

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525

Dr. Jennifer P. Byars
Superintendent of Schools

AMITY REGIONAL BOARD OF EDUCATION REGULAR MEETING AGENDA
Monday, March 8, 2021 6:30 pm
100 Ohman Avenue, Orange, CT

[CLICK HERE TO VIEW THIS MEETING](#)

Attendance in-person at this meeting is closed to the public; however, public comment can be emailed to pamela.pero@amityregion5.org by 2:00 p.m. on March 8, 2021. Emails received after 2:00 p.m. on March 8, 2021 will be forwarded to the Amity Regional School District No. 5 Board of Education as Correspondence but will not be admitted as part of this meeting. Anonymous items will be forwarded to the Amity Regional School District No. 5 Board of Education as Correspondence but will not be admitted as Public Comment for this meeting.

- 1. CALL TO ORDER**
- 2. PLEDGE OF ALLEGIANCE**
- 3. APPROVAL OF MINUTES** *Page 4*
 - a. Regular Board of Education Meeting – February 8, 2021
- 4. RECOGNITION OF NATIONAL MERIT SCHOLARSHIP FINALISTS** *Page 11*
- 5. STUDENT REPORT**
 - a. Monthly Report
- 6. PUBLIC COMMENT**
- 7. SUPERINTENDENT’S REPORT**
 - a. Personnel Report *Page 12*
 - b. Superintendent Report *Page 13*
 1. Board of Education Appreciation Month Recognition
 - c. COVID-19 and Instructional Models Updates
- 8. PRESENTATION AND POSSIBLE ACTION ON SUPERINTENDENT’S PROPOSED 2021-2022 BUDGET** *Page 16*
- 9. DISCUSSION AND POSSIBLE ACTION ON EDUCATIONAL RESEARCH PROPOSAL IN AMITY REGIONAL SCHOOL DISTRICT NO. 5**
- 10. CORRESPONDENCE**
- 11. CHAIRMAN’S REPORT**
 - a. Committee Reports
 1. ACES
 2. Ad Hoc School Safety
 3. CABE

4. Curriculum
 - a. Discussion and Possible Action on Textbook Proposals
 1. PSYCHOLOGY – LE - Grade 12: Thinking About Psychology, the Science of Mind and Behavior, High School Version, 4th Edition *Page 22*
 - [Thinking About Psychology, The Science of Mind and Behavior](#)
 - Go to Instructor Sign In and enter:
 - Email- cara.haas@amityregion5.org
 - Password- Amity_06525
 2. ANATOMY AND PHYSIOLOGY - LEVEL 1/2/3 - Grades 11, 12: Essentials of Anatomy & Physiology 12th Edition *Page 35*
<https://www.savvas.com/index.cfm?locator=PS2yXc&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=811&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=48082&PMDBProgramID=150429>
 3. ANATOMY AND PHYSIOLOGY – LEVEL HONORS – Grades 11,12: Fundamentals of Anatomy and Physiology 11th Edition *Page 45*
<https://www.savvas.com/index.cfm?locator=PS2yWr&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=811&PMDBSubCategoryId=23496&PMDBSubjectAreaId=&PMDBProgramId=150428>
5. District Health and Safety
6. District Technology *Page 55*
 - a. Monthly Report
7. Facilities *Page 56*
 - a. Monthly Report
8. Finance
 - a. Discussion and Possible Action of Awarding Contracts Over \$35,000 (from bond proceeds) *Page 57*
 1. HVAC Projects at Amity Regional High School
 - b. Discussion of Monthly Financial Statements *Page 59*
 - c. Director of Finance and Administration Approved Transfers Under \$3,000 *Page 90*
 - d. Discussion and Possible Action on Budget Transfers of \$3,000 or More *Page 91*

9. Policy
 - a. First Read
 1. Policy 5125 Student Records; Confidentiality
Page 93
 2. Policy 4111 Recruitment and Selection *Page 110*
 3. Policy 4112.1 Contracts of Employment *Page 117*
 4. Policy 4112.2 Certification *Page 119*
 5. Policy 4112.5 Security Check/Fingerprinting
Page 120
 - b. Second Read
 1. Policy 3324.1 Contracts *Page 122*
 2. Policy 3560 Capital Outlay *Page 123*
 3. Policy 5118 Non-Resident Attendance *Page 125*
 4. Policy 4000 Concepts and Roles in Personnel
Page 129
 5. Policy 4212.42 Drug and Alcohol Testing for School
Bus Drivers *Page 130*
 6. Policy 5131.6 Alcohol Use, Drugs, and Tobacco
Page 132
10. Personnel

12. NEW BUSINESS

13. ITEMS FOR THE NEXT AGENDA – Due to Chairperson by March 22, 2021

14. ADJOURNMENT



Jennifer P. Byars
Superintendent of Schools

JPB/pjp

pc: Town Clerks: Bethany, Orange, Woodbridge

***Working to "enable every Amity student to become a lifelong learner
and a literate, caring, creative and effective world citizen."***
District Mission Statement

<p>If you require accommodations to participate because of a disability, please contact the office of the Superintendent of Schools in advance at 203-397-4811.</p>

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
FEBRUARY 8, 2021 REGULAR MEETING MINUTES
6:30 P.M., 100 Ohman Avenue, Orange, CT

BOARD MEMBERS PRESENT

John Belfonti, Christopher Browe, Patricia Cardozo, Shannan Carlson, Steven DeMaio, Carla Eichler, George Howard, Paul Davis (remote), Andrea Hubbard (remote), Sheila McCreven (remote; exited the meeting at 9:27 pm), Patrick Reed (remote), Dr. Jennifer Turner (remote), Robyn Berke (6:40 pm arrival, remote)

BOARD MEMBERS ABSENT

None

STUDENT REPRESENTATIVES PRESENT

Alison Bowler (remote), Caroline Chen (remote)

STAFF MEMBERS PRESENT

Dr. Jennifer Byars, Theresa Lumas, Kathy Burke, Anna Mahon, Dr. Marie McPadden, Dr. Jason Tracy

1. CALL TO ORDER

Chairperson Belfonti called the meeting to order at 6:37 p.m.

2. PLEDGE OF ALLEGIANCE

Recited by those present

3. APPROVAL OF MINUTES

a. Regular Board of Education Meeting – January 11, 2021

MOTION by Steven DeMaio, Second by Shannan Carlson, to approve minutes as submitted
VOTES IN FAVOR, 13 (unanimous)
MOTION CARRIED

4. STUDENT REPORT

a. Monthly Report

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
FEBRUARY 8, 2021 REGULAR MEETING MINUTES
6:30 P.M., 100 Ohman Avenue, Orange, CT

5. PUBLIC COMMENT

75 emailed public comments summarized by Carla Eichler

6. SUPERINTENDENT'S REPORT

- a. **Personnel Report**
- b. **Superintendent Report**
- c. **2021-2022 Budget Updates**

7. DISCUSSION AND POSSIBLE ACTION ON REVISION TO 2020-2021 SCHOOL CALENDAR FOR AMITY MIDDLE SCHOOL BETHANY

MOTION by Shannan Carlson, Second by Christopher Browe, to add March 19, 2021 as a student learning day for Amity Middle School in Bethany

VOTES IN FAVOR, 13 (unanimous)

MOTION CARRIED

8. DISCUSSION AND POSSIBLE ACTION ON EDUCATIONAL RESEARCH PROPOSAL IN AMITY REGIONAL SCHOOL DISTRICT NO. 5

MOTION by Steven DeMaio, Second by Patricia Cardozo, to add Michele Delucia's research questions to the 2020-2021 School Climate Survey

VOTES IN FAVOR, 11 (Belfonti, Browe, Cardozo, Carlson, DeMaio, Eichler, Howard, Davis, Hubbard, Reed, Turner)

OPPOSED, 2 (Berke, McCreven)

MOTION CARRIED

9. CORRESPONDENCE

A joint letter sent by the Selectmen of Bethany, Orange, and Woodbridge was read to the Board by Carla Eichler.

10. CHAIRMAN'S REPORT

a. Committee Reports

1. ACES
2. Ad Hoc School Safety
3. CABE
4. Curriculum
 - a. Discussion and Possible Action on Textbook Proposals
 1. I'll Be Gone in the Dark, Humanities Elective, High School Grade 12
 2. Introduction to Mass Communications, English, High School Grade 12
 3. Bring Science Alive: Forces and Energy, Science, Middle School Grade 8

MOTION by Christopher Browe, Second by Steven DeMaio, to approve all three textbook proposals: I'll Be Gone in the Dark, Introduction to Mass Communications, Bring Science Alive: Forces and Energy
VOTES IN FAVOR, 13 (unanimous)
MOTION CARRIED

5. District Health and Safety
6. District Technology
 - a. Monthly Report
7. Facilities
 - a. Monthly Report

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
FEBRUARY 8, 2021 REGULAR MEETING MINUTES
6:30 P.M., 100 Ohman Avenue, Orange, CT

8. Finance

- a. **Presentation and Discussion of Fourth Quarter 2020 Executive Summary Review of Amity Pension Fund, Sick and Severance Account and OPEB Trust**
- b. **Discussion of Monthly Financial Statements**
- c. **Director of Finance and Administration Approved Transfers Under \$3,000**
- d. **Discussion and Possible Action on Budget Transfers of \$3,000 or More**

MOTION by Christopher Browe, Second by Steven DeMaio, to approve the following budget transfer from contingency to cover the operations of the School Lunch Program:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-15-0000-5850	Contingency	\$ 75,000	
05-15-3100-5590	Cafeteria Other Purchased Services		\$75,000

VOTES IN FAVOR, 13 (unanimous)

MOTION CARRIED

MOTION by Christopher Browe, Second by George Howard, to approve the following budget transfers between technology accounts to cover the purchases in the Technology Department:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-14-2350-5730	Equipment – New	\$ 4,816	
05-14-2350-5731	Equipment - Replacement		\$ 4,816
05-14-2350-5330	Professional Technical Services	\$30,000	
05-14-2350-5690	Other Supplies		\$30,000

VOTES IN FAVOR, 13 (unanimous)

MOTION CARRIED

- e. **Budget Update**

9. Policy

- a. **First Read**

1. Policy 3324.1 Contracts

2. Policy 3560 Capital Outlay

3. Policy 5118 Non-Resident Attendance

4. Policy 4000 Concepts and Roles in Personnel

5. Policy 4212.42 Drug and Alcohol Testing for School Bus Drivers

b. Second Read

1. Policy 3541.44 Transportation Equipment - Privately Owned Vehicles

MOTION by Patricia Cardozo, Second by Shannan Carlson, to approve Policy 3541.44 Transportation Equipment – Privately Owned Vehicles
VOTES IN FAVOR, 13 (unanimous)
MOTION CARRIED

10. Personnel

- a. Discussion of Administrative Assistants' Contract (Executive Session)**
- b. Discussion of Amity Education Association Contract (Executive Session)**
- c. Discussion of Superintendent's Mid-Year Evaluation (Executive Session)**
- d. Action on Administrative Assistants' Contract**
- e. Action on Amity Education Association Contract**
- f. Action on Superintendent's Mid-Year Evaluation**

MOTION by Steven DeMaio, Second by Shannan Carlson, to enter Executive Session to discuss Administrative Assistants Contract and Amity Education Association Contract and invite Dr. Byars and Ms. Lumas
VOTES IN FAVOR, 13 (unanimous)
MOTION CARRIED

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
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ENTERED EXECUTIVE SESSION at 8:30 p.m.

EXITED EXECUTIVE SESSION at 8:41 p.m.

MOTION by Shannan Carlson, Second by Christopher Browe, to approve Administrative Assistants Contract

VOTES IN FAVOR, 13 (unanimous)

MOTION CARRIED

MOTION by George Howard, Second by Patricia Cardozo, to approve Amity Education Association Contract

VOTES IN FAVOR, 13 (unanimous)

MOTION CARRIED

MOTION by Carla Eichler, Second by Shannan Carlson, to enter Executive Session to discuss Superintendent's Mid-Year Evaluation and invite Dr. Byars

VOTES IN FAVOR, 13 (unanimous)

MOTION CARRIED

ENTERED EXECUTIVE SESSION at 8:45 p.m.

Dr. Byars exited Executive Session at 8:58 p.m.

EXITED EXECUTIVE SESSION at 9:27 p.m.

MOTION by Christopher Browe, Second by Patricia Cardozo, to have the Board's discussion notes on the mid-year evaluation sent to the Board for review and for Chairperson Belfonti to meet with Dr. Byars to review

VOTES IN FAVOR, 13 (unanimous)

MOTION CARRIED

11. NEW BUSINESS

12. ITEMS FOR THE NEXT AGENDA – Due to Chairperson by February 22, 2021

13. ADJOURNMENT

MOTION by Steven DeMaio, Second by Shannan Carlson, to adjourn meeting

VOTES IN FAVOR, 12 (unanimous)

MOTION CARRIED

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
FEBRUARY 8, 2021 REGULAR MEETING MINUTES
6:30 P.M., 100 Ohman Avenue, Orange, CT

Meeting adjourned at 9:28 p.m.

Respectfully submitted,
Pamela Pero
Pamela Pero, Recording Secretary

DRAFT



2020~2021

NATIONAL MERIT SCHOLARSHIP PROGRAM

****Finalists****

- 👍 **JOSHUA FEUERSTEIN**
- 👍 **EVAN GORELICK**
- 👍 **LILY JOHNSON**
- 👍 **CLAUDIA LIHAR**
- 👍 **KEVIN LU**
- 👍 **PETER SCULLY**
- 👍 **HANNA SKIBA**
- 👍 **JONATHAN WANG**
- 👍 **ZHENGYANG WANG**



AMITY REGIONAL SCHOOL DISTRICT NO. 5
Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525



Dr. Jennifer P. Byars
Superintendent of Schools

jennifer.byars@amityregion5.org
203.392.2106

March 8, 2021

To: Members of the Board of Education
From: Jennifer P. Byars, Ed.D., Superintendent of Schools
Re: Personnel Report

NEW HIRES-CERTIFIED:

- Amity Regional High School: NONE
- Amity Regional Middle School – Bethany: NONE
- Amity Regional Middle School – Orange: NONE

NEW HIRES-BENCH/LONG TERM SUBSTITUTES: NONE

NEW HIRES-NON-CERTIFIED: NONE

NEW HIRES-COACHES: NONE

TRANSFERS: NONE

RESIGNATIONS:

Jennifer Dupuis – Paraprofessional – Amity Regional High School, eff. 3/12/2021

Jamie Cosgrove – Biology Teacher – Amity Regional High School, eff. 6/30/2021

RETIREMENTS:

Betty Beecher – Administrative Assistant-Cat. III, Amity Middle School-Bethany, eff. 07/11/2021

COVID RELATED STAFF DATA:

CRW – Covid Remote Work – Remote teleworking from home due to approved ADA Accommodations

ADA: Longer term approvals for remote work-Covid related

Quarantine: Temporary approval for remote work – Covid Related

Non-CRW – Out due to covid related reason, not approved for remote work

As of Mar. 5, 2021	B	O	W	DO	Total
CRW - Cert ADA	2	3	12	0	17
CRW – Non Cert ADA	0	1	0	0	1
CRW- Cert Quarantine	0	2	2	0	4
CRW-Non Cert Quarantine	0	0	0	0	0
Non CRW – Cert	0	0	0	0	0
Non CRW – Non Cert	0	0	0	0	0

AMITY REGIONAL SCHOOL DISTRICT NO. 5

Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525



Dr. Jennifer P. Byars
Superintendent of Schools

jennifer.byars@amityregion5.org
203.392.2106

Superintendent's Report – March 2021

Continuously improve instruction, cultivate creativity, and enhance student engagement and performance.

Enhance the efficient and effective use of resources.

Foster a supportive climate for students and adults.

March is National School Board Member Appreciation Month. Please know that our entire Amity community appreciates the efforts you make on behalf of our students. You work with heart and heads and always consider what is best for kids. I know this role takes time and effort and we say thank you for all you give.

Instruction

Pupil Services Update: Students in the Amity Transition Academy recently published their February newsletter, which highlights activities and experiences of the students and staff. Students in our SAILS program celebrated reaching a classroom goal by picking an activity of their choice! Great job by those students and staff! ARHS special education teacher Ms. Wendy Carrafiello and AMSB special education teacher Ms. Lisa Meyer are engaging in asynchronous professional development on Assistive Technology for Secondary Students with SLD/Dyslexia presented by CREC. Amity will be celebrating School Social Week from March 7-13, 2021. Thank you to our school social workers, Ms. Nicole DeNara and Ms. Talia Marinaccio for all they do to support our students.

CT State Delegate to NASP: Congratulations to Pupil Services Director Tom Brant who was recently elected as state delegate to the National Association of School Psychologists (NASP). Mr. Brant begins his term as delegate on July 1, 2021.

CT STEM Fair Success!: Amity Regional High School Students in the Science Research Program had an amazing series of success at this year's CT STEM Fair, winning 21 out of 27 places, including winning first place in EVERY category this year. The Amity Teams also swept all four places in the "teams" category. Congratulations to teachers Ms. Piscitelli and Mr. Shamp, along with all of the students who competed in this virtual event.

Trident Journalist Receives Recognition: During a virtual journalism symposium held by Yale Daily News, senior Justin Roche won "Best Sports Article Award" for his article from the February issue.

Photo Students Recognized: Amity student artists entered the CT Scholastic Art Competition and won 3 gold keys, 1 silver key and 1 honorable mention. These awards were in myriad mediums, including painting, drawing and illustration, mixed media and photo.

Amity Middle School Debate: The Amity Middle School Debate team completed its' third and final debate on February 28th. The overall team did exceptionally. Each individual group of debaters won at least 2 rounds.

CMEA Auditions: 19 AMSO music students are submitting audition videos to the CMEA to participate in the Regional Music Festival. Participation in CMEA concert festivals provides our students with the opportunity to be challenged through the performance of high quality repertoire.

Reader's Workshop: The middle school ELA teachers and reading consultants will meet for a joint meeting in March to continue discussing a group focus book: *A Novel Approach* by Kate Roberts. Other items for discussion will be the upcoming training in May and planning for summer curriculum writing. Three middle school reading consultants applied and have been accepted to attend Teachers College virtual Summer Institute for Readers Workshop professional learning.

Curriculum & Instruction: Curriculum Articulation meetings scheduled for March include Math, Social Studies, Career and Technical Education, English Language Arts, World Language, and Science. District Steering is scheduled to meet in March. Agenda items include Readers Workshop in grades 7&8, Summer Curriculum Writing, Teachers College virtual Summer Institutes, and revisiting Understanding by Design curriculum development for 2021-22. The District Professional Development and Evaluation Committee conducted a districtwide faculty meeting on March 1, 2021 to explain the vision and goal for the full day of professional learning scheduled for March 19, 2021.

Mid-Year Conferences: Administration and staff are completing mid-year conferences as part of the teacher professional development plan. Conversations centered on improving student and family engagement, social and emotional wellness and support, and our work with students who are struggling academically.

Resources

QVHD Vaccination Clinics for Education Staff: Quinnipiack Valley Health District (QVHD) has partnered with the school districts in North Haven, Bethany, Woodbridge, and Amity to provide closed vaccination appointments for education staff. During the first week, approximately 100 Amity staff received vaccination appointments. Appointment times and availability are determined on a weekly basis based on the number of doses QVHD receives and the availability of Medical Reserve Corps (MRC) volunteers. We are truly appreciative of the work from QVHD and the abundant response from the Amity community to support the MRC.

Collaboration on Technology: In an effort to be efficient with resources, members of the Visual and Performing Arts Department have been working collaboratively with building and district technology administration to reflect on and consider Mac and PC computers to create a supportive and consistent learning experience for our students that will allow them access to the appropriate tools to create amazing art work.

CHRO Training Rescheduled Due to Remote Snow Days: The Commission on Human Rights and Opportunities Sexual Harassment Training Part 2 will take place on March 11, 2021 and is mandated for all Amity employees.

QVHD Walkthrough: To prepare for the return to a full day instructional model, the AMSB administration conducted a walkthrough with local health department officials, with a focus on the use of the lunchroom and maintaining acceptable spacing and structure. A full plan for the lunch structure was submitted for approval, prior to the walkthrough, and all feedback from the visit will be incorporated into the formal plan.

Climate

Spartan Seminar Series: Throughout February and March, Spartan Seminar has focused around raising awareness of implicit bias in order to foster a more inclusive school culture. The Spartan Seminar advisors partnered with 4 student leaders to design the lessons and have meaningful and poignant conversations about bias in our school community. While this work is not easy or comfortable, it is

absolutely necessary to continue to move toward creating a just society where all members are validated and included.

Unified Sports Campaign: Wednesday, March 3rd, was Global Inclusion Day and, in order to raise awareness, members of our Unified Sports Team made an announcement during morning announcements on Wednesday. They have asked everyone to “Pledge to end the “R” word,” a campaign that has long been championed at Amity Regional High School.

AMSO 6th Grade Transition Update: On March 4th 2021, parents of incoming 7th grade students participated in a webinar hosted by the AMSO administration. The webinar outlined the middle school program and provided information on the registration process. The event was very well attended.

AMSB 6th Grade Transition Update: Administration, counselors, and support staff met with teachers from Beecher and Bethany Community Schools to discuss the transition and recommendation process for incoming 7th grade students. The same Amity team met with the incoming students and discussed the expectations of middle school and answered questions from the students. The administration and 7th grade team prepared a family orientation video for our incoming 7th grade students and families. In the video, we introduced the daily happenings and philosophy of Amity Middle School. A webinar was held on March 4th to provide parents the opportunity to ask questions about the transition process. The video can be found here: <https://www.wevideo.com/view/2072106314>

AMITY REGIONAL SCHOOL DISTRICT NO. 5

***Bethany Orange Woodbridge
25 Newton Road, Woodbridge Connecticut 06525***



TO: Dr. Jennifer Byars, Superintendent of Schools

FROM: Theresa Lumas, Director of Finance & Administration

DATE: March 3, 2021

RE: 2021-2022 Budget Update

The administrative team continued to work this month to further reduce the budget request. Another \$973,738 has been cut since the February budget presentation to the Board of Education. The latest data available for costs, particularly insurance and tuition, along with a new grant opportunity are driving down the increase. The District anticipates receiving more grant funds but the application has not yet been released. These funds will have a 2 year drawn down period. All of these changes lower the budget increase to \$913,698 or 1.80%.

Reductions were done while upholding the high quality of services to students and maintaining the integrity of the curriculum.

Benefits are reduced by \$535,996 which includes lowering the medical reserve account to 22%, lowering the overall claim expectation per Anthem's renewal data, reduction in payroll taxes and benefits reflecting cuts in new staff requests and positions cut through attrition, and lower renewal data for workers' compensation.

The proposed lease for music equipment and lease for 12th graders' devices are removed from the budget request. The music lease is on the capital plan starting in FY23 and devices will be funded with ESSER II funds.

Salaries changes include the reduction of 1.0 FTE certified and 1.0 FTE classified through attrition. Most new coaching and teaching positions were eliminated, and some existing stipend pay and summer work hours were reduced. The cost of the additional mental health clinician position is proposed to be 50% supported by the ESSER II funds.

Two students outplaced have returned to the District this year. The capital project was reduced for sidewalk repair being addressed this year. Also, printed student agendas will move to digital versions.

Additions made to salary lines includes support for the return, scan, and distribution of the 1800 student devices with student help, teacher stipends, current degree changes, and curriculum writing for middle school music. Thirty laptops were added to support staff working remotely.

CATEGORY	REDUCTION
Benefits	\$535,996
Capital	\$10,000
Certified	\$134,293
Classified	\$29,257
Equipment-New	-\$23,250
Purchased Services	\$97,000
Tuition	\$184,396
Other Purchased Services	\$6,046
Grand Total	\$973,738

The member town allocations increase by 1.48%. The breakdown by town is shown below:

TOWN	FY21	FY22	\$ CHANGE	% CHANGE
BETHANY ALLOCATION	9,000,731	8,983,608	(17,123)	-0.19%
ORANGE ALLOCATION	25,003,802	25,236,006	232,204	0.93%
WOODBIDGE ALLOCATION	15,756,256	16,275,625	519,369	3.30%
MEMBER TOWN ALLOCATIONS	49,760,789	50,495,237	734,448	1.48%

The Amity Finance Committee voted 5-1 in favor of the budget at a special meeting on Wednesday, February 24, 2021.

Motions:

Amity Board of Education:

Move to approve the proposed budget for the fiscal year 2021-2022 in the gross amount of \$51,698,207 and the net amount of \$50,495,237.

Motions:

Amity Board of Education:

Move to authorize Amity Regional School District No. 5 to prepare an Explanatory Text for the Budget Referendum Question: BE IT RESOLVED, that the Secretary of the Board of Education of Amity Regional School District No. 5 is authorized to prepare, print, and distribute a concise explanatory text of the budget referendum question which, by vote of the member towns, which text shall not advocate either the approval or disapproval of the question and shall otherwise be prepared in accordance with Connecticut General Statutes Section 9-369b.

