

Ashford Board of Education
Ashford, Connecticut

Meeting Agenda
September 21, 2017

7:00 pm

Ashford School
District Office Conference Room 14

1. Call To Order
2. Persons to be Heard
 - a. Comments Concerning Items on the Posted Agenda
3. Communications
4. Approval of Minutes: 09/07/2017
5. District Administrative Reports to the Board (Superintendent, Business Manager)
6. Administrative Reports (Principal, Asst. Principal, Director of Pupil Personnel, Cafeteria)
7. New Business
 - a. First Reading: Series 5000 Non-Resident Student Tuition Policy
8. Old Business
 - a. Tech Ed Space Renovations and Facility and Maintenance Update
 - b. Certified Staff Memorandum of Agreement – Non-Resident Student Tuition Credit
(Executive Session Anticipated)
 - c. Staff Resignation
 - d. Custodial and Maintenance Work Schedule
9. Next Meeting Date/Agenda Items
10. Second Opportunity for Public Comment
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 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 09/07; District and Admin Reports Non-Resident Student Tuition Policy;

Ashford Board of Education
Meeting Minutes – September 7, 2017
7:00 p.m.
District Office Conference Room

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 7:06 pm. Present were members J. Lippert, L. Donegan, K. Warren, K. Rourke and M. Matthews. Also present were Superintendent Dr. J. Longo, Principal T. Hopkins, Asst. Principal G. Dukette, Director of Pupil Personnel C. Ford and recording secretary J. Barsaleau. Unable to attend was board member J. Calarese. Present in the audience was AEA co-president J. Horn.

Persons to be Heard

a. Comments Concerning Items on the Posted Agenda

None

Communications

A thank you to the Ashford Business Association was included in the BOE packet for school supply donations to the school. Dr. Longo distributed proposed Board goals, capital project and three-year plan drafts for board to review. A letter from the School Readiness Council was distributed as a follow up to use of grant funds for primary playground improvements. The board indicated acceptance of the plans as written so long as there is no new sidewalk, the fence is part of the plan and M. Matthews will assist resident G. Adzima with the garden area.

The CABE conference is scheduled for November. Reservations will be made for overnight accommodations for 3 members pending the passage of a budget. Reservations may be canceled up to the day before the event.

Approval of Minutes: 08/24/2017 Retreat; 08/24/2017

Motion by J. Lippert to approve the regular meeting minutes of 08/24/2017, seconded by K. Rourke and carried with one abstention (L. Donegan).

Motion made by K. Rourke to approve the retreat special meeting minutes of 08/24/2017. J. Lippert seconded with the following amendment, “Goal Topics Identified by John Lippert and Kim Rourke”.

Motion carried as amended with one abstention (L. Donegan).

New Business

a. Staff Resignation

Dr. Longo received a letter from custodian Ryan Rupert stating his intent to resign. The board will act upon the resignation when it is received.

b. Custodial Staffing and Overtime

Extensive discussion was held concerning overtime in this department in the previous fiscal year, factors contributing to that overtime and approaches to eliminate and/or minimize overtime going forward. Dr. Longo, J. Rupert and T. Hopkins have discussed altering of the custodial staff member work schedules to best suit the needs of the school. Facility use by the community that fall outside of normal custodial coverage hours will need to be charged to the requesting party due to budgetary concerns. The related policy and regulations will be reviewed at the next meeting.

Motion made by K. Warren that there be no overtime allowed except in the case of emergency or crisis without the advanced and documented approval of the Superintendent or an Administrator. Motion seconded by K. Rourke and carried unanimously.

c. Playground Safety

One of the slides on the playground has worn and developed a hole, making it unusable. As directed by CIRMA, it has been noted as out of service through the placement of signage, and cordoned off with yellow caution tape. Prices are being sought for a replacement. If replacement is not possible, it may need to be removed or another similar apparatus added, pending budget constraints.

d. Approval of 2017-2018 Medical Standing Orders

The orders prepared by the school medical advisor are not a public document, but were reviewed by the board. A section was added concerning opiate drugs and administration of narcan as required by law.

