. Provide annual notification of the Safe School Climate Plan to all school employees. Provide all certified school employees training on the prevention, identification, and response to bullying and the prevention of and response to youth suicide. Timelines established in the Safe School Climate Plan are followed.	Reports of alleged bullying are handled according to BOE policy and in a timely fashion. Verified acts of bullying are documented according to BOE policy and is reported to the CSDOE. End-of-year school surveys, where applicable
2.1.2 Continue to implement PBIS (Positive Behavior Intervention Supports) or an equivalent program in all buildings.	Central Office Administrators PBIS District Coordinator PBIS District/ School Coaches Building Administrators and Support Staff	Ongoing	Each school will maintain a PBIS committee and meet on a regular basis. School-based coaches and teams will be trained on PBIS on an as needed basis. Schools will implement education on grade level	Analyze disciplinary and attendance data on a regular basis. (e.g. PowerSchool, ED 166, office referrals, etc...) Analyze incentive data, if applicable End-of-year school surveys

	<p>PBIS School-Based Teams</p> <p>All staff members</p>		<p>appropriate behavior.</p> <p>School-wide expectations for behavior will be posted and modeled for all students.</p> <p>Progress related to PBIS will be discussed and reviewed at the district level.</p> <p>There will be a decrease in the number of office referrals directly related to school climate and respect.</p>	
<p>2.1.3 Continue to develop and consistently applied behavioral expectations in school and related settings.</p>	<p>Central Office Administrators and staff</p> <p>Building Administrators</p> <p>All staff members</p> <p>Transportation personnel</p>	<p>Ongoing process</p>	<p>School expectations will be reviewed/revised annually to promote fairness and consistency</p> <p>Discipline management will be progressive, timely, effectively enforced and framed as a learning opportunity</p> <p>Home/school communication will be utilized to promote appropriate student behavioral expectations</p> <p>Staff members will regularly monitor and supervise unstructured settings (e.g. hallways, cafeterias, bathrooms, playgrounds, etc...) as a preventative measure</p> <p>Appropriate documentation and data entry will occur for all reportable offenses</p>	<p>Analyze disciplinary data on a regular basis. (e.g. PowerSchool, ED 166, office referrals, etc.)</p>

			<p>A written or electronic copy of the Student/Parent Handbook will be provided to each student/parent</p> <p>Student/Parent Handbook will be posted electronically on school websites.</p> <p>All district policies will be posted electronically.</p>	
2.1.4 Schools will promote an environment of respect and dignity regardless of race, gender, disability, socioeconomic status and/or cultural differences.	<p>Central Office Administrators</p> <p>Building Administrators</p> <p>Coaches</p> <p>Club advisors</p> <p>All staff members</p>	Ongoing process	<p>The district will designate a Title 9 Coordinator and each school building will designate a Title 9 administrator</p> <p>School programs and events will be developed and supported to promote diversity and tolerances (e.g. Rachel's Challenge, Names Can Really Hurt Us, guidance lessons, etc.)</p> <p>All schools will provide inclusive opportunities for students during and after school hours</p> <p>Students from families with low-income will be considered for scholarships and fee waivers that will enable them to participate in field trips, program, school activities, and related functions.</p>	<p>Financial assistance provided through scholarship, waivers, etc.</p> <p>School programs, activities, and clubs</p> <p>End-of-year school surveys</p>
2.1.5 District supports a safe environment for all students and staff.	<p>Superintendent</p> <p>Building Administrators</p>	Ongoing process	In order to adhere to state laws and regulations regarding Safe School Climate, the district will provide adequate levels of	<p>Strategic School Profiles</p> <p>District and school budgets</p>

			<p>school personnel to regularly monitor and supervise all areas of the schools.</p> <p>An adequate level of security cameras will be operating properly in each school.</p> <p>District support, develop and implement curriculum for programs such as Positive Behavior Interventions and Supports, Advisory, etc.</p>	<p>ED 166</p> <p>Monthly custodial reports</p> <p>Curriculum</p> <p>Assembly offerings</p> <p>School schedules</p>
2.1.6 Schools will utilize various methods to communicate with students, parents/ guardians, and members of the community.	<p>Superintendent</p> <p>Building Administrators</p> <p>Faculty and staff members</p>	Ongoing process	<p>Utilize various methods to contact students, parents/guardians, and community members regarding important information</p> <p>Faculty members will update websites and PowerSchool in a timely fashion, where appropriate</p> <p>Opportunities for parents to meet with school personnel will be provided.</p> <p>Schools will encourage parents to attend Open Houses, Parent Conferences, Curriculum Nights, etc.</p> <p>Regular and two-way home-school Communication will be promoted.</p> <p>Parents will be invited to participate in PTO/Booster Clubs.</p>	<p>Alert Now messages</p> <p>Digital Backpack messages</p> <p>Email and phone communications</p> <p>District and school websites</p> <p>Power School Parent Portal</p> <p>Newsletter</p> <p>Student/Parent Handbooks</p> <p>Attendance at PTO/Booster Club meetings</p> <p>District and school calendars</p>

			The district and each school will create and maintain calendars that promote events and activities in their buildings.	
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GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.

Strategy 2.2 Provide meaningful student connections in the school and community

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.2.1 Activities will be offered to ensure smooth transitions between schools.	Building Administrators Faculty members Director of Special Services	Ongoing process	Sending/receiving schools will collaborate to ensure a smooth transition from school-to-school Orientation activities will be provided to students Students and parents will be invited to visit the new school Programs will be implemented to develop positive relationships with adults in the building (e.g. TMS Community Block, advisory groups, etc.)	Participation rates at orientations and open house events
2.2.2 Teachers will establish and maintain a climate that is conducive to learning.	Building Administrators Faculty and staff members	Ongoing process	Educators will model and nurture attitudes that learning is essential. Teachers will utilize effective classroom management strategies. Teachers will promote activities that engage students in their learning. Teacher to student, student to teacher, teacher to teacher, and student to student interactions will be respectful.	Classroom walkthroughs and observations Teacher evaluations Disciplinary referrals PBIS data

GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.				
Strategy 2.3 Support the operational capacity necessary to maintain positive school climate				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.3.1 Students will be provided opportunities to assume leadership roles that enhance their commitment to school and to the development of themselves and others.	Building Administrators Club/class advisors Faculty and staff members Athletic Director Coaches	Ongoing process	Student governments and clubs will be in place to provide students a voice in school related issues where appropriate. Students will be given opportunities to lead student groups and clubs (Class Officers, Club Presidents, Safety Patrol, etc.). Student tutors will be utilized as appropriate.	Student participation in leadership roles Club and activity offerings Student participation rates Student attendance at leadership conferences
2.3.2. Students will have an opportunity to showcase their talents, skills, and abilities.	Building Administrators All faculty and staff members Club and activity advisors and coaches	Ongoing process	Schools will provide assemblies, pep rallies, music concerts, and other events. Schools will offer a wide range of co-curricular and extra-curricular activities that tap into students' interests and strengths.	Assemblies, clubs, sports, and activities offered End of year surveys
2.3.3 Schools will develop and/or expand interventions to re-engage students who have become disengaged (as evidenced by truancy, failing grades, recurring disciplinary referrals, substance abuse, etc.)	Building Administrators Faculty and staff members Director of Pupil Services School Psychologists School Social Worker School counselors Nurses	Ongoing process	Each school will utilize a model to identify students who may need interventions, e.g. Student Intervention Team, Early Intervention Program, Teacher Assistance Teams. Universal screening will occur to identify students at risk. Schools will provide a tiered system of supports.	School-based referrals to intervention teams Special education and 504 referrals Data from universal screens Student records (grades, attendance, disciplinary, etc.) Retention data

			<p>Schools will utilize internal personnel (i.e. school psychologists, nurses, counselors, social worker) and consult with external agencies (i.e. United Way 211 crisis management services, DCF, DDS, Tolland Human Services, and mental health agencies) to support students in need of additional assistance.</p> <p>Summer school, retention, and remediation will be considered for students in need.</p> <p>The high school offers an alternative learning program (i.e. TALC) for students who are struggling to succeed in the regular day-school program.</p> <p>Schools will communicate with parents to improve academics, behavior, and attendance.</p> <p>Behavior Intervention Plans and contracts will be developed as needed.</p>	Strategic School Profile
2.3.4 Students will engage in activities that promote community awareness and involvement.	<p>Building Administrators</p> <p>Faculty and staff members</p> <p>Club and activity advisors</p>	Ongoing process	<p>Social and civic expectations will be met in order to graduate from THS.</p> <p>At TMS, community service blocks are held to serve the school and/or the local community.</p>	<p>Community service hours</p> <p>School schedules</p> <p>Club and activity offerings</p>

			At all levels, activities and clubs are offered to promote community service.	
2.3.5 Students will engage in activities promoting environmental and global awareness.	<p>Superintendent</p> <p>Board of Education members</p> <p>Building Administrators</p> <p>Faculty and staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review and Revise:14-15</p> <p>Complete: 15-16</p>	<p>Schools will utilize “green” products where possible.</p> <p>Tools for Schools committees will function in each building.</p> <p>Students will have opportunities to participate in charitable activities.</p> <p>Schools will participate in recycling programs to reduce waste.</p> <p>Schools will offer opportunities for students to learn about different customs, cultures, and beliefs through the curriculum.</p> <p>International and domestic trips and exchange programs may be available to students.</p>	<p>Air quality assessment</p> <p>Staff surveys</p> <p>Assessment data from Tools for Schools walkthroughs</p> <p>Course offerings</p>

Tolland Public Schools

STRATEGIC PLAN

Goal 3

Technology

Goal 3. To provide and utilize technology to promote learning

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

Strategy 3.1: Determine grade by grade appropriate technology use and skills

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.1.1 Create a vision for the role of technology within the district	Technology Planning Committee	2012 - 2013	Committee convened to create a vision	Presence of a Vision
3.1.2 Identify digital devices that best support learning.	K-12 Committees	2013-2014 and ongoing	Decisions made about the desired digital learning tools	Devices identified
3.1.3 Determine plans and procedures for implementing these devices, e.g. BYOD, interactive white boards, etc.	Director of Technology and K-12 Committees	2012	Committee convened to create implementation plans	Devices, plans and procedures are in place
3.1.4 Time to develop lessons to support use of selected devices.	Principals	Ongoing	Schedule for PD developed	Time provided

Goal 3. To provide and utilize technology to promote learning

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

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

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

Goal 3. To provide and utilize technology to promote learning

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

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

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

Goal 3. To provide and utilize technology to promote learning <u>Engaging and Empowering Learning Experiences</u> – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.				
Strategy 3.4: Determine and organize grade by grade websites and software sources that enhance learning.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.4.1 Construct a repository for appropriate digital sources that support specific curricular content.	CD and coordinators	2012	Repository identified and/or constructed.	(Now complete)
3.4.2 Seek and encourage use of sites and software that further support curriculum-based instruction.	CD and coordinators	2012 and ongoing	Sites and software linked to curriculum documents	All staff able to use appropriate sites and software
3.4.3 Provide PD in the appropriate digital strategies	CD, SIC Committee and Principals	2013-2014	PD held about research skills Provide targeted technology PD in small groups. Choice and required training Offer mini series Solicit requests from PLCs	Evidence of PD held to support appropriate digital skills
3.4.4 Train staff in the appropriate use of devices, evaluation tools, windows 7, etc.	CD, SIC Committee and Principals	Ongoing	Staff training has occurred	
3.4.5 Have “go to” people and technology integration specialists trained in each building.	CD, SIC Committee and Principals	Ongoing		In place by the fall of 2012

Goal 3. To provide and utilize technology to promote learning

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

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

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

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

Goal 3. To provide and utilize technology to promote learning

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

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

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

Goal 3. To provide and utilize technology to promote learning

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

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

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

Goal 3. To provide and utilize technology to promote learning

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

Strategy 3.9: Productivity software programs are in place

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

**Tolland Public Schools
STRATEGIC PLAN
Goal 4
Communication**

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.1: Promote opportunities for all stakeholder groups to have a meaningful voice within the schools and school district.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.1.1 Tolland Public Schools will promote current opportunities for parents and community members to communicate with school/district officials.	Superintendent Director of Curriculum Building Administrators	Ongoing	Communicate with parents via open houses, Alert Now messages, newsletters, the websites, and other communication avenues to invite parents to discuss a variety of issues impacting students. School websites and school calendars will note for parents and community members the scheduled dates for Board of Education meetings.	Number and method of communications Dates of BOE meetings are found on the websites and calendars
4.1.2 Tolland Public Schools will develop and implement additional opportunities for parents and community members to participate in forums and meetings to communicate with school/district officials.	Superintendent Director of Curriculum Building Administrators	2012-2013	Each school will hold forums with parents to discuss items of interest on a regular basis. The Superintendent's Office will hold forums to discuss items of interest on a regular basis.	Forums for parents and community members meet at the building and district level on a regular basis

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.2: Develop district standards for teacher communication with families regarding individual student progress.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.2.1 Teachers will use a variety of methods to communicate with parents about individual student progress.	Building Principals	Fall 2012	Teachers will use the school websites, in-person meetings, electronic and paper notes to parents, Power School, and phone conversations to communicate progress to parents.	Power School Parent Portal statistics Teacher documentation of communication with parents
4.2.2 District protocols will be drafted to consider consistent practices of communication between school staff and families about individual student progress	Administrative Council	Spring 2013	Administrators, while considering previous teacher input, will determine and disseminate an appropriate set of protocols to be implemented	Protocols have been established and distributed
4.2.3 Tolland Public Schools will inform parents of the methods of communication currently available to families to receive information about individual student progress	Building Principals	Ongoing	Principals will utilize communications via open houses, written and electronic communications, websites explaining the methods available for parents to access this information	Records of communication

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.**Strategy 4.3: Increase positive messaging from each school to stakeholders.**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.3.1 Increase staff awareness of the purpose of district level initiatives	District and building administration	2012-ongoing	Convocation and faculty meetings are used to inform the staff about initiatives and the origination of the initiatives to increase awareness	Agenda items indicate initiatives described
4.3.2 Provide opportunities for school personnel to communicate regarding individual students and their needs	Administration Teaching and Support Staff Members	2012-ongoing	School personnel meets to discuss individual student progress and needs	Records of meetings are kept regarding student progress
4.3.3 Utilize technologies and programs to increase communication among teachers both vertically and horizontally	Director of Curriculum Director of Technology	2012-2013	Professional development will be provided to staff on how to best utilize the website, Power School, Naviance, Inform and other programs to meet this goal	Technologies capable of meeting this goal have been identified and utilized
4.3.4 Tolland Public Schools will provide opportunities for students in TIS, TMS, and THS to communicate items with the respective school's administration, appropriate staff, and each other.	Building Principals	Ongoing	Meetings with students are held regularly to discuss school-based and/or global issues.	Number of meetings held

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.**Strategy 4.4: Increase internal communication among school personnel at all levels.**

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.4.1 Create district and school communications highlighting the achievements of school groups and individuals directed toward TPS stakeholders	Superintendent Director of Curriculum Parent Groups (PTO, Booster Club, etc)	Ongoing	Newsletters, Digital Backpacks, websites, letters, and other communications contain messages of the achievements of the collective group and individuals within the schools	Positive messaging begins on a school and district level
4.4.2 Communication will be opened to various media to publicize the accomplishments of the individuals and groups associated with TPS	District Administration	Ongoing	Press releases are supplied on a routine basis to media outlets.	Data shows the number of releases sent to media outlets by school and district compared to that which is actually published

**Tolland Public Schools
STRATEGIC PLAN
Goal 5
Facilities, Emergencies and Security**

Goal 5: To improve school facilities that support student achievement and provide a safe learning and working environment.				
Strategy 5.1 Provide a safe and healthy physical environment for all students and staff				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
5.1.1 Develop a system of comprehensive preventative maintenance	Maintenance Manager, Maintenance staff	Develop: FY 2012-2013 Implement: FY 2013-2014	Annual calendar of maintenance review Annual maintenance will be completed	Superintendent and Business Manager feedback
5.1.2 Develop and implement a comprehensive security plan for all buildings	Maintenance Manager, IT Staff	Ongoing	Security plan is developed and implemented Building security equipment installed, monitored, and maintained	Annual inspection performed by building principal, head of maintenance staff with Fire Chief and Fire Marshal, Resident State Trooper
5.1.3 Initiate a proper system of custodial care and cleanliness of the facilities	Principal and head custodian of each building	Develop: FY 2012-2013 Implement: FY 2013- ongoing	Current plan updated Provide PD for custodians	Checklist of custodial maintenance completed and reviewed by principal

5.1.4 Continue to develop a Capital Improvement Plan that addresses the physical plant needs of the District	Superintendent, Maintenance Manager, School Principals	Develop and Review: FY 2012-2013 Submit: November, 2012	Board approval of Capital Improvement Plan submission to Town Manager and Capital Improvement Plan Committee	Meet with Principals to establish needs Review and prioritize with Superintendent Submit to BOE for review and approval
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Goal 5: To improve school facilities that support student achievement and provide a safe learning and working environment.

Strategy 5.2 Provide systems and plans for emergencies and safety

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
5.2.1 Review and provide for Emergency Plan	Superintendent of Schools Town Official	Ongoing	Emergency Plans developed	Emergency Plans in place
5.2.2 Update Crisis Management Plan	Superintendent of Schools Town Officials	Ongoing	Crisis Management Plan developed	Crisis Management Plan in place
5.2.3 District Safety Committee	Superintendent of Schools Building Representatives	Ongoing	Committee meetings	Committee requests acted upon
5.2.4 Tools for Schools	Superintendent of Schools Building Committees	Ongoing	Committees meetings	Committee's requests acted upon
5.2.5 Chemical Safety	Superintendent of Schools Chemical Hygiene Designated Personnel	Ongoing	Chemical Safety Plans developed	Chemical Safety plan functioning
5.2.6 Pesticide/Radon	Superintendent of Schools	Ongoing	Pesticide and radon safety measures identified	Pesticide and radon safety measures taken
5.2.7 Fire Safety	Superintendent of Schools Building Principals Town Fire Chief	Ongoing	Fire safety measures and procedures identified	Fire safety measures in place
5.2.8 Green clean	Superintendent of Schools Head Custodians	Ongoing	Green clean materials identified	Green clean materials in use



STATE OF CONNECTICUT
OFFICE OF POLICY AND MANAGEMENT

Steven Werbner
Town Manager
Town of Tolland
21 Tolland Green
Tolland, CT 06084

October 24, 2012

Dear Mr. Werbner:

Governor Dannel P. Malloy and I would like to congratulate you and the Town of Tolland on your \$500,000 grant through the Small Town Economic Assistance Program (STEAP) for the design and installation of artificial turf at the Tolland High School Stadium Field.

The Office of Policy and Management (OPM) will administer your award using an expedited reimbursement plan (similar to LoCIP) as an alternative to an agency administration of your STEAP award. **Please note: retroactive reimbursements are not allowed.**

You should not proceed with any anticipated STEAP-funded project work until you are fully aware of any contractual terms required by the administering agency and all necessary contracts are fully executed.

Please confirm your award with OPM within 60 days of the date printed above. Once you have confirmed your acceptance of the award, OPM will coordinate with your town's point of contact to get the process underway. To confirm your award, please contact OPM's Chief Administrative Officer MaryAnn Palmarozza at 860 418-6360 or at maryann.palmarozza@ct.gov.

Please keep in mind that the ultimate release of funding will be contingent on your compliance with the rules and regulations of the agency that administers your award and release of funds will not occur without a fully executed project agreement between the municipality and the state administering agency.

Governor Malloy and I look forward to working with you to continue to improve the well being of Connecticut's communities in the future.

Sincerely,

A handwritten signature in dark ink, appearing to read "Benjamin Barnes".

