

Ashford Board of Education
Ashford, Connecticut

Regular Meeting Agenda
October 1, 2015

7:30 pm

Ashford School

District Office Conference Room 14

1. Call To Order
2. Persons to be Heard
3. Communications
4. Approval of Minutes: 09/03/2015
5. Distribution of Administrative Reports
 - a. Superintendent
6. New Business
 - a. First Reading of Board Policy Updates Provided by Counsel (Series 1000 – School Volunteers; Series 4000-Reporting of Child Abuse, Neglect and Sexual Assault; Series 5000-Attendance and Truancy; Immunizations; Health Assessments and Screenings; Discipline; Student Records (FERPA); Administration of Medications in Schools; Use of District's Computer Systems)
 - b. First Reading of Board Policy Regulation Update (Series 1000-Sexual Offenders on School Property)
 - c. Requests for Family and Medical Leave
7. Old Business
 - a. Second Reading: Series 1000 -School Security and Safety Plan
 - b. Board of Education Goals
 - c. Long Term Planning
 1. Capital Improvement
 2. Three-Year Plan
8. Next Meeting Date/Agenda Items
9. Superintendent Evaluation (Executive Session Anticipated)
10. Adjournment

Ashford Board of Education Goals

The Ashford Board shall:

1. Initiate policies and practices, as well as devote appropriate resources, towards the improvement of Ashford students on Connecticut standardized testing.
2. Promote instructional practices rooted in the individual skills, talents, needs and performance of the student.
3. Initiate mechanisms for improved and effective communication with the community as well as town leaders and other town boards and committees.
4. Develop a three-year school improvement plan that presents, and explains, an optimal path towards educational excellence in Ashford.

All meetings, conferences, programs and activities at Ashford School are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act. Individuals with disabilities requesting relocation of this meeting should call the Superintendent at 429-1927 or e-mail a request to jplongo@ashfordct.org not later than 2 working days prior to the meeting. Hearing impaired individuals may communicate their request for accommodations by using the e-mail address above, or calling the State of CT TDD relay service (800) 842-2880 or the national relay service number (800) 855-2880.

Enclosures: Minutes 9/03; Policy and Policy Regulation Updates from Counsel

Ashford School

440 Westford Road (Rt. 89)
Ashford, CT 06278
School Web site: www.ashfordct.org

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Garrett J. Dukette
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gdukette@ashfordct.org

September 15, 2015

Mr. Michael Zambo, First Selectman
Town of Ashford
5 Town Hall Rd.
Ashford, CT 06278

Dear Mr. Zambo;

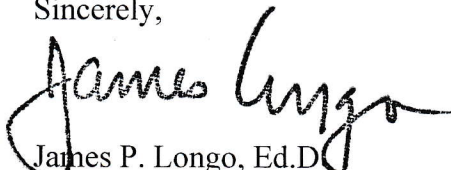
The Ashford Board of Education met on September 3, 2015 and voted to decommission the following school buses from fleet service:

Bus #4 2001 International School Bus	VIN # 1HVBABP82B920488
Bus #6 1998 International School Bus	VIN # 1HVBBABP3WH565916

These vehicles are not in use at this time, nor and have they been used for the transportation of students during this school year.

Please contact me if you have any questions or need any further information.

Sincerely,



James P. Longo, Ed.D
Superintendent of Schools

cc: file

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September 17, 2015

Gloria McCree, Director
Office of Internal Audit
State of Connecticut
Department of Education
P.O. Box 2219
Hartford, CT 06145

Sent via Electronic and Certified Mail

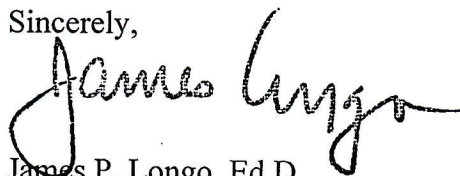
Dear Ms. McCree;

The Office of the Superintendent of Schools acknowledges receipt of letter from the Office of Internal Audit concerning desk audit findings and a corrective action response for the 2013-2014 fiscal year. Please be advised this letter arrived on September 9, 2015.

Attached to this letter you will find a copy of the highlighted recommendations that were provided with your request for corrective action, and a written response to those recommendations.

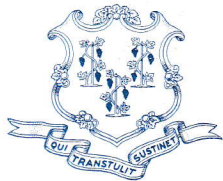
Should you have any questions or require any further information concerning this matter, please do not hesitate to contact me.

Sincerely,



James P. Longo, Ed.D
Superintendent of Schools

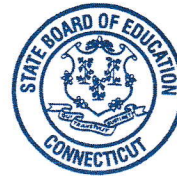
cc: file
Ashford Board of Education



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

Rec'd 9/9/2015
JB



September 4, 2015

Dr. James Longo
Superintendent of Schools
Ashford Public Schools
440 Westford Road
Ashford, CT 06278-0128

Dear Dr. Longo:

The Office of Internal Audit has reviewed the town of Ashford's fiscal year 2013-2014 audit report, along with reports on state financial assistance and/or federal awards.

As part of the desk review of these audits, we are required to determine whether audit findings and recommendations have been addressed, and that a corrective action plan has been developed in response to them.

Attached to this letter you will find a copy of certain highlighted comments and recommendations which were included in the town's management letter for the year ended June 30, 2014. Comments which have been repeated from the previous year's audit report have been identified with an asterisk (*).

Please forward to this office by September 18, 2015 a copy of the corrective action plans developed to comply with the highlighted recommendations. Your response should be specific and complete, particularly in the case of a finding that has been repeated from the previous year.

Thank you for your attention to this matter. If you have any questions, please call Theresa Drouin-Guerette at (860) 713-6534 or email Theresa.Drouin-Guerette@ct.gov.

Sincerely,

Gloria McCree,
Director, Office of Internal Audit

GM:tdg
Attachment

cc: Theresa Drouin-Guerette

To the Board of Finance and management of the
Town of Ashford, Connecticut

In connection with our audit of the financial statements of the Town of Ashford, Connecticut (the "Town"), as of June 30, 2014 and for the year then ended, auditing standards generally accepted in the United States of America ("US GAAS") require that we advise management and the Board of Finance (hereinafter referred to as "those charged with governance") of certain internal control matters identified during our audit.

Our responsibilities

Our responsibility, as prescribed by US GAAS, is to plan and perform our audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether caused by error or fraud. An audit includes consideration of internal control over financial reporting (hereinafter referred to as "internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of identifying deficiencies in internal control or expressing an opinion on the effectiveness of the Town's internal control. Accordingly, we express no such opinion on internal control effectiveness.

Identified deficiencies in internal control

During our audit, we became aware of the following deficiencies in internal control other than significant deficiencies or material weaknesses, and other matters that are opportunities for strengthening internal controls and operating efficiencies:

System: Board of Education



Purchasing Policy and Procedures

During our audit, we noted that a school project funded out of the Capital Project Fund was initially procured and awarded solely by the Superintendent of Schools. The spending of Capital Project Funds is subject to oversight of the Board of Finance and the purchase of goods and services from capital funds should adhere to the Town's ordinance on purchasing.

Although this deviation from the Town's purchasing ordinance was subsequently identified and addressed by the Town, we recommend that the Board of Education's purchasing policy and procedures be updated to address instances whereby the Town's purchasing ordinance is required to be followed.

System: Board of Education (*Continued*)

Purchasing Policy and Procedures (Continued)

In addition, during the prior year audit, we noted that the Board of Education adopted a purchasing policy and procedures relating to purchasing and awarding of contracts. Within this policy we noted that specifications, advertising, opening, record keeping, awarding, and waivers related to the bid process were all at the discretion and authorization of the Superintendent of Schools. In addition, it was noted that subsequent to the resignation of the Board of Education Business Manager, only one approval, from the Superintendent of Schools, is required on all purchase requisition and purchase orders. No additional approval is required on any purchases, including those initiated by the Superintendent. We recommended that the Board of Education consider adding additional levels of approval and involve other individuals in the purchasing and authorization process, to ensure adequate segregation of duties has been achieved.

