

AMITY REGIONAL SCHOOL DISTRICT NO. 5

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

Dr. Charles Dumais
Superintendent of Schools

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AMITY REGIONAL BOARD OF EDUCATION

October 19, 2015

A regular meeting of the Amity Regional Board of Education will be held on Monday, October 19, 2015, at 6:30 p.m. at ***Amity Middle School, Bethany Campus, 190 Luke Hill Rd., Bethany.**

***Please note change of location**

Agenda

1. Call to Order
2. Pledge of Allegiance
3. Approval of Minutes
 - a. Regular BOE Meeting, September 21, 2015 (Enclosure) pg . 3
4. Public Comment
5. Student Report
6. Report on 2015 Testing Results (Enclosure) pg . 7
7. Discussion and Action on Amity Teacher Evaluation Plan pg . 29
8. Discussion and Possible Action on 2016 Board of Education Meeting Calendar (Enclosure) pg . 94
9. Correspondence
10. Superintendent's Report
 - a. Personnel Report (Enclosure) pg . 95
 - b. Other
11. Chairman's Report
 - a. Committee Reports
 1. ACES
 2. CABB
 3. Curriculum
 4. Facilities
 - a. Facilities Dept. Monthly Report, September, 2015 (Enclosure) pg . 96

5. Finance

- a. Discussion of October 1 Enrollment Report pg. 97
- b. Discussion of Monthly Financial Statements pg. 99
- c. Director of Finance and Administration Approved Transfers Under \$3,000 pg. 127
- f. Other
 - 1. Update on Financial Audit pg. 128
 - 2. Information on Third Quarter 2015 Executive Summary Review of Amity Pension Fund, Sick and Severance Account, and OPEB Trust

6. Policy

- a. Policy 7551 – Naming of Amity Facilities - Second Read (Enclosure) 129

7. Personnel

12. Items for the Next Agenda

13. Adjournment

Charles Dumais, Ed.D.
Superintendent of Schools

CD/kfw

pc: Town Clerks:

Bethany
Orange
Woodbridge

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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 397-4811.

MINUTES

BOARD MEMBERS PRESENT: Chairman William Blake, Mr. John Belfonti, Mr. Christopher Browe, Ms. Patricia Cardozo, Ms. Sue Cohen, Ms. Diane Crocco, Mr. Steven Demaio, Ms. Rita Gedansky, Mr. Thomas Hurley, Ms. Tracy Lane-Russo, Mr. James Stirling and Ms. Diane Urbano.

BOARD MEMBERS ABSENT: Ms. Sheila McCreven

Staff members present: Dr. Charles Dumais, Ms. Terry Lumas, Mr. Sean DeRosa, Ms. Mary Raiolo, Mr. Kevin Keller and Dr. Marie McPadden.

Also present: Mrs. Ruth Natzel, Mr. R. J. Kaoud, Mr. Junqi Ding, Ms. Xiaoqian Kong, Ms. Rosalyn Klein, Ms. Ellen Scalettar (1st selectman Woodbridge) and Ms. Amy Esposito.

A regular meeting of the Amity Regional Board of Education (BOE) was held on Monday, September 21, 2015 at 6:30 pm in the presentation room at the Amity District Offices.

1. **Call to Order:** Chairman William Blake called the meeting to order at 6:32 pm.

2. **Pledge of Allegiance** was recited by those present.

3. **Approval of minutes.**

A. **Regular BOE meeting, August 10, 2015 (enclosure)**

Motion by Mr. Hurley, 2nd by Mr. Stirling to approve the minutes.

Correction on page 6, spelling of Ms. Urbano's name

Correction on #7, extra "to".

Vote unanimous (Mr. Demaio abstained)

Motion carried

4. **Public Comment**

Mr. Ding commented on a safety issue at Amity High School; he stated that to drop off children via North Pease Road takes at least 10 minutes or longer. Students are walking along as well. He asked the Board to consider a safer area for drop off. (see attached).

5. **Student Report**

Mr. R. J. Kaoud gave an update on events at Amity High School over the past month as well as informing the Board of upcoming events. Student government had their first meeting and the senior lounge project is continuing. He thanked the PTSO for their \$500 donation toward the Senior Lounge project. Club Day is coming up.

Ms. Russo arrived at 6:50 pm

6. **Annual Facilities Report (enclosure)**

Dr. Dumais commended Mr. Saisa and his team for their hard work and his excellent report.

7. **Correspondence – none.**

8. **Superintendent's Report**

A. **Personnel Report – (enclosure)** Two new teachers have been hired.

B. **Other**

Dr. Dumais reported that school opening was smooth. He gave the Board an update on training coming up through ACES, CABE and professional days. The District is continuing to work on curriculum alignment. Teacher training took place with McGraw-Hill in conjunction with the new math textbooks. Instructional rounds will begin to be implemented

with administrative teams and then with teaching staff. There are plans to be nearly-monthly sessions for the community/parents at large on various topics that affect them and the students.

9. **Chairman's Report -**

A. Committee Reports

1. **ACES** - Report from Ms. Cohen regarding renovation-as-new of a school in Hamden for special needs. ACES is looking to expand the fine arts program and their summer school program.
2. **CABE** – no report. Board members should call Karen Wade to register for the CABE convention in November. So far three Board members are going to attend.
3. **Curriculum** – The Curriculum Committee will meet on Thursday, September 24th.
4. **Facilities** – The Facilities Committee met on September 09, 2015. There was discussion of the FuelCell contract and lease agreement. The Facilities Committee agreed that the bid process and lease agreement were acceptable (enclosure, page 22).
5. **Finance**
 - A. **Discussion of appointment of auditor for next financial audit.**

Motion by Mr. Stirling, 2nd by Mr. Browe to award the contract for professional auditing services to Mahoney Sabol & Company, LLP of Glastonbury, Connecticut for the fiscal year ending June 30, 2016 at the bid price of \$33,500.

There was some discussion regarding the idea that there might be a need to change auditing firms when this contract is up.

Vote unanimous

Motion carried

B. Presentation of revised annual report on reserve fund for capital and nonrecurring expenditures.

Ms. Lumas presented the revised report this fund. The only change from the August meeting is that the finances are broken out in two amounts for the fuel cell project.

C. Discussion and possible action on contracts of \$35,000 or more

1. Snow removal equipment

Motion by Ms. Cohen, 2nd by Ms. Crocco to award for the contract for snow removal equipment to Lock, Stock & Barrel, of Bethany, Connecticut for the bid price of \$36,375.60.

Vote unanimous

Motion carried

2. Amity Regional High School coping repairs.

Motion by Ms. Crocco, 2nd by Ms. Gedansky to award contract for stone coping repair project to F.J. Dahill Company, Inc. of New Haven, Connecticut for the bid price of \$29,970.

Vote unanimous

Motion carried

3. Heat exchanger at Amity Regional High School

Motion by Mr. Browe, 2nd by Mr. Hurley to move this item and make it number 11, after executive session.

Vote unanimous

Motion carried

D. Discussion of monthly financial statements

E. Director of Finance and Administration approved transfers under \$3,000

F. Discussion and possible action on budget Transfers of \$3,000 or more

Motion by Mr. Stirling, 2nd by Ms. Crocco to approve the transfer for the heat exchanger in the amount of \$57,950 in the Reserve Fund for Capital and Nonrecurring Expenditures from 'Engineering study for fuel cell waste heat use at Amity Regional High School' to 'Purchase and installation of heat exchanger at Amity Regional High School'.

Vote unanimous

Motion carried

G. Other

1. Update on Financial Audit

Ms. Lumas reported that the audit is complete and that a report will be forthcoming.

6. Policy

A. Policy 7551 – Naming of Amity facilities – Second Read (enclosure)

Mr. Hurley asked that this be moved to the next meeting because the Facilities Committee did not meet; they will meet on September 28th at 5:30 pm to take up this policy as requested by the Board.

Motion by Mr. Browe, 2nd by Mr. Hurley, that this item be moved to the next Board meeting

Vote unanimous

Motion carried

7. Personnel

Motion Ms. Gedansky, 2nd by Ms. Crocco to go to executive session at 7:20 pm with Dr. Dumais invited to attend.

Vote unanimous

Motion carried

10. Discussion of lease agreement (executive session)

The Board returned from executive session to regular session at 8:06 p.m.

11. Possible action on lease agreement

Motion by Mr. Hurley, 2nd by Ms. Gedansky to authorize Amity Regional School District 5 Superintendant to enter into a lease agreement with United Illuminating as tenant concerning the project to install a fuel cell as presented at this meeting. Dr. Dumais will be able to make minor changes as necessary to reflect the intent of the parties in entering into this agreement.

Mr. Blake commended the members of the Facilities Committee past and present for their diligence and hard work in getting to this agreement.

Vote unanimous (Ms. Urbano abstained)

Motion carried

Vote unanimous

Motion carried

12. Heat exchanger at Amity Regional High School

Motion by Mr. Stirling, 2nd by Mr. Belfonti to award the contract for the purchase and installation of a heat exchanger at Amity Regional High School to FuelCell Energy of Danbury, Connecticut, at a price not to exceed \$391,682.00. The Amity Board of Education waives the bidding requirement.

13. Items for next agenda – Please forward any items for the next agenda to Dr. Dumais or Mr. Blake.

14. Adjournment

Motion by Mr. Hurley, 2nd by Mr. Browe to adjourn at 8:14 pm.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

Thomas Hurley, Secretary

Attachment, 2 pages from Mr. Ding, public comment



AMITY

Regional School District No. 5
Bethany~Orange~Woodbridge



2015 CAPT/CMT SCIENCE RESULTS
2015 SMARTER BALANCED ASSESSMENT RESULTS
INTRODUCTION TO STAR UNIVERSAL
ASSESSMENTS

DR. E. MARIE MCPADDEN
DIRECTOR OF CURRICULUM
& STAFF DEVELOPMENT
OCTOBER 2015

CAPT Scores Comparison 2014-2015 By DRG

Percent At/Above Goal

Science Grade 10

District	2014	2015
Simsbury	82.3	81.2
Monroe	80.2	79.1
South Windsor	79.4	75.3
Granby	78.6	75.2
Region #5	76.8	73.0
Trumbull	76.4	74.5
Avon	76.1	73.7
Region #15	74.3	72.3
DRG Average	74.0	71.3
Fairfield	73.5	70.7
Guilford	73.1	70.5
West Hartford	72.6	70.4
Newtown	72.1	70.2
New Fairfield	71.4	69.8
Brookfield	70.9	69.0
Glastonbury	70.7	68.5
Cheshire	70.6	68.5
Farmington	69.4	65.7
Greenwich	69.3	65.2
Madison	68.9	46.5

2015 Grade 10 CAPT Science Gender Results



Science

	2013	2014	2015
Total % At or Above Goal	75.6	76.8	73.0
Male	76.8	81.0	74.9
Female	74.4	72.1	70.9

CMT Scores Comparison 2014-2015 By DRG

Percent At/Above Goal

Science Grade 8

District	2014	District	2015
Farmington	92.0	Avon	89.1
Simsbury	90.6	Madison	89.1
Newtown	90.5	Region #5	87.4
Avon	90.4	Simsbury	86.3
Glastonbury	87.2	Farmington	85.7
Madison	85.7	Cheshire	85.6
Region #5	85.3	Granby	85.2
Trumbull	84.5	Newtown	84.0
Guilford	84.4	Monroe	83.5
Brookfield	84.0	Glastonbury	83.1
Granby	84.0	DRG Average	82.9
DRG Average	83.6	Trumbull	82.8
Cheshire	83.2	Brookfield	81.1
Region #15	82.9	South Windsor	81.0
Fairfield	81.4	Greenwich	80.1
Monroe	81.1	Fairfield	79.1
South Windsor	81.0	New Fairfield	79.1
West Hartford	76.1	Region #15	78.2
New Fairfield	72.3	Guilford	77.9
Greenwich	72.2	West Hartford	77.2

2015 Grade 8 CMT Science Gender Results



Science				
	2013	2014	2015	
Total % At or Above Goal	81.3	85.3	87.4	
Male	83.9	80.2	86.5	
Female	78.5	90.1	88.3	

2014-15 ELA/Literacy SBA Results

GRADE	NUMBER OF STUDENTS TESTED	PERCENT AT LEVEL 3 OR ABOVE
GRADE 7	361	73%
GRADE 8	385	78%
Grade 11	348	56%

**SBAC Scores 2014-2015 By DRG
English Language Arts – GRADE 7**

**Percent at Level 3 & 4
Meets or Exceeds the Achievement Level**

District	
Guilford School District	86.20
Avon School District	84.20
Monroe School District	81.70
Cheshire School District	81.60
Glastonbury School District	81.20
Newtown School District	80.90
Madison School District	80.10
South Windsor School District	79.90
Brookfield School District	79.80
Greenwich School District	79.30
DRG Average	77.70
Fairfield School District	77.70
Farmington School District	77.10
Regional School District 15	76.00
Simsbury School District	75.80
Granby School District	73.60
New Fairfield School District	73.10
Regional School District 05	72.70
West Hartford School District	69.60
Trumbull School District	66.50

**SBAC Scores 2014-2015 By DRG
English Language Arts – GRADE 8**

Percent at Level 3 & 4

Meets or Exceeds the Achievement Level

District	
Farmington School District	82.80
Avon School District	82.40
Brookfield School District	80.00
Cheshire School District	78.90
Monroe School District	78.40
Regional School District 05	78.00
Guilford School District	77.50
Regional School District 15	76.90
Greenwich School District	76.40
Granby School District	75.00
DRG Average	73.50
Newtown School District	71.60
Madison School District	71.40
Simsbury School District	70.70
Fairfield School District	70.10
West Hartford School District	69.30
New Fairfield School District	67.70
Glastonbury School District	66.30
South Windsor School District	65.10
Trumbull School District	58.60

SBAC Scores 2014-2015 By DRG
English Language Arts – GRADE 11
Percent at Level 3 & 4

Meets or Exceeds the Achievement Level

District	
Regional School District 15	90.40
Simsbury School District	87.40
Monroe School District	87.10
Greenwich School District	80.20
Glastonbury School District	80.00
Fairfield School District	77.00
Granby School District	75.50
Avon School District	75.20
Guilford School District	75.20
Trumbull School District	73.10
Cheshire School District	72.80
Farmington School District	72.30
DRG Average	67.70
Newtown School District	66.20
West Hartford School District	64.20
Regional School District 05	56.00
South Windsor School District	42.10
New Fairfield School District	41.70
Brookfield School District	40.90
Madison School District	28.60

2014-15 Math SBA Results



GRADE	NUMBER OF STUDENTS TESTED	PERCENT AT LEVEL 3 OR ABOVE
GRADE 7	361	59%
GRADE 8	388	68%
Grade 11	348	39%

SBAC Scores 2014-2015 By DRG

Math – GRADE 7

Meets or Exceeds the Achievement Level Percent at Level 3 & 4

District	
Avon School District	72.80
Newtown School District	70.80
Glastonbury School District	70.20
South Windsor School District	65.10
Farmington School District	65.00
Greenwich School District	63.70
Madison School District	62.10
Guilford School District	61.20
Simsbury School District	61.00
Brookfield School District	60.80
DRG Average	60.10
Regional School District 15	59.90
Regional School District 05	58.40
Fairfield School District	58.20
Granby School District	57.20
Cheshire	57.20
Monroe School District	56.50
West Hartford School District	48.10
Trumbull School District	48.10
New Fairfield School District	45.50

SBAC Scores 2014-2015 By DRG

Math – GRADE 8

Percent at Level 3 & 4

Meets or Exceeds the Achievement Level

District	
Avon School District	76.60
Farmington School District	74.30
Guilford School District	69.10
Regional School District 05	67.90
Simsbury School District	63.20
Granby School District	62.30
Glastonbury School District	61.80
Greenwich School District	61.20
Madison School District	60.50
DRG Average	59.70
Cheshire	57.50
South Windsor School District	57.40
Regional School District 15	57.10
Brookfield School District	56.00
Newtown School District	55.80
Fairfield School District	55.10
New Fairfield School District	52.20
West Hartford School District	49.30
Monroe School District	49.00
Trumbull School District	48.30

SBAC Scores 2014-2015 By DRG

Math – GRADE 11

Percent at Level 3 & 4

Meets or Exceeds the Achievement Level

District	
Simsbury School District	73.80
Regional School District 15	68.30
Greenwich School District	64.30
Avon School District	60.90
Monroe School District	60.20
Glastonbury School District	59.10
Granby School District	58.40
Guilford School District	57.40
Trumbull School District	56.20
DRG Average	51.50
Farmington School District	50.60
Cheshire	50.30
Fairfield School District	50.20
West Hartford School District	44.50
Newtown School District	41.40
Brookfield School District	40.30
Regional School District 05	38.50
South Windsor School District	32.90
New Fairfield School District	19.60
Madison School District	<5

SBA Participation Rates

✓ *Participation Rate by District:*

ELA 94.9% Math 95.1%

Participation Rate by School:

Amity Middle School Bethany

✓ ELA 96.6% Math 96.9%

Amity Middle School Orange

✓ ELA 98.4% Math 98.4%

Amity Regional High School

ELA 89.7% Math 89.9%

SAT to Replace SBA in Grade 11



According to Public Act 15-238:

On October 7, 2015, the Connecticut State Board of Education approved the Scholastic Aptitude Test (SAT) to replace the SBA for grade 11 in reading, writing, and math.

The SAT will be administered in 2016 to all students in grade 11 during a testing window to be determined. It will be a paper/pencil test.

STAR Universal Assessments

Introduction: The What

- STAR Universal Assessments for Reading and Mathematics
- Administered three times per year (fall, winter, and spring)
- All four BOWA Districts are implementing STAR

Rationale: The Why

- Identify specific needs of all learners
- Determine instructional methods and resources
- Track student progress with various reports: Screening, Diagnostic, and State Standards

STAR Assessments: The How

- Provide ongoing opportunities to analyze and monitor student performance data to inform personalized instruction



Screening Report District Benchmark

Printed Friday, October 9, 2015 2:10:08 PM

1 of 1

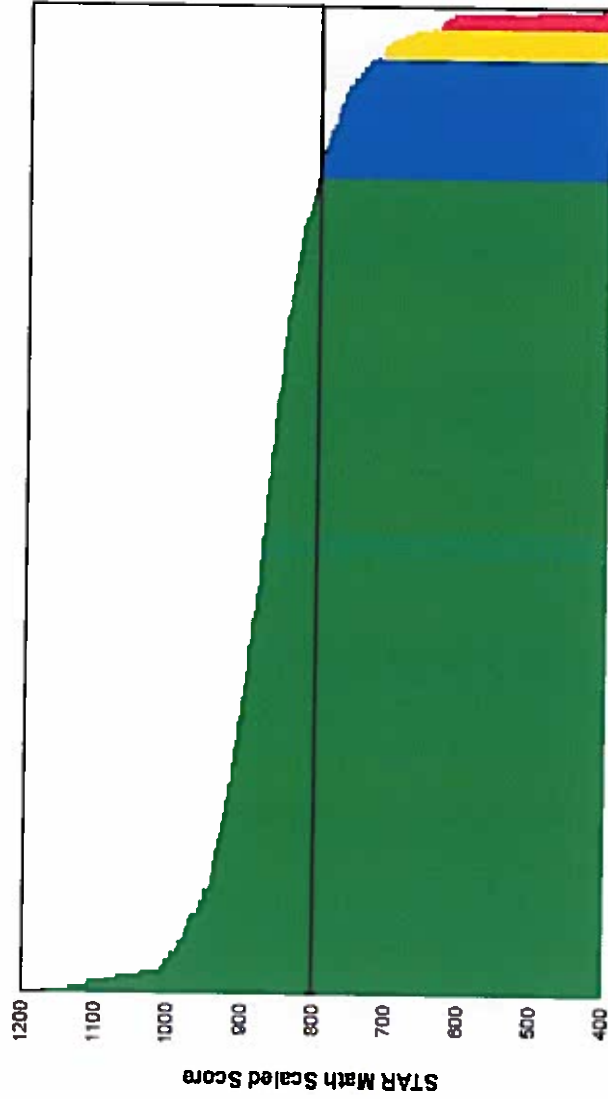
School: Amity Regional High School

Reporting Period: 9/1/2015 - 10/1/2015
(Fall)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: 9



Students

Categories / Levels	Scaled Score	Benchmark	Percentile Rank	Students Number	Students Percent
Above Benchmark					
■ A/Above Benchmark	A/Above 802 SS	A/Above 50 PR		304	83%
Category Total					
304					
Below Benchmark					
■ On Watch	Below 802 SS	Below 50 PR		45	12%
■ Intervention	Below 720 SS	Below 25 PR		11	3%
■ Urgent Intervention	Below 641 SS	Below 10 PR		7	2%
Category Total					
63					
Students Tested					
367					

STAR and Instructional Groups

Scaled Score	Percentile Rank	Test Date	Instructional Groups
1321	81	9/17/2015	--
1062	54	9/17/2015	--
1058	53	9/16/2015	--
1019	51	9/16/2015	--
993	50	9/17/2015	--
964	46	9/17/2015	--
927	42	9/17/2015	--
912	40	9/17/2015	--
904	38	9/17/2015	--
873	34	9/16/2015	--
861	33	9/24/2015	--
844	31	9/16/2015	--
810	28	9/16/2015	--
725	22	9/16/2015	--

Group 1 - Median Scaled Score: 1062				View Suggested Skills	
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups	
	1321	81	9/17/2015	1	
	1062	54	9/17/2015	1	
	1058	53	9/16/2015	1	

Group 2 - Median Scaled Score: 979				View Suggested Skills	
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups	
	1019	51	9/16/2015	2	
	993	50	9/17/2015	2	
	964	46	9/17/2015	2	
	927	42	9/17/2015	2	

Group 3 - Median Scaled Score: 889				View Suggested Skills	
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups	
	912	40	9/17/2015	3	
	904	38	9/17/2015	3	
	873	34	9/16/2015	3	
	861	33	9/24/2015	3	

Group 4 - Median Scaled Score: 810				View Suggested Skills	
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups	
	844	31	9/16/2015	4	
	810	28	9/16/2015	4	
	725	22	9/16/2015	4	

STAR & Common Core Aligned Teacher Resources for Instructional Groups



https://www.opened.com/lesson_plan/prentice_hall_literature_grade_10_chapter_3-by-nonfiction/3838473

OpenEd

Share on Facebook Pin it Google Classroom

Lesson Plan Prentice Hall Literature Grade 10: Chapter 3: Types of Nonfiction

FEATURED
Created by Whitney George
Standards 9-10 RI 3 9-10 RI 5 9-10 RI 6 9-10 RI 7 9-10 RI 8

Grades 10
Subjects English-Language Arts - Writing Language - Reading - Grammar - Speaking and Listening
License Free
User Rating

Show more

Unit 3 - Types of Nonfiction

3-1 Author's Point of View & Purpose (RI 9-10.6, RI 9-10.9) pages 442 - 449

Analyze an Author's Point of View (Common Core Standard 9-10.RI.6) | How to Determine the Author's Attitude Towards...