Benjamin Barnes
Secretary

cc: State Senator Tony Guglielmo
State Representative Bryan Hurlburt

The Connecticut General Assembly

House Democrats



September 27, 2012
FOR IMMEDIATE RELEASE

CONTACT: Larry Perosino (860) 240-0144

STATE FUNDING EXPECTED FOR TOLLAND ATHLETIC FIELD UPGRADES Rep. Hurlburt secures grant to help pay for stadium lights, turf

State Representative Bryan Hurlburt, who represents Ashford, Tolland and Willington in the legislature, announced that funding to help pay for planned improvements at Tolland High School's sports stadium is expected to be approved next week by the State Bond Commission.

Hurlburt was able to secure a commitment for a \$200,000 state grant to assist with upgrades to the football field including stadium lights, artificial turf and ADA accessible restroom facilities.

"This is exciting news for the entire town, and particularly for our student athletes, parents and fans who enjoy Tolland Eagle sports," said Hurlburt, who hopes the grant will help local private fundraising efforts for the project. "It is also a win for local taxpayers as this grant will help offset the cost of the overall cost of the upgrades."

Hurlburt also noted that artificial turf will help reduce long-term maintenance costs for the town. Stadium lights will allow for night play, allowing more people to attend games.

The grant was placed on the Bond Commission's agenda by Governor Dannel P. Malloy at the request of Hurlburt, a member of the legislature's Appropriations Committee. The Commission is scheduled to meet Wednesday, October 3 in the Legislative Office Building in Hartford.

Medal, the National Defense Service Medal, and the Global War on Terrorism Service Medal and he is currently serving as a Platoon Leader at Ft. Drum, New York.

NOW, THEREFORE, BE IT RESOLVED that I, Jack Scavone, Chairperson of the Tolland Town Council, representing the community at large, recognize the selfless contributions and dedication of Lieutenant David Tuttle in service to our citizens. Together with his family, his friends and the entire Tolland community, I wish to share our overwhelming pride in his service to our nation, and our warmest welcome home wishes.

Jack Scavone congratulated Mr. Tuttle and said he was a true hometown hero.

Bryan Hurlburt thanked Mr. Tuttle for his service. He presented a Citation from the General Assembly introduced by himself and State Senator Tony Guglielmo, who also shares his thanks and best wishes. Mr. Hurlburt also presented two Proclamations, one from Lt. Governor Nancy Wyman, and one from Governor Daniel P. Malloy.

Richard Taft, Chairman of Veterans Recognition Commission, read a prepared statement and presented David Tuttle with a fruit basket donated by Bob Buettner of Buettner Florists.

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

Bob Rubino of 296 Weigold Road: He thanked the Council for an excellent, noble gesture. He compared the Council and BOE relationship to the Hatfield and McCoy's two weeks ago. It is worse than that. He asks that they keep the branch held out. Let's try it again. He has faith. We are working on changing the conversation. Let's think of it as "the long view, the three-year plan". He asks that they all work together and not jump to the easy. He has faith, and hopes the Council does to.

Mark Gill motioned to add the Library fee issue to the Agenda as 8.4; Seconded by Josh Freeman. All in favor. None opposed.

6. PUBLIC HEARING ITEMS:

- 6.1 Consideration of a resolution appropriating \$1,533,807 for Capital Projects and authorizing the issuance of bonds and notes therefore.

Mr. Werbner commented that this is the full amount (\$1,533,807) of the projects, which were included in the Capital Budget that was adopted as part of the overall town budget for non-referendum borrowing. They anticipate needing to borrow \$1,153,600 of the total amount. Approval of this item would appropriate and approve the issuance of bonds for the following projects:

- 1. The cost for certain road pavement improvements in an amount of \$780,000;
- 2. The cost for pavement resurfacing at the Fire Station 140 parking lot in an amount of \$100,000;
- 3. The cost for certain drainage improvements in an amount of \$208,807;
- 4. The cost for the cost of preparing a facilities study in an amount of \$30,000;
- * 5. The cost for the installation of lights for the Tolland High School stadium field in an amount of \$300,000; and
- 6. The cost for pavement resurfacing of the Tolland Middle School track in an amount of \$115,000.

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

A straw poll was conducted of all those in favor of this resolution. 2 in favor; 0 opposed.

TO: Members of Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Proposed Artificial Turf Field and Athletic Field Lighting Projects – Tolland High School

At a recent meeting, Board of Education members requested information about the cost of the proposed artificial turf field and athletic field lighting projects at the High School.

According to information gathered from districts with recently constructed fields, the estimated cost of an artificial turf field is approximately \$500,000. Costs associated with developing plans and specifications for the project total \$20,980.

The estimated costs for the construction of the proposed athletic field lighting project is \$200,000. The costs for design and specifications total \$35,135.

In summary, estimated costs are as follows:

Artificial Turf Field	\$500,000
Design Fees – Turf	20,980
Athletic Field Lighting	200,000
Design Fees – Lighting	<u>35,135</u>
Total Estimated Costs	\$756,115

Funding for this project would come from the following sources:

Tolland Capital Improvement Plan (July 10, 2012)	\$300,000
State Bond Commission (October 3, 2012)	200,000
Small Town Economic Assistance Program (October 24, 2012)	<u>500,000</u>
Total Revenue	\$1,000,000

The Administration recommends approval of the field lighting and artificial turf field project.

WDG:ca



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TO: Members of Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: School Improvement Goals – 2012/13

Attached are the School Improvement Goals for the 2012/13 school year.

The Goals are:

1. Birch Grove –
 - To improve student achievement in each of the curriculum areas
 - To continue to develop a school that is responsive to student, staff and family needs
 - To implement Scientific Research – Based Interventions (SRBI) in reading, math and student behavior
2. Tolland Intermediate School –
 - To use student assessment results, local benchmarks, and other pertinent data to improve student achievement and to inform all aspects of decision making, implementation, instructional programs, assessment practices, procedures, and supervision. All school-based PLC teams will establish and enhance the systems necessary to inform instruction and raise the literacy achievement of their students
 - Increase and promote effective two-way communication with students, parents, staff and the community
 - Through the implementation of scientifically research-based programs of Positive Behavioral Interventions and Supports, literacy instruction driven by the Common Core State Standards and through a system of multi-tiered interventions and a data driven decision making process, Tolland Intermediate School will implement as comprehensive intervention program
3. Tolland Middle School –
 - To improve student achievement and literacy
 - To improve the school climate in the areas of respect and tolerance among all members of the TMS community
 - To statistically evaluate the success of Rtl programs at TMS in an effort to continually improve student performance and culture and further evolve Rtl/SRBI programs at the school.

4. Tolland High School -

- To improve student literacy (reading, writing, and mathematical) skills at Tolland High School
- To improve school climate among all members of the Tolland High School community.
- Implement RtI at Tolland High School

Measurable objectives, strategies to be utilized and measures to assess results are listed. Status of the SMART (Strategic, Measurable, Attainable, Results-based and Time-bound) Goals will be presented to the Board of Education in February, 2013 and final results in September, 2013.

Tolland Public School
School Improvement Plan
2012-2013

School Improvement Plan		2012-2013		
Program		Birch Grove Primary School		
School Goal		To Improve Student Achievement in Each of the Curriculum Areas		
Measurable Objective	Strategies	Measures	Baseline	Goal
<ul style="list-style-type: none"> 80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA. 80% of students in grade K-2 will meet goal on the math benchmarks. 80% of students will meet the goal of proficient or better on all other curriculum benchmarks. 70% of students with special needs spend 80% of their time in the regular classroom. 	<p>In order to foster teacher analysis and reflection on student work , the following will occur;</p> <ul style="list-style-type: none"> Facilitate book study groups using Educational articles and <i>The Daily Five</i> by Gail Boushey and Joan Mosher. Continue to evaluate and improve tier 1 instruction in all major subject areas. Ensure small PLC teams meet and use benchmark data for the focus of the PLC discussions. Continue alignment of Common Core State Standards, report card, and teaching practice assessment. <p>In order to foster improvement in student work, the following will occur;</p> <p>Language Arts –</p> <ul style="list-style-type: none"> Continue to unpack the reading, writing, speaking/listening, language, and foundations CCSS. Monitor the degree to which students are reading nonfiction and writing informative and opinion pieces. Align CCSS for Reading Informational Text to nonfiction used in content areas. Begin writing units or aligning current units to CCSS. Increase the end of year DRA expectation to an Independent Level. Continue to create anchor sets for common assessments. Create and maintain fidelity to pacing guides. 	<p>Kindergarten Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p> <p>All other Curriculum Areas Benchmarks</p> <p>Special Ed Inclusion Data</p>	<p>Kindergarten Math June 2012 Counts by 1s to 100 – 92% goal or better Counts back by 1s (10-0) - 96% goal or better Counts-Compare & Order #'s – 92% goal or better PV-ID Numbers to 30 – 90% goal or better Estimation –95% goal or better Measurement-96% goal or better Time (Calendar)-83% goal or better Time (Hour)-97% goal or better 2D & 3D Shapes- 99% goal or better Data: Prob. & Stats- 95% goal or better AR Identify & Extend Patterns- 93% goal or better AR- Sort & Classify- 90% goal or better</p> <p>Language Arts Phoneme Rhyming - 93% goal or better Phoneme Blending - 70% goal or better Phoneme Isolation, Initial Sound – 86% goal or better Letter Names UC- 97% goal or better</p>	<p>Kindergarten Math – 80% above goal</p> <p>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA –4</p> <p>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p>Mathematics K-2 80% above goal</p> <p>All other Curriculum Areas 3/4 on a 4 pt. rubric or 80% above goal</p>

	<ul style="list-style-type: none"> Continue to develop a system for monitoring and recording student progress to refine the SRBI model. <p>Math</p> <ul style="list-style-type: none"> Continue to refine the structure for math support: universal screens, progress monitoring, etc. Fully implement the Grade K CCSS curriculum. Implement the modified “erased” curriculum in both Grade 1 and 2. Focus on fact fluency through activities, small groups, centers, etc. Introduce the MAH program at BGP to emphasize fact fluency at home. Work with PLC teams to focus time on developing assessments and units aligned to the CCSS in both Grades 1 and 2. <p>Science</p> <ul style="list-style-type: none"> Meet in grade level teams to review curriculum and instructional practices. Integrate non-fiction science unit related reading materials into the curriculum. Meet with K-2 science representatives to continue to review curricular issues. Begin to discuss how Next Generation Science Framework will be implemented. Equip every classroom with the necessary materials to complete inquiry labs. Include more measurement in science activities. Equip classrooms with the necessary materials to complete inquiry labs. Include more measurement in science activities. The science coordinator will work with teachers to develop and model more inquiry based lab experiences for students. Integrate more science vocabulary and methods to reinforce the terms. Set up a science classroom to model and conduct labs. <p>Social Studies</p> <ul style="list-style-type: none"> Develop new lessons/units as needed to align with new state standards – particularly in kindergarten. Infuse content area literacy skills and strategies into social 	<p>Letter Names LC - 97% goal or better Letter Sounds – 93% goal or better HF Words-86% goal or better CAP- 95% goal or better HRSW- 83% goal or better DRA – 90% DRA level 3 or higher</p> <p>First Grade Language Arts Theme 4/5 - 85% Goal or Better Theme 6/7- 91% Goal or Better Theme 8/9/10- 89% Goal or Better Mid Year: Writing prompt –97% scored 6 or better End of Year: Writing prompt –57% scored 9 or better (99% scored 6 or better) ****Developmental rubric – goal is to show growth fall to spring Mid Year: DRA level 12 or higher - 51% goal or better (Level 6 or higher – 86% goal or better) End of year: DRA level 18 or higher - 70% goal or better (Level 16 or higher – 78% goal or better)</p> <p>First Grade Math Unit 4 – 91% Goal or Better Unit 5- 89% Goal or Better Unit 6- 89% Goal or Better Unit 7- 92% Goal or Better Unit 8- 94% Goal or Better</p>	
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	<p>studies by focusing on content area reading strategies and vocabulary development.</p> <ul style="list-style-type: none"> Develop new and appropriate benchmark assessments to meet new standards in both content and literacy – particularly in kindergarten. <p>In order to foster improvement in student work with children with special needs, the following will occur;</p> <ul style="list-style-type: none"> 70% of the special needs students will spend 80% of their time in the regular classroom. Utilize the RTI process to the fullest extent before initiating a special education referral. Clarify through discussions with the LA coordinator the criteria and methods for benchmark modifications in Grade 1 and 2. Continue to develop a Standard Treatment Protocol for reading/Math intervention for Sped students in Grades K-2. 		<p>Unit 9- 85% Goal or Better Unit 10- 90% Goal or Better EOY- 94% Goal or Better</p> <p>Science Plants- 90% Goal or Better Matter, Force & Motion- 89% Goal or Better Animal Characteristics- 90 % Goal or Better</p> <p>Social Studies Mexico- 86% Goal or Better Geog. & Holidays- 82% Goal or Better</p> <p>Language Arts Mid Year: DRA Level 24 or higher - 68 % goal or better (DRA Level 20 or higher – 79% goal or better) End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 90% goal or better) Mid Year: Writing prompt –92% scored 6 or better End of Year: Writing prompt –69% scored 8 or better (97% scored 6 or better)</p> <p>Math Unit 5- 94% goal or better Unit 6- 89% goal or better Unit 7- 90% goal or better Unit 8-87% goal or better Unit 9-88% goal or better EOY Assessment:- 95%</p>	
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Tolland Public School
School Improvement Plan
2012-2013

School Improvement Plan		2012 - 2013			
Program		Birch Grove Primary School			
School Goal		To Continue to Develop a School that is Responsive to Student, Staff and Family Needs			
Measurable Objective	Strategies		Measures	Baseline	Goal
1) Reduction of office referrals by 5% 2) Reduction of bus reports by 5%	<ul style="list-style-type: none"> Continue to participate in PBIS team training with SERC. Introduce school wide matrix to staff and students. PBIS team will train all staff and provide lesson examples to reinforce common expectations among the school. Post the school wide matrix in every classroom and all common areas in the building. Identify levels of behaviors and implement new reporting procedure for minor and major behaviors. Announce classrooms that earned 50 GROW cards on the morning announcements. Reinforce positive student behaviors by handing out GROW cards to students on the bus and in school. Encourage the continued use of Second Step Violence Prevention program to every classroom. Share collaborative Problem solving strategies with staff and the Safe School Climate Committee. Communicate tiers of intervention for behavior management with teachers. Assistant Principal will monitor cafeteria and recess behavior to reinforce the school matrix and common rules. Communicate morning meeting ideas, greetings, and activities with the staff to use in the classroom. Assistant principal will bus behavior and share PBIS strategies with bus drivers to reinforce common rules. Facilitate monthly principal meetings with parents to improve two-way communication. 		1) Behavior Log 2) Bus Tickets	115 office referrals in 2011 -2012 138 bus warnings in 2011 - 2012	No more than 110 office referrals No more than 131 bus warnings

Tolland Public School
School Improvement Plan
2012-2013

School Improvement Plan		2012 - 2013			
Program		Birch Grove Primary School			
School Goal		To implement Scientific Research - Based Interventions (SRBI) in reading, math and student behavior			
Measurable Objective	Strategies		Measures	Baseline	Goal
<ul style="list-style-type: none">80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA.80% of students in grade K-2 will meet goal on the math benchmarks.Reduction of TAT referrals by 5%Reduction of office referrals by 5%	<p>Language Arts</p> <ul style="list-style-type: none">Begin year one of a three-year grant training with SERC for the State Personnel Development Grant (SPDG).Investigate early intervention process with SERC consultants and the SPDG core team.Develop an action plan, review literacy, and behavior data to inform the SPDG.Investigate the use of a Phonemic Awareness assessment for Gr. 1Investigate use of (DIBELS) progress monitoring guidelines for Tier 1 reading program.Develop progress-monitoring form to record interventions for TAT process.Monitor progress monitoring guidelines with Tiers 2 and 3 reading intervention programs.Provide collaboration with teachers to share best practices for Tier 1. <p>Math</p> <ul style="list-style-type: none">Continue to communicate a Standard Treatment Protocol for Math Intervention for all tiers with teachers using progress monitoring tools and universal screens.Focus on fact fluency through activities, small groups, centers, etc.Introduce the Math At Home program at BGP to emphasize fact fluency at home.Continue to investigate guided math instruction/ math workstations.	<p>Kindergarten Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p>	<p>Kindergarten Math – June 2012</p> <p>Counts by 1s to 100 – 92% goal or better Counts back by 1s (10-0) - 96% goal or better Counts-Compare & Order #'s – 92% goal or better PV-ID Numbers to 30 – 90% goal or better Estimation –95% goal or better Measurement-96% goal or better Time (Calendar)-83% goal or better Time (Hour)-97% goal or better 2D & 3D Shapes- 99% goal or better Data: Prob. & Stats-95% goal or better AR Identify & Extend Patterns- 93% goal or better AR- Sort & Classify- 90% goal or better</p> <p>Language Arts Phoneme Rhyming - 93% goal or better Phoneme Blending - 70% goal or better Phoneme Isolation, Initial Sound – 86% goal or better</p>	<p>Kindergarten Math – 80% above goal</p> <p>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 4</p> <p>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p>Mathematics K-2 80% above goal</p> <p>TAT Less than 75</p>	

	<ul style="list-style-type: none"> Continue to revise math intervention assessments to identify needs of the students. <p>Behavior</p> <ul style="list-style-type: none"> PBIS team will train all staff and provide lesson examples to reinforce common expectations among the school. Post the school wide matrix in every classroom and all common areas in the building. Identify levels of behaviors and implement new reporting procedure for minor and major behaviors. Communicate tiers of intervention for behavior management with teachers. Continue PBIS team training with staff. Assistant Principal will monitor the cafeteria and recess behavior to ensure consistency of following rules. Monitor and review BEARS/mentoring program with assistant principal and psychologist. Investigate progress monitoring guidelines for student behavior using Second Step Program. Reinforce positive student behaviors by handing out GROW cards to students on the bus and in school. 		<p>Letter Names UC- 97% goal or better Letter Names LC - 97% goal or better Letter Sounds – 93% goal or better HF Words-86% goal or better CAP- 95% goal or better HRSW- 83% goal or better DRA – 90% DRA level 3 or higher</p> <p>First Grade Language Arts Theme 4/5 - 85% Goal or Better Theme 6/7- 91% Goal or Better Theme 8/9/10- 89% Goal or Better Mid Year: Writing prompt –97% scored 6 or better End of Year: Writing prompt –57% scored 9 or better (99% scored 6 or better) ****Developmental rubric – goal is to show growth fall to spring Mid Year: DRA level 12 or higher - 51% goal or better (Level 6 or higher – 86% goal or better) End of year: DRA level 18 or higher - 70% goal or better (Level 16 or higher – 78% goal or better)</p> <p>First Grade Math Unit 4 – 91% Goal or Better Unit 5- 89% Goal or Better Unit 6- 89% Goal or Better Unit 7- 92% Goal or Better Unit 8- 94% Goal or Better</p>	<p>students participating</p> <p><u>Behavior</u> Less than 110 student referrals</p>
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			<p>Unit 9- 85% Goal or Better Unit 10- 90% Goal or Better EOY- 94% Goal or Better</p> <p>Science Plants- 90% Goal or Better Matter, Force & Motion- 89% Goal or Better Animal Characteristics- 90 % Goal or Better</p> <p>Social Studies Mexico- 86% Goal or Better Geog. & Holidays- 82% Goal or Better</p> <p>Language Arts Mid Year: DRA Level 24 or higher - 68 % goal or better (DRA Level 20 or higher – 79% goal or better) End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 90% goal or better) Mid Year: Writing prompt –92% scored 6 or better End of Year: Writing prompt –69% scored 8 or better (97% scored 6 or better)</p> <p>Math Unit 5- 94% goal or better Unit 6- 89% goal or better Unit 7- 90% goal or better Unit 8-87% goal or better Unit 9-88% goal or better EOY Assessment:- 95% goal or better</p> <p><u>Science</u> Insects-95% goal or</p>	
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			<p>better Sun, Shadows & Gravity- 81% goal or better</p> <p><u>Social Studies</u> Japan-95% goal or better</p> <p><u>Reading Support (8 week sessions)</u> Session 1 – 45 students Session 2 – 86 students Session 3 – 72 students Session 4 – 73 students</p> <p>64 students were serviced in Tier III reading support</p> <p><u>Math Support (8 week sessions)</u> 3rd session- 42 children 4th session - 39 children</p> <p>45 TAT students</p> <p>115 office referrals</p>	
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Measure	Results	
	February	August
<p><u>Kindergarten</u> Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks</p>		

