

Ashford Board of Education
Ashford, Connecticut
Meeting Agenda
December 6, 2018
7:00 pm
Ashford School
District Office Conference Room 14

1. Call To Order
2. Approve Annual Board Meeting Schedule - Date, Place and Time
3. Communications
4. Opportunity for Public Comment
 - a. FY 20 Ashford School Budget
 - b. Posted Agenda Items
5. Approval of Minutes: 11/01/2018
6. Distribution of Administrative Reports
7. Committee Break Out Sessions
 - a. Transportation
 - b. Personnel
 - c. Long-Range Capital Planning
8. Committee Reports to Board
9. New Business
 - a. FY 19 Audit Report
 - b. First Reading of Policies (Series 1000: Visitors)
 - c. Staff Resignation
 - d. Request Approval of Leaves of Absence
10. Old Business
 - a. Prioritize Capital Projects/Energy Audit Lists
 - b. FY 20 Budget Planning Follow Up
11. Next Meeting Date/Agenda Items
12. Second Opportunity for Public Comment
13. Adjournment

Ashford Board of Education Goals

Curriculum – Ensure a Kindergarten to 8th grade curriculum that challenges students to use methods of inquiry to solve problems, think critically and express themselves creatively and effectively.

Financial - Develop a budget that ensures the best possible education while being fiscally responsible to taxpayers.

Culture - Foster an environment of physical and emotional health and wellness for all. Support a community that recognizes professional expertise and provides diverse opportunities that enhance teaching and learning.

Community Relations and Facilities - Provide opportunities for enhanced community engagement and serve as a leader for Ashford in enhancing energy efficiency, developing a maintenance and restoration plan that extends the school's useful life and demonstrates environmental responsibility.

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.

Ashford Town Budget Calendar

Fiscal Year July, 2019 through June, 2020

Thursday, February 7: BOF Reviews:
-Anticipated Town Revenues
-Town Debt Service Payments

Monday, February 11: Region 19 Budget distributed to member Towns

**Thursday, February 21: General Government Budget presented to BOF by BOS
Capital Improvement Plan presented to BOF by Capital
Improvement Committee**

Thursday, March 7: Ashford School Budget presented to BOF and BOS by BOE

Thursday, March 14: BOF Reviews:
-Budget requests requiring additional clarifications
-Region 19 Budget proposed by School Superintendent
-BOS Recommendations

**Thursday, March 21: Ashford Town Budget:
- BOF adopts proposed Budget
- BOF sets date and approves notice for Public Hearing**

Tuesday, March 26 Region 19 - PUBLIC HEARING

Monday, April 1: Town Budget Books available to Public

Tuesday, April 2: Region 19 Budget - Adopted by Region 19 BOE

**Tuesday, April 9: Ashford Town Budget - PUBLIC HEARING

BOF Special Meeting immediately following Public Hearing
Final Budget adjustments**

Wednesday, April 10: BOS sets dates and approves notice for Town Meeting and Referendum

Monday, April 15: Town Budget books available to Public

Tuesday, April 23: Ashford Town Budget - ANNUAL MEETING

Monday, May 6: Region 19 Budget - Annual Meeting

**Tuesday, May 7: Ashford Town Budget - REFERENDUM
Region 19 Budget - REFERENDUM**

Ashford School District

Ashford Board of Education - 2019 Meeting Schedule

Unless otherwise posted, all meetings will be held in District Office conference room 14. The board reserves the right to schedule one or more subcommittee meetings that will on the agenda for the first Thursday meeting of the month. The regular meeting schedule is as follows:

January

January 3, 2019

January 17, 2019

January 31, 2019 (optional)

February

February 7, 2019

February 21, 2019

March

March 7, 2019

March 21, 2019

April

April 4, 2019

April 18, 2019 (school vacation week)

May

May 2, 2019

May 16, 2019

May 30, 2019 (optional)

June

June 6, 2019

June 20, 2019

July

July 18, 2019*

August

August 15, 2019*

September

September 5, 2019

September 19, 2019

October

October 3, 2019

October 17, 2019

October 31, 2019 (optional)

November

November 7, 2019

November 21, 2019

December

December 5, 2019

December 19, 2019

*During the months of July and August, meetings may be canceled or postponed at the discretion of the board chair.

Ashford Board of Education
Regular Meeting Minutes – November 1, 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

Chair John Lippert called the meeting to order at 7:16 pm. Present were members Jane Urban, Shannon Gamache, Lisa Donegan, John Calarese and Marian Matthews. Also in attendance was Superintendent Longo, Business Manager Lisa Dyer and recording secretary Jen Barsaleau. AEA representatives present were Carly Imhoff, Jason Horn and Jennifer Lindsay. Nichole Rice, Tucker Rice, Michael Percy, Eliza Parra, Gabe Kennedy, Kate Lindsay, Jennifer Lesczynski, Rebecca Haeger, Kim Kouatly and Chuck Funk were present in the audience. Unable to attend was Board member Kay Warren.

