

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

Charles Dumais
Superintendent of Schools

PLEASE POST

PLEASE POST

AMITY REGIONAL BOARD OF EDUCATION

October 20, 2014

A regular meeting of the Amity Regional Board of Education will be held on Monday, October 20, 2014, at 6:30 p.m. in the Media Center 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 8, 2014 (Enclosure)
 - b. BOE Retreat, October 7, 2014 (Enclosure)
4. Public Comment
5. Student Report
6. Presentation – Alumni Survey Results (Enclosure)
7. Presentation of Amity Teacher Evaluation Plan (Enclosure)
8. Discussion and Action on Amity Teacher Evaluation Plan
9. Discussion and Possible Action on 2015 Board of Education Meeting Calendar (Enclosure)
10. Information on Proposed Peru Trip
11. Discussion and Possible Action on Goals/Objectives (Enclosure)
12. Correspondence
13. Superintendent's Report (Enclosure)
 - a. Personnel Report (Enclosure)
 - b. Other

- 14. Chairman's Report
 - a. Committee Reports
 - 1. ACES
 - 2. CABA
 - 3. Curriculum
 - 4. Facilities
 - 5. Finance
 - a. Discussion of October 1 Enrollment Report
 - b. Discussion of Superintendent's Early Thoughts on Allocation of Any Potential Amity Surplus Funds
 - c. Presentation and Discussion of Superintendent's Update of 2015-2016 Budget
 - d. Discussion of OPEB Trust Funding and Budget
 - e. Discussion and Possible Action on Contracts of \$35,000 or More
 - 1. Extending Contract for Transportation Services
 - f. Discussion of Monthly Financial Statements
 - g. Director of Finance and Administration Approved Transfers Under \$3,000
 - h. Other
 - 1. Superintendent's Report on Deposit Policy for Custodial Credit Risk
 - 2. Financial Audit Status Report
 - 3. Information on Extension of Electricity Supply Pricing
 - 4. Information on Fitch Ratings Update
 - 6. Policy
 - 7. Personnel
15. Items for the Next Agenda
16. Adjournment



Charles Dumais
Superintendent of Schools

CD/kfw
pc: Town Clerks: Bethany
Orange
Woodbridge

PLEASE POST

PLEASE POST

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

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

MINUTES

BOARD MEMBERS PRESENT: William Blake, Christopher Browe, Patricia Cardozo, Sue Cohen, Diane Crocco, Steven Demaio, Rita Gedansky, John Grasso, Jr., James Horwitz, Thomas Hurley, Tracey Lane Russo and James Stirling.

BOARD MEMBERS ABSENT: Joseph Nuzzo

Staff members present: Dr. Charles Britton (Principal, Amity High School), Dr. E. Marie McPadden (Amity curriculum director), Superintendent Charles Dumais, Jack Levine, Jim Saisa, Kevin Keller.

Also present: Ruth Natzel, and other members of the public.

A regular meeting of the Amity Regional Board of Education (BOE) was held on Monday, September 08, 2014 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 6:37 pm.
2. **Pledge of Allegiance** was recited by those present.
3. **Approval of minutes.**
 - A. Regular BOE meeting, August 11, 2014
Motion by Ms. Cohen, second by Ms. Gedansky to accept the minutes as submitted.
 Mr. Hurley states that a correction is needed at the bottom of page 6, "that" should be corrected to "than".
 Mr. Blake stated that, before the vote, he would like to thank Mrs. Natzel for an outstanding job on the minutes.
Vote unanimous with abstentions by Mr. Browe, Mr. Demaio and Mr. Grasso **Motion carried**
4. **Public comment – none.**
5. **Student Report –** The new student representative to the board, senior George Grotheer was introduced. Mr. Grotheer greeted the Board, described recent activities at Amity High School as well as upcoming events and stated he is looking forward to the privilege of working with the Board.
6. **Report on 2014 CMT/CAPT Results (enclosure).** Dr. E. Marie McPadden presented the Connecticut Mastery Test/Connecticut Academic Performance Test (CMT/CAPT) test results to the Board via PowerPoint. Dr. McPadden pointed out changes and improvements in the scores for 2014 and also compared them scores from previous years as well as scores following the same students from 7th grade. Ms. Russo asks if the factors that caused scores to go up and down in comparison to Amity's District Reference Group (DRG) are known. Dr. McPadden answered that there are many reasons for this, including that it's not the same test. Mr. Hurley asked if the improvement in science scores indicates an improvement in the science programs in the middle schools. Mr. Britton answered that 3 years ago we had areas that needed improvement and now we are seeing consistent performance at a fairly high level – we want to see consistency rather than spikes up and down in the scores. Mr. Demaio asked if there is anything on the test that is not covered in grades 7, 8 and 9; are we preparing our students well enough to perform well on these state-mandated tests? Dr. McPadden says that some feedback is received from the state tests and Amity is on the right track but we don't know what the new science standards will entail and after that the new social studies standards after that. Curriculum meetings will take place as soon as the standards are rolled out; of note, there is no date for the standards to be publicized. Mr. Hurley stated that it's unfair to test students on standards that are not yet known. Dr. McPadden states that the new standards will require kindergarten students to count to 100, among other things, so there will be many changes. Mr. Blake asked what the takeaway is from these test results, i.e. are there areas that the district needs to concentrate on more. Dr. McPadden said that we must be sure students understand certain vocabulary-based concepts in middle school because without that, the content and concepts for the other subjects will not be as readily grasped.

Ms. Russo asked about the science program at the middle school in Orange for which funding was cut last year and whether anything has been done regarding remedying this. When the new standards are released, then we can formulate what should be done in Orange. Ms. Cohen asked about looking at specific skills to see where the gaps are. Dr. McPadden said that there is not enough feedback from the tests to determine where the gaps are specifically. Vocabulary and comprehension are two main points of focus at the high school and will this will continue. Teachers gave us feedback that they want vertical integration, which is looking at what is actually taught in each grade for each subject, finding the gaps and developing strategies and plans to fill the gaps. Mr. Stirling asked about how this affects personalized learning. Dr. McPadden said that this is also an area of focus and that this has to be studied and reviewed and then implemented. This could encompass the creation of things such as electronic portfolios and capstone projects. Ms. Cardozo asked about what is done for students individual learning styles and what opportunity there is for this to occur. Dr. McPadden states that strategies are being developed with the help of special education teachers and reading specialists and that individualized instruction should apply to all students, not just to students who fall in the parameters of the Bell curve. Mr. Dumais responded that individualized learning plans are being implemented and students are being given the opportunity to individualize their instruction. Mr. Dumais emphasized that the way the data is presented from the CMT/CAPT from year to year are not really "correctly" reports because the tests are different and the students are different. The tests give us a goal of having quality instructional practice because that is what improves student achievement. Mr. Browe said that mandates come from the state, teachers implement these things, but do we ever survey the students to ask them about the courses taken; that, if they were going to teach the course themselves to their younger sibling, how would you do it? We've been talking about lecturing versus getting students engaged in their learning, is there any instrument for surveying students? Mr. Dumais said that there is no questionnaire but that some teachers ask their students. Mr. Hurley wonders if this should be done in more classes across the curriculum. Dr. Dumais said the questionnaire does exist and they are in the process of asking alumni to evaluate how prepared they were for college. Mr. Demaio asked what the percentage of the students that did not meet goal simply don't want to learn but are taking these tests and how it affects the numbers. Mr. Dumais says there is no numerical answer for this, just the comparison of the DRG. Mr. Demaio asked how many special education studies take the tests and Mr. Dumais replies that most of them take the test.

7. Annual Facilities Report - Mr. Saisa gave an update on summer facilities projects (see the written report in the packet).

Middle schools were cleaned by July and high school cleaning and repair completed by mid-August using a new team approach. There were several positive takeaways from this new approach that can be used in the future.

(Mr. Dumais publicly acknowledged Mr. Saisa and the crew for a job well done along with the acquisition of the finish applicator)

Security upgrades were completed in the middle schools including electronic locks in the library with remote control.

New snack bar completed in the high school cafeteria, awaiting school logos.

Field house upgrade completed, including bathroom improvements.

Preventative maintenance was accomplished; HVAC equipment was inspected and cleaned.

Asphalt project completed with a re-do needed in some spots

Tennis court refurbishment completed.

Mold program implemented.

School Dude work order system was revamped for greater efficiency.

Update on Fuel Cell project - United Illuminating (UI) came on site last week with Fuel Cell Inc. (potential bidder) to evaluate the site and check the layout. It will be two to three weeks until report is received. There is considerable amount of cost savings tied to this HVAC/ natural gas project. The hope is to have the report in time for the October Board meeting. Ms. Cohen asked what the gas has to do with the HVAC. Mr. Saisa replied that because this is a comprehensive project there will be cost savings and incentives if the entire project is implemented. The HVAC project can be started immediately if the board agrees, no need to wait.

Mr. Blake asked if there were any problems with the indoor air quality at Orange Middle School like last year and Mr. Saisa said there have been none. However, the day after Labor Day was very humid and caused some condensation problems but major problems were averted by controlling the air intake for the buildings. Mr. Hurley asked about the cracks on the tennis courts which appear to be worse than was thought. They were not completely taken down to the base and so the cracks will recur in 4 to 5 years. There are several recommendations to completely repair the courts but they are expensive and will not need to be looked at for 4 or 5 years since they've been repaired.

8. **Presentation of Draft Goals** –Mr.Blake stated that there will be a Board retreat, possibly on October 7th, to take up these draft goals and have a presentation from Nick Caruso from the Connecticut Association of Boards of Education (CABE). Mr. Dumais gave an overview of the goals and the specific steps to achieve each of said the two goals that the board has set (see packet for attachment); 1) Continuously enhance curriculum, teaching and assessment practices to best prepare students with knowledge and skills to succeed in the 21st century. Regarding the specifics of the first goal, Ms. Russo asked whether the test results previously discussed that don't give as much information as we'd like are what we are using to evaluate teachers. Mr. Dumais replied that yes, this is part of the requirements of the State of Connecticut and the tests can still give us a good idea of what is happening although comparing one year to another is complicated. Mr. Browe asked what percentage of the teacher evaluation comes from the testing. Mr. Dumais answered that it could be as much as 20%, perhaps a little less but it depends on the conversation that takes place to set the goal. Ms. Russo asked whether there was a way to discover whether or not everyone has access to technology, i.e., electronic devices, to confirm that every household has access to email and responds? Discussion and explanation followed about how to track this and there will be a conscious effort to overlap communication forms.

Mr. Hurley said that the Board has asked for copy of the health and safety reports and that these have not been received. Mr. Dumais will check this into this.

On page 8 of the presentation, 2014-2015 draft, Mr. Dumais is recommending a small change to the first goal, from "to continuously enhance curriculum, teaching and assessment practices to best prepare students with knowledge and skills to succeed in the 21st century to "continuously enhance curriculum, teaching and assessment practices to personalize learning and best prepare students with knowledge and skills to succeed in a complex global society." Ms. Russo said that we need to define "knowledge and skills" more specifically. Mr. Dumais said that there will be some definition of this.

On page 9 an objective is listed as creation of individualized learning for each student; Mr. Hurley asked how this is measured. Mr. Dumais said that there is requirement to have a student success plan for each student in grades 6 through 12 which includes learning styles and other things. Portfolios and capstone projects can be integrated into this goal. We can also take greater advantage of PowerSchool including moving toward standard-based grading; instead of an A in algebra, a student would complete a set of skills in algebra and move on. Mr. Stirling asked if a student could then in theory move on once the knowledge and skills have been completed? The District plans to use Alert Solutions, which is part of PowerSchool, to increase and enhance communications. Ms. Russo asked if there was confirmation of parents receiving the information. Mr. Dumais said that there are ways to confirm that there is communication by use of confirmation of personal information, asking parents to log in at an open house, etc. We also plan to open up Atlas for curriculum to the parents so that they can see it. We also hope to try "unconferencing" (conference with no agenda, with the agenda being developed once the people get there) and use of social media for school information. We will be improving our K-12 coordination and collaboration. The shortened days are a first step in improving instruction and coordination. Through the shortened days and use of Atlas we will adhere to the Connecticut Core Standards.

"2) Continuously improve operations to ensure greatest efficiency and effectiveness." This goal remains the same. The fixed asset module will be added in and we will maximize cost savings and efficiency. We are trying to get everyone to recognize that there is a way to do things that save resources, money and time. Page 14 has two additions; human resources practices and procedures and maintaining clear and current policies. We will have a legal review of our hiring process. We will look at digital document storage. We have purchased AppliTrack and will be taking applications on-line. We will continue work on the hiring process to make it more uniform and transparent. Mr. Hurley asked that we make sure we are doing internal leadership training so that any new positions that open up can be filled internally and we can keep our quality staff here. Mr. Dumais agrees. Ms. Cohen asked about CAFE updates. Mr. Dumais said that we get those updates and he has asked for more comprehensive updates. Mr. Stirling asked if these items can be discussed at the retreat. Mr. Blake replied that this is the plan and if anyone has suggestions before the retreat, please send them to Mr. Dumais who welcomes any and all suggestions.

There is specific information that was gleaned from the leadership conference this summer and is included in this draft.

9. **Correspondence – none.**

10. **Superintendent's report**

- A. **Personnel Report** (see enclosure). Since the last meeting we have hired a math teacher and a psychologist. We have not been able to find a qualified Spanish teacher for Bethany, using a long-term substitute.
Math teacher hired for Orange
Assistant coach for volleyball hired.
Three resignations.
- B. **Other –** Alumni survey for class of 2009 through 2013 has just come in, results will be compiled and presented to the board.
Woodbridge selectman are meeting on September 10th to choose a replacement for Julie Altman in time for the Board retreat.
Retreat date for the Board is set for Monday October 7th.
Reminder that the next Board meeting is the 3rd Monday (rather than the 2nd Monday), October 20th, in Bethany.

11. Chairman's Report**A. Committee Reports**

1. **ACES** - none
2. **CABE** – Mr. Stirling says the leadership conference will take place on November 14th and 15th and would like to see 3 or 4 Board members attend. Great opportunity to network with other board members.
3. **Curriculum** – Curriculum committee has not met since Ms. Altman left, a new chairperson is needed and a meeting date needs to be set.
4. **Facilities** – Facilities has not met; Ms. Russo has agreed to co-chair that committee.
(note that Ms. Russo left the meeting at this point)

5. Finance**a. Presentation of Annual Report on Reserve Fund for Capital and Nonrecurring Expenditures.**

The board wishes to return unused funds in the Reserve Fund for Capital and Nonrecurring Expenditures to the Member Towns. Unused funds are:

Black Box Theatre	\$ 742.21
HVAC Upgrade Project at Amity High School	\$2,766.78
District Office Air Handler	<u>\$ 294.00</u>
Total	\$3,802.99

b. Discussion and Possible Action on Contracts of \$25,000 or more.**1. Extending contract for Transportation Services**

Mr. Levine stated, "The Amity Board of Education entered into a five-year contract for transportation services beginning on July 1, 2012, and terminating on June 30, 2017. The contract requires negotiating prices for regularly scheduled runs, late runs and special runs for 2015-2016 and 2016-2017. The Transportation Owner-Operators (Contractors) met with me and offered a 2% annual increase provided the contract is extended to June 30, 2020. This seems like a good proposal for both sides. The Amity Board of Education ("Board") has consistently waived the bidding of transportation services, because the community has been extremely pleased with the service. Unless the Board wants to bid this service, the proposed annual increase is modest."

Mr. Levine stated that we share busses with the elementary schools and that Mr. Dumais as well as the previous superintendents have made attempts to get the regional contracts in sync with the member towns. Mr. Horwitz asked if the drivers or the member towns have an aversion to getting them in sync. Mr. Dumais says that he thinks there is an aversion in general to getting them in sync. Mr. Blake asked about changing the terminus of our contract to be in sync with the others. Mr. Blake said the board has been supportive of the current setup with owner-operators but it would be good to know what other districts are paying for the same services and synchronize the terms. Mr. Levine said that he can get this information and this can be tabled until next month because it is early in the process. Mr. Hurley asked if this 2% increase includes the new security needs under the new Hazard Plan, and their responsibilities under the plan. Mr. Dumais answered that no, it is not included, that it would not be required unless the busses were needed for a hazard. This was tabled until the next Board meeting.

2. Extending contract for MUNIS Financial Reporting System

Mr. Levine stated, "We have been successfully using the MUNIS Financial Accounting Systems for about twelve years. The current three-year lease ends on June 30, 2015. We can send out Request for Proposals or extend the contract for an additional three years. Tyler Technologies has provided me with a quote of \$207,198.00 for three years, or \$69,066 per year. The quote has no increase in rates. I recommend we extend the contract for a three year period. The staff is well-trained on the system and it functions very well. The Auditors have been pleased with the financial reporting system. The Amity Board of Education would need to waive the bid requirement, which was done for the prior three-year term."

The following motion is recommended:

Motion by Mr. Stirling, second by Ms. Cardozo to authorize the Superintendent of Schools to sign a three-year extension of the current lease with Tyler Technologies for the MUNIS Financial Accounting Systems for a total cost of \$207,198.00 for three years, or \$69,066.00 per year. The Amity Board of Education waives the bid requirement.

Mr. Hurley asked if Tyler Technologies is the owner of the systems and if all the maintenance and upgrades are included in this price? All is included except for training which would be an extra cost. Mr. Blake called the question.

Vote unanimous

Motion carried

c. **Discussion of monthly financial statements.** Mr. Dumais wanted to point out the need to address the surplus. On page 3, there is a list of 5 items that would be recommended for use of surplus money in an attempt to be transparent with the member towns. Mr. Stirling asked if the suggestion is that we make these public so that the towns are aware of what the needs are. Mr. Dumais says yes, it gives the towns the opportunity to see them. Ms. Cohen remarked that if we are that transparent ahead of time perhaps the towns will not oppose these things being in the budget or they will see that these are necessary items.

d. **Director of Finance and Administration approved transfers of \$3,000 or more – none**

e. **Discussion and possible action on budget transfers of \$3,000 or more**

The purpose of this motion is to return unused funds in the Reserve Fund for Capital and Nonrecurring Expenditures to the Member Towns .

