

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

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA
February 22, 2012

VISION STATEMENT

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

- A. CALL TO ORDER, PLEDGE OF ALLEGIANCE
- B. APPROVAL OF MINUTES
February 8, 2012 - Regular Meeting
February 15, 2011 – Joint Meeting
- C. PUBLIC PARTICIPATION (2 minute limit)
The members of the Tolland Board of Education welcome members of the public to share their thoughts and ideas at this time. When appropriate to do so, members of the Board and the administration may respond to comments during "Points of Information." However, in consideration of those in attendance and in an effort to proceed in a timely manner, follow-up discussion may need to take place outside of the meeting setting.
- D. POINTS OF INFORMATION
- E. STUDENT REPRESENTATIVE REPORT
- F. SUPERINTENDENT'S REPORT
- F.1. Board Policies
- Board Policy 4090 – Reports of Suspected Abuse or Neglect of Children
 - Policy and Administrative Regulation 5060 – Non-Discrimination (Students)
 - Administrative Regulation 5180 – Immunizations
 - Administrative Regulation 5170 – Health Assessments/Screenings
- F.2. Enrichment Programs – Status
- F.3. Strategic School Profiles (2010/2011)
- F.4. District Improvement Goals – Mid Year Status Report
- F.5. Status of the Budget – February 13, 2012 (no enclosure)

- G. COMMITTEE & LIAISON REPORTS
- H. CHAIRPERSON'S REPORT
- I. BOARD ACTION
 - I.1. Parker Memorial School
- J. PUBLIC PARTICIPATION (2 minute limit)
Comments must be limited to items on this agenda.
- K. POINTS OF INFORMATION
- L. CORRESPONDENCE
 - School Calendars for March
 - Minutes from a Joint Workshop of Town Council and Tolland Water Commission and Tolland WPCA
 - Minutes from the Town Council Meeting on February 14, 2012
- M. FUTURE AGENDA ITEMS
- N. ADJOURNMENT

TOLLAND BOARD OF EDUCATION
Tolland, CT

MINUTES – February 8, 2012

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

Administrators Present: Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction; Ms. Dominique Fox, Principal, Tolland High School; Dr. Walter Willett, Principal, Tolland Middle School; Mr. James Dineen, Principal, Tolland Intermediate School; Mr. Thomas Swanson, Principal, Birch Grove Primary School; Mr. Michael Moynihan, Assistant Principal, Birch Grove Primary School; Mrs. Kathleen Raymond, Director of Pupil Services; Adam Sher, Director of Technology; and Mrs. Jane Neel, Business Manager.

The meeting was called to order at 7:30 p.m.

APPROVAL OF MINUTES

Mr. Clark motioned and Ms. Riley Vincent seconded to approve the minutes of the regular meeting of January 25, 2012. All in favor. Motion carried.

Mr. Clark motioned and Ms. Riley Vincent seconded to approve the minutes of the special meeting of January 30, 2012 at 1:30 p.m. Mr. Clark, Mr. Frattaroli, Ms. Riley Vincent, Mr. Pagoni, Mrs. Kramer and Mrs. Gill in favor. Mr. Powell, Dr. Block and Mr. Tantillo abstained. Motion carried.

Mr. Clark motioned and Ms. Riley Vincent seconded to approve the minutes of the special meeting of January 30, 2012 at 2:00 p.m. Mr. Clark, Mr. Frattaroli, Ms. Riley Vincent, Mr. Pagoni, Ms. Riley Vincent and Mrs. Kramer in favor. Mr. Powell, Dr. Block, Mrs. Gill, and Mr. Tantillo abstained. Motion carried.

Mr. Clark motioned and Ms. Riley Vincent seconded to approve the minutes of the special meeting of January 30, 2012 at 2:30 p.m. Mr. Clark, Mr. Frattaroli, Mr. Pagoni, and Mrs. Kramer in favor. Mr. Powell, Dr. Block, Mrs. Gill, Ms. Riley Vincent and Mr. Tantillo abstained. Motion carried.

PUBLIC PARTICIPATION

Mr. Dan Carmody of 11 Charlotte Drive commented on the weight of the backpacks that the students are carrying. His daughter had difficulty lifting the bag. This issue has been discussed in the past and he suggested that research be done on establishing an eBook framework in the District and looking towards bonding to accomplish the technology needs that would be required.

Sam Adlerstein of 164 Pine Hill Road representing the Friends of Tolland Schools felt that there was a need to present a unified budget and that a collaborative discussion

between the members of the Town Council and the Board of Education could be very constructive.

Mr. Ken Kittredge of 37 Farmbrook Drive felt that with so many new members to the Town Council it presented a unique opportunity to change the way things have been done in the past.

POINTS OF INFORMATION

Mr. Powell stated that technology improvements that are necessary had been suggested to be included in the Capital Improvement Plan and that had been rejected by the Town Council. Mr. Powell also indicated that he felt that the budget would not be passed at this meeting and that the Town Council and the Board of Education Members should meet and discuss the need for a unified budget.

STUDENT REPRESENTATIVE REPORT

Kate-Lynn Walsh reported that the new semester has just started. The tradition of Senior Valentines would continue this year in which senior boys and girls would escort chosen members of the student body on Valentine's Day. The January Bravo award was given to Ms. Regan. The student council is also planning a prom dress swap and more information will be available at the next meeting.

Kim Kostant reported that Thursday, February 9, 2012 is the Open House at the High School for the second semester. The Open House is run by Student Council, National Honor Society, and the GSA. The Open House is from 6:15 – 7:30 p.m. There is also going to be a Coffee House on Saturday, February 11, 2012.

SUPERINTENDENT'S REPORT

F.1. Common Core State Standards

Mr. Guzman explained that in June of 2010, the Council of Chief State School Officers and the National Governor's Association, with monetary support from the Gates and Mott Foundations and the desire expressed through the Race to the Top initiative, released national curriculum standards for math, English language arts, and literacy standards for social studies, science and the technical subjects. All but five states have adopted these standards. These standards are now Connecticut's Common Core State Standards (CCSSs).

In addition to the above, national science frameworks have been developed and standards are slated to be adopted and released in the fall. Social studies standards are also new and have already been developed for use by Connecticut .

Dr. Eidson explained that the new standards were more rigorous than what the curriculum currently reflects. The Curriculum Coordinators reported on what these changes mean for the state and Tolland in terms of curriculum, instruction and assessment. There is a huge amount of work to align the curriculum and testing with the Common Core State Standards. The Curriculum Coordinators and Dr. Eidson responded to questions from members of the Board.

F.2. Parker Memorial School

The Town of Tolland currently has limited affordable housing for a rapidly increasing elderly population; the need for affordable housing greatly surpasses the supply. At the two existing non-profit elderly housing complexes the waiting lists are very long and it may take a year to several years for a unit to become available. Recognizing that housing costs are a heavy burden for older adults with limited income and resources; the Town has made a commitment to expand the supply of senior housing.

The Superintendent explained that in an effort to meet the goal of creating additional senior housing units, the Town is considering renovating the unoccupied section of the former Parker Memorial School for senior housing. The site has been reviewed by Town staff and David Berto, Housing Enterprises, Inc., who contends that the site could support up to 40+ units.

As part of the fund application process, the Town must demonstrate that it has complete authority to enter into transactions regarding Parker Memorial School. Therefore, the Administration recommends that the Board of Education return the use and control of Parker Memorial School to the Town. This will be an action item at the regular meeting of the Board of Education on February 22, 2012.

Mr. Guzman responded to questions concerning parking and traffic patterns in connection with Tolland Intermediate School. There would be a revamping of parking and also bus access to the Intermediate School. Mr. Clark asked if the Finance and Facilities Committee had discussed this matter. Mr. Guzman responded that this was a recent request from the Town Manager and that there was no time for Committee to review.

F. 3. Strategic Plan – Status Update

Mrs. Diane Clokey gave a status update on the Strategic Planning process. She felt that a written document would outline the mission and vision of the Tolland School District. Mrs. Clokey explained the need for a map that explains the complexity of the interaction of the classroom, the school, the community and the world at large. The initial process was for gathering and synthesizing information and after the results are reviewed the next steps in the process will be determined. She also indicated that the process will probably take longer than one school year. Mr. Powell agreed that need for direction with feedback and course correction is warranted.

COMMITTEE & LIAISON REPORTS

- **Policy Committee – February 8, 2012**

Ms. Riley Vincent reported that the Policy Committee met and reviewed revisions to Regulation 5060 regarding discrimination complaints, Regulation 5170 concerning health assessment screenings and Regulation 5180 concerning

immunizations. Revisions were for the purpose of updating language reflecting recent public acts. The Regulations will be on the February 22, 2012 meeting for information.

The Committee also reviewed revisions to Board Policy 4090 Regarding Reports of Suspected Abuse or Neglect of Children, as amended by the Connecticut General Statutes. The revised Board Policy will be on the agenda for a first reading on February 22, 1012 meeting of the Board of Education.

Ms. Riley Vincent thanked Mr. Pagoni for his advocacy work on behalf of concussion awareness. Mr. Pagoni had requested language changes in the student handbooks to include concussion awareness and has also suggested that the sports permission slip be amended to include language of the signs and symptoms of concussions.

- **Great Path Academy**

The next meeting is not until February 29, 2012.

CHAIRPERSON'S REPORT

None

BOARD ACTION

I.3. 2012/2013 School District Operating Budget

The Superintendent explained that the budget is a working document and presented additional information on additions and deletions to the budget since it was originally presented (see attached listing). There were increases and decreases with a large increase in the budget because of the outplacement of three additional students. Mrs. Kathleen Raymond, Director of Pupil Services, explained the process of out-placing students. Mr. Powell also asked Mrs. Raymond to review the use of quiet rooms in the District. Mrs. Raymond made her report on these rooms and reiterated the fact that they are used very sparingly and always under the supervision of an adult.

The Superintendent also distributed a list of those items and positions that were at risk if the 5.88% requested operating budget did not pass (a copy of this list is attached). Mr. Powell thanked the Administrators for their attendance at the meeting, but felt that the 5.88% budget would not reach the voters. He felt that action should be taken before it goes to the Town Council.

Mr. Powell asked for comments from the other members of the Board of Education.

Dr. Block stated that it was the Board's duty to provide a quality education for the students and should be ashamed at making the cuts to the operating budget. She would be in favor of a joint meeting. A discussion followed about a possible joint meeting on February 15, 2012, and a special meeting to adopt the operating budget on February 17, 2012.

MOTION

Mr. Clark motioned and Ms. Riley Vincent seconded to extend the meeting beyond 10:00 p.m. . Dr. Block, Mr. Clark, Ms. Riley Vincent, Mr. Powell, Mrs. Kramer; Mrs. Gill, Mr. Frattaroli and Mr. Tantillo in favor. Mr. Pagoni abstained. Motion carried.

Mr. Frattaroli supports the operating budget and felt it should go to the voters.

Mr. Clark did not want to see any reductions in programs or services, but felt that there must be a better way to finance the budget.

Ms. Riley Vincent had no comment.

Mr. Clark asked Mr. Dineen about the consequence of reducing one third grade teacher. Mr. Dineen felt that because of a reduction in enrollment, the class sizes would remain the same. Mr. Swanson also indicated that the loss of a grade 1 teacher would not increase class size.

Mr. Pagoni indicated that he was in favor of keeping the two teachers and eliminating sports completely.

Mrs. Kramer did not like cutting anything from the proposed budget, but the 5.88% increase was too much to send to the Town Council. The at risk list would bring the budget to almost the 3.5% figure that the Town Council was looking for to go forward with to the voters.

Mrs. Gill had no comment.

Mr. Tantillo could not support the 5.88% increase.

Mr. Powell stated that we were not in a good position. He asked Mr. Sher about the reduction in the technology budget. Mr. Sher stated that there would be a reduction in the number of computers and also no access to Wi-fi which would eliminate any way of switching to an e-book type framework.

Mr. Pagoni stated that the list was good, but did not go far enough.

The Superintendent reminded the Board that the discussion eliminated the parents from the process. The parents needed to know what the children would lose. Mr. Pagoni said that they tried that last year and it did not work. The at risk list is a public document and would be part of the Board Minutes on the website.

MOTION

Mr. Pagoni motioned and Mr. Tantillo seconded to table the vote. It was noted that it was necessary to amend the motion to table the vote for February 8, 2012 meeting. Mr. Pagoni withdrew his motion.

Dr. Block motioned and Mr. Clark seconded to postpone the vote on the operating budget for the February 8, 2012 meeting. All in favor. Motion carried.

PUBLIC PARTICIPATION

Mr. Richard Fields of the Town Council stated that he would send out an email to the members to determine if a quorum was available for a meeting on February 15, 2012.

Mr. Ken Kittredge of 37 Farmbrook Drive felt that the at risk list should go out to parents. It should be downloaded to the website.

Mrs. Diane Clokey of 29 Tolland Farms Road felt that the list did not even begin to explain the losses that the district had sustained over the last three or four budget years. She felt that she was paying more for less for her children's education.

Sam Adlerstein of 164 Pine Hill Road felt that the numbers should be discussed together with the Board of Education and the Town Council.

POINTS OF INFORMATION

Mr. Powell asked the Administrators if they had turned over every rock looking for savings. Mr. Guzman stated that this was not an easy task and if anything had been easy to eliminate, it would have been eliminated already.

CORRESPONDENCE

- Town Council/Board of Education Joint Meeting Minutes of January 19, 2012
- Town Council Minutes of January 24, 2012

FUTURE AGENDA ITEMS

1. 2012/2013 Operating Budget Adoption – Special Meeting
2. Board Policies and Administrative Regulations
3. Status of the Budget
4. Status of the Enrichment Programs

EXECUTIVE SESSION

Mr. Clark motioned and Ms. Riley Vincent seconded to go into executive session at 10:36 p.m. for the purpose of discussing personnel matters. All in favor. Motion carried.

The Board returned to public session at 10:43 p.m.

ADJOURNMENT

Mr. Clark motioned and Dr. Block seconded to adjourn at 10:44 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott
Board Clerk

MEETING MINUTES
TOWN COUNCIL/BOARD OF EDUCATION
JOINT MEETING
TOLLAND INTERMEDIATE SCHOOL
MEDIA CENTER

February 15, 2012

TOWN COUNCIL MEMBERS PRESENT: Chair, Jack Scavone; Vice-Chair, Rick Field; Mark Gill; Joshua Freeman; and Jan Rubino.

TOWN COUNCIL MEMBERS ABSENT: Sam Belsito; and Benjamin Stafford.

BOARD OF EDUCATION MEMBERS PRESENT: Vice-Chair, Robert Pagoni; Secretary, Christine Riley Vincent; Althea Gill; Tom Frattaroli; Steve Clark; and Karen Kramer.

BOARD OF EDUCATION MEMBERS ABSENT: Chair; Andy Powell; Gayle Block; and Frank Tantillo.

OTHERS PRESENT: William D. Guzman, Superintendent of Schools

At 7:02 p.m. Sam Adlerstein, facilitator from Pine Hill Associates, stated that the purpose of the meeting was to have the Town Council and Board of Education build upon where they agreed. The agenda would be as follows:

- affirm the working agreement
- activate the concerns of the members
- construct a goal
- appraise the shared goal
- develop a plan
- write the next step.

Mr. Adlerstein requested that because of a traffic accident on Route 195 that the group that was currently present start with the second item and share their concerns about the budget process. Members expressed the fact that they were tired, they are concerned about getting the citizens out to vote, the fact that the current system does not work and there is a perception that the Board of Education and the Town Council do not trust each other.

The members proceeded to agree upon the working agreement as presented by Mr. Adlerstein and agreed that the meeting was not about percentage increases, but about moving forward with a shared goal to improve the budget process.

The group proceeded to work on goal statements and presented these goals as follows:

- Board of Education, Town Manager and Town Council and Town votes on one mutually agreed upon budget.
- Our budget should be perceived as efficient and shall include alternative ways of delivering services where appropriate.
- Our budget is responsive to the needs of the residents and students of Tolland while being fiscally minded.
- Our budget is a direct investment in our town's future.

Our budget

- should reflect a balance between delivery of services and fiscal responsibility,
- should be more easily understood by the public with respect to cost and priorities,
- should have a plan for effectively communicating and disseminating information and build upon what we have.

The group expressed the following obstacles to the goals:

- lack of interest
- too much information
- voters are polarized to either the Board of Education or the Town budget
- getting out the vote
- lack of awareness of the programs and the services and the value of those programs and services
- economic conditions of the town, nation and the world
- job market
- personal finances
- inability to get access to information or even to participate
- showing the value of local investments
- unfunded mandates
- the charge of the Board of Education to provide an education and the Town Council as to what the town can afford
- public perception that the Board of Education budget is bloated
- time
- trust.

The possible solutions to the obstacles were stated as follows:

- the need to present voters with a unified Town Council and Board of Education budget,
- use of careful language choices,
- present and explain facts,
- infect pride in the accomplishments of the students and the school district; and
- submission of the budget to a third party such as a Board of Finance which is not currently in the Charter.

The consensus from the members present was that the meeting had been worthwhile and the process should be started sooner in the budget process. Mr. Adlerstein was thanked by the members present and the meeting ended at 9:20.

Respectfully submitted,

Cheryl J. Abbott
Board Clerk

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 22, 2012

SUBJECT: Board Policies

- **Board Policy 4090 – Reports of Suspected Abuse or Neglect of Children**
- **Board Policy and Administrative Regulation 5060 – Non-Discrimination (Students)**
- **Administrative Regulation 5180 – Immunizations**
- **Administrative Regulation 5170 – Health Assessments/Screenings**

Attached please find Board Policy 4090, Reports of Suspected Abuse or Neglect of Children, Board Policy and Administrative Regulation 5060, Non-Discrimination (Students), Administrative Regulation 5180, Immunizations and Administrative Regulation 5170, Health Assessments/Screenings.

