

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

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**Dr. Charles Dumais**  
**Superintendent of Schools**

**PLEASE POST**

**PLEASE POST**

**AMITY REGIONAL BOARD OF EDUCATION**

**February 12, 2018**

A regular meeting of the Amity Regional Board of Education will be held on Monday, February 12, 2018, at 6:30 p.m. at 100 Ohman Avenue, Orange, CT.

**AGENDA**

1. Call to Order
2. Pledge of Allegiance
3. Student Report – Ananya Kachru
4. Public Comment
5. Approval of Minutes
  - a. Regular Board of Education Meeting, January 8, 2018 (Enclosure) *Page 4*
  - b. Special Board of Education Meeting, January 16, 2018 (Enclosure) *Page 14*
  - c. Special Board of Education Meeting, February 6, 2018 (Enclosure) *Page 15*
6. Presentation of Superintendent's 2018-2019 Recommended Budget
7. Correspondence
8. Discussion and Possible Action on Perkins Supplemental Enhancement Grant (Enclosure) *Page 16*
9. Donations
  - a. Mr. Richard Ciardiello, Mr. Peter Ciardiello, and Mr. Richard Riccitelli, Kramden Enterprises D/B/A Eli's Tavern -- \$4,300 (Enclosure) *Page 68*
  - b. Ms. Rose Foote c/o Bella's Café, LLC -- \$3,000 (Enclosure) *Page 69*
10. Superintendent's Report
  - a. Personnel Report (Enclosure) *Page 71*
  - b. Superintendent Report (Enclosure) *Page 72*
11. Chairman's Report
  - a. Committee Reports
    1. ACES
    2. CABE
    3. Curriculum
    4. Facilities (Enclosure) *Page 78*
    5. Finance

- a. Discussion and Possible Action on Superintendent's Proposed Budget (Enclosure) *Page 79*
  - b. Consideration of and Possible Action on a Resolution Concerning the Authorizing of Refunding Bonds for Payment of the Outstanding Principal of and Interest on All or a Portion of the District's \$8,695,000 General Obligation Refunding Bonds, Issue of 2010, and \$8,245,000 General Obligation Refunding Bonds, Issue of 2010, Series B, and Costs Related thereto (Enclosure) *Page 83*
  - c. Discussion of Monthly Financial Statements (Enclosure) *Page 90*
  - d. Director of Finance and Administration Approved Transfers Under \$3,000 (Enclosure) *Page 117*
  - e. Discussion and Possible Action on Budget Transfers of \$3,000 or More (Enclosure) *Page 118*
  - f. Other
    1. Planned Budget Presentations to Member Town Boards of Finance
    2. Potential Savings on Bond 2019-2010 (Enclosure) *Page 120*
    3. International Travel Liability Insurance (Enclosure) *Page 124*
6. Policy
- a. Second Reading of the Following:
    1. Considered but not Added (not existing policies)
      - 1316.1 – Community Relations – Relations Between Public and School – Public Conduct at School Activities (Enclosure) *Page 126*
      - 1316.2 – Community Relations – Civility (Enclosure) *Page 128*
      - 1360 – Community Relations – Awards and Scholarships (Enclosure) *Page 131*
      - 1500 – Community Relations – Relations Between Area, State, Regional & National Associations and the Schools (Enclosure) *Page 132*
      - 1600 – Community Relations – Relations Between Non-Public and Other Educational Organizations and the Schools (Enclosure) *Page 133*
      - 1610 – Community Relations – Relations with Parochial and Private Schools (Enclosure) *Page 134*
      - 1620 – Community Relations – Relations with Private Schools, Colleges, and Universities (Enclosure) *Page 135*
    2. Adopt
      - 1316 – Community Relations – Relations Between Public and School Personnel (existing policy) (Enclosure) *Page 136*
      - 1321 – Community Relations – Public Performances by Students (new policy) (Enclosure) *Page 138*
      - 1321.1 – Community Relations – Television and Radio Broadcasts (new policy) (Enclosure) *Page 140*
      - 1321.2 – Community Relations – Public Video Recording of Educational Activity (new policy) (Enclosure) *Page 141*
      - 1322 – Community Relations – Contests for Students (existing policy) (Enclosure) *Page 143*
      - 1323 – Community Relations – Awards to Students (existing policy) (Enclosure) *Page 144*
      - 1324 – Community Relations – Soliciting Funds from Students (new policy) (Enclosure) *Page 145*
      - 1325 – Community Relations – Advertising and Promotion (existing policy) (Enclosure) *Page 147*
      - 1326 – Community Relations – Solicitations by Staff Members (new policy) (Enclosure) *Page 148*
      - 1331 – Community Relations – Smoke-Free Environment (existing policy) (Enclosure) *Page 149*
      - 1340 – Community Relations – Access to School Procedures and

Materials (existing policy) (Enclosure) *Page 151*

- 1350 – Community Relations – Senior Citizens’ Benefits (existing policy) (Enclosure) *Page 152*
- 1411 – Community Relations – Law Enforcement Agencies (existing policy) (Enclosure) *Page 153*
- 1412 – Community Relations – Fire Department (existing policy) (Enclosure) *Page 154*
- 1430 – Community Relations – State/Federal Government – State and Federal Aid (existing policy) (Enclosure) *Page 155*
- 1531 – Community Relations – Accreditation Agencies (existing policy) (Enclosure) *Page 156*
- 1700 – Community Relations – Possession of Deadly Weapons or Firearms (existing policy) (Enclosure) *Page 157*

7. Personnel
8. District Technology
9. District Health and Safety
10. Ad Hoc Shared Services Committee
  - a. Discussion and Possible Action on Ad Hoc Shared Services Committee Charge

12. Items for the Next Agenda

13. Adjournment



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Charles Dumais, Ed.D.  
Superintendent of Schools

CD/pjp

pc: Town Clerks: Bethany / Orange / Woodbridge

**PLEASE POST**

**PLEASE POST**

**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  
JANUARY 8, 2018 REGULAR MEETING MINUTES

Page 1 of 10

*A regular meeting of the Amity Regional Board of Education was held on Monday, January 8, 2018 at 6:30 pm in the Board Presentation Room at 25 Newton Road, Woodbridge.*

**BOARD MEMBERS PRESENT**

*Chairperson Thomas Hurley, Mr. John Belfonti, Ms. Robyn Berke, Mr. Christopher Browe, Ms. Patricia Cardozo, Ms. Shannan Carlson, Ms. Paula Cofrancesco, Mr. Steven DeMaio, Ms. Carla Eichler, Ms. Amy Esposito, Ms. Sheila McCreven, Ms. Jennifer Turner, and Ms. Diane Urbano*

**BOARD MEMBERS ABSENT**

*None*

**STAFF MEMBERS PRESENT**

*Dr. Charles Dumais, Dr. Marie McPadden, Dr. Richard Dellinger, Ms. Theresa Lumas, Ms. Kathy Burke, Mr. Scott Cleary, Ms. Anna Mahon, Ms. Mary Raiola, and Mr. Peter Downhour*

**1. CALL TO ORDER**

*Chairman Hurley called the meeting to order at 6:34 p.m.*

**2. PLEDGE OF ALLEGIANCE**

*Recited by those present*

*Motion by Ms. Urbano, Second by Ms. McCreven to amend the agenda to move the STUDENT REPORT – ANANYA KACHRU, item #4, and PUBLIC COMMENT, item #5, to immediately after item #2 (PLEDGE OF ALLEGIANCE)*

*Vote in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

*MOTION CARRIED*

**3. STUDENT REPORT – ANANYA KACHRU (originally Item #4)**

**4. PUBLIC COMMENT (originally Item #5)**

*Commander Lewis from Orange Post 127 of the American Legion, 630 Grassy Hill Road, Orange, stated that he is in favor of the proposed changes that the decision to bring firearms onto school campuses should be back to the level of school administrators so that they can determine case by case on an individual level whether this is an appropriate activity instead of a boilerplate ruling in all cases. Veteran's Day presentations that they present to students involve actual firearms (ex: rifles) in a safe manner and allow students to handle them and carry them and march with them, and these are important for our curriculum.*

*Dr. Dumais explained to the Board of Education and all present that this pertains to Policy 1700.*

**5. ELECTION OF OFFICERS (originally Item #3)**

*Chairperson Hurley thanked the current officers for their service and recommended that they be allowed to continue in their current positions. Chairperson Hurley reminded all that when the officers have been elected, they take over the positions immediately and then handed over the meeting to Superintendent Dr. Dumais for the election of chairperson.*

*Dr. Dumais recited from Bylaw 9120 and Robert's Rules with regard to voting procedures. Dr. Dumais asked for nominations for Chairperson.*

*Motion by Mr. DeMaio, Second by Ms. Cofrancesco to nominate Mr. Hurley as Chairperson*

*Motion by Ms. Esposito, Second by Ms. McCreven to nominate Mr. Browe as Chairperson*

*Motion by Ms. Turner, Second by Ms. Carlson to nominate Mr. Belfonti as Chairperson*

*Motion by Mr. Hurley to nominate Ms. McCreven as Chairperson*

*Ms. McCreven took her name out of consideration.*

*Motion by Mr. Hurley to nominate Ms. Cardozo as Chairperson*

*Ms. Cardozo took her name out of consideration.*

*Mr. Hurley, Mr. Browe, and Mr. Belfonti accepted the nominations for the position of Chairperson.*

*Dr. Dumais closed the nominations for the position of Chairperson.*

*Dr. Dumais opened voting for Mr. Hurley as Chairperson.*

*Votes in favor, 3 (Mr. DeMaio, Ms. Cofrancesco, and Mr. Hurley)*

*Abstained, 10 (Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**NON-MAJORITY VOTE**

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*Dr. Dumais opened voting for Mr. Browe as Chairperson.*

*Votes in favor, 6 (Mr. DeMaio, Ms. Cofrancesco, Ms. Esposito, Ms. McCreven, Mr. Browe, and Ms. Eichler)*

*Vote against, 1 (Mr. Hurley)*

*Abstained, 6 (Mr. Belfonti, Ms. Carlson, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner)*

**NON-MAJORITY VOTE**

*Dr. Dumais opened voting for Mr. Belfonti as chairperson*

*Votes in favor, 6 (Mr. Belfonti, Ms. Carlson, Ms. Urbano, Ms. Berke, Ms. Cardozo, and Ms. Turner)*

*Vote against, 1 (Mr. Hurley)*

*Abstained, 6 (Mr. DeMaio, Ms. Cofrancesco, Ms. Esposito, Ms. McCreven, Mr. Browe, and Ms. Eichler)*

**NON-MAJORITY VOTE**

*Mr. Hurley's name was removed from the list of candidates for Chairperson in accordance with voting procedures.*

*Dr. Dumais called for a vote for Mr. Browe as Chairperson.*

*Votes in favor, 6 (Mr. DeMaio, Ms. Cofrancesco, Ms. Esposito, Ms. McCreven, Mr. Browe, and Ms. Eichler)*

*Votes against, 1 (Mr. Hurley)*

*Abstained, 6 (Mr. Belfonti, Ms. Carlson, Ms. Urbano, Ms. Berke, Ms. Cardozo, and Ms. Turner)*

**NON-MAJORITY VOTE**

*Dr. Dumais called for a vote for Mr. Belfonti as Chairperson.*

*Votes in favor, 6 (Mr. Belfonti, Ms. Carlson, Ms. Urbano, Ms. Berke, Ms. Cardozo, and Ms. Turner)*

*Vote against, 1 (Mr. Hurley)*

*Abstained, 6 (Mr. DeMaio, Ms. Cofrancesco, Ms. Esposito, Ms. McCreven, Mr. Browe, and Ms. Eichler)*

*Point of Order by Ms. McCreven asking about guidelines in case of deadlock.*

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*Motion by Ms. McCreven, Second by Mr. DeMaio to table the vote until the end of the meeting.*

*Point of Order by Mr. Hurley that this motion only tabled the Chairperson vote until the end of the meeting, so remaining elections can continue.*

*Amended Motion by Ms. McCreven, Second by Ms. Berke to move the Election of Officers to another point on the agenda, item #11.*

*Votes in favor, 12 (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Mr. Hurley, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

*Vote against, 1 (Ms. Urbano)*

*MOTION CARRIED*

**6. APPROVAL OF MINUTES**

**a. Special Board of Education Meeting, November 21, 2017**

*Motion by Ms. McCreven, Second by Ms. Carlson to accept the minutes as submitted*

*Votes in favor, 9 (Mr. DeMaio, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

*Abstained, 3 (Ms. Cofrancesco, Ms. Urbano, Ms. Berke)*

*MOTION CARRIED*

**b. Regular Board of Education Meeting, December 11, 2017**

*Motion by Ms. McCreven, Second by Ms. Cofrancesco to accept the minutes as submitted*

*Votes in favor, 10 (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Berke, Ms. Turner, and Ms. Eichler)*

*Abstained, 2 (Ms. Urbano and Ms. Cardozo)*

*MOTION CARRIED*

**c. Special Board of Education Meeting, January 2, 2018**

*Motion by Mr. Belfonti, Second by Ms. Esposito to accept the minutes as submitted*

*Votes in favor, 10, (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Berke, Ms. Cardozo, and Ms. Eichler)*

*Abstained 2, (Ms. Urbano and Ms. Turner)*

**MOTION CARRIED**

*Motion by Ms. Esposito, Second by Ms. Cofrancesco to reopen the Special Board of Education meeting minutes from November 21, 2017 and add Ms. Urbano as Absent.*

*Vote in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**MOTION CARRIED**

**7. ENROLLMENT PRESENTATION**

**8. CORRESPONDENCE**

*None*

**9. SUPERINTENDENT'S REPORT**

**a. Personnel Report**

**b. Superintendent Report**

[https://www.amityregion5.org/uploaded/District\\_information/Superintendent's\\_Reports/2017-2018\\_Superintendent's\\_Reports/SuperintendentReport\\_January2018.pdf](https://www.amityregion5.org/uploaded/District_information/Superintendent's_Reports/2017-2018_Superintendent's_Reports/SuperintendentReport_January2018.pdf)

**10. CHAIRMAN'S REPORT**

**a. Committee Reports**

**1. ACES**

**2. CABE**

**3. Curriculum**



**4. Facilities**

**5. Finance**

**a. Superintendent's 2018-2019 Budget Update**

**b. Discussion and Possible Action on Capital Funds Designation**

*Motion by Ms. Cofrancesco, Second by Mr. DeMaio to approve replacing air handler units 17 and 18 at Amity High School using remaining bond proceeds.*

*Vote in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

*MOTION CARRIED*

**c. Discussion of Monthly Financial Statements**

**d. Director of Finance and Administration Approved Transfers Under \$3,000**

**e. Discussion and Possible Action on Budget Transfers of \$3,000 or More**

*Motion by Ms. Turner, Second by Ms. Cofrancesco to approve the following budget transfer to cover services for the hearing impaired:*

<u>ACCOUNT NUMBER</u>	<u>ACCOUNT NAME</u>	<u>FROM</u>	<u>TO</u>
04-12-6117-5560	Tuition – Private	\$13,500	
04-12-2151-5330	Professional Technical Services		\$13,500

*Vote in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

*MOTION CARRIED*

**6. Policy**

**a. Draft December 18, 2017 Meeting Minutes**

**b. First Reading of the Following:**

- 1. Strike (existing policies)**
- 2. Considered but not Added (not existing policies)**
  - **1316.1 – Community Relations – Relations Between Public and School – Public Conduct at School Activities (Enclosure)**
  - **1316.2 – Community Relations – Civility (Enclosure)**
  - **1360 – Community Relations – Awards and Scholarships (Enclosure)**
  - **1500 – Community Relations – Relations Between Area, State, Regional & National Associations and the Schools (Enclosure)**

- 1600 – Community Relations – Relations Between Non-Public and Other Educational Organizations and the Schools (Enclosure)
  - 1610 – Community Relations – Relations with Parochial and Private Schools (Enclosure)
  - 1620 – Community Relations – Relations with Private Schools, Colleges, and Universities (Enclosure)
3. Adopt
- 1316 – Community Relations – Relations Between Public and School Personnel (existing policy) (Enclosure)
  - 1321 – Community Relations – Public Performances by Students (new policy) (Enclosure)
  - 1321.1 – Community Relations – Television and Radio Broadcasts (new policy) (Enclosure)
  - 1321.2 – Community Relations – Public Video Recording of Educational Activity (new policy) (Enclosure)
  - 1322 – Community Relations – Contests for Students (existing policy) (Enclosure)
  - 1323 – Community Relations – Awards to Students (existing policy) (Enclosure)
  - 1324 – Community Relations – Soliciting Funds from Students (new policy) (Enclosure)
  - 1325 – Community Relations – Advertising and Promotion (existing policy) (Enclosure)
  - 1326 – Community Relations – Solicitations by Staff Members (new policy) (Enclosure)
  - 1331 – Community Relations – Smoke-Free Environment (existing policy) (Enclosure)
  - 1340 – Community Relations – Access to School Procedures and Materials (existing policy) (Enclosure)
  - 1350 – Community Relations – Senior Citizens' Benefits (existing policy) (Enclosure)
  - 1411 – Community Relations – Law Enforcement Agencies (existing policy) (Enclosure)
  - 1412 – Community Relations – Fire Department (existing policy) (Enclosure)
  - 1430 – Community Relations – State/Federal Government – State and Federal Aid (existing policy) (Enclosure)
  - 1531 – Community Relations – Accreditation Agencies (existing policy) (Enclosure)
  - 1700 – Community Relations – Possession of Deadly Weapons or Firearms (existing policy) (Enclosure)
- c. Second Reading of the Following:
1. Strike (existing policies)
  2. Considered but not Added (not existing policies)
  3. Adopt
    - 1313 – Community – Gifts to School Personnel/Gifts (existing policy) (Enclosure)

- **1314 – Community Relations – Fund-Raising and Solicitation (new policy) (Enclosure)**

*Motion by Ms. Esposito, Second by Ms. Carlson to adopt Policy 1313 and Policy 1314.*

*Vote in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**MOTION CARRIED**

## **7. Personnel**

### **a. Executive Session AEA**

*Board members and Superintendent Dr. Dumais entered Executive Session at 8:40 pm.*

*Meeting reconvened at 9:20 pm.*

### **b. AEA Bargaining Agreements Vote**

*Motion by Ms. Cofrancesco, Second by Mr. DeMaio to accept the Teacher AEA Bargaining Agreement as presented by the Superintendent*

*Vote in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**MOTION CARRIED**

## **8. District Technology**

## **9. District Health and Safety**

## **11. ELECTION OF OFFICERS (originally Item #3)**

*Motion by Ms. McCreven, Second by Mr. Browe to recess for caucus by party and return at 9:40 pm*

*Ms. Urbano explained that she is an Independent who has participated in Republican meetings and thus chose to join the Republicans in the caucus.*

*Votes in favor, 7 (Mr. DeMaio, Ms. Cofrancesco, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Browe, and Ms. Eichler)*

**MOTION CARRIED**

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION  
JANUARY 8, 2018 REGULAR MEETING MINUTES

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*Meeting reconvened at 9:45 pm.*

*Chairperson Hurley handed over the meeting to Dr. Dumais for the election of chairperson.*

*Dr. Dumais called for a vote for Mr. Browe as chairperson.*

*Votes in favor, 7 (Mr. DeMaio, Ms. Cofrancesco, Ms. Esposito, Ms. McCreven, Mr. Browe, Mr. Hurley, and Ms. Eichler)*

*Abstained, 6 (Mr. Belfonti, Ms. Carlson, Ms. Urbano, Ms. Berke, Ms. Cardozo, and Ms. Turner)*

**VOTE PASSED**

*Chairperson Browe asked for nominations for Vice Chairperson.*

*Motion by Mr. Hurley, Second by Mr. Belfonti to nominate Ms. Cardozo as Vice Chairperson*

*Votes in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Hurley, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**VOTE CARRIED**

*Chairperson Browe asked for nominations for Treasurer.*

*Motion by Mr. Hurley, Second by Ms. Cofrancesco to nominate Mr. DeMaio as Treasurer*

*Votes in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Hurley, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**VOTE CARRIED**

*Chairperson Browe asked for nominations for Secretary.*

*Motion by Ms. Esposito, Second by Ms. Carlson to nominate Ms. McCreven as Secretary*

*Votes in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Hurley, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**VOTE CARRIED**

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION  
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*Chairperson Browe asked for nominations for Assistant Treasurer.*

*Motion by Mr. Hurley, Second by Ms. Berke to nominate Ms. Cofrancesco as Assistant Treasurer*

*Votes in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Hurley, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**12. ITEMS FOR THE NEXT AGENDA (originally Item #11)**

- a. Potential for retirement package for risk and reward (Medicare vs. Health Insurance) presentation and discussion**
- b. Possibility of phoning into meetings**

*Chairperson Browe publicly thanked Mr. Hurley for all the time and effort and planning that he has put in as transition chairperson. All applauded.*

**13. ADJOURNMENT (originally Item #12)**

*Motion by Mr. Hurley, Second by Ms. Cardozo to adjourn meeting at 9:56 p.m.*

*Votes in favor, 12, unanimous (Mr. DeMaio, Ms. Cofrancesco, Mr. Belfonti, Ms. Esposito, Ms. McCreven, Ms. Carlson, Mr. Hurley, Ms. Urbano, Ms. Berke, Ms. Cardozo, Ms. Turner, and Ms. Eichler)*

**MOTION CARRIED**

Respectfully submitted,

Pamela Pero  
Recording Secretary



Amity Regional School District No. 5, Woodbridge, CT  
**Board of Education**

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**Special Meeting**  
**January 16, 2018, 6:30 p.m.**  
**MINUTES**

Board Members Present: Chris Browe (>6:50), Pat Cardozo, Paula Cofrancesco, Steve DeMaio (<7:00), Carla Eichler, Amy Esposito, Tom Hurley, Sheila McCreven, Jenny Turner, Diane Urbano

Board Members Absent: John Belfonti, Robyn Burke, Shannan Carlson

Also Present: Charles Dumais

1. Call to Order: Vice-Chairman Cardozo called the meeting to order at 6:35 p.m.
2. Conversation of superintendent performance, significant achievements, works in progress, and points of focus for remainder of year.
3. Motion to Adjourn: Tom Hurley, 2<sup>nd</sup> Paula Cofrancesco, Unanimous
4. Meeting was adjourned at 8:15 p.m.

Respectfully Submitted,

A handwritten signature in blue ink that reads "CDumais".

Charles Dumais, Ed.D.  
Superintendent



**Special Meeting**  
**February 6, 2018, 6:00 p.m.**  
**MINUTES**

Board Members Present: Robyn Berke, Christopher Browe, Patricia Cardozo (7:21),  
Shannan Carlson, Paula Cofrancesco, Amy Esposito,  
Sheila McCreven, Carla Eichler, Diane Urbano, Jennifer Turner

Board Members Absent: John Belfonti, Steven DeMaio, Thomas Hurley

Also Present: Charles Dumais

1. Call to Order: Chairman Browe called the meeting to order at 6:10 p.m.
2. Motion to Adjust Order of Agenda so that “Discussion of Current Mission Statement & District Goals” precedes “Discussion of a Vision of the Amity Graduate,” Sheila McCreven, 2<sup>nd</sup> Paula Cofrancesco, Unanimous (Patricia Cardozo not yet present)
3. Discussion of Current Mission Statement & District Goals
  - a. Request to distribute information on Design Planning and Strategic Planning to Board of Education
4. Discussion of a Vision of the Amity Graduate
5. Discussion of Ad Hoc Shared Services Committee
  - a. Request to add “Discussion and Possible Action on Ad Hoc Shared Services Committee Charge” to February 12, 2018, Board of Education agenda
  - b. Current Ad Hoc Shared Service Committee Members: Patricia Cardozo, Paula Cofrancesco, Steven DeMaio, Thomas Hurley, Sheila McCreven, Jennifer Turner
6. Other: Discussion of Meeting Norms
7. Motion to Adjourn: Paula Cofrancesco, 2<sup>nd</sup> Robyn Berke, Unanimous
8. Meeting was adjourned at 7:26 p.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'CDumais'.

Charles Dumais, Ed.D.  
Superintendent

District Name \_\_\_\_\_

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Academic Office**

**Career and Technical Education**



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION  
IMPROVEMENT ACT OF 2006  
20 U.S.C. §2301 et seq.**

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**CAREER AND TECHNICAL  
EDUCATION  
SECONDARY SUPPLEMENTAL  
ENHANCEMENT GRANT**

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**2018**

**Purpose:** To prepare the next generation of students with the knowledge and skills to compete in the global economy.

**Applications Due: March 1, 2018**

**Published: January 2018**

**RFP #818**





# **CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Dianna R. Wentzell  
Commissioner of Education**

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**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

**SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT APPLICATION 2018  
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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**  
**20 U.S.C. §2301 et seq.**

**SECONDARY SUPPLEMENTAL ENHANCEMENT APPLICATION**

**I. Overview**

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) sets a new vision of career and technical education (CTE) for the 21<sup>st</sup> century. Perkins IV promotes reform, innovation and continuous improvement in CTE to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards. It prepares students for postsecondary education, further learning and a wide range of opportunities in high-skill, high-wage or high-demand occupations in emerging professions.

Perkins IV supports the alignment of CTE with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of Perkins IV promises to make CTE programs an integral part of these efforts.

**II. Purpose of the Act**

The purpose of Perkins IV is to further develop the academic, career and technical skills of secondary students and postsecondary students who elect to enroll in CTE programs by:

- building on the efforts of states and localities to develop challenging academic and technical standards within career pathways aligned with state economic projections;
- assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and link secondary and postsecondary education for participating students;
- increasing state and local flexibility in providing services and activities designed to develop, implement and improve linkages between CTE and postsecondary options, including College Career Pathways;
- conducting and disseminating national research, providing professional development and disseminating information on best practices that improve CTE programs, services and activities;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate-degree-granting institutions and business and industry;
- providing technical assistance that promotes leadership, initial preparation and professional development and improves the quality of CTE teachers, administrators and counselors; and
- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

In accordance with this purpose, Perkins IV funding will be utilized for students in secondary and postsecondary programs only.

**III. Purpose of the Secondary Supplemental Enhancement Grant**

The Perkins IV legislation allows states to distribute a portion of the local funds (legislative reference P.L. 109-270 Sec. 112) to achieve an equitable balance of funding in the state. The supplemental enhancement concept has been created to balance the needs of districts statewide through

supplemental Perkins IV funding. Only those districts having received Perkins funds during the 2017-18 school year may apply for the Secondary Supplemental Enhancement Grant.

