

Ashford Board of Education  
Ashford, Connecticut

Regular Meeting Agenda  
October 15, 2015

**7:30 pm**

Ashford School

**District Office Conference Room 14**

1. Call To Order
2. Ashford Board of Education Bylaw: Meeting Conduct
3. Persons to be Heard
4. Communications
5. Approval of Minutes: 10/01/2015
6. Distribution of Administrative Reports
  - a. Superintendent
  - b. Business Manager
    1. FY 14 Corrective Action Plan
    2. Financial Reports through September 2015
    3. Review of FY 16 Budget: Quarterly Transfer
  - c. Principal
  - d. Director of Pupil Personnel
7. New Business
  - a. First Reading of Board Policy Updates Provided by Counsel (Series 1000 – Prohibition Against Smoking; Series 4000-Family and Medical Leave; Alcohol and Drug Free Workplace; Concussion Training for Athletic Coaches; Series 5000 - Homeless Students; Section 504; Suicide Prevention and Intervention)
  - b. Acceptance of New or Updated Model Notifications Provided by Counsel
8. Old Business
  - a. Board of Education Goals
  - b. Long Term Planning
    1. Capital Improvement
    2. Three-Year Plan
  - b. Approval of Superintendent Evaluation Instrument
9. Next Meeting Date/Agenda Item
10. Superintendent Evaluation (Executive Session Anticipated)
11. 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](mailto: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.*

**Series 9000**  
**Bylaws**

**MEETING CONDUCT**

1. Meeting Conduct

- A. Meetings of the Board of Education shall be conducted by the Chairperson in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board.
- B. All Board meetings shall commence at, or as close as practicable to, the stated time, provided there is a quorum.
- C. All regular and special Board meetings shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other designated persons.
- D. Robert's Rules of Order shall govern the proceedings of the Board except as otherwise provided by these bylaws.

2. Smoking

- A. Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.
- B. A sign notifying the public that no smoking is allowed in the place designated for the meeting will be prominently posted.

3. Procedures for Telephonic Participation

- A. Board members may participate in meetings telephonically under the conditions set forth herein. When such conditions are met, any Board member participating telephonically shall be counted for the purpose of constituting a quorum. Conditions for participation are as follows:
  - 1. The facility that is made available to the public that wishes to attend the meeting must be located where the greatest number of Board of Education members are located;
  - 2. Any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and

3. All those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.

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- B. When a Board member is participating in a meeting telephonically, the Chairperson shall take the necessary steps to ensure that the three conditions enumerated above are met. In addition, the Chairperson shall take the necessary steps to ensure that a Board member participating telephonically has adequate opportunity to express himself/herself in Board discussion, including the opportunity to take the floor and make motions.

4. Public Address

- A. The Board may permit any individual or group to address the Board concerning any subject that lies within its jurisdiction during a portion of the Board's regular meetings so designated for such purpose.
  - (1) Five (5) minutes may be allotted to each speaker and a maximum of twenty (20) minutes to each subject matter. The Board may modify these limitations at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so.
  - (2) A Board of Education member shall be appointed by the Chairperson prior to the meeting to act as timekeeper for the meeting, if deemed necessary by the Chairperson.
  - (3) No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the Chairperson, of that person's privilege of address.
  - (4) All speakers must identify themselves by name and address.

Legal References:

Connecticut General Statutes

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|-------|--|
| 1-200 | Definitions  |
| 1-206 | Denial of access of public records or meeting. Notice. Appeal. |
| 1-225 | Meetings of government agencies to be public.                  |
| 1-232 | Conduct of meetings. (re: disturbances)                        |

Freedom of Information Commission Advisory Opinion #41 (April 9, 1980)

Approved by the Ashford Board of Education: January 16, 2014

ATTN. SUPERINTENDENTS OFFICE

TRA - 10 REV 4/15

Report by: L. Varone	Date: 08/15	STATE OF CONNECTICUT DEPARTMENT OF TRANSPORTATION TRAFFIC INVESTIGATION REPORT TO THE OFFICE OF THE STATE TRAFFIC ADMINISTRATION	OSTA No: 003-1501-01
Checked by: K. Ng	Date: 08/15		Loc No.
Recommended by: <i>Tony L. Fogarty</i> <small>Tony L. Fogarty, P.E. 2015.09.16 10:18:34-04'00"</small>			Approved by OSTA
See Previous Traffic Investigation Report No:			Date:
Requested by: First Selectman Michael Zambo		Town of Ashford	
How Requested: Email		Location: Route 89 (Westford Road) Ashford Elementary School	<i>David A. Sawicki</i> David A. Sawicki 2015.09.23 07:14:37-04'00"
Date: May 19, 2015			Executive Director

**Recommendation:**

Approve a "School Zone Ahead Fines Doubled" zone for both directions on Route 89 (Westford Road) in the Town of Ashford from 840 feet north of Westford Hill Road curb line to 195 feet north of the northerly Ashford Elementary School Entrance north curb line, a distance of 0.212 miles.

First Selectman Michael Zambo, Local Traffic Authority for the Town of Ashford concurred with the above recommendation on August 28, 2015.

**Report of Findings:**

In a January 9, 2015 letter to the Office of the State Traffic Administration, Mr. Michael J. Zambo requested that 25 mph school zone speed limit plaques be reinstalled on Route 89 in the area of Ashford Elementary School after being removed in 2009. In a subsequent e-mail from the Department of Transportation's Division of Traffic Engineering, Mr. Zambo was informed that the 25 mph plaque does not conform to MUTCD guidelines. In a May 19, 2015 email, Mr. Zambo specifically requested "School Zone Ahead Fines Doubled" school zone signing. The Department's Legislative Office also received a similar request from Senator Tony Guglielmo.

With the proposed school zone, the distances from the school zone to the existing passing zones on Route 89 were reviewed by OSTA. Due to proximity to the school zone, the existing passing zone limits will be revised.

Based on the above it is recommended that a "School Zone Ahead Fines Doubled" zone be approved. The Department's Maintenance forces will be requested to install the signs as their scheduling permits.



Ashford Board of Education  
Meeting Minutes – October 1, 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**

Chair J. Rupert called the meeting to order at 7:35 PM. Present were J. Rupert, K. Rourke, J. Mozeiko, J. Lippert, K. Warren and L. Donegan (7:47 pm). Also present were Dr. J. Longo, Superintendent, Principal T. Hopkins and recording secretary J. Barsaleau. In the audience were S. Morytko and C. Silver-Smith (7:37 pm). Unable to attend was member D. Wesson.

**Persons to be Heard**

S. Morytko commented about a communication in the board packet from D. Neel to Dr. Longo concerning the FY 14 audit response to the CSDE. He felt the content was rather defensive in its tone. C. Silver-Smith arrived and also stated that she was “disconcerted” by the response. She was not pleased that neither she, nor the auditor, had received a copy of the communication that was sent to the CSDE. She went on to speak of past audit matters and stated that she would have expected to be copied on such a communication. She reviewed past discussions and actions by the BOE and her feeling that this letter changes what she believed the Board of Education’s practices were concerning the approval of purchases initiated by and for the Superintendent. She also reported that she has not received financial reports since the new fiscal year began. It was explained that the Superintendent had a deadline of 9/18 and was required to file a corrective action response concerning FY 14 audit recommendations. J. Rupert informed Ms. Silver-Smith that the Board had also just read this communication for the first time. K. Rourke spoke to Ms. Silver-Smith and stated that she takes exception to the tone and manner in which Ms. Silver-Smith addresses the Board of Education. She went on to state that financial reports are available and they can certainly be sent to her and if she does not receive them, then she should request them. Dr. Longo and Mr. Neel will review past and present corrective action plans and all other related correspondence. No changes to the purchasing policy or regulations have occurred since March 19, 2015. Ms. Silver –Smith left the meeting.

K. Warren made a motion to add discussion of the memo from Don Neel dated 9/16/15 to the Superintendent and a letter from Dr. Longo to Selectman Zambo dated 9/16/15 to the agenda under “New Business”. Both were included in the meeting agenda packet. Motion seconded by J. Lippert and carried unanimously.

**Communications**

J. Rupert read a letter from the Office of Early Childhood congratulating Ashford School for meeting the Qualified Staff Member requirement for 2017, in advance. This accomplishment will be acknowledged at a reception later this month.

**Approval of Minutes: 09/03/2015**

Motion to approve the special meeting minutes of 09/03/2015 made by K. Rourke, seconded by K. Warren and carried with two abstentions (L. Donegan and J. Rupert).

**Distribution of Administrative Reports**

**a. Superintendent**

Dr. Longo’s report was distributed at the beginning of the meeting. J. Rupert summarized the content of the report. Mr. Rupert noted that he, Dr. Longo and S. Waddell met recently to discuss the Ashford School technology plan. All members have been provided a draft copy of the plan with a reminder that it is a working draft and should be reviewed and any feedback should be forwarded to Dr. Longo. Dr. Longo spoke briefly of the documents in the board packet concerning Board goals, 3-year and capital planning. He also discussed gifted and talented education and after hearing from that committee, he feels that students who have been identified as gifted and/or talented should receive services. This will happen through a project based learning program, there will be professional development training on Renzuli software for the teacher assigned to gifted and talented education on 10/13/15. J. Mozeiko asked if a more structured program had been considered, and had any model programs been looked at? Mr. Hopkins responded affirmatively to both questions. The Renzuli project based learning will be utilized for the time being.

## **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)

J. Rupert read aloud the titles of all of the policies considered for first reading and informed the board that the policies were being brought forth in terms of priority. The policy samples distributed reflect public acts or new legislation that affect existing policies of the board. Members are encouraged to read through these policies and direct any questions to the Superintendent's office. These policies will be on the first November agenda for second reading and final approval. There will be more policies on the next meeting agenda. An index of policies and model notifications prepared by counsel was distributed.

Motion made by L. Donegan to accept the model policy index dated 9-20-15 listing the mandatory state and federal policies and required notifications as provided by Shipman and Goodwin LLC, as the official policy manual of the Ashford Board of Education. This manual shall supersede any policies adopted by the Ashford Board of Education prior to July 1, 2010. Motion seconded by K. Warren and carried unanimously.

**b. First Reading of Board Policy Regulation Update** (Series 1000-Sexual Offenders on School Property)  
Counsel has updated the regulation. Optional language listed in the regulation will be included and the second reading will be on first November meeting agenda.

### **c. Requests for Family and Medical Leave**

Dr. Longo has been made aware that there are three staff members in need of family and medical leave. Two are for the employees' own serious medical condition, and one is of an intermittent nature for an ill family member. The board encouraged Dr. Longo to revisit any intermittent leave time requests as there are specific parameters concerning intermittent leave. Complete forms have been received for a non-certified staff member.

Motion made by K. Warren to authorize family and medical leave for a member of the non-certified staff for the treatment of their own serious medical condition. Motion seconded by L. Donegan and carried unanimously.

Requests for two members of the certified staff will be addressed when the appropriate forms have been received.

### **d. Discussion of FY 14 Corrective Action Memo and Letter to Selectman Zambo dated 9/16/15**

K. Warren asked about the letter to the Selectman concerning disposal of computers and why they are not given to the Town? J. Rupert and Dr. Longo confirmed that equipment purchases made from the appropriated budget fall under the management of the BOE.

There was discussion of the purchasing policy segment of memo from D. Neel concerning corrective action. After brief discussion, Dr. Longo said he took responsibility if there was any confusion about its content. J. Mozeiko stated she did not see any derogatory or negative comments in the memo. L. Donegan and K. Rourke agreed.

Motion made by J. Rupert to add discussion of the Board of Education's response to the Plan of Conservation and Development (POCD) concerning education. Motion seconded by K. Rourke and carried unanimously. J. Rupert received a working copy of the POCD from committee chair J. Silver-Smith and was asked to provide comment. In consult with Dr. Longo, Mr. Rupert crafted a response on behalf of the Board of Education to the POCD committee that outlines the board's philosophy and vision for education.

Audience member S. Morytko spoke and encouraged all to participate in public hearings that will be forthcoming on this matter as it is very important to all residents in that it can have long term effects on the town.

## **7. Old Business**

### **a. Second Reading: Series 1000 – School Security and Safety Plan**

J. Rupert briefly summarized the extensive meetings and committee work that went into developing the safety plan for Ashford School, and recommended approval of the policy unless the members desired more time to review the plan.

Motion made by L. Donegan to approve the School Security and Safety Plan policy, motion seconded by K. Rourke and carried with one abstention (J. Mozeiko).

### **b. Long Term Planning**

#### **1. Capital Improvement**

#### **2. Three Year Plan**

Working drafts of all of these items were sent to each member and are included in the board packet. Members should carefully review and offer any suggestions before the next meeting if possible. The capital improvement plan needs to be addressed soon so that the board will have necessary documentation and justification for the items it asks to be considered for approval.

**Next Meeting Date/Agenda Items**

The next meeting date is 10/15. The board will meet at 7 pm in order to recognize the retirement of driver Kathleen Makray. The meeting will begin at 7:30 pm; agenda items include an audit update, financial and administrative reports, and first reading of policies.

**Superintendent Evaluation (Executive Session, Action Anticipated)**

Motion made by K. Rourke (9:23 pm) to enter into executive session for the purpose of the Superintendent evaluation, and to invite Dr. Longo to attend. Motion seconded by L. Donegan. Members had been asked to review the document and format used to evaluate the superintendent. K. Warren stated that review of the document should not be in executive session. K. Rourke amended her motion to hold discussion of the format and document in open session and then enter into executive session with Dr. Longo in attendance. The motion as amended carried unanimously.

Members reviewed the form and made edits to the existing document. J. Barsaleau will incorporate those changes and send to members for review. Dr. Longo was asked to provide the board with a summary of issues addressed and accomplishments for the past year.

The board went into executive session at 9:51 pm. Present were: J. Rupert, K. Rourke, J. Lippert, K. Warren, J. Mozeiko, L. Donegan and Dr. J. Longo.

The board exited the executive session at 10:00 pm.

Motion to adjourn the meeting at (10:08 pm) made by J. Rupert seconded by K. Warren and carried unanimously.

Recorded by:

Jennifer Barsaleau  
Recording Secretary

*Approved by the Ashford Board of Education:*

Ashford School  
Board of Education Meeting  
October 15, 2015  
***Superintendent's Report***

**Tasks to be addressed**

- Three-Year Plan
- Five-Year Capital Plan
- BOE Goals
- Review and acceptance of the Technology Plan

**Three-Year Plan**

I have chosen to propose a three-year plan as opposed to a five-year plan; as five years is too far out to properly plan. My proposed plan involves the following areas of planning:

- Budget
- Curriculum
- Data
- Transportation
- Transition to High School
- Special Education
- Professional Development
- School Climate and Culture
- Staffing
- Communication
- After School Programs

**Capital Plan**

The five-year capital plan that we currently have in place is on the last page of our long-term planning document (Three-Year Plan). Projects need to be prioritized for our new plan.

**Board of Education Goal Setting**

I have provided the CABE notes on BOE goal setting as a guide.

I have also provided a list of potential goal topics to serve as a starting point. These are based upon previous actions by the BOE and reflect my understanding of BOE priorities.

I have also attached a copy of the Ashford School goals and the goals agreed upon by the administrators. These can serve as a guide to better understand priorities that are held by our staff.

**Audit**

Kim Rourke, Don Neel, and I attended the Board of Finance meeting last Thursday night to be sure that the corrective actions taken by the BOE in response to the auditor's management letter (FY 2014) was clear and understood. I have attached a copy of my letter to the state for your review.



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

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

<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>3. Data</p> <ul style="list-style-type: none"> <li>• Implement a program that provides a system for use in tracking student achievement, behavior and other relevant data.</li> <li>• Use data and data team decisions to inform team meetings, professional development and teacher evaluation.</li> <li>• Use data and data teams to respond to standardized test performance through revised instructional practices individually designed for each student.</li> </ul> <p>4. Transportation</p> <ul style="list-style-type: none"> <li>• Review effectiveness of bus camera system,</li> <li>• Bus driver training on bus discipline, and student safety.</li> <li>• Review routes annually to seek economies through consolidation of routes</li> </ul> <p>5. Transition to High School</p> <ul style="list-style-type: none"> <li>• 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 &amp; 8 staff should be involved in meetings with high school staff in their respective content areas.</li> </ul> <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"> <li>○ Purchase and begin to use IEP Direct for planning and placement team process recording and state reporting</li> <li>○ Increase time for speech pathologist to work with pre-K</li> <li>○ Pilot an improved behavior supports intervention program in grades 4-8</li> <li>○ Add grades 1-3 for behavior supports interventions in year two</li> <li>○ Initiate Medicare funding process</li> </ul>	<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"> <li>• 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.</li> <li>• Design PD for training teachers as needed in PowerSchool, Smart Board, and other technologies as we introduce them or expand their usage</li> </ul> <p>8. Climate and Culture</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue the Ashford School Council (District Improvement Committee) work to improve the major goals of the faculty and administration to improve our school.</li> </ul> <p>9. Staffing</p> <ul style="list-style-type: none"> <li>• Reallocate current staff to add a certified media specialist to run our library and technology classes: Consider for 2016-2017 implementation.</li> </ul> <p>10. Communication</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>11. Review and Modification of After School Programs</p> <ul style="list-style-type: none"> <li>• 2016-2017 review programs introduced during the 2015-2016 academic year and consider and propose changes, improvements, and natural expansion</li> </ul>	<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>Capital Cost Estimates Year 1- \$221,004 Year 2 – \$105,510 Year 3 – \$ 80,000 Year 4 - \$150,000</p>
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**Five Year Capital Plan – Quick View (Does Not Include Transportation Vehicles\*)**

- 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
- Year Five – Summer 2020 – playscape and team building equipment
- 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.

Year 5 - \$ 39,000



**Ashford Board of Education  
Annual Retreat  
August 20, 2015**

**BOE Goal Setting: Purpose and Procedure**

**PURPOSE**

What is the primary purpose of the BOE goal setting process?

- To articulate the vision, mission, and values of the BOE
- Provide greater focus on priorities, vision, mission and values
- Identify areas of strength in the school district
- To identify areas of need in the school district
- To facilitate change in the school district
- To establish accountability
- To prioritize actions to respond to identified strengths and needs
  - Identify Objectives. What does the Board want to get done
  - What is the order of priority for actions and tasks
  - Which group or individual is responsible
  - What is the timeline for assessment of success

**PROCEDURE**

- Begin the process by reviewing the Board of Education's District Mission Statement. Does it reflect BOE values? Is it still relevant? If so, consider it during your goal setting dialogue. If not, make revisions prior to setting goals.
- Review Goals set by the superintendent and the administrative staff. Are they acceptable? If so, consider as you formulate your goals. If not, Recommend revisions.
- Based upon your analysis of strengths and needs in your district, create categories for goals. (Such as, curriculum and instruction goal, communications goal, community relations goal, budget goal)
- Create a goal for each of the identified areas of importance.
  - Include actions to achieve these goals: What will be done to achieve each goal
  - Who will be responsible for each action? Which groups or individuals.
- Create benchmarks, timelines and indicators of success.
- Elicit public and staff response to BOE mission and goals.
  - Schedule time for goal review in a future meeting of the BOE.

***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, 21<sup>st</sup> century community in which they will live.

**Board of Education Goals (suggestions attached)**

**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 Board of Education***  
440 Westford Road (Rt. 89)  
Ashford, CT 06278  
Web site: [www.ashfordct.org](http://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**  
440 Westford Road (Rt. 89)  
Ashford, CT 06278  
School Web site: [www.ashfordct.org](http://www.ashfordct.org)

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October 5, 2015

To: Gloria McCree, Director of Internal Audit, CSDE

From: Dr. James Longo, Superintendent of Ashford School 

Re: Ashford Board of Education clarification of Response to Audit Management Letter

Please note that I sent a response to your memo dated September 4<sup>th</sup> that met your September 18<sup>th</sup> deadline already, however, at its October 1, 2015 meeting, the Board of Education asked me to clarify the corrective actions that it has taken in response to the 2013-2014 audit management letter, specifically any area of concern that was repeated in two consecutive audits.

Audit concerns cited in the 2013-2014 management letter with BOE corrective actions:

- 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.
- Issues and our corrective action plan is as follows:

Purchasing Policy and Procedures - Capital

Issue: This refers to an issue cited in the 2012-2013 management letter, but was not repeated during the 2013-2014 academic year. As noted in the 2013-2014 management letter, this issue had already been addressed. A practice that adhered to the recommended procedures in the audit was followed immediately. Additionally, an administrative regulation that further clarifies this policy is under development.

- Corrective Action: 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. Such projects are also managed through cooperation with the First Selectman.

Purchasing Policy and Procedures - Purchases initiated by the Superintendent of Schools

Issue: a lack of segregation of duties may exist under the purchasing policy for any purchases that are both initiated and authorized by the superintendent.