During the current year audit, it was noted that in practice, the Superintendent of Schools has begun working cooperatively with the First Selectman and the Town Finance Office concerning any potential or actual requests for proposals for capital purchases. In addition, bid postings have been a mutual effort of both the Town and the Superintendent. While this practice improves the overall segregation of duties we recommend that the Board of Education update its purchasing policy to incorporate these changes.

It was further noted that in practice, purchases initiated by the Superintendent of Schools continue to be processed with no additional approval. We continue to recommend that the Board of Education consider adding an additional level of approval for purchases initiated by the Superintendent to ensure adequate segregation of duties.

Processing of Purchase Orders

During the current year audit, we identified a number of purchase orders that were dated subsequent to the invoice date, indicating that the purchase may not have been authorized prior to item acquisition.

Although there are situations where purchases may be required prior to obtaining the appropriate authorizations (i.e. due to an emergency), these situations should be limited and adequately documented. For all non-emergency purchases, we recommend that the employees responsible for purchasing be informed of the Board of Education's purchasing policies and procedures and that such employees be held accountable for compliance.

Student Activity Funds: Timeliness of Deposits

During our audit, we identified certain instances where student activity receipts were not deposited in a timely manner. Although the receipts are kept in a secure location, failing to make timely deposits increases the risk of error and the risk of misappropriation of funds.

We recommend that deposits be made in a timely manner, with as little cash as possible being kept in departmental offices after business hours.

Control over Capital-type Items

During our audit, we noted that the Board of Education has made significant investments in technology equipment and these items have not been capitalized since they do not meet the definition of capitalized assets for financial reporting purposes. When these items are not capitalized, care should be taken to ensure that adequate control is maintained to safeguard the existence of and to ensure accountability over such items.

System: Board of Education (Continued)

Control over Capital-type Items (Continued)

We recommend that the Board of Education undertake a systematic effort to identify all of its controlled capital-type items. The Board of Education Finance Department should capture capital-type items as part of the normal disbursement process. Disposal of items should be documented and reported to the Board of Education Finance Department. In addition, as part of the year-end closing process, a detailed listing of capital-type items should be prepared along with an explanation of changes from the previous year. The detailed listing of capital-type items should be maintained by the Board of Education Finance Department and should be periodically verified to ensure the reliability and completeness of the listing.

Disposal of Fully Depreciated Capital Assets

During our audit, we noted that the current capital asset listing of the Board of Education includes a number of older fully depreciated assets that may no longer be held by the Board of Education.

We recommend that the Board of Education implement procedures that requires periodic notification to the Board of Education Finance Department of capital asset disposals to ensure timely and accurate recording for financial reporting purposes. Documentation of disposals should include the method of disposal, approval obtained and the sale amount, if applicable.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various Town personnel, and we will be pleased to discuss them in further detail at your convenience, to perform additional study of these matters, or to assist you in implementing the recommendations.

We appreciate the courtesies extended to us by the management and staff of the Town, and would be happy to discuss the above matters further at your request.

This communication is intended solely for the information and use of the Board of Finance and management of the Town, the Office of Policy and Management, and federal and state awarding agencies and is not intended to be, and should not be, used by anyone other than these specified parties.

Mahoney Sabol & Company, LLP

Glastonbury, Connecticut
November 28, 2014


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To: James P. Longo, EdD, Superintendent
From: Donald A. Neel, Business Manager 
Date: September 16, 2015
Subject: Corrective Action Plan - 2013-14 audit management letter recommendations

No significant findings or material weaknesses were identified during the 2013-14 audit. However, a management letter was issued by MahoneySabol that included recommendations to strengthen internal controls. Our corrective action plan is as follows:

Purchasing Policy and Procedures - Capital

As noted in the management letter, this issue had already been addressed. Purchases from the Capital Project Fund that benefit the public schools and require public purchasing are referred to the First Selectman's office for bidding and award.

Corrective Action: A proposed Purchasing Policy revision is currently under review by the Board of Education. This modification clarifies the authority of the Board of Education to manage procurement of goods and services made from funds it controls.

Purchasing Policy and Procedures - Purchases initiated by the Superintendent

As the district's Chief Executive Officer, the Superintendent does not require approval from any subordinate staff member for purchases initiated or ordered by him or her. The discretion of the Superintendent to direct the use of budgetary resources is well within his/her statutory authority to manage the day-to-day activities of the district. I disagree with this recommendation as broadly worded as it is. In a more appropriately limited interpretation, there is reasonable concern that a Superintendent could be in a position to misappropriate financial resources for personal benefit.

Corrective Action: A procedure or policy will be prepared for consideration by the Ashford Board of Education through which any non-contractually-required expenditure paid to the Superintendent or other expenditure that might be construed as personally benefitting the Superintendent will be presented to the Board of Education or its designated member for approval.

Processing of Purchase Orders

Purchase orders are prepared on a "homegrown," stand-alone system that is not integrated with the district's accounting software. As such, the process for creating P.O.s lacks the normal controls that are included in contemporary, integrated systems. Much potential for data entry errors (e.g., P.O. issue date) exists. Moreover, past practice in the district has been to retroactively adjust encumbrances in the purchase order system to match final invoice amounts, and subsequently print revised P.O.s. This exacerbates the risk of apparent post-order dated P.O.s. A fundamental principle of encumbrance accounting is that, when exact payable liabilities are not known, that the encumbrance

will be based on the best estimate of anticipated expense. Perfect requisitioning is neither reasonable, nor required.

Corrective Action: Staff have been notified of requisitioning requirements via the "Administrative Guide to School Financial Matters and Transactions." Finance staff prepare purchase orders prior to ordering under normal (i.e., non-emergency) circumstances. Beginning in fiscal 2015-16, the practice of adjusting purchase orders to final invoice amounts will be discontinued. The original encumbrance is recorded in the accounting software and reasonable variances in invoice amounts above or below the encumbrance will be accommodated. The long-term objective is to replace the current accounting system with a package that would include requisitioning/purchase orders functionality to automatically post encumbrances and liquidate those encumbrances as payments are made and/or P.O. balances released.

Student Activity Funds - Timeliness of Deposits

As noted in the management letter, student activity receipts are kept securely locked in the safe, which itself is in a locked closet, until deposited. Finance staff neither recall the specific deposits that did not meet the subjective determination of "timely," nor of the magnitude of these deposits. As we are a rural district without convenient access to banking services, the productivity loss and travel reimbursement cost of staff time to go to the bank (30 minute round trip, at best) must be weighed against the risk of loss from misappropriation.

Corrective Action: A Business Office procedure has been instituted establishing a minimum frequency of weekly deposits when the amount of student activity cash and checks on hand exceeds \$500.

Control over Capital-type Items

Control and accounting measurement of capital assets is within the purview of the Board of Education Finance Department; control of non-capital ("capital-type") assets is not. The instructional and operational departments (primarily Information Technology and Facilities) that deploy and maintain these assets are responsible for their custody and control.

Corrective Action: None required. Inventory and care of non-capital assets is already handled by the department directors who are in the best position to exercise fiduciary responsibilities over them.

Disposal of Fully Depreciated Capital Assets

Corrective Action: The capital asset inventory was reviewed at 2014-15 year-end. Assets that are no longer in the district's possession were removed and fully depreciated assets that no longer serve any accounting purpose (i.e., no impact on the Town's balance sheet or future expense) were flagged for removal. In addition, agreement was reached between Board of Education and Town finance personnel that BOE capital assets would be maintained in the Town capital asset/depreciation system. On an annual basis, the Business Office will provide Town Finance with capital additions purchased with funds controlled by the Board of Education and the Town, in turn, will provide the current list of BOE assets for review. The Business Office will provide details regarding the disposition of any capital assets that were released or impaired during the year.

