

Ashford Board of Education
Ashford, Connecticut

Meeting Agenda
December 21, 2017

7:00 pm
Ashford School
District Office Conference Room 14

1. Call To Order
2. Communications
3. Opportunity for Public Comment
4. Approval of Minutes: 12/07/2017
5. District Reports (Superintendent, Business Manager, Director of Special Ed)
6. Administrative Reports (Principal, Asst. Principal)
7. New Business
 - a. Annual Review of Bicknell Trust
 1. Determine Number and Denomination of Scholarship Awards
 - b. Staff Appointment
 - c. Authorization for Custodial Department Position
 - d. First Reading: Policies Revised by Counsel
8. Old Business
 - a. FY 18 Budget
9. Next Meeting Date/Agenda Items
10. Second Opportunity for Public Comment
11. Review Content of Superintendent Evaluation Instrument (Executive Session Anticipated)
12. 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 12/07/2017; District & Admin Reports; Bicknell Trust Statement; Resume(s); Policy Summaries/Redlines

Ashford Board of Education
Regular Meeting Minutes – December 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. Lippert called the meeting to order at 7:13 pm. Present were members M. Matthews, L. Donegan, J. Calarese, S. Gamache and J. Urban. Also present were Dr. J. Longo, Superintendent, Principal T. Hopkins, Business Manager L. Dyer and recording secretary J. Barsaleau. There were several people in the audience (list attached). Unable to attend was board member K. Warren.

The meeting was relocated to the Library/Media Center to accommodate audience seating.

Motion made by M. Matthews to add to the agenda Building and Grounds Committee meeting summary. Motion seconded by L. Donegan and carried unanimously.

The Building and Grounds committee met prior to the start of this meeting. Guests were Andrew Brydges of Eversource Energy and Michael Sorano of Friar & Associates Architecture. Recent facility study and energy audits were reviewed and assessed for viability. Mr. Brydges shared energy savings that may be obtained for electricity driven systems and lighting, and the availability of 0% financing opportunities up to \$500,000 for energy improvements. There is a four-year payback and no extra out of pocket costs with the savings that would be obtained in electricity costs by application of improvements. There are no oil related savings available, however certain electrically based components of oil fired boilers may be covered. He recommended that a request for proposals (RFP) audit be prepared identifying incentives and solicited to three engineering vendors.

Mr. Sorano stated that electric pumps associated with the oil-fired boilers could be included in the financing that Mr. Brydges spoke of. However, the current boilers at Ashford School are older and inefficient. He stated the first course of action would involve capital expense and that maximum energy savings would be realized by boiler replacement. More information concerning a payback period will be forwarded.

Dr. Longo asked what the recommended borrowing amount would be if based only on savings driven by electric based improvements and if engineering fees would be covered. Mr. Brydges estimated a maximum of \$300K - \$400K and engineering costs would be eligible.

Communications

J. Lippert received a communication from the Town Treasurer asking all boards and commissions to have their FY 19 budget requests submitted no later than January 10th.

FY 19 PUBLIC BUDGET INPUT

Maureen Caye shared concern about the ability of the school to sustain zero budget increases without cuts to staffing. She asked the board to please keep 3 teachers in place for next year's fourth grade class as they begin to prepare next year's budget. She asked about the dates for budget meetings going forward and stated she will be as involved as possible in these meetings.

Rebecca Haeger thanked the board for its hard work. She wished to share broad-spectrum concerns and desires. She stated her love for Ashford School and is "blessed to have her child in this school". She has discussed STEAM with members of the school community and while she is supportive, she is quite concerned about creating a better balance and feels the arts are neglected or minimalized and that independent functions like grammar and spelling are needed. She also spoke of concerns about student transition to E.O. Smith, little homework being assigned, alignment to high school curriculum and more basic and healthy foods in our cafeteria and expansion of offerings.

Kim Johnston echoed Mrs. Haeger's concerns about preparedness for high school and homework. Her child is taking honors classes at the high school and has struggled with the amount of homework that is assigned. She stated a preference for leveled classes.

Opportunity for Public Comment

Maureen Caye asked when the FY 19 initial budget draft would be ready. Dr. Longo and the board felt it would be ready in mid-January.

Kate Conway supported earlier statements made during the input session about STEAM balance concerns, expressed continued support for enrichment and cited need for more technology and study skills going into high school.

