

AMITY REGIONAL SCHOOL DISTRICT NO. 5

*Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525
(203) 397-4811*

James A. Connelly

Interim Superintendent of Schools

AMITY REGIONAL BOARD OF EDUCATION REGULAR MEETING AGENDA

Monday, September 17, 2018, 6:30 p.m., 25 Newton Road, Woodbridge, CT

1. Call to Order
2. Pledge of Allegiance
3. Swearing in of new Board of Education member, George Howard
4. Approval of Minutes
 - a. Regular Board of Education Meeting, August 13, 2018 (*Enclosure Page 3*)
 - b. Special Board of Education Meeting July 9, 2018 (*Enclosure Page 11*)
5. Student Report – Olivia Gross and Ella Marin
6. Public Comment
7. CAS Middle Level Exemplary Educator of the Year Award (*Enclosure Page 12*)
8. Correspondence
9. Superintendent’s Report
 - a. Personnel Report (*Enclosure Page 13*)
 - b. Superintendent Report
 1. Report on Opening of 2018-2019 School Year
 2. 2018 Smarter Balanced Assessment (SBA) Results for Grades 7 and 8
 3. 2018 Scholastic Aptitude Test (SAT) Results for Grade 11
 4. Climate Study
 - a. Amity Middle School Bethany
 - b. Amity Middle School Orange
 - c. Amity Regional High School
 5. 2017-2018 Educator Evaluation Data Collection
10. Chairman’s Report
 - a. Committee Reports
 1. ACES
 2. Ad Hoc School Safety
 3. Ad Hoc Shared Services
 4. CABE
 5. Curriculum
 6. District Health and Safety
 7. District Technology
 8. Facilities
 9. Finance
 - a. Discussion and Possible Action on Calling a District Meeting to Appropriate funds to Capital and Non-Recurring Account (*Enclosure Page 15*)
 - b. Discussion of Monthly Financial Statements
 1. Fiscal Year 2018-2019 (*Enclosure Page 21*)
 - c. Other
 1. Audit update (*Enclosure Page 45*)
 2. Revised 2019-2020 Budget Calendar (*Enclosure Page 46*)

10. Personnel

- 11. Policy
 - a. Second Read
 - 1. Adopt

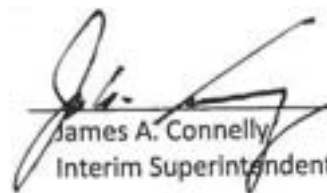
- Bylaw 9120 (Existing) (Enclosure Page 51)
- Policy 2131 (Existing) (Enclosure Page 54)
- Policy 2131.1 (New) (Enclosure Page 65)
- Policy 2151 (Existing) (Enclosure Page 67)
- Policy 2200 (New) (Enclosure Page 71)
- Policy 2210 (Existing) (Enclosure Page 72)
- Policy 2221 (Existing) (Enclosure Page 73)
- Policy 2230 (New) (Enclosure Page 74)
- Policy 2240 (Existing) (Enclosure Page 75)
- Policy 2250 (New) (Enclosure Page 79)
- Policy 2300.1 (Existing) (Enclosure Page 80)
- Policy 2400 (Existing) (Enclosure Page 82)

- 2. Considered but not Added

- Policy 2132 (New) (Enclosure Page 105)
- Policy 2133 (New) (Enclosure Page 108)
- Policy 2133.12 (New) (Enclosure Page 111)
- Policy 2134 (New) (Enclosure Page 112)
- Policy 2135 (New) (Enclosure Page 116)
- Policy 2136 (New) (Enclosure Page 119)
- Policy 2137 (New) (Enclosure Page 123)
- Policy 2140 (New) (Enclosure Page 125)
- Policy 2141 (New) (Enclosure Page 127)
- Policy 2152 (New) (Enclosure Page 130)
- Policy 2153 (New) (Enclosure Page 131)
- Policy 2154 (New) (Enclosure Page 132)
- Policy 2224 (New) (Enclosure Page 133)
- Policy 2231 (Existing) (Enclosure Page 134)
- Policy 2232 (New) (Enclosure Page 138)
- Policy 2232.1 (New) (Enclosure Page 139)
- Policy 2234 (New) (Enclosure Page 140)
- Policy 2300 (New) (Enclosure Page 141)
- Policy 2300.2 (New) (Enclosure Page 142)

- 11. Items for the Next Agenda
- 12. Security (Executive Session is Anticipated)
- 13. Adjournment

JC/pjp



James A. Connelly
Interim Superintendent of Schools

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

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.

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
AUGUST 13, 2018 REGULAR MEETING MINUTES

A regular meeting of the Amity Regional Board of Education was held on Monday, August 13, 2018 at 6:30 pm in the Board Presentation Room at 25 Newton Road, Woodbridge.

BOARD MEMBERS PRESENT

Chairperson Christopher Browe, Patricia Cardozo, Shannan Carlson, Paula Cofrancesco, Steven DeMaio, Carla Eichler, Amy Esposito, Thomas Hurley, and Sheila McCreven, and Diane Urbano

BOARD MEMBERS ABSENT

John Belfonti, Robyn Berke, Jennifer Turner

STAFF MEMBERS PRESENT

James Connelly, Theresa Lumas, Kathy Burke, Scott Cleary, Richard Dellinger, Shaun DeRosa, Peter Downhour, Kevin Keller, Anna Mahon, Marie McPadden

1. Call to Order

Chairman Browe called the meeting to order at 6:31 p.m.

2. Pledge of Allegiance

Recited by those present

3. Approval of Minutes

a. Regular Board of Education Meeting, June 12, 2018

*MOTION by Ms. McCreven, Second by Mr. Hurley, to accept the minutes as submitted
VOTES IN FAVOR, 8 (DeMaio, Carlson, Cofrancesco, Eichler, Esposito, Hurley, McCreven, Urbano)
ABSTAINED, 1 (Cardozo)
MOTION CARRIED*

b. Special Board of Education Meeting, July 9, 2018

*MOTION by Ms. McCreven, Second by Ms. Esposito, to accept the minutes as submitted
FRIENDLY AMENDMENT by Ms. McCreven, Second by Ms. Cardozo to table the vote
VOTES IN FAVOR, 8 (DeMaio, Cardozo, Carlson, Cofrancesco, Eichler, Esposito, McCreven, Urbano)
ABSTAINED, 1 (Hurley)
MOTION CARRIED*

c. Special Board of Education Meeting, July 16, 2018

*MOTION by Mr. Hurley, Second by Ms. McCreven, to accept the minutes as submitted
VOTES IN FAVOR, 6 (Carlson, Cofrancesco, Hurley, Cardozo, McCreven, Urbano)
ABSTAINED, 3 (DeMaio, Eichler, Esposito)
MOTION CARRIED*

4. Public Comment

None

5. Board Member Recognition

Chairperson Browe presented Tom Hurley with a 10-year pin for his service to the Amity Board of Education.

6. Correspondence

None

7. Superintendent's Report

a. Personnel Report

b. Superintendent Report

1. New Staff Orientation August 20, 2018 and August 21, 2018
2. Opening of School Convocation August 27, 2018
3. School Security Update
4. Staff Recruitment and Assignments (Executive Session is Anticipated)

MOTION by Mr. Hurley, Second by Mr. DeMaio to move item 7b4 (Staff Recruitment and Assignments) to end of meeting immediately before Item 10 (Adjournment)

VOTES IN FAVOR, 9 (unanimous)

MOTION CARRIED

5. Back to School Events

8. Chairman's Report

1. ACES
2. Ad Hoc School Safety
3. Ad Hoc Shared Services
4. CAFE
5. Curriculum
6. District Health and Safety
7. District Technology

8. Facilities

9. Finance

- a. **Presentation and Discussion of 2018-2019 Budget Calendar**
- b. **Presentation of Annual Report on Reserve Fund for Capital and Nonrecurring Expenditures**
- c. **Discussion and Possible Action on Setting a District Meeting to appropriate funds to Capital and Nonrecurring**

MOTION by Ms. Esposito, Second by Ms. Urbano to direct the Administration to proceed in planning of a District Meeting to appropriate up to 1% (\$484,391) of the 2017-2018 operating funds to the Capital and Nonrecurring Account. The meeting date will be presented at the regularly scheduled September Board Meeting and in accordance with statutory guidelines.

*VOTES IN FAVOR, 7 (Carlson, Cofrancesco, Eichler, Esposito, Cardozo, McCreven, Urbano)
ABSTAINED, 2 (DeMaio, Hurley)*

MOTION CARRIED

- d. **Discussion of Monthly Financial Statements**
 - i. **Fiscal Year 2017-2018**
 - ii. **Fiscal Year 2018-2019**
- e. **Director of Finance and Administration Approved Transfers Under \$3,000**
 - i. **Fiscal Year 2017-2018**
- f. **Discussion and Possible Action on Budget Transfers of \$3,000 or More**
 - i. **Fiscal Year 2018-2019**

MOTION by Ms. Cardozo, Second by Ms. Cofrancesco to approve the following budget transfer to record the lease purchase of mobile devices approved in June, 2018 in the proper account:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-14-2350-5730	Equipment – New	\$55,995	
05-14-2350-5330	Professional Technical Services		\$55,995

VOTES IN FAVOR, 9 (unanimous)

MOTION CARRIED

10. Personnel

Dr. Joseph Erardi, JE Consulting, presented the Community Profile/Community Engagement memo dated August 13, 2018 (enclosure)

11. Policy

a. First Read

1. Adopt

- Bylaw 9120 (Existing)

MOTION by Ms. McCreven, Second by Ms. Urbano to table First Read until legal counsel reviews this bylaw

FRIENDLY AMENDMENT by Ms. McCreven, Second by Ms. Urbano to add the role of caucus

VOTES IN FAVOR, 2 (McCreven, Urbano)

VOTES OPPOSED, 4 (DeMaio, Cofrancesco, Eichler, Hurley)

ABSTAINED, 3 (Carlson, Esposito, Cardozo)

MOTION FAILED

- Policy 2131 (Existing)
- Policy 2131.1 (New)
- Policy 2151 (Existing)
- Policy 2200 (New)
- Policy 2210 (Existing)
- Policy 2221 (Existing)
- Policy 2230 (New)
- Policy 2240 (Existing)
- Policy 2250 (New)
- Policy 2300.1 (Existing)
- Policy 2400 (Existing)

2. Considered but not Added

- Policy 2132 (New)
- Policy 2133 (New)
- Policy 2133.12 (New)
- Policy 2134 (New)
- Policy 2135 (New)
- Policy 2136 (New)
- Policy 2137 (New)
- Policy 2140 (New)
- Policy 2141 (New)
- Policy 2152 (New)
- Policy 2153 (New)
- Policy 2154 (New)
- Policy 2224 (New)
- Policy 2231 (Existing)
- Policy 2232 (New)
- Policy 2232.1 (New)
- Policy 2234 (New)

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
AUGUST 13, 2018 REGULAR MEETING MINUTES

- Policy 2300 (New)
- Policy 2300.2 (New)

b. Second Read

1. Adopt

- Policy 2000 (Existing)

MOTION by Ms. Urbano, Second by Ms. Esposito to approve Policy 2000 as submitted
VOTES IN FAVOR, 9 (unanimous)
MOTION CARRIED

- Policy 2000.1 (New)

MOTION by Ms. McCreven, Second by Ms. Cardozo to table Policy 2000.1
VOTES IN FAVOR, 2 (Cardozo, McCreven)
VOTES OPPOSED, 4 (DeMaio, Carlson, Cofrancesco, Hurley)
ABSTAINED, 3 (Eichler, Esposito, Urbano)
MOTION FAILED

MOTION by Mr. Hurley, Second by Mr. DeMaio to approve Policy 2000.1 (pages 172-183 of meeting packet)

VOTES IN FAVOR, 4 (DeMaio, Cofrancesco, Eichler, Hurley)
VOTES OPPOSED, 3 (Esposito, Cardozo, McCreven)
ABSTAINED, 2 (Carlson, Urbano)
MOTION CARRIED

- Policy 2100 (Existing)
- Policy 2111 (New)
- Policy 2112 (Existing)
- Policy 2120 (New)
- Policy 2121 (Existing)
- Policy 2130 (Existing)

MOTION by Ms. Esposito, Second by Ms. Carlson to approve Policies 2100, 2112, 2121, and 2130 as submitted
VOTES IN FAVOR, 9 (unanimous)
MOTION CARRIED

MOTION by Ms. Esposito, Second by Ms. Eichler to approve Policy 2111
VOTES IN FAVOR, 9 (unanimous)
MOTION CARRIED

MOTION by Ms. Carlson, Second by Mr. Hurley to approve Policy 2120
VOTES IN FAVOR, 2 (DeMaio, Hurley)
VOTES OPPOSED, 7 (Carlson, Cofrancesco, Eichler, Esposito, Cardozo, McCreven, Urbano)
MOTION FAILED

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
AUGUST 13, 2018 REGULAR MEETING MINUTES

2. Considered but not Added

- Policy 2001 (New)
- Policy 2001.1 (New)
- Policy 2010 (New)
- Policy 2110 (New)

9. Items for the Next Agenda

None

7. Superintendent's Report (continued from earlier in meeting)

b. Superintendent's Report

4. Staff Recruitment and Assignments (Executive Session is Anticipated)

MOTION by Ms. Carlson, Second by Mr. Hurley to enter Executive Session and invite Mr. Connolly
VOTES IN FAVOR, 9 (unanimous)
MOTION CARRIED

Entered Executive Session at 9:15 p.m.
Exited Executive Session at 9:30 p.m.

10. Adjournment

MOTION by Mr. DeMaio, Second by Mr. Hurley, to adjourn the meeting
VOTES IN FAVOR, 9 (unanimous)
MOTION CARRIED

Meeting Adjourned at 9:35 p.m.

Respectfully submitted,

Pamela Pero
Recording Secretary

JE Consulting

*Making a Difference One
Student at a Time*

To: Region 5 Hiring Committee – Superintendent of Schools

From: Dr. Joseph Erardi – JE Consulting

Re: Community Profile / Community Engagement

Date: August 13, 2018

*JE
8/13/18*

Engagement and Collection of Information

JE Consult ascertained data by holding 14 focus meetings (one-on-one, small group, elected officials, administration, staff, board members, and community forums) and by synthesizing information which was gleaned from over 120 R5 members who participated in the online survey. In summary, the findings listed below represent the contribution and opinion from staff, parents, board of education members, the office of the first selectmen, and community members.

Findings

The Region 5 community has prioritized the following skills as essential needs for the new superintendent:

1. A superintendent who is experienced and confident as an effective **communicator** to all stakeholders;
2. A superintendent who understands **teaching and learning** and one who thinks **strategically** for 7-12 students;
3. A superintendent who has a **collaborative and approachable leadership style** and one that will work closely and effectively with all levels within the organization;
4. A superintendent who **understands the subtle difference between wants and needs** and one who can provide the necessary resources for all learners;
5. A superintendent who understands and embraces **complex learners**.

The Region 5 community has prioritized the following character traits as essential needs for the new superintendent:

1. **Trust**
2. **Approachable and Personable**
3. **Problem Solver**
4. **Intelligence**
5. **Honesty**
6. **High Personal and Professional Standards / Common Sense / Sense of Humor / Ethical**

Dr. Joseph V. Erardi, Jr.
36 Bellemeadow Drive | Watertown, CT 06795
erardij@gmail.com | 203-598-6986

Those who participated in the data collection believe that the greatest **success** within the Region 5 district is:

1. **The ownership and pride that each community** takes in their local (PK-6) school and their regional (7-12) commitment to all children;
2. **The student** who leaves the region with an experience that has prepared the learner for success beyond AHS;
3. **The staff** (defined as all layers within the organization) who work tirelessly for all children;
4. **The parents and community** who support the region;
5. The ability to offer a **personalized learning** experience to all students.

Those who participated in the data collection believe that the greatest **challenge** within the region is:

1. Three well-meaning communities making every decision that is **best for children**;
2. To maintain the level of excellence within the region due to the turbulent **fiscal** picture of both state and federal dollars;
3. To fully understand the individual needs of every child; in particular, children with **specialized programming**;
4. The needed attention when students **transition** from their local school to the regional middle school / high school;
5. To maintain the present **standard of excellence** which showcases the region as one of the top performing districts in the country.

In addition, those who participated in the focus groups and those who shared additional comments on the survey believe the following is important for committee consideration within the hiring process:

- The new superintendent should go on a lengthy **listening and learning tour** before recommending any regional change;
- The new superintendent should be an exemplary **instructional leader** with a proven record of student success;
- The new superintendent should **be visible** within the school community and the community-at-large;
- The new superintendent should understand the **unique challenges that confront a regional school district**;
- The new superintendent must have knowledge around **all aspects of fiscal responsibility**;
- The new superintendent should consider an every day **open door policy** for both staff and community;
- The new superintendent must be able to **retain, lead, and inspire the present R5 staff**;
- The new superintendent understands and embraces all aspects of co-curricular student opportunities **including the arts and athletics**;
- The new superintendent is clear, concise, and detailed with **communication** to all stakeholders;
- The new superintendent embraces **parents, students, staff, and community as partners**.

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525
(203) 397-4811

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION
July 9, 2018 SPECIAL MEETING Minutes

A special meeting of the Amity Regional Board of Education was held on Monday, July 9, 2018, at 6:30 p.m. in the Central Office Presentation Room.

BOARD MEMBERS PRESENT: Chairperson Christopher Browe, Mr. Steve DeMaio (left the meeting at 7:45pm), Ms. Sheila McCreven, Ms. Patricia Cardozo, Ms. Paula Cofrancesco, Ms. Carla Eichler, Ms. Amy Esposito, and Ms. Diane Urbano

BOARD MEMBERS ABSENT: Mr. John Belfonti, Ms. Robyn Berke, Mr. Thomas Hurley, Dr. Jennifer Turner, and Ms. Shannan Carlson

STAFF MEMBERS PRESENT: Ms. Theresa Lumas

1. **Call to Order** at 6:30 pm.
2. **Superintendent search update**
 - a. Dr. Joe Erardi of JE Consulting gave an early update on the scheduling of public forums and ongoing interviews with staff members
3. **Safety and security update**
 - a. Mr. DeMaio gave an update regarding a District security walk-through.
4. **Busing update and possible action**
 - a. Ms. Lumas presented the Board with three bus contractors for the awarding of bus routes for the 2018-2019 school year.
 - b. Motion made by Ms. Cardozo, seconded by Ms. Cofrancesco to accept the vendors. Vote 6 in favor (Mr. Browe abstained, Mr. DeMaio had departed at 7:45 pm) MOTION PASSED**
5. **Adjourn** (Motion by Ms. Cardozo, 2nd by Ms. Cofrancesco, Vote unanimous) at 8 pm



THE CONNECTICUT ASSOCIATION OF SCHOOLS

May 15, 2018

EXECUTIVE DIRECTOR:
Dr. Karissa L. Niehoff

OFFICERS:

President

Dr. RoseAnne O'Brien Vojtek, Principal
Ivy Drive School, Bristol

President-Elect

Donna Hayward, Principal
Haddam-Killingworth High School

Vice President (High)

Andre Hauser, Principal
Waterford High School

Vice President (Middle)

Richard Dellinger, Principal
Amity Reg. Middle School, Bethany

Vice President (Elementary)

Victoria Reed, Principal
Highland School, Wallingford

Secretary-Treasurer

Dr. Beth Smith, Headmaster
Shelton High School

AFFILIATED WITH:

- National Association of Secondary School Principals
- New England Association of Schools and Colleges
- Association for Middle Level Education
- National Association of Elementary School Principals
- New England League of Middle Schools
- National Federation of State High School Associations

30 Realty Drive
Cheshire, CT 06410
Phone: (203)250-1111
FAX: (203)250-1345
www.casciac.org

Mr. Robert Fragione
Amity Middle School
190 Luke Hill Road
Bethany, Connecticut 06524

Dear Rob,

The Connecticut Association of Schools is pleased to announce that you have been selected as the CAS Middle Level Exemplary Educator of the Year for 2018-2019. The talent pool we had to choose from was of the highest quality and that you rose to the top is credit to you and to the school that recognized and supported your application. There are many fine middle school educators in Connecticut, and I am sure that you will represent them well.

Rob, your passion and love for music, together with your willingness and desire to share this with adolescent learners, has earned you this award. Although you have taught for several years, you have not lost the energy and enthusiasm of your profession and talents in working each day with young adults. Staying abreast of new initiatives and using a medium students connect well with, technology is incorporated into most of your classes increasing student interest in music. Each of your students is special to you, and you differentiate your instruction and expectations so all will be successful. In our interview process, we saw your emotional connection to your kids, colleagues, and profession. We are very proud of you, Rob.

A copy of this letter will be shared with your superintendent and board of education chairman. We look forward to sharing this exciting news with your community at a future board of education meeting at which time you will be presented with a recognition plaque. In addition, please email a digital image of yourself to Barbara O'Connor at boconnor@casciac.org so that we may publish an announcement of this award in our CAS newsletter.

Congratulations on your selection, and thank you for your substantial contributions to middle-level education in Connecticut. We look forward to calling on you over the next year to share your considerable talents with other CAS educators in Connecticut.

