

Bethel Board of Education Regular Meeting

Thursday, May 16, 2013 7:00 PM

Board of Education Conf. Room E, 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. Board Recognition/A Salute to Excellence

2.A. CABE Leadership Awards

3. Approval of Minutes

3.A. Minutes - April 25, 2013

4. Correspondence

5. Audience Participation

6. Administrative/Board Member Update

6.A. Comprehensive Enrollment Analysis

Speaker(s) : Rebecca Augur, AICP, Senior Planner, Milone & MacBroom

7. Reports to the Board

7.A. Policy

7.A.1. First Reading

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

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

7.A.2. Second Reading

7.A.2.a. Policy/Regulation 5113 - Attendance

7.B. Personnel

7.B.1. Resignations/Appointments

7.B.2. Teachers Being Granted Tenure

8. Executive Session - CT General Statutes 1-200 (6) (A)

8.A. Superintendent's Evaluation

9. Adjourn



Bethel Middle School

600 Whittlesey Drive
Bethel, Connecticut 06801-1594
Tel: (203) 794-8670 Fax: (203) 830-7318

Derek D. Muharem
Principal

Pamela Chapman
Assistant Principal

Bryan Watson
Assistant Principal

May 15, 2013

Mr. Philip M. Cioppa
27 Crows Nest Lane #13-D
Danbury, CT 06810

Dear Mr. Cioppa:

On behalf of the staff and faculty at Bethel Middle School, I would like to take this opportunity to extend our most sincere gratitude to you for your contribution of \$350.00 to help sponsor a BMS student for Nature's Classroom this year.

We appreciate your generosity and your support of our students and school.

Sincerely,

Derek D. Muharem
Principal

Tentative minutes of the Bethel Board of Education Finance Subcommittee Meeting held on April 25, 2013, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky

L. Craybas, Chairman, called the meeting to order at 6:15 PM.

Board Members Present: Attendance Taken at 6:15 PM:

Present Board Members:

Mr. Stuart Carlsen

Mr. Scott Clayton

Mr. Larry Craybas

Absent Board Members:

Mrs. Kristen Lacey

Mr. Ted Stevenson

1. Budget Transfers

Discussion:

- a.) Transfers from various other accounts to enhance security, 12,000
- b.) Transfers from transportation SPED to procure a new van (used for interoffice mail, packages) - safety issue.

2. Other

Discussion:

82,000 will be secured from other accounts to provide iPads for every senior in high school to enable their participation in Digital English course.

3. Audience Participation

Discussion:

None.

Meeting adjourned at 6:55 p.m.

Respectfully submitted,

S. Carlsen, Recorder

Tentative minutes of the Bethel Board of Education Regular Meeting held on April 25, 2013, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, G. Lawlor, K. Brooks, P. Chapman

L. Craybas, Chairman, called the meeting to order at 7:00 PM.

Board Members Present: Attendance Taken at 7:00 PM:

Present Board Members:

Mr. Stuart Carlsen

Mr. Scott Clayton

Mr. Larry Craybas

Mr. William Duff

Mrs. Kristen Lacey

Mrs. Melanie O'Brien

Mrs. Robin Renner

Mr. Ted Stevenson

Mr. Bryan Terzian

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Approval of Minutes

2.A. March 21, 2013 - Regular Meeting

Motion Passed: Move to approve the minutes of March 21, 2013. Passed with a motion by Mr. Larry Craybas 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	Abstain
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

2.B. April 4, 2013 - Special Meeting

Motion Passed: Move to approve the minutes of April 4, 2013 - Special Meeting. 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	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

3. Board Recognition/A Salute to Excellence

Discussion:

Bethel High School Junior Romana Pilepich's piece, "The Middle," has been selected as a winning entry for the 25th Anniversary issue of Connecticut Student Writers (CSW) magazine. Her work has been chosen from the more than eleven-hundred entries from across the state. Romana has also been invited to read at the event honoring selected students.

