

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

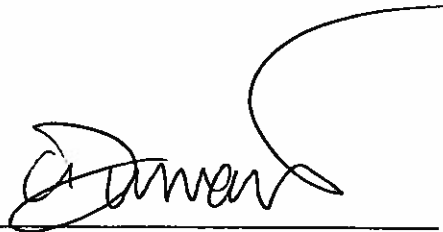
November 9, 2015

A regular meeting of the Amity Regional Board of Education will be held on Monday, November 9, 2015, at 6:30 p.m. in the cafeteria at Amity Regional High School.

Agenda

1. Call to Order
2. Pledge of Allegiance
3. Recognition of CAPSS Award Recipients
4. Recognition of National Merit Scholar Program Semi-Finalists and Commended Students
5. Approval of Minutes
 - a. Regular BOE Meeting, October 19, 2015 (Enclosure) pg . 3
6. Public Comment
7. Student Report
8. Discussion Regarding Amity Pension Fund, Sick and Severance Account and OPEB Trust
 - a. Discussion and Possible Vote on Composite Investment Policy Statements (Enclosure) pg . 6
 - b. Discussion of Market Review (Enclosure) pg . 19
9. Correspondence
10. Superintendent's Report
 - a. Personnel Report (Enclosure) pg . 24
 - b. Other
11. Chairman's Report
 - a. Committee Reports
 1. ACES
 2. CABB
 3. Curriculum

- 4. Facilities
 - a. Facilities Dept. Monthly Report, October, 2015 (Enclosure) pg . 25
- 5. Finance
 - a. Presentation and Discussion of Enrollment Projections pg . 26
 - b. Discussion of Monthly Financial Statements pg . 35
 - c. Director of Finance and Administration Approved Transfers Under \$3,000 pg . 63
 - d. Other
 - 1. Update on Budget Development
 - 2. Update on Financial Audit pg . 64
- 6. Policy
 - a. Policy 7551 – Naming of Amity Facilities (Revised) - Second Read pg . 65
 - b. First Reading of the Following:
 - 1. Policy 1331 – Community Relations-Smoke-Free Environment pg . 69
 - 2. Policy 5141.4 – Students-Reporting of Child Abuse and Neglect pg . 71
 - 3. Policy 5144.1 – Students-Use of Physical Force, Physical Restraint/Seclusion pg . 85
 - 4. Policy 5144.4 – Students-Discipline, Physical Exercise and Discipline of Students pg . 111
- 7. Personnel
- 12. Items for the Next Agenda
- 13. Adjournment



Charles Dumais, Ed.D.
Superintendent of Schools

CD/kfw

pc: Town Clerks:

Bethany
Orange
Woodbridge

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

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

MINUTES

BOARD MEMBERS PRESENT: Chairman William Blake, Mr. John Belfonti, Mr. Christopher Browe, Ms. Sue Cohen, Ms. Diane Crocco, Mr. Steven DeMaio, Mr. Thomas Hurley, Ms. Tracey Lane Russo, Mr. James Stirling, and Ms. Diane Urbano.

BOARD MEMBERS ABSENT: Ms. Patricia Cardozo, Ms. Rita Gedansky and Ms. Sheila McCreven.

Staff members present: Dr. Charles Dumais, Mr. Jack Levine, Ms. Terry Lumas, Mr. Shawn DeRosa, Mr. Kevin Keller, Dr. Marie McPadden, Ms. Lisa Lassen, Ms. Vicki Fielosh, Ms. LeeAnn Browett, Ms. Mary Raiola, and Ms. Anna Mahon.

Also present: Mrs. Ruth Natzel, Mr. R. J. Kaoud and other members of the public.

A regular meeting of the Amity Regional Board of Education (BOE) was held on Monday, October 19, 2015 at 6:30 pm in the presentation room at the Amity District Offices.

1. **Call to Order:** Vice-Chairman Sue Cohen called the meeting to order at 6:35 pm.

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

3. **Approval of minutes.**

A. **Regular BOE meeting, September 21, 2015 (enclosure)**

Motion by Mr. Hurley, 2nd by Ms. Crocco to approve the minutes as submitted.

Vote unanimous

Motion carried

Chairman Blake arrived at 6:40 pm.

4. **Public Comment**

Mr. Mark Schneider from Bethany, parent of two special needs students, spoke to the Board regarding his experience with special education in the district and made suggestions for changes to improve the process of getting assistance for students.

5. **Student Report**

Mr. R. J. Kaoud gave an update on events at Amity High School over the past month as well as informing the Board of upcoming events. He highlighted senior activity, sports, and progress on the Senior Lounge. Mentioned especially were the very beneficial activities for seniors that took place on PSAT Day, which in past years has been a day off from school.

Mr. Browe arrived at 6:45 pm.

6. **Report on 2015 Testing Results (Enclosure)**

Dr. Dumais gave some background regarding the new testing, Smarter Balanced Assessment (SBA, formerly SBAC) before Dr. McPadden presented the 2015 testing results. Ms. Lassen, Ms. Fielosh and Ms. Browett also joined Dr. McPadden in the presentation. There were questions and much discussion regarding the performance of the Amity students on the various standardized tests. Of note, Mr. Kaoud commented from the audience on the test results from the perspective of an Amity High School student. The Standardized Test for the Assessment of Reading (STAR) is now being used as a universal assessment tool in the region (high school and middle schools) as well as at the elementary level in Bethany and Orange, and it aligns with Common Core standards. The staff is making good use of the data to track students' progress and develop more individualized instruction.

7. Discussion and action on Teacher and Administration Evaluation Plan.

Dr. Dumais asked Dr. Mc Padden to present the revisions to the Teacher and Administration Evaluation Plan (page 15, pages 23 through 27 and page 28). This evaluation plan is closely tied to the STAR universal assessment. The Committee unanimously agreed to this revision.

Motion by Mr. Stirling, 2nd by Mr. Browe to approved the Amity Teacher and Administration Evaluation Plan as presented by Dr. Dumais and Dr. McPadden.

Vote unanimous

Motion carried

8. Discussion and Possible Action on 2016 Board of Education Meeting Calendar (Enclosure).

Motion by Mr. Hurley, 2nd by Ms. Cohen to approve the 2016 Board of Education Calendar.

Vote unanimous

Motion carried

9. Correspondence - None**10. Superintendent's Report**

- A. Personnel Report – (enclosure)**
- B. Other**

Dr. Dumais highlighted items in his enclosed reports and noted that today was the first day of instructional rounds and there was one "problem of practice" successfully addressed.

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

- 1. ACES** - Ms. Cohen reported on the decision to have all the schools in the region begin school on the same day as well as aligning some of the school vacations. This is now required by State statute; previously, this had been a "suggestion" only.
- 2. CAFE** - Mr. Stirling mentioned Professional Development days on November 20-21, 2015 and encouraged Board members to register.
- 3. Curriculum** – The Curriculum Committee met on September 24, 2015.
- 4. Facilities** – The Facilities Committee has not met.
 - a. Facilities Department monthly report, September 2015 (enclosure).**
- 5. Finance**
 - a. Discussion of October 1 Enrollment Report** – Mr. Levine highlighted the numbers on the enrollment report. There was some discussion of these numbers and what future population trends might be.
 - b. Discussion of Monthly Financial Statements** – Mr. Levine highlighted the bullet points on pages 103 and 104 and cautioned the Board that the numbers here can change very quickly. Mr. Levine also mentioned that over \$100,000 in savings has been realized through the staff.
 - c. Director of Finance and Administration approved transfers under \$3,000.**

d. Other

1. Update on Financial Audit – Mr. Levine reported that the audit went very well.

2. Information on Third Quarter 2015 Executive Summary

Review of Amity Pension Fund, Sick and Severance Account and OPEB Trust

Mr. Levine noted that some of the funds decreased in value due to the downtrend in the stock market. Mr. Stirling made note that the investments still met the benchmarks, even though the value decreased and that the funds performed better than average.

6. Policy

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

Motion by Ms. Cohen, 2nd by Ms. Urbano to approve the revision to policy 7551, that the Amity Regional School District will not name any school facilities or properties after individuals.

Statements and discussion followed from the members of the Policy Committee present regarding how they arrived at the formation of this motion. There was much further discussion by all Board members regarding the intent of the Board in sending this policy back to the Committee.

Mr. Blake relinquished the Chair to Ms. Cohen at 9:02 pm so that he could comment. Ms. Cohen returned the Chair to Mr. Blake at 9:06 pm. Mr. Blake called the question.

Vote in favor 5 (Mr. Browe, Ms. Cohen, Mr. Hurley, Mr. Stirling, Ms. Urbano,)), against 5 (Mr. Belfonti, Mr. Blake, Ms. Crocco, Mr. DeMaio and Ms. Lane-Russo)

Tie vote, motion failed

Motion by Ms. Urbano, 2nd by Mr. Browe to recommend that Policy 7551 be revised to include "IV (f) no longer be, or have never been employed by the Amity Regional School District" and "V...Requests will rest for three (3) years before being vetted by the Superintendent."

There was further discussion regarding the new motion. Mr. Blake relinquished the Chair to Ms. Cohen at 9:15 pm so that he could comment. Ms. Cohen returned the Chair to Mr. Blake at 9:17 pm.

Vote in favor 7, (Ms. Crocco, Ms. Lane-Russo abstained)

Motion carried

Mr. Hurley requested that a "cleaned up" copy of the new policy be on the agenda and part of the packet for the November meeting for final Board approval.

7. Personnel

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

13. Adjournment

Motion by Ms. Cohen, 2nd by Mr. Hurley to adjourn at 9: 25 pm.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

Thomas Hurley, Secretary



Strategic thinking. Customized solutions.

One Hundred Northfield Drive
Windsor, CT 06095

October 28, 2015

To: Amity Finance Committee

From: Michael Goss, Fiduciary Investment Advisors

Re: Investment Policy Statement

I have reviewed the policy statements per your request and I do not recommend any changes at this time.

Also, attached please find the 3Q Market Commentary. The capital markets were very difficult this quarter, and the portfolios suffered losses accordingly. The markets have turned in October and thus far the portfolios have recouped the vast majority of the losses suffered over the summer.

The portfolios are built with long term objectives and while we are cognizant of the daily moves in the market, we strive to focus on the long term expectations and objectives. I look forward to discussing this with you at an upcoming meeting.

As always, please reach out to me if you have any questions.

Ask me about the Fiduciary Trail.™

AMITY REGIONAL HIGH SCHOOL DISTRICT No. 5

Pension Plan

COMPOSITE INVESTMENT POLICY STATEMENT AND ASSET ALLOCATION

DECEMBER 8, 2014

INTRODUCTION & PURPOSE

The AMITY REGIONAL HIGH SCHOOL DISTRICT No. 5 PENSION Plan for non-certified employees has been established to provide retirement benefits for current and former employees. The purpose of this Investment Policy Statement is to clearly articulate the Amity Board of Education's views on the Plan's investment objectives and risk tolerance. This Statement will also establish a target asset allocation and performance benchmark that will be used to monitor performance. This statement does not constitute a contract or a statement of mandatory requirements, but is instead an explanation of the general principles established for overseeing the Plan. The Amity Board of Education will determine the weighting to be given to each of these principles and may consider factors in addition to those described in these guidelines.

ASSIGNMENT OF RESPONSIBILITIES

Board of Education - The Amity Board of Education is charged with the responsibility for the management of the assets of the Plan. The Amity Board of Education shall discharge its duties solely in the interest of Plan participants, with the care, skill, prudence and diligence under the circumstances then prevailing.

Investment Manager(s) - Each Investment Manager will have full discretion to make all investments placed under its jurisdiction, while observing and operating within all policies, guidelines, and constraints as detailed in the attached Appendix, consisting of individual manager investment policy statements or mutual fund prospectuses, as applicable. Specific responsibilities of each Investment Manager include reporting, on a timely basis, quarterly investment performance results, and informing the Amity Board of Education regarding any qualitative change to investment management organization, i.e. changes in portfolio management personnel, ownership changes, investment philosophy, etc.

Investment Consultant - The Investment Consultant's role is that of a non-discretionary advisor to the Amity Board of Education and the Plan. The Investment Consultant will assist in the development and periodic review of an Investment Policy Statement, conducting manager searches, monitoring the performance of the Investment Managers, communicating matters of policy, manager research, and manager performance.

Custodian - The Custodian shall be responsible for the safekeeping and custody of assets. The Custodian will physically (or through agreement with a sub-custodian) maintain possession of securities owned by the Plan, collect dividends and interest payments, redeem maturing securities, and effect receipt and delivery following purchases and sales. The Custodian may also perform regular accounting of all assets owned, purchased, or sold, as well as movement of assets into and out of the Plan accounts.

INVESTMENT OBJECTIVES

The objectives of the Plan have been established after a comprehensive review of current and projected financial requirements, market returns, and risks and any special requirements of the AMITY REGIONAL HIGH SCHOOL DISTRICT No. 5 PENSION Plan. The Amity Board of Education will address these objectives in periodic reviews of the Plan's performance.

The Plans have both absolute and relative investment objectives.

Absolute objectives:

- A long-term objective is to achieve growth in the principal value of assets while maintaining a level of stability and liquidity sufficient to ensure the timely payment of the plans' obligations.
- Achieve the target rate of return as defined by the actuarial rate of return, over a full market cycle, defined as approximately 5 to 7 years.

Relative Objectives

- Perform in line with the target asset mix.
- Exceed the 50th percentile return of a universe comprised of funds or managers with similar objectives and/or styles over time.

Consistent with the diversification objectives of the portfolio, the Investment Policy is based on the assumption that the volatility of the portfolios will be similar to that of the target policy.

The investment goals above are the objectives of the aggregate Plan, and are not meant to be imposed on each investment manager. Each individual investment manager shall be subject to either a specific investment policy statement for separate account mandates, or the prospectus for mutual funds. These individual investment policy statements and/or prospectus are attached in the Appendix.

ASSET ALLOCATION

The asset allocation target ranges set forth below represent a long-term view. Short-term market volatility may cause the asset mix to fall outside the targeted range. The target allocation may change should the Amity Board of Education, at its discretion, decide to change the mix of invested assets.

Target Asset Allocation Table				
Asset Class	Min. Weight	Target Weight	Max. Weight	Benchmark
Fixed Income	20%	35%	50%	Barclays Aggregate Index
Domestic Equity (Broad)	5%	10%	15%	S&P 500
Domestic Equity (Large Value)	10%	15%	20%	CRSP US LCV TR Index
Domestic Equity (Large Growth)	10%	15%	20%	CRSP US LCG TR Index
Domestic Equity (Mid Cap)	0%	5%	10%	CRSP US MC TR Index
Domestic Equity (Small Cap)	0%	5%	10%	CRSP US SM TR Index
International Equity	5%	15%	25%	FTSE Developed ex NA Spliced Index

The Plan's target policy benchmark shall be a weighted composite of market indices of the target allocation stated above.

Given the volatility of the capital markets, strategic adjustments in various asset classes may be required to rebalance asset allocation back to its target policy. Such adjustments should be executed so as to minimize excessive turnover and transaction costs. The Amity Board of Education will review actual asset allocation versus target asset allocation periodically to assess the need for portfolio rebalancing.

EVALUATION & REVIEW

The Amity Board of Education will review performance on a periodic basis. The goal is for each individual investment manager to outperform an appropriate benchmark index and be in the top 50% of their style specific peer group over a full market cycle. Performance review will not only include the examination of investment returns, but the risk assumed to achieve those returns. At its discretion, the Amity Board of Education may replace managers for performance or other reasons other than performance (e.g. change in management or philosophy) that, in its estimation, hinders the firms ability to meet its investment objectives.

ADOPTION

This Investment Policy Statement is made effective by the Amity Board of Education on December 8, 2014.

**AMITY REGIONAL SCHOOL DISTRICT No. 5
SICK & SEVERANCE**

COMPOSITE INVESTMENT POLICY STATEMENT AND ASSET ALLOCATION

DECEMBER 8, 2014

INTRODUCTION & PURPOSE

The AMITY REGIONAL SCHOOL DISTRICT NO. 5 SICK & SEVERANCE Plan has been established to provide retirement benefits for current and former employees. The purpose of this Investment Policy Statement is to clearly articulate the Amity Board of Education's views on the Plan's investment objectives and risk tolerance. This Statement will also establish a target asset allocation and performance benchmark that will be used to monitor performance. This statement does not constitute a contract or a statement of mandatory requirements, but is instead an explanation of the general principles established for overseeing the Plan. The Amity Board of Education will determine the weighting to be given to each of these principles and may consider factors in addition to those described in these guidelines.

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INVESTMENT OBJECTIVES

The objectives of the Plan have been established after a comprehensive review of current and projected financial requirements, market returns, and risks and any special requirements of the AMITY REGIONAL SCHOOL DISTRICT NO. 5 SICK & SEVERANCE Plan. The Amity Board of Education will address these objectives in periodic reviews of the Plan's performance.

The Plans have both absolute and relative investment objectives.

Absolute objectives:

- A long-term objective is to achieve growth in the principal value of assets while maintaining a level of stability and liquidity sufficient to ensure the timely payment of the plans' obligations.
- Achieve the target rate of return as defined by the actuarial rate of return, over a full market cycle, defined as approximately 5 to 7 years.

Relative Objectives

- Perform in line with the target asset mix.
- Exceed the 50th percentile return of a universe comprised of funds or managers with similar objectives and/or styles over time.

Consistent with the diversification objectives of the portfolio, the Investment Policy is based on the assumption that the volatility of the portfolios will be similar to that of the target policy.

The investment goals above are the objectives of the aggregate Plan, and are not meant to be imposed on each investment manager. Each individual investment manager shall be subject to either a specific investment policy statement for separate account mandates, or the prospectus for mutual funds. These individual investment policy statements and/or prospectus are attached in the Appendix.

ASSET ALLOCATION

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Target Asset Allocation Table				
Asset Class	Min. Weight	Target Weight	Max. Weight	Benchmark
Inflation Protection Fixed Income	0%	5%	10%	Barclays US Treasury US TIPS Index
Short-Term Gov't Bond Fixed Income	10%	22.5%	30%	Barclays 1-3 Govt Barclays Aggregate Index
Domestic Equity	30%	40%	60%	CRSP US Total Market TR Index
International Equity	5%	10%	40%	FTSE Developed ex NA Spliced Index

The Plan's target policy benchmark shall be a weighted composite of market indices of the target allocation stated above.

Given the volatility of the capital markets, strategic adjustments in various asset classes may be required to rebalance asset allocation back to its target policy. Such adjustments should be executed so as to minimize excessive turnover and transaction costs. The Amity Board of Education will review actual asset allocation versus target asset allocation periodically to assess the need for portfolio rebalancing.

EVALUATION & REVIEW

The Amity Board of Education will review performance on a periodic basis. The goal is for each individual investment manager to outperform an appropriate benchmark index and be in the top 50% of their style specific peer group over a full market cycle. Performance review will not only include the examination of investment returns, but the risk assumed to achieve those returns. At its discretion, the Amity Board of Education may replace managers for performance or other reasons other than performance (e.g. change in management or philosophy) that, in its estimation, hinders the firms ability to meet its investment objectives.