Motion made by K. Warren to approve the medical standing orders as presented. Discussion followed. Motion seconded by K. Rourke and carried unanimously.

Before moving on to Old Business, T. Hopkins asked for direction from the board concerning administration of the current budget situation.

Motion by J. Lippert to add discussion of the current budget situation to the agenda as item 6e, seconded by L. Donegan and carried unanimously.

Mr. Hopkins stated that although there are budget limitations related to spending, there are extracurricular activities such as after school clubs, athletics, late bus and field trips that typically have already begun or about to begin. He asked for the board's permission to move forward in allowing these activities to begin to minimize the impact on students.

The board consensus is to proceed with a zero budget approach for the time being. Costs associated with these kinds of activities will need to be revisited and may be restricted or limited pending budget approval.

G. Dukette added that Eastern CT State University had contacted him today and scheduled a Community Work Day in Ashford with Ashford School students for September 30th. More details will follow.

Old Business

a. Tech Ed Space Renovations and Facility and Maintenance Update

Dr. Longo met with Rockfall Construction to review items identified by the town building official and fire marshal that must be completed before occupancy can be granted. Dr. Longo and staff have been monitoring progress first hand. Rockfall has already tended to several items listed. The building official and fire marshal will return to assess progress toward occupancy.

1. Energy Concerns

Past energy reports have highlighted the number of microwaves and refrigerators in classrooms, with the board directing they be removed. Since that directive, many staff members have spoken to their administrators citing reasons why they are needed. Based on those reasons, some of these appliances have proven to be necessary. Solutions will be sought to minimize the number of these kinds of appliances to conserve energy. A discussion was held concerning toaster ovens, and the risks associated with their use. These appliances must be eliminated.

b. Garden Club Follow Up

M. Matthews met with Mr. Hopkins and Mr. Dukette concerning gardening projects around the school and restrictions concerning the use of school grown vegetables in the lunch program.

c. Board of Education Meeting Agenda Planning

After some discussion, pending a review of its bylaws, the board will utilize the first meeting of each month as a worksession for the board and/or its committees. The second meeting of the month will be designated for conducting regular business of the board

d. Certified Staff Memorandum of Agreement – Non-Resident Student Tuition Credit (Executive Session Anticipated)

Motion by M. Matthews to enter into executive session (9:00 pm) for the purpose of discussing a Certified Staff Memorandum of Agreement – Non-Resident Student Tuition Credit, and to invite Dr. Longo into session. Motion by L. Donegan to amend and include Mr. Hopkins, Mrs. Ford and Mr. Dukette in attendance. Motion seconded as amended by K. Rourke and carried unanimously.

Present: J. Rupert, M. Matthews, L. Donegan, J. Lippert, K. Rourke, K. Warren, C. Ford, G. Dukette, T. Hopkins and Dr. J. Longo.

The board and all present exited the executive session at 9:42 pm. There was no action taken.

Next Meeting Date/Agenda Items

Facility and renovation update, FY 18 budget, non-resident staff tuition MOU and policy, facility use policy regulations.

Second Opportunity for Public Comment

None

Motion to adjourn the meeting (9:44 pm) made by M. Matthews, seconded by L. Donegan and carried unanimously.

Recorded by:

Jennifer Barsaleau, Recording Secretary

**Ashford School
Board of Education Meeting
September 21, 2017**

Superintendent's Report

On the following pages are four documents intended to act as starting points for work by the Board of Education.

- Board of Education Goals
- Board of Education Three-Year Plan
- BOE Capital Projects Priorities to be shared with the town
- Points of Emphasis of School Administration and Staff (Does not require BOE action, but is provided to inform the BOE of Administratively identified priorities.)

Goals:

These recommended goals are based upon discussion of goals held at our 2017 BOE Retreat. I modified the after our BOE meeting of September 7th to comply with ideas for board members.

Three-Year Plan

Thus is based upon discussion over several meetings. It is an update of our previous three-year plan with additions generated by BOE members.

Capital Projects Priorities

We must reorder our capital project priorities and pursue all cost estimates and support information needed to forward them to the Board of Selectmen and Finance.