Sincerely,

Donna Schilke

Donna Schilke
Assistant Executive Director

CC: Dr. Richard Dellinger, Principal
Dr. Charles Dumais, Superintendent
Paula Cofrancesco, Amity Regional Board of Education
Jennifer Turner, Amity Regional Board of Education

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



James A. Connelly
Interim Superintendent of Schools

james.connelly@reg5.k12.ct.us
203.392.2106

September 17, 2018

To: Members of the Board of Education
From: James A. Connelly, Interim Superintendent of Schools
Re: Personnel Report

NEW HIRES-CERTIFIED:

• **Amity Regional High School:**

Chu Hsung Perkins – .8 FTE – Chinese Language Teacher – Chu Hsung, also known as Jaycee, brings to Amity over 8 years of teaching experience from East Hartford Public Schools. She was born and raised in Taiwan and earned her Bachelor’s Degree in Far East Asian Languages from Soochow University in Taiwan.

• **Amity Regional Middle School – Bethany:**

Nicholas DaPonte – F/T – Social Studies Teacher – Nicholas began his career at Amity Middle School-Orange as a certified teacher back in 2003. After teaching for nearly 10 years, Nicholas followed his desire for leadership and became an administrator in Wallingford Public Schools as well as Bethel Public Schools. After 6 years, his passion for teaching brings him back to the classrooms at Amity to re-join the teaching staff. Nicholas holds a Bachelor’s Degree in Music-Jazz from Western CT. State University, a Master’s Degree in Education from Quinnipiac and a 6th Year Certificate in Educational Leadership from Southern CT. State University.

• **Amity Regional Middle School – Orange: NONE**

NEW HIRES-SUBSTITUTES:

Joseph Murphy – 4-Day Bench Substitute - Amity Regional Middle School-Bethany, effective 08/27/2018
Thomas Walraven – 4-Day Bench Substitute - Amity Regional Middle School-Orange, effective 09/6/2018

NEW HIRES-NON-CERTIFIED:

Cecilia Castillon –Category I Administrative Assistant - Amity Regional High School, eff. 8/22/2018
Heidi Gianquinto –Category I Administrative Assistant - Amity Middle School-Bethany, eff. 9/13/2018
Dawn Rivellini – Paraprofessional - Amity Regional High School, eff. 8/27/2018
Jennifer Purcell – Paraprofessional - Amity Regional High School, eff. 8/27/2018
Katherine Puterski – Paraprofessional - Amity Regional High School, eff. 8/27/2018
Caitlyn Lewis – Paraprofessional - Amity Regional High School, eff. 8/27/2018
Robert Carbone Jr. – Night Custodian - Amity Middle School-Bethany, eff. 9/13/2018

continued....

NEW HIRES-COACHES:

Andrew Reichbart – Asst. Football Coach – 2018 Fall Season-Amity Regional High School
Ryne Griesenauer – Asst. Football Coach – 2018 Fall Season-Amity Regional High School
Allison Denny – Asst. Girls Volleyball Coach – 2018 Fall Season-Amity Regional High School
Mario Yopez – Asst. Boys Soccer Coach – 2018 Fall Season-Amity Regional High School
V. Taylor Bininger – Interim Asst. Girls Soccer Coach – 2018 Fall Season Only-Amity Regional High School
Samantha Testa – Girls Field Hockey Coach – 2018 Fall Season-Amity Middle School-Bethany
Stephanie Esposito – Girls Field Hockey Coach – 2018 Fall Season-Amity Middle School-Orange

TRANSFERS:

Bogdan Amenda – F/T Night Custodian at ARHS to F/T Day Custodian at ARHS
James Ryan – P/T Night Custodian at ARHS to F/T Night Custodian at ARHS
Vugar Imanov – F/T Night Custodian at AMSB to P/T Night Custodian at ARHS

RESIGNATION(S):

Gregory Murphy – Special Education Teacher – Amity Middle School-Bethany, eff. 09/20/2018
Jessica Hoffer – Freshman Girls Volleyball Coach – Amity Regional High School, eff. 08/13/2018
Ryan Roddy – Varsity Wrestling Coach – Amity Regional High School, eff. 08/14/2018
Thomas Tousignant – Asst. Football Coach – Amity Regional High School, eff. 08/30/2018
Jeannine Lambrecht – Asst. Boys Swim Coach – Amity Regional High School, eff. 09/05/2018
Diana DiGangi – Girls Basketball Coach – Amity Middle School-Orange, eff. 09/06/2018

RETIREMENT(S): NONE

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



To: James Connelly, Interim Superintendent of Schools

From: Theresa Lumas, Director of Finance & Administration

Date: September 14, 2018

Re: Request for Special District Meeting to Appropriate funds to the Capital and Nonrecurring Account

The Administration proposed during the fiscal year 2017-2018 that 1% of the 2017-2018 operating budget, \$484,391, be appropriated to the Capital and Nonrecurring Account. This appropriation must be done at a Special District Meeting at which the Board presents a resolution for a supplemental appropriation of fiscal year end 2018 operating surplus to the Capital and Nonrecurring Account in the amount of \$484,391. Residents of the member towns will vote on the supplemental appropriation resolution at the District meeting.

If voters present at the Special District Meeting support a supplemental appropriation to the Capital and Nonrecurring Account, the Finance Department can transfer the funds from the general operating budget to the Capital and Nonrecurring Account. If the voters at a District Meeting do not support a supplemental appropriation, the Finance Department will return the unappropriated funds along with any balance of fiscal year end 2018 operating surplus to Member Towns through the audit process.

The Facilities Committee voted to recommend the Board of Education use the funds to improve security at all three campuses based on recommendation from pending security audit.

It may be helpful to know the difference in the return to member towns with and without the requested appropriation to capital and nonrecurring. The two options are shown below:

Bethany	Orange	Woodbridge
19.680%	49.777%	30.543%
2017-2018		
MEMBER TOWNS	UNUSED FUNDS*	
BETHANY	\$ 517,647	<i>as shown in the EOY forecast, 1% of budget as allowed by statute proposed into Capital Reserve, \$484,391</i>
ORANGE	\$ 1,309,294	
WOODBIDGE	\$ 803,379	
TOTALS	\$ 2,630,320	
2017-2018		
MEMBER TOWNS	UNUSED FUNDS*	
BETHANY	\$ 612,975	w/o supplemental appropriation into Capital Reserve
ORANGE	\$ 1,550,410	
WOODBIDGE	\$ 951,326	
TOTALS	\$ 3,114,711	
*Preliminary and unaudited		

Below is the motion for calling a Special District Meeting, the date has been confirmed with the Bethany and Orange and pending confirmation in Woodbridge which I will confirm prior to the Monday’s meeting:

Motion:

Amity Finance Committee:

Recommend the Amity Board of Education pass the resolution enclosed to call a Special District Meeting to appropriate 1% (\$484,391) of the 2017-2018 operating funds to the Capital and Nonrecurring Account.

Amity Board of Education:

Motion to pass a resolution to call a Special District Meeting to appropriate 1% (\$484,391) of the 2017-2018 operating funds to the Capital and Nonrecurring Account. The full resolution is as follows:

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
BOARD OF EDUCATION**

**RESOLUTION TO CALL A SPECIAL DISTRICT MEETING TO
CONDUCT A PUBLIC HEARING AND TO CONSIDER AND VOTE ON A
SUPPLEMENTAL APPROPRIATION OF \$484,391 TO THE RESERVE
FUND FOR CAPITAL AND NONRECURRING EXPENDITURES**

RESOLVED:

Section 1. The Board of Education hereby calls a Special District Meeting on Thursday, October 11, 2018 at 6:30 p.m. in the Cafeteria of Amity Regional High School to conduct a public hearing and to consider and vote on the following:

**RESOLUTION TO APPROVE A SUPPLEMENTAL APPROPRIATION OF
\$484,391 TO THE RESERVE FUND FOR CAPITAL AND NONRECURRING
EXPENDITURES**

Section 2. The following place shall be utilized for purpose of convening the Special District Meeting:

Amity Regional High School
25 Newton Road
Woodbridge, Connecticut 06525

Section 3. Warning shall be posted upon a signpost or other exterior place near the office of Town Clerk in the Towns of Bethany, Orange and Woodbridge and shall be published in newspapers having a general circulation within the Towns of Bethany, Orange and Woodbridge, respectively, at least five (5) days before the date of said Special District Meeting, which warning shall be in substantially the following form:

WARNING OF SPECIAL DISTRICT MEETING

**Amity Regional School District No. 5
of the State of Connecticut
Bethany, Orange and Woodbridge
October 1, 2018**

Notice is hereby given to all those eligible to vote in town meetings in the member towns of Bethany, Orange and Woodbridge that a Special District Meeting of Amity Regional School District No. 5 of the State of Connecticut will be held on Thursday, October 11, 2018 at 6:30 p.m. in the Cafeteria of Amity Regional High School, 25 Newton Road, in Woodbridge, Connecticut for the following purposes:

To conduct a public hearing on a resolution entitled **“RESOLUTION TO APPROVE A SUPPLEMENTAL APPROPRIATION OF \$484,391 TO THE RESERVE FUND FOR CAPITAL AND NONRECURRING EXPENDITURES”**.

To consider and vote on a resolution entitled **“RESOLUTION TO APPROVE A SUPPLEMENTAL APPROPRIATION OF \$484,391 TO THE RESERVE FUND FOR CAPITAL AND NONRECURRING EXPENDITURES”**.

A copy of the full text of the resolution is on file and available for public inspection at the District’s Office.

Dated at Woodbridge, Connecticut this 1st day of October, 2018.

Christopher Browe, Chairperson
Board of Education
Amity Regional School District 5
of the State of Connecticut

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
BOARD OF EDUCATION**

**RESOLUTION TO RECOMMEND TO THE DISTRICT MEETING A
SUPPLEMENTAL APPROPRIATION OF \$484,391 TO THE RESERVE
FUND FOR CAPITAL AND NONRECURRING EXPENDITURES**

WHEREAS, the District has a surplus in its operating funds from the fiscal year ending June 30, 2018;

WHEREAS, pursuant to the Connecticut General Statutes, the Board of Education has established a Reserve Fund for Capital and Nonrecurring Expenditures to provide funding for capital and nonrecurring expenditures, however, such use shall be restricted to the funding of all or part of the planning, construction, reconstruction or acquisition of any specific capital improvement or the acquisition of any specific item of equipment; and

WHEREAS, the Board of Education desires to have a supplemental appropriation in the amount of \$484,391 from this surplus in operating funds from the 2017-2018 fiscal year to the Reserve Fund for Capital and Nonrecurring Expenditures be approved by a vote to be held at a Special District Meeting.

BE IT RESOLVED, the Board of Education recommends a supplemental appropriation in the amount of \$484,391 from this surplus in operating funds from the 2017-2018 fiscal year to the Reserve Fund for Capital and Nonrecurring Expenditures be approved by a vote to be held at a Special District Meeting; and

BE IT FURTHER RESOLVED, that a supplemental appropriation in the amount of \$484,391 from this surplus in operating funds from the 2017-2018 fiscal year to the Reserve Fund for Capital and Nonrecurring Expenditures is hereby approved.

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
SPECIAL DISTRICT MEETING**

**RESOLUTION TO APPROVE A SUPPLEMENTAL APPROPRIATION OF
\$484,391 TO THE RESERVE FUND FOR CAPITAL AND
NONRECURRING EXPENDITURES**

WHEREAS, the District has a surplus in its operating funds from the fiscal year ending June 30, 2018;

WHEREAS, pursuant to the Connecticut General Statutes, the Board of Education has established a Reserve Fund for Capital and Nonrecurring Expenditures to provide funding for capital and nonrecurring expenditures, however, such use shall be restricted to the funding of all or part of the planning, construction, reconstruction or acquisition of any specific capital improvement or the acquisition of any specific item of equipment; and

WHEREAS, the Board of Education has recommended a supplemental appropriation in the amount of \$484,391 from the surplus in operating funds from the fiscal year ending June 30, 2018 to the Reserve Fund for Capital and Nonrecurring Expenditures be approved by a vote to be held at a Special District Meeting.

BE IT RESOLVED, that a supplemental appropriation in the amount of \$484,391 from the estimated surplus in operating funds from this surplus in operating funds from the 2017-2018 fiscal year to the Reserve Fund for Capital and Nonrecurring Expenditures is hereby approved.

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2018-2019**

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2017-2018	2018-2019	JUL 18	CHANGE	AUG 18	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./ (DECR.)	FORECAST	OVER/(UNDER)	UNF
1	MEMBER TOWN ALLOCATIONS	47,465,355	48,190,256	48,190,256	0	48,190,256	0	FAV
2	OTHER REVENUE	267,094	186,902	207,084	(3,107)	203,977	17,075	FAV
3	OTHER STATE GRANTS	784,807	573,805	573,805	0	573,805	0	FAV
4	MISCELLANEOUS INCOME	46,692	75,572	75,572	28,340	103,912	28,340	FAV
5	BUILDING RENOVATION GRANTS	6,363	0	0	0	0	0	FAV
6	TOTAL REVENUES	48,570,311	49,026,535	49,046,717	25,233	49,071,950	45,415	FAV
7	SALARIES	25,131,107	25,985,048	25,985,048	(82,472)	25,902,576	(82,472)	FAV
8	BENEFITS	4,985,420	6,092,697	6,072,623	324	6,072,947	(19,750)	FAV
9	PURCHASED SERVICES	7,393,566	8,495,258	8,084,560	22,220	8,106,780	(388,478)	FAV
10	DEBT SERVICE	4,406,650	4,595,576	4,567,838	0	4,567,838	(27,738)	FAV
11	SUPPLIES (INCLUDING UTILITIES)	2,899,440	2,978,862	2,960,488	(18,911)	2,941,577	(37,285)	FAV
12	EQUIPMENT	348,591	380,655	380,655	0	380,655	0	FAV
13	IMPROVEMENTS / CONTINGENCY	155,745	331,000	331,000	0	331,000	0	FAV
14	DUES AND FEES	128,868	167,439	167,439	0	167,439	0	FAV
15	TRANSFER ACCOUNT	484,391	0	0	0	0	0	FAV
16	TOTAL EXPENDITURES	45,933,778	49,026,535	48,549,651	(78,839)	48,470,812	(555,723)	FAV
17	SUBTOTAL	2,636,533	0	497,066	104,072	601,138	601,138	FAV
18	PLUS: CANCELLATION OF PRIOR YEAR'S ENCUMBRANCES	86,227	0	0	0	0	0	FAV
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET:	0	0	0	0	0	0	FAV
20	NET BALANCE / (DEFICIT)	2,722,760	0	497,066	104,072	601,138	601,138	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 2018-2019**

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2017-2018	2018-2019	JUL 18	CHANGE	AUG 18	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./ (DECR.)	FORECAST	OVER/(UNDER)	UNF
1	BETHANY ALLOCATION	9,341,182	9,295,901	9,295,901	0	9,295,901	0	FAV
2	ORANGE ALLOCATION	23,626,829	24,181,870	24,181,870	0	24,181,870	0	FAV
3	WOODBIDGE ALLOCATION	14,497,344	14,712,485	14,712,485	0	14,712,485	0	FAV
4	MEMBER TOWN ALLOCATIONS	47,465,355	48,190,256	48,190,256	0	48,190,256	0	FAV
5	ADULT EDUCATION	3,494	3,042	3,042	0	3,042	0	FAV
6	PARKING INCOME	33,092	29,000	29,000	0	29,000	0	FAV
7	INVESTMENT INCOME	70,343	20,000	20,000	15,000	35,000	15,000	FAV
8	ATHLETICS	29,330	23,000	23,000	0	23,000	0	FAV
9	TUITION REVENUE	106,135	88,460	108,642	(18,107)	90,535	2,075	FAV
10	TRANSPORTATION INCOME	24,700	23,400	23,400	0	23,400	0	FAV
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0	FAV
12	OTHER REVENUE	267,094	186,902	207,084	(3,107)	203,977	17,075	FAV
13	BESB GRANT	0	0	0	0	0	0	FAV
14	SPECIAL EDUCATION GRANTS	784,807	573,805	573,805	0	573,805	0	FAV
15	OTHER STATE GRANTS	784,807	573,805	573,805	0	573,805	0	FAV
16	RENTAL INCOME	23,530	21,000	21,000	0	21,000	0	FAV
17	INTERGOVERNMENTAL REVENUE	8,422	29,572	29,572	0	29,572	0	FAV
18	OTHER REVENUE	14,740	25,000	25,000	28,340	53,340	28,340	FAV
19	TRANSFER IN	0	0	0	0	0	0	FAV
20	MISCELLANEOUS INCOME	46,692	75,572	75,572	28,340	103,912	28,340	FAV
21	BUILDING RENOVATION GRANTS	6,363	0	0	0	0	0	FAV
22	TOTAL REVENUES	48,570,311	49,026,535	49,046,717	25,233	49,071,950	45,415	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 2018-2019

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2017-2018	2018-2019	JUL 18	CHANGE	AUG 18	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./(DECR.)	FORECAST	OVER/(UNDER)	UNF
1	5111-CERTIFIED SALARIES	20,730,652	21,397,312	21,397,312	(82,472)	21,314,840	(82,472)	FAV
2	5112-CLASSIFIED SALARIES	4,400,455	4,587,736	4,587,736	0	4,587,736	0	FAV
3	SALARIES	25,131,107	25,985,048	25,985,048	(82,472)	25,902,576	(82,472)	FAV
4	5200-MEDICARE - ER	341,418	374,913	374,913	0	374,913	0	FAV
5	5210-FICA - ER	273,821	283,586	283,586	0	283,586	0	FAV
6	5220-WORKERS' COMPENSATION	227,763	246,900	226,826	0	226,826	(20,074)	FAV
7	5255-MEDICAL & DENTAL INSURANCE	2,973,210	4,083,941	4,083,941	0	4,083,941	0	FAV
8	5860-OPEB TRUST	105,537	62,910	62,910	0	62,910	0	FAV
9	5260-LIFE INSURANCE	42,431	45,537	45,537	0	45,537	0	FAV
10	5275-DISABILITY INSURANCE	9,634	9,924	9,924	324	10,248	324	UNF
11	5280-PENSION PLAN - CLASSIFIED	886,831	892,845	892,845	0	892,845	0	FAV
12	5281- DEFINED CONTRIBUTION RETIREMENT PLAN	59,878	64,867	64,867	0	64,867	0	FAV
12	5282-RETIREMENT SICK LEAVE - CERT	19,936	1,921	1,921	0	1,921	0	FAV
13	5283-RETIREMENT SICK LEAVE - CLASS	0	1,000	1,000	0	1,000	0	FAV
14	5284-SEVERANCE PAY - CERTIFIED	25,477	1,000	1,000	0	1,000	0	FAV
15	5290-UNEMPLOYMENT COMPENSATION	18,120	21,353	21,353	0	21,353	0	FAV
16	5291-CLOTHING ALLOWANCE	1,364	2,000	2,000	0	2,000	0	FAV
17	BENEFITS	4,985,420	6,092,697	6,072,623	324	6,072,947	(19,750)	FAV
18	5322-INSTRUCTIONAL PROG IMPROVEMENT	29,165	28,500	28,500	0	28,500	0	FAV
19	5327-DATA PROCESSING	88,180	93,590	93,590	0	93,590	0	FAV
20	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	1,299,495	1,332,265	1,332,265	0	1,332,265	0	FAV
21	5440-RENTALS - LAND, BLDG, EQUIPMENT	87,412	119,185	119,185	0	119,185	0	FAV
22	5510-PUPIL TRANSPORTATION	2,570,618	2,995,119	2,821,683	32,680	2,854,363	(140,756)	FAV
23	5521-GENERAL LIABILITY INSURANCE	233,069	242,601	232,057	0	232,057	(10,544)	FAV
24	5550-COMMUNICATIONS: TEL, POST, ETC.	133,299	163,224	163,224	0	163,224	0	FAV
25	5560-TUITION EXPENSE	2,843,895	3,427,580	3,200,862	(10,460)	3,190,402	(237,178)	FAV
26	5590-OTHER PURCHASED SERVICES	108,433	93,194	93,194	0	93,194	0	FAV
27	PURCHASED SERVICES	7,393,566	8,495,258	8,084,560	22,220	8,106,780	(388,478)	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 2018-2019

		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COL 7
		2017-2018	2018-2019	JUL 18	CHANGE	AUG 18	VARIANCE	FAV
LINE	CATEGORY	ACTUAL	BUDGET	FORECAST	INCR./(DECR.)	FORECAST	OVER/(UNDER)	UNF
28	5830-INTEREST	821,650	745,576	717,838	0	717,838	(27,738)	FAV
29	5910-REDEMPTION OF PRINCIPAL	3,585,000	3,850,000	3,850,000	0	3,850,000	0	FAV
30	DEBT SERVICE	4,406,650	4,595,576	4,567,838	0	4,567,838	(27,738)	FAV
31	5410-UTILITIES, EXCLUDING HEAT	681,767	703,234	703,234	(18,911)	684,323	(18,911)	FAV
32	5420-REPAIRS, MAINTENANCE & CLEANING	791,402	723,928	723,928	0	723,928	0	FAV
33	5611-INSTRUCTIONAL SUPPLIES	365,334	396,905	396,905	0	396,905	0	FAV
34	5613-MAINTENANCE/CUSTODIAL SUPPLIES	201,867	219,965	219,965	0	219,965	0	FAV
35	5620-OIL USED FOR HEATING	36,861	46,500	44,128	0	44,128	(2,372)	FAV
36	5621-NATURAL GAS	69,877	52,512	52,512	0	52,512	0	FAV
37	5627-TRANSPORTATION SUPPLIES	106,718	151,900	135,898	0	135,898	(16,002)	FAV
38	5641-TEXTS & DIGITAL RESOURCES	109,193	176,013	176,013	0	176,013	0	FAV
39	5642-LIBRARY BOOKS & PERIODICALS	19,777	21,615	21,615	0	21,615	0	FAV
40	5690-OTHER SUPPLIES	516,644	486,290	486,290	0	486,290	0	FAV
41	SUPPLIES (INCLUDING UTILITIES)	2,899,440	2,978,862	2,960,488	(18,911)	2,941,577	(37,285)	FAV
42	5730-EQUIPMENT - NEW	96,128	215,879	215,879	0	215,879	0	FAV
43	5731-EQUIPMENT - REPLACEMENT	252,463	164,776	164,776	0	164,776	0	FAV
44	EQUIPMENT	348,591	380,655	380,655	0	380,655	0	FAV
45	5715-IMPROVEMENTS TO BUILDING	102,494	50,000	50,000	0	50,000	0	FAV
45a	5715-FACILITIES CONTINGENCY	0	100,000	100,000	0	100,000	0	FAV
45b	TRSF. FROM FACILITIES CONTINGENCY	0	0	0	0	0	0	FAV
46	5720-IMPROVEMENTS TO SITES	53,251	31,000	31,000	0	31,000	0	FAV
47	5850-DISTRICT CONTINGENCY	130,410	150,000	150,000	0	150,000	0	FAV
47a	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	(130,410)	0	0	0	0	0	FAV
48	IMPROVEMENTS / CONTINGENCY	155,745	331,000	331,000	0	331,000	0	FAV
49	5580-STAFF TRAVEL	21,347	22,432	22,432	0	22,432	0	FAV
50	5581-TRAVEL - CONFERENCES	21,105	35,975	35,975	0	35,975	0	FAV
51	5810-DUES & FEES	86,416	109,032	109,032	0	109,032	0	FAV
52	DUES AND FEES	128,868	167,439	167,439	0	167,439	0	FAV
53	5856-TRANSFER ACCOUNT	484,391	0	0	0	0	0	FAV
54	ESTIMATED UNSPENT BUDGETS		0	0	0	0	0	FAV
55	TOTAL EXPENDITURES	45,933,778	49,026,535	48,549,651	(78,839)	48,470,812	(555,723)	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 2018-2019**



AUGUST 2018

2018-2019 FORECAST

Potential Use of Unspent Fund Balance:

The Superintendent of Schools plans to ask the Amity Finance Committee and Amity Board of Education to set a District Meeting to propose a supplemental appropriation, up to 1%, \$490,264, of the operating budget, from the estimated fiscal year 2019 fund balance into the Reserve for Capital Nonrecurring Expenditures. The Amity Finance Committee and Amity Board of Education will be asked to consider this request at their September 2019 meeting.