Connecticut Student Writers is a statewide magazine established in 1988 and published by the Connecticut Writing Project (CWP) at Storrs to recognize excellence in student writing from grades Kindergarten to 12.

4. Correspondence

Discussion:

Letter from Newtown Public Schools to Bethel Middle School Students, Staff, and the Bethel Community, thanking everyone for making and selling ribbons in support of Newtown Public Schools and the donation of \$10,000, kind thoughts, and support.

5. Audience Participation

Discussion:

None.

6. Administrative/Board Member Update

6.A. BEA Stuff a Bus Food Drive Report

Discussion:

Irene Drake, BEA Rep. informed the Board the BEA Food Drive was also expanded to two days of collection at the Big Y in Bethel. They filled 110 large boxes of food and were able to feed 85 families over the Easter weekend. Mrs. Drake thanked the Board, staff, students, and First Student Bus Co. for helping to make the food drive a success.

6.B. Administrator Evaluation Plan

Discussion:

Dr. Jordan presented the Administrative Evaluation Plan to the Board. She invited the Board to a breakfast reception on May 23, 2013 at 9 AM. Dr. Charlotte Danielson and several of her trainers will be in the district working with 24 teachers and 12 administrators. They will be looking at what's happening that is Common Core related. They will be looking for evidence that students are reading, speaking, listening, in ways the CCSS are asking.

Dr. Jordan informed the Board she has received some of the parent survey information today. Parents overall satisfaction with the elementary schools is 90% and 86% for our secondary schools.

7. Reports to the Board

7.A. Finance

7.A.1. Budget Transfers

Motion Passed: Move that the Board of Education approve the budget transfers for the period of January 1st to March 31st of fiscal 2012-2-13 as presented by the Director of Fiscal Services. Passed with a motion by Mr. Stuart Carlsen 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	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

8. Action Items

8.A. 2013-2014 School Calendar - Approval

Motion Passed: Move to approve the 2013-2014 School Calendar. 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	Yes
Mr. Ted Stevenson	Yes

Mr. Bryan Terzian	Yes
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8.B. 2014-2015 School Calendar - Acceptance

Motion Passed: Move to accept the 2014-2015 School Calendar. Passed with a motion by Mrs. Melanie O'Brien 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	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

9. Executive Session

9.A. Personnel 1-210 (b) (2) of the Connecticut General Statutes

Motion Passed: Move to enter into Executive Session at 8:10 PM. Passed with a motion by Mrs. Melanie O'Brien 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	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to come out of Executive Session at 8:15 PM. 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	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to accept four (4) short-term contract non-renewals. Passed with a motion by Mr. Larry Craybas 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	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

10. Adjourn

Motion Passed: Move to adjourn at 8:16 PM. 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	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Respectfully submitted,
Susan Pare
Board Recorder



Bethel Public Schools

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The Honorable Dannel Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

May 9, 2013

Dear Governor Malloy

Last year, Connecticut's legislative body adopted sweeping educational reforms with the laudable goal of raising achievement for all students in the state of Connecticut therein raising the competitiveness of our graduates as they entered the state's workforce or as they pursued the demands of continuing their education in college. There was unanimous agreement in both political parties and legislative houses that Connecticut had no other feasible alternative to educational reform given the increased demands of a global, knowledge-based economy.

The Appropriations Committee's current budget proposal contradicts that goal and cannot be allowed to stand unchallenged. The elimination of the \$25,784,748 public school transportation grant and the \$3,595,500 non-public school transportation grant further shifts the burden of paying for public education to local property owners and exacerbates the gap between the "haves" and the "have nots." Small towns and cities across Connecticut cannot absorb this additional expense and weather the deleterious effect it will have on property taxes. Flat funding of ECS and the under-funding of Special Education Excess Cost concomitant with the negative impact of these new unfunded mandates will result in a scenario wherein schools and districts are forced to make totally inappropriate choices like delaying the enhancement of security measures and/or not fully supporting common core standards implementation. We simply cannot "do more with less." We have been asked to do this repeatedly and can no longer carry the dual burden of educating our children with 21st century competitive skills while absorbing educational support costs that are frankly the state's responsibility. If Connecticut seriously intends to regain its ranking as of one of the nation's most progressive states, quality education in every community across the state must be properly funded and that funding sustained.

