

## **Bethel Board of Education Regular Meeting**

Thursday, March 21, 2013 7:00 PM

Board of Education Conf. Room E Central Office, 1 School Street, PO Box 253,  
Bethel, CT 06801

### **1. Call to Order**

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

### **2. Approval of Minutes**

2.A. February 21, 2013

### **3. Board Recognition/A Salute to Excellence**

3.A. HHRA Recycling Poster Contest Winners

### **4. Correspondence**

### **5. Audience Participation**

### **6. Administrator/Board Member Update**

6.A. Family-School Partnership Update

**Speaker(s):** Janice  
Chrzescijanek, Chair

### **7. Reports to the Board**

7.A. Policy

7.A.1. First Reading

7.A.1.a. Policy/Regulation - Series 5000 - Search  
and Seizure

7.A.1.b. Policy/Regulation 5113 - Attendance

7.A.1.c. Policy/Regulation 5123 -  
Promotion/Acceleration/Retention

7.B. Personnel

7.B.1. Resignations

7.C. Finance

7.C.1. Scholarship Account Signature  
Confirmation

### **8. Executive Session**

8.A. CT General Statues 1-210(b) (9) Negotiations

8.A.1. School Nurses' Association of Bethel  
Contract

8.A.2. Custodian's Union Contract

9. **Adjourn**

**Tentative minutes of the Bethel Board of Education Regular Meeting held on February 21, 2013, in Board of Education Conf. Room E.**

**Attendance: None.**

**Administrative Attendance: K. Smith, T. Yonsky, J. Jordan, L. Pica, C. Troetti, P. Chapman, B. Kirmil**

**L. Craybas, Chairman, called the meeting to order at 07:00PM.**

**Board Members Present: Attendance Taken at 7:01 PM:**

**Present Board Members:**

**Mr. Stuart Carlsen**

**Mr. Scott Clayton**

**Mr. Larry Craybas**

**Mr. William Duff**

**Mrs. Kristen Lacey**

**Mrs. Melanie O'Brien**

**Mr. Ted Stevenson**

**Absent Board Members:**

**Mrs. Robin Renner**

**Mr. Bryan Terzian**

**1. Call to Order**

**1.A. Roll Call for Quorum**

Discussion:

L. Craybas, Chairman, noted B. Terzian is unable to attend due to illness and R. Renner is attending parent/teacher conferences at BHS.

**1.B. Pledge of Allegiance**

**2. Approval of Minutes**

**2.A. January 24, 2013 - Regular Meeting**

**2.B. January 31, 2013 - Budget Workshop**

**2.C. February 7, 2013 - Budget Workshop**

**2.D. February 12, 2013 - Budget Workshop/Approval**

**Motion Passed:** Move to approve minutes of February 7, 2013 and February 12, 2013. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Kristen Lacey.

Mr. Stuart Carlsen                      Yes

Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Absent
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**Motion Passed:** Move to approve the minutes of January 24, 2013. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Melanie O'Brien.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Absent
Mr. Ted Stevenson	Abstain
Mr. Bryan Terzian	Absent

**Motion Passed:** Move to approve the minutes of January 31, 2013 as corrected. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Melanie O'Brien.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Abstain
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Abstain
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Absent
Mr. Ted Stevenson	Abstain
Mr. Bryan Terzian	Absent

### 3. Board Recognition/A Salute to Excellence

Discussion:

- The Board publicly thanked the following individuals and agencies that collectively raised or donated \$10,000.00 through the selling of ribbons for Sandy Hook Elementary School:

Belinda Oliveira  
 Ingersoll Automotive of Danbury  
 Teed & Brown, Inc.

- L. Craybas, Chairman, congratulated Brian Kirmil, Principal, Rockwell School, on his retirement. The Board thanked Mr. Kirmil for his work in Bethel for the last 17 years.

#### **4. Correspondence**

- Letter from Dr. Lyn Merrill, WSCU, regarding professional development in Bethel.
- Letter to S. Holmberg regarding EMT program.

#### **5. Audience Participation**

Discussion:

None.

#### **6. Administrative/Board Member Update**

##### **6.A. BEA "Stuff a Bus"**

Discussion:

Ms. Yonsky, Director of Fiscal Services, informed the Board the BEA will be holding their 2nd annual BEA's "Stuff a Bus" Food Drive on March 25, 2013.

##### **6.B. Danielson Group Update**

Discussion:

Dr. Jordan, Associate Superintendent, informed the Board staff will be trained to look for distinguished teaching when observing teachers. Bethel is one of three school systems being trained at this time. Dr. Jordan said they will need to use subs to be able to do this work. Therefore, as discussed at the previous Board meeting, she will need to find money in the substitute line.

Dr. Jordan will bring the Teacher Evaluation Plan to the Board next month. Bethel's plan is a hybrid of the State plan.

##### **6.C. Safety & Security Update**

Discussion:

Dr. Smith, Superintendent, informed the Board Mr. Isam Kaoud, Bethel parent, will be at the next Board meeting. Mr. Kaoud donated over \$50,000 in security equipment.

Dr. Smith said all the planned work at Rockwell School has been completed. Berry School work will be completed March 8th.

Dr. Smith spoke to the Board about the steps the District has taken for school safety and security before and after the Sandy Hook tragedy.

Step 1 - Created positive safe school climate. Bethel Public Schools uses appropriate behaviors in schools.

Social emotional learning is taught in all of our schools.

Safe school climate policy was in place.

Step 2 - Parent partnerships, Family School Partnership, Parent University parent workshops

Bethel PD has a strong presence on the campus daily. The campus has now been assigned as a new policing zone.

Step 3 - Emergency response and crisis plan focuses on an "all hazards" approach. The plan follows the NIMS Guidelines.

Dr. Smith also referred to the importance of his recommendation of including the replacement of the school psychologist position in the 2013-2014 education budget.

Dr. Smith spoke about the training First Student Bus Co. has and how they will work with emergency responders when doing new drills in the near future.

#### **6.D. Parent University Update**

Discussion:

Dr. Smith said the Parent University event was well attended by 120 parents and was well received. Dr. Smith thanked Janice Chrzescijanek and the committee who worked on the event.

### **7. Reports to the Board**

#### **7.A. Curriculum**

##### **7.A.1. Textbook Approval**

##### **7.A.1.a. Enduring Visions**

**Motion Passed:** Move to approve the Enduring Visions textbook. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Melanie O'Brien.

Mr. Stuart Carlsen	Abstain
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Abstain
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes

Mrs. Robin Renner	Absent
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**7.B. Finance**

**7.B.1. Healthy Foods Certification**

**Motion Passed:** 1) On behalf of the Bethel Board of Education and pursuant to section I 0-215f of the Connecticut General Statutes, we hereby certify that all food items offered for sale to students in the schools under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will meet said standards during the period of July 1, 2013 through June 30, 2014. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Kristen Lacey.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Abstain
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Absent
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

**Motion Passed:** 2) Pursuant to section I 0-215f of the Connecticut General Statutes, I hereby acknowledge that the Board of Education or governing authority, will exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store. Passed with a motion by Mr. Larry Craybas and a second by Mr. Ted Stevenson.

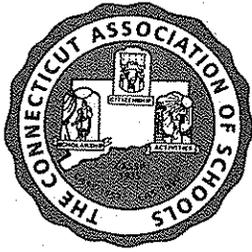
Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Absent
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

## 8. Adjourn

**Motion Passed:** Move to adjourn at 8:09 p.m. Passed with a motion by Mr. William Duff and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Absent
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Respectfully submitted,  
Susan Pare  
Board Recorder



# The Connecticut Association of Schools

March 18, 2013

EXECUTIVE DIRECTOR  
Karissa L. Niehoff, Ed.D.

OFFICERS:

President

Francis Kennedy, Principal  
Berlin High School

President-Elect

Donna Schilke, Principal  
Smith Middle School, Glastonbury

Vice President (High)

Donna Hayward, Principal  
Suffield High School

Vice President (Middle)

Richard Dellinger, Principal  
Amity Reg. Middle School, Bethany

Vice President (Elementary)

RoseAnne Vojtek, Principal  
Ivy Drive School, Bristol

Secretary-Treasurer

Donald Macrino, Principal  
Waterford High School

AFFILIATED WITH:

- National Association of Secondary School Principals
- New England Association of Schools and Colleges
- Association for Middle Level Education
- National Association of Elementary School Principals
- New England League of Middle Schools
- National Federation of State High School Associations

30 Realty Drive  
Cheshire, CT 06410  
Phone: (203)250-1111  
FAX: (203)250-1345  
www.casciac.org

Mr. Christopher Troetti  
Principal  
Bethel High School  
300 Whittlesey Drive, P.O. Box 253  
Bethel, CT 06801

Dear Mr. Troetti,

Congratulations! Romana Pilepich, nominated by you, has been selected as one of the thirty Governor's Scholars of Connecticut for 2013. Romana was chosen from an entry pool of more than 150 of the top juniors in Connecticut's high schools and will be honored along with the other designees at the Governor's Scholars Luncheon on Thursday May 16, 2013, beginning at 11:45 a.m. and ending at approximately 2:00 p.m.