- Corrective Action: Immediately upon receipt of the recommendations of the auditor a compliant practice and procedure was put in place. Upon assurance that this practice was



working effectively, an amendment to Board purchasing policy was passed in March. The following excerpt is copied from the approved minutes of the Ashford Board of Education meeting of March 19, 2015: Motion made by K. Warren to amend existing policy and/or regulation as necessary to indicate that a review of purchases initiated by or for the benefit of the Superintendent, will occur monthly as a part of the board's normal review of accounts payable, expenditure and reconciliation reports received. Motion seconded by L. Donegan and carried unanimously.

#### Processing of Purchase Orders

Issue: 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, which has exacerbated the situation identified.

- Corrective Action: Staff has been notified of requisitioning requirements via the Board of Education's "Administrative Guide to School Financial Matters and Transactions." Finance staff now prepares purchase orders prior to ordering under normal (i.e., non-emergency) circumstances. Also, 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

Issue: certain incidents when student activity funds deposits were not made in a timely manner.

- 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. 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.

#### Control over Capital-type Items

Issue: 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 in place and occurring.

#### Disposal of Fully Depreciated Capital Assets

Issue: Auditor's concern that current capital asset listing held by the board includes fully depreciated assets that may no longer be held by the board.

- 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 during the year.

Hopefully this memo further clarifies the Ashford Board of Education's response to the management letter for the fiscal year that ended June 30, 2014. Upon review of my initial memo to you the Board felt that further information should be forwarded, making it clear that the Board did respond immediately with compliant changes in practice, and followed with amendments to policy once the practice proved to be effective.

Thank you for your attention to this matter. I remain available should you have any questions, or require further information.



Cc: James Rupert, Chairman, Ashford Board of Education  
Cathryn Silver-Smith, Chairman, Ashford Board of Finance

*Ashford*  
*Business Manager's Report*  
*October 2015*  
*D. Neel*

**Budget**

The current unencumbered balance is a surplus of \$260,264. Half of this balance is due to a formerly outplaced student who has returned and is being educated in district. There is a surplus in Certified Staff due to retirements, which is partially offset by a deficit in Non-Certified Staff, due to the addition of 3 unbudgeted paraprofessionals. Other Insurances will be over budget due to higher-than-anticipated H.S.A. and Tax-Sheltered Annuity contributions, both of which are specified in the new MEUI contract.

**Budget Transfers**

A Potential Transfers budget summary report consistent with the Board of Education policy is attached. No line item transfers are recommended at this time.

**Audit**

The audit process has gone smoothly. The auditors' report that they do not have any currently outstanding items due from us. A meeting is being scheduled to discuss any proposed management recommendations or other concerns. Hopefully, this meeting will help the auditors avoid including issues in the management letter that have already been addressed.

**Policies and Procedures**

Attached are draft policies and administrative regulations for consideration, and a new procedure:

- Policy Series 3000 Business - PURCHASING. I have added a simple "scope" sentence. Purchasing was cited as an audit concern. The scope language, by implication, means that we will work with the First Selectman when bidding and awarding contracts with funds over which the BOE does not have ultimate control, such as Capital Project Funds.
- Administrative regulation - Budget Transfer, Purchasing and Monthly Reporting. This has been modified in accordance with my understanding of the Board's financial information needs as expressed at the October 1, 2015 meeting and to formalize reporting requirements of non-contractual payments to the Superintendent or for purchases of which he is the beneficiary. My opinion is that a literal reading of the management recommendation about the purchases initiated by the Superintendent would be excessively broad. Personal benefit expenditures are the critical items for which the Board of Education should exercise detailed, fiduciary oversight, regardless of who

requisitions (initiates) them. The Superintendent has broad, discretionary authority to initiate general educational expenditures. The Finance staff verifies that funds are available before issuing any purchase order. Additional approval by a subordinate of the Superintendent would be superfluous and lacking the requisite higher authority to render it meaningful.

- Student Activity Funds Deposits Procedure. This formalizes our response to the related management recommendation.

**Non-contractual Payments to or for the benefit of the Superintendent**

None made this fiscal year.

Ashford Board of Education  
**Actual & Budgeted Expenses & Encumbrance**

Page: 0001

Report Sequence: Object  
 Account: First thru Last  
 Report Period: July 2015 thru September 2015  
 Level Of Detail: Object

Account	Account Number	Account Description	Original Budget	Current Year Expenditure	Encumbrances	Balance Remaining	Percent Left
	<b>General Fund (01)</b>						
	111	Certified Staff	2,947,376.18	389,039.14	2,498,915.36	59,421.68	2.02
	112	Non-Certified Staff	1,480,133.95	189,047.13	1,327,287.57	(36,200.75)	(2.45)
	200	Insurance	1,018,356.46	282,089.26	740,612.77	(4,345.57)	(0.43)
	205	Other Insurances	405,431.66	125,457.01	298,777.18	(18,802.53)	(4.64)
	312	Instructional Improvement	38,500.00	18,471.29	19,472.46	556.25	1.44
	319	Professional Services	240,400.00	21,100.76	212,104.75	7,194.49	2.99
	321	Utilities	72,000.00	14,135.29	53,606.50	4,258.21	5.91
	322	Maintenance	101,668.00	28,502.36	67,767.04	5,398.60	5.31
	323	Equipment Maintenance	3,600.00	170.00	1,930.00	1,500.00	41.67
	324	Liability Insurance	46,798.91	11,813.77	22,660.50	12,324.64	26.34
	331	Transportation	73,374.89	2,552.74	70,722.15	100.00	0.14
	340	Communication	12,000.00	4,375.24	8,614.10	(989.34)	(8.24)
	370	Outside Services	505,831.00	65,284.28	299,438.32	141,108.40	27.90
	390	Purchased Services	46,172.00	(14,454.66)	18,493.12	42,133.54	91.25
	410	Supplies	129,018.00	19,060.31	95,686.47	14,291.22	11.08
	411	Heating Fuel	105,000.00	71,633.10	33,366.90	0.00	0.00
	412	Transportation Fuel	50,500.00	40,825.26	9,047.59	627.15	1.24
	420	Textbooks	2,000.00	3,073.61	200.00	(1,273.61)	(63.68)
	540	Equipment	118,311.00	10,645.63	86,788.55	20,896.82	17.66
	640	Dues & Fees	26,099.00	4,842.68	9,691.32	11,565.00	44.31
	700	Audit Adjustments	500.00	0.00	0.00	500.00	100.00
	<b>General Fund (01) Totals</b>		<b>7,423,071.05</b>	<b>1,287,664.20</b>	<b>5,875,142.65</b>	<b>260,264.20</b>	<b>3.51</b>
	<b>Totals Consolidated Funds</b>		<b>7,423,071.05</b>	<b>1,287,664.20</b>	<b>5,875,142.65</b>	<b>260,264.20</b>	<b>3.51</b>

# Ashford Board of Education

## Actual & Budgeted Expenses & Encumbrance

Page: 0001

Report Sequence: Object  
Account: First thru Last  
Report Period: July 2015 thru September 2015  
Level Of Detail: Extra

Account Filter=01-####-###-####

Account Number	Account Description	Original Budget	Current Year Expenditure	Encumbrances	Balance Remaining	Percent Left
<b>General Fund (01)</b>						
<b>Certified Staff</b>						
01-1100-111-00000	Elementary Certified Staff	929,377.50	107,235.87	822,141.63	0.00	0.00
01-1101-111-00001	Middle School Certified Staff	720,508.00	84,907.83	639,233.17	(3,633.00)	(0.50)
01-1103-111-01003	Art Certified Staff	50,000.00	5,112.57	39,196.43	5,691.00	11.38
01-1103-111-02003	Music Certified Staff	98,645.00	11,382.12	87,262.88	0.00	0.00
01-1104-111-00004	World Language Certified Staff	146,553.00	16,909.98	129,643.02	0.00	0.00
01-1109-111-00009	Phys Ed/Health Certified Staff	101,507.00	10,448.19	80,102.81	10,956.00	10.79
01-1112-111-01012	Coaches	17,694.00	0.00	16,832.00	862.00	4.87
01-1112-111-02012	Program Advisors	5,389.00	0.00	5,389.00	0.00	0.00
01-1112-111-03012	Prog Directors & Coordinators	6,271.00	0.00	6,271.00	0.00	0.00
01-1200-111-01120	SpEd Certified Staff	133,839.00	13,288.05	103,052.95	17,498.00	13.07
01-1200-111-02120	Remedial Certified Staff	130,984.00	15,113.55	115,870.45	0.00	0.00
01-1200-111-03120	Psychologist Certified Staff	124,964.00	11,044.29	84,672.71	29,247.00	23.40
01-1200-111-04120	Enrichment Certified Staff	48,247.00	5,566.95	42,680.05	0.00	0.00
01-1200-111-05120	Speech Certified Staff	58,351.00	6,732.81	51,618.19	0.00	0.00
01-2200-111-01220	Superintendent	70,786.41	19,219.27	52,166.73	(599.59)	(0.85)
01-2200-111-02220	Principal	126,490.27	34,055.00	92,435.00	0.27	0.00
01-2200-111-03220	Special Ed Director	97,770.00	26,484.22	71,885.78	(600.00)	(0.61)
01-2200-111-04220	Assistant Principal	80,000.00	21,538.44	58,461.56	0.00	0.00
<b>**TOTAL ** Certified Staff</b>		<b>2,947,376.18</b>	<b>389,039.14</b>	<b>2,498,915.36</b>	<b>59,421.68</b>	<b>2.02</b>
<b>Non-Certified Staff</b>						
01-1100-112-00010	Regular Ed Paraprofessional	108,772.79	10,517.89	96,109.61	2,145.29	1.97
01-1107-112-01007	Library Paraprofessional	24,877.13	2,803.94	21,960.06	113.13	0.45
01-1112-112-01012	Athletic Officials	4,600.00	0.00	4,600.00	0.00	0.00
01-1112-112-02012	Extracurricular	20,000.00	0.00	20,000.00	0.00	0.00
01-1112-112-03012	After Sch Activities Transport	2,117.73	(3,566.37)	5,654.85	29.25	1.38
01-1112-112-04012	Event Chaperones	1,764.00	0.00	1,764.00	0.00	0.00
01-1200-112-01120	Nursing Staff	62,465.93	15,229.34	44,836.66	2,399.93	3.84
01-1200-112-02120	SpEd Paraprofessional	318,807.23	35,651.93	321,145.07	(37,989.77)	(11.92)
01-1200-112-03120	SpEd Substitutes	45,000.00	367.50	24,632.50	20,000.00	44.44
01-2200-112-00220	Business Manager	20,000.00	8,197.50	24,978.75	(13,176.25)	(65.88)
01-2200-112-01220	Bookkeeper	112,488.10	30,285.50	82,203.50	(0.90)	0.00
01-2200-112-02220	Superintendent's Secretary	54,979.47	14,802.20	40,177.27	0.00	0.00
01-2200-112-03220	Principal's Secretary	57,189.90	12,817.34	45,564.66	(1,192.10)	(2.08)
01-2200-112-04220	Substitute Teachers/Paras	80,000.00	1,640.00	78,360.00	0.00	0.00
01-2200-112-05220	Special Ed Secretary	36,352.95	9,787.33	26,565.67	(0.05)	0.00
01-2200-112-06220	Sub calling stipend	3,000.00	1,000.00	2,000.00	0.00	0.00
01-2200-112-07220	BOE Meeting Minutes Stipend	1,000.00	0.00	1,000.00	0.00	0.00
01-2540-112-01254	Custodians	194,433.92	45,153.50	149,477.83	(197.41)	(0.10)
01-2540-112-02254	Summer Custodians	5,634.72	4,406.16	0.00	1,228.56	21.80
01-2540-112-04254	Custodian Substitutes	6,864.00	163.18	5,444.82	1,256.00	18.30
01-2540-112-05254	Emergency OT	1,000.00	0.00	1,000.00	0.00	0.00
01-2540-112-06254	Community	500.00	0.00	500.00	0.00	0.00





## Actual &amp; Budgeted Expenses &amp; Encumbrance

Account Number	Account Description	Original Budget	Current Year Expenditure	Encumbrances	Balance Remaining	Percent Left
<b>General Fund (01)</b>						
01-1200-322-15254	Spec Ed Equip Maintenance	1,000.00	409.95	590.05	0.00	0.00
01-2200-322-00220	Administrative Equipment Maint	500.00	0.00	0.00	500.00	100.00
01-2540-322-01254	Rubbish Removal	7,818.00	1,904.28	5,632.86	280.86	3.59
01-2540-322-02254	Asbestos Monitoring	550.00	0.00	275.00	275.00	50.00
01-2540-322-03254	Water	16,000.00	1,453.75	13,918.51	627.74	3.92
01-2540-322-04254	General Maintenance & Repairs	18,000.00	5,847.82	12,152.18	0.00	0.00
01-2540-322-05254	Sanitary System	4,000.00	3,140.00	0.00	860.00	21.50
01-2540-322-06254	Fire Equipment	10,000.00	1,098.50	8,901.50	0.00	0.00
01-2540-322-07254	Generator Maintenance	4,000.00	414.00	3,586.00	0.00	0.00
01-2540-322-08254	Boiler	14,000.00	3,826.00	10,174.00	0.00	0.00
01-2540-322-09254	Grounds Upkeep	5,000.00	0.00	5,000.00	0.00	0.00
01-2540-322-10254	Painting	2,000.00	620.34	529.66	850.00	42.50
01-2540-322-11254	Floor Covering	6,000.00	3,995.00	0.00	2,005.00	33.42
01-2540-322-12254	Roof Maintenance	4,500.00	0.00	4,500.00	0.00	0.00
01-2540-322-14254	Radon Testing	300.00	0.00	300.00	0.00	0.00
01-2540-322-15254	HVAC Maintenance	8,000.00	5,792.72	2,207.28	0.00	0.00
	<b>**TOTAL** Maintenance</b>	<b>101,668.00</b>	<b>28,502.36</b>	<b>67,767.04</b>	<b>5,398.60</b>	<b>5.31</b>
<b>Equipment Maintenance</b>						
01-1103-323-02003	Music Instrument Maintenance	600.00	170.00	430.00	0.00	0.00
01-2600-323-02260	Tech Equip Maint	3,000.00	0.00	1,500.00	1,500.00	50.00
	<b>**TOTAL** Equipment Maintenance</b>	<b>3,600.00</b>	<b>170.00</b>	<b>1,930.00</b>	<b>1,500.00</b>	<b>41.67</b>
<b>Liability Insurance</b>						
01-2200-324-00254	Student Accident Insurance	1,150.00	1,065.00	0.00	85.00	7.39
01-2540-324-00254	Plant Insurance	28,750.32	11,007.24	11,653.24	6,089.84	21.18
01-2550-324-00255	Transportation Insurance	16,898.59	(258.47)	11,007.26	6,149.80	36.39
	<b>**TOTAL** Liability Insurance</b>	<b>46,798.91</b>	<b>11,813.77</b>	<b>22,660.50</b>	<b>12,324.64</b>	<b>26.34</b>
<b>Transportation</b>						
01-1200-331-00120	SpEd Transportation	73,274.89	2,552.74	70,722.15	0.00	0.00
01-2550-331-01120	Class Trip Tolls & Parking	100.00	0.00	0.00	100.00	100.00
	<b>**TOTAL** Transportation</b>	<b>73,374.89</b>	<b>2,552.74</b>	<b>70,722.15</b>	<b>100.00</b>	<b>0.14</b>
<b>Communication</b>						
01-2200-340-01220	Telephone	7,500.00	2,499.50	6,283.10	(1,282.60)	(17.10)
01-2200-340-02220	Postage	4,000.00	1,355.74	2,331.00	313.26	7.83
01-2200-340-04220	Advertising	500.00	520.00	0.00	(20.00)	(4.00)
	<b>**TOTAL** Communication</b>	<b>12,000.00</b>	<b>4,375.24</b>	<b>8,614.10</b>	<b>(989.34)</b>	<b>(8.24)</b>
<b>Outside Services</b>						
01-1101-370-05120	MS Out of District Tuition	27,100.00	0.00	27,100.00	0.00	0.00
01-1200-370-01120	Outplacement Tuition	433,731.00	30,771.97	267,338.32	135,620.71	31.27
01-1200-370-02120	Homebound Instruction/Tutoring	5,000.00	0.00	5,000.00	0.00	0.00
01-1200-370-03120	Extended School Year	40,000.00	34,512.31	0.00	5,487.69	13.72
	<b>**TOTAL** Outside Services</b>	<b>505,831.00</b>	<b>65,284.28</b>	<b>299,438.32</b>	<b>141,108.40</b>	<b>27.90</b>
<b>Purchased Services</b>						
01-2200-390-01220	Contract Mileage	2,000.00	27.86	972.14	1,000.00	50.00
01-2200-390-02220	Printing	1,500.00	192.00	1,308.00	0.00	0.00
01-2550-390-01255	Fleet Maintenance	39,072.00	(12,274.52)	16,212.98	35,133.54	89.92
01-2550-390-02255	Bus Facility Building Usage	3,600.00	(2,400.00)	0.00	6,000.00	166.67
	<b>**TOTAL** Purchased Services</b>	<b>46,172.00</b>	<b>(14,454.66)</b>	<b>18,493.12</b>	<b>42,133.54</b>	<b>91.25</b>
<b>Supplies</b>						
01-1100-410-01000	Elementary General Supplies	5,000.00	612.57	4,387.43	0.00	0.00



## Actual &amp; Budgeted Expenses &amp; Encumbrance

Account Number	Account Description	Original Budget	Current Year Expenditure	Encumbrances	Balance Remaining	Percent Left
<b>General Fund (01)</b>						
01-1100-410-02000	Elementary Reading Supplies	350.00	0.00	300.00	50.00	14.29
01-1100-410-03000	Elementary Math Supplies	150.00	0.00	300.00	(150.00)	(100.00)
01-1100-410-04000	Elementary Lang Arts Supplies	1,863.00	164.09	1,698.91	0.00	0.00
01-1100-410-05000	Elementary Health Supplies	100.00	0.00	100.00	0.00	0.00
01-1100-410-06000	Elementary Science Supplies	250.00	0.00	250.00	0.00	0.00
01-1100-410-07000	Elem Social Studies Supplies	150.00	0.00	150.00	0.00	0.00
01-1100-410-08000	Assessments	9,800.00	0.00	9,800.00	0.00	0.00
01-1100-410-09000	Elementary Art Supplies	150.00	0.00	150.00	0.00	0.00
01-1101-410-01001	Middle School General Supplies	4,000.00	763.80	3,236.20	0.00	0.00
01-1101-410-02001	Middle School LA Supplies	400.00	0.00	550.00	(150.00)	(37.50)
01-1101-410-03001	Middle School Math Supplies	250.00	0.00	600.00	(350.00)	(140.00)
01-1101-410-04001	Middle School Reading Supplies	250.00	0.00	300.00	(50.00)	(20.00)
01-1101-410-05001	Middle School Science Supplies	600.00	131.68	768.32	(300.00)	(50.00)
01-1101-410-06001	Middle School Social Stud Supp	100.00	0.00	600.00	(500.00)	(500.00)
01-1101-410-07001	Middle School Testing Supplies	300.00	0.00	0.00	300.00	100.00
01-1103-410-01003	Art Supplies	1,500.00	1,720.99	1,279.01	(1,500.00)	(100.00)
01-1103-410-02003	General Music Supplies	350.00	0.00	0.00	350.00	100.00
01-1103-410-03003	Choral Supplies	1,000.00	0.00	300.00	700.00	70.00
01-1103-410-04003	Band Supplies	1,000.00	184.00	116.00	700.00	70.00
01-1104-410-00004	World Language Supplies	350.00	0.00	600.00	(250.00)	(71.43)
01-1107-410-01007	Library Supplies	405.00	0.00	0.00	405.00	100.00
01-1107-410-02007	Library Periodicals	800.00	378.55	0.00	421.45	52.68
01-1107-410-03007	Library Non-Print Supplies	650.00	0.00	0.00	650.00	100.00
01-1109-410-01009	Phys Ed Supplies	600.00	0.00	750.00	(150.00)	(25.00)
01-1109-410-02009	Health Supplies	250.00	0.00	0.00	250.00	100.00
01-1112-410-01012	Graduation Supplies	1,400.00	32.60	1,367.40	0.00	0.00
01-1112-410-02012	Athletic Supplies	2,300.00	0.00	0.00	2,300.00	100.00
01-1112-410-04012	After School Activities Suppl	0.00	134.84	0.00	(134.84)	0.00
01-1200-410-01120	SpEd Instructional Supplies	2,000.00	74.74	1,925.26	0.00	0.00
01-1200-410-01130	Gifted Program Supplies	5,000.00	0.00	5,000.00	0.00	0.00
01-1200-410-01140	CORR Life Skills Supplies	1,500.00	0.00	1,500.00	0.00	0.00
01-1200-410-01150	Behavior Support Supplies	1,000.00	0.00	1,000.00	0.00	0.00
01-1200-410-02120	Assessment Supplies	1,000.00	549.15	450.85	0.00	0.00
01-1200-410-03120	Enrichment Supplies	1,250.00	93.91	206.09	950.00	76.00
01-1200-410-05120	Medical Supplies	4,000.00	725.40	3,274.60	0.00	0.00
01-1200-410-06120	ELL Supplies	79.00	0.00	0.00	79.00	100.00
01-1200-410-07120	SpEd Software/Supplies	2,000.00	479.00	1,521.00	0.00	0.00
01-2200-410-01220	Administrative Office Supplies	4,000.00	889.92	2,414.86	695.22	17.38
01-2200-410-02220	Report Cards	5,000.00	0.00	0.00	5,000.00	100.00
01-2200-410-04220	Copier Paper	7,766.00	0.00	7,766.00	0.00	0.00
01-2540-410-01254	Plant Floor Supplies	5,000.00	0.00	5,000.00	0.00	0.00
01-2540-410-02254	Plant Cleaning Supplies	2,500.00	542.18	1,957.82	0.00	0.00
01-2540-410-03254	Plant General Supplies	4,000.00	2,184.44	4,131.19	(2,315.63)	(57.89)
01-2540-410-04254	Plant Paper Supplies	10,000.00	2,060.10	9,989.90	(2,050.00)	(20.50)
01-2540-410-05254	Plant Lighting Supplies	1,300.00	173.28	1,126.72	0.00	0.00
01-2540-410-06254	Plant Tools	500.00	0.00	500.00	0.00	0.00
01-2550-410-02254	Transportation Clean Supplies	150.00	0.00	0.00	150.00	100.00
01-2550-410-04254	Transportation Paper Supplies	200.00	0.00	0.00	200.00	100.00
01-2600-410-01260	Technology Elementary Supplies	3,000.00	184.80	2,815.20	0.00	0.00
01-2600-410-02260	Technology Middle School Suppl	3,000.00	198.78	2,801.22	0.00	0.00
01-2600-410-03260	Technology Arts Supplies	470.00	0.00	0.00	470.00	100.00

