

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

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA
December 11, 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

November 13, 2013 – Regular Meeting
December 3, 2013 – Joint Meeting with Town Council

C. PUBLIC PARTICIPATION (2 minute limit)

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

D. POINTS OF INFORMATION

E. STUDENT REPRESENTATIVE REPORT – Aiyla Zahid

F. SUPERINTENDENT'S REPORT

- F.1 Status of the Budget – December 2, 2013
- F.2 Leave of Absence Request
- F.3 Baseball and Softball Field Dugouts
- F.4 School Improvement Goals – 2013/2014
- F.5 District and School Performance Reports
- F.6 Capital Improvement Plan – Request Update

G. COMMITTEE & LIAISON REPORTS

H. CHAIRPERSON'S REPORT

I. BOARD ACTION

I.1 Board Policies

- Policy and Administrative Regulation 1080 – Visitors to the Schools
- Policy 3010 – Board Budget Procedures and Line Item Transfers
- Policy 4090 – Reports of Suspected Abuse or Neglect of Children
- Policy and Administrative Regulation 4111 – Electronic Information Security

I.2 Cancellation of December 25, 2013 Board of Education Meeting

J. PUBLIC PARTICIPATION (2 minute limit)

Comments must be limited to items on this agenda.

K. POINTS OF INFORMATION

L. CORRESPONDENCE

M. FUTURE AGENDA ITEMS

N. ADJOURNMENT

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

REGULAR MEETING – November 13, 2013

Members Present: Mr. Sam Adlerstein, Chair; Mr. Patrick Doyle, Vice Chair; Ms. Kathy Gorsky, Secretary; Ms. Karen Moran, Mr. Robert Pagoni, Mr. Steve Clark, Mr. Thomas Frattaroli, Mr. Alfred Fratoni, and Mr. Joe Sce.

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

A. CALL TO ORDER, PLEDGE OF ALLEGIANCE

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

- Reorganization of the Board of Education

Ms. Suzanne Litwin, assistant town clerk, swore in the members of the Board of Education. All members were sworn in.

Mr. Pagoni nominated Mr. Adlerstein for the position of Chair. Mr. Doyle seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

Ms. Moran nominated Mr. Doyle for the position of Vice Chair. Ms. Gorsky seconded the motion. Mr. Sce nominated Mr. Pagoni for the position of Vice Chair. Mr. Pagoni declined. All were in favor. None opposed. None abstained. Motion carried.

Mr. Frattaroli nominated Ms. Gorsky for the position of Secretary. Ms. Moran seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

Mr. Clark motioned to move the School Facility Study to the next item on the agenda. Mr. Pagoni seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

- School Facility Study

Mr. Paul Moore from DRA explained that he was in attendance at the request of the Board to discuss the deliverables. He displayed the Scope of Services from the RFQ (from Tolland Public Schools RFQ 2.11.2013). This denoted the following:

 - Review, verify, and analyze school enrollment projected population trends and forecast demographics
 - Examine all school facilities, resources, and technology infrastructure with respect to current and future condition and capacity
 - Consider various options for grade and geographic general grouping, configuration, and organization.

- Identify other potential opportunities beyond the existing programs that are offered.
- Conduct focus groups with staff, parents, and community members to solicit input regarding school/grade level alignment.
- Prepare and recommend a plan with a minimum of three options and timelines for the immediate and long-term future.
- Examine implications of the recommendations on academic achievement, budget, infrastructure, facilities, and transportation as well as the impact on children and families.

Mr. Moore explained that it is a very transparent process where they try to get people involved. They have had 2 community workshops and ask people to attend to view what they have done so far and provide feedback. Traditionally, to do this attendees break up into small groups but this was unsuccessful at the second meeting. In turn, DRA did not receive all the information it would have liked from that session. Hence, while the original plan was for 3 community workshops, he would like to add a fourth workshop. He noted that the community deserves more time to become part of the process and this would allow further involvement and the opportunity to set priorities. Additionally, he encouraged attendance by those who had not attended the first two workshops. The next workshop date is December 12th.

Mr. Adlerstein commented that he would like to discuss the deliverables and then the process. Mr. Frattaroli believed that this was very clear in the scope of the work. Ms. Gorsky inquired what further information Mr. Moore would like that he did not receive during the first two sessions and if this was due to the format of the meeting. Mr. Moore explained that there are a range of options and he would like the community to help in developing the priorities. Since the session did not break out into small groups, everyone was focused on the same question at the same time and there was not an opportunity to go forward. Mr. Frattaroli noted that he was a bit surprised with the format but that it makes sense to have community input with families present and added that it was an excellent process. Mr. Adlerstein inquired, in regard to questions presented at the meeting, if Mr. Moore envisions that the deliverables will be done in a way as to present the cash flow numbers so that some of the programs discussed at the sessions are enabled by the proposed savings. Mr. Moore explained that it is difficult to discuss dollars in terms of savings and provided the example of renovating a school. There are a lot of decisions between now and working drawings that will affect the cost of such a project. He can provide a cost in a range within 5-10% of a number but it does not mean this will be the actual cost. They would get the relative costs of the different options but they would not have the actual level of costs. In turn, they could not compare the level of cost of doing the project to not doing so. Mr. Adlerstein asked if Mr. Moore was taking into account the financial constraints when asking people about programs so the deliverable is something that can be done. Further, if he is presenting items that can be done due to having extra capacity - taking some of the benefits that he foresees given the enrollment trend and offsetting this benefit and putting this together with some numbers behind it. Mr. Moore responded that it is beyond their scope to develop the kind of numbers that can help the district receive savings. This was not part of the original charge. The focus is the effect different programs can have

on the educational part of the school system as well as the understanding that the buildings could be more efficient or more effective if renovated.

Mr. Adlerstein commented that Mr. Moore is only bringing them part of the way and not providing a plan to go further. He is talking to the experts and the community and putting the pieces together with numbers behind them. Mr. Moore explained that they can provide a range of how much it would cost to do the different options, but they are not generating how to pay for it. This is not within the scope. Mr. Sce noted that if the recommendation was to close a school, it is up to the Board to determine the savings based on the projected enrollment numbers in the deliverable. Mr. Moore added that a lot contributes to this such as busing costs, energy costs, and costs in shutting down a school. Mr. Guzman noted that DRA will bring a minimum of three options to the Board. Ultimately, it falls on the Board to weigh the options, do the calculations, and start investigating what it wants to do in the future.

Mr. Moore clarified that their expertise will help the Board envision how solutions get implemented. The part where the input is important is in determining the goals. Then they can help with the steps to get there. Mr. Adlerstein commented to Mr. Moore that if he asks what people want, that people want a lot of things and if it cannot be delivered in the financial constraints, then he is not doing the Board any favors. It is not the three options but the quality of the options and the Board's ability to do anything about them. If he presents options but without the savings to cover the options, the Board is no further along from where it started. Ms. Moran noted that at the last workshop, there was a board with options and there were other options that could be added. Further, she believed that after the last workshop that there would be information from the workshop posted on the website but has not seen this. Mr. Moore noted that they have sent the information from the second workshop and will follow up with the information from the first workshop.

Mr. Sce inquired if it was the Board's responsibility to provide better guidelines for the options so the objective is not a grand wish list but parameters within which they must stay in addition to the public's input. In response to the deliverables, he asked Mr. Guzman about the timeline. Mr. Moore explained that given the enrollment projections, at a certain point there will be x number of classrooms available in the buildings and now is the time to decide how the district will react to this as it takes time for implementation. Further, the last chapter in the report will provide recommendations for the next steps and guidance for the town. The solution needs to come from the process the district has in place. Mr. Pagoni noted that what the DRA is providing is what they were contracted for. Mr. Adlerstein replied that the contract is vague enough that it can include what he is asking for. He is not trying to change the deliverable. He is trying to understand it.

B. APPROVAL OF MINUTES

October 23, 2013 – Regular Meeting

Mr. Clark motioned to approve the minutes of the October 23, 2013 regular meeting. Mr. Doyle seconded the motion. A discussion took place. Mr. Adlerstein noted that the minutes stated that Mr. Werbner was looking for the capital plan tonight. Mr. Adlerstein checked with Mr. Scavone and that from his perspective it did not have to be passed tonight (Board

Action I.1.) Mr. Clark noted that there was not an inclusion as to who was invited to the Executive Session. Mr. Clark motioned to amend the minutes to list the participants who were invited. Mr. Pagoni seconded the motion. Mr. Adlerstein, Mr. Doyle, Ms. Gorsky, Ms. Moran, Mr. Pagoni, Mr. Clark, Mr. Frattaroli, and Mr. Sce were in favor. None opposed. Mr. Fratoni abstained. Motion carried.

Mr. Pagoni noted that half the Board was not on the Board at the time of the October 23, 2013 meeting and inquired if they should abstain from their votes. Mr. Adlerstein responded that several of the members were at the meeting but not in that capacity. Given this, another vote was taken. All were in favor. None opposed. None abstained. Motion carried.

C. PUBLIC PARTICIPATION (2 minute limit) – None

Rick Field, 139 Torry Road, congratulated all of the members on the election. They have a lot to do over the next two years and seeing the people sitting on the Board, he does not see this as much of a problem. He congratulated them again and wished them good luck.

Ms. Janet Rubino (Town Council) noted that she and Mr. Paul Krasusky (Town Council) were appointed as the Town Council's liaisons to the Board of Education and they introduced themselves. They want to have positive communications between the Board of Education and the Town Council and will do whatever it takes to make that happen.

Mr. Adlerstein noted that the Board wants to know what is on the minds of the public. There is a flipchart in the hall and under item K, it will be brought into Council Chambers and read into the public record. The Board is very accessible and wants to hear input.

D. POINTS OF INFORMATION

Ms. Gorsky noted that the members of the Board received an e-mail from a resident and asked what the protocol is for providing a response when an e-mail is sent to the entire Board. The e-mail was in regard to the school facility study. Mr. Pagoni responded that this is traditionally answered under Points of Information. Mr. Adlerstein noted that it would be the function of the Secretary to bring the e-mail and read it. Ms. Gorsky will provide a gist of the e-mail under item K.

Mr. Clark noted that he has served on four space assessment committees which were made up of members of the Town, the Board, and a cross section of the community. The studies were a resource for those committees. This may be how the DRA deliverable should be reviewed.

Mr. Frattaroli noted that breakfast is now being provided to TMS one day a week and inquired how the program came about. Ms. Neel explained that the district applied for a grant which was awarded. Mr. Guzman added that there is a state initiative to increase breakfast programs statewide and in Tolland they initiated the program at TMS on a trial basis. If there is interest, they will look at the possibility of expanding it to other schools in the district.

Mr. Guzman will send an e-mail to the Board and the Town Council with dates and times available for the members to tour the schools. Ms. Moran would like to meet with the different Town departments as well. Ms. Rubino recommended that Mr. Adlerstein speak with Mr. Scavone to arrange a time that everyone could meet with the department heads.

E. STUDENT REPRESENTATIVE REPORT

Ms. Zahid noted that the Student Council is working on a food drive through November 21st. Additionally, the National Honor Society will sponsor a blood drive. Further, the CT Supreme Court was in session at THS at the end of October and heard two cases. Lastly, Ms. Zahid noted that the girls' cross country team placed 4th at the New England Championship.

Mr. Adlerstein asked Ms. Zahid about how she came to be the student representative and asked the Board if there are any questions that they would like Ms. Zahid to bring back to the Student Council. Mr. Frattaroli enjoyed the café and would like to know more about the menu. Mr. Clark noted that the café would not be open during the fall semester and he wondered why this is the case.

Mr. Adlerstein noted that the student representative would also be a great opportunity for the Board to hear the voice of a student and may ask her to check in with the Student Council to learn what it wants the Board to know about a particular issue.

F. SUPERINTENDENT'S REPORT

F.1. Leave of Absence Report

Mr. Guzman explained that the Board adopted a resolution in 2007 where it required that he provide the status of requests for unpaid leaves of absence three times a year. The first report of the year is attached to this document. For the four requests, the cumulative savings was \$5,100.14. The next two reports will be presented in March and June.

F.2. Cancellation of December 25, 2013 Board of Education Meeting

Mr. Guzman recommended that the Board consider cancelling the meeting scheduled for December 25, 2013. Ms. Moran asked if it could be rescheduled rather than canceled. Mr. Adlerstein commented that in eleven weeks, the Board needs to get the budget to the Town Council. Ms. Rubino added that the Town Council moved its meeting up from December 24th to the week prior. A brief discussion took place. Mr. Doyle motioned to move item F.2 to item I.3 for action. Mr. Sce seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

F.3. Utility Internal Service Fund Agreement

The attached memo reviews the fund and the purpose it was designed to serve. Ms. Rubino confirmed that the Town Council approved the agreement last night. Mr. Guzman explained that this is a joint action between the Board and the Town Council to set up a utility fund agreement. The approved energy contract with Honeywell will require debt payments for the construction and equipment to be paid for by the savings generated in both the Board of Education and Town utility accounts. By combining the budgeted funds, it will enable all utility savings to be captured in one fund and all expenditures to come from that one fund. The accounting to determine if Honeywell is delivering on its contract will be accounted for in one source. The actual agreement is attached and calls for a reserve fund. If there is a balance at the end of the year in the

utility accounts for both entities, it will go to the reserve account. The reserve account will be used to offset any unexpected fluctuations in utilities in future years.

In paragraph one; the fund is set up for the purposes listed in item 1 of the Town of Tolland & Tolland Board of Education Utility Internal Service Fund Agreement. They (Mr. Guzman, Ms. Neel, and Mr. White) have met with the town manager and the town's financial director to review the document and make amendments. It is presented for the Board's consideration.

A discussion regarding the reserve took place. Mr. Guzman added that if the reserve fluctuates beyond a certain amount, there may be an opportunity for the Board to take money out as it deems appropriate. He directed attention to section 5 of the agreement. Ms. Rubino noted that the money is only for utilities and to pay the fees related to the ESCO project, a 20-year project. The only way this can be tracked and Honeywell can be held responsible is through this type of accounting. There is also a condition that there be a quarterly report of the account. This is noted in section 5 of the agreement.

Mr. Guzman clarified that it is one fund with separate accounting for the town and the Board. Mr. Field noted that there are two Board accounts – one for the ESCO and the other is the surplus – the 1% set-aside. Ms. Neel explained that \$x amount is going into the utilities account to cover debt services and whatever the Board collectively decides what the utility account budget is going to be. When the new fiscal year starts, that money is sent to the account in full so in essence, the utility account is spent on July 1st. It is paid up front. The town is doing the same thing.

Mr. White explained there are two parts of the account – one to pay the debt and the other to pay the utility. Mr. Adlerstein inquired if there is a reason that a decision needs to be made this evening. Mr. Field explained that the sooner this is set up and done, the sooner they will learn the savings and other aspects. In terms of the money in the reserve fund, Ms. Gorsky inquired if a capital improvement is needed if the Board could access the money. Mr. White explained that the Board can only get a portion of its contribution to the surplus savings. Mr. Sce would like a paragraph added in regard to how the reserve is treated in the event that there is an excess reserve. Mr. Field explained that the money can only be spent on energy-related items. Mr. Sce added that even with this budget, he would still like to see a breakout of the utilities.

Mr. Adlerstein asked if Ms. Neel recommends the agreement. Ms. Neel said that she is comfortable with the agreement and their concerns have been addressed. Mr. White responded that there may be gatekeeping by the Town Council and cited a historic example. Further, he added that there is a pervasive flaw that the accounting by this method will show the savings generated by the energy conservation measures put in place by Honeywell. This is false. There is no way to make an accounting system a cost avoidance tracking system. The two are completely different. As an energy manager, this only tracks funds going in and out. Ms. Neel noted that that is not the intent of the document.

Mr. Pagoni noted that normally, items involving money takes two meetings and he invited the Town Council members to speak in regard to the agreement. Ms. Rubino explained that the Town Council entered into the contract and both the Council and the Board approved it. Personally, she sees a distrust going on and did not blame anyone. She believes that having one cost center is the only way this will work out. Mr. Guzman noted that one item that could be added is that it be implemented and reviewed a year from now to see if anything should be revised. This has been done with other agreements. Mr. Pagoni noted that he is inclined to put this through and asked if they had anything specific to say to refute Mr. White's comment. Mr. Field respectfully disagreed with Mr. White. When paying out of one entity, there is more of a chance to capture one's cost-savings. Mr. Sce believes that one cost center is the way to go but how the accounting is done needs to be clearly defined and documented. Ms. Rubino agreed that it should be transparent. Mr. White clarified that his comment was not meant to reflect a distrust of the Town Council. His goal is to make this work but as a mechanism, doing it as cost accounting will not get you that. There needs to be another mechanism.

Mr. Pagoni motioned to move item F.3 to item I.4. Mr. Clark seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

F.4. 2014/2015 District Budget – Discussion (no enclosure)

Mr. Guzman distributed copies of the priorities passed by the previous Board as a point of discussion. Mr. Adlerstein commented that list was from each individual board member and they did not go to the principals or others for input. Mr. Pagoni noted that it came from nine individuals who were on the Board for two years who had the opportunity to speak with the principals, the Superintendent, and the public. It is not as though they were in a vacuum.

Mr. Adlerstein explained that he envisioned a different budgeting process and displayed a budget narrative: "The cost increase for level services this year to next is estimated at _____ assuming we do nothing, improve nothing, add nothing. Our plan is to do something: our top priorities for schools for the next three years. They are _____ and this why _____. Mindful of taxes, we have recognized and begun planning for the following cost savings initiatives _____"

Mr. Adlerstein explained that using level services with assumptions of known increases will provide a stake in the ground. The next step is to add in the priorities. Then the Board needs to determine how to make it affordable. During the next 11 weeks the Board will pursue funding Board of Education top priorities without increasing overall costs. They may not get there but it will not be for a lack of effort.

Mr. Sce noted that he has pushed for a three-year plan and believes this is a good idea. Mr. Adlerstein noted that there are only 11 weeks but it is the right thing to do. Ms. Moran added that it is someplace to start a discussion.

Mr. Guzman noted that the information needed in the first blank will not be available until the end of December. There are multiple unknowns in terms of fiscal impact in regard to get to level services. Mr. Adlerstein commented that Mr. Guzman knows the

teachers' contract and thus 70% of the first blank to get it started. There does not need to be precision but it is a work-in-process. Mr. Doyle noted that the blanks do not have to be completed in a particular order. Mr. Guzman explained that the numbers are very fluid and provided examples but he can provide a 65-70% ballpark budget figure. Mr. Pagoni recommended taking a snapshot of when the doors closed in June and where the district was at that point and use a best guess based on contract information. Mr. Sce noted that the Board needs to give Mr. Guzman guidance and a benchmark. Ms. Gorsky commented that it should be looked at as a theoretical process rather than filling in the blanks. It is a way of creating a budget without using an arbitrary number. Ms. Gorsky noted that the Board is creating the system of guidance it would use.

Mr. Adlerstein commented that it was more than theoretical and that filling in the blanks in 11 weeks is formidable. Mr. Pagoni noted that the Board needs to give guidance to Mr. Guzman such as if the Board wants to reduce class size. Mr. Adlerstein would like to know how much it would be to do exactly what was done last year in the schools even if the number has soft assumptions. Ms. Moran agreed that the number should be for level service and then the Board can go from there. Mr. Doyle added that it is not only about cost-savings but where it could increase revenue to the school district.