Communications

- John Lippert read an email from recreation director Sherry York thanking Ashford students and Mr. Dukette for community service work performed on 9/29 at Pompey Park.
- The November 1st enrollment report was distributed.

Opportunity for Public Comment

- There were several freshmen students in the audience. Tucker Rice and Kate Lindsay spoke about their transition from Ashford School to high school. Both students found their teachers at Ashford School to be “amazing”, but both noted a distinct difference in the amount of homework they are now receiving versus little received while at Ashford School. Mr. Rice said that more homework here, teaching of note taking, typing and time management skills might make transition easier. Ms. Lindsay stated that while at Ashford School, she never had more than one test or quiz on the same day, but at E.O. Smith she may have three on any given day. She thinks Ashford School should allow more than one test per day since it is done in high school.
- Kim Kouatly expressed concern that there is little or no homework given in middle school. She is concerned that the teaching of time management skills is lacking. She inquired about allowing parents to purchase athletic uniforms directly to ensure proper fit, and either keep them, or donate them after the season. She noted most of the cross country/track uniforms fit poorly, or are well worn with letters peeling or falling off.
- Nichole Rice referred to the Alumni Survey results noting that the percentage of students who responded that they were prepared for high school is very low. She feels there should be more directives to assign homework, to better prepare students for high school and the teaching of study skills.

Member Lisa Donegan would like to have this survey done annually.

Approval of Minutes: 09/20/18; 10/04/18

Motion made by Marian Matthews to approve the minutes of 09/20/18. Motion seconded by Lisa Donegan and carried with one abstention (Shannon Gamache).

Motion made by John Calarese to approve the minutes of 10/04/18. Motion seconded by Jane Urban and carried with two abstentions. (John Lippert, Lisa Donegan)

District Administrative Reports

- Dr. Longo’s noted that his report is designed to give an overview of what is happening at the school and in the district. Dr. Longo stated that particular attention needs to be directed to capital planning and that considerable time needs to be devoted to this item on the board’s agenda. Brief discussion followed about the greenhouse. Dr. Longo noted that the content of his Ashford Citizen article was meant to preface the logic behind budget requests.
- Lisa Dyer distributed a consolidated check register for the period 9/15/18 – 10/31/18 noting that an FY 18 Kloter Farms check was lost and was reissued during this time period. Mrs. Dyer distributed a working draft of the FY 20 budget. This percentage increase reflects all budget requests made by the administration to the superintendent, which was the directive of the Board of Education and the Board of Finance. The BOE’s Finance Committee will meet during the 11/15 meeting to discuss the FY 20 budget.

John Lippert and Mr. Funk discussed scheduling a three-board meeting to review the FY 20 budget process. Lisa Dyer will finish the draft, including narrative text prior to the next meeting.

Administrative Reports (Principal, Asst. Principal)

A combined administrative report was distributed along with a copy of the spring 2018 alumni survey results. Responses to the survey came from both students and parents. Students will be invited to a January BOE meeting to share their experiences in speaking to astronauts and creating an experiment that will be aboard the International Space Station. John Lippert noted that he and John Calarese attended the CT Elementary Principal of the Year dinner honoring Mr. Hopkins. He noted that there were a great many staff members who also attended, and that it was a great night for Ashford. Dr. Longo stated that we have quality instruction, and it is quite obvious we have a very active group of educators, and this is significant to our success.

It was also noted that the Ashford Lady Wolves won the QVJCC championship earlier in the day and had an undefeated season.

More conversation followed about the role of teachers in overall high school preparedness including meaningful homework, targeted intervention and study skills.

New Business

a. Request Approval of Leave of Absence

Classroom teacher Kellie Gauvin has requested a maternity leave of absence commencing on or about March 18, 2018.

Motion made by Jane Urban to approve the leave request of Kellie Gauvin. Motion seconded by Shannon Gamache and carried unanimously.

b. Authorization to Submit Consolidated Grant Applications

Grant applications for Title I, Title II, Title III and Title IV were all due 10/31/18. As the board did not meet on 10/18, the grants were submitted to comply with that deadline. Dr. Longo requests a motion to acknowledge this action.

Motion made by Lisa Donegan to acknowledge submission of the consolidated title grant applications as stated. Motion seconded by Jane Urban and carried unanimously.

c. USDA Child Nutrition Program Agreement

This agreement, ED099, will now be a permanent agreement on file with CT School Nutrition Programs. Previously, it had to be filed each time there was a change in any of the roles associated with filing of school lunch reimbursement claims.

Motion made by John Calarese to authorize the execution of the permanent ED099 Program Agreement with no changes to those currently authorized individuals. Motion seconded by Shannon Gamache and carried unanimously.

d. First Reading of Policies (Series 1000: Visitors) (Series 5000: Administration of Medications; Attendance, Truancy and Chronic Absenteeism; Drug and Alcohol Use by Students; Food Allergies and/or Glycogen Storage Disease; Health Assessments; Immunizations; Restraint and Seclusion; Student Discipline; Student Records)

The Series 1000 policy was omitted in error. Summary of the changes to the Series 5000 policies listed were distributed in the board packet. The changes are prepared by legal counsel and may not be altered without permission and represent first reading by the Board. They will be added to a future agenda for second reading and adoption.