OVERVIEW

The projected unspent fund balance for this fiscal year is **\$601,138 FAV previously \$497,066 FAV**, which appears on page 1, column 6, line 20.

REVENUES BY CATEGORY

The projected yearend balance of revenues is **\$45,415 FAV previously \$20,182 FAV**, which appears on page 2, column 6, line 22.

LINE 5 on Page 2: ADULT EDUCATION:

The forecast is based on projected State payments.

LINE 7 on Page 2: INVESTMENT INCOME:

The budget is based on the expectation interest rates will remain steady and revenue will exceed the budget, **\$15,000 FAV**.

<u>Month</u>	<u>Peoples United</u>	<u>State Treasurer's Investment Fund</u>
July 2018	0.395%	1.96%
August 2018	0.396%	1.99%

LINE 8 on Page 2: ATHLETICS:

The forecast is based on historical data for revenue collected.

LINE 9 on Page 2: TUITION REVENUE:

The budget is based on five tuition students. The actual tuition charged is higher than budgeted since the rate is set after the budget referendum is past. One new tuition student

enrolled in the District, however one tuition student moved into the District. *The projected variance is \$2,075 FAV previously \$20,182 FAV.*

LINE 10 on Page 2: TRANSPORTATION INCOME:

The forecast is based on projected State payments for magnet school transportation only.

LINE 14 on Page 2: SPECIAL EDUCATION GRANTS:

The current projection based on budgeted costs for placements and transportation. This is based on a 75% reimbursement rate. The excess cost reimbursement rate for FY18 was at a 75.51%.

LINE 16 on Page 2: RENTAL INCOME:

The forecast is based on a budget.

LINE 17 on Page 2: INTERGOVERNMENTAL INCOME:

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

LINE 18 on Page 2: OTHER REVENUE:

The forecast reflects insurance payments received in 2018-2019 from CIRMA for the May 2018 storm damage. Expenses were charged to 2017-2018 fiscal year so the reimbursements are applied toward miscellaneous income, a *\$26,481 FAV variance.*

EXPENDITURES BY CATEGORY

The projected yearend balance of expenditures is *\$555,723 FAV previously \$476,884 FAV* which appears on page 4, column 6, line 55.

LINE 1 on Page 3: 5111-CERTIFIED SALARIES:

There are a few positions that are currently filled with a substitute and a permanent replacement is either in transition or the District is still seeking a permanent replacement. *Forecast estimates \$70,499 FAV savings in vacant positions. Summer work is currently less than budgeted, \$11,973 FAV.*

LINE 2 on Page 3: 5112-CLASSIFIED SALARIES:

The hiring process is not completed. Salary forecast will be updated next month.

LINES 3 & 4 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 as budgeted and the forecast assumes the payroll audit will be as budgeted. Member equity distribution was received for \$20,074 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.

CLAIMS OF CURRENT EMPLOYEES AND RETIREES

MONTH	2018-2019 ACTUAL	2018-2019 BUDGET	VARIANCE	2017-2018 ACTUAL	2016-2017 ACTUAL
JUL	\$ 298,006	\$ 292,718	\$ 5,288	\$ 254,849	\$ 309,902
AUG	\$ 319,785	\$ 343,760	\$ (23,975)	\$ 374,433	\$ 466,996
SEP	\$ 235,833	\$ 235,833	\$ -	\$ 219,176	\$ 250,040
OCT	\$ 261,594	\$ 261,594	\$ -	\$ 271,340	\$ 250,625
NOV	\$ 292,449	\$ 292,449	\$ -	\$ 353,747	\$ 307,308
DEC	\$ 353,542	\$ 353,542	\$ -	\$ 318,839	\$ 482,363
JAN	\$ 247,879	\$ 247,879	\$ -	\$ 191,730	\$ 178,047
FEB	\$ 224,414	\$ 224,414	\$ -	\$ 172,313	\$ 308,703
MAR	\$ 270,133	\$ 270,133	\$ -	\$ 288,923	\$ 282,399
APR	\$ 273,673	\$ 273,673	\$ -	\$ 213,346	\$ 219,690
MAY	\$ 304,880	\$ 304,880	\$ -	\$ 343,550	\$ 449,993
JUN	\$ 258,261	\$ 258,261	\$ -	\$ 253,461	\$ 301,248
TOTALS	\$ 3,340,449	\$3,359,136	\$ (18,687)	\$ 3,255,706	\$3,807,314

ACTUAL/FORECAST CLAIMS AS A PERCENTAGE OF EXPECTED CLAIMS

2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	2018-2019 FORECAST
87.3%	99.9%	85.2%	72.1%	100.0%

Note: 2018-2019 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.

**FEEES OF CURRENT EMPLOYEES AND RETIREES
(Stop-Loss Premiums, Network Access Fees, and Other Fees)**

MONTH	2018-2019 ACTUAL	2018-2019 BUDGET	VARIANCE	2017-2018 ACTUAL	2016- 2017 ACTUAL
JUL	\$ 97,295	\$ 63,793	\$ 33,502	\$ 84,939	\$ 79,407
AUG	\$ 100,327	\$ 63,524	\$ 36,803	\$ 96,820	\$ 101,465
SEP	\$ 89,693	\$ 89,693	\$ -	\$ 73,886	\$ 75,692
OCT	\$ 86,484	\$ 86,484	\$ -	\$ 85,237	\$ 80,902
NOV	\$ 52,589	\$ 52,589	\$ -	\$ 58,958	\$ 46,802
DEC	\$ 46,867	\$ 46,867	\$ -	\$ 45,657	\$ 42,983
JAN	\$ 45,107	\$ 45,107	\$ -	\$ 45,850	\$ 41,762
FEB	\$ 46,952	\$ 46,952	\$ -	\$ 45,666	\$ 42,203
MAR	\$ 44,907	\$ 44,907	\$ -	\$ 45,850	\$ 42,080
APR	\$ 44,302	\$ 44,302	\$ -	\$ 46,217	\$ 42,032
MAY	\$ 44,446	\$ 44,446	\$ -	\$ 46,034	\$ 42,101
JUN	\$ 44,521	\$ 44,521	\$ -	\$ 46,401	\$ 41,807
TOTALS	\$ 743,492	\$ 673,187	\$ 70,305	\$ 721,515	\$679,235

LINE 9 on Page 3: 5260-LIFE INSURANCE:

The forecast is based on the current staff.

LINE 10 on Page 3: 5275-DISABILITY INSURANCE:

The forecast is based on the current staff.

LINE 11 on Page 3: 5281-DEFINED CONTRIBUTION RETIREMENT PLAN:

The forecast projects the District's contribution will be on budget.

LINE 19: on Page 3 5327-DATA PROCESSING:

LINE 22 on Page 3: 5510-PUPIL TRANSPORTATION:

Special Education Transportation is a projected variance of *\$140,756 FAV previously \$173,436 FAV*. The forecast is based on the current transportation needs of the students.

LINE 23 on Page 3: 5521-GENERAL LIABILITY INSURANCE:

The bid for student accident insurance came in *\$10,544 FAV* under budget.

LINE 25 on Page 3: 5560-TUITION EXPENSE:

Tuition has a projected variance of *\$237,178FAV, previously \$226,718 FAV*. The forecast is based on current students and their placements and will change throughout the year.

Tuition for the vo-ag schools has a projected variance of *\$36,391 FAV previously \$72,355 FAV*. *Vo-Ag Enrollment is down by one student and magnet/charter school enrollment is down by 2 students.*

	FY14-15 ACTUAL	FY15-16 ACTUAL	FY16-17 ACTUAL	FY17-18 ACTUAL	FY18-19 BUDGET	FY18-19 FORECAST
Sound	5	4	3	4	6	6(4)
Trumbull	2	3	3	6	7	4
Nonnewaug	1	3(5) ^a	3	4	4	6(4)
Common Ground Charter HS	1	1	1	0	0	0
ACES Wintergreen Magnet	0	0	0	0	0	0
King Robinson Magnet	0	1	1	0	0	0
Engineering Science Magnet	0	0	0	1	1	0
Highville Charter School	0	0	0	1	1	0(1)
Totals	9	12(14)	15	16	19	16(13)

Note ^a: Two students left on April 15, 2016.

ECA has a projected variance of **\$17,960 UNF (one student withdrew)**, previously \$22,860 UNF due to higher enrollment.

	FY14-15 ACTUAL	FY15-16 ACTUAL	FY16-17 ACTUAL	FY17-18 ACTUAL	FY18-19 BUDGET	FY18-19 FORECAST
ECA	26	22	15	19	20	24(25)

Public (ACES) and private out-of-district placements has a projected variance of **\$218,747 FAV, previously \$177,223 FAV. Currently 4 less students are outplaced compared to the budget.**

	FY14-15 ACTUAL	FY15-16 ACTUAL	FY16-17 ACTUAL	FY17-18 ACTUAL	FY18-19 BUDGET	FY18-19 FORECAST
Public SPED	10	6	8	8	13	10
Private SPED	24	26	27	20	24	23(22)
Totals	34	32	35	28	37	33(32)

LINE 28 on Page 4: 5830-INTEREST:

The District refinanced existing debt in a bond sale on May 15, 2018. The projected savings were greater than budgeted by \$27,738 FAV.

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

The 2018-2019 budget for electricity assumes the use of 3,644,427 kilowatt hours at an average price of \$0.16925 per kilowatt hour, or a cost of \$616,819. *To date we have only received a partial invoice and are working with our supplier for a complete invoice. Electricity data is currently not available.*

ELECTRICITY (KILOWATT HOURS)

MONTH	2018-2019 FORECAST	2018-2019 BUDGET	VARIANCE	2017-2018 ACTUAL	2016-2017 ACTUAL
JUL	319,464	319,464	-	259,046	308,892
AUG	345,640	345,640	-	286,777	363,040
SEP	343,905	343,905	-	285,740	336,638
OCT	294,613	294,613	-	280,876	280,809
NOV	283,083	283,083	-	259,631	283,913
DEC	283,808	283,808	-	272,198	271,495
JAN	287,666	287,666	-	266,633	271,495
FEB	299,349	299,349	-	267,529	281,139
MAR	293,600	293,600	-	254,042	274,324
APR	287,107	287,107	-	268,701	271,093
MAY	289,662	289,662	-	226,981	290,167
JUN	316,530	316,530	-	226,863	270,748
Totals	3,644,427	3,644,427	-	3,155,017	3,503,753

Note: 2017-2018 Actual Kilowatt Hours shown in bold italics.

The budget assumes there will not be a Load Shed credit.

The budget for propane is \$2,415. The forecast is these charges will be on budget.

The budget for water is \$44,000. The forecast is these charges will be on budget.

Sewer costs are budgeted at \$40,000. The forecast projects this usage will be under budget, ***\$18,911 FAV. Jim Saisa negotiated to have the meter on the fuel cell reduced since all the waste water does not inject into the sewer system, \$10,840 FAV and remaining is reduced water usage from previous year.***

DEGREE DAYS

There are 0 degree days to date.

LINE 35 on Page 4: 5620-OIL:

Budget for the year is \$46,500. This is for a total of 20,000 gallons of heating oil at \$2.25 per gallon. The bid price came in at \$2.1314 for a projection of \$2,372 FAV.

LINE 36 on Page 4: 5621-NATURAL GAS:

Budget for the year is \$52,512. The forecast is these charges will be on budget

LINE 37 on Page 4: 5627-TRANSPORTATION SUPPLIES:

Budget for the year is \$151,900. This is for a total of 62,000 gallons of diesel fuel at \$2.45 per gallon. The bid price came in at \$2.1919 for a projection of \$16,002 FAV.

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.

APPENDIX A

COST SAVINGS AND EFFICIENCIES FOR FISCAL YEAR 2018--2019

TOTAL ANNUAL SAVINGS TO-DATE OF: \$28,586

\$13,946 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.

\$10,840 Meter Rate: Jim Saisa negotiated with a lower rate for one of the sewer meters for the fuel cell. The fuel cell does not inject water into the sewer system and the meter charge was adjusted.

\$3,800 Science Textbooks: Enrollment in science course is higher than budgeted and more textbooks were needed. Mr. Amato, the Science Department Chairperson, negotiated with the textbook vendor for complimentary copies to supplement our order.

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 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).

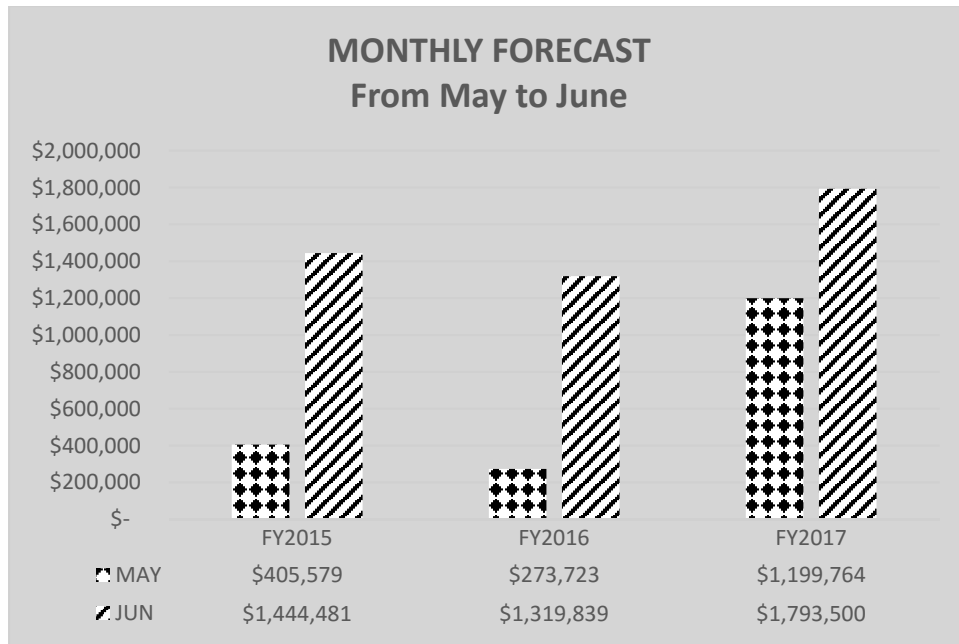
Revenues can be most impacted by decisions made at the State level for Special Education and Transportation grants. We have seen the reimbursement rate change in mid-year.

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.

FY2015:

The projected fund balance was \$1,444,481. The monthly forecast for May 2015 projected a fund balance of \$405,579, or **\$1,038,902 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:

- **\$137,115:** 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.
- **\$153,315:** Special education transportation and tuition expenditures were lower than forecasted. The May forecast included the possible costs due to two families that were beginning to proceed to due process. No expenditures were incurred in this fiscal year.

- **\$503,754:** 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 most of these funds to the member towns.
- **\$136,270:** As part of the yearend processing, unspent encumbrances are eliminated.
- **\$41,162:** Final grant payments for Special Education and Transportation are not known until the end of the fiscal year.

FY2016:

The audited fund balance is \$1,319,839. The monthly forecast for May 2016 projected a fund balance of \$273,723 which included \$427,713 transferred into Capital Reserve and a debt of \$145,086 owed to the State. The change is **\$473,344 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:

- **\$237,904:** 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.
- **\$107,099:** Purchased services were lower than forecasted. Athletics held fewer home contests, did not have a need for assistant coaches in a few middle school sports and cheerleading did not field a squad. Intern were fewer than budgeted. Less than anticipated need for psychiatric consults and other consultants at PPTs.
- **\$85,857:** Final grant payments for Special Education and Transportation are not known until the end of the fiscal year. The reimbursement rate was 77.63% which is higher than the budgeted rate of 75%. The prior year adjustment was positive as were the changes in student placements.

FY2017:

The audited fund balance for 2016-2017 is \$1,793,498. The monthly forecast for May projected a fund balance of \$1,199,764, which included \$345,000 for Capital Reserve. The change is \$593,736 higher than the prior month's forecast.

- **\$231,098:** 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.
- **\$129,651:** Purchased services were lower than forecasted. Athletics held fewer home contests, did not have a need for assistant coaches in a few middle school

sports and cheerleading did not field a squad. Interns were fewer than budgeted. Less than anticipated need for psychiatric consults and other consultants at PPTs. Transportation for field trips, athletics contests, and special education were lowered than expected.

- **\$76,592:** Supply accounts were under budget. These accounts include general instructional supplies, texts, library materials, transportation and maintenance supplies, and repair and maintenance accounts. Staff monitor budgets closely during the year and spend very conservatively. The staff does not attempt to “zero out” accounts but purchase what is needed at the best possible price.
- **\$54,302:** Utilities expenses were lower than anticipated. Electricity usage was lower than forecasted. The final invoice comes in July and the cooler temperatures saved on air conditioning costs. Fuel for bus drivers was not fully expended. Bus drivers have until June 30th to take fuel and the towns bill in the next 4 -6 weeks. Not all the fuel was taken though the forecast assumed all fuel would be used.

APPENDIX C

RECAP OF 2015-2016

Return Unspent Fund Balance:

The cancellation of 2014-2015 encumbrances of \$1,035 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 2015-2016, the funds will be returned.

<i>Bethany</i>	<i>\$ 215</i>
<i>Orange</i>	<i>\$ 509</i>
<i>Woodbridge</i>	<i><u>\$ 310</u></i>
<i>Total</i>	<i><u>\$1,035</u></i>

The audited fund balance for 2015-2016 is \$1,319,839. The Amity Board of Education previously voted to designate \$427,713 for Capital Improvement Projects. There are two other funding requests for discussion at the August 8, 2016 meetings of the Amity Finance Committee and the Amity Board of Education meetings.

FINANCIAL MANAGEMENT:

\$ 318,642

Our efforts to foster a District culture of finding cost savings and efficiencies has been successful producing savings of \$136,911. Utilities for electricity, heating oil and natural gas were below budget due to many conservation efforts and price negotiations.

SPECIAL EDUCATION (NET)

\$ 350,967

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. 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. The budget forecasted 75% reimbursement rate and the final rate was 77.63%.

OTHER:

\$ 650,230

\$395,748: “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.

\$30,315: The bid price for workers’ compensation insurance premium was under budget. The payroll audit premium was below budget.