Mr. Guzman has to get the Board a budget by January 8, 2014. If at that time the Board wants a level service budget with the assumption that class sizes stay the same, he can provide that number for about 75% of the budget before January 8th. The plan is to deliver a fully developed budget to the Board on January 8th. After that, the Board can incorporate the priorities. Mr. Pagoni noted that for all the effort the Superintendent and his staff put in, the Board has to give him direction beforehand. He provides the budget and the Board backs in what it wants after the fact.

Ms. Neel clarified the request as she understood it. The Board will let the district develop a budget and on January 8th it will not worry about presenting a budget to the Board but will just let it know what is going on. She can still develop a budget by January 8th. The Board needs to present the budget to the Town Council in February and it will continue to be developed based on what the public wants and the Board feels is appropriate.

Mr. Pagoni clarified that the budget has to go to the Town Council by February 21st. As a group, the Board needs a solid month to digest it and send it over. Mr. Adlerstein believes the first deliverable needs to be the level service number. He does not envision the Superintendent giving them a line by line detail on January 8th. The Board needs to do something different.

Ms. Neel noted that she is hearing that the Board wished to not have a budget document right away. The Board wants a higher level – the program side and the personnel side. It does not want to see the line items. She needs the line items to develop the budget. Mr. Adlerstein commented that this is a vision for the Board to adopt and the question is how do we get there, is it the right thing to do, and how do we do it. Ms. Neel responded that everyone talks about transparency and noted that Mr. Adlerstein stated that teachers are 70% of the budget but they are not. Teachers

are the largest part of the personnel budget but it is not 70%. Ms. Moran asked how it was not transparent to show that the Board is keeping the staff that it has. Ms. Neel explained that even when she puts the budget line items on the website that some do not believe that there is enough transparency. Ms. Neel noted that she needs direction as to how the Board wants her to develop the budget.

Mr. Pagoni suggested eliminating the January 8th date and request that the district come up with a number which accounts for the teachers and go to the attorney to learn a best guess for the other unions. These numbers can provide the baseline. This fills in the first blank with level services.

Ms. Gorsky commented that it would be helpful to keep the January 8th date. Mr. Pagoni said it is not a hard and fast rule but the Board needs to have it by January 8th.

Mr. Guzman inquired in regard to the level services budget, if the Board wants it based on same class size or same number of teachers. If one keeps the same number of teachers, the class sizes go down. Mr. Adlerstein believes it should be adjusted for enrollment. Mr. Pagoni noted that it in any case it provides a point of reference. A straw poll was taken. All those who were in favor of keeping the same class size were: Mr. Adlerstein, Mr. Doyle, Ms. Moran, and Mr. Sce. All those in favor of keeping the same number of teachers were: Mr. Pagoni, Ms. Gorsky, and Ms. Moran.

Ms. Moran wants to keep the staff the same to start somewhere and changed her vote.

Mr. Guzman clarified that the Board would like Mr. Guzman to share the information by January 8th. Mr. Adlerstein would like the number of the program side of the budget to stay fixed. Ms. Neel explained that it cannot stay fixed since she is going out to bid for transportation. Dr. Eidson asked for clarification of "fixed". Mr. Pagoni explained that it is as if you do not touch anything and buy the same number of items. Dr. Eidson noted that due to costs going up, the number will go up. Ms. Neel clarified that level of services is just the operating costs now and the budget is going to be based on that with assumptions for certain increases. Some areas in the budget have \$50,000 - \$60,000 increases to have the same level of service – same delivery of curriculum. Mr. Adlerstein reiterated same level of service even with the increases.

The Board and Town Council will have a joint meeting on December 3rd at 7 P.M.

Mr. Pagoni motioned to extend the meeting past 10 P.M. Mr. Doyle seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

G. COMMITTEE & LIAISON REPORTS

There were no committee reports.

The members reviewed the committees and added the Technology Committee.

- Town Council Liaison: Ms. Moran recommended that there be co-liaisons to the Town Council. She would consider holding this position along with Mr. Clark.
- Finance and Facilities: Mr. Sce has difficulty being a member of the committee just due to the starting time of the meetings and his other commitments.

- Negotiations: Ms. Gorsky would like to be part of this to learn the process and see how it works.
- Policy – Mr. Doyle expressed interest
- Community and Outreach: Ms. Moran noted that many Boards of Education have this type of committee and it would be good for the Board to look into a better way to reach out to the community, the town, and administration. She would be willing to be on the committee. Mr. Pagoni confirmed that this would be a standing committee.
- Finance and Facilities – Mr. Fraton expressed willingness to be on this committee.

H. CHAIRPERSON'S REPORT

The following items were highlighted: the Board has requested a school tour, a joint BOE/Town Council workshop will be held on December 3rd, the BOE and Town Council will be at the TEPTO (Tolland Elementary PTO) meeting on December 2nd at 7 PM, the Scholars Breakfast will be held at THS on Friday morning.

I. BOARD ACTION

I.1 Board Policies

- Policy and Administrative Regulation 1080 – Visitors to the Schools
- Policy 3010 – Board Budget Procedures and Line Item Transfers
- Policy 4090 – Reports of Suspected Abuse and Neglect of Children
- Policy and Administrative Regulation 4111 – Electronic Information
- Security

Mr. Adlerstein would like to have a summary of the changes, a reason, the impact, and information on future action. Mr. Guzman noted that this information is traditionally provided by the chair of the policy committee. Mr. Clark explained that most changes are from Hartford or the attorney and not the Board. No action was taken.

I.2. Capital Improvement Plan

Mr. Guzman explained the attached memo and grid which summarized the schools and the Board of Education facility. The recommendations were put together by Mr. Carroll, the Director of Maintenance. With Board approval, these recommendations will be presented to the town manager for consideration.

Mr. Guzman noted that the line item Painting of All Hallways and Classrooms at TMS (\$633,250 listed under FY 2016/2017) can be removed from the list. He learned that Honeywell has a volunteer program where a company will come into a school and do this type of work at no cost to the district. Mr. Carroll explained that the offer was presented by a representative of Honeywell and has been done in other districts. The company would like to come in now with a fast plan to show intent and start with the woodshop, lecture hall, and auditorium. The company which does the work receives a grant from Honeywell.

Mr. Guzman would like the Board to approve the list as amended subject to his conversation with the town manager. This list is fluid as well.

Mr. Guzman explained that the doors at Birch Grove have some rust at the bottom due to salt damage. He would like to keep this item in so that he may discuss it with the town manager and Mr. Langlois. This is an item that may fall under maintenance and be able to be taken out. Another item like this is the skylight replacement at TIS. Mr. Carroll recommends replacement. Mr. Frattaroli inquired if roofing could be done over the skylights. Mr. Carroll explained that it could save energy via daylight harvesting and they are heavily insulated. Mr. Adlerstein inquired what the challenge is for some of the items in the capital budget to be done. Mr. Guzman explained that it may be limitations due to operational maintenance. Capital improvement items need to be \$10,000 or more. In turn, the installation of the two propane tanks listed under the Board of Education building can be removed as they are under the threshold. Mr. Clark added that the town manager can delete or move items. Mr. Guzman explained that some items such as items 4 and 5 under Birch Grove and item 2 under TIS may be able to be absorbed by Mr. Langlois' budget. Additionally, he noted that the first item listed under the Board of Education building may be eligible for a grant and can be taken out. Mr. Sce inquired about the condensing unit at Birch Grove and if it is something that would be covered under the ESCO project. Mr. Carroll explained that it is outside of the scope of the project.

Mr. Guzman would like approval to keep the following items so the plan can be presented to the town manager: Birch Grove, items 1,2, and 3; TIS, items 1, 3 (some of this is eligible for a reimbursement grant), 4, and 5; TMS, items 1 and 2; THS, items 1,2,3, and 4; BOE Building, item 3.

Mr. Adlerstein inquired as to why they keep the Board of Education building if there is capacity in other buildings. Mr. Guzman commented that this may be a recommendation in the DRA study. It does not have program use for the students but the firm is aware of the building.

Mr. Adlerstein asked if there was anything else that should be on the plan. Mr. Carroll noted that he is having a budget problem with the dugouts. He can complete 2 but not all 4. Mr. Guzman explained that this item is approximately \$17,000. Mr. Carroll noted that the lowest bid was slightly over \$10,000 for each dugout and will meet current codes for tornado and wind adjustments.

Mr. Guzman recommended adding \$20,000 for the two dugouts to the list for the 2014/2015FY. The issue is that they would like to have all four constructed by the spring. If other funding is available to build them for the spring, the item can be eliminated. A brief discussion of the security grant (56% state reimbursement) took place.

Two other possible additions to the list would involve security and recommendations by DRA. Mr. Guzman requested an approval tonight of the list subject to a DRA review and discussion with the town manager on how to position itself in terms of the security grant. Mr. Adlerstein asked how Mr. Guzman could prioritize items on the list if he does not have the whole picture. Mr. Guzman explained that the Board can give him permission to speak to DRA, add anything they may recommend to the list, and authorize him to discuss funding for security.

Mr. Sce asked if his could be presented to the town manager after the next Board meeting. Mr. Guzman noted that the town manager would like the recommended list. Mr. Sce commented that they hired DRA to look at these things. Mr. Guzman noted that the contract with DRA is for space utilization and analysis, not to do a structural analysis.

Mr. Guzman would like resolution to present this list with the possibility that there may be an addition due to the DRA analysis and the addition of security funding as a placeholder going forward.

Mr. Clark motioned to submit the Capital Improvement List as amended this evening to the town manager subject to review and possible amendment prior to January 6th. Mr. Frattaroli seconded the motion. Mr. Doyle, Ms. Gorsky, Ms. Moran, Mr. Pagoni, Mr. Clark, Mr. Frattaroli, Mr. Fratoni, and Mr. Sce were in favor. Mr. Adlerstein opposed. None abstained. Motion carried.

I.3. Cancellation of December 25, 2013 Board of Education Meeting

Mr. Pagoni motioned to cancel the Board of Education meeting scheduled for December 25th. Mr. Sce seconded the motion. An extended discussion took place in regard to if the meeting should be cancelled or rescheduled to December 18th.

Mr. Doyle motioned to table action on this item. Mr. Pagoni seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

I.4. Utility Internal Service Fund Agreement

Mr. Sce motioned to approve the Utility Internal Service Fund Agreement with the amended language to look to amend the agreement in a year. Mr. Guzman read what the amendment will look like, "Paragraph 6 will be reviewed in one year and recommended changes, if any, be presented to the Town Council at that time." Mr. Fratoni seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

J. PUBLIC PARTICIPATION

Rebecca Risley, 103 Mountain Spring Road, commented that she has been doing research into the benefits and importance of implementing full day kindergarten. One item that came up during her research was some of the creative ways towns are funding the program. She asked if Tolland has investigated and could be involved in the state's Open Choice Program to bring students into the schools. It also speaks to people leaving and going to magnet schools.

Mr. Guzman commented that they did look at the Open Choice program and a representative came to speak to the administrators. Internally there were some concerns as to whether it was indeed a cost saver. If you bring students in, you would bring them through all the grades. With 10 students a year, you have 100 students from other districts coming to Tolland. In the end, this option was ruled out. Mr. Adlerstein invited her to return with other suggestions.

K. POINTS OF INFORMATION

Mr. Frattaroli noted that the girls' cross country team ran in NH and placed 4th. Courtney Ackerley and Caitlin Swanson had good showings.

L. CORRESPONDENCE

Ms. Gorsky referred to an e-mail received by members of the Board inquiring about the facility meetings. She was unable to attend and would like to know what kind of information had been put out and why they had not posted the public response after the first meeting. If it was not going to be posted, she would like copies of the flipcharts from the different groups. Mr. Guzman noted that they received the information today and it will be posted tomorrow.

M. FUTURE AGENDA ITEMS

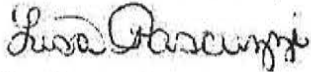
1. Invite the madrigal singers
2. Invite the cross country team to recognize its success
3. Policies on agenda again
4. Consideration of cancellation of the December 25th meeting and a possible rescheduling of the meeting to December 18th.
5. Give members the school improvement plan

Mr. Adlerstein noted that the new Outreach Committee may wish to have quarterly celebrations rather than invite people such as the madrigal singers and the girls' cross country team to the Board meetings for recognition.

N. ADJOURNMENT

Mr. Doyle motioned to adjourn the meeting at 11:11 P.M. Ms. Moran seconded the motion. All were in favor. None opposed. None abstained. Motion carried.

Respectfully submitted,



Lisa Pascuzzi
Clerk

**TOWN COUNCIL & BOARD OF EDUCATION JOINT MEETING
TOLLAND, CONNECTICUT
SPECIAL MEETING MINUTES OF DECEMBER 3, 2013**

TOWN COUNCIL AND REPRESENTATIVES PRESENT: Jack Scavone, Chair; George Baker, Vice Chair; Rick Field; Jan Rubino; Bill Eccles; Ben Stanford; Paul Krasusky; Steve Werbner, Town Manager

BOARD OF EDUCATION AND REPRESENTATIVES PRESENT: Sam Adlerstein, Chair; Patrick Doyle, Vice Chair; Steve Clark; Al Fratoni; Tom Frattaroli; Kathy Gorsky; Karen Moran; Joe Sce; William Guzman, Superintendent of Schools

OTHERS PRESENT: Marta Koonz, Facilitator; Jane Neel Board of Education Business Manager, Beverly Bellody, Director of Human Services; Lisa Hancock, Director of Finance & Records; Mike Wilkinson, Director of Administrative Services, various members of the public

1. Call to Order. Sam Adlerstein, BOE Chair, called the joint meeting of the Town Council and Board of Education to order in the Hicks Memorial Municipal Center, 1st Floor Conference Room A. He introduced Marta Koonz, a professional facilitator who will be leading the discussion.
2. Discussion of Issues of Mutual Concern: Marta Koonz explained the purpose of the meeting and workshop setting. She said that while the two boards need to work together collaboratively, budget time can often be a challenging and stressful time of year. She noted that elections were just recently held and the boards are made up of both some new and some returning members, and so this is a very good time to start thinking about how the two groups can best collaborate together.

The purpose of this evening's meeting is to try to develop a working agreement between the two boards with six to eight important statements to help them get to a shared vision. As a first step, she asked everyone to break up into groups of two or three with at least one member of the Town Council and one of the Board of Education in each group. They were asked to think forward to next year's budget time, and envision that the new budget that was acceptable to everyone has just been passed. She asked that they think about what got them to a positive outcome.

After allowing for some discussion time between the partners/groups of three, she asked people to put forward the highlights of their conversations. Tom Frattaroli said there would have been plenty of open conversation and a lot of engagement. Kathy Gorsky said there was an understanding of shared goals, no negativity, and that people understood and respected each group's needs. Patrick Doyle said they would look back and ask themselves if the outcome was the best they could do and to make sure that the process remained collaborative throughout. He said the Board of Education needs to remain a collaborator even after the

budget goes to the Town Council. Paul Krasusky said there was compromise and trust. Karen Moran said there were open lines of communication and an understanding on both sides of the obstacles. Sam Adlerstein said there was an understanding that both groups are responsible for costs and services. He also said there were straight talk behaviors and no spin on the issues.

Marta Koonz then made a list of some of the recurrent themes that came out of that discussion. They included: collaboration, shared goals, trust, communication, transparency, respect, engagement and involvement, and understanding and compromise. She said it takes a lot of work to get to this place and so they need to establish a working agreement for how they will interact with each other, particularly during challenging times. She said the time to create that agreement is now—early on in the fiscal year—as it will make things easier to navigate during tougher times.

As a second task, Marta Koonz asked participants as part of somewhat larger groups to start to draft statements for their working agreement, not just for when they are working together, but also outside in the public realm. She also invited others in the audience to work together, if they wished, to draft their own suggestions for the draft statement.

[This link](#) is to the charts that were created.

Each of the five groups shared their results by tacking up a sheet of paper with their draft statement suggestions at the front of the room. Marta Koonz then asked everyone to try to find similarities and common ground amongst the various suggestions. She asked how they can take the five lists and merge them into one document. She also asked how they would hold everyone accountable for the items on the agreement.

One recurrent suggestion was to refrain from negative behaviors, such as eye-rolling, snickering, laughing, or checking phones unnecessarily. Marta Koonz asked how they might flip this statement to be more positive. A suggestion was made that all participants should present themselves and interact in a positive, respectful manner. Jan Rubino said there is a trust factor involved and that all members of both boards need to be personally responsible for their behaviors. Patrick Doyle said he felt an important common theme was to seek first to understand a different point of view.

After further discussion, a draft working agreement was created with the following points:

We agree to:

- Engage with each other in a respectful, professional manner
- View things from a broader perspective: community-focussed, not us vs. them
- Listen, understand, and share in a clear, specific, and accurate manner
- Engage in joint communication early and often
- Surface and acknowledge disagreements and agreements
- Identify and work toward a shared goal.

The last item above—Identify and work toward s shared goal—was added after a conversation that noted that the first five items are a code of conduct or rules of engagement that support a goal, but that there is a need to first identify and establish a shared goal.

Marta Koonz then asked everyone if this working agreement in place should be during joint meetings only, both joint meetings and their individual meetings, or at all times including when individual members are out in the public. There was consensus that this agreement should be in place at all times. Bill Eccles said it is important to have this agreement written out. Marta Koonz agreed that a written agreement creates clarity and allows each of the members of the groups to hold each other accountable. As a final step to the draft agreement, she asked all members to sign their names to it. She also asked that the members of the two boards bring any of their absent members up to date on the discussion and have them sign it also.

Marta Koonz said they next needed to have a conversation about what their shared goal is. What is that shared goal or vision? What is it you are collaborating together for? She invited the groups to have another brief discussion and come up with a statement. After the discussion period there were two main goals that were written out and discussed. There was consensus that each of the statements had merit and they discussed how to merge the two into one. Members of the public also were invited to provide their input. The participants agreed upon the following statement:

“We each share an equal role in maximizing the usage of town resources to provide the highest quality of services, which balance top priority needs within financial constraints. We will communicate with and engage the community in a positive way.”

3. Adjournment: The meeting was adjourned at 9:00p.m.

Respectfully submitted,

Annie Gentile
Clerk

TO: Members of the Board of Education

FROM: William D. Guzman
Jane A. Neel

DATE: December 11, 2013

SUBJECT: Status of the Budget – December 2, 2013

In accordance with Board of Education Policy 3010, attached is the status report of the budget for fiscal year 2013/2014 as of December 2, 2013.

The budget for fiscal year 2013/2014 as adopted is \$36,059,250.

As of December 2, 2013 expenditures and encumbrances total \$35,009,426, leaving an unexpended balance at this time in the amount of \$1,049,824.

Notable changes in programs with regard to budget versus anticipated expenses are as follows:

Program 133 Interdistrict Programs

Currently this program is in a deficit in the amount of \$49,162. The actual enrollment in magnet schools for which we are required to pay tuition is 82 students, an increase of 60 students.

Program 701 Transportation

Transportation requirements have increased since the original budget was developed due to needs for special education students and additional late bus runs.

Program 177 Staff Services - other

This program holds the budgeted funds for items such as course reimbursement, degree change salary, professional development for administrators, severance pay and pensions, life and disability insurances, social security, mileage reimbursement, and unemployment and workers' compensation. Currently, the projected unemployment expenses will be approximately \$98,000 over budget. We have experienced an increase in this account due to the number of staff that are receiving unemployment benefits.