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
2021-2022 PROPOSED BUDGET**

SUPERINTENDENT REQUESTS

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
		2019-2020	2020-2021	2020-2021	2021-2022	VAR. \$ TO	VAR. %
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST NOV	BUDGET	BUDGET	TO BUDGET
1	MEMBER TOWN ALLOCATIONS	48,190,256	49,760,789	49,760,789	50,495,237	734,448	1.48%
2	OTHER REVENUE	324,088	248,317	151,614	136,871	(111,446)	-44.88%
3	OTHER STATE GRANTS	798,102	731,653	942,439	1,025,301	293,648	40.13%
4	MISCELLANEOUS INCOME	92,101	43,750	36,750	40,798	(2,952)	-6.75%
5	BUILDING RENOVATION GRANTS	0	0	0	0	0	0.00%
6	TOTAL REVENUES	49,719,188	50,784,509	50,891,592	51,698,207	913,698	1.80%
7	SALARIES	25,967,645	27,168,752	27,234,600	28,036,817	868,065	3.20%
8	BENEFITS	5,141,056	6,186,149	6,182,452	5,597,784	(588,365)	-9.51%
9	PURCHASED SERVICES	7,565,040	9,450,642	9,383,745	9,736,587	285,945	3.03%
10	DEBT SERVICE	4,559,210	4,453,835	4,453,835	4,453,835	0	0.00%
11	SUPPLIES (INCLUDING UTILITIES)	2,935,589	2,907,974	2,739,507	3,200,289	292,315	10.05%
12	EQUIPMENT	771,215	134,053	134,053	94,348	(39,705)	-29.62%
13	IMPROVEMENTS / CONTINGENCY	222,666	305,940	305,940	404,500	98,560	32.22%
14	DUES AND FEES	110,508	177,164	170,013	174,047	(3,117)	-1.76%
15	TRANSFER ACCOUNT	495,482	0	0	0	0	0.00%
16	TOTAL EXPENDITURES	47,768,411	50,784,509	50,604,145	51,698,207	913,698	1.80%
17	SUBTOTAL	1,950,777	0	287,447	0	(0)	0.00%
18	CANCELLATION OF PRIOR YEAR'S ENCUMBRANCES	35,457	0	0	0	0	0.00%
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET	0	0	0	0	0	0.00%
20	NET BALANCE / (DEFICIT)	1,986,234	0	287,447	0	(0)	0.00%
21	AVERAGE DAILY MEMBERSHIP	2,217	2,195	2,209	2,179	(16)	-0.73%
22	PER PUPIL EXPENDITURE	18,199	19,492	19,390	19,968	476	2.44%

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
2021-2022 PROPOSED BUDGET**

SUPERINTENDENT REQUESTS

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
		2019-2020	2020-2021	2020-2021	2021-2022	VAR. \$ TO	VAR. %
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST NOV	BUDGET	BUDGET	TO BUDGET
1	BETHANY ALLOCATION	8,926,150	9,000,731	9,000,731	8,983,608	(17,123)	-0.19%
2	ORANGE ALLOCATION	24,736,074	25,003,802	25,003,802	25,236,005	232,203	0.93%
3	WOODBIDGE ALLOCATION	14,965,743	15,756,256	15,756,256	16,275,624	519,368	3.30%
4	MEMBER TOWN ALLOCATIONS	48,627,967	49,760,789	49,760,789	50,495,237	734,448	1.48%
5	ADULT EDUCATION	3,748	3,042	3,042	3,042	0	0.00%
6	PARKING INCOME	20,865	32,000	14,961	32,000	0	0.00%
7	INVESTMENT INCOME	52,292	35,000	10,000	7,500	(27,500)	-78.57%
8	ATHLETICS	25,300	22,000	11,000	25,000	3,000	13.64%
9	TUITION REVENUE	133,936	129,675	91,811	43,329	(86,346)	-66.59%
10	TRANSPORTATION INCOME	26,000	26,600	20,800	26,000	(600)	-2.26%
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0.00%
12	OTHER REVENUE	262,141	248,317	151,614	136,871	(111,446)	-44.88%
14	SPECIAL EDUCATION GRANTS	758,946	731,653	942,439	1,025,301	293,648	40.13%
15	OTHER STATE GRANTS	758,946	731,653	942,439	1,025,301	293,648	40.13%
16	RENTAL INCOME	18,177	14,000	7,000	18,000	4,000	28.57%
17	INTERGOVERNMENTAL	32,884	4,750	4,750	4,798	48	1.01%
18	OTHER REVENUE	19,073	25,000	25,000	18,000	(7,000)	-28.00%
19	TRANSFER IN	0	0	0	0	0	0.00%
20	MISCELLANEOUS INCOME	70,134	43,750	36,750	40,798	(2,952)	-6.75%
21	BUILDING RENOVATION GRANTS	0	0	0	0	0	0.00%
22	TOTAL REVENUES	49,719,188	50,784,509	50,891,592	51,698,207	913,698	1.80%

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
2021-2022 PROPOSED BUDGET**

SUPERINTENDENT REQUESTS

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
		2019-2020	2020-2021	2020-2021	2021-2022	VAR. \$ TO	VAR. %
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST NOV	BUDGET	BUDGET	TO BUDGET
1	5111-CERTIFIED SALARIES	21,243,071	22,123,006	22,157,333	22,915,342	792,336	3.58%
2	5112-CLASSIFIED SALARIES	4,724,574	5,045,746	5,077,267	5,121,475	75,729	1.50%
3	SALARIES	25,967,645	27,168,752	27,234,600	28,036,817	868,065	3.20%
4	5200-MEDICARE - ER	354,550	393,384	393,384	407,811	14,427	3.67%
5	5210-FICA - ER	293,447	315,690	315,690	311,405	(4,285)	-1.36%
6	5220-WORKERS' COMPENSATION	203,071	237,774	215,228	214,297	(23,477)	-9.87%
7	5255-MEDICAL & DENTAL INSURANCE	3,134,277	4,229,925	4,229,925	3,675,704	(554,221)	-13.10%
8	5860-OPEB TRUST	40,950	31,678	31,678	0	(31,678)	-100.00%
9	5260-LIFE INSURANCE	42,820	47,280	45,772	49,918	2,638	5.58%
10	5275-DISABILITY INSURANCE	10,277	10,529	10,886	11,136	607	5.77%
11	5280-PENSION PLAN - CLASSIFIED	851,987	790,234	790,234	764,395	(25,839)	-3.27%
12	5281-DEFINED CONTRIBUTION RETIREMENT PLAN	99,079	120,224	120,224	148,418	28,194	23.45%
13	5282-RETIREMENT SICK LEAVE - CERT	0	0	0	0	0	0.00%
14	5283-RETIREMENT SICK LEAVE - CLASS	0	0	0	0	0	0.00%
15	5284-SEVERANCE PAY - CERTIFIED	0	0	0	0	0	0.00%
16	5290-UNEMPLOYMENT COMPENSATION	109,160	7,431	27,431	12,500	5,069	68.21%
17	5291-CLOTHING ALLOWANCE	1,438	2,000	2,000	2,200	200	10.00%
18	BENEFITS	5,141,056	6,186,149	6,182,452	5,597,784	(588,365)	-9.51%
19	5322-INSTRUCTIONAL PROG IMPROVEMENT	21,594	22,200	22,200	26,600	4,400	19.82%
20	5327-DATA PROCESSING	110,412	102,829	102,829	114,785	11,956	11.63%
21	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	1,385,205	1,759,359	1,905,245	1,709,506	(49,853)	-2.83%
22	5440-RENTALS - LAND, BLDG, EQUIPMENT	48,229	113,634	113,634	122,685	9,051	7.97%
23	5510-PUPIL TRANSPORTATION	2,861,329	3,544,897	3,318,413	3,733,219	188,322	5.31%
24	5521-GENERAL LIABILITY INSURANCE	238,281	247,562	249,804	249,654	2,092	0.85%
25	5550-COMMUNICATIONS: TEL, POST, ETC.	77,186	114,356	95,324	114,356	0	0.00%
26	5560-TUITION EXPENSE	2,640,986	3,446,498	3,476,989	3,578,655	132,157	3.83%
27	5590-OTHER PURCHASED SERVICES	181,818	99,307	99,307	87,127	(12,180)	-12.26%
28	PURCHASED SERVICES	7,565,040	9,450,642	9,383,745	9,736,587	285,945	3.03%
29	5830-INTEREST	809,210	788,835	788,835	788,835	0	0.00%
30	5910-REDEMPTION OF PRINCIPAL	3,750,000	3,665,000	3,665,000	3,665,000	0	0.00%
30a	INTEREST OWED TO STATE	0	0	0	0	0	0.00%
30b	BONDING OF FACILITIES CAPITAL ITEMS	0	0	0	0	0	0.00%
31	DEBT SERVICE	4,559,210	4,453,835	4,453,835	4,453,835	0	0.00%

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
2021-2022 PROPOSED BUDGET**

SUPERINTENDENT REQUESTS

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
		2019-2020	2020-2021	2020-2021	2021-2022	VAR. \$ TO	VAR. %
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST NOV	BUDGET	BUDGET	TO BUDGET
32	5410-UTILITIES, EXCLUDING HEAT	620,438	709,866	703,219	725,065	15,199	2.14%
33	5420-REPAIRS, MAINTENANCE & CLEANING	774,787	761,354	761,354	747,751	(13,603)	-1.79%
34	5611-INSTRUCTIONAL SUPPLIES	311,910	366,196	366,196	369,883	3,687	1.01%
35	5613-MAINTENANCE/CUSTODIAL SUPPLIES	228,327	229,557	229,557	246,698	17,141	7.47%
36	5620-OIL USED FOR HEATING	42,700	42,700	42,700	46,500	3,800	8.90%
37	5621-NATURAL GAS	47,475	67,173	67,173	68,171	998	1.49%
38	5627-TRANSPORTATION SUPPLIES	96,789	124,202	124,202	100,233	(23,969)	-19.30%
39	5641-TEXTS & DIGITAL RESOURCES	291,630	63,778	63,778	243,902	180,124	282.42%
40	5642-LIBRARY BOOKS & PERIODICALS	18,584	20,215	20,215	20,215	0	0.00%
41	5690-OTHER SUPPLIES	502,949	522,933	361,113	631,871	108,938	20.83%
42	SUPPLIES (INCLUDING UTILITIES)	2,935,589	2,907,974	2,739,507	3,200,289	292,315	10.05%
43	5730-EQUIPMENT - NEW	332,148	70,947	70,947	49,348	(21,599)	-30.44%
44	5731-EQUIPMENT - REPLACEMENT	439,067	63,106	63,106	45,000	(18,106)	-28.69%
45	EQUIPMENT	771,215	134,053	134,053	94,348	(39,705)	-29.62%
46	5715-IMPROVEMENTS TO BUILDING	160,841	55,940	55,940	65,000	9,060	16.20%
47	5715-FACILITIES CONTINGENCY	0	100,000	100,000	100,000	0	0.00%
48	5720-IMPROVEMENTS TO SITES	61,825	0	0	89,500	89,500	100.00%
49	5850-CONTINGENCY	0	150,000	150,000	150,000	0	0.00%
50	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	0	0	0	0	0	0.00%
51	IMPROVEMENTS / CONTINGENCY	222,666	305,940	305,940	404,500	98,560	32.22%
52	5580-STAFF TRAVEL	10,723	24,850	22,365	23,850	(1,000)	-4.02%
53	5581-TRAVEL - CONFERENCES	22,406	46,660	41,994	44,800	(1,860)	-3.99%
54	5810-DUES & FEES	77,379	105,654	105,654	105,397	(257)	-0.24%
55	DUES AND FEES	110,508	177,164	170,013	174,047	(3,117)	-1.76%
56	5856-TRANSFER ACCOUNT	495,482	0	0		0	0.00%
57	TOTAL EXPENDITURES	47,768,411	50,784,509	50,604,145	51,698,207	913,698	1.80%

2/9/2021/302/CC

Anna Haas

AMITY REGIONAL SCHOOL DISTRICT NO. 5
TEXTBOOK APPROVAL

TEXTBOOK APPROVAL GUIDELINE

Title: Thinking about Psychology, The Science of Mind and Behavior, High School Version, 4th Edition

Author: Charles Blair-Broeker; Randal Ernst

Publisher: BFW/Worth Publishers

Copyright Date – New Text: 2019

Copyright Date – Old Text (if applicable): 1999–2003

Price of Book: \$125.68 for physical text AND 6-year digital access; (Does not include S/H)

This book is recommended for use in grade 12

Subject Area: Psychology LE

Why is a new textbook needed? Include an explanation of how text relates to the overall curriculum model.

The current text for LE/L1 is 20 years old. Much has happened in the field of psychology since then and the current text is woefully out of date. Most teachers use it as a supplemental text for sections that are less dated. A new text will also provide students an online platform to access the text, a range of supplemental resources and assessment materials.

Identify at least two other workbooks which were investigated. List publishers and copyrights.

Discovering Psychology. Cengage. 2019

Essentials of Psychology. Cengage. 2018

Why were the above listed textbooks unsatisfactory?

The readability was not appropriate and/or the supplemental materials (online access/resources) were not sufficient for use with our 1:1 technology integration.

Why was this particular textbook chosen?

1. Its readability score is appropriate for seniors moving onto college next year, but not too simplistic.
2. It has extensive supplemental online resources that will aid instruction and facilitate student mastery.

Was this text piloted?

No, but based on our collective experience we do not think that is necessary.

How many of these textbooks are needed? 120

What will the total cost be? 120 textbooks with six-year digital licenses and S/H- \$15,462.06

Is there an on-line version of the text? What are the costs of the online version and are costs separate from the textbook costs or package?

This text can be purchased as a 6 yr. digital license only or packaged with a physical copy. The above quote for 120 textbooks with six-year digital licenses is only \$110 more than the price quote for digital only with only 1 class set of physical textbooks (necessary as some hard copies of texts must be made available for students and teachers.)

Given that the average life span of history/social studies textbooks is greater than 6 yrs. on average it makes financial sense to purchase the text/digital combination for all students, guaranteeing that students will still be able to access the text in year seven.

If the textbooks are a replacement, what are they replacing?

Psychology: Principles in Practice, published by Holt, Rinehart, and Winston. The copies we have are from 2003 or earlier.

Recommended By:

Cara Haas

Date: Jan 25, 2021

Building Administrator
Approval:

Princ. Appro.

Date: *Jan. 25, 2021*

Director of Curriculum and Staff Development
Approval:

Dr. EAM McPadden

Date: *2/9/2021*

Superintendent of Schools/District Steering Committee
Approval:

Dr. EAM McPadden

Date: *2/2/2021*

Board of Education Curriculum Committee
Approval:

Dr. EAM McPadden

Date: *2/9/2021*
3/1/2021

Board of Education
Approval:

Date:

AMITY REGIONAL SCHOOL DISTRICT NO. 5 TEXTBOOK APPROVAL

PART ONE – DEPARTMENT REVIEW

TITLE: Thinking About Psychology
Author: Charles Blair-Broeker; Randal Ernst
Publisher: BFW Publishers
Copyright: 2019

TEXT EVALUATION DATA

Course: Psychology LE

Grade: 12

Level: 1 and 2

Check One: ☐ Basic Text Replacement X
 ☐ Supplemental Text
 ☐ Text for New Course

STAFF EVALUATORS

Signature: Danielle Adamovich

Signature: Rick Bourdeau

Signature: James Clifford

Signature: Claude Roy

RATIONALE FOR REPLACEMENT

What is the specific reason for replacing the current text? Please explain in some detail.

The current text for LE/L1 is 20 years old. Much has happened in the field of psychology since then and the current text is woefully out of date. Most glaring is the references to the DSM-IV, which is the diagnostic manual psychologists use to diagnose disorders. That manual has had two iterations since our current textbook was published. Most teachers use it as a supplemental text for sections that are less dated.

Does this text support the school's mission and academic expectations? How?

As we enable Amity students to become literate world citizens, this text and online platform will support our efforts to improve students' ability to read for information, specifically the lifelong skill of how to access and digest non-fiction texts.

DEPARTMENT EVALUATION

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent N

/A – Not

Applicable

Choose an item.

Choose an item.

1 - Little or No Extent

2 - To Some Extent

3 - Great Extent

N/A - Not Applicable

OBJECTIVES AND CONTENT

- | | | |
|---|---|-----------------|
| 1. To what extent are the objectives of the text stated? | 3 | Choose an item. |
| 2. To what extent do the objectives of the text correlate with goals and objectives of the course? | 3 | Choose an item. |
| 3. To what extent do the objectives require students to use higher Cognitive skills (analysis, synthesis, etc.) | 3 | Choose an item. |
| 4. To what extent does the content of the text cover the content requirements of the course? | 3 | Choose an item. |
| 5. To what extent is the content of the text geared to the interests abilities, and needs of the students using the materials? | 3 | Choose an item. |
| 6. To what extent does the content of the text reflect recent scholarship in this subject area? | 2 | Choose an item. |
| 7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships? | 3 | Choose an item. |
| 8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly? | 3 | Choose an item. |
| 9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit? | 3 | Choose an item. |
| 10. To what extent are skills and skill development stressed throughout the text? | 3 | Choose an item. |
| 11. To what extent does the text offer practice opportunities to reinforce the skills which are taught? | 3 | Choose an item. |
| 12. To what extent is this text interesting to read? | 3 | Choose an item. |
| 13. To what extent does the text and supplemental materials reflect current learning theory and principles? | 3 | Choose an item. |

COMMENT:

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

- | | | |
|---|---|-----------------|
| 1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present the material to the students who will be using it? | 3 | Choose an item. |
| 2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use? | 3 | Choose an item. |
| 3. To what extent is the typeface and type size suitable for the students who will be using it? | 3 | Choose an item. |
| 4. To what extent are the illustrations pleasing, well selected, and well placed? | 3 | Choose an item. |
| 5. To what extent is the book effectively organized for maximum student learning? | 3 | Choose an item. |

COMMENT: Click or tap here to enter comments.

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

TEACHING AIDS

- | | | |
|--|-----|-----------------|
| 1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons? | 3 | Choose an item. |
| 2. To what extent are up-to-date reference sources listed in an easily used format? | 3 | Choose an item. |
| 3. To what extent does the book have accompanying learning aids (film strips, transparencies, video, charts, etc.)? | 3 | Choose an item. |
| 4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts? | N/A | Choose an item. |
| 5. To what extent are appropriate test materials available for teachers? | 3 | Choose an item. |
| 6. To what extent are interesting activities suggested that will challenge students to do further research? | 3 | Choose an item. |
| 7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it? | 3 | Choose an item. |

COMMENT: Click or tap here to enter comments.

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

TREATMENT OF SENSITIVE AREAS

- | | | |
|--|---|-----------------|
| 1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? | 3 | Choose an item. |
| 2. To what extent is the role of gender and of various racial, ethical and socio-economic groups, past and present, accurately and fairly presented? | 3 | Choose an item. |
| 3. To what extent are all sides of a controversial issue treated fairly and objectively? | 3 | Choose an item. |

COMMENT:

PART TWO – TEXT READABILITY REVIEW

TITLE: Thinking about Psychology, The Science of Mind and Behavior, High School Version, 4th Edition
Author: Charles Blair-Broeker; Randal Ernst

Publisher: BFW/Worth Publishers

Copyright Date: 2019

READABILITY EVALUATION

Course: Psychology

Grade: 12

Level: 1 and 2

Check One: ☐ Proposed Text X
☐ Supplemental Text
☐ Current Text

Text is appropriate for the grade(s) and level(s) designated above:

Check One: ☐ YES X
☐ NO

COMMENT:

Please see attached

READING EVALUATORS

Signature:

Signature:

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

READING EVALUATION (to be completed by Reading Department)

- | | | |
|---|---|-----------------|
| 1. To what extent do the textual aids (illustrations, headings, special features, format) provide the reader with an overview of the content of the chapters? | 3 | Choose an item. |
| 2. To what extent do the illustrations (pictures, maps, diagrams) support or extend accompanying narrative? | 3 | Choose an item. |
| 3. To what extent do the headings and sub-headings indicate the content that follows? | 3 | Choose an item. |
| 4. To what extent do the chapters have an introduction and summary? | 3 | Choose an item. |
| 5. To what extent does the narrative have enough elaboration to promote comprehension and recall of important concepts, facts, and illustrations? | 3 | Choose an item. |
| 6. To what extent does each lesson, chapter, and unit contain a clear, explicit main idea? | 3 | Choose an item. |
| 7. To what extent does the text have glossary references which give easily understood definitions for the difficult words in the text? | 3 | Choose an item. |
| 8. To what extent are important and difficult words, concepts, and terms explained on context or signaled for the reader? | 3 | Choose an item. |
| 9. To what extent do sentences vary in length and structure? | 2 | Choose an item. |
| 10. To what extent are the reading level and vocabulary appropriate for the student who will be using the textbook? | 2 | Choose an item. |
| 11. To what extent are the directions for students and teachers clear and complete? | 3 | Choose an item. |
| 12. To what extent is the table of contents and subject index a useful and easy-to-use learning tool for the student? | 3 | Choose an item. |

COMMENT:

**Reading Department
Textbook Evaluation**

For: Social Studies

Course: Psychology LE

Grade: 12

Text: *Thinking About Psychology, The Science of Mind and Behavior*

Author(s): Charles Blair-Broker and Randal Ernst

Publisher: BFW/Worth Publisher

Copyright: 2019

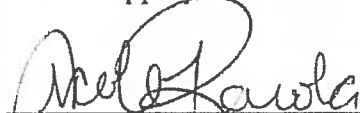
Thinking About Psychology, The Science of Mind and Behavior is being considered for an elective Psychology course for Seniors. The readability level of this text should be a good match for students taking this course because the readability of the text averaged out to span grades 11-12. Typically, students enrolled in this course are reading at or above grade level. While some passages came out slightly higher (college) and a few passages scored in the tenth grade range, this fluctuation in readability is to be expected as it reflects the various content and specialized vocabulary one would usually see within an in-depth study of a particular discipline. In order to help students who are reading below an eleventh grade reading level access this text, teachers will have access to the online platform and the e-reader text. These added features provide additional curriculum support and teachers the ability to customize the learning content for every chapter. Each chapter includes modified text, audio option, video support, along with teaching and differentiation strategies. The program presents manageable two-and four-page lessons, following a clear unit-chapter lesson organization. Also, if vocabulary instruction is provided prior to reading assignments, this should considerably reduce some difficulties students may have with the text.

The book is organized into domains related to Psychology. The domains offer context for what to expect in this course and explains the themes that connect to the content. Each domain is divided into short modules to make it easy to read and study. Learning goals are presented at the beginning of each chapter which provides an overview of the critical concepts they will be tackling in the module. Key terms boxes are provided to define each boldface term along with key figure biographies which give a brief introduction to the most important psychologist and theorists discussed in the text. The key terms and key figures are repeated in the summary and assessment section at the end of the module and in the glossary at the end of the book. Learning goal questions are presented for each module and repeated at point of use to make it easier to study and review. Margin notes are provided with reminders of especially critical concepts and for questions and answers posed throughout the text. Information in the text is clearly presented. Pages are well-balanced with print being proportional to graphics (illustrations, photographs, tables, graphs, etc.). Text graphics illustrate concepts being discussed or provide additional information about them. Photographs and illustrations are clearly labeled and most are in color. Charts, tables, and diagrams are well designed and easy to understand.

Another excellent feature of this book is the "Think About" found at the end of each section. This is a great resource for students to use to review for tests with open-ended questions at the end of each section. The "Make it Stick" questions are quick questions provided to test students' knowledge of the material they read and will help identify areas they have mastered and areas they need to review. The summative assessment questions at the end of every module is used to test student's cumulative knowledge of the module's content.

Finally, both the index and table of contents are easy to use along with the glossary. The author and publisher have collaborated to create a vibrant text that is easily accessible to the learner.

Appropriate selection for course, students, and teaching faculty.



Nicole M. Raiola

MS Word Readability:

Readability Statistics		?	✕
Counts			
Words		1263	
Characters		6728	
Paragraphs		14	
Sentences		77	
Averages			
Sentences per Paragraph		6.4	
Words per Sentence		16.3	
Characters per Word		5.2	
Readability			
Passive Sentences		6%	
Flesch Reading Ease		43.9	
Flesch-Kincaid Grade Level		11.0	
		OK	

Lexile Measure:

Results

- Lexile® Measure: 900L - 1000L
- Mean Sentence Length: 13.10
- Mean Log Word Frequency: 3.33
- Word Count: 891

Sample Text:

Psychology's Themes

Most of your teachers probably have themes for their classes. The themes for chemistry might include atomic bonds and chemical reactions. Economics themes might cover scarcity and incentives. Here are psychology's themes:

1. Psychology courses promote scientific attitudes and skills. The skills in this first theme promote critical thinking and problem solving. In this course, you will learn how to think like a scientist, ponder what valid research looks like, and learn how to address everyday issues using a scientific approach. Scientists know how to separate fact from fiction. Using the knowledge you gain from this class, you'll learn how to do that as well.

2. The people advancing our understanding of psychology come from all walks of life. People of all ethnicities, religious backgrounds or religions, and geographic regions contribute to our understanding of psychology. The people who conduct the research that contributes to psychological knowledge, whether it's Barbara Fredrickson explaining emotions, Martin Seligman explaining strengths, or Angela Duckworth discussing grit,

represent our world well. Their success is determined by accomplishment, not by their background.

3. Diversity and a multicultural perspective is important to understanding psychology. How are you similar and how are you different from your classmates? To generate answers to that question, we would want to use multiple perspectives (biological, social, historical) to determine areas of similarity and difference. But hold on! What if your class consists of all girls? Can we say that the same similarities and differences would exist in an all-boys school? Or what if your classroom lacks ethnic diversity? The point is, to understand a diverse world, we need to study a great diversity of people. Psychology wants to understand all people, not just people of one race or gender identification. You'll see that diversity represented as you read these modules.

4. Scientific knowledge evolves rapidly as new discoveries are made every day. The American Psychological Association currently publishes almost 90 journals to communicate research findings. Other psychological organizations publish dozens more. Each article adds to the accumulated knowledge and helps us better understand people and become better problem solvers.

5. Psychologists study humans and animals. Animals from insects to mammals are interesting in their own right, and we can often learn more about humans by studying the ways that animals think and behave.

