

AMITY REGIONAL SCHOOL DISTRICT NO. 5

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

Dr. Charles Dumais
Superintendent of Schools

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AMITY REGIONAL BOARD OF EDUCATION

May 11, 2015

A regular meeting of the Amity Regional Board of Education will be held on Monday, May 11, 2015, at 6:30 p.m. in the Presentation Room at the District Offices.

Agenda

1. Call to Order
2. Pledge of Allegiance
3. Recognition of CABE Student Awardees
4. Approval of Minutes
 - a. Regular BOE Meeting, April 13, 2015 (Enclosure)
 - b. Annual District Meeting on the Budget, May 5, 2015 (Enclosure)
5. Public Comment
6. Student Report
7. Presentation on Peru Trip
8. Discussion and Action on Teacher and Administration Evaluation Plan (Enclosures)
9. Discussion of District Goals/Objectives (Enclosure)
10. Correspondence
 - a. Letter Re: Graduation Date (Enclosure)
 - b. Thank You Note – Boys' Cross Country (Enclosure)
11. Superintendent's Report
 - a. Personnel Report (Enclosure)
 - b. Other
12. Chairman's Report
 - a. Committee Reports
 1. ACES
 2. CABE
 3. Curriculum

- 4. Facilities
 - a. Facilities Dept. Monthly Report, April 2015 (Enclosure)
- 5. Finance
 - a. Discussion and Possible Action on Tuition Rate 2015 – 2016
 - b. Discussion and Possible Action on Contracts of \$35,000 or More
 - 1. Workers' Compensation Insurance
 - 2. Liability, Automotive, Property (LAP) Insurance
 - c. Discussion of Monthly Financial Statements
 - d. Director of Finance and Administration Approved Transfers Under \$3,000
 - e. Discussion and Possible Action on Budget Transfers of \$3,000 or More
 - f. Discussion and Possible Action on New Funding Requests
 - g. Other
 - 1. Update on MicroGrid Project
- 6. Policy
 - a. ByLaw 9325 Meeting Conduct – Second Read (Enclosure)
 - b. Policy 6146.1 Grading/Assessment Systems – First Read (Enclosure)
 - c. Policy 6146 Graduation Requirements – First Read (Enclosure)
Policy 6146 Graduation Requirements - Blackline Version (Enclosure)
 - d. Policy 2151/4111 Recruitment and Selection of Administrative Staff
First Read (Enclosure)
- 7. Personnel
 - a. Update on High School Principal Search

13. Items for the Next Agenda

14. Adjournment

Charles Dumais, Ed.D.
Superintendent of Schools

CD/kfw

pc: Town Clerks:

Bethany
Orange
Woodbridge

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

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

MINUTES

BOARD MEMBERS PRESENT: Chairman William Blake, Mr. Christopher Browe, Ms. Patricia Cardozo, Ms. Sue Cohen, Ms. Diane Crocco, Mr. Steven Demaio, Ms. Rita Gedansky, Mr. James Horwitz, Mr. Thomas Hurley, Ms. Tracey Lane Russo, Ms. Sheila McCreven and Mr. James Stirling.

BOARD MEMBERS ABSENT: None

Staff members present: Dr. Charles Dumais, Ms. Terry Lumas, Mr. Ernie Goodwin, Mr. Shawn DeRosa, Dr. Marie McPadden, Ms. Mary Raiola, and Dr. Charles Britton.

Also present: Mrs. Ruth Natzel, Mr. Jim Leahy (vice-chairman of the Orange Board of Finance), Mr. George Grotheer, Woodbridge Board of Selectmen and other members of the public.

A regular meeting of the Amity Regional Board of Education (BOE) was held on Monday, April 13, 2015 at 6:30 pm in the presentation room at the Amity District Offices.

1. **Call to Order:** Chairman William Blake called the meeting to order at 6:40 pm.
2. **Pledge of Allegiance** was recited by those present.

Mr. Hurley moved that item 12.A.4.a. be moved to after item 6 (student report) on the agenda, 2nd by Mr. Browe.

Vote unanimous

Motion carried

Chairman Blake stated that Mr. Grasso tendered his resignation as a member of the Board of Education due to the increased demands of his job. Mr. Blake thanked Mr. Grasso for his years of service and wished him well. Mr. John Belfonti was then sworn in as a new Board of Education member to take Mr. Grasso's place.

3. **Presentation of Connecticut Association of Boards of Education (CABE) Aware of Excellence for Educational Communications for the 2014-2015 Amity District Calendar.**

Presentation of the CABE award was made by area director John Prins to the Amity Board of Education.

4. **Approval of minutes.**

A. **Regular BOE meeting, March 09, 2015 (enclosure)**

Motion by Mr. Demaio, 2nd by Mr. Stirling, to approve the minutes as submitted.

Correction on page 4, item 6.a. should be "Lengthy, lively discussion ensued and questions were answered."

Correction on page 5, add Mr. Hurley's name to those voting opposed to the motion.

(Corrections were made and minutes were re-submitted)

Mr. Blake asked for a vote on the minutes as submitted and amended.

Vote unanimous with 3 abstentions (Mr. Demaio, Ms. Russo and Mr. Belfonti)

Motion carried

B. **Special BOE meeting, March 24, 2014 (enclosure)**

Motion by Ms. Russo, 2nd by Mr. Hurley to accept the minutes as submitted

Vote unanimous

Motion carried

C. Public District Hearing, April 06, 2015 (enclosure)

Motion by Mr. Stirling, 2nd by Ms. McCreven to approve the minutes as submitted

Vote unanimous with 5 abstentions (Mr. Browe, Mr. Hurley, Ms. Russo, Mr. Demaio and Mr. Belfonti) Motion carried

5. Public Comment

Ms. Tasha Turkalo, Amity High School, Class of 1984, spoke in favor of naming the gymnasium after Mr. Paul Mengold.

6. Student Report

Mr. George Grotheer gave an update on events at Amity High School over the past month as well as informing the Board of upcoming events. Mr. Blake thanked Mr. Grotheer for his report and congratulated him on his work in the play "Tarzan", along with all the other students that were in the play.

12.A.4.a Chairman's report, committee reports, facilities, naming of the gymnasium

Motion made by Ms. Gedansky, 2nd by Mr. Hurley, upon recommendation by the Facilities Committee, to name the Amity High School Gymnasium The Paul Mengold Gymnasium.

Several Board members spoke in favor or against the motion for various reasons.

Votes in favor 9, votes against 2 (Mr. Demaio, Mr. Stirling), abstention Mr. Belfonti

Motion carried

7. Correspondence

Mr. Blake received a thank you note from the captain of the Amity High School cross-country team.

8. Discussion and possible action on District Technology Plan – Second reading (enclosures)

Motion by Mr. Hurley, 2nd by Mr. Demaio to accept the Technology Plan as presented at a previous Board meeting.

Vote unanimous (abstention Mr. Belfonti)

Motion carried

9. Discussion and possible action on setting graduation date – June 22, 2015

Dr. Dumais recommended that the date for Graduation coincide with the date for the last day of school (June 22, 2015) and that the date of the last day of school not be adjusted. He noted that it was adjusted last year in order to avoid having to hold school during a single day of the April Vacation due to excessive weather-related cancellations.

There was some discussion regarding the last day of school and the date of graduation in previous years. Point of order was called by Mr. Hurley that a motion was needed to amend the agenda first.

Motion by Ms. McCreven, 2nd by Mr. Browe to amend the agenda to consider changing the last day of school.

In favor 9, against 2 (Ms. Cohen, Mr. Horwitz), abstention Mr. Belfonti

Motion carried

Motion by Mr. Hurley, 2nd by Mr. Browe to remove one day from the school calendar to make 181 days and to finish on Friday, June 19, 2015.

Much discussion followed regarding several possibilities for adjusting the calendar including shortening the year by one day, changing graduation to a Friday, with Monday as the last day of school.

More discussion took place regarding changing the school calendar and setting a graduation date and the possibilities and logistics of both. Dr. Dumais and Dr. Britton answered questions regarding the pros and cons of taking away a day from the school year and making Friday, June 19, 2015 graduation day.

In favor 6 (Mr. Browe, Mr. Demaio, Mr. Hurley, Russo, Crocco, Gedansky) opposed 6 (Mr. Blake, Ms. Cohen, Ms. Cardozo, Mr. Horwitz, Mr. Stirling, Ms. McCreven) abstention Mr. Belfonti **MOTION FAILED**

Motion by Ms. McCreven, 2nd by Mr. Browe, to move graduation to Friday, June 19, 2015.

In favor (Demaio, Browe, Russo, McCreven, Crocco, Gedansky, Stirling, Cardozo) 9, opposed (Ms. Cohen, Mr. Horwitz) abstention 2 (Mr. Hurley, Mr. Belfonti) **Motion carried**

Mr. Blake asked for a motion for a 10-minute recess.

Motion by Mr. Browe, by for a 10-minute recess at 7:35 pm.

Vote unanimous **Motion carried**

Mr. Blake called the meeting back to order at 7:47 pm.

10. **Accept donation of \$550.00 from Bethany Lions Club for an electronic device charging station for Amity Regional High School.**

Motion by Mr. Hurley, 2nd by Ms. Crocco to accept the donation of \$550.00 from the Bethany Lions Club for purchase of an electronic device charging station for Amity High School.

Vote unanimous **Motion carried**

Mr. Blake thanked the Bethany Lions Club for their generous donation.

11. **Superintendent's Report**
A. **Personnel Report – (enclosure)**

Dr. Britton will be taking a position as assistant professor at Sacred Heart University at the end of this school year. Mr. Demaio thanked Dr. Britton for his service to Amity and pointed out that there were three superintendents during Dr. Britton's tenure but only one principal at Amity High School, a Blue Ribbon School.

- B. **Other (enclosure)**

United Illuminating lease agreement is still being negotiated and is narrowed down to 5 possible areas. Gas contracts for Orange and the high school are in place at zero cost to the district.

Next policy meetings are on May 7th, June 4th and June 25th.

The hours for the budget referendum were discussed with Town Officials and will remain 6am-8pm.

12. **Chairman's Report -**
A. **Committee Reports**

1. **ACES**

Ms. Cohen stated that ACES will advertise both remedial and accelerated summer academies. There will be a lunch on Friday May 8th from 12 noon to 2 p.m. at Amaranti's to introduce the programs.

2. **CABE**

Ms. McCreven attended Day On The Hill on March 25th. Points of interest were the definition of dyslexia and the possible expansion of a pesticide ban to include high schools. The Minimum Budget Requirement will also be taken up by the legislature.

3. Curriculum – The Curriculum Committee has not met.
4. Facilities – The Facilities Committee has not met.
 - a. Discussion and possible action on naming of gymnasium
 - b. Facilities Department monthly report, March 2015 (enclosure)
 - c. United Illuminating (UI) – These items were covered in the Superintendent’s Report.
 1. Lease
 2. Gas contract – Orange
 3. Gas contract – High school
5. Finance
 - a. Budget
 1. Discuss and take final action on the 2015-2016 Amity Board of Education operating budget to be submitted to referendum on Wednesday, May 6, 2015.

Motion by Ms. Cohen, 2nd by Ms. Crocco to send the Superintendent’s proposed budget in the gross amount of \$46,902,342/net amount of \$ 45,348,694 to referendum on Wednesday, May 6, 2015.

Vote 10 in favor, 1 opposed (Mr. Demaio) Mr. Belfonti abstained

Motion carried

2. Resolution to authorize Amity Regional School District No. 5 to prepare an explanatory text for the budget referendum question:

Motion by Mr. Horwitz, 2nd by Ms. Cardozo that it BE RESOLVED, that the Secretary of the Board of Education of Amity Regional School District No 5 be authorized to prepare, print and distribute a concise explanatory text of the budget referendum question which, by vote of the Board of Education, has been submitted to a referendum vote on the voting machines of each of the member towns, which text shall not advocate either the approval or disapproval of the question and shall otherwise be prepared in accordance with Connecticut General Statutes Section 9-369b.

Vote unanimous, abstention Mr. Belfonti

Motion carried

- b. Discussion and possible action on contracts of \$35,000 or more (attached)

Mr. Blake asked for one motion was made to award all the contracts, numbers 1-9 as written in the memo of March 26, 2015 from Mr. Levine to Dr. Dumais and as recommended by the Finance Committee. Mr. Hurley stated that he would need to recuse himself from voting on item numbers 1, 7 and 9.

Motion made by Mr. Stirling, 2nd by Mr. Horwitz to award the contracts for item numbers 2, 3,4,5, 6, and 8 as written in the memo of March 26, 2015 from Mr. Levine to Dr. Dumais and as recommended by the Finance Committee and as listed below:

2. Substitute teacher services
3. Site-based grounds maintenance program
4. Snow removal, ice control and sanding services
5. Safety service program
6. District chiller maintenance contract
8. Athletic training contract

Vote unanimous, abstention Mr. Belfonti

Motion carried

Motion made by Mr. Browe, 2nd by Mr. Horwitz to award the contracts for item numbers 1,7 and 9 as written in the memo of March 26, 2015 from Mr. Levine to Dr. Dumais and as recommended by the Finance Committee and as listed below:

1. Professional auditing services
7. Investment consulting services
9. Health and welfare benefits consultants for medical and dental insurances

Vote unanimous with Mr. Hurley recused and Mr. Belfonti abstaining

Motion carried

c. Discussion of monthly financial statements (attached)

Ms. Cardozo commended Mr. Levine, Ms. Lumas and Dr. McPadden for their continued efforts in aggressively looking for cost savings.

d. Director of Finance and Administration approved transfers under \$3,000 (attached) no questions.

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

f. Discussion and possible action on new funding requests

Motion by Mr. Browe, 2nd by Mr. Horwitz to make the budget transfer of \$25,000 from account 04-12-6130-5560, tuition expense, to account number 04-12-6110-5560, tuition expense, to pay special education expenses and that we make a budget transfer to purchase a golf cart for \$6,400.

Vote unanimous

Motion carried

Motion by Ms. Crocco, 2nd by Mr. Horwitz to make a budget transfer of \$19,780 from account number 05-15-0000-5850 contingency account to account number xx-14-2600-5420, repairs, maintenance and cleaning, to pay for sanding and snow removal.

Vote unanimous, abstention Mr. Belfonti

Motion carried

6. Policy

a. First reading – ByLaw 9325 meeting conduct (enclosure)

There was much discussion regarding the fine points of this ByLaw. The ByLaw will go back to the Policy Committee when they meet on May 7th and Mr. Blake suggested that any Board member with suggestions for revision make them know to the Committee.

b. Second reading – Policy 3435.1 – Unexpended class funds (enclosure)

Motion by Ms. Russo, 2nd by Ms. Cohen to adopt Policy 3435.1

Vote unanimous, abstention Mr. Belfonti

Motion carried

c. Second reading – Policy 3524.1 - Hazardous material in schools.

Motion by Ms. Cohen, 2nd by Mr. Browe to adopt Policy 3524.1

Vote unanimous, abstention Mr. Belfonti

Motion carried

7. Personnel – Covered in the Superintendent's Report

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

14. Adjournment

Motion by Mr. Hurley, 2nd by Ms. Crocco to adjourn at 8:44 pm.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

Thomas Hurley, Secretary

MINUTES

BOARD MEMBERS PRESENT: Chairman William Blake, Ms. Sue Cohen, Ms. Rita Gedansky, Mr. Thomas Hurley and Ms. Sheila McCreven.

Staff members present: Dr. Charles Dumais, Mr. Jack Levine and Mr. Ernie Goodwin.

Also present: Mrs. Ruth Natzel, one Board member-elect.

The Annual District Meeting for the 2015-2016 Budget was held on Tuesday, May 5, 2015, at 5:30 p.m. in the Presentation Room at the Amity District Offices.

Ms. Cohen was appointed as temporary chairman of the meeting by acclamation; she called the meeting to order at 5:34 p.m.

Ms. Cohen asked for a nomination from the floor for a Chairman for the meeting.

Ms. McCreven nominated William Blake as chairman, seconded by Mr. Hurley.

Mr. Hurley moved that nominations be closed, seconded by Ms. McCreven.

Ms. Cohen called for a vote to make Mr. Blake the Chairman of the meeting.

Vote unanimous

Motion carried

Since no members of the public were in attendance for a presentation on the 2015-2016 budget, Mr. Hurley moved that the meeting be adjourned to a machine/ballot vote to be held in the Towns of Bethany, Orange, and Woodbridge on Wednesday, May 6, 201, second by Ms. Gedansky.

Vote unanimous

Motion carried.

Motion by Mr. Hurley, second by Ms. Gedansky to adjourn at 5:37 p.m.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

Thomas Hurley, Secretary

REVISED APRIL 28, 2015
AMITY BOE APPROVED XXXX
CSDE APPROVED XXXX

AMITY REGIONAL SCHOOL DISTRICT NO. 5

TEACHER EVALUATION AND DEVELOPMENT MODEL

Amity Regional School District No. 5

Bethany Orange Woodbridge

Committee on Teacher/Administrator Evaluation

	2014-15	Term Ends
Chip Dumais	- Superintendent of Schools	
E. Marie McPadden	- Chair, Advisory Committee on Teacher Evaluation Director of Curriculum & Staff Development	
Amy Benton	- Teacher, Bethany	2016
Charles Britton	- Building Administrator, Woodbridge	
Brenda Burt	- Teacher, High School	2016
Richard Dellinger	- Building Administrator, Bethany	
Tasia Kimball	- Teacher, High School	2017
Kathleen Fuller-Cutler	- Building Administrator, Orange	
Jen Bshara	- Teacher, Orange	2016
Peter Downhour	- AEA President	Duration of term as President
Mary Raiola	- Director of Pupil Services	
Claude Roy	- Teacher, High School	2015

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Online Resources

Panorama Student Feedback Survey. Web. 28 Apr. 2015. <<http://goo.gl/c4ck6k>>

Peer Feedback Survey. High School. Web. 28 Apr. 2015. <<http://goo.gl/hhOh20>>

Peer Feedback Survey. Orange Middle School. Web. 28Apr. 2015.
<<http://goo.gl/GHf2Nf>>

Peer Feedback Survey. Bethany Middle School. Web. 28Apr. 2015.
<<http://goo.gl/qfERjS>>

CCT Rubric for Effective Teaching. May 2014. Web. 28 Apr. 2015.
<<http://goo.gl/RUWf4p>>

CCT Rubric for Student and Educator Support Specialists. Oct. 2014. Web. 28 Apr. 2015. <<http://goo.gl/cPIKSj>>

TEACHER EVALUATION AND DEVELOPMENT MODEL

Purpose and Rationale of the Evaluation System

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

Core Design Principles

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

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

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

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

 - The Common Core State Standards (CCSS), which clearly establishes high expectations for learning for all of Connecticut's children.
 - Connecticut's Common Core of Teaching (CCT), adopted in 2014, which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in four domains:
 - Classroom Environment, Student Engagement and Commitment to Learning;
 - Planning for Active Learning;
 - Instruction for Active Learning;
 - Professional Responsibilities and Educator Leadership.
 - Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014 for Student and Educator Support Specialists
 - Common Core of Leading: Connecticut Leadership Standards, adopted in June of 2012 (for Administrators only). This uses the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations:
 - Vision, Mission, Goals
 - Teaching and Learning
 - Organizational Systems and Safety
 - Families and Stakeholders
 - Ethics and Integrity
 - The Education System
 - The Connecticut Framework K-12 Curricular Goals and Standards
 - State Assessments
 - Locally-developed curriculum standards
- *Promote both professional judgment and consistency*
- *Foster dialogue about student learning*

- *Encourage aligned professional development, coaching and feedback to support teacher growth*
- *Ensure feasibility of implementation.*

Teacher Evaluation Process and Timeline

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

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

Evidence Collection – ongoing

Mid-year Check- in – January/February

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

Local reporting – June 30th – BOE

State reporting – June 30th – SDE

Summative assessment revision – September 15th

Goal-Setting and Planning

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

Required Steps:

1. ***Orientation on Process*** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. The teachers will be provided with materials outlining the process and other information as appropriate. Training will take place in August. All forms and materials will be available on the website.

