

Ashford Board of Education
Ashford, Connecticut
Meeting Agenda
January 3, 2019
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: 12/20/2018
5. 2019 Bicknell Scholarships
 - a. Review Trust Balance
 - b. Determine Number and Denomination of Scholarships
6. Committee Break Out Sessions
 - a. Transportation
 - b. Personnel
 - c. Long-Range Capital Planning
7. Committee Reports to Board
8. New Business
 - a. Request Approval of Leave of Absence
 - b. Staff Appointments
9. Old Business
 - a. Second Reading of Policies (Series 1000: Visitors) (Series 5000: Administration of Medications; Attendance, Truancy; 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)
10. Next Meeting Date/Agenda Items
11. Second Opportunity for Public Comment
12. 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.

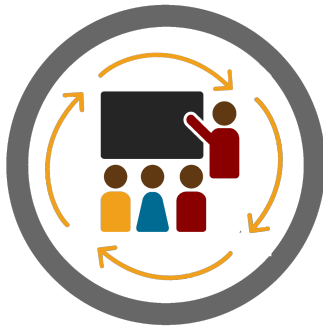
Culture - Foster an environment of physical and emotional health and wellness for all. Support a community that recognizes professional expertise and provides diverse opportunities that enhance teaching and learning.

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.

Enclosures: Teacher Exchange proposal; 12/20 minutes; Nov 2018 Bicknell Trust Balance Statement;

Developing Cultural Competency Through Teacher Exchanges At Ashford School



Opportunity: Ashford School could create a unique professional development opportunity for teachers to develop cultural competency skills. Interested teachers may participate in a short term exchange with our partner school in Germany. The goal of the program is to promote culturally competent teaching through international professional development. Ashford teachers may elect to teach in Germany for up to three weeks while their German colleague teaches in Ashford.

In 2018, Ashford participated in its first ever student exchange and now we would like to extend the benefits of Global Learning to our teachers. According to the Asia Society for Global Education, Global Learning is when students “understand the world through disciplinary and interdisciplinary study.” This includes four main components: “recognizing perspectives,” “communicating ideas,” “taking action,” and “investigating the world.” The target of the

United Nations Sustainable Development Goal 4 is, by 2030, “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”



Timeline: When teachers submit interest forms, they will specify any days that they would not be able to participate in a teacher and administrator exchange. To balance the high cost of airfare with the benefit to students, each teacher exchange will be around three weeks unless there are special circumstances or a specific project in mind.

Funding: Initial funding may come from a cultural exchange grant. A possible sustainable source of funding may be to encumber unused teacher professional development funds at the end of the year. Contractually, teachers in the Ashford School District can attend one professional development day a year paid for by the school district. However, in recent years, the amount of money set aside for teacher professional development was greater than the amount of money used. This is because it is hard to predict how much funding teachers will need as the professional development they select changes each year. Currently, funds that are

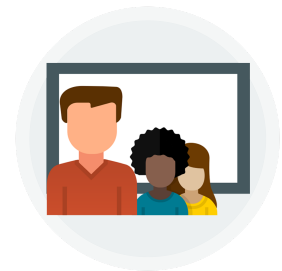
not used are transferred to the general fund. Instead, the funds could be encumbered for use by the teacher exchange program which is also professional development.



Selection: Our goal is to give as many teachers as possible the opportunity to teach in another country and for our students to experience teachers from another country. Therefore, we will try to provide this experience to as many Ashford educators as possible. This is not intended to be a competitive application like other international teacher opportunities. Since cultural competency experiences can benefit all teachers, we will try to make the experience available to all interested teachers. However, in this pilot phase, we will need to consider what teachers are available to switch with us. For example, if there are five History teachers and no Science teachers at our

partner school who are interested in doing a teacher exchange, a History teacher might be able to do an exchange this year, whereas the Science teacher might have to wait for a future year. In addition, depending on funding and time constraints (like when each school is on vacation or has exams), we may also need to consider what teachers are available during a given time frame.

Eligibility: All Ashford teachers are welcome to express interest. However, at the moment our only partner school is for fifth grade students and up. Therefore, interested primary teachers may need to be flexible and willing to teach a subject such as fifth grade English while in Germany. We would also need to find a flexible German teacher who is willing and qualified to teach a younger grade. But it is possible.