6. There are ethical standards for conducting research. Sometimes it is obvious when experiments should not be used, because they violate the rights of the people, or animals, being experimented on. For example, you can't conduct an experiment on the effects of brain surgery if the surgery would lead to the death of most of the participants. This experiment would be ethically inappropriate even if you thought the potential knowledge it would lead to would be useful. What about less obvious scenarios, like whether or not your social media posts can be collected and analyzed by researchers? Debates about what is ethically appropriate for research have occurred through most of psychology's history and are still occurring today. We will discuss this critically important issue several times in the pages that follow.

7. The different modules in this book are interconnected. Perhaps you've taken a biology class where you've studied the various human biological systems. You studied the nervous system, the digestive system, the immune system, the circulatory system, among others as separate units; but it's obvious that each of these systems connects with and influences the others. The same is true in psychology. What you learn about child development will connect with what you learn about personality. What you learn about the brain will connect with what you learn about psychological disorders. All of the modules in Thinking About Psychology are very much interrelated. The more you understand about one aspect of thinking and behavior, the more you will understand about the others!

8. There are ways to relate psychological knowledge to everyday life. All of the subjects you study in school have applications in real life, but perhaps none have as many connections as psychology. By the time you finish this course, you will be able to apply psychological

knowledge to virtually every story that comes across your news feed. Almost everything is psychology!

9. There are numerous careers available to those who study psychology. Your image of psychology may be one of a therapist treating a patient who is lying on a couch. While it's true that some psychologists do work like this, this image only represents a small percentage of them. There are many other psychologists who engage in therapy or counseling and make no use of a couch—or the theories that led to the use of the couch in first place. Many others apply psychology in entirely different areas—to help athletes function to the best of their ability, for example, or to design controls that are easy to operate and minimize the possibility of sometimes catastrophic mistakes. Still others spend their careers conducting research rather than trying to solve problems. These researchers are fascinated with learning about what makes us tick; in other words finding out why we think, feel, and behave the way we do. The American Psychological Association has divisional groups for professionals in over 50 different specialty areas ranging from peace psychology to the psychology of masculinity and femininity. You will learn about some of these career possibilities in the course.

10. Psychological science and knowledge help address a wide array of issues, from individual to global levels. By now you should be getting the idea that psychology is an extraordinarily broad field. Not only does it operate across lots of topics, it also operates on multiple levels. Do you have a personal problem you need help with? Do you want to lose weight or become a more effective studier? Psychology can help. Psychology can also help couples who are trying to improve their marriage and families who are trying to communicate more effectively with each other. Psychology can help a school deal with bullying or a business deal with harassment. This scales all the way up to communities (what is the best way to maintain positive relationships between the police and citizens?), societal institutions (how can military combat soldiers protect themselves from post-traumatic stress disorder?), and international relations (how can two countries that have been battlefield enemies learn to trust one another in peace?). Psychologists are actively working to address these problems and many, many more.

11. Valid evidence is required to support beliefs about psychological phenomena. One of the things you will learn in psychology is that common sense is not always a good way to make decisions. Perhaps common sense tells us that rereading material several times for an upcoming test is an effective studying strategy. The problem is that a lot of available evidence indicates that simply reading and rereading is a relatively ineffective way to study. Common sense also tells us that the memories of an eyewitness to a crime are usually accurate because the witness's memory recorded the crime. However, the evidence tells us that memories—even vivid memories of a frightening crime—are likely to be constructed of both true and false details. For issues about which people disagree, psychology can often play a critical role in determining what is true and what is not.

Pause just for a moment to think about psychology's themes. What key words do you remember? Words such as science, evidence, ethics, knowledge, and diversity help give you an idea of what's at the core of psychological science. All of these terms are also important to psychology's seven domains.

AMITY REGIONAL SCHOOL DISTRICT NO. 5 TEXTBOOK APPROVAL

TEXTBOOK APPROVAL GUIDELINE

Title: Essentials of Anatomy & Physiology 12th Edition

Author: Marieb/Keller

Publisher: Pearson

Copyright Date – New Text: 2018

Copyright Date – Old Text (if applicable): 2007

Price of Book: \$147.47

This book is recommended for use in grades: 11,12

Subject Area: Anatomy and Physiology Level 1/2/3

Why is a new textbook needed? Include an explanation of how text relates to overall curriculum model.

The text does not contain update to date information on medical technology. It also lacks embedded case studies and current clinical applications.

Identify at least two other workbooks which were investigated. List publishers and copyrights.

Hole's Human Anatomy and Physiology 15th Edition – Copyright 2019

Mader's Understanding Human Anatomy and Physiology 10th Edition – Copyright 2020

Why were the above listed textbooks unsatisfactory?

The above books did not contain embedded case studies or emphasize clinical application of the course content. The content was not as in depth as desired and there was not a focus on the overall concept of homeostasis.

Why was this particular textbook chosen?

The textbook contains excellent illustrations and easy to read text. It emphasizes integration and clinical applications/content through embedded clinical studies. Each chapter contains vocabulary building activities and "Concept Links" which reinforce previously-learned concepts and help students make connections across body systems as they learn new material.

Was this text piloted? No

How many of these textbooks are needed? 185

What will the total cost be? \$22,201 plus shipping if getting classroom set.

Is there an on-line version of the text? What are the costs of the online version and are costs separate from the textbook costs or package? Yes, price above is for the online cost for a 6year license and a classroom set hardcopy.

If the textbooks are a replacement, what are they replacing? Yes

Essentials of Anat. & Phys. 4th ed. 2007
UnderstandingHumAnat&Phys.Longenbaker 2007

Recommended By: Angelo Amato

Date: 12/3/2020

Building Administrator
Approval:

Rein. Appr.

Date: *January 2021*

Director of Curriculum and Staff Development
Approval:

Dr. Ed McPadden

Date: *2/9/2021*

Superintendent of Schools/District Steering Committee
Approval:

Dr. Ed McPadden

Date: *2/2/2021*

Board of Education Curriculum Committee
Approval:

Dr. Ed McPadden

Date: *2/9/2021*

Board of Education
Approval:

Date: *3/1/2021*

AMITY REGIONAL SCHOOL DISTRICT NO. 5 TEXTBOOK APPROVAL

PART ONE – DEPARTMENT REVIEW

TITLE: Essentials of Anatomy & Physiology 12th Edition
Author: Marieb/Keller
Publisher: Pearson
Copyright: 2018

TEXT EVALUATION DATA

Course: Anatomy & Physiology

Grade: 11/12

Level: 1/2/3

Check One: ☒ Basic Text Replacement
 ☐ Supplemental Text
 ☐ Text for New Course

STAFF EVALUATORS

Signature: Patricia Nevolis

Signature: Tyler Billehus

RATIONALE FOR REPLACEMENT

What is the specific reason for replacing the current text? Please explain in some detail.
The old texts are out dated. New text materials contain case study for a more authentic approach to learning aligned more to the Next Generation Science Standards.

Does this text support the school's mission and academic expectations? How?

Yes. The materials and case studies will help develop the skills aligned to the academic learning expectations.

DEPARTMENT EVALUATION

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

OBJECTIVES AND CONTENT

1. To what extent are the objectives of the text stated? 3
2. To what extent do the objectives of the text correlate with goals and objectives of the course? 3
3. To what extent do the objectives require students to use higher Cognitive skills (analysis, synthesis, etc.) 3
4. To what extent does the content of the text cover the content requirements of the course? 3
5. To what extent is the content of the text geared to the interests abilities, and needs of the students using the materials? 3
6. To what extent does the content of the text reflect recent scholarship in this subject area? 3
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships? 3
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly? 3
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit? 3
10. To what extent are skills and skill development stressed throughout the text? 3
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught? 3
12. To what extent is this text interesting to read? 3
13. To what extent does the text and supplemental materials reflect current learning theory and principles? 3

COMMENT:

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present the material to the students who will be using it? **3**
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use? **3**
3. To what extent is the typeface and type size suitable for the students who will be using it? **3**
4. To what extent are the illustrations pleasing, well selected, and well placed? **3**
5. To what extent is the book effectively organized for maximum student learning? **3**

COMMENT: Click or tap here to enter comments.

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

TEACHING AIDS

1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons? 3
2. To what extent are up-to-date reference sources listed in an easily used format? 3
3. To what extent does the book have accompanying learning aids (film strips, transparencies, video, charts, etc.)? 3
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts? 3
5. To what extent are appropriate test materials available for teachers? 3
6. To what extent are interesting activities suggested that will challenge students to do further research? 3
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it? 3

COMMENT: Click or tap here to enter comments.

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

TREATMENT OF SENSITIVE AREAS

1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? N/A
2. To what extent is the role of gender and of various racial, ethical and socio-economic groups, past and present, accurately and fairly presented? N/A
3. To what extent are all sides of a controversial issue treated fairly and objectively? N/A

COMMENT:

This is a human anatomy course, so it covers accepted structure and functions of the human body.

PART TWO – TEXT READABILITY REVIEW

TITLE: Essentials of Anatomy & Physiology 12th Edition

Author: Marieb/Keller

Publisher: Pearson

Copyright: 2018

READABILITY EVALUATION

Course: Anatomy & Physiology

Grade: 11/12

Level: 1/2/3

Check One: ☐ Proposed Text
 ☐ Supplemental Text
 ☐ Current Text

Text is appropriate for the grade(s) and level(s) designated above:

Check One: ☐ YES
 ☐ NO

COMMENT:

READING EVALUATORS

Signature:

Signature:

PART TWO – TEXT READABILITY REVIEW

TITLE: Essentials of Human Anatomy and Physiology

Author: Elaine N. Marieb and Suzanne M. Keller

Publisher: Pearson

Copyright: 2018

READABILITY EVALUATION

Course: Anatomy and Physiology

Grade: 11/12

Level: 1 & 2/3

Check One: ☒ Proposed Text
☐ Supplemental Text
☐ Current Text

Text is appropriate for the grade(s) and level(s) designated above:

Check One: ☒ YES
☐ NO

COMMENT:

This text is appropriate for both Level 1 and 2/3 for 11th and 12th graders. The readability evaluation determined the reading level to be approximately on a 12th grade reading level (according to an average of 3 passages, analyzed by the Gunning Fog Readability Index). Students reading on grade level should be able to comprehend this text. For those students whose independent reading level is below 12th grade level, this series has an on-line textbook which will allow learners to access text to speech options.

READING EVALUATOR:

Signature: *Andrea J Drewry*

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

READING EVALUATION (to be completed by Reading Department)

- | | |
|---|------------------|
| 1. To what extent do the textual aids (illustrations, headings, special features, format) provide the reader with an overview of the content of the chapters? | 3 - Great Extent |
| 2. To what extent do the illustrations (pictures, maps, diagrams) support or extend accompanying narrative? | 3 - Great Extent |
| 3. To what extent do the headings and sub-headings indicate the content that follows? | 3 - Great Extent |
| 4. To what extent do the chapters have an introduction and summary? | 3 - Great Extent |
| 5. To what extent does the narrative have enough elaboration to promote comprehension and recall of important concepts, facts, and illustrations? | 3 - Great Extent |
| 6. To what extent does each lesson, chapter, and unit contain a clear, explicit main idea? | 3 - Great Extent |
| 7. To what extent does the text have glossary references which give easily understood definitions for the difficult words in the text? | 3 - Great Extent |
| 8. To what extent are important and difficult words, concepts, and terms explained on context or signaled for the reader? | 3 - Great Extent |
| 9. To what extent do sentences vary in length and structure? | 3 - Great Extent |
| 10. To what extent are the reading level and vocabulary appropriate for the student who will be using the textbook? | 3 - Great Extent |
| 11. To what extent are the directions for students and teachers clear and complete? | 3 - Great Extent |
| 12. To what extent is the table of contents and subject index a useful and easy-to-use learning tool for the student? | 3 - Great Extent |

COMMENT:

The writing in this textbook is clear and accessible for 12th graders. The pages contain many visuals to help support the vocabulary which is content specific. Given the type of course the text supports, it is not surprising that the text is fairly difficult to read. The vocabulary is very content specific but again falls within the expected range of a text that supports an Anatomy course. The average length of sentences is 22 words which is higher than average. However, it is noted that the longer sentences seem to help explain content specific vocabulary.

The pages of the text are busy but the pictures and graphics are easy to understand. Content vocabulary terms are highlighted in black, and a lesson summary concludes each lesson. Learning objectives are posted at the beginning of each lesson and “Did you get it?” recap questions are listed under each subsection. This layout helps to support student understanding of the text.

AMITY REGIONAL SCHOOL DISTRICT NO. 5 TEXTBOOK APPROVAL

TEXTBOOK APPROVAL GUIDELINE

Title: Fundamentals of Anatomy and Physiology 11th Edition

Author: Martini/Nath/Bartholomew

Publisher: Pearson

Copyright Date – New Text: 2018

Copyright Date – Old Text (if applicable): 2006

Price of Book: \$187.97

This book is recommended for use in grades: 11,12

Subject Area: Anatomy and Physiology LH

Why is a new textbook needed? Include an explanation of how text relates to overall curriculum model.

The text does not contain update to date information on medical technology. It also lacks embedded case studies and current clinical applications.

Identify at least two other workbooks which were investigated. List publishers and copyrights.

Hole's Human Anatomy and Physiology 15th Edition – Copyright 2019

Mader's Understanding Human Anatomy and Physiology 10th Edition – Copyright 2020

Why were the above listed textbooks unsatisfactory?

The above books did not contain embedded case studies or emphasize clinical application of the course content. The content was not as in depth as desired and there was not a focus on the overall concept of homeostasis.

Why was this particular textbook chosen?

The textbook contains excellent illustrations, emphasizes integration and clinical applications/content through embedded case studies. Each chapter contains an "Interactive" section that demonstrates how body systems work together to maintain homeostasis.

Was this text piloted? No

How many of these textbooks are needed? 25

What will the total cost be? \$4652.1 plus shipping

Is there an on-line version of the text? What are the costs of the online version and are costs separate from the textbook costs or package? Yes, price above is for the online cost for a 6year license and a classroom set hardcopy.

If the textbooks are a replacement, what are they replacing?

Fund. Of Anat. & Phys. By Martini 7th ed. 2006

Recommended By: Angelo Amato

Date: 12/3/2020

Building Administrator
Approval:

PRM. Appr.

Date: *January 2021*

Director of Curriculum and Staff Development
Approval:

Dr. EM McPadden

Date: *2/9/2021*

Superintendent of Schools/District Steering Committee
Approval:

Dr. EM McPadden

Date: *2/2/2021*

Board of Education Curriculum Committee
Approval:

Dr. EM McPadden

Date: *~~2/9/2021~~
3/1/2021*

Board of Education
Approval:

Date:

AMITY REGIONAL SCHOOL DISTRICT NO. 5 TEXTBOOK APPROVAL

PART ONE – DEPARTMENT REVIEW

Title: Fundamentals of Anatomy and Physiology 11th Edition

Author: Martini/Nath/Bartholomew

Publisher: Pearson

Copyright Date –2018

TEXT EVALUATION DATA

Course: Anatomy & Physiology

Grade: 11/12

Level: Honors

Check One: ☒ Basic Text Replacement
 ☐ Supplemental Text
 ☐ Text for New Course

STAFF EVALUATORS

Signature: Patricia Nevolis

Signature: Tyler Billehus

RATIONALE FOR REPLACEMENT

What is the specific reason for replacing the current text? Please explain in some detail.

The old texts are out dated. New text materials contain case study for a more authentic approach to learning aligned more to the Next Generation Science Standards.

Does this text support the school's mission and academic expectations? How?

Yes. The materials and case studies will help develop the skills aligned to the academic learning expectations.

DEPARTMENT EVALUATION

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

OBJECTIVES AND CONTENT

1. To what extent are the objectives of the text stated? 3
2. To what extent do the objectives of the text correlate with goals and objectives of the course? 3
3. To what extent do the objectives require students to use higher Cognitive skills (analysis, synthesis, etc.) 3
4. To what extent does the content of the text cover the content requirements of the course? 3
5. To what extent is the content of the text geared to the interests abilities, and needs of the students using the materials? 3
6. To what extent does the content of the text reflect recent scholarship in this subject area? 3
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships? 3
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly? 3
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit? 3
10. To what extent are skills and skill development stressed throughout the text? 3
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught? 3
12. To what extent is this text interesting to read? 3
13. To what extent does the text and supplemental materials reflect current learning theory and principles? 3

COMMENT:

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present the material to the students who will be using it? 3
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use? 3
3. To what extent is the typeface and type size suitable for the students who will be using it? 3
4. To what extent are the illustrations pleasing, well selected, and well placed? 3
5. To what extent is the book effectively organized for maximum student learning? 3

COMMENT: Click or tap here to enter comments.

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

TEACHING AIDS

1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons? 3
2. To what extent are up-to-date reference sources listed in an easily used format? 3
3. To what extent does the book have accompanying learning aids (film strips, transparencies, video, charts, etc.)? 3
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts? 3
5. To what extent are appropriate test materials available for teachers? 3
6. To what extent are interesting activities suggested that will challenge students to do further research? 3
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it? 3

COMMENT: Click or tap here to enter comments.

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

TREATMENT OF SENSITIVE AREAS

1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? N/A
2. To what extent is the role of gender and of various racial, ethical and socio-economic groups, past and present, accurately and fairly presented? N/A
3. To what extent are all sides of a controversial issue treated fairly and objectively? N/A

COMMENT:

This is a human anatomy course, so it cover accepted structure and functions of the human body.

PART TWO – TEXT READABILITY REVIEW

TITLE: Essentials of Anatomy & Physiology 12th Edition

Author: Marieb/Keller

Publisher: Pearson

Copyright: 2018

READABILITY EVALUATION

Course: Anatomy & Physiology

Grade: 11/12

Level: 1/2/3

Check One: ☒ Proposed Text
 ☐ Supplemental Text
 ☐ Current Text

Text is appropriate for the grade(s) and level(s) designated above:

Check One: ☒ YES
 ☐ NO

COMMENT:

Please see attached report.

READING EVALUATORS

Signature: Catherine A. Bludnicki

Signature:

DIRECTIONS: For each question, rate the question from a low of 1 point to a high of 3 points.

1 – Little or No Extent

2 – To Some Extent

3 – Great Extent

N/A – Not Applicable

READING EVALUATION (to be completed by Reading Department)

- | | |
|---|---|
| 1. To what extent do the textual aids (illustrations, headings, special features, format) provide the reader with an overview of the content of the chapters? | 3 |
| 2. To what extent do the illustrations (pictures, maps, diagrams) support or extend accompanying narrative? | 3 |
| 3. To what extent do the headings and sub-headings indicate the content that follows? | 3 |
| 4. To what extent do the chapters have an introduction and summary? | 3 |
| 5. To what extent does the narrative have enough elaboration to promote comprehension and recall of important concepts, facts, and illustrations? | 3 |
| 6. To what extent does each lesson, chapter, and unit contain a clear, explicit main idea? | 3 |
| 7. To what extent does the text have glossary references which give easily understood definitions for the difficult words in the text? | 3 |
| 8. To what extent are important and difficult words, concepts, and terms explained on context or signaled for the reader? | 3 |
| 9. To what extent do sentences vary in length and structure? | 3 |
| 10. To what extent are the reading level and vocabulary appropriate for the student who will be using the textbook? | 3 |
| 11. To what extent are the directions for students and teachers clear and complete? | 3 |
| 12. To what extent is the table of contents and subject index a useful and easy-to-use learning tool for the student? | 3 |

COMMENT:

Appropriate for course, teaching faculty and students.

**Reading Department
Textbook Evaluation**

For: Anatomy & Physiology

Course: Anatomy & Physiology

Text: *Fundamentals of Anatomy & Physiology*

Author(s): Martini, Nath and Batholomew

Publisher: Pearson

Copyright: 2018

Anatomy & Physiology is being considered for Grades 11 and 12 Honors class - Anatomy & Physiology. The readability of this text spans from grade 11 through beginning of college level. This text presents a comprehensive study of anat natomy and physiology, including "Clinical Cases" which further support investigation of the topic.

As students read through the book *Anatomy & Physiology*, they learn material that is built upon through subsequent chapters. Each chapter includes a Review section which includes a Study Outline and review questions. The text includes exceptional photographs, artwork, drawings and charts and graphs throughout the text. Each visual is accompanied with clear descriptions and labels. Related Clinical Terms (content specific vocabulary) and key terms appear in bold throughout the chapters, and definitions are provided within the text. All of the vocabulary words are also defined in the glossary at the end of the book. Key terms with their page numbers are listed at the end of each chapter, which is an added feature to assist teachers when planning preteaching of pertinent vocabulary.

Anatomy & Physiology's digital component includes study modules where students can study content on their own to help them prepare for tests and quizzes. Another feature of the digital component is the "Learning Catalytics" where students use their own devices to respond to open-ended questions during class. Follow-up discussions in class assist teachers in assessing and extending student learning of the course material.

Appropriate selection for course, students, and teaching faculty.



Catherine Bludnicki, Reading Consultant

1/29/21

March, 2021

Feb. Ticket Summary

Tickets addressed and closed: 26

Tickets open: 0

HS Student Help Desk

Students helped: 143

Amity Regional School
District No. 5

25 Newton Road

Woodbridge, CT 06525

Phone: 203-397-4817

Fax: 203-397-4864



Amity Regional School District No. 5

Technology Department Monthly Report

Completed Projects:

- Infrastructure update project complete
- Scanners for every classroom to handle student attendance have arrived, installation at all three locations is complete, custom programming to support our current schedule is complete. Student IDs have been made and distributed.

Projects in process:

- Classroom scanners for attendance
 - Initial deployment is in small “pilot” groups and is happening now
 - Full deployment will follow after successful pilot
- Replacement switches from our project vendor to address the noise level of the switches in 4 classroom environments have been ordered and will be swapped out upon arrival
- We have received 16 more indoor/outdoor security cameras and are working with building administration to identify exact locations for installation
 - Many of the locations, including replacements, will require new data cable to be pulled
- Options for off-site, cloud based backup repositories are being assessed to address the need for isolated storage of critical data backups
 - Currently cost for the amount of storage space needed has been an obstacle, as a result we are also exploring cost associated with building our own “cloud”
 - Also looking into possibility of building a shared cloud with BOWA districts
- Technicians have been addressing support tickets for both students and staff to support the transition to the current learning model.
- New Student led help desk ready to staffed by student workers
 - Student applicants are being sought and interviews being scheduled
 - A limited student workforce will begin staffing the help desk by as soon as possible, provided we identify sufficient candidates

CLEAN

SAFE

HEALTHY

SCHOOLS

Amity Regional School
District No. 5

25 Newton Road

Woodbridge, CT 06525

Phone: 203-397-4817

Fax: 203-397-4864



Amity Regional School District No. 5

Facilities Department Monthly Report

Completed Projects:

- Cabinet unit heaters were replaced throughout key areas at Amity Regional High School by in-house maintenance staff. The old heaters were in need of repairs and not reliable to provide heat to critical areas such as stairwells and doorway vestibules.
- Gym floor at Amity Middle School Bethany is finished.
- Rooftop air handler and ductwork for the Amity Middle School Bethany gym was cleaned.
- Miscellaneous painting projects, floor maintenance and other projects normally scheduled for shutdown days were completed during remote snow days.
- Several aluminum mini blinds were replaced throughout the District by our in-house building maintainer, saving money by purchasing and installing directly instead of through a contractor.
- Thanks to the entire custodial staff for the outstanding job with snow removal for the multiple storms in February

Projects in process:

- Reviewing the District's storage needs and options for the modular building at Amity Middle School Bethany .
- An acoustical study is being done in both middle schools to decide the best product and design to help the noise problems in the gym and cafeterias
- Amity Middle School Orange modular building is ready for demolition; however due to weather, the schedule is pending for April break.
- New stage curtains are on order for Amity Middle School Bethany and will be installed by Northeast Stage Company.
- The student-led project of storage building construction is underway. Construction of the second shed has begun, and walls and roof trusses are being installed as weather allows work to be done
- The doorway for the student help desk was installed, Calvert is finishing up trim and minor details.
- The air handler replacement at Amity Regional High School went to bid, Bid openings were held on March 3rd, and a recommendation on who to award the bid to will be discussed at the March 8th Amity Finance Committee and Board of Education meetings.

Outstanding issues to be addressed:

- After the determination has been made as to the cause of the fire, if needed, a plan of action will be made for replacement of fixtures in the Amity Middle School Bethany gym.

AMITY REGIONAL SCHOOL DISTRICT NO. 5

Bethany Orange Woodbridge
25 Newton Road, Woodbridge Connecticut 06525



Theresa Lumas
Director of Finance and Administration
terry.lumas@amityregion5.org

Phone (203) 397-4813
Fax (203) 397-4864

To: Dr. Jennifer Byars, Superintendent of Schools

From: Theresa Lumas, Director of Finance and Administration

Re: Award of Contract over \$35,000

Date: March 3, 2021

Facilities:

1. Air Handlers (Facilities Bond Project) :

We issued a Request for Proposals for the replacement of 3 air handlers, duct work and VAV modifications, baseboard heating installation, supply and installation of two cooling coils for existing roof top unit at Amity Regional High School as the second and final phase of the 2019 air handler project. All of the air handler replacements recommended in the vanZelm Report are funded by the July 2020 bond. A non-mandatory pre-bid meeting was held on February 22, 2021 and 4 prospective bidders attended.

The bid opening was on March 3, 2021. One vendor submitted a bid. The budget for the project as outlined in the vanZelm Report is \$1,177,000 for this phase of the project. We asked for an Alternate 1 price for replacing the return air fan on air handler unit 2; Alternate 2 price for replacing the return air fan on air handler unit 4; and Alternate 3 for ¼ turn isolation valves all in need of replacement. This was not part of the original budget but is within the scope of the overall project. The bid came in at \$1,165,700. The alternates, which were not costed out when the project was bonded, are \$32,700 each for alternate 1 and alternate 2 and \$10,500 for alternate 3.