Standards 9-10 RI 6
Grades 9-10

Duel Point of View in Literature | KatieCanRead
Grades 9
Examining literature with multiple narrators and the author's purpose for dual narration

Interested in teaching with this resource?
Assign this Lesson Plan to your students and we will create a class to track their progress with a mastery chart!

Assign this Resource

More resources

- Prentice Hall Literature Grade 6: Chapter 3 Types of Nonfiction
Sherri Doudt
- Prentice Hall Literature Grade 10: Chapter 1: Fiction and Nonfiction
Whitney George
- Prentice Hall Literature Grade 6: Chapter 1 Fiction and Nonfiction
Sherri Doudt
- Prentice Hall Literature Grade 10: Chapter 4: Poetry
Whitney George

Diagnostic Reading Report for Personalized Learning



STAR Reading Scores

SS: 469 (Scaled Score) ■ Urgent Intervention

Lexile® measure: 595L

PR: 7 (Percentile Rank)

IRL: 3.9 (Instructional Reading Level)

Domain Scores

Literature

- Key Ideas and Details: 26
- Craft and Structure: 32
- Range of Reading and Level of Text Complexity: 24

Informational Text

- Key Ideas and Details: 28
- Craft and Structure: 32
- Integration of Knowledge and Ideas: 22
- Range of Reading and Level of Text Complexity: 24

Language

- Vocabulary Acquisition and Use: 35

Reading Recommendation

ZPD: 3.1-4.7 (Zone of Proximal Development)

Lexile® ZPD: 520L-750L

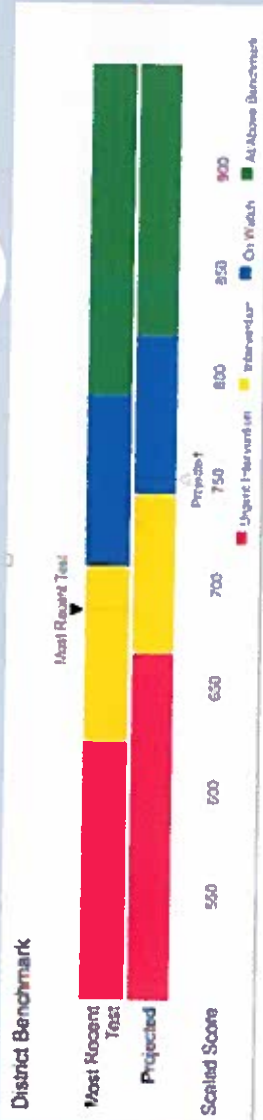
Scale Score and PR compare student's performance to other students in the same grade

IRL- Instructional Reading Level

Domain Scores- Looks at specific skills within each domain

Lexile® Score

Instructional Planning Math Report for Personalized Instruction



Student's current score and projected score

Suggested Skills

TAR Math scaled score(s) suggest these skills from Connecticut Core Standards learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Connecticut Core Standards learning progressions to see how these skills fit within the larger context of the progression.

Numbers and Operations

Number and Operations in Base Ten

This score suggests ready for instruction and practice with the following skills.

- 5 Add decimals through hundredths using pictures and concrete models
- 5 Subtract decimals through hundredths, using pictures or concrete models
- 5 Add decimals through hundredths using various strategies
- 5 Subtract decimals through hundredths using strategies based on place value and the relationship between addition and subtraction
- 5 Demonstrate the reasoning used in solving an addition or subtraction problem involving decimals through hundredths
- 5 Multiply decimals through hundredths using pictures or concrete models
- 5 Multiply decimals through hundredths using strategies based on place value and properties of operations
- 5 Divide decimals through hundredths using pictures or concrete models
- 5 Multiply decimals through hundredths using strategies based on the relationship between multiplication and division
- 5 Divide decimals through hundredths using various strategies
- 5 Demonstrate the reasoning used in solving a multiplication or division problem involving decimals through hundredths
- 5 Represent powers of 10 using whole-number exponents

Suggested skills are aligned with CT Core Standards.

Suggested skills are critical for growth and development.

Ongoing Systematic Approach to Improve Student Achievement



Analyze the data

Share the Data

Create an implementation plan

Administer STAR universal and discipline common assessments to assess student learning

**Use assessment data to inform instruction and personalize learning
Adjust-Re-teach lessons / Co-teach academic / Special educators/
Professional development for teachers/Curriculum revisions based on CSS**

Conduct ongoing remediation

Repeat/continue the process

Student achievement

Amity Teacher Evaluation Plan

Working Copy

REVISED SEPTEMBER 18 THROUGH OCTOBER 14, 2015
COMMITTEE APPROVED OCTOBER 14, 2015

AMITY REGIONAL SCHOOL DISTRICT NO. 5

TEACHER EVALUATION AND DEVELOPMENT MODEL

Amity Regional School District No. 5
Bethany Orange Woodbridge

Committee on Teacher/Administrator Evaluation

2015-2016

		Term Ends
Chip Dumais	- Superintendent of Schools	
E. Marie McPadden	- Chair, Advisory Committee on Teacher Evaluation Director of Curriculum & Staff Development	
Amy Benton	- Teacher, Bethany	2016
Anna Mahon	- Building Administrator, Woodbridge	
Brenda Burt	- Teacher, High School	2016
Richard Dellinger	- Building Administrator, Bethany	
Tasia Kimball	- Teacher, High School	2017
Kathleen Fuller-Cutler	- Building Administrator, Orange	
Jen Bshara	- Teacher, Orange	2016
Peter Downhour	- AEA President	Duration of term as President
Mary Raiola	- Director of Pupil Services	
Elena Serapiglia	- Teacher, High School	2018

TABLE OF CONTENTS

Online Resources.....	3
Overview of the Teacher Evaluation and Development Model.....	4
Purpose and Rationale of the Evaluation System.....	4
Core Design Principles.....	4
Teacher Evaluation Process and Timeline.....	5
Goal Setting and Planning.....	5
Evidence Collection.....	6
Mid-Year Check-In.....	6
End-of-Year Summative Review and Conference	6
Local Reporting.....	7
State Reporting.....	7
Summative Rating Revisions.....	7
Evaluation and Support System Overview.....	8
Teacher Performance and Goal-Setting.....	9
Teacher Evaluation Components.....	10
Student Outcome Related Indicators.....	10
Student Growth and Development (45%).....	11
Standardized/Common Assessments.....	11
Non-Standardized Indicators.....	12
Student Learning Objectives.....	12
Student Feedback (5%).....	16
Teacher Performance and Practice (40%).....	17
Teacher Practice Framework: Connecticut Common Core of Teaching.....	17
Domains of Teacher Performance.....	18
Observation Process.....	19
Feedback.....	21
Pre-Conferences.....	21
Post-Conferences.....	21
Non-Classroom Reviews of Practice.....	21
Teacher Performance and Practice Scoring.....	22
Peer Feedback (10%).....	22
Final Summative Ratings.....	23
Primary and Complementary Observers.....	29
Ensuring Fairness and Accuracy.....	29
Definition of Effectiveness and Ineffectiveness.....	29
Evaluation-Based Professional Learning.....	30
Support and Development.....	30
Career Growth and Development.....	31
Improvement and Remediation Plans.....	31
Dispute Resolution Process.....	32
Orientation Programs.....	32

Online Resources

Relevant surveys and rubrics are found on the district website using the following link: http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

TEACHER EVALUATION AND DEVELOPMENT MODEL

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers at Amity, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; provide opportunities for growth and recognition. The purpose of Amity's evaluation **and development** model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of Amity's teacher model:

- *Consider multiple, standards-based measure of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), peer feedback (10%) and student feedback (5%).

These categories are grounded in research-based, national standards:

- o The Connecticut Core Standards (CCS), which clearly establishes high expectations for learning for all of Connecticut's children.
- o Connecticut's Common Core of Teaching (CCT), adopted in 2014, which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in four domains:
 - Classroom Environment, Student Engagement and Commitment to Learning;
 - Planning for Active Learning;
 - Instruction for Active Learning;
 - Professional Responsibilities and Educator Leadership.
- o Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015 for Student and Educator Support Specialists
- o The Connecticut Framework K-12 Curricular Goals and Standards
- o State Assessments
- o Locally-developed curriculum standards
 - *Promote both professional judgment and consistency*
 - *Foster dialogue about student learning*
 - *Encourage aligned personal professional development, coaching and feedback to support teacher growth*
 - *Ensure feasibility of implementation*

Teacher Evaluation Process and Timeline

Amity's annual evaluation process between a teacher and a primary evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set **performance and practice focus area(s)** and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Orientation, Planning and Goal Setting Conference – by October 31st

Evidence Collection – ongoing

Mid-year Check- in – January/February

End-of-year summative review and conference – last day of school

Local reporting – June 30th – BOE

State reporting – June 30th – SDE

Summative assessment revision – September 15th

Goal-Setting and Planning

Timeframe: Must be completed by **October 31st**

Required Steps:

1. **Orientation on Process** – Evaluators meet with teachers to discuss the evaluation process and roles and responsibilities within it. Training will take place **for new teachers** in August. **All changes will be reviewed with returning teachers by October 1st.** All forms and materials will be available on the Amity District Website.

2. **Planning Goal Setting Meeting-** Before this meeting, teachers will set:

- A minimum of two Student Learning Objectives (SLOs)
- Peer Feedback Goal
- Student Feedback Goal
- Performance and Practice Focus Area

3. **Goal-setting Conference** – The primary evaluator and teacher meet at the beginning of the school year to discuss proposed **SLOs, Peer Feedback, Student Feedback Goals and Performance and Practice Focus Area** in order to arrive at mutual agreement. The evaluator may request revisions to the **above**.

Evidence Collection

Timeframe: **On-going**

1. The teacher collects evidence about his/her practice to support review.
2. The primary evaluator and complementary observer collect evidence about teacher practice to support review.
3. Examples of types of evidence collected may include, but are not limited to, student achievement data, lesson plans, student work samples, and common formative assessments.

Mid-Year Check-in

Timeframe: **January/February**

1. *Reflection and Preparation* – In preparation for the check-in, the teacher collects and reflects on evidence to date about his/her practice and student learning. **Teachers will complete the teacher reflection questions. Teachers may choose to upload supporting documents in preparation for the mid-year conference.**
2. *Mid-year conference* - The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on **SLOs, Peer Feedback, Student Feedback Goals and Performance and Practice Focus Area**. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators will deliver mid-year formative information on all components of the evaluation framework (CCT Rubric) for which evidence has been gathered and analyzed. An indication of quantitative progress will be provided at **or soon after** the mid-year conference **through a mid-year snapshot (a process in BloomBoard that indicates what evidence has been collected by the midpoint of the year; this pertains to the teacher performance and practice areas only)**. If needed, teachers and evaluators can mutually agree to revisions. They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review and Conference

Timeframe: **May and June; must be completed no later than the last day of school**

1. *Teacher self-assessment*- The teacher reviews all information and data collected during the year and completes a self-assessment
2. *Scoring* – The evaluator reviews submitted evidence (**self-assessments, observation data and any supporting documents**) to generate **a final snapshot and summative rating**. After all data, including **standardized** test data, are available, the evaluator may adjust the summative rating if the **standardized** test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon **as standardized** test data are available and before September 15th.
3. *End-of-Year Conference* – The evaluator and teacher meet to discuss all evidence collected to date, **self-assessment** and **snapshot**. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Local Reporting

Timeframe: By June 30th

The superintendent of Amity shall report the status of teacher evaluations to the Board of Education.

State Reporting

Timeframe: By June 30th

The superintendent of Amity shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated and other requirements as determined by the Department of Education.

Summative Rating Revisions

Timeframe: By September 15th

After all data, including **standardized** test data, are available, the principal or designees may adjust the summative rating if the **standardized** test data may have significant impact on a final rating. A final rating may be revised when **standardized** test data are available.

Special Circumstances: For a teacher on an extended leave, such as a maternity leave, the evaluation process may need to be adjusted. The evaluator and teacher shall discuss appropriate adjustments to the evaluation. Depending on the amount of time the educator is in the district, the number of goals, required observations and other requirements may be adjusted through mutual agreement.

Evaluation and Support System Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All Amity teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is composed of two categories:
 - a) Observation of teacher performance and practice (40%)
 - b) Peer feedback (10%)

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs)
 - b. Measures of student learning as determined by student feedback (5%) through student surveys

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance by not others

Below Standard – Not meeting indicators of performance

In order to determine summative rating designations for each teacher, evaluator will:

1. Rate each teacher's performance in each category – indicators of student academic growth and development, observations of teacher performance and practice; peer feedback and student surveys.
2. Combine the indicators of student growth and development rating and whole-school student learning indicators or student feedback rating into a single rating, taking into account their relative weights; this will represent an overall "outcome rating" of Exemplary, Accomplished, Developing and Below Standard.
3. Combine the observations of teacher performance and practice rating and the peer feedback rating into a single rating, taking into account their relative weights; this will represent an overall "practice rating" of Exemplary, Accomplished, Developing, or Below Standard.
4. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, Amity will assign a final summative rating of Exemplary, Accomplished, Developing or Below Standard.

Teacher Performance and Goal Setting

Amity teachers will develop **at least two SLOs** that are aligned to student performance data. These goals will provide a framework for the observations and feedback conversations.

At the start of the school year, each teacher will work with his or her evaluator to develop his or her goals through mutual agreement. All goals will have a clear link to student achievement and should move the teachers towards Accomplished or Exemplary.

IAGDs should be **SMART**:

S = Specific and Strategic

M = Measurable

A= Aligned and Attainable

R= Results-Oriented

T= Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

TEACHER EVALUATION COMPONENTS

Student Outcomes Related Indicators

- Student Growth and Development (45 %)
 - Standardized State Tests (*Per CSDE Guidelines)
 - Non- standardized indicators
- Student Feedback (5%)

Teacher Related Indicators

- Teacher Performance and Practice (40 %)
 - Connecticut Common Core of Teaching (CCT)
 - Connecticut Common Core of Teaching (CCT) for Student and Educator Support Specialists
 - Observation Process
 - Feedback
 - Pre and Post Conferences
- Peer Feedback (10 %)

Student Outcomes Related Indicators = 50%

This Student Outcomes Related Indicators half of the evaluation captures the teacher's impact on students. The Indicators includes two categories:

- Student growth and development = 45%
- Student feedback = 5%

Category 1: Student Growth and Development (45%)

Forty-five percent (45%) of a teacher's evaluation shall be based on attainment of **at least two SLOs** for student growth, using multiple Indicators of Academic Growth and Development (IAGD) to measure those **SLOs**.

The process for assessing student growth using multiple indicators of academic growth and development for teacher evaluation will be developed through mutual agreement by each teacher and their evaluator at the beginning of the year. All goals will align with district and building goals.

STANDARDIZED/Common Assessments – SLO 1

Note: For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval.

For the 2015-2016 academic year, academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data **throughout the school year**. Standardized test results **may** be used for the development of an IAGD. **In lieu of a SDE requirement to base SLOs on a standardized test, teachers have the option to use assessments that are aligned to CCS and/or SBA.** If standardized test results are used as part of an SLO, the interim, teacher-developed assessments will receive the same weight and consideration when determining student growth and development. During 2015-2016, the use of a standardized test score where applicable (AP, CMT/Science, CAPT/Science, PE Fitness Test, Study Island assessments, **STAR, SAT, PSAT, ACT**, etc.) will be mutually agreed to by the teacher and primary evaluator, **with guidance from the supervising teacher (i.e. department chair).**

Characteristics of interim, teacher-developed assessments shall include, where appropriate:

1. Four quarterly common performance-based assessments aligned to CCS (2 for semester-long courses) must be used as part of measuring the SLO.
2. The four common performance-based assessments aligned to CCS must assess student performance against the Connecticut Core Standards.

Note: The number of common performance-based assessments will be adjusted for semester length and nine week courses.

NON-STANDARDIZED INDICATORS – SLO 2

22.5% of IAGDs will be based on a minimum of one non-standardized indicator.

Examples of non-standardized indicators include:

- Performance rated against a rubric (such as: music performance, dance performance);
- Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
- Portfolios of student work rated against a rubric;
- Curriculum-based assessments, including those constructed by a teacher or team of teachers
- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: teacher developed tests, student written work, constructed projects).

All assessments must be aligned to the **CCS**.

There will be mutual agreement on the weighting of multiple IAGDs.

For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account.

Student Learning Objective (SLO) Phase I: This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers get to know their students during the first few weeks of school, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Data from prior grades, benchmark assessments and pre-assessments are all examples of sources teachers can use to understand both individual student and group strengths and challenges.

Student Learning Objective (SLO) Phase II: Set 2 Goals for Learning:

Step 1: Decide on the Student Learning Objectives

The objective will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning – at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (i.e., CCS), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery or skill development.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Step 2: Select Indicators of Academic Growth and Development-

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met over the identified time period.

Step3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- The rationale for the objective, including relevant standards;
- Any important technical information about the indicator evidence (like timing or scoring plans);
- The baseline data that was used to set each IAGD;
- Interim assessment the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- Any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLO to Evaluator for Approval

While teachers and evaluators will confer during the goal setting process to select mutually agreed-upon SLOs, ultimately the evaluator must formally approve all SLO proposals. SLOs are proposals until the evaluator approves them. If goals are not mutually agreed upon the dispute will be resolved following the dispute resolution procedure.

The evaluator will examine each SLO and discuss his/her feedback with the teacher. The SLO must meet all three criteria to be approved: Priority of Content, Quality of Indicators, and Rigor of Objective/Indicator. SLOs that are not approved must be revised and resubmitted to the evaluator within ten (10) days.

DEFINITIONS:

Priority of Content: Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.

Quality of Indicators: Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.

Rigor of Objective/Indicators: Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Student Learning Objective (SLO) Phase 3: Monitor Student Progress - Once the SLOs are approved, teachers should monitor students' progress towards the objectives. If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid - Year Conference between the evaluator and the teacher.

Student Learning Objective (SLO) Phase 4: Assess student outcomes relative to SLOs -

At the end of the school year, the teacher should collect and present the evidence required by their indicators and submit to his/her evaluator. Along with evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO IAGD: Exceeded (4 points), Met (3 points), Partially Met (2 points), Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	More students than originally identified met the target(s) contained in the indicator(s) IAGD(S) OR Most students exceeded the target(s) contained in the indicator(s) IAGD(S) OR More students than originally identified exceeded the target(s) contained in the indicator(s) IAGD(S).
Met (3)	Most students met the target(s) contained in the indicators IAGD(S) within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator will score each indicator IAGD separately and these scores will be averaged according to the weighted values of each IAGD for the total SLO score.