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September 16, 2015

Mr. Michael Zambo, First Selectman
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5 Town Hall Rd.
Ashford, CT 06278

Dear Mr. Zambo;

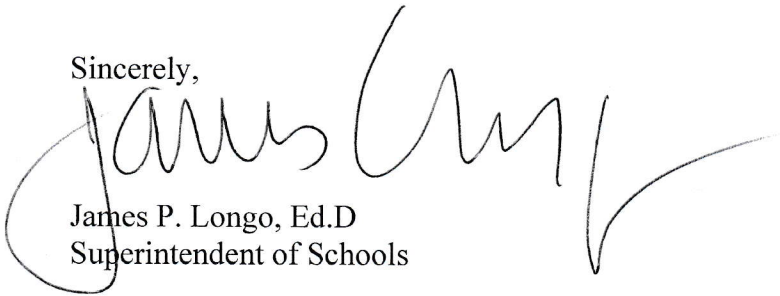
Please be advised that per Ashford Board of Education policy, we are providing notice of the removal of several 2008 or older model year Macintosh computers, desktop printers and other electronic equipment from service. Computers have been harvested for any usable parts, and contain no data files or operating systems.

These items have been pulled from active service due to age, inoperability, and/or are obsolete.

The items are scheduled to be picked up by Excel Recycling on Monday, September 21, 2015. If anyone from the Town of Ashford would like to view the items they are available for inspection through Friday, September 18, 2015. A list of the inventory that is successfully transferred to Excel Recycling will be documented and that list will remain on file.

Please contact me if you have any questions or need any further information.

Sincerely,



James P. Longo, Ed.D
Superintendent of Schools

cc: file

Ashford Board of Education
Meeting Minutes – September 3, 2015

7:30 p.m.

Note: Per C.G.S. §10 – 218, Board of Education meeting minutes are provided in a draft format within 48 hours of the date the meeting was held. With the exception of motions and votes recorded, these minutes are unofficial until they have been read and approved by a majority vote of the Board. Should edits be necessary, they will be made at a regularly scheduled meeting, noted in the meeting minutes, and so voted upon.

Call To Order

Board Vice-Chair K. Rourke called the meeting to order at 7:32 PM. Present were K. Rourke, J. Mozeiko, J. Lippert and K. Warren. Also present were Dr. J. Longo, Superintendent, Business Manager D. Neel and recording secretary J. Barsaleau. Present in the audience were R. Haeger and S. Morytko (8:17 pm). Unable to attend were members J. Rupert, L. Donegan and D. Wesson.

Persons to be Heard

None

Communications

K. Rourke shared with the members that J. Rupert was unable to attend this evening for medical reasons and the board of education has sent him a get well basket.

K. Rourke acknowledged receipt of the CABA Journal and noted there were some interesting articles in this month's publication, notably concerning new legislation concerning chronic student absenteeism. CABA also sent a memo concerning upcoming elections, and a flyer listing workshops that are available to board member candidates.

A heart felt thank you note was received from Sarah Caldwell, a recipient of the 2015 Bicknell Scholarship.

Dr. Longo asked that the board consider adding an item to the meeting agenda, the decommissioning of school buses, at the request of the fleet mechanic.

Motion made by K. Warren to add the decommissioning of school buses to the agenda as item 7c, seconded by J. Mozeiko and carried unanimously.

Approval of Minutes: 08/20/2015 (special) 08/20/2015 (regular)

Motion to approve the special meeting minutes of 08/20/2015 made by K. Warren, seconded by J. Mozeiko and carried unanimously.

Motion to approve the regular meeting minutes of 08/20/2015 made by J. Lippert, seconded by K. Warren and carried unanimously.

Distribution of Administrative Reports

a. Superintendent

Dr. Longo distributed a list of goals for consideration by the Board. The list is a draft and should be a starting point for the board to use for discussion in setting its goals. Members commented that Dr. Longo's pending Ashford Citizen article about STEAM is very good and that perhaps it should be sent to EASTCONN or other media outlets, and should be placed on the website in a prominent place.

Board members were also given a worksheet concerning the proposed discussion of capital planning items. K. Rourke asked that a new financial system be added to the capital list. Dr. Longo also noted the need for discussion of three-year academic goals. It was agreed by the members present to table any further discussions of board goals, academic goals and capital planning until most if not all members can be present. Dr. Longo suggested a meeting be called and dedicated only to these topics, and in the meantime, members should review these materials and add their ideas and suggestions.

At the July 16th meeting, information was discussed concerning proposed stipends for the planned after school program. Members reviewed a draft memorandum of agreement for program related stipends, but requested more detailed information concerning the total costs, including all budget lines that would be impacted by the program, wages, taxes, supplies, etc. D. Neel will gather this information for the next meeting. The board asked how notice about the program would be made to families and how it would be publicized to people outside of the school community who may be interested in participating? Dr. Longo will discuss these questions with Mr. Hopkins, but expects that he has already addressed them.

b. Business Manager

A FY 15 year-end activity report of the business office was distributed for review. D. Neel stated that he is very excited to be here, and wished to recognize the efforts of D. Morgan and L. SanDiego in ensuring that all reports were completed on time or ahead of targeted dates. From his perspective, all has gone

smoothly with the audit. K. Rourke asked for financial reports for FY 15 and FY 16. K. Warren requested financial reports be in an object detail format each month going forward. Members of the board thanked Mr. Neel for coming this evening and are happy to have his expertise and guidance.

New Business

a. Approval of 2015 Medical Standing Orders

Copies of the proposed orders were provided to members. Per the school medical advisor, this document is not for publication or distribution.

Motion made by K. Warren to approve the 2015-2016 medical standing orders as presented by Dr. Ronald Kelly, seconded by J. Lippert and carried unanimously.

7. Old Business

a. Board of Education Goals

b. Long Term Planning

1. Capital Improvement

2. Three Year Plan

As stated earlier in the meeting, these items were tabled. Drafts of all items will be emailed to members with tentative plans to discuss them in early October.

c. Decommissioning of School Buses

Fleet mechanic S. Lyman requested that this item be added to the agenda. He reported that Bus #4 and Bus #6 are not actively in service and will not be placed into service. The board requested an updated school bus inventory. D. Neel will provide this information.

Motion made by K. Warren to decommission from active service school bus #4 and school bus #6.

Motion seconded by J. Mozeiko and carried unanimously.

A letter will be sent to the First Selectman indicating this action and will include the model, year and vehicle identification number (VIN) of the buses that are removed from service.

Next Meeting Date/Agenda Items

The next meeting date is 9/17. K. Warren will be unable to attend. Agenda items include financial reports for FY 15 and FY 16, administrative reports, cafeteria report, possible first reading of policies, review of after school program MOU and associated program costs.

MEUI Local 506 Negotiations (Executive Session, Action Anticipated)

Executive session was waived. Dr. Longo and J. Mozeiko summarized negotiations with the bargaining unit. Union membership ratified the agreement prior to the start of this board meeting. Highlights of the agreement included:

- wage increases of 2.75% in year 1 and 3% for years two and three
- contributions to tax shelter annuity are increased to 3.5% for year 1, 4.5% in year 2 and 5.5% in year 3.
- health insurance plan changes from PPO to an HSA effective 10/1/15
- reduction of sick days from 15 per year to 12.
- creation of a sick bank representative of a 3-day contribution per eligible member.

Motion made by J. Lippert to ratify the successor agreement by and between the Ashford Board of Education and the Municipal Employees Independent Unit, Inc. for the period of July 1, 2015 – June 30, 2018. Motion seconded by J. Mozeiko and carried unanimously.

Review of the Superintendent Evaluation Instrument

Members are asked to review the document used to evaluate the superintendent and are to send any changes/edits to the document to J. Barsaleau. Superintendent Evaluation will be added to the first meeting agenda in October.

Motion to adjourn the meeting at (8:44 pm) made by J. Mozeiko seconded by K. Warren and carried unanimously.

Recorded by:

Jennifer Barsaleau

Encourage Twenty-First Century Skills at Home

Dr. James P. Longo, Ashford Citizen Article October 15, 2015

There are few educational ideas that are universally agreed upon by professional educators and corporate leaders around the world. I am going to present one to you in this article. One that is central to the mission of Ashford School, and can be of exceptional value to you, as a parent who wants to give your child a real advantage in their future.

