

Ashford Board of Education  
Ashford, Connecticut  
Meeting Agenda  
December 19, 2019  
**7:00 pm**  
Ashford School  
Library/Media Center

1. Call To Order
2. Communications
3. Opportunity for Public Comment
  - a. FY 21 Budget
4. Approval of Minutes: 12/05/2019
6. District Administrative Reports (Superintendent, Director of Pupil Personnel, Principal, Asst. Principal)
7. Old Business
  - a. Follow Up Discussion: Dress Code
8. New Business
  - a. Approval of 2020-2021 Ashford School Calendar
  - b. EASTCONN Business Office Proposal
9. Second Opportunity for Public Comment
10. 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 to 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.*

Ashford Board of Education  
**Regular Meeting Minutes – December 5, 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 7:06 PM. Present were Marian Matthews, Jane Urban, Shannon Gamache, Tess Grous, Tina Fradette and Al Maccarone. Also present was Superintendent Dr. James Longo, Principal Troy Hopkins and recording secretary Jen Barsaleau. Present in the audience: First Selectman Ralph Fletcher, BOF Chair Chuck Funk, Vanessa Jordan, Maureen Caye, Kimberly Kouatly, Su Spiewakowski, Lexi Olender, Bella McDonough and Rebecca Haeger.

***Motion made by John Lippert to the agenda an executive session for the purpose of discussing a business office personnel matter. Motion seconded by Shannon Gamache and carried unanimously.***

The executive session will be held before item #4 on the posted agenda, Communications.

**FY 21 Public Budget Input**

- Maureen Caye welcomed the newest members of the board. She expressed gratitude to her children's classroom teachers, Mrs. Burnham and Mr. Busse, as well as Mrs. Craven, Ms. Rhubin and Mrs. Brodoff, noting they are "incredibly supportive". She feels there are some great staff members and enrichment opportunities for our students. She thanked Mr. Hopkins and Mr. Dukette for their creativity in the staffing of Grades 5/6 this year and expressed gratitude to the BOE as well. She reminded the board of past action concerning staffing of the number of classroom teachers for the current 5<sup>th</sup> grade class. She encouraged the board to endorse 3 classroom teachers for this particular group of students.
- Kim Kouatly echoed Mrs. Caye's thoughts of having 3 classroom teachers for the incoming 6<sup>th</sup> grade class. The Grade 5/6 planning for this year is working great, but next year's 6<sup>th</sup> grade class is a dynamic group of kids and needs 3 classroom teachers.

**Student Dress Code**

8<sup>th</sup> grade students Lexi Olender and Bella McDonough spoke about student dress code and prepared a powerpoint presentation concerning this subject. The students circulated a petition among their peers in grades 4-8 about changing the student dress code and obtained 100 signatures. Mr. Hopkins distributed 3 documents concerning dress code, including policy language suggested by the PTO.

After viewing the presentation, members of the board asked questions of the students. Discussion followed concerning particular types of clothing worn, dress code enforcement, head coverings, backpacks and locker access, effect of student attire on academics. Tess Grous located numerous articles on this subject. Jen Barsaleau will scan them and send them to the members of the BOE. Dress code will be added to the 12/19 agenda under Old Business.

**Business Office Personnel Matter**

***Motion made by Marian Matthews (7:58 pm) to enter into executive session for the purpose of discussing business office personnel matter, inviting Dr. Longo, Mr. Hopkins, Mr. Fletcher and Mr. Funk to attend. Motion seconded by Tina Fradette and carried unanimously.***

***Present: John Lippert, Jane Urban, Marian Matthews, Al Maccarone, Tess Grous, Shannon Gamache, Tina Fradette, Dr. Longo, Troy Hopkins, Ralph Fletcher and Chuck Funk.***

The board and invitees exited executive session at 8:36 pm. Mr. Fletcher and Mr. Funk left the meeting.

***Motion made by Shannon Gamache to direct the Superintendent to contact the proper authorities to discuss a potential trespassing infraction. Motion seconded by Tina Fradette. Motion carried with one abstention (John Lippert).***

## **Communications**

Squaw Hollow X-tra Mart nominated the Ashford School to receive a \$500 grant from Exxon Mobil Corporation. These funds are required to be utilized for Math and/or Science.

