

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

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA
April 13, 2011

- A. CALL TO ORDER, PLEDGE OF ALLEGIANCE
- B. STUDENT REPRESENTATIVE REPORT
- C. APPROVAL OF MINUTES
 - March 23, 2011 – Regular Meeting
- D. SUPERINTENDENT'S REPORT
 - D.1. Art and Music Curriculum Report
 - D.2. Strategic School Profiles 2009/10
 - D.3. Healthy Food Certification
- E. PUBLIC PARTICIPATION
- F. POINTS OF INFORMATION
- G. COMMITTEE REPORTS
- H. BOARD ACTION
 - H.1. Insurance Consultants – Second Revised Milliman Proposal
 - H.2. Budget Transfer Request
- I. INFORMATIONAL ITEMS
- J. OLD BUSINESS
- K. COMMUNICATIONS
 - Town Council Minutes from March 22, 2011 Regular Meeting
 - Town Council Minutes from March 17, 2011 Special Meeting
 - Town Council Minutes from March 22, 2011 Special Meeting
 - Town Council Minutes from March 23, 2011 Special Meeting
 - Town Council Minutes from March 29, 2011 Special Meeting
- L. CHAIRPERSON'S REPORT
- M. FUTURE AGENDA ITEMS
- N. EXECUTIVE SESSION – Personnel Matters
- O. ADJOURNMENT

**TOLLAND BOARD OF EDUCATION
Tolland, CT**

MINUTES – March 23, 2011

Members Present: Mr. Robert Pagoni, Chairperson; Mr. Andy Powell, Secretary; Mr. Steve Clark; Ms. Diane Clokey; Mr. Thomas Frattaroli; and Mrs. Judy Grabowicz.

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

The meeting was called to order at 7:32 p.m.

STUDENT REPRESENTATIVE REPORT

Beverly Naigles reported on the success of the musical “Guys and Dolls”. The dodge ball tournament was entertaining and the school “Beach” dance went very well. On March 25, 2011 the Mr. THS contest will be held and the music department is preparing for a competition on April 6, 2011. The spring sports have started to practice and the Student Council is working on Kindness Week.

APPROVAL OF MINUTES

Mr. Powell motioned and Mr. Clark seconded to approve the minutes of the regular meeting of March 9, 2011. Mrs. Grabowicz requested that the minutes be amended to add her Finance and Facilities report as follows:

Finance and Facilities Committee met on March 2, 2011. Among the items discussed were a review of recent 2011-2012 budget adjustments due to a reduction in the proposed health insurance increase; the Milliman contract proposal; TIS water damage and cost of repairs; and the First Student summary report on service calls. In addition, the Committee reviewed final costs for snow removal totaling \$314,176, which included a bill from the Tolland Fire Department of \$21,414,41. The Superintendent discussed attending a recent EASTCONN meeting with Steve Werbner regarding a regional group for health insurance which could take effect for the 2012-2013 budget year. There was also discussion regarding the need to use any projected surplus toward the cost of snow removal.

Mr. Powell motioned and Mr. Clark seconded to approve the minutes as amended. Mr. Frattaroli, Mr. Clark, Mrs. Clokey; Mr. Powell and Mrs. Grabowicz in favor. Mr. Pagoni abstained. Motion carried.

SUPERINTENDENT’S REPORT

D.1. Easement – Tolland High School

The Superintendent introduced Mr. Robert J. Pasek, Site Acquisition Agent for AT&T Connecticut, who are offering to purchase an easement on Tolland High School property to the cell tower that is behind the High School. The Area Plan and a copy of the Easement Agreement between the Town and Southern New England Telephone

Company d/b/a AT&T Connecticut were enclosed in the Board packet. The agreement has been reviewed by Town Attorney, Richard Conti, whose recommended changes were incorporated in the Agreement.

Town Manager, Steve Werbner, has indicated that the one-time payment from AT&T Connecticut of \$25,000 will be earmarked for use in the Capital Improvement Plan for future school related projects.

Mr. Pasek responded to questions from members of the Board.

The Administration recommends approval for the Town Council to enter into the Easement Agreement with AT&T Connecticut.

Motion

Mr. Powell motioned and Mrs. Clokey seconded to move item D.1. to Board Action item H.4. Mrs. Clokey, Mr. Pagoni, Mr. Powell and Mrs. Grabowicz in favor. Mr. Clark and Mr. Frattaroli against. Motion carried.

D.2. World Language Curriculum Report

Dr. Eidson provided information on the world language programs at each of the schools. Currently, the curriculum for years one and two is being revised. There are concerns about French IV and V (UCONN French) and also the lack of AP offerings. An on-line course in Mandarin Chinese is being considered. A discussion followed about only offering Spanish with the limited funding available. Ms. Nancy McGrath, Foreign Language teacher, addressed the issue and it would lessen the choices available and not eliminate the need for additional staffing at the high school.

D.3. Status of the Budget – March 15, 2011

In accordance with the Board of Education Policy 3010, the Superintendent presented the status report of the budget for fiscal year 2010-11 as of March 11, 2011. The adjusted budget for fiscal year 2010-11 is \$32,282,755. As of March 11, 2011, projected expenditures and encumbrances total \$32,194,531. The projected balance at this time is \$88,224 which is anticipated to be expended by year-end.

Many factors and circumstances have affected this budget since the last projection. Most notable is the snow removal project which cost the district an estimated \$161,000 in expenses in labor costs, (for both Board of Education and Town), contractor services, and a variety of materials and supplies. A revised breakdown list of these costs incurred by the Board, and charges from the Town are attached.

Additionally, a review of the utility accounts has netted a projected surplus in the amount of \$141,470 which will be transferred to various programs to cover the related snow removal expenses.

This year the purchase order review process has started earlier and adjustments have been made according to encumbrances. Open purchase orders will continue to

be monitored through the remainder of the year. This review not only assists in determining the availability of funds but also the need for additional funds to be secured for goods or services currently encumbered.

In accordance with Board Policy 3060, an authorization is requested for the following transfer of funds:

<u>From Account</u>	<u>Amount</u>	<u>To Account</u>	<u>Amount</u>
Program 701 Transportation	(\$81,557)	Program 791 Board of Education	\$81,557

Explanation: Reduction in transportation costs (number of school days and fuel estimates) to cover expenses for public safety officials, and legal fees for hearings and negotiations.

<u>From Account</u>	<u>Amount</u>	<u>To Account</u>	<u>Amount</u>
Program 663 Utilities-Energy Management	(\$141,470)	Program 662 Maintenance	\$141,470

Explanation: Reduction in utility account to cover snow removal project expenses.

This will be an Board Action item on the April 13, 2011 meeting of the Board of Education.

PUBLIC PARTICIPATION

None

POINTS OF INFORMATION

Mr. Powell asked about the status of the roofs after the snow removal. The Superintendent reported that there had been some damage which has temporarily repaired, but will require more work when the weather improves. Mr. Powell also asked if there was a possibility of insurance coverage and it is not anticipated that there will be funds from this area. Ms. Regina will be attending a FEMA meeting to discuss Federal monies received because of the January snowstorm.

Mr. Pagoni reported on a thank you note from Chief Littell to the cafeteria staff for their efforts to feed the National Guard and the volunteers during the snow removal work.

COMMITTEE REPORTS

- **Town Facilities Committee – March 22, 2011**

Mr. Frattaroli reported on the Joint Meeting on the feasibility study for possible uses for Parker School. All of the possible projects would require an investment

in time and money. Mrs. Grabowicz mentioned the possibility of the Town applying for a HUD grant to renovate Parker for senior housing. Concerns for the Board would be parking and traffic flow. After discussion, it was decided to place the transfer of Parker to the Town Council on the April 13, 2011 agenda for action.

- **Town Council Liaison – March 22, 2011**

Mr. Clark reported that the only issues discussed at the meeting was during Public Participation when taxpayers requested that additional funds be put towards the education budget for 2011/2012

BOARD ACTION

H.1. School Calendar 2011-2012

Mr. Powell motioned and Mrs. Grabowicz seconded to approve the School Calendar for the 2011/2012 school year as presented. All in favor. Motion carried.

H.2. Board Policies

- **Board Policy 4060 – Sex Discrimination and Sexual Harassment in the Workplace**
- **Board Policy 5040 – Transportation**
- **Board Policy 5051 – Student Privacy**
- **Board Policy and Administrative Regulation 6092 On-Line Coursework**

Mr. Powell motioned and Mrs. Grabowicz seconded to approve Board Policy 4060 – Sex Discrimination and Sexual Harassment in the Workplace, Board Policy 5040 – Transportation, Board Policy 5051 – Student Privacy and Board Policy and Administrative Regulation 6092 On-Line Coursework. All in favor. Motion carried.

H.3. Insurance Consultants – Revised Milliman Proposal

Mr. Powell motioned and no one seconded to accept the revised Milliman proposal for insurance services.

H.4. Easement – Tolland High School

Mr. Powell motioned and Mrs. Grabowicz seconded to authorize the Town Council to enter into the Easement Agreement with AT&T Connecticut. Mr. Frattaroli; Mrs. Clokey; Mr. Pagoni; Mr. Powell and Mrs. Grabowicz in favor. Mr. Clark against. Motion carried.

INFORMATIONAL ITEMS

School Calendars for April were enclosed.

OLD BUSINESS

A discussion of the Milliman proposal followed with a recommendation that the Superintendent discuss the increase in the proposed rates. It would appear that the revised rates spread over four years were higher than the initial rates. The members would like to also request a three year contract in addition to lower rates.

Motion

Mr. Powell motioned and Mrs. Grabowicz seconded to authorize the Superintendent to request that Milliman review the revised proposal and to report back to the Board at the April 13, 2011 meeting. All in favor. Motion carried.

There was a discussion on the need to respond in writing to the Town Manager's recommendation that all employees change over to HSA which would make up the difference by which he is reducing the 2011/2012 Board budget. It is not possible to change all employees to an HSA plan because it is only an option in the contract and not all employee contracts have an HSA program as an option. Mr. Pagoni will develop a written responses with input from the Board members.

COMMUNICATIONS

Minutes from the Joint Meeting of March 8, 2011 and Town Council Meeting of March 8, 2011 were enclosed.

A letter for Tolland Intermediate School – Connecticut Road Safety Poster Contest from the State Department of Transportation announcing that two students, Carling Albrecht and Olivia McCarthy received recognition for the poster design.

CHAIRPERSON'S REPORT

None

FUTURE AGENDA ITEMS

1. Art and Music Curriculum Report
2. Budget Transfer Request
3. Use of Parker School
4. Milliman Proposal
5. Tolland Intermediate School Poster Contest

EXECUTIVE SESSION – Personnel Matters

Mr. Powell motioned and Mrs. Grabowicz seconded to go into executive session at 9:20 p.m. to discuss personnel matters and to invite the Superintendent to attend. All in favor. Motion carried.

The Board returned to public session at 9:37 p.m.

