

Ashford Board of Education  
Ashford, Connecticut  
Meeting Agenda  
January 17, 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: 01/03/2019
5. District Administrative Reports (Superintendent, Business Manager)
  - a. Financial Report
  - b. FY 19 Quarterly Budget Transfers
6. Administrative Reports (Principal, Asst. Principal, Director of Pupil Personnel)
7. Capital Expenditure Committee Meeting Report
8. New Business
  - a. Staff Appointment
  - b. First Reading of Policies (Series 1000: Non-Discrimination; Series 4000: Abuse of Neglect of Disabled Adults; Child Abuse or Neglect Reporting; Employment Checks; Plan for Minority Educator Recruitment; Federal/State Notifications: Guidelines for Independent Educational Evaluation; Individualized Learning Plans; Student Data Privacy Notice)
  - c. Approval of 2019-2020 Ashford School Calendar
9. Old Business
  - a. FY 20 Budget
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, 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](mailto:jplongo@ashfordct.org) not later than 2 working days prior to the meeting. Hearing impaired individuals may communicate their request for accommodations by using the e-mail address above, or calling the State of CT TDD relay service (800) 842-2880 or the national relay service number (800) 855-2880.*

Enclosures: Minutes 01/03; reports; resume; policy draft ; 19-20 school calendar

Ashford Board of Education  
**Regular Meeting Minutes – January 3, 2019**  
**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 7:13 pm. Present were members Marian Matthews, Lisa Donegan and Jane Urban. Also in attendance were Superintendent Longo, Business Manager Lisa Dyer and recording secretary Jen Barsaleau. Unable to attend were board members Shannon Gamache, Kay Warren and John Calarese. There was no audience.

**Communications**

- Members received a document in their agenda packet concerning a teacher exchange program. This item will be added to the January 31<sup>st</sup> agenda for discussion. Members were asked to review the document prior to that meeting. Students who participated in the student exchange to Germany will be asked to attend on the 31<sup>st</sup> as well.
- An email was received from the first selectman's office concerning capital expenditure requests. Forms will need to be completed as soon as possible as a January meeting is anticipated.

**Approval of Minutes: 12/20/2018**

***Motion made by Lisa Donegan to approve the minutes of 12/20/2018. Motion seconded by John Lippert.*** Discussion followed, a series of edits and amendments were provided electronically and are attached.

***Motion to approve the minutes of 12/20/18 as amended was made by Lisa Donegan. Motion seconded by Jane Urban and carried unanimously.***

**Opportunity for Public Comment**

None

**2019 Bicknell Scholarships**

**a. Review Trust Balance**

**b. Determine Number and Denomination of Scholarships**

The November 2018 Bicknell Trust Statement balance is \$120,282.60. Discussion followed concerning the number of scholarships to award and associated fees.

***Motion made by Jane Urban to authorize the award of four Bicknell Trust Scholarships in the amount of \$1,000 each. Motion seconded by Marian Matthews and carried unanimously.***

**Committee Break Out Sessions**

**a. Transportation**

**b. Personnel**

**c. Long-Range Planning**

None of the committee break out sessions occurred.

**Committee Reports to Board**

There was some discussion from previous Personnel sessions and revisiting facilitation and procedures for staff exit interviews. The Friar and Associates 10-year capital improvement plan and the Superintendent's 4-year capital projects recommendations documents were reviewed and FY 20 capital requests prioritized. Requests will be submitted to the Capital Expenditure committee with the input of Mike Sorano of Friar and Associates. Dr. Longo will schedule a meeting with Mr. Sorano.

***Motion made by Jane Urban to add as Old Business item 9b, "Staff Exit Interviews". Motion seconded by Lisa Donegan and carried unanimously.***

**New Business**

**a. Request Approval of Leave of Absence**

School psychologist Alicia Marceau has requested a maternity leave beginning in early May for the remainder of the 2018-2019 school year.

