

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

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA  
August 28, 2013

**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

June 26, 2013 – Regular Meeting  
August 1, 2013 – Special Meeting  
August 14, 2013 – 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. Primary Mental Health Grant Application
- F.2. Connecticut Conference of Municipalities (CCM) Energy Solar PV Program
- F.3. Connecticut Mastery Test Results – Spring 2013
- F.4. Connecticut Academic Performance Test (CAPT) Results – Spring 2013
- F.5. School Improvement Goals – 2012-13 Results
- F.6. Tolland Public Schools – Annual Report (2012-13)
- F.7. Tuition Rates – 2013/2014 School Year
- F.8. Budget Accounts – Five (5) Year Analysis

- G. COMMITTEE & LIAISON REPORTS
- H. CHAIRPERSON'S REPORT
- I. BOARD ACTION
- J. PUBLIC PARTICIPATION (2 minute limit)  
*Comments must be limited to items on this agenda.*
- K. POINTS OF INFORMATION
- L. CORRESPONDENCE
  - Town Council Minutes from June 25, 2013
  - Town Council Minutes from July 9, 2013
  - Town Council Minutes from July 23, 2013
  - Town Council Minutes from August 13, 2013
  - School Calendars for September
- M. FUTURE AGENDA ITEMS
- N. EXECUTIVE SESSION – Discussion and possible vote on Custodial contract.
- O. ADJOURNMENT

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

REGULAR MEETING – June 26, 2013

Members Present: Mr. Andy Powell, Chair; Mr. Robert Pagoni, Vice Chair; Ms. Christine Vincent, Secretary; Mr. Thomas Frattaroli, Mr. Frank Tantillo, Mrs. Karen Kramer, Mr. Steve Clark, Dr. Gayle Block, and Mr. Joe Sce

Administrators Present: Mr. William Guzman, Superintendent of Schools; Mrs. Jane Neel, Business Manager, Dr. Kathryn Edison, Director of Curriculum and Instruction; Ms. Dominique Fox, Principal, Tolland High School

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

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

B. APPROVAL OF MINUTES

June 12, 2013 – Regular Meeting

Ms. Vincent motioned to approve the minutes of the June 12, 2013 regular meeting. Mr. Tantillo seconded the motion. Mr. Powell, Mr. Pagoni, Mr. Frattaroli, Mr. Tantillo, Mr. Clark, and Dr. Block were in favor. None opposed. Ms. Vincent and Mrs. Kramer abstained. Motion carried.

C. PUBLIC PARTICIPATION (2 minute limit) - none

D. POINTS OF INFORMATION

Mr. Powell noted two fantastic celebrations of academic achievement: the Promotion Ceremony for the eighth graders and the Graduation Ceremony for the high school seniors. Both events went off very well and were upbeat. Mr. Powell was excited to meet Mr. Dan Burbank, an astronaut, who gave a fabulous speech at the commencement. Mr. Powell thanked the staff and all those who coordinated the events.

E. STUDENT REPRESENTATIVE REPORT - none

F. SUPERINTENDENT'S REPORT

F.1. Connecticut Student Writers Magazine

Mr. Guzman wished to recognize four Tolland Middle School students who are now published writers and were honored at the magazine's annual celebration ceremony at UCONN's Jorgensen Center for the Performing Arts.

Ms. Laurie Coulom, the Language Arts Coordinator for the District, spoke about the program and introduced the prominent student writers: Alicia Chiang (grade 8), Megan Corbin (grade 7), and Katie Arner (grade 7). Ms. Victoria Leger (grade 7) was also recognized although she was not in attendance. Each year the CT Writing Project sponsors a statewide magazine for students in kindergarten through high school. Over 1,000 students submit publications. These four Tolland students submitted publications

and were publicly recognized for their superior craft. The submissions may be viewed at [www.cwp.uconn.edu](http://www.cwp.uconn.edu).

Each student provided a brief overview of her submission. Mr. Powell, on behalf of the Board, congratulated and wished them continued success in their educational careers

F.2. Girls Track and Field Class M Champions

Team members Brenda Kittredge, Alexa Krause, Mackenzie Dunham, and Madeline Frattaroli were in attendance. The team was recognized and the athletes in attendance were presented with a proclamation from the Board of Education in recognition of: the team finished with a record of seven wins and no losses, eleven members earned all-conference honors, five members won all-state honors, the team won the Stafford Invitational for the ninth consecutive year, the team won the Greater Hartford Small Schools Championship, the team won the Journal Inquirer Invitational Medium-School Championship, the team was the CC East Meet Champions, the team was the CCC Regular Season Champions, and the team won the CIAC Class M State Championship. The Tolland Board of Education commended and congratulated the Tolland Girls Track and Field team members on their success.

F.3. Recognition of Retirees

Mr. Guzman recognized nine individuals who have announced their retirement from the school district. Their service ranged from 7 to 41 years with a total of 214 years of service. He thanked them for their years of service, professionalism, and dedication.

F.4. Status of Parker Memorial School

The items at the Parker Memorial School have been declared obsolete and were turned over to the Town. The Town turned the items back over to the Board for disposal. A list of the items was distributed to the town and district staff. Several items were selected to be distributed for use and the remaining property will be disposed of as quickly as possible. Any salvage value will be claimed as well. The district is currently getting quotes for the removal of items for the property, the cleaning of the interior, and the repair of the roof. These expenses are in the 2013/14 budget under maintenance. Mr. Guzman spoke with Mr. Werbner and understands that the town will reapply for a grant that would enable the building to be used as senior housing in the future.

F.5. Proposed Education Reserve Committed Fund Balance Ordinance

The Board's attorney reviewed the ordinance and his recommendations were included in the members' packets. In addition, as requested, a copy of the resolution used by the Town of Berlin was also included.

Many members liked the simplicity of the Berlin resolution. It addresses the timeframe and control of the funds. Mr. Tantillo added that it is a non-lapsing account as well. There was a discussion regarding the term, "maintaining" in the last paragraph.

The Board will amend the resolution to read "Tolland" in place of "Berlin". Further, the first sentence of the last paragraph should read, "Be it further resolved, that the Account shall be used for the expenses of the Tolland public school system." Mr.



Guzman will amend the document and send it to Mr. Werbner as the suggested resolution.

G. COMMITTEE & LIAISON REPORTS

Policy Committee

Mr. Guzman noted that at the last Board meeting there was commentary regarding the security of the technology system. This is something that needs to be referred back to the committee. Mr. Powell has requested information regarding other Boards' verbiage but has not yet received a reply.

Negotiation Committee

Dr. Block explained that the committee met with the Town Council regarding teacher negotiations. Town Council member, Jack Scavone will be part of the teacher negotiations.

Town Council Liaison

Mr. Clark noted that Mr. Scavone was appointed as the liaison for certified negotiations. The Town Council has appointed George Baker to take Sam Belsito's seat. Lastly, the Council unanimously voted to approve the turf and signage agreements.

H. CHAIRPERSON'S REPORT

Mr. Powell explained that issues being dealt with are those of transparency and the budget. He has had conversations with Mr. Scavone from a leadership standpoint and believes there should be a moderated Community Conversation at the end of July to get the conversation and understanding regarding the budget underway. Mr. Clark inquired if this is to take the place of the Blue Ribbon committee. Mr. Powell responded that the Blue Ribbon committee did not come up.

Mr. Tantillo noted that it is a great idea but it is a topic that is brought up every year. The same people attend and it is important to get the word out and have more residents attend. Dr. Block added that one cannot look at a \$33M budget and expect to understand it without being present.

Mr. Pagoni explained that the concept is that it will be sponsored by the Board but its goal is to hear from the people, take notes, and have the facilitator run the meeting. If this does not work, the Board will try something else. Mr. Powell added that if only one person shows up, then the Board tried. The Board will invite the Friends of Tolland, Tolland Taxpayers, and the Town Council.

Mr. Powell noted that work on the emergency preparedness plan and the security program will continue to take place over the summer. He appreciates everyone's continued support.

I. BOARD ACTION

I.1. Cancellation of Summer Board Meetings

Ms. Vincent motioned to approve the cancellation of the summer board meetings scheduled for July 10<sup>th</sup>, July 24<sup>th</sup>, and August 14<sup>th</sup>. Dr. Block seconded the motion. A brief discussion took place regarding whether the meetings should be cancelled now or at a later time when one would be sure that the meetings were not necessary. Ms. Vincent noted that a special meeting could be scheduled if needed. Mr. Powell, Mr.

Pagoni, Mr. Frattaroli, Mr. Tantillo, Mrs. Kramer, Ms. Vincent, and Dr. Block were in favor. None opposed. Mr. Clark and Mr. Sce abstained. Motion carried.

I.2. Board Policy and Administrative Regulation 1070 – Automatic External Defibrillators

Ms. Vincent motioned to approve Board Policy and Administrative Regulation 1070 – Automatic External Defibrillators. Mr. Tantillo seconded the motion. A brief discussion regarding the ease of use of the devices took place. All were in favor. None opposed. None abstained. Motion carried.

Board Policy and Administrative Regulation 5010 – Student Attendance and Truancy

Mr. Tantillo motioned to approve Board Policy and Administrative Regulation 5010 – Student Attendance and Truancy. Ms. Vincent seconded the motion. Mr. Powell, Mr. Pagoni, Mr. Frattaroli, Mr. Tantillo, Ms. Vincent, Mr. Clark, Mr. Frattaroli, and Dr. Block were in favor. None were opposed. Mrs. Kramer and Mr. Sce abstained. Motion carried.

Board Policy 5080 – Student Discipline

Dr. Block motioned to approve Board Policy 5080 – Student Discipline. Mr. Tantillo seconded the motion. Mr. Powell, Mr. Pagoni, Mr. Frattaroli, Mr. Tantillo, Ms. Vincent, Mr. Clark, Mr. Frattaroli, Mr. Sce, and Dr. Block were in favor. None were opposed. Mrs. Kramer abstained. Motion carried.

Board Policy and Administrative Regulation 5090 – Search and Seizure Board Policies

Ms. Vincent motioned to approve Board Policy and Administrative Regulation 5090 – Search and Seizure Board Policies. Dr. Block seconded the motion. A brief discussion took place. Mr. Guzman noted that the changes come from the Board's attorney. The policy is both proactive and reactive. Mr. Powell, Mr. Pagoni, Mr. Frattaroli, Mr. Tantillo, Ms. Vincent, Mr. Clark, Mr. Frattaroli, Mr. Sce, and Dr. Block were in favor. None were opposed. Mrs. Kramer abstained. Motion carried.

I.3. Recommended Budget Adjustments 2013/2014 Fiscal Year

Dr. Block motioned to approve the recommended budget adjustments for the 2013/2014 fiscal year. Ms. Vincent seconded the motion. A discussion took place.

Mr. Sce confirmed that the technology teacher would be a part time position who will teach two classes and work with curriculum development. A brief history of the position was presented. Mr. Powell added that he is pleased that the resources could be adjusted to accommodate this position which will better serve the students and addresses their needs and interests. This is a recurring necessity, not a recurring cost.

Mr. Powell noted that he would like to see an adjustment to reinstate the CABA membership. The cost would be almost \$10k. Ms. Vincent inquired what the \$10k could be used for in terms of a program that would directly impact student services. A discussion regarding the benefits of belonging to CABA took place. CABA is a Board of Education association. They do advocacy for more funding at a variety of levels for school districts and provide beneficial workshops to its members. Additionally, membership allows the district to have direct input with state representatives at various functions. Mr. Powell noted that for the greatest impact, the district needs to take

advantage of the services offered. CAFE provides workshops and training so the Board members do not only have to rely on the Superintendent and his staff. Mr. Tantillo believed it was great that there is such a resource but could not justify spending almost \$10k when the same information could be provided by the district at no cost. Dr. Block noted that CAFE lobbies for the districts and issues that are imperative for all students with special interests. This is what membership would be supporting and is something that should be kept in mind. A straw poll was taken. Mr. Powell, Mrs. Kramer, Mr. Clark, Dr. Block, and Mr. Frattaroli were in favor. A discussion of where the money would come from took place. Dr. Block supports an organization that lobbies for education but noted that the reality is that the money is not available. Mr. Powell withdrew the request. A brief discussion of the reserve fund and its mechanics took place.

All were in favor of approving the recommended budget adjustments for the 2013/2014 fiscal year. None opposed. None abstained. Motion carried.

J. PUBLIC PARTICIPATION

Sam Adlerstein, 164 Pine Hill Road, explained that he is a bit confused regarding some of the cuts discussed earlier. The Board did not discuss the cuts to the paraprofessional positions at Birch Grove, the teacher at TIS, or the custodians and team at TMS. He wondered, when the Board makes the decisions, how it compares items that are being lost. He would like to see a reconciliation of what the district has now and what will change in the new budget. Mr. Guzman has done a nice reconciliation, but it was done from a 4% budget rather than what the district has now and where it is headed. Then it will start to make sense.

Diane Clokey, 24 Tolland Farms Road, commented that one thing CAFE does is provide connections to make regionalization conversations easier and more accessible. Last year, one of the reasons the Board chose to join, was that there were projected to be some legal savings and would like to know if those were realized and could be used for the membership. Further, the Board recognizes those who retire who have done great service for the district but it loses track of the great, young talent that is being lost due to the job insecurity in the district. These people do not get recognized on the agenda although they are putting a lot of energy into the students. There is no place in the process to recognize them and this bothers her.

K. POINTS OF INFORMATION

Mr. Powell, in response to Ms. Clokey, did not believe the district recognized any savings in legal services from its participation in CAFE. In response to Mr. Adlerstein, Mr. Powell explained that it comes back to prioritization. This is part of the conversation that takes place at the Community Conversations. The priorities determine the budget.

Mr. Pagoni noted that the leadership of the Board and the Town Council has discussed the reserve fund. He asked Mr. Guzman and his staff to hazard a guess as to how much would be left at the end of the year. Mr. Guzman explained that there are still some unknowns including payroll information and the closing out of purchase orders. As of June 4<sup>th</sup>, they anticipated \$211k and Mr. Guzman hopes that number will increase.

Mr. Pagoni noted that he had discussions with the Town Council Chair. If one looks at what the Superintendent requested, what was actually spent, and what was left over, then one could

begin the budget process in October once a history and trend could be established. The average could be determined and the budget could be built upon this. The reserve fund could then be used for extenuating circumstances. Another conversation was to not have a reserve fund and budget as realistically as possible. If the district came up short, the Chair said he would entertain speaking with the Council about it being the insurance against a budget shortfall. In turn, this could be another possibility. Mr. Frattaroli responded that based on his experience as a Board member, he would be leery of having operating dollars for a quality education possibly subjected to a political agenda. Mr. Sce believes it is a reasonable option.

Mr. Sce explained that part of the problem with the budget process is a lack of trust of the numbers presented by the public. The public feels the numbers are overinflated. If the Board could get rid of this misconception, possibly by having an aggressive budget, this would solve that problem. Further, it puts faith in the Town Council that it will not let the schools fail if they run into unexpected expenses that can be justified. Consistently coming in under budget enhances the suspicion that the budget is overinflated.

Mr. Pagoni asked Mr. Guzman about the process of developing the budget with the administrators and for information regarding his guidance in building the budget. Mr. Guzman explained that every year the district publishes a Budget Development Manual which outlines the process. Ms. Neel explained that the administration starts from zero and are told to budget what they need. Ms. Neel reviews the numbers with the administrators and items are prioritized. Ms. Neel did not believe that the administrators were given a budget percentage to work with in the first round. Mr. Pagoni believes the problem is that guidance came from the Town Council regarding what the district would receive in terms of a budget. Whether the numbers are brought down low enough or if there is a reserve, if the Town Council says it will be the insurance policy then the Board can start with a smaller budget and possibly get what it wants.

Mr. Powell explained that it is not his job to say what the district can have but for the Superintendent to determine what the district needs. Mr. Tantillo noted that the Town Council is the insurance policy. Mr. Powell responded that the Council could come back and say that the district has to find the money due to its lack of planning. He believes the budget process does not have to start earlier but that its focus needs to change. Mr. Guzman reminded the Board that the creation of the budget is a dynamic process. Mr. Pagoni explained that every year it is the same thing and is a waste of time and effort. The people who are elected determine what the district will receive so the district is spinning its wheels and ends up back at that same number. The public is tired of seeing this.

Mr. Guzman explained that he reports to the Board of Education. If the Board tells him by vote to produce a 1% budget, the Board will get a 1% budget presented to them, regardless as to when the Board gives him the number. How he gets to the number varies based on when the direction is given. The Board is neglecting the parents of the community who send their children to the schools to hopefully get a world-class education which they are not. The Board is debating a technology position that will open a room at the high school that has not been used in six years. Mr. Guzman's job, as he sees it, is to provide the best education possible for the children in the district. Additionally, parents who entrust their students to the district need to know what their students will get as an education. His job is to present an educational program that is well-founded and well-based. The needs of the district are many. The 5% budget he presented does not come close to what the district needs. The Board directed him to provide a 1% budget and

he did so. Mr. Powell noted that they are not failing the parents. The people who want to see more money in education are not amassing enough people to vote on that point.

Mr. Tantillo will not be available for a period of time over the summer.

Mr. Frattaroli noted that a foreign exchange student from Berlin stayed with them in 2005/6. She has since graduated from college and is attending graduate school in Germany. She had the opportunity to take a vacation and chose to spend it with his family. He noted what a great experience it has been.

L. CORRESPONDENCE

- Approval of Carl D. Perkins Innovation Grant
- Lacrosse Awards Banquet - awards were presented to Tolland High School's coach and assistant coach
- E-mail from the State Department of Education – approval of the district's Educator Evaluation Support plan for 2013-14

M. FUTURE AGENDA ITEMS

1. Mr. Powell asked for a seven year performance review for 5 top budget line items for the district: personnel, healthcare, transportation, energy, and utilities. Specifically, Mr. Powell would like to see the proposed number, the budgeted number, and the actual spent number. He wants to see an analysis of how the district did in those areas. This will allow them to see how the trending and planning from a proposed standpoint, a budgeted standpoint, and an implementation standpoint is taking place. He wants to see a top level number as well as the variances among what was proposed, budgeted, and spent for a trending analysis.
2. Status of 2013/14 School Improvement Plan

N. EXECUTIVE SESSION – Personnel and Security Matters - Possible Action

Ms. Vincent motioned to go into executive session to discuss personnel matters at 9:25PM and invited the Superintendent to attend. Mr. Tantillo seconded the motion. All were in favor. None opposed. Motion carried.

The Board returned to public session at 9:55 p.m.

MOTION

Mr. Clark motioned and Ms. Riley Vincent seconded to have the meeting extend beyond 10:00 p.m. All in favor. Motion carried.

Mr. Clark motioned and Ms. Riley Vincent seconded to return to executive session and invited the Superintendent to attend. All in favor. Motion carried.

The Board returned to public session at 10:25 p.m.

MOTION

Dr. Block motioned and Ms. Riley Vincent seconded to approve a 2% salary increase for non union personnel. All in favor. Motion carried.

MOTION

Dr. Block motioned and Ms. Riley Vincent seconded to approve the proposal to have Christopher White's job description and job title changed to reflect his current duties. All in favor. Motion carried.

O. ADJOURNMENT

Ms. Riley Vincent motioned to adjourn the meeting at 10:29 p.m. Dr. Block seconded the motion. All were in favor. None opposed. None abstained. Motion carries.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Lisa Pascuzzi".

Lisa Pascuzzi  
Clerk

TOLLAND BOARD OF EDUCATION  
Hicks Municipal Center  
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Tolland, CT 06084

SPECIAL MEETING – August 1, 2013

Members Present: Mr. Andy Powell, Chair; Ms. Christine Vincent, Secretary; Mr. Steve Clark, Mrs. Karen Kramer, Dr. Gayle Block, and Mr. Tom Frattaroli.

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 7:00 P.M.

Mr. Clark motioned to switch the order of items B and C on the agenda. Ms. Vincent seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

B. INFORMATIONAL ITEMS

1. District Initiatives – Status Reports (No Enclosures)

a. Common Core State Standards

Dr. Eidson explained that the Common Core State Standards are being implemented next year. In Language Arts, new and revised units are being implemented as well as the Writers' Workshop Model. There will be an increase in rigor (an increase in the depth and complexity of the curriculum that will be delivered to the students) in text, more non-fiction will be added, and there will be a focus on vocabulary. In Math, there will be fewer concepts and a greater focus on depth of understanding as well as more contextual problem solving. Progress will be recorded on the S drive in the district and monitored. When a parent visits the website, he will see that a lot of the pedagogy (the strategies used by the teachers to teach) will be different as the units change for the different grades. For example, parents will see students bringing home more writing and the need to be more focused on what needs to be accomplished in that writing. This will involve more critical analysis and less connections of text-to-self. Students will need to find justifications for opinions from the text and refer back to support any suppositions. Mr. Powell noted that this is a key distinction from the previous curriculum and that employers want staff with critical analysis skills.

Additionally, in K-8, the staff is taking the assessments and writing questions that address the standards. Thus, the unit will test how far along a student is in attaining a particular standard and in turn will be able to produce a standards-based report card. Further, a reading teacher survey will be administered to the teachers to determine how adept they are at teaching reading. This will be reported to the Board as well as the state and will be used for professional development. Dr. Eidson noted that the district is still unsure as to what tests will be administered in the spring and if the tests will be static or adaptive.

Mr. Powell asked if this information is posted on the Board's website in an attention-grabbing manner. Mr. Guzman responded that it is but could be amplified. Mr. Powell would like to see highlights regarding the more rigorous testing and the focus on greater depth and critical analysis.

b. Teacher Evaluation

Dr. Eidson explained that there will be training over the summer in regard to the Professional Learning and Evaluation Plan. Some participants fall under the administrative plan while others will fall under

the teacher evaluation plan. There are four categories under the teacher evaluation plan: looking at the practice of a teacher using a rubric via observation, looking at what a teacher would like to build on, SMART goals focused on student outcome, and what Dr. Eidson believes will be a PBIS-type (Positive Behavioral Intervention and Support) goal.

The Bloomboard software is being uploaded to keep track of the teacher observation data. It will aid in pinpointing development based on a teacher's needs by directing a teacher toward a webinar or other tool for review.

Mr. Guzman provided additional information. The District set up a phase-in plan which was approved by the State Department of Education. Only classroom teachers and the basic core teachers at the middle school and the high school; hence, approximately 50% of the staff, will be evaluated the first year. On the administrative side, only the four principals, Dr. Eidson, and Ms. Raymond will be evaluated.

Mr. Powell noted that as the district is changing curriculum and teaching methodologies, he recommended reviewing applications that are will no longer be used or are being underutilized to ensure money is not continuing to be spent on those items.

c. Facility Utilization Study

Mr. Guzman explained that schools were visited by DRA Associates in July and there is a recommendation that three community meetings be held. The proposed timeframe is that the first be held in the latter half of September to listen and gather input, the second in October to present options and obtain feedback, and the third at the end of November to make recommendations. A final report will be presented to the Board in December.

Mr. Powell noted that some facilities are being used for the job of education while others are used for groups and sports. He would like to see an automated procedure implemented for room reservations and other activities. This would allow the district to track how the facilities are being used and would aid in security and emergency response.

d. Emergency Planning

Mr. Guzman explained that the school emergency plan is being updated by John Littell. Mr. Powell would like to see information regarding staffing, supplies, and how the district's items would be reconstituted assuming that all is well after the emergency.