A letter of thanks will be sent to the owner of the Squaw Hollow X-tra Mart.

### **Approval of Minutes: 09/19/2019, 10/03/2019, 11/21/2019**

*Motion made by Marian Matthews to approve the minutes of 09/19/2019 as amended. Motion seconded by Jane Urban and carried unanimously.*

*Motion made by Marian Matthews to approve the minutes of 10/03/2019. Motion seconded by Al Maccarone and carried with one abstention (Tess Grous).*

*Motion made by Marian Matthews to approve the minutes of 11/21/2019. Motion seconded by Jane Urban and carried unanimously.*

### **Opportunity for Public Comment**

- Rebecca Haeger shared her opinion that dress code philosophy needs to be discussed. Materials concerning dress code should be made available so people can watch and follow the discussions.
- Kim Kouatly addressed the same topic and she does not feel that teacher approvals should be necessary. Back packs should be allowed as locker access time is limited and they are very small. New lockers as mentioned by Mr. Hopkins would be great.
- Maureen Caye complimented the 8<sup>th</sup> grade students on their presentation. Teacher approvals on dress code would put the teacher in a difficult position. She questioned if there would be a ‘fall back’ position concerning the FY 21 budget should there be a reduction made by the board of finance. De. Longo stated that he would bring several options to the January 16<sup>th</sup> regular meeting. Mrs. Caye inquired about plans for the change in administration with Mr. Dukette leaving for another district.

## **Old Business**

### **a. School Based Health Program**

Member Shannon Gamache revisited the decision of the board concerning school based health services. She feels that more discussions or forums should be held on the concept before any action is taken to bring this to our school. This item will be added to the January 2<sup>nd</sup> agenda for discussion.

Jane Urban left the meeting (9:18pm)

### **b. Follow Up on Department Reports**

Brief discussion was held concerning purchasing of metal utensils and the amount of time students have to eat lunch and time for homework assignments. Mr. Hopkins will be meeting with teachers next week to discuss homework and students to review the subject of homework.

## **New Business**

None

### **Second Opportunity for Public Comment**

- Kim Kouatly addressed student homework noting that we cannot prepare all kids for the amount of homework they receive in high school, but they will learn when they get there. Each teacher assigns homework differently and if we teach them study skills, not all students will apply those skills.
- Rebecca Haeger suggested that the survey for student high school preparedness be shared with the new members of the board.

Shannon Gamache raised the topic of changing the location of regular board meetings to the media center.

*Motion made by Tess Grous to move regular board of education meetings from the district office to the media center. Motion seconded by Tina Fradette and carried unanimously.*

**Superintendent Evaluation**

John Lippert has received members individual evaluation materials and will create a composite document for review at special meeting on December 19, 2019.

**Adjournment**

***Motion made by Marian Matthews to adjourn the meeting (9:40pm ). Motion seconded by Tess Grous and carried unanimously.***

Recorded by:  
Jennifer Barsaleau, Recording Secretary

**Superintendent's Report  
Ashford Board of Education Meeting  
December 19, 2019**

**Assistant Principal Position**

Now that Garrett will be moving forward, we have engaged an internal candidate to fill his position until spring. We will post the position and conduct interviews for the appointment of a replacement in May. Our internal candidate will be acting as an intern to complete her administrative certification requirements. Polly Borysevicz, a special education teacher at our school is the internal candidate.

**Business Office Reorganization**

I have spoken to our attorney and the beginning processes of the exit audit should have begun by this meeting.

Since our last meeting, I have met with Chuck Funk and Ralph Fletcher, and we all seem to be on the same page and are moving forward.

EASTCONN has submitted a proposal to provide us with business department services. Once our audit is completed, I suggest we move on their proposal. They have offered a 90-day commitment that would carry us to the end of this fiscal year.

At the last BOE meeting a motion was passed that now requires a second look. I suggest an executive session be added to the agenda.

**2020-2021 School Calendar**

I would like the BOE to vote to adopt the 2020 - 2021 school calendar.

**FY 19 Audit News**

I believe that we have initiated remedies to eliminate conflicts and we are now on track for a successful audit report.