Old Business

a. Facilities Update

A facility update report was distributed.

b. FY 20 Budget Planning Follow Up

The 12/6 board meeting will be a budget worksession with opportunity for public comment, a K12 notice will be sent to notice the public session.

Next Meeting Date/Agenda Items

There will be a Special Meeting Nov. 15th at 6:30 pm for Superintendent Evaluation. Regular meeting items: 3-board meeting & FY20 budget; athletic uniforms; capital projects/energy audit priorities.

Committee break out sessions will be Transportation, Long Range/Capital Planning and Personnel.

Second Opportunity for Public Comment

- Rebecca Haeger stated that by far, the majority of teachers are amazing. Feedback from the middle

school teachers is needed with respect to the survey related discussions. Introducing such big changes as being taught in groups has value, but is that driving teaching philosophies?

- Kim Kouatly spoke about homework, and that it reinforces what the students learn. She echoed Mrs. Haeger statement stating “don’t forget what is needed in high school”. Technology has affected kids writing skills. Keyboarding class is needed, study skills should be teacher driven.
- Jennifer Lesczynski agreed with Mrs. Kouatly about technology, and added there is data that confirms that people remember things better when they have written them by hand.

Motion to adjourn the meeting (9:22pm) made by Marian Matthews, seconded by Lisa Donegan and carried unanimously.

Recorded by:

Jennifer Barsaleau
Recording Secretary



Presentation to the Board of Finance

2018 Audit Results

Town of Ashford, Connecticut

Presented by:
Michael J. VanDeventer, CPA, Partner
Lauren A. Messina, CPA, Manager

November 8, 2018

Agenda

- Scope of Work
- Auditor's Reports
- Financial Highlights
- Required Communications
- Questions

Scope of Work

Audit of Financial Statements performed in accordance with the following:

- Auditing standards issued by the American Institute of Certified Public Accountants
- Government auditing standards issued by the Government Accountability Office

State Single Audit performed in accordance with the following:

- State of Connecticut, OPM Compliance Supplement to the State Single Audit Act
- Applicable grant and contract agreements

Town did not meet the threshold for having a federal single audit. The threshold is \$750,000 and the Town spent approximately \$340,000 in federal awards.

Agreed-Upon Procedures on End of Year School Reports (EFS)

- Procedures required by the State of Connecticut Department of Education

Auditor's Reports

Report on Financial Statements

- Unmodified "clean" opinions on the following opinion units:
 - Governmental activities
 - Each Major Fund:
 - General Fund
 - Capital Nonrecurring Fund (Assets > 10%)
 - Small Cities Grant Program Fund (Assets > 10%)
 - Aggregate remaining fund information:
(Special Revenue, Permanent, Pension Trust, Private-Purpose Trust, and Agency Funds)

Report on Compliance and on Internal Control over Financial Reporting

- We are not reporting any material noncompliance of laws and regulations
- We are not reporting any significant deficiencies or material weaknesses over financial reporting

Auditor's Reports *(Continued)*

State Single Audit

- Report on Compliance and on Internal Control at the State Financial Assistance Level
 - Fiscal Year 2018: \$4,094,140 expended, \$587,808 nonexempt
 - Major Programs:
 - Town Aid Road Grants - \$292,910
 - Local Capital Improvement Program - \$91,233
 - Unmodified “clean” opinion on compliance
 - We did not report a significant deficiency over in internal control over grant compliance

Financial Highlights *(Continued)*

General Fund – Budgetary Highlights (Page 46)

- Original budget did not provide for the use of fund balance to balance the budget
- Final budget included an additional appropriation of \$352,301 to transfer funds to the Capital Nonrecurring Fund for future capital purposes
- Actual change in fund balance was a decrease of \$164,322, resulting in a favorable budgetary variance of \$187,979
- Revenues were \$123,609 less than budgeted
 - Budgetary shortfall in education cost sharing in the amount of \$315,073, offset by favorable property tax collections of \$121,283
- Expenditures were \$311,588 less than budgeted (+2.31% favorable variance)
 - No budgetary noncompliance issues were identified.