Enclosed is your scholar's official notification of this honor. Will you please give this to Romana and also encourage prompt compliance with our request for an autobiographical statement and digital photo. **These are due at CAS no later than Friday, April 26, 2013.** Both submissions will be included in the printed program prepared for the luncheon.

You are invited to attend the awards luncheon at the Aqua Turf Club along with your scholar's family members and other guests. However, your school group in addition to your scholar may not exceed five. The cost of lunch for each guest will be \$31.00. We would like you, the principal, to **RSVP for your entire school delegation by Wednesday, May 1, 2013.** Please list the names on the attached form, along with each attendee's meal choice (Chicken Florentine or Vegetarian Pasta Primavera), and enclose a check or purchase order for \$31.00 per person *excluding the student being honored.*

The Governor's Scholars Committee is pleased to make this announcement and looks forward to hosting your scholar at the Aqua Turf Club on May 16th.

Sincerely,

Rita A. McDougald-Campbell, Chair  
Governor's Scholars Committee  
Assistant Principal, Trumbull High School

Enclosure

*Serving schools  
and principals*

SCHOOL	GRADE LEVEL	POSTERS	First Place	Second Place	Third Place
High School	9th	6	Emily Rogers	Simran Wadhwa	Kevin Cooper
	10th	1	Justin Viscanti		
	11th	1	Dan Ridzik		
	12th	0			
	<b>total</b>	<b>8</b>			
Middle School	8th	56	Rachel Salvador	Anthony Gaspar-Piazza	Chloe Sarrazin
	7th	51	Brian Ridzik	Hajer Shaker	Patrick Joyce
	6th	66	Chris Bergen	Rahul Bhaqwani	Saige Goding
	<b>total</b>	<b>173</b>			
Johnson	5th	29	Lily Kappes	Puneet Sidhu	Sarah McKay
	4th	38	Julia Krepstul	Sela Domkofski	Kenedy Cherniske
	<b>total</b>	<b>67</b>			
Rockwell	3rd	87	Riley Finn	Abby Correard	Sarae Zinnah
	2nd	87	Suhani Kashyap	Gabriel Barboza	Michaela Louch
	1st	81	Zoe Demo	Phoebe Khare	Sofiane Hilmi
	K	86	Jack Norman	Ava Rose Racette	Joshua Macomber
	<b>total</b>	<b>341</b>			
Berry	3rd	32	Olivia Pysk	Blaire Lockwood	Cailin Ryan
	2nd	28	Zoey Cherniske	Rachel Jay	Maddux Toone
	1st	29	Anika Parikh	Sierra Tibbitts	Grace Vitarelli
	K	26	Zohaib Sheikh	Sophia Rubin	Emma Perrotti
	<b>total</b>	<b>115</b>			
St. Mary's	8th	1	Isabel Kent		
	7th	5	Tiffany Saviano	Bella Iazzetta	Caroline Wax
	6th	4	Christina DaSilva	Chloe Renna	Mackenzey Garden
	5th	4	Olivia Kent	Valerie Quish	Danielle Da Silva
	4th	3	Caroline Cooke	Alexys Garden	Andrea Marcelli
	3rd	3	Brian Legnard	Caroline Tucker	Audrey Quish
	2nd	3	Kayla O'Marra	Brooke Lohle	Anna Kopec
	1st	0			
	K	0			
	<b>total</b>	<b>23</b>			
	<b>grand total</b>	<b>727</b>			

blue highlighted  
will go to regionals

black denotes no  
entries rec'd



Christopher Troetti  
300 Whittlesey Drive  
Bethel, CT 06801

Dear Mr. Troetti,

It is my pleasure to inform you that Anne B. Bogart has been selected for the Connecticut Art Education Association Award: **Outstanding Secondary Level Art Educator**. The CAEA represents Connecticut art educators and administrators as the state's professional visual arts education organization. The Connecticut Art Education Association's rationale for recognizing our outstanding membership is fourfold:

- to increase public awareness of the importance of quality art programs for all Connecticut's children
- to set standards for quality art education
- to show how they can be achieved
- to show our appreciation to individuals and organizations who have made outstanding contributions to art education

This is an honor for you and your school system. Congratulations! Please consider other deserving people in your district for next year's nominations.

I would like to invite you to the awards presentation ceremony on Sunday, April 7, 2013, at St. Clements Castle in Portland, Connecticut. I have enclosed a registration form which you can complete and send at your soonest convenience. You may wish to copy this form so that additional guests may attend and celebrate this prestigious award.

Enclosed you will find a copy of the letter sent to Anne as well a press release.

Sincerely,

*Joanne Barry-Dutro*

Joanne Barry-Dutro, 2013 Awards Chair, CAEA

Phone 860-232-4561 X1005

Email: Joanne\_Barry-Dutro@whps.org

En: Banquet Registration  
Copy of Letter to award winner  
Press release

Then, the "surprise" choir performed to our absolute delight and amazement in tuxedos and gowns!

I do not consider myself exceptionally sensitive, however, this performance and interaction with the seniors brought me to tears! It was wonderfully heart-warming.

This would all not be possible without your support and encouragement. Thank you!! We are all very grateful and will remember this perfect afternoon for a long time.

Most Sincerely,  
Lisa Plunk

Dear Dr. Smith,

3/20/13

I would like to thank you for your support of programs between the Senior Center and Bethel school system.

We were invited to BHS for a Valentine's lunch. This is a day surrounded by love + romance and could be a day where widowed seniors may feel especially lonely. However, it was a day of joy and happiness from the exquisite V.I.P. treatment we received. Attending the lunch, the students decorated the tables lovely; prepared a delicious quiche and salad lunch with apple streusel dessert. (wow!!) From the start, the beautiful smiling "waitresses" greeted us; to the servers and



# Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801  
Fax: (203) 794-8723 – website: [www.bethel.k12.ct.us](http://www.bethel.k12.ct.us)

Kevin J. Smith, Ph.D.  
Superintendent of Schools  
(203) 794-8601

Janice M. Jordan, Ph.D.  
Associate Superintendent of Schools  
(203) 794-8613

Theresa D. Yonsky  
Director of Fiscal Services  
(203) 794-8603

Linda A. Pica  
Director  
Special Education & Pupil Services  
(203) 794-8616

Michelle D. Rutledge  
Supervisor  
Reading/Language Arts  
(203) 794-8755

Daniel DeBlois  
Supervisor  
Information Technologies  
(203) 794-8071

Robert Germinaro  
Supervisor  
Facility Operations  
(203) 794-8609

Dear Senator Boucher, Senator McLaughlin, Rep. Scribner, and Rep. Carter:

We write in reference to Raised Bill No. 374, An Act Requiring Behavioral Health Assessments for Children. We are opposed to this piece of legislation as it is currently written. Our objections are as follows:

\*Given the brevity of the bill and lack of description, we worry that this would be yet another unfunded mandate.

\* Comprehensive psycho-educational evaluations are very costly. It is unclear who would ultimately foot the bill and conduct the assessment. If this burden is placed on the school it will become one more function that our already overburdened staff must manage. If it is placed on the parent, there are a host of other related concerns that must be addressed including, how they are paid for, who will conduct them, what will be the consequence if a parent refuses, etc.

\*The target dates for initiating these assessments are too late. By the time a student enters sixth grade, many patterns of behavior are already set. To be effective, identification and intervention needs to take place at the earliest possible opportunity.

\*It appears in the bill proposal that the information would be supplied to the parent only (who could then choose to provide it to the school or not). How is this helpful?

Early childhood screenings have merit because they assist educators and other service providers in developing appropriate service plans for children with needs. Our practice in Bethel has been to identify learning and/or behavioral issues as early as possible and intervene appropriately. We have found the practice of early identification and intervention effective in responding to the needs of many of our school children. This proposed legislation does not serve that end. It appears reactionary and ill-conceived.

Sincerely,

Kevin J. Smith, Ph.D.  
Superintendent of Schools

Lawrence Craybas  
Chairman, Bethel Board of Education



Save the Date!  
Monday, March 25th, 2013  
Bethel High School  
Culinary Arts Room  
11:30 a.m.

