

Ashford Board of Education  
Ashford, Connecticut

Special Meeting Agenda  
October 12, 2017  
**7:00 pm**  
Ashford School  
District Office Conference Room 14

1. Call To Order
2. Communications
3. Approval of Regular Meeting Minutes: 09/21/2017
4. New Business
  - a. Staff Resignations
  - b. Staff Appointments
  - c. CABA Convention Deadline
5. BOE Subcommittee Worksessions (7:30 pm – 8:15 pm)
  - a. Building & Grounds (Conference Room)
  - b. Long Range Planning (Superintendent of Schools Office)
6. Subcommittee Worksession Summary to Board
7. 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 9/21; resignations/resumes

Ashford School Readiness Council  
September 27, 2017  
Ashford School Library  
Minutes

1. Call to order /attendance – the meeting was called to attendance at 3:30 pm. In attendance were: Troy Hopkins, Jadey Longo, Maribeth Stearns, Sara Dingler, Ginger Lusa, Sharon Kozey
2. Grant updates
  - A. School Readiness – Ashford was awarded the grant but due to the State budget issues, only the first quarter of the funds are available per an executive order from the Governor. Sharon distributed copies of feedback received from the State on the grant application to those present. The group discussed the feedback and will plan to address each concern specifically in meetings to follow. Sharon presented the new Site Visit Form which will be utilized at quarterly site visits.
  - B. Enhancement – Ashford was awarded the Enhancement grant which proposed the purchase of new, accessible playground storage unit. It will be purchased upon receipt of the entire grant award.
3. Budget – The budget for FY18 was distributed to all present. A report from finance was also distributed showing current expenditures; salaries, a field trip to Hurst Farm, and supplies.
4. Programs for the 2017-2018 School Year – PreK and K held an open house and meet and greet for incoming students and their families. Prek and K teachers, and K paraprofessionals attended to meet the students and families. PreK will have its annual information night in early November. All other programs are on hold until funding is received.
5. CDA – two paras have CDA’s expiring in January. They are underway toward their renewals and have almost all met the required training hours. Plan is to have everything completed and submitted by early December. They are scheduled to attend a training by Bureau of Education and Services for the Blind on October 12<sup>th</sup>.
6. Announcements/Other –The group went and looked at the updates made to the playground which corrected problems with erosion and safety as funded by last year’s Enhancement Grant.
7. Adjournment – the meeting adjourned at 4:30 pm. Next meeting is October 25.

Ashford Board of Education  
Meeting Minutes – September 21, 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**

Secretary K. Warren called the meeting to order at 7:07 pm. Present were members J. Lippert, L. Donegan 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 were board members J. Calarese, J. Rupert and K. Rourke Present in the audience was AEA co-president J. Horn, J. Zotti, N. Rice and D. Atkinson.

**Persons to be Heard**

**a. Comments Concerning Items on the Posted Agenda**

None

**Communications**

Dr. Longo reported that a routine tap water test sample taken in August showed slightly elevated levels of lead at one location. As required, further samples were collected, resulting in results that are within acceptable levels. The original samples were collected during summer recess at a time when water use in the school is minimal. All notification requirements will be addressed by sending home a letter to families and posting this notice on the school website.

**Approval of Minutes: 09/07/2017**

**Motion by J. Lippert to approve the regular meeting minutes of 09/07/2017, seconded by L. Donegan and carried unanimously.**

**District Administrative Reports to the Board (Superintendent, Business Manager)**

- Dr. Longo briefly reviewed his report and discussed committee assignments and the charge of the committees in the development of long range plans and capital plans. To accomplish this goal, the first meeting of each month would be limited to necessary business and then committee break out sessions. Goals will be discussed at the 2<sup>nd</sup> October meeting.
- L. Dyer distributed the current budget report dated 9/21. There has been limited spending to date. Mrs. Dyer will plan to attend the next board of finance meeting.