Motion by Mr. Sterling, second by Ms. Crocco to return the following unused funds in the Reserve Fund for Capital and Nonrecurring Expenditures to the Member Towns

Black Box Theatre	\$ 742.21
HVAC Upgrade Project at Amity High School	\$2,766.78
District Office Air Handler	<u>\$ 294.00</u>
Total	\$3,802.99

Mr. Hurley asked if the other items that we are saving money for in the capital reserve, is there anything to indicate that any capital projects are underfunded and the monies reassigned rather than give it back to the towns? Mr. Levine replied that there is nothing known at this time. There was a \$3,000 difference taken out of the Facilities budget for the overrun on the cost of paving but there is nothing else that is known at this time. Chairman called the question.

Vote unanimous

Motion carried

Motion by Mr. Stirling, second by Ms. Cohen to allocate the unused funds in the Reserve Fund for Capital and Nonrecurring Expenditures to the Member Towns, as follows:

Member Town	Percentage	Allocation
Bethany	20.042%	\$ 762.19
Orange	49.937%	\$1,899.10
Woodbridge	<u>30.021%</u>	<u>\$1,141.70</u>
Totals	100.000%	\$3,802.99

[Note: Percentage distribution is based on 2013-2014 Average Daily Membership]

Vote unanimous

Motion carried

f. Discussion and possible action on new funding requests

District Medical Malpractice Insurance

Thanks to Mr. Horwitz, we had our case reviewed in terms of our medical insurance and Mr. Horwitz was correct in his assessment. In a memo to Mr. Dumais dated August 28, 2014, Mr. Levine stated, "We recently discovered the medical malpractice insurance of our Medical Advisor and on-site physician for varsity home football games may not cover their work as a contracted service for our District. I believe it would be financially prudent to purchase medical malpractice insurance to protect the District, Medical Advisor, and doctor who attends Amity home football games. Our insurance agent obtained a quote of \$5,100.

This request was initially made last month but withdrawn in order to seek a legal opinion from our Board Attorney. Attorney Kyle A. McClain of Siegel, O'Connor, O'Donnell & Beck, P.C. reviewed all of the material. He stated, "The general rule in Connecticut is that a public entity is immune from liability for damages resulting from the acts or omissions of non-employees and non-agents, as well as damages arising from the ordinarily negligent acts or omissions of employees, officers and agents, as long as those acts or omissions are discretionary in nature. This general rule, however, may be inapplicable or subject to certain narrow exceptions depending on the facts and circumstances of a particular situation. Accordingly, while there is some exposure to liability for damages arising from the professional negligence, i.e., malpractice, of Amity's medical advisor and physician, that exposure is minimal, Therefore, it is my opinion, given the low level of exposure to liability, that the purchase of professional liability is not necessary given the expense." I understand there is no reason for the District to pay for medical malpractice insurance due to the immunity provided by law. However, I believe both doctors may not be covered by their own medical malpractice insurance in their advisory capacity for our District. We know this is true for at least one of the doctors.

We pay \$16,750.00 annually to the Medical Advisor and we pay \$236.40 per game to the doctor who provides medical coverage for Amity Football Team home games. We could require these doctors, or any doctors who perform these duties, to obtain or maintain professional liability insurance, i.e., medical malpractice insurance, that is applicable to the services they provide to Amity; add Amity as an additional insured on such malpractice insurance; and hold Amity harmless and indemnify Amity against all damages or losses resulting from the provision of his/her services. This was the recommendation of our attorney.

The question is whether or not one or both of these doctors, or any doctor, would be willing to obtain and maintain medical malpractice insurance that is applicable to the services they provide to Amity. If each doctor were to obtain such coverage for \$2,550 (as an example, using one-half of our quote), would the doctor want their fee increased to cover their cost of insurance? For the doctor who attends Amity Football Team home games, his TOTAL compensation is \$1,418.40 less taxes. The Medical Advisor's compensation would be reduced by slightly over 15 percent if his premium cost were \$2,550.

The District is required to have a Medical Advisor. It is also important to have a doctor present at our football games, especially in light of the high concern over possible concussions. The current payments to these doctors are relatively low. With this in mind, I recommend the District obtain this coverage to protect the District (for the 'minimal' exposure), Medical Advisor, and doctor who attends Amity home football games. "

Mr. Hurley recused himself from this motion and vote.

Motion by Mr. Stirling, second by Mr. Browe make the following budget transfer to pay for the premium on medical malpractice coverage:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-15-0000-5850	Contingency Account	\$5,100	
05-14-2510-5521	General Liability Insurance		\$5,100

Vote unanimous with Mr. Hurley abstaining

Motion carried

g. Other

1. Update on Woodbridge Summer Program at Amity Regional High School and related costs.

Mr. Dumais stated the program was very successful and was managed superbly by the facilities staff. He is in the process of ascertaining how Woodbridge pays Amity for the use of the facilities. A letter has been sent from Mr. Dumais and the auditor. A few more final steps need to be done to complete this but Amity and Woodbridge are working hard to make it happen.

2. Update on Summer Facilities Projects – Mr. Saisa completed this report earlier in the meeting.

3. Update on fuel cell project and engineering study – Mr. Saisa complete this update earlier in the meeting.

Chairman Blake noted that Ms. Crocco had been appointed to the Finance Committee and thanked her for her willingness to serve and also thanked Mr. Grasso for his years of service on that committee.

6. MicroGrid – Update completed earlier in the meeting by Mr. Saisa.

7. Policy – This was covered in the report on Draft Goals earlier in this meeting.

8. Personnel – Mr. Dumais said we have a legal start-date of October 6th for the negotiation process. A date for the personnel committee to meet will be set shortly.

12. Items for next agenda - please forward to Mr. Dumais or to Mr. Blake.

13. Adjournment

Motion to adjourn at 8:30 pm by Mr. Browe, second by Mr. Hurley

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

Thomas Hurley, Secretary

MINUTES

COMMITTEE MEMBERS PRESENT: William Blake, Chris Browe, Patricia Cardozo, Sue Cohen, Diane Crocco, Steve DeMaio, Rita Gedansky, John Grasso, Tom Hurley, Sheila McCreven, Tracey Lane Russo, James Stirling

Also Present: Charles Dumais, Nick Caruso (CABE)

A meeting of the Amity Regional Board of Education was held on Tuesday, October 7, 2014 at 5:30 p.m. in the Presentation Room at the District Offices.

1. **Call to Order:** The meeting was called to order Chairman Blake at 5:30 p.m.
2. **Presentation by Nick Caruso on Board/Superintendent Roles/Responsibilities**
3. **Discussion of Proposed District Goals**
4. **Adjourn:** The meeting adjourned at 9:00 p.m.

Respectfully submitted,
Charles Dumais

IV. EXECUTIVE SUMMARY

Within this chapter, the program's major conclusions are reviewed and recommendations for future action are detailed. Each series of conclusions and recommendations are classified depending upon whether it deals with ARHS's assessing issues related to employment preparation level, issues related to college/technical school preparation level, quality of preparation for future responsibilities, quality of learning skills, academic areas of study, the quality of teachers, counseling services, library/media center services, and miscellaneous issues.

Assessing Issues Related to Employment Preparation Level

In this segment of the study, ARHS alumni members who have never attended college/technical school assess their preparation level for employment. In review, the majority of respondents felt adequately prepared in the areas of communication skills (80.0%), technical skills (80.0%), mathematics skills (60.0%), thinking skills (80.0%), interpersonal skills (60.0%), and employment skills (80.0%).

Assessing Issues Related to College/Technical School Preparation Level

In this segment of the study, ARHS alumni members who have attended college or technical school assess their preparation level for college/technical school. In review, the largest percentage of respondents assert their belief that they were prepared about the same for college/technical school than most of their college/technical school classmates (50.3%) and that they were adequately prepared for college/technical school's reading level (91.8%), study load (78.7%), written assignments (87.5%), mathematics level (81.5%), research techniques (71.8%), and computer usage (90.9%).

During the first year of college/technical school, 57.2% were placed at a higher level or exempted out of coursework. Additionally, 15.0% of respondents were required to take remedial coursework in English and 16.6% were required to take remedial coursework in mathematics.

Quality of Preparation for Future Responsibilities

In this area, six issues are addressed. These skills are rated between 3.44 and 4.03. In summary, the preparation to make informed consumer decisions is the aspect that can be considered an area for improvement.

Quality of Learning Skills

Responding ARHS alumni members rate the quality of the ARHS learning skills between 3.71 and 4.20 with the average learning skill rated very favorably at 3.92..

Those learning skills that can be considered relative strengths or areas for improvement are determined in the following manner. If it can be determined with 95% certainty that an individual learning skill is above the mean value of the learning skills (3.92) with 95% certainty it can be considered a relative perceived strength. Similarly, if a learning skill is below 3.50 with 95% certainty, it can be considered a relative perceived area for improvement.

The following learning skills can be considered relative strengths:

- 1) Reading Skills
- 2) Writing Skills
- 3) Listening Skills
- 4) Grammar Skills
- 5) Group Work Skills
- 6) Problem Solving/Thinking Skills

There are no learning skills that can be considered an area for improvement.

Academic Areas of Study

Overall, ARHS alumni members rate the overall quality of the instruction very favorably at 3.96.

As with learning skills, a determination is made as to each subject areas relative perceived strength or area for improvement using the following methodology. If a given subject area can be proven statistically with a 95% degree of certainty to be above the mean value of all ARHS subject areas (3.96) it can be considered a relative perceived strength. Similarly, if a subject area is below 3.50 with 95% certainty it can be considered a relative perceived area for improvement.

The following subject areas can be considered ARHS relative strengths:

- 1) English
- 2) Art (Fine or Performing)
- 3) Resource Room/Learning Support
- 4) Social Studies/History

There are no subject areas that can be considered a relative area for improvement.

Quality of ARHS Teachers

ARHS alumni members are requested to rate eight aspects of the ARHS teachers.

Overall, all areas are rated extremely favorably, very favorably or favorably except for used a variety of assessment techniques.

Counseling Services

Responding ARHS alumni members rate the overall quality of the counseling department's services at 3.64.

Respondents indicate that the course selection services and schedule adjustment services are the counseling department's strongest areas. In contrast, career and job resources and career exploration and planning services are the greatest areas for improvement.

Library/Media Center Services

Responding ARHS alumni members rate the overall quality of the library/media center favorably at 3.75.

Respondents indicate that the availability of resources and quality/quantity of media resources are the library/media center's strongest areas.

Miscellaneous Issues

Alumni members also addressed the issues of the quality of selected extracurricular activities, whether selected topic areas were a problem at ARHS, treatment with respect at ARHS, and the overall rating of ARHS.

ARHS extracurricular activities are rated as follows. Overall, athletics (4.38), clubs (4.05), drama (4.42), and music (4.15) are rated extremely favorably while publications (3.88) is rated very favorably and student government (3.72) is rated favorably.

Among the eleven topic areas addressed, a majority thought that drugs (63.0%) and smoking (55.1%) were problem areas while he/she attended ARHS.

Additionally, a clear majority of respondents indicate that he/she felt treated with respect by the ARHS administration (82.9%), by the ARHS teachers (95.4%), by the other ARHS students (86.4%), and by the secretarial/aide staff (88.7%).

Respondents also rated the overall quality of ARHS very favorably at 3.95 with the largest percentage of respondents assessing the overall quality as generally positive.

Amity Regional High School Alumni Survey

Response Rate by Class

Graduation Class	Net Class Size	# Returned	Response Rate
Class of 2009	394	73	18.5%
Class of 2010	384	68	17.7%
Class of 2011	385	55	14.3%
Class of 2012	438	72	16.4%
Class of 2013	377	70	18.6%
Total	1978	338	17.1%

Gender of Respondents	Number	Percent
Male	132	39.1
Female	206	60.9

Level of Courses	Number	Percent
Honors	102	30.2
Level 1	141	41.7
Level 2	77	22.8
Level 3	17	6.0
Level 4	1	3.8

Executive Summary Highlights

- Assessing Employment Preparation Level
- Assessing College Preparation Level
- Quality of Preparation for Future Responsibilities
- Quality of Learning Skills
- Academic Areas of Study
- Quality of ARHS Teachers
- Counseling Services
- Library Media Services
- Miscellaneous Issues

Areas worthy of further discussion and investigation

- * Discrepancies between feedback received by level
- * Perception related to the use of varied assessments
- * Perceptions related to ability to make informed consumer decisions
- * Perceptions related to school career center programming
- * Perceptions related to smoking on campus
- * Perceptions related to drug use

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



Dr. E. Marie McPadden
Director of Curriculum & Staff Development

(203) 397-4812
marie.mcpadden@reg5.k12.ct.us

October 2014

Revisions to the 2014-15 District Teacher Evaluation and Development Model

1) Student Feedback Survey

For the 2014-15 academic year, teachers will transition into using the Panorama Student Survey for feedback and goal setting. Teachers will select two of the five Classroom-level Scales to administer mid-course (optional) and at the end-of-course point (required) to gather student feedback. The Classroom-level Scales include pedagogical effectiveness; classroom environment; expectations and rigor; student engagement; and supportive relationships.

2) Non-classroom Reviews of Practice

Non-classroom reviews of practice will be reviewed with each teacher as part of their performance evaluation. Evidence will be collected, reviewed during the year, and used to support the summative rating for Domains 2 and 4. Non-classroom reviews of practice may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, professional learning communities, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

3) Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery for Student and Educator Support Specialists (Appendix D)

The CCT Rubric for Effective Service Delivery for Student and Educator Support Specialists (SESS) was developed and adopted for use in October 2014. This rubric will be used in determining effective teaching practice for educator support specialists specifically, school psychologists, guidance counselors, and speech and language pathologists, and other educators with unique assignments and responsibilities. The CCT-SESS Rubric will use a four-level rating scale with the following labels: Exemplary, Proficient, Developing, and Below Standard.

Category 2: Student Feedback- (5%)

APPENDIX A

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.
- Survey results from Year 1 (2013-2014) will provide baseline data. In subsequent years, results from the surveys addressed by teachers shall align with student learning goals.
- Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results will be provided to the evaluator.

New teachers (baseline year), who show evidence of implementation of strategies to address areas of need will be rated Proficient.

In 2014-2015:

1. Review the survey results from prior period (previous school year or fall).
2. Use the Panorama Survey Classroom-level Scales "Crosswalk" to align the 2014 survey questions to the 2015 survey.
3. Set one target for growth or performance for the 2014-15 academic year.
4. Review the Panorama Survey and select two of the five Classroom-level Scales to administer at the mid-course point (optional) and at the end-of-course point (required).
5. 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.
6. Aggregate data and share results with evaluator.
7. Evidence of teacher's successful implementation of strategies to address areas of need as identified by the survey results will be provided to the primary evaluator.

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

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.

- All evidence will be reviewed. A snapshot will be provided at the mid-year conference. A summative rating will be provided at the summative conference given at the end of the year.

Number of Observations:

2014-2015

For 2014-15, tenured teachers formally rated Proficient or Exemplary will participate in a three-year observation cycle. Teachers will be randomly assigned at the beginning of the academic year to a specific cycle. Beginning in 2014-15, one-third of all certified tenured teachers previously rated Proficient or Exemplary will be assigned to Year One, Cycle (A) with the remaining two-thirds split between Year One, Cycles (B) and (C). Teachers will rotate through each cycle in subsequent years.

Teachers in Year One, 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 Year One, Cycle (B) and in Year One, Cycle (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

<p>Tenured - Proficient and Exemplary Teachers 2014-15 Observation Cycle Flexibility Option</p>	<p><u>Year One, 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>Year One, 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>Year One, 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 formal observations shall be followed by constructive and timely feedback - both verbal and written.

A formal observation should have feedback given within 7 school days. Informal observations should have feedback within 2 school days. Feedback of informal observations conducted by complementary evaluators shall be conveyed in writing to the primary evaluator.

Verbal Feedback may include a brief face-to-face conversation or post –conference. Written Feedback may include an e-mail correspondence, a comprehensive write-up and/or a quick note in mailbox.

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.

During the goal-setting conference, evidence aligned to Domains 2 and 4 of the CCT will be identified by the teacher and primary evaluator. 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 for Domains 2 and 4.

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%)

Appendix B

The Panorama Student Survey consists of a library of scales, or groups of questions that measure a single construct. Educators may customize the survey by selecting the combination of scales that they believe are most important in a particular context.

Classroom-level Scales

The following scales measure student perceptions of teaching and learning in a particular class. (Surveys containing these scales may also be administered at the school level for an overall view of teaching and learning.)

Pedagogical Effectiveness

This scale measures students' perceptions of a teacher's instructional methods and delivery of content.

Example Question: How clearly does this teacher present the information that you need to learn?

Classroom Environment

This scale measures students' perceptions of the overall classroom climate including the classroom's physical, social and psychological environment.

Example Question: How often do students behave well in this class?

Expectations and Rigor

This scale measures students' perceptions of the extent to which their teacher holds them to high expectations around their effort, understanding, persistence, and performance in their class.

Example Question: How much does this teacher encourage you to do your best?

Student Engagement

This scale measures students' perceptions of their attention to and investment in what goes on in the classroom.

Example Question: In this class, how much do you participate?

Supportive Relationships

This scale measures students' perceptions of a teacher's care and support for their personal development and well-being beyond the classroom.

Example Question: How interested is this teacher in what you do outside of class?

COMPLETE LIST OF SCALES & SURVEY ITEMS



PEDAGOGICAL EFFECTIVENESS - Classroom-level Scale

This scale measures students' perceptions of a teacher's instructional methods and delivery of content.