2. ***Planning, Teacher Reflection and Goal Setting***- The teacher examines student performance data, prior year evaluation and survey results to draft a proposed performance and practice goal(s), student learning objectives (SLOs), and a student feedback goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. ***Goal-setting Conference*** – The primary evaluator and teacher meet at the beginning of the school year to discuss proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. Guidance on developing professional development focus areas based on evidence collected should also be reviewed. A system for monitoring progress should be reviewed and agreed upon by the evaluator and the teacher to support the review.

Evidence Collection

Timeframe: **On-going**

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

Mid-Year Check-in

Timeframe: **January/February**

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-year conference* - The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators **will** deliver mid-year formative information on **all** components of the evaluation framework (**CCT Rubric**) for which evidence has been gathered and analyzed (**including SLO’s, goals, surveys, non-classroom reviews of practice**). **An indication of quantitative progress will be provided at the mid-year conference.** If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g. student population, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review and Conference

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

1. *Teacher self-assessment*- The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence; self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators

significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15th.

3. *End-of-Year Conference* – the evaluator and teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Local Reporting

Timeframe: By June 30th

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

State Reporting

Timeframe: By June 30th

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

Summative Rating Revisions

Timeframe: By September 15th

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

Evaluation and Support System Overview

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - a. Observation of teacher performance and practice (40%)
 - b. Peer feedback (10%)
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs)
 - b. Measures of student learning as determined by student feedback (5%) through student surveys

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

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance by not others

Below Standard – Not meeting indicators of performance

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

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

Teacher Performance and Goal Setting

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

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

Goals should be **SMART**:

S = Specific and Strategic

M = Measurable

A= Aligned and Attainable

R= Results-Oriented

T= Time-Bound

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

TEACHER EVALUATION COMPONENTS

Student Outcomes Related Indicators

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

Teacher Related Indicators

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

Student Outcomes Related Indicators = 50%

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

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

Category 1: Student Growth and Development (45%)

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

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

- STANDARDIZED STATE TESTS – SLO 1

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

In lieu of a SDE requirement to base SLOs on a standardized test, teachers may have the option to use assessments that are aligned to CCSS and/or SBAC.

For the 2015-2016 academic year, academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments. Isolated standardized test results will not be used as the sole basis for the 22.5% of teacher evaluation. Standardized test results will only be used for the development of an SLO if used in tandem with teacher-developed, interim assessments aligned to the standardized assessment. If standardized test results are used as part of an SLO's, the interim, teacher-developed assessments will receive the same weight and consideration when determining student growth and development. During 2015-2016, the use of a standardized test score where applicable (GMRT, AP, CMT/Science, CAPT/Science, PE Fitness Test, Ten Marks Assessments, Study Island assessments, etc.) will be "mutually agreed" to by the teacher and primary evaluator or supervising teacher (i.e., department chair).

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

1. Four quarterly common performance-based assessments aligned to CCSS and/or SBAC (2 for semester-long courses) must be used as part of measuring the SLO.
2. The four common performance-based assessments aligned to CCSS and/or SBAC must assess student performance against the Common Core State Standards.
3. The four common performance-based assessments aligned to CCSS and/or SBAC must be used in a manner that determines student preparation for the Smarter Balanced assessment.

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

- **NON-STANDARDIZED INDICATORS – SLO 2**
22.5% of IAGDs will be based on a minimum of one non-standardized indicator.

Examples of non-standardized indicators include:

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

All assessments must be aligned to the Common Core State Standards and/or SBAC. There will be mutual agreement on the weighting of multiple IAGDs.

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

Student Learning Objective (SLO) Phase I: Learn about this year's students: The first phase, the discovery phase, just before the start of the school year. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade or course. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges.

Student Learning Objective (SLO) Phase II: Set 2 Goals for Learning: As described above.

Step 1: Decide on the Student Learning Objectives

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

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

Step 2: Select Indicators of Academic Growth and Development

Step 3: Provide Additional Information

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

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

Step 4: Submit SLO to Evaluator for Approval

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

The evaluator will examine each SLO. The SLO must meet all three criteria to be approved: Priority of Content, Quality of Indicators and Rigor of Objective/Indicator. If one or more of the criteria is not met, the evaluator will provide written comments and discuss their feedback with the teacher. SLOs that are not approved must be revised and resubmitted to the evaluator within ten (10) days.

DEFINITIONS:

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

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

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

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

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

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

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

Exceeded (4)	87.5-100% target was met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	63.5-87.5% of the target(s) contained in the indicators.
Partially Met (2)	40.5 – 63.0% met the target(s) but taken as a whole, progress towards the goal was made.
Did Not Meet (1)	25.0- 40.0% - Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their SLO scores. The individual SLO ratings and the student grow and development rating will be shared and discussed with teachers during the End-of-Year Conference.

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

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

Category 2: Student Feedback- (5%)

Panorama Student Feedback Survey

<http://goo.gl/c4ck6k>

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

Our survey meets the following criteria:

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

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

1. Review the survey results from prior period(s).
2. Use the Panorama Survey Classroom-level Scales **for a minimum of one class**.
3. Set one target for growth or performance for the **current** academic year.
4. Review the Panorama Survey and select two of the five Classroom-level Scales to administer at the mid-course point and at the end-of-course point.
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	ACCOMPLISHED	DEVELOPING	BELOW STANDARD
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Teacher Evaluation Components

TEACHER PRACTICE RELATED INDICATORS = 50%

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

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

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

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

Teacher Practice Framework:

2014 Connecticut Common Core of Teaching (CCT) <http://goo.gl/RUWf4p>; and
The Connecticut CCT Rubric for Effective Service Delivery for Student and Educator Support Specialists <http://goo.gl/ePIKSj>

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

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

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

Domains of Teacher Performance

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

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

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

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

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

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

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

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

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

Accomplished – describes solid, expected professional performance.

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

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

Observation Process

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

will be unannounced. Additionally, during informal observations, observers will minimize recording in order to focus upon teacher and student behavior. Creation of a record of the observation will in most instances occur after the observation.

- An indication of quantitative progress will be provided at the mid-year conference. A summative rating will be provided at the summative conference given at the end of the year.

Number of Observations:

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

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

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

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

TEACHER CATEGORY	OBSERVATION REQUIREMENTS
Non-Tenured Teachers (Years 1-4)	<ul style="list-style-type: none"> • Minimum 3 formal observations- • 2 of the 3 will be announced and include a pre-conference • 1 of the 3 will be unannounced • all include post-conference (verbal and written feedback) • Minimum of 3 informal observations. Include post conference (verbal and written feedback) • non-classroom review of practice

<p>Tenured - Accomplished and Exemplary Teachers Observation Cycle Flexibility Option</p>	<p>Cycle A</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>Cycle B</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>Cycle C</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%)

Peer Feedback Survey

Peer Feedback Survey. High School. Web. 28 Apr. 2015. <<http://goo.gl/hhOh20>>

Peer Feedback Survey. Orange Middle School. Web. 28Apr. 2015. <<http://goo.gl/GHF2Nf>>

Peer Feedback Survey. Bethany Middle School. Web. 28Apr. 2015. <<http://goo.gl/qfRjS>>

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

Our survey meets the following criteria:

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

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

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

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

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

Final Summative Ratings:

- The individual summative teacher rating will be based on 4 categories of performance: student growth and development, teacher observations, peer feedback and student feedback.
- Every educator will receive one of 4 performance ratings:
 - Exemplary (4)
 - Accomplished (3)
 - Developing (2)
 - Below Standard (1)
- The rating will be determined using the following steps:

A. Calculate an Indicator Score for each category using the Rating Table.

Rating Table

% of Attainment of Indicator	Indicator Points	Indicator Rating	Indicator Score
87.5-100	175-200	Exemplary	4
63.5-87.0	127-174	Accomplished	3
40.5-63.0	81-126	Developing	2
25.0-40.0	50-80	Below Standard	1

B. Calculate the teacher summative rating using the indicator score for all five components, taking into account their relative weights using the Summative Rating Scale.

Summative Rating Table

Component	%	Indicator Score	Weighted Indicator Score
Standardized Test or Other Indicator (2014-15 only)	22.5	# between 1-4	0.225-0.9
Non-standardized Indicator	22.5	# between 1-4	0.225-0.9
Student Feedback	5	# between 1-4	0.05-0.2
Teacher Observations	40	# between 1-4	0.4-1.6
Peer Feedback	10	# between 1-4	0.1-0.4
Summative Score			1.0-4.0

The resulting summative score is likely to contain decimals. Round the summative score as translated in the table below:

Summative Score	Summative Rating
3.52-4.0	Exemplary (4)
2.54-3.51	Accomplished (3)
1.62-2.53	Developing (2)
1.0-1.61	Below Standard (1)

EXAMPLE #1:

Component	%	Indicator Score	Weighted Indicator Score
Standardized Tests/ or Other Indicator (2014-15 only)	22.5	4	.9
Non-Standardized Indicator	22.5	3	.675
Student Feedback	5	3	0.15
Teacher Observations	40	4	1.6
Peer Feedback	10	3	.3
Summative Score			3.625
Summative Rating			Exemplary

EXAMPLE #2:

Component	%	Indicator Score	Weighted Indicator Score
Standardized Test/ or Other Indicator (2014-15 only)	22.5	2	.45
Non-Standardized Indicator	22.5	3	.675
Student Feedback	5	3	0.15
Teacher Observations	40	3	1.2
Peer Feedback	10	3	.30
Summative Score			2.775
Summative Rating			Accomplished

Primary and Complementary Observers

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

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

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

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

There will be a minimum of four (4) complementary evaluators at both Amity Middle School Orange and Amity Middle School Bethany. There will be a minimum of nine (9) complementary observers in addition to the seven (7) department chairs at Amity Regional High School.

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators, including complementary observers are required to complete extensive training on the evaluation model. Amity will provide comprehensive training and support to our schools to ensure that evaluators are Accomplished in conducting teacher evaluations including observation, valuation and providing quality feedback. The District will provide calibration sessions on an annual basis to all administrators, department chairs, and complementary observers. Amity has a mechanism in place for assessing individual evaluator proficiency on an on-going basis. Evaluators who do not demonstrate proficiency within a specified period of time will be subject to retraining on the evaluation model.

Definition of Effectiveness and Ineffectiveness; Evaluation Audit and Validation

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

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

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

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

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

Evaluation-Based Professional Learning

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

Support and Development

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

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

Career Development and Growth

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

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

Improvement and Remediation Plans

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

- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of **Accomplished** or better at the conclusion of the improvement and remediation plan.

The Amity Improvement and Remediation Plan provides guidance, supervision, and support for staff who need to develop a higher level of proficiency in one or more areas as defined by the Connecticut Common Core of Teaching, and/or the Amity job description. This plan recognizes that a teacher may need support in meeting the expectations of the job description. To be effective in providing instruction to improve student achievement, a teacher needs to demonstrate that he or she is **Accomplished** in implementing the district's curriculum standards, instructional practices, assessment procedures and classroom management strategies. Teachers

will work with their evaluator to develop a plan that includes: specific objectives, strategies to complete the objectives, formal and informal observations, professional development opportunities and a timeline. Verification of improvement will be done through a procedure of: collecting data, conferences with the teacher, and a written request which summarizes the nature of the problem and the attempts to resolve the problem. Each of the parties will receive a copy of the appropriate documents. If the evaluatee's status changes to **Accomplished**, copies of appropriate evaluation forms will be placed in the evaluatee's personnel file.

Dispute Resolution Process

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

Orientation Programs

Amity will offer an annual orientation (before the start of the school year) program regarding teacher evaluation and support system to new teachers to the District and whose performance is being evaluated.

REVISED MAY 1, 2015

SDE Accepted for Approval XXXX

AMITY REGIONAL SCHOOL DISTRICT NO. 5

ADMINISTRATOR EVALUATION AND DEVELOPMENT MODEL

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Core Requirements for the Evaluation of Administrators who Serve in Roles Requiring a 092 Certification

The superintendent of Amity Regional School District No. 5 shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification. 092 certificate holders whose primary job duties include teaching students shall be evaluated using the requirements in the Teacher Evaluation Model.

4-Level Matrix Rating System

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

The performance levels shall be defined as follows:

- Exemplary – Substantially exceeding indicators of performance
- **Accomplished**- Meeting indicators of performance
- Developing - Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance

In order to determine summative rating designations for each administrator, the Amity Regional School District will:

1. Rate administrator performance in each of four categories – multiple student learning indicators, teacher effectiveness outcomes, observations of administrator performance and practice, and stakeholder feedback.
2. Combine the multiple-student learning indicator rating and the teacher effectiveness outcomes rating into a single rating, taking into account their relative weights; this will represent an overall “outcomes rating” of Exemplary, **Accomplished**, Developing, or Below Standard.
3. Combine the observations of administrator performance and practice rating and stakeholder feedback rating into a single rating, taking into account their relative weights; this will represent an overall “practice rating” of Exemplary, **Accomplished**, Developing or Below Standard.
4. Combine the outcomes rating and practice rating into a final rating that equally weights the outcomes and practice ratings. Amity will assign a summative rating performance level. Amity will provide at the start of each school year how the “practice rating” and “outcomes rating” will be combined into one summative rating.

Administrator Evaluation Process

1. The annual evaluation process for an administrator will include:
 - a. *Orientation on process*
Timeframe: By July 31st
To begin the process, the superintendent or designee will provide the administrator with materials outlining the evaluation process and other information as appropriate. Process information provided in orientation will include the rubric used for assessing administrator practice, the instruments to be used to gather

feedback from staff, families, and /or students and their alignment to the rubric, the process and calculation by which all evaluation elements will be integrated into an overall rating.

b. *Goal-setting conference*

Timeframe: By September 31st

At the start of the school year, the superintendent or designee and administrator meet to discuss information relevant to the evaluation process, and agree on the specific measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. In the absence of agreement, the superintendent or designee makes the final determination about the performance targets. The evaluator and administrator also identify focus areas for development of administrator practice aligned to the Connecticut School Leadership Standards. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in meeting the performance targets.

c. *Evidence collection*

Timeframe: Ongoing

The administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review.

1. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of developing or below standard.
2. The evaluator of an assistant principal shall conduct at least two observations of the practice of said assistant principal *

2. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

3. Mid-year formative review

Timeframe: January/February

The superintendent or designee and administrator hold a mid-year formative conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice.

4. End-of-year summative review:

Timeframe: June 15th

- a. Administrator self-assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the superintendent or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
- b. End-of-year conference – The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent or designee assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

** If the guidelines are modified, the district plan will be adjusted to reflect the new requirement.*

5. Local reporting
Timeframe: By June 30th
Amity's superintendent shall report the status of administrator evaluations to Amity Board of Education on or before June 30th of each year.
6. State reporting
Timeframe: By June 30th
The Amity superintendent shall report of the Commissioner of Education the status of the implementation of administrator evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators who have not been evaluated and other requirements as determined by the DOE.
7. Summative rating revisions
Timeframe: By September 15th
After all data, including state test data, are available, the superintendent or designee may adjust the summative rating if the state test data may have a significant impact on a final rating. A final rating may be revised when state test data are available, before September 15th of a school year.

Administrator Evaluation Components

Multiple Student Learning Indicators – Forty five percent (45%)

NOTE: For the 2015-16 academic year, the required use of state test data is suspended pending federal approval.

- Twenty-two point five percent (22.5%) of an administrator’s evaluation shall be based on student performance and/or growth on the state-administered assessments in core content areas that are part of the state’s approved school accountability system. If the state adds a student growth indicator tied to content-area assessments to the state accountability system for schools, then that indicator shall become a required element of this portion of the administrator evaluation system.

This portion must include:

- School Performance Index (SPI) progress from year to year;
- SPI progress for student subgroups

Evaluation ratings for principals on these state test measures are generated as follows:

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
SPI Progress	100% to 125% of target progress	75%-99% of target progress	50-74% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all groups that have SPI <88 OR All subgroups have SPI >88 OR The school does not have subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for an subgroup that has SPI <88

Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

	SPI >88	SPI between 88 and 64	SPI <64
SPI progress from year to year	50%	60%	60%
SPI Progress for student subgroups	50%	40%	40%

For 092 holders serving in central office administrative roles, The District shall rate performance based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results. All protections related to the assignment of school accountability ratings (e.g. the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation. If the state adds a student growth indicator tied to content-area assessments to the state accountability system for schools, then that indicator shall become a required element of this portion of the administrator evaluation system.

2. Twenty-two point five (22.5%) of an administrator's evaluation shall be based on at least two locally-determined indicators of student learning, at least one of which will include student outcomes from subjects and/or grades not assessed on state-administered assessments. Locally determined indicators will align to Connecticut learning standards. For administrators in high schools, selected indicators must include:
 - The cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for the principal and the assistant principal evaluations.