Requirements: Teachers participating in the exchange are expected to teach classes and participate in school activities. The Ashford teacher will be responsible for the German teacher's classes and vice versa. Participation in the exchange will not impact one's paycheck (the teacher will continue to receive their salary from their home district). It is preferable that the teachers also swap homes and vehicles when appropriate. The sending school district will cover the cost of airfare. Food, incidentals, and passport fees are the responsibility of the teacher.

I know of no other school in the country that offers such a unique and life changing professional development that brings culturally competency into classrooms throughout the entire district. Let's be the first and lead the way!

Ashford Board of Education
Regular Meeting Minutes – December 20, 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 7:07 pm. Present were members Kay Warren, Marian Matthews, John Calarese, Lisa Donegan and Jane Urban. Also in attendance were Superintendent Longo, Business Manager Lisa Dyer and recording secretary Jen Barsaleau. Present in the audience was Rebecca Haeger and AEA co-president Jennifer Lindsay. Unable to attend was board member Shannon Gamache.

Non-Union Personnel Negotiations (Executive Session Anticipated)

Motion made by Kay Warren to enter into executive session with Dr. Longo present, for the purpose of non-union personnel negotiations. Motion seconded by Jane Urban and carried unanimously.

The board and Dr. Longo exited the executive session at 7:42pm. There was no action taken.

Communications

- A cost estimate for pipe replacement at the DPW building was included in the board packet. Recently, the DPW facility was visited by CONN-OSHA, and it was found that the compressed air system lines were not in compliance. This estimate represents about 1/3 of the total cost of the replacement. The BOE is being asked to pay this amount, as the bus mechanic uses this air system.

After some discussion of this request, the BOE does not feel it should pay for the repair, as there is annual charge by the Town for using the bus repair space at the DPW facility. The first selectman will be contacted for more information.

- Dr. Longo distributed to items: his monthly Ashford Citizen Article and a document, “Conceptual Continuity”, that was presented at the faculty meeting held earlier in the day.

Approval of Minutes: 12/06/2018

Motion made by Kay Warren to approve the minutes of 12/06/2018, motion seconded by Marian Matthews.

Discussion followed. John Lippert noted that the motion under New Business, 9e “*Request for Approval of Pro-Rata Contractual Wage Increase*,” is incorrect. The amount of the increase requested is \$3,000 and pro-rated for the 2018-2019 fiscal year, resulting in a \$2,000 increase. There were also several minor grammatical edits to page 1 and 2 (attached).

Motion by Lisa Donegan to approve the minutes of 12/06/2018 as amended, seconded by Marian Matthews and carried with two abstentions (Jane Urban, John Calarese).

Opportunity for Public Comment

Rebecca Haeger thanked the members for all that they do and wished everyone pleasant holidays. She also shared appreciation of the board’s task at hand, the budget. She again requested that consideration be given to reinstatement of middle school positions. She encouraged the board to seek input from the teachers. She stated they have earned the right to share their thoughts, please listen to them.

FY 20 Budget Work Session

Lisa Dyer distributed FY 20 object and detail budget drafts. She noted that the health insurance in this draft reflects a 12% placeholder and projected increases as a result of a staff “intent to participate” survey. Currently, we have been made aware of six changes. Dr. Longo asked that the board give a “sense of where they want to go with the budget, where do you want to end up?” “What are your thoughts and what number or percentage makes you comfortable bringing a budget to the Town.” Discussion followed about class sizes and the Board of Finance’s stated desire to make them larger. Dr. Longo retrieved and distributed a draft document with 3 class size options. Further discussion continued on innovative ways to address class size concerns. Other items in the draft budget were discussed including but not limited to:

- Communications (internet costs)
- Library Books (explain increase)
- Equipment (large increase, look into rental of computers)
- Transportation (revise narrative text and review other district’s contracts and outsourcing)

- Greenhouse Garden Manager (will be removed as shown, would become a stipend like many others)
- Tuition Other (more detailed explanation of the increase)
- Tuition Reimbursement (Object 251 represents AEA, MEUI and Admin. contractual reimbursements; will be redistributed)
- Instructional Supplies (explain increase with more detail and rationale)
- Fuel (locked in at \$2.35/gallon)

Discussion resumed regarding class size discussion, gifted/talented education and model, multi-age classes or team teaching, substitute calling stipend and wage increases for per diem substitute personnel in light of the minimum wage requirement and sub shortages.

