

Ashford Board of Education  
Ashford, Connecticut  
Meeting Agenda  
September 20, 2018  
**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: 09/06/2018
5. District Administrative Reports (Superintendent, Business Manager, Director of Pupil Personnel)
6. Administrative Reports (Principal, Asst. Principal)
7. New Business
  - a. Request Approval of Intermittent Family and Medical Leave
  - b. Authorization to Submit Primary Mental Health Grant Application (KARE)
  - c. Transportation Committee Report
8. Old Business
  - a. Curriculum Advisory Committee Update
  - b. Cafeteria, Recycling, Energy Efficiency Follow Up
  - c. FY 20 Budget Planning Follow Up
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](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: Aug 2018; Policy Revisions; Minutes 09/06/18; FMLA request; KARE Grant Info;



**MODEL POLICY CLIENTS  
SUMMARY OF POLICY RECOMMENDATIONS  
AUGUST 2018**

***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 the 2018 legislative session, as well as changes based on legal trends or best practices. We include in this memorandum any changes that have been made since April 2018. The bases for our recommended changes to existing policies for each respective series are discussed 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 Emma Hoff, [ehoff@goodwin.com](mailto:ehoff@goodwin.com). If you have any questions about the policy revisions, feel free to contact Peter J. Maher, at [pmaher@goodwin.com](mailto:pmaher@goodwin.com), or Gwen J. Zittoun, at [gzittoun@goodwin.com](mailto:gzittoun@goodwin.com).

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***Series 1000: Community/Board Operation***

**Non-Discrimination (Community)**

This policy was revised to remove references to genetic information under the Genetic Information Nondiscrimination Act of 2008 (“GINA”), Title II of the, Pub.L. 110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq., as the GINA applies only to employers and their employees.

Further, we updated legal references in this policy to reflect that the requirements of Public Act 17-127 have been codified at Conn. Gen. Stat. § 46a-58.

**Visitors and Observations in Schools**

We have revised the model policy concerning Visitors and Observations in Schools in accordance with the Connecticut State Department of Education’s March 2018 “Guidelines Regarding Independent Educational Evaluation at Public Expense and In-School Observations.”

***Series 2000: Administration***

*There have been no changes to the policies in Series 2000.*

***Series 3000: Business***

*There have been no changes to the policies in Series 3000.*

***Series 4000: Personnel***

**Abuse or Neglect of Disabled Adults (Reports of Suspected Abuse and Neglect of Adults with an Intellectual Disabilities or Autism Spectrum Disorder)**

The model policy concerning Reports of Suspected Abuse and Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder has been revised in accordance with Public Act 18-96. The Act adds licensed behavior analysts to the list of mandatory reporters, shortens the reporting period to no more than forty-eight (48) hours after there is reasonable suspicion of abuse or neglect, and clarifies that unsuccessful attempts to make a report during the weekend or a holiday shall not be a violation of the law under certain circumstances.

**Child Abuse or Neglect Reporting (Child Abuse, Neglect and Sexual Assault Reporting)**

We have revised the policy concerning Child Abuse, Neglect and Sexual Assault Reporting in accordance with Public Acts 18-17 and 18-67. Public Act 18-17 adds licensed behavior therapists to the list of mandatory reporters. Public Act 18-67 provides for the electronic filing of reports to the Department of Children and Families. Please note, however, that the provisions concerning electronic filing are not effective until October 2019. Some school districts may be involved in a pilot program concerning electronic filing through the Department of Children and Families between July 1, 2018 and September 30, 2019. In any event, the new statutory language provides that reports may be filed electronically or orally/in writing.

**Employment Checks**

The Employment Checks policy has been revised to address a new statutory exception to the applicability of the background check requirements for certain employees of an adult education program. The policy also includes other minor revisions for clarity.

**Plan for Minority Educator Recruitment**

We have made minor revisions to the Plan for Minority Educator Recruitment (previously the Plan for Minority Staff Recruitment), in accordance with Public Act 18-34. The Act imposes a

variety of requirements on the State Board of Education and other state agencies to enhance minority educator recruitment.