	SLO 1	SLO 2	SLO 3
High School Principal	Graduation Rate (meets the non-tested grades or subjects requirement)	Broad discretion	
Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School AP	Graduation Rate (meets the non-tested grades or subjects requirements)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central office Administrator	(meets the non-tested grades or subjects requirement)		

- Students' performance or growth on school-or classroom- developed common performance-based assessments in subjects and grade levels for which there are not available state assessments (State Guidelines, Page 12).
- Other indicators proposed by the district.

The Amity district shall allow administrators and their evaluators to craft mutually agreed-upon student learning objectives specific to that administrator.

The process for selecting measures and creating SLOs should strike a balance between alignment to the district's student learning priorities and focus on the most significant school-level student learning needs.

- First, the district established student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The professional resources are appropriate to supporting the administrator in meeting their performance targets.

The principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion as follows:

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3 rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives Or Met 1 objective and did not make substantial progress on either of the other 2

Teacher Effectiveness Outcomes – Five percent (5%)

Acceptable measures include:

- Improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outline in their performance evaluations. At this time, the guidelines do not indicate a goal for the 5%.
- Other locally-determined measures of teacher effectiveness.

For assistant principals, measure of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating. If the assistant principal's job duties do not include teacher evaluation, then the teacher effectiveness rating for the principal of the school shall apply to the assistant principal.

Rating of Administrator Performance and Practice by the District Superintendent or Designee – Forty Percent – 40%

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence is 40% of an administrator's summative rating.

Ratings shall be based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards using a rubric aligned to those standards. <http://goo.gl/MUjcNk>

Leadership Practice – Six Performance Expectations

	Performance Expectation	%
1.	Vision, Mission and Goals	20
2.	Teaching and Learning	40
3.	Organizational Systems	15
4.	Families and Stakeholders	10
5.	Ethics and Integrity	10
6.	The Education System	5

Amity's performance ratings distinguish among four levels of performance (Exemplary, **Accomplished**, Developing and Below Standard) and clearly identify administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations.

Observation protocol distinguishes between observations required for principals, assistant principals and central office administrators with alignment to the Guidelines and includes the following requirements:

- 1. At least two school site observations for any administrator.**
- 2. At least four school site observations for administrators who are new to their district school, the profession, or who have received ratings for developing or below standard.**
- 3. Evaluators of assistant principals will conduct at least two school site observations.**

For principals, the district will weigh the Teaching and Learning Standard at least twice as much as any other standard. The other standards of practice have a weighting of at least 5% of the overall evaluation.

In rating administrators against the rubric, the evaluator is required to identify a performance rating with written evidence to support the rating for each leadership standards and the evaluator must identify the strengths and growth areas of the administrator.

A rubric is not required for central office administrators. Amity will generate ratings from evidence collected directly from the Common Core of Leading: Connecticut School Leadership Standards.

The evaluator is required to provide feedback on administrator performance at least but not limited to the mid-year conference and end-of-year conference. The feedback should be provided as soon after an observation as is practical.

TRAINING

All Amity Administrators will attend training sessions as needed. The training will focus on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback.

On-going calibration training will be provided throughout the year by external consultants (ACES) or by Central Office administration.

STAKEHOLDER FEEDBACK – 10%

School Climate Survey (school-based)

Feedback from stakeholders – assessed by administration of a standardized school climate survey with measures aligned to the Connecticut Leadership Standards is 10% of an administrator's summative rating.

For school-based administrators, stakeholders solicited for feedback shall include teachers and parents. Central office administrators shall be rated based on feedback from the stakeholders whom the administrator directly serves. The feedback will be kept anonymous and will demonstrate validity and reliability.

More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time. The Amity District may also rate administrators based on status performance and may have less of a focus on improvement over time if status performance surpasses a district-determined threshold of adequate performance.

The Amity district may set common targets of improvement and performance for all administrators or set specific targets for individual administrators based on survey feedback.

Final Summative Ratings:

- The individual summative administrator rating will be based on 4 categories of performance; multiple student learning indicators, teacher effectiveness outcomes, rating of administrator performance and practice and stakeholder feedback.
- Every administrator will receive one of 4 performance ratings:
 - Exemplary (4)
 - Accomplished (3)
 - Developing (2)
 - Below Standard (1)
- The rating will be determined using the following steps:

A. Calculate an Indicator Score for each category using the Rating Table.

Rating Table

% of Attainment of Indicator	Indicator Points	Indicator Rating	Indicator Score
87.5-100	175-200	Exemplary	4
63.5-87.0	127-174	Accomplished	3
40.5-63.0	81-126	Developing	2
25.0-40.0	50-80	Below Standard	1

B. Calculate the administrator summative rating using the indicator score for all five components, taking into account their relative weights using the Summative Rating Scale.

Summative Rating Table

Component	%	Indicator Score	Weighted Indicator Score
Standardized Test or Other Indicator (2015-16)	22.5	# between 1-4	0.225-0.9
Non-standardized Indicator	22.5	# between 1-4	0.225-0.9
Teacher Effectiveness Outcomes	5	# between 1-4	0.05-0.2
Administrator Performance and Practice	40	# between 1-4	0.4-1.6
Stakeholder Feedback	10	# between 1-4	0.1-0.4
Summative Score			1.0-4.0

The resulting summative score is likely to contain decimals. Round the summative score as translated in the table below:

Summative Score	Summative Rating
3.52-4.0	Exemplary (4)
2.54-3.51	Accomplished (3)
1.62-2.53	Developing (2)
1.0-1.61	Below Standard (1)

EXAMPLE #1:

Component	%	Indicator Score	Weighted Indicator Score
Standardized Test or Other Indicators (2015-16)	22.5	4	.9
Non-Standardized Indicator	22.5	3	.675
Teacher Effectiveness Outcomes	5	3	.15
Administrator Performance and Practice	40	4	1.6
Peer Feedback	10	3	.30
Stakeholder Feedback			3.625
Summative Rating			Exemplary

EXAMPLE #2:

Component	%	Indicator Score	Weighted Indicator Score
Standardized Test or Other Indicators (2015-16)	22.5	2	.45
Non-Standardized Indicator	22.5	3	.675
Teacher Effectiveness Outcomes	5	3	.15
Administrator Performance and Practice	40	2	1.2
Peer Feedback	10	3	.30
Stakeholder Feedback			2.775
Summative Rating			Accomplished

EVALUATION - BASED PROFESSIONAL LEARNING

The Amity District shall provide professional learning opportunities for administrators based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it related to student learning results, observation of professional practice or the results of stakeholder feedback include the provision of useful and timely feedback and improvement opportunities. The District shall provide all evaluators of administrators with training focused on the administrator evaluation system, including at least, but not limited to, training on conducting effective observations and providing high quality feedback.

INDIVIDUAL ADMINISTRATOR IMPROVEMENT AND REMEDIATION PLANS

The Amity District Structured Assistance Level of Administrator Support Plan is designed for those administrators who may need additional assistance to improve the performance of their professional responsibilities. The administrator and the superintendent will develop an action plan to address the stated performance problem area(s). The action plan will: (a) outline the specific area(s) of concern and list specific professional growth activities that must take place in order to remedy the problem (b) will include a dedicated timeline not to exceed five (5) months (c) will include a meeting between the administrator and the superintendent mid-way through the dedicated timeline to discuss the progress towards meeting the defined performance standards. Performance growth will be measured against the specific criteria outlined in the action plan.

At the end of the specified timeline, the administrator and the superintendent will meet to review progress made towards correcting the problem area(s). Following the meeting, the superintendent will make one of the following recommendations:

- If satisfactory progress has been made in the area(s) of concern, the superintendent will return the administrator to the normal evaluation cycle.
- If satisfactory has not been made in the area(s) of concern, the administrator will move to the Extended Structured Assistance Administrator Level of Support plan.
- The Action Plan will be collaboratively developed and will include, but not be limited to, support for the administrator in the following areas:
 - Peer mentoring
 - Professional development activities related to the Action Plan
 - Appropriate resources to support the Action Plan

The Extended Assistance Administrator Support Plan – if at the end of the timeline collaboratively developed by the administrator and the superintendent, the administrator does not meet the Areas of Concern/Performance Requirements plan goals, the administrator will be placed on Extended Structure Assistance Support.

The Plan will include:

- A listing of what the administrator must accomplish
- A listing of the assistance to be offered by the district
- A timeline not to exceed one year from the start of the Extended Structured Assistance Administrator Support Plan
- A series of progress meeting dates between the administrator and the superintendent

At the conclusion of the timeline established for the Extended Structured Assistance Support Plan, the superintendent will make of the following recommendations:

- The issues in question are resolved and the administrator is returned to the normal evaluation.
- The issues have not been resolved and the administrator may face additional disciplinary measures, including contract termination.

CAREER GROWTH AND DEVELOPMENT

The Amity District shall provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; differentiate career pathways; and, targeted professional development based on areas of need.

ORIENTATION PROGRAMS

The Amity Regional Board of Education or regional educational service center for the school district (ACES) shall offer annual orientation programs regarding the administrator evaluation and support program to administrators who are employed by such regional board of education and whose performance is being evaluated and shall train administrators who are employed by such local or regional board of education and who are conducting performance evaluations. Annual evaluation calibration training shall be provided to all administrators who conduct evaluations.

DEFINING EFFECTIVENESS AND INEFFECTIVENESS: EVALUATION AUDIT AND VALIDATION

The Amity School District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the evaluation system, and as described in the Common Core of Leading: Connecticut School Leadership Standards.

An Amity Administrator shall be deemed effective if they receive a proficient or exemplary rating annually. An Amity Administrator who fails to meet this standard may be deemed ineffective. (See page 15 – Individual Administrator Improvement and Remediation Plans).

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

The SDE or a third-party designated by the SDE will audit evaluations ratings of exemplary and below standard to validate such exemplary or below standard rating by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one classroom teacher rated exemplary and at least one teacher rated below standard per district selected. The district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.

Dispute Resolution Process

A panel, composed of the superintendent, administrator union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution, i.e., consensus on a given issue, the determination regarding that issue will be made by the superintendent.

Amity Regional School District #5
 Board of Education/District Goals & 3-5 Year Plan
 2015-2018

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

<i>Objective</i>	<i>Action</i>	<i>Indicator</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Timeline</i>
Enhance the learning environment through the creation of a personalized learning experience that is responsive to each individual student					
Improve relationships through expanded district communications that leverage traditional and social media formats to communicate in a clear, timely, and inclusive manner					
Explore formal and informal opportunities to enhance the leadership capacity of Amity students and adults					
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					
Improve the feeling of safety, security, and support at all schools					

Continuously Improve Operations to Ensure Greatest Efficiency and Effectiveness

Objective	Action	Indicator	Person(s) Responsible	Resources	Timeline
Continuous improvement of financial procedures to be fully consistent with the highest quality management standards					
Continuous improvement of non-educational operations to ensure the highest quality of practice and procedures					
Foster a district culture in which all staff are maximizing cost savings and efficiencies					
Enhance the financial planning process					
Continuous improvement of Human Resources to ensure the highest quality of practices and procedures in the recruitment, hiring, training, and retention of staff					
Maintain clear and current policies					

From: Ron Nudel [mailto:ronnudel@gmail.com]
Sent: Thursday, April 16, 2015 10:07 PM
To: Charles Britton
Cc: Paula Cofrancesco
Subject: Graduation

Dear Dr Britton

Thank you for returning my call. I am sorry I missed it. This communication will summarize the dilemma in the hope that you might have a creative way to help.

Amity's official 2015 calendar lists the last day of school as Monday, June 15, barring snow days. Graduation is always the last day of school, so 6/15, barring the snow days. Each snow day puts the date back one day.

My son (Jake, the first of 4 Amity graduates) is getting married in Maine Saturday June 20. An unfortunate winter saw graduation drift toward and reach Friday, but then Monday June 22!

BOE meets and the date is back to Friday. Help.....

Thanks,
Ron

This email also summarizes the situation for the district office, the superintendent, and the board. It officially requests a copy of the bylaws governing this situation and the minutes of that board meeting.

While the method of picking a graduation date is odd to me, it has been defended in past years by district policy. Policy dictates and selected June 22. A seemingly arbitrary decision changed that. I don't think it's right and I am not sure it is defensible by the bylaws that govern this situation.

--

Ron Nudel, MD, FACC, FSCAI
203-988-8381 cell
203-773-3055 office

[Mon 4/20/2015 1:48 PM]

Thanks for your email...

Actually, the email to Dr B was not a mistake. There are two issues on my mind. The one directed to the district office regards how and why and under what guidelines the the switch was

made. To this end, I requested (not yet received) that Paula send me the relevant minutes and bylaws. Why not just switch to the original Monday? Why not follow the rules prospectively stated? These are the rules that we followed when we made then unmade plans. At this late date it is hard to un-unmake plans. True we are just one family, but we are one family that followed the rules. To me, your decision is arbitrary and capricious. It neither follows your rules nor takes into consideration what you announced. I am at a college tour but will be available by phone after 5 today or starting 5am tomorrow.

The issue for Dr Britton is more for advice on what to do if Lily is unable to physically attend graduation.

I look forward to speaking with you.

Ron 203-988-8381

On Apr 20, 2015 1:05 PM, "Charles Dumais" <Charles.Dumais@reg5.k12.ct.us> wrote:

Dr. Nudel,

I believe that you mistakenly sent Dr. Britton an email after receiving my phone message. I would be glad to speak with you about graduation. Is there a convenient time to give you a call?

Chip Dumais

[Wed 4/22/2015 11:12 AM]

Dr. Nudel,

Thank you for sharing your perspective with me yesterday on the telephone. I do know that you are extremely busy and I am sure that you do not need any additional sources of frustration or aggravation. Please know that my recommendation was to maintain the practice of having graduation on the last day of school. That said, the last day of school has been, for at least the last three years, at least one full school week beyond the originally scheduled end of the school year because of inclement weather (five missed days in 2014-2015; six missed days in 2013-2014; 11 missed days in 2012-2013).

You asked for bylaws or polices that govern the Board's decision to modify the date of graduation. It is actually Connecticut General Statutes that guide Boards on this issue. Connecticut General Statute §10-16 requires that public schools maintain no fewer than 180 school sessions per year (without special exception granted by the State Department of

Education). Additionally, Connecticut General Statute §10-259 requires that the school year end no later than June 30. Lastly, Connecticut General Statute §10-167 allows Boards of Education to establish the graduation date at the beginning of the school year given that it is no earlier than the 185th day of school (as determined by the unadjusted approved school calendar). The same statute allows Boards of Education to alternatively establish the date of graduation after April 1 and maintain it even if there are weather- or emergency-related cancellations. Hence, the Amity Board of Education annually establishes the date of graduation at its April Meeting (minutes [pre-approval] attached).

As you requested yesterday, I have shared your concern (and all electronic communications) with the Chairman of the Amity Board of Education.

Should you have any additional questions or concerns, please feel free to contact me.

Chip Dumais

Mr. Blake-

I would like to thank you and the rest of the Amity Board of Education for the 2014 Amity Boys Cross Country plaques. All of the guys are so grateful to receive such a nice award after our win at the Class LL State Championship. Having these plaques will allow the 40 of us to look back on this season for the rest of our lives.

Sincerely,

Alex Bunnell 2014 Amity Boys Cross Country Captain

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



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

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

May 11, 2015

To: Members of the Board of Education
From: Charles Dumais, Superintendent of Schools
Re: Personnel Report

New Hire(s):

Amity Reg. District Offices – Woodbridge: NONE

Amity Reg. High School – Woodbridge: NONE

Amity Reg. Middle School – Bethany: NONE

Amity Reg. Middle Schools – Orange: NONE

Coaches:

Amity Reg. High School – Woodbridge: NONE

Amity Reg. Middle Schools – Bethany / Orange: NONE

Leave(s) of Absence: NONE

Resignation(s):

Mindy Walwer – Music Teacher – Amity Middle School – Orange Campus

Marissa Nall – Coach – Girls' Volleyball – Amity Middle School – Bethany Campus

Retirement(s): NONE

CSD/pfc

April, 2015

Amity Regional School District No. 5

CLEAN

SAFE

HEALTHY

SCHOOLS

Facilities Department Monthly Report

Completed Projects:

- The cooling tower refurbishment project is complete at Amity Regional High School.
- The exterior staircase at the Athletic Director's entrance was repaired and put back into use.
- The roof leaks at Amity Middle School, Bethany Campus, were repaired as soon as the large snow and ice piles melted.
- One of the sewage ejection pump floats failed at Amity Regional High School. It was replaced.
- Spring preventive maintenance tasks were done during the April break. This includes servicing all air handlers and changing filters.
- The chillers at all three schools were serviced and are ready to be started when weather allows switching from heating to cooling season.
- All athletic fields were prepared and made ready for spring sports.
- The dish machine in the kitchen at Amity Regional High School broke down. Repairs were facilitated with our vendor and it is back in service.

Projects in process:

- The tuckpointing repairs for Amity Regional High School have begun. Work over the main entrance must be done on a Saturday to not endanger people entering the building. It is being scheduled for early May.
- Curbing repairs necessary due to salt damage are in process at Amity Regional High School.

Outstanding issues to be addressed:

- We are continuing to work on a LED lighting project at all three schools. We are presently ensuring the products selected will meet the requirements of the utility companies and will be bidding the purchase of the equipment soon. We are also waiting to see if the fuel cell project will proceed as the incentives could grow due to the entire project being considered a comprehensive one, not just lighting.
- The potholes due to the winter frost problems have been identified and scheduled for repair.
- The excessive frost caused some cracks in the tennis courts at Amity Regional High School. Some are from last year's repairs and will be repaired under warranty and some are new, which will be repaired over the summer.

Amity Regional School
District No. 5

25 Newton Road

Woodbridge, CT 06525

Phone: 203-397-4817

Fax: 203-397-4864



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



Terry Lumas
Assistant Director of Finance and Administration
terry.lumas@reg5.k12.ct.us

Phone (203) 397-4801
Fax (203) 397-4864

To: Dr. Charles Dumais, Superintendent of Schools
From: Terry Lumas, Assistant Director of Finance and Administration
cc: Jack Levine, Director of Finance and Administration
Re: Tuition Rate 2015-2016
Date: April 28, 2015

I am recommending the tuition rate for the 2015-2016 school year be set at \$15,189.00 for a non-resident student. There are currently 6 non-resident students registered in the District (including one at an employee rate). 6 non-resident students (5 full pay and one employee rate) were budgeted. The charge is approximately equal to the per pupil cost as defined by the State Department of Education.

