

LYME-OLD LYME SCHOOLS

Regional School District #18

A Private School Experience



in a Public School Setting

Regular Board of Education Meeting

November 6, 2019

Board Present: Michelle Roche, Chairwoman; Diane Linderman, Vice Chair; Jean Wilczynski, Treasurer; Martha Shoemaker, Secretary; Erick Cushman; Rick Goulding; Stacey Leonardo; Mary Powell St. Louis; Stacy Winchell

Administration Present: Ian Neviaser, Superintendent of Schools; Mark Ambruso, Principal of Lyme-Old Lyme Middle School; James Cavalieri, Principal of Lyme Consolidated School; Michelle Dean, Director of Curriculum; Melissa Dougherty, Director of Special Services; Kelly Enoch, Principal of Mile Creek School; Holly McCalla, Business Manager; John Rhodes, Director of Facilities & Technology; Noah Ventola, Assistant Principal of Lyme-Old Lyme Middle School; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Mary Roth, RETA Co-President; Lisa Daly, AFT President; Isabella Hine and Ellery Zrenda, High School Student Representatives; 20 Community Members from LOL

I. Call to Order

The meeting was called to order at 6:30 p.m. by Chairwoman Roche. The Pledge of Allegiance was recited.

II. Approval of Minutes

MOTION: Mrs. Linderman made a motion, which was seconded by Dr. Powell St. Louis, to approve the minutes of Regular Meeting and Executive Session of October 2, 2019 as presented.

VOTE: the Board voted in favor of the motion; Mrs. Shoemaker abstained from voting as she was not present at the October 2 meeting.

III. Visitors

1. Public Comment

49 Lyme Street, Old Lyme, Connecticut 06371

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Connie Pan and Rory Cavicke, LOLHS students and members of the Environmental Club, voiced support for eliminating the use of plastics in the high school cafeteria citing the importance of reducing waste production and the benefits of reusables such as long-term cost reduction and the effect on the environment.

Ty Dean, a resident of East Lyme and a current tuition student at LOLHS, thanked the Board for allowing him to attend LOLHS as a tuition student so that he could achieve his academic and athletic goals.

2. Report from Student Representatives

Isabella Hine and Ellery Zrenda reported on the following activities taking place at the schools:

At LOLHS: On November 7, the high school will host the annual Report Card Night. Parents will have the opportunity to have individual conferences with their children's teachers. The Old Lyme Players will present *The Laramie Project* on November 14 and 15. The curtain rises at 7:00 p.m. An invitation was extended to the Board of Education to the high school's annual Veterans Day Celebration on November 11. The event begins at 10:30 a.m. Today the girls soccer team lost 2-1 in the semi-finals in the Shoreline Competition. The state competition begins on November 12. Senior Sophia Griswold was selected to the National Jazz Band. This recognizes Sophia as one of the top four high school trombone players in America. She will perform with the group in Orlando, Florida this weekend.

At LOLMS: The first dance of the school year sponsored by the unified arts teachers was recently held. It was themed as a costume dance and a record 200 students attended. Fall athletics concluded with another successful season including the cross country team's annual run to Teddy's Pizza. The 8th grade choir performed at the high school at their annual cooperative concert with high school students. The students and staff are looking forward to the annual school-wide Veterans Day recognition assembly on November 11 with over 30 veterans being recognized. The middle school play was announced via hints provided to students and *Annie, Jr.* was chosen as this year's performance.

At Lyme Consolidated School: October was a very busy month for the students and staff at Lyme School. On October 7, the 4th graders had a field trip to Mystic Seaport. The Lyme Fire Department conducted their fire safety workshops for all of the students. On the 15th of October, the first graders visited Scott's Yankee Farmer. The students did a follow-up science activity with their apples as they made applesauce. Third graders spent the day at Camp Hazen doing many team-building activities. School photos took place on October 18. On the 22nd of October, second graders visited the Fairy Houses at the Florence Griswold Museum. On October 25, the year's first Town Meeting was held, and the PTO sponsored Trunk or Treat, a very well attended event. The students wore orange and black to celebrate Halloween on October 31. On November 7, the third graders will receive their dictionaries from the Rotary Club. On Veterans Day, November 11, the school will be honoring invited vets to a tea at 1:00 p.m. and then all of the veterans will be honored at a very special Town Meeting beginning at 2:00 p.m. On November 13, the fifth graders will be going to Bushy Hill Nature Center. On November 25 and 26, parent-teacher conferences will take place.

At Mile Creek School: The month of October was a busy one at Mile Creek. The first graders took a trip to Scotts Yankee Farmer and used the apples they collected on the trip to complete several exciting science experiments. Third grade students took field trips to the town hall, the Florence Griswold Museum and Camp Hazen. The PTO organized a very successful Trunk or Treat night. Many students and parents attended, and the costumes were incredibly creative. As part of the school's social development initiative, the month of October became "Socktober." Students collected over 1,000 pairs of socks appropriate for all ages and donated the collection to Madonna Place in Norwich. Fourth grade student senate representatives presented on the topic of reducing the use of non-biodegradable materials in the school cafeteria to Gary Holland from Chartwells and Holly McCalla, Business Manager for the school district. Woody Goss, Clarissa Mock and Charlotte Thuma presented their research and ideas and will continue to explore ways members of the school community can reduce their use of products that may have a negative impact on the environment. On Monday, the new theme of the month was launched through the distribution of the book *Those Shoes* to all classrooms. The school will be focusing on understanding wants and needs and what it means to be selfless. On November 8, a school-wide assembly will be held to celebrate the theme and to launch the next school cares initiative, which will be to raise money for Connecticut Children's Hospital. The school book fair has begun, a special assembly will be held to honor veterans on November 11 and November 12 is school picture day.

In the Preschool Program: This month the preschool already dressed their best for school pictures. Smiles were everywhere. Thankfulness, exercise and nutrition will be the themes for November. Students will learn about Thanksgiving and explore foods. In math instruction, the students will continue to work on counting, shapes and patterns. The letter sounds this month are D, E and F. Their literature instruction will include the books *Today is Monday* and *Stone Soup*. The ever-popular stone soup will be created this month as a culminating activity. The students will be studying the abstract artist Piet Mondrian. PreK is quite certain you will recognize his work once the students' recreations are displayed in the hallways. The preschool wishes everyone a thankful and healthy November.

IV. Administrative Reports

1. Superintendent's Report

Mr. Neviaser reviewed the November personnel report and gave details on recent staff appointments and those positions yet to be filled, along with several resignations and one retirement.

Mr. Neviaser reviewed the November enrollment report, which reflected an in-house enrollment of 1,290 students, an increase of two students since last time this month.

Mr. Neviaser reported that the first open house for prospective students will be held on November 7 at LOLHS. Mr. Wygonik, Principal of LOLHS, Tracy Lenz, Guidance Counselor, and the Superintendent will meet with students and their families. They will be given tours of the school by student representatives. On that same day, the school will also be hosting a contingent of teachers and administrators from China in an effort to promote the high school for possible future admission of foreign students. They will also be given tours by students followed by a luncheon.

The first edition of the *Focus on Education* newsletter for the year is expected to be out soon as an insert in the *Lyme Times*. Mr. Neviasser noted that the Communications Committee made some changes regarding Board of Education information in this publication as well as on the website. All educational presentations given at Board meetings will be available on the website under “Board Presentations.”

Mr. Neviasser reported on two donations. The first is a gift of a tree to Mile Creek School on behalf of George Ryan who donated in memory of his wife Joan, a lifelong educator. Mr. Neviasser shared information regarding Joan Ryan’s life. The second donation was an anonymous donation of \$3,000 to cover costs for students on the Spanish immersion trip who could not afford to participate in this opportunity.