To begin with, every school, perhaps every significant organization, has a mission statement that is written to guide all its members, and is informed by its leadership vision. As Superintendent it is my responsibility to provide a leadership vision and carry out the mission as adopted by the Board of Education. The mission statement of Ashford School, as adopted by the Board of Education, is straightforward and clear. It reflects a belief in the role that education can play in building a successful future for our students. This mission can be useful as a tool for you at home as well as for your child in school.

Over the past several years Ashford School has operated under the following mission statement.

"To present a school district that supports all students in achieving their highest educational and personal potential as productive citizens of the diverse, multicultural and global, twenty-first century community in which they will live."

This mission is designed to indicate to everyone who reads it what we believe the key and central mission of our school is. That is, that we are preparing students to enter into the twenty-first century with the skills that they will need to compete and succeed. We recognize that they will be entering into a global society where people from multiple cultures and countries will be competing. Therefore we emphasize the twenty-first century skills that will act as a foundation for their success.

We believe that we must emphasize these skills, and then allow students to adapt them to their individual interests and talents, bringing their own unique abilities to the world.

Essential twenty-first century skills have been identified, and are a list of personal attributes that are seen as significant and crucial in the emerging world that the students of today will be expected to participate in as adults. I am going to list these twenty-first century skills, and define them here, so you, as parents and community members, know what we are attempting to accomplish, and therefore be more able to support and participate in the process of preparing Ashford's emerging generations with a foundation that will support their success.

I invite you to join us in the education of Ashford's children by encouraging and reinforcing the following attributes in every child you know, on every occasion that you can. Children learn from the adults around them. You are the most significant teacher in your child's life, and for that reason we invite you to join us in attempting to accomplish our goal of providing all students with twenty-first century skills.

The following paragraphs give you a key that will unlock many of the doors that your children will have to pass through to become successful, and even become

leaders in the future. If your child becomes adept at these skills, and integrates them into their everyday life, they will have an advantage over anyone who does not. These skills are not a secret; they are almost obvious and simple.

Teaching and reinforcing these skills, and nurturing these abilities, is a subtle process. One that is as much about attitude and approach as it is about direct instruction.

I provide brief and simple definitions here. You may wish to look deeper and familiarize yourself with these skills. However, just knowing them and accepting their value, and reinforcing them around your home, as well as in your interactions with your children, will be of significant value, and provide your children with an amazing advantage in their careers and future lives. Please read this list and apply your own understanding to them. I trust that you will not be put off by my suggestions and definitions, but accept them as reminders of what the future demands of its citizens and leaders. I am aware that offering advice, particularly to parents, is a sensitive and dangerous process. Please read the following in the spirit of collegiality.

Autonomy: Encourage your child to think for themselves, not to be overly influenced by their peers, or trends, or what the crowd is doing. This seems simple and obvious, but it is an important characteristic of the highly successful adult.

Creativity: Enjoy and reinforce your child's creative moments. Ask them questions about daily life that encourage creative responses. Recognize creativity and show your appreciation of it. To be creative is a key skill in almost every career.

Collaboration: Teach your children teamwork. How working collaboratively can lead to better solutions and more success than ignoring the ideas of members of their team. Getting along with classmates, workmates, and team members is a real skill. Most companies today require collaborative ability and behavior to succeed.

Communication: There are many ways to communicate, speaking, writing, sharing ideas, and listening. Teach your child how important it is to be part of the dialogue. How participation requires both expressing and listening. It is valuable to every organization to have its members communicate clearly and effectively. Teach that communication is a two way process. It requires listening as much as it does expressing.

Critical Thinking: teach your child to see every issue or problem with an eye toward a solution. To see every situation with ideas that might foster better understanding is essential. To think critically is not to criticize, but rather to see, understanding through the essence and key aspects of every idea or situation. You must be able to see beyond the surface and understand whatever you are faced with in a deeper and more significant way. Skimming the surface and allowing immediate or first impressions to hold too much authority is to fail to critically understand. Every leader must know how to see beyond the surface and the immediate. Every company wants its workers to seek deeper understanding.

Cultural Competency: The world is becoming more integrated with every generation. Diversity is no longer just an idea; it is a way of life. It is unlikely that a child in school today will find a job where everyone is of the same ethnic group, race or belief system as they are. We not only have to learn to tolerate others, but we must go far beyond tolerance and respect and understand those who are unlike us.

This is important. If you are just tolerating differences you will betray true understanding and cut off interactions that lead to success. Subtle messages of racism or intolerance will handicap a child in their future.

Innovation: Some people see the world differently, and that allows them to innovate and solve problems in ways that the average person would never have conceived of. To be innovative is a skill that is the combination of several skills. To innovate one must think creatively, see new ways to put ideas together. Perhaps see a totally new thing in a way that brings us the next great idea. Innovation requires a certain amount of imagination, optimism, and willingness to take reasonable risks, confidence, and unique vision. To foster innovative skills a parent has to encourage free play and allow children to have quiet moments with simple toys where they play imaginatively and without adult interference. Also, when a child comes up with an idea that is outside the box, it is helpful if you recognize it and honor its value. To innovate is often the result of opportunity during the developmental years. Innovators are often people allowed to think independently, and without adult interference, as a child.

Perseverance: Teaching your child not to give up easily, and that success takes effort is one way to encourage perseverance. Another is not to solve every problem and smooth out every bump in your child's life so they have to learn to overcome, accomplish, and enjoy minor victories through persevering. There is a great deal of personal pride in success that you have a role in. Give them that experience. Be there as a safety net, and not always in the lead. People who persevere often succeed where others fail. No company wants an employee who gives up. And failure to persevere eliminates the ability to lead.

Self-Control: No one who is out of control is attractive to anyone. Employers want someone who understands that there are many ways to be right and that one must control their feelings if they are to be a good team member, colleague or friend. Sometimes teaching self-control is about teaching respect and understanding of others, and the ideas and behaviors of others, as much as it is about the self.

Motivation to Learn: Learning is a natural aspect of being human. We are born with a desire to learn. We want to know more every day as children. Curiosity and desire to learn are aspects of every toddler. It is institutional learning that often dims that desire and diminishes that aspect of the individual. One of the most important things you can do is to encourage your child to want to learn. We must all recognize that a child's questions and curiosity are significant indicators of their mind at work. Companies want employees who will learn on the job. Most of the facts that we learn in school are old by the time we enter the workforce. We have to be able to use them as a foundation for new learning if we are to be valuable to our employer. Essentially, it is not about the facts that we learn, but the development of the joy of learning, that matters in the long run.

Those are the twenty-first century skills that will mean so much to your child as they enter the work force as adults. Most of them require subtle behaviors on the part of teachers and parents. We can't just tell a child to be creative or innovative. We must recognize those moments and celebrate them. We can't just tell a child to be culturally intelligent. We have to model understanding of others. We can't just tell a child that critical thinking is important. We must use every opportunity we can to show students that what is on the surface is not enough if we expect to understand.

These are some of the finer points of teaching twenty-first century skills. We will do our best at Ashford School, and we hope that you can do your part at home. Hopefully this article reminded you of some of the very important skills your child must possess to succeed, and how you can reinforce their development.

MODEL POLICY RECOMMENDATIONS SEPTEMBER 2014

Introduction

This memorandum sets forth the suggested revisions to Board policies, regulations and accompanying model documents as a result of the 2014 legislative session, as well as changes made based on legal trends other changes to applicable law. We include any changes that have been made since September 2013. The bases for our recommended changes to the Board's existing policies for each respective series are discussed below. Please note that we have made some minor changes to the titles of certain policies to make each policy more readily identifiable.

Series 1000 Community/Board Operations

SCHOOL SECURITY AND SAFETY PLAN [NEW]

Last year, the Connecticut General Assembly enacted legislation creating new requirements for boards of education relating to school security and safety. Each school within a school district must develop and implement a school security and safety plan based on school security and safety standards developed by the Division of Emergency Management and Homeland Security ("DEMHS") within the Connecticut Department of Emergency Services and Public Protection ("DESPP"), in consultation with the Connecticut Department of Education. DESPP/DEMHS has developed a school security and safety template based on these standards for boards of education to use in developing plans for each school. In addition, boards must establish a school security and safety committee for each school, provide certain trainings and conduct certain assessments. We anticipate that the specifics of these plans will be exempt from disclosure under the FOIA. The policy included as a recommendation here is designed to provide the policy framework for the drafting of the specific plans contemplated by the legislation. As per our earlier guidance in this area, these new school security and safety plans must be in place for the 2014-2015 school year.