Points of Emphasis

This is a document shared with the faculty and staff at our initial staff meeting to identify the administrations most significant areas of concern and potential action.

Continued...

Ashford School
Proposed Board of Education Goals
September 7, 2017

Introduction to 2017 Goals

These goals identify Ashford School initiatives that the Board of Education wants the school administration, faculty, and staff to pursue in addition to the traditional expectations of the exemplary education program already being pursued on behalf of the students and community of Ashford. It should be understood that the Board of Education goals act as a guide for all school employees as well as an indicator to the community of the underlying values held by the BOE.

2017-2018 Board of Education Goals

Goal #1 – (Budget) *The Ashford School Board of Education is committed to balancing high educational standards with a fiscally responsible approach to school funding.*

Goal #2 – (Facilities) *The Ashford Board of Education will develop a facilities maintenance, restoration, and enhancement plan for Ashford School that extends its useful life, and recognizes the role that learning environment plays in student learning.*

Goal #3 – (Curriculum and Instruction) *The Ashford Board of Education seeks a curriculum development program that emphasizes the Ashford School commitment to a STEAM curriculum, student civic and environmental responsibility, global awareness, and prepares graduates all students for entrance into high school.*

This curriculum goal includes the expectation that there will be:

- *An up-to-date curriculum outline in every subject at every grade level*
- *Curriculum that is fully integrated horizontally and vertically*
- *A curriculum that recognizes the importance of instructional differentiation, making content accessible to all students*
- *The inclusion of attention to social and emotional development appropriate at every level*
- *Student success planning that provides our students with sound decision making skills and an understanding of the role and consequences of decision making*
- *An understanding of responsibility to the environment, community, and others*
- *An instructional schedule and class structure that optimizes learning for all*

Goal #4 – (Community Relations) *The Ashford Board of Education seeks optimally effective communication with the school administration, staff and Ashford community, as well as the development of a community outreach program sponsored by the school that brings the school and the community closer together, emphasizing the value of the school as a community resource.*

Ashford School
Board of Education
Administrative Team Three-Year Plan
2017 – 2020
Dr. Longo

Plan	Budget Impact Estimate/Status
<p>2017-2020 All items continue through the three years unless otherwise indicated. This Three-Year plan will be reviewed, updated and modified by the Board of Education annually.</p> <p>A. BUDGET: Year One (2017-2018):</p> <ul style="list-style-type: none"> • Improve mechanism for creating, tracking and reconciling the Ashford School budget • Improve communication as budget process is implemented, and throughout the process • Consider changes in budget development schedule to better serve the process • Improve opportunities for community involvement in the budget development process • Refine budget presentation materials • Improve website access to budget proposals and history <p>Year Two (2018-2019):</p> <ul style="list-style-type: none"> • Develop budgetary responses based upon state budget decisions <p>Year Three (2019-2020):</p> <ul style="list-style-type: none"> • Continue reconciliation between town and state budgetary process <p>B. CURRICULUM:</p> <p><i>STEAM Initiative Plan:</i> Continue the process of implementing, evaluating, and revising STEAM theme-based trimesters and develop all curriculums in compliance with the Board of Education’s annual goals.</p> <p>Year One (2017-2018):</p> <ul style="list-style-type: none"> • Implementation of STEAM project-based learning throughout the school year by the addition of projects for 	<p>A. No cost anticipated</p> <p>B. Curriculum cost determined by available release time estimated at \$12,000</p>

a third trimester at each grade level completing the initial introduction of project-based learning model of instruction

Year Two (2018-2019):

- Second full year of STEAM project-based learning and full evaluation to ensure alignment with Gold Standard PBL (Buck Institute) and Habits of Mind; reflection and possible revision of themes

Year Three (2019-2020):

- Revision of STEAM project-based learning as necessary

Curriculum Documentation Plan: Modify curriculum to reflect a completed “scope” and “sequence” across all subjects and grade-levels.

