

Ashford Board of Education
Ashford, Connecticut

Regular Meeting Agenda
May 4, 2017
7:00 pm
Ashford School
District Office Conference Room

1. Call To Order
2. Persons to be Heard
 - a. Comments Concerning Items on the Posted Agenda
3. Communications
 - a. Regional District #11 Dissolution Study Committee Letter
4. Approval of Minutes: 03/30/2017
5. Superintendent's Report
6. New Business
 - a. Authorization Submission of FY 18 Individuals w/Disabilities Education Act Grant Application
7. Old Business
 - a. Staff Appointment
 - b. Certified Staff Tuition for Attendance of Non-Resident Student
 - c. FY 18 Budget Worksession
8. Next Meeting Date/Agenda Items
9. Second Opportunity for Public Comment
10. Adjournment

Ashford Board of Education Goals

The Ashford Board shall:

1. Initiate policies and practices, as well as devote appropriate resources towards the improvement of Ashford students on Connecticut standardized testing.
2. Promote instructional practices rooted in the individual skills, talents, needs and performance of the student.
3. Initiate mechanisms for improved and effective communication with the community as well as town leaders and other town boards and committees.
4. Develop a three-year school improvement plan that presents, and explains, an optimal path towards educational excellence in Ashford.

All meetings, conferences, programs and activities at Ashford School are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act. Individuals with disabilities requesting relocation of this meeting should call the Superintendent at 429-1927 or e-mail a request to jplongo@ashfordct.org 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: Communications; Minutes; Enrollment Report; IDEA Grant Info.

Enrollment Summary: Federal Ethnicity and Race Report as of 05/01/2017 (D3)

Ashford School

View:

Federal Ethnicity and Race

Students:

- All Active Enrollments
- Current Selection

Date:

05/01/2017

Grade Level	Total in Grade	(I) American Indian or Alaska Native	(A) Asian	(B) Black or African American	(P) Native Hawaiian / Other Pac Islander	(W) White	Hispanic/Latino	Two or More Race Categories	Unspecified
-2	15 12 / 3	0 0 / 0	2 2 / 0	0 0 / 0	0 0 / 0	13 10 / 3	0 0 / 0	0 0 / 0	0 0 / 0
-1	34 20 / 14	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	29 17 / 12	3 2 / 1	1 1 / 0	1 0 / 1
0	37 22 / 15	0 0 / 0	0 0 / 0	1 0 / 1	1 1 / 0	27 17 / 10	7 3 / 4	1 1 / 0	0 0 / 0
1	41 19 / 22	0 0 / 0	1 0 / 1	1 1 / 0	0 0 / 0	33 14 / 19	2 2 / 0	4 2 / 2	0 0 / 0
2	35 21 / 14	0 0 / 0	0 0 / 0	1 0 / 1	0 0 / 0	24 14 / 10	4 3 / 1	6 4 / 2	0 0 / 0
3	46 21 / 25	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	38 18 / 20	4 2 / 2	3 1 / 2	1 0 / 1
4	31 16 / 15	0 0 / 0	0 0 / 0	2 2 / 0	0 0 / 0	24 13 / 11	5 1 / 4	0 0 / 0	0 0 / 0
5	43 21 / 22	0 0 / 0	2 0 / 2	0 0 / 0	0 0 / 0	37 19 / 18	2 1 / 1	2 1 / 1	0 0 / 0
6	42 13 / 29	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	36 10 / 26	5 2 / 3	0 0 / 0	0 0 / 0
7	42 25 / 17	0 0 / 0	0 0 / 0	1 0 / 1	0 0 / 0	36 23 / 13	4 1 / 3	0 0 / 0	1 1 / 0
8	52 25 / 27	0 0 / 0	3 0 / 3	2 2 / 0	0 0 / 0	43 22 / 21	2 1 / 1	1 0 / 1	1 0 / 1
Total	418 215 / 203	0 0 / 0	8 2 / 6	9 6 / 3	1 1 / 0	340 177 / 163	38 18 / 20	18 10 / 8	4 1 / 3

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

Legend

Icons  - Date Entry

Rec'd 4-21-17

**Regional District 11 Dissolution Study Committee
Chaplin, Hampton, Scotland**

Jennifer Nelson, Chair
Scotland Town Hall
9 Devotion Road
PO Box 288
Scotland, CT 06264