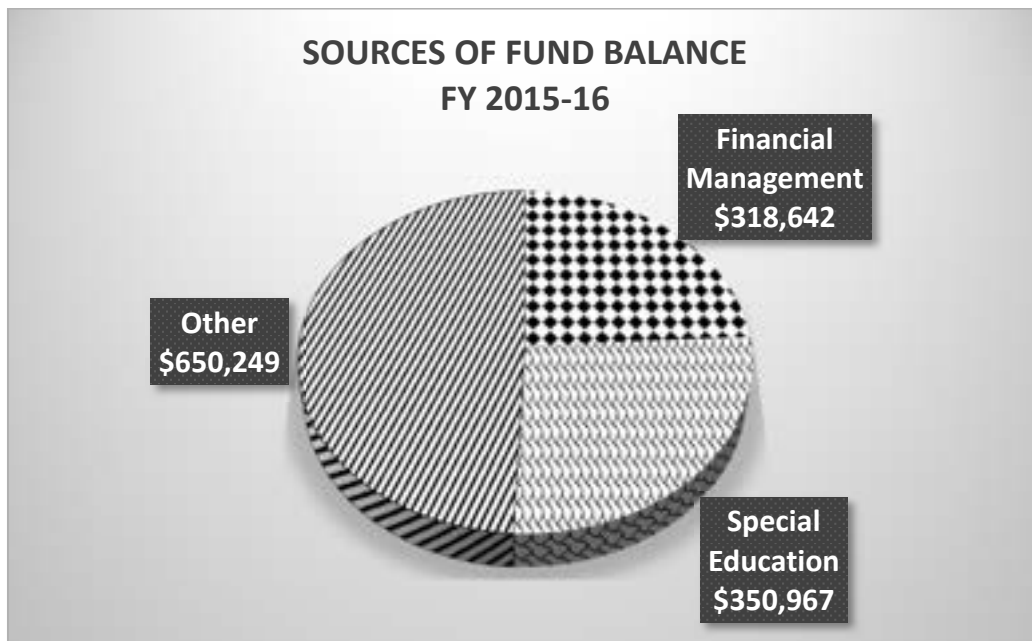
\$107,099: Purchased services costs were lower due to a number of factors. There were less interns than anticipated. Fewer home athletic contests at the high school which required

fewer officials, monitors, and scorekeepers; and less than anticipated need for psychiatric consults, professional's attendance at PPTs and behavior specialists' services.

\$62,385: The bid for the stone coping repair project at Amity Regional High School was under budget.

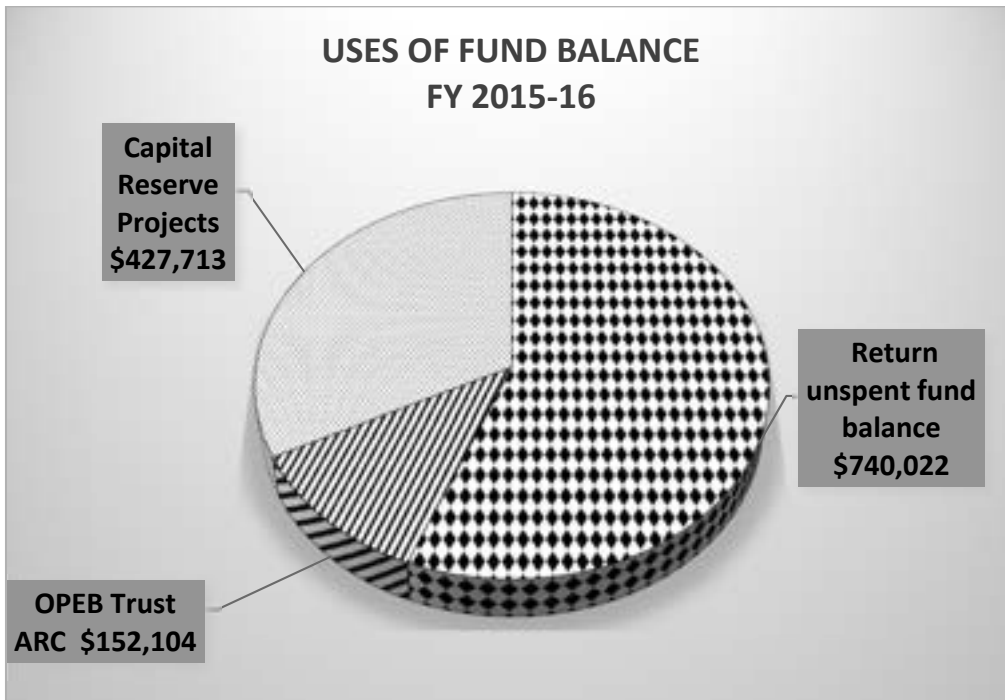
\$42,438: Transportation costs were less for athletics and less diesel fuel was used for all bus services than anticipated.

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



1. **\$740,022** – Return of unspent fund balance pending audit presentation
2. **\$152,104** - Designated for the 2015-2016 OPEB Trust ARC
3. **\$427,713** -Transferred into the Reserve Fund for Capital and Nonrecurring Expenses for a variety of projects. The projects include a lighting retrofit, replacing custodial equipment, renovating gym bleachers, replacing stairwell doors, replacing flooring and drinking fountains.

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	\$ 154,065
Orange	\$ 365,549
Woodbridge	<u>\$ 220,408</u>
Total	\$ 740,022

APPENDIX D

RECAP OF 2016-2017

Return Unspent Fund Balance:

The cancellation of 2015-2016 encumbrances of \$25,133 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 2016-2017, the funds will be returned.

<i>Bethany</i>	<i>\$ 5,232</i>
<i>Orange</i>	<i>\$ 12,415</i>
<i>Woodbridge</i>	<i>\$ 7,486</i>
<i>Total</i>	<i>\$ 25,133</i>

The audited fund balance for 2016-2017 is \$1,793,498. These source of the available funds are described below.

FINANCIAL MANAGEMENT: **\$ 246,520**

Our efforts to foster a District culture of finding cost savings and efficiencies has been successful producing savings of \$55,152. Utilities for electricity, heating oil and natural gas were below budget by \$191,368 due to many conservation efforts and price negotiations.

SPECIAL EDUCATION (NET) **\$ 477,890**

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 \$790,238 which reduced revenue by \$477,890. The budget forecasted 70% reimbursement rate and the final rate was 76.9%.

SALARIES, MEDICAL, PURCHASED SERVICES (OTHER): **\$ 756,654**

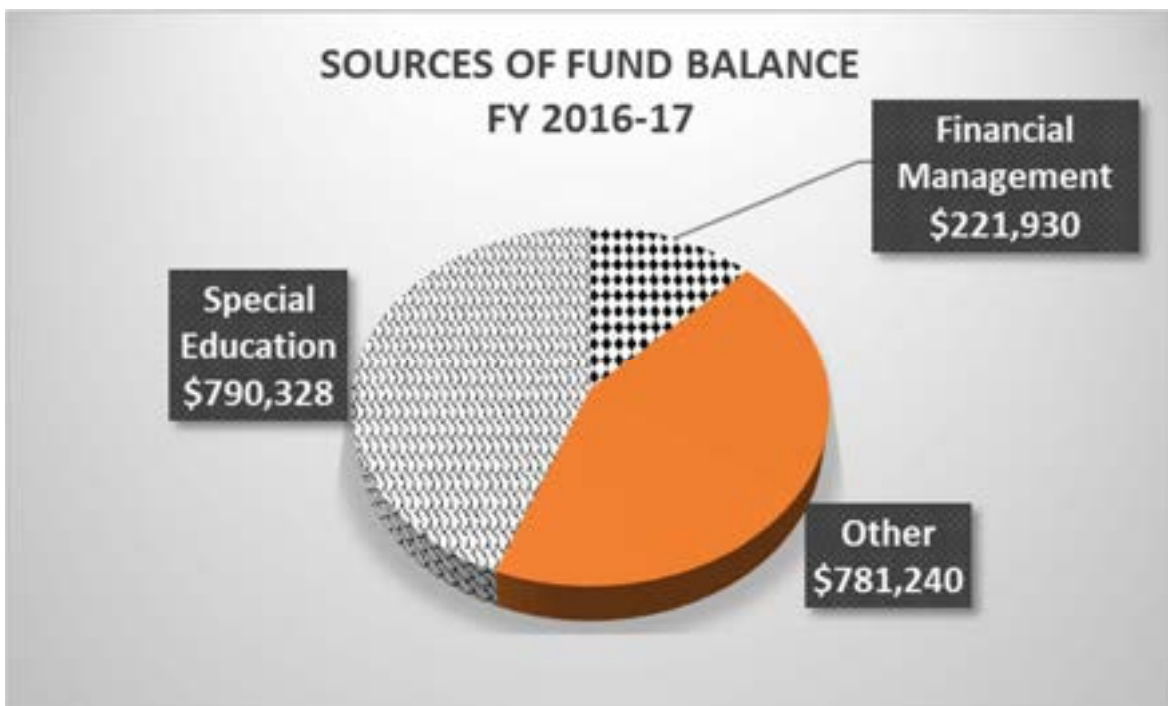
\$230,437 SALARIES (OTHER): "Turnover savings" from replacing teachers and other staff who retired or resigned is over budget and savings from unpaid leaves-of-absence. Athletic salaries were down from unfilled coaching positions at the middle school including cheerleading and several assistant coaching positions. Teacher coverages, summer work costs, substitute costs, degree changes and homebound services were less than anticipated.

\$351,480 MEDICAL (OTHER): The net balance of the medical account was under budget. Claims and fees were lower than budgeted. The savings was offset by other

components of the account including employer contributions to HSA accounts, retiree payments, and employee co-share contributions.

\$113,767 PURCHASED SERVICES (OTHER): Purchased services costs were lower due to a number of factors. There were less interns than anticipated. Fewer home athletic contests at the high school which required fewer officials, monitors, and scorekeepers; and less than anticipated need for psychiatric consults, professional's attendance at PPTs and behavior specialists' services.

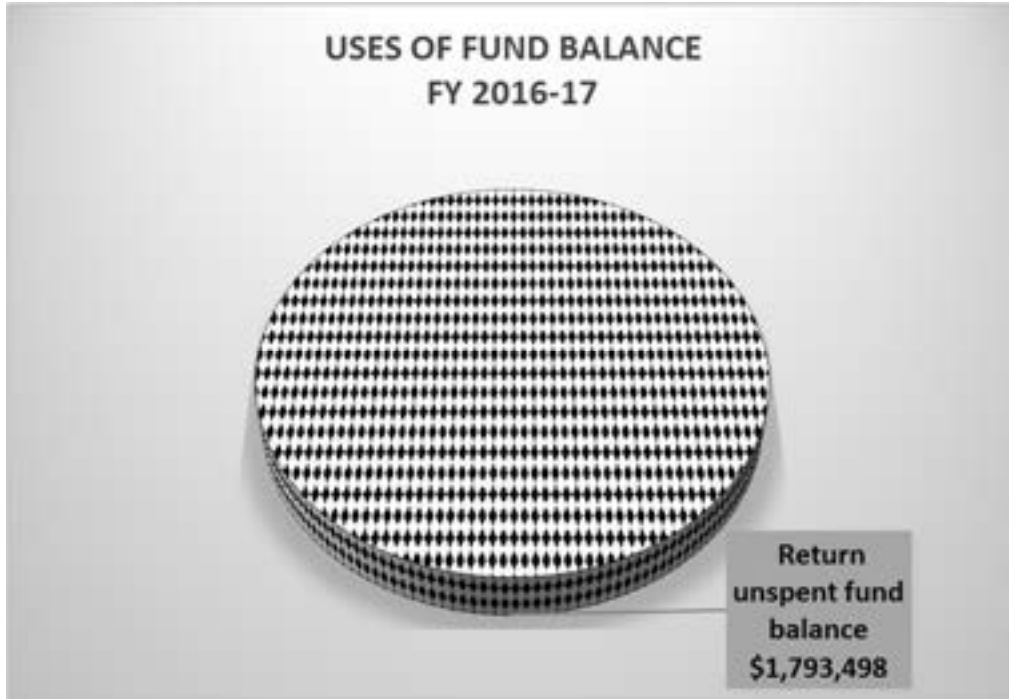
The primary sources of the fund balance are shown graphically below:



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

1. **\$1,793,498** - 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:

Bethany	\$ 365,676
Orange	\$ 874,151
Woodbridge	<u>\$ 553,671</u>
Total	\$1,793,498

APPENDIX E

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 *preliminary unaudited* fund balance for 2017-2018 is \$2,636,536. These source of the available funds are described below.

FINANCIAL MANAGEMENT: **\$ 66,193**

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

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.

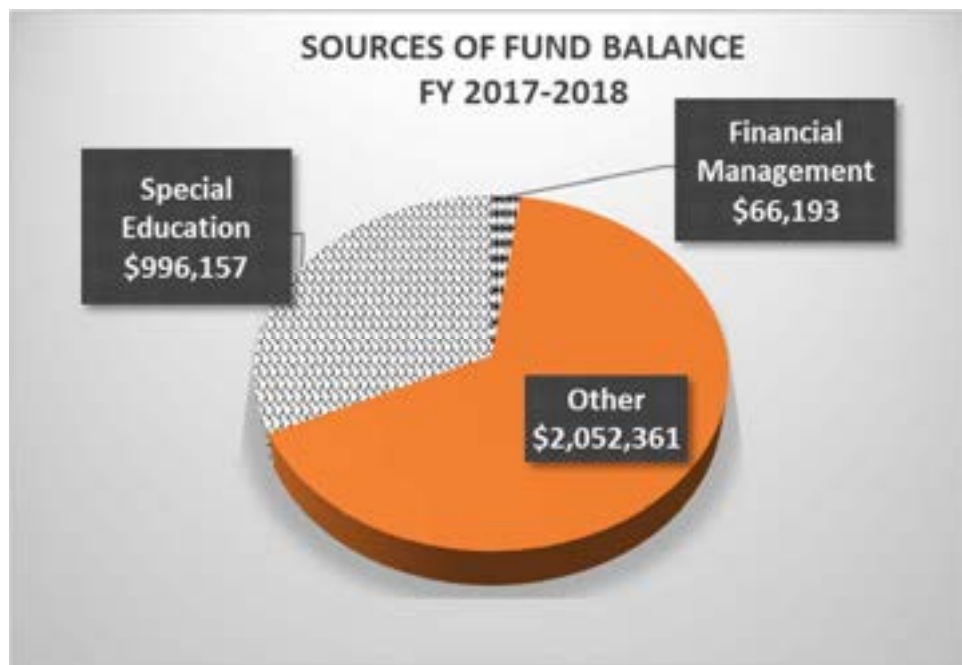
\$1,395,839 MEDICAL (OTHER): The net balance of the medical account was under budget. Claims and fees were much lower than budgeted, only costing 72% of expected

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.

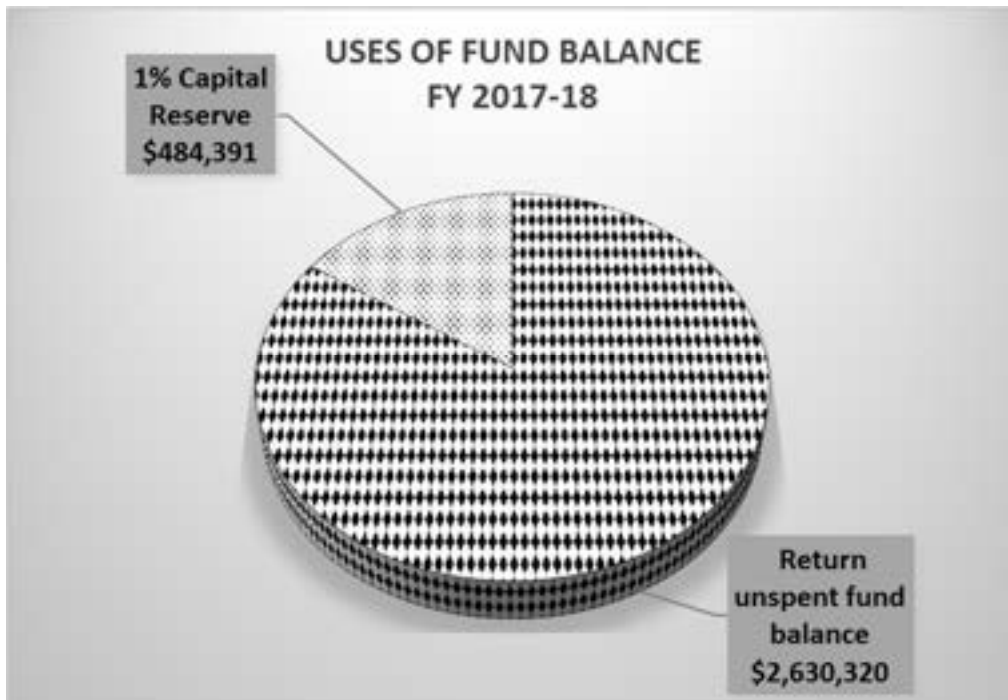
The primary sources of the fund balance are shown graphically below:



The recommended uses of the fund balance are, as follows:

1. **\$2,630,536** - Return of unspent fund balance per audit.
2. **\$ 484,391** – Appropriate through District Meeting to Capital and Nonrecurring

The uses of the fund balance are shown graphically below:



Return Unspent Fund Balance:

The *preliminary unaudited* unspent fund balance will be returned to the Member Towns, as follows:

Bethany	\$ 518,647
Orange	\$1,309,294
Woodbridge	\$ 803,379
Total	\$2,630, 320

AMITY REGIONAL SCHOOL DISTRICT NO. 5
AUDIT STATUS REPORT
JUNE 30, 2018

Status Report as of September 12, 2018

	TESTWORK % COMPLETE	REVIEW % COMPLETE	STATUS/ISSUES
Planning Procedures	100%	100%	No issues noted. Partner review completed.
Documentation and Testing of Internal Control			
Documentation of internal control and system walk throughs	100%	100%	No issues noted. Partner review completed.
Non-Payroll Expenditure Testing	100%	100%	No issues noted. Partner review completed.
Payroll Expenditure Testing	100%	100%	No issues noted. Partner review completed.
Major Federal Program Compliance Testing			
Federal Single Audit not required	100%	100%	The District's fiscal year 2018 Federal award expenditures are \$655,656 which is less than the \$750,000 Federal Single Audit threshold. As such, a Federal Single audit is not required for fiscal year 2018.
Major State Program Compliance Testing			
Open Choice Program	100%	50%	No issues noted. Partner review is in process.
Opinion Unit Substantive Testing			
Government-wide	50%	0%	Government-wide substantive testing is currently underway.
General Fund	90%	50%	Substantive testing is substantially complete. Partner review is in process.
Internal Service Fund	90%	50%	Substantive testing is substantially complete. Partner review is in process.
Aggregate Remaining Fund Information	90%	50%	Substantive testing is substantially complete. Partner review is in process.
Financial Reporting			
Financial Statements	25%	0%	To be completed once substantive procedures are finalized.
Single Audit Reports	25%	0%	To be completed once single audit testing is complete.
ED001	0%	0%	To be completed once audit work has been substantially completed.

Items Needed for Completion of Audit

- ED001 - State of CT Desk Audit Finding Reports are not released until mid-October. Testing to be finalized upon release of this information.
- Open items include the actuarial disclosure reports as of June 30, 2018 for the Other Post Employment Benefits plan and the Pension Plan.

Potential Audit Hold-ups

- No audit hold ups are anticipated.

Other

The District is required to implement the provisions of Governmental Accounting Standards Board (GASB) Statement No. 81 and No.85. *Effective July 1, 2017, the District adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 81, Irrevocable Split-Interest Agreements, GASB Statement No. 85, Omnibus 2017, and GASB Statement No. 86, Certain Debt Extinguishment Issues.* The adoption of GASB Statements No. 81 and 85 will not have a material effect on the District's financial statements.

The District is required to implement the provisions of Governmental Accounting Standards Board (GASB) Statement No. 75. *Effective July 1, 2017, the Town adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions.* The District will be required to obtain an updated actuarial valuation and a disclosure report that complies with the requirements of GASB Statement No. 75. We have not identified any potential delays as a result of implementing this statement.

2019-2020 BUDGET CALENDAR

August

- **AUGUST 13, 2018:** At the Amity Finance Committee and Board of Education Meetings:
 - ✓ Director of Finance and Administration presents the fiscal year-end financial report.
 - ✓ Superintendent discusses appropriation to Capital Reserve from the 2017-2018 fund balance.
 - ✓ Superintendent presents the preliminary budget calendar.
 - ✓ Amity Finance Committee and the Board of Education set date for District Meeting for supplemental appropriation to Capital Reserve and Nonrecurring Account (if available funds).

September

- **SEPTEMBER 2018:** At Amity Finance Committee and the Board of Education Meeting:
 - ✓ the Board of Education set date for District Meeting for supplemental appropriation to Capital Reserve and Nonrecurring Account (if available funds).
- **SEPTEMBER 11, 2018:** At Facilities Committee meeting:
 - ✓ The balances in Capital and Nonrecurring Account are reviewed.
 - ✓ Recommendations to re-designate available balances developed for full Board to discuss
- **SEPTEMBER 17, 2018:** Amity Finance Committee and Amity Board of Education vote on conducting Special District Meeting to appropriate 1% of prior year fund balance
- **SEPTEMBER 20, 2018:** At meeting of Administrators:
 - ✓ Superintendent presents his budget priorities.
 - ✓ The budget calendar is distributed and discussed.
 - ✓ The budget process, instructions and forms are distributed and discussed.
 - ✓ MUNIS budget reports with historical data are distributed.
- **T.B.D.:** Administrators meet with staff to distribute and explain Board Goals, Superintendent's budget priorities, budget calendar, Budget Handbook, process for entering budgets on-line, and MUNIS reports with historical data.
- **T.B.D.:** Assistant Director of Finance and Administration will set-up and conduct training on procedures for entering budget data on-line for Administrators and staff who work on the budget.