**Administrative Reports (Principal, Asst. Principal, Director of Pupil Personnel, Cafeteria)**

- Mr. Hopkins reviewed the principals report, noting that two staff members have completed the National Geographic Educator Certification program, and that teacher Rebecca Aubrey, was named a semifinalist for state Teacher of the Year. Dr. Longo reported he had received a phone call from the state congratulating Ashford on having a teacher of the year finalist. After school clubs have started for the trimester.
- Mr. Dukette summarized his report to the board. The upcoming October teacher workshop will focus on writing. Curriculum work on social studies, music, band and art should be finalized this year, and other curriculum work has begun in grades 4,6 and 8. Gifted and Talented PPT meetings will be held soon to identify eligible students. Community Service Day will be held on 9/30 with Ashford School students working with Eastern CT State University students at Pompey Hollow Park, the Senior Center and at Ashford School.
- Mrs. Ford reported that Ashford met all state audit requirements for compliance with writing and monitoring progress of Individualized Education Plans (IEP). This is a complicated task and she thanked her assistant, Catherine Klessner, for her hard work in achieving 100% compliance. Referrals to special education have decreased, in large part due to the success of the Student Intervention Team (SIT) meeting process. Mrs. Ford commented that she had attended the state Director meeting and noted that Ashford is ahead of many other districts as we have already implemented many of the best practice programs that were discussed at that meeting.
- By mutual agreement, the cafeteria report will be tabled until the second October meeting.

**New Business**

**a. First Reading: Series 5000 Non-Resident Student Tuition Policy**

A non-resident student Admission/Tuition policy was prepared by counsel and provided in the board packet. The policy will be on the agenda for second reading at the second October meeting.

The policy distribution led to discussion of agenda item 8b. *Certified Staff Memorandum of Agreement – Non-Resident Student Tuition Credit.*

Dr. Longo met with the AEA co-presidents to review and edit the MOA. A revised MOA was distributed and its content reviewed for inclusion of changes to the original MOA discussed at a prior meeting.

**Motion** by L. Donegan to approve the Memorandum of Agreement concerning Certified Staff Non-Resident Tuition Credit as presented, motion seconded by M. Matthews and carried unanimously.

**Old Business**

**a. Tech Ed Space Renovations and Facility and Maintenance Update**

Connection to the existing heating unit was successful with one of the ceiling units needing to be relocated per the town building official. Dr. Longo has contacted the first selectman requesting use of unexpended educational funds to complete this task. The cost is estimated to be \$3,900. The fire marshal has inspected the facility and we have received certification.

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

Addressed earlier in the meeting based on relevance to the policy presented.

**c. Staff Resignation**

Dr. Longo received an email from Ryan Rupert confirming his resignation effective 9/14/17.

**Motion** made by M. Matthews to accept with regret the resignation of Ryan Rupert. Motion seconded by J. Lippert and carried unanimously.

The board wishes Ryan well in his new career.

**d. Custodial and Maintenance Work Schedule**

By mutual consent of the membership present this item was tabled.

**Next Meeting Date/Agenda Items**

The next regular meeting date of 10/5 conflicts with E.O. Smith open house, the board will cancel this meeting and hold a special meeting on 10/12. Agenda items for the 10/19 meeting will include goals, facility update, facility use policy regulations, budget.

**Second Opportunity for Public Comment**

None

**Motion** to adjourn the meeting (8:12 pm) made by M. Matthews, seconded by J. Lippert and carried unanimously.

Recorded by:

Jennifer Barsaleau, Recording Secretary

Kristina Hopkins  
205 Vernon Avenue, Apartment 169  
Vernon, CT 06066

James Longo  
Superintendent  
Ashford School District  
440 Westford Road  
Ashford, CT 06278

September 21, 2017

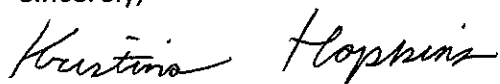
Dear Mr. Longo,

Please accept my resignation from my position as a school psychologist at Ashford School. My last day will be October 20, 2017.

It has been a joy to work with the students and staff in this community, and the administrative team has constantly endeavored to support me during my tenure with this school district. I wish everyone at Ashford School the best, and I will miss them.

Please let me know if I can be of any assistance during this transition.

Sincerely,

A handwritten signature in cursive script that reads "Kristina Hopkins".