**IV. Secondary Supplemental Enhancement Grant Eligible Recipients**

Eligible recipients must:

- hold an approved local five-year Perkins Secondary Plan to be eligible to apply for the 2018 Secondary Supplemental Enhancement Grant; and
  - have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment on October 1, 2017);

OR

- be located in a rural area as listed in table below.

**Table of Rural Towns in Connecticut\***

Andover	Deep River	Lyme	Salisbury
Ashford	Durham	Marlborough	Scotland
Barkhamsted	Eastford	Middlebury	Sharon
Bethany	East Granby	Middlefield	Sherman
Bethlehem	East Haddam	Morris	Sprague
Bolton	Easton	New Hartford	Sterling
Bozrah	Franklin	Norfolk	Thompson
Bridgewater	Goshen	North Canaan	Union
Brooklyn	Haddam	North Stonington	Voluntown
Burlington	Hampton	Old Lyme	Warren
Canaan	Hartland	Pomfret	Washington
Canterbury	Harwinton	Portland	Westbrook
Chaplin	Hebron	Preston	Willington
Chester	Kent	Putnam	Woodbridge
Colebrook	Lebanon	Redding	Woodbury
Columbia	Lisbon	Roxbury	Woodstock
Cornwall	Litchfield	Salem	

\*From <http://www.ruralhealthct.org/towns.htm>

This funding source should assist in the advancement of goals established by the Connecticut State Board of Education and Perkins IV legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for program development.

This grant is being provided to develop or improve programs in CTE.

**V. Program Standards and Accountability**

All CTE initiatives must be designed to meet performance levels of the core indicators that include:

- academic attainment in mathematics and reading;
- CTE skill attainment;
- increase graduation rate;
- placement in military, employment and postsecondary education;
- nontraditional participation; and
- nontraditional completion.

## **VI. Available Competitive Funding**

Selected districts will be awarded **a minimum of \$5,000 up to a maximum of \$35,000**. See obligation and liquidation dates on page 3, Section X. This funding will be made available contingent upon the availability of Carl D. Perkins grant funding from the U.S. Department of Education. A sustainability plan must be developed and submitted with the grant application showing how grant initiatives will continue with local funding. Also, please note that funding can be used for students participating in CTE courses in **Grades 9-12 only**.

## **VII. Eligibility Requirements**

The following must be met in order for a district to be eligible to apply for funding:

- size, scope and quality consistent with the approved local five-year Perkins Secondary Plan must be adhered to and administered under all projects funded by the Supplemental Enhancement Grant;
- programs are taught by certified CTE teachers or are interdisciplinary/team curriculum projects involving both CTE and academic certified staff; and
- career pathway(s) must be established or improved in the area(s) funded by the 2018 Secondary Supplemental Enhancement Grant.

**Note: this is a competitive grant and is not an entitlement**

## **VIII. Management Control of the Program and Grant Consultation Role of the State**

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

## **IX. Grant Awards**

The Connecticut State Department of Education (CSDE) reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant's best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed. The manager of the CTE unit will issue notification of the grant award. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

## **X. Grant Period**

**Grants will be awarded on or after March 1, 2018. All funds must be obligated by September 30, 2018, and liquidated by November 30, 2018. There are no exceptions or waivers to this requirement.**

**XI. Technical Assistance by Cluster/Pathway**

For content-specific information on career pathways and the application to the specific project area, contact the CSDE cluster leader below.

Harold Mackin (State Director Career Technical Education)	<ul style="list-style-type: none"> <li>• Agriculture, Food and Natural Resources</li> <li>• Agricultural Science</li> <li>• Architecture and Construction</li> <li>• Arts, Audio/Video Technology and Communications</li> <li>• Engineering</li> <li>• Manufacturing</li> <li>• Science, Technology, Engineering and Mathematics (STEM)</li> <li>• Transportation, Distribution and Logistics</li> <li>• Family and Consumer Sciences</li> <li>• Education and Training</li> <li>• Human Services</li> </ul>	860-713-6779 <a href="mailto:harold.mackin@ct.gov">harold.mackin@ct.gov</a>
Suzanne Loud	<ul style="list-style-type: none"> <li>• Business, Management and Administration</li> <li>• Finance</li> <li>• Information Technology</li> <li>• Marketing Education, Sales and Services</li> <li>• Cooperative Work Education/Diversified Occupations</li> <li>• Health Sciences</li> <li>• Sciences, Medical Careers (Biomedical)</li> </ul>	860-713-6746 <a href="mailto:suzanne.loud@ct.gov">suzanne.loud@ct.gov</a>

**XII. Obligation of Grant Recipients**

Recipients of this competitive grant will be required to provide technical assistance and/or participate in statewide workshops or conferences for other local school districts requesting help in developing replicable programs.

**XIII. End-of-Year Reports**

Grant recipients will be required to complete an end-of-year report. An evaluation of progress may include on-site reviews.

**XIV. Application Submission Requirements**

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 3 p.m. on Thursday, March 1, 2018. The application is available on the CSDE Web site under QuickLinks “Request for Proposals.” Submitted proposals become the property of the CSDE and a part of the public domain. Grants will not be accepted electronically. **One** grant application with original signatures and **one** hard copy of all sections of the grant, including the ED114 and budget narrative, must be sent to:

**Mailing Address**

Harold Mackin  
Connecticut State Department of Education  
Academic Office  
P.O. Box 2219  
Hartford, CT 06145-2219

**Delivery Address**

Harold Mackin  
Connecticut State Department of Education  
Academic Office  
450 Columbus Blvd., Suite 603  
Hartford, CT 06103-1841

**SECONDARY**

**Supplemental Enhancement  
Grant  
2018**

**Program Title:**

Career and Technical Education Secondary Supplemental Enhancement Grant

**Program Area:**

All CTE Pathways

**Funding Available:**

Grant awards minimum of \$5,000 to a maximum of \$35,000

**Purpose:**

The Secondary Supplemental Enhancement Grant is for districts to enhance, improve and to innovate in their current career and technical education programs. Grant expenditures must meet the criteria set forth in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Below are a few program examples that the grant could fund. *This list is not meant to be exhaustive nor is it meant to limit funding options.*

Examples:

- Computer programming application/software development;
- Development of programs that lead to industry certification;
- Projects to engage students in 3-D design;
- Projects to create biotechnology program;
- Technology improvement;
- STEM programs;
- New courses (e.g., Veterinary Science, Certified Nurse Aide (CNA), Engineering, Finance, Culinary, etc.); and
- School-based enterprise.



# **Grant Application Packet**

## Secondary Supplemental Enhancement Grant Application Checklist

Town/Agency: Amity High School Region #5

After completing the grant application, fill out the checklist to ensure that all necessary information has been provided and submit with the application.

Place a check where information has been completed:

- All pages are sequentially numbered;
- Grant Application Cover Sheet (original signature) is completed and signed;
- Plan Summary;
- Local Plan Narrative (**use template on page 5**);
- Sustainability Plan including local board of education minutes\*;
- ED114 Budget Form;
- Equipment Request Form; and
- Budget Narrative.

The following forms are completed and signed by the superintendent:

- Statement of Assurances (original signatures);
- Carl D. Perkins Career and Technical Education Improvement Act Assurances; and
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions.

\*If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Academic Office**



**CARL D. PERKINS – SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT  
APPLICATION  
RFP #818**

**GRANT PERIOD  
March 1, 2018, to September 30, 2018**

**GRANT COVER PAGE  
To Be Completed and Submitted with the Grant Application**

<p><b><u>Applicant</u></b> (<i>Fiscal Agent</i>) <b>Name:</b> Amity High School Region #5</p> <p><b>Address:</b> 25 Newton Road Woodbridge, CT 06525</p> <p><b>Telephone:</b> 203-397-4830</p> <p><b>E-mail:</b> <a href="mailto:Grace.loman@reg5.k12.ct.us">Grace.loman@reg5.k12.ct.us</a></p>	<p><b><u>Contact</u></b> <b>Name:</b> Grace Loman</p> <p><b>Address:</b> 25 Newton Road Woodbridge, CT 06525</p> <p><b>Telephone:</b> 203-397-4830 ext#3522</p> <p><b>E-mail:</b> <a href="mailto:Grace.loman@reg5.k12.ct.us">Grace.loman@reg5.k12.ct.us</a></p>	<p><b><u>Program Funding Dates:</u></b> <b>From March 1, 2018, to September 30, 2018</b></p> <p><b><u>Amount requested:</u></b> \$ _____</p>
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To be eligible for this grant the school must have at least 40% unduplicated CTE enrollment and/or be located in a rural area, (see page two of the grant announcement). Check the appropriate box(es) below.

- 40% Unduplicated enrollment; Total High School enrollment \_\_\_\_\_ Unduplicated CTE enrollment \_\_\_\_\_
- School resides in a rural area.

I, \_\_\_\_\_, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals, and objectives as stated herein.

Signature of Authorized Administrative Official: \_\_\_\_\_

Name (typed): Charles Dumais, Ed.D Date: \_\_\_\_\_

Town/Agency: Amity Region #5

## Plan Summary

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the Secondary Supplemental Enhancement Grant.

The purpose of the Secondary Supplemental Enhancement grant will allow the CTE program at Amity High School to upgrade three of the Technology Education labs with the latest state of the art technology. In the area of Technology Education, we offer a variety of sequential courses in the following career pathways: Design/Pre-Construction, Audio Visual Tech & Film, Manufacturing production process Development, Engineering technology and Transportation, Distribution & Logistics. Each of the courses taught in Technology Education require the students to complete a significant amount of hands-on performance tasks where they are asked to use tools and equipment that they would also use in industry today. Our primary goal is provide CTE Technology Education students with the necessary training for them to succeed after high school, whether they are going into an advanced training program, post-secondary education or employment.

The objectives of this grant are to obtain state of the art equipment and supplies for the Automotive, Construction and Manufacturing/Engineering labs. Once the requested equipment/supplies are acquired, all students taking Auto, Construction, Manufacturing and Engineering courses will have the opportunity to utilize the equipment by completing various performance tasks.

In the automotive lab, we are requesting a motorized Wheel Tire Balancer with Touch Screen Video Display and associated accessories. The wheel balancer uses advanced high performance technology that is reliable and user friendly. Through the use of this piece of equipment, students will learn how to read measurement results displayed on the touch screen video display to balance tires accurately and efficiently. This will be a tremendous upgrade to the auto lab allowing students to use state of the art technology used in the automotive industry today.

For the construction lab, we are requesting woodworking tools including nailers for different applications such as roofing, finishing and framing, heavy duty clamps, a portable ultra-quiet twin tank air compressor, miter express sled, fold down outfeed roller, and router bit sets. By using these tools, the students in the construction courses will learn how to use tools used in woodworking industries in a safe and proper manner.

In the manufacturing lab, we are requesting a smaller Afinia 3D printer that has the capability to print out accurate and more precise parts. As the students create designs in the manufacturing and engineering courses, they can then print out the parts to use in their projects.

**Local Plan Narrative**

**Secondary Supplemental Enhancement Grant Application**

<b>Describe how the Secondary Supplemental Enhancement Grant implementation will:</b>
<p><b>1. Improve and enhance CTE programs.</b></p> <p>This grant will allow us to upgrade the Auto, Construction and Manufacturing/Engineering labs with the latest professional equipment and tools. Through the use of this equipment and supplies, the students will have the opportunity to complete projects that align to the types of tasks they might complete in a specific industry. As a result, the students will become more prepared to enter a career after high school and have the foundation to succeed in that area.</p>
<p><b>2. Enhance, improve and/or implement a career pathway(s).</b></p> <p>The items acquired in this grant will allow us to enhance and improve the career pathways in Design/Pre-Construction, Transportation, Distribution &amp; Logistics and Manufacturing Production Process Development. Students will be using and becoming familiar with professional grade equipment and supplies in these three pathways. If a student chooses to enter a field in one of these pathways after high school, they will have a solid foundation to succeed in the field they are entering based on the skills they learn in the courses we offer.</p>
<p><b>3. Improve district, state and local adjusted levels of performance.</b></p> <p>Teachers will need to update their curriculum to reflect the use of the requested equipment and supplies. The entire CTE department including the teachers of the courses who would be using this requested supplies and equipment will continue to modify the curriculum to provide more experiential learning opportunities for the students. New activities and assessments will be created that will allow the students to complete a performance task using the new equipment and then reflect on the outcomes of their final product. Through experiential learning, students will become more motivated and self-directed in their learning. For example, a student who designs a prototype using CAD software and then prints it out on the requested 3D printer can evaluate their final product and decide if changes need to be made to the prototype. As the students work through the design phase of their performance tasks, they will need to use math, reading and writing skills as well technical skills. By completing these performance tasks, students will be gaining the skills necessary to improve at the district, state and local levels.</p>
<p><b>4. Improve students' academic and technical skill development through integration.</b></p> <p>Students using the requested equipment will need to use CCSS skills in reading, math skills and technical skills to learn about the technology and how to use it properly as well as for the design phase of the performance task they are completing.</p> <p>Several CCSS for reading including the following will be reinforced through the use of the requested:</p> <p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>

**Describe how the Secondary Supplemental Enhancement Grant implementation will:**

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

As the students complete their performance task using the requested equipment, they will have to follow the multistep procedure in order to operate the equipment to complete their projects. Once the project is complete, they will have to evaluate and reflect on how it came out and make any necessary changes. Students will also need to use content specific vocabulary when using the equipment and reflecting on the outcome of the design.

When using the 3D printer in the Manufacturing/engineering lab, all CAD PS&Cs as well as some PS&Cs for Engineering Technology will be addressed in order for a student to design a part in a CAD program and then print it out.

When using the using the equipment in the Auto lab, some PS&Cs for automotive technology will be covered. As the students use video display on the wheel balancer, they will need to recognize and use content specific language and follow the proper multi-step procedure to balance the tire safely and properly.

When using the tools/supplies requested for the Construction lab, different Wood Technology PS&Cs will be covered including #: 2,3,5,6,8,9,12, and 30. Other PS&Cs will be covered when the students complete their performance tasks using the requested tools/supplies in conjunction with other equipment/tools/supplies already in the lab.

5. Provide students with strong experience in, and understanding of, all aspects of an industry.

Through the use of the requested equipment, students will be given the opportunity to experience and understand all aspects of the industry.

With a 3D printer, students in the Engineering and Manufacturing courses will have the opportunity to design objects using industry standard CAD software, 3D print the prototypes and then reflect on and evaluate the prototypes making modifications where they are needed. They will gain experience and understanding of many aspects of manufacturing, engineering and other design industries by using this equipment.

With the state of the art motorized wheel balancer, students will gain hands on experience and understanding of what it would be like to work in an automotive industry.

With the requested tools/supplies for the Construction lab, students gain experience and understanding of what it is like to work in the construction industry by completing different performance tasks. For example, as students are framing a wall, they will have the opportunity to use the framing nailer to assemble the wall.

6. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

Students taking CTE courses are encouraged to enroll in rigorous and challenging courses in core academic subjects. Students can benefit from using the skills they learn from the more challenging courses and apply that knowledge into the CTE courses. Also, students who take

**Describe how the Secondary Supplemental Enhancement Grant implementation will:**

more challenging courses in English will be able to better express themselves as they describe the process they used to complete the many different performance tasks while using all of the requested equipment, tools and supplies.

When a higher level student sees the professional grade equipment that would be embedded into many different Technology Education courses, they will learn how it can help provide them a foundation to pursue a career at the post-secondary level. For example, many universities offering Engineering degrees use professional grade equipment like the ones we are requesting to acquire. If a student learns how to use this technology at the high school level by taking CAD, Manufacturing and Engineering Design courses at Amity, they will realize that they will already know how to use the skills and technology when they are enrolled in the college courses.

**7. Provide opportunity for professional development in this initiative.**

All CTE teachers who will using the requested equipment will be trained on how to use the equipment. These teachers will then have the opportunity to show the remaining teachers in the CTE department how to use the requested equipment. All teachers are also assigned a Professional learning (PLC) period to work on curriculum, share with colleagues different strategies they are using in their classes, etc. in order to improve teaching. These teachers will also be given the opportunity to use department meeting time to share what they are doing in their courses. Lastly, all teachers are encouraged to look for Professional development opportunities provided by outside organizations that can help improve the teaching and learning of the CTE pathways offered.

**8. Ensure that the supplemental enhancement plan is of sufficient size, scope and quality to bring about improvement in CTE.**

The equipment requested in this grant will improve the overall quality of the CTE program. If this equipment is added for the career pathways taught at Amity, students will have the opportunity to work with professional grade equipment, tools and supplies that are used in industry today and would provide a significant upgrade to the Technology Education program. As students decide what career they want to pursue beyond high school, they will already have a good foundation of skills to succeed in their future endeavors.

**9. Develop a process to be used to evaluate the effectiveness of the initiative.**

As the requested equipment is used, the teachers will reflect on ways to improve teaching and learning to provide a high quality curriculum that is aligned to the CCSS standards and CTE PS&Cs. This will also reflect on how what they are teaching in the classroom relates to how prepared the students will be for post-secondary, specifically in the career pathways they are teaching. Teachers will use time to research and develop new performance tasks similar to what they might do in industry using the requested equipment. At department meetings and professional development sessions, teachers will be able to share how they using the equipment to help prepare students for beyond high school whether they are going into work, advanced training or post-secondary education.

**10. Ensure that individuals who are members of special populations will not be discriminated against based on this status.**

The members of the CTE department use various strategies to enable students of special populations to meet the core indicator performance levels. For example, in the area of skill attainment, the teachers use differentiated instruction to find the best ways to meet the needs of

**Describe how the Secondary Supplemental Enhancement Grant implementation will:**

all students, in order for them to learn the Performance Standards and Competencies (PS&Cs). Also, students are given opportunities to work in teams on various projects/tasks. This allows for the students as a group to decide what skills and tools are necessary to complete the task. This gives all students the opportunity to work with people with many different ability levels and personalities.

All students who are members of special populations in the school have an equal opportunity to take any CTE course. At the end of March, all students fill out course requests for the following school year which includes what electives they want to take. At the end of the school year and over the summer, the school uses PowerSchool to create the schedule based on what requests the students asked for which provides an equal chance for all students to get the courses they requested. Once students of special populations are in a course, they have an equal opportunity to learn how to use the requested equipment/supplies purchased with the grant.

11. Promote preparation for nontraditional training and employment.

CTE teachers will work with the counseling department to try and identify non-traditional students that would benefit from taking the CTE courses offered. Non-traditional students taking CTE courses are encouraged to take other courses that the teachers think would fit their interests and help them in the career they are interested in pursuing after high school.

12. Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.

CTE teachers discuss with students career paths and what courses would be best for them to take in order to prepare them for that career path. CTE teachers also look for ways to bring in guest speakers from industry, advanced training institutions, and post-secondary educational institutions. Students are also given the opportunity to attend various field trips to different business and post-secondary institutions to learn more about different careers.

The CTE department will also be looking for ways to continue to offer school to career opportunities to their students. Students in their senior year of high school have the opportunity to take part in the Senior Service Learning Program the last four weeks of school. The students usually look to work with businesses/sites that are related to the career field they plan on pursuing after high school. CTE teachers as well as counselors can help guide students to look for sites that would be a good fit for their career interests. When the students are at these sites, they have the opportunity to see and use skills and equipment that they learn to use in the CTE labs.



## Secondary Supplemental Enhancement Grant Sustainability Plan

Each school district should include approval of local board minutes\* to apply for the Supplemental Enhancement Grant and commitment to continue the initiatives developed with this grant award.

Please use the space below for your sustainability plan:

**NOTE: The next Board of Education meeting is February 12,, 2018. The Superintendent will be addressing the submission of this grant in that meeting. Once the minutes are available, they will be submitted.**

Through this grant, we are requesting all professional grade state of the art equipment/supplies that will be incorporated into three Technology Education labs. The purchase of this equipment/supplies will allow our students to use state of the art, industry standard equipment to better prepare them for career pathways in Design/Pre-Construction, Transportation, Distribution & Logistics and Manufacturing..

The district will provide teachers with professional development opportunities that will allow the CTE teachers to reflect on current curriculum and continue developing new curriculum activities and assessments to provide the most meaningful instruction in the CTE pathways using this equipment. During the school year, CTE teachers will continue exploring ways to provide experiential learning experiences for the students using this equipment. Students will perform many hands-on tasks that they will need to reflect on once the project is complete, and then make any changes where necessary. Ultimately, this will help prepare those students for future careers in different Technology Education Career Pathways. The CTE teachers will work with the counseling department to showcase the labs and find ways to identify students who would benefit from taking the courses in the CTE department that would help give those students the foundation they need to succeed in the career path they choose to pursue after high school.

The equipment being purchased will be maintained with proper preventative maintenance, in order to keep them in the best shape possible for continued use. Funds from the school budget will be used to purchase consumables to be used with the equipment and any repairs needed in the future.

**\*If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.**

## Instructions for ED114 Budget Form

- GRANTEE NAME:** Enter grantee name.
- TOWN CODE:** Enter three-digit local education agency code assigned by the Connecticut State Department of Education.
- AUTHORIZED AMOUNT:** Enter total amount of grant allotment.
- BUDGET:** Enter amount of proposed expenditures on appropriate object code lines. Note: Round all amounts to the nearest whole dollar.
- TOTAL:** Enter the total of proposed expenditures. Note: This figure should equal the AUTHORIZED AMOUNT.
- EQUIPMENT NOTE:** Funds expended for Code 700. Single items under \$5,000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$5,000 should be listed as instructional supplies. **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**
- PROGRAM CATEGORIES:** List the amount of the grant that is being expended for each of the program areas. The total amount should equal the authorized amount and the amount listed on the total line above.



<b>GRANTEE NAME:</b>	<b>TOWN CODE:</b>
GRANT TITLE: <u>CARL D PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT</u>	
PROJECT TITLE: <u>SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT</u>	
CORE-CT CLASSIFICATION:      FUND: 12060      SPID: 20742      PROGRAM: 84010	
BUDGET REFERENCE:      CHARTFIELD1: 170003      CHARTFIELD2:	
GRANT PERIOD: <u>3/1/2018-9/30/2018</u> REQUESTED AMOUNT: <u>\$13934</u>	
AUTHORIZED AMOUNT BY SOURCE:      CURRENT DUE: \$	

	DESCRIPTIONS	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
320	PROFESSIONAL EDUCATION SERVICES	
322	IN SERVICE	
323	PUPIL SERVICES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
580	TRAVEL	
600	SUPPLIES	3333
700	PROPERTY	10601
	TOTAL	

\_\_\_\_ ORIGINAL REQUEST DATE  
 \_\_\_\_\_  
 \_\_\_\_\_ REVISED REQUEST DATE

\_\_\_\_\_  
 STATE DEPARTMENT OF EDUCATION  
 PROGRAM MANAGER AUTHORIZATION

\_\_\_\_\_  
 DATE OF  
 APPROVAL

## **ED 114 Budget Form Object Code Descriptions and Budget Narrative Instructions**

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used and identify the program area and course(s) of the required use of funds to which the expenditure applies. Please refer to the Perkins Budget Buddy Guide found at [Budget Buddy Guide.pdf](#) in preparing the budget narrative.

- 1) Each line item in the budget narrative must identify the school(s) that will receive funds.
- 2) Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- 3) Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel costs should be shown by the number of positions, time involved and hourly rate.
- 4) No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only school districts and regional educational service centers that have submitted indirect cost proposals for fiscal year 2016-17 may apply indirect costs.
- 5) Compute all expenditures to the nearest dollar by line item. Do not include cents.