Mr. Guzman explained that reimbursement comes from FEMA. Expenditures for personnel and supplies utilized are documented and given to John Littell who submits the information to FEMA. Mrs. Neel noted that it is up to FEMA what will be reimbursed. Mr. Powell explained that if there is a town emergency and the district's buildings are being run as a town shelter, this is outside of the scope of the Board's operations and should not be funded by the Board. He would like to see this information included in the plan. The only time one can logically think through this is when there is not an emergency. Part of the responsibility of the government is to protect and serve. The Board is brought into this in a dire situation. He wants to be sure it has been looked at from a logical progression and from an implementation standpoint so that when it works, it works. He wants to be sure that these items are addressed. If it does not work, then the Board has failed its secondary job at the most critical time. In an emergency, the shelter becomes a town entity and in turn the town should be investing in it. From an emergency planning standpoint, Mr. Powell noted that that process needs to be continued with a focus on operational readiness and the Board needs to look at the next draft of the plan and



protect the interests of the Board, the town, and the town's citizens. Any input and ideas would be appreciated.

Mr. White provided some feedback on his experience. He recommended looking at staffing and other facets such as where to stock and store supplies when writing the new draft.

e. Security Grant

Mr. Guzman explained that the state put together a \$15M security grant and the funds are being released in \$5M increments. The first round, where funds were earmarked for the priority school districts (not Tolland) has passed and he is preparing to apply in the second round. A list of assessments and prioritization previously assembled by Mr. Littell and others will be reviewed and used in the grant proposal. The due date has not yet been announced.

f. Assistant Principal Position – Birch Grove

Mr. Guzman noted that there were 83 applicants for the position. Of those, 11 were interviewed. Two applicants who were interviewed are going forward for Board consideration. A brief discussion regarding scheduling a Special Meeting took place.

g. New Legislation

Mr. Guzman passed out an e-mail from CABE. The following items were highlighted:

- PA 13-3, Section 86, school security and safety plan standards
- PA 13-3, Section 87, establishment of a school security and safety committee
- PA 13-3, Section 90, information regarding the safe school climate coordinator
- PA 13-60, the consolidation of non-educational services
- PA 13-173, physical exercise requirement for elementary school students
- PA 13-247, Section 192, internet posting of board of education spending
- PA 13-247, Sections 321-324, regional calendars

h. Capital Improvement Projects

• THS Artificial Turf Field

All the topsoil has been removed and a dedication ceremony is planned for September 20<sup>th</sup>.

• TMS Track Resurfacing

The resurfacing is complete but Mr. Carroll is not satisfied with the project. He is withholding \$10,000 until all of the concerns are addressed.

• TIS Driveway Paving

The loading dock still needs to be paved but the main driveway is complete.

• BGP Catch Basins

This project is underway.

• CCM Solar Project Proposal

The Town is looking at solar project proposal presented by CCM. CCM would collect the data, analyze it, and the Town could then decide if it wishes to go forward with the initiative. There is no cost for this component.

C. ACTION ITEMS

1. Technology Grant Application

Mr. Guzman noted that the grant application is due on the 16th.

Mr. Powell explained this is a grant that will help with the administration of the required testing and work with some of the common core aligned assessments. While this would allow for additional technology to be integrated in the schools, the initial goal will be to aid in the administration of the tests. Mr. Powell explained that the impact of the new tests is fairly substantial to the district. The

expectation is that the district will lose use of the technology labs for about three months. Every student has to take approximately 6 hours of tests. When applied through the entire district, the current labs would be in use for three months. This grant would allow the technology and tests to be brought to the classrooms so that students can return to their curriculum more quickly. The additional benefit is that the technology can be used in curriculum going forward. After much research and discussion, Mr. Powell believes that the use of iPads, although expensive, is the best option right now given the applications currently available. The grant application is for 160 iPads with keyboard cases, headphones, and other support items including professional services for implementation. Mr. Powell predicted that the useful life of the devices is 3 years.

The total cost is \$170,200 and the grant application is for \$83,398. Mr. Frattaroli inquired where the balance would come from in the budget. Mr. Guzman explained that there is some savings from resignations that is currently unassigned.

Dr. Block motioned to accept the technology grant application of 160 units. Ms. Vincent seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

2. Proposed Education Reserve Fund Ordinance

Mr. Guzman explained that this is the product of Steve Werbner and Lisa Hancock, Town Finance Director based on the comments made by the Board at the June 26, 2013 meeting. In essence, the Board wanted more control and this was communicated to Mr. Werbner. This document is the result of that input. Under Contributions to the Fund, Part A now has broader language. In addition, under Continuity of Account, the fund will be non-lapsing. A brief discussion took place regarding income derived from investment of the funds.

Mr. Clark expressed concern with leaving the word “non-recurring” in the document. He explained that the Town Council will come back and say that it does not consider something to be non-recurring and will not give the money for the requested purpose. Additionally, he questioned the urgency on taking action on this item since the Town Council has until June 30<sup>th</sup> to enact the ordinance. He recommended that the policy committee or the Board review the document.

A brief discussion took place. Mr. Powell recommended striking “non-recurring” from both places in the document (under Purpose and under Contribution to the Fund, Part A).

The Chair entertained a motion to approve the proposed education reserve fund ordinance with the edit of “non-recurring” being removed from the document. Dr. Block motioned to approve the proposed education reserve fund ordinance with the edit of “non-recurring” being removed from the document. Ms. Vincent seconded the motion. A brief discussion regarding the placement of the second sentence in paragraph A under Contributions to the Fund took place. Mr. Clark believed it should be under the paragraph of Use of monies from the Committed Fund Balance Account. It was decided that it would be left in place. All were in favor. None opposed. None abstained. Motion carried.

3. Honeywell – Recommended Energy Conservation Measures

Mr. Powell clarified that the Board would not be agreeing to the measures per se but to complete the proposal. Approximately 40% of the project remains. He is pleased that the town is looking at long-term payback and noted that this is a good opportunity for the Board.

Dr. Block motioned that the Board of Education concurs with the continuation and negotiation and fine-tuning of the ESCO contract process. Ms. Vincent seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

D. ADJOURNMENT

Dr. Block motioned to adjourn the meeting at 9:00 PM. Ms. Vincent seconded the motion. All were in favor. None opposed. None abstained. 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**  
**Minutes - Special Meeting**  
**Tolland, CT 06084**

**Minutes – August 14, 2013**

**Board Members in Attendance:** Steve Clark, Gayle Block, Tom Frattaroli, Christine Riley Vincent, and Karen Kramer. Joseph Sce arrived at 7:30 p.m.

**Administrators:** Kathryn Eidson, Director of Curriculum and Instruction, William D. Guzman, Superintendent, arrived at 9:57 p.m.

Christine Riley Vincent, Board Secretary called the meeting to order at 7:08 p.m.

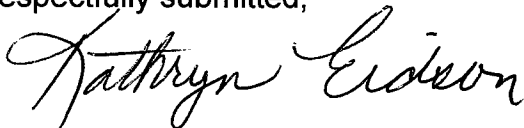
Steve Clark motioned and Gayle Block seconded to go into Executive Session for the purpose of interviewing applicants for the Assistant Principal position for Birch Grove Primary School and to invite Kathryn Eidson to attend. All in favor. Motion carried.

The Board returned to public session at 10:20 p.m.

Christine Riley Vincent motioned and Joseph Sce seconded to approve the appointment of Ms. Patricia Hess as Assistant Principal at Birch Grove Primary School and to authorize the Superintendent of Schools to enter into contract negotiations. Steve Clark, Tom Frattaroli, Christine Riley Vincent, Joseph Sce and Karen Kramer in favor. Gayle Block abstained. Motion carried.

Steve Clark motioned and Dr. Block seconded to adjourn the meeting at 9:40 p.m. All in favor. Motioned carried.

Respectfully submitted,

A handwritten signature in cursive script that reads "Kathryn Eidson".

Dr. Kathryn Eidson  
Director of Curriculum and Instruction

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

**FROM: William D. Guzman  
Kathryn L. Eidson**

**DATE: August 28, 2013**

**SUBJECT: Primary Mental Health Grant Application**

We are again submitting a \$25,000 grant to help support the Primary Mental Health program at Birch Grove Primary. This has been a successful program in Tolland Public Schools for thirteen years. Its primary purposes are to:

- 1) implement a school-based early detection and screening program to identify children with minimal to moderate problems in adjusting to school,
- 2) establish specific goals and objectives for working with identified children,
- 3) implement prevention goals,
- 4) provide for parent participation in progress and termination conferences,
- 5) coordinate this program with other existing programs,
- 6) support and educate parents concerning their child's development and needs,
- 7) evaluate program outcomes, and
- 8) provide for staff development in primary mental health

Attached are:

1. the Cover Page to the application,
2. the Abstract Page, and
3. Budget Form and Explanation

The Administration recommends approval of the Primary Mental Health grant proposal.

WDG/KE:ca

RFP. #026  
Sec. 10-76t-w  
Rev. 07/07

Project No: \_\_\_\_\_  
(For State Use Only)

Agency: Tolland Public Schools

**COVER PAGE**

Connecticut State Department of Education  
Division of Family and Student Support Services  
Bureau of Health/Nutrition, Family Services and Adult Education  
Middletown

Applicant Agency  
(name, address, & phone):

Local Program Title:

Tolland Public Schools  
#51 Tolland Green  
Tolland, Connecticut 06084  
(860) 870-6850

Birch Grove BEARS Program

Name of School(s) Where Program Will Operate:

Birch Grove Primary

Date of Initial PMHP Funding (for continuing programs): July 1, 2000

Agency Contact Person  
(name, address, phone, email)

Kathryn L. Eidson  
#1 Eagle Hill Road  
Tolland, Connecticut 06084  
(860) 870-6818, Ext. 304  
keidson@Tolland.k12.ct.us

Program Dates:

From: July 1, 2013 To: June 30, 2014

I, William D. Guzman, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all relevant requirements of Connecticut General Statutes, Section 10-76t-w (inclusive) and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Signature: \_\_\_\_\_

Title: Superintendent of Schools

Name (typed): William D. Guzman

Date: August 22, 2013

Agency: Tolland Public School

## ABSTRACT PAGE

**Applicant Agency:** Tolland Public Schools

**Local Project Title:** Birch Grove Primary Mental Health Program

**Funds Requested:** \$25,000

**Objectives:**

The objectives of the Primary Mental Health program are to:

- 1) implement a school-based early detection and screening program to identify children with minimal to moderate problems in adjusting to school,
- 2) establish specific goals and objectives for working with identified children,
- 3) implement prevention goals,
- 4) provide for parent participation in progress and termination conferences,
- 5) coordinate this program with other existing programs,
- 6) support and educate parents concerning their child's development and needs,
- 7) evaluate program outcomes, and
- 8) provide for staff development in primary mental health

**Project Activities:**

Besides offering the complete Primary Mental Health Program at Birch Grove Primary School, we have trained all teachers in "Responsive classroom" and will begin the third year implementation of Positive Behavior Intervention and Support (PBIS). PBIS is a continuum from grades PK through 12. Parents are encouraged to become involved in programs for parents at the Family Resource Center. Besides PBIS, we use Second Steps materials and have a full Response to Intervention (RtI) program. All teachers are involved in Professional Learning Communities (PLCs) where they meet weekly to discuss student needs.

**Procedures for Data Collection and Reports Expected:**

The program at Birch Grove consists of 28 weeks of contact with students during the school year. Data used to determine the success of this program includes: number of children screened, number of children served, number of parent contacts and interactions, number of student service terminations with status of termination determined, and number of support services offered to parents. We also include information about parent participation in programs about child development and needs, reports on increased linkages with other schools concerning school-based early intervention/pre-referral strategies, and reports of staff development. Documentation of program results is available.

# BUDGET FORM

ED 114 FISCAL Year 2012

GRANT <input checked="" type="checkbox"/> CONTRACT <input type="checkbox"/>		
GRANTEE NAME: Tolland Public Schools TOWN CODE: 142		
GRANT TITLE: PRIMARY MENTAL HEALTH PROGRAM		
PROJECT TITLE: Birch Grove PMH Program		
CORE-CT CLASSIFICATION: FUND: 11000 SPID: 12198 PROGRAM: 82079 BUDGET REFERENCE: 2012 CHARTFIELD1: 170036		
GRANT PERIOD: 07/01/13 - 06/30/14 AUTHORIZED AMOUNT: _____		
CODES	DESCRIPTIONS	BUDGET (State Funds)
112A	EDUCATION AIDES	\$12,946
112B	CLERICAL	
119	OTHER	
200	PERSONAL SERVICES EMPLOYEE BENEFITS	\$10,049
322	IN-SERVICE	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	\$2005
611	INSTRUCTIONAL SUPPLIES	
690	OTHER SUPPLIES	
700	PROPERTY/EQUIPMENT ONLY	
	TOTAL	\$25,000

\_\_\_\_ Original request date  
\_\_\_\_ Revised request date

\_\_\_\_ CT State Department of Education  
Program Manager Authorization

\_\_\_\_ Date of  
Approval



## **BUDGET EXPLANATION**

### **112a Education Aides**

The salary for the paraprofessional is \$12,946

**Total = \$12,946**

### **200 Personal Services Employee Benefits**

The benefits for a paraprofessional with a family plan are \$17,230. The benefits recorded here are a portion of that cost.

**Total = \$10,049**

### **590 Other Purchased Services**

The fee for COMET totals \$2005.

**Total = \$2005**

### **611 Instructional Supplies**

Supplies are provided through the Board of Education.

**Total = \$0**

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

**FROM: William D. Guzman**

**DATE: August 28, 2013**

**SUBJECT: Connecticut Conference of Municipalities (CCM) Energy Solar PV Program**

At the Joint Meeting of the Town Council and Board of Education held on Thursday, July 25, 2013, to review the status of the ESCO project with Honeywell and Celtic Energy, there was discussion regarding the possibility of participating in a solar energy project coordinated by the Connecticut Conference of Municipalities (CCM).

Attached are copies of a resolution and the Energy Purchasing Program Participation Agreement and a which have been approved by the Town Council and BOE to authorize the startup of the solar investigation process. We have been told and the agreement states there is no obligation to the Board of Education and the Town to start this process other than to provide certain required information as well as staff time.

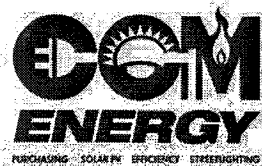
WDG:ca

JOINT RESOLUTION FOR THE TOLLAND BOARD OF EDUCATION AND THE  
TOLLAND TOWN COUNCIL

**BE IT RESOLVED**, the Town of Tolland and the Board of Education of the Town of Tolland, hereby approve participation in the CCM Energy Solar PV Program with the understanding that:

1. CCM and Bay State Consultants will manage a competitive process to procure and negotiate a contract with a solar development company to purchase electricity and/or virtual net metering credits;
2. The solar development company will design, build, install, own operate and maintain a photovoltaic electric generation system at the company's expense;
3. No capital investment will be required by the Town of Tolland;
4. The solar PV system will supply electricity and/or virtual net metering credits to be used by specified municipal and/or school facilities for a term up to 20 years;
5. The entire process from site selection to final contract negotiation is expected to encompass an 8 to 12 month period;
6. Provided the Town of Tolland and/or the Board of Education of the Town of Tolland agree to complete a good faith review of any recommended solar power purchase agreement or solar virtual net metering agreement, CCM and Bay State Consultants are willing to undertake this 8 to 12 month effort at risk and without compensation unless and until the Town of Tolland and/or the Board of Education of the Town of Tolland elects in its sole discretion to execute a solar power purchase agreement or a solar virtual net metering agreement that has been procured and negotiated by CCM and Bay State Consultants;

**BE IT FURTHER RESOLVED**, and following review of the CCM Energy Solar PV Program Participation Agreement, the Tolland Town Council and Board of Education authorize the Tolland Town Manager and the Superintendent of schools to execute the Participation Agreement on behalf of the Town of Tolland and the Board of Education.



**ENERGY PURCHASING PROGRAM**  
**PARTICIPATION AGREEMENT**

Participant: \_\_\_\_\_ Participant Contact: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

**Article 1. Agency.** Participant desires to participate in the Energy Purchasing Program, a component of the CCM Energy Program, for purchase of Natural Gas \_\_\_\_, Electricity \_\_\_\_, Solar Electricity and/or virtual net metering credits \_\_\_\_, or All three \_\_\_\_ (as indicated by the initials of its authorized representative). CCM Services, LLC ("CCM Services") has retained Bay State Consultants, LLC ("Bay State") to assist CCM Services in enabling Participants to achieve cost-effective purchase of electricity and natural gas ("Electricity Purchasing" and "Natural Gas Purchasing") under the Energy Purchasing Program. By executing this agreement for services (the "Agreement") the Participant hereby authorizes CCM Services and Bay State to act as its exclusive agents to negotiate with any and all electricity and/or natural gas suppliers ("Energy Suppliers"), as selected above, for and on behalf of the Participant and in the name of the Participant during the term of this Agreement for the purposes specified herein. The goal of these negotiations is to achieve electricity and/or natural gas prices that are cost-effective for the Participant. The above-named Participant Contact is authorized to act on Participant's behalf in order to fulfill Participant's obligations hereunder. The Participant is under no obligation to accept a contract for energy supply ("Supply Contract") or solar power purchase agreement presented to it by Bay State and/or CCM Services. For the purposes of this article references to the purchase of Electricity and Energy Suppliers, including the exclusive authority to negotiate electric supply agreements, shall be deemed to include solar electricity, solar electric suppliers and the negotiation of solar power purchase agreements.

**Article 2. Bay State Responsibilities.** Bay State shall be responsible for acquiring from the utility company all energy usage and other data that is necessary to issue a Request For Proposals for Participant's initial Supply Contract or any subsequent Supply Contract ("RFP" and "Renewal RFP" respectively) to Energy Suppliers, to the extent feasible. Bay State shall seek proposals from potential Energy Suppliers and shall negotiate supply contracts with Energy Suppliers on the Participant's behalf. Bay State will use reasonable efforts to complete negotiations with Energy Suppliers in a timely manner and will use its best professional judgment in monitoring energy markets to secure cost-effective electricity and/or natural gas for the Participant, as indicated above, from licensed Energy Suppliers. Following the presentation of a Supply Contract to the Participant, which shall be complete except for the term specifying the price per unit of energy, Bay State shall make itself available by telephone to promptly answer questions by the Participant and shall consult with the Participant when appropriate. If the Participant accepts the Supply Contract, Bay State will establish a date for obtaining prices ("Pricing Day") and then obtain price quotes from licensed suppliers on that scheduled Pricing Day. Bay State or CCM Services will communicate to the Participant the price per unit of energy quoted by such suppliers on the scheduled Pricing Day, which price must be accepted or rejected by the Participant within four hours of receipt by the Participant.

For solar energy projects, including virtual net metering projects, CCM Services and Bay State will negotiate the Power Purchase Agreements associated with each project with competitively selected Solar Energy Suppliers to maximize savings for each Participant (defined as the difference between the Participant's pre-project cost per kwh and post-project price per kwh). Each solar power purchase agreement shall include an Appendix which specifies that the solar energy fee, equal to \$.075 per watt of installed capacity, will be paid out of the proceeds of the solar project's financing prior to the start of commercial operations. Following the execution of the solar power purchase agreement, Bay State will monitor the development of the solar projects up to and including the commencement of operations.

Throughout the term of this Agreement and any Supply Contract entered into pursuant to this Agreement, CCM Services on or about the first day of September shall provide Participant an annual report comparing the then current rates for electricity provided by its Local Distribution Company ("LDC") with the projected rates in the savings analysis prepared on Pricing Day.

**Article 3. CCM Services Responsibilities.** CCM Services shall review, prior to any approval thereof, all RFPs and Renewal RFPs, and all decisions by Bay State to include or exclude from consideration any proposals received from Energy Suppliers; review, prior to any approval thereof, any Supply Contract negotiated by Bay State with Energy Suppliers for provision of energy to Participants; make itself available to answer questions from Participants, and otherwise monitor the operation and effectiveness of the Energy Purchasing Program.

**Article 4. Participant Cooperation.** No services shall be provided to Participant hereunder until such time as Participant provides CCM Services with the following: (1) forms authorizing Bay State and CCM Services to request the Participant's natural gas and/or electricity usage information from its local distribution company ("LDC"), which forms are attached hereto as Exhibit 1 (the "Data Release Forms"); (2) a recent bill for every gas account and every electric account that the Participant wishes to be included in the Energy Purchasing Program, but with respect to Solar Energy projects, the most recent utility distribution bills for the electric accounts associated with the nominated solar sites; (3) the most recent audited financial report for the Participant; and (4) to the extent available, the most recent Standard and Poor's or Moody's rating and rating report regarding the most recently issued debt of the Participant. Upon request, and to the extent readily available, Participant agrees to provide CCM Services and Bay State with other relevant documents and information. Participant shall cooperate with CCM Services and Bay State during the negotiations between Bay State and Energy Suppliers. In addition, the Participant shall be available for consultation throughout the negotiations. CCM Services and Bay State may rely upon the accuracy of all information that is provided by the Participant under this Agreement or in connection with the services to be provided by CCM Services and Bay State pursuant to this Agreement, without any independent investigation by CCM Services or Bay State.

For Solar Energy, including virtual net metering, projects only, in addition to the above, Participant will provide: an executed copy of this Agreement, a copy of the resolution authorizing the execution of this Agreement; the name, title, phone number and email address of the person designated to coordinate with CCM Services and Bay State during the development of this project. With respect to any roof sites nominated as a solar site, Participant will provide: a description of the age and type of roof (e.g., flat "built up" or EPDM), remaining roof warranty including the name and contact information of the roof warranty provider, address of the building suitable for Google Earth satellite photo of the roof, as built drawings of the building suitable to support structural analysis. With respect to any land site nominated for consideration as a solar site, Participant will provide: a plot plan or drawing that shows the dimensions of the nominated land area (), address of the site suitable for Google Earth satellite photo of the site. If a virtual net metering project is contemplated, Participant will provide copies of recent utility bills for up to 5 accounts that consume 1,600,000 kWh or more in the aggregate that are targeted to receive the benefit of the net metering credits, as well any information on any publicly owned or privately owned sites in the community that Participant elects to nominate for consideration as the location of the solar array.

**Article 5. Compensation.** The electricity fee and natural gas fee for services provided by CCM Services and Bay State (the "Service Fee") shall be based upon the unit of energy for each Supply Contract. For Electricity Purchasing, the Service Fee will be based on the total kilowatt hours ("Kwh") of electricity supplied to the Participant during the term of any Supply Contract obtained for the Participant by CCM Services and/or Bay State and shall be equal to \$.00133 per Kwh. For Natural Gas Purchasing, the Service Fee will be based upon the total dekatherms ("Dth") of natural gas supplied to the Participant during the term of any Supply Contract obtained for the Participant by CCM Services and/or Bay State and shall be equal to \$.20 per Dth. The Solar Energy fee for services provided by CCM Services and Bay State, including virtual net metering, shall be equal to \$.075 per watt of installed solar capacity (DC rating).