The state legislature needs to honor its commitment to Connecticut's children by providing funding that will allow our children to receive the world class education they deserve and enable our schools to regain the competitive edge you desire.

Sincerely,


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


Matthew Knickerbocker
First Selectman


Larry Craybas
Chairman, Board of Education

"Our Primary Purpose is to Improve Student Achievement."



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Senator Martin M. Looney
Legislative Office Building
Room 3300
Hartford, CT 06106-1591

May 13, 2013

Dear Senator Looney:

Last year, Connecticut's legislative body adopted sweeping educational reforms with the laudable goal of raising achievement for all students in the state of Connecticut therein raising the competitiveness of our graduates as they entered the state's workforce or as they pursued the demands of continuing their education in college. There was unanimous agreement in both political parties and legislative houses that Connecticut had no other feasible alternative to educational reform given the increased demands of a global, knowledge-based economy.

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Senator Toni Harp
Legislative Office Building
Room 2700
Hartford, CT 06106-1591

May 13, 2013

Dear Senator Harp:

Last year, Connecticut's legislative body adopted sweeping educational reforms with the laudable goal of raising achievement for all students in the state of Connecticut therein raising the competitiveness of our graduates as they entered the state's workforce or as they pursued the demands of continuing their education in college. There was unanimous agreement in both political parties and legislative houses that Connecticut had no other feasible alternative to educational reform given the increased demands of a global, knowledge-based economy.

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April 29, 2013

State Representative Dan Carter
Legislative Office Building, Room 4200
Hartford, CT 06106-1591

Dear Representative Carter,

Section 84-85 of SB1160 AAC Gun Violence Prevention and Children's Safety calls for the creation of a competitive grant program to provide reimbursement to schools and districts that upgrade their security infrastructure. The competitive nature of the grant design is a concern to us because it could mean smaller, non inner-city districts may lose out to larger inner-city districts that have the grant writing expertise and often perceived greater safety needs when award considerations are made. Safety and security concerns are universal; there should never be winners and losers. Our belief is we need to ensure best safety practices for all children.

Our second concern relates to the relatively small pot of money available given the number of schools in the state. We believe, given the additional ECS Grant dollars already earmarked for larger urban districts, that incremental safety enhancements in these schools can be funded from the millions of additional ECS dollars they have been allocated. Priority must be given to districts like Bethel when grants are awarded from this \$15,000,000 fund. Secure buildings and safe learning environments are no less important to us but are certainly less immediately attainable if we have to rely on property taxes to cover the expense. Aging communities lacking the tax revenue opportunities readily available in cities like Hartford, Waterbury, Bridgeport, and New Haven, and in wealthier communities like Ridgefield, Stamford, and Greenwich, should not be relegated to a "have and have not" grouping when it comes to safety and security enhancements.

"Our Primary Purpose is to Improve Student Achievement."

After December 14th, Bethel Public Schools took a number of proactive steps to improve the safety and security of our children and staff. We implemented a budget freeze to reallocate resources to immediate security needs and took advantage of a substantial private donation to meet some of our short term goals. I believe we have plugged the holes and have made very strong headway in redesigning our safety plans, using a NIMS compliant, all-hazards perspective. We require more in the way of financial support to ensure that we have taken all the steps necessary to ensure our school buildings are as safe and secure as possible.

In the development of our grant proposal, I would like your support and advocacy. Bethel needs these funds to accomplish our objectives.