ADJOURNMENT

Mr. Powell motioned and Mr. Clark seconded to adjourn the meeting at 9:38 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott
Board Clerk

Tolland Public Schools
 Business Services
 Snow Removal Project
 2/4/11-2/6/11

<u>Vendor/Job</u>	<u>Cost</u>	<u>Description</u>	<u>Acct Coding</u>
National Guard	\$ 20,000	* THS and TMS roof snow removal	0100.2620.430.60.662.1
Watertight Roofing	\$ 41,000	TIS roof snow removal	0100.2620.430.60.662.1
Watertight Roofing	\$ 37,827	Parker roof snow removal	0100.2620.430.60.662.1
Watertight Roofing	\$ 4,000	Rental of equipment and cost of operator	0100.2620.430.60.662.1
All Top Roofing	\$ 20,716	BGP roof snow removal	0100.2620.430.60.662.1
Treemasters	\$ 1,370	BOE roof snow removal and Parker drains/windows cleared	0100.2620.430.60.662.1
Macchi Engineering	\$ 2,500	Inspection of buildings	0100.2620.359.60.662.1
Sub-Total	\$ 127,413		
 <u>Materials/Supplies</u>			
		Shovels, wheelbarrows, markers, caution tape, fasteners, etc.	
Star Hardware	\$ 2,081		0100.2620.608.60.662.1
Manchester Honda	\$ 120	Snowblower parts	0100.2620.608.60.662.1
Tolland Food Service	\$ 2,500	* Meals and beverages for National Guard and workers	
Sub-Total	\$ 4,701		
 <u>BOE Labor</u>			
Custodial and Maintenance	\$ 5,626	Labor costs including benefits for workers	
Sub-Total	\$ 5,626		
 Sub-Total Boe	 \$ 137,740		
Sub-Total Town Charges	\$ 22,939		
Grand Total	\$ 160,679		

* Estimated Costs

Tolland Public Schools
 Business Services
 Snow Removal Project
 2/4/11-2/7/11

Invoices billed from Tolland Fire Department

<u>Vendor/Job</u>	<u>Cost</u>	<u>Description</u>	<u>Acct Coding</u>
Country Landscapes & Tree, LLC	\$ 3,390	Bucket truck, pickup truck, and snow blower to remove snow	0100.2620.430.60.662.1
The J.J. Mottes Company	\$ 563	Boom truck service for snow removal	0100.2620.430.60.662.1
Vernon Tree Service	\$ 2,775	Snow removal from roof (3am - 6 pm)	0100.2620.430.60.662.1
Penn Rents, LLC	\$ 1,524	Rental: Lull telehandler	0100.2620.430.60.662.1
Sub-Total	\$ 8,252		
 <u>Materials/Supplies</u>			
Dunkin Donuts	\$ 175	Donuts and coffee (purchased per J Littell)	0100.2620.608.60.662.1
Sam's Club	\$ 766	Water (purchased per J Littell)	0100.2620.608.60.662.1
Star Hardware	\$ 270	Shovels (purchased per J Littell)	0100.2620.608.60.662.1
WalMart	\$ 1,096	Shovels (purchased per J Littell)	0100.2620.608.60.662.1
Diesel for Town Vehicles	\$ 1,511	Fuel for town equipment	0100.2710.626.90.701.1
Gasoline for Town Vehicles	\$ 874	Fuel for town equipment	0100.2710.626.90.701.1
CT Inflatables, LLC	\$ 450	2- 16 x 16 tarps used to move snow on roof	0100.2620.608.60.662.1
Sub-Total	\$ 5,142		
 <u>Town Labor</u>			
Public Safety Officers	\$ 1,559	Labor costs	0100.2310.591.70.791.1
Public Works Employees	\$ 7,986	Labor costs	0100.2310.591.70.791.1
Sub-Total	\$ 9,545		
 Grand Total	 \$ 22,939		

D.1.

TO: Members of the Board of Education

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

DATE: April 13, 2011

SUBJECT: Art and Music Curriculum

A report to the Board of Education regarding the music and art curriculum will consist of a presentation focusing on the continuity of the program, the curriculum and its needs, events and highlights.

D.2.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: April 13, 2011

SUBJECT: Strategic School Profiles (2009-10)

Attached please find the final versions of the 2009-10 Strategic School Profiles. The Profiles have been placed on the District website.

The Profiles include the following five separate reports:

- School District
- Birch Grove Primary School
- Tolland Intermediate School
- Tolland Middle School
- Tolland High School

The **School District** Profile provides data about total student enrollment, resources, student performance, Special Education programs, and District revenues and expenditures. The **School Profiles** provide information about each school with respect to school needs, resources and student performance.

WDG:cja

STRATEGIC SCHOOL PROFILE 2009-10**Tolland School District**

WILLIAM D. GUZMAN, Superintendent

Location: 51 Tolland Green

Telephone: (860) 870-6850

Tolland,
ConnecticutWebsite: www.tolland.k12.ct.us/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Tolland

Town Population in 2000: 13,146

1990-2000 Population Growth: 19.5%

Number of Public Schools: 4

Per Capita Income in 2000: \$29,892

Percent of Adults without a High School Diploma in 2000*: 7.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.4%

District Enrollment as % of Estimated. Student Population: 97.3%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 3,152
5-Year Enrollment Change 1.6%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	118	3.7	6.7	32.6
K-12 Students Who Are Not Fluent in English	12	0.4	0.7	5.4
Students Identified as Gifted and/or Talented*	30	1.0	4.6	4.1
PK-12 Students Receiving Special Education Services in District	333	10.6	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	122	60.7	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	89	19.8	12.7	13.6

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.3
Asian American	102	3.2
Black	63	2.0
Hispanic	58	1.8
White	2,921	92.7
Total Minority	231	7.3

Percent of Minority Professional Staff: 3.5%

Non-English Home Language:

0.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Tolland Public Schools have provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity into a community with relatively limited racial, ethnic, and economic differences. Through a strategic plan established by the Tolland Board of Education, Tolland Public Schools focused on activities designated to increase multicultural education and address differences in race, economics, physical characteristics, and culture. Focus is placed on identifying perceived practices, attitudes, and needs, and providing students and teachers with awareness of these along with methods to foster appropriate practices. Activities have included analyzing and modifying the district's curriculum, acquiring appropriate materials, providing professional development in "Responsive Classroom" and "Positive Behavioral Interventions and Support" (PBIS) ideals and anti-bullying measures, as well as engaging students in positive social actions and interactions. This coming year two more schools begin the PBIS piloting process and one begins the implementation process. Faculty and administrators were questioned to ascertain practices related to diversity education. Activities have been developed to engage students in determining and taking positive action in areas of social need. The staff of the Tolland Public Schools is also assuring that visual evidence, pictures, displays, and bulletin boards throughout the district support ethnic diversity. In order to increase the opportunity for Tolland students to interact and develop a greater understanding and appreciation of diversity, Tolland students have been involved in the study of a variety of cultures including the Native American culture, Japan and Mexico. Three teachers from Pakistan visited the Tolland Public Schools for four weeks during the fall and presented their culture to students across the district.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.2	57.0	71.2
Writing	66.5	58.3	56.4
Mathematics	80.8	62.4	81.0
Grade 4 Reading	76.5	59.9	75.5
Writing	77.3	63.6	65.6
Mathematics	78.3	67.0	64.2
Grade 5 Reading	82.8	61.8	83.6
Writing	83.3	68.2	75.3
Mathematics	89.2	72.4	84.3
Science	87.7	59.4	94.6
Grade 6 Reading	90.4	74.9	81.6
Writing	85.2	65.9	84.1
Mathematics	92.3	70.7	89.0
Grade 7 Reading	92.8	77.4	83.1
Writing	81.6	61.2	82.5
Mathematics	83.6	68.5	67.5
Grade 8 Reading	88.6	73.3	79.0
Writing	80.5	62.6	78.3
Mathematics	78.1	67.3	58.0
Science	82.5	62.8	80.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	48.2	45.9	48.5
Writing Across the Disciplines	66.2	59.6	53.4
Mathematics	67.0	48.7	72.0
Science	65.3	45.3	75.8

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.4	50.7	62.3

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.4	68.5	
Average Score	Mathematics	553	508	85.3
	Critical Reading	519	503	58.9
	Writing	526	506	65.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	98.5	91.3	86.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.0	2.5	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.7	84.5
% Employed (Civilian Employment and in Armed Services)	10.3	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	188.20
Paraprofessional Instructional Assistants	17.00
Special Education	
Teachers and Instructors	27.10
Paraprofessional Instructional Assistants	68.24
Library/Media Specialists and/or Assistants	5.23
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	8.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	11.00
School Nurses	7.34
Other Staff Providing Non-Instructional Services and Support	129.39

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.5	13.8
% with Master's Degree or Above	70.0	79.0	77.8

Average Class Size	District	DRG	State
Grade K	16.8	17.2	18.5
Grade 2	21.9	18.5	19.7
Grade 5	20.8	20.7	21.1
Grade 7	21.1	19.9	20.8
High School	21.1	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	994	983
Middle School	1,039	1,034	1,018
High School	1,031	1,007	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.4	3.1	3.2
Middle School	3.4	2.2	2.5
High School	1.6	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$20,895	\$6,640	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$658	\$209	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$1,309	\$416	\$474	\$406	\$459
Student Support Services	\$1,352	\$430	\$863	\$816	\$859
Administration and Support Services	\$3,156	\$1,003	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$3,705	\$1,177	\$1,469	\$1,468	\$1,462
Transportation	\$2,236	\$685	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$2,027	N/A	N/A	N/A	N/A
Other	\$23	\$7	\$163	\$148	\$162
Total	\$35,362	\$11,057	\$13,458	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,765	\$1,196	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,577,609	18.6	20.2	20.7

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	65.3	33.0	1.6	0.1
Excluding School Construction	63.1	35.1	1.8	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of the Board of Education that each school in the district receives comparable resources within financial limitations and needs. Each of the district schools serves different grade levels. All students at a grade level are assigned to the same school, facilitating equal access to resources, support personnel, and teachers on the same grade level. Building level Principals and central office administrators work together to develop budgets reflective of each school's needs. Issues such as enrollment, teacher/student ratio, school-based improvement plans, curriculum initiatives, and multi-year district-wide initiatives drive budget decisions. Funds for supplies, textbooks, and library materials are budgeted on a per pupil basis. School facilities provide equitable opportunity for all students at all grade levels. Budgets and resources are discussed with the entire community. The Board of Education conducts several public hearings and workshops during budget season, allowing input from the community and parents. Principals hold parent advisory meetings. The Parent Teacher Organizations host a presentation by the Superintendent outlining resource allocation. All these presentations facilitate an understanding of the needs of the district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	337
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	34	1.1	1.0	1.0
Learning Disability	134	4.2	3.9	3.9
Intellectual Disability	12	0.4	0.4	0.5
Emotional Disturbance	28	0.9	0.7	1.0
Speech Impairment	39	1.2	2.1	2.2
Other Health Impairment*	57	1.8	1.9	2.1
Other Disabilities**	33	1.0	0.7	0.9
Total	337	10.7	10.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	40.4	31.6	84.3	67.5
	Writing	26.6	19.6	79.3	63.3
	Mathematics	38.6	32.9	83.7	68.1
	Science	52.6	23.7	85.0	61.1
CAPT	Reading Across the Disciplines	6.2	13.8	48.2	45.9
	Writing Across the Disciplines	5.6	16.8	66.2	59.6
	Mathematics	14.3	16.7	67.0	48.7
	Science	16.7	13.0	65.3	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.5
	% With Accommodations	84.5
CAPT	% Without Accommodations	23.5
	% With Accommodations	76.5
% Assessed Using Skills Checklist		10.9

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	21	6.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	280	83.1	76.7	73.4
40.1 to 79.0 Percent of Time	36	10.7	16.4	15.3
0.0 to 40.0 Percent of Time	21	6.2	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year, there was a concentrated effort to improve the functioning of Professional Learning Community (PLC) teams. New PLC team members were trained in data analysis. Most PLC teams set aside one hour per week to work on the tenets of PLC and analyze student learning data. The focus on data analysis and change strategies was on improving literacy and numeracy. The improved identification of critical concepts and refinement of common assessments to inform and guide instruction continues to be a district-wide focus. Intradistrict visitations took place in each building and included teachers. Next year nine district-wide visitations will take place and three visitations will take place in each building. This process will result in more teachers involved. An administrative focus on “problems of practice” continues to add perspective to the change process. Study groups continue to be held with administrators and faculty both engaging in book studies. Special and regular educators have been focused on increasing and perfecting the inclusive practices for all students. Curriculum modifications and differentiations are taking place. Materials and benchmarks are being adapted. We continue to work on implementing with fidelity the SRBI processes in each of the schools within Tolland. Personnel, time and materials are needed. Protocols are in place at some levels. Positive Behavioral Intervention and Support (PBIS) is a major initiative to support the improvement of school climate. Tolland Middle School and Tolland High School will begin the piloting process for this initiative. Tolland Intermediate School will be implementing this focus during the upcoming school year. Surveys point to the need for this implementation.