## Actual &amp; Budgeted Expenses &amp; Encumbrance

Account Number	Account Description	Original Budget	Current Year Expenditure	Encumbrances	Balance Remaining	Percent Left
<b>General Fund (01)</b>						
01-2600-410-04260	Technology Tech Ed Supplies	500.00	0.00	300.00	200.00	40.00
01-2600-410-05260	Technology Library Supplies	1,485.00	0.00	1,485.00	0.00	0.00
01-2600-410-07260	Technology Admin Supplies	3,000.00	79.99	2,920.01	0.00	0.00
01-2600-410-08260	Technology Subscriptions	25,000.00	6,701.50	9,977.48	8,321.02	33.28
	<b>**TOTAL ** Supplies</b>	<b>129,018.00</b>	<b>19,060.31</b>	<b>95,666.47</b>	<b>14,291.22</b>	<b>11.08</b>
<b>Heating Fuel</b>						
01-2540-411-00254	Plant Fuel	105,000.00	71,633.10	33,366.90	0.00	0.00
	<b>**TOTAL ** Heating Fuel</b>	<b>105,000.00</b>	<b>71,633.10</b>	<b>33,366.90</b>	<b>0.00</b>	<b>0.00</b>
<b>Transportation Fuel</b>						
01-2550-412-01255	Diesel	35,500.00	40,344.78	0.00	(4,844.78)	(13.65)
01-2550-412-02255	Gasoline	15,000.00	480.48	9,047.59	5,471.93	36.48
	<b>**TOTAL ** Transportation Fuel</b>	<b>50,500.00</b>	<b>40,825.26</b>	<b>9,047.59</b>	<b>627.15</b>	<b>1.24</b>
<b>Textbooks</b>						
01-1100-420-01000	Elementary Supplemental Texts	300.00	0.00	0.00	300.00	100.00
01-1100-420-02000	Elementary Curriculum Upgrade	300.00	2,054.10	0.00	(1,754.10)	(584.70)
01-1100-420-04000	Elementary Periodicals	300.00	0.00	0.00	300.00	100.00
01-1101-420-01001	Middle School Supplemental Text	300.00	0.00	0.00	300.00	100.00
01-1101-420-03001	Middle School Periodicals	300.00	0.00	0.00	300.00	100.00
01-1101-420-05001	Middle School Curriculum Upgra	300.00	561.90	0.00	(261.90)	(87.30)
01-1104-420-00004	World Language Textbooks	0.00	457.61	0.00	(457.61)	0.00
01-1200-420-00130	Specialized Text (NIMAS)	200.00	0.00	200.00	0.00	0.00
	<b>**TOTAL ** Textbooks</b>	<b>2,000.00</b>	<b>3,073.61</b>	<b>200.00</b>	<b>(1,273.61)</b>	<b>(63.68)</b>
<b>Library Books</b>						
	<b>**TOTAL ** Library Books</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Equipment</b>						
01-1100-540-00000	Elementary Equipment	350.00	0.00	0.00	350.00	100.00
01-1101-540-00001	Middle School Equipment	350.00	0.00	0.00	350.00	100.00
01-1101-540-00014	Middle School Equip(furniture)	1,000.00	0.00	0.00	1,000.00	100.00
01-1103-540-01003	Music Equipment	7,690.00	(75.89)	0.00	7,765.89	100.99
01-1109-540-01009	Phys Ed Equipment	6,000.00	0.00	0.00	6,000.00	100.00
01-1112-540-02012	Athletic Equipment	2,000.00	0.00	0.00	2,000.00	100.00
01-1200-540-01120	AT Equipment Rental	3,000.00	0.00	3,000.00	0.00	0.00
01-1200-540-02120	Adaptive Equipment	3,000.00	397.78	2,602.22	0.00	0.00
01-1200-540-03120	Sp Ed Technology Equipment	2,500.00	0.00	2,500.00	0.00	0.00
01-2200-540-01220	Copier Lease	33,419.00	7,807.19	25,611.81	0.00	0.00
01-2200-540-02220	Administrative Equip/Furn	0.00	449.55	0.00	(449.55)	0.00
01-2540-540-00254	Plant Equipment	6,000.00	2,067.00	52.52	3,880.48	64.67
01-2600-540-01260	Technology Elementary Equip	11,800.00	0.00	11,800.00	0.00	0.00
01-2600-540-02260	Technology Middle School Equip	33,000.00	0.00	33,000.00	0.00	0.00
01-2600-540-03260	Technology Admin Equip	1,500.00	0.00	1,500.00	0.00	0.00
01-2600-540-05260	Technology Network Equip	3,222.00	0.00	3,222.00	0.00	0.00
01-2600-540-06260	Technology SpEd/Support Equip	3,480.00	0.00	3,480.00	0.00	0.00
	<b>**TOTAL ** Equipment</b>	<b>118,311.00</b>	<b>10,645.63</b>	<b>86,768.55</b>	<b>20,896.82</b>	<b>17.66</b>
<b>Dues &amp; Fees</b>						
01-1113-640-01001	Robotic Competition Fees	2,000.00	1,369.13	630.87	0.00	0.00
01-1200-640-00120	SpEd Dues & Fees	1,000.00	415.10	584.90	0.00	0.00
01-2200-640-01120	Character Dev Train & Material	2,000.00	0.00	0.00	2,000.00	100.00
01-2200-640-01220	Dues & Fees	9,000.00	614.00	0.00	8,386.00	93.18
01-2200-640-02220	Board of Education Expenses	1,000.00	100.00	900.00	0.00	0.00



## Actual &amp; Budgeted Expenses &amp; Encumbrance

Account Number	Account Description	Original Budget	Current Year Expenditure	Encumbrances	Balance Remaining	Percent Left
<b>General Fund (01)</b>						
01-2200-640-03220	Professional Development	9,000.00	2,649.45	6,350.55	0.00	0.00
01-2200-640-04220	Principal's Discretionary Fund	800.00	0.00	800.00	0.00	0.00
01-2200-640-05220	Medical/Screenings	1,299.00	(305.00)	425.00	1,179.00	90.76
	<b>**TOTAL ** Dues &amp; Fees</b>	<b>26,099.00</b>	<b>4,842.68</b>	<b>9,691.32</b>	<b>11,565.00</b>	<b>44.31</b>
<b>Audit Adjustments</b>						
01-2700-700-00000	Operating Transfers Out-Cafe	500.00	0.00	0.00	500.00	100.00
	<b>**TOTAL ** Audit Adjustments</b>	<b>500.00</b>	<b>0.00</b>	<b>0.00</b>	<b>500.00</b>	<b>100.00</b>
<b>General Fund (01) Totals</b>						
		7,423,071.05	1,287,664.20	5,875,142.65	260,264.20	3.51
<b>Totals Consolidated Funds</b>						
		7,423,071.05	1,287,664.20	5,875,142.65	260,264.20	3.51

**Actual & Budgeted Expenses & Encumbrance**

Report Sequence: Object  
 Account: First thru Last  
 Report Period: July 2015 thru September 2015  
 Level Of Detail: Object

Account	Account Number	Account Description	Original Budget	Current Year Expenditure	Encumbrances	Balance Remaining	Percent Left
	<b>General Fund (01)</b>						
	111	Certified Staff	2,947,376.18	389,039.14	2,498,915.36	59,421.68	2.02
	112	Non-Certified Staff	1,480,133.95	189,047.13	1,327,287.57	(36,200.75)	(2.45)
	200	Insurance	1,018,356.46	282,089.26	740,612.77	(4,345.57)	(0.43)
	205	Other Insurances	405,431.66	125,457.01	298,777.18	(18,802.53)	(4.64)
	312	Instructional Improvement	38,500.00	18,471.29	19,472.46	556.25	1.44
	319	Professional Services	240,400.00	21,100.76	212,104.75	7,194.49	2.99
	321	Utilities	72,000.00	14,135.29	53,606.50	4,258.21	5.91
	322	Maintenance	101,668.00	28,502.36	67,767.04	5,398.60	5.31
	323	Equipment Maintenance	3,600.00	170.00	1,930.00	1,500.00	41.67
	324	Liability Insurance	46,798.91	11,813.77	22,660.50	12,324.64	26.34
	331	Transportation	73,374.89	2,552.74	70,722.15	100.00	0.14
	340	Communication	12,000.00	4,375.24	8,614.10	(989.34)	(8.24)
	370	Outside Services	505,831.00	65,284.28	299,438.32	141,108.40	27.90
	390	Purchased Services	46,172.00	(14,454.66)	18,493.12	42,133.54	91.25
	410	Supplies	129,018.00	19,060.31	95,666.47	14,291.22	11.08
	411	Heating Fuel	105,000.00	71,633.10	33,366.90	0.00	0.00
	412	Transportation Fuel	50,500.00	40,825.26	9,047.59	627.15	1.24
	420	Textbooks	2,000.00	3,073.61	200.00	(1,273.61)	(63.68)
	540	Equipment	118,311.00	10,645.63	86,768.55	20,896.82	17.66
	640	Dues & Fees	26,099.00	4,842.68	9,691.32	11,565.00	44.31
	700	Audit Adjustments	500.00	0.00	0.00	500.00	100.00
	<b>General Fund (01) Totals</b>		<b>7,423,071.05</b>	<b>1,287,664.20</b>	<b>5,875,142.65</b>	<b>260,264.20</b>	<b>3.51</b>
	<b>Totals Consolidated Funds</b>		<b>7,423,071.05</b>	<b>1,287,664.20</b>	<b>5,875,142.65</b>	<b>260,264.20</b>	<b>3.51</b>

<b>A/P Monthly Report</b>			
10/13/15 13:58			
<b>July 2015</b>			
<b>Object 200</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Anthem Blue Cross Blue Shield	5,962.73	01-2200-200-01220	Period 7/1/15-7/31/15 Medical Insurance Premium
Connecticare Inc	96,310.29	01-2200-200-01220	Period 7/1/15-7/31/15 Medical Insurance Premium
CIRMA	16,412.75	01-2200-200-02220	1st QTR Workers Comp Insurance Premium
Sun Life Financial	0.00	01-2200-200-01230	Group Life Insurance Premium
<b>Total</b>	<b>\$118,685.77</b>		
<b>Object 205</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Department Of Labor	0.00	01-2200-205-03220	Unemployment Expense Period Ending 5/31/2015
Connecticare Inc	1,931.70	01-2200-205-04220	Period 7/1/15-7/31/15 Cert Retirement Medical Insurance Premium
Anthem Blue Cross Blue Shield	120.06	01-2200-205-04220	Period 7/1/15-7/31/15 Cert Retirement Medical Insurance Premium
<b>Total</b>	<b>\$2,051.76</b>		
<b>Object 312</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
	0.00	01-2200-312-02220	
<b>Total</b>	<b>\$0.00</b>		
<b>Object 319</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Complete Payroll Solutions	411.20	01-2200-319-03220	7/3/15 & 7/17/15 Payroll Processing Fee
University Of Connecticut	0.00	01-1200-319-05120	Physical Therapy Services
Horizons Inc	0.00	01-1200-319-06120	Behavior Therapy Services
<b>Total</b>	<b>\$411.20</b>		
<b>Object 321</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Eversource	2,569.97	01-2540-321-00254	Period 6/9/15-7/10/15 Facility
Eversource	11.98	01-2540-321-00254	Period 6/1/15-7/1/15 Lamp Post
Constellation New Energy	2,187.65	01-2540-321-00254	Period 6/10/15-7/10/15 Facility
<b>Total</b>	<b>\$4,769.60</b>		
<b>Object 322</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Tolland County Mutual Aid Fire Service Inc	0.00	01-2540-322-06254	Period 7/1/14-6/30/15 Fire & Burglar Alarm Monitoring
Aqua Pump Inc	0.00	01-2540-322-03254	63 Bags of K+ for H2O System
Life Safety Service & Supply	0.00	01-2540-322-03254	Emergency Service Agreement Inspection & Maintenance
Village Springs Distributor	0.00	01-2540-322-03254	H2O Delivery for Watercoolers Superintendent Office & Nurse
Willmantie Waste Paper	674.13	01-2540-322-01254	July 2015 Trash & Recycle Pickup Charge & Extra end of school year pick up
<b>Total</b>	<b>\$674.13</b>		
<b>Object 323</b>			



<u>Vendor Name</u>	<u>Amount</u>	<u>Account Number</u>	<u>Description</u>
<b>Total</b>	\$0.00		
<b>Object 324</b>			
<u>Vendor Name</u>	<u>Amount</u>	<u>Account Number</u>	<u>Description</u>
CIRMA	5,503.62	01-2540-324-00254	1st QTR Plant Insurance Premium
CIRMA	5,503.63	01-2550-324-00255	1st QTR Transportation Insurance
<b>Total</b>	<b>\$11,007.25</b>		
<b>Object 340</b>			
<u>Vendor Name</u>	<u>Amount</u>	<u>Account Number</u>	<u>Description</u>
Frontier	411.40	01-2200-340-01220	Period 7/3/15-8/2/15 Telephone Expense
Stamps.com	502.48	01-2200-340-02220	Postage Stamps & Supplies
Cooperative Educational Service	0.00	01-2200-340-04220	FY 2014-2015 CTREAP Annual Subscription
Voice New England	648.00	01-2200-340-01220	Period 7/1/15-9/30/15 Telephone Service QTR Fee
<b>Total</b>	<b>\$1,561.88</b>		
<b>Object 370</b>			
<u>Vendor Name</u>	<u>Amount</u>	<u>Account Number</u>	<u>Description</u>
The CT Institute for the Blind	0.00	01-1200-370-01120	SpEd Outplacement Tuition
Natchaug Hospital	0.00	01-1200-370-01120	SpEd Outplacement Tuition
Big Y Foods Inc	0.00	01-1200-370-03120	Supplies For Summer School Food & Instructional
Natchaug Hospital	0.00	01-1200-370-03120	Summer School Tuition
<b>Total</b>	<b>\$0.00</b>		
<b>Object 390</b>			
<u>Vendor Name</u>	<u>Amount</u>	<u>Account Number</u>	<u>Description</u>
Gary's	0.00	01-2550-390-01255	
Bus Parts Warehouse	493.70	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Airgas USA LLC	254.00	01-2550-390-01255	Lease Renewal for (C212) (A1) (O2)
Lawson Products Inc	664.87	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Mansfield Supply	0.00	01-2550-390-01255	
Napa Auto Willmantie	0.00	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Nutmeg International Trucks	0.00	01-2550-390-01255	Serviced Buses & Purchased Parts For Buses
Punam Chrysler Dodge Jeep Kia	0.00	01-2550-390-01255	
Rawson Manufacturing Inc	371.55	01-2550-390-01255	Gauges & Tubes
<b>Total</b>	<b>\$1,784.12</b>		
<b>Object 410</b>			
<u>Vendor Name</u>	<u>Amount</u>	<u>Account Number</u>	<u>Description</u>
Companion Corporation	0.00	01-2600-410-08260	Period 8/1/14-7/30/15 Library Circulation Site License
Hillyard/ Rovic	0.00	01-2540-410-04254	Paper Towels, Toilet Paper & Garbage Bags
Hillyard/ Rovic	0.00	01-2540-410-01254	Floor Stripper, Wax, Cleaning & Buffering Pads
Hillyard/ Rovic	0.00	01-2540-410-03254	Antiseptic Floral Scent Soap
ImMotion Hosting Inc	0.00	01-2600-410-08260	FY 2014-2015 Annual Web Hosting Fee
PSN Hosting Services	0.00	01-2600-410-08260	SNAP Health Center / Maintenance Hosting
RefurbUPS.com	0.00	01-2600-410-07260	#5 Replacement Batteries 12V12A Cartridges
<b>Total</b>	<b>\$0.00</b>		



<b>Object 411 &amp; 412</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Dime Oil LLC	71,633.10	01-2540-411-00254	Prepay 24,500 gallons Plant Fuel
Dime Oil LLC	71,329.30	01-2550-412-01255	Prepay 24,500 gallons Diesel Fuel
Wex Bank	0.00	01-2550-412-02255	Gasoline For SpEd Vans, Mechanic & Plant Power Tools
<b>Total</b>	<b>\$142,962.40</b>		
<b>Object 540</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
American School For The Deaf	0.00	01-1200-540-01120	Audiology Equip Rental & SpEd 504 Meeting Fee
De Lage Landen	1,833.00	01-2200-540-01220	Copier Lease Monthly Contract Fee
General Maintenance Supply LLC	0.00	01-2540-540-00254	Toilet stalls for both boy's & girls restrooms
<b>Total</b>	<b>\$1,833.00</b>		
<b>Object 640</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
NELMS	0.00	01-2200-640-01220	Period 7/1/14-6/30/15 Annual Comprehensive School
CAPSS	0.00	01-2200-640-01220	Period 7/1/14-6/30/15 Annual Membership Dues AASA, NEASS, CAPS
CAS	0.00	01-2200-640-01220	Period 7/1/14-6/30/15 District Annual Membership Dues
CABE	0.00	01-2200-640-01220	Period 7/1/14-6/30/15 Annual Membership Dues
Vernon Walk In Medical Center	0.00	01-2200-640-05220	Replacement Physical DOT Card
<b>Total</b>	<b>\$0.00</b>		
Report Total	285,741.11		
BMSI Total	285,741.11		
<b>Variance</b>	<b>\$0.00</b>		
<b>1099 Vendors- Paid Through Payroll</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Michele Fesenmeyer		01-1200-319-03120	Occupation Therapy Services
Sarah Hodgson		01-1200-319-06120	Behavioral Therapy Services
Shipman & Goodwin LLP		01-2200-319-01220	
Amy Vasington		01-1200-319-01120	Speech Therapy Services
<b>Total</b>	<b>\$0.00</b>		