### ***Students (5000)***

#### **Administration of Student Medications in the Schools**

The policy concerning Administration of Student Medications in Schools has been revised in accordance with Public Act 18-185. This Act clarifies that students with life-threatening allergic conditions may possess, self-administer, or possess and self-administer medication at school under certain conditions. Further, the Act adds required training for bus drivers concerning the emergency administration of epinephrine to students with life-threatening allergic conditions.

#### **Attendance, Truancy and Chronic Absenteeism**

We have revised the policy concerning Attendance, Truancy and Chronic Absenteeism to provide an option for districts to refer truant students to a Youth Service Bureau. Referrals to Youth Service Bureaus may be made, with parent consent, after a district has exhausted all available options to solve problems of truancy and/or continuous and overt defiance of school rules and regulations.

#### **Drug and Alcohol Use by Students**

Revisions to the Drug and Alcohol Use policy have been made in accordance with Public Act 18-185, which permits students to possess and self-administer medication under certain circumstances. The revisions clarify that possession of medication in accordance with board policy is not subject to discipline.

#### **Food Allergies and/or Glycogen Storage Disease (Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease)**

We have made minor technical revisions to the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease based on Public Act 18-185 and typographical issues. Relative to this policy, the Act requires that the State Department of Education (“SDE”) to revise its guidelines concerning life-threatening food allergies and/or glycogen storage disease. Further revisions to our model regulation will be published once the SDE amends its guidelines.

#### **Health Assessments**

We have revised the model policy titled Health Assessments and Screenings in light of Public Act 18-168, which establishes a new requirement for oral health assessments of students who

initially enter public schools, and who are entering either grade six or seven and either grade nine or ten. Parents and guardians may provide for the oral health assessment, or schools may conduct such assessments under certain conditions. As with health assessments, schools are now required to inform parents and guardians if students are in need of further oral health testing or treatment based on the results oral health assessment. Significantly, schools cannot prevent a student from attending school for failure to submit to an oral health assessment. We have also added a model form to provide notice of free oral health assessment events.

### **Immunizations**

We have corrected the link to the current required immunizations and made additional clerical changes in our model Immunizations policy.

### **Restraint and Seclusion (Physical Restraint and Seclusion of Students and Use of Exclusionary Time Out)**

We have revised our model policy concerning the physical restraint and seclusion of students in accordance with Section 4 of Public Act 18-51. Through this Public Act, the General Assembly revises the definitions of “physical restraint” and “seclusion,” and adds a new definition of “exclusionary time out.” The Act requires that, by January 1, 2019, districts implement procedures for the use of exclusionary time out with students. The Act further clarifies that seclusion may only be used in emergency circumstances and may not be included in a student’s behavior intervention plan, individualized education program, or Section 504 plan.

### **Student Discipline**

We have revised the model student discipline policy in accordance with Public Act 18-31, which removes references to The Connecticut Juvenile Training School from Connecticut’s expulsion statute, Conn. Gen. Stat. § 10-233d. In addition, we have added our revised model individualized learning plan (ILP) to the student discipline document. The model ILP is also found in the *Notifications/Forms - State* folder on the client portal.

### **Student Records (FERPA)**

We have revised our model Student Records policy to conform to recent amendments to the student data privacy law under Public Act 18-125. We have also made additional revisions to clarify certain circumstances when districts may disclose educational records. In addition, we added Individualized Learning Plans to our optional record categorization system. Finally, we have included a model notification regarding required district websites with information relating to student data privacy contracts (see the summary for Student Data Privacy under *State Notifications*, below).