Board Policy 4090, Reports of Suspected Abuse or Neglect of Children, Board Policy and Administrative Regulation 5060, Non-Discrimination (Students), Administrative Regulation 5180, Immunizations and Administrative Regulation 5170, Health Assessments/Screenings were reviewed by the Policy Committee on February 8, 2012.

Board Policies 4090, and 5060 are revised. The language to be deleted is in brackets and new language is in caps and is bolded.

The Administrative Regulations 5060, 5180, and 5070 are enclosed for your information and do not require Board approval.

WDG:ca

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Reports of Suspected Abuse or
Neglect of Children

Number: 4090
Personnel

Approved: 12/16/02

Revised: 3/24/04

Revised: 5/11/05

Revised: 3/08/06

Revised: 3/10/10

Revised: 2/16/11

REVISED:

Conn. Gen. Stat. Section 17a-101 et seq. requires [certain educational personnel (school teachers, school administrators, school superintendents, school guidance counselors, school coaches and paraprofessionals) as well as registered and licensed practical nurses, psychologists, social workers, mental health professionals, physical therapists and certain professional counselors] **SCHOOL EMPLOYEES** who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect in accordance with the procedures set forth below. [For purposes of this policy, school employees also include any person who, under a contract with the board, and in the performance of his or her duties, has regular contact with student and who provides services to or on behalf of students enrolled in a public elementary, middle or high school.]

1. Scope of Policy

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

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which

is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

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

"School employee" [means] ([a]A) [a] A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board [of Education; or (b) or] **WHO IS WORKING FOR THE BOARD OF EDUCATION, ELEMENTARY, MIDDLE OR HIGH SCHOOL, OR**

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

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. [In the public school context, the] **THE** term "statutory mandated reporter" includes [teachers, school principals and other administrators, school superintendents, school guidance counselors, school coaches including coaches of intramural or interscholastic athletics), paraprofessionals, registered and licensed practical nurses, psychologists, social workers, police officers, mental health professionals, licensed or certified alcohol and drug counselors, physical therapists and any other licensed professional counselor. Mandated reporters also include any person paid to care for a child in any public or private facility, child day care center, group day care home or family day care licensed by the State] **ALL SCHOOL EMPLOYEES, AS DEFINED ABOVE.**

3. What Must Be Reported

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

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

4. Reporting Procedures for Statutory Mandated Reporters

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

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

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the commissioner of children and families or the local law enforcement agency.
- (2) The employee shall also make an oral report as soon as practicable to the Superintendent or the Superintendent's designee.
- (3) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) [Within 48] **NOT LATER THAN FORTY-EIGHT** hours [of] **AFTER** making an oral report the employee shall submit a written report to the Commissioner of Children and Families or [his/her representative] **THE COMMISSIONER'S DESIGNEE** containing all of the required information.
- (5) The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.
- (6) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the [Superintendent] **COMMISSIONER OF CHILDREN AND FAMILIES (OR HIS OR HER DESIGNEE)** shall submit a copy of the written report to the Commissioner of Education or his/her [representative] **DESIGNEE**.

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

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

- a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:
 - (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
 - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected, or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters, set forth above.
- b) Nothing in this policy shall be construed to preclude an employee from reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

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

- a) The names and addresses of the child and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;

- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; [and]
- I) THE REASONS SUCH PERSON OR PERSONS ARE SUSPECTED OF CAUSING SUCH INJURY OR INJURIES, MALTREATMENT OR NEGLECT;**
- J) ANY INFORMATION CONCERNING ANY PRIOR CASES IN WHICH SUCH PERSON OR PERSONS HAVE BEEN SUSPECTED OF CAUSING AN INJURY, MALTREATMENT OR NEGLECT OF A CHILD; AND**
- [i]K) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.**

7. Investigation of the Report

[If the suspected abuser is a school employee, as defined above, the]

- A) THE Superintendent OR HIS OR HER DESIGNEE shall thoroughly investigate [the report. Recognizing the fact that] REPORTS OF SUSPECTED ABUSE AND NEGLECT IF/WHEN SUCH REPORT INVOLVES AN EMPLOYEE OF THE BOARD OF EDUCATION OR OTHER INDIVIDUAL UNDER THE CONTROL OF THE BOARD, PROVIDED SUCH INVESTIGATION DOES NOT IMPEDE AN INVESTIGATION BY the Department of Children and Families("DCF"). IN ALL OTHER CASES, THE DEPARTMENT OF CHILDREN AND FAMILIES ("DCF") SHALL BE RESPONSIBLE FOR CONDUCTING THE INVESTIGATION WITH THE COOPERATION AND COLLABORATION OF THE BOARD, AS APPROPRIATE.**

- B) RECOGNIZING THAT DCF is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall [be coordinated with the Department of Children and Families and/or the police] PERMIT AND GIVE PRIORITY TO ANY INVESTIGATION CONDUCTED BY THE COMMISSIONER OF CHILDREN AND FAMILIES OR THE APPROPRIATE LOCAL LAW ENFORCEMENT AGENCY. THE SUPERINTENDENT SHALL CONDUCT THE DISTRICT'S INVESTIGATION AND TAKE ANY DISCIPLINARY ACTION, CONSISTENT WITH STATE LAW, UPON NOTICE FROM THE COMMISSIONER OF CHILDREN AND FAMILIES OR THE APPROPRIATE LOCAL LAW ENFORCEMENT AGENCY THAT THE DISTRICT'S INVESTIGATION WILL NOT INTERFERE WITH THE INVESTIGATION OF THE COMMISSIONER OF CHILDREN AND FAMILIES OR THE LOCAL LAW ENFORCEMENT AGENCY.**
- C) THE SUPERINTENDENT SHALL COORDINATE INVESTIGATORY ACTIVITIES** in order to minimize the number of interviews of any child and [to] share information with other persons authorized to conduct an investigation of child abuse [and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where the Department of Children and Families has indicated that obtaining such consent will interfere with its investigation] **OR NEGLECT, AS APPROPRIATE.**
- D) ANY PERSON REPORTING CHILD ABUSE OR NEGLECT, OR HAVING ANY INFORMATION RELEVANT TO ALLEGED ABUSE OR NEGLECT, SHALL PROVIDE THE SUPERINTENDENT WITH ALL INFORMATION RELATED TO THE INVESTIGATION THAT IS IN THE POSSESSION OR CONTROL OF SUCH PERSON, EXCEPT AS EXPRESSLY PROHIBITED BY STATE OR FEDERAL LAW.**
- E) [The] WHEN THE SCHOOL DISTRICT IS CONDUCTING AN INVESTIGATION INVOLVING SUSPECTED ABUSE OR NEGLECT BY AN EMPLOYEE OF THE BOARD OR OTHER INDIVIDUAL UNDER THE CONTROL OF THE BOARD, THE SUPERINTENDENT'S** investigation shall include an opportunity for the **INDIVIDUAL** suspected [abuser] **OF ABUSE OR NEGLECT** to be heard with respect to the allegations contained within the report. During the course of [an] **SUCH** investigation [of suspected abuse by a school employee], the Superintendent may suspend [the] **A**

BOARD employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the [employee is an] individual [who] **IS ONE** provides services to or on behalf of students enrolled in the Tolland Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the [employee] **INDIVIDUAL** to refrain from any contact with students enrolled in the Tolland Public Schools, pending the outcome of the investigation.

[a] 8. Evidence of Abuse **OR NEGLECT** by School Employee Holding A Certificate, Authorization or Permit Issued by the State Department of Education

- A) If, upon completion of the investigation by the Commissioner of Children and Families, the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused **OR NEGLECTED** by a school employee, **AS DEFINED ABOVE, WHO HAS BEEN ENTRUSTED WITH THE CARE OF A CHILD AND** who holds a certificate, permit, or authorization issued by the State [Department] **BOARD** of Education, [and that the Commissioner]; **OR** has recommended that such employee be placed on the **DEPARTMENT OF CHILDREN AND FAMILIES** child abuse and neglect registry, the Superintendent shall [make a written] request [to the Commissioner that he or she provide all] **(AND THE LAW PROVIDES) THAT DCF NOTIFY THE SUPERINTENDENT NOT LATER THAN FIVE (5) WORKING DAYS AFTER SUCH FINDING, AND PROVIDE THE SUPERINTENDENT WITH** records, whether or not created by the Department of Children and Families, concerning such investigation [to the Superintendent. In addition, the]. **THE** Superintendent shall suspend [the] **SUCH SCHOOL** employee[, if not previously suspended,] **SUCH SUSPENSION SHALL BE** with pay and [without] **SHALL NOT RESULT IN THE** diminution or termination of benefits **TO SUCH EMPLOYEE.**
- B) [Within] **NOT LATER THAN** seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education, or [his or her] **THE COMMISSIONER OF EDUCATION'S** representative, of the reasons for and [the] conditions of the suspension. The Superintendent shall disclose **SUCH** records [received from the Department of Children and Families] to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status of such employee's certificate, permit or authorization. [For certified personnel, such]

- C) **THE suspension OF A SCHOOL EMPLOYEE EMPLOYED IN THE POSITION REQUIRING A CERTIFICATE** shall remain in effect until the **SUPERINTENDENT AND/OR** Board of Education acts pursuant to the provisions of Conn. Gen. Stat. [Section 10-151] **§10-151. IF THE CONTRACT OF EMPLOYMENT OF SUCH CERTIFIED SCHOOL EMPLOYEE IS TERMINATED, OR SUCH CERTIFIED SCHOOL EMPLOYEE RESIGNS SUCH EMPLOYMENT, THE SUPERINTENDENT SHALL NOTIFY THE COMMISSIONER OF EDUCATION, OR THE COMMISSIONER OF EDUCATION'S REPRESENTATIVE, WITHIN SEVENTY-TWO HOURS AFTER SUCH TERMINATION OR RESIGNATION.**
- D) **THE SUSPENSION OF A SCHOOL EMPLOYEE EMPLOYED IN A POSITION REQUIRING AN AUTHORIZATION OR PERMIT SHALL REMAIN IN EFFECT UNTIL THE SUPERINTENDENT AND/OR BOARD OF EDUCATION ACTS PURSUANT TO ANY APPLICABLE TERMINATION PROVISIONS. IF THE CONTRACT OF EMPLOYMENT OF A SCHOOL EMPLOYEE HOLDING AN AUTHORIZATION OR PERMIT FROM THE STATE DEPARTMENT OF EDUCATION IS TERMINATED, OR SUCH SCHOOL EMPLOYEE RESIGNS SUCH EMPLOYMENT, THE SUPERINTENDENT SHALL NOTIFY THE COMMISSIONER OF EDUCATION, OR THE COMMISSIONER OF EDUCATION'S REPRESENTATIVE, WITHIN SEVENTY-TWO HOURS AFTER SUCH TERMINATION OR RESIGNATION.**
- E) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused [by a staff member who holds a certificate, permit or authorization issued by the State Department of Education] **OR NEGLECTED BY A SCHOOL EMPLOYEE.**

[If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.]

[b)] 9. Evidence of Abuse OR NEGLECT by [Other School Staff] ANY OTHER EMPLOYEE OR INDEPENDENT CONTRACTOR OF THE BOARD OF

EDUCATION

- A) If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused[by a non-certified school staff member] **OR NEGLECTED BY ANY SCHOOL EMPLOYEE, AS DEFINED ABOVE, OR OTHER EMPLOYEE OF THE BOARD OF EDUCATION OR INDIVIDUAL UNDER THE CONTROL OF THE BOARD**, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.
- B) **IF THE INDIVIDUAL IS ONE WHO PROVIDES SERVICES TO OR ON BEHALF OF STUDENTS ENROLLED IN THE TOLLAND PUBLIC SCHOOLS, PURSUANT TO A CONTRACT WITH THE BOARD OF EDUCATION, THE SUPERINTENDENT SHALL PERMANENTLY SUSPEND THE PROVISION OF SUCH SERVICES, AND DIRECT THE INDIVIDUAL TO REFRAIN FROM ANY CONTACT WITH STUDENTS ENROLLED IN THE TOLLAND PUBLIC SCHOOLS.**
- C) **REGARDLESS OF THE OUTCOME OF ANY INVESTIGATION BY THE COMMISSIONER OF CHILDREN AND FAMILIES AND/OR THE LOCAL LAW ENFORCEMENT AGENCY, THE SUPERINTENDENT AND/OR THE BOARD, AS APPROPRIATE, MAY TAKE DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT, IN ACCORDANCE WITH THE PROVISIONS OF ANY APPLICABLE STATUTE, IF THE SUPERINTENDENT'S INVESTIGATION PRODUCES EVIDENCE THAT A CHILD HAS BEEN ABUSED OR NEGLECTED BY ANY EMPLOYEE OF THE BOARD OF EDUCATION.**

[8]10. Delegation of Authority by Superintendent

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

[9]11. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 10 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

[10]12. Non-discrimination Policy**PROHIBITION AGAINST RETALIATION**

The Board of Education **EXPRESSLY PROHIBITS RETALIATION AGAINST INDIVIDUALS REPORTING CHILD ABUSE OR NEGLECT AND** shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

13. DISTRIBUTION OF POLICY

THIS POLICY SHALL BE DISTRIBUTED ANNUALLY TO ALL SCHOOL EMPLOYEES EMPLOYED BY THE BOARD. THE BOARD SHALL DOCUMENT THAT ALL SUCH SCHOOL EMPLOYEES HAVE RECEIVED THIS WRITTEN POLICY AND COMPLETED THE TRAINING AND REFRESHER TRAINING PROGRAMS REQUIRED BY IN SECTION 14, BELOW.

14. TRAINING

- A) ALL SCHOOL EMPLOYEES, AS DEFINED ABOVE, HIRED BY THE BOARD ON OR AFTER JULY 1, 2011, SHALL BE REQUIRED TO COMPLETE AN EDUCATIONAL TRAINING PROGRAM FOR THE ACCURATE AND PROMPT IDENTIFICATION AND REPORTING OF CHILD ABUSE AND NEGLECT. SUCH TRAINING PROGRAM SHALL BE DEVELOPED AND APPROVED BY THE COMMISSIONER OF CHILDREN AND FAMILIES.**
- B) ON OR BEFORE JULY 1, 2012, ALL SCHOOL EMPLOYEES, AS DEFINED ABOVE, HIRED BY THE BOARD BEFORE JULY 1, 2011, SHALL COMPLETE THE REFRESHER TRAINING PROGRAM DEVELOPED AND APPROVED BY THE COMMISSIONER OF CHILDREN AND FAMILIES.**
- C) ALL SCHOOL EMPLOYEES, AS DEFINED ABOVE, SHALL RETAKE A REFRESHER TRAINING COURSE DEVELOPED AND APPROVED BY THE COMMISSIONER OF CHILDREN AND FAMILIES AT LEAST ONCE EVERY THREE YEARS.**

15. RECORDS

- A) THE BOARD SHALL MAINTAIN IN A CENTRAL LOCATION ALL RECORDS OF ALLEGATIONS, INVESTIGATIONS AND REPORTS THAT A CHILD HAS BEEN ABUSED OR NEGLECTED BY A SCHOOL EMPLOYEE, AS DEFINED ABOVE, EMPLOYED BY THE BOARD, AND CONDUCTED IN ACCORDANCE WITH THIS POLICY. SUCH RECORDS SHALL INCLUDE ANY REPORTS MADE TO THE DEPARTMENT OF**

CHILDREN AND FAMILIES. THE STATE DEPARTMENT OF EDUCATION SHALL HAVE ACCESS TO SUCH RECORDS UPON REQUEST.

- B) NOTWITHSTANDING THE PROVISIONS OF CONN. GEN. STAT. §10-151C, THE BOARD SHALL PROVIDE THE COMMISSIONER OF CHILDREN AND FAMILIES, UPON REQUEST AND FOR THE PURPOSES OF AN INVESTIGATION BY THE COMMISSIONER OF CHILDREN AND FAMILIES OF SUSPECTED CHILD ABUSE OR NEGLECT BY A TEACHER EMPLOYED BY THE BOARD, ANY RECORDS MAINTAINED OR KEPT ON FILE BY THE BOARD. SUCH RECORDS SHALL INCLUDE, BUT NOT BE LIMITED TO, SUPERVISORY RECORDS, REPORTS OF COMPETENCE, PERSONAL CHARACTER AND EFFICIENCY MAINTAINED IN SUCH TEACHER'S PERSONNEL FILE WITH REFERENCE TO EVALUATION OF PERFORMANCE AS A PROFESSIONAL EMPLOYEE OF THE BOARD, AND RECORDS OF THE PERSONAL MISCONDUCT OF SUCH TEACHER. FOR PURPOSES OF THIS SECTION, "TEACHER" INCLUDES EACH CERTIFIED PROFESSIONAL EMPLOYEE BELOW THE RANK OF SUPERINTENDENT EMPLOYED BY THE BOARD IN A POSITION REQUIRING A CERTIFICATE ISSUED BY THE STATE BOARD OF EDUCATION.**

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

SECTION 53A-65

Public Act [09-242] 11-93, "An Act Concerning [Sexual Activity Between School Workers And Students and Including School Superintendents as Mandated Reporters] **THE RESPONSE OF SCHOOL DISTRICTS AND THE DEPARTMENT OF CHILDREN AND FAMILIES TO REPORTS** of Child Abuse [or] **AND Neglect**" **AND THE IDENTIFICATION OF FOSTER CHILDREN WITH A DISTRICT.**

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

BOARD POLICY

REGARDING: Non-Discrimination (Students)

Number: 5060
Students

Approved: 2/28/01

Revised: 6/13/07

REVISED:

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, color, religion, age, gender, marital status, sexual orientation, national origin, ancestry, disability **(INCLUDING PREGNANCY, or [genetic information] GENDER IDENTITY OR EXPRESSION,** subject to the conditions and limitations established by law.