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-3 Edition

Birch Grove Primary School**Tolland School District**

PATRICIA A. WAHLBERG, Principal
 THOMAS C. SWANSON, Asst. Principal
 Telephone: (860) 870-6750

Location: 247 Rhodes Road
 Tolland,
 Connecticut

Website: www.tolland.k12.ct.us/bge/homepage/bgepage1.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 708
 5-Year Enrollment Change: -8.3%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	21	3.0	3.3	36.7
K-12 Students Who Are Not Fluent in English	5	0.8	0.6	7.4
Students with Disabilities	74	10.5	12.2	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.9	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	122	60.7	60.7	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	440	95.7	97.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	975	983

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.8	16.8	18.5
Grade 2	21.9	21.9	19.7

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	35	30
Computer Education **	11	15
English Language Arts **	503	489
Health **	15	18
Library Media Skills **	17	19
Mathematics **	184	197
Music **	35	31
Physical Education **	35	36
Science **	70	70
Social Studies **	70	67
World Languages	0	8

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	0.6	7.2
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	94.6	91.4	80.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.4	4.4	3.2
% of Computers with Internet Access	95.4	98.2	99.1
% of Computers that are High or Moderate Power	95.4	88.7	89.9
# of Print Volumes Per Student*	16.1	16.1	28.9
# of Print Periodical Subscriptions	0	7	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	35.60	
	Paraprofessional Instructional Assistants	10.00	
Special Education:	Teachers and Instructors	5.97	
	Paraprofessional Instructional Assistants	23.41	
Library/Media Specialists and/or Assistants		1.23	
Administrators, Coordinators, and Department Chairs		1.90	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		2.00	
Other Staff Providing Non-Instructional Services and Support		16.20	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.1	14.0	13.6
% with Master's Degree or Above	66.7	69.0	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.4	8.2	8.2
% Assigned to Same School the Previous Year	91.1	94.0	86.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Birch Grove, our Family Resource Center (FRC) continues to offer many activities and services to families and to pre-school and school age children. The FRC offers a summer camp program and a before and after school program. Through the FRC we offered two sections of a before and after kindergarten program. The Family Resource Center continues to be grant and self-funded. The FRC offers parent education nights, the Parents as Teachers program, Systematic Training for Effective Parenting (STEP) course, and the Chats-A-Course program for childcare providers. Teachers communicate with parents using email, conferences, and regular newsletters. The school website contains classroom and school information for parents. We began using a Standards Based Report Card to communicate academic progress to parents. We utilize parents and community volunteers for assistance in classroom activities and to support our reading program. We have more than 200 parent volunteers at Birch Grove Primary School. We have a dedicated Special Education Parent Teacher Association (SEPTA) and a PTO (TEPTO) that works collaboratively with the school to foster learning, enrichment, and social opportunities for children and families.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	25	3.5
Black	12	1.7
Hispanic	18	2.5
White	652	92.1
Total Minority	56	7.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

0.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Music department at Birch Grove incorporates both vocal and instrumental music from around the world. The first grade children study world geography and create art from around the world. Grade 1 children completed a unit of study on Mexico and Grade 2 completes a unit of study on Japan. Grade 2 students participated in a multicultural unit that encouraged the children to learn about and share the background and culture of their families. Our PTO sponsors cultural programs that provide our students with diverse cultural arts experiences. All Birch Grove teachers continued discussions around the inclusion of Special Needs students into the regular class as we move towards becoming a more inclusive school. These discussions allowed teachers the time to think about, discuss, and plan for our inclusive classes. The teachers also discussed the importance of creating a school culture where we are responsible for the education and acceptance of all children. The Birch Grove community engaged in several activities to support local needy families. The parents, teachers and children of Birch Grove donated food to a community agency. The children donated over 2,000 new or slightly used books to a school in another less fortunate community in CT. Many children made Christmas cards for soldiers. We held a "Kindness" week and raised funds for a charity. Staff members support the local food bank by providing Thanksgiving food baskets.

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to www.ctreports. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.7	98.5	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Birch Grove Primary School had an excellent year as the staff continues to work together in Professional Learning Communities. Each team established common goals in literacy and numeracy. The result of this common focus is improved and more consistent instruction for students and improved assessment scores in most areas. All teachers continue to use the data analysis training to assist them in determining their effectiveness by providing them with strategies for analyzing student performance data that is linked to state standards. We have focused on identifying a schedule of assessments, cut-points, and interventions for our Scientific Research – Based Interventions (SRBI) plan. We continue to offer the READ (Reading Excellence Achieved Daily) program in first and second grade. This program helps us to better use our highly trained reading staff to be able to support more children as they learn to read. We also offer small group instruction for students that need it, as well as TLC, which is a one-to-one reading intervention. We support small groups of kindergarten children using a kindergarten literacy program. The Everyday Math program is the major instructional component of the K-2 mathematics curriculum, which is in its fourth year. We continue to discuss the concerns that we have around modifying the program for students who struggle with the pace of this spiraling program. We began a Math Intervention Program to support at risk Second Grade students. At all grade levels in Social Studies and Science we have developed pacing guides and revised benchmarks. We continue to work on the correlation between social studies/science and Language Arts. As a result of our Special Education inclusion initiative more than 97% of our identified special needs, students spent 80% of their time with non-disabled peers participating in the regular curriculum.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Birch Grove Primary School houses grades Pre K-2. The school population is now at 725. The Family Resource Center provides before and after school programs, a preschool program, a summer camp program in addition to ongoing preschool and parent and child programs throughout the year. Birch Grove's Teacher Assistance Team (TAT) provides a systematic early intervention process for teachers of students that are experiencing academic difficulty. Teachers continue to meet in child study meetings to informally identify a plan of action for students of concern. These teams are made up of teachers across grade levels and areas of specialty. They meet to discuss student learning, behavior and adjustment, as well as issues of school wide concern. The staff and administration at Birch Grove Primary School are all aware of the importance of developing and maintaining a home school relationship based on cooperation and trust. Hundreds of parent volunteers have helped in the classrooms and the library. The PTO has again raised significant funds to support our many needs. The Birch Grove staff works in collaboration with the Tolland Youth Services department to meet the various needs of our children and families.

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Tolland Intermediate School**Tolland School District**

JAMES DINEEN, Principal
 PHILIP E. STEVENS, Asst. Principal
 Telephone: (860) 870-6885

Location: 104 Old Post Road
 Tolland,
 Connecticut

Website: www.tolland.k12.ct.us/pkr/parkerhome.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 731
 5-Year Enrollment Change: 43.6%*
 *Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	27	3.7	3.3	36.7
K-12 Students Who Are Not Fluent in English	4	0.5	0.6	7.4
Students with Disabilities	101	13.8	12.2	10.9
Students Identified as Gifted and/or Talented	13	1.8	0.9	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	497	98.4	97.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	975	983

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	20.8	20.8	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	35	31
Computer Education **	17	18
English Language Arts **	480	422
Family and Consumer Science	0	1
Health **	15	22
Library Media Skills **	17	19
Mathematics **	184	199
Music **	35	33
Physical Education **	52	41
Science **	70	97
Social Studies **	70	88
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.6	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.1	91.4	80.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.7	4.4	3.2
% of Computers with Internet Access	100.0	98.2	99.1
% of Computers that are High or Moderate Power	84.1	88.7	89.9
# of Print Volumes Per Student*	16.2	16.1	28.9
# of Print Periodical Subscriptions	13	7	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education: Teachers and Instructors	44.70	
Paraprofessional Instructional Assistants	3.00	
Special Education: Teachers and Instructors	8.80	
Paraprofessional Instructional Assistants	22.25	
Library/Media Specialists and/or Assistants	1.00	
Administrators, Coordinators, and Department Chairs	2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	2.00	
School Nurses	1.67	
Other Staff Providing Non-Instructional Services and Support	16.30	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.0	14.0	13.6
% with Master's Degree or Above	70.9	69.0	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.4	8.2	8.2
% Assigned to Same School the Previous Year	96.4	94.0	86.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Our Parent-Student Handbook provides a reference for school procedures and curriculum maps in all areas and is available on our website. Exemplary teacher-parent communication practices exist here at Tolland Intermediate School. They include: the Digital Backpack, our school website, school newsletters, the agenda, voice mail, phone and personal communication throughout the school year, parent conferences, teacher websites, and monthly PTO Newsletters. In an attempt to conserve the amount of paper used at T.I.S and to expand upon our communication options, this year we launched a Digital Backpack. The Digital Backpack is an electronic form of communication between the school and home. Announcements are emailed out to a list of subscribers each week. Information about subscribing to the Digital Backpack is available on our school website. As a school district we use a telephone notification system called ALERTNOW. This system allows us to contact all of our parents via telephone with emergency or other important information in less than 15 minutes time. We are very appreciative of our cadre of parent volunteers who devote hours weekly throughout the year to assist us in accomplishing our mission. Parents assist us by supporting classroom teachers, helping out with reading groups, library support, technology integration support, lunch/recess monitoring, clerical support, running our recess Mileage Club, and creating volunteer opportunities through our student council.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	25	3.4
Black	17	2.3
Hispanic	12	1.6
White	673	92.1
Total Minority	58	7.9

Percent of Minority Professional Staff: 4.8%

Non-English Home Language :

0.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

This year we worked with a diversity and inclusion consultant on the enhancement of practices to ensure a truly racially and culturally inclusive school. The consultant provided the school with suggestions on becoming a diverse community in which members from various backgrounds and cultures feel comfortable expressing their ideas and beliefs. Our fourth grade music curriculum includes a unit through which students learn the basics of African hand drumming. Stylistic differences between West, South, and East African drumming were emphasized. A variety of African songs were taught along with games that accompany the songs. Songs, dances, and games from Spain, Mexico, Hawaii, and South America were taught as part of the Curriculum. Our Band performed music from around the world including a piece this year called, African Folk Trilogy. Additionally, our assembly programs provided other opportunities for our students to be exposed to diverse cultures. Our fifth graders participate in a full day event called Esteem Day. A team of high school students called the Esteem Team, spends the entire day with our students discussing values, problem solving, decision making, and peer pressure and appreciating cultural differences through the use of skits, song and dance. The day culminates with the students and the Esteem Team putting on a show for parents and the students share a personal letter with their parents.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	32.4	32.4	50.3	18.7
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.5	73.2	57.0	77.0
Writing	66.8	66.5	58.3	66.9
Mathematics	81.2	80.8	62.4	82.1
Grade 4 Reading	76.8	76.5	59.9	79.9
Writing	77.6	77.3	63.6	73.5
Mathematics	78.7	78.3	67.0	70.6
Grade 5 Reading	82.8	82.8	61.8	87.2
Writing	84.0	83.3	68.2	81.4
Mathematics	89.2	89.2	72.4	84.1
Science	88.4	87.7	59.4	95.7
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	99.3	98.5	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 109 students were responsible for these incidents. These students represent 14.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	8	0
Theft	0	0
Physical/Verbal Confrontation	47	0
Fighting/Battery	3	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	115	1
Total	174	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school improvement plan was developed with a focus on continued CMT improvement as well as the enhancement of our special education inclusion model. The plan specifically targeted the following areas: percent increases of students scoring goal or higher on the 2009 mathematics CMT, PLC teams analyzing student data from 100% of all required benchmarks and finally the enhancement of our school-wide inclusion model to ensure that learners are placed and appropriately supported in the least restrictive environment. This year we were able to hire a school-wide math interventionist. The math interventionist and classroom teachers reviewed CMT scores as well as summative and formative data and subsequently created a database for each of our students. Disaggregating such data enabled the interventionist to work with classroom teachers and small groups of students on targeted interventions. Additionally, the staff continued revision of over 40 common assessments. These formative assessments are aligned with the CT State Dept of Education's Frameworks for Mathematics. The Houghton Mifflin Reading Program was implemented in grades four and five. Professional development was provided by Houghton Mifflin's Educational Consultant as well as our Language Arts Coordinator and staff members. Through our work with consultants and attendance at specific special education professional development activities, we continue to work toward the enhancement of our special education program.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

This year Tolland Intermediate School began a three year process of implementing a standards-based report card. Standards are the core of what we want our students to learn. Standards have been an important part of our curriculum - our textbooks are standards-based and our state tests are standards-based. Our new report card is based on these same grade level content standards. This year we participated in a yearlong study on the implementation of Positive Behavioral Support. PBiS is a framework for creating and sustaining effective school-wide behavior system. The emphasis of PBiS is on preventing problems and providing a comprehensive, consistent model of appropriate behavior. PLC teams will use data to evaluate the effectiveness of the program. The focus of PBiS is to prevent and minimize behavioral problems and increase academic time for all students. Tolland Intermediate School continued to offer several after school activities for our students. Each club provides students with a myriad of opportunities to enrich their educational experience. At T.I.S, our student council works together as a team to support our community and our school. Through student council, we strive to foster good citizenship and respect for all individuals. Some highlights of last year's student council are, the Hearts for Haiti fundraiser, which raised nearly \$900.00 to build schools in Haiti, and The T.I.S Relay for Life which raised nearly \$600.00. Our renowned early morning exercise program PawPALS continued to run successfully for the sixth straight year. This program is designed to increase the physical activity of our students through games and activities.