October

- **OCTOBER 1, 2018 A.D.M.** Average Daily Membership (ADM) as of October 1 is calculated according to statutory guidelines. The ADM is used to allocate each town's share of the subsequent year's budget.

- **OCTOBER 24, 2018:** Administrators and/or staff will complete entering their budget requests at the Unit Level (e.g., Department).
- **OCTOBER 24, 2018:** Administrators submit their technology requests to the Director of Technology, facilities requests to Director of Facilities, and textbooks to the Director of Curriculum.
- **OCTOBER 30, 2018:**
 - Director of Facilities submits preliminary Facilities Five-Year Capital Improvement Plan to the Director of Finance and Administration.
 - Director of Technology submits preliminary Technology Five-Year Capital Improvement Plan to the Director of Finance and Administration.
 - Assistant Director of Finance and Administration completes 2019-2020 Budget Salary Schedule. New personnel requests will be included. A separate schedule will be prepared with all the new personnel requests and recommended deletions and changes to personnel positions.
 - Director of Finance and Administration completes 2019-2020 Budgets for benefits and other District accounts.
 - Assistant Director of Finance and Administration completes entering salary (including new personnel requests and recommended deletions and changes), benefits and other District accounts into the MUNIS system.
 - Administrators complete approval of budget requests entered on-line in the MUNIS system.
 - Administrators complete online forms and data entry, as described in the Budget Handbook, to the Director of Finance and Administration.

November

- **NOVEMBER 7, 2018:** Director of Finance and Administration and Assistant Director of Finance and Administration provide the Superintendent with budget reports, list of new personnel requests and assumptions and observations.
- **T.B.D (NOVEMBER 2018):** The Technology Committee reviews and discusses the preliminary Technology Five-Year Capital Improvement Plan.
- **NOVEMBER 15, 2018:** The Superintendent discusses the initial budget with Administrators.
- **NOVEMBER 28, 2018:** The Director of Finance and Administration facilitates a discussion of the budget with the Administrative Team to recommend possible changes to the Superintendent.
- **NOVEMBER 29, 2018:** Assistant Director of Finance and Administration makes changes directed by Superintendent and distributes updated MUNIS budget reports and revised list of new personnel requests to Superintendent.
- **NOVEMBER 30, 2018:**

- Administrators review MUNIS budget reports for their areas of responsibility and ‘sign-off’ on numbers or provide revisions with an e-mail to the Assistant Director of Finance and Administration.
- Assistant Director of Finance and Administration makes changes due to errors or omissions identified by Administrators.
- Assistant Director of Finance and Administration distributes updated MUNIS budget reports and revised list of new personnel requests to Superintendent.

December

- **DECEMBER 1, 2018:** Director of Technology submits updated enrollment data to New England School Development Council (NESDEC) for the purpose of obtaining revised enrollment projections.
- **DECEMBER 4, 2018:** Superintendent meets with Administrators to discuss budget and make decisions on further changes, if necessary.
- **DECEMBER 5, 2018:**
 - Assistant Director of Finance and Administration makes changes directed by Superintendent and distributes updated MUNIS budget reports and revised list of new personnel requests to Superintendent.
 - Administrators print out MUNIS budget report(s) for their area(s) of responsibility and review for errors or omissions. Administrators ‘sign-off’ on their budget or provide revisions by sending an e-mail to the Superintendent, Director of Finance and Administration and Assistant Director of Finance and Administration.
 - Assistant Director of Finance and Administration makes changes due to errors or omissions identified by Administrators, subject to the approval of the Superintendent.
 - Assistant Director of Finance and Administration distributes updated MUNIS budget reports and revised list of new personnel requests to Superintendent.
 - Director of Finance and Administration and Assistant Director of Finance and Administration prepare budget report for Superintendent.
- **DECEMBER 10, 2018:** At the Amity Finance Committee and Amity Board of Education meetings, Superintendent presents preliminary budget information, including major budget drivers, Federal and State unfunded and underfunded mandates and related costs, and potential budget balancers.
- **DECEMBER 11, 2018:** The Facilities Committee reviews and discusses the preliminary Facilities Five-Year Capital Improvement Plan.

January

- **JANUARY 2, 2019:** Director of Finance and Administration and Assistant Director of Finance and Administration submit preliminary budget documents to Superintendent for his review.

- **JANUARY 4, 2019:** Superintendent meets with Administrators to review and discuss his proposed 2019-2020 Budget.
- **JANUARY 11, 2019:** Superintendent distributes his proposed 2019-2020 Budget to the Amity Board of Education, Amity Finance Committee, First Selectmen, and Boards of Finance.
- **JANUARY 14, 2019:** Superintendent presents his proposed 2019-2020 Budget to the Amity Finance Committee.
- **JANUARY 17, 2019:** The Curriculum Committee reviews and discusses the preliminary Technology Five-Year Capital Improvement Plan; new programs and enhancements; staffing.
- **JANUARY 28, 2019:** Amity Finance Committee meets to consider revisions to the Superintendent's proposed 2019-2020 budget. Additional workshops will be held, if necessary.
- **JANUARY - FEBRUARY 2019 T.B.D:** Superintendent meets with each of the Member Towns Boards of Finance to have an open dialog on the 2019-2020 budget.

February

- **FEBRUARY 4, 2019:** Amity Finance Committee meets to discuss the Superintendent's Proposed 2019-2020 Budget, make any desired changes, and vote to send the proposed 2019-2020 budget to the Amity Board of Education for their consideration. (if necessary)
- **FEBRUARY 11, 2019:** Superintendent presents his proposed 2019-2020 Budget, as amended by the Amity Finance Committee, to the Amity Board of Education. The Amity Board of Education will begin deliberation of the proposed 2019-2020 budget.
- **T.B.D.:** The Amity Board of Education will set as many budget workshops as they deem appropriate.
- **FEBRUARY 25, 2019:** Superintendent distributes the revised 2019-2020 budget to the Amity Board of Education, Amity Finance Committee, First Selectmen, and Boards of Finance. The revisions will be based on the feedback from the Amity Board of Education.

March

- **MARCH 4, 2019:** Amity Finance Committee meets to discuss the Superintendent's Proposed 2019-2020 Budget, make any desired changes, and vote to send the proposed 2019-2020 budget to the Amity Board of Education for their consideration. (if necessary)
- **MARCH 11, 2019:**
 - Amity Finance Committee will consider if the budget vote should be at the Annual Public Budget Meeting or by Referendum on the next day. A recommendation will be made to the Amity Board of Education.
 - Amity Board of Education meets to discuss the proposed 2019-2020 budget; make any desired changes; and vote to send the proposed 2019-2020 budget to the Public.
 - Amity Board of Education will decide if the budget vote should take place at the Annual Public Budget Meeting or by Referendum on the next day.

April

- **APRIL 1, 2019:**
 - Public District Budget Hearing is held.
 - Amity Finance Committee and Amity Board of Education vote on the budget to send to the Public for a vote.

May

- **MAY 7, 2019 (TUESDAY):** Annual Public Budget Meeting is held.
- **MAY 8, 2019 (WEDNESDAY):** Referendum is held unless vote takes place at Annual Public Budget Meeting.

Note: The Amity Board of Education will decide if the budget vote should take place at the Annual Public Budget Meeting or by Referendum on the next day.

Bylaws of the Board

Officers

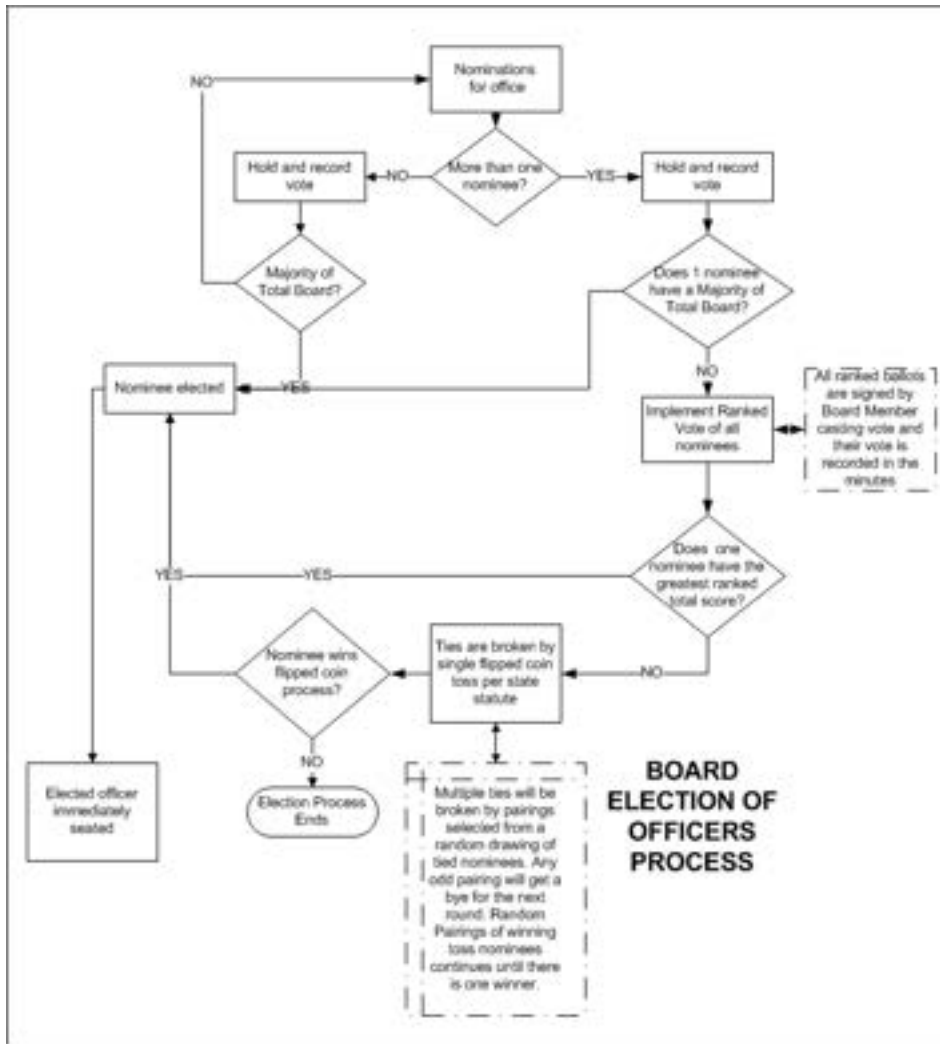
The officers of the Board of Education shall consist of Chairman, Vice-Chairman, Secretary, ~~and~~ ~~a~~-Treasurer, and Deputy Treasurer.

Such Officers shall be elected from the Board membership at its annual organizational meeting in December, and shall remain in office until new officers are elected at the next annual organizational meeting, unless such officers cease to be members of the Board of Education or otherwise resign or are removed from office.

If there is a vacancy in any officer position during the course of the year, the Board membership shall act promptly, commencing no later than the next regularly scheduled meeting, to elect a new officer to fill the vacancy. The new officer will take office immediately upon completion of the election.

Election Process

The election process will follow the process as outlined in the diagram following:



Amity Board of Education Election Process

Board members will either vote by hand vote, acclamation or Ranked Voting. Acclamation votes will record all members present as voting in the affirmative for the sole nominee, otherwise a hand vote will be recorded. A majority of the full Board members' votes for the nominee is required to elect the nominee. Nominees meeting the threshold number of votes are considered elected and immediately seated. Nominations are reopened if the sole nominee fails to meet the majority Board Vote threshold. The nominee plus any new nominees will then proceed to another hand vote. Any nominee receiving the requisite majority of the Board Vote shall be considered elected and will be immediately seated. If none of the nominees reach the required majority threshold, voting shall proceed to Ranked Voting.

If multiple nominations are made, a hand vote will be taken. Any nominee reaching the

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majority of the Full Board threshold shall be deemed elected and be immediately seated. If none of the nominees reach the required majority threshold, voting shall proceed to Ranked Voting.

Ranked Voting

All board members will fill out a ballot ranking the nominees from lowest (1) to highest (number of nominees). Board members will sign the ballot for recording purposes. Each candidate's score will be tallied by the Superintendent. The highest score shall be declared elected and immediately seated.

In the case of ties from ranked voting:

Multiple ties will be broken by coin toss from random pairings drawn by the Superintendent. Any odd pairings will be given a bye until the next round. Coin toss winners and bye winners in each round will be randomly matched until only two candidates remain. The election process ends for each coin toss losing nominee. The final coin toss winner is considered elected and will be seated immediately.

The coin to be used for the coin toss shall be a US quarter dollar coin. The Superintendent will supply the coin to be used.

~~Board members shall vote by a show of hands, and a majority of the full Board membership shall be required in order to elect an officer. If there are more than two nominees and no nominee receives a majority vote of the full board membership, the nominee receiving the lowest number of votes shall be removed from the list of candidates before balloting again.~~ The vote and any ranked vote of each member shall be reduced to writing and shall be made available for public inspection within forty-eight hours, excluding Saturday, Sunday and legal holidays.

The results of the election shall also be recorded in the minutes of the meeting and the minutes shall be available for public inspection at all reasonable times.

Legal Reference: Connecticut General Statutes
10-46 Regional board of education

Bylaw adopted by the Board: March 10, 2008 AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Existing policy, number 2131 adopted 7/11/05, appropriate as written. A sample follows for comparison and consideration.

Administration

Superintendent of Schools

The Board of Education will by majority vote, elect and fix the term of office (not to exceed three years) and the salary of the Superintendent of Schools who shall serve as executive officer of the Board of Education and who shall have authority and responsibility for the supervision of the school system.

The Commissioner of Education shall inform the Board of Education, in writing, of the certification status of the candidate, within fourteen days after receiving the name of the candidate from the Board of Education.

The Board of Education will not allow a Superintendent to assume the duties and responsibilities of the position until the Commissioner of Education provides written confirmation to the Board that the person to be employed is properly certified.

The Board of Education must submit the name and address of the candidate who accepts the election as a new Superintendent of Schools to the Commissioner of Education within seven days of the decision.

At the request of the Superintendent at the time of employment or reemployment, the Board of Education shall provide a written contract of employment which shall include, but not be limited to, salary, employment benefits, and term of office of such Superintendent.

As required by law, at least three weeks before the annual District meeting, the Superintendent shall submit to the Board of Education an annual report of the proceedings of the Board and of the condition of the schools, with plans and suggestions for their improvement.

The Board of Education may employ an Acting Superintendent, properly certified or not, for a specified period not to exceed ninety days with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown.

Duties

The Board of Education believes that the legislation of policies is the most important function of a Board of Education, and that the execution of the policies should be the function of the Superintendent.

Administration

Superintendent of Schools (continued)

Duties (continued)

The Board of Education holds the Superintendent responsible for carrying out its policies within established guidelines and for keeping it informed about school operations.

The Superintendent will notify Board of Education members as promptly as possible of any happenings of an emergency nature which occur in schools.

Evaluation of Superintendent

Each year the Board of Education will evaluate the Superintendent in accord with guidelines and criteria mutually determined and agreed upon by both the Board of Education and the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract of employment; evaluation of superintendent by board of education

10-226 Reports to state board of education

Policy adopted:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

A version to consider which reflects the issue of the appointment of an acting superintendent.

Administration

Superintendent of Schools

Appointment

The appointment of a Superintendent is a Board of Education (Board) responsibility. The Board may seek the advice and counsel of interested individuals or of an advisory committee, and it may choose consultants to assist in the selection. However, final selection shall rest with the Board after thorough consideration of qualified applicants.

The Board will, by majority vote, elect and fix the term of office (not to exceed three (3) years) and the salary of the Superintendent who shall serve as executive officer of the Board and who shall have authority and responsibility for the supervision of the school system.

The Board must submit the name and address of the candidate who accepts the election as a new Superintendent to the Commissioner of Education within seven (7) days of the decision.

The Commissioner of Education shall inform the Board, in writing, of the certification status of the candidate, within fourteen (14) days after receiving the name of the candidate from the Board.

The Board will not allow a Superintendent to assume the duties and responsibilities of the position until the Commissioner of Education provides written confirmation to the Board that the person to be employed is properly certified. In addition, the Board may require qualifications in addition to those prescribed by the State Board of Education.

Acting Superintendent Appointment

The Board may employ an Acting Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent.

Contract

At the time of employment or reemployment, the Board shall provide a written contract of employment which shall include, but not be limited to, salary, employment benefits, and term of office of such Superintendent.

The Board believes that the legislation of policies is the most important function of a Board of Education, and that the execution of the policies should be the function of the Superintendent.

Administration

Superintendent of Schools

Contract (continued)

Note: The Commissioner may waive certification for a school superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an acting superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of superintendent.

Duties and Responsibilities

The Superintendent shall be the chief executive officer of the Board and the administrative head of all district schools. As such, he/she shall comply with all statutes and regulations as prescribed by law, will delegate authority for the operation of various segments of the school system, and shall be responsible to the Board for the results produced. Specific responsibilities shall include but not be limited to:

1. administer the development and maintenance of a positive educational program designed to meet the needs of the district and to carry out the policies of the Board;
2. recommend the number and types of positions required to provide proper personnel for the operation of such a program;
3. recommend policies on organization, finance, instruction, school facilities, and other functions of the school program;
4. nominate for appointment, to assign, and to define the duties of all personnel, subject to approval of the Board;
5. confer periodically with professional and lay groups concerning the school program and transmit to the Board suggestions gained from such conferences;
6. supervise the preparation and presentation of the annual budget to the Board for its approval;
7. keep the Board continually informed on the progress and condition of the schools;
8. attend and participate in all meetings of the Board unless directed otherwise;
9. conduct a continuous study of the _____ School system's curricula;
10. conduct a continuous study of school space needs; and
11. plan and supervise the transportation of district students in grades PK-8.

Administration

Superintendent of Schools (continued)

Qualifications and Responsibilities

By its nature, the position of Superintendent is an exacting position. In addition to the minimum duties specifically set forth by the Board, the Superintendent shall be of good character and of unquestionable morals and integrity; shall possess good judgment and common sense along with the ability to think clearly and independently, relying on facts instead of prejudices; shall demonstrate business and educational acumen and leadership; shall be able and willing to accept responsibility for his actions and be able and willing to delegate authority to others, accepting appropriate responsibility for their actions. The Superintendent shall have a strong personality and a capacity for maintaining the respect of educational leaders in neighboring towns and throughout Connecticut.

Superintendent Evaluation

Annually, the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract of employment, evaluation of superintendent by board of education.

10-222 Reports to state board of education.

Policy adopted:

cps 1/10

Old Saybrook's administrative regulation to consider.

Administration

Superintendent of Schools: Job Description

Title: Superintendent of Schools

Qualifications: Connecticut certification as a Superintendent of Schools

Such additional qualifications as the Board of Education may require at its discretion.

Reports To: Old Saybrook Board of Education

Supervises: All administrative and supervisory personnel of the district and through them all employees.

Job Goal: To inspire, lead, guide and direct every member of the administrative, instructional, and supportive services teams in setting and achieving the highest standards of excellence, so that each individual student enrolled in our district may be provided with a complete, valuable, meaningful, and personally rewarding education.

Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, and an ever present overriding concern for their impact upon each individual student's education.

I. Board – Superintendent Interactions

Board of Education relations are critical to the success of the Superintendent and the school system. This leadership team works together to establish a vision, goals and objectives for the district. The Superintendent must communicate regularly and clearly to the Board and provide them with data and information to assist with the evaluation of district programs and operations.

A Executive Function

- 1a. Prepares and submits to the Board recommendations relative to matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to assist in making informed decisions.
- 2a. Advises, counsels, and assists the Board in the timely development of appropriate planning documents and realistic annual district goals.
- 3a. Informs and advises the Board about the programs, practices, and challenges of the schools, and keeps the Board informed of the activities and needs which fall under the Board's authority.

Administration

Job Description for Superintendent of Schools

I. Board – Superintendent Interactions (continued)

A. Executive Function (continued)

- 4a. Informs the Board about current federal and state laws, local ordinances and the policies and regulations of the district and advises the Board on the need for new or revised policies.
- 5a. Informs the Board about the financial condition of the district and proposes long-range recommendations.
- 6a. Studies concerns and complaints and reports to the Board when appropriate.
- 7a. Prepares the agenda for the meeting with the Board Chairman and delivers the agenda and associated materials well in advance of the meeting.
- 8a. Attends and participates in all meetings of the Board of Education, unless excused by the Board for good cause.
- 9a. Carries out directives from the Board.

B. Communication

- 1b. Uses effective written and verbal language in communicating with the Board.
- 2b. Informs the Board concerning the public relations plan.

C. Relations

- 1c. Demonstrates respect and cooperation in relationships with the Board, while remaining impartial, treating all members fairly.
- 2c. Maintains liaison between the Board and personnel, working toward a high degree of understanding and respect between the staff and the Board.

II. Educational Leadership

A strong educational leader should define a comprehensive vision for the district; identifying the values under which the schools function, setting high performance expectations for students and staff, and sustaining and improving quality research-based programs to enhance teaching and learning.

Administration

Job Description for Superintendent of Schools

II. Educational Leadership (continued)

1. Leads and directs the instructional program of the school system, placing equal emphasis on the needs of each student.
2. Ensures best practices based on current research related to learning, teaching, student development, organizational development and data management to optimize learning for all students.
3. Develops and maintains long and short-term goals to support high performance expectations for all students.
4. Implements and demonstrates the execution of an action plan derived from the Long Range Plan which reflects the expectation of high performance by all students.
5. Assumes overall responsibility for developing and maintaining curriculum for all subjects and programs and oversees the timely revision of all curriculum guides and courses of study.
6. Ensures a cohesive, unified approach of the staff in providing a sound educational program.
7. Recommends to the Board for its adoption all courses of study, curriculum guides and major changes in instructional materials.