Please come and show your support as 5<sup>th</sup> grade students from Johnson School compete in Sodexo's Future Chef Competition. Students will be preparing a healthy salad recipe that will be presented to a distinguished panel of judges. Please bring your appetites!



# Communications

## DRAFT



A. Improved communications through AlertNow and Blackboard

B. Superintendents Newsletter

- Added "Question of the Week"
- Developing a district-wide calendar to track all events
- Reorganized and live-linked major topics and school newsletters
- Focus on sustainable communication about critical topics

C. Schools - Implementation of Compacts, Mentor Program and Parent University

- Rockwell and Berry Schools
  - \* Meetings with students 2 x a year
  - \* Starting to translate letters in Spanish
  - \* PTO surveys
  - \* Math presentation by Mrs. Amy Weed (Rockwell)
  - \* PTO initiated Math, Reading, and Science Nights (Rockwell)
  - \* Science Invention Convention
  - \* PTO Newsletter (RS - Weekly, Berry - Monthly w/ weekly updates in Principal NL)
  - \* Kindergarten Facebook page (parent initiated)
  - \* Bullying event
- Johnson School
  - \*Send weekly emails with Newsletter
  - \*Created Blog on website
  - \*Updated teacher websites
  - \*Teachers conducted surveys in the fall and will continue the practice
- Bethel Middle School
  - \*Modified Back to School Night (mixed reviews led to further changes/restorations)
  - \*Instituted monthly Parent Advisory meetings
  - \*Planned several parent workshops that merged with Parent University
  - \*Launched Principal's Blog
  - \*Relaunched student newspaper: Tiger Times
- Bethel High School
  - \*Improving PS updates. Monitoring every two weeks.
  - \*Developed a quarterly e-newsletter
  - \*Integrating all calendars into a master calendar
  - \*Improving teacher communication through emails and phone calls.
  - \*Junior Next Step Program
  - \*Revamped curriculum night
  - \*Sending weekly/monthly alerts about scholarship opportunities.



# Mentor Program

## DRAFT



### What is the Mentor Program?

The Mentor Program is provided by Bethel Public Schools and the Family-School Partnership Committee for K-12 parents and students. The Mentor Program welcomes new families to the district and/or school and provides parents and students with ongoing support, guidance and assistance with school information, district and community programs, and available services and resources.

### How does the Mentor Program work?

Each school has a Mentor Committee responsible for developing programs, communications and special events that welcome and provide support to parents and students. Some of the services they provide:

- Welcome events and activities for new families.
- Information about the Town of Bethel.
- Tips and ideas to help families understand the policies and procedures of the district/school.
- Information about curriculum, homework and learning resources.
- Answers to common questions.
- Special invitations to school events and happenings.

### Do I need to enroll in the Mentor Program?

Yes, your school's Mentor Committee will contact you about participating in the program. Also, feel free to contact your school, or your school's Mentor Committee directly by emailing them at the address listed below.

### Where can I find more information about the Mentor Program?

Current information can be found on your school's website, and your school's Mentor Program facebook page.

Anna H. Rockwell School - facebook/Rockwell Parent Network

Frank A. Berry School - facebook/Berry Parent Network

Ralph T. Johnson School - facebook/Johnson Parent Network

Bethel Middle School - facebook/Bethel Middle School Parent Network

Bethel High School - facebook/Bethel High School Parent Network

**Questions?** Email your school's Mentor Coordinator/Committee.

Anna H. Rockwell School - [rockwellmentors@gmail.com](mailto:rockwellmentors@gmail.com)

Frank A. Berry School - [berrymentors@gmail.com](mailto:berrymentors@gmail.com)

Ralph T. Johnson School - [johnsonmentors@gmail.com](mailto:johnsonmentors@gmail.com)

Bethel Middle School - [bmsmentors@gmail.com](mailto:bmsmentors@gmail.com)

Bethel High School - [bethelhighmentors@gmail.com](mailto:bethelhighmentors@gmail.com)



# Parent University

## DRAFT



### What is Parent University?

Parent University is a FREE educational program, offered by Bethel Public Schools and Bethel Central PTO, and developed by the Family-School Partnership Committee, for parents and caregivers. Parent University provides parents and caregivers the opportunity to gain a better understanding about what their children are learning and become a full partner in their child's education.

The Parent University workshops educate, involve, and empower Pre-Kindergarten thru Grade Twelve parents and caregivers. They focus on well-being and social issues, curriculum, instruction and assessment.



**Parent University**  
Educating • Involving • Empowering

### How does Parent University work?

Parent University offers a three hour evening event in February and additional workshops throughout the year at our schools.

At the event in February, Parent University offers many workshops and a featured guest speaker. Attendees are able to attend the guest speaker's presentation and a number of workshops offered that evening.

### Do I need to enroll in Parent University?

Yes, you need to enroll in the Parent University event in February and some of the workshops offered at our schools. Information about registering is available on the district website, in the Superintendent's newsletter and through Parent University communications.

### Where can I find more information about Parent University?

Current information including workshop dates and times can be found on the district website at [www.bethel.k12.ct.us](http://www.bethel.k12.ct.us), the Superintendent's newsletter, and facebook/Bethel Family-School Partnerships.

**Questions?** Email [bfspcommittee@gmail.com](mailto:bfspcommittee@gmail.com)

# Family-School Partnership Committee



March 2013

# Where are we today?

**May 1 - One year since the FSP committee started**

- Completed a **Parent Survey**
- Implemented district and school **communication** improvements based on the feedback from the parent survey
- Introduced **PTOs** to Family-School Partnerships and their role, and provided them with feedback from the survey
- Implemented a **Mentor Program** in all 5 schools
- Implemented **Family-School Compacts** in all 5 schools and Circle of Friends
- Held the first annual **Parent University** event in February
- Piloted **Math** and **Reading** nights that incorporate curriculum and standards, and educate and provide families with the resources to help their children

# What's Next?

## **Mentor Program**

- Currently we are making enhancements to the program. Making the programs more consistent across all schools, offering the program to more families and creating a “Parent Network” Facebook page for each school

## **Family-School Compacts**

- Currently soliciting feedback and developing the 2013-2014 compacts

## **Parent University**

- Reviewing PU survey results to make recommendations for 2013-2014 PU schedule and offerings

## **Math, Reading and Science Nights**

- Piloting a science night in April
- Provide information to other schools about math, reading and science nights

## **The Future of Family-School Partnerships**

- Document all of our work
- Make recommendations to the BOE and Superintendents about continuing the work of the committee



# Parent University

Educating • Involving • Empowering

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**Thank you for attending the 1st Annual Bethel Public Schools Parent University event.**

We would like to thank our guest speaker Jonathan Costa, Dr. Kevin Smith, Dr. Janice Jordan, Mr. Muharem and the staff at Bethel Middle School, our workshop presenters and volunteers, Bethel Central PTO, Family-School Partnership Committee, BHS Renaissance Club, and Daily Fare for their participation in tonight's event.

## Guest Speaker - Jonathan Costa



Jonathan Costa is the author of *Digital Learning for All, NOW*. He is the Director of School and Program Services for Education Connection, a regional education service center in Litchfield, CT. A former public and private school social studies teacher, educational consultant, and Board of Education member, his current responsibilities include supervision of the highly regarded "Center for 21st Century Skills." Jonathan has done extensive work with districts on strategic and technology planning, and he is now deeply involved in preparing districts for the major changes in teacher and administrator supervision and evaluation. He is a frequent speaker at regional and national conferences, and he has published articles in Educational Leadership as well as diverse publications such as *Runner's World*. Jonathan is a lively and very knowledgeable speaker who challenges parents, teachers, and administrators to envision instructional in which technology transforms the classroom!

Please visit <http://www.bethel.k12.ct.us/subsite/dist/page/parent-university-5232>  
for other Parent University offerings throughout the year.

*Please complete the survey on the back and return upon exiting the school.*

## Parent University Survey

Thank you for attending Bethel Public School's Parent University. Please take a few minutes to tell us your thoughts about tonight's event.