Invoices are mailed in July to the guardians of the non-resident students. Payments are accepted in full, 2 installments, or at a minimum in monthly installments due on the first of the month.

Move to recommend that the Amity Board of Education approves the non-resident tuition rate for 2015-2016 school year at \$15, 189.00

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



Jack B. Levine
Director of Finance and Administration
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Phone (203) 397-4813
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To: Charles S. Dumais, Superintendent of Schools
From: Jack B. Levine, Director of Finance and Administration
Re: Award of Contracts of \$35,000 of More
Date: May 4, 2015

I recommend the following contracts over \$35,000 be awarded by the Amity Board of Education in accordance with the Board's Policy on purchasing procedures:

Workers' Compensation Insurance and Liability, Automobile, Property Insurance:

We bid the workers' compensation insurance and liability, automobile, property (LAP) insurance. Four companies bid the LAP insurance and only one of the four bid the workers' compensation insurance (CIRMA). We had all of the bids thoroughly reviewed by our insurance agent to make sure the bids were in compliance with the bid specifications. In terms of price, Connecticut Interlocal Risk Management Agency (CIRMA) of New Haven, Connecticut, offered the best overall proposal for the District.

If we decided to award the LAP insurance to a company other than CIRMA, we would pay CIRMA an additional premium of \$20,637 for their workers' compensation coverage. Zurich was the low bidder for LAP insurance; however, when you combine the CIRMA premium for workers' compensation insurance with the Zurich premium for LAP insurance, it is higher than the CIRMA premiums for LAP insurance and workers' compensation insurance.

WORKERS' COMPENSATION

VENDOR NAME	BID AMOUNT
Connecticut Interlocal Risk Management Agency (CIRMA) -- Note A	\$219,273
Connecticut Interlocal Risk Management Agency (CIRMA) -- Note B	\$239,910

Note A: Lower premium only applies if CIRMA is also awarded LAP insurance

Note B: High premium applies if CIRMA is not awarded LAP insurance

LIABILITY, AUTOMOBILE, PROPERTY (LAP)

VENDOR NAME	BID AMOUNT
Connecticut Interlocal Risk Management Agency (CIRMA)	\$150,729
Trident	\$147,923
Zurich	\$139,012
Great American	\$183,553

**TOTAL BID PREMIUMS
(WORKERS' COMPENSATION and LAP)**

VENDOR NAME	BID AMOUNT
Connecticut Interlocal Risk Management Agency (CIRMA)	\$370,002
Trident -- Note C	\$387,833
Zurich -- Note C	\$378,922
Great American -- Note C	\$423,463

Note C: Trident, Zurich and Great American only bid on the LAP insurance. These bids are shown above combined with the CIRMA bid for Workers' Compensation of \$239,910.

CIRMA offers a 3-year premium for the LAP policy with a maximum possible + 6 percent premium increase for 2016-2017 and 2017-2018 and could be less based on loss results. CIRMA offered, at no cost, foreign trip liability, accident and repatriation coverage and pollution liability (excluding underground tanks and mold). These additional coverages were not included in the bid specifications. Furthermore, if CIRMA were awarded both the workers' compensation and LAP insurance, the District will receive a Member Equity Distribution (payable in late July) of \$9,579.

Our insurance consultant and I agree CIRMA should be awarded both bids. The CIRMA premium for Workers' Compensation of \$219,273 is \$20,727 FAV under budget. The CIRMA premium for LAP insurance of \$150,729 is \$1,972 UNF over budget. The net variance from budget is \$18,755 FAV under budget.

Motion: Award the Workers' Compensation Insurance for July 1, 2015 to June 30, 2016, to Connecticut Interlocal Risk Management Agency (CIRMA) of New Haven, Connecticut, at the premium of \$219,273 plus the audit premium to be determined. Award the Liability, Automobile, Property Insurance to Connecticut Interlock Risk Management Agency (CIRMA) of New Haven, Connecticut, for the base premium of \$150,729 for July 1, 2015 to June 30, 2016, and for the following two-years with a maximum possible 6 percent year premium increase.

**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 ACTUAL	2014-2015 BUDGET	MAR '15 FORECAST	CHANGE INCR./(DECR.)	APR '15 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	216,488	17,963	234,451	21,957	FAV
3	OTHER STATE GRANTS	994,086	1,314,505	1,075,030	0	1,075,030	(239,475)	UNF
4	MISCELLANEOUS INCOME	34,631	305,690	307,792	(2,000)	305,792	102	FAV
5	BUILDING RENOVATION GRANTS	67,773	6,491	6,491	0	6,491	0	FAV
6	TOTAL REVENUES	44,643,150	46,047,862	45,814,483	15,963	45,830,446	(217,416)	UNF
7	SALARIES	23,159,116	24,131,979	23,849,694	691	23,850,385	(281,594)	FAV
8	BENEFITS	5,788,195	5,689,365	5,690,930	16	5,690,946	1,581	UNF
9	PURCHASED SERVICES	6,443,930	7,875,010	7,578,347	(41,146)	7,537,201	(337,809)	FAV
10	DEBT SERVICE	5,045,080	4,800,163	4,800,163	0	4,800,163	0	FAV
11	SUPPLIES (INCLUDING UTILITIES)	2,956,619	3,025,144	3,086,626	(15,089)	3,071,537	46,393	UNF
12	EQUIPMENT	355,459	227,715	227,715	0	227,715	0	FAV
13	IMPROVEMENTS / CONTINGENCY	124,214	150,000	115,120	(105,260)	9,860	(140,140)	FAV
14	DUES AND FEES	118,302	148,486	148,486	0	148,486	0	FAV
15	TRANSFER ACCOUNT	367,516	0	0	105,260	105,260	105,260	UNF
16	TOTAL EXPENDITURES	44,358,431	46,047,862	45,497,081	(55,528)	45,441,553	(606,309)	FAV
17	SUBTOTAL	284,719	0	317,402	71,491	388,893	388,893	FAV
18	PLUS: CANCELLATION OF PRIOR YEARS ENCUMBRANCES	62,660	0	0	0	0	0	FAV
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET:	(266,000)	0	(150,000)	0	(150,000)	(150,000)	UNF
20	NET BALANCE / (DEFICIT)	81,379	0	167,402	71,491	238,893	238,893	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 ACTUAL	2014-2015 BUDGET	MAR '15 FORECAST	CHANGE INCR./(DECR.)	APR '15 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	WOODBRIE 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	3,405	0	3,405	469	FAV
6	PARKING INCOME	32,106	30,000	30,000	0	30,000	0	FAV
7	INVESTMENT INCOME	1,425	1,500	2,315	0	2,315	815	FAV
8	ATHLETICS	34,567	32,500	26,500	0	26,500	(6,000)	UNF
9	TUITION REVENUE	124,814	72,985	74,425	0	74,425	1,440	FAV
10	TRANSPORTATION INCOME	90,409	72,573	79,843	17,963	97,806	25,233	FAV
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0	FAV
12	OTHER REVENUE	286,607	212,494	216,488	17,963	234,451	21,957	FAV
13	BESB GRANT	0	0	0	0	0	0	FAV
14	SPECIAL EDUCATION GRANTS	994,086	1,314,505	1,075,030	0	1,075,030	(239,475)	UNF
15	OTHER STATE GRANTS	994,086	1,314,505	1,075,030	0	1,075,030	(239,475)	UNF
16	RENTAL INCOME	24,900	21,000	23,375	0	23,375	2,375	FAV
17	DESIGNATED FROM PRIOR YEAR	0	266,000	266,000	0	266,000	0	FAV
18	OTHER REVENUE	9,731	18,690	18,417	(2,000)	16,417	(2,273)	UNF
19	TRANSFER IN	0	0	0	0	0	0	FAV
20	MISCELLANEOUS INCOME	34,631	305,690	307,792	(2,000)	305,792	102	FAV
21	BUILDING RENOVATION GRANTS	67,773	6,491	6,491	0	6,491	0	FAV
22	TOTAL REVENUES	44,643,150	46,047,862	45,814,483	15,963	45,830,446	(217,416)	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 ACTUAL	2014-2015 BUDGET	MAR '15 FORECAST	CHANGE INCR./(DECR.)	APR '15 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	5111-CERTIFIED SALARIES	19,385,010	20,158,622	19,882,771	719	19,883,490	(275,132)	FAV
2	5112-CLASSIFIED SALARIES	3,774,106	3,973,357	3,966,923	(28)	3,966,895	(6,462)	FAV
3	SALARIES	23,159,116	24,131,979	23,849,694	691	23,850,385	(281,594)	FAV
4	5200-MEDICARE - ER	307,410	318,524	316,577	9	316,586	(1,938)	FAV
5	5210-FICA - ER	238,123	241,309	245,224	7	245,231	3,922	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	45,975	0	45,975	(129)	FAV
10	5275-DISABILITY INSURANCE	9,733	10,219	9,945	0	9,945	(274)	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	4	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	5,788,195	5,689,365	5,690,930	16	5,690,946	1,581	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	950,699	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	2,238,529	2,708,889	2,636,334	(28,607)	2,607,727	(101,162)	FAV
22	5521-GENERAL LIABILITY INSURANCE	176,152	191,120	196,220	0	196,220	5,100	UNF
23	5550-COMMUNICATIONS: TEL, POST, ETC.	63,778	103,750	103,750	0	103,750	0	FAV
24	5560-TUITION EXPENSE	2,797,795	3,482,515	3,253,307	(12,539)	3,240,768	(241,747)	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	7,578,347	(41,146)	7,537,201	(337,809)	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 ACTUAL	2014-2015 BUDGET	MAR '15 FORECAST	CHANGE INCR./(DECR.)	APR '15 FORECAST	VARIANCE OVER/(UNDER)	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	862,435	(3,809)	858,626	12,726	UNF
31	5420-REPAIRS, MAINTENANCE & CLEANING	707,616	689,279	719,059	0	719,059	29,780	UNF
32	5611-INSTRUCTIONAL SUPPLIES	352,762	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	128,597	(10,280)	118,317	7,887	UNF
35	5621-NATURAL GAS	99,670	95,000	92,000	(1,000)	91,000	(4,000)	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	20,791	23,082	23,082	0	23,082	0	FAV
39	5690-OTHER SUPPLIES	473,016	454,711	454,711	0	454,711	0	FAV
40	SUPPLIES (INCLUDING UTILITIES)	2,956,619	3,025,144	3,086,626	(15,089)	3,071,537	46,393	UNF
41	5730-EQUIPMENT - NEW	129,598	28,830	28,830	0	28,830	0	FAV
42	5731-EQUIPMENT - REPLACEMENT	225,861	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	9,860	0	9,860	9,860	UNF
46	5850-CONTINGENCY	150,000	150,000	150,000	0	150,000	0	FAV
47	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	(150,000)	0	(44,740)	(105,260)	(150,000)	(150,000)	FAV
48	IMPROVEMENTS / CONTINGENCY	124,214	150,000	115,120	(105,260)	9,860	(140,140)	FAV
49	5580-STAFF TRAVEL	24,890	21,068	21,068	0	21,068	0	FAV
50	5581-TRAVEL - CONFERENCES	20,219	27,389	27,389	0	27,389	0	FAV
51	5810-DUES & FEES	73,193	100,029	100,029	0	100,029	0	FAV
52	DUES AND FEES	118,302	148,486	148,486	0	148,486	0	FAV
53	5856-TRANSFER ACCOUNT	367,516	0	0	105,260	105,260	105,260	UNF
54	ESTIMATED UNSPENT BUDGETS	0	0	0	0	0	0	FAV
55	TOTAL EXPENDITURES	44,358,431	46,047,862	45,497,081	(55,528)	45,441,553	(606,309)	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**



APRIL 2015

2014-2015 FORECAST

The projected net balance of revenues and expenditures for this fiscal year is **\$238,893 FAV (previously \$167,402 FAV)**, which appears on page 1, column 6, line 20.

The forecast assumes a designation of **\$150,000 UNF** to next fiscal year's budget. This appears on page 1, column 6, line 19.

The MicroGrid project and Fuel Cell project have been discussed and possible action may be taken to proceed. The Facilities Five-Year Capital Improvement Plan contains the request for a heat exchanger at Amity Regional High School. This would provide energy savings. The initial upfront costs have been estimated at \$370,000. There may be incentives and rebates and possibly a no-interest loan from United Illuminating. There are no funds in the proposed 2015-2016 budget for the heat exchanger.

We could use some of the projected fund balance and funding from the Contingency Account to pay for the heat exchanger.

A budget transfer is requested to take the remaining funds from the Contingency Account and move the funds into the Reserve Fund for Capital Nonrecurring Expenditures. An additional transfer from the remaining fund balance will probably be needed. We plan to ask for this transfer before the books are closed.

2014-2015 BUDGET VARIANCES

We have had budget fund balances 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 'Turnover'	(\$99,002) FAV	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	<p>(\$101,162) This favorable variance is partially offset by a reduction in Special Education Grants (Excess Costs)</p>	<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.

CATEGORY	VARIANCE \$	EXPLANATION
Tuition Expense	<p><i>(\$241,747) FAV</i> This favorable variance is partially offset by a reduction in Special Education Grants (Excess Costs)</p>	<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.

REVENUES BY CATEGORY

The projected yearend balance of revenues is *\$217,416 UNF (previously \$233,379 UNF)*, which appears on page 2, column 6, line 22.

LINE 7 on Page 2: INVESTMENT INCOME:

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

<u>Month</u>	<u>Peoples United</u>	<u>State Treasurer's Investment Fund</u>
June 2014	0.250 %	0.160 %
July 2014	0.250 %	0.160 %
August 2014	0.250 %	0.140 %
September 2014	0.230 %	0.140 %
October 2014	0.250 %	0.150 %
November 2014	0.250 %	0.150 %
December 2014	0.250 %	0.150 %
January 2015	0.250 %	0.150 %
February 2015	0.398 %	0.147 %
<i>March 2015</i>	<i>0.396 %</i>	<i>0.156 %</i>

LINE 8 on Page 2: ATHLETICS:

Gate receipts were lower than budgeted.

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. A tuition student left in October 2014, which lowered the tuition revenue projection.

LINE 10 on Page 2: TRANSPORTATION INCOME:

The forecast is based on the most recent 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. The forecast includes the Health and Welfare grant of \$360 FAV. The forecast is based on the most recent information from the State. We are using a reimbursement rate of 79.0 percent. The forecast is based on the most recent filing of the SEDAC-G report to the State.

LINE 16 on Page 2: RENTAL INCOME:

The forecast is based on actual receipts and projected rental income.

LINE 18 on Page 2: OTHER REVENUE:

Miscellaneous vendor rebates and refunds are put in this account. The District received a check for \$450 from the sale of the old telephones. We also benefitted from the company removing all of the old telephones at no cost. At this time, it appears other revenue will be lower than budget.

EXPENDITURES BY CATEGORY

The projected yearend balance of expenditures is **\$606,309 FAV** (previously **\$550,781 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** over budget. We found out about 14 retirements and resignations after the budget was adopted. The budget assumed 5 retirements/resignations. There were 19 retirements and resignations in all. Staff changes and unpaid leaves-of-absence have resulted in a savings of **\$124,683 FAV**. Homebound expenses are projected to be **\$20,000 FAV** under budget. *The forecast is based on current staff.*

LINE 2 on Page 3: 5112-CLASSIFIED SALARIES:

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.

The forecast includes the promotion of the Finance Manager to Assistant Director of Finance and Administration and stipend for the Student Database Management Specialist.

The insurance buyout (i.e., payments to employees who are entitled to insurance coverage but choose to decline coverage) was higher than budgeted by **\$4,900 UNF**.

Overtime expenses are forecasted to be higher by **\$9,300 UNF**.

The forecast is based on current staff.

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.

	Forecast	Budget	Variance
Balance, June 30, 2015	\$1,263,744	\$754,824	\$508,920 FAV
Reserve as Percent of Claims	31.9%	17.2%	14.7% FAV

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.

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.

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 *\$101,162 FAV (previously \$72,555 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 24 on Page 3: 5560-TUITION EXPENSE:

These figures are subject to change on a monthly basis.

Tuition has a projected variance of *\$241,747 FAV (previously \$229,208 FAV)*.

Tuition for the vo-ag schools has a projected variance of *\$84,815 FAV (previously \$87,296 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
Common Guard Charter HS	0	0	0	0	0	1
ACES Wintergreen Magnet	0	0	2	1	0	0
Totals	16	12	14	12	15	9

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

Public (ACES) and private out-of-district placements has a projected variance of **\$162,262 FAV** (previously \$147,242 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	11(10)
Private SPED	21	24	21	25	26	24
Totals	27	30	29	31	34	35(34)

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 \$0.1700 per kilowatt hour, or a cost of \$669,859. The District's supply rate is \$0.0899 per kilowatt hour through December 2014. The 2014-2015 budget was based on this rate for the entire fiscal year. We recently locked-in a new rate of \$0.0997 per kilowatt hour, which begins in January 2015. Electricity consumption is projected to be 3,819,433 (previously 3,798,158) at an average rate of \$0.1780 (previously \$0.1800), or \$10,000 UNF (previously \$13,809 UNF) over budget.

Loan payments will total \$123,290. The budget assumes a Load Shed credit of \$10,000.

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.

The budget for water is \$31,500. At this time, this expense is projected to be \$1,000 UNF over budget.

Degree days through March 2015 were 4,140 compared to degree days last year through the same time period of 4,202. Degree days are 1.5 percent lower than last year through March 2015. February 2015 was the coldest month on record in Connecticut.

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	349,784	359,196	(9,412)	369,190	344,252
October	292,657	307,391	(14,734)	310,925	299,620
November	287,227	293,817	(6,590)	294,532	289,052
December	297,565	301,828	(4,263)	295,361	304,135
January	290,906	327,249	(36,343)	322,535	327,453
February	319,356	315,198	4,158	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	3,802,316	3,940,349	(138,033)	3,886,040	3,940,349

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

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

The budget for snow removal and sanding is \$59,745. *Expenditures through April, 2015 are \$92,550 (previously \$89,525).* This account is *\$32,805 UNF (previously \$29,780 UNF) over budget.*

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 UNF** 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.
- During the quarterly preventive maintenance on our middle school chillers, we discovered that the shorting contacts are worn to the point where if not replaced they can jeopardize the integrity of the motor and compressor assemblies. If not replaced immediately, it could result in very expensive repairs. The preventive maintenance program is designed to find these types of small repairs and remedy them before much larger and expensive failures occur. The unbudgeted expense is **\$5,635 UNF**. We are not asking for a budget transfer to cover this cost.