Financial Highlights *(Continued)*

Governmental Funds – Highlights (Pages 15 and 17)

- Combined ending fund balances as of June 30, 2018 totaled \$4,399,722, a decrease of \$17,101 from the prior year
- Total fund balances consisted of the following:
 - General Fund: \$2,010,480, a decrease of \$79,136 from the prior year
 - \$1,796,923 is unassigned, which represents 12.5% or 1.5 months of fiscal 2019 budgetary expenditure appropriations
 - Capital Nonrecurring Fund: \$625,170, an increase of \$59,835 from the prior year
 - Small Cities Grant Program Fund: \$1,533,762, a decrease of \$10,314 from the prior year
 - Includes \$81,725 in program income available for spending and loans outstanding of \$1,452,037
 - Other Funds: \$230,310, an increase of \$12,514 from the prior year
 - Deficit fund balance of \$1,095 in the School Cafeteria Fund to be funded in fiscal 2019

Financial Highlights *(Continued)*

Government-wide Financials – Highlights (Pages 13 and 15)

- Positive unrestricted net position of \$2,350,476
 - No liabilities for defined benefit pensions
 - Low levels of long-term bonded debt (debt service represented 2.0% of fiscal 2018 budgetary expenditure appropriations)

- State Teachers' Retirement System
 - The net pension liability for the State Teachers' Retirement System attributed to the Town totaled approximately \$10.3 million as of June 30, 2017 (most recent available reporting by the Board). This liability is currently carried by the State. On-behalf payments totaled approximately \$776 thousand

Financial Highlights *(Continued)*

Government-wide Financial Highlights *(Continued)* (Pages 13 and 15)

- Other Post-employment Benefits
 - Implementation of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, resulted in a decrease in the Town's beginning net position as of July 1, 2017 in the amount of \$701,348
 - Retiree health benefits for eligible teachers and administrators of the Board of Education
 - State law allows retirees access to the Board of Education's healthcare plan provided to active employees
 - Actuarial determined liability for these benefits total \$767,971 as of June 30, 2018
 - Benefit payments totaled \$32,383 for the year ended June 30, 2018

Required Communications

Auditor's Responsibility under U.S. Generally Accepted Auditing Standards

Planned Scope and Timing of the Audit

- No changes in the scope or timing of the work that was originally agreed-upon

Significant Audit Findings

- Qualitative Aspects of Accounting Practices
 - The Town was required to implement GASB Statement No. 75 on OPEB, which resulted in an adjustment to the Town's beginning net position and additional disclosures have been included in Note 10
- There were no difficulties encountered in performing the audit
- There were no uncorrected misstatements
- There were no disagreements with Management
- Management Representations – No unique representations will be obtained
- We were not aware of any management consultations with other independent accountants

Required Communications (*Continued*)

Written Internal Control Recommendations:

- Town and Board of Education - *Evaluation of Current Accounting System*
- Town and Board of Education - *Information Technology and Cybersecurity Assessment*
 - Town has obtained an assessment and is working towards implementing recommendations
- Town and Board of Education - *Review and Update Financial Policies and Procedures*

Questions?

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860-781-7924

mvandeventer@mahoneysabol.com

Lauren A. Messina, CPA, Manager

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Series 1000
Community/Board Operation

POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

The _____ Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board-~~of Education~~ requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board-~~of Education~~, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the district, its educational programs or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, and complying with directives of school officials at all times.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

ADOPTED: _____

REVISED: _____

~~July 2013~~ 8/12/18

Series 1000
Community/Board Operation

**ADMINISTRATIVE REGULATIONS
REGARDING VISITORS ~~TO THE~~ AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the building Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student's parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building Principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;
 - e. the age of the students;
 - f. the nature of the class or program;

- g. the potential for disclosure of confidential personally identifiable student information;
- h. whether the visitor/observer has a legitimate educational interest in visiting the school;
- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information; **and**
- j. any safety risk to students and school staff; and
- k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.

5.6. The building Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building Principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways for the parent/guardian to obtain the information the parent/guardian seeks.

6.7. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building Principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.

7.8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

9. The district has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building Principal or responsible administrator as soon as possible.

~~8-10.~~ A refusal to comply with any of the Board’s policy provisions and/or ~~regulation~~regulations concerning visitors shall constitute grounds for denial of the visitor’s privileges, as determined appropriate by the building Principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building Principal or designee.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations.” Connecticut State Department of Education (Mar. 28, 2018).

ADOPTED:

REVISED:

~~July 2013~~

8/12/18

Ashford School
Board of Education Meeting
December 6, 2018
Superintendent's Report

The members of the administrative team are providing a composite report to the Board.

Capital Projects

1. My recommendation is that the BOE determine its update of our Capital Project needs, prioritized, perhaps a four-year plan/proposal.
2. There are two lists available to you. First is my recommended plan for capital projects based upon their importance to students and instruction, and second is the Friar Report which is more comprehensive and not based upon impact upon to instruction.
3. I have attached my Capital projects suggestions. The Friar recommendations have previously been distributed but are available should you require them.

Matters Currently Being Addressed

1. A Faculty Forum is planned in January to gauge faculty buy-in and commitment to our current schoolwide initiatives.
2. Homework Policy under review, we will have proposals for BOE approval when we have a consensus approach.
3. High School Preparedness review
4. School Schedule revisited – refine and revise

Ashford Citizen

I have attached this month's articles, two short articles about Veteran's Day events and Art Show winners.

Budget Development for 2019-2020 Proposals

- I have met with the administrative team and we have initiated collection of ideas from stakeholder groups. A flier was distributed to the PTO, a K-12 alert was sent out and I presented to the staff at a meeting, a system for teachers to let us know what they need is in place.
- We have an initial proposal and look forward to our budget priorities discussion. We should review the town budget calendar and ensure we are on schedule to submit a proposal.