Approval of Minutes: 11/16/2017

Motion made by M. Matthews to approve the minutes of 11/16/2017. Motion seconded by J. Calarese and carried with one abstention (L. Donegan)

New Business

a. FY 19 Budget Planning

The FY 19 budget will begin as a mirror of the FY 18 budget. Any known contractual increases for FY 19 will be added to these numbers to determine a percentage increase. Dr. Longo addressed the board and audience inviting them to send an email or note with any items/topics for discussion of the FY 19 budget to him or to Jen Barsaleau.

Old Business

a. FY 18 Budget

Seth Lyman, fleet mechanic addressed purchase of handicap accessible vehicle. He said that he, the transportation coordinator and the Town have discussed purchase of a Ford Transit to address the needs for special transportation in lieu of a mid-bus. The vehicle is less costly than a traditional mid-bus and is easier to maintain. Operators of this type of vehicle do not need to possess a commercial driver's license, but do need an appropriate endorsement to transport students.

BOE Subcommittee Worksessions (7:30 pm – 8:15 pm)

a. Cafeteria

b. Finance

Both subcommittees began their worksessions at 8:15 pm. Cafeteria stayed in the media center and the Finance subcommittee moved to the district office conference room.

Subcommittee Worksession Summaries to Board

The Finance subcommittee session was attended by BOE members J. Lippert, J. Calarese and J. Urban, business manager L. Dyer and Dr. Longo. Items discussed were the FY 18 budget and brainstorming of ideas/options for the FY 19 budget.

BOE members M. Matthews, S. Gamache and L. Donegan attended the Cafeteria subcommittee session. In the audience were Troy Hopkins, Kate Conway and Rebecca Haeger. A menu was reviewed followed by discussions of processed foods, salad bars, farm to table, on site gardens, surveys of students and staff and more healthy snacks.

Next Meeting Date/Agenda Items

Bicknell Trust, custodial vacancy, policies amended by legislative action, board and superintendent responsibilities, Supt. Evaluation, high school transition and homework follow up.

Second Opportunity for Public Comment

Mr. Hopkins clarified that grade 7/8 students are receiving 25 hours of student success planning. Someone in the audience mentioned having a student liaison to the board. Kate Conway was happy to hear that student success planning is in place. She further stated that vital skills are necessary and homework should be meaningful if given and Ashford's students have great character.

L. Donegan reminded everyone of the Winter Concert at Ashford School on December 14th.

Motion to adjourn the meeting (9:11 pm) made by L. Donegan, seconded by M. Matthews and carried unanimously.

Recorded by:

Jennifer Barsaleau, Recording Secretary

Ashford BOE meeting - December 7, 2017

Donna Backhaus

Susan Eastwood

Madelyn Sherman

Lawrence Sherman

Dorey Hopkins

Rebecca Harger

Kimberly Johnston

Seth Lyman

Andrew Brydges - EverSource Energy

Michael Sorano - FNER Architecture

MAUREEN CAVE

Kate Conway + daughters

What Really Makes Ashford School a Very Special Place?

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

You might not think of it often, but most of us have fond memories of our days as an elementary school student. If you think about what you remember most about your childhood, particularly your days in elementary school, you might remember your favorite teachers, a few childhood friends, perhaps a classroom play you were in, or your middle school sports teams. Most of us have positive memories of extra-curricular activities from our school days, but when it comes to the academics, it is more likely that we remember the teachers than the lessons; the good teachers, the tough ones, the caring ones. However, if you had a difficult childhood, or lived through a family crisis, you might remember those who supported you, and stood by you, friends and teachers alike. For students with challenging childhoods the school is often a refuge, and a place where kind people care and nurture. At least, that is how I think it is supposed to be, and how it is at Ashford School. As a matter of fact, it is my belief that the most important aspect of our school is that it is a caring community, and knowing that many children and families have benefited from the support and the kindness that has become our school culture.

I am writing this article because the holiday season caused me to start thinking about our supportive climate in Ashford School. Particularly, just how many special fundraisers, events, and activities are presented to our students and their families to create this caring and supportive culture. I see on a daily basis examples of the staff at Ashford School showing genuine care and concern for our students, and I see how the Ashford School community rallies around an individual or family in a time of crisis. Beyond the many fundraising events and collections held on behalf of individuals or families in crisis that are carried out by staff members, there are also many individual acts of kindness and support that are baked into every day at Ashford School. Students know that there are adults that they can rely upon, talk to, or go to if they need help or just need a safe place to be. We teach and reward good citizenship, and consistently frown upon bullying or harassment of any kind.