1. My child/ children attend: (check all that apply)

- Circle of Friends       Berry School       Rockwell School       Johnson School  
 Bethel Middle School       Bethel High School       N/A

2. What language is spoken primarily in your home? \_\_\_\_\_

3. How did you hear about Parent University? (check all that apply)

- Postcard       BPS Website       Superintendent's Newsletter       Principal's Newsletter  
 Yard Signs       Other (please specify) \_\_\_\_\_

4. Did you like having the topics offered on one night rather than spread out on separate evenings throughout the school year?  Yes  No

5. Did you like Parent University being held in February?  Yes  No (What would be a better option?) \_\_\_\_\_

6. Did you like having Parent University on a weeknight?  Yes  No (What would be a better option?) \_\_\_\_\_

7. Please rate the following aspects of our guest speaker, Jonathan Costa.

- Setting:                       Excellent     Good     Fair     Poor  
Topic:                         Excellent     Good     Fair     Poor  
Presenter:                  Excellent     Good     Fair     Poor  
Overall Presentation:     Excellent     Good     Fair     Poor

8. Please rate the following aspects of SESSION I: (Name of Workshop) \_\_\_\_\_

- Setting:                       Excellent     Good     Fair     Poor  
Topic:                         Excellent     Good     Fair     Poor  
Presenter:                  Excellent     Good     Fair     Poor  
Overall Presentation:     Excellent     Good     Fair     Poor

9. Please rate the following aspects of SESSION II: (Name of Workshop) \_\_\_\_\_

- Setting:                       Excellent     Good     Fair     Poor  
Topic:                         Excellent     Good     Fair     Poor  
Presenter:                  Excellent     Good     Fair     Poor  
Overall Presentation:     Excellent     Good     Fair     Poor

10. Please rate your overall impression of the topics available.

- Excellent     Good     Fair     Poor

11. How would you rate the event overall?

- Excellent     Good     Fair     Poor

12. List other topics you would like to see at future Parent Universities: \_\_\_\_\_

13. If you would like to be contacted about future Parent University workshops, please provide us with your email address: \_\_\_\_\_

*Thank you for taking the time to complete this survey, please place it in the receptacle at the schools exit.*

## Parent University Event Schedule

**5:30-6:00 p.m.**

Registration/Refreshments/Child Drop-Off

**6:00-6:15 p.m.**

*Welcome*

Dr. Janice Jordan, Associate Superintendent of Bethel Public Schools

**6:15-7:00 p.m.**

*Transformational 21st Century Digital Learning*

Guest Speaker: Jonathan Costa, Author of *Digital Learning for All, NOW*

~ 7:00-7:15 - Refreshments ~

**Session I - 7:15-8:00 p.m.**

*(select one workshop from the following list)*

### **Building Your Child's Confidence - Pre-Kindergarten-Grade 3**

A discussion of self-confidence and some effective ways parents can foster confidence and resilience in their children.

*Presenters: Alice Gumpert M.A, L.P.C.-School Counselor, Katharine MacDonald M.S.W.-School Social Worker and Kayleigh Novi M.A, C.A.S.-School Psychologist*

**Classroom: 171**

### **Enabling vs. Empowering - Grades 4-8**

Invites discussion and provides insight into the subtle differences between empowering and enabling a child, via the lens of an educator. The workshop gives a brief overview of 21<sup>st</sup> century learning skills in order to provide a better understanding of how to prepare children for becoming self-actualized individuals able to take responsibility for their own success and meet the demands of the future.

*Presenters: Derek Muharem-BMS Principal, Alison Salerno-Math, Marjorie Dilworth-SPED, Joanna Tinios-Art, Maureen Berescik-Art, and Dr. Julia Ferreira-English and Language Arts*

**Classroom: Media Center**

### **Healthy Schools...Successful Students - Grades 9-12**

Helping adolescents and families make healthy and safe choices leads to success in school.

*Presenters: Lisa Baker M.S.W., BHS Social Worker and Laura Filippone M.S.W., BHS Social Worker*

**Classroom: 172**

### **Smarter Balanced Assessments - Pre-Kindergarten-Grade 12**

In 2014, our children will no longer take the CMT or the CAPT state assessments. They will take national tests called Smarter Balanced Assessments which are very rigorous and based on the Common Core Standards. See what our children will be expected to know and be able to do when they take Smarter Balanced Assessments. You will be surprised by the challenge!

*Presenters: Dr. Janice Jordan, Associate Superintendent and Michelle Rutledge, Supervisor of Reading and Language Arts*

**Classroom: 174**

~ 8:00-8:15 - Refreshments ~

## **Session II - 8:15-9:00 p.m.**

*(select one workshop from the following list)*

### **What you should know about video games - Pre-Kindergarten-Grade 12**

Effects of unregulated exposure to video games.

*Presenter: Scott Clayton, Bethel Board of Education Member*

**Classroom: 175**

### **Blended Learning**

Overview of blended learning, what it looks like in our schools, and how it impacts student learning.

### **Johnson School - Grades 4-5**

*Presenters: Lauren Zafrin, Math, Science & Social Studies Teacher and Matthew Correia, Language Arts Teacher*

**Classroom: 176**

### **Bethel Middle School - Grades 6-8**

*Presenter: Donna Burns, Social Studies Teacher at Bethel Middle School*

**Classroom: 185**

### **Bethel High School - Grades 9-12**

*Presenter: Venessa Eisenman, Digital English Teacher at Bethel High School*

**Classroom: 179**

### **Course Specific Tips in Mathematics and Science - Kindergarten-Grade 5**

How parents can support their child's learning in math and science. We will share tips, resources and strategies from NCTM, NSTA and the National PTA as well as some websites that our children can use at home.

*Presenters: Kit Kechejian, Science LIT and Amy Weed, Math LIT*

**Classroom: 180**

### **Course Specific Tips in Language Arts - Grades 6-8**

Essential skills our children need to be critical thinkers and successful scholars. We will discuss expectations for college and career readiness, study skills, and ways to improve literacy as well as critical thinking.

*Presenter: Danielle Troetti, Literacy Specialist and Instructional Coach*

**Classroom: 182**

### **Course Specific Tips in Reading and Writing at BHS - Grades 9-12**

The amount and complexity of reading increases in high school as do the expectations for writing. There are a number of strategies that can help students be more successful in these practices and this workshop will review several of them.

*Presenters: Mary Fernand, Chairperson of the Language Arts Department and Jessica Galbraith, Chairperson of the Social Studies Department*

**Classroom: 183**



**Series 5000  
Students**

**POLICY REGARDING SEARCH AND SEIZURE**

1. Search of a Student and His/Her Effects
  - A. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The way the search is conducted should be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."
  
2. Search of a Locker, Desk and Other Storage Area
  - A. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
  
  - B. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the

health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

- C. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.
3. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

Use of drug-detection dogs and metal detectors, similar detective devices; and/or breathalyzers and other passive alcohol screening devices may be used only on the express authorization of the Superintendent, in accordance with such procedures as the Superintendent may devise.

Legal References:

Connecticut General Statutes:

Section 10-221, Boards of Education to prescribe rules

Section 54-33n, Searches

New Jersey v. T.L.O.; 469 U.S. 325 (1985)

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

4.10.12



**Series 5000  
Students**

**ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE**

1. Search of a Student and His/Her Effects
  - A. All searches of students shall be conducted or directed by an authorized school administrator, i.e., the principal or vice principal, in the presence of a witness.
  - B. A search of a student's handbag, gym bag, cellular telephone, personal electronic device or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.
  - C. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Metal detectors, breathalyzers and/or drug sniffing dogs may be used to detect the presence of contraband, including weapons, drugs or alcohol, in furtherance of this policy and to the extent authorized by law.
  - D. Strip searches are prohibited except when there are reasonable grounds for suspecting that such a search will produce evidence of conduct which places students, staff or school property in immediate danger. Such searches may be conducted at the request of the school principal, generally by a member of the police department. During such searches, a member of the school staff shall be present at all times as a witness,

and both the police officer conducting the search and the witness shall be of the same sex as the student searched.

- E. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of the building principal, such evidence shall be submitted to the police department for proper disposition. Evidence not submitted to the Police Department shall be disposed of as directed by the building principal.

2. Search of a Locker, Desk and Other Storage Area

- A. The Board of Education provides lockers, desks, gym baskets and other storage areas in which pupils may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.
- B. No pupil shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.
- C. Each pupil shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.
- D. No pupil shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).
- E. The use of lockers and other storage areas by pupils is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a pupil is not maintaining a storage area assigned to him/her in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration may authorize law enforcement officials to search lockers/storage areas in accordance with Board Policy 5145, Section 2(A).

- F. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

Legal References:

Connecticut General Statutes:

Section 10-221, Boards of education to prescribe rules

Section 54-33n, Searches

New Jersey v. T.L.O., 469 U.S. 325 (1985)

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

4/10/12

**ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE  
(OPTIONAL ADDENDA REGARDING USE OF DOGS ON SCHOOL  
PROPERTY)**

The Board shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs specially trained when necessary to protect the health and safety of students, employees or property, and for the purpose of detecting the presence of illegal substances or contraband, including alcohol and/or drugs.