Motion made by John Calarese to increase substitute teacher pay to \$100 effective January 1, 2019.

Motion seconded by Jane Urban and carried unanimously.

The board requested a detailed report in January of substitute costs. Multiple budget options will be presented in January. The board asked for 3%, 5% and 7% draft budgets. Each should contain a list of what was removed from each version to achieve those percentages.

Second Opportunity for Public Comment

- Kay Warren stated that she had recently seen an Ashford School bus that she felt was exceeding the speed limit on Rt. 89 and near Lake Chafee. She was asked to contact to the Transportation Coordinator about this.
- Jennifer Lindsay, AEA co-president spoke to Article 15 of the AEA agreement with regard to the procedure in place for students staying after school for extra help, noting it is voluntary and not contractual.
- Jane Urban addressed the education of gifted and talented students. As a parent of a child identified as gifted, she hopes that any changes to staffing will not affect the ability to offer gifted and talented education. Classroom teachers have done their best to differentiate instruction for her child and others, but she feels it is very important to make sure that all students are served.
- Rebecca Haeger stated support for school wide enrichment. She thanked the board for not commenting on every punctuation edit to the minutes. That process is too time consuming.
- Jennifer Lindsay stated that her child was gifted in math and it was hard to receive gifted instruction because the elementary and middle school had different schedules.

Superintendent Evaluation (Executive Session Anticipated, Action Anticipated)

Motion made by (insert time) to enter into executive session for the purpose of discussing the evaluation of the Superintendent. Motion seconded by and carried unanimously.

The board exited executive session at pm.

Indicate action and motions/ or state there was no action taken.

Motion made by to adjourn the meeting at pm. Motion seconded by and carried unanimously.

Recorded by:

Jennifer Barsaleau
Recording Secretary

1 Freedom Valley Drive, Oaks, Pennsylvania 19456

Table of contents

Your portfolio summary.....	3
Your account holdings.....	4
Details of your transactions.....	5

Your monthly portfolio statement

November 1, 2018 - November 30, 2018

Your financial advisor(s)

Jeffrey Tomaneng
+1 7816473050

Account(s) included in this statement

183710 Bicknell Ashford Education Trust

It is a privilege to service your account(s). Please review this statement for accuracy. Should you have any questions about this statement or your account(s) held at the SPTC, please contact your investment professional within 30 days. This statement has been designed to keep you up-to-date on your account(s) held at the SEI Private Trust Company (SPTC). As custodian of your assets, SPTC recognizes that the safety and security of your assets are of critical importance to you. As such, we want you to know that SPTC has numerous safeguards in place to protect your account(s), including regular examinations by both independent auditors and SPTC's bank regulator, the Office of the Comptroller of the Currency. Our commitment to data security helps ensure that your personal information is kept confidential and that you receive the highest level of privacy.

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Bicknell Ashford Education Trust

James Rupert, Chairman

440 Westford Rd

Ashford, CT 06278-2538



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Your portfolio summary - 183710 Bicknell Ashford Education Trust

Activity summary

	This period (\$)	Year to date (\$)
Beginning market value	119,321.09	123,387.27
Amount you deposited	0.00	0.00
Withdrawals and fees	0.00	-1,232.98
Security transfers	0.00	0.00
Change in account value	961.51	-1,871.69
Market value on Nov 30, 2018	\$120,282.60	\$120,282.60