Year One (2017-2018):

- Complete vertical articulation (K-8 scope) in Social Studies, Band, Music, Health, Art, and PE
- Develop grade-level curricular sequences across all major content areas for grades 6 and 8

Year Two (2018-2019):

- Develop grade-level curricular sequences across all major content areas for grades 4, 5 and 7

Year Three (2019-2020):

- Develop grade-level curricular sequences across all major content areas for grades 2 and 3

Year Four (2020-2021):

- Develop grade-level curricular sequences across all major content areas for grades K and 1

Writing Program/Development Plan: Improve student performance on assessments in writing as well as ability to communicate through writing in all content areas.

Year One (2017-2018):

- Continued focus on rolling out specific components of the “Units of Study” curricular framework
- Mid-workshop teach
- End share
- Publishing
- Routines
- Fitting it all in

Year Two (2018-2019):

- Continued support and refinement of use of “Units of Study”

- Continue to invite the high schools to our end of the year 504 and Special Education meetings to assist in transitioning students and families.
- Implementation of a consistent Student Success Planning period for all grade 7 and 8 students 2/4 days in the schedule.

Year Two (2018-2019):

- Begin to implement decisions made by long-term planning committee
- Expand Student Success Planning to include grade 6

Year Three (2019-2020):

- Evaluate and refine changes made high school transition program.

F. Special Education

Year One (2017-2018):

- Continue to work with the special education director to ensure compliance and best practices are being followed.
- Continue streamlining data collection and compliance with the newest laws and regulations put in place.
- Continue to support early intervention for students at risk.
- Continue to respond to the ever changing programing needs of the student population.
- Investigate ways to share resources with neighboring towns.
- Continue to utilize and access Medicare funding for students that qualify.

Year Two (2018-2019):

- Evaluate results of Year One initiatives and develop a plan for year three

Year Three (2019-2020):

- Continue to evaluate, refine, and implement plan

G. Professional Development

Across all three years of the plan-

- Ensure that there is a Mental Health topic addressed at each of the Professional Development Days to continue to support teachers and staff with the increased needs of our student population.
- Provide specialized training to the Special Education and Intervention Department to ensure compliance and the best practices are continued to be practiced

F. No additional cost anticipated

G. \$1500

<p>Year One (2017-2018):</p> <ul style="list-style-type: none"> • Develop a school plan and professional development handbook • Directly tie all professional development to the vision, mission, and goals <p>Year Two (2018-2019):</p> <ul style="list-style-type: none"> • Evaluate and refine year one plan to ensure teachers have the tools needed for optimizing student learning. • Continue to improve and refine teacher-centered Professional Development <p>Year Three (2019-2020):</p> <ul style="list-style-type: none"> • Consider Professional Development as an on-going process and continue to refine and develop • Foster a professional learning environment that supports teachers in facilitating the learning of other educators 	<p>H. \$400</p>
<p>H. Climate and Culture</p> <p>Year One (2017-2018)</p> <ul style="list-style-type: none"> • Work on school climate to increase positive attitudes, professionalism, and collaboration among the staff to increase student-learning capacity. • Continue the Ashford School Council (District Improvement Committee) work to improve the major goals of the faculty and administration to improve our school. <p>Year Two (2018-2019):</p> <ul style="list-style-type: none"> • Increase teacher-capacity for engaging with and having a positive impact on school climate <p>Year Three (2019-2020):</p> <ul style="list-style-type: none"> • Refine plan to ensure positive climate leads to positive culture 	<p>I. Year Two: \$95,000</p>
<p>I. Staffing</p> <p>Year One (2017-2018):</p> <ul style="list-style-type: none"> • Reallocate current staff to best serve the needs of the school and based upon allocated funding <p>Year Two (2018-2019):</p> <ul style="list-style-type: none"> • Propose restoration of Grade 5-8 Math Interventionist position • Propose addition of Part-Time Facilities Manager <p>Year Three (2019-2020):</p> <ul style="list-style-type: none"> • Consider staffing to make technical education available to our students 	<p>J. \$5000</p>

J. Communication

Year One (2017-2018):

- Examine ways to improve school website and other means of sharing information to increase effective communication internally and externally

Year Two (2018-2019):

- Implement new communication mechanisms

Year Three (2019-2020):

- Evaluate and refine new communication mechanisms

K. Capital Fund Projects

Each year of this plan includes a school bus purchase, estimated at \$87,000; and in alternate years, beginning with 2017-2018, the purchase of a school van, if needed.