***Instruction (6000)***

*There have been no changes to the policies in Series 6000.*

***Federal Notifications/Forms***

**Guidelines for Independent Educational Evaluations**

We have revised our model Guidelines for Independent Educational Evaluations in accordance with the Connecticut State Department of Education’s March 2018 “Guidelines Regarding Independent Educational Evaluation at Public Expense and In-School Observations.” These Guidelines must be provided to parents or guardians who request an independent educational evaluation from the district. Please note that there are portions of the Guidelines that must be customized by the school district prior to providing them to parents or guardians.

***State Notifications/Forms***

**Individualized Learning Plan**

We have revised the model Individualized Learning Plan (ILP), required for all expelled students, to clarify who collaborated in the development of the ILP and add a section to document where the ILP will be maintained and to whom it will be distributed.

**Oral Health Assessment Notice (Notice of Free Oral Health Assessment)**

As explained above, we have developed a new model form to provide notice of free oral health assessment events.

**Student Data Privacy Notice**

In accordance with Public Act 18-125, local and regional boards of education are required to maintain an Internet website with information relating to contracts entered into with operators and consultants, as required by Connecticut law relating to student data privacy. The Act further requires boards of education to, on or before September 1<sup>st</sup> of each school year, electronically notify students and parents or guardians of the address of such Internet website.

Ashford Board of Education  
Regular Meeting Minutes – September 6, 2018  
7:00 pm  
Ashford School District Office Conference Room

*Note: Per CGS 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 exceptions of motions and votes recorded, the minutes are unofficial until they have been read and approved by a majority vote by the Board. Should edits be necessary, they will be made at a regularly scheduled meeting, noted in the meeting minutes, and so voted upon.*

**Call to Order**

Board Chair J. Lippert called the meeting to order at 7:02 pm. Present were members J. Urban, K. Warren, J. Calarese, S. Gamache, L. Donegan and M. Matthews. Also present were Superintendent J. Longo, Principal T. Hopkins and recording secretary J. Barsaleau. Present in the audience were R. Haeger and AEA co-president C. Busse.

**Communications**

- K. Warren noted that she had received communication concerning propane auto gas buses that are more efficient than conventional school buses. Members commented about the length of their children's bus rides to date.
- L. Donegan reiterated that a cost analysis of providing in-house transportation versus outsourcing has been discussed and should be done.
- J. Lippert read aloud a letter he received from retired teacher Susan Cunningham thanking the board for its gift and for their volunteerism to the community.

**Opportunity for Public Comment**

Mrs. Haeger said she was looking forward to hearing more about the curriculum committee. She also had some concerns about length of time on the bus and spoke with the transportation coordinator. She expressed thanks to the administration for calling early dismissals on extremely hot days. She inquired about follow up to the alumni survey response.

**Approval of Minutes: 07/19/18; 08/16/18**

***Motion made by J. Urban to approve the regular meeting minutes of 07/19/18, with the following amendments:***

- Add quotation marks to "Search Committee Update" under Old Business, beginning at the start of the third sentence and ending at the sentence ending with the word *sterling*.

***Motion seconded by J. Calarese and carried as amended with two abstentions (L. Donegan, M. Matthews).***

***Motion made by M. Matthews to approve the regular meeting minutes of 08/16/2018, motion seconded by L. Donegan and carried with two abstentions (J. Lippert, S. Gamache).***

**Opening of School Report (Administrative Team)**

Mr. Hopkins distributed a report from the members of the administrative team summarizing professional development plans, cafeteria recycling, change to school-wide PBIS for the new school year. Mr. Dukette is organizing a "Day of Caring" community outreach to be held on 9/29. Members of the BOE were invited to participate and to suggest locations that might benefit from a service project.

**New Business**

**a. Staff Appointments**

Dr. Longo and Mr. Hopkins reported that interviews were held for the 20-hour custodial position that was vacant at the end of last school year. They recommend the appointment of Joel Ocasio to this position. A temporary driver position was posted to help cover additional runs, trips, and to substitute for other drivers. The transportation coordinator spoke with three individuals who expressed interest and recommends Steven Mocek to this position. As mentioned at a prior meeting, a special education vacancy existed in mid August. Megan Gendron, who had worked as a special education paraprofessional in our school previously is recommended to fill the shortage area vacancy on a contracted basis.