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

Tolland Middle School**Tolland School District**

WALTER N. WILLETT, Principal
 J. ANTHONY SPANGLE, Asst. Principal
 Telephone: (860) 870-6860
 Website: www.tolland.k12.ct.us/tms/tmspage1.htm

Location: 96 Old Post Road
 Tolland,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 772
 5-Year Enrollment Change: -18.9%*
 *Between 2003 and 2008, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	35	4.5	4.5	27.1
Students Who Are Not Fluent in English	3	0.4	0.4	3.7
Students with Disabilities	84	10.9	10.9	11.7
Students Identified as Gifted and/or Talented	17	2.2	2.2	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	493	95.7	95.7	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,039	1,018

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	21.1	21.1	20.8

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	36.2	36.2	37.8
World Language	75.1	75.1	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	22	36
Computer Education *	22	20
English Language Arts	266	235
Family and Consumer Science *	22	9
Health	22	26
Library Media Skills	0	10
Mathematics	133	152
Music *	22	35
Physical Education	65	58
Science	133	145
Social Studies	133	142
Technology Education *	22	26
World Languages	133	89

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.2% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.4	3.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.6	72.6	77.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.4	3.4	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	17.4	17.4	21.3
# of Print Periodical Subscriptions	13	13	27

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	50.80
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	14.08
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	18.45

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	14.5	14.0	14.1
% with Master's Degree or Above	73.8	73.8	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.4	9.4	9.0
% Assigned to Same School the Previous Year	88.5	88.5	89.8

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

A series of "Open Houses" are organized for all parents to come into the school building, meet the teachers and staff, and participate in activities that provides them a feel for their children's day. Through Orientation Nights, parents are invited to participate in activities that prepare children for academic success at Tolland Middle School in various academic programs. A monthly Principal's Breakfast is hosted by the Principal for the purpose of bringing community members and parents into the Middle School for a continental breakfast and discussions on a myriad of topics. TMS Community Nights are put on by the Principal to bring students and their parents into Tolland Middle School to enjoy a program and discuss the school and its operations. Typically, a program is provided for the students while parents work with the Principal. Nearly all field trips carried out by Tolland Middle School include parent participation, including but not limited to trips to the United Nations, Boston, Salem, the Science Center and Washington D.C. Parent Teacher conferences give parents and teachers a chance to talk one on one about student progress and development. The Principal is a voting member of the Tolland Parent Teacher Organization, providing direct communication and cooperation with parents. Student awards are given out regularly by the Principal and other groups throughout the year, and a special evening Student Awards Dinner program is held at the end of the year to give special recognition to the students in front of their parents and the community. In addition, special classes designed to help improve school climate and reduce bullying, that result in an end-of-year (course) graduation to which parents are invited (ROPE). Each year the school conducts special research projects to increase parent participation. Teachers and staff at Tolland Middle School use e-mail, telephones, in-person meetings, calling systems, and voicemail to communicate with parents. Teaching teams at Tolland Middle School contribute to a regular newsletter (Falcon News) to help keep parents and the community informed. A school web site provides relevant and up-to-date information about not only school activities but provides weekly individual classroom updates by teachers as well. In addition to the school web-site, a list-serv, called the Digital Backpack helps communicate information to parents on a weekly basis

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	30	3.9
Black	15	1.9
Hispanic	15	1.9
White	711	92.1
Total Minority	61	7.9

Percent of Minority Professional Staff: 4.3%

Non-English Home Language:

0.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Tolland Middle School continues to focus on appreciation of individual and cultural differences. Sixth graders learn about diversity, problem solving, perspective and working together through our ROPE (Right of Passage Experience) classes. They experience better ways to work together, and how to use everyone's strengths and multiple perspectives to accomplish a common goal. Tolland Middle School has expanded curriculum connections aimed at developing understanding and valuing different cultures. Students complete a rigorous curriculum focussing on racial understanding. The seventh and eighth graders read about the thematic study of immigration and the Holocaust, including trade books that focus students on the struggle for civil rights. The Teen Leadership and Skills for Adolescence classes at Tolland Middle School recognize and celebrate differences, encourage students to embrace those different from themselves, and work for a better understanding of cultures different from their own. Heterogeneous grouping is practiced at Tolland Middle School promoting a diversity of students in each classroom. Scholarship funds have been set up for field trips to ensure all students can participate regardless of their financial situation.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	70.0	70.0	51.4	84.0
Grade 8	61.6	61.6	50.6	74.3

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	90.4	90.4	74.9	84.8
Writing	85.2	85.2	65.9	86.5
Mathematics	92.3	92.3	70.7	90.1
Grade 7 Reading	93.5	92.8	77.4	88.7
Writing	82.2	81.6	61.2	88.0
Mathematics	84.3	83.6	68.5	75.9
Grade 8 Reading	88.5	88.6	73.3	81.9
Writing	80.9	80.5	62.6	83.6
Mathematics	78.0	78.1	67.3	66.5
Science	82.4	82.5	62.8	83.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.7	97.7	96.7

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 210 students were responsible for these incidents. These students represent 27.2% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	10	1
Theft	0	0
Physical/Verbal Confrontation	69	0
Fighting/Battery	27	0
Property Damage	0	0
Weapons	3	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	469	0
Total	580	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Tolland students regularly exceed the state averages across all test areas, and perform very well on benchmark assessments. The percentage of students scoring in the remedial range across the school continues to be low. We provide intervention strategies and support for students in this range. While student learning, as measured by the Connecticut Mastery Test, has shown growth, plans to increase the number of students meeting goals will continue to be implemented. Our efforts have focused on Response to Intervention and Strategic Research Based Initiatives, and Tolland Middle School programs such as the Homework Club, TMS Achievement Lab and Academy, the Writing Program, Reading Program, and the MRE Math program are examples of school improvements that facilitate student academic performance. Student teams were recognized for their excellent performance in mathematics in the Math Olympiad. The Writing Across The Curriculum program promoted the development of better writing skills in our students. Our academic and sports teams have been very successful. Band and chorus concerts highlighted student talents in the arts. Professional Learning Community (PLC) teams are the focus of our current Professional Development and Practices. Nearly all of the PLC teams demonstrated improvements in student performance as a part of their research and responsive instructional practice. PLC teams analyzed data, studied trends, and made decisions based on the data to provide programs in remediation and enrichment. In addition, the school guidance department utilized the EIP process (Early Intervention Program) to help identify and remediate students that are struggling both behaviorally and academically. Support for teachers continues for teaching content reading and writing throughout the year. Tolland Middle School programs make sure failure is not an option for students. In addition, ongoing special research efforts study ways to improve school climate and reducing bullying every year.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Tolland Middle School emphasizes teaming for sixth, seventh and eighth grade, utilizes a flexible block schedule, and a commitment to interdisciplinary unit development that is founded in performance based assessment. We are continuously seeking ways to meet the needs of the emerging adolescent through our strong guidance program(s) and differentiated instruction. Every sixth grader participated in the technology education program while many other classes helped enrich student experiences and develop individual interests. The exploratory program allows all students to experience many aspects of the curriculum, so when electives are chosen in seventh and eighth grade, students are making informed decisions. The use of computer technology throughout the school continues to increase dramatically, both with students and teachers. Grants helped provide Smart Boards to many classrooms, and PowerPoint presentations, Internet searches, computer-assisted learning stations, voicemail, a phone notification system, the Digital Backpack list serve and email are present and are used daily. Students and staff have been developing computer technology proficiency and our technology curriculum is embedded in classroom instruction throughout the school with the aid of a multiple wireless carts.

STRATEGIC SCHOOL PROFILE 2009-10

High School Edition

Tolland High School**Tolland School District**

JOSEPH P. BACEWICZ, JR., Principal
 LINDA P. YANKOWSKI, Asst. Principal
 Telephone: (860) 870-6818

Location: 1 Eagle Hill Road
 Tolland,
 Connecticut

Website: www.tolland.k12.ct.us/th/s/thspage1.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 941
 5-Year Enrollment Change: 8.3%

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	35	3.7	6.5	27.9
Students Who Are Not Fluent in English	0	0.0	0.3	3.6
Students Identified as Gifted and/or Talented	0	0.0	5.0	5.1
Students with Disabilities	74	7.9	10.1	10.6
Juniors and Seniors Working 16 or More Hours Per Week	89	19.8	12.7	13.6

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	23.3	17.9	18.9
Biology I	21.0	19.1	19.6
English, Grade 10	18.5	19.5	19.7
American History	21.2	19.3	20.1

Language Instruction:

Instruction was offered in the following language(s):
 French, Spanish

Instructional Time	School	State High Schools
Total Days per Year	183	181
Total Hours per Year	1,031	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2008-09 School Year	35.0	31.9

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2009	29.0	23.8	23.6

% of Class of 2009 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	93.8	91.5
Chemistry	77.9	72.9
4 or More Credits in Mathematics	89.2	65.2
3 or More Credits in Science	100.0	89.5
4 or More Credits in Social Studies	85.1	53.2
Credit for Level 3 or Higher in a World Language	67.2	60.9
2 or More Credits in Vocational Education	90.3	56.4
2 or More Credits in the Arts	65.1	40.5

Class of 2009

This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.3	3.4
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	97.3	74.7	73.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.6	2.4	2.3
% of Computers with Internet Access	100.0	96.2	98.5
% of Computers that are High or Moderate Power	100.0	96.6	97.1
# of Print Volumes Per Student*	13.5	19.4	16.6
# of Print Periodical Subscriptions	32	50	39

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 32% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	57.10
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	8.50
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		2.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		5.00
School Nurses		1.67
Other Staff Providing Non-Instructional Services and Support		27.94

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	17.0	14.5	14.0
% with Master's Degree or Above	68.8	75.0	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	10.1	5.8	8.1
% Assigned to Same School the Previous Year	89.1	91.8	89.6

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

As stated in the Tolland High School Mission Statement, we have developed "a partnership of students, parents, staff, and community to provide a safe and accepting environment where students are actively involved in the learning process." Administrators, faculty, and staff encourage open and active lines of communication. Telephone and e-mail communications are made on a regular basis between staff members and parents. An automated telephone communication system is used to quickly deliver important school related messages to parents and students when needed. A new web-based student information system allowed a pilot group of parents and students to access real-time grades, attendance, and assignments directly from the teacher's grade book. Progress reports are given in paper format to all students midway through each grading period and are e-mailed home by many teachers on a more frequent basis. Individual teacher websites that are linked to the Tolland High School website provide an opportunity for teachers to post homework assignments, projects, activities, and assessments. Parents are notified on a regular basis of upcoming school activities and events through correspondence from the Principal, the school website, the Counseling Department website, Booster Club announcements, and a variety of other community access communications. On the Counseling Department website, there are suggestions and ideas for parents who are dealing with specific issues and are in need of advice. The Counseling Department also conducts a number of workshops and meetings for parents and students throughout the school year on a variety of topics including, College Fairs, Financial Aid Information Night, Junior Year College Planning Seminar, Freshmen Orientation and Course Fair and other activities.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	22	2.3
Black	19	2.0
Hispanic	13	1.4
White	885	94.0
Total Minority	56	6.0