The use of trained detection dogs is subject to the following:

1. The administration shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.
2. All school property such as lockers, classrooms, parking areas and storage areas may be searched.
3. Dogs shall not be used in rooms occupied by persons except as part of a program designed to inform students/parents of the capabilities of the dogs. Individual(s) shall not be subjected to a search by dogs.
4. Parents and students shall be notified of the Board's policy concerning search and seizure and this regulation, which shall be publicized to students. Specific dates of planned searched need not be released
5. When conducting a search of an individual or his/her effects based upon a dog's signal, the Principal or his/her designee shall conform to the requirements of the Board's policy and regulation pertaining to searches of a student, his/her effects and/or locker searches.
6. The administration of the district shall have sole authority for determining internal disciplinary action in regard to illegal substances or contraband on school property.
7. Although detection dogs may be under the control of law enforcement agencies, the administration of the district shall have sole determination as to when a sweep of school property will be conducted.
8. When detection dogs are employed, the school should follow standard protocol for a lockdown procedure prior to the dogs and their handlers entering the building.

October 23, 2012

**ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE  
(OPTIONAL ADDENDA REGARDING USE OF BREATHALYZERS ON  
SCHOOL PROPERTY)**

The Board of Education (the “Board”) supports the use of both passive alcohol screening (“PAS”) devices and breathalyzers during the school day or at school-sponsored events, on or off campus, to deter the use of alcohol by students in the \_\_\_\_\_ Public Schools (the “District”) and to promote the health and safety of all students.

This regulation provides the basic structure for the use of passive alcohol sensors and breathalyzers in this District to detect/confirm alcohol consumption by students. Such instruments shall be used by the District to 1) to confirm a reasonable suspicion that a particular student has used or is under the influence of alcohol at school during the school day, or at a voluntary, extracurricular school-sponsored event; and/or 2) systematically screen students attending extracurricular/voluntary school-sponsored events for possible alcohol use.

The passive alcohol sensor (“PAS”) device is a non-invasive high-speed breath alcohol-screening instrument which can be used as a “sniffer” for overt or covert alcohol detection. This device may be used to sample a student’s breath in order to detect alcohol use, with results reported as either “positive” or “negative.” A breathalyzer is a device that detects and measures alcohol in expired air so as to determine the concentration of alcohol in a person's blood.

Only designated school personnel will be trained in the use of the PAS device and/or breathalyzer test. All testing instruments shall be properly calibrated and will be checked for accuracy and for full calibration in accordance with the manufacturer’s standards. Testing of students using these devices will be conducted in a separate area, to the extent practicable, to maintain student privacy.

Results from a PAS device or breathalyzer will be maintained in a confidential manner, and released in accordance with district policy and state and federal law.

**A. Testing to Confirm Reasonable Suspicion of Alcohol Use**

If there is reasonable suspicion that a student is under the influence of alcohol at school or at a school-sponsored event, the student shall be removed to a separate area for observation and questioning concerning alcohol consumption. The student will be informed as to how the PAS device operates and will be asked to breathe across the intake part of the device. Testing will be conducted by trained personnel, in a separate area whenever possible, to maintain student privacy. Any student who tests positive will be asked to submit to a second test using a breathalyzer. If the student tests

positive for a second time, the school will contact his/her parents. If necessary, the student will be brought to the school nurse for medical treatment and emergency medical protocols shall be followed.

If the student tests positive on either test, or if the student refuses to take the test when there is reasonable suspicion of alcohol use, the student may be subject to appropriate disciplinary action consistent with District policies and procedures.

**Reasonable suspicion shall include**, but not be limited to, any of the following:

1. Observed use or possession of alcohol;
2. Alcohol odor or the presence of an alcohol container;
3. Slurred speech, unsteady gait, lack of coordination, bloodshot or glazed eyes; or
4. Marked changes in personal behavior not attributable to other factors.

**B. Extracurricular/Voluntary School-Sponsored Events**

The Board also allows for the use of PAS devices and breathalyzers in connection with students' participation in extracurricular/voluntary school-sponsored events and activities without the need for school personnel to first have reasonable suspicion of alcohol use. Such suspicionless testing will occur only if students are notified prior to the event or school-sponsored activity that a PAS or breathalyzer may be used, and that they may be denied entry and/or removed from the event or activity for either refusing to submit to such testing or for testing positive for alcohol use. Students will be notified through a variety of means, including orientation programs, student handbooks and/or electronic publication.

When PAS devices and/or a breathalyzer will be used at a voluntary school-sponsored event (i.e. school dances, proms, etc.), such devices shall be administered as follows:

1. All students participating in the activity or school-sponsored event will be asked to submit to a PAS screening. Students will be asked to breathe across the intake part of the device.
2. If the PAS device detects alcohol, the student shall be removed to a separate area for observation and questioning concerning alcohol consumption. After fifteen (15) minutes, the student will be asked to submit to a breathalyzer test to confirm the presence of alcohol.

3. Should the student test positive after the second test, school personnel will contact the student's parents and the student shall be removed/denied entry to the activity or school-sponsored event.
4. Any student who refuses to breathe into the PAS device, or who refuses to submit to the breathalyzer test, may be excluded or removed from the activity or school-sponsored event and may face additional disciplinary actions.
5. The district retains the right to contact local law enforcement officials at any time, as deemed appropriate, consistent with district practice and policy.

October 23, 2012

## **Students**

### **Attendance and Tardiness-to-School**

The Bethel Board of Education believes that regular, on-time student attendance at all grade levels is the cornerstone of any student's education; therefore, the Board obliges parents and students to assign the highest priority to regular and punctual attendance to school. The Board of Education also believes that irregular attendance, tardiness to school, and frequent early dismissals deprive students of critical educational opportunities which cannot be replicated with make-up work and which may cause students to fall seriously behind academically.

As a result of the Board of Education's strong commitment to requiring regular and on-time attendance by all students, the Board directs its administrators to do the following:

1. to establish an **Attendance Alert System** which informs students and parents when a student's attendance and/or tardiness-to-school is negatively impacting learning and achievement;
2. to establish and maintain a series of appropriate interventions for students at all grade levels who exhibit chronic attendance and/or tardiness-to-school problems.

### **Notification of Attendance Policies and Regulations**

Parents and guardians of students at all grade levels will be informed annually at the beginning of the school year about their obligations regarding regular and punctual school attendance. Documents containing information on regular and punctual attendance will also be provided in Spanish and Portuguese for the convenience of the appropriate families. At parent conferences and back-to-school events, parents and students will be reminded of their obligations regarding regular and punctual attendance, and all attendance policies and regulations will be posted on the district and school websites, in September newsletters from all schools, and as part of parent/student handbooks.

### **Truancy**

Because chronic school attendance problems and lack of school punctuality often impact the entire community as well as the school, student, and family involved, the Bethel Board of Education will engage a Bethel Truancy Officer to assist each school with students who are truant or habitually truant (as defined below). Each Building Principal will make a referral to the Bethel Truancy Officer when the specific interventions made to remediate truant or habitually truant students have not been effective.

## Students

### Attendance and Tardiness to School

#### Truancy (continued)

A truant is any student under the age of eighteen (18) who has four (4) unexcused absences in one month, or has ten (10) unexcused absences in one academic year. A habitual truant is any student who has twenty (20) unexcused absences within an academic year.

Although a student over the age of eighteen (18) cannot legally be declared a truant, the Bethel Board of Education holds that the same attendance policies and regulations apply to all students—regardless of age. Reaching the age of majority, therefore, is not an excuse for irregular school attendance.

### Attendance and Tardiness-to-School—Berry School, Rockwell School, and Johnson School

As a result of the Board of Education's strong commitment to requiring regular and on-time attendance by all students, the Board directs its elementary school administrators to do the following:

1. to establish and maintain an **Attendance Alert Committee**--comprised of the principal, school counselor, and school nurse--at each school which meets monthly and carefully monitors student attendance, tardiness, and early dismissal requests;
2. to include the number of school absences, tardiness, and early dismissals on each report card;
3. to cause class participation to be included in the comment section used by classroom and specialist teachers;
4. to cause school attendance to be part of all students' permanent records;
5. to establish an **Attendance Alert System** which informs students and parents when a student's attendance and/or tardiness-to-school is negatively impacting learning and achievement, or when student is in danger of being retained due to poor attendance;
6. to trigger **Attendance Alert Letters** at 5, 10, and 15 absences, and to inform parents and students that excessive absences may result in grade retention or mandatory summer school attendance;
7. to establish and maintain—with the assistance of teachers, school counselors, school nurses, and other pupil services personnel—a series of appropriate interventions for students who exhibit chronic attendance and/or tardiness-to-school problems;

## Students

### Attendance and Tardiness in Berry School, Rockwell School, and Johnson School (continued)

8. to establish meaningful recognitions of students with regular and punctual attendance records;
9. to educate students and parents about the changes in the elementary schools' attendance policy;
10. to seek the cooperation of parents in scheduling doctor's appointments and other appointments at times that do not encroach on students' instructional day;
11. to increase parents' understanding and cooperation regarding their legal and parental obligations regarding their children's attendance to school.