**Dr. James P. Longo, Superintendent of Schools
Ashford Public Schools
440 Westford Rd
Ashford, CT 06278**

April 18, 2017

Dear Superintendent Longo,

In accordance with CGS §10-63b, a committee has been formed to study the advisability of dissolving Regional District 11 which is comprised of Parish Hill Middle High School, grades 7-12. Accordingly, the committee is reaching out to area districts in an effort to gather information to formulate a recommendation. In our efforts to make an informed recommendation we respectfully request answers to the following questions:

1. Would your district be able to accommodate additional middle school aged children? If so, how many seats would you offer?
2. Are there any policies or procedures in place for out of district attendance? (i.e. would the student be able to complete the course of study at this location?)
3. What tuition rate would your district charge, and is the rate negotiable?
4. How are charges for special education services calculated?
5. Could you provide a catalog of course offerings?
6. What extracurricular and sports team opportunities does your school offer?

Your responses will be provided to our local elementary schools, as it would be their choice to designate school options to resident children in the event the regional school district is dissolved. We would appreciate your response as soon as possible, but no later than May 15th so we may incorporate those responses into our study, and use them as supporting facts for our recommendation.

If you are unable to provide answers before May 15, we welcome a statement of interest from your school and will anticipate specific answers to our questions by the end of the school year.

Your response may be addressed to:

RD 11 Dissolution Study Committee
Jennifer Nelson, Chair
Town of Scotland
9 Devotion Road
PO Box 288
Scotland, CT 06264

Any additional questions may be directed to Jennifer Nelson at jcn7484@gmail.com.
We thank you in advance for your time and attention to this request, and look forward to your reply.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Jennifer Nelson", with a long horizontal flourish extending to the right.

Jennifer Nelson, Chair
RD 11 Dissolution Study Committee

**Ashford Board of Education
Meeting Minutes – March 30, 2017**

**7:00 p.m.
District Office Conference Room**

Call to Order

Chair J. Rupert called the meeting to order at 7:10 pm. Present were members: J. Rupert, K. Rourke, L. Donegan, M. Matthews, J. Calarese. J. Lippert attended Board of Finance Meeting. Absent: K. Warren. Administrators/staff present were: T. Hopkins, G. Dukette, C. Ford, L. Dyer. M. Caye was also present from the community.

Persons to be Heard

None.

Communications

One from BOF requesting additional items related to BOE budget, and one from Susan Eastwood who sent the results of the Ashford School Energy audit.

Brief discussion about the energy audit results (payback, potential for grant funds, need to prioritize items in audit). This will be a topic for a future BOE agenda.

Approval of Minutes

Approval of minutes from 2/16/17: *M. Matthews made motion and L. Donegan seconded motion to approve. Motion passed unanimously.*

Approval of minutes from 3/16/17: *J. Calarese made motion and K. Rourke seconded motion to approve. Motion passed unanimously.*

Administrative Reports

Troy Hopkins, Principal, highlighted several items on his Principal's Report, specifically noting the attendance of six teachers at the NELMS Conference in Providence, RI on March 30th and 31st. Two presentations were submitted and accepted marking yet another year of representation at this annual conference. Mr. Hopkins also shared academic achievement scores for 2015-16 for Ashford vs. the State's average in ELA, Math and Science. The scores were presented in % Points and Ashford scored above the State average in all three categories based on the criteria in the CT Next Generation Accountability System.

Garrett Dukette, Assistant Principal, also highlighted several items on his Assistant Principal's Report including an article he identified that sets out a plan for ensuring that writing occurs across all academic areas. Mr. Dukette is hoping to implement a portfolio process for next school year based on this article. He also discussed implementing benchmark teams with a goal of having teams of teachers grade benchmarks for consistency and efficiency. Other items were

also discussed including: finalization of next year's schedule, PBIS initiative, and the upcoming career fair on May 5th.

Cindy Ford, Director of Pupil Personnel, presented her report, which contained various statistics pertaining to Ashford's population of students. Ms. Ford also elaborated on the S.I.T. program, and discussed how this intervention program compares to special education services under 504 or IDEA/ADA.