III. Community/Public Relations

The Superintendent, in cooperation and consultation with the Board of Education, is responsible for maintaining positive working relationships with local, regional and state organizations and agencies.

1. Establishes and implements a public relations plan keeping the community informed about the vision/mission, performance, activities, needs and successes of the schools.
2. Maintains an effective and cooperative professional relationship with community agencies (e.g. Board of Selectmen, Board of Finance, Public Health Agency, Youth and Family Services, etc.) while representing the best interests of the district.

Administration

Job Description for Superintendent of Schools

III. Community/Public Relations (continued)

3. Represents the schools before the public and at community functions in a manner which leads to mutual respect and support.
4. Is sensitive and responsive to community and family concerns and solicits appropriate information and input regarding the educational system.
5. Uses effective written and verbal language in communicating with staff and the public.

IV. Organizational Management

Organizational management concerns the efficient and effective facilitation of the day-to-day operations of the school district and its policies.

1. Administers the schools in accordance with current federal and state laws, local ordinances, and the policies and regulations of the district.
2. Submits to the Board annual assessment reports (CMT, CAPT, SAT, AP) of student academic achievement to determine progress towards meeting district goals.
3. Supervises the preparation of the detailed district budget, interpreting and presenting it to the Board for adoption.
4. Oversees the administration of the budget keeping expenditures within limits and in accordance with legal requirements and adopted Board policies.
5. Submits to the Board monthly status reports on budget and enrollment.
6. Ensures that proper accounting and control procedures are followed.

V. Human Resources Management

The Superintendent should recruit, hire and retain personnel for the school district who show potential to best meet the needs of all students. A system of support, supervision and consistent evaluation should be in place to ensure that all staff are effective in their positions.

A. Hiring

- 1a. Ensures that up-to-date job descriptions for all personnel are maintained.
- 2a. Maintains a current recruitment plan that is designed to attract the best available personnel.

Administration

Job Description for Superintendent of Schools

V. Human Resources Management (continued)

B. Staff Development

- 1b. Encourages an exchange of ideas and active participation in the development of district programs and initiatives among school personnel.
- 2b. Provides an appropriate program of continuing growth and professional development for administrators, faculty and non-certified staff.
- 3b. Periodically reviews and reorganizes staff duties and delegates responsibilities appropriately to take full advantage of the staff's special competencies.
- 4b. Develops and maintains positive staff morale and loyalty to the school district.
- 5b. Develops and executes consistent and fair personnel procedures and practices assuring that the personnel policies are followed.
- 6b. Holds personnel meetings as appropriate for the discussion of matters concerning the improvement and welfare of the schools.

C. Evaluation

- 1c. Implements and maintains a personnel evaluation system insisting on a high level of performance by all staff.
- 2c. Supervises and evaluates Principals, Director of Pupil and Professional Services, Director of Operations, Facilities and Finance, Director of Curriculum, Instruction and Assessment, and Executive Assistant to the Superintendent.

VI. Personal Qualities

Personal characteristics are critical to the effectiveness of leaders and managers. Superintendents must refine and develop their skills, lead ethically, and interact effectively in the full range of his/her professional activities.

1. Defends principle and conviction in the face of pressure and partisan influence.
2. Maintains a high standard of ethics, honesty and integrity, in all personal and professional matters.

Administration

Job Description for Superintendent of Schools

VI. Personal Qualities (continued)

3. Earns respect and standing among professional colleagues.
4. Maintains poise and emotional stability in the full range of his professional responsibilities.

Terms of Employment: Twelve month year. Salary and working conditions according to the contract between the Board of Education and the Superintendent of Schools.

Evaluation: By the Board of Education, according to the contract between the Board of Education and the Superintendent of Schools.

This job description will be reviewed and updated periodically.

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract of employment; evaluation of superintendent by board of education (as amended by P.A. 85-54, An Act Concerning the Appointment of a Superintendent – effective 7/1/85)

10-226 Reports to state board of education (as amended by P.A. 85-54)

Regulation issued:
Regulation reissued:

OLD SAYBROOK PUBLIC SCHOOLS
Old Saybrook, Connecticut

An optional policy to consider.

Administration

Appointment of Designee for Superintendent of Schools

In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District. The designee shall function only in emergency situations.

Policy adopted:

A sample regulation to consider.

Administration

Appointment of Designee for Superintendent of Schools

1. The Superintendent shall appoint annually a designee to serve from July 1 to June 30.
2. The Superintendent shall report his appointment to the Board of Education at a regular meeting of the Board during the month of June.
3. The person appointed shall be a full-time administrator in the Suffield School district.

Duties

1. The designee shall function only when the Superintendent is out of the district.
2. The designee shall function only in an emergency situation.
3. The designee shall report/consult immediately with the Chairman of the Board of Education on any action taken.
4. The designee shall report to the Superintendent of Schools on any action taken upon the Superintendent's return to the district.

Regulation approved:

Existing policy, number 2151 adopted 6/8/15, appropriate as written.

Administration

Personnel – Certified/Non-Certified

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.

3. Other Administrative and Supervisory Positions

The Superintendent shall recommend one candidate to the Board of Education 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.

Legal Reference: Connecticut General Statutes

10-151 Employment of Teachers. 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.

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

46a-60 Discriminatory employment practices prohibited.

20 U.S.C. Section 1119 No Child Left Behind Act.

34 C.F.R. 200.55 Federal Regulations.

Circular Letter C-6, Series 2004-2005, Determining "Highly Qualified" Teachers.

Administration

Personnel – Certified/Non-Certified

Recruitment and Selection of Administrative Staff

Legal Reference: Connecticut General Statutes (continued)

Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

Circular Letter C-9, Series 2007-2008, “Discontinued Use of Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.”

Circular Letter C-13, Series 2007-2008, “Construction of HOUSSE Plans for Highly Qualifying Veteran Teachers”

Policy adopted:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Existing regulation, number 2151 approved 5/7/15, appropriate as written.

Administration

Personnel – Certified/Non-Certified

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 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 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.

If the recommended finalist is not currently an Amity employee, the Superintendent will conduct a site visit with a small team, including at least one administrator, one teacher, and one parent.

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

Administration

Personnel – Certified/Non-Certified

Recruitment and Selection of Principals

Legal Reference: Connecticut General Statutes

10-151 Employment of Teachers. 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.

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

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Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

Circular Letter C-9, Series 2007-2008, “Discontinued Use of Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.”

Circular Letter C-13, Series 2007-2008, “Construction of HOUSSE Plans for Highly Qualifying Veteran Teachers”

Regulation approved:

AMITY REGIONAL SCHOOL DISTRICT NO.5

An optional policy to consider.

Administration

Administrative Operations

The Board of Education will determine the policies to guide the decision-making process governing all activities of the schools. In setting these policies, it may seek the advice and assistance of the employees or their organizations, and other relevant persons or groups.

The Superintendent is responsible to the Board for the administration of the schools under applicable laws and the policies of the Board. In addition, the Superintendent shall prepare in detail, where applicable, the rules and regulations for implementing the approved policies.

The Superintendent shall organize the staff so all clearly understand the functions of each and the relationship between and among them; establish clear lines of communication, both vertically and horizontally; establish the necessary councils and committees to provide for efficient operation. All groups shall be given specific responsibilities, and channels shall be established so that the recommendations or decisions of each group can be heard and reviewed by the administration and, where appropriate, by the Board.

The Superintendent shall balance the delegation of responsibility with commensurate authority subject to legal powers of the Board.

(cf. 2121 - Lines of Responsibility)

(cf. 2220 – Representative and Deliberate Groups)

Legal Reference: Connecticut General Statutes

10-157 Superintendents

Policy adopted:

cps 5/05

Administration

Administrative Leeway in Absence of Board of Education Policy

In cases where action must be taken within the school system in instances where the Board of Education has provided no policy guide, the Superintendent of Schools shall have the authority to act, subject to review by the Board of Education at its next regular meeting. It shall be the duty of the Superintendent to inform the Board of Education promptly of such action and of the need for policy.

Policy adopted: July 11, 2005 AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Existing policy, number 2221 adopted 7/11/05, appropriate as written.

Administration

Administrative Councils and Committees

The Board authorizes the Superintendent to establish such permanent or temporary councils and committees as the administration deems necessary for proper administration of Board policies and for the improvement of the total educational program.

All councils and committees created by the Superintendent shall be for the purpose of obtaining, to a maximum degree, the advice and counsel of personnel of the ~~district~~District and to aid in district communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Superintendent. However, such groups shall exercise no inherent authority. Authority for establishing policy remains with the Board and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils and committees shall be defined by the Superintendent and may be changed at his/her discretion.

A sample policy to consider.

Administration

Control and Communication Channels and Systems

Records and Recordkeeping

The Superintendent will ensure that all legally required and other appropriate and necessary records are maintained on file by the _____ Amity Regional ~~No. 5~~ School District No. 5, including financial accounts, business records, property inventories, personnel information, school population, scholastic records, and other information appropriate to District operation.

The Superintendent of Schools is the custodian of all records maintained in the Central Office. The School Principals are the custodians of all student records maintained in the office of each District School.

All Central Office and Principals' Office records will be stored as required by state or federal statute and regulations either in fireproof files or other suitable storage containers and will be treated according to the general provisions governing public records.

Legal Reference: Connecticut General Statutes
 1-18 Disposition of original documents
 1-213 to 1-225 The Freedom of Information Act.
 4-193 Agency's duties re: personal data
 7-27 Municipal records to be kept in fire-resistive vaults or safes.
 7-27a Destruction of original land records or instruments
 10-15b Access of parent or guardians to student's records.
 10-209 Records not to be public.
 17b-90 Disclosure of information concerning program applicants and participants
 17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedures for aggrieved persons. Regulations.
 19a-215 Reports of diseases on the commissioner's list of reportable diseases and laboratory findings. Confidentiality.
 46b-11 Closed hearings and records
 46b-124 Confidentiality of records of juvenile records
 46b-56 (e) Access to Records of Minors.
 11-8b Transfer or disposal of public records
 Federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C.1232s.).

Policy adopted:

cps 4/11

Existing policy, number 2240 adopted 7/11/05, appropriate as written. A sample regulation follows for consideration.

Administration

Educational Research in District Schools

All requests to conduct research within the school district must be recommended ~~to~~by the Superintendent of Schools and approved by the Board. The following criteria will be utilized to make a determination regarding approval of such requests:

1. The study results in direct benefits or provides direct services to the children of the school district;
2. The study provides in-service opportunities for the growth and development of faculty and/or staff;
3. There be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above;
4. Students participating in studies, authorized by school administration, must have the approval of their parents unless students are 18 years of age or older.

Sample regulation to consider.

Administration

Educational Research in District Schools

A screening committee, consisting of individuals named by the Superintendent, will assist in the process of determining the suitability and appropriateness of all research requests. Such determination will depend upon the applicant satisfactorily addressing the "Criteria for Research Approval" (see below), as well as any other recommendations for modification or clarification that are suggested by the screening committee.

It is expected that all applicants, both from within the system and from without, will submit a written request for permission to conduct research, along with an explicit proposal addressing the "Criteria," and all materials to be used in the research project. An interview with the applicant also may be required.

All requests for permission to conduct educational research must be approved prior to the commencement of the project.

In-System Requests for Project Approval

A staff member who wishes to conduct a research project involving no cost to the system will usually be restricted to the member's assigned school. It is presumed that the applicant will have secured the permission of the building Principal prior to submitting the required documents mentioned above. Modifications to the instructional program, if any, required by staff member research projects, should be minor.

System-wide research efforts, initiated by central administration or other individuals within the district, involving broader based data collection efforts, and undertaken for internal use only, will be bound by the same application procedures mentioned above. The Superintendent or his designee, may make a specific request of the screening committee and the school committee to waive these requirements.

Out-of-System Requests for Project Approval

Individuals or groups who seek permission to conduct research projects within the school district, and who are not part of the professional staff, must adhere to the application requirements outlined above. Moreover, while the School Committee wishes to cooperate with reasonable requests to conduct research, its primary obligation is to protect the rights of students who may be requested to participate.

Administration

Educational Research in District Schools (continued)

Proposals and collateral materials will be reviewed by the Superintendent, as well as the system research screening committee. Approval will be based upon the acceptability of projects and their congruence with the following "Criteria for Research Approval." Proposed projects should:

- Offer promise of improving educational practice;
- Be organized so that there are few, if any, interruptions to the regular school programs;
- Pertain to relevant education problem;
- Contain an appropriate research design;
- Spell out procedures clearly;
- Respect the rights of individuals, including the confidentiality of personal data about students and employees;
- Obtain "informed consent" from the parents of all participating students.

Performance Expectations for Approved Studies

Once a project proposal has been approved, the investigator will be obligated to fulfill the following:

- Respond to any concerns that are raised in the course of the research by participants, parents, teachers, or others who become involved;
- Whenever possible make any necessary adjustments which do not compromise the integrity or validity of the study;
- Secure approval for any publication of outcomes, enabling the Superintendent to determine if identification of the school or system will be in the best interest of the school district;
- Submit copies of all documents and any other materials developed as a consequence of the study, including, but not restricted to, theses, videotapes, summary reports, booklets, and any other account of project outcomes;
- Provide, if feasible, opportunities for professional staff and others to learn from the research findings and to utilize the results to improve instruction for children.

Administration

Educational Research in District Schools (continued)

Performance Expectations for the District Public Schools

Upon receipt of a written request for permission to conduct research and supporting documentation, the system agrees to do the following;

- Carefully consider the application at one of the regularly scheduled meetings of the proposal screening committee.
- Interview the applicant, if necessary, to gather additional information about the proposed project;
- Assist in modifying the design or procedures if a proposal is deemed to have merit, but deficient in some minor way;
- Inform each applicant of the decision of the screening committee, and when permission is denied, offer a thorough explanation of why approval has not been granted;
- Provide any reasonable assistance to those investigators whose proposals have been approved.

Regulation approved:

Optional.

Administration

Monitoring of Product and Process Goals

The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, and any other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals in regard to curriculum, school environment, and school operations.

Another version to consider:

The Superintendent, in cooperation with the school staff, student body, parents and any other interested persons or groups, shall establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving product goals (student learning) and process goals (effectiveness of operations).

The plan shall provide, first, for reports to the Board of Education on student achievement in academic, vocational and general behavioral pursuits in relation to professional and Board-adopted instructional goals. Second, the plan shall provide for reports to the Board of Education on the effectiveness of the schools in reaching Board-adopted goals in community relations, administration, business and non-instructional operations, personnel, student personnel administration, and instruction.

Policy adopted:

rev 1/10

Existing policy, number 2300.1 adopted 7/11/05, appropriate as written.

Administration

Statement of Standards for School Leaders

The Board of Education endorses the following “Standards for School Leaders” adopted by the Connecticut State Board of Education. These “Standards” represent the qualities desired of school administrators in this District.

I. The Educated Person

The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. The Learning Process

The school leader possesses a current, research and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning. (i.e., *Connecticut’s Common Core of Learning*).

III. The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers’ reflection on the impact of their professional beliefs, values and practices on student learning. (i.e., *Connecticut’s Common Core of Learning*).

IV. Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.

V. School Goals

The school leader actively engages members of the school community to establish goals that encompass the school’s vision of the educated person and in developing procedures to monitor the achievement of these goals.

VI. School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students and the community in efforts to improve student learning.

Administration

Statement of Standards for School Leaders (continued)

VII. Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII. School Improvement

The school leader works with staff members to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives and implementing program changes that are designed to improve learning for all students.

IX. Professional Development

The school leader works with staff members to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff members as they assume responsibility for their professional development.

X. Integration of Staff Evaluation, Professional Development and School Improvement

The school leader works with staff members to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development and school improvement that result in improved teaching and learning for all students.

XI. Organization, Resources and School Policies

The school leader works with staff members to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity.

XII. School-Community Relations

The school leader collaborates with the staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

Policy adopted:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Existing policy, number 2400 adopted 7/11/05, appropriate as written, if still current practice, except for update to legal reference. A sample follows for comparison and consideration.

Administration

Administrative Personnel Evaluation

The Superintendent shall implement and supervise an evaluation system for all professional personnel.

(cf. 4115-Evaluation/Supervision)

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations) and P.A. 12-116, An Act Concerning Educational Reform.

10-151c Records of teacher performance and evaluation not public records.

10-220a(b) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

"Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014.

P.A. 13-145 An Act Concerning Revisions to the Education Reform Act of 2012.

Policy adopted:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

Sample policy to consider.

Administration

Evaluation of Administrators and Administration

In order to advance the instructional program of the school District and to improve student achievement, the Superintendent of Schools will establish and will implement an annual evaluation program for all administrators and teachers. The educator evaluation and support plan or revisions to such plan must be approved annually by the State Department of Education prior to District implementation. Such plan shall be the State model, "SEED," or the District's proposed alternative which fulfills the State guidelines. The Board of Education, not later than September 1, 2013, shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee. If unable to attain mutual agreement, the Board and the Professional Development and Evaluation Committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the Professional Development and Evaluation Committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

Such a program will be aimed at improving administrator/teacher performance and at promoting professional growth within the framework of the goals and objectives of the school district. Such an evaluative process will include a formal procedure for the evaluation of the Superintendent of Schools by the Board of Education.

Evaluations of certified staff below the rank of Superintendent shall be conducted in accordance with the guidelines adopted by the State Board of Education under Connecticut General Statute 10-151b, as amended and the educator evaluation and support program developed through mutual agreement with the District's Professional Development and Evaluation Committee. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

The Evaluation of the Superintendent

Through the evaluation of the Superintendent, the Board of Education will strive to accomplish the following:

1. Clarification for the Superintendent of his/her role in the school system as understood by the Board of Education.

2. Clarification for all Board of Education members of the role of the Superintendent in light of his/her responsibilities, his/her authority, and his/her organizational expectations.
3. Development of a unity of purpose in order to achieve high priority goals and objectives.

Administration

Evaluation of Administrators and Administration

The Evaluation of the Superintendent (continued)

4. Development of an opportunity for goal achievement through regular appraisal and feedback.
5. Enhancement of organizational health resulting from involved, committed, and strengthened individuals.

The Superintendent's annual evaluation and the annual evaluation of District administrators and teachers should be viewed as part of an overall district management plan of establishing goals and objective, appropriate programs, and methods of evaluation. Instructional leadership efforts can only be productive if teaching and learning are emphasized and if objectives, measurement, and feedback are part of that effort. Teachers, administrators, central office personnel, and the Board of Education should be partners in the improvement process, and it is expected that this policy provide direction in achieving that partnership.

The Evaluation of District Administrators

The District's evaluation of administrators below the rank of Superintendent will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

The evaluation of District administrators shall utilize, as required, a four level metric rating system. The District will provide evaluation-based professional learning to address needs identified through the evaluation process. In addition, individual administrator and remediation plans will be created by the District for those administrators whose performance rating is "Developing" or "Below Standard." Opportunities for career growth and professional development based upon performance ratings shall be provided by the District.

The annual administrative evaluation process will include, but is not limited to, (1) an orientation process; (2) a goal setting conference at the start of the school year; (3) a mid-year review; and (4) an end-of-year summative review, through self-assessment and conference.

(cf. 4115 – Evaluation)

Administration

Evaluation of Administrators and Administration

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform).

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"Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

P.A. 13-145 An Act Concerning Revisions to the Education Reform Act of 2012

Policy adopted:

cps rev 6/04
cps rev 5/12
cps rev 3/13
cps rev 6/13

Sample regulation to consider, reflecting the evaluation requirements of PA 12-116

Administration

Evaluation of Administrators

Administrators will be evaluated annually. The District's evaluation of administrators below the rank of superintendent will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

The annual evaluation process shall include, but is not limited to:

- An orientation process
- A goal setting conference at the start of the school year
- A mid-year review
- An end-of-year summative review (including self-assessment and conference)

Core Requirements for Evaluator and Support Program for Administrator Evaluation

1. Component #1: Multiple Student Learning Indicators

- a. 45% of the administrator evaluation will be based on multiple student learning indicators:
 - i. 22.5% on student performance and/or growth on state-administered assessments in core content areas as part of a state-approved accountability system (CMTs, CAPT, Common Core Assessment)
 - Must include Student Performance Index (SPI) progress from year to year and SPI progress for student subgroups
 - i. 22.5% based on at least two (2) locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed in state-administered testing
 - Must align with Connecticut learning standards or research-based learning standards
 - Must include cohort and extended graduation rates (for high school)
 - Must be relevant to the student population
 - May include student performance or growth assessments not included in state accountability measures
 - May include student progress toward graduation through credit accumulation or passing percentages in core subjects
 - May include student performance or growth on school/classroom assessments in subjects without state assessments
 - District proposed indicators

Administration

Evaluation of Administrators

Core Requirements for Evaluator and Support Program for Administrator Evaluation (continued)

Note: For schools without tested grades, the entire 45% of an administrator rating based on student learning indicators will be based on locally-determined indicators.