The engineers at vanZelm recommended the alternates. If not done, the new units would be connected to return air fans that are nearly 30 years old. The alternates can be funded from two bond accounts. The first will partially cover the cost using the balance remaining from cost of issuance \$39,155 and the remaining \$36,745 from the contingency line.

The bidder is Sav-Mor Cooling and Heating Inc. of Southington, CT. Their bid price, including the alternate prices, is \$1,241,600. Sav-Mor completed two large air handler replacement projects for us over the past two years, being the low bidder on all the projects. They also replaced the air handler in the custodial area at Amity Regional High School, as they were the low bidder on that bid. Their work has been very good and done on time. Steve Martoni is negotiating with Sav-Mor Cooling and Heating of Southington, CT to reduce the total bid price down from \$1,241,600.

Motions:

Amity Finance Committee:

Move to recommend the Amity Board of Education award–

Amity Board of Education:

Move to award –

.... Sav-Mor Cooling and Heating Inc. of Southington, CT the contract for replacement of 3 air handlers, duct work and VAV modifications, baseboard heating installation, supply and installation of two cooling coils for existing roof top unit at Amity Regional High School including 3 alternates (return air fans and isolation valves) at the bid price, including the 3 alternates of \$_____ * _.

****final amount will be presented at meeting***

AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2020-2021

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2019-2020	2020-2021	JAN 2021	CHANGE	FEB 2021	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./(DECR.)	FORECAST	OVER/(UNDER)	UNF
1	MEMBER TOWN ALLOCATIONS	48,627,967	49,760,789	49,760,789	0	49,760,789	0	FAV
2	OTHER REVENUE	262,141	248,317	148,428	2,459	150,887	(97,430)	UNF
3	OTHER STATE GRANTS	758,946	731,653	942,744	0	942,744	211,091	FAV
4	MISCELLANEOUS INCOME	70,134	43,750	24,750	25	24,775	(18,975)	UNF
5	BUILDING RENOVATION GRANTS	0	0	0	0	0	0	FAV
6	TOTAL REVENUES	49,719,188	50,784,509	50,876,711	2,484	50,879,195	94,686	FAV
7	SALARIES	25,967,645	27,168,752	27,110,759	(35,335)	27,075,425	(93,328)	FAV
8	BENEFITS	5,141,056	6,186,149	6,009,148	(79,643)	5,929,505	(256,644)	FAV
9	PURCHASED SERVICES	7,565,040	9,450,642	9,341,958	(62,938)	9,279,020	(171,622)	FAV
10	DEBT SERVICE	4,559,210	4,453,835	4,453,835	0	4,453,835	0	FAV
11	SUPPLIES (INCLUDING UTILITIES)	2,935,589	2,907,974	2,867,742	(8,345)	2,859,397	(48,577)	FAV
12	EQUIPMENT	771,215	134,053	197,316	0	197,316	63,263	UNF
13	IMPROVEMENTS / CONTINGENCY	222,666	305,940	160,020	(23,025)	136,995	(168,945)	FAV
14	DUES AND FEES	110,508	177,164	159,389	0	159,389	(17,775)	FAV
15	TRANSFER ACCOUNT	495,482	0	0	507,844	507,844	507,844	UNF
16	TOTAL EXPENDITURES	47,768,411	50,784,509	50,300,167	298,559	50,598,726	(185,784)	FAV
17	SUBTOTAL	1,950,777	0	576,544	(296,075)	280,470	280,470	FAV
18	PLUS: CANCELLATION OF PRIOR YEAR'S ENCUMBRANCES	35,457	0	0	0	0	0	FAV
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET:	0	0	0	0	0	0	FAV
20	NET BALANCE / (DEFICIT)	1,986,234	0	576,544	(296,075)	280,470	280,470	FAV

Column 7: FAV=Favorable Variance
Revenues: At or OVER budget
Expenditures: At or UNDER budget

AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2020-2021

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2019-2020	2020-2021	JAN 2021	CHANGE	FEB 2021	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./((DECR.))	FORECAST	OVER/(UNDER)	UNF
1	BETHANY ALLOCATION	8,926,150	9,000,731	9,000,731	0	9,000,731	0	FAV
2	ORANGE ALLOCATION	24,736,074	25,003,802	25,003,802	0	25,003,802	0	FAV
3	WOODBIDGE ALLOCATION	14,965,743	15,756,256	15,756,256	0	15,756,256	0	FAV
4	MEMBER TOWN ALLOCATIONS	48,627,967	49,760,789	49,760,789	0	49,760,789	0	FAV
5	ADULT EDUCATION	3,748	3,042	3,042	0	3,042	0	FAV
6	PARKING INCOME	20,865	32,000	21,356	600	21,956	(10,044)	UNF
7	INVESTMENT INCOME	52,292	35,000	3,500	0	3,500	(31,500)	UNF
8	ATHLETICS	25,300	22,000	5,500	0	5,500	(16,500)	UNF
9	TUITION REVENUE	133,936	129,675	95,530	1,859	97,389	(32,286)	UNF
10	TRANSPORTATION INCOME	26,000	26,600	19,500	0	19,500	(7,100)	UNF
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0	FAV
12	OTHER REVENUE	262,141	248,317	148,428	2,459	150,887	(97,430)	UNF
13	OTHER STATE GRANT	0	0	0	0	0	0	FAV
14	SPECIAL EDUCATION GRANTS	758,946	731,653	942,744	0	942,744	211,091	FAV
15	OTHER STATE GRANTS	758,946	731,653	942,744	0	942,744	211,091	FAV
16	RENTAL INCOME	18,177	14,000	0	25	25	(13,975)	UNF
17	INTERGOVERNMENTAL REVENUE	32,884	4,750	4,750	0	4,750	0	FAV
18	OTHER REVENUE	19,073	25,000	20,000	0	20,000	(5,000)	UNF
19	TRANSFER IN	0	0	0	0	0	0	FAV
20	MISCELLANEOUS INCOME	70,134	43,750	24,750	25	24,775	(18,975)	UNF
21	BUILDING RENOVATION GRANTS	0	0	0	0	0	0	FAV
22	TOTAL REVENUES	49,719,188	50,784,509	50,876,711	2,484	50,879,195	94,686	FAV

Column 7: FAV=Favorable Variance
Revenues: At or OVER budget
Expenditures: At or UNDER budget

AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2020-2021

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2019-2020	2020-2021	JAN 2021	CHANGE	FEB 2021	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./((DECR.))	FORECAST	OVER/(UNDER)	UNF
1	5111-CERTIFIED SALARIES	21,243,071	22,123,005	22,095,325	(35,335)	22,059,991	(63,015)	FAV
2	5112-CLASSIFIED SALARIES	4,724,574	5,045,747	5,015,434	0	5,015,434	(30,313)	FAV
3	SALARIES	25,967,645	27,168,752	27,110,759	(35,335)	27,075,425	(93,328)	FAV
4	5200-MEDICARE - ER	354,550	393,384	393,384	(278)	393,106	(278)	FAV
5	5210-FICA - ER	293,447	315,690	315,690	(13,887)	301,803	(13,887)	FAV
6	5220-WORKERS' COMPENSATION	203,071	237,774	215,228	0	215,228	(22,546)	FAV
7	5255-MEDICAL & DENTAL INSURANCE	3,134,277	4,229,925	4,056,621	(49,478)	4,007,143	(222,782)	FAV
8	5860-OPEB TRUST	40,950	31,678	31,678	0	31,678	0	FAV
9	5260-LIFE INSURANCE	42,820	47,280	45,772	0	45,772	(1,508)	FAV
10	5275-DISABILITY INSURANCE	10,277	10,529	10,886	0	10,886	357	UNF
11	5280-PENSION PLAN - CLASSIFIED	851,987	790,234	790,234	0	790,234	0	FAV
12	5281-DEFINED CONTRIBUTION RETIREMENT PLAN	99,079	120,224	120,224	0	120,224	0	FAV
12	5282-RETIREMENT SICK LEAVE - CERT	0	0	0	0	0	0	FAV
13	5283-RETIREMENT SICK LEAVE - CLASS	0	0	0	0	0	0	FAV
14	5284-SEVERANCE PAY - CERTIFIED	0	0	0	0	0	0	FAV
15	5290-UNEMPLOYMENT COMPENSATION	109,160	7,431	27,431	(16,000)	11,431	4,000	UNF
16	5291-CLOTHING ALLOWANCE	1,438	2,000	2,000	0	2,000	0	FAV
17	BENEFITS	5,141,056	6,186,149	6,009,148	(79,643)	5,929,505	(256,644)	FAV
18	5322-INSTRUCTIONAL PROG IMPROVEMENT	21,594	22,200	18,870	0	18,870	(3,330)	FAV
19	5327-DATA PROCESSING	110,412	102,829	102,829	0	102,829	0	FAV
20	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	1,385,205	1,759,359	1,905,245	25,500	1,930,745	171,386	UNF
21	5440-RENTALS - LAND, BLDG, EQUIPMENT	48,229	113,634	97,858	0	97,858	(15,776)	FAV
22	5510-PUPIL TRANSPORTATION	2,861,329	3,544,897	3,228,197	(71,151)	3,157,046	(387,851)	FAV
23	5521-GENERAL LIABILITY INSURANCE	238,281	247,562	249,804	0	249,804	2,242	UNF
24	5550-COMMUNICATIONS: TEL, POST, ETC.	77,186	114,356	95,324	0	95,324	(19,032)	FAV
25	5560-TUITION EXPENSE	2,640,986	3,446,498	3,409,007	(20,811)	3,388,196	(58,302)	FAV
26	5590-OTHER PURCHASED SERVICES	181,818	99,307	234,824	3,524	238,348	139,041	UNF
27	PURCHASED SERVICES	7,565,040	9,450,642	9,341,958	(62,938)	9,279,020	(171,622)	FAV

Column 7: FAV=Favorable Variance
Revenues: At or OVER budget
Expenditures: At or UNDER budget

AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2020-2021

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2019-2020	2020-2021	JAN 2021	CHANGE	FEB 2021	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./((DECR.))	FORECAST	OVER/(UNDER)	UNF
28	5830-INTEREST	809,210	788,835	788,835	0	788,835	0	FAV
29	5910-REDEMPTION OF PRINCIPAL	3,750,000	3,665,000	3,665,000	0	3,665,000	0	FAV
30	DEBT SERVICE	4,559,210	4,453,835	4,453,835	0	4,453,835	0	FAV
31	5410-UTILITIES, EXCLUDING HEAT	620,438	709,866	703,219	(50,000)	653,219	(56,647)	FAV
32	5420-REPAIRS, MAINTENANCE & CLEANING	774,787	761,354	814,774	23,025	837,799	76,445	UNF
33	5611-INSTRUCTIONAL SUPPLIES	311,910	366,196	313,188	0	313,188	(53,008)	FAV
34	5613-MAINTENANCE/CUSTODIAL SUPPLIES	228,327	229,557	251,775	0	251,775	22,218	UNF
35	5620-OIL USED FOR HEATING	42,700	42,700	42,700	0	42,700	0	FAV
36	5621-NATURAL GAS	47,475	67,173	67,173	0	67,173	0	FAV
37	5627-TRANSPORTATION SUPPLIES	96,789	124,202	105,572	18,630	124,202	0	FAV
38	5641-TEXTS & DIGITAL RESOURCES	291,630	63,778	63,778	0	63,778	0	FAV
39	5642-LIBRARY BOOKS & PERIODICALS	18,584	20,215	15,933	0	15,933	(4,282)	FAV
40	5690-OTHER SUPPLIES	502,949	522,933	489,630	0	489,630	(33,303)	FAV
41	SUPPLIES (INCLUDING UTILITIES)	2,935,589	2,907,974	2,867,742	(8,345)	2,859,397	(48,577)	FAV
42	5730-EQUIPMENT - NEW	332,148	70,947	134,210	0	134,210	63,263	UNF
43	5731-EQUIPMENT - REPLACEMENT	439,067	63,106	63,106	0	63,106	0	FAV
44	EQUIPMENT	771,215	134,053	197,316	0	197,316	63,263	UNF
45	5715-IMPROVEMENTS TO BUILDING	160,841	55,940	55,940	0	55,940	0	FAV
45a	5715-FACILITIES CONTINGENCY	100,000	100,000	100,000	0	100,000	0	FAV
45b	TRSF. FROM FACILITIES CONTINGENCY	(100,000)	0	(53,420)	(23,025)	(76,445)	(76,445)	FAV
46	5720-IMPROVEMENTS TO SITES	61,825	0	0	0	0	0	FAV
47	5850-DISTRICT CONTINGENCY	150,000	150,000	150,000	0	150,000	0	FAV
47a	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	(150,000)	0	(92,500)	0	(92,500)	(92,500)	FAV
48	IMPROVEMENTS / CONTINGENCY	222,666	305,940	160,020	(23,025)	136,995	(168,945)	FAV
49	5580-STAFF TRAVEL	10,723	24,850	18,637	0	18,637	(6,213)	FAV
50	5581-TRAVEL - CONFERENCES	22,406	46,660	35,098	0	35,098	(11,562)	FAV
51	5810-DUES & FEES	77,379	105,654	105,654	0	105,654	0	FAV
52	DUES AND FEES	110,508	177,164	159,389	0	159,389	(17,775)	FAV
53	5856-TRANSFER ACCOUNT	495,482	0	0	507,844	507,844	507,844	UNF
54	ESTIMATED UNSPENT BUDGETS		0	0	0	0	0	FAV
55	TOTAL EXPENDITURES	47,768,411	50,784,509	50,300,167	298,559	50,598,726	(185,784)	FAV

Column 7: FAV=Favorable Variance
Revenues: At or OVER budget
Expenditures: At or UNDER budget

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES & EXPENDITURES BY CATEGORY
FINANCIAL ANALYSIS
FOR THE FISCAL YEAR 2020-2021**



FEBRUARY 2021

2020-2021 FORECAST

OVERVIEW

The projected unspent fund balance for this fiscal year is \$280,470 FAV previously, \$576,544 FAV, which appears on page 1, column 6, line 20. The forecast does not yet include the use of the fund balance available to support end-of-year purchases for items removed from the fiscal year 2021-2022 budget request but does now include transferring funds into the capital nonrecurring reserve 1% (current statute limit), or \$507,844. The end-of-year purchases identified total \$185,600 include digital whiteboards, computers, 3D printers, cooling tower repairs, concrete repairs, pipe insulations, science textbooks and other items deemed necessary either to age and condition for replacement or additional safety measures.

REVENUES BY CATEGORY

The projected yearend balance of revenues is *\$94,686 FAV previously \$92,202 UNF*, which appears on page 2, column 6, line 22.

LINE 5 on Page 2: ADULT EDUCATION:

The forecast is based on historical State payments.

LINE 6 on Page 2: PARKING INCOME:

The forecast estimates 50% of parking revenue will be collected, \$10,044 UNF, previously \$10,644 UNF.

LINE 7 on Page 2: INVESTMENT INCOME:

The budget is based on the expectation that interest rates will remain steady and revenue will be as budgeted. *The forecast projects less interest income due to declining interest rates, \$31,500 UNF previously \$31,500 UNF.*

<u>Month</u>	<u>Peoples United</u>	<u>State Treasurer's Investment Fund</u>
July 2020	.392%	.352%
August	.392%	.221%
September	.399%	.081%
October	.399%	.081%
November	.397%	.065%
December	.397%	.065%
January	.398%	.074%
February	.398%	.150%

LINE 8 on Page 2: ATHLETICS:

The forecast estimates a 50% reduction due to limited fan participation for at least one season, \$16,500 UNF previously, \$16,500 UNF.

LINE 9 on Page 2: TUITION REVENUE:

The budget is based on seven tuition students. The actual tuition charged is higher (\$71 per year) than budgeted since the rate is set after the budget referendum is past. Two new tuition students enrolled in the District. *One student disenrolled, three students are moving into the District. The projected variance is \$32,286 UNF previously \$34,145 UNF.*

LINE 10 on Page 2: TRANSPORTATION INCOME:

The forecast is based on projected State payments and enrollment for magnet school transportation budgeted, *estimated at \$19,500 which is \$7,100 UNF, previously \$7,100 UNF.*

LINE 14 on Page 2: SPECIAL EDUCATION GRANTS:

The current projection is based on budgeted costs for placements and transportation. This is based on a 73% reimbursement rate. Excess cost grant is expected to increase due to an increase of services. Tuition is increased for students moving into the District with unanticipated costs which will be partially reimbursed through the grant, *\$211,091 FAV previously, \$211,091 FAV.*

LINE 16 on Page 2: RENTAL INCOME:

The forecast estimates a 100% reduction based on limiting the use of the building for the year due to COVID19, *\$13,975 UNF previously, \$14,000 UNF.*

LINE 17 on Page 2: INTERGOVERNMENTAL INCOME:

The forecast is based on the budget for shared services with the Woodbridge Board of Education for technology services.

LINE 18 on Page 2: OTHER REVENUE:

The forecast is based on budget currently, *slightly less revenue is anticipated at this time, \$5,000 UNF previously, \$5,000 FAV.*

EXPENDITURES BY CATEGORY

The projected yearend balance of expenditures is *\$185,784 FAV previously \$484,342 FAV* which appears on page 4, column 6, line 55.

LINE 1 on Page 3: 5111-CERTIFIED SALARIES:

The forecast is based on budget. There are still open positions and the forecast will be updated after the school year begins. The need for additional coverage is anticipated. We intend to expand our use of bench subs to better ensure adequate class coverage and supervision in the buildings. All substitute position have not yet been filled. The District has not yet reached the budgeted amount of turnover savings, \$81,769 UNF. The current projection is \$34,328 UNF previously \$94,442 UNF. The forecast includes \$48,053 FAV grant funds pending State approval and \$61,818 FAV for vacancy filled by an outside

consultant. Substitute fill rates are trending 54% higher and costs which reflect the rate increase are trending 82% higher than last year at this time. The forecast projection for substitute costs is reduced from \$195,168 higher UNF to \$150,168 UNF based on current data and remote sessions. *The current projection is \$63,015 FAV, previously \$27,680 FAV. The forecast reflects unfilled coaching and activity positions for the fall due to COVID restrictions, \$22,879 FAV and \$12,456 FAV less for degree changes.*

LINE 2 on Page 3: 5112-CLASSIFIED SALARIES:

The forecast is based on budget. There are still open positions and the forecast will be updated after the school year begins. *The need for additional support staff is anticipated as we increase building hours and occupancy.* The turnover factor is currently short of the budget projection by \$752 UNF previously, \$16,185 UNF. There are still positions in transition and the turnover factor and classified budget is expected to be neutral. One position was no longer eligible for grant funds though a certified salary replaced the request, \$31,520 UNF. *The forecast reflect changes due to staff vacancies of \$21,809 FAV, contract settlements and overtime estimates for the year reduced by \$25,035 due to no in-person events after school, net \$30,313 FAV, previously \$30,313 FAV.*

LINES 4 & 5 on Page 3: 5200 & 5210-MEDICARE & FICA:

The forecast is based on the budget for current staff.

LINE 6: 5220 on Page 3-WORKERS' COMPENSATION:

The workers' compensation premium is less than budgeted and the forecast assumes the payroll audit will be as budgeted. Member equity distribution was received for \$9,190 FAV and a contract stabilization rate approved by the Board in May saved \$15,313 FAV. *Total savings YTD \$22,546 FAV.*

LINES 7 on Page 3: 5255-MEDICAL AND DENTAL INSURANCE:

The forecast assumes actual claims of current employees and retirees will be the same as the budget. The projected monthly budget is based on an average of five years of claims. *Medical claims are lower, presumably due to routine office visits and medical tests being postponed. We expect claims will rise later in the year as employees and families return to routine care visits or possibly an increase in COVID treatments. Currently the account is running at 84.0% of claims, previously 85.1% of claims. The forecast projects the account that 30% of the current claims balance, \$222,782 of \$742,606 will not be spent. Claim payments lag about 90 days.*

CLAIMS OF CURRENT EMPLOYEES AND RETIREES

MONTH	2020-2021 ACTUAL	2020-2021 BUDGET	VARIANCE	2019-2020 ACTUAL	2018-2019 ACTUAL
<i>JUL</i>	\$ 256,509	\$ 408,015	\$ (151,506)	\$ 366,182	\$ 292,718
<i>AUG</i>	\$ 200,490	\$ 446,937	\$ (246,447)	\$ 383,765	\$ 282,192
<i>SEP</i>	\$ 292,575	\$ 365,001	\$ (72,426)	\$ 317,685	\$ 376,576
<i>OCT</i>	\$ 293,360	\$ 363,318	\$ (69,958)	\$ 383,369	\$ 245,938
<i>NOV</i>	\$ 401,884	\$ 453,630	\$ (51,746)	\$ 370,672	\$ 418,110
<i>DEC</i>	\$ 482,778	\$ 484,052	\$ (1,274)	\$ 403,126	\$ 334,678
<i>JAN</i>	\$ 253,077	\$ 354,535	\$ (101,458)	\$ 348,820	\$ 331,129
<i>FEB</i>	\$ 259,775	\$ 307,567	\$ (47,792)	\$ 124,317	\$ 384,149
<i>MAR</i>	\$ 389,184	\$ 389,184	\$ -	\$ 276,832	\$ 363,660
<i>APR</i>	\$ 343,398	\$ 343,398	\$ -	\$ 196,735	\$ 278,082
<i>MAY</i>	\$ 409,054	\$ 409,054	\$ -	\$ 124,900	\$ 363,382
<i>JUN</i>	\$ 326,536	\$ 326,536	\$ -	\$ 194,428	\$ 224,419
TOTALS	\$ 3,908,619	\$ 4,651,225	\$ (742,606)	\$ 3,490,831	\$ 3,895,033

ACTUAL/FORECAST CLAIMS AS A PERCENTAGE OF EXPECTED CLAIMS

2016-2017 ACTUAL	2017-2018 ACTUAL	2018-2019 ACTUAL	2019-2020 FORECAST	2020-2021 FORECAST
85.2%	72.1%	92.2%	84.1%	100.0%

Note: 2020-2021 FORECAST of projected claims for this fiscal year as a percentage of expected claims is based on actual year-to-date claims plus budgeted claims for the remainder of the year divided by expected (budgeted) claims.

FEES OF CURRENT EMPLOYEES AND RETIREES

(Stop-Loss Premiums, Network Access Fees, and Other Fees)

MONTH	2020-2021 ACTUAL	2020-2021 BUDGET	VARIANCE	2019-2020 ACTUAL	2018-2019 ACTUAL
<i>JUL</i>	\$ 53,562	\$ 61,957	\$ (8,395)	\$ 65,692	\$ 63,793
<i>AUG</i>	\$ 50,187	\$ 65,755	\$ (15,568)	\$ 62,661	\$ 60,070
<i>SEP</i>	\$ 53,804	\$ 58,089	\$ (4,285)	\$ 46,306	\$ 63,599
<i>OCT</i>	\$ 55,100	\$ 61,041	\$ (5,941)	\$ 70,245	\$ 63,213
<i>NOV</i>	\$ 63,637	\$ 41,539	\$ 22,098	\$ 59,406	\$ 71,815
<i>DEC</i>	\$ 62,829	\$ 37,299	\$ 25,530	\$ 62,365	\$ 70,016
<i>JAN</i>	\$ 11,403	\$ 36,807	\$ (25,404)	\$ 73,157	\$ 78,786
<i>FEB</i>	\$ 94,489	\$ 36,239	\$ 58,250	\$ 57,592	\$ 66,033
<i>MAR</i>	\$ 32,198	\$ 32,198	\$ -	\$ 58,624	\$ 38,918
<i>APR</i>	\$ 36,879	\$ 36,879	\$ -	\$ 57,573	\$ 69,321
<i>MAY</i>	\$ 36,343	\$ 36,343	\$ -	\$ 56,459	\$ 76,505
<i>JUN</i>	\$ 35,743	\$ 35,743	\$ -	\$ 56,502	\$ 72,044
TOTALS	\$ 586,174	\$ 539,887	\$ 46,287	\$ 726,582	\$ 794,113

LINE 9 on Page 3: 5260-LIFE INSURANCE:

The forecast is based on the actual staff, \$1,508 FAV.

LINE 10 on Page 3: 5275-DISABILITY INSURANCE:

The forecast is based on the current staff, \$357 UNF, previously, \$357 UNF.

LINE 12 on Page 3: 5281-DEFINED CONTRIBUTION RETIREMENT PLAN:

The current forecast projects this account will be **neutral**.