Kristina Hopkins

cc: Cynthia Ford, Director of Pupil Services, Ashford School

# Emily R. Deliberto

153 Brookview Dr. • Vernon, CT 06066 • Cell: (860) 301-2847 • Email: emily.deliberto@gmail.com

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## Education

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- 2016      **Professional Sixth Year Certificate**  
Major: School Psychology  
NASP Approved/NCATE Accredited Program.  
University of Hartford. West Hartford, CT
- 2015      **Master of Science Degree**  
Major: School Psychology GPA 3.96  
Specialty: Clinical Child Counseling  
NASP/NCATE Approved Program. University of Hartford. West Hartford, CT
- 2010      **Bachelor of Arts**  
Major: Psychology, GPA 3.54  
Minor: Art: Drawing & Illustration  
Central Connecticut State University. New Britain, CT

## Credentialing

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**Connecticut Initial Educator Certificate** [June 2016]  
Connecticut Department of Education

## Professional Experience & Training

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- 2016-Present      **School Psychologist: McAlister Intermediate School**      Suffield, CT
- Supervisor: Natalie Donais
  - Conducting psycho-educational evaluations and collaborating on functional behavior analyses and behavior intervention plans.
  - Providing special education counseling services for students 3<sup>rd</sup> - 5<sup>th</sup> grade targeting but not limited to behavior regulation, emotional regulation, social skills, and executive functioning. Conducting social-emotional intervention groups. Collaborating with teachers on implementing tiered social-emotional strategies. Frequent consultation and collaboration with families.
  - Supporting students through de-escalation strategies and physical intervention as needed with the crisis response team.
- 2015-2016      **Internship Training: Wells Road Intermediate School**      Granby, CT
- Supervisor: Heidi MacDonald, Ph.D.
  - Gained experience with children in 3<sup>rd</sup> through 6<sup>th</sup> grade in special education and regular education. Core responsibilities included conducting comprehensive psychological assessment and independently providing group and individual counseling services. Additional responsibilities included interventions for classroom management, individual behavior management, and consultation with families and staff.

# Emily R. Deliberto

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- 2014-2015      **Practicum Training: Cromwell High School.**      Cromwell, CT
- Supervisor: Kara Kelaita, M.S., Sixth Year
  - Gained experience working with an adolescent population in both special education and regular education. Core responsibilities were comprehensive psychological evaluations, including projective assessments and counseling services. Related experiences included crisis intervention, risk assessment, consultation with parents, teachers and administrators.

## Professional Competencies and Skills

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### ASSESSMENT

- Cognitive Assessment: WISC-V, WPPSI-IV, WAIS-IV, WJ-IV, TOMAL-2, KABC-2, NEPSY-2
- Behavioral Assessment: BASC-3, BRIEF, CEFI, ASRS, GARS-3, ABAS-3, Vineland 2, Conners 3, SSIS
- Personality/Social Emotional Assessment: Sentence Completion, TAT, House-Tree-Person

### COUNSELING

- Individual Counseling: ADHD, Anxiety, Bereavement, Depression, Executive Functioning, ODD,
- Group Counseling: Social Skills, Executive Functioning, Emotional/Behavior Regulation, Divorce
- Counseling Curricula: Zones of Regulation, Superflex, Simon Says Pay Attention, Jellybean Jamboree

### CONSULTATION

- Family/Parent Consultation
- Teacher/Administrator Consultation

## Professional Work Experience

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- 2011 – 2014      **Head Teacher & Program Specialist**      Cromwell, CT
- Roberge Early Learning Center
- Designed and implemented an early childhood curriculum for children of 1-3 years. Curriculum included activities to promote cognitive, physical, social and emotional development. Parent communication was essential to this position.
  - Worked with children from infancy to school aged. Gained experience with children with speech difficulties, behavioral concerns, autism, and undergoing familial stressors, such as divorce.

## University Work Experience

- 2015 – 2016      **Teaching Assistant, University of Hartford**      West Hartford, CT
- Worked with Dr. Natasha Segool for graduate levels courses: Introduction to Counseling & Psychotherapy and Advanced Counseling Techniques. Responsibilities included providing feedback for school psychology graduate students in mock counseling cases and acting as a mentor.
- 2014 – 2015      **Research Assistant, University of Hartford**      West Hartford, CT
- Worked as part of a team for Dr. Natasha Segool. Responsibilities included literature reviews, data entry, and qualitative data analysis.