For the purposes of this policy, ["genetic information"] means **A PERSON'S GENDER-RELATED IDENTITY, APPEARANCE OR BEHAVIOR, WHETHER OR NOT THAT GENDER-RELATED IDENTITY, APPEARANCE OR BEHAVIOR IS DIFFERENT FROM THAT TRADITIONALLY ASSOCIATED WITH THE PERSON'S PHYSIOLOGY OR ASSIGNED SEX AT BIRTH, WHICH GENDER-RELATED IDENTITY CAN BE SHOWN BY PROVIDING EVIDENCE INCLUDING, BUT NOT LIMITED TO, MEDICAL HISTORY, CARE OR TREATMENT OF THE GENDER-RELATED IDENTITY, CONSISTENT AND UNIFORM ASSERTION OF THE GENDER-RELATED IDENTITY OR ANY OTHER EVIDENCE THAT THE GENDER-RELATED IDENTITY IS SINCERELY HELD, PART OF A PERSON'S CORE IDENTITY OR NOT BEING ASSERTED FOR AN IMPROPER PURPOSE** [the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member].

Legal Reference:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.* -
Discrimination on basis of sexual orientation

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

PUBLIC ACT 11-55 AN ACT CONCERNING DISCRIMINATION

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

ADMINISTRATIVE REGULATION

REGARDING: DISCRIMINATION
COMPLAINTS

Number: 5060
Students

APPROVED: 5/23/07

REVISED:

It is the express policy of the Tolland Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, gender, sexual orientation, marital status, national origin, ancestry, disability **(INCLUDING PREGNANCY), OR GENDER IDENTITY OR EXPRESSION** [or genetic information]. In order to facilitate the timely resolution of such complaints any student who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
51 TOLLAND GREEN
TOLLAND, CT 06084

Timely reporting of complaints facilitates the investigation and resolution of such complaints. Therefore, complaints should be filed within thirty (30) days of the alleged occurrence.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written complaint of discrimination, the superintendent and/or his or her designee should:

1. Offer to meet with the complainant to discuss the nature of his/her complaint;
2. Provide the complainant with a copy of the Board's anti-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

4. Conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;
5. Communicate the findings and/or results of any investigation to the complainant; and
6. Take appropriate corrective and disciplinary action, as deemed appropriate by the superintendent and/or his or her designee.

If the complaint involves an allegation of discrimination based on disability or [gender] **OR SEX**, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act (for claims of discrimination and/or harassment based on disability) and [gender] **SEX DISCRIMINATION/SEXUAL HARASSMENT** [discrimination/genderual harassment] (for claims of discrimination and/or harassment based on gender).

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

**BOSTON OFFICE
OFFICE OF CIVIL RIGHTS
U.S. DEPARTMENT OF EDUCATION
8 Floor, 5 Post Office Square
SUITE 900
BOSTON, MA 02109-3921
TEL. (617) 289-0111
OCR.BOSTON@ED.GOV**

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, gender, marital status, sexual orientation, national origin, ancestry, or disability)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination _____

Name or names of the discriminator(s)

Location where such discrimination occurred _____

Name(s) of any witness(es) to the discrimination/harassment

Detailed statement of the circumstances constituting the alleged discrimination

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

ADMINISTRATIVE REGULATION

REGARDING: Immunizations

Number: 5180
Students

Approved: 10/10/01

Revised: 3/29/04

Revised: 4/27/11

REVISED:

In accordance with state law and accompany regulations, the Tolland Board of Education requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenzae type B, hepatitis a, hepatitis B varicella, pneumococcal diseases, meningococcal disease and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f, prior to enrolling in any program or school under its jurisdiction. Among other requirements, before being permitted to enter seventh grade, the Board requires each child to be vaccinated against meningococcal disease, the Board further requires each child to receive a second immunization against measles and tetanus, diphtheria and pertussis (TDAP) before being permitted to enter seventh grade.

In addition to existing requirements, for the 2011-2012 school year thereafter, each child must have received two doses of immunization against varicella before being permitted to enter kindergarten and seventh grade. Also for the 2011-2012 school year, and every school year thereafter, each child must have received two doses of immunization against rubella and mumps before being permitted to enter grades kindergarten through twelve.

Beginning January 1, 2012, and each January 1 thereafter, children aged 24-59 months enrolled in the Board's preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and December 31 of the preceding year. All children aged 24-59 months who have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season that they were vaccinated. Children seeking to enroll in the Board's preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any

given year are not required to meet the influenza vaccine requirement until the following January 1.

Exemption from the pertinent requirements of these administrative regulations shall be granted to any child who:

- (1) presents a certificate from a physician, **PHYSICIAN ASSISTANT, ADVANCED PRACTICE REGISTERED NURSE** or local health agency stating that initial immunizations have been given to such child and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health; or
- (2) presents a certificate from a physician, **PHYSICIAN ASSISTANT, OR ADVANCE PRACTICE REGISTERED NURSE** stating that in the opinion of a such physician, such immunization is medically contraindicated because of the physical condition of such child; or
- (3) presents a statement from the parents or guardian of such child that such immunization would be contrary to the religious beliefs of such child; or
- (4) in the case of measles, mumps or rubella, presents a certificate from a physician, **PHYSICIAN ASSISTANT OR ADVANCED PRACTICE REGISTERED NURSE** or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
- (5) in the case of hemophilus influenzae type B, has passed his/her fifth birthday; or
- (6) in the case of pertussis, has passed his/her sixth birthday.

In accordance with state law, the Tolland Board of Education shall not be liable for civil damages resulting from an adverse reaction to a nondefective vaccine required to be administered by state law.

The Board of Education designates the building school nurses as the representatives for receipt of reports from health care providers concerning student immunizations.

THE REGULATIONS CONCERNING REQUIRED IMMUNIZATIONS FOR ELEMENTARY (INCLUDING PRESCHOOL), MIDDLE AND HIGH SCHOOL STUDENTS CAN BE FOUND AT:

[HTTP://WWW.CT.GOV/DPH/LIB/DPH/SCHOOLREGULATIONS2010.PDF](http://www.ct.gov/dph/lib/dph/schoolregulations2010.pdf)

Legal Reference: Connecticut General Statute
10-204a Required immunizations
10-204c Immunity from liability

**PUBLIC ACT 11-242 – AN ACT CONCERNING VARIOUS
REVISIONS TO PUBLIC HEALTH RELATED STATUTES**

Connecticut Agencies Regulations
§10-204a-2a Adequate Immunization

Letter to Superintendents of School et al. from Connecticut State Department of Education, *Reinstatement PF of prekindergarten school immunization entry requirement for haemophilus influenza type b (HIB) vaccine, June 25, 2010.*

Letter to Superintendents of Schools et al, from Connecticut State Department of Education, *Changes in the immunization for school entry, March 15, 2011.*

TOLLAND PUBLIC SCHOOLS
Tolland, Connecticut

ADMINISTRATIVE REGULATION

REGARDING: Health Assessments/
Screenings

Number: 5170
Administrative

Approved: 6/11/03

Revised: 4/28/04

Revised: 6/13/07

Revised: 12/03/07

REVISED:

I. Assessments

The Tolland Board of Education requires each student enrolled in the Tolland Public Schools to have health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent him/her from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for him/her. Such health assessments must be conducted by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, who is licensed under state statute, a physician assistant, who is licensed under state statute, or the school medical advisor **OR A LEGALLY QUALIFIED PRACTITIONER OF MEDICINE, AN ADVANCED PRACTICE REGISTERED NURSE OR A PHYSICIAN ASSISTANT STATIONED AT ANY MILITARY BASE**. The Board of Education will provide written prior notice of the health assessments required under this policy to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or he/she may provide for such assessment him/herself. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by this policy made be denied continued attendance in the Tolland Public Schools.

II. Assessments Required

Prior to enrollment in the Tolland Public Schools, each student must undergo a health assessment, which shall include: (1) a physical examination, which

includes hematocrit or hemoglobin tests, height, weight and blood pressure, and beginning with the 2003-2004 school year, a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (a) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (b) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (c) screening questions to be answered by such provider; (2) an updating of immunizations as required by state law; (3) vision, hearing, speech and gross dental screenings; and (4) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The pre-enrollment assessment shall also include tests for sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood, if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a **PHYSICIAN, OR** physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

Each student enrolled in the Tolland Public Schools in grade six **OR SEVEN** and in grade **NINE OR** ten must undergo a health assessment, which shall include (1) a physical examination, which includes hematocrit or hemoglobin tests, height, weight and blood pressure, **AND A CHRONIC DISEASE ASSESSMENT WHICH SHALL INCLUDE; BUT NOT LIMITED TO, ASTHMA AS DEFINED BY THE COMMISSIONER OF PUBLIC HEALTH PURSUANT TO SUBSECTION © OF SECTION 19A-62A OF THE CONNECTICUT GENERAL STATUTES. THE ASSESSMENT FORM SHALL INCLUDE (A) A CHECK BOX FOR THE PROVIDER CONDUCTING THE ASSESSMENT, TO INDICATE AN ASTHMA DIAGNOSIS, (B) SCREENING QUESTIONS RELATING TO APPROPRIATE PUBLIC HEALTH CONCERNS TO BE ANSWERED BY THE PARENT OF GUARDIAN, AND (C) SCREENING QUESTIONS TO BE ANSWERED BY SUCH PROVIDER;** (2) an updating of immunizations as required by state law; (3) vision, hearing, postural and gross dental screenings; and (4) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The grade six/**SEVEN** and grade **NINE**/ten assessments shall also include tests for sickle cell anemia or Cooley's anemia, if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

The Board of Education shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

III. Screenings Required

The Board of Education will provide annually to each student enrolled in kindergarten, grades one to six, inclusive, and grade nine, a vision screening using a Snellen chart or equivalent screening. The school building nurse shall give written notice to the parent or guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease.

The Board of Education will provide annually to each student enrolled in kindergarten to grade three, inclusive, grade five and grade eight, audiometric screening for hearing. The school building nurse shall give written notice to the parent or guardian of each student who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect.

The Board of Education will provide annual postural screenings for each student in grades five to nine. The school building nurse shall give written notice to the parent or guardian of each student who evidences any postural problem, with a brief statement describing such evidence.

All of the screenings required under this [policy] **ADMINISTRATIVE REGULATION** will be performed in accordance with regulations applicable to such screenings as adopted by the State Board of Education.

IV. Assessment/Screening Results

The results of each assessment and screening required by this [policy] **ADMINISTRATIVE REGULATION** shall be recorded on forms supplied by the State Board of Education. Each physician, advanced practice registered nurse, **REGISTERED NURSE** or physician assistant performing health assessments under this [policy] **ADMINISTRATIVE REGULATION** shall sign each form and any recommendations concerning a student shall be in writing. Assessment/screening forms shall be included in the cumulative health record of each student and they shall be kept on file in the school attended by the student. If a student permanently leaves the Tolland Public Schools, for another town in Connecticut, his/her cumulative health record shall be sent to the chief administrative officer of the school district to which the student moves, with the Tolland Board of Education retaining a copy. The original will be kept if the student is leaving the state with a copy being sent to the town and state the student will be residing in.

Appropriate school health personnel shall review the results of each assessment and screening. If the reviewing school health personnel judge that a student is in need of further testing or treatment, the school building nurse shall give written notice to the parent or guardian of such student and shall make reasonable efforts to ensure that such further testing or treatment is provided. Reasonable efforts shall include determination of whether the parent or guardian has obtained the necessary testing or treatment for the student, and, if not, advising the parent or guardian how such testing or treatment may be obtained. The results of such further testing or treatment shall be recorded, kept on file and reviewed by appropriate school health personnel in the same manner as the results of the health assessments and screenings required under this policy.

V. Exemption

Nothing in [this policy] **THESE ADMINISTRATIVE REGULATIONS** shall be construed to require any student to undergo a physical or medical examination or treatment, or be compelled to receive medical instruction, if the parent or legal guardian of such student or the student, if he/she is an emancipated minor or is eighteen years of age or older, notifies the teacher or principal or other person in charge of such student in writing that he/she objects on religious grounds to such physical or medical examination or treatment or medical instruction.

VI. OTHER NON-EMERGENCY INVASIVE PHYSICAL EXAMINATIONS AND SCREENINGS:

- (a) **IN ADDITION TO THE SCREENINGS LISTED ABOVE, THE DISTRICT MAY, FROM TIME TO TIME, REQUIRE STUDENTS TO UNDERGO ADDITIONAL NON-EMERGENCY, INVASIVE PHYSICAL EXAMINATION(S)/SCREENING(S).**
- (b) **A NON-EMERGENCY, INVASIVE PHYSICAL EXAMINATION OR SCREENING IS DEFINED AS:**
- 1. ANY MEDICAL EXAMINATION THAT INVOLVES THE EXPOSURE OF PRIVATE BODY PARTS; OR**
 - 2. ANY ACT DURING SUCH EXAMINATION THAT INCLUDES INCISION, INSERTION, OR INJECTION INTO THE BODY, BUT DOES NOT INCLUDE A HEARING, VISION, OR SCOLIOSIS SCREENING; AND**
 - 3. IS REQUIRED AS A CONDITION OF ATTENDANCE, ADMINISTERED BY THE SCHOOL AND SCHEDULED BY THE SCHOOL IN ADVANCE; AND**

4. IS NOT NECESSARY TO PROTECT THE IMMEDIATE HEALTH AND SAFETY OF THE STUDENTS.

(C) IF THE DISTRICT ELECTS TO CONDUCT ANY SUCH EXAMINATIONS, THEN, AT THE BEGINNING OF THE SCHOOL YEAR, THE ADMINISTRATION SHALL GIVE DIRECT NOTICE TO PARENTS OF AFFECTED STUDENTS OF THE DISTRICT'S INTENT TO CONDUCT THE NON-EMERGENCY INVASIVE PHYSICAL EXAMINATION(S) AND/OR SCREENING(S) DESCRIBED IN THIS SUBSECTION. SUCH NOTICE SHALL INCLUDE THE SPECIFIC OR APPROXIMATE DATES DURING THE SCHOOL YEAR OF THE ADMINISTRATION OF SUCH NON-EMERGENCY INVASIVE PHYSICAL EXAMINATION(S)/SCREENING(S).

School representative to receive information concerning health assessments:

The Board of Education designates the school building nurse as the representative for receipt of reports from health care providers concerning student health assessments.

Legal References:

Connecticut General Statutes

§ 10-206 Health Assessments

§ 10-206a Free Health Assessments

§ 10-208 Exemption from Examination or Treatment

§ 10-214 Vision, Audiometric and Postural

Screenings: when required; notification of parents re defects; record of results

[Public Act 03-211, "An Act Concerning the Provision of Medical Care for Students' Health Care Needs"]

Public Act 07-58, "An Act Concerning Health Assessments for Adolescents"]

PUBLIC ACT 11-179 AN ACT CONCERNING EDUCATION ISSUES

Federal law:

Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Public Law 107-110, § 1061, Codified at 20 U.S.C.. § 1232h.

STATE OF CONNECTICUT DEPARTMENT OF EDUCATION, BUREAU OF SCHOOL, FAMILY COMMUNITY PARTNERSHIPS, CUMULATIVE HEALTH RECORDS GUIDELINES (2003).

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 22, 2012

SUBJECT: Enrichment Programs – Status

At the January 11, 2012 meeting, the Board requested an update on the afternoon enrichment program offered students at Birch Grove, Tolland Intermediate and Tolland Middle schools. Three separate sessions were planned for each school as follows:

<u>School</u>	<u>Club Name</u>	<u>Start Date</u>
Birch Grove	Adventures with Jack and Annie	Jan. 26
	Super Solvers	Mar. 8
	Math Magic	Apr. 26
Intermediate School	Adventures in Science Enrichment – Grade 5	Jan. 26
	Adventures in Science Enrichment – Grade 4	Mar. 8
	Adventures in Science Enrichment – Grade 3	Apr. 26
Middle School	Girl Power (Postponed until April/May)	
	Culinary Adventures	Apr. 9
	Rocketry	Apr. 30

The student enrollment in the first of the three sessions is as follows:

Adventures with Jack and Annie	30
Adventures in Science Enrichment (Grade 5)	23

The Administration will provide a second update in April.

WDG:ca

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 22, 2012

SUBJECT: Strategic School Profiles (2010/2011)

The 2010/2011 Strategic School Profiles have recently been issued and are on the School District website under District Offices - Superintendent (www.tolland.k12.ct.us).

The Profiles include the following 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 and District revenues and expenditures. The **School Profiles** provide information about each school with respect to school needs, resources and student performance. All the reports include comparative data with respect to District Reference Group C (DRG C) and the State.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 22, 2012

SUBJECT: District Improvement Goals – Mid-Year Status Reports

Attached are the 2011/2012 District Improvement Goals mid-year status reports. The District Goals are comprised of individual school improvement plans. The plans for each school are:

The Goals are:

1. Birch Grove –
 - To improve student achievement in each of the curriculum areas
 - To continue to develop a school that is responsive to student, staff and family needs
 - To implement Scientific Research – Based Interventions (SRBI) in reading, math and student behavior
2. Tolland Intermediate School –
 - To improve reading and writing proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT
 - Through the implementation of the PBIS program, Tolland Intermediate School staff will decrease the total number of negative student behaviors, office referrals, by increasing the number of positive interactions and positive reinforcements. Baseline data will be collected during year one of PBIS implementation
 - To develop a system of Response to Intervention (Action Plan)
3. Tolland Middle School –
 - To improve student achievement and literacy
 - To improve the school climate in the areas of respect and tolerance among all members of the TMS community
 - To statistically evaluate the success of Rtl programs at TMS in an effort to continually improve student performance and culture and further evolve Rtl/SRBI programs at the school.