### Attendance and Tardiness-to-School—Bethel Middle School

As a result of the Board of Education's strong commitment to requiring regular and on-time attendance by all students, the Board directs its middle school administrators to do the following:

1. to establish and maintain an **Attendance Alert Committee**--comprised of the principal, assistant principals, school counselors, social worker, school nurse and attendance secretary--at each school which meets monthly and carefully monitors student absences, tardiness, and early dismissal requests;
2. to include the number of school absences, tardiness, and early dismissals on each report card;
3. to cause class participation to be included in the comment section used by classroom and specialist teachers;
4. to cause school attendance to be part of all students' permanent records;
5. to establish an **Attendance Alert System** which informs students and parents when a student's attendance and/or tardiness-to-school is negatively impacting learning and achievement, or when student is in danger of being retained due to poor attendance;
6. to trigger **Attendance Alert Letters** at 5, 10, and 15 absences, and to inform parents and students that excessive absences may result in grade retention or mandatory summer school attendance;

## Students

### Attendance and Tardiness - Bethel Middle School (continued)

7. to establish and maintain—with the assistance of teachers, school counselors, school nurses, and other pupil services personnel—a series of appropriate interventions for students who exhibit chronic attendance and/or tardiness-to-school problems;
8. to establish meaningful recognitions of students with regular and punctual attendance records;
9. to educate students and parents about the changes in the elementary schools' attendance policy;
10. to seek the cooperation of parents in scheduling doctor's appointments and other appointments at times that do not encroach on students' instructional day;
11. to increase parents' understanding and cooperation regarding their legal and parental obligations regarding their children's attendance to school.

### Attendance and Tardiness-to-School—Bethel High School

As a result of the Board of Education's strong commitment to requiring regular and on-time attendance by all students, the Board directs its high school administrators to do the following:

1. to establish and maintain an **Attendance Review Committee** which meets regularly and is empowered to examine any loss of credit as well as to reinstate or deny reinstatement of credit;
2. to award course credit to students on a semester basis;
3. to cause course attendance and class participation to be included in the calculation of a student's grade in any class;
4. to cause school attendance records to be part of all students' permanent transcripts;
5. to establish an **Attendance Alert System** which informs students and parents when a student's attendance and/or tardiness-to-school is negatively impacting learning and achievement, or when course credit is in danger of being lost;

**Students**

**Attendance and Tardiness to School – Bethel High School (continued)**

6. to establish and maintain—with the assistance of teachers, school counselors, nurses, and other pupil services personnel—a series of appropriate interventions for students who exhibit chronic attendance and/or tardiness-to-school problems;
7. to establish a meaningful recognition system for students with regular and punctual attendance records.
8. to increase parents’ understanding and cooperation regarding their legal and parental obligations regarding their children’s attendance to school.

Legal Reference: Connecticut General Statutes  
10-184 Duties of parents as amended by PA98-243 AND PA 00-157  
10-185 Penalty  
10-199 through 10-202 Attendance, truancy - in general

Policy Adopted:  
Policy Revised:  
Revised: 5/10/2007

September 28, 1992  
4/4/1994 - 9/21/2000

**BETHEL PUBLIC SCHOOLS**  
**Bethel, CT**

## Students

### Attendance and Tardiness-to-School

#### Attendance and Tardiness in the Elementary Schools

#### Definitions

##### 1. Elementary Student

Any child enrolled in kindergarten through grade five in the Bethel Public Schools.

##### 2. Parent

Any natural or adoptive parent, guardian, or other person having responsibility for a student.

##### 3. Excused Absences

Bethel students receive an excused absence when they are absent from school for the following reasons:

- a. Illness or injury of the student. The school nurse, or his/her designee, will call parents if he/she does not hear from them on the first day of a child's absence. The district reserves the right to require a physician's note or other appropriate certification for absences in excess of five (5) consecutive days or a total of fifteen (15) days in any school year.
- b. Serious illness of a family member which necessitates the absence of the student.
- c. Death in the immediate family.
- d. Religious holiday.
- e. Such other exceptional circumstances as approved by the principal.

##### 4. Unexcused Absences

These absences are those which do not come under any of the definitions of excused absences. *All vacations taken while school is in session are considered unexcused absences.*

##### 5. Truant

Any student who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year is considered truant.

##### 6. Habitual Truant

Any student who has twenty (20) unexcused absences within a school year is considered a habitual truant.

## Students

### Attendance and Tardiness in the Elementary Schools (continued)

#### Attendance Monitoring for the Elementary Schools

1. Parents must notify the elementary school of the absence of their child before the official school start time on the day of child's absence by calling the school attendance line.
2. The school nurse or her designee will contact the parent or guardian regarding a child's absence if the school does not receive parent notification of the absence on the school attendance line before the start of school.
3. For an absence from school to be classified as excused, the principal will require a satisfactory explanation from the parent or guardian.
4. The principal will determine whether absences are excused or unexcused based upon the district's attendance policy.
5. On the fifth consecutive day of a student's absence, the school nurse will call home to verify the medical or other reason(s) for the absence.
6. An **Attendance Alert Letter**, signed by the principal, will be sent to parents notifying them when their child has reached 5, 10, and 15 absences from school, or if the child's record indicates a pattern of tardies-to-school or early dismissals.
7. The principal, the school nurse, and school counselor will comprise the **Attendance Alert Committee** and will meet monthly to monitor attendance, early dismissal requests, and tardies-to-school. They will review all student attendance records carefully in order to do the following:
  - a. identify those students with attendance or tardiness problems, or with excessive requests for early dismissals;
  - b. examine the impact of each student's attendance/tardiness/loss of class time on his/her instructional program and documented achievement;
  - c. develop family intervention strategies for improving attendance on a case-by-case basis;
  - d. develop specific goals and timelines for improving identified students' attendance.
8. If a student's attendance record does not improve after school-family interventions have been implemented, and the student reaches **ten (10) unexcused absences**, some or all of the following may take place:

## Students

### Attendance and Tardiness in the Elementary Schools (continued)

- a. the principal may develop and implement, with assistance from the school social worker or school counselor, an attendance intervention program for the student and parents;
- b. the principal may determine that the student be retained;
- c. the Attendance Alert Committee and the classroom teacher may recommend the student to the Early Intervention Program
- d. the principal may make a referral to Special Education/Related Services where a comprehensive evaluation may be requested at a PPT to determine the nature of the student's attendance problems or eligibility for special education services;
- e. the principal may develop a IDEA Section 504 Plan for the student or, if the student is determined to be eligible for special education services, an Individual Education Program (IEP) may be devised;
- f. the principal may engage the services of Bethel's truancy officer to intervene with the family on behalf of the student's attendance;
- g. the principal may file a written complaint with the CT Superior Court and the Department of Children and Family Services pursuant to Connecticut General Statutes 46b—149 alleging that acts and omissions on the part of the child/parents are such that family has service needs;
- h. if the student is considered truant according to CGS 10—198a, the Superintendent or his/her designee will be notified to coordinate services with and referral of truants and habitual truants to community agencies providing child and family services.

### Attendance and Tardiness in the Middle School

#### Definitions

##### 1. Middle School Student

Any child enrolled in grade 6 through 8 in the Bethel Public Schools.

##### 2. Parent

Any natural or adoptive parent, guardian, or other person having responsibility for a student.

## Students

### Attendance and Tardiness in the Middle School (continued)

#### 3. Excused Absences

Bethel students receive an excused absence when they are absent from school for the following reasons:

- a. Illness or injury of the student. The school nurse, or his/her designee, will call parents if he/she does not hear from them on the first day of a child's absence. The district reserves the right to require a physician's note or other appropriate certification for absences in excess of five (5) consecutive days or a total of fifteen (15) days in any school year.
- b. Serious illness of a family member which necessitates the absence of the student.
- c. Death in the immediate family.
- d. Religious holiday.
- e. Such other exceptional circumstances as approved by the principal.

#### 4. Unexcused Absences

These absences are those which do not come under any of the definitions of excused absences. *All vacations taken while school is in session are considered unexcused absences.*

#### 5. Truant

Any student who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year is considered truant.