New Business: Budget Transfers

Budget transfers were presented by the Finance Director, Lisa Dyer. ***K. Rourke made a motion to approve the budget transfers as presented in the 2016-2017 Budget Transfer Worksheet. M. Matthews seconded the motion, and the motion passed unanimously.*** The Board reviewed the status of the current year (FY17) budget and the detailed A/P Monthly Report **noting that there were no expenditures made on behalf of the Superintendent for the month.**

Old Business

Non-Certified Staff Appointment: Tabled for next meeting.

Certified Staff Tuition for Attendance of Non-Resident Student: ***M. Matthews made a motion and L. Donegan seconded a motion to provide a tuition waiver for the remainder of the 2016-17 academic year for one student via a Memorandum of Understanding. After a discussion pertaining to the some of the specifics of the MOU including the pros/cons and also how special education services would be handled, the Board approved the motion unanimously.*** The Board also agreed that a BOE policy will be developed for the next academic year, and that such a policy would satisfy a Board of Education goal.

FY18 Budget: The Board had a brief discussion pertaining to additional information requested by the Board of Finance. J. Lippert is in attendance at their meeting, and he will report back to administration and the Board Chair. The Board also noted the amended Budget Calendar which is posted on the Town's website and which was in the *Ashford Citizen*.

Next Meeting Agenda

- Old Business: Staff Appointment
- Certified Staff Tuition for Attendance of Non-Resident Student
- FY18 Budget Worksession

Motion to Adjourn was made by M. Matthews and seconded by J. Calarese. Motion passed unanimously. Meeting was adjourned at 9:30pm.

Recorded and Submitted by

Kimberley.Rourke

Board of Education, Vice Chair on behalf of J. Barsaleau, Recording Secretary

CONNECTICUT STATE DEPARTMENT OF EDUCATION

REV 1/2017

ACADEMIC OFFICE

BUREAU OF SPECIAL EDUCATION

P.L.108-446



SPECIAL EDUCATION GRANT PROGRAMS

GRANT PERIOD

July 1, 2017, to June 30, 2019

GRANT COVER PAGE

To be completed as an "Action Step" and submitted with the Grant Application

<p><u>Applicant</u> (Name, Address, Telephone, Fax, E-Mail) Ashford Public Schools 440 Westford Road Ashford, CT 06278 (860)429-1927 (860)429-3651 FAX www.ashfordct.org</p>	<p><u>Program Funding Dates</u> From July 1, 2017, to June 30, 2019</p> <p><u>Preliminary Funding Amount</u></p> <p>IDEA Special Education Assistance (611 funds) \$ <u>105,753</u></p> <p>IDEA Preschool Education (619 funds) \$ <u>6,954</u></p> <p>Total Part B Award (611 funds + 619 funds) \$ <u>112,707</u></p>
<p><u>Contact Person</u> (Name, Address, Telephone, Fax, E-Mail) Dr. James P. Longo Ashford Public Schools 440 Westford Road Ashford, CT 06278 (860)429-1927 (860)429-3651 FAX jplongo@ashfordct.org</p>	<p><u>Check if Consolidated Application</u></p> <p><input type="checkbox"/> For IDEA, Section 611 Participating Districts: <i>(list districts)</i></p> <p><input type="checkbox"/> For IDEA, Section 619 Participating Districts: <i>(list districts)</i></p> <p><i>*Please attach list of districts, if needed.</i></p>

I, Dr. James P. Longo, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature (Superintendent) _____

Name: Dr. James P. Longo

Ashford School District

School District: _____

SECTION 1

SPECIAL EDUCATION GRANT PROGRAMS**Goals, Related Activities and Equitable Access to IDEA-Part B Grants****DIRECTIONS:**

Applicants are required as an action step, to provide goals and describe the special education activities related to each identified goal.

Applicants must complete the "Goals and Related Activities" page for each funding source the applicant is applying to receive, the IDEA-Part B, Section 611 (1a) and/or IDEA-Part B, Section 619 (1b).

Applicants must complete a new section related to the U.S. Department of Education's General Education Provisions Act (GEPA) Section 427, describing the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description with the statute highlighting six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

Please Note: IDEA funds may not be used for child find activities, including the identification, location and initial evaluation of children. School districts must provide these activities at local expense using public funds.

The grant application's "Goals, Related Activities and Access" pages are attached.