Sincerely,



Lawrence Craybas
Chairman, Bethel Board of Education



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



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April 29, 2013

State Representative David Scribner
PO Box 592
Brookfield, CT 06804

Dear Representative Scribner,

Section 84-85 of SB1160 AAC Gun Violence Prevention and Children's Safety calls for the creation of a competitive grant program to provide reimbursement to schools and districts that upgrade their security infrastructure. The competitive nature of the grant design is a concern to us because it could mean smaller, non inner-city districts may lose out to larger inner-city districts that have the grant writing expertise and often perceived greater safety needs when award considerations are made. Safety and security concerns are universal; there should never be winners and losers. Our belief is we need to ensure best safety practices for all children.

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In the development of our grant proposal, I would like your support and advocacy. Bethel needs these funds to accomplish our objectives.

Sincerely,



Lawrence Graybas
Chairman, Bethel Board of Education



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State Representative Joe Aresimowicz
Legislative Office Building
Room 4110
Hartford, CT 06106-1591

May 13, 2013

Dear Representative Aresimowicz:

Last year, Connecticut's legislative body adopted sweeping educational reforms with the laudable goal of raising achievement for all students in the state of Connecticut therein raising the competitiveness of our graduates as they entered the state's workforce or as they pursued the demands of continuing their education in college. There was unanimous agreement in both political parties and legislative houses that Connecticut had no other feasible alternative to educational reform given the increased demands of a global, knowledge-based economy.

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State Representative Toni Walker
Legislative Office Building
Room 2702
Hartford, CT 06106-1591

May 13, 2013

Dear Representative Walker:

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(203) 794-8601

Janice M. Jordan, Ph.D.
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Theresa D. Yonsky
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Supervisor
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(203) 794-8755

Daniel DeBlois
Supervisor
Information Technologies
(203) 794-8071

Robert Germinaro
Supervisor
Facility Operations
(203) 794-8609

April 29, 2013

State Senator Michael McLachlan
Senate Republican Office
LOB Room 3400
Hartford CT, 06106

Dear Senator McLachlan,

Section 84-85 of SB1160 AAC Gun Violence Prevention and Children's Safety calls for the creation of a competitive grant program to provide reimbursement to schools and districts that upgrade their security infrastructure. The competitive nature of the grant design is a concern to us because it could mean smaller, non inner-city districts may lose out to larger inner-city districts that have the grant writing expertise and often perceived greater safety needs when award considerations are made. Safety and security concerns are universal; there should never be winners and losers. Our belief is we need to ensure best safety practices for all children.

Our second concern relates to the relatively small pot of money available given the number of schools in the state. We believe, given the additional ECS Grant dollars already earmarked for larger urban districts, that incremental safety enhancements in these schools can be funded from the millions of additional ECS dollars they have been allocated. Priority must be given to districts like Bethel when grants are awarded from this \$15,000,000 fund. Secure buildings and safe learning environments are no less important to us but are certainly less immediately attainable if we have to rely on property taxes to cover the expense. Aging communities lacking the tax revenue opportunities readily available in cities like Hartford, Waterbury, Bridgeport, and New Haven, and in wealthier communities like Ridgefield, Stamford, and Greenwich, should not be relegated to a "have and have not" grouping when it comes to safety and security enhancements.

"Our Primary Purpose is to Improve Student Achievement."

After December 14th, Bethel Public Schools took a number of proactive steps to improve the safety and security of our children and staff. We implemented a budget freeze to reallocate resources to immediate security needs and took advantage of a substantial private donation to meet some of our short term goals. I believe we have plugged the holes and have made very strong headway in redesigning our safety plans, using a NIMS compliant, all-hazards perspective. We require more in the way of financial support to ensure that we have taken all the steps necessary to ensure our school buildings are as safe and secure as possible.

In the development of our grant proposal, I would like your support and advocacy. Bethel needs these funds to accomplish our objectives.