TOLLAND PUBLIC SCHOOLS
Business Services
December 2, 2013
Fiscal Year 2013-14 Expenditure Report

Program #	Program Description	Original Budget	Budget Transfers	Adjusted Budget	Expenses/ Encumbrances Y - T - D	December Budget Transfers	Balance	%
101	Language Arts	\$ 56,583	\$ -	\$ 56,583	\$ 28,500	\$ -	\$ 28,083	49.6%
102	Math	\$ 36,666	\$ -	\$ 36,666	\$ 19,340	\$ -	\$ 17,326	47.3%
103	Social Studies	\$ 16,087	\$ -	\$ 16,087	\$ 7,634	\$ -	\$ 8,453	52.5%
104	Science	\$ 64,700	\$ -	\$ 64,700	\$ 34,402	\$ -	\$ 30,298	46.8%
105	Art	\$ 27,455	\$ -	\$ 27,455	\$ 22,363	\$ -	\$ 5,092	18.5%
106	Music	\$ 15,751	\$ -	\$ 15,751	\$ 9,559	\$ -	\$ 6,192	39.3%
107	Physical Education/Health	\$ 13,638	\$ -	\$ 13,638	\$ 10,558	\$ -	\$ 3,080	22.6%
108	World Language	\$ 15,644	\$ -	\$ 15,644	\$ 11,337	\$ -	\$ 4,307	27.5%
109	Family and Consumer Science	\$ 14,879	\$ -	\$ 14,879	\$ 14,708	\$ -	\$ 171	1.1%
110	Technology Education	\$ 26,560	\$ -	\$ 26,560	\$ 17,159	\$ -	\$ 9,401	35.4%
111	Business Education	\$ 24,175	\$ -	\$ 24,175	\$ 16,123	\$ -	\$ 8,052	33.3%
112	Digital Education	\$ 9,366	\$ -	\$ 9,366	\$ 3,066	\$ -	\$ 6,300	67.3%
115	TALC	\$ 1,240	\$ -	\$ 1,240	\$ -	\$ -	\$ 1,240	100.0%
131	Special Services	\$ 2,375,880	\$ (1,093)	\$ 2,374,787	\$ 2,027,511	\$ -	\$ 347,276	14.6%
132	Special Education	\$ 97,408	\$ -	\$ 97,408	\$ 81,810	\$ -	\$ 15,598	16.0%
133	Interdistrict Programs	\$ 179,899	\$ -	\$ 179,899	\$ 229,061	\$ -	\$ (49,162)	-27.3%
134	Student Athletics	\$ 157,480	\$ -	\$ 157,480	\$ 118,010	\$ -	\$ 39,470	25.1%
136	Student Activities	\$ 28,820	\$ -	\$ 28,820	\$ 14,045	\$ -	\$ 14,775	51.3%
142	School Counseling Services	\$ 9,679	\$ -	\$ 9,679	\$ 6,950	\$ -	\$ 2,729	28.2%
144	Nursing	\$ 19,764	\$ -	\$ 19,764	\$ 14,356	\$ -	\$ 5,408	27.4%
145	Library	\$ 13,845	\$ -	\$ 13,845	\$ 8,666	\$ -	\$ 5,179	37.4%
146	Audiovisual	\$ 2,015	\$ -	\$ 2,015	\$ 367	\$ -	\$ 1,648	81.8%
710	Principals' Office	\$ 166,203	\$ -	\$ 166,203	\$ 65,828	\$ -	\$ 100,375	60.4%
701	Transportation	\$ 2,329,416	\$ -	\$ 2,329,416	\$ 2,351,082	\$ -	\$ (21,666)	-0.9%
755	Superintendent's Office	\$ 26,145	\$ -	\$ 26,145	\$ 22,073	\$ -	\$ 4,072	15.6%
756	Business Services	\$ 193,137	\$ -	\$ 193,137	\$ 180,185	\$ -	\$ 12,952	6.7%
757	Technology Services	\$ 267,486	\$ -	\$ 267,486	\$ 247,980	\$ -	\$ 19,506	7.3%
661	Custodial Services	\$ 158,926	\$ -	\$ 158,926	\$ 179,541	\$ 21,000	\$ 385	0.2%
667	Comm/Ins	\$ 186,894	\$ -	\$ 186,894	\$ 186,750	\$ -	\$ 144	0.1%
663	Utilities-Energy Mgt	\$ 1,307,857	\$ -	\$ 1,307,857	\$ 1,306,693	\$ -	\$ 1,164	0.1%
666	Energy Management	\$ 6,380	\$ -	\$ 6,380	\$ -	\$ -	\$ 6,380	100.0%
662	Maintenance	\$ 427,362	\$ -	\$ 427,362	\$ 255,478	\$ (21,000)	\$ 150,884	35.3%
770	Prog/Prof Development	\$ 82,738	\$ -	\$ 82,738	\$ 31,601	\$ -	\$ 51,137	61.8%
790	Adult Education	\$ 30,269	\$ -	\$ 30,269	\$ 30,267	\$ -	\$ 2	0.0%
791	Board of Education	\$ 102,720	\$ -	\$ 102,720	\$ 101,981	\$ -	\$ 739	0.7%
xxx	Program Total	\$ 8,493,067	\$ (1,093)	\$ 8,491,974	\$ 7,654,984	\$ -	\$ 836,990	9.9%

JAN

OLLAND PUBLIC SCHOOLS
 Business Services
 December 2, 2013
 Fiscal Year 2013-14 Expenditure Report

Program #	Program Description	Original Budget	Budget Transfers	Adjusted Budget	Expenses/ Encumbrances Y - T - D	December Budget Transfers	Balance	%
177	Staff Services - Other	\$ 1,123,383	\$ -	\$ 1,123,383	\$ 1,193,616	\$ -	\$ (70,233)	-6.3%
177	Staff Services - Health Insurance	\$ 4,972,188	\$ -	\$ 4,972,188	\$ 4,976,455	\$ -	\$ (4,267)	-0.1%
178	Certified Regular Ed	\$ 12,895,805	\$ -	\$ 12,895,805	\$ 12,804,299	\$ -	\$ 91,506	0.7%
179	Certified Special Ed	\$ 2,849,262	\$ -	\$ 2,849,262	\$ 2,702,028	\$ -	\$ 147,234	5.2%
180	Non-Certified	\$ 1,261,668	\$ 1,093	\$ 1,262,761	\$ 1,249,778	\$ -	\$ 12,983	1.0%
181	Building Operations	\$ 810,212	\$ -	\$ 810,212	\$ 761,932	\$ -	\$ 48,280	6.0%
182	Building Maintenance	\$ 174,046	\$ -	\$ 174,046	\$ 174,046	\$ -	\$ -	0.0%
183	BOE Clerk	\$ 2,860	\$ -	\$ 2,860	\$ 2,322	\$ -	\$ 538	18.8%
184	Business Services	\$ 272,267	\$ -	\$ 272,267	\$ 276,734	\$ -	\$ (4,467)	-1.6%
185	Superintendent's Office	\$ 276,820	\$ -	\$ 276,820	\$ 274,993	\$ -	\$ 1,827	0.7%
186	Principals' Office	\$ 1,557,502	\$ -	\$ 1,557,502	\$ 1,557,502	\$ -	\$ -	0.0%
187	Substitutes	\$ 297,746	\$ -	\$ 297,746	\$ 342,701	\$ -	\$ (44,955)	-15.1%
188	Systemwide Services	\$ 1,072,424	\$ -	\$ 1,072,424	\$ 1,038,036	\$ -	\$ 34,388	3.2%
xxx	Personnel Total	\$ 27,566,183	\$ 1,093	\$ 27,567,276	\$ 27,354,442	\$ -	\$ 212,834	0.8%
xxx	Original Appropriation Total	\$ 36,059,250	\$ -	\$ 36,059,250	\$ 35,009,426	\$ -	\$ 1,049,824	2.9%
	Additional Appropriations:							
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
xxx	Add'l Appropriations Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
xxx	Grand Total	\$ 36,059,250	\$ -	\$ 36,059,250	\$ 35,009,426	\$ -	\$ 1,049,824	2.9%

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: December 11, 2013

SUBJECT: Leave of Absence Request

Ms. Lauren Mule', Tolland Intermediate School Reading/Math Paraprofessional, is requesting an unpaid leave of absence beginning January 2, 2014 through the end of March.

Attached please find her request, which explains the reason for the leave. The Administration recommends approval of this request for an unpaid leave of absence.

WDG:jp
Attachment

November 4, 20 13

William D. Guzman
Office of the Superintendent
Tolland Board of Education 51
Tolland Green
Tolland, CT 06084

Dear Mr. Guzman,

I am writing this letter to request a leave of absence from my paraprofessional position at Tolland Intermediate School beginning January 2nd 2014. I expect to return at the end of March 2014 barring few snow days.

I have learned a lot in my position here at TIS, and I have really enjoyed working with the wonderful faculty and staff. The children have been the highlight of every day. Because I have had such positive and fulfilling experiences at this school, I would like to take this leave of absence so that I can complete my Teacher Certification Program through student teaching from University of Saint Joseph, so that when I return, I may make a richer and more rewarding contribution to this school.

I am looking forward to returning, with your permission, upon the completion of my program. I would like to thank you for your consideration and for the opportunity you have given me to work in your school.

Sincerely,

Lauren Mule
Reading/Math Paraprofessional
Tolland Intermediate School
96 Old Post Road
Tolland, CT 06084
860-874-7540

cc James Dineen

TO: Members of the Board of Education
FROM: William D. Guzman
DATE: December 11, 2013
SUBJECT: Baseball and Softball Field Dugouts

The baseball and softball field dugouts at Tolland High School were damaged during the Sandy storm on October 29, 2013.

Insurance proceeds for the damaged dugouts amounted to \$17,831 for which \$2,252 has been expended for the removal of debris. This leaves a balance of \$15,579.

Please note that there are remaining Capital Improvement Funds in two completed District projects. These include \$12,529 in the Tolland Middle School (TMS) paving project and \$5,000 in the Tolland Middle School (TMS) track resurfacing project.

According to Board policy, this project will be required to go out for bid. In anticipation of a bid award in January, Administration requests that the Board of Education approve a request to the Town Council to reallocate the remaining balance of \$12,529 (from the TMS paving project) and \$5,000 (from the TMS track-resurfacing project) to an account for replacement of the baseball and softball field dugouts. This request is in anticipation that the cost to replace the four dugouts will cost greater than the insurance proceeds.

WDG:jp

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: December 11, 2013

SUBJECT: School Improvement Goals – 2013/2014

Attached you will find the School Improvement Goals for each Tolland School. Please note that these smart goal statements include strategies, timelines and monitoring activities to be utilized by school administrators and staff.

These goals, as developed by the school principals, are aligned with teacher goals in each of the respective schools. As you will note, first and foremost among the goals at each of the schools, is that of increasing student achievement. Student achievement is also goal 1 in the District's Strategic Plan - "To ensure high levels of student achievement for each individual academically, socially, emotionally in preparation for a 21st Century World". The administration will focus on the following areas during the 2013/2014 year:

1. Continued Implementation of the District's Strategic Plan requires a commitment of resources to:
 - Develop 21st Century skills
 - Establish a positive school climate
 - Provide technology to promote learning
 - Facilitate communication among stake holders
 - Improve School Facilities
2. Completion of the first cycle of the Teacher/Administrator Evaluation Plan
3. Continued Implementation of the development of Common Core State Standards
4. Completion of the Facility Study and Analysis

The District has utilized grant resources made available by the state to purchase technology in preparation of the Smarter Balance Testing. Grant application for security upgrades will add to the funding already approved by the Board and Town in this regard. The Honeywell energy savings contract, also approved by the Board and Town, will ensure facility upgrades to mechanical infrastructure of each school. The full implementation of these initiatives will result in substantial steps toward sound and prudent expenditure of funds in meeting essential aspects of the Strategic Plan.

In order to achieve and support the District's efforts toward this goal over time, a commitment from Tolland residents is required.

WDG:jp



Connecticut State Department of Education
Connecticut District Performance Report
 For School Year 2012-13

District
Tolland School District

Overall Performance

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 DPI points exists between the achievement of the majority of subgroups and the all students group in a district (excludes High Needs).

	CMT DPI	CAPT DPI	District Graduation Rate
2009 - 10	90.0	83.6	
2010 - 11	90.0	85.2	92.4%
2011 - 12	90.9	84.6	96.5%
2012 - 13	90.6	89.4	Available 2014
Target Achieved	Yes	Yes	Yes
Achievement Gap	Yes	No	

District Enrollment by School Classification

Though the district is assigned an overall classification based on the CMT and/or CAPT, schools within the district may have earned different school classifications. To reflect this potential diversity within a district, this table displays the number of schools and the percentage of students enrolled in the district by the school classification category. Note: In rare instances where a school serves grades that test both the CMT and the CAPT, the count of schools is a count of school classifications.

	Total Number of Schools	Percentage of Total Student Enrollment
EXCELLING	1	31.8%
PROGRESSING	3	68.2%
TRANSITIONING	0	0.0%
REVIEW	0	0.0%
FOCUS	0	0.0%
TURNAROUND	0	0.0%
TOTAL	4	100%

Cohort Graduation Rates

	DISTRICT					
	2010-11 Rate	2011-12 Graduation Data			2012-13 Target	2013-14 Target
		Rate	Target	Achieved		
All Students	92.4%	96.5%	92.5%	Yes	92.6%	92.8%
Black or African American				n/a		
Hispanic or Latino				n/a		
English Language Learners				n/a		
Free/Reduced Lunch Eligible				n/a		
Students with Disabilities		87.0%		n/a		
High Needs		90.3%		n/a		

Cohort Holding Power Rates

(Graduates, Completers and Students still Enrolled)

	DISTRICT					
	2010-11 Rate	2011-12 Graduation Data			2012-13 Target	2013-14 Target
		Rate	Target	Achieved		
All Students	99.6%	98.3%	96.0%	Yes	96.0%	96.0%
Black or African American				n/a		
Hispanic or Latino				n/a		
English Language Learners				n/a		
Free/Reduced Lunch Eligible				n/a		
Students with Disabilities		95.7%		n/a		
High Needs		96.8%		n/a		

Graduation and Holding Power Rates are reflective of the 4-Year Cohort Analysis. For the purposes of accountability, data are only displayed for subgroups meeting the minimum N requirement of 20 or greater.

Connecticut Mastery Test (CMT) 2012-13
District Performance Index (DPI)

	Participation	DPI	Target	Achieved
All Students	99.8%	90.6	88.0	Yes
SUBGROUP PERFORMANCE				
Black or African American			88.0	n/a
Hispanic or Latino	95.1%	74.5	84.0	No
English Language Learners				
Free/Reduced Lunch Eligible	97.3%	74.2	79.6	No
Students with Disabilities	98.9%	58.9	63.2	No
High Needs	98.7%	64.7	68.3	No
MATH PERFORMANCE				
Math Overall	99.8%	92.2	88.0	Yes
Black or African American			88.0	n/a
Hispanic or Latino	95.1%	81.5	87.1	No
English Language Learners				
Free/Reduced Lunch Eligible	97.3%	76.5	82.5	No
Students with Disabilities	98.9%	62.1	66.8	No
High Needs	98.7%	67.8	71.7	No
READING PERFORMANCE				
Reading Overall	99.8%	89.3	88.0	Yes
Black or African American			86.3	n/a
Hispanic or Latino	95.1%	70.2	79.8	No
English Language Learners				
Free/Reduced Lunch Eligible	97.3%	70.8	77.3	No
Students with Disabilities	98.9%	55.3	59.5	No
High Needs	98.7%	60.8	64.9	No
WRITING PERFORMANCE				
Writing Overall	99.8%	91.3	88.0	Yes
Black or African American			88.0	n/a
Hispanic or Latino	95.1%	76.8	87.8	No
English Language Learners				
Free/Reduced Lunch Eligible	97.3%	78.9	80.9	No
Students with Disabilities	98.9%	58.9	63.3	No
High Needs	98.7%	66.3	69.2	No
SCIENCE PERFORMANCE				
Science Overall	99.6%	92.6	88.0	Yes
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	95.0%		86.9	n/a
Students with Disabilities	98.6%	73.4	73.3	Yes
High Needs	97.7%	76.7	77.9	No

Connecticut Academic Achievement Test (CAPT) 2012-13
District Performance Index (DPI)

	Participation	DPI	Target	Achieved
All Students	100.0%	89.4	84.7	Yes
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities			54.1	n/a
High Needs	100.0%	73.0	58.4	Yes
MATH PERFORMANCE				
Math Overall	100.0%	89.3	85.1	Yes
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities			51.5	n/a
High Needs	100.0%	72.7	54.6	Yes
READING PERFORMANCE				
Reading Overall	100.0%	86.2	80.3	Yes
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities			49.1	n/a
High Needs	100.0%	72.6	54.1	Yes
WRITING PERFORMANCE				
Writing Overall	100.0%	92.3	87.9	Yes
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs	100.0%	74.7	58.6	Yes
SCIENCE PERFORMANCE				
Science Overall	100.0%	91.8	86.3	Yes
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs	100.0%	81.9	64.5	Yes

Connecticut Mastery Test (CMT) 2010-2012
Baseline DPI's

	2009-10 DPI	2010-11 DPI	2011-12 DPI	Baseline DPI
All Students	90.0	90.0	90.9	90.3
SUBGROUP PERFORMANCE				
Black or African American	83.0	90.0	95.5	89.5
Hispanic or Latino	85.5	83.5	82.0	83.7
English Language Learners				
Free/Reduced Lunch Eligible	82.0	78.8	76.1	78.9
Students with Disabilities	60.6	60.6	62.0	61.0
High Needs	66.3	66.2	67.3	66.6
MATH PERFORMANCE				
Math Overall	91.7	90.8	92.8	91.8
Black or African American	88.2	94.5	97.0	93.2
Hispanic or Latino	90.1	87.4	83.8	87.1
English Language Learners				
Free/Reduced Lunch Eligible	84.7	81.1	80.3	82.1
Students with Disabilities	66.4	63.4	64.9	64.9
High Needs	71.5	68.8	70.6	70.3
READING PERFORMANCE				
Reading Overall	88.8	89.4	90.0	89.4
Black or African American	79.0	84.1	95.5	86.2
Hispanic or Latino	80.9	77.8	78.6	79.1
English Language Learners				
Free/Reduced Lunch Eligible	81.6	76.0	71.6	76.4
Students with Disabilities	53.9	55.6	61.3	57.0
High Needs	60.8	62.1	65.7	62.8
WRITING PERFORMANCE				
Writing Overall	90.2	90.8	91.3	90.8
Black or African American	82.2	91.3	93.7	89.1
Hispanic or Latino	86.0	87.8	89.6	87.8
English Language Learners				
Free/Reduced Lunch Eligible	79.6	79.1	82.3	80.3
Students with Disabilities	59.2	64.3	59.9	61.1
High Needs	65.8	69.6	67.4	67.6
SCIENCE PERFORMANCE				
Science Overall	92.3	94.2	92.7	93.0
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	82.6	91.3	86.7	86.9
Students with Disabilities	73.8	72.3	69.9	72.0
High Needs	76.7	78.9	75.6	77.1

Connecticut Academic Performance Test (CAPT) 2010-2012
Baseline DPI's

	2009-10 DPI	2010-11 DPI	2011-12 DPI	Baseline DPI
All Students	83.6	85.2	84.6	84.4
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities			51.2	51.2
High Needs	54.4	59.8	53.1	55.8
MATH PERFORMANCE				
Math Overall	84.7	86.0	84.1	84.9
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities			48.5	48.5
High Needs	52.9	51.5	50.7	51.7
READING PERFORMANCE				
Reading Overall	76.9	81.7	80.5	79.7
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities			46.1	46.1
High Needs	42.8	61.9	48.7	51.1
WRITING PERFORMANCE				
Writing Overall	86.4	88.9	88.7	88.0
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		60.5	51.5	56.0
SCIENCE PERFORMANCE				
Science Overall	87.0	85.3	86.3	86.2
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		63.6	61.3	62.4



Connecticut State Department of Education
Connecticut School Performance Report
 For School Year 2012-13

School/District	School Classification Category
Tolland High School	EXCELLING
Tolland School District	<i>School of Distinction</i>
	(see page 2 for classification information)

Overall CAPT Performance

A School Performance Index (SPI) is the average of all Connecticut Academic Performance Test (CAPT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	SCHOOL		DISTRICT	
	SPI	Graduation Rate	DPI	Graduation Rate
2009 - 10	83.9		83.6	
2010 - 11	85.2	92.8%	85.2	92.4%
2011 - 12	85.2	97.4%	84.6	96.5%
2012 - 13	89.9	Available 2014	89.4	Available 2014
Target Achieved	Yes	Yes	Yes	Yes
Achievement Gap	No		No	

Performance by Subgroups

	SCHOOL				DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI Target
All Students	207	100.0%	89.9	85.0	Yes	89.4 84.7
Black or African American	n < 20					
Hispanic or Latino	n < 20					
English Language Learners						
Free/Reduced Lunch Eligible	n < 20					
Students with Disabilities	n < 20					54.1
High Needs	26	100.0%	75.4	59.6	Yes	73.0 58.4

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL				DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI Target
Math	207	100.0%	89.7	85.5	Yes	89.3 85.1
Reading	207	100.0%	86.6	80.6	Yes	86.2 80.3
Writing	202	100.0%	92.9	88.0	Yes	92.3 87.9
Science	202	100.0%	92.4	86.6	Yes	91.8 86.3

Understanding School Classifications

EXCELLING:
(15 schools)

An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CAPT participation rate is at least 95% and the graduation rate is at least 94% and the Holding Power Rate is at least 96%.