<b>A/P Monthly Report</b>				
	10/13/15 13:58			
	<b>August 2015</b>			
<b>Object 200</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Anthem Blue Cross Blue Shield	0.00	01-2200-200-01220	Dental Insurance Premium	
Connecticare Inc	0.00	01-2200-200-01220	Period 7/1/14-8/31/2014 Medical Insurance Premium	
CIRMA	0.00	01-2200-200-02220	1st QTR Workers Comp Insurance Premium	
Sun Life Financial	0.00	01-2200-200-01230	Group Life Insurance Premium	
<b>Total</b>	<b>\$0.00</b>			
<b>Object 205</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Department Of Labor	277.00	01-2200-205-03220	Unemployment Expense Period Ending 6/30/2015	
Connecticare Inc	0.00	01-2200-205-04220	Period 7/1/14-8/31/14 Cert Retirement Medical Insurance Premium	
Anthem Blue Cross Blue Shield	0.00	01-2200-205-04220	Cert Retirement Dental Insurance Premium	
<b>Total</b>	<b>\$277.00</b>			
<b>Object 312</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
	0.00	01-2200-312-02220		
<b>Total</b>	<b>\$0.00</b>			
<b>Object 319</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Complete Payroll Solutions	762.40	01-2200-319-03220	7/31/15, 8/14/15 & 8/28/15 Payroll Processing Fee	
University Of Connecticut	525.00	01-1200-319-02120	School Nurse Emergency Medical Services for Children Program CE	
PESI Inc	188.18	01-1200-319-02120	Psychopharmacology: What You Need to Know About Psychiatric Medications	
Horizons Inc	0.00	01-1200-319-06120	Behavior Therapy Services	
<b>Total</b>	<b>\$1,475.58</b>			
<b>Object 321</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Eversource	2,303.53	01-2540-321-00254	Period 7/10/15-8/10/15 Facility	
Eversource	11.02	01-2540-321-00254	Period 7/1/15-8/31/15 Lamp Post	
Constellation New Energy	1,762.27	01-2540-321-00254	Period 7/11/15-8/10/15 Facility	
<b>Total</b>	<b>\$4,076.82</b>			
<b>Object 322</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Aqua Pump Inc	825.00	01-2540-322-03254	July 2015 Maintenance & 3Rd QTR H2O Testing	
B.A. Muzio	3,062.35	01-2540-322-04254	Installation of H2O cooler QTY#2 & Installation of Staff Room Vanity	
B.A. Muzio	58.99	01-2540-322-04254	Installation of Shut Off Valve	
Coustie-Glo of Hartford	450.00	01-2540-322-10254	Paint Ceiling Tiles in Staff Room	
Life Safety Service & Supply	607.50	01-2540-322-00254	Emergency Lighting Service Agreement Renewal-2nd Year	
Home Depot	170.34	01-2540-322-10254	New Eggshell UPW 2750 Paint for Staff Room 5 Gallon	
Skips Wastewater Services	3,140.00	01-2540-322-05254	Pumped 18,500 Gallons & Cleaned 2 Interior Grease Traps	



Tolland County Mutual Aid Fire Service Inc	250.00	01-2540-322-06254	Period 7/1/15-6/30/16 Alarm Monitoring Service
Village Springs Distributor	85.00	01-2540-322-03254	H2O Delivery for Watercoolers Superintendent Office & Nurse
Williamatic Waste Paper	1,230.15	01-2540-322-01254	Aug & Sept 2015 Trash & Recycle Pickup Charge
<b>Total</b>	<b>\$9,879.33</b>		
<b>Object 323</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Music & Arts Center	170.00	01-1103-323-02003	Selmer Clarinet & Bundy Sax Repairs
<b>Total</b>	<b>\$170.00</b>		
<b>Object 324</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
CIRMA	0.00	01-2540-324-00254	1st QTR Plant Insurance Premium
John M. Glover Agency	1,065.00	01-2200-324-00254	Period 8/31/15-8/31/16 AIG School Accident Policy Renewal
CIRMA	0.00	01-2550-324-00255	1st QTR Transportation Insurance
<b>Total</b>	<b>\$1,065.00</b>		
<b>Object 340</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Frontier	381.79	01-2200-340-01220	Period 8/3/15-9/2/15 Telephone Expense
Cooperative Educational Services	520.00	01-2200-340-04220	Period 7/1/15-6/30/16 Annual Subscription Fee (CTREAP Program)
Fedex	28.87	01-2200-340-02220	Shipped Plasma Cutter Back To Manufacturer Under Warranty
Stamps.com	15.99	01-2200-340-02220	Monthly Maintenance Fee
Voice New England	0.00	01-2200-340-01220	Period 7/1/14-9/30/14 Telephone Service QTR Fee
<b>Total</b>	<b>\$946.65</b>		
<b>Object 370</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
The CT Institute for the Blind	0.00	01-1200-370-01120	SpEd Outplacement Tuition
Natchaug Hospital	0.00	01-1200-370-01120	SpEd Outplacement Tuition
Big Y Foods Inc	62.66	01-1200-370-03120	Supplies For Summer School Food & Instructional
Natchaug Hospital	6,180.00	01-1200-370-03120	Summer School Tuition
<b>Total</b>	<b>\$6,242.66</b>		
<b>Object 390</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Cyberweld	1,437.00	01-2550-390-01255	Hobart Airforce 700i Plasma Cutter
Bus Parts Warehouse	550.25	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Chappell Tire Service	1,395.00	01-2550-390-01255	Tires for Mid Bus
Fluid Dynamics	67.49	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Lawson Products Inc	359.93	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Top Line Supplies	0.00	01-2550-390-01255	
Mansfield Supply	0.00	01-2550-390-01255	
Napa Auto Willmanic	172.72	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Nutmeg International Trucks	460.89	01-2550-390-01255	Serviced Buses & Purchased Parts For Buses
Snap-on	518.00	01-2550-390-01255	Mini Angle Die Grinder & Air Saw
Pete's Tire Barns Inc	0.00	01-2550-390-01255	
Amazon	868.22	01-2550-390-01255	Touchscreen All-in-One Desktop, Pneumatic Hot Staple Gun & Dewalt Impact Wrench
<b>Total</b>	<b>\$5,829.50</b>		



Object 410			
Vendor Name	Amount	Account Number	Description
B+H Photo Video	129.90	01-2600-410-01260	APC Personal Surgearrest 7 Outlet/Reg
B+H Photo Video	129.90	01-2600-410-02260	APC Personal Surgearrest 7 Outlet/Reg
Amazon	49.18	01-2200-410-01220	Casio Tape for KL Label Maker 9mm x 26" Black on White
American Time	248.04	01-2540-410-03254	Quartz Stock Clock 12" Round QTY# 10
CT Center for Advanced Technology	275.00	01-2600-410-08260	Annual Renewal Application Hosting (School Website)
CONPanic Corporation	1,595.00	01-2600-410-08260	Library Circulation Site License
Name Tag Country	10.60	01-2200-410-01220	Black Plastic Plate w/White Text-10" Velcro
Moore Medical LLC	477.93	01-1200-410-05120	Glucose tablets, Allergy & Cold Medications, Ice/Hot Packs, Bandages & Gloves etc...
PSN Hosting Services	479.00	01-1200-410-07120	SNAP Health Center Support & Hosting Services
Gaggle.Net Inc	2,051.50	01-2600-410-08260	Google-Archiving Email, Archiving Warehouse Account & Safety Management
Home Depot	1,584.89	01-2540-410-03254	Material Cost for Staff Room- Kitchen sink, Cabinets, Screws & Nuts etc...
Minuteman Press	32.73	01-1100-410-01000	Emergency Contact Cards
Minuteman Press	32.73	01-1101-410-01001	Emergency Contact Cards
School Nurse Supply	81.75	01-1200-410-05120	Probe Covers For Pro 3000 & 4000 Instant Thermometer
School Specialty	1,720.99	01-1103-410-01003	Washable Paint, Black Scratchboards, Clay, Markers & Glue etc...
School Specialty	77.49	01-1101-410-01001	Envelope Communication Kids at Work 10x15
The Trophy Shop	56.00	01-2200-410-01220	Award Plate Engraving (Teacher of The Year & Scholarships)
NCS Pearson Inc	549.15	01-1200-410-02120	BASC-3 Starter Set w/ Scoring Subscription English
SmartSign	135.00	01-2200-410-01220	"Void" if Removed Tamperproof Labels (3/4)x(1/2) Black Print
Rochester 100 Inc	0.00	01-1100-410-01000	
WB Mason	189.00	01-2200-410-01220	Black Mesh Mid Back Swivel Chair
Total	\$9,905.78		
Object 411 & 412			
Vendor Name	Amount	Account Number	Description
Dime Oil LLC	0.00	01-2540-411-00254	Plant Heating Oil
Dime Oil LLC	0.00	01-2550-412-01255	5000.0 Gallons Diesel For BOE, DPW & Fire Dept Use
Wex Bank	244.47	01-2550-412-02255	Period 7/7/15-7/30/15 Gasoline For SpEd Vans, Mechanic & Plant Power Tools
Total	\$244.47		
Object 420			
Vendor Name	Amount	Account Number	Description
	0.00	01-1101-420-03001	
	0.00	01-1101-420-01001	
Total	\$0.00		
Object 540			
Vendor Name	Amount	Account Number	Description
American School For The Deaf	0.00	01-1200-540-01120	Audiology Equip Rental & SpEd 504 Meeting Fee
De Lage Landen	1,833.00	01-2200-540-01220	Period 8/15/15-9/14/15 Copier Lease Monthly Contract Fee
Sweetwater	59.95	01-1103-540-01003	On-Stage Stands Speaker Pole Adj
WB Mason	449.55	01-2200-540-02220	Mahogany Desk 24" x48"
A&A Office Systems Inc	2,308.19	01-2200-540-01220	Period 5/7/15-8/6/15 Contract Copy Charges
Total	\$4,650.69		
Object 640			
Vendor Name	Amount	Account Number	Description
ASCD	80.10	01-1200-640-00120	Period 9/1/15-8/31/16 Annual Membership Dues (C. Ford)

ConnCase	185.00	01-1200-640-00120	Period 7/1/15-6/30/16 Annual Membership Dues (C. Ford)
Big Y Foods Inc	100.00	01-2200-640-02220	Food, H2O & Plates for BOE Retreat & Meeting
CPI	150.00	01-1200-640-00120	Period 10/18/15-10/18/16 Annual Membership Dues (C. Ford)
School Nurse Supply	124.45	01-2200-640-03220	Blood Borne Pathogen DVD & Instructor Guide-Schoolwide Training
Vernon Walk In Medical Center	375.00	01-2200-640-05220	Bus Driver DOT Physicals (C.Krupa, C.Moore & K.Holmes)
<b>Total</b>	<b>\$1,014.55</b>		
Report Total	45,778.03		
BMSI Total	45,778.03		
<b>Variance</b>	<b>\$0.00</b>		
<b>1099 Vendors- Paid Through Payroll</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Allstar Hardwood Floors LLC	2,060.00	01-2540-322-11254	Screen, Sand, Vacuum & Tack Gym Floor For Beginning Of School Year
Michele Fesenmeyer		01-1200-319-03120	Occupation Therapy Services
Freedom Carpets LLC	1,935.00	01-2540-322-11254	Staff Room-Tile & Installation
Gagne Electric	1,250.00	01-2540-322-04254	Labor Cost-Installation of 3 new 20 amp circuits & QTY# 2 H2O coolers
Gagne Electric	173.28	01-2540-410-05254	Case of Tubes for Stock Gym Lighting
Sarah Hodgson		01-1200-319-06120	Behavioral Therapy Services
Nexigen Security Co. LLC	210.00	01-2540-322-04254	Diagnose Front Entrance Door Magnet
PT4Kids LLC	1,360.00	01-1200-370-03120	PT Services Summer School
Shipman & Goodwin LLP		01-2200-319-01220	
Amy Vasington		01-1200-370-03120	Speech Therapy Services Summer School
<b>Total</b>	<b>\$6,988.28</b>		



<b>A/P Monthly Report</b>				
10/7/2015 14:01				
<b>September 2015</b>				
<b>Object 200</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Anthem Blue Cross Blue Shield	12,241.11	01-2200-200-01220	Period 8/1/15-9/30/15 Dental Insurance Premium	
Connecticare Inc	192,818.80	01-2200-200-01220	Period 8/1/15-9/30/15 Medical Insurance Premium	
CRMA	16,412.75	01-2200-200-02220	2nd QTR Workers Comp Insurance Premium	
Sun Life Financial	1,940.55	01-2200-200-01230	Period 8/1/15-9/30/15 Group Life Insurance Premium	
<b>Total</b>	<b>\$223,413.21</b>			
<b>Object 205</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Department Of Labor	1,108.00	01-2200-205-03220	Unemployment Expense Period Ending 7/31/2015	
Connecticare Inc	3,863.40	01-2200-205-04220	Period 8/1/15-9/30/15 Cert Retirement Medical Insurance Premium	
Anthem Blue Cross Blue Shield	240.12	01-2200-205-04220	Period 8/1/15-9/30/15 Cert Retirement Dental Insurance Premium	
<b>Total</b>	<b>\$5,211.52</b>			
<b>Object 312</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Ashford Hot Lunch Program	507.54	01-2200-312-04220	8/24/15 Professional Development Day Breakfast & Lunch	
<b>Total</b>	<b>\$507.54</b>	01-2200-312-02220		
<b>Object 319</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Complete Payroll Solutions	598.40	01-2200-319-03220	9/1/15 & 9/25/15 Payroll Processing Fee	
PESI	-11.24	01-1200-319-02120	Sales Tax Refund on Psychopharmacology Course	
FileMaker Inc	325.00	01-2200-319-03220	FileMaker Pro 1 Year Renewal-District Purchase Order Software	
Horizons Inc	0.00	01-1200-319-06120	Behavior Therapy Services	
<b>Total</b>	<b>\$912.16</b>			
<b>Object 321</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Eversource	2,866.97	01-2540-321-00254	Period 8/10/15-9/9/15 Facility	
Eversource	11.44	01-2540-321-00254	Period 8/3/15-9/1/15 Lamp Post	
Constellation New Energy	2,410.46	01-2540-321-00254	Period 8/11/15-9/9/15 Facility	
<b>Total</b>	<b>\$5,288.87</b>			
<b>Object 322</b>				
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>	
Marcus Communications	409.95	01-1200-322-15254	Portable Radio HF 450-470 MHz w/Nelt Clip Battery, Antenna & Charger QTY#3	
Aqua Pump Inc	543.75	01-2540-322-03254	August 2015 Maintenance	
Kinsley Power Systems	414.00	01-2540-322-07254	Semi Annual-Level 1 Service Maintenance	
Life Safety Service & Supply	0.00	01-2540-322-06254	Repairs to Emergency Lighting Replaced 6 Batteries	
The Stuart L. White Company	241.00	01-2540-322-06254	Inspected Pyro-Chem Fire Suppression & Replaced CO2 Cartridge	
Village Springs Distributor	0.00	01-2540-322-03254	H2O Delivery for Watercoolers Superintendent Office & Nurse	



Willimantic Waste Paper	0.00	01-2540-322-01254	Sept 2014 Trash & Recycle Pickup Charge
<b>Total</b>	<b>\$1,608.70</b>		
<b>Object 323</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
	0.00	01-1103-323-02003	
<b>Total</b>	<b>\$0.00</b>		
<b>Object 324</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
CIRMA	5,503.62	01-2540-324-00254	2nd QTR Plant Insurance Premium
CIRMA	5,503.63	01-2550-324-00255	2nd QTR Transportation Insurance
John M. Glover Agency	0.00	01-2200-324-00254	2014-2015 Renewal Premium
<b>Total</b>	<b>\$11,007.25</b>		
<b>Object 340</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Frontier	410.31	01-2200-340-01220	Period 9/3/15-10/2/15 Telephone Expense
Stamps.com	790.99	01-2200-340-02220	Purchased Postage & Monthly Maintenance Fee
Fedex	17.41	01-2200-340-02220	Music Cables Return
Voice New England	648.00	01-2200-340-01220	Period 10/1/15-12/31/15 Telephone Service QTR Fee & Warranty For Polycom
<b>Total</b>	<b>\$1,866.71</b>		
<b>Object 370</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
The CT Institute for the Blind	28,227.97	01-1200-370-01120	Period 7/1/15-8/31/15 SpEd Outplacement Tuition
Natchaug Hospital	2,544.00	01-1200-370-01120	Period 8/26/15-8/31/15 SpEd Outplacement Tuition
Natchaug Hospital	0.00	01-1200-370-03120	Summer School Tuition
<b>Total</b>	<b>\$30,771.97</b>		
<b>Object 390</b>			
<b>Vendor Name</b>	<b>Amount</b>	<b>Account Number</b>	<b>Description</b>
Chappell Tire Service	180.00	01-2550-390-01255	Bus # 11 New Tire & Balance
University of Connecticut DDPC	192.00	01-2200-390-02220	STEAM Brochures For Open House QTY# 600
Best Buy Auto Equipment Inc	2,714.00	01-2550-390-01255	Auto Lift 6,000 lbs Capacity Mobile Single Column Lift
Bus Parts Warehouse	0.00	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Gates-Buick-Nissan	1,050.00	01-2550-390-01255	Purchased Parts For The Mid Bus
Lawson Products Inc	290.82	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Putnam Chrysler, Dodge Jeep Kia	287.10	01-2550-390-01255	Transmission Fluid Service For Van
Mansfield Supply	0.00	01-2550-390-01255	
Napa Auto Willimantic	265.88	01-2550-390-01255	Purchased Parts For Both Buses And Vans
Nutmeg International Trucks	1,482.12	01-2550-390-01255	Serviced Buses & Purchased Parts For Buses
Rawson Manufacturing Inc	0.00	01-2550-390-01255	Purchased Sheet Metal & 12" Channels 24" Channels
Snap-on	135.85	01-2550-390-01255	Hog Ring Pliers, 5" Backing Plate & Rechargeable Pivot Light
Pete's Tire Barns Inc	3,067.00	01-2550-390-01255	Replacement Tires For Buses
Amazon	22.66	01-2550-390-01255	Logitech Trackman Marble Mouse
Amazon	-1.57	01-2550-390-01255	Sales Tax Refund From Warranty On Touchscreen All-in-One Desktop
<b>Total</b>	<b>\$9,685.86</b>		

Object 410		Account Number	Description
Vendor Name	Amount	Account Number	Description
Amazon	54.90	01-2600-410-01260	Extension Cable A-Male to A-Female 3.3'
Amazon	54.90	01-2600-410-02260	Extension Cable A-Male to A-Female 3.3'
Amazon	43.80	01-2200-410-01220	Teacher of The Year Parking Sign
Amazon	146.16	01-2200-410-01220	Oxford 3"x5" Index Cards, Thermal Laminated Pouches & Business Magnetics
Amazon	109.47	01-1100-410-01000	Champion Sports Fitpro Ball with Legs
Amazon	8.94	01-2200-410-01220	Coil Bracelet Keychains (2 each of 6 Different Colors)
Amazon	13.98	01-2600-410-02260	USB 2.0 Over Cat5/5e/6 Extension Cable RJ45 Ethernet Adapter Set Sanoxoy
Best Buy For Business	79.99	01-2600-410-07260	AOC-Black 19.5" LED HD Monitor (District Office)
Cotton Age	94.55	01-1100-410-01000	Gold & Forest Polyester Sport Drawstring Bags QTY #60
Druides Informatique Inc	560.00	01-2600-410-08260	Typing Pal Online Renewal
EBSCO	378.55	01-1107-410-02007	Renewal of Annual Library Periodical Subscriptions
Carolina Biological Supply Company	123.07	01-1101-410-05001	Screen Sieve Set QTY# 3
Lakeshore	74.74	01-1200-410-01120	24"x36" Magnetic Write & Wipe Board
Mansfield Supply Inc	70.76	01-2540-410-03254	Batteries AA, Duct tape, Washers, Finishing Nails, Slot Angle & Drawer Locks
Make Music	184.00	01-1103-410-04003	SmartMusic Educator Subscription & SmartMusic Practice Room Subscription
McGraw-Hill School Education Holdings	46.19	01-1100-410-04000	Grade 3 Your Turn Practice Books-Wonders Reading
Nature-Watch	49.92	01-1200-410-03120	Butterfly Coupon (to redeem 3 caterpillars)
RnB Enterprises Inc	1,995.00	01-2600-410-08260	SMART Notebook Advantage 3 Year Site Extended
Wholesale Yoga Mats	134.84	01-1112-410-04012	
WB Mason	251.24	01-2200-410-01220	Vario Reference Desktop System 10 Panels, Envelopes & Parchment Paper etc...
WB Mason	167.17	01-1100-410-01000	Replenish Main Office Closet- Colored Paper, Staplers & Chart Tables
WB Mason	319.97	01-1101-410-01001	Replenish Main Office Closet- Colored Paper, Staplers & Chart Tables
WB Mason	32.60	01-1112-410-01012	Ivory w/Green & Blue Border Parchment Certificates
WB Mason	45.98	01-1200-410-05120	Brown Kraft Coin & Small Parts Envelope Size #3
WB Mason	54.36	01-1101-410-01001	Redrope Vertical File Pockets, Paper Gussets Legal Size
WB Mason	43.99	01-1200-410-03120	MakerBot PLA Filament 2.2lbs Diameter 8"
Hillyard/Rovic	542.18	01-2540-410-02254	Vinyl Gloves, Arsenal Top Clean, RE-JUV-NAL & Suprox Vacuum Bags
Hillyard/Rovic	208.24	01-2540-410-03254	Floral Scent Antiseptic Lotion 800 ml QTY# 4 cases
Hillyard/Rovic	2,060.10	01-2540-410-04254	Garbage Liners, Toilet Paper & Tissues
Moore Medical	119.74	01-1200-410-05120	Vinyl Gloves Large & Small, Adhesive Bandages & Procedure Masks
Total	\$8,069.33		
Object 411 & 412		Account Number	Description
Vendor Name	Amount	Account Number	Description
Dime Oil LLC	0.00	01-2540-411-00254	Plant Heating Oil 7220.0 Gallons
Dime Oil LLC	0.00	01-2550-412-01255	5000.0 Gallons Diesel For BOE, DPW & Fire Dept Use
Wex Bank	236.01	01-2550-412-02255	Period 7/31/15-8/27/15 Gasoline For SpEd Vans, Mechanic & Plant Power Tools
Total	\$236.01		
Object 420		Account Number	Description
Vendor Name	Amount	Account Number	Description
AbeBooks Inc	457.61	01-1104-420-00004	Avancemos 1a Textbook (holt McDougal) QTY# 6
Heinemann Publishing	2,054.10	01-1100-420-02000	Grades K-4 Units of Study in Opinion, Information, & Narrative Writing
Heinemann Publishing	561.90	01-1101-420-05001	Grades 5-6 Units of Study in Opinion, Information, Argument & Narrative Writing
Total	\$3,073.61		
Object 430		Account Number	Description
Vendor Name	Amount	Account Number	Description
	0.00	01-1107-430-01007	