**2020-2021 Ashford School Budget**

The Ashford Board of Finance calendar for budget development has been published. The administrative team has begun surveying staff and putting initial recommendations together. At our last BOE meeting I proposed the following dates for the BOE integration into the BOF Calendar.

- December 19 – Second Opportunity for public Input
  - BOE Budget discussion and recommendations
- January 2 – Administration meets with BOE to discuss priorities
- January 16 – Superintendent submits first budget draft proposals to BOE
  - BOE discusses and Chooses from Several Budget Options
- February 6 – BOE Refines Budget for submission to BOF
- February 20 - BOE budget proposal to BOF
- March 5 - BOE Discussion of BOF Actions
- March 19 - BOE Adjustments Based Upon BOF Actions
- April 7 - Public Hearing
- April 21 - Annual Town Meeting
- May 5 - Budget Referendum

Budget Development Resource is attached

Enrollment and Staffing - initial proposal chart

## Projected Certified Staff Assignments/Enrollment for 2020-2021

Grade/Area	2019-2020			2020-2021		
	Number Students 12/10/19	Number Faculty	Class Size 12/10/19	Number Students*	Number Faculty	Class Size
<b>PK</b>	40	2	12.0	48	2	12.0
<b>K</b>	45	3	15	45	3	15
<b>1</b>	45	3	15	45	3	15
<b>2</b>	41	3	13.7	45	3	15
<b>3</b>	32	2	16	41	3	13.7
<b>4</b>	44	3	14.7	32	2	16
<b>5</b>	34	2.5	13.6*	44	2.5	17.6*
<b>6</b>	43	2.5	17.2*	34	2.5	13.6*
<b>7 and 8</b>	73	4	18.3	76	4	19
Elementary Intervention		2			2	
Secondary Intervention		.5			2	
Library Media Specialist		.5			.5	
Digital Media/STRIVE		.5			.5	
Elementary Science		1			1	
Elementary Spanish		1			1	
Secondary Spanish		1			1	
Art		1			1	
PE/Health		2			3	
Music		2			2	
School Psychologists		2			2	
Special Education		5			5	
Speech Pathologist		1			1	
School Counselor		1			1	
Elementary SEL Professional		0			1	
<b>Total Faculty Members</b>		45.5			49	

\*Actual number of students is fewer in academic classes and greater in specials and homeroom times.

**Ashford Board of Education Report- Director of Pupil Services and  
Special Education  
December 2019**

**District Mission:** *To support Ashford School as it prepares and inspires a community of learners to achieve the highest possible educational and personal potential as productive and responsible citizens of our diverse global community.*

**Core Values: Pride, Respect and Responsibility**

**Directors Goal 1:**

Oversee support for the struggling learners to ensure they are achieving their highest educational and personal potential to be responsible and productive citizens.

**Supports available at Ashford School to ensure all learners are achieving their highest educational and social potential:**

- Interventions available:
  - **Math Intervention in grades k-5:** Total of: 26 students
    - **K:** 1 student
    - **Grade 1:** 7 students
    - **Grade 2:** 4 students
    - **Grade 3:** 4 students
    - **Grade 4:** 4 students
    - **Grade 5:** 6 students
  - **Math intervention part-time in grades 6-8: Total: approx. 31**
    - **Grade 6:** 8 for in-class support and pull out tier 2 and 3 supports.
    - Have also provided occasional enrichment for 3-4 students.
    - **Grade 7:** 16 students in-class, and rotating groups of 4-6
    - Have also provided occasional enrichment for specific students occasionally.
    - **Grade 8:** 7 students.
  - **Reading interventionist in grades k-5: Total: 34 students**
    - **K:** 3 students
    - **1<sup>st</sup> grade:** 2 students