PROGRESSING:
(51 schools)

There are 2 ways in which a school can receive a Progressing classification:

- An overall SPI of 88 or above and a CAPT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CAPT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points and has a graduation rate of at least 90% and a Holding Power Rate of at least 93%.

TRANSITIONING:
(92 schools)

An overall SPI of 64 to 87 and a CAPT participation rate of at least 95% and misses one or more of the Progressing criteria.

REVIEW:
(34 schools)

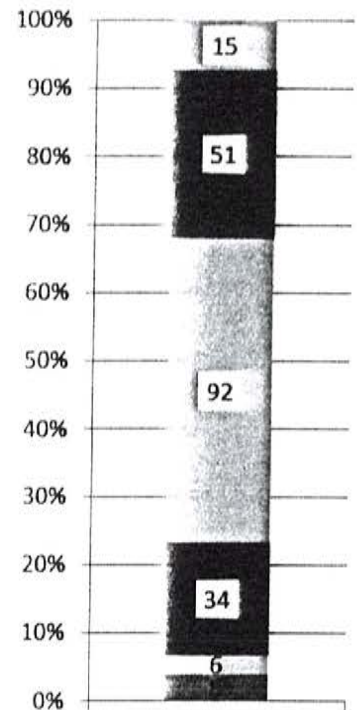
An overall SPI below 64 or a CAPT participation rate below 95%.

FOCUS:
(6 schools)

A Title I school with one of its subgroups among the lowest performing in the state.

TURNAROUND:
(8 schools)

Schools in this category were selected from among the lowest performing schools statewide.



**Statewide CAPT
School
Classifications**

**School of
Distinction:**

A school in the Excelling, Progressing, or Transitioning category may be named a School of Distinction if it is among the highest performing schools statewide (at the all students and/or subgroup levels) and/or among schools that are making the most progress. (See a statewide list of Schools of Distinction at <http://tinyurl.com/lnktspz>)

Cohort Graduation Rates

	SCHOOL						DISTRICT	
	2010-11 Rate	2011-12 Graduation Data			2012-13 Target	2013-14 Target	2011-12 Data	
		Rate	Target	Achieved			Rate	Target
All Students	92.8%	97.4%	92.8%	Yes	92.9%	93.0%	96.5%	92.5%
Black or African American				n/a				
Hispanic or Latino				n/a				
English Language Learners				n/a				
Free/Reduced Lunch Eligible				n/a				
Students with Disabilities		90.5%		n/a			87.0%	
High Needs		93.1%		n/a			90.3%	

Cohort Holding Power Rates

(Graduates, Completers and Students still Enrolled)

	SCHOOL						DISTRICT	
	2010-11 Rate	2011-12 Graduation Data			2012-13 Target	2013-14 Target	2011-12 Data	
		Rate	Target	Achieved			Rate	Target
All Students	99.5%	98.2%	96.0%	Yes	96.0%	96.0%	98.3%	96.0%
Black or African American				n/a				
Hispanic or Latino				n/a				
English Language Learners				n/a				
Free/Reduced Lunch Eligible				n/a				
Students with Disabilities		95.2%		n/a			95.7%	
High Needs		96.6%		n/a			96.8%	

Graduation and Holding Power Rates are reflective of the 4-Year Cohort Analysis. For the purposes of accountability, data are only displayed for subgroups meeting the minimum N requirement of 20 or greater.

Connecticut Academic Performance Test (CAPT) 2012-13

School Performance Index (SPI)

Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible						
Students with Disabilities						51.5
High Needs	100.0%	74.4	56.1	Yes	72.7	54.6
READING PERFORMANCE						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible						
Students with Disabilities						49.1
High Needs	100.0%	74.4	55.0	Yes	72.6	54.1
WRITING PERFORMANCE						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible						
Students with Disabilities						
High Needs	100.0%	78.6	59.8	Yes	74.7	58.6
SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible						
Students with Disabilities						
High Needs	100.0%	86.5	64.9	Yes	81.9	64.5

Connecticut Academic Performance Test (CAPT) 2010-2012
Baseline SPI's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	83.9	85.2	85.2	84.8
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs	56.8	59.8	54.6	57.1
MATH PERFORMANCE				
Math Overall	85.1	86.0	84.8	85.3
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs	55.3	51.5	52.9	53.2
READING PERFORMANCE				
Reading Overall	77.2	81.7	81.0	79.9
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs	45.0	61.9	49.3	52.0
WRITING PERFORMANCE				
Writing Overall	86.8	88.9	89.4	88.4
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		60.5	54.0	57.3
SCIENCE PERFORMANCE				
Science Overall	87.4	85.3	86.7	86.5
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		63.6	62.0	62.8

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP often is called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in a state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 40 years. Beginning in 2009, the U.S. Department of Education required states to report state-level NAEP results in state and district report cards. This reporting requirement was designed to provide parents and the public with additional important information about the performance of the students in their state. However, there are important differences to consider when reviewing state-level NAEP results alongside results from the Connecticut Mastery Test (CMT). Specifically, state assessments and NAEP are developed for different purposes and performance standards (e.g., proficient) are set independently. Therefore, one should not expect performance results to be the same across CMT and NAEP. Instead, NAEP results are meant to complement our state assessment results. NAEP can be helpful in gauging the progress of Connecticut students over time and in reviewing our state performance relative to the performance of other states across the country.

The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	NAEP 2013: GRADE 4 MATHEMATICS				NAEP 2013: GRADE 4 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1

REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

† Reporting standards not met

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>



Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
Tolland Middle School	PROGRESSING
Tolland School District	(see page 2 for classification information)

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	92.6	93.3	93.4	93.2	Yes	Yes
District (DPI)	90.0	90.0	90.9	90.6	Yes	Yes

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	678	99.6%	93.2	88.0	Yes	90.6	88.0
Black or African American	n < 20						88.0
Hispanic or Latino	n < 20					74.5	84.0
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	31	94.3%	76.9	82.3	No	74.2	79.6
Students with Disabilities	84	97.8%	60.7	69.6	No	58.9	63.2
High Needs	102	97.2%	66.6	74.5	No	64.7	68.3

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	678	99.6%	94.4	88.0	Yes	92.2	88.0
Reading	678	99.6%	94.1	88.0	Yes	89.3	88.0
Writing	656	99.6%	93.1	88.0	Yes	91.3	88.0
Science	229	99.2%	93.3	88.0	Yes	92.6	88.0

Understanding School Classifications

EXCELLING:
(123 schools)

An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.

PROGRESSING:
(235 schools)

There are 2 ways in which a school can receive a Progressing classification:

- An overall SPI of 88 or above and a CMT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CMT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points.

TRANSITIONING:
(326 schools)

An overall SPI of 64 to 87 and a CMT participation rate of at least 95% and misses one or more of the Progressing criteria.

REVIEW:
(80 schools)

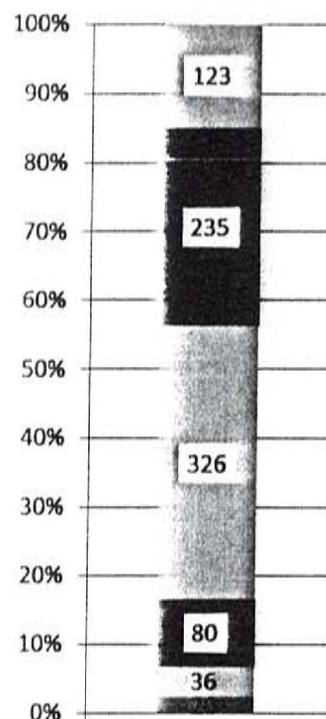
An overall SPI below 64 or a CMT participation rate below 95%.

FOCUS:
(36 schools)

A Title I school with one of its subgroups among the lowest performing in the state.

TURNAROUND:
(20 schools)

Schools in this category were selected from among the lowest performing schools statewide.



**Statewide CMT
School
Classifications**

**School of
Distinction:**

A school in the Excelling, Progressing, or Transitioning category may be named a School of Distinction if it is among the highest performing schools statewide (at the all students and/or subgroup levels) and/or among schools that are making the most progress. (See a statewide list of Schools of Distinction at <http://tinyurl.com/lnktspz>)

Connecticut Mastery Test (CMT) 2012-13
School Performance Index (SPI)
Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American						88.0
Hispanic or Latino					81.5	87.1
English Language Learners						
Free/Reduced Lunch Eligible	94.3%	79.1	84.7	No	76.5	82.5
Students with Disabilities	97.8%	62.7	71.0	No	62.1	66.8
High Needs	97.2%	68.7	75.9	No	67.8	71.7
READING PERFORMANCE						
Black or African American						86.3
Hispanic or Latino					70.2	79.8
English Language Learners						
Free/Reduced Lunch Eligible	94.3%	76.4	82.1	No	70.8	77.3
Students with Disabilities	97.8%	63.1	71.0	No	55.3	59.5
High Needs	97.2%	68.3	75.8	No	60.8	64.9
WRITING PERFORMANCE						
Black or African American						88.0
Hispanic or Latino					76.8	87.8
English Language Learners						
Free/Reduced Lunch Eligible	94.3%	82.0	81.7	Yes	78.9	80.9
Students with Disabilities	97.8%	58.6	68.7	No	58.9	63.3
High Needs	97.2%	66.7	74.3	No	66.3	69.2
SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible						86.9
Students with Disabilities	96.6%	70.3	70.0	Yes	73.4	73.3
High Needs	94.4%	75.3	75.9	No	76.7	77.9

Connecticut Mastery Test (CMT) 2010-2012

Baseline SPI's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	92.6	93.3	93.4	93.1
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	82.5	81.9	81.0	81.8
Students with Disabilities	70.4	68.3	65.2	67.9
High Needs	74.2	73.5	72.4	73.4
MATH PERFORMANCE				
Math Overall	92.8	93.9	94.8	93.8
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	84.9	84.6	83.7	84.4
Students with Disabilities	71.9	69.5	67.1	69.5
High Needs	75.7	74.7	74.1	74.8
READING PERFORMANCE				
Reading Overall	93.4	94.5	94.4	94.1
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	84.8	80.2	79.9	81.6
Students with Disabilities	69.6	70.0	69.0	69.6
High Needs	74.0	75.3	74.7	74.7
WRITING PERFORMANCE				
Writing Overall	92.6	93.2	93.2	93.0
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	78.5	82.5	82.6	81.2
Students with Disabilities	68.9	70.4	61.5	67.0
High Needs	73.7	74.5	71.3	73.2
SCIENCE PERFORMANCE				
Science Overall	90.6	93.5	89.4	91.2
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities	72.5		64.3	68.4
High Needs	72.5	79.3	72.9	74.9

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP often is called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in a state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 40 years. Beginning in 2009, the U.S. Department of Education required states to report state-level NAEP results in state and district report cards. This reporting requirement was designed to provide parents and the public with additional important information about the performance of the students in their state. However, there are important differences to consider when reviewing state-level NAEP results alongside results from the Connecticut Mastery Test (CMT). Specifically, state assessments and NAEP are developed for different purposes and performance standards (e.g., proficient) are set independently. Therefore, one should not expect performance results to be the same across CMT and NAEP. Instead, NAEP results are meant to complement our state assessment results. NAEP can be helpful in gauging the progress of Connecticut students over time and in reviewing our state performance relative to the performance of other states across the country.

The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	NAEP 2013: GRADE 4 MATHEMATICS				NAEP 2013: GRADE 4 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1

REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

† Reporting standards not met

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>



Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
Tolland Intermediate School	PROGRESSING
Tolland School District	(see page 2 for classification information)

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	88.3	87.8	89.9	89.2	Yes	Yes
District (DPI)	90.0	90.0	90.9	90.6	Yes	Yes

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	662	100.0%	89.2	88.0	Yes	90.6	88.0
Black or African American	n < 20						88.0
Hispanic or Latino	21	100.0%	72.3	80.8	No	74.5	84.0
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	36	100.0%	73.9	77.2	No	74.2	79.6
Students with Disabilities	87	100.0%	62.7	62.7	Yes	58.9	63.2
High Needs	116	100.0%	67.8	67.2	Yes	64.7	68.3

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	662	100.0%	91.5	88.0	Yes	92.2	88.0
Reading	662	100.0%	85.4	86.0	No	89.3	88.0
Writing	647	100.0%	90.6	88.0	Yes	91.3	88.0
Science	238	100.0%	93.0	88.0	Yes	92.6	88.0

Understanding School Classifications

EXCELLING:
(123 schools)

An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.

PROGRESSING:
(235 schools)

There are 2 ways in which a school can receive a Progressing classification:

- An overall SPI of 88 or above and a CMT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CMT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points.

TRANSITIONING:
(326 schools)

An overall SPI of 64 to 87 and a CMT participation rate of at least 95% and misses one or more of the Progressing criteria.

REVIEW:
(80 schools)

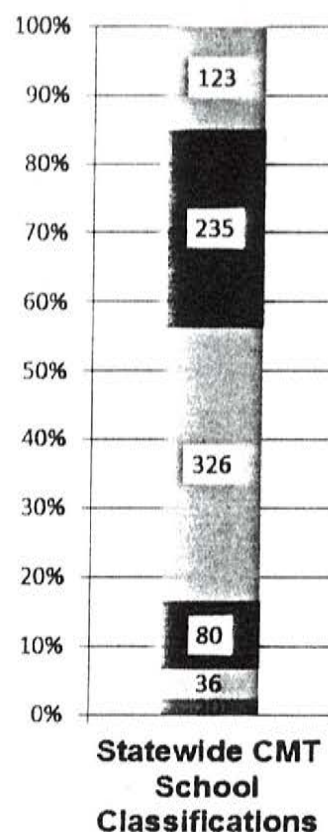
An overall SPI below 64 or a CMT participation rate below 95%.

FOCUS:
(36 schools)

A Title I school with one of its subgroups among the lowest performing in the state.

TURNAROUND:
(20 schools)

Schools in this category were selected from among the lowest performing schools statewide.



School of Distinction:

A school in the Excelling, Progressing, or Transitioning category may be named a School of Distinction if it is among the highest performing schools statewide (at the all students and/or subgroup levels) and/or among schools that are making the most progress. (See a statewide list of Schools of Distinction at <http://tinyurl.com/lnktspz>)

Connecticut Mastery Test (CMT) 2012-13

School Performance Index (SPI)

Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American						88.0
Hispanic or Latino	100.0%	83.4	81.1	Yes	81.5	87.1
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	76.4	81.0	No	76.5	82.5
Students with Disabilities	100.0%	69.2	68.4	Yes	62.1	66.8
High Needs	100.0%	73.5	72.7	Yes	67.8	71.7
READING PERFORMANCE						
Black or African American						86.3
Hispanic or Latino	100.0%	64.2	75.7	No	70.2	79.8
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	68.1	71.8	No	70.8	77.3
Students with Disabilities	100.0%	51.1	53.9	No	55.3	59.5
High Needs	100.0%	57.3	59.0	No	60.8	64.9
WRITING PERFORMANCE						
Black or African American						88.0
Hispanic or Latino	100.0%		88.0	n/a	76.8	87.8
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	78.8	79.6	No	78.9	80.9
Students with Disabilities	100.0%	65.4	65.0	Yes	58.9	63.3
High Needs	100.0%	71.0	69.9	Yes	66.3	69.2
SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible						86.9
Students with Disabilities	100.0%	81.0	78.5	Yes	73.4	73.3
High Needs	100.0%	82.6	84.3	No	76.7	77.9

Connecticut Mastery Test (CMT) 2010-2012

Baseline SPI's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	88.3	87.8	89.9	88.7
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino			80.2	80.2
English Language Learners				
Free/Reduced Lunch Eligible	81.5	77.1	70.3	76.3
Students with Disabilities	56.5	58.9	66.1	60.5
High Needs	63.5	63.9	68.5	65.3
MATH PERFORMANCE				
Math Overall	91.6	88.8	92.3	90.9
Black or African American				
Hispanic or Latino			80.5	80.5
English Language Learners				
Free/Reduced Lunch Eligible	84.5	79.2	77.4	80.4
Students with Disabilities	66.9	62.6	70.5	66.7
High Needs	72.6	67.6	73.8	71.3
READING PERFORMANCE				
Reading Overall	85.0	85.5	87.0	85.8
Black or African American				
Hispanic or Latino			74.7	74.7
English Language Learners				
Free/Reduced Lunch Eligible	78.0	72.9	60.1	70.3
Students with Disabilities	44.1	48.2	60.4	50.9
High Needs	53.1	54.4	61.7	56.4
WRITING PERFORMANCE				
Writing Overall	88.7	89.6	90.7	89.7
Black or African American				
Hispanic or Latino			90.9	90.9
English Language Learners				
Free/Reduced Lunch Eligible	80.6	77.2		78.9
Students with Disabilities	56.4	65.7	66.9	63.0
High Needs	64.0	70.8	70.3	68.3
SCIENCE PERFORMANCE				
Science Overall	94.9	95.7	97.8	96.1
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities	79.1	76.3		77.7
High Needs	83.0	81.2	87.7	84.0

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

NAEP 2013: GRADE 4 MATHEMATICS					NAEP 2013: GRADE 4 READING			
REPORTING GROUP	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1

NAEP 2013: GRADE 8 MATHEMATICS					NAEP 2013: GRADE 8 READING			
REPORTING GROUP	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

† Reporting standards not met

Rounds to zero

CONNECTICUT STUDENT PARTICIPATION RATES			
REPORTING GROUP	Grade 4 Math	Grade 4 Reading	Grade 8 Reading
Students with Disabilities	92	92	88
English Language Learners	96	89	91

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Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District

Birch Grove Primary School

Tolland School District

Overall Performance

The U.S. Department of Education expects that all schools, including those without any students in grades tested by either the Connecticut Mastery Test (CMT) (grades 3 through 8) or the Connecticut Academic Performance Test (CAPT) (grade 10), will receive a school classification. To comply with this requirement, Connecticut analyzed district-wide data and applied the results of those analyses to schools without tested grades. The same rule was also applied in cases where the total number of reportable students in the tested grades within a school for either CMT or CAPT is less than 20. Statewide, there are 62 schools where this rule is being applied. The classification being applied for this school is Progressing.