Mr. Neviasser reported on several staff members who continue to be recognized for their work. Both Juan Vazquez-Caballero, Spanish Teacher at LOLHS, and Leslie Traver, Business Education Teacher at LOLHS, were recognized recently. Mrs. Traver was recognized for her receipt of the Gold Star Teacher Award from W!SE, which is a personal financial literacy certification test, and Mr. Vazquez- Caballero for his presentation at the annual COLT conference.

Mr. Neviasser reported that the district was awarded the 2018-2019 CIAC Michaels Cup "Class Act" Sportsmanship Award. The award will be presented on Thursday, November 21, 2019 at the CIAC Sportsmanship Summit being held at the Aqua Turf.

Mr. Neviasser reported that LOLHS made the list of Newsweek’s Top STEM High Schools, noting that we won't know where we are on the list until later this month, but we are pleased to have been recognized.

Congratulations are in order as we were once again awarded the Bonnie B. Carney Award of Excellence for Educational Communications for both our website (winner) and our budget book (honorable mention).

As mentioned last month, if you have not signed up for the CABE-CAPSS Convention through Jeanne DeLaura, please do so.

Mr. Neviasser gave an update on the district goals.

Curriculum

Provide professional development and feedback to support Common Core Math Practices PreK-12.

K-5 math working on common understanding/definition of math fluency.

Provided professional development on middle school Illustrative Math practices and curricular protocols to start the year.

Hosting Bridges user groups for surrounding areas.

Defined Region 18 math fluency.

Human Resources

Continue to implement processes that support the recruitment and retention of high quality staff.
Mass email list (state database) used for recruitment of specific certifications.
National advertising for Director of Facilities and Technology position.
New teacher orientation.

Community

Educate the community on the various means of communication to ensure efficient and effective outreach and promotion of schools.
Board of Education receiving weekly school publications.
New edition of *Focus on Education* newsletter will be included with local paper in November.
Advertising in *Events* magazine.
Mass emails to parents - new communication system (School Messenger) implemented.
Updates to website and newsletters to include Board of Education educational presentations.
Press release on turf field.

Facilities

Monitor and evaluate five-year facility, safety and technology plans to ensure appropriate improvements and maintenance of buildings, grounds and infrastructure.
Facilities Committee met to review these plans.
Tennis Court design meeting scheduled..
Milone and MacBroom will give presentation on turf field at December 4 Board of Education meeting.
Five-year Facilities Plan will be reviewed at the December 4 Board of Education meeting.

Board of Education

Develop expectations and goals for professional development for Board of Education members.
Policy Committee meeting to be scheduled.
New and current Board of Education member training scheduled.
CABE/ CAPSS Convention in November.

2. Business Manager's Report

Mrs. McCalla reviewed the Executive Budget Summary as of October 31, 2019. Fluctuations of note:

Special Education: Encumbrances entered as student needs are determined.

Admin Services: Greater purchasing in Admin Tech Equipment and purchased services last year to date vs. this year to date. Errors in account coding were identified and corrected by year-end. Spending this year is reflected in Instructional Programs.

Year To Date Revenue Report

	2018-2019 Received	2019-2020 Received YTD
Town of Old Lyme	\$26,343,259	\$7,692,683
Town of Lyme	\$6,748,520	\$1,836,702

Encompasses payments through October 15, 2019

Mrs. McCalla reviewed the Contingency Maintenance Report. There was \$48,720 in new expenditures reflected to replace the boiler at the middle school. Balance is now at \$142,455.

V. Educational Presentation

1. Tim Buckley Project – Project Paws

Representatives from the Tim Buckley Project gave a PowerPoint presentation detailing what they have done (and hope to do) to support district students and staff with therapy animals. A copy of their guide to bringing animal assisted activity and animal assisted therapy is attached to these minutes for informational purposes. Also attached is a copy of their presentation.

VI. Chairman & Board Report

Michelle Roche, noting that this was her last meeting as a member of the Board of Education, gave some outgoing remarks and recommendations to the new incoming Board members. Mrs. Roche stressed the importance of getting involved in the schools, recognizing that the district's greatest strengths are the people and putting trust in the administration.

Michelle Roche, Stacy Winchell and Erick Cushman were recognized for their years of service on the Board of Education. Mrs. Roche has served for eight years; Mrs. Winchell and Mr. Cushman each served four years. All three were presented with plaques and were thanked for their numerous contributions and volunteerism to the school district.

VII. New Business

1. Policy Review

The following policies were presented to the Board for review:

Policy 1000 Mission and Vision Statements for LOL Public Schools – recommended for deletion.

Policy 1100 Statement of Beliefs for LOL Public Schools – recommended for deletion.

Policy 2350 Drug Free Schools - Policy 2360 Smoke Free Environment combined into 2350.

Policy 2670 Communicable and Infectious Diseases - Policy 2665 Bloodborne Pathogens and Policy 2675 Tuberculin Testing combined into 2670.

Policy 4525 Naming of School Buildings, Components of Buildings, School Grounds (keep as is) and delete Policy 6595 (policy with same name).

Policy 5141.214 Student Sunscreen Use - new policy.

Policy 5310 Appointment of Certified Personnel - Policy 4270 Community Members as Employees; Personnel Appointment and Conditions of Employment combined into 5310.

Policy 8550 Voting Method - Policy 8555 Voting Recording combined into 8550.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Dr. Goulding, to delete Policy 1000 *Mission and Vision Statements for LOL Public Schools* and Policy 1100 *Statement of Beliefs for LOL Public Schools*.

VOTE: the Board voted unanimously in favor of the motion.

MOTION: Mr. Cushman made a motion, which was seconded by Dr. Goulding, to approve the following recommended changes to these policies:

- Policy 2360 *Smoke Free Environment* combined into Policy 2350 *Drug Free Schools*.
- Policy 2665 *Bloodborne Pathogens* and Policy 2675 *Tuberculin Testing* combined into Policy 2670 *Communicable and Infectious Diseases*.
- Policy 4525 *Naming of School Buildings, Components of Buildings, School Grounds* (keep as is) and delete Policy 6595 (policy with same name).
- Policy 4270 *Community Members as Employees; Personnel Appointment and Conditions of Employment* combined into Policy 5310 *Appointment of Certified Personnel*.
- Policy 8555 *Voting Recording* combined into 8550 *Voting Method*.

VOTE: the Board voted unanimously in favor of the motion.

Policy 5141.214 *Student Sunscreen Use* is a new policy and will have a second reading at the December 4 Board of Education meeting.

2. Cafeteria Recycling

Mr. Neviasser reported that in response to a number of questions regarding recycling and the use of certain materials in the district's cafeterias, he asked representatives from Chartwells to provide options for alternative products that may allow the district to reduce the impact on the environment.

Gary Holland, Site Manager, and Michael Edgar, District Manager from Chartwells, gave a PowerPoint presentation on sustainable packaging, which included information on the current program; the alternatives; how to assess the alternatives, sustainable packaging definitions; and the recommendation of assigning this issue to a focus group to review all categories of sustainable alternatives and develop the preferred program. A copy of their presentation is attached to these minutes for informational purposes.

Follow-up discussion included the following subjects: focus group membership; other school districts that have implemented environmental changes successfully; number of utensils used monthly; process timeline; cost implications; and food cost vs. product cost.

3. ACES International Proposal

Mr. Neviasser reported that the district has been investigating the possibility of bringing foreign students to LOLHS. He explained that they believe they have found a program that meets all of the district's needs and has an established reputation in the state for this purpose. Mr. Neviasser reviewed the ACES International Proposal, including the international opportunities it would afford the district and proposed steps for implementation. A copy of this proposal is attached to these minutes for informational purposes.