***Motion made by Lisa Donegan to approve the maternity leave request of Alicia Marceau. Motion seconded by Jane Urban and carried unanimously.***

**b. Staff Appointments**

***Motion made Jane Urban to appoint Matthew Egan to the position of long-term Social Studies substitute teacher. Motion seconded by Lisa Donegan and carried unanimously.***

Mr. Egan will be with our school for a period of one year in the absence of Stephen Caldwell, who has been activated for military service.

**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)**

These policies have been presented for first reading. All reflect statutory or legislative changes and were prepared by counsel.

***Motion by Lisa Donegan to approve the Series 1000 and Series 5000 policies as presented. Motion seconded by Marian Matthews and carried unanimously.***

**b. Staff Exit Interviews**

Board counsel provided guidance under attorney-client privilege concerning staff exit interviews. Employees would be offered an opportunity to meet with the board, but it is optional.

***Motion made by Jane Urban to extend an invitation to employees who have provided formal notification that they are leaving the employ of the Ashford Board of Education to participate in an exit interview with the Board, in executive session, prior to their final day of employment. Motion seconded by Lisa Donegan and carried unanimously.***

Prior to moving on to the next agenda item, Lisa Dyer distributed a draft of FY 20 budget reduction options for the board to review. This was requested at the 12/20/18 board meeting.

**Next Meeting Date/Agenda Items**

The next meeting date is 1/17/19: Agenda to include FY 20 budget, administrative reports, SBAC testing report.

**Second Opportunity for Public Comment**

Mrs. Urban shared her own concerns as a parent, about the number of movies that were shown leading up to the holiday recess.

***Motion made by Marian Matthews to adjourn the meeting at 9:13 pm. Motion seconded by Jane Urban and carried unanimously.***

Recorded by:

Jennifer Barsaleau  
Recording Secretary

***What is your Opinion?*** James P. Longo, Ed.D.

The Ashford Board of Education (BOE) is currently at the initial stages of developing a budget proposal to forward to the Ashford Board of Finance. I, as superintendent, provide the Board of Education several different budget scenarios to get the process initiated. The BOE then adds or subtracts from my initial proposals to create the Board of Education's budget proposal. This is a complex process that is difficult to complete without public input.

The different scenarios that I provide begin with one that is based upon the ideal solution to all of our school issues. Some consider this the "perfect world" budget proposal. This budget proposal for the next fiscal and academic year (2019-2020) includes addition of a math interventionist in the middle school to tutor students who need extra help in math. It also includes the addition of a health teacher to provide health and physical education to students from grades three through eight to help them cope with the everchanging, difficult world they will enter during their teen years. The pitfalls of prescription drugs, the internet, and many of the other 21<sup>st</sup> century challenges that lie before them. Both of these additional positions are justifiable, and could add to the quality of the education that the children of Ashford receive. But they are expensive in the eyes of some taxpayers. This budget proposal also includes supplies, computers and all of the other tools all of our teachers need. All together, this budget proposal results in a significant increase over our current budget.

Knowing that a "perfect world" proposal will be difficult to pass, I offer several variations of that proposal, each eliminating one or more of the more costly aspects of the perfect proposal. Perhaps we just hire a health teacher, and fill the math interventionist position by moving a faculty member out of a classroom, and increase class size in that grade. Or maybe we do not hire any new teachers and hope for the best by asking our current faculty to handle it all. Perhaps we limit the money that we request for supplies and technology. These are all complex issues that will ultimately impact both the students and the taxpayers of Ashford.

We have an exceptional school. We have won awards statewide and nationally. Should we continue on the path to excellence, should we move more slowly, or should we stand still, and hope what we have been doing is good enough? This is where we need your ideas. We need to know how you feel. What you would support. We have had several years of very low or zero budget increases. We have cut everything as much as we can. How much rebuilding or reaching for the best possible experience for our students will the majority of taxpayers support? The time is now to hear from you. My email is [jplongo@ashfordct.org](mailto:jplongo@ashfordct.org). Please send me your opinion, ask me questions, and let me know what you think! I promise I will pass it all on to the BOE as we go through the process. Even better, attend a BOE meeting. They are held at the school the first and third Thursday evening of each month and begin at 7 pm. There is an opportunity for the public to speak. You can speak and leave, or you can stay for the debate, and speak again near the end of the meeting.