2. Component #2: Teacher Effectiveness Outcomes

- a. 5% of the administrator evaluation will be based on teacher effectiveness outcomes
- b. Acceptable measures
 - i. improvement in percentage or meeting target percentage of teachers who meet student learning objectives outlined in their performance evaluations
 - ii. Other locally determined measures of student effectiveness

3. Component #3: Observation of Practice and Performance

- a. 40% of the administrator evaluation will be based on practice and performance as evaluated by the Superintendent or his/her designee
- b. Components
 - i. Ratings based on evidence collected regarding leadership practice as described in Connecticut's Common Core of Leading: Connecticut School Leadership Standards
 - ii. The weight of Teaching and Learning Standard must be twice as high as any other standard
 - iii. All other standards must be at least 5% of overall rating evaluation
 - iv. Rating of standards may be different for administrators, but weights must be established by the evaluator in the goal-setting conference at the start of the year
 - v. Ratings must be distinguished among at least four (4) levels of performance
 - vi. Ratings must identify administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations
 - vii. Rubric evaluation is not required for central office administrators
 - viii. Evaluator must follow rubric and identify performance rating with written evidence to support the rating for each standard, as well as identify areas of strength and growth
 - ix. Rubrics that are not state-developed must provide evaluator training for the rubric
 - x. Feedback from the Superintendent or designee must be provided at mid-year and end-of-year conferences
 - xi. All evaluators must be trained on the administrator evaluation system, on conducting effective observations, and providing high quality feedback

Administration

Evaluation of Administrators

Core Requirements for Evaluator and Support Program for Administrator Evaluation (continued)

4. **Component #4: Feedback from Stakeholders on Areas of Principal and/or School Practice**
 - a. 10% of the administrator evaluation will be based on feedback from stakeholders on areas of principal and/or school practice as identified in the Connecticut Leadership Standards (These standards reflect what Connecticut educational leaders are expected to know and be able to do.)
 - b. Components
 - i. The district may select a subset of elements and indicators with the purpose of collecting feedback
 - ii. School-based administrator stakeholders must include teachers and parents, and may also include other staff, community and students
 - iii. The instrument used for collecting feedback must be valid and reliable
 - iv. More than half of feedback must be based on an assessment of improvement over time
 - v. May be rated on common targets of improvement or status performance
 - vi. Focus groups, interviews, teacher surveys, or other methods may be used to gather feedback as long as these methods are valid and reliable
 - vii. If surveys are used to gather feedback, they must include the response rate of input for the rating (to increase accuracy of results)

Annual Timetable of the Administrator Evaluation Process

- | | | |
|----|-----------------------------|---|
| A. | July: | Orientation and context setting |
| B. | August: | Goal-setting and plan development |
| C. | September through December: | Plan implementation and evidence collection |
| D. | January: | Mid-year formative review |
| E. | April: | Self-assessment by individual administrator(s) |
| F. | May: | Preliminary summative assessments (to be finalized in August) |
| G. | August: | Finalized summative assessment |

The annual evaluation will be placed in the administrator's permanent personnel file.

Administration

Evaluation of Administrators (continued)

Flexibility Components

The State Board of Education on February 6, 2014 adopted flexibilities to the Guidelines for Educator Evaluations. Boards of education may choose to adopt one or more of the evaluation plan flexible components, in mutual agreement with the District's Professional Development and Evaluation Committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. If the District adopts flexibility components as described in the February 6, 2014 SBE document, such flexibility shall be approved by the Board of Education and the plan containing such revisions shall be submitted to the State Department of Education for its review and approval. For the 2014-15 and all subsequent school years; the submission of District evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

The flexibility components impact the following, if adopted by the Board of Education:

1. Number of Student Growth Goals
2. Decoupling of state test data in 2014-2015
3. Number of observations

Regulation approved:

cps 3/13

rev 2/14

The skills listed below comprise administrative competencies which shall be a part of the assessment of administrative staff members.

Administration

Evaluation of Administrators

Skills to be Assessed

1. Problem Analysis	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. Judgment	Ability to reach logical conclusions and make high quality decisions based on available information: skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. Organizational Ability	Ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. Decisiveness	Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
5. Leadership	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. Sensitivity	Ability to perceive the needs, concerns and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues, knowing what information to communicate and to whom.
7. Stress Tolerance	Ability to perform under pressure and during opposition; ability to think on one's feet.
8. Oral Communication	Ability to make a clear oral presentation of facts and ideas.
9. Written Communication	Ability to express clearly in writing; to write appropriately for different audiences - students, teacher, parents, et al.
10. Range of Interest	Competence to discuss a variety of subjects - educational, political, current events, economic, etc.; desire to actively participate in events.
11. Personal Motivation	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. Educational Values	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

*12 Competencies of Effective Leadership as designed by the National Association of Secondary School Principals

A recommended process jointly developed and adopted by CABE and CAPSS. The process described are recommendations. They have no force of law, regulation or other compelling authority.

Administration

Evaluation of the Superintendent

Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

Administration

Evaluation of the Superintendent (continued)

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABA and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABA and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public - only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Administration

Evaluation of the Superintendent (continued)

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Administration

Evaluation of the Superintendent (continued)

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Regulation approved:

cps 11/07
rev 4/16

Recommended Evaluation Process and Timeline Flowchart

<p>Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p>
<p>Step 1: Board Self-Evaluation and Goal Setting Step 2: Leadership Team Goal / Priority Setting. Step 3: Superintendent's Professional Goals and Objectives.</p>
<p>Mid-Year Evaluation Meeting December / January (Conducted in executive session)</p>
<p>Step 1: Board Reviews Its Performance Step 2: Informal Leadership Team discussion regarding progress on goals and objectives. Step 3: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p>End of Year Evaluation of the Superintendent May / June</p>
<p>Step 1: Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance. Step 2: Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided. Step 3: Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation. Step 4: Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.</p> <p>Note: Superintendent's Evaluation is a public document subject to FOIA.</p>

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.

- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.
- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district’s vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

2400
Appendix C
(continued)

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district’s priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
Total – Board Operations						
Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

2400
Appendix C
(continued)

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent’s role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

Sample policy to consider.

Administration

Assistant Superintendent of Schools

The Assistant Superintendent of Schools shall perform such duties and exercise such activities as may be required of or conferred upon him/her by the law, the Superintendent of Schools and/or the Board of Education. The Assistant Superintendent functions as an integral and contributing member of the district's management team. S/he will provide leadership in developing, achieving, and maintaining the best educational programs and services as directed by the Superintendent. S/he will assist the Superintendent in the areas of curriculum, instruction, learning, staff development, supervision, remediation, securing state/federal funding, personnel, and evaluation.

Hiring

The Board of Education will act upon the recommendation of the Superintendent of Schools with regard to the hiring of an Assistant Superintendent. In carrying out his/her duties, the Assistant Superintendent shall be guided by the applicable job description.

Policy adopted:

Sample regulation to consider.

Administration

Assistant Superintendent of Schools

The major areas of responsibility for the Assistant Superintendent are:

1. Assists the Superintendent in directing the administration and coordination of the district's educational programs and assumes responsibility for the school system in the absence of the Superintendent.
2. Supervises the work of recruiting, selecting, assigning, transferring, counseling, and administering professionally certified employees.
3. Supervises teacher evaluation and professional development programs.
4. Supervises district-wide research and testing for measuring the effectiveness of the total educational program.
5. Plans and coordinates public information and relation efforts of the school system.
6. Assists in the preparation and administration of the budget.
7. Supervises and coordinates curriculum and instructional improvement programs in conjunction with supervisory staff, Principals and teachers.
8. Initiates and administers in-service programs in conjunction with supervisory staff, Principals, and teachers.
9. Assumes responsibility for development and publication of school calendar.
10. Insures a continuous orientation program for new teachers and administration.
11. Seeks ways and means of continually improving and implementing the supervisory and administrative services in the total school program.
12. Participates in appropriate local, state and national professional meetings.
13. Attends Board meetings and prepares such reports for the Board as the Superintendent may request.
14. Assists in supervising, evaluating and directing the work of all administrative personnel.
15. Conducts and coordinates Principals' meetings.

Administration

Assistant Superintendent of Schools

16. Counsels administrators, teachers, students, and parents relative to student suspensions, expulsions and discipline.
17. Consults with school department personnel regarding interpretation of implementation of Board of Education policies and administrative rules and regulations.
18. Assists in the development, interpretation and administration of policies, personnel contracts, administrative rules, and long-range educational planning.
19. Performs such other tasks and assumes such other responsibilities as the Superintendent may from time to time assign.

Regulation approved:

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

A sample policy to consider.

Administration

Principal

Acting with the approval of the Board of Education and upon the advice of the Superintendent, each Principal shall be the chief administrator of his/her school. All personnel assigned to a building shall be directly responsible to the Principal of the school during the time they are working in his/her building.

The Principal is charged with the supervision and direction of the staff and students assigned to his/her building, and with care of the school facility and its equipment. He/she shall see that rules and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of the policies of the Board and the general rules and regulations set by the Superintendent, the Principal may establish and enforce such rules as he/she deems advisable and necessary for the efficient operation of his/her school.

Policy adopted:

A regulation on this topic to consider/modify.

Administration

Principals

The Principal shall be responsible to the Superintendent of Schools. He/she shall develop the educational program of his/her school in accordance with the needs of the students and within the framework of the established policy for the total school system. The teachers and all other personnel of the school shall be directly responsible to the Principal for the satisfactory fulfillment of the duties assigned to them. The Principal shall administer and supervise his/her school in accordance with policies and regulations prescribed by the Board of Education and the Superintendent of Schools. The Principal shall have the following specific duties and responsibilities:

1. guide and encourage the school's professional personnel in their educational work and their professional growth, so as to secure continuous improvement of instruction and to promote healthy growth and adjustment of the students;
2. create an environment wherein teachers and students may achieve mutual understanding, a high sense of morale, and the best possible working conditions;
3. take all precautions to safeguard the safety, health, and well-being of students and staff members, including formulation of plans to meet emergencies;
4. be responsible for maintaining close and cooperative relations with parents and the community, and interpret them to the educational program of the school;
5. keep the Superintendent of Schools informed about the conditions and needs of the schools;
6. maintain an inventory of supplies, equipment and furniture within the school, estimate the annual financial requirements of the school in conjunction with preparation of the annual school budget, and submit requisitions for supplies, equipment, and other items required by the school;
7. provide for office hours within his/her school unit beyond the school year as needed in order to promote the best interests of his/her schools; and
8. perform such other duties as may be requested by the Superintendent of Schools.

Administration

Principals (continued)

The Principal will be responsible for community relations, administration, business management, personnel, students, and instruction. The Principal further, will exercise direct control through his/her own office over those non-instructional functions which are performed; these would include custodial services, cafeteria operations, transportation, and maintenance of plant and grounds.

The Principal will also schedule and arrange through his/her own office the use of the school building and facilities by outside organizations.

The Principal will attend system-wide Principals' meetings and will receive the information given to all Principals in the school system.

Regulation approved:

cps 6/01

A new policy to consider.

Administration

Curriculum Administrator, Leaders and Coordinators

Appointment

The Superintendent may appoint such Curriculum Administrator, Curriculum Leaders, and Curriculum Coordinators as he/she shall deem necessary, to carry out the purposes of the Board and expedient in the public interest.

Functions

Such instructional support staff shall be responsible to the Superintendent or designee and shall keep the Superintendent or designee informed of all activities under their jurisdiction by whatever means the Superintendent and designee deem appropriate.

Curriculum Leaders and Coordinators will provide expertise in specific areas of the curriculum and exert leadership in the continuous development, implementation, and evaluation of the K-12 programs. It will also be the function of these staff members to work cooperatively with principals, directors, and staff in curriculum development and implementation.

Policy adopted:

cps 9/15

A version to consider and modify as necessary.

Administration

Director of Finance and Operations

Reports to: Superintendent of Schools

Supervises: The Director of Finance and Operations shall be responsible for the management, operation, supervision, coordination and implementation of the cafeteria, transportation, facilities inventory, data processing, purchasing, and financial recordkeeping programs and the staff who work in these programs.

Qualifications: Certification: Must possess valid certification as a School Business Manager in Connecticut.

Performance Responsibilities:

1. Supervises and takes responsibility for the financial business of the district, including handling of all funds, accounting and reporting procedures and long-range planning.
2. Administers, through the Director of Facilities Coordinator, the operation of the school plant.
3. Administers the student transportation program.
4. Administers the data processing program.
5. Administers through the Cafeteria Manager, the district's school lunch program.
6. Acts as advisor to the Superintendent in the preparation of the school budget and establishes a program of budget forecasting and control.
7. Develops and administers a program for purchasing supplies and equipment.
8. Assumes responsibility with the Superintendent for the employment, job status and supervision of business office personnel.
9. Develops in-service training programs for business personnel.

Administration

Director of Finance and Operations

Performance Responsibilities (continued)

10. Maintains an up-to-date inventory of school property.
11. Prepares all bidding documents, including notice to bidders, instruction to bidders, specifications and form of proposal.
12. Works to maintain effective district-community relations and interprets the financial concerns of the district to the community.
13. Facilitates the work of the district's auditor in the auditor's development of the annual financial audit.
14. Prepares and/or causes to have prepared all required state and federal financial reporting documents.
15. Administers all grant applications, follow-up, and accounting and/or assists appropriate staff in these functions.
16. Consults with the Superintendent and other personnel on questions relating to the district's business and financial concerns and performs additional duties as assigned.
17. Assumes such other functions as may be delegated by the Superintendent of Schools.

Policy adopted:

Another version to consider.

Administration

Director of Management and Personnel Services

The major areas of responsibility of the Director of Management and Personnel Services shall include the following:

Business Services

1. Supervise the financial affairs of the district, including handling of all funds, accounting and reporting procedures, insurance programs and long-range planning.
2. Develop and administer a program for purchasing supplies and equipment.
3. Supervise data processing procedures to provide management information, evaluation techniques, and long-range forecasts.
4. Assume responsibility for the employment and job status of business office personnel.
5. Supervise clerical personnel in the business office.
6. Supervise a program of budget control.
7. Develop in-service training programs for business personnel.
8. Serve as a consultant on any grant proposal originating in the district.
9. Supervise the development of monthly and annual financial reports as required.
10. Consult with Superintendent and other personnel on questions relating to the district's business affairs.
11. Supervise the district's supporting services of property, transportation, purchasing, food and business services.
12. Work to maintain effective district-community relations, and interprets the financial concerns of the district to the community.
13. Maintain an up-to-date inventory of school property.
14. Compile necessary statistical data for the preparation of the fiscal budget.
15. Prepare financial reports as required by state and federal agencies having jurisdiction over public school funds.

Administration

Director of Management and Personnel Services (continued)

Business Services (continued)

16. Advise Superintendent on business and financial questions and performs additional management duties as assigned.

Personnel Services

1. Negotiate and implement all classified personnel bargaining union and non-union contracts and agreements.
2. Establish and maintain appropriate personnel records for all staff members.
3. Serve as a resource person for the staff on the district's employee benefit programs, including group health insurance, disability insurance, retirement plans, sick leave, personal leave, other leaves of absence, and other related or emerging employee benefit plans.
4. Administer all employee benefit programs.
5. Keep abreast of governmental statutes, regulations, and rules relating to personnel administration, and advise interested parties of the provisions of the law.
6. Assist with research pertaining to personnel, including salary research, studies of staff characteristics, professional standards, and other pertinent projects.
7. Draw up job descriptions for new staff positions and coordinate the periodic review and revision of existing job descriptions for non-certified personnel.
8. Recruit competent office, buildings and grounds, and food services personnel.
9. Plan and direct programs of orientation, in-service education, and performance training, and provide for a periodic written performance evaluation of all non-certified personnel.
10. Develop and maintain personnel handbooks for classified employees.
11. Process recommendations for termination of non-certified employees, assembling substantiating information for dismissal of employees and arranging any necessary conferences and hearings.
12. Conduct exit interviews of non-certified personnel leaving the district.

Regulation approved:

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

An optional policy to consider.

Administration

Director of Pupil-Personnel Services

A. Qualifications

1. The Director of Pupil-Personnel Services shall have earned a Connecticut Intermediate Certificate.
2. Such Director of Pupil-Personnel Services, subject the direction of the Superintendent of Schools, shall be charged with the following duties:

B. Duties

1. To be responsible to the Superintendent of Schools for all organization, administration, and supervision of the K-12 Special Education Program.
2. To have the powers necessary for executing the policies of the Board and for enforcing administrative rules and regulations determined by the Superintendent of Schools.
3. To be responsible for the educational procedures and process within the K-12 Special Education Program, and for all records and reports concerned thereto, in accordance with the policies, rules and regulations prescribed by the Board of Education, and the state/federal statutes.
4. To keep the Superintendent of Schools informed through the use of routine reports, meetings and by other means of communications as may be deemed appropriate by the Superintendent of Schools. Exceptional conditions and activities existing or occurring shall be reported immediately.
5. To establish rules for the administration of the K-12 Special Education Program which shall be published in a handbook for distribution. The handbook shall be revised annually, or at such times as may be deemed appropriate, and such rules shall be subject to approval by the Superintendent of Schools prior to distribution.
6. To conduct educational surveys dealing with Special Education.
7. To make recommendations to the Superintendent of Schools for the recruitment, selection and assignment of Special Education personnel.
8. To be responsible for maintaining good public relations with the community.

Administration

Director of Pupil-Personnel Services (continued)

9. To write supervisory reports on Special Education personnel at least once a year, or as directed by the Superintendent of Schools.
10. To be responsible for fully utilizing the community's resources for enriching the Special Education Program.
11. To be responsible for coordinating the administration of K-12 guidance services.
12. To be responsible for requisitioning supplies, textbooks, equipment and all materials necessary to the operation of the Special Education Program.
13. To serve as the designated Chairperson of the Pupil Planning Team for the Region.
14. To prepare the agenda: schedule meetings of the Pupil Planning Team; assure that the mandated members are in attendance at each meeting and that the parent of the child to be discussed is invited.
15. To supervise the K-12 Testing Program, and arrange for the transmittal of all necessary test results and data to the schools and Pupil Planning Team.
16. To insure that parents are notified of Pupil Planning Team recommendations and afforded an opportunity to present information to the P/PT.
17. To arrange for transmittal of Pupil Planning Team recommendations to all appropriate parties.
18. To follow up on Pupil Planning Team recommendations to all appropriate parties.
19. To schedule conciliatory meetings of the Pupil Planning Team on the handicapped with parents who disagree with PPT recommendations.
20. To process appeals from recommendations of the Pupil Planning Team.
21. To insure that an annual review is made of the status of each exceptional child.
22. To arrange for representatives of the Pupil Planning Team to visit public special education programs and approved private programs in the district and preparing reports on the adequacy of these programs for the Superintendent of Schools.

Administration

Director of Pupil-Personnel Services (continued)

23. To insure that the Pupil Planning Team assists in local child find activities.
24. To insure that the Pupil Planning Team recommendations are transmitted to classroom teachers to assist in the development of Individualized Educational Programs.
25. To insure that a register of all handicapped children who live in the District is maintained and update annually.
26. To employ accepted principles of administration and high professional standards while working cooperatively with the teaching staff for the best interests of the children.
27. To continue to improve educationally and professionally, encouraging the teaching faculty to do the same.
28. To show evidence of leadership in formulating and developing the programs and projects which will improve the excellence of the school system, as well as in the areas of the Director's particular responsibilities.
29. To perform such other duties as may be assigned by the Superintendent of Schools.

Policy adopted:

An optional policy to consider.

Administration

Instructional Supervisors

The Board will provide adequate instructional supervisory personnel such as Department and Grade Level Chairpersons, Directors, Coordinators, whenever and wherever the Board deems these positions necessary.

Such positions shall exist on an official basis only when specifically approved by the Board and when appropriate budgetary provisions are available.

Policy adopted:

cps 4/11

A job description developed by Region No. 12 to consider.

Administration

Director of Curriculum and Instruction

A. Qualifications

1. Hold or be eligible for Connecticut certification as an Intermediate Administrator or Supervisor.
2. Advanced degree preferred.
3. Evidence of significant accomplishments in K-12 curriculum and instruction.
4. At least three years of experience as a school administrator, preferably with experience in district-wide program responsibilities.
5. Knowledge and experience in the areas of curriculum development, instruction, staff development, testing, and evaluation.
6. Knowledge of current cognitive theory and current pedagogical practice.

B. Reports to the Superintendent of Schools

C. Performance Responsibilities

1.0 General

- 1.1 In consultation with the superintendent and administrators, establish short and long term action plans for the position on a defined priority basis, and prepare strategies for achieving action plan goals.
- 1.2 Attend Board meetings and prepare reports as requested by the superintendent.
- 1.3 Be knowledgeable about governmental statutes, regulations, and rules pertaining to curriculum, instruction, and teacher evaluation and provide advice to interested parties of the relevant provisions of the law.
- 1.4 Draft and propose Board policies related to curriculum and instruction.
- 1.5 Coordinate the preparation and submission of all state and federal reports in the area of responsibilities, testing all reports to verify their accuracy before recommending approval and signature by the Superintendent.
- 1.6 Assist in the development and management of the budget that pertain to curriculum, testing, instruction, staff, development, and other areas as directed by the Superintendent.
- 1.7 Lead the administrators in examining and interpreting the results of the CMT, CAPT, and other assessment instruments, and in sharing those results with the Board and the public.
- 1.8 Chair the district's staff development committee.
- 1.9 In conjunction with the district's library/media specialist, oversee the development of building-level professional libraries containing educational materials for staff use, including a variety of curriculum guides, professional journals, and instructional materials.