- The sinks that are in the ceramics art room at Amity Regional High School have become problematic. The program has grown and the use of clay has really increased. The existing sinks are residential sink style sinks and are not adequate for filtering clay. The drains are continually clogging and have begun leaking. In addition, the method of cleaning the clay in the inadequate sinks is causing water to spill all over the floor causing a safety hazard. We will be replacing the sinks with a large, deep three-bay sink over the Holiday break. In addition, an appropriately sized solids separator will be installed to prevent clay from entering the drains. Presently there are very small separators on each drain that are inadequate for the amount of clay being used. We will be doing the install in-house to save money and will not have to use the drain cleaning company near as often. The safety hazard of water on the floor will also be eliminated. The total cost of this unbudgeted expense is **\$4,084 UNF**.
- There was a sewage backup at Amity Regional High School that caused damage to infrastructure and supplies in the nurse's office, guidance office, weight room, trainer's room, and boys' locker room. We are currently replacing and repairing all damaged items. The majority of the cost will be should be covered by insurance. There is a **\$1,000 UNF** deductible that will result in an unbudgeted expense.
- Around Thanksgiving we started having sporadic problems with the Johnson Controls FX-70 Controller at Amity Middle School – Orange Campus. The FX-70 is the main "brain" that controls all HVAC operations and schedules. The controller was randomly shutting off at night for no reason and sometimes rebooting itself and sometimes not. The result has been periodic control issues and sporadic temperature fluctuations. Building Maintainer Ralph Schuster has been very diligent in pursuing the cause of the issue, whether it was a failing controller, or a software problem. Mr. Schuster logged onto technical forums, contacted the supplier and manufacturer, and did daily data gathering to help bring the problem to resolution. Ralph's diligence paid off and the manufacturer has agreed to replace the controller under warranty. The controller has a price tag of approximately \$5,000, so this is a large savings for us. We will have to pay our controls contractor to come and program the new controller, but this is a fraction of the cost of having to purchase a new controller too.
- While completing work on the cooling tower, additional corrosion (which was located in an area that was not visible until the tower was dismantled) was found. The manufacturer determined that the surface corrosion did not compromise the structural integrity of the beams and the corrosion will be treated with a special paint. The cost will be under \$100.

- *The main bell and intercom system failed at Amity Regional High School on a late Friday afternoon in March. In order to ensure we had building wide communications for the following Monday, an emergency service call had to be made. The new main controller was overnighted to the technician's house and he came on Saturday to make the repairs. The total cost was approximately \$9,000 UNF. The majority of the cost was the new intercom controller. This was an unbudgeted expense.*

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

As of April 27, 2015, we have taken delivery on 36,661.5 gallons of oil. The forecast assumes we will need 5,000 more gallons for Amity Middle School – Bethany Campus and for Amity Middle School – Orange Campus at a price of \$2.25 per gallon, or \$7,887 UNF (previously \$18,167 UNF) over budget.

LINE 35 on Page 4: 5621-NATURAL GAS:

Based on eight billing cycles, usage and price are lower than budget.

LINE 46 and LINE 47 on Page 4: 5850-CONTINGENCY:

The forecast assumes the entire Contingency Account of \$150,000 will be spent by fiscal year end. If the budget transfer request is approved, the remaining balance would be \$0.

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

February: **\$9,860** – Pay for installation of a stone dust track at Amity Middle School – Bethany Campus for safety reasons

March: **\$10,000** – Pay for snow removal and sanding

April: **\$19,780** – Pay for snow removal and sanding

*May: **\$105,260** – Transfer into the Reserve Fund for Capital Nonrecurring Expenditures and designate these funds for the purchase of a heat exchanger at Amity Regional High School*

LINE 53 on Page 4: 5856-TRANSFER ACCOUNT:

A budget transfer is requested to move \$105,260 into the Reserve Fund for Capital Nonrecurring Expenditures and designate these funds for the purchase of a heat exchanger at Amity Regional High School.

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 Fund balance	\$586,655 D	\$0	\$586,655 FAV
Balance, June 30, 2014	\$929,397	\$754,824	\$174,573 FAV
Reserve 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.

**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	<i>\$424,884 A</i>	\$0	<i>\$424,884 FAV</i>
Fees Variance	<i>\$26,425 B</i>	\$0	<i>\$26,425 FAV</i>
Premiums & Other Variances	<i>(\$116,962) C</i>	\$0	<i>(\$116,962) UNF</i>
OPEB Transfer	\$0 D	\$0	\$0 FAV
Year End Available Fund balance	\$0 E	\$0	\$0 FAV
Balance, June 30, 2015	\$1,263,744	\$754,824	\$508,920 FAV
Reserve as Percent of Claims	31.9%	17.2%	14.7% 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 target reserves as a percent of claims is 20 percent.

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	\$ 368,169	\$ 365,657	\$ 2,512	\$ 312,668	\$ 228,344
November	\$ 326,683	\$ 365,657	\$ (38,974)	\$ 327,966	\$ 282,319
December	\$ 419,537	\$ 365,657	\$ 53,880	\$ 416,061	\$ 316,551
January	\$ 284,899	\$ 365,657	\$ (80,758)	\$ 402,402	\$ 317,314
February	\$ 330,398	\$ 365,657	\$ (35,259)	\$ 238,891	\$ 241,012
March	\$ 269,027	\$ 365,657	\$ (96,630)	\$ 368,088	\$ 251,862
April	\$ 302,864	\$ 365,657	\$ (62,793)	\$ 374,121	\$ 314,479
May	\$ 365,657	\$ 365,657	\$ -	\$ 314,836	\$ 309,373
June	\$ 365,658	\$ 365,658	\$ -	\$ 315,712	\$ 425,303
Totals	\$ 3,963,001	\$ 4,387,885	\$ (424,884)	\$ 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	\$ 97,604	\$ 75,000	\$ 22,604	\$ 59,835	\$ 68,252
November	\$ 55,394	\$ 50,000	\$ 5,394	\$ 40,563	\$ 75,925
December	\$ 47,437	\$ 50,000	\$ (2,563)	\$ 40,321	\$ 76,201
January	\$ 47,120	\$ 50,000	\$ (2,880)	\$ 44,201	\$ 83,428
February	\$ 46,962	\$ 50,000	\$ (3,038)	\$ 43,730	\$ 59,882
March	\$ 46,314	\$ 50,000	\$ (3,686)	\$ 33,847	\$ 38,761
April	\$ 46,798	\$ 50,000	\$ (3,202)	\$ 30,543	\$ 38,478
May	\$ 50,000	\$ 50,000	\$ -	\$ 41,930	\$ 38,389
June	\$ 51,343	\$ 51,343	\$ -	\$ 41,781	\$ 38,159
Totals	\$ 759,918	\$ 786,343	\$ (26,425)	\$ 665,180	\$ 714,687

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

APPENDIX B

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.

- 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.
- 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.
 - 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.
- 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.
- 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.
- 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.
- The Finance Office has been actively pursuing vendors to switch to Electronic Funds Transfer (EFT) form of payment. Each mailed check costs 62.3 cents (i.e., 5.3 cents per check sheet; 8.0 cents per envelope; 49.0 cents for postage). Year-to-date, we have paid approximately 29 percent of our vendors by EFT. The year-to-date savings is about \$172. Projected annual savings is \$938.
- Amity Regional High School received a \$25,000 grant from the Cable Advisory Council.
- Amity Regional High School sends out documents by e-mail prior to a meeting and shows the documents on a screen at a meeting. This saves the paper and time to print the handouts.
- Amity Middle School – Orange Campus will put all future editions of their new Students Newspaper online.
- A few years ago, the Adult Education Program set up a merchant services account for patrons to pay for classes. We have closed this account and are now using the MyPaymentsPlus system. The savings are approximately \$635 per year.
- The budget requests are being entered and verified by building staff. There is more detail being entered into the MUNIS budget module as backup information.
- The Technology Department is moving as many printers as possible onto a Xerox print management contract, which will save on ink and paper.
- The Technology Department is installing a print server to help control the printing in the District, which will save on ink and paper.

- The Athletic Department has added a section on PowerSchool to track athletes. This allows a direct uploading to the CIAC eligibility site, which saves about 4 hours of data input.
- An office in the Guidance Department at Amity Regional High School has had the temperature approach 90 degrees when the afternoon sun came around in both winter and summer. The design of the HVAC system is not adequate to control such a large thermal load. We had obtained a quote of \$15,000 to re-engineer the systems in that area. Another option was to install a small supplementary air conditioning system in that small office at a cost of \$4,000. We decided to try a reflective window film as studies have shown the film will reflect the majority of the heat away instead of allowing it to magnify through the window glass. It was installed at a cost of \$600. The results have been better than we expected. We solved a comfort problem for an employee at a fraction of the anticipated cost.
- The Athletic Director has been looking at the overtime related to holding winter athletic practices on weekends and holidays. Mr. Goodwin decided to save 11 hours of overtime by ending Saturday practices at 3:00 p.m. instead of 4:00 p.m. Although the savings are relatively small (\$375), the effort will continue to take a close hard look at scheduling. This will be done without adversely affecting the athletic program or the time necessary for teams to practice.
- The toilet paper product will be changed. We were finding the thin, single ply paper was shredding when being removed from the holder and those torn pieces were ending up on the floor. We need to be careful in the product we use, because we do not want students to clog the toilets with the paper. The Facilities Department believes we now have a better product. This suggestion came from a teacher at Amity Middle School – Bethany campus.
- We received a disposal of asset form for a computer cart that was no longer usable. High School Custodians Randy Joiner and Bob Carbone picked up the cart for disposal. They knew the art teacher was looking for a lockable, heavy duty cart to transport her ceramic and other art tools. They removed every other shelf in the cart making the size more appropriate to the teacher's needs and refastened a couple of other supports. The art teacher was ecstatic to get the cart for her use as a similar one would have cost over \$500 and it was not in the budget. Instead of throwing out an asset that was no longer usable to one department, we recycled it and put it into use in another department.
- Amity Middle School – Bethany Campus teacher Helen Young noticed that the Xerox machine stapler automatically adjusts the amount of 'wire' it uses to staple documents and cuts off the excess, which is then deposited in a plastic waste container. The machine signals when the waste container should be replaced. An average used container has a mass of about 550 grams, which is approximately 1.21254 pounds. The teacher suggested bringing the 'waste' from all machine staplers to a recycling center.

- Amity Middle School – Orange Campus teacher Debbie Estok needed to find a way to create a large building plan image and our copiers are not capable to make large prints. Ms. Estok happened to speak to Tim Smith, Orange Deputy Fire Chief. He offered to make and deliver several large prints of our building plan. When Ms. Estok mentioned that we would laminate the prints, Mr. Smith was excited to learn that we have a laminator that will accommodate the 23 inch copies. We are going to laminate a few things for him. Thus, we saved money, gained goodwill, and solved a couple of needs.
- Eversource (previously CL&P) recently performed a Most Beneficial Rate review for the purpose of determining whether our account is being billed on the most economical rate available to the school district. Based on our kilowatt (kW) demand and kilowatt hour (kWh) level, we can switch to a Time of Use rate. This will save approximately \$259 per month on the distribution portion of our electric bill at Amity Middle School – Bethany Campus.
- Marie McPadden, Director of Curriculum and Staff Development, negotiated the Gates retesting fee for all students in grades 7 through 10 for the spring and had the fee reduced from \$5,000 to \$2,400.

APPENDIX C

RECAP OF 2013-2014

Return to Member Towns:

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

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

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

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

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

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

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	01132400	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -100.00	AFTER SCHOOL ACTORS CLUB
October 2014	9	01113201	5690 OTHER SUPPLIES	\$ 100.00	AFTER SCHOOL ACTORS CLUB
October 2014	67	03132220	5730 EQUIPMENT - NEW	\$ 115.00	PURCHASE DVD CABINET AND TABLE
October 2014	67	03132220	5690 OTHER SUPPLIES	\$ 430.00	ADDITIONAL DATABASE
October 2014	67	03132220	5642 LIBRARY BOOKS & PERIODICALS	\$ 200.00	ADDITIONAL PERIODICALS
October 2014	67	03132220	5810 DUES & FEES	\$ -745.00	NOT ATTENDING CONFERENCE 14-15
October 2014	84	01142600	5731 EQUIPMENT - REPLACEMENT	\$ 561.00	replace snow blower
October 2014	84	01142600	5613 MAINTENANCE/CUSTODIAL SUPPLIES	\$ -561.00	replace snow blower
October 2014	125	02132120	5690 OTHER SUPPLIES	\$ 178.00	TO PURCHASE OFFICE SUPPLIES
October 2014	125	02132120	5590 OTHER PURCHASED SERVICES	\$ -178.00	TO PURCHASE OFFICE SUPPLIES
October 2014	126	02132120	5590 OTHER PURCHASED SERVICES	\$ -15.00	FOR CONFERENCE/MEMBERSHIP
October 2014	126	02132120	5581 TRAVEL - CONFERENCES	\$ 15.00	FOR CONFERENCE/MEMBERSHIP
October 2014	132	03111011	5611 INSTRUCTIONAL SUPPLIES	\$ -266.00	tv/wall mount replacement
October 2014	132	05142350	5730 EQUIPMENT - NEW	\$ 266.00	tv/wall mount replacement
October 2014	192	03111006	5641 TEXTBOOKS	\$ 1,084.00	New AP French Textbooks
October 2014	192	03132120	5590 OTHER PURCHASED SERVICES	\$ -1,084.00	New AP French Textbooks
November 2014	16	03111006	5641 TEXTBOOKS	\$ 400.00	New french textbooks
November 2014	16	03111006	5810 DUES & FEES	\$ -400.00	New french textbooks
November 2014	31	04126111	5560 TUITION EXPENSE	\$ -2,380.00	TUITION - WHITNEY HIGH SCHOOL
November 2014	31	04126110	5560 TUITION EXPENSE	\$ 2,380.00	TUITION - WHITNEY HIGH SCHOOL
November 2014	67	05142350	5690 OTHER SUPPLIES	\$ -1,200.00	Replacement COW Cart
November 2014	67	05142350	5731 EQUIPMENT - REPLACEMENT	\$ 1,200.00	Replacement COW cart
November 2014	140	02132400	5730 EQUIPMENT - NEW	\$ 710.00	ER Radios - MS custodians
November 2014	140	01132400	5730 EQUIPMENT - NEW	\$ 710.00	ER Radios - MS Custodians
November 2014	140	05142320	5590 OTHER PURCHASED SERVICES	\$ -1,420.00	ER Radios - MS custodians
December 2014	29	02132400	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -2,260.00	PURCHASE STUDENT TABLES/CHAIRS
December 2014	29	02132400	5731 EQUIPMENT - REPLACEMENT	\$ 2,260.00	PURCHASE STUDENT TABLES/CHAIRS
December 2014	124	05142350	5580 STAFF TRAVEL	\$ -2,000.00	PowerSchool Conferences
December 2014	124	05142350	5581 TRAVEL - CONFERENCES	\$ 2,000.00	PowerSchool Conferences
January 2015	18	05142320	5580 STAFF TRAVEL	\$ -1,425.00	PowerSchool airfare, car AHS
January 2015	18	05142350	5580 STAFF TRAVEL	\$ 1,425.00	PowerSchool airfare, car AHS
January 2015	25	03111009	5690 OTHER SUPPLIES	\$ 15.00	reimbursement for math team te
January 2015	25	03111009	5611 INSTRUCTIONAL SUPPLIES	\$ -15.00	reimbursement for math team te
January 2015	41	02132400	5580 STAFF TRAVEL	\$ 700.00	NEEDED IN MILEAGE
January 2015	41	02132400	5581 TRAVEL - CONFERENCES	\$ -700.00	NEEDED IN MILEAGE
January 2015	75	05142320	5590 OTHER PURCHASED SERVICES	\$ -1,800.00	New Bass