Tolland Public School
School Improvement Plan
2012-2013

School/Program	Tolland Intermediate School 2012-2013			
Improvement Goal	To use student assessment results, local benchmarks, and other pertinent data to improve student achievement and to inform all aspects of decision making, implementation, instructional programs, assessment practices, procedures, and supervision. All school-based PLC teams will establish and enhance the systems necessary to inform instruction and raise the literacy achievement of their students.			
Measurable Objective	Strategies	Measures	Baseline	Goal
Teacher created pre and post curriculum based assessments for two data team cycles will show growth for all students on designated data team cycle.	<p>Through the completion of two data cycles, PLC teams, under the direction of consultants from the State Education Resource Center, teams will:</p> <ul style="list-style-type: none">• set goals and agree upon teaching strategies that would best meet student needs determined by a critical analysis of their work• improve their function by working with a SERC data coach, and a SERC literacy coach, to analyze common formative assessment data and implement best practices in literacy instruction• increase the number and percentage of teachers using differentiated instruction for students of all races, students with special needs, and students who are English Language Learners, based on the results of the assessment data• create and align common formative assessments with the Common Core Language Arts State Standards• measure student progress, by creating and administering a preassessment, and charting the number of students already proficient, followed by creating a post assessment and measuring the number proficient by the end of a cycle.• use data to plan and/or provide additional instructional	Two PLC/Data Team cycle packets	Curriculum based measures will be developed by each PLC team	Data team cycle paperwork will outline percentage increase for all student subgroups reaching proficiency between pre and post assessment data

	<p>interventions for those students scoring below proficiency on the CMT, benchmarks and writing prompts</p> <ul style="list-style-type: none">• all PLC groups will work to increase the participation of all special education students in the general education setting and increase the number of small group targeted instructional group offerings <p>After giving the post-instruction assessment, teams will review student progress and determine which strategies are most effective and should be replicated in the future.</p>			
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Tolland Public School
School Improvement Plan
2012-2013

School/Program		Tolland Intermediate School 2012-2013			
Improvement Goal		Increase and promote effective two-way communication with students, parents, staff and the community.			
Measurable Objective	Strategies		Measures	Baseline	Goal
Eighty-five percent of parents/guardians will report that they have access to adequate information regarding grade level and school expectations to support learning at home.	Utilize available technologies to promote effective and timely stakeholder involvement in the educational process Develop an electronic school newsletter Explore additional uses for the Alert Now phone messaging system Expand subscriber base for the Digital Backpack Implement a monthly community conversation hour Administration and staff will attend monthly PTO meetings and be available to meet with attendees at the close of the meeting Establish a standardized Curriculum Night Pamphlet for each grade level that will include the following foundational information: <ul style="list-style-type: none">• links to the school handbook• curriculum at a glance pamphlets• intervention programs pamphlets• unified arts curriculum guide• link to the school handbook• copy of standards-based report card		Survey	Baseline Data will be collected through the parent survey	85% of survey respondents will report

Tolland Public School

School Improvement Plan

2012-2013

School/Program		Tolland Intermediate School 2012-2013		
Improvement Goal		Through the implementation of scientifically research-based programs of Positive Behavioral Interventions and supports and literacy instruction driven by the Common Core State Standards through a system of multi-tiered interventions and a data driven decision making process, Tolland Intermediate School will implement as comprehensive intervention program.		
Measurable Objective	Strategies	Measures	Baseline	Goal
To improve existing supports and interventions by implementing a comprehensive intervention program, and evaluating the success through analyzing student performance data.	<p>A team of teachers will participate in the following targeted professional development offerings through the State Education Resource Center (SERC):</p> <p>Leadership Launch, Data Review Site Visit, 3 PBIS sessions, building level visitations, SWIS data collection, Education benefit in-service, School-based Welcoming Walkthrough, 2 day literacy in-service and follow-up survey.</p> <p>Through involvement in SERC's Personnel Development Grant, the school-based leadership team will continue the development of a comprehensive RTI Action plan addressing the following:</p> <ul style="list-style-type: none"> improve the academic achievement of all students with a specific focus on students with disabilities, students of color, and students acquiring English universal screening measures will be administered to all students. professional development research best practice instructional strategies will be provided to all staff progress will be monitored as students receive additional tiered interventions administrators will attend in-service offerings on the Inform data collection and management systems will be offered through the district responsibility will be shared among all staff for the academic progress of all students. data from universal screening and targeted assessments will be used to inform instruction the menu of research-based instructional interventions for any student at risk of academic will be increased. 	<p>Implementation of a comprehensive system of SRBI</p> <p>Progress Monitoring of students in the intervention program</p>	Universal screens DRA	Development of a system of a comprehensive Scientifically Researched Based Interventions.
	<p>All students will learn and practice new school-wide behavioral</p>	SWIS Behavioral Data		10% Reduction in office referrals

	<p>expectations, policies and initiatives through the PBIS program</p> <p>Develop lesson plans addressing appropriate behavioral expectations for key areas of the building</p> <p>Individualized interventions for students with high risk behaviors</p> <p>Data, such as office discipline referrals, will be collected and evaluated to target necessary interventions and supports to improve or change student behavior</p>			
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Tolland Public School

School Improvement Plan

2012-2013

School Improvement Plan		2012-2013		
Program		Tolland Middle School		
School Goal		To improve student achievement and literacy		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) CCSS-PLC Teams will achieve or exceed their progress goals.	<ul style="list-style-type: none"> CCSS PLC Subject Area team focus groups meet four times a month, with a vertical team meeting about three times a month (all subject area CCSS PLC teams together) CCSS PLC teams will establish norms as per DuFour's Philosophy. CCSS PLC Teacher Resource web-site for TMS Curriculum/Benchmark revision and development New Benchmarks, and common assessments will be designed that align with the CCSS and what is know about the SBAC. Professional Development Use of student data to inform instruction Meetings held according to the Coordinators CCSS Schedule developed and revised in and for the 2012-2013 year. Use of RtI Tier I "Best Practices" Identify and remediate all students with areas of weakness New benchmark assessments, SBAC reviews, Scantron testing with Pearson Inform, and new teacher reporting methods will be developed. Use of EIP (Early Intervention Project) & Parent Conferences will be evolved and a new Tier III level DARB will be initiated (Discipline and Attendance Review Board) Ongoing implementation of information learned in the DP5 training. 	<ul style="list-style-type: none"> CCSS PLC Goals SBAC readiness Teacher Reports 	N/A	100%
2) Each Cohort of students will maintain or increase their CMT scores.	<ul style="list-style-type: none"> Curriculum/Benchmark revision and development Professional Development Use of student data to inform instruction Use of "Best Practices" Identify and remediate all students with areas of weakness Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports. Use of EIP (Early Intervention Project) & Parent Conferences 	CMT results	<u>8th Graders</u> Math 88.8 Reading 91.7 Writing 83.7 Science 80.0 <u>7th Graders</u> Math 92.0 Reading 94.9 Writing 88.8 <u>6th Graders</u> Math 93.9 Reading 90.9	Each Cohort will maintain or increase CMT scores

			Writing 80.1	
3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks.	<ul style="list-style-type: none"> LA Curriculum Coordinator will design activities for teachers to help enhance this skill The objective will be introduced and reevaluated frequently throughout the year Good writing skills will be emphasized in all subject areas 	- Benchmarks and CMTS	CMT results in writing <u>8th Graders</u> Writing 83.7 <u>7th Graders</u> Writing 88.8 <u>6th Graders</u> Writing 80.1	Each Cohort will maintain or increase CMT scores in writing

Tolland Public School School Improvement Plan 2012-2013

School/Program		Tolland Middle School		
Improvement Goal		To improve the school climate in the areas of respect and tolerance among all members of the TMS community		
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1. To increase the % of students who response in a positive manner to: <i>Students treat teachers with respect at TMS</i></p> <p>1b. To increase the % of students who response in a positive manner to: <i>Students treat each other with respect at TMS</i></p> <p>2. To increase the % of students who respond in a positive manner to: <i>I feel safe at TMS</i></p> <p>3. To increase the % of students who respond in a positive manner to: <i>When I learn that students might get hurt or hurt others, I feel comfortable brining this information to a staff member at TMS.</i></p> <p>4. To increase the % of students who respond in a positive manner to: <i>I am not picked on, teased, or bullied during school hours.</i></p> <p>5. To increase the % of students who respond in a positive manner to: <i>I have at least one adult at school who cares about me.</i></p>	<ul style="list-style-type: none"> • Provide instruction and programs for students that promote respect and tolerance. • Continue PGM (Principal Grade Meetings) • Administer 6th grade survey at the beginning of the year (BOY) as a pre-evaluation for the 6th grade cohort. • Administer the 6th, 7th, and 8th grade survey at the end of the year (EOYs) to be used for annual cohort comparisons. • Maintain a Positive Behavioral Supports program. • Maintain a systematic process of formative data collection and evaluation on the various SRBI and RtI programs to evaluate effectiveness during the year as well as at the end of the year. • Make adjustments to program implementations during the year based on formative data to impact effectiveness. 	<p>* Cohort Student Surveys</p>	<p><u>Item #1</u> 6 - 49% 7 - 37% 8 - 25%</p> <p><u>Item #1b</u> 6 - 38% 7 - 32% 8 - 30%</p> <p><u>Item #2</u> 6 - 82% 7 - 73% 8 - 77%</p> <p><u>Item #3</u> 6 - 64% 7 - 54% 8 - 42%</p> <p><u>Item #4</u> 6 - 70% 7 - 67% 8 - 68%</p> <p><u>Item #5</u> 6 - 92% 7 - 82% 8 - 78%</p>	<p>For objective(s) one through five, to achieve > = the current percentage.</p>

Tolland Public School

School Improvement Plan

2012-13

School/Program		Tolland Middle School		
Improvement Goal		To statistically evaluate the success of RtI programs at TMS in an effort to continually improve student performance and culture and further evolve RtI/SRBI programs at the school.		
Measurable Objective	Strategies	Measures	Baseline	Goal
1. To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs	<ul style="list-style-type: none"> Create an annual TMS State of RtI report that identifies and evaluates the effectiveness of the RtI/SRBI programs and interventions at TMS (Principal). Involve CCSS PLC teams in research and implementation of RtI and SRBI programs. Implement action plans based on the "TMS State of RtI" report that may include things like teacher training in Tier I supports, and budget and resource planning. Try to find funding opportunities for specialized Tier II and III programs. Implement new Tier III Programs (such as the DARB - Discipline and Attendance Review Board) Use Pearson INFORM to analyze student progress and provide new information and reports to help facilitate TEAM efforts. 	CCSS PLC data, surveys, program evaluation data	<p>A. 71% of students in the TMS Math Development Program met or exceeded goal.</p> <p>-----</p> <p>B. 65% of students in the Reading Program met goal and/or improved performance</p> <p>-----</p> <p>C. 84% of students in the TMS Writing Program increased their baseline performance by 1 level or more.</p>	<p>* \geq 71% of students in the TMS MRE program will increase their CMT performance by 1 level or more.</p> <p>-----</p> <p>* \geq 65% of students in the TMS Reading Program will meet goal or improve performance as measured by benchmarks and/or the CMTs.</p> <p>-----</p> <p>* \geq 84% of students in the TMS Writing Program will increase their benchmark and/or CMT performance.</p>

<p>2. To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation “on the fly” to respond and increase the effectiveness of the interventions.</p>	<p>Statistical evidence will be collected and analyzed to evaluate the success of the program(s). Baseline and end of year evaluations will be conducted along with formative assessments during the course of the year.</p> <p>Programs to be evaluated</p> <ul style="list-style-type: none"> • Merit Program • Demerit Program • Privilege Program • EIP Program • DARB Program • PBS • Other <ul style="list-style-type: none"> ○ Red Folder ○ TMS Anti Bullying Program ○ Academy and Achievement Lab ○ Homework Club, Enrichment Clubs, etc. 	<p>* 6th, 7th, and 8th Grade Student Surveys</p> <p>*Benchmark data</p> <p>* Formative assessments</p> <p>* Power School discipline data</p> <p>* SWISS discipline data</p>	<p>Establish baseline effectiveness for various programs for 2012-2013.</p> <p>-----</p> <p>Demerit <u>Program:</u> .82% of students received 10 or more demerits.</p>	<p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <p>-----</p> <p>* <= .82% of students will receive 10 or more demerits</p>
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Tolland Public School
School Improvement Plan
2011-2012

School/Program		Tolland High School			
Improvement Goal		Improve student literacy (reading, writing, and mathematical) skills at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
1a) The Subject Performance Index (SPI) for Reading in 2012-2013 will increase by 3.0 when compared to the SPI for Reading in 2011-2012.	Administration will provide 9 th and 10 th grade English teachers with 8 th grade CMT data and end-of-year Practice CAPT data to identify students in need of improvement.	1a) SPI – Reading	1a) 81.0	1a) 84.0	
	Common Core Reading Standards for Literacy and Common Core Writing Standards for Literacy will be integrated into curriculum units for courses in Social Studies, Science, and the Technical Subjects, including Fine Arts, Business, Computers, Family & Consumer Science, Physical Education, and World Languages.	1b) SPI – Writing	1b) 88.4	1b) 90	
1b) The Subject Performance Index (SPI) for Writing in 2012-2013 will increase by 1.6 when compared to the SPI for Writing in 2011-2012.	As part of the professional learning community process, a team of English teachers will work on revising the 9 th grade English curriculum as well as discuss data from common assessments to improve instruction. In addition, a team of English teachers will also work on revising 10 th grade curriculum units and create common unit assessments for each of the units in 10 th grade English curriculum.				
	One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one social studies teacher will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.				
	Modern World History, Russian and Native American teachers will administer common unit tests with open-ended questions that emulate the Reading for Information subtest. Teachers will utilize the 3-point CAPT rubric to score at least two of the six questions.				
	English 9 and English 10 teachers will administer and score two “Response to Literature” like assessments using the 6-point CAPT scoring rubric.				
	Provide Tier II & Tier III academic interventions to identified students in Grade 9 & 10 English classes.				
	Pilot school-wide analytic rubrics for 21 st century learning expectations of reading and writing in the 2 nd semester				

<p>2) The Subject Performance Index (SPI) for Mathematics in 2012-2013 will increase by 3.0 when compared to the SPI for Mathematics in 2011-2012.</p>	<p>Under the supervision of the mathematics curriculum director, the mathematics department will complete the Algebra 1A curriculum with a focus on modeling and creating common unit assessments and performance tasks in each curriculum unit to align with the Common Core Standards.</p> <p>Provide Tier II & Tier III interventions to identified students in Grade 9 & 10 mathematics classes.</p> <p>Algebra teachers will administer common formative assessments (CFAs) at least once per unit which contain CAPT-like items that align with their curriculum. CFAs will contain both open-ended items and grid-ins and they will follow the timing guidelines for both OE (5-8 minutes) items and grid-ins (1-2 minutes).</p>	<p>2) SPI – Mathematics</p>	<p>2) 84.8</p>	<p>2) 86.4</p>
<p>3) The Class of 2013 mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to mean scores for the Class of 2012.</p>	<p>English 11th & 12th grade teachers will utilize daily sample questions that mimic SAT Critical Reading questions. Teachers will provide answers and explanations as well as a discussion of the type of question and pertinent test-taking strategies. Results will be compiled for analysis on Mastery Manager.</p>	<p>3) Mean SAT Critical Reading Test score</p>	<p>3) Mean score: 526</p>	<p>3) Mean score: 530</p>

Tolland Public School

School Improvement Plan

2012-2013

School/Program		Tolland High School		
Improvement Goal		Improve school climate among all members of the Tolland High School community.		
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1a) Reduce the total number of disciplinary referrals (classrooms, hallways, cafeteria, bus, etc.) related to disrespect/defiance/insubordination by 10% for the 2012-2013 school year when compared to the 2011-2012 school year.</p> <p>1b) Reduce the number of classroom disciplinary referrals related to disrespect/defiance/insubordination by 10% for the 2012-2013 school year when compared to the 2011-2012 school year.</p>	<p>Implement Positive Behavior Intervention & Supports (PBIS)</p> <ul style="list-style-type: none"> Five teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 3 PBIS training Develop a school-wide matrix to be posted in all classrooms Develop advisory lesson specific to reviewing core values, PBIS, and school-wide matrix Continue to provide weekly incentives and drawings for students earning PRIDE passes Analyze disciplinary data on Power School and SWIS system Develop and implement Tier II and Tier III interventions for identified students who need additional interventions beyond Tier I interventions for attendance and/or disciplinary issues 	Power School Discipline Log & SWIS System	<p>1a) 80 disciplinary referrals</p> <p>1b) 62 classroom disciplinary referrals</p>	<p>1a) 72 disciplinary referrals</p> <p>1b) 56 classroom disciplinary referrals</p>
<p>2a) Reduce the number of incidents of in-school suspensions assigned for chronic skipping of office detention by 10% in 2012-2013 when compared to 2011-2012.</p>	<p>Develop an activity restriction policy for students who have repeated in- or out-of school suspensions.</p> <p>Communicate activity restriction policy to students and parents through various means, including publication of fall newsletter, student/parent handbook, overview at fall open house, etc.</p>	Power School Discipline Log & SWIS System	<p>2a) 21 incidents</p> <p>2b) 7 students</p>	<p>2a) 19 incidents</p> <p>2b) 5 students</p>

<p>2b) Reduce the number of students who are assigned multiple in-school suspensions for chronic skipping of office detention in 2012-2013 by 2 when compared to 2011-2012.</p>	<p>Implement consistent ISS procedures for academic work and student behavior, inclusive of a community service component. Investigate other interventions as a means to deter students from skipping office detention, e.g., Saturday detention, extended detention</p>			
<p>3a) Increase the percentage of favorable responses (strongly agree & agree) by 5% for the question, "Teachers at THS care about me."</p> <p>3b) Increase the percentage of favorable responses (strongly agree & agree) by 5% for the question, "At least one adult at school, besides my school counselor, cares about me."</p>	<p>Implement advisory program for all students:</p> <ul style="list-style-type: none"> • Assign each student to a grade-level advisory. • Train teachers to deliver the advisory curriculum. • Establish and implement a system to obtain and record advisory feedback for each advisory session. • As part of the professional learning community process, a team of teachers and counselors will meet regularly to discuss the progress of the advisory, develop lessons, adjust schedules, prepare materials, and analyze qualitative feedback data from advisors to adjust curriculum accordingly. <p>An end-of-year survey with questions related specifically to personal connections will be conducted and analyzed by June 30, 2013.</p>	End-of-Year Survey	<p>3a) 48% of students responded favorably</p> <p>3b) 75% of students responded favorably</p>	<p>3a) 53% of students responded favorably</p> <p>3b) 80% of students responded favorably</p>

Tolland Public School School Improvement Plan 2012-2013

School/Program		Tolland High School			
Improvement Goal		Implement RTI at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
1) Five members of the PBIS team will attend 95% of the PBIS training sessions.	<p>Implement Positive Behavior Intervention & Supports (PBIS) to provide academic and behavioral interventions</p> <ul style="list-style-type: none">• Five teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 3 PBIS training• Develop curriculum and lesson plans for pre-identified areas of concern• Communicate with school-wide PBIS team regarding Tier II and Tier III interventions• Communicate with parents using school newsletter and open house regarding PBIS• Analyze disciplinary data on Power School and SWIS system as well as PRIDE pass data	Attendance at PBIS training sessions	0%	95%	
2) Student Intervention Team (SIT) will meet 30 times during the course of the 2011-2012 school year.	<p>Student Intervention Team (SIT) will meet once per week to discuss students who are having academic, attendance, and/or behavioral difficulties at THS.</p> <p>Implement an attendance communication system using Power School, Alert Now, and mailings to identify students who have attendance concerns and work with those students and their families to provide additional supports if needed to improve students’ attendance.</p>	# of SIT Meetings	30 meetings	30 meetings	
3) SIT will document 100% of the interventions that are attempted by teachers as part of the referral process.	SIT will document the type of Tier I interventions that have been attempted by teachers as part of the referral process.	SIT Intervention Log	N/A	100% of pre-referral interventions recorded	

4) SIT will document 100% of the interventions that are suggested as part of the SIT process.	SIT will document the types of interventions (Tier I, Tier II, and/or Tier III) interventions that are suggested and implemented as part of the SIT process.	SIT Intervention Log	N/A	100% of post-referral interventions recorded
5) 75% of students assigned to the Literacy Support class during the 2012-2013 school year will pass their respective English and math classes each quarter with a 70% or better while enrolled in the Literacy Support class.	<p>Analyze 8th grade and 9th grade student data to identify approximately 35 to 40 students for the purpose of scheduling students to receive Tier II and Tier III academic interventions through the English and Math Literacy Support class.</p> <p>Communicate with identified student's parents and make necessary schedule changes as needed.</p> <p>Analyze 1st and 2nd quarter data in Power School for 10th grade students and 3rd and 4th quarter data for 9th grade students</p>	Power School	N/A	75%

TO: Members of Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Tolland High School Girls' Lacrosse Team

The Tolland Lacrosse Club (TLC) has requested that the Board of Education approve the establishment of a District sponsored Girls' Lacrosse Team.