**Article 6. Billing and Payment.** The Service Fee related to electricity and natural gas procurements will be invoiced monthly by CCM Services and shall equal one-twelfth of the Participant's estimated annual Kwh and/or Dth for electric and/or natural gas accounts included in any RFP or Renewal RFP. Invoices are due and payable in full to CCM Services upon receipt by Participant. If Participant does not pay an invoice within forty-five (45) days after receipt, CCM Services and Bay State may exercise their option to add a simple interest charge of 10% per annum. Participant agrees to pay all fees and expenses (including attorneys fees) associated with collection of any delinquent amounts owed to CCM Services and Bay State by Participant. In the event of a dispute by Participant regarding any portion or all of an invoiced Service Fee, the undisputed portion shall be paid when due, and simple interest on the disputed, unpaid portion shall accrue at a rate of 10 % per annum, from the date due until the date of payment, to the extent that such amounts are finally determined to be payable to CCM Services and Bay State. At Participant's option, for Supply Contracts covering a period of at least twelve months, the Service Fee will be adjusted after each twelve-month period based upon Participant's actual annual Kwh and/or Dth *provided* Participant submits to CCM Services its paid electric and/or natural gas bills for the immediately preceding twelve month period for which an adjustment is requested. The solar fee, including virtual net metering, shall be paid out of the proceeds of

the financing by the successful developer, on behalf of the Participant, prior to the start of commercial operations of the solar project, pursuant to an agreement with the developer that will be appended to the solar power purchase agreement executed by the Participant. If for any reason this payment structure is not feasible, CCM Services will bill the Participant for the Solar Energy fee, and the Participant will in turn collect the fee amount from the solar developer. Irrespective of the payment method in any given project, the intent of this paragraph is that the solar fee should be funded by the project financing, and the Participant shall have no obligation to pay any fee other than the fee collected through the solar project's financing source.

**Article 7. Term of the Agreement.** For electricity and natural gas purchasing this Agreement shall commence as of the last date set forth below, and shall continue for a period of either one (1) year thereafter or until the expiration of any Supply Contract entered into pursuant to this Agreement, whichever occurs last. Participant may terminate this Agreement ninety (90) days prior to the termination of any Supply Contract entered into pursuant to this Agreement upon written notice to CCM Services and Bay State, provided that all obligations of the Participant under any Supply Contract, and the obligation to pay the Service Fee for such Supply Contract, shall survive termination of this Agreement. For solar projects, including virtual net metering, this Agreement shall commence upon the execution of this agreement and terminate upon the commencement of commercial operations of the solar project. In the event no solar power purchase agreement is executed within 18 months of the execution of this agreement, any party may terminate upon thirty (30) days notice.

**Article 8. Limitation of Liability.** A) Neither Bay State nor CCM Services shall be liable for loss, delay, injury, damage, or failure of performance that may be caused by circumstances beyond its or their reasonable control, including but not restricted to acts or omissions by a Participant, its employees, agents or others acting on its behalf, Acts of God, strikes, action of the elements, act of any government, and civil disturbances. B) Participant agrees that Bay State's and CCM Services liability for any loss, delay, injury, damage, or failure of performance is limited to the re-performance of the Services.

**Article 9. Miscellaneous.**

(a) This Agreement shall constitute the entire agreement among the Participant, CCM Services, and Bay State with regard to the Participant's participation in the Energy Purchasing Program and supersedes any prior understanding or representation with respect thereto.

(b) Except as specified in Article 7, this Agreement may be amended, modified, terminated, or extended only by mutual written consent of the parties.

(c) This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Connecticut. This Agreement shall be binding upon and inure to the benefit of the parties hereto, and their respective successors and assigns, provided that this Agreement shall not be assigned by any party hereto without the prior consent of the other parties.

(d) The invalidity of any portion of this Agreement will not and shall not be deemed to affect the validity of any other provision. In the event that any provision of this Agreement is held to be invalid, the parties agree that the remaining provisions shall be deemed to be in full force and effect as if they had been executed by all parties to the expungement of the invalid provision.

CCM Services, LLC

Bay State Consultants, LLC

Participant:

By: \_\_\_\_\_

By: \_\_\_\_\_

By: \_\_\_\_\_

James J. Finley, Jr.  
President

John Shortsleeve  
President

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Authority Warranted

Authority Warranted

Authority Warranted

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

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

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

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

**FROM: William D. Guzman  
Kathryn L. Eidson**

**DATE: August 28, 2013**

**SUBJECT: Connecticut Mastery Test Results – Spring 2013**

Attached are the general reports of CMT results for the 2012-2013 school year.

The numbers are the percentage of students in grades three through eight reaching goal in the areas of Mathematics, Reading, Writing. Also shown are the percentage of fifth and eighth grade students reaching goal in the area of Science. This is the sixth year for Science testing.

Attachment A is the percentage of students at the goal level by cohort for the 2011-2012 and 2012-2013 years. For example, this table compares this year's sixth graders with the scores they achieved last year as fifth graders.

Attachment B is the percentage of students at the goal level by grade for the 2011-2012 and 2012-2013 year. For example, this compares this year's sixth graders to last year's sixth graders.

Attachment C is the percentage of Tolland students at the goal level compared to the approximate DRG C average and the State average. (Please see attachment D)

Attachment D is a listing of CMT goal scores for the State as well as the districts in District Reference Group (DRG) C.

WDG/KE:ca

**Connecticut Mastery Test (CMT)  
2011-2012 and 2012-2013  
Scores by Cohort**

**Third Grade                      % Reaching Goal**

Test	As 2 <sup>nd</sup> Graders 2012	As 3 <sup>rd</sup> Graders 2013	Change
Mathematics	N/A	75.5	N/A
Reading	N/A	73.0	N/A
Writing	N/A	75.5	N/A

**Fourth Grade                      % Reaching Goal**

Test	As 3 <sup>rd</sup> Graders 2012	As 4 <sup>th</sup> Graders 2013	Change
Mathematics	85.1	83.2	-1.9
Reading	73.5	76.6	+3.1
Writing	71.3	75.8	+4.5

**Fifth Grade                      % Reaching Goal**

Test	As 4 <sup>th</sup> Graders 2012	As 5 <sup>th</sup> Graders 2013	Change
Mathematics	77.0	86.5	+9.5
Reading	74.9	76.1	+1.2
Writing	76.9	78.8	+1.9
Science	N/A	84.6	NA

**Sixth Grade                      % Reaching Goal**

Test	As 5 <sup>th</sup> Graders 2012	As 6 <sup>th</sup> Graders 2013	Change
Mathematics	89.8	93.1	+3.3
Reading	85.0	94.5	+9.5
Writing	81.9	86.2	+4.3
Science	91.2	N/A	NA

**Seventh Grade                      % Reaching Goal**

Test	As 6 <sup>th</sup> Graders 2012	As 7 <sup>th</sup> Graders 2013	Change
Mathematics	93.9	91.9	-2.0
Reading	90.9	93.3	+2.4
Writing	80.1	78.7	-1.4
	N/A	N/A	NA

**Eighth Grade                      % Reaching Goal**

Test	As 7 <sup>th</sup> Graders 2012	As 8 <sup>th</sup> Graders 2013	Change
Mathematics	92.0	93.9	+1.9
Reading	94.9	94.3	-0.6
Writing	88.8	88.8	0.0
Science	N/A	83.7	N/A



**Connecticut Mastery Test (CMT)  
2011-2012 and 2012-2013  
Scores by Grade**

**Third Grade                      % Reaching Goal**

Test	2012	2013	Change
Mathematics	85.1	75.5	-9.6
Reading	73.5	73.0	-0.5
Writing	71.3	75.5	+4.2

**Fourth Grade                      % Reaching Goal**

Test	2012	2013	Change
Mathematics	77.0	83.2	+6.2
Reading	74.9	76.6	+1.7
Writing	76.9	75.8	-1.1

**Fifth Grade                      % Reaching Goal**

Test	2012	2013	Change
Mathematics	89.8	86.5	-3.3
Reading	87.7	76.1	-11.6
Writing	81.9	78.8	-3.1
Science	91.2	84.6	-6.6

**Sixth Grade                      % Reaching Goal**

Test	2012	2013	Change
Mathematics	93.9	93.1	-0.8
Reading	90.0	94.5	+3.6
Writing	80.1	86.2	+6.1

**Seventh Grade                      % Reaching Goal**

Test	2012	2013	Change
Mathematics	92.0	91.9	-0.1
Reading	94.9	93.3	-1.6
Writing	88.8	78.7	-10.1

**Eighth Grade                      % Reaching Goal**

Test	2012	2013	Change
Mathematics	88.8	93.9	+5.1
Reading	91.7	94.3	+2.6
Writing	83.7	88.8	+5.1
Science	80.0	83.7	+3.7

**CMT Score**

2012-2013

% At Goal Level

**Grade 3**

	Math	Reading	Writing
Tolland	75.5	73.0	75.5
DRG C	76.3	71.1	73.8
State	61.6	56.9	60.0

**Grade 4**

	Math	Reading	Writing
Tolland	83.2	76.6	75.8
DRG C	77.9	76.8	73.0
State	65.4	62.7	63.1

**Grade 5**

	Math	Reading	Writing	Science
Tolland	86.5	76.1	78.8	84.6
DRG C	84.1	81.2	77.5	81.5
State	69.4	66.9	65.6	62.5

**Grade 6**

	Math	Reading	Writing
Tolland	93.1	94.5	86.2
DRG C	84.8	87.6	81.2
State	67.2	73.3	65.2

**Grade 7**

	Math	Reading	Writing
Tolland	91.9	93.3	78.7
DRG C	81.6	90.3	89.5
State	65.7	78.9	65.0

**Grade 8**

	Math	Reading	Writing	Science
Tolland	93.9	94.3	88.8	83.7
DRG C	81.2	88.9	83.3	79.6
State	65.2	76.3	67.3	60.6

\* DRG C Scores are approximations.

**CMT Test Scores  
Percent at Goal  
DRG C Districts  
2012-2013**

Group	Grade 3 Math	Grade 3 Reading	Grade 3 Writing	Grade 4 Math	Grade 4 Reading	Grade 4 Writing	Grade 5 Math	Grade 5 Reading	Grade 5 Writing	Grade 5 Science	Grade 6 Math	Grade 6 Reading	Grade 6 Writing	Grade 7 Math	Grade 7 Reading	Grade 7 Writing	Grade 8 Math	Grade 8 Reading	Grade 8 Writing	Grade 8 Science
State	61.6	56.9	60.0	65.4	62.7	63.1	69.4	66.9	65.6	62.5	67.2	73.3	65.2	65.7	78.9	78.9	65.2	76.3	67.3	60.6
Andover	77.3	68.2	76.6	81.4	81.4	76.7	90.0	82.0	84.3	74.5	90.9	97.0	93.9							
Barkhamsted	81.0	60.0	72.1	76.3	72.4	83.6	77.1	85.3	79.4	85.7	91.1	89.3	85.7							
Bethany	65.0	61.7	56.9	67.6	72.1	68.6	81.3	78.5	64.2	72.8	77.5	90.0	67.9							
Bolton	60.7	68.3	66.1	72.9	67.8	81.0	80.8	82.4	73.1	82.7	75.9	84.6	87.0	83.6	86.9	86.9	83.1	88.1	83.1	74.6
Canton	88.5	81.5	83.5	81.4	79.4	75.5	75.7	79.6	70.9	75.9	89.6	89.6	78.4	89.6	92.6	92.6	86.6	93.7	85.5	80.2
Columbia	50.0	42.9	70.5	78.8	82.7	76.4	89.5	78.6	74.1	86.2	85.2	88.9	75.0	85.1	89.6	89.6	75.4	86.9	88.5	90.2
Ellington	81.5	78.1	77.5	75.7	81.8	79.6	94.6	87.3	90.5	85.2	92.2	89.5	75.7	84.5	90.4	90.4	79.5	83.7	73.8	75.6
Essex	69.0	78.6	73.8	71.3	79.7	64.2	69.9	83.6	84.9	77.8	82.4	90.5	85.1							
Hebron	78.5	77.5	79.0	83.0	81.0	83.7	87.5	88.1	79.1	86.5	85.7	91.2	84.7							
Mansfield	83.3	76.5	77.4	82.3	75.4	72.6	91.9	80.6	85.3	86.9	76.6	80.0	76.4	86.7	90.4	90.4	75.0	84.3	87.1	83.0
Marlborough	92.1	77.6	89.5	69.7	76.5	64.7	84.3	79.8	82.4	81.3	93.2	90.7	86.5							
New Hartford	80.2	76.5	75.9	87.8	86.6	78.0	89.9	72.2	68.9	78.9	88.6	94.3	84.1							
Oxford	74.1	72.6	77.8	76.0	72.9	66.1	79.9	78.6	85.0	75.7	76.2	73.3	71.4	77.4	89.6	89.6	74.5	90.6	85.8	80.7
Pomfret	75.0	70.8	68.8	61.4	63.2	50.0	79.6	81.1	72.2	75.9	81.0	89.7	86.2	62.7	88.2	88.2	77.8	77.8	80.6	71.4
Salem	85.2	57.1	67.9	85.7	69.0	81.0	87.2	65.8	61.5	79.5	81.1	83.0	72.7	74.6	96.7	96.7	81.0	92.9	79.5	84.1
Sherman	78.9	56.8	76.9	79.3	75.0	71.0	83.9	92.3	68.8	81.3	93.6	93.6	89.8	88.5	94.2	94.2	70.2	87.0	87.2	68.1
Somers	58.8	75.4	58.8	67.5	71.2	63.6	86.8	76.3	74.6	87.7	78.6	79.4	79.1	78.3	86.1	86.1	83.8	91.0	88.4	82.1
Suffield	72.7	69.3	70.6	87.6	84.6	74.9	85.0	81.5	68.6	77.3	89.3	86.9	76.9	87.1	89.6	89.6	83.8	88.0	77.8	73.0
Tolland	75.5	73.0	75.5	83.2	76.6	75.8	86.5	76.1	78.8	84.6	93.1	94.5	86.2	91.9	93.3	78.7	93.9	94.3	88.8	83.7
Regional Sch Dist 10	75.0	76.5	74.6	82.0	83.3	77.2	73.6	78.0	75.0	71.6	82.2	81.9	74.8	73.2	88.5	88.5	79.1	87.1	78.1	74.1
Regional Sch Dist 12	85.4	83.0	91.7	85.5	79.0	82.5	89.8	86.4	85.5	79.0	85.3	82.9	90.9	83.9	85.7	85.7	89.8	86.4	82.3	82.3
Regional Sch Dist 13	71.3	66.7	75.0	69.5	76.9	66.9	76.5	74.8	76.7	83.5	83.1	88.8	80.0	80.9	88.8	88.8	82.1	86.3	81.4	76.1
Regional Sch Dist 14	76.7	70.6	67.6	72.7	77.5	64.2	84.8	80.6	81.8	86.4	78.4	87.6	75.7	74.6	90.9	90.9	84.4	94.9	83.5	85.0
Regional Sch Dist 17	86.0	77.8	72.0	80.6	75.1	72.9	84.9	91.3	85.0	92.2	87.2	88.4	85.8	86.7	94.2	94.2	87.4	95.9	89.5	83.9
Regional Sch Dist 18	85.5	79.5	68.8	89.1	78.4	74.0	90.9	88.4	86.2	88.6	81.5	84.0	79.2	79.8	90.0	90.0	75.0	90.9	78.4	83.9
DRG C Approximate Average	76.3	71.1	73.8	77.9	76.8	73.0	84.1	81.2	77.5	81.5	84.8	87.6	81.2	81.6	90.3	89.5	81.2	88.9	83.3	79.6

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

**FROM: William D. Guzman  
Kathryn L. Eidson**

**DATE: August 23, 2013**

**SUBJECT: Connecticut Academic Performance Test (CAPT) Results - Spring 2013**

Below are the general reports of CAPT results showing the percentage of Tolland students achieving goal and proficiency levels for the 2012-2013 school year and the preceding years. Also reported are the percentage of Tolland students at the goal level compared to the approximate DRG C average and the State average. Please see Attachment 1.

**CAPT SCORES  
% Goal % Proficient\**

Year	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	% Goal	% Proficient	% Goal	% Proficient	% Goal	% Proficient	% Goal	% Proficient
2007	71.0	93.0	61.2	94.0	52.3	89.9	58.0	90.0
2008	73.2	94.8	66.7	94.0	50.6	90.4	64.1	92.2
2009	68.1	94.8	63.0	96.6	50.4	92.1	65.5	91.1
2010	67.0	92.2	65.3	95.5	48.2	86.4	66.2	92.3
2011	66.9	93.4	60.9	93.5	52.3	92.1	69.5	94.7
2012	65.2	93.7	65.5	93.8	56.3	89.3	74.2	93.8
2013	81.4	95.6	80.9	94.3	66.8	96.1	81.8	95.2

**CAPT Scores  
Tolland/DRG/State**

Mathematics			Science			Reading			Writing		
Tolland	DRG*	State	Tolland	DRG	State	Tolland	DRG	State	Tolland	DRG	State
81.4	70.3	52.6	80.9	68.3	49.0	66.8	66.8	48.5	81.8	76.3	62.1

\*DRG Scores are approximations.

**Attachment 1****CAPT Scores  
By  
DRG C Districts  
2012-2013**

Group	Total Mathematics % Goal Range	Total Science % Goal Range	Total Reading % Goal Range	Total Writing % Goal Range
State	52.6	49.0	48.5	62.1
Bolton	63.4	64.6	70.4	70.7
Canton	83.6	82.2	69.5	86.8
Ellington	65.3	60.4	64.9	73.1
Somers	76.8	65.9	61.8	74.2
Suffield	76.7	70.7	71.6	76.8
Tolland	81.4	80.9	66.8	81.8
Region 4	68.4	73.7	69.5	74.3
Region 7	74.8	66.9	80.9	81.6
Region 8	75.2	70.5	75.8	82.3
Region 10	67.0	66.8	61.2	69.7
Region 12	64.0	55.1	59.2	71.8
Region 13	69.2	72.5	60.1	75.0
Region 14	64.4	66.5	66.5	79.8
Region 17	65.8	73.0	71.4	79.1
Region 18	77.1	75.3	73.5	85.7
Region 19	68.6	67.9	63.3	72.0
Approximate DRG	70.3	68.3	66.8	76.3

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

**FROM: William D. Guzman**

**DATE: August 28, 2013**

**SUBJECT: School Improvement Goals – 2012/13 Results**

Attached are reports for each school indicating final results for the 2012-13 School Improvement Goals. Each report indicates the 2012/13 established goals, strategies and measures. The year-end results for each measure are listed in the August result column.

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 community.
  - 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.
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 Rtl at Tolland High School

Measurable objectives, strategies to be utilized and measures to assess results are listed.

WDG:ca  
attachments

**Tolland Public School**  
**School Improvement Plan**  
2012-2013

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



	<p>progress to refine the SRBI model.</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Continue to refine the structure for math support: universal screens, progress monitoring, etc.</li> <li>Fully implement the Grade K CCSS curriculum.</li> <li>Implement the modified “erased” curriculum in both Grade 1 and 2.</li> <li>Focus on fact fluency through activities, small groups, centers, etc.</li> <li>Introduce the MAH program at BGP to emphasize fact fluency at home.</li> <li>Work with PLC teams to focus time on developing assessments and units aligned to the CCSS in both Grades 1 and 2.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Meet in grade level teams to review curriculum and instructional practices.</li> <li>Integrate non-fiction science unit related reading materials into the curriculum.</li> <li>Meet with K-2 science representatives to continue to review curricular issues. Begin to discuss how Next Generation Science Framework will be implemented.</li> <li>Equip every classroom with the necessary materials to complete inquiry labs. Include more measurement in science activities.</li> <li>Equip classrooms with the necessary materials to complete inquiry labs. Include more measurement in science activities.</li> <li>The science coordinator will work with teachers to develop and model more inquiry based lab experiences for students.</li> <li>Integrate more science vocabulary and methods to reinforce the terms.</li> <li>Set up a science classroom to model and conduct labs.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>Develop new lessons/units as needed to align with new state standards – particularly in kindergarten.</li> <li>Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development.</li> </ul>		<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><b>First Grade Language Arts</b>  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><b>First Grade Math</b>  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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	<ul style="list-style-type: none"> <li>Develop new and appropriate benchmark assessments to meet new standards in both content and literacy – particularly in kindergarten.</li> </ul> <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"> <li>70% of the special needs students will spend 80% of their time in the regular classroom.</li> <li>Utilize the RTI process to the fullest extent before initiating a special education referral.</li> <li>Clarify through discussions with the LA coordinator the criteria and methods for benchmark modifications in Grade 1 and 2.</li> <li>Continue to develop a Standard Treatment Protocol for reading/ Math intervention for Sped students in Grades K-2.</li> </ul>		<p>Unit 9- 85% Goal or Better Unit 10- 90% Goal or Better EOY- 94% Goal or Better</p> <p><b>Science</b> Plants- 90% Goal or Better Matter, Force &amp; Motion- 89% Goal or Better Animal Characteristics- 90 % Goal or Better</p> <p><b>Social Studies</b> Mexico- 86% Goal or Better Geog. &amp; Holidays- 82% Goal or Better</p> <p><b>Language Arts</b> 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><b>Math</b> 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</p>	
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			EOY Assessment:- 95% goal or better  <u>Science</u> Insects-95% goal or better Sun, Shadows & Gravity- 81% goal or better  <u>Social Studies</u> Japan-95% goal or better	
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Measure	Results	
	February	August
<b>Kindergarten</b> <b>Math – Benchmark</b>  <b>Language Arts</b> LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment  <b>Grade 1-2</b> Benchmarks DRA Writing Prompts	Kindergarten <u>Math</u> Not reported at this time  Kindergarten <u>Language Arts</u> Capital Letter Names – 94% goal or better Lower Case Letter Names – 91% goal or better CAP – 73% goal or better HRSW – 47% goal or better Letter Sounds – 41% goal or better Phoneme Rhyming – 80% goal or better  First Grade <u>Language Arts</u> Theme 3: Total at goal: 80% General Understanding: 71% Dev. Interpretation: 84% Phonics: 74% Proofreading: 77% Listening Comp: 96%	Kindergarten <u>Language Arts</u> Phoneme Rhyming – 93% goal or better Capital Letter Names – 97% goal or better Lower Case Letter Names – 99% goal or better Letter Sounds – 97% goal or better CAP – 97% goal or better HRSW – 93% goal or better DRA – 87% level 3 or higher, 51% level 4 or higher  First Grade <u>Language Arts</u> Theme 4/5: Forming Gen. Understanding: 51% goal or better, Developing Interpret: 59% goal or better, Text to Self-Connections: 49% goal or better, Phonics: 90% goal or better, Proofreading: 95% goal or better, Clearest Sentences: 94% goal or better, Listening Comp: 100% goal  Theme 6/7: General Understanding: 95% goal or better, Interpretation: 88% goal or better, Content and Structure: 88% goal or better, Phonics: 85% goal or better, Proofreading: 69% goal or better, Clear Sentences: 90% goal or better, Listening Comp: 97%