<u>MONTH/YR</u>	<u>JNL#</u>	<u>ACCOUNT NUMBER & DESCRIPTION</u>		<u>AMOUNT</u>	<u>DESCRIPTION</u>
January 2015	75	02111010	5731 EQUIPMENT - REPLACEMENT	\$ 1,800.00	New Bass
January 2015	92	03132220	5611 INSTRUCTIONAL SUPPLIES	\$ -50.00	Need to cover book purchases
January 2015	92	03132220	5642 LIBRARY BOOKS & PERIODICALS	\$ 50.00	Need to cover book purchases
January 2015	97	02142600	5410 UTILITIES, EXCLUDING HEAT	\$ 1,200.00	TRANSFER FOR REGIONAL WATER
January 2015	97	02142600	5420 REPAIRS, MAINTENANCE & CLEANING	\$ -1,200.00	TRANSFER FOR REGIONAL WATER
January 2015	136	01132220	5330 OTHER PROFESSIONAL & TECH SRVC	\$ 50.00	Author visit for school wide
January 2015	136	01132220	5690 OTHER SUPPLIES	\$ -50.00	Author visit for school wide
January 2015	141	05132212	5322 INSTRUCTIONAL PROG IMPROVEMENT	\$ -2,000.00	AMITY IN ACTION DESIGN
January 2015	141	05142510	5330 OTHER PROFESSIONAL & TECH SRVC	\$ 2,000.00	AMITY IN ACTION DESIGN
January 2015	142	05132213	5611 INSTRUCTIONAL SUPPLIES	\$ -1,000.00	GOLD PEN AWARD
January 2015	142	05132213	5690 OTHER SUPPLIES	\$ 1,000.00	GOLD PEN AWARD
January 2015	145	05132213	5690 OTHER SUPPLIES	\$ 1,000.00	YEARS OF SERVICE
January 2015	145	05132212	5611 INSTRUCTIONAL SUPPLIES	\$ -1,000.00	YEARS OF SERVICE
March 2015	25	05132212	5611 INSTRUCTIONAL SUPPLIES	\$ -2,500.00	AMITY IN ACTION PRINTING
March 2015	25	05142510	5330 OTHER PROFESSIONAL & TECH SRVC	\$ 2,500.00	AMITY IN ACTION PRINTING
March 2015	43	03113201	5111 CERTIFIED SALARIES	\$ -1,821.00	Colorguard uniforms
March 2015	43	03113202	5690 OTHER SUPPLIES	\$ 1,821.00	Colorguard uniforms
March 2015	83	01132220	5642 LIBRARY BOOKS & PERIODICALS	\$ -1,700.00	headphones/misc supplies
March 2015	83	01132220	5690 OTHER SUPPLIES	\$ 1,700.00	headphones/misc supplies
March 2015	114	02111008	5611 INSTRUCTIONAL SUPPLIES	\$ -2,650.00	WIND TUNNEL FOR EXPERIMENTS
March 2015	114	02111008	5730 EQUIPMENT - NEW	\$ 2,650.00	WIND TUNNEL FOR EXPERIMENTS
March 2015	121	03111005	5730 EQUIPMENT - NEW	\$ -669.00	to purchase text/ink
March 2015	121	03111005	5641 TEXTBOOKS	\$ 469.00	replacement texts
March 2015	121	03111005	5690 OTHER SUPPLIES	\$ 200.00	for printer cartridges
March 2015	172	02111013	5690 OTHER SUPPLIES	\$ -13.00	SHIPPING CHARGES
March 2015	172	02111013	5611 INSTRUCTIONAL SUPPLIES	\$ 13.00	SHIPPING CHARGES
March 2015	180	02132220	5611 INSTRUCTIONAL SUPPLIES	\$ -143.00	Books for COMMON CORE
March 2015	180	02132220	5642 LIBRARY BOOKS & PERIODICALS	\$ 989.00	Books for COMMON CORE
March 2015	180	02132220	5690 OTHER SUPPLIES	\$ -696.00	Books for COMMON CORE
March 2015	180	02132220	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -150.00	Books for COMMON CORE
March 2015	184	03111008	5611 INSTRUCTIONAL SUPPLIES	\$ -1,497.00	REPLACEMENT TABLE SAW
March 2015	184	03111008	5731 EQUIPMENT - REPLACEMENT	\$ 1,497.00	REPLACEMENT TABLE SAW
March 2015	192	03132220	5611 INSTRUCTIONAL SUPPLIES	\$ -700.00	to buy books
March 2015	192	03132220	5642 LIBRARY BOOKS & PERIODICALS	\$ 700.00	to buy books
March 2015	193	03132220	5690 OTHER SUPPLIES	\$ 146.00	for chairs
March 2015	193	03132220	5611 INSTRUCTIONAL SUPPLIES	\$ -146.00	for chairs
March 2015	194	03111010	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -1,000.00	midis devices to compose music
March 2015	194	03111010	5730 EQUIPMENT - NEW	\$ 1,000.00	midis devices to compose music
March 2015	207	05142350	5730 EQUIPMENT - NEW	\$ 324.10	transfer to technology-doc cam
March 2015	207	03111009	5611 INSTRUCTIONAL SUPPLIES	\$ -324.10	transfer to technology-doc cam
March 2015	209	01111016	5690 OTHER SUPPLIES	\$ 95.00	READING CLASS BOOK COVERS
March 2015	209	01111016	5810 DUES & FEES	\$ -95.00	READING CLASS BOOK COVERS
March 2015	210	02132400	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -2,000.00	BUSSES FOR FIELD TRIP
March 2015	210	02142700	5510 PUPIL TRANSPORTATION	\$ 2,000.00	BUSSES FOR FIELD TRIP
March 2015	211	05132212	5322 INSTRUCTIONAL PROG IMPROVEMENT	\$ -200.00	STAFF TRAVEL
March 2015	211	05132213	5580 STAFF TRAVEL	\$ 200.00	STAFF TRAVEL
March 2015	212	05132212	5581 TRAVEL - CONFERENCES	\$ -800.00	MARCH 20 - PD costs
March 2015	212	05132212	5611 INSTRUCTIONAL SUPPLIES	\$ -2,000.00	MARCH 20 - PD costs
March 2015	212	05132213	5590 OTHER PURCHASED SERVICES	\$ 2,800.00	MARCH 20 - PD costs
March 2015	213	05132212	5581 TRAVEL - CONFERENCES	\$ -700.00	AWARD FOR EXCELLENCE
March 2015	213	05132212	5550 COMMUNICATIONS: TEL, POST, ETC.	\$ -52.00	AWARD FOR EXCELLENCE
March 2015	213	05132213	5690 OTHER SUPPLIES	\$ 752.00	AWARD FOR EXCELLENCE
March 2015	214	05142510	5330 OTHER PROFESSIONAL & TECH SRVC	\$ 2,500.00	JOYCE PRINTERS - BROCHURE
March 2015	214	05132212	5611 INSTRUCTIONAL SUPPLIES	\$ -2,500.00	JOYCE PRINTERS - BROCHURE
March 2015	218	03111010	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -400.00	Wood to build Bass rack
March 2015	218	03111008	5611 INSTRUCTIONAL SUPPLIES	\$ 400.00	Wood to build Bass rack

<u>MONTH/YR</u>	<u>JNL#</u>	<u>ACCOUNT NUMBER & DESCRIPTION</u>		<u>AMOUNT</u>	<u>DESCRIPTION</u>
April 2015	3	01132400	5420	REPAIRS,MAINTENANCE & CLEANING	\$ 1,227.00 REPAIRS CHAIR CASTERS WHEELS
April 2015	3	01132400	5581	TRAVEL - CONFERENCES	\$ -1,227.00 REPAIRS CHAIR CASTERS WHEELS
April 2015	42	03111009	5611	INSTRUCTIONAL SUPPLIES	\$ -379.00 DEPT IPAD
April 2015	42	05142350	5730	EQUIPMENT - NEW	\$ 379.00 DEPT IPAD
April 2015	52	03111016	5810	DUES & FEES	\$ -1,000.00 GUIDED RDG BKS @ VARIOUS LEVELS
April 2015	52	03111016	5611	INSTRUCTIONAL SUPPLIES	\$ 1,051.00 GUIDED RDG BKS @ VARIOUS LEVELS
April 2015	52	03111016	5690	OTHER SUPPLIES	\$ -51.00 GUIDED RDG BKS @ VARIOUS LEVELS
April 2015	55	03132220	5642	LIBRARY BOOKS & PERIODICALS	\$ 850.00 to purchase ebooks
April 2015	55	03132220	5611	INSTRUCTIONAL SUPPLIES	\$ 150.00 to purchase library supplies
April 2015	55	03111010	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -1,000.00 to purchase library supplies
April 2015	60	02132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -600.00 RENT CHARIS FOR 8TH GR. CEREM
April 2015	60	02132400	5440	RENTALS-LAND,BLDG,EQUIPMENT	\$ 600.00 RENT CHARIS FOR 8TH GR. CEREM
April 2015	61	03111006	5611	INSTRUCTIONAL SUPPLIES	\$ 14.00 additional instructional suppl
April 2015	61	03111006	5611	INSTRUCTIONAL SUPPLIES	\$ 69.00 additional instructional suppl
April 2015	61	03111006	5641	TEXTBOOKS	\$ -69.00 additional instructional suppl
April 2015	61	03111006	5810	DUES & FEES	\$ -14.00 additional instructional suppl
April 2015	64	01142219	5611	INSTRUCTIONAL SUPPLIES	\$ -124.00 CAS LEADERSHIP BANQUET
April 2015	64	01132400	5580	STAFF TRAVEL	\$ 124.00 CAS LEADERSHIP BANQUET
April 2015	69	03111013	5641	TEXTBOOKS	\$ 2,700.00 Additional texts needed
April 2015	69	03111013	5611	INSTRUCTIONAL SUPPLIES	\$ -2,700.00 Additional texts needed
April 2015	87	02132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -2,300.00 CLASSROOM FURNITURE
April 2015	87	02132400	5731	EQUIPMENT - REPLACEMENT	\$ 2,300.00 CLASSROOM FURNITURE
April 2015	88	01132400	5590	OTHER PURCHASED SERVICES	\$ -649.00 Office Chairs
April 2015	88	01132400	5690	OTHER SUPPLIES	\$ 649.00 OFFICE CHAIRS
April 2015	98	03111009	5611	INSTRUCTIONAL SUPPLIES	\$ -1,598.00 to cover shipping of textbooks
April 2015	98	03111009	5641	TEXTBOOKS	\$ 1,598.00 to cover shipping of textbooks
April 2015	99	01111013	5690	OTHER SUPPLIES	\$ -501.00 IPAD
April 2015	99	01111013	5611	INSTRUCTIONAL SUPPLIES	\$ -187.00 IPAD
April 2015	99	05142350	5731	EQUIPMENT - REPLACEMENT	\$ 501.00 IPAD
April 2015	99	05142350	5731	EQUIPMENT - REPLACEMENT	\$ 187.00 IPAD
April 2015	129	03113202	5730	EQUIPMENT - NEW	\$ 1,150.00 furniture purchase
April 2015	129	03113202	5690	OTHER SUPPLIES	\$ -1,150.00 furniture purchase
April 2015	135	01132220	5730	EQUIPMENT - NEW	\$ 2,400.00 TABLES
April 2015	135	01132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -2,400.00 TABLES
April 2015	152	03111010	5420	REPAIRS,MAINTENANCE & CLEANING	\$ -662.00 funds for JP conf
April 2015	152	03111010	5810	DUES & FEES	\$ 662.00 funds for JP conf
April 2015	164	02132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -2,850.00 SCIENCE RESEARCH MATERIALS
April 2015	164	02111013	5611	INSTRUCTIONAL SUPPLIES	\$ 2,850.00 SCIENCE RESEARCH MATERIALS
April 2015	169	01132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -2,945.00 GOAL NETS
April 2015	169	01132400	5420	REPAIRS,MAINTENANCE & CLEANING	\$ 139.00 SHIPPING FOR WHITE BOARDS
April 2015	169	01132400	5810	DUES & FEES	\$ -139.00 SHIPPING FOR WHITE BOARDS
April 2015	169	01111011	5730	EQUIPMENT - NEW	\$ 2,945.00 GOAL NETS
April 2015	225	01132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -2,500.00 CHAIRS & TABLES FOR MEDIA CENT
April 2015	225	01132220	5730	EQUIPMENT - NEW	\$ 2,500.00 CHAIRS & TABLES FOR MEDIA CENT
April 2015	227	01132220	5690	OTHER SUPPLIES	\$ 221.00 Headphone/Misc Supplies
April 2015	227	01132220	5690	OTHER SUPPLIES	\$ 66.00 Headphone/Misc Supplies
April 2015	227	01132220	5642	LIBRARY BOOKS & PERIODICALS	\$ -221.00 Headphone/Misc Supplies
April 2015	227	01132220	5611	INSTRUCTIONAL SUPPLIES	\$ -66.00 Headphone/Misc Supplies
April 2015	244	01142700	5510	PUPIL TRANSPORTATION	\$ 400.00 READING AWARD HARTFORD TRIP
April 2015	244	01132400	5810	DUES & FEES	\$ -400.00 READING AWARD HARTFORD TRIP
April 2015	245	01111016	5611	INSTRUCTIONAL SUPPLIES	\$ -31.00 HARTFORD CONFERENCE
April 2015	245	01132400	5581	TRAVEL - CONFERENCES	\$ 79.00 HARTFORD CONFERENCE
April 2015	245	01111016	5641	TEXTBOOKS	\$ -48.00 HARTFORD CONFERENCE
May 2015	3	01132400	5330	OTHER PROFESSIONAL & TECH SRVC	\$ -2,300.00 CLASSROOM DESK WITH CHAIRS
May 2015	3	01132400	5731	EQUIPMENT - REPLACEMENT	\$ 2,300.00 CLASSROOM DESK WITH CHAIRS

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, Ed. D., Superintendent of Schools

From: Jack B. Levine, Director of Finance and Administration

Re: Budget Transfers of \$3,000 or More

Date: April 30, 2015

I recommend the Amity Finance Committee and Board of Education approve the following budget transfer(s) of over \$3,000:

Standard year end budget transfers:

During the end of year processing, we will need to make a number of budget transfers to salary and benefit accounts and to pay other standard charges (e.g., special education expenditures; utilities; etc.). The exact amount of these budget transfers will depend on the final invoices. These budget transfers are part of the normal closing process.

Move to authorize the Director of Finance and Administration to make the necessary budget transfers to salary and benefit accounts and to pay other standard charges. These budget transfers may exceed \$3,000. The Director of Finance and Administration will report all budget transfers made to the Amity Finance Committee and Amity Board of Education.

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, Ed. D., Superintendent of Schools
From: Jack B. Levine, Director of Finance and Administration
Re: New Funding Requests for Fiscal Year
Date: April 30, 2015

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

Heat Exchanger at Amity Regional High School:

We have discussed the MicroGrid project and Fuel Cell project and our plan to put a heat exchanger at Amity Regional High School to reclaim the heat. This would provide energy savings. The final cost for the heat exchanger and any associated incentives and rebates have yet to be determined. There are no funds in the 2015-2016 budget for the heat exchanger. I am recommending we transfer the remaining balance in the Contingency Account to the Reserve Fund for Capital Nonrecurring Expenditures. The funds would be designated for the heat exchanger.

#1 – Move to make the following budget transfer of \$105,260 into the Reserve Fund for Capital Nonrecurring Expenditures and designate these funds for the purchase of a heat exchanger at Amity Regional High School:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
05-15-0000-5850	Contingency Account	\$105,260	
05-15-0000-5856	Transfer Account		\$105,260

CONTINGENCY ACCOUNT RECAP

Budget		\$150,000
August:	District Medical Malpractice Insurance	\$ 5,100
February:	Bethany Track	\$ 9,860
March:	Snow Removal and Sanding	\$ 10,000
April:	Snow Removal and Sanding	<u>\$ 19,780</u>
Subtotal		\$105,260
May:	<i>Heat Exchanger at Amity Regional High School</i>	<u>\$105,260</u>
Balance		\$ 0

Bylaws of the Board

Meeting Conduct

Meetings of the Board of Education shall be conducted by the Chairperson of the Board of Education in a manner consistent with the adopted Bylaws of the Board.

All Board meetings shall commence at the stated time or as soon thereafter as a quorum is present and shall be guided by an Agenda which will have been prepared and delivered in advance to all Board Members and other designated persons.

The meetings shall, to the fullest possible extent, enable Members to conduct the business of the Board in an orderly, expeditious manner.

Provisions for permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction shall be as follows:

1. A 3 minute time limit may be allowed to each speaker with a maximum of 20 minutes per meeting being allocated for any one item that appears on the Agenda or falls under the jurisdiction of the Board.
2. Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by their comments. The Chairperson shall not permit actions which disrupt or interrupt the orderly conduct of the Board meeting. A willful participant in such conduct will be asked to leave the meeting of the Board. In case of a general disturbance the meeting room may be cleared except for non-participating representatives of the press.
3. The Board may, by a majority vote, decide to modify the amount of time allotted per item of the Agenda.
4. Inquiries or questions may be considered and answered at a future date.
5. Speakers may offer objective criticism of district operations and programs, but the Board encourages members of the public to address complaints concerning individual district personnel through the proper chain of command (see ABOE Policy 1312). The Chairperson may direct the member of the public to the appropriate means to address concerns brought before the Board; however the Board will not respond with action during public comment but will take comments under advisement.

Legal Reference: Connecticut General Statutes

1-200 Definitions

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

Bylaws of the Board

Meeting Conduct

1-201 Access to public records

1-225 Meetings of government agencies to be public

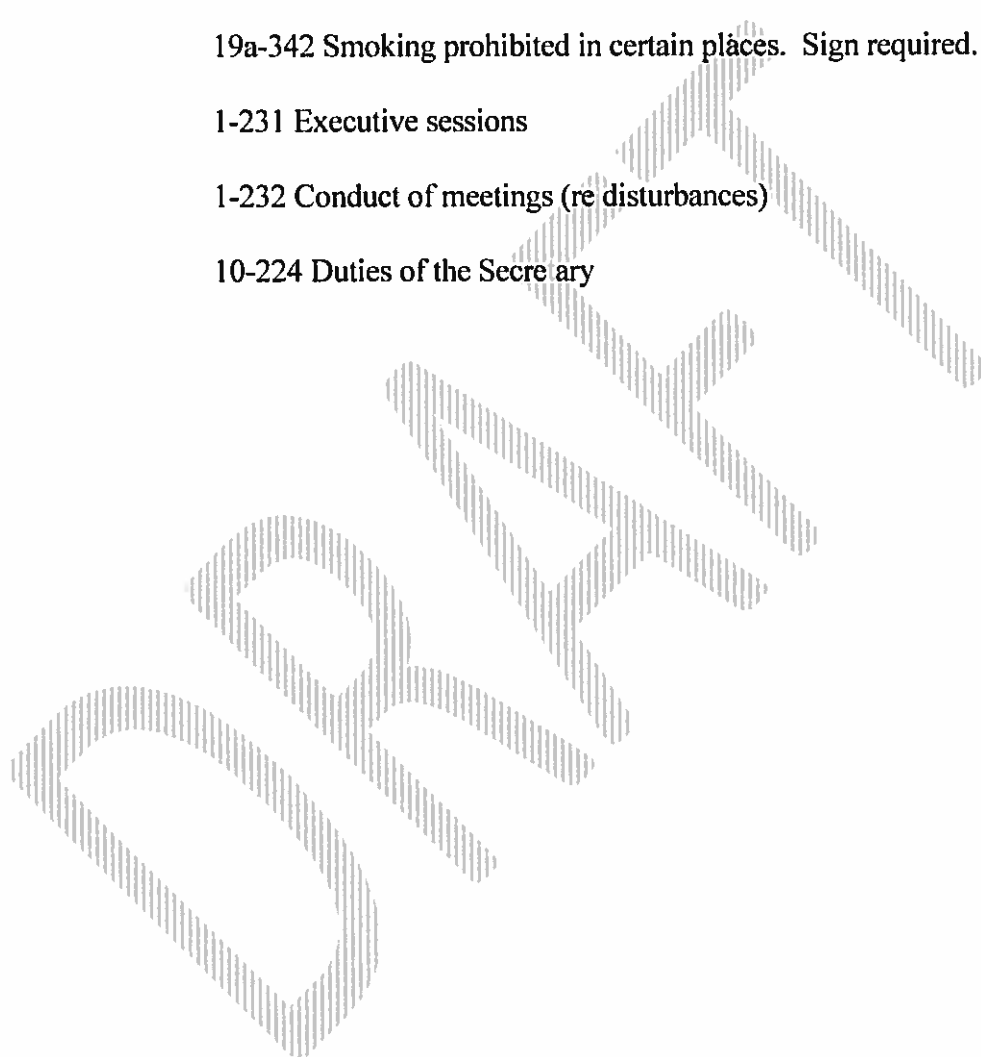
1-226 Recording, broadcasting or photographing meetings

19a-342 Smoking prohibited in certain places. Sign required. Penalty

1-231 Executive sessions

1-232 Conduct of meetings (re disturbances)

10-224 Duties of the Secretary



Instruction
Grading/Assessment Systems

It is the philosophy of this district that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship.