Grades 6-12 (Crosswalk with Spring 2014 Student Feedback form: Questions 3,8,9,10,14,17,18,19)

Item	Response Anchors				
Overall, how much have you learned from this teacher about <SUBJECT>?	Almost nothing	A little bit	Some	Quite a bit	A tremendous amount
During class, how motivating are the activities that this teacher has you do?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
For this class, how clearly does this teacher present the information that you need to learn?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How interesting does this teacher make what you are learning in class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often does this teacher give you feedback that helps you learn?	Almost never	Once in a while	Sometimes	Often	All the time
When you need extra help, how good is this teacher at giving you that help?	Not at all good	Slightly good	Somewhat good	Quite good	Extremely good
How comfortable are you asking this teacher questions about what you are learning in his or her class?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often has this teacher taught you things that you didn't know before taking this class?	Almost never	Once in a while	Sometimes	Often	All the time

CLASSROOM ENVIRONMENT - Classroom-level Scale

This scale measures students' perceptions of the overall classroom climate including the classroom's physical, social and psychological environment.

Grades 6-12 (Crosswalk with Spring 2014 Student Feedback form: Questions 4,5)

Item	Response Anchors						
On most days, how pleasant or unpleasant is the physical space in this classroom?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How fair or unfair are the rules for the students in this class?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
On most days, how pleasant or unpleasant is your teacher's mood?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How often do students behave well in this class?	Almost never	Once in a while	Sometimes	Often	Almost always		

COMPLETE LIST OF SCALES & SURVEY ITEMS



EXPECTATIONS AND RIGOR - Classroom-level Scale

This scale measures students' perceptions of the extent to which their teacher holds them to high expectations around their effort, understanding, persistence, and performance in their class.

Grades 6-12 (Crosswalk with Spring 2014 Student Feedback form: Questions 2,7,11,12,19)

Item	Response Anchors				
How much does this teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
Overall, how high are this teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high
How often does this teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Often	Almost always
How often does this teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Often	Almost always

STUDENT ENGAGEMENT - Classroom-level Scale

This scale measures students' perceptions of their attention to and investment in what goes on in the classroom.

Grades 6-12 (Crosswalk with Spring 2014 Student Feedback form: Questions 11,12,15,16)

Item	Response Anchors				
In this class, how much do you participate?	Not at all	A little bit	Some	Quite a bit	A tremendous amount
When you are not in class, how often do you talk about ideas from class?	Almost never	Once in a while	Sometimes	Often	Almost always
How often do you get so focused on class activities that you lose track of time?	Almost never	Once in a while	Sometimes	Often	Almost always
How excited are you about going to this class?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
Overall, how interested are you in this class?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested

COMPLETE LIST OF SCALES & SURVEY ITEMS



SUPPORTIVE RELATIONSHIPS - Classroom-level Scale

This scale measures students' perceptions of a teacher's care and support for their personal development and well-being beyond the classroom.

Grades 6-12 (Crosswalk with Spring 2014 Student Feedback form: Questions 1,2)

Item	Response Anchors				
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	Almost never	Once in a while	Sometimes	Often	Almost always
How interested is this teacher in what you do outside of class?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested
How interested is this teacher in your career after you finish school?	Not at all interested	A little bit interested	Somewhat interested	Quite interested	Extremely interested
If you walked into class upset, how concerned would your teacher be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
If you came back to visit class three years from now, how excited would this teacher be to see you?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
If you had something on your mind, how carefully would this teacher listen to you?	Not at all carefully	A little bit carefully	Somewhat carefully	Quite a bit carefully	Extremely carefully

***The Connecticut
Common Core of Teaching (CCT)
Rubric for Effective Service Delivery
2014***

Adapted for Student and Educator Support Specialists

*A Rubric for the Observation of Performance and Practice to Help Identify
the Foundational Skills and Competency Standards that will Prepare
Connecticut Students to Succeed in College, Career and Life.*



Table of Contents

CCT Rubric for Effective Service Delivery 2014 Development Committee	1
Introduction (CCT Rubric for Effective Service Delivery 2014, Training and Proficiency, Calibration)	2
Observation Process	3
Comparison of the CCT and the CCT Rubric for Effective Service Delivery 2014	4
CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE	5
1: Environment, Student Engagement and Commitment to Learning	
1a. Promoting a positive learning environment	6
1b. Promoting developmentally appropriate standards of behavior	7
1c. Maximizing service delivery	8
2: Planning for Active Learning	
2a. Planning of prevention/intervention	9
2b. Planning prevention/intervention to actively engage students	10
2c. Selecting appropriate assessment strategies	11
3: Service Delivery	
3a. Implementing service delivery for learning	12
3b. Leading students to construct meaning and apply new learning	13
3c. Assessing student learning, providing feedback to students and adjustments to service delivery	14
4: Professional Responsibilities and Leadership	
4a. Engaging in continuous professional learning	15
4b. Collaborating to develop and sustain a professional learning environment	16
4c. Working with colleagues, students and families to develop and sustain a positive school climate	17
Equal Opportunity/Affirmative Action Policy	18



CCT Rubric for Effective Service Delivery 2014 Committee

Connecticut State Department of Education

Stefan Pryor,
Commissioner

Talent Office

Dr. Sarah Barzee,
Chief Talent Officer

Shannon Marimón,
Division Director, Educator Effectiveness and Professional Learning

Project Manager

Kim Wachtelhausen
CSDE

Educator Effectiveness and Professional Learning and TEAM Program Manager

Facilitator

Deborah Richards
CREC
Director of Student Services

Committee Members / Contributing Authors

Elaine Chagnon
Granby Public Schools/CEA
Consulting Teacher

Teresa Cherry-Cruz
Bridgeport Public Schools
Director of Speech, Language and Hearing

Carole Clifford
AFT Connecticut
Professional Development Coordinator, Educational Issues Coordinator

Dr. Nicole DeRonck
CT School Counselor Association

Nicole Fernald
Windsor Public Schools
School Counselor

Carl Gross
Region 1 Schools
Director of Pupil Services

Susan Kelleher
Milford Public Schools
Director of Pupil Personnel

Carole Kerkin
CREC
Assistant Director of Student Services

Dr. Glynis D. King-Harrell
New Haven Public Schools
Supervisor, Speech and Hearing

Teresa Lopez-Lebron
CREC
Education Specialist

Dr. Bernie Lindauer
St Joseph's College
Gengras/USJ Department Chair

Dr. Carol L. Magliocco,
P.T., ATP
EASTCONN
Coordinator of Assistive Technology and Related Services

Janet McCann
Glastonbury Public Schools/CEA
Speech and Language Pathologist

Mary Ellen Minichiello
Milford Public Schools
CASL President

Sarah Moon
LEARN
Related Services Coordinator

Amy T. Norton, M.Ed, ATP
EASTCONN
Assistive Technology Specialist

Dr. Michael Regan
CES
Director of Special Education

Dr. Pamela Roberts PT
CPTA

Dr. Eric Colon Rodriguez
Bridgeport Public Schools
Director of Psychological Services

CSDE Consultants / Contributing Authors

Dr. Patricia Anderson
Education Consultant
Bureau of Special Education

Stephanie Knutson
Education Consultant
Bureau of Health, Nutrition, Family Services and Adult Education

Scott Newgass
Education Consultant
Bureau of Health, Nutrition, Family Services and Adult Education

Kimberly Traverso, LPC
Education Consultant
Bureau of Health, Nutrition, Family Services and Adult Education



Connecticut State Department Of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



Introduction to The CCT Rubric for Effective Service Delivery 2014

The Connecticut State Department of Education (CSDE) recognizes the challenges faced by districts in the evaluation of educators who teach in non-tested grades and subjects. A group of these individuals are referred to as Student and Educator Support Specialists (SESS). SESS educators are those individuals who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with some SESS educators. This rubric was purposefully developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of children.

This version is offered as an option for use as part of a district’s evaluation and support plan and should be considered by the established district Professional Development and Evaluation Committee (PDEC) as part of the discussion of educator roles and responsibilities and appropriate observation frameworks. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this version to be most appropriate. However, that does not exclude other educators in a school that have unique assignments and responsibilities (e.g. Board-Certified Behavior Analyst (BCBA), Home School Family Liaison etc.) from considering this rubric as a tool for observation of their performance and practice.

Training and Proficiency

The *CCT Rubric for Effective Service Delivery 2014* may be used by trained and proficient evaluators to observe a Students and Educator Support Specialist. Accurate and reliable evaluation of the competencies and indicators can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. As part of the CSDE- sponsored training, evaluators will be provided sample performances and artifacts as well as decision rules to guide their ratings.

Important! The *CCT Rubric for Effective Service Delivery 2014* is not a checklist with pre-determined points. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to informed professional learning opportunities to advance professional practice.

Calibration

To ensure consistent and fair evaluations across different observers, settings and educators, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching and/or service delivery will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Service Delivery 2014* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.



Observation Process

The *CCT Rubric for Effective Service Delivery 2014* can be used by trained and proficient evaluators to observe SESS practices. Each educator shall be observed, at a minimum, as stated in the Connecticut Guidelines for Educator Evaluation. In order to promote an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g. a post conference, comments about professional meetings/presentations, etc.) or written (e.g. via email, comprehensive write-up or both), within days of an observation. Specific, actionable feedback is also used to identify professional learning needs and tailor support to address those needs.

Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal setting conference, for SESS providers, it will be important to discuss, with an evaluator, the various learning environments where opportunities for observation can occur. Although the Connecticut Guidelines for Educator Evaluation do not specifically define these types of observations, the state model known as the System for Educator Evaluation and Development (SEED), provides the following definitions:

Formal In-Class/Learning Environment Observations –

At least 30 minutes followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-Class/Learning Environment Observations –

At least 10 minutes followed by written and/or verbal feedback.

Non-classroom Observation/Reviews of Practice –

Include but are not limited to: observation of data team meetings or team meetings focused on individual students or groups of students, observations of early intervention team meetings, observations of individual or small group instruction with a student outside of the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff and/or families, and leading schoolwide initiatives directly related to the SESS provider's area of expertise.

The following protocol may be used for conducting a formal in-class/learning environment observation that requires a pre- and post-conference:

A. Pre-Conference:

Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the SESS provider in order to understand the context for the work to be observed, including the objectives for the activity; the service to be delivered; how effectiveness for the activity will be assessed before, during and after; what materials and resources will be used.

B. Observation:

Evaluators will collect evidence mostly for Domains 1 and 3 during the observation.

C. Post-Conference:

The post-observation conference gives the SESS provider the opportunity to reflect and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.

D. Analysis:

The evaluator analyzes the evidence gathered in the observation and the pre-and post-conferences and identifies the applicable performance descriptor contained in the *CCT Rubric for Effective Service Delivery 2014*.

E. Ratings / Feedback:

Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2014*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the SESS provider. While it is not a requirement for any single observation, the evaluator may rate the indicators.



Connecticut State Department of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2014

The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014* is completely aligned with the CCT. The *CCT Rubric for Effective Service Delivery 2014* will be used to evaluate a service provider's performance and practice, which accounts for 40 percent of his/her annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and represented within the state model, the System for Educator Evaluation and Development (SEED).

Because service delivery is a complex, integrated activity, the domain indicators from the original CCT have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of practice. For the purpose of the rubric, the domains have also been renumbered. The four domains and 12 indicators (three per domain) identify the essential aspects of a service provider's performance and practice:

CT Common Core of Teaching Standards		CCT Rubric for Effective Service Delivery 2014	
Domain 1	Content and Essential Skills which includes the <i>Common Core State Standards</i> ¹ and Connecticut Content Standards	Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric	
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Learning Environment, Student Engagement and Commitment to Learning <i>In-Class/Learning Environment Observations</i>
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning <i>Non-classroom observations/reviews of practice</i>
Domain 4	Instruction for Active Learning	Domain 3	Service Delivery <i>In-Class/Learning Environment Observations</i>
Domain 5	Assessment for Learning	Now integrated throughout the other domains	
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Leadership <i>Non-classroom observations/reviews of practice</i>

¹ Text in RED throughout the document reflects Common Core State Standards

The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Evidence Generally Collected Through Observations

Domain 1 Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a.** Promoting a positive learning environment that is respectful and equitable.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing service delivery by effectively managing routines and transitions.

Domain 3 Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a.** Implementing service delivery for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting service delivery.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a.** Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning prevention/intervention to actively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain 4 Professional Responsibilities and Leadership

Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a.** Engaging in continuous professional learning to impact service delivery and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



Connecticut State Department of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator **1a** | Promoting a positive learning environment that is respectful and equitable.²

Attributes	Below Standard	Developing	Proficient	Exemplary
<p>Rapport and positive social interactions</p>	<p>Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.</p>	<p>Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.</p>	<p>Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.</p>	<p>There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.</p>
<p>Respect for student diversity³</p>	<p>Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.</p>	<p>Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.</p>	<p>Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.</p>	<p>Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.</p>
<p>Environment supportive of intellectual risk-taking</p>	<p>Creates and/or promotes a learning environment that discourages students from taking intellectual risks.</p>	<p>Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.</p>	<p>Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.</p>	<p>Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students.</p>
<p>High expectations for student learning</p>	<p>Establishes low expectations for student learning.</p>	<p>Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.</p>	<p>Establishes and consistently reinforces high expectations for learning for all students.</p>	<p>Creates opportunities for students to set high goals and take responsibility for their own learning.</p>

In addition to the characteristics of Proficient, including one or more of the following:

² *Respectful and equitable learning environment*: Understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C., & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. Routledge.

³ *Student diversity*: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.




Connecticut State Department Of Education

HOTLINE 860-713-6868  sde.seed@ct.gov

1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1b | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes Communicating, reinforcing and maintaining appropriate standards of behavior Promoting social competence⁴ and responsible behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of service delivery.
	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.

In addition to the characteristics of Proficient, including one or more of the following:

⁴ **Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵ **Proactive strategies:** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.



Connecticut State Department Of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:
Indicator **1C** | Maximizing service delivery by effectively managing routines and transitions.⁶

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Routines and transitions appropriate to prior needs of students	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.

In addition to the characteristics of Proficient, including one or more of the following:

⁶ **Routines and transitions:** Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

 Connecticut State Department of Education 
HOTLINE 860-713-6868  sde.seed@ct.gov

2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a | Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary
	Prevention/intervention plan⁸ is aligned with standards	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards ⁹ and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards, and/or discipline-specific state guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.
Prevention/intervention rests on evidence-based practice, student need and appropriate level of challenge	Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge.	Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data ¹⁰ to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
Connection to school setting and larger world	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.

In addition to the characteristics of Proficient, including one or more of the following:

Text in RED reflects Common Core State Standards connections.

⁷ **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** - a scale of cognitive demand identified as four distinct levels (1-basic recall of facts, concepts, information, or procedures; 2- skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3- strategic thinking that requires reasoning and is abstract and complex; and 4- extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁸ **Prevention/Intervention plan:** a purposeful planned learning experience

⁹ **Connecticut content standards:** Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

¹⁰ **Multiple sources of data:** May include existing data or data to be collected. Data may formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades etc.) and data may be formative or summative.

2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator **2b** | Planning prevention/intervention to actively engage students in content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse ¹¹ or inquiry-based learning ¹² and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.
Resources¹³ and flexible groupings¹⁴ support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.

Text in RED reflects Common Core State Standards connections.

¹¹ **Discourse:** Is defined as the purposeful interaction between service providers and students and students and students in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

¹² **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The service provider's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

¹³ **Resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁴ **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



Connecticut State Department Of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator **2C** | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/intervention outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/intervention outcomes at critical points throughout the prevention/intervention plan.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

In addition to the characteristics of Proficient, including one or more of the following:

¹⁵ *Assessment strategies* are used to evaluate student learning during and after service delivery.

1. **Formative assessment** is a part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services and learning to improve students' achievement of intended instructional/program outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of a service period. Summative assessment helps determine to what extent the service and learning goals have been met.



Connecticut State Department of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
Indicator 3a | Implementing service delivery¹⁶ for learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Prevention/intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with Common Core Standards and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
Prevention/intervention plan precision	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
Prevention/intervention progression and level of challenge	Delivers prevention/intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
Connection to school and larger world	Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention that consistently integrates into the school setting and larger world.	Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.

Text in RED reflects Common Core State Standards connections.

16 Service delivery framework: A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.



Connecticut State Department Of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Attributes

	Below Standard	Developing	Proficient	Exemplary
Strategies, tasks and questions	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information.
Resources¹⁷ and flexible groupings¹⁸	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.
Student responsibility and independence	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.

In addition to the characteristics of Proficient, including one or more of the following:

Text in RED reflects Common Core State Standards connections.

17 Resources: Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

18 Flexible groupings: Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



Connecticut State Department of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
Indicator 3C | Assessing student learning, providing feedback to students and adjusting service delivery.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes.	Assesses student learning toward the focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
Prevention/intervention adjustments²⁰	Makes no attempts to adjust delivery of prevention/intervention plan.	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.

¹⁹ **Feedback:** Effective feedback provided by the service provider is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰ **Prevention/intervention adjustments:** Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.



Connecticut State Department Of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4a | Engaging in continuous professional learning to impact service delivery and student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Service provider self-evaluation/reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, and/or changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.



Connecticut State Department Of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4b | Collaborating to develop and sustain a professional learning environment to support student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust prevention/intervention practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to prevention/intervention practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent prevention/intervention practice to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and prevention/intervention practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.



Connecticut State Department of Education
 HOTLINE 860-713-6868
 sde.seed@ct.gov



4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4C | Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally-responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

²¹ *Culturally-responsive communications*: Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to support connectedness between home and school experiences.