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## ED114 Budget Form Object Code Descriptions and Budget Narrative

Code	Object			Amount of Code Line
<b>111A</b>	<b>Non-Instructional</b>			
<p>Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</p> <p>No more than 5% of the total grant may be used for administrative purposes including indirect costs (917). Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines such as 200, 322, and 580 must be calculated into the 5% administrative cap.</p>				
Position Name/Name of Individual	Description of Duties	Hourly Rate x Total Hours	How will this improve the CTE program?	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				
Code	Object			Amount of Code Line
<b>111B</b>	<b>Instructional</b>			
<p>Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals <u>while they are on the grantee payroll</u> including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Individuals whose services are acquired through a contract are <u>not included</u> in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not.</p>				
Position Name/Name of Individual	Description of Duties	Hourly Rate x Total Hours	How will this improve the CTE program?	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				

Code	Object			Amount of Code Line
<b>200</b>	<b>Personal Services - Employee Benefits</b>			
<p>Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.</p> <p>Benefits may not exceed 25 percent of the total salary/stipend paid.</p>				
Position Name/Name of Individual	Career Cluster/ CTE Program Area	Type of Benefits	Compensation Formula	Total
Position Name:  Individual Name:				
Position Name:  Individual Name:				
Position Name:  Individual Name:				
Code	Object			Amount of Code Line
<b>320</b>	<b>Professional Education Services</b>			
<p>Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, contracted instructional services and substitute services.</p>				
Individual and/or Organization Providing Service	Description of Service	How will this improve the CTE program?	Total Cost	
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				

Code	Object			Amount of Code Line
322	<b>In-service (Instructional Program Improvement Services)</b> Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. <b>List each contractor separately.</b>			
Individual/Organization Providing Service	Name of Staff Receiving In-Service.	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		

Code	Object			Amount of Code Line
<b>330</b>	<b>Employee Training and Development Services</b>			
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.				
Individual/Organization Providing Service	Name of Staff Receiving In-Service.	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		
Individual/Organization Name:	Staff Name:	Title of Event:  Location:  Date:		



Code	Object			Amount of Code Line
<b>510</b>	<b>Student Transportation Services</b> Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.			
Name of Faculty Supervisor(s)	Courses Utilizing Student Transportation & Estimated Number of Students	Title of Event, Date and Location	How will this improve the CTE program?	Transportation Company Cost/per unit =Total
Name:	Course:  Number of Students:	Title of Event:  Location:  Date:		
Name:	Course:  Number of Students:	Title of Event:  Location:  Date:		
Name:	Course:  Number of Students:	Title of Event:  Location:  Date:		
Name:	Course:  Number of Students:	Title of Event:  Location:  Date:		
Name:	Course:  Number of Students:	Title of Event:  Location:  Date:		
Name:	Course:  Number of Students:	Title of Event:  Location:  Date:		
Name:	Course:  Number of Students:	Title of Event:  Location:  Date:		

Code	Object			Amount of Code Line
<b>580</b>	<b>Travel</b>			
Expenditures for transportation, hotel and other expenses associated with staff travel. <ul style="list-style-type: none"> <li>• Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5 percent cap.</li> <li>• Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds.</li> <li>• Perkins cannot pay for parking, rental cars, boat slips or docking fees.</li> </ul> Meals are not fundable expenses.				
Staff Name Receiving Travel Funds	Courses to be Improved by Travel	Title of Event, Date and Location	How will this improve the CTE program?	Cost per unit- (list hotel, transportation, shuttles, etc. ) x pp =Total
Name:	Course:	Title of Event:  Location:  Date:		
Name:	Course:	Title of Event:  Location:  Date:		
Name:	Course:	Title of Event:  Location:  Date:		
Name:	Course:	Title of Event:  Location:  Date:		
Name:	Course:	Title of Event:  Location:  Date:		
Name:	Course:	Title of Event:  Location:  Date:		

Code	Object			Amount of Code Line
<b>600</b>	<b>Supplies</b>			
Expenditures for non-consumable items purchased for instructional use. <u>List each item separately.</u>				
Career Pathway or Program Area	Name of Course	List each item, including description of item and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
Career Pathway or Program Area:  Technology Education	Course: Construction 1  Construction 2  Advanced Carpentry  Exploring Production and Construction	Item Name: California Air Tools 4620AC Ultra Quiet and Oil-Free 2.0 Hp, 4.0 Gal. Aluminum Twin Tank Electric Portable Air Compress  Description:  Vendor: Home Depot	These tools will be used by all students taking courses in the Construction lab. Students complete different performance tasks related to the construction industry where they are required to use hand and power wood working tools. As the students use these tools, they will gain real world experience using tools in the construction/woodworking industries.	1 X \$291= \$291
Career Pathway or Program Area:  Technology Education	Course: Construction 1  Construction 2  Advanced Carpentry  Exploring Production and Construction	Item Name: Hitachi NV45AB2 7/8" To 1-3/4" 16 Deg. Coil Roofing Nailer  Hitachi NR83A3 3-1/4" Plastic Collated Framing Nailer w/ DEPTH ADJUSTMENT  Hitachi NT50AE2 5/8" to 2" 18-Gauge Finish Brad Nailer  Hitachi NP35A 23 Gauge Micro Pin Nailer Kit 1-3/8" Max Length  Hitachi NT65MA4 15 Gauge Angled Finish Nailer  Description:	These tools will be used by all students taking courses in the Construction lab. Students complete different performance tasks related to the construction industry where they are required to use hand and power wood working tools. As the students use these tools, they will gain real world experience using tools in the construction/woodworking industries.	1 X \$269= \$269  1 X \$299= \$299  1 X \$89= \$89  1 X \$109= \$109  1 X \$129= \$129  <b>Total= \$895</b>

		Nailers for framing, roofing and finishing Vendor: Tools Plus		
Career Pathway or Program Area: Technology Education	Course: Construction 1  Construction 2  Advanced Carpentry  Exploring Production and Construction	Item Name: 172-829 36" Med Duty Next Gen Bar Clamp  172-820 12" Med Duty Next Gen Bar Clamp  172-826 24" Med Duty Next Gen Bar Clamp  129-773 5-piece round over set, 1/2" shank  91-102 6PC ST Bit Set 1/2" SH  117-914 37" Wide Fold Down outfitted Roller  166-955 Inkra Miter Express Sled  166-967 Miter Express Replacement panel  Description:  Vendor: Woodworker's Supply	These tools will be used by all students taking courses in the Construction lab. Students complete different performance tasks related to the construction industry where they are required to use hand and power wood working tools. As the students use these tools, they will gain real world experience using tools in the construction/woodworking industries.	10 X \$37= \$370  15 X \$25= \$375  10 X \$31= \$310  2 X \$118= \$236  1 X \$91= \$91  1 X \$420= \$420  1 X \$159  1 X \$34= \$34  Shippings= \$152  <b>TOTAL= \$2147</b>
Career Pathway or Program Area:	Course:	Item Name:  Description:  Vendor:		
Career Pathway or Program Area:	Course:	Item Name:  Description:  Vendor:		

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Code	Object			Amount of Code Line
<b>700</b>	<p align="center"><b>Property</b></p> <p>In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over \$5,000 and the useful life of more than one year. All computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles or drive-able equipment may be purchased with Perkins funds.</p> <p><b>Appendix B: Equipment Request Form</b> must be completed for requested property by pathway or program area.</p>			
Career Pathway or Program Area	Name of Course	List each item, including description of item and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
Career Pathway or Program Area: Technology Education	Course: Know Your Car  Auto Maintenance  Advanced Auto Technology	Item Name: Motorized Wheel Balancer with Video  Accessories include: Twelve precision collett set four cone set, one inch spacer, storage stand, pin plate and stud set.  Truck cone kit  Description: Tire balancer  Vendor: Snap-On	The motorized wheel balancer and accessories will allow the students to complete tire balancing tasks on different cars in a safe and proper manner. This is a routine task completed in the auto repair and service industries. Students will be gaining real world experience by using this equipment.	1 X \$6974  1 X \$1349  1 X \$339  <b>Total = \$8662</b>
Career Pathway or Program Area: Technology Education	Course: Manufacturing 1  Manufacturing 2  Engineering Design 1  Engineering Design 2  Materials, Design & Function	Item Name: Afinia H800+ 3D printer  Description: 3D Printer  Vendor: Technical Education Solutions	The students in all five courses will have the opportunity to design parts using CAD software and print out the prototypes.	1 X \$1939= <b>\$1939</b>
Career Pathway or Program Area:	Course:	Item Name:		

		Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		

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## Instructions for Equipment Request Form

Equipment purchases must be part of an overall program improvement proposal for the CTE program. Equipment requests must be accompanied by a description of curriculum improvement/development within the program area where the equipment will be used.

In the budget narrative, indicate the amount of funds to be expended on equipment. Single items under \$5,000 should not be charged to equipment in this grant unless they are an integral part of a larger piece of equipment, such as a computer system. These items should be listed as instructional supplies.

### **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**

#### **Complete the Equipment Request Form as follows:**

- A. GRANTEE - Enter grantee's name.
- B. ADDRESS - Enter grantee's address.
- C. DATE SUBMITTED - Enter date submitted.
- D. NAME OF PERSON - Indicate the name, title and telephone number of person completing the form.
- E. PATHWAY or PROGRAM AREA - Submit a *SEPARATE* equipment form for each pathway or program area. Indicate the pathway or program area for which equipment is being requested.
- F. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under Perkins IV. Equipment requiring accessories to become operational is to be grouped with other equipment that requires accessories and listed as a single unit.
- G. List only one type of equipment on each line. Describe the equipment, give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any) and total cost for each item. State the intended location of equipment and indicate the number of such existing items on hand and give the estimated number of students who will use the equipment per day.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.



**Equipment Request Form 03/01/2018-09/30/2018  
Secondary Supplemental Enhancement Grant**

1. Prepare a separate Equipment Request Form for each pathway or program area.
2. Single component items under \$5,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

<b>Grantee:</b> Amity High School Region #5	<b>Address:</b> 25 Newton Road Woodbridge, CT 06525	<b>Date Submitted:</b> 2/1/2018
<b>Name of Person Completing Forms:</b> Grace Loman	<b>Title:</b> CTE Department Chair	<b>E-mail:</b> Grace.loman@reg5.k12.ct.us

Check the Career Cluster for which equipment is being requested. Check one program area only. For shared resources, indicate the primary cluster.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input checked="" type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment (What CTE area/room)
EEWB334A	Motorized Wheel Balancer w/Video	1	\$6514	\$460	\$6974	Technology Education/ auto lab 185
EAK0309J13A	KIT-PRCN CLAD/FLGPLT Tooling	1	\$1349		\$1349	Technology Education/ auto lab 185
00110612000	Truck Cone Kit	1	\$339		\$339	Technology Education/ auto lab 185

TOTAL EQUIPMENT REQUEST: \$8662 TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

**Equipment Request Form 03/01/2018-09/30/2018  
Secondary Supplemental Enhancement Grant**

1. Prepare a separate Equipment Request Form for each pathway or program area.
2. Single component items under \$5,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

<b>Grantee:</b> Amity High School Region #5	<b>Address:</b> 25 Newton Road Woodbridge, CT 06525	<b>Date Submitted:</b> 2/1/2018
<b>Name of Person Completing Forms:</b> Grace Loman	<b>Title:</b> CTE Department Chair	<b>E-mail:</b> Grace.loman@reg5.k12.ct.us

Check the Career Cluster for which equipment is being requested. Check one program area only. For shared resources, indicate the primary cluster.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Agriculture, Food and Natural Resources        | <input type="checkbox"/> Engineering and Technology | <input type="checkbox"/> Information Technology                     |
| <input type="checkbox"/> Arts, Audio/Video Technology and Communication | <input type="checkbox"/> Finance                    | <input type="checkbox"/> Manufacturing                              |
| <input type="checkbox"/> Business, Management and Administration        | <input type="checkbox"/> Health Sciences            | <input type="checkbox"/> Marketing, Sales and Service               |
| <input type="checkbox"/> Architecture and Construction                  | <input type="checkbox"/> Hospitality and Tourism    | <input type="checkbox"/> Transportation, Distribution and Logistics |
| <input type="checkbox"/> Education and Training                         | <input type="checkbox"/> Human Services             |   |

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment (What CTE area/room)
27332	Afinia H800+ 3D printer	1	\$1899	40	\$1939	Technology Education Manufacturing/Engineering room 168

TOTAL EQUIPMENT REQUEST: \$1939 TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

## Local Uses of Funds

### Those in bold are new in Perkins IV

Required Uses of Funds to:

1. Strengthen the academic, career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. **Link CTE at the secondary level and the postsecondary level, including offering the relevant elements of not less than one Program of Study described in Section 122(c)(1)(A).**
3. Provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to all teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated CTE programs on topics including: effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement and effective use of scientifically-based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. **Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.**

Permissible Uses of Funds to:

1. Include parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.
2. Provide career guidance and academic counseling, **which may include information described in Section 2328 of Perkins IV, for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options and provides assistance for postsecondary students and adults.**

3. **Develop and support local education and business partnerships**, including work-related experiences for students, **adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.**
4. Provide programs for special populations.
5. Assist career and technical student organizations.
6. Provide mentoring and support services.
7. Lease, purchase, upgrade or adapt equipment, including instructional aides and **publications (including support for library resources) designed to strengthen and support academic and technical skills achievement.**
8. Develop teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. **Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
10. **Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.**
11. **Provide activities to support entrepreneurship education and training.**
12. **Improve or develop new CTE courses, including the development of Programs of Study/Student Success Plan for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.**
13. **Develop and support small, personalized career-themed learning communities.**
14. Provide support for family and consumer sciences programs.
15. **Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.**
16. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or in finding an appropriate job.
17. Support training and activities (**such as mentoring and outreach**) in nontraditional fields.
18. **Provide support for training programs in automotive technologies.**
19. **Pool a portion of such funds with a portion of funds available to other recipients for innovative initiatives.**
20. Support other CTE activities consistent with the purpose of Perkins IV.

**CARL D. PERKINS CAREER AND TECHNICAL  
EDUCATION IMPROVEMENT ACT ASSURANCES**

1. Individuals, who are members of special populations preparing for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency, shall be provided with equal access to recruitment, enrollment, and placement activities and equitable participation in Perkins funded CTE programs. Such populations shall be provided with equal access to the full range of applied education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs and comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations. [Sec. 2354 (b) (9)]
2. The progress of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in CTE programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 2354 (b) (8)]
3. An annual evaluation of CTE programs funded under this Act shall be conducted and shall include an assessment of the needs of special populations and whether such programs enable special populations to meet local levels of performance and prepare them for further learning or for high-skill, high-wage careers. [Sec. 2354 (b) (8) (B)]
4. The grantee shall develop, improve or expand the use of technology in CTE programs and ensure that CTE personnel are trained to use state-of-the-art technology and effective techniques and practices. [Sec. 2355 (b) (4)]
5. The grantee shall provide CTE students with the academic and career and technical skills (including the math and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields. Schools shall collaborate with technology industries to offer work-based learning programs. [Sec. 2355 (b) (4) (B)]
6. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 2355 (5) (A) (iii)]
7. The grantee shall provide a CTE program that is of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs. [Sec. 2354 (b) (6)]
8. Equipment purchased, when not being used to carry out the provisions of the Perkins Act, may be used for other instructional purposes currently or previously supported by the federal government, if it does not interfere with the use of that equipment for programs funded under the Act; and does not add to the cost of using that equipment. (34 CFR Sec. 80.32)
9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations. (34 CFR Sec. 74.34)
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in CTE programs. [Sec. 2354 (b) (10)]
11. The grantee shall provide sufficient information to the SDE to enable them to comply with the provisions of this Act. (20 U.S.C. §2301 et. seq.)

12. The CTE curriculum shall be planned, ongoing and systematic. (C.G.S. Sec. 10-16b)

13. The funds made available under the Act shall be used to supplement not supplant non-federal funds used to provide CTE activities.

I, the undersigned authorized official hereby certify that these Assurances shall be fully implemented.

Signature: \_\_\_\_\_

Name (typed): \_\_\_\_\_

Title (typed): \_\_\_\_\_

Date: \_\_\_\_\_

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**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

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**THE APPLICANT:**

**HEREBY ASSURES THAT:**

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(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. Non-discrimination.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).



- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining

agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: \_\_\_\_\_

Name (typed): \_\_\_\_\_

Title (typed): \_\_\_\_\_

Date: \_\_\_\_\_

## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary takeover~ transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.**
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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### Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant	PR/AWARD Number and/or Project Name
Printed Name and Title of Authorized Representative	
Signature	Date

**APPENDIX A**  
**Perkins Supplemental Enhancement Grant**  
**Proposal Scoring Rubric**

Connecticut State Department of Education  
 Academic Office, Career & Technical Education

Total Score: \_\_\_/67

District Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date Reviewed: \_\_\_/\_\_\_/\_\_\_

Area	Total Points Possible	High Points 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Grant Cover Page</b>	3 Points	Form is complete and includes: <ul style="list-style-type: none"> <li>• Fiscal agent name, address, telephone and e-mail;</li> <li>• Contact name, address, telephone and e-mail;</li> <li>• Amount requested;</li> <li>• Enrollment numbers if required; or</li> <li>• Typed name and signature of authorized administrator.</li> </ul>	Form is missing one of the following elements: <ul style="list-style-type: none"> <li>• Fiscal agent name, address, telephone and e-mail;</li> <li>• Contact name, address, telephone and e-mail;</li> <li>• Amount requested;</li> <li>• Enrollment numbers if required; or</li> <li>• Typed name and signature of authorized administrator.</li> </ul>	Form is missing more than one of the following elements: <ul style="list-style-type: none"> <li>• Fiscal agent name, address, telephone and e-mail;</li> <li>• Contact name, address, telephone and e-mail;</li> <li>• Amount requested;</li> <li>• Enrollment numbers if required; or</li> <li>• Typed name and signature of authorized administrator.</li> </ul>	_____

Area	Total Points Possible	High Points 10-8	Medium Points 7-4	Low Points 3-0	Points Earned
<b>Plan Summary</b>	10 points	<ul style="list-style-type: none"> <li>Plan summary precisely describes the purpose of the proposal.</li> <li>The objectives and outcomes initiated through the proposal are clear and have the potential to improve career and technical education programs.</li> <li>Strategies described relate to the purpose, objectives and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Plan summary describes the purpose of the proposal.</li> <li>The objectives and outcomes initiated through the proposal are not always clear and have only some potential to improve career and technical education programs.</li> <li>Strategies described have a vague relation to the purpose, objectives and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Plan summary is vague and/or it is hard to understand the purpose of the proposal.</li> <li>The objectives and outcomes initiated through the proposal are not clear and have only little to some potential to improve career and technical education programs.</li> <li>Strategies described have a little to no relation to the purpose, objectives and outcomes.</li> </ul>	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 1</b>	3 points	The narrative is clear, concise and measurable on how the proposal will improve and enhance career and technical pathways or programs.	The narrative is not always clear on how the proposal will improve and enhance career and technical pathways or programs.	The narrative is vague and describes few if any measurable statements on how the proposal will improve and enhance career and technical pathways or programs.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 2</b>	3 Points	The narrative is clear, concise and measurable on how the proposal will enhance, improve and/or implement career pathway(s).	The narrative is not always clear on how the proposal will enhance, improve and/or implement career pathway(s).	The narrative is vague and describes few if any measurable statements on how the proposal will enhance, improve and/or implement career pathway(s).	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 3</b>	3 Points	The narrative is clear, concise and measurable on how the proposal will improve district, state, and local adjusted levels of performance.	The narrative is not always clear on how the proposal will improve district, state, and local adjusted levels of performance.	The narrative is vague and describes few if any measurable statements on how the proposal will improve district, state, and local adjusted levels of performance.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 4</b>	3 Points	The narrative is clear, concise and measurable on how the proposal will improve students' academic and technical skill development through integration.	The narrative is not always clear on how the proposal will improve students' academic and technical skill development through integration.	The narrative is vague and describes few if any measurable statements on how the proposal will improve students' academic and technical skill development through integration.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 5</b>	3 points	The narrative is clear, concise and measurable on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	The narrative is not always clear on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	The narrative is vague and describes few if any measurable statements on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 6</b>	3 points	The narrative is clear and concise on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	The narrative is not always clear on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	The narrative is vague and describes few if any measurable statements on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 7</b>	3 points	The narrative is clear and concise on how the proposal will provide opportunity for professional development.	The narrative is not always clear on how the proposal will provide opportunity for professional development.	The narrative is vague on how the proposal will provide opportunity for professional development.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 8</b>	3 points	The narrative is clear, concise and measurable on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	The narrative is not always clear on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	The narrative is vague and describes few if any measurable statements on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 9</b>	3 points	The narrative is clear, concise and measurable on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	The narrative is not always clear on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	The narrative is vague and describes few if any measurable statements on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 10</b>	3 points	The narrative is clear, concise and measurable on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	The narrative is not always clear on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	The narrative is vague and describes few if any measurable statements on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 11</b>	3 points	The narrative is clear, concise and measurable on how the proposal will promote preparation for nontraditional training and employment.	The narrative is not always clear on how the proposal will promote preparation for nontraditional training and employment.	The narrative is vague and describes few if any measurable statements on how the proposal will promote preparation for nontraditional training and employment.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
<b>Local Plan Narrative: 12</b>	3 points	The narrative is clear and concise on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	The narrative is not always clear on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	The narrative is vague and describes few if any measurable statements on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	_____
Area	Total Points Possible	High Points 5-4	Medium Points 3-2	Low Points 1-0	Points Earned
<b>Sustainability Plan</b>	5 points	<ul style="list-style-type: none"> <li>• Sustainability plan precisely describes how the proposal will be maintained at the end of the grant life.</li> <li>• Sustainability plan includes how the proposal will receive financial support at the end of the grant life.</li> <li>• Sustainability plan includes strategies for continual improvement and growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability plan describes the purpose of the proposal.</li> <li>• Sustainability plan is vague on how the proposal will receive financial support at the end of the grant life.</li> <li>• Strategies that describe continual improvement and growth are vague.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability plan is vague and/or it is hard to understand.</li> <li>• Sustainability plan has a brief statement or no information on how the proposal will receive financial support at the end of the grant life.</li> <li>• There are no strategies that describe continual improvement and growth.</li> </ul>	_____



Area	Total Points Possible	High Points 3	Medium Points 2	Low Points 1-0	Points Earned
<b>ED 114 Form</b>	3 points	Form is complete and includes: <ul style="list-style-type: none"> <li>• Grantee name;</li> <li>• Town code;</li> <li>• Requested Amount; or</li> <li>• Budget amounts total requested amount.</li> </ul>	Form is missing one of the following elements and/or the budget amounts do not equal the requested budget: <ul style="list-style-type: none"> <li>• Grantee name;</li> <li>• Town code; or</li> <li>• Requested Amount.</li> </ul>	Form is missing more than one of the following elements and/or the budget amounts are incorrect. <ul style="list-style-type: none"> <li>• Grantee name;</li> <li>• Town code; or</li> <li>• Requested Amount.</li> </ul>	_____
Area	Total Points Possible	High Points 10-8	Medium Points 7-4	Low Points 3-0	Points Earned
<b>Budget Narrative</b>	10 points	Form is complete and includes: <ul style="list-style-type: none"> <li>• All requested information for each code line;</li> <li>• Descriptions that precisely describe what is being requested when asked;</li> <li>• All position, staff and individual names are included;</li> <li>• The description on how the request will improve the CTE program is clearly answered;</li> <li>• When requested all event titles, locations and dates are included; and</li> <li>• Requested career pathway, program area, courses and vendor information is included.</li> </ul>	Form is missing more than one, but less than four of the following list below and/or the descriptions when requested are vague. <ul style="list-style-type: none"> <li>• Requested information for each code line;</li> <li>• Descriptions that precisely describe what is being requested when asked;</li> <li>• All position, staff and individual names are included;</li> <li>• The description on how the request will improve the CTE program is clearly answered;</li> <li>• When requested all event titles, locations and dates are included; and</li> <li>• Requested career pathway, program area, courses and vendor information is included.</li> </ul>	Form is missing more than four of the following list below and/or the descriptions when requested are vague. <ul style="list-style-type: none"> <li>• Requested information for each code line;</li> <li>• Descriptions that precisely describe what is being requested when asked;</li> <li>• All position, staff and individual names are included;</li> <li>• The description on how the request will improve the CTE program is clearly answered;</li> <li>• When requested all event titles, locations and dates are included; and</li> <li>• Requested career pathway, program area, courses and vendor information is included.</li> </ul>	_____
<b>Total Points - 67</b>					

COMMENTS

Total \_\_\_/67

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## **APPENDIX B**

### **ANNIE E. CASEY FOUNDATION**

All Request for Proposals for competitive grants related to at risk youth must contain the uniform language that follows:

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- The collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the CSDE.
- The proposal or application submitted provides information detailing the activities, which assure priority access to services to children, youth and families referred by the collaborative oversight entity.
- The application shall designate someone to act as liaison for the referral process.

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



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**Theresa Lumas**  
**Director of Finance and Administration**  
[terry.lumas@reg5.k12.ct.us](mailto:terry.lumas@reg5.k12.ct.us)

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

January 12, 2018

Mr. Richard Ciardiello, Mr. Peter Ciardiello, and Mr. Richard Riccitelli  
Kramden Enterprises D/B/A Eli's Tavern  
2402 Whitney Ave.  
Hamden, CT 06518

Dear Sirs:

I am in receipt of check for \$4,300.00. Thank you very much for your donation to Amity Regional School District.

Donations are presented to the Amity Board of Education for acceptance. In accordance with Board Policy, *"All gifts shall be accepted for the school system as a whole. The Board of Education may accept on behalf of and for the schools any bequest or gift of money or property for a purpose deemed by the Board of Education to be suitable and to utilize such money or property so designated."* A copy of the Board policy regarding gifts is attached.

This donation will be presented at the next scheduled Board meeting on Monday, February 12, 2018.

Thank you again for your interest in Amity Regional School District and the generous donation to the school district.

Respectfully,



Theresa Lumas  
Director of Finance & Administration

c; Dr. Charles Dumais, Superintendent of Schools  
Ernest Goodwin, Athletic Director

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



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**Theresa Lumas**  
**Director of Finance and Administration**  
[terry.lumas@reg5.k12.ct.us](mailto:terry.lumas@reg5.k12.ct.us)

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

February 3, 2018

Ms. Rose Foote  
c/o Bella's Café, LLC  
896 Whalley Avenue  
New Haven, CT 06515

Dear Ms. Foote:

I am in receipt of your check for \$3,000.00. Thank you very much for your donation to Amity Regional School District. You have requested these funds go toward the purchase of wrestling mats.

Donations are presented to the Amity Board of Education for acceptance. In accordance with Board Policy, *"All gifts shall be accepted for the school system as a whole. The Board of Education may accept on behalf of and for the schools any bequest or gift of money or property for a purpose deemed by the Board of Education to be suitable and to utilize such money or property so designated."* A copy of the Board policy regarding gifts is attached.

This donation will be presented at the next scheduled Board meeting on Monday, February 12, 2018.

Thank you again for your interest in Amity Regional School District and the generous donation to the school district.

Respectfully,



Theresa Lumas  
Director of Finance & Administration

c; Dr. Charles Dumais, Superintendent of Schools  
Ernest Goodwin, Athletic Director

## **Business/Non-Instructional Operations**

### **Gifts, Grants and Bequests**

The Superintendent of Schools shall set up criteria to be met in the acceptance of gifts and the procedure for examining and evaluating offers of gifts to the school system.

Any such gifts, grants, and bequests may contain identification of the donor. All gifts shall be accepted for the school system as a whole. The Board of Education may accept on behalf of and for the schools any bequest or gift of money or property for a purpose deemed by the Board of Education to be suitable and to utilize such money or property so designated.

Legal Reference: Connecticut General Statutes

10-47 Powers of regional board. Meetings

10-9 Bequests for educational purposes

Policy adopted:

November 14, 2005

AMITY REGIONAL SCHOOL DISTRICT NO. 5  
Woodbridge, Connecticut

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



*Charles S. Dumais, Ed.D.*  
*Superintendent of Schools*

[charles.dumais@reg5.k12.ct.us](mailto:charles.dumais@reg5.k12.ct.us)  
phone: 203.392.2106  
fax: 203.397.4864

**February 12, 2018**

**To: Members of the Board of Education**

**From: Charles Dumais, Ed.D., Superintendent of Schools**

**Re: Personnel Report**

**NEW HIRES-CERTIFIED: NONE**

**NEW HIRES-SUBSTITUTES:**

*Edward Brewer* – Long Term Substitute Teacher-Biology, 030 Certification– Amity Regional High School, effective 1/26/2018

**NEW HIRES-CLASSIFIED:**

*Connor Coleman* – Paraeducator – Transition Program – Amity Regional High School, effective 2/1/2018

**NEW HIRES-COACHES:**

*John Adamovich* – Boys Varsity Volleyball Coach – Amity Regional High School, effective 2/22/2018

*Sarah Clark* – Assistant Varsity Girls Lacrosse Coach – Amity Regional High School, effective 2/26/2018

**TRANSFERS:**

*Joy Drakonakis* – .6 FTE Reading Teacher at Amity Regional High School to 1.0 FTE Reading Teacher at Bethany Middle School, effective 2/26/2018

**RESIGNATION(S):**

*Megan Butler* – Co-Ed Assistant Track Coach – ARHS, effective 1/8/2018

*Janica Quillia* – Girls Varsity Track Coach – ARHS, effective 1/8/2018

*Emily Merriam* – Softball Coach – AMSB, effective 2/2/2018

**RETIREMENT(S):**

*Gail Huitt* – F/T Reading Teacher – AMSB, effective 2/28/2018

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



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*Charles S. Dumais, Ed.D.*  
*Superintendent of Schools*

*charles.dumais@reg5.k12.ct.us*  
*203.392.2106*

Superintendent's Report – February 2018

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

Enhance the efficient and effective use of resources.