LINE 15 on Page 3: 5290-UNEMPLOYMENT:

The forecast estimates the account may run \$4,000 UNF. The budget was reduced prior to the pandemic based on a low utilization for several years. Many of the current claimants will come off unemployment when we reopen. However, there are a number of claimants that are receiving benefits based on their past 24 months of work history with Amity and are not current employees. It is difficult to measure how many will remain on benefits. *\$4,000 UNF previously, \$20,000 UNF.*

LINE 20 on Page 3: 5330-PROFESSIONAL TECHNICAL SERVICES:

Coverage is needed for an administrator on leave. Coverage is provided through an outside consultant, \$61,818 UNF. A transfer for these professional services was approved in October. Legal services are higher than budgeted due to COVID-19 environment. Legal expenses are running 25% higher than the first quarter last year. Many vendor contracts are reviewed to consider cancellations because of COVID-19, two bargaining units were scheduled to negotiate in the Spring of 2020 but were delayed until this fiscal year, and numerous labor and employment questions relating to COVID-19. The change in special education laws increased the use of legal services. The legal budget if it continues at 25% higher will be \$82,000 UNF over budget, *total for these line items is forecasted at \$171,386 UNF previously \$145,886 UNF.*

LINE 22 on Page 3: 5510-PUPIL TRANSPORTATION:

Special Education Transportation is projecting a **\$230,227 FAV, previously, \$159,076 FAV** balance partly due to the first summer session being held virtually. ***Late busses and field trips will be reduced due to COVID-19, currently assuming a 50% or \$157,624 FAV, previously \$157,624 FAV projection for a total projection of \$387,851 FAV***

LINE 23 on Page 3: 5521-GENERAL LIABILITY INSURANCE: Student Accident insurance renewed slightly higher-\$922 UNF, LAP and several other policies came in lower-\$8,588 FAV and cyberinsurance is now a separate policy and not covered under general liability increases \$9,907 UNF for a total account increase of **\$2,242 UNF**

LINE 24 on Page 3: 5550-COMMUNICATION:TEL, POST, ETC: E-Rate funding is approved for the current fiscal year. ***The District will receive discounted invoices for the CEN service provided by the State of Connecticut. The funding decision was announced this month and the District will save \$19,032 FAV.***

LINE 25 on Page 3: 5560-TUITION EXPENSE: ***Tuition is currently forecasted to have a \$58,302 FAV previously \$37,491 FAV variance.*** The forecast is based on current students and their placements.

Tuition for the vo-ag schools has a projected variance of **\$53,197 FAV previously \$50,889 FAV.**

	FY16-17 ACTUAL	FY17-18 ACTUAL	FY18-19 ACTUAL	FY19-20 ACTUAL	FY20-21 BUDGET	FY20-21 FORECAST
Sound	3	4	6	6	8	5(5)
Trumbull	3	6	4	4	5	3(3)
Nonnewaug	3	4	6	5	7	7(7)
Common Ground Charter HS	1	0	0	0	1	1(1)
Betsy Ross Magnet	0	0	0	0	0	1(0)
King Robinson Magnet	1	0	0	0	0	0
Engineering Science Magnet	0	1	0	0	0	0
Highville Charter School	0	1	0	0	0	0
Totals	11	16	16	15	21	17(17)

ECA is projected variance ***to be \$25,928 FAV previously \$25,928 FAV, below budget, with five less students enrolled than budgeted.***

	FY16-17 ACTUAL	FY17-18 ACTUAL	FY18-19 ACTUAL	FY19-20 ACTUAL	FY20-21 BUDGET	FY20-21 FORECAST
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ECA	15	19	24	21	21	16(16)
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Public (ACES) and private out-of-district placements are currently less than anticipated, \$20,823 UNF previously \$39,326 UNF. There are more outplaced students who recently moved into the District.

	FY16-17 ACTUAL	FY17-18 ACTUAL	FY18-19 ACTUAL	FY19-20 ACTUAL	FY20-21 BUDGET	FY20-21 FORECAST
Public SPED	8	8	11	8	9	7(7)
Private SPED	27	20	22	18	29	29(29)
Totals	35	28	33	26	38	36(36)

LINE 26 on Page 3: 5590-OTHER PURCHASED SERVICES:

The forecast assumes a transfer into the cafeteria fund to cover operations due to losses in the program. The year-to-date projection for the café fund is \$153,395 UNF. The volume of meals is significantly impacted by no in-person dining option and near zero ala carte sales. Typical November ala carte sales are \$28,923 and this year ala carte revenue for November was \$175. Also 13,681 meals were served in November of 2019 and just 3,734 meals were served in November 2020. We meet regularly to discuss options to increase participation. We plan to expand the Friday offering of 2 meals to 4 to cover Saturday. This will benefit the families participating and generate a larger State reimbursement. The current estimate that the Board will need to transfer from the general fund is \$150,000 UNF, previously \$100,00 UNF and a budget request of \$75,000 is included in February's forecast.

LINE 30 on Page 4: 5830 & 5910-DEBT SERVICE :

Debt service is \$54,962 overbudget of the estimate for the new bond. There was premium paid by purchaser to offset this increase so the budget will remain neutral and this variance is paid from bond proceeds.

LINE 31 on Page 4: 5410-UTILITIES, EXCLUDING HEAT:

The 2020-2021 budget for electricity assumes the use of 3,189,868 kilowatt hours at an average price of \$0.19661 per kilowatt hour, or a cost of \$627,736. Current kilowatt hours are down but with the increased full capacity run times for HVAC systems during the pandemic, it is anticipated the hours will rise over the next months. *The usage is now projected to be on under budget, \$35,000 FAV. Eight months of invoices have been received and are lower than expected. The lower usage is due to limited evening activities and several weeks of remote learning. The assumption considers the scheduled increase usage, increased occupants, and warmer weather will result in more typical usage in the spring.*

ELECTRICITY (KILOWATT HOURS)

MONTH	2020-2021 FORECAST	2020-2021 BUDGET	VARIANCE	2019-2020 ACTUAL	2018-2019 ACTUAL
<i>JUL</i>	<i>254,693</i>	261,716	<i>(7,023)</i>	306,744	104,580
<i>AUG</i>	<i>96,300</i>	292,794	<i>(196,494)</i>	298,187	152,275
<i>SEP</i>	<i>297,628</i>	308,389	<i>(10,761)</i>	255,198	314,178
<i>OCT</i>	<i>272,258</i>	282,314	<i>(10,056)</i>	294,827	271,919
<i>NOV</i>	<i>290,214</i>	260,774	<i>29,440</i>	243,754	249,759
<i>DEC</i>	<i>253,679</i>	260,198	<i>(6,519)</i>	250,944	247,237
<i>JAN</i>	<i>254,611</i>	268,460	<i>(13,849)</i>	266,227	274,992
FEB	269,090	269,090	-	251,802	263,959
MAR	256,461	256,461	-	217,683	248,762
APR	260,337	260,337	-	232,983	262,037
MAY	246,095	246,095	-	145,568	276,658
JUN	223,240	223,240	-	239,032	91,898
Totals	2,974,606	3,189,868	(215,262)	3,002,949	2,758,254

Note: 2019-2020 Actual Kilowatt Hours during COVID shutdown shown in bold italics.

The budget assumes there will not be a Load Shed credit. Building had limited use in FY20 from March 13-June 30. The delivery charge has increased significantly since last year. Currently we anticipate this may be partially offset by shorter operating days even with extended run time for air handlers. However, the delivery charges may put the accounts over even if kilowatt usage is down.

The budget for propane is \$3,330. *The forecast is neutral at this time.*

The budget for water is \$47,800. *The forecast is projects a savings of \$15,000 FAV. Eight months of usage has been invoiced and costs are lower than expected. The lower usage is due to limited evening activities and several weeks of remote learning. The assumption considers the scheduled increase usage and increased occupants.*

Sewer costs are budgeted at \$31,000, costs are projected to be \$24,353. *The forecast is \$6,647 FAV at this time.*

DEGREE DAYS

There are 3,704 degree days to date compared to 3,820 last year at this time.

LINE 32 on Page 4: 5420-REPAIRS & MAINTENANCE: There is an emergency repair to a leaking underground water line to the boiler at the high school quoted at \$53,420. A transfer was requested in December. *A transfer is requested this month for snow removal which is currently \$23,025 UNF overbudget through February.*

LINE 35 & 36 on Page 4: 5620 & 5621-OIL & NATURAL GAS :

These accounts may be overbudget, though it is difficult to estimate how much at this time. We are increasing the percentage of outdoor air flow into the HVAC system per CDC recommendations. The actual temperatures for the winter months will greatly influence the need for additional heating fuel. *These accounts are now projected to be on*

budget. There has not been a significant stretch of low temperatures and with the reduced occupancy in the evenings and remote learning days, the forecast is neutral.

LINE 40 on Page 4: 5690-OTHER SUPPLIES:

The forecast reflects reimbursement from the Coronavirus Relief Fund grant and a budget transfer approved earlier this year for \$17,500 UNF for virus protection, \$50,803 FAV previously \$161,820 FAV as grants reimbursements were charged to appropriate accounts.

LINE 45a on Page 4: 5850-FACILITIES CONTINGENCY:

*The budget includes a \$100,000 contingency for unplanned, necessary facility expenditures. The forecast assumes these funds will be entirely used. There is an emergency repair to a leaking underground water line to the boiler at the high school quoted at \$53,420. A transfer was requested in December. **A transfer is requested this month for snow removal which is currently \$23,025 UNF overbudget through February.** The balance in the facility contingency is \$23,555.*

LINE 47 on Page 4: 5850-CONTINGENCY:

The budget includes a \$150,000 contingency for unplanned, necessary expenditures. The forecast assumes these funds will be entirely used. A transfer was approved in November for \$17,500 for critical security license to cover the additional devices purchase this fiscal year. A budget transfer was approved in February for food services for \$75,000 to cover losses in the food service program. The balance in contingency is \$57,500

LINES 49 & 50 on page 4: 5580 & 5581 STAFF TRAVEL AND TRAVEL - CONFERENCES :

*A 10% reduction is assuming less travel between schools and to conferences. **The forecast is projected to on \$17,775 FAV previously \$17,775 FAV.***

COVID-19 EXPENDITURES: *Currently expenditures related to preparing for reopening in the COVID-19 environment are estimated at \$1,221,895 total, \$1,081,332 from current fiscal year. The two largest purchases are in the area of PPE of approximately \$124,791, \$37,185 on cleaning supplies, \$176,863 for social distancing measures, and \$257,314 for technology. There is a potential of spending \$252,135 for additional personnel to provide coverage for absences, remote teaching, and additional supervision for appropriate COVID-19 protocols. Expenses are across all object codes and will be funded with the funds held as a 15% encumbrance, in the amount of \$968,619 in regular accounts. A budget transfer was approved liquidating \$497,352 of the encumbrances to cover costs. There is \$471,312 left in the 15% encumbrance reserve. However, \$183,345 must be released back to the original accounts in technology and facilities to cover expenses. There is \$287,967 still in encumbrance reserve after the release. Currently the District was approved for \$55,040 in ESSER funds. These grant funds were utilized for summer programs and curriculum writing are included in the COVID-19 estimates. A second grant, Coronavirus Relief Funds (CRF) has a preliminary award to the District for \$240,120. All awarded grant funds are exhausted. The District was notified that we can apply for another round of funding at the end of February. This is identified as the ESSER II funding allotment of \$244,022 for the District. The State Department of Grants Management held a webinar for Superintendents and Business Officials to discuss the possible uses. Districts are strongly encouraged to identified new costs in response to the COVID-19 environment.*

Areas of social emotional learning, devices, professional development for remote learning are some of the needs identified by the State Department. These funds will be for expenditures through September 2023.

LINE 53 on page 4: 5856 TRANSFER ACCOUNT: *The forecast projects 1%, \$507,844 of the operating budget will be available for transfer into the Capital Nonrecurring Account. The item will be presented after the final balance for the FY21 is confirmed at the August 2021 meeting.*

APPENDIX A

COST SAVINGS AND EFFICIENCIES FOR FISCAL YEAR 2020-2021

TOTAL ANNUAL SAVINGS TO-DATE OF: \$128,408

\$19,268 Cable Advisory Grant: One of the high school teachers, Jeremy Iverson, applied for and received a grant from Cable Advisory Grant. The grant is to be used to purchase production equipment for the film courses and production room. This reduces the amounts that would be funded through the general fund.

\$49,245 Pegpetia Grant: Jeremy Iverson also applied for and received a grant from PEGPETIA. Current advancements in video technology have overstepped the abilities of the current computer systems in use. In order to maintain effective practice in post-production, the editing systems must see an enhancement. Utilizing a new computer system with a better integrated graphics solution, greater allocations of available RAM, and a faster multi-core processor, will not only maximize productivity, but will satisfy the needs of the program in the immediate future. This will effectively allow students to work at a more rigorous level. Time management and project completion will also be impacted, affording students more time in developing advanced skills during the production process. This reduces the amounts that would be funded through the general fund

\$19,032 E-Rate Credits: The District's application for E-Rate credits is approved. The amount reflects discounted invoices for the CEN – state provided internet connection.

\$28,339 Polycarbonate and Sheet Dividers for Social Distancing: The District's building maintainer has constructed approximately 113 protective barriers since March of 2020 for the classrooms and offices. The District orders polycarbonate and Randy Joiner skillfully measures, cuts and stabilizes the units for a custom fit. This includes science labs, offices and classrooms. Randy has also installed 41 curtain dividers in the District when more appropriate than a solid structure. The savings is estimated considering the cost of the polycarbonate and the estimate purchase of fully constructed dividers.

\$5,000 Math Textbooks: Dameon Kellogg, the Math Department chairperson consistently searches for used textbooks to replace lost books or fill enrollment needs.

\$7,524 Reduced Trash Pickups: The Director of Facilities, Steve Martoni, negotiated a revised schedule for trash pickups at all three buildings, saving \$1,254 per month. Less trash is generated without full cafeteria service and the hybrid/shortened day schedule of students.

There is a detailed history of the District's efforts to save dollars and operate efficiently. This information is posted on the District's website:

- Energy Savings Initiatives for the past decade
<http://www.amityregion5.org/boe/sub-committees/finance-committee>
- District recognized CQIA Innovation Prize for Fostering a District Culture of Maximizing Cost Savings and Efficiencies
<http://www.amityregion5.org/boe/sub-committees/finance-committee2>
- Fiscal Year 2019-2020 - \$43,497 <https://www.amityregion5.org/boe/sub-committees/finance-committee>
- Fiscal Year 2018-2019 - \$52,451 <https://www.amityregion5.org/boe/sub-committees/finance-committee>
- Fiscal Year 2017-2018 – \$746,688 <https://www.amityregion5.org/boe/sub-committees/finance-committee>
- Fiscal Year 2016-2017 – \$595,302 <http://www.amityregion5.org/boe/sub-committees/finance-committee>
- Fiscal Year 2015-2016 – \$125,911 <http://www.amityregion5.org/boe/sub-committees/finance-committee>
- Fiscal Year 2014-2015 – \$139,721 <http://www.amityregion5.org/boe/sub-committees/finance-committee>

APPENDIX B

MONTHLY FORECASTS: PURPOSE, METHODOLOGY, HISTORICAL

PURPOSE & METHODOLOGY:

A forecast is a prediction or estimate of future events and trends. **It is only as good as the data available and the assumptions used.** We use current information and past history.

There are many factors, which can significantly impact expenditures, both positively and negatively (e.g., staff turnover, vacancies and leaves-of absence; medical and dental insurance claims when self-insured; special education expenditures; major facility repairs; snow removal).

To illustrate, a special education student could move into the District in mid-year and the cost impact could be over \$100,000 and/or we could have a 'bad claims year' and wipe out the Self Insurance Reserve Fund and need other funds to cover claims of current employees and retirees. If we do not have available funds to cover these and other potential shortfalls, the necessity to seek additional funding from the public would be our only option (as only the towns have a fund balance from prior years available to use in the case of an emergency).

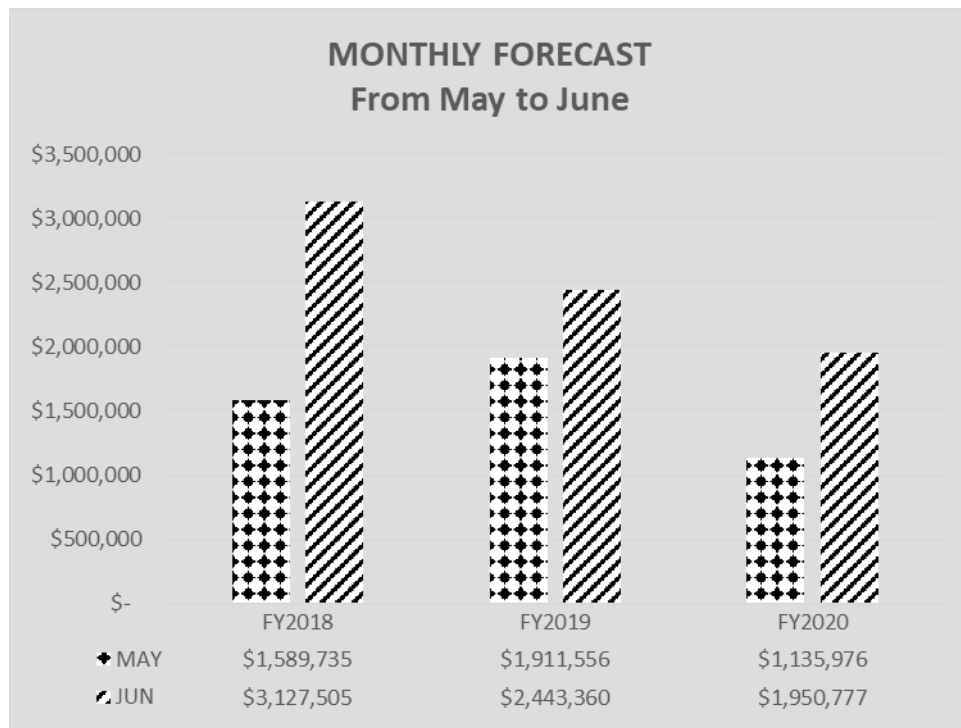
Revenues can be most impacted by decisions made at the State level for Special Education and Transportation grants. We have seen the reimbursement rate change in mid-year.

Prudent financial management is necessary. We need to be sure the total expenditures budget is never overspent (and may need to be underspent if revenues are below budget because total expenditures cannot exceed total revenues). It is imperative we 'hold back' on spending any of the Contingency Account until it is absolutely necessary or we are close to yearend. The Superintendent of Schools and Director of Finance and Administration review and approve or deny all purchase orders. We are careful to make sure funds are only spent when necessary and not just because 'it is in the budget'. We are constantly faced with the 'what-ifs' of over expenditures in certain accounts. We need to be sure there are sufficient funds available. As a result, the fund balance has been larger towards the end of the fiscal year.

Furthermore, the monthly forecasts are based on the information available. We have had large, unexpected or highly unpredictable events at the end of the fiscal year (mostly of a positive nature), which have significantly change the forecast from May to June.

HISTORICAL:

The chart below depicts the yearend balance projected in May and June of each of the past three fiscal years.



The major contributors of the significant change from the May to June forecasts are detailed below.

FY2018:

The audited fund balance was \$3,127,505. The monthly forecast for May 2018 projected a fund balance of \$1,589,735, or **\$1,537,770 higher than the prior month's forecast**. The major reasons for the significant increase in the yearend fund balance from one month to the next month were, as follows:

- **\$96,914:** Certified and classified salaries were lower than forecasted. It is not until the end of the fiscal year when we know the actual expenditures for coverages, substitutes, leaves of absences, overtime, and pay docks. We use conservative estimates in the forecasts based on past history.
- **\$21,583:** Special education transportation and tuition expenditures were lower than forecasted. The May forecast included the possible changes to outplacements and hospitalizations that did not occur.

- **\$741,387:** Medical & dental claims were lower than expected. Since we are self-insured, actual claims are not known until the end of the fiscal year. Based on actual claims, we returned these funds to the member towns.
- **\$129,529:** Lower legal expenses, speech therapy and occupational therapy professional services than anticipated.
- **\$25,989:** As part of the yearend processing, unspent encumbrances are eliminated.
- **\$10,299:** Final grant payments for Special Education and Transportation are not known until the end of the fiscal year.

FY2019:

The audited fund balance is \$2,033,027. The monthly forecast for May 2019 projected a fund balance of \$1,502,297 which included \$409,259 designated for security projects. The change is **\$531,804 higher than the prior month's forecast**. The major reasons for the significant increase in the yearend fund balance from one month to the next month were, as follows:

- **\$57,653:** Certified and classified salaries were lower than forecasted. It is not until the end of the fiscal year when we know the actual expenditures for coverages, substitutes, leaves of absences, overtime, and pay docks. Many unpaid leaves occur at the end of the school year. We use conservative estimates in the forecasts based on past history.
- **\$137,507:** Medical & dental claims were lower than expected. Since we are self-insured, actual claims are not known until the end of the fiscal year.
- **\$150,147** Purchased services were lower than forecasted. There were fewer interns than budgeted. Less than anticipated need for psychiatric consults and other consultants at PPTs. Less need for printed materials, postage, changes in special education transportation and athletic rentals were less than anticipated.
- **\$82,370:** Fuel costs for busses were less than anticipated. Repairs and maintenance costs for accounts other than facilities were down. Instructional supplies were less than anticipated.

FY2020:

The audited fund balance is \$1,950,777 after \$515,077 in EOY purchases and allocation of 1% or \$492,485 appropriated to Capital and Nonrecurring Account. The monthly forecast for May 2020 projected a fund balance of \$1,135,976. The change is **\$815,982 higher than the prior month's forecast**. The major reasons for the significant increase in the yearend fund balance was the unsettled environment of the COVID-19 global pandemic. As of the May 2020 meeting, the Governor had not announced if schools would reopen prior to the end of the school year. School was eventually cancelled for the remainder of the year and almost all accounts were impacted. The changes from one month to the next month were, as follows:

- **\$121,462:** Certified and classified salaries were lower due to the school closures. Spring coaches salaries were reduced, substitutes and coverages were not needed, staff development hours, homebound instruction, chaperone duties, and overtime were all near zero.
- **\$296,642:** Medical & dental claims were lower due to the COVID-19 global pandemic. Routine office visits and medical tests were postponed all spring across the region. Since we are self-insured, actual claims are not known until the end of the fiscal year. Unemployment claims, though high were lower than May's estimate. The District has not experienced claims of this magnitude and estimating the actual costs were difficult. Many claims were in dispute. The change was \$26,000 FAV.
- **\$155,607** Purchased services were lower due to the COVID-19 global pandemic. There were no athletic contests, which reduced the annual number of game day staff and officials paid. Less need for printed materials, postage, end of year celebrations, graduation and stepping up costs, and athletic rentals were less due to the social distancing requirements.
- **\$76,091:** Transportation and fuel costs for busses were lower due to the COVID-19 global pandemic. Contracts were renegotiated in May but with school cancellation final for the year, additional savings resulted. There were no late runs, athletic trips, or field trips at the end of the year.
- **\$70,483:** Instructional supplies were lower due to the COVID-19 global pandemic. Consumable materials could not be utilized in the remote learning environment so there was a significant decrease in food for culinary, lumber and other raw materials for technology education and science lab materials.
- **\$54,739:** Communication costs were lower due to the COVID-19 global pandemic. Less postage, copy paper, and catering needs due to the remote learning environment.
- **\$35,521:** Rentals for fields, tables, chairs, tents, etc. were lower due to the COVID-19 global pandemic. End of year athletic contests were cancelled and ceremonies were done in a socially distance manner which eliminated the need for many items used for large crowd gatherings.
- **\$14,945:** Electricity usage was lower due to the COVID-19 global pandemic. Buildings had a few occupants during the March through June timeframe.

APPENDIX C

RECAP OF 2017-2018

Return Unspent Fund Balance:

The cancellation of 2016-2017 encumbrances of \$86,227 will be returned to the Member Towns. We encumber funds for goods and services received by June 30th but not yet billed. In some cases, the estimated amount encumbered varies from the actual invoice (e.g., utility bill; water bill, pending special education settlements) and we do not need to spend the entire encumbrance. Once the audit is final for 2017-2018, the funds will be returned.

<i>Bethany</i>	<i>\$17,581</i>
<i>Orange</i>	<i>\$42,027</i>
<i>Woodbridge</i>	<i><u>\$26,619</u></i>
<i>Total</i>	<i>\$86,227</i>

The audited fund balance for 2017-2018 is \$3,127,505. These source of the available funds are described below.

FINANCIAL MANAGEMENT:

\$ 78,987

Our efforts to foster a District culture of finding cost savings and efficiencies has been successful producing savings of \$38,753. Grant money was applied for and awarded to offset the cost of the CEN for savings of \$27,440. This District applied for a grant for displaced students to due hurricanes but received the grant award notice and funds after the fiscal year ended. Restraints of the grant did not allow us to spend it after the fiscal year so it became part of the fund balance.

SPECIAL EDUCATION (NET)

\$ 996,157

These accounts are extremely difficult to forecast. As examples, special need students can be hospitalized; move into the district or leave the district at any time; withdraw from Amity and enroll in Adult Education. Several students who were budgeted to be outplaced were not for a number of reasons. Some transportation needs were coordinated with the elementary districts to reduce the number of singletons on busses for outplacements. Any one of these events can have a significant impact, positive or negative, on the District's special education expenditures. The Director of Pupil Services has been successful in establishing suitable programs for students within the District and a number of students have returned from outplacement.

OTHER:

\$ 2,052,361

\$342,994 SALARIES (OTHER): "Turnover savings" from replacing teachers and other staff who retired or resigned is over budget and savings from unpaid leaves-of-absence. Athletic salaries were down from unfilled coaching positions at the middle school including cheerleading and several assistant coaching positions. Teacher coverages,

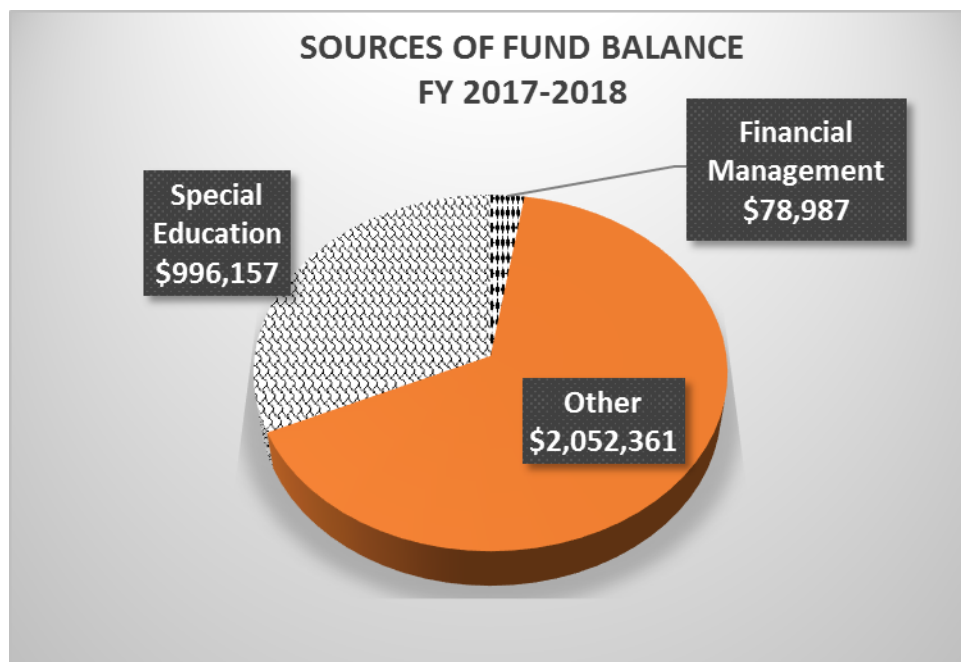
summer work costs, substitute costs, degree changes and homebound services were less than anticipated.