Additional information about this school is contained in the Strategic School Profiles that are available online at <http://sdeportal.ct.gov/Cedar/WEB/ResearchandReports/SSPReports.aspx>

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
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REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
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Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

† Reporting standards not met

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: December 11, 2013

SUBJECT: District and School Performance Reports

The Connecticut State Department of Education released the 2013 School and District Performance Reports, scorecards that inform parents and communities on the overall performance of their schools and districts. The reports are also designed to provide school and district leaders with information that identifies areas of strengths and opportunities for improvement. This release marks the first time that Connecticut's accountability systems is fully implemented, as approved by the U.S. Department of Education as part of this state's Elementary and Secondary Education Act (ESEA) waiver in 2012.

The school and district reports provide perspective on where a specific schools falls under Connecticut's new accountability system. The reports also contain a breakdown of performance by subject area and subgroup to reveal achievement gaps, highlight areas of strength, and bring attention to where there is room for improvement.

All schools statewide received one of the following classifications: Excelling, Progressing, Transitioning, Review, Focus, or Turnaround. Today's announcement is the first time schools are categorized as Excelling, Progressing, or Transitioning. In 2012-13, more than two-thirds of Connecticut schools earned a Progressing or Transitioning classification (see Figure 1)

Attached are the Performance Reports for Tolland Schools. Please note that Tolland High School has been categorized as Excelling (highest rating) and Tolland Middle School and Tolland Intermediate Schools have been categorized as Progressing (2nd highest rating). There is no category for Birch Grove since there is no state testing at levels below 3rd grade.

**School Improvement Plan
SMART Goals**

Tom Swanson
Evaluatee Name

William Guzman
Evaluator Name

Birch Grove Primary School
School

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals 3 IOSs 1 Survey Area	Strategies	Timeline for Measuring Goal Outcomes	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed
Spring 2013: Grade 1-65% at goal (DRA2) Spring 2013: Grade 2- 62% at goal (DRA2) Spring 2013: Grade K- 51% at goal (DRA2)	IOS 1: By June 2014: K-2 students will demonstrate 10% growth in reading comprehension, oral reading, and fluency as measured by DRA2	<ol style="list-style-type: none"> 1. Target area of need from Fall DRA2 2. Provide opportunities for teachers to collaborate with reading department and grade level mates 3. Encourage the incorporation of common reading strategies into daily/weekly instruction, ie- running records, leveled reading 4. Provide PD with SERC consultant to strengthen TIER 1 reading strategies/intervention 5. Ongoing progress monitoring of growth towards goal 6. Ensure nonfiction is embedded with increased frequency within instruction 7. Ensure PLC team meet and use benchmark data for focused instruction 	Fall 2013: Gather baseline data for reading comp, oral reading, and fluency from Fall DRA2. Winter 2014: monitor progress Spring 2014	Grade 1 moves to 61% at goal Grade 2 moves to 75% at goal	Professional development on reading strategies Focused PLC Common Core Language Arts curriculum consultant

CCSS Expectations	IOS 2: By June 2014, 80% of K-2 students will demonstrate 10% growth in fact fluency as measured by math rubric	<ol style="list-style-type: none"> 1. Support Rocket Math with emphasis on partner work, fluency checks 2. Encourage use of math journals 3. Ongoing progress monitoring of growth towards goal 	Pre and post assessment at beginning of each unit.	Rubric before and after each unit Math benchmark assessments	Math coordinator assistance to model Rocket Math Become familiar with SBAC expectations
From the school climate survey: only 36% of faculty agree/strongly agrees that, "teachers communicate with each other to make student learning consistent across grades".	IOS 3: By June 2014, faculty will report at least a 10% growth in communication amongst teachers across grades	<ol style="list-style-type: none"> 1. Incorporate vertical teaming opportunities 2. Facilitate Teacher Assistance Teams with response to intervention personnel to develop action plans, to enhance student learning. 3. Support SPDG initiatives 4. Realign grade level and PLC teams to incorporate interventionists at each grade level 	Survey in Spring 2014	Spring 2014: at least 46% of faculty will agree/strongly agree that, "teachers communicate with each other to make student learning consistent across grades".	Focused meeting time to address faculty to faculty communication. Use of Mastery Manager and/or Inform to record student learning data.
From the school climate survey: we know that only 54% of parents reported communication with teachers around student achievement	Survey 1: To increase from 54% to 65% teacher to parent communication around student achievement	<ol style="list-style-type: none"> 1. Parent-teacher conferences 2. Monitor and review teacher-parent phone logs 3. Monitor and review teacher –parent copies of emails 4. Ongoing progress monitoring of growth towards goal 	Survey in Spring 2014	65% agree response to question, "I am informed about my child's progress".	

**School Improvement Plan
SMART Goals**

Jim Dineen
Evaluatee Name

William Guzman
Evaluator Name

Tolland Intermediate School
School

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals 3 IOSs 1 Survey Area	Strategies	Timeline for Measuring Goal Outcomes	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed
<p>DRA 2 Spring 2013: Grade -2 – 58% meeting grade level standard Grade 3- 79% meting grade level standard</p> <p>DORF - Percentages of students meeting or exceeding the 50%ile for words read per minute and reading accuracy rate as measured by the DIBELS DORF 3 – 68.1% 4 – 72.65% 5 – 54.3%</p> <p>DAZE Fall 2013 Grade 3 – 78% Grade 4 – 77% Grade 5 – 72%</p>	<p>IOS 1: By June 2014 80 % of SMART Goals in relation to literacy improvement will be met.</p>	<ol style="list-style-type: none"> 1. Target areas of need from assessments 2. PLC teams will work closely with T.I.S. reading staff to enhance the effectiveness of literacy instruction. Provide PD with building level building level reading staff to strengthen TIER 1 & Tier II reading strategies/intervention 3. Ongoing progress monitoring of growth towards goal 4. PLC teams will meet with reading staff regarding students not making progress. 5. Teachers will use student data to make informed instructional decisions. 6. Teachers will use student data to make informed instructional decisions. 7. PLC teams will collaborate regularly by sharing instructional practices and student work. 		<p>Analysis of the following:</p> <ul style="list-style-type: none"> • Grade 3 & 4 DRA 2 results • Grade 4 DRP results • All grades DAZE & Dibbels assessment results 	<p>Professional development on reading strategies</p> <p>Focused PLC Common Core work</p> <p>On-going DRA scoring support</p> <p>Embedded PD and coaching from building level Language Arts curriculum consultants & special education reading intervention teacher.</p> <p>Expert consultation in the area of on-line math assessment platforms.</p>

Dibels Oral Reading Fluency (DORF) is a standardized, individually administered test of accuracy and fluency with connected text.

Daze – Daze is reading assessment that assesses the student's ability to construct meaning from text.

Track My Progress - Track My Progress is an online assessment that enables students to take Common Core State Standards tests in Reading, Language & Math

<p>CMT - 75.5% of grade five students were at goal on the math portion of the 2013 CMT</p>	<p>IOS 2: By June 2014 80 % of SMART Goals in relation to improvement in numeracy will be met.</p>	<ol style="list-style-type: none"> 1. Target areas of need from curriculum based assessments 2. PLC teams will work closely with T.I.S. math staff to enhance the effectiveness of numeracy instruction. Provide PD with building level district level math staff to strengthen TIER 1 & Tier II math strategies/intervention 3. Ongoing progress monitoring of growth towards goal 4. PLC teams will meet with math staff regarding any students not making progress. 5. Teachers will use student data to make informed instructional decisions. 6. Teachers will use student data to make informed instructional decisions. 		<p>Analysis of the following:</p> <ul style="list-style-type: none"> • Track My Progress data • CBA 	<p>Professional development on math instructional strategies</p> <p>Embedded support from building level math interventionist and special education staff.</p> <p>Expert consultation in the area of on-line math assessment platforms.</p>
<p>Analysis of the Bernhardt Survey administered in June of 2013 included the following: 35% of students agree with the statement: I have choices in what I learn.</p>	<p>IOS 1 Survey 1: Increase the percentage of students who feel they have choices in what they learn from 35% to 40%</p>	<p>PLC teams will collaborate regularly by sharing instructional practices and student work.</p>		<p>Analysis of school-wide survey results at the end of the 2013-2014 school year.</p> <p>Mid-year check- in questionnaire with students and parents on IOS 1 and 2.</p>	<p>Staff will develop and implement a mid-year check in survey. Time for PLC teams to review survey data at the end of the 2013-2014 school year</p> <p>PLC teams collaborate to develop strategies aimed at providing students with opportunities for choice within the typical school day.</p>

58% of parents agreed or strongly agreed with the statement: My child's teacher helps me to help my child learn at home.	IOS 2 Survey 2: 65% of parents will agree or strongly agree with the statement: My child's teacher helps me to help my child at home.	<ol style="list-style-type: none"> 1. Parent-teacher conferences 2. Monitor and review teacher-parent phone logs 3. Monitor and review teacher –parent copies of emails 4. Ongoing progress monitoring of growth towards goal 			Enhanced use of communication tools for staff to communicate useful instructional strategies to parents.
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**School Improvement Plan
SMART Goals**

Walter Willett
Evaluatee Name

William Guzman
Evaluator Name

Tolland Middle School
School

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals	Strategies	Timeline for Measuring Goal Outcomes	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed
Proficiency/Literacy in the Content Area will be determined through baseline assessments that align with CCSS Anchor Standards for Reading / Reading Standards for Literacy in History/Social Studies, Science, and Technical subjects.	IOS 1: 80% of the student performance goals in Literacy will be met or exceeded by June 2014.	<ul style="list-style-type: none"> Implementation of various instructional strategies as planned by the PLC teams and individual teachers. PLC Team Smart Goals will align to this Literacy Goal in Science and Social Studies (and next year in the Technical Subjects) Individual teacher IOSs will align to the Smart Goals in Literacy Teachers will evaluate student populations and apply specific and differentiated instruction and assessments to these populations to effect changes in Literacy. 	<p>October – November 2013: Establish baselines.</p> <p>December – May 2014: track progress through formative assessments and end-of-unit assessments</p> <p>June 2014: Final review of data from assessments (formative and summative)</p>	Student Literacy performance in the content areas measured by pre-tests, post-tests, unit tests, end-of-unit assessments and other assessments aligned with the Literacy in the Content Area portion of the CCSS	<ul style="list-style-type: none"> PLC meeting time PD (PD360, expert led PD) for teachers Group PD sessions Individual teacher PD and training where applicable

<p>Student level of mastery in Math will be determined through baseline assessments that align with CCSS Standards for Math.</p>	<p>IOS 2: 80% of the student performance goals in Math will be met or exceeded by June 2014.</p> <p>IOS 3: 70% of the student body will perform at the Proficient Level or higher in Math on the TMS Grading Policy scale.</p> <p>IOS 4: A positive correlation (as measured by a Pearson $r > 0$) will result between student performance on the Smarter Balanced Assessment Consortium Achievement Level Descriptor of 3 or higher in Math and the student performance level on the TMS Grading Policy rank of Developing or Advanced in Math.</p>	<ul style="list-style-type: none"> • Implementation of various instructional strategies as planned by the PLC teams and individual teachers. • PLC Team Smart Goals will align to this Math Goal. • Individual teacher IOSs will align to the Smart Goals in Math. • Teachers will evaluate student populations and apply specific and differentiated instruction and assessments to these populations to effect changes in students' level of Math mastery. 	<p>October – November 2013: Establish baselines.</p> <p>December – May 2014: track progress through formative assessments and end-of-unit assessments</p> <p>June 2014: Final review of data from assessments (formative and summative)</p>	<p>Student Math performance in the content areas measured by pre-tests, post-tests, unit tests, end-of-unit assessments and other assessments aligned with the Math portion of the CCSS</p> <p>A Pearson r correlation will be run on the data comparing student math performance on the SBAC and the TMSGP rank level</p>	<ul style="list-style-type: none"> • PLC meeting time • PD (PD360, expert led PD) for teachers • Group PD sessions • Individual teacher PD and training where applicable
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<p>Student level of mastery in Reading will be determined through baseline assessments that align with CCSS Standards for Reading.</p>	<p>IOS 5: 80% of the student performance goals in Reading will be met or exceeded by June 2014.</p> <p>IOS 6: 70% of the student body will perform at the Proficient Level or higher in Language Arts (Reading and Writing) on the TMS Grading Policy scale.</p> <p>IOS 7: A positive correlation (as measured by a Pearson $r > 0$) will result between student performance on the Smarter Balanced Assessment Consortium Achievement Level Descriptor of 3 or higher in Language Arts and the student performance level on the TMS Grading Policy rank of Developing or Advanced in Language Arts.</p>	<ul style="list-style-type: none"> • Implementation of various instructional strategies as planned by the PLC teams and individual teachers. • PLC Team Smart Goals will align to this Reading Goal. • Individual teacher IOSs will align to the Smart Goals in Math. • Teachers will evaluate student populations and apply specific and differentiated instruction and assessments to these populations to effect changes in students' level of Reading mastery. 	<p>October – November 2013: Establish baselines.</p> <p>December – May 2014: track progress through formative assessments and end-of-unit assessments</p> <p>June 2014: Final review of data from assessments (formative and summative)</p>	<p>Student Reading performance in the content areas measured by pre-tests, post-tests, unit tests, end-of-unit assessments and other assessments aligned with the Reading portion of the CCSS</p>	<ul style="list-style-type: none"> • PLC meeting time • PD (PD360, expert led PD) for teachers • Group PD sessions • Individual teacher PD and training where applicable
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<p>Student level of mastery in Writing will be determined through baseline assessments that align with CCSS Standards for Writing.</p>	<p>IOS 8: 80% of the student performance goals in Writing will be met or exceeded by June 2014.</p>	<ul style="list-style-type: none"> • Implementation of various instructional strategies as planned by the PLC teams and individual teachers. • PLC Team Smart Goals will align to this Writing Goal. • Individual teacher IOSs will align to the Smart Goals in Writing. • Teachers will evaluate student populations and apply specific and differentiated instruction and assessments to these populations to effect changes in students' level of Writing mastery. 	<p>October – November 2013: Establish baselines.</p> <p>December – May 2014: track progress through formative assessments and end-of-unit assessments</p> <p>June 2014: Final review of data from assessments (formative and summative)</p>	<p>Student Writing performance in the content areas measured by pre-tests, post-tests, unit tests, end-of-unit assessments and other assessments aligned with the Writing portion of the CCSS</p>	<ul style="list-style-type: none"> • PLC meeting time • PD (PD360, expert led PD) for teachers • Group PD sessions • Individual teacher PD and training where applicable
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<p>The May 2013 Student Survey results (Bernhardt Survey) yielded that 67% of students responded "Agree" or "Strongly Agree" to <i>My teachers care about me</i>.</p>	<p>Survey: 75% of students will respond "Agree" or "Strongly Agree" to the survey question <i>My teachers care about me</i>.</p>	<ul style="list-style-type: none"> • Teachers will implement strategies within their classrooms to improve this perception. • After school community activities will be planned and offered that provide teachers and students more opportunities to bond. • PBIS activities, assemblies, lessons, and community blocks will continue to emphasize positive relationships. 	<p>May 2013 survey will serve as the pre-assessment, with a May 2014 survey acting as the post-assessment</p>	<p>An increase in the percentage of students responding "Agree" or "Strong Agree" to the survey questions <i>My teacher care about me</i>.</p>	<ul style="list-style-type: none"> • PD through Bloomboard, RESCs, or through mentoring that helps build teacher-student relationships • Teacher directed and led strategies to support teacher-student relationships • Implementation of the "DOTS" activity during a faculty meeting.
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**School Improvement Plan
SMART Goals**

Dominique Fox
Evaluatee Name

William Guzman
Evaluator Name

Tolland High School
School

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals 3 IQSs 1 Survey Area	Strategies	Timeline for Measuring Goal Outcomes	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed
Although the State has not provided us with a graduation rate for the Class of 2013 to date, they did provide us with a Performance Target for the District 4-year Cohort Graduation Rate of 93.6 during the 2012-2013 school year.	IOS 1: Maintain a District 4-year Cohort Graduation Rate of 93.6.	<p>Administrators will monitor each student's attendance in the Class of 2014 for loss of credit purposes.</p> <p>Credit data for students in the Class of 2014 will be reviewed at the end of the first semester to determine students in danger of not meeting the number of credits necessary for graduation.</p> <p>3rd quarter grades for the students in the Class of 2014 will be reviewed at the end of the 3rd quarter by the school administration and school counselors.</p> <p>The Student Intervention Team (SIT) will meet weekly and determine any types of interventions needed for those students in the Class of 2014 who are referred to the team for academic, attendance, emotional, or behavioral concerns.</p> <p>Administrators and counselors will meet with all students in danger of not graduating at the start of the 4th quarter to discuss concerns regarding academic progress, attendance, etc.</p>	October 2013 - June 2014	<p>Attendance reports</p> <p>Credits earned report</p> <p>Documentation from meeting with students in 4th quarter</p>	<p>Report generated of credits earned for each member in the Class of 2014</p> <p>School secretaries to accurately maintain 5- and 11-day letters for loss of credit due to attendance</p>

<p>Analysis of baseline student data on the school-wide analytic Reading rubric shows that 65.2% have reached at least proficiency as of October 3, 2013.</p>	<p>IOS 2: 75% of students will obtain at least a level of proficiency on the school-wide analytic Reading rubric by the end of the 2013-2014 school year.</p>	<p>Teachers in the English and Social Studies Departments will administer the school-wide analytic Reading rubric at least once per quarter to students in their classes during both semesters. Thus, each student will have four opportunities over the course of the year to demonstrate at least proficiency in Reading.</p> <p>Note: The following strategies in bold will also apply for IOS 3 and IOS 4.</p> <p>Training will be provided to all teachers on how to input data from rubrics into their Power Teacher grade books.</p> <p>English and Social Studies teachers will input data into their PowerTeacher grade books using the standards-based grading feature each quarter.</p> <p>The assistant principal will upload data from PowerTeacher to Inform on a quarterly basis. Data will be analyzed by the school administration and teachers to determine students' progress towards achieving the IOS.</p> <p>Time to collaborate on professional learning community goals and instructional strategies will be provided.</p>	<p>October 2013 - June 2014</p>	<p>Preliminary analysis of students' performance using school-wide analytic Reading rubric to establish baseline data</p> <p>Quarterly analysis of student data from Inform</p> <p>End-of-year results</p>	<p>As needed technical support from the Director of Technology regarding any issues that arise with PowerTeacher and/or Inform</p>
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<p>Analysis of baseline student data on the school-wide analytic Writing rubric shows that 63.8% have reached at least proficiency as of October 3, 2013.</p>	<p>IOS 3: 75% of students will achieve at least a level of proficiency on the school-wide analytic Writing rubric by the end of the 2013-2014 school year.</p>	<p>Teachers in the English and Social Studies Departments will administer the school-wide analytic Writing rubric at least once per quarter to students in their classes during both semesters. Thus, each student will have four opportunities over the course of the year to demonstrate at least proficiency in Writing.</p> <p>Please note the strategies in bold under IOS 2 also apply for IOS 3.</p>	<p>October 2013 - June 2014</p>	<p>Preliminary analysis of students' performance using school-wide analytic Writing rubric to establish baseline data</p> <p>Quarterly analysis of student data from Inform</p> <p>End-of-year results</p>	<p>As needed technical support from the Director of Technology regarding any issues that arise with PowerTeacher and/or Inform</p>
<p>Analysis of baseline student data on the school-wide analytic Problem Solving and Critical Thinking rubric shows that 15.9% have reached at least proficiency as of October 3, 2013.</p>	<p>IOS 4: 60% of students will achieve at least a level of proficiency on the school-wide analytic Problem Solving and Critical Thinking rubric by the end of the 2013-2014 school year.</p>	<p>Teachers in the Mathematics, Science, and Computer Department as well as those teachers in the Technical Education Department teaching courses in Graphics, Drafting, Tech, and Engineering will administer the school-wide analytic Problem Solving and Critical Thinking rubric at least once per quarter to students in their classes during both semesters. Thus, each student will have four opportunities over the course of the year to demonstrate proficiency in Problem Solving and Critical Thinking.</p> <p>Please note the strategies in bold under IOS 2 also apply for IOS 4.</p>	<p>October 2013 - June 2014</p>	<p>Preliminary analysis of students' performance using school-wide analytic Problem Solving and Critical Thinking rubric to establish baseline data</p> <p>Quarterly analysis of student data from Inform</p> <p>End-of-year results</p>	<p>As needed technical support from the Director of Technology regarding any issues that arise with PowerTeacher and/or Inform</p>