- **2<sup>nd</sup> grade:** 7 students
  - **3<sup>rd</sup> grade:** 4 students
  - **4<sup>th</sup> grade:** 6 students
  - **5<sup>th</sup> grade:** 2 students
- **Reading and writing intervention:**
  - **5/6:** 6 classes to be taught 40 minutes per class
  - **Intervention 5<sup>th</sup> grade:** 2 students
  - **Intervention 6<sup>th</sup> grader:** 4 students
- **Special Education Supports: Area District average numbers are: Prek:** 6-8 students, **K-2:** 7-9 students, **Grades 3-5:** 9-11 students **Grades 6-8:** 9-12 students
  - **Number of new referrals to Special Education this year to date:** 8
  - **Special education resource teacher grades k-2 (this year due to high need only supporting k-1) :**
    - Number of students: 8
  - **Special education resource teacher grades 3-4 (this year supports grade 2):**
    - Number of Students: 8
  - **Special Education resource teacher grades 5-6 and supports for behavioral needs 4-8**
    - Number of Students: 9
  - **Special Education resource teacher grades 7-8**
    - Number of Students: 8
  - **Special Education teacher in Comprehensive Resource Room 1-8 (Intensive special education needs)**
    - Number of students: 4 students with intensive special education needs
- Occupational Therapist and Physical Therapist offer motor groups as early intervention in our Prek and K classrooms. They provide additional support to our Physical Education teachers for ideas to assist with students during PE. Collaboration is ongoing with classroom teachers, especially in the lower grades, to assist with students that are lagging behind peers in both gross motor and fine motor abilities.
  - **Number of Students OT:**
    - **Prek-8:** 10 students
    - **Prek Motor group:** 4 sessions
    - **K Motor group:** 3 sessions



- **Number of students PT:**
  - **Prek-8:** 7 students
  - **Prek Motor group:** 4 sessions
  - **K Motor group:** 3 sessions
  
- Speech and Language Pathologists provides in class supports by implementing early language strategies which will assist in pre-reading skills.
  - **Number of students prek-3:** 15
    - Small in-class groups in Prek and K for intervention
  - **Number of students 4-8:** 6 plus intervention in Prek one day a week going into the classroom to work on language skills.
  
- School Psychologists provide mental health counseling for identified students either through 504, Special education, or SIT. They also go into classrooms to assist in teaching social skills based on the grade level needs. There is also a school counselor that works with at risk students in grades 4-8. School psychologists, the school counselor and town youth services meet on a monthly basis to discuss the needs of the students and community. They also meet with administration on a weekly basis to discuss current needs.
  - **School Psychologist prek-3**
    - **Number of students:** 14
    - **\*\* School Psychologist is on Maternity leave and we could not find a full time long term substitute so we needed to contract with an outside provider and she is only covering students with IEPs and 504s**
  - **School Psychologist 4-8**
    - **Number of students IEP/504:** 28
    - **Number of students intervention:** 8 students total:
      - **4<sup>th</sup> grade:** 3
      - **5<sup>th</sup> grade:** 4
      - **6<sup>th</sup> grade:** 1
  - School Counselor 5-8
    - **Number of students:** 28 total
    - **5th grade** - 14
    - **6th grade** - 8
    - **7th grade** - 5

- **8th grade – 1**
- There has also been 683 drop ins this school year.
  - **5th grade - 45%**
  - **6th grade - 35%**
  - **7th grade - 11%**
  - **8th grade - 9%**
- Needs:
    - **Work completion/grades - 30%**
    - **Lunch groups - 26%**
    - **Check ins - 23%**
    - **Peer concerns/mediations - 7%**
    - **Alternate testing setting - 7%**
    - **Home concerns - 2%**
    - **Anxiety/stress - 2%**
    - **High school - 3%**

## **Directors Goal 2:**

To ensure struggling learners are achieving their highest educational and personal potential to be responsible and productive citizens, it is important to support the faculty in continuing their education and to seek additional resources for them to reach their goals. (Student support services, Purchased services, improvement in instruction)

## **Data Supporting Faculty Support:**

- Special Education staff continue to be trained in de-escalation strategies and are part of a crisis intervention team lead by a senior teacher: Deb Courtright (Student support services)
- All staff are continuously trained on a three-year rotation in de-escalation strategies.
  - Upcoming Training for Crisis Intervention:
    - January 2020 for 4 staff members
    - Rotation of staff in Spring 2020 for de-escalation strategies

- Reading Intervention teacher will do Wilson training (Phonics based reading intervention) in 2020/ 2021. This is going into the budget for next school year.
- Special Education teacher enrolled in Educational Leadership Program
  - **Plan to support Polly Borysevicz during internship (Special Education Teacher 2-4):**
    - Will be fulfilling Internship starting in January 2020. This teacher will be filling in the Assistant Principal position.
    - She will continue to oversee her special education students in grades 2-4 with extra support from a paraprofessional, doing any assessments needed for special education and fulfilling services as needed to support the paraprofessional.