Percent of Minority Professional Staff :2.7

Non-English Home Language:

All of this school's students come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Tolland High School continues to provide educational opportunities for its students which promote respect and an appreciation for individual and cultural differences. A course in Native American Studies is offered at Tolland High School. The curriculum emphasizes the experience of the original inhabitants of North America and the diversity which existed among tribes. Activities include visits to native reservations and bringing in speakers from different native tribal nations. The Diversity Club sponsored activities highlighting various cultures. The Hunger Banquet for OXFAM was a community-based effort developed by our students to raise awareness of severe worldwide food distribution problems and raise funds for hunger relief. Fine Arts and music instruction has focused on minority and multi-cultural art and musical expression. Concerts have included pieces composed to celebrate diverse origins. The Social Studies Concepts course includes specific units on tolerance, prejudice and discrimination. English courses have included new units on WWII Japanese-American internment, Russian culture, African-American authors and Native American experiences. The Gay-Straight Alliance conducted activities to promote respect and tolerance in our school. A school-sponsored trip to Canada exposed students to another culture as well as a vast array of experiences.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	62.6	50.4	82.2

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	9	9.5
% of Grade 12 Students Tested	6.5	22.3
% of Exams Scored 3 or More*	90.6	71.3

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	48.2	45.9	61.1
Writing Across the Disciplines	66.2	59.6	62.8
Mathematics	67.0	48.7	79.5
Science	65.3	45.3	81.6

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	553	508	88.2
Critical Reading	519	503	68.5
Writing	526	506	72.5
% of Graduates Tested	77.4	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	98.5	91.3	87.0
2008-09 Annual Dropout Rate for Grade 9 through 12	0.0	2.5	100.0

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	89.7	84.5	% Present on October 1	96.1	94.6
% Employed, Civilian and Military	10.3	10.4			

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 427 students were responsible for these incidents. These students represent 47.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	38	0
Theft	4	0
Physical/Verbal Confrontation	93	0
Fighting/Battery	13	0
Property Damage	3	0
Weapons	0	0
Drugs/Alcohol/Tobacco	15	0
School Policy Violations	1,699	0
Total	1,868	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Tolland High School establishes School Improvement Goals on an annual basis. The school improvement plan focused on improving student literacy and school climate. Professional Learning Community teams developed and implemented strategies to explicitly teach literacy competency skills. A senior exit survey was administered to gather student input on school climate issues. Efforts are also made to engage parents in the planning and school improvement process. Parents are asked to participate in the research and development of school improvement initiatives. We solicit parent input on school improvement initiatives regularly and have a very active Booster Club that includes parent and family involvement in school activities and programs. In an effort to improve special education needs and services, a concerted emphasis has been made to incorporate a more inclusive program with regular education students. Special Education instructors co-teach with regular education teachers and more than 80% of our special needs students are in a regular education setting for at least 80% of the school day. Tolland High School administration and faculty continue to investigate Response to Intervention strategies to assist all students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

A total of 910 students attend Tolland High School in grades 9-12. There are 68 certified staff members. More than 86% of our graduates continue post-secondary education. Tolland offers a comprehensive curriculum including a variety of courses in Business, Computers, Technology Education, Family/Consumer Science, and the Arts. Tolland High School has a four by four block schedule. This use of time provides for more student/teacher contact time each day, enables teachers to use a variety of instructional techniques and provides students an opportunity to take 32 credits in their high school program. Course options for seniors include courses for college credit, community service, and supervised internships. System-wide curriculum committees meet regularly. The responsibility of these committees is to coordinate the curriculum K-12 and to recommend and approve changes in course content. Eight teachers have been trained in the new Teacher Education and Mentoring (TEAM) program for beginning teachers. Professional Learning Communities meet regularly to share practices, increase teacher collaboration, and improve both teacher and student learning. Our athletic program serves over 200 student-athletes each season. Approximately 70% of the student population participates on 22 interscholastic athletic teams. In our first year competing in the Eastern Division of the Central Connecticut Conference under the jurisdiction of the CIAC, three of our teams won their respective conference championships. A variety of student activities are available to students including Student Council, Class Government, National Honor Society, Diversity, Mock Trial, the Gay-Straight Alliance, Peer Mediation, VISION, Yearbook, JETS, Book Club, Tech Club and Sidetrax (literary magazine). A variety of student groups contribute to local food banks, shelters and many charitable organizations.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: April 13, 2011

**SUBJECT: Healthy Food Certification Statement – July 1, 2011
through June 30, 2012**

Section 10-215f of the Connecticut General Statutes allows public school districts (including the vocational-technical school system, charter schools, interdistrict magnet schools and endowed academies) that participate in the National School Lunch Program to receive additional funding if food items sold to students meet the Connecticut Nutrition Standards. Eligible districts that opt for the healthy food certification are currently receiving 10 cents per lunch, based on the total number of reimbursable lunches (paid, free and reduced) served in the district in the prior school year. This year the School Lunch program received \$24,958 for meals served in 2009/2010. If a district chooses to receive this additional funding, it must certify that all food items sold to students separately from a reimbursable school breakfast or lunch will comply with the Connecticut Nutrition Standards. These food items include food offered for sale to student at all times, in *all schools*, and from *all sources*, including, but not limited to school stores, vending machines, school cafeterias and any fundraising activities on school premises.

If a district certifies for the healthy food option, foods that do not meet the Connecticut Nutrition Standards can only be sold to students at school if permitted by the local board of education or school governing authority and the following three conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the food items are not sold from a vending machine or school store.

The Administration recommends that the Board approve the attached Healthy Food Certification Statement.

WDG:cja
attachment

**Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement**

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the nutrition standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the Tolland Board of Education and
(Name of the Board of Education or Governing Authority)

pursuant to section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

will *(must complete Sections 3 and 4 on page 2)*

will not *(sign below and return form)*

meet said standards during the period of **July 1, 2011 through June 30, 2012**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ William D. Guzman
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools _____
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

Section 3 – Exemption Statement

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

will

will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

Tolland Board of Education

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2011 through June 30, 2012.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ William D. Guzman
(Signature of the Authorized Representative) (Printed Name of the Authorized Representative)

Superintendent of Schools
Title (Superintendent of Schools, President or Chairperson of the Board) Date of Authorization

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____ Brian Mahoney
(Signature of State Agency Representative) (Printed Name of State Agency Representative)

Chief Financial Officer
Title Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: April 13, 2011

SUBJECT: Insurance Consultants – Second Revised Milliman Proposal

Attached is a copy of the second revised proposed Milliman contract for insurance consultant services. The percentages shown indicate the increase from the previous year's amount.

Year	Original Proposal	Revised Proposal	Second Revised Proposal
2011/2012	\$45,000 (20%)	\$43,000 (14.7%)	\$42,500 (13.3%)
2012/2013	\$47,500 (5.6%)	\$47,100 (9.5%)	\$47,000 (10.6%)
2013/2014	\$50,000 (5.3%)	\$51,000 (8.3%)	\$51,000 (8.5%)
2014/2015		\$54,000 (5.9%)	\$52,000 (2.0%)

All fees are divided between the Board and the Town on a 91%/9% basis, respectively. Therefore, the Board's portion for the 2011/2012 fiscal year amounts to \$38,675.

WDG:ca



80 Lambertson Road
Windsor, CT 06095
USA

Tel +1 860 687 2110
Fax +1 860 687 2111

milliman.com

April 7, 2011

Mr. Steven Werbner
Town Manager
Town of Tolland
21 Tolland Green Street
Tolland, CT 06084

Mr. William D. Guzman
Superintendent
Tolland Public Schools
51 Tolland Green Street
Tolland, CT 06084

Dear Steve and Bill:

We are sending this letter to update and continue the current contract pertaining to ongoing annual consulting services for the Town and Board of Education's health benefits program. This letter describes the services we will perform on annual basis, timing for periodic reviews, estimated costs and billing arrangements, and contractual requirements.

Background

Milliman, Inc. has provided consulting services for the Town of Tolland and Tolland Public Schools for the past four years. Upon being hired by Tolland, Milliman reduced Tolland's rates by 1.25%, cutting commissions that were paid at \$120,000. Our staff spent hundreds of hours of time assisting the Town and Board of Education through the most recent change in insurance providers, for which Milliman did not charge Tolland. The value of the total hours written off was near \$70,000. Milliman's consulting fee arrangement has saved Tolland nearly \$100,000 per year in commission payments. We have also been successful in negotiating renewals and request for proposals for Tolland, saving Tolland in excess of \$1 million dollars since the beginning of our relationship. We also want to assure Tolland that the work we do in the market is brought back to Tolland. For example, we are working with East Conn to build a regional health insurance purchasing coalition. This new purchasing coalition may provide additional savings opportunities for Tolland, but our advice to Tolland regarding these types of opportunities is part of the market knowledge and research we utilize to assist you. Our initial consulting services contract will expire June, 2011. The Town and Public Schools and Milliman, Inc. will extend the consulting services agreement for a multiple year period as illustrated below. Milliman will provide ongoing annual consulting services pertaining to the medical, prescription drug, and dental insurance programs. For example, services will include review of renewals, review of summary plan descriptions, monitoring of claims reports, and periodic meetings with management. A thorough list of proposed services is detailed below.

Scope of Services

Milliman is prepared to provide these services on a regular and ongoing basis for The Town and Board of Education of Tolland. Steve May and Lisa Daley will continue as the lead consultant and account manager for the Town and Board of Education. Steve and Lisa will utilize their years of experience in underwriting and public sector account management of Connecticut, New England and East Coast Public Sector market as the basis for the management of this important engagement.

Our regular annual health consulting services will include:

- ❖ Ensure accurate follow through on all negotiated contractual arrangements made between the Town and any administrators or insurance carriers utilized by the Town.
- ❖ Ensure that all negotiated premium arrangements and other arrangements with any administrator and/or insurance carriers are strictly adhered to.
- ❖ Provide current information on managed care delivery systems, including HMO, PPO, POS, PBMs, and other current and emerging systems and any other general health care consulting advice.
- ❖ Intervene and resolve claims issues related to all fully insured plans.
- ❖ Monitor claim performance on a monthly basis.
- ❖ Assist and provide recommendations in order to fulfill compliance requirements with State and Federal regulations, statutes and mandates. (COBRA, HIPAA, etc.)
- ❖ Provide routine group benefit and general health care consulting advice.
- ❖ Provide ongoing analysis of plan designs, cost containment strategies and cost sharing alternatives available to the Town and Board of Education while maintaining integrity of union contracts.
- ❖ Proactively advise the Town and Board of Education of legislative updates
- ❖ Provide information regarding new developments in the market
- ❖ Advise regarding regulatory compliance
- ❖ Perform a rate analysis, evaluate, and negotiate all renewals for each fiscal year.
- ❖ Monitor insurer's actuarial and renewal assumptions under the fully-insured program.
- ❖ Monitor all contracts and maximize management information available through all providers.
- ❖ Assist in open enrollment meetings and benefit change in benefit with the incumbent carrier.

To ensure effective and routine communications, we will establish periodic summary reporting to the Town and Board of Education on emerging experience. We will schedule regular meetings with the Town and Board of Education to review emerging experience, to identify issues or concerns that become evident from the review, to discuss these issues and suggest possible actions, and to address questions, concerns and issues that the Town and Board of Education may have.