4. Tolland High School -

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

Measurable objectives, strategies to be utilized and measures to assess results are listed. The final status of the SMART (Strategic, Measurable, Attainable, Results-based and Time-bound) Goals will be presented to the Board of Education in August, 2012.

WDG:ca
attachments

Tolland Public School School Improvement Plan 2011-2012

School Improvement Plan		2011-2012		
Program		Birch Grove Primary School		
School Goal		To Improve Student Achievement in Each of the Curriculum Areas		
Measurable Objective	Strategies	Measures	Baseline	Goal
<ul style="list-style-type: none"> • 80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA. • 80% of students in grade K-2 will meet goal on the math benchmarks. • 80% of students will meet the goal of proficient or better on all other curriculum benchmarks. • 70% of students with special needs spend 80% of their time in the regular classroom. 	<p>In order to foster teacher analysis and reflection on student work , the following will occur;</p> <ul style="list-style-type: none"> • Facilitate book study groups using Educational articles, <i>Leading and Managing a Differentiated Classroom</i> by Tomlinson & Imbeau, <i>Skill Streaming in Early Childhood</i> by McGinnis and Goldstein. • Continue to evaluate and improve tier 1 instruction in all major subject areas. • Ensure small PLC teams meet and use benchmark data for the focus of the PLC discussions. • Continue alignment of Language Arts Standards, report card, and teaching practice assessment. <p>In order to foster improvement in student work, the following will occur;</p> <p>Language Arts –</p> <ul style="list-style-type: none"> • Review the Language Arts Program Evaluation conducted by Dr. Susan Deffenbaugh to gauge progress towards meeting the Evaluation’s recommendations. • Continue to develop a system for monitoring and recording student progress to refine the SRBI model. • Continue to create anchor sets for common assessments. • Write a language arts curriculum for grades K-2 based on Common Core State Standards. • Establish a common book room that would house leveled readers for grades K-2. 	<p>Kindergarten Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW - Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p> <p>All other Curriculum Areas Benchmarks</p> <p>Special Ed Inclusion Data</p>	<p>Kindergarten Math – June 2011 Counts by 1s to 100 – 84% goal or better Counts back by 1s (10-0) - 95% goal or better Counts- Compare & Order #'s – 81% goal or better PV-ID Numbers to 30 – 78% goal or better Estimation – 88% goal or better Money- Identifies Coins- 67% goal or better Measurement- 91% goal or better Time (Calendar)-78% goal or better Time (Hour)- 92% goal or better 2D & 3D Shapes- 84% goal or better Data: Prob. &</p>	<p>Kindergarten Math – 80% above goal</p> <p>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 3</p> <p>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p>Mathematics K-2 80% above goal</p> <p>All other Curriculum Areas 3/4 on a 4 pt. rubric or 80% above goal</p>

	<ul style="list-style-type: none"> • Monitor teachers’ use of time to maintain fidelity to pacing guides. • Work with PLC teams to monitor team goal progress and develop teacher capacity in the area of reading. <p>Math</p> <ul style="list-style-type: none"> • Each grade will work on alignment of curriculum to the Common Core State Standards • Develop a universal screen and Standard Treatment Protocol for Math Intervention for all tiers. • Work with the Math Coordinator and Math support teacher to continue to establish the criteria for determining which students are in need of Math Support. • Look at intervention programs for tier 2 math instruction. • Coordinator to meet with Gr. 2 team to discuss 3rd grade CMT results. • Work with PLC teams to monitor goal progress in number sense, number recognition, math facts and telling time. <p>Science</p> <ul style="list-style-type: none"> • Meet in grade level teams to review curriculum and instructional practices. • Meet with K-2 science representatives to continue to review curricular issues. Discuss how changes are being implemented. Implement Tier I lessons using best practice at all grade levels. • Equip classrooms with the necessary materials to complete inquiry labs. Include more measurement in science activities. • The science coordinator will work with teachers to develop and model more inquiry based lab experiences for students. • Integrate more science vocabulary and methods to reinforce the terms. • Set up a science classroom to model and conduct labs. <p>Social Studies</p> <ul style="list-style-type: none"> • Develop new lessons/units as needed to align with new state standards. • Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development. 		<p>Stats-83% goal or better AR_Identify & Extend Patterns- 90% goal or better AR- Sort & Classify-89% goal or better</p> <p><u>Language Arts</u> Phoneme Rhyming - 96% goal or better Phoneme Blending - 75% goal or better Phoneme Isolation, Initial Sound – 97% goal or better Letter Names UC- 99% goal or better Letter Names LC - 98% goal or better Letter Sounds – 93% goal or better HF Words- 78% goal or better CAP- 98% goal or better HRSW- 84% goal or better Phonemic Isolation, Final Sound- 73% goal or better Phonemic Segmentation- 88% goal or better End of year: DRA level 3 or higher - 87% goal or better</p> <p><u>Grade 1 LA –</u></p>	
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	<p>In order to foster improvement in student work with children with special needs, the following will occur;</p> <ul style="list-style-type: none"> • 70% of the special needs students will spend 80% of their time in the regular classroom • Utilize the RTI process to the fullest extent before initiating a special education referral. • Clarify through discussions with the LA coordinator the criteria and methods for benchmark modifications in Grade 1 and 2. • Continue to develop a Standard Treatment Protocol for reading/Math intervention for Sped students in Grades K-2. 		<p><u>End of Year</u> Theme 3 - 80 % goal or better Writing prompt –89% scored 6 or better DRA level 6 or higher – 62% goal or better *Nov.2010</p> <p>Theme 4/5 - 79 % Goal or Better Theme 6/7- 87% Goal or Better Theme 8/9/10- 88% Goal or Better End of Year: Writing prompt –74% scored 8 or better (98% scored 6 or better) End of year: DRA level 18 or higher - 53% goal or better (Level 16 or higher – 78% goal or better)</p> <p><u>First Grade Math</u> BOY – 57% goal or better Unit 1 –88% goal or better Unit 2 –90% goal or better Unit 3 –86% goal or better Unit 4 – 92% Goal or Better Unit 5- 89% Goal or Better MOY-87% Goal or Better Unit 6- 90% Goal or Better Unit 7- 88%</p>	
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		<p>Goal or Better Unit 8- 93% Goal or Better Unit 9- 83% Goal or Better Unit 10- 90% Goal or Better EOY- 93% Goal or Better</p> <p><u>Grade 2 – Math</u> BOY Assessment- 81% goal or better Unit 1 – 88% goal or better Unit 2 - 92% goal or better Unit 3 –94% goal or better Unit 4 - 95% goal or better Unit 5- 96% goal or better Unit 6- 90% goal or better Unit 7- 91% goal or better Unit 8-78% goal or better Unit 9-89% goal or better Unit 10 – 84% goal or better EOY Assessment:- 80% goal or better</p> <p><u>Grade 2 Language Arts</u> 2.2 Nature Walk – 82% goal or better DRA Level 20 or higher – 67% goal or better*Nov.201</p>	
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			<p>0 Writing prompt –54% scored 6 or better Theme 3 – 81% goal or better Theme 6 – 86% goal or better End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 86% goal or better) End of Year: Writing prompt –59% scored 8 or better (97% scored 6 or better)</p> <p><u>Grade 2 Science</u> Rocks – 91% Rocks – Insects, creatures and crawlers-94 % Sun, shadows, and gravity- 80%</p> <p><u>Grade 2 Social Studies</u> Native Americans - 87% Japan- 94%</p>	
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Measure	Results	
	February	August
<u>Kindergarten</u> Math – Benchmark	Sorting/Classify – 82% goal or better Patterning - 88% goal or better	

<p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p> <p>All other Curriculum Areas Benchmarks</p>	<p>Counting to 50 – 77% goal or better Measurement – 63% goal or better Estimation – 74% goal or better</p> <p><u>Language Arts</u> Rhyming - 78% goal or better Cap LID - 88% goal or better Low LID – 79% goal or better Letter Sounds- 33% goal or better CAP - 65% goal or better</p> <p><u>First Grade Language Arts</u> Theme 3 - 80% goal or better Writing prompt –82% scored 6 or better DRA level 10 or higher 60 % goal or better</p> <p><u>First Grade Math</u> BOY – 23% goal or better MOY – assessment 91% goal or better Unit 1 –91% goal or better Unit 2 –86% goal or better Unit 3 –89% goal or better</p> <p><u>Science</u> Living/Nonliving Things - 88 % goal or better</p> <p><u>Social Studies</u> Neighborhoods -94% goal or better</p> <p>Grade 2 <u>Language Arts</u> Theme 1 – 90% goal or better DRA Level 24 or higher – 65% goal or better Writing prompt 57% scored 6 or better</p> <p><u>Math</u> BOY Assessment- 80% goal or better</p>	
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	<p>Unit 1 – 98% goal or better Unit 2 - 96% goal or better Unit 3 –99% goal or better Unit 4 - 99% goal or better</p> <p><u>Science</u> Rocks – 97 % goal or better</p> <p><u>Social Studies</u> Native Americans -90% goal or better</p>	
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Tolland Public School
School Improvement Plan
2011-2012

School Improvement Plan		2011 - 2012		
Program		Birch Grove Primary School		
School Goal		To Continue to Develop a School that is Responsive to Student, Staff and Family Needs		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) Reduction of office referrals by 5% 2) Reduction of bus reports by 5%	<ul style="list-style-type: none"> • Begin PBIS program training • Increase the use of Second Step Violence Prevention program to every classroom. • Share collaborative Problem solving • Communicate tiers of intervention for behavior management with teachers. • Continue to establish behavioral expectations for Tier 1 interventions prior to referral for the TAT process. • Assistant Principal will monitor cafeteria and recess behavior to reinforce common rules. • Daily sharing about character themes on the morning announcements. • Communicate morning meeting ideas, greetings, and activities with the staff to use in the classroom • Assistant principal will monitor bus behavior and work with bus drivers to reinforce common rules. 	1) Behavior Log maintained by Tom and Mike 2) Bus Tickets	121 office referrals in 2010 -2011 88 bus warnings in 2010 - 2011	No more than 115 office referrals No more than 84 bus warnings

Measure	Results	
	February	August
Bus Warnings	Kindergarten 14	
	First Grade 14	
	Second Grade 14	
	Total 44	
Behavior log	56 office referrals	

**Tolland Public School
School Improvement Plan
2011-2012**

School Improvement Plan		2011 - 2012		
Program		Birch Grove Primary School		
School Goal		To implement Scientific Research - Based Interventions (SRBI) in reading, math and student behavior		
Measurable Objective	Strategies	Measures	Baseline	Goal
<ul style="list-style-type: none"> 80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA. 80% of students in grade K-2 will meet goal on the math benchmarks. Reduction of TAT referrals by 5% Reduction of office referrals by 5% 	<p>Language Arts</p> <ul style="list-style-type: none"> Investigate use of (DIBELS) progress monitoring guidelines for Tier 1 reading program. Develop progress-monitoring form to record interventions for TAT process. Monitor progress monitoring guidelines with Tiers 2 and 3 reading intervention programs. Provide collaboration with teachers to share best practices for tier 1. <p>Math</p> <ul style="list-style-type: none"> Communicate a Standard Treatment Protocol for Math Intervention for all tiers with teachers. Work with the Math Coordinator and Math support teacher to review criteria for determining which students are in need of Math Support. Develop a plan for improving Tier 1 math instruction. Investigate guided math instruction Continue to revise math intervention assessments to identify needs of the students. <p>Behavior</p> <ul style="list-style-type: none"> Communicate tiers of intervention for behavior management. Begin training in PBIS to implement next year. Assistant Principal will monitor the cafeteria and recess 	<p>Kindergarten Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW - Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p>	<p>Kindergarten Math – June 2011 Counts by 1s to 100 – 84% goal or better Counts back by 1s (10-0) - 95% goal or better Counts- Compare & Order #'s – 81% goal or better PV-ID Numbers to 30 – 78% goal or better Estimation – 88% goal or better Money- Identifies Coins- 67% goal or better Measurement- 91% goal or better Time (Calendar)-78% goal or better Time (Hour)- 92% goal or better 2D & 3D</p>	<p>Kindergarten Math – 80% above goal</p> <p>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS -42/52 DRA – 3</p> <p>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p>Mathematics K-2 80% above goal</p> <p>TAT Less than 75</p>

	<p>behavior to ensure consistency of following rules.</p> <ul style="list-style-type: none"> • Monitor and review BEARS/mentoring program with assistant principal and psychologist • Investigate progress monitoring guidelines for student behavior using Second Step Program. 		<p>Shapes- 84% goal or better Data: Prob. & Stats-83% goal or better AR_Identify & Extend Patterns- 90% goal or better AR- Sort & Classify-89% goal or better</p> <p><u>Language Arts</u> Phoneme Rhyming - 96% goal or better Phoneme Blending - 75% goal or better Phoneme Isolation, Initial Sound – 97% goal or better Letter Names UC- 99% goal or better Letter Names LC - 98% goal or better Letter Sounds – 93% goal or better HF Words- 78% goal or better CAP- 98% goal or better HRSW- 84% goal or better Phonemic Isolation, Final Sound- 73% goal or better Phonemic Segmentation- 88% goal or better End of year: DRA level 3 or higher - 87% goal or better</p>	<p>students participating</p> <p><u>Behavior</u> Less than 123 student referrals</p>
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			<p><u>Grade 1 LA – End of Year</u> Theme 3 - 80 % goal or better Writing prompt –89% scored 6 or better DRA level 6 or higher – 62% goal or better *Nov.2010</p> <p>Theme 4/5 - 79 % Goal or Better Theme 6/7- 87% Goal or Better Theme 8/9/10- 88% Goal or Better End of Year: Writing prompt –74% scored 8 or better (98% scored 6 or better) End of year: DRA level 18 or higher - 53% goal or better (Level 16 or higher – 78% goal or better)</p> <p><u>First Grade Math</u> BOY – 57% goal or better Unit 1 –88% goal or better Unit 2 –90% goal or better Unit 3 –86% goal or better Unit 4 – 92% Goal or Better Unit 5- 89% Goal or Better MOY-87% Goal or Better</p>	
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		<p>Unit 6- 90% Goal or Better Unit 7- 88% Goal or Better Unit 8- 93% Goal or Better Unit 9- 83% Goal or Better Unit 10- 90% Goal or Better EOY- 93% Goal or Better</p> <p><u>Grade 2 – Math</u> BOY Assessment- 81% goal or better Unit 1 – 88% goal or better Unit 2 - 92% goal or better Unit 3 –94% goal or better Unit 4 - 95% goal or better Unit 5- 96% goal or better Unit 6- 90% goal or better Unit 7- 91% goal or better Unit 8-78% goal or better Unit 9-89% goal or better Unit 10 – 84% goal or better EOY Assessment:- 80% goal or better</p> <p><u>Grade 2 Language Arts Language Arts</u> 2.2 Nature Walk – 82% goal or better DRA Level 20</p>	
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		<p>or higher – 67% goal or better*Nov.201 0 Writing prompt –54% scored 6 or better Theme 3 – 81% goal or better Theme 6 – 86% goal or better End Of Year: DRA Level 28 or higher - 75 % goal or better (DRA Level 24 or higher – 86% goal or better) End of Year: Writing prompt –59% scored 8 or better (97% scored 6 or better)</p> <p><u>Grade 2 Science</u> Rocks – 91% Rocks – Insects, creatures and crawlers-94 % Sun, shadows, and gravity- 80%</p> <p><u>Grade 2 Social Studies</u> Native Americans - 87% Japan- 94%</p> <p><u>TAT</u> 25 students participated in EIP 2010</p>	
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			-2011	
			<u>Behavior</u> 121 office referrals in 2010 -2011	

Measure	Results	
	February	August
<u>Kindergarten</u> Math – Benchmark	Sorting/Classify – 82% goal or better Patterning - 88% goal or better Counting to 50 – 77% goal or better Measurement – 63% goal or better Estimation – 74% goal or better	
<u>Language Arts</u> LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment	<u>Language Arts</u> Rhyming - 78% goal or better Cap LID - 88% goal or better Low LID – 79% goal or better Letter Sounds- 33% goal or better CAP - 65% goal or better	
<u>Grade 1-2</u> Benchmarks DRA Writing Prompts	<u>First Grade Language Arts</u> Theme 3 - 80% goal or better Writing prompt –82% scored 6 or better DRA level 10 or higher 60 % goal or better	
<u>Mathematics</u> <u>K-2</u> Benchmarks	<u>First Grade Math</u> BOY – 23% goal or better MOY – assessment 91% goal or better Unit 1 –91% goal or better Unit 2 –86% goal or better Unit 3 –89% goal or better	