<p><b>Mathematics</b> <b>K-2</b> <b>Benchmarks</b></p> <p><b>All other Curriculum Areas</b></p>	<p>First Grade Fall DRA: Level 4 or higher – 66% goal or better (level 3 or higher – 96% goal or better)</p> <p>First Grade Writing Prompt: not reported at this time</p> <p>Second Grade <u>Language Arts</u> Theme 1: 81% scored goal or better General Understanding: 85% Interpretation: 89% Making Connections: 97% Content and Structure: 82% Vocabulary: 84%</p> <p>Second Grade Fall DRA, Level 20 or higher: 31% (Level 18 or higher, 63% goal or better)</p> <p>Second Grade Fall Writing Prompt, score of 8 or higher: 13% (score of 7 or higher, 26%)</p> <p>First Grade <u>Math</u> BOY: 61% goal or better (total percentage) Time to the Hour: 25% goal or better Tally Marks: 70% goal or better Counts by 2s, 5s, 10s: 51% goal or better Order #s to 100: 78% goal or better Identify Shapes: 88% goal or better Interpret Graphs: 41% goal or better Addition/Subtraction: 61% goal or better</p> <p>Unit 1: NPR-Count by 1's: 84% NPR-Write Numerals: 85% NPR-1 before/after: 93%</p>	<p>Theme 8, 9, 10: General Understanding: 72%, Interpretation: 48%, Phonics: 91%, Proofreading: 47%, Clearest Sentences: 72%, Listening Comp: 100%</p> <p>Spring DRA: Level 18 or higher- 65% goal or better (level 16 or higher-74% goal or better)</p> <p>Grade 2 <u>Language Arts</u> Spring DRA, Level 28 or higher: 62% (Level 24 or higher: 81%)</p> <p>Spring Writing Prompt, score of 8 or higher: 55% (Score of 7 or higher, 73%)</p> <p>First Grade <u>Math</u> Unit 3: Addition/subtraction on # line: 80% Time to hour and half hour: 77% Number Grid: 55%</p> <p>Unit 4: 1 before and after: 91% Add. Facts w/dominoes: 87% Order Numbers: 97% Sums of Ten: 75% Addition/subtraction facts: 76%</p> <p>Unit 5: Model 2 digit #'s: 74% Compare Numbers: 77% Addition Facts: 94% Number Stories: 87%</p> <p>Unit 6: 2-3 Digit Numbers: 84% Compare numbers: 98% Names for Numbers: 87% Fact Families: 95% Time: 100%</p> <p>Unit 7:</p>
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Benchmarks	<p>WwData-Tally Marks: 81% Total % Mastery 89%</p> <p>Unit 2: Money: 64% Addition/Subtraction: 80% Number Stories: 82% Graphs/Tally Marks: 91% Time to the Hour: 90% Total % Mastery 88%</p> <p>Second Grade <u>Math</u> BOY Assessment: 80% scored goal or average, (total percentage) Compare #'s: 90% 1D-2D &amp; 3D Objects: 92% Analyze Graphs: 84% Patterns: 65% Measurement: 78% Count \$: 67% Model 2-Digit Number: 81% Time: 76% Add/Subtract: 67%</p> <p>Unit 1: 94% scored goal or above Tally Marks: 92% Patterns: 85% Time: 92% Count by 2s, 5s, 10s: 99% Money: 84% Locate, Label, Order: 96% Computes Fluently: 70%</p> <p>Unit 2: 95% scored goal or above AR-Patterns: 97% GM-Time: 96% AR-Equal Values: 91% NPR-Write Numbers: 99% NPR-Money: 82% NPR-Basic Facts: 94%</p>	<p>Model 2-3 Digit #s: 75% Identify Shapes: 99% Time (HR-Half HR): 93% Fact Families: 92% Interpret Graphs: 99%</p> <p>Unit 8: 2-3 digit numbers: 89% Add/Subtract: 87% Number Stories: 63%</p> <p>Unit 9: Time: Hour: 98% Time: Half-hour: 84% Compare Numbers: 86% 2-Digit Numbers: 86%</p> <p>EOY: Time to the Hour: 99% Tally Marks: 97% Count by 2s, 5s, 10s: 100% Order Numbers to 100: 100% Identify Shapes: 99% Interpret Graphs: 87% Addition/Subtraction: 100%</p> <p><u>Second Grade Math</u> Unit 4: Money: 96% Place Value: 97% Describe Numbers: 94% Fact Families: 89% Number Grids: 92% Number Stories: 70% Add/Subtract Facts: 91%</p> <p>Unit 5: Time-Hour and Half hour: 97% Fact Families: 96% Order Numbers: 93% Identify 2D Shapes: 83% Addition/Subtraction Facts: 84%</p> <p>Unit 6:</p>
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	<p>Unit 3: 92% scored goal or above Patters: 96% Addition &amp; subtraction Facts: 92% Number Stories: 77% Money: 95% Interpret Graphs: 93%</p> <p>First Grade Science: Living/Non-Living: Total at goal: 88% Basic Needs: 87%</p> <p>First Grade Social Studies: Neighborhoods: Total at goal: 90% Community Helpers: 92% Wants &amp; Needs: 86% Neighborhood Map: 95%</p> <p>Second Grade Science: Rocks: 93% at goal or better Physical Properties: 90% Rock Formation: 84%</p>	<p>Time: 97% Arrays: 92% Solve Story Problems: 86% Comparing Numbers: 84%</p> <p>Unit 7: Number Stories: 78% Doubling Numbers: 93% Bar Graphs: 94% Identify 3-D Shapes: 97% Basic Facts: 100%</p> <p>Unit 8: 2-3 digit numbers: 89% Add/Subtract: 87% Number Stories: 63%</p> <p>Unit 9: Parts of a whole: 99% Estimation: 90% Add/Subtract 2 digit numbers: 65% Measurements: 79%</p> <p><b><u>First Grade Science:</u></b> Living/Non-Living: 87% Animal Characteristics: Picture: 94%, Description: 75% Matter, Force &amp; Motion: Observe Prop: 76%, Properties tool: 82%, use senses &amp; Tool: 79%, Sort Objects: 69%, Measure Motion: 75%, push and pull: 62%</p> <p>Social Studies: Community helpers: 93%, wants and needs: 86%, neighborhood map: 95% Mexico: Student Journals: 87%, Student Participation: 98% Geog &amp; Holidays: Using Globes &amp; Maps: 89%, Directional words: 74%, Holidays: 74%</p> <p><b><u>Second Grade</u></b> Science: Insect, Creature &amp; Crawlers: STD 1.1.2: 91% STD 1.1.3: 92% EP A15: 95% EP A16: 91%</p>
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		<p>Sun. Shadows &amp; Gravity: Sun Movement: 86% Push and Pull: 60% Shadows: 52% A 17 Tools: 82%</p> <p>Social Studies: Japan: Geography: 91% Culture: 99% Children in Tolland &amp; Japan: 95%</p>
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## 2012-2013

<b>School Improvement Plan</b>		2012 - 2013		
<b>Program</b>		Birch Grove Primary School		
<b>School Goal</b>		To Continue to Develop a School that is Responsive to Student, Staff and Family Needs		
<b>Measurable Objective</b>	<b>Strategies</b>	<b>Measures</b>	<b>Baseline</b>	<b>Goal</b>
1) Reduction of office referrals by 5%  2) Reduction of bus reports by 5%	<ul style="list-style-type: none"> <li>Continue to participate in PBIS team training with SERC.</li> <li>Introduce school wide matrix to staff and students.</li> <li>PBIS team will train all staff and provide lesson examples to reinforce common expectations among the school.</li> <li>Post the school wide matrix in every classroom and all common areas in the building.</li> <li>Identify levels of behaviors and implement new reporting procedure for minor and major behaviors.</li> <li>Announce classrooms that earned 50 GROW cards on the morning announcements.</li> <li>Reinforce positive student behaviors by handing out GROW cards to students on the bus and in school.</li> <li>Encourage the continued use of Second Step Violence Prevention program to every classroom.</li> <li>Share collaborative Problem solving strategies with staff and the Safe School Climate Committee.</li> <li>Communicate tiers of intervention for behavior management with teachers.</li> <li>Assistant Principal will monitor cafeteria and recess behavior to reinforce the school matrix and common rules.</li> <li>Communicate morning meeting ideas, greetings, and activities with the staff to use in the classroom.</li> <li>Assistant principal will bus behavior and share PBIS strategies with bus drivers to reinforce common rules.</li> <li>Facilitate monthly principal meetings with parents to improve two-way communication.</li> </ul>	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



Measure	Results	
	February	August
Bus Warnings	Bus warnings: Total: 31	<u>Behavior log</u> Bus warnings: Total: 85
Behavior log	Minor and Major PBIS Infractions: Total: 239	Minor and Major PBIS Infractions: Total: 413

**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"><li>80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA.</li><li>80% of students in grade K-2 will meet goal on the math benchmarks.</li><li>Reduction of TAT referrals by 5%</li><li>Reduction of office referrals by 5%</li></ul>	Language Arts <ul style="list-style-type: none"><li>Begin year one of a three-year grant training with SERC for the State Personnel Development Grant (SPDG).</li><li>Investigate early intervention process with SERC consultants and the SPDG core team.</li><li>Develop an action plan, review literacy, and behavior data to inform the SPDG.</li><li>Investigate the use of a Phonemic Awareness assessment for Gr. 1</li><li>Investigate use of (DIBELS) progress monitoring guidelines for Tier 1 reading program.</li><li>Develop progress-monitoring form to record interventions for TAT process.</li><li>Monitor progress monitoring guidelines with Tiers 2 and 3 reading intervention programs.</li><li>Provide collaboration with teachers to share best practices for Tier 1.</li></ul>		<u>Kindergarten</u> Math – Benchmark  Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment  Grade 1-2 Benchmarks DRA Writing Prompts  Mathematics K-2 Benchmarks	<u>Kindergarten Math – June 2012</u> 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  Language Arts Phoneme Rhyming - 93% goal or better Phoneme Blending - 70% goal or better Phoneme Isolation, Initial Sound – 86% goal or better	<u>Kindergarten</u> Math – 80% above goal  Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 4  Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8  Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8  Mathematics K-2 80% above goal  <u>TAT</u> Less than	
	Math <ul style="list-style-type: none"><li>Continue to communicate a Standard Treatment Protocol for Math Intervention for all tiers with teachers using progress monitoring tools and universal screens.</li><li>Focus on fact fluency through activities, small groups, centers, etc.</li><li>Introduce the Math At Home program at BGP to emphasize fact fluency at home.</li><li>Continue to investigate guided math instruction/ math workstations.</li><li>Continue to revise math intervention assessments to identify needs</li></ul>					

	<p>of the students.</p> <p>Behavior</p> <ul style="list-style-type: none"> <li>• PBIS team will train all staff and provide lesson examples to reinforce common expectations among the school.</li> <li>• Post the school wide matrix in every classroom and all common areas in the building.</li> <li>• Identify levels of behaviors and implement new reporting procedure for minor and major behaviors.</li> <li>• Communicate tiers of intervention for behavior management with teachers.</li> <li>• Continue PBIS team training with staff.</li> <li>• Assistant Principal will monitor the cafeteria and recess behavior to ensure consistency of following rules.</li> <li>• Monitor and review BEARS/mentoring program with assistant principal and psychologist.</li> <li>• Investigate progress monitoring guidelines for student behavior using Second Step Program.</li> <li>• Reinforce positive student behaviors by handing out GROW cards to students on the bus and in school.</li> </ul>		<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>75 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 &amp; Motion- 89% Goal or Better  Animal Characteristics- 90 % Goal or Better</p> <p>Social Studies  Mexico- 86% Goal or Better  Geog. &amp; 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 &amp; 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 4<sup>th</sup> session - 39 children</p> <p>45 TAT students</p> <p>115 office referrals</p>	
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Measure	Results	
	February	August

<b>Kindergarten</b> <b>Math – Benchmark</b>  <b>Language Arts</b> LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment  <b>Grade 1-2</b> Benchmarks DRA Writing Prompts  <b>Mathematics</b> <b>K-2</b> Benchmarks  Reading Support Tier 2 / Tier 3  Math Support  TAT/CST/ EIP Log  Behavior log	<b>Kindergarten</b> <b>Math</b> Not reported at this time  <b>Kindergarten</b> <b>Language Arts</b> Capital Letter Names – 94% goal or better Lower Case Letter Names – 91% goal or better CAP – 73% goal or better HRSW – 47% goal or better Letter Sounds – 41% goal or better Phoneme Rhyming – 80% goal or better  <b>First Grade</b> <b>Language Arts</b> Theme 3: Total at goal: 80% General Understanding: 71% Dev. Interpretation: 84% Phonics: 74% Proofreading: 77% Listening Comp: 96%  <b>First Grade</b> Fall DRA: Level 4 or higher – 66% goal or better (level 3 or higher – 96% goal or better)  <b>First Grade</b> Writing Prompt: Not reported at this time  <b>Second Grade</b> <b>Language Arts</b> Theme 1: 81% scored goal or better General Understanding: 85% Interpretation: 89% Making Connections: 97% Content and Structure: 82%	<b>Kindergarten</b>  <b>Language Arts</b> Phoneme Rhyming – 93% goal or better Capital Letter Names – 97% goal or better Lower Case Letter Names – 99% goal or better Letter Sounds – 97% goal or better CAP – 97% goal or better HRSW – 93% goal or better DRA – 87% level 3 or higher, 51% level 4 or higher  <b>First Grade</b> <b>Language Arts</b> Theme 4/5: Forming Gen. Understanding: 51% goal or better, Developing Interpret: 59% goal or better, Text to Self-Connections: 49% goal or better, Phonics: 90% goal or better, Proofreading: 95% goal or better, Clearest Sentences: 94% goal or better, Listening Comp: 100% goal  Theme 6/7: General Understanding: 95% goal or better, Interpretation: 88% goal or better, Content and Structure: 88% goal or better, Phonics: 85% goal or better, Proofreading: 69% goal or better, Clear Sentences: 90% goal or better, Listening Comp: 97%  Theme 8, 9, 10: General Understanding: 72%, Interpretation: 48%, Phonics: 91%, Proofreading: 47%, Clearest Sentences: 72%, Listening Comp: 100%  Spring DRA: Level 18 or higher- 65% goal or better (level 16 or higher-74% goal or better)  <b>Second Grade</b> <b>Language Arts</b> Spring DRA, Level 28 or higher: 62% (Level 24 or higher: 81%)  Spring Writing Prompt, score of 8 or higher: 55% (Score of 7 or higher, 73%)  <b>First Grade</b>
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	<p>Vocabulary: 84%</p> <p><b>Second Grade</b> Fall DRA, Level 20 or higher: 31% (Level 18 or higher, 63% goal or better)</p> <p><b>Second Grade</b> Fall Writing Prompt, score of 8 or higher: 13% (score of 7 or higher, 26%)</p> <p><b>First Grade</b> <u>Math</u> BOY: 61% goal or better (total percentage) Time to the Hour: 25% goal or better Tally Marks: 70% goal or better Counts by 2s, 5s, 10s: 51% goal or better Order #s to 100: 78% goal or better Identify Shapes: 88% goal or better Interpret Graphs: 41% goal or better Addition/Subtraction: 61% goal or better</p> <p>Unit 1: NPR-Count by 1's: 84% NPR-Write Numerals: 85% NPR-1 before/after: 93% WwData-Tally Marks: 81% Total % Mastery 89%</p> <p>Unit 2: Money: 64% Addition/Subtraction: 80% Number Stories: 82% Graphs/Tally Marks: 91% Time to the Hour: 90% Total % Mastery 88%</p> <p><b>Second Grade</b> <u>Math</u> BOY Assessment: 80% scored goal or average, (total percentage)</p>	<p><u>Math</u> Unit 3: Addition/subtraction on # line: 80% Time to hour and half hour: 77% Number Grid: 55%</p> <p>Unit 4: 1 before and after: 91% Add. Facts w/dominoes: 87% Order Numbers: 97% Sums of Ten: 75% Addition/subtraction facts: 76%</p> <p>Unit 5: Model 2 digit #'s: 74% Compare Numbers: 77% Addition Facts: 94% Number Stories: 87%</p> <p>Unit 6: 2-3 Digit Numbers: 84% Compare numbers: 98% Eq Names for Numbers: 87% Fact Families: 95% Time: 100%</p> <p>Unit 7: Model 2-3 Digit #: 75% Identify Shapes: 99% Time (HR-Half HR): 93% Fact Families: 92% Interpret Graphs: 99%</p> <p>Unit 8: 2-3 digit numbers: 89% Add/Subtract: 87% Number Stories: 63%</p> <p>Unit 9: Time: Hour: 98% Time: Half-hour: 84% Compare Numbers: 86% 2-Digit Numbers: 86%</p>
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	<p>Compare #'s: 90%</p> <p>1D-2D &amp; 3D Objects: 92%</p> <p>Analyze Graphs: 84%</p> <p>Patterns: 65%</p> <p>Measurement: 78%</p> <p>Count \$: 67%</p> <p>Model 2-Digit Number: 81%</p> <p>Time: 76%</p> <p>Add/Subtract: 67%</p> <p>Unit 1:</p> <p>94% scored goal or above</p> <p>Tally Marks: 92%</p> <p>Patterns: 85%</p> <p>Time: 92%</p> <p>Count by 2s, 5s, 10s: 99%</p> <p>Money: 84%</p> <p>Locate, Label, Order: 96%</p> <p>Computes Fluently: 70%</p> <p>Unit 2:</p> <p>95% scored goal or above</p> <p>AR-Patterns: 97%</p> <p>GM-Time: 96%</p> <p>AR-Equal Values: 91%</p> <p>NPR-Write Numbers: 99%</p> <p>NPR-Money: 82%</p> <p>NPR-Basic Facts: 94%</p> <p>Unit 3:</p> <p>92% scored goal or above</p> <p>Patters: 96%</p> <p>Addition &amp; subtraction Facts: 92%</p> <p>Number Stories: 77%</p> <p>Money: 95%</p> <p>Interpret Graphs: 93%</p> <p><b>First Grade</b></p> <p>Science:</p> <p>Living/Non-Living:</p> <p>Total at goal: 88%</p> <p>Basic Needs: 87%</p>	<p>EOY:</p> <p>Time to the Hour: 99%</p> <p>Tally Marks: 97%</p> <p>Count by 2s, 5s, 10s: 100%</p> <p>Order Numbers to 100: 100%</p> <p>Identify Shapes: 99%</p> <p>Interpret Graphs: 87%</p> <p>Addition/Subtraction: 100%</p> <p><b><u>Second Grade Math</u></b></p> <p>Unit 4:</p> <p>Money: 96%</p> <p>Place Value: 97%</p> <p>Describe Numbers: 94%</p> <p>Fact Families: 89%</p> <p>Number Grids: 92%</p> <p>Number Stories: 70%</p> <p>Add/Subtract Facts: 91%</p> <p>Unit 5:</p> <p>Time-Hour and Half hour: 97%</p> <p>Fact Families: 96%</p> <p>Order Numbers: 93%</p> <p>Identify 2D Shapes: 83%</p> <p>Addition/Subtraction Facts: 84%</p> <p>Unit 6:</p> <p>Time: 97%</p> <p>Arrays: 92%</p> <p>Solve Story Problems: 86%</p> <p>Comparing Numbers: 84%</p> <p>Unit 7:</p> <p>Number Stories: 78%</p> <p>Doubling Numbers: 93%</p> <p>Bar Graphs: 94%</p> <p>Identify 3-D Shapes: 97%</p> <p>Basic Facts: 100%</p> <p>Unit 8:</p> <p>2-3 digit numbers: 89%</p> <p>Add/Subtract: 87%</p> <p>Number Stories: 63%</p>
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	<p><b>First Grade</b>  Social Studies:  Neighborhoods:  Total at goal: 90%  Community Helpers: 92%  Wants &amp; Needs: 86%  Neighborhood Map: 95%</p> <p><b>Second Grade</b>  Science:  Rocks: 93% at goal or better  Physical Properties: 90%  Rock Formation: 84%</p> <p><u>Reading Support</u>  <b>K</b> - 24 students in K tier 2 and 3  <b>Gr.1</b> - 55 students in either tier 2 or 3  <b>Gr.2</b> - 42 students in either tier 2 or 3.</p> <p><u>Math Support</u>  <b>K</b>- 5 students  <b>1<sup>st</sup></b>- 40 students in tier 2 and 3  <b>2<sup>nd</sup></b>- 39 students in tier 2 and 3</p> <p><u>TAT log</u>  15 students have participated in the teacher assistance team early intervention</p> <p><u>Behavior log</u>  Bus warnings:  Total: 31</p> <p>Minor and Major PBIS Infractions:  Total: 239</p>	<p>Unit 9:  Parts of a whole: 99%  Estimation: 90%  Add/Subtract 2 digit numbers: 65%  Measurements: 79%</p> <p><b><u>First Grade Science:</u></b>  Living/Non-Living: 87%  Animal Characteristics: Picture: 94%, Description: 75%  Matter, Force &amp; Motion: Observe Prop: 76%, Properties tool: 82%, use senses &amp; Tool: 79%, Sort Objects: 69%, Measure Motion: 75%, push and pull: 62%</p> <p>Social Studies:  Community helpers: 93%, wants and needs: 86%, neighborhood map: 95%  Mexico: Student Journals: 87%, Student Participation: 98%  Geog &amp; Holidays: Using Globes &amp; Maps: 89%, Directional words: 74%, Holidays: 74%</p> <p><b><u>Second Grade</u></b>  Science:  Insect, Creature &amp; Crawlers:  STD 1.1.2: 91%  STD 1.1.3: 92%  EP A15: 95%  EP A16: 91%</p> <p>Sun. Shadows &amp; Gravity:  Sun Movement: 86%  Push and Pull: 60%  Shadows: 52%  A 17 Tools: 82%</p> <p>Social Studies:  Japan:  Geography: 91%  Culture: 99%  Children in Tolland &amp; Japan: 95%</p> <p><u>Reading Support</u>  <b>K</b> - 35 students in K tier 2 and 3</p>
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		<p> <b>Tier 11</b> - 79 students in gr. 1 and 2  <b>Tier 111</b> - 46 students in gr. 1 and 2  Systematic Phonics – 13 first grade students  START -53 first and second graders </p> <p> <u>Math Support</u>  <b>K-</b> 9 students  <b>1<sup>st</sup></b>- 60 students in tier 2 and 3  <b>2<sup>nd</sup></b>- 81 students in tier 2 and 3 </p> <p> <u>TAT log</u>  53 students have participated in the teacher assistance team early intervention </p> <p> Minor and Major PBIS Infractions:  Total: 413 </p> <p> <u>Behavior log</u>  Bus warnings: Total: 85 </p>
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**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"><li>• set goals and agree upon teaching strategies that would best meet student needs determined by a critical analysis of their work</li><li>• 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</li><li>• 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</li><li>• create and align common formative assessments with the Common Core Language Arts State</li></ul>	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>Standards</p> <ul style="list-style-type: none"><li>• measure student progress, by creating and administering a pre-assessment, 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.</li><li>• use data to plan and/or provide additional instructional interventions for those students scoring below proficiency on the CMT, benchmarks and writing prompts</li><li>• 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</li></ul> <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 Intermediate School**  
**2012 – 2013 School Improvement Plan Results**

Measure	Results	
	February	August

<p>Teacher created pre and post curriculum based assessments for two data team cycles will show growth for students on designated data team cycle.</p>	<p><b>PLC team growth areas:</b></p> <p><b>3A</b> Compare and contrast the most important points and key details presented in two texts on the same topic. Pre-assessment</p> <ul style="list-style-type: none"> <li>• Basic &amp; Below – 40%</li> <li>• Mid-year assessment not yet completed</li> </ul> <p><b>3B</b> - Compare and Contrast the most important points and key details presented in two texts on the same topic.</p> <ul style="list-style-type: none"> <li>• Pre-assessment 58% proficient.</li> <li>• Mid-year assessment not yet completed</li> </ul> <p><b>4A</b> - Write informative, explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• Pre-assessment Below Basic 48%</li> <li>• Goal 0%</li> </ul> <p>Mid-year Assessment</p> <ul style="list-style-type: none"> <li>• Below Basic – 13%</li> <li>• Goal 14%</li> </ul> <p><b>4B</b> – Paragraph Writing *** Revised goal and working on new pre-assessment</p> <p><b>5A</b> – Integration of information from several texts. Pre-assessment scores</p> <ul style="list-style-type: none"> <li>• Basic and Below - 94%</li> <li>• Mid-year assessment not yet completed</li> </ul>	<p>Through work with SERC consultants, all teams were provided with guidance as they completed one complete data cycle.</p> <p><b>3A</b> - Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Post Assessment</b></p> <ul style="list-style-type: none"> <li>• Below Basic &amp; Basic 21%</li> <li>• Proficient 38%</li> <li>• Goal – 39%</li> <li>• Advanced - .2</li> </ul> <p><b>3B</b> - Compare and Contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Post assessment</b> Students at Proficient or Higher – 98%</p> <p><b>4A</b> - Write informative, explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Post Assessment</b></p> <ul style="list-style-type: none"> <li>• Below Basic – 3%</li> <li>• Proficient – 40%</li> <li>• Goal – 37%</li> <li>• Advanced – 2%</li> </ul> <p><b>4B</b> – Paragraph Writing <b>Post Assessment</b></p> <ul style="list-style-type: none"> <li>• Below Basic – 0%</li> <li>• Proficient – 3%</li> <li>• Goal – 21%</li> <li>• Advanced – 65%</li> </ul> <p><b>5A</b> – Integration of information from several texts.</p>
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	<p><b>5B</b> - Write informative, explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Pre-assessment</p> <ul style="list-style-type: none"> <li>• Basic &amp; Below – 100%</li> <li>• Midyear assessment</li> </ul>	<p><b>Post Assessment</b></p> <ul style="list-style-type: none"> <li>• Basic and Below - 8%</li> <li>• Proficient – 41%</li> <li>• Goal – 41%</li> <li>• Advanced – 8%</li> </ul> <p><b>5B</b> - Write informative, explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Post assessment</b></p> <ul style="list-style-type: none"> <li>• Basic &amp; Below – <b>57%</b></li> <li>• Proficient – 37%</li> <li>• Goal – 4%</li> <li>• Advanced – 2%</li> </ul> <p>Team 5B determined through work with SERC that pre and post assessment data was skewed by complexity of tasks and expectations.</p>
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**Tolland Public School**  
**School Improvement Plan**  
2012-2013

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



**Tolland Intermediate School  
2012 – 2013 School Improvement Plan Results**

Measure	Results	
	February	August
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.	Parent survey currently being developed	Survey responses regarding communication efforts from parent survey indicates that 38% of parents strongly agree and 49% agree that they are well informed of their child's progress. In regards to knowing what the teachers expect from their child 54% agree, while 26% strongly agree. Due to high non-response rate, data may not be representative of the population as a whole. This low response rate will require a resubmission of the survey in an effort to get a more representative sample.