Foster a supportive climate for students and adults.

**Instruction**

**Amity Transition Program Partnership with Albertus Magnus College.** The Amity team met with representatives from Albertus Magnus College. Albertus has happily agreed to our partnership and, beginning in the fall of 2018, our transition students will spend part of their day on campus. More information will follow as we solidify details of the arrangement.

**STAR Universal Assessments.** Amity Middle Schools administered STAR Universal Assessments for reading and mathematics. Teachers participated in facilitated team meetings with the STAR Data coach to review student performance and monitor progress.

**Basketball.** Tyler Thomas of the Amity Boys Basketball team scored his 1,000<sup>th</sup> point of his Amity career!

**CAS Leadership Conference.** Fifteen Amity Middle School Bethany student council members took a field trip to Trinity College for a Connecticut Association of Schools (CAS) student leadership conference. Four of our eighth graders presented at one of the workshops and gave an overview of what our student council does in partnership with Woodbridge Youth Services to promote “Making Acceptance Acceptable” (the theme of the conference).

**Awareness of Global & Local Issues: A Collaborative Approach to Assessment.** Seventh grade English and social studies students are completing an interdisciplinary project based on the Performance Based Assessment Design (PADI) initiative for teachers. Students will be investigating a global issue or local perspective on issues like: access to water, healthcare, education, gender inequality, human rights, terrorism, famine, etc. The student work will be shared with parents and others at a *Global Issues Evening* on February 27, 2018.

**Volleyball.** Abby Harbinson was named the New Haven Register Most Valuable Player for Girls Volleyball. Jaiden Williams was also named to the all-area team.



**Book Discussion.** A group of teachers and administrators at Amity Middle School Bethany are participating in an after-school book group to discuss [\*On Your Mark: Challenging the Conventions of Grading and Reporting\*](#) by Thomas Guskey.

**Debate Team.** The Amity Middle School Orange debate team performed well at their most recent scrimmage in Glastonbury. The team received praise for their arguments around the motion that “This House would eliminate Executive pardons and commutations.”

**Toothbrush Collection.** As part of a social studies unit on Africa, Amity Middle School Orange students face-timed with a Peace Corps volunteer currently stationed in Madagascar. When students learned that health education is a large part of the work being done in the region, they responded by collecting over five hundred toothbrushes for remote communities in Madagascar.

**Midterm Exams.** Amity Regional High School held midterm exams from January 18 - January 23, 2018. Teachers were encouraged to take advantage of the longer exam sessions (two hours, up from the previous eighty-five minutes) to include more authentic assessment strategies such as lab practicums, mini-projects, and speaking components.

**Link Crew Cocoa and Cram.** In preparation for their first full set of midterm exams, Amity Regional High School freshmen were invited to study, discuss, and share treats with Link Crew Leaders during the annual Cocoa and Cram event held in the high school cafeteria. More than 150 freshmen worked with more than 70 Link Crew Leaders to review materials.

**District Committees.** Meetings were held for Teacher/Administrator Evaluation, Wellness, SRBI/RT, Reading, and Steering.

**Curriculum Articulation.** Meetings were held for Science and World Language.

**Calibration.** Amity administrators participated in a professional learning experience focused on midyear calibration practice for upcoming teacher/administrator midyear conferences.

**Support and Evaluation.** The Amity Teacher/Administrator Evaluation committee continues to work with Capitol Region Education Council (CREC) consultant Dr. Ellen Retelle making revisions to the Amity Teacher and Administrator Evaluation Models.

### **Resources**

**“Paperless” student registration procedure for Nature’s Classroom.** All Amity Middle School Bethany seventh grade families were encouraged to attend a meeting on Monday, January 29, 2018, to learn about the “paperless” student registration procedure for Nature’s Classroom this year.

**Cafeteria Advisory Committee.** A meeting of our cafeteria advisory committee, including several students and the Chartwell’s director, surfaced opinions and suggestions for improving the cafeteria. The group also discussed the ideas of composting and of establishing a “food bank” of unopened and unused food for the fall as part of the Greenleaf program.

**Radios.** Fifteen new handheld radios were purchased for Amity Regional High School to replace outdated and non-functional older radios. Six of the units are equipped with a panic button that will activate the lockdown sequence.

**Club Guest Speakers.** Two Amity Regional High School clubs have successfully hosted prominent guest speakers to enhance their co-curricular experiences. These visits have been at no cost to the clubs or district. Junior State of America (JSA) has organized a monthly speaker series this year where they host local, state and federal politicians who explain their roles to the students during their after-school meetings. The Amity Sports Business Association hosted CEO of Steiner Sports Marketing Brandon Steiner during an after-school meeting. These visits are made possible by the outreach and tenacity of student club members.

**Electronic Payments.** Members of the Finance and Technology departments recently met with middle school staff from both schools to develop a protocol for posting student obligations into PowerSchool and MyPaymentsPlus. Implementation is planned for this year's end-of-year obligations.

**Green Leaf Schools.** We are in the process of completing the self-assessment tool in all three schools. There is interest in greenhouses, school gardens, and composting projects! Several District staff attended a webinar concerning Food Waste Reduction. We are exploring options for composting at each school, starting with cafeteria kitchen waste. Options to implement a shared food table in each cafeteria are also being researched.



**Security Professional Development.** The District security guards attended training with the Coordinator from the Connecticut State Police Statewide Narcotics Task Force, Wayne Kowal. The program included Drug Endangered Children (DEC) and Current Drug Trends.

**Donations.** Individual and business members of the Amity community have generously donated funds to supplement equipment purchases for athletics.

**BOWA Coordination.** BOWA Directors of Curriculum met to continue discussions about curriculum alignment, STAR Assessment data, and each district's plan for recent changes to the CT Teacher Education and Mentoring Program (TEAM).

### Climate

**Special Education Orientation.** Amity Middle School staff provided an orientation session (one at each middle school) for parents of incoming sixth grade students receiving special education services. District special education personnel were also available to meet parents and answer questions.

**Woodbridge Pupil Services Director.** Amity Director of Pupil Services Mary Raiola has graciously served on the interview committee in Woodbridge Beecher Road School for the position of Special Services Director.

**Principal/Student Lunches.** Dr. Dellinger and Mrs. Burke continued their student lunch meetings with small groups of seventh graders.

**Craft Club.** The Amity Middle School Orange craft club made dozens of hats and scarves to be donated to the Veterans Hospital.

**Video Competition.** The Amity Class Act Council submitted a *Battle of the Fans* video as part of the Connecticut Interscholastic Athletic Conference (CIAC) *Battle of the Fans* contest. Here is the link: [rmd.me/mlqa6EWTYr8](http://rmd.me/mlqa6EWTYr8)

**Science Fair.** Amity hosted the CT STEM Science Fair at Amity Regional High School. Students from all over the state competed in this event. Amity showed very well in the competition, sending Sophia Wang to the Intel International Science and Engineering Fair. Here is a complete list of awards from the event - <https://docs.google.com/spreadsheets/d/1Iodyx4qmUz6NtCo-MjO1dzOrLf5HSZpRPy-Ia3BApVc/edit#gid=0>

**STEAM Day.** Please mark your calendars for the Third Annual Amity STEAM Day on May 24, 2018. Amity hosts and presents this event, and we invite our Member Town fifth grade students to join us.

**Monthly Core Values/Beliefs Focus.** Every month at Amity Regional High School has had a specific core value or belief on which to focus. The stated core values for the high school are: fairness, respect and passion. The stated core beliefs are: compassion, integrity, collaboration, communication, persistence, and inspiration. These core values and beliefs have helped direct activities in Spartan Seminar, thematic aspects to all of the newsletters/communications, and influenced the structure and activities at faculty meetings.

**Parent University.** In addition to the early sessions on Student Organization Skills, Unified Classroom, Chronic Absenteeism, Student Success Plans, and *Courage to Speak*, we have scheduled sessions to cover various topics (as identified in the District Goals/Objectives) over the course of the year.

Date	Topic
February 13, 2018	Internet Safety
March 6, 2018	School Security
April 3, 2018	Academic Integrity, Media Literacy
May 8, 2018	Experiential Learning

### **Superintendent**

**Instructional Leadership.** I visit each school on (at least) a weekly basis and make classroom observations a regular part of each trip. To date, I have visited more than **140** classrooms (and other activities for non-classroom certified employees) across all of the buildings.

**Storify.** See this past month's tweets with the #AR5 hashtag here:  
<https://storify.com/charlesdumais/amity-jan-feb-2018>

**Shadowing.** In early 2018 (January and February), I shadowed a student at each of the Amity schools as they go through their normal day of classes and activities. It was a wonderful experience that emphasized the high quality of the learning experience that our students have in our schools. Many thanks to Daniela Abreu, Koda Blue, and Eric Novak for letting me tag along!

**Headmasters.** As a member of this 125-year-old national association of school leaders (both public and private) since 2010, I annually participate in focused professional development on critical issues in our schools and the world with colleagues and invited experts. This year's topic was *The Shift in World Power*, included discussions with the President of the University of Maryland, the Dean of the Johns Hopkins School of Advanced International Studies, and a Senior Fellow of Governance Studies at the Brookings Institute.

**Legislative Conference Call.** In order to ensure that the perspective of superintendents and the interests of school districts are shared with our state legislators, I participated in an annual conference call with Connecticut Senator Gayle Slossberg to discuss education funding, special education burden of proof, charter schools, student data privacy, the Governor's proposed budget, and many other topics.

**CoSN.** I have been invited to be a member of the Superintendent's Advisory Panel of the Consortium for School Networking (CoSN), "the premier professional association for school system technology leaders."

**Budget.** The Superintendent's 2018-2019 Proposed Budget has been presented to the Amity Finance Committee and a joint meeting of the Woodbridge Board of Selectmen and Board of Finance. Presentations are scheduled for the Bethany and Orange Boards of Finance.

**Advanced Leadership Institute.** As a member of the Connecticut Association of Public School Superintendents (CAPSS) Experienced Superintendents Group, I participate monthly in the Advanced Leadership Development Institute with other Connecticut superintendents to discuss and process district leadership dilemmas and problems of practice, including budget development, leadership capacity building, superintendent evaluation, superintendent effectiveness, and other relevant topics.

**Instructional Rounds.** As our teachers have engaged in Instructional Rounds, the District Leadership Team (accompanied by a teacher from each school) has conducted their first two of three visits for this year and will complete their third visit (to Amity Middle School Orange) in March. As part of our efforts to increase opportunities, coordination, and understanding with our local Universities, we have invited a Southern Connecticut State University School of Education faculty member to join us.

**Negotiations.** We are currently preparing to negotiate with the Nurses Bargaining Unit and the Paraeducators Bargaining Unit.

**Cooperative/Shared Services.** Explorations and negotiations are progressing on short term (information technology, facilities) and long term (special education, curriculum) opportunities for shared services.

A handwritten signature in blue ink, appearing to read "Stuman".

*This report is a synopsis of many of the undertakings, efforts, and achievements toward our District Goals and Objectives. It does not represent a complete and comprehensive account of all that has happened in the past month. I would encourage you to contact me directly if you have questions about items that you read or that you anticipated reading. I would be glad to discuss them.*

CLEAN  
SAFE  
HEALTHY  
SCHOOLS

Amity Regional School  
District No. 5

25 Newton Road

Woodbridge, CT 06525

Phone: 203-397-4817

Fax: 203-397-4864



# Amity Regional School District No. 5

## Facilities Department Monthly Report

### Completed Projects:

- The auxiliary air conditioning unit that cools the industrial arts classroom at Amity Middle School, Orange Campus, failed. A replacement unit was ordered installed by in-house personnel.
- The heat exchanger at Amity Regional High School was damaged during an overheating event. It is now fully repaired, balanced, and back in service.
- There was an issue with providing heat in the nurse's office at Amity Middle School, Orange Campus. The heating valve was found to be faulty and it was replaced by in-house personnel.
- A light switch controlling the corridor lights at Amity Regional High School failed. It was replaced by in-house personnel.
- Some of the restroom stall doors and hardware were damaged at Amity Middle School, Orange Campus. Parts were ordered and replaced by in-house personnel.
- A variable frequency drive failed on one of the circulator pumps at Amity Regional High School. Our contractor secured a new one and installed and tested it. A mixing valve on the domestic hot water loop at Amity Middle School, Bethany Campus stopped working. Replacement parts were ordered and installed by in-house personnel.
- The drinking fountain in the weight room at Amity Regional High School was damaged. Replacement parts were ordered and installed by in-house personnel.

### Projects in process:

- The main breaker that serves the older portion of Amity High School either has a problem or needs to be calibrated to current electric loads. vanZelm Engineering completed the engineering study. Southern New England Electrical Testing (SNEET) calibrated the breakers per the engineering supplied by vanZelm Engineering. A recent test of the micro-grid allowed us to test the breaker and it did not trip. We are now waiting for an appropriate time to perform a full PM on the breakers, which will require an extended power outage.
- One of the transfer switches to the generator panels failed and must be switched manually now. The replacement switch has been ordered and will be installed and tested by our contractor when it arrives.

### Outstanding issues to be addressed:

- None at this time.

**AMITY REGIONAL SCHOOL DISTRICT NO. 5  
REVENUES AND EXPENDITURES  
2018-2019 BUDGET ORIGINAL REQUESTS**

**SUPERINTENDENT'S BUDGET**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>VAR. \$ TO</b>	<b>VAR. %</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>TO BUDGET</b>
1	MEMBER TOWN ALLOCATIONS	46,289,573	48,250,162	48,250,162	48,509,346	259,184	0.54%
2	OTHER REVENUE	179,151	136,510	200,594	186,902	50,392	36.91%
3	OTHER STATE GRANTS	1,012,502	0	0	573,805	573,805	100.00%
4	MISCELLANEOUS INCOME	55,402	46,000	46,000	75,572	29,572	64.29%
5	BUILDING RENOVATION GRANTS	6,491	6,491	6,491	0	(6,491)	-100.00%
6	<b>TOTAL REVENUES</b>	<b>47,543,119</b>	<b>48,439,163</b>	<b>48,503,247</b>	<b>49,345,625</b>	<b>906,462</b>	<b>1.87%</b>
7	SALARIES	24,458,195	25,474,101	25,412,871	25,985,048	510,947	2.01%
8	BENEFITS	6,002,563	6,418,372	6,410,496	6,357,470	(60,902)	-0.95%
9	PURCHASED SERVICES	7,498,587	8,394,700	7,772,765	8,495,258	100,558	1.20%
10	DEBT SERVICE	4,709,213	4,406,650	4,406,650	4,649,893	243,243	5.52%
11	SUPPLIES (INCLUDING UTILITIES)	2,701,384	2,897,963	2,885,934	2,978,862	80,899	2.79%
12	EQUIPMENT	180,929	322,392	322,392	380,655	58,263	18.07%
13	IMPROVEMENTS / CONTINGENCY	62,460	367,000	367,000	331,000	(36,000)	-9.81%
14	DUES AND FEES	136,290	157,985	157,985	167,439	9,454	5.98%
15	TRANSFER ACCOUNT	0	0	0	0	0	0.00%
16	<b>TOTAL EXPENDITURES</b>	<b>45,749,621</b>	<b>48,439,163</b>	<b>47,736,093</b>	<b>49,345,625</b>	<b>906,462</b>	<b>1.87%</b>
17	<b>SUBTOTAL</b>	<b>1,793,500</b>	<b>0</b>	<b>767,154</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
18	CANCELLATION OF PRIOR YEAR'S ENCUMBRANCES	25,133	0	0	0	0	0.00%
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET	0	0	0	0	0	0.00%
20	<b>NET BALANCE / (DEFICIT)</b>	<b>1,818,633</b>	<b>0</b>	<b>767,154</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
21	<b>AVERAGE DAILY MEMBERSHIP</b>	<b>2,320</b>	<b>2,294</b>	<b>2,224</b>	<b>2,216</b>	<b>(8)</b>	<b>-0.35%</b>
22	<b>PER PUPIL EXPENDITURE</b>	<b>16,533</b>	<b>17,918</b>	<b>18,274</b>	<b>18,818</b>	<b>900</b>	<b>5.02%</b>

**AMITY REGIONAL SCHOOL DISTRICT NO. 5  
REVENUES AND EXPENDITURES  
2018-2019 BUDGET ORIGINAL REQUESTS**

**SUPERINTENDENT'S BUDGET**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>VAR. \$ TO</b>	<b>VAR. %</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>TO BUDGET</b>
1	BETHANY ALLOCATION	9,437,981	9,495,632	9,495,632	9,357,454	(138,178)	-1.46%
2	ORANGE ALLOCATION	22,561,538	24,017,483	24,017,483	24,341,990	324,507	1.35%
3	WOODBIDGE ALLOCATION	14,290,054	14,737,047	14,737,047	14,809,902	72,855	0.49%
4	<b>MEMBER TOWN ALLOCATIONS</b>	<b>46,289,573</b>	<b>48,250,162</b>	<b>48,250,162</b>	<b>48,509,346</b>	<b>259,184</b>	<b>0.54%</b>
5	ADULT EDUCATION	3,177	3,042	3,042	3,042	0	0.00%
6	PARKING INCOME	30,109	29,000	29,000	29,000	0	0.00%
7	INVESTMENT INCOME	16,565	10,000	16,000	20,000	10,000	100.00%
8	ATHLETICS	23,230	23,000	23,000	23,000	0	0.00%
9	TUITION REVENUE	86,570	49,368	106,152	88,460	39,092	79.18%
10	TRANSPORTATION INCOME	19,500	22,100	23,400	23,400	1,300	5.88%
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0.00%
12	<b>OTHER REVENUE</b>	<b>179,151</b>	<b>136,510</b>	<b>200,594</b>	<b>186,902</b>	<b>50,392</b>	<b>36.91%</b>
14	SPECIAL EDUCATION GRANTS	1,012,502	0	0	573,805	573,805	100.00%
15	<b>OTHER STATE GRANTS</b>	<b>1,012,502</b>	<b>0</b>	<b>0</b>	<b>573,805</b>	<b>573,805</b>	<b>100.00%</b>
16	RENTAL INCOME	19,988	21,000	21,000	21,000	0	0.00%
17	INTERGOVERNMENTAL	0	0	0	29,572	29,572	0.00%
18	OTHER REVENUE	35,414	25,000	25,000	25,000	0	0.00%
19	TRANSFER IN	0	0	0	0	0	0.00%
20	<b>MISCELLANEOUS INCOME</b>	<b>55,402</b>	<b>46,000</b>	<b>46,000</b>	<b>75,572</b>	<b>29,572</b>	<b>64.29%</b>
21	<b>BUILDING RENOVATION GRANTS</b>	<b>6,491</b>	<b>6,491</b>	<b>6,491</b>	0	(6,491)	-100.00%
22	<b>TOTAL REVENUES</b>	<b>47,543,119</b>	<b>48,439,163</b>	<b>48,503,247</b>	<b>49,345,625</b>	<b>906,462</b>	<b>1.87%</b>



**AMITY REGIONAL SCHOOL DISTRICT NO. 5  
REVENUES AND EXPENDITURES  
2018-2019 BUDGET ORIGINAL REQUESTS**

**SUPERINTENDENT'S BUDGET**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>VAR. \$ TO</b>	<b>VAR. %</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>TO BUDGET</b>
1	5111-CERTIFIED SALARIES	20,160,271	20,975,448	20,931,941	21,397,312	421,864	2.01%
2	5112-CLASSIFIED SALARIES	4,297,924	4,498,653	4,480,930	4,587,736	89,083	1.98%
3	<b>SALARIES</b>	<b>24,458,195</b>	<b>25,474,101</b>	<b>25,412,871</b>	<b>25,985,048</b>	<b>510,947</b>	<b>2.01%</b>
4	5200-MEDICARE - ER	333,749	353,376	356,892	374,913	21,537	6.09%
5	5210-FICA - ER	272,102	277,127	280,361	283,586	6,459	2.33%
6	5220-WORKERS' COMPENSATION	232,488	251,584	231,986	246,900	(4,684)	-1.86%
7	5255-MEDICAL & DENTAL INSURANCE	3,820,370	4,369,049	4,369,049	4,348,714	(20,335)	-0.47%
8	5860-OPEB TRUST	157,272	105,537	105,537	62,910	(42,627)	-40.39%
9	5260-LIFE INSURANCE	42,163	44,211	44,211	45,537	1,326	3.00%
10	5275-DISABILITY INSURANCE	9,276	9,373	9,635	9,924	551	5.88%
11	5280-PENSION PLAN - CLASSIFIED	862,404	886,831	886,831	892,845	6,014	0.68%
12	5281-DEFINED CONTRIBUTION RETIREMENT PLAN	48,776	54,384	59,093	64,867	10,483	100.00%
13	5282-RETIREMENT SICK LEAVE - CERT	77,835	19,936	19,936	1,921	(18,015)	-90.36%
14	5283-RETIREMENT SICK LEAVE - CLASS	1,137	1,587	1,587	1,000	(587)	-36.99%
15	5284-SEVERANCE PAY - CERTIFIED	118,398	25,477	25,477	1,000	(24,477)	-96.07%
16	5290-UNEMPLOYMENT COMPENSATION	25,360	17,900	17,900	21,353	3,453	19.29%
17	5291-CLOTHING ALLOWANCE	1,233	2,000	2,000	2,000	0	100.00%
18	<b>BENEFITS</b>	<b>6,002,563</b>	<b>6,418,372</b>	<b>6,410,496</b>	<b>6,357,470</b>	<b>(60,902)</b>	<b>-0.95%</b>
19	5322-INSTRUCTIONAL PROG IMPROVEMENT	19,287	15,500	15,500	28,500	13,000	83.87%
20	5327-DATA PROCESSING	74,490	94,178	94,178	93,590	(588)	-0.62%
21	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	959,298	1,277,466	1,277,466	1,332,265	54,799	4.29%
22	5440-RENTALS - LAND, BLDG, EQUIPMENT	88,456	97,947	97,947	119,185	21,238	21.68%
23	5510-PUPIL TRANSPORTATION	2,684,145	2,928,073	2,688,123	2,995,119	67,046	2.29%
24	5521-GENERAL LIABILITY INSURANCE	217,543	234,767	234,767	242,601	7,834	3.34%
25	5550-COMMUNICATIONS: TEL, POST, ETC.	134,313	172,374	144,934	163,224	(9,150)	-5.31%
26	5560-TUITION EXPENSE	3,235,655	3,486,509	3,131,964	3,427,580	(58,929)	-1.69%
27	5590-OTHER PURCHASED SERVICES	85,400	87,886	87,886	93,194	5,308	6.04%
28	<b>PURCHASED SERVICES</b>	<b>7,498,587</b>	<b>8,394,700</b>	<b>7,772,765</b>	<b>8,495,258</b>	<b>100,558</b>	<b>1.20%</b>
29	5830-INTEREST	1,249,213	821,650	821,650	799,893	(21,757)	-2.65%
30	5910-REDEMPTION OF PRINCIPAL	3,460,000	3,585,000	3,585,000	3,850,000	265,000	7.39%
30a	INTEREST OWED TO STATE	0	0	0	0	0	100.00%
30b	BONDING OF FACILITIES CAPITAL ITEMS	0	0	0	0	0	100.00%
31	<b>DEBT SERVICE</b>	<b>4,709,213</b>	<b>4,406,650</b>	<b>4,406,650</b>	<b>4,649,893</b>	<b>243,243</b>	<b>5.52%</b>

**AMITY REGIONAL SCHOOL DISTRICT NO. 5  
REVENUES AND EXPENDITURES  
2018-2019 BUDGET ORIGINAL REQUESTS**

**SUPERINTENDENT'S BUDGET**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>VAR. \$ TO</b>	<b>VAR. %</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>TO BUDGET</b>
32	5410-UTILITIES, EXCLUDING HEAT	669,181	681,950	669,921	703,234	21,284	3.12%
33	5420-REPAIRS, MAINTENANCE & CLEANING	703,831	720,055	720,055	723,928	3,873	0.54%
34	5611-INSTRUCTIONAL SUPPLIES	361,671	385,274	385,274	396,905	11,631	3.02%
35	5613-MAINTENANCE/CUSTODIAL SUPPLIES	201,900	219,965	219,965	219,965	0	0.00%
36	5620-OIL USED FOR HEATING	36,763	37,870	37,870	46,500	8,630	22.79%
37	5621-NATURAL GAS	63,982	53,845	53,845	52,512	(1,333)	-2.48%
38	5627-TRANSPORTATION SUPPLIES	87,411	117,341	117,341	151,900	34,559	29.45%
39	5641-TEXTS & DIGITAL RESOURCES	70,197	111,221	111,221	176,013	64,792	58.26%
40	5642-LIBRARY BOOKS & PERIODICALS	18,970	21,615	21,615	21,615	0	0.00%
41	5690-OTHER SUPPLIES	487,478	548,827	548,827	486,290	(62,537)	-11.39%
42	<b>SUPPLIES (INCLUDING UTILITIES)</b>	<b>2,701,384</b>	<b>2,897,963</b>	<b>2,885,934</b>	<b>2,978,862</b>	<b>80,899</b>	<b>2.79%</b>
43	5730-EQUIPMENT - NEW	47,837	72,200	72,200	215,879	143,679	199.00%
44	5731-EQUIPMENT - REPLACEMENT	133,092	250,192	250,192	164,776	(85,416)	-34.14%
45	<b>EQUIPMENT</b>	<b>180,929</b>	<b>322,392</b>	<b>322,392</b>	<b>380,655</b>	<b>58,263</b>	<b>18.07%</b>
46	5715-IMPROVEMENTS TO BUILDING	32,160	51,000	51,000	50,000	(1,000)	-1.96%
47	5715-FACILITIES CONTINGENCY	0	100,000	100,000	100,000	0	0.00%
48	5720-IMPROVEMENTS TO SITES	30,300	66,000	66,000	31,000	(35,000)	-53.03%
49	5850-CONTINGENCY	0	150,000	150,000	150,000	0	0.00%
50	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	0	0	0		0	0.00%
51	<b>IMPROVEMENTS / CONTINGENCY</b>	<b>62,460</b>	<b>367,000</b>	<b>367,000</b>	<b>331,000</b>	<b>(36,000)</b>	<b>-9.81%</b>
52	5580-STAFF TRAVEL	19,264	22,432	22,432	22,432	0	0.00%
53	5581-TRAVEL - CONFERENCES	28,433	36,520	36,520	35,975	(545)	-1.49%
54	5810-DUES & FEES	88,593	99,033	99,033	109,032	9,999	10.10%
55	<b>DUES AND FEES</b>	<b>136,290</b>	<b>157,985</b>	<b>157,985</b>	<b>167,439</b>	<b>9,454</b>	<b>5.98%</b>
56	<b>5856-TRANSFER ACCOUNT</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0.00%</b>
57	<b>TOTAL EXPENDITURES</b>	<b>45,749,621</b>	<b>48,439,163</b>	<b>47,736,093</b>	<b>49,345,625</b>	<b>906,462</b>	<b>1.87%</b>