Lacrosse is a spring sport with 20 to 25 students on a team. The initial years of the program would be at the junior varsity level. Games will be sanctioned by the Connecticut Interscholastic Athletic Conference (CIAC).

The Tolland Lacrosse Club has agreed to sponsor the program for the first two years (2012/13 and 2013/14). Please see attached cost analysis indicating anticipated costs as well as projected revenue through the pay to participate fees. Also attached is a commitment letter from the Tolland Lacrosse Club.

The Administration recommends the establishment of an interscholastic Tolland High School Girls' Lacrosse Team.

WDG:ca

Tolland Public Schools
 Business Services
 Girls' Lacrosse FY 2012-13 and 2013-14

<u>FY 2012-13 Projected Costs</u>	<u>Amount</u>
Coach salary and benefits	\$ 3,498.24
Uniforms (25)	\$ 1,875.00
Supplies & Port-o-Potty	\$ 307.26
Transportation (7 games)	\$ 1,234.49
Officials (7 games)	\$ 814.94
Total Projected Costs	<u>\$ 7,729.93</u>

<u>FY 2012-13 Projected Revenue</u>	
Less: Participation Fee (20 @ \$225)	<u>\$ 4,500.00</u>
Funding Required from Tolland Lacrosse Club FY 2012-13 (Projected Costs less Revenue)	\$ 3,229.93

<u>FY 2013-14 Projected Costs</u>	<u>Amount</u>
Coach salary and benefits	\$ 3,555.92
Uniforms	\$ -
Supplies & Port-o-Potty	\$ 310.48
Transportation (7 games)	\$ 1,271.34
Officials (7 games)	\$ 839.37
Total Projected Costs	<u>\$ 5,977.11</u>

<u>FY 2013-14 Projected Revenue</u>	
Less: Participation Fee (20 @ \$225)	<u>\$ 4,500.00</u>
Funding Required from Tolland Lacrosse Club FY 2013-14 (Projected Costs less Revenue)	\$ 1,477.11

SUMMARY

Projected Two Year Estimate of Funding Required from Tolland Lacrosse Club	
	FY 2012-13 \$ 3,229.93
	FY 2013-14 \$ 1,477.11
	<u>Total \$ 4,707.04</u>

November 2, 2012

RE: Funding of Girls High School Lacrosse

Dear Mr. Guzman and Mr. Cox,

On behalf of the Tolland Lacrosse Club, we are excited to confirm that our club has raised approximately \$6,000 this past year to fund a Girl's High School team for the spring seasons for the school years 2012-13 and 2013-14. We are committed to fund the first two years of this High School sport. Per Mr. Cox's email, we can anticipate program cost to be between \$2,500- \$3,000 for the first year. This would be conditional on 20-25 players paying Pay-to-Play. In the event more financial support is needed for the first year, the Tolland Lacrosse board is willing to fund the additional cost.

Please contact us with any questions. We are looking forward to working with you to start up this new team sport at Tolland High School. Thank you for your time and consideration.

Amy Steinhilber

1-860-871-0436

cc
Dominique Fox
David Boland
Rick Perryman
Bill Guzman
Patrick Cox

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Director of Educational Technology

This past year Connecticut adopted the Common Core State Standards. Additionally, the General Assembly enacted Public Act 12-116 which sets forth the provisions of the new teacher evaluation protocol. These two significant initiatives along with other district programs have created a need to access student, staff and district educational data for multiple assessment purposes. At this time, the District has a need for a position to provide educational support information which includes, but is not limited to, the following:

- Use of "Inform" (student learning database) for retrieving reports and data to improve curriculum, instruction and learning.
- Implementation and use of "Naviance" for Student Success Planning.
- Implementation and use of "My Learning Plan", the professional development record and management software.
- Technology professional development for teachers, increasing the consistency of teacher abilities and therefore embedded student learning across grade and subjects.
- Use of technology for test taking purposes including SBAC, the test for the Common Core State Standards and a program for monitoring student learning.
- Use of professional development delivery software for teacher targeted learning.
- K-12 scope and sequence of skills and media literacy.
- Implementation of Strategic Plan Technology Goal.

This request for the Director of Educational Technology was reviewed by the Finance and Facilities Committee. It is anticipated that the teacher candidate will be hired effective February 1, 2013 with an estimated salary of \$ 38,292 (salary and stipend) plus benefits totally \$46,322.

The funds to cover the cost of this position will be transferred from Program 181, Building Operations. Currently there is a surplus in this account in the amount of \$51,918 due to two factors:

- The salary for the replacement employees for two vacated custodial positions is lower.
- Workers' compensation insurance is paying a portion of the salary of a custodian absent due to an injury.

Article 21 of the teachers' contract includes a position for a Director of Computer Education that is currently vacant. The Administration has changed the title from Director of Computer Education to Director of Educational Technology (please see attached job description) and is requesting approval to fill this position.

TITLE: Director of Educational Technology

QUALIFICATIONS:

1. Degree in education and specialized training and experience in digital technology systems as they apply to teaching and learning.
2. Demonstrated skills in systemic planning, organizing, budgeting and program evaluation as each relates to educational technologies systems.
3. Strong interpersonal skills and a record of collaborative problem solving and planning skills.
4. State of Connecticut teaching certificate.

REPORTS TO: Director of Curriculum and Instruction.

WORK YEAR:

The Director of Educational Technology work year will consist of the contracted teacher work year with an additional 25 days.

RESPONSIBILITIES:

Communication

1. Maintains cooperative relationships with administrators, program directors, and teachers that support the appropriate and necessary use of educational digital technologies.
2. Coordinates the work of all staff members and consultants with responsibilities related to the design, implementation, and evaluation of educational technologies throughout the school district.
3. Supports and helps supervise building-level digital technology integration teachers.

Curriculum

1. Coordinates system-wide digital technologies curriculum studies and evaluations.
2. Plans for and supports the use of existing digital technologies within the curriculum.
3. Assists teachers in the implementation and integrating new digital technologies.
4. Works with technology teachers, curriculum liaisons, and grade level teams to evaluate the effectiveness of the digital technologies curricula.
5. In consultation with the Director of Information Technology directs the purchase of new digital technologies for educational purposes.
6. Meets with technology resource teachers to exchange information, review current practices and set future direction.
7. Organizes and facilitates standards based reporting for parents.
8. Develops reports for progress monitoring.
9. Facilitates developing and maintaining a structure for organizing data for administrators and teachers and supports data based and data driven decision making.
10. Supports and supervises building-level technology integration specialists.
11. Facilitates the K-12 digital education curriculum committee development and technology infusion programs in all schools and assures that they conform to the K-12 technology competencies for students and all related state guidelines.
12. Facilitates the use of the websites for educational purposes.

Technical Support

1. Coordinates the installation, use and maintenance of educational digital technologies.
2. Compiles a software inventory.
3. Supports and maintains enhancements to the Tolland Public Schools website.
4. Directs the implementation and use of student information systems to assist the faculty and administration in the analyses of student performance data.
5. Assists with the collection, collation, structuring and analysis of District and school data and reports that data to local, state and federal agencies as needed.
6. Monitors and reports on the receipt of assessment returns and their use by appropriate personnel.

Professional Development

1. Assists the director of curriculum and instruction, principals, technology integration teachers, department liaisons and team leaders, and administrators with the identification, development and implementation of digital professional development/teacher evaluation programs.
2. Provides or provides for digital technology professional development for educators as requested or needed.
3. Designs and coordinates after-school and evening use of technology for students and families.

Related Activities

1. Assists technology resource teachers, curriculum liaisons and team leaders, and administrators in the preparation and administration of digital technologies budgets.
2. Coordinates the implementation of educational technologies budgets by supporting effective purchasing and preparation of hardware and software systems.
3. Recommends a hardware replacement system that includes a life-cycle analysis of current technologies.
4. Researches technology grant funding and makes applications when appropriate.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Tolland Middle School – Track Resurfacing Project

The 2012-2013 Capital Improvement Plan includes \$115,000 for resurfacing the track at Tolland Middle School. (see attached).

Invitations to Bid on this project were published in the Hartford Courant and Journal Inquirer on September 15, 2012. (see attached). One bid for the project was received on September 21, 2012 from ProTrack and Tennis, Inc. from Bennington, NE in the amount of \$94,143. Bid documents and references were reviewed by John Carroll, Director of Maintenance.

The Administration recommends approval of the bid submitted by ProTrack and Tennis, Inc. in the amount of \$94,143.

WDG/ja

**FIVE YEAR CAPITAL IMPROVEMENT PLAN
BUDGET SUMMARIES FOR FISCAL YEARS 2012-2013 THROUGH 2016-2017**

PROJECT SUMMARY DESCRIPTIONS	Project Cost	Existing Funds	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016	FY 2016-2017	Funding Totals FY 2013-2017
TOWN ADMINISTRATION								
<i>Town Administration</i>								
Replacement of Light Duty Vehicles	131,326		27,877	27,877	27,877	25,906	21,789	131,326
Board of Education Vehicles	41,000		21,000	20,000				41,000
Tolland Green Routes 195 and 74 Corridor Improvements	3,050,000			250,000		2,800,000		3,050,000
SUBTOTAL TOWN ADMINISTRATION	3,222,326	0	48,877	297,877	27,877	2,825,906	21,789	3,222,326
BOARD OF EDUCATION								
<i>Parker Memorial School</i>								
Roof Replacement	575,300				575,300			575,300
Demolish Portable Classroom	15,000				15,000			15,000
Boiler	625,000				625,000			625,000
<i>Tolland Intermediate School</i>								
Driveway and Parking Lot Paving	130,000		130,000					130,000
Replacement and Removal of Asbestos Floor Tile	414,000			414,000				414,000
Skylight Replacement	18,000			18,000				18,000
Gym Door Removal	54,000			54,000				54,000
Remove and Repair Concrete Front Entrance Sidewalk	21,840				21,840			21,840
<i>Tolland Middle School</i>								
Track Resurfacing	115,000		115,000					115,000
Gym Door Removal	60,000			60,000				60,000
Roof Replacement on Modular Classrooms	18,500				18,500			18,500
Replacement of Locker Fronts	15,310					15,310		15,310
Library/Guidance/Office HVAC	60,500						60,500	60,500
<i>Birch Grove Primary School</i>								
Parking Lot Paving	200,000					100,000	100,000	200,000
<i>Tolland High School</i>								
Track Resurfacing	70,000		300,000				70,000	70,000
Lights for Stadium Field	300,000							300,000
<i>District Wide</i>								
Upgrade Analysis	10,000		10,000					10,000
Camera Upgrade and Base Equipment	35,000			35,000				35,000
HVAC Replacement Study	25,000					25,000		25,000
SUBTOTAL BOARD OF EDUCATION	2,762,450	0	555,000	581,000	1,255,640	140,310	230,500	2,762,450

PUBLIC NOTICE
TOLLAND PUBLIC SCHOOLS

INVITATION TO BID

You are hereby invited to submit sealed bids for Tolland Middle School (TMS) 400 mm track resurfacing at Tolland Middle School, 1 Falcon Way, Tolland, CT per the attached specifications.

Sealed bids will be received at the Office of the Superintendent of Schools, Tolland Public Schools, 51 Tolland Green, Tolland, CT 06084, until 2:00 p.m., on Friday, September 21, 2012 at which time bids will be publicly opened and read aloud. Proposals must be clearly marked "Bid No. 12-13 - Tolland Middle School 400 mm Track Resurfacing 2012-13" on the inner and outer envelope.

Pre-bid site visits are strongly suggested and may be arranged by contacting John Carroll at 860-614-8304.

Bidding documents will be available beginning Friday, September 14, 2012 at the Board of Education Office, 51 Tolland Green, Tolland, CT 06084. Telephone: (860) 870-6855

Bidders are reminded that the State Prevailing Wage rates if applicable to this project are subject to annual adjustments each July 1st for the duration of the project. It is the contractor's responsibility to obtain the annual adjusted prevailing wage rate increases directly from the Department of labor's website www.ct.gov/dol.

The Tolland Public Schools reserves the right to reject any or all bids or waive informalities in said bids if such action is deemed in the best interest of the Tolland Public Schools.

Completed bids for the above work must be made on forms furnished by the Tolland Public Schools.

Jane A. Neel
Business Manager
Tolland Public Schools

Journal Inquirer
September 15, 2012

Tolland Public Schools
TOLLAND, CT 06084

BID FORM
SECTION E

Date: SEPT 19 2012

TO: Jane A. Neel
Business Manager
Tolland Public Schools
51 Tolland Green
Tolland, CT 06084

RE: Tolland Middle School (TMS) Track Resurfacing

The undersigned, as bidder on the above indicated project, declares that the only persons or parties interested in this bid as principals or in the contract proposed to be taken are named herein; that this bid is fair in all respects and made without collusion or fraud; that the bidder has carefully examined the location of the proposed work, the Specifications including the Invitation to Bid, Information for Bidders, Bid Documents, General Conditions, Forms of Contract and Bonds and all addenda thereto, prepared by the Owner; and proposed and agrees if this bid is accepted that the undersigned will contract, in the contract form hereto attached, to provide all necessary and proper machinery, equipment, facilities, and to do all the work and furnish all labor and material necessary or proper to carry out the contract in the manner and time therein set forth, and that the bidder will do all other things required and incidental to the completion of the work for the following lump sum pricing.

BID: Project cost to begin September 2012

\$ 94,143 ⁰⁰

Project cost to begin May/June 2013

\$ 94,143 ⁰⁰

In submitting this bid, it is understood that the right is reserved by the Owner to waive any informalities in, or to reject any and all bids.

The undersigned bidder further agrees, if awarded the contract on this proposal (bid), to commence work at the time stated in the notice to proceed, unless otherwise permitted or directed by the Owner and further agrees to complete the work of this contract as specified.

This form must be signed by an officer authorized to represent and commit the organization to all terms and conditions contained in the proposal. The authorized person signing below further certifies that this bid has been prepared without collusion with any other bidder, the Tolland Board of Education, or any employee of the Tolland Board of Education, and is unaware of any direct, personal pecuniary interest of any employee of the Tolland Board of Education in the outcome of this bid.

Name of Company

PRO TRACK & TENNIS INC

Address

7404 N. 160th ST.

BENNINGTON NE 68007

Phone #:

800-498-4395

Fax #:

402-238-0701

Email:

jryane@protrackandtennis.com

Federal I.D. #:

Authorized Signature:

[Signature]

Date:

9/19/12

Printed Name:

JERRY RYAN

Title:

ESTIMATOR/SALES

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Energy Services Company (ESCO) Honeywell Proposal

At the Joint Meeting of the Town Council and the Board of Education held on Thursday, November 8, 2012, Honeywell Building Solutions presented its proposal (see attached) for the energy savings performance contract.

Members of the Board who attended the Joint Meeting – Andy Powell, Steve Clark and Bob Pagoni will provide greater detail at the Board meeting about the Honeywell proposal.

WDG/ja

Joint Presentation

November 8, 2012

Request for Proposals
Energy Management Services

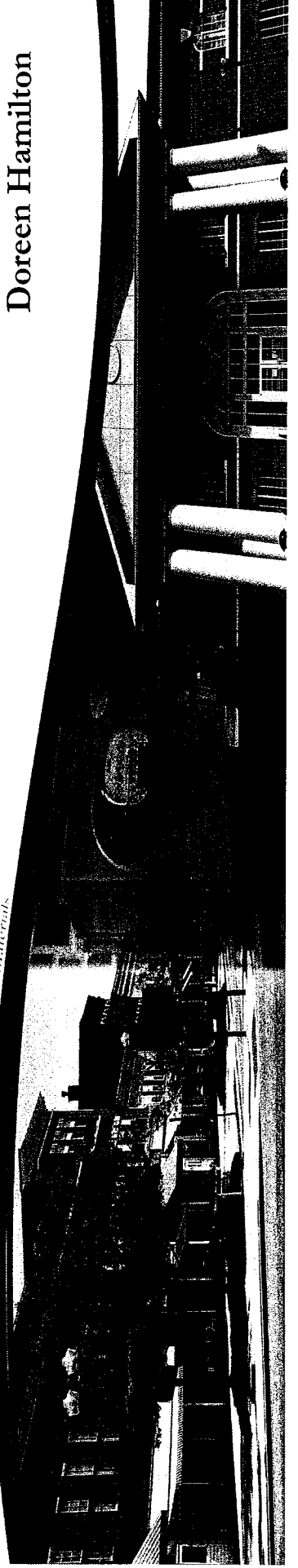
Presented To:

Town of Tolland, CT

Presented By:
Doreen Hamilton



The Proposal is produced using Recycled Materials





Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Project Team

- ◆ Doreen Hamilton – *Energy Account Executive*
22 Years of Experience
- ◆ Dylan Albach– *Project Manager*
6 Years of Experience
- ◆ Max Lopp– *P.E. Solution Development*
40 Years of Experience
- ◆ James Rudd – *P.E. Solution Development*
4 Years of Experience
- ◆ Venkat Iyer– *P.E. Solution Development*
35 Years of Experience
- ◆ Seth Tellier– *Development of Energy Management/Controls Systems*
10 Years of Experience

We have Team stability, long term relationships, partnership....

Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Overview

Presentation Overview

- ◆ Goals and Objectives of the Town/Schools
- ◆ The Team
- ◆ Project Case Studies – References in CT
- ◆ Project Development Process/Project Delivery
- ◆ Community Outreach/Energy Dashboards
- ◆ Financing
- ◆ Questions?