# 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.	A team of teachers will participate in the following targeted professional development offerings through the State Education Resource Center (SERC):  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.	Implementation of a comprehensive system of SRBI	Universal screens DRA	Development of a system of a comprehensive Scientifically Researched Based Interventions.
	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:  <ul style="list-style-type: none"> <li>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.</li> <li>professional development research best practice instructional strategies will be provided to all staff</li> <li>progress will be monitored as students receive additional tiered interventions</li> <li>administrators will attend in-service offerings on the Inform data collection and management systems will be offered through the district</li> <li>responsibility will be shared among all staff for the academic progress of all students.</li> <li>data from universal screening and targeted assessments</li> </ul>	SWIS Behavioral Data		10% Reduction in office referrals

	<ul style="list-style-type: none"> <li>will be used to inform instruction the menu of research-based instructional interventions for any student at risk of academic will be in increased.</li> </ul> <p>All students will learn and practice new school-wide behavioral 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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Measure	Results	
	February	August
	<b>Total Office Referrals:</b> 2010-2011 – 230 2011-2012- 87	<b>Total Office Referrals:</b> 2010-2011 – 230 2011-2012- 87

<p>To improve existing supports and interventions by implementing a comprehensive intervention program, and evaluating the success through analyzing student performance data.</p>	<p><b>**2012-2013 – 32 (as of January 2013)</b></p> <p><b>Students participating in intervention:</b></p> <p><u><b>Language Arts</b></u>  <u>Grade 5</u> - 41 Total</p> <p><u>Grades 3 &amp; 4</u> - 41 Total</p> <p><u><b>Math RTI</b></u>  <u>Grades 3,4&amp;5</u> - 126 students</p>	<p>2012-2013 – 47</p> <p><b>Students participating in intervention:</b></p> <p><u><b>Language Arts</b></u>  <u>Grade 5</u> - 32 Total</p> <p><u>Grades 3 &amp; 4</u> - 57 Total</p> <p><u><b>Math RTI</b></u>  <u>Grades 3,4&amp;5</u> – 184 students</p>

**Tolland Public School**  
**School Improvement Plan**  
2012-2013

<b>School Improvement Plan</b>		2012-2013		
<b>Program</b>		Tolland Middle School		
<b>School Goal</b>		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"> <li>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)</li> <li>CCSS PLC teams will establish norms as per DuFour's Philosophy.</li> <li>CCSS PLC Teacher Resource web-site for TMS</li> <li>Curriculum/Benchmark revision and development</li> <li>New Benchmarks, and common assessments will be designed that align with the CCSS and what is know about the SBAC.</li> <li>Professional Development</li> <li>Use of student data to inform instruction</li> <li>Meetings held according to the Coordinators CCSS Schedule developed and revised in and for the 2012-2013 year.</li> <li>Use of RtI Tier I "Best Practices"</li> <li>Identify and remediate all students with areas of weakness</li> <li>New benchmark assessments, SBAC reviews, Scantron testing with Pearson Inform, and new teacher reporting methods will be developed.</li> <li>Use of EIP (Early Intervention Project) &amp; Parent Conferences will be evolved and a new Tier III level DARB will be initiated (Discipline and Attendance Review Board)</li> <li>Ongoing implementation of information learned in the DP5 training.</li> </ul>	<ul style="list-style-type: none"> <li>CCSS PLC Goals</li> <li>SBAC readiness</li> <li>Teacher Reports</li> </ul>	N/A  -	100%
2) Each Cohort of students will maintain or increase their CMT scores.	<ul style="list-style-type: none"> <li>Curriculum/Benchmark revision and development</li> <li>Professional Development</li> <li>Use of student data to inform instruction</li> <li>Use of "Best Practices"</li> <li>Identify and remediate all students with areas of weakness</li> <li>Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports.</li> <li>Use of EIP (Early Intervention Project) &amp; Parent Conferences</li> </ul>	CMT results	<u>8<sup>th</sup> Graders</u> Math 88.8 Reading 91.7 Writing 83.7 Science 80.0 <u>7<sup>th</sup> Graders</u> Math 92.0 Reading 94.9 Writing 88.8 <u>6<sup>th</sup> Graders</u> Math 93.9 Reading 90.9 Writing 80.1	Each Cohort will maintain or increase CMT scores

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

<p>1. CCSS-PLC Teams will achieve or exceed their progress goals.</p>	<p>1. PLC Goals this year centered around unpacking, aligning, and creating units and assessments for the new Common Core State Standards. Progress as of May-June 2013 is documented below for each grade.</p> <p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>• Unpacked all ELA CCSS (entire grade)</li> <li>• Shared and discussed the SBAC released items and rubrics</li> <li>• Explored the resources in the Appendices in the CCSS document (research, texts, student writing samples)</li> <li>• Creating two units of study – one for Reading and one for Writing- using the units of study created by the CSDE and district resources.</li> <li>• Teachers were provided with professional development and materials on the Six Traits rubric and approach to writing.</li> <li>• Two reading units and two writing units were developed. Assessments for three of these units need to be created as well as Part 3 of the template, including finding materials.</li> </ul> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>• Unpacked all ELA CCSS (entire grade)</li> <li>• Shared and discussed the SBAC released items and rubrics</li> <li>• Explored resources in the Appendices in the CCSS document (research, texts, student writing samples)</li> <li>• Created Essential Questions and Essential Understandings for two units of study.</li> <li>• Assigned CCSS to these two units</li> <li>• Continued work on the end-of-year benchmark.</li> </ul>
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- Finalized the end-of-year benchmark which will be piloted this spring.
- Continued work on above units.

### Grade 8

- Unpacked all ELA CCSS (entire grade)
- Shared and discussed SBAC released items and rubrics
- Explored resources in the Appendices in the CCSS document (research, texts, student writing samples)
- Continued work on two units of study and corresponding assessments
- Refined unit assessments to ensure alignment to CCSS and rigor. Reworked rubric for evaluating assessment.

2.

2. Each Cohort of students will maintain or increase their CMT scores.

Grade	Subject	# of Students Matched	2012 / 2013 Scores (@ or above Goal)
5 <sup>th</sup> to 6 <sup>th</sup> Grade	Math	189	90 / 95.3
	Reading	185	88.6 / 96.3
	Writing	198	82.3 / 87.4
6 <sup>th</sup> to 7 <sup>th</sup> Grade	Math	203	95.6 / 93.1
	Reading	203	93.1 / 94.1
	Writing	214	81.4 / 81.3
8 <sup>th</sup> Grade	Math	204	96 / 97.6



	Reading	203	97 / 96.5
	Writing	207	92.2 / 92.3
	Science	---	82.5 (2010) / 83.7 (2013)

**Increases in 7 of 10 cohort categories.**

3. To increase student writing performance in all subject areas, measured on the CMT and benchmarks.

3. 2012 CMT results in writing

8<sup>th</sup> Graders

Writing 83.7 to 88.8

7<sup>th</sup> Graders

Writing 88.8 to 78.7

6<sup>th</sup> Graders

Writing 80.1 to 86.2

**Writing increased in 2 of 3 grades.** Waiting on state results to see if our results in 7<sup>th</sup> grade were the result of a statewide downturn/test related downturn. We did get some reports this year of students misunderstanding the instructions on certain sections.

**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"> <li>Provide instruction and programs for students that promote respect and tolerance.</li> <li>Continue PGM (Principal's Grade Meetings)</li> <li>Administer 6th grade survey at the beginning of the year (BOY) as a pre-evaluation for the 6th grade cohort.</li> <li>Administer the 6th, 7th, and 8th grade survey at the end of the year (EOY) to be used for annual cohort comparisons.</li> <li>Maintain a Positive Behavioral Supports program.</li> <li>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.</li> <li>Make adjustments to program implementations during the year based on formative data to impact effectiveness.</li> </ul>	<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 &gt; = the current percentage.</p>

Measure	Results
	August
	<p>Please note, the survey previously used to compare these groups was replaced by the Bernhardt Survey. The utilization of this new survey was necessary for positioning the district to comply with the new teacher and administrator evaluation requirements. As a result, we do not have comparative data for these items. I will provide data from the new survey that is as close to the old items as is available.</p> <ol style="list-style-type: none"> <li>1. Students at my school treat me with respect (1,1b,4) 19% disagree / 53% agree</li> <li>2. I am safe (2) 9% disagree / 69% agree</li> <li>3. Students are treated fairly by administrators (3) 14% disagree / 58% agree</li> <li>4. My teachers care about me (5) 12% disagree / 67% agree</li> </ol> <p>Additional Information:</p> <ul style="list-style-type: none"> <li>• Guidance counselors visit classrooms regularly to present lessons. (Grades 6-8) Guidance curriculum topics include: Interpersonal Relationships, Diversity/Celebrating Differences, Bully Proofing/Violence Prevention, Conflict Resolution, Bully/Victim Characteristics, Respect for Others, Peer Pressure.</li> <li>• ROPE (Rite of Passage Experience for 6<sup>th</sup> graders). The ROPE program is a critical Tier I program that addresses developmental assets in children. It is supported in the research literature on social/emotional learning and by research collaborative groups such as the Collaborative for Academic and Social Emotional Learning (CASEL). Students in sixth grade work in four cohorts, one per quarter, and receive 15.25 hours of instruction. Data collected from a 2009 sample of students in Cassidy, Knox, and McDermott's classes indicated that up to 41% of students demonstrated increased self-awareness, more self-confidence, better decision-making and problem solving skills, and increased cooperation and communication skills.</li> <li>• Guidance Program: Important functions of our school counselors with respect to improving our school climate: deliver comprehensive counseling</li> </ul>

	<p>curriculum in a systematic manner, provide individual counseling, assist students and parents in addressing school related problems, provide mediation services, consult with school staff regarding student achievement, behavior, and school culture, consult with outside agencies (youth services, clergy, mental health providers)</p> <ul style="list-style-type: none"> <li>• Behavioral Intervention Session: (also known as the TMS-Anti-Bullying/Teasing Program). Following detentions/internal suspension related to teasing and/or bullying, the student meets with a staff member from the Guidance department. The student receives a 1:1 lesson that focuses on the importance of showing respect for each other through our words and actions as well as feeling empathy for the other student. Future strategies are also discussed. Ten students have been provided this program in the 2012-2013 school year.</li> <li>• Reconnect Meeting: Following a suspension, the student meets with his/her guidance counselor to review the reason for the suspension, discuss appropriate strategies for the future, replacement behaviors, and recommend in-school or community counseling/support as needed.</li> <li>• A School Psychologist works directly with students and parents to resolve problems. In addition, she provides counseling and training in social skills and anger management.</li> <li>• Classroom incentive programs for good behavior as well as academics (team auction programs). These programs, such as the auction/token reinforcement incentive in 6<sup>th</sup> grade teaches students about money management (through the use of funny money or vouchers) while it reinforces desired academic and social behaviors supported in the literature by research on operant conditioning and applied behavior analysis.</li> <li>• Language Arts addresses social challenges through literature, discussing what students can do to respond to injustice, however great or small, including the devastating effects of doing nothing. This is covered in many places, but as an example through units such as: <i>The Devil's Arithmetic</i> – Holocaust, <i>Warriors Don't Cry</i> - Civil Rights Movement - including supplemental poems and resources, <i>The Pearl</i> - injustice and oppression, <i>The Greenies</i> – prejudice, <i>Terrible Things: An Allegory of the Holocaust</i> – and during the Salem Unit with <i>Tituba</i> and <i>A Break with Charity</i>. In addition to the conflict of society vs. the defenseless, the last novel also develops the group of accusers as a bullying force that intimidates the main character. <i>Flowers for Algernon</i>, demonstrates bullying under the guise of "just kidding around" and "he's our friend." Class projects that exhibit the lessons learned include the creation of an acceptance chain and work on how</li> </ul>
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	<p>students can respect and accept people who are different than themselves. Class time in Language Arts is also given to work with non-violent conflict resolution. Social studies also addresses these issues from a historical/societal perspective.</p> <ul style="list-style-type: none"> <li>Administration utilizes comprehensive Focused Monitoring and Intensive Assistance Meetings (RTI Tier II and III behavioral intervention) Meeting agendas include: Review/identify patterns of discipline history, review current grades/progress, review current in-school and out-of school counseling/support/remediation, discuss incentive/reward strategies used at home, review Focused Monitoring/Intensive Assistance modified discipline/demerit system (rewarding expected behavior by decreasing demerits), completion of Student Action Plan writing sample</li> <li><i>Patio &amp; Lunchtime Incentives:</i> Incentive program that rewards expected behavior by allowing students to spend time to socialize on the outside patio during lunch, have access to the library at times of their choosing, and participate in the Thursday PBIS weekly incentive activity.</li> <li>Year 3 of Positive Behavioral Supports/Community Blocks/PBIS Lessons: Two lessons have been delivered to all students thus far. Different lessons were provided for 6<sup>th</sup> graders, than for 7<sup>th</sup> and 8<sup>th</sup>. TMS is in the process of designing different lessons for each grade level so students will have new content in each grade, and will complete the program in a three year cycle. In the sixth grade the first lesson focused on the school's CORE values and what these values look like in different settings of the school. The second lesson focused on serving the school community. The first lesson for 7<sup>th</sup> and 8<sup>th</sup> graders was a refresher on the school's CORE values, the second was a special program about discrimination that used <i>A Classroom Divided</i> as a basis for the lesson. Our first community block allowed students, along with teacher mentors, to help the local school and community in various outreach activities. Our second community block this year was a letter writing campaign; as a school, students appreciated the good works of others by thanking them with letters. The school has a clearly defined "Privilege System." Students can have daily, weekly, and monthly privileges by demonstrating our four core values (Safety, Ownership, Active Learning, and Respect.) Students also engage in a "Community Block" three times throughout the year in which the homerooms engage in community service projects of their own choosing, to serve the school and community. Community Block classrooms have created care packages for U.S. soldiers, sock puppets for children at Connecticut Children's Medical Center, cleaning and upkeep of grounds, and fundraisers like Crayons for Cancer. Qualitative/Ethnographic data gathered from the homeroom teachers regarding the first</li> </ul>
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community block was very positive with 93% of homeroom teachers reporting that they felt students engaged in the activity and that it helped the students value working for others less fortunate, and/or with different circumstances, than themselves. "Merit Points" were added this year as an incentive program for students going above and beyond. They are recognized by letters home, and by achieving MERIT points they can use to get passes to dances, school store vouchers, and more. Seventy-seven percent, or about 530 students, have Merit points as of mid-January.

#### PBIS information

- Merit system developed to recognize and reward students for exemplifying our core values (staff can now submit merit points through Teacher Net. Examples of benefits include: Silver Level 50 pts.: free dances, monthly pizza lunch. Gold Level 100 pts.: all Silver Level benefits and 1 day to be principal for the day, possible field trips, vouchers for the school store, movie tickets.
- revised system of reporting and managing SOAR status (teachers report loss of SOAR status directly. 30 day loss of status is now immediate)
- reflection essays (completed when students have not demonstrated the core values and have lost privileges) are mailed home to parents
- all students participated in 4 PBIS Extended Homeroom lessons. These lessons focus on application of the core values
- all students participated in 2 Community Blocks.

**Tolland Public School  
School Improvement Plan  
2012-13**

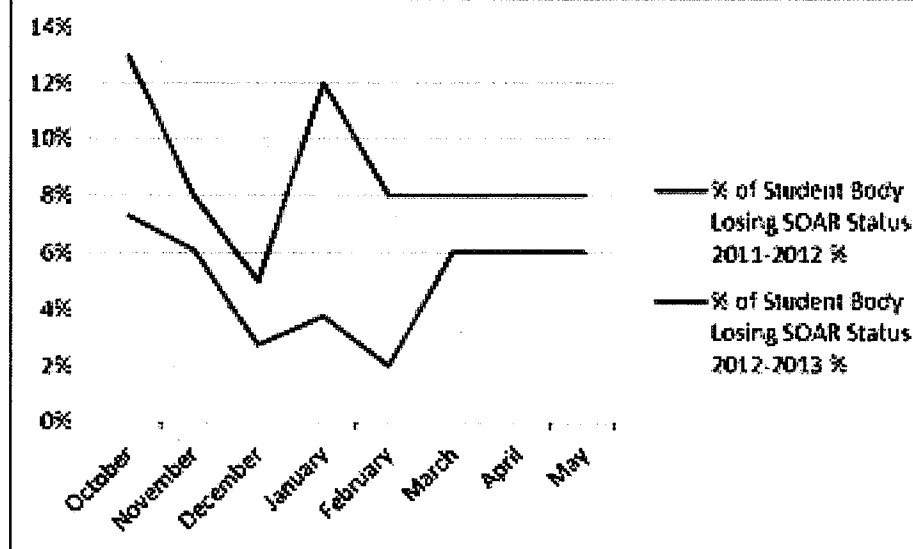
School/Program		Tolland Middle School		
Improvement Goal		To statistically evaluate the success of RtI programs at TMS in an effort to continually improve student performance and culture and further evolve RtI/SRBI programs at the school.		
Measurable Objective	Strategies	Measures	Baseline	Goal
1. To 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"><li>• Create an annual TMS State of RtI report that identifies and evaluates the effectiveness of the RtI/SRBI programs and interventions at TMS (Principal).</li><li>• Involve CCSS PLC teams in research and implementation of RtI and SRBI programs.</li><li>• 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.</li><li>• Try to find funding opportunities for specialized Tier II and III programs.</li><li>• Implement new Tier III Programs (such as the DARB - Discipline and Attendance Review Board)</li><li>• Use Pearson INFORM to analyze student progress and provide new information and reports to help facilitate TEAM efforts.</li></ul>	CCSS PLC data, surveys, program evaluation data	A. 71% of students in the TMS Math Development Program met or exceeded goal.   <	

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>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"> <li>• Merit Program</li> <li>• Demerit Program</li> <li>• Privilege Program</li> <li>• EIP Program</li> <li>• T3T Program</li> <li>• PBS</li> <li>• Other <ul style="list-style-type: none"> <li>○ Red Folder</li> <li>○ TMS Anti Bullying Program</li> <li>○ Academy and Achievement Lab</li> <li>○ Homework Club, Enrichment Clubs, etc.</li> </ul> </li> </ul>	<p>* 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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><u>Demerit Program:</u></p> <p>.82% of students received 10 or more demerits.</p>	<p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <p>-----</p> <p>* &lt;= .82% of students will receive 10 or more demerits</p>
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Measure	Results
	August
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	<p><b><u>Math Development Program:</u></b></p> <ul style="list-style-type: none"> <li>• 60% of the students in the Math Development Program reached all goals set out for them, 82% achieved one or more of their goals, 10% left the program due to medical issues/ relocation(moved) or were new students that had not yet been evaluated, 8% made limited progress.</li> </ul> <p><b><u>Reading Support Program:</u></b></p> <ul style="list-style-type: none"> <li>• 56% of the students in the Reading Development Program met goal and/or achieved a higher comprehension level (6% left due to external factors, 18% made limited progress, 20% were new to the program have not yet been evaluated).</li> </ul>



<p>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><b><u>Writing Program:</u></b></p> <p><u>8<sup>th</sup> Graders</u> Writing 83.7 to 88.8</p> <p><u>7<sup>th</sup> Graders</u> Writing 88.8 to 78.7</p> <p><u>6<sup>th</sup> Graders</u> Writing 80.1 to 86.2</p> <p><b><u>Writing increased in 2 of 3 categories.</u></b> Waiting on state results to see if our results in 7<sup>th</sup> grade were the result of a statewide downturn/test related downturn. We did get some reports this year of students misunderstanding the instructions on certain sections.</p> <p><b><u>PBIS Program:</u></b></p> <p>Baseline: Demerit <u>Program:</u> .82% of students received 10 or more demerits.</p> <p>Results to date:</p> <ul style="list-style-type: none"> <li>• 1.3% of students have received 10 or more demerits representing 9 students.</li> <li>• 89% of students have earned MERIT POINTS by the end of the year (612 students).</li> <li>• Tolland Middle School was evaluated by SERC and ranked at the 100% level for PBIS in the areas of Expectations taught, System for Rewarding, Monitoring and Decision Making, and Management.</li> <li>• Fewer students lost their “SOAR” status in 2012-2013 vs. 2011-2012 indicating a trend toward better overall behavior:</li> </ul>
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- On the whole, student reflections demonstrated growth.
- There were 12 Principal Grade Meeting presentations for 6<sup>th</sup> graders teaching social acceptance, drug awareness, peer pressure, and risk taking classes.
- The School Culture and Climate Committee met four times this year. This meeting includes parents and is chaired by the Principal. Significant progress was made this year in developing and refining PBIS with committee and parent input. This committee helped inform the behavioral reporting part of our new grading system for 2013-2014.
- Six to eight Guidance Program meetings have occurred to this point in the year on topics such as student achievement, school culture, and resources for students. This year research was conducted in these groups regarding learning styles.
- *Individual Class* student behavior plans are now completed for 2012-2013. Qualitative data has been gathered about this Tier III support that indicates that these students demonstrated improvements in behavior and academics. All students who were on behavior plans either escalated to the level of support needed or completed objectives and were removed from the behavior plan.
- *Whole Team* student behavior plans. These plans have been demonstrated to be highly effective both here at TMS and throughout the literature on “TEAM” teaching.
- Red Folder Program: Eight students were served as part of the “Red” Folder program. This Tier III program had students reporting directly to the Principal at the end of each day, with customized plans designed for each

child to help them keep up on their work, and improve their grades. All students in the Red Folder demonstrated significant improvements.