Ashford School Capital Projects Notes
October 18, 2018 (revised 12/6/18)
Superintendent's Recommended Capital Projects Priority List
Four-Year Plan

The following recommendations are based upon the impact each project would have upon instruction.

Immediately

Use our remaining unexpended educational (1%) funds to install sound insulation and hung ceilings in the media center. This would assist us in the renovation and updating of the center as it will be utilized as instructional space by a certified staff member who will be moving into the role of library/media specialist.

Year One – 2019

1. Renovation/repurposing of the “Tech Space” (known as CORR)
2. Upgrade Financial Software
3. Repair & Upgrade of Fire Sprinkler System* (rev. 12/6/18)
4. Two Vehicles:
 - a. Standard bus
 - b. Van

Year Two - 2020

1. Portico
2. Media Center upgrade
 - a. Furnishings
 - b. Catalog system
3. Drop ceilings in Remaining Primary Wing Classrooms
4. Standard Bus

Year Three - 2021

1. Standard Bus and Van

Year Four - 2022

1. Standard Bus
2. Participation in Major renovation project and Bonding issue.
 - a. Window replacement
 - b. Plumbing and heating Upgrade
 - c. HVAC Balance and Upgrade
 - d. Electrical System Upgrade
 - e. Roof
 - f. Replacement of Underground Fuel Tank
 - g. Grade and Pave Front Parking Lot

Town of Ashford
10 Year C.I.P.



TRADE/DIVISION	TASK	PRIORITY	ESTIMATED PROJECT COST	STATE REIMBURSEMENT	STATE REIMBURSEMENT RATE	APPLIED SPACE STANDARDS WAIVER RATE	PROJECT COST		PROJECT COST		PROJECT COST		PROJECT COST		PROJECT COST	
							2019	COST TO ASHFORD	2021	COST TO ASHFORD	2023	COST TO ASHFORD	2025	COST TO ASHFORD	2027	COST TO ASHFORD
Architectural							2019	57.41%	2021	57.41%	2023	57.41%	2025	57.41%	2027	57.41%
	Roof Replacement	1	2019	YES	63.57%	42.59%	\$ 1,125,772.05	\$ 646,305.73								
	Window Replacement	1	2019	YES	63.57%	42.59%	\$ 101,542.18	\$ 58,295.37								
	Wood & Metal Trim Replacement	1	2019	NO	0%	0%	\$ 15,120.00	\$ 15,120.00								
	Water Damaged Ceiling Systems	1	2021	NO	0%	0%	\$ 616,435.20	\$ 616,435.20								
	Exterior Doors	2	2021	NO	0%	0%			\$ 44,100.88	\$ 44,100.88						
	Brick Veneer Repair/Replacement	2	2021	NO	0%	0%			\$ 275,000.00	\$ 275,000.00						
Structural	None at this time	N/A														
Electrical																
	Panel Replacement	3	2023	NO	0%	0%				\$ 28,048.00	\$ 28,048.00					
	Additional Receptacles	3	2023	NO	0%	0%				\$ 4,927.80	\$ 4,927.80					
	Emergency Lighting	3	2023	YES	63.57%	42.59%				\$ 22,842.00						
	Fire Alarm Rework	3	2023	YES	63.57%	42.59%				\$ 7,703.82						
	Emergency Generator	3	2023	YES	63.57%	42.59%				\$ 45,064.00						
										\$ 75,609.82	\$ 43,407.60					
Mechanical																
	Exhaust Fan Replacement	1	2019	YES	63.57%	42.59%	\$ 28,324.00									
	Fuel Oil Tank Replacement	3	2023	YES	63.57%	42.59%				\$ 259,523.77	\$ 148,992.60					
	IT Room Cooling	3	2023	NO	0%	0%				\$ 4,323.00	\$ 4,323.00					
	Boiler Replacement	1	2019	YES	63.57%	42.59%	\$ 68,170.60									
	Pump Replacement	1	2019	YES	63.57%	42.59%	\$ 10,389.04									
	Heat Pipe Insulation	1	2019	YES	63.57%	42.59%	\$ 11,060.00									
	Complete Cooling System	3	2023	NO	0%	0%				\$ 683,178.08	\$ 683,178.08					
							\$ 117,943.64	\$ 67,711.44								
Plumbing																
	Install Clay Traps	2	2021	YES	63.57%	42.59%			\$ 5,828.00							
	Drinking Fountain Rework	2	2021	YES	63.57%	42.59%			\$ 6,123.84							
	Call for Aid Station Rework	2	2021	YES	63.57%	42.59%			\$ 20,000.00							
	Faucet Replacement	2	2021	YES	63.57%	42.59%			\$ 2,566.00							
									\$ 34,517.84	\$ 19,816.69						
Fire Protection																
	RPBackflow Installation	1	2019	YES	63.57%	42.59%										
	Existing Fire Protection System Rework	1	2019	YES	63.57%	42.59%										
	Complete Sprinkler System	1	2019	YES	63.57%	42.59%										
	Storage Tank/Pump House	1	2019	YES	63.57%	42.59%										
							\$ 766,371.00	\$ 439,973.59								
IBC																
	Means of Egress/AOR	6	2023	YES	63.57%	42.59%										
	Update Handrails	6	2023	YES	63.57%	42.59%				\$ 16,803.60						
	Upgrade Exiting	6	2023	YES	63.57%	42.59%										
	Rework Ramp	6	2023	YES	63.57%	42.59%				\$ 9,517.20						
	Means of Egress Marking	6	2023	YES	63.57%	42.59%				\$ 4,136.95						
										\$ 30,457.75	\$ 17,485.79					
ADA																
	Site Arrival Points	4	2025	YES	63.57%	42.59%							\$ 21,645.50			
	Accessible Parking	4	2025	YES	63.57%	42.59%							\$ 15,000.00			
	Curb Ramps	4	2025	YES	63.57%	42.59%							\$ 21,645.50			
	Signage	4	2025	YES	63.57%	42.59%							\$ 1,818.00			
	Accessible Routes	4	2025	YES	63.57%	42.59%							\$ 40,000.00			
	Elevator		2023	YES	63.57%	42.59%				\$ 168,240.00	\$ 96,586.58					