***Motion made by J. Urban to approve the appointments of Joel Ocasio, Steven Mocek and Megan Gendron. Motion seconded by S. Gamache and carried unanimously.***

**b. Approval of the 2018-2019 Medical Standing Orders**

Members reviewed the proposed orders by the school medical advisor. These orders are confidential in nature and may not be distributed.

August 29, 2018

Dr. James Longo  
Superintendent of Schools  
**Town of Ashford**  
**440 Westford Road**  
**Ashford, CT 06278**

**RE: Classroom Renovation**  
**Ashford School**  
**440 Westford Road**  
**Architect's Reference No.: 2017-116A**  
**Fee Proposal**

Dear Dr. Longo:

As requested Friar Associates is pleased to offer this proposal for the modernization of the lower lever classrooms as discussed at our meeting August 9, 2018 at the Ashford School in Ashford, CT. Friar Architecture will be acting as an Architectural consultant to the Town of Ashford School, engaged to provide Architectural and Engineering design, prepared for bid for the classroom project. We will be engaging CES Engineering who visited the site with us on 8/9/2018 as our Mechanical, Electrical and Plumbing Engineers for this project, whose services are included in this proposal.

Our Services will include the following:

Scope:

- Meeting with the Owner to verify the Scope of Work for the project and design development of the proposed work.
- Measured drawings of existing conditions and the verification of drawings or other Owner provided information.
- Plans and specifications prepared for bid.
- Assistance with bidding.
- Site visits/meetings to monitor construction progress and compliance with the bid documents.
- We assume that this project will not seek State DOE funding / approval.

Services Excluded from this proposal:

- Hazardous materials surveying
- Professional cost estimates



- Educational Specifications

Fee:

We propose a fixed fee for architectural services in the amount of **Twenty Four Thousand Dollars (\$24,000)** broken down as follows:

Existing Conditions/ Schematic Design	\$ 3,000
Design Development	\$ 6,000
Construction Documents	\$ 9,000
Bidding/Permitting	\$ 1,000
Contract Administration	\$ 5,000
	<b>\$ 24,000</b>

This proposal includes the following design consultants:

M/E/P Engineering : CES Engineering.

We are available to start this work as soon as we have entered into agreement with you. If this is acceptable to you, please indicate your acceptance of this agreement by signing below and returning one copy of this letter.

Upon acceptance of this proposal, Friar Associates will provide services based on the terms and conditions included in AIA Document B102 Standard Form of Agreement Between Owner and Architect.

If you have any questions regarding this proposal, please contact me at 860-678-1291 or [mas@friar.com](mailto:mas@friar.com).

Yours truly,



**Michael A. Sorano, AIA**  
Vice President  
Friar Architecture Inc.

Accepted by,

\_\_\_\_\_  
**Dr. James Longo**  
Superintendent of Schools  
Town of Ashford, CT  
Date: \_\_\_\_\_

\_\_\_\_\_  
**Mr. Michael Zambo**  
First Selectman  
Town of Ashford, CT  
Date: \_\_\_\_\_

Ashford School  
Board of Education Meeting  
September 20, 2018  
Superintendent's Report

#### Sustainability Issues

- Greenhouse – Our current greenhouse was damaged by the rough weather we experienced over the past several months. It has been examined and is not repairable. We have grant funds available to purchase a higher quality greenhouse by the end of this month.
- The Energy Audit Report items identified to render our facility more energy efficient have been passed on to the appropriate vendors to get prices. Once we have an idea of what specific fixes will cost, we can determine what we can afford to do in our regular budget and what should be included in a capital request.

#### Salad Bar

- I have met with Karen to discuss the possibility of pursuing a salad bar grant and implementing a salad bar program in our cafeteria as a lunch option.
- We will apply for the grant
- Karen is available on school days after 2 PM, Please make an appointment with her to discuss the salad bar prospects.