ADOPTION

This Investment Policy Statement is made effective by the Amity Board of Education on December 8, 2014.

AMITY REGIONAL SCHOOL DISTRICT No. 5
GASB 45 – OPEB
COMPOSITE INVESTMENT POLICY STATEMENT AND ASSET ALLOCATION

DECEMBER 8, 2014

INTRODUCTION & PURPOSE

The AMITY REGIONAL SCHOOL DISTRICT NO. 5 OPEB Plan has been established to provide post-retirement benefits for those individuals eligible to receive them. The purpose of this Investment Policy Statement is to clearly articulate the Amity Board of Education's views on the Plan's investment objectives and risk tolerance. This Statement will also establish a target asset allocation and performance benchmark that will be used to monitor performance. This statement does not constitute a contract or a statement of mandatory requirements, but is instead an explanation of the general principles established for overseeing the Plan. The Amity Board of Education will determine the weighting to be given to each of these principles and may consider factors in addition to those described in these guidelines.

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INVESTMENT OBJECTIVES

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The Plans have both absolute and relative investment objectives.

Absolute objectives:

- A long-term objective is to achieve growth in the principal value of assets while maintaining a level of stability and liquidity sufficient to ensure the timely payment of the plans' obligations.
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Domestic Equity Large	30%	30%	60%	S&P 500
Domestic Equity Small	0%	10%	20%	CRSP US Small Cap TR Index
International Equity	5%	20%	40%	FTSE Developed ex NA Spliced Index

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ADOPTION

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Market Review

Heightened tension among investors is readily evidenced by surging capital market volatility. The widely followed VIX, a proxy for equity volatility, recently spiked to its highest level in four years.

All eyes remain cast toward the Fed and the expectations for interest rate hikes. While the Fed persists with the notion that a dependency on the data will figure most prominently in its decision regarding rates, circumstances overseas (think China's slowing growth and the broader ramifications for other emerging economies) have, no doubt, bolstered the Fed's restraint.

U.S. macroeconomic conditions remain conducive for further GDP gains, although not uniformly so. The second quarter GDP growth estimate was revised upward to a 3.9% annualized rate (from an initial 3.7% estimate) on strengthening final demand. Consumer confidence and spending data endures while ISM factory & nonmanufacturing data has softened.

The economic environment overseas continues to be unsettled. China's unexpected devaluation of the yuan and its well-documented efforts to transition its economy to one centered on domestic consumption have generated uncertainty and expectations for moderating economic growth. The EU has, at least temporarily, stemmed the Greek issue, and the accommodative profile of the ECB remains in full force, but weakness in the emerging markets somewhat dampens the outlook.

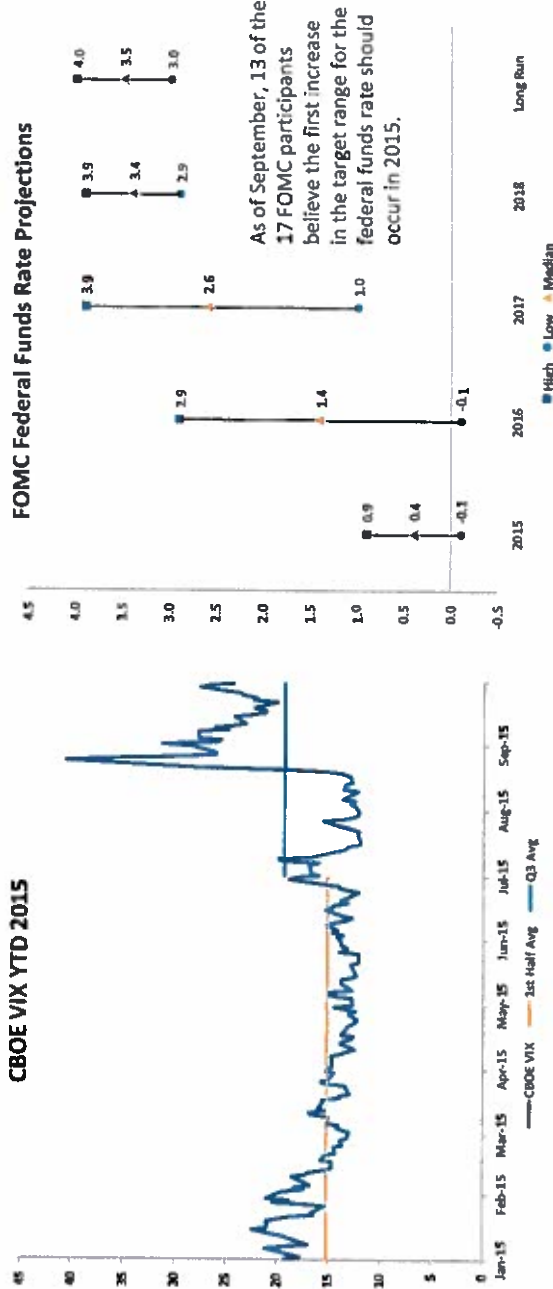
Domestic equity markets materially outpaced their foreign counterparts in the quarter. The U.S. economy has proven to be marginally more resilient than many of its international counterparts and is also somewhat less tethered to the beleaguered emerging markets.

Lower interest rates bolstered fixed income returns. However, in the recent bout of volatility, conservative bond orientations generally worked best. Longer duration government bonds did well, while the riskier segments of the market struggled, evidenced by weaker results as one moved down the quality spectrum in both the investment grade and high yield arenas. Emerging market bonds were also noteworthy laggards.

Sources: Thomson Reuters Datastream, CBOE, Federal Reserve, U.S. Treasury, World Bank, National Bureau of Statistics of China. Data as of September 30, 2015, unless otherwise noted. China GDP growth data through Q2 2015; China GDP as a percent of world GDP is annual data through 2014.



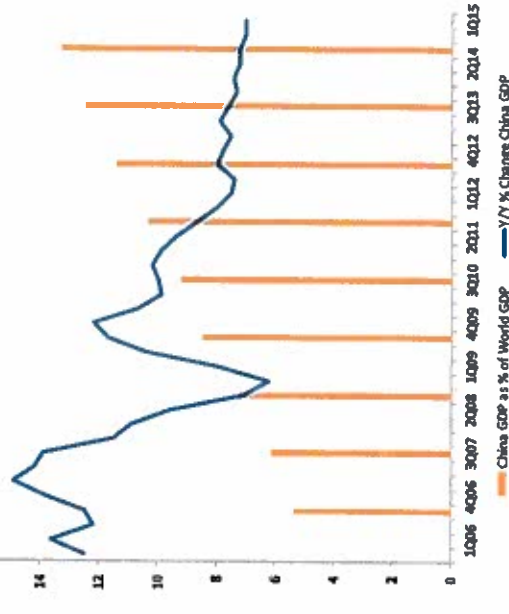
FOMC Federal Funds Rate Projections



U.S. Treasury Yield Curve

	3m	2yr	5yr	10yr	30yr
9/30/15	0.00	0.64	1.37	2.06	2.87
6/30/15	0.01	0.64	1.63	2.35	3.11
9/30/14	0.02	0.58	1.78	2.52	3.21

China GDP Growth



Index Results



U.S. EQUITY		QUARTER	YTD	1 YEAR	3 YEAR	5 YEAR	10 YEAR
S&P 500		(6.4)	(5.3)	(0.6)	12.4	13.3	6.8
Russell 1000		(6.8)	(5.2)	(0.6)	12.7	13.4	7.0
Russell 1000 Value		(8.4)	(9.0)	(4.4)	11.6	12.3	5.7
Russell 1000 Growth		(5.3)	(1.5)	3.2	13.6	14.5	8.1
Russell Mid Cap		(8.0)	(5.8)	(0.2)	13.9	13.4	7.9
Russell Mid Cap Value		(8.0)	(7.7)	(2.1)	13.7	13.2	7.4
Russell Mid Cap Growth		(8.0)	(4.1)	1.4	14.0	13.6	8.1
Russell 2000		(11.9)	(7.7)	1.2	11.0	11.7	6.5
Russell 2000 Value		(10.7)	(10.1)	(1.6)	9.2	10.2	5.3
Russell 2000 Growth		(13.1)	(5.5)	4.0	12.8	13.3	7.7
Russell 3000		(7.2)	(5.4)	(0.5)	12.5	13.3	6.9
FTSE NAREIT Equity REITs Index		2.0	(3.8)	9.9	9.6	12.0	6.8
INTERNATIONAL EQUITY		QUARTER	YTD	1 YEAR	3 YEAR	5 YEAR	10 YEAR
MSCI ACWI ex-US		(12.2)	(8.6)	(12.2)	2.3	1.8	3.0
MSCI EAFE		(10.2)	(5.3)	(8.7)	5.6	4.0	3.0
MSCI EAFE Value		(11.8)	(8.1)	(12.6)	4.7	3.1	2.1
MSCI EAFE Growth		(8.7)	(2.4)	(4.7)	6.5	4.8	3.8
MSCI EAFE Small Cap		(6.8)	2.6	0.3	10.2	7.3	4.7
MSCI EM (Emerging Markets)		(17.9)	(15.5)	(19.3)	(5.3)	(3.6)	4.3
FIXED INCOME		QUARTER	YTD	1 YEAR	3 YEAR	5 YEAR	10 YEAR
Barclays U.S. Aggregate Bond		1.2	1.1	2.9	1.7	3.1	4.6
Barclays U.S. Gov/Credit Bond		1.2	0.9	2.7	1.6	3.1	4.6
Barclays Gov/Credit Long Bond		2.2	(2.4)	3.1	2.2	6.0	6.6
Barclays U.S. Corp High Yield		(4.9)	(2.5)	(3.4)	3.5	6.1	7.3
Barclays Municipal Bond		1.7	1.8	3.2	2.9	4.1	4.6
Barclays U.S. TIPS		(1.1)	(0.8)	(0.8)	(1.8)	2.5	4.0
BofA Merrill 3-Month T-Bill		0.0	0.0	0.0	0.1	0.1	1.3
NON-TRADITIONAL		QUARTER	YTD	1 YEAR	3 YEAR	5 YEAR	10 YEAR
Bloomberg Commodity Index		(14.5)	(15.8)	(26.0)	(16.0)	(8.9)	(5.7)
HFRI Fund of Funds Index		(3.3)	(0.7)	0.3	4.3	2.7	2.4
NCREIF Property Index (quarter lag)		3.1	6.8	13.0	11.6	12.7	8.2
CPI (quarter lag)		0.9	0.6	0.2	1.3	1.8	2.1

Sources: Morningstar Direct, Standard & Poor's, Russell, FTSE, MSCI, Barclays Capital, BofA Merrill Lynch, Bloomberg, HFRI, NCREIF. Data as of September 30, 2015 unless otherwise noted.

Equity & Fixed Income Review

U.S. Equity Size and Style Returns

QTR		1-Year		
Value	Blend	Value	Blend	Growth
-8.4	-6.8	-4.4	-0.6	3.2
-8.0	-8.0	-2.1	-0.2	1.4
-10.7	-11.9	-1.6	1.2	4.0

Larger cap stocks generally outperformed their smaller cap counterparts during the third quarter but still trail on 1-year basis. The utilities sector was the only S&P sector in the black during the quarter as investors again preferred higher yielding and defensive names amidst heightened market volatility and declining interest rates. A low growth environment has led investors to favor growth stocks over value stocks over the past year.

International Equity Size and Region Returns (USD)

QTR		1-Year		
Small	Mid	Small	Mid	Large
-6.8	-8.0	0.3	-1.7	-10.3
-16.7	-15.8	-15.2	-18.1	-19.5

Within developed markets, smaller cap stocks fared better due to their generally higher domestic orientations and less exposure to emerging economies. Fears of a slowdown in the Chinese economy, weak currency markets and low commodity prices pushed emerging market equities into double digit declines in the third quarter.

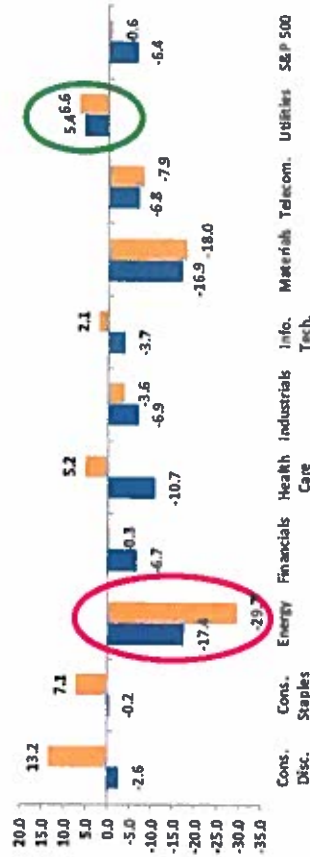
Fixed Income Term and Quality Returns (USD)

QTR		1-Year		
Short	Interm	Short	Interm	Long
0.3	1.2	1.2	3.0	8.6
0.3	0.7	1.3	2.4	0.2

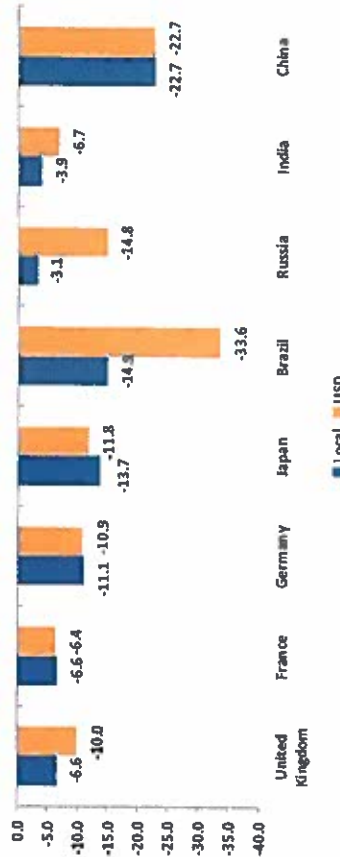
Interest rates moved lower during the quarter and the yield curve flattened, resulting in longer dated debt outperforming those securities shorter in duration. The flight to quality ensuing from increased market volatility proved to be a tailwind for U.S. Treasuries, while corporate bonds lagged as investment grade and high yield spreads widened.

Sources: Morningstar Direct, Thomson Reuters Datastream, Standard & Poor's, Russell, MSCI, Barclays Capital, Citigroup, BofA Merrill Lynch, Credit Suisse, JPMorgan. Data as of September 30, 2015 unless otherwise noted. The performance grids above are based on select Russell, MSCI and Barclays Capital indexes.

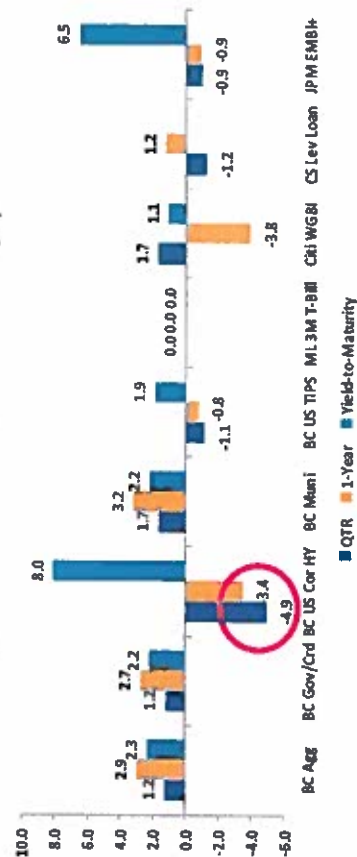
S&P 500 Sector Returns



MSCI Country Results 2Q 2015

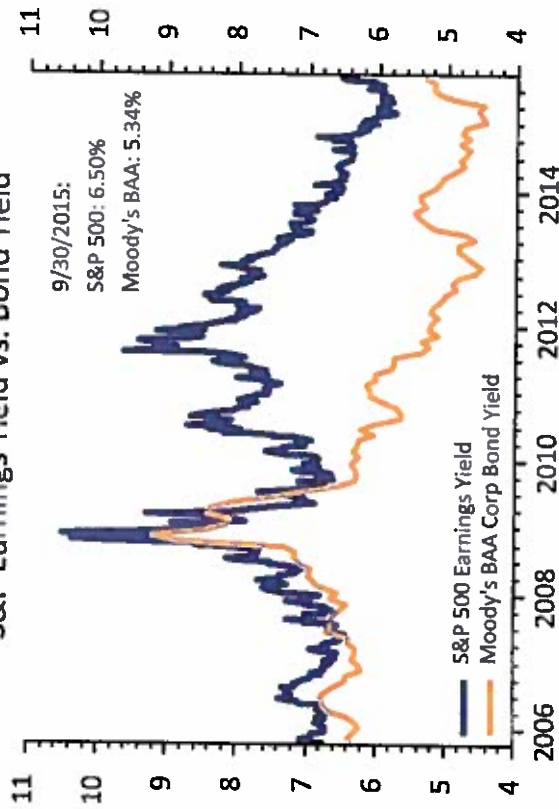


Fixed Income Returns and Yields (%)