The final student growth and development rating for a teacher is the average of their SLO scores. The individual SLO IAGD ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

Some teachers in the 2015-2016 academic may decide to use standardized test scores (for example CAPT/Science and/or CMT/Science results) that may not be available in time to score the SLO prior to the last day of school. In this instance, if evidence for other indicators IAGDS in the SLO is available, the evaluator can score the SLO on that basis. However, once the state

test evidence is available, the evaluator is required to score or rescore the **SLO IAGD**, then determine if the new score changes the teacher's final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15th.

Category 2: Student Feedback- (5%)

Panorama Student Feedback Survey

http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

Five percent (5%) of an Amity teacher's evaluation shall be based on student feedback.

Our survey meets the following criteria:

- Student responses are anonymous.
- The survey demonstrates properties of fairness, reliability, validity and usefulness.
- The student survey is age appropriate.
- Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results will be provided to the evaluator.

Those teachers without baseline data must administer the survey at the beginning of the course and at least one other time throughout the course. All other teachers may choose to use data from the most recent previous year's administration of the survey.

1. Review the Panorama Survey and at **beginning of the course, administer** two of the five Classroom-level Scales to a minimum of one class. **Teachers may choose to administer the survey at any other points in the course.**
2. Set one **measurable** target for growth or performance for the current academic year.
3. At the midyear conference, teachers may opt to modify their target for growth or performance based upon a mid-course administration of the Panorama Survey, followed by an end-of-course administration of the same Panorama Survey.
4. Teacher will provide evidence **to the primary evaluator** of successful implementation of strategies to address areas of need as identified by the survey results.

EXEMPLARY	ACCOMPLISHED	DEVELOPING	BELOW STANDARD
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Teacher Evaluation Components

TEACHER PRACTICE RELATED INDICATORS = 50%

The Teacher Practice Related Indicators **comprise** half of the evaluation model and evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is composed of two categories:

- Teacher Performance and Practice = 40%
- Peer Feedback = 10%

Category #3: Teacher Performance and Practice (40%)

This category consists of a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework:

**2014 Connecticut Common Core of Teaching (CCT) Rubric; and
The 2015 Connecticut CCT Rubric for Effective Service Delivery for Student and Educator Support Specialists**

http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

The Connecticut CCT Rubric for Effective Service Delivery for Student and Educator Support Specialists was developed and adopted by the CSDE (October 2014). This rubric was revised in 2015 and will be used to evaluate teachers in special areas specifically, school psychologists, speech and language pathologists, school counselors and may be used with other service providers who "serve a caseload" of students.

The Structure of the CCT: The CCT contains teaching standards which describe two levels of effective knowledge, skills and qualities:

1. The four domains and 12 indicators that identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach; and
2. The discipline-specific professional teaching standards that further define and expand the definition of effective teaching within a particular subject matter or field.

Domains of Teacher Performance

Domain 1 (In-Class Observations): Classroom Environment, Student Engagement and Commitment to Learning:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 2 (Non-classroom Observations/Reviews of Practice): Planning for Active Learning: Teachers plan instruction in order to engage students in rigorous and relevant learning and to improve their curiosity about the world at large.

Domain 3 (In-Classroom Observations): Instruction for Active Learning: Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 4 (Non-classroom Observations/Reviews of Practice): Professional Responsibilities and Teacher Leadership: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

The 2014 CCT Rubric and the CCT Rubric for Student and Educator Support Specialists (adopted October 2014) will use a four-level rating scale with the following labels:

- 4- Exemplary
- 3- Accomplished
- 2- Developing
- 1- Below Standard

The rubrics will be designed to give teachers an end-of-the-year assessment of where they stand in all performance areas and guidance on how to improve. They are not checklists for classroom visits.

Exemplary – is reserved for truly outstanding teaching that meets very demanding criteria.

Accomplished – describes solid, expected professional performance.

Developing – indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here).

Below Standard – is clearly unacceptable and should lead to dismissal if it is not improved immediately.

Observation Process

- Each teacher will be observed as defined below through both formal and informal observations as defined below:
 - o **Formal:** Announced or unannounced observations or reviews of practice when applicable that last one class period and are followed by a post-observation conference (face-to-face), which includes both written and verbal feedback, but not ratings.
 - o **Informal:** Unannounced observations that last at least 10 minutes and are followed by written and verbal feedback. The intent of the follow-up conversation is to provide an opportunity to discuss professional practice.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the majority of Amity's observations will be unannounced. Additionally, during informal observations, observers will minimize recording in order to focus upon teacher and student behavior. Creation of a record of the observation will in most instances, occur after the observation.

- An indication of quantitative progress will be provided at the mid-year conference **via a Snapshot**. A summative rating **and end of the year Snapshot** will be provided at, **or shortly after**, the summative conference held at the end of the year.

Number of Observations:

Tenured teachers formerly rated Accomplished or Exemplary will continue to participate in a three-year observation cycle. Teachers will rotate through each cycle in subsequent years (Cycle A will move to Cycle B; Cycle B will move to Cycle C, Cycle C will move to Cycle A).

Newly tenured teachers will be blindly assigned by the Director of Curriculum to a cycle in an effort to balance the number of teachers in each of the cycles.

Teachers in Cycle (A) will receive one formal observation (based on the individual teacher's decision, this observation shall be announced or unannounced) and five informal observations.

Teachers in Cycles (B) and (C) will receive five informal observations.

TEACHER CATEGORY	OBSERVATION REQUIREMENTS
Non-Tenured Teachers (Years 1-4)	<ul style="list-style-type: none"> • Minimum 3 formal observations • 2 of the 3 will be announced and include a pre-conference • 1 of the 3 will be unannounced • all include post-conference (verbal and written feedback) • Minimum of 3 informal observations. Include post conference (verbal and written feedback) • non-classroom review of practice
Tenured - Accomplished and Exemplary Teachers Observation Cycle Flexibility Option	<p><u>Cycle A</u></p> <ul style="list-style-type: none"> · Minimum 1 formal announced or unannounced observation per teacher decision. Formal announced will include a pre and post conference; Unannounced formal will include a post conference · Minimum 5 informal to include post conference (verbal and written feedback) · non-classroom review of practice <p><u>Cycle B</u></p> <ul style="list-style-type: none"> · Minimum of 5 informal to include post conference (verbal and written feedback) · non-classroom review of practice <p><u>Cycle C</u></p> <ul style="list-style-type: none"> · Minimum of 5 informal to include post conference (verbal and written feedback) · non-classroom review of practice
Tenured – Below Standard or Developing Teachers	<ul style="list-style-type: none"> · Minimum 3 formal observations – · 2 of the 3 will be announced and include a pre-conference · 1 of the 3 will be unannounced · all include post conference (verbal and written feedback) · Minimum 5 informal observations all include post conference (written and verbal feedback) · non-classroom review of practice

Feedback

All observations shall be followed by constructive and timely feedback - both verbal and written.

A formal observation should have feedback given within 7 school days. Verbal feedback will include a post-conference. Written feedback **will be documented and tagged**.

Informal observations should have feedback within 2 school days. Feedback of informal observations conducted by complementary observers shall be shared with the primary evaluator. Verbal feedback will include a brief face-to-face conversation. Written feedback may include an e-mail correspondence and/or a quick note **but will be documented and tagged**.

Feedback should include specific evidence where appropriate on:

- Observed components of the Connecticut Framework for Teacher Evaluation and Support
- Prioritized commendations and recommendations for development actions
- Next steps and supports the teacher can pursue to improve his/her practice

Pre- Conferences

Give context for the lesson and information about the students to be observed and for setting expectations for the observation process.

Post- Conference

Provide a forum for reflection on the observation and for generating next steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed:
- Cites objective evidence to paint a clear picture for the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus.

Non-Classroom Reviews of Practice

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, **but not limited to**, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

The evidence will serve as the basis for non-classroom reviews of practice. The evidence will be collected by the teacher and primary evaluator throughout the year. The evidence will be reviewed during the mid-year and summative conferences. The evidence will be used to support the summative rating.

Teacher Performance and Practice Scoring

The Connecticut Common Core of Teaching Observation Rubric will be used to establish a practice rating.

Category #4: Peer Feedback (10%)

Peer Feedback Survey

http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

Ten percent (10%) of an Amity teacher's evaluation shall be based on peer feedback.

Our survey meets the following criteria:

- Peer responses are anonymous.
- The survey demonstrates properties of fairness, reliability, validity and usefulness.

Data from the previous year will be used to set a minimum of one measurable goal for the current academic year. The goal will be collaboratively developed between the teacher and primary evaluator. Teachers will document data/evidence related to one whole school goal, one departmental or one team goal. The data/evidence will be reviewed during the mid-year and summative evaluation conferences.

Evidence of teacher's successful implementation of strategies to address areas of need as identified by the survey results will be provided to the evaluator. The primary evaluator will determine a rating.

EXEMPLARY	ACCOMPLISHED	DEVELOPING	BELOW STANDARD
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

For subsequent years, the Whole School Peer Feedback Survey will continue to be distributed to all certified staff members. The data will be calculated each year to determine an overall rating for the whole school and department/middle school interdisciplinary teams. Upon close analysis of the data, teachers will continue to work closely with building administration and department chairs and/or middle school interdisciplinary teams to self-reflect and determine areas of concern.

Final Summative Ratings:

The individual summative teacher rating will be based on 4 categories of performance; student growth and development, teacher observations, peer feedback and student feedback.

Every educator will receive one of 4 performance ratings:

- Exemplary (4)
- Accomplished (3)
- Developing (2)
- Below Standard (1)

The rating will be determined using the following scale:

Summative Teacher Evaluation Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories:

- Teacher Practice Related Indicators
- Student Outcomes Related Indicators

Every teacher will receive one of four performance ratings:

- Exemplary (4) – Substantially exceeding indicators of performance
- Accomplished (3) - Meeting indicators of performance
- Developing (2) – Meeting some indicators of performance but not others
- Below Standard (1) – Not meeting indicators of performance

The rating will be determined using the following steps in the Bloomboard app:

1. After the evaluator holistically scores each sub-domain (i.e. 1a, 1b, and 1c) as below standard (1), developing (2), accomplished (3), and exemplary (4), Bloomboard averages the overall domain to the nearest tenth to get an overall domain score. Bloomboard then averages scores for each of the four domains to the nearest tenth to get an overall score for Teacher Performance and Practice.
2. Bloomboard calculates a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the peer feedback score (10%) for a maximum of 200 points.
3. The evaluator rates each IAGD within the SLOs. Bloomboard calculates the SLO score by applying the weights the teacher set for each IAGD to the evaluator's ratings. Then, the weighted average of each SLO are averaged together to get the overall SLO rating to the nearest tenth. Bloomboard then calculates a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%) for a maximum of 200 points.
4. Bloomboard calculates a Summative Rating using the Summative Matrix.

Bloomboard calculates a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the peer feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and student feedback counts for 10% of the total rating. Bloomboard multiplies these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Rating Table

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	S	40	S x 40
Peer Feedback	S	10	S x 10
Total Teacher Practice Related Indicators Points			$(S \times 40) + (S \times 10)$

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard (1)
81-126	Developing (2)
127-174	Accomplished (3)
175-200	Exemplary (4)

Bloomboard calculates a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Bloomboard multiplies these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	S	45	$S \times 45$
Whole School Student Learning Indicator or Student Feedback	S	5	$S \times 5$
Total Student Outcomes Related Indicators Points			$(S \times 45) + (S \times 5)$

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard (1)
81-126	Developing (2)
127-174	Accomplished (3)
175-200	Exemplary (4)

In Bloomboard, a teacher will see an End of Year report similar to the example below.

Input 1	Input 2	Input 3	Input 4	FINAL RATING
136	40	135	15	Exemplary <small>View proficiency level table</small>

To determine how the Final Rating above is calculated:

1. Add Inputs 1 and 2 to get 176. Use the table on the previous page to match the score out of 200 to the appropriate category rating of Exemplary (4).
2. Add Inputs 3 and 4 to get 150. Use the table above to match the score out of 200 to the appropriate category rating of Accomplished (3).
3. Use the matrix on the next page to find the final rating of Exemplary.

Summative Matrix

Using the ratings determined for each major category; Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *exemplary* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *exemplary*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Student Outcomes Related Indicators Rating	Exemplary (4)	Rate Exemplary	Rate Exemplary	Rate Accomplished	<i>Gather further information</i>
	Accomplished (3)	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	Developing (2)	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	Below Standard (1)	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

The summative score will contain both numbers that may contain decimals (out of 4.0) and whole numbers reflective of the evaluation section. The whole numbers will add up to the evaluation score out of 400.

Summative Score	Summative Rating
3.52-4.0 (352-400)	Exemplary (4)
2.54-3.51 (254-351)	Accomplished (3)
1.62-2.53 (162-253)	Developing (2)
1.0-1.61 (100-161)	Below Standard (1)

Primary and Complementary Observers

The primary evaluator for Amity teachers will be the school principal, assistant principal, and other Amity Administrators who will be responsible for the overall evaluation process, including assigning summative ratings. Amity will use complementary observers to assist the primary evaluator.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Complementary observers are certified teachers who have completed five (5) years in the District. Complementary observers will go through an application and approval process on a per building basis. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role.

Department chairpersons (high school), as a function of their current job description, will be complementary observers; and as such must be fully trained to serve in this role. There will be a minimum of four (4) complementary **observers** at both Amity Middle School Orange and Amity Middle School Bethany. There will be a minimum of nine (9) complementary observers in addition to the eight (8) department chairs at Amity Regional High School.

Each teacher would be able to reject one individual at the Middle School or two at the High School (but not a department chair) from the list of potential complementary observers.

Complementary observers will assist primary evaluators by conducting walk-through observations and providing verbal and written feedback.

Ensuring Fairness and Accuracy: Evaluator Training and Monitoring

All evaluators, including complementary observers, are required to complete extensive training on the evaluation model. The Amity School District will provide training to evaluators in the teacher evaluation **process**. The district will provide calibration sessions on an annual basis to all administrators, department chairs, and complementary observers.

Definition of Effectiveness and Ineffectiveness: Evaluation Audit and Validation

The Amity School District defines effectiveness and ineffectiveness **using** a pattern of summative ratings derived from the evaluation system, and as described in the CSDE 2010 Common Core of Teaching: Foundational Skills Document (pg. 1).

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *Accomplished ratings*, one of which must be earned in the fourth year of a novice teacher's career. A novice teacher who fails to meet this standard may be deemed ineffective.

A post-tenure educator shall be deemed effective if he or she receives an Accomplished or Exemplary rating annually. A post-tenure educator who fails to meet this standard may be deemed ineffective. (See Improvement and Remediation Plan)

At the request of a district or employee, the SDE or third-party entity approved by the SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e. include both exemplary and below standard ratings) to determine a final summative rating.

The SDE or a third-party designated by the SDE will audit evaluation ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one classroom teacher rated exemplary and at least one teacher rated below standard per district selected.

Evaluation-Based Professional Learning

The Amity District will provide professional learning opportunities for teachers, based on the individual or group of individuals' needs that are identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it related to student learning results, observations of professional practice and/or the results of stakeholder feedback. In consultation with the Amity Staff Development Committee, Professional Development activities will be designed to facilitate more ongoing small group learning opportunities related to improve student achievement, best instructional practices, effective use of student performance data, and lesson design.

Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

People learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. At Amity, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator and which serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common needs among teachers, which can then be targeted with school-wide professional development opportunities and participation in Professional Learning Communities.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities that will be provided by Amity include, but are not limited to: observation of peers; mentoring early-career teachers; participating in the development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Improvement and Remediation Plans

If a teacher's performance is rated as *Developing or Below Standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans will:

- Include a clear description of the teacher's area of need;
- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Provide a clear, written statement of who is responsible for providing each of the supports
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of Accomplished or better at the conclusion of the improvement and remediation plan.
- Provide a clear, written description of the expected outcomes.
- Include any extenuating circumstances that may be taken into account in the implementation of the plan.

The Amity Improvement and Remediation Plan provides guidance, supervision, and support for staff who need to develop a higher level of proficiency in one or more areas as defined by the Connecticut Common Core of Teaching, and/or the Amity job description. This plan recognizes that a teacher may need support in meeting the expectations of the job description. To be effective in providing instruction to improve student achievement, a teacher needs to demonstrate that he or she is Accomplished in implementing the district's curriculum standards, instructional practices, assessment procedures and classroom management strategies. Teachers will work with their evaluator to develop a plan that includes: specific objectives, strategies to complete the objectives, formal and informal observations, professional development opportunities and a timeline. Verification of improvement will be **monitored** through a procedure of: collecting data, conferences with the teacher, and a written request which summarizes the nature of the problem and the attempts to resolve the problem. Each of the parties will receive a copy of the appropriate documents. If the evaluatee's status changes to Accomplished, copies of appropriate evaluation forms will be placed in the evaluatee's personnel file.

Dispute Resolution Process

A panel composed of the Director of Curriculum, the Amity Education Association president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The neutral third-party will be chosen from an initial list of four people from the District provided by the teacher, from which the superintendent will choose one. Resolutions must be topic-specific and timely. Should the process established not result in resolution (i.e., consensus on a given issue), the determination regarding that issue will be made by the superintendent.

In a case where the Director of Curriculum is the evaluator of the teacher involved in the dispute, another administrator not involved with the supervision and evaluation process of the teacher will be chosen by the Superintendent.

Orientation Programs

Amity will offer an annual orientation (before commencing employment) regarding teacher evaluation to teachers new to the Amity School District and whose performance is being evaluated.

Amity Teacher Evaluation Plan

Final Copy

REVISED OCTOBER 14, 2015
 COMMITTEE APPROVED OCTOBER 14, 2015

AMITY REGIONAL SCHOOL DISTRICT NO. 5

TEACHER EVALUATION AND DEVELOPMENT MODEL

Amity Regional School District No. 5
Bethany Orange Woodbridge

Committee on Teacher/Administrator Evaluation

2015-2016

		Term Ends
Chip Dumais	- Superintendent of Schools	
E. Marie McPadden	- Chair, Advisory Committee on Teacher Evaluation Director of Curriculum & Staff Development	
Amy Benton	- Teacher, Bethany	2016
Anna Mahon	- Building Administrator, Woodbridge	
Brenda Burt	- Teacher, High School	2016
Richard Dellinger	- Building Administrator, Bethany	
Tasia Kimball	- Teacher, High School	2017
Kathleen Fuller-Cutler	- Building Administrator, Orange	
Jen Bshara	- Teacher, Orange	2016
Peter Downhour	- AEA President	Duration of term as President
Mary Raiola	- Director of Pupil Services	
Elena Serapiglia	- Teacher, High School	2018

TABLE OF CONTENTS

Online Resources.....	3
Overview of the Teacher Evaluation and Development Model.....	4
Purpose and Rationale of the Evaluation System.....	4
Core Design Principles.....	4
Teacher Evaluation Process and Timeline.....	5
Goal Setting and Planning.....	5
Evidence Collection.....	6
Mid-Year Check-In.....	6
End-of-Year Summative Review and Conference	6
Local Reporting.....	7
State Reporting.....	7
Summative Rating Revisions.....	7
Evaluation and Support System Overview.....	8
Teacher Performance and Goal-Setting.....	9
Teacher Evaluation Components.....	10
Student Outcome Related Indicators.....	10
Student Growth and Development (45%).....	11
Standardized/Common Assessments.....	11
Non-Standardized Indicators.....	12
Student Learning Objectives.....	12
Student Feedback (5%).....	16
Teacher Performance and Practice (40%).....	17
Teacher Practice Framework: Connecticut Common Core of Teaching.....	17
Domains of Teacher Performance.....	18
Observation Process.....	19
Feedback.....	21
Pre-Conferences.....	21
Post-Conferences.....	21
Non-Classroom Reviews of Practice.....	21
Teacher Performance and Practice Scoring.....	22
Peer Feedback (10%).....	22
Final Summative Ratings.....	23
Primary and Complementary Observers.....	28
Ensuring Fairness and Accuracy.....	28
Definition of Effectiveness and Ineffectiveness.....	28
Evaluation-Based Professional Learning.....	29
Support and Development.....	29
Career Growth and Development.....	30
Improvement and Remediation Plans.....	30
Dispute Resolution Process.....	31
Orientation Programs.....	31

Online Resources

3

Relevant surveys and rubrics are found on the district website using the following link:
http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

TEACHER EVALUATION AND DEVELOPMENT MODEL

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers at Amity, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; provide opportunities for growth and recognition. The purpose of Amity's evaluation and development model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of Amity's teacher model:

- *Consider multiple, standards-based measure of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), peer feedback (10%) and student feedback (5%).