- Year 3 of Positive Behavioral Supports Highlights/Accomplishments

- -Merit system developed to recognize and reward students for exemplifying our core values (staff can now submit merit points through Teacher Net.) Examples of benefits include: Silver Level 50 pts.: free dances, monthly pizza lunch. Gold Level 100 pt.s: all Silver Level benefits and 1 day to be principal for the day, possible field trips, vouchers for the school store, movie tickets.
- Revised system of reporting and managing SOAR status (teachers report loss of SOAR status directly. 30 day loss of status is now immediate).
- Reflection essays (completed when students have not demonstrated the core values and have lost privileges) are mailed home to parents.
- All students participated in 4 PBIS Extended Homeroom lessons. These lessons focus on application of the core values, Safety, Ownership, Active Learning, Respect
- All students participated in Community Blocks. The blocks provide students opportunities to “give back” to our school, local community, and beyond.
- Seven PBIS assemblies were held. These assemblies serve as a monthly incentive/privilege for students in good SOAR standing
- Weekly SOAR activities offered (e.g. dodge ball, bring your electronic device). This activity held during lunch serves as a weekly incentive/privilege for students in good SOAR standing
- Lunch on the patio and access to library. This activity held during lunch serves as a daily incentive/privilege for students in good SOAR standing
- Weekly Tier 2/Tier 3 meetings held to identify students most at risk. Strategies and next steps developed and executed
- SWISS data and Power School data were collected and reviewed
- PBIS committee focused on identifying students in need of tier three interventions (e.g. conducting functional behavior analysis and creating behavior intervention plans).
- The Team Implementation Checklist was completed
- The School-wide Evaluation Tool was completed

- T3T Team – this year I instituted a new Tier 3 Team at Tolland Middle School. This helped us oversee all of the interventions for each child in our top 5% of need, and respond quickly, appropriately, and comprehensively. Please see Willett\_Doc6 for detailed information, please note, there is CONFIDENTIAL student information in Doc6. The T3T committee proved to be very effective in tracking and helping our most needy kids.

Tier I Programs:

- Team Interventions
- Classroom interventions
- After School Work Sessions
- At-Risk Reports
- TMS Academy
- TMS Achievement Lab
- Demerit Program
- SOAR/PBIS Program
- Guidance Development Program
- Language Arts Programs
- PBIS/SOAR Program

Evidence of success of Tier I Programs:

- CCSS PLC curriculum development has made significant progress this year with 40 grade subject meetings, 12 grade 6 through 8 content area coordinating meetings, and nearly 20 Workshops with Curriculum Coordinators at this point in the year.
- New 6<sup>th</sup> Grade RtI Math Intervention Tier I services provided to 3 students on Red Team this year.
- Less than .003% of students have received 10 or more demerits.
- The Academy and Achievement Lab served 1027 student sessions up to this point in the 2012-2013 school year. This is 1027 student sessions helping students keep up with content, complete their work on time, and produce high quality work.
- There has been an overall decline in the number of students who have lost their SOAR standing. This indicates that overall an increasing number of students are demonstrating the core values of Safety, Ownership, Active Learning, and Respect at TMS.

Tier II Programs:

- TMS Reading Development Program
- TMS Math Development Program
- After School Writing Program
- Homework Program
- TMS Anti Bullying Program
- TMS EIP (Early Intervention Plan Program)
- TMS Tutor Program

Evidence of success of Tier II Programs:

- The Math Development Program and the Reading Development Program reports up to 90% of students

	<p>respectively demonstrating performance increases and/or the attainment of the goals set for them in the program up to this point in the year.</p> <ul style="list-style-type: none"> <li>• The TMS ABP has served six students for teasing and one student for bullying this year that would otherwise not receive direct, one to one, anti-bullying counseling.</li> <li>• The Homework Program has kept 46 students on track, who have been specifically identified and enrolled in this program. All students are demonstrating strong academic performance in their classes.</li> <li>• The TMS EIP (Education Intervention Plan) program has assisted 4 students with specialized Early Intervention Programs at TMS this year. Almost all of these students are demonstrating improvements behaviorally and or academically. Quantitative data will be available for the year end report.</li> </ul> <p>Tier III Programs:</p> <ul style="list-style-type: none"> <li>• Red Folder Program</li> <li>• Individual Student Plan program</li> <li>• T3T Team</li> </ul> <p>Evidence of success of Tier III Programs:</p> <ul style="list-style-type: none"> <li>• All students in the Red Folder program are showing improvements in work completion and academic performance.</li> <li>• All students who have an Individual Student Plan are showing marked behavioral improvements. Not all goals have been met, but the increased attention on these students is having positive results. Quantitative data will be available in the year end report.</li> <li>• T3T Team meets weekly to discuss students on the Tier III spectrum, create plans, and adjust.</li> </ul>
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**Tolland Public School**  
**School Improvement Plan**  
2012-2013

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.  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.	Administration will provide 9 <sup>th</sup> and 10 <sup>th</sup> grade English teachers with 8 <sup>th</sup> 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.  As part of the professional learning community process, a team of English teachers will work on revising the 9 <sup>th</sup> 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 <sup>th</sup> grade curriculum units and create common unit assessments for each of the units in 10 <sup>th</sup> 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 <sup>st</sup> century learning expectations of reading and writing in the 2 <sup>nd</sup> semester	1b) SPI – Writing	1b) 88.4	1b) 90	

<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 &amp; Tier III interventions to identified students in Grade 9 &amp; 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 11<sup>th</sup> &amp; 12<sup>th</sup> 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>

Measure	Results	
	February	August
1a) SPI – Reading	1a) TBD	<p>1a.) The SPI has not been reported as of 8/14/13 but preliminary results show that CAPT Reading subtest scores improved from 56.3% At/Above Goal in 2011-2012 to 66.7% At/Above Goal in 2012-2013.</p> <p>1b.) The SPI has not been reported as of 8/14/13 but preliminary results show that CAPT Writing subtest scores improved from 74.1% At/Above Goal in 2011-2012 to 82.2% At/Above Goal in 2012-2013.</p> <p>2) The SPI has not been reported as of 8/14/13 but preliminary results show that CAPT Mathematics subtest scores improved from 65.0% At/Above Goal in 2011-2012 to 81.3% At/Above Goal in 2012-2013.</p> <p>3) SAT scores have not reported as of 8/14/13.</p>
1b) SPI – Writing	1b) TBD	
2) SPI – Mathematics	2) TBD	
3) Mean SAT Critical Reading Test score	3) TBD	



**Tolland Public School**  
**School Improvement Plan**  
2012-2013

<b>School/Program</b>		Tolland High School		
<b>Improvement Goal</b>		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 &amp; Supports (PBIS)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop a school-wide matrix to be posted in all classrooms</li> <li>• Develop advisory lesson specific to reviewing core values, PBIS, and school-wide matrix</li> <li>• Continue to provide weekly incentives and drawings for students earning PRIDE passes</li> <li>• Analyze disciplinary data on Power School and SWIS system</li> <li>• 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</li> </ul>	Power School Discipline Log & SWIS System	1a) 80 disciplinary referrals	1a) 72 disciplinary referrals
			1b) 62 classroom disciplinary referrals	1b) 56 classroom disciplinary referrals
<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	2a) 21 incidents	2a) 19 incidents
			2b) 7 students	2b) 5 students

<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 &amp; agree) by 5% for the question, "Teachers at THS care about me."</p> <p>3b) Increase the percentage of favorable responses (strongly agree &amp; 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"> <li>• Assign each student to a grade-level advisory.</li> <li>• Train teachers to deliver the advisory curriculum.</li> <li>• Establish and implement a system to obtain and record advisory feedback for each advisory session.</li> <li>• 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.</li> </ul> <p>An end-of-year survey with questions related specifically to personal connections will be conducted and analyzed by June 30, 2013.</p>	<p>End-of-Year Survey</p> <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>

Measure	Results	
	February	August
Power School Discipline Log & SWIS System		
1a) # of disciplinary referrals	1a) 70 incidents	1a) 198 incidents
1b) # of classroom disciplinary referrals	1b) 49 incidents	1b) 110 incidents
2a) # of incidents	2a) 18 incidents	2a) 25 incidents
2b) # of students	2b) 4 students	2b) 4 students
End of Year Survey	<p>3a) TBD</p> <p>3b) TBD</p>	<p>3a) The End of Year survey was not administered due to the fact that the Bernhardt Survey was completed by students to obtain data for the new teacher evaluation plan.</p> <p>3b) The End of Year survey was not administered due to the fact that the Bernhardt Survey was completed by students to obtain data for the new teacher evaluation plan.</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 &amp; Supports (PBIS) to provide academic and behavioral interventions</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop curriculum and lesson plans for pre-identified areas of concern</li> <li>• Communicate with school-wide PBIS team regarding Tier II and Tier III interventions</li> <li>• Communicate with parents using school newsletter and open house regarding PBIS</li> <li>• Analyze disciplinary data on Power School and SWIS system as well as PRIDE pass data</li> </ul>	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 8<sup>th</sup> grade and 9<sup>th</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> quarter data in Power School for 10<sup>th</sup> grade students and 3<sup>rd</sup> and 4<sup>th</sup> quarter data for 9<sup>th</sup> grade students</p>	Power School	N/A	75%

Measure	Results	
	February	August
1) Attendance at PBIS Meetings	1) 100% of the PBIS five-member team has attended 100% of the training sessions offered to date.	1) 100% of the PBIS five-member team attended 100% of the training sessions offered.
2) # of SIT Meetings	2) To date, the SIT has met 16 times. (9/12/12; 9/19/12; 9/26/12; 10/3/12; 10/10/12; 10/17/12; 10/24/12; 11/7/12; 11/14/12; 11/21/12; 11/28/12; 12/12/12; 12/19/12; 1/2/13; 1/9/13; 1/23/13)	2) SIT met and additional 17 times during the remainder of the school year for a total of 33 times. (1/30/13; 2/16/13; 2/13/13; 2/20/13; 2/27/13; 3/6/13; 3/13/13; 3/20/13; 3/27/13; 4/10/13; 4/24/13; 5/1/13; 5/8/13; 5/15/13; 5/22/13; 5/29/13; 6/12/13)
3) SIT Intervention Log	3) As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.	3) As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.
4) SIT Intervention Log	4) As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team.	4) As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team.
5) Power School	5) In the 1 <sup>st</sup> semester of the 2012-2013 school year, 67% of students assigned to the Literacy Support class passed their respective English and math classes in the 1 <sup>st</sup> and 2 <sup>nd</sup> quarter while enrolled in the Literacy Support class. (English - 88% - 28/32 and math - 47% - 15/32)	5) In the 2 <sup>nd</sup> semester of the 2012-2013 school year, 75% of students assigned to the Literacy Support class passed their respective English and math classes during the 3 <sup>rd</sup> and 4 <sup>th</sup> quarter while enrolled in the Literacy Support class. (English - 90% - 27/30 and math - 60% - 18/30). For the entire school year, 71% passed their respective English and math class.

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

**FROM: William D. Guzman**

**DATE: August 28, 2013**

**SUBJECT: Tolland Public Schools – Annual Report (2012-13)**

Because of the size of 2012/2013 Annual Report, we have placed the report on the District website ([www.tolland.k12.ct.us](http://www.tolland.k12.ct.us)). You may review the Report under Important Links on the District home page.

The Report includes highlights for each of the four schools as well as the following list of District operations:

- ☐ Curriculum and Instruction
- ☐ Professional Development
- ☐ Special Education
- ☐ Educational Technology – Administration
- ☐ Educational Technology – Curriculum
- ☐ Health Services
- ☐ Budget Summary
- ☐ Enrollment Projections
- ☐ Personnel Position Summary
- ☐ Connecticut Mastery Test (CMT) Results
- ☐ Connecticut Academic Performance Test (CAPT) Results

WDG/ca

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

**FROM: William D. Guzman**  
**Jane A. Neel**

**DATE: August 28, 2013**

**SUBJECT: Tuition Rates – Fiscal Year 2013-14**  
**(Regular Education, Special Education and TALC)**

Board Policy 3070, as approved on June 8, 2005, requires that the district administration will set tuition rates for each fiscal year in accordance with the per pupil cost of the preceding year. The rates for fiscal year 2013-14 are as follows:

**TUITION 2012-13**

	<b><u>Weekly</u></b>	<b><u>Annually</u></b>
Pre K and Kindergarten	\$ 224	\$ 8,171
Grades 1-2	448	16,341
Grades 3-5	380	13,886
Grades 6-8	412	15,042
Grades 9-12	396	14,468
TALC Program	534	19,499
Special Education	939	34,269

These rates are based on actual expenditures during the prior school year plus a percentage increase to absorb any additional cost or changes due to student enrollment in the current year.

WDG/JAN:ca



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

**FROM: William D. Guzman**  
**Jane A. Neel**

**DATE: August 28, 2013**

**SUBJECT: Five Year Budget History**  
**Fiscal Year 2008-09 through 2012-13**

In response to the request from the Board of Education, the attached spreadsheet details the five (5) year history of Board of Education budget and expenditures as follows:

- Board of Education Budget Request
- Approved Budget Request
- Year-end expenditures

The history details the following programs:

- Health Insurance (including cost of consultant) (Program 177)
- Utilities (Program 663)
  - Electricity
  - Water
  - Sewer
  - Propane
  - Oil
- Maintenance (Program 662)
- Custodial Services (Program 661)
- Transportation (Program 701)
  - Regular and special education
  - Gas and diesel
- Maintenance (Program 662)
- Custodial Services (Program 661)
- Salaries (Programs 178-188)

WGG/JAN:ca

TOLLAND PUBLIC SCHOOLS

Business Services

5 Year History Program Specific (Health Insurance, Utilities, Maintenance, Custodial, Transportation, and Personnel)

**Program Name**

**Fiscal Years**

**Health Insurance**

**FY 2012-13**

**FY 2011-12**

**FY 2010-11**

**FY 2009-10**

**FY 2008-09**

BOE Proposed Budget

\$ 5,440,080

\$ 6,092,271

\$ 5,216,540

\$ 5,070,900

\$ 4,513,187

Approved Budget

\$ 4,592,232

\$ 5,219,463

\$ 4,862,046

\$ 4,740,232

\$ 4,464,305

Expenditures

\$ 4,905,394

\$ 5,683,664

\$ 4,870,438

\$ 4,839,967

\$ 4,550,478

**Utilities/Electricity**

**FY 2012-13**

**FY 2011-12**

**FY 2010-11**

**FY 2009-10**

**FY 2008-09**

BOE Proposed Budget

\$ 1,030,742

\$ 1,035,883

\$ 1,165,595

\$ 1,254,437

\$ 1,469,110

Approved Budget

\$ 1,030,742

\$ 1,050,037

\$ 1,165,595

\$ 1,000,150

\$ 1,469,110

Expenditures

\$ 954,940

\$ 894,665

\$ 978,688

\$ 988,428

\$ 990,549

**Utilities/Water**

**FY 2012-13**

**FY 2011-12**

**FY 2010-11**

**FY 2009-10**

**FY 2008-09**

BOE Proposed Budget

\$ 18,826

\$ 16,865

\$ 14,402

\$ 30,492

\$ 26,826

Approved Budget

\$ 18,826

\$ 16,865

\$ 18,780

\$ 30,492

\$ 26,826

Expenditures

\$ 17,985

\$ 16,363

\$ 17,041

\$ 14,680

\$ 38,536

\*incl water &  
sewer

**Utilities/Sewer**

**FY 2012-13**

**FY 2011-12**

**FY 2010-11**

**FY 2009-10**

**FY 2008-09**

BOE Proposed Budget

\$ 17,999

\$ 14,150

\$ 15,155

\$ 10,000

\$ 23,138

Approved Budget

\$ 17,999

\$ 14,150

\$ 15,155

\$ 10,000

\$ 23,138

Expenditures

\$ 15,185

\$ 14,746

\$ 13,812

\$ 16,196

\$ -

\*see above

**Utilities/Propane**

**FY 2012-13**

**FY 2011-12**

**FY 2010-11**

**FY 2009-10**

**FY 2008-09**

BOE Proposed Budget

\$ 21,486

\$ 15,952

\$ 11,760

\$ 21,071

\$ 21,071

Approved Budget

\$ 21,486

\$ 15,952

\$ 11,760

\$ 21,071

\$ 6,422

Expenditures

\$ 9,217

\$ 19,292

\$ 11,670

\$ 14,358

\$ 6,422

**Utilities/Oil**

**FY 2012-13**

**FY 2011-12**

**FY 2010-11**

**FY 2009-10**

**FY 2008-09**

BOE Proposed Budget

\$ 286,955

\$ 250,816

\$ 153,043

\$ 127,158

\$ 296,476

Approved Budget

\$ 294,291

\$ 250,816

\$ 178,748

\$ 127,536

\$ 348,169

Expenditures

\$ 254,659

\$ 199,529

\$ 212,555

\$ 104,397

\$ 354,752

TOLLAND PUBLIC SCHOOLS

Business Services

5 Year History Program Specific (Health Insurance, Utilities, Maintenance, Custodial, Transportation, and Personnel)

**Program Name**

**Fiscal Years**

**Maintenance**

BOE Proposed Budget	\$ 346,573	\$ 383,346	\$ 388,900	\$ 398,900	\$ 447,809
Approved Budget	\$ 379,772	\$ 378,703	\$ 397,000	\$ 398,900	\$ 442,952
Expenditures	\$ 384,632	\$ 380,497	\$ 432,191	\$ 492,019	\$ 487,671

**Custodial**

BOE Proposed Budget	\$ 219,364	\$ 228,518	\$ 212,056	\$ 235,965	\$ 283,364
Approved Budget	\$ 219,364	\$ 173,518	\$ 212,056	\$ 235,965	\$ 173,049
Expenditures	\$ 209,356	\$ 177,584	\$ 244,226	\$ 205,370	\$ 271,201

**Transportation/RE & SE**

	<u>FY 2012-13</u>	<u>FY 2011-12</u>	<u>FY 2010-11</u>	<u>FY 2009-10</u>	<u>FY 2008-09</u>
BOE Proposed Budget	\$ 2,003,560	\$ 2,055,685	\$ 2,000,273	\$ 1,835,915	\$ 1,886,659
Approved Budget	\$ 2,003,560	\$ 2,055,685	\$ 1,968,291	\$ 1,826,735	\$ 1,886,659
Expenditures	\$ 1,918,138	\$ 1,950,244	\$ 1,739,229	\$ 1,570,922	\$ 1,761,494

**Transportation/Gas & Diesel**

	<u>FY 2012-13</u>	<u>FY 2011-12</u>	<u>FY 2010-11</u>	<u>FY 2009-10</u>	<u>FY 2008-09</u>
BOE Proposed Budget	\$ 301,327	\$ 267,683	\$ 254,755	\$ 345,291	\$ 295,880
Approved Budget	\$ 314,308	\$ 291,937	\$ 247,280	\$ 215,847	\$ 452,023
Expenditures	\$ 305,317	\$ 266,172	\$ 229,427	\$ 182,649	\$ 420,473

**Personnel (Salaries)**

BOE Proposed Budget	\$ 21,391,505	\$20,949,146	\$ 21,673,801	\$20,989,729	\$20,694,413
Approved Budget	\$ 21,613,015	\$20,668,225	\$ 20,525,951	\$21,082,533	\$20,606,077
Expenditures	\$ 21,399,782	\$20,479,148	\$ 19,099,975	\$19,327,892	\$20,447,069

September 2013						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
Aug 26	27	28 First Day of School (FULL DAY)	29 Pre K Open House (AM 10:00-11:00, PM 1:00-2:00)	30	31	Sep 1
2 Labor Day (NO SCHOOL)	3	4	5	6	7	8
9 PTO Meadow Farms Sale Dates Smile! It's Picture Day! (SEPT. 9th & 10th) PTO Meeting at RCP	10 Smile! It's Picture Day! (SEPT. 9th & 10th)	11	12 Grade 1 Curriculum Night 6:30PM-7:30PM	13	14	15
16	17	18 Half Day of School	19	20 PTO Meadow Farms Orders are due Ice Cream Social at TIS 6:00PM-8:00PM	21	22
23	24	25	26	27	28	29
30 PTO Lyman Pie Sale Dates	Oct 1 Kindergarten Open House 6:15-6:45 (AM K) 7:00-7:30 (PM K)	2	3 Grade 2 Curriculum Night 6:30-7:30PM	4	5 Cider Mill at Crandall Park	6

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September 2013 <span>▼</span>						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
Aug 26	27	28 First Day of School	29	30	31	Sep 1
2 No School - Labor Day	3	4	5	6 TIS Instrument Night	7	8
9	10	11	12	13	14	15
16 TIS Grade 3 Curriculum Night	17	18	19	20	21	22
23	24	25	26	27	28	29
30	Oct 1	2 TIS - Grade 4 Curriculum Night	3	4	5	6

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September 2013



Mon	Tue	Wed	Thu	Fri	Sat	Sun
Aug 26	27	28 First Day of School	29	30	31	Sep 1
2 Labor Day - No School	3	4	5	6	7	8
9	10 TMSPTO Meeting	11 Grade 8 Open House	12	13	14	15
16	17 Grade 7 Open House	18 12:30 Dismissal - Teacher In-Service	19	20	21	22
23	24 Grade 6 Open House	25	26	27	28	29
30	Oct 1	2 Breakfast with the Principal	3 Lifetouch Picture Day	4	5	6

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September 2013 							 	
Mon	Tue	Wed	Thu	Fri	Sat	Sun		
<b>Aug 26</b>  In-Service - No School	<b>27</b>  Freshmen Orientation	<b>28</b>  First Day of School	<b>29</b>	<b>30</b>	<b>31</b>	<b>Sep 1</b>		
<b>2</b>  Labor Day - No School	<b>3</b>	<b>4</b>  C.L. Meeting	<b>5</b>	<b>6</b>  Welcome Back Dance	<b>7</b>  Project Graduation Bottle Drive	<b>8</b>		
<b>9</b>  PLC Meeting	<b>10</b>	<b>11</b>  Faculty Meeting	<b>12</b>  9th Grade Parent Program	<b>13</b>	<b>14</b>	<b>15</b>		
<b>16</b>  Student and Staff ID's  NEASC Meeting  Booster Club	<b>17</b>  9th Grade Parent Program	<b>18</b>  Half Day Session - Teacher In-Service	<b>19</b>  Open House	<b>20</b>  Opening Ceremonies for New Athletic Field	<b>21</b>	<b>22</b>		
<b>23</b>	<b>24</b>	<b>25</b>  Two Hour Late Start	<b>26</b>  Progress Reports	<b>27</b>	<b>28</b>	<b>29</b>		
<b>30</b>  Spirit Week  Senior Portraits	<b>Oct 1</b>  Spirit Week  Senior Portraits	<b>2</b>  Spirit Week  Senior Portraits  C.L. Meeting	<b>3</b>  Spirit Week  Senior Portraits	<b>4</b>  Spirit Week  Pep Rally	<b>5</b>  Homecoming Dance	<b>6</b>		

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## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM JUNE 25, 2013 – 7:30 P.M.