SEXUAL OFFENDERS ON SCHOOL PROPERTY

Public Act 14-213 expands the requirement in General Statutes § 54-258 that the Department of Emergency Services and Public Protection ("DESPP") notify the superintendent of schools for the school district into which a registered sexual offender will be released, and to provide the superintendent with the information from the sexual offender registry that is generally available to the public. Now such notification must be

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provided whenever a registrant changes addresses. The model policy has been revised to reflect this change.

SMOKING

This policy was revised to prohibit use of electronic nicotine delivery systems (“e-cigarettes”) on school property.

VOLUNTEERS [NEW]

In response to ongoing discussions with school districts regarding the need for enhanced security and safety within the school setting, we drafted this model policy to provide school districts with sample protocols with respect to access to schools by volunteers and other individuals not employed by the schools.

For the remainder of the Board’s policies in Series 1000, we have no suggested changes.

Series 2000 Administration

RETENTION OF ELECTRONIC RECORDS/INFORMATION

The Office of the Public Records Administrator, Connecticut State Library, issued a new policy and guidelines for digital imaging and the retention of documents, which guidance became effective August 11, 2014. The new policy and guidelines apply to all various public agencies including boards of education, and pertain to the scanning of records either in-house or through vendor services. Specifically, *Public Records Policy 2* now permits state agencies and municipalities to scan and destroy original paper records that have a retention period of “less than permanent” under the state’s classification system. After the approved disposition of original public records in paper format, the digital images must be maintained in compliance with the retention requirements listed on the applicable records retention schedule issued by the Public Records Administrator. Our model policy in this area has been updated to reflect these new changes.

For the remainder of the Board’s policies in Series 2000, we have no suggested changes.

Series 3000 Business

BOARD BUDGET PROCEDURES AND LINE ITEM TRANSFERS

We revised the regional board of education version of this policy to correct the day of the week for the annual district meeting. We then revised both the local and regional board of education versions to update applicable legal references.

For the remainder of the Board’s policies in Series 3000, we have no suggested changes.

Series 4000 Personnel

ABUSE AND NEGLECT OF DISABLED ADULTS

Connecticut law current requires certain mandated reporters to notify the Office of Protection and Advocacy for Persons with Disabilities (“OPAPD”) of any instance in which the reporter has reasonable cause to suspect or believe that a person between eighteen and sixty years of age with an intellectual disability has been abused or neglected. Public Act 14-65 expands this current requirement to include reports of suspected abuse of any person who receives funding or services from the Department of Developmental Services’ (“DDS) Division of Autism Spectrum Disorders. The requirements continue to apply only to persons between eighteen and sixty years of age and thus do not apply to children under the age of eighteen, even if the child has a disability. This new law goes into effect October 1, 2014. We have therefore revised our model policy to comply with these new requirements.

DRUG AND ALCOHOL USE

Public Act 14-76 imposes certain restrictions on the purchase and use of electronic nicotine delivery systems (i.e. “e-cigarettes”). This policy was revised to prohibit employee use of e-cigarettes on school property as well as to address the palliative use of medical marijuana consistent with state law.

CHILD ABUSE OR NEGLECT REPORTING

Public Act 14-186 makes several changes to the existing child welfare statutes, which changes become effective October 1, 2014. Specifically, Public Act 14-186 expands the list of mandated reporters set forth in Section 17a-101(b) to include a number of additional reporters, including any person eighteen years of age or older who: 1) holds or is issued a coaching permit by the State Board of Education and is a coach of intramural or interscholastic athletics; or 2) is employed either as a coach or director of youth athletics or a coach or director of a youth sports organization, league or team. The law previously included only coaches who were employed by a local or regional board of education.

In addition, the amendments to the law require that DCF notify the superintendent of a local or regional board of education of the results of its investigation of alleged abuse or neglect by a school employee not later than five working days after DCF completes its investigation of alleged abuse or neglect of a child by a school employee. Prior to the amendments, such notice was only required when DCF had reasonable cause to believe that a child had been abused or neglected by a school employee who had been entrusted with the care of a child and held an SDE-issued certification, permit or authorization, or when DCF recommended that the employee be placed on the DCF child abuse and neglect registry. Moreover, the requirement that a superintendent must suspend employees against whom abuse or neglect is substantiated is now limited to situations when the

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Commissioner of Children and Families recommends such school employee be placed on the child abuse and neglect registry.

Our model policy has been amended to reflect these new requirements.

CONCUSSION TRAINING FOR ATHLETIC COACHES

Public Act 14-66 makes significant changes to the statutes relating to student concussions, some of which became effective July 1, 2014, necessitating policy changes at this time. Certain elements of this public act will become effective with the 2015-2016 school year.

For the changes effective with this school year, General Statutes § 10-149b now describes concussions as “a type of brain injury.” The law now also requires notification to parents when a child is removed from play due to suspected concussion. Specifically, effective July 1, 2014, whenever a coach removes a student athlete from participating in any intramural or interscholastic athletic activity because of signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body or a diagnosis of a concussion, a “qualified school employee” as defined in the law, principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional, must notify the student athlete’s parent or legal guardian. This notification must be provided not later than 24 hours after the removal, but the school employee should make a reasonable effort to provide immediate notification to the parent or legal guardian.

Our model policy has been amended to reflect these new requirements.

FAMILY AND MEDICAL LEAVE (FMLA)

This policy has been revised to reflect the new legislative requirement that paraprofessionals be offered FMLA coverage (those working 950 hours or more). In addition, the policy has been amended to incorporate provisions from the release of the 2013 federal regulations regarding military caregiver leave.

For the remainder of the Board’s policies in Series 3000, we have no suggested changes.

Series 5000 Students

ADMINISTRATION OF STUDENT MEDICATION

Public Act 14-176 makes a number of changes to Connecticut General Statute § 10-212a regarding the storage and use of emergency epinephrine in cartridge injectors (i.e. “epipens”) at school. Prior law had permitted schools to administer epinephrine to a student only when the school had received prior written consent from a parent and written authorization from a qualified medical professional. Effective July 1, 2014, schools are now required to maintain epipens for the purpose of providing emergency first aid to a

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student who experiences an allergic reaction even if the student does not have a prior written authorization for the administration of epinephrine. Under the revised law, a student's parent or guardian may submit a written directive to the school nurse (and school medical advisor, if any) to prohibit the administration of epinephrine to such student.

Moreover, the revised law now requires boards of education to designate and train "qualified school employees" to administer epinephrine in emergency circumstances to students having an allergic reaction who do not have the required written authorization for such medication (unless of course they are subject to a written directive prohibiting the administration of epinephrine). A "qualified school employee" is defined as a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional

The model policy has been amended to reflect these changes.

ATTENDANCE AND TRUANCY

Public Act 14-198 provides that, effective with the 2014-2015 school year, a child age five to eighteen, enrolled in a public or private school, and whose parent or legal guardian is an active duty member of the armed forces (1) who has been called for duty, or (2) who is on leave from or has immediately returned from deployment, must be granted ten (10) days of excused absences in any school year to visit with such child's parent or legal guardian. The law grants boards of education discretion to grant additional excused absences in connection with such visits. However, under the new law, the student and parent (or legal guardian) remain responsible for obtaining the student's assignments prior to any excused absence, and for ensuring that such assignments are completed by the student before his or her return to school.

In addition, under current law, school officials must provide a notification of rights to parents regarding kindergarten enrollment when a child is identified as eligible for special education. This notice is to be provided at the PPT. Public Act 14-39 now requires that this notification of rights must now inform parents of their right to withhold from enrolling such child in kindergarten, in accordance with state law.

We have revised our model policy to incorporate changes necessitated by these two new public acts, and have included a model notice for use at PPTs to inform parents of their right to opt out of kindergarten enrollment.