Follow-up discussion included the following subjects: length of stay for students; the need for host families and associated stipend for student expenses; non-compete clause; reputation of ACES International; student recruitment and countries involved; setting expectations; English language abilities; and success of other school districts that have implemented this program.

MOTION: Dr. Goulding made a motion, which was seconded by Mr. Cushman, to approve the District contracting with ACES International for an international student program beginning in the 2020-2021 school year contingent upon positive reference checks from public schools in Connecticut.

VOTE: the Board voted unanimously in favor of the motion.

4. Building Committee Charter for Lyme School Gymnasium Project

The Board reviewed the charter for the Lyme Consolidated School gymnasium air conditioning project. The charter reads as follows:

The Regional District 18 Board of Education has established a Building Committee to assist the Board install air conditioning in the Lyme Consolidated School gymnasium. The Building Committee will function in a project oversight capacity to monitor the timely completion of the air conditioning project, to ensure that the completed project meets the programs and improvements approved by the State of Connecticut and by Board of Education, and to ensure that the project meets the overall project plan budget. The Building Committee will also:

- 1. Oversee Project implementation and expenditures and to assist the Board of Education in maintaining the Project schedule and budget.*
- 2. Review and approve Change Orders.*
- 3. Approve and recommend to the Board of Education Project completion when the Building Committee is satisfied.*

The Building Committee will act as a decision-making subcommittee for the Board of Education with decision-making authority as limited by this approved charter. The Building Committee's responsibilities include:

- 1. To approve and independently accept the school's project design;*
- 2. To approve building project changes and additions as well as budget line item overruns subject to the following:*

A. Changes, additions and budget line item overruns not exceeding Seventy-Five Hundred (\$7,500) dollars will be approved by the District's Director of Facilities and Technology.

B. Changes, additions and budget line item overruns between Seventy Five Hundred and Ten Thousand (\$7,500 and 10,000) dollars will be approved by a sub-committee of the Building Committee that shall be comprised of the Building Committee Chairperson (or his/her designee), Building Committee Vice Chairperson (or his/her designee), and the Director of Facilities and Technology.

C. A quorum of the School Building Committee, after having been approved by the Director of Facilities and Technology, will approve changes, additions and line item overruns over Ten Thousand and not exceeding Twenty Thousand (\$10,000 and \$20,000) dollars.

D. Changes, additions and line item overruns greater than Twenty Thousand (\$20,000) dollars will be reviewed by the Director of Facilities and Technology and the Building Committee and approved by the Board of Education.

E. All change orders will be presented at the regularly scheduled monthly building committee meetings along with the monthly budget status report.

Project Changes and Additions will be defined as all Change Orders, changes to the Architect's base contract value and new contracts directly to District 18 affecting all schools.

- 3. To review a summary of all invoices at the Building Committee meetings;*
- 4. To review the construction Project schedule and budget;*
- 5. To review any changes in the Project schedule and recommend for approval by the Board of Education;*
- 6. To approve and independently accept the project as being "complete."*

The Director of Facilities and Technology shall approve any personnel contracted directly by Regional School District No. 18 assigned to assist the School Building Committee in carrying out its charges. The Building Committee may take no binding action unless a quorum of the voting members of the Building Committee is present at a Building Committee meeting and a majority of those voting School Building Committee members approves an action by a simple majority vote. A quorum shall be defined as a majority of the current-voting members including the chairperson of the School Building Committee.

Building Committee members eligible to vote are those members who are residents of Lyme or Old Lyme with the exception of District 18 employees, who are not eligible to vote.

The Building Committee will be dissolved by Board of Education action following the Building Committee approval of the completed Building Project.

MOTION: Mr. Cushman made a motion, which was seconded by Dr. Goulding, to approve the Building Committee Charter for the Lyme Consolidated School gymnasium air conditioning project

VOTE: the Board voted unanimously in favor of the motion.

5. Educational Specifications for Lyme School Gymnasium Project

The Board reviewed the educational specifications for the Lyme Consolidated School gymnasium air conditioning project. The educational specifications read as follows:

1. **PROJECT RATIONALE**

Lyme Consolidated School is located at 478 Hamburg Road, Lyme, CT, 06371. The Lyme Consolidated School has an existing heating and ventilation system. However, the air quality during hot weather limits use of the space. Funding for this project will be from the existing school district operating budget. The School District Facility Committee has budgeted for this during the 2020 summer in accordance with the Five Year Facilities Projects Plan.

2. **LONG-RANGE PLAN**

The Five Year Facilities Projects Plan for the school district maintains a safe and appropriate learning environment. This project will install air conditioning in the gymnasium to improve air quality during the warm weather and increase space utilization.

Regional School District 18 plans to continue to utilize the Lyme Consolidated School in its current capacity, and with appropriate maintenance, as a Lyme Consolidated School for the next twenty years.

3. **THE PROJECT**

Regional School District 18 proposes the following components of the gymnasium air conditioning project:

- *Remove existing gymnasium floor mounted unit ventilators*
- *Install new roof mounted HVAC unit and duct into gymnasium*
- *Integrate into school district's energy management system and commission*

Current space: Lyme Consolidated School includes the following instructional and support spaces: general classrooms, kindergarten, library/media center, computer lab, gymnasium, music room, art room, special education classrooms, special education resource room,

cafeteria, nurse's office, kitchen, conference room, school administration's offices, custodial services, storage and boiler plant with pipe tunnels.

Construction: Gymnasium air conditioning addition will be scheduled to not impact physical education programming.

MOTION: Mrs. Linderman made a motion, which was seconded by Mrs. Shoemaker, to approve the educational specifications for the Lyme Consolidated School gymnasium air conditioning project.

VOTE: the Board voted unanimously in favor of the motion.

6. Board of Education Resolutions for Lyme School Gymnasium Project

The Board reviewed the resolution for the Lyme Consolidated School gymnasium air conditioning project. The resolution reads as follows:

The Regional School District Board of Education hereby resolves the following for the Lyme Consolidated Gymnasium Air Conditioning Project:

- 1. Resolved, that the School District's standing Facilities Committee will be the Lyme Consolidated Air Conditioning Project Building Committee for this project;*
- 2. Resolved, the preparation of construction drawings and specifications for the Lyme Consolidated School Gymnasium Air Conditioning Project;*
- 3. Resolved, bidding the project once the construction drawings and specifications are approved by the Connecticut Office of School Construction Grants and Review;*
- 4. Resolved, the Regional School District Board of Education will apply to the Commissioner of Administrative Services to accept or reject a grant for the Lyme Consolidated School Gymnasium Air Conditioning Project.*
- 5. Authorizes funding of \$491,000 for this project from the Regional School District's operating budget.*

MOTION: Mr. Cushman made a motion, which was seconded by Mrs. Linderman, to approve the Board of Education resolution for the Lyme Consolidated School gymnasium air conditioning project.

VOTE: the Board voted unanimously in favor of the motion.

Mr. Rhodes gave an update on the timeline for this project. The state will not approve this project for state reimbursement until after July 1, 2020 so there is a possibility the project would not be completed over the summer of 2020 should the district decide to wait for the reimbursement approval. There is a possibility that the State would reimburse up to \$100,000 of the cost of this project. The district is working diligently to see if this project is even eligible for reimbursement. This timeline (eligibility – not approval) is approximately January 2020.

Mrs. Leonardo voiced concern over the delay for this project noting that the parents with children attending Lyme Consolidated School have been waiting diligently for this project to begin and safety concerns to be rectified.