Sincerely,



Lawrence Graybas
Chairman, Bethel Board of Education



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



Bethel Public Schools

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

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April 29, 2013

State Senator Toni Boucher
5 Wicks End Lane
Wilton, CT 06897

Dear Senator Boucher,

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Sincerely,



Lawrence Craybas
Chairman, Bethel Board of Education



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



Comprehensive School Enrollment Study

Enrollment Analysis

February 2013





Introduction

Demographics

- ✓ Population
- ✓ School-Aged Population
- ✓ Household Sizes
- ✓ Live Births



Housing

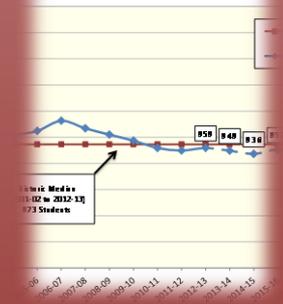
- ✓ Change in Number of Units
- ✓ Development Potential
- ✓ Projected Growth



Enrollment Patterns and Projections

- ✓ Enrollment Trends
- ✓ By Grade

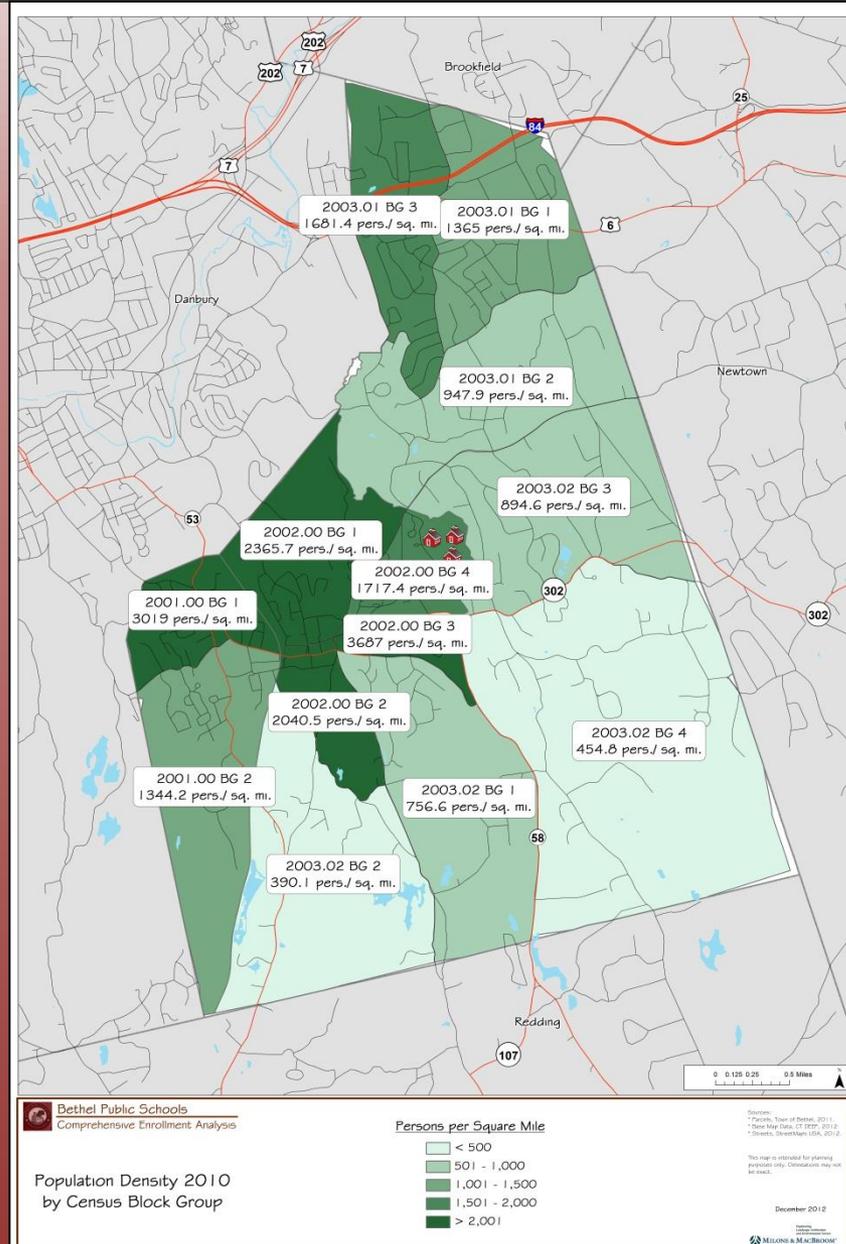
Enrollment Projections
Bethel Public Schools, 9th - 12th Grades
2001-02 to 2012-13