It is the responsibility of the school and individual staff members to keep parents or guardians well informed. Regularly used report cards, combined with scheduled parent-teacher conferences, and other communications vehicles helps promote a process of continuous evaluation of student performance. The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

The grading and reporting systems as developed by the administration and faculty are subject to the approval of the Superintendent and Board of Education.

Instruction
Grading/Assessment Systems

For the Classes of 2015, 2016, 2017, and 2018, the following shall be used for calculation of weighted GPA (WGPA) and unweighted GPA (GPA).

Grade Point Average (GPA)

A Grade Point Average shall be implemented for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook. Parents and students shall be advised annually, via the school's parent/student handbook, of this position and the specifics of the weighted grading program.

All courses are included in the weighted GPA and unweighted GPA with the exception of Physical Education, Health, Resource, Reading, Peer Mediation, and any pass/fail course.

Unweighted Grade Point Average (GPA)

An Unweighted Grade Point Average (GPA) will be calculated for each student. The following scale will be used to calculate an Unweighted Grade Point Average (GPA).

Unweighted GPA Scale

Letter Grade	Number Grade	Scale
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
D+	67-69	1.30
D	63-66	1.00
D-	60-62	0.70
F	0-59	0.00
N	0	0.00

Course credit value (i.e. full-credit, half-credit, quarter-credit, etc.) will be factored in Unweighted Grade Point Average calculations.

Instruction

Grading/Assessment Systems

Weighted Grade Point Average (WGPA)

A Weighted Grade Point Average will be calculated for each student. Course credit value (i.e. full-credit, half-credit, quarter-credit, etc.) and level will be factored in Weighted Grade Point Average calculations.

Level Description

1. Level Honors/Advanced Placement courses are those which are most rigorous and require superior scholarship.
2. Level 1 courses require demonstrated, sound scholarship and study skills. The curriculum is comprehensive, very challenging, and provides advanced college and career preparation.
3. Level 2 courses offer a challenging and comprehensive curriculum requiring above-average academic ability.
4. Level 3 courses provide a foundation for academic work in post-secondary schools and colleges.
5. Combined Level/Contract Level courses create a heterogeneous learning environment in which students contract, depending on the course, for Honors, Level 1, Level 2, or Level 3 work. The contracted weight determines the value of the course for Weighted Grade Point Average calculation.
6. Level Elective courses are challenging and provide a comprehensive curriculum which requires above-average academic ability. Level Elective courses are calculated as L2 in Weighted Grade Point Average Calculation.

The Weighted GPA and Grading System is applicable to grades 9-12 and is described as follows:

Instruction
Grading/Assessment Systems

Weighted Grade Point Average Scale

The following scale will be used to calculate a Weighted Grade Point Average:

GPA	GPA	LH	L1	L2	L3
A+	4.3	5.6	5.16	4.73	4.3
A	4	5.3	4.86	4.43	4
A-	3.7	5	4.56	4.13	3.7
B+	3.3	4.6	4.16	3.73	3.3
B	3	4.3	3.86	3.43	3
B-	2.7	4	3.56	3.13	2.7
C+	2.3	3.6	3.16	2.73	2.3
C	2	3.3	2.86	2.43	2
C-	1.7	3	2.56	2.13	1.7
D+	1.3	2.6	2.16	1.73	1.3
D	1	2.3	1.86	1.43	1
D-	0.7	2.0	1.56	1.13	0.7
F	0	0	0	0	0

***Weighted and Unweighted Grade Point Average Modifications/Exclusions**

N Grades: N Grades will be counted as an F in all weighted GPA and unweighted GPA calculations.

Summer School: Summer school grades will be excluded from all weighted GPA and unweighted GPA calculations.

Pass/Fail: Pass/Fail grades will be excluded from all weighted GPA and unweighted GPA calculations.

Transfer Courses: All transfer course grades will be excluded from all weighted GPA and unweighted GPA calculations.

Legal Reference: Connecticut General Statutes
 Sec. 10-220g. Policy on weighted grading for honors and advanced placement classes

Instruction
Grading/Assessment Systems

For the Classes of 2019 and beyond, the following shall be used for calculation of weighted GPA (WGPA) and unweighted GPA (GPA).

Grade Point Average (GPA)

A Grade Point Average shall be implemented for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook. Parents and students shall be advised annually, via the school's parent/student handbook, of this position and the specifics of the weighted grading program.

All [*Note Exclusions] credit-bearing courses will be included in weighted and unweighted Grade Point Average calculations.

Unweighted Grade Point Average (GPA)

An Unweighted Grade Point Average (GPA) will be calculated for each student. The following scale will be used to calculate an Unweighted Grade Point Average (GPA).

Unweighted GPA Scale

Letter Grade	Number Grade	Scale
A+	97-100	4.33
A	93-96	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	0-59	0.00
N	0	0.00

Course credit value (i.e. full-credit, half-credit, quarter-credit, etc.) will be factored in Unweighted Grade Point Average calculations.

Instruction

Grading/Assessment Systems

Weighted Grade Point Average (WGPA)

A Weighted Grade Point Average will be calculated for each student. Course credit value (i.e. full-credit, half-credit, quarter-credit, etc.) and level will be factored in Weighted Grade Point Average calculations.

Level Description

1. Level Honors/Advanced Placement courses are those which are most rigorous and require superior scholarship.
2. Level 1 courses require demonstrated, sound scholarship and study skills. The curriculum is comprehensive, very challenging, and provides advanced college and career preparation.
3. Level 2 courses offer a challenging and comprehensive curriculum requiring above-average academic ability.
4. Level 3 courses provide a foundation for academic work in post-secondary schools and colleges.
5. Combined Level/Contract Level courses create a heterogeneous learning environment in which students contract, depending on the course, for Honors, Level 1, Level 2, or Level 3 work. The contracted weight determines the value of the course for Weighted Grade Point Average calculation.
6. Level Elective courses are challenging and provide a comprehensive curriculum which requires above-average academic ability. Level Elective courses are calculated as L2 in Weighted Grade Point Average Calculation.

The Weighted GPA and Grading System is applicable to grades 9-12 and is described as follows:

Instruction
Grading/Assessment Systems

Weighted Grade Point Average Scale

The following scale will be used to calculate a Weighted Grade Point Average:

GPA	GPA	LH	L1	L2	L3
A+	4.33	5.63	5.19	4.76	4.33
A	4.00	5.30	4.86	4.43	4.00
A-	3.67	4.97	4.53	4.10	3.67
B+	3.33	4.63	4.19	3.76	3.33
B	3.00	4.30	3.86	3.43	3.00
B-	2.67	3.97	3.53	3.10	2.67
C+	2.33	3.63	3.19	2.76	2.33
C	2.00	3.30	2.86	2.43	2.00
C-	1.67	2.97	2.53	2.10	1.67
D+	1.33	2.63	2.19	1.76	1.33
D	1.00	2.30	1.86	1.43	1.00
D-	0.67	1.97	1.53	1.10	0.67
F	0.00	0	0	0	0.00

***Weighted and Unweighted Grade Point Average Modifications/Exclusions**

N Grades: N Grades will be counted as an F in all weighted GPA and unweighted GPA calculations.

Summer School: Summer school grades will be excluded from all weighted GPA and unweighted GPA calculations.

Pass/Fail: Pass/Fail grades will be excluded from all weighted GPA and unweighted GPA calculations.

Transfer Courses: All transfer course grades will be excluded from all weighted GPA and unweighted GPA calculations.

Legal Reference: Connecticut General Statutes
 Sec. 10-220g. Policy on weighted grading for honors and advanced placement classes

Instruction

Graduation Requirements

Graduation from the Amity Regional School District public schools implies:

1. That students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve,
2. That they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and
3. That they have earned the legally mandated number and distribution of credits.

Students must demonstrate proficiency in the following basic skill areas: reading, writing, mathematical problem solving, scientific problem solving, and technology. Students must demonstrate proficiency in these areas through a designated score on federal or state standardized tests or through performance-based assessments in particular courses.

The Principal shall submit to the Board of Education, through the Superintendent, his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibilities for the education of all youths in the school system, including those who do not successfully complete the assessment criteria listed above, and who drop out of school, shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

Under normal circumstances, the administration at Amity Regional High School requires students to complete all credits necessary to graduate through in-house courses and programs. The administration does recognize that there may be circumstances in which students wish to pursue off-campus courses, and wish to apply the credits earned through these off-campus courses towards Amity Regional High School credit for graduation. Enrollment in an off-campus course does not waive the full-time student status requirement at Amity Regional High School (refer to Student Handbook or Program of Studies for definition of full-time student status). Tuition, transportation, and all associated costs/fees for off-campus courses will be the sole responsibility of the student; the district will assume no financial responsibility.

Instruction

Graduation Requirements

Off-campus courses must meet the following requirements:

1. Course must be taken at an accredited school, college, university, or on-line program
2. Course must be taught by a state or nationally certified teacher
3. Seat hours must be equivalent to Amity Regional High School courses (120 hours for 5 credit course and 60 hours for 2.5 credit course)
4. If the off-campus course is also offered in-house, the student must receive a passing grade (60+) on the final exam from the comparable course taught at Amity Regional High School. If the off-campus course is not offered in-house, the student may be asked to present a portfolio of completed work to the Academic Standards Committee.

Students wishing to pursue credit for off-campus courses, for which Amity Regional High School does not have an existing partnership, must request approval by a standing committee called the Academic Standards Committee. The Academic Standards Committee must approve all courses taken off-campus for Amity Regional High School credit prior to enrollment. The Academic Standards Committee will include, but not be limited to, the Amity Regional High School Director of Counseling Services, the High School Principal, and department chair(s) of the pertinent content area(s). The committee will review the merit of all requests. If courses are approved and successfully completed, the courses will be recorded as follows:

1. Course will be listed on the Amity Regional High School transcript as a transfer course showing the institution awarding the credit
2. Grade will be listed as Pass/Fail Grade and quality points will not be factored into the student's GPA or QPA

(cf. 5121 - Examination/Grading/Rating)

Legal References: Connecticut General Statutes

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School

Instruction

Graduation Requirements

Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill.

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools. Implementing Provisions of the State Budget.

Instruction

Graduation Requirements

Legislation and Connecticut state law have required adjustments to current graduation credit requirements at Amity. Due to these changes, the distribution and number of credit requirements has been adjusted. Graduation requirements have been phased in over the course time, beginning with increases for the Class of 2015 and gradually increasing in years thereafter. These adjustments have begun the process necessary to implement new state-mandated graduation credit requirements.

For the class of 2016, graduation credit requirements are 23 credits. Graduation requirements have been adjusted to 24 credits for the graduating Classes of 2017 and 2018. Graduation requirements have been adjusted to 25 credits for the graduating Class of 2019 and beyond.

In order to transition to these new requirements, graduation credit distribution and year requirements will be as follows:

Class of 2016:

English	4 Credits (4 Years)
Mathematics	3 Credits (3 Years)
Science	3 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1 Credit (3 Years)
Electives	6 Credits
TOTAL	23 Credits

Students are required to carry a minimum of 6 credits in 2 of their 4 years, and 5.5 credits in 2 of the 4 years.

Instruction

Graduation Requirements

Class of 2017:

English	4 Credits (4 Years)
Mathematics	3 Credits (3 Years)
Science	3 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1 Credit (3 Years)
Electives	7 Credits
TOTAL	24 Credits

Students are required to carry a minimum of 6 credits in each of their 4 years.

Class of 2018:

English	4 Credits (4 Years)
Mathematics	4 Credits (4 Years) *Increase
Science	3 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1 Credit (3 Years)
Electives	6 Credits *Decrease
TOTAL	24 Credits *Decrease

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

The following distribution of credit reflects an adjustment in the number of credits awarded in science and physical education/health courses to more accurately reflect scheduled instruction time. These adjustments are made for the class of 2019 and beyond so as to not require retroactive adjustments to credit distribution.

Instruction

Graduation Requirements

Class of 2019 and 2020:

English	4 Credits (4 Years)
Mathematics	4 Credits (4 Years)
Science	3.5 Credits (3 Years) *Adjustment
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1.5 Credit (3 Years) *Adjustment
Electives	6 Credits
TOTAL	25 Credits

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

Class of 2021 and beyond:

English	4 Credits (4 Years)
Mathematics	4 Credits (3 Years)
Science	3.5 Credits (3 Years)
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years)
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/Health	1.5 Credit (3 Years)
Electives	5 Credits
Senior Demonstration Project or Equivalent	1 Credit *Addition, per state mandate
TOTAL	25 Credits

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

Instruction

Graduation Requirements

Graduation from ~~our public schools~~ the Amity Regional School District public schools implies:

1. That students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve,
- ~~2. That they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education, and~~
2. That they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and
3. That they have earned the legally mandated number and distribution of credits.

~~Additional "performance" graduation requirements commence with the Class of 2006. Students must demonstrate proficiency in the following basic skill areas: reading, writing, mathematical problem solving, scientific problem solving, and technology. In the first four skill areas, students can demonstrate proficiency through a designated score on the CAPT or Students must demonstrate proficiency in these areas through a designated score on federal or state standardized tests or through performance-based assessments in particular courses. Students will demonstrate technology proficiency through a process developed by the District.~~

The Principal shall submit to the Board of Education, through the Superintendent, his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibilities for the education of all youths in the school system, including those who do not successfully complete the assessment criteria listed above, and who drop out of school, may shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

Under normal circumstances, the administration at Amity Regional High School requires students to complete all credits necessary to graduate through in-house courses and programs. The administration does recognize that there may be circumstances in which students wish to pursue off-campus courses, and wish to apply the credits earned through these off-campus courses towards Amity Regional High School credit for graduation. Enrollment in an off-campus course does not waive the full-time student status requirement at Amity Regional High School (refer to Student Handbook or Program of Studies for definition of full-time student status). Tuition, transportation, and all associated costs/fees for off-

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Instruction

Graduation Requirements—Continued

campus courses will be the sole responsibility of the student; the district will assume no financial responsibility.

Off-campus courses must meet the following requirements:

1. Course must be taken at an accredited school, college, university, or on-line program
2. Course must be taught by a state or nationally certified teacher
3. Seat hours must be equivalent to Amity Regional High School courses (120 hours for 5 credit course and 60 hours for 2.5 credit course)
4. If the off-campus course is also offered in-house, the student must receive a passing grade (60+) on the final exam from the comparable course taught at Amity Regional High School. If the off-campus course is not offered in-house, the student may be asked to present a portfolio of completed work to the Academic Standards Committee.

Students wishing to pursue credit for off-campus courses, for which Amity Regional High School does not have an existing partnership, must request approval by a standing committee called the Academic Standards Committee. The Academic Standards Committee must approve all courses taken off-campus for Amity Regional High School credit prior to enrollment. The Academic Standards Committee will include, but not be limited to, the Amity Regional High School Director of Counseling Services, the High School Principal, and department chair(s) of the pertinent content area(s). The committee will review the merit of all requests. If courses are approved and successfully completed, the courses will be recorded as follows:

1. Course will be listed on the Amity Regional High School transcript as a transfer course showing the institution awarding the credit
2. Grade will be listed as Pass/Fail

Grade and quality points will not be factored into the student's GPA or QPA

(cf. 5121 - Examination/Grading/Rating)

Legal References:

Connecticut General Statutes

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill.

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools. Implementing Provisions of the State Budget.

~~10-18 Courses in United States history, government and duties and responsibilities of citizenship~~

~~10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome~~

~~10-220 Duties of boards of education~~

~~10-220a High school graduation requirements~~

~~10-233a Promotion and graduation policies. (As amended by PA 01-166)~~

~~"Amity Regional Senior High School, Teacher Handbook" 2004-05, p.25~~

Policy adopted:

~~August 13, 2007~~

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, CT

6146(a)

Instruction

Graduation Requirements

New legislation and Connecticut state law have required adjustments to current graduation credit requirements as at Amity. ~~The changes in minimum credits students must carry will increase for the coming school year, with all students required to carry 5.5 credits. Due to these changes, the distribution and number of credit requirements has been adjusted.~~ Graduation requirements ~~will be~~ have been phased in over the course of ~~the next four (4) years time,~~ beginning with increases for the Class of 2015 and gradually increasing in years thereafter. These adjustments ~~will begin~~ have begun the process necessary to implement new state-mandated graduation credit requirements.

~~Beginning with the 2011-2012 academic year, Amity Regional High School will add an 8th period to the school year. With the added time, the academic program will have the flexibility necessary to require students to take additional courses. It is recommended that beginning with the~~ For the class of ~~2015~~ 2016, graduation credit requirements ~~be increased from 20 to~~ are 22 23 credits. For the Classes of 2012, 2013 ~~an~~ 2014, it is recommended that the graduation credit requirement remain 20, but that the minimum credits students are required to carry per year ~~be increased to 5.5.~~ Graduation requirements have been adjusted to 24 credits for the graduating Classes of 2017 and 2018.

The credit requirements for the Class of 2015 will be as follows:

English	4 Credits (4 Years)
Mathematics	3 Credits (3 Years)
Science	3 Credits (3 Years) *Increase
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years) *Increase
Practical and Fine Arts	1 Credit (1 Year)
Physical Education	1 Credit (3 Years)
Electives	5 Credits
TOTAL	22 Credits

Students would ~~be~~ are required to carry a minimum of 5.5 credits per year.

By 2014, State Graduation requirements ~~will be~~ have been adjusted to 25 credits for the graduating Class of ~~2018~~ 2019 and beyond.