Connecticut State Department Of Education



HYTJTFE 860-713-6868

sde.seed@ct.gov



Equal Opportunity/Affirmative Action Policy

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to **Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, Title IX /ADA/Section 504 Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457 860-807-2071.**



Connecticut State Department of Education

HOTLINE 860-713-6868

18

sde.seed@ct.gov



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



Charles Dumais
Superintendent of Schools

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

REGULAR BOARD OF EDUCATION MEETINGS
2015

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, 2015, 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	12, 2015	
Monday	-	February	9, 2015	(Exception) At Amity Middle School, Orange 100 Ohman Ave. Orange, CT 06477
Monday	-	March	9, 2015	
Monday	-	April	13, 2015	
Monday	-	May	11, 2015	
Monday	-	June	8, 2015	
Monday	-	August	10, 2015	
Monday	-	September	14, 2015	
Monday	-	October	19, 2015	(Exception) At Amity Middle School, Bethany 190 Luke Hill Rd. Bethany, CT 06524
Monday	-	November	9, 2015	
Monday	-	December	14, 2015	
Monday	-	January	11, 2016	

Respectfully submitted,

Charles Dumais
Superintendent of Schools

Approved:

Amity Regional School District #5

Board of Education/District Goals

2014-2015

Adopted XX/XX/XXXX

Continuously enhance Curriculum, Teaching, and Assessment practices to personalize learning and best prepare students with knowledge and skills to succeed in a complex, global society

Objective	Person(s) Responsible	Time Frame	Resources	Action	Indicator
Enhance the learning environment through the creation of a personalized learning experience that is responsive to each individual student	Superintendent Director of Curriculum & Instruction	April 2015	Existing	Research Universal Assessment instruments	Presentation of a 3-5 year plan that articulates a vision for personalized learning that includes universal assessments, standards-based grading, enhanced student success plans, and Capstone projects
	Superintendent Director of Curriculum & Instruction High School Administrators	Ongoing	Professional Development	Expand scope of student success plans to include academic portfolios, documentation of individual student growth, and preparation for career/college readiness	Community celebration of projects Proposal to Board of Education for Capstone Projects as graduation requirement
Improve relationships through expanded district communications that leverage traditional and social media formats to communicate in a clear, timely, and inclusive manner	Superintendent Director of Curriculum & Instruction Building Administrators Department Heads Pupil Services Team and Content Leaders Teachers	Ongoing	PowerSchool	Research standards-based report cards and develop implementation timeline	Personalized student electronic portfolios Superintendent's report on feasibility of implementing standards-based grading
	Superintendent Director of Curriculum & Instruction Building Administrators Department Heads Pupil Services Team and Content Leaders Teachers	June 2015	Naviance	Link student success plans to Senior Internship Program	Evidence of increased levels of two-way communication with all constituencies Quality of district website

Objective	Person(s) Responsible	Time Frame	Resources	Action	Indicator
<p>Explore formal and informal opportunities to enhance the leadership capacity of Amity students and adults</p>	<p>Superintendent Director of Curriculum & Instruction Building Administrators</p>	<p>January 2015</p>	<p>ATLAS</p>	<p>Open Parent Portal for ATLAS Curriculum</p>	<p>Additional Complementary Observers</p> <p>Student presentations to Board of Education</p> <p>Teacher presentations to Board of Education</p> <p>Increased number of peer tutors, trained "allies," and students on committees</p> <p>Increased number of student publications</p> <p>Record of opportunities for collaboration across and within schools and elementary districts</p> <p>Anecdotal evidence of opportunities to demonstrate creativity and innovation</p>
	<p>Director of Technology Building Administrators</p>	<p>June 2015</p>	<p>PowerSchool Professional Development Existing</p>	<p>Fully implement PowerSchool Explore standards-based grading</p>	
	<p>Superintendent Director of Curriculum & Instruction Building Administrators Pupil Services</p>	<p>June 2015</p>	<p>Existing</p>	<p>Improve district website</p>	
	<p>Director of Curriculum & Instruction Director of Technology</p>	<p>Ongoing</p>	<p>Existing</p>	<p>Expand number of Complementary Observers</p>	
	<p>Superintendent Director of Curriculum & Instruction</p>	<p>October 2015</p>	<p>Professional Development Existing</p>	<p>Create opportunities for teachers to share their content and technical expertise (UNconference)</p>	
	<p>Building Administrators Middle School Principals</p>	<p>March 2015</p>	<p>Existing</p>	<p>Create/expand opportunities for student leadership in the middle schools</p>	
	<p>Superintendent Director of Curriculum & Instruction Building Administrators</p>	<p>Ongoing</p>	<p>Existing</p>	<p>Create opportunities for students to share their expertise</p>	
	<p>Superintendent Director of Curriculum & Instruction Building Administrators</p>	<p>Ongoing</p>	<p>Existing</p>	<p>Vertical articulation across all levels and subjects, including examining student work and assessments</p>	
	<p>Superintendent Director of Curriculum & Instruction Building Administrators</p>	<p>Ongoing</p>	<p>Existing</p>	<p>Coordination with BOWA districts</p>	
	<p>Superintendent Director of Curriculum & Instruction Building Administrators</p>	<p>Ongoing</p>	<p>Time via Shortened Days</p>	<p>School curriculum articulation meetings</p>	
<p>Promote teaching and learning that is supported by research-based best practices, stimulates critical thinking, maximizes creativity in the classroom, and is responsive to the needs of diverse learners</p>	<p>Superintendent Director of Curriculum & Instruction Building Administrators Department Heads Team and Content Leaders Teachers</p>	<p>Ongoing</p>	<p>Time via Shortened Days</p>	<p>District vertical articulation meetings</p>	<p>Evidence of Connecticut Core Standards incorporated into each course through ATLAS Curriculum Maps</p>
<p>Align all curriculum to the Connecticut Core Standards</p>	<p>Superintendent Director of Curriculum & Instruction</p>	<p>June 2015</p>	<p>Time via Shortened Days</p>	<p>District vertical articulation meetings</p>	<p>Evidence of Connecticut Core Standards incorporated into each course through ATLAS Curriculum Maps</p>

<i>Objective</i>	<i>Person(s) Responsible</i>	<i>Time Frame</i>	<i>Resources</i>	<i>Action</i>	<i>Indicator</i>
Improve the feeling of safety, security, and support at all schools	All Staff Superintendent Administration	Ongoing Ongoing	Existing Existing	School climate committee meetings and activities Coordinate and collaborate with local and State emergency management personnel on drills, exercises, and procedures	Improved ratings on year-end school climate surveys of students, parents, and staff Record of successful drills. Superintendent's report on emergency exercises and protocol development

DRAFT

Continuously Improve Operations to Ensure Greatest Efficiency and Effectiveness

<i>Objective</i>	<i>Person(s) Responsible</i>	<i>Time Frame</i>	<i>Resources</i>	<i>Action</i>	<i>Indicator</i>
Continuous improvement of financial procedures to be fully consistent with the highest quality management standards	Superintendent Director of Finance & Administration Finance Manager & Staff	Ongoing	Professional Development	Ongoing professional development on all MUNIS modules	Audit of 2014 finances with no major findings
Continuous improvement of non-educational operations to ensure the highest quality of practice and procedures	Superintendent Director of Finance & Administration Director of Facilities	January 2015	Professional Development	Creation and implementation of five-year Capital Improvement Plans for facilities and technology	Superintendent's report on implementation of the five-year Capital Improvement Plans Tools for Schools reports Health & Safety Committee reports
Foster a district culture in which all staff are maximizing cost savings and efficiencies	Superintendent Director of Finance & Administration Building Administration	Ongoing	Ad Hoc District Committee, facilitated by Director of Finance & Administration	Publish and publicize individual efforts to implement cost savings	Superintendent's report of cost savings and efficiencies
Enhance the financial planning process	Superintendent Director of Finance & Administration Finance Manager & Staff	December 2014	NESDEC Members	Update NESDEC enrollment projection	Three-year financial forecast; Five-year capital improvement plans for technology and facilities
Continuous improvement of Human Resources to ensure the highest quality of practices and procedures in the recruitment, hiring, training, and retention of staff	Superintendent Director of Finance & Administration	January 2015	Attorney	Conduct review of Human Resources processes and procedures	Superintendent's report to Personnel Committee on updated processes and procedures
	Superintendent Finance Manager	February 2015	Applicant	Implement electronic application system	Superintendent's report on implementation of electronic application system
Maintain clear and current policies	Superintendent Superintendent	Ongoing		Work with staff to develop questions and protocols that reflect best practice in hiring Enhance relationships with university partners	Superintendent's report on turnover and tenure rates
		November 2015	CABE	Conduct policy review Create timeline for regular policy review	All policies will be updated on a consistent, regular basis

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



Charles S. Dumais
Superintendent of Schools

charles.dumais@reg5.k12.ct.us
phone: 203.392.2106
fax: 203.397.4864

October 20, 2014

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:

Daniel Parisi – Asst. Varsity Football (Filling split position vacancy)

Amity Reg. Middle Schools – Bethany / Orange: NONE

Leave(s) of Absence: None

Resignation(s):

Seth Davis – Coach – Varsity Girls' Ski Racing – Amity Reg. High School

Tom Corradino – Coach – Asst. Varsity Girls' Basketball – Amity Reg. High School

Bill McNeil – Coach – Asst. Varsity Girls' Lacrosse – Amity Reg. High School

Lee Ann Browett – Teacher – History/Social Studies – Amity Reg. High School

Retirement(s): None

CSD/pfc

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



Charles S. Dumais
Superintendent of Schools

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

Amity Performing Arts Disney 2015 Trip

The Amity Performing Arts Department is proud to announce its second trip to perform at the *Walt Disney Resort* in Orlando, Florida during April Vacation 2015. The Band, Musical Theater, and Technical Theater Students will have the opportunity to perform at the number one theme park in the world. Students will perform on a Disney stage in front of hundreds of audience members from around the globe. They will also take part in a workshop with Disney cast members. The **band** and **orchestra** will work with a Disney conductor and record a song from a famous Disney film. The **musical theater** students will work with a director and a choreographer from Disney Theatrical and learn a song and dance from a Disney Broadway show. The **technical theater** students will go on a behind-the-scenes tour of a Disney theme park. They will get up close and personal behind the magic and experience all the latest and greatest technology Disney has to offer.

The trip will be from April 20-24, 2015. The price of the trip is between \$1200-\$1400 per person, depending on the number of students attending. The trip cost includes: round trip airfare, travel to and from the airport, coach bus for the entire trip, park hopper passes, shared room at Disney's All Star Music Resort, and breakfast each morning. It is estimated that about 150 students and 15 chaperones will be participating. Fund raising activities will take place during the entire school year. The hope is that any student who wants to fundraise the cost of the entire trip will be able to do so.

This trip has proven to be a great recruiting tool for the performing arts department. Students are very excited at the prospect of spending their vacation in Walt Disney World and performing on a Disney stage with professional Disney artists.

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, 2014 Enrollment Report
Date: October 10, 2014

Attached to this memorandum is the October 1, 2014 enrollment report. This is the enrollment count that is used to determine the member town allocations for the 2015-2016 budget. The Town of Orange will have an increase in its share of the 2015-2016 budget, while the Towns of Bethany and Woodbridge will see a decrease in their allocation.

Average Daily Membership

	Bethany	Orange	Woodbridge	Total
October 2014	483	1,146	691	2,320
October 2013	492	1,163	708	2,363
Net Change	(9)	(17)	(17)	(43)
Fiscal Year 2015-2016	20.819%	49.397%	29.784%	100.00%
Fiscal Year 2014-2015	20.821%	49.217%	29.962%	100.00%
Net Change	(0.002%)	0.180%	(0.178%)	

Enclosure

Charles Dumais

From: Charles Dumais
Sent: Sunday, September 14, 2014 7:25 AM
To: 'Leahy, James SIK'; 'Jim1224@aol.com'; James Stirling; 'mtgcpa818@aol.com'; 'jfgrabowski10@gmail.com'; 'Kevin Houlihan'; Kevin Houlihan; 'Ellen Scalettar'; 'jzeoli@orange-ct.gov'; 'Derrylyn Gorski'; 'agenovese@woodbridgect.org'; 'achiarenzelli@orange-ct.gov'
Cc: wtb@quidproquo.com; Jack Levine
Subject: Early thoughts on allocation of any potential Amity surplus funds

Good Morning,

Last spring, as the Amity Budget was being presented to the member towns and discussions of previous surpluses came up, I announced that our strategy in the fall would be to have discussions early about the allocation of any potential surplus funds. As the Amity Finance Committee and the Amity Board of Education considered the use of surplus funds this summer, choosing between allocating a majority of the surplus to the health insurance reserve account or returning those funds to the member towns brought even greater attention to the need to begin this discussion early in the budget process.

In the most recent package of information distributed to the Amity Finance Committee, we included the following statement, which serves as our first step in increasing the transparency of the development of our recommendations for the use of any potential surplus funds:

We continue to look for, and implement, cost savings and efficiencies. Our objectives are 1) using our resources as efficiently as possible; 2) freeing up resources for our priority needs; and 3) returning the remaining unused funds to the Member Towns.

If we have available funds through cost savings and efficiencies and other reasons, the Superintendent's priority choices are likely to be, as follows:

- 1. Request Board budget transfers to pay for unbudgeted, needed items (e.g., mandated special education transportation and tuition; snow removal);***
- 2. Allocate available funds into the Self-Insurance Reserve Fund to raise the reserve to claims ratio to at least 20 percent (target ratio is 25 percent);***
- 3. Designate \$100,000 for unanticipated major facilities projects and put these funds into the Reserve Fund for Capital and Nonrecurring Expenditures to be used as needed;***
- 4. Allocate some of the available yearend funds into the OPEB Trust Fund. The 2014-2015 Budget is \$0. The OPEB Trust Fund was underfunded by \$111,502 in 2013-2014 and will be underfunded (without any budget transfer) by \$199,411 in 2014-2015; and***
- 5. Assign all of the remaining funds to be returned to the Member Towns.***

I welcome your feedback and would like to know if you are interested in being part of a broader discussion on this topic.

Thank you.

Chip Dumais


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



Charles S. Dumais
Superintendent of Schools

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

To: Amity Finance Committee and Amity Board of Education Members

From: Charles S. Dumais, Superintendent of Schools 

Re: Update of 2015-2016 Budget

Date: October 7, 2014

The administration has begun the preparation of our Education Plan for the upcoming years. I have given my team five questions they should consider when preparing their budget requests:

1. Does the request enhance the educational opportunities that we provide students in the most fiscally responsible manner?
2. Has the request been considered on a timescale of at least 3-5 years?
3. Does the request take into account changing enrollment?
4. Does the request best advance the work of the district?
5. Is the request consistent with Amity Board of Education goals?

My proposed budget will provide a clear indication of our efforts to offer excellent educational programs and services that are consistent with Amity Board of Education goals and is delivered in the most cost-effective manner. I have challenged my team to find creative and innovative ways to fund new initiatives in a time of decreasing enrollment. We are committed to moving the district forward and being as frugal as possible in what level of funding we seek.

We will also prepare five-year capital improvement plans for technology and facilities. In addition, there will be a three-year projection of operating budgets. All of these will take into consideration current and projected State requirements (e.g., graduation; Connecticut Common Core), Board Goals, staffing and enrollment.

At this time, we are aware of several areas where there may be a cost impact:

1. **Salaries:** Negotiations have begun with the teachers' union. The Amity Board of Education and I are cognizant of the potential impact to the budget and will take this into consideration during the deliberations.
2. **Self-Insurance Reserve Fund:** By using \$586,655 from available 2013-2014 yearend funds, the reserves to claims ratio was raised to 22% as of June 30, 2014. We should maintain at least a 20% ratio. The recommended ratio is 25%. We will continue to monitor our claims experience very closely.
3. **OPEB Trust:** Due to budget constraints, we have not fully funded it. In 2014-2015, the budget is \$0.

4. **Texts and digital resources:** This fiscal year's budget is \$15,551. The Connecticut Common Core standards are being implemented, and we believed it was not prudent to spend money on texts in this fiscal year. In 2015-2016, we will need to purchase texts or digital resources and this will result in an increase in this budget account.
5. **Technology:** We certainly moved forward with a major upgrade of the district's infrastructure with an \$186,000 State grant, and we upgraded our servers with available funds. The technology new equipment budget for this fiscal year was reduced to \$24,170. We will need to increase technology equipment budget to replace older computers and meet the goals of the Technology Plan.
6. **Facilities:** The 2014-2015 budget for improvements to buildings and sites is \$0. We have postponed projects to keep budgets as low as possible. There are some projects we will need to fund in next fiscal year's budget. One of my early thoughts is to designate \$100,000 for unanticipated major capital projects and put these funds into the Reserve Fund for Capital and Nonrecurring Expenditures to be used as needed.

One of the Board's objectives is to, "Foster a district culture in which all staff are maximizing cost savings and efficiencies." I will create an Ad Hoc committee to formalize the process. Our expectation is we will continue to produce budgets that offer great services without dramatically increasing costs.

I hope to foster a high level of communication with key stakeholders throughout the development of the Superintendent's Proposed 2015-2016 budget.

I look forward to hearing your perspective.

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: OPEB Trust Funding and Budget

Date: October 14, 2014

The question of whether or not to fully fund the OPEB Trust Fund has been raised. It might be helpful to present several scenarios to help explain the differences between a fully insured plan and a self-insured plan. For simplicity, the examples focus only on retirees. Please refer to Appendix.

Scenario A, Column 1, is a fully insured plan where the District pays a set premium for individual, 2-person, and family plans. If we budget the Actual Required Contribution and put it into the OPEB Trust Fund, the percentage of contribution is 100 percent. We can transfer the 'implicit rate subsidy' out of the OPEB Trust Fund to pay current retiree claims. **The District pays Anthem about \$500,000 in administrative costs for a fully insured plan (not shown).**

Scenario B, Column 2, is a self insured plan where the District pays actual retiree claims. If we budget the Actual Required Contribution and put it into the OPEB Trust Fund, the percentage of contribution to the OPEB Trust Fund is 100 percent. We can ONLY transfer out of the OPEB Trust Fund the net difference between actual retiree claims and premiums. In this example, the amount is \$0. Therefore, we would have a **\$300,000 budget deficit.**

Scenario C, Column 3, is a self insured plan. In this case, we budget the Expense Benefits Payments (called Implicit Rate Subsidy in the Fully Insured Plan) in the Medical and Dental budget so we can pay current retiree claims. The **percentage contribution is 40 percent** to the OPEB Trust Fund.

Scenario D, Column 4, is a self insured plan. It is the same as Scenario C except we budget for the Expense Benefits Payments in the Medical and Dental budget and the Actual Required Contribution in the OPEB Trust budget. The result is **fully funding the OPEB Trust Fund**, but the District's **budget is higher by \$300,000.**

SUMMARY

Scenario C is the preferred option: All claims are paid without the operating deficit in Scenario B or the higher budget in Scenario D.