These categories are grounded in research-based, national standards:

- o The Connecticut Core Standards (CCS), which clearly establishes high expectations for learning for all of Connecticut's children.
- o Connecticut's Common Core of Teaching (CCT), adopted in 2014, which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in four domains:
 - Classroom Environment, Student Engagement and Commitment to Learning;
 - Planning for Active Learning;
 - Instruction for Active Learning;
 - Professional Responsibilities and Educator Leadership.
- o Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015 for Student and Educator Support Specialists
- o The Connecticut Framework K-12 Curricular Goals and Standards
- o State Assessments
- o Locally-developed curriculum standards
 - *Promote both professional judgment and consistency*
 - *Foster dialogue about student learning*
 - *Encourage aligned personal professional development, coaching and feedback to support teacher growth*
 - *Ensure feasibility of implementation*

Teacher Evaluation Process and Timeline

Amity's annual evaluation process between a teacher and a primary evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set performance and practice focus area(s) and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Orientation, Planning and Goal Setting Conference – by October 31st

Evidence Collection – ongoing

Mid-year Check- in – January/February

End-of-year summative review and conference – last day of school

Local reporting – June 30th – BOE

State reporting – June 30th – SDE

Summative assessment revision – September 15th

Goal-Setting and Planning

Timeframe: Must be completed by **October 31st**

Required Steps:

1. **Orientation on Process** – Evaluators meet with teachers to discuss the evaluation process and roles and responsibilities within it. Training will take place for new teachers in August. All changes will be reviewed with returning teachers by October 1st. All forms and materials will be available on the Amity District Website.

2. **Planning Goal Setting Meeting**- Before this meeting, teachers will set:

- A minimum of two Student Learning Objectives (SLOs)
- Peer Feedback Goal
- Student Feedback Goal
- Performance and Practice Focus Area

3. **Goal-setting Conference** – The primary evaluator and teacher meet at the beginning of the school year to discuss proposed SLOs, Peer Feedback, Student Feedback Goals and Performance and Practice Focus Area in order to arrive at mutual agreement. The evaluator may request revisions to the above.

Evidence CollectionTimeframe: **On-going**

1. The teacher collects evidence about his/her practice to support review.
2. The primary evaluator and complementary observer collect evidence about teacher practice to support review.
3. Examples of types of evidence collected may include, but are not limited to, student achievement data, lesson plans, student work samples, and common formative assessments.

Mid-Year Check-inTimeframe: **January/February**

1. *Reflection and Preparation* – In preparation for the check-in, the teacher collects and reflects on evidence to date about his/her practice and student learning. Teachers will complete the teacher reflection questions. Teachers may choose to upload supporting documents in preparation for the mid-year conference.
2. *Mid-year conference* - The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on SLOs, Peer Feedback, Student Feedback Goals and Performance and Practice Focus Area. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators will deliver mid-year formative information on all components of the evaluation framework (CCT Rubric) for which evidence has been gathered and analyzed. An indication of quantitative progress will be provided at or soon after the mid-year conference **through a mid-year snapshot (a process in BloomBoard that indicates what evidence has been collected by the midpoint of the year; this pertains to the teacher performance and practice areas only)**. If needed, teachers and evaluators can mutually agree to revisions. They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review and ConferenceTimeframe: **May and June; must be completed no later than the last day of school**

1. *Teacher self-assessment*- The teacher reviews all information and data collected during the year and completes a self-assessment
2. *Scoring* – The evaluator reviews submitted evidence (self-assessments, observation data and any supporting documents) to generate a final snapshot and summative rating. After all data, including standardized test data, are available, the evaluator may adjust the summative rating if the standardized test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as standardized test data are available and before September 15th.
3. *End-of-Year Conference* – The evaluator and teacher meet to discuss all evidence collected to date, self-assessment and snapshot. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Local Reporting

Timeframe: By June 30th

The superintendent of Amity shall report the status of teacher evaluations to the Board of Education.

State Reporting

Timeframe: By June 30th

The superintendent of Amity shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated and other requirements as determined by the Department of Education.

Summative Rating Revisions

Timeframe: By September 15th

After all data, including standardized test data, are available, the principal or designees may adjust the summative rating if the standardized test data may have significant impact on a final rating. A final rating may be revised when standardized test data are available.

Special Circumstances: For a teacher on an extended leave, such as a maternity leave, the evaluation process may need to be adjusted. The evaluator and teacher shall discuss appropriate adjustments to the evaluation. Depending on the amount of time the educator is in the district, the number of goals, required observations and other requirements may be adjusted through mutual agreement.

Evaluation and Support System Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All Amity teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is composed of two categories:
 - a) Observation of teacher performance and practice (40%)
 - b) Peer feedback (10%)

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs)
 - b. Measures of student learning as determined by student feedback (5%) through student surveys

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance by not others

Below Standard – Not meeting indicators of performance

In order to determine summative rating designations for each teacher, evaluator will:

1. Rate each teacher's performance in each category – indicators of student academic growth and development, observations of teacher performance and practice; peer feedback and student surveys.
2. Combine the indicators of student growth and development rating and whole-school student learning indicators or student feedback rating into a single rating, taking into account their relative weights; this will represent an overall "outcome rating" of Exemplary, Accomplished, Developing and Below Standard.
3. Combine the observations of teacher performance and practice rating and the peer feedback rating into a single rating, taking into account their relative weights; this will represent an overall "practice rating" of Exemplary, Accomplished, Developing, or Below Standard.
4. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, Amity will assign a final summative rating of Exemplary, Accomplished, Developing or Below Standard.

Teacher Performance and Goal Setting

Amity teachers will develop at least two SLOs that are aligned to student performance data. These goals will provide a framework for the observations and feedback conversations.

At the start of the school year, each teacher will work with his or her evaluator to develop his or her goals through mutual agreement. All goals will have a clear link to student achievement and should move the teachers towards Accomplished or Exemplary.

IAGDs should be **SMART**:

S = Specific and Strategic

M = Measurable

A= Aligned and Attainable

R= Results-Oriented

T= Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

TEACHER EVALUATION COMPONENTS

Student Outcomes Related Indicators

- Student Growth and Development (45 %)
 - Standardized State Tests (*Per CSDE Guidelines)
 - Non- standardized indicators
- Student Feedback (5%)

Teacher Related Indicators

- Teacher Performance and Practice (40 %)
 - Connecticut Common Core of Teaching (CCT)
 - Connecticut Common Core of Teaching (CCT) for Student and Educator Support Specialists
 - Observation Process
 - Feedback
 - Pre and Post Conferences
- Peer Feedback (10 %)

Student Outcomes Related Indicators = 50%

This Student Outcomes Related Indicators half of the evaluation captures the teacher's impact on students. The Indicators includes two categories:

- Student growth and development = 45%
- Student feedback = 5%

Category 1: Student Growth and Development (45%)

Forty-five percent (45%) of a teacher's evaluation shall be based on attainment of at least two SLOs for student growth, using multiple Indicators of Academic Growth and Development (IAGD) to measure those SLOs.

The process for assessing student growth using multiple indicators of academic growth and development for teacher evaluation will be developed through mutual agreement by each teacher and their evaluator at the beginning of the year. All goals will align with district and building goals.

STANDARDIZED/COMMON ASSESSMENTS – SLO 1

Note: For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval.

For the 2015-2016 academic year, academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data throughout the school year. Standardized test results may be used for the development of an IAGD. In lieu of a SDE requirement to base SLOs on a standardized test, teachers have the option to use assessments that are aligned to CCS and/or SBA. If standardized test results are used as part of an SLO, the interim, teacher-developed assessments will receive the same weight and consideration when determining student growth and development. During 2015-2016, the use of a standardized test score where applicable (AP, CMT/Science, CAPT/Science, PE Fitness Test, Study Island assessments, STAR, SAT, PSAT, ACT, etc.) will be mutually agreed to by the teacher and primary evaluator, with guidance from the supervising teacher (i.e. department chair).

Characteristics of interim, teacher-developed assessments shall include, where appropriate:

1. Four quarterly common performance-based assessments aligned to CCS (2 for semester-long courses) must be used as part of measuring the SLO.
2. The four common performance-based assessments aligned to CCS must assess student performance against the Connecticut Core Standards.

Note: The number of common performance-based assessments will be adjusted for semester length and nine week courses.

NON-STANDARDIZED INDICATORS – SLO 2

22.5% of IAGDs will be based on a minimum of one non-standardized indicator.

Examples of non-standardized indicators include:

- Performance rated against a rubric (such as: music performance, dance performance);
- Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
- Portfolios of student work rated against a rubric;
- Curriculum-based assessments, including those constructed by a teacher or team of teachers
- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: teacher developed tests, student written work, constructed projects).

All assessments must be aligned to the CCS.

There will be mutual agreement on the weighting of multiple IAGDs.

For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account.

Student Learning Objective (SLO) Phase I: This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers get to know their students during the first few weeks of school, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Data from prior grades, benchmark assessments and pre-assessments are all examples of sources teachers can use to understand both individual student and group strengths and challenges.

Student Learning Objective (SLO) Phase II: Set 2 Goals for Learning:

Step 1: Decide on the Student Learning Objectives

The objective will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning – at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (i.e., CCS), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery or skill development.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Step 2: Select Indicators of Academic Growth and Development-

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met over the identified time period.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- The rationale for the objective, including relevant standards;
- Any important technical information about the indicator evidence (like timing or scoring plans);
- The baseline data that was used to set each IAGD;
- Interim assessment the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- Any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLO to Evaluator for Approval

While teachers and evaluators will confer during the goal setting process to select mutually agreed-upon SLOs, ultimately the evaluator must formally approve all SLO proposals. SLOs are proposals until the evaluator approves them. If goals are not mutually agreed upon the dispute will be resolved following the dispute resolution procedure.

The evaluator will examine each SLO and discuss his/her feedback with the teacher. The SLO must meet all three criteria to be approved: Priority of Content, Quality of Indicators, and Rigor of Objective/Indicator. SLOs that are not approved must be revised and resubmitted to the evaluator within ten (10) days.

DEFINITIONS:

Priority of Content: Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.

Quality of Indicators: Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.

Rigor of Objective/Indicators: Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Student Learning Objective (SLO) Phase 3: Monitor Student Progress - Once the SLOs are approved, teachers should monitor students' progress towards the objectives. If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid - Year Conference between the evaluator and the teacher.

Student Learning Objective (SLO) Phase 4: Assess student outcomes relative to SLOs - At the end of the school year, the teacher should collect and present the evidence required by their indicators and submit to his/her evaluator. Along with evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each IAGD: Exceeded (4 points), Met (3 points), Partially Met (2 points), Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	More students than originally identified met the target(s) contained in the IAGD(S) OR Most students exceeded the target(s) contained in the IAGD(S) OR More students than originally identified exceeded the target(s) contained in the IAGD(S).
Met (3)	Most students met the target(s) contained in the indicators IAGD(S) within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator will score each IAGD separately and these scores will be averaged according to the weighted values of each IAGD for the total SLO score.

The final student growth and development rating for a teacher is the average of their SLO scores. The individual IAGD ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

Some teachers in the 2015-2016 academic may decide to use standardized test scores (for example CAPT/Science and/or CMT/Science results) that may not be available in time to score the SLO prior to the last day of school. In this instance, if evidence for other IAGDS in the SLO is available, the evaluator can score the SLO on that basis. However, once the state test evidence is available, the evaluator is required to score or rescore the IAGD, then determine if the new score changes the teacher's final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15th.

Category 2: Student Feedback- (5%)

Panorama Student Feedback Survey

http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

Five percent (5%) of an Amity teacher's evaluation shall be based on student feedback.

Our survey meets the following criteria:

- Student responses are anonymous.
- The survey demonstrates properties of fairness, reliability, validity and usefulness.
- The student survey is age appropriate.
- Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results will be provided to the evaluator.

Those teachers without baseline data must administer the survey at the beginning of the course and at least one other time throughout the course. All other teachers may choose to use data from the most recent previous year's administration of the survey.

1. Review the Panorama Survey and at beginning of the course, administer two of the five Classroom-level Scales to a minimum of one class. Teachers may choose to administer the survey at any other points in the course.
2. Set one measurable target for growth or performance for the current academic year.
3. At the midyear conference, teachers may opt to modify their target for growth or performance based upon a mid-course administration of the Panorama Survey, followed by an end-of-course administration of the same Panorama Survey.
4. Teacher will provide evidence to the primary evaluator of successful implementation of strategies to address areas of need as identified by the survey results.

EXEMPLARY	ACCOMPLISHED	DEVELOPING	BELOW STANDARD
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Teacher Evaluation Components

TEACHER PRACTICE RELATED INDICATORS = 50%

The Teacher Practice Related Indicators comprise half of the evaluation model and evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is composed of two categories:

- Teacher Performance and Practice = 40%
- Peer Feedback = 10%

Category #3: Teacher Performance and Practice (40%)

This category consists of a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework:

**2014 Connecticut Common Core of Teaching (CCT) Rubric; and
The 2015 Connecticut CCT Rubric for Effective Service Delivery for Student and Educator Support Specialists**

http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

The Connecticut CCT Rubric for Effective Service Delivery for Student and Educator Support Specialists was developed and adopted by the CSDE (October 2014). This rubric was revised in 2015 and will be used to evaluate teachers in special areas specifically, school psychologists, speech and language pathologists, school counselors and may be used with other service providers who "serve a caseload" of students.

The Structure of the CCT: The CCT contains teaching standards which describe two levels of effective knowledge, skills and qualities:

1. The four domains and 12 indicators that identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach; and
2. The discipline-specific professional teaching standards that further define and expand the definition of effective teaching within a particular subject matter or field.

Domains of Teacher Performance

Domain 1 (In-Class Observations): Classroom Environment, Student Engagement and Commitment to Learning:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 2 (Non-classroom Observations/Reviews of Practice): Planning for Active Learning: Teachers plan instruction in order to engage students in rigorous and relevant learning and to improve their curiosity about the world at large.

Domain 3 (In-Classroom Observations): Instruction for Active Learning: Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 4 (Non-classroom Observations/Reviews of Practice): Professional Responsibilities and Teacher Leadership: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

The 2014 CCT Rubric and the CCT Rubric for Student and Educator Support Specialists (adopted October 2014) will use a four-level rating scale with the following labels:

- 4- Exemplary
- 3- Accomplished
- 2- Developing
- 1- Below Standard

The rubrics will be designed to give teachers an end-of-the-year assessment of where they stand in all performance areas and guidance on how to improve. They are not checklists for classroom visits.

Exemplary – is reserved for truly outstanding teaching that meets very demanding criteria.

Accomplished – describes solid, expected professional performance.

Developing – indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here).

Below Standard – is clearly unacceptable and should lead to dismissal if it is not improved immediately.

Observation Process

- Each teacher will be observed as defined below through both formal and informal observations as defined below:
 - o **Formal:** Announced or unannounced observations or reviews of practice when applicable that last one class period and are followed by a post-observation conference (face-to-face), which includes both written and verbal feedback, but not ratings.
 - o **Informal:** Unannounced observations that last at least 10 minutes and are followed by written and verbal feedback. The intent of the follow-up conversation is to provide an opportunity to discuss professional practice.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the majority of Amity's observations will be unannounced. Additionally, during informal observations, observers will minimize recording in order to focus upon teacher and student behavior. Creation of a record of the observation will in most instances, occur after the observation.

- An indication of quantitative progress will be provided at the mid-year conference via a Snapshot. A summative rating and end of the year Snapshot will be provided at, or shortly after, the summative conference held at the end of the year.

Number of Observations:

Tenured teachers formerly rated Accomplished or Exemplary will continue to participate in a three-year observation cycle. Teachers will rotate through each cycle in subsequent years (Cycle A will move to Cycle B; Cycle B will move to Cycle C, Cycle C will move to Cycle A).

Newly tenured teachers will be blindly assigned by the Director of Curriculum to a cycle in an effort to balance the number of teachers in each of the cycles.

Teachers in Cycle (A) will receive one formal observation (based on the individual teacher's decision, this observation shall be announced or unannounced) and five informal observations.

Teachers in Cycles (B) and (C) will receive five informal observations.

TEACHER CATEGORY	OBSERVATION REQUIREMENTS
<p>Non-Tenured Teachers (Years 1-4)</p>	<ul style="list-style-type: none"> • Minimum 3 formal observations • 2 of the 3 will be announced and include a pre-conference • 1 of the 3 will be unannounced • all include post-conference (verbal and written feedback) • Minimum of 3 informal observations. Include post conference (verbal and written feedback) • non-classroom review of practice
<p>Tenured - Accomplished and Exemplary Teachers Observation Cycle Flexibility Option</p>	<p><u>Cycle A</u></p> <ul style="list-style-type: none"> · Minimum 1 formal announced or unannounced observation per teacher decision. Formal announced will include a pre and post conference; Unannounced formal will include a post conference · Minimum 5 informal to include post conference (verbal and written feedback) · non-classroom review of practice <p><u>Cycle B</u></p> <ul style="list-style-type: none"> · Minimum of 5 informal to include post conference (verbal and written feedback) · non-classroom review of practice <p><u>Cycle C</u></p> <ul style="list-style-type: none"> · Minimum of 5 informal to include post conference (verbal and written feedback) · non-classroom review of practice
<p>Tenured – Below Standard or Developing Teachers</p>	<ul style="list-style-type: none"> · Minimum 3 formal observations – · 2 of the 3 will be announced and include a pre-conference · 1 of the 3 will be unannounced · all include post conference (verbal and written feedback) · Minimum 5 informal observations all include post conference (written and verbal feedback) · non-classroom review of practice

Feedback

All observations shall be followed by constructive and timely feedback - both verbal and written.

A formal observation should have feedback given within 7 school days. Verbal feedback will include a post-conference. Written feedback will be documented and tagged.

Informal observations should have feedback within 2 school days. Feedback of informal observations conducted by complementary observers shall be shared with the primary evaluator. Verbal feedback will include a brief face-to-face conversation. Written feedback may include an e-mail correspondence and/or a quick note but will be documented and tagged.

Feedback should include specific evidence where appropriate on:

- Observed components of the Connecticut Framework for Teacher Evaluation and Support
- Prioritized commendations and recommendations for development actions
- Next steps and supports the teacher can pursue to improve his/her practice

Pre- Conferences

Give context for the lesson and information about the students to be observed and for setting expectations for the observation process.

Post- Conference

Provide a forum for reflection on the observation and for generating next steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed:
- Cites objective evidence to paint a clear picture for the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus.

Non-Classroom Reviews of Practice

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, **but not limited to**, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

The evidence will serve as the basis for non-classroom reviews of practice. The evidence will be collected by the teacher and primary evaluator throughout the year. The evidence will be reviewed during the mid-year and summative conferences. The evidence will be used to support the summative rating.

Teacher Performance and Practice Scoring

The Connecticut Common Core of Teaching Observation Rubric will be used to establish a practice rating.

Category #4: Peer Feedback (10%)

Peer Feedback Survey

http://www.amityregion5.org/for_staff/links_for_staff/teacher_evaluation_model/

Ten percent (10%) of an Amity teacher's evaluation shall be based on peer feedback.

Our survey meets the following criteria:

- Peer responses are anonymous.
- The survey demonstrates properties of fairness, reliability, validity and usefulness.

Data from the previous year will be used to set a minimum of one measurable goal for the current academic year. The goal will be collaboratively developed between the teacher and primary evaluator. Teachers will document data/evidence related to one whole school goal, one departmental or one team goal. The data/evidence will be reviewed during the mid-year and summative evaluation conferences.

Evidence of teacher's successful implementation of strategies to address areas of need as identified by the survey results will be provided to the evaluator. The primary evaluator will determine a rating.

EXEMPLARY	ACCOMPLISHED	DEVELOPING	BELOW STANDARD
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

For subsequent years, the Whole School Peer Feedback Survey will continue to be distributed to all certified staff members. The data will be calculated each year to determine an overall rating for the whole school and department/middle school interdisciplinary teams. Upon close analysis of the data, teachers will continue to work closely with building administration and department chairs and/or middle school interdisciplinary teams to self-reflect and determine areas of concern.

Final Summative Ratings:

The individual summative teacher rating will be based on 4 categories of performance: student growth and development, teacher observations, peer feedback and student feedback.