**1a. Goals, Related Activities and Access to
IDEA-PART B, SECTION 611
Special Education and Related Services (Ages 3-21)**
ACTION STEP: Fill in information

District Goal # 1 :

To ensure the district is providing the learning for students with disabilities is within the general education classroom environment to the maximum extent.

School district planned special education activities:

1. Ensure that all students, including identified students, are provided with the appropriate supports and instruction necessary for successful access to the general education.

2. Ensure that identified students with disabilities are provided with the appropriate supports to ensure access and success in the inclusive setting to achieve independence to the best of their ability.

3. Ensure appropriate opportunities for collaboration occurs between the general education, support staff, and special education teachers to design and implement the general education curriculum modifications and accommodations to ensure student success.

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

Ashford School ensures that there are no barriers that impede equitable access to, and participation of all federally assisted programs for our students, teachers and all beneficiaries. We do this by eliminating all designations of race, gender, sexual orientation, national origin, color, disability or age from the criteria that controls enrollment.

All stakeholders are enrolled in all programs based upon the school schedule and not any personal qualifications. Therefore, all of our programs are bias free, with all impediments removed.

District Goal # 2 :

To ensure successful participation in developmentally appropriate learning, behavior, social and language experiences for preschoolers with identified delays and language deficits.

School district planned special education activities:

1. Provide staff with professional development opportunities related to behavior management, social skills, de-escalation, language development and motor movement.

2. Provide training and involvement opportunities for parents that encourage successful learning, social and language development.

3. Provide opportunities to reinforce developmentally appropriate learning, communication, behavior, motor and social skills.

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs.

Ashford School ensures that there are no barriers that impede equitable access to, and participation of all federally assisted programs for our students, teachers and all beneficiaries. We do this by eliminating all designations of race, gender, national origin, color, disability or age from the criteria that controls enrollment.

All stakeholders are enrolled in all programs based upon the school schedule and not any personal qualifications. Therefore, all of our programs are bias free, with all impediments removed.

Prepare as many pages of the *Goals, Related Activities and Steps Ensuring Access Form* as necessary to describe your district's goals and activities that ensure positive student outcomes.

<p>1b. Goals, Related Activities and Access to IDEA-PART B, SECTION 619 Preschool Special Education (Ages 3-5)</p> <p><i>ACTION STEP: Fill in information</i></p>
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District Goal # 1 :

To provide appropriate instruction to preschoolers with disabilities within a heterogeneous early childhood environment.	
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School district planned special education activities:

- | | |
|--|--|
| 1. Provide trained staff to instruct preschool students with delays and language deficits within a Heterogeneous early childhood setting. | |
| 2. Maintain an accredited program through NAEYC. | |
| 3. Provide an educational, social and language rich program to serve as the foundation for independence, communication and literacy skills appropriate developmentally for preschoolers. | |

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs.

Ashford School ensures that there are no barriers that impede equitable access to, and participation of all federally assisted programs for our students, teachers and all beneficiaries. We do this by eliminating all designations of race, gender, national origin, color, disability or age from the criteria that controls enrollment.

All stakeholders are enrolled in all programs based upon the school schedule and not any personal qualifications. Therefore all of our programs are bias free, with all impediments removed.

District Goal # 2 :

To ensure successful participation in developmentally appropriate learning, behavior, social and language experiences for preschoolers with identified delays and language deficits.	
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School district planned special education activities:

- | | |
|---|--|
| 1. Provide staff with professional development opportunities related to behavior management, social skills, de-escalation, language development and motor movement. | |
| 2. Provide training and involvement opportunities for parents that encourage successful learning, social and language development. | |
| 3. Provide opportunities to reinforce developmentally appropriate learning, communication, behavior, motor and social skills. | |

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs.

Ashford School ensures that there are no barriers that impede equitable access to, and participation of all federally assisted programs for our students, teachers and all beneficiaries. We do this by eliminating all

designations of race, gender, national origin, color, disability or age from the criteria that controls enrollment.

All stakeholders are enrolled in all programs based upon the school schedule and not any personal qualifications. Therefore, all of our programs are bias free, with all impediments removed.

Prepare as many pages of the *Goals, Related Activities and Steps Ensuring Access Form* as necessary to describe your district's goals and activities that ensure positive student outcomes.