No matter how you do it, your voice is important, and must be heard. By the end of January decisions are made and a proposal has been crafted. By the end of February, the proposal is forwarded to the Board of Finance. Please feel free to email me your opinion, come to a meeting, or make an appointment to meet with me. Just be heard. The BOE proposal is based on a compromise that tries to balance what we need with what we believe the taxpayers support. Is this going to be a year that we take a step forward, stay the same, or start to decline? The budget is the foundation that everything is built upon. As the title of this article asks: ***"What is your Opinion?"***

## **Ashford Board of Education Report**

Troy C. Hopkins - Principal

January 17, 2019

### **National Geographic Grant**

Dory Moore was awarded a grant to collaborate with professors and graduate students at Trinity College in order to help map pyrrhotite rock locations in Ashford.

### **Project Based Learning**

Please take a look at the provided resource "An Introduction to Project Based Learning". This short guide for parents and school communities defines project based learning, offers several examples, and discusses several benefits.

### **Presentation to 4-Town Administrators (Columbia, Mansfield, Willington, E.O. Smith)**

The Ashford Administrative Team shared our philosophy and practices in STEAM, Habits of Mind, Differentiated Instruction, and Project Based Learning (PBL). I focused my handouts on STEAM and PBL.

### **SBAC and Student Data**

This past summer we analyzed SBAC and STAR scores to identify individual students who may need additional help in the areas of reading and mathematics. Also, individual student data sheets were passed along to teachers from the previous grade. Many of these students receive interventions or extra help in reading and/or mathematics. At the beginning of the year, we switched from STAR to iREADY, which is more aligned with SBAC performance.

Grade levels with relatively high concern in math: 5, 6, and 7

Grade levels with relatively high concern in reading: 4 and 5

What have we done?

Our elementary math specialist has been working with grades 5 and 6 students and teachers.

A paraprofessional has been assigned to assist grade 7 with math support.

A paraprofessional has been assigned to assist grade 5 with in-class reading support.

Outside professional development was provided to all math teachers in grades 2-8.

Outside professional development was provided to all ELA teachers in grades 3-8.

All math and ELA teachers help students with targeted interventions, based on iReady data, during intervention periods in grades 4-8.

Overall our ELA scores are 7% points above the state average and our math scores are 1.9% below the state average. While our overall SBAC scores are currently less than impressive, we believe the changes we have made will show positive results in the future. The addition of the math specialist in the middle school would certainly support this expected progress.

Ashford School  
BOE Assistant Principal's Report – Garrett J. Dukette  
January 17, 2019

**Curriculum and Instruction**

- Shifted from STAR to iReady, which is more closely aligned to Smarter Balanced Assessments.
- Teachers are being actively trained on utilizing iReady which provides:
  - Concrete information about students' strengths and weaknesses in math and reading
  - Student groups based on similar needs and strengths
  - Pre-created intervention lessons that address specific student needs
- Our expectation is that teachers are discussing intervention needs in their Professional Learning Communities (or PLCs, formerly known as Data Teams) to develop strategies and identify times and plans for addressing student growth needs
- Due to multiple factors, there is a discussion underway for improving our approach to curriculum writing, to minimize the amount of class time that teachers miss, while maximizing work output.