# AMITY REGIONAL SCHOOL DISTRICT NO. 5

Bethany Orange Woodbridge  
25 Newton Road, Woodbridge Connecticut 06525



Theresa Lumas  
Director of Finance and Administration  
[terry.lumas@reg5.k12.ct.us](mailto:terry.lumas@reg5.k12.ct.us)

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

To: Dr. Charles S. Dumais, Superintendent of Schools  
From: Theresa Lumas, Director of Finance and Administration  
Re: Resolution for Refunding Bonds  
Date: February 6, 2018

Mark Chapman, of Independent Bond & Investment Consultants (IBIC) contacted me with an opportunity for the District to refinance some of its existing debt. Approximately \$11,335,000 of the April and December 2010 issues would be refunded. A threshold of \$11,500,000 has been set to allow for inclusion of the cost of issuance and additional maturity dates that present favorable changes prior to the market sale. A summary from IBIC is attached to this memo. The District would realize substantial savings, currently projected at over six hundred thousand dollars. The savings would begin in the next fiscal year through maturity in fiscal year 2026-27. The savings would also be incorporated into the budget developed for next year. **The estimated savings are \$700,546 net of expenses.** The annual savings are estimated at:

## ESTIMATED CASH FLOW SAVINGS

Fiscal Year	Current Debt Service	Cash Flow Savings	Combined Estimated Debt Service
6/30/2018	\$ 4,482,693.00	\$ -	\$ 4,482,693.00
6/30/2019	4,649,892.50	(69,615.28)	4,580,277.22
6/30/2020	4,563,572.50	(77,287.50)	4,486,285.00
6/30/2021	4,466,835.00	(79,425.00)	4,387,410.00
6/30/2022	4,318,130.00	(79,687.50)	4,238,442.50
6/30/2023	4,188,886.25	(80,712.50)	4,108,173.75
6/30/2024	3,858,176.88	(79,340.63)	3,778,836.25
6/30/2025	3,350,958.76	(80,506.26)	3,270,452.50
6/30/2026	1,960,446.88	(76,621.88)	1,883,825.00
6/30/2027	854,450.00	(77,350.00)	777,100.00
	<b>\$ 36,694,041.77</b>	<b>\$ (700,546.55)</b>	<b>\$ 35,993,495.22</b>

I recommend the Amity Finance Committee make the following recommendation to the Amity Board of Education:

***“The Amity Finance Committee recommends the Amity Board of Education considers and acts upon a resolution concerning the authorization of refunding bonds for payment of the outstanding principal of and interest on all or a portion of the District’s \$8,695,000 General Obligation Refunding Bonds, Issue of 2010, and \$8,245,000 General Obligation Refunding Bonds, Issue of 2010, Series B, and costs related thereto.”***

Below is the motion and the resolution for refunding bonds for the Amity Board of Education, as written by the District’s Bond Counsel. The resolution should be read (unless copies are available and the Board makes a motion to waive the reading) and entered into the Minutes as shown below:

***“To consider and act upon a resolution concerning the authorization of refunding bonds for payment of the outstanding principal of and interest on all or a portion of the District’s \$8,695,000 General Obligation Refunding Bonds, Issue of 2010, and \$8,245,000 General Obligation Refunding Bonds, Issue of 2010, Series B, and costs related thereto.”***

Enclosures

**RESOLUTION OF BOARD OF EDUCATION  
OF REGIONAL SCHOOL DISTRICT NUMBER 5  
AUTHORIZING THE ISSUANCE OF NOT EXCEEDING \$11,500,000 REFUNDING BONDS  
FOR PAYMENT IN WHOLE OR IN PART OF THE OUTSTANDING PRINCIPAL OF AND  
INTEREST ON THE DISTRICT'S \$8,695,000 GENERAL OBLIGATION REFUNDING  
BONDS, ISSUE OF 2010, AND \$8,245,000 GENERAL OBLIGATION REFUNDING BONDS,  
ISSUE OF 2010, SERIES B, OF REGIONAL DISTRICT NUMBER 5, AND COSTS  
RELATED THERETO**

(February 12, 2018)

RESOLVED,

(a) That Regional School District Number 5 issue its refunding bonds, in an amount not to exceed ELEVEN MILLION FIVE HUNDRED THOUSAND DOLLARS (\$11,500,000), the proceeds of which are hereby appropriated: (1) to fund one or more escrows, and to apply the balance held in such escrows, together with the investment earnings thereon, to the payment in whole or in part, as to be determined by the Chairman of the Board of Education and the Treasurer of the District, of the outstanding principal of and interest on the District's \$8,695,000 General Obligation Refunding Bonds, Issue of 2010, dated as of April 6, 2010, and \$8,245,000 General Obligation Refunding Bonds, Issue of 2010, Series B, dated as of December 3, 2010, including the payment of interest accrued on said bonds to the date of payment, and (2) to pay costs of issuance of the refunding bonds authorized hereby, including legal fees, consultants' fees, trustee or escrow agent fees, underwriters' fees, net interest and other financing costs and other costs related to the payment of the outstanding bonds described above. The refunding bonds shall be issued pursuant to Section 10-60a of the General Statutes of Connecticut, Revision of 1958, as amended, and any other enabling acts. The bonds shall be general obligations of the District and its member towns, secured by the irrevocable pledge of the full faith and credit of the District and its member towns.

(b) The Chairman of the Board of Education and the Treasurer of the District shall sign the bonds by their manual or facsimile signatures. The law firm of Day Pitney LLP is designated as bond counsel to approve the legality of the bonds. The Chairman and the Treasurer are authorized to determine the bonds to be redeemed and the amount, date, interest rates, maturities, redemption provisions, form and other details of the refunding bonds; to designate one or more banks or trust companies to be certifying bank, registrar, transfer agent and paying agent for the bonds; to provide for the keeping of a record of the bonds; to sell the bonds at public or private sale; to deliver the bonds; and to perform all other acts which are necessary or appropriate to issue the bonds.

(c) That the District hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that costs of the refunding may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the District reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the refunding. The Chairman and the Treasurer are authorized to amend such declaration of official intent as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

(d) That the Chairman and the Treasurer are authorized to make representations and enter into written agreements for the benefit of holders of the bonds to provide secondary market disclosure information, which agreements may include such terms as they deem advisable or appropriate in order to comply with applicable laws or rules pertaining to the sale or purchase of such bonds.

(e) That the Chairman, the Treasurer, and other proper officers and officials of the District are authorized to take all other action which is necessary or desirable to enable the District to effectuate the refunding of all or a portion of the District's \$8,695,000 General Obligation Refunding Bonds, Issue of 2010, and \$8,245,000 General Obligation Refunding Bonds, Issue of 2010, Series B, and to issue refunding bonds authorized hereby for such purposes, including, but not limited to, the entrance into agreements on behalf of the District with underwriters, trustees, escrow agents and others to facilitate the issuance of the refunding bonds, the escrow of the proceeds thereof and investment earnings thereon, and the payment of the outstanding bonds in whole or in part.

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# Regional School District # 5

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## Proposed Refunding

### Summary of Estimated Refunding Results

February 12, 2018

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**Independent Bond & Investment Consultants LLC**

Madison, Connecticut

1-800-257-3462



## Refund Prior Bonds - \$11,335,000

- Refund on a “Current” Basis:
  - April 2010 Refunding Issue – Callable maturities (2019-2025) - \$6,890,000 (District-Wide Facilities Improvements)
  - December 2010 Refunding Issue – Callable maturities (2020-2026) - \$4,445,000 (District-Wide Facilities Improvements)





# Regional School District # 5

Fiscal Year	Current Debt Service	Cash Flow Savings	Combined Estimated Debt Service
6/30/2018	\$ 4,482,693.00	\$ -	\$ 4,482,693.00
6/30/2019	4,649,892.50	(69,615.28)	4,580,277.22
6/30/2020	4,563,572.50	(77,287.50)	4,486,285.00
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6/30/2027	854,450.00	(77,350.00)	777,100.00
	<u>\$ 36,694,041.77</u>	<u>\$ (700,546.55)</u>	<u>\$ 35,993,495.22</u>

**AMITY REGIONAL SCHOOL DISTRICT NO. 5  
REVENUES AND EXPENDITURES  
FOR FY 2017-2018**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>	<b>COL 7</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>JAN '18</b>	<b>CHANGE</b>	<b>FEB '18</b>	<b>VARIANCE</b>	<b>FAV</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>INCR./((DECR.))</b>	<b>FORECAST</b>	<b>OVER/(UNDER)</b>	<b>UNF</b>
1	MEMBER TOWN ALLOCATIONS	46,289,573	48,250,162	47,534,391	0	47,534,391	(715,771)	UNF
2	OTHER REVENUE	179,151	136,510	225,684	15,740	241,424	104,914	FAV
3	OTHER STATE GRANTS	1,012,502	0	581,396	134,375	715,771	715,771	FAV
4	MISCELLANEOUS INCOME	55,402	46,000	46,000	8,422	54,422	8,422	FAV
5	BUILDING RENOVATION GRANTS	6,491	6,491	6,491	0	6,491	0	FAV
6	<b>TOTAL REVENUES</b>	<b>47,543,119</b>	<b>48,439,163</b>	<b>48,393,962</b>	<b>158,537</b>	<b>48,552,499</b>	<b>113,336</b>	<b>FAV</b>
7	SALARIES	24,458,195	25,474,101	25,397,502	39,881	25,437,383	(36,718)	FAV
8	BENEFITS	6,002,563	6,418,372	6,413,457	(47,141)	6,366,316	(52,056)	FAV
9	PURCHASED SERVICES	7,498,587	8,394,700	7,736,590	(48,372)	7,688,218	(706,482)	FAV
10	DEBT SERVICE	4,709,213	4,406,650	4,406,650	0	4,406,650	0	FAV
11	SUPPLIES (INCLUDING UTILITIES)	2,701,384	2,897,963	2,885,934	3,625	2,889,559	(8,404)	FAV
12	EQUIPMENT	180,929	322,392	322,392	0	322,392	0	FAV
13	IMPROVEMENTS / CONTINGENCY	62,460	367,000	367,000	1	367,001	1	UNF
14	DUES AND FEES	136,290	157,985	157,985	0	157,985	0	FAV
15	TRANSFER ACCOUNT	0	0	0	484,391	484,391	484,391	UNF
16	<b>TOTAL EXPENDITURES</b>	<b>45,749,621</b>	<b>48,439,163</b>	<b>47,687,510</b>	<b>432,385</b>	<b>48,119,895</b>	<b>(319,268)</b>	<b>FAV</b>
17	<b>SUBTOTAL</b>	<b>1,793,498</b>	<b>0</b>	<b>706,452</b>	<b>(273,848)</b>	<b>432,604</b>	<b>432,604</b>	<b>FAV</b>
18	PLUS: CANCELLATION OF PRIOR YEAR'S ENCUMBRANCES	0	0	0	0	0	0	FAV
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET:	0	0	0	0	0	0	FAV
20	<b>NET BALANCE / (DEFICIT)</b>	<b>1,793,498</b>	<b>0</b>	<b>706,452</b>	<b>(273,848)</b>	<b>432,604</b>	<b>432,604</b>	<b>FAV</b>

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 2017-2018**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>	<b>COL 7</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>JAN '18</b>	<b>CHANGE</b>	<b>FEB '18</b>	<b>VARIANCE</b>	<b>FAV</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>INCR./((DECR.)</b>	<b>FORECAST</b>	<b>OVER/(UNDER)</b>	<b>UNF</b>
1	BETHANY ALLOCATION	9,437,981	9,495,632	9,354,768	0	9,354,768	(140,864)	UNF
2	ORANGE ALLOCATION	22,561,538	24,017,483	23,661,194	0	23,661,194	(356,289)	UNF
3	WOODBIDGE ALLOCATION	14,290,054	14,737,047	14,518,429	0	14,518,429	(218,618)	UNF
4	<b>MEMBER TOWN ALLOCATIONS</b>	<b>46,289,573</b>	<b>48,250,162</b>	<b>47,534,391</b>	<b>0</b>	<b>47,534,391</b>	<b>(715,771)</b>	<b>UNF</b>
5	ADULT EDUCATION	3,177	3,042	3,042	0	3,042	0	FAV
6	PARKING INCOME	30,109	29,000	29,048	740	29,788	788	FAV
7	INVESTMENT INCOME	16,565	10,000	20,000	15,000	35,000	25,000	FAV
8	ATHLETICS	23,230	23,000	23,000	0	23,000	0	FAV
9	TUITION REVENUE	86,570	49,368	127,194	0	127,194	77,826	FAV
10	TRANSPORTATION INCOME	19,500	22,100	23,400	0	23,400	1,300	FAV
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0	FAV
12	<b>OTHER REVENUE</b>	<b>179,151</b>	<b>136,510</b>	<b>225,684</b>	<b>15,740</b>	<b>241,424</b>	<b>104,914</b>	<b>FAV</b>
13	BESB GRANT	0	0	0	0	0	0	FAV
14	SPECIAL EDUCATION GRANTS	1,012,502	0	581,396	134,375	715,771	715,771	FAV
15	<b>OTHER STATE GRANTS</b>	<b>1,012,502</b>	<b>0</b>	<b>581,396</b>	<b>134,375</b>	<b>715,771</b>	<b>715,771</b>	<b>FAV</b>
16	RENTAL INCOME	19,988	21,000	21,000	0	21,000	0	FAV
17	INTERGOVERNMENTAL REVENUE	0	0	0	8,422	8,422	8,422	FAV
18	OTHER REVENUE	35,414	25,000	25,000	0	25,000	0	FAV
19	TRANSFER IN	0	0	0	0	0	0	FAV
20	<b>MISCELLANEOUS INCOME</b>	<b>55,402</b>	<b>46,000</b>	<b>46,000</b>	<b>8,422</b>	<b>54,422</b>	<b>8,422</b>	<b>FAV</b>
21	<b>BUILDING RENOVATION GRANTS</b>	<b>6,491</b>	<b>6,491</b>	<b>6,491</b>	<b>0</b>	<b>6,491</b>	<b>0</b>	<b>FAV</b>
22	<b>TOTAL REVENUES</b>	<b>47,543,119</b>	<b>48,439,163</b>	<b>48,393,962</b>	<b>158,537</b>	<b>48,552,499</b>	<b>113,336</b>	<b>FAV</b>

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 2017-2018**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>	<b>COL 7</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>JAN '18</b>	<b>CHANGE</b>	<b>FEB '18</b>	<b>VARIANCE</b>	<b>FAV</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>INCR./(DECR.)</b>	<b>FORECAST</b>	<b>OVER/(UNDER)</b>	<b>UNF</b>
1	5111-CERTIFIED SALARIES	20,160,271	20,975,448	20,912,643	10,377	20,923,020	(52,428)	FAV
2	5112-CLASSIFIED SALARIES	4,297,924	4,498,653	4,484,859	29,504	4,514,363	15,710	UNF
3	<b>SALARIES</b>	<b>24,458,195</b>	<b>25,474,101</b>	<b>25,397,502</b>	<b>39,881</b>	<b>25,437,383</b>	<b>(36,718)</b>	<b>FAV</b>
4	5200-MEDICARE - ER	333,749	353,376	356,892	0	356,892	3,516	UNF
5	5210-FICA - ER	272,102	277,127	280,361	0	280,361	3,234	UNF
6	5220-WORKERS' COMPENSATION	232,488	251,584	234,947	0	234,947	(16,637)	FAV
7	5255-MEDICAL & DENTAL INSURANCE	3,820,370	4,369,049	4,369,049	(47,239)	4,321,810	(47,239)	FAV
8	5860-OPEB TRUST	157,272	105,537	105,537	0	105,537	0	FAV
9	5260-LIFE INSURANCE	42,163	44,211	44,211	0	44,211	0	FAV
10	5275-DISABILITY INSURANCE	9,276	9,373	9,635	98	9,733	360	UNF
11	5280-PENSION PLAN - CLASSIFIED	862,404	886,831	886,831	0	886,831	0	FAV
12	5281- DEFINED CONTRIBUTION RETIREMENT PLAN	48,776	54,384	59,093	0	59,093	4,709	UNF
12	5282-RETIREMENT SICK LEAVE - CERT	77,835	19,936	19,936	0	19,936	0	FAV
13	5283-RETIREMENT SICK LEAVE - CLASS	1,137	1,587	1,587	0	1,587	0	FAV
14	5284-SEVERANCE PAY - CERTIFIED	118,398	25,477	25,477	0	25,477	0	FAV
15	5290-UNEMPLOYMENT COMPENSATION	25,360	17,900	17,900	0	17,900	0	FAV
16	5291-CLOTHING ALLOWANCE	1,233	2,000	2,000	0	2,000	0	FAV
17	<b>BENEFITS</b>	<b>6,002,563</b>	<b>6,418,372</b>	<b>6,413,457</b>	<b>(47,141)</b>	<b>6,366,316</b>	<b>(52,056)</b>	<b>FAV</b>
18	5322-INSTRUCTIONAL PROG IMPROVEMENT	19,287	15,500	15,500	5,000	20,500	5,000	UNF
19	5327-DATA PROCESSING	74,490	94,178	94,178	0	94,178	0	FAV
20	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	959,298	1,277,466	1,277,466	(25,000)	1,252,466	(25,000)	FAV
21	5440-RENTALS - LAND, BLDG, EQUIPMENT	88,456	97,947	97,947	0	97,947	0	FAV
22	5510-PUPIL TRANSPORTATION	2,684,145	2,928,073	2,689,814	8,067	2,697,881	(230,192)	FAV
23	5521-GENERAL LIABILITY INSURANCE	217,543	234,767	234,767	0	234,767	0	FAV
24	5550-COMMUNICATIONS: TEL, POST, ETC.	134,313	172,374	144,934	0	144,934	(27,440)	FAV
25	5560-TUITION EXPENSE	3,235,655	3,486,509	3,094,098	(36,439)	3,057,659	(428,850)	FAV
26	5590-OTHER PURCHASED SERVICES	85,400	87,886	87,886	0	87,886	0	FAV
27	<b>PURCHASED SERVICES</b>	<b>7,498,587</b>	<b>8,394,700</b>	<b>7,736,590</b>	<b>(48,372)</b>	<b>7,688,218</b>	<b>(706,482)</b>	<b>FAV</b>

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 2017-2018**

		<b>COLUMN 1</b>	<b>COLUMN 2</b>	<b>COLUMN 3</b>	<b>COLUMN 4</b>	<b>COLUMN 5</b>	<b>COLUMN 6</b>	<b>COL 7</b>
		<b>2016-2017</b>	<b>2017-2018</b>	<b>JAN '18</b>	<b>CHANGE</b>	<b>FEB '18</b>	<b>VARIANCE</b>	<b>FAV</b>
<b>LINE</b>	<b>CATEGORY</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>FORECAST</b>	<b>INCR./((DECR.)</b>	<b>FORECAST</b>	<b>OVER/(UNDER)</b>	<b>UNF</b>
28	5830-INTEREST	1,249,213	821,650	821,650	0	821,650	0	FAV
29	5910-REDEMPTION OF PRINCIPAL	3,460,000	3,585,000	3,585,000	0	3,585,000	0	FAV
30	<b>DEBT SERVICE</b>	<b>4,709,213</b>	<b>4,406,650</b>	<b>4,406,650</b>	<b>0</b>	<b>4,406,650</b>	<b>0</b>	<b>FAV</b>
31	5410-UTILITIES, EXCLUDING HEAT	669,181	681,950	669,921	(3,357)	666,564	(15,386)	FAV
32	5420-REPAIRS, MAINTENANCE & CLEANING	703,831	720,055	720,055	0	720,055	0	FAV
33	5611-INSTRUCTIONAL SUPPLIES	361,671	385,274	385,274	(5,000)	380,274	(5,000)	FAV
34	5613-MAINTENANCE/CUSTODIAL SUPPLIES	201,900	219,965	219,965	0	219,965	0	FAV
35	5620-OIL USED FOR HEATING	36,763	37,870	37,870	0	37,870	0	FAV
36	5621-NATURAL GAS	63,982	53,845	53,845	11,982	65,827	11,982	UNF
37	5627-TRANSPORTATION SUPPLIES	87,411	117,341	117,341	0	117,341	0	FAV
38	5641-TEXTS & DIGITAL RESOURCES	70,197	111,221	111,221	0	111,221	0	FAV
39	5642-LIBRARY BOOKS & PERIODICALS	18,970	21,615	21,615	0	21,615	0	FAV
40	5690-OTHER SUPPLIES	487,478	548,827	548,827	0	548,827	0	FAV
41	<b>SUPPLIES (INCLUDING UTILITIES)</b>	<b>2,701,384</b>	<b>2,897,963</b>	<b>2,885,934</b>	<b>3,625</b>	<b>2,889,559</b>	<b>(8,404)</b>	<b>FAV</b>
42	5730-EQUIPMENT - NEW	47,837	72,200	72,200	0	72,200	0	FAV
43	5731-EQUIPMENT - REPLACEMENT	133,092	250,192	250,192	0	250,192	0	FAV
44	<b>EQUIPMENT</b>	<b>180,929</b>	<b>322,392</b>	<b>322,392</b>	<b>0</b>	<b>322,392</b>	<b>0</b>	<b>FAV</b>
45	5715-IMPROVEMENTS TO BUILDING	32,160	51,000	51,000	0	51,000	0	FAV
45a	5715-FACILITIES CONTINGENCY	9,775	100,000	100,000	(42,167)	57,833	(42,167)	FAV
45b	TRSF. FROM FACILITIES CONTINGENCY	(9,775)	0	0	42,168	42,168	42,168	UNF
46	5720-IMPROVEMENTS TO SITES	30,300	66,000	66,000	0	66,000	0	FAV
47	5850-DISTRICT CONTINGENCY	48,574	150,000	150,000	0	150,000	0	FAV
47a	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	(48,574)	0	0	0	0	0	FAV
48	<b>IMPROVEMENTS / CONTINGENCY</b>	<b>62,460</b>	<b>367,000</b>	<b>367,000</b>	<b>1</b>	<b>367,001</b>	<b>1</b>	<b>UNF</b>
49	5580-STAFF TRAVEL	19,264	22,432	22,432	0	22,432	0	FAV
50	5581-TRAVEL - CONFERENCES	28,433	36,520	36,520	0	36,520	0	FAV
51	5810-DUES & FEES	88,593	99,033	99,033	0	99,033	0	FAV
52	<b>DUES AND FEES</b>	<b>136,290</b>	<b>157,985</b>	<b>157,985</b>	<b>0</b>	<b>157,985</b>	<b>0</b>	<b>FAV</b>
53	<b>5856-TRANSFER ACCOUNT</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>484,391</b>	<b>484,391</b>	<b>484,391</b>	<b>UNF</b>
54	<b>ESTIMATED UNSPENT BUDGETS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>FAV</b>
55	<b>TOTAL EXPENDITURES</b>	<b>45,749,621</b>	<b>48,439,163</b>	<b>47,687,510</b>	<b>432,385</b>	<b>48,119,895</b>	<b>(319,268)</b>	<b>FAV</b>

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 2017-2018



JANUARY 2018

2017-2018 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%, \$484,391, of the operating budget, from the estimated fiscal year 2018 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 2018 meeting.*

OVERVIEW

The projected unspent fund balance for this fiscal year is **\$432,604 FAV** (previously **\$840,827 FAV**), which appears on page 1, column 6, line 20.

REVENUES BY CATEGORY

The projected yearend balance of revenues is **\$113,336 FAV** previously **\$89,174 FAV**, which appears on page 2, column 6, line 22.

LINES 1-4 on Page 2: TOWN ALLOCATIONS

The adopted State budget left the Excess Cost grant intact. *We are currently expecting to receive \$715,771 FAV for the year based on the December SEDAC-G report.* The State will issue a partial payment (about 75%) of the funds at the end of February. The estimated reimbursement rate is 75% of actual costs incurred. Updated cost information is filed with the State in March so the June payments are recalculated. We do not know the actual reimbursement rate until payments are made and the rate fluctuates from February to June reimbursements. The Town allocations have been projected to be reduced by this revenue.

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 be at budget. *Forecast projects investment income will be \$25,000 FAV more than anticipated, previously \$10,000 FAV.*

<u>Month</u>	<u>Peoples United</u>	<u>State Treasurer's Investment Fund</u>
July 2017	0.395 %	0.930 %
August 2017	0.397%	1.050%
September 2017	0.397%	1.070%
October 2017	0.397%	1.150%
November 2017	0.397%	1.190%
December 2017	0.397%	1.240%
January 2018	0.395%	1.380%

**LINE 8 on Page 2: ATHLETICS:**

The forecast is based on a historical analysis.

**LINE 9 on Page 2: TUITION REVENUE:**

The budget is based on three tuition students. The actual tuition charged is higher than budgeted. Three new tuition students enrolled in the District. The projected variance is \$77,826 FAV previously \$77,826 FAV. A student enrolled and requires additional services.

**LINE 10 on Page 2: TRANSPORTATION INCOME:**

The forecast is based on projected State payments for magnet school transportation only, *currently \$1,300 FAV.*

**LINE 14 on Page 2: SPECIAL EDUCATION GRANTS:**

There were no funds budgeted on this line. The State budget proposed eliminating this grant and creating a new special education grant. The new special education grant is proposed as a direct payment to the member towns. The adopted State budget left the Excess Cost grant intact. We are currently expecting to receive \$581,396 FAV for the year based on the December SEDAC-G report. The State will issue a partial payment (about 75%) of the funds at the end of February. The estimated reimbursement rate is 75% of actual costs incurred. Updated cost information is filed with the State in March so the June payments are recalculated. We do not know the actual reimbursement rate until payments are made and the rate fluctuates from February to June reimbursements. The Town allocations have been projected to be reduced by this revenue. *The current projection for Excess Costs is \$715,771 FAV. This is based on a 73% reimbursement rate. The District expects 75% of the payment at the end of February and will adjust the towns allocation for March. The final excess cost payment in May/June is expected to vary from current projections.*

**LINE 16 on Page 2: RENTAL INCOME:**

The forecast is based on a historical analysis.