Population Density

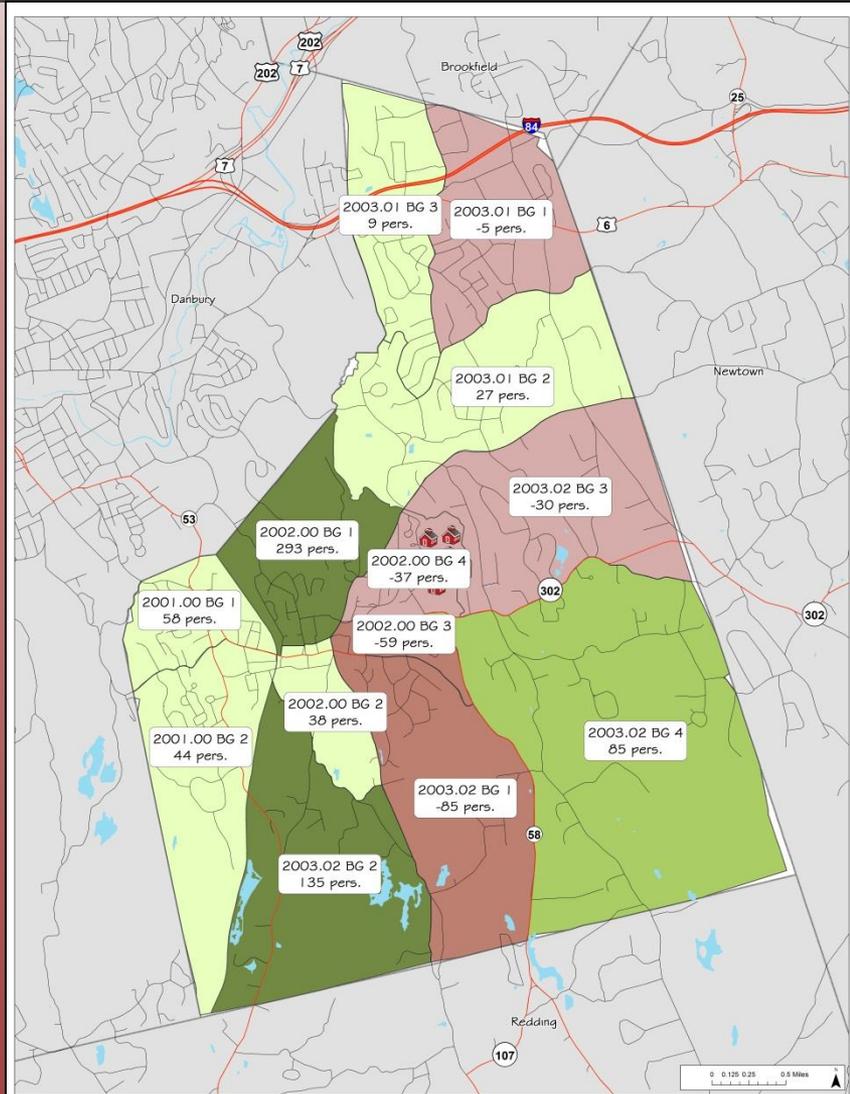
Densest
Neighborhoods
Around Bethel
Center and Off
Route 6