Mr. Rhodes explained that if the project were to begin in the summer - before they are approved for reimbursement - the district could possibly forfeit \$100,000.

Mrs. Winchell voiced support for moving forward with the project during the summer of 2020. Dr. Powell concurred and recommended that monies received from safety grants be earmarked in place of the possible state reimbursement.

MOTION: Mrs. Leonardo made a motion, which was seconded by Mrs. Winchell, to keep the Lyme Consolidated School HVAC project timeline as originally planned beginning on July 1, 2020 and not involving the state for reimbursement.

Dr. Goulding voiced concern over ignoring the loss of reimbursement money up to a possible \$100,000; he suggested they find out if the project would be *eligible* for reimbursement before making any decisions. Mr. Rhodes reported that he will be having a prep meeting with the State to see if they are eligible for reimbursement within the next two months at which time they can make a decision on whether to move forward with the project on the original timeline (summer of 2020).

Mrs. Leonardo withdrew her motion, and Mrs. Winchell withdrew her second to the motion.

7. Computer Network Security Initiatives

John Rhodes gave the following background information on this agenda item:

Following some of the recent highly publicized cyber-attacks, the district has reevaluated network security. Included in this reevaluation was the investigation of the nature of the attacks and some of the measures others have employed to address these attacks. Lyme–Old Lyme Schools has a master agreement with Connecticut Computer Services to provide network consultation, maintenance and upgrade services. Following the investigations of recent cyber-attacks, webinars with the Connecticut Educational Network administrators and discussions with the district’s consultant, Connecticut Computer Services, we are recommending several network security upgrades be deployed over the next two months. Not only will these security upgrades increase perimeter security, install improved authentication measures to sensitive data, they will improve the district’s ability to recover if an attack gets into the network. Lastly, we are also educating the staff and students on how to recognize an attack and respond to a cyber-attack.

MOTION: Mrs. Wilczynski made a motion, which was seconded by Mrs. Linderman, to award Connecticut Computer Services the contract to upgrade the district’s network security for \$21,016.

VOTE: The Board voted unanimously in favor of the motion.

Mr. Neviaser asked that the Board vote on adding one additional New Business item to the agenda of “Setting of a Graduation Date” per a request by Jim Wygonik, Principal of LOLHS.

MOTION: Dr. Goulding made a motion, which was seconded by Mrs. Winchell to approve the addition of “Setting a Graduation Date” as an additional New Business item.

VOTE: the Board voted unanimously in favor of the motion.

8. Setting a Graduation Date

Mr. Neviaser explained the reasoning for setting a graduation date at this time in the school year was due to a request by the Safe Grad Committee who would like to put a deposit on a venue for the Safe Grad event that typically occurs on graduation night. Their deadline for putting a deposit on this venue is the end of the week; thus, the request for setting a firm date. Mr. Neviaser explained that the State does allow setting the graduation date this early in the year as long as the 180-day school requirement is met.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Mrs. Linderman, to approve setting the high school graduation date for the Class of 2020 as June 12, 2020.

VOTE: the Board voted unanimously in favor of the motion.

VIII. Old Business

1. Closing of LOLHS Project

The district is still waiting for the final change order from the State so there is no action required on this agenda item.

2. Report of Committees:

- a. *Facilities*. Dr. Goulding reported on upcoming meetings of this group:
On November 11, they will discuss the tennis court project and project timeline. There will be open discussion on the scope of the project. On November 18, water and field usage will be the primary discussion.
- b. *Finance*. No report.
- c. *Communications*. Mrs. Linderman reported on the recent meeting of this group in which they discussed placing links to educational presentations on the district’s website and other ways to improve communication with the public.
- d. *Policy*. No report.
- e. *LEARN*. Stacey Leonardo reported that she will have to resign as the Board representative to this committee due to work obligations.
- f. *LOL Prevention Coalition*. Mrs. Shoemaker reported on the successful “Drug Take Back Day” and an upcoming presentation on the health hazards of vaping.

IX. Correspondence

There was no correspondence to report.

X. Executive Session

There was no need for an executive session.

XI. Adjournment

The regular meeting adjourned upon a motion by Mrs. Winchell and a second by Mrs. Linderman at 10:10 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Martha Shoemaker". The signature is written in black ink and is positioned above the printed name.

Martha Shoemaker, Secretary



**THE
TIM BUCKLEY
PROJECT**



**PROJECT
PAWS**

**A GUIDE TO BRINGING
ANIMAL ASSISTED ACTIVITY AND ANIMAL ASSISTED THERAPY
TO YOUR ORGANIZATION**

Our Story

The Tim Buckley Project was born out of a desire to share my son Tim's story.

In May of 2017, at the young age of 22, Tim lost his battle with addiction to an accidental drug overdose. While addiction claimed his life, it certainly did not define it.

Our Project's mission is to support families impacted by mental health and substance use disorders, with an emphasis on prevention and removing the stigmas associated with these disorders.

Our first initiative, Project Paws, seeks to provide opportunities for social emotional learning through incorporation of Animal Assisted Activity and Animal Assisted Therapy.

In the summer of 2012, Tim was attending a therapeutic wilderness program in the Blue Ridge Mountains for nine weeks, attempting to create change for his mind, body and spirit. While away, our family communicated through letters. During Tim's absence a miniature Daschund found his way into our home and our hearts. In deciding upon a name, we chose Tip, which is a nickname for Timothy Patrick. While Tim was away, our only form of communication was through letters. Tip became a lifeline, a beacon of Hope during a tumultuous time of adolescence. Tim was counting the days until he would come home and finally meet his new friend.

Tim was a curious child, filled with tremendous gifts and talents. He was charismatic, social, loving, funny and downright brilliant. Tim's challenges began at an early age. Allergies and asthma, a life-threatening peanut allergy, anxiety, fears and phobias, sensory processing disorder, poor impulse control, ADHD.... the list goes on, a lot for a small child to carry.

Early high school years brought on experimentation with marijuana and alcohol, which moved our family to seek help. There were wilderness programs, therapeutic schools and settings, and a post-grad year between high school and college, all with the goal that he could attend college as a healthy young adult. College years fueled his addictions and the list of substances grew. Drug and alcohol treatment became necessary, and so Tim began another road in search of recovery.

Tim's story is not uncommon. According to the world health organization:

One in four people in the world will be **affected** by mental or **neurological** disorders at

some point in their lives. Around 450 million people currently suffer from **such** conditions, placing mental disorders among the leading **causes** of ill-health and disability worldwide.

As a society, we are facing a drug epidemic that is robbing us of a significant portion of a generation. In 2017, 72, 000 people lost their lives to drug overdose. Tim was part of this statistic.

The unbreakable bond that was formed between a boy and his dog became the catalyst for the Tim Buckley Project, Project Paws. In hindsight, I realized the therapeutic impact that was offered through the relationship between Tim and his beloved dog, provided him with unconditional love and acceptance. In thinking back on Tim's younger years, I felt certain that the therapeutic nature from an emotional support dog would have been the key to assisting Tim with anxiety, ADHD and sensory processing.

As humans we seek connection. For some individuals making connections is not as easy or natural as it is for others. Animals can bridge this gap and allow for us to see our commonalities and our differences and learn to respect one other. For those among us who lack connection, there is risk that may translate to isolation and feelings of worthlessness. For some youth, this risk may result in substance use and abuse and the potential for self-harm.

It is our belief that by utilizing Animal Assisted Activity and Animal Assisted Therapy, in environments such as schools and therapeutic settings, we can potentially change the outcomes for children who may be more vulnerable.