<p>Analysis of Bernhardt survey administered in May 2013. Baseline Data: 57% of the students either strongly agreed or agreed with the statement: I feel ready for the real world, with reference to my technology skills.</p> <p>65% of the teachers either strongly agreed or agreed with the statement: I believe student achievement can increase through the use of varied technologies.</p> <p>53% of teachers observed the 4.b.1 attribute "Using resources, technology, and groupings that support student collaboration and engagement with tasks and maximizes construction or use of learning in multiple ways" as part of the initial peer feedback baseline observation in September</p>	<p>Survey 1: Increase the percent of students who feel that they are ready for the real world, with reference to their technology skills, from 57% to 60%.</p> <p>Survey 2: Increase the percent of teachers who believe student achievement can be increased through the use of varied technologies from 65% to 68%.</p> <p>Survey 3: Increase the percent of teachers observing attribute 4.b.1. through the peer feedback observation process from 53% to 60% by the end of the 2013-2014 school year.</p>	<p>Each teacher will develop strategies to increase student's use of technology and communicate the strategies they have selected to their respective supervising administrator as part of their goal-setting conference.</p> <p>Teachers will provide an update to their supervising administrators at both their mid-year conference and end-of-year summative conference.</p> <p>Offer three voluntary technology workshops over the course of the year for teachers to attend.</p> <p>Administer school-wide survey to all students and staff as a means to analyze growth.</p> <p>A schedule of observations will be developed as part of the peer feedback observation process which requires each teacher to complete four peer observations over the course of the 2013-2014 school year using the whole building screen of instructional practices as a method for collecting data.</p> <p>Teachers will submit their data to the school secretary for compilation by the end of each observational period.</p> <p>Data will be analyzed to determine progress towards achieving goal.</p>	<p>October 2013 - June 2014</p>	<p>Analysis of school-wide survey results for students and teachers at the end of the 2013-2014 school year.</p> <p>List of technology offerings</p> <p>Schedule of peer observations</p> <p>Spreadsheet of peer observation data</p>	<p>As needed technical support from the Director of Technology regarding implementation and/or administration of school-wide survey</p> <p>Data input by school secretary</p>
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TO: Members of the Board of Education

FROM: William D. Guzman

DATE: December 11, 2013

SUBJECT: Capital Improvement Plan Request - Update

At the November 13, 2013 meeting the Board of Education approved its Capital Improvement Plan request to the Town Manager. As the result of discussions with the Town Manager, the request was amended. Please see attached.

1. Items below were eliminated from the plan based upon limited cost of the request:
 - Birch Grove School – repair of door frames and doors (\$17,300)
 - High School – roof top chiller (\$10,300) and repair of hot water main loop (\$10,700), and dugouts (\$20,000)
 - Board of Education
 - installation of 1000 gallon generator propane tank (\$3,000)
 - installation of 1000 gallon boiler propane tank (\$2,500)
2. Items below were eliminated from plan due to funding from other sources:
 - Tolland Middle School – painting of all classrooms (\$633,250)
 - Board of Education – emergency generator (\$23,246)
3. Items below were eliminated due to inclusion in the Town's Public Works account:
 - Birch Grove School – Remove concrete slab from exit foyer door area (\$12,000)
 - Tolland Intermediate School – Remove concrete from entrance area (21,480)
4. Items below were moved to other years as noted:
 - Tolland Intermediate School – skylight replacement (\$18,000) and gym door replacement (\$54,000)
 - Tolland Middle School – gym door replacement (\$60,000) and locker fronts (\$15,310)
 - Tolland High School – Track resurfacing with revised estimated cost (\$100,000)

5. Items with revised cost estimates:

Birch Grove – Master fire alarm panel replacement (\$42,396)
Board of Education – Oil fire boiler replacement (\$29,000)
Districtwide – Security Grant (\$368,147)

WDG:jp

REVISED
FIVE YEAR CAPITAL IMPROVEMENT PLAN
FISCAL YEARS 2014-2015 THROUGH 2018-2019

12/6/13

PROJECT SUMMARY DESCRIPTIONS	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019
BOARD OF EDUCATION					
Birch Grove Primary School					
Removal/Replacement Master Fire Alarm Control Panel	\$42,396				
Repair 8 Rusted Outside Classroom Door Frames and Repair or Replace 13 Rusted Classroom Doors	\$57,355				
Condensing Unit Replacement (Rooftop AC units)	\$17,300				
Fire Exit Foyer Door Area – remove concrete slab and asphalt		\$132,905			
Driveway Repair			\$12,000		
Tolland Intermediate School				\$200,000	
Repair Building Façade	\$195,923				
Removal of Concrete – Front Entrance Area		\$21,480			
Asbestos Floor Tile Removal and Replacement		\$414,000			
Skylight Replacement (8)		\$18,000		\$18,000	
Gym Bifold Door Removal		\$54,000		\$54,000	
Tolland Middle School					
Gym Door Removal	\$60,000		\$60,000		
Removal of Old Locker Fronts (90)		\$15,310	\$15,310		
Painting of All Classroom and Hallways			\$633,250		
Tolland High School					
Roof Top Chiller #2 Eddy Current Test	\$10,300				
Repair 6" Chiller/Hot Water Main Loop	\$10,710				
Front Entrance Cantilever /Roof Ice Melting Equipment		\$25,255			
All Weather Track Resurfacing		\$100,000		\$97,000	
Dugouts	\$20,000				
Board of Education Building					
Emergency Generator – 45KW 2-Phase Propane		\$23,246			
Installation – 1000-gallon Propane Tank (generator)		\$3,000			
Oil Fire Boiler removal and Replacement			\$29,000		
Installation – 1000-gallon Propane Tank (boiler)			\$26,560		
			\$2,500		
Districtwide					
Security Grant Estimate	\$368,147				
	\$50,000				
Total	\$606,466	\$672,160	\$104,310	\$272,000	

REVISED

12/6/13

FIVE YEAR CAPITAL IMPROVEMENT PLAN
FISCAL YEARS 2014-2015 THROUGH 2018-2019

PROJECT SUMMARY DESCRIPTIONS			FY	FY	FY	FY	FY
			2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: December 11, 2013

SUBJECT: Board Policies:
Policy and Administrative Regulation 1080 – Visitors to the Schools
Policy 3010 – Board Budget Procedures and Line Item Transfers
Policy 4090 – Reports of Suspected Abuse and Neglect of Children
Policy and Administrative Regulation 4111 – Electronic Information Security

Attached please find the above referenced Board Policies. These policies were reviewed by the Policy Committee on October 16, 2013. The language to be deleted is in brackets and new language is in uppercase and bolded.

Board Policy 1080 – Visitors to Schools

In response to school safety issues, the Board attorney revised this policy to provide further clarification and additional precautionary measures for schools to implement when allowing visitors into school buildings.

Board Policy 3010 – Board Budget Procedures and Line Item Transfers

This policy was revised to comply with Public Act 13-60. Effective October 1, 2013, the municipal authority that makes appropriations for the local school district, in reviewing the itemized estimate submitted by a local board of education at budget time, will be required to make spending recommendations and suggestions as to how the board of education may consolidate non-educational services and realize financial efficiencies. The local board of education may either accept or reject these recommendations. However, if the local board of education rejects such recommendations, it is required to provide a written explanation of the reason for the rejection. The new legislation also mandates that local board of education provide written explanation of transfers to the legislative body of the municipality of selectman when a designated person makes limited transfers under emergency circumstances, as is already authorized under state law.

Board Policy 4090 – Reports of Suspected Abuse or Neglect of Children

Consistent with the requirements of Public Act 13-53, this policy was revised to add language to explicitly prohibit any employee from preventing or attempting to prevent any employee from making a DCF report.

Board Policy 4111 – Electronic Information Security

This policy was developed to ensure the security of information in the District's electronic data base as well as security relative to access to that information.

Administrative Regulations 1080 and 4111 are enclosed for your information and do not require Board approval.

The Committee recommends approval of the revisions to Board policies 1080, 3010 and 4090, as well as approval of new policy 4111.

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: VISITORS TO THE SCHOOLS

Number: 1080

Community/Board Operation

Approved: 12/8/2010

Revised:

The Board of Education encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board of Education requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board of Education, through the administration, reserves the right to limit visits in accordance with administrative regulations. [Upon arrival, all visitors must report directly to and sign in and out at the visitors' reception area of the school office.]

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

ADMINISTRATIVE REGULATION REGARDING: VISITORS IN SCHOOLS

Number: 1080
Community/Board Operations

Approved: 12/8/10

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When determining whether to approve a request to visit and/or observe student programs, the building Principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;
 - e. the age of the students;
 - f. the nature of the class or program;
 - g. the potential for disclosure of confidential personally identifiable student information;
 - h. whether the visitor/observer has a legitimate educational interest in visiting the school;

- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information; and
 - j. any safety risk to students and school staff.
- 5. The building Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria.
- 6. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. [Upon arrival, all visitors must report directly to the visitors' reception area of the school office. All visitors must sign in and out of the building and shall be accompanied by appropriate school personnel while in school buildings.] The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying board policy.
- 7. **UPON ARRIVAL, ALL VISITORS MUST COMPLY WITH ANY AND ALL APPLICABLE BUILDING SECURITY PROCEDURES, INCLUDING BUT NOT LIMITED TO UTILIZING SECURITY BUZZERS FOR ACCESS, COMPLYING WITH REQUESTS FOR PHOTO IDENTIFICATION, REPORTING DIRECTLY TO AND SIGNING IN AND OUT AT THE VISITORS' RECEPTION AREA OF THE SCHOOL OFFICE, PROMINENTLY DISPLAYING VISITORS' BADGES OR OTHER IDENTIFICATION REQUIRED FOR VISITORS TO THE SCHOOL BUILDINGS, LIMITING ACCESS TO THOSE AREAS OF THE BUILDINGS AND GROUNDS FOR WHICH THE VISITORS HAVE AUTHORIZED ACCESS, AND COMPLYING WITH DIRECTIVES OF SCHOOL OFFICIALS AT ALL TIMES.**
- 8. **A REFUSAL TO COMPLY WITH ANY OF THE BOARD'S POLICY PROVISIONS AND/OR REGULATION CONCERNING VISITORS SHALL CONSTITUTE GROUNDS FOR DENIAL OF THE VISITOR'S PRIVILEGES, AS DETERMINED APPROPRIATE BY THE BUILDING PRINCIPAL OR DESIGNEES. SUCH REFUSAL MAY ALSO RESULT IN A REFERRAL TO LAW ENFORCEMENT PERSONNEL, AS DETERMINED APPROPRIATE BY THE BUILDING PRINCIPAL OR DESIGNEE**

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Board Budget Procedures and Line
Item Transfers

Number: 3010
Business

Approved: 2/28/01
Revised: 1/26/05

In accordance with Conn. Gen. Stat. § 10-222, the Board of Education shall prepare an itemized estimate of its budget each year for submission to the fiscal authority for review and appropriation. Line items in such budget estimate shall include, but are not limited to, the following:

- Salaries
- Employee Benefits
- Purchased Services
- Tuition, Public In-State
- Tuition, All Other
- Supplies
- UTILITIES**
- GROUND MAINTENANCE**
- Property
- Other

THE BOARD OF EDUCATION SHALL REVIEW THE RECOMMENDATIONS AND SUGGESTIONS MADE BY THE, TOWN COUNCIL AS TO HOW IT MAY CONSOLIDATE NONEDUCATIONAL SERVICES AND REALIZE FINANCIAL EFFICIENCIES. IF THE BOARD REJECTS SUCH SUGGESTIONS AND RECOMMENDATIONS, IT SHALL PROVIDE THE TOWN COUNCIL A WRITTEN EXPLANATION OF THE REASON FOR THE REJECTION.

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal

Accounting Reports. A budget report shall be prepared in the same format as the annual budget showing for each line item the appropriated budget amount, expenditure to date (to include encumbered and expended amounts), projected expenditures, difference between the projected expenditures and the appropriation, and general comments indicating the reasons for the difference.

Such budget report shall be presented to the Board of Education at the second regularly scheduled meeting in the month following the period for which such report is prepared, in accordance with the following schedule:

<u>Period Covered</u>	<u>Submitted</u>
July & August	September
September	October
October	November
November & December	January
January	February
February	March
March	April
April	May
May	June

Based on expenditures and budget projections, with such budget reports, the Superintendent shall recommend to the Board of Education transfers from one line item (as set forth above) to another as needed.

Budgetary transfer of funds from any program code which exceeds \$30,000 must be approved by the Board of Education. In the event an emergency precludes waiting for the next regular Board meeting for approval of transfers over \$30,000, the Superintendent will inform the Chairperson of the Board of the circumstances. The Chairperson shall be authorized to act on behalf of the Board in such cases and shall report any such acts to the Board of Education for ratification at the next Board meeting. **A WRITTEN EXPLANATION OF SUCH TRANSFER SHALL BE PROVIDED TO THE TOWN COUNCIL.**

The Board of Education shall not expend more than the amount of the appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by Board of Education, the Chairperson of the Board shall notify the Town Council and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

LEGAL REFERENCES:

CONNECTICUT GENERAL STATUTE §10-222

**PUBLIC ACT 13-60, AN ACT CONCERNING CONSOLIDATION OF
NONEDUCATIONAL SERVICES**

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Reports of Suspected Abuse or
Neglect of Children

Number: 4090
Personnel

Approved: 12/16/02
Revised: 3/24/04
Revised: 5/11/05
Revised: 3/08/06
Revised: 3/10/10
Revised: 2/16/11
Revised: 3/14/12

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board who is working for the board of education, elementary, middle or high school, or

(B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Tolland Public Schools, pursuant to a contract with the Board.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. The term "statutory mandated reporter" includes all school employees, as defined above.

3. What Must Be Reported

A report must be made when any employee of the Board of Education, in ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

- a) has been abused or neglected;
- b) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the board of education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the commissioner of children and families or the local law enforcement agency.

- (2) The employee shall also make an oral report as soon as practicable to the Superintendent or the Superintendent's designee.
- (3) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) not later than forty-eight hours after making an oral report the employee shall submit a written report to the Commissioner of Children and Families or the Commissioner's designee containing all of the required information.
- (5) The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.
- (6) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his or her designee) shall submit a copy of the written report to the Commissioner of Education or his/her designee.

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:
 - (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
 - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected, or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the

procedures set forth for statutory mandated reporters, set forth above.

- b) Nothing in this policy shall be construed to preclude an employee from reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report

- a) The Superintendent or his or her designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board of Education or other individual under the control of the board, provided such investigation does not impede an investigation by the Department of Children and Families ("DCF"). In all other cases, the Department of Children and Families ("DCF") shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.
- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the district's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the district's investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.
- c) The superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.
- d) Any person reporting child abuse or neglect, or having any information relevant to alleged abuse or neglect, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
- e) When the school district is conducting an investigation involving suspected abuse or neglect by an employee of the Board or other individual under the control of the board, the Superintendent's

investigation shall include an opportunity for the individual suspected of abuse or neglect to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual ~~is~~ one provides services to or on behalf of students enrolled in the Tolland Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any

contact with students enrolled in the Tolland Public Schools, pending the outcome of the investigation.

8. Evidence of Abuse or Neglect by School Employee Holding A Certificate, Authorization or Permit Issued by the State Department of Education

- a) If, upon completion of the investigation by the Commissioner of Children and Families, the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused or neglected by a school employee, as defined above, who has been entrusted with the care of a child and who holds a certificate, permit, or authorization issued by the State Board of Education, or has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by the Department of Children and Families, concerning such investigation. The Superintendent shall suspend such school employee, such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.
- b) Not later than seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner Of Education's representative, of the reasons for and conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status of such employee's certificate, permit or authorization.
- c) The suspension of a school employee employed in the position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.
- d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the

Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.

- e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee.

9. Evidence of Abuse or Neglect by any Other Employee Or Independent Contractor of the Board Of Education

- a) If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected by any school employee, as defined above, or other employee of the Board of Education or individual under the control of the Board, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.
- b) If the individual is one who provides services to or on behalf of students enrolled in the Tolland Public Schools, pursuant to a contract with the Board of Education, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Tolland Public Schools.
- c) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the local law enforcement agency, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by any employee of the Board of Education.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 12 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

12. Non-discrimination Policy Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect. **THE BOARD OF EDUCATION ALSO PROHIBITS ANY EMPLOYEE FROM HINDERING OR PREVENTING OR ATTEMPTING TO HINDER OR PREVENT ANY EMPLOYEE FROM MAKING A REPORT PURSUANT TO THIS POLICY OR STATE LAW CONCERNING SUSPECTED CHILD ABUSE OR NEGLECT OR TESTIFYING IN ANY PROCEEDING INVOLVING CHILD ABUSE OR NEGLECT.**

13. Distribution of Policy

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in section 14, below.

14. Training

- a) All school employees, as defined above, hired by the Board on or after July 1, 2011, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.
- b) On or before July 1, 2012, all school employees, as defined above, hired by the Board before July 1, 2011, shall complete the refresher training program developed and approved by the Commissioner of Children and Families.
- c) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.

15. Records

- a) the Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee, as defined above, employed by the Board, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of Children and Families, upon request

and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of Superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

Section 53a-65

[Public Act 11-93, "An Act Concerning the Response of School Districts and the Department of Children and Families to Reports of Child Abuse and Neglect" and the Identification of Foster Children with a District.]

