

Ashford Board of Education  
Meeting Minutes – September 3, 2015

7:30 p.m.

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

**Call To Order**

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

**Persons to be Heard**

None

**Communications**

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

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

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

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

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

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

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

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

**Distribution of Administrative Reports**

**a. Superintendent**

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

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

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

**b. Business Manager**

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



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

### **New Business**

#### **a. Approval of 2015 Medical Standing Orders**

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

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

### **7. Old Business**

#### **a. Board of Education Goals**

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

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

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

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

#### **c. Decommissioning of School Buses**

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

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

Motion seconded by J. Mozeiko and carried unanimously.

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

### **Next Meeting Date/Agenda Items**

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

### **MEUI Local 506 Negotiations (Executive Session, Action Anticipated)**

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

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

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

### **Review of the Superintendent Evaluation Instrument**

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

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

Recorded by:



Jennifer Barsaleau  
Recording Secretary

*Approved by the Ashford Board of Education:*

*October 1, 2015*



Ashford Board of Education  
Ashford, Connecticut

Regular Meeting Agenda  
September 3, 2015

**7:30 pm**

Ashford School  
**District Office Conference Room 14**

1. Call To Order
2. Persons to be Heard
3. Communications
4. Approval of Minutes: 08/20/15 Special Meeting; 08/20/15 Regular Meeting
5. Distribution of Administrative Reports
  - a. Superintendent
  - b. Business Manager
  1. FY 15 Audit Update
6. New Business
  - a. Approval of 2015 Medical Standing Orders
7. Old Business
  - a. Board of Education Goals
  - b. Long Term Planning
    1. Capital Improvement
    2. Three Year Plan
8. Next Meeting Date/Agenda Items
9. MEUI Local 506 Negotiations (Executive Session, Action Anticipated)
10. Review of Superintendent Evaluation Instrument
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.*

Enclosures: Minutes 8/20 (2)



# Enrollment Summary: Federal Ethnicity and Race Report as of 09/01/2015 (D1)

Ashford School

<div> <div>View:</div> <div>Federal Ethnicity and Race</div> <div> <div>Students:</div> <div> <input type="radio"/> All Active Enrollments           <input checked="" type="radio"/> Current Selection         </div> <div> <div>Date:</div> <div>09/01/2015</div> </div> </div> </div>									
Grade Level	Total in Grade	(I) American Indian or Alaska Native	(A) Asian	(B) Black or African American	(P) Native Hawaiian / Other Pac Islander	(W) White	Hispanic/Latino	Two or More Race Categories	Unspecified
-2	7 5 / 2	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	6 4 / 2	0 0 / 0	1 1 / 0	0 0 / 0
-1	32 18 / 14	0 0 / 0	0 0 / 0	1 0 / 1	1 1 / 0	26 16 / 10	3 0 / 3	1 1 / 0	0 0 / 0
0	42 18 / 24	0 0 / 0	1 0 / 1	1 1 / 0	0 0 / 0	34 14 / 20	2 1 / 1	4 2 / 2	0 0 / 0
1	35 22 / 13	0 0 / 0	0 0 / 0	3 2 / 1	0 0 / 0	24 15 / 9	4 3 / 1	4 2 / 2	0 0 / 0
2	39 20 / 19	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	33 17 / 16	2 2 / 0	3 1 / 2	1 0 / 1
3	33 16 / 17	0 0 / 0	0 0 / 0	2 2 / 0	0 0 / 0	26 14 / 12	5 0 / 5	0 0 / 0	0 0 / 0
4	44 21 / 23	0 0 / 0	2 0 / 2	1 0 / 1	0 0 / 0	38 19 / 19	2 1 / 1	1 1 / 0	0 0 / 0
5	42 13 / 29	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	37 10 / 27	4 2 / 2	0 0 / 0	0 0 / 0
6	38 22 / 16	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	35 21 / 14	2 0 / 2	0 0 / 0	1 1 / 0
7	51 27 / 24	0 0 / 0	3 0 / 3	4 3 / 1	0 0 / 0	42 22 / 20	2 2 / 0	0 0 / 0	0 0 / 0
8	38 23 / 15	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	36 22 / 14	1 1 / 0	0 0 / 0	1 0 / 1
Total	401 205 / 196	0 0 / 0	6 0 / 6	13 9 / 4	1 1 / 0	337 174 / 163	27 12 / 15	14 8 / 6	3 1 / 2
The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.									