TYPES OF SUPPORT DOGS

SERVICE DOGS

A service dog is a term used in the USA to refer to any type of assistance dog specifically trained to help people who have disabilities, such as visual impairment, hearing impairments, mental disorders (such as post-traumatic stress disorder), seizures, mobility impairment, and diabetes.

THERAPY DOGS

Therapy dogs and their handlers, volunteer or work in settings such as schools, hospitals, and nursing homes. Therapy dogs and their handlers work together as a team, to improve the lives of others. Therapy Dogs train extensively beyond basic, intermediate and advanced levels of dog obedience

THERAPY DOG TEAM

A therapy dog and their human handler



PRACTICES

Animal-Assisted Activities (AAA)

AAA is delivered in a variety of settings by a specially trained professional, paraprofessional, and/or volunteer in association with animals that meet specific criteria. The same activity can be repeated with many people. Specific treatment goals are not planned for each visit, detailed notes and documentation are not required, and visits are spontaneous and can be as short or long as necessary.

Animal-Assisted Therapy (AAT)

AAT is delivered and/or directed by a certified clinician who demonstrates skill and expertise regarding the clinical applications of human-animal interactions. AAT is documented and evaluated within an individualized treatment plan. Sessions generally have a fixed length.



BENEFITS OF THERAPY DOGS

THE WHY

In recent years, therapy dogs have been incorporated in programs for reading enhancement. A therapy dog can contribute so much more. Below is a summary of the areas where the proper use of therapy dogs in a school setting can significantly contribute to achieving important goals in student development.

Enhances student's psychological development

Improves social skills

Increases self esteem

Teaches responsibility

Teaches compassion and respect for others

Calms fears/anxiety

Helps to teach specific skills



BENEFITS OF THERAPY DOGS THE HOW

An individual might be encouraged to gently pat or talk to a dog to teach sensitive touch and promote relaxation.

The presence of a dog in a school setting, may create a less threatening environment and encourage students to engage in situations that might otherwise be more difficult.

A dog in the classroom reduces anxiety for the student and in many cases the teachers too!

Dogs are great listeners. They help facilitate conversation with students who have trouble with communication and social cueing.

For students dealing with strong emotions, a dog provides a calm accepting companion to practice appropriate coping skills.



SOCIAL/EMOTIONAL

PHYSICAL

Evidence suggests that interaction with dogs reduces blood pressure by releasing endorphins which are the hormones responsible for creating calm. With the release of these endorphins also comes pain relief, and sensory stimulation to help us get up and move.

SOCIAL

Skills are impacted positively by providing a mutual conversation and a “safe-no judge” environment. This creates greater self-esteem and an over-all well-being.

COGNITIVE

Companionship with a dog also stimulates memory and problem-solving skills through game playing which in turn improves intellectual ability.

EMOTIONAL

Time spent with a loving furry companion also promotes acceptance and increases self-esteem by generating laughter and mood boosting energy. The bond is very strong. A recent national survey found that 8-10% of teens between the ages of 13-18 have an anxiety disorder.

ENVIRONMENT

Having a dog in a facility makes the climate more comfortable and less sterile, lifting the moods of all that are involved.



GOALS

Increase empathy and compassion

Dogs can assist counselors working with students who have anger management issues, bullying behavior and other anti-social conduct.

Decrease retaliatory violence and improve self-esteem

Dogs can assist counselors with students who are victims of bullying and related behaviors.

Help the student stay connected with social networks

Dogs can assist counselors with students who are socially disconnected from the mainstream student body.

Reduce anxiety levels and help children to decompress after traumatic circumstances

Dogs can help in the reduction of stress and anxiety among children in social settings that are stressful.

Improve reading skills, comprehension and increase confidence and literary interest

Dogs can contribute to the improvement of reading and comprehension skills of students having difficulties.

Lessen the emotional trauma of a critical incident/event for students, teachers and staff

Integrating trained therapy dogs into the emergency preparedness and response plans of a school system when a critical incident occurs can have major benefits.

Charlotte's Litter.(2014). Bringing Therapy Dogs to Your School: A Practical Guide for School Administrators and Educators.



CONCERNS

LIABILITY

Pet Partners is the largest non-profit organization that registers and insures therapy animals.

Organizations such as Pet Partners, Therapy Dogs International and Alliance of Therapy Dogs, provide insurance coverage of \$1-2 million, to cover the potential risks and liabilities. Participation in AAA & AAT is voluntary and consent forms are provided to parents.

ALLERGIES

Allergies and allergic reactions are a common concern. Students and staff participate voluntarily in AAA & AAT. It is recommended that your setting establish rules with regards to where animals will be allowed, to minimize or eliminate risk. Standards for animal care and grooming must be met.

BEHAVIORAL & HEALTH STANDARDS

Organizations such as Pet Partners, register and insure therapy dog teams. It is required that specific behavioral and health standards are met. Therapy dog teams are required to provide certificates of insurance and current health records. Registered therapy dog teams go through extensive training and evaluation. Teams are reevaluated every two years.

FEAR OF DOGS

It is understandable that some students and staff may have a fear of animals. Experience has shown that interactions with properly trained animals and handlers, may provide an opportunity for positive outcomes. AAA & AAT are voluntary, and implementing a program requires parental permission.



NEXT STEPS

Successful programs resulting in positive outcomes, begin with creating a solid foundation for bringing AAA & AAT in to your setting.

FORM A COMMITTEE

The school should form a committee of staff members to help initiate the project. It is recommended to include an administrator, teacher, social worker/guidance, healthcare etc. Establishing goals is critical for the success of a program.

IDENTIFY THERAPY DOG TEAMS

Identify any current staff member who may be a registered Team or would like to become a Team, specifically for your facility. The advantage of having a trained staff member, is the personal relationship already established with the students, as well as a familiarity with the setting. Pet Partners and Project Paws can connect you with registered teams in your area, who may be available to volunteer with your organization.

PRESENTATION WITH PROJECT PAWS

Contact Project Paws to arrange for a presentation to your staff/administration, school board or parents. Project Paws will assist with the development of a program to suit your specific needs. Project Paws provides financial support through grants and scholarships. Interested organizations may apply.



PROJECT PAWS

How can we Help?

ASSIST IN PILOTING A PROGRAM

Meet with your committee to outline goals and provide a timeline for implementing your program. Offer presentations to staff/administration, school boards and parents.

PROVIDE TOOLS AND RESOURCES

Comprehensive list of tools and resources to build your personal program.

FINANCIAL ASSISTANCE

Apply for grants and scholarships.

REMOVE STIGMA

Create a program inclusive of ALL students, to reduce stigmas for identified students.



RESOURCES

Pet Partners

<https://petpartners.org/>

<https://petpartners.org/learn/pet-partners-at-your-facility/>

The Allie Project

<http://allieproject.org/>

School Therapy Dogs

<https://www.schooltherapydogs.org/>

Intermountain Therapy Animals

<http://www.therapyanimals.org/Home.html>

<http://www.therapyanimals.org/R.E.A.D.html>

Alliance of Therapy Dogs

<https://www.therapydogs.com/>

Social Media

Facebook Groups

School Therapy Dogs

Therapy Dogs in CT

AAT Wellness Professionals in CT

Therapy Dog Chat Group



Certificate Programs

University of Denver

<https://www.du.edu/humananimalconnection/programs-education/ahh>

Harcum College

<http://animaltherapy.net/aat-courses/harcum/>

Articles

<https://www.edutopia.org/article/bringing-dog-school>

<http://thegooddogfoundation.org/news-page/research/>

<https://www.businesswire.com/news/home/20181127005260/en/New-Study-Demonstrates-Dogs-Children-Recover-Stress>

<https://www.thesprucepets.com/therapy-dogs-and-animal-assisted-therapy-1118680>

<http://www.mentalhealthamerica.net/blog/how-science-supports-pets-improving-your-mental-health>

*WORK CITED

http://charlotteslitter.org/wp-content/uploads/2014/09/Educator_Resource.pdf

<https://petpartners.org/learn/terminology>

https://en.wikipedia.org/wiki/Service_dog

www.therapydogs.com

www.petinsuranceeu.com



PROOF IS IN THE 'PUDDIN'

Puddin, our school's therapy dog, is an asset to our building. Puddin gives lots of love to the students and staff, which improves the overall climate of our school. We have Puddin help with deescalating upset children and helping students feel more at ease during stressful times. She provides our school with the comfort and affection that only a furry friend can provide and we all love her.