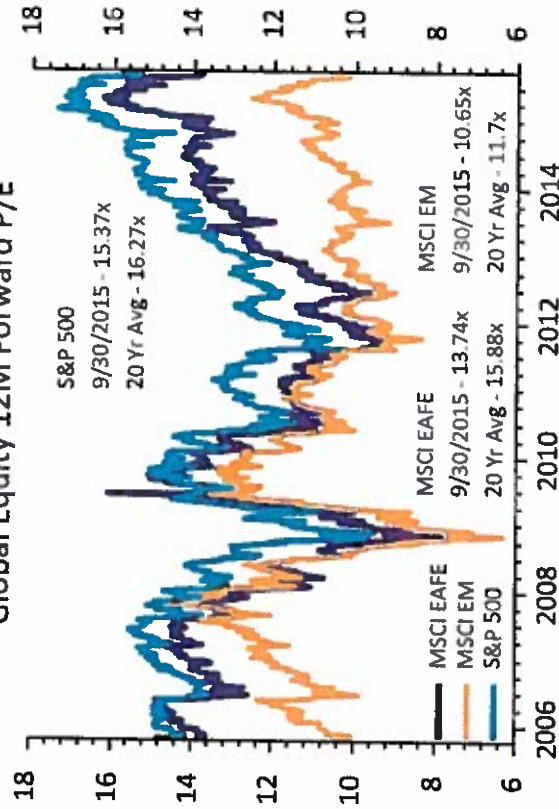


Market Valuations

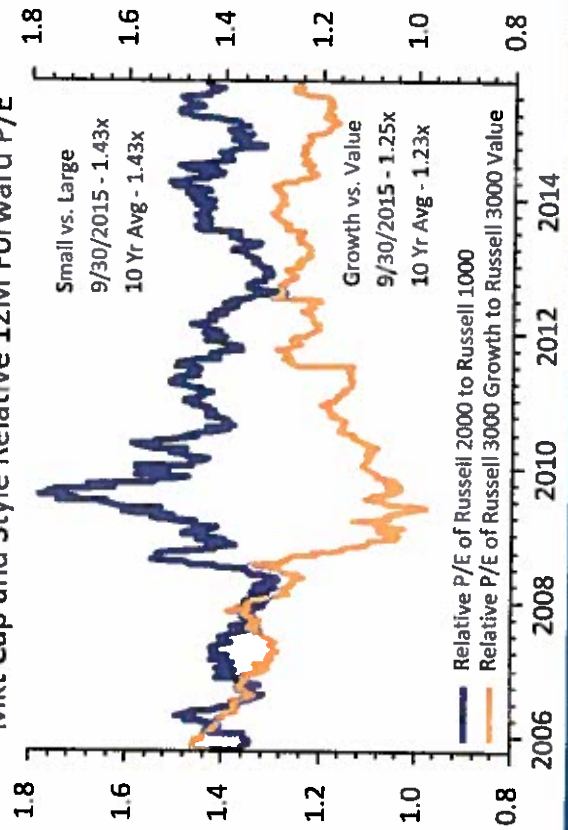
S&P Earnings Yield vs. Bond Yield



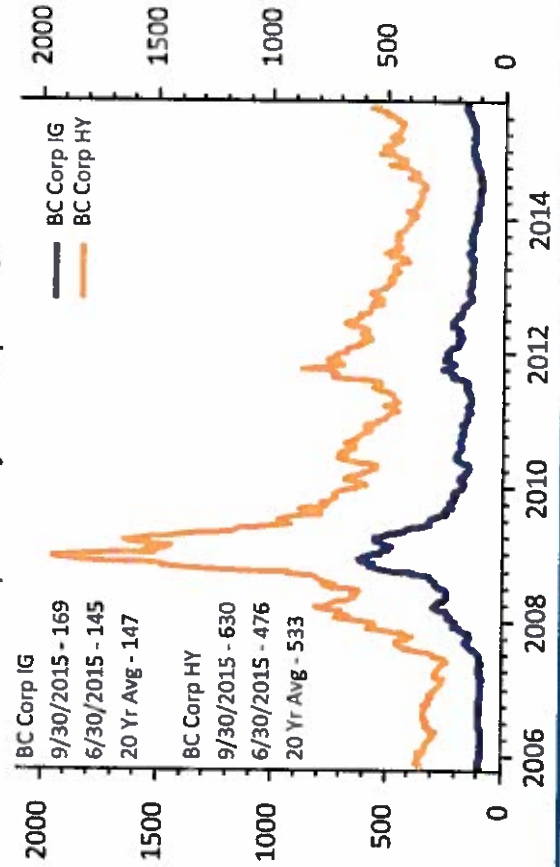
Global Equity 12M Forward P/E



Mkt Cap and Style Relative 12M Forward P/E

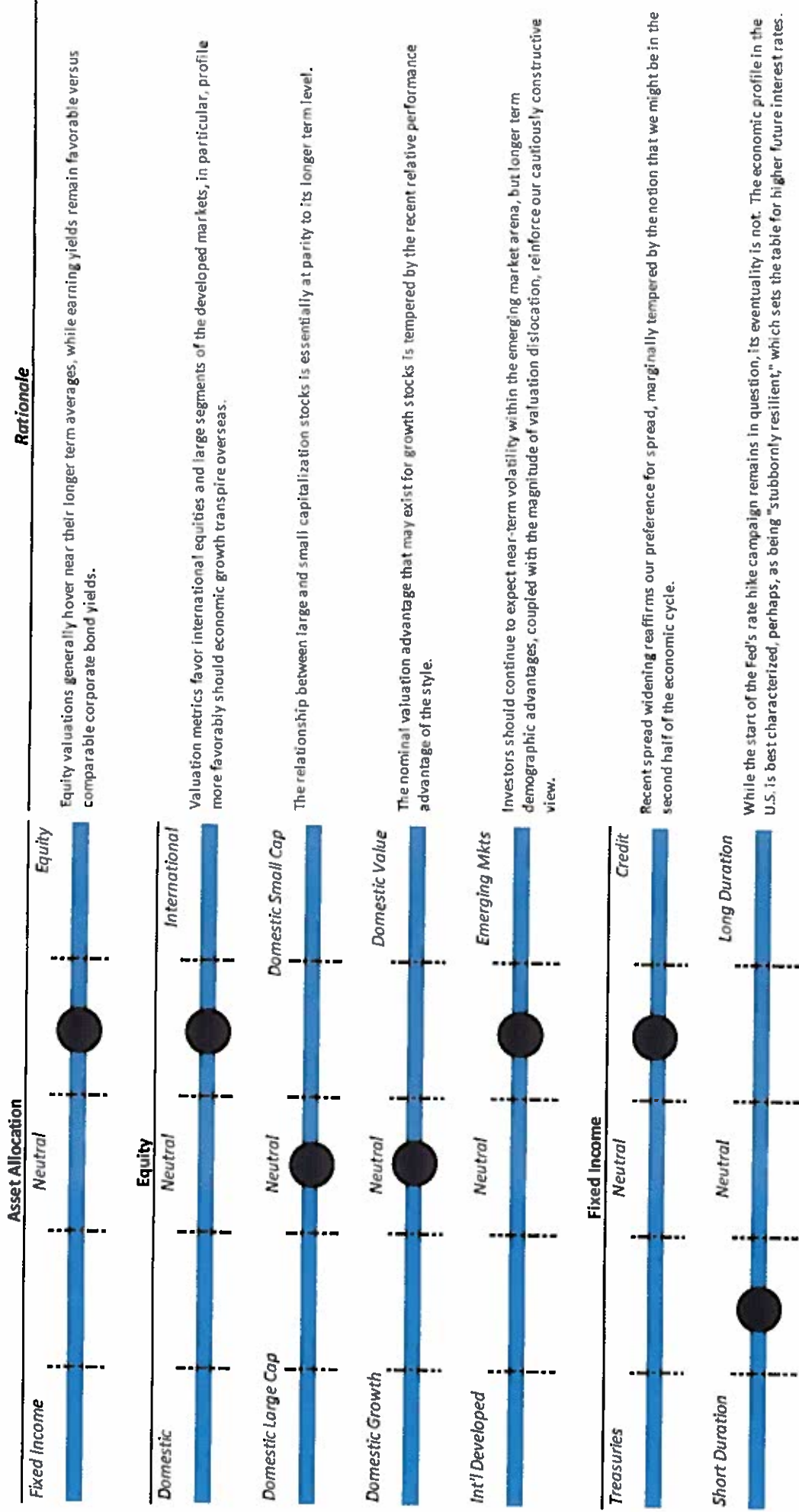


Option Adjusted Spreads



Sources: Thomson Reuters Datastream, Standard & Poor's, Moody's, Russell, MSCI, IBES, Barclays Capital. Data as of September 30, 2015 unless otherwise noted.

Market Viewpoints



These viewpoints represent FIA's general assessment of the highlighted capital markets comparisons over the next 36 months. These opinions are subject to modification as conditions in the markets change. Clients should utilize these rankings in conjunction with other considerations that may be relevant to their particular circumstances.

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

November 9, 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:

Robert Burns – Asst. Girls' Indoor Track

Tom Earley – Asst. Girls' Ice Hockey

Gary Pope – Asst. Boys' Indoor Track

Amity Reg. Middle Schools – Bethany / Orange: NONE

Leave(s) of Absence:

Resignation(s):

Certified: NONE

Classified: NONE

Coaches: NONE

Retirement(s):

Jack Levine – Director of Finance and Administration – Effective 7-1-16

CSD/pfc

October, 2015

Amity Regional School District No. 5

CLEAN

SAFE

HEALTHY

SCHOOLS

Facilities Department Monthly Report

Completed Projects:

- There was a drain clog in the culinary classroom at Amity Regional High School. Our drain contractor had to be called to facilitate the repair.
- The large sewage ejection pump that had failed last month at Amity Regional High School was removed, rebuilt, and placed back into service.
- Some of the street lights had failed by the football field at Amity Regional High School. Our in-house Building Maintainer troubleshooted the problem the next day and restored service to the lights.
- There was a problem with two zones of heating at Amity Regional High School once the boilers were turned on for the season. The zones were overheating. Our controls contractor, Siemens, found a glitch in the summer/winter mode of programming and corrected the issue. All zones are now operating normally.

Projects in process:

- Natural gas has been run to Amity Middle School, Orange Campus. The science rooms are live as well as the kitchen equipment. The new burners are installed on the boilers and were commissioned into service. The domestic hot water boiler conversion will take place on a weekend to not interrupt kitchen service.
- Retro-commissioning is underway at Amity Regional High School. This is a study of the oldest HVAC equipment and will provide a more accurate plan for replacement.
- A 43-foot bridge on the outdoor physical education trail at Amity Middle School, Orange Campus, has deteriorated and become unsafe. Jim Saisa recommended a reconstruction project with the Amity Regional High School Industrial Education classes. The Facilities Department purchased all lumber for the bridge replacement project. The Industrial Education classes are building sections of the bridge in class and Facilities will arrange for transportation of the sections to Orange. The completion of the bridge replacement is scheduled to take place November 13, 2015. This process exposed students to a great project and saved the District thousands of dollars.

Outstanding issues to be addressed:

- A comprehensive energy efficiency project with lighting upgrades and installation of the heat exchanger associated with the fuel cell project is being developed.
- The replaced parking lot at Amity Regional High School has ponding; it has one more spot to be properly graded.

Amity Regional School
District No. 5

25 Newton Road

Woodbridge, CT 06525

Phone: 203-397-4817

Fax: 203-397-4864



RSD #5, CT Historical Enrollment

School District:

Amity RSD#5, CT

10/28/2015

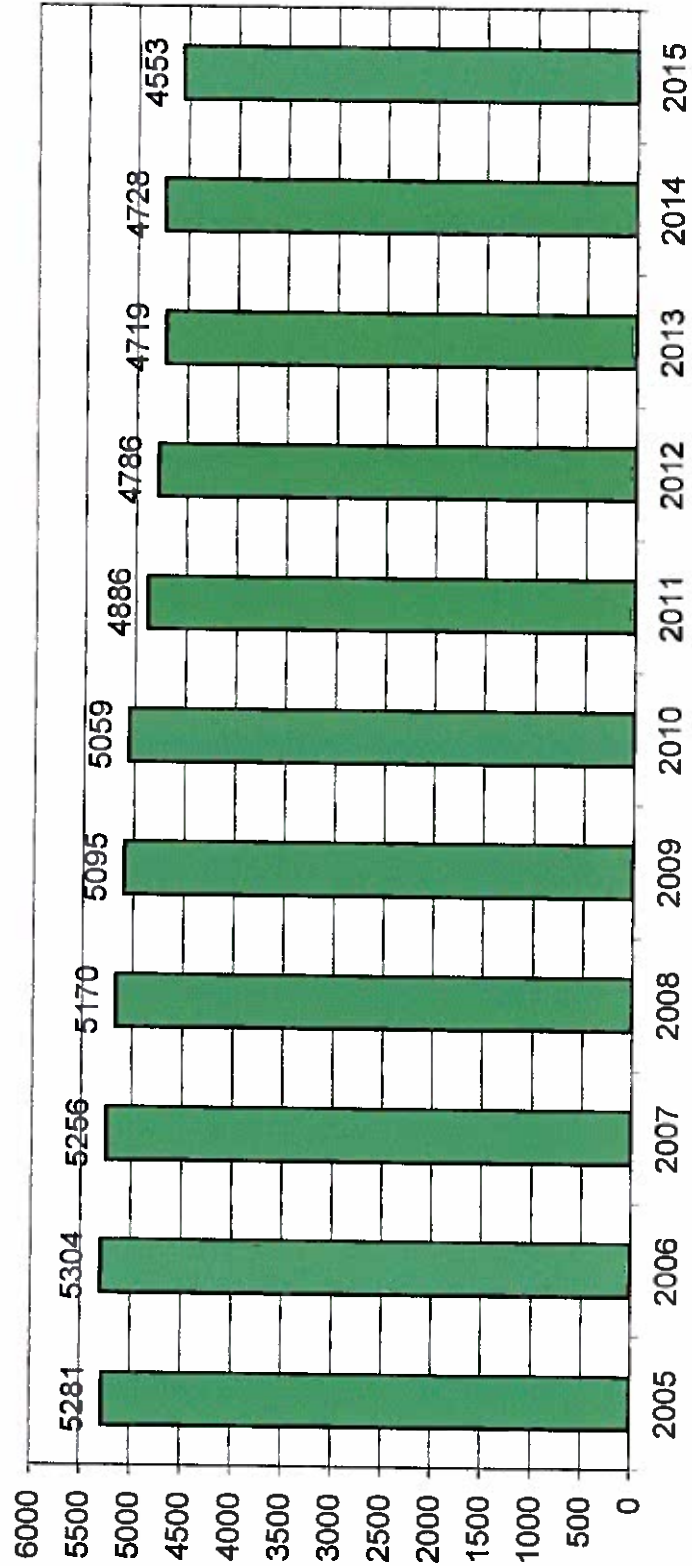
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2000	214	2005-06	68	325	352	387	404	414	396	427	392	422	416	412	429	384	63	5213	5281
2001	268	2006-07	62	341	360	359	395	408	423	396	426	403	407	426	410	427	61	5242	5304
2002	217	2007-08	60	338	349	355	362	406	420	448	386	428	395	407	423	415	64	5196	5256
2003	232	2008-09	51	332	350	358	360	359	397	413	430	405	418	396	409	421	71	5119	5170
2004	228	2009-10	61	314	333	348	362	367	361	400	417	440	388	429	398	412	65	5034	5095
2005	195	2010-11	58	288	352	349	350	381	372	366	395	425	411	387	434	403	88	5001	5059
2006	205	2011-12	52	266	288	345	339	349	388	370	358	403	410	411	391	434	62	4834	4886
2007	215	2012-13	49	304	306	310	377	365	366	388	356	363	388	415	412	387	0	4737	4786
2008	167	2013-14	60	268	324	313	313	372	370	375	392	369	344	386	417	416	0	4659	4719
2009	173	2014-15	67	295	287	334	326	321	392	371	381	401	362	380	398	433	0	4661	4728
2010	165	2015-16	66	268	303	301	342	326	332	397	371	381	363	363	351	389	0	4487	4553

Historical Enrollment in Grade Combinations											
Year	PK-6	1-6	K-6	K-3	5-8	6-8	7-8	7-12	9-12		
2005-06	2763	2370	2895	3509	1627	1241	814	2455	1641		
2006-07	2744	2341	2882	3511	1648	1225	829	2499	1670		
2007-08	2738	2340	2678	3492	1682	1262	814	2454	1640		
2008-09	2620	2237	2569	3404	1645	1248	835	2479	1644		
2009-10	2546	2171	2485	3342	1618	1257	857	2484	1627		
2010-11	2516	2170	2458	3278	1558	1186	820	2455	1635		
2011-12	2417	2079	2365	3128	1519	1131	761	2407	1646		
2012-13	2465	2112	2416	3135	1473	1107	719	2321	1602		
2013-14	2395	2067	2335	3096	1506	1136	761	2324	1563		
2014-15	2393	2031	2326	3108	1545	1153	782	2335	1553		
2015-16	2335	2001	2269	3021	1481	1149	752	2218	1466		

Historical Percentage Changes			
Year	K-12	Diff.	%
2005-06	5213	0	0.0%
2006-07	5242	29	0.6%
2007-08	5196	-46	-0.9%
2008-09	5119	-77	-1.5%
2009-10	5034	-85	-1.7%
2010-11	5001	-33	-0.7%
2011-12	4834	-167	-3.3%
2012-13	4737	-97	-2.0%
2013-14	4659	-78	-1.6%
2014-15	4661	2	0.0%
2015-16	4487	-174	-3.7%
Change		-726	-13.9%

RSD #5, CT Historical Enrollment

PK-12, 2005-2015



RSD #5, CT Projected Enrollment

School District:

Amity RSD#5, CT

10/28/2015

Enrollment Projections By Grade*																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	165	2015-16	66	268	303	301	342	328	332	397	371	381	363	363	351	389	0	4487	4553
2011	197	2016-17	66	324	283	313	309	343	337	336	400	378	360	368	364	354	0	4489	4535
2012	186	2017-18	67	306	342	293	321	310	355	341	339	408	357	365	369	367	0	4473	4540
2013	199	2018-19	67	327	323	354	300	322	321	360	344	346	385	382	366	372	0	4482	4549
2014	184	(est.)	68	303	345	334	363	301	333	325	363	351	327	391	363	369	0	4488	4536
2015	186	(est.)	68	306	320	357	342	364	311	337	328	370	332	332	392	366	0	4457	4526
2016	190	(est.)	69	313	323	331	366	343	376	316	340	335	350	337	333	395	0	4457	4526
2017	189	(est.)	69	311	330	334	339	368	356	361	318	347	318	355	338	336	0	4428	4497
2018	190	(est.)	70	312	328	341	342	340	380	360	364	324	328	321	356	341	0	4457	4527
2019	188	(est.)	70	309	329	339	350	343	352	385	363	392	306	333	322	359	0	4482	4552
2020	189	(est.)	71	310	326	340	347	351	355	357	388	370	370	311	334	325	0	4484	4555

*Projections should be updated on an annual basis.