**Student Motivation and Behavior**

- 15+ calls home for positive office referrals
- Continuing support for PBIS and restorative justice:
  - Three teachers along with Mr. Dukette will be attending a workshop on restorative practices in the classroom, as a support for their classroom environment and in support of our school's behavioral approach to children.
- Presented to Region 19 administrators and teachers on our restorative practices; EO Smith was very interested in this approach and wants additional info on how to create parent buy-in
- ECSU Girls Group will be beginning again in the next two weeks

**School Safety**

- First ever full school evacuation drill is being planned for this school year.
  - Staff will take part in a walkthrough of expectations during the January PD.
  - At some point in the near future, I would like to hold a drill with students
    - Columbia holds this drill with students within the first ten days of school
    - Glastonbury holds this drill by Halloween
- New student drop-off procedures have resulted in a safer school-
  - Parent feedback has been overwhelmingly positive

**Spotlight Staff**

Barb Horn- Grade one

- Mrs. Horn embraces the approach of student-driven instruction
- Her classroom fosters stations-based learning
- I have attended some of her morning meetings; her expectations are clear and she does a wonderful job of getting students of all ability levels to engage, to focus on strategies for their own focus and improvement, and on connecting kindly with one another
- Mrs. Horn goes out of her way to differentiate her behavioral approach for her students and is consistently utilizing multiple strategies at once to balance the needs of her classroom

**Ashford Board of Education Report**  
**Pupil Personnel Services**  
**By: Cynthia Ford, Director**

- Continue to submit special education service hours for reimbursement from Medicare for families that qualify and give permission.
- Lots of movement within Special Education. 3 students moving in and 2 have moved out. This often affects programing and the need for more staffing. A memo was shared with Business Manager and Superintendent to explain the shifting of numbers from outplacement to in house supports.
- 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 then the team will refer to special education. This past month two students have been referred to Special Education for testing due to inadequate progress.
- 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 December Newsletter:  
<http://ashfordct.org/documents/2018/12/psych-up-ashford-dec.pdf/>

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

**APPLICATION FOR EMPLOYMENT – NON-CERTIFIED POSITIONS**

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

**APPLICANT INFORMATION:**

Janosi Ryan M  
Name: (Last) (First) (Middle Initial)  
281 Chatey Rd Ashford CT 06278  
Address: (Number, Street, City, State, Zip Code)

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

860-429-7978  
Contact Phone Number

Ryan Janosi, m@gmail.com  
E-Mail Address

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

- ☐ Paraprofessional ☐ Cafeteria ☒ Custodian 11-3 pm ☐ Clerical/Office  
☐ School Nurse\* ☐ Bus Driver\* ☐ Substitute: \_\_\_\_\_

(specify: teacher, para, custodian, etc.)

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

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

Employer	Address	Position Held	Dates of Employment
Pricechopper	1220 Storrs Rd Mansfield CT 06268	Basser	9/17 - 12/17
Westford Hill Distillers	146 Chatey Rd Ashford CT	Bottle handler	2016 - Present
Subway	1 Dog Lane Storrs CT 06268	Food handler	1/18 - 4/18

**AVAILABILITY OF APPLICANT:**

Date available to begin employment: Anytime

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

**EDUCATION:**

Name of High School or College	State	Date(s) Attended	Area of Study	List Diploma, Degree or Certification Obtained
Easton High School	CT	2013-2017		HS Diploma
COMPTIA A+	CT	2017-2018	Computers/IT	COMPTIA 901-902 A+

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

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

Name	Address	Phone Number
Louis Chatey	196 Chatey RD Ashford CT	860-429-0161
Baron Faiola	425 Route 6 Andover CT	860-742-5213
James Pomeroy	1235 Storrs RD Storrs CT	860-487-0877

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

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

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

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

12/17/18  
\_\_\_\_\_  
Date

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



## MODEL POLICY CLIENTS SUMMARY OF POLICY RECOMMENDATIONS AUGUST 2018

### *Introduction*

This memorandum serves as a collective summary of the suggested revisions to local and regional board policies, regulations and accompanying documents that we have recommended as a result of the 2018 legislative session, as well as changes based on legal trends or best practices. We include in this memorandum any changes that have been made since April 2018. The bases for our recommended changes to existing policies for each respective series are discussed below. For access to these policies, regulations and accompanying documents, please visit our client portal and use the login and password with which you have been provided. If you need any assistance with your login and/or password, please contact Emma Hoff, [ehoff@goodwin.com](mailto:ehoff@goodwin.com). If you have any questions about the policy revisions, feel free to contact Peter J. Maher, at [pmaher@goodwin.com](mailto:pmaher@goodwin.com), or Gwen J. Zittoun, at [gzittoun@goodwin.com](mailto:gzittoun@goodwin.com).