Krista Bauchman, Ed.D.

Principal

Old Saybrook Middle School

Having Puddin at OSMS has been instrumental. She has been used in a variety of ways, from helping students who are struggling with their emotions, dysregulated, not able to express their thoughts, to empowering students who love to walk her at recess. Recently, a student was crying in class, and upon my arrival, he had his shirt over his head. I asked him to walk with me to my office and he reluctantly came with me, though kept his shirt over his head, only seeing through a buttonhole. Luckily, Puddin was nearby and joined us in my office. That student immediately put his shirt down, and we both sat on the floor and began petting her. He readily described an embarrassing situation that happened in the lunchroom and he thought that his peers were going to talk about it in the classroom.

Other instances that Puddin has been an integral part of our school community include times of loss for either students or staff. We have also scheduled her to come to greet students in the morning who are having difficulty transitioning from home to school. During the day she cannot walk down the hallway without hearing, "Puddin come here" and hands reaching out to get a quick pet. When our students transition to OSMS from Goodwin School, they cannot wait to meet her. I personally have sat in meetings and have found myself petting her to help with my own focus and as a calming way to relax. OSMS would not be the same without Puddin.

Susan Diaz

School Psychologist

Old Saybrook Middle School

Our school is truly fortunate to have the steady presence of such a special calm dog. On one hand, Puddin teaches acceptance and trust, yet, she also allows students to know her, care for her and love her. She truly senses when someone needs her and can immediately help turn a situation around. It is evident that every member of her "pack" is important to her. Each student in the school has shared a connection with her and could easily tell their favorite Puddin story. She is a valued member of our school community. I am blessed to bear witness to her magic on a regular basis.

Danielle St. Germain

Grade 5 Teacher

Old Saybrook Middle School

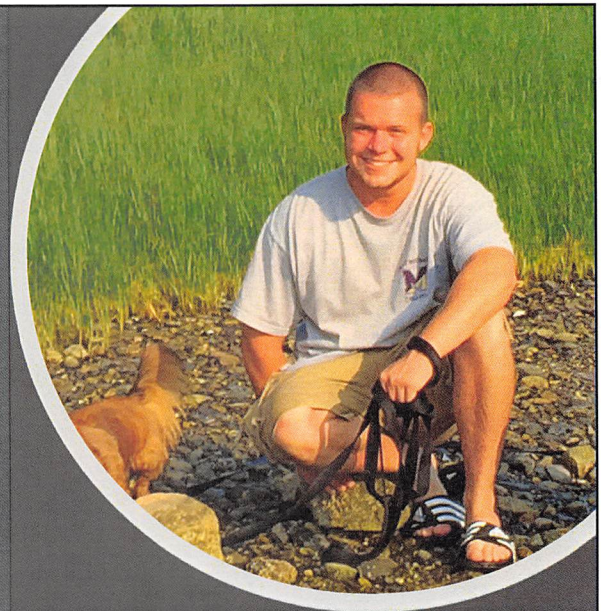


Project Paws, The Tim Buckley Project, was born out of a desire to share my son Tim's story.

In May of 2017, at the young age of 22, Tim lost his battle with addiction to an accidental drug overdose. While addiction claimed his life, it certainly did not define it.

The unbreakable bond that was formed between Tim and his namesake, a miniature dachshund named Tip, became the catalyst for Project Paws.

Our mission is to foster the therapeutic benefits of the human- animal bond, impact social emotional learning and restore hope.



TYPES OF SUPPORT DOGS

- ❖ Service Dogs
- ❖ Therapy Dogs



PRACTICES

Animal-Assisted Activities (AAA) provide opportunities for motivational, educational, therapeutic and/or recreational benefits to enhance quality of life.

Animal-Assisted Therapy (AAT) is more structured, a goal-directed intervention in which an animal is incorporated as an integral part of the treatment process.

Benefits to Pet Therapy The Why!

- ❖ Enhances students psychological development
- ❖ Improves social behavior and interaction
- ❖ Increases self esteem
- ❖ Teaches responsibility
- ❖ Teaches compassion and respect for others
- ❖ Calms fears/anxiety
- ❖ Helps to teach specific skills



Benefits to Pet Therapy The How!

- ❖ An individual might be encouraged to gently pat or talk to a dog to teach sensitive touch and promote relaxation.
- ❖ The presence of a dog in a school setting, may create a less threatening environment and encourage students to engage in situations that might otherwise be more difficult.
- ❖ A dog in the classroom reduces anxiety for both the student and in many cases the teachers too!
- ❖ Dogs are great listeners. They help facilitate conversation with students who have trouble with communication and social cueing.
- ❖ For students dealing with strong emotions, a dog provides a calm accepting companion to practice appropriate coping skills.



Social/Emotional

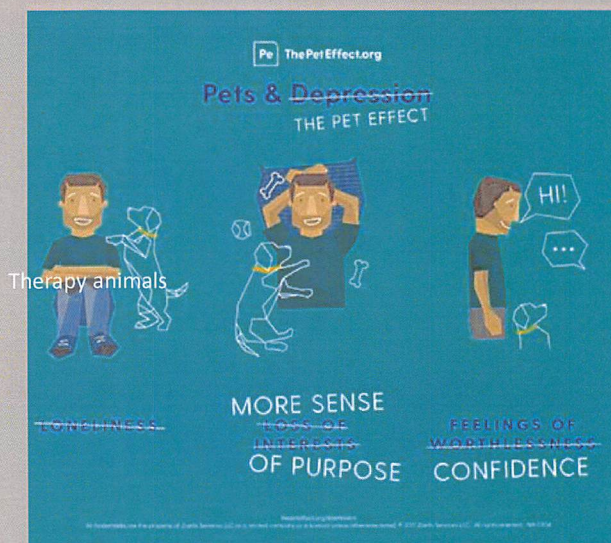
- ❖ PHYSICAL
- ❖ SOCIAL
- ❖ COGNITIVE
- ❖ EMOTIONAL
- ❖ ENVIRONMENT



**IMPROVED BEHAVIOR
AND SOCIAL
INTERACTION FOR
AUTISM DISORDERS**



A BROAD RANGE OF
INVESTIGATIONS HAVE FOUND
THAT ANIMAL-HUMAN
INTERACTIONS REDUCE
ANXIETY, DEPRESSION, AND
LONELINESS AS THEY ENHANCE
SOCIAL SUPPORT AND GENERAL
WELL-BEING



GOALS

- ❖ Increase empathy and compassion
- ❖ Decrease retaliatory violence and improve self-esteem
- ❖ Help the student stay connected with social networks
- ❖ Reduce anxiety levels and help children to decompress after traumatic circumstances
- ❖ Improve reading skills, comprehension and increase confidence and literary interest
- ❖ Lessen the emotional trauma of a critical incident/event for students, teachers and staff