*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

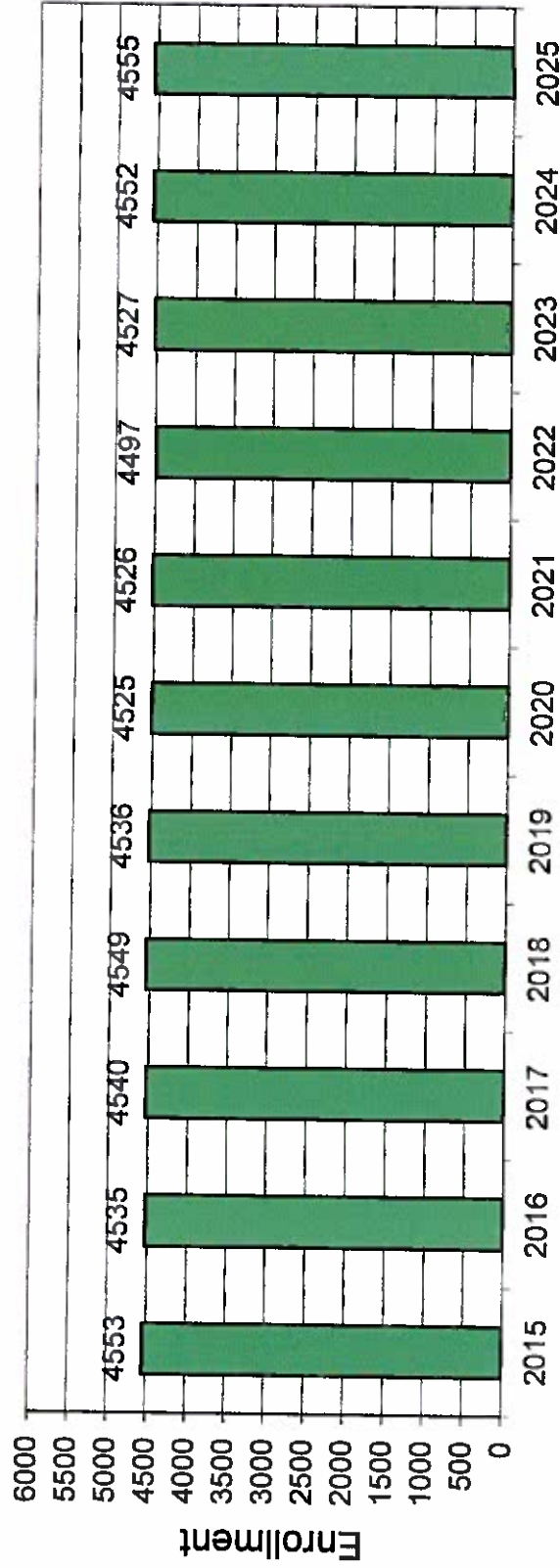
Projected Enrollment in Grade Combinations*									
Year	PK-6	1-6	K-6	K-8	5-8	6-8	7-8	7-12	8-12
2016-16	2335	2001	2269	3021	1481	1149	752	2218	1486
2016-17	2311	1921	2245	3023	1451	1114	778	2224	1446
2017-18	2335	1962	2268	3015	1443	1088	747	2205	1458
2018-19	2374	1980	2307	2997	1371	1050	690	2175	1485
2019-20	2372	2001	2304	3018	1372	1039	714	2164	1450
2020-21	2405	2031	2337	3035	1346	1035	698	2120	1422
2021-22	2436	2054	2367	3042	1368	990	675	2090	1415
2022-23	2487	2107	2418	3083	1401	1046	665	2010	1345
2023-24	2473	2091	2403	3111	1448	1068	708	2054	1346
2024-25	2477	2098	2407	3162	1492	1140	755	2075	1320
2025-26	2457	2076	2386	3144	1470	1115	758	2098	1340

See "Reliability of Enrollment Projections" section of accompanying letter. Projections are more reliable for Years #1-5 in the future than for Years #6 and beyond.

Projected Percentage Changes			
Year	K-12	Diff.	%
2016-16	4487	0	0.0%
2016-17	4469	-18	-0.4%
2017-18	4473	4	0.1%
2018-19	4482	9	0.2%
2019-20	4468	-14	-0.3%
2020-21	4457	-11	-0.2%
2021-22	4457	0	0.0%
2022-23	4428	-29	-0.7%
2023-24	4457	29	0.7%
2024-25	4482	25	0.6%
2025-26	4484	2	0.0%
Change		-3	-0.1%

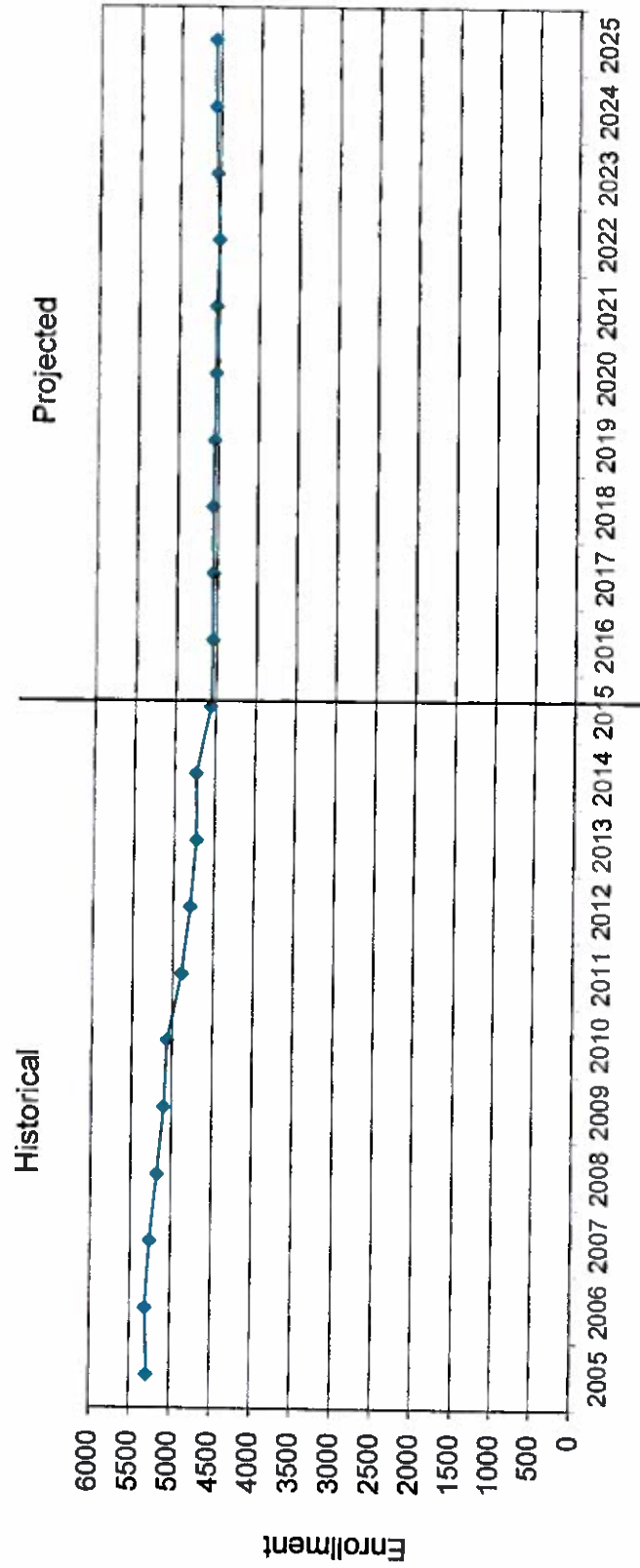
RSD #5, CT Projected Enrollment

PK-12 TO 2025 Based On Data Through School Year 2015-16

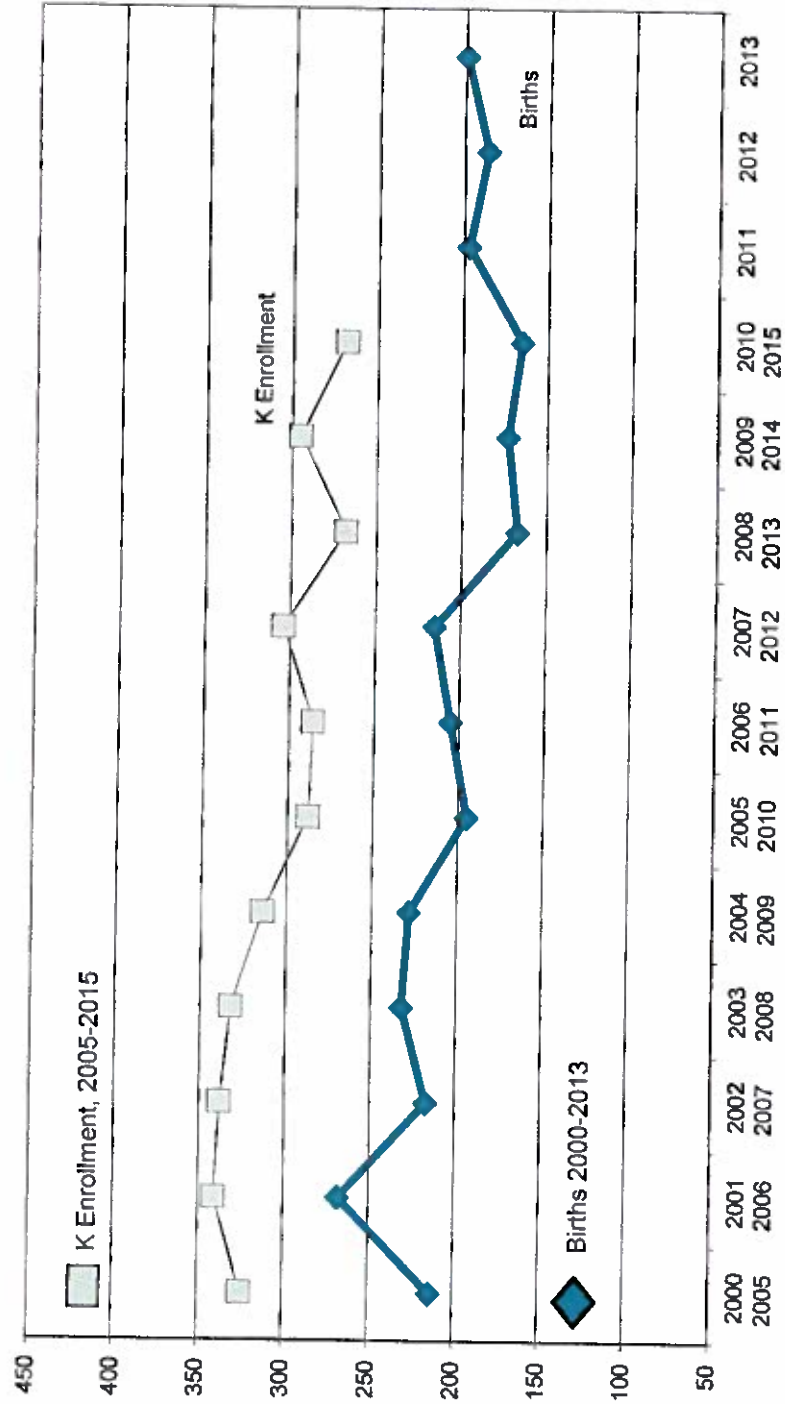


RSD #5, CT Historical & Projected Enrollment

PK-12, 2005-2025



RSD #5, CT Birth-to-Kindergarten Relationship



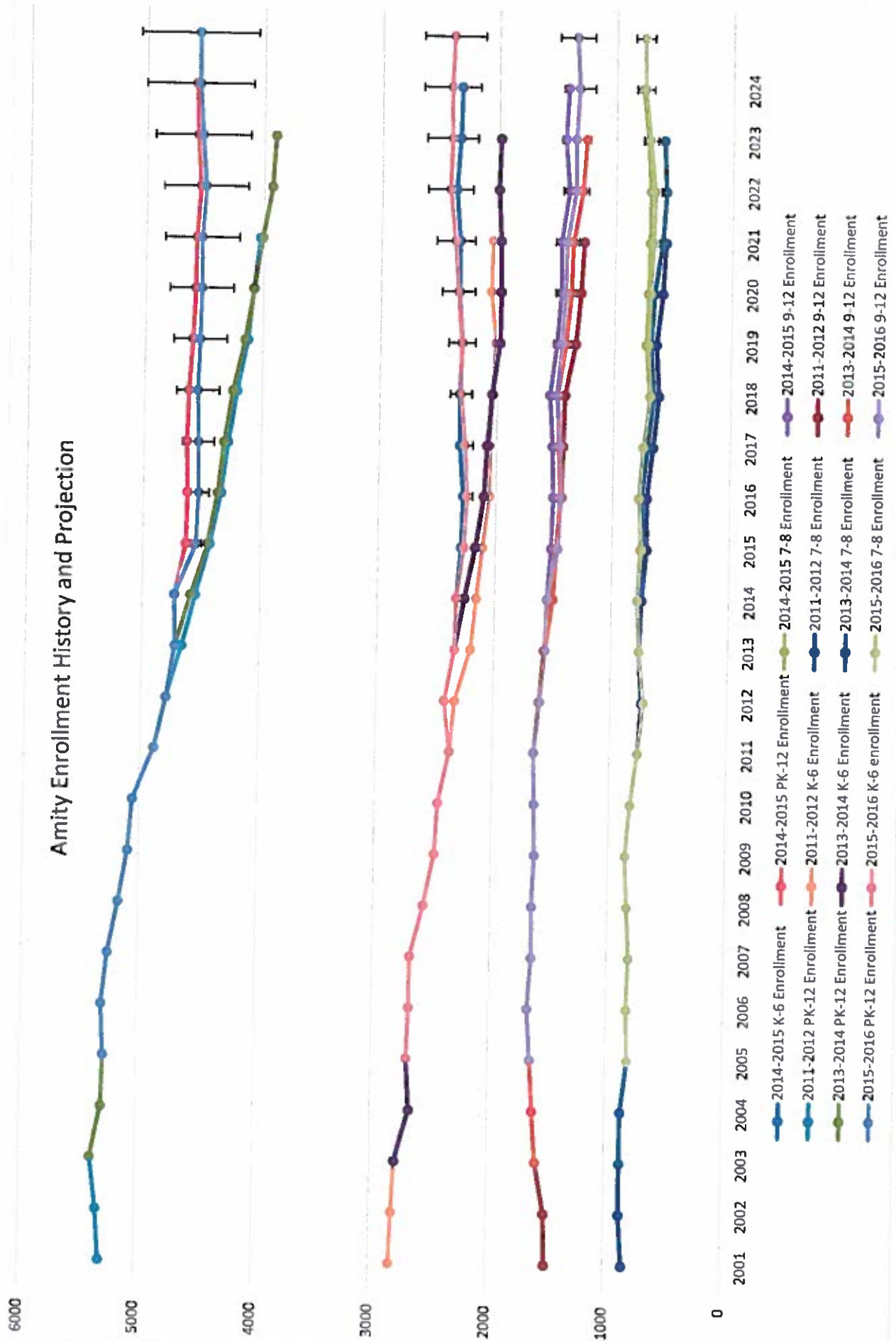
Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2011-12	13	n/a
2012-13	n/a	n/a
2013-14	12	n/a
2014-15	8	n/a
2015-16	12	n/a

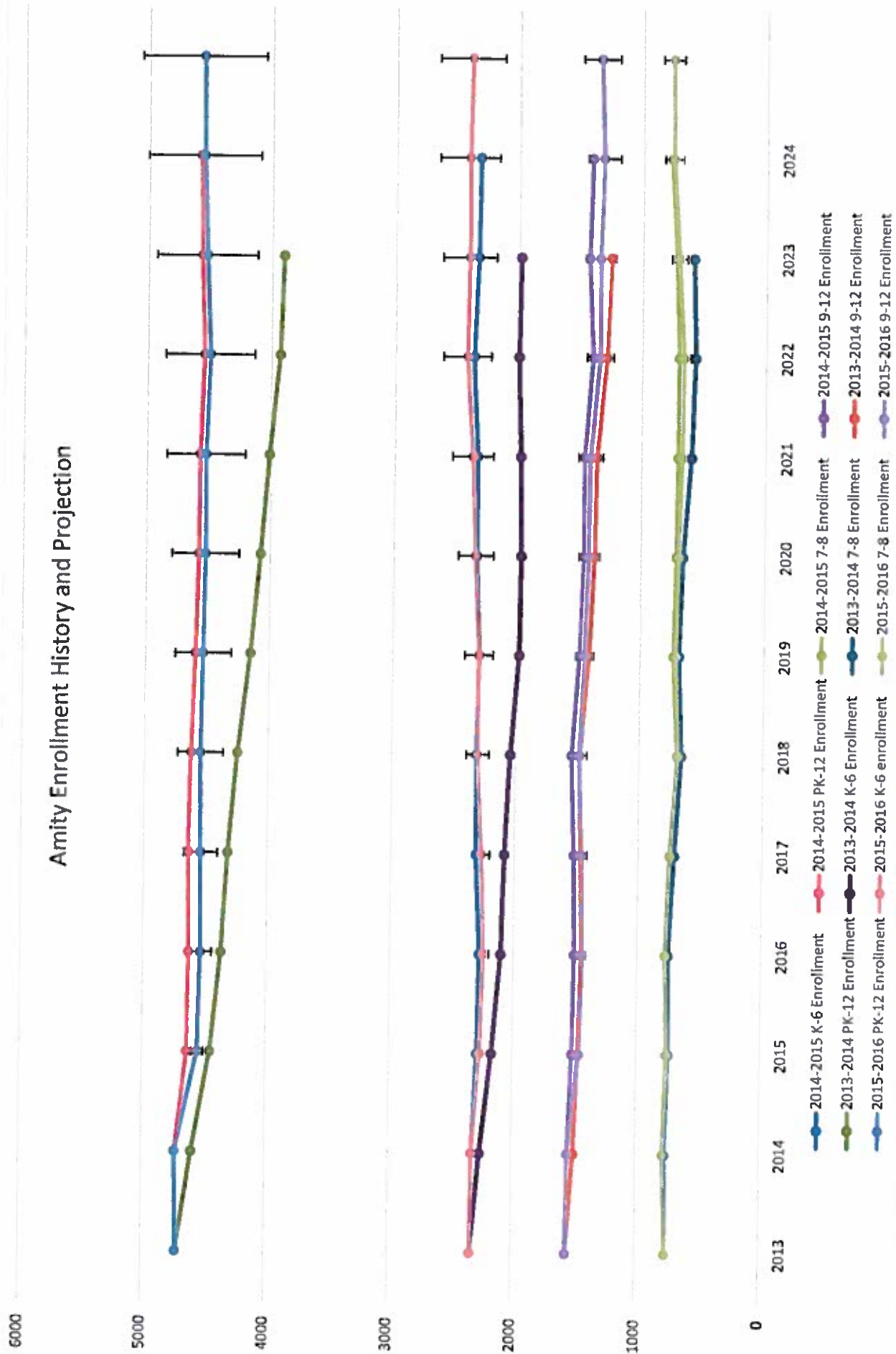
K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2015	24

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

Amity Enrollment History and Projection



Amity Enrollment History and Projection



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

LINE	CATEGORY	COLUMN 1 2014-2015 UNAUDITED	COLUMN 2 2015-2016 BUDGET	COLUMN 3 OCT '15 FORECAST	COLUMN 4 CHANGE INCR./(DECR.)	COLUMN 5 NOV '15 FORECAST	COLUMN 6 VARIANCE OVER/(UNDER)	COL 7 FAV UNF
1	MEMBER TOWN ALLOCATIONS	44,208,682	45,348,694	45,348,694	0	45,348,694	0	FAV
2	OTHER REVENUE	249,582	215,266	234,915	0	234,915	19,649	FAV
3	OTHER STATE GRANTS	1,103,952	1,157,411	1,059,531	6,145	1,065,676	(91,735)	UNF
4	MISCELLANEOUS INCOME	315,176	174,480	177,098	0	177,098	2,618	FAV
5	BUILDING RENOVATION GRANTS	6,491	6,491	6,491	0	6,491	0	FAV
6	TOTAL REVENUES	45,883,883	46,902,342	46,826,729	6,145	46,832,874	(69,468)	UNF
7	SALARIES	23,648,355	24,522,504	24,438,862	(30,507)	24,408,355	(114,149)	FAV
8	BENEFITS	5,406,642	5,837,134	5,728,992	48,853	5,777,845	(59,289)	FAV
9	PURCHASED SERVICES	7,097,357	7,862,820	7,426,787	(26,167)	7,400,620	(462,200)	FAV
10	DEBT SERVICE	4,799,303	4,743,788	4,743,788	0	4,743,788	0	FAV
11	SUPPLIES (INCLUDING UTILITIES)	2,978,913	3,051,561	3,039,296	0	3,039,296	(12,265)	FAV
12	EQUIPMENT	286,369	245,855	244,059	0	244,059	(1,796)	FAV
13	IMPROVEMENTS / CONTINGENCY	9,860	493,000	427,970	0	427,970	(65,030)	FAV
14	DUES AND FEES	119,828	145,680	145,680	0	145,680	0	FAV
15	TRANSFER ACCOUNT	346,445	0	0	0	0	0	FAV
16	TOTAL EXPENDITURES	44,693,072	46,902,342	46,195,434	(7,821)	46,187,613	(714,729)	FAV
17	SUBTOTAL	1,190,811	0	631,295	13,966	645,261	645,261	FAV
18	PLUS: CANCELLATION OF PRIOR YEAR'S ENCUMBRANCES	16,880	0	0	0	0	0	FAV
19	DESIGNATED FOR SUBSEQUENT YEAR'S BUDGET:	(150,000)	0	0	0	0	0	FAV
20	NET BALANCE / (DEFICIT)	1,057,691	0	631,295	13,966	645,261	645,261	FAV