As a Pre-K through grade eight school, we are there for multiple stages of child development, from late toddler through early teens. It is an awesome responsibility that we take seriously, and work hard to live up to. Like most elementary schools, Ashford School's PTO sponsors cultural arts assemblies and supports field trips, which is invaluable. Every grade, and every class has special events and trips designed to give students positive memories to nurture their growth and development supporting their curriculum and their learning. These events are designed to support good citizenship and a positive attitude towards each other.

Our school's approach to student behavior management is focused upon positive behavior supports and restorative justice rather than a punitive or punishment based system. Middle grade students are taught student success planning which is designed to help students understand that their decisions have consequences, and that they should think about that before they act. When you put all of these programs together it becomes a systemic approach to creating a community of thoughtful and positive students. During my training as an educator I learned that curriculum content is important, but what you need to learn and know changes as the world changes, so what is most important is to learn to enjoy learning, and to develop a creative mind with the ability to solve problems and work with others. That is what the positive culture and supportive, safe climate at Ashford School accomplishes. Our students receive a sound curriculum, but more importantly, they develop habits of mind that will serve as a foundation long after facts are forgotten.

The real difference that defines Ashford School is the behavior of our staff, outside of the curriculum or defined program descriptions. It is the caring, the kindness, and the call to action, whenever there is a crisis within the community that I am most proud of and believe is the best thing that we offer. The mindset that the solutions to most problems should incorporate shared responses of support is part of our daily approach to interacting with our students and their families. It is a special culture that took years to develop and perhaps we should celebrate this more often, and recognize this aspect of our school as the gold standard.

Director of Pupil Personnel Service Report

December 2017

Submitted by: Cynthia Ford

- **Legal Requirements:**

- Ongoing review of the ever-changing state and federal requirements.
- Continuing our Student Intervention meetings around SRBI(Scientific Research Based Intervention). There is a dedicated group of professionals who work very hard at devising plans to best meet our diverse student needs.

- **Professional Development:**

- Reviewing and revising how we as a school are working with our students that need extra support due to personal trauma in their lives. January 16th Professional Development day will have time devoted to discussing this topic.
- The “no tolerance” approach is no longer the acceptable practice and there is a very strong movement in our state and across the country moving towards the practices of child centered interventions for social emotional interventions.
 - Social emotional curriculum:
 - Second Step throughout our building
 - Student Success Planning
 - 7/8 has a dedicated time to provide advisory for our students.
 - Restorative Practices:
 - Currently in year two of implementing
 - Focus on intervention around finding students “lagging skills”. The idea of lagging skills came out of the research done by Dr. Ross Greene.

- **Staffing:**

- New School Psychologist has been doing a great job getting to know our students and families. She has jumped right in at assisting our community. Continuing to contract with Mrs. Marina Brand to assist with some of the school psychologist’s duties until we can fill the position. Very actively searching for a qualified individual.

Personal and Professional Goals:

- Plan and implement appropriate professional development for all faculty and staff in the areas of at risk population and those labeled with disabilities.
- 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.
- 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.



Highlighted Staff: Mrs. Deb Courtright, Special Education Teacher 4-8 Resource Room

- Deb has been a cherished and respected teacher here at Ashford School for 32 years
- Continues to have a growth mindset to meet the diverse needs of our students and is student centered in all her interventions and instruction
- Collaborates with teachers closely to ensure all needs are being met. In addition, she is an expert resource for the teachers she supports.
- Her students make extensive gains under her direct instruction in all areas
- Has a true interest and knowledge base around academic interventions especially in the area of reading
- The districts CPI trainer (Crisis Prevention Intervention). A true expert in non-violent interventions and de-escalation strategies that she shares with the staff. She is often sought out for her diverse knowledge of meeting the needs of all students
- Sits on our Climate committee and Wellness committee
- Sits on the Collaborative TEAM Committee
- District facilitator for TEAM (Teacher Education and Mentoring program) This is a new teacher training for the first two years of their career. Currently she is actively mentoring two new teachers.
- Runs a Moral and Ethical Responsibilities training for new teachers for the district
- Lead for our Crisis Team for the building. This is our team of responders to any assistance call for non-violent interventions and de-escalation strategies
- Summer School Coordinator for our Extended School Year program that is run at Ashford School during the month of July

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

Ashford School Goals (Summary)

1. Expand our Project-based learning practices
2. Ensure that all students have ownership
3. Enrich learning by including the habits of mind found in our mission statement
4. Enhance the effectiveness and creativity of our collegial work and learning

Climate – student climate survey of students in grades 4-8.