Every educator will receive one of 4 performance ratings:

- Exemplary (4)
- Accomplished (3)
- Developing (2)
- Below Standard (1)

The rating will be determined using the following scale:

Summative Teacher Evaluation Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories:

- Teacher Practice Related Indicators
- Student Outcomes Related Indicators

Every teacher will receive one of four performance ratings:

- Exemplary (4) – Substantially exceeding indicators of performance
- Accomplished (3) – Meeting indicators of performance
- Developing (2) – Meeting some indicators of performance but not others
- Below Standard (1) – Not meeting indicators of performance

The rating will be determined using the following steps in the Bloomboard app:

1. After the evaluator holistically scores each sub-domain (i.e. 1a, 1b, and 1c) as below standard (1), developing (2), accomplished (3), and exemplary (4), Bloomboard averages the overall domain to the nearest tenth to get an overall domain score. Bloomboard then averages scores for each of the four domains to the nearest tenth to get an overall score for Teacher Performance and Practice.
2. Bloomboard calculates a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the peer feedback score (10%) for a maximum of 200 points.
3. The evaluator rates each IAGD within the SLOs. Bloomboard calculates the SLO score by applying the weights the teacher set for each IAGD to the evaluator's ratings. Then, the weighted average of each SLO are averaged together to get the overall SLO rating to the nearest tenth. Bloomboard then calculates a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%) for a maximum of 200 points.
4. Bloomboard calculates a Summative Rating using the Summative Matrix.

Bloomboard calculates a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the peer feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and student feedback counts for 10% of the total rating. Bloomboard multiplies these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Rating Table

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	S	40	S x 40
Peer Feedback	S	10	S x 10
Total Teacher Practice Related Indicators Points		$(S \times 40) + (S \times 10)$	

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard (1)
81-126	Developing (2)
127-174	Accomplished (3)
175-200	Exemplary (4)

Bloomboard calculates a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Bloomboard multiplies these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	S	45	S x 45
Whole School Student Learning Indicator or Student Feedback	S	5	S x 5
Total Student Outcomes Related Indicators Points			$(S \times 45) + (S \times 5)$

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard (1)
81-126	Developing (2)
127-174	Accomplished (3)
175-200	Exemplary (4)

In Bloomboard, a teacher will see an End of Year report similar to the example below.

Input 1	Input 2	Input 3	Input 4	FINAL RATING
136	40	135	15	Exemplary <small>View proficiency level table</small>

To determine how the Final Rating above is calculated:

1. Add Inputs 1 and 2 to get 176. Use the table on the previous page to match the score out of 200 to the appropriate category rating of Exemplary (4).
2. Add Inputs 3 and 4 to get 150. Use the table above to match the score out of 200 to the appropriate category rating of Accomplished (3).
3. Use the matrix on the next page to find the final rating of Exemplary.

Summative Matrix

Using the ratings determined for each major category; Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *Exemplary* and the Student Outcomes Related Indicators rating is *Accomplished*. The summative rating is therefore *Exemplary*. If the two major categories are highly discrepant (e.g., a rating of *Exemplary* for Teacher Practice and a rating of *Below Standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Student Outcomes Related Indicators Rating	Exemplary (4)	Rate Exemplary	Rate Exemplary	Rate Accomplished	<i>Gather further information</i>
	Accomplished (3)	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	Developing (2)	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	Below Standard (1)	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Primary and Complementary Observers

The primary evaluator for Amity teachers will be the school principal, assistant principal, and other Amity Administrators who will be responsible for the overall evaluation process, including assigning summative ratings. Amity will use complementary observers to assist the primary evaluator.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Complementary observers are certified teachers who have completed five (5) years in the District. Complementary observers will go through an application and approval process on a per building basis. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role.

Department chairpersons (high school), as a function of their current job description, will be complementary observers; and as such must be fully trained to serve in this role.

There will be a minimum of four (4) complementary observers at both Amity Middle School Orange and Amity Middle School Bethany. There will be a minimum of nine (9) complementary observers in addition to the eight (8) department chairs at Amity Regional High School.

Each teacher would be able to reject one individual at the Middle School or two at the High School (but not a department chair) from the list of potential complementary observers.

Complementary observers will assist primary evaluators by conducting walk-through observations and providing verbal and written feedback.

Ensuring Fairness and Accuracy: Evaluator Training and Monitoring

All evaluators, including complementary observers, are required to complete extensive training on the evaluation model. The Amity School District will provide training to evaluators in the teacher evaluation process. The district will provide calibration sessions on an annual basis to all administrators, department chairs, and complementary observers.

Definition of Effectiveness and Ineffectiveness: Evaluation Audit and Validation

The Amity School District defines effectiveness and ineffectiveness using a pattern of summative ratings derived from the evaluation system, and as described in the CSDE 2010 Common Core of Teaching: Foundational Skills Document (pg. 1).

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *Accomplished ratings*, one of which must be earned in the fourth year of a novice teacher's career. A novice teacher who fails to meet this standard may be deemed ineffective.

A post-tenure educator shall be deemed effective if he or she receives an Accomplished or Exemplary rating annually. A post-tenure educator who fails to meet this standard may be deemed ineffective. (See Improvement and Remediation Plan)

At the request of a district or employee, the SDE or third-party entity approved by the SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e. include both exemplary and below standard ratings) to determine a final summative rating.

The SDE or a third-party designated by the SDE will audit evaluation ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one classroom teacher rated exemplary and at least one teacher rated below standard per district selected.

Evaluation-Based Professional Learning

The Amity District will provide professional learning opportunities for teachers, based on the individual or group of individuals' needs that are identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it related to student learning results, observations of professional practice and/or the results of stakeholder feedback. In consultation with the Amity Staff Development Committee, Professional Development activities will be designed to facilitate more ongoing small group learning opportunities related to improve student achievement, best instructional practices, effective use of student performance data, and lesson design.

Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

People learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. At Amity, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator and which serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common needs among teachers, which can then be targeted with school-wide professional development opportunities and participation in Professional Learning Communities.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities that will be provided by Amity include, but are not limited to: observation of peers; mentoring early-career teachers; participating in the development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Improvement and Remediation Plans

If a teacher's performance is rated as *Developing or Below Standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans will:

- Include a clear description of the teacher's area of need;
- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Provide a clear, written statement of who is responsible for providing each of the supports
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of Accomplished or better at the conclusion of the improvement and remediation plan.
- Provide a clear, written description of the expected outcomes.
- Include any extenuating circumstances that may be taken into account in the implementation of the plan.

The Amity Improvement and Remediation Plan provides guidance, supervision, and support for staff who need to develop a higher level of proficiency in one or more areas as defined by the Connecticut Common Core of Teaching, and/or the Amity job description. This plan recognizes that a teacher may need support in meeting the expectations of the job description. To be effective in providing instruction to improve student achievement, a teacher needs to demonstrate that he or she is Accomplished in implementing the district's curriculum standards, instructional practices, assessment procedures and classroom management strategies. Teachers will work with their evaluator to develop a plan that includes: specific objectives, strategies to complete the objectives, formal and informal observations, professional development opportunities and a timeline. Verification of improvement will be monitored through a procedure of: collecting data, conferences with the teacher, and a written request which summarizes the nature of the problem and the attempts to resolve the problem. Each of the parties will receive a copy of the appropriate documents. If the evaluatee's status changes to

Accomplished, copies of appropriate evaluation forms will be placed in the evaluatee's personnel file.

Dispute Resolution Process

A panel composed of the Director of Curriculum, the Amity Education Association president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The neutral third-party will be chosen from an initial list of four people from the District provided by the teacher, from which the superintendent will choose one. Resolutions must be topic-specific and timely. Should the process established not result in resolution (i.e., consensus on a given issue), the determination regarding that issue will be made by the superintendent.

In a case where the Director of Curriculum is the evaluator of the teacher involved in the dispute, another administrator not involved with the supervision and evaluation process of the teacher will be chosen by the Superintendent.

Orientation Programs

Amity will offer an annual orientation (before commencing employment) regarding teacher evaluation to teachers new to the Amity School District and whose performance is being evaluated.

AMITY REGIONAL SCHOOL DISTRICT NO. 5

Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525



Dr. Charles Dumais
Superintendent of Schools

phone: (203) 397-4811
fax: (203) 397-4864

REGULAR BOARD OF EDUCATION MEETINGS
2016

Regular meetings of the Amity Regional School District #5 Board of Education are held the second Monday of every month, unless otherwise noted. All meetings, with the exceptions of February and October, will be held in the designated room at Amity High School, located at 25 Newton Road, Woodbridge, CT 06525. Meetings will begin at 6:30 p.m.

Monday	-	January	11, 2016	
Monday	-	February	8, 2016	(Exception) At Amity Middle School, Orange 100 Ohman Ave. Orange, CT 06477
Monday	-	March	14, 2016	
Monday	-	April	11, 2016	
Monday	-	May	9, 2016	
Monday	-	June	13, 2016	
Monday	-	August	8, 2016	
Monday	-	September	12, 2016	
Monday	-	October	17, 2016	(Exception) At Amity Middle School, Bethany 190 Luke Hill Rd. Bethany, CT 06524
Monday	-	November	14, 2016	
Monday	-	December	12, 2016	
Monday	-	January	9, 2017	

Respectfully submitted,

Charles Dumais, Ed.D.
 Superintendent of Schools

Approved:

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



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

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October 19, 2015

To: Members of the Board of Education

From: Charles Dumais, Superintendent of Schools

Re: Personnel Report

New Hire(s):

Amity Reg. District Offices – Woodbridge: NONE

Amity Reg. High School – Woodbridge: NONE

Amity Reg. Middle School – Bethany: NONE

Amity Reg. Middle Schools – Orange: NONE

Coaches:

Amity Reg. High School – Woodbridge: NONE

Amity Reg. Middle Schools – Bethany / Orange: NONE

Leave(s) of Absence:

Resignation(s):

Certified:

Ina Malloy – Art/Photography Teacher – Amity Regional High School

Classified: NONE

Coaches: NONE

Retirement(s): NONE

CSD/pfc

September, 2015

Amity Regional School District No. 5

CLEAN

SAFE

HEALTHY

SCHOOLS

Facilities Department Monthly Report

Completed Projects:

- There was a drain clog near the mail room at Amity Regional High School. Our contractor cleared the line before any damage occurred.
- A special education student at Amity Regional High School is interning with our Custodial Department. He has an interest in custodial work after high school, so our head custodian, Earl Potter, is doing a terrific job working with this student.
- Back-to-school nights were successfully held. Temporary parking accommodations and temporary lighting were provided.
- An exterior power outlet was installed at Amity Middle School, Bethany Campus. This will provide easier and safer access to power on the athletic fields.
- Curbing repairs were finished up at Amity Regional High School.
- All free line painting (as part of the three-year snow removal contract) has been completed.
- New tires were installed and complete preventive maintenance was performed on the Facilities truck.
- All three fire-marshall inspections were conducted at the schools. All reports were very good with only minor notations, which have been addressed.
- One small sewage pump in the nurse's area at Amity Regional High School failed and was replaced by in-house staff.

Projects in process:

- Natural gas has been run to Amity Middle School, Orange Campus. The science rooms are live as well as the kitchen equipment. The new burners are installed on the boilers. Once we switch from cooling to heating for the season, the boilers can be turned on and properly tuned. The domestic hot water boiler conversion will take place on a weekend to not interrupt kitchen service.
- We received an alarm from one of the large sewage ejection pumps at Amity Regional High School that a seal was leaking. Parts are ordered for the pump rebuild and it will be completed once parts arrive.
- Retro-commissioning is underway at Amity Regional High School.

Outstanding issues to be addressed:

- Comprehensive energy efficiency project with lighting upgrades and installation of the heat exchanger associated with the fuel cell project.
- The replaced parking lot at Amity Regional High School has ponding; it will be fixed.

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
Bethany Orange Woodbridge
25 Newton Road, Woodbridge Connecticut 06525



Jack B. Levine
Director of Finance and Administration
jack.levine@reg5.k12.ct.us

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

To: Charles S. Dumais, Superintendent of Schools
From: Jack B. Levine, Director of Finance and Administration
Re: October 1, 2015 Enrollment Report
Date: October 14, 2015

Attached to this memorandum is the October 1, 2015 enrollment report. This is the enrollment count that is used to determine the member town allocations for the 2016-2017 budget. The Town of Woodbridge will have an increase in its share of the 2016-2017 budget, while the Towns of Bethany and Orange will see a decrease in their allocation.

Average Daily Membership

	Bethany	Orange	Woodbridge	Total
October 2015	461	1,102	698	2,261
October 2014	483	1,146	691	2,320
Net Change	(22)	(44)	7	(59)
Fiscal Year 2016-2017	20.389%	48.740%	30.871%	100.00%
Fiscal Year 2015-2016	20.819%	49.397%	29.784%	100.00%
Net Change	(0.430%)	(0.657%)	1.087%	

Enclosure

ENROLLMENT REPORT OCTOBER 1, 2015

TOWN	Elementary - BOW (Pre K - 6)												Amity District #5 (7-12)					Outside Placements	VO-AG / Magnet	ADM*	Open Choice by School	Tuition by School	Exchange Students	Total
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12										
Bethany	11	38	46	53	60	52	61	63	69	86	76	70	75	75	Gr 7: 0 Gr 8: 2 Gr 9: 1 Gr 10: 1 Gr 11: 2 Gr 12: 1 Total: 7	461	Bethany Middle 3	Bethany Middle 0	Bethany Middle 0	464				
Orange	35	128	150	139	173	171	173	207	180	191	176	172	173	191	Gr 7: 0 Gr 8: 3 Gr 9: 0 Gr 10: 3 Gr 11: 1 Gr 12: 6 Total: 13	1,102	Orange Middle 3	Orange Middle 0	1,105					
Woodbridge	20	102	107	109	109	103	98	127	122	104	111	120	103	123	Gr 7: 1 Gr 8: 0 Gr 9: 2 Gr 10: 1 Gr 11: 0 Gr 12: 8 Total: 12	698	High School 10	High School 8	High School 1	717				
Category Totals	66	268	303	301	342	326	332	397	371	381	363	362	351	389	32	2261	16	8	1	2286				

Bethany Elementary:	384
Orange Elementary:	1176
Woodbridge Elementary	775
TOTAL	2335

GRAND TOTAL FOR GRADES 7-12: 2286

* Subtotal - To be used for A.D.M. calculation for budget process

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2015-2016**

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2014-2015 UNAUDITED	2015-2016 BUDGET	SEP '15 FORECAST	CHANGE INCR./(DECR.)	OCT '15 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	MEMBER TOWN ALLOCATIONS	44,208,682	45,348,694	45,348,694	0	45,348,694	0	FAV
2	OTHER REVENUE	249,582	215,266	219,226	15,689	234,915	19,649	FAV
3	OTHER STATE GRANTS	1,103,952	1,157,411	1,059,531	0	1,059,531	(97,880)	UNF
4	MISCELLANEOUS INCOME	315,176	174,480	174,480	2,618	177,098	2,618	FAV
5	BUILDING RENOVATION GRANTS	6,491	6,491	6,491	0	6,491	0	FAV
6	TOTAL REVENUES	45,883,883	46,902,342	46,808,422	18,307	46,826,729	(75,613)	UNF
7	SALARIES	23,648,355	24,522,504	24,381,657	57,205	24,438,862	(83,642)	FAV
8	BENEFITS	5,406,642	5,837,134	5,816,715	(87,723)	5,728,992	(108,142)	FAV
9	PURCHASED SERVICES	7,097,357	7,862,820	7,453,958	(27,171)	7,426,787	(436,033)	FAV
10	DEBT SERVICE	4,799,303	4,743,788	4,743,788	0	4,743,788	0	FAV
11	SUPPLIES (INCLUDING UTILITIES)	2,978,913	3,051,561	3,036,863	2,433	3,039,296	(12,265)	FAV
12	EQUIPMENT	286,369	245,855	244,059	0	244,059	(1,796)	FAV
13	IMPROVEMENTS / CONTINGENCY	9,860	493,000	427,970	0	427,970	(65,030)	FAV
14	DUES AND FEES	119,828	145,680	145,680	0	145,680	0	FAV
15	TRANSFER ACCOUNT	346,445	0	0	0	0	0	FAV
16	TOTAL EXPENDITURES	44,693,072	46,902,342	46,250,690	(55,256)	46,195,434	(706,908)	FAV
17	SUBTOTAL	1,190,811	0	557,732	73,563	631,295	631,295	FAV
18	PLUS: CANCELLATION OF PRIOR YEARS ENCUMBRANCES	16,880	0	0	0	0	0	FAV
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET:	(150,000)	0	0	0	0	0	FAV
20	NET BALANCE / (DEFICIT)	1,057,691	0	557,732	73,563	631,295	631,295	FAV

olumn 7: FAV=Favorable Variance
evenues: At or OVER budget
penditures: At or UNDER budget

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2015-2016**

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2014-2015 UNAUDITED	2015-2016 BUDGET	SEP '15 FORECAST	CHANGE INCR./DECR.)	OCT '15 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	BETHANY ALLOCATION	9,204,690	9,441,145	9,441,145	0	9,441,145	0	FAV
2	ORANGE ALLOCATION	21,758,187	22,400,894	22,400,894	0	22,400,894	0	FAV
3	WOODBIDGE ALLOCATION	13,245,805	13,506,655	13,506,655	0	13,506,655	0	FAV
4	MEMBER TOWN ALLOCATIONS	44,208,682	45,348,694	45,348,694	0	45,348,694	0	FAV
5	ADULT EDUCATION	3,434	3,405	3,405	0	3,405	0	FAV
6	PARKING INCOME	30,181	30,000	30,000	0	30,000	0	FAV
7	INVESTMENT INCOME	2,799	1,500	1,500	500	2,000	500	FAV
8	ATHLETICS	27,258	32,500	32,500	0	32,500	0	FAV
9	TUITION REVENUE	75,864	72,985	76,945	15,189	92,134	19,149	FAV
10	TRANSPORTATION INCOME	110,046	74,876	74,876	0	74,876	0	FAV
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0	FAV
12	OTHER REVENUE	249,582	215,266	219,226	15,689	234,915	19,649	FAV
13	BESB GRANT	0	0	0	0	0	0	FAV
14	SPECIAL EDUCATION GRANTS	1,103,952	1,157,411	1,059,531	0	1,059,531	(97,880)	UNF
15	OTHER STATE GRANTS	1,103,952	1,157,411	1,059,531	0	1,059,531	(97,880)	UNF
16	RENTAL INCOME	26,025	3,500	3,500	0	3,500	0	FAV
17	DESIGNATED FROM PRIOR YEAR	266,000	150,000	150,000	0	150,000	0	FAV
18	OTHER REVENUE	23,151	20,980	20,980	2,618	23,598	2,618	FAV
19	TRANSFER IN	0	0	0	0	0	0	FAV
20	MISCELLANEOUS INCOME	315,176	174,480	174,480	2,618	177,098	2,618	FAV
21	BUILDING RENOVATION GRANTS	6,491	6,491	6,491	0	6,491	0	FAV
22	TOTAL REVENUES	45,883,883	46,902,342	46,808,422	18,307	46,826,729	(75,613)	UNF

Column 7: FAV=Favorable Variance
venues: At or OVER budget
penditures: At or UNDER budget

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2015-2016**

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2014-2015 UNAUDITED	2015-2016 BUDGET	SEP '15 FORECAST	CHANGE INCR./(DECR.)	OCT '15 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	5111-CERTIFIED SALARIES	19,725,054	20,383,773	20,270,507	9,062	20,279,569	(104,204)	FAV
2	5112-CLASSIFIED SALARIES	3,923,301	4,138,731	4,111,150	48,143	4,159,293	20,562	UNF
3	SALARIES	23,648,355	24,522,504	24,381,657	57,205	24,438,862	(83,642)	FAV
4	5200-MEDICARE - ER	317,397	327,104	327,239	768	328,007	903	UNF
5	5210-FICA - ER	245,870	253,321	253,494	595	254,089	768	UNF
6	5220-WORKERS' COMPENSATION	191,924	250,807	230,080	0	230,080	(20,727)	FAV
7	5255-MEDICAL & DENTAL INSURANCE	3,491,099	4,080,297	4,080,297	(89,086)	3,991,211	(89,086)	FAV
8	5860-OPEB TRUST	175,000	0	0	0	0	0	FAV
9	5260-LIFE INSURANCE	40,513	45,520	45,520	0	45,520	0	FAV
10	5275-DISABILITY INSURANCE	8,623	9,602	9,602	0	9,602	0	FAV
11	5280-PENSION PLAN - CLASSIFIED	738,934	772,191	772,191	0	772,191	0	FAV
12	5282-RETIREMENT SICK LEAVE - CERT	80,780	39,000	39,000	0	39,000	0	FAV
13	5283-RETIREMENT SICK LEAVE - CLASS	0	2,000	2,000	0	2,000	0	FAV
14	5284-SEVERANCE PAY - CERTIFIED	96,402	47,292	47,292	0	47,292	0	FAV
15	5290-UNEMPLOYMENT COMPENSATION	20,100	10,000	10,000	0	10,000	0	FAV
16	BENEFITS	5,406,642	5,837,134	5,816,715	(87,723)	5,728,992	(108,142)	FAV
17	5322-INSTRUCTIONAL PROG IMPROVEMENT	17,663	26,810	26,810	0	26,810	0	FAV
18	5327-DATA PROCESSING	65,367	78,138	78,138	0	78,138	0	FAV
19	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	903,582	1,118,120	1,118,120	0	1,118,120	0	FAV
20	5440-RENTALS - LAND, BLDG, EQUIPMENT	88,876	96,195	96,195	0	96,195	0	FAV
21	5510-PUPIL TRANSPORTATION	2,518,664	2,831,153	2,649,122	(29,095)	2,620,027	(211,126)	FAV
22	5521-GENERAL LIABILITY INSURANCE	207,565	205,831	199,901	0	199,901	(5,930)	FAV
23	5550-COMMUNICATIONS: TEL, POST, ETC.	92,021	111,362	111,362	0	111,362	0	FAV
24	5560-TUITION EXPENSE	3,127,149	3,323,310	3,102,409	1,924	3,104,333	(218,977)	FAV
25	5590-OTHER PURCHASED SERVICES	76,470	71,901	71,901	0	71,901	0	FAV
26	PURCHASED SERVICES	7,097,357	7,862,820	7,453,958	(27,171)	7,426,787	(436,033)	FAV

column 7: FAV=Favorable Variance
 revenues: At or OVER budget
 expenditures: At or UNDER budget

AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2015-2016

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2014-2015 UNAUDITED	2015-2016 BUDGET	SEP '15 FORECAST	CHANGE INCR./(DECR.)	OCT '15 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
27	5830-INTEREST	1,514,303	1,388,788	1,388,788				
28	5910-REDEMPTION OF PRINCIPAL	3,285,000	3,355,000	3,355,000	0	1,388,788	0	FAV
29	DEBT SERVICE	4,799,303	4,743,788	4,743,788	0	3,355,000	0	FAV
30	5410-UTILITIES, EXCLUDING HEAT	846,736	822,839	822,079	2,433			
31	5420-REPAIRS, MAINTENANCE & CLEANING	729,937	703,182	703,182	0	824,512	1,673	UNF
32	5611-INSTRUCTIONAL SUPPLIES	353,751	366,819	366,819	0	703,182	0	FAV
33	5613-MAINTENANCE/CUSTODIAL SUPPLIES	176,467	206,478	206,478	0	366,819	0	FAV
34	5620-OIL USED FOR HEATING	122,271	87,016	44,430	0	206,478	0	FAV
35	5621-NATURAL GAS	86,384	97,000	125,648	0	44,430	(42,586)	FAV
36	5627-TRANSPORTATION SUPPLIES	167,967	132,785	132,785	0	125,648	28,648	UNF
37	5641-TEXTS & DIGITAL RESOURCES	39,066	126,149	126,149	0	132,785	0	FAV
38	5642-LIBRARY BOOKS & PERIODICALS	23,356	20,797	20,797	0	126,149	0	FAV
39	5690-OTHER SUPPLIES	432,978	488,496	488,496	0	20,797	0	FAV
40	SUPPLIES (INCLUDING UTILITIES)	2,978,913	3,051,561	3,036,863	2,433	488,496	0	FAV
41	5730-EQUIPMENT - NEW	63,160	39,170	39,170	0			
42	5731-EQUIPMENT - REPLACEMENT	223,209	206,685	204,889	0	39,170	0	FAV
43	EQUIPMENT	286,369	245,855	244,059	0	204,889	(1,796)	FAV
44	5715-IMPROVEMENTS TO BUILDING	0	160,000	160,000	0			
45	5720-IMPROVEMENTS TO SITES	9,860	183,000	117,970	0	160,000	0	FAV
46	5850-CONTINGENCY	0	150,000	150,000	0	117,970	(65,030)	FAV
47	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	0	0	0	0	150,000	0	FAV
48	IMPROVEMENTS / CONTINGENCY	9,860	493,000	427,970	0	0	0	FAV
49	5580-STAFF TRAVEL	23,436	20,157	20,157	0			
50	5581-TRAVEL - CONFERENCES	24,299	25,232	25,232	0	20,157	0	FAV
51	5810-DUES & FEES	72,093	100,291	100,291	0	25,232	0	FAV
52	DUES AND FEES	119,828	145,680	145,680	0	100,291	0	FAV
53	5856-TRANSFER ACCOUNT	346,445	0	0	0	145,680	0	FAV
54	ESTIMATED UNSPENT BUDGETS	0	0	0	0	0	0	FAV
55	TOTAL EXPENDITURES	44,693,072	46,902,342	46,250,690	(55,256)	46,195,434	(706,908)	FAV

Column 7: FAV=Favorable Variance
venues: At or OVER budget
penditures: At or UNDER budget

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES & EXPENDITURES BY CATEGORY
FINANCIAL ANALYSIS
FOR THE FISCAL YEAR 2015-2016**



OCTOBER 2015

This monthly financial report provides a comprehensive analysis of current and projected revenues and expenditures. New or revised comments and figures will be highlighted in *boldface italics* for future monthly reports for this fiscal year.

TABLE OF CONTENTS

2015-2016 Forecast Overview	1
2015-2016 Revenues By Category	2
2015-2016 Expenditures By Category	3
CQIA (Connecticut Quality Innovation Award) Innovation Prize – Appendix A	8
Cost Savings & Efficiencies for 2015-2016 – Appendix B	9
Cost Savings & Efficiencies for 2014-2015 – Appendix C	11
Monthly Forecasts: Purpose, Methodology, Historical – Appendix D	17
Recap of 2013-2014 – Appendix E	20
Recap of 2014-2015 – Appendix F	22

2015-2016 FORECAST

OVERVIEW

The total cost savings and efficiencies for 2015-2016 to-date are \$108,411. Please refer to Appendix B for the complete list of initiatives.

The projected unspent fund balance for this fiscal year is **\$631,295 FAV**, which appears on page 1, column 6, line 20. The primary reasons for the projected fund balance are, as follows:

- **\$137,615 FAV:** “Turnover savings” from replacing teachers and other staff who retired or resigned is over budget.
- **\$89,086 FAV:** *Actual employee and retiree claims are \$46,451 FAV under expected claims and fees charged are \$42,635 FAV below budget.*
- **\$26,657 FAV:** Bid prices for workers’ compensation and general liability insurance were competitive and below budget. The bids were received after the budget was adopted.

- **\$332,223 FAV:** Special Education Transportation and Tuition net of Special Education Grants – We had several students who were budgeted to be outplaced but were not for a number of reasons. 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. Any one of these events can have a significant impact, positive or negative, on the District's special education expenditures.
- **\$65,030 FAV:** The bid for the stone coping repair project at Amity Regional High School was under budget.

REVENUES BY CATEGORY

The projected yearend balance of revenues are **\$75,613 UNF**, which appears on page 2, column 6, line 22.

LINE 7 on Page 2: INVESTMENT INCOME:

The budget is based on the expectation interest rates will remain low.

<u>Month</u>	<u>Peoples United</u>	<u>State Treasurer's Investment Fund</u>
June 2015	0.350 %	0.043 %
July 2015	0.250 %	0.150 %
August 2015	0.400 %	0.170 %
<i>September 2015</i>	<i>0.400 %</i>	<i>0.170 %</i>

LINE 9 on Page 2: TUITION REVENUE:

The budget is based on six tuition students, five at full tuition rate and one student at reduced employee rate. The actual tuition charged is higher than budgeted. *One new tuition student registered.*

LINE 14 on Page 2: SPECIAL EDUCATION GRANTS:

The State reimbursement rate for 2015-2016 is expected to be 79.0 percent. The estimated decrease in revenues is **\$97,880 UNF** based on projections of special education transportation and tuition expenses at the budgeted rate of 79.0 percent.

LINE 18 on Page 2: OTHER REVENUE:

The United Illuminating Load Shed credits for the first and second quarters for last fiscal year totaling \$3,272.91 FAV were received in September 2015.

EXPENDITURES BY CATEGORY

The projected yearend balance of expenditures are **\$706,908 FAV**, which appears on page 4, column 6, line 55.

LINE 1 on Page 3: 5111-CERTIFIED SALARIES:

“Turnover savings” from replacing teachers, who retired or resigned, and leaves-of-absence is over budget by **\$132,194 FAV**. *The forecast is based on current staffing.*

LINE 2 on Page 3: 5112-CLASSIFIED SALARIES:

“Turnover savings” from replacing classified staff, who retired or resigned, is under budget by **\$5,421 FAV**. *The forecast is based on current staffing.*

LINES 3 & 4 on Page 3: MEDICARE & FICA:

The forecast is based on current staffing.

LINE 6: WORKERS’ COMPENSATION:

The bid price for workers’ compensation insurance premium was **\$20,727 FAV** under budget. The forecast assumes the audit premium will be \$10,807, which is the same as budgeted.

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.

Actual employee and retiree claims are \$46,451 FAV under expected claims and fees charged are \$42,635 FAV below budget, or a variance of \$89,086 FAV.

CLAIMS OF CURRENT EMPLOYEES AND RETIREES

MONTH	2015-2016 ACTUAL	2015-2016 BUDGET	2015-2016 VARIANCE	2014-2015 ACTUAL	2013-2014 ACTUAL
JUL	\$424,798	\$360,250	\$64,548	\$311,067	\$430,267
AUG	\$298,314	\$360,250	(\$61,936)	\$336,053	\$381,584
SEP	\$311,187	\$360,250	(\$49,063)	\$282,989	\$306,379
OCT		\$360,250		\$368,169	\$312,668
NOV		\$360,250		\$326,683	\$327,966
DEC		\$360,250		\$419,537	\$416,061
JAN		\$360,250		\$284,899	\$402,402
FEB		\$360,250		\$330,398	\$238,891
MAR		\$360,250		\$269,027	\$368,088
APR		\$360,250		\$302,864	\$374,121
MAY		\$360,250		\$291,612	\$314,836
JUN		\$360,250		\$308,985	\$315,712
TOTALS		\$4,323,000	(\$46,451)	\$3,832,283	\$4,188,975

ACTUAL/FORECAST CLAIMS AS A PERCENTAGE OF EXPECTED CLAIMS

2012-2013 ACTUAL	2013-2014 ACTUAL	2014-2015 ACTUAL	2015-2016 BUDGET	2015-2016 FORECAST
88.9%	103.8%	87.3%	100.0%	98.9%

Note: 2015-2016 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 Excess Fees, and Other Fees)**

MONTH	2015-2016 ACTUAL	2015-2016 BUDGET	2015-2016 VARIANCE	2014-2015 ACTUAL	2013-2014 ACTUAL
JUL	\$65,524	\$70,000	(\$4,476)	\$85,723	\$104,334
AUG	\$57,521	\$69,745	(\$12,224)	\$88,370	\$89,545
SEP	\$43,810	\$69,745	(\$25,935)	\$96,853	\$94,550
OCT		\$69,745		\$97,604	\$59,835
NOV		\$69,745		\$55,394	\$40,563
DEC		\$69,745		\$47,437	\$40,321
JAN		\$69,745		\$47,120	\$44,201
FEB		\$69,745		\$46,962	\$43,730
MAR		\$69,745		\$46,314	\$33,847
APR		\$69,745		\$46,798	\$30,543
MAY		\$69,745		\$46,805	\$41,930
JUN		\$69,745		\$47,120	\$41,781
TOTALS		\$837,195	(\$42,635)	\$752,500	\$665,180

LINE 21 on Page 3: 5510-PUPIL TRANSPORTATION:

Special Education Transportation is a projected variance of **\$211,126 FAV**.

LINE 22 on Page 3: 5521-GENERAL LIABILITY INSURANCE:

The bid price for liability, automotive and property insurance premium was **\$1,972 UNF** over budget. The bid price for student accident insurance premium was **\$1,677 UNF** over budget. The Connecticut Interlocal Risk Management Agency (CIRMA) has notified the District that we will be receiving a rebate of **\$9,579 FAV**.

LINE 24 on Page 3: 5560-TUITION EXPENSE:

Tuition has a projected variance of \$218,977 FAV.

Tuition for the vo-ag schools has a projected variance of \$19,650 FAV.

	FY11-12 ACTUAL	FY12-13 ACTUAL	FY13-14 ACTUAL	FY14-15 ACTUAL	FY15-16 BUDGET	FY15-16 FORECAST
Sound	6	8	7	5	6	4
Trumbull	3	2	2	2	4	3
Nonnewaug	3	2	2	1	3	3
Common Guard Charter HS	0	0	0	1	1	1
ACES Wintergreen Magnet	0	2	1	0	0	0
King Robinson Magnet	0	0	0	0	0	1
Totals	12	14	12	9	14	12

ECA has a projected variance of \$ 3,952 UNF.

	FY11-12 ACTUAL	FY12-13 ACTUAL	FY13-14 ACTUAL	FY14-15 ACTUAL	FY15-16 BUDGET	FY15-16 FORECAST
ECA	26	26	26	26	26	26

Public (ACES) and private out-of-district placements has a projected variance of \$203,279 FAV.

	FY11-12 ACTUAL	FY12-13 ACTUAL	FY13-14 ACTUAL	FY14-15 ACTUAL	FY15-16 BUDGET	FY15-16 FORECAST
Public SPED	6	8	6	10	10	7
Private SPED	24	21	25	24	23	25(24)
Totals	30	29	31	34	33	32(31)

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

The 2015-2016 budget for electricity assumes the use of 3,913,193 kilowatt hours at an average price of \$0.1900 per kilowatt hour, or a cost of \$743,506. The forecast assumes the use of 3,913,193 kilowatt hours at an average price of \$0.1900 per kilowatt hour, or a cost of \$743,506. There is no budget variance for electricity.

ELECTRICITY (KILOWATT HOURS)

MONTH	2015-2016 ACTUAL	2015-16 BUDGET	2015-16 VARIANCE	2014-2015 ACTUAL	2013-2014 ACTUAL
JUL	339,296	350,380	(11,084)	321,976	353,041
AUG	374,855	353,327	21,528	331,999	355,228
SEP		357,369		349,784	369,190
OCT		303,582		292,657	310,925
NOV		292,695		287,227	294,532
DEC		301,518		297,565	295,361
JAN		316,251		290,906	322,535
FEB		317,768		319,356	323,318
MAR		313,876		321,785	306,728
APR		323,607		304,672	300,730
MAY		338,033		318,196	324,543
JUN		344,787		336,991	329,909
TOTALS		3,913,193	10,444	3,773,114	3,886,040

Loan payments will total \$14,583. The budget assumes there will not be a Load Shed credit. No budget variance is expected.

The budget for propane is \$5,250. *The forecast is \$3,150, or \$2,100 FAV under budget.*

Sewer costs are budgeted at \$28,000. *The forecast is \$31,773, or \$3,773 UNF over budget.*

The budget for water is \$31,500, which is the forecast.

LINE 31 on Page 4: 5420-REPAIRS, MAINTENANCE & CLEANING:

Below is a list of repair items not specifically included in the budget. At this time, we are projecting no budget transfers will be needed to cover these expenditures.

- *We received an alarm on one of the large sewage ejection pumps at Amity Regional High School. The seal on the pump was leaking. The cost to repair the pump was \$4,300 UNF.*

LINE 34 on Page 4: 5620-OIL USED FOR HEATING:

The budget is \$87,016. Each middle school is budgeted to use 20,000 gallons, or a total of 40,000 gallons, at a price of \$2.1379 per gallon, or \$85,516. The budget includes \$1,500 for the generators at all three schools. The installation of the natural gas line at Amity Middle School – Orange Campus will result of 20,000 gallons of heating oil not being needed. This is a favorable variance of \$42,758 FAV (20,000 gallons at the budget price of \$2.1379). The projected usage at Amity Middle School – Bethany Campus is 20,000 gallons, same as budgeted. However, the forecasted price is \$2.1465 per gallon, or an unfavorable price variance of \$172 UNF.

LINE 35 on Page 4: 5621-NATURAL GAS:

The installation of the natural gas line at Amity Middle School – Orange Campus will increase the use of natural gas. The forecast assumes the cost will be two-thirds of the cost of heating oil, or **\$28,648 UNF**.

LINE 42 on Page 4: 5731-EQUIPMENT-REPLACEMENT:

The bid price for snow removal equipment was **\$4,124 FAV** under budget. A 3-point spreader attachment for the Kioti tractor was purchased for \$2,328 UNF. This will make the spreading of salt and ice melt much more efficient and safer.

LINE 44 on Page 4: 5715-IMPROVEMENTS TO BUILDING:

The budget includes a \$100,000 facilities contingency for emergencies. To-date, there have been no expenditures.

LINE 45 on Page 4: 5720-IMPROVEMENTS TO SITES:

The bid price for the stone coping repair project at Amity Regional High School was **\$65,030 FAV** under budget.

LINE 46 on Page 4: 5850-CONTINGENCY:

The budget includes a \$150,000 contingency for unplanned, necessary expenditures. To-date, there have no expenditures.

APPENDIX A

Amity Regional School District No. 5 won the 2015 CQIA Innovation Prize, Connecticut's Malcolm Baldrige National Quality Award for Fostering a District Culture of Maximizing Cost Savings and Efficiencies.

Our District's goal has always been to provide an exceptional educational program to our students and still be mindful of the financial impact on the taxpayers. The District has had to find cost savings and efficiencies each year to offset the higher costs for salaries, medical insurance, special education, and unfunded mandates to name a few of the many budget drivers. We have had success in finding ways to hold down expenses, but the ideas have come mostly from the District Office.

We developed a process in 2014 to foster a District culture of maximizing cost savings and efficiencies. First, the Board of Education made it a District Goal for this fiscal year. Second, the administrative team embraced the concept, because they quickly understood the benefits to the District. Third, the District's staff is continually being encouraged to participate through group meetings, e-mails and one-on-one conversations. Fourth, the community at-large, including Town Officials, are learning about our efforts through monthly financial reports, local access television, and group and individual conversations. Fifth, the taxpayers have given us their 'vote of confidence' as evidenced by all three regional school district member towns voting overwhelmingly for the District's budget.

Our school district is proud of our students' achievements in art, academics and athletics. Our students are amazing. We have an obligation to provide the staff, supplies and equipment, and infrastructure (both buildings and technology) so our students can excel. We do just that by planning, implementing and following up on a day to day basis. Our goal is to find cost savings and efficiencies to make the resources available to help our students be the best they can be. Since the start of this initiative in September 2014, our staff has identified about \$140,000 of savings and efficiencies!

We continue to encourage our staff to provide their ideas to save money and improve efficiencies. The staff can contact Dr. Charles S. Dumais, Superintendent of Schools, or Jack B. Levine, Director of Finance and Administration, when they have any idea, big or small.

APPENDIX B

COST SAVINGS AND EFFICIENCIES FOR FISCAL YEAR 2015-2016

TOTAL ANNUAL SAVINGS TO-DATE OF: \$108,411

\$63,500: The Director of Pupil Services combined special education transportation runs by sharing transportation with Orange and Woodbridge.

\$7,661: The Director of Finance and Administration coordinated the negotiations of the STAR (Standardized Test for the Assessment of Reading) for Amity and the member towns' elementary school districts. Our District saved money with the lower prices.

\$3,800: The Assistant Director of Finance and Administration and Network Coordinator worked together to review all phone and fax lines throughout the District. The Network Coordinator identified lines that could be disconnected (old construction modules); fax lines settings that could be changed to the dial 9 for an outside line; and several reserve numbers that could be eliminated. In addition, all lines have been properly labeled.

In-Kind: An administrative assistant at Amity Middle School – Orange Campus obtained two new sets of the Town of Orange maps with street numbers. The maps can be used in a number of ways (e.g., Emergency Preparedness Plan; Transportation Review/Issues). These maps were laminated in the Media Center. In return for providing these maps, the school laminated a set of maps for the Town at no cost.

\$4,000: The Director of Technology decided not to hire two part-time summer interns. The new Technician is handling the work, which would have been done by the interns.

\$2,150: The blinds in the Amity Regional High School library atrium windows are battery operated. All of the batteries had failed. The cost of each battery was over \$100, and we needed 24 of them. Dino Gizzi, Building Maintainer, and Jim Saisa, Facilities Director, decided to purchase transformers and hard wire the blinds to building power, eliminating the need for batteries. We paid \$250 for materials and installed the transformers. We saved \$2,150 and never need to replace batteries again, saving labor and battery costs in the future.