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

repared 11/2/2015

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

LINE	CATEGORY	COLUMN 1 2014-2015 UNAUDITED	COLUMN 2 2015-2016 BUDGET	COLUMN 3 OCT '15 FORECAST	COLUMN 4 CHANGE INCR./(DECR.)	COLUMN 5 NOV '15 FORECAST	COLUMN 6 VARIANCE OVER/(UNDER)	COL 7 FAV UNF
1	BETHANY ALLOCATION	9,204,690	9,441,145	9,441,145	0	9,441,145	0	FAV
2	ORANGE ALLOCATION	21,758,187	22,400,894	22,400,894	0	22,400,894	0	FAV
3	WOODBRIIDGE ALLOCATION	13,245,805	13,506,655	13,506,655	0	13,506,655	0	FAV
4	MEMBER TOWN ALLOCATIONS	44,208,682	45,348,694	45,348,694	0	45,348,694	0	FAV
5	ADULT EDUCATION	3,434	3,405	3,405	0	3,405	0	FAV
6	PARKING INCOME	30,181	30,000	30,000	0	30,000	0	FAV
7	INVESTMENT INCOME	2,799	1,500	2,000	0	2,000	500	FAV
8	ATHLETICS	27,258	32,500	32,500	0	32,500	0	FAV
9	TUITION REVENUE	75,864	72,985	92,134	0	92,134	19,149	FAV
10	TRANSPORTATION INCOME	110,046	74,876	74,876	0	74,876	0	FAV
11	TRANSPORTATION BOWA AGREEMENT	0	0	0	0	0	0	FAV
12	OTHER REVENUE	249,582	215,266	234,915	0	234,915	19,649	FAV
13	BESB GRANT	0	0	0	0	0	0	FAV
14	SPECIAL EDUCATION GRANTS	1,103,952	1,157,411	1,059,531	6,145	1,065,676	(91,735)	UNF
15	OTHER STATE GRANTS	1,103,952	1,157,411	1,059,531	6,145	1,065,676	(91,735)	UNF
16	RENTAL INCOME	26,025	3,500	3,500	0	3,500	0	FAV
17	DESIGNATED FROM PRIOR YEAR	266,000	150,000	150,000	0	150,000	0	FAV
18	OTHER REVENUE	23,151	20,980	23,598	0	23,598	2,618	FAV
19	TRANSFER IN	0	0	0	0	0	0	FAV
20	MISCELLANEOUS INCOME	315,176	174,480	177,098	0	177,098	2,618	FAV
21	BUILDING RENOVATION GRANTS	6,491	6,491	6,491	0	6,491	0	FAV
22	TOTAL REVENUES	45,883,883	46,902,342	46,826,729	6,145	46,832,874	(69,468)	UNF

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

Prepared 11/2/2015

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

LINE	CATEGORY	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
		2014-2015 UNAUDITED	2015-2016 BUDGET	OCT '15 FORECAST	CHANGE INCR./(DECR.)	NOV '15 FORECAST	VARIANCE OVER/(UNDER)	FAV UNF
1	5111-CERTIFIED SALARIES	19,725,054	20,383,773	20,279,569	(54,897)	20,224,672	(159,101)	FAV
2	5112-CLASSIFIED SALARIES	3,923,301	4,138,731	4,159,293	24,390	4,183,683	44,952	UNF
3	SALARIES	23,648,355	24,522,504	24,438,862	(30,507)	24,408,355	(114,149)	FAV
4	5200-MEDICARE - ER	317,397	327,104	328,007	(410)	327,597	493	UNF
5	5210-FICA - ER	245,870	253,321	254,089	(317)	253,772	451	UNF
6	5220-WORKERS' COMPENSATION	191,924	250,807	230,080	0	230,080	(20,727)	FAV
7	5255-MEDICAL & DENTAL INSURANCE	3,491,099	4,080,297	3,991,211	52,290	4,043,501	(36,796)	FAV
8	5860-OPEB TRUST	175,000	0	0	0	0	0	FAV
9	5260-LIFE INSURANCE	40,513	45,520	45,520	(1,737)	43,783	(1,737)	FAV
10	5275-DISABILITY INSURANCE	8,623	9,602	9,602	(973)	8,629	(973)	FAV
11	5280-PENSION PLAN - CLASSIFIED	738,934	772,191	772,191	0	772,191	0	FAV
12	5282-RETIREMENT SICK LEAVE - CERT	80,780	39,000	39,000	0	39,000	0	FAV
13	5283-RETIREMENT SICK LEAVE - CLASS	0	2,000	2,000	0	2,000	0	FAV
14	5284-SEVERANCE PAY - CERTIFIED	96,402	47,292	47,292	0	47,292	0	FAV
15	5290-UNEMPLOYMENT COMPENSATION	20,100	10,000	10,000	0	10,000	0	FAV
16	BENEFITS	5,406,642	5,837,134	5,728,992	48,853	5,777,845	(59,289)	FAV
17	5322-INSTRUCTIONAL PROG IMPROVEMENT	17,663	26,810	26,810	0	26,810	0	FAV
18	5327-DATA PROCESSING	65,367	78,138	78,138	0	78,138	0	FAV
19	5330-OTHER PROFESSIONAL & TECHNICAL SRVC	903,582	1,118,120	1,118,120	0	1,118,120	0	FAV
20	5440-RENTALS - LAND, BLDG, EQUIPMENT	88,876	96,195	96,195	0	96,195	0	FAV
21	5510-PUPIL TRANSPORTATION	2,518,664	2,831,153	2,620,027	(28,448)	2,591,579	(239,574)	FAV
22	5521-GENERAL LIABILITY INSURANCE	207,565	205,831	199,901	0	199,901	(5,930)	FAV
23	5550-COMMUNICATIONS: TEL, POST, ETC.	92,021	111,362	111,362	0	111,362	0	FAV
24	5560-TUITION EXPENSE	3,127,149	3,323,310	3,104,333	2,281	3,106,614	(216,696)	FAV
25	5590-OTHER PURCHASED SERVICES	76,470	71,901	71,901	0	71,901	0	FAV
26	PURCHASED SERVICES	7,097,357	7,862,820	7,426,787	(26,167)	7,400,620	(462,200)	FAV

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

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

LINE	CATEGORY	COLUMN 1 2014-2015 UNAUDITED	COLUMN 2 2015-2016 BUDGET	COLUMN 3 OCT '15 FORECAST	COLUMN 4 CHANGE INCR./DECR.)	COLUMN 5 NOV '15 FORECAST	COLUMN 6 VARIANCE OVER/(UNDER)	COL 7 FAV UNF
27	5830-INTEREST	1,514,303	1,388,788	1,388,788	0	1,388,788	0	FAV
28	5910-REDEMPTION OF PRINCIPAL	3,285,000	3,355,000	3,355,000	0	3,355,000	0	FAV
29	DEBT SERVICE	4,799,303	4,743,788	4,743,788	0	4,743,788	0	FAV
30	5410-UTILITIES, EXCLUDING HEAT	846,736	822,839	824,512	0	824,512	1,673	UNF
31	5420-REPAIRS, MAINTENANCE & CLEANING	729,937	703,182	703,182	0	703,182	0	FAV
32	5611-INSTRUCTIONAL SUPPLIES	353,751	366,819	366,819	0	366,819	0	FAV
33	5613-MAINTENANCE/CUSTODIAL SUPPLIES	176,467	206,478	206,478	0	206,478	0	FAV
34	5620-OIL USED FOR HEATING	122,271	87,016	44,430	0	44,430	(42,586)	FAV
35	5621-NATURAL GAS	86,384	97,000	125,648	0	125,648	28,648	UNF
36	5627-TRANSPORTATION SUPPLIES	167,967	132,785	132,785	0	132,785	0	FAV
37	5641-TEXTS & DIGITAL RESOURCES	39,066	126,149	126,149	0	126,149	0	FAV
38	5642-LIBRARY BOOKS & PERIODICALS	23,356	20,797	20,797	0	20,797	0	FAV
39	5690-OTHER SUPPLIES	432,978	488,496	488,496	0	488,496	0	FAV
40	SUPPLIES (INCLUDING UTILITIES)	2,978,913	3,051,561	3,039,296	0	3,039,296	(12,265)	FAV
41	5730-EQUIPMENT - NEW	63,160	39,170	39,170	0	39,170	0	FAV
42	5731-EQUIPMENT - REPLACEMENT	223,209	206,685	204,889	0	204,889	(1,796)	FAV
43	EQUIPMENT	286,369	245,855	244,059	0	244,059	(1,796)	FAV
44	5715-IMPROVEMENTS TO BUILDING	0	160,000	160,000	0	160,000	0	FAV
45	5720-IMPROVEMENTS TO SITES	9,860	183,000	117,970	0	117,970	(65,030)	FAV
46	5850-CONTINGENCY	0	150,000	150,000	0	150,000	0	FAV
47	TRSF. FROM CONTINGENCY TO OTHER ACCTS.	0	0	0	0	0	0	FAV
48	IMPROVEMENTS / CONTINGENCY	9,860	493,000	427,970	0	427,970	(65,030)	FAV
49	5580-STAFF TRAVEL	23,436	20,157	20,157	0	20,157	0	FAV
50	5581-TRAVEL - CONFERENCES	24,299	25,232	25,232	0	25,232	0	FAV
51	5810-DUES & FEES	72,093	100,291	100,291	0	100,291	0	FAV
52	DUES AND FEES	119,828	145,680	145,680	0	145,680	0	FAV
53	5856-TRANSFER ACCOUNT	346,445	0	0	0	0	0	FAV
54	ESTIMATED UNSPENT BUDGETS	0	0	0	0	0	0	FAV
55	TOTAL EXPENDITURES	44,693,072	46,902,342	46,195,434	(7,821)	46,187,613	(714,729)	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 2015-2016**



NOVEMBER 2015

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

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2015-2016 FORECAST

OVERVIEW

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

The projected unspent fund balance for this fiscal year is **\$645,261 FAV**, which appears on page 1, column 6, line 20. The primary reasons for the projected fund balance are, as follows:

- **\$137,615 FAV:** “Turnover savings” from replacing teachers and other staff who retired or resigned is over budget.
- **\$36,796 FAV:** *Actual employee and retiree claims are \$90,109 FAV less than expected. Fees charged are \$53,313 UNF over budget.*
- **\$26,657 FAV:** Bid prices for workers’ compensation and general liability insurance were competitive and below budget. The bids were received after the budget was adopted.

- **\$364,535 FAV:** Special Education Transportation and Tuition net of Special Education Grants – We had several students who were budgeted to be outplaced but were not for a number of reasons. These accounts are extremely difficult to forecast. As examples, special need students can be hospitalized; move into the district or leave the district at any time; withdraw from Amity and enroll in Adult Education. Any one of these events can have a significant impact, positive or negative, on the District's special education expenditures.
- **\$65,030 FAV:** The bid for the stone coping repair project at Amity Regional High School was under budget.

REVENUES BY CATEGORY

The projected yearend balance of revenues are **\$69,468 UNF**, which appears on page 2, column 6, line 22.

LINE 7 on Page 2: INVESTMENT INCOME:

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

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

LINE 9 on Page 2: TUITION REVENUE:

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

LINE 14 on Page 2: SPECIAL EDUCATION GRANTS:

The State reimbursement rate for 2015-2016 is expected to be 79.0 percent. The estimated decrease in revenues is **\$91,735 UNF (previously \$97,880)** based on projections of special education transportation and tuition expenses at the budgeted rate of 79.0 percent. *The forecast is based on updated information from the State.*

LINE 18 on Page 2: OTHER REVENUE:

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

EXPENDITURES BY CATEGORY

The projected yearend balance of expenditures are **\$714,729 FAV**, which appears on page 4, column 6, line 55.

LINE 1 on Page 3: 5111-CERTIFIED SALARIES:

“Turnover savings” from replacing teachers, who retired or resigned, and leaves-of-absence is over budget by \$132,194 FAV. Two teachers are on unpaid leave-of-absence, which is estimated to save \$25,281 FAV. The forecast is based on current staffing.

LINE 2 on Page 3: 5112-CLASSIFIED SALARIES:

“Turnover savings” from replacing classified staff, who retired or resigned, is over budget by \$5,421 FAV. The Federal government through the State has required our district to use 15 percent of the IDEA grant to train our staff to not over identify white autistic students. The cost of a paraprofessional budgeted in the IDEA grant needed to be shifted to the Board budget (\$26,284 UNF) due to the requirement to use 15 percent of the IDEA grant for training. The forecast is based on current staffing.

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

The forecast is based on the current staff.

LINE 6: 5220-WORKERS' COMPENSATION:

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

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

The forecast assumes actual claims of current employees and retirees will be the same as budget except for months with actual claims.

Actual employee and retiree claims are \$90,109 FAV less than expected. Fees charged are \$53,313 UNF over budget. The total variance is \$36,796 FAV.

CLAIMS OF CURRENT EMPLOYEES AND RETIREES

MONTH	2015-2016 ACTUAL	2015-2016 BUDGET	2015-2016 VARIANCE	2014-2015 ACTUAL	2013-2014 ACTUAL
JUL	\$424,798	\$360,250	\$64,548	\$311,067	\$430,267
AUG	\$298,314	\$360,250	(\$61,936)	\$336,053	\$381,584
SEP	\$311,187	\$360,250	(\$49,063)	\$282,989	\$306,379
OCT	\$316,592	\$360,250	(\$43,658)	\$368,169	\$312,668
NOV		\$360,250		\$326,683	\$327,966
DEC		\$360,250		\$419,537	\$416,061
JAN		\$360,250		\$284,899	\$402,402
FEB		\$360,250		\$330,398	\$238,891
MAR		\$360,250		\$269,027	\$368,088
APR		\$360,250		\$302,864	\$374,121
MAY		\$360,250		\$291,612	\$314,836
JUN		\$360,250		\$308,985	\$315,712
TOTALS		\$4,323,000	(\$90,109)	\$3,832,283	\$4,188,975

ACTUAL/FORECAST CLAIMS AS A PERCENTAGE OF EXPECTED CLAIMS

2012-2013 ACTUAL	2013-2014 ACTUAL	2014-2015 ACTUAL	2015-2016 BUDGET	2015-2016 FORECAST
88.9%	103.8%	87.3%	100.0%	97.9%

Note: 2015-2016 FORECAST of projected claims for this fiscal year as a percentage of expected claims is based on actual year-to-date claims plus budgeted claims for the remainder of the year divided by expected (budgeted) claims.

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

MONTH	2015-2016 ACTUAL	2015-2016 BUDGET	2015-2016 VARIANCE	2014-2015 ACTUAL	2013-2014 ACTUAL
JUL	\$95,297	\$70,000	\$25,297	\$85,723	\$104,334
AUG	\$87,514	\$69,745	\$17,769	\$88,370	\$89,545
SEP	\$73,583	\$69,745	\$3,838	\$96,853	\$94,550
OCT	\$76,154	\$69,745	\$6,409	\$97,604	\$59,835
NOV		\$69,745		\$55,394	\$40,563
DEC		\$69,745		\$47,437	\$40,321
JAN		\$69,745		\$47,120	\$44,201
FEB		\$69,745		\$46,962	\$43,730
MAR		\$69,745		\$46,314	\$33,847
APR		\$69,745		\$46,798	\$30,543
MAY		\$69,745		\$46,805	\$41,930
JUN		\$69,745		\$47,120	\$41,781
TOTALS		\$837,195	\$53,313	\$752,500	\$665,180

LINE 9: 5260-LIFE INSURANCE:*The forecast is based on the current staff.***LINE 10: 5275-DISABILITY INSURANCE:***The forecast is based on the current staff.***LINE 21 on Page 3: 5510-PUPIL TRANSPORTATION:***Special Education Transportation is a projected variance of \$239,574 FAV (previously \$211,126 FAV).***LINE 22 on Page 3: 5521-GENERAL LIABILITY INSURANCE:***The bid price for liability, automotive and property insurance premium was \$1,972 UNF over budget. The bid price for student accident insurance premium was \$1,677 UNF over budget. The Connecticut Interlocal Risk Management Agency (CIRMA) has notified the District that we will be receiving a rebate of \$9,579 FAV.***LINE 24 on Page 3: 5560-TUITION EXPENSE:***Tuition has a projected variance of \$216,696 FAV (previously \$218,977 FAV).**Tuition for the vo-ag schools has a projected variance of \$20,883 FAV (previously \$19,650 FAV).*

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

ECA has a projected variance of \$22,340 FAV (previously \$3,952 UNF).

	FY11-12 ACTUAL	FY12-13 ACTUAL	FY13-14 ACTUAL	FY14-15 ACTUAL	FY15-16 BUDGET	FY15-16 FORECAST
ECA	26	26	26	26	26	22 (26)

Public (ACES) and private out-of-district placements has a projected variance of **\$173,473 FAV** (previously \$203,279 FAV).

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

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

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

ELECTRICITY (KILOWATT HOURS)

MONTH	2015-2016 ACTUAL	2015-16 BUDGET	2015-16 VARIANCE	2014-2015 ACTUAL	2013-2014 ACTUAL
JUL	339,296	350,380	(11,084)	321,976	353,041
AUG	374,855	353,327	21,528	331,999	355,228
SEP	361,951	357,369	4,582	349,784	369,190
OCT		303,582		292,657	310,925
NOV		292,695		287,227	294,532
DEC		301,518		297,565	295,361
JAN		316,251		290,906	322,535
FEB		317,768		319,356	323,318
MAR		313,876		321,785	306,728
APR		323,607		304,672	300,730
MAY		338,033		318,196	324,543
JUN		344,787		336,991	329,909
TOTALS		3,913,193	15,026	3,773,114	3,886,040

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

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

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

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

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

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

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

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

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

LINE 35 on Page 4: 5621-NATURAL GAS:

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

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

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

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

The budget includes a \$100,000 facilities contingency for emergencies. To-date, there have been no expenditures. The forecast assumes these funds will be used.