	<p><u>Science</u> Living/Nonliving Things - 88 % goal or better</p> <p><u>Social Studies</u> Neighborhoods -94% goal or better</p> <p><u>Grade 2</u> <u>Language Arts</u> Theme 1 – 90% goal or better DRA Level 24 or higher – 65% goal or better Writing prompt 57% scored 6 or better</p> <p><u>Math</u> BOY Assessment- 80% goal or better Unit 1 – 98% goal or better Unit 2 - 96% goal or better Unit 3 –99% goal or better Unit 4 - 99% goal or better</p> <p><u>Science</u> Rocks – 97 % goal or better</p> <p><u>Social Studies</u> Native Americans -90% goal or better</p> <p><u>Reading Support</u> Grade 1 - 41 Grade 2 – 41 in the tier 2 & 3 reading support programs</p> <p>14 students receiving reading support in the two programs</p> <p><u>Math Support</u> 1st session- 31 children 2nd session - 32 children</p> <p>23 TAT students</p> <p>56 office referrals</p>	
Reading Support Tier 2 / Tier 3		
Math Support		
TAT/CST/ EIP Log		
Behavior log		

<p>4.) Increase reading proficiency in Special Education subgroup by a minimum of 15% as measured by the CMT</p>	<p>instructional strategies</p> <ul style="list-style-type: none"> • analyze benchmark data to identify priority strands for each student and form flexible groups based on student performance • use data to plan and/or provide additional instructional interventions for those students scoring below proficiency on the CMT, benchmarks and writing prompts • reinforce weak CMT strands with at-risk students during the learning lab period • Identify and implement effective teaching strategies and differentiate instruction to accommodate diverse learning styles • Institute flexible grouping arrangements based upon analyzed benchmark data <p><u>Special Education teachers will:</u></p> <ul style="list-style-type: none"> • align IEP goals and objectives with grade level content strands • work in concert with general education staff members to increase the amount of small group targeted instructional groups offered • use benchmark data to analyze student progress to pace and guide instruction • monitor the progress of students through the use of progress monitoring tools • inclusion special education staff will analyze language arts standards to modify and accommodate student needs 		<p>2011 CMT Grade 3 – 66.7 Grade 4 – 39.1</p>	<p>2011 CMT Grade 3 – 75% Grade 4 – 60%</p>
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**Tolland Intermediate School
2011 – 2012 School Improvement Plan Results**

Measure	Results	
	February	August
<p>Goal 1: To improve reading proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT.</p>	<p>CMT scores not yet available; test will be taken in March 2012.</p> <p><u>Reading Department Progress</u></p> <ul style="list-style-type: none"> • TIS reading specialists have provided ongoing professional development to grade three and four teaching staff. • The reading staff continues to attend both PLC meetings and grade level meetings to facilitate professional dialogue regarding curriculum and instruction. <p><u>PLC Teams</u></p> <ul style="list-style-type: none"> • Our involvement with SERC’s Analyzing Literacy Data for Tiers of Instruction program has enabled SERC consultants to work with each PLC team. This work has focused on creating common formative assessments and using the data from these assessments to inform instruction and to assist in determining students in need of tier II and tier III intervention. • The TIS Reading Consultant is currently working on creating cut points from 	

	<p>benchmark assessments. Additionally a universal screening is being used to assist in the identification of students in need of intensive instruction.</p> <ul style="list-style-type: none">• PLC teams continue to utilize our learning lab period to reinforce weak CMT strands. PLC teams also continue to experiment with flexible grouping arrangements to accommodate the diverse learning needs of TIS students.• <u>Special education Staff</u>• Teachers are participating in a series of professional development sessions aimed at aligning IEP goals and objectives with grade level content strands.• Staff members continue to institute progress monitoring tools associated with IEP goals and objectives.• Language arts strands are analyzed as part of the SERC project. General and special education staff members collaborate with SERC staff and PLC teammates, as they modify and accommodate curriculum to meet student needs.	
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Tolland Public School
School Improvement Plan
 2011-2012

School/Program	Tolland Intermediate School 2011-2012			
Improvement Goal	Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, as a result of increasing the number of positive interactions and positive reinforcements between staff and students. Baseline data will be collected during year one of PBIS implementation			
Measurable Objective	Strategies	Measures	Baseline	Goal
Implement a systemic SW-PBS model to achieve effective school-wide behavior support for all members of a school community.	<p>The PBIS school "leadership team" will continue to be provided with professional development/training and meet regularly to implement, monitor, and adjust the school-wide behavior program as needed</p> <p>Students will learn and practice new school-wide behavioral expectations, policies and initiatives through the PBIS program</p> <p>Develop lesson plans addressing appropriate behavioral expectations for key areas of the building</p> <p>Specialized group system for students with at-risk behavior</p> <p>Individualized interventions for students with high risk behaviors</p> <p>Teachers will focus on positive incentives as they teach behavioral expectations</p> <p>Design a reward/recognition aspect of the school-wide PBIS program</p> <p>Data, such as office discipline referrals, will be collected and evaluated to target necessary interventions and supports to improve or change student behavior</p> <p>Provide regular teacher recognition/incentives for supporting PBIS</p>	<p>Discipline Referrals</p> <p>Each month Track number of discipline referrals and card handouts by staff, review of monthly data.</p>	<p>Collect baseline data through SWIS data management software</p>	<p>School-wide implementation of PBIS model.</p>

<p>Goal 2: Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, as a result of increasing the number of positive interactions and positive reinforcements between staff and students. Baseline data will be collected during year one of PBIS implementation</p>	<ul style="list-style-type: none"> • The PBIS leadership team has worked to implement a host of new initiatives as well as to improve ongoing initiatives. • Discipline tracking forms are being revised to streamline data collection efforts between the bus company and school system. • The SWIS discipline tracking software is being used to analyze trends in behavioral infractions. • School-wide behavioral expectations were delivered to all TIS students over the course of the first three days of school. Lesson reviews are conducted by TIS administration, and behavioral expectation standards are regularly reviewed by staff. • At-risk students are identified and provided with staff mentors. A check in check out system is used with tier III level students. • The PBIS leadership teams continue to enhance our system of positive recognition 	
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	<p>through the use of Hawk Cards.</p> <ul style="list-style-type: none">• The recognition of staff contributions to the TIS community has also begun through our Staff Member of the Month and classroom Clean Sweep Award programs.	

**Tolland Public School
School Improvement Plan
2011-2012**

School/Program		Tolland Intermediate School 2011-2012		
Improvement Goal		To develop a system of Response to Intervention		
Measurable Objective	Strategies	Measures	Baseline	Goal
To improve existing supports and interventions for student success by implementing a comprehensive RtI Program and evaluating the success through analyzing student performance data	<ul style="list-style-type: none"> • Develop a comprehensive RTI Action plan addressing the following: • A universal screening system will be studied to develop a system for reading. • Research best practice instructional strategies • PLC teams will analyze data through collaborative discussions to inform instructional decisions. • Progress will be monitored as students receive additional tiered interventions • Data collection and management systems will be explored for the purposes of screening, diagnostics and progress monitoring for academics. • Responsibility will be shared among all staff for the academic progress of all students. • Data from universal screening and targeted assessments will be used to inform instruction (intervention and enrichment) • A range of research-based instructional interventions for any student at risk of academic will be in place. • All staff involved in the implementation of RTI receives training in effective use of data for instructional decision making • Through data analysis, PLC Teams will • Identify and monitor struggling students and to 	Implementation of a comprehensive system of SRBI	Use of universal screens for each screen, additional scheduling options	Development of a system of a comprehensive Scientifically Researched Based Interventions

	<p>monitor their progress prior to referral for special education evaluations.</p> <ul style="list-style-type: none">• PLC teams will implement a 25 to 30 minute intervention/enrichment block at each grade level.			
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<p>Goal 3: To develop a system of Response to Intervention</p>	<ul style="list-style-type: none">• TIS Book study has been devoted to review of literature on the RTI process. Book study enables all staff to read current literature and discuss its implications on classroom instruction.• Our daily schedule contains a 25 to 30 minute learning lab block each day. The learning lab block enables staff to target priority areas of need with individual students. A collaborative effort between classroom teachers, support staff and paraprofessionals works to meet individual student needs based on performance data.• The development of a student data base is being studied. The database will be used on an ongoing basis from year to year, as assessment data is collected on each student. Universal screening options as well as research-based intervention programs are being studied.• Our participation in the SERC cohort enables consultants to work with staff on analyzing student performance data.	
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	<ul style="list-style-type: none">• Universal screenings in the form of benchmarks as well as brief screens are being administered and analyzed as we work toward a comprehensive student profile system, complete with specific checks to monitor student progress.• The TIS reading consultant is currently working with the LA coordinator to develop cut points for district assessments. Cut points will be used to assist in the identification of students in need to remedial reading support.	
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Tolland Public School School Improvement Plan 2011-2012

School Improvement Plan		2011-2012		
Program		Tolland Middle School		
School Goal		To improve student achievement and literacy		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) 80% of PLC Teams will achieve their PLC Smart Goals.	<ul style="list-style-type: none"> • PLC team focus groups meet four times a month, with a vertical team meeting once a month (all subject area PLC teams together) • PLC teams will establish norms as per DuFour's Philosophy. • Monthly PLC article reviews by staff at the "vertical" monthly meeting • PLC Teacher Resource web-site for TMS • Curriculum/Benchmark revision and development • Benchmark rigor will be maintained with a target of 80% of students performing at an 80% level or higher • Professional Development • Use of student data to inform instruction • Use of RtI Tier I "Best Practices" • Identify and remediate all students with areas of weakness • Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports. • Use of EIP (Early Intervention Project) & Parent Conferences • Ongoing implementation of information learned in the DP5 training. 	<ul style="list-style-type: none"> • PLC Smart Goals • CMT • Teacher Reports 	72%	80%
2) Each Cohort of students will maintain or increase their CMT scores.	<ul style="list-style-type: none"> • PLC team focus groups • Curriculum/Benchmark revision and development • Professional Development • Use of student data to inform instruction • Use of "Best Practices" • Identify and remediate all students with areas of weakness • Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports. • Use of EIP (Early Intervention Project) & Parent Conferences 	CMT results	<u>8th Graders</u> Math 89.3 Reading 92.7 Writing 87.0 Science 85.4 <u>7th Graders</u> Math 84.3 Reading 91.9 Writing 87.0 <u>6th Graders</u> Math 91.3 Reading 94.1 Writing 83.5	Each Cohort will maintain or increase CMT scores

<p>3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks.</p>	<ul style="list-style-type: none"> • LA Curriculum Coordinator will design activities for teachers to help enhance this skill • The objective will be introduced and reevaluated frequently throughout the year • Good writing skills will be emphasized in all subject areas 	<p>- Benchmarks and CMTS</p>	<p>CMT results in writing <u>8th Graders</u> Writing 87.0 <u>7th Graders</u> Writing 87.0 <u>6th Graders</u> Writing 83.5</p>	<p>Each Cohort will maintain or increase CMT scores in writing</p>
<p>4) To achieve subject specific PLC goals as determined by the PLC teams for the school.</p> <p>a) Special Education: Students will demonstrate a greater number of study strategies to utilize in preparation for assessments.</p> <p>b) Social Studies: Students will demonstrate the ability to determine appropriate evidence to support arguments.</p> <p>c) Math: Students will demonstrate competence in traditional multiplication and division methods.</p> <p>d) Science: Students will demonstrate the ability to use appropriate tools and techniques to make observations and gather data.</p> <p>e) PE: Students will maintain or improve their overall fitness level from the previous year.</p> <p>f) UA: To integrate math, science, social studies and language arts into the UA curriculum</p> <p>g) WL: Students will demonstrate enough proficiency to enter high school in the second year of</p>	<ul style="list-style-type: none"> • Regular meetings of the entire PLC team (faculty) • “Vertical” team PLC meetings on a regular basis • Focused objectives and information to help PLC teams use data frequently and effectively. • Refreshers on DP5 training. 	<p>PLC Meeting data, PLC reports, Minutes of PLC meetings</p>	<p>Benchmark baseline data for each subject area goal.</p>	<p>>= 80% of the student population will maintain or improve performance over the baseline assessments.</p>

<p>language study, allowing them a greater chance to complete French or Spanish V during their high school career.</p> <p>h) LA: Students will demonstrate improved non-fiction reading skills, specifically summarizing, through non-fiction resources including NBC Learn resources.</p>				
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Measure	Results																																																	
	February	August																																																
<p>1) 80% of PLC Teams will achieve their PLC Smart Goals.</p> <p>2) Each Cohort of students will maintain or increase their CMT scores.</p> <p>3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks.</p> <p>4) To achieve subject specific PLC goals as determined by the PLC teams for the school.</p> <p>a) Special Education: Students will demonstrate a greater number of study strategies to utilize in preparation for assessments.</p> <p>b) Social Studies: Students will demonstrate the ability to determine appropriate evidence to support arguments.</p> <p>c) Math: Students will demonstrate competence in traditional multiplication and division methods.</p> <p>d) Science: Students will demonstrate the ability to use appropriate tools and techniques to make observations and gather data.</p> <p>e) PE: Students will maintain or improve their overall fitness level from the previous year.</p> <p>f) UA: To integrate math, science, social studies and language arts into the UA curriculum</p> <p>g) WL: Students will demonstrate enough proficiency to enter high school in the second year of language study,</p>	<p>1) 68% of the student populations provided interventions have achieved the goals the PLC teams have set for them.</p> <p>2) CMTs for the 2012 year will occur in March 2012.</p> <p>3) CMTs for the 2012 year will occur in March 2012. Student writing performance as it relates to PLC goals indicates an overall increase in student performance by 57% of students in the target populations at this point in the school year.</p> <p>4)</p> <table border="0"> <thead> <tr> <th>PLC Group</th> <th>% Making Goal</th> </tr> </thead> <tbody> <tr> <td>6 Language Arts</td> <td>55%</td> </tr> <tr> <td></td> <td>- Curriculum</td> </tr> <tr> <td>6 Math</td> <td>Work</td> </tr> <tr> <td>6 Science</td> <td>87%</td> </tr> <tr> <td>6 Social Studies</td> <td>56%</td> </tr> <tr> <td>7 Language Arts1</td> <td>79%</td> </tr> <tr> <td>7 Language Arts2</td> <td>79%</td> </tr> <tr> <td>7 Math</td> <td>83%</td> </tr> <tr> <td>7 Social Studies</td> <td>62%</td> </tr> <tr> <td>7 Science</td> <td>65%</td> </tr> <tr> <td>World Language</td> <td>84%</td> </tr> <tr> <td>8 Language Arts1</td> <td>14%</td> </tr> <tr> <td>8 Math</td> <td>86%</td> </tr> <tr> <td>8 Science</td> <td>TBD (late Feb)</td> </tr> <tr> <td>8 LA (Bellman)</td> <td>57%</td> </tr> <tr> <td>UA</td> <td>TBD</td> </tr> <tr> <td>MathConnect</td> <td>84%</td> </tr> <tr> <td>Physical Education</td> <td>65%</td> </tr> <tr> <td>Reading</td> <td>57%</td> </tr> <tr> <td>8 LA2</td> <td>35%</td> </tr> <tr> <td>8 Social Studies</td> <td>88%</td> </tr> <tr> <td>Sped SC</td> <td>83%</td> </tr> <tr> <td>TOTAL % Reaching Goal</td> <td>68%</td> </tr> </tbody> </table>	PLC Group	% Making Goal	6 Language Arts	55%		- Curriculum	6 Math	Work	6 Science	87%	6 Social Studies	56%	7 Language Arts1	79%	7 Language Arts2	79%	7 Math	83%	7 Social Studies	62%	7 Science	65%	World Language	84%	8 Language Arts1	14%	8 Math	86%	8 Science	TBD (late Feb)	8 LA (Bellman)	57%	UA	TBD	MathConnect	84%	Physical Education	65%	Reading	57%	8 LA2	35%	8 Social Studies	88%	Sped SC	83%	TOTAL % Reaching Goal	68%	
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Tolland Public School School Improvement Plan 2011-12

School/Program	Tolland Middle School			
Improvement Goal	To improve the school climate in the areas of respect and tolerance among all members of the TMS community			
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1. To increase the % of students who response in a positive manner to: <i>Students treat teachers with respect at TMS</i></p> <p>1b. To increase the % of students who response in a positive manner to: <i>Students treat each other with respect at TMS</i></p> <p>2. To increase the % of students who respond in a positive manner to: <i>I feel safe at TMS</i></p> <p>3. To increase the % of students who respond in a positive manner to: <i>When I learn that students might get hurt or hurt others, I feel comfortable brining this information to a staff member at TMS.</i></p> <p>4. To increase the % of students who respond in a positive manner to: <i>I am not picked on, teased, or bullied during school hours.</i></p> <p>5. To increase the % of students</p>	<ul style="list-style-type: none"> • Provide instruction and programs for students that promote respect and tolerance • Administer Student Survey by the middle of June • Implement a Positive Behavioral Supports program • Implement a systematic process of formative data collection and evaluation on the various SRBI and RtI programs to evaluate effectiveness during the year as well as at the end of the year. • Make adjustments to program implementations during the year based on formative data to impact effectiveness. 	<p>* 8th Grade Exit Surveys</p>	<p>1a) 8th Grade: 37% 7th Grade: 33% 6th Grade: 54%</p> <p>1b) 8th Grade: 28% 7th Grade: 27% 6th Grade: 36%</p> <p>2) 8th Grade: 73% 7th Grade: 76% 6th Grade: 77%</p> <p>3) 8th Grade: 37% 7th Grade: 34% 6th Grade: 55%</p>	<p>For objective(s) one through five, to achieve > = the current percentage.</p>