#### Capital Projects

- I met with First Selectman Mike Zambo a week or so ago and he scheduled a capital committee meeting for this week, Wednesday September 19. He is hoping to finalize approvals and get the architectural drawings done and a cost for completion of the project ready for this budget cycle.

#### Ashford Citizen Article

- I have attached this month's article. It discusses two terrific things initiated by our staff that deserve special recognition.

#### Technology

- Please note that the front foyer monitor is up and running. It needs some refining but is presenting up to date information for anyone waiting in the seats outside the office.
- We are exploring an electronic student registration system attached to our PowerSchool. This would eliminate repetitive forms and be kept up to date more efficiently.

#### Administrative Reports

- I have asked the administrative team to offer a group report whenever it seems appropriate and efficient. They did so this month because of the full BOE meeting agenda.

#### Committees

- The Transportation committee was scheduled to meet today at 6:30
- The first meeting of the BOE Curriculum committee is scheduled for October 4<sup>th</sup> at 6:30. The committee membership list is attached.

#### Budget Development for 2019-2020 Proposals

- I have met with the administrative team and we have initiated collection of ideas from stakeholder groups. A flyer was distributed to the PTO, a K-12 alert was sent out and I presented to the staff at a meeting a system for teacher's to let us know what they need.

**Ashford School  
Ashford Board of Education  
Curriculum Advisory Committee**

September 2018

**Membership**

**Board of Education**

Marian Matthews – Committee Chairperson  
Shannon Gamache

matthewsmariank@gmail.com  
shannagama@yahoo.com

**Superintendent**

James P. Longo, Ed.D.

jplongo@ashfordct.org

**Community Members**

Morgaen Donaldson  
Jennifer P. Leszczynski, Ph.D.  
Heather Lewis  
Sarah Renn

morgaen.donaldson@uconn.edu  
LeszczynskiJ@easternct.edu  
LewisHeatherD@hotmail.com  
sarahrenn@hotmail.com

**Teachers**

Rebecca Aubrey  
Carly Imhoff

raubrey@ashfordct.org  
cimhoff@ashfordct.org

**Administrators**

Troy Hopkins  
Garrett Dukette

thopkins@ashfordct.org  
gdukette@ashfordct.org

**First Meeting Date**

October 4, 6:30-7:00, District Office Conference Room 14

- Planning meeting to determine committee charge, schedules and future agendas

Ashford Citizen Article, September 20, 2018, Dr. Longo  
*“Some More Things to be Proud of at Ashford School...”*

I have been writing about the exceptional work being done at Ashford School for several years now. Anyone following these articles can see the emergence of excellence and understand why we believe that our school is one of the best in the area. This month I want to highlight two examples of excellence at Ashford School that are clearly a cut above most others.

First, our school nurse, Martha Sibley-Jett has been leading a drive to support Anajali School in Kenya. She began by donating a lot of our outdated supplies and curriculum materials to Anajali Ministries. This included equipment that we no longer used and have replaced such as our older hearing screening equipment. Other staff members joined her efforts, and our students have even sponsored fundraising efforts as a community service.

Anajali School in Kenya is located in the Kibera Slum. 2.5 million people live there in the outskirts of Nairobi. This is the biggest slum in Africa, and one of the largest in the world. The slum has a 50% unemployment rate, and only 20% of people have electricity. Most homes do not have running water. the average house is a 12'x 12' shack with a tin corrugated roof and a dirt floor. These typically house 8 or more people.

The school is the best route out of the slum. Anajali has around 650 students and is a PK to grade 8 school. Class sizes are 60 to 70 in a very small room. The children start arriving at 6 am and classes start at 6:30 am. Classes end at 3:30 pm but many students stay until 6 pm. Teachers make approximately \$100.00 per month. The biggest challenge currently facing students is that the government has changed the curriculum, and is now requiring that each student has a set of 8 books that costs \$48.00. Parents only make \$1.00 per day, so meeting this expense is impossible without the students having sponsors. Despite these challenges, this school has placed first out of the district's 120 schools.