\$1,395,839 MEDICAL (OTHER): The net balance of the medical account was under budget. Claims and fees were much lower than budgeted, only costing 72% of expected claims. The savings was offset by other components of the account including employer contributions to HSA accounts, retiree payments, and employee co-share contributions.

\$29,913 FACILITIES (OTHER): The Director of Facilities manages projects and supplies in a very conservative manner. Many projects were completed in-house including tuck-point repair of the field house, concrete sidewalk patches and step repair, and electrical repairs.

\$29,177 STAFF TRAVEL, CONFERENCES AND DUES & FEES: Schedule conflicts precluding some staff from attending conferences, other staff were presenters at conferences and registration fees were waived, and a few less requests from students for contest entries. The appropriate funding level for these accounts will be reviewed in the upcoming budget cycle.

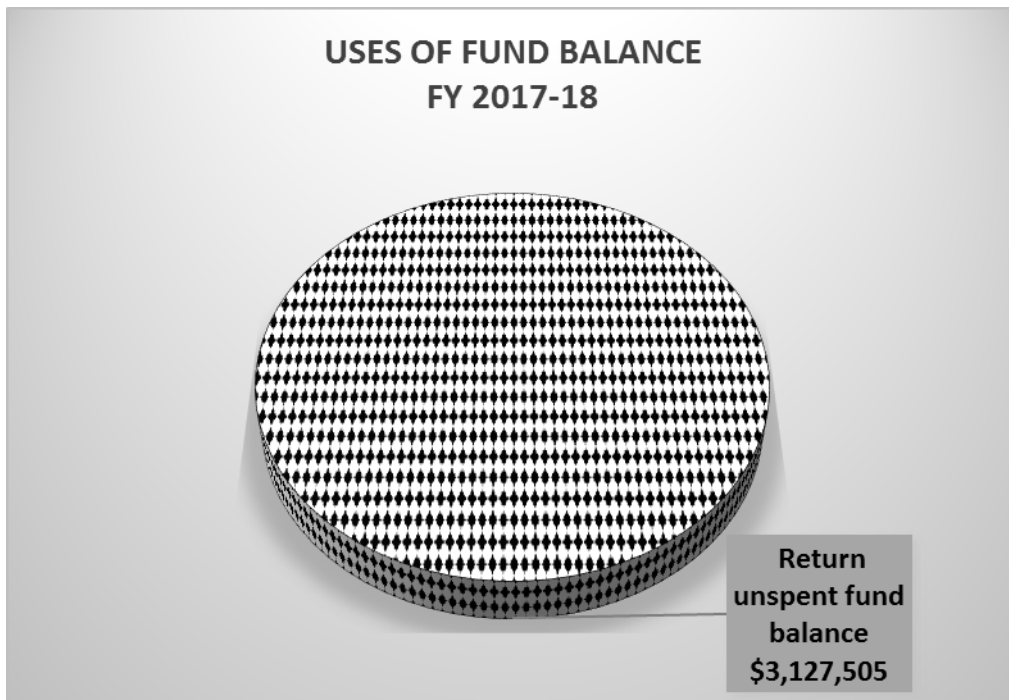
The primary sources of the fund balance are shown graphically below:



The use of the fund balance as voted on in the September 2108 AFC and BOE meetings is as follows:

1. **\$3,127,505** - Return of unspent fund balance per audit.

The uses of the fund balance are shown graphically below:



Return Unspent Fund Balance:

The audited unspent fund balance will be returned to the Member Towns, as follows:

<i>Town of Bethany</i>	<i>\$ 615,493</i>
<i>Town of Orange</i>	<i>\$1,556,778</i>
<i>Town of Woodbridge</i>	<i><u>\$ 955,234</u></i>
<i>Total</i>	<i>\$3,127,505</i>

APPENDIX D

RECAP OF 2018-2019

Return Unspent Fund Balance:

The cancellation of 2017-2018 encumbrances of \$166,245 will be returned to the Member Towns. We encumber funds for goods and services received by June 30th but not yet billed. In some cases, the estimated amount encumbered varies from the actual invoice (e.g., utility bill; water bill, pending special education settlements) and we do not need to spend the entire encumbrance. Once the audit is final for 2018-2019, the funds will be returned.

<i>Bethany</i>	<i>\$32,717</i>
<i>Orange</i>	<i>\$82,752</i>
<i>Woodbridge</i>	<i><u>\$50,776</u></i>
<i>Total</i>	<i><u>\$166,245</u></i>

The audited fund balance for 2018-2019 is \$2,034,101 plus \$409,259 designated at year-end for security projects. These source of the available funds are described below.

FINANCIAL MANAGEMENT:

\$ 204,608

Our efforts to foster a District culture of finding cost savings and efficiencies has been successful producing savings of \$52,451. Grant money was applied for and awarded to offset the cost of the CEN for savings of \$27,440. \$5,000 less postage used due to digital communications. The District refinanced bonds and saved \$27,738 in interest payments. The District chose leasing 1:1 mobile devices as a more cost effective and technological practice, \$108,493. The device can be kept current for curriculum needs and the District is not responsible for disposals. Computers from the current computer labs at the middle schools provided a source of replacement computers and repair parts avoiding new purchases.

SPECIAL EDUCATION (NET)

\$ 539,798

These accounts are extremely difficult to forecast. As examples, special need students can be hospitalized; move into the district or leave the district at any time; withdraw from Amity and enroll in Adult Education. Several students who were budgeted to be outplaced were not for a number of reasons. Some transportation needs were coordinated with the elementary districts to reduce the number of singletons on busses for outplacements. Any one of these events can have a significant impact, positive or negative, on the District's special education expenditures. The Director of Pupil Services has been successful in establishing suitable programs for students within the District and a number of students have returned from outplacement.

OTHER:

\$ 1,289,695

\$346,235 SALARIES (OTHER): "Turnover savings" from replacing teachers and other staff who retired or resigned is over budget and savings from unpaid leaves-of-absence. Athletic salaries were down from unfilled coaching positions at the middle school

including cheerleading and several assistant coaching positions. Teacher coverages, summer work costs, substitute costs, degree changes and homebound services were less than anticipated.

\$387,507 MEDICAL (OTHER): The net balance of the medical account was under budget. Claims and fees were slightly lower than budgeted, \$328,426, costing 92.2% of expected claims. There were some other savings with other components of the account including employer contributions to HSA accounts, retiree payments, and employee co-share contributions.

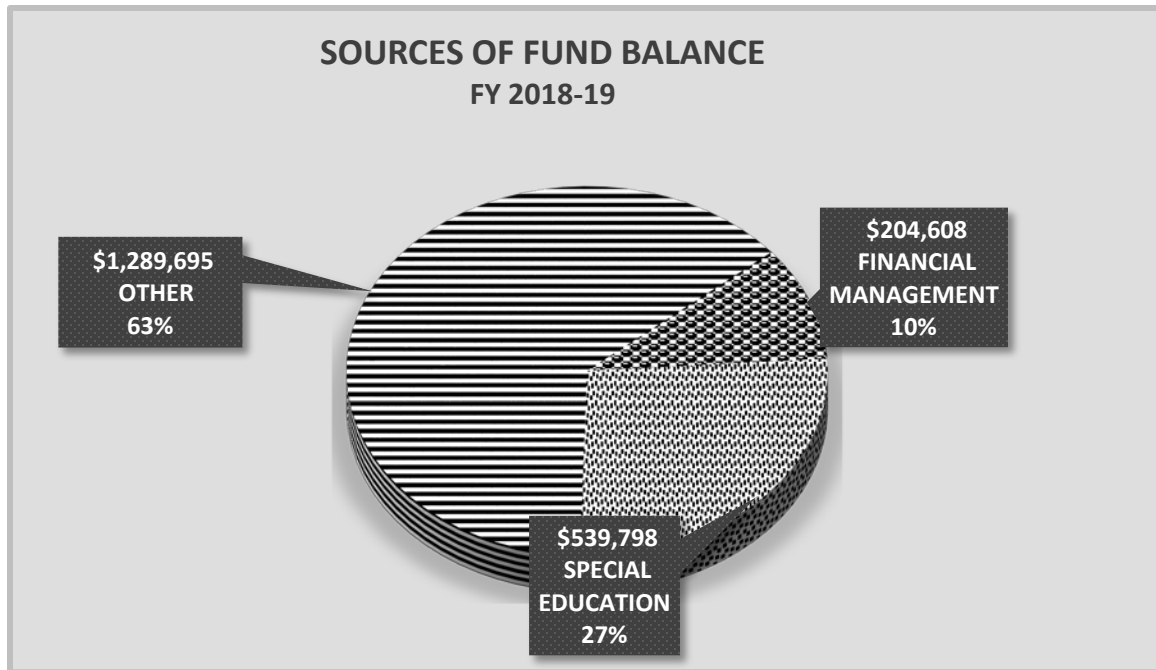
\$378,012 REVENUE: The Special Education Grant was higher than budgeted by \$224,297 based on actual special education costs and a higher reimbursement rate. The interest earned on the District's accounts was \$100,966 more than budgeted as interest rates were higher than budgeted. These accounts were adjusted during for the current budget cycle, 2019-2020.

\$79,974 SUPPLIES: Instructional supplies and transportation fuel were underbudget. The transportation fuel bid price was lower than budgeted and less fuel was used with some routes being reassigned. Mid-year staff changes may have impacted the spending in some instructional supply accounts. These areas were reviewed during the 2019-2020 budget and will be reviewed again during the upcoming budget process.

\$39,009 RENTALS: Athletic rentals were down \$19,552 due to lower ice rentals contract negotiated with new venue and the Town of Orange pool was being upgraded and was not available for part of the year. Another facility was used at lower cost. Special education rental of lease space was lower than anticipated and partially covered by a grant, \$17,400.

\$39,934 STAFF TRAVEL, CONFERENCES AND DUES & FEES: Schedule conflicts precluding some staff from attending conferences, grants funded some conferences, new staff attended fewer conferences and a few less requests from students for contest entries. The appropriate funding level for these accounts will be reviewed in the upcoming budget cycle.

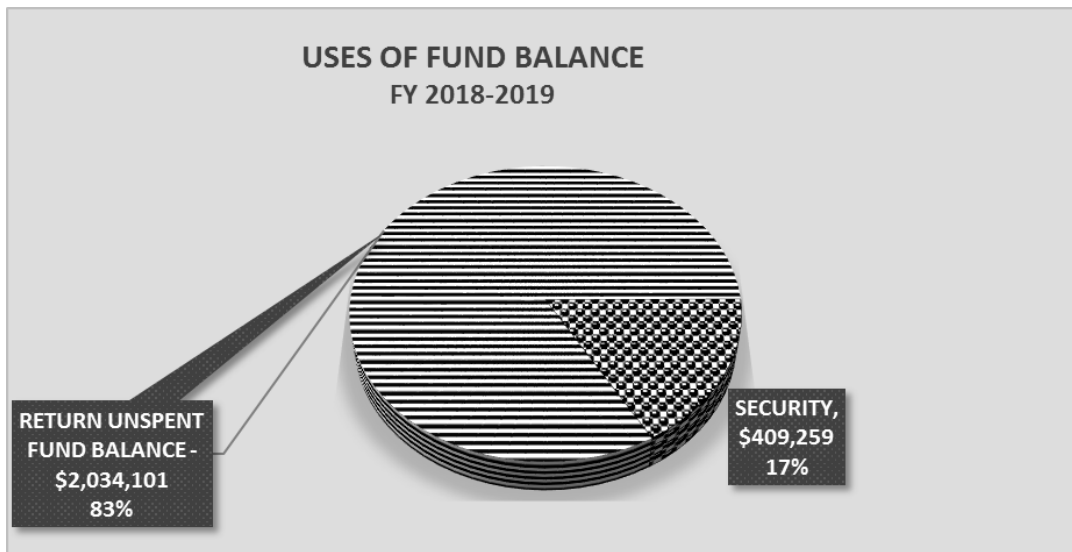
The primary sources of the fund balance are shown graphically below:



The use of the fund balance is proposed to return to the the member towns:

1. **\$409,259** was designated in June 2019 for security projects
2. **\$2,034,101** - Return of unspent fund balance upon audit completion.

The uses of the fund balance are shown graphically below:



Return Unspent Fund Balance:

The audited unspent fund balance will be returned to the Member Towns, as follows:

<i>Town of Bethany</i>	<i>\$ 392,378</i>
<i>Town of Orange</i>	<i>\$1,020,712</i>
<i>Town of Woodbridge</i>	<i><u>\$ 621,011</u></i>
<i>Total</i>	<i>\$2,034,101</i>

APPENDIX E

RECAP OF 2019-2020

Return Unspent Fund Balance:

The cancellation of 2018-2019 encumbrances of \$35,457 will be returned to the Member Towns. We encumber funds for goods and services received by June 30th but not yet billed. In some cases, the estimated amount encumbered varies from the actual invoice (e.g., utility bill; water bill) and we do not need to spend the entire encumbrance. Once the audit is final for 2019-2020, the funds will be returned.

<i>Bethany</i>	<i>\$ 6,839</i>
<i>Orange</i>	<i>\$ 17,792</i>
<i>Woodbridge</i>	<i><u>\$ 10,825</u></i>
<i>Total</i>	<i>\$ 35,457</i>

The audited fund balance for 2019-2020 is \$1,953,498, after the 1% or \$495,482 is transferred to the Capital Nonrecurring Account. The fund balance is net of \$515,077 of end-of-year expenditures that are posted in FY20. The source of the available funds are described below.

SUMMARY:

The monthly financial report for February 2020 as reported at the March AFC & BOE meetings forecasted a fund balance of \$799,396. Days later, on March 12, 2020, the District cancelled in-person instruction and learning. Most employees continued to work with the exception of substitute teachers. The hours of operation were still severely impacted as all after-school, weekend and evening activities were cancelled. This came at a time when schools would typically operate on extended schedules to accommodate sporting activities, overnight field trips, school plays, award ceremonies, stepping up and graduation ceremonies. Busses did not operate for 58 days in the District. Buildings remained open but with minimal staff as the majority of staff worked remotely, reducing utilities consumption. Contracts for professional services were re-negotiated or cancelled as were rentals of other fields, tables, and tents. Overtime and staff travel was non-existent and only a few conferences were held (via remote features).

FINANCIAL MANAGEMENT:

\$ 107,610

The turnover factor exceed the budget by \$70,559. Administrators carefully consider salary placement for new hires. Some part-time vacancies were not filled during the shut-down. Liability, workers' compensation, and student accident insurance coverages were negotiated at a lower rate than anticipated, \$37,051.

SPECIAL EDUCATION:

\$ 580,502

These accounts are extremely difficult to forecast. As examples, special need students can be hospitalized; move into the district or leave the district at any time; withdraw from Amity and enroll in Adult Education. Several students who were budgeted to be outplaced were not for a number of reasons. Some transportation needs were coordinated with the elementary districts to reduce the number of singletons on busses for outplacements. Any one of these events can have a significant impact, positive or negative, on the District's

special education expenditures. The State reimbursement rate fluctuates throughout the year. Expenses were down \$580,502 prior to the shutdown.

SALARIES, MEDICAL, PURCHASED SERVICES (OTHER): **\$2,273,224**

\$627,603 SALARIES (OTHER): Teacher coverages, substitute costs, coaching stipends, overtime, homebound services, and chaperone stipends were some of the budgeted items affected by the remote instruction environment. Payroll taxes were down as result of the lower payroll costs. All after-school, evening and weekend activities were cancelled for typically the busiest time of the school year.

\$926,221 MEDICAL (OTHER): The net balance of the medical account was under budget. Claims and fees were lower than budgeted as hospitals and doctors suspended routine visits, diagnostic tests, and non-emergency procedures amid the pandemic. The insurance claims were running at 95.7% of budget through February 2020 and fell to 81.3% by the end of the year. Dental claims were near zero during the final quarter of the fiscal year.

\$228,156 TRANSPORTATION SERVICES: (OTHER): School busses did not transport students for daily runs, late runs, athletic events or extra-curricular activities from mid-March through the end of the school year. The daily contract was re-negotiated with transportation contractors while other services were cancelled entirely. Fuel cost were reduced as a result of the shutdown.

\$82,664 PURCHASED SERVICES (OTHER): Purchased services costs were lower due to several factors. Cancellation of spring sports resulted in fewer athletic contests and fewer officials, monitors, and scorekeepers, \$32,000 FAV; \$26,000 FAV was saved for contracted services changes with a less expensive provider and training of in-house staff, \$14,000 FAV was not spent on end of year programs and events; \$8,955 FAV was left from the NEASC budget.

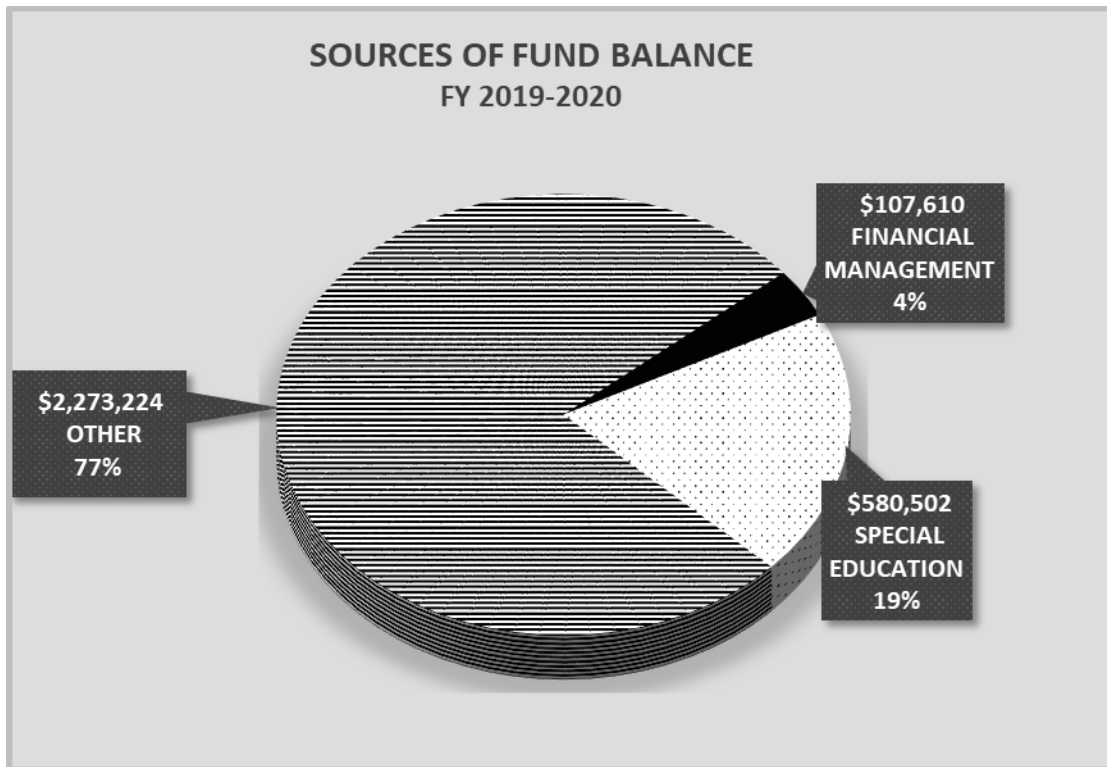
\$93,339 UTILITIES (OTHER): A mild winter combined with fuel cell operating properly to supply heat generated savings of \$17,731 FAV. Electricity usage was down due to the reduced occupancy in buildings, \$70,089 FAV.

\$57,290 STAFF TRAVEL AND CONFERENCES: Staff travel was halted in mid-March with many in-person conferences cancelled. Mileage payments for staff traveling between buildings and travel and accommodations for out of District travel were not needed during the final quarter of the school year.

\$70,483 INSTRUCTIONAL SUPPLIES (OTHER): Purchases and consumption of instructional materials was reduced during the remote instruction period. It was not feasible to use many art supplies, photography film, live specimens, lumber, and culinary supplies in a remote environment.

\$38,170 COMMUNICATIONS: TEL, POST, ETC. (OTHER): Less copy paper, postage, toner and other Xerox supplies were needed during the remote instruction period. The District also received a grant for internet services.

The primary sources of the fund balance are shown graphically below:



The Board of Education approved* uses of the fund balance are, as follows:

1. **\$1,950,777** - Return of unspent fund balance per audit.
2. **\$ 495,482** – Request for Capital Reserve (*pending)
3. **\$ 515,077** - End of Year Purchases

\$1,950,777 RETURN OF UNSPENT FUND BALANCE *pending audit*: the annual audit is usually presented to the Amity Finance Committee and Board of Education for acceptance in December or January. Funds are returned to member towns after completion and acceptance of the audit.

\$495,482 (1%) CAPITAL AND NONRECURRING ACCOUNT: The Amity Finance Committee and Board of Education approved moving forward in the process to transfer 1% of the FY20 budget surplus into the Capital and Nonrecurring account. This process is not finalized yet.

\$515,077 END OF YEAR PURCHASES (EOY):

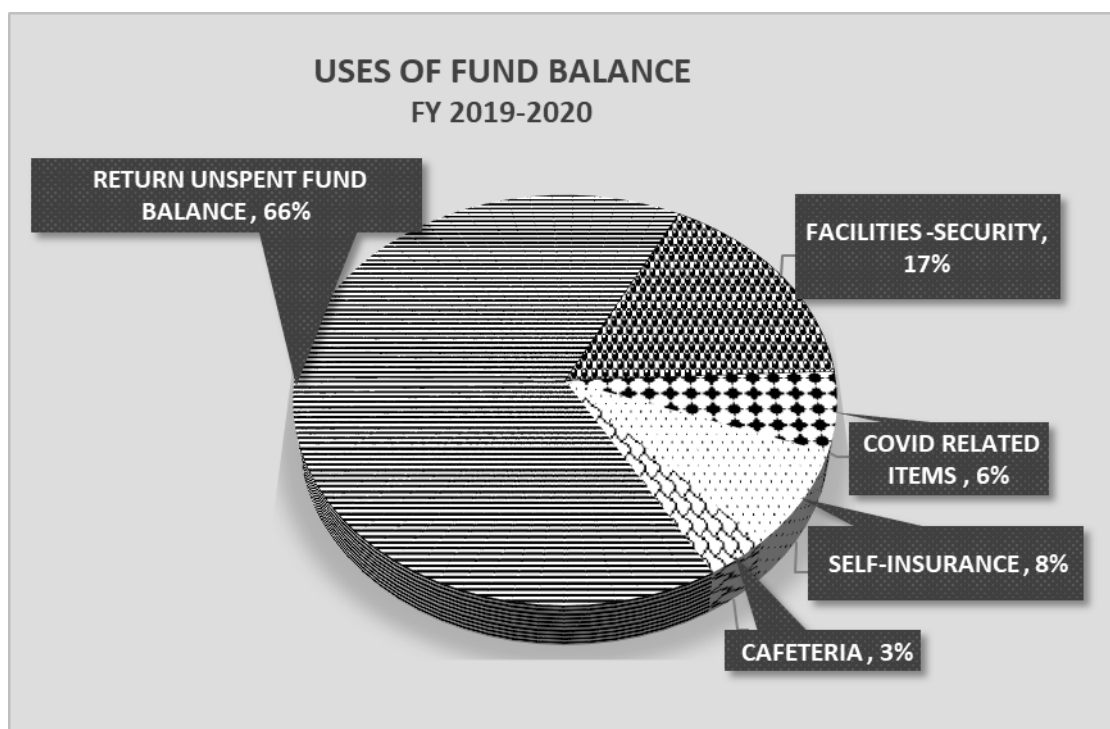
\$229,311 SELF-INSURANCE FUNDING. (EOY): The suspension of routine exams, diagnostic tests, dental appointments, and non-emergency surgeries reduced the medical claims for the final quarter of FY20. It is anticipated that once the State reopens the missed procedures will be scheduled, as well as those of age and need for the current year, and in a worse case scenario claims could rise due to COVID-19 treatments as the District reopens. This amount represents raising the self-insurance reserve from a 25% threshold of claims to 30% on a temporary basis of one year. If funds are not needed, the reserve

will be reduced to 25% and the funds will be utilized to offset the budget request for fiscal year 2021-22.

\$185,766 COVID-19 (EOY): Purchases of personal protective equipment such as masks, gowns, gloves, and face shields were made to prepare for reopening, recognizing none of these items were anticipated in developing the FY21 budget. Thermal security cameras were purchased to register temperatures and perform a mask check of staff and students arriving at main entrances of all three schools. Laptops for high school teachers were purchased to prepare for remote instruction upon reopening.