<b>Total</b>		<b>\$0.00</b>		
<b>Object 540</b>				
<b>Vendor Name</b>	<b>Account Number</b>	<b>Amount</b>	<b>Description</b>	
American School For The Deaf	01-1200-540-01120	0.00	Audiology Equip Rental	
Really Good Stuff	01-1200-540-02120	397.78	Red/Blue Quiet Chair Stay Put Foot Covers QTY# 144 Pack	
De Lage Landen	01-2200-540-01220	1,833.00	Period 9/15/15-10/14/15 Copier Lease Monthly Contract Fee	
General Maintenance Supply LLC	01-2540-540-00254	2,067.00	Boys Primary & 5th Grade Bathroom Partitions, Material & Freight Charges	
<b>Total</b>		<b>\$4,297.78</b>		
<b>Object 640</b>				
<b>Vendor Name</b>	<b>Account Number</b>	<b>Amount</b>	<b>Description</b>	
COSTA	01-2200-640-01220	0.00	CT Motor Vehicle Records For Bus Drivers	
COSTA	01-2200-640-01220	400.00	Period 10/1/15-9/30/16 Annual Membership Dues	
Compass Learning	01-2200-640-03220	2,350.00	GoQuest Annual User License	
Robotics Education & Comp Foundation	01-1113-640-01001	400.00	6 Vex Team Registrations for RobotEvents	
Robotics Education & Comp Foundation	01-1113-640-01001	600.00	Registration To 3 Robotic Competitions	
Vex Robotic Inc	01-1113-640-01001	282.07	Controller Battery & Starter Kit With Controller	
Maker Shed	01-1113-640-01001	87.06	BrushBot Kit & BrushBot Party Pack (12-Pack)	
Quinebaug Valley Jr. Conference	01-2200-640-01220	400.00	League Dues-Cross Country, Soccer, Basket Ball, Base/Soft Ball, & Track & Field	
Vernon Walk In Medical Center	01-2200-640-05220	0.00	1- Bus Driver Yearly Physical & Drug Screen	
<b>Total</b>		<b>\$4,519.13</b>		
Report Total		310,469.65		
BMSI Total		310,469.65		
<b>Variance</b>		<b>\$0.00</b>		
<b>1099 Vendors- Paid Through Payroll</b>				
<b>Vendor Name</b>	<b>Account Number</b>	<b>Amount</b>	<b>Description</b>	
Michele Fesenmeyer	01-1200-319-03120	5,786.00	Sept 2015 Occupation Therapy Services	
Advanced Lock & Security LLC	01-2540-322-04254	755.00	Extract Broken Key From Classroom Lock, Grade 1 Dorm Lock & RU-45 Keys	
Frontline Technologies Group LLC	01-2600-410-08260	225.00	Annual MLPOASYS Subscription Instructional MLP Account	
Sarah Hodgson	01-1200-319-06120	3,800.00	Sept 2015 Behavioral Therapy Services	
MDL Mechanical LLC	01-2540-322-08254	3,826.00	Installed New Compressor in Lower Boiler Room	
MDL Mechanical LLC	01-2540-322-15254	5,792.72	Labor Cost & Parts for Large TEFC Drive Motor & Pulley for Gym Exhaust	
Shipman & Goodwin LLP	01-2200-319-01220	111.00	Period Through 8/31/2015	
Ronald W. Kelly MD	01-1103-323-02003	1,500.00	Yamaha Piano Tuning A 440 Music Room	
Amy Vasington	01-2200-319-04220	5,088.82	FY 2015-2016-Medical Adviser Stipend	
Amy Vasington	01-1200-370-03120	3,060.85	Period 7/7/15-8/6/15 Summer School Speech & Language Services	
PT4Kids LLC	01-1200-319-05120	2,016.00	Sept 2015 PT Services	
The Rockfall Company LLC	01-2540-322-04254	511.48	1 Additional Window Filmed & Sealed Per Additional Work Order	
<b>Total</b>		<b>\$32,472.87</b>		



Ashford Board of Education  
 2015-16 Budget  
 Potential Transfers Report  
 October 2015

<u>Budget Line Items</u>	<u>Budget 15-16</u>	<u>Y-T-D Expenditures</u>	<u>Encumbered</u>	<u>Balance</u>
Salaries	\$ 4,427,510	\$ 578,086	\$ 3,826,203	\$ 23,221
Employee Benefits	\$ 1,423,788	\$ 410,755	\$ 1,031,542	\$ (18,508)
Purchased Services	\$ 679,514	\$ 121,179	\$ 483,232	\$ 75,103
Tuition, Public In-State	\$ 27,100	\$ -	\$ 27,100	\$ -
Tuition, All Other	\$ 433,731	\$ 30,772	\$ 267,338	\$ 135,621
Supplies	\$ 286,518	\$ 134,592	\$ 138,281	\$ 13,645
Property	\$ 118,311	\$ 10,646	\$ 86,769	\$ 20,897
Other	\$ 26,599	\$ 4,843	\$ 9,691	\$ 12,065
Total	\$ 7,423,071	\$ 1,290,873	\$ 5,870,156	\$ 262,043

Ashford Board of Education  
Ashford, Connecticut

**Series 3000  
Business**

**PURCHASING**

Scope: The following policy applies to funds controlled by the Board of Education.

**I. COMPETITIVE BIDDING PROCESS**

**A. Purchases Requiring Competitive Bidding Process (\$10,000 or More)**

Purchases of goods or general services, including high technology equipment, expected to involve an expenditure of \$10,000 or more must be made by sealed competitive bid. As set forth below, such purchases in the amount of at least \$5,000, but less than \$10,000, may be awarded by the Superintendent or his/her designee. Such purchases in the amount of \$10,000 or more must be awarded by the Board.

General Services include all services which result in a measurable end product that can be defined by bid specifications and all services used in the process of building or altering property (excluding architectural, engineering and other design services).

**B. Bid Specifications**

When competitive bidding is required, all requirements, terms and conditions describing and detailing the goods or general services to be purchased must be included in the bid specifications. The bid specifications should define the requirements for quality of materials, equipment and/or services to be procured, and as such, they should clearly and accurately reflect the required characteristics of the goods and services. The bid specifications should also include any vendor or contractor qualification requirements, a school district contact person responsible for all communications with prospective bidders, a requirement that all communications between the school district contact person and prospective bidders be in writing and, if the purchase will require entering into a contract, a draft contract whenever possible.

The Superintendent of Schools or his/her designee shall develop the proposed bid specifications and other bid documents.

**C. Advertising**

A legal notice inviting sealed bids shall be published by the Superintendent of Schools or his/her designee at least once in a daily newspaper in the Town of Ashford. At least five (5) calendar days must intervene between the date of the last newspaper publication and the final date for submitting bids. The notice shall contain a general description of the goods or services being bid, the school district contact person and the day, hour and place of the bid opening and may contain other information relating to the bid including, but not limited to, where and when bid packages may be obtained.

**D. Bid Openings and Awards**

All bids, and bid security if applicable, must be submitted to the Superintendent of Schools or his/her designee in sealed envelopes and show on the face of the envelopes the bid number, the title of the bid and the bidder's name. All envelopes will be date stamped as received.

All bids shall be opened in public and read aloud at the time stated in the legal notice. No bids shall be accepted, or opened, that were not submitted in compliance with the procedures set forth in the notice advertising the bid.

Within a reasonable time following the bid opening, the Superintendent of Schools or his/her designee will tabulate and analyze the bids. For contracts of at least \$10,000, but less than \$20,000, the Superintendent shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below. For contracts of \$20,000 or more, the Board shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below.

A record of all bids submitted, giving the names of the bidders, the amounts of the bids and indicating the successful bidder, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

E. Bid Security

When, in the judgment of the Superintendent of Schools or his/her designee, bid security is advisable, all bids must be accompanied by security in one of the following forms - certified check, cashier's check, personal money order, letter of credit or bid bond. The requirement for, and the amount of, the security must be set forth in the bid advertisement. All security presented must show the "Town of Ashford" as the payee.

F. Requirements Governing Bid Awards

The award shall be made to the bidder whose bid meets the requirements, terms and conditions contained in the bid specifications and is the lowest among those bidders possessing the skill, ability and integrity necessary for faithful performance of the work based on objective criteria considering past performance and financial responsibility (the "Lowest Responsible Qualified Bidder").

In determining the Lowest Responsible Qualified Bidder the following criteria will be considered, as applicable:

- (1) The ability and capacity of the bidder to perform the work based on an evaluation of the character, integrity, reputation and experience of the bidder. Consideration shall be given to previous work performed by the bidder for the Board or for other agencies, including the quality and degree of satisfaction with the work performed.
- (2) The financial resources of the bidder and the bidder's ability to secure any required bonds and/or insurance.
- (3) Compliance by the bidder with all applicable federal, state and local laws, including any licensing requirements.



- (4) Delivery or completion time.
- (5) Cost.
- (6) Involvement in litigation.

Should a situation arise where it is impossible to distinguish between two bidders to identify the Lowest Responsible Qualified Bidder, and one of the bidders has its principal place of business located within the Town of Ashford, the award will be made to the local bidder.

#### G. Rejection Of Bids

The Superintendent of Schools or his/her designee has the right to reject any and all bids in whole or in part. Any or all bids may be rejected if there is any reason to believe that collusion exists among the bidders. Individual bids may be rejected for irregularities of any kind, including, without limitation, alteration of form, additions not called for, conditional bids, incomplete bids and unexplained erasures. The Superintendent of Schools or his/her designee retains the right to waive any formality or procedural irregularities in the bids received. Nothing in this Section should be construed to limit in any way the right of the Superintendent of Schools or his/her designee to reject any and all bids.

#### H. Advisement Of Bid Award

Upon acceptance of the Lowest Responsible Qualified Bidder, a letter will be sent to the successful bidder(s) announcing the award of the bid. All unsuccessful bidders will be sent a letter notifying them that they were not selected.

### II. COMPETITIVE QUOTATION PROCESS

#### A. Purchases Requiring Competitive Quotation Process

Price quotations should be requested for all purchases of goods or general services, including high technology equipment, expected to involve an expenditure of at least \$1,000 but less than \$10,000. Purchases of goods or services which involve an expenditure of less than \$1,000 may be made directly, without regard to any competitive bid or quotation process. Waivers from the quotation process are available for the same reasons that Waivers are available from the bidding process. (See Section IV.)

#### B. Process For Obtaining Quotations

Generally quotations, either oral or written, should be solicited by the Superintendent of Schools or his/her designee from at least three (3) vendors or obtained from current catalogues or price sheets. The refusal of an otherwise valid supplier to quote shall qualify as a quotation. The quotation process does not require a public opening, and

the Superintendent of Schools or his/her designee may send requests to a limited number of selected vendors. However, vendors must furnish all of the necessary information to the Superintendent of Schools or his/her designee by the specified date.

The purchase shall be awarded to the provider whose proposal is deemed to best provide the good and/or services desired, taking into account cost and the project requirements.

### III. COMPETITIVE PROPOSAL PROCESS FOR SPECIAL OR PROFESSIONAL SERVICES

#### A. Purchases Requiring Competitive Proposal Process

Purchases of Special or Professional Services may be made by competitive proposal should the situation warrant if the purchase exceeds the monetary thresholds set forth below. Special or Professional Services involve the furnishing of judgment, expertise, advice or effort by persons other than Board employees, and not involving the delivery of a specific end product that is defined by bid specifications. Examples of Professional Services include, but are not limited to, in-service instructional leaders, pupil services, special education evaluations, interpreters, tutors, computer programmers, architects, auditors, attorneys, and temporary agencies. Examples of Special Services include, but are not limited to, repair services for Board property, equipment and vehicles where the nature of the repair cannot be defined in advance by bid specifications and the professional expertise of the service provider is critical. Waivers from the proposal process are available for the same reasons that Waivers are available from the bidding process. (See Section IV.) Funds must be available in the proper account in order to begin development of a Request for Proposals ("RFP").

Purchases of Special or Professional Services that are expected to be less than \$7,500 or amount set by the Board of Education shall be made directly by the Superintendent of Schools or his/her designee, without regard to a competitive proposal process.

#### B. Informal Competitive Proposal Process (\$10,000 to \$19,999)

Purchases of Special or Professional Services for at least \$10,000 or less than \$20,000 shall be based upon a reasonable and documented attempt to solicit proposals. Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals received will be made by the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall award the contract to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the project requirements.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

#### C. Formal Competitive Proposal Process (\$20,000 or more)



Request for Proposals for Purchases of Special or Professional Services for \$20,000 or more shall be prepared by the Superintendent or his/her designee. All requirements, terms and conditions, including provider qualifications, should be included in the RFP, as well as a draft contract whenever possible. The award of any such contracts for \$20,000 or more shall be approved by the Board.

The Superintendent of Schools or his/her designee will arrange to have a legal notice requesting proposals published in a local newspaper at least ten (10) business days prior to the deadline for submitting proposals. Whenever the Superintendent or his/her designee determines that the service requested is so specialized that few appropriate providers can reasonably be expected to respond to the notice, the Superintendent may substitute another means of notifying potential providers of the RFP in lieu of such newspaper notice. Any advertisement or other notice of the RFP shall include the general description of the services sought and the location where RFPs may be obtained.

Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals will be made by the Superintendent of Schools or his/her designee. The contract shall be awarded to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the requirements, terms and conditions contained in the RFP.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

#### IV. WAIVERS

In certain situations the bidding, quotation and proposal processes described above may be waived even though the estimated cost exceeds the dollar threshold established by the Board. The formal processes may be waived for any of the following reasons:

- (1) Only one (1) reasonable or qualified source can be identified. This shall include situations such as the purchase of copyrighted materials and textbooks.
- (2) Time is a critical factor, and taking the time necessary to comply with the formal process would not be in the best interests of the school district.
- (3) In the opinion of the Superintendent or his/her designee, an emergency requires the purchase of goods or services to avoid injury or damage to human life or property.
- (4) A special source, including but not limited to a sale, purchasing plan, government discount or trade-in allowance, will supply a lower cost than that which would result from a bid process.



- (5) A formal process would result in substantially higher costs to the school district, or inefficient use of personnel, or cause substantial disruption of school district operations.
- (6) Prices of goods or services are subject to specific federal or state competitive bidding requirements, including, but not limited to, "school building projects" as defined in the Connecticut General Statutes.
- (7) Regional or cooperative purchases.

For a requesting administrator to obtain a Waiver, the requesting administrator must make a written request to the Superintendent of Schools or his/her designee. The Waiver must bear the signature of the requesting administrator and state the reason(s) for requesting the Waiver. Upon receipt of such request, the Superintendent of Schools or his/her designee will promptly notify the requesting administrator if such Waiver has been granted.

In addition, the Superintendent of Schools or his/her designee, in his/her sole determination, may grant a Waiver for any of the above-listed reasons. Upon granting such a Waiver, the Superintendent of Schools or his/her designee must, in writing, state the reason(s) for granting such Waiver.

#### V. AUDITS

The Board may periodically engage an independent audit firm to review the purchasing procedures outlined in this manual.

Approved by the Ashford Board of Education:

**Tentative: January 17, 2013**  
**Final: September 19, 2013**  
**Revised: November 7, 2013**  
**Proposed Rev. October 15, 2015**

## **Ashford Board of Education Budget Transfer, Purchasing and Monthly Reporting**

Per approved Ashford Board of Education policy, the Board shall address budget transfers on a quarterly basis. The Board gives line item spending authority to the Superintendent of Schools except for the following situations:

- Salary/wage adjustments and new hire salaries or wages;
- Any expenditure that exceeds his spending authority per Ashford Board of Education policy, or current ordinance of the Town of Ashford.
- Non-contractually obligated payments made to the Superintendent or for which he is the direct recipient of goods or services, including but not limited to reimbursements, membership dues and subscriptions.

The above noted items must be brought before the Board of Education for approval prior to executing any change and/or purchases.

Once per month, the District Finance office shall provide the following reports the BOE for review and approval:

- Actual and Budgeted Expenses and Encumbrances (object detail)
- Actual and Budgeted Expenses and Encumbrances (extra detail)
- Monthly Accounts Payable report (paid invoices)

Ashford Board of Education  
Ashford, Connecticut

Procedure: Student Activity Funds (SAF) Deposits

Purpose:

To minimize potential for misappropriation, theft or other loss of cash and cash equivalents for which the district is a trustee.

1. Cash, checks and money orders collected for Student Activities shall be held securely upon receipt by a staff member. The staff member shall count and promptly submit the money to the school secretary with a completed Extracurricular or Field Trip Payment Information (EFTPI) form providing detail and total of the amount submitted.
2. On the same day as received, the school secretary shall forward the money and EFTPI form to the Accounts Receivable/Payable Financial Assistant (FA).
3. Upon receipt, the FA shall immediately lock the funds in the safe. At the end of each day, the FA shall lock the room in which the safe is housed.
4. No less than once per week, the FA shall evaluate the total amount of SAF on hand. If the amount exceeds \$500, the FA or alternate staff member will count all batches of funds, prepare deposit slips and deposit the funds in the designated banking institution. Deposits may be made more frequently if required for disbursement needs. If a discrepancy exists between the counted cash and the total on a EFTPI form, the FA will refer the discrepancy to the school secretary for investigation and resolution.
5. The FA shall record the deposit and credit the appropriate activity or account in the district's software system.



# **Director of Pupil Personnel Service Report**

October 15, 2015

Submitted By: Cynthia Ford

## **Building Space:**

Working with the administrative team to plan for special education needs and the need for space. Looking into ideas around the old Tech room.

## **Update on Legislation and How It Affects Us:**

According to the most recent update in legislation the guidelines around restraint and seclusion in a school system have tightened up even more. By 2017 all staff need to be trained in de-escalation techniques. We are in excellent shape. We only have 10 staff left to fulfill this requirement. The training is scheduled during one of our Professional Development days in February 2016. Also included in the legislation is the requirement that Board of Educations identify a crisis intervention team by 2019 and proper training in safely restraining students in a non-life threatening manor. We already have this team in place and have for the past four years. We have a total of 11 members of the Crisis Team.

## **IEP Direct Status:**

All staff is trained and working hard towards getting all our students into the system. By the end of the school year 2015-2016, all special education and 504 student plans will be entered and up to date.

## **Scientific Research Based Intervention (SRBI):**

All intervention and special education teachers are able to attend data team meetings on a regular basis. They have worked very hard at ensuring they are able to get into classrooms to not only assist their case load but to also provide additional supports for students struggling with certain concepts. Our goal is to ensure we are reaching out to those students that are struggling in the classroom and assist them as early as possible. Reading groups are continuing in the lower grades with the assistance of our reading specialist and reading paraprofessional.

## **Looking Into the Future:**

It will be important to continue supporting early intervention. The numbers of students coming into Preschool with significant needs is increasing. Research shows that working with these students at an early age decreases the need for intensive supports as they move along in their school career. Keeping these students in their home schools with the appropriate supports in place creates a positive outlook into their future. It will be important to ensure that all staff are properly trained and prepared to work with these students. We are preparing to do more in-house trainings to educate all staff in some of our high frequency disabilities.