Total Population Change

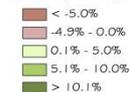
	Total Population		
	2000	2010	Change
Tract 2001.00 BG 1	1,693	1,751	3.4%
Tract 2001.00 BG 2	1,811	1,855	2.4%
Tract 2002.00 BG 1	2,120	2,413	13.8%
Tract 2002.00 BG 2	819	857	4.6%
Tract 2002.00 BG 3	907	848	-6.5%
Tract 2002.00 BG 4	827	790	-4.5%
Tract 2003.01 BG 1	1,643	1,638	-0.3%
Tract 2003.01 BG 2	1,556	1,583	1.7%
Tract 2003.01 BG 3	1,622	1,631	0.6%
Tract 2003.02 BG 1	1,341	1,256	-6.3%
Tract 2003.02 BG 2	614	749	22.0%
Tract 2003.02 BG 3	1,524	1,494	-2.0%
Tract 2003.02 BG 4	1,634	1,719	5.2%
TOTAL:	18,111	18,584	2.6%



Bethel Public Schools
Comprehensive Enrollment Analysis

Total Population Change
2000 to 2010
by Census Block Group

Percentage Change



Source:
* Puerto Rico of Census, 2011
* Data Key Data, CI EDU, 2012
* District, StreetMap USA, 2012

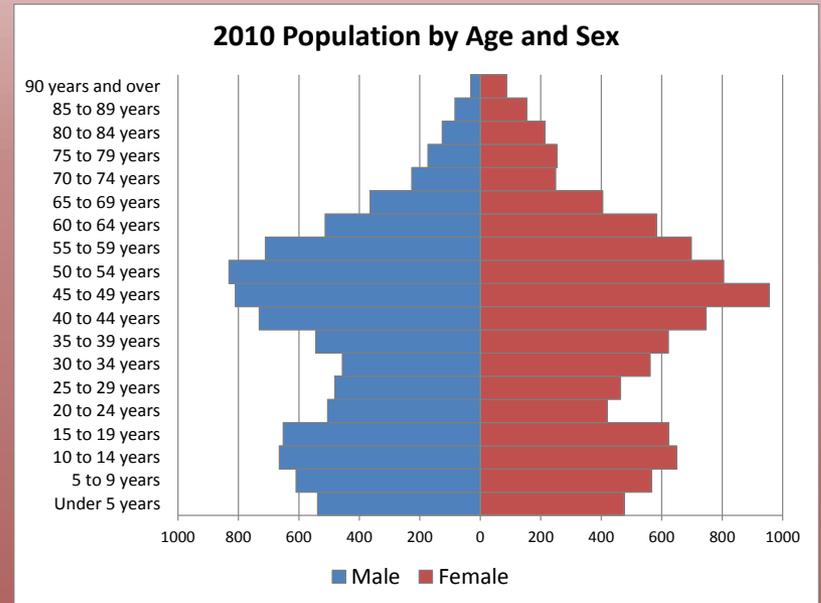
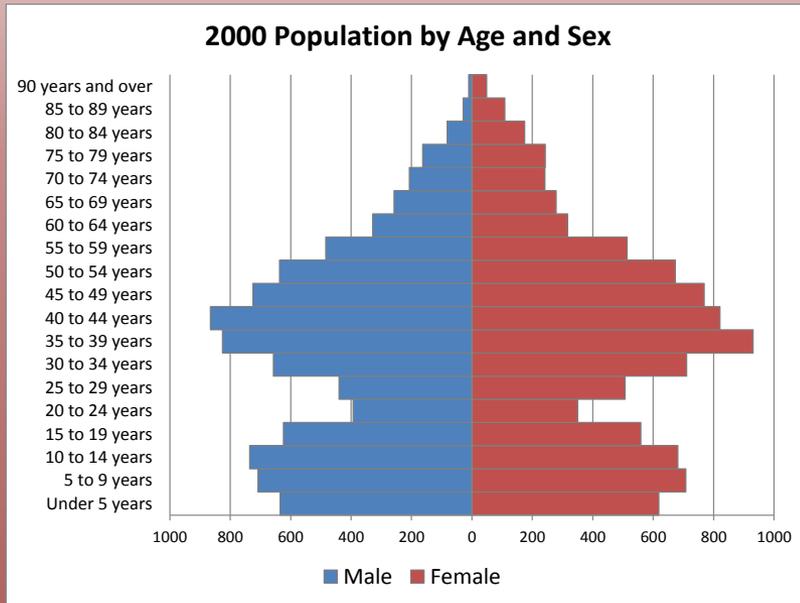
This map is intended for planning purposes only. Citations may not be exact.