Determine how to integrate the identified needs of the school with the town's capital planning and bonding

L. Board of Education Committee Development

Year One: (2017-2018)

- The BOE will restructure its schedule to accommodate committee meetings and responsibilities
- Each committee will develop its own three -ear plan to attend to those matters within their jurisdiction.

Year Two: (2018-2019)

- Refine and implement plan created in year one

Year Three: (2019-2020)

- Assess status of plans and restructure long-term plan to accommodate needs and overcome barriers

K. \$87,000 annually, plus additional costs of projects identified and approved by the BOE Capital Planning Committee and accepted by the town's capital projects committee and Board of Finance

L. No Costs anticipated

Ashford School

Capital Projects Priorities List

Proposed by Dr. Longo

July 2016

With notations for our July 20, 2017 Retreat

A town committee to explore long-term capital investment in Ashford School has been created and will study the needs of the facility and propose a plan for addressing those needs. This committee will convene in the fall of 2016.

At the same time, The Ashford BOE has authorized Friar and Associates to do a facility study of our school building to provide us with an internal needs assessment with recommendations. This study will occur during the summer of 2016 with a report in the fall.

A Bonding plan for 2013 is under discussion at the town level. This must be considered as we develop our priorities.

Proposed Capital Projects Priorities as of June 2016: Priority order to be determined

1. Renovation of the area of the school known as the Tech Space to create classrooms and offices
 - a. 2017 Notes: We have invested in the beginning of this project during the summer of 2017 and will have completed 1/3 of the project by the end of July
 - i. We used our general budget
 - ii. We cut out windows, doors and built walls including our closet for BOE archives mandated by law.
2. Addition of insulated hung ceilings in all classrooms that currently do not have them.
 - a. 2017 Notes: We completed ½ of the project using part of our unexpended educational funds during April recess 2017. We finished four classrooms, four more remain.
3. Adding insulate hung ceilings in the media center
 - a. 2017 Notes: We have scheduled this project for completion in August of 2017 using the remainder of our unexpended education fund account.
4. Add an entrance portico to the front of the building
5. Replace aging plumbing and heating system in the primary wing of the building
6. Replace windows identified in our energy audit as inadequate
7. Replace current HVAC and establish an air balancing system
8. Re-grade and repave the front parking lot and driveway to eliminate the dangerous pitch

This proposed list will be addressed at the next BOE meeting

This list needs to be updated at our July 20, 2017 Retreat or subsequent BOE meeting or Committee

Ashford School
Points of Emphasis
2017-2018
Dr. Longo

Points of Emphasis are areas that the Administration, Faculty, and Staff will work to refine and address to improve upon the implementation of all of the school goals and initiatives already accepted and in place. They are divided into four major categories.

Curriculum

As a “Point of Emphasis,” every staff member will analyze the curriculum that guides their subject, and grade level to ensure that the following is being addressed:

- Scope and sequence – both vertical and horizontal
- Standard books or resources by teachers of the same grade
- Agreed upon assessment tools for each grade
- STEAM Content
- Project Based Learning Activities
- Inclusion of Habits of Mind/21st Century skills
- Curricular Goals and Objectives

Instruction

In the delivery of the curriculum the following concepts are important and must be considered.

- Differentiated Content
- Modifications where needed
- Opportunities for dynamic group Work
- Student Centered Instruction

Climate and Culture

The Climate in the school is a shared responsibility. All Administration, Faculty, and Staff contribute to the assurance of a Safe, Healthy, Respectful, and Positive Climate in Ashford School. This Climate is the foundation for a Culture that fosters optimal learning for all students. To contribute to the development of a healthy climate and culture in Ashford School every staff member will do the following.