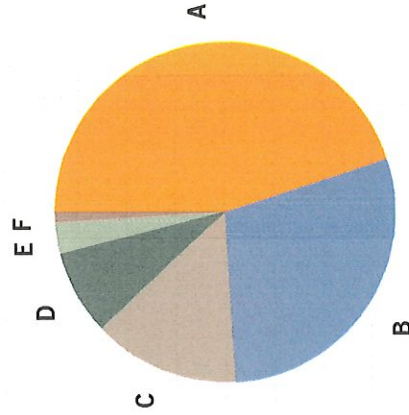
Income earned

	This period (\$)	Year to date (\$)
Taxable income	157.38	1,857.96
Tax-exempt income	0.00	0.00
Tax-deferred income	0.00	0.00
Total income earned	\$157.38	\$1,857.96

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, 2018 includes a realized capital gain of \$2,157.34. 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, 2018

	Market value (\$)	Percent
A Domestic Fixed Income	53,999.50	45%
B Domestic Equities	35,390.87	29%
C International Fixed Income	16,331.38	14%
D International Equities	9,417.87	8%
E Emerging Market Equities	3,957.83	3%
F Cash & Equivalents	1,185.15	1%
Total of your portfolio	\$120,282.60	100%





Your account holdings on November 30, 2018

	Number of shares	Share price (\$)	Market value (\$)	Cost basis (\$)	Unrealized gain or loss (\$)	Estimated annual income (\$)	Percent
183710 Bicknell Ashford Education Trust							
SEI Strategy (Capital)							
Domestic Equities							
Large Cap Growth Fund (SELCX)	376.60	37.00	13,934.05	8,516.79	5,417.26	24.93	
Large Cap Value Fund (TRMVX)	620.92	25.22	15,659.70	10,386.92	5,272.78	239.68	
Small Cap Growth Fund (SSCGX)	88.03	38.34	3,374.96	1,340.04	2,034.92	0.00	
Small Cap Value Fund (SESIX)	103.64	23.37	2,422.16	1,928.46	493.70	18.76	
Total for Domestic Equities			\$35,390.87	\$22,172.21	\$13,218.66	\$283.37	29.42%
International Equities							
International Equity Fund (SEITX)	917.03	10.27	9,417.87	6,933.57	2,484.30	138.47	
Total for International Equities			\$9,417.87	\$6,933.57	\$2,484.30	\$138.47	7.83%
Emerging Market Equities							
Emerging Mkts Equity Fund (SIEMX)	363.44	10.89	3,957.83	2,699.40	1,258.43	59.24	
Total for Emerging Market Equities			\$3,957.83	\$2,699.40	\$1,258.43	\$59.24	3.29%
Domestic Fixed Income							
Core Fixed Income Fund (TRLVX)	4,282.14	10.76	46,075.87	45,744.86	331.01	1,254.67	
High Yield Bond Fund (SHYAX)	1,151.69	6.88	7,923.63	8,394.20	-470.57	435.34	
Total for Domestic Fixed Income			\$53,999.50	\$54,139.06	-\$139.56	\$1,690.01	44.89%
International Fixed Income							
Emerging Mkts Debt Fund (SITEX)	652.74	9.13	5,959.54	6,686.96	-727.42	295.69	
Intl Fixed Income Fund (SEFIX)	1,007.95	10.29	10,371.84	10,491.03	-119.19	0.00	
Total for International Fixed Income			\$16,331.38	\$17,177.99	-\$846.61	\$295.69	13.58%

Your account holdings on November 30, 2018 (continued)

	Number of shares	Share price (\$)	Market value (\$)	Cost basis (\$)	Unrealized gain or loss (\$)	Estimated annual income (\$)	Percent
183710 Bicknell Ashford Education Trust (continued)							
SEI Strategy (Capital) (continued)							
Cash & Equivalents							
Government Fund (SEOXX)	1,185.15	1.00	1,185.15	1,185.15	0.00	22.98	
Total for Cash & Equivalents			\$1,185.15	\$1,185.15	\$0.00	\$22.98	0.99%
Total for SEI Strategy (Capital)			\$120,282.60	\$104,307.38	\$15,975.22	\$2,489.76	100.00%
Total for 183710 Bicknell Ashford Education Trust			\$120,282.60	\$104,307.38	\$15,975.22	\$2,489.76	100.00%