### **Directors Goal 3:**

To ensure the struggling learners are achieving their highest educational and personal potential to be responsible and productive citizens it is important to explore other avenues assistance for students and faculty. (Purchased services)

- Continue to contract with an Occupational Therapist three days a week
- Continue to contract with a Physical Therapist two days a week
- Continue to contract with a Speech and Language Therapist for grades 4-8 three days a week. This same individual was contracted an additional day to provide in-class support to our whole preschool population with language skills.
- Continue to contract with a clinical psychologist.
- Still unable to hire a BCBA for two days a week.
  - Plan to address the Social emotional needs in the grades Prek-2:
    - Would like to explore hiring a Social Emotional Professional: We would search for a person with experience working with and planning for students who are struggling socially and emotionally. This could be another school counselor, a social worker, or a BCBA.
- Continuing to explore additional avenues to gain access to mental health services for the community and our students in and out of school.
  - **January 16, 2020:** Director of School Based Health from Community Health Center, Inc will be coming to the BOE meeting with two other colleagues to answer any questions you have for them.

- Continue to meet regularly with area Directors to plan for any ways to combine supports and services.

#### **Directors Goal 4: (Personal Goal)**

To improve upon my leadership skills to ensure the district is moving forward in improvement in instruction for ALL students.

- Enrolled in a program to gain a Superintendent certification (093) and working with the Superintendent from District 19 as my mentor.
- Attend all state run information sessions around the laws and current best practices to provide services to the at risk population and those identified under the IDEA, Section 504 Rehabilitation Act under American with Disabilities Act, and Scientific Researched Based Intervention (SRBI).

## **Ashford School Principal BOE Report**

**December 19, 2019**

Troy C. Hopkins

Recently the BOE has inquired about the schedule and use of time for middle school grades. See below for updates.

### **School Schedule for Grades 7 and 8**

Teachers feel as though we have an effective balance with the use of time during the school day. They are very pleased with the addition of Wolf Den (35 minute period on Tuesday and Thursday mornings), which allows students to make up work, complete homework, practice academic skills, and see the school counselor or school psychologist. Teachers report that students are actually completing more work this year because of Wolf Den. The time for lunch and recess (every other day) is working well and teachers do not see any need for changes at this time. They believe that the morning social time is also developmentally appropriate for the students.

### **School Schedule for Grade 5 and 6**

Teachers are pleased with the new grade 5 and 6 grade schedule. However, they are examining ways of creating longer blocks of time, emphasizing reading and math, and prioritizing time for classroom meetings with the current schedule. Overall, teachers feel as though 2.5 teachers at each grade is working under the following arrangement:

All students are in 3 sections for all academic classes. Currently every student has 2 main teachers:

Teacher A teaches reading and science

Teacher B teaches math and social studies

Teacher C teaches writing to all students in grades 5 and 6

Breaking students into 3 homerooms would be beneficial in several ways. I will produce a schedule option that will accomplish that end and discuss it with the grade 5-6 faculty as well as the administration.

### **HOT School Update**

We were successful in acquiring a HOT School Grant in the amount of \$10,000. In the Fall of 2020, we will utilize these funds for professional development in arts integration, and three Artists in Residences. The visiting artists will work with second grade on writing songs to learn about life cycles, with grade 4 to integrate theater arts while learning about regions of the United States, and with grade 8 on writing and performing a play, for the entire school, which is an adaptation of the "Gift of the Magi" with a modern twist.

### **National Geographic Certified Educators**

Mrs. Gina Burnham has earned the distinction as a National Geographic Certified Educator. She joins Mrs. Kate Craven, Mrs. Dory Moore, and Ms. Carly Imhoff who have also achieved this status.