**MEMBERS PRESENT:** Richard Field, Vice-Chair; George Baker; Mark Gill; Jan Rubino and Benjamin Stanford

**MEMBERS ABSENT:** Jack Scavone, Chairman and Joshua Freeman

**OTHERS PRESENT:** Steven Werbner, Town Manager; Michael Wilkinson, Director of Administration Services; Meg DeVito, Town Clerk; Lisa Hancock, Director of Finance and Records

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

Mark Gill motioned to move agenda item 8.1 to 3.1. Seconded by Ben Stanford. All in favor. None opposed.

- 3.1 **Mark Gill moved to appoint George Baker to fill the vacated seat by Sam Belsito; Seconded by Ben Stanford. All in favor. None opposed.**

Meg DeVito, Town Clerk, swore Mr. George in.

4. **PROCLAMATIONS:** Certificates of Recognition and Thanks Presented to Rockville Bank Foundation and Gardner & Peterson Associates, LLC.

Celeste Senechal of the Tolland Permanent Celebration Committee, and Kathy Bach from the Tolland Historical Society presented Eric and Mark Peterson, on behalf of Gardner & Peterson, and Paula Wilson and Shazia Javaid, on behalf of Rockville Bank, with Certificates of Recognition and Thanks.

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

**Sam Belsito of 55 Lee Lane** – He thanked everyone for their help in the past, and wished Mr. Baker the best of luck.

6. **PUBLIC HEARING ITEMS:**

- 6.1 Consideration of a resolution amending the appropriation and use of bond proceeds for cost of purchase and installation of lights for stadium field located at Tolland High School to include the cost of purchase and installation of artificial turf for such field.

Mr. Werbner commented that the Bonding Resolution previously passed pertaining to this item appropriated the sum of \$300,000 for the cost of the purchase and installation of lights for the stadium field located at Tolland High School. At that time, the thought was the first phase would be the lights followed



by field turf at some subsequent point. Now, with the grants received we are attempting to do the entire project at the same time. The light portion of the project is more in the neighborhood of \$200,000 and the remaining amount is needed for the turf installation portion of the project. He has verified with the sports groups that are pledging to pay back the principle and interest costs associated with this borrowing that the original intent was to use the \$300,000 for the project and not just for lights. We have received the first interest only payment on behalf of the groups. This resolution is needed to clarify that the borrowed funds can be used to cover costs of the entire project and not just a portion. A public hearing is required. The Town Council voted on June 11, 2013 to set tonight's public hearing. After tonight's action, they will be sending a letter of award to the contractor. It is hopeful the project will start the week of July 1<sup>st</sup> and conclude sometime around the beginning of September.

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

**Sam Belsito of 55 Lee Lane** – He asked for confirmation that this was going to be kept separate from the rest of the bonds, so that it could be kept track of. Mr. Werbner confirmed it was.

A straw poll was conducted of all those in favor of this resolution: 5 in favor. 0 opposed.

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

Mark Gill read the following resolution:

**RESOLUTION AMENDING APPROPRIATION AND USE OF BOND  
PROCEEDS FOR TOLLAND HIGH SCHOOL STADIUM LIGHTS PROJECT  
TO INCLUDE ARTIFICIAL TURF FOR STADIUM FIELD.**

NOW, THEREFORE, BE IT RESOLVED, that the Resolution of the Town Council for Various Capital Projects, 2012-2013, adopted on July 10, 2012 (the "2012-2013 Resolution"), is hereby amended as follows:

(i) Section (1) of the 2012-2013 Resolution is hereby amended by striking the clause, "(v) the sum of \$300,000 for the cost of the purchase and installation of lights for the stadium field located at the Tolland High School (the "Stadium Lights Project")" and replacing it with the clause "(v) the sum of \$300,000 for the cost of the purchase and installation of lights and artificial turf and related improvements for the stadium field located at the Tolland High School (the "Stadium Project")."

(ii) The 2012-2013 Resolution is further amended by replacing the language "the Stadium Lights Project" wherever it appears in said resolution with the language "the Stadium Project".

NOW, THEREFORE, BE IT FURTHER RESOLVED that:

(i) Section (7) of the 2012-2013 Resolution regarding the official intent of the Town under Treasury Regulations Section 1.150-2 shall be applicable to the appropriation and authorization as amended by this resolution, as of the date of adoption of this resolution.

(ii) Except as expressly stated herein, the 2012-2013 Resolution shall remain unchanged and shall be in full force and effect.

Seconded by Ben Stanford.

Mark Gill commented that this has come a long way, and is glad to see it coming to fruition.

Jan Rubino, Rick Field, Mark Gill, Ben Stanford and George Baker were all in favor. None opposed.

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

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** None.

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

8.1 — ~~Appointment of a member to the Town Council.~~

Move to agenda item 3.1.

8.2 Appointment of a Town Council member to participate in Board of Education teacher negotiations.

Mark Gill read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby appoints the following Council member to participate in Board of Education teacher negotiations: Jack Scavone.

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

8.3 Consideration of an ordinance establishing an Agriculture Commission and the setting of a public hearing thereon for July 9, 2013.

Mr. Werbner said they created a draft ordinance that would establish such a commission, which is in-line with what was submitted by the Sub-Committee. It has been revised with common language that is in all the ordinances that we have. They also included item number 13, which is interfaced with the farmer's market for the promotion of locally grown products.

Mark Gill motioned that the following resolution be introduced and set down for a public hearing on July 9, 2013 at 7:30 p.m. in Tolland Town Council Chambers:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby approves an ordinance establishing an Agriculture Commission.

Seconded by Jan Rubino.

Ms. Rubino welcomed Joan Nichols from the Connecticut Farm Bureau, and Deb Campbell who served on the sub-committee. She added that these people have worked really hard, and there is a lot of support out there. She would like to get this off the ground at the next meeting. Mr. Field agreed that this was very good. Mr. Gill thanked the Sub-Committee for drafting the proposed ordinance.

All in favor. None opposed.

- 8.4 Consideration of a resolution appropriating \$1,567,300 for Capital Projects and authorizing the issuance of bonds and notes therefore and the setting of a public hearing thereon for July 9, 2013.

Mr. Werbner said these improvements were part of the adopted budget that was approved through the referendum process. Approval of this item would appropriate and approve the issuance of bonds for the following projects:

1. The cost for certain road pavement and drainage improvements in an amount of \$951,300.
2. The cost for the installation of Fiber Optic Lines to connect certain Town buildings in an amount of \$300,000.
3. The cost for heavy machinery and equipment such as a bucket loader and a front line truck in the amount of \$316,000.

The projects were presented in the 2013/14 capital improvements section of the annual town budget to be financed by the issuance of bonds and notes in the same amount.

Mark Gill motioned that the following resolution be introduced and set down for a public hearing on July 9, 2013 at 7:30 p.m. in Tolland Town Council Chambers:

RESOLVED, (1) That the Town of Tolland (the "Town") appropriate (i) the sum of \$951,300 for the cost of the pavement resurfacing, sealing, repair and/or reconstruction of, and the drainage replacement, repairs and improvements to, all or portions of certain town roads identified by the Town Manager (the "Pavement Project"), (ii) the sum of \$300,000 for the cost of the installation of fiber-optic lines to connect certain buildings of the Town for communication purposes (the "Fiber Optic Project"), and (iii) the sum of \$316,000 for the cost of purchasing heavy machinery and equipment, such as a bucket loader to be used for loading and hauling salt, sand, catch basins, pipes and other materials and a front line truck to be used in connection with the transport of asphalt, gravel and other materials, plowing, sanding and such other purposes required by the Town (the "Equipment Acquisition," together with the Pavement Project and the Fiber Optic Project, collectively, the "Projects"). The appropriations may be spent for design and construction costs, equipment, materials, site improvements, architects' fees, engineering fees, legal fees, net interest on borrowings and other financing costs, and other expenses related to the Projects or their financing. The Town Council is authorized to determine the scope and particulars of the Projects. The Town Council may reduce or modify the scope of the Projects if funds are insufficient to complete all of the Projects, and the appropriations authorized hereby may be spent on the Projects as so reduced or modified. The Town Council may reallocate the appropriations among the Projects so long as the aggregate amount of the appropriations is not increased.

- (2) That to finance said appropriation for the Pavement Project, the Town issue bonds or notes in an amount not to exceed \$951,300 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Fiber Optic Project, the Town issue bonds or notes in an amount not to exceed \$300,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and to finance said appropriation for the Equipment Acquisition, the Town issue bonds or notes in an amount not to exceed \$316,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the

"Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

- (3) That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the Projects or the receipt of grants for the Projects. The amount of the notes outstanding at any time shall not exceed \$1,567,300. The notes shall be issued pursuant to Section 7-378 of the Connecticut General Statutes. The Town shall comply with the provisions of Section 7-378a of the Connecticut General Statutes with respect to any notes that do not mature within the time permitted by said Section 7-378.
- (4) That the Town Manager and the Treasurer of the Town (the "Officials") be authorized to sign said bonds, notes or other obligations of the Town by their manual or facsimile signatures and to determine the amounts, rates of interest, dates, maturities, dates of principal and interest payments on such bonds, notes or other obligations, the form of such bonds, notes or other obligations; the provisions for protecting and enforcing the rights and remedies of the holders of such bonds, notes or other obligations and all other terms, conditions and particular matters regarding the issuance and securing of such bonds, notes or other obligations and to execute, sell and deliver the same, and provide all supporting documentation as may be necessary or desirable to accomplish such purposes and to comply with the requirements of the Internal Revenue Code of 1986, as amended, Securities and Exchange Commission Rule 15c2-12, and in accordance with the Connecticut General Statutes and any other applicable provision of law thereto enabling. The bonds, notes and other obligations authorized hereby shall be general obligations of the Town secured by the full faith and credit of the Town.
- (5) That the Officials are hereby authorized to designate a bank or trust company to be the certifying bank, registrar, transfer agent and paying agent for such bonds, notes and other obligations; to provide for the keeping of a record of the bonds, notes or other obligations; to designate a financial advisor to the Town in connection with the sale of the bonds, notes or other obligations; that the law firm of Updike, Kelly & Spellacy, P.C., Hartford, Connecticut, is designated as the attorneys at law to render an opinion approving the legality of such issue or issues.
- (6) That the Officials are authorized to sell the bonds, notes or other obligations at public or private sale; to deliver the bonds, notes or other obligations; and to perform all other acts which are necessary or appropriate to issue the bonds, notes or other obligations, including, but not limited to, entering into a continuing disclosure agreement pursuant to Security and Exchange Commission Rule 15(c)(2)(12). If the bonds, notes or other obligations authorized by this resolution are issued on a tax-exempt basis, the Officials are authorized to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds, notes or other obligations, including covenants to pay rebates of investment earnings to the United States in future years.
- (7) That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the Projects. The Officials are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income

taxation of interest on the bonds or notes or other obligations authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

- (8) That the Town Council shall approve any contracts with engineers, contractors, architects and other persons for the Projects.
- (9) That the Town Manager is hereby authorized, on behalf of the Town, to apply for and accept state grants to finance the appropriations for the Projects, and to execute and file any application or enter into any grant agreement prescribed by the State of Connecticut.
- (10) That the Officials and other proper officers of the Town are authorized to take all other actions which are necessary or desirable to complete the Projects consistent with the foregoing and to issue bonds, notes or other obligations to finance the aforesaid appropriation.

Seconded by Ben Stanford.

Ms. Rubino commented that the Tech Task Force has done so much work on getting this system so that we are hooked up and will be interfaced. She is glad to see it moving along.

All in favor. None opposed.

- 8.5 Consideration of a resolution to approve the necessary funds to ratify IAFF (Firefighters) AFL-CIO Local 3954 Collective Bargaining Agreement for the period dated July 1, 2013 through June 30, 2016.

Mark Gill motioned to table this item until the next meeting; Seconded by Ben Stanford. All in favor. None opposed.

- 8.6 Consideration of a revised agreement between the Town of Tolland and BOE regarding the operation of the artificial turf field at Tolland High School.

Mr. Werbner commented that the Town Council previously approved an Artificial Turf Agreement with the Board of Education. The Board of Education has subsequently approved a version which differs slightly from that approved by the Council. The changes are in Section 2a where the hours of use by the Board of Education have been extended from 6:00 p.m. to 6:30 p.m.; Section 2b where the words "if possible" have been added to the section; and the elimination of section 3a. All changes have been reviewed and approved by the Town staff.

Mark Gill read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the revised agreement between the Town of Tolland and BOE regarding the operation of the artificial turf field at Tolland High School.

Seconded by Jan Rubino.

Mr. Field said he is glad this is getting done, as it is an important part of the project.

All in favor. None opposed.

8.7 Consideration of a resolution to approve the Town's All Weather Field Advertising Sign Policy.

Mr. Werbner said this is the second component to the arrangement at the field. There has been considerable discussion on this item, as well as a document that the BOE approved in terms of their sign policy. Any sign that is being considered for placement at the field would have to get approval from the BOE in terms of its content. They also incorporated the All Weather Field Advertising Sign Policy into their document. Once the content is approved, then our document would take control at that point in time in terms of what material to be used, size of the sign, rental fee and how long it can stay in place. The town and the BOE agreed to allow advertising between March and November which are the primary seasons for use of the Turf Field.

Mark Gill read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the Town's All Weather Field Advertising Sign Policy.

Seconded by Ben Stanford. All in favor. None opposed.

8.8 Appointment of a Town Council Liaison to the Economic Development Commission.

Mark Gill motioned to appoint Rick Field as Council liaison to the Economic Development Commission; Seconded by Ben Stanford. All in favor. None opposed.

8.9 Appointments to vacancies on various municipal boards/commissions.

Ben Stanford motioned to re-appoint the following:

- Re-appointment of Larry F. Perosino, 56 Midland Drive, to the Cable Advisory Board to fulfill a term through June 14, 2015;
- Re-appointment of Paul S. Batterson, Jr., 13 Garnet Ridge Drive, to the Cable Advisory Board to fulfill a term through June 14, 2015; and
- Re-appointment of Marshall A. Atwater, 29 Settler's Way, to the Housing Authority to fulfill a term through June 30, 2018.

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

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

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner provided the members with a revised copy of the Capital Plan. He will work with Mr. Scavone and Mr. Field to schedule a workshop to discuss.

11. **ADOPTION OF MINUTES**

- 11.1 June 11, 2013 Meeting Minutes: Mark Gill moved to adopt the minutes; Seconded by Ben Stanford. All in favor. None opposed. George Baker abstained.

12. **CORRESPONDENCE TO COUNCIL:**

- 12.1 Book from Old Sturbridge Village;
- 12.2 Correspondence from a resident regarding Crandall's hours.

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

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

**Sam Belsito of 55 Lee Lane** – Regarding item 8.4 – He realizes this doesn't have to go before the public to be ratified, but in order to make the public aware of what is going on, it should be added on to when we vote for the budget. It would be a separate line item.

Mr. Field welcomed Mr. Baker to the Council. Mr. Baker said he is honored to be a part of it and appreciates the opportunity.

15. **ADJOURNMENT:** Mark Gill moved to adjourn the meeting; Seconded by Ben Stanford at 8:01 p.m. All were in favor.

---

Rick Field, Council Vice-Chair

Michelle A. Finnegan  
Town Council Clerk

**MEETING MINUTEES**  
**TOLLAND TOWN COUNCIL**  
**HICKS MEMORIAL MUNICIPAL CENTER**  
**6<sup>th</sup> FLOOR COUNCIL ROOM**  
**JULY 9, 2013 – 7:30 P.M.**

**MEMBERS PRESENT:** Jack Scavone, Chairman; Richard Field, Vice-Chair; George Baker; Joshua Freeman; Mark Gill; Jan Rubino and Benjamin Stanford

**MEMBERS ABSENT:** None.

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

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

- 6.1 Consideration of an ordinance establishing an Agriculture Commission.

Mr. Werbner reminded that a detailed presentation on this item was given a couple of meetings ago. The recommendation by the advisory group is to establish an Agricultural Commission. That group also recommended an ordinance that would set up a structure for the Commission. It would be a five person committee with two alternates. They will have a variety of responsibilities, including but not limited to, recommending 'Right to Farm' ordinances, working with farmers and town commissions for a greater understanding of agriculture.

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

**Steven Jones of Reed Road** – He is support of establishing the Agriculture Commission.

A straw poll was conducted of all those in favor of this resolution: 8 in favor. 0 opposed.

Rick Field moved to close the public hearing; Seconded by Ben Stanford. All in favor. None opposed.

Rick Field read the following amended resolution:

**NOW, THEREFORE, BE IT RESOLVED** by the Tolland Town Council that it hereby approves an ordinance establishing an Agriculture Commission.



Seconded by Jan Rubino.

Ms. Rubino thanked the Sub-Committee for all the work they put into this. She advised that Coventry just passed their Right to Farm Act. This is just another wonderful movement in Tolland, and keeps us moving in the direction we would like to go.

Ben Stanford commented that he does not like the "Right to Farm" portion. He doesn't believe it is necessary or beneficial. He would like it removed. Mr. Werbner suggested changing the word "Recommend" to "Research. Mr. Freeman advised that the PZC was excited to hear about the 'Right to Farm' item, for integration to the plan and conservation design. It was one aspect where they said there was a gap. He would like to see it remain, and added that it is for consideration, so it doesn't mean anything is going to happen. The Commission would still need to come to the Council for discussion. He believes others, other than the Council, should focus on this. Mr. Gill believes it is important for the Committee to explore these options. Ms. Rubino is fine with the word "Research", as were the other members. Mr. Stanford is alright with the word change, but still does not like this general rights conferring by anyone. He has no objection to promoting agriculture. Mr. Field believes this is going to be very good for the town. Mr. Baker has no objection to the word change, and he supports the ordinance

The wording of the ordinance is *amended*, in part, as follows:

1. ~~Recommend~~ **Research** a "Right to Farm" ordinance for consideration by the Town Council.

(The rest of the Ordinance, as proposed, remains the same.)

All in favor. None opposed.

- 6.2 Consideration of a resolution appropriating \$1,567,300 for Capital Projects and authorizing the issuance of bonds and notes therefore.

Mr. Werbner commented that these items were part of the adopted budget, effective July 1, 2013. The three items for which borrowing was authorized for are:

1. The cost for certain road pavement and drainage improvements in an amount of \$951,300.
2. The cost for the installation of Fiber Optic Lines to connect certain Town buildings in an amount of \$300,000.
3. The cost for heavy machinery and equipment such as a bucket loader and a front line truck in the amount of \$316,000.

These have all been built into the five-year Capital Plan, as well as the five-year Debt Service Management Plan.

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

A straw poll was conducted of all those in favor of this resolution: 3 in favor. 1 opposed.

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

Rick Field read the following resolution:

RESOLVED, (1) That the Town of Tolland (the "Town") appropriate (i) the sum of \$951,300 for the cost of the pavement resurfacing, sealing, repair and/or reconstruction of, and the drainage replacement, repairs and improvements to, all or portions of certain town roads identified by the Town Manager (the "Pavement Project"), (ii) the sum of \$300,000 for the cost of the installation of fiber-optic lines to connect certain buildings of the Town for communication purposes (the "Fiber Optic Project"), and (iii) the sum of \$316,000 for the cost of purchasing heavy machinery and equipment, such as a bucket loader to be used for loading and hauling salt, sand, catch basins, pipes and other materials and a front line truck to be used in connection with the transport of asphalt, gravel and other materials, plowing, sanding and such other purposes required by the Town (the "Equipment Acquisition," together with the Pavement Project and the Fiber Optic Project, collectively, the "Projects"). The appropriations may be spent for design and construction costs, equipment, materials, site improvements, architects' fees, engineering fees, legal fees, net interest on borrowings and other financing costs, and other expenses related to the Projects or their financing. The Town Council is authorized to determine the scope and particulars of the Projects. The Town Council may reduce or modify the scope of the Projects if funds are insufficient to complete all of the Projects, and the appropriations authorized hereby may be spent on the Projects as so reduced or modified. The Town Council may reallocate the appropriations among the Projects so long as the aggregate amount of the appropriations is not increased.

(2) That to finance said appropriation for the Pavement Project, the Town issue bonds or notes in an amount not to exceed \$951,300 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), to finance said appropriation for the Fiber Optic Project, the Town issue bonds or notes in an amount not to exceed \$300,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project), and to finance said appropriation for the Equipment Acquisition, the Town issue bonds or notes in an amount not to exceed \$316,000 (or so much thereof as may be necessary after deducting grants or other sources of funds received by the Town for said project). The bonds or notes shall be issued pursuant to Chapter 109 of the Connecticut General Statutes, Revision of 1958, as amended (the "Connecticut General Statutes"), including, without limitation, Section 7-369 of the Connecticut General Statutes, and any other enabling acts.

(3) That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the Projects or the receipt of grants for the Projects. The amount of the notes outstanding at any time shall not exceed \$1,567,300. The notes shall be issued pursuant to Section 7-378 of the Connecticut General Statutes. The Town shall comply with the provisions of Section 7-378a of the Connecticut General Statutes with respect to any notes that do not mature within the time permitted by said Section 7-378.

(4) That the Town Manager and the Treasurer of the Town (the "Officials") be authorized to sign said bonds, notes or other obligations of the Town by their manual or facsimile signatures and to determine the amounts, rates of interest, dates, maturities, dates of principal and interest payments on such bonds, notes or other obligations, the form of such bonds, notes or other obligations; the provisions for protecting and enforcing the rights and remedies of the holders of such bonds, notes or other obligations and all other terms, conditions and particular matters regarding the issuance and securing of such bonds, notes or other obligations and to execute, sell and deliver the same, and provide all supporting documentation as may be necessary or desirable to accomplish such purposes and to comply with the requirements of the Internal Revenue Code of 1986, as amended, Securities and Exchange Commission Rule 15c2-12, and in accordance with the Connecticut General Statutes and any other applicable provision of law thereto enabling. The bonds, notes and other obligations authorized hereby shall be general obligations of the Town secured by the full faith and credit of the Town.

(5) That the Officials are hereby authorized to designate a bank or trust company to be the certifying bank, registrar, transfer agent and paying agent for such bonds, notes and other obligations; to provide for the keeping of a record of the bonds, notes or other obligations; to designate a financial advisor to the Town in connection with the sale of the bonds, notes or other obligations; that the law firm of Updike, Kelly & Spellacy, P.C., Hartford, Connecticut, is designated as the attorneys at law to render an opinion approving the legality of such issue or issues.

(6) That the Officials are authorized to sell the bonds, notes or other obligations at public or private sale; to deliver the bonds, notes or other obligations; and to perform all other acts which are necessary or appropriate to issue the bonds, notes or other obligations, including, but not limited to, entering into a continuing disclosure agreement pursuant to Security and Exchange Commission Rule 15(c)(2)(12). If the bonds, notes or other obligations authorized by this resolution are issued on a tax-exempt basis, the Officials are authorized to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds, notes or other obligations, including covenants to pay rebates of investment earnings to the United States in future years.