- Be self-aware of, and act in a manner that demonstrates a commitment to a positive, safe and healthy, climate and culture
- Accept responsibility for their treatment of colleagues and students
- Develop and present activities in their classroom that promote a positive climate and culture as well as an awareness by students of the consequences of their decisions and the importance of safe and positive behavior.

Student Behavior Management

A cornerstone of the highly functioning classroom is the management of student behavior. Student behavior is largely dependent upon mutual respect and a clear understanding of expectations by all. The classroom environment must be safe, respectful, and guided by reasonable rules and expectations, as well as by a perceptive teacher and peer group that recognize and attend to every situation possible.

- Continued development of the PBIS program
- Continued development of the Restorative Justice Initiative
- Identification of individual student needs and staff interventions to address those needs
- Clear rules, goals and expectations – observant, caring and accessible staff
- Begin to explore a peer mediation program at the middle school level

Ashford School
BOE Principal's Report – Troy C. Hopkins
September 21, 2017

Ashford School Goals

- Continue to create, refine and document our project-based learning practices with a focus on key knowledge, understandings and skills from each subject area, technology integration, interdisciplinary themes, and real world connections.
- Ensure that all students have ownership in creating and monitoring a unique set of instruction and assessment experiences, in the areas of academic, social, physical and behavioral learning, appropriate for them as individuals with varied strengths, readiness, interests, and motivations.
- Deliberately develop and measure the habits of mind found in our mission statement: autonomy, collaboration, communication (reading, writing, listening, and speaking), creativity, critical thinking, cultural competency, innovative problem solving, motivation to learn, perseverance, reflection, self-control, through all learning opportunities.
- Enhance the effectiveness and creativity of our collegial work and learning by connecting all work to the school mission, performing mindfulness practices, and increasing self-reflection and self-assessment among all staff.

National Geographic Educators

Congratulations to Carly Imhoff and Kate Craven have completed the National Geographic Educator Certification Program. "Certified Educators are committed to teaching their students about the world and how it works, empowering them to succeed and make it a better place."
(Kim Hulse, Director of Learning and Measurements)

Teacher of the Year Semifinalist

Congratulations to Rebecca Aubrey – Spanish Teacher at Ashford School. As the Ashford School Teacher of the Year, she was notified that as a result of her application packet, she is now a State of Connecticut Teacher of the Year Semifinalist! Rebecca is one of 15 Teachers of the Year from the state to be selected for the semifinals. We wish Rebecca the best as she moves ahead in the Connecticut Teacher of the Year Interviews.

After School Clubs and Activities Program for First Trimester

Board Game Club

Promote critical thinking and collaboration by playing board games with your peers!

RC Club Beginners Session

Garden Club

Amnesty International

Drama Club

Kitchen Table Club

School New Broadcast Club

Lacrosse Club

Ashford School
BOE Assistant Principal's Report – Garrett J. Dukette
September 21, 2017

Writing

- Writing PD for the 2017-2018 will focus on:
 - Providing teacher skills around specific teaching components of the Units of Study:
 - Small group conferencing
 - Publishing
 - Sharing out
 - Fitting it all in

Curriculum and Instruction

- Curriculum work for 2017-2018:
 - Finalization of vertical articulation in:
 - Social Studies
 - Music
 - Band
 - Art
 - Horizontal articulation occurring in:
 - Grades 6 and 8 across all subject areas
 - Update grade 4 reading curriculum

Student Motivation and Behavior

- AP meeting with all grade-level teams a minimum of 1x/month with a specific focus on behavior and behavioral patterns
- 3x/year data discussion with whole staff to address schoolwide behavioral trends
- Continued focus on implementing restorative discussions

Gifted and Talented

- PPTs will begin for newly identified students by the end of the month
- Continuation of the small-group/ 1 to 1 mentor program from last year

Communication

- At 2+ weeks into school, have already called home for 7 positive office referrals

Climate

- Community service day on September 30. Students from Ashford will work with students from Eastern at various community locations around town.