Details of your transactions

Date	Description	Amount (\$)
183710 Bicknell Ashford Education Trust		
November 1, 2018	Daily Rate Income on Core Fixed Income Fund (TRLVX) For Period of 10/01/18 to 10/31/18 Due on 11/01/18 Reinvested \$118.34 at \$10.74 For 11.019 Units	118.34
November 1, 2018	Daily Rate Income on High Yield Bond Fund (SHYAX) For Period of 10/01/18 to 10/31/18 Due on 11/01/18 Reinvested \$38.98 at \$6.99 For 5.577 Units	38.98
November 1, 2018	Daily Rate Income on Government Fund (SEOXX) For Period of 10/01/18 to 10/31/18 Due on 11/01/18	0.06
November 2, 2018	Purchase .06 Units of Government Fund (SEOXX) @ \$1.00	-0.06
November 26, 2018	Sale 110.241 Units of Core Fixed Income Fund (TRLVX) @ \$10.75	1,185.09
November 27, 2018	Purchase 1,185.09 Units of Government Fund (SEOXX) @ \$1.00	-1,185.09



Details of your transactions (continued)

Date	Description	Amount (\$)
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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.

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.

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

Matthew Egan

577 Wormwood Hill Rd.
Mansfield CT, 06250
mcegan@gmail.com
(401) 477-2348

EXPERIENCE

2018 to
Present

WINDHAM MIDDLE SCHOOL

Willimantic, CT

Seventh Grade Social Science Teacher

- Assisting 7th grade curriculum development that maximizes content delivery while emphasizing Common Core-aligned Core Learning Experiences that challenge students' ability analyze text and produce evidence-based performance tasks.
- Implementing data-driven, student-centered differentiated lesson plans that utilize groupings and multiple ways students can show mastery.
- Instruction includes multiple sessions of meta-textual annotative close reading and note-taking strategies
- Multiple student conferences with self-reflections after each collaborative project.

2014 to
2018

MARET SCHOOL

Washington D.C

Sixth and Eighth Grade Social Studies Teacher

- Rewrote the 6th grade curriculum to ensure content delivery expressed multiple perspectives throughout history while teaching students to evaluate primary and secondary sources utilizing annotative skills.
- Implemented differentiated instructional techniques, tailored to students' learning styles, to deliver data-driven lesson plans.
- Head Middle School Boys Lacrosse team coach, assistant Upper School Boys Lacrosse coach
- Active mentor in the Beacons technology professional learning community program

2008 to
2014

FRIENDSHIP PREPARATORY ACADEMY AT CALVERTON

Baltimore, MD

Instructional Support Teacher/ 7th Grade Lead Teacher (2012 to 2014)

- Implement administrative objectives including; co-planning and co-teaching Common Core Instructional Framework driven lessons with teachers, co-observing with administrators, planning supplemental educational experiences, and facilitating the use of data-driven instruction.
- Create and implement instructional interventions for all teachers including; co-planning short and long term goals, reviewing weekly snapshots and providing direct feedback, collaboratively planning specific lesson structures based on need, co-teaching, modeling, peer observation, review, and reflection, and real-time coaching.
- Develop a peer observation, review, and reflection program for social studies teachers to collectively strengthen instructional practices within that department.
- Implement reading, writing and math interventions for middle school students based on formative assessments and benchmark data; employing the help, support, and feedback of staff and guardians throughout the process.

Administrative Intern (2011 to 2012)

- Served as the 8th grade team leader; created a collaborative environment between staff members, the student body, and various internal and external stakeholders.
- Facilitated the collection and analysis of daily formative assessments to drive instruction.
- Created a Professional Learning Community among social studies teachers to improve instruction by discussing best practices and assisting each other with unit planning.
- Implemented professional development sessions on a variety of topics tailored to administrative and staff needs.

Seventh and Eighth Grade Social Studies Teacher (2008 to 2012)

- Responsible for the instruction of 120 to 140 students, including a subset 20-30 students with Individual Education Plans per year.
- Utilized differentiated instructional techniques to deliver data-driven lesson plans tied to the curriculum and the implementation of the Common Core Standards.
- Active member of the Positive Behavioral Interventions and Supports Team.