\$100,000 CAFETERIA (EOY): The District's fund to support school lunch program has been running a deficit for three straight years. The ongoing repair and maintenance of aging equipment contributed to the deficit and the State's change in eligibility status determination increased free and reduced lunch status. Next year appears to be even more challenging in the COVID-19 environment as we will have to change how service is provided, food is served, and food packaging. These necessary changes will increase costs with no anticipated increase in revenue.

The uses of the fund balance are shown graphically below:



Return Unspent Fund Balance:

The audited unspent fund balance will be returned to the Member Towns, as follows:

Bethany	\$ 358,085
Orange	\$ 992,321
Woodbridge	\$ 600,371
Total	\$1,950,777

Amity Regional School District No. 5 - Budget Transfers 2020-2021

<u>MONTH/YR</u>	<u>JNL#</u>	<u>ACCOUNT NUMBER & DESCRIPTION</u>	<u>AMOUNT</u>	<u>DESCRIPTION</u>
2021-Jul	56	03-14-2600-5613 MAINTENANCE/CUSTODIAL SUPPLIES	(678.00)	SCHOOLDUDE SRVC CONT (15% HOLD)
2021-Jul	56	05-14-2600-5690 OTHER SUPPLIES	678.00	SCHOOLDUDE SRVC CONT (15% HOLD)
2021-Jul	57	03-14-2600-5613 MAINTENANCE/CUSTODIAL SUPPLIES	(90.00)	EAGLE TRAILERS (15% HOLD)
2021-Jul	57	03-14-2600-5440 RENTALS-LAND,BLDG,EQUIPMENT	90.00	EAGLE TRAILERS (15% HOLD)
2021-Jul	69	03-14-2600-5613 MAINTENANCE/CUSTODIAL SUPPLIES	(446.00)	ADDITIONAL FUNDS EAGLE TRAILERS
2021-Jul	69	03-14-2600-5440 RENTALS-LAND,BLDG,EQUIPMENT	446.00	ADDITIONAL FUNDS EAGLE TRAILERS
2021-Jul	106	03-11-3202-5440 RENTALS-LAND,BLDG,EQUIPMENT	(150.00)	15% HOLD BACK-EAGLE LEASING
2021-Jul	106	02-11-3202-5440 RENTALS-LAND,BLDG,EQUIPMENT	150.00	15% HOLD BACK-EAGLE LEASING
2021-Sept	5	01-11-1005-5330 OTHER PROFESSIONAL & TECH SRVC	(600.00)	COVER COSTS OF ONLINE LICENSE
2021-Sept	5	01-11-1005-5641 TEXTBOOKS	600.00	COVER COSTS OF ONLINE LICENSE
2021-Sept	7	03-13-2400-5330 OTHER PROFESSIONAL & TECH SRVC	(1200.00)	UPDATE MASTERCAM SOFTWARE
2021-Sept	7	03-11-1008-5611 INSTRUCTIONAL SUPPLIES	1200.00	UPDATE MASTERCAM SOFTWARE
2021-Sept	8	01-11-1010-5690 OTHER SUPPLIES	(29.00)	COVER THE COST OF MEMBERSHIP F
2021-Sept	8	01-11-1010-5810 DUES & FEES	29.00	COVER THE COST OF MEMBERSHIP F
2021-Oct	11	04-12-6111-5560 TUITION	(110.00)	TRANSPORTATION EZRA ACADEMY
2021-Oct	11	05-14-2700-5513 TRANSPORTATION	110.00	TRANSPORTATION EZRA ACADEMY
2021-Oct	78	02-11-1010-5420 REPAIR & MAINTENANCE	(720.00)	MUSICAL INSTRUMENT RENTAL
2021-Oct	78	02-11-1010-5440 RENTALS	720.00	MUSICAL INSTRUMENT RENTAL
2021-Oct	103	05-14-2310-5810 DUES & FEES	166.00	Cover cost of BOE Dues & Fees
2021-Oct	103	05-14-2320-5810 DUES & FEES	(166.00)	Cover cost of BOE Dues & Fees
2021-Oct	106	03-12-1203-5611 INSTRUCTIONAL SUPPLIES	(375.00)	MEMBERSHIP FEES
2021-Oct	106	04-13-2190-5810 DUES & FEES	375.00	MEMBERSHIP FEES
2021-Nov	79	03-11-1001-5581 TRAVEL - CONFERENCES	(219.00)	COVER TEACHER DUES & FEES
2021-Nov	79	03-11-1001-5810 DUES & FEES	219.00	SCHOLASTICS COMPETITION
2021-Nov	123	01-11-1010-5330 OTHER PROFESSIONAL & TECH SRVC	(800.00)	ADDITIONAL CLASSROOM SUPPLIES
2021-Nov	123	01-11-1010-5611 INSTRUCTIONAL SUPPLIES	800.00	ADDITIONAL CLASSROOM SUPPLIES
2021-Dec	416	03-14-2600-5613 MAINTENANCE/CUSTODIAL SUPPLIES	(709.00)	SNOW BLOWER REPLACEMENT
2021-Dec	416	03-14-2600-5731 EQUIPMENT REPLACEMENT	709.00	SNOW BLOWER REPLACEMENT
2021-Jan	17	04-12-1206-5580 STAFF TRAVELS	(225.00)	MEMBERSHIP RENEWAL ASHA DUES
2021-Jan	18	04-13-2190-5810 DUES & FEES	225.00	MEMBERSHIP RENEWAL ASHA DUES
2021-Jan	69	01-13-2220-5330 OTHER PROFESSIONAL & TECH SRVC	(483.00)	Supplies for Tinker Space
2021-Jan	69	01-13-2220-5690 OTHER SUPPLIES	483.00	Supplies for Tinker Space
2021-Feb	17	03-11-3202-5810 DUES & FEES	(124.00)	HUDL price increase
2021-Feb	17	03-11-3202-5590 OTHER PURCHASED SERVICES	124.00	HUDL price increase
2021-Feb	19	03-13-2220-5810 DUES & FEES	(34.00)	Unused dues and conferences
2021-Feb	19	03-13-2220-5690 OTHER SUPPLIES	34.00	to cover database shortfall
2021-Feb	20	01-11-1014-5611 INSTRUCTIONAL SUPPLIES	(42.00)	Cengage Learning price increas
2021-Feb	20	01-11-1014-5641 TEXTBOOKS	42.00	Cengage Learning price increas
2021-Feb	92	01-14-2700-5510 PUPIL TRANSPORTATION	(665.00)	Social Studies Amistad Program
2021-Feb	92	01-11-1014-5611 INSTRUCTIONAL SUPPLIES	665.00	Social Studies Amistad Program

AMITY REGIONAL SCHOOL DISTRICT NO. 5

*Bethany Orange Woodbridge
25 Newton Road, Woodbridge Connecticut 06525*



*Theresa Lumas
Director of Finance and Administration
terry.lumas@amityregion5.org*

*Phone (203) 397-4813
Fax (203) 397-4864*

To: Jennifer Byars, Ed. D., Superintendent of Schools
From: Theresa Lumas, Director of Finance and Administration
Re: Budget Transfers over \$3,000 for FY 2020-21
Date: March 2, 2021

Transportation Fuel:

Transfers were done earlier in the year to cover COVID costs. The 15% was held back in this account and transferred to cover COVID expenses. However, the forecast now projects that many fuel allotments will be used. We need to replenish the funds in the account.

Motions:

For the Amity Finance Committee:

Recommend the Amity Board of Education approve ...

For the Amity Board of Education:

Move to approve...

The following budget transfer from the transportation line to cover the fuel costs budgeted, monies previously transferred to cover COVID costs:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-14-2700-5510	Transportation	\$ 18,630	
05-14-2700-5627	Transportation Supplies		\$18,630

Special Education:

Transfers were done earlier in the year to cover COVID costs. The 15% held back in these accounts was transferred to cover COVID expenses. However, the forecast now projects that the services will be utilized in these accounts. We need to replenish the funds in the account.

Motions:

For the Amity Finance Committee:

Recommend the Amity Board of Education approve ...

For the Amity Board of Education:

Move to approve...

The following budget transfers between technology accounts to cover costs for professional technical services and transportation in the special education department:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
04-12-6110-5560	Tuition - Private	\$ 25,500	
04-13-2190-5330	Professional Technical Services		\$ 25,500
04-12-6116-5510	Transportation- Sped Public	\$ 3,524	
04-13-2190-5590	Other Purchased Services		\$ 3,524

Facilities: The cost of snow removal for the month of February exceeded the remaining budget available. It is likely that another transfer request will be needed for March sanding and snowplowing.

Motions:

For the Amity Finance Committee:

Recommend the Amity Board of Education approve ...

For the Amity Board of Education:

Move to approve...

The following budget transfers from Facilities Contingency account to cover snow removal through February:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-14-2600-5715	Contingency – Facilities	\$ 23,025	
01-14-2600-5420	Repair & Maintenance		\$ 5,425
02-14-2600-5420	Repair & Maintenance		\$ 2,100
03-14-2600-5420	Repair & Maintenance		\$15,500

Students

Student Records – Confidentiality and Access to Student Records

Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social, and academic aspects of a student's development in the educational process.

The Board of Education (Board) recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to, and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

I. Annual Notification of Rights/Release of Directory Information

- A. On an annual basis, ~~the school district~~ Amity Regional School District No. 5 (ARSD) will notify parents and/or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks.
- B. On an annual basis, ~~the school district~~ ARSD will also notify parents and/or eligible students currently in attendance of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.
- C. In the annual notification, ~~the school districts~~ ARSD will also provide notice to parents and/or eligible students that ~~the district~~ ARSD is legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses, and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

II. Confidentiality of Education Records

- A. All school staff ~~are~~ is directed to maintain the confidentiality of personally

Policy approved: AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Students

Student Records – Confidentiality and Access to Student Records

identifiable information contained in a student's education records. Each person who has access to education records is responsible for ensuring that personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board of Education (Board) policy and consistent with state and federal law.

- B. Education records are not public records; and any disclosure other than to persons authorized to receive the records without prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.
- C. ~~The school district~~ARSD shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access controls, to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.
- D. ~~The district~~ARSD shall use reasonable methods to identify and authenticate the identity of parents, students, school officials, and other parties to whom ~~the district~~ARSD discloses personally identifiable information from education records.

III. Access to Education Records

- A. Parents and/or an eligible student have the right to inspect and review all education records of the student, unless such rights have been waived. Parents' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning the student. All requests for access to education records must be in writing.
- B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. ~~The school district~~ARSD will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed.
- C. The parents or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of education records to a designated representative must be signed and dated by the parent or eligible student.

Policy approved: AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Students

Student Records – Confidentiality and Access to Student Records

- D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.
- E. For the records of regular education students, the Board will make education records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.
- F. For students requiring special education, the Board will comply with a request to inspect and review a student's education records within ten (10) days of the request, or within three (3) days of the request, if the request is in order to prepare for a meeting regarding an IEP meeting (planning and placement team meeting) or any due process proceeding.
- G. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive one free copy of their child's (his/her) education records. The request for the free copy must be in writing, and the Board shall comply with the written request within ten (10) school days of the request.
- H. Aside from a parent or eligible student, staff members, school employees, and other school officials may access a student's educational records only if they have been determined by the school system to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in this policy.
- I. ~~The district~~ARSD maintains a record of all parties ~~that~~ who have requested access to education records.
- J. Non-custodial parents retain their rights to review their child's education records, unless ~~the school district~~ARSD has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

Students

Student Records – Confidentiality and Access to Student Records

K. Copies and Fees:

1. The Board reserves the right to charge for copies of a student's education records. Such charge will be \$0.50 per one-sided page or \$1.00 per two-sided page. ~~The school district~~ ARSD cannot charge a fee to search for or to retrieve the education records of a student.
2. If a student has been identified as requiring special education and related services, the parents' (or eligible student's) right to inspect and review the child's records shall include the right to receive one free copy of those records. The request for the free copy shall be made in writing. The Board ~~of Education~~ shall comply with such request as stated above. A charge will be levied for additional copies; such charge will be \$0.50 per one-sided page or \$1.00 per two-sided page.

IV. Documentation of Access to Records

- A. A log or record shall be maintained for each student's record, which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interests.
- B. Such listing need not include the following:
 1. Parents or students to whom access is granted.
 2. Parties to whom directory information is released.
 3. Parties for whom written consent has been executed by the parent or guardian.
 4. School officials or employees having a legitimate educational interest.
- C. The log or record shall be open to inspection only by a parent or guardian and the custodian of student records, or the custodian's designee, and to other school officials with legitimate interests in the records, and to the Comptroller General of the United States, the Secretary of the Office of Education, an administrative head of an education agency as defined in 20 U.S.C. 1232g., and state educational authorities as a means of auditing the school system's operations.

V. The Release of Records or Personally Identifiable Information

Policy approved: AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Students

Student Records – Confidentiality and Access to Student Records

- A. The school system or its designated agent(s) may not permit release of education records or any information from such records, which contains personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents or eligible student, except as indicated in Section VII.C below. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on computer disk, e-mailed, etc.) to any person other than those listed below, unless prior written consent has been obtained.
- B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.
- C. Personally identifiable information may be released without consent of the parents, or the eligible student, only if the disclosure meets one of the criteria set forth below:
 1. The disclosure is to other school officials within ~~the district~~ ARSD, including teachers, who have been determined by ~~the school district~~ ARSD to have legitimate educational interests in the education records.
 2. The disclosure is to a contractor, consultant, volunteer, or other party to whom an agency or institution has out-sourced institutional services or functions, provided that the outside party: (a) performs an institutional service or function for which ~~the district~~ ARSD would otherwise use employees, (b) is under the direct control of ~~the district~~ ARSD with respect to the use and maintenance of education records, and is subject to the requirements of FERPA, along with Connecticut student data privacy laws, with respect to the use and re-disclosure of personally identifiable information from education records.
 3. The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of personally identifiable information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.

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4. The disclosure is to authorized representatives of the Comptroller General of the United States; ~~the~~ the Attorney General of the United States; ~~the~~ the Secretary of Education; ~~or~~ State and local educational authorities; under the following conditions: ~~the~~ the school shall provide such authorized representatives access to student or other records that may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs; but shall not permit such representatives to collect personally identifiable information, unless specifically authorized to do so by state and federal law or if the parent or eligible student has given written consent for the disclosure.
5. The disclosure is made in connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid; or to enforce the terms and conditions of financial aid.
6. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to ~~the school district~~ ARSD that: (a) the information is required by the court, (b) will not be disclosed to any other party without the prior; written consent of the parent of the student; except as provided under State law. ~~Disclosure shall be permitted for information relating to the student's school attendance, adjustment, and behavior, as well as the student's individualized education program (IEP) and related documents, if the student receives special education services. If a student is placed on probation by the juvenile court, school officials may issue their own recommendation concerning the conditions of the student's probation.~~
7. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as: (a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization, (b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and (c) ~~the district~~ ARSD enters into a written agreement with the organization conducting the study that ensures that the study protects the confidentiality of personally identifiable student information consistent with FERPA requirements.

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8. The disclosure is to accrediting organizations in order to carry out their accrediting functions.
9. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.
10. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance, unless such disclosure is in compliance with: (a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code.
11. If ~~the school district~~ARSD initiates legal action against a parent or student, ~~the school district~~ARSD may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for ~~the school district~~ARSD to proceed with the legal action as plaintiff.
12. If a parent or eligible student initiates legal action against ~~the school district~~ARSD, ~~the school district~~ARSD may disclose to the court, without a court order or subpoena, the student's education records that are relevant for ~~the school district~~ARSD to defend itself.
13. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of education records without consent in a health and safety emergency, ~~the district~~ARSD may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If ~~the district~~ARSD reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the

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health or safety of the student or other individuals; provided, however, that ~~the district~~ARSD record such disclosure in accordance with Section VI. D, above.

14. The disclosure is to the parent of a student who is under 18 years of age or to the student.
15. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to ~~the district~~ARSD under 42 U.S.C. 14071 and applicable federal guidelines.

VI. Directory Information

- A. ~~The school district~~ARSD will notify parents (of students currently enrolled within ~~the district~~ARSD) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.
- B. ~~School districts are~~ARSD is legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses, and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.
- C. In all other circumstances, information designated as directory information will not be released when requested by a third party, unless the release of such information is determined by the administration to be in the educational interest of ~~the school district~~ARSD and is consistent with ~~the district's~~ARSD's obligations under both state and federal law.
- D. ~~The school district~~ARSD may disclose directory information about students after they are no longer in enrollment in ~~the school district~~ARSD. Notwithstanding the foregoing, ~~the district~~ARSD will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.
- E. An objection to the disclosure of directory information shall not prevent ~~the~~

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~~school-district~~ARSD from disclosing or requiring a student to disclose the student's name, ~~and~~ identified or institutional email address in a class in which the student is enrolled.

- F. ~~The school-district~~ARSD will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

VII. De-identified Records and Information

- A. ~~The school-district~~ARSD may release education records or information from education records without the consent of a parent or eligible student after the removal of all personally identifiable information, provided that ~~the district~~ARSD has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.
- B. ~~The school-district~~ARSD may release de-identified education records including student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:
1. ~~The district~~ARSD does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;
 2. The record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
 3. The record code is not based on a student's social security number or other personal information.

VIII. Disciplinary Records

Nothing in this policy shall prevent ~~the school-district~~ARSD from:

- A. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

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- B. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community; to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.
- C. In accordance with state and federal law; ~~the district~~ ARSD will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends, or is instructed to enroll.

IX. Records of the Department of Children and Families (“DCF”)

- A. Documents related to any Department of Children and Families (“DCF”) child abuse and/or neglect investigations that are maintained by the Board are considered education records under the Family Educational Rights and Privacy Act (“FERPA”). As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records should be kept in a confidential location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect, unless the requested records are being released to the individual named in the DCF records.
- B. In addition, ~~the district~~ ARSD shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.

X. Redisclosure of Educational Records

- A. Federal and State officials ~~that-who~~ receive education records for audits, evaluation, and compliance and enforcement purposes may redisclose such records under the same conditions that apply to other recipients of education records.
- B. A state educational agency that received records for audit, evaluation, or

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compliance, or enforcement purposes may redisclose records for other qualifying purposes, such as:

1. Forwarding records to a student's new school district;
 2. Forwarding records to another listed official, including the Education Secretary or a post-secondary authority;
 3. Forwarding to an accrediting agency; or
 4. In connection with a health or safety emergency.
- C. In the event that the Family Policy Compliance Office determines that a third party outside of ~~the school district~~ ARSD has improperly redisclosed personally identifiable information from education records in violation of FERPA, ~~the school district~~ ARSD may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XI. Amendment of Education Records

- A. If a parent or an eligible student believes that information in the student's education records is inaccurate, misleading, or in violation of the student's right to privacy, he/she is entitled to:
1. Request in writing that ~~the school district~~ ARSD amend the records;
 2. Receive within a reasonable period of time a decision from ~~the school district~~ ARSD with respect to its decision on the amendment(s) requested by the parent or eligible student.
- B. If ~~the school district~~ ARSD decides to amend the records, ~~the school district~~ ARSD shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments, and shall inform the parent or eligible student of the amendment.
- C. If ~~the school district~~ ARSD decides that an amendment of the records: ~~in in~~ accordance with the request is not warranted, it shall so inform the parent or eligible student and advise him/her of the right to a hearing pursuant to this policy.

XI. Hearing Rights and Procedures

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A. Rights:

1. Upon written request of a parent or eligible student to the Superintendent, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.
2. If, as a result of the hearing, ~~the school district~~ ARSD decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended~~;~~ and the parent or eligible student shall be informed in writing.
3. If, as a result of the hearing, ~~the school district~~ ARSD decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent or eligible student shall be informed of the right to place in the student's education records a statement commenting on the contested information or stating why he or she disagrees with ~~the district's~~ ARSD's decision~~;~~ or both.
 - a. Any statement placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.
 - b. If the contested portion of the education record is disclosed by the school system, the statement of disagreement by the parents and/or eligible student shall also be disclosed.

B. Procedures:

1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent or eligible student requests a delay.
2. The parent or eligible student shall be given notice of the date, place, and time of the hearing~~;~~ within a reasonable time in advance of the hearing.
3. The hearing will be conducted by a person or persons appointed by the

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Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.

4. The parent or eligible student and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.
5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XII. HIV-Related Confidentiality

- A. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.
- B. Confidential HIV-related information is not public information; and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.
- C. Accessibility of Confidential HIV-related Information. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:
 1. The protected individual, his/her legal guardian, or a person authorized to consent to health care for such individual.
 2. Any person who secures a release of confidential HIV-related information.
 3. A federal, state, or local health law officer when such disclosure is mandated or authorized by federal or state law.
 4. A health care provider or health facility when knowledge of the HIV-related

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information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV- related information is already recorded in a medical chart or record, and a health care provider has access to such record for the purpose of providing medical care to the protected individual.

5. A medical examiner to assist in determining cause of death,
6. Any person allowed access to such information by a court order.

D. Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.
2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.
3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian shall keep such information confidential and shall not disclose such information.
4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.
5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.

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6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, “This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose.”
2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.
3. Except for disclosures made to a federal, state, or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

XIII. Retention and Destruction of Student Records

- A. No additions, except routine updating, shall be made to a student’s records after high school graduation or permanent departure without the parent’s or guardian’s prior consent for those students who have not reached the age of eighteen years. Adult students may give consent themselves.
- B. The guide to disposal of municipal records for Connecticut is located in Connecticut General Statutes Section 7-109. For disposal of education records, see Schedule V of “Records Retention schedules 1982” (Revised 1983) published by the Public Records Administration, Connecticut State Library, Hartford, Connecticut.

XIV. Child Abuse Reporting

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Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse, neglect, and sexual assault under the Board Policy, 5141.4, Reporting of Suspected Child Abuse, Neglect, and Sexual Assault.

XV. Right to File a Complaint

FERPA affords parents and eligible students the right to file a complaint with the U.S. Department of Education concerning alleged failures by ~~the District~~ ARSD to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, S.W.
Washington, DC 20202-4605

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records. 7-109 Destruction of documents.
10-15b Access of parent or guardians to student's records.
10-154a Professional communications between teacher or nurse & student. 10-209 Records not to be public.
10-221b Boards of education to establish written uniform policy re: treatment of recruiters.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedures for aggrieved persons. Regulations.
17a-101k Registry of findings of abuse or neglect of children maintained by Commissioner of Children and Families. Notice of finding of abuse or neglect of child. Appeal of finding. Hearing procedure. Appeal after hearing. Confidentiality. Regulations.
19a-581 et. seq. AIDS Testing and Medical Information Regulations of Connecticut State Agencies §10-76d-18 46b-56 (e) Access to Records of Minors.
Office of the Public Records Administrator, Retention Schedule M8 Education Records (Revised 2/2005)
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by

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section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).
 Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs.
 implementing FERPA enacted as part of 438 of General Educ.
 provisions act (20 U.S.C. 1232g)-parent and student privacy and other
 rights with respect to educational records, as amended 11/21/96, and
 Final Rule 34 CFR Part 99, December 9, 2008)
 USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C.
 §2332b(g)(5)(B) and 2331
 PL 107-110 “No Child Left Behind Act of 2001” Sections 5208 and
 9528
Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)

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Personnel – Certified/Non-Certified

Recruitment and Selection

The Amity Regional School District No. 5 (ARSD) Board of Education (Board) desires the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel who are "effective teachers" as defined by federal and state law in ~~the District's~~ ARSD schools. All ~~District~~ ARSD teachers and administrators must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.

The ~~school district~~ Board recognizes the heterogeneity of the people who live in the school district and believes that this characteristic should have an important bearing on all aspects of the ~~school district's~~ ARSD activities. ~~The Board of Education~~ believes it is especially important that this heterogeneity of population be recognized in the recruitment and assignment of personnel.

To this end, the Board ~~of Education~~ shall develop and implement a written plan for minority staff recruitment. ~~The~~ administration is directed to make a serious effort to see that the recruitment procedures of ~~the district~~ ARSD produce a total staff representative of the total population of the ~~district~~ District and that the assignment procedures of ~~the district~~ ARSD bring to each school staff members representative of the population represented by the student membership in each local school.

The schools shall engage in fair and sound personnel practices in the appointment of all ~~district~~ ARSD employees. ~~The~~ administration shall be responsible for establishing recruitment, selection, and appointment procedures.

The Superintendent shall insure that ~~the District~~ ARSD is in compliance with the provisions of Title I and the Every Student Succeeds Act. Manuals and handbooks shall comply with federal law as to the qualifications for instructional personnel. Parents/guardians of students in Title I schools shall be informed annually, at the beginning of each school year, of their right to request information about whether their child's teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived; and is teaching in the field of discipline of the certification of the teacher. ~~The~~ qualifications of services provided by paraprofessionals shall also be provided. Timely notices shall also be provided to parents/guardians that the student has been assigned, or has been taught in a Title I school for 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Hiring of Retired Teachers

A **retired** teacher receiving benefits from the Teachers Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position: (1) designated by the

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Commissioner of Education as a subject shortage area; or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board: (a) submits a written request for approval to the Teachers' Retirement Board; (b) certifies that no qualified candidates are available prior to the reemployment of such teacher; and (c) indicates the type of assignment to be performed, the anticipated date of rehire, and the expected duration of the assignment.

The forty-five percent limitation applies, as described below, if the retired teacher described in this paragraph, works in excess of two years in either a subject shortage area and/or in a school in a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in ~~the District~~ ARSD with similar training and experience for the same type of service.

Except as indicated in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement Board (TRB) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes, except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by ~~the District~~ ARSD, if taken by the employed retired individuals, are included in the maximum compensation. The individual can continue to pay TRB for health insurance as a retired member in the same manner as prior to the ~~post-post-~~ retirement employment. (Health insurance from the Board is not legally required to be offered.)