The Town of Tolland , a great place to live, connect, dream....

(5)

Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Employees Living In CT: ~748

Facilities in CT: 6

Total Payroll: \$ 59,947,958

Purchases & Contracts

to State Suppliers: \$ 320,697,523

**Honeywell Life
Safety**

Employees: ~605
One Firelite Pl
Northford, CT
64721662

**Honeywell Building
Solutions**

Employees: ~55
712 Brook St Ste 106
Bldg B
Rocky Hill, CT
60673447

Inncom

Employees: ~88
277 West Main St,
Niantic, CT 06357

We Live Here Too!

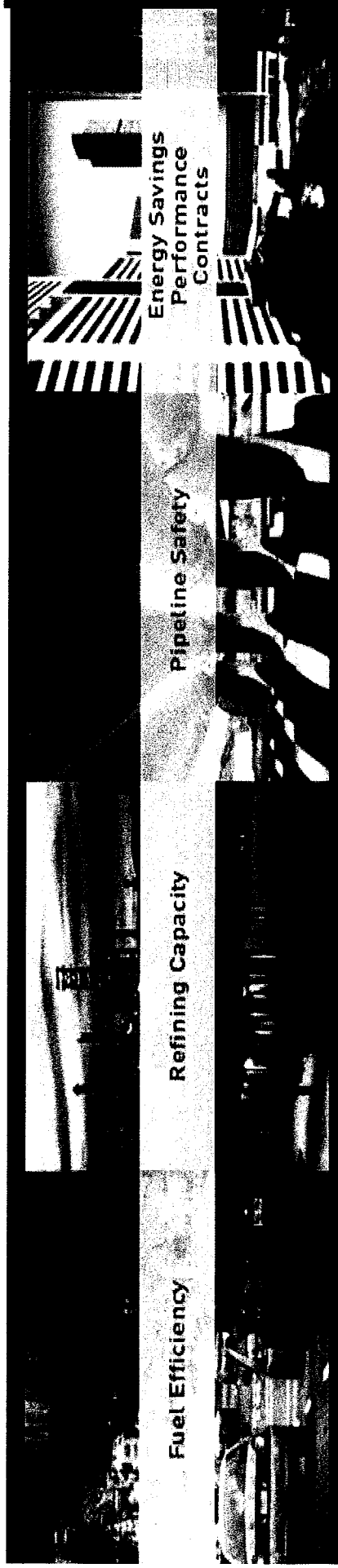
Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Business Goals and
Commitments



“Nearly 50% of our product portfolio company-wide is linked to energy efficiency.”



Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Goals and Objectives of the Town/Schools

Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems

Joint Presentation

Goals and Objectives

- ◆ Understand your needs
 - Further define your short & long term goals
 - Predictable Energy Source
 - **Alleviate capital budget needs**
 - Development of renewable energy solutions
 - *Energy Dashboard - Communication*
- ◆ Project Experience – Project Team, Local Offices
- ◆ Single Source of Accountability – Design, Develop & Deliver Your Solutions
- ◆ Real Energy Guarantee – variety of methodology (A, B, C & D)
- ◆ Energy Baseline
 - 1. Audit all public buildings as determined by Tolland
 - 2. Carbon emissions Benchmarking



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Goals and Objectives

Demonstrate Our Team as the Best Value:

- ◆ Proven track record in Connecticut & New England
- ◆ Eliminate Risk to the Town
- ◆ Reliability of Team and most references in CT
- ◆ Paid out on guarantee misses...we have the means
- ◆ First party guarantee – on balance sheet, we share the risk
- ◆ Vendor neutral approach
- ◆ Grants/incentives in CT
- ◆ Maximize Return on Investment – Economic and Environmental
 - Take projects off of Capital budget for this project
 - Find all possible funding sources
 - Transparency of projects/scope/savings

Honeywell



Town of Tolland, CT
Request for Proposals for Energy Management Systems
Joint Presentation

The Team



Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Team

Town of Tolland — Honeywell



Project Development Investment Grade Audit Phase
<p>Doreen Hamilton - Energy Services Lead Account Executive Single Point of Contact During RGA Phase; Identify Customer Needs/Project Goals, Provide Leadership in the Solution Development Team Based Upon Customer Feedback</p> <p>Candace Smith - Account Executive Provide Leadership in the Solution Development Team Based Upon Customer Feedback</p> <p>Holly Sandrey, Esq. - Contract Manager Contract Negotiation Technical Energy Audit & Job Contract</p> <p>Ed Daly - East Energy Sales Leader Area Sales Leader for Energy Project and Support Service Functions</p> <p>Dylan Albrecht, Project Manager Engineering, Auditing, Scheduling, Coordination of all Resources</p> <p>Lisa Montolio - Director of Finance Financial Modeling</p>

Engineering Team
<p>Max Lepp, PE, DNG Audit Manager, PE, CEM, LEED AP</p> <p>Verbal Iyer, PE, CEM Ellis Award, PE</p> <p>Alan Jazbas, PE, CEM, LEED AP Bob Marone LEED AP, SSP</p> <p>Robert Tokusa, CEM CMSP Jeff Grogg, PE John Topfeller, PE, CEM, LEED AP Jeri Zak, PE, CEM Mike Daskalakis - CEM, CEM, CLEP Dave Kerslake, CEM LEED AP Paul Posen, CEM, CEM, LEED AP Mike Hestage, PE, CEM, CEM, LEED AP James Michael Roda, CEM, CMVP, EIT</p>

Responsibilities
<ul style="list-style-type: none"> • Building Surveys • Baseline Energy Use Dev • Building Modeling • Scope Establishment • Scope Selection • Utility Rebates • MET/ Green Development • Engineering Design • Submittals and Customer Approvals • Work with Project Team • Savings Calculations • Develop MKV Plan • Develop RGA Report • Develop Project Financing • Bid Specifications • Equipment Specifications • Work with Project Management Team on Solution Development

Delivery
<p>Mark Shalbow, PE, CEM - Project Delivery Leader Jim Freeman - Energy Project Management Leader</p> <p>Dylan Albrecht - Energy Project Manager</p>

Subcontractors
<p>Mechanical</p> <p>Electrical</p> <p>Lighting</p> <p>Water Conservation</p> <p>Building Envelope</p>

Responsibilities
<ul style="list-style-type: none"> • Manage Construction Phase • Single Point of Contacts • Equipment Ordering • Subcontract Procurement • Coordinate/Manage Project Schedule • Project Commissioning • Lesson with MKV Team • Customer Training • Develop O&M Manual • Customer Acceptance

Performance Period M&V, Training & Support Services
<p>Frank Capelluto - Energy Analyst/M&V Lead Monitor Energy Savings Performance; Collect Monthly Utility Bills; Track Monthly Performance; Develop Annual Savings Audit; Upload Monthly Utility, EPA Portfolio Manager Tracking</p> <p>Martin Plick - Operations Leader Overall Supervision of Technicians and Program Managers</p> <p>Seth Teller - Program Manager Formulas, Auditing</p> <p>Ed Daly - East Energy Sales Leader Contact for Key Initiatives Related to the East Region Energy Business, Future Process Compliance</p> <p>Dave Jones - Regional General Manager Energy Retrofit Area Manager for Energy Project and Support Service Functions</p> <p>Honeywell Technicians Service & Maintenance Support</p>

Responsibilities
<ul style="list-style-type: none"> • Project MKV • Training • Energy Awareness/Education • Measurement & Reporting of Gains/Accomplishments • 24 Hour Emergency Service • Preventative Maintenance • Chasing Performance Improvement Planning • Executive Sponsorship/Management

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Town of Tolland, CT
Request for Proposals for Energy Management Systems
Joint Presentation

Project Case Studies References in CT

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Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

References

Proven Experience

Project Case Study – *Middletown, CT*

Overachievement of Energy Dollars

- ❖ \$1M over achievement on energy dollars Phase 1

Ability to Address Similar Goals

- ❖ Basic Infrastructure needs were important
- ❖ Reduced Energy Costs – 23% Reduction, Guarantee for 15 Years

Provided \$9.9 Million in Capital Improvements at No Additional Cost

- ❖ 2 phases with the schools – energy rebates & CCEF Solar (\$5.3M)
- ❖ 1 phase with the City (\$4.6M)

Preservation and Improvement of Public Infrastructure

- ❖ HVAC, Controls, Renewable Energy Solutions, Boilers, Lighting, Steam Traps, Building Envelope Upgrades, Windows, Water Conservation, VFD's, Energy Kiosk, Roof.
- ❖ Installed 3 Performance Contracts over 16 years

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Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

References

Project Case Study – *Danbury Schools, CT*

Ability to Address Similar Goals

Energy Savings and Infrastructure renewal

- ❖ Innovative financing – tax exempt lease and QECB bonds, net effective rate of 2.75%

Provided over \$15.2 Million in Infrastructure Improvements

- ❖ 4 phases with the schools – energy rebates

Preservation and Improvement of Public Infrastructure

- ❖ HVAC, Controls, Building Envelope, Boiler Plant Upgrades, Lighting, Steam Traps, Window Replacement, Water Conservation, VFD's, Chiller Replacement, Cogeneration, and ongoing services.

Overachievement of Energy Dollars

- ❖ \$980k over achievement in energy savings Phase 1 & 2

Proven Experience

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Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

References

Project Case Study – *Town of Stratford, CT*

Ability to Address Similar Goals

- ❖ Capital Improvements, Energy reduction & Infrastructure renewal
- ❖ \$839,086 in energy incentives, Guarantee for 18 Years

Project size: \$10.477M

Creative financing:

- ❖ Tax exempt financing , Tax exempt bond, & PURA 1% rate buy down
- ❖ Blended finance rate of 3.01%

Preservation and Improvement of Public Infrastructure

- ❖ Boiler Plant Replacement, EMS Controls, Energy Kiosks for Town & Schools, Sustainability Director, Lighting, Steam Traps, Roof replacement, Wind Turbine – Educational, Boiler – Burner Controls, Replace Chillers & Cooling Towers, Replace RTU's, Swimming Pool Cover , Water Conservation & Building Envelope.
- ❖ Shifted \$2M off of Capital Budget into Performance Contract

Proven Experience

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Town of Tolland, CT
Request for Proposals for Energy Management Systems
Interview Presentation

Project Development Overview

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Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Utility Overview

Energy Baseline

Base Year July 2009 to June 2012

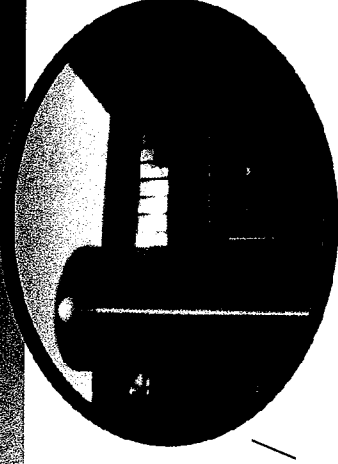
Facility ID	Electric						Propane		Fuel Oil		Water and Sewer			
	On Peak kWh	On Peak kWh - \$	On Peak kWh - \$/kW	kWh - 12 months	kWh - \$	\$/kW	Gallons	\$	Gallons	\$	Water - Gallons	Water - \$	Water - \$/Gall	
Tolland Middle School	1,411,579	\$ 225,073	\$ 0.159	1,968	\$ 15,821	\$ 8.040			2,345	\$ 4,164	\$ 1.776	796,000	\$ 5,154	\$ 6.475
Tolland Intermediate School	1,140,252	\$ 180,624	\$ 0.158	1,144	\$ 9,595	\$ 8.391					-	322,000	\$ 1,411	\$ 4.380
Senior Center	40,300	\$ 7,705	\$ 0.191				306	\$ 872	2,588	\$ 4,269	\$ 1.650	59,000	\$ 662	\$ 11.216
Fire Station 140	45,620	\$ 11,889	\$ 0.261				450	\$ 1,052	1,932	\$ 3,187	\$ 1.650		\$ -	
Total	2,637,751	\$ 425,291		3,111.19	\$ 25,416		756	\$ 1,924	6,865	\$ 11,620		1,177,000	\$ 7,226	

Utility Baseline Summary				
Electric	kWh		2,637,751	\$ 466,124
Propane	Gallons		756	\$ 1,924
Fuel Oil	Gallons		6,865	\$ 11,620
Water/Sewer	Gallons		1,177,000	\$ 14,741
Total Utilities				\$ 494,408

Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Windsor Intermediate School



Existing Conditions

- Total Floor Area: 107,686 sq. ft.
- Original Building (Year Constructed/Floor Area): 1970/84,150sq. ft.
- Additions (Year Constructed/Floor Area): 1974/23,536 sq. ft.
- Number of Occupants: 101 Staff, 680 Students
- 100% Electric Heat and Domestic Hot Water
- Lighting mostly older T8 fluorescent with occupancy sensors
- Older non-conserving water fixtures
- Leaky roof-wall joints & other building envelope needs
- Pneumatic Controls – original to building
- Core Areas of the Building are Air Conditioned
- Air Handling Units – past their useful life

Town of Tolland, CT

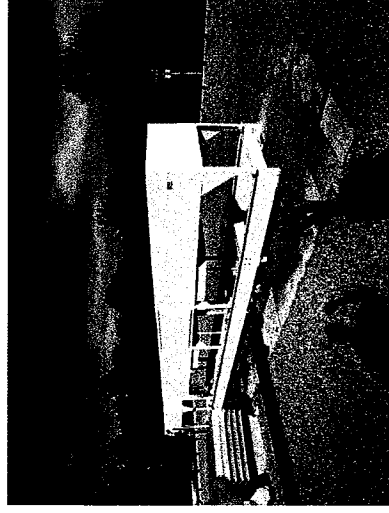
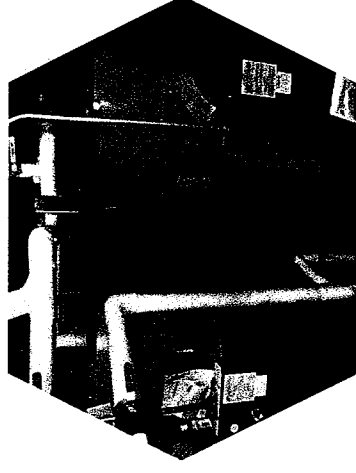
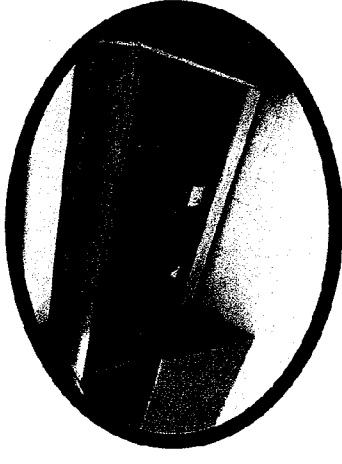
Request for Proposals for Energy Management Systems

Interview Presentation

Greenwich Intermediate School

Energy Conservation Program at a Glance

- Lighting Retrofits and Controls
- Weatherization
- Air Handling Unit Conversion to Air-Source Heat Pump
- Heat Recovery on Ventilation
- Full Upgrade of Building Automation to DDC
- Electrical Surge Suppression & Transformer Upgrade
- Heat Pump Water Heater
- Energy Dashboard



Honeywell

Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

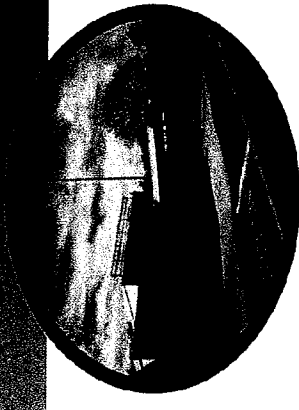
Tolland Intermediate School

Existing / EGMING	Implementation Expense	Energy-Only Cost Savings (\$/yr)	Annual O&M Cost Savings	Total Cost Savings	Estimated Indentive / Rebate	Simple Payback (yrs)
Tolland Intermediate School	\$ 1,407,641	\$105,300	\$ 5,783	\$ 111,083	\$ 163,770	11.2
01 - Lighting						
a. General Lighting Upgrades	\$ 193,965	\$12,443		\$ 12,443	\$ 14,635	14.4
c. Lighting Controls	\$ 2,720	\$628		\$ 628	\$ -	4.3
03 - Envelope						
a. Weatherization	\$ 25,556	\$19,087		\$ 19,087	\$ 8,944	0.9
04 - Mechanical						
a. Air Source Heat Pump Water Heaters	\$ 18,115	\$1,871		\$ 1,871	\$ 3,423	7.9
b. Ventilation Upgrade - Heat Recovery	\$ 385,818	\$20,311		\$ 20,311	\$ 36,924	17.2
d. Convert AHUs to Heat Pumps	\$ 222,286	\$16,595		\$ 16,595	\$ 29,681	11.6
05 - Controls						
a. Controls Upgrade - Full DDC	\$ 477,809	\$31,341	\$ 5,000	\$ 36,341	\$ 58,068	11.6
e. Energy Dashboard	\$ 15,260	\$0		\$ -	\$ 7,000	
06 - Electrical						
e. Surge Suppressors on Incoming Electrical	\$ 11,746	\$0	\$ 783	\$ 783	\$ -	15.0
f. Distribution Transformer Upgrade	\$ 47,648	\$3,023		\$ 3,023	\$ 5,094	14.1
g. Electrical Submeters	\$ 6,720	\$0		\$ -	\$ -	
Grand Total	\$ 1,407,641	\$105,300	\$ 5,783	\$ 111,083	\$ 163,770	11.2

Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Middle School



Existing Conditions

- Total Floor Area: 104,194 sq. ft.
- Original Building (Year Constructed/Floor Area): 1962/46,372sq. ft.
- Additions (Year Constructed/Floor Area): 1965/27,796 sq. ft. and 1982/30,026 sq. ft.
- Number of Occupants: 100 Staff, 780 Students
- 1962 & 1965 Sections All Electric. 1982 Section Oil-fired Hydronic Heat
- Lighting mostly older T8 fluorescent with occupancy sensors. Cafeteria T12 fluorescent. Auditorium 300W incandescent fixtures
- Older non-conserving water fixtures
- Leaky roof-wall joints & other building envelope needs
- Pneumatic Controls – original to building
- Air Handling Units – past their useful life
- Core Areas of 1982 Wing Air Conditioned
- Kitchen with Walk-In Coolers and Freezers, and Hoods

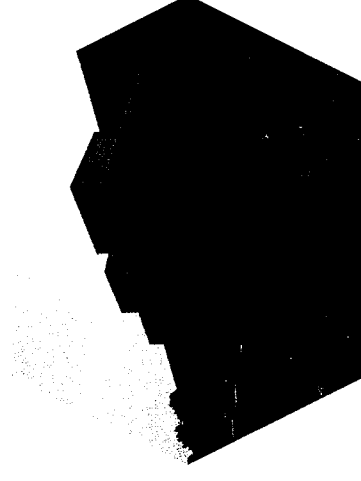
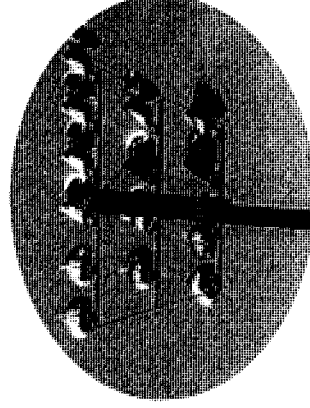
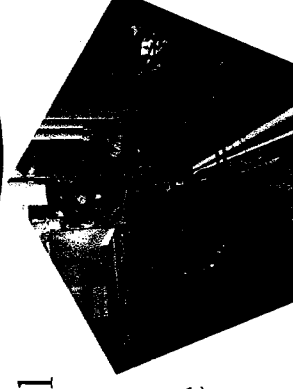
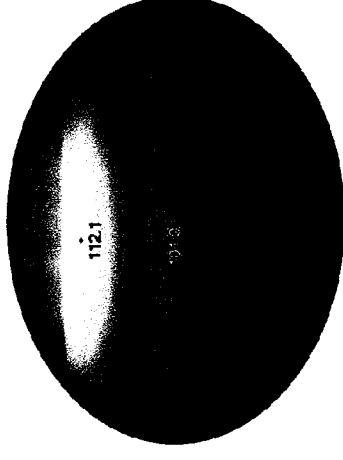
Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Tolland Middle School