Established and served as Head Boys' Lacrosse Coach (2008 to 2014)

Assistant Boys' and Girls' Basketball Coach (2008 to 2012)

Wheelabrator Incinerator Environmental Partnership Liaison and Green Team Director (2012 to 2014)

2012 to
2017

HORIZONS GREATER WASHINGTON

Washington D.C

Summer School Middle School Lead Teacher

- Developed and collaboratively executed an exploratory humanities based curriculum, stressing student-to-student interaction and hands on lessons to strengthen reading and writing skills for middle school DCPS students.
- Planned and provided a variety of educational experiences and service learning projects outside the traditional classroom setting to strengthen students' self-confidence, self-awareness and their connection to the community.

Matthew Egan

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Mansfield CT, 06250
mcegan@gmail.com
(401) 477-2348

2005 to 2008	WARWICK SCHOOL SYSTEM <i>Indoor/Outdoor Track Coach and Substitute Teacher</i> <ul style="list-style-type: none">Was Toll Gate High School's head boys' outdoor track team coach in 2007 & 2008Was an assistant girls/ high school indoor track team coach from 2005 to 2008.Substituted at the middle and high school level while completing teaching pedagogy courses.	Warwick, RI
2004 to 2005	SHANGHAI HIGH SCHOOL <i>Fourth, Fifth, Seventh, and Eighth Grade Teacher</i> <ul style="list-style-type: none">Instructed 90 multicultural students in humanities, language arts and English as a second language, working effectively within a multi-cultural, dual-language administration.	Shanghai, PR China
EDUCATION 2015 to Present	NEW YORK INSTITUTE OF TECHNOLOGY <i>Master of Science in Education – Informational Technology – Expected 2019</i>	Baltimore, MD
2009 to 2013	JOHNS HOPKINS UNIVERSITY: SCHOOL OF EDUCATION <i>Master of Science, Education – Supervision and Administration classes</i> Successfully completed Administrator I certificate requirements of the program 2012	Baltimore, MD
2006 to 2007	PROVIDENCE COLLEGE Education Pedagogy courses, 3.52 GPA	Providence, RI
1999 to 2003	WHEATON COLLEGE <i>Bachelor of Arts, Economics and History</i> Dean's List, Scholar-Athlete Award, 3.19 GPA	Norton, MA

PROFESSIONAL DEVELOPMENT

Specific Learning Objective (SLO) Ambassador ORG Professional Development

- Worked to become a school-based expert on the SLO process, and along with the principal and assistant principals, helped teachers at my school understand and participate in the new process.
- Helped teachers create rigorous SLOs based on specific criteria by presenting a school-wide PD and SLO workshop
- Helped create a network of instructional leaders within the school, with connections with SLO ambassadors in other BCPS schools, to improve understanding and efficiency of writing and implementing SLOs.

Common Core Lesson Planning in Social Studies

- Facilitated collaborative planning sessions with the middle school social studies teachers. Used these sessions to converse with Language Arts teachers in order to teach skills on similar schedules.
- Co-planned with teachers to incorporate best practices when implementing the Common Core standards.

Lesson Plan Elements

- Developed and executed a professional development for paraprofessionals to relay the essential elements of lesson planning and execution.

Maryland Schoolshed Initiative

- Participated in an interactive field study with school green leaders from around the state to explore ways to incorporate the scientific method and measurement into schools' environmental initiatives.

Baltimore Urban Debate League

- Practiced how to incorporate claim and warrant debate formats into lesson plans.
- Practiced close reading practices to strengthening debate structure.

GRANT WRITING

Maryland Schoolshed Initiative- successfully awarded a \$1500 grant to implement green-focused projects
Maryland Green School Challenge- unsuccessfully applied for green-focused school projects

DIGITAL SKILLS

Nearpod, PollEverywhere, Peardeck, Screencast-O-Matic, Kahoot, PlayPosit, VoiceThread, Haiku/Power Learning, Data link Assessment Generator and Tracking Program, Promethean Board skills,

VOLUNTEER

Ronald McDonald House-Red Shoe Crew, Moveable Feast, SOME (So Others May Eat), A Wider Circle

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

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

** Students (5000) Policies distributed to BOE members via email for first reading at 10-18-18 regular meeting*

** 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*, ).