\$10,000: Jim Saisa, Facilities Director, and Tracy Daigle, Facilities Coordinator, carefully reviews every invoice for the Facilities Department. Many companies bill us at the wrong State Contract amount or charge for trip or vehicle charges we should not pay. In addition, sales tax is frequently added to invoices, which should not be the case since we are tax exempt. Based on our audit of invoices, the Facilities Department saves a considerable amount of money every year.

\$300: All of the auto scrubbers, along with other cleaning equipment, run on batteries that need frequent distilled water additions. We used to buy cases of distilled water, but this took trips to the store (time) and the cost of the water. We purchased a water distiller for \$30. We now take normal tap water and distill it and no longer have to travel to purchase distilled water.

\$17,000: Our talented and properly trained Facilities staff prepares and refinishes our gym floors in-house. Most districts contract this service. We achieve excellent quality and do not pay a contractor to do this. We have trained a travelling gym floor crew to apply the finish in all of the gyms. We have four gyms.

APPENDIX C

COST SAVINGS AND EFFICIENCIES FOR FISCAL YEAR 2014-2015

TOTAL ANNUAL SAVINGS OF:	\$139,721
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\$5,000: Curriculum and Staff Development eliminated the need for ProTrax (saving \$5,500 annually) by developing a seamless way to track Professional Development offerings on-line.

\$800: Amity Middle School – Bethany Campus reported a teacher shared Google docs and all TIP sheets rather than handing students paper copies of their task sheets.

\$1,500: Amity Middle School – Orange Campus reported the Media Center Administrative Assistant volunteered to check the large copier regularly for paper, cartridges and general checking of the room, supplies and machine. This has resulted in less 'down-time' for the copier and thereby, provides the teachers and staff greater efficiency in getting their needed copies.

\$2,500: We changed to automatic calendaring for the PPT meetings by the Guidance Administrative Secretary. This reduced the time it takes to create a list and continually update it. It has streamlined the process of scheduling meetings.

\$1,750: Amity Regional High School saved transportation money by not having a double bus run on the first day of school.

\$1,400: The Athletic Director is putting many of the department's documents on-line rather than printing each one. This saves the cost of printing and makes it easy for parents and students to access the information.

\$13,000: Pupil Services Department reported a cooperative arrangement was made with Orange Elementary School District to share transportation costs to an out-of-district school.

\$8,000: We combined special education transportation runs.

\$9,000: The Finance Office is moving all the funds currently in Bank of America into People's United Bank. This is being done to reduce fees, ease of transactions and security. In addition, we have been using a quasi-business-personal platform at Bank of America. Bank of America recommends we upgrade to their business platform. We would need to take these fees out of the student activity funds, which would be unfair to the students. By switching these funds to Peoples United, we do not need to pay the extra fees. Also, it would be more efficient to use one bank to collect funds using our online payment system.

\$5,050: We purchased a new online application called Applitrack, which will allow the District to receive and manage employment applications digitally. This recruiting tool allows us to post vacancies to social media sites, and job boards, including the #1 school job posting site. We expect this will cast a wider net in order to find the high-quality applicants we want at Amity. Applitrack helps us manage the entire application process in a much more efficient manner and will save on paper and copier costs.

\$2,000: The Technology Department reported Pilothouse Communications, LLC installed the District's new telephone system. We used them to remove, inventory and sell the old phones. This time-consuming process saved our busy Technology Department staff a lot of work.

\$950: The District negotiated to receive one-half of the sales price of the old phones.

\$5,000: We are implementing AlertSolutions into the PowerSchool deployment, which will allow us to contact students, teachers and parents via email, text messages or pre-recorded phone messages. It will also allow teachers to send mass e-mails to just their classes.

\$5,000: The network infrastructure upgrades have given us a true gigabit network which will allow teachers to fully utilize resources such as streaming video and digital media without bogging down or completely freezing the entire network.

\$10,000: We have purchased and installed print management software called PaperCut. This will allow us to manage and track printing activities across the District. The software will also allow us to provide quotas to staff and students that will help us control and reduce our paper and ink/toner consumption.

\$2,000: Facilities purchased and used new floor finish and gym finish techniques. We purchased new equipment, which allows the floor finish to be applied 37% faster than our previous methods. It also allows the gym finish to be applied up to 75% faster. This process and product has resulted in much smoother and shinier finish with no product waste.

\$1,000: Facilities implemented a team-cleaning concept to help us accommodate the Woodbridge Youth Summer Camps. Amity High School Custodians and equipment went to the Middle Schools, while the High School was occupied with summer camps. This allowed us to completely clean the Middle Schools by the end of July. Teams from the Middle Schools were then temporarily reassigned to the High School to fully implement our summer cleaning program. The school buildings are in pristine condition.

\$500: Automatic infrared flush valves were installed at the Stadium Field House. This will save on water and will ensure a much cleaner atmosphere in the public restrooms and locker rooms.

\$850: Electric hot air hand dryers were installed at the Stadium Field House. This will provide more sanitary conditions in the restrooms and save significant money on paper towel purchases. It should also cut down on vandalism and intentional clogging of fixtures, which will save money by not having the plumbing contractor frequently come to unclog drain lines.

\$750: One of our Custodians designed and implemented an inexpensive wood addition to some of our moving dollies. By spending a few dollars on lumber, we have converted our old dollies to functional moving dollies. This allows us to move desks, teacher desks, cabinets, etc., more safely and efficiently. This saved hundreds of dollars on purchasing new equipment from a vendor.

\$8,000: We have begun retrofitting drinking fountains by adding a water bottle filler kit to the existing drinking fountains to allow occupants to easily fill water bottles instead of having to buy them. This will cut down on the amount of recycling going into the recycling dumpster. It will also allow our staff and students to save money on purchasing water from a vending machine.

\$3,500: The SchoolDude work order system was revamped to streamline how work orders are disseminated and to improve communications with the work order originator. The previous approval process started with the Principal, then if approved was routed to Central Office for approval and scheduling with the appropriate technician or custodian. Now the general work orders are routed directly to the technician or custodian. The technician changes the status to "work in progress" and immediately knows of an issue. Once the work order is closed out as complete, the originator is immediately e-mailed the change in status. Large item requests are still routed through the Principal for consideration and approval. The new process has allowed quicker response time and better communication with the requesters.

\$6,720: Our new Health Benefits Consultant found out that Reliance commission payments of about \$560 per month were being paid to H.D. Segur. We took action to eliminate the payments and have the Amity premiums reduced accordingly.

\$6,000: Amity Regional High School had implemented a successful program Intervention Specialists for Math and Science for those students who needed tutoring. We had been paying a substitute rate for part of the day and tutor rate for part of the day. This became expensive. We changed to a single daily rate of \$140.72, which will save the District money.

\$450: The Guidance Offices in the three schools will be combining their orders of permanent record folders to take advantage of volume pricing.

\$375: The Middle Schools order student handbooks for both schools. This has saved money.

\$220: Amity Middle School – Bethany Campus provided parents with a ‘generic’ pocket folder to keep all handouts from teachers. In previous years, we used a customized printed pocket folder with the name of the school and Amity logo printed on the front cover.

\$500: The exterior wall pack lights on the Amity Regional High School Field House were problematic. There are seven fixtures all together. Each fixture would burn out once per year. As we looked for a better alternative, we found that the cost of the existing 70 watt metal halide bulb and ballast were equal to a new technology LED fixture, which is only 20 watts. We replaced all seven fixtures. The light quality is better; we decreased electricity usage by 65%; and the life expectancy of the LED fixture is ten years, so we have cost avoidance of bulb/ballast purchases and our electrician’s time.

\$938: The Finance Office has been actively pursuing vendors to switch to Electronic Funds Transfer (EFT) form of payment. Each mailed check costs 62.3 cents (i.e., 5.3 cents per check sheet; 8.0 cents per envelope; 49.0 cents for postage).

\$4,700: Amity Regional High School sends out documents by e-mail prior to a meeting and shows the documents on a screen at a meeting. This saves the paper and time to print the handouts.

\$300: Amity Middle School – Orange Campus will put all future editions of their new Students Newspaper online.

\$635: A few years ago, the Adult Education Program set up a merchant services account for patrons to pay for classes. We have closed this account and are now using the MyPaymentsPlus system.

\$1,250: The budget requests are being entered and verified by building staff. There is more detail being entered into the MUNIS budget module as backup information.

\$8,000: The Technology Department is moving as many printers as possible onto a Xerox print management contract, which will save on ink and paper.

\$600: The Athletic Department has added a section on PowerSchool to track athletes. This allows a direct uploading to the CIAC eligibility site, which saves about 4 hours of data input per season.

\$200: The toilet paper product was changed. We were finding the thin, single ply paper was shredding when being removed from the holder and those torn pieces were ending up on the floor. We need to be careful in the product we use, because we do not want students to clog the toilets with the paper. The Facilities Department believes we now have a better product. This suggestion came from an administrative assistant at Amity Middle School – Bethany campus.

\$14,400: An office in the Guidance Department at Amity Regional High School has had the temperature approach 90 degrees when the afternoon sun came around in both winter and summer. The design of the HVAC system is not adequate to control such a large thermal load. We had obtained a quote of \$15,000 to re-engineer the systems in that area. Another option was to install a small supplementary air conditioning system in that small office at a cost of \$4,000. We decided to try a reflective window film as studies have shown the film will reflect the majority of the heat away instead of allowing it to magnify through the window glass. It was installed at a cost of \$600. The results have been better than we expected. We solved a comfort problem for an employee at a fraction of the anticipated cost.

\$375: The Athletic Director has been looking at the overtime related to holding winter athletic practices on weekends and holidays. Mr. Goodwin decided to save 11 hours of overtime by ending Saturday practices at 3:00 p.m. instead of 4:00 p.m. Although the savings are relatively small, the effort will continue to take a close hard look at scheduling. This will be done without adversely affecting the athletic program or the time necessary for teams to practice.

\$500: We received a disposal of asset form for a computer cart that was no longer usable. High School Custodians Randy Joiner and Bob Carbone picked up the cart for disposal. They knew the art teacher was looking for a lockable, heavy duty cart to transport her ceramic and other art tools. They removed every other shelf in the cart making the size more appropriate to the teacher's needs and refastened a couple of other supports. The art teacher was ecstatic to get the cart for her use as a similar one would have cost over \$500 and it was not in the budget. Instead of throwing out an asset that was no longer usable to one department, we recycled it and put it into use in another department.

\$50: Amity Middle School – Bethany Campus teacher Helen Young noticed that the Xerox machine stapler automatically adjusts the amount of 'wire' it uses to staple documents and cuts off the excess, which is then deposited in a plastic waste container. The machine signals when the waste container should be replaced. An average used container has a mass of about 550 grams, which is approximately 1.21254 pounds. The teacher suggested bringing the 'waste' from all machine staplers to a recycling center.

\$250: Amity Middle School – Orange Campus administrative assistant Debbie Estok needed to find a way to create a large building plan image and our copiers are not capable to make large prints. Ms. Estok happened to speak to Tim Smith, Orange Deputy Fire Chief. He offered to make and deliver several large prints of our building plan. When Ms. Estok mentioned that we would laminate the prints, Mr. Smith was excited to learn that we have a laminator that will accommodate the 23 inch copies. We are going to laminate a few things for him. Thus, we saved money, gained goodwill, and solved a couple of needs.

\$3,108: Eversource (previously CL&P) recently performed a Most Beneficial Rate review for the purpose of determining whether our account is being billed on the most economical rate available to the school district. Based on our kilowatt (kW) demand and kilowatt hour (kWh) level, we can switch to a Time of Use rate. This will save approximately \$259 per month on the distribution portion of our electric bill at Amity Middle School – Bethany Campus.

\$2,600: Marie McPadden, Director of Curriculum and Staff Development, negotiated the Gates retesting fee for all students in grades 7 through 10 for the spring and had the fee reduced.

APPENDIX D

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).

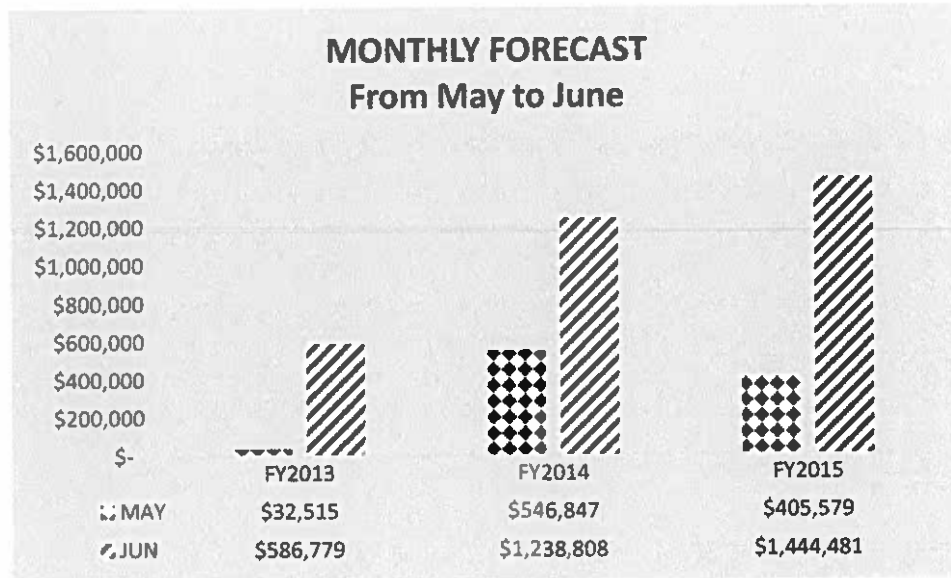
Revenues can be most impacted by decisions made at the State level for Special Education and Transportation grants. We have seen the reimbursement rate change in mid-year.

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.

FY2013:

The actual fund balance was \$586,779, or **\$554,264 higher than the prior month's forecast**. The monthly forecast for May 2013 projected a fund balance of \$32,515. The major reasons for the significant increase in the yearend fund balance from one month to the next month were, as follows:

- **\$47,506:** FEMA notified us that they will reimburse 75 percent of the costs related to February 2013 blizzard. We did not know the amount or timing of any payment. The award notice was received in July.
- **\$111,095:** 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.
- **\$282,349:** Special Education transportation and tuition funds were forecasted for two students who were placed through IEP's in high-cost programs; however, both students remained in temporary lower cost programs throughout the year and did not transition as expected.

FY2014:

The actual fund balance was \$1,238,808. The monthly forecast for May 2014 projected a fund balance of \$546,847, or **\$691,961 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:

- **\$114,915:** 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.
- **\$473,674:** Most of the funds budgeted for the OPEB Trust were transferred into the Self-Insurance Reserve Fund.
- **\$148,398:** Electricity usage and water usage were lower than forecasted. The May and June invoices were received after the May forecast.

FY2015:

The projected fund balance was \$1,444,481. The monthly forecast for May 2014 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.

APPENDIX E

RECAP OF 2013-2014

Return Unspent Fund Balance:

The cancellation of 2012-2013 encumbrances of \$62,660 has been returned to the Member Towns. We encumber funds for goods and services received by June 30th but not yet billed. In some cases, the estimated amount encumbered varies from the actual invoice (e.g., utility bill; water bill) and we do not need to spend the entire encumbrance. The primary reason for the unspent funds was special education expenditures of \$42,860, which were not spent.

Bethany	\$12,559
Orange	\$31,290
Woodbridge	<u>\$18,811</u>
Total	\$62,660

The major components of the 2013-2014 yearend available funds were, as follows:

- Special education grants revenue of **\$117,761 favorable variance** – This is due to higher special education transportation and tuition expenditures and a higher State reimbursement rate than budgeted (79.6 percent compared to 75 percent).
- Salaries of **\$356,929 favorable variance** – “Turnover savings” from replacing teachers who retired or resigned with teachers at a lower salary, were greater than expected. We also realized savings from unpaid leaves-of-absence and workers’ compensation, lower than projected coverage costs, and the transition to a permanent Superintendent of Schools. None of these could have been reasonably anticipated at the time the budget was prepared.
- Special education transportation and tuition of **\$350,050 favorable variance** – This is one of the most difficult areas to predict.

The Amity Board of Education voted to spend these funds on several needed items:

- **\$30,012** – Fixed Asset Accounting Module: The District purchased a fixed asset accounting program (FAMP) in 2007. The program worked on a 32bit operating system. It does not work on our 64bit systems.
- **\$85,793** – Amity Regional High School Cooling Tower Refurbishment: During the spring startup preventive maintenance inspection, several parts that normally deteriorate over time were noticed to be of concern. It was important to fix the problem before it became a more costly project.

- **\$57,950** – Engineering Study for Fuel Cell Waste Heat Use at Amity Regional High School: The District has an opportunity to use the waste heat generated by the fuel cell to potentially heat and cool the building at much cheaper rates than we are currently paying.
- **\$586,655** – Self-Insurance Reserve Fund: The District is self-insured and must pay claims for current employees and retirees. The fund balance on June 30, 2014, was approximately \$231,000, or a reserve to claims ratio of 5.5 percent. This balance was projected to be about \$114,000 on June 30, 2015, or a reserve to claims ratio of 2.6 percent. It was imperative to bring the reserve balance to the minimum ratio of 20 percent (target is 25 percent). This is the third year of self-funding our medical and dental insurance. It takes time to build-up the reserve balance.

APPENDIX F

RECAP OF 2014-2015

The **unaudited** fund balance of **\$1,444,481** 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: **\$ 992,497**

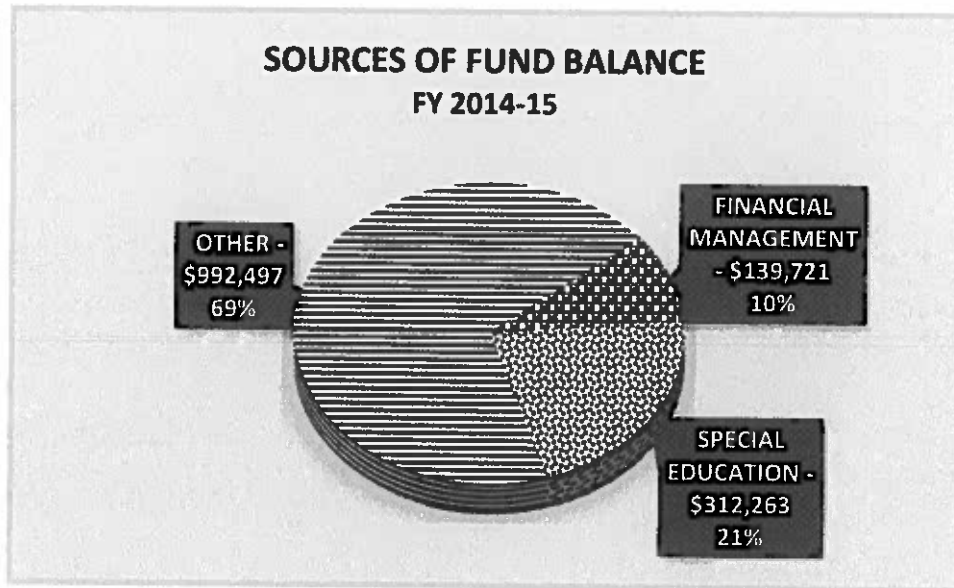
Turnover savings from replacing teachers who retired or resigned exceeded budget by **\$99,002**. We found out about 14 retirements and resignations after the budget was adopted. The budget assumed 5 retirements and resignations. In addition, the replacement of the Director of Counseling who resigned 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**.