Note: TRB has indicated that a six month break in service is required before a retired teacher, who has retired before age 62 or normal retirement (20 years of service and age 60 or 35 years of service) can be reemployed by any Connecticut school district.

Optional language to consider:

~~The Board wishes to avoid the appearance of cronyism in its hiring practices. "Cronyism" is defined as "the giving of special treatment, preference, jobs, political appointments, or contracts to people who are friends, donors, or political cohorts rather than to people based on their abilities or qualifications."~~

~~On the application form, an applicant for any position in the school district shall disclose any previous relationship with the Superintendent or any Board member. Previous relationships will include any business, financial, personal, political or family connections. This will also include school relationships such as knowing the individual in high school, college, or graduate school.~~

~~The Superintendent shall provide the Board with full disclosure of any prior knowledge or~~

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~~relationship with any candidate recommended for employment.~~

~~The Board of Education authorizes the Superintendent to employ teachers. (A Superintendent not authorized to employ teachers will submit to the Board of Education nominations for individuals to be hired by Board action. Boards shall accept or reject such nominations not later than thirty five (35) calendar days from such submission.)~~

Legal Reference: _____—Connecticut General Statutes

[10-151](#) Employment of teachers. Notice and hearing on termination of contract. (as amended by P.A. 12-16 An Act Concerning Educational Reform)

[10-153](#) Discrimination on account of marital status.

[10-183v](#) Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teacher's Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.

[10-220](#) Duties of Boards of Education. (as amended by PA 98-252)

[46a-60](#) Discriminatory employment practices prohibited.

34 C.F.R. 200.55 Federal Regulations

P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

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Recruitment and Selection

~~Recruitment and Selection of Certified Staff~~

~~In the employment of teachers and other certified personnel, special consideration is given to professional training, teaching experience, and personal characteristics desirable in good teachers.~~

~~Each candidate will:~~

- ~~1.—— Submit evidence of meeting the certification requirements of the state.~~
- ~~2.—— Submit an official college transcript to the personnel office.~~
- ~~3.—— Submit a record of teaching and other work experience to the personnel office. Salary increments are based upon years of creditable service.~~
- ~~4.—— Appear, unless unusual hardship prevents, for a personal interview.~~

~~The Superintendent will ensure that parents/guardians of students in Title I schools are informed of their right to know the professional qualifications of their child's teacher and will describe where and how this information may be obtained. The Superintendent will monitor Title I schools to ensure that parents/guardians of all students are notified when those students are taught for 4 or more consecutive weeks by a teacher who is not highly qualified as defined by law.~~

~~Staffing patterns will be reviewed annually to ensure that poor and minority students are not, at higher rates than are other children in the district, taught by inexperienced, unqualified, or out-of-field teachers. If such patterns are noted, strategies to correct the problem will be developed.~~

~~Recruitment and Selection of Administrative Staff~~

~~Administrative and supervisory positions will be filled in the following manner:~~

- ~~1.—— Positions of Building Principal: The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.~~
- ~~2.—— Positions of Central Office Directors: The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.~~

Personnel – Certified/Non-Certified

Recruitment and Selection

~~3. —Other Administrative and Supervisory Positions: The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.~~

Recruitment and Selection of Principals

~~When positions become available either through attrition or by creation of a new position, the following steps will be taken in an effort to ensure the highest quality candidate is selected.~~

~~Positions will be posted according to contractual provisions. Positions will be advertised if it is determined that a sufficient pool of qualified candidates does not exist among current employees.~~

~~Application packets will be reviewed by the Superintendent to determine suitability of qualifications for the open position. From this review, a pool of applicants will be formed.~~

~~Feedback regarding qualities, attributes, and desired skills for a principal will be collected from teachers, students, parents, support staff, administrators, and community members via an online survey. If necessary, focus groups will be convened to collect additional feedback.~~

~~An interview committee consisting of at least administrator(s), teachers, parent(s), and student(s) will be formed. This committee will create a series of questions and an interview format that reflect the Amity mission, the feedback from the community, and the job description. The Superintendent may select a chairman or choose to engage a consultant in this part of the process for the purposes of ensuring coherence in the entire process and assisting the committee with the development of the questions and interview format. The task of this committee will be to recommend a minimum of two candidates and a maximum of three candidates (semifinalists) to the Superintendent.~~

~~Semifinalists will be scheduled for interactions with individuals that may include, but are not limited to: central office administrators, principals, district department heads, and the Amity Education Association (AEA) President. The Superintendent will collect feedback from each individual about his/her views of each candidate. A minimum of two candidates and a maximum of three candidates will be selected as finalists.~~

~~The Superintendent will conduct a 1:1 interview with each finalist. The Superintendent will contact references for each finalist. If the qualifications of finalists are substantially equivalent, preference shall be given to a qualified applicant employed by the district.~~

~~The Superintendent will recommend one finalist to the Board of Education for appointment.~~

Personnel – Certified/Non-Certified

Recruitment and Selection

~~Regulation adopted:~~

Personnel – Certified

Contracts of Employment

~~4112.1~~

Existing policy, number 4112.1 adopted 4/10/06, modified

~~**Personnel – Certified**~~

~~**Contracts of Employment**~~

Contracts of employment shall be of two types:

1. Contracts for teachers who have not attained tenure shall ~~be~~ continued into the next school year, unless teacher receives written notice to the contrary by ~~April–May~~ 1st. (This corresponds to the probationary period of forty full-time continuous school months of employment under the tenure law.)
2. Contracts of employment for teachers who have attained tenure shall ~~be~~ continued from school year to school year, except that a contract may be terminated at any time as provided by state statute.

All articles in negotiated agreements/contracts with teachers’ and administrators’ bargaining representatives shall have the effect of Board of Education (Board) policy. In cases of conflict between negotiated agreements/contracts and Board policies or administrative regulations, agreements/contracts take precedence.

In addition, there shall be annual salary agreements, which are not contracts as such and which are subject to change on the basis of salary schedule changes from year to year. Annual schedules shall be issued, which contain the salary classification and steps and provisions pertaining thereto.

Legal Reference: _____: _____ Connecticut General Statutes

Policy approved: _____ AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Personnel – Certified

Contracts of Employment

10-153a through 10-153j

~~10-151 Employment of teachers, Definitions. Notice and hearing on failure to renew or termination of contract. Appeal~~

~~Policy adopted: April 10, 2006 AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut~~

Policy approved: AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Personnel – Certified/Non-Certified

Certification

Suggested replacement for existing policy, number 4112.2 adopted 4/10/06, which does not reflect legislative modification

Every instructional employee shall be certified according to the provision of applicable state law. It is the responsibility of the employee to submit proof of appropriate certification to the school system prior to the commencement of employment with Amity Regional School District No. 5 (ARSD). ARSD shall maintain a record of the employee's credential(s) as required by law.

It shall be the sole responsibility of the certified employee to see that his/her credentials for certification are complete before the date of expiration and to file the completed certification with ARSD.

If the event of a lapse in certification, the employee's status may be immediately changed to "Substitute" (per diem) with no benefits, and his/her salary will be reduced to the current rate of pay for substitutes. If the employee fails to obtain appropriate certification within 40 days, he/she may be subject to termination of employment. If within a reasonable period of time follow a lapse in certification the employee provides evidence of appropriate certification, the employee's salary and benefits shall be reinstated retroactive to the effective date of certification.

To qualify for a professional educator certificate an individual with a provisional educator certificate must hold a master's degree in an appropriate subject matter area, as determined by the Connecticut State Board of Education, related to the teacher's certification endorsement area.

Legal Reference: Connecticut General Statutes
 10-145b Teaching certificate (as amended by P.A. 12-116 An Act
 Concerning Educational Reform and P.A. 15-108 An Act
 Concerning Teacher Certification Requirements for Shortage Areas,
 Interstate Agreements for Teacher Certification Reciprocity,
 Minority Teacher Recruitment and Retention and Cultural
 Competency Instruction.)
 10-146c Interstate agreements to facilitate educator certification
 (as amended by P.A. 15-108)
 10-145d State board regulations for teacher certificates et. al. (as
 amended by P.A. 12-116, An Act Concerning Educational Reform
 and P.A. 15-108)
 10-145o Teacher education and mentoring program (as amended by
 P.A. 12- 116, An Act Concerning Educational Reform)
 34 C.F.R. 200.55 – Federal Regulations Regarding Highly
 Qualified Teachers

Policy approved:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
 Woodbridge, Connecticut

Personnel – Certified/Non-Certified

Security Check/Fingerprinting

Suggested replacement for existing policy number 4112.5/4212.5 adopted 4/10/06, which does not reflect legislative modifications

In order to create a safe and orderly environment for students, all offers of employment in Amity Regional School District No. 5 (ARSD) will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the Board of Education (Board) shall submit to a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry before the person may be hired.

Applicants for all positions, certified or non-certified, must submit to a check of Department of Children and Families Child Abuse and Neglect Registry.

Applicants, as required, shall make disclosures containing: (1) current and past employers' contact information; (2) authorization allowing contact with such employers; and (3) statements about any past misconduct, discipline, or licensure penalties as a result of sexual misconduct or abuse allegations.

ARSD, prior to hiring such applicants, will: (1) ensure that applicants complete the above stated three requirements; (2) review applicants' employment history after making a documented, good faith effort to contact previous employers for information; and (3) request any available information about applicants from SDE.

The background/reference checks shall be done in compliance with the statutory guidelines contained in this Board policy, as amended.

ARSD employees shall submit to state and national criminal checks within 30 days after they are hired. ARSD students employed by the school system are exempt from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check, if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.

Student teachers placed in ARSD schools as part of completing preparation requirements for the issuance of an educator certificate shall also be required to undergo the same criminal background checks and DCF child abuse and neglect registry check already required for school employees.

An ARSD student employed by ARSD or a person employed by the Board as a teacher for a non-credit adult class or adult education activity (as defined in C.G.S. 10-67) who is not required to hold a teaching certificate pursuant to C.G.S. 10-145b as amended by PA 18-51 is exempt from the fingerprinting requirement.

Criminal Justice Information (CJI) is to be maintained in accordance with the administrative regulation pertaining to the use and disclosure of criminal justice information.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel.
Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93, PA 16-67, PA 18-51 and PA 19-91)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4,
U.S. Department of Justice, Federal Bureau of Investigation, Criminal
Justice Information Services Division, October 6, 2015.

Business/Non-Instructional Operations

Contracts

All contracts between Amity Regional School District No. 5 (ARSD) and outside agencies shall conform to prescribed standards as required by law.

All contracts between ARSD and outside agencies shall be prepared under the supervision of the Superintendent or Director of Finance and Administration and where appropriate, subject to approval of the legal adviser to the district.

Contracts exceeding \$35,000 shall have prior approval of the Board of Education (Board).

Affirmative Action

ARSD shall not enter into any contract with a person, agency, or organization, if it has knowledge that such person, agency, or organization discriminates on the basis of race, color, religious creed, age, marital status, national origin, sex, sexual orientation, or physical handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e et seq. as amended by Title IX, Equal Employment Opportunity Act

Title IX of the Education Amendments of 1972; 42 U.S.C. 1134n et seq.
(Higher Education Act)

Connecticut General Statutes

[46a](#)-58 through [46a](#)-81 re discriminatory practices

Business/Non-Instructional Operations

Capital Outlay

Planning

Except for emergencies or reasons of economy, the purchase of major pieces of equipment shall be scheduled so that annual budgetary appropriations for capital outlay will be of similar size or will show a continuous trend without severe fluctuations.

A long-range and short-range plan for capital outlay shall be developed by the Superintendent, in order to prevent severe fluctuations in the annual capital outlay fund and to provide an orderly process for acquisition of needed equipment and facilities within budgetary constraints.

Supplemental appropriations to the capital and non-recurring fund may be made from estimated fiscal year-end surplus in operating funds for capital items.

Item Not Specifically Identified in Budget

Any capital expenditure of a non-emergency nature, which may be over \$10,000, must be presented to and forwarded to the Board of Education with a recommendation by the Amity Finance Committee prior to being considered by the Board. This capital expenditure would refer to an item not specifically identified in the budget. An emergency is a situation requiring urgency and prompt attention for the best interest of Amity Regional School District No. 5 (ARSD). (In the event of an emergency, the Superintendent and/or Director of Finance and Administration shall promptly inform the Chairperson of the Amity Finance Committee and the Chairperson of the Board of the emergency and action taken.) Whenever possible, the Board's bidding regulations will be followed.

Policy approved:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
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Business/Non-Instructional Operations

Capital Outlay

~~greater consideration of the benefits of the project.~~

~~(cf. 3323—Soliciting Prices (Bids & Quotations))~~

~~Policy adopted: AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut~~

Policy approved: AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Students

Resident and Non-Resident Attendance

Residency Requirements

It is the policy of the Amity Regional School District No. 5 (ARSD) that any child of school age who is not a graduate of a high school or vocational school and who resides with a parent(s) or a guardian(s) who is a resident of the Towns of Bethany, Orange, or Woodbridge, which comprise the Amity Regional School District, may attend the ARSD public schools. In accordance with State law, the Board of Education (Board) is required to provide free school accommodations to students who are *permanent* residents of ARSD.

A child will be considered a permanent resident of ARSD under the following conditions:

1. The child resides with his/her parents or a parent who is a bona fide resident of ARSD.
2. In the case of a child whose parents are divorced or separated, the child will be entitled to school accommodations in the school district where he or she actually resides and spends the majority of his/her time irrespective of an award of legal custody to one or both parents. *(An award of custody to a parent may be considered indicia of where a child resides. However, an award of custody is not determinative of a child's residency status; and the totality of the circumstances will be evaluated in order to reach such a determination.)*
3. The child resides with a legally appointed guardian who is a bona fide resident of ARSD. The guardian or guardians will be asked to provide a court order indicating appointment as guardian of the student.
4. The child is a legally emancipated minor or eighteen (18) years of age or older and is a bona fide resident of ARSD. The child will be asked to provide legal documentation proving emancipation.
5. A child who resides in a dwelling physically located in ARSD and another Connecticut town shall be considered a resident of ARSD or the other town in which the dwelling is located and may attend school in ARSD or the other town. Dwelling for these purposes means a single, two-family or three-family house, or condominium unit.
6. Any child placed out by the Commissioner of Children and Families or by other agencies or persons as provided for under Section 10-253 (a) of the General Statutes of Connecticut. Payment of tuition for such education shall be made by the Board of Education of the school district under whose jurisdiction such child would otherwise be attending school where such a school district is identified.

Policy approved:

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Students

Resident and Non-Resident Attendance

7. Any child in a temporary shelter as provided for under Section 10-253(e)(2) of the General Statutes of Connecticut. Payment of tuition for such education shall be made by the school district in which the child would otherwise reside, if identified and notified.
8. A child residing with relatives or non-relatives as provided for under Section 10-253(d) of the General Statutes of Connecticut if the residency is to be permanent, provided without pay, and not for the sole purpose of obtaining school accommodations:
 - a. Permanent - “Permanent residency” shall be defined as one who resides in ARSD and who has a present intention to remain within ARSD *indefinitely*.
 - b. Provided by the ARSD Relative or Non-Relative without Payment or Compensation by the Child’s Parent or Legal Guardian - Pay shall include any monetary remuneration from a parent for the support of a child either to the relative or non-relative but does not include gifts for purposes other than support. Pay does not include maintaining the child’s health insurance, taking the child as a deduction for income tax purposes, or making support payments according to a court order.
 - c. Not for the Sole Purpose of Obtaining School Accommodations in the Amity Regional School District No. 5 Public School System - as determined by individual facts and circumstances. The Board or its designee may require documentation including sworn affidavits from the parent/guardian, emancipated minor or student eighteen years of age or older, or relative or non-relative, that the residence is to be permanent, provided without payment or compensation, and not for the sole purpose of obtaining school accommodations.

Proof of Residency

Proof of residency will be required for all students upon initial registration for school. The Board reserves the right to additionally require that all students provide proof of residency annually and/or at the time of change of schools (i.e. entry into elementary, middle school and high school). Students are required to provide to their school timely updated information regarding residency and change of address at the time of change.

Proof of residency may be required anytime, if the status of an individual student’s residency is called into question.

Non-resident Attendance

In accordance with this policy and its accompanying regulation, a school-age child who does not

Policy approved:

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Woodbridge, Connecticut

Students

Resident and Non-Resident Attendance

10-186 Duties of local and regional Boards of Education re school attendance.

10-253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

Personnel – Certified and Non-Certified

Concepts and Roles in Personnel

All parts of the school system exist for one purpose: to facilitate the educational development of the students. A dynamic and efficient staff dedicated to education is necessary to constantly improve the education program for the students. To this end, the development of the personnel policies for certified and non-certified staff is an essential component of the educational program in Amity Regional School District No. 5 (ARSD). The philosophy of ARSD and the community generally will be reflected in these policies. Through the personnel policies the Board of Education (Board) will establish a school environment that will attract and maintain the best qualified people whose mission will be to provide the best possible learning opportunities for the students.

The long-range goals on which these policies will be based are:

1. To recruit, select, and employ the best qualified personnel to staff the ARSD schools.
2. To provide staff compensation and benefit programs sufficient to attract and retain qualified employees.
3. To provide an in-service training program for all employees to improve their performance.
4. To conduct an employee evaluation program that will contribute to the continuous improvement of staff performance.
5. To assign personnel to ensure that they are used as effectively as possible.
6. To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.

Implementation of the adopted personnel policies should include channels of communication and procedures for handling professional and ethical problems through which all persons or groups affected may express their suggestions, concerns, and opinions.

Legal Reference: Connecticut General Statutes
 [10-220](#) Duties of boards of education

Personnel – Non-Certified

Drug and Alcohol Testing for School Bus Drivers

International Brotherhood of Teamsters v. Department of Transportation
932 F. 2d 1292 (1991)

American Trucking Association, Inc. v. Federal Highway Administration,
(1995) WL 136022 (4th circuit)

10-212c Life-threatening food allergies and glycogen storage disease:
Guidelines; district plans. (as amended by PA 18-185)

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics
and forklift operators

14-276a Regulations re school bus operators and operators of student
transportation vehicles; qualifications; training. Pre-employment drug test
required for operators

52-557b Immunity from liability for emergency medical assistance first
aid or medication by injection. School personnel not required to
administer or render. (as amended by PA 18-185, An Act Concerning the
Recommendations of the Task Force on Life-Threatening Food Allergies
in Schools)

Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

Pursuant to the goal of the Amity Regional School District No. 5 (ARSD) Board of Education (Board) to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include, but not be limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol; tobacco; stimulants; street drugs including, but not limited to, marijuana, heroin and cocaine; anabolic steroids; hormones and analogues; diuretics; and other performance-enhancing substances including supplements are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances are addressed by this policy. The use, possession, sale, or distribution of drugs, drug paraphernalia, and/or alcoholic beverages is strictly prohibited at any time on the school premises or at any school-sponsored activity. Violators will be subject to disciplinary action, which may include suspension, expulsion, and referral to the police.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances for purposes of this policy shall include all controlled substances prohibited by federal and state law; look-alike drugs; alcoholic beverages; anabolic steroids; drug paraphernalia; any volatile solvents or inhalants such as, but not limited to, glue and aerosol products; and prescription or patent drugs except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

Policy approved:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
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Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or electronic hookah and any related device and any cartridge or other component of such device.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed, or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is pre-filled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element; power source; electronic circuit; or other electronic, chemical, or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

CBD for purposes of this policy is defined under federal law as a cannabis product with less than 0.3% tetrahydrocannabinol (THC) on a dry weight basis. It is also referred to as hemp. (Non-prescription CBD products that are available have not been approved by the U. S. Food and Drug Administration (FDA) for any use.)

Drug Paraphernalia means any equipment, products, and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, re-packaging, storing, containing or concealing or injecting, ingesting, inhaling, or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to, all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," "pipes," "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended, or designed for use in storing, concealing, possessing, distributing, or selling controlled drugs or controlled substances.

Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical

Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

evidence of a controlled substance and/or where there is an immediate threat or where students' health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale, or distribution of drugs including prescription drugs, drug paraphernalia, and/or alcoholic beverages in violation of state law or Board policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified; his/her parent(s)/guardian(s) will be contacted; and he/she may be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth on suspension/expulsion in ARSD Board Policy 5131.

Notification of Policy

Annually students will be notified through the student handbook or through other means of disciplinary sanctions for violation of this policy.

Principals shall include statements appropriate to student maturity in school handbooks and on ARSD website to the effect that:

1. The unlawful manufacture, distribution, sale, dispensing, possession, or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol, or tobacco including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation, and at school sponsored activities;
2. Compliance with the standards of conduct stated in the handbook is mandatory;
3. A violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution;
4. CIAC-controlled activities at the high school and middle school levels sponsored by ARSD are included in this policy and accompanying administrative regulations; and
5. CIAC may impose sanctions beyond those applied by ARSD for the use of performance-enhancing substances as defined in this policy by athletes.

Policy approved:

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Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

6. Sports and activities not controlled by the CIAC will be treated in a manner consistent with CIAC-sanctioned activities.

Disciplinary Action

Students who violate this policy will be subject to disciplinary action, which includes, but is not limited to, suspension or expulsion and/or a program recommended by the Student Support Team. Student athletes who violate this policy and are participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution, or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products, the employee shall refer the matter to the Principal or his/her designee. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products, or tobacco paraphernalia from a student in school, on school grounds, on school-provided transportation, or at a school-sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee.

Drug-Free Awareness Program

The Superintendent shall assure that ARSD provides a drug-free awareness program for students including the following topics:

- health and safety-related dangers of drug abuse;
- review of the Board's policy of maintaining drug-free schools;
- notification of the availability of drug counseling and rehabilitation programs; and
- official penalties for drug abuse violations in schools.

Policy approved:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

Drugs and Alcohol

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution, or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events, or on school-provided transportation. ARSD will provide: (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency and (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in ARSD schools found to be using, selling, distributing, in possession of, or under the influence of intoxicants, mood-altering drugs or substances or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds, when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process, shall be subject to consequences as stated in the student handbook.

A passive alcohol sensor is approved for use at events/activities such as dances and proms at the middle school and high school levels under the guidelines set forth in ARSD Board Policy 5145.124.

Inhalant Abuse

In addition to the prohibitions pertaining to alcohol, drugs, and tobacco contained in this policy, no student shall inhale, ingest, apply, use, or possess an abusable glue, aerosol paint, or substance containing a volatile chemical with intent to inhale, ingest, apply, or use any of these in a manner:

1. Contrary to directions for use, cautions, or warnings appearing on a label of a container of the glue, aerosol paint, or substance; and
2. Designed to affect the central nervous system; create or induce a condition of intoxication, hallucination or elation; or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

For purposes of this policy inhalants are defined as follows, but not limited to:

- Nitrous Oxide
- Amyl Nitrite
- Butyl Nitrite
- Chlorohydrocarbons
- Hydrocarbons

Further, no student 18 years of age or older shall intentionally, knowingly, or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance, or other substance that contains a volatile chemical.

Any student in the ARSD schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose and the Board shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse, which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

Performance-Enhancing Drugs

In addition to the prohibition pertaining to alcohol, drugs, tobacco, and inhalants, the Board prohibits the use, possession, distribution, or sale of performance-enhancing drugs including androgenic/anabolic steroids by students involved in school-related athletics or any co-curricular or extra-curricular school activity/program other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

School personnel and coaches will not dispense any drugs, medication, or food supplements except as in compliance with Connecticut State law, ARSD policy, and as prescribed by a student's physician, dentist, physician assistant, or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this section is subjected to disciplinary action and that any disciplinary actions imposed for similar violations are treated consistently.

It is the expectation of the Board that ARSD schools require all athletes playing sports to be chemical-free. This includes CIAC-controlled sports as well as sports and activities outside of CIAC oversight.

Tobacco/E-Cigarette Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day or at any time when the student is subject to the supervision of designated school personnel such as when the student is at any school function, extra-curricular event, field trip, or school-related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances and any other tobacco or nicotine innovations.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action and that any disciplinary actions imposed for similar actions are treated consistently.

Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

Medical Marijuana

Although possession and use of marijuana for certain medical conditions consistent with Connecticut's P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana," as amended by P.A. 16-23 is no longer a crime in Connecticut, the possession and use of marijuana remains illegal under federal law. Consistent with federal law including the Controlled Substances Act and the Drug-Free Schools and Communities Act the use and/or possession of marijuana continues to be prohibited while a student is on a school bus, at school, on school grounds, or at a school-sponsored activity. ARSD will continue to enforce its policies regarding controlled substances, and any students who violate ARSD policy prohibiting the use, sale, or possession of illegal drugs in ARSD facilities and school property will be subject to disciplinary and criminal action.

Use of CBD Products

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal law.

(cf. 5131 – Conduct)

(cf. 5131.8 – Out of School Grounds Misconduct)

(cf. 5145.11 – Police in Schools)

(cf. 5145.12 – Search and Seizure)

(cf. 5145.124 – Breathalyzer Testing)

(cf. 6164.11 – Drugs, Alcohol, Tobacco)

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions "Controlled Drugs," dependency producing drugs.

Policy approved:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Students

Alcohol Use, Drugs, and Tobacco (including Performance-Enhancing Substances)

21a-240(9) Definitions “controlled substance.”

21a-243 Regulation re schedules of controlled substances.

21a-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)

53-198 Smoking in motor buses, railroad cars and school buses.

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.

P.A. 16-23 An Act Concerning the Palliative Use of Marijuana.

P.A. 14-76 An Act Concerning the Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.

P.L. 114-95 Every Student Succeeds Act, Section 8573

Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)

New Jersey v. T.L.O., 469 U.S. 325 (1985).

Veronia School District 47J v. Acton, 515 U.S. 646. (1995)

Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).