Enclosure

Appendix

COLUMN 1 SCENARIO A FULLY INSURED	COLUMN 2 SCENARIO B SELF INSURED	COLUMN 3 SCENARIO C SELF INSURED	COLUMN 4 SCENARIO D SELF INSURED
--	---	---	---

Figures in thousands

ACTUARIAL REPORT:

1 IMPLICIT RATE SUBSIDY/EXP. BEN. PYMTS.	\$ 300	\$ 300	\$ 300	\$ 300
2 FUTURE RETIREE COSTS	<u>\$ 200</u>	<u>\$ 200</u>	<u>\$ 200</u>	<u>\$ 200</u>
3 ACTUAL REQUIRED CONTRIBUTION	<u>\$ 500</u>	<u>\$ 500</u>	<u>\$ 500</u>	<u>\$ 500</u>

BUDGET:

4 MEDICAL & DENTAL	\$ -	\$ -	\$ 300	\$ 300
5 OPEB TRUST	<u>\$ 500</u>	<u>\$ 500</u>	<u>\$ 200</u>	<u>\$ 500</u>
6 TOTAL	<u>\$ 500</u>	<u>\$ 500</u>	<u>\$ 500</u>	<u>\$ 800</u>

7 FINANCIAL REPORT - PCT. CONTRIBUTION	100.00%	100.00%	40.00%	100.00%
--	---------	---------	--------	---------

ACTUAL:

8 RETIREE CLAIMS	\$ 300	\$ 300	\$ 300	\$ 300
9 LESS: RETIREE PREMIUMS	<u>\$ (300)</u>	<u>\$ (300)</u>	<u>\$ (300)</u>	<u>\$ (300)</u>
10 NET	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BUDGET IMPACT:

11 MEDICAL & DENTAL INSURANCE BUDGET	\$ -	\$ -	\$ 300	\$ 300
12 OPEB TRANSFER	<u>\$ 300</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
13 AVAILABLE TO PAY RETIREE CLAIMS	\$ 300	\$ -	\$ 300	\$ 300
14 LESS: PAYMENT TO ANTHEM	<u>\$ (300)</u>	<u>\$ (300)</u>	<u>\$ (300)</u>	<u>\$ (300)</u>
15 BUDGET SURPLUS/(DEFICIT)	<u>\$ -</u>	<u>\$ (300)</u>	<u>\$ -</u>	<u>\$ -</u>

OPEB TRUST FUND:

16 OPEB TRUST BUDGET/CONTRIBUTION	\$ 500	\$ 500	\$ 200	\$ 500
17 LESS: OPEB TRANSFER TO PAY CLAIMS	<u>\$ (300)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
19 NET CHANGE TO OPEB TRUST BALANCE	<u>\$ 200</u>	<u>\$ 500</u>	<u>\$ 200</u>	<u>\$ 500</u>

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: Award of Contracts of \$35,000 or More
Date: October 5, 2014

Extending Contract for Transportation Services:

The Amity Board of Education entered into a five-year contract for transportation services beginning on July 1, 2012, and terminating on June 30, 2017. The contract requires negotiating prices for regularly scheduled runs, late runs and special runs for 2015-2016 and 2016-2017.

The Transportation Owner-Operators (Contractors) met with me and offered a 2.00 percent annual increase provided the contract is extended to June 30, 2020. This seems like a good proposal for both sides. The Amity Board of Education ('Board') has consistently waived the bidding of transportation services, because the community has been extremely pleased with the service. We save a considerable amount of money sharing vehicles with the Member Towns' Elementary School Districts. Unless the Board wants to bid this service, the proposed annual increase is modest.

The Amity Board of Education requested comparative data, which is shown below:

Comparative Data

DISTRICT	2014-2015 VEHICLE PRICE	LENGTH OF CONTRACT	ANNUAL INCREASE
Amity Region No. 5	\$49,876	5 Years (7/12-6/17)	2.00 %
Bethany Elementary	\$50,881	5 Years (7/12-6/17)	2.00 %
Orange Elementary	\$51,724	5 Years (7/14-6/19)	2.00 %
Woodbridge Elementary	\$49,980	4 Years (7/14-6/18) A	2.00 %

Note A: Woodbridge Elementary District's contract has the option of a two-year extension to 2020

The following motions are recommended:

Amity Finance Committee:

Move to recommend to the Amity Board of Education that the Superintendent of Schools be authorized to sign a contract for transportation services with each Transportation Owner-Operator (Contractor) which extends the current contract by three (3) years, terminating on June 30, 2020. The annual increase for regularly scheduled runs, late runs and special runs shall be 2.00 percent for 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020. Further, recommend the Amity Board of Education waives the bidding requirement.

Amity Board of Education:

Move to authorize the Superintendent of Schools to sign a contract for transportation services with each Transportation Owner-Operator (Contractor) which extends the current contract by three (3) years, terminating on June 30, 2020. The annual increase for regularly scheduled runs, late runs and special runs shall be 2.00 percent for 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020. Further, the Amity Board of Education waives the bidding requirement.

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES AND EXPENDITURES
FOR FY 2014-2015**

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2013-2014 UNAUDITED	2014-2015 BUDGET	AUG '14 FORECAST	CHANGE INCR./(DECR.)	SEP '14 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	MEMBER TOWN ALLOCATIONS	43,260,053	44,208,682	44,208,682	0	44,208,682	0	FAV
2	OTHER REVENUE	286,607	212,494	226,891	0	226,891	14,397	FAV
3	OTHER STATE GRANTS	994,358	1,314,505	1,141,274	4,240	1,145,514	(168,991)	UNF
4	MISCELLANEOUS INCOME	34,193	305,690	305,690	3,727	309,417	3,727	FAV
5	BUILDING RENOVATION GRANTS	67,773	6,491	6,491	0	6,491	0	FAV
6	TOTAL REVENUES	44,642,984	46,047,862	45,889,028	7,967	45,896,995	(150,867)	UNF
7	SALARIES	23,159,109	24,131,979	24,052,353	(36,743)	24,015,610	(116,369)	FAV
8	BENEFITS	5,806,748	5,689,365	5,696,106	(2,061)	5,694,045	4,680	UNF
9	PURCHASED SERVICES	6,443,930	7,875,010	7,517,633	(333)	7,517,300	(357,710)	FAV
10	DEBT SERVICE	5,045,080	4,800,163	4,800,163	0	4,800,163	0	FAV
11	SUPPLIES (INCLUDING UTILITIES)	2,956,625	3,025,144	3,025,144	1,726	3,026,870	1,726	UNF
12	EQUIPMENT	355,459	227,715	227,715	0	227,715	0	FAV
13	IMPROVEMENTS / CONTINGENCY	124,214	150,000	155,100	0	155,100	5,100	UNF
14	DUES AND FEES	118,303	148,486	148,486	0	148,486	0	FAV
15	TRANSFER ACCOUNT	367,516	0	211,502	0	211,502	211,502	UNF
16	ESTIMATED UNSPENT BUDGETS	0	0	0	0	0	0	FAV
17	TOTAL EXPENDITURES	44,376,984	46,047,862	45,834,202	(37,411)	45,796,791	(251,071)	FAV
18	SUBTOTAL	266,000	0	54,826	45,378	100,204	100,204	FAV
19	PLUS: CANCELLATION OF PRIOR YEAR'S ENCUMBRANCES	62,660	0	0	0	0	0	FAV
20	PLUS: RECORDING OF ERRP FROM PRIOR YEAR	0	0	0	0	0	0	FAV
21	PLUS: RECORDING OF BOND PREMIUM PROCEEDS	0	0	0	0	0	0	FAV
22	PLUS: AUDIT ADJUSTMENT FROM PRIOR YEAR	0	0	0	0	0	0	FAV
23	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET:							
24	LESS: ASSIGNED TO NEXT YEAR'S BUDGET	(266,000)	0	0	0	0	0	FAV
26	NET BALANCE / (DEFICIT)	62,660	0	54,826	45,378	100,204	100,204	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 2014-2015**

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2013-2014 UNAUDITED	2014-2015 BUDGET	AUG '14 FORECAST	CHANGE INCR./(DECR.)	SEP '14 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	BETHANY ALLOCATION	8,670,180	9,204,690	9,204,690	0	9,204,690	0	FAV
2	ORANGE ALLOCATION	21,602,772	21,758,187	21,758,187	0	21,758,187	0	FAV
3	WOODBIDGE ALLOCATION	12,987,101	13,245,805	13,245,805	0	13,245,805	0	FAV
4	MEMBER TOWN ALLOCATIONS	43,260,053	44,208,682	44,208,682	0	44,208,682	0	FAV
5	ADULT EDUCATION	3,286	2,936	2,936	0	2,936	0	FAV
6	PARKING INCOME	32,106	30,000	30,000	0	30,000	0	FAV
7	INVESTMENT INCOME	1,425	1,500	1,500	0	1,500	0	FAV
8	ATHLETICS	34,567	32,500	32,500	0	32,500	0	FAV
9	TUITION REVENUE	124,814	72,985	87,382	0	87,382	14,397	FAV
10	TRANSPORTATION INCOME	90,409	72,573	72,573	0	72,573	0	FAV
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0	FAV
12	OTHER REVENUE	286,607	212,494	226,891	0	226,891	14,397	FAV
13	BESB GRANT	0	0	0	500	500	500	FAV
14	SPECIAL EDUCATION GRANTS	994,358	1,314,505	1,141,274	3,740	1,145,014	(169,491)	UNF
15	OTHER STATE GRANTS	994,358	1,314,505	1,141,274	4,240	1,145,514	(168,991)	UNF
16	RENTAL INCOME	24,734	21,000	21,000	0	21,000	0	FAV
17	CAPITAL RESERVE	0	0	0	0	0	0	FAV
18	CONSTRUCTION SINKING DEBT FUND	0	0	0	0	0	0	FAV
19	DESIGNATED FROM PRIOR YEAR	0	266,000	266,000	0	266,000	0	FAV
20	EARLY RETIREE REINSURANCE PROGRAM	0	0	0	0	0	0	FAV
21	OTHER REVENUE	9,459	18,690	18,690	3,727	22,417	3,727	FAV
22	TRANSFER IN	0	0	0	0	0	0	FAV
23	MISCELLANEOUS INCOME	34,193	305,690	305,690	3,727	309,417	3,727	FAV
24	BUILDING RENOVATION GRANTS	67,773	6,491	6,491	0	6,491	0	FAV
25	TOTAL REVENUES	44,642,984	46,047,862	45,889,028	7,967	45,896,995	(150,867)	UNF

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 2014-2015**

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2013-2014 UNAUDITED	2014-2015 BUDGET	AUG '14 FORECAST	CHANGE INCR./(DECR.)	SEP '14 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	5111-CERTIFIED SALARIES	19,385,007	20,158,622	20,078,996	(21,033)	20,057,963	(100,659)	FAV
2	5112-CLASSIFIED SALARIES	3,774,102	3,973,357	3,973,357	(15,710)	3,957,647	(15,710)	FAV
3	SALARIES	23,159,109	24,131,979	24,052,353	(36,743)	24,015,610	(116,369)	FAV
4	5200-MEDICARE - ER	307,410	318,524	319,267	(488)	318,779	255	UNF
5	5210-FICA - ER	238,123	241,309	247,307	(377)	246,930	5,621	UNF
6	5220-WORKERS' COMPENSATION	186,323	206,933	206,933	0	206,933	0	FAV
7	5255-MEDICAL & DENTAL INSURANCE	4,100,644	3,994,853	3,994,853	0	3,994,853	0	FAV
8	5860-OPEB TRUST	55,265	0	0	0	0	0	FAV
9	5260-LIFE INSURANCE	42,895	46,104	46,104	(585)	45,519	(585)	FAV
10	5275-DISABILITY INSURANCE	9,733	10,219	10,219	(611)	9,608	(611)	FAV
11	5280-PENSION PLAN - CLASSIFIED	707,554	738,934	738,934	0	738,934	0	FAV
12	5282-RETIREMENT SICK LEAVE - CERT	61,142	50,588	50,588	0	50,588	0	FAV
13	5283-RETIREMENT SICK LEAVE - CLASS	18,557	2,817	2,817	0	2,817	0	FAV
14	5284-SEVERANCE PAY - CERTIFIED	70,488	69,084	69,084	0	69,084	0	FAV
15	5290-UNEMPLOYMENT COMPENSATION	8,614	10,000	10,000	0	10,000	0	FAV
16	BENEFITS	5,806,748	5,689,365	5,696,106	(2,061)	5,694,045	4,680	UNF
17	5322-INSTRUCTIONAL PROG IMPROVEMENT	15,224	21,500	21,500	0	21,500	0	FAV
18	5327-DATA PROCESSING	69,780	67,892	67,892	0	67,892	0	FAV
19	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	950,696	1,096,440	1,096,440	0	1,096,440	0	FAV
20	5440-RENTALS - LAND, BLDG, EQUIPMENT	62,930	103,127	103,127	0	103,127	0	FAV
21	5510-PUPIL TRANSPORTATION	2,238,531	2,708,889	2,542,457	39,567	2,582,024	(126,865)	FAV
22	5521-GENERAL LIABILITY INSURANCE	176,152	191,120	196,220	0	196,220	5,100	UNF
23	5550-COMMUNICATIONS: TEL, POST, ETC.	63,779	103,750	103,750	0	103,750	0	FAV
24	5560-TUITION EXPENSE	2,797,795	3,482,515	3,286,470	(39,900)	3,246,570	(235,945)	FAV
25	5590-OTHER PURCHASED SERVICES	69,043	99,777	99,777	0	99,777	0	FAV
26	PURCHASED SERVICES	6,443,930	7,875,010	7,517,633	(333)	7,517,300	(357,710)	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 2014-2015**

LINE	CATEGORY	COLUMN 1 2013-2014 UNAUDITED	COLUMN 2 2014-2015 BUDGET	COLUMN 3 AUG '14 FORECAST	COLUMN 4 CHANGE INCR./DECR.)	COLUMN 5 SEP '14 FORECAST	COLUMN 6 VARIANCE OVER/(UNDER)	COL 7 FAV UNF
27	5830-INTEREST	1,603,406	1,515,163	1,515,163	0	1,515,163	0	FAV
28	5910-REDEMPTION OF PRINCIPAL	3,441,674	3,285,000	3,285,000	0	3,285,000	0	FAV
29	DEBT SERVICE	5,045,080	4,800,163	4,800,163	0	4,800,163	0	FAV
30	5410-UTILITIES, EXCLUDING HEAT	699,878	845,900	845,900	1,726	847,626	1,726	UNF
31	5420-REPAIRS, MAINTENANCE & CLEANING	707,616	689,279	689,279	0	689,279	0	FAV
32	5611-INSTRUCTIONAL SUPPLIES	352,763	408,800	408,800	0	408,800	0	FAV
33	5613-MAINTENANCE/CUSTODIAL SUPPLIES	191,154	195,555	195,555	0	195,555	0	FAV
34	5620-OIL USED FOR HEATING	142,741	110,430	110,430	0	110,430	0	FAV
35	5621-NATURAL GAS	99,670	95,000	95,000	0	95,000	0	FAV
36	5627-TRANSPORTATION SUPPLIES	175,474	186,836	186,836	0	186,836	0	FAV
37	5641-TEXTS & DIGITAL RESOURCES	93,517	15,551	15,551	0	15,551	0	FAV
38	5642-LIBRARY BOOKS & PERIODICALS	20,790	23,082	23,082	0	23,082	0	FAV
39	5690-OTHER SUPPLIES	473,022	454,711	454,711	0	454,711	0	FAV
40	SUPPLIES (INCLUDING UTILITIES)	2,956,625	3,025,144	3,025,144	1,726	3,026,870	1,726	UNF
41	5730-EQUIPMENT - NEW	129,597	28,830	28,830	0	28,830	0	FAV
42	5731-EQUIPMENT - REPLACEMENT	225,862	198,885	198,885	0	198,885	0	FAV
43	EQUIPMENT	355,459	227,715	227,715	0	227,715	0	FAV
44	5715-IMPROVEMENTS TO BUILDING	45,324	0	0	0	0	0	FAV
45	5720-IMPROVEMENTS TO SITES	78,890	0	0	0	0	0	FAV
46	5850-CONTINGENCY	150,000	150,000	150,000	0	150,000	0	FAV
47	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	(150,000)	0	5,100	0	5,100	5,100	UNF
48	IMPROVEMENTS / CONTINGENCY	124,214	150,000	155,100	0	155,100	5,100	UNF
49	5580-STAFF TRAVEL	24,889	21,068	21,068	0	21,068	0	FAV
50	5581-TRAVEL - CONFERENCES	20,220	27,389	27,389	0	27,389	0	FAV
51	5810-DUES & FEES	73,194	100,029	100,029	0	100,029	0	FAV
52	DUES AND FEES	118,303	148,486	148,486	0	148,486	0	FAV
53	5856-TRANSFER ACCOUNT	367,516	0	211,502	0	211,502	211,502	UNF
54	ESTIMATED UNSPENT BUDGETS	0	0	0	0	0	0	FAV
55	TOTAL EXPENDITURES	44,376,984	46,047,862	45,834,202	(37,411)	45,796,791	(251,071)	FAV

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

**AMITY REGIONAL SCHOOL DISTRICT NO. 5
REVENUES & EXPENDITURES BY CATEGORY
FINANCIAL ANALYSIS
FOR THE FISCAL YEAR 2014-2015**



SEPTEMBER 2014

RECAP OF 2013-2014

Return to Member Towns:

The cancellation of 2012-2013 encumbrances of \$62,660.07 will be returned to the Member Towns in January 2015 or thereabouts, subject to the review of the District's auditors. 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	\$12,558.33
Orange	\$31,290.56
Woodbridge	\$18,811.18
Total	\$62,660.07

The major components of the unaudited 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.

2014-2015 COST SAVINGS AND EFFICIENCIES

We continue to look for, and implement, cost savings and efficiencies. Our objectives are 1) using our resources as efficiently as possible; 2) freeing up resources for our priority needs; and 3) returning the remaining unused funds to the Member Towns.