Questions	% Agree	% Disagree
I feel successful at school	89.8	10.2
I feel my school has a high standard for achievement	87.6	12.4
My school sets clear rules for behavior	86.4	13.6
Teachers treat me with respect	93.8	6.2
The behaviors in my class allow the teachers to teach	65	35
Students are frequently recognized for good behavior	70.6	29.4
School is a place at which I feel safe	87.6	12.4
I know an adult at school that I can talk with if I need help	89.8	10.2

Faculty Webpages

Please visit our faculty webpages to view the following information:

Welcome page

Teacher biography

Curriculum overview

Contact information

Special dates (field trips)

Class schedule (for homeroom teachers of grade PK-4 students)

Assignments (unless assignments are posted in an alternative way and the webpage includes a link)

Faculty Spotlights:

Carly Imhoff (8th year teacher)

Science Teacher (K-4)

Science Committee

Ashford School Council

NEA Fellow to represent the United States in South America – Summer 2018

Jason Learning Argonaut for Malaysia Biodiversity Blitz – identified over 30 new species

Traveled to Butane in Summer 2017 – “I plan to use Bhutan’s Happiness Index as a way to guide my lesson planning and increase engagement and joyful learning in the classroom.”

Kate Craven (4th year teacher)

Digital Technology Teacher

Writing Teacher

Writing Center

Daily Morning Show

Google Certified

Applicant for The Grosvenor Teacher Fellow (GTF) Program

Traveled to Germany through Fund for Teachers – “This fellowship pushed me beyond my comfort zone – speaking a foreign language, driving in a different country, learning to navigate between cultures

Carly and Kate Collaboration

Satellite Club with their colleague Dory Manfre – last year

Educator Space Camp – Summer 2017

National Geographic Certified Educators

National Geographic Explorers Program – paired with Explorer from South America

ARISS (Amateur Radio on the International Space Station) – 1 of 13 proposals chosen for phase II

Model United Nations Club

Global Learning – Partnership with Hanover, Germany

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

Curriculum and Instruction

- Social Studies Vertical articulation complete grades 5-8; work on grade 4 underway
- Social Literacy model for reading/social studies grades 4-6; eventually K-6.
- Identifying opportunities to provide students with exposure to Smarter Balanced exam
- Continuing focus on developing opportunities for student-centered learning

Student Motivation and Behavior

- More widespread use of restorative circles
- Monthly meetings with every grade level to maintain awareness of any behavioral issues
- Behavior Plans created with students to maximize outcomes

Communication

- 20+ calls home for positive office referrals

Spotlight Staff

Christine Marinelli- Grade one

- Mrs. Marinelli creates a unique family atmosphere for her students
- Her classroom is decorated from wall to ceiling with student work,
- She promotes a very student-centered classroom. When you enter the classroom, students are often working in stations, are self-directed and responsible for themselves
- Hosts students from upper grades, who come into her classroom to support the learning of the first graders
- Can be seen wearing festive clothing during holidays or school events
- During lessons, takes part in the learning activities with her students, providing excellent modelling and offering individualized, nurturing feedback to help her students improve

Spotlight Programs

Morning announcements-

- Students film the announcements every morning before school in a “student news” format
- The announcements are sent out to every classroom by 8:30
- The announcements provide multiple benefits to Ashford School:
 - Videography experience for students
 - Allows for spotlighting of fun learning experiences
 - Allows teachers to begin the day and show the announcements at their leisure
 - Pledge is filmed in different classrooms daily, allowing students to see their own classes “on TV.”
 - Creates an opportunity for parents to see the announcements on the website
 - Another example of the “STEAM” in Ashford School

Your portfolio summary - 183710 Bicknell Ashford Education Trust

Activity

	This period (\$)	Year to date (\$)
Beginning market value	121,064.92	115,516.20
Amount you deposited	0.00	0.00
Withdrawals and fees	0.00	-6,092.05
Security transfers	0.00	0.00
Change in account value	1,310.55	12,951.32
Market value on Nov 30, 2017	\$122,375.47	\$122,375.47