BULLYING

This year, the General Assembly amended the bullying prevention and intervention laws in several respects. Among the most significant changes, the scope of the bullying statute has been expanded beyond bullying to include "teen dating violence." Public Act 14-234 provides that, effective October 1, 2014, safe school climate plans must now address the existence of teen dating violence as well as bullying in schools. Teen dating violence is defined as "any act of physical, emotional or sexual abuse, including stalking, harassment

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and threatening that occurs between two students who are currently in or who have recently been in a dating relationship.” Specifically, safe school climate plans must now include a prevention strategy for school employees to deal with teen dating violence.

However, the complaint and investigation process regarding bullying was not expanded to include claims of teen dating violence (though school administrators will want to investigate any such claims as relate to school).

The General Assembly made a number of other changes to the bullying prevention and intervention statute, all effective July 1, 2014. First, Public Act 14-172 clarifies that the required annual notification to students and parents (or guardians) of the process by which students may make anonymous reports of bullying must now be given at the beginning of each school year. Public Act 14-172 also expressly requires that when commencing an investigation concerning alleged bullying conduct, school officials must be sure to provide “prompt” notice to the parents of the victim and the parents of the student alleged to have committed acts of bullying that an investigation has commenced.

Public Act 14-172 also clarifies that the required meeting with the parents of the bullying victim and the parents of the perpetrator of bullying should be separate and distinct, rather than a joint meeting. The law further provides that at the meeting with the parents (or guardians) of the student found to have committed the verified act of bullying, school officials are required to discuss specific interventions undertaken by the school to prevent further acts of bullying. In addition, at the required meeting with the victim’s parents, the law now expressly requires that school officials inform the parents of the policies and procedures in place to prevent further acts of bullying.

In addition, Public Act 14-172 expands the list of examples of activities that can be part of a “prevention and intervention strategy” as set forth in General Statutes § 10-222g. As revised, this new statute identifies that a prevention and intervention strategy may also include “culturally competent, school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation,” and it clarifies that “interventions with the bullied child” as referenced in the list of what may be in the district’s “prevention and intervention strategy” includes “referrals to a school counselor, psychologist or other appropriate social or mental health service and periodic follow-up by the safe school climate specialist with the bullied child.” The statute was also expressly amended to permit funding for the school-based bullying intervention and school climate improvement strategies to originate from public, private, federal or philanthropic sources.

Finally, Public Act 14-232 made changes to the existing bullying prevention and intervention statute to give the SDE more direct authority over the approval of safe school climate plans.

As a result of these legislative changes, we have revised our model policy, as well as our sample Safe School Climate Plan, to reflect these new requirements. We have also added a sample form for the reporting of Teen Dating Violence.

CHEMICAL HEALTH FOR STUDENT ATHLETES

This policy has been revised to clarify that a student's lawful possession and/or use of controlled substances and/or drugs will not subject him to her to the penalties and/or consequences described in the policy.

DRUG AND ALCOHOL USE BY STUDENTS

This policy was revised to clarify that it regulates student's unlawful use of drugs, as some students may have prescriptions for certain covered substances which permit the lawful possession and use of same.

FOOD ALLERGIES AND/OR GLYCOGEN STORAGE DISEASE

The food allergy and glycogen storage disease management guidelines have been revised to be more closely aligned with the state's guidance in this area.

RESTRAINT AND SECLUSION

The legal references for these regulations were revised to include the statutory provision governing use of physical force by teachers under certain circumstances.

STUDENT DISCIPLINE

This policy has been revised to reflect a number of legislative changes. First, Public Act 14-229 (which became effective July 1, 2014) now prohibits a board of education from shortening or waiving the expulsion period for certain mandatory expulsions based on possession of a firearm or deadly weapon. Public Act 14-229 also amends current statutory provisions regarding the authority of a board to expunge a student's expulsion from a student's cumulative file. In addition, this new legislation provides that a board may expunge a notice of expulsion from the student's cumulative record if the student demonstrates to the board that his/her conduct and behavior in the years following the expulsion warrants such action. In considering whether to expunge notice of expulsion before high school graduation, a board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of such student.

The student discipline policy was also revised to reflect the provisions of Public Act 14-234 addressing the issue of teen dating violence as well as to ban the possession and use of e-cigarettes consistent with Public Act 14-76.

STUDENT RECORDS (FERPA)

We revised this policy and its administrative regulations to include (among other changes) certain provisions related to the disclosure of records pursuant to the federal school lunch

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program (the “Healthy, Hunger-Free Kids Act”), and also related to disclosures to the Department of Children and Families (the “Uninterrupted Scholars Act”). In addition, we incorporated the provisions of Public Act 14-229 related to the expunging of student expulsion records and updated the policy to reflect the revised timeline for providing student records to parents in accordance with recently revised special education regulations.

For the remainder of the Board’s policies in Series 5000, we have no suggested changes.

Series 6000 Instruction

CURRICULAR EXEMPTIONS

The legal references have been updated for this policy.

For the remainder of the Board’s policies in Series 6000, we have no suggested changes.

Series 9000 Bylaws

MINUTES

We revised the policy to track current statutory language regarding the posting of minutes to a board of education’s website and to confirm that such posting is optional and in the discretion of boards of education. Legal references were also updated.

For the remainder of the Board’s policies in Series 9000, we have no suggested changes.

Notifications/Forms (Federal)

There are no suggested changes to the Model Federal Notifications.

Notifications/Forms (State)

BULLYING NOTICE / SAMPLE FORMS

Boards of education are required to notify students and parents, at the beginning of each year, of the process by which students may make anonymous complaints of bullying. State law also requires each school, at the beginning of each school year, to provide all employees with a written or electronic copy of the school’s Safe School Climate Plan. As described above, we revised our model policy on bullying and safe school climate plan to

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reflect recent legislative changes. For a complete description as to the basis for these changes, please refer to the policy on Bullying, listed above in Section 5000.

EPI PEN REFUSAL FORM [NEW]

As a result of Public Act 14-176, effective July 1, 2014, schools are now required to maintain epipens for the purpose of providing emergency first aid to students who experience allergic reactions even if the student does not have a prior written authorization for the administration of epinephrine. Under the revised law, a student's parent or guardian may submit a written directive to the school nurse (and school medical advisor, if any) to prohibit the administration of epinephrine to such student. We developed this form to provide schools with a standard opt out form for purposes of complying with this new legislation.

KINDERGARTEN OPT OUT NOTICE FOR IDEA STUDENTS [NEW]

Public Act 14-39 requires boards of education to notify parents of a child identified as eligible for special education services of their right under Conn. Gen. Stat. §10-184 not to enroll their child in kindergarten. To comply with this requirement, we developed a sample form to be provided to parents at a PPT, along with the procedural safeguards and restraint/seclusion notifications, if/when a student has been identified as a child in need of special education and such child is five or six years of age.

For the remainder of the Federal Notifications, we have no suggested changes.

Please feel free to contact us if you have any questions regarding these proposed revisions.

9.17.14

**MODEL POLICY RECOMMENDATIONS
AUGUST 2015**

Introduction

This memorandum sets forth the suggested revisions to Board policies, regulations and accompanying model documents as a result of the 2015 legislative session, as well as changes made based on legal trends other changes to applicable law. This legislative session brought a number of changes to existing board policies. In order to better serve our clients and allow for the high volume of policy revisions to be addressed by boards of education as soon as possible, we will be providing you with policy updates on a rolling basis during the next few weeks, rather than at one time. This will allow for you to receive the most significant updates earlier so that you can begin the process of board review and approval.

Series 1000 Community/Board Operations

SMOKING

This policy has been updated to expressly include the prohibition of the use of vapor products and defines that term in accordance with Public Act 15-206.

Series 4000 Personnel

REPORTING OF CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

We have revised this policy pursuant to Public Act 15-205. This Act revises the requirements for mandatory reporting to the Department of Children and Families (DCF). The law now requires a report to DCF when a student of any age is a victim of sexual assault by a school employee. The law also revises the training requirements and provides that school principals must annually certify that the mandatory reporters in their school have been so trained.

ALCOHOL, TOBACCO AND DRUG FREE WORKPLACE

This policy has been updated to expressly include the prohibition of the use of vapor products and defines that term in accordance with Public Act 15-206.