If we have available funds through cost savings and efficiencies and other reasons, the Superintendent's priority choices are likely to be, as follows:

1. Request Board budget transfers to pay for unbudgeted, needed items (e.g., mandated special education transportation and tuition; snow removal);
2. Allocate available funds into the Self-Insurance Reserve Fund to raise the reserve to claims ratio to at least 20 percent (target ratio is 25 percent);
3. Designate \$100,000 for unanticipated major facilities projects and put these funds into the Reserve Fund for Capital and Nonrecurring Expenditures to be used as needed;
4. Allocate some of the available yearend funds into the OPEB Trust Fund. The 2014-2015 Budget is \$0. The OPEB Trust Fund was underfunded by \$111,502 in 2013-2014 and will be underfunded (without any budget transfer) by \$199,411 in 2014-2015; and
5. Assign all of the remaining funds to be returned to the Member Towns.

We will report the cost savings and efficiencies implemented since the 2014-2015 Budget was approved. Some of the changes saved money but all of them improved the way we do things.

- Curriculum and Staff Development reported the implementation of cost savings and efficiencies:
 - Eliminated the need for ProTrax (saving \$5,500 annually) by developing a seamless way to track Professional Development offerings on-line.
- Amity Middle School – Bethany Campus reported the implementation of cost savings and efficiencies:
 - A teacher said he shared Google docs and all TIP sheets rather than handing students paper copies of their task sheets.

2014-2015 COST SAVINGS AND EFFICIENCIES

(Continued)

- Amity Middle School – Orange Campus reported the implementation of cost savings and efficiencies:
 - 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.
 - 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.
- Amity Regional High School reported the implementation of cost savings and efficiencies:
 - We saved transportation money this school year by not having a double bus run on the first day of school.
 - We have applied for grants (e.g., CAC grant; Schools of Distinction grant).
- Athletic Department reported the implementation of cost savings and efficiencies:
 - 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.
- Pupil Services Department reported the implementation of cost savings and efficiencies:
 - A cooperative arrangement was made with Orange Elementary School District to share transportation costs to an out-of-district school.
 - We combined transportation runs.

2014-2015 COST SAVINGS AND EFFICIENCIES

(Continued)

- The Finance Department reported the implementation of cost savings and efficiencies:
 - 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 for \$4,000 to \$9,000 more a year. 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 \$4,000 to \$9,000 more a year. Also, it would be more efficient to use one bank to collect funds using our online payment system.
 - 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.

- The Technology Department reported the implementation of cost savings and efficiencies:
 - 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. Furthermore, the District negotiated to receive one-half of the sales price of the old phones.
 - 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.
 - 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.

2014-2015 COST SAVINGS AND EFFICIENCIES

(Continued)

- 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.
- The Facilities Department reported the implementation of cost savings and efficiencies:
- 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.
 - 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.
 - 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.
 - 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.
 - 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.

2014-2015 COST SAVINGS AND EFFICIENCIES

(Continued)

- 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.
- 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.

We continue to look for and implement large and small cost savings and efficiencies. In the past month, administrators have reported the following additional actions to improve operations:

- *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.*
- *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.*
- *The Guidance Offices in the three schools will be combining their orders of permanent record folders to take advantage of volume pricing.*
- *The Middle Schools order student handbooks for both schools. This has saved money.*

2014-2015 COST SAVINGS AND EFFICIENCIES

(Continued)

- *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.*
- *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.*

2014-2015 BUDGET VARIANCES

We have had budget surpluses for the past eight years. This has led to the obvious question of whether or not the budgets have been too high. The primary reasons for the positive variances have been 1) implementing many large and small cost savings and efficiencies; 2) utilizing our resources in a prudent manner; 3) refraining from spending funds when it was not necessary; 4) taking advantage of opportunities (e.g., refinancing debt at lower interest rates); and 5) uncontrollable or unpredictable events (e.g., higher State grants than expected).

It may be beneficial to take a look at budget variances from the perspective of what caused the actual expense to be over or under budget. We can use this information to improve our budgeting.

CATEGORY	VARIANCE \$	EXPLANATION
Salaries	<i>(\$99,002) FAV</i>	We found out about 14 retirements and resignations <u>after</u> the budget was adopted. The budget assumed 5 retirements and resignations in all. There were 19 retirements and resignations. Three vacant positions are in the process of being replaced. The critical hiring time is always after the budget is adopted.
Special Education Transportation	<i>(\$126,865)</i> This favorable variance is partially offset by a reduction in Special Education Grants (Excess Costs)	<ul style="list-style-type: none"> • Transportation costs are budgeted based on where we think certain students will be placed. A change in placement can affect the related transportation costs. For example, three students will attend the same out-of-district school, while the budget assumed each would be at a different school. • We were able to share transportation costs with an Elementary School District. • Three parents elected to provide transportation for their child. We reimburse the parent at the current IRS mileage rate instead of hiring a more expense van which had been budgeted. • We budgeted for an Orange and Woodbridge bus for one of our out-of-district schools. We were able to put the students on one bus. • A smaller enrollment in summer school resulted in lower transportation costs.

2014-2015 BUDGET VARIANCES

(Continued)

<i>CATEGORY</i>	<i>VARIANCE \$</i>	<i>EXPLANATION</i>
Tuition Expense	<i>(\$235,945) FAV</i> This favorable variance is partially offset by a reduction in Special Education Grants (Excess Costs)	<ul style="list-style-type: none">• Two previously outplaced students returned to the District this school year.• Changes in placements resulted in savings.• We budgeted for a 3 to 5 percent tuition increase. Two schools had no increase in their tuition.• One high cost school only increased 1 percent. We budgeted for a 3 percent increase.• The Step Forward Program at Gateway has 2 students attending. We budgeted for 4 students attending.• Our enrollment in Vo-Ag schools is down by more than one-half.

2014-2015 FORECAST

The projected net balance of revenues and expenditures for this fiscal year is **\$100,204 FAV (previously \$54,826 FAV)**, which appears on page 1, column 6, line 18.

REVENUES BY CATEGORY

The projected yearend balance of revenues is **\$150,867 FAV (previously \$158,834 FAV)**, which appears on page 2, column 6, line 25.

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 2014	0.25 %	0.16 %
July 2014	0.25 %	0.16%
<i>August 2014</i>	<i>0.25 %</i>	<i>0.14%</i>
<i>September 2014</i>	<i>0.23 %</i>	<i>0.14%</i>

LINE 9 on Page 2: TUITION REVENUE:

The tuition rate for 2014-2015 school year is \$14,397.00 for a non-resident student. There are 7 non-resident students registered in the District (including one at an employee rate). Six non-resident students (5 full pay and one employee rate) were budgeted.

LINE 13 on Page 2: BESB GRANT:

The forecast is based on preliminary information from the State.

LINE 14 on Page 2: SPECIAL EDUCATION GRANTS:

The State reimbursement rate for 2014-2015 is expected to be 79.6 percent compared to the budgeted reimbursement rate of 81.00 percent. The estimated decrease in revenues is **\$20,138 UNF**. In addition, the forecast of special education expenditures are lower than budget. *The forecast is based on an estimate of expected grants based on projections of special education transportation and tuition and the State reimbursement rate.*

LINE 21 on Page 2: OTHER REVENUE:

Miscellaneous vendor rebates and refunds are put in this account.

EXPENDITURES BY CATEGORY

The projected yearend balance of expenditures is *\$251,071 FAV (previously \$213,660 FAV)*, which appears on page 4, column 6, line 55.

LINE 1 on Page 3: 5111-CERTIFIED SALARIES:

'Turnover savings' (i.e., replacing teachers who retired or resigned) are estimated at *\$99,002 FAV (previously \$79,626 FAV)* over budget. We found out about 14 retirements and resignations after the budget was adopted. The budget assumed 5 retirements/resignations. There were 19 (*previously reported as 17*) retirements and resignations in all. Two vacant positions are in the process of being replaced. This may change the 'turnover savings' variance.

The custodial overtime directly due to the Woodbridge Summer Program amounted to \$16,830.83 UNF, which was reimbursed by the Woodbridge Elementary School District. The check for \$16,830.83 FAV was netted against the salary expense. Thus, the net effect on the budget is zero.

LINE 2 on Page 3: 5112-CLASSIFIED SALARIES:

The forecast is based on current staffing.

LINES 4 and 5 on Page 3: MEDICARE AND FICA:

The forecast is based on current staffing.

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

Please refer to Appendix A for the detailed information regarding the Self-Insurance Reserve Fund and actual/projected claims and fees.

The forecast is based on actual claims to-date. It is assumed actual claims for the remainder of the fiscal year will be the same as budgeted.

	<u>Forecast</u>	<u>Budget</u>	<u>Variance</u>
Reserve Balance on June 30, 2015	<i>\$1,018,351</i>	<i>\$754,824</i>	<i>\$263,527 FAV</i>
Reserves as a Percent of Claims	<i>24.1%</i>	<i>17.2%</i>	<i>6.9% FAV</i>

LINE 8 on Page 3: 5860-OPEB TRUST:

The footnote in the Audited Financial Statements depicts the annual contribution, annual OPEB Cost, Percent Contributed, and Net OPEB Obligations (cumulative total). A historical chart is provided below:

**OPEB TRUST FUND
As Reported in Audited Financial Statements**

<u>Fiscal Year</u>	<u>Annual Contribution</u>	<u>Annual OPEB Cost</u>	<u>Percent Contributed</u>	<u>Net OPEB Obligations</u>
2007-2008	\$ 530,946	\$ 530,946	100.0%	\$ 0
2008-2009	\$ 546,294	\$ 546,294	100.0%	\$ 0
2009-2010	\$ 610,582	\$ 610,582	100.0%	\$ 0
2010-2011	\$ 373,757	\$ 591,798	63.2%	(\$ 218,041)
2011-2012	\$ 376,753	\$ 592,206	63.6%	(\$ 433,494)
2012-2013	\$ 413,627	\$ 594,786	69.5%	(\$ 614,653)
2013-2014	\$ 55,265	\$ 528,939 A	10.4%	(\$1,088,327)
2014-2015	\$ 0 B	\$ 541,802 A	0.0%	(\$1,630,129)

Note A: The 'Annual OPEB Cost' for FY 2014 and FY 2015 are based on the Actuarial Reports, which were provided earlier in the fiscal year and used for budget purposes. The auditors show the actual cost for the fiscal year in the audited financial statements footnotes.

Note B: The budget has \$0. If we have available funds through cost savings and efficiencies and other reasons, the Superintendent's priority choices includes the allocation of some of the available yearend funds into the OPEB Trust Fund.

Other Notes:

- The Amity Board of Education adopted a Resolution for the Adoption of the Trust Agreement for Payment of Other Post-Employment Benefits and the Accompanying Other Post-Employment Benefits Trust Agreement at its meeting on January 8, 2007.*
- The District switched from fully-insured plan to a self-insured plan in 2011-2012.*

The above chart is somewhat misleading. It shows the Actual Required Contribution as the Annual OPEB Cost. We had initially put these funds into the OPEB Trust and then transferred the 'implicit rate subsidy', as calculated in the Actuarial Report, and used these funds to pay actual claims of retirees. When we switched to a self-insured plan, the 'implicit rate subsidy' no longer applied. We could only use funds in the OPEB Trust if actual retiree claims exceeded actual retiree premiums paid, and only then, could we use the differential (i.e., claims less premiums paid).

In 2013-2014, we began putting the Expense Benefit Payments (EBP) directly into the Self-Insurance Reserve Fund and putting a portion of the estimated future retiree claims into the OPEB Trust Fund. We contributed to the OPEB Trust \$55,265 of the \$166,767 of the estimated future retiree claims, which amounted to underfunding by \$111,502. The 2014-2015 Budget is \$0. The OPEB Trust Fund will be underfunded (without any budget transfer) by \$199,411 in 2014-2015. If there are available yearend funds, some of this money could be used to fund the OPEB Trust.

LINE 9 on Page 3: 5260-LIFE INSURANCE:

This is based on the current staff.

LINE 10 on Page 3: 5275-DISABILITY INSURANCE:

This is based on the current staff.

LINE 21 on Page 3: 5510-PUPIL TRANSPORTATION:

Special Education Transportation is a projected variance of \$126,865 FAV (previously \$166,432 FAV).

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

A budget transfer of \$5,100 UNF was approved from the Contingency Account to pay for medical malpractice insurance coverage for the District, Medical Advisor and Doctor who attends Amity home football games.

LINE 25 on Page 3: 5560-TUITION EXPENSE:

These figures are subject to change on a monthly basis.

Tuition has a projected variance of \$235,945 FAV (previously \$196,045 FAV).

Tuition for the vo-ag schools has a projected variance of \$93,201 FAV (previously \$93,793 FAV).

	FY10-11 ACTUAL	FY11-12 ACTUAL	FY12-13 ACTUAL	FY13-14 ACTUAL	FY14-15 BUDGET	FY14-15 FORECAST
Sound	7	6	8	7	7	5
Trumbull	4	3	2	2	3	2
Nonnewaug	5	3	2	2	5	1
ACES Wintergreen Magnet	0	0	2	1	0	0
Totals	16	12	14	12	15	8

Public (ACES) and private out-of-district placements has a projected variance of \$148,074 FAV (previously \$107,582 FAV).

	FY10-11 ACTUAL	FY11-12 ACTUAL	FY12-13 ACTUAL	FY13-14 ACTUAL	FY14-15 BUDGET	FY14-15 FORECAST
Public SPED	6	6	8	6	8	9
Private SPED	21	24	21	25	26	24(25)
Totals	27	30	29	31	34	33(34)

ECA has a projected variance of \$5,330 UNF.

	FY10-11 ACTUAL	FY11-12 ACTUAL	FY12-13 ACTUAL	FY13-14 ACTUAL	FY14-15 BUDGET	FY14-15 FORECAST
ECA	26	26	26	26	26	26

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

The 2014-2015 budget for electricity assumes the use of 3,940,349 kilowatt hours at an average price of \$0.17 per kilowatt hour, or a cost of \$669,859. Loan payments will total \$123,290. The budget assumes a Load Shed credit of \$10,000. The actual kilowatt hours to-date is below budget; however, the forecast assumes the yearend usage will be the same as budgeted.

ELECTRICITY (KILOWATT HOURS)

MONTH	2014-2015 ACTUAL/FORECAST	2014-2015 BUDGET	VARIANCE (FAV)/UNF	2013-2014 ACTUAL	2012-2013 ACTUAL
July	321,976	362,728	(40,752)	353,041	367,417
August	331,999	362,096	(30,097)	355,228	363,974
September	359,196	359,196	-	369,190	344,252
October	307,391	307,391	-	310,925	299,620
November	293,817	293,817	-	294,532	289,052
December	301,828	301,828	-	295,361	304,135
January	327,249	327,249	-	322,535	327,453
February	315,198	315,198	-	323,318	302,733
March	308,146	308,146	-	306,728	305,316
April	322,408	322,408	-	300,730	339,642
May	336,781	336,781	-	324,543	344,377
June	343,511	343,511	-	329,909	352,378
Totals	3,869,500	3,940,349	(70,849)	3,886,040	3,940,349

Note: 2014-2015 Actual Kilowatt Hours shown in bold italics.

Sewer costs will be \$1,726 UNF over budget. The budget is \$26,000. We have been informed the quarterly payments will be \$6,931.50, or \$27,726.00 for the year.

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

The budget for snow removal and sanding is \$59,745. There has been no expenditures to-date. The forecast assumes the entire budget will be spent.

Below is a list of large repairs:

- *Saturated chilled water piping insulation installed in the mid 1990's had become moldy in the Metal Shop at Amity Regional High School. Our installation vendor provided a quote of \$5,800 to replace the insulation. The work was accomplished between September 29th and October 1st, 2014. This was an unbudgeted expense. We are not asking for a budget transfer to cover this cost.*

LINE 47 and LINE 48 on Page 4: 5850-CONTINGENCY:

The forecast assumes the entire Contingency Account of \$150,000 will be spent by fiscal year end. The remaining balance is \$144,900.

September: **\$5,100** - Pay for medical malpractice insurance coverage for the District, Medical Advisor and Doctor who attends Amity home football games.

LINE 53 on Page 4: 5856-TRANSFER ACCOUNT:

The forecast assumes sufficient available yearend funds will be available, and the Amity Finance Committee and Amity Board of Education will agree to:

- *Designate \$100,000 UNF for unanticipated major facilities projects and put these funds into the Reserve Fund for Capital and Nonrecurring Expenditures to be used as needed; and*
- *Allocate \$111,502 UNF into the OPEB Trust Fund. The OPEB Trust Fund was underfunded by \$111,502 in 2013-2014.*

APPENDIX A

**MEDICAL & DENTAL INSURANCE
AND SELF-INSURANCE RESERVE FUND**

**Medical and Dental Insurance
2013-2014**

DESCRIPTION	ACTUAL	BUDGET	VARIANCE \$
Claims – Cash Basis	\$4,188,975	\$3,836,992	\$351,983 UNF
Fees (Insurance, Network Access)	\$665,180	\$716,897	(\$51,717) FAV
Board Share of HDHP/VRIP	\$303,941	\$301,710	\$2,231 UNF
Subtotal	\$5,158,096	\$4,855,599	\$302,497 UNF
Employees & Retirees Premiums	(\$1,195,708)	(\$1,405,000)	\$209,292 UNF
Grant Payments	(\$50,195)	(\$49,079)	(\$1,116) FAV
Net Expenditures	\$3,912,193	\$3,401,520	\$510,673 UNF

Note: Claims are reported above on a cash basis. Claims incurred on or before June 30th but not paid until July 1st or later will be recorded as a liability on the financial statements.

**Self-Insurance Reserve Fund Balance
For Fiscal Year Ended June 30, 2014**

DESCRIPTION	ACTUAL	BUDGET	VARIANCE \$
Balance, June 30, 2013	\$614,535	\$614,535	\$0 FAV
OPEB – VRIP Payouts	\$127,378 A	\$0	\$127,378 FAV
Net Expenditures Variance	(\$510,673) B	\$140,289	(\$650,962) UNF
Year End OPEB Transfer	\$111,502 C	\$0	\$111,502 FAV
Year End Available Surplus	\$586,655 D	\$0	\$586,655 FAV
Balance, June 30, 2014	\$929,397	\$754,824	\$174,573 FAV
Reserves as Percent of Claims	22.2%	19.7%	2.5% FAV

Notes:

A: Funds were transferred from the OPEB Trust Fund for Voluntary Retirement Incentive Program (VRIP) payouts. This was the final year of the program.

