

Distributed at Meeting

Unexpended Education Funds Account

General Description

Reauthorization with clarified language of a non-lapsing account for Ashford Board of Education (BOE) as allowed by CT general statute 10-248a. Assets of the non-lapsing account are to be used for capital expenditures which were presented previously to the public in the Town's five-year Capital Improvement Plan during the Annual Town Budget Meeting.

Revenue Sources

Upon completion of the Annual Town Audit for the fiscal year, with approval by the Board of Finance (BOF), funds determined to be surplus from the BOE appropriation for that year shall be transferred to the Unexpended Education Funds Account. Funds to be transferred shall not exceed 1% of the amount appropriated to the BOE in that fiscal year. Investment income earned by the funds held in the account will remain in the account. The maximum amounts held in the Unexpended Education Funds Account may not exceed 3% of the amount appropriated to the BOE in the most recently ended fiscal year

Allowable Expenditures

The account is to be used for capital non-recurring expenditures as identified in the Town's Five-Year Capital Improvement Plan. The intent of this account is to give the BOE an avenue to accelerate their portion of the five-year plan with prudent use of budgeted resources. All projects or acquisitions requiring monies from the account will require pre-approval by the Board of Finance. Requests from the BOE to the BOF will be acted on within 30 days. Upon the recommendation of the BOE and the approval of the BOF, an appropriation shall be set up and designated for the project or acquisition for which it has been authorized and such unexpended appropriation may be continued until such project or acquisition is completed. Any unexpended portion of such appropriation remaining after such completion shall revert to said reserve fund. Any appropriation no longer needed upon recommendation of the BOE and approval of the BOF, shall revert to said account. All expenditures from the account must comply with the purchasing rules of the Town of Ashford and applicable requirements in the Town Ordinances.

Closing the Account

The account, once established, will continue until action is taken by the Board of Finance to close such account. The Board of Finance will not close the account without public notice. If the account is closed, any remaining balances will be returned to the Town's General Fund.

Approved by the Ashford Board of Finance 2/19/2015

Unexpended Education Funds Account

The maximum that can be rolled over for any given year is 1%.

The balance in the Unexpended Education Fund Account cannot exceed 3% of the budget approved for the last audited year, regardless of the number of years accumulated.

EXAMPLE:

Shows the maximum that can be rolled over at the end of each fiscal year and when the 3% cap comes into play.
Assumes no withdrawals.

<u>Year</u>	<u>Appropriation</u>	<u>Maximum Rollover</u>	<u>Account Balance</u>
2015	\$7,300,000	\$73,000 (1%)	\$73,000 (1.00% of 2015 Budget)
2016	\$7,400,000	\$74,000 (1%)	\$147,000 (1.99% of 2016 Budget)
2017	\$7,500,000	\$75,000 (1%)	\$222,000 (2.92% of 2017 Budget)
2018	\$7,600,000	\$6,000 n/a	\$228,000 (3.00% of 2018 Budget)

$$\$6,000 = (3\% \text{ of the 2018 Budget}) \$228,000 \text{ minus the } \$222,000 \text{ already held in the Account}$$

**The Indian Valley Family YMCA
Ashford After School program**

Serving Ashford School

- Safe Caring and Friendly
- Daily Physical Activities
- Follow the Healthy Eating and Physical Activity standards (HEPA)
- Homework Assistance
- Special Events
- The YMCA is accessible to all

***Together we can change
lives!***



**OUR YMCA
PROGRAM
IS BEING BUILT BY
YOUR COMMUNITY.**

**OUR YMCA
CULTURE
WAS CREATED BY
YOU**

**That culture is one of
CARING**

**That culture is one of
GIVING**

The Y. So Much More™

For more information Contact the
Indian Valley Family YCMA,
www.indianvalleyfamilyymca.org or
860-871-0008, 860-872-7329



**INDIAN VALLEY FAMILY
YMCA**



**After School Program
Ashford School**

**More than just a place for your
child to come after school!**

**YOUR YMCA
CHANGES LIVES
EVERY DAY!**



YMCA of Greater Hartford Mission:

The YMCA of Greater Hartford is a charitable association open to all and committed to helping people develop their fullest potential in spirit, mind and body. This commitment is reinforced by our belief in living out universal values of caring, honesty, respect and responsibility.