The founder of Anajali Ministries is a 2<sup>nd</sup> and 3<sup>rd</sup> grade teacher from Scotland, Connecticut. She visited Anajali School on a trip to Africa in 2007, and is now working full time to gain U.S. support for the school. She has come to Ashford School several times to give presentations to our students about life in an African school. Several years ago, our students were so moved by what they heard that they accepted a “Dimes for Dinner” challenge and under classroom teacher Mike Young's guidance they raised \$1000.00 for food for the school.

The way that Martha, Mike, and our students have responded to these children in need and developed opportunities to reach out to help are amazing, and make the rest of us proud. They represent the best of Ashford School.

Our next amazing indicator are students and teachers at Ashford School and their involvement with NASA. I have written about it a few times, but this month they have taken it to the next level.

Students in Ashford School will be participating in a once in a lifetime opportunity. When the International Space Station is directly over Ashford School we will have ten minutes to talk to the ISS (International Space Station) via Amateur Radio. This activity is part of the ARISS (Amateur Radio on the International Space Station) Program, a joint venture by NASA to facilitate communication via Amateur Radio between astronauts aboard the International Space Station and communities around the world. Ashford was one of only a handful of communities nationally chosen to participate this year.

And the best part is that our students get to ask questions to an astronaut in SPACE! Since we only have 10 minutes to communicate with them, not every student will be able to ask a question. In addition, all questions need to be submitted through NASA in advance. We will prioritize having at least one question asked per grade level. Students can submit a question as a class or as individual students. If a question is submitted by a class, they should have a student in mind that can ask the question on behalf of your class. Preference will be given to questions that are not commonly asked.

Carly Imhoff is the staff member responsible for organizing and leading this incredible opportunity. An opportunity that few other schools and students will ever enjoy. This exceptional experience will certainly have a lasting impact on our young science students.

Ashford School has a culture of excellence, and as a result, students and staff alike aspire to do things that are far beyond the average elementary school. We believe that this culture of excellence will serve our students well for the rest of their lives. It took years to build this culture, we are proud of it, and we hope that you are as well.

Ashford Board of Education Report  
Combined Administrative Report  
September 20, 2018

PBIS/Student Behavior/Activities

- After School Clubs started this week: Board Games, Hair Club, Art Studio, Spanish Club, Ukulele Club. 41 students on Tuesdays, 48 students on Wednesdays
- Boy's Soccer - 15 athletes, Girl's Soccer - 14 athletes, Cross Country - 13 athletes
- Germany Club on Fridays - 20 students
- Eastern CT State University is sending female mentors to work with girls in grades 5-8 who need support on social/emotional development, self-image, and peer relationships. Their focus is on developing a positive sense of self as a young woman in America.
- Already made 5+ phone calls home for "Pawsitive" Office Referrals
- Ms. Bernardi, School Counselor, has met individually with every student in grades 5 and 6

Professional Development (List of recent PD workshops and conferences)

- Kate Roberts - ELA PD on Wednesday, September 19th - Middle School
- Math PD on Tuesday, October 9th - Grades 3 through 8
- Library Media Center PD- October 21-22- Mrs. Craven and Mr. Dukette
- Fall Leadership Institute - September 21st - Leading Our Schools to Develop Resilient Students (Troy)
- Faculty Wellness and Balance
- Shipman and Goodwin Educational Law Update- September 14 (Cindy)
- Restraint and Seclusion State Training- September 21 (Cindy)
- Enhancing Student and Parent Voice into Planning Placement Teams- September 12, 2018 (Cindy)

Updates on Initiatives

- Science Curriculum documentation through stage 1
- Differentiated behavioral practices is a continuing theme. We will be offering a workshop on this at our next PD day.

Community Outreach

- The "Day of Caring" community service event is taking place on Saturday September 29, from 9 am to noon.