PUBLIC ACT 13-53 "AN ACT CONCERNING RESPONSIBILITIES OF MANDATED REPORTERS OF CHILD ABUSE AND NEGLECT"

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY REGARDING: ELECTRONIC INFORMATION SECURITY

Number: 4111
PERSONNEL

APPROVED:

THE OBJECTIVE OF ELECTRONIC INFORMATION SECURITY IS TO ENSURE BUSINESS CONTINUITY AND MINIMIZE BUSINESS DAMAGE BY PREVENTING, CONTROLLING AND MINIMIZING THE IMPACT OF SECURITY BREACHES. THE PURPOSE OF THIS POLICY IS TO PROTECT THE TOLLAND PUBLIC SCHOOL SYSTEM'S ELECTRONIC INFORMATION RESOURCES FROM THREATS, WHETHER INTERNAL OR EXTERNAL, DELIBERATE OR ACCIDENTAL. ELECTRONIC INFORMATION RESOURCES ARE DEFINED AS ALL DISTRICT COMPUTER EQUIPMENT, INCLUDING ANY DESKTOP OR LAPTOP COMPUTERS AND ALL HARDWARE OWNED OR LEASED BY THE SCHOOL SYSTEM; THE DISTRICT'S COMPUTER NETWORK, AND ANY COMPUTER SOFTWARE LICENSED TO THE DISTRICT; AND STORED DATA. THIS POLICY SHALL APPLY TO ALL USERS, WHETHER OR NOT AFFILIATED WITH THE DISTRICT, OF DISTRICT ELECTRONIC INFORMATION RESOURCES AS WELL AS TO ALL USES OF THOSE RESOURCES, WHEREVER LOCATED.

THE SCHOOL SYSTEM WILL MAINTAIN ACCESS MANAGEMENT PROCESSES TO ENSURE THAT APPROPRIATE ACCESS WILL BE AFFORDED TO ELECTRONIC INFORMATION RESOURCES.

AVAILABILITY OF THE ELECTRONIC INFORMATION INFRASTRUCTURE IS CRUCIAL TO THE CONTINUED EFFECTIVENESS OF THE TOLLAND PUBLIC SCHOOLS. THE DISTRICT WILL DEVELOP AND IMPLEMENT PROCEDURES IN ACCORDANCE WITH PREVAILING INDUSTRY STANDARDS AND APPLICABLE FEDERAL AND STATE LAW TO MANAGE ENVIRONMENTAL, DEVELOPMENTAL AND DISASTER RECOVERY REQUIREMENTS.

THE DISTRICT WILL EDUCATE ALL USERS REGARDING ACCEPTABLE USE AND PROPER SECURITY PROCEDURES FOR ELECTRONIC INFORMATION RESOURCES.

THE DISTRICT WILL MANAGE ELECTRONIC INFORMATION RESOURCES IN ACCORDANCE WITH APPLICABLE FEDERAL AND STATE LAW AND REGULATIONS, INCLUDING LAWS REGARDING THE CONFIDENTIALITY OF STUDENT AND PERSONNEL INFORMATION AND ACCESS TO PUBLIC RECORDS.

(CF. 3520.1 – INFORMATION SECURITY BREACH AND NOTIFICATION)

LEGAL REFERENCE: CONNECTICUT GENERAL STATUTES

1-19(B)(11) ACCESS TO PUBLIC RECORDS. EXEMPT RECORDS.

7-109 DESTRUCTION OF DOCUMENTS.

10-15B ACCESS OF PARENT OR GUARDIANS TO STUDENT'S RECORDS.

10-209 RECORDS NOT TO BE PUBLIC.

11-8A RETENTION, DESTRUCTION AND TRANSFER OF DOCUMENTS

11-8B TRANSFER OR DISPOSAL OF PUBLIC RECORDS. STATE LIBRARY BOARD TO ADOPT REGULATIONS.

46B-56 (E) ACCESS TO RECORDS OF MINORS.

**CONNECTICUT PUBLIC RECORDS ADMINISTRATION
SCHEDULE V - DISPOSITION OF EDUCATION RECORDS
(REVISED 1983).**

**FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
OF 1974 (SECTION 438 OF THE GENERAL EDUCATION
PROVISIONS ACT, AS AMENDED, ADDED BY SECTION 513 OF
P.L. 93-568, CODIFIED AT 20 U.S.C.1232G.).**

**DEPT. OF EDUC, 34 C.F.R. PART 99 (MAY 9, 1980 45 FR 30802)
REGS. IMPLEMENTING FERPA ENACTED AS PART OF 438 OF
GENERAL EDUC. PROVISIONS ACT (20 U.S.C. 1232G)
PARENT AND STUDENT PRIVACY AND OTHER RIGHTS WITH
RESPECT TO EDUCATIONAL RECORDS, AS AMENDED
11/21/96.**

**42 U.S.C. 1320D-1320D-8, P.L. 104-191, HEALTH INSURANCE
PORTABILITY AND ACCOUNTABILITY ACT OF 1996 (HIPAA)**

65 FED. REG. 503 12-50372

65 FED. REG. 92462-82829

63 FED. REG. 43242-43280

67 FED. REG. 53 182-53273

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

ADMINISTRATIVE REGULATION

**REGARDING: ELECTRONIC
INFORMATION SECURITY**

**NUMBER: 4111
PERSONNEL**

APPROVED:

THE SCHOOL SYSTEM WILL MAINTAIN ACCESS MANAGEMENT PROCESSES TO ENSURE THAT APPROPRIATE ACCESS WILL BE AFFORDED TO ELECTRONIC INFORMATION RESOURCES.

CONTROLLING ACCESS TO ELECTRONIC INFORMATION, SYSTEMS AND SECURITY:

A. MANAGING ACCESS CONTROL STANDARDS

ACCESS CONTROL STANDARDS FOR INFORMATION SYSTEMS AND INFRASTRUCTURE WILL BE ESTABLISHED AND MAINTAINED BY DISTRICT INFORMATION TECHNOLOGY (I.T.) MANAGEMENT AND THE SUPERINTENDENT TO INCORPORATE THE NEED TO BALANCE PROTECTION FROM UNAUTHORIZED ACCESS AND DATA LOSS WITH THE NEED TO PROVIDE ACCESS TO MEET LEGITIMATE DISTRICT OR CURRICULUM OBJECTIVES.

B. MANAGING USER ACCESS

ACCESS TO ALL DISTRICT SYSTEMS, NETWORKS AND INFRASTRUCTURE MUST BE AUTHORIZED BY THE DISTRICT I.T. STAFF. SUCH ACCESS, INCLUDING THE APPROPRIATE ACCESS RIGHTS (OR PRIVILEGES) MUST BE DOCUMENTED. SUCH DOCUMENTATION IS TO BE REGARDED AS CONFIDENTIAL AND SAFEGUARDED ACCORDINGLY.

C. SECURING UNATTENDED WORKSTATIONS AND EQUIPMENT

ALL DISTRICT EQUIPMENT, OR PERSONAL EQUIPMENT ATTACHED TO DISTRICT NETWORKS OR INFRASTRUCTURE, ARE TO BE SAFEGUARDED APPROPRIATELY – ESPECIALLY WHEN LEFT UNATTENDED. IT IS EACH INDIVIDUAL USER'S RESPONSIBILITY TO ENSURE THE EQUIPMENT IS SECURED WITH PASSWORD PROTECTION FOR AUTHENTICATION WHEN LEFT UNATTENDED. PASSWORD AUTHENTICATION IS REQUIRED FOR ALL CONNECTED SYSTEMS IN THE CASE OF USER/SYSTEM "TIME OUT".

D. MANAGING NETWORK ACCESS CONTROLS

ACCESS TO THE RESOURCES ON THE NETWORK WILL BE CONTROLLED BY DISTRICT I.T. STAFF TO PREVENT UNAUTHORIZED ACCESS. ACCESS TO ALL COMPUTING AND INFORMATION SYSTEMS AND PERIPHERALS SHALL BE RESTRICTED UNLESS EXPLICITLY AUTHORIZED.

E. ADMINISTRATIVE RIGHTS TO SYSTEMS, NETWORKS, AND INFRASTRUCTURES

ADMINISTRATOR RIGHTS ACCESS TO SYSTEMS, NETWORKS AND INFRASTRUCTURE WILL BE RESTRICTED TO ONLY DISTRICT I.T. STAFF. THE PURPOSE OF THIS POLICY IS TO ENSURE THAT APPROPRIATE SYSTEM MANAGEMENT, SECURITY, AND LICENSING STANDARDS ARE MAINTAINED AND DOCUMENTED. THE SUPERINTENDENT REQUEST ADMINISTRATOR RIGHTS BE GRANTED TO INDIVIDUAL SYSTEMS AFTER A DOCUMENTED BUSINESS NEED IS IDENTIFIED AND AGREED TO BY THE DISTRICT I.T. STAFF.

F. CONTROLLING ACCESS TO OPERATING SYSTEM SOFTWARE

ACCESS TO OPERATING SYSTEM COMMANDS, SUCH AS APPLICATION INSTALLATION, IS TO BE RESTRICTED TO DISTRICT I.T. STAFF WHO ARE AUTHORIZED TO PERFORM SYSTEMS ADMINISTRATION/MANAGEMENT FUNCTIONS.

G. MANAGING PASSWORDS

THE SELECTION OF PASSWORDS, THEIR USE AND MANAGEMENT AS A PRIMARY MEANS TO CONTROL ACCESS TO SYSTEMS MUST STRICTLY ADHERE TO BEST PRACTICE GUIDELINES PROVIDED BY DISTRICT I.T. STAFF. IN PARTICULAR, PERSONAL ACCOUNT/DEVICE PASSWORDS SHALL NOT BE SHARED WITH ANY OTHER PERSON FOR ANY REASON. SYSTEM PASSWORDS WILL BE CHANGED EVERY 90 DAYS.

H. SECURING AGAINST UNAUTHORIZED PHYSICAL ACCESS PHYSICAL ACCESS

DESIGNATED HIGH SECURITY AREAS ARE TO BE CONTROLLED WITH STRONG IDENTIFICATION AND AUTHENTICATION TECHNIQUES. STAFF WITH AUTHORIZATION TO ENTER SUCH AREAS ARE TO BE PROVIDED WITH INFORMATION ON THE POTENTIAL SECURITY RISKS INVOLVED.

I. MONITORING SYSTEM ACCESS AND USE

ACCESS TO INFORMATION SYSTEMS, NETWORKS AND INFRASTRUCTURE IS TO BE LOGGED AND MONITORED TO IDENTIFY POTENTIAL MISUSE OF SYSTEMS OR INFORMATION BY DISTRICT I.T. STAFF

J. CONTROLLING REMOTE USER ACCESS

REMOTE ACCESS CONTROL PROCEDURES, MANAGED BY DISTRICT I.T. STAFF, WILL PROVIDE ADEQUATE SAFEGUARDS THROUGH ROBUST IDENTIFICATION, AUTHENTICATION AND ENCRYPTION TECHNIQUES.

TO: Members of the Board of Education
FROM: William D. Guzman
DATE: December 11, 2013
SUBJECT: Cancellation of December 25, 2013
Board of Education Meeting

In keeping with past practice, I am recommending the Board of Education meeting scheduled for December 25, 2013 be cancelled.

WDG:jp

MEETING MINUTES
TOLLAND TOWN COUNCIL
HICKS MEMORIAL MUNICIPAL CENTER
6th FLOOR COUNCIL ROOM
NOVEMBER 12, 2013 – 7:30 P.M.

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

MEMBERS ABSENT: None.

OTHERS PRESENT: Steven Werbner, Town Manager; Michael Wilkinson, Director of Administration Services; Clem Langlois, Public Works; Beverly Bellody, Human Services; Barbara Pettijohn, Director of Library Services; Lisa Hancock, Director of Finance and Records; John Littell, Public Safety/Fire Chief; Doug Racicot, Asst. Director of Public Safety

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) – He congratulated the members of the Council for winning the election, and thanked them for serving. He spoke about the over usage of salt and sand on our roads. Last year, we used 4,300 tons of salt on our roads, which is equivalent to 35 tons per mile. He believes this is excessive, and would like to see the amount cut back. He wants to know if the insurance coverage on our wells for salt pollution is still in effect. He also would like to know if a quarterly or six month update of the amount of salt that was found in certain areas in town is still being performed. It would allow us to see if the level of salt in the water is being increased.

6. **PUBLIC HEARING ITEMS:** None.
- 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 Town Attorney for the term from November 6, 2013 through November 4, 2015.

Mr. Werbner said Mr. Conti, who is a Partner in the firm of Diana, Conti & Tunila, LLP, has served as Town Attorney for Tolland between 1979 and 1995, and then between 2003 to the present time. He

handles all of the town's general attorney work, outside of work for the BOE and specialized labor relations work. He has been an excellent representative for the town, and he bills the town at a reasonable rate. It is Mr. Werbner's recommendation that he be reappointed.

Jan Rubino read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby appoints Richard S. Conti as Town Attorney for the term from November 6, 2013 through November 4, 2015.

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

- 8.2 Appointments of Town Council Liaisons to Board of Education, Planning & Zoning Commission, Agriculture Commission, Permanent Celebration Committee, Tolland Water Commission, Water Pollution Control Authority and Economic Development Commission.

Rick Field read the following resolution:

The Town Council at their meeting of November 12, 2013 appointed Council liaisons to each of the committees mentioned above. The council appointments are as follows:

BOE	Jan Rubino & Paul Krasusky
P&Z	George Baker
AC	Jan Rubino
PCC	Rick Field
TWC	Rick Field
WPCA	Ben Stanford
EDC	William Eccles
HEALTH DISTRICT	Rick Field
TECH TASK FORCE	William Eccles

The purpose of the liaison is to attend meetings, pass along information from the Council and be available to answer any questions you may have on Council activities. It is the hope that the liaisons can be used to improve the dialogue between Boards, Commissions and the Town Council. The liaisons will have an opportunity at each Council meeting to report on your activities. It is important to stress that the liaisons in their dialogue with you are not representing the Council in terms of the views expressed except in reference to any official act taken by the Council as a whole. In no way are liaisons intended to preclude written correspondence between Boards and Commissions or for the need for joint meetings. The Town Council looks forward to working with you as we address the challenges confronting the community.

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

- 8.3 Consideration of a resolution to appoint two Town Council members to the Land Acquisition Advisory Committee.

Jan Rubino read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby appoints Jan Rubino and Jack Scavone to the Land Acquisition Advisory Committee, joining current Committee members Steve Werbner, Town Manager, Linda Farmer, Town Planner and Richard C. Knight of the Conservation Commission.

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

- 8.4 Appointment of two Town Council members to the Delinquent Tax Collection Enforcement Committee for Real Estate Taxes.

George Baker read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby appoints the following two Town Council members to the Delinquent Tax Collection Enforcement Committee for Real Estate Taxes.

Ben Stanford
Paul Krasusky

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

- 8.5 Discussion of a process for establishing Town Council Goals for the 2013 - 2015 term.

Mr. Scavone said they have had this discussion in the past. He suggested they start discussion with the template from last year. Ms. Rubino suggested having discussion on a night of a regular meeting, either before or after. It was decided that they would all e-mail their suggestions for any additions / deletions to Lynn Bielawiec. They will meet before the first meeting in December @ 6:30 p.m. to have discussion on this.

- 8.6 Consideration of a resolution for a joint agreement between the Board of Education and the Town for a combined Utility Internal Service Fund (UISF).

Mr. Werbner said there has been discussion on the creation of this fund between the Town and BOE. The fund would be a combined utility fund. All expenses related to utilities for both the Town and the BOE would be deposited. It would include all electricity, oil, water, sewer and propane expenses. All bills would be paid out of this particular account. As they go forward with the ESCO, there are guaranteed savings, which are supposed to accrue. They want to ensure that whatever savings come about are available to pay off the debt that they have for the next twenty (20) years. If the expenses remain separately, there is no guarantee that either entity would use whatever savings are accruing for the purposes of paying down the debt. Any savings in excess of actual expenditures will be used to build a reserve to help offset future utility capital needs and to assist with creating a buffer in future years spikes or changes in cost trends to minimize the impact on future operating budgets. If the fund should fall short, each side will be responsible to cover the expenditure requirements after any reimbursements made by the Honeywell's energy performance contract requirements.

Lisa Hancock and her department, along with the Business Manager for the BOE will be responsible for managing the account.

Ms. Rubino asked that the Council be provided a quarterly report on this account. Mr. Werbner agreed.

The BOE will need to approve this fund as well, and it is believed to be on their Wednesday night agenda.

George Baker read the following resolution:

NOW, THEREFORE, BE IT RESOLVED by the Tolland Town Council that it hereby approves a joint agreement between the Board of Education and the Town for a combined Utility Internal Service Fund.

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

- 8.7 Consideration of a resolution making an additional appropriation of \$25,000 to Parks and Facilities – Professional Services (16106072-722000) from General Fund unassigned fund balance for work to be done on Parker School in order to clean it up and secure the building and the setting of a public hearing thereon for November 26, 2013.

Mr. Werbner commented that the Board of Education has officially turned over the building to the Town. They had approved an \$11,000 contract for someone to come in and clean out all of the material that is in the building. That is an on-going project. As part of that contract, there was some limited clean-up that the company was going to do, but nothing extensive. In anticipation of the BOE taking this action, Mr. Langlois and his staff walked through the building to determine what would be necessary in terms of securing the facility.

The Public Works Director has recommended that the following work needs to be done:

1. Take down the modular classroom.
2. Replace broken windows.
3. Hire a contractor to take all the ceiling down and pull the remainder of the carpet in the entire building.
4. Build block walls where they were taken down for the modular classroom and remove the canopy.
5. There will also be incidental charges for using dumpsters and town staff.

Mr. Werbner hates to do this, but in order to the secure the building for safety purposes, the work is necessary.

Mr. Scavone suggested the Council doing a walk-thru of the building. Some of the members will meet on November 26th at 7:00 to do this walk-thru.

George Baker motioned that the following resolution be introduced and set down for a public hearing on November 26, 2013 at 7:30 p.m. in Tolland Town Council Chambers and read the following draft resolution:

NOW, THEREFORE, BE IT RESOLVED by the Tolland Town Council that it hereby approves an additional appropriation of \$25,000 from the General Fund unassigned fund balance to the Parks and Facilities Professional Services account (16106072-722000) to cover work on Parker School in order to clean it up and secure the building.

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

- 8.8 Consideration of a resolution authorizing the Town Manager to enter into a Regional Performance Incentive Program project proposals through the Capitol Region Council of Governments (CROCG) and to sign all necessary agreements and take all necessary actions to allow for the Town's participation in these programs.

Mr. Werbner said several years ago, The Connecticut General Assembly had grant programs that they offered, for promoting shared services between towns. Tolland has taken advantage of several of these shared services over the years. The Capitol Region Council of Governments (CROCG) is acting as a facilitator for this program. The Town Administration is interested in participating in three of the projects that are being offered. These programs are the Nutmeg Fiber Network Connection, the Regional Data/Disaster Recovery Center and the Human Resources On-line Clearinghouse/Templates projects. At this point, there is no commitment to anything. It is just so that CROCG knows there are enough towns that are interested, that they will go forward with the grant and seek the dollars. CROCG will submit the grant, and wait for the funding. If and when the funding comes in, there will be formal resolutions authorizing us to get involved in these programs. There is no match associated with the town.

Not related to this, the town is separately reapplying for the Economic Development Coordinator that we tried for last year with Mansfield, Bolton and Coventry.