The YMCA of Greater Hartford Vision:

1. To Put a Caring Adult in the Presence of Every Child
2. To be Good Stewards of the Resources Entrusted to us
3. To Help Reduce the Disparities in Health and Education

4 Goals for the SACD Programs:

1. Encouraging children to take an active role in the day-to-day operation of the program.
2. Offering activities that extend and enrich children's experience.
3. Providing choices every day for how children will spend time at the programs.
4. Encouraging children to make decisions that affect the program.



Daily Activities at the site include:

1. Arts & Humanities
2. Character Development
3. Health & Wellness (HEPA)
4. Homework Support
5. Literacy
6. STEM
7. Service Learning
8. Social Competence & Conflict Resolution
9. Child driven/chosen activities



Financial Assistance Available

- 5% Second child discount

Discounts for some additional YMCA

programs

- Local Summer Camp Options

- Care 4 Kids Accepted



The ASHFORD SACD Program

The program is open for Afterschool care every day the schools are open. It is held at Ashford School, 440 Westford Rd, Ashford. We are open from the end of school until 6pm. If school is closed due to weather related issues the program is closed. We do hold a "SNOW CLUB" program at the YMCA Child Development Center at 375 Hartford Tpke, Vernon. Additional fee required for this program. We also offer a Vacation Camp program at the YMCA facility in Ellington for those scheduled days off of school (we follow Vernon and Ellington school calendars for these programs.)

Monthly Fees:

2 days/wk ——— \$130
3 days/wk ——— \$165
5 days/wk ——— \$257

All Fees are due monthly based on a 182 days of school.

Financial Assistance Available

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

Ashford Board of Education Meeting
July 16, 2015
Administrative Team Report

Introduction

Because we have been working as a team this summer, bringing together the district and school goals and initiatives, we decided to combine our individual monthly reports and submit a joint report for the July BOE meeting.

Curriculum

One of the primary elements in our drive to move Ashford School forward has been our updating and support of the curriculum. This summer has been an active one to date with the following work being completed, or in progress, by our faculty.

School Improvement/STEAM

We analyze data from surveys and student performance and develop a draft school improvement plan, including school goals and goals for each of the administrators. We also designed a plan for our STEAM initiative of theme-based trimesters at each grade level that will culminate in STEAM days of displays and presentations of student work.

Math

We implemented resources to support our math curriculum this year. For grades K-5 we now have Envisions Math; and in grades 6-8 we now have College Prep Math. Teachers worked this summer to assess the first year implementation of these resources in comparison to the CT Core Math Standards.

ELA (English, Language Arts)

We developed a new specials course for grades 1 and 2 called Creative Communications, in which students will work with older students in fun, interactive activities while improving their communication skills. This class is part of our STEAM initiative, as it will integrate the arts and other disciplines. Mr. Dukette worked with our CT Core ELA Coaches, Mrs. Lindsay and Mrs. Makuch, in order to get oriented to the work that has taken place so far and begin to develop a plan for additional curriculum work.

Science

Our science teachers worked to develop a three-year plan to adjust our science curriculum toward the NGSS (Next Generate Science Standards).

Social Studies

Our social studies teachers met with state consultant, Steve Armstrong, who provided guidance on writing curriculum units.

PBIS (Positive Behavioral Intervention and Supports)

We worked to develop a comprehensive system for recognition and accountability for students in grades 5 through 8.

Music

Our music teachers will work to write curriculum that will include the new music composition lab.

Health and Fitness

Our PE/Health teachers worked to create a course outlines and develop a webpage.

Status Report/Curriculum

We made tremendous progress in becoming a STEAM school. All teachers worked hard to increase the interdisciplinary nature of their instruction, including the design process and working and thinking practices, as defined by the CT Core Math Standards. Moving forward, we will develop theme-based trimester plans at each grade level, which culminate in STEAM days of displays and presentations of student work.