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

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

LINE 46 on Page 4: 5850-CONTINGENCY:

The budget includes a \$150,000 contingency for unplanned, necessary expenditures. To-date, there have no expenditures. The forecast assumes these funds will be used.

APPENDIX A

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

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

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

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

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

APPENDIX B

COST SAVINGS AND EFFICIENCIES FOR FISCAL YEAR 2015-2016

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

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

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

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

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

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

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

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

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

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

APPENDIX C

COST SAVINGS AND EFFICIENCIES FOR FISCAL YEAR 2014-2015

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX D

MONTHLY FORECASTS: PURPOSE, METHODOLOGY, HISTORICAL

PURPOSE & METHODOLOGY:

A forecast is a prediction or estimate of future events and trends. **It is only as good as the data available and the assumptions used.** We use current information and past history.

There are many factors, which can significantly impact expenditures, both positively and negatively (e.g., staff turnover, vacancies and leaves-of absence; medical and dental insurance claims when self-insured; special education expenditures; major facility repairs; snow removal).

To illustrate, a special education student could move into the District in mid-year and the cost impact could be over \$100,000 and/or we could have a 'bad claims year' and wipe out the Self Insurance Reserve Fund and need other funds to cover claims of current employees and retirees. If we do not have available funds to cover these and other potential shortfalls, the necessity to seek additional funding from the public would be our only option (as only the towns have a fund balance from prior years available to use in the case of an emergency).

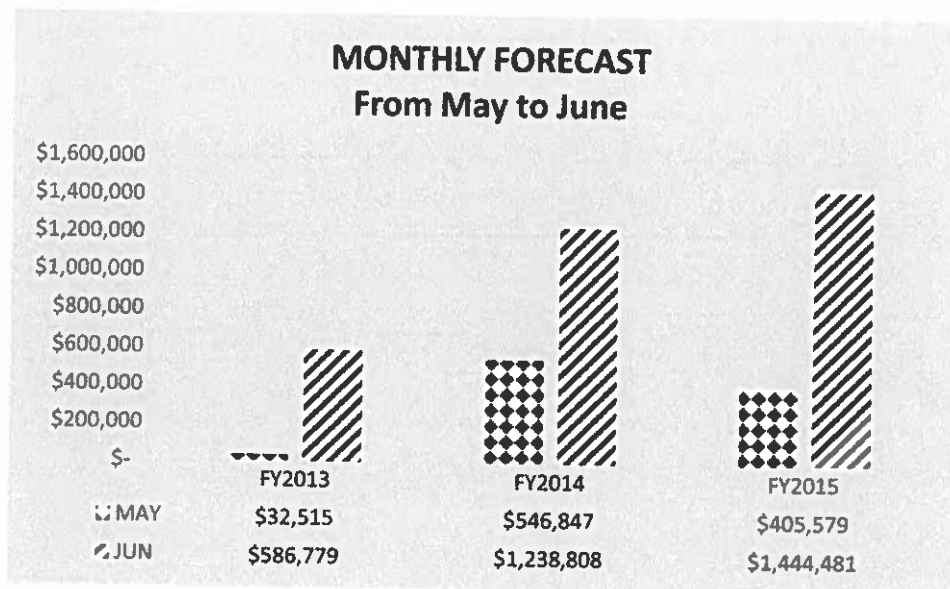
Revenues can be most impacted by decisions made at the State level for Special Education and Transportation grants. We have seen the reimbursement rate change in mid-year.

Prudent financial management is necessary. We need to be sure the total expenditures budget is never overspent (and may need to be underspent if revenues are below budget because total expenditures cannot exceed total revenues). It is imperative we 'hold back' on spending any of the Contingency Account until it is absolutely necessary or we are close to yearend. The Superintendent of Schools and Director of Finance and Administration review and approve or deny all purchase orders. We are careful to make sure funds are only spent when necessary and not just because 'it is in the budget'. We are constantly faced with the 'what-ifs' of over expenditures in certain accounts. We need to be sure there are sufficient funds available. As a result, the fund balance has been larger towards the end of the fiscal year.

Furthermore, the monthly forecasts are based on the information available. We have had large, unexpected or highly unpredictable events at the end of the fiscal year (mostly of a positive nature), which have significantly change the forecast from May to June.

HISTORICAL:

The chart below depicts the yearend balance projected in May and June of each of the past three fiscal years.



The major contributors of the significant change from the May to June forecasts are detailed below.

FY2013:

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

- **\$47,506:** FEMA notified us that they will reimburse 75 percent of the costs related to February 2013 blizzard. We did not know the amount or timing of any payment. The award notice was received in July.
- **\$111,095:** Certified and classified salaries were lower than forecasted. It is not until the end of the fiscal year when we know the actual expenditures for coverages, substitutes, leaves of absences, overtime, and pay docks. We use conservative estimates in the forecasts based on past history.
- **\$282,349:** Special Education transportation and tuition funds were forecasted for two students who were placed through IEP's in high-cost programs; however, both students remained in temporary lower cost programs throughout the year and did not transition as expected.

FY2014:

The actual fund balance was \$1,238,808. The monthly forecast for May 2014 projected a fund balance of \$546,847, or **\$691,961 higher than the prior month's forecast**. The major reasons for the significant increase in the yearend fund balance from one month to the next month were, as follows:

- **\$114,915:** Certified and classified salaries were lower than forecasted. It is not until the end of the fiscal year when we know the actual expenditures for coverages, substitutes, leaves of absences, overtime, and pay docks. We use conservative estimates in the forecasts based on past history.
- **\$473,674:** Most of the funds budgeted for the OPEB Trust were transferred into the Self-Insurance Reserve Fund.
- **\$148,398:** Electricity usage and water usage were lower than forecasted. The May and June invoices were received after the May forecast.

FY2015:

The projected fund balance was \$1,444,481. The monthly forecast for May 2014 projected a fund balance of \$405,579, or **\$1,038,902 higher than the prior month's forecast**. The major reasons for the significant increase in the yearend fund balance from one month to the next month were, as follows:

- **\$137,115:** Certified and classified salaries were lower than forecasted. It is not until the end of the fiscal year when we know the actual expenditures for coverages, substitutes, leaves of absences, overtime, and pay docks. We use conservative estimates in the forecasts based on past history.
- **\$153,315:** Special education transportation and tuition expenditures were lower than forecasted. The May forecast included the possible costs due to two families that were beginning to proceed to due process. No expenditures were incurred in this fiscal year.
- **\$503,754:** Medical & dental claims were lower than expected. Since we are self-insured, actual claims are not known until the end of the fiscal year. Based on actual claims, we returned most of these funds to the member towns.
- **\$136,270:** As part of the yearend processing, unspent encumbrances are eliminated.
- **\$41,162:** Final grant payments for Special Education and Transportation are not known until the end of the fiscal year.

APPENDIX E

RECAP OF 2013-2014

Return Unspent Fund Balance:

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

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

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

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

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

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

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

APPENDIX F

RECAP OF 2014-2015

The **unaudited** fund balance of **\$1,444,481 FAV** is derived from cost savings initiatives, special education, and uncontrollable and/or unforeseen circumstances. The primary sources of the fund balance are, as follows:

FINANCIAL MANAGEMENT:

\$ 139,721

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

SPECIAL EDUCATION (NET):

\$ 312,263

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

OTHER:

\$ 992,497

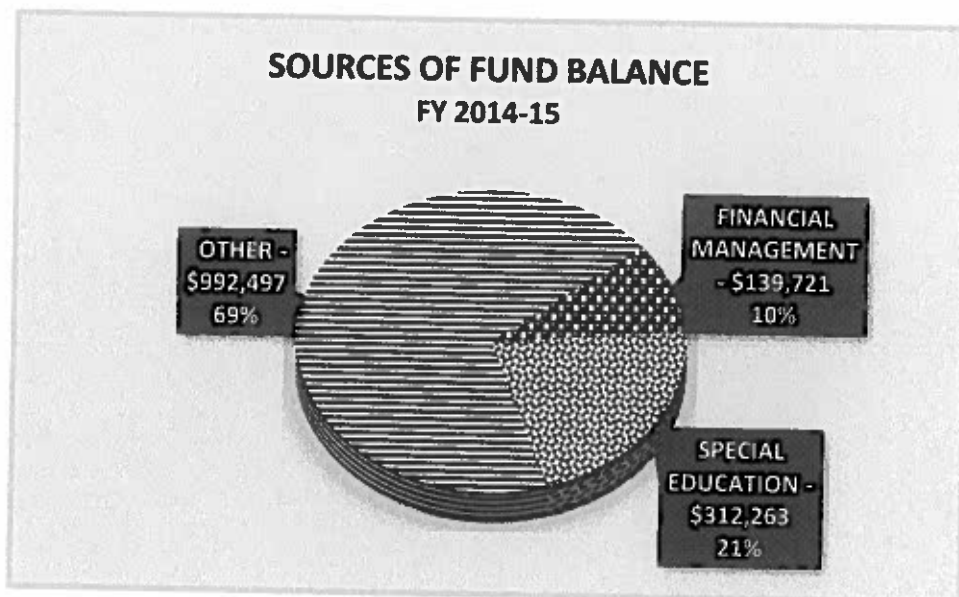
Turnover savings from replacing teachers who retired or resigned exceeded budget by **\$99,002**. We found out about 14 retirements and resignations after the budget was adopted. The budget assumed 5 retirements and resignations. In addition, the replacement of the Director of Counseling who resigned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

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

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

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

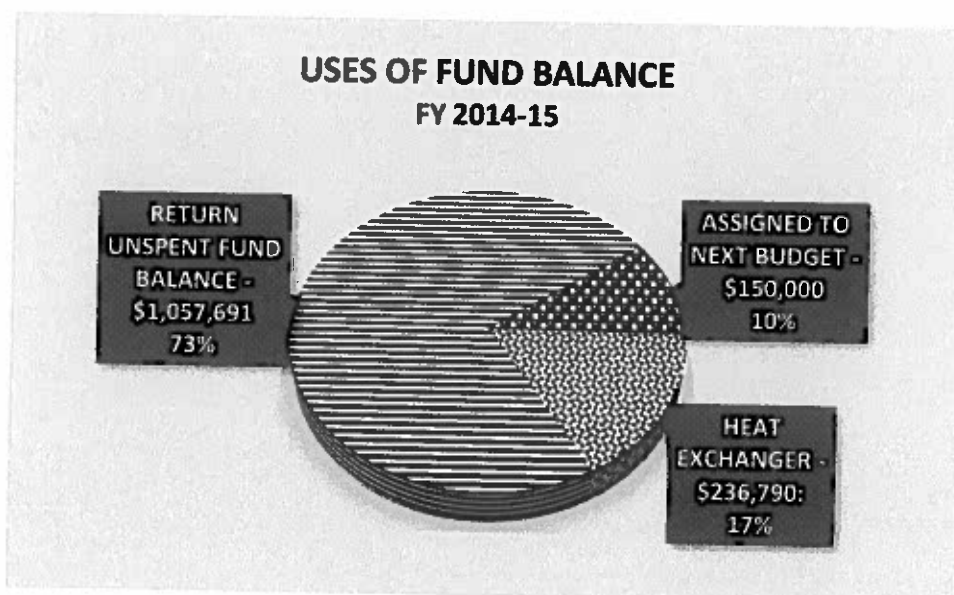
The primary sources of the fund balance are shown graphically below:



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

1. **\$1,057,691** – Return unspent fund balance
2. **\$150,000** - Designated for the 2015-2016 budget
3. **\$236,790** - Put into the Reserve Fund for Capital and Nonrecurring Expenses for the purpose of purchasing and installing a heat exchanger at Amity Regional High School

The uses of the fund balance are shown graphically below:



Return Unspent Fund Balance:

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

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

<u>MONTH/YR</u>	<u>JNL#</u>	<u>ACCOUNT NUMBER & DESCRIPTION</u>		<u>AMOUNT</u>	<u>DESCRIPTION</u>
July 2015	64	03132220	5690 OTHER SUPPLIES	\$ -275.00	EasyBib license
July 2015	64	05142350	5690 OTHER SUPPLIES	\$ 275.00	EasyBib license
July 2015	65	03132220	5810 DUES & FEES	\$ -319.00	Databases
July 2015	65	03132220	5690 OTHER SUPPLIES	\$ 300.00	Databases
July 2015	65	03132220	5690 OTHER SUPPLIES	\$ 319.00	Databases
July 2015	65	03132220	5642 LIBRARY BOOKS & PERIODICALS	\$ -300.00	Databases
July 2015	66	05132213	5641 TEXTBOOKS	\$ -57.00	Math Digital License
July 2015	70	05132213	5641 TEXTBOOKS	\$ -1,500.00	Spanish II and French II books
July 2015	70	03111006	5641 TEXTBOOKS	\$ 1,500.00	Spanish II and French II books
July 2015	71	03111014	5641 TEXTBOOKS	\$ 1,500.00	AP Gov, AP US Gov&Poltic texts
July 2015	71	05132213	5641 TEXTBOOKS	\$ -1,500.00	AP Gov, AP US Gov&Poltic texts
July 2015	129	04122151	5420 REPAIRS,MAINTENANCE & CLEANING	\$ -250.00	Hearing kit
July 2015	129	04122151	5690 OTHER SUPPLIES	\$ 250.00	Hearing kit
August 2015	2	03111013	5641 TEXTBOOKS	\$ 1,000.00	Replacement texts needed
August 2015	2	03111013	5611 INSTRUCTIONAL SUPPLIES	\$ -1,000.00	Replacement texts needed
August 2015	29	04126111	5560 TUITION EXPENSE	\$ -2,510.00	LIFE SKILLS CLASSROOM SUPPLIE
August 2015	29	04121200	5611 INSTRUCTIONAL SUPPLIES	\$ 2,510.00	LIFE SKILLS CLASSROOM SUPPLIE
September 2015	35	03111009	5641 TEXTBOOKS	\$ 600.00	Purchase 7 books for Comp Pro
September 2015	35	03111009	5611 INSTRUCTIONAL SUPPLIES	\$ -600.00	Purchase 7 books for Comp Pro
September 2015	95	03111013	5611 INSTRUCTIONAL SUPPLIES	\$ -634.00	NEED TEXTS FOR CLASS INCREASE
September 2015	95	03111013	5641 TEXTBOOKS	\$ 634.00	NEED TEXTS FOR CLASS INCREASE
September 2015	126	05142700	5512 VO-AG/VO-TECH REG ED	\$ 1,142.00	TRANSPORTATION EXPENSES
September 2015	126	05142700	5513 IN DISTRICT PRIVATE REG ED	\$ 920.00	TRANSPORTATION EXPENSES
September 2015	126	04126111	5560 TUITION EXPENSE	\$ -2,062.00	TRANSPORTATION EXPENSES
September 2015	131	02132220	5642 LIBRARY BOOKS & PERIODICALS	\$ 400.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	131	02132400	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -400.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	132	02132120	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -700.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	132	02132220	5642 LIBRARY BOOKS & PERIODICALS	\$ 700.00	CHARACTER DEVELOPMENT SPEAKER
September 2015	182	04132190	5581 TRAVEL - CONFERENCES	\$ 400.00	CONFERENCE REGISTRATION FEES
September 2015	182	04121203	5690 OTHER SUPPLIES	\$ 648.00	TRANSITION CLASS SUPPLIES
September 2015	182	04122150	5611 INSTRUCTIONAL SUPPLIES	\$ -1,048.00	TRANSITION SUPPLY /CONFERENCES
September 2015	192	01111010	5731 EQUIPMENT - REPLACEMENT	\$ 1,097.00	PURCHASE BASS BOW & CASE
September 2015	192	01132400	5590 OTHER PURCHASED SERVICES	\$ -1,097.00	PURCHASE BASS BOW & CASE
October 2015	64	01132400	5581 TRAVEL - CONFERENCES	\$ 171.00	TO ATTEND A CONFERENCE
October 2015	64	01111013	5611 INSTRUCTIONAL SUPPLIES	\$ -171.00	TO ATTEND A CONFERENCE
October 2015	76	03132400	5330 OTHER PROFESSIONAL & TECH SRVC	\$ -2,725.00	Economic textbooks
October 2015	76	03111014	5641 TEXTBOOKS	\$ 2,725.00	Economic textbooks
October 2015	102	01132400	5420 REPAIRS,MAINTENANCE & CLEANING	\$ -159.00	
October 2015	102	01132400	5810 DUES & FEES	\$ 159.00	

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

Status Report as of November 1, 2015

	TESTWORK % COMPLETE	REVIEW % COMPLETE	STATUS/ISSUES
Planning Procedures	100%	100%	No issues noted.
Documentation and Testing of Internal Control			
Documentation of internal control and system walk throughs	100%	100%	No issues noted.
Non-Payroll Expenditure Testing	100%	100%	No issues noted.
Payroll Expenditure Testing	100%	100%	No issues noted.
Major Federal Program Compliance Testing			
IDEA	100%	75%	Partner review in process. No issues currently identified.
Major State Program Compliance Testing			
PEGPETIA	100%	80%	Partner review in process. No issues currently identified.
Interdistrict Cooperative Grants	100%	80%	Partner review in process. No issues currently identified.
Opinion Unit Substantive Testing			
Government-wide	100%	25%	Manager review in process. No issues currently identified.
General Fund	100%	80%	Partner review in process. No issues currently identified.
Internal Service Fund	100%	80%	Partner review in process. No issues currently identified.
Aggregate Remaining Fund Information	100%	80%	Partner review in process. No issues currently identified.
Financial Reporting			
Financial Statements	100%	25%	Manager review in process.
Single Audit Reports	100%	25%	Manager review in process.
ED001	95%	80%	Near completion - Please see open item #2 below. Partner review to be finalized upon completion.

Items Needed for Completion of Audit

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

2

3

Potential Audit Hold-ups

1 No audit hold ups are anticipated.

Other

1 We will be implementing GASB 68 (Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27) in the current year.

This statement requires the net pension liability, along with related deferred inflows/outflows, to be recorded within the government-wide financial statements. These calculations will be provided by the District's actuary. We will restate beginning net position and update footnote disclosures as required. We will prepare drafts of all statements and disclosures and review with management prior to issuance of reports. We have not identified any additional risks and do not anticipate any delays as a result of the implementation.

Construction of Physical Facilities

Naming of Amity Regional School District No. 5 Facilities

Introduction

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

I. Purpose

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

II. Responsibilities of the Amity Board of Education

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

III. General Criteria

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

IV. Specific Criteria

Recommendations must meet the following specific criteria:

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

- a. Have significantly enhanced the experience of Amity students in the area(s) Academics, Arts or Athletics.
- b. Have made outstanding contributions to the heritage of the Amity Regional School District.
- c. Have made contributions which will remain memorable long beyond the lifetime of those who propose the name.
- d. Have significant community support.
- e. Have length of service to the Amity Community.
- f. Not be employed by the Amity Regional School District.