## Legend

Icons  - Date Entry







**Ashford Citizen Article – September 2015**  
***“What Does All of this Talk About STEAM Mean?”***  
**Dr. James Longo**

Over the course of the past few years Ashford School has been going through some significant changes in its curriculum and instruction design. We have been publicizing ourselves as a STEAM school. In newsletters, fliers, and other publications STEAM is defined as a school that places special emphasis upon science, technology, engineering, arts, and mathematics. That definition seems almost like business as usual because that list includes pretty much all of the subjects we would expect a school to emphasize. One might ask, how does that design make us special or different? I am going to answer that question in two ways. First by describing the philosophy behind STEAM, and second by telling you about our specialized resources, faculty, and curriculum.

Before I get into the subject-by-subject highlights of our resources, curriculum, and instruction, I would like to present the complex philosophy that our school model is built upon. When we plan our STEAM curriculum, and develop STEAM lesson plans, we do so utilizing a philosophy rooted in how we can teach students to think and solve real world problems. We consider the way a scientist, engineer, artist, or mathematician thinks as we design our curriculum. For example, science is about inquiry, and we are committed to teaching our students to think like a scientist with curiosity and inquisitive minds when they are faced with solving a problem. We also believe that engineers approach problems with a unique mindset that is focused upon structure. How things are structured to be what they are, and how improving that structure can improve usefulness or effectiveness. Being able to think like an engineer is a wonderful asset when one is faced with real world situations. Furthermore, the self-expression and creativity of the artists mind has always been accepted as the key to the great inventions and cultural advances of most societies. We will also be emphasizing the artist's mindset when we design our curriculum and write our lesson plans. That is, every student will be asked to focus upon their unique way of seeing the world, and how their uniqueness can be an asset in solving real world problems because they see and put things together in an expressive and creative way that is unique to them.

That is a quick summary of some of the key elements of the philosophy that our STEAM school is built upon, and how we strive to instruct our students in the unique way that scientists, engineers, artists and mathematicians think. Now I will examine how we expect to deliver that philosophy through a subject-by-subject analysis of our curriculum and instructional design and practice.

First, a STEAM model of curriculum and instruction is interdisciplinary in its structure. That is, a teacher designing lesson plans is supposed to be thinking about those core subjects, and integrating the essential aspects of each whenever possible. Then, when they deliver that lesson plan they are expected to point out the



interaction of those content areas whenever it is possible. The teacher highlights the math in a science concept, or the art in a mathematics problem. Interdisciplinary teaching is not a new concept, but while that is generally true, in a STEAM school it is expected to happen with most every lesson and every time it is possible. It is a matter of frequency and consistency. So, the first rule of a STEAM school is to integrate science, technology, engineering, arts, and mathematics whenever possible.

Second, we provide opportunities to study each of those subjects with special attention to more resources in each subject than you might find elsewhere. For example, we have science labs for use by every grade in the school. We have four rooms with special science supplies and equipment, and four teachers with special skills who deliver a real science program to all of our students. This is far beyond what a school without a STEAM design would do.

Third, we carry science even further with a real robotics program. We have a room that is a true robotics laboratory. It has all of the supplies and equipment needed for students to learn about robotics, build and test robots, and apply robotics to everyday science concepts. The robotics course is staffed by a teacher with special skill and interest in robotics, offers an after school robotics club, and is taught in a room with a real competitive robotics arena. The robotics experience that our students are exposed to ties science, engineering, and technology together in a way that few other schools do. This is another characteristic of our STEAM curriculum and instruction model that sets us apart from schools that are not built upon a STEAM design.