Series 5000 Students

IMMUNIZATIONS

This policy has been updated in accordance with recent legislative changes made by Public Acts 15-174 and 15-242. Recent legislative changes include the requirement that religious exemptions be acknowledged by one of several individuals, including but not limited to a judge, notary public or school nurse. This acknowledgement must be presented prior to enrollment and then again prior to entering the seventh grade. The Model Policy has also been updated with technical edits.

HEALTH ASSESSMENTS AND SCREENINGS

We have revised this policy to comport with recent legislative changes made by Public Act 15-215. These changes include revision to the ages for required vision screening, audiometric screening and postural screening. The legislative changes also include a requirement that the superintendent notify parents when students do not participate in these required screenings at the required ages, and the reason the students did not participate.

STUDENT DISCIPLINE

We have revised this policy in accordance with Public Acts 15-206 and 15-96. Public Act 15-206 expands on the definition of electronic nicotine delivery systems to include vapor products. Further, Public Act 15-96 limits significantly a school district's ability to issue out-of-school suspensions or expulsions to students in preschool and grades kindergarten through two.

ADMINISTRATION OF MEDICATION IN SCHOOLS

This policy has been revised in accordance with Public Act 15-215 and the revised state regulations concerning the administration of medication. The Public Act adds provisions for the administration of anti-epileptic medication to a student with a medically diagnosed epileptic condition. Further, the revised state regulations, which became effective in August 2015, include provisions for the emergency administration of epinephrine for students who do not have a prescription or parent or guardian consent for such administration. These regulations follow Public Act 14-176, An Act Concerning the Storage and Administration of Epinephrine in Schools, from the 2014 legislative session.

USE OF DISTRICT'S COMPUTER SYSTEMS

This policy and accompanying administrative regulations have been revised only in the legal references sections to reflect the new statutory requirement that boards of education

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prescribe rules regarding Internet access and content as part of their regulation of school library media centers under Section 17 of Public Act 15-215.

Series 6000 Instruction

CURRICULAR EXEMPTIONS

This policy has been updated to reflect that the curricular exemption for participation in the sexual abuse and assault awareness and prevention program that will be identified or developed by the state will be effective upon the implementation of that program. Section 415 of Special Session Public Act 15-5 extended by one year the deadlines for the state to identify or develop, and boards of education to subsequently implement, this program..

Please feel free to contact us if you have any questions regarding these proposed revisions.

8/28/15

Series 1000
Community/Board Operation

SCHOOL SECURITY AND SAFETY

Each school operating under the jurisdiction of the Ashford Board of Education will create and implement an all-hazards school security and safety plan to bolster its existing emergency preparedness, response capability and school safety and security measures and to best meet all-hazards threats. This plan will adhere to the requirements of state law and will include procedures for managing various types of emergencies and crisis management procedures. Each individual school's plan should be kept securely and will only be provided to the Board of Education, school staff and administration, members of state and local law enforcement, first responders and local municipal officials. Pursuant to Connecticut General Statutes § 1-210 (b)(19), the plan will not be available to the public.

Legal References:

State Law:

Public Act 13-3, *An Act Concerning Gun Violence Prevention and Children's Safety*, Sections 86, 87, 88

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 10-231

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*, December 30, 2013.

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013

Approved by the Ashford Board of Education:

Series 1000
Community/Board Operation

SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

I. Security and Safety Committee

In order to create a fully individualized safety plan for each district school, each school will establish a school security and safety committee.* The committee is responsible for assisting in the development of the school's plan and in administering the plan. The committee will meet at least annually to review and update the school's security and safety plan as necessary. In determining whether the security and safety plan requires updating, the committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The security and safety committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying and shall report such information, as necessary, to the district safe school climate coordinator. Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

This committee may be the same as the Safe School Climate Committee as long as the Safe School Climate Committee has the required members listed below.

The school security and safety committee shall include in its membership a local police officer, a local first responder, a teacher, a building administrator, a mental health professional, and a parent or guardian of a student at the school and any other person the Board deems necessary, such as custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, and school nurse. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent of Schools, additional law enforcement members or first responders and representatives of the municipality or others shall be invited to participate as needed.

II. Security and Safety Plan

Each school's all-hazards school security and safety plan will be created using the format prescribed by the Connecticut State Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security in conjunction with the Connecticut State Department of Education. The Board will submit the finalized school security and safety plan for each school to the Department of Emergency Services and Public Protection. Additionally, each plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of

DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the school's security and safety plan. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the security and safety plan. The training will be conducted in cooperation with the school safety and security committee and shall include local law enforcement, fire, emergency management, and emergency medical services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness and response.

IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the district. Each school's security and safety committee shall be advised of the results of the assessment for the committee's school and such results shall be considered by the committee in updating and revising the school's security and safety plan.

Local law enforcement and other public safety officials including the local emergency management director, fire marshal, building inspector and emergency medical services representative shall evaluate, score and provide feedback on fire drills and crisis response drills at each school in the district. By July 1st of each year, the Board shall submit a report to the Department of Emergency Management Homeland Security Regional Coordinator regarding types, frequency and feedback related to the fire drills and crisis response drills.

Legal References:

State Law:

Public Act 13-3, An Act concerning Gun Violence Prevention and Children's Safety

Conn. Gen. Stat. § 1-210 (b)(19) Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 10-231

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*, December 30, 2013.

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013

Ashford Board of Education
440 Westford Road (Rt. 89)
Ashford, CT 06278
Web site: www.ashfordct.org

2015- 2016 *Proposed* Board of Education Goals
October 1, 2015

The Ashford Board of Education will...

Curriculum and Instruction

1. Promote practices that support differentiation of lesson planning and instruction, as well as use of data for personalized instruction that is rooted in the individual skills, talents, needs and performance of the student.
2. Support the implementation of a S.T.E.A.M. model of curriculum, instruction, assessment and allocation of resources.

Assessment

3. Initiate policies and practices, as well as devote appropriate resources, to support the improvement of Ashford students on State Standardized Testing.

Communication

4. Initiate mechanisms for improved and effective communication with the community as well as town leaders and other town boards and committees.

Planning

5. Develop a three-year school improvement plan that presents, and explains an optimal path towards educational excellence in Ashford.
6. Review and update a long-term capital improvement plan for Ashford School.

Safety and Security

7. Identify needs, and seek and allocate resources in a manner that optimizes student safety and security at Ashford School.

Budget

8. Initiate and implement a budget proposal that is transparent and engages the community throughout the development process.
9. Build a budget proposal that reflects the values and goals of the Ashford School community and serves the needs of all students in a responsible, balanced manner.

Ashford School
Mission, Professional Development and Goals
2015-2016

Introduction to this Document

The Ashford School STEAM curriculum is based upon a fully integrated and differentiated model. All instruction is data driven, and individualized, to the extent that instructional modification of content is possible to meet the individual abilities and needs of the student. Professional development time is an opportunity for the district to provide training that assists teachers in refining their professional practice; meet school and individual goals and to contribute to school improvement. Therefore all professional development is rooted in the school mission and the goals of the district, school, and individual teacher.

Ashford School Mission

To present a school district that supports all students in achieving their highest educational and personal potential as productive citizens of the diverse, multicultural, and global, 21st century community in which they will live.

Board of Education Goals (suggestions)

Superintendent's Goals

1. Provide positive leadership that contributes to instructional excellence, builds morale, and contributes to a positive climate and a healthy school culture.
2. Establish a culture of achievement, scholarship and self-discipline as the measures of student success.
3. Manage the daily operation of the school district ensuring a safe and secure learning environment for all students.
4. Communicate a vision that is student centered, with expectations of respect, pride, and responsibility for all.
5. Engage and communicate with parents and community, enlisting their understanding and support of Ashford School as a community resource and learning center for all students

Ashford School Administrative Team Leadership Goals

1. Promote creativity, student choice, and critical thinking through the implementation of interdisciplinary curriculum, following the concept of STEAM (Science, Technology, Engineering, Art, Mathematics), which applies to the real world now and in the future.
2. Improve informative, positive, and constructive communication throughout the Ashford community to assist in student success in all areas.
3. Develop and implement programs and practices to improve student communication skills, with a focus on speaking, listening, writing, and the arts, as we prepare them for high school, advanced study and career.
4. Utilize positive evaluation and professional growth opportunities to develop partnerships with all staff that inspire excellence in professional practice.