Ashford Board of Education Report
Combined Administrative Report - December 6, 2018

PBIS/Student Behavior/Activities

- Three student experiments approved for final consideration to travel on the International Space Station. One will be selected.
- STEAM Events so far this year:
 - Day of the Dead South American Wax Museum (grade 6)
 - Native American Museum (grade 5)
- After School Clubs - Photography, Homework, School News Broadcast, Hair, Drama, Underwater Robots, Crazy 8s, Ukulele, Winter Art
- Partnership with the “Young Women’s Support Group” from Eastern CT State University is wrapping up this week for the semester. Once the Spring semester gets underway, we are working on bringing in a “Young Men’s Support Group” as well, as there is a growing need for this support at Ashford School.
- Through our PBIS initiative, we were able to support literacy and allow for students to purchase one book at the bookfair using Paw Power tickets. This was supported by the budget and was well received by students.
- Planning is underway for a “Student Senate” to give students in grades 7-8 greater voice in the school and provide a positive platform for students to weigh in on school issues.
- The school counselor, in coordination with our 5-8 school psychologist and one of our fifth grade teachers (Mrs. Zotti), are working on designing and implementing a peer mediation group for Ashford School. The goal is to have one up and running in an initial capacity before the end of the school year.

Professional Development and Recognitions (List of recent PD workshops and conferences)

- Dory Moore, 2018 Ashford School Teacher of the Year, was honored at the Bushnell in Hartford on December 5th.
- Rebecca Aubrey - was named 2019 Language Teacher of the Year for the United States, at the ACTFL Conference in Louisiana (see photos and article below)
- Kathryn Craven and Carly Imhoff successfully organized and led our first international trip - Germany with 20 students, November 5th - November 20th. (see attached letter and certificate from the United States Department of State)
- Congratulations to Martha Sibley-Jett for being recognized by her colleagues and was the recipient of the ABCD Award. This goes to an individual that consistently goes above and beyond the call of duty as a treasured member of the Ashford School community. Thank you Martha for all you do for us! She is constantly looking to assist with not only the students well being but also the staffs. We are lucky to have you part of our Ashford family!!!!
- DOTS (Documentation and Observation for Teaching System) for early childhood - Troy Hopkins and Ginger Lusa on November 26th
- Math PD to plan curriculum on November 26th - Grade 2, and Grades 5-8

- Troy Hopkins submitted an article titled “Knowledge worth Knowing and Student Centered Learning: Who will win Jeopardy?” to Educational Leadership, educational journal of ASCD (Association for Supervision and Curriculum Development)
- SLP attended the conference put on by ASHA and focused her day around the role of the Speech Pathologists role in diagnosing and treating Dyslexia. - Hillary Lemos
- Special Education Teacher attended a three day Wilson Reading training to assist with students needing an alternative reading program in the grades 3 and up for phonics based instruction- Polly Borysevicz
- Crisis Team Training (CPI) by trainer Deb Courtright- Troy Hopkins, Garrett Dukette, Cynthia Ford, Hillary Lemos, Emily Deliberto, Megan Gendron, Chris Moore, Jessica Bernardi, Alicea Marceau, and Polly Borysevicz

Community Outreach

- Veterans Day celebration! The Committee consisted of Julia Rhubin, Kelly Knotts, Martha Sibley-Jett, Stephen Caldwell, Deb Atkinson, Elissa Turcotte, and Garrett Dukette
- Glastonbury Ukulele Band - some of our students will perform with them on Saturday, December 15th at 11:45-1:00, during the holiday-themed BIG SING at the Riverfront Community Center in Glastonbury.