B: Claims were over budget by \$351,983 UNF primarily due to under budgeting expected claims by \$200,000 based on consultant's estimate rather than Anthem's projection. Premiums from current employees and retirees were lower than budgeted by \$209,292 UNF. Partially offsetting these, fees were under budget by \$51,717 FAV.

C: A portion of the OPEB Trust budget was transferred into the Self-Insurance Reserve Fund.

D: The remaining available 2013-2014 yearend balance was transferred into the Self-Insurance Reserve Fund.

CURRENT EMPLOYEES' & RETIREES' CLAIMS

MONTH	2014-2015 ACTUAL/FORECAST	2014-2015 BUDGET	VARIANCE (FAV)/UNF	2013-2014 ACTUAL	2012-2013 ACTUAL
July	\$ 311,067	\$ 365,657	\$ (54,590)	\$ 430,267	\$ 157,090
August	\$ 336,053	\$ 365,657	\$ (29,604)	\$ 381,584	\$ 277,965
September	\$ 282,989	\$ 365,657	\$ (82,668)	\$ 306,379	\$ 184,534
October	\$ 365,657	\$ 365,657	\$ -	\$ 312,668	\$ 228,344
November	\$ 365,657	\$ 365,657	\$ -	\$ 327,966	\$ 282,319
December	\$ 365,657	\$ 365,657	\$ -	\$ 416,061	\$ 316,551
January	\$ 365,657	\$ 365,657	\$ -	\$ 402,402	\$ 317,314
February	\$ 365,657	\$ 365,657	\$ -	\$ 238,891	\$ 241,012
March	\$ 365,657	\$ 365,657	\$ -	\$ 368,088	\$ 251,862
April	\$ 365,657	\$ 365,657	\$ -	\$ 374,121	\$ 314,479
May	\$ 365,657	\$ 365,657	\$ -	\$ 314,836	\$ 309,373
June	\$ 365,658	\$ 365,658	\$ -	\$ 315,712	\$ 425,303
Totals	\$ 4,221,023	\$ 4,387,885	\$ (166,862)	\$ 4,188,975	\$ 3,306,146

Note: 2014-2015 Actual Claims shown in bold italics.

FEES (STOP-LOSS PREMIUMS, NETWORK ACCESS FEES)

MONTH	2014-2015 ACTUAL/FORECAST	2014-2015 BUDGET	VARIANCE (FAV)/UNF	2013-2014 ACTUAL	2012-2013 ACTUAL
July	\$ 85,723	\$ 110,000	\$ (24,277)	\$ 104,334	\$ 63,398
August	\$ 88,370	\$ 100,000	\$ (11,630)	\$ 89,545	\$ 70,842
September	\$ 96,853	\$ 100,000	\$ (3,147)	\$ 94,550	\$ 62,972
October	\$ 75,000	\$ 75,000	\$ -	\$ 59,835	\$ 68,252
November	\$ 50,000	\$ 50,000	\$ -	\$ 40,563	\$ 75,925
December	\$ 50,000	\$ 50,000	\$ -	\$ 40,321	\$ 76,201
January	\$ 50,000	\$ 50,000	\$ -	\$ 44,201	\$ 83,428
February	\$ 50,000	\$ 50,000	\$ -	\$ 43,730	\$ 59,882
March	\$ 50,000	\$ 50,000	\$ -	\$ 33,847	\$ 38,761
April	\$ 50,000	\$ 50,000	\$ -	\$ 30,543	\$ 38,478
May	\$ 50,000	\$ 50,000	\$ -	\$ 41,930	\$ 38,389
June	\$ 51,343	\$ 51,343	\$ -	\$ 41,781	\$ 38,159
Totals	\$ 747,289	\$ 786,343	\$ (39,054)	\$ 665,180	\$ 714,687

Note: 2014-2015 Actual Fees shown in bold italics.

**Self-Insurance Reserve Fund Balance
For Fiscal Year Ended June 30, 2015**

DESCRIPTION	FORECAST	BUDGET	VARIANCE \$
Balance, June 30, 2014	\$929,397	\$754,824	\$174,573 FAV
Claims Variance	\$166,862 A	\$0	\$166,862 FAV
Fees Variance	\$39,054 B	\$0	\$39,054 FAV
Premiums & Other Variances	(\$116,962) C	\$0	(\$116,962) UNF
OPEB Transfer	\$0 D	\$0	\$0 FAV
Year End Available Surplus	\$0 E	\$0	\$0 FAV
Balance, June 30, 2015	\$1,018,351	\$754,824	\$263,527 FAV
Reserves as Percent of Claims	24.1%	17.2%	6.9% FAV

Notes:

A: The claims variance is the actual year-to-date claims compared to budgeted year-to-date claims. The forecast assumes the actual claims for the remaining months in the fiscal year will be the same as budget.

B: The fees variance is the actual year-to-date fees compared to budgeted year-to-date fees. The forecast assumes the actual fees for the remaining months in the fiscal year will be the same as budget.

C: Premiums from current employees and retirees were \$116,962 under budget in 2013-2014. The 2014-2015 Budget was based on the higher projection of premiums. The forecast assumes the same variance in 2014-2015.

D: If actual retiree claims exceed actual retiree premiums, the difference may be funded by using money in the OPEB Trust Fund. If actual retiree claims are lower than actual retiree premiums, none of the money in the OPEB Trust Fund may be used to pay retiree claims. This was the reason for putting \$111,502 of the funds budgeted for the OPEB Trust in the Self-Insurance Reserve Fund in fiscal year 2013-2014.

E: The optimum target reserves as a percent of claims ratio is 25 percent. The minimum target reserves as a percent of claims is 20 percent. The Superintendent will consider allocating all or some of the available 2014-2015 yearend funds into the Self-Insurance Reserve Fund if the reserve as a percent of claims ratio is lower than desired.

Amity Regional School District No. 5 - Budget Transfers 2014-2015


<u>MONTH/YR</u>	<u>JNL#</u>	<u>ACCOUNT NUMBER & DESCRIPTION</u>		<u>AMOUNT</u>	<u>DESCRIPTION</u>
July 2014	86	03132220	5611	INSTRUCTIONAL SUPPLIES	\$ -1,700.00 to purchase databases
July 2014	86	03132220	5690	OTHER SUPPLIES	\$ 1,700.00 to purchase databases
July 2014	87	03132220	5730	EQUIPMENT - NEW	\$ 800.00 purchase tables for library
July 2014	87	03111010	5611	INSTRUCTIONAL SUPPLIES	\$ -800.00 purchase tables for library
July 2014	89	03111010	5611	INSTRUCTIONAL SUPPLIES	\$ -300.00 desks for media center
July 2014	89	03132220	5730	EQUIPMENT - NEW	\$ 300.00 desks for media center
July 2014	90	03132220	5730	EQUIPMENT - NEW	\$ 800.00 tables\desks media specialists
July 2014	90	03142219	5611	INSTRUCTIONAL SUPPLIES	\$ -800.00 tables\desks media specialists
August 2014	72	02111010	5810	DUES & FEES	\$ 40.00 MEMBERSHIP DUES -MUSIC
August 2014	72	02132400	5810	DUES & FEES	\$ -40.00 MEMBERSHIP DUES -MUSIC
September 2014	9	03111013	5641	TEXTBOOKS	\$ -456.00 For microscope repairs
September 2014	9	03111013	5420	REPAIRS,MAINTENANCE & CLEANING	\$ 456.00 For microscope repairs
September 2014	130	03142219	5611	INSTRUCTIONAL SUPPLIES	\$ -1,200.00 NEW WORLD LANGUAGE TEXTBOOKS
September 2014	130	03111006	5641	TEXTBOOKS	\$ 1,200.00 NEW WORLD LANGUAGE TEXTBOOKS
September 2014	201	01111008	5420	REPAIRS,MAINTENANCE & CLEANING	\$ 425.00 EXTENDED COVERAGE 3DPRINTER
September 2014	201	01111008	5611	INSTRUCTIONAL SUPPLIES	\$ -425.00 EXTENDED COVERAGE 3DPRINTER
October 2014	9	01113201	5690	OTHER SUPPLIES	\$ 100.00 AFTER SCHOOL ACTORS CLUB
October 2014	9	01132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -100.00 AFTER SCHOOL ACTORS CLUB

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



Charles S. Dumais
Superintendent of Schools

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

To: Amity Finance Committee and Amity Board of Education Members
From: Charles S. Dumais, Superintendent of Schools 
Re: Deposit Policy for Custodial Credit Risk
Date: October 5, 2014

Deposit Policy for Custodial Credit Risk (Board Policy 3292.1(a)) requires me to report any changes in depository in which the District's cash deposits are maintained to the Amity Finance Committee and Amity Board of Education.

Most of the funds are kept at People's United Bank. The Director of Finance and Administration monitors the soundness of the depository used by the District on a quarterly basis. Jack Levine has stated in his most recent quarterly report, dated October 1, 2014, to me that this financial institution is 'safe and secure'.

Finance Manager Terry Lumas has proposed to move the funds currently in Bank of America to People's United Bank over the next several months. There are several reasons to make this change:

1. The fees are higher at Bank of America than People's United Bank. The same services would be provided by People's United Bank for approximately \$2,000 less per year;
2. Bank of America accounts are on a quasi-business-personal platform and the bank would like us to upgrade our accounts to a business platform. The estimated additional fees would range from \$4,000 to \$9,000 per year;
3. Our online payment process would be simplified by using one financial institution; and
4. Bank of America has been on the 'watch-list' of financial institutions.

The timeline for conversion is, as follows:

Completed:	Reserve Fund for Capital Nonrecurring Expenditures
November 2014:	Special Revenue Accounts Scholarship Accounts
February 2015:	Student Activity Accounts

Jack Levine

From: Amanda L. Backhaus [abackhaus@mahoneysabol.com]
Sent: Monday, September 29, 2014 10:55 AM
To: Jack Levine
Cc: Terry Lumas
Subject: RE: Amity audit status report
Attachments: Amity Audit Status Report 9.30.14.pdf

Hello Jack,

Please find the September audit status report attached. Please let me know if you have any questions - Thanks!

Amanda L. Backhaus, CPA

-----Original Message-----

From: Jack Levine [<mailto:jack.levine@reg5.k12.ct.us>]
Sent: Friday, September 26, 2014 10:07 PM
To: Amanda L. Backhaus
Cc: Terry Lumas
Subject: Amity audit status report

Hi, Amanda,
Please provide an audit status report as of October 1st for AFC and BOE. Thank you.
Jack

Sent from my iPad

AMITY REGIONAL SCHOOL DISTRICT NO. 5
AUDIT STATUS REPORT
JUNE 30, 2014

Status Report as of September 30, 2014

	TESTWORK % COMPLETE	REVIEW % COMPLETE	STATUS/ISSUES
Planning Procedures	100%	95%	No issues noted. Partner review in process.
Documentation and Testing of Internal Control			
Documentation of internal control and system walk throughs	100%	95%	No issues noted. Partner review in process.
Non-Payroll Expenditure Testing	100%	95%	No issues noted. Partner review in process.
Payroll Expenditure Testing	100%	95%	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			
Common Core Implementation	100%	25%	Manager review in process. No issues currently identified.
Opinion Unit Substantive Testing			
Government-wide	90%	25%	Near completion - Please see open items 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	75%	0%	To be completed once substantive procedures are finalized.
Single Audit Reports	100%	0%	Manager review to be performed.
ED001	85%	0%	Near completion - Please see open items below. Partner review to commence upon completion.

Items Needed for Completion of Audit

- 1 Pension and OPEB valuation disclosures from actuary.
- 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 67 (Financial Reporting for Pension Plans - an Amendment of GASB Statement No. 25) in the current year. This statements outlines specific items which must be performed/calculated in connection with the actuarial valuations of your pension plan, as well as changes to the footnote disclosures related to your pension plan. We will prepare drafts of all footnote disclosures and review with mangement prior to issuance of reports. This standard has no accounting impact and we have not identified any additional risks and do not anticipate any delays as a result of the implementation.
- _____
- _____
- _____
- _____

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: Extension of Electricity Supply Pricing
Date: October 10, 2014

At its May 12, 2014 meeting, the Amity Board of Education passed a motion "to authorize the Superintendent of Schools to lock-in a set price and term for electricity supply if he deems it in the best interest of the District. The Director of Finance and Administration will report the set price and term at the next Board meeting."

On October 10, 2014, you signed a contract with Constellation NewEnergy, Inc. to lock-in a price of \$0.09970 per kilowatt hour from December 2014 through December 2016, inclusive. The current price to December 2014 is \$0.0899 per kilowatt hour. The new contract pricing includes the Winter Reliability Costs instead of being charged as an additional cost of about \$1,700 per year.

**FITCH AFFIRMS REGIONAL SCHOOL DISTRICT
NO. 5, CT'S GOS AT 'AA+'; OUTLOOK STABLE**

Fitch Ratings-New York-15 October 2014: Fitch Ratings has taken the following rating action on Regional School District No. 5, CT's (the district) general obligation (GO) bonds:

--6.1 million outstanding GO bonds, series 2010B affirmed at 'AA+'.

The Rating Outlook is Stable.

SECURITY

The bonds are a general obligation of the district and, severally, of the member towns of Bethany, Orange and Woodbridge, CT. The district has no independent taxing power, but the member towns have the authority to levy property taxes without limit to meet this general obligation.

KEY RATING DRIVERS

STABLE FINANCES DESPITE RESTRICTIONS: The district's operations are tightly balanced, supported by remittances of property tax payments from member towns. Management has been active in maintaining expenditures at appropriate levels to ensure sound operations. Financial flexibility is constrained due to the inability of the district to levy taxes and state statutes that limit the size of the school district's reserves.

SOUND MEMBER TOWN FINANCES; GOOD DISTRICT/TOWN COOPERATION: The member towns' sound financial positions support stable district operations. Recent years have featured good cooperation between the member towns and the district, resulting in overall voter support for annual district budgets.

MEMBER TOWNS' STRONG ECONOMIC PROFILE: Economic indicators for all three member towns are strong. Town wealth levels are high, and unemployment rates are well below state and national levels.

MODERATE DEBT LOAD: District debt levels are generally moderate with rapid amortization. Total expenditure levels associated with debt service, pension contributions, and other post-employment benefit (OPEB) payments are manageable.

RATING SENSITIVITIES

The rating is sensitive to shifts in member towns' fundamental credit characteristics. A history of strong financial operations and economic indicators suggests continued rating stability.

CREDIT PROFILE

The district, formed in 1953, is located northwest of the city of New Haven, CT and is comprised of three towns - Bethany, Orange, and Woodbridge. The district serves grades seven through 12, with one senior high school and two middle schools; it has an estimated population of 28,520, an increase of about 4% since 2000. School enrollment, however, has been declining annually recently, from less than 1% to about 3% in the last four years. Management projects continued moderate declines in the near term.

FINANCES SUPPORTED BY SOUND MANAGEMENT AND TOWNS' FINANCIAL POSITIONS

The district maintains sound financial operations. It derives about 95% of its general fund revenues from its assessments charged to member towns proportionately, based on the number of enrolled students. The district reported a fiscal 2013 general fund unrestricted balance of \$1.1 million or 2.2% of spending. State statutes require operating surpluses to be either refunded or credited to member towns, or reserved for capital expenses, sick and severance costs, or other post-employment benefits (OPEB), thus limiting the extent of overall district reserve levels.

Fiscal 2014 expenditure growth (3.1% current estimates vs. fiscal 2013 actuals) and fiscal 2015 budgeted growth (3.8% vs. fiscal 2014 current estimates) has been higher than recent years, driven largely by salary and benefit increases and also by increased special education tuition and transportation costs. The salary increases follow salary freezes in fiscal 2013.

The district has been active in controlling other areas of spending to limit annual budget growth. Recent savings measures have included staffing cuts, reductions in discretionary spending and lower debt service costs due to debt refunding. The district estimates a modest fiscal 2014 budgetary basis surplus, after a \$586,655 transfer to the Self-Insurance Reserve Fund, of \$266,000, which is set aside for use in the fiscal 2015 budget. The fiscal 2015 budget is balanced and includes a \$150,000 contingency set aside, which is typical of the district's budgeting practices.

The district's three member towns are chiefly residential. The well-educated area work force is employed largely in professional fields, as reflected in the very high income levels and consistently below-average unemployment rates. The strong financial positions of the three member towns support district financial stability. The towns' financial operations consistently feature unrestricted general fund balances exceeding 10% of spending, as well as strong taxpayer collection rates and diversified tax bases.

In addition, good cooperation between the district and member towns is demonstrated by support for the district's annual budget. District voters have approved the budget on the first ballot for the past nine years. A formal finance committee consisting of board of education members and representatives from each of the member towns facilitates communication and cooperation between the agencies.

MODERATE DEBT LEVELS

Overall debt levels, including district and member town debt, are moderate, with debt per capita at \$3,080 in fiscal 2013 and debt to market value at 1.9%. District debt amortizes rapidly (80% within 10 years) and management reports no near-term additional bonding plans. Annual district debt service as a percentage of governmental spending is manageable at about 11% in fiscal 2013.

District employees excluding teachers are covered by the Amity Regional School District No. 5 single-employer, defined benefit pension plan. The district makes 100% of its annual required contributions (ARC) to the plan. These payments have increased as the plan's funded ratio has declined to 63% as of July 1, 2013 (or 57% using Fitch's more conservative 7% discount rate assumption).

District teachers participate in the Connecticut State Teachers Retirement System. The district has no legal obligation and does not contribute to the state plan. The district created an OPEB trust fund in January 2007 which was valued at \$1.6 million as of June 30, 2013, or 23% of the total liability. Total carrying costs, including debt service, pension and OPEB payments, were manageable at about 13% of governmental spending in fiscal 2013.