<p>who respond in a positive manner to: <i>I have at least one adult at school who cares about me.</i></p>			<p>4) 8th Grade: 63% 7th Grade: 70% 6th Grade: 66%</p> <p>5) 8th Grade: 76% 7th Grade: 76% 6th Grade: 83%</p>	
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Measure	Results	
	February	August
	<p>Data is not yet available for these items as the Student Survey will be given in June, 2012. However, the following efforts are being implemented at the Middle School (data is included where available):</p> <ul style="list-style-type: none"> • Guidance counselors visit classrooms regularly to present lessons. (Grades 6-8) Guidance curriculum topics include: Interpersonal relationships, Diversity/Celebrating differences, Bully Proofing/Violence prevention, Conflict resolution, Bully/Victim characteristics, Respect for others, Peer pressure. • ROPE (Rite of Passage Experience for 6th graders). The ROPE program is a critical Tier I program that addresses developmental assets in children. It is supported in the research literature on social/emotional learning and by research collaborative groups such as the Collaborative for Academic and Social Emotional Learning (CASEL). Students in sixth grade work in four cohorts, one per quarter, and receive 15.25 hours of instruction. Data collected from a 2009 sample of students (the last year the ROPE program ran at TMS before this current year) in Cassidy, Knox, and McDermott's classes indicated that up to 41% of students demonstrated increased self-awareness, more self-confidence, better decision-making and problem solving skills, and increased cooperation and communication skills. • Guidance Program: Important functions of our school counselors with respect to improving our school climate: Deliver comprehensive counseling curriculum in a systematic manner, Provide individual counseling, Assist students and parents in addressing school related problems, Provide mediation services, Consult with school staff regarding student achievement, behavior, and school culture, Consult with outside agencies (youth services, clergy, mental health providers) • Behavioral Intervention Session: (also known as the TMS-Anti-Bullying Program). Following detentions/internal suspension related to teasing and/or bullying, the student 	

	<p>meets with a staff member from the Guidance department. The student receives a 1:1 lesson that focuses on the importance of showing respect for each other through our words and actions as well as feeling empathy for the other student. Future strategies are also discussed. Eight students have been provided this program thus far in the 2011-2012 school year.</p> <ul style="list-style-type: none">• Reconnect Meeting: Following a suspension, the student meets with his/her guidance counselor to review the reason for the suspension, discuss appropriate strategies for the future, replacement behaviors, and recommend in-school or community counseling/support as needed.• A School Psychologist works directly with students and parents to resolve problems. In addition, she provides counseling and training in social skills and anger management.• Classroom incentive programs for good behavior as well as academics (team auction programs). These programs, such as the auction/token reinforcement incentive in 6th grade teaches students about money management (through the use of funny money or vouchers) while it reinforces desired academic and social behaviors supported in the literature by research on operant conditioning and applied behavior analysis.• Language Arts addresses social challenges through literature, discussing what students can do to respond to injustice, however great or small, including the devastating effects of doing nothing. This is covered in many places, but as an example through units such as: <i>The Devil's Arithmetic</i> – Holocaust, <i>Warriors Don't Cry</i> - Civil Rights Movement - including supplemental poems and resources, <i>The Pearl</i> - injustice and oppression, <i>The Greenies</i> – prejudice, <i>Terrible Things: An Allegory of the Holocaust</i> – and during the Salem Unit with <i>Tituba</i> and <i>A Break with Charity</i>. In addition to the conflict of society vs. the defenseless, the last novel also develops the group of	
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	<p>accusers as a bullying force that intimidates the main character. <i>Flowers for Algernon</i>, demonstrates bullying under the guise of "just kidding around" and "he's our friend." Class projects that exhibit the lessons learned include the creation of an acceptance chain and work on how students can respect and accept people who are different than themselves. Class time in Language Arts is also given to work with non-violent conflict resolution. Social studies also addresses these issues from a historical/societal perspective.</p> <ul style="list-style-type: none">• Administration utilizes comprehensive Focused Monitoring and Intensive Assistance Meetings (RTI Tier II and III behavioral intervention) Meeting agendas include: Review/identify patterns of discipline history, review current grades/progress, review current in-school and out-of school counseling/support/remediation, discuss incentive/reward strategies used at home, review Focused Monitoring/Intensive Assistance modified discipline/demerit system (rewarding expected behavior by decreasing demerits), completion of Student Action Plan writing sample• <i>8th Grade Patio & Lunchtime Incentives</i>: Incentive program that rewards expected behavior by allowing 8th graders to spend time to socialize on the outside patio during lunch, have access to the library at times of their choosing, and participate in the Friday PBIS weekly incentive activity.• Year 2 of Positive Behavioral Supports/Community Blocks/PBIS Lessons: Three lessons have been delivered to all students thus far. The first lesson focused on the school's CORE values and what these values look like in different settings of the school. The second lesson focused on serving the school community. The third lesson focused on taking care of one another, bullying prevention, sticking up for each other, and the power of the bystander. Our first community block allowed students, along with teacher mentors, to help the local school and community in various outreach activities. The school has a clearly defined "Privilege System." Students can have daily, weekly, and monthly privileges by demonstrating our four core values (Safety, Ownership, Active Learning, and Respect.)	
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	<p>Students also engage in a “Community Block” three times throughout the year in which the homerooms engage in community service projects of their own choosing, to serve the school and community. Community Block classrooms have created care packages for U.S. soldiers, sock puppets for children at Connecticut Children’s Medical Center, cleaning and upkeep of grounds, and fundraisers like Crayons for Cancer. Qualitative/Ethnographic data gathered from the homeroom teachers regarding the first community block was very positive with 93% of homeroom teachers reporting that they felt students engaged in the activity and that it helped the students value working for others less fortunate, and/or with different circumstances, than themselves.</p> <ul style="list-style-type: none">• <u>Principal’s Advisory Group – (Rachel’s Challenge extension)</u> related to tenants and programmatic elements of the Rachel’s Challenge program, these meetings are utilized by the Principal to discuss issues of student health and welfare, bullying, and discrimination with representatives of 6th, 7th, and 8th graders.• PBIS/SOAR Assemblies, privileges and activities were implemented. Presentations include The Last Lecture, programs on war and the effects of the Cold War, programs on tolerance, and overcoming handicaps/challenges in life by Ryan Martin of the Ryan Martin Foundation.	
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Tolland Public School School Improvement Plan 2011-12

School/Program	Tolland Middle School			
Improvement Goal	To statistically evaluate the success of RtI programs at TMS in an effort to continually improve student performance and culture and further evolve RtI/SRBI programs at the school.			
Measurable Objective	Strategies	Measures	Baseline	Goal
1. To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs	<ul style="list-style-type: none"> • Create an annual TMS State of RtI report that identifies and evaluates the effectiveness of the RtI/SRBI programs and interventions at TMS (Principal). • Involve PLC teams in research and implementation of RtI and SRBI programs. • Implement action plans based on the “TMS State of RtI” report that may include things like teacher training in Tier I supports, and budget and resource planning. • Try to find funding opportunities for specialized Tier II and III programs. 	PLC data, surveys, program evaluation data	<p>A. 86% of students in the TMS Math Development Program met or exceeded goal. -----</p> <p>B. 90% of students in the Reading Program met or exceeded goal. -----</p> <p>C. 80% of students in the TMS Writing Program increased their baseline performance by 1 level or more.</p>	<p>* > = 86% of students in the TMS MRE program will increase their CMT performance by 1 level or more. -----</p> <p>* > = 90% of students in the TMS Reading Program will demonstrate increased CMT performance in Reading by 1 level or more. -----</p> <p>* > = 80% of students in the TMS Writing Program will increase</p>

				their CMT performance by 1 level or more
<p>2. To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation “on the fly” to respond and increase the effectiveness of the interventions.</p>	<p>Statistical evidence will be collected and analyzed to evaluate the success of the program(s). Baseline and end of year evaluations will be conducted along with formative assessments during the course of the year.</p> <p>Programs to be evaluated</p> <ul style="list-style-type: none"> • Demerit Program • Privilege Program • EIP Program • PBS • Other <ul style="list-style-type: none"> ○ Red Folder ○ TMS Anti Bullying Program ○ Academy and Achievement Lab ○ Homework Club, Enrichment Clubs, etc. 	<p>* 6th, 7th, and 8th Grade Student Surveys</p> <p>*Benchmark data</p> <p>* Formative assessments</p>	<p>Establish baseline effectiveness for various programs for 2011-2012.</p> <p>-----</p> <p>Demerit Program: .53% of students received 10 or more demerits.</p>	<p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <hr/> <p>* <= .53% of students will receive 10 or more demerits</p>

Measure	Results	
	February	August
<p>1. To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs</p>	<p><u>Progress to date:</u></p> <p><u>Math Development Program:</u></p> <p>Baseline: <i>86% of students in the TMS Math Development Program met or exceeded goal.</i></p> <p>Results to date:</p> <ul style="list-style-type: none"> • 64% of grade 6 students met the established goal and will move to the next goal level in numeracy. • 88% of grade 7 students met the established goal and will move to the next goal level in numeracy. • 70% of grade 8 students met the established goal and will move to the next goal level in numeracy. • Overall, 74% of students in the Math Development Program have reached the target goal and will now be working on a new goal level/content. As an RtI Tier II program, some students who have reached goal are exited from the program. Other students are identified and brought into the program based on their end of semester benchmark performance. <p><u>Reading Support Program:</u></p> <p>Baseline: <i>90% of students in the Reading Program met or exceeded goal.</i></p> <p>Results to date:</p> <ul style="list-style-type: none"> • 57% met goal or improved their score from the baseline assessment up to this point in the year. <p><u>Writing Program:</u></p> <p>Baseline: <i>80% of students in the TMS Writing Program increased their baseline performance by 1 level or more.</i></p> <p>Results to date:</p> <ul style="list-style-type: none"> • Only 5 out of the 52 students in the RSP met goal on <i>summary writing</i>, (a challenge area recently identified through PLC data collection) therefore the focus in semester 2 will be on helping students take the most important information and compose a 	

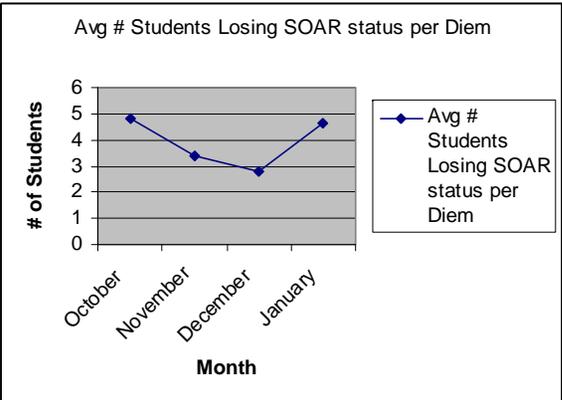
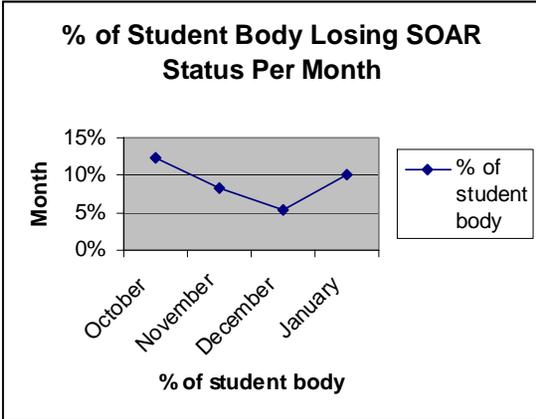
summary. Additionally to assist them with fluent summaries, we are emphasizing the use of transitions.

PBIS Program:

Baseline: Demerit Program: .53% of students received 10 or more demerits.

Results to date:

- Less than 1% (.4%) of students have received 10 or more demerits
- There has been an overall improvement in students living up to the “Core Values” of Safety, Ownership, Active Learning, and Respect at TMS (SOAR).



2. To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation “on the fly” to respond and increase the effectiveness of the interventions.

Tier I Programs:

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

Evidence of success of Tier I Programs:

- PLC Research and initiatives on student populations indicates that in 64 to 88% of students in the sample populations are demonstrating significant growth or hitting the goals established for them as of this point in the year.
- New 6th Grade RtI Math Intervention Tier I services provided to 10 students on Red Team this year as a test model for 2012-2013 implementation.
- Less than .4% of students have received 10 or more demerits.
- The Academy served 303 student sessions up to this point in the 2011-2012 school year, and the Achievement Lab served 505 student sessions. This is 808 student sessions helping students keep up with content, complete their work on time, and produce high quality work.
- There has been an overall decline in the number of students who have lost their SOAR standing. This indicates that overall an increasing number of students are demonstrating the core values of Safety, Ownership, Active Learning, and Respect at TMS.

Tier II Programs:

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

Evidence of success of Tier II Programs:

- The Math Development Program and the Reading Development Program report 74% and 57% of students respectively demonstrating performance increases and/or the attainment of the goals set for them in the program up to this point in the year.
- The TMS ADP has served eight students this year that would otherwise not receive direct, one to one, anti-bullying counseling. Only two of these students required the second tier of the program.

- The Homework Program has kept 23 students on track, who have been specifically identified and enrolled in this program. All students are demonstrating strong academic performance in their classes.
- The TMS EIP (Education Intervention Plan) program has assisted 8 students with specialized Early Intervention Programs at TMS this year. Almost all of these students are demonstrating improvements behaviorally and or academically. Quantitative data will be available for the year end report. The number of students with EIP's last year was 20. This decline is an indicator that our other RTI interventions are helping reduce the number of students in need.

Tier III Programs:

- Red Folder Program
- Individual Student Plan program

Evidence of success of Tier III Programs:

- All students in the Red Folder program are showing improvements in work completion and academic performance.
- All students who have an Individual Student Plan are showing marked behavioral improvements. Not all goals have been met, but the increased attention on these students is having positive results. Quantitative data will be available in the year end report.

Qualitative and Narrative data available at the time of this report is as follows:

- Less than 1% (.26%) of students have received 10 or more demerits
- One Principal Advisory Group meeting with student representatives from each grade has occurred up to this point in the year. Data was gathered from this group regarding the extent to which bullying and discrimination are a part of the culture at TMS as well as information about general student welfare. The Principal has decided to create some student focus groups as a result of information gathered in the meeting.
- Three to five Guidance Program meetings have occurred to this point in the year on topics such as student achievement, school culture, and resources for students. This year, research is being conducted in these groups regarding learning styles as well. The final assessments on its usefulness will be completed for the end-of-year report. Results from informal qualitative assessments indicate that the program has value for students.
- *Individual Class* student behavior plans are now underway. Qualitative data has been gathered about this Tier III support that indicates that these students are demonstrating improvements in behavior and academics. A quantitative analysis will be available for the end of year report.

	<ul style="list-style-type: none">• <i>Whole Team</i> student behavior plans. These plans have been demonstrated to be highly effective both here at TMS and throughout the literature on “TEAM” teaching.• Red Folder Program. 10 students are currently a part of the “Red” Folder program. This Tier III program has students reporting directly to the Principal at the end of each day, with customized plans designed for each child to help them keep up on their work, and improve their grades. All students in the Red Folder program are demonstrating improvements in work completion and performance.• Year 2 of Positive Behavioral Supports: Three lessons have been delivered to all students thus far. The first lesson focused on the school’s CORE values and what these values look like in different settings of the school. The second lesson focused on serving the school community. The third lesson focused on taking care of one another, bullying prevention, sticking up for each other, and the power of the bystander. Our first community block allowed students, along with teacher mentors, to help the local school and community in various outreach activities. The school has a clearly defined “Privilege System.” Students can have daily, weekly, and monthly privileges by demonstrating our four core values (Safety, Ownership, Active Learning, and Respect.)	
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Tolland Public School
School Improvement Plan
2011-2012

School/Program	Tolland High School			
Improvement Goal	Improve student literacy (reading, writing, and mathematical) skills at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal
1) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Reading Across the Disciplines subtest will increase by 3% as compared to last year's (2010-2011) achievement level.	<p>Administration will provide 9th and 10th grade English teachers with 8th grade CMT data and end-of-year Practice CAPT data to identify students in need of improvement.</p> <p>Under the supervision of the English curriculum director and a school administrator, English department faculty will utilize PLC time to create an articulated curriculum for 10th grade English which addresses Connecticut Common Core Standards (CCSS).</p> <p>English 9 and English 10 teachers will administer and score two "Response to Literature" like assessments using the 6-point CAPT scoring rubric.</p> <p>Modern World History, Russian and Native American teachers will administer common unit tests with open-ended questions that emulate the Reading for Information subtest. Teachers will utilize the 3-point CAPT rubric to collaboratively score at least two of the six questions.</p> <p>Teachers in Marketing, Personal Finance, and Introduction to Business will incorporate Reading for Information activities into instructional lesson plans and use UCompass to monitor individual student's progress.</p> <p>One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one Social Studies will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.</p> <p>Provide Tier II & Tier III academic interventions to identified students in Grade 9 & 10 English classes.</p> <p>Utilize English teacher from the Education Job Funds grant to reduce class size in English classes.</p>	CAPT scores on the Reading Across the Disciplines subtest	52.3%	55.3%

<p>2) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Mathematics subtest will increase by 3% as compared to last year's (2010-2011) achievement level.</p>	<p>Under the supervision of the mathematics curriculum director and a school administrator, mathematics department faculty will utilize PLC time to create an articulated curriculum for 9th Grade Algebra 1A & 1B & Geometry courses which addresses Connecticut Common Core Standards (CCSS). They will:</p> <ul style="list-style-type: none"> a.) Unwrap current state standards b.) Power standards c.) Identify units of instruction d.) Align standards e.) Develop big ideas and essential questions f.) Identify student objectives/guiding questions g.) Brainstorm instructional strategies h.) Create pacing guides <p>Provide Tier II & Tier III interventions to identified students in Grade 9 & 10 mathematics classes.</p> <p>Utilize mathematics teacher from the Education Job Funds grant to reduce class size in mathematics classes.</p> <p>Algebra teachers will administer common formative assessments (CFAs) at least once per unit which contain CAPT-like items that align with their curriculum. CFAs will contain both open-ended items and grid-ins and they will follow the timing guidelines for both OE (5-8 minutes) items and grid-ins (1-2 minutes).</p>	<p>CAPT scores on the Mathematics subtest</p>	<p>66.9%</p>	<p>69.9%</p>
<p>3) The mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to last year's achievement level.</p>	<p>English 11th & 12th grade teachers will utilize daily sample questions that mimic SAT Critical Reading questions. Teachers will provide answers and explanations as well as a discussion of the type of question and pertinent test-taking strategies. Results will be compiled for analysis on Mastery Manager.</p>	<p>Mean SAT Critical Reading Test score</p>	<p>Mean score: 539</p>	<p>Mean score: 543</p>