Construction of Physical Facilities

Naming of Amity Regional School District No. 5 Facilities

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

V. Naming of Facilities

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

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

Upon receipt of a completed request, the Superintendent will record the request and it will rest for four (4) calendar years before being vetted.

The Superintendent will contact an existing family member or an appropriate contact for the namesake to discuss the request and seek approval.

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

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

VI. Board of Education Consideration

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

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

The Board of Education shall retain its authority to name or rename a facility of the

Construction of Physical Facilities

Naming of Amity Regional School District No. 5 Facilities

school district notwithstanding any action or lack thereof of the Facilities Committee.

VII. Renaming of Facilities

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

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

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

References:

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

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

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

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

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

Construction of Physical Facilities

Naming of Amity Regional School District No. 5 Facilities

REQUEST TO NAME / RENAME
***** PLEASE PRINT *****

Name of person/group making request: _____

Contact Name: _____
Last First

Contact Number(s): _____

Name Request: _____

Significant contributions: _____

(use additional sheet is more space required)

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

Regional School District No. 5 Facilities): _____

(use additional sheet is more space required)

Signature: _____

Date: _____

Received in Superintendent's Office: _____

Board Action: _____ Approved _____ Not Approved Date: _____

1331(a)**Community Relations****Smoke Free Environment****Students**

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

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

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

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

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

Staff and Public

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

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

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

Definitions

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

1331(b)

Community Relations**Smoke Free Environment**

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

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

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

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

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

(cf. 5131.6 Drugs, Tobacco, and Alcohol)

Legal Reference: Connecticut General Statutes

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

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

21a 242 Schedules of controlled substances.

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

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

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

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

5141.4(a)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault**

The Amity Regional Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse, neglect, and sexual assault. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk and/or sexual assault.

A mandated reporter's suspicions may be based on factors including, but not limited to, observations, allegations, and facts by a child, victim, or third party. Suspicion or belief does not require certainty or probable cause.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm, or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused or neglected. In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.)

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information

5141.4(b)

Students**Reporting of Child Abuse, Neglect, and Sexual Assault**

concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. (For purposes of this section pertaining to the required reporting, a child includes any victim under 18 years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of a required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a District school, other than part of an adult education program.)

If the report of abuse, neglect, or sexual assault involves an employee of the District as the perpetrator, the District shall conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide to each employee in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. Each school employee is required to complete a refresher training program not later than three years after completion of the initial training program, and shall thereafter retake such refresher training course at least once every three years.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

5141.4(c)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault**

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

Establishment of the Confidential Rapid Response Team

Not later than January 1, 2016, the Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Boards of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. 4112.6/4212.6 – Personnel Records)

5141.4(d)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault**

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205)

17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106 and PA 11-93, and PA 15-205)

17a-102 Report of danger of abuse. (as amended by PA 02-106)

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District

P.A. 15-205 An Act Protecting School Children

P.A. 14-186 An Act Concerning the Department of Children and Families and the Protection of Children

5141.4(a)

Students**Reporting of Child Abuse, Neglect, and Sexual Assault****A. What Must be Reported**

A report must be made when any mandated reporter of the Amity Regional Board of Education, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen: *(Mandated reporters include all school employees, including the Superintendent, administrators teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools.)*

1. Is in danger of being or has been abused;
2. Has had non-accidental physical injuries or physical injuries which are at variance with the history given for them, inflicted by a person responsible for the child's health, welfare or care, or by a person given access to such child by a responsible person;
3. Has been neglected;
4. Has been sexually assaulted; or
5. Has been placed in imminent risk of serious harm.

A mandated reporter's suspicions may be based on such factors as observations, allegations, and facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

Definitions

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

5141.4(b)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault**

"School employee" (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in an elementary, middle or high school; or (b) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Amity Regional Public Schools, pursuant to a contract with the Board.

"Statutory mandated reporter" means an individual by CGS Sec. 17a-101 to report suspected abuse and/or neglect of children. The term, "statutory mandated reporter" includes all school employees, as defined above.

B. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

1. When an employee of the Board of Education suspects or believes that a child has been abused, neglected, or has been placed in imminent risk of serious harm, the following steps shall be taken:

(a) The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, or has had non-accidental physical injury or injury which is at variance with the history or such injury, or sexually assaulted and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.

(b) The employee shall also immediately make an oral report to the Building Principal or his/her designee and/or the Superintendent or his/her designee. If the building principal is the alleged perpetrator of the abuse/neglect, then the employee shall notify the Superintendent or his/her designee directly.

(c) If a report prepared in accordance with Section (a) above concerns suspected abuse, neglect, or sexual assault by a school employee, the Superintendent or his/her designee, shall immediately notify the child's parent or guardian that such a report has been made.

(d) Not later than 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information. The written reports should be submitted on the DCF-136 form or any other form designated for that purpose.

5141.4(c)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault**

(e) The employee shall immediately, submit a copy of the written report to the Principal and/or Superintendent or the Superintendent's designee.

(f) If a report prepared in accordance with Section (c) above, concerns suspected abuse, neglect, or sexual assault by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

C. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

1. The names and addresses of the child and his/her parents or other persons responsible for his/her care;
2. The age of the child;
3. The gender of the child;
4. The nature and the extent of the child's injury or injuries, maltreatment or neglect;
5. The approximate date and time the injury or injuries, maltreatment or neglect occurred;
6. Information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings;
7. The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
8. The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
9. The reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
10. Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
11. Whatever action, if any, was taken to treat, provide shelter or otherwise assist, the child.

For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonable interferes with or prevents the making of the required report

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or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a district school, other than part of an adult education program.

D. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent or his/her designee shall thoroughly investigate the report, provided that such investigation does not interfere with or impede the investigation by the Department of Children and Families or by a law enforcement agency. To the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent or his/her designee shall endeavor to obtain, when possible, the consent of parents or guardian or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or the alleged abusers.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

A person reporting child abuse, neglect, or sexual assault shall provide any person authorized to conduct an investigation into such claim with all information related to the investigation that is in the possession or control of the person reporting child abuse, neglect, or sexual assault, except as expressly prohibited by state or federal law.

1. Evidence of Abuse by Certain School Employees. After an investigation has been completed, if the Commissioner of Children and Families, based upon the results of such investigation, has reasonable cause to believe that a child has been abused, neglected, or sexually assaulted by an employee who has been entrusted with the care of a child or has recommended that such employee be placed on the Department of Children and Families abuse and neglect registry, the Commissioner shall notify within five (5) working days after the completion of the investigation into child abuse, neglect, or sexual assault by a school employee the Superintendent, the school employee, and the Commissioner of Education of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent and the Commissioner of Education. The Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits if DCF has reasonable cause that the employee abused or neglected a child and recommends the employee be placed on the DCF child abuse and neglect registry. Not later than 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or

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his/her representative, of the reasons for the conditions of suspension. The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status, certification, permit or authorization. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education Acts, pursuant to the provisions of Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from his/her employment in the District. Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a certified, permit or authorized school staff member.

If the contract of employment of a certified school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

2. Evidence of Abuse by Other School Staff. If the investigation by the Superintendent and/or Commissioner of Children and Families did produce evidence that a child has been abused by a non-certified school staff member the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.
3. The District shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. The State Department of Education is to have access to all such records.
4. The Board shall provide to the Commissioner of Children and Families, upon request for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept in District files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of such board of education, and records of the personal misconduct of such teacher. (*"Teacher" includes each certified professional employee below the rank of Superintendent employed by a Board of Education in a position requiring a certificate issued by the State Board of Education.*)
5. The Board of Education shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been abused or neglected. The Board shall conduct its own investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i of the

5141.4(f)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault**

general statutes, as amended, upon notice from the Commissioner or the appropriate local law enforcement agency that the Board's investigation will not interfere with the investigation of the Commissioner or such local law enforcement agency.

6. The Department of Children and Families will review, at least annually, with the State Department of Education all records and information relating to reports and investigations that a child has been abused and neglected by a school employee, in the Department of Children and Families' possession to ensure that records and information are being shared properly.

E. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

F. Special Reporting Procedures Concerning Suspected Abuse or Neglect of Intellectually Disabled Persons

In addition to the reporting procedures set forth above, Connecticut General Statutes require that certain school personnel, including teachers, licensed nurses, psychologists and social workers, report any suspected abuse or neglect of intellectually disabled persons over the age of 18. It is policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in connection with the suspected abuse or neglect, as defined below, of any mentally retarded person over the age of 18.

1. Definitions. For the purposes of this policy:

"Abuse" means the willful infliction of physical pain or injury or willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where an intellectually disabled person either is living alone or is not able to provide for him/herself the services which are necessary to maintain his/her physical and mental health, or is not receiving such necessary services from the caretaker.

2. Reporting Procedures. If an employee has reasonable cause to suspect that an intellectually disabled person has been abused or neglected, he/she shall, within five calendar days, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities, to be followed by a written report within five additional calendar days, or shall immediately notify the Superintendent in order for the Superintendent to make such oral and written reports to the Office of Protection and Advocacy. In the event that an employee makes a report to the Office of Protection and Advocacy, the employee shall immediately notify the Superintendent.

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3. Contents of Report. Any such report shall contain the following information:

- (a) The name and address of the allegedly abused or neglected person;
- (b) A statement from the reporter indicating a belief that the person is intellectually disabled, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- (c) Information concerning the nature and extent of the abuse or neglect; and
- (d) Any additional information, which the reporter believes, would be helpful in investigating the report or in protecting the intellectually disabled person.

4. Investigation of Report. If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report following the procedures regarding the investigation of reports of child abuse set forth in paragraph E above.

If the investigation by the Superintendent and/or the Office of Protection and Advocacy produces evidence that an intellectually disabled person has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary Action, up to and including termination of employment.

G. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

H. Non-Discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy or testifies or is about to testify in any proceeding involving abuse or neglect.

I. Training

All District employees are required to complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. In addition, all employees must complete a refresher program at least once every three years. Employees hired before July 1, 2011 must complete the refresher training program by July 1, 2012 and must retake it once every three years thereafter.

The School Principal shall annually certify to the Superintendent that each school employee working at his/her school has completed the required initial training or the refresher training.

5141.4(h)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault****J. Foster Care**

Upon request of the Board of Education, the Department of Children and Families shall provide the name, date of birth and school of origin for each child in the custody of the Department of Children and Families who has been placed in foster care and is attending a District school.

Confidential Rapid Response Team

The District will establish, not later than January 1, 2016, a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee; and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team consists of a local teacher, the Superintendent, a local police officer, and any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect; or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so; or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. 4112.5/4212.6 – Personnel Records)

5141.4(i)**Students****Reporting of Child Abuse, Neglect, and Sexual Assault**

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93 and PA 14-186)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93, and PA 15-205)

17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106, PA 11-93, and PA 15-205)

17a-101i Abuse of child by school employee or staff member of public or private institution or facility providing care for children. Suspension. Notification of state's attorney re: conviction. Boards of education to adopt written policy re: reporting of child abuse by school employee.

17a-102 Report of danger of abuse. (as amended by PA 02-106)

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District

P.A. 14-186 An Act Concerning the Department of Children and Families and the Protection of Children

PA 15-112 An Act Concerning Unsubstantiated Allegations of Abuse and Neglect by School Employees

5141.4(j)

Students**Reporting of Child Abuse, Neglect, and Sexual Assault**

PA 15-205 An Act Protecting School Children

SAMPLE

5144.1(a)**Students****Use of Physical Force****Physical Restraint/Seclusion**

The Amity Regional Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.

5144.1(b)**Students****Use of Physical Force****Physical Restraint/Seclusion**

Seclusion means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving.

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- C. No student shall be placed in seclusion unless:
 - a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
 - b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.

5144.1(c)

Students**Use of Physical Force****Physical Restraint/Seclusion**

- c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
- D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- E. Prior to physical restraint or seclusion being used on a student more than four times within twenty school days:
 - a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.
 - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.

5144.1(d)**Students****Use of Physical Force****Physical Restraint/Seclusion**

- H. Beginning July 1, 2016, the Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
 - a. Record each instance of the use of physical restraint or seclusion on a student;
 - b. Specify whether the use of seclusion was in accordance with an individualized education program;
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
 - a. The nature of the emergency and what other steps, including attempts at verbal deescalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015, and shall include, but not be limited to:

5144.1(e)

Students**Use of Physical Force****Physical Restraint/Seclusion**

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. *(Such overview is to be provided by the Department of Education on or after July 1, 2015, and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)*
2. The creation of a plan by which the Board will provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

Such plan is to be implemented not later than July 1, 2017, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.

3. The Board will create a plan, to be implemented not later than July 1, 2017, requiring the training of all school professionals, paraprofessional staff members and administrators by regarding the proper means of physically restraining or secluding a student, including, but not limited to:
 - a. Various types of physical restraint and seclusion;
 - b. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - c. The differences between permissible physical restraint and pain compliance techniques; and
 - d. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.

Crisis Intervention Teams

By July 1, 2015, and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.

5144.1(f)**Students****Use of Physical Force****Physical Restraint/Seclusion**

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis.

Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

5144.1(g)**Students****Use of Physical Force****Physical Restraint/Seclusion**

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Amity Regional Public Schools Physical Restraint Report Form

Note: This report is required to be submitted to the Principal/Director of Special Education as soon as practicable after an incident involving physical restraint, but in no event later than 24 hours after the incident.

Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. The term **DOES NOT INCLUDE:** (A) briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to state special education statutes.

STUDENT INFORMATION:

Name of Student: _____ Date of Restraint: _____

Date of Birth: _____ Age: _____ Gender: M/F _____ Grade Level: _____

Does student currently receive special education services or is the student being evaluated for eligibility for special education services? Yes: ___ No: ___ School: _____

Date of this report: _____ Site of physical restraint: _____

This report prepared by: _____ Position: _____

Staff administering restraint:

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Staff monitoring restraint:

Name: _____ Title: _____

Name: _____ Title: _____

Administrator who was verbally informed following the restraint:

Name: _____ Title: _____

Reported by: _____ Title: _____

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Form 1 (Page 2)

PRECIPITATING ACTIVITY:

Description of activity in which the restrained or other students were engaged immediately preceding emergency use of physical restraint: *(A student may not be placed in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or others. Restraint may not be used to discipline a student, because it is convenient or instead of a less restrictive environment.)*

Description of the risk of immediate or imminent injury to the student restrained or others that required use of physical restraint:

Description of other steps, including attempts at verbal deescalation, to prevent the emergency necessitating use of restraint:

DESCRIPTION OF PHYSICAL RESTRAINT:

Justification for initiating physical restraint *(check all that apply)*:

- ☐ Non-physical interventions were not effective
- ☐ To protect student from immediate or imminent injury
- ☐ To protect other student/staff from immediate or imminent injury

Type of protective hold used:

- ☐ Side by side parallel hold
- ☐ Lifted and carried (full security hold)
- ☐ Held in chair (reverse cradle transport)
- ☐ Floor control
- ☐ Other *(describe)*

Regular evaluation of the student being restrained for signs of physical distress:

Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____

Time restraint began: _____ Time restraint ended: _____
Total time (in minutes): _____

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Form 1 (Page 3)

CESSATION OF RESTRAINT:

How restraint ended (*check all that apply*):

- ☐ Determination by staff member that student was no longer a risk to himself/herself or others
- ☐ Intervention by administrator(s) to facilitate deescalation
- ☐ Law enforcement personnel arrived
- ☐ Staff sought in-house assistance
- ☐ Community emergency personnel arrived
- ☐ Other (*describe*):

Description of any injury to student and/or staff and any medical or first aid care provided:

Time medical staff checked injured person: _____

Medical staff actions: _____

Medical staff name: _____

Incident report was filed with the following school district official:

Date: _____

FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary)

The school will take the following actions (*check all that apply*)

- ☐ Review incident with student to address behavior that precipitated the restraint
- ☐ Debrief staff regarding incident
- ☐ Consider whether follow-up is necessary for students who witnessed the incident
- ☐ Further contact with parents (*describe*):

- ☐ Convene Crisis Intervention Team Meeting
- ☐ Convene PPT to review/revise behavior intervention plan and/or IEP
- ☐ Convene PPT to discuss functional behavior assessment

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Form 1 (Page 4)

PARENT/GUARDIAN NOTIFICATION *(required for all restraints):*

Parent who was verbally informed of this restraint:

Name: _____ Telephone Number: _____

Date: _____ Time: _____

Called by: _____ Title: _____

Notice mailed to Parent: Yes _____ No _____

Mailed by: _____ Title: _____

Reviewed by: _____ Date: _____
(Principal/Program Administrator/ Team Leader)

Reviewed by: _____ Date: _____
(Director of Special Education)

FOR PRINCIPAL/DIRECTOR OR DESIGNEE USE ONLY

- ☐ Reviewed physical restraint report
☐ Reviewed behavior plan, if applicable
☐ In considering the effect of the restraint on the student's educational plan, I find the following:

Amity Regional Public Schools Seclusion Report Form

Note: This report is required to be submitted to the Director of Special Education as soon as practicable after an incident involving the seclusion of a student, but in no event later than 24 hours after the incident.

Seclusion: The involuntary confinement of a student in a room, whether alone or with supervision by a Board of Education employee, in a manner that prevents the student from leaving. *(A student may not be placed in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or others. Seclusion may not be used to discipline a student, because it is convenient or instead of a less restrictive environment.)*

STUDENT INFORMATION:

Name of Student: _____ Date of seclusion: _____

Date of Birth: _____ Age: _____ Gender: M/F _____ Grade Level: _____

Does student currently receive special education services or is the student being evaluated for eligibility for special education services? Yes: ___ No: ___ School: _____

Date of this report: _____ Site of seclusion: _____

This report prepared by: _____ Position: _____

Staff placing student in seclusion:

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Staff monitoring seclusion:

Name: _____ Title: _____

Name: _____ Title: _____

Administrator who was verbally informed following the seclusion:

Name: _____ Title: _____

Reported by: _____ Title: _____

PRECIPITATING ACTIVITY/DESCRIPTION OF SECLUSION:

Does the student have an IEP which includes the use of seclusion? Yes ____ No ____

If No: Description of the risk of immediate or imminent injury to the student secluded or others that required use of seclusion.