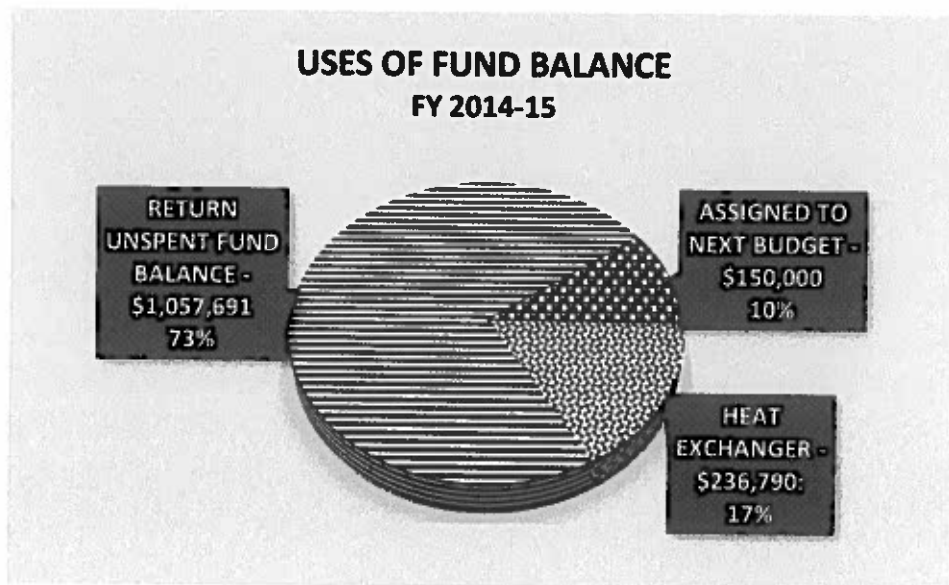
The primary sources of the fund balance are shown graphically below:



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

1. **\$1,057,691** – 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:

Based on the **unaudited** fund balance and the recommended budget transfers, the District would return the unspent fund balance, as follows:

Bethany	\$ 220,221
Orange	\$ 520,564
Woodbridge	<u>\$ 316,906</u>
Total	\$1,057,691

Amity Regional School District No. 5 - Budget Transfers 2015-2016

127

<u>MONTH/YR</u>	<u>JNL#</u>	<u>ACCOUNT NUMBER & DESCRIPTION</u>			<u>AMOUNT</u>	<u>DESCRIPTION</u>
July 2015	64	03132220	5690	OTHER SUPPLIES	\$ -275.00	EasyBib license
July 2015	64	05142350	5690	OTHER SUPPLIES	\$ 275.00	EasyBib license
July 2015	65	03132220	5642	LIBRARY BOOKS & PERIODICALS	\$ -300.00	Databases
July 2015	65	03132220	5690	OTHER SUPPLIES	\$ 300.00	Databases
July 2015	65	03132220	5690	OTHER SUPPLIES	\$ 319.00	Databases
July 2015	65	03132220	5810	DUES & FEES	\$ -319.00	Databases
July 2015	66	05132213	5641	TEXTBOOKS	\$ -57.00	Math Digital License
July 2015	70	03111006	5641	TEXTBOOKS	\$ 1,500.00	Spanish II and French II books
July 2015	70	05132213	5641	TEXTBOOKS	\$ -1,500.00	Spanish II and French II books
July 2015	71	05132213	5641	TEXTBOOKS	\$ -1,500.00	AP Gov, AP US Gov&Poltic texts
July 2015	71	03111014	5641	TEXTBOOKS	\$ 1,500.00	AP Gov, AP US Gov&Poltic texts
July 2015	129	04122151	5420	REPAIRS,MAINTENANCE & CLEANING	\$ -250.00	Hearing kit
July 2015	129	04122151	5690	OTHER SUPPLIES	\$ 250.00	Hearing kit
August 2015	2	03111013	5611	INSTRUCTIONAL SUPPLIES	\$ -1,000.00	Replacement texts needed
August 2015	2	03111013	5641	TEXTBOOKS	\$ 1,000.00	Replacement texts needed
August 2015	29	04126111	5560	TUITION EXPENSE	\$ -2,510.00	LIFE SKILLS CLASSROOM SUPPLIE
August 2015	29	04121200	5611	INSTRUCTIONAL SUPPLIES	\$ 2,510.00	LIFE SKILLS CLASSROOM SUPPLIE
September 2015	35	03111009	5611	INSTRUCTIONAL SUPPLIES	\$ -600.00	Purchase 7 books for Comp Pro
September 2015	35	03111009	5641	TEXTBOOKS	\$ 600.00	Purchase 7 books for Comp Pro
September 2015	95	03111013	5641	TEXTBOOKS	\$ 634.00	NEED TEXTS FOR CLASS INCREASE
September 2015	95	03111013	5611	INSTRUCTIONAL SUPPLIES	\$ -634.00	NEED TEXTS FOR CLASS INCREASE
September 2015	126	04126111	5560	TUITION EXPENSE	\$ -2,062.00	TRANSPORTATION EXPENSES
September 2015	126	05142700	5512	VO-AG/VO-TECH REG ED	\$ 1,142.00	TRANSPORTATION EXPENSES
September 2015	126	05142700	5513	IN DISTRICT PRIVATE REG ED	\$ 920.00	TRANSPORTATION EXPENSES
September 2015	131	02132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -400.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	131	02132220	5642	LIBRARY BOOKS & PERIODICALS	\$ 400.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	132	02132220	5642	LIBRARY BOOKS & PERIODICALS	\$ 700.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	132	02132120	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -700.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	182	04132190	5581	TRAVEL - CONFERENCES	\$ 400.00	CONFERENCE REGISTRATION FEES
September 2015	182	04121203	5690	OTHER SUPPLIES	\$ 648.00	TRANSITION CLASS SUPPLIES
September 2015	182	04122150	5611	INSTRUCTIONAL SUPPLIES	\$ -1,048.00	TRANSITION SUPPLY /CONFERENCES
September 2015	192	01111010	5731	EQUIPMENT - REPLACEMENT	\$ 1,097.00	PURCHASE BASS BOW & CASE
September 2015	192	01132400	5590	OTHER PURCHASED SERVICES	\$ -1,097.00	PURCHASE BASS BOW & CASE

AMITY REGIONAL SCHOOL DISTRICT NO. 5
AUDIT STATUS REPORT
JUNE 30, 2015

Status Report as of October 1, 2015

	TESTWORK % COMPLETE	REVIEW % COMPLETE	STATUS/ISSUES
Planning Procedures	100%	90%	No issues noted. Partner review in process
Documentation and Testing of Internal Control			
Documentation of internal control and system walk throughs	100%	90%	No issues noted. Partner review in process
Non-Payroll Expenditure Testing	100%	90%	No issues noted. Partner review in process
Payroll Expenditure Testing	100%	90%	No issues noted. Partner review in process
Major Federal Program Compliance Testing			
IDEA	100%	25%	Manager review in process. No issues currently identified.
Major State Program Compliance Testing			
PEGPETA	100%	25%	Manager review in process. No issues currently identified.
Interdistrict Cooperative Grants	100%	25%	Manager review in process. No issues currently identified.
Opinion Unit Substantive Testing			
Government-wide	75%	0%	Near completion - Please see open item #1 below.
General Fund	100%	25%	Manager review in process. No issues currently identified.
Internal Service Fund	100%	25%	Manager review in process. No issues currently identified.
Aggregate Remaining Fund Information	100%	25%	Manager review in process. No issues currently identified.
Financial Reporting			
Financial Statements	50%	0%	To be completed once substantive procedures are finalized.
Single Audit Reports	75%	0%	Manager review to be performed.
ED001	95%	50%	Near completion - Please see open item #2 below. Manager and partner review to be finalized upon completion.

Items Needed for Completion of Audit

1 Pension valuation disclosures from actuary were received during the last week of September. Disclosures and valuation are currently being tested and reviewed by audit team.

2 ED001 - State of CT Desk Audit Finding Reports are not released until mid-October. Testing to be finalized upon release of this information.

3

Potential Audit Hold-ups

1 No audit hold ups are anticipated.

Other

1 We will be implementing GASB 68 (Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27) in the current year. This statement requires the net pension liability, along with related deferred inflows/outflows, to be recorded within the government-wide financial statements. These calculations will be provided by the District's actuary. We will restate beginning net position and update footnote disclosures as required. We will prepare drafts of all statements and disclosures and review with management prior to issuance of reports. We have not identified any additional risks and do not anticipate any delays as a result of the implementation.

Community / School Relations New Construction

Naming of Amity Regional School District #5 No. 5 Facilities

Introduction

State law invests the ownership and responsibility for all Amity property in the Board of Education.

I. Purpose

This policy establishes a process and criteria for the consideration of requests to the Amity Regional Board of Education for the naming/renaming of District facilities or parts thereof, including rooms or small clusters of rooms, wings, other parts of the buildings, grounds and athletic facilities. The Superintendent will maintain a record of all requests and naming actions undertaken by the Board.

II. Responsibilities of the Amity Board of Education

It shall be the responsibility of the Amity Regional Board of Education to select names for all facilities and to authorize naming of school facilities and grounds to honor individuals or groups. The Board will solicit input from the community prior to naming facilities; however, final decisions on the naming of grounds, facilities and areas within facilities lies entirely with the Amity Regional Board of Education.

III. General Criteria

Facility naming shall be considered in cases when it has been recommended to honor a person or organization providing exemplary services or contributions to and having an affiliation with Amity Regional School District No. 5.

IV. Specific Criteria

Recommendations must meet the following specific criteria:

The individual(s) or group(s) recommended must have:

- a. Significantly enhanced the experience of Amity students in the area(s) Academics, Arts or Athletics.
- b. Made outstanding contributions to the heritage of the Amity Regional School District.
- c. Made contributions which will remain memorable long beyond the lifetime of those who propose the name.
- d. Significant community support.
- e. Length of service to Amity Community.

Community / School Relations New Construction**Naming of Amity Regional School District #5 No. 5 Facilities**

Historical perspective should be exercised before proposing name(s).
Nominations whose claims are parochial, of recent date and untested by the passage of time, or based on personal enthusiasm should be avoided.

V. Naming of Facilities

Requests to attach a name to an aspect of the Amity Regional School District No. 5 facility shall be made in writing to the Superintendent of Schools. Requests must include the following:

- a. Rationale for the request with documentation supporting IV above.
- b. Specific aspect of the facility to be named: Requests should be consistent with an individual's contribution to Amity. For example, if the outstanding individual had been an exemplary science teacher, an appropriate request would be to name an aspect of the science wing.

Upon receipt of a completed request, the Superintendent will contact an existing family member or an appropriate contact for the namesake to discuss the request and seek approval.

The Superintendent will consult with appropriate members of the faculty and community to ascertain the level of support for the naming request.

When the Superintendent determines that the request is qualified, a meeting of the Facilities Committee will be convened to consider the request. It is within the sole discretion of the Facilities Committee to determine if the request should be recommended to the Amity Regional Board of Education for consideration.

VI. Board of Education Consideration

In cases where the Facilities Committee makes such recommendation, the Board will consider the recommendation during no less than two public meetings in order to provide sufficient notice to the community of their consideration.

If the Board acts favorably upon the recommendation of the Facilities Committee, the facility naming will be enacted by the Superintendent with a naming ceremony, including placement of an appropriate plaque identifying the individual's or group's unique contribution to Amity.

The Board of Education shall retain its authority to name or rename a facility of the school district notwithstanding any action or lack thereof of the Facilities Committee.

Community / School Relations New Construction**Naming of Amity Regional School District #5 No. 5 Facilities****VII. Renaming of Facilities**

In most instances, naming approved by the Board of Education will remain in existence during the useful life of the facility. The Board has no obligation to continue a name in cases where there has been demolition or movement of a named facility. New naming requests would be open in such cases.

In the sole discretion of the Board, it may consider a request to rename a facility. There may also be instances when requests are made to name individual units within named facilities. For example, the media center may be named for an individual who met criteria outlined in IV above, but an appropriate request may be made to name a smaller unit within the center. If criteria outlined in IV above are met, the Superintendent would follow all steps outlined in V above before bringing such a request to the Facilities Committee for consideration.

In cases of renaming or naming of units within already-named facilities, if approved by the Board of Education, the Superintendent will enact the naming with a ceremony, including placement of a plaque identifying the individual's or group's unique contribution to Amity.

References:

Policy on Naming of Facilities and other Assets of the University of Tennessee
rev. 2/27/2009

Policy for Naming Facilities University of Nebraska - Lincoln 10/1/1990

Policy for Naming, Dedication, Sponsorship of City Facilities and Acceptance of
Donations, City of Vacaville, CA 1/27/2009

Naming Public School Facilities, Northampton, Massachusetts Public Schools
3/13/2003

Naming of School Facilities and Dedicating Areas of School Facilities or
Grounds, Fairfax County Public Schools 11/17/2008

Community / ~~School Relations~~ New Construction

Naming of Amity Regional School District #5 No. 5 Facilities

REQUEST TO NAME / RENAME

***** PLEASE PRINT *****

Name of person/group making request: _____

Contact Name: _____

Contact Number(s): _____ **Last** _____ **First** _____

Name Request: _____

Significant contributions: _____

(use additional sheet is more space required)

Rationale for request (based on criteria in section IV of Policy 1331 – Naming of Amity

Regional School District No. 5 Facilities): _____

(use additional sheet is more space required)

Signature: _____

Date: _____

Received in Superintendent's Office: _____

Board Action: _____ **Approved** _____ **Not Approved** _____ **Date:** _____

Attached are the minutes from the following Board of Education Sub-Committee meetings:

Finance Committee	9/21/15
Curriculum Committee	9/24/15
Policy Committee	9/28/15

MINUTES

COMMITTEE MEMBERS PRESENT: Chairman James Stirling, Ms. Pat Cardozo, Ms. Diane Crocco, Mr. Matt Giglietti and Mr. John Grabowski.

COMMITTEE MEMBERS ABSENT: Mr. Joseph Nuzzo.

Staff members present: Dr. Charles Dumais, Ms. Terry Lumas, Ms. Mary Raiolo, Mr. Kevin Keller and Dr. Marie McPadden.

Also present: Mrs. Ruth Natzel

A meeting of the Finance Committee of the Amity Regional Board of Education (BOE) was held on Monday, September 21, 2015 at 5:30 pm in the presentation room at the Amity District Offices.

1. **Call to Order:** Mr. Stirling called the meeting to order at 5:32 pm.
2. **Discussion and possible action on minutes.**
 - A. **Finance Committee meeting - August 10, 2015**

Motion by Mr. Giglietti, 2nd by Ms. Crocco to accept the minutes as submitted.

Vote unanimous

Motion carried

3. **Public comment** – Dr. Dumais commented that the documents for the Board of Education and subcommittees are now “clickable”, and continuously paginated for ease of navigation.
4. **Discussion of appointment of auditor for next financial audit.** (see Jack’s paperwork for memo and motion)

Motion by Mr. Giglietti, 2nd by Ms. Crocco to award the contract for professional auditing services to Mahoney Sabol & Company, LLP of Glastonbury, Connecticut for the fiscal year ending June 30, 2016 at the bid price of \$33,500.

There was some discussion regarding awarding contract to the same company and perhaps considering a different Company when this contract is up.

Vote unanimous

Motion carried

5. **Presentation of revised annual report on reserve fund for capital and nonrecurring expenditures.**
Ms. Lumas explained the change in the line item regarding the fuel cell which is now broken out into two amounts.

6. **Discussion and possible action on contracts of \$35,000 or more**
 - A. **Snow removal equipment**

Motion by Mr. Giglietti, 2nd by Ms. Cardozo to award contract for snow removal equipment to Lock, Stock & Barrel, of Bethany, Connecticut for the bid price of \$36,375.60.

Vote unanimous

Motion carried

B. Amity Regional High School coping repairs

Motion by Mr. Grabowski, 2nd by Ms. Crocco to award contract for stone coping repair project to F.J. Dahill Company, Inc. of New Haven, Connecticut for the bid price of \$29,970.

Vote unanimous

Motion carried

C. Heat exchanger at Amity Regional High School

Motion by Mr. Grabowski, 2nd by Mr. Giglietti to award the contract for the purchase and installation of a heat exchanger at Amity Regional High School to FuelCell Energy of Danbury, Connecticut, at a price not to exceed \$391,682.00. The Amity Board of Education waives the bidding requirement.

Vote unanimous

Motion carried

7. Discussion of monthly financial statements

Ms. Lumas discussed the various highlights of the monthly financial statements.

8. Director of Finance and Administration-approved transfers under \$3,000 (enclosed)**9. Discussion and possible action on budget transfers of \$3,000 or more**

Motion by Ms. Crocco, 2nd by Mr. Grabowski to change the purpose of the \$57,950 in the Reserve Fund for Capital and Nonrecurring Expenditures from 'Engineering study for fuel cell waste heat use at Amity Regional High School' to 'Purchase and installation of heat exchanger at Amity Regional High School'.

Vote unanimous

Motion carried

10. Other

- A. Update on financial audit – Ms. Lumas stated that the audit took place last week and is finished. The report will be forthcoming.

11. Adjourn

Motion by Mr. Giglietti, 2nd by Mr. Grabowski to adjourn at 5:54 p.m.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

COMMITTEE MEMBERS PRESENT: Mr. Christopher Browe, Diane Crocco, Mr. Steve DeMaio, Ms. Rita Gedansky and Mr. Tom Hurley.

COMMITTEE MEMBERS ABSENT: None.

Staff members present: Dr. Marie McPaddon.

Also present: Mrs. Ruth Natzel.

A meeting of the Curriculum Committee of the Amity Regional Board of Education (BOE) was held on Thursday, January 24, 2015 at 6:00 pm in the Conference Room at the Amity District Offices.

- 1. Call to Order:** Chairman Browe called the meeting to order at 6:01 pm.

Dr. McPadden updated the committee on all the items on the agenda.

- 2. ATLAS curriculum update**

The parent portal is working well, much collaboration between teaching staff. Bethany and Orange have ATLAS as well which helps in looking curriculum alignment from K through 12.

The Committee suggested that there should be one portal or one web site for assignments and homework; right now there are multiple web sites in use now for this. Ms. McPadden will follow up.

- 3. STAR universal assessment update**

Assessment tool is good, takes about 25 minutes to complete. Parent reports will be going home soon and there will be a "parent university" conducted by Dr. Dumais.

- 4. SBAC/CMT/CAPT**

SAT will be only for juniors, administered in March when the State approves which should happen in October.

SBAC testing for middle school students has a large window, March through June. The concern is that the results will not be as good if the testing is done early, versus later.

CMT science scores for 8th grade were excellent; high school was slightly down.

- 5. Professional development update**

This took place in August and went very well. Goals for the year were formed and will be followed during the year. With the use of PowerSchool synced with STAR, the goals can be tracked.

- 6. District Steering Committee Meeting – October 01, 2015 3:00 pm**

There is a parent representative from each town along with teachers and administrators; there also needs to be one Board member present. Mr. Browe will attend.

- 7. District Wellness Committee Meeting – October 20, 2015 1:00 pm**

This committee requires a parent from each middle school, and a student from the high school and a Board member to along with teachers and staff to work on revisions to the current wellness policy. Ms. Gedansky will attend.

- 8. BOWA Update**

November and March, specialty area teachers have been invited to meet on two professional development days.

Dr. McPadden is meeting on Monday morning with Bethany and Orange to look over the STAR data.

9. Other

Dr. McPadden received a packet from the State of many more legal mandates and she will be working with BOWA to accomplish what is required; in particular, dyslexia, the diagnosis and treatment of it, is addressed. Some of the other mandates are CPR training, English language learners and reading tests.

10. Adjournment

Motion to adjourn by Ms. Crocco , 2nd by Ms. Gedansky at 6 :55 p.m.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

**AMITY REGIONAL SCHOOL DISTRICT NO. 5 - BOARD OF EDUCATION
POLICY COMMITTEE MEETING - SEPTEMBER 28, 2015**

MINUTES

A meeting of the Policy Committee of the Amity Regional Board of Education was held on Monday, September 28, 2015, at 5:30 p.m. in the Superintendent's Conference Room at the Amity District Office.

Committee Members present: Susan Cohen, Tom Hurley, Diane Urbano

Committee Members absent: John Belfonti, Sheila McCreven

Other Board Members present: Chris Browe

School Personnel Present: Charles Dumais

1. Call to Order at 5:30 p.m. by Tom Hurley
2. Discussion of proposed Policy 7551
 - a. Motion to recommend that, going forward, the Amity Regional School District Board of Education will not name school facilities or property after groups or individuals. First – Diane Urbano; Second – Sue Cohen; Unanimous
 - b. Motion to recommend that, should the previous motion fail, Policy 7551 be revised to include “IV(f) no longer be, or have never been, employed by the Amity Regional School District,” and “V ... Requests will rest for three (3) years before being vetted by the Superintendent ...” First – Sue Cohen; Second – Diane Urbano; Unanimous (as amended below)
 - i. Amendment to Motion: Change “three (3) years” to “four (4) years.” First – Diane Urbano; Second – Sue Cohen; Unanimous.
3. Discussion on Future Policy Review
 - a. The rate of Policy changes necessitates that the Policy Committee implements a strategy for addressing them in greater number and expedience.
 - b. Policy recommendations (four or five, perhaps more, depending upon the complexity of the policies being considered) will be shared with the Policy Committee members at least one week in advance of a Policy Committee meeting
 - c. Whenever possible, collections of policies grouped by Series will be considered
 - d. “Public Comment” should be added to Policy Committee meeting agendas
 - e. Calendar of Policy Committee meetings shall be publicized to encourage community input
4. Discussion on Committee Structure
 - a. No changes in current Bylaws based on new committee structure
5. Motion to Adjourn; First – Sue Cohen, Second – Diane Urbano; Unanimous.
6. Meeting adjourned at 6:48 p.m.

Respectfully submitted,

Charles S. Dumais, Ed.D.
Superintendent