One aspect of our STEAM initiative is the new computer lab and robotics lab. Using the new computer lab we were able to teach new computer technology classes to grade 5-8. Mrs. Lindsay created and taught these project-based courses. Moving forward, these courses will evolve to be more focused on our goal of improving student communication skills. The courses will now be called Communication Technology, but will still accomplish the original goal of making sure students can perform certain skills and tasks using computer programs. The new robotics labs have allowed further training and development of our robotics teams. Students at many grade levels gained knowledge of engineering skills through hands-on practice using the robotics lab.

We made significant progress in writing, including in-house staff training, writing together as a faculty, and using a school-wide common resource with rubrics, student checklists, and writing samples. In addition we have now sent two teachers, Mrs. Makuch and Mrs. Klock to the Teacher's College of Writing at Columbia University for weeklong trainings. We had training from EASTCONN work with grade 3-8 teachers on writer's workshop, grammar, and revision. With Mr. Dukette's knowledge and leadership, our writing practices will become even more coherent in the coming year.

Facility

A detailed report of projects in progress or completed was provided at our last meeting. We have seen significant work on the facility as our maintenance staff continues to work diligently to get the building ready for the opening of school. The staff has done an excellent job working well as a team to get the job done.

We have just begun to remodel the staff lunchroom. This was a priority of the BOE, brought up to me at each of the past several meetings. It was necessary because of problems with plumbing, electricity and condition of furnishings and floors. The room had not received attention in many years and had deteriorated to the point where few people felt comfortable using it. Our staff will do most all of the work, and we anticipate it will be ready by the opening of school.

Safety and Security

We have continued to improve our facility's safety and security profile. We had to replace some of the glass in the cafeteria windows before we could invest in bullet-resistant glazing. That has been completed, but I have put a hold on the glazing, pending some information as to its effectiveness from another vendor.

A report of the drills conducted at school has been submitted to the State as required with copies to Mike Gardner and Tom Borgman.

A Note from the Director of Pupil Services

We have come to the end of a very difficult school year as a result of an extended illness and subsequent loss of our amazing team leader. Donna had taken me under her wing, and taught me so much. I feel very fortunate to be able to step in as the Director of Pupil Services. It will be exciting to be able to oversee interventions, 504 plans and IEPs. This will increase the opportunity to ensure students are all getting the support they need to be successful.

Departmental secretary Catherine has been instrumental at keeping the Special Education Department on course during the past few years while Donna was dealing with her health issues. Due to Catherine's organizational skills and professionalism we have been able to maintain the effectiveness of the department. I look forward to continuing to work closely with her. We are looking to move the department forward. One way this will happen is accessing the program IEP Direct. We are joining 95% of the state in getting our records digitized. There is some work to be done to clean up inconsistencies with timelines around specific procedures in the department. Please refer to my goals to see I am addressing these points in the upcoming year.

SRBI

We are assessing and working to improve the process for SRBI (Scientific Research Based Intervention) to ensure all students are getting the proper assistance. We currently have a Student Intervention Team that meets frequently to discuss students that are not responding to the classroom-based interventions. The team consists of administration, school psychologist, grade level teachers, math intervention, reading intervention and any other specialists in the building that may be able to assist with the particular student. Early intervention is proven to decrease the amount of money going into services for at risk students.

Staff Assignments in Response to Need

We have received a total 3 new students with significant needs in our preschool program starting in the fall. We will continue to use Amy Vasington 2 days a week in grades 4-8 and will add a day to collaborate with Hillary Lemos in the preschool. We will be shifting the current paraprofessional staff around to help aide in the support of this program.

Increase Support Needed

In addition, over the summer a student has moved into our district that requires paraprofessional support. As part of our drive to provide the best program for every student we will be bringing a student back to our school from an outplacement.

As a result of the addition of this new student and the return of our currently outplaced student we will be required to hire two new paraprofessionals for the upcoming school year to support these students.