# Enrollment Summary: Scheduling/Reporting Ethnicity as of 09/04/2018 (D4)


Ashford School

<b>View:</b> Scheduling/Reporting Ethnicity	<b>Students:</b> <input checked="" type="radio"/> All Active Enrollments <input type="radio"/> Current Selection	<b>Date:</b> 9/4/2018
------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	--------------------------

Grade Level	Total in Grade	American Indian/Alaskan Native	Asian/Pacific Islander	Black	White	Hispanic/Latino	Unclassified
-2	8 3 / 5	0 0 / 0	0 0 / 0	0 0 / 0	7 3 / 4	0 0 / 0	1 0 / 1
-1	37 15 / 22	0 0 / 0	0 0 / 0	0 0 / 0	33 13 / 20	0 0 / 0	4 2 / 2
0	37 25 / 12	0 0 / 0	2 2 / 0	0 0 / 0	30 19 / 11	0 0 / 0	5 4 / 1
1	42 27 / 15	0 0 / 0	0 0 / 0	0 0 / 0	39 25 / 14	0 0 / 0	3 2 / 1
2	35 20 / 15	0 0 / 0	0 0 / 0	1 0 / 1	27 17 / 10	2 1 / 1	5 2 / 3
3	46 25 / 21	0 0 / 0	0 0 / 0	2 2 / 0	37 20 / 17	0 0 / 0	7 3 / 4
4	41 25 / 16	1 0 / 1	0 0 / 0	4 3 / 1	28 17 / 11	3 2 / 1	5 3 / 2
5	46 21 / 25	0 0 / 0	0 0 / 0	0 0 / 0	38 18 / 20	3 1 / 2	5 2 / 3
6	31 17 / 14	0 0 / 0	0 0 / 0	2 2 / 0	21 13 / 8	4 1 / 3	4 1 / 3
7	41 19 / 22	1 1 / 0	2 0 / 2	1 0 / 1	35 18 / 17	1 0 / 1	1 0 / 1
8	45 15 / 30	0 0 / 0	0 0 / 0	1 1 / 0	40 13 / 27	2 1 / 1	2 0 / 2
Total	409 212 / 197	2 1 / 1	4 2 / 2	11 8 / 3	335 176 / 159	15 6 / 9	42 19 / 23

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

### Legend

Icons  - Date Entry

## ABSTRACT PAGE

<b>Applicant Agency:</b>	<u>Ashford School</u>
<b>Local Project Title:</b>	<u>KARE-Kids Are Really Exceptional</u>
<b>Funds Requested:</b>	<u>\$20,000</u>
<b>Objectives:</b>	<u>*To provide early detection of children in grades K-3 who demonstrate at risk behavior, i.e. adjustment issues that interfere with their learning.</u> <u>*To supplement professional counseling in the school for these children, both within and outside the classroom.</u> <u>* To provide parents a variety of parenting activities in conjunction with Ashford Youth Services Bureau to further aid student success.</u>

**Project Activities:**

The KARE program will focus on children in grades K-3 who demonstrate difficulty adjusting to the school environment. While not a remedial program for academics, children will be assisted in their adjustment socially and emotionally to the academic program. Through the use of the AML Behavior Rating Scale-Revised and input from the child's classroom teacher, children will be selected and receive individual attention from the trained child associate at least 30 minutes each week in order to overcome issues that may interfere with their success in the classroom. Activities will typically occur in the designated KARE room, but assistance may be provided in the classroom initially depending on the child's level of comfort.

The child's parents and teachers will work in concert with the child associate and school psychologist to formulate goals and objectives that will be written into an individualized plan for each participant. The child associate will receive ongoing support and direction from the school psychologist, and will maintain contact with teachers and parents throughout the child's involvement in the KARE program.

Workshops and activities for parents will be an integral part of the program. Collaborative efforts between groups such as the PTO and Youth Services Bureau will occur. Project feedback including a record of successes and failures, will be provided to staff, parents, and the Board of Education.