#### 6. Habitual Truant

Any student who has twenty (20) unexcused absences within a school year is considered a habitual truant.

## Students

### Attendance and Tardiness in the Middle School (continued)

#### Attendance Monitoring for the Middle School

1. Parents must notify the middle school of the absence of their child before the official school start time on the day of child's absence by calling the school attendance line.
2. The attendance secretary or her designee will contact the parent or guardian regarding a child's absence if the school does not receive parent notification of the absence on the school attendance line before the start of school.
3. For an absence from school to be classified as excused, the principal will require a satisfactory explanation from the parent or guardian.
4. The principal will determine whether absences are excused or unexcused based upon the district's attendance policy.
5. On the fifth consecutive day of a student's absence, the school nurse will call home to verify the medical or other reason(s) for the absence.
6. An **Attendance Alert Letter**, signed by the principal, will be sent to parents notifying them when their child has reached 5, 10, and 15 absences from school, or if the child's record indicates a pattern of tardies-to-school or early dismissals.
7. The principal, assistant principal, social worker, the school nurse, school counselors and attendance secretary will comprise the **Attendance Alert Committee** and will meet monthly to monitor attendance, early dismissal requests, and tardies-to-school. They will review all student attendance records carefully in order to do the following:
  - a. identify those students with attendance or tardiness problems, or with excessive requests for early dismissals;
  - b. examine the impact of each student's attendance/tardiness/loss of class time on his/her instructional program and documented achievement;
  - c. develop family intervention strategies for improving attendance on a case-by-case basis;
  - d. develop specific goals and timelines for improving identified students' attendance.
8. If a student's attendance record does not improve after school-family interventions have been implemented, and the student reaches **ten (10) unexcused absences**, some or all of the following may take place:
  - a. the principal may develop and implement, with assistance from the school social worker or school counselor, an attendance intervention program for the student and parents;

## Students

### Attendance and Tardiness in the Middle School (continued)

- b. the principal may determine that the student be retained;
- c. the Attendance Alert Committee and the classroom teacher may recommend the student to the Early Intervention Program
- d. the principal may make a referral to Special Education/Related Services where a comprehensive evaluation may be requested at a PPT to determine the nature of the student's attendance problems or eligibility for special education services;
- e. the principal may develop a IDEA Section 504 Plan for the student or, if the student is determined to be eligible for special education services, an Individual Education Program (IEP) may be devised;
- f. the principal may engage the services of Bethel's truancy officer to intervene with the family on behalf of the student's attendance;
- g. the principal may file a written complaint with the CT Superior Court and the Department of Children and Family Services pursuant to Connecticut General Statutes 46b—149 alleging that acts and omissions on the part of the child/parents are such that family has service needs;
- h. if the student is considered truant according to CGS 10—198a, the Superintendent or his/her designee will be notified to coordinate services with and referral of truants and habitual truants to community agencies providing child and family services.

### Regulations Governing Attendance at Bethel High School

#### Parent and Student Attendance Responsibilities

Students should *never* be absent from school or late to school without parental knowledge and consent. Bethel High School defines a school absence as missing more than one-half (½) of the school day, and a class absence as missing more than one-half (1/2) of the class period. Parents or guardians of high school students are directly responsible for the following so that the high school can report and verify student absences:

1. to call the Attendance Office by no later than 9:00 AM *each time a student is absent* to explain why that student is not in school;
2. to provide the Attendance Office with *written explanations signed by the parent/guardian* for any tardiness-to-school or early dismissal for any reason, and to obtain authorization (pass) to class after sign-in at the Attendance Office;
3. to check the web-based attendance record regularly in order to monitor student attendance patterns from home;

## Students

### Attendance and Tardiness-to-School - Bethel High School

#### Parent and School Attendance Responsibilities (continued)

4. to provide the high school Attendance Office with current telephone and/or cell phone numbers (or other reliable means of contacting the parent/guardian) during the school day so that student absences can be quickly reported to them.

#### School Attendance Responsibilities

All Bethel High School staff, teachers, and administrators are directly responsible for the following so that student absences and tardiness-to-school can be closely monitored:

##### *Teachers*

1. to review all attendance procedures regularly with each class so that all students will be informed of their attendance responsibilities;
2. to personally take attendance within the first ten minutes of every class period using the electronic attendance reporting system;
3. to make corrections to attendance record-coding as needed;
4. to monitor attendance and tardiness-to-school reports daily for all students;
5. to enforce all attendance policies and procedures consistently;
6. to participate as needed in interventions developed on behalf of students with parents, administrators, and pupil services personnel to improve attendance;
7. to provide make-up work opportunities as deemed appropriate (given reason for absence);
8. to include student attendance and participation as part of the calculation of a student's course grade.

##### *Attendance Office Personnel:*

1. to contact parents/guardians daily regarding any student absences from school which have not been previously reported by them by the 9:00 AM deadline;
2. to accept and file all written notifications from parents/guardians regarding student absences, tardiness-to-school, or early dismissals;
3. to maintain current contact information for parents/guardians;
4. to post electronically an accurate attendance and tardy-to-school list daily to every teacher and administrator.

## Students

### Attendance and Tardiness-to-School - Bethel High School

#### School Attendance Responsibilities (continued)

##### *School Counselors and Pupil Personnel Staff*

1. to meet annually with all English classes to explain the attendance policy and regulations to all students;
2. to contact students proactively who may be at risk for poor attendance/poor punctuality to help them understand and abide by the new attendance policy and procedures;
3. to participate regularly in a meeting with the building administrators to monitor student attendance patterns;
4. to develop, implement, and monitor a series of interventions on behalf of students who have or are developing negative attendance/punctuality patterns.

##### *Administrators*

1. to meet regularly with school counselors and pupil personnel staff to monitor student attendance patterns;
2. to monitor the efficacy of all interventions developed on behalf of students who have or are developing negative attendance/punctuality patterns;
3. to monitor the **Attendance Review Committee**—composed of administrators, teachers, and school counselors—whose responsibilities are to examine any loss of credit as well as to reinstate or deny reinstatement of credit;
4. to monitor the **Attendance Alert System** which informs students and parents when a student’s attendance and/or tardiness-to-school are negatively impacting learning and achievement or when course credit is in danger of being lost;
5. to recognize and reward students who have strong attendance records;
6. to provide training to all staff in attendance policy and procedures, and to monitor staff compliance with the policy;
7. to assist faculty in developing, implementing, and monitoring the impact of including course attendance and class participation as a part of a student’s grade in any class;
8. to invoke the “C” rule for all students participating in school activities and athletic programs, and to monitor the impact of attendance on the implementation of the “C” rule;
9. to confirm that students not present by 8:00 AM are denied participation in any sports, after-school activities, or clubs;
10. to assist the Supervisor of Information Technology in monitoring all technical procedures for the attendance system;
11. to report to the Board of Education regarding student attendance annually.

## Students

### Attendance and Tardiness-to-School - Bethel High School

#### Attendance Alert System—Bethel High School

Parents and students must make every effort to keep school absences to a minimum. *All* absences from school or from classes are tracked using specific codes by the Attendance Alert System. Attendance Alerts are the mechanism for making parents and students aware that course credits may be in jeopardy due to poor attendance.

For all courses, Attendance Alerts will be issued after five (5), eight (8), and ten (10) absences. Loss of credit will occur after ten (10) absences. In order to get course credit back, students will have to make an appeal to the Attendance Review Committee.

The following absences have special attendance codes and do not count toward the Attendance Alert System or toward loss of credit. Only the principal or his/her designee can approve any exceptions to this list:

1. Field Trips (maximum of 3 field trips per semester);
2. Office Appointments (pass is needed);
3. Guidance Appointments (pass is needed);
4. Nurses' Office (pass is needed);
5. Special meetings, assemblies, sports, or school activities and related travel;
6. In-School Suspension;
7. Out-of-School Suspension.

The following absences also have special attendance codes and they do count toward the **Attendance Alert System** or toward possible loss of credit. Only the principal or his/her designee can approve any exceptions to this list:

1. Absences for any reason other than those listed above;
2. Early dismissal (if more than half the class period is missed);
3. Class Cut.

#### Attendance Intervention Schedule

In addition or in lieu of the interventions listed on the chart below, the following may also occur:

1. PPS/Building Administrative Team meet on a regular basis to address student attendance;
2. Any case involving attendance may be brought to the PPS/Building Administrative Team meeting at any point, if deemed necessary;
3. An attendance meeting may be called at any point by the School Counselor.