**LINE 17 on Page 2: INTERGOVERNMENTAL INCOME:**

*The forecast is based on a the shared services agreement with the Town of Woodbridge for technology services beginning March 1, 2018, \$8,422 FAV.*

**LINE 18 on Page 2: OTHER REVENUE:**

The forecast assumes the account will be on target.

## EXPENDITURES BY CATEGORY

The projected yearend balance of expenditures is *\$319,268 FAV previously \$803,209 FAV*, which appears on page 4, column 6, line 55.

### LINE 1 on Page 3: 5111-CERTIFIED SALARIES:

*The current forecast projects \$52,428 FAV variance, previously \$62,805 FAV variance.* Unpaid leaves of absences account for \$19,877 FAV and approximately \$15,000 FAV in staff changes. Adjustments to tutoring needs and additional consumer science lab time offered account for the October change. Unpaid leaves account for \$6,000 FAV and lower than anticipated summerwork estimates \$11,000 FAV are included in the analysis. *Long term substitute costs are anticipated to increase by \$10,377 UNF.*

### LINE 2 on Page 3: 5112-CLASSIFIED SALARIES:

The current forecast projects *\$15,710 UNF* variance, previously \$17,723 FAV variance due to staff changes. *Overtime adjustments account for the \$8,067 UNF change and \$12,000 increased substitute costs to cover long term leaves, and \$9,437 for increase health insurance buyout payments.*

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

The forecast is based on the 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 received for \$19,598 FAV. Workers' compensation payroll audit was \$7,961 which is \$2,961 UNF overbudget.

### 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 budget except for months with *actual claims (highlighted in bold, italics)*. *The current projection for claims and fees is \$47,239 FAV, currently claims and fees are \$581,201 FAV previously \$382,115 FAV. \$458,962 UNF is projected to be transferred to insurance fund to offset the 2018-2019 budget and to increase the reserve to 25% .*



**CLAIMS OF CURRENT EMPLOYEES AND RETIREES**

<b>MONTH</b>	<b>2017-2018 ACTUAL</b>	<b>2017-2018 BUDGET</b>	<b>VARIANCE</b>	<b>2016-2017 ACTUAL</b>	<b>2015-2016 ACTUAL</b>
<i>JUL</i>	\$ 254,849	\$ 376,127	\$ (121,278)	\$ 309,902	\$ 424,798
<i>AUG</i>	\$ 374,433	\$ 376,127	\$ (1,695)	\$ 466,996	\$ 298,314
<i>SEP</i>	\$ 219,176	\$ 376,127	\$ (156,951)	\$ 250,040	\$ 311,187
<i>OCT</i>	\$ 271,340	\$ 376,127	\$ (104,787)	\$ 250,625	\$ 316,592
<i>NOV</i>	\$ 353,747	\$ 376,127	\$ (22,380)	\$ 307,308	\$ 382,903
<i>DEC</i>	\$ 318,839	\$ 376,127	\$ (57,288)	\$ 482,363	\$ 416,646
<i>JAN</i>	\$ 191,730	\$ 376,127	\$ (184,397)	\$ 178,047	\$ 382,654
FEB	\$ 376,127	\$ 376,127	\$ -	\$ 308,703	\$ 253,140
MAR	\$ 376,127	\$ 376,127	\$ -	\$ 282,399	\$ 360,554
APR	\$ 376,127	\$ 376,127	\$ -	\$ 219,690	\$ 479,532
MAY	\$ 376,127	\$ 376,127	\$ -	\$ 449,993	\$ 370,820
JUN	\$ 376,127	\$ 376,127	\$ -	\$ 301,248	\$ 320,630
<b>TOTALS</b>	<b>\$ 3,864,748</b>	<b>\$4,513,524</b>	<b>\$ (648,776)</b>	<b>\$3,807,314</b>	<b>\$4,317,770</b>

**ACTUAL/FORECAST CLAIMS AS A PERCENTAGE OF EXPECTED CLAIMS**

<b>2014-2015 ACTUAL</b>	<b>2015-2016 ACTUAL</b>	<b>2016-2017 ACTUAL</b>	<b>2017-2018 BUDGET</b>	<b>2017-2018 FORECAST</b>
87.3%	99.9%	85.2%	100.0%	85.6%

**Note: 2017-2018 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)**

<b>MONTH</b>	<b>2017-2018 ACTUAL</b>	<b>2017-2018 BUDGET</b>	<b>VARIANCE</b>	<b>2016-2017 ACTUAL</b>	<b>2015- 2016 ACTUAL</b>
<i>JUL</i>	\$ 84,939	\$ 60,539	\$ 24,400	\$ 79,407	\$ 95,297
<i>AUG</i>	\$ 96,820	\$ 60,539	\$ 36,281	\$ 101,465	\$ 87,514
<i>SEP</i>	\$ 73,886	\$ 60,539	\$ 13,347	\$ 75,692	\$ 73,583
<i>OCT</i>	\$ 85,237	\$ 60,539	\$ 24,698	\$ 80,902	\$ 76,154
<i>NOV</i>	\$ 58,958	\$ 60,539	\$ (1,581)	\$ 46,802	\$ 41,351
<i>DEC</i>	\$ 45,657	\$ 60,539	\$ (14,882)	\$ 42,983	\$ 40,224
<i>JAN</i>	\$ 45,850	\$ 60,539	\$ (14,689)	\$ 41,762	\$ 29,552
FEB	\$ 60,539	\$ 60,539	\$ -	\$ 42,203	\$ 38,454
MAR	\$ 60,539	\$ 60,539	\$ -	\$ 42,080	\$ 39,472
APR	\$ 60,539	\$ 60,539	\$ -	\$ 42,032	\$ 39,177
MAY	\$ 60,539	\$ 60,539	\$ -	\$ 42,101	\$ 28,560
JUN	\$ 60,539	\$ 60,539	\$ -	\$ 41,807	\$ 28,670
<b>TOTALS</b>	<b>\$ 794,043</b>	<b>\$ 726,468</b>	<b>\$ 67,575</b>	<b>\$ 679,235</b>	<b>\$618,008</b>

**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. The forecast projects \$360 UNF after the policy was updated with current staffing and coverages.

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

The District negotiated into most of the classified contracts the establishment of a defined contribution pension plan. Fiduciary Investment Advisors was contracted to bid the services. International City Management Association (ICMA-RC) was selected to administer the plan. The current forecast projects the District's contribution will be on over budget by \$4,709 UNF.

**LINE 18: on Page 3 5322-INSTRUCTIONAL PROGRAM IMPROVEMENT:**

*The forecast reflects a requested budget transfer of \$5,000 UNF from instructional supplies to cover costs to revise the Teacher/Administrator Evaluation Plan.*

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

*Legal costs are projected to be on budget at this point. Administrative legal services are \$6,177 YTD, Board directed legal services are \$1,372 YTD, Negotiation legal services are \$28,020 YTD, Personnel legal services are \$ 126 YTD and Special Education legal services are \$17,965 YTD. District staff has provided much of the vocational skill training for transition students so we have spent less on contracted services, \$25,000 FAV.*

**LINE 22 on Page 3: 5510-PUPIL TRANSPORTATION:**

Special Education Transportation is a projected variance of **\$230,192 FAV (previously \$238,259 FAV)**. The forecast is based on the current transportation needs of the students. The actual runs needed in September were less than anticipated with one less special run, and one shorter run is shared with one of the member towns. The forecast includes combining two runs mid-October as well. There continue to be changes throughout the year.

**LINE 24 on Page 3: 5550-COMMUNICATIONS, TEL, POSTAGE:**

The State of CT is not billing the District separately for Bethany Middle School as we were told last year. Bethany Middle School and Amity High School are billed as one entity. Our e-rate application for the current budget year was approved and we began receiving discounted invoices. \$27,440 FAV.

**LINE 25 on Page 3: 5560-TUITION EXPENSE:**

Tuition has a projected variance of **\$428,850 FAV (previously \$392,411)**. 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 **\$17,082 UNF previously \$15,221 UNF**. Vo-Ag Enrollment is up by two students. Magnet/Charter school enrollment is up by 1 student. Additional services are required for a special needs student.

	<b>FY13-14 ACTUAL</b>	<b>FY14-15 ACTUAL</b>	<b>FY15-16 ACTUAL</b>	<b>FY16-17 ACTUAL</b>	<b>FY17-18 BUDGET</b>	<b>FY17-18 FORECAST</b>
Sound	7	5	4	3	5	<i>4</i>
Trumbull	2	2	3	3	4	<i>6</i>
Nonnewaug	2	1	<i>3(5)<sup>a</sup></i>	3	3	<i>4</i>
Common Ground Charter HS	0	1	1	1	0	<i>0</i>
ACES Wintergreen Magnet	1	0	0	0	0	<i>0</i>
King Robinson Magnet	0	0	1	1	0	<i>0</i>
Engineering Science Magnet	0	0	0	0	1	<i>1</i>
Highville Charter School	0	0	0	0	0	<i>1</i>
<b>Totals</b>	<b>12</b>	<b>9</b>	<b>12(14)</b>	<b>15</b>	<b>13</b>	<b><i>16 (16)</i></b>

Note <sup>a</sup>: Two students left on April 15, 2016.

ECA has a projected variance of *\$11,500 FAV previously \$11,500 FAV* due to lower enrollment. One additional student was enrolled from the wait list.

	<b>FY13-14 ACTUAL</b>	<b>FY14-15 ACTUAL</b>	<b>FY15-16 ACTUAL</b>	<b>FY16-17 ACTUAL</b>	<b>FY17-18 BUDGET</b>	<b>FY17-18 FORECAST</b>
<b>ECA</b>	<b>26</b>	<b>26</b>	<b>22</b>	<b>15</b>	<b>21</b>	<b><i>19(19)</i></b>

Public (ACES) and private out-of-district placements has a projected variance of *\$434,432 FAV previously \$396,132 FAV*. An outplaced student moved out of the District and another outplaced student returned to the District. Another student returned to the District from outplacement. *Forecast changes reflect changes in services to students.*

	<b>FY13-14 ACTUAL</b>	<b>FY14-15 ACTUAL</b>	<b>FY15-16 ACTUAL</b>	<b>FY16-17 ACTUAL</b>	<b>FY17-18 BUDGET</b>	<b>FY17-18 FORECAST</b>
Public SPED	6	10	6	8	8	<i>10</i>
Private SPED	25	24	26	27	26	<i>21(21)</i>
<b>Totals</b>	<b>31</b>	<b>34</b>	<b>32</b>	<b>35</b>	<b>34</b>	<b><i>31(31)</i></b>

**LINE 30 on Page 4: 5410-UTILITIES, EXCLUDING HEAT:**

The 2017-2018 budget for electricity assumes the use of 3,683,126 kilowatt hours at an average price of \$0.16262 per kilowatt hour, or a cost of \$598,950.

**ELECTRICITY (KILOWATT HOURS)**

<b>MONTH</b>	<b>2017-2018 FORECAST</b>	<b>2017-2018 BUDGET</b>	<b>VARIANCE</b>	<b>2016-2017 ACTUAL</b>	<b>2015-2016 ACTUAL</b>
<i><b>JUL</b></i>	<i><b>259,046</b></i>	341,940	<i><b>(82,894)</b></i>	308,892	339,296
<i><b>AUG</b></i>	<i><b>286,777</b></i>	361,857	<i><b>(75,080)</b></i>	363,040	374,855
<i><b>SEP</b></i>	<i><b>285,740</b></i>	356,339	<i><b>(70,599)</b></i>	336,638	361,951
<i><b>OCT</b></i>	<i><b>280,876</b></i>	298,918	<i><b>(18,042)</b></i>	280,809	293,904
<i><b>NOV</b></i>	<i><b>259,631</b></i>	289,527	<i><b>(29,896)</b></i>	283,913	276,758
DEC	290,763	290,763	-	271,495	269,037
JAN	300,469	300,469	-	271,495	273,192
FEB	306,991	306,991	-	281,139	291,283
MAR	304,483	304,483	-	274,324	297,274
APR	301,956	301,956	-	271,093	276,797
MAY	326,836	326,836	-	290,167	300,487
JUN	333,901	333,901	-	270,748	296,170
<b>Totals</b>	<b>3,537,469</b>	<b>3,813,980</b>	<b>(276,511)</b>	<b>3,503,753</b>	<b>3,651,004</b>

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

The budget assumes there will not be a Load Shed credit. There has been one load shed event so far this summer. *Two checks totaling \$5,538 were received for the load shed events. To date we have used 1,544,169 KWH at an average cost of \$0.1715/kwh. The forecast projects a surplus of \$15,538 FAV previously, \$12,181 FAV.*

The budget for propane is \$3,000. The forecast is \$2,100 or \$900 FAV under budget.

Sewer costs are budgeted at \$36,000, our estimated total payments will be *\$37,052 or \$1,052 UNF.*

**DEGREE DAYS**

*There are 2,339 degree days through January 2018 as opposed to 2,168 last year.*

**LINE 31 on Page 4: 5420-REPAIRS:**

*Budget for the year is \$67,500. Snow removal and sanding for December and January total \$43,610.*

**LINE 36 on Page 4: 5621-NATURAL GAS:**

*Budget for the year is \$53,845. Due to the extended down time of the heat exchanger at Amity High School, our boilers and hot water boiler ran on our gas usage through the end of December. In addition, it has been a colder winter. The forecast projects being over budget by \$11,982. UNF.*

**LINE 45 on Page 4: 5715-IMPROVEMENTS TO BUILDING:**

The facilities contingency has a budget of \$100,000. The projection is that these funds will be entirely used or appropriated to the Capital Reserve Account. The current balance is \$100,000. Current balance is projected is **\$38,032**.

The Board approved a transfer of \$19,800 at its December 2017 meeting for a Short Circuit and Coordination (SC&C) Study and Arc Flash Hazard Analysis for Amity High School. One of our main electrical panels tripped during the Micro Grid testing. This study will provide the data necessary to test and calibrate the breaker.

*A budget transfer is recommended this month for the installation of an above ground heating supply line at Amity High School. A leak was detected in an underground water line in November. Further testing revealed it was the supply line. The area is congested with many mechanicals and an above ground solution was determined to be appropriate. F+F Mechanical completed the work in November at a total cost of \$42,167.03.*

**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. The current balance is \$150,000.

**LINE 53 on Page 4: 5856-TRANSFER:**

*The forecast includes a supplemental appropriation to the Capital and Nonrecurring Fund of 1% of the current operating budget, or \$484,391 UNF. The administration will request a District Meeting be held in September 2018 for approval of the supplemental appropriation.*

## APPENDIX A

### COST SAVINGS AND EFFICIENCIES FOR FISCAL YEAR 2017-2018

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**TOTAL ANNUAL SAVINGS TO-DATE OF: \$27,803**

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**\$13,930 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.

**\$7,483 Library Media Center – Amity Regional High School:** The Library Media Specialist, Robert Musco has develop several procedures to keep the library media center current while maximizing the budget dollars and generating additional funds to support the library media center. Unused assets, such as card catalog cabinets, microfiche machines, and music CDs are offered for sale (\$450). Inexpensive electronic devices that fail within in a 3-year period are credited back to our account by Amazon. Periodicals that are not utilized or available online are not purchased, reducing subscriptions from over 40 down to 21 and saving over \$1,000. The staff monitors and develops procedures to control losses which increased the recovery rate of library media materials (\$5,833). Purchased used books whenever possible.

**\$700 Online training:** Three staff members, Katie McGonigal, Kristin Yeakel, and Lisa Lassen decided to use the free online training and their own collaboration to complete the training needed to prepare for the Google Educator Level 2 exam. They also choose a day where coverage was not needed for Katie and minimal coverage was needed for Kristin, an additional savings. All three passed the Google Educator Level 2 exam, a grueling three hour exam. Their Google Certification specifically states, we have “demonstrated the advanced knowledge, skills, and competencies needed to implement and integrate Google for Education tools.”

Cost savings: \$150 per person workshop fee + mileage + 1.5 subs

**\$5,000 Technology equipment:** *The technology department recently installed wireless cameras and microphones in the District Presentation Room. The microphones were repurposed from child development room at the high school, saving \$2,000. The computer and software to monitor the cameras and project the meetings is shared with the high school productions class, avoiding new costs of \$3,000.*

**\$150 Record board:** *Mr. DeFeo, one of the Technology Ed teachers worked with Mr. Goodwin, the Athletic Director, to update the record board at the Orange Pool. The update was integrated into the curriculum and saved the District \$150, the update was done in a much shorter timeframe, and can be done on an as needed basis.*

***\$540 Communications: Cell phone usage was reviewed and based on actual usage, the Director of Facilities recommends decreasing our monthly minute allowance. This is projected to be an annual savings of \$540.***

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-committe>
- **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 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.

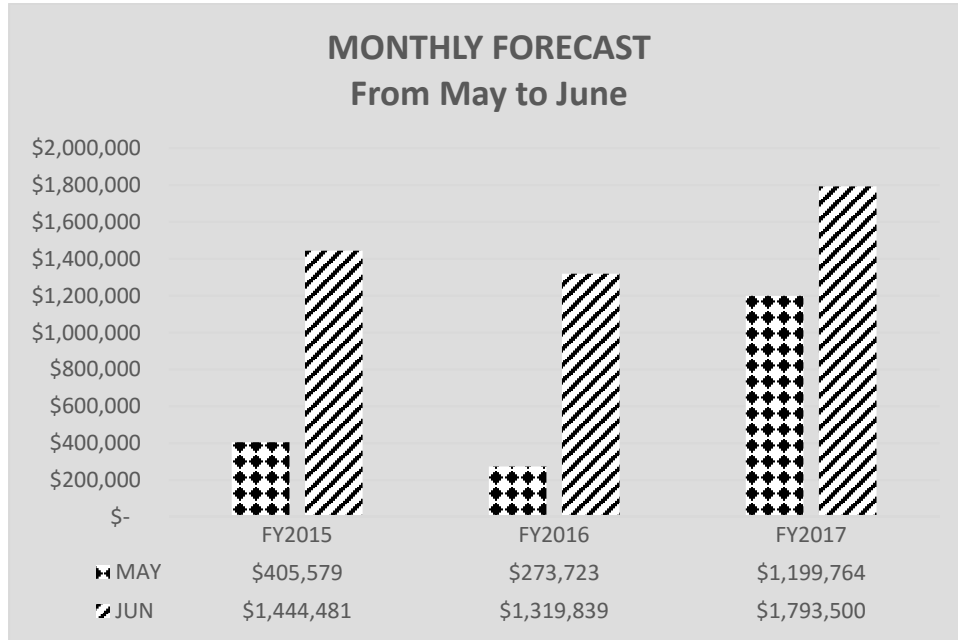
Prudent financial management is necessary. We need to be sure the total expenditures budget is never overspent (and may need to be underspent if revenues are below budget because total expenditures cannot exceed total revenues). It is imperative we ‘hold back’ on spending any of the Contingency Account 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 30<sup>th</sup> 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 2014-2015

The fund balance of **\$1,448,929 FAV** is derived from cost savings initiatives, special education, and uncontrollable and/or unforeseen circumstances. The primary sources of the fund balance are, as follows:

**FINANCIAL MANAGEMENT:** **\$ 139,721**

Our efforts to foster a District culture of finding cost savings and efficiencies has been successful.

**SPECIAL EDUCATION (NET):** **\$ 312,263**

The primary reasons for the favorable variance were changes in the expected placements of some students; two previously outplaced students returned to the District; two fewer students than budgeted were in the Step Forward Program at Gateway; the average tuition costs increased 3 percent rather than the budgeted increase of 5 percent; and transportation costs were shared with an Elementary School District.

**OTHER:** **\$ 996,945**

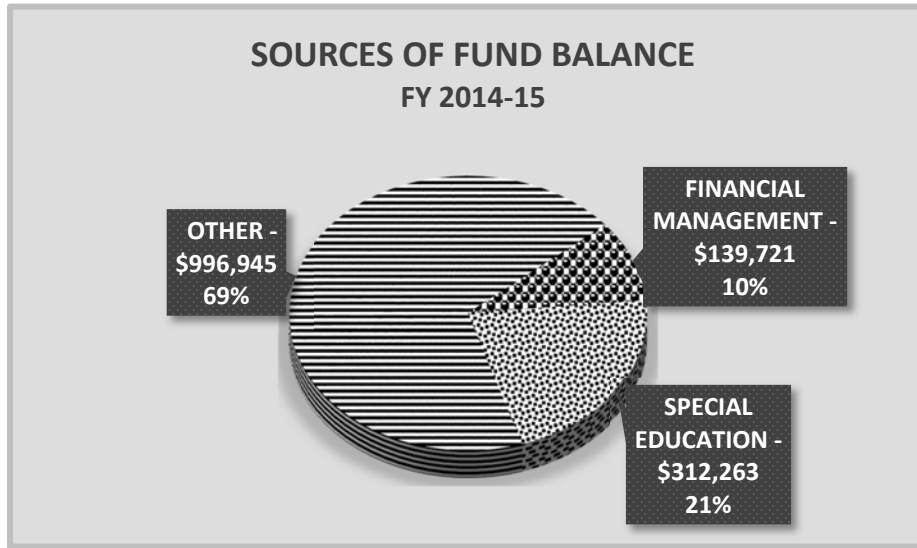
Turnover savings from replacing teachers who retired or resigned exceeded budget by **\$99,002**. We found out about 14 retirements and resignations after the budget was adopted. The budget assumed 5 retirements and resignations. In addition, the replacement of the Director of Counseling who resigned on August 28, 2014 and was replaced on November 11, 2014, resulted in a savings of **\$29,270**.

Other personnel savings came from unpaid leaves-of-absences for savings of approximately **\$135,000**; Bench Subs, long-term and short-term subs and Kelly Services substitutes were **\$60,911** below budget; Homebound expenses were under budget by **\$27,311**; and staff changes, vacancies and lower overtime accounted for most of the remaining favorable variance of **\$125,563** in the salary accounts.

Medical and dental insurance budget did not need to be fully used. This resulted in a favorable variance of **\$328,754** with the budget transfer of \$175,000 into the OPEB Trust.

Other professional services for special education students were not needed for a savings of **\$71,507**.

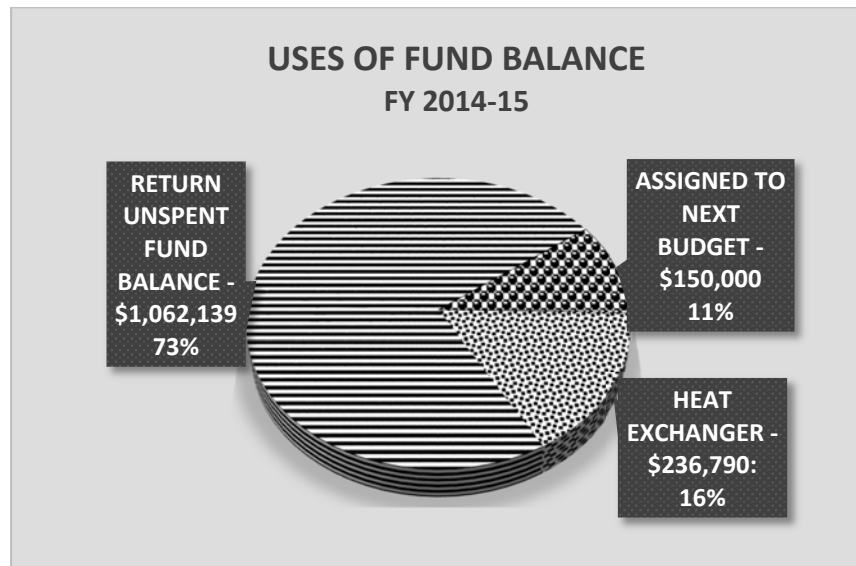
The primary sources of the fund balance are shown graphically below:



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

1. **\$1,062,139** – Return unspent fund balance
2. **\$150,000** - Designated for the 2015-2016 budget
3. **\$236,790** - Put into the Reserve Fund for Capital and Nonrecurring Expenses for the purpose of purchasing and installing a heat exchanger at Amity Regional High School

The uses of the fund balance are shown graphically below:



**Return Unspent Fund Balance:**

The unspent fund balance has been returned to the Member Towns, as follows:

Bethany	\$ 221,148
Orange	\$ 522,754
Woodbridge	<u>\$ 318,237</u>
<b>Total</b>	<b>\$1,062,139</b>

APPENDIX D

**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 30<sup>th</sup> 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.

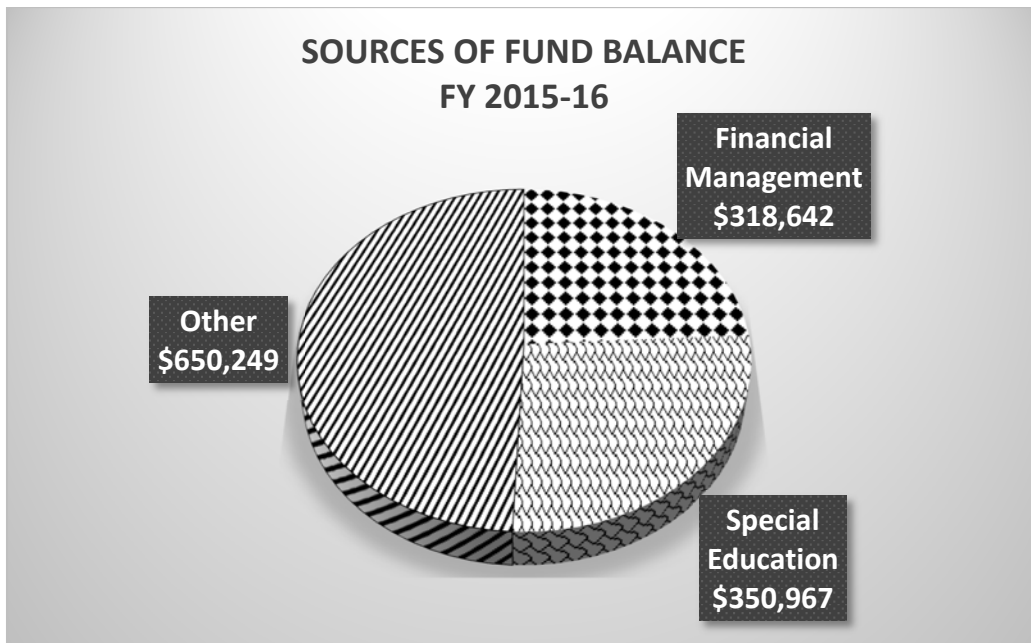
**\$30,315:** The bid price for workers' compensation insurance premium was under budget. The payroll audit premium was below budget.