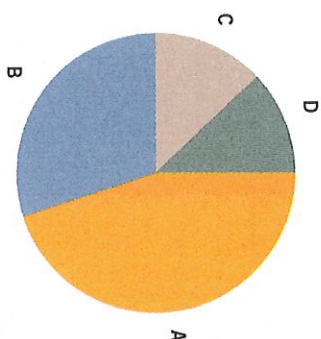
Income earned

	This period (\$)	Year to date (\$)
Taxable income	126.17	1,631.11
Tax-exempt income	0.00	0.00
Tax-deferred income	0.00	0.00
Total income earned	\$126.17	\$1,631.11

This summary is for your reference. It is not intended for tax-reporting purposes. Taxable income is taxable at the federal level and may be taxable at the state level. The market value of your portfolio on November 30, 2017 includes a realized capital gain of \$3,824.18. Gains may or may not be taxable based on the account type. Please tell your Financial Advisor right away if your financial situation or investment objectives change.

Asset allocation on November 30, 2017

	Market value (\$)	Percent
A Domestic Fixed Income	53,294.84	45%
B Domestic Equities	37,089.62	30%
C International Fixed Income	16,386.66	13%
D International Equities	15,034.62	12%
Cash & Equivalents	569.73	0%
Total of your portfolio	\$122,375.47	100%



Your account holdings on November 30, 2017

	Number of shares	Share price (\$)	Market value (\$)	Cost basis (\$)	Unrealized gain or loss (\$)	Estimated annual income (\$)
183710 Bicknell Ashford Education Trust						
<i>Domestic Equities</i>						
Large Cap Growth Fund (SELCX)	417.26	36.96	15,421.86	8,241.29	7,180.57	26.91
Large Cap Value Fund (TRMVX)	590.56	25.99	15,348.60	9,617.15	5,731.45	192.17
Small Cap Value Fund (SESVX)	118.72	27.22	3,231.45	2,068.10	1,163.35	16.00
Small Cap Growth Fund (SSCGX)	87.72	35.20	3,087.71	1,329.37	1,758.34	0.00
Total Domestic Equities			\$37,089.62	\$21,255.91	\$15,833.71	\$235.08
<i>International Equities</i>						
International Equity Fund (SEITX)	905.24	11.59	10,491.72	6,797.06	3,694.66	98.49
Emerging Mkts Equity Fund (SIEMX)	358.84	12.66	4,542.90	2,640.73	1,902.17	27.42
Total International Equities			\$15,034.62	\$9,437.79	\$5,596.83	\$125.91
<i>Domestic Fixed Income</i>						
Core Fixed Income Fund (TRLVX)	4,038.00	11.26	45,467.90	43,009.13	2,458.77	1,068.46
High Yield Bond Fund (SHYAX)	1,078.09	7.26	7,826.94	7,869.86	-42.92	438.03
Total Domestic Fixed Income			\$53,294.84	\$50,878.99	\$2,415.85	\$1,506.49
<i>International Fixed Income</i>						
Intl Fixed Income Fund (SEFIX)	1,007.95	10.23	10,311.36	10,491.03	-179.67	172.86
Emerging Mkts Debt Fund (SITEX)	584.16	10.40	6,075.30	6,029.56	45.74	252.28
Total International Fixed Income			\$16,386.66	\$16,520.59	-\$133.93	\$425.14
<i>Cash & Equivalents</i>						
Government Fund (SEOXX)	569.73	1.00	569.73	569.73	0.00	4.94
Total Cash & Equivalents			\$569.73	\$569.73	\$0.00	\$4.94
Total for your portfolio			\$122,375.47	\$98,663.01	\$23,712.46	\$2,297.56



Details of your transactions

Date	Description	Amount (\$)
183710 Bicknell Ashford Education Trust		
November 1, 2017	Cash Receipt of Dividend Earned on Government Fund (SEOXX)	0.47
	Dividend from 10/1/17 to 10/31/17	
November 1, 2017	Purchased 0.47 Units of Government Fund (SEOXX)	-0.47
	Reinvestment of Income Received 10/31/17	
November 1, 2017	Cash Receipt of Dividend Earned on High Yield Bond Fund (SHYAX)	36.07
	Dividend from 10/1/17 to 10/31/17	
November 1, 2017	Purchased 4.928 Units High Yield Bond Fund (SHYAX) @ \$7.32	-36.07
November 1, 2017	Cash Receipt of Dividend Earned on Core Fixed Income Fund (TRLVX)	89.63
	Dividend from 10/1/17 to 10/31/17	

continued on next page

Details of your transactions (continued)

Date	Description	Amount (\$)
183710 Bicknell Ashford Education Trust (continued)		
November 1, 2017	Purchased 7.932 Units Core Fixed Income Fund (TRLVX) @ \$11.30	-89.63

Review this statement to ensure accuracy. If you find any errors or omissions, contact the Custodian through your Financial Professional in writing or by telephone within 30 days. This statement will be deemed binding after 30 days. A more detailed statement of these transactions may be obtained upon written request (pursuant to 12 C.F.R. 151.90).