Measure	Results	
	February	August
CAPT scores on the Reading Across the Disciplines subtest	1) TBD	
CAPT scores on the Mathematics subtest	2) TBD	
Mean SAT Critical Reading Test score	3) TBD	

**Tolland Public School
School Improvement Plan
2011-2012**

School/Program	Tolland High School			
Improvement Goal	Improve school climate among all members of the Tolland High School community.			
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1a) Reduce the number of disciplinary referrals by 10% for the 2011-2012 school year as compared to the 2010-2011 school year.</p> <p>1b) Reduce the number of disciplinary incidents resulting in OSS and ISS by 10% as compared to the 2010-2011 school year.</p>	<p>Implement Positive Behavior Intervention & Supports (PBIS)</p> <ul style="list-style-type: none"> • Seven teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 2 PBIS training • Develop curriculum and lesson plans for pre-identified areas, specifically hallways and cafeteria • Model expectations for students by having students demonstrate cafeteria expectations and teachers engage in discussions with students related to hallway expectations • Train staff on using new disciplinary referral and utilization of PRIDE passes • Communicate with support staff, including paraprofessionals, custodians, and cafeteria workers regarding expectations and PRIDE passes • Provide weekly incentives and drawings for students earning PRIDE passes • Analyze disciplinary data on SWIS system <p>Implement consistent ISS procedures for academic work and student behavior, inclusive of a community service component.</p> <p>The Student Council will be invited to participate in the development and implementation of any new school discipline policies and regulations to assure student input is considered and included in revisions.</p>	<p>Power School Discipline Log</p> <p>ED166 State Discipline Referral Report</p>	<p>1a) 1,485 disciplinary referrals</p> <p>1b) OSS = 22 incidents; ISS = 207 incidents</p>	<p>1a) 1,336 disciplinary referrals</p> <p>1b) OSS = 20 incidents; ISS = 186 incidents</p>

<p>2a) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #2 (I feel the THS policies and staff keep me physically safe while I'm in school) in the end of year survey.</p> <p>2b) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #3 (I am not picked on, teased, or bullied during school hours) in the end of year survey.</p> <p>2c) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #4 (When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS) in the end of year survey.</p> <p>2d) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #9 (I have at least one adult at school, besides my school counselor, who cares about me) in the end of year survey.</p> <p>2e) Increase the percentage of favorable responses (strongly agree & agree) by 5% to item #13 (I feel a sense of pride in being a student at Tolland High School) in the end of year survey.</p>	<p>The end-of-year survey will be conducted and analyzed by June 30th.</p> <p>Over 20 teachers and 30 students will attend two training sessions on October 19th and November 10th for the Anti-Defamation League's Names Can Really Hurt Us program to co-facilitate break-out sessions during the assembly on December 1st.</p> <p>Meet regularly with students from VOICES to focus on issues surrounding bullying and name-calling, alcohol and drug awareness, and teen suicide prevention.</p> <p>An advisory design team will develop curriculum for an advisory program to be implemented in the 2012-2013 school year.</p>	<p>End-of-Year Survey</p>	<p>2a) 56% of students responded favorably</p> <p>2b) 70% of students responded favorably</p> <p>2c) 32% of students responded favorably</p> <p>2d) 72% of students responded favorably</p> <p>2e) 41% of students responded favorably</p>	<p>2a) 61% of students will respond favorably</p> <p>2b) 75% of students will respond favorably</p> <p>2c) 37% of students will respond favorably</p> <p>2d) 77% of students will respond favorably</p> <p>2e) 46% of students will respond favorably</p>
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Measure	Results	
	February	August
Power School Discipline Log	1a) 395 disciplinary referrals	
ED166 State Discipline Referral Report	1b) OSS = 7 incidents; ISS = 49 incidents	
End of Year Survey	2a) TBD 2b) TBD 2c) TBD 2d) TBD 2e) TBD	

Tolland Public School
School Improvement Plan
2011-2012

School/Program		Tolland High School			
Improvement Goal		Implement RTI at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
Seven members of the PBIS team will attend 95% of the PBIS training sessions.	<p>Implement Positive Behavior Intervention & Supports (PBIS) to provide academic and behavioral interventions</p> <ul style="list-style-type: none"> • Seven teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 2 PBIS training • Develop curriculum and lesson plans for pre-identified areas, specifically hallways and cafeteria • Model expectations for students by having students demonstrate cafeteria expectations and teachers engage in discussions with students related to hallway expectations • Train staff on using new disciplinary referral and utilization of PRIDE passes • Communicate with support staff, including paraprofessionals, custodians, and cafeteria workers regarding expectations and PRIDE passes • Provide weekly incentives and drawings for students earning PRIDE passes • Frequent communication with parents via website, newsletters, and open houses regarding PBIS including • Analyze disciplinary data on SWIS system and PRIDE pass data 	Attendance at PBIS training sessions	0%	95%	
60% of the staff will utilize PRIDE passes to recognize positive student behavior.		% of staff issuing PRIDE passes	0%	60%	
Student Intervention Team (SIT) will meet 30 times during the course of the 2011-2012 school year.		Student Intervention Team (SIT) will meet once per week to discuss students who are having academic and/or behavioral difficulties at THS.	# of SIT Meetings	30 meetings	30 meetings

<p>SIT will record 100% of the interventions that are attempted by teachers as part of the referral process.</p>	<p>SIT will document the type of Tier I interventions that have been attempted by teachers as part of the referral process.</p>	<p>SIT Intervention Log</p>	<p>N/A</p>	<p>100% of pre-referral interventions recorded</p>
<p>SIT will record 100% of the interventions that are suggested as part of the SIT process.</p>	<p>Utilize Social Worker from Education Job Funds grant to provide Tier II and/or Tier III behavioral interventions.</p> <p>Analyze 8th grade and 9th grade student data to identify approximately 35 to 40 students for Tier II and Tier III academic interventions. Communicate with identified student's parents and make necessary schedule changes as needed.</p> <p>Implement two skinny blocks in the school schedule to allow implementation of RTI to provide Tier II and Tier III academic interventions.</p>	<p>SIT Intervention Log</p>	<p>N/A</p>	<p>100% of post-referral interventions recorded</p>

Measure	Results	
	February	August
Attendance at PBIS training sessions	50% of the PBIS eight-member team has attended 100% of the training session offered to date (Training date was rescheduled due to Storm Alfred)	
Percent of staff utilizing PRIDE passes to recognize positive student behavior	100% of administrators (3 out of 3) and 88% of teachers (60 out of 68) have utilized PRIDE passes to recognize positive student behavior.	
# of SIT Meetings	To date, the SIT has met 19 times. (9/21/11; 9/28/11; 10/5/11; 10/12/11; 10/19/11; 10/26/11; 11/9/11; 11/16/11; 11/23/11; 11/30/11; 12/7/11; 12/14/11; 12/21/11; 1/4/12; 1/11/12; 1/18/12; 1/25/12; 2/1/12; 2/15/12)	
SIT Intervention Log	As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.	
SIT Intervention Log	As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team.	

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 22, 2012

SUBJECT: Parker Memorial School

The Town of Tolland currently has limited affordable housing for a rapidly increasing elderly population; the need for affordable housing greatly surpasses the supply. At the two existing non-profit elderly housing complexes the waiting lists are very large and it may take a year to several years for a unit to become available. Recognizing that housing costs are a heavy burden for older adults with limited income and resources; the Town has made a commitment to expand the supply of senior housing.

In an effort to meet the goal of creating additional senior housing units, the Town is considering renovating the unoccupied section of the former Parker Memorial School for senior housing. The site has been reviewed by Town staff and David Berto, Housing Enterprises, Inc., who contends that the site could support up to 40+ units. The location of the site is ideal because the close proximity to the center of town assures that residents will have access to many vital services such as shopping centers, medical offices, town library, senior center, recreational department, public safety, social services, as well as a major transportation corridor. This unique area will also allow for walk-friendly pathways to and throughout Crandall Park.

As part of the fund application process, the Town must demonstrate that it has complete authority to enter into transactions regarding Parker Memorial School. Therefore, the Administration recommends that the Board of Education return the use and control of Parker Memorial School to the Town pending approval of the project.

WDG:ca

Received February 9, 2012
Margaret DeStefano
Town Clerk

JOINT WORKSHOP MEETING MINUTES

**TOWN COUNCIL
TOLLAND WATER COMMISSION
TOLLAND WPCA**

**HICKS MEMORIAL MUNICIPAL CENTER
6TH FLOOR COUNCIL ROOM**

FEBRUARY 7, 2012 – 7:00 P.M.

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

MEMBERS ABSENT: Sam Belsito

TOLLAND WATER COMMISSION MEMBERS PRESENT: Eugene Koss; Richard Symonds, Jr.; Glenn MacDonald; William Pakulis; Tom Rallo and Vincent Tursi

TOLLAND WATER COMMISSION MEMBERS ABSENT: Andy Netro

TOLLAND WPCA MEMBERS PRESENT: Todd Rolland; James Williams; Matthew Rood; Bruce Allen and Perne Maynard

TOLLAND WPCA MEMBERS ABSENT: None.

OTHERS PRESENT: Steven Werbner, Town Manager; Beverly Bellody, Human Services; Mike Wilkinson, Director of Administrative Services

1. **Call to Order:** Jack Scavone called the meeting to order at 7:00 p.m.
2. **State of the Tolland Water Commission (TWC)**

Mr. Koss introduced the Commission members present at the meeting.

- **Overview of Existing Water System:** Mr. Koss gave an overview of how Tolland got into the business of being a water utility. The water system is regulated to the same standards as CWC and MDC. Tolland established the water department in 1981 by Ordinance. It was created to manage and operate water system assets in town. The objective of Tolland's interjection was to operate water systems in ways that provide safe and affordable water for the town. In the late 1990's, the Tolland Water Commission was formed. Now, there are two water systems overseen by a Water Commission, day to day operations are overseen by the Town Engineer, and day to day operations and maintenance are provided by a contractor, an affiliate of the CWC. It is important to recognize that the Tolland water system is operated just as any other water utility. The public health statutes and environmental statutes apply to this system too. They differ in that they are closer to their customers and operate without a profit motive. They can operate less expensively, because they do not pay income and related taxes. In the end, water supply, its adequacy and its quality are critical to the well-being of Tolland's customers, and the town's quality of life.

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Mr. Symonds laid out the components to their system by using a map. The two systems are essentially north and south of the highway (the Skungamaug system and the main system). The system has expanded and now contains portions of Rt. 195, and right now there is a proposal for 87 units in the works by Anthony Road. This would have an impact on the system, but with proper engineering and design it could be accomplished under the existing permit. Currently, they have a 500 -559 customer base. The third component to the system is The Village of Crystal Springs. The town has some involvement with financial matters there, and there is a long term contract that provides for the Town of Tolland to take ownership of that at such time as the development is completed. 62 customers have to be on the system before the town takes ownership, and currently there is around 49 – 51. The water from the south side of the highway comes from the two tanks. Everything north of there, is served with purchased water through the interconnection on Torry Road. The water is purchased from the CWC and those customers do pay considerable more for their water than those on the south side. It is their hope to combine both systems and serve from the well field, because it can be done for a much cheaper cost. They have the connection and tie between the systems already. It was all set up in the hopes of the diversion permit. Currently, the diversion permit has been delayed, so the actual connection has not taken place.

- **Financial Status Review:** Mr. MacDonald provided a handout to the Council members showing a financial summary of the Tolland Water Commission for years 2005 – 2011, plus 2011/12. Their average residential customer's water bill on the main system, during peak time (3rd quarter) was \$96.00. The average bill in the Skungamaug area was \$149.00. Last year, they had a rate increase of 12.5%, which equated to approximately \$3.00/month more for each customer. This was the first rate increase they have had since the system started. The revenue increase for 2010/11 was due to the rate increase and volume. They still have a marginal positive cash flow, but are looking at multiple year increases. There is currently a 15% rate increase being proposed. He said if they have a major 'oops', they are going to be in the market to borrow money. Whether that is coming to the town or through bonding.

Mr. MacDonald said the system is reaching a point that it is no longer hands free. There are spots in the system that they are concerned about. They do have projects in their Capital plan. On an operating basis, they are two years from breaking even.

Mr. MacDonald explained the diversion permit to the Council. The State determines how much water can be drawn every day. It has been this limit for a number of years. Over the course of the last two years, the limit has been reached. If the new diversion permit gets approved, the water that is being bought from CWC could be turned off, which would save about \$25,000 year.

He reviewed the material contracts: they have a service agreement with an Operator, which is up in August. At some point, they will have to take over the operations of The Village at Crystal Springs. They also entered into a Regional Pipeline Agreement with the CWC for them to use their pipe from the Big Y up to Anthony Road. There is an agreement that they entered that sends water under the river to Willington.

- **Current Projects & Task:** Mr. MacDonald summarized the top five issues:
 - ~The diversion permit.
 - ~Restore the fiscal health of the system.

- ~ The ability to operate a utility with 7 part-time Commissioners is difficult. They need an additional professional resource.
- ~With the aging infrastructure and the lack of cash reserves, they will be looking at borrowing.
- ~They believe they need assistance from an outside firm to help with a prioritization of their capital projects and an examination of the infrastructure. They do have an engineering firm in mind. They are hoping they can collaborate with the WPCA on the hiring of the outside firm.

- **Commission Members, Operator & Staff Responsibilities:** Discussed above.

The TWC did a question and answer session.

Mr. Scavone commented that he believed the answer is to have a rate increase. There hasn't been a rate increase for many years, until last year. The customers on the CWC's system are paying considerably higher prices than those on the Tolland system. It may take an increase to keep this business afloat.

3. **State of the Tolland Water Pollution Control Authority (WPCA)**

Mr. Rolland introduced the members of his committee.

- **Overview of Existing Sewer System:** Mr. Rolland explained that the Authority was created in 2006 and provided some history. In 1975 the DEP put the Town of Tolland under consent order for polluting the waters of the State and Tolland. There are about 11 miles of sewer-main in the town, and it operates four pump stations. There is no treatment facility; therefore all of the waste goes to Vernon. The rate structure is based on the Town of Vernon. The greatest challenge for the Authority is the lack of customers. Currently, they have approximately 75 customers, but could hold 200 - 300. They did a project running up Rt. 195 last year and gained one customer. They have nothing to compel people to connect, unless their system fails.
- **Financial Status Review:** Jim Williams commented they have had rate increases the last 3-4 years. Since their rates are added onto the average rate of those in Vernon, their rates are higher and quite a bit expensive. Looking at the budget, their greatest hurdle is to try and establish a sinking fund to accommodate some of the maintenance issues in the future. The only way to do this is to expand the system. Another difficulty about the budget is that the charge of the WPCA is the protection of the waters of Connecticut and the town. He said when they come here to talk, they talk like they are only a sewer system, but it really isn't that easy. Especially in a town where 90% of the townspeople are on septic systems. When they had their meeting with the last Council, it was a candid discussion about the Facilities Plan and how it impacts the town. It makes him uncomfortable that the four Commission members are making decisions that are going to impact the taxpayers. He believes the partnership between the Council and the WPCA is a tighter bind, because they are not operating in a vacuum to try to collect money to solve all the problems that they have. They are going to try and do their due diligence and keep the Council informed about which direction they go in. There are going to be expenses that they will not be able to pay for through their users. It is daunting for them to think about how these things will be paid for. He thinks there needs to be a candid conversation about how they are going to do it.

- **Current Projects & Tasks:** Mr. Rolland advised that the current project is their Phase II Facilities Plan. They were in negotiations with DEP. There are five neighborhoods in town that have been located as potential pollution sources. The DEP would like them to be sewerred at a substantial cost (\$50m+). This has been going on for several years with the DEP. It is unrealistic for the small handful of people that may benefit by it. They just had a meeting with the DEP, Mr. Werbner and other town staff. The Commission would like to look at other solutions: possibly pump-out ordinances, or to actually take a look to see if there is a pollution problem, because a lot of data collected hasn't shown evidence of pollution. EHHD did a study with the data they had and 50% of the lots showed that 75%+ were all conforming to current standards. Most of the repairs done on the septic systems were due to faulty installations in the 50's & 60's. So, they have gone to DEP and argued that there is no evidence of any water pollution. They have water quality testing from the CWC from the Snip showing no pollution over the last few decades. The DEP did agree to potentially look at the data and possibly allow them to look at each individual neighborhood.

Mr. Rolland went on to explain that there have been some capital improvement challenges. They needed to replace the pumps at the high school. The school has its own pump station, and is the only customer on that line. The pumps were only six years old. The Gerber Pump Station is getting old. They are looking at putting covers on that; it needs an air compressor. They are a younger system, so they are not facing the same problems as the TWC right now, but they will be in 10-15 years.

- **Authority, Operator & Staff Responsibilities:** Mr. Rolland commented that they are volunteers as well, but are essentially operating as a utility. They do have an operator to run their system, but they are in desperate need of a town engineer and an assistant. Their charge is daunting.