On an ongoing basis, we will share new developments in the benefits market, including regulatory as well as emerging opportunities, issues, etc., using Milliman's Washington, DC Research Group and their publications as part of that process.

We will leverage the *Health Cost Guidelines* as well as nationally known and established Milliman tools, databases, and methodologies, to provide benchmark data tailored to the Town's and Board of Education's population and benefit plans. These tools will support your ability to understand utilization and cost variances by identifying under, over, and inappropriate usage patterns by diagnosis, provider, member and region.

Services Outside the Annual Retainer

Union negotiations will be billed separately on hourly time charge basis. For any requested services that are outside the scope of the regular retainer services, we will provide an estimated scope of services and fee arrangement for your approval prior to starting the project.

We have initially discussed the cost of providing services for formal RFP services, including drafting the RFP, creating a formal questionnaire, providing answers to all questions, completing and organizing the data for the RFP, analyzing responses, and presenting a summary of the responses. The fixed fee for this formal RFP process would be \$32,000 if the Town and Board of Education decide to move forward regarding these services.

A cost efficient manner of checking the market would be for Milliman to perform a more informal process, or request for qualifications. We could gather the claims experience and basic summary information of the current plan designs and ask the competition for financial proposals only. The additional fixed fee for performing this type of market analysis is \$10,000. The formal questionnaire, network analysis, and plan design match is not completed or part of this type of market analysis.

Open enrollment meetings and transitional implementation meetings for a change in carriers are not included in the proposed services. We will review the materials for accuracy and prepare staff for any issues or concerns that may arise, but attendance at these meetings will be charged under a separate time charge basis like that of union negotiations.

GASB OPEB Retiree Valuation services will be provided every other year and invoiced separately from the health benefits retainer. In years that we provide the full valuation services, the fees illustrated include the disclosure statement fee of \$500. In those years that Milliman does not provide a full valuation we will only charge the \$500 disclosure statement fee. The schedule for the GASB OPEB valuation and fixed fees are as follows.

❖	July 1, 2010 GASB OPEB valuation	\$14,800
❖	July 1, 2011 disclosure statement	\$ 500

❖	July 1, 2012 GASB OPEB valuation	\$15,700
❖	July 1, 2013 disclosure statement	\$ 500

Timetable

The assumed start date for this engagement is July 1, 2011. This agreement will be renewed upon mutual agreement annually based upon the fiscal year and fee schedule illustrated below. We will provide monthly experience reports from the insurance company in force. We will discuss time lines with the Town and the Board of Education regarding budget projections as the time approaches each year. We will set a meeting late October/early November in order to set time lines and strategies for the upcoming budget year. Based upon the agreed upon schedule we will request the current insurance company provide renewal projections for review and negotiation.

Annual Health Consulting Services Costs

At Milliman, we understand the Town and Board of Education's need to control fees for consulting services. Fees will be billed monthly in arrears. Should the scope of work expand such that the cost will exceed this range, I will inform you of that situation before proceeding further.

❖	July, 2011 thru June, 2012 annual fees	\$ 42,500
❖	July, 2012 thru June, 2013 annual fees	\$ 47,000
❖	July, 2013 thru June, 2014 annual fees	\$ 51,000
❖	July, 2014 thru June, 2015 annual fees	\$ 52,000

Request for proposal, request for qualifications, open enrollment meetings, union negotiations, new carrier implementation meetings and GASB retiree health valuation services will be invoiced in addition to the regular ongoing annual consulting services.

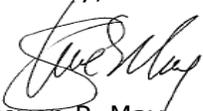
Contractual Requirements

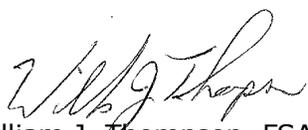
All of Milliman's engagements are governed by the terms of a Consulting Services Agreement (CSA). This ongoing arrangement is subject to the terms and conditions contained in the CSA dated November 16, 2005 signed by the Town of Tolland.

Next Steps

Steve and Bill, please review the scope of work, timing, and cost structure and get back to Steve May with questions or modifications. If the terms of the engagement are acceptable to you, please acknowledge the same by signing this engagement letter in the space provided below and returning a signed copy of both documents to Steve May. Thank you. We look forward to continuing our relationship with The Town and Board of Education of Tolland.

Sincerely,


Steven P. May
Senior Healthcare Consultant


William J. Thompson, FSA, MAAA
Principal & Consulting Actuary

Acceptance:

I hereby accept the terms of engagement as described in this engagement letter. This letter is subject to the terms and conditions contained in the consulting services agreement executed November 16, 2005 as described above.

Signature

Steven Werbner

Tolland Town Manager

Date

Signature

William D. Guzman

Superintendent

Steven Werbner
April 7, 2011
Page 6

Date

TO: Members of the Board of Education

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

DATE: April 13, 2011

SUBJECT: Budget Transfer Request

In accordance with Board Policy 3060, an authorization is requested for the following transfer of funds:

<u>From Account</u>	<u>Amount</u>	<u>To Account</u>	<u>Amount</u>
Program 701 Transportation	(\$81,557)	Program 791 Board of Education	\$81,557

Explanation: Reduction in transportation costs (number of school days and fuel estimates) to cover expenses for public safety officials, and legal fees for hearings and negotiations.

<u>From Account</u>	<u>Amount</u>	<u>To Account</u>	<u>Amount</u>
Program 663 Utilities-Energy Management	(\$141,470)	Program 662 Maintenance	\$141,470

Explanation: Reduction in utility account to cover snow removal project expenses.

WDG/JAR:ca

I. INFORMATIONAL

K. COMMUNICATIONS

MEETING MINUTES

March 24, 2011
Suzanne M. Lituani,
Asst. Town Clerk

**TOLLAND TOWN COUNCIL
HICKS MEMORIAL MUNICIPAL CENTER
6th FLOOR COUNCIL ROOM
MARCH 22, 2011 – 7:30 P.M.**

MEMBERS PRESENT: Frederick M. Daniels, Chairman; MaryAnn Delaney Tuttle, Vice Chair; Dale Clayton; Jack Flynn; Francis Kennedy; Craig Nussbaum and April Teveris.

OTHERS PRESENT: Steven R. Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Christine Hutton, Finance & Records Director; Margaret DeVito, Town Clerk; Linda Calabrese, Collector of Revenue; Walter Lawrence, Assessor; Beverly Bellody, Director of Human Services; Nancy Dunn, Youth Services Coordinator; Jennifer Therian, Marriage & Family Therapist; Clem Langlois, Public Works Operations Manager; Jennifer Usher, Town Engineer; Tom Ainsworth, Director of Recreation and Adult Education and Barbara Butler, Director of Library Services.

1. **CALL TO ORDER:** Frederick Daniels called the meeting to order at 7:30 p.m. and Dale Clayton left at 8:00 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)

Ken Kittridge of 37 Farm Brook Drive – Spoke on the BOE Budget.

Sam Belsito of 55 Lee Lane – Spoke about the Budget and education funding.
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 Appointments to vacancies on various municipal boards/commissions

April Teveris will contact the person appointed to the Water Commission at the last meeting (Brendan Marinan) and explain the problem that he is not a member of the water system. This will be addressed at the next meeting.

- 8.2 Consideration of a resolution to authorize the submission of an application for the Office of Policy and Management (OPM), Criminal Justice Policy and Planning Division 2011-2012 Police and Youth Program Grant in the amount of \$10,000.

Nancy Dunn explained the purpose of the grant. This will be a collaborative effort of the State Police, School Officials and Youth Services. MaryAnn Delaney Tuttle motioned to approve the resolution and Francis Kennedy seconded. All in favor. None opposed.

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

10. **REPORT OF THE TOWN MANAGER (A WRITTEN REPORT SHALL BE PROVIDED THE 1ST MEETING OF THE MONTH ONLY) –** None.

11. **ADOPTION OF MINUTES**

- 11.1 March 8, 2011 Special Meeting Minutes – MaryAnn Delaney Tuttle moved to adopt the minutes, seconded by Jack Flynn. All in favor. None opposed. Francis Kennedy and Craig Nussbaum abstained.
- 11.2 March 8, 2011 Regular Meeting Minutes – MaryAnn Delaney Tuttle moved to adopt the minutes, seconded by Jack Flynn. All in favor. None opposed. Craig Nussbaum and Francis Kennedy abstained.

12. **CORRESPONDENCE TO COUNCIL**

- 12.1 March 15, 2011 Letter from Kathleen Bach re: Decline of Appointment for Tourism District.
- 12.2 Various correspondence.

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

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

Patricia Doyle of 52 Susan Drive – Discussed the Budget.

Sam Belsito of 55 Lee Lane – Discussed the Budget.

A resident – Discussed the BOE Budget.

Jackie Kolb of 34 Susan Drive – Discussed the Budget.

15. **ADJOURNMENT** – Francis Kennedy moved to adjourn the meeting, seconded by Jack Flynn at 7:55 p.m. All were in favor.

Frederick M. Daniels, Council Chair

Steven R. Werbner
Town Manager

Received March 24, 2011
Margaret DeVito
Town Clerk

**SPECIAL MEETING MINUTES
TOLLAND TOWN COUNCIL
HICKS MEMORIAL MUNICIPAL CENTER
6th FLOOR COUNCIL ROOM
MARCH 17, 2011**

RECORDED
MARCH 24, 2011
TOWN PUBLIC SAFETY

Present: Dr. Fred Daniels, Chair
MaryAnn Delaney Tuttle, Vice Chair
Francis Kennedy
April Teveris
Jack Flynn
Craig Nussbaum
Dale Clayton

Also Present: Steven Werbner, Town Manager
Michael Wilkinson, Director of Administrative Services
Linda Farmer, Director of Planning and Community Development
Glen LeConche, Building Official
John Littell, Fire Chief/Public Safety Supervisor
Doug Racicot, Assistant Fire Chief
Scott Smith, Resident Trooper Sergeant

Meeting called to order at 7:30 pm.

Town Manager, Steve Werbner began the discussion of his proposed operating budget and the impact of the Governor's budget on Tolland. ECS funding is flat and we have lost about \$132,490 in municipal and State grants. Total revenue decrease is \$307,382. Grand List growth is 1.10% or \$406,355. Use of Fund balance in budget is \$230,000. Overall expenditure increases is 1.98% for Town, 2.45% for BOE, down from their original requested 6.53%. 2.45% of the BOE increase is for operating expenses and 3.6% is for employee health benefits. If teachers moved to the H S A plan, which is an option, then this increase could be eliminated. There is \$142,206 in identified savings, with additions to the Town budget including an Assistant Public Safety Supervisor position funded a half year, \$38,103 increase in the Resident Trooper contract, and \$27,000 in the sewer connection for Hicks.

Steve Werbner discussed Planning and Development, Law Enforcement and Public Safety.

Planning and Community Development budget is increasing \$10,605 mainly due to salary adjustments. Law Enforcement is increasing \$44,313 due to the State contract. Public Safety is up due to the funding of the Assistant Public Safety Supervisor, an increase in fuel costs and a stipend for the Animal Control Officers. Various accomplishments, goals and needs were reviewed for all departments.

MaryAnn Delaney Tuttle, Dr. Fred Daniels, Dale Clayton and Jack Flynn had questions during the presentation on various topics.

Meeting adjourned at 8:35 pm.

Respectfully submitted,

Michael Wilkinson
Director of Administrative Services

Received March 24, 2011
Margaret DeVito
Town Clerk

**SPECIAL MEETING MINUTES
TOLLAND TOWN COUNCIL
HICKS MEMORIAL MUNICIPAL CENTER
6th FLOOR COUNCIL ROOM
MARCH 22, 2011**

RECEIVED
MARCH 24 2011
TOLLAND PUBLIC WORKS

Present: Dr. Fred Daniels, Chair
MaryAnn Delaney Tuttle, Vice Chair
Francis Kennedy
April Teveris
Jack Flynn
Craig Nussbaum

Also Present: Steven Werbner, Town Manager
Michael Wilkinson, Director of Administrative Services
Tom Ainsworth, Director of Recreation
Beverly Bellody, Director of Human Services
Barbara Butler, Director of Library Services
Chris Hutton, Director of Finance and Records
Meg DeVito, Town Clerk
Walter Lawrence, Assessor
Linda Calabrese, Collector of Revenue
Nancy Dunn, Youth Services Coordinator
Jennifer Therian, Marriage & Family Therapist

Meeting called to order at 8:03 pm.