Director of Pupil Personnel Service Report

September 2017

Submitted By: Cynthia Ford

2017/2018 school year:

- Legal Requirements:
 - Ashford passed our paper audit from last Spring with 0 mistakes! This indicates that our staff are all trained according to the state requirements for writing and monitoring progress in Individual Education Plans. This also shows how thorough the special education department is when checking to ensure we are in compliance with the current state mandates and requirements. A special thank you to Catherine Klesser for combing through all the IEP's and sending the mountain of paperwork to the state.
 - Ongoing review of the ever-changing state and federal requirements.
 - Ongoing district review of the SRBI processes to ensure compliance and that we are meeting the needs of the all the students. Will be working on developing a handbook for the process to include new forms to ensure meeting requirements for screening for Dyslexia according to new state law.
 - Our SRBI process has reduced the number of referrals to special education especially ones resulting in non-qualification. When a referral has come through the SRBI process they are meeting the requirements of needing specialized services. Teachers have done a great job using the S.I.T. (Student intervention team) and meeting student goals with the correct intervention and differentiating instruction appropriately. Our school psychologists worked tirelessly ensuring meetings were scheduled and facilitated according to the state guidelines.
- Professional Development:
 - Training occurred during our August PD on 504, IEP, and interventions. Specific training occurred with the special education and intervention departments in the afternoon around the same topics from the morning session. As an administrative team we have put aside one hour per professional development day to address a mental health topic.
 - CPI training is upcoming in the fall for all new staff.
- As I sat in my Special Education meeting for the Special Education State Department it was nice to listen to upcoming state initiatives around Social Emotional Learning. The state is recommending programs such as Second Step to be used in our classrooms. Our district has used these programs for the past three years and it is available as a resource for grades k-8. Student

Success Planning was also discussed as being an important curriculum for our middle to high school students. This also has been an initiative at Ashford School for the past two years. Lastly they discussed Restorative Practices along with PBIS as being the way to address the at risk, or what they call at promise, population. It gave me a sense of pride to be part of a community and administrative team that whole heartedly embraces these initiatives and know we are further ahead than most in our state.

Personal and Professional Goals:

1. Plan and implement appropriate professional development for all faculty and staff in the areas of at risk population and those labeled with disabilities.
2. Continue to improve upon my leadership skills by attending conferences put on by national, state and local organizations to ensure the most accurate information and practices are put into place at Ashford School in the area of Special Education and interventions.
3. Learn to pay attention and demonstrate to others that I value their input and ideas. Use active listening, open-ended questions, body language, and eliminate distractions that get in the way of my ability to fully listen.

ASHFORD BOARD OF EDUCATION

NON-RESIDENT ADMISSION/TUITION

The Board of Education authorizes the Superintendent to accept non-resident students in the Ashford Public Schools in accordance with the criteria set forth in this policy.

I. General Provisions:

The following terms and conditions are to be used as guidelines when determining eligibility of non-resident students enrolling or continuing in Ashford Public Schools:

- A. The Superintendent or his/her designee may approve the enrollment or continuation of a non-resident student in attendance if class size and other considerations such as the availability of resources permit. Decisions regarding class size and/or the availability of resources shall be made by the Superintendent.
- B. The Superintendent or his/her designee shall not hire additional staff to permit enrollment of non-resident students under this policy.
- C. Non-resident students shall be assigned to whatever class the Superintendent or his/her designee deems appropriate.
- D. Non-resident student attendance shall be for one school year or less.
- E. Non-resident student attendance may be extended from year to year at the discretion of the Superintendent or his/her designee.
- F. This policy does not obligate the Board of Education to provide special education programs or services or create unique programs for students. If a non-resident student is enrolled or continued in the Ashford Public Schools, and such student is eligible for services under the Individuals with Disabilities Education Act ("IDEA"), the Ashford Public Schools shall not act as the local education agency for such child. In instances where special or additional services are provided for a non-resident student, a supplemental tuition or fee may be charged based upon the actual costs associated with providing the special or additional services.
- G. Parents enrolling their children in the Ashford Public Schools shall be required to execute a written contract with the Board, in a form satisfactory to the Superintendent of Schools. In the event that a student's school district of residence is providing full or partial financial support for the student's attendance

at the Ashford Public Schools, a written contract with the school district of residence is required prior to enrollment.