Energy Conservation Program at a Glance

- Lighting Retrofits & Controls
- Weatherization
- Heat Recovery on Ventilation
- Ground Source Heat Pump Conversion –Geothermal
- Full Upgrade of Building Automation to DDC
- Electrical Surge Suppression & Transformer Upgrade
- Heat Pump Water Heater
- Utility Sub - metering



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Tolland Middle School

Building / EGM No.	Implementation Expense	Energy Only Cost Savings (\$/yr)	Annual O&M Cost Savings	Total Cost Savings	Estimated Incentive / Rebate	Simple Payback (Yrs)
Tolland Middle School	\$ 5,351,096	\$160,791	\$ 100,947	\$ 261,738	\$ 275,430	19.4
01 - Lighting						
a. General Lighting Upgrades	\$ 191,690	\$14,757	\$ 164	\$ 14,921	\$ 11,870	12.1
c. Lighting Controls	\$ 2,826	\$3,209		\$ 3,209	\$ -	0.9
03 - Envelope						
a. Weatherization	\$ 133,490	\$22,996		\$ 22,996	\$ 46,722	3.8
04 - Mechanical						
a. Air Source Heat Pump Water Heaters	\$ 19,515	\$2,427		\$ 2,427	\$ 4,279	6.3
b. Ventilation Upgrade - Heat Recovery	\$ 385,818	\$20,976		\$ 20,976	\$ 36,924	16.6
c. Ground Source Heat Pump System	\$ 4,109,000	\$61,270	\$ 90,000	\$ 151,270	\$ 105,386	26.5
05 - Controls						
a. Controls Upgrade - Full DDC	\$ 368,138	\$30,089	\$ 7,000	\$ 37,089	\$ 54,722	8.5
e. Energy Dashboard	\$ 15,260	\$0		\$ -	\$ 7,000	
06 - Electrical						
e. Surge Suppressors on Incoming Electrical	\$ 11,746	\$0	\$ 783	\$ 783	\$ -	15.0
f. Distribution Transformer Upgrade	\$ 86,733	\$5,068		\$ 5,068	\$ 8,527	15.4
g. Electrical Submeters	\$ 26,880	\$0	\$ 3,000	\$ 3,000	\$ -	9.0
Grand Total	\$ 5,351,096	\$160,791	\$ 100,947	\$ 261,738	\$ 275,430	19.4

Town of Tolland, CT

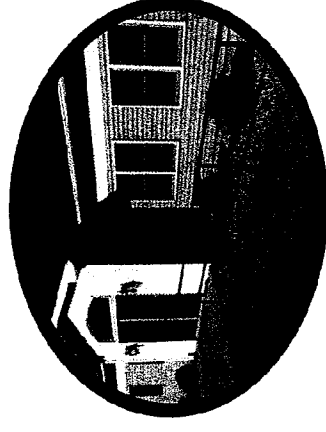
Request for Proposals for Energy Management Systems

Interview Presentation

Senior Center

Existing Conditions

- Total Floor Area: 9,136 sq. ft.
- Original Building (Year Constructed/Floor Area): 1999/9,136 sq. ft.
- Basement Renovation
- Number of Occupants: 4 Staff, 5 to 40 Residents
- Lighting mostly older T8 fluorescent but not generally using occupancy sensors. Basement T5 fluorescent.
- HVAC Controls – local programmable thermostats
- Door weather stripping.
- No.2 oil-fired hot water boiler



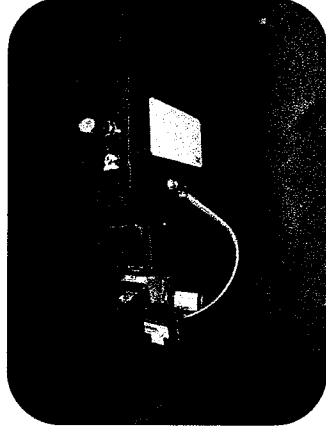
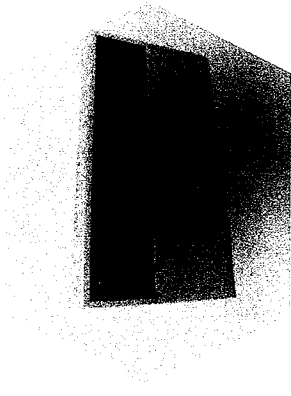
Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Senior Center

Energy Conservation Program at a Glance

- Lighting Retrofits & Controls
- Weatherization
- Heat Pump Water Heater
- Electrical Surge Suppression



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Senior Center

Building // EGM No.	Implementation Expense	Energy Only Cost Savings (\$/yr)	Annual (G&W) Cost Savings	Total Cost Savings	Estimated Incentive / Rebate	Simple Payback (Yrs)
Senior Center	\$ 29,391	\$1,628	\$ 505	\$ 2,134	\$ 2,789	12.5
01 - Lighting						
a. General Lighting Upgrades	\$ 7,262	\$731		\$ 731	\$ 1,145	8.4
c. Lighting Controls	-	\$0		-	-	
03 - Envelope						
a. Weatherization	\$ 8,508	\$190		\$ 190	\$ 60	44.4
04 - Mechanical						
a. Air Source Heat Pump Water Heaters	\$ 6,038	\$707		\$ 707	\$ 1,585	6.3
06 - Electrical						
e. Surge Suppressors on Incoming Electrical	\$ 7,582	\$0	\$ 505	\$ 505	-	15.0
Grand Total	\$ 29,391	\$1,628	\$ 505	\$ 2,134	\$ 2,789	12.5

Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Fire Station 104



Existing Conditions

- Total Floor Area: 5,794 sq. ft.
- Original Building (Year Constructed/Floor Area): 1995
- Additions (Year Constructed/Floor Area): None
- Number of Occupants: 2 Full Time Staff Monday to Friday, 7:00 A.M. to 3:00 P.M.
- Lighting mostly older T8 fluorescent, but not generally using occupancy sensors
- Older non-conserving water fixtures. Building utilizes well water
- Overhead and exterior door weather stripping in poor condition
- No.2 oil-fired hot water boiler
- HVAC Controls – local non-programmable thermostats

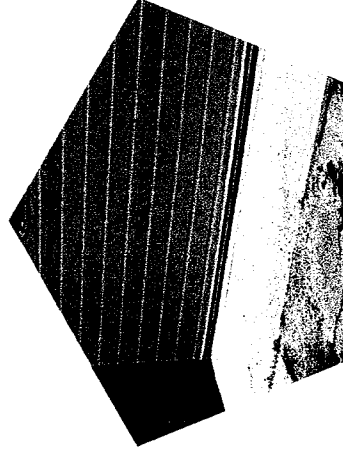
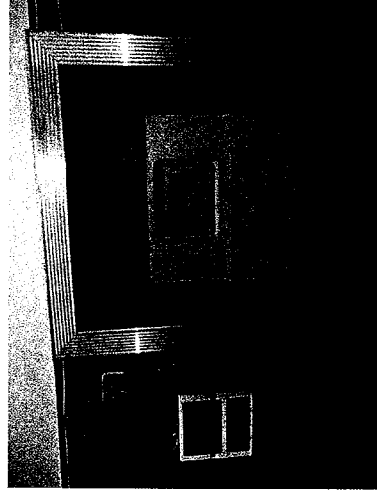
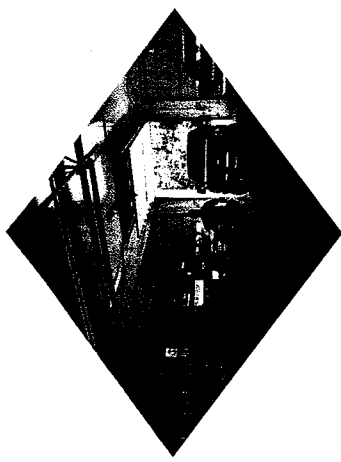
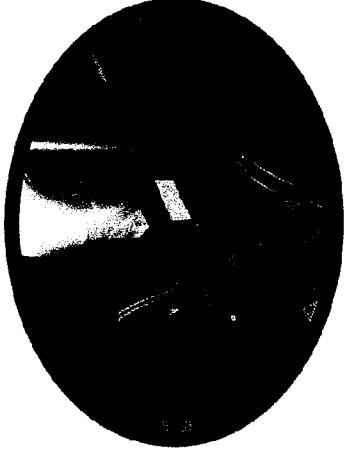
Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Fire Station 104

Energy Conservation Program at a Glance

- Lighting Retrofits & Controls
- Water Conservation
- Building Envelope Improvements
- Controls Upgrade – Programmable Thermostats
- Electrical Surge Suppression



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Fire Station 104

Building / ECM No.	Implementation Expense	Energy Only Cost Savings (\$/yr)	Annual Cost Savings	Total Cost Savings	Estimated Incentive / Rebate	Simple Payback (Yrs)
Fire Station 140	\$ 33,592	\$4,415	\$ 505	\$ 4,921	\$ 1,278	6.6
01 - Lighting						
a. General Lighting Upgrades	\$ 20,398	\$1,841		\$ 1,841	\$ 840	10.6
c. Lighting Controls	465	\$1,033		\$ 1,033	-	0.5
02 - Water						
a. Faucet, Toilet, and Urinal Upgrade	\$ 1,095	\$0		\$ -	\$ -	
03 - Envelope						
a. Weatherization	\$ 1,252	\$1,431		\$ 1,431	\$ 438	0.6
05 - Controls						
b. Controls Upgrade - Programmable Thermostats	\$ 2,800	\$109		\$ 109	-	25.7
06 - Electrical						
e. Surge Suppressors on Incoming Electrical	\$ 7,582	\$0	\$ 505	\$ 505	\$ -	15.0
Grand Total	\$ 33,592	\$4,415	\$ 505	\$ 4,921	\$ 1,278	6.6

Town of Tolland, CT

Request for Proposals for Energy Management Systems
Interview Presentation

Program Overview

Energy Conservation Program at a Glance

- Four (4) Buildings:
 - Tolland IS
 - Tolland MS
 - Tolland Senior Center
 - Fire Station 104
- Financing
 - 15-20 year term
 - PURA rate buy down
 - NU Incentives
- Comprehensive Proposed Program Includes:
 - Lighting Retrofits & Controls
 - Weatherization
 - Domestic Hot Water Upgrades
 - Ground Source Heat Pumps at TMS
 - Heat Recovery
 - DDC Controls Conversion
 - Electrical Distribution Transformers
 - Surge Suppression System
 - Sub-metering
 - Water Conservation
- Additional Potential Opportunities Observed:
 - Boiler Replacements
 - Solar PV Array
 - Athletic Field Lighting
 - Computer Monitor Conversion to LCD

Town of Tolland, CT

Request for Proposals for Energy Management Systems

Interview Presentation

Emissions Reduction

Total Reduction Of Emissions

Carbon Dioxide (CO₂)

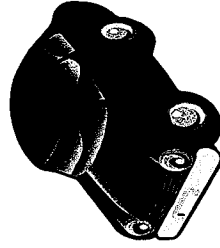
3,259,483 Pounds

Sulfur Dioxide (SO₂)

20,711 Pounds

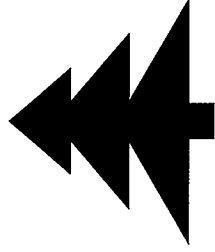
Nitrogen Oxide (NO_x)

9,304 Pounds



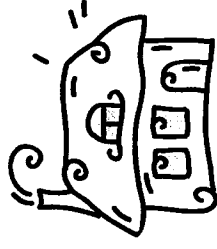
*Auto Reduction
is equal to:*

326 Cars



*Equivalent Trees
Planted is equal to:*

444 Acres of Trees



*Electric Reduction
is enough for:*

143 Homes



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Project Overview

Proposed – Preliminary M&V plan

Energy Conservation Measure		M & V Option
ECM-1a	General Lighting Upgrades – All Buildings	C
ECM-1b	Auditorium Lighting – Tolland Middle School	C
ECM-1c	Lighting Controls – All Buildings	C
ECM-1d	Exterior and Parking Lot Lighting Upgrades – Senior Center	A
ECM-1e	Sports Field Lighting – Tolland Middle School	A
ECM-2a	Water Conservation – Faucet, Toilet, and Urinal Upgrade	A
ECM-3a	Building Envelope – Weatherization (Schools)	C
ECM-3a	Building Envelope – Weatherization (Town)	A
ECM-4a	Install Turbulators in Boiler – Tolland Middle School	A
ECM-4b	Replace Boiler with Condensing Boiler – Fire Station 140/Senior Ctr.	A
ECM-4c	Replace Electric Water Heaters with Air Source Heat Pump Type Water Heaters – Tolland Intermediate School, Tolland Middle School	C
ECM-4c	Replace Electric Water Heaters with Air Source Heat Pump Type Water Heaters – Senior Center	A
ECM-4d	Ventilation Upgrade – Heat Recovery – Tolland Intermediate School, Tolland Middle School	C
ECM-4e	Ground Source Heat Pump System – Tolland Middle School	C
ECM-4f	Convert AHUs to Heat Pump Operation – Tolland Intermediate School	C
ECM-4g	Install Controllinks on Boiler – Tolland Middle School	A
ECM-4h	Outdoor Air Reset for Heating Hot Water – Senior Center	A
ECM-5b	Controls Upgrade – Garage Bay Interlock – Fire Station 140	A
ECM-5c	Controls Upgrade – Programmable Thermostats – Fire Station 140	A
ECM-5d	Kitchen Hood Controls – Tolland Intermediate School, Tolland Middle School	C
ECM-5e	Walk-In Refrigeration Controls – Tolland Intermediate School, Tolland Middle School	C
ECM-5f	Energy Dashboard – Tolland Intermediate School, Tolland Middle School	C
ECM-5g	Controls Upgrade – Full DDC – Tolland Intermediate School, Tolland Middle School	C
ECM-6a	Web-Based Classroom Clocks – Tolland Intermediate School, Tolland Middle School	C
ECM-6b	Computer Power Management – Tolland Intermediate School, Tolland Middle School	C
ECM-6c	Control of Computer Peripherals – Tolland Intermediate School, Tolland Middle School	C
ECM-6d	Replace CRTs with LCD Displays – Tolland Intermediate School, Tolland Middle School	C
ECM-6e	Install Surge Suppressors on Incoming Service	A
ECM-6f	Replace Transformers – Tolland Intermediate School, Tolland Middle School	C
ECM-6g	Electric Submeters – Tolland Intermediate School, Tolland Middle School	C
ECM-6h	Replace Pump and Fan Motors with Premium Efficiency Motors – Tolland Intermediate School, Tolland Middle School	A
ECM-7	Renewable Energy – Photovoltaic Array – Tolland Middle School	A



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Process/Delivery

Project Development Process/ Project Delivery



Town of Tolland, CT

Request for Proposals for Energy Management Systems

Joint Presentation

Access/Delivery

- IGA Process

- Kick-off Meeting
- Identify Buildings
- Design /Scope
- 30/60/90 Mtgs.
- Scope Approval
- Pricing/Financing

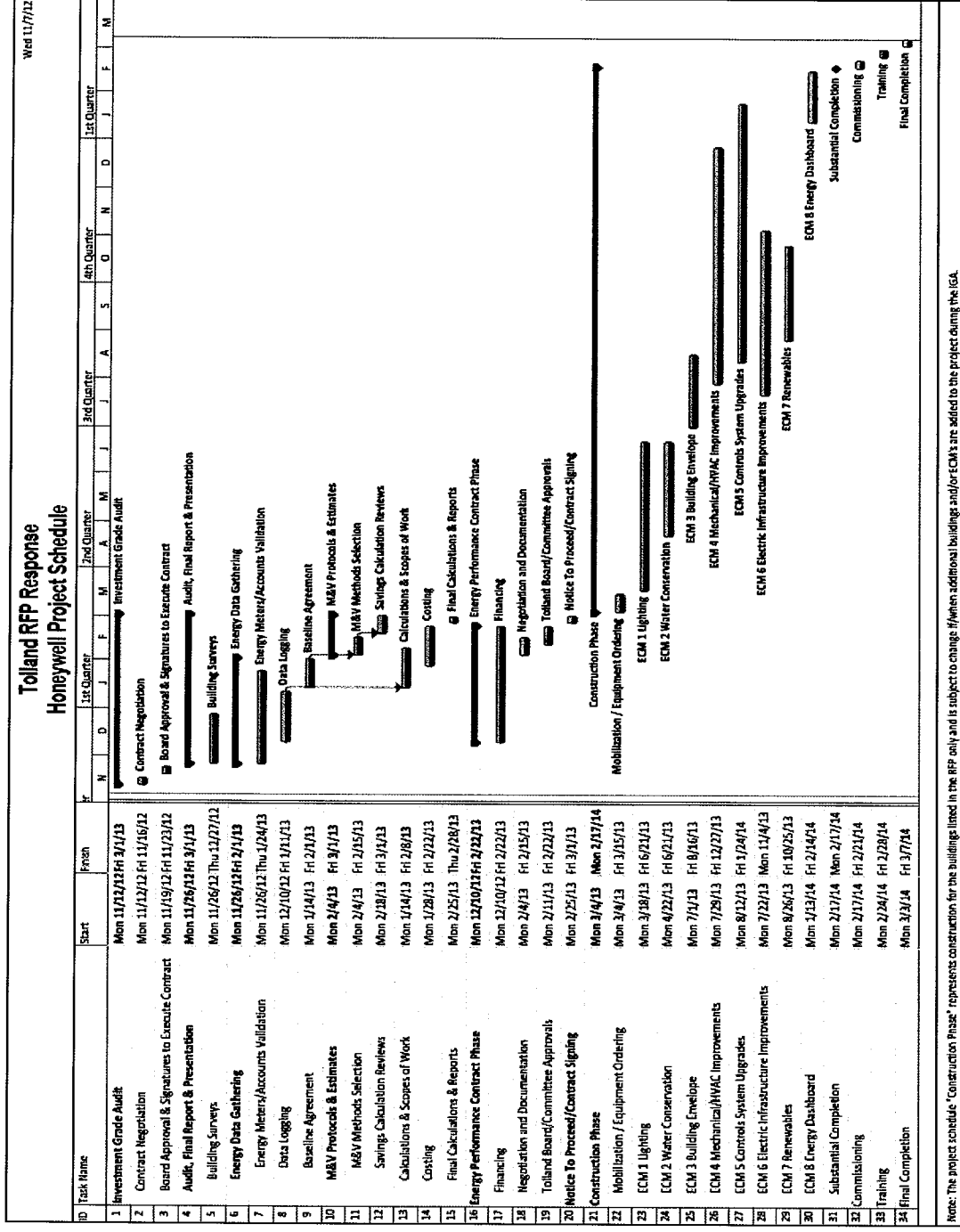
- INSTALLATION

- Mobilization
- Installation
- Commissioning
- Submittals/O&M
- Training

- POST-

INSTALLATION

- Measurement & Verification
- Ongoing Service



Note: The project schedule "Construction Phase" represents construction for the buildings listed in the RFP only and is subject to change. When additional buildings and/or ECM's are added to the project during the IGA.