Administration

Director of Curriculum and Instruction

C. Performance Responsibilities (continued)

- 1.10 Monitor CEU and CEU equivalent applications.
- 1.11 Write grants in support of the educational program.
- 1.12 Accept additional assignments in the areas of responsibility as directed by the Superintendent.

2.0 Curriculum

- 2.1 Supervise, coordinate, and evaluate the implementation of a Pre-K-12 Curriculum Master Plan under the general direction of the Superintendent and in accord with the district's strategic plan.
- 2.2 Direct the development and improvement of the curriculum, ensuring implementation and articulation of curriculum within and among buildings.
- 2.3 Establish a district-wide curriculum format.
- 2.4 Chair the K-12 Curriculum Council.
- 2.5 Coordinate and assess the development of new programs in curriculum, instruction, and program assessment.
- 2.6 Coordinate the preparation, editing, distribution, and maintenance of all printed and/or electronic curriculum materials, guides, and related materials.
- 2.7 Present curriculum reports to the Board as directed by the Superintendent.
- 2.8 Serve as Executive Secretary to the Board's Education Committee.
- 2.9 Conduct and coordinate research studies, disseminate and interpret findings to staff, administration, Board members, students, parents, and other appropriate parties.
- 2.10 Collaborate with building administrators and other appropriate staff under the direction of the Superintendent, to improve professional development and training opportunities related to curriculum issues.
- 2.11 Coordinate all state-wide and federal standardized testing programs and ensure, within reasonable limits, the synchronizing of the curriculum to these assessment instruments.
- 2.12 Assist in the selection of materials for curriculum implementation.

3.0 Instruction

- 3.1 Support the superintendent and administrators in all areas related to teacher recruitment.
- 3.2 Develop, propose, and coordinate programs to retain high performing teachers.
- 3.3 Provide overall leadership in the implementation and continuous improvement of the teacher evaluation program.

Administration

Director of Curriculum and Instruction

3.0 Instruction (continued)

- 3.4 Develop, organize, and/or conduct staff development programs as appropriate.
- 3.5 Encourage sound instructional innovation by supporting teacher inquiry and action research.
- 3.6 Consult with administrators regarding the supervision and evaluation of teachers whose performance requires improvement.
- 3.7 Assume leadership responsibilities in data warehousing under the supervision of the Superintendent.
- 3.8 In consultation with the Superintendent, pursue grant opportunities within areas of responsibility and administer same.
- 3.9 Study all federal and state legislation, projects, and programs for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the district.
- 3.10 Coordinate the writing of all project proposals to be submitted to the State Department of Education or other designated agencies for approval in the manner required by law.
- 3.11 Complete all state reports in a timely manner within areas of responsibility.
- 3.12 Evaluate, with administrators, projects proposed by members of the staff for their relevance to the district's plans and needs.

4.0 Public and Community Relations

- 4.1 Establish and maintain productive relationships with local community groups and individuals to foster understanding and to solicit support for curriculum, instruction, and assessment initiatives.
- 4.2 Answer public and parent inquiries regarding curriculum, instruction, and implementation issues.
- 4.3 Address student and parent appeals relative to curriculum and instructional issues as directed by the Superintendent.
- 4.4 Coordinate all public information regarding curriculum and instructional programs.

D. Terms of Employment

- 1.0 12 month employee under the terms of the contract with the Shepaug Valley Administrators' Association.

Policy adopted:

REGIONAL SCHOOL DISTRICT NO. 12
Bridgewater - Roxbury - Washington

A sample policy to consider based upon P.A. 13-41.

Administration

Athletic Director

The athletic director is an individual responsible for administering the athletic program of a school or school district under the jurisdiction of the Board of Education (Board). The supervision of athletic coaches is the responsibility of the athletic director. The athletic director shall work with other administrators in the development and monitoring of all athletic/physical education related programs.

Note: *An “athletic coach” means any person holding a coaching permit issued by the State Board of Education hired by the Board of Education to coach a sport for a sport season as part of intramural or interscholastic athletics for a school or school district.*

Qualifications

Two levels of athletic director qualifications exist, one for school director and one for school district director. Both standards apply to those hired on or after October 1, 2013.

A school athletic director must hold a State Board of Education (SBE)-issued coaching permit and a (1) state teaching certificate or (2) national athletic administrators’ association-issued certificate, as approved by the State Department of Education (SDE).

A school district director must hold a SBE-issued coaching permit and a (1) state teacher’s certificate with an intermediate administrator and supervisor endorsement or (2) national athletic administrators association-issued master certificate, as approved by SDE.

Any director responsible for evaluating coaches who are certified teachers, administrators, or other certified school staff must hold a state teacher’s certificate with an intermediate administrator and supervisor endorsement.

School or school district athletic directors hired before October 1, 2013, who do not meet the standards listed above can continue to serve in their current positions if they meet the current director qualifications stated in State Department of Education regulations. The regulations require (1) nonsupervisory directors at a school to hold a coaching permit, (2) supervisory directors at a school to hold a permit and teacher’s certificate, and (3) district directors or directors who evaluate certified staff to hold a teacher’s certificate with an endorsement for intermediate administration or supervision. **Note:** *The Board of Education is prohibited from hiring a person “grandfathered” in at another district for its district, unless the person can meet the standards listed for hiring after October 1, 2013.*

Administration

Athletic Director (continued)

Duties of the Athletic Director (*School or District*)

The responsibilities of a school or district athletic director include the following:

1. Ensuring that each athletic coach in the athletic program holds a SBE-issued coaching permit;
2. Supervising and annually evaluating athletic coaches, according to the provisions of P.A.13-41;
3. Supervising students participating in interscholastic athletics;
4. Possessing knowledge and understanding of the governing authority for interscholastic athletics and the related rules and regulations;
5. Administering and arranging the scheduling of and transportation to athletic activities and events;
6. Administering and arranging the hiring of officials;
7. Ensuring a safe and healthy environment for all athletic activities and events; and
8. Any other duties relevant to the organization and administration of the athletic program for the school or school district.

(cf. 4115.3 – Evaluation of Coaches)

Legal Reference: Connecticut General Statutes

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

Policy adopted:

cps 7/13

East Haddam's version of this policy to consider.

Administration

Superintendent of Schools

Appointment

The appointment of a Superintendent is a Board of Education responsibility. The Board may seek the advice and counsel of interested individuals, or of an advisory committee, and it may choose consultants to assist in selection. However, final selection shall rest with the Board after thorough consideration of qualified applicants.

When the Board elects a Superintendent, a majority vote of the entire membership of the Board is necessary for election. The Superintendent may be appointed (or reappointed) for a term not to exceed three years.

The Superintendent must be properly certified by the state; however, the Board may require qualifications in addition to those prescribed by the State Board of Education.

Contract

The salary of the Superintendent, additional benefits, vacation entitlement, and other leave shall be determined at the time of appointment (or reappointment) and shall be part of the written contract.

Additional benefits, such as health and other forms of insurance, annual vacation, holidays, and temporary and extended leaves and absences shall be at least equal to those granted to other professional staff members.

Duties and Responsibilities

The Superintendent shall be the chief executive officer of the Board of Education and shall be responsible for the management of the public schools in the district within federal and state laws and regulations and Board of Education policies. He/she shall be responsible to the Board as a body and not to individuals on the Board and shall be responsible for the execution of all decisions and the administration of Board policies and directions concerning school system operations. The Superintendent shall have the power to act in matters not covered by Board policy, subject to such actions being reviewed by the Board at a regular meeting.

Superintendent Evaluation

Annually, the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

Administration

Superintendent of Schools (continued)

Legal References: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional Board of Education; verification of certification status, written contract for employment; evaluation of Superintendent by Board of Education

Policy adopted:

EAST HADDAM PUBLIC SCHOOLS
Moodus, Connecticut

A sample policy to consider.

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board of Education will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Recruitment of Superintendent

1. Consultant

When the Board of Education starts a search for a new Superintendent, it will hire a qualified search consultant. The selection of a consultant will be through a process consistent with the Board's affirmative action policies.

2. Time Frame/Budget

The Board of Education will estimate a time frame for the search and prepare a budget for the search process including anticipated expenses for all facets of the search and should be updated as the search progresses.

3. Desired Qualifications, Functions and Responsibilities of Superintendent

The Board, working with the search consultant, will develop a set of qualifications and prioritize the functions and responsibilities it wishes the Superintendent to discharge. The consultant will work in conjunction with the Board to develop a set of qualifications and responsibilities associated with the Superintendent's position.

The Board of Education and the consultant will recognize efforts made to increase recruitment of underrepresented groups. Some of the recruitment procedures will include sending notices of Superintendent vacancies to groups, such as the following types of organizations: placement offices; women's centers or minority affairs offices; Superintendent organizations; journals; associations; and other publications and associations which reach underrepresented groups. Other recruitment sources also include: local news media; local community organizations; newspapers; newsletters; and specialized employment programs. A network of people who have access to contact with underrepresented groups of candidates will be established and maintained.

Administration

Recruitment and Appointment of Superintendent

Recruitment of Superintendent (continued)

4. Interviews

A background check of professional qualification is essential.

There may be two to three interviews -- one preliminary interview conducted by the consultant and others by the entire Board. All Board of Education members will interview all finalist candidates. All Board members will also be given an opportunity to informally meet the proposed candidate before a commitment is made for his or her employment.

5. A subcommittee of the Board will negotiate the contract with the finalist.

6. The Board will hire the new Superintendent.

7. The Board must decide how to best handle the transition period (from the time the contract is signed until the new person comes, as well as the first 3 months with the new Superintendent).

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

The Board may employ an Acting Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent.

Note: The Commissioner may waive certification for a school superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an acting superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of superintendent.

Administration

Recruitment and Appointment of Superintendent

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract of employment, evaluation of superintendent by board of education, (as amended by P.A. 12-116, An Act Concerning Educational Reform)

10-222 Reports to state board of education.

Policy adopted:

rev. 6/04

rev 6/12

A sample policy to consider.

Administration

Assignment of Administrative Personnel

This policy, concerning the assignment of administrative personnel, is based on the fundamental principle that the basic consideration in the process is the well-being of the school system, particularly the instructional program and the health, education and welfare of the students therein. Further, the Board of Education believes that the appropriateness of each assignment will have a significant impact on the morale of the professional staff and the effectiveness of the total educational program.

The Superintendent therefore shall have the responsibility of assignment of all administrative personnel within the district. This responsibility shall include the change in assignment of administrative personnel as circumstances warrant.

Upon determination that the need for a change or changes in assignment(s) of administrative personnel exists within the school system, the Superintendent shall report such needs to the Board of Education for consideration.

Among these may be the perceived need to transfer a member or members of the administrative staff from one position to another in the best interest of the school, the school system and the administrator(s) in question.

Should the Superintendent perceive such a need to exist, he/she shall make a thorough assessment of all attendant circumstances, calling if need be upon such other personnel within the system, or outside, as shall in his/her judgment be most effective in assisting him/her to accurately make such assessment.

Should such assessment confirm the need for change, the Superintendent shall report same to the Board of Education, and shall recommend to the Board of Education the transfer or change in assignment which in his/her judgment shall accomplish the aims set forth above in this policy.

Another version to consider:

Subject to the General Statutes of Connecticut, the written policies of the Board of Education and the contracts with various unions and associations, and subject to funds provided by the Board of Education, the Superintendent shall have the authority and responsibility for assigning, transferring, organizing and reorganizing all members of the staff as the Superintendent deems to be in the best interest of the District.

Policy adopted:

cps 12/99

rev 6/10

A sample policy to consider.

Administration

Orientation of Administrative Personnel

The Board of Education, cognizant of the special importance of a sound beginning experience for each new administrator and of the adjustment each new staff member must make in a new situation, consonant with its philosophy to ensure the best possible instruction and educational service for students and the best possible professional growth and development for its administrative personnel, shall, therefore, strive to provide appropriate, timely and substantial orientation and in-service training for its administrative personnel.

To this end, the Superintendent shall be responsible for the development and implementation of orientation programs for new administrative personnel and for the institution and implementation of in-service training programs and activities to orient administrative personnel to newly adopted educational programs and procedures. In carrying out this responsibility, the Superintendent will involve various administrative, supervisory, and other professional staff members and resource persons from within the school system and from outside the school system as deemed appropriate.

Policy adopted:

cps 12/99

A sample policy to consider

Administration

Supervision of Administrative Personnel

The Board of Education, recognizing that the supervisory process is essential to the proper operation and improvement of the total school program, directs that an effective system of supervision be an ongoing process intimately concerned with the provision of improving instruction and services.

Personnel supervision shall be concerned with the adequacy, growth, and effective employment and deployment of each professional, paraprofessional, and nonprofessional staff member, such to provide for and enhance student learning and opportunity.

Supervision in its entirety, therefore, shall be regarded as a process of the highest priority and character, essential to the concept of continuous improvement.

Policy adopted:

cps 12/99

A sample policy to consider.

Administration

Consultants

The Board of Education, aware of the benefits to be derived, authorizes and encourages the administrative and supervisory staff to use professional consultants from the State Department of Education, colleges, universities, and other sources, when such consultative services will be helpful in the improvement of the instructional program in its schools. All consultants must be approved by the Superintendent, and cases involving honorarium and/or other costs must be within the approved Board of Education budget parameters. Board approval must be secured prior to the invitation and arrangement for visitation by such person or persons, if budgeted funds are not available.

Another version to consider:

Consultants may be hired on a part-time basis to provide data and expertise to assist the Board and the professional staff in carrying out their purposes.

Policy adopted:

cps 12/99
cps 6/10

Existing bylaw, number 2231 adopted 7/11/05, appropriate as written. A sample regulation follows for consideration.

Administration

Policy and Regulation Systems

Policy Manual

The Superintendent of Schools shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board of Education, the bylaws adopted by the Board of Education, and the regulations of the administration. The Board of Education policies and bylaws, and the administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned.

Policies

Policies are statements of intent which are adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent of Schools must take the leadership in the policy-making process, by recognizing the need for specific policies and giving the Board of Education proposed policy statements for consideration, modification, and adoption. The Superintendent shall develop a regulation specifying the procedures by which policies will be developed and presented to the Board of Education.

Policy Implementation

The Superintendent of Schools has responsibility for carrying out the policies established by the Board of Education. He/she also will interpret reactions of school personnel and the public to the policies and report them back to the Board of Education.

The administrative staff of the Amity Regional Schools has responsibility for supporting the policies established by the Board of Education and those recommended by the Superintendent.

Regulation Drafting

The Board of Education shall delegate to the Superintendent the function of formulating the administrative rules and regulations designed to carry out its policies.

Proposals for said regulations may be submitted to the Superintendent by members of the Board of Education, and community.

Administration

Policy and Regulation Systems

Regulation Drafting (continued)

In the development of rules, regulations, and arrangements for the operation of the school system, the Superintendent shall include at the planning stage, whenever feasible, those employees who will be affected by such provisions.

The Superintendent shall evolve with certified and classified employees channels for the ready communication of ideas and feelings regarding the operation of the schools. He/she shall weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the Board of Education of all such counsel in presenting reports of administrative action and in presenting recommendations for Board of Education action.

Bylaws

Bylaws are the rules governing the internal operations of the Board of Education. When need for a new bylaw or modification of an existing bylaw is recognized, the Superintendent will be directed to develop and present to the Board of Education an effective new or modified bylaw for its consideration, modification if necessary, and adoption. The same procedure used for development of policies shall be used for development of bylaws.

(cf. 9311-Formulation, Adoption, Amendment of Policies)

(cf. 9312-Formulation, Adoption, Amendment of Bylaws)

(cf. 9313-Formulation, Adoption, Amendment of Administrative Regulations.

(cf. 9314-Suspension of Policies, Bylaws, Regulations.)

Policy adopted:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge Connecticut

A sample regulation to consider.

Administration

Policy and Regulation Systems

Functions and Composition of Committees and Channels

1. Board of Education

The Board of Education is responsible for the development of policy and, according to law, must adopt policy (cf. 9311). It receives recommended drafts from the Superintendent, individual Board members and/or the policy committee. The Board may accept and adopt drafts, return them to the policy committee or Superintendent with requests for specific changes, or reject them outright. The Board may originate a request for a needed policy through the policy committee and/or Superintendent.

2. Superintendent of Schools

The Superintendent of Schools transmits recommended policy drafts to the Board with request for action. The Superintendent receives drafts from the Chairperson of the appropriate committee, and may accept drafts, or refer them back with requests for specific changes. The Superintendent must act within thirty (30) days and notify the committee of his/her action. The Superintendent approves rules and regulations (cf. 9313). The Superintendent may receive and approve drafts, return them to the submitting committee with request for specific changes, or reject them outright.

3. Committees

Each area of policies shall have a committee of Board of Education members and others if desirable to receive recommendations for new or modified policies or rules and regulations.

The committee will also recommend its own policy changes. The committee shall review once each year all the policies in the particular area for improvements. At least one administrator shall meet with the committee as well as the person who shall write drafts as requested.

Distributing Revised Pages to Manual Holders

Whenever the Board adopts, revises or deletes policies or bylaws, and whenever the administration approves, revises or deletes regulations, all holders of policy, bylaw and regulations manuals must be notified.

Administration

Policy and Regulation Systems

Distributing Revised Pages to Manual Holders (continued)

The notification task is a responsibility of the Superintendent or designee, and the Superintendent or designee is assigned to care for the manuals and to see that they are all kept current.

Copies of new or revised policies, bylaws and regulations should be prepared and distributed to all manual holders with the aid of a form furnished by the Central Office. Actual copies of the new material will be attached to the form prior to its being distributed.

The Superintendent is responsible for the care of the manuals, and shall keep a master file of the distributed materials, and check all manuals at least annually for currency.

Regulation approved:

An optional policy to consider.

Administration

Dismissal of Classes/Teachers

The Superintendent of Schools will distribute regulations concerning closing of schools during the school day in response to emergencies. Teachers will remain on duty until dismissed by the Principal. Students will be dismissed by teachers upon the approval of the Principal.

Policy adopted:

An optional policy to consider.

Administration

Administrative Reports/School District Annual Report/Announcements

The Board shall require reports from the Superintendent of Schools concerning the state of the school system.

The Superintendent shall be responsible for submitting to the Board an annual report indicating the effectiveness of the instructional program, the condition of the schools, and plans and suggestions for their improvement as well as other items of interest to the Board members.

The Board shall file an annual financial report with the State in accordance with the law.

Legal Reference: Connecticut General Statutes

10-157 Superintendent of Schools

10-222 Appropriations and budget

10-224 Duties of the Secretary

10-227 Returns of receipts, expenditures and statistics to state board.

Policy adopted:

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

An optional policy to consider.

Administration

Treatment of Outside Reports

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, and health officer, the Superintendent will inform the Board of the action taken upon the recommendations made in such reports.

Policy adopted:

cps 4/09

A Code of Ethics adopted by the AASA Governing Board on March 1, 2007 to review.

Administration

Statement of Ethics for Administrators

An educational administrator's professional behavior must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational administrator:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state, and national laws.
5. Advises the Board of Education and implements the Board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic, or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to servicing others above self.

Regulation approved:

rev 11/07

A new policy to consider.

Administration

Code of Professional Responsibilities

The Board of Education endorses the following “Connecticut Code of Professional Responsibility for School Administrators.” This “Code” represents the principles and standards that the Board expects to guide the decisions and actions of all District administrators.

Preamble

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the administrator’s responsibility to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Responsibility to the Student

The professional school administrator, in full recognition of obligations to the student, shall:

1. Make the well-being of students the fundamental value on all decision making and actions;
2. Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
3. Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;

Administration

Code of Professional Responsibilities

Responsibility to the Student (continued)

4. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation.
5. Foster in students the full understanding application and preservation of democratic principles and processes;
6. Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
7. Assist students in the formulation of positive goals;
8. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
9. Develop within students, fundamental critical thinking skills and problem-solving techniques;
10. Ensure quality education for all students;
11. Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
12. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
13. Promote ongoing development and evaluation of curriculum.

Responsibility to the Profession and Staff

The professional school administrator, in full recognition of obligations to the profession, shall:

1. Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
2. Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
3. Encourage student learning through the effective support of all staff engaged in the learning process;
4. Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
6. Promote the employment of only qualified, certified educators, and qualified non-certified staff;
7. Encourage promising, qualified and competent individuals to enter the education profession; and
8. Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

Administration

Code of Professional Responsibilities

Responsibility to the Community

The professional school administrator, in full recognition of the public trust vested in the educational professional, shall:

1. Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;
2. Obey local, state and national laws;
3. Implement the governing board policies and administrative rules and regulations;
4. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
5. Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
6. Avoid misusing administrative position for personal gain;
7. Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
8. Promote the principles and ideals of democratic citizenship; and
9. Endeavor to secure equal educational opportunities for all children.

Responsibility to the Student's Family

The professional school administrator, in full recognition of the responsibility to the student's family, shall;

1. Respect the dignity of each family, its culture, customs and beliefs;
2. Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
3. Respond in a timely fashion to families' concerns;
4. Consider the family's perspective on issues involving its children;
5. Encourage participation of the family in the educational process; and
6. Foster open communication among the family, staff and administrators.

(cf. 4118.22 – Code of Ethics)

Legal Reference: Connecticut Code of Professional Responsibility for School Administrators
Regulation of Connecticut State Agencies
Section 10-145d-400a
Section 10-145d-400b

Policy adopted:

cps 7/07