In order to transition to these new requirements, ~~the following sequence is recommended:~~ graduation credit distribution and year requirements will be as follows:

Instruction**Graduation Requirements - Continued****Class of 2016:**

English	4 Credits (4 Years)
Mathematics	3 Credits (3 Years)
Science	3 Credits (3 Years) *Increase
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years) *Increase
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/ <u>Health</u>	1 Credit (3 Years)
Electives	6 Credits
TOTAL	23 Credits

Students are required to carry a minimum of 6 credits in 2 of their 4 years, and 5.5 credits in 2 of the 4 years.

Class of 2017:

English	4 Credits (4 Years)
Mathematics	3 Credits (3 Years)
Science	3 Credits (3 Years) *Increase
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years) *Increase
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/ <u>Health</u>	1 Credit (3 Years)
Electives	7 Credits
TOTAL	24 Credits

Students are required to carry a minimum of 6 credits in each of their 4 years.

Instruction

Graduation Requirements - Continued

Class of 2018:

English	4 Credits (4 Years)
Mathematics	4 Credits (3 4 Years) *Increase
Science	3 Credits (3 Years) *Increase
Social Studies	3 Credits (3 Years)
World Language	2 Credits (2 Years) *Increase
Practical and Fine Arts	1 Credit (1 Year)
Physical Education/ <u>Health</u>	1 Credit (3 Years)
Electives	7 6 Credits <u>*Decrease</u>
TOTAL	25 24 Credits <u>*Decrease</u>

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

Regulations approved: ~~November 8, 2010~~ AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

The following distribution of credit reflects an adjustment in the number of credits awarded in science and physical education/health courses to more accurately reflect scheduled instruction time. These adjustments are made for the class of 2019 and beyond so as to not require retroactive adjustments to credit distribution.

Class of 2019 and 2020:

<u>English</u>	4 Credits (4 Years)
<u>Mathematics</u>	4 Credits (4 Years)
<u>Science</u>	3.5 Credits (3 Years) *Adjustment
<u>Social Studies</u>	3 Credits (3 Years)
<u>World Language</u>	2 Credits (2 Years)
<u>Practical and Fine Arts</u>	1 Credit (1 Year)
<u>Physical Education/Health</u>	1.5 Credit (3 Years) *Adjustment
<u>Electives</u>	6 Credits
<u>TOTAL</u>	<u>25 Credits</u>

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

Class of 2021 and beyond:

<u>English</u>	<u>4 Credits (4 Years)</u>
<u>Mathematics</u>	<u>4 Credits (3 Years)</u>
<u>Science</u>	<u>3.5 Credits (3 Years)</u>
<u>Social Studies</u>	<u>3 Credits (3 Years)</u>
<u>World Language</u>	<u>2 Credits (2 Years)</u>
<u>Practical and Fine Arts</u>	<u>1 Credit (1 Year)</u>
<u>Physical Education/Health</u>	<u>1.5 Credit (3 Years)</u>
<u>Electives</u>	<u>5 Credits</u>
<u>Senior Demonstration Project or Equivalent</u>	<u>1 Credit *Addition, per state mandate</u>
<u>TOTAL</u>	<u>25 Credits</u>

Students are required to carry a minimum of 6 credits in 3 of their 4 years, and 7 credits in 1 of the 4 years.

Personnel – Certified/Non-Certified

Recruitment and Selection of Administrative Staff

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

1. Positions of Building Principal

The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.

2. Positions of Central Office Directors

The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.

3. Other Administrative and Supervisory Positions

The Superintendent shall recommend one candidate to the Board for these positions. If the Board does not act favorably upon the Superintendent's recommendation, he/she shall recommend single alternative candidates until the recommendation is approved.

Legal Reference:

Connecticut General Statutes

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

10-153 Discrimination on account of marital status.

10-183v Reemployment of teachers, as amended by PA 10-111, An Act Concerning Education Reform in Connecticut

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

46a-60 Discriminatory employment practices prohibited.

20 U.S.C. Section 1119 N Child Left Behind Act

34 C.F.R. 200.55 Federal Regulations

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

2151(b)

4111(b)

Personnel – Certified/Non-Certified

Recruitment and Selection of Administrative Staff

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

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

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

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

Finance Committee 4/13/15

Policy Committee 5/7/15

MINUTES

COMMITTEE MEMBERS PRESENT: Ms. Diane Crocco, Mr. John Grabowski, Mr. James Horwitz, Mr. Joseph Nuzzo and Chairman James Stirling.

COMMITTEE MEMBERS ABSENT: Mr. Matthew Giglietti and Mr. John Grasso

Staff members present: Dr. Charles Dumais, Ms. Terry Lumas, Mr. Shawn Derosa, Dr. Marie McPadden and Mr. Ernie Goodwin.

Also present: Mrs. Ruth Natzel, Mr. Jim Leahy, and other members of the public.

A meeting of the Finance Committee of the Amity Regional Board of Education (BOE) was held on Monday, April 13, 2015 at 5:30 pm in the presentation room at the Amity District Offices.

1. **Call to Order:** Mr. Stirling called the meeting to order at 5:46 pm.
2. **Discussion and possible action on minutes.**
 - A. **Finance Committee meeting - March 09, 2015**

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

Vote unanimous

Motion carried

3. **Public comment**

Mr. Leahy spoke regarding item #10a on the agenda regarding communication between the Finance Committee and the Town of Orange Finance Committee on a monthly basis via a monthly spreadsheet.

4. **Discussion and take final action on the 2015-2016 Amity Board of Education operating budget to be submitted to referendum on Wednesday, May 06, 2015.**

Dr. Dumais had no changes to recommend at this time. The Committee will go the recommendation of the full Board as of the March meeting to accept and recommend the budget as presented.

5. **Discussion and possible action on contracts of \$35,000 or more (attached)**
 - A. **Professional auditing services**

The Amity Board of Education awarded the professional auditing services to Mahoney Sabol & Company, LLP of Glastonbury, Connecticut for fiscal year ending June 30, 2014, at the bid price of \$32,500. The Board reserved the right to extend the contract for two additional years at the bid prices of \$33,000 for year 2 and \$33,500 for year 3.

Motion by Mr. Grabowski, 2nd by Ms. Crocco, to award the professional auditing services to Mahoney Sabol & Company, LLP of Glastonbury, Connecticut for the fiscal year ending June 30, 2015 at the bid price of \$33,000. This is the first of two option years. The Board reserves the right to cancel the contract if Mahoney Sabol & Company, LLP of Glastonbury, Connecticut fails to perform in a satisfactory manner.

Vote unanimous

Motion carried

B. Substitute teacher services

The District has been using Kelly Educational Services for many years. There are no other similar services. Therefore, we are asking the Board to award the contract based on a sole source vendor. Last fiscal year, the District paid Kelly Education Services \$38,307.31; the District has paid Kelly Education Services \$20,463.29 through March 25, 2015. The current price is \$93.13 per day. The increase in the minimum wage in January 2016 will increase the price to \$94.18 per day.

Motion by Ms. Crocco, 2nd by Mr. Grabowski, to award the substitute teacher service to Kelly Educational Services for July 1, 2015 to June 30, 2016. The price will be \$94.18 per day. This is a sole source vendor for the substitute teacher services, and therefore, the sealed bid requirements are not required. The Board reserves the right to cancel the contract if Kelly Educational Services fails to perform in a satisfactory manner.

Vote unanimous**Motion carried****C. Site-based grounds maintenance program**

The Amity Board of Education awarded the site-based grounds maintenance program to Sports Turf of Connecticut of Orange, Connecticut. The bid price of \$215,000 remains the same for all three years. The bid specifications include mowing of grass, turf fertilization and weed control, pruning, watering, insect and disease control, policing of all grounds at middle schools and high school and athletic field complex at the high school, integrated pest management program for insect and weed control, maintain curbs and cracks in asphalt and concrete sidewalks weed free, spring cleanup of winter debris, continuous clean-up of leaves, spot seeding of all turf areas as necessary, rolling and dragging of three infields as necessary, maintenance of three infields – includes any necessary clay, hand weed groundcover and planting beds to keep a weed-free appearance, covering existing mulched beds with shredded hardwood mulch, supply and install perennial flowers in the existing flower beds, ensure the daily operation of the irrigation system as well as winterizing it in the fall and reenergizing and flushing the irrigation system in the spring, and so forth.

Motion by Mr. Nuzzo, 2nd by Ms. Crocco, to award the site-based grounds maintenance program for July 1, 2015 to June 30, 2016 to Sports Turf of Connecticut of Orange, Connecticut, at the bid price of \$215,000 for the third year of a three-year contract. The Board reserves the right to cancel the contract if Sports Turf of Connecticut of Orange, Connecticut, fails to perform in a satisfactory manner.

Vote unanimous**Motion carried****D. Snow removal, ice control and sanding services**

The Amity Board of Education awarded the snow removal, ice control & sanding services to Denny Landscaping Ltd of Orange, Connecticut. Denny Landscaping Ltd will do free parking lot sweeping each year. A complete line painting is included in the contract. The bid prices are based on the amount of snow (e.g., 1 to 6 inches of snow at \$600; 6 inches to 9 inches of snow at \$700; 9 inches and up of snow at \$825). The prices will be held for all three years.

Motion by Ms. Crocco, 2nd by Mr. Grabowski to award the snow removal, ice control and sanding services to Denny Landscaping Ltd of Orange, Connecticut, for July 1, 2015 to June 30, 2016, for the third year of a three-year contract at the bid prices based on the amount of snow. The Board reserves the right to cancel the contract if Denny Landscaping Ltd of Orange, Connecticut, fails to perform in a satisfactory manner.

Vote unanimous**Motion carried**

E. Safety service program

The Amity Board of Education awarded a three-year contract for the safety service program to Fuss & O'Neill, Inc. of Manchester, Connecticut. Fuss & O'Neill, Inc. has helped our District implement and maintain a top-notch safety service program. Facilities Director Jim Saisa recommends we stay with this firm. The contract terms are based on the State bid contract, as authorized by the Amity Board of Education's purchasing policy.

Motion by Mr. Grabowski, 2nd by Mr. Nuzzo, to award the safety service program to Fuss & O'Neill, Inc. of Manchester, Connecticut, for July 1, 2015 to June 30, 2016 for the State bid price of \$12,011 for the second year of a three year contract. The Board reserves the right to award the third year at a cost \$12,188. The total of the three-year contract is \$36,032. The Board reserves the right to cancel the contract if Fuss & O'Neill, Inc. fails to perform in a satisfactory manner.

Vote unanimous

Motion carried

F. District chiller maintenance contract

The Amity Board of Education awarded a three-year contract for the District Chiller Maintenance Contract to Trane Building Services. Trane Building Services provides preventive maintenance and seasonal service on the Trane chillers at our three schools. Trane has provided these services on the chillers since they were installed eight years ago. This contract is proprietary since it is Trane equipment, and Trane has done a good job supporting and servicing our equipment.

Motion by Ms. Crocco, 2nd by Mr. Horwitz, to award the District Chiller Maintenance Contract to Trane Building Services (local Trane office in Rocky Hill, Connecticut) for the second year of a three-year contract commencing June 2015, through May 2016, for \$12,606. The Board reserves the right to award year three at \$13,110, for a total of \$37,838 over a three-year period. This is a sole source vendor for the District's Trane equipment, and thereby, the sealed bid requirements are not required.

Vote unanimous

Motion carried

G. Investment consulting services

The Amity Board of Education awarded the contract for Investment Consulting Services to Fiduciary Investment Advisors, LLC of Windsor, Connecticut at the bid price of \$18,000. There are two option years with bid prices of \$18,540 in year 2 and \$19,096 in year 3.

Motion by Mr. Nuzzo, 2nd by Mr. Grabowski, to award the Investment Consulting Services for the 2015-2016 school year to Fiduciary Investment Advisors, LLC of Windsor, Connecticut for the bid price of \$18,540. This is the first of two option years. The Board reserves the right to cancel the contract if Investment Consulting Services fails to perform in a satisfactory manner.

Vote unanimous

Motion carried

H. Athletic training contract

The Amity Board of Education awarded the athletic training contract to Rehabilitation Associates, Inc., which provides an Athletic Trainer with 'general liability and professional liability insurance for its services, including specifically all services of a certified athletic trainer'. We have been very satisfied with the performance of the Athletic Trainer provided by Rehabilitation Associates, Inc. The contract has an automatic renewal clause so "Either party may cancel the renewal process by providing 30 days-advanced written notice." The Board is asked to vote on the Athletic Training Contract no later than May of each year so the 30-days-advance written notice can be provided if and when the Board decides to terminate the contract. The annual fee for the 2014-2015 academic year is \$56,200. We agreed to a fee increase of 1.80 percent, or \$57,212, subject to Board approval.

Mr. Goodwin, gave a brief explanation of exactly what services the trainer provides at the request of the Committee. Mr. Horwitz asked about the number of defibrillator units currently in place and who is certified to operate them.

Motion by Ms. Crocco, 2nd by Mr. Grabowski to authorize the Director of Finance and Administration to award the contract for all the services of a certified athletic trainer to Rehabilitation Associates, Inc. of Fairfield, Connecticut, for the 2015-2016 academic year at the annual fee of \$57,212. The Board waives bidding this contracted service. The Board reserves the right to cancel the contract if Rehabilitation Associates, Inc. of Fairfield, Connecticut fails to perform in a satisfactory manner.

Vote unanimous

Motion carried

I. Health and welfare benefits consultants for medical and dental insurances

The Amity Board of Education awarded the Health and Welfare Benefits Consultant for Medical and Dental Insurance to Everett James, Inc. of Ridgefield, Connecticut. Everett James, Inc. was founded in 1990 by two Senior Consultants formerly employed by one of the largest actuarial and employee benefit consulting firms in the world. Their public sector clients include public school systems, cities, towns, and a variety of other public institutions. They have operated in the school district marketplace for over 25 years. They understand the school budget process; know how to communicate with Boards of Education, Finance, and Selectmen; and, know how to assist in the collective bargaining process. Steve Rinaldi is a Consultant and Managing Director of Everett James, Inc., and has more than 30 years of employee benefits experience. He specializes in public sector group benefit consulting with an emphasis on collective bargaining, plan design, financing, administration, compliance, and cost management.

Motion by Mr. Horwitz, 2nd by Mr. Grabowski, to award the Health and Welfare Benefits Consultant to Everett James, Inc. of Ridgefield, Connecticut at the bid price of \$31,000 for July 1, 2015 to June 30, 2016. This is the first of two option years. The Board shall have the option of extending the contract to year 3 at \$34,000. The Board reserves the right to cancel the contract if Everett James, Inc. fails to perform in a satisfactory manner, as determined by the Superintendent of Schools.

Vote unanimous

Motion carried

6. Discussion of monthly financial statements (attached)

Ms. Lumos highlighted a few items on the monthly financial statements.

7. Director of Finance and Administration approved transfers under \$3,000 (attached)

No questions or discussion.

8. Discussion and possible action on budget transfers of \$3,000 or more (attached)
Budget transfer is needed to pay special education expenditures.

Motion by Mr. Horwitz, 2nd by Ms. Crocco to make the budget transfer of \$25,000 from account 04-12-6130-5560, tuition expense, to account number 04-12-6110-5560, tuition expense, to pay special education expenses

Vote unanimous

Motion carried

Mr. Blake (ex officio) arrived at 6:11 pm

9. Discussion and possible action on new funding requests
The Athletic Department had requested funds to purchase a new golf cart for \$6,400. The old golf cart was used as a trade-in towards the purchase of a new one. It was cheaper to purchase a new cart than to continue to repair the old one.

Motion by Mr. Nuzzo, 2nd by Mr. Horwitz to approve the purchase of a new golf cart for \$6,400.

Vote unanimous

Motion carried

We have spent \$89,525 on snow removal and sanding. The budget is \$59,745. The budget request of \$19,780 will pay outstanding bills. We had previously transferred \$10,000 out of the contingency account. Note that the budget transfer of \$19,780 will be split between the high school and middle schools based on the actual invoices.

Motion by Ms. Crocco, 2nd by Mr. Grabowski to make a budget transfer of \$19,780 from account number 05-15-0000-5850 contingency account to account number xx-14-2600-5420, repairs, maintenance and cleaning, to pay for sanding and snow removal.

10. Other

A. Discussion of report format request

There was discussion among the committee members regarding the monthly spreadsheet request from Mr. Leahy. Dr. Dumais explained the rationale for bringing this to the Committee versus making an administrative decision. Mr. Stirling will talk with Dr. Dumais about the best way to pursue this request and if they cannot reach a decisions, this will be on the Committee's agenda for the May meeting.

B. Update on MicroGrid Project

Dr. Dumais spoke about the location of the property lease which is still being discussed. Gas contracts have been received. Heat recapture has not yet moved forward.

11. Adjourn

Motion by Mr. Horwitz, 2nd by Ms. Crocco to adjourn at 6 :26 p.m.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

MINUTES

A meeting of the Policy Committee of the Amity Regional Board of Education was held on Thursday, May 7, 2015, at 6:30 p.m. in the Presentation Room at the Amity District Offices.

Committee Members present: Thomas Hurley, Susan Cohen, Sheila McCreven, Christopher Browe, Diane Crocco

Other Board Members Present: William Blake

School Personnel Present: Charles Dumais, Charles Britton, Anna Mahon, Jason Tracy, Jill LaPlante

1. Call to Order at 6:32 by Tom Hurley
2. Motion to recommend 6146.1 to Amity Board of Education for first read on May 11, 2015; Sue Cohen, Passed 3-2
3. Motion to recommend 6146 (Graduation Requirements) to Amity Board of Education for first read on May 11, 2015; Sue Cohen, Passed 4-1
4. Recommendation to include black-line version of 6146.2
5. Motion to move discussion and possible action on 6146.2 (Statewide Proficiency/Mastery Examinations) to next policy committee meeting; Sheila McCreven, Passed 4-0
6. Motion to recommend 2151/4111 (Recruitment and Selection of Administrative Staff) to Amity Board of Education for first read on May 11, 2015; Sue Cohen, Passed 4-0
7. Discussion of 2151/4111 (R) Recruitment and Selection of Principals
8. Discussion of Quorum and Chairman Voting [9121 (B), 9132 (B), 9132.6 (B), 9325.1 (B)]
9. Motion to Adjourn; Chris Browe, 5-0. Meeting adjourned at 8:15 p.m.

Respectfully submitted,

Charles S. Dumais, Ed.D.
Superintendent