Honeywell



Town of Tolland, CT

**Request for Proposals for Energy Management Systems
Joint Presentation**

Community Outreach/Energy Dashboards



Town of Tolland

ACT! EARTH™

Honeywell

A program created and supported by Honeywell

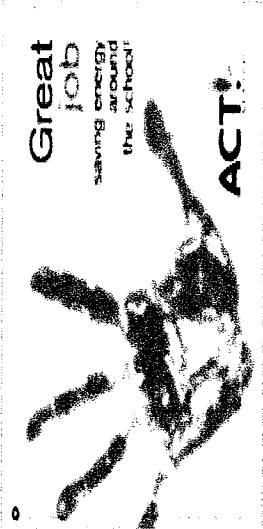
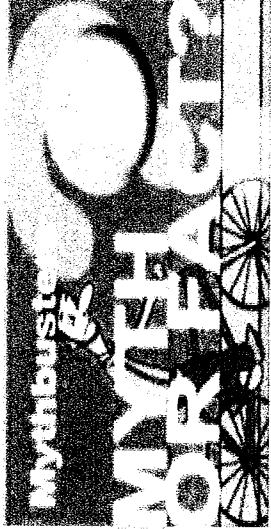
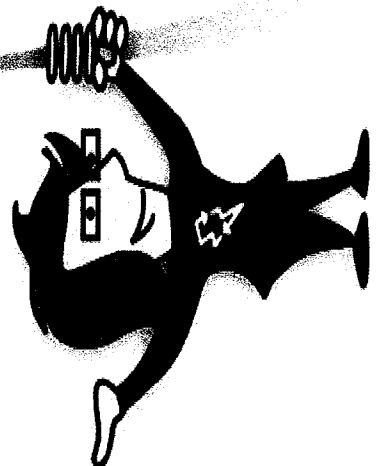
Home | School | Community | Energy | Events | News

Search

Energy Awareness Center

Energy Awareness Center
100 Main Street
Tolland, CT 06067
(860) 875-1234
www.tollandct.gov

Tip #12
Schools can save
anywhere from 8%
to 20% off their
lighting energy use
by simply turning
off lights in
unoccupied rooms.



Teacher's Corner

Put your class on the map! See how your community is making a difference through saving energy.
[Learn more >>>](#)

District Goals

The Town of Colchester is saving money, improving health and caring for the planet. [Learn more >>>](#)

What's Happening

The latest news and upcoming events. Keep in the loop with Act! Earth
[Events >>>](#)
[News >>>](#)



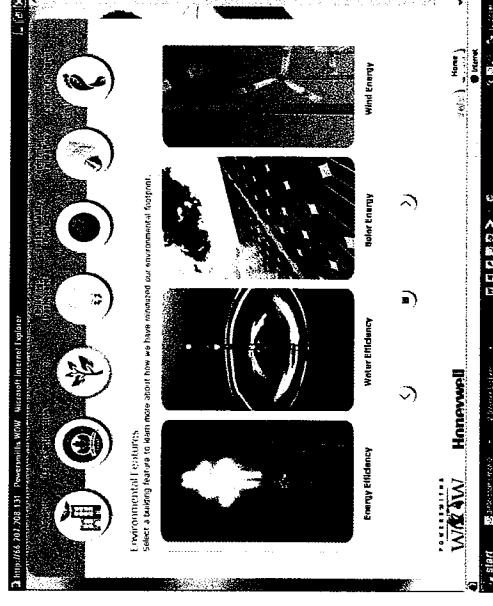
Town of Tolland, CT

Request for Proposals for Energy Management Systems

Joint Presentation

Energy Dashboard

- ◆ Provides means to understand or validate energy building consumption and can help enable up to 5% potential energy cost savings
- ◆ Validation through energy meters
- ◆ Educational component
- ◆ Communication to Town
- ◆ Grant available for Energy Dashboards
- ◆ High School Intern – Energy Awareness



Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Financing

Honeywell



Town of Tolland, CT

Request for Proposals for Energy Management Systems
Joint Presentation

Financing

- ◆ Honeywell as your *independent* Financing Resource
- ◆ Partnership with Bostonia, Banc of America, Sun Trust, Chase, etc.
- ◆ State of CT 1% buy down of tax exempt lease rate
- ◆ Tax exempt lease, CEFIA grants, and other “bond” funds
- ◆ Potential LREC & ZREC program
- ◆ Demand response, Energy Supply Purchasing – revenue



Town of Tolland, CT

Request for Proposals for Energy Management Systems

Joint Presentation

Questions?

Doreen.Hamilton@Honeywell.com

860.305.9661



Honeywell

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Capital Improvement Plan – 2013/2018

Attached is a spreadsheet outlining the proposed project for the five year Capital Improvement Plan (2013/2018).

The proposed projects include upgrades to facilities, equipment and vehicles. Please note that some project costs have been updated to reflect more up to date estimates. These projects include:

2013 – 2014

Vehicle

- **Replacement of Jeep for Maintenance Department**

Current SUV – 1996 Jeep Grand Cherokee with 183,300 miles
New 2013 Ford Cargo Van E-250 with bins and ladder rack - **\$25,500**

Cost to repair truck \$900-\$1,888 (poor gas mileage, body rusting out due to road salt, some major repairs needed)

Intermediate School

- **Skylight Replacement:**

Replace all 8 gym roof area skylights installed in 1973 - **\$18,000**

Note: In order to save money in 1991, the Town opted not to replace the 15 year old skylights. They have been repaired a number of times and the weather seals are “shot”. The light area has been reduced due to repairs and plastic area is cracked and crazed due to age. No company wants to take the units apart for fear that the large plastic lens will break.

Annual Cost to repair \$300 to \$500

- **Parking Lot/Loading Area Paving and Entrance Sidewalk - \$65,855**

Loading Area – 5,584 sq. ft. plus 60 running feet of curbing The original 1975 Asphalt Loading/Parking area with entrance to TIS basement needs to be replaced. The heavy truck traffic (garbage trucks and tractor trailers) has created large ruts and drainage problems.

Some areas of the sidewalk entrance area (1970) and other areas have been repaired more than once. The snowstorm of 2011 has made things worse in regards to “tripping issues”, Handicap access.

- **Install 14 KW Propane Type Emergency Generator**

The sole purpose of the generator will be to protect the Internet Server room and all of the associated equipment with it (Roof Top AC Unit, TMS Telephone system) at TIS. The room on the 2nd floor of TIS has become the center Computer Hub for TIS and shared functions with the town hall.

Approximate cost for all Electrical equipment, propane equipment and installation - **\$11,520**

Middle School

- **Gym Door Removal**

Remove hydraulically/chain operated large bi-folding gym door (installed 1966). Note: (20'H x 88"L) replace with electric operated “roll down curtain”. Parts are hard to find or need to be custom made for this door and down time is very disruptive for teaching - **\$60,000**

Gym door repair costs run \$1,500 – \$3,000 a year.

- **Install 14 KW Propane Type Emergency Generator**

The sole purpose of the generator will be to protect the Internet Server room and all of the associated equipment with it (Roof Top AC Unit, TMS Telephone system) at TMS.

Approximate cost for all Electrical equipment, propane equipment and installation - **\$11,520**

High School

- **Install Front Entrance Cantilever Roof Ice Melting Equipment**

During the snow storm of 2010/11, 8' of snow fell on the Cantilever Roof over the front entrance and foyer to the THS. This caused 5 of the 8 front entry doors to be jammed shut due to snow loads. The snow came from the two high roofs above the Cantilever Roof. The 2" to 3" stones (Roof Ballast will have to be moved to make way for the 912 sq. ft. ice melting cable and then be reinstalled over the cable.)

Approximate cost for all equipment and installation - **\$25,255**

2014 – 2015

Parker Memorial

- **Oil Tank Removal**

Removal of 6,000 gallon 24 year old underground (emptied of oil in 9-10). Steel oil tank and in ground transfer pump pit, removal, soil test of area, disposal, backfill and repaving of area - **\$18,000**

Tank was emptied of all product (3,000 gallons of old oil), tank cleaned inside by Tri-S Environmental Co. 1,000 gallons of water will be added to empty tank for ballast.

- **Replace 1963 Roof over Main Building**

A new 30,644 sq. ft. roof is needed at PMS. Numerous leaks in classrooms and mold is becoming a problem.

Cost of new roof estimated	\$552,000
Architectural fees	18,500
Hazmat investigation fees (roof cuts)	2,000
Other cost	<u>2,800</u>
Approximate cost	\$575,300

- **Demolition of Portable Classroom - \$15,000**

The 1994 1,080 sq. ft. wooden portable classroom has been closed for some time (6/2009). The gutters are falling off and the outside walls are in poor condition.

1. Demolition of existing portable structure
2. Load out and dispose of demolition material to a licensed offsite facility
3. Removal of concrete footings
4. Fill in area and grade off

- **Boiler Replacement - \$625,000**

Removal of the boiler, heat exchanger, pumps and piping and replaced with H.B. Smith boiler

Intermediate School

- **Gym Door Removal**

Remove large bi-folding gym door (installed 1973) and replace with electric "roll down curtain". Parts are hard to find or need to be custom made for this door and we also have had to restrict usage. **\$54,000**

Gym door repair costs run \$1,500 - \$3,000 a year

- **Remove and Replace Asbestos Floor Tile - \$414,000**

Gray floor tile 12"x12" in the main building 1st and 2nd floor has been tested by Fuss & O'Neill (EnviroScience LLC) on 9/14/11 and found to contain asbestos. The floor mastic is negative.

Removal of Tile:

Main Building, 1st and 2nd Floor

1. Removal of asbestos floor tile
2. Moving company
3. Installation of new floor tile
4. Project planning/bid specs and state approval
5. Contingency

Please Note: Yellow floor tile 12'x12" in the new addition 1st and 2nd floor has been tested and was found NOT to contain asbestos, but the floor mastic is positive for asbestos containing materials. The science wing is not included at this time but will be used for a staging area for furniture and equipment for this project

Middle School

- Modular Classroom 1 and 2 Roof Replacement - **\$18,500**

Yearly repair cost \$300 to \$800

2015 – 2016

Middle School

- **Replace 90 Old Locker Fronts - \$15,310**

Replace with new double tier "front only" to match existing lockers that were installed throughout the building in the 1990's.

Install with recessed combination locker set with master key entry.

Birch Grove

- **Hire engineer to redesign existing classroom HVAC duct work- \$10,000** This is needed to resolve the ongoing vibration/sound problem created by units within the 2nd floor classroom of the new 2003 addition.
- **Phase I of Parking Lot Repaving - \$100,000**

District Wide

- **Install 45 KW 3 Phase Propane Type Emergency Generator at Board Office**

This 3 Phase generator is large enough for entire building. (excluding air conditioning).

Approximate cost for all Electrical equipment, propane equipment and installation - **\$26,250**

- **HVAC Replacement Study - \$25,000**

Inventory and replacement study of HVAC units in all school buildings.

2016 – 2017

Birch Grove

- **Phase II of Parking Lot Repaving - \$100,000**

Middle School

- **Install air conditioning in the Library, guidance and Front Office Area - \$60,500**

2017 – 2018

High School

- **Resurface All Weather Track**

Estimated cost based on Urethane RE-Coat Bid is **\$94,000**

The window air conditioner units in use today are 4-8 years old. Replacement cost \$300 to \$800 each (depending on location) and there is no air conditioning in the library on the 2nd floor.

FIVE YEAR CAPITAL IMPROVEMENT PLAN
FISCAL YEARS 2013-2014 THROUGH 2017-2018

PROJECT SUMMARY DESCRIPTIONS	FY 2013-2014	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018
TOWN ADMINISTRATION					
Replacement of Light Duty Vehicles	27,877	27,877	25,906	21,789	
Board of Education Vehicles	20,000	25,500			
Tolland green Routes 195 and 74 Corridor Improvements	250,000	0	2,800,000		
BOARD OF EDUCATION					
Parker Memorial School					
Roof Replacement		575,300			
Demolish Portable Classroom		15,000			
Boiler		625,000			
Tolland Intermediate School					
Replacement and Removal of Asbestos Floor Tile	414,000	414,000			
Skylight Replacement	18,000				
Gym Door Removal	54,000	54,000			
LOADING/PARKING AREA PAVING & SIDEWALK ENTRANCE	65,855				
EMERGENCY GENERATOR	11,520				
Tolland Middle School					
Gym Door Removal	60,000				
Roof Replacement on Modular Classroom		18,500			
Replacement of Locker Fronts			15,310		
Library/Guidance/Office HVAC				60,500	
EMERGENCY GENERATOR	11,520				
Birch Grove Primary School					
Parking Lot Paving			100,000	100,000	
REDESIGN DUCT WORK - SECOND FLOOR			10,000		
Tolland High School					
Track Resurfacing				70,000	94,000
Lights for Stadium Field					
ROOF ICE MELTING EQUIPMENT	25,255				
District Wide					
HVAC Replacement Study			25,000		
EMERGENCY GENERATOR - BOARD OFFICE			26,250		

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Board of Education Meeting Dates – 2013

Attached please find the recommended Board of Education meeting dates for calendar year 2013. The calendar includes dates for proposed meetings on the second and fourth Wednesday of the month.

The Administration recommends approval.

WDG:ca

TOLLAND BOARD OF EDUCATION
2013 Meeting Dates
Hicks Municipal Center Council Chamber or **Tolland High School Library Media
Center
7:30 p.m.

January	9 23
February	13 27
March	13 27
April	10 24
May	8 22
June	12 26
July	10* 24*
August	14* 28
September	11 25
October	9 23
November	13 27*
December	11 25*

*Meetings followed by an asterisk have previously been cancelled because of past practice and could potentially be cancelled. Final determination will be made closer to the date.

TO: Members of Board of Education

FROM: William D. Guzman

DATE: November 14, 2012

SUBJECT: Board Policies
9070 – Board Officers
9130 – Time, Place and Notice of Meetings
9140 – Constructing and Posting of Agenda
9150 – Public Meetings and Executive Session
9160 – Meeting Conduct
9180 – Minutes
9190 – Committees

Attached please find the above referenced Board Policies.

These Policies were reviewed by the Policy Committee on October 10 and October 19, 2012 and presented to the Board for a first reading on October 24, 2012.

All of the policies are revised. The language to be deleted is in brackets and new language is in caps and is bolded.

The Administration recommends approval.

WDG:ca

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Board Officers

Number: 9070
Bylaws

Approved: 12/12/01

REVISED:

Officers – The Officers of the Board of Education shall be the Chairperson, the Vice-Chairperson and the Secretary.

Election of Board Officers – An organizational meeting shall be held at the first regular **BOARD OF EDUCATION** meeting scheduled in November, following the **TOWN MUNICIPAL** election [to elect Board Officers]. The meeting shall be called to order by the Superintendent of Schools. The Board shall proceed to elect a Chairperson, **WHO SHALL THEN PRESIDE OVER THE MEETING AND CONTINUE THE ELECTION OF THE** Vice-Chairperson and Secretary. Election shall be by **MAJORITY** vote of all members present.

Term of Office – Officers shall serve for a two (2) year period, until the next biennial election, [or] until resignation, **OR REMOVAL BY A MAJORITY OF THE BOARD.**

Officer Vacancy – If at any time, there is a vacancy of any officer position, the Board shall, at their next regular meeting, elect a successor. If the Board is unable to elect any officer, the matter shall be tabled until the next regular meeting. [If at that time, the Board is still unable to elect any officer, the matter shall be referred to the Town Council.]

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Time, Place and Notice of Meetings

Number: 9130
Bylaws

Approved: 10/9/02

Revised: 1/14/09

REVISED:

1. Regular Meetings

- A. The Board of Education shall set a calendar of regular meetings for the ensuing year at the first regular meeting in November.
- B. In compliance with the General Statutes of the State of Connecticut, the [Chairperson] **SUPERINTENDENT OF SCHOOLS, ON BEHALF OF THE BOARD OF EDUCATION** shall file this calendar with the Town Clerk by November 30.
- C. Normally the Board shall schedule regular meetings on the second and fourth Wednesday of each month of the year.
- D. If at any point in the meeting the Board of Education should not retain a quorum, then the Chairperson of the Board [will] **MAY** adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four hours after the time of adjournment.
- E. Pending minutes of regular board meetings will be posted on the school district website within 48 hours of the meeting.

2. Special Meetings

- A. Special meetings may be held when determined by the Board, when so called by the Chairperson, or upon written request of three members of the Board.
- B. No special meeting shall be held unless a notice stating the time, place and purpose of the meeting has been given to each member

and to the Town Clerk, twenty-four (24) hours before the time stated for the meeting to convene.

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

3. Meeting Time and Place

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

Legal References:

Connecticut General Statutes

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

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Construction and Posting of Agenda

Number: 9140
Bylaws

Approved: 10/9/02

REVISED:

The Superintendent of Schools, in consultation with the Board chairperson, shall prepare an agenda for each meeting. Any Board member may request an item be placed on the agenda through the superintendent 72 hours prior to the legally required posting of the agenda.

The agenda and supporting materials shall be distributed to Board members prior to the board meeting in sufficient time to allow the members to consider the issues carefully. Board members seeking inclusion of agenda items are also encouraged to provide supportive and explanatory material.

Agendas shall also be made available to the press, representatives of the community, staff, town agency representatives, school administrators, and to others upon request. Agendas for regular Board of Education meetings shall be available to the public in the Superintendent of School's office, **THE BOARD OF EDUCATION WEBSITE**, and shall be filed with the Town Clerk, not less than 24 hours in advance of the meeting time. The same requirements shall be met for special meetings of the Board unless called in an emergency with less than 24 hours notice.

The Board may add items to the agenda of any regular meeting by a two-thirds vote of those Board members present and voting.

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Public Meetings and Executive
Session

Number: 9150
Bylaws

Approved: 2/28/01

REVISED:

1. Public Meetings

- A. All meetings of the Board of Education for the official transaction of business shall be open to the public except that the Board may, by the affirmative vote of two-thirds of the members present and voting, meet in executive session for the purposes specified in Conn. Gen. Stat. §1-18a(e).
- B. As defined by statute, the term "meeting" shall not include: any meeting of a personnel search committee for **[executive]** **ADMINISTRATIVE** level employment candidates; any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters relating to official business; strategy or negotiations with respect to collective bargaining; a caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency; an administrative or staff meeting of a single-member public agency; and communication limited to notice of meetings of any public agency or the agendas thereof. The term "caucus" means a convening or assembly of the enrolled members of a single political party who are members of a public agency within the state or a political subdivision.

2. Executive Sessions

- A. The public may be excluded from meetings of the Board of Education which are declared to be executive sessions.
- B. Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting stating the reasons for such executive session. Executive sessions may be held for any reasons permissible under the provisions of the

Freedom of Information Act, as it may be amended from time to time, including one or more of the following purposes:

- (1) Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open (public) meeting.
- (2) Strategy and negotiations with respect to pending claims and litigation to which the Board or a member of the Board, because of his or her conduct as a member of the Board, is a party until such claims or litigation have been finally adjudicated or otherwise settled.
- (3) Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
- (4) Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
- (5) Discussion of any matter which would result in the disclosure of public records or the information contained therein described in Conn. Gen. Stat. §1-210(b).
- (6) **NO VOTES FOR ACTION MAY BE TAKEN IN EXECUTIVE SESSION.**

Legal References:

Connecticut General Statutes

- | | |
|---------|--|
| 1-200 | Definitions (Public Agency; Meetings; Person; Public Record; Executive Session) |
| 1-210 | Access to public record. Exempt records. |
| 1-225 | Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions. |
| 19a-342 | Smoking prohibited in certain places. Signs required. Penalty. |
| 1-231 | Executive sessions. |

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Meeting Conduct

Number: 9160
Bylaws

Approved: 10/9/02

Revised: 6/25/08

REVISED:

1. Meeting Conduct

- A. Meetings of the Board of Education shall be conducted by the Chairperson, **OR ALTERNATE IN HIS OR HER ABSENCE**, in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board.
- B. All Board meetings shall commence at or as close as practicable to the stated time, provided there is a quorum.
- C. All regular and special Board meetings shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other designated persons.
- D. Robert's Rules of Order shall govern the proceedings of the Board except as otherwise provided by these bylaws.