**Series 1000**

**Community/ Board Operations**

**PROHIBITION AGAINST SMOKING**

The Ashford Board of Education prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes) or vapor product, within any indoor facility owned, leased or contracted for, and utilized, by the Board, for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children. For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, and the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not contain nicotine, that is inhaled by the user of such product.

**[Note: This policy provides the minimum prohibition against smoking as required under both state and federal law. However, boards have legal authority to enact a broader prohibition against smoking that would ban smoking on all school property, including administrative office buildings and school grounds, as well as at school-sponsored activities. Adoption of such a policy could have collective bargaining implications that boards should be aware of prior to adopting such a broad prohibition. Boards are therefore advised to consult legal counsel prior to adoption of the broad prohibition set forth below.]**

**[PROHIBITION AGAINST SMOKING**

The [ ] Board of Education prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes) or vapor product, on the real property of any school or administrative office building or at any school-sponsored activity. Real property means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots. For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, and the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or

**mechanical means, regardless of shape or size, to produce a vapor that may or may not contain nicotine, that is inhaled by the user of such product. As defined by Conn. Gen. Stat. § 10-233a(h), a school-sponsored activity “means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.” ]**

Legal References:

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

Public Act 14-76, “An Act Concerning The Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems And Youth Smoking Prevention”

Public Act 15-206, “An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products”

**[Conn. Gen. Stat. § 10-233a(h)] [Note: If a Board chooses to use the broader language contained in the suggested provisions of the second model policy, this statutory reference should be included as a legal reference.]**

Approved by the Ashford Board of Education:



**Series 4000  
Personnel**

**FAMILY AND MEDICAL LEAVE**

***PURPOSE***

The purpose of this policy is to establish guidelines for leaves taken by employees of the Board under the Federal Family and Medical Leave Act of 1993 ("FMLA").

***ELIGIBILITY***

Employees who have worked for the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 actual hours of work, during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

***REASONS FOR LEAVE***

Leaves under the FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care or child birth; or
- to care for the employee's newborn child; or
- the placement of a child with the employee by adoption or for foster care; or
- to care for the employee's spouse, including same sex marriages, child or parent who has a serious health condition; or
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of his or her position; or
- to care for an injured or ill service member (see below – Length of Leave – for further information); or
- a qualifying exigency arising out of a family member's military service, including one or more of the following reasons (note – more detailed information on the following categories is available from [e.g. the **Human Resources office**]):

- short notice deployment;
- military events and related activities;
- childcare and school activities;
- financial and legal arrangements;
- counseling;
- rest and recuperation;
- post-deployment activities;
- parental care leave for military member's parent who is incapable of self-care and care is necessitated by the member's covered active duty;
- additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

### ***LENGTH OF LEAVE***

#### **(a) Basic FMLA Leave Entitlement**

If a leave is requested for one of the above-listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in any 12-month entitlement period.

The 12-month entitlement period for family or medical leave is measured on the basis of **[Employer has the option of selecting one of the four methods of calculating the 12-month period. If the employer has not chosen, then its inaction would require it to use the "best" (for the employee under the circumstances), of the following alternatives for each employee who takes leave: (1) the calendar year; (2) any fixed 12-month "leave year" such as a fiscal year or the employee's anniversary date; (3) from the initial date of an employee's first leave under this policy; or (4) a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. Note, to change calculation methods employer must plan ahead, giving at least sixty (60) days' notice to all employees, and make no reduction in rights for employees using/requesting leave at the time of transition].**

#### **(b) Leave to care for an Injured or Ill Service member**

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FLMA leave during a 12-month period to care for (i) an injured or ill service member who is the employee's spouse, parent, child or next of kin, and who incurred the injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or, (ii) an injured or ill covered veteran who is the employee's spouse, parent, child or next of kin.

For service members, the injury or illness must render the service member medically unable to perform the duties of his/her office, grade, rank or rating. This provision applies to service members who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.

For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and s/he (1) was a member of the Armed Forces (including the National Guard or Reserves); (2) was discharged or released under conditions other than dishonorable; and (3) was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.<sup>1</sup>

For covered veterans, serious injury or illness means any of the following:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
- (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
- (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
- (iv) an injury, including a psychological injury, on the basis of

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<sup>1</sup> The employee's first date of leave must be within the five year period. However, the employee may continue to take leave throughout the single 12 month period even if the leave extends past the five year period. Note - special rules may apply to calculating the five year period for veterans discharged between October 28, 2009 and March 8, 2013. This period will effectively be excluded from the five year calculation.



which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FLMA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for an injured or ill service member, the 12 month period begins on the day such leave actually commences.

### ***TYPES OF LEAVE AND CONDITIONS***

#### **(a) Full-Time, Intermittent and Reduced Schedule Leave**

Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA. Full-time leave excuses the employee from work for a continuous period of time.

Intermittent leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

An employee may take full-time, intermittent or reduced schedule leave whenever it is medically necessary for a serious health condition of the eligible employee, his or her spouse, child or parent. Intermittent leave or reduced schedule leave for other reasons will be permitted only with the approval of the Superintendent or his/her designee.

If intermittent or reduced schedule leave is medically required, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period). For purposes of this policy, an instructional employee is defined as a teacher or other employee of the board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

(b) Both Spouses Working for the Same Employer

If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount he or she has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

**[OPTIONAL SECTION– if employer offers temporary light duty**

(c) Light Duty

**Should an employee be offered a light duty opportunity during a period of FMLA leave, time spent performing the light duty assignment will not count against the employee's FMLA leave entitlement. The employee's right to restoration to his or her job will be held in abeyance during the light duty assignment, or until the end of the applicable 12-month FMLA leave period.]**

(d) Leave Taken by Instructional Employees Near the End of an Academic Term

If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the end of the term.

If the employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.

If the employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

***REQUESTS FOR LEAVE***

Requests for a family or medical leave must be submitted to the personnel department at least thirty (30) days before the leave is to commence, if possible. If thirty (30) days'

notice is not possible, requests must be submitted as soon as practicable under the circumstances.

For leaves taken because of the employee's or a family member's serious health condition, the employee must submit a completed "Physician or Practitioner Certification" form before the leave begins if possible. This form may be obtained from the personnel department. If such advance certification is not possible, the medical certification must be provided by the employee within fifteen (15) calendar days of the Board's request for the medical certification.

If an employee takes leave to care for his or her own serious health condition, immediately upon return to work the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the personnel department.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

**[Note: The medical certification form should include the above language related to GINA.]**

#### ***USE OF PAID LEAVE***

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee agrees with the Board to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain his or her regular weekly income level.



## ***MEDICAL INSURANCE AND OTHER BENEFITS***

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee shall not accrue **[list benefits, such as seniority, pension benefits, or sick or vacation leave]**, unless otherwise required by any applicable collective bargaining agreement or Board Policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under Board's attendance policy.

## ***REINSTATEMENT***

Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job held prior to the leave or to an equivalent position with equivalent pay and benefits.

## ***ADDITIONAL INFORMATION***

Questions regarding family or medical leave may be directed to the Superintendent or his/her designee. An employee may file a complaint with U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 31-51rr

Regs. Conn. State Agencies 31-51rr-1, et seq.

Public Act 07-245 An Act Concerning Family and Medical Leave for Municipal Employees and the Applicability of Certain Statutory Provisions to Civil Union Status.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008,  
Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635

Approved by the Ashford Board of Education:

First Reading 10/15/15

**Series 4000**  
**Personnel**

**ALCOHOL, TOBACCO AND DRUG-FREE WORKPLACE**

**PURPOSE**

The purpose of this policy is to establish a workplace which is free of the effects of alcohol and second-hand smoke, and free from drug abuse. By accomplishing this purpose, the Board also seeks to promote a safe, healthy working environment for all employees and to reduce absenteeism, tardiness and other job performance problems which may be caused by alcohol and/or drug abuse. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

**STATEMENT OF POLICY**

Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, controlled substance or alcohol and shall not be under the influence of such substances while on school property or while conducting Board business on or off school property. Any employee who discovers illegal drugs or alcohol on school property shall notify the Superintendent or his/her designee who shall investigate the matter.

An employee must report any conviction under a criminal drug statute for violations occurring on or off school property while on Board business, to the Superintendent or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction, within ten (10) days thereafter.

Employees shall only use prescription drugs on school property, or during the conduct of Board business, that have been prescribed by a licensed medical practitioner, and such drugs shall be used only as prescribed. However, in accordance with Conn. Gen. Stat. § 21a-408a through 408q, the Board specifically prohibits the palliative use of marijuana on school property, at a school-sponsored activity, or during the conduct of Board business, and specifically prohibits employees from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during work hours.

The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes) or vapor product, and the use of tobacco products on school property or at any school-sponsored activity. For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from



the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, and the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not contain nicotine, that is inhaled by the user of such product.

Violations of this policy may result in disciplinary action, up to and including possible termination of employment.

## **DEFINITIONS**

“School property” means any land and all temporary and permanent structures comprising the district’s elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.

“School-sponsored activity” means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.

## **EMPLOYEE ASSISTANCE**

In appropriate circumstances, the Board shall provide an employee with an opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs.

An employee who feels he or she has developed an addiction to, dependence upon or other problem with alcohol or drugs, is encouraged to seek assistance. Certain benefits for alcoholism or drug addiction are provided under the Board's group medical insurance plan. An employee may be given an opportunity to participate in a rehabilitation program which requires absence from work for bona fide treatment. Such absence may be charged to the employee's accrued and unused sick leave, subject to the provisions of the employee's collective bargaining agreement and/or any applicable Board policies and regulations.

Any request for assistance with a drug or alcohol problem will be treated as confidential and only those persons "needing to know" will be made aware of such request.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233a(h) (definition of school-sponsored activity)

Conn. Gen. Stat. § 21a-408a through 408q (palliative use of marijuana)

Public Act 14-76, “An Act Concerning The Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems And Youth Smoking Prevention”

Public Act 15-206, “An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products”

United States Code:

Safe and Drug-Free Schools and Community Act, 41 U.S.C. Section 7101 et seq.

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

Approved by the Ashford Board of Education:

**Series 4000**  
**Personnel**

**ADMINISTRATIVE REGULATIONS REGARDING CONCUSSION TRAINING  
FOR ATHLETIC COACHES**

For purposes of these administrative regulations concerning training regarding concussions and head injuries, the term “**coach**” means any person who holds or is issued a coaching permit by the Connecticut State Department of Education and who is hired by the Ashford Board of Education to coach intramural or interscholastic athletics.

Mandatory Training Concerning Concussions

1. Any coach of intramural or interscholastic athletics, who holds or is issued a coaching permit, must, before commencing his/her coaching assignment for the season, complete an initial training course concerning concussions, which are a type of brain injury. This training course must be approved by the State Department of Education.
2. Coaches must provide proof of initial course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.
3. One year after receiving an initial training, and every year thereafter, coaches must review current and relevant information regarding concussions prior to commencing their coaching assignments for the season. This current and relevant information shall be that approved by the State Department of Education. Coaches need not review this information in the year they are required to take a refresher course, as discussed below.
4. Coaches must complete a refresher course concerning concussions and head injuries not later than five (5) years after receiving their initial training course, and once every five (5) years thereafter. Coaches must provide proof of refresher course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.
5. The Board shall consider a coach as having successfully completed the initial training course regarding concussions and head injuries if such coach completes a course that is offered by the governing authority for intramural and interscholastic athletics and is substantially similar, as determined by the Department of Education, to the training course required by subsection 1 of these administrative regulations, provided such substantially similar course is completed on or after January 1, 2010, but prior to the date the State Board of Education approves the training course discussed in subsection 1 of these administrative regulations.

## Concussion Management

1. Any coach of any intramural or interscholastic athletics shall immediately remove a student athlete from participating in any intramural or interscholastic athletic activity who:
  - a. is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body; or
  - b. is diagnosed with a concussion, regardless of when such concussion may have occurred.
2. Upon removal from participation, a school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall notify the student athlete's parent or legal guardian that the student athlete has exhibited such, signs, symptoms or behaviors consistent with a concussion or has been diagnosed with a concussion. Such principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall provide such notification not later than twenty-four (24) hours after such removal and shall make a reasonable effort to provide such notification immediately after such removal.
3. The coach shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions.
4. Following receipt of clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions, until such student athlete:
  - a. no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion; and
  - b. receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.

## Reporting Requirements

1. The school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach who informs a



student athlete's parent or guardian of the possible occurrence of a concussion shall also report such incident to the nurse supervisor, or designee.

2. The nurse supervisor, or designee, shall follow-up on the incident with the student and/or the student's parent or guardian and maintain a record of all incidents of diagnosed concussions. Such record shall include, if know:
  - a. The nature and extent of the concussion; and
  - b. The circumstances in which the student sustained the concussion.
3. The nurse supervisor, or designee, shall annually provide such record to the State Board of Education.

#### Miscellaneous

1. For purposes of these administrative regulations, "licensed health care professional" means a physician licensed pursuant to Chapter 370 of the Connecticut General Statutes, a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes, or an athletic trainer licensed pursuant to Chapter 375a of the Connecticut General Statutes.
2. Should a coach fail to adhere to the requirements of these administrative regulations, the coach may be subject to discipline up to and including termination, as well as permit revocation by the State Board of Education.

#### Legal References

Conn. Gen. Stat. § 10-149b. Training courses for coaches re concussions and head injuries.

Conn. Gen. Stat. § 10-149c. Student athletes and concussions. Removal from athletic activities.

Public Act 14-66, "An Act Concerning Youth Athletics And Concussions"

Approved by the Ashford Board of Education:

**Series 5000**  
**Students**

**HOMELESS CHILDREN AND YOUTH**

In accordance with federal law, it is the policy of the Ashford Board of Education to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq.

Approved by the Ashford Board of Education:

**Series 5000**  
**Students**

**ADMINISTRATIVE REGULATIONS REGARDING HOMELESS CHILDREN  
AND YOUTH**

In accordance with federal law, the Board of Education does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

I. Definitions:

- A. **Enroll and Enrollment:** includes attending classes and participating fully in school activities.
- B. **Homeless Children and Youth:** means children and youth twenty-one (21) years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:
  - 1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
  - 2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
  - 3. Are living in emergency or transitional shelters.
  - 4. Are abandoned in hospitals.
  - 5. Are awaiting foster care placement.
  - 6. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  - 7. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
  - 8. Are migratory children living in the above described circumstances.

- C. **School of Origin:** means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled.
- D. **Unaccompanied Youth:** means a youth not in the physical custody of a parent or guardian.

II. Homeless Liaison:

- A. The District's Homeless Liaison is the Ashford School Psychologist.
- B. The duties of the Homeless Liaison include:
  - 1. Ensuring that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.
  - 2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in, the District's schools.
  - 3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible.
  - 4. Ensuring that parents and guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.
  - 5. Ensuring that public notice of the educational rights of homeless children and youth is disseminated in places in which these children and youth receive services under the McKinney-Vento Act.
  - 6. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act.
  - 7. Ensuring that parent(s)/guardian(s) of homeless children and youth or unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
  - 8. Assisting homeless children and youth in enrolling in school and accessing school services.



9. Informing parent(s)/guardian(s) of homeless children and youth, school personnel, and others of the rights of such children and youth.
10. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
11. Assisting unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of his or her right to appeal such decisions.
12. Ensuring that homeless children and youth and unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over enrollment or placement.
13. Collaborating and coordinating with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

### III. Enrollment of Homeless Children and Youth:

- A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian to provide contact information prior to enrollment.
- B. To facilitate enrollment administrators:
  1. May permit parents/guardians of homeless children and youth to sign affidavits of residency to replace typical proof of residency.
  2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
  3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.
  4. Shall contact previous schools for records and assistance with placement decisions.
  5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

#### IV. School Selection:

##### A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the child or youth is actually living are eligible to attend.

##### B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board of Education.

##### C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board of Education, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).
4. Within ten (10) days of receipt of an appeal to the Board of Education by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board of Education concerning such appeal, and such hearing shall be conducted in accordance with Section 10-186(b).
5. If the Board of Education finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board of Education's decision to the State Board of Education within twenty (20) days of receipt of the Board of Education's written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending the determination of the appeal.

V. Services:

- A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:
  1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.

2. Transportation services.
  3. Vocational and technical education.
  4. Programs for gifted and talented students.
  5. School nutrition programs.
  6. Before and after school programs.
- B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

VI. Transportation:

- A. The District shall provide transportation comparable to that available to other students.
- B. Transportation shall be provided, at a parent or guardian's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.
- C. To comply with these requirements:
1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.
  2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
  3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless



Liaison to determine an apportionment of the responsibility and costs.

4. If no mutually agreeable arrangement can be reached, then the District shall:
  - (a) arrange transportation immediately;
  - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
  - (c) shall ensure that such disputes do not interfere with the homeless child or youth attending school.

## VII. Contact Information

- A. Local Contact: for further information, contact:

Danielle Romano  
School Psychologist  
860-429-6419x359

- B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator  
Connecticut Department of Education  
25 Industrial Park Road  
Middletown, CT 06457-1543  
(860) 807-2058

## Legal References:

### State Law:

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters

### Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq.

**DISPUTE RESOLUTION PROCESS  
UNDER CONNECTICUT GENERAL STATUTES SECTION 10-186**

(1) If any board of education denies such accommodations, the parent or guardian of any child who is denied schooling, or an emancipated minor or a pupil eighteen years of age or older who is denied schooling, or an agent or officer charged with the enforcement of the laws concerning attendance at school, may, in writing request a hearing by the board of education. The board of education may

- (A) conduct the hearing,
- (B) designate a subcommittee of the board composed of three board members to conduct the hearing, or
- (C) establish a local impartial hearing board of one or more persons not members of the board of education to conduct the hearing.

The board, subcommittee or local impartial hearing board shall give such person a hearing within ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding within ten days after the hearing. Hearings shall be conducted in accordance with the provisions of sections 4-176e to 4-180a, inclusive, and section 4-181a. Any child, emancipated minor eighteen years or older who is denied accommodations on the basis of residency may continue in attendance in the school district at the request of the parent or guardian of such child or emancipated minor or pupil eighteen years of age or older, pending a hearing pursuant to this subdivision. The party claiming ineligibility for school accommodations shall have the burden of proving such ineligibility by a preponderance of the evidence, except in cases of denial of schooling based on residency, the party denied schooling shall have the burden of proving residency by a preponderance of the evidence.

(2) Any such parent, guardian, emancipated minor, pupil eighteen years of age or older, or agent or officer, aggrieved by the finding shall, upon request, be provided with a transcript of the hearing within thirty days after such request and may take an appeal from the finding to the State Board of Education. A copy of each notice of appeal shall be filed simultaneously with the local or regional board of education and the State Board of Education. Any child, emancipated minor or pupil eighteen years of age or older who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not a resident of the school district and therefore is not entitled to school accommodations in the district may continue in attendance in the school district at the request of the parent or guardian of such child or such minor or pupil, pending a determination of such appeal. If an appeal is not taken to the State Board of Education within twenty days of the mailing of the finding to the aggrieved party, the decision of the board, subcommittee or local impartial hearing board shall be final. The local or regional board of education shall, within ten days after receipt of notice of an appeal, forward the record of the hearing to the State Board of Education. The State Board of Education shall, on receipt of a written request for a hearing made in accordance with the provisions of this subsection, establish an impartial hearing board of one or more persons to hold a public hearing in the local or

regional school district in which the cause of the complaint arises. Members of the hearing board may be employees of the state Department of Education or may be qualified persons from outside the department. No member of the board of education under review nor any employee of such board of education shall be a member of the hearing board. Members of the hearing board, other than those employed by the state of Connecticut, shall be paid reasonable fees and expenses as established by the State Board of Education within the limits of available appropriations. Such hearing board may examine witnesses and shall maintain a verbatim record of all formal sessions of the hearing. Either party to the hearing may request that the hearing board join all interested parties to the hearing, or the hearing board may join any interested party on its own motion. The hearing board shall have no authority to make a determination of the rights and responsibilities of a board of education if such board is not a party to the hearing. The hearing board may render a determination of actual residence of any child, emancipated minor or pupil eighteen years of age or older where residency is at issue.

(3) The hearing board shall render its decision within forty-five days after receipt of the notice of appeal except that an extension may be granted by the Commissioner of Education upon an application by a party or the hearing board describing circumstances related to the hearing which require an extension.