Ashford School  
BOE Assistant Principal's Report – Garrett J. Dukette  
December 19, 2019

**Curriculum and Instruction**

- The school is focused on ending 2019 strong.
- When we return from the holidays, students will begin to take their winter iReady assessments
- The data and assessment committee worked hard to brainstorm ideas around raising student motivation during the Smarter Balanced testing
- Work continues on identifying a pathway for future reading and math curricula
- I attended a national workshop—one significant takeaway was a need for a specific and concrete focus on social emotional learning

**Student Motivation and Behavior**

- 31+ calls home for positive office referrals
- Continuing support for PBIS and restorative justice:
  - Provided direct support for new teachers on restorative circles in the classroom
- ECSU Girls Group and ECSU Boys Group finished up for the fall and will resume their work in January once college campuses are back up and running.

**School Safety**

- We've met all drill requirements
- Raptor has been an overall net positive, with the significant majority of parents expressing that they feel like it is easier and makes the building safer

**Transition**

My final day is Friday, December 20, 2019. I have appreciate every moment in Ashford and look forward to the new challenge of being principal of Baldwin Middle School.

- Interim AP Polly Borysevicz shadowed me for a full day and has worked with me on multiple student issues, to develop her own style and approach. She is fully in support of our restorative approach
- I am working to ensure that Troy, Polly and the office staff will have all info needed from me before I leave, so that the transition is as seamless as possible.

# 2020-2021

Approved by the Ashford BOE:

August 2020						
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Session Days 3

September 2020						
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Session Days 21

October 2020						
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Session Days 20

November 2020						
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Session Days 19

December 2020						
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Session Days 17

January 2021						
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31						

Session Days 19

February 2021						
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28						

Session Days: 18

March 2021						
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Session Days 21

April 2021						
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Session Days 16

May 2021						
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Session Days: 19

June 2021						
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Session Days 7

**Grades Close:**

- T1 Nov. 25
- T2 March 9
- T3 TBD

Date	Event
Aug. 24-25	Professional Development Days
Aug. 26	All Staff Preparation Day
<b>Aug. 27</b>	<b>First Day - Students</b>
Sep. 7	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. 12	Columbus Day - NO SCHOOL
Oct. 13	Professional Development Day - NO SCHOOL
Nov. 23	Parent Teacher Conferences - Early Dismissal
Nov. 24	Parent Teacher Conferences - Early Dismissal
Nov. 25	Early Dismissal
Nov. 26-27	Thanksgiving Break - NO SCHOOL
Dec. 23	Early Dismissal
<i>Dec. 24-Jan. 1</i>	<i>Winter Recess - NO SCHOOL</i>
Jan. 18	Martin Luther King Day - NO SCHOOL
Feb. 12	Professional Development Day - NO SCHOOL
Feb. 15-16	Mid Winter Recess - NO SCHOOL
Mar. 12	Professional Development Day - NO SCHOOL
Apr. 2	Good Friday - NO SCHOOL
<i>Apr. 19-Apr. 23</i>	<i>Spring Recess - NO SCHOOL</i>
May 28	Professional Development Day - NO SCHOOL
May 31	Memorial Day - NO SCHOOL
June 8	Early Dismissal
June 9	Last Day of School - Early Dismissal

**School make up dates are June 10-18, if additional dates are necessary they will be taken from the April 19-23 Spring Recess.**

**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**



## **PROPOSAL FOR SERVICES**

### **POSITION: Business Manager**

**SCOPE of DUTIES:** Primary duties include assist with the development of the annual operating budget, generate accurate financial reports upon request, monthly projection reports on the general fund budget to the Board of Education, monthly reconciliations with the Town and auditors, prepare and submit required Connecticut State Department of Education (CSDE) financial reports (i.e. ED111, TB, ED114, EDE141 ESF, SEDC-G), prepare payroll and related Human Resource functions,(i.e. Health benefits and 403B Retirement plans), purchasing functions for the school educational and building maintenance needs, Worker Compensations and LAP claims, maintain the GASB 34 inventory of capital equipment at the Ashford School, and the transportation garage, supervise the Accounts Payable department, perform other such duties as assigned by the Superintendent

**PROPOSED START DATE:** Mid-January 2020 (Subject to Board of Education Approval)

**WORKDAYS:** Proposal is for the appointed individual to work 5 days a weeks for a total of 35 hours per week as a consultant to the Ashford School District, with the option after 90 days to be hired as a Town of Ashford Employee.

**PROPOSED FEE:** \$23,000 for 90 days