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

X

#### **Non-Discrimination (Community)**

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

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

#### **Visitors and Observations in Schools**

*Completed*

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

### ***Series 2000: Administration***

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

### ***Series 3000: Business***

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

### ***Series 4000: Personnel***



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

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



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

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



#### **Employment Checks**

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



#### **Plan for Minority Educator Recruitment**

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

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

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

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

*Completed*

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**

*Completed*

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**

*Completed*

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)**

*Completed*

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**

*Completed*

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**

*Completed*

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)**

*Completed*

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**

*Completed*

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

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

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

### ***Instruction (6000)***

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

### ***Federal Notifications/Forms***



#### **Guidelines for Independent Educational Evaluations**

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

### ***State Notifications/Forms***



#### **Individualized Learning Plan**

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

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

*Part of Health Assessments Policy*

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



#### **Student Data Privacy Notice**

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

# 2019-2020

Approved by the Ashford BOE: DRAFT A

August 2019						
Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	31

Session Days 2

November 2019						
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Session Days 19

February 2020						
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Session Days: 17

May 2020						
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Session Days 20

September 2019						
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29	30					

Session Days 20

December 2019						
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29	30	31				

Session Days 15

March 2020						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Session Days 21

June 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Session Days 8

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Session Days 21

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Session Days 21

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Session Days 16

## Grades Close:

T1  
T2  
T3 June 10

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Date	Event
Aug. 26-27	Professional Development Day
Aug. 28	<b>All Staff</b> Preparation Day
<b>Aug. 29</b>	<b>First Day - Students</b>
Sep. 2	Labor Day - NO SCHOOL
Sep.	OPEN HOUSE - Grades 5-8 (6:30-7:30 p.m.)
Sep.	OPEN HOUSE - Grades 1-4 (6:30-7:30 p.m.)
Oct. 14	Columbus Day - NO SCHOOL
Oct. 15	Professional Development Day - NO SCHOOL
Nov. 25	Parent Teacher Conferences - Early Dismissal
Nov. 26	Parent Teacher Conferences - Early Dismissal
Nov. 27	Thanksgiving Recess - Early Dismissal
Nov. 28-29	Thanksgiving Break - NO SCHOOL
Dec. 21	Winter Recess Begins - Early Dismissal
<b>Dec. 23-Jan. 1</b>	<b>Winter Recess - NO SCHOOL</b>
Jan. 20	Martin Luther King Day - NO SCHOOL
Jan. 21	Professional Development Day - NO SCHOOL
Feb. 14	Professional Development Day - NO SCHOOL
Feb. 17-18	President's Day Recess
Mar. 13	Professional Development Day - NO SCHOOL
Apr. 10	Good Friday - NO SCHOOL
<b>Apr. 13-Apr. 17</b>	<b>Spring Recess - NO SCHOOL</b>
May 25	Memorial Day - NO SCHOOL
June 10	Last Day of School - Early Dismissal
<b>School make up dates are June 11-20, if additional dates are necessary they will be taken from the April 15-19 Spring Recess.</b>	

**Early Dismissal Time is 12:25 PM including AM PreK students.**

**Emergency Closing and Dismissals will be announced on WTIC and WILI radio, K-12 Campus Alerts, and Channels 3,30 and 61 and posted on the Ashford School website.**

**Delayed openings will be 2 hours in duration, no AM PreK**