The WPCA did a question and answer session.

Mr. Werbner said the consultant study is something that should be discussed. Mr. Rolland said they would like to have the Consultant come to talk at one of their meetings.

Mr. Rolland said they would be happy with any development that could be added to the system. Although, Mr. Williams added that they need to be careful to keep the integrity of our town. He suggested that as elected officials, they need to use their political influence to talk to people and try to reel in the DEEP with their regulations and unfunded mandates that municipalities cannot afford.

Mr. Scavone thanked both Commissions. They are truly un-sung heroes. They are operating two businesses that no one has any idea as to how much goes into what they do. There are not any easy solutions, but at least they know the magnitude of these issues and what is on their table.

Mr. Werbner said both groups are working with the State legislative delegation to try and resolve the state issues that they have. They will continue to address those and hopefully come to some reasonable resolution or not, and then it will be some sort of legal resolution after that point in time. He said we need a town engineer. They are starting the recruitment process over. It is preferable that the engineer to be on board before hiring the part-time assistant. Both positions are key positions within the town.

Mr. Symonds commented that there may be a common thread that may present conflicts or may complement each other, for example the proposed development of the 87 units on Anthony Road. From the perspective of the WPCA, it would be highly desirable. From the perspective of the TWC, they can serve it, but there is a series of things that they will need to go through. Any of the proposals that they deal with will need to be evaluated. Obviously, they need engineering services to do that. There needs to be a better mechanism for coordinating these types of efforts. In the past, the Town Engineer was the liaison for the PZC, WPCA, and the TWC.

4. **Discussion of TWC & WPCA Objectives and On-Going Staffing Needs:** Discussed above.
5. **Discussion of Future Actions including External Review of Long Term Needs of the TWC and WPCA and Alternative Management Structures:** This will be on future agendas.
6. **Adjournment:** Richard Field moved to adjourn the meeting; Seconded by Mark Gill at 8:44 p.m. All were in favor.

Steven R. Werbner
Town Manager

Michelle A. Finnegan
Town Council Clerk

February 16, 2012
Suzanne M. Litwin,
Asst. Town Clerk

MEETING MINUTES

TOLLAND TOWN COUNCIL
HICKS MEMORIAL MUNICIPAL CENTER
6th FLOOR COUNCIL ROOM
FEBRUARY 14, 2012 – 7:30 P.M.

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Tolland Public Schools

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

MEMBERS ABSENT: Sam Belsito

OTHERS PRESENT: Steven R. Werbner, Town Manager; Clem Langlois, Public Works; Michael Wilkinson, Administrative Services; Beverly Bellody, Human Services; Lisa Hancock, Director of Finance and Records; Jeff Maron, Chairman of the Parks & Recreation Advisory Board; Tom Ainsworth, Director, Recreation & Adult Education

1. **CALL TO ORDER:** Jack Scavone called the meeting to order at 7:30 p.m.
2. **PLEDGE OF ALLEGIANCE:** Recited.
3. **MOMENT OF SILENCE:** Observed.
4. **PROCLAMATIONS:** None.
5. **PUBLIC PETITIONS, COMMUNICATIONS, AND PUBLIC PARTICIPATION** (*on any subject within the jurisdiction of the Town Council*) (*2 minute limit*): None.
6. **PUBLIC HEARING ITEMS:**
 - 6.1 Consideration of a resolution making an additional appropriation of \$188,390 in bond premium from the 2011 bond issue and setting aside this amount as “assigned” general fund balance to offset future debt service expenditures.

Mr. Werbner commented that in the process of issuing bonds, financial institutions bid interest rates with a premium attached. A premium must be recognized as revenue in the 2011/12 fiscal year. The actual spending of the premium will occur in accordance with the town’s debt service plan. In order to use the revenue, the funds must be appropriated and set aside as a reserve. Lisa Hancock has been having conversations with Bond Council concerning the exact amount of the premium. At this time, there is a question as to whether \$188,390 is the correct figure. It may be less than that, and is still being worked on. He asked that the public hearing go forward and then the matter be tabled until the next meeting. At that time, the exact figure will be known and action can be taken by the Council.

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

A straw poll was conducted of all those in favor of making an additional appropriation of \$188,390 in bond premium from the 2011 bond issue and setting aside this amount as “assigned” general fund balance to offset future debt service expenditures. 6 in favor; 0 opposed.

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

Richard Field motioned to table this item until the next meeting when an exact figure is determined; Seconded by Mark Gill. All in favor. None opposed.

6.2 Consideration of a resolution to approve changes to Ordinance #46, Section 94-22 of the Solid Waste and Recycling Regulations.

Mr. Werbner advised that a resident had their recycling container damaged by the act of vandalism, and they requested that the town pay for the replacement of that cart. Under current regulations, it states that the town is not responsible, and that homeowners are responsible for replacement. In discussions, it was determined that if the vandalism was reported to the State Police, the town would be willing to replace the container at no cost to the resident. This would pertain to only stolen or vandalized recycling containers.

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

A straw poll was conducted of all those in favor of approving changes to Ordinance #46, Section 94-22 of the Solid Waste and Recycling Regulations. 4 in favor; 0 opposed.

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

Mr. Field asked about how a resident would get a bigger container should they want one. Mr. Werbner said the Tolland Patch did an informal survey, and the results are being evaluated. A recommendation will be coming in the future.

Richard Field read the following resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby approves the attached revised section of Chapter 94-22 of the Code of the Town of Tolland.

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

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

7a1. Board of Recreation: Jeff Maron said that over the last several years there hasn't been a lot of capital activity in town, especially for Parks & Rec. They have done some different projects and work with the Leagues all the time in town. Over the last several years, they have been trying to expand the trail system for a low cost. Right now, they have several things going on: 1.) the new Rec Center: It is a great opportunity to be able to use part of the un-used school and have a wonderful facility without having to build one; 2.) A Grant was received for the restroom / concession building at Cross Farms; and 3.) Adam's Adventure is another opportunity to add a great facility to the town at a very low cost and will be a great boost to the Parks system. He advised that the volunteer Board is struggling, but they did welcome two new members to their Board last night. Currently, there is one vacancy. The Board meets once per month. Mr. Field asked what their needs are. Mr. Maron said they would like to keep improving the Rec Center. One idea is to add a birthday / party room at some point. This will enable people to use the facility, gym and maybe some other inexpensive items (ex. Air hockey). That could be a nice steady revenue generator once it is established. Mr. Freeman asked if the Pavilion was complete. Mr. Maron said yes, and will be

ready for operation this Spring. He commented that the Leagues have been very involved and supportive. They don't look for things to be given to them; and they work closely with the town.

7b. **REPORTS OF TOWN COUNCIL LIAISONS:** Mr. Field commented on the last BOE meeting: They will be taking action on Parker School February 22nd. During the meeting, Mr. Guzman handed out some budget cuts that they could do. The BOE reviewed them and were hoping for a few more. They postponed the vote on the budget until after the meeting with the Town Council on Wednesday night. Mr. Freeman commented on PZC meeting: There was talk about assistance from the Council to perhaps fund for engineering services related to the Village area. It is at the beginning stages of the planning process. Steve Clark, BOE liaison, commented that the BOE has a meeting scheduled for approving the budget this Friday at the THS Media Center at 7 p.m.

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

- 8.1 Consideration of a resolution for an additional appropriation of \$11,290.89 to the Board of Education's unallocated Capital Improvement Account for unanticipated out-of-district tuition and transportation reimbursements and the setting of a public hearing thereon for February 28, 2012.

Mr. Werbner commented that this is additional money that the district has received over the course of the fiscal year for unanticipated out-of-district student tuition and unanticipated transportation reimbursement. The recommendation is to allocate this money to Capital Improvement fund – unallocated Account for the BOE capital needs.

Richard Field motioned that the following resolution be introduced and set down for a public hearing on February 28, 2012 at 7:30 p.m. in Tolland Town Council Chambers and read the following draft resolution:

NOW, THEREFORE, BE IT RESOLVED by the Town Council that it hereby approves an additional appropriation of \$11,290.89 to the Board of Education's 2011-2012 Budget for out-of-district tuition and transportation reimbursements.

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

- 8.2 Discussion of restoring and restructuring of the Town Council/Board of Education Hour.

Mr. Field said the BOE was in favor of keeping the TC/BOE Hour going. Mr. Clark commented that they have always been in favor of maintaining the hours. Mr. Field suggested holding the hour in the conference room in the Town Hall the last Thursday night of every month. Ms. Rubino suggested having the hour held in the Library, which may be more convenient for the public. Mr. Werbner commented that the previous Council moved it around. Mr. Gill suggested putting a calendar together and agreed to move the location around. Mr. Clark said once a schedule is set, the BOE will pass the sign-up sheet around to their members to pick a date that works for them. Mr. Field and Mr. Scavone will work on a schedule and get it back to the members at the next meeting. Mr. Werbner suggested residents that cannot attend the hour could send e-mails during the designated times for the TC/BOE hours, as it may be more convenient.

- 8.3 Consideration of a proposed ordinance to address the issue of re-districting State wide voting districts and the setting of a public hearing thereon for February 28, 2012.

Mr. Werbner commented that this a mandated change by the State Legislature. The Town of Tolland has had a small section of the town carved out to form a 3rd voting district. The Registrars have decided to

continue to have all voters vote at the Hick's gym. They will separate the gym into two (2) voting districts for minimal disruption to voters and economics of scale with regards to staffing requirements.

Richard Field motioned that the following resolution be introduced and set down for a public hearing on February 28, 2012 at 7:30 p.m. in Tolland Town Council Chambers and read the following draft resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby approves a proposed ordinance to address the issue of re-districting State wide voting districts

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

- 8.4 Consideration of a resolution for the approval of a contract (lease and tax abatement) between the Town of Tolland and The ACCESS Agency, Inc. for the leasing of the unoccupied section of the former Parker Memorial School for the construction and management of senior housing and in accordance with Public Act No. 07-218 and the setting of a public hearing thereon for February 28, 2012.

Mr. Werbner commented the town has limited affordable housing, and the elderly population is increasing. In an effort to meet the goal of creating additional housing units, the Town is considering renovating the unoccupied section of the former Parker Memorial School for senior housing. The site has been reviewed by Town staff and David Berto, Housing Enterprises, Inc. who contends that the site could support up to 40+ units. In order to fund a project of this magnitude, the Town will need to contract with a non-profit agency, which is eligible to receive State and or Federal construction and management funds. The Access Agency has been selected as the non-profit Sponsor Agency for this project. We are asking that this resolution get approved, so that they can pursue State and Federal funding as it becomes available. In about two years, we would be in a position to have housing there. The BOE is considering a resolution to turn the building back over to the Town, for the town's control if this project should move forward. The Rec. Department will still remain in their section. There would be a clear divide between the two. They would work on relocating some of the driveway/access ways to segregate out the buses that come into the school.

Mr. Gill asked about kindergarten? Are we shooting ourselves in the foot? Mr. Werbner said that is always lingering out there. The probability of being mandated to do all day kindergarten in the near future is probably limited. If and when that came about, it may be cheaper to build onto Birch Grove.

Ms. Rubino is very excited about this, because of the aging population. She asked if most of the infrastructure would be funded by grants. Mr. Werbner said we have a federal grant at this time for \$190,000 for the purchase of property for the sole purpose of elderly housing. If we go forward with this, we will go back to Congressman Courtney's office to see if we can change the use of that for infrastructure. They would be seeking to do the vast majority of this through grants.

Richard Field motioned that the following resolution be introduced and set down for a public hearing on February 28, 2012 at 7:30 p.m. in Tolland Town Council Chambers and read the following draft resolution:

BE IT RESOLVED by the Tolland Town Council that it hereby approves the contract between the Town of Tolland and the ACCESS Agency, Inc. for the leasing of the unoccupied space at Parker Memorial School and the abatement of real property taxes to be effective only if the Town proceeds with the development of Senior Housing.

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

8.5 Appointments to vacancies on various municipal boards/commissions.

Benjamin Stanford motioned to re-appoint the following:

Town Historian

~Barbara F. Cook, 97 Kozley Road. Term expired November 9, 2011
New term would be from 11-9-2011 to 11-6-2013

Tolland Water Commission

~Glenn MacDonald, 55 Stuart Drive. Term expires January 31, 2012
New term would be from 1-31-2012 to 1-31-2016
~Thomas M. Rallo, 38 Barbara Road. Term expires January 31, 2012
New term would be from 1-31-2012 to 1-31-2016

Ethics Commission

~Rebecca D. Tanner, 693 Buff Cap Road. Term expired December 31, 2011
New term would be from 12-31-2011 to 12-31-2014
~R. Michael Groff, 81 Lawlor Road. Term expired December 31, 2011
New term would be from 12-31-2011 to 12-31-2014
~Jerome E. Lahman. Term expired December 31, 2011
New term would be from 12-31-2011 to 12-31-2014

Board of Building Appeals

~Raymond M. Milvae, 97 Sherry Circle. Term expired November 9, 2011
New term would be from 11-09-2011 to 11-04-2015

Jan Rubino motion to appoint the following:

Fence Viewer

~Bob Rubino, 296 Weigold Road

TECDC

~Jeff Champagne, 115 Virginia Lane.

Non-Profit Housing Corp.

~Cathryn-Jean Fleming, 174 Merrow Road

WPCA

~John Zevetchin, 352 Shenipsit Lake Road

Central Regional Tourism District

~Kendra Quist Slack, 25 Bakos Road

Seconded by Richard Field. 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)**

Mr. Werbner commented on the following from this monthly report:

~Walter Lawrence has announced his retirement. He has been an asset to the town. It will be difficult to fill his shoes, but they will start to recruit for that position. He is retiring May 3rd.

~Review of the number of installments for motor vehicle taxes (2 installments to 1 installment): The previous Council had kept it at 2 installments due to the economy, but asked that it be brought back up this year. He asked if they would like it on the next agenda for discussion. It was decided that it would be on the next agenda.

~They did receive a preliminary report from a traffic engineering firm. The magnitude of the funds needed to do the engineering studies for the Tolland Village area would be \$75,000 +/- . Those are funds that they will be seeking from wherever they can be sought. They are also costing out some other things, ex.: moving the commuter lot and some planning work.

~ Meeting schedule:

-Wednesday night TC/BOE re: budget at TIS @ 7 p.m.

-Thursday night he will hold a community conversation at the Fire Training Center @ 7:30 p.m.

-Friday night the BOE is scheduled to adopt the budget at the THS Media Center.

-February 23rd is the Capital Budget Public Hearing

11. ADOPTION OF MINUTES

- 11.1 January 19, 2012 Town Council/BOE Joint Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Josh Freeman. All in favor. None opposed.
- 11.2 January 24, 2012 Meeting Minutes: Richard Field moved to adopt the minutes as amended below; Seconded by Ben Stanford. Mr. Gill wanted an addition to item 8.3 – health insurance update: The last line should include specifics with regards to the savings. He wants the public to know the potential savings that could be had. It should read:
Mr. May estimated that the savings potential to the Town/BOE would be approximately \$1M, while saving employees an average of \$800.00 per year.
All were in favor of the minutes as amended. None opposed.
- 11.3 February 7, 2012 Joint Workshop Meeting Minutes: Richard Field moved to adopt the minutes; Seconded by Mark Gill. All in favor. None opposed.

12. **CORRESPONDENCE TO COUNCIL:** The Council received various letters during the last couple of weeks.

13. **COMMUNICATIONS AND PETITIONS FROM COUNCILPERSONS:** Mr. Stanford wanted to discuss the Tolland Water Commission's future. Mr. Werbner suggested encouraging them to have their management reviewed, and that they are trying to get the Consultant in to a WPCA meeting. They are also trying to set up a meeting regarding the diversion permit.

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

Brendan Marinar of 367 Sugar Hill Road – He commented on the school budget proposal. The proposal is one of spending somewhat more, or much more; therefore taxing the citizens of Tolland somewhat more or much more. It seems to him the definition of insanity is to return every year to go over these same issues where we are directed by a government run monopoly school system. It taxes us on the local, state and federal level and gives us very little input in the process. We get to vote on the budget, but we don't get to have any input in terms of where the money is going. There needs to be another type of discussion, and it needs to happen in almost every town in the Country. He hopes that we start having a discussion or debate about what a monopolistic government run union public school system is and how it takes money from its' citizens. There is a better way, and it is time to start talking about that better way.

Bob Rubino of 296 Weigold Road – HSA savings – He commented on a talk with the Superintendent regarding their experience with converting members of the school system to the HSA: They were surprised at how many people jumped on board, and the demographic of the folks that embraced this change. It was the younger teachers, not the ones paying the most in premiums. He believes Mr. Guzman is shooting a little low with his projections on the savings. They need to do what they can to encourage people to participate. An advantage on HSA is a savings account that you can carry into your retirement. It is your money. HSA makes a lot of smarts. It is a darn good thing for all of us.

15. EXECUTIVE SESSION

Richard Field motioned to go into Executive Session at 8:38 p.m., thus ending the Regular Meeting of the Town Council; Seconded by Benjamin Stanford. All in favor. None opposed.

15.1 Discussion with the Town Attorney on possible pending litigation.

The Executive Session started at 8:38 p.m. and ended at 8:59 p.m. All members of the Town Council, with the exception of Sam Belsito were present, along with Steve Werbner and Attorney Rick Conti.

16. ADJOURNMENT: Richard Field moved to adjourn the meeting; Seconded by Mark Gill at 8:59 p.m. All were in favor.

Jack Scavone, Council Chair

Michelle A. Finnegan
Town Council Clerk