Special Education Updates by Director of Pupil Personnel Services (Cynthia Ford)

- Excess Cost submission has been completed. Numbers were due on December 3, 2018. Final submission will be in the Spring. These numbers are due three times a year. Once in the beginning of the year, once in the middle and one in the end.
- Continue to submit special education service hours for reimbursement from Medicare for families that qualify and give permission.
- Restraint and Seclusion policy has been reviewed and needs to be in place by July 2019 to ensure the district is in compliance with both State and Federal Guidelines. To view entire document put out by the State of Connecticut click on link below:
- https://portal.ct.gov/-/media/SDE/Special-Education/Understanding_the_Laws_and_Regulations_Governing_the_Use_of_Restraint_and_Seclusion_in_Schools.pdf
- Review of updates:
 - After a student is secluded and / or restrained four times in four weeks than a review of programming needs to take place to ensure student is receiving services that meet their needs.
 - Major change in law is around the understanding of “danger to self of others” and what constitute an emergency situation: This is to mean immediate imminent danger of severe physical harm to themselves or those around them. The teachers must record all the de-escalation strategies used prior to restraining or secluding a student. They must show the intervention was used as a last resort, not as a consequence. Seclusion can no longer be part of a students behavior plans for intervention in their Individual Education Plans.
 - Physical Restraint is defined as: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs, or head including, but not limited to, carrying or forcibly moving a person from one location to another.

- Seclusion is defined as: The confinement of a person in a room, from which the student is physically prevented from leaving. “Seclusion” does not include an exclusionary time out.
- A new definition and term has been added to the law: Exclusionary time out: A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or de-escalating such student’s behavior. An exclusionary time out becomes a reportable “seclusion” if or when the student is physically or otherwise prohibited from leaving the space.
- State of Connecticut has given examples of “what constitutes an emergency”: **An “emergency” is a situation that poses risk of immediate or imminent injury to self or others, which typically warrants an “unplanned response”.**
- **Emergency Situations:**
 - Severe physical aggression towards others (students or staff); and
 - self injurious behavior.
- **Non-Emergency Situations:**
 - throwing objects (not directed)
 - leaving an area
 - tipping chairs
 - destruction of property (if it does not impose an immediate/imminent danger to others)
 - roaming/running around the classroom
 - Inappropriate verbalization/swearing
 - Refusals

Crisis Team for Ashford School has been updated to include all the above information and some less restrictive strategies to keep our kids safe and feel supported. Deb Courtright led the training in our strategies and interventions. We continue to use the company CPI to train us in the interventions for the Crisis Team to implement.

Ashford Schools Student Intervention Team(SIT):

A team of teachers meet to review the data for any students who may be in needs of extra assistance in the areas of Math, Reading, Writing, Communication, Social and Behavior. We also meet for students who may need extra assistance in the areas of fine and gross motor. If inadequate progress is being made than the team will refer to special education.

Mental Health Newsletter: This newsletter is put out monthly as a combined effort of Emily Deliberto(prek-3 school psychologist, Alicea Marceau(4-8 school psychologist), Jessica Bernardi(4-8 school counselor) and Melissa McDonnough(Town of Ashford Youth Services). This newsletter serves as a resource to the Ashford School around mental health topics. Attached is an example of the October Newsletter:

<http://ashfordct.org/documents/psych-up-ashford-october-2018-social-emotional-newsletter.pdf/>

Ashford School Spanish teacher Rebecca Aubrey shows the skills that helped her become the National Language Teacher of the Year recently. Roxanne Pandolfi | Staff



Ashford teacher a national treasure

BRETT DONOVAN
CHRONICLE STAFF WRITER

ASHFORD — Early language teacher Rebecca Aubrey's comprehensive, yet engaging teaching style, has always been known at Ashford School.

Now, the whole country knows about it after she has recently earned recognition on a national scale.

The American Council on the Teaching

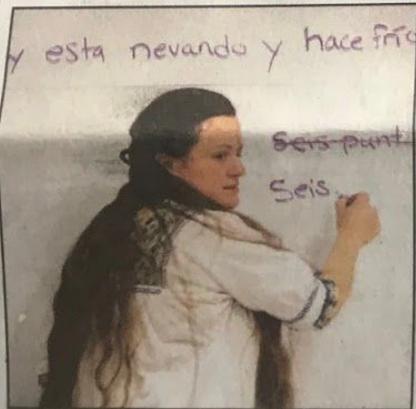
of Foreign Languages (ACTFL) named Aubrey the 2019 ACTFL National Language Teacher of the Year on Nov. 16.

"The award for the ACTFL National Language Teacher of the Year is intended to elevate the status of the language teaching profession at the state, regional and national levels by creating opportunities for recognizing the most accom-

plished members of the profession," the statement reads.

In 2018, Aubrey was also named the Northeast Conference on the Teaching of Foreign Languages (NECTFL) Teacher of the Year, Connecticut Council of Language Teachers Teacher of the Year and Ashford School Teacher of the Year.