# Emily R. Deliberto

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2009 – 2010

**University Intern, Ronald McDonald House**

New Haven, CT

- Worked with families with children undergoing significant medical treatments.
- Provided comfort to children and families, engaged in basic art therapy and medical play with young children

## Undergraduate Work Experience

2006 – 2010

**Assistant Teacher**

KinderCare Learning Center

Rocky Hill, CT

- Provided care and education primarily to 2-year-old children. Also worked with children from infants to 12 years of age. Experience with children with autism, behavioral, hearing and speech disabilities.

## Professional Memberships

- National Association of School Psychologists (NASP)
- Connecticut Association of School Psychologists (CASP)

## References

### **Heidi MacDonald, Ph.D.**

School Psychologist: Wells Road Intermediate

Phone: (860) 844-3048 ext. 6323

Email: macdonaldh@granby.k12.ct.us

### **Karen Carpenter-Snow**

Principal: McAlister Intermediate School

Phone: (860) 668-3830

Email: kcarpenter@suffield.org

### **Meghan Bloniasz, M.S.**

Resource Teacher: Joshua Center, Mansfield

Phone: (603) 769-7326

Email: megan.bloniasz@hhchealth.org

### **Jack Ferraro**

Assistant Principal: McAlister Intermediate School

Phone: (860) 668-3830

Email: jferraro@suffield.org

### **Natalie Politikos, Ph.D.**

Professor, University of Hartford

Phone: (860) 768-4545

Email: politikos@hartford.edu

### **Kara Kelaita, M.S., Sixth Year Cert.**

School Psychologist: Chamberlain School

Phone: (860) 832-5691

Email: kelaita@csdnb.org



# HANNAH REILLY

218 Woodland Rd Storrs CT 06268 | 860-208-3776 | hsr539@gmail.com

## Summary

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Enthusiastic young professional looking to help better her community. Flexible, adaptable, a quick learner, and always looking for a new challenge to conquer.

## Highlights

- 
- CPR certified
  - ServSafe certified
  - Familiar with common ASL
  - Focused and disciplined
  - Inventory management familiarity
  - Organized and clean
  - Works well with others
  - Familiar with prep and line work

## Accomplishments

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Have been selected for peer leadership programs at Johnson and Wales

Brought new and creative ideas to employers both in regards to the clients as well as organization and structure

Successfully maintained a high-paced work environment for consecutive 12hr shifts

## Experience

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### Direct support Professional

April 2017 - September 2017

Perspectives Corporation - North Kingstown, RI

Provided day to day support for clients with developmental or intellectual disabilities

Plan, transport, and facilitate activities for clients in the community

Complete daily hygiene and dietary requirements for each individual's specific needs

Complete state & company documentation requirements. As well as restraint training and CPR

Sarah Sairt, Site Supervisor, (401) 626-0473

### Sous Chef

August 2016 - April 2017

Parkside Rotisserie and Bar - Providence RI

Learned communication and management skills

Helped create and follow strict food cost control

Was in charge of building, maintaining, and filing schedules every week

Robert Cirillo (860)331-0003

**Line Cook**

Feb 2014 to August. 2016

**Olga's Cup and Saucer — Providence, RI**

Provided courteous and informative customer service in an open kitchen format

Consistently kept a clean and safe environment and work station

Ensured smooth kitchen operation by overseeing daily product inventory, purchasing and receiving

Head trainer of new employees

Worked sauté, expediter, and brunch (eggs, sauté, sandwich stations)

John Burt, Kitchen Manager, (401)256-2585

**Line Cook**

Jan 2013 to Feb 2014

**Coco Pazzo / English Cellar Ale House — Providence, RI**

Systematically tasted and smelled all prepared dishes, and observed color, texture and garnishes

Regularly developed new recipes in accordance with consumer tastes, nutritional needs, and budgetary considerations

Set up and performed initial prep work for food items pertaining to my stations

Worked fryer and grill stations

Ryan Keoff, Chef, (401-578-4295)

**Education**

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**Associate of Science, Culinary Arts**

2014

Johnson and Wales University — Providence, RI, USA

Courses in: Food Preparation, Kitchen Management, Patisserie and Confectionery, International Cuisine

**References**

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Chip Bradbury

Perspectives

(401) 369 2115

Coworker

Christina Mara

Perspectives

(401) 258 - 7042

Ashford Board of Education  
440 Westford Rd. Ashford, CT 06278

APPLICATION FOR EMPLOYMENT – NON-CERTIFIED POSITIONS

**NOTE:** All sections must be completed in order for this application to be considered. Please print clearly in ink or type and return this form to the Superintendent's Office. Incomplete applications will be rejected.