(4) If, after the hearing, the hearing board finds that any child is illegally or unreasonably denied schooling, the hearing board shall order the board of education under whose jurisdiction it has been found such child should be attending school to make arrangements to enable the child to attend public school. Except in the case of a residency determination, the finding of the local or regional board of education, subcommittee of such board or a local impartial hearing board shall be upheld unless it is determined by the hearing board that the finding was arbitrary, capricious or unreasonable. If such school officers fail to take action upon such order in any case in which such child is currently denied schooling and no suitable provision is made for such child within fifteen days after receipt of the order and in all other cases, within thirty days after receipt of the order, there shall be a forfeiture of the money appropriated by the state for the support of schools amounting to fifty dollars for each child for each day such child is denied schooling. If the hearing board makes a determination that the child was not a resident of the school district and therefore not entitled to school accommodations from such district, the board of education may assess tuition against the parent or guardian of the child or the emancipated minor or pupil eighteen years of age or older based on the following: One one-hundred-eightieth of the town's net current local educational expenditure, as defined in section 10-261, per pupil multiplied by the number of days of school attendance of the child in the district while not entitled to school accommodations provided by that district. The local board of education may seek to recover the amount of the assessment through available civil remedies.

**APPENDIX B**

**SAMPLE WRITTEN NOTIFICATION OF ENROLLMENT DECISION**

[Month] \_\_, 200\_\_

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Notification of Enrollment Decision

Dear [Parent/Guardian]:

After reviewing your request to enroll the student(s) listed above [name(s)], the enrollment request is denied. This determination is based upon the following factors:

[List factors]

Under the McKinney-Vento Homeless Education Assistance Act, you have the right to appeal this decision by completing the form attached to this notice or by contacting the school district's homeless education liaison:

[Name of Liaison]

[Title]

[Telephone No.]

In addition, the student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute. You may provide written or verbal evidence to support your position. You may seek the assistance of advocates or attorneys at your own expense. You may contact the state coordinator for homeless education:

Louis Tallarita, State Coordinator  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457-1543  
(860) 807-2058



A copy of the dispute resolution process under section 10-186 is attached to this notice.

Please contact the District Liaison listed above if you have any questions.

Sincerely,

[Name]  
Superintendent of Schools

cc: [Superintendent of Schools in which enrollment is sought, if appropriate]

**SAMPLE NOTIFICATION OF DECISION  
TO APPEAL EDUCATIONAL PLACEMENT**

This form is to be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. If you need assistance in preparing this form, you may meet with the District Liaison.

Person completing form: \_\_\_\_\_

Relation to Student: \_\_\_\_\_

Contact Information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I am requesting a Board of Education Hearing under Section 10-186 of the Connecticut General Statutes to appeal the enrollment decision made by [Name of District], [Name of School]. I have been provided with a written explanation of the District's decision, contact information for the District's homeless education liaison, and a copy of the Dispute Resolution Process under Connecticut General Statutes Section 10-186.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

Optional. You may also include a written explanation to support your appeal in the space below or provide your explanation verbally to the District Liaison.

**APPENDIX D**

**SAMPLE NOTIFICATION OF HEARING  
REGARDING ENROLLMENT DISPUTE**

[Month] \_\_, 200\_\_

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Educational Placement

Dear [Name of Parent]:

You have requested a hearing before the [town] Board of Education regarding the educational placement of your child(ren), [insert name(s) of student(s)] at [name of school]. The [town] Board of Education will conduct a hearing regarding your claim on [date] at [time]. The hearing will be held at the offices of the [town] Board of Education, which are located at [insert address].

The hearing will be conducted in accordance with the provisions of Section 10-186 of the Connecticut General Statutes, a copy of which is enclosed. The hearing will be conducted in executive session, and the Board of Education will make either a tape recording or a stenographic record of the hearing. You may be represented by counsel or by an advocate, at your expense, if you so desire.

Please contact the District Liaison, [insert name], if you have any questions.

Sincerely,

[Name]

Superintendent of Schools

Cc: [Superintendent of Schools in which enrollment is sought, if appropriate]

**APPENDIX E**

**STUDENT RESIDENCY AFFIDAVIT**

[Name of District]

Name of student: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Name and Location of School Last Attended: \_\_\_\_\_

I, \_\_\_\_\_ declare and affirm as follows:

I am of legal age and believe in the obligations of an oath.

I am the parent/legal guardian/caregiver of \_\_\_\_\_ (name of student) who is of school age and is seeking admission to [School District].

Since \_\_\_\_\_ (date), \_\_\_\_\_ (name of student) has not had a permanent home. However, he/she has been residing within the school district boundaries and intends to stay here. He/she is currently staying at

\_\_\_\_\_ (address). This location is:

- \_\_\_\_\_ a shelter
- \_\_\_\_\_ a motel/hotel
- \_\_\_\_\_ a campsite
- \_\_\_\_\_ shared housing with other persons
- \_\_\_\_\_ other \_\_\_\_\_

I regularly receive my mail at: \_\_\_\_\_.

I am currently living at the following address: \_\_\_\_\_.

I can be reached at the following telephone number: \_\_\_\_\_. I can be reached for emergencies at: \_\_\_\_\_.

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge.

AFFIANT,

\_\_\_\_\_  
Signature of Affiant

\_\_\_\_\_  
Print Name of Affiant

Subscribed and sworn to before me  
this \_\_\_\_ day of \_\_\_, 20\_\_.

\_\_\_\_\_  
NOTARY PUBLIC



APPENDIX F

**AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION**

[District]

I, \_\_\_\_\_, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding [name of student's] missing enrollment documentation for the following:

\_\_\_\_ Proof of residency  
\_\_\_\_ Proof of guardianship  
\_\_\_\_ Proof of identity  
\_\_\_\_ Birth Certificate

\_\_\_\_ Immunization Record  
\_\_\_\_ School Health Record  
\_\_\_\_ School Records

I am of legal age and believe in the obligations of an oath.

I am unable to present a copy of the document(s) requested above for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The name and location of the last school the student attended is

\_\_\_\_\_.

I understand that I must obtain the necessary immunization and health records and provide a copy to the District.

AFFIANT,

\_\_\_\_\_  
Signature of Affiant

\_\_\_\_\_  
Print Name of Affiant

Subscribed and sworn to before me  
this \_\_\_\_ day of \_\_\_\_, 20\_\_.

\_\_\_\_\_  
NOTARY PUBLIC

**Series 5000  
Students**

**POLICY REGARDING SECTION 504  
OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. To be protected under Section 504, an individual must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Ashford Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Ashford Public Schools prohibits discrimination against any person with a disability in any of the programs operated by the school system.

The school district also has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing access to free appropriate public education ("FAPE") for students determined to be eligible under Section 504. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

If the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, and/or educational placement of his/her child, a parent/guardian has a right to request an impartial due process hearing. The parent or guardian may also file an internal grievance on these issues or any other type of discrimination on the basis of disability by utilizing the complaint procedures outlined in the Board's Administrative Regulations, and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education.

Any student, parent, guardian or other individual who believes he/she has been discriminated against by or within the district on the basis of a disability may utilize the complaint procedures outlined in the Board's Administrative Regulations, and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111; TELEPHONE NUMBER (617) 289-0111.

Anyone who wishes to file a complaint, or who has questions or concerns about this policy, should contact the Director of Pupil Personnel or the Section 504 Coordinator for the Ashford Public Schools, at phone number 860-429-1927.

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Legal References: 29 U.S.C. § 794  
34 C.F.R. § 104 et seq.  
42 U.S.C. 12101 et seq.  
ADA Amendments of 2008, Public Law 110-325

*Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities*, Office for Civil Rights (March 17, 2011), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

*Dear Colleague Letter*, United States Department of Education, Office for Civil Rights (January 19, 2012)

Approved by the Ashford Board of Education:

**ADMINISTRATIVE REGULATIONS REGARDING SECTION 504  
OF THE REHABILITATION ACT OF 1973**

**[The following administrative procedures are not part of the § 504 policy. However, because school districts are required by law to have procedures related to § 504 complaints, this model is included for your convenience.]**

Ashford Board of Education Section 504 Grievance/Complaint Procedures

Section 504 prohibits discrimination on the basis of disability. For the purposes of Section 504, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

*I. Definitions*

**Free appropriate public education (FAPE):** for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

**Major life activities:** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

**Mitigating Measures:** include, but are not limited to, medication, medical supplies, equipment, appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, hearing aids, cochlear implants, mobility devices, oxygen therapy, use of assistive technology, reasonable accommodations or auxiliary aids or services or learned behavioral or adaptive neurological modifications.

**Physical or Mental Impairment:** a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.



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II. *Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability*

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator within thirty (30) school days of the alleged occurrence. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If the complaint is made verbally, the individual taking the complaint will reduce it to writing.
- B. At any time, when complaints involve discrimination that is directly related to a claim regarding the identification, evaluation, and/or educational placement of a student under Section 504, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer and request a hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to his/her identification, evaluation and/or educational placement shall be addressed in accordance with the procedures set forth below in Section III.
- C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint of disability-based discrimination, or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

***[NOTE: Districts should note that while Section 504 does not provide a statute of limitations for filing complaints, Connecticut generally allows such complaints to be filed within three years of the alleged Section 504 violation. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) school days in order to facilitate timely resolution of potential disputes.]***

- D. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures.
- E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- F. The complaint should contain the following information:
  - 1. The name of the complainant;
  - 2. The date of the complaint;

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3. The date(s) of the alleged discrimination;
4. The names of any witness(es) or individuals relevant the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. Remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- G. Upon receipt of the complaint, the individual investigating the complaint shall:
1. Provide a copy of the written complaint to the Superintendent of Schools;
  2. Meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;
  3. Provide the complainant with a copy of the Board's Section 504 Policy, and these administrative regulations;
  4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
  5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
  6. Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504 Coordinator or Superintendent. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504;
  7. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see subparagraph 6);

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8. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that compensatory services and/or other measures to remedy the effects of the discrimination are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.
  9. In the event the investigator concludes that there is no violation of Section 504, the District may attempt to resolve the complainant's ongoing concerns, if possible.
- H. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the investigator's determination in the case. Failure to do so may result in the denial of the review.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the Section 504 Coordinator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of his/her decision within ten (10) school days following the receipt of the written request for review.

*III. Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation, and/or Educational Placement*

Complaints regarding a student's identification, evaluation, and/or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for his/her illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined below.

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A. Submission of Complaint to Section 504 Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation and/or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.

***[NOTE: Districts should note that while Section 504 does not provide a statute of limitations for filing complaints, Connecticut generally allows such complaints to be filed within three years of the alleged Section 504 violation. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) days in order to facilitate timely resolution of educational disputes.]***

2. The complaint concerning a student's identification, evaluation and/or educational placement should contain the following information:
  - a. Full name of the student, age, and grade level;
  - b. Name of parent(s);
  - c. Address and relevant contact information for parent/complainant;
  - d. Date of complaint;
  - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
  - f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.
4. Upon receipt of the complaint, the Section 504 Coordinator shall:
  - a. Forward a copy of the complaint to the Superintendent of Schools;
  - b. Meet with the complainant within ten (10) school days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint;

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- c. If, following such a meeting, further investigation is deemed necessary, the Section 504 Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
- d. Communicate the results of his/her investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504 Coordinator.
- e. In the event that the person making the complaint contends that the Section 504 Coordinator has a conflict of interest that prevents him/her from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

- 1. If the complainant is not satisfied with the findings and/or resolution offered as a result of the Section 504 Coordinator's review, he or she may present the complaint and the written statement of findings to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the investigator's determination in the case. Failure to do so may result in the denial of the review.
- 2. The Superintendent shall review the complaint and any relevant documents maintained by the Section 504 Coordinator/investigator and shall consult with the Section 504 Coordinator/investigator regarding attempts to resolve the complaint. The Superintendent also shall consult with the complainant. The Superintendent may attempt to resolve the complainant's concerns alone, or with another appropriate administrator.
- 3. Following the Superintendent's review, he or she shall communicate his/her findings to the complainant within ten (10) school days following his/her receipt of the written request for review.
- 4. If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for a hearing/mediation should be made



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within fifteen (15) school days of the Superintendent's decision.  
Mediation shall only occur by mutual agreement of the parties.

C. Mediation Procedures:

A parent or guardian may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the school district with respect to the identification, evaluation, and/or educational placement of his/her child.

1. A request for mediation regarding a student's identification, evaluation and/ or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose.
2. The request for mediation concerning a disagreement relating to a student's identification, evaluation and/or educational placement should contain the following information:
  - a. Full name of the student, age, and grade level;
  - b. Name of parent(s);
  - c. Address and relevant contact information for parent/complainant;
  - d. Date of complaint;
  - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
  - f. Remedy requested.
3. Upon receipt of a request for mediation, the Section 504 Coordinator shall:
  - i. Forward a copy of the request for mediation to the Superintendent of Schools;
  - ii. Retain a neutral mediator who is knowledgeable about the requirements of Section 504, and has an understanding of a free appropriate public education ("FAPE") under Section 504, and the distinctions between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
4. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
5. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
6. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be

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confidential, and may not be used in a subsequent hearing or proceeding related to the disagreement that is the subject of the mediation.

7. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

An impartial due process hearing is available to the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, and/or educational placement of his/her child, or otherwise makes a claim of discrimination relating to the identification, evaluation, or educational placement of the student.

1. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about Section 504, an understanding of a free appropriate public education ("FAPE") under Section 504, and the distinctions between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
2. The impartial hearing officer shall schedule a pre-hearing conference with the District and the Parent (or his/her legal counsel) to identify the issue(s) for hearing, set the hearing schedule, and address other administrative matters related to the hearing, including the option for mediation, and the right of the right to have legal counsel or other representation at the complainant's own expense, if desired;
3. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witness(es), other evidence, and to have legal counsel or other representation at each party's own expense, if desired.
4. The impartial hearing officer shall hear all aspects of the complainant's complaint and/or appeal concerning the identification, evaluation and/or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504 Coordinator.
5. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is ***directly related*** to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

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6. The time limits noted herein may be extended for good cause shown, including but not limited to if more time is needed to permit thorough review, presentation of evidence, and opportunity for resolution.

IV. *The Section 504 Coordinator for this district is:*

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Telephone:

IV. *Complaints to State and Federal Agencies*

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8<sup>th</sup> Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

1/11/15

**Series 5000**  
**Students**

**SUICIDE PREVENTION AND INTERVENTION**

The Ashford Board of Education recognizes that suicide is a complex issue and that schools are not mental health treatment centers. School personnel may recognize a potentially suicidal youth and, in such cases, may make a preliminary determination of level of risk. The Board directs the school staff to refer students who come to their attention as being at risk of attempting suicide for professional assessment and treatment services outside of the school.

The Board recognizes the need for youth suicide prevention procedures and will establish programs to assist staff to identify risk factors, intervention procedures, and procedures for referral to outside services. Training will be provided for teachers and other school staff and students to provide awareness and assistance in this area.

Any Board employee who has knowledge of a suicidal threat, attempt or ideation must immediately report this information to the building principal or his/her designee, who will, in turn, notify the designated Crisis Intervention Team. The CIT, with administrative assistance, if necessary, will contact the student's family and appropriate resources outside and within the school system. Information concerning a student's suicide attempt, threat or risk will be shared with others to the degree necessary to protect that student and others.

**Legal Reference:**

Connecticut General Statutes §10-221(e)

Approved by the Ashford Board of Education:

**Series 5000**  
**Students**

**ADMINISTRATIVE REGULATIONS  
REGARDING  
SUICIDE PREVENTION AND INTERVENTION**

Management of Suicidal Risk

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Board is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

- I. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or his/her designee. This must be done even if the student has confided in the staff person and asked that his/her communication be kept confidential. The principal or designee will then notify an appropriate Crisis Intervention Team (CIT) staff member. (Note: The principal may have multiple designees.)
- II. The CIT staff member shall interview the student, consider available background information and determine whether the student is "at-risk" or in "imminent danger."
- III. If the student is assessed to be "at-risk":
  - A. The CIT staff member shall notify the student's parent/guardian and request a meeting with them as soon as possible, preferably that same day.
  - B. When the parent/guardian arrives at school, the CIT staff member shall meet with him/her to discuss:
    1. the seriousness of the situation;
    2. the need for an immediate suicide risk evaluation at a medical or mental health facility, or other appropriate evaluation(s);
    3. the need for continued monitoring of the student at home if he/she is released following the evaluation;



4. referral to appropriate professional services outside the school system; and
  5. a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
- C. The CIT staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome.
  - D. If the parent/guardian does not follow through, thereby leaving the student "at-risk", a medical referral to the Department of Children and Families (DCF) should be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.
  - E. The CIT staff member may notify other staff, as necessary to protect the student and others.
  - F. The CIT staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning Placement Team or other staff as appropriate for further consultation and planning.
  - G. The CIT staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.
- IV. If the student is assessed to be "in imminent danger":
- A. The CIT staff member shall ensure that the student is not left alone.
  - B. The CIT staff member shall notify the parent/guardian and request that the student be picked up at school and taken to a medical or mental health professional for thorough suicidal risk evaluation.
  - C. When the parent/guardian arrives at school, the CIT staff member shall meet with him/her to discuss:
    1. the seriousness of the situation;
    2. the need for an immediate suicide risk evaluation at a medical or mental health facility, or other appropriate evaluation(s);
    3. the need for continued monitoring of the student at home if he/she is released following the evaluation;

4. referral to appropriate professional services outside the school system; and
  5. a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
- E. The CIT staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome.
- F. The CIT staff member shall inform the principal of the course of events and the outcome.
- G. The CIT staff member may notify other staff, as necessary to protect the student and others.
- H. The CIT staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.
- I. If the parent/guardian is unable to come to school:
1. The CIT staff member shall provide, over the telephone, information as to available resources outside and within the school system, and shall plan follow-up contacts.
  2. The CIT staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
  3. Police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
  4. The CIT staff member shall document in writing the course of events and the outcome.
  5. The CIT staff member shall inform the principal of the course of events and the outcome.
- J. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action:

1. The CIT staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.
  2. The CIT staff member shall notify the parent/guardian of the plan and shall either a) inform the parent/guardian that the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative and the student is less than 18 years of age; or b) inform the parent or guardian and student that the police will be called if the parent or guardian or student remains uncooperative.
  3. The CIT staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
  4. The CIT staff member shall consult and cooperate with DCF and/or the police as necessary.
  5. The CIT staff member shall document in writing the course of events and the outcome.
- K. When a student assessed to have been "in imminent danger" returns to the school, the PPS staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school, and changes in the instructional program, when necessary.

#### Suicide Education/Prevention - Students and Staff

- I. As part of the Ashford School's Health Education Curriculum and Developmental Guidance Curriculum, students will be educated regarding suicide risk factors and danger signals, and how they might appropriately respond if confronted with suicidal behavior, verbalizations, or thoughts.
- II. Annually, in-service training for school staff will be held in each school building to discuss suicide risk factors, danger signals, and the procedures outlined in these regulations.

Approved by the Ashford Board of Education:

1st Reading 10/15/15

## **Model Notification of Rights Under FERPA for Elementary and Secondary Institutions**

***[NOTE: Under the procedures outlined in the policy, the following information will be disclosed on an annual basis to parents of students currently in attendance, or eligible students currently in attendance.]***

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official



committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605

***[Note: In addition, a school district may want to include a directory information public notice, as required by the regulations, 34 CFR § 99.37, with its annual notification of rights under FERPA. The following two paragraphs are recommended for inclusion and must be included in the annual notification if the school district wants to be able to disclose "Directory Information" under II.B of the Student Records Policy:]***

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to educational records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled.

Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

**[School districts are required by law to provide notice of parent/student rights under § 504. This suggested notice is not part of the model policy, but must be disseminated annually to parents. We recommend inclusion of this notice within your student handbook.]**

## **ASHFORD PUBLIC SCHOOLS**

### **NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits a major life activity. The school district’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is covered under Section 504 if it is determined that he/she suffers from a mental or physical disability that substantially limits one or more major life activity such as (but not limited to) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Ashford School District’s education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;

5. If you suspect your child may have a disability, to request an evaluation, at no expense to you, to have an eligibility determination under Section 504, and if eligible, placement decisions made by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met.
7. If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
14. To file a local grievance/complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Cynthia Ford, Director of Pupil Personnel Services  
Ashford Public Schools  
440 Westford Rd.  
Ashford, CT 06278

Telephone: (860) 429-1927

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office  
Office for Civil Rights  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921

Telephone: (617) 289-0111

Connecticut State Department of Education  
Bureau of Special Education  
and Pupil Services  
P.O. Box 2219  
Hartford, CT 06145

Telephone: (860) 807-2030



Ashford Board of Education  
Ashford, Connecticut

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**Parent Consent to Access Public Benefits or Insurance  
to Pay for Services under the Individuals with Disabilities Education Act**

Student Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_  
Student Address: \_\_\_\_\_  
Parent Name(s): \_\_\_\_\_  
Parent Address (if different): \_\_\_\_\_

In accordance with the Individuals with Disabilities Education Act ("IDEA") and its implementing regulations (34 C.F.R. 300.154) the Ashford Public Schools may, with parent consent, use public benefits or insurance to provide or pay for certain special education services recommended by a child's planning and placement team ("PPT"). In order to access such benefits for the first time, the Ashford Public Schools must provide parents with written notification of various legal protections. Such written notification is attached.