Fourth, our school has technology second to none. We have several computers in every classroom for student use, two full computer labs, SmartBoards in every classroom, the full robotics lab, a special computer supported writing center in the media center, and we offer virtually any foreign language that a student may elect to study through technology in our media center. We also have carts full of laptops and IPADs available for every teacher in the school to bring technology into their classroom. We have a 3-D printer, and a fully supported electronic music laboratory for students to study music through the use of a MIDI music experience. We see technology as a great tool that every student should be comfortable and familiar with by the time they leave our school, and support that philosophy with up-to-date quality equipment. We teach the basics of technology, and fully integrate its use into our core curriculum. That is how we deliver the “T” in our steam curriculum.

Fifth, I mentioned our MIDI music lab when I was presenting our technology program. This is a classroom outfitted with seventeen workstations, each of which contains a computer, an electronic keyboard, speakers, and a special software program for the study and creation of music. The arts are the “A” in STEAM. Music is one of our premier programs. The music program at Ashford School has always been one of the best in the region. The jazz ensemble even played at the Connecticut Association of Boards of Education conference a few years ago. We have a full range



of vocal and instrumental music ensembles and boast of a top-notch music program. As part of the STEAM design it has taken another leap forward. The addition of this MIDI lab has given our music staff and students access to music in a way that will not be found in a school that has not committed to a STEAM curriculum.

The Arts are also addressed through the study of dance in physical education, drama and theater in language arts classes, and a new visual arts program that will be integrating visual arts into every subject throughout the year.

Sixth, we are offering a new daily schedule and an after school program that is designed to provide students with many options to study areas of personal interest in all STEAM content areas.

Hopefully this more detailed explanation of STEAM as a foundation for our curriculum and instruction at Ashford School has been helpful in providing you with an understanding of what makes our school special and why we are so excited about the direction our school has taken in the past few years. Ashford School is a gem that is something our community can be proud of, and a place that gives our students an exemplary education. We are excited about how we prepare them to compete in a complex world after they leave us, and move on to high school.

In closing, I once again invite you to visit our school. We will take you on a tour and show you what I have been talking about. Also, if you have any questions give me a call. I am available to answer your questions and tell you more about our wonderful school.



**Ashford School  
Board of Education Meeting  
September 3, 2015  
Business Office Report**

All phases on the Year-End 14-15 have been completed and all required documents have been provided to their respective recipients. Below is a summary of such tasks and confirmation of completion:

Phase 1 –

- Reconciliation of Beginning Fund Balance between BOE and Town records completed immediately
- Reconciliation of BOE and Grant Fund Expenditures completed on 8/14/15
- Reconciliation of Grant Revenues completed on 8/14/15
- Accounts Payables for BOE General Fund, Grant Funds, Cafeteria, Student Activity & Scholarships all provided by 7/10/15
- Accounts Receivables for BOE General Fund, Grant Funds, Cafeteria, Student Activity & Scholarships all provided by 7/10/15
- Accrued Payroll for BOE General Fund, Grants Funds and Cafeteria initially provided by 7/10/15

Phase 2 –

- Balance Sheets with Income & Expense Detail Reports for BOE General Fund and Grant Funds were emailed on 8/14/15
- General Ledger Detail, Balance Sheet and Income Statement from Quickbooks for Cafeteria Fund was emailed on 8/12/15
- General Ledger Detail, Balance Sheet and Income Statement for Student Activity and Scholarships were emailed on 8/13/15

Phase 3 –

- BOE Capital Assets were provided on 7/29/15
- BOE Compensated Absences were provided on 7/22/15
- BOE OPEB Valuation Report was provided on 7/28/15
- ED141 and ED001 were certified as of 8/28/15 and were provided on 8/31/15

\*All communications and reports between BOE Business Office staff and Town Treasurer included carbon-copies to Board of Finance Chairperson, Town Accountant, Superintendent of Schools, and Board of Education Vice-Chairperson as requested per June 4th, 2015 Audit Planning Meeting.\*