(7) That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the Projects. The Officials are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes or other obligations authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

(8) That the Town Council shall approve any contracts with engineers, contractors, architects and other persons for the Projects.

(9) That the Town Manager is hereby authorized, on behalf of the Town, to apply for and accept state grants to finance the appropriations for the Projects, and to execute and file any application or enter into any grant agreement prescribed by the State of Connecticut.

(10) That the Officials and other proper officers of the Town are authorized to take all other actions which are necessary or desirable to complete the Projects consistent with the foregoing and to issue bonds, notes or other obligations to finance the aforesaid appropriation.

Seconded by Ben Stanford. George Baker, Ben Stanford, Mark Gill, Rick Field, Jan Rubino, Josh Freeman and Jack Scavone were in favor. None opposed.

**7a. REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:** Mr. Clark said there will be no BOE meeting until the second regular meeting in August. However, there will be ongoing negotiation meetings. Mr. Scavone will be kept advised of any meetings.

**7b. REPORTS OF TOWN COUNCIL LIAISONS:** Mr. Freeman said he attended the last BOE meeting. They discussed a draft of the year-end adjustments submitted by the BOE. Mr. Werbner advised the Council that he sent his comments concerning the draft to the Superintendent. He is awaiting word

back. He would like to have discussion with the Superintendent, Jane Neel, and the Finance Director on this. Mr. Field said the PCC will be dedicating a bench in memory of Janice Pocket at Cross Farms on July 26<sup>th</sup> @ 7:00 p.m. This is open to the public.

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

8.1 Appointments to vacancies on various municipal boards/commissions: None.

9. **OLD BUSINESS (ACTION/DISCUSSION ITEMS):**

9.1 Consideration of a resolution to approve the necessary funds to ratify IAFF (Firefighters) AFL-CIO Local 3954 Collective Bargaining Agreement for the period dated July 1, 2013 through June 30, 2016.

Mr. Werbner commented that this was the contract discussed at the last meeting. Since all Council members were not present, it was table until tonight. The economics of the negotiated agreement were in line with thresholds established by the Council. The firefighters have agreed to adjust their health insurance premiums upward from 19% to 21% in year three, and to voluntarily be part of the wellness programs and introduce financial incentives as part of such program.

Rick Field read the following resolution:

**BE IT RESOLVED** by the Tolland Town Council that it hereby approves the necessary funds to ratify IAFF (Firefighters) AFL-CIO Local 3954 Collective Bargaining Agreement for the period dated July 1, 2013 through June 30, 2016 and authorizes Steven R. Werbner, Town Manager, to execute said agreement on behalf of the Town of Tolland.

Seconded by Mark Gill. Jack Scavone, Jan Rubino, Josh Freeman, Mark Gill, Ben Stanford and George Baker were in favor. Rick Field was opposed.

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner advised the members of a new legislative act (*Public Act 13-60; Senate Bill 815*) that was passed and signed by the Governor. Ms. Hancock has provided a summary, which will be forwarded to the Council members. Mr. Werbner said it is related to the potential consolidation of non-educational services, and becomes effective October 1, 2013. Mr. Werbner read Ms. Hancock's memo to the members.

Mr. Field asked Mr. Werbner for an update on the Ethics Commission. Mr. Werbner said they made a recommendation that was in their minutes, and had requested information from CCM. Mr. Werbner has asked that they put something in writing with regard to those recommendations for the Council.

Mr. Freeman commented on the public safety upgrades made to the EOC. The Tech Task Force worked with Doug Racicot on this. The upgrades put in place were a very cost effective approach to allow them to have basic services (caller id; voice mail). They also cleaned up the way the infrastructure is there. They are able to deploy their EOC effectively and quicker. It was a great job done by Mr. Racicot personally and everyone.

11. **ADOPTION OF MINUTES**

11.1 June 25, 2013 Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by George Baker. All in favor. None opposed. Jack Scavone and Josh Freeman abstained.

**12. CORRESPONDENCE TO COUNCIL**

- 12.1 E-mail from Tom Calabrese in support of the latest plan by the DOT;
- 12.2 E-mail from Christen Gray opposing the upgrade. She feels the medians are unnecessary; and
- 12.3 Letter from Ken Houck: he is upset with the four-way stop sign being installed on Grant and Gehring Roads.

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

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

**15. ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by Ben Stanford at 8:08 p.m. All were in favor.

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Jack Scavone, Council Chair

Michelle A. Finnegan  
Town Council Clerk

## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM JULY 23, 2013 – 7:30 P.M.

**MEMBERS PRESENT:** Jack Scavone, Chairman; Richard Field, Vice-Chair; George Baker; Joshua Freeman; Mark Gill and Benjamin Stanford

**MEMBERS ABSENT:** Jan Rubino

**OTHERS PRESENT:** Steven Werbner, Town Manager; Beverly Bellody, Human Services; Barbara Pettijohn, Director of Library Services; Clem Langlois, Public Works; 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)*

**Sam Belsito of 55 Lee Lane (as a private citizen)** – Regarding 8.1: He suggests putting up the stop signs now, before they start carving up the Green. It might be helpful to see if it will get the traffic to slow down with just the signs in place, before the work actually commences.

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

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

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Mr. Freeman said there was a PZC meeting, but nothing pressing was discussed. Mr. Field reminded that the bench dedication for Janice Pockett will be taking place at Cross Farms this Friday @ 7:00 p.m. Mr. Clark, the BOE Liaison, advised that the first meeting with the teachers is scheduled for August 16<sup>th</sup> (12 – 3 p.m.). Additional dates will be chosen at that meeting.

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

- 8.1 Consideration of a resolution to approve the Tolland Green Road Improvements project.

Mr. Werbner said this has been under review for a number of years. It is primarily a traffic calming project, which contains more than just a few stop signs. It is a complete re-do of the drainage system, as well as changing the curvature of the road. The intersection under concern will be “T’d up”, and islands will be placed at the entrance ways of both ends leading into the Historic District. Mr. Werbner advised that he did ask if they could install the stop signs ahead of time, and for liability reasons, they did not go along with that suggestion. There has been an informal presentation by the DOT. As a result of that, there

were some minor changes made to the design. The formal public hearing was held, and for the most part, those who attended the session were in favor of the design as presented.

The next steps include:

- Submission of a packet to DOT containing documents regarding the public information meeting such as news releases, letters to abutting property owners, comments received, resolution, etc.
- "Scope" meeting with town staff, CRCOG and DOT. A determination will be made if DOT will design the road improvements, though mostly likely the design will be done by consulting engineers.
- RFQ process for design services.
- Another public information meeting will be held during the design process (at 30% completion).
- Construction is estimated for 2016 or 2017.

At this point in time, a 10% match will not be required by the town. The project should be fully funded by grants.

Rick Field read the following resolution:

WHEREAS, Tolland has published a legal notice display ad, mailed a news release to a number of officials and agencies, and mailed a formal letter to abutting property owners, announcing a public informational meeting on the proposed Transportation project known as the Tolland Green Road Improvement; and

WHEREAS, a public informational meeting was held on June 26, 2013 at the Tolland Memorial Municipal Center (Town Hall) from 7:00 to 9:00 pm at which meeting residents had an opportunity to voice their concerns; and

WHEREAS, the Capitol Region Council of Governments has selected this project as a regional priority and to utilize federal funds for right-of-way, preliminary engineering and construction activities; and

WHEREAS, the Town Council has considered the concerns of the residents from the public informational meeting and finds that the proposed Tolland Green Road Improvement project is in the best interest of Tolland, and will promote the health, safety and general welfare of its residents and provide for convenience and safety of the motoring public.

WHEREAS, Tolland, based on the above information, and by virtue of this resolution, hereby fully supports the proposed project.

Seconded by Mark Gill. All in favor. None opposed.

- 8.2 Consideration of a resolution making a supplemental appropriation of \$7,345 for an additional grant award that was received from the Department of Transportation Matching Grant Program for Elderly and Disabled Demand Responsive Transportation (Municipal Grant Program).

Mr. Werbner advised that we received an additional \$7,345 in state funds. Since additional funds were received, there has to be an additional appropriation in order to bring this money in.

Rick Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby appropriates \$7,345 within the Human Services budget account number 13200072-767200 from the Matching Grant Program for

Elderly and Disabled Demand Responsive Transportation (Municipal Grant Program) and the offsetting revenue account number 11200060-621150.

Seconded by Josh Freeman. All in favor. None opposed.

- 8.3 Consideration of a resolution to authorize the submission of an application for the State Public Library Construction Grant FY2013-14. The grant is one-half (1/2) of the total cost of the project with a maximum of \$1,000,000.00. The State Public Library grant is due August 30, 2013 for FY2014 grants.

Mr. Werbner commented that in order for us to get in the queue for potential state grant funds, we need to apply now. If we get accepted, we have up to one (1) year to get the remaining funds, or else the money reverts back.

Rick Field read the following resolution:

BE IT RESOLVED that Steven R. Werbner, as Town Manager of the Town of Tolland, and in his absence the Acting Town Manager, is hereby authorized to make, execute and approve on behalf of the Town of Tolland the State Public Library Construction Grant FY2013-14 application for funding offered by the Connecticut State Library Division Office of Library Development, and any subsequent amendments and modifications, between the Town of Tolland and the State Library.

Seconded by Ben Stanford. All in favor. None opposed.

- 8.4 Discussion of recommendations of the Ethics Commission regarding the Financial Disclosure Statement.

Mr. Werbner commented that the Ethics Commission has responded with the following recommendations regarding the Financial Disclosure Statement:

- The filing of the Financial Disclosure Statement should continue to be a requirement; although the form should be reduced to a two-page format.
- The Town Officials listed in Section 6.7 of the Tolland Code of Ethics should continue to be required to fill out the form.
- The Statement should be signed at the commencement of the term of office and submitted to the Town Clerk at the time of swearing-in and then filed annually thereafter.
- It was suggested that if there were no changes contained in the original form submitted, it could simply be initialed and dated annually until the end of the term.
- There should be consequences for failure to file the form within the designated timeframe.

The members discussed the various options that could be imposed for failure to file the form on time. It was decided that before someone could be seated, the form would need to be filed.

**Rick Field motioned that the Town Attorney is authorized to write the appropriate language stating that before someone can be seated, they have to file their Financial Disclosure Statement. Seconded by Mark Gill. All in favor. None opposed.**

- 8.5 Appointments to vacancies on various municipal boards/commissions and Town Council appointed committees:

Ben Stanford motioned re-appoint the following members to the Tolland Energy & Facilities Task Force for a 6 month term through January 23, 2013:



Mark L. Summers	David R. Bergeron
David Hayes	David A. Crowell
Joel M. Baker	Anji Seth
Michael J. Gannon	Paul Reynolds

Seconded by Josh Freeman. All in favor. None opposed.

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

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner reminded there will be an ESCO meeting this Thursday @ 6:00 p.m. It will be a joint meeting with the BOE, and Honeywell will be presenting. Mr. Werbner said CERC will be engaged to do a market data analysis of the Tolland Village area. There will also be discussion with them on the cost of a residential analysis. The Recreation Dept. (for services offered), the Library (for the filing of the grant), and the Town (for economic development, taxes, services, etc.) have been discussing the undertaking of an in-house survey as well. This is being reviewed to determine the best method. As soon as he has a final draft, he will provide it to the Council members for review. It is his hope that the survey will get out in September. In order to have the survey be statistically valid, they need to send out 2,000 surveys and get approximately 400 back.

11. **ADOPTION OF MINUTES**

- 11.1 July 9, 2013 Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by Mark Gill. All in favor. None opposed.

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

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

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

**Sam Belsito of 55 Lee Lane** – He was wondering if the list of projects that Mr. Gill requested a couple of months ago has been provided. Mr. Gill said they are awaiting the outcome of the ESCO, and getting an understanding of what is needed. Mr. Werbner added that the Council has also been provided an updated Capital Plan, containing all other facility related improvements that are known, outside of the ESCO.

15. **EXECUTIVE SESSION**

Rick Field motioned to go into Executive Session at 8:04 p.m., thus ending the Regular Meeting of the Town Council; Seconded by Mark Gill. All in favor. None opposed.

- 15.1 Executive Session to discuss a personnel matter.

16. **ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by Mark Gill at 8:24 p.m. All were in favor.

Michelle A. Finnegan  
Town Council Clerk

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Jack Scavone, Council Chair

## MEETING MINUTES

### TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6<sup>th</sup> FLOOR COUNCIL ROOM AUGUST 13, 2013 – 7:30 P.M.

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

**MEMBERS ABSENT:** Joshua Freeman and Mark Gill

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

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)

**Marilee Beebe, PZC Chair** – Ms. Beebe asked what was happening with the PZC's questions / concerns regarding the inaccuracies in some of the statements and questions on the Town Recreation and Library survey. She would like to know when they would be discussing this, and when the PZC could have a discussion with them about their concerns.

**William Eccles of 106 Sugar Hill Road, PZC Member** – He has concern with the nature of the question regarding drive-thrus on the survey. He interprets the question as misleading and it implies that the only impediment of having food establishments in Tolland with drive-thrus is the traffic. It ignores the many other factors including noise pollution, curb cuts, exhaust pollution, property taxes, etc. He believes the question is invalid and the message of the survey is mixed. He asked that the Council remove this question.

*Mr. Werbner commented that only a draft has been provided to date. It started off as a recreation survey and then morphed into a recreation and library survey. The library needs the survey for grant purposes. In addition, the town has wanted to do a survey, so it is a good opportunity to include it all together. Similar questions have been asked over the last ten (10) years in the town. Additional questions were added in a general nature. Nothing has been finalized yet. The draft has been circulated to the various departments and Council. The Council will not have discussion on this yet, because it is not in final form.*

Ms. Beebe said two drafts have been issued after the PZC's concerns were relayed in an email dated July 23<sup>rd</sup>. Of the concerns, only one has been addressed. It is apparent to them that their concerns were not taken seriously. She advised that the PZC will again put their concerns in writing, so that it can be put on record.

*Mr. Werbner said the drafts have been circulated to the departments and the Council. They are now awaiting their recommendations.*

*Mr. Scavone added that the Council has received their memo, and that they will get together to review the survey and give their final input. He added that nothing will happen with it for 2 – 4 weeks, due to the Council members scheduled vacations.*

**Sam Belsito of 55 Lee Lane (as a private citizen)** – ‘more water, less salt’ - UConn will be drawing 2.5 million gallons of water per day from the Shenipsit Lake. How will Tolland sustain their water supply? He supplied the Council with some key facts, including salt usage in the past years. He would like the Eastern Highlands water monitoring reinstated. It was discontinued in 2011.

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

**7a. REPORTS OF BOARDS AND COMMITTEES RESPONSIBLE TO THE COUNCIL:** Mr. Clark said the next BOE meeting will be August 28<sup>th</sup>. They are in contract negotiations. The first meeting with the teachers will be this Friday in the Media Center, THS at 12:00 p.m. Tomorrow is a session with the Para-professionals, and there has been a tentative agreement has been reached with secretaries / clerical staff.

**7b. REPORTS OF TOWN COUNCIL LIAISONS:** None.

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

- 8.1 Consideration of a resolution to authorize the Town Manager to enter into an agreement to participate in the Connecticut Conference of Municipalities Energy Solar PV Program.

Mr. Werbner said there are a number of different opportunities for residents, commercial owners, and towns to get involved in solar power. There has been discussion with CCM about getting involved with solar initiatives. It would primarily be on the larger buildings, and there is also the possibility of looking at a solar farm somewhere on town property. CCM and their consultant are willing to engage in a study of solar opportunities, which will take 6-8 months, at no cost or obligation to the town or BOE. They will provide their recommendation, and at that point in time a decision can be made as to whether or not they want to move forward. It seems like a win-win situation. In order to allow them to proceed, this resolution needs to be passed. Mr. Werbner confirmed there would be no obligation.

Rick Field read the following resolution:

**BE IT RESOLVED**, the Town of Tolland and the Board of Education of the Town of Tolland , hereby approve participation in the CCM Energy Solar PV Program with the understanding that:

1. CCM and Bay State Consultants will manage a competitive process to procure and negotiate a contract with a solar development company to purchase electricity and / or virtual net metering credits;
2. The solar development company will design, build, install, own, operate and maintain a photovoltaic electric generation system at the company's expense;
3. No capital investment will be required by the Town of Tolland;
4. The solar PV system will supply electricity and/or virtual net metering credits to be used by specified municipal and/or school facilities for a term up to 20 years;
5. The entire process from site selection to final contract negotiation is expected to encompass an 8 to 12 month period;
6. Provided the Town of Tolland and/or the Board of Education of the Town of Tolland agree to complete a good faith review of any recommended solar power purchase agreement or solar virtual net metering agreement, CCM and Bay State Consultants are willing to undertake this 8 to 12 month effort at risk and without compensation unless and until the Town of Tolland and/or the Board of Education of the Town of Tolland elects in its sole discretion to execute a

solar power purchase agreement or a solar virtual net metering agreement that has been procured and negotiated by CCM and Bay State Consultants;

**BE IT FURTHER RESOLVED**, and following review of the CCM Energy Solar PV Program Participation Agreement, the Tolland Town Council and Board of Education authorize the Tolland Town Manager and Superintendent of Schools to execute the Participation Agreement on behalf of the Town of Tolland and Board of Education of Tolland.

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

8.2 Consideration of a resolution for payment in lieu of taxes for the Old Post Village Elderly Complex.

Mr. Werbner said when this complex was established, there was a provision in the Agreement that they would pay 10% of their rental amounts received to the town in payment in lieu of taxes. In 2007, they came to the Council stating they were having difficulties accumulating a capital reserve for their capital improvements. At that time, they asked that the town consider reducing the amount of revenue that they get to 3%, and the other 7% would be put into a capital reserve fund. The Council approved that, and subsequently every year has approved the same concept. They are required to submit a 5-year capital plan every year, which they have done recently. The amount budgeted for 2013/2014 is \$3,407 anticipating this request.

Rick Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it agrees to allow the Housing Authority to address current and future capital improvement needs:

1. Effective with the 2013 calendar year the Local Authority shall pay the Town in lieu of real property taxes as well as special benefit assessments and sewerage user charges should either of those apply to the site, the sum of three (3) percent of the shelter rent paid by tenants for each occupied dwelling unit.
2. The Housing Authority shall establish and place in its capital repair account the difference between the three (3) percent of the shelter rent paid by tenants and ten (10) percent of such rents on a calendar year basis.
3. The amount of the payment in lieu of taxes shall be reviewed by the Town Council and the Housing Authority on an annual basis in the month of September and in addition the Housing Authority shall submit at the same time a list of capital improvement projects proposed for the each of the next five years.

Seconded by George Baker. All in favor. None opposed.

8.3 Consideration of a revision to the Code of the Town of Tolland, Chapter 6 - Code of Ethics, Ordinance No. 75, § 6.7 – Persons Subject to Disclosure of Financial Interest and the setting of a public hearing thereon for August 27, 2013.

Mr. Werbner said the Ethics Commission reviewed the Financial Disclosure of the Ethics Code pursuant to the request of the Council. They believe those individuals who were originally required to submit the form should continue to do so. They also re-did the existing form to make it more streamlined, and suggested that before a candidate is sworn into office, the document needs to be completed. These recommendations were submitted to the town attorney for revising and are now before the Council for adoption.

Rick Field motioned that the following resolution be introduced and set down for a public hearing on August 27, 2013 at 7:30 p.m. in Tolland Town Council Chambers:

BE IT ORDAINED by the Tolland Town Council that it hereby approves the following amendment to the Code of the Town of Tolland, Chapter 6 - Code of Ethics, Ordinance No. 75.

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

- 8.4 Consideration of an Education Reserve Fund Ordinance and the setting of a public hearing thereon for August 27, 2013.

Mr. Werbner said the Council has discussed this on a number of occasions. A number of drafts have been submitted to the BOE for review. The latest draft has been reviewed by the BOE, and they did suggest that the 'non-recurring' language in terms of the use of the funds be removed. The version adopted by the BOE and sent back to the Town Manager by the Superintendent for forwarding to the Council does not include the wording 'non-recurring' as an item that could be funded out of this particular reserve fund.

Rick Field motioned that the following resolution be introduced and set down for a public hearing on August 27, 2013 at 7:30 p.m. in Tolland Town Council Chambers, **with the stipulation that it contain the original Council version, adding the non-recurring language back in.**

BE IT RESOLVED by the Tolland Town Council that it hereby adopts the attached Education Reserve Fund Ordinance.

Seconded by Jan Rubino.

Mr. Werbner added that the language would be similar to "and will be used solely for non-recurring or the unanticipated funding needs of the BOE, including but not limited to...." He also added that a vast majority of the towns surveyed have adopted this particular provision, primarily to use it for capital improvement items, which in essence are non-recurring.

All in favor. None opposed.

- 8.5 Appointments to vacancies on various municipal boards/commissions.

Jan Rubino motioned appoint the following:

**Agriculture Commission – Each for a 3 year term 08/13/2013 – 08/13/2016**

Debra Campbell

Linda Palmer

Seconded by Ben Stanford. All in favor. None opposed.

Ben Stanford motioned appoint the following:

**Land Acquisition Advisory Committee – Conservation Commission Liaison**

Richard C. Knight

Seconded by George Baker. All in favor. None opposed.

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

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1<sup>ST</sup> MEETING OF THE MONTH ONLY):** Mr. Werbner said they are actively trying to conclude the ESCO project. There is a meeting tomorrow with Honeywell to review the financials of the proposal. Hopefully, after tomorrow night there will be a recommendation on the final set of projects that can be sustained by the payback.  
~On September 20<sup>th</sup> @ 5:00 p.m. there will be an opening celebration of the new football field. The first football game will also be that night starting at 6:30 p.m.  
~He updated that the Cross Farms' concession is moving along.

11. **ADOPTION OF MINUTES**

- 11.1 July 23, 2013 Meeting Minutes: Rick Field moved to adopt the minutes; Seconded by Ben Stanford. All in favor. None opposed. Jan Rubino abstained.

12. **CORRESPONDENCE TO COUNCIL:**

- 12.1 Letter from Linda Farmer regarding the survey subject.  
12.2 Letter from AT&T asking if the town would be interested in doing a proclamation day for "no texting while driving day" for September 19, 2013.  
*Mr. Scavone asked that this be added to a future agenda. Mr. Field suggested that this be a joint proclamation with the BOE. Mr. Clark will discuss it with the Board.*

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

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

**Sam Belsito of 55 Lee Lane (as a private citizen)** – Regarding Parker School – he took a tour of this school two weeks ago. The situation there is worse than it was two years ago. He believes the building should be taken care of, and it shouldn't be just let go. The roof should be repaired. He doesn't know what they can do, but the situation is very bleak there. It is a project that needs to be done.

*Mr. Field added that with any luck we will be able to get the grants for turning the building into senior housing.*

15. **EXECUTIVE SESSION**

Rick Field motioned to go into Executive Session at 8:14 p.m., thus ending the Regular Meeting of the Town Council; Seconded by George Baker. All in favor. None opposed.

- 15.1 Executive session for the discussion of possible purchase of land.

16. **ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by Ben Stanford at 8:51 p.m. All were in favor.

Michelle A. Finnegan  
Town Council Clerk

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Jack Scavone, Council Chair