CONCERNS

- ❖ LIABILITY
- ❖ ALLERGIC REACTIONS
- ❖ ANIMAL MAINTENANCE
- ❖ FEAR OF DOGS



NEXT STEPS

- ❖ Identify therapy teams within the district.
- ❖ Recruitment event scheduled for 11/12
- ❖ Bring more intentional programming to district
- ❖ Continue animal visits to all of the schools
- ❖ Assist each school in developing their own team to deliver individual programs

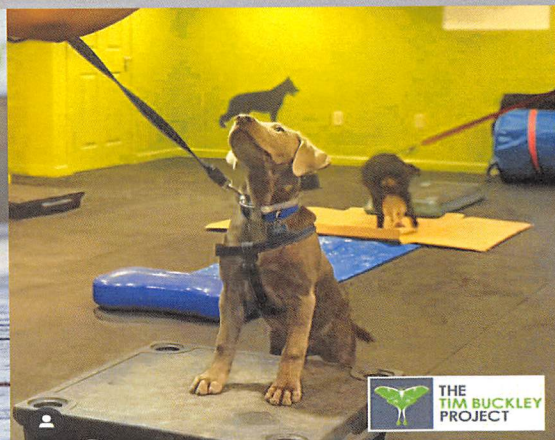


PROJECT PAWS

- ❖ Provide teams for school events/dates
- ❖ Provide tools and resources
- ❖ Provide financial assistance
- ❖ Remove stigmas



MEET BLU



SUSTAINABLE PACKAGING

THE BEGINNING OF A LONG DISCUSSION

The Pros and Cons of Alternatives

Regional School District No. 18

November 2019

CURRENT PROGRAM

ELEMENTARY SCHOOLS

- Re-usable hard, plastic trays for daily service
- Polystyrene (not Styrofoam) Foam trays in emergencies
- Plastic utensils
- Paper Napkins
- Plastic straws are available upon request

SECONDARY SCHOOLS

- Waxed paper "Boats" for entrees and side dishes
- Plastic utensils
- Paper Napkins
- Plastic straws are available upon request

*Question – what happens to any item once it is discarded?
Is it incinerated? Recycled? Composted? Buried in a landfill?*

SUSTAINABLE PACKAGING

WHAT ARE THE ALTERNATIVES?

Food and beverage packaging alternatives

- Polystyrene – non foamed products
- Paper and molded fiber products
- Bio-based, compostable plastics
- Aluminum Products
- Glass
- Re-usable ceramic, glass and plastic items

There is no easy answer!

HOW TO ASSESS THE ALTERNATIVES?

WHAT IS THE PROBLEM WE ARE TRYING TO SOLVE?

- Preference not to use any “Styrene” products?
- Overall Litter and marine debris?
- Increase recycling?
- Increase diversion?
- Protect public health?
- Reduce Environmental Impacts? *Acidification, carcinogens, ecotoxicity, eutrophication, global warming, other pollutants, ozone depletion, respiratory effects, smog, fossil fuel depletion, Global Water Footprint or Reduce Carbon Footprint*
- Promote Green Design? *Waste prevention, material efficiency, avoid hazardous material, maximize energy efficiency, use renewable resources, design for recycle or to use local resources*

QUICK ENVIRONMENTAL QUIZ

How many cups of water does it take to brew a single cup of coffee?

QUICK ENVIRONMENTAL QUIZ

How many cups of water does it take to brew a single cup of coffee?

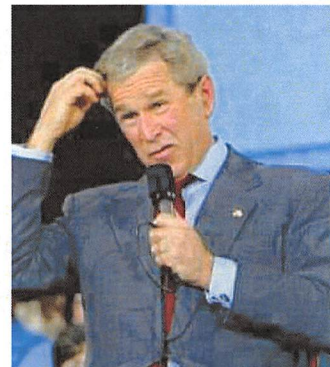
Answer: Over 240 cups of water

- From irrigation on the coffee plantation to processing the beans and then brewing your single cup of morning coffee
- Now consider the fertilizers and pesticides used...
- Now consider the type of cup you are using: paper, ceramic or foam?
- Now consider how far that coffee bean traveled using fossil fuels...
- Now consider the electricity used to roast the bean and then brew this single cup of coffee.

SUSTAINABLE PACKAGING DEFINITIONS

- Is beneficial, safe and healthy for individuals & communities throughout its life cycle;
- Meets market criteria for performance and cost;
- Is capable of being produced indefinitely by the planet;
- Is sourced, manufactured, transported and recycled using renewable energy;
- Maximizes the use of renewable or recycle source materials;
- Is manufactured using clean production technologies and best practices;
- Is made from material healthy in all probably end of life scenarios;
- Is physically designed to optimize materials and energy;
- Is effectively recovered and utilized in biological and/or industrial cradle to cradle cycles

ARE YOU CONFUSED?



Huh? Just tell me which package is better!

WE RECOMMEND A FOCUS GROUP

A focus group can review all categories of sustainable alternatives and develop the preferred program.



Lyme - Old Lyme Schools Proposal

October 3, 2019

In collaboration with ACES INTERNATIONAL, the Lyme-Old Lyme District is seeking international opportunities to:

- Obtain international student tuition-based enrollment;
- Expand diversity of the learning community;
- Advance cultural awareness through the integration of intercultural connections;
- Further the programming and curriculum of the language programming of Lyme-Old Lyme Schools;
- Share intercultural exchange opportunities with host family community members;
- Develop cultural and communication experiences with foreign citizens;
- Build global connections with foreign partners to advance Lyme-Old Lyme Schools student language and experiential learning, as well as fulfill enrollment opportunities;
- Establish a presence of Lyme-Old Lyme Schools and its community overseas that builds awareness for foreign schools and their families resulting in sustainable draw for enrollment;
- Internationalize the campuses of Lyme-Old Lyme Schools.

Staging for the Lyme-Old Lyme Schools Global Initiative:

- 1. Approach**
- 2. Outreach**
- 3. Visibility and Presence**
- 4. Enrollment**
- 5. Renew and Sustain**

Proposed Action Steps of Implementation:

1. Utilize effective marketing materials of Lyme-Old Lyme Schools to promote and develop awareness for foreign student enrollment;
2. Network communications and meetings conducted by ACES International with existing partners and new learning organizations motivated in China;
3. Alignment of district standards to applicant criteria;
4. Presentation or update communication to Lyme-Old Lyme BOE members;
5. On-site dignitary visits and potential partner school visits to Lyme-Old Lyme Schools hosted by ACES International and the school district;
6. Advance site visits to priority learning organizations in China conducted by ACES International, that facilitate presentations, partnership discussions for enrollment, and potential enrollment commitment negotiations on behalf of the school district;
7. Vetting of learning organizations and application interview process of student candidates and families;
8. International relations and communications management for Lyme-Old Lyme international initiative;
9. Consistent updates and collaborative meetings with Lyme-Old Lyme Schools to maneuver and determine appropriate decisions throughout staging processes 1-5.



ACES International also recommends the following to Lyme-Old Lyme Schools for further enhancement of programming and sustainable enrollment. ACES International can facilitate these opportunities as a district's programs evolve:

- Intercultural immersion programs;
- Facilitate advance teams of an organization to travel overseas that bridge and expand negotiations or terms of agreement for the purpose of advancing programming, enrollment or learning opportunities.
- Guest teacher and visiting scholar implementation;
- Service project study tours for Lyme-Old Lyme students in collaboration with Bureaus of Education global initiatives;
- 20 day study abroad programs for Lyme-Old Lyme students and faculty;
- *Career Development Sharing* and *21st Century Global Citizenry Field Readiness*;
- Host specific academic-oriented student groups for 2-10 day visitations at Lyme-Old Lyme Schools for promotion and relevant awareness toward tuition-based enrollment;
- Social-cultural learning activities for the Lyme-Old Lyme township and educational community.