Points Deserving Special Recognition in our Year-End Report

Our largest accomplishment this year was the success of our 7 new Ashford School teachers. Most of them had mentors, trained faculty members, under the TEAM (Teacher Education and Mentoring) Program. This addition of motivated, high quality, teachers, with effective support by colleagues, has really enhanced the collaborative culture of the school.

We implemented resources to support our math curriculum. For grades K-5 we have *Envisions Math* and for grades 6-8 we have *College Prep Math*. Teachers worked this summer to assess the first year implementation of these resources in comparison to the CT Core Math Standards.

We administered the Smarter Balanced Assessments to students in grade 3-8 this year.

We had several faculty members present at regional conferences. Two of our science teachers presented at the CT State STEM conference. Six faculty members and Mr. Hopkins presented at the NELMS (New England League of Middle School) annual conference.

We formalized our work with students who consistently show above average ability, high task commitment, and creativity through a Gifted and Talented Program.

The addition of two new sports, cross-country and track and field, provided numerous students with the opportunity to challenge themselves, resulting in personal satisfaction and confidence. One student, Nathan Metsack, was the state champion in the 800m event.

The faculty put on its infamous Variety Show this year, spearheaded by sisters Mrs. Benton and Mrs. Connolly, Ashford's Teacher of the Year for 2014-2015. Mrs. Burnham will represent the school next year as Teacher of the Year.

Ashford School had a strong showing in the 300th anniversary celebration with several staff and students participating. Many wore their masks that were created in art class under the guidance of Mrs. Dockendorff and a guest puppeteer.

In Closing

It should be noted that our administrative team is looking forward to the coming year with enthusiasm and anticipation of great things to come. I am more encouraged this year than I have been in several years. Our faculty and staff are ready to take on leadership roles to minimize the need for top-down management. The transition has been remarkable. A feeling of professionalism continues to grow and impact our daily operations at every level. Faculty leads committee work and continues to offer creative and exciting ways to work with the administration to move our school forward. It is not a "them and us" mentality that permeates our school culture and climate, but rather an "us" mentality that undergirds the work that everyone is participating in to make our school a better place to work and learn. This is the result of the hard work of many of us. I commend the positive attitude of professionalism and personal growth that is the foundation of our current school culture. We are enjoying a climate of cooperation and a culture of success that is making our school one of the best in the region.

Ashford School

440 Westford Road (Rt. 89)

Ashford, CT 06278

School Web site: www.ashfordct.org

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Special Meeting Ashford Board of Education Summer Retreat July 23, 2015 (5:30 pm - 9:30 pm) (proposed) AGENDA

Hour One:

- Public Input

Mission and Goals

- Superintendent's Goals Report
- Administration's Goals Report (T. Hopkins)
- Board of Education Goals – Discussion – Action Plans

Hour Two:

STEAM Initiative Status (Science, Technology, Engineering, Arts, Mathematics)

- Arts – New emphasis on Music and Visual Arts, Dance and Theater
- Sciences – Report on Status

Curriculum

- Upgrade Plans – Current status – Report (T. Hopkins)
- Writing Initiative - Report

Hour Three:

Five-Year Plan

- Curriculum and Instruction (includes status and new initiatives)
- Capital – Refine and Update Plan
- Facility – Report and Discussion
- Safety and Security – Report and Discussion

Hour Four:

- Directives for Action
- Closing Remarks

Ashford School Goals

2015-2016

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.

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.

The After School Program: Excellence in Extracurricular Opportunities

Introduction

Our extended day program is planned to operate from 3:30 until 4:30 Monday through Thursday. These clubs and activities will be available to students from grades 3-8 with late bus transportation available Monday through Thursday. These clubs are interest-based, offering opportunities in virtually every curriculum category limited only by the availability of advisors. They are designed to further carry out our commitment to a "STEAM centered" school.