Steve Werbner discussed Human Services, Library, Recreation, General Government and Finance.

The Human Services budget is increasing \$5,907 mainly due to salary adjustments and an increase in the Youth Services Coordinator's hours from 35 to 40 (5K from grant). Library is increasing \$5,973 due to salary adjustments and an increase in the Bibliomation contract. Recreation's budget is 77% funded from user fees. There is an increase of \$8,000 for the cost of the newsletter. General Government has many departments. Town Council is increasing due to the moving of printing and postage costs for the Budget Mailer as well as advertising costs for public hearings. Town Manager is decreasing (\$1,205). HR Benefits is decreasing mainly due to a decrease in Health Insurance costs (due to employees on the H S A) and Unemployment Insurance. Townwide Insurance is also decreasing due to lower than anticipated increases. Personnel Legal Services is decreased \$10,000 due to no contract being negotiated in FY2012, but should be increased back in FY2013. Probate Services is increasing \$4,181 due to the consolidation of the probate courts. Various accomplishments, goals and needs were reviewed for all departments.

MaryAnn Delaney Tuttle, Dr. Fred Daniels, Francis Kennedy, Craig Nussbaum, Jack Flynn and April Teveris had questions during the presentation on various topics including worker's compensation, unemployment insurance, the newsletter, the Library roof, Human Services grant funding, and Revenue Collection office staffing.

Meeting adjourned at 9:00 pm.

Respectfully submitted,

Michael Wilkinson
Director of Administrative Services

*Received March 24, 2011
Margaret DeVito
Town Clerk*

**SPECIAL MEETING MINUTES
TOLLAND TOWN COUNCIL
HICKS MEMORIAL MUNICIPAL CENTER
6th FLOOR COUNCIL ROOM
MARCH 23, 2011**

Present: Dr. Fred Daniels, Chair
MaryAnn Delaney Tuttle, Vice Chair
April Teveris
Jack Flynn
Craig Nussbaum

Also Present: Steven Werbner, Town Manager
Michael Wilkinson, Director of Administrative Services
Clem Langlois, Public Works Operations Manager
John Littell, Public Safety Supervisor
Jennifer Usher, Town Engineer
Chris Hutton, Director of Finance and Records
John Bock, Highway Superintendent

Meeting called to order at 7:32 pm.

Steve Werbner discussed Public Works, Refuse and Recycling, Engineering, WPCA, TWC and the Capital Budget.

The Public Works budget is increasing \$33,509 in Streets and Roads and \$104,309 in Parks and Facilities mainly due to salary adjustments, an increase in fuel and oil costs, a transfer from Engineering for stormwater permits and spill prevention, a change for the sewer connection at the Hicks building, costs for renovations to the Jail Museum and an increase in the Public Works Operations Manager's salary. The purchase of salt is reduced by 478 tons. \$821,487 was spent on road repair in the current fiscal year due to a front loading of work; \$566,991 is scheduled for FY2012. Refuse and Recycling is decreasing \$3,708 due to the elimination of the Refuse and Recycling Coordinator position and an elimination of printing costs. We increased recycling rates by 19.2% in FY2010 and reduced our refuse tons by 8.3% also. Results of the regional solid waste bid are due back soon and will be reported back to the Town Council. The Engineering budget is reduced by \$4,809 due mainly to the transfer to Public Works for stormwater permits and spill prevention and design work that was moved to the Capital Budget. The WPCA budget remained unchanged at \$15,000 and the WPCA and TWC have each authorized the hiring of a 24 hour a week employee with a contribution of \$15,000 each to help support the Town Engineer with technical responsibilities. The Capital Budget was reviewed and the amount of the general fund contribution is \$305,708. Various accomplishments, goals and needs were reviewed for all departments.

MaryAnn Delaney Tuttle, Dr. Fred Daniels, Craig Nussbaum, Jack Flynn and April Teveris had questions during the presentation on various topics including local roads, intersection signs at Kate Lane and Anthony Road, the Hicks sewer connection, Parks contingency, capitals projects, flags at hydrants, the Engineering Assistant position and pool car depreciation.

Meeting adjourned at 8:47 pm.

Respectfully submitted,

Michael Wilkinson
Director of Administrative Services

MEETING MINUTES

TOLLAND TOWN COUNCIL SPECIAL MEETING TOLLAND HIGH SCHOOL - AUDITORIUM MARCH 29, 2011 - 7:30 P.M.

MEMBERS PRESENT: Frederick M. Daniels, Chairman; MaryAnn Delaney Tuttle, Vice Chairperson; Jack Flynn; Francis Kennedy; Craig Nussbaum and April Teveris

MEMBERS ABSENT: Dale Clayton

OTHERS PRESENT: Steven R. Werbner, Town Manager; Michael Wilkinson, Director of Administrative Services; Christine Hutton, Finance & Records Director; Clem Langlois, Public Works; Beverly Bellody, Human Services; William Guzman, Superintendent of Schools

1. **CALL TO ORDER:** Mr. Werbner called the meeting to order at 7:35 p.m.

2. **PUBLIC HEARING ITEM:**

2.1 2011-2012 Budget Proposed by the Town Manager

Town Government	\$10,832,492
Capital Improvement Reserve Fund	\$ 305,708
Board of Education	\$34,637,431
Debt Service	<u>\$ 4,751,796</u>
Total Proposed Budget	\$50,527,427

Steven R. Werbner, Town Manager, began by thanking the public for coming out tonight and those who have taken the time to express their opinion via e-mail. He listed out the rising costs that are affecting the budgets at the State, Federal and local levels. He could further depress the public and himself by talking about the continued high unemployment rates, percentage of homes in foreclosure, decline in value of housing, the tight credit markets, and the devastation in Japan. However, there is a glimmer of hope that we are slowly turning the corner. Unfortunately, true recovery in Connecticut is several years away. We cannot ignore what is happening around us. We still have local services and education programs that need to be funded. He is proud to be the Town Manager in a Community that can provide services at all levels, at some of the lowest per capita costs, yet exceeds most performance standards of comparable communities. He reviewed statistics with the audiences that were presented at a recent presentation given by the Superintendent of Schools. He believes we should be proud of the education provided within our schools. He is proud of the town's employees. It is their dedication that insures we are provided with the best in terms of education and municipal services, and that allows us to be the 27th best community to live in the Country.

We are in bind. The budget process requires that: the Board of Education ("BOE") determines their needs; the Town Manager to factor in revenues and expenses of the entire town; and then the Town Council to make the ultimate decision on funding levels to be presented to the public for referendum. There is not now, nor in the future, enough local revenue to support the needs. It is his job to present a

town wide financial plan that takes into consideration the requested needs, matched with the realistic Federal, State and local revenue assumptions.

Tonight there will be discussion concerning the insurance with the BOE. We need to explore every option to save costs. He knows that if given the choice, not all eligible employees will opt for the choice. He asks that all involved, seriously review the options. The evidence seems to suggest that it is a win-win scenario for all involved. He hopes that as you review the budget you remain positive in the approach for addressing the concerns of the future, and that you focus on reasonable solutions rather than criticisms of the past or unrealistic aspirations for the future. Our challenge is to make middle ground work.

He presented his budget to the public via a PowerPoint presentation. In summary:

The budget process was outlined. The **Referendum is May 3, 2011**. If the budget is defeated, votes are every two weeks until a budget is passed. A schedule of upcoming meetings was displayed.

What is a budget? A financial plan with sets of priorities and direction that the Town Officials, Town Council and residents believe accurately reflects the most important needs of the Town operations. In terms of the BOE, the Town Manager and Town Council, by State law, can only determine the bottom line number. The allocation of resources is the sole prerogative of the BOE.

His goals will be to maintain important services, continue to provide a quality education for our children, and meet the budget objective of limiting an increase in taxes to less than 3%.

He reviewed the budget premise and the budget parameters (how he arrived at the financial plan that is being proposed). He feels it is his responsibility to recommend a budget to the Town Council which can be supported from what he perceives to be a reasonable revenue perspective.

The local financial concerns going forward: local government is limited by State law in regard to its ability to raise funds; the level of State aid to municipalities is insufficient to meet the growing cost to towns and cities; local government cannot continue to provide the same level of service unless property taxes increase for a sustained period of time; senior citizens and others in lower income brackets are finding it difficult to stay in their homes; the State continues to impose many unfunded mandates on towns and BOE's.

The State of Connecticut's budget concerns: Future projected operating state deficits are 2011/2012-\$3.3 Billion; 2012/2013-\$3.1 Billion and 2012/2014-\$3.1 Billion.

The impact of the Governor's budget on Tolland: most education and non-education grants were funded at the same levels as in the current year, notable exceptions are Pilot Grant for Manufacturing Machinery & Equipment, Transportation Grant was reduced by \$90,000, and new forms of revenue recommended such as a portion of increased sales tax based on retail sales in the community, boat tax, tax on hotels, car rentals, planes and tax on cabarets will have only a minimal impact on Tolland.

He reviewed the town's Revenues: Total decrease in revenue is \$307,382. This means we are starting off less this dollar amount from the year before. There was a slight increase on our Grand List (1.10). He commented on the new Dwelling Start Chart. Everything has come to a halt in terms of construction, which is not a good picture in terms of revenue.

The Fund Balance (our emergency account): Rating agencies recommend that Fund Balance percentage for towns with an AA credit rating be in a range of 10-15% of operating expenditures. Our credit rating is

extremely high. It gives us better rates of interests when we go to borrow funds. This is not a revenue source that should be relied upon. Over the years, we have had steady increases in our credit rating from the financial rating institutions.

A summary of expenditures by category was shown. Recommended percentage changes: Town Depts.: 1.98%; Capital Expenditures: 14.63%; Debt Service 2.79% and BOE 2.45% equals the overall increase in the budget of 2.45%. This is necessary to meet his stated goal of a tax increase just under 3%. He spoke of the magnitude of recommended expenditure increases. We cannot sustain the services and operate the Town or the BOE at a 0% increase. 2011/2012 Expenditures Budget: Debt Service: 9.40% = \$4,751,796; Capital 0.61% = \$305,708; Municipal Operating 21.44% = \$10,832,492 and Education 68.55% equals \$34,637,431.

Mr. Werbner reviewed the details of the Town Expenditure request, which included in part: savings of \$116,456 with a change in benefits; they eliminated the refuse & recycling coordinator position; a \$100 on-call stipend for part-time animal control officers was initiated; the Administrative Secretary in the Fire Department was increased from 35-40 hours; the position of Assistant Public Safety Supervisor has been budgeted starting January 1, 2012 at a cost of \$39,444 with benefits for half a year; adjustment for the Public Safety Supervisor and Public Works Operations Manager; implementation of a Health Wellness Initiative; increased the cost share for Health Insurance; re-titling of positions; \$27,000 for the connection fee to tie Hicks in the Town's public sewer system; the Water Commission and WPCA have authorized the allocation of \$15,000 from their funds to hire an engineering assistant. Savings identified total \$142,206, costs for new items listed total \$135,785 = \$6,421 total savings to the Town.