ACES International (AI) promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services to learning organizations in Connecticut and abroad.

Our work and the success of our work is guided by a set of written goals and objectives that are directly related to our strategic plan, operational model, and professional goals. Within these goals and objectives, you will find that our work and service is dedicated to the integrity of student learning and the needs of the learning organization.

- ACES International provides programs and services that support the needs and interests of Connecticut Schools, international organizations, and all students.
- ACES International works to ensure that international students have access to a hosting institution's educational and co-curricular programs and services if they are paying tuition.
- ACES International fosters and facilitates varied opportunities for discussion within the institution and larger community to maximize learning, minimize cultural conflict, or deal with conflict.
- ACES International can assist hosting organizations and students with appropriate services and resources through referral, collaboration, and consultation with institutional partners and service providers in the community.
- ACES International goals are aligned with institutional priorities and expectations of the functional area of focus, specifically to the needs of the partnership with school districts.
- ACES International regularly develops, reviews, evaluates, and revises its goals.
- ACES International communicates goals and progress toward achievement to appropriate constituents.
- ACES International provides relevant information, services, and resources consistent with its mission and goals in the best interest of professional transparency.

Continued



- For ACES International to successfully accomplish its stated purpose, it must include the following programs and services, or work closely with other organizations responsible for
 - recruitment
 - admissions, and enrollment
 - academic, personal, and career advising
 - integration and student success
 - graduation and alumni
 - regulatory compliance
 - health and wellness
 - disability advisory or accommodations
 - global education initiatives
- ACES International will accurately represent the institution's academic offerings, support services, and host community.
- ACES International orients international students to the expectations, policies, and culture of the institution.
- ACES International orients international students to the host country culture and educational system.
- ACES International promotes and deepens international students' understanding of cross-cultural differences while building cross-cultural competencies.
- ACES International facilitates enrollment for the district's retention or continuation of international student registrations.
- ACES International identifies and supports the educational goals and the academic, developmental, and learning needs of international students.
- ACES International will refer students to faculty or other academic advisers for help in mapping out academic goals.
- ACES International collaborates with faculty, academic advising, registration office, and other relevant departments to facilitate student understanding of
 - academic options and policies with respect to academic integrity
 - enrollment and requirements
- ACES International develops and offers programs and services to help international students acclimate to the life and environment of their host institution.
- When students' needs or concerns are beyond the scope of ACES International and the hosting organization, ACES International can advise or provide appropriate and timely referral to other institutions or community services and resources.
- ACES International can support hosting institutions by referring students having academic or learning difficulties to academic support services, student support services, and other resources.
- ACES International can assess the social, emotional, and cultural needs of international students in collaboration with a host to support access to services that will help students with these concerns.
- ACES International will advise hosting institutions on accessible services for students in the areas of financial matters, obtaining healthcare insurance, navigating the healthcare system, and host-country language needs.

Annual service fee: \$18,000 USD

Enrollment commission per student: \$800 USD

Submission by: Jason Hiruo, Director, ACES International, jhiruo@aces.org, (203) 498-6832

Advocacy. Commitment. Excellence. Service.



ACES INTERNATIONAL EDUCATION SYSTEMS



Value Proposition

ACES International provides specialized global engagement services for educational organizations.

- ❖ Intercultural Exchange Management
- ❖ Teacher and Administrator Training
- ❖ Leadership Advisory in new campus internationalization and project development
- ❖ Arts/Innovation (STEM) Education
- ❖ College Readiness/Cultural Preparation Programs
- ❖ Curriculum Packaging and Advisory, K-12

Revenue Model*

We capture value through the varied services and packages we provide:

- ❖ License and subscription models of curriculum content and curriculum training.
- ❖ Transactional direct sales of teacher training models and management of intercultural exchange partnerships.
- ❖ "Free-mium" products that entail a free curriculum package and staffing within the transaction that require our expertise in educational leadership and management, advising a new campus over a long-term project.

Customer Segments

- ❖ Department and Bureau Directors
- ❖ Educators (Principals, Teachers, Support Staff)
- ❖ Families
- ❖ Individual Student Needs

Resources

ACES possess resources of staff, facility, and capital since its origin in 1970. Since then, the agency has developed and expanded to facilitate leverage and transactional shifting to support any project for revenue gain.

- ❖ ACES is a direct branch of the Connecticut Department of Education
- ❖ Capital investment and Fiscal Management Department
- ❖ 20 Physical Plants and Facilities owned and operated by ACES
- ❖ Intellectual Property and Legal Advisory that protects growth and sustainability
- ❖ Content knowledge, expertise, and field experience that represent the longstanding integrity of ACES
- ❖ A network of 92 School Districts that rely and collaborate daily with ACES for service and expertise.

Channels

- ❖ ACES International has physical presence in China and Europe through consistent visitations and communications with its customers and partner alliances.
- ❖ ACES International connects virtually through web-based sources for efficient check-ins and monitoring of customer needs.
- ❖ ACES International manages networked groups through web-based communication to address new solutions, generate projects, and to maintain healthy connections of collaboration.

Cost Structure

- ❖ The ACES International Global Engagement Office is only one division of ACES. With over an \$95 million annual budget that trained more than 19,700 educators in 2018, ACES invests, generates, and contributes to projects when clients require our resources and expertise.



ACES INTERNATIONAL EDUCATION SYSTEMS
350 State Street
North Haven, Connecticut 06473
(+001) 203-498-6832
jhiruo@aces.org



Partners & Suppliers

- ❖ ACES International forges strategic alliances with organizations to stay ahead of client needs, utilize specific resources available only to alliance partners, share expert staff, and develop cooperative projects, (e.g., Yale University, Connecticut Association of Superintendents, Berklee Music, and China Service Center for Scholarly Exchange are only some of the strategic alliances of ACES)
- ❖ Joint ventures have been consistent and contributed to the rapid success of ACES INTERNATIONAL. These projects benefit both partners as the exchange of shared services also benefit program and revenue growth.
- ❖ ACES International works with a multitude of regular suppliers and buyers on a spectrum of both breadth and depth that support our initiative to diversify in the Asian and European markets, (families with individual student needs; college preparatory seminars; school projects on short-term annual projects; research collection and analysis of program success; foreign dignitaries; negotiations between institutions).

Key Activities

- ❖ ACES International uses an innovative recipe to problem-solve and bring failure-resolution to the meeting table through listening, tracking and strategic design measures step-by-step.
- ❖ ACES International is a field consultant that brings professionalism and diplomacy to address the client's challenges and needs.
- ❖ ACES International generates products that not only resolve the needs and challenges that a client is facing, but it benefits their own customers in return through measured criteria for reputation, financial gain, customer satisfaction and the customer's demonstrated success.
- ❖ ACES International manages supply chains of provided services through our strategic alliances, product development, and maintaining the highest commitment to communication. This allows us to manage and facilitate continual growth of our clients.

Customer Relationships

ACES International prioritizes customer relations through personalized, consistent, and efficient communication. We practice flexibility in our collaboration with client needs, offering multiple solutions to a client's needs. We continue to adapt our resources and stay ahead of the field with content expertise and market trends. We provide clients with highly qualified staff and ethically strong professionals in the field of education.

Mission & Vision

- ❖ **Mission:** Dedicated to enhancing and transforming lives through education, innovation, and leadership.
- ❖ **Vision:** To create an equitable and socially just world, one life at a time.