## Students

### Attendance and Tardiness-to-School - Bethel High School

#### Attendance Intervention Schedule (continued)

<i># of Absences</i>	<i>Persons Responsible for Taking Action</i>	<i>Actions to Be Taken</i>
#1	<ul style="list-style-type: none"> <li>Attendance Office Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> </ul>
#2	<ul style="list-style-type: none"> <li>Attendance Office Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> </ul>
#3	<ul style="list-style-type: none"> <li>Classroom Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student conference about absence and any consequences</li> <li>Teacher documents parent/guardian contact</li> </ul>
#4	<ul style="list-style-type: none"> <li>Attendance Office Personnel</li> <li>School Counselor</li> <li>School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Office generates <b>Attendance Alert Warning</b> Letter</li> <li>School Counselor meets with student and parent/guardian</li> <li>School Nurse notifies School Counselor if a medical issues are contributing factors</li> </ul>
#5	<ul style="list-style-type: none"> <li>PPS/Administrative Team</li> <li>Administrator</li> </ul>	<ul style="list-style-type: none"> <li>PPS/Administrative Team reviews case to develop intervention plan</li> <li>Administrator meets with student</li> </ul>
#6	<ul style="list-style-type: none"> <li>PPS/Administrative Team</li> <li>School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>PPS/Administrative Team reviews/revises intervention plan</li> <li>School Counselor meets with student</li> </ul>
#7	<ul style="list-style-type: none"> <li>School Counselor</li> <li>Administrator</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor and Administrator meet with student and parents/guardians</li> </ul>
#8	<ul style="list-style-type: none"> <li>Attendance Office Personnel</li> <li>PPS/Administrative Team</li> </ul>	<ul style="list-style-type: none"> <li><b>Loss of Credit</b> letter is sent home to parent/guardian and student</li> <li>If lost credit is restored at the end of semester, PPS/Administrative Team will notify parent/guardian, student, and teachers</li> </ul>

(cf. 6154 - Homework)

Legal Reference: Connecticut General Statutes  
 10-184 Duties of parents.  
 10-198a Policies and procedures concerning truants.  
 46b-149 Family with service needs.  
 PA 95-182 An Act Concerning the Reduction of Education Mandates  
 PA 95-304 An Act Concerning School Safety

Regulation approved: September 28, 199  
 Regulation revised: 9/7/93, 4/4/94, 9/18/95, 8/25/05  
 Regulation Revised: 6/8/06, 2/8/2007, 5/10/07

5113R-P&P5-0

**BETHEL PUBLIC SCHOOLS**  
**Bethel, Connecticut**

## **Students**

### **Promotion/Acceleration/Retention**

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated achievement of curriculum expectations and attendance requirements. Any necessary retention should take place as early in a student's education as possible.

Neither retention, nor social promotion, is considered an adequate response to student underachievement. Neither requires change in pedagogy, content or curriculum. The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Progress toward high school graduation shall be based on the student's ability to pass the required subjects and electives necessary to earn the required number of credits necessary for graduation. The student must also satisfactorily demonstrate the district's performance standards.

When high academic achievement is evident, the Principal(s) may approve a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Schools shall identify students in danger of failing and being at risk for retention. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance. Opportunities shall be provided for supplemental and remedial instruction to assist the student in overcoming his/her academic deficiencies.

## Students

### Promotion/Acceleration/Retention (continued)

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision-making process. Parents will be notified as early as possible that retention is being considered. The Principal shall be responsible for making the final decision as to retention, acceleration, and grade assignment.

(cf. 5124 - Reporting to Parents)

(cf. 6146 - Graduation Requirements)

(cf. 6146.1 - Grading System)

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules.

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. (as amended by PA 01-173)

10-2651 Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required: exemption (as amended by PA 99-288 & PA 01-173).

Policy adopted: September 8, 1992

Policy Revised: August 21, 2000

Policy Revised: October 4, 2001

Policy Revised: 6/7/2007

**Bethel Public Schools**  
**Bethel, CT**

## **Students**

### **Promotion/Acceleration/Retention**

#### **Grades K-5**

In general, children shall be placed at the grade level to which they are best prepared academically, socially and emotionally. The education program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. Acceleration may be considered for the exceptional child who is academically, socially, and emotionally capable of being advanced.

Some children, however, may benefit from remaining another year in the same grade. Retention may be considered when the action is deemed to have a reasonable chance of benefiting the child. However, no student will be retained more than once in a given grade.

Whenever retention is being considered, the teacher shall initially confer with the principal, parent, and child study team to discuss specific areas of concern and to develop an intervention plan. The parents shall then be invited to a meeting with the teacher, principal, and other staff members no later than June 1, for an updated discussion of the child's response to the intervention plan. This discussion shall consist of an explanation to the parent of their child's current academic standing in relationship to program objectives and individual ability. The final decision regarding retention shall be made by the school principal, in consultation with the classroom teacher, child study team and parents.

#### **Guidelines for K-5 Promotion/Retention**

Suggested guidelines have been prepared to provide an agenda for shaping the discussion for staff in the Bethel Public Schools regarding the efficacy of student retention. There is no definitive formula or point system designed to make these decisions easier. However, the considerations listed should be reviewed in making retention decisions.

#### **Grades 6-8**

Coursework at the middle school is important in that it lays the foundation for fundamental skills essential to later academic and career success. To this end, a student matriculating successfully will be required to earn academic credits for promotion to the next grade and/or to be eligible to enroll in Bethel High School.

Middle school core subjects are: reading, writing, math, science, and social studies. A student will be enrolled in one of each such class each year to earn one unit of credit in each subject. Additionally, students will take unified arts courses, physical education, music, health, and/or a world language during the middle school career. Credit is earned in these courses as well:

For promotion from 6<sup>th</sup> grade to 7<sup>th</sup> grade – 6 credits must be earned during the 6<sup>th</sup> grade year, with at least 4 of these being in the core.

For promotion from 7<sup>th</sup> grade to 8<sup>th</sup> grade – 7 credits must be earned during the 7<sup>th</sup> grade year, with at least 4 of these being in the core.

For promotion from 8<sup>th</sup> grade to 9<sup>th</sup> grade – 7 credits must be earned during the 8<sup>th</sup> grade year, with at least 4 of these being in the core.

**Students**

**Promotion/Acceleration/Retention**

**Grades 6-8 (continued)**

Should a student fail to achieve sufficient credit to earn promotion, credits are to be made up by attendance in summer school, an after-school remediation program, or other remediation as determined by the principal.

Minimum requirements for official middle school class ranking and promotion are:

Grade 7 Standing	6 credits passed (4 in core)
Grade 8 Standing	13 total credits passed (8 total core passed)
Admission to BHS	20 total credits passed (12 total core passed)

**Grades 9-12**

In general, class placement is based on the number of credits earned in the previous years. Minimum requirements for official high school class standing and promotion are:

Sophomore Standing	6 credits
Junior Standing	12 credits
Senior Standing	18 credits
Graduation	24 credits

Regulation approved:  
Regulation revised:

August 21, 2000  
June 7, 2007

**BETHEL PUBLIC SCHOOLS**  
**Bethel, CT**

## **CERTIFIED STAFF RESIGNATIONS**

**2012-2013 SCHOOL YEAR**

<b>NAME</b>	<b>RESIGNATION DATE</b>	<b>HIRE DATE</b>	<b>REASON</b>	<b>LOCATION</b>	<b>ASSIGNMENT</b>
Jan Maria Jagush	4/1/2013	7/31/1981	Retiring	Middle School	Computer Teacher
Board Meeting:	March 21,2013				

# **BETHEL BOARD OF EDUCATION**

## **Briefing Summary**

**Date of Briefing to the Board:** March 21, 2013

**Presenter(s):** Theresa D. Yonsky

**Topic:** Confirmation of signers on Wells Fargo BOE bank accounts

**Importance of this topic to the Board:** Important

**Key Points of the Briefing:** Currently we are in one type of bank account with Wells Fargo that is incurring fees. We would like to change the account type and avoid fees on the Scholarship account #2000012284278. The bank requires an updated motion from the BOE to make this change.

**Action Requested of the Board of Education: Following Motion:**

**The Bethel Board of Education confirms the authorization of Dr. Kevin Smith, Superintendent of Schools & Theresa D. Yonsky, Director of Fiscal Services as signers on Wells Fargo bank account #2000012284278 and further authorizes Theresa D. Yonsky to change the account type with Wells Fargo Bank. The Board of Education authorizes Theresa D. Yonsky to discuss and transact business with Wells Fargo bank on behalf of the Bethel Board of Education with any Board of Education accounts held there.**