Individual Administrator's Goals: Cynthia Ford

1. Develop a system of communication and collaboration that promotes transparency and a unified approach in support of students.
2. Ensure timelines around procedures in Special Education are adhered to throughout the department to meet all state requirements.
3. Implement and train all Special Education staff on IEP Direct.

Individual Administrator's Goals: Troy Hopkins

1. Provide positive and constructive support and feedback to staff, during the evaluation and professional learning process, regarding the implementation of purposeful, student-directed, interdisciplinary instruction that is rigorous and individualized.
2. Establish a communication system through which all stakeholders understand our goals and are aware of activities and events contributing to our success.
3. Refine our data analysis system ensuring that instruction is personalized to the needs and interests of individual students.

Individual Administrator's Goals: Garrett Dukette

1. Establish and maintain a system of communication that is clear, direct, and supportive of all stakeholders.
2. Develop a system of motivation that empowers students to be accountable to their community and promotes growth.
3. Provide guidance in furthering implementation of the Writing Pathways Program school-wide, while establishing a system of instructional support in order to improve writing at all grade levels.

Ashford School Goals

1. Promote creativity, student choice, and critical thinking through the implementation of interdisciplinary curriculum, following the concept of STEAM, which applies to the real world now and in the future.
 - Encourage and value creativity and self-expression in student work
 - Provide opportunities for student choice in what is learned, how it is learned, and how learning is demonstrated
 - Develop critical thinking skills through studying and solving real world issues
 - Improve student learning capacity through the implementation of a STEAM model of curriculum and instruction
2. Develop and implement programs and practices to improve student communication skills, with a focus on speaking, listening, writing, and the arts, as we prepare each student for high school, advanced study and career
 - Integrate communication and self-expression skills across the all disciplines and curriculum
 - Improve writing instruction and effective integration of student writing into all content areas
 - Refine the collection and use of data to identify student learning needs
 - Individualize instruction to appropriately challenge each student based on readiness and ability

3. Provide informative, positive, and constructive communication throughout Ashford community, resulting in a collaborative effort that supports students.
 - Engage families in their child's education through improved communication
 - Communicate with families about individual student successes and challenges
 - Enhance student recognition practices
 - Improve and maintain informative webpages
 - Consistently adhere to internal communication systems to ensure maximum support for students.

Ashford School
Board of Education
Administrative Team Three-Year Plan
2015 – 2018
Dr. Longo

Plan	Budget Impact Estimate/Status
<p>2015-2018 All items continue through the three years unless otherwise indicated</p> <p>1. Budget Reorganize business department to improve mechanism for creating, tracking and reconciling the Ashford School budget</p> <ul style="list-style-type: none"> • Improve communication as budget process is implemented, and throughout the process • Improve opportunities for community involvement in the budget development process • Refine budget presentation materials • Improve website access to budget proposals and history <p>2. Curriculum</p> <ul style="list-style-type: none"> • Continue to work with staff regarding curriculum, instruction, assessment, culture, and climate in the school through committees and faculty meetings • Begin a thorough review of all curricula with special emphasis upon differentiated instruction, data driven instruction, inclusion new state standards and curriculum frameworks • STEAM Initiative Plan: Process of implementing STEAM theme-based trimesters Year One: Introduce for implementation during the second trimester Year Two: First and second trimester Year Three: First, second, and third trimester • Curriculum Writing Plan: Modify curriculum to accommodate new state standards and the Ashford School STEAM initiative. Year One: Math, English Language Arts, Social Studies, Art, Music Year Two: Science, English Language Arts (ELA), Social Studies, Capstone Project Year Three: Science, ELA as needed, Technology, Spanish 	<p>1. No cost anticipated</p> <p>2. Curriculum cost is approximately \$4,000 per curriculum</p>

<ul style="list-style-type: none"> • Writing Program: Improve student performance on standardized tests in writing as well as ability to communicate through writing in all content areas. Year One: Informational Writing Year Two: Narrative Writing Year Three: Argument/Opinion Writing <p>3. Data</p> <ul style="list-style-type: none"> • Implement a program that provides a system for use in tracking student achievement, behavior and other relevant data. • Use data and data team decisions to inform team meetings, professional development and teacher evaluation. • Use data and data teams to respond to standardized test performance through revised instructional practices individually designed for each student. <p>4. Transportation</p> <ul style="list-style-type: none"> • Review effectiveness of bus camera system, • Bus driver training on bus discipline, and student safety. • Review routes annually to seek economies through consolidation of routes <p>5. Transition to High School</p> <ul style="list-style-type: none"> • Continue to develop improved networks among our middle school staff and the staff at EO Smith that include spiraling of curriculum and expectations for high school success. Both grade 7 & 8 staff should be involved in meetings with high school staff in their respective content areas. <p>6. Special Education</p> <p>Continue to work with the new special education director to restructure the special education department.</p> <ul style="list-style-type: none"> ○ Purchase and begin to use IEP Direct for planning and placement team process recording and state reporting ○ Increase time for speech pathologist to work with pre-K ○ Pilot an improved behavior supports intervention program in grades 4-8 ○ Add grades 1-3 for behavior supports interventions in year two ○ Initiate Medicare funding process 	<p>3. No cost anticipated</p> <p>4. Driver professional development is approximately \$500 per session</p> <p>5. Cost of Substitutes – Approximately \$400</p> <p>6. No additional cost anticipated</p>
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<p>7. Professional Development</p> <ul style="list-style-type: none"> Continue to implement professional development plan to direct energy toward efficient use of data as well as improved faculty ownership of school goals and connection to district mission and vision. Design PD for training teachers as needed in PowerSchool, Smart Board, and other technologies as we introduce them or expand their usage <p>8. Climate and Culture</p> <ul style="list-style-type: none"> Work on school culture to increase positive attitudes and professionalism among the staff with recognition by the community of the efforts of staff to increase student-learning capacity. Continue the Ashford School Council (District Improvement Committee) work to improve the major goals of the faculty and administration to improve our school. <p>9. Staffing</p> <ul style="list-style-type: none"> Reallocate current staff to add a certified media specialist to run our library and technology classes: Consider for 2016-2017 implementation. <p>10. Communication</p> <ul style="list-style-type: none"> Add to school/district website to increase its use for students, parents and community members including links to staff and staff webpages, all curriculum, schedules, grades, support material, and school resources <p>11. Review and Modification of After School Programs</p> <ul style="list-style-type: none"> 2016-2017 review programs introduced during the 2015-2016 academic year and consider and propose changes, improvements, and natural expansion 	<p>7. No additional cost anticipated. Technology PD approximately \$1,000 per session</p> <p>8. No additional cost anticipated</p> <p>9. No additional cost anticipated</p> <p>10. No additional cost anticipated</p> <p>11. Cost will be within the budgeted allocation</p>
<p>Five Year Capital Plan – Quick View (Does Not Include Transportation Vehicles*)</p> <ul style="list-style-type: none"> Year One - Summer 2016 – Phone & Intercom, Acoustical Ceilings, Safety door near gym, resistant window glazing Year Two – Summer 2017 – Acoustical ceilings, door pane resistant glazing, window replacement in primary, renovate tech room space Year Three – Summer 2018 – Front parking lot Year Four – Summer 2019 – technology upgrade 	<p>Capital Cost Estimates</p> <p>Year 1- \$221,004</p> <p>Year 2 – \$105,510</p> <p>Year 3 – \$ 80,000</p> <p>Year 4 - \$150,000</p>

<ul style="list-style-type: none"> Year Five – Summer 2020 – playscape and team building equipment <p>* Each year of this plan includes a school bus purchase, estimated at \$87,000; and in alternate years, beginning with 2016-2017, the purchase of a school van, if needed.</p>	Year 5 - \$ 39,000
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