2. Smoking **IS PROHIBITED.**

- [A.** Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.
- B.** A sign notifying the public that no smoking is allowed in the place designated for the meeting will be prominently posted.]

3. Procedures for Telephonic Participation

- A. Board members may participate in meeting telephonically under the conditions set forth herein. When such conditions are met, any board member participating telephonically shall be counted for the purpose of constituting a quorum. Conditions for participation are as follows:

1. The facility that is made available to the public that wished to attend the meeting must be located where the greatest number of Board of Education members are located;
 2. Any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and
 3. All those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.
- B. When a Board member is participating in a meeting telephonically, the Chairperson shall take the necessary steps to ensure that the three conditions enumerated above are met. In addition, the Chairperson shall take the necessary steps to ensure that a Board Member participating telephonically has adequate opportunity to express himself/herself in Board discussion, including the opportunity to take the floor and make motions.

4. Public Address

- A. The Board may permit any individual or group to address the Board concerning any subject that lies within its jurisdiction during a portion of the Board's regular meetings so designated for such purpose.
- (1) Two (2) minutes may be allotted to each speaker.[and a maximum of 30 minutes for Public Participation.] The Board may modify these limitations at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so.
 - (2) A Board of Education member shall be appointed by the Chairperson prior to the meeting to act as timekeeper for the meeting, if deemed necessary by the Chairperson.
 - (3) No boisterous conduct **OR PROFANE LANGUAGE** shall be permitted at any Board of Education meeting. Persistence in boisterous conduct **OR PROFANE LANGUAGE** shall be grounds for summary termination, by the Chairperson, of that person's privilege of address.
 - (4) All speakers must identify themselves by name and address.

Legal References:

Connecticut General Statutes

1-200	Definitions
1-206	Denial of access of public records of meeting. Notice. Appeal.
1-225	Meetings of government agencies to be public.
1-232	Conduct of meetings. (re: disturbances)
1-206	Denial of access of public records or meeting. Notice. Appeal.

Freedom Of Information Commission Advisory Opinion #41 (April 9, 1980)

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Quorum and Voting Procedures

Number: 9170
Bylaws

Approved: 2/28/01

REVISED:

1. Quorum:
 - A. The majority of all members of the Board shall be necessary to constitute a quorum for the transaction of business.
2. Voting Procedures:
 - A. No member can vote on a question in which he/she has a direct personal or pecuniary interest.
 - B. Members may vote for themselves for any office or other position.
 - C. While it is the duty of every member who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
 - D. A member may abstain from voting. [(with the knowledge that the effect is the same as if he/she had voted on the prevailing side).]
 - E. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.
 - F. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Minutes

Number: 9180
Bylaws

Approved: 2//28/01

Revised: 3/11/09

REVISED:

1. In compliance with legal requirements, a complete and accurate set of minutes of each meeting shall be kept.
2. Minutes shall be maintained at the Administrative Offices of the school district in an official record book designated for said purpose.
3. The minutes shall constitute the official records of proceedings of the Board of Education and shall be open to public inspection at all reasonable times.
4. The minutes shall include the following:
 - A. The time, place and date of each meeting.
 - B. The names of those members in attendance.
 - C. The disposition of all matters on which action was recommended.
 - D. All motions and resolutions and their disposition, listing all votes, abstentions and absentees.
 - E. All decisions concerning future meetings and agendas.
 - F. By request, a brief statement [of] **BY** a Board member may be included.
 - G. PUBLIC COMMENTS.**
5. A record of votes taken at each meeting shall be reduced to writing and made available for public inspection within forty-eight hours of the conclusion of the meeting at which the votes were taken. Votes taken shall also be reflected in the minutes of each meeting, and the minutes shall be made available for public inspection and posted on the Board's website, if available within seven days of the date of the meeting to which they refer.

Legal Reference:

Connecticut General Statutes

1-225 Meetings of government agencies to be public.
Recording of votes.

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Committees

Number: 9190
Bylaws

Approved: 10/9/02

REVISED:

1. The Board shall act as a committee of the whole on all matters coming before it except that special committees for the consideration or investigation of certain problems may be created by vote of the Board.
 - A. Such special committees shall submit their reports at such regular meetings of the Board as may be determined, and when such reports have been submitted and accepted by the Board, shall be discharged.
 - B. All special committee reports affected Board policy shall be submitted in writing.
2. Meetings of committees shall be posted in accordance with the Freedom of Information Act. A record shall be maintained by the chairperson of each committee of each meeting, which shall include the names of committee members in attendance, listing of topics discussed and committee recommendations.
3. The Superintendent shall notify all Board members of committee meetings.
4. Standing Committees

As deemed necessary, the Board of Education may establish standing committees from among its membership to make recommendations for board action. The following rules will govern the appointment and function of such committees which shall:

- [1.] A. Be established through action of the Board of Education;
- [2.] B. have their members appointed by the Board Chairperson;
- [3.] C. be informed in writing at the time of committee formation of

committee purpose, functions, and duties;

[4.] D. make recommendations for board action, but it may not act for the board except in those instances where authority to act has been specifically delegated to the committee by the board;

[5. be dissolved at the end of the board's year or at any time by a vote of the board.]

E. THE STANDING COMMITTEES OF THE BOARD OF EDUCATION ARE:

- 1. CONTRACT NEGOTIATIONS**
- 2. POLICY**
- 3. FINANCE AND FACILITIES**

4. Contract Negotiations Committee - CHARGED WITH CONTRACT NEGOTIATIONS WITH THE VARIOUS DISTRICT BARGAINING UNITS AND RECOMMENDING CONTRACTUAL AMENDMENTS TO THE BOARD OF EDUCATION.

1.0 Service on the negotiations committee

- 1.1 Board members shall not serve on the negotiations committee if a member of their immediate family (spouse, parents, children) is a member of a Connecticut organization with whom the board negotiates or if there is an appearance of a conflict of interest.**
- 1.2 All negotiations committee members are required to disclose to the chair if their status changes in regards to section 1.1.**

2.0 Disclosure

- 2.1 All board members shall disclose immediate (spouse, parents, children) family memberships in any organization with whom the board negotiates. These disclosures shall be recorded in the meeting minutes of the second meeting of the board and updated as necessary when the status changes. Board members are encouraged to withdraw themselves from contract ratification votes if a conflict of interest exists.**

6. POLICY COMMITTEE - CHARGED WITH REVIEWING, DEVELOPING AND RECOMMENDING AMENDMENTS TO EXISTING POLICIES AND ADOPTING NEW POLICIES.

7. FINANCE AND FACILITIES COMMITTEE - CHARGED WITH REVIEWING FISCAL, OPERATIONAL AND FACILITY RELATED MATTERS AS MAY COME TO THE COMMITTEE FROM TIME TO TIME.

The Board Chairperson and the Superintendent of Schools shall be ex-officio members of all standing committees.

Legal reference: Connecticut General Statutes
1-7 through 1-21k Freedom of Information Act.

MEETING MINUTES

TOLLAND TOWN COUNCIL FIRE TRAINING CENTER 191 MERROW ROAD, TOLLAND OCTOBER 23, 2012 – 7:30 P.M.

MEMBERS PRESENT: Jack Scavone, Chairman; Richard Field, Vice-Chair; Sam Belsito; Mark Gill; Jan Rubino and Benjamin Stanford

MEMBERS ABSENT: Joshua Freeman

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

1. **CALL TO ORDER:** Jack Scavone called the meeting to order at 7:30 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** None.
5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBLIC PARTICIPATION** (*on any subject within the jurisdiction of the Town Council*) (2 minute limit)

Richard Bozzone of 9 Elm Road – He saw an article in the JI regarding the first meeting of the budget. He was surprised, because he didn't know that it was taking place. He believes notice of that meeting should have been sent via e-blast.

Mr. Werbner said it was a BOE called meeting, and they were not privy to it either.

Mr. Scavone said it was not a Council/BOE meeting.

Mr. Gill said they advertised it in The Patch, they sent out notice in backpacks and he believed it was discussed at the last Council meeting.

Mr. Bozzone said on the bright side, it was nice to see members of the Town Council there as individual residents. He realizes that some are pushing for an 'open' process, but it is still not happening. He asked that they continue to do what they are doing as individual residents.

Bob Rubino of 296 Weigold Road – He stated that they have recently completed a number of building projects on their home. It was an interesting process that began with getting a variance with the ZBA. It did go very well, but he believes it helped that he knew the process. He can't imagine what it is like for the regular tax paying public to come before the ZBA and try to navigate it. There is a lot that the Applicant needs to figure out. He suggested doing some benchmarking with other towns; there are some great examples of best practice. He suggested a "how to complete applications" could be added to the town's website. During this most recent project, he learned of a permit that was never closed on a different project. Maybe a database or spreadsheet could be created wherein a student keys in codes to help the development group follow and organize these types of items (permits, etc.).

6. **PUBLIC HEARING ITEMS:**

- 6.1 Consideration of a resolution to establish an Emergency Storm Fund Ordinance.

Mr. Werbner summarized that over the past year the town has experienced several severe storms, which had an impact on town funds. Some storms have not had funding by FEMA, which requires the town to use other town funds and fund balance in order to secure public safety. The current infrastructure and environmental conditions of the town could find us facing significant future costs if these severe storms continue to hit our community. We would like to establish an Emergency Storm Fund in order to set aside funds in anticipation of future storms that may require funds that are not budgeted. This fund would assist with the provision of the immediate funds that are necessary to secure public safety when a storm related public safety emergency exists. It would reduce the demand on the need to access fund balance, provide the ability for immediate access for emergency funds and help maintain a strong credit rating by being proactive and planning for potential emergency needs. As a result of Storm Irene and Alfred, as well as the storm that occurred last June, we would have \$121,976 available to appropriate to this fund if created. These are funds that would be coming back to us from the federal government. This is money that is above and beyond the actual expenditures that we made out of the town funds during those last storms. Based on discussion at the last meeting we have more clearly stated that these funds are only to be used for expenditures associated with significant storms which were not anticipated within the Town budget. Also, in Section D the Town Council must appropriate all funds going into this account. Mr. Werbner added that if this resolution is not adopted, those funds would automatically go back into Fund Balance and could be used for any general purpose of the town with the appropriation authority of the Council. This is to segregate funds so that we have an emergency coffer to address severe storms which were not anticipated or budgeted for.

Richard Field motioned to re-open the public hearing; Seconded by Mark Gill. All in favor. None opposed.

Richard Bozzone of 9 Elm Road – He would like clarification as to who determines if a storm is a major event and how the funds would be used?

Mr. Werbner said the Town Manager. There are checks and balances already in place. The Finance Director and the Town Treasurer need to review all expenditures and then report back to the Council. It is very similar to what is done now. The funds would stay in the account and build if they are not used.

A straw poll was conducted of all those in favor of this resolution. 9 in favor; 1 opposed.

Richard Field moved to close the public hearing; Seconded by Mark Gill. All in favor. None opposed.

Mr. Gill didn't realize they were seeking to appropriate \$121,976, he believed it was \$30,000 being appropriated into this fund. Mr. Werbner advised that they hadn't received funds from the second storm yet when the \$30,000 dollar amount was discussed. Mr. Gill said he was all for \$30,000, but if it is for \$121,976, he is not sure he would like to appropriate it all into this fund. Looking ahead at next year's budget, he suggested holding some of these funds in reserve.

Mr. Belsito believes the suggested wording: "All such storm related expenditures must be submitted by the Town Manager to the Town Council for approval. A summary of the work to be performed and associated costs shall be provided by the Town Manager to the Town Council as soon as reasonably possibly prior to approval of the appropriation" has been omitted and the original wording is still being used. There was some concern that there was no check and balance in prior discussion. He commented that some of the Council members do not believe the original wording is in the best interests of the town. He believes this is a great fund, but he is disappointed that there really isn't a check and balance in place. He has seen too many towns, too many cities, not only in Connecticut, but across the country where people are raiding the

town funds. Not going to the Town Council for approval is what he is objecting. He believes doing it the way it is being proposed is a way for people to put their hands in a pot. He is not saying this will happen with this administration, but who knows the next one.

Mr. Werbner said he knows of no instance in this administration, in this town, or in this state where hands have gone into the coffer and walked off with the money. If someone would like to point that out to him, they can do so. A blanket statement like that is derogatory towards the governmental system for which he lives for. If you believe that is going to happen here, then defeat this ordinance. We will just continue on the way we have, wherein you have given him the authority to spend the money that he needs to keep this community safe. He is not going to sit here and take acquisitions that someone is going to walk off with this money. It's ridiculous.

Mr. Belsito said he did not say that. He said the wording, as is, gives the opportunity for people to do it, as it has been done before in other towns.

Mr. Field said he does not see a big difference with this. To him, this is a budgeted item, which can only be taken for one reason, and it can only be taken by the Town Manager. He doesn't see a problem where this is going to be raided.

Mr. Scavone said for last year's storm Mr. Werbner did what he needed to do and spent the money. Afterward, the Council came back and approved the expenses. The only difference is which pocket the money is going to come from. Mr. Werbner said it will allow them to have seed money.

Ms. Rubino cannot imagine anyone taken any money. She has incredible trust in the Town Manager and she has never been lead to believe otherwise. Having some funds set aside is being responsible. She is in favor of this.

Mr. Field said Mr. Werbner is coming to the Council for approval after he's spent the money is the big check and balance. If the Council doesn't believe it was an emergency, he will need to find the money somewhere else.

Mr. Stanford said he doesn't see why this needs to be set up, the system isn't broken. He doesn't see a problem setting up a fund for emergency purposes, but he does not agree with setting up an ordinance to allow additional authority to a Town Manager to spend that money at their discretion, outside of normal budgetary process.

Sam Belsito motioned to table this item. Seconded by Ben Stanford. Jack Scavone, Richard Field, Mark Gill and Jan Rubino were opposed.

Richard Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby adopt the Emergency Storm Fund Ordinance and provide the initial funding from FEMA funds received in excess of actual cash expenditures.

Seconded by Mark Gill. Jack Scavone, Richard Field, Mark Gill and Jan Rubino were in favor. Sam Belsito and Ben Stanford were opposed.

7a. **REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:** None.

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Ms. Rubino went to the BOE Special meeting, there was no quorum. The citizens came out and spoke their minds about how the budget needs to be more transparent. She refers the public to the minutes from that meeting for more coverage. Mr. Field commented that he had the Eastern Highlands Health District's Annual Report and the strategic plan. Mr. Werbner will see if there is a link on EHHD's website so that the others can review the strategic plan there. Mr. Field advised that he attended the Fire Dept. awards night. It was a great event. Mr. Gill commented on the BOE Special meeting as being a good start. The next community hour is at the Big Y on 10/27, 8-9 a.m.

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

8.1 Discussion on the location of the Town of Tolland's historical marker.

Mr. Scavone said there was data provided in the packet on this item. Mr. Field said the sign was moved in 2003, because of many different reasons. One of the explanations for the sign being moved, is because more people will see it there than if it was on the Green. He agrees with that. It is at the back parking lot of the Hicks building.

Cheryl Powloka of 79 Burbank Road – The reason she brought this up was because she decided to participate on the 300th Anniversary Committee. She noticed the sign wasn't on the Green. She didn't know the history, but has learned it was moved quite a while ago. For the Tolland 300th, she was going to suggest that they take a photo of the sign, and have it be part of the anniversary information. Where it is currently located seems to be congested with a tree and construction items. She didn't believe the picture would actually come out nice. The initial response she received was that it was moved because it was obstructing the view. She is not sure what that means, but commented that the sandwich signs by the flagpole obstruct her view. If someone new is coming into the town, they wouldn't see the sign where it is now.

Mr. Scavone advised that in 2003 a steering committee was formed (consisting of The Historical Society, etc.) to try uncluttering the Green. They are the ones that moved the sign. At that time, it was restored. He volunteered to supply Ms. Powloka with the documents provided to the Council on this item so that she could review the background.

Mr. Scavone and Mr. Field said they both understand Ms. Powloka's point, but there were a lot of people that worked hard to do this. The final decision was approved by the Council at that time. Mr. Field believes the sign is better seen where it is.

Ms. Powloka said she understands both sides, but everyone who goes into the Hicks building already knows the town. People who are new to the town will not necessarily drive to the side entrance of the Town Hall.

8.2 Appointments to vacancies on various municipal boards/commissions.

Ben Stanford motioned to make the following appointments:

Joe Sce of 37 Usher Ridge, Tolland to the BOE; and
James Gifford of 97 Derek Drive, Tolland to the Public Library Foundation.

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 1ST MEETING OF THE MONTH ONLY):** None.

11. **ADOPTION OF MINUTES**

11.1 October 9, 2012 Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Mark Gill. All in favor. None opposed. Jan Rubino abstained.

11.2 October 16, 2012 BOE/TC Joint Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Mark Gill. All in favor. None opposed. Jack Scavone and Ben Stanford abstained.

12. **CORRESPONDENCE TO COUNCIL:** None.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Field would like to see discussion of the tree removal in front of Hicks on the Agenda. Why is only one tree being removed? Why not replace both of the trees at the same time? Mr. Werbner said an arborist recommended taking only the left one down at this time. The right side tree is showing the same symptoms as the one on the left, but is o.k. to stay up. If the Council would like the tree on the right down, the Tree Warden would need to post the tree, a hearing will need to be held and if anyone objects, the Tree Warden would need to rule on it. A straw poll was taken and all members were in favor of moving forward with the process.

Mr. Werbner said November 8th or 20th are the proposed dates to schedule a discussion with Honeywell and the BOE. Mr. Clark will check with the BOE members for their availability.

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

15. **EXECUTIVE SESSION**

Richard Field motioned to go into Executive Session at 8:25 p.m., thus ending the Regular Meeting of the Town Council; Seconded by Mark Gill. All in favor. None opposed.

15.1 Executive Session for the performance review of the Town Manager.

16. **ADJOURNMENT:** Richard Field moved to adjourn the meeting; Seconded by Mark Gill at 9:18 p.m. All were in favor.

Jack Scavone, Council Chair

Michelle A. Finnegan
Town Council Clerk



Connecticut Association of Boards of Education

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Teresa Costa
Coordinator of Finance
and Administration

October 22, 2012

Mr. William Guzman, Superintendent
Tolland Public Schools
51 Tolland Green
Tolland, CT 06084-3019

Dear Mr. Guzman:

We are delighted to inform you that your school district has won an **Honorable Mention in the CABE Award of Excellence for Educational Communications** contest for NAME OF AWARD. A list of the winning districts is enclosed.

Your Honorable Mention framed certificate will be sent directly to your local school district so that you or your board chairperson can present it to the board of education. CABE wants to bring recognition to the talented staff members who create these outstanding examples, as well as to your entire district. Therefore, we believe that by making the presentation at your board meeting you will have the opportunity to invite the local media, and members of the staff and the community who otherwise would be unable to attend the awards presentation ceremony at the CABE/CAPSS Convention.

Winning districts will be showcased at the 2012 CABE/CAPSS Convention in November. Please send approximately 20 copies of your winning entry, **PRINT MATERIAL ONLY**, (videos, computer generated projects, and website excluded). Send your display material to CABE, 81 Wolcott Hill Road, Wethersfield, CT 06109 **BEFORE NOVEMBER 9, 2012** or bring them to the registration area before 7:30 a.m. on Friday, November 15, 2012.

If you have any questions or comments about this process, please contact me at (860)571-7446 or bcarney@cabe.org.

Sincerely,

Bonnie B. Carney
Senior Staff Associate for Publications

Enclosure

cc: Andy Powell, Board Chair, Tolland Board of Education