Ben Stanford read the following resolution:

Whereas Section 4-124s as amended by Section 251 and 253 of Public Act 13-247 passed by the Connecticut General Assembly provides statewide incentive grants to regional planning organizations for projects that involve shared services; and

Whereas the Capitol Region Council of Governments is acting as a convener and facilitator of service sharing projects around the CRCOG region; and

Whereas on October 23, 2013 the Policy Board of CRCOG passed a resolution authorizing development and submittal of an application package to the State Office of Policy and Management for funding under the Regional Performance Incentive Grant Program, on behalf of the Council's member municipalities, and municipalities of other regions, which are participating in Council initiatives; and

Whereas, the Chief Elected Officials and municipal staff of the Capitol Region have developed a list of service sharing project proposals that will be included in this application package, to the benefit of individual municipalities and the region as a whole; and

Whereas the Town of Tolland has expressed an interest in taking part in the project proposals entitled

1. Regional Nutmeg Network Connections
2. Regional Data / Disaster Recovery Center
3. Human Resources On-line Clearinghouse and Templates

Now, Therefore Be It Resolved that the Tolland Town Council does hereby endorse the above referenced Regional Performance Incentive Program project proposal and authorizes Steven

Werbner, Town Manager to sign all necessary agreements and take all necessary actions to allow for the Town's participation in these programs.

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

- 8.9 Consideration of a resolution for approval of the Town Council 2013/2014/2015 meeting schedule.

Rick Field said the problem dates are: December 24, 2013, April 22, 2014 and November 11, 2014.

The Council members agreed to reschedule the meetings as follows:

December 24, 2013 to December 17, 2013

April 22, 2014 to April 15, 2014

November 11, 2014 to November 12, 2014

Rick Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby approved the attached 2013/2014/2015 Town Council Meeting Schedule.

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

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

Ben Stanford made the following appointments:

Re-Appointments:

Board of Recreation

Jeffrey A. Maron, new term 11/6/13 – 11/8/17

Raymond M. Milvae, new term 11/6/13 – 11/8/17

Anthony J. Ciccone, Jr., new term 11/6/13 – 11/4/15

Inland Wetlands & Watercourses Commission

Elizabeth R. Banning, new term 11/6/13 – 11/4/15

Julie Viera, new term 11/6/13 – 11/4/15

Lee A. Lafountain, new term 11/6/13 – 11/4/15

Raymond G. Culver, Alt., new term 11/6/13 – 11/4/15

Veteran's Recognition Commission

Frederick W. Frey, new term 10/31/2013 – 11/03/2016

Patrick M. Tracey, new term 10/31/2013 – 11/03/2016

Edward Young, new term 10/31/2013 – 11/03/2016

BOE

Al Fratoni was appointed to replace Karen Kramer, who was just recently elected to the BOE, but resigned her position.

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

Mr. Scavone asked Ms. Rubino and Mr. Stanford to continue working on the appointments for the new Council term. They both agreed they would.

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

10. **REPORT OF THE TOWN MANAGER:** Mr. Werbner's report was included in the member's packets, but updated that they received the Budgetary Certification from the Governmental Finance Officers Association. It verifies that the budget format is transparent and extremely informative. Tolland meets all the guidelines for GFOA, for national recognition. This is good recognition for the document that is the main planning document for the community. The Council congratulated the staff on this accomplishment.

Ms. Rubino inquired as to how long it will take to get more information or an approval of the grant for the Parker School. Mr. Werbner said they have been told that they have received the planning grant, but they have yet to receive the formal letter from the Department of Housing. It is for \$250,000, which is to do the detailed plans and designs for the construction. As soon as that is done, around June, 2014, the next round for construction grants will start. If Tolland gets all of the grants that they are looking for, it will be about two (2) years out before the building will be occupied. He said they would be looking for close to \$5m for the construction. The Access Agency applies for the grants, but the town may have the ability to try to apply for some small city or supplemental grants.

11. **ADOPTION OF MINUTES**

- 11.1 October 22, 2013 Town Council Minutes: Jan Rubino moved to adopt the minutes; Seconded by George Baker. All in favor. None opposed. William Eccles and Paul Krasusky abstained.

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

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Baker congratulated the Tolland Girls Cross Country team for competing at the New England's and finishing fourth. He would like to recognize them with a Proclamation.

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

15. **EXECUTIVE SESSION**

Ben Stanford motioned to go into Executive Session at 8:15 p.m., thus ending the Regular Meeting of the Town Council; Seconded by Rick Field. All in favor. None opposed.

- 15.1 Executive Session to discuss the purchase of land and security measures at the Board of Education.

Rick Field motioned to add item 15.2 to the agenda to approve the expenditure of funds, not to exceed \$54,990, for school security measures as recommended by the Public Safety and approved by the Board of Education; Seconded by George Baker. All in favor. None opposed.

George Baker motioned to approve the expenditure of funds, not to exceed \$54,990, for school security measures as recommended by the Public Safety and approved by the Board of Education; Seconded by Rick Field. All in favor. None opposed.

16. **ADJOURNMENT:** Rick Field moved to adjourn the meeting; Seconded by George Baker at 8:53 p.m. All were in favor.

Jack Scavone, Council Chair

Michelle A. Finnegan
Town Council Clerk

MEETING MINUTES

TOLLAND TOWN COUNCIL HICKS MEMORIAL MUNICIPAL CENTER 6TH FLOOR COUNCIL ROOM ORGANIZATIONAL MEETING

NOVEMBER 6, 2013 - 7:00 P.M.

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

MEMBERS ABSENT: None.

OTHERS PRESENT: Steven Werbner, Town Manager; Margaret DeVito, Town Clerk; Doug Racicot, Asst. Director of Public Safety

7. **Call to Order:** Jack Scavone called the meeting to order at 7:00 p.m.

8. **Administration of Oath of Office:**

Margaret DeVito administered the Oath of Office to the new members of the Tolland Town Council.

9. **Election of Chairperson**

Ben Stanford nominated Jack Scavone as Chairman of the Town Council; Seconded by William Eccles. All in favor. None opposed.

10. **Election of Vice-Chairperson**

Ben Stanford nominated George Baker as Vice-Chair of the Town Council; Seconded by Rick Field. All in favor. None opposed.

11. **Discussion of Meeting Schedule for 2nd meeting in December, 2013 and November 11, 2014 Veterans Day meeting for Council and Set Time for Regular Meetings (See attached)**

This item was tabled, and will be on the next agenda. The members wanted to review the calendar year before committing to new dates.

12. **Rules of Procedure (See attached):**

Mr. Scavone commented that the Rules provided in their packets are the same as those adopted two years ago. He said he is fine with having the same Rules adopted for this term.

Ms. Rubino suggested allowing the Community the ability to comment on the one thing that they are interested in coming to the meeting for. Mr. Scavone said the Rule can be suspended at any time with a 2/3rd vote. So, that can happen at any time. Mr. Werbner also commented that Agenda #5 allows the

public to comment on anything relating to the agenda at the beginning of the meeting. It was decided that a Council member could make a motion to allow for public comment on an agenda item.

George Baker moved to adopt the Rules of Procedure for the two year term; Seconded by Ben Stanford. All in favor. None opposed.

13. Other Issues:

Mr. Baker congratulated the Tolland Girls Cross Country team for winning the State Championship on Saturday. Mr. Werbner suggested inviting the team to a meeting and presenting them with a Proclamation. The members agreed. Mr. Baker advised that the girls are competing in the New England's this Saturday in New Hampshire.

Mr. Scavone welcomed Mr. Krasusky and Mr. Eccles to the Council.

Mr. Werbner suggested having an orientation with the department heads, like they did two years ago. It would give them a chance to hear a little bit about them and learn about the departments. He suggested having it start at 6:00 p.m. on a Thursday night. They will arrange for pizza. It was decided the meeting would be the first Thursday of December (12/5/13).

Mr. Stanford asked when they could have a joint meeting with the BOE to discuss the budget and other issues. Mr. Werbner suggested doing this after they've met with the departments, and when they have a sense of what it is they want to discuss. He also mentioned that they traditionally also have the Legislatures attend a meeting prior to the start of the legislative session. He also discussed having a joint meeting with the PZC and EDC. Mr. Werbner asked the members to let him know which nights they are not available during December 5th – 20th. He will try to fit in a couple meetings.

Mr. Scavone said he is happy they are back together again, and is looking forward to having two more productive years.

8. Adjournment: George Baker moved to adjourn the meeting; Seconded by Ben Stanford at 7:13 p.m. All were in favor.

Jack Scavone, Council Chair

Michelle A. Finnegan
Town Council Clerk

12/11/13 BOE Agenda Items

Package Supplement from Board Chair

A. Open the Meeting - Board Chair

Board of Education and Town Council Goal and Working Agreement

Review of Tonight's Agenda Link to agenda planning is here

B. Approve Minutes 11/13/13 Meeting

H.1 Committee Roles

H.2 BOE Processes

Committee Responsibilities, Aligned to Strategic Plan Topics:

H.3. Requests for 1/8/14: taskforce or board committee projects

DRA Facility Study



12/3/13 Working Agreement

A. Open the Meeting - Board Chair

Procedural note: Through the course of the meeting, Board of Education processes will be described. Each is intended to meet our mission effectively and efficiently. Pending discussion, with your agreement, each will be adopted.

Parliamentary procedure, Routine Motion: "If there is no objection, a motion to (examples: Approve minutes, Adjourn) will be adopted."

Board of Education and Town Council Goal and Working Agreement

*We each share an equal role in maximizing the usage of town resources to provide the highest quality of services which balance top priority needs within financial constraints. We will communicate with and engage the community in a positive way. **We agree to...***

- Engage with each other in a respectful, professional manner
- View things from a broader perspective: Community-focused, not us versus them.
- Listen, understand and share in a clear, specific and accurate manner.
- Engage in joint communication early and often.
- Surface and acknowledge disagreements and agreements.
- Identify and work toward a shared goal.

Agreement will be present at the meeting for missing members and Superintendent to sign. **Ongoing Discussion:** How will we live this agreement?

Review of Tonight's Agenda Link to agenda planning is [here](#)

	Agenda	Time Budget (minutes)	Start	End	By the end of this item... (Decisions, Issues, Actions)
A	Call to order, opening 1. Tonight's agenda 2. Working Agreement / Goal	0:10:00	7:30 PM	7:40 PM	Working agreement to be signed by missing members. Goal with Town Council to be agreed to.
B	Approval of minutes	0:05:00	7:40 PM	7:45 PM	From 11/13/13
C	Public participation	0:10:00	7:45 PM	7:55 PM	
D	Points of information	0:10:00	7:55 PM	8:05 PM	
E	Student Representative Report	0:05:00	8:05 PM	8:10 PM	Alyia Zahid
F	Superintendent's Report 1. Leave of Absence request 2. Capital Improvement Plan 3. Request to Town Council for transfer of capital funds to cover repair to dugouts at THS 4. School Improvement Goals with my statement of mission. 5. State Dept of Education District and School performance reports.	0:30:00	8:10 PM	8:40 PM	Move Dug Out request to action tonight?
G	Committee & Liaison Reports	0:05:00	8:40 PM	8:45 PM	
H	Chairperson Report 1. Committees, Committee structure 2. BOE processes 3. Request for Committee taskforce project proposals: Budget Process, Facility Study, Recognition	0:30:00	8:45 PM	9:15 PM	
I	Board Action 1. Policy changes 2. Cancellation of 12/25 regular meeting, set 12/18 special meeting	0:10:00	9:15 PM	9:25 PM	
J	Public Participation	0:10:00	9:25 PM	9:35 PM	Identify requests
K	Points of information	0:05:00	9:35 PM	9:40 PM	
L	Correspondence	0:05:00	9:40 PM	9:45 PM	
M	Future Agenda Items	0:10:00	9:45 PM	9:55 PM	A list of our upcoming, most critical decisions / issues / actions? An evaluation of this meeting, for improvement
N	Adjournment		9:55 PM	9:55 PM	

B. Approve Minutes 11/13/13 Meeting

Ref	Meeting date	Meeting Type	Agenda item	Issue / opportunity	Next step / Decision / Action	Action Type	Responsible	Due / completion date	Status
1A	11/13/2013	Regular BOE	A	Unclear school facility study process and deliverables. Unclear next steps for BOE once complete	Provide to BOE members sample facility study and anticipated next steps.	Delegated to ...	Paul Moore	12/2/2013	Closed
2	11/13/2013	Regular BOE	F.4.	Opportunity for budget process differing from past.	Layout decision options at next BOE meeting. Consensus: Proceed with budget narrative as presented. Next: Presentation of level budget, anticipated cost FYE2015 for same services as FYE2014. Highlight the few key assumptions driving majority of cost changes. Include initial assumption of level staffing.	Board Superintendent	Sam Adlerstein Bill Guzman	12/11/2013 update: 12/18/13	Top Priority Pending
3	11/13/2013	Regular BOE	G	Assign members to committee roles	Consensus: Co-liaisons to Town Council Consensus: form Communications & outreach committee	Board	Sam Adlerstein	12/11/2013	Pending
4	11/13/2013	Regular BOE	I.1.	Approve pending policy changes: 1080,3010,4090,4111	Provide summary of the changes including reason and impact to support decision	Superintendent	Bill Guzman	12/11/2013	Pending
5	11/13/2013	Regular BOE	I.2.	Approve capital improvement plan	Plan approved amended plan subject to update from Superintendent follow up with Town Manager and DRA	Superintendent	Bill Guzman	11/19/2013	Pending
6	11/13/2013	Regular BOE	I.2.	Pending security grant (56% state reimbursement)		Superintendent	Bill Guzman	??	Pending
7	11/13/2013	Regular BOE	I.3.	Cancel 12/25 meeting. Reschedule for 12/18?	Update: Bill Guzman has called a special meeting 12/18, topic is FYE 2015 budget	Superintendent	Bill Guzman	11/25/2013	Closed
8	11/13/2013	Regular BOE	I.4.	Approve utility internal service agreement	Approved with ammendment to review the agreement in one year	Superintendent	Bill Guzman	11/13/2013	Closed
9	11/13/2013	Regular BOE	M	Invite madrigal singers and cross country team	Update: Board chair has asked Communications and outreach chair (pending) asked to determine best way for recognition, without overlapping existing activities, done in way most meaningful to students.	Taskforce project	Communcation and Outreach	12/11/2013	Pending
10	11/13/2013	Regular BOE	M	Assess school improvement plan		Superintendent	Bill Guzman	12/11/2013	Pending

H.1 Committee Roles

Ref	Role	Members	Sam	Patrick	Kathy	Joe	Al	Steve	Bob	Karen	Tom
	Board Roles										
1	Chair	Sam	O								
2	Vice Chair	Patrick		O							
3	Secretary	Kathy			O						
	Student Representative	Aiyla Zahid			x						
	Town Council Liaison	Steve, Karen						x		x	
	Board standing committees (By Laws)										
1	Policy	Kathy (Chair) Steve, Bob			C			x	x		
2	Finance and Facilities	Patrick (Chair) Tom, Joe		C		x					x
3	Communications & outreach	Karen (Chair) Al, Kathy, Bob			x		x			C	
4	Negotiations	Tom (Chair) Steve, Joe				x		x			C
	Projects										
1	Technology Task force	Al					x				
2	EASTCONN Representative	TBD									

H.2 BOE Processes

Please review these roles in advance of the meeting. Assuming there is no objection, they will become immediately effective. The board frequently delegates items to standing Committees. Disposition of those items are 1) handled directly, by the **Board Committee** or 2) further delegated to a **Taskforce Project Team**. In either case, the work will be authorized then later closed out during a meeting of the Board. The Board may request a Committee to do the work of developing a proposal, to then be authorized at a subsequent meeting. In the authorization process, the Board may test the degree of urgency and importance compared to other potential projects. **Taskforce Projects** extend the Board's resources by engaging willing, qualified residents. Taskforce Projects may or may not include Board Members. Town Council uses similar projects, including the Tolland Energy Taskforce and newly proposed Library Construction Taskforce. Requests for participation of residents can be made through the schools and/or town eblast system. The following page is a table of committee responsibilities, aligned to Strategic Plan Topics.

Committee Responsibilities, Aligned to Strategic Plan Topics:

Strategic Plan Topic Areas	Communication	Parent/Community Engagement	School Environment	Technology	21st Century Learning Skills	Student Learning/ Curriculum
Specific strategies and actions	To facilitate consistent communication among Tolland Public Schools' stakeholders		1. To establish a positive school climate where all members of the school community are safe, respected, and available for learning 2. To improve school facilities that support student achievement and provide a safe learning and working environment.	To provide and utilize technology to promote learning.	To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world	
Mandates (State / National)			Response to intervention Anti-Bullying Success for All School Security and Safety Committee		Secondary School Reform Common Core State Standards Teacher/ Administrator Evaluation School Performance Index (SPI) Smarter Balanced Assessment Consortium	
BOE areas of responsibility						
1. Policy			X			X
2. Finance and Facilities			X	X	X	
3. Communications & outreach	X	X	X			
4. Negotiations			X			

To propose project work to the Board, the following information is requested ([link](#)). The form is not needed for authorizations of smaller tasks (defined discretionarily).

Name of project:	
Preparer name	
Responsible Committee	
Type of work	
Strategic Area	
Issue or opportunity to be addressed	
Expected benefits (include consequences if left unaddressed)	
Anticipated obstacles to be encountered during the course of the project	
Support or resources needed	
Anticipated begin date	
Anticipated end date	
Team member names and roles	
Anticipated next steps after this work is complete	
Date of Board of Education Authorization	
Status:	Proposed
Other relevant information:	

The following is a list of action types available to the Board for the disposition of any issues:

Action Types	Definition
Board	To be decided during a meeting of the board
Taskforce project	To be acted upon as a project, sponsored by a board committee, chartered at a BOE meeting. Scope may also be changed within an existing open project.
Board committee	To be acted upon by a board standing committee
Delegated to ...	To be acted upon by a party beyond board organization
Superintendent	To be acted upon by the superintendent or his office.

H.3. Requests for 1/8/14: Pending discussion, unless objection, the following taskforce or board committee projects will be requested from standing committees:

1. Modify bylaws for the Communication and Outreach Committee (Policy)
2. Develop and execute the Budget Process (Finance and Facilities)
3. Pilot BOE Recognition of exemplary student achievement (Communication and Outreach)
4. Develop a process for disposition of requests coming into the board (Communications and Outreach)
5. Plan successful completion DRA Facility Study Planning - see below (Finance and Facility)

DRA Facility Study

- DRA's last scheduled public workshop is scheduled for tomorrow, December 12, 2014.
- DRA now plans to add another workshop for additional public participation prior to developing options.

The Board Chair recommends that the project be paused after tomorrow's workshop and, before continuing, Finance and Facilities Committee charter a taskforce to propose to the board steps for restart and completion of the project. The Finance and Facilities Committee would be expected to work with DRA and the school administration in developing their proposal. It is recommended that the Board ask for the proposal at it's December 18th Special Meeting. Earlier Board correspondence on this topic follows:

Guzman, William

to me, L-All-Board ▾

Dec 4 (2 days ago) ☆



Sam:

Please note that in the South Windsor example highlighted in your email, a 'steering committee' was established as the working group for the process. This was established as part of the RFQ process.

In Tolland's RFQ, under the "Scope of Services" the following bullet point is requested: "Conduct focus groups with staff, parents, and community members to solicit input regarding school / grade alignment". To meet this request, we proposed as part of our response to the RFQ and in our interview process to accomplish this through the following ways:

- Educational programming and planning sessions held at each subject facility
- Physical reviews of the subject facilities
- Student interviews (student representatives interviewed at each subject facility)
- Community Workshops.

Tolland did not have this particular type of working group. DRA would report to the Board of Education directly at key milestone points in the process.

According to Jim, if the Board would like to establish a working group, identify a proposed number of meetings, and extend the process to accommodate this additional work, they would be willing to consider this, and respond with an additional services request as needed to meet the additional scope request.