Please contact your Financial Professional if there have been any changes in your financial situation or investment objectives, or to modify existing restrictions. The Investment Advisers Act of 1940 requires investment advisors to either 1) deliver annually to clients a complete updated ADV Part 2A or 2) deliver annually a summary of material changes to their ADV Part 2A and offer to provide the client with a complete updated ADV Part 2A. Should you receive a summary but would prefer a complete updated ADV Part 2A, please send a written request to your Financial Professional.

Your account is not insured by the Federal Deposit Insurance Corporation (FDIC) or the Securities Investor Protection Corporation (SIPC). While custody accounts are not insured by the FDIC, certain underlying assets held in some custody accounts, like bank CDs, and certain corporate debt covered under the Temporary Liquidity Guarantee Program, may carry FDIC insurance subject to FDIC rules. Unless otherwise indicated, your Fund holding is part of the SEI family of funds. The SEI Institutional Investments Trust is referred to as SIIT.

Valuations are from industry sources believed to be reliable, but are not guaranteed. Prices are provided as a general indication of market value and may differ from actual market prices or resale values. Assets which are not publicly traded may reflect values from external sources other than pricing vendors, and may be valued less frequently than other publicly traded securities. Assets for which a current value is not available may reflect at a nominal value of \$0.01 or another de minimus amount. Your investments may lose value. Certain securities may not be valued daily such as fixed income.

If you have purchased the RetireOne Transamerica II annuity for your IRA account, you will receive a supplemental custodial statement for this asset.

Custodian: SEI Private Trust Company (SPTC), Oaks, PA 19456-1099. If you are using our Personal Trust Services, SPTC may also be acting as a full discretion trustee, an investment directed trustee, or an agent for trustee for your account. SPTC is a wholly owned subsidiary of SEI Investments.

Stated performance returns are calculated at the Account level other than for accounts held through the SEI Managed Accounts Program, in which case performance returns are calculated at the sub-account level and no performance returns are provided for assets held outside of the co-advised strategy. Gross performance is calculated gross of taxes and gross of fees. Other performance return types are calculated net of the referenced fees or taxes. Manager Fees refers to fees charged by SEI Investments Management Corporation (SIMC) by contract when providing investment management services. Financial Professional Fees mean the fees of the Financial Professional Firm that is not affiliated with SIMC. The tax rate is assigned at account opening and may be subsequently adjusted upon instruction from your Financial Professional. Please contact your Financial Professional if you have questions.

Effective January 1, 2016, the SPTC account closing fee is \$75 plus any residuals less than \$5.00 at account closing.



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

Rec'd
10/21/17
(RB)

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:

Name: McGuire (Last) Robert (First) W. (Middle Initial)

Address: 15 Prospect Heights Stafford Springs CT 06076
(Number, Street, City, State, Zip Code)

Mailing Address (if different): P.O. Box 403

860-684-2142
Contact Phone Number

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
American Steel Bearings		Machine oper.	2016 - Present
Convel	Field Rd.	Machine oper.	2000-2016
Williams Fuel oil	Rt. 19 Stafford Springs CT	Truck Driver	1993-1999
Hamilton Standard	Windsor Locks	Machining op.	1980-1992

AVAILABILITY OF APPLICANT:

Date available to begin employment: 10/1/17

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
STAFFORD High	CT.	1976-1980	Ind. Arts	Diploma

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
Mike Perko	Chen. St. S.S. Ct.	860-221-9591
Bill Revetto	Stefford St. S.S. Ct.	
Ken McQuaid	Mayflower Hill Rd. S.S. Ct.	860 836 5705

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.