If Yes or No: Description of other steps, including attempts at verbal deescalation, to prevent the use of seclusion:

MONITORING OF SECLUSION

Regular evaluation of the student being secluded for signs of physical distress:

Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____

Time seclusion began: _____ Time seclusion ended: _____

Total time (in minutes): _____

CESSATION OF SECLUSION:

How seclusion ended (*check all that apply*):

- ☐ Determination by staff member that student was no longer a risk to himself/herself or others
- ☐ Intervention by administrator(s) to facilitate deescalation
- ☐ Law enforcement personnel arrived
- ☐ Staff sought in-house assistance
- ☐ Community emergency personnel arrived
- ☐ Termination per instruction in IEP/behavior plan
- ☐ Other (*describe*): _____

5144.1
Form 2 (Page 3)

Description of any injury to student and/or staff and any medical or first aid care provided:

Time medical staff checked injured person: _____

Medical staff actions: _____

Medical staff name: _____

Incident report was filed with the following school district official:

Date: _____

FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary)

The school will take the following actions (*check all that apply*)

- ☐ Review incident with student to address behavior that precipitated the seclusion
- ☐ Debrief staff regarding incident
- ☐ Consider whether follow-up is necessary for students who witnessed the incident
- ☐ Further contact with parents (*describe*):

- ☐ Convene Crisis Team Meeting
- ☐ Convene PPT to review/revise behavior intervention plan and/or IEP
- ☐ Convene PPT to discuss functional behavior assessment

PARENT/GUARDIAN NOTIFICATION (*required for all seclusions*):

Parent who was verbally informed of this seclusion:

Name: _____ Telephone Number: _____

Date: _____ Time: _____

Called by: _____ Title: _____

Notice mailed to Parent: Yes _____ No _____

Mailed by: _____ Title: _____

Reviewed by: _____ Date: _____

(Program Administrator/ Team Leader)

Reviewed by: _____ Date: _____

(Director of Special Education)

5144.1
Form 2 (Page 4)**FOR DIRECTOR OR DESIGNEE USE ONLY**

- ☐ Reviewed seclusion report
- ☐ Reviewed behavior plan, if applicable
- ☐ In considering the effect of the seclusion on the student's established behavioral support of educational plan, I find the following: _____
- _____
- _____
- _____
- _____
- _____
- _____

(STATE INCIDENT REPORTING FORM)
Report of Seclusion or Restraint
Incident Report

School District: _____ School: _____
 Address: _____ Address: _____
 Phone: _____ Phone: _____
 Name and Title of Person Preparing the report: _____
 Incident: Seclusion _____ Restraint _____
 Name of Student: _____ Student Disability: _____
 Birth Date of Student: _____ Male/Female Race: _____

Describe the nature and use of seclusion: (Identify the emergency that necessitated the use of seclusion and how long the student was in seclusion.) _____

Describe the nature and use of restraint: (Identify the emergency that necessitated the use of restraint, time in restraint and type of restraint used.) _____

Was the parent contacted within twenty-four hours of the use seclusion or restraint as an emergency intervention to prevent immediate or imminent injury to the person or others?

Yes _____ No _____ If "No", did the parent receive a copy of the incident report no later than five days from the date of the incident? Yes _____ No _____

Was the student injured during the emergency use of restraint or seclusion?

Yes _____ No _____ If "Yes", complete and attach a Report of Injury.

ED 636: Seclusion/Restraint Report

5144.1(a)**Students****Use of Physical Force****Physical Restraint/Seclusion**

The Board of Education (Board) seeks to foster a safe and positive learning environment for all students. In compliance with law, Board of Education employees will avoid the use of physical restraint or seclusion of students. However, physical restraint or seclusion of a student by trained school employees may be necessary in an emergency situation to maintain the safety of the student, where harm to the student or others is immediate or imminent.

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of students in the Amity Regional Public Schools. The Board mandates compliance with this regulation and the law at all times. Violations of this regulation by a school employee or other individual working at the direction of, or under the supervision of the Board may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes §10-220, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes §53a-18(6).

I. Definitions

- A. Life-threatening physical restraint** means any physical restraint or hold of a person that (restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.
- B. Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.
- C. Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury.

5144.1(b)**Students****Use of Physical Force****Physical Restraint/Seclusion**

- D. School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.
- E. Seclusion** means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the person from leaving. Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.
- F. Student** means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but does not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services. A special education student, ages 18 to 21 inclusive, in a transition program is also covered by these regulations.
- G. Behavior Intervention:** Supports and other strategies developed by the Planning and Placement Team ("PPT") to address the behavior of a person at risk that impedes the learning of the person at risk or the learning of others.

II. Procedures for Physical Restraint of Students

- A.** No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B.** No school employee shall use involuntary physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- C.** Physical restraint of a student shall never be used as a disciplinary measure, as a convenience, or instead of a less restrictive alternative.

5144.1(c)**Students****Use of Physical Force****Physical Restraint/Seclusion**

- D. School employees must explore all less restrictive alternatives prior to using physical restraint on a student.
- E. School employees are barred from placing a student in physical restraint until he or she has received training in its proper use.
- F. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint.
- G. **Monitoring**
 - a. A trained school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by direct observation of the student, or by video provided the video monitoring occurs close enough for the monitor to provide assistance, if needed.
 - b. A trained school employee must regularly evaluate the person being restrained for signs of physical distress. The school employee must record each evaluation in the educational record of the student being restrained.

III. Procedures for Seclusion of Students

- A. No school employee shall use involuntary seclusion on a student except as follows:
 - 1. As an emergency intervention to prevent immediate or imminent injury to the student or to others; or
 - 2. As specifically provided for in a student's behavioral plan, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the student have been implemented but were ineffective.
- B. **Use of Seclusion**
 - 1. A school employee may not use seclusion to discipline a student, because it is convenient or instead of a less restrictive alternative.
 - 2. The area in which the student is secluded must have a window or other fixture allowing the student to clearly see beyond the seclusion area.

5144.1(d)**Students****Use of Physical Force****Physical Restraint/Seclusion**

3. Any room used for seclusion must:
 - a. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
 - b. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
 - c. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
 - d. be free of any object that poses a danger to the student who is being placed in the seclusion room;
 - e. have a door with a lock if that lock is equipped with a device that automatically disengages the lock in case of an emergency. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the student from leaving the room, shall be able to be removed in the case of any emergency. An “emergency,” for purposes of this subsection, includes but is not limited to the following:
 - i. the need to provide direct and immediate medical attention to the student;
 - ii. fire;
 - iii. the need to remove the student to a safe location during a building lockdown; or
 - iv. other critical situations that may require immediate removal of the student from seclusion to a safe location; and
 - f. Have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room.
 - g. The monitoring of students in seclusion is to be done by direct observation from another room or by video, provided the video monitoring occurs close enough for the monitor to provide aid if needed.

5144.1(e)**Students****Use of Physical Force****Physical Restraint/Seclusion**

- h. Prior to including seclusion in the behavioral plan of a special education student, the PPT must review the results of a functional behavioral assessment and other information determined to be relevant by the PPT. If, based on this information, the PPT determines that the use of seclusion is an appropriate behavior intervention for such student in an emergency situation, the PPT shall include the assessment data and other relevant information in the behavioral plan of the student as the basis upon which a decision was made to include the use of seclusion as a behavior intervention.
- i. When seclusion is included in the behavioral plan of a special education student and is used as a behavior intervention strategy more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention. At this PPT meeting, the team may consider whether additional evaluations or assessments are necessary to address the behavior of such student and may revise the behavioral plan as appropriate.
- j. Any period of seclusion (1) shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment and (2) shall not exceed 15 minutes, except that this may be extended for additional periods of up to 30 minutes each, if the Principal or his/her designee, school health or mental health professional, or board certified behavioral analyst trained in the use of restraint and seclusion determines that continued restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Such authorization is to be placed in writing. Where transportation of the student is necessary, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the person at risk or to others is a concern.
- k. School employees, must explore all less restrictive alternatives prior to using seclusion for a student as an emergency intervention unless seclusion is being used pursuant to the behavioral plan of the student.
- l. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for students.
- m. School employees are barred from placing a student in seclusion until he/she has received training in its proper use.

5144.1(f)

Students**Use of Physical Force****Physical Restraint/Seclusion****IV. Training of School Employees**

The Board will provide training to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. The training will be phased in over a period of three years beginning with the school year commencing July 1, 2015.

The training will include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students.
2. The creation of a plan by which the Board will provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

The plan is to be implemented not later than July 1, 2017, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.

3. The Board will create a plan, to be implemented not later than July 1, 2017, requiring the training of all school professionals, paraprofessional staff members and administrators by regarding the proper means of physically restraining or secluding a student, including, but not limited to:
 - a. Various types of physical restraint and seclusion;
 - b. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - c. The differences between permissible physical restraint and pain compliance techniques; and
 - d. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.

5144.1(g)**Students****Use of Physical Force****Physical Restraint/Seclusion****V. Crisis Intervention Teams**

By July 1, 2015, and annually thereafter, each school shall identify a crisis intervention team. Such team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.

The Crisis Intervention Team will respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion annually.

This policy and procedures is available on the district's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

VI. Documentation and Communication

A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information documents on the form must include the following:

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal deescalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
2. a detailed description of the nature of the restraint or seclusion;
3. the duration of the restraint or seclusion;
4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; and
5. whether the seclusion of a special education student was conducted pursuant to a behavioral support or educational plan.

5144.1(h)**Students****Use of Physical Force****Physical Restraint/Seclusion**

- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or placed in seclusion.
 - 1. A reasonable attempt shall be made to notify the parent or guardian of the student on the day of, but no later than twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the student or others.
 - 2. Notification may be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 - 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
- C. The Director of Special Education [or other responsible administrator], or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.
- D. The Director of Special Education [or other responsible administrator], or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the child's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.
- E. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the child's behavioral support or education plan.

5144.1(i)**Students****Use of Physical Force****Physical Restraint/Seclusion**

- F. The Director of Special Education [or other responsible administrator], or his or her designee, must be notified of the following:
1. each use of physical restraint or seclusion on a special education student;
 2. the nature of the emergency that necessitated its use;
 3. whether the seclusion of a special education student was conducted pursuant to a behavioral support plan; and
 4. if the physical restraint or seclusion resulted in physical injury to the student.

Responsibilities of the Director of Special Education [or other responsible administrator]

- A. The Director of Special Education [or other responsible administrator], or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion and whether instances of seclusion were conducted pursuant to IEPs.
- B. The Director of Special Education [or other responsible administrator], or his or her designee, must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the student.

Legal References: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76b-5 through 10-76b-11 Use of Seclusion & Restraint in Public Schools.

10-76d Duties and powers of the boards of education to provide special education programs and services.

10-220 Duties of boards of education.

46a-150-154 Physical Restraint, medication, and seclusion of persons receiving care, education, or supervision in an institution or facility.

5144.1(j)**Students****Use of Physical Force****Physical Restraint/Seclusion**

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by P.A. 12-88)

53a-18 Use of reasonable physical force.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

Other Reference:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

5144.4(a)**Students****Discipline****Physical Exercise and Discipline of Students**

The Amity Regional Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

2. Wellness Instruction

School employees shall not prevent students from participating in physical exercise during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

5144.4(b)**Students****Discipline****Physical Exercise and Discipline of Students**

(cf. 6142.101 – Wellness)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools)

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

Finance Committee	10/19/15
Policy Committee	10/26/15
Curriculum Committee	10/29/15

MINUTES

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

COMMITTEE MEMBERS ABSENT: Ms. Pat Cardozo and Mr. Matt Giglietti.

Staff members present: Dr. Charles Dumais, Mr. Jack Levine, Ms. Terry Lumas, Mr. Shawn Derosa, and Mr. Kevin Keller.

Also present: Mrs. Ruth Natzel.

A meeting of the Finance Committee of the Amity Regional Board of Education (BOE) was held on Monday, October 19, 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 5:30 pm.

There is no quorum present at this time; therefore the Chairman began the meeting with item #3, saving the vote on the approval of minutes for later in the meeting when a quorum will be present.

3. **Public comment – none.**

4. **Discussion of October 1st enrollment report (enclosure) .**

Mr. Levine and Dr. Dumais went over the enrollment report as enclosed including the changes in the enrollment numbers and what impact that has on each town.

5. **Discussion of monthly financial statements.**

Mr. Levine is pleased with the current financial status, but remarked that many of the budget numbers can change, either positively or negatively, overnight.

Mr. Grabowski arrived at 5:40 pm.

Dr. Dumais mentioned there is the possibility of a change (decrease) in the number of busses used by member towns; if that happens, Amity may have to pick up the difference in cost for high school busses which are still needed.

6. **Director of Finance and Administration-approved transfers under \$3,000.**

Chairman Stirling asked the Committee to return to item #2 now that a quorum was present.

2. **Discussion and possible action on minutes.**

- A. **Finance Committee meeting - September 21, 2015**

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

Vote unanimous (Mr. Nuzzo abstained)

Motion carried

7. **Other**

- A. **Update on financial audit**

Mr. Levine reported that the audit is finished and that there were no issues that were brought to his attention. Mr. Levine complemented and thanked Ms. Lumas and her team for providing the information needed for the audit in a timely fashion, which is very beneficial for the audit process.

B. Information on third quarter 2015 - Executive summary review of Amity Pension Fund, Sick and Severance Account and OPEB Trust.

Mr. Levine highlighted the changes in the various funds; some of the funds decreased in value due to the downtrend in the stock market. Mr. Stirling made note that the investments still met the benchmarks, even though the value decreased and that the funds performed better than average.

8. Adjourn

Motion by Ms. Crocco, 2nd by Mr. Nuzzo, to adjourn at 5:53 p.m.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

MINUTES

COMMITTEE MEMBERS PRESENT: Mr. John Belfonti, Ms. Sue Cohen, and Mr. Thomas Hurley. Mr. Bill Blake (ex officio).

COMMITTEE MEMBERS ABSENT: Ms. Sheila McCreven, Ms. Diane Urbano.

Staff members present: Dr. Charles Dumais

Also present: Mrs. Ruth Natzel

A meeting of the Policy Committee of the Amity Regional Board of Education (BOE) was held on Monday, October 26, 2015 at 5:30 pm in the presentation room at the Amity District Offices.

1. **Call to Order:** Chairman Hurley called the meeting to order at 5:38 pm.

2. **Public Comment - none**

3. **Discussion and possible action on the following:**

A. 1331 Community Relations - Smoke-free environment (policy) (enclosure)

Motion by Ms. Cohen, 2nd by Mr. Belfonti to accept Policy 1331 with changes as noted and to bring this to the full Board for a first reading.

Vote unanimous

Motion carried

B. 5141.4 Students – Reporting of child abuse and neglect (Policy and Regulation) (enclosure)

Motion by Ms. Cohen, 2nd by Mr. Belfonti to accept the changes to policy 5141.4 as attached and discussed and to bring this to the full Board for a first reading. Dr. Dumais will change “may” to “shall” as discussed, and verify that the State statute includes the age of the student as it relates to adult education in the policy.

Vote unanimous

Motion carried

C. 5144.1 Students – Use of physical force, physical restraint/seclusion (Policy, Forms, Regulation) (enclosure)

Motion by Ms. Cohen, 2nd by Mr. Belfonti to accept the changes to policy 5144.1 as stated and discussed and to bring this to the full Board for a first reading.

Vote unanimous

Motion carried

D. 5144.4 Students – Discipline, physical exercise and discipline of Students (Policy)

Motion by Ms. Cohen, 2nd by Mr. Belfonti to accept the new policy 5144.4 as stated and discussed and to bring this to the full Board for a first reading.

to accept the changes to policy 5144.1 as stated and discussed and to bring this to the full Board for a first reading.

Motion by Mr. Belfonti, 2nd by Ms. Cohen to adjourn at 6:28 pm.

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk

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

COMMITTEE MEMBERS ABSENT: Mr. Steve DeMaio.

Staff members present: Dr. Marie McPaddo and Ms. Anna Mahon.

Also present: Mrs. Ruth Natzel.

A meeting of the Curriculum Committee of the Amity Regional Board of Education (BOE) was held on Thursday, October 29, 2015 at 6:30 pm in the Conference Room at the Amity District Offices.

1. **Call to Order:** Chairman Browe called the meeting to order at 6:30 pm.

The Committee opted to discuss all the proposed courses and textbooks proposed and to entertain motions after discussion was completed.

2. **New course proposals – (enclosures)** Ms. Mahan explained and highlighted the new course proposals, A and B below.
 - A. **College Research and Writing (ELA)** – After discussion regarding the English requirements for four years at Amity High School, the Committee asked Dr. McPaddon to check with Dr. Dumais and pull policies that pertain to the “four-year requirement” for courses at Amity so that they can be put on the list for review by the Policy Committee.
 - B. **Integrated Math 1B (Math)**
 - C. **Aerospace and Physics of Flight (Technology Education)**- Dr. McPaddon stated that this is a course for eighth grade students.
 - D. **Advanced Accounting (CTE)** – Ms. Mahon highlighted the change in scope and sequence of accounting courses at Amity High School.
 - E. **Documentary and Experimental Video: Truth and Art in Film (Media and Fine Arts)** – Ms. Mahon explained and highlighted the redesign of the scope and sequence of the courses below in the media production portion of the Media and Fine Arts area (E through L).
 - F. **Children’s Theatre (Media and Fine Arts)**
 - G. **Special Projects in Video Production and Advanced Editing (Media and Fine Arts)**
 - H. **Understanding Film: Watching, Collaborating and Creating (Media and Fine Arts)**
 - I. **Media Production I: Techniques and Practice of the Moving Image (Media and Fine Arts)**
 - J. **Media Production II: The Visual Story (Media and Fine Arts)**

The Committee asked that Dr. McPaddon and Ms. Mahon re-examine some of the classes proposed above in the Media and Fine Arts category and consider which courses might be offered for one semester rather than a full year.

- K. **Acting and Directing for Film (Media and Fine Arts)**

After some discussion, Ms. Mahon proposed and the Committee recommended that this course be capped at two years and that the description be changed to read that the film students create will be “a minimum” of 8 minutes in length.

- L. Chamber Orchestra (Media and Fine Arts) – Ms. Mahon explained the new scope and sequence for this proposed course.

An error was found in the proposal, changed to say “grade level 10 through 12” rather than “grade level 9 through 12”.

3. New Textbook Proposals

A. Vocabulary for the College-Bound Student, fourth edition (English/Language Arts)

Dr. McPaddon will bring 2 copies of this text to the next Board meeting for the Committee to review; the books were not available for this meeting.

- B. Grade 7 Math textbook proposal – Dr. McPaddon gave the Committee copies of the new text for grade 7 which will bring grade 7 into alignment with the math curriculum for grades 8 through 12.

Motion by Mr. Hurley, 2nd by Ms. Gedansky to approve the courses presented above, items 2A through 2L, with changes and amendments as noted.

Vote unanimous

Motion carried

Motion by Mr. Hurley 2nd by Ms. Gedansky to approve the textbooks for Grade 7 math presented above.

Vote unanimous

Motion carried

Motion by Ms. Crocco, 2nd by Ms. Gedansky to approve the text, Vocabulary for the College-Bound Student, Fourth Edition, contingent on the Committee seeing the textbook within the next 30 days.

Vote unanimous

Motion carried

4. Other – none.

5. Adjournment

Motion by Ms. Crocco, 2nd by Ms. Gedansky to adjourn at 8:15 pm

Vote unanimous

Motion carried

Respectfully submitted,

Ruth E. Natzel, Recording Clerk