**\$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.

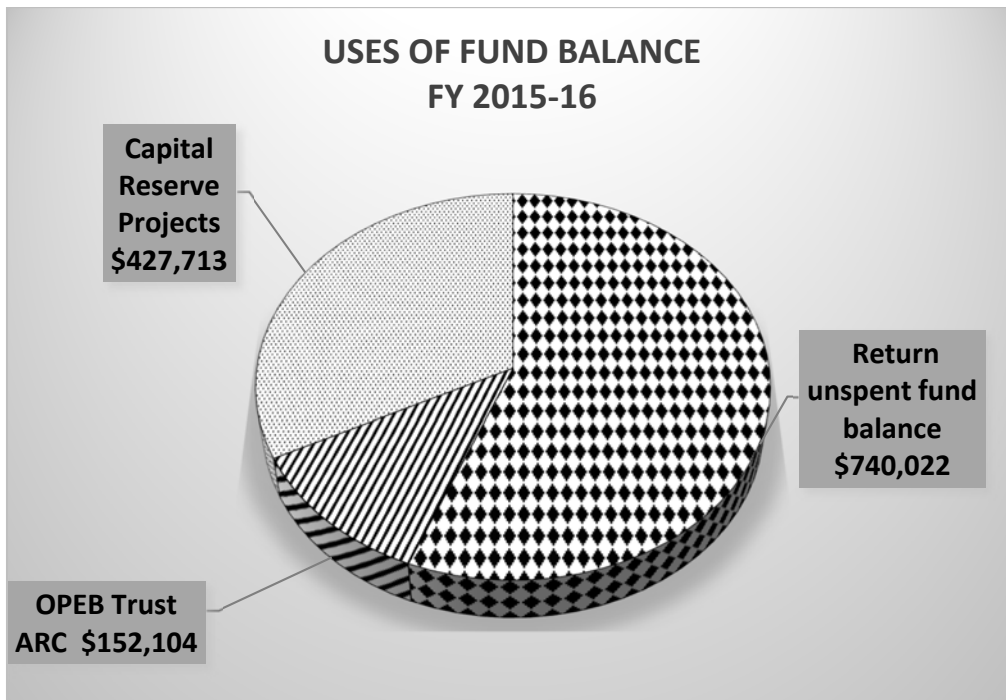
The primary sources of the fund balance are shown graphically below:



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>
<b>Total</b>	<b>\$ 740,022</b>

APPENDIX E

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 30<sup>th</sup> 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><u>\$ 7,486</u></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%.

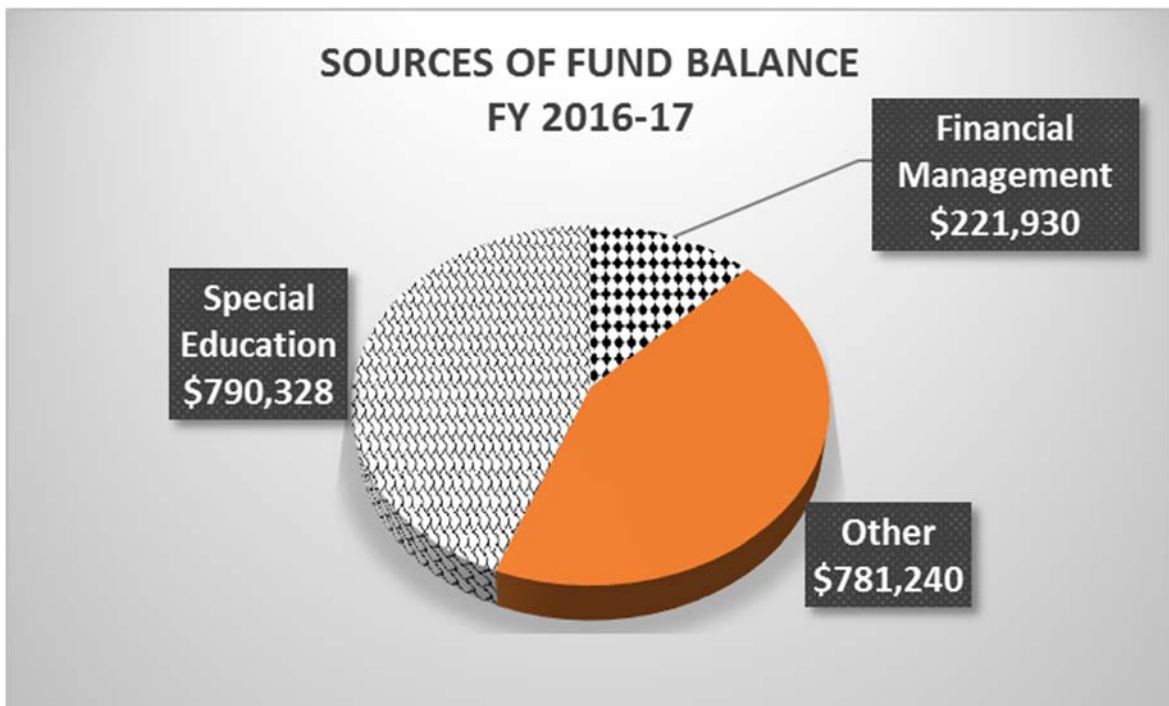
SALARIES, MEDICAL, PURCHASED SERVICES (OTHER): **\$ 756,654**

**\$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.

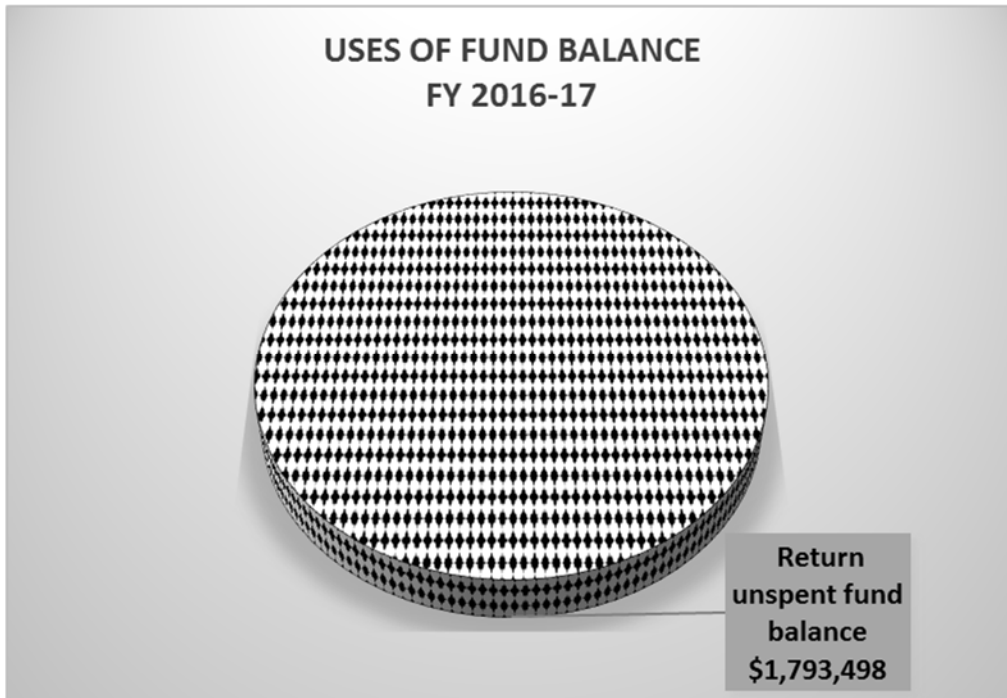
The primary sources of the fund balance are shown graphically below:



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>
<b>Total</b>	<b>\$1,793,498</b>

Amity Regional School District No. 5 - Budget Transfers 2017-2018

<u>MONTH/YR</u>	<u>JNL#</u>	<u>ACCOUNT NUMBER &amp; DESCRIPTION</u>		<u>AMOUNT</u>	<u>DESCRIPTION</u>
August 2017	137	03111001	5611 INSTRUCTIONAL SUPPLIES	\$ -2,483.74	REVISED AP ART NEEDS NEW TXTBK
August 2017	137	03111001	5641 TEXTBOOKS	\$ 2,483.74	REVISED AP ART NEEDS NEW TXTBK
September 2017	3	03113202	5420 REPAIRS, MAINTENANCE & CLEANING	\$ -2,100.00	Steel Volleyball Upright
September 2017	3	03113202	5731 EQUIPMENT - REPLACEMENT	\$ 2,100.00	Steel Volleyball Upright
September 2017	94	05142700	5512 VO-AG/VO-TECH REG ED	\$ -77.00	TRANSPORTATION ECA
September 2017	94	05142700	5515 OUT DISTRICT - PUBLIC REG ED	\$ 77.00	TRANSPORTATION ECA
September 2017	109	05142350	5690 OTHER SUPPLIES	\$ 1,020.00	COMPUTER COST INCREASE-CDW
September 2017	109	03111009	5641 TEXTBOOKS	\$ -1,020.00	COMPUTER COST INCREASE-CDW
September 2017	121	04132190	5590 OTHER PURCHASED SERVICES	\$ -275.00	TESTING MATERIALS
September 2017	121	04132140	5690 OTHER SUPPLIES	\$ 275.00	TESTING MATERIALS
September 2017	304	03142600	5613 MAINTENANCE/CUSTODIAL SUPPLIES	\$ 296.00	wires for field speakers
September 2017	304	03113202	5690 OTHER SUPPLIES	\$ -296.00	wires for field speakers
October 2017	41	05142600	5690 OTHER SUPPLIES	\$ 354.00	SCHOOLDUDE
October 2017	41	03142600	5420 REPAIRS, MAINTENANCE & CLEANING	\$ -354.00	SCHOOLDUDE
October 2017	228	04121200	5690 OTHER SUPPLIES	\$ 138.00	CHROME APPS
October 2017	228	04121200	5611 INSTRUCTIONAL SUPPLIES	\$ -138.00	CHROME APPS
November 2017	271	03111003	5810 DUES & FEES	\$ 195.00	FBLA Dues Required by perkins
November 2017	271	03111003	5581 TRAVEL - CONFERENCES	\$ -195.00	FBLA dues Required by perkins
November 2017	51	03132220	5810 DUES & FEES	\$ -251.00	Replacement Chairs
November 2017	51	03132220	5690 OTHER SUPPLIES	\$ 251.00	Replacement Chairs
November 2017	52	04122150	5611 INSTRUCTIONAL SUPPLIES	\$ 6.00	Shipping Costs
November 2017	52	04121200	5611 INSTRUCTIONAL SUPPLIES	\$ -6.00	Shipping Costs
November 2017	96	03111001	5611 INSTRUCTIONAL SUPPLIES	\$ -1,200.00	REPLACE POTTERY WHEEL
November 2017	96	03111001	5731 EQUIPMENT - REPLACEMENT	\$ 1,200.00	REPLACE POTTERY WHEEL
December 2017	100	02132400	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -30.00	ITNERNET SAFETY PRESENTATION
December 2017	100	02132400	5590 OTHER PURCHASED SERVICES	\$ 30.00	ITNERNET SAFETY PRESENTATION
December 2017	173	03111001	5611 INSTRUCTIONAL SUPPLIES	\$ -0.26	Transfer Whole Dollars
December 2017	173	03111001	5641 TEXTBOOKS	\$ 0.26	Transfer Whole Dollars
January 2018	19	02132400	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -500.00	PURCHASE SPEAKERS FOR MUSIC
January 2018	19	02111010	5611 INSTRUCTIONAL SUPPLIES	\$ 500.00	PURCHASE SPEAKERS FOR MUSIC
January 2018	33	01132400	5420 REPAIRS, MAINTENANCE & CLEANING	\$ 135.00	LOCKER SHELVES TO REPAIR OLD
January 2018	33	01142219	5690 OTHER SUPPLIES	\$ -135.00	LOCKER SHELVES TO REPAIR OLD
January 2018	180	04126130	5560 TUITION EXPENSE	\$ -86.00	BRIEF TEACHER - TEST FORMS
January 2018	180	04132140	5690 OTHER SUPPLIES	\$ 86.00	BRIEF TEACHER - TEST FORMS
February 2018	24	01111016	5611 INSTRUCTIONAL SUPPLIES	\$ 36.00	to cover overdraft
February 2018	24	01111016	5690 OTHER SUPPLIES	\$ -36.00	to cover overdraft

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



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**Theresa Lumas**  
**Director of Finance and Administration**  
[terry.lumas@reg5.k12.ct.us](mailto:terry.lumas@reg5.k12.ct.us)

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

To: Dr. Charles S. Dumais, Superintendent of Schools  
From: Theresa Lumas, Director of Finance and Administration  
Re: Budget Transfers over \$3,000 - **Fiscal Year 2017-2018**  
Date: January 19, 2018

I recommend the Amity Finance Committee and Amity Board of Education approve the following budget transfer request(s):

**Curriculum:**

Dr. McPadden has requested a budget transfer to cover cost to continue work with CREC on the Teacher/Administrator Evaluation Plan. Changes in the timeline for the VSAAC Health Survey has freed up the funds in the supply line.

I am requesting funds be transferred from instructional supplies to professional technical services.

**For the Amity Finance Committee:**

***Recommend the Amity Board of Education approve the following budget transfer to cover services for revising the Teacher/Administrator Evaluation Plan.***

**For the Amity Board of Education:**

***Move to approve the following budget transfer to cover services for revising the Teacher/Administrator Evaluation Plan.***

<b>ACCOUNT NUMBER</b>	<b>ACCOUNT NAME</b>	<b>FROM</b>	<b>TO</b>
05-13-2212-5611	Instructional Supplies	\$5,000	
05-13-2212-5322	Professional Technical Services		\$5,000

**Facilities:**

Mr. Saisa has requested a budget transfer to cover cost to install a new supply heating line above ground. An underground supply line was found to be leaking in November. F+F Mechanical performed the work, which was completed in November. The funds are being transferred from the facilities contingency line.

I am requesting the funds be transferred from the District improvement/ facilities contingency account to the high school building improvement account.

**For the Amity Finance Committee:**

*Recommend the Amity Board of Education approve the following budget transfer to cover the installation of the new heating supply line.*

**For the Amity Board of Education:**

*Move to approve the following budget transfer to cover the installation of the new heating supply line.*

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-14-2600-5715	Improvements to Bldgs/Contingency	\$42,168	
03-14-2600-5715	Improvements to Bldgs		\$42,168

**Special Education:**

Additional costs are anticipated due to an increase in vocational/technical schools. I am requesting funds be transferred from tuition line for private outplacements to the tuition line for vocational/technical tuition.

**For the Amity Finance Committee:**

*Recommend the Amity Board of Education approve the following budget transfer to cover tuition costs for vocational/technical school enrollments.*

**For the Amity Board of Education:**

*Move to approve the following budget transfer to cover tuition costs for vocational/technical school enrollments.*

.

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
04-12-6130-5560	Tuition – Private	\$15,085	
04-12-6111-5560	Tuition – Vocational/Technical		\$15,085

# **AMITY REGIONAL SCHOOL DISTRICT NO. 5**

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



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**Theresa Lumas**  
**Director of Finance and Administration**  
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**Phone (203) 397-4813**  
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To: Dr. Charles S. Dumais, Superintendent of Schools

From: Theresa Lumas, Director of Finance and Administration

Re: Potential Bond in 2019-2020

Date: January 19, 2018

The three-year forecast includes plans to bond for capital items and project work in 2019-2020. These items are listed on the attached forecast and total \$4,892,951. The Facilities Committee will review the project list during 2019 in order to make a recommendation to the Board. The District makes every effort to obtain reasonable and current estimates of project costs. The size and scope of projects warrants a contingency should unforeseen costs and circumstances arise during actual work period. Typically, the District budgets 10% of the total project costs in contingency to cover unanticipated costs. The approximate total of the next bond considering cost of issuance and contingency is \$5,485,000.

Mark Chapman, of Independent Bond & Investment Consultants (IBIC) developed a pro forma for planning purposes. The pro forma is based on these assumptions: 1) \$465,000 1:1 devices will be financed for 5 years, 2) \$4,917,246 will be financed for 10 years, 3) cost of issuance estimated at \$102,754 and 4) the interest rate would be 4.25%. The total interest is estimated at \$1,436,500 for the 10-year term.

I provided Mr. Chapman with additional data to prepare a second pro forma option. Funding available from the recent projects, \$332,587, 1% of the 2017-2018 operating budget if available from fund balance, \$484,392, and 1% from the 2018-2019 operating budget, \$493,456, totaling \$1,310,435 could potentially be available to offset borrowing.

If these funds are available and the Board takes the proper actions to set aside for capital projects, the borrowing costs could be reduced by \$1.8 million dollars. The debt service comparisons and change in debt service year over year are shown here:



Scenario 1 – Assumes no use of available funds

FISCAL YEAR	EXISTING DEBT SERVICE	FY 2019-20		TOTAL ESTIMATED DEBT SERVICE	CHANGE IN DEBT SERVICE
		"ESTIMATED" (1)			
		Bonds			
		Issue Date: 1/15/2020			
		Maturity Date: 1/15			
		\$5,485,000			
		Effective Rate - 4.25%			
		Principal	Interest		
2019-20	4,563,573	\$ -	\$ -	4,563,573	(86,320)
2020-21	4,466,835	-	233,113	4,699,948	136,375
2021-22	4,318,130	425,000	233,113	4,976,243	276,295
2022-23	4,188,886	625,000	215,050	5,028,936	52,694
2023-24	3,858,177	625,000	188,488	4,671,664	(357,272)
2024-25	3,350,959	635,000	161,925	4,147,884	(523,781)
2025-26	1,960,447	635,000	134,938	2,730,384	(1,417,499)
2026-27	854,450	635,000	107,950	1,597,400	(1,132,984)
2027-28	-	635,000	80,963	715,963	(881,438)
2028-29	-	635,000	53,975	688,975	(26,988)
2029-30	-	635,000	26,988	661,988	(26,988)
<b>TOTAL</b>	<b>\$27,561,456</b>	<b>\$ 5,485,000</b>	<b>\$ 1,436,500</b>	<b>\$ 34,482,956</b>	

Scenario 2 – Using potential available funds of \$1.3 million:

FISCAL YEAR	EXISTING DEBT SERVICE	FY 2019-20		TOTAL ESTIMATED DEBT SERVICE	CHANGE IN DEBT SERVICE
		"ESTIMATED" (1)			
		Bonds			
		Issue Date: 1/15/2020			
		Maturity Date: 1/15			
		\$5,485,000			
		Effective Rate - 4.25%			
		Principal	Interest		
2019-20	4,563,573	\$ -	\$ -	4,563,573	(86,320)
2020-21	4,466,835	-	171,700	4,638,535	74,963
2021-22	4,318,130	320,000	171,700	4,809,830	171,295
2022-23	4,188,886	450,000	158,100	4,796,986	(12,844)
2023-24	3,858,177	475,000	138,975	4,472,152	(324,834)
2024-25	3,350,959	475,000	118,788	3,944,747	(527,405)
2025-26	1,960,447	475,000	98,600	2,534,047	(1,410,700)
2026-27	854,450	475,000	78,413	1,407,863	(1,126,184)
2027-28	-	475,000	58,225	533,225	(874,638)
2028-29	-	475,000	38,038	513,038	(20,187)
2029-30	-	420,000	17,850	437,850	(75,188)
<b>TOTAL</b>	<b>\$27,561,456</b>	<b>\$ 4,040,000</b>	<b>\$ 1,050,389</b>	<b>\$32,651,845</b>	

The monthly forecast for 2017-2018 reflects our plan to ask the Board to secure 1% of the operating budget from the available fund balance. Confidence the funds will be available increases as the fiscal year progresses. The prior energy projects are complete and \$332,587 in funds are available. The 2018-2019 fund availability will not be known until next year, but it will be known prior to bonding. Using funds from our budget and approved by the voters can save significant dollars, potentially \$1.8 million. The data presented in the above pro forma scenarios supports the recommendation to set aside 1% of a budget each year it is available.

AMITY REGIONAL SCHOOL DISTRICT NO. 5  
FIVE YEAR CAPITAL IMPROVEMENT PLAN - FACILITIES

SCHOOL	Line	DESCRIPTION	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	COMMENTS
Wdbrg	1	Air condition small gym			\$160,000				Hot and stuffy
Wdbrg	2	Parking lot replacement			\$600,000				Replace old asphalt
Bethany	3	Library Renovation			\$245,000				Make dead space more usable and flexible
Wdbrg	4	AHS garage bay addition			\$311,565				Storage
Wdbrg	5	Install lights on Soccer/Lacrosse field			\$205,000				Increase field usage due to early darkness
All Buildings	6	HVAC replacements in 2016 vanZelm report			\$1,885,386				Replace 26 year-old HVAC equipment
Wdbrg	7	Install artificial turf field			\$965,000				Safer more usable field surface for athletes
Wdbrg	8	Install new Building clock system			\$56,000				Old system is failing
<b>BONDING CAPITAL PROJECT TOTALS</b>			<i>\$0</i>	<i>\$0</i>	<i>\$4,427,951</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	

*This plan is developed for planning purposes and is updated as needs and priorities change.  
Future years are shown in gray. Current budget year is in italics. 1 - Item is proposed to be funded with end-of-year funds.*

# AMITY REGIONAL SCHOOL DISTRICT NO. 5

Bethany Orange Woodbridge  
25 Newton Road, Woodbridge Connecticut 06525



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To: Dr. Charles S. Dumais, Superintendent of Schools  
From: Theresa Lumas, Director of Finance and Administration  
Re: International Travel Insurance  
Date: February 3, 2018

A question came up during the December Amity Finance Committee Meeting regarding the District's level of coverage for international travel in light of the Munn vs. Hotchkiss case. I asked the District's insurance consultant to review our current level of coverage, pricing of the additional coverage and opinion of the impact of the Munn vs. Hotchkiss case.

Currently, CIRMA provides a master foreign liability policy for its LAP members through AIG with limits of \$1,000,000 for each occurrence and \$2,000,000 in the aggregate. As a master policy, the limits cannot be increased for a single member, only for the group as a whole. Furthermore, the CIRMA umbrella will not sit over this standalone AIG policy. In order to purchase higher limits of coverage, Region 5 would need to purchase this AIG policy on its own whose minimum premium is \$2,500. The cost is approximately \$1,500 per additional million in coverage purchased. To get to a level of \$40 million of coverage, the District would need to spend approximately \$60,000 annually.

Mr. Guerrero provided his opinion on the case and a link to an article reviewing the case. *“Much has been written on this incident with respect to its cause and prevention. The attached article/link is a good summary. The failures of those organizing the trip were egregious and outside the norm in terms of exercising reasonable judgement and duty of care on behalf of the students. As the article points out, the court did clarify that the school's obligations were not limitless, and it was not an insurer of the safety of the students. It was only obligated to exercise such care over the students in its care and charge that a parent of ordinary prudence would exercise under comparable circumstances. The duty to ware and protect does not amount to an absolute guarantee of safety, nor does it require under every circumstance that every possible precautionary measure be taken.”*

<https://www.adventuretravelnews.com/munn-v-hotchkiss-school-a-risk-management-case-study>

The Connecticut Association of School Business Officials (CASBO) held a workshop on Friday, February 2, 2018. Attorney Kyle McClain of Zangari Cohn Cuthbertson Duhl & Grello, P.C. (one of the District's attorneys) presented a review of this same case. Attorney McClain's review made many

key points for school districts to consider. One being that Hotchkiss is a private boarding school and the Federal district court said the duty of care “may be heightened for boarding schools.”

He noted reasons for caution in reacting to the CT Supreme court’s Munn v. Hotchkiss decision:

- CT Supreme Court’s limited review
- Private vs. Public Schools and Governmental Immunity
- Justice Espinosa’s Concurring Opinion discussing Foreseeability
- “Bad” Facts

Public municipal entities, including public school districts, are protected against liability, subject to certain exceptions, by governmental immunity

Judge Espinosa discussed foreseeability in her concurring opinion. She noted that no human case had ever been reported.

Hotchkiss provided bad data in its own defense. The wrong link to the CDC was sent to parents, Director of International Programs testified he had seen a warning on the TBE but this was found to be posted only after Munn’s case was reported, the school touted their infirmary as a travel clinic which it was not, and the waiver document used by Hotchkiss was in broad terms.

General takeaways and best practices were recommended

- For any field trips and travel, DON’T assume that all of your usual in-school procedures are good enough.
- Consider the destination and purpose of your trip and take the appropriate precautions.
- For outdoor-oriented activities, provide warnings and recommendations regarding insects, environmental hazards, etc. and ways to protect against such risks and warnings.
- But DON’T make any promises regarding safety
- Foreign travel poses special risks. Check with the U.S. State Department ([travel.state.gov](http://travel.state.gov)) and Center for Disease Control ([cdc.gov](http://cdc.gov)) frequently and distribute information accurately.
- Use waivers for deterrence purposes and to put parents and students on notice of the relevant risks

There was no recommendation to purchase or increase existing policies limits. I am currently working to review the current practices and update based on the best practices recommendations.

*East Windsor's version of this policy.*

## **Community Relations**

ND

### **Relations Between Public and School Personnel**

#### **Public Conduct at School Activities**

School sponsored or approved activities are an important part of the comprehensive school program and offer students the opportunity to participate in a variety of activities not available during the regular school day. School sponsored or approved activities are provided for the enjoyment and the opportunity for involvement they afford the students. It is imperative that spectators who attend these activities exhibit appropriate behavior that will make a positive difference in student performance. "Activities" includes all school sponsored or approved activities and co-and extra-curricular activities.

Spectators are permitted and encouraged to attend these activities as guests of the District. Accordingly, as a condition of such permission, they must comply with the District's rules and policies. Spectators, like the student participants, are expected to display mature behavior and sportsmanship at all times.

The East Windsor Board of Education will not tolerate incidents at school-sponsored activities where spectators, both students and adults, are verbally or physically abusive to participants, officials, coaches and/or other spectators. Spectators will not be allowed to interfere with the enjoyment of the participating students, other spectators or with the performance of employees and officials supervising the school sponsored or approved activities. Spectators are expected to display mature behavior and sportsmanship while attending the activity. The failure of spectators to display mature behavior and sportsmanship may be disruptive and embarrassing to students, the District and the entire community.