The after school program will consist of three (3) ten-week cycles. Clubs will meet one or two days a week for ten (10) weeks. Students can sign up for one or two or all three of the ten-week cycles. They can also join different clubs on different afternoons allowing them to participate in as many as four clubs or activities per week per cycle. Below is an example of some of the activities that have interested advisors:

Session I	Description	Day	Grade Level(s)
Coding Club	Using tutorials on Khan Academy and Code.org, students will create websites using HTML/CSS, use Java Script to create doodles of crazy animals, or develop their own iPhone apps.	M	3-6
Lego Robots	Students build and program Mindstorm EV3 robots and compete in scrimmages against each other.	M	3-5
Paleoknowledge	Students will learn about Paleontology with hands-on activities and they will practice answering quiz bowl style questions about Paleontology. Students will compete at the Paleoknowledge Bowl at Yale University in the fall.	W	4-6
Underwater Robotics	Students will use the Office of Naval Research's designs to make an underwater un-manned vehicle. They will be a non-competitive team but they might choose to attend SeaPerch Underwater Robotics Competitions.	Th	7-8
Creative Writing	Students work on writers craft, explore different genres, and find new audiences for our writing- perhaps enter a writing contest or produce an anthology of student work!	Th	3-5
Future City	Students will participate in the National Engineers Week Future City Challenge. First they will build a model city using simulation software. In the past, students were challenged to reduce pollution, give more people access to food, and reduce traffic. After they have a virtual model, students will create their model towns out of recycled material.	W	4-5
Writing for Publication	Students write articles for a school newspaper.	M	6-8
Chess Club	Learn to play chess and develop your strategic thinking skills.	T	3-8
ACapella Group	Come together and sing pop songs with friends and a beat boxer!	W	6-8
Outdoors Club	The Outdoors Club will encourage an appreciation for outdoor activities. Students will participate in a variety of structured outdoor activities. Local transportation may be required (i.e., bussing students from Ashford School to local parks)	Th	4-8
Scrap Book Club	Students decorate and build a scrapbook of their awards or pictures that are important to them	W	3-8

Program Management

An After-School Coordinator will be selected to schedule and maintain this new program. This role will be responsible for organizing the wide array of clubs/activities, while working with staff to ensure that students are benefitting from their selections. Because these events are scheduled after-school, we acknowledge our responsibility to account for students and to make sure that parents have authorized their child's participation. In anticipation of an abundant response, we will implement a limit of students per club/activity to keep after-school transportation costs within our estimated budget.

An administrator will support the program coordinator each day.

Stipends and proposed MOU with the collective bargaining agent

MEMORANDUM OF UNDERSTANDING AND AGREEMENT

The Ashford Board of Education and the Ashford Education Association, through their representatives whose signatures are affixed herein below, agree that the following stipend positions, or stipend adjustments, shall be included in the parties' 2014-2017 collective bargaining Agreement as follows:

The stipends and remunerations cited herein shall be included in the 2014-2017 collective bargaining Agreement for its duration.

Athletic Coaches	2014-15	2015-16	2016-17
o Director (stipend change)	\$ 1,037	\$ 2,067	\$ 2,098
o Cross Country (stipend change)	\$ 837	\$ 1,723	\$ 1,773
o Assistant Track (new)		\$ 861	\$ 886
After School Activities Coordinator (new)		\$ 2,600	\$ 2,626
After School Activity Advisor (one day per week for 10 weeks)		\$ 400	\$ 404
Robotics Coaches (new) – 2 positions			
Competition Team		\$ 534	\$ 549
Developmental Team		\$ 534	\$ 549

For the Ashford Board of Education

James P. Longo, Ph.D.
Superintendent of Schools

Date

For the Ashford Education Association

Michelle Klock, AEA Co-president
Elissa Turcotte, AEA Co-president

Date

Next Steps

- 1. Develop MOU with BOE approval.**
- 2. Meet with AEA representatives for agreement on MOU.**
- 3. Recruit Advisors and After School Coordinator – Staff will be emailed in the summer and meetings will be held at the beginning of the year to select advisors.**
- 4. After School Program description will be developed and posted on the website.**
- 5. After School Program brochure will be produced and go home with students during the first week of school.**
- 6. Develop and publish a schedule and sign up students**