**APPLICANT INFORMATION:**

Ronald Jacqueline S  
Name: (Last) (First) (Middle Initial)

481 Westford Rd Ashford, CT 06278  
Address: (Number, Street, City, State, Zip Code)

Mailing Address (if different): \_\_\_\_\_

401-486-6471  
Contact Phone Number

eckert.jackie@yahoo.com  
E-Mail Address

**POSITION(S) FOR WHICH YOU ARE APPLYING (please check):**

☒ Paraprofessional    ☐ Cafeteria    ☐ Custodian    ☐ Clerical/Office  
☐ School Nurse\*    ☐ Bus Driver\*    ☐ Substitute: \_\_\_\_\_  
(specify: teacher, para, custodian, etc.)

\*Requires a valid license or certification issued by the State of Connecticut, please attach a copy to this application

**EMPLOYMENT HISTORY:** Please complete information concerning your employment history, starting with the most recent employer.

Employer	Address	Position Held	Dates of Employment
Ellington Board of Education	Ellington, CT	Para	9/2016 - present
Plus One	Providence, RI	Manager	8/2011 - 12/31/15
MediFit	Providence RI	Exercise Specialist	4/2010 - 8/2011
RS Reynolds		Territory Manager	11/2006 - 9/2009

**AVAILABILITY OF APPLICANT:**

Date available to begin employment: 2 weeks from date of hire

For substitute applicants, are you available to work full days? \_\_\_\_\_ half days? \_\_\_\_\_

**EDUCATION:**

Name of High School or College	State	Date(s) Attended	Area of Study	List Diploma, Degree or Certification Obtained
Ellington High School	CT	1989 - 1992		H.S. Diploma
Keene State	N.H.	1992 - 1993		
URI	RI	1994 - 1997	Exercise Science	B.S.

Ashford Board of Education  
440 Westford Rd. Ashford, CT 06278


**REFERENCES:** Please provide the name and contact information for three references who are not related to you or a member of your family.

Name	Address	Phone Number
Deb Bahlor	Tolland Stage Rd, Tolland CT	860-281-8371
Julie Rosalia	Windsor Locks, CT	860-558-2145
Tracy Thibert	Ellington CT	860-983-5339

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability(including pregnancy), genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

Connecticut Public Act 16-67 requires all applicants for employment by a local or regional board of education to submit to a background check prior to an offer of permanent employment. Forms A-1, A-2 and A-3 that follow this page must be completed and returned with this application. Employment by the Ashford Board of Education will be considered temporary in nature, pending the outcome of the background screening.

By signing below, I affirm that the information provided in this application is true and correct. I understand that if I knowingly provide false information or fail to disclose the information requested, I shall be subject to disciplinary action by the Ashford Board of Education that may include denial of employment.

  
\_\_\_\_\_  
Signature of Applicant

9/26/17  
\_\_\_\_\_  
Date

*The Ashford Board of Education is an Equal Opportunity/Affirmative Action Employer*



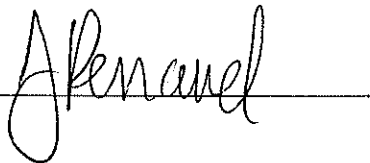
*Ashford Board of Education  
440 Westford Rd.  
Ashford, CT 06278  
860-429-1927*

**ACKNOWLEDGEMENTS REGARDING OFFER OF EMPLOYMENT FOR  
NON- CERTIFIED STAFF  
("Form A-3")**

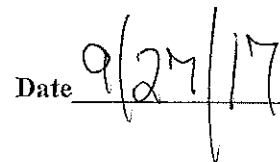
**Please sign and return one copy of this form to the Office of the Superintendent. An additional copy is enclosed for your reference.**