Contact:

Primary Analyst
Maria Coritsidis
Analytical Consultant
+1-212-908-0514
Fitch Ratings, Inc.
33 Whitehall St.
New York, NY 10004

Secondary Analyst
Kevin Dolan
+1-212-908-0538

Committee Chairperson
Steve Murray
Senior Director
+1-512-215-3729

Media Relations: Elizabeth Fogerty, New York, Tel: +1 (212) 908 0526, Email: elizabeth.fogerty@fitchratings.com.

Additional information is available at 'www.fitchratings.com'.

In addition to the sources of information identified in Fitch's Tax-Supported Rating Criteria, this action was additionally informed by information from Creditscope, University Financial Associates, S&P/Case-Shiller Home Price Index, IHS Global Insight, National Association of Realtors.

Applicable Criteria and Related Research:

- 'Tax-Supported Rating Criteria' (Aug. 14, 2012);
- 'U.S. Local Government Tax-Supported Rating Criteria' (Aug. 14, 2012).

Applicable Criteria and Related Research:

Tax-Supported Rating Criteria

http://www.fitchratings.com/creditdesk/reports/report_frame.cfm?rpt_id=686015

U.S. Local Government Tax-Supported Rating Criteria

http://www.fitchratings.com/creditdesk/reports/report_frame.cfm?rpt_id=685314

ALL FITCH CREDIT RATINGS ARE SUBJECT TO CERTAIN LIMITATIONS AND DISCLAIMERS. PLEASE READ THESE LIMITATIONS AND DISCLAIMERS BY FOLLOWING THIS LINK: [HTTP://FITCHRATINGS.COM/UNDERSTANDINGCREDITRATINGS](http://fitchratings.com/understandingcreditratings). IN ADDITION, RATING DEFINITIONS AND THE TERMS OF USE OF SUCH RATINGS ARE AVAILABLE ON THE AGENCY'S PUBLIC WEBSITE 'WWW.FITCHRATINGS.COM'. PUBLISHED RATINGS, CRITERIA AND METHODOLOGIES ARE AVAILABLE FROM THIS SITE AT ALL TIMES. FITCH'S CODE OF CONDUCT, CONFIDENTIALITY, CONFLICTS OF INTEREST, AFFILIATE FIREWALL, COMPLIANCE AND OTHER RELEVANT POLICIES AND PROCEDURES ARE ALSO AVAILABLE FROM THE 'CODE OF CONDUCT' SECTION OF THIS SITE. FITCH MAY HAVE PROVIDED ANOTHER PERMISSIBLE SERVICE TO THE RATED ENTITY OR ITS RELATED THIRD PARTIES. DETAILS OF THIS SERVICE FOR RATINGS FOR WHICH THE LEAD ANALYST IS BASED IN AN EU-REGISTERED ENTITY CAN BE FOUND ON THE ENTITY SUMMARY PAGE FOR THIS ISSUER ON THE FITCH WEBSITE.

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

Finance Committee	9/8/14
Personnel Committee	9/16/14
Facilities Committee	9/30/14

MINUTES

COMMITTEE MEMBERS PRESENT: Diane Crocco, Matthew Giglietti, John Grabowski, John Grasso, Jr., James Horwitz and James Stirling.

COMMITTEE MEMBERS ABSENT: Joseph Nuzzo.

STAFF MEMBERS PRESENT: Charles Dumais, Jack Levine and Jim Saisa.

ALSO PRESENT: Ruth Natzel, other members of the public.

A meeting of the Finance Committee of the Amity Regional Board of Education (BOE) was held on Monday, September 08, 2014 at 5:30 pm in the Presentation Room at the Amity District Offices.

1. **Call to Order:** Chairman Jim Stirling called the meeting to order at 5:37 pm.
2. **Discussion and possible action on minutes.**
 - A. Finance Committee meeting August 11, 2014

Motion to approve the minutes of the previous meeting by Mr. Giglietti, second by Mr. Grabowski.

Vote unanimous

Motion carried

3. **Public comment:** None

4. **Presentation of Annual Report on Reserve Fund for Capital and Nonrecurring Expenditures.**

Mr. Levine presented the report on Reserve Fund for Capital and Nonrecurring Expenditures for fiscal year ending June 30, 2014. The net balance as of June 30, 2014 is \$358,818.99.

5. **Discussion and possible action on contracts of \$35,000 or more**
 - A. **Extending contract for Transportation Services**

Mr. Levine stated "the Amity Board of Education entered into a five-year contract for transportation services beginning on July 1, 2012, and terminating on June 30, 2017. The contract requires negotiating prices for regularly scheduled runs, late runs and special runs for 2015-2016 and 2016-2017. The Transportation Owner-Operators (Contractors) met with me and offered a 2% annual increase provided the contract is extended to June 30, 2020. This seems like a good proposal for both sides. The Amity Board of Education ("Board") has consistently waived the bidding of transportation services, because the community has been extremely pleased with the service. Unless the Board wants to bid this service, the proposed annual increase is modest." The following motion is recommended:

Motion by Ms. Crocco, second by Mr. Giglietti, to recommend to the Amity Board of Education that the Superintendent of Schools be authorized to sign a contract for transportation services with each Transportation Owner-Operator (Contractor) which extends the current contract by three (3) years, terminating on June 30, 2020. The annual increase for regularly scheduled runs, late runs and special runs shall be 2.00 percent for 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020. Further, the Amity Board of Education waives the bidding requirement.

Vote unanimous

Motion carried

B. Extending Contract for MUNIS Financial Reporting System.

Mr. Levin stated "We have been successfully using the MUNIS Financial Accounting Systems for about twelve years. The current three-year lease ends on June 30, 2015. We can send out a Request for Proposals or extend the contract for an additional three years. Tyler Technologies has provided me with a quote of \$207,198.00 for three years, or \$69,066 per year. The quote has no increase in rates. I recommend we extend the contract for a three year period. The staff is well-trained on the system and it functions very well. The Auditors have been pleased with the financial reporting system. The Amity Board of Education would need to waive the bid requirement, which was done for the prior three-year term. The following motion is recommended:

Motion by Mr. Grasso, second by Mr. Horwitz to recommend to the Amity Board of Education that the Superintendent of Schools be authorized to sign a three-year extension of the current lease with Tyler Technologies for the MUNIS Financial Accounting Systems for a total cost of \$207,198.00 for three years, or \$69,066.00 per year. Further, it is recommended that the Amity Board of Education waive the bid requirement

Discussion followed regarding continuing with same system versus change; the conclusion was that changing this would be quite difficult and not cost-effective.

Vote unanimous

Motion carried

6. Discussion of monthly financial statements

Mr. Levine called attention to the list in the packet showing the efforts made to accomplish things do things more efficiently and implement cost savings. There are thoughts about putting money into Capital Reserve and setting money aside for facilities or other needs as a contingency. There was discussion concerning the OPEB trust that is not fully funded and wishing to set aside money to fully fund that, however, no decision needs to be made at this meeting.

Mr. Levine explained the budget variances on pages 8 thru 16. There was discussion and questions about pages 14 and 15 with Mr. Stirling, pointing out that budget problems were not due to large claims but rather to underbudgeting.

7. Director of Finance and Administration approved transfers under \$3,000 – No discussion**8. Discussion and possible action on budget transfers of \$3,000 or more.**

The cancellation of 2012-2013 encumbrances of \$62,660.07 will be returned to the Member Towns in January 2015 or thereabouts, subject to the review of the District's auditors. We encumber funds for goods and services received by June 30th but not yet billed. In some cases, the estimated amount encumbered is wrong (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.

Motion by Ms. Crocco, second by Mr. Giglietti to return the year-end available funds of \$62,660.07 to the member towns.

Vote unanimous

Motion carried

Motion by Mr. Grabowski, second by Ms. Crocco to allocate the total \$62,660.07 to the member towns as follows:

Bethany \$12,558.33

Orange \$31,290.56

Woodbridge \$18,811.18

Vote unanimous

Motion carried

9. Discussion and possible action on new funding requests.

Liability insurance – The Board attorney was contacted and he states that the district does not need to be covered; however, one physician who provides consulting services to Amity has been told that the school must cover him. The Board could say that physicians need to get their own insurance but this could have negative ramifications, i.e., physicians might not want to work. Mr. Levine suggested purchasing the insurance because they will cover Amity and the physician for their time advising Amity. The cost is \$5,100 a year and would covers both physicians.

Motion by Mr. Giglietti, second by Mr. Grasso to move \$5,100 from the contingency fund to general liability to purchase the policy. Mr. Horowitz asked why there was different information regarding coverage than at last finance meeting – Are the doctors are covered by this policy while they are consulting for Amity? Mr. Dumais answered that coverage is \$1,000,000 aggregate with a \$5,000 deductible. Mr. Horowitz stated that he does not think we should have uninsured doctors treating our students. Mr. Giglietti stated that it makes no sense that malpractice does not cover a physician completely. It may cost more in order to pay the physicians enough to obtain their own insurance.

Vote unanimous

Motion carried

10. Other

A. Update on Woodbridge Summer Program at Amity Regional High School and related costs

Mr. Dumais stated the program was very successful and was managed superbly by the facilities staff. He is in the process of ascertaining how Woodbridge pays Amity for the use of the facilities. A letter has been sent from Mr. Dumais and the auditor. A few more final steps need to be done to complete this but Amity and Woodbridge are working hard to make it happen.

B. Update on summer Facilities projects

Mr. Saisa gave an update on summer facilities projects (see the written report in the packet).

Middle schools were cleaned by July and high school cleaning completed by mid-August using a team approach. Security upgrades were completed in the middle schools including electronic locks in the library with remote control.

New snack bar completed in the high school cafeteria, awaiting school logos.

Field house upgrade completed, including bathroom improvements.

HVAC equipment was inspected and cleaned.

Asphalt project completed with a re-do needed in some spots (contractor returning).

Tennis court repair completed.

Mold program implemented (Tools for Schools)

School Dude work order system was revamped for greater efficiency.

C. Update on Fuel Cell Project and engineering study

United Illuminating (UI) came with Fuel Cell Inc (potential bidder) to check the layout. It will be two to three weeks until report is received and this is tied to HVAC/ natural gas project. The hope is to have the report in time for the October Board meeting.

11. Adjournment

Motion by Mr. Horwitz to adjourn, second at Ms. Crocco at 6:25 p.m.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

MINUTES

COMMITTEE MEMBERS PRESENT: William Blake, Patricia Cardozo, Sue Cohen, Sheila McCreven, Tracey Lane Russo, James Stirling

Also Present: Charles Dumais, Nicholas Grello (attorney), Stephen Rinaldi (health care consultant)

A meeting of the Personnel Committees of the Amity Regional Board of Education was held on Tuesday, September 16, 2014 at 6:30 p.m. in the Conference Room at the District Offices.

1. **Call to Order:** The meeting was called to order by Sue Cohen at 6:30 p.m.
2. **Motion to enter Executive Session to discuss teacher negotiations strategy with Superintendent Dumais, Nick Grello, and Steve Rinaldi**

Motion: Pat Cardozo

Second: Tracey Lane Russo

Unanimous

3. **Adjourn:** The meeting adjourned at 8:22 p.m.

Respectfully submitted,
Charles Dumais

MINUTES

COMMITTEE MEMBERS PRESENT: Patricia Cardozo (co-chairwoman), Steve DeMaio, Tracey Lane-Russo (co-chairwoman), Sheila McCraven. William Blake (Board chairman and ex-officio member).

COMMITTEE MEMBERS ABSENT: Rita Gedansky, John Grasso, Jr., and Jim Stirling.

Staff members present: Charles Dumais, Jack Levine and Jim Saisa.

Also present: Ruth Natzel.

A meeting of the Facilities Committee of the Amity Regional Board of Education (BOE) was held on Tuesday, September 30, 2014 at 6:30 pm in the Superintendent's Conference Room, at the Amity District Offices.

Call to Order: Co-Chairwoman Pat Cardozo called the meeting to order at 6:35 pm.

Update on Facilities projects

Mr. Saisa handed out his monthly facilities report with five items listed for suggested discussion by the Committee:

- Update on the Fuel Cell project

- Installation of saturated chilled water piping insulation repair.

- Completion of The Black Box Theater.

- Cooling tower repairs to begin between October 15 and November 01, 2014.

- Small boiler leak at Amity Middle School – Orange that stopped and is being monitored with possible repair cost of \$3,575 if necessary.

Discussion opened regarding the Fuel Cell project and communication between United Illuminating (UI) and the District. Ms Russo feels that any and all communication should be done through and with the Facilities Committee (the Committee) including the many meetings that have taken place between Mr. Saisa and Mr. Dumais and UI. Mr. Dumais disagrees and Mr. Blake disagree with his. Ms. Russo stated that the Board and the Committee need all the information that Mr. Saisa and Mr. Dumais have. Mr. Blake stated that it is the responsibility of Mr. Dumais and Mr. Saisa to communicate with UI regarding the facilities and that the Committee should not get involved in micromanaging. Ms. Russo clarified her position stating she did not wish to micromanage anyone but that the Board had voted that one member of the Committee should be invited and attend any presentations by UI and that this Fuel Cell project would stay with the Committee and not with Mr. Dumais and Mr. Saisa. Ms. Cardozo agreed that the Committee and the Board needed to know what is going on so as not to be in a situation as happened over one year ago when the Board was unaware of a project commitment that was made because of a lack of communication by the administration at that time. Ms. McCraven (a new Board and Committee member) asked a few clarifying questions. Mr. Dumais stated that roles and responsibilities need to be preserved (referring to himself and Mr. Saisa) as well as good communication to the Board and to the public; he asked whether the communication process in the past 6 months (since he came to Amity) has been acceptable or has a procedure failed. Ms. Russo states that the "OK" to move ahead with this project came from someone between the district and the Town of Woodbridge and she needs to be sure this does not happen again and feels that the Committee should be involved in any meeting or presentation between the District and UI. Mr. Demaio stated that the Committee was invited to Branford and that was a posted meeting. Mr. Blake asked if Ms. Russo wants to be notified of every email, phone call, etc., from UI to Mr. Dumais or Mr. Saisa. Ms. Russo stated that it seems that Mr. Dumais is not making a commitment to invite someone from the Committee to every meeting and presentation by UI.

Mr. Dumais asked if the communication level he has implemented in the past 6 months is satisfactory; that he will pass along any information from UI when it is sufficient and clear. Ms. Russo stated that this is indeed all that she is asking for information to be passed along. Mr. Blake says that Ms. Russo said she said she wanted to be informed of the "many meetings" held by Mr. Saisa with UI. Ms. Russo clarified that "many meetings" was not an accurate statement. Ms. McCraven stated that the Committee needs the actual final presentation, not incremental information. Mr. Dumais respects the role of the Board, and he stated that the Board and the Committee currently have all the information that he and Mr. Saisa have at this point and that they will continue to keep the Board and the Committee updated going forward. Mr. Demaio asked about the cost, any savings, interest-free loans, etc. associated with the fuel cell; Ms. McCraven asked about the timeline for commitment to the project. These questions will be answered when the data is received from UI, hopefully before the October 20, 2014 Board meeting.

Ms. Cardozo spoke regarding the importance of the Committee meeting to make sure that needed facilities items are included in the budget instead of having them come up as unexpected expenses. Mr. Dumais stated that the district is going to get back to that this coming budget year. Ms. Cardozo stated as a Board we cannot keep our heads in the sand about facility needs. Ms. Russo stated a 5-year capital plan is needed rather than waiting until something is broken before it's deemed essential. Mr. Blake stated that he thinks the Committee would be a good conscience for the Board in terms of facility needs. Mr. Saisa stated that there is indeed a 5-year plan including an engineering study to coincide with energy saving. Ms. Russo is interested in publicizing cost-savings and repair rather than a Band-Aid approach; she asked whether energy costs could be put on the facilities report. Mr. Levine stated that there was frustration in the past because items would be put in the capital plan and then get cut because the budget could never get passed. The administration got the Board's message regarding the facilities budget and the full facilities budget will go to Mr. Dumais and he will make recommendations for priorities. Mr. Levine and Mr. Saisa will be working together to get all this information to Mr. Dumais. The Committee desires the administration and the Board to be pro-active concerning the budget for facilities and to inform the public of these things before budget time. Ms. McCraven asked for clarification regarding budget line items, i.e. capital non-recurring versus repairs. Mr. Levine explained how these line items work.

There was discussion about the facilities report as presented by Mr. Saisa this evening. The Committee liked the report and commended Mr. Saisa for how well this was put together. There was discussion about whether this can be posted on the web site monthly and whether charting of the budget over/under can be added to it. Mr. DeMaio stated that it's been a tough year with regards to facilities and it needs to be brought to the forefront. Mr. Blake suggested that Committee members tour the various buildings with Mr. Saisa and see the boilers, roofs, etc. The Committee agrees that this is a good idea.

Ms. McCraven asked whether there has been an energy audit. Mr. Saisa answered that there has and he will provide a summary of that to Ms. McCraven. Discussion followed about putting this information up on the web for the public.

Mr. Blake asked about the status of the grant application for the MicroGrid. Mr. Dumais answered that this is in the hands of the Town of Woodbridge and he has a meeting this week with the selectman to follow up.

Mr. DeMaio asked about The Black Box Theatre – what funds were allocated, what did it cost and is there a list of who is utilizing it? The Black Box cost was \$250,000. Mr. Dumais will check on how it is being utilized.

Mr. DeMaio mentioned that the Town of Woodbridge treated Pease Field and not the field cannot be used because the Town condemned the field. Girls soccer is now being bussed elsewhere. Question arose about reciprocal use between the District and the town of Woodbridge. Ms. McCraven suggested that Mr. Dumais tell the town at this meeting with them this week that there is a cost involved with bussing because the field is not able to be used and there should be reimbursement for that to the District.

The cooling tower cost was approved by the Board.

Cost for the leak repair is \$3,575 and is budgeted.

Question about when the next Facilities meeting will take place. Ms. Cardozo stated that it should be when the capital plan is finished and ready to be presented. Mr. Dumais stated that he is creating a schedule for quarterly meetings for each subcommittee.

Adjournment – Meeting was adjourned at 7:45 pm

Respectfully submitted,

Ruth E. Natzel, Recording Clerk