In terms of the BOE request: He reduced their initial request from 6.53% to 2.45%. The BOE's related expenditures are 71% of the overall town budget. He outlined his basis for the BOE funding recommendation. He believes there are two ways for immediate savings: \$95,060 can be saved based on excess funding of the OPEB Trust Account, and \$90,000 can be saved based on a direct payment in the same amount which will be made by the State Department of Education to the BOE for special education expenses. The BOE percentage request can be divided into two major cost components: Operational Costs and Employee Medical Benefits. The percentage increase requested for operation expenses is 2.36% after factoring in adjustments mentioned previously. His recommended budget increase for the BOE is 2.45%. The original request for medical benefits is 3.6% increase. It has been reduced due to a reduction in the premium. The remaining \$1m increase cost could be absorbed without an increase in the health insurance line item if the vast majority of teachers and administrators elected the option currently existing in their contract to move from their current health insurance plan to a high deductible (HSA) plan. A slide was shown explaining what an HSA is: A high deductible Health Insurance Plan with Health Savings Account (HDHP/HSA). This is the plan town employees have moved to. This is their only option for health insurance coverage. He reiterated that we all are in a bind. He believes and hopes that a majority of the BOE employees that review the material and ask the questions will see that they will save money. The town will save money. It will be no loss to their health coverage. In his opinion, this would be a win-win situation for our school staff, the tax payers and the children of our community. A change to an HSA plan is not for everyone, but he has no doubt that it will effectively serve the majority as well or better than the present program. He went on to further explain the savings that could be incurred. A slide showing what the employees can get out of the HSA was shown.

Possible future BOE funding concerns: elimination of the OBE Federal Jobs Grant, teachers' salaries will have to be budgeted at contract rates for FY 2012 and FY 2013, health insurance rates may increase at a rate of 8-10 %, and fuel costs may continue to escalate. We can replay this same discussion next year. The Town has a strong commitment to education.

He reviewed the Capital Budget, and showed the significant Capital Projects funded by the General Fund.

The mill rate recommendation is 29.99. That is an increase of 0.84 mills compared to the current mill rate of 29.15. He showed a slide demonstrating what this would mean for houses assessed at different values.

Conclusion: Sustainability is the key to any financial plan. Can the investments we make today be sustained over time knowing what we know about the current and upcoming financial concerns?

There is a tax calculation form for your use on the website. It will reflect the proposed Town Manager's budget which can be seen in its entirety on the Town's website. He closed by reminding that the Referendum is May 3, 2011.

Public Comments

Susan Bezzina of 32 Deer Meadow - Tolland schools have deteriorated. We have lost many teachers, paras and custodians in recent years due to lack of funds. She is the only art teacher at TIS. We are doing our best. Books and supplies are not wants, they are needs. We need to think about our priorities. We need to feed our children's minds.

Paul Krasusky of 26 Susan Drive – He is a lifelong resident of Tolland, and has children in the school system. He is asking that we all support a budget higher than what is being proposed by the Town Manager. Children are large contributors to all activities in town. The text books are 19-30 years old, classrooms are crowded. He is asking that you invest in the community. This will enhance your property values. He asks that you find ways to bridge some of these gaps.

Ken Kittredge of 37 Farm Brook Drive – He strongly disagrees with the Town Manager's recommendation to reduce the BOE budget. There are some problems with the HSA recommendation. The timeframe is unrealistic. It is not possible to get the teachers to elect this option in that timeframe. It worked at the town level because that is the only option they had. He does agree that we could save money with the HSA, but the timeframe is not reasonable. He asks that the Town Council sit down with the BOE and come up with a reasonable plan of attack. He requests that the Town Council reinstate a portion of the BOE funds for the budget this year.

Mark Devaney of 33 Cortland Drive – The responsibility of a community is the education of its children and the safety of its town's people. He paid \$1,100 in sports fees this year. He has empathy for those who cannot afford \$200 spread out over a year. We have programs for those individuals. He looks at his expenditures and finds ways to bridge that gap. It is unfortunate that our school system is at a point where his youngest child is not going to get the benefits that his older children got, because so many programs have been eliminated.

Patricia Doyle of 52 Susan Drive – She understands how frustrating it must be to be faced with the public asking you to reinstate money into the budget after last year. You listened to us and you lost in the first in round. We only lost by a very small margin. She believes that the loss did not represent the wishes of the majority of the citizens of Tolland, just those who voted. She does not agree that adding money back this year would be repeating the same mistake. Each year, more people are taking notice of the losses the schools have suffered. She is compelled to ask that the Town Council reinstate as much as they can to both the Town and BOE budgets. If we continue to underfund our schools, our kids will get hurt. She can understand why we've needed to resort to pay to play, although she objects to it on principal. It moves us to a very unhealthy model of rich kids get what they need and other kids don't.

Public education is to be just that public. That means paid by all and available to all. She asked that the audience be actively involved with voter turnout

Emily Cusson of 46 Susan Drive – She believes it is the taxpayer's responsibility to ensure that every child is challenged. In order to do this, we must support the original BOE budget.

A straw poll was taken:

- 1. Do you support the Town Manager's budget as proposed? 9 yes**
- 2. Do you support increasing the Town Manager's budget? 57 yes**
- 3. Do you support decreasing the Town Manager's budget? 4 yes**

Sam Adlerstein of 164 Pine Mill Road – He appreciates what Mr. Werbner, the Town Council and BOE have done. He thinks we need to ask ourselves what we want this town to become. There is no doubt that the quality of education has suffered. We cannot continue this. We need to look at the investments we need to make. Let the voters decide.

Vicki Hadge of 8 Timber Trail – There has been a lot of talk lately about what teachers make and their benefits. What do teachers make? They make sacrifices of family time and sleep nearly nightly; they make financial sacrifices to buy things for their classrooms; they make time to attend their students events that they are involved in; they make do with outdated materials; they make kids see what they can do and who they can be; they make our future leaders; they make a difference. With this suggested decrease, how are the teachers going to do it?

Mike Pascuzzi of 55 Avebury Lane – He supports the Town Manager's budget as proposed. We are going to have another tough year. His pension has been cut, his electric and gas have gone up. In this town, every department is getting behind the eight ball. Mr. Werbner is the only person in this room that knows what's best, he is our professional. He supports the proposed budget.

Sam Belsito of 55 Lee Lane – He sees signs around town to support our schools. He says save our schools. He doesn't think anyone living in Tolland is against the school system. The problem is the school system is inefficient and the delivery costs more. In 2009, he suggested that they look at what magnet schools are doing? These schools use different approaches. They have longer school days, longer school weeks, longer school years. Not all do succeed, but some do. They are using new techniques. He used an example of a magnet school in New York. The BOE is unwilling to disclose a line item budget and the teachers won't go with the HAS. The town side employees have chosen to save the taxpayers' money. In order to change our school system, a change in attitude is needed from the BOE, to the Superintendent, to the teachers. Until these three bodies put Tolland students first, we will not be able to save our schools.

Steve Browning of 609 Merrow Road – He believes we need to look at similar towns and their school budgets. In the last three years, we've had a net increase of 3.45%. In the last three years, Colchester has gone up 8.2%. You are 5-6% below them. The BOE's bills have gotten ahead of them. This is why they are asking for 6%. He asks you to go for 6.5% this year to make up for two really bad years, and then take it back down to 3% provided nothing crazy happens with the economy or with oil prices. You would make up for two really bad years of 0% and 1%.

Roland Charest of 28 Midland Drive – He was appalled that Mr. Guzman had proposed a 6.5% budget increase. He gave credit to Mr. Werbner and the analysis that he has done. He thinks the option of HSA is good. He supports the proposed budget. If you find it bad, you can always vote with your feet. If you don't like it, it's a free country, take a hike. He is not standing in a 500 year old school. It's less than 5 years old. He supported it. He supports the Geo-thermal project. With a good strong family, we can make up for a lot of bad decisions.

Kelly Pabilonia of 33 Deer Meadow Road – She wanted to show her support to increase the Town Manager's budget. She would like more money for education. She would like to see decreased class sizes and increased custodial care. She wants to keep Tolland's schools attractive to our teachers. She doesn't want to become the schools that teachers leave and no one else wants to come to.

Steven Hadge of 8 Timber Trail – He supports the BOE budget. He has a son in 7th grade. In three of his classes, he has 24-27 class mates. He worries that with the Town Manager's budget these numbers could increase. He wants to see all, if not most, of Mr. Guzman's original proposed budget put back in.

Vicki Parent of 105 Old Kent North – She does not believe our schools are inefficient. Mr. Werbner's report supported that to be not true. He stressed how high our children are achieving with so little money. Please support the BOE's full amount. Each year the amount offered to the kids is less and less. She doesn't believe the HSA can be relied upon.

Diane Clokey of 29 Tolland Farms Road – She provided the Council members with a handout that contained some prepared remarks. Investments in teachers are investments in students. She cautions you to not separate the compensation of our teachers from the services that we deliver.

Andy Powell of 21 Clearbrook Drive – He appreciates the candor of the Town Manager this year. He looks forward to working with the Town Manager and Town Council. The question in regards to "what we do and how we do it" - we provide a budget response based upon what we think we can see in terms of costs. He can appreciate the Manager finding the cost savings, however, the HSA cost savings is something that we cannot actually apply to this situation because of the timeframe involved. The taxes we spend in Tolland benefit us. The dollars are all spent here and make us a community. Take the budget request of the BOE and fully fund it. Give it to the voters to make the decision.

Gary Lotreck of 12 Holly Road – He thanked the BOE, Town Council and Town Manager for all that they do. It is tough times. We need to take up the charge to fund our education. Every town has a great commitment towards education. He is a teacher. He is a vilified now. The teachers in Tolland do put the kids first. They are doing a bang up job. He has children in the schools. He is discouraged, because he feels anything he says here won't matter anyway.

Christine Noble of 74 Old Farms Road – She went to Tolland her whole life. She left for a few years and returned in 1996. She noticed a big boom of everything being built up. At that time taxes were not going up. She told herself this has got to catch up sometime. Now, ten years later, the taxes are catching up. Everyone is complaining now about the taxes. Didn't somebody know? She asked what is going on with the Parker building. She has nothing but positive things to say about the plowing and road crews in town. She is 100% behind putting the money in the schools. If you need to raise the taxes, she is behind it.

Scott Goldsmith of 21 Marlboro Glade – He moved here in 1997. The schools are what attracted his wife and him before they had children. They have 3 kids in the schools now. He is an educator in a different town; a town that is a lot bigger and gets a lot of negative press. However, over the past years,

as he has been watching programs being cut in Tolland, he has started to get this feeling that he should bring his kids with him to work.

Sue Schoch of 37 Farm Brook Drive – She heard a lot of doom and gloom about the economy. She drives by the mall, restaurants, Starbucks, etc. and she isn't feeling it in the same way that she has heard it tonight. She would like to see the Town Council reinstate money and increase the budget.

Cheryl Powloka of 79 Burbank Road – Thanked Mr. Werbner for his presentation. Regarding the HSA, her employer implemented it within three months. She would be willing to provide assistance to the Town to educate the employees on it. She feels this is a good town for everyone, whether you have children or not. If you do have children are you willing to pay more for it in order for your taxes on your homes to not increase or decrease? The reality is that the State and Federal funding will continue to change with less and less to municipalities.

Jackie Kolb of 34 Susan Drive – She appreciates this Community and all that it does. She is disappointed that she won't be able to vote on what the BOE originally presented. She would respectfully request that those funds be reinstated back into the budget so that we can vote on it. She would support an increase in property tax to support the town services, as well as the BOE.

Kevin Santini of 41 Birchwood Drive – He grew up in this town and has small children. He is pro HSA and pro upping the operating budget for the town school system. He is on a HSA now. It is a more affordable plan for him. If the teachers take the time to investigate the plan, they may be for it. You hear a lot about school books and cockroaches, rather than 2.6%, go to 4.0%. Take the money saved by the HSA and put it in the BOE budget.

Jackie Smith of 62 Cook Road – She is a lifetime Tolland citizen. She agrees with the HSA. It may come down to educating the teachers on that option, so that they feel more comfortable. If we are having the teachers make a decision on their healthcare, which could help the schools, that saved money should go back to the schools. The top priorities are the children and their educations. She would like to see that '6' number go in.

3. ADJOURNMENT: Mr. Werbner adjourned the meeting at 9:40 p.m.

Frederick M. Daniels, Council Chair

Michelle A. Finnegan
Town Council Clerk