ASHFORD, Page 4



Ashford School Spanish teacher Rebecca Aubrey's energy is evident when watching her work. Left, she tackles the white board. Middle, she helps third-grader Maria Marocchini. Right, she utilizes a visual aid. Roxanne Pandolfi | Staff

projects similar to those carried out after 2012's Superstorm Sandy. The September storms heavily affected the towns of Clinton, Chester, Killingsworth, Norwich, East Haddam, Franklin, Sprague, Colchester, Haddam, Essex and Lebanon. There were mandatory evacuations, school cancellations, power outages and

Ashford Spanish teacher

Continued from Page 1

To Aubrey, her job and role in society, even while teaching at a small-town, K-8 school, is especially important in a global community.

"It's incredibly humbling and a big honor," Aubrey said. "Historically, language learning has been something that people do in high school to get ready for college and I firmly believe that language learning is an essential skill in a globalized society."

Aubrey — who teaches Spanish to approximately 200 students in third-, sixth-, seventh- and eighth-grade — said younger students can pick up a new language much faster. A visit to her classroom shows why she won.

Her unique approach to teaching a third-grade class of 14 students involved all conversation in the class being in Spanish, with students transitioning quickly between class discussion, collaborative work and interactive games involving Spanish vocabulary.

"They say that most people's attention span, even adults, is about 10 minutes and they start to tune out after that," Aubrey

said. Aubrey's fast-paced classroom lessons ensure no one tunes out. She said, for many people, their language learning experience was typically negative in the sense they often felt the need to perform perfectly. "I always felt scared to participate because I thought I was going to say something wrong," Aubrey said. "So a lot of the engagement is part of a trend in teaching generally, but I'm also really trying to make Spanish as fun as possible for the early grades so that they feel like they can do it, that they can succeed that they want to succeed and that they want to try."

Aubrey's energetic lesson involving days of the week, months of the year and different weather vocabulary sustained the attention of every third-grader during a class earlier this week. One activity had students coming up to the Smart Board at the head of the class to quickly match vocabulary words for weather conditions to their corresponding images — all while a stopwatch on the screen timed their speed.

While traditional world language classrooms typically include lectures, textbooks and worksheet assignments, the focus of Aubrey's class is on empowering students to use new words with one another. "When you think of the fundamental purpose of a language, it's to communicate with another person," Aubrey said. "But traditionally, that happens very little."

Her technique coincides with the school-wide effort to promote the Positive Behavior Intervention System (PBIS), where the goal is acknowledging positive behavior and right choices.

"My philosophy is to use a lot of positive reinforcement," Aubrey said. "One of the students didn't know how to say 13 so she said 'diez y tres,' which is 10 and three, and I didn't necessarily say she was wrong."

"I congratulated her thinking and then corrected her because we're trying to encourage them to participate." The teacher of the year recipient becomes a spokesperson for the language profession, actively increasing awareness of language learning and its significance for the general public, according to the release.

"Being recognized as an early language teacher was very special to me, because it gives me an opportunity to promote that platform over the next year," Aubrey said.

Follow Brett Donovan on Twitter - @BDDonovanTC.

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United States Department of State
Bureau of Educational and Cultural Affairs
Washington, D.C. 20522

November 8, 2018

Ms. Kate Craven
GAPP Coordinator
Ashford School
440 Westford Road
Ashford, CT 06278

Dear Ms. Kate Craven,

On behalf of the U.S. Government, I want to extend our gratitude to you for your coordination of the 2018 German American Partnership Program (GAPP) at Ashford School. Please accept this certificate as a small token of our appreciation.

Since 1972, GAPP has developed into the largest and most successful bilateral student exchange program in the U.S. with any other country. As of this year, more than 300,000 students - including students from your high school - have participated in GAPP. The success of this program would not have been possible without your hard work and dedication to facilitating international cultural diplomacy.

You have helped support intercultural learning opportunities that will forever impact the lives of your students. I invite you to extend this relationship by helping spread the word about the unique scholarship opportunities available to American high school students through the U.S. Department of State. Accompanying this letter you will find information about our four scholarship programs: Congress-Bundestag Youth Exchange (CBYX), National Security Language Initiative for Youth (NSLI-Y), Youth Exchange and Study (YES) Abroad, and Youth Leadership Program. We are also including some materials designed to help encourage community members to host international exchange students.

Should you like more of any of these materials, or if you have any ideas on how the State Department can be supportive of your efforts, please contact me at LathamEJ@state.gov or 202-632-3338.

Again, on behalf of the U.S. Government, thank you for your support of international exchange programs that empower Americans as citizen ambassadors. Your efforts are building enduring relationships between the United States and Germany.

Sincerely,


Elizabeth Latham
Program Officer



The United States Department of State
expresses gratitude to

Kate Craven

for her support of American citizen diplomacy and
generous contributions to the success of the
2018 German-American Partnership Program.

A handwritten signature in cursive script, reading "Elizabeth Latham".

Elizabeth Latham
Bureau of Educational and Cultural Affairs