Robert McBain
Signature of Applicant

10/1/17
Date

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



MODEL POLICY CLIENTS SUMMARY OF POLICY RECOMMENDATIONS 2017

Introduction

This memorandum serves as a collective summary of the suggested revisions to local and regional board policies, regulations and accompanying documents that we have recommended as a result of laws from the 2016 legislative session that are effective with the 2017-2018 school year, new laws from the 2017 legislative session, as well as changes based on legal trends or best practices. The bases for our recommended changes to existing policies for each respective series are discussed below and all relevant forms and annual notices have been updated to reflect the changes outlined below. For access to these policies, regulations and accompanying documents, please visit our client portal and use the login and password with which you have been provided. If you need any assistance with your login and/or password, please contact Jade Tarca, jtarca@goodwin.com. If you have any questions about the policy revisions, feel free to contact Peter J. Maher, at pmaher@goodwin.com, or Christopher A. Tracey, at ctracey@goodwin.com.

Community/Board Operation (1000)

Non-Discrimination (Community)

This policy was revised based on Public Act 17-127. Public Act 17-127 prohibits discrimination by certain entities against an individual on the basis of his/her “status as a veteran.” The Act defines a “veteran” as “any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.” The list of protected classes in this Policy was updated to include veteran status. This policy was further revised based on guidance from the Office for Civil Rights in the United States Department of Education.

Personnel (4000)

Abuse or Neglect of Disabled Adults

This policy has been revised due to the dissolution of the Office of Protection and Advocacy for Person with Disabilities (“OPA”). Previously, reports of abuse or neglect of disabled adults were required to be made to OPA. Reports of abuse or neglect of disabled adults must now be made

to the Department of Developmental Services (“DDS”). The policy was updated to reflect this change and provide contact information for DDS.

Child Abuse, Neglect and Sexual Assault Reporting

This policy was revised to update internal references. No substantive change has been made to this policy.

Personnel (4000)

Criminal Justice Information (DISCONTINUED)

This model administrative regulation has been discontinued. The Department of Emergency Services and Public Protection has published its own model regulation on the storage and dissemination of Criminal Justice Information. Essentially, its model regulation directs districts to follow the latest version of the Federal Bureau of Investigations’ Criminal Justice Information Services (CJIS) Security Policy, currently available at https://www.fbi.gov/file-repository/cjis-security-policy-v5_6_20170605.pdf. The FBI Guidelines are specific to many different types of information technology system structures, and will vary based on whether a district, for example, owns its own servers or uses cloud-based services.

Employment Checks

This policy has been revised based on Public Act 17-68 and Public Act 17-220 . Public Act 17-68 requires applicants for employment in a school district to provide information about any prior employment at a nonpublic school, in addition to existing requirements to report other categories of prior employment. Public Act 17-220 defines the term “former employer,” as used in Conn. Gen. Stat. § 10-222c. The policy was updated to incorporate this new definition, which limits the applicability of certain provisions of the law to employment that occurred during the previous twenty years.

Non-Discrimination (Personnel)

This policy was revised based on Pubic Act 17-127. Public Act 17-127 prohibits discrimination by certain entities against an individual on the basis of his/her “status as a veteran.” The Act defines a “veteran” as “any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.” The list of protected classes in this Policy was updated to include veteran status. This policy was further revised based on guidance from the Office for Civil Rights in the United States Department of Education.

Students (5000)

Administration of Medications

This policy was revised to add optional provisions regarding the emergency administration of Naloxone (commonly known by the brand name Narcan) in the event of a suspected opioid overdose. Boards of education are not required to make Naloxone available in schools. In fact, there is no specific provision under Connecticut law exempting Naloxone from the requirements of Connecticut law and regulations regarding the administration of medications in schools (by way of comparison, the emergency administration of epinephrine is exempted). The State Department of Education has taken the position that schools may make Naloxone available in schools for emergency use, provided that the board of education adopts reasonable procedures governing its administration. We encourage boards of education to consider seeking legal counsel if they wish to make Naloxone available for emergency use, as additional legal considerations and/or requirements apply to a board of education's purchasing, maintenance, and administration of Naloxone.

Attendance and Truancy

This policy and accompanying administrative regulations have been revised based on Public Act 16-147 and Public Act 17-14. Public Act 16-147, which is effective August 15, 2017, removes the Family with Service Needs (FWSN) process as a response for schools to address truancy issues and further provides that the State will provide a truancy intervention models that must be used by districts with a (yet to be defined) disproportionately high rate of truancy by August 15, 2018. Public Act 17-14, effective July 1, 2017, removes in-school suspensions that are greater than or equal to one-half of a school day from the definition of "absence" for purposes of calculating chronic absenteeism rates.