If a spectator at a school-approved or school sponsored activity becomes physically abusive, verbally abusive, uses vulgar, obscene or demeaning language, gestures, signage or clothing or in any way impedes the performance of an activity, the spectator may be asked to leave the event by a school official. The Superintendent may seek to deny future admission to any person by requesting an East Windsor Board of Education meeting and by delivering or mailing a notice, sent by certified mail and with return receipt requested, containing:

- The date, time and place of an East Windsor Board of Education meeting;
- A description of the unsportsmanlike conduct by the spectator; and
- The proposed time period that admission to school events will be denied.

The Superintendent or his/her designee shall advise the spectator of the District's right to exclude the individual from district activities and events for the duration of the exclusion. At that meeting, the Superintendent of Schools or his/her designee may recommend, to the East Windsor Board of Education, the exclusion of the spectator at future sponsored or approved activities. The Board may decide to exclude the spectator from participation and/or attendance at future district sponsored or approved activities for up to one year.

## Community Relations

### Relations Between Public and School Personnel

#### Public Conduct at School Activities (continued)

If the Board decides to exclude the spectator, a notice of exclusion at district sponsored or approved activities will be sent to the spectator. If the spectator disobeys the East Windsor Board of Education's decision to exclude the spectator from district sponsored or approved activities, law enforcement authorities will be contacted and requested to remove the spectator. If a spectator has been notified of exclusion and thereafter attends a district sponsored or approved activity, the spectator shall be advised that his/her attendance will result in legal action. The district may seek to obtain a court order to bar the individual from future district sponsored or approved activities.

A student may be prohibited from attending and/or denied admission to school activities for up to one year via a decision by the school administrator (following an informal hearing). The student may also be given disciplinary action in accordance to published school policies or Board policy. School officials may refer a student's inappropriate behavior to the East Windsor Board of Education for a hearing. That student may be prohibited from attending and/or denied admission to school activities for up to a year (following a Board hearing). School officials have the legal authority to require people to leave a school-sponsored event when their behavior interferes with the ability of others to participate in or watch the activities pursuant to C.G.S. 10-220.

Examples of unsportsmanlike conduct include but are not limited to:

- The use of vulgar, obscene or demeaning language, gestures, signage or clothing;
- Possessing or being under the influence of any alcoholic beverage or illegal substance;
- Possessing a weapon (as defined in BP 5114);
- Fighting or otherwise striking or threatening another person (either physically, verbally or through inappropriate gestures);
- Failing to obey the instructions of a security officer, law enforcement officer or school district employee; and
- Engaging in any activity which is illegal or disruptive.

Legal References: Connecticut General Statutes  
1-225 Meetings of the government agents to be public  
1-232 Conduct of the meeting  
10-220 Duties of boards of education  
10-221 Boards of education to prescribe rule(s), policies, and procedures  
10-238 Petition for hearing by board of education.  
10-239 Use of school facilities for other purposes.  
53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted:

EAST WINDSOR PUBLIC SCHOOLS  
East Windsor, Connecticut

cps 4/11

*An optional policy to consider.*

## **Community Relations**

NO

### **Civility**

#### **I. Policy Statement**

The \_\_\_\_\_ Board of Education (Board) values diversity and commonality and is committed to a culture that fosters free and open communication. The Board believes that an environment of mutual respect and civil conduct between and among students, school system employees, parents, volunteers, and the general public is critical to the achievement of students and staff. The Board is committed to maintaining a culture that recognizes the worth and dignity of the individual in support of academic achievement and social development.

#### **II. Purpose**

The purpose of this policy is to set clear expectations for civil behavior that support a safe, welcoming, and nurturing environment on school property and at school-related activities.

#### **III. Definitions**

Within the context of this policy, the following definitions apply.

- A. Civility** - Mutual respect and consideration reflected in language, attitudes, and behaviors.
- B. Bullying** - Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's or staff member's educational benefits, opportunities, or performance, or with their physical or psychological well-being and is:
  - 1. Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity or expression, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
  - 2. Threatening or seriously intimidating; and,
  - 3. Occurs on school property, at a school activity or event, or on a school bus; or,
  - 4. Substantially disrupts the orderly operation of a school or workplace.
- C. Harassment** - A sufficiently severe action or persistent, pervasive pattern of actions or statements, directed at an identifiable individual or group, that is intended to be, or which a reasonable person would perceive as, ridiculing or demeaning.



## Community Relations

### Civility

#### Definitions (continued)

- D. **Intimidation** - Subjection to intentional action that seriously threatens and induces a sense of fear and/or inferiority which adversely affects one's ability to participate in or benefit from the educational or work setting.
- E. **School Property** - Any property owned or leased by the Board. The concept of property shall extend to school activities such as field trips, use of parks and recreation facilities, proms at hotels, etc. This means that when a facility is scheduled for student use, it will be considered an extension of school property.
- F. **School-related Activity** - On or off premises activity in which a student directly participates (e.g., field trip, school system-sponsored athletic event, or class/graduation activity), or in which the student does not directly participate, but represents the school or student body simply by being there (e.g. spectator at a school system-sponsored event).

#### IV. Standards

- A. Expected behaviors include but are not limited to:
  1. Respect and courtesy in language, demeanor, and actions
  2. Moderate tone and volume of voice
  3. Active and respectful listening
  4. Respectful acknowledgment of cultural differences
  5. Respect for the personal, civil, and property rights of others
  6. Appropriate and courteous use of telephone, public address systems, two-way radios, and any other verbal communication device
  7. Appropriate and courteous written communication, including notes, letters, email, and text messages.
- B. Unacceptable behaviors include but are not limited to:
  1. Rude, insulting, or demeaning language and/or actions
  2. Persistently unreasonable demands
  3. Intrusive and/or interruptive behavior
  4. Displays of temper
  5. Harassment and intimidation
  6. Threatening and/or abusive gestures and behavior.
- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.

## Community Relations

### Civility (continued)

#### V. Compliance

- A. Each individual is responsible for behaving in a civil manner and for cooperating in resolving incidents of uncivil behavior.
- B. The Superintendent/designee is responsible for determining whether an incident occurring on school property violates an existing Board policy and for responding appropriately.
- C. The Superintendent/designee will provide for annual notification of this policy to students, staff, parents, and community members.

#### VI. Delegation of Authority

The Superintendent is authorized to develop appropriate procedures for the implementation of this policy.

(cf. 0521 – Nondiscrimination)

(cf. 1120 – Public Participation at Board of Education Meetings)

(cf. 1250 – Visits to the Schools)

(cf. 1251 – Loitering or Causing Disturbances)

(cf. 1316 – Conduct on School Property)

(cf. 1320 – Relations between the Public and School Personnel)

(cf. 1330 – Use of School Facilities)

(cf. 1700 – Otherwise Lawful Possession of Firearms on School Property)

(cf. 3517.2 – Vandalism)

(cf. 5131.911 – Bullying)

(cf. 5145.51 – Sexual Harassment)

(cf. 5145.53 – Civility)

(cf. 6114.7 – Safe Schools)

(cf. 6145.22 – Sportsmanship)

(cf. 9273 – Civility Code)

Legal Reference: Connecticut General Statutes  
 1-225 Meetings of the government agents to be public.  
 1-232 Conduct of the meeting.  
 10-220 Duties of boards of education.  
 10-221 Boards of education to prescribe rule(s), policies, and procedures.  
 10-239 Use of school facilities for other purposes.  
 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted:

cps 1/14

*A sample policy to consider.*

## **Community Relations**

X

### **Awards and Scholarships**

Any award or scholarship proposed for presentation in the \_\_\_\_\_ Public Schools which originates outside the school system must be submitted to the Board of Education for approval. The Board of Education reserves the right to accept or reject any such proposed award or scholarship.

The schools of the \_\_\_\_\_ school system may establish and maintain a system of awards and scholarships which originate within a school in the system for the purpose of recognizing student achievement or special merit. In each such case, any award or scholarship which originates within a school must be submitted to the Principal for prior approval.

As new awards or scholarships are established by a school within the system, the Superintendent of Schools shall be made so aware.

Policy adopted:

cps 11/99

X  
*Sample policy to consider.*

## **Community Relations**

### **Relations Between Area, State, Regional & National Associations and the Schools**

Membership in recognized associations such as the Connecticut Association of Boards of Education will be maintained by the schools for several reasons, including:

1. benefits to staff and Board of Education from professional meetings, conferences, clinics and conventions.
2. access to the communication media of such associations, such as newsletters, periodicals and advisory services.
3. representation in legislative and other actions affecting education generally and our school district in particular.

The Superintendent of Schools shall budget funds for memberships approved by the Board and for the costs of appropriate participation by Board members, administration and staff in the activities of such associations.

ND  
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Policy adopted:



*An optional sample policy to consider.*

## **Community Relations**

### **Relations Between Non-Public and other Educational Organizations and the Schools**

The Board of Education recognizes the need and the worth of cooperative relationships with other schools, school districts, colleges and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations on educational matters within the framework established by the statutes, state regulations and Board of Education policy.

*ND*  
/

Policy adopted:

rev 3/98

*✓*  
*An optional policy to consider.*

## **Community Relations**

### **Relations With Parochial and Private Schools**

In recognition of the educational, cultural, and economic values which parochial and private schools provide to the parents, citizens, and taxpayers of the community, the Board of Education shall make available, within the limits of applicable federal and state restrictions, the full range of public school services to resident students of the community who attend parochial or private schools.

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records

10-76d-18 Regulations concerning children requiring special education

19a-581 through 585 46b-56(e)

20 U.S.C Section 1232g Family Educational Rights and Privacy Act

*OK*

Policy adopted:

cps 5/01

X

*An optional policy to consider.*

## **Community Relations**

### **Relations With Private School, Colleges and Universities**

The Board of Education directs the Superintendent to establish procedures and fees for the administration of special examinations for private schools and colleges.

The District will cooperate with private schools, colleges and universities concerning student records and references in accordance with the law. Except as authorized by law, the written consent of the parent or the eligible student is required before confidential student information may be disclosed. The written consent must specify permission for disclosure, the purpose of the disclosure and the person to whom the records are to be disclosed.

(cf. 5125 - Student Records)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records

10-76d-18 Regulations concerning children requiring special education

19a-581 through 585 46b-56(e)

20 U.S.C Section 1232g Family Educational Rights and Privacy Act

Policy adopted:

cps 6/99

## Community Relations

### Relations Between Public and School Personnel

#### Conduct on School Property

The Board of Education expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Based upon the above, the Board expects that no person on school property or at a school event shall:

1. Injure, threaten, harass or intimidate a staff member, Board member or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface District property;
4. Violate any Connecticut law or town/city ordinance;
5. Smoke or otherwise use tobacco products, including e-cigarettes;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous instruments or weapons;
7. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity occurring on school property;
8. Enter upon any portion of the school premises at any time for purposes other than those which are lawful ~~and authorized by the Board~~;
9. Operate a motor vehicle in a risky manner or in violation of an authorized District employee's directive; or
10. Violate other District policies or regulations or an authorized District employee's directive.



## **Community Relations**

### **Relations Between Public and School Personnel**

#### **Conduct on School Property**

(cf. 1110.1 - Parent Involvement)

(cf. 1120 - Public Participation at Board of Education Meetings)

(cf. 1250 - Visits to Schools)

(cf. 1251 - Loitering or Causing Disturbances)

(cf. 1312 - Public Complaints)

(cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)

(cf. 6145.71 - Use of Alcohol by Adults)

Legal Reference: Connecticut General Statutes

1-225 Meetings of the government agents to be public.

1-232 Conduct of the meeting

10-221 Boards of education to prescribe rule(s), policies, and procedures.

10-238 Petition for hearing by board of education.

10-239 Use of school facilities for other purposes.

53a-185 Loitering in or about school grounds: Class C misdemeanor.

## **Community Relations**

### **Public Performances By Students**

The Board of Education recognizes the educational value from student participation in civic and community affairs. Teachers are encouraged to prepare students for public performances which contribute to student education when they don't interfere unduly with other educational activities or programs.

School groups may, as authorized by Superintendent's regulations, participate in local public events.

## Community Relations

### Public Performances By Students

Students, with the Principal's permission may participate in the following local public events:

1. Events sponsored by the schools. Educational events in which the school serves as host shall have priority in scheduling appearances.
2. Community functions in the interests of the school, such as those originated by a PTA/PTO or other parent groups.
3. Noncommercial civic occasions of local, state or national interest.
4. Events that are primarily patriotic in nature, such as Veteran's Day.
5. Charity benefit activities provided such activity has been specifically approved in advance by the Superintendent.
6. Programs sponsored by established public agencies, or programs sponsored jointly by the school system and mass communication media where the time or space given to the programs are of a public nature.

School groups may not participate in events that fall into any of the following classifications:

1. Events that are for the purpose of private gain or for the advertising of any commercial project or product. A school name, the names of school-sponsored groups or school equipment shall not be exploited in events of a commercial nature.
2. Events for furtherance of any politically partisan interest. In questionable cases the matter shall be referred to the Board of Education for its review.
3. Events that are primarily for the furtherance of any religious concern, whether sectarian or non-sectarian in nature.
4. Events that cause an undue amount of interference with regular school programs, or that cause an excessive amount of absence due to rehearsal or preparation.

## **Community Relations**

### **Television and Radio Broadcasts**

The Board of Education states as a matter of general principle that television and radio broadcasts of public performances by students, including athletic events, are approved only when such telecasts and broadcasts are in the public interest. All such rights shall be granted in accordance with procedures to be established by the Board of Education and the school administration.

The Board of Education delegates to the Superintendent of Schools or designee the authority to act on all requests for permission to broadcast school events over radio and television.

It is essential that school authorities reserve the right to approve all sponsors to make certain that sponsorship does not include firms supplying goods or services inappropriate to school events.

## **Community Relations**

### **Public Vide Recording And Educational Activity**

The Board of Education (Board) hereby establishes limits on the use of recording equipment in order to minimize disruption and protect instructional time essential to improving student achievement. Any recording activity, even activity permitted under this policy, will be prohibited if the activity creates a disruption to the education process.

### **Definitions**

**Visual Recording:** Registering visual images on film, tape, digitally or by other mechanical or electronic means.

**Audio Recording:** Registering sounds on tape, digitally or by other mechanical or electronic means.

**Outside Entity:** Any individual, group, organization or corporation other than the administration, officers, staff or students of the District or individuals authorized to act on behalf of the District.

### **Recording by Outside Entities**

The Board prohibits the use of video or audio recording equipment on District property or at District activities by outside entities without permission from the Superintendent or his/her designee unless authorized by law.

This prohibition shall not apply to:

1. Performances or activities to which the general public is invited, such as athletic competitions, concerts and plays, unless otherwise permitted.
2. Recording of staff for the sole purpose of professional training or development.
3. Open meetings of the Board or committees appointed by or at the direction of the Board.
4. Outside entities, including student-initiated groups, using or renting District facilities in accordance with Board policies and established administrative procedures.

### **Recording by District Personnel**

The District may make audio or visual recordings to provide security, to maintain order, for professional staff development use or for other purposes related to furthering the educational mission of the District. This may include the use of video equipment in school buildings and on District transportation. No recording equipment will be placed in areas of the building where the occupant would have a reasonable expectation of privacy, such as restroom facilities or locker rooms. Recordings by and on behalf of District personnel that include students will be considered student records and will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

## **Community Relations**

### **Public Vide Recording And Educational Activity**

The District prohibits the use of video or audio recording equipment on District property or at District activities by students except:

1. If required by a school-sponsored class or activity.
2. At performances or activities to which the general public is invited such as athletic competitions, concerts and plays, unless otherwise permitted.
3. At open meetings of the Board of Education or committees appointed by or at the direction of the Board.
4. As otherwise permitted by the Building Principal.

### **Recording of Meetings**

The Board of Education prohibits the use of audio, video or other recording devices at meetings held pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as other meetings between District employees and parents/guardians. Exceptions to this prohibition will be made only in accordance with Board policy and law. Requests for such exceptions must be made within a reasonable period of time prior to the scheduled meetings. This prohibition does not apply to conversations held within view of District security cameras or devices.

- (cf. 1112 – News/Media Relationships)
- (cf. 1112.6 – Video Taping of Staff/Students)
- (cf. 5125 – Student Records; Confidentiality)
- (cf. 5131.11 – Video Cameras on School Buses)
- (cf. 5131.111 – Video Surveillance)
- (cf. 9320 – Board Meetings)
- (cf. 9322 – Public and Executive Sessions)
- (cf. 9326 – Taping of Meetings)

Legal Reference:       The Individuals with Disabilities Education Act, 20 U.S.C. §§1400-1487,  
                                  34 C.F.R. Part 300

                                  The Family Educational Rights and Privacy Act, 20 U.S.C. §1232g 34  
                                  C.F.R. Part 99

## **Community Relations**

### **Contest For Students**

The Board of Education approves a selective policy of participation in contests. However, participation by students in any such activities must be on a purely voluntary basis and at no time can such participation interfere with the instructional program. In the high schools, the criteria of the National Association of Secondary School Principals relative to contests shall serve as a guide.

Where students so agree to participate in any activity sponsored by an outside organization, it shall be the responsibility of the sponsoring organization to assume the management of the contest, providing the students with detailed information, instructions, and rules governing the activity.

At no time will pressure be applied to enjoin students to participate in any contest sponsored by outside organizations.

The evaluation and scheduling of and consent to participate in district-wide contests shall first be approved by each Building Principal. Final approval of the contest must be given by the Superintendent.

## **Community Relations**

### **Awards To Students**

Only trophies, prizes, or awards which conform to the Awards for Achievement policy of the Board of Education and the corresponding administrative regulations providing for awards for distinguished success in any school activity may be presented by any person or organization not connected with the schools.

(cf. 5126 - Awards for Achievement)



## **Community Relations**

### **Soliciting Funds From Students**

#### **Non-School Sponsored**

Non-school sponsored organizations are discouraged from the solicitation of funds and the sale of goods or services to students on school premises. Any such activity must have prior approval of the Superintendent of Schools or designee.

#### **School Sponsored**

Fund-raising activities by school-sponsored organizations are permissible providing such activity is not disruptive to the orderly process of education and management of the schools.

**Community Relations**

**Soliciting Funds From Students**

**AMITY REGIONAL SCHOOL DISTRICT  
Woodbridge, Connecticut**

**FUND-RAISING ACTIVITY APPROVAL  
GIFTS, GRANTS, AND BEQUESTS**

School \_\_\_\_\_ Date \_\_\_\_\_

Organization \_\_\_\_\_

Contact person \_\_\_\_\_

Activity \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of fund-raising activity \_\_\_\_\_

School sponsored? Yes  No

Requires Board of Education approval  Superintendent approval

Gift \_\_\_\_\_

Value of gift/donation \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Community Relations**

### **Advertising And Promotion**

Students must be protected from possible exploitation in advertising or promoting interests of any non-school agency or organization.

No advertising material may be posted or distributed to students which, in the opinion of the Superintendent, would contribute to the personal gain of an individual, business, or company except as follows:

- a. Educational material used by staff for educational purposes.
- b. Samples, calendars, supply catalogs, etc., distributed to staff for examination, testing or review or routine classroom use.

## **Community Relations**

### **Solicitations By Staff Members**

The Board of Education, recognizing its responsibility in the matter of solicitations, shall strive to safeguard from exploitation the students, parents, staff members, school system and community.

Therefore, no staff member shall use professional relationships with students for private advantage; nor shall any staff member use his/her position to influence parents or students of the school system to purchase instructional supplies, equipment or books, or sell to any student or parent any instructional supplies, equipment or books except those expressly approved for classroom or school-related use by the office of the Superintendent.

No staff member shall furnish lists of students or parents names, addresses and telephone numbers, or any other information, to anyone for solicitations unless prior approval is granted by the Office of the Superintendent.

## Community Relations

### Smoke Free Environment

#### Students

At any time, there shall be no smoking or any other unauthorized use of tobacco or tobacco products by students in any school building or school vehicle or on any school grounds or when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, sporting event, extracurricular event, field trip, or school-related activity such as work-study program.

This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the District provides services.

In addition, the prohibition does not apply to a classroom where a demonstration of the use of an electronic nicotine delivery system or vapor product is taking place as part of a medical or scientific experiment or lesson.

A program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

#### Staff and Public

At any time, there shall be no smoking in buildings, on any school grounds under the control of the Board of Education, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board of Education or under the supervision of the board of Education or its authorized agents.

A program of staff support and counseling will be offered to provide support for staff who wish to break the smoking habit.

A sign shall be posted on school premises indicating that smoking, including the use of e-cigarettes is prohibited by state law.

#### Definitions

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

## Community Relations

### Smoke Free Environment

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

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

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

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

(cf. 4118.231/4218.231 Employee Smoking, Drinking, and Use of Drugs on School Premises)

(cf. 5131.6 Drugs, Tobacco, and Alcohol)

Legal Reference: Connecticut General Statutes

10-233a(h) Definitions, "School-sponsored activity"

19a-342 Smoking prohibited in certain places. Signs required. Penalties.

21a 242 Schedules of controlled substances.

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

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

P.L. 107-110, Section 4303, "Non-smoking Policy for Children's Services"

20 U.S.C. 7181-7184 The Pro Children Act of 2001, PL 107-110, 115 State 1174

## **Community Relations**

### **Access To School Procedures And Materials**

Ideas, operating procedures, records, and publications developed in or for the school system may be made available to outside nonprofit or profit organizations for use or distribution when such use or distribution will reflect favorably upon the school system and the community. No outside organization shall be granted exclusive access to or control over the material made available to it.

Disclosure of records containing privileged or confidential information about staff or students will be restricted to the extent permitted by law.

A reasonable charge may be made for copying available records.

(cf. 5125 - Student Records)

(cf. 4112.6/4212.6 - Certified/Non-Certified - Personnel Records)

Legal Reference: Connecticut General Statutes

1-15 Application for copies of public records. Certified copies. Fees.

1-16 Photographic reproduction of documents.

1-210 Access to public records. Exempt Records.

1-211 Access to computer-stored records.

1-214 Public employment contracts as public record.

1-225 Meetings of government agencies to be public.

1-226 Recording, broadcasting or photographing meetings.

1-206 Denial of access to public records or meetings. Notice. Appeals.

1-240 Penalties.

## Community Relations

### Senior Citizens' Benefits

The Board of Education recognizes the contribution senior citizens have made to the support of education and wishes to encourage their continued support and participation in school sponsored events.

~~To this end, the Board of Education offers to any senior citizen 60 years of age or older a 50% discount on the admission to any school sponsored activity such as athletic functions or musical events.~~

A free season ticket to school events shall be available to senior citizens who are town residents and ~~65~~ sixty (60) years of age or over. The senior citizen pass shall be valid only for the person to whom issued and shall entitle the authorized person free (school-sponsored events costing \$10 or less) or reduced (school-sponsored events costing more than \$10 will be discounted \$10) admission to school sponsored activities such as athletic functions and musical events when the pass is presented at the time of ticket purchase. The senior citizen pass will be ~~available~~ issued upon proof of residency and age at the central administration office.

The Board of Education also encourages booster organizations and parent groups which sponsor school events to offer discounts to senior citizens whenever possible.



## Community Relations

### Law Enforcement Agencies

A reasonable and cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on the school premises, or during a school-sponsored activity, or to assist in controlling disturbances to the educational environment. They also may be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

At all times, the school system's administrators shall act in a manner which protects and guarantees the rights of students and parents and upholds the law.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules

53a-185 Loitering in or about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as youthful offender

New Jersey vs. T.L.O. U.S. 325 (1985)

## Community Relations

### Fire Department

Members of the local fire department play a vital role in the school safety program. It shall be the responsibility of the administration/staff to:

1. Establish and maintain relationships with the local Fire Marshal and fire department;
2. Determine the nature and timing of the department's participation in the school program;
3. Coordinate and supervise the planned activities; and
4. Seek the advice and cooperation of the Fire Department in at least the following matters:
  - a. Planning and conduct of fire drills and crisis response drills;
  - b. Planning and involvement of the fire department in crisis response drills and other related activities designed to practice and test the effectiveness of district and school response plans.
  - c. Fire prevention education;
  - d. First aid, especially in fire related incidents; and
  - e. Steps needed to conform to all state and local fire codes.

(cf. 6114.1 - Fire Drills)

## **Community Relations**

### **State/Federal Government**

The Board of Education shall carry an aggressive program to secure approval of State laws and regulations which the Board feels to be in the best interest of the school system. This policy shall include the pursuit of adequate and equitable sources of revenue to support the local free public schools.

### **State and Federal Aid**

To bring the full benefit of State and Federal aid programs to bear upon the needs of the school system, the Board will maintain close liaison with the State Department of Education and appropriate Federal agencies, and cooperate with them fully in providing improved educational services.

## **Community Relations**

### **Accreditation Agencies**

The Board of Education seeks the highest status of membership for its schools in the New England Association of Colleges and Secondary Schools, cooperating in the Association's evaluations of the school system, and considering its recommendations.

## Community Relations

### Possession Of Deadly Weapons Or Firearms

#### I. Definitions:

- a. **Deadly Weapon** means “any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy club, blackjack, bludgeon, or metal knuckles.” Conn. Gen. Stat. §53a-3 (6).
- b. **Firearm** means “any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged,” Conn. Gen. Stat. §53a-3 (19).
- c. **Peace Officer** means “ a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 2 of public act 13-170 who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive.” Conn. Gen. Stat. §53a-3 (9).
- d. **Real Property** means the land and all temporary and permanent structures comprising the district’s elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.
- e. **School-Sponsored Activity** “means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.” Conn. Gen. Stat. §10-233a(h).

#### II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-2 17b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

## Community Relations

### Possession Of Deadly Weapons Or Firearms

#### III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity.

#### IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity if:

- a. The person brings the deadly weapon or firearm on the real property of any school or administrative office building or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
- b. The person possesses the deadly weapon or firearm on the real property of any school or administrative office building or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.
- c. A motor vehicle inspector while engaged in the performance of such motor vehicle inspector's official duties may carry weapons on school grounds, effective October 1, 2016.

#### V. Consequences

- a. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
- b. A student who possesses and/or uses any deadly weapon or firearm on school property in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
- c. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, or at a school-sponsored activity, from using any and all school facilities.

## **Community Relations**

### **Possession Of Deadly Weapons Or Firearms**

Legal Reference: Connecticut General Statutes

29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. (as amended by PA 98-129)

29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty. (as amended by PA 98-129)

52a-3 Definitions.

53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by PA 01-84 and PA 16-55)

PA 13-188 An Act Concerning School Safety