H. Application for initial enrollment shall be made in writing on a form supplied by the Superintendent or his/her designee.

I. Application for continued enrollment shall be made on an annual basis, in writing on a form supplied by the Superintendent or his/her designee.

J. All non-resident students or their parents or guardians, or the school district of residence, shall provide necessary transportation to and from school.

K. A non-resident student's continuation in the Ashford Public Schools will be contingent upon the student's compliance with all applicable rules and regulations of the Board of Education, satisfactory academic progress, and the availability of staff and school resources. The Superintendent or his/her designee may terminate the non-resident student's enrollment at any time where, in his or her opinion, continuation is not in the best interest of the school system or the student. In the case of a disciplinary disenrollment, the Superintendent shall provide the student with notice of the charges and an opportunity to be heard. The Superintendent's decision regarding disciplinary disenrollment shall be final, and a Board of Education hearing is not required prior to such termination.

L. Notwithstanding the foregoing, if the application of this non-resident student admission policy conflicts with the Board of Education's obligations under the McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 *et seq.* or applicable state or federal law, the Board of Education shall act in a manner consistent with its obligations thereunder.

Only non-resident students who meet the criteria set forth in this policy may enroll or continue in enrollment within the Ashford Public Schools.

II. Tuition Students:

A. Tuition or additional fees, if applicable, must be paid in advance on or before the first day of the school year, and on or before January 1st. In the event a student withdraws or is terminated from enrollment in the middle of the school year, pro-rata fees will be refunded. Tuition may be paid by the school district of residence or by the parent(s)/guardian(s) of the non-resident student, pursuant to the written contract requirement referenced above.

B. An annual tuition rate shall be set by the Board of Education. Students requiring additional educational services may be charged additional fees based on the cost of the services provided.

III. Waiver of Tuition for Certain Students:

Upon written parental request, if the general conditions above are met, non-resident students may be allowed by the Superintendent of Schools in his/her discretion to attend Ashford School without tuition under one or more of the following conditions:

A. A student whose parent or legal guardian purchases or leases property in Ashford and expects to occupy such property within **[time period]** will be allowed to register in the Ashford Public Schools, provided that the sufficient documentation is provided, as determined by the Superintendent.

B. A student whose parent or guardian moves from Ashford during the last **[time period]** of the school year will be permitted to finish the school year, with written permission of the Superintendent of Schools.

C. A student whose parent or guardian has moved from Ashford may continue in the Ashford Public Schools until the end of the current marking period with the written permission of the Superintendent of Schools.

IV. Children of Certified Staff Members:

The Superintendent of Schools or his/her designee may permit a non-resident certified staff member to enroll his/her child or children in established programs within the school district, as long as any such child is eligible for admission under the general provisions of this policy, set forth above at Section I.

In the event that class size and other considerations such as the availability of resources as determined by the Board limit the number of children of certified staff members that may be permitted to enroll at a particular grade level, the children of certified staff members shall be accommodated on a first come, first serve basis, with preference being given to those children already enrolled within the district schools or programs.

Any non-resident certified staff member who elects to enroll his or her child in the Ashford Public Schools shall receive a per child credit, as set by the Board on an annual basis. Any additional charges for the child of a certified staff member shall be the sole responsibility of the certified staff member.

All fees must be paid in advance on or before the first day of the school year, and on or before January 1st. In the event a student withdraws or is terminated from enrollment in the middle of the school year, pro-rata fees will be refunded.

The Board of Education, in its discretion, reserves the right to terminate or amend the non-resident attendance benefit for certified staff members, at any time.

V. Review of Policy:

The Board of Education shall review this policy on an annual basis.

9/11/17

Dear Dr. Longo,

This letter is to formally notify you that Pratt and Whitney has fulfilled their obligation to me. Therefore effective on September 14, 2017, I resign from my position at Ashford School.

Thank you for the opportunities you have provided to me during my time at Ashford School.

Respectfully,

Ryan Rupert