**Consent to Access Public Benefits or Insurance**

I, \_\_\_\_\_ (Print name of parent), understand and agree that the Ashford Public Schools may access my / my child's (Please circle) public benefits or insurance to pay for special education and related services under Part B of the IDEA. I further understand and agree that this written parental consent shall be effective for the entire period during which public benefits or insurance are accessed for my child for the payment of services under the IDEA and that written parental consent is not required each time benefits or insurance are accessed, nor is additional consent required if my child's IDEA services change in type (e.g. physical therapy or speech therapy), amount (frequency or duration) or cost of such services charged to the public benefits or insurance program. I specifically understand that:

1. The following personally identifiable information may be released regarding the above-named student:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. The purpose of the disclosure of my child's personally identifiable information is for the billing of special education and related services under Part B of the IDEA and 34 C.F.R. part 300.
3. The disclosure of personally identifiable information may be made to (Name of public benefits or insurance program): \_\_\_\_\_

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

# ***Ashford School***

440 Westford Road (Rt. 89)

Ashford, CT 06278

School Web site: [www.ashfordct.org](http://www.ashfordct.org)

**James P. Longo, Ed.D**  
Superintendent of Schools  
860-429-1927  
860-429-3651  
[jplongo@ashfordct.org](mailto:jplongo@ashfordct.org)

**Cynthia A. Ford**  
Director, Pupil Personnel  
860-429-1927  
860-429-3651  
[cford@ashfordct.org](mailto:cford@ashfordct.org)

**Troy C. Hopkins**  
Principal  
860-429-6419  
860-487-4393  
[thopkins@ashfordct.org](mailto:thopkins@ashfordct.org)

**Garrett J. Dukette**  
Assistant Principal  
860-429-6419  
860-487-4393  
[gdukette@ashfordct.org](mailto:gdukette@ashfordct.org)

## **NOTICE OF PARENT RIGHTS**

State law (Section 10-76d(a)(8) of the Connecticut General Statutes) requires that upon the formal identification of a child as a student requiring special education, and at each planning and placement (“PPT”) meeting for such child, school districts must provide notice to the parents/guardians/surrogate parent of certain rights and other information/resources related to their child’s special education program. In compliance with this law, please be informed of the following:

1. Information about the laws relating to special education and your rights under such laws is available through the Connecticut State Department of Education’s website at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730#Legal>. The Procedural Safeguards in Special Education developed by the State Department of Education are also available online at: <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Prosaf.pdf>.
2. You have the right to have an advisor of your own choosing and at your own expense be present at and to participate in all portions of the PPT meeting at which an educational program for your child is developed, reviewed or revised. If you plan to bring an advisor to a PPT, the district kindly requests that you notify the district at least five (5) school days prior to the PPT of who you plan to bring to the meeting and what his/her role will be (e.g. advocate, friend, relative, attorney etc.)
3. You have the right to have the school paraprofessional assigned to your child, if any, be present at and to participate in all portions of the PPT meeting in which an educational program for your child is developed, reviewed or revised. A request to have your child’s paraprofessional attend the PPT must be made at least five (5) school days in advance of the PPT meeting.
4. If your child is of kindergarten age, you have the right under Section 10-184 of the Connecticut General Statutes not to enroll your child in kindergarten. Specifically, Section 10-184 of the Connecticut General Statutes states: “The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.” Preschool-age children with at individualized education program (IEP) are already enrolled in the public

school and are receiving a free appropriate public education (FAPE). Therefore, five and/or six year old children with an IEP whose parents exercise their option of not enrolling their child in kindergarten at their public school, will not be eligible to continue to receive special education and related services because the child is no longer enrolled in a public school.

5. Connecticut law requires that districts provide parents/guardians/surrogate parents with information and resources, created by the Connecticut State Department of Education, relating to IEPs, including information relating to transition resources and services for high school students. The following list of information and resources may be helpful in understanding special education and the PPT process.

- Bureau of Special Education Resources,  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- A Parent's Guide to Special Education in Connecticut,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents\\_Guide\\_SE.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf)
- IEP Manual and Forms (Third Revision October 2010, Revised January 2015),  
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
- Memo from Chief Operating Officer - Section 11 of Public Act 12-173: Required Language and Communication Plan for Deaf or Hard of Hearing Students,  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/public\\_act\\_12\\_173\\_lcp\\_memo.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/public_act_12_173_lcp_memo.pdf)
- Secondary Transition (Including Building a Bridge: A Transition Manual for Students),  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
- Helpful CT Resources for Families,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources\\_Families.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf)

If you have any questions about the above information, or if you are unable to access any of the websites listed above and/or require a hardcopy of the Procedural Safeguards in Special Education, A Parent's Guide to Special Education in Connecticut or the IEP Manual and Forms, please contact Cynthia Ford, Director of Pupil Personnel at 860-429-1927.

**Written Notification**

**Accessing Public Benefits or Insurance under the  
Individuals with Disabilities Education Act**

The Individuals with Disabilities Education Act (“IDEA”) and its implementing regulations (34 C.F.R. 300.154 et seq) permit the Ashford Public Schools to access public benefits or insurance to provide or pay for certain special education services recommended by a child’s planning and placement team (“PPT”). This written notification is intended to provide you with a summary of the safeguards available to you so that you may understand the District’s obligations and your rights regarding the use of public benefits or insurance to pay for services on behalf of your child. Below is a summary of these obligations/rights:

1. Prior to accessing a child’s or parent’s public benefits or insurance for the first time, the District must provide written notification to the child’s parents explaining available protections regarding access to such benefits or insurance in connection with IDEA services.
2. Prior to accessing a child’s or parent’s public benefits or insurance for the first time, the District must obtain written, parental consent that:
  - a. Meets the requirements of the Family Educational Rights and Privacy Act (“FERPA”) and the IDEA. The consent must specify the personally identifiable information about the child that may be disclosed in connection with use of public benefits or insurance, the purpose of the disclosure, and the agency to which the disclosure may be made. For example, the consent form must (i) identify the records or information that may be disclosed; (ii) explain that the records are being disclosed in order to access the public services; and (iii) explain that the information is being shared with Medicaid, or Husky Healthcare; and
  - b. Specifies that the parent understands and agrees that the school district may access the parent’s or child’s public benefits or insurance to pay for services under the IDEA.
3. With regard to services required to provide a child with a free appropriate public education (“FAPE”), the Ashford Public Schools:
  - a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE under Part B of the IDEA;
  - b. May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for

services provided pursuant to Part B of the IDEA, but may pay the cost that the parents otherwise would be required to pay;

- c. May not use a child's benefits under a public benefits or insurance program if that use would --
  - i. Decrease available lifetime coverage or any other insured benefit;
  - ii. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;
  - iii. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
- 4. Parents have the right, under FERPA and the IDEA, to withdraw their consent to disclosure of their child's personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program (e.g., Medicaid) at any time; and
- 5. The withdrawal of consent or refusal to provide consent under FERPA and the IDEA to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program (e.g., Medicaid) does not relieve the Ashford Public Schools of its responsibility to ensure that all required services are provided at no cost to parents.

If you have any questions about the above information or related to the use of public benefits or insurance to provide or pay for IDEA services for your child, please contact Cynthia Ford, Director of Pupil Personnel Services.

**Note: Annually at the beginning of the school year and upon the enrollment of any child during the school year, school districts must notify parents of students enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the district's public schools. This notice may be used for this purpose.]**

### **SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE\***

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community, and shall include an attestation on the withdrawal form from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the Ashford Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.



Please provide the following information and return the completed form, signed and dated to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

School/grade: \_\_\_\_\_ / \_\_\_\_\_

Parent/Guardian's Daytime Telephone Number\*: \_\_\_\_\_

Parent/Guardian's Daytime Telephone Number\*: \_\_\_\_\_

Daytime Telephone Number\* of

Other Person Having Control

of Student: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

\*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

***[\*Note: State law mandates notification only with regard to students in grades K-8. Boards of Education are free, however, to extend the notification to parents of students at all grade levels.]***

**Ashford Board of Education**  
**Extraordinary Educational Experience Request Form**

Pursuant to guidelines from the Connecticut Department of Education, the Ashford Public Schools will consider certain extraordinary educational experiences to be excused absences. In order for an experience to qualify as an extraordinary educational experience, the opportunity must be educational in nature and must have a learning objective specifically related to the student's coursework or plan of study. It is important to note that not all memorable and/or life experiences are considered extraordinary educational experiences for the purpose of an excused absence. In order to qualify, the experience must be an opportunity not ordinarily available to the student. The experience must be grade and developmentally appropriate and the content of the experience must be highly relevant to the individual student. Whether an experience fits the requirements of an extraordinary educational experience for the purpose of an excused absence is a determination within the discretion of the building principal or his/her designee.

To request consideration of an experience as an extraordinary educational experience, the following form must be filled out, signed by the parent and student, and returned at least five (5) school days in advance of the date of the opportunity. Please note that approval is not assured. Approvals are awarded on a case-by-case basis and are based on a number of factors. An experience approved for one student does not guarantee that it will be approved for others.

Name of Student \_\_\_\_\_ Today's Date \_\_\_\_\_

Title of Educational Opportunity \_\_\_\_\_

Please describe the learning objective of the educational opportunity and how the objective is linked to the student's coursework or plan of study (you may attach additional sheets):

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Date(s) of educational opportunity \_\_\_\_\_

Dates and total number of days of planned absence \_\_\_\_\_

Signature of Parent \_\_\_\_\_ Signature of Student \_\_\_\_\_

\*\*\*\*\*

For Office Use Only. Received by \_\_\_\_\_ on \_\_\_\_\_. Approved? Yes/No By \_\_\_\_\_.

***Ashford School***  
440 Westford Road (Rt. 89)  
Ashford, CT 06278  
School Web site: [www.ashfordct.org](http://www.ashfordct.org)

**James P. Longo, Ed.D**  
Superintendent of Schools  
860-429-1927  
860-429-3651  
[jplongo@ashfordct.org](mailto:jplongo@ashfordct.org)

**Cynthia A. Ford**  
Director, Pupil Personnel  
860-429-1927  
860-429-3651  
[cford@ashfordct.org](mailto:cford@ashfordct.org)

**Troy C. Hopkins**  
Principal  
860-429-6419  
860-487-4393  
[thopkins@ashfordct.org](mailto:thopkins@ashfordct.org)

**Garrett J. Dukette**  
Assistant Principal  
860-429-6419  
860-487-4393  
[gdukette@ashfordct.org](mailto:gdukette@ashfordct.org)

REFUSAL TO PERMIT ADMINISTRATION  
OF EPINEPHRINE FOR EMERGENCY FIRST AID

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address of Child:

\_\_\_\_\_

Name of  
Parent(s): \_\_\_\_\_

Address of  
Parent(s): \_\_\_\_\_  
(if different from child)

Connecticut law requires the school nurse and other qualified school personnel in all public schools to maintain epinephrine in cartridge injectors (EpiPens) for the purpose of administering emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. State law permits the parent or guardian of a student to submit a written directive to the **school nurse and school medical advisor** that epinephrine shall not be administered to such student in emergency situations. This form is provided for those parents who refuse to have epinephrine administered to their child. The refusal is valid for only for the 20\_\_-20\_\_ school year.

I, \_\_\_\_\_, the parent/guardian of \_\_\_\_\_,  
Print name of parent/guardian Print name of student  
refuse to permit the administration of epinephrine to the above named student for purposes of emergency first aid in the case of an allergic reaction.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Please return the completed original form to your child's school nurse. A copy of the signed and dated form must also be mailed to the school medical advisor, Dr. Ronald Kelly at Mansfield Pediatrics LLC, 12 Ledgebrook Dr. #A. Mansfield Center, CT 06250**



ASHFORD BOARD OF EDUCATION  
Ashford, CT

SUPERINTENDENT'S ANNUAL EVALUATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Introduction:

A sound evaluation program serves the best interests of both the Superintendent and Board. At its best, a cooperative evaluation is proactive and serves to build a strong bond of needed trust and respect between the Board and Superintendent while it serves to guide and direct the activities of the Superintendent. It is in this spirit that this evaluation program has been developed.

The evaluation of the Superintendent is intended to be constructive. It is designed to identify areas of strengths and areas where improvement can be beneficial. The process also provides an opportunity for the Superintendent to update the Board on results achieved in reaching stated objectives.

The evaluation process will be characterized by mutual goal setting with expectations and agreed upon outcomes expressed clearly.

EVALUATION INSTRUMENT

The evaluation of the Superintendent will be done in three (3) parts:

Part I ----- COLLECTION OF DATA AND WRITTEN EVALUATION

The Board will gather data by conducting interviews with members of the Ashford School community who have worked with the Superintendent during the evaluation period. This feedback will be utilized to create the individual written evaluation by each of the Board members of the Superintendent's performance.

Part II ----- EVALUATION

An evaluation statement summary of Board member evaluations regarding the performance of the Superintendent relative to the objectives set out for him by the Board. This is to be accomplished by the Board chairman or a designated Board member.

The Superintendent will submit objectives during the first 90 days of each contract year, and be agreed upon by the Board after group discussion and recommendations.

Part III ---- REVIEW OF EVALUATION

A joint meeting between the Superintendent and Board to review this evaluation.

Definitions:	OUTSTANDING -	Performance significantly and consistently exceeds job requirements.
	COMMENDABLE -	Performance often meets or exceeds job requirements.
	SATISFACTORY -	Performance meets all requirements established for the job expected.
	UNSATISFACTORY -	Performance is below minimum level and improvement is required as noted in the comments.
	NOT OBSERVED	

## EVALUATION RUBRIC

### RUBRIC I: SUPERINTENDENT RELATIONSHIP WITH THE BOARD OF EDUCATION

#### A. Quality and Quantity of Information to the Board on Issues, Needs and Operation of the School System

	Rating				
	O	C	S	U	NO
1. Provides written and oral reports as required by law, regulation, or as requested by the Board of Education.					
2. Presents information to Board of Education in a timely and accurate manner.					
3. Develops research and statistical material needed by the Board of Education.					
4. Presentations are concise and thorough.					
5. Informs the Board of Education about statutes and regulations that affect school district operation.					
6. Develops background information for agenda topics.					

Comments:

#### B. Quality of Professional Advice and Recommendations to Board on Items Requiring Board Action.

	Rating				
	O	C	S	U	NO
1. Brings appropriate issues to Board of Education for action.					
2. Willingness to recommend course of action and accept responsibility for such recommendations and consequent Board action.					
3. Presents optional courses of action, if requested by the Board of Education, relative advantages and disadvantages of each.					

Comments:



### C. Interpretation and Execution of Board of Education Policy and Decisions.

Rating					
	O	C	S	U	NO
1. Provides written and oral reports as required by law, regulation, or as requested by the Board of Education.					
2. Presents information to Board of Education in a timely and accurate manner.					
3. Develops research and statistical material needed by the Board of Education.					
4. Presentations are concise and thorough.					
5. Informs the Board of Education about statutes and regulations which affect school district operation.					
6. Develops background information for agenda topics.					

Comments:

### D. Willingness and Ability to Resolve Areas of Disagreement with the Board of Education

Rating					
	O	C	S	U	NO
1. Recognizes areas of disagreement.					
2. Makes timely efforts to resolve problems.					
3. Deals with issues rather than personalities or other extraneous matters.					
4. Goes to the Board when he feels an honest, objective difference of opinion exists between him/her and any or all members of the Board in an earnest effort to resolve such differences.					
5. Bases his/her position with regard to matters discussed by the Board upon principle and is willing to maintain that position with regard for its popularity until an official position has been reached, after which time he/she supports the decision of the Board, as long as he/she remains in its employ.					
6. Seeks and accepts constructive criticism.					

Comments:

## RUBRIC II: COMMUNITY RELATIONS

### A. Communication and Relationships

Rating					
	O	C	S	U	NO
1. Communicates effectively with and maintains effective relationships between the school and local community leaders, organizations, agencies, parents and other citizens.					
2. Openness to suggestions and advice from community leaders, organizations and agencies.					
3. Development of school/community activities.					
4. Appropriate involvement of parents and other citizens in school operation.					
5. Provision of school services to the community.					
6. Develops friendly and cooperative relationships with news media.					
7. Gains respect and support of the community.					
8. Maintenance of working relationship with the State Department of Education, CAFE, CAPSS, EASTCONN, LEARN, and other educational organizations.					
9. Is open and sensitive to community concerns and desires about the educational system.					
10. Collaborates with other school districts to creatively utilize and share resources.					
11. Use of newsletters and other means of written communication with the public.					
12. Recognition and use of school activities as opportunities for effective public relations.					
13. Communicates effectively with parents and is receptive to their concerns and feedback.					

Comments:

### **RUBRIC III: STAFF AND PERSONNEL RELATIONSHIPS**

#### **A. Recruitment and Selection**

Rating					
	O	C	S	U	NO
1. Broad base of recruitment and selection.					
2. Systematic and thorough check of references.					
3. Makes recommendations for employment or promotion of personnel in writing and with supporting data; and accepts responsibility for recommendations. If the recommendation is not accepted by the Board, willingly finds another person to recommend.					
4. Encourages staff input in decision making.					
5. Quality and success of staff recruited and selected.					

Comments:

#### **B. Professional Development**

Rating					
	O	C	S	U	NO
1. Quality and amount of staff development and in-service programs.					
2. Provision of central office staff training and experiences for greater responsibilities and for professional advancement.					
3. Provides a program for continuing growth and professional development of teachers that encourages improvement.					
4. Maintenance of appropriate personnel records and data.					

Comments:

### C. Evaluation of Staff

Rating					
	O	C	S	U	NO
1. Provision and use of systematic teacher and administrator evaluation.					
2. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.					
3. Provision and use of systematic evaluation of other employees, which is then discussed with the employee.					
4. Provision of assistance for staff members' professional development and to correct deficiencies noted in evaluations.					
5. Information to Board of Education, within constraints of statutes, or staff problems and weaknesses.					
6. Willingness to take action to remove staff members who do not meet district standards.					

Comments:

### D. Staff Communication and Relations

Rating					
	O	C	S	U	NO
1. Regular meetings with staff members.					
2. Delegation of authority and sharing of responsibility for educational and professional tasks.					
3. Communicates effectively with staff.					
4. Availability to staff.					
5. Development of staff confidence and respect.					
6. Accepts responsibility for maintaining liaison between the Board and personnel, working towards a high degree of understanding and respect between the staff and the Board.					
7. Number and kinds of grievances submitted and handling of grievances.					

Comments:

#### RUBRIC IV: INSTRUCTIONAL PROGRAM

Rating					
	O	C	S	U	NO
1. Keeps Board informed of current curriculum trends.					
2. Provision of adequate, up-to-date curriculum for subjects and grade levels which meets Board goals and objectives.					
3. Provision and implementation of program suitable for variety of pupil needs.					
4. Educates and motivates staff in curriculum implementation.					
5. Supervision of staff.					
6. Creates an educational climate that fosters staff creatively and involvement and promotes good staff morale.					
7. Analysis of curriculum deficiencies and recommendations for improvements.					

Comments:

#### RUBRIC V: FACILITIES MANAGEMENT

Rating					
	O	C	S	U	NO
1. Keeps informed on facility needs. (equipment and supplies)					
2. Insures proper maintenance and cleanliness of facility.					
3. Promotes use of facility.					

Comments:

## RUBRIC VI: FISCAL MANAGEMENT

Rating					
	O	C	S	U	NO
1. Accurate and complete record keeping and reporting.					
2. Effective requisitioning and purchasing system.					
3. Analyzes current financial condition of the District and proposes to the Board long-range financial needs and proposals.					
4. Involves the Board in the initial planning of the budget.					
5. Prepares a detailed district budget, interprets and presents it to the Board of adoption.					
6. Administers the budget and keeps expenditures within limits.					

Comments:

## RUBRIC VII: PROFESSIONAL QUALITIES

Rating					
	O	C	S	U	NO
1. Maintains high standards of ethics, honesty, integrity and fairness in all personal and professional matters.					
2. Defends principle and conviction in the face of pressure and partisan influence.					
3. Demonstrates an ability to work with individuals and groups.					
4. Willingness and ability to listen, learn, and understand other views.					
5. Speaks well in front of large and small groups, expressing his/her ideas in a logical and forthright manner.					
6. Demonstrates poise and personal stability.					
7. Devotion of time and energy to the position.					
8. Thoroughness in completion of tasks.					
9. Willingness and ability to accept responsibility for decisions.					
10. Communicates effectively with staff members, Board and the public.					
11. Maintains professional development.					

Comments:



**ADDITIONAL COMMENTS NOT ADDRESSED BY RUBRIC:**