1. I hereby acknowledge and confirm that my employment with the **Ashford Board of Education** is on a temporary basis for a period not to exceed ninety (90) days, pending a review by the **Ashford Board of Education** of (a) the information I provided in the attached Employee Background Form ("Form A-1"), and (b) information and records provided by the employers listed in Section A of Form A-1 and the Department of Education, the disclosure and release of which I have authorized and to which I have consented in Section B of Form A-1.
2. I understand and acknowledge that I must submit to a records check of the Department of Children and Families child abuse and neglect registry established pursuant to Conn. Gen. Stat. § 17a-101k before I may be hired by the **Ashford Board of Education**. I further understand and acknowledge that, if warranted by the results of this records check and any additional information I may provide in response to the results of such check, the **Ashford Board of Education** shall terminate my employment.
3. I understand and acknowledge that I must submit to state and national criminal history records checks within thirty (30) days from the date of my employment with the **Ashford Board of Education**. I further understand and acknowledge that decisions regarding the effect of a conviction on my further employment with the **Ashford Board of Education** will be made on a case-by-case basis. I further understand and acknowledge that if the **Ashford Board of Education** receives notice of a conviction of a crime which I have not previously disclosed to the **Ashford Board of Education**, the **Ashford Board of Education** may terminate my employment contract in accordance with the provisions of Conn. Gen. Stat. § 10-151.
4. I understand and acknowledge that if I knowingly provide false information or knowingly fail to disclose the information requested in Form A-1, I shall be subject to discipline by the **Ashford Board of Education** that may include (a) denial of employment or (b) termination of my employment contract in accordance with the provisions of Conn. Gen. Stat. § 10-151.

Signature



Date



**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 7<sup>th</sup> 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

[illegible]



throughout the school year by the addition of projects for 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

<p>Study”</p> <p>Year Three (2019-2020):</p> <ul style="list-style-type: none"> <li>Continued support and refinement of use of “Units of Study”</li> </ul> <p><b>C. Data:</b></p> <p>Year One (2017-2018):</p> <ul style="list-style-type: none"> <li>Improve our program that provides a system for use in tracking student achievement, behavior and other relevant data.</li> <li>Use Professional Learning Committee (PLC) structure to assess data in order to provide individualized instruction, ensure quality and consistency of instruction across grade-levels and throughout the school</li> <li>Use data to inform team meetings, professional development and teacher evaluation.</li> <li>Use data to respond to student performance through revised instructional practices individually designed for each student.</li> </ul> <p>Year Two (2018-2019):</p> <ul style="list-style-type: none"> <li>Teachers individually continue to utilize data to individualize instruction, ensure quality and consistency of instruction across grade-levels and throughout the school</li> </ul> <p>Year Three (2019-2020):</p> <ul style="list-style-type: none"> <li>Include individualized instruction within teacher evaluation</li> </ul> <p><b>D. Transportation:</b></p> <ul style="list-style-type: none"> <li>Annually review effectiveness of bus camera and navigation systems</li> <li>Annual bus driver training on bus discipline, and student safety.</li> <li>Annually review routes annually to seek economies through consolidation of routes</li> </ul> <p><b>E. Transition to High School</b></p> <p>Year One (2017-2018):</p> <ul style="list-style-type: none"> <li>Region 19 meeting consisting of all interested principals and Superintendents to discuss plans for high school transition</li> <li>Create a sub-committee for long-term planning of high-</li> </ul>	<p>C. No Costs</p> <p>D. Driver professional development is approximately \$500 per session</p> <p>E. Cost of substitutes for any staff members on long-term planning OR Student Success Planning committee</p>
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school transition

- 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

F. No additional cost anticipated

G. \$1500

best practices are continued to be practiced

Year One (2017-2018):

- Develop a school plan and professional development handbook
- Directly tie all professional development to the vision, mission, and goals

Year Two (2018-2019):

- 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

Year Three (2019-2020):

- 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

H. \$400

## **H. Climate and Culture**

Year One (2017-2018)

- 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.

Year Two (2018-2019):

- Increase teacher-capacity for engaging with and having a positive impact on school climate

Year Three (2019-2020):

- Refine plan to ensure positive climate leads to positive culture

I. Year Two: \$95,000

## **I. Staffing**

Year One (2017-2018):

- Reallocate current staff to best serve the needs of the school and based upon allocated funding

Year Two (2018-2019):

- Propose restoration of Grade 5-8 Math Interventionist position
- Propose addition of Part-Time Facilities Manager

Year Three (2019-2020):

- Consider staffing to make technical education available

J. \$5000

to our students

### **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