Education Stability/DCF Procedures – NEW FORM

The federal Every Student Succeeds Act ("ESSA") requires that recipients of federal funding adopt procedures regarding the transportation of children in foster care. These new procedures comply with the requirements of the ESSA and applicable Connecticut law.

Graduation Requirements

This policy has been revised based on Public Act 17-42, which delayed the implementation of new high school graduation requirements so that the new requirements are effective with the graduating class of 2023. Public Act 17-42 also made revisions to the new graduation requirements and provides districts with additional flexibility in determining how to award students credits.

Health Assessments/Screenings

This policy has been revised based on Public Act 17-173 and Public Act 17-146. Public Act 17-173 revised Conn. Gen. Stat. § 10-214, which requires that a superintendent take certain actions when a student fails a vision screening administered by the school district. A superintendent must now, among other requirements, recommend to the parents of a child who fails a vision screening that the child be examined by a licensed optometrist or ophthalmologist. Public Act 17-173 also clarifies the types of screening devices that may be used to conduct vision screenings of students. Public Act 17-146 requires that boards of education report incidence of asthma among its students on a triennial basis. Previously, boards of education were required to report such information annually.

Homeless Students

As stated under the summary of changes to the model policy on Confidentiality and Access to Education Records (FERPA), Public Act 17-194, provides that unaccompanied youth -- a homeless child or youth not in the physical custody of a parent or guardian -- must be given access to his/her own education, medical, or similar records. This policy has been updated to include a legal reference to the Act, and the model administrative regulations accompanying the policy have been revised to reflect the Public Act 17-194's requirements.

Immunizations

This policy has been updated to reference the requirement in Conn. Gen. Stat. § 10-204a that a town pay for immunizations required for school attendance in the event that the parents or guardians of a child are unable to pay for such immunizations.

Non-Discrimination (Students)

This policy was revised based on Public Act 17-127. Public Act 17-127 prohibits discrimination by certain entities against an individual on the basis of his/her "status as a veteran." The Act defines a "veteran" as "any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard." The list of protected classes in this Policy was updated to include veteran status. This policy was further revised based on guidance from the Office for Civil Rights in the United States Department of Education.

Restraint and Seclusion

This policy and corresponding administrative regulations have been revised based on Section 5 of Public Act 17-220. That law revised the mandatory training requirements for physical restraint and seclusion by requiring such training only for members of a school's crisis intervention team, while permitting school districts to train other school employees who are not on a crisis intervention team. Previously, such training was required to be phased in over a

three-year period for all school professionals, paraprofessionals and administrators. The new law also clarified the membership of crisis intervention teams and requires districts to maintain a list of crisis intervention team members for each school.

Student Discipline

This policy has been revised based on Public Act 16-147 and Public Act 17-220, which revised the expulsion statute and added new requirements relating to expulsion notices and procedures and the alternative educational opportunity for expelled students. Public Act 17-220 also requires the State Board of Education to adopt standards for the provision of an adequate alternative educational opportunity for expelled students by August 15, 2017, which will include the kind of instruction and number of hours to be provided to such students. Other revisions to this policy include clarification of due process procedures for expulsion hearings. In addition, the model expulsion notice to parents and model stipulated expulsion agreement have also been revised.

Student Records (FERPA)

Revisions to this policy reflect the requirements of new legislation relating to student records. First, Public Act 17-194 expressly provides that unaccompanied youth may have access to their education records. Second, Public Act 17-68 expressly provides that incarcerated parents must be allowed access to their children's records except under certain circumstances. Third, Public Act 17-119 provides that attorneys who have been appointed to represent children during commitment hearing involving allegations of abuse, neglect or lack of care by a parent/guardian must be provided immediate access to the child to for the purpose of consulting with the child privately and must be provided immediate access to a number of records, including education records.

Further revisions to this policy reflect the provisions of Public Act 17-200, which delayed implementation of certain portions of Connecticut's Student Data Privacy Statutes, Conn. Gen. Stat. §§ 10-234aa through 10-234dd, until July 1, 2018, and clarified that school districts have two business days (as opposed to 48 hours) after receiving notice of a data breach from a consultant or operator to provide notice to families affected by such breach.

Finally, this policy has been revised to update the contact information for the Family Policy Compliance Office and to update the legal references.

Instruction (6000)

IDEA – Alternative Assessments

This policy has been updated to include references to the most current versions of the Connecticut Alternate Assessment (CTAA) Test Administration Manual and the CTAA & Alternate Science Learner Characteristics Inventory.