December 2012





Population Components



Decrease in Younger Age Groups

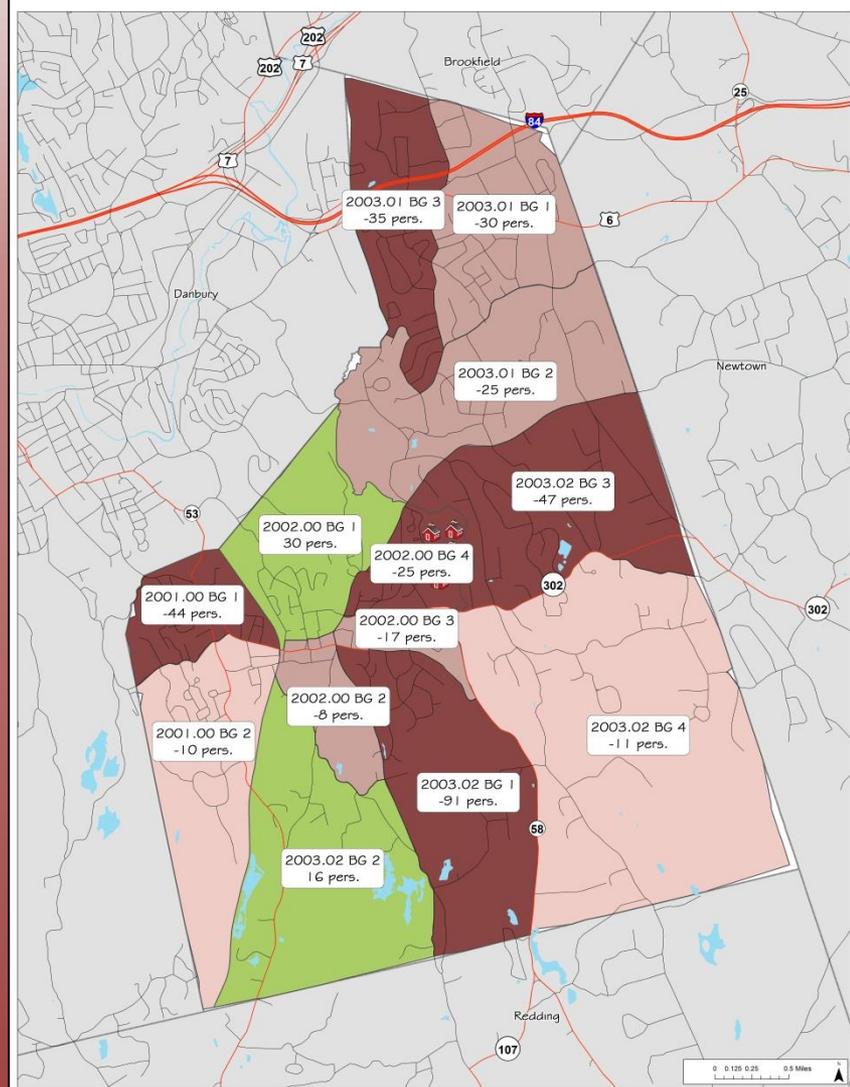


Aging of Population Bubble



School Age (5-18) Population Change

	School-Age Population (Ages 5-18)		
	2000	2010	Change
Tract 2001.00 BG 1	354	310	-12.4%
Tract 2001.00 BG 2	365	355	-2.7%
Tract 2002.00 BG 1	404	434	7.4%
Tract 2002.00 BG 2	130	122	-6.2%
Tract 2002.00 BG 3	180	163	-9.4%
Tract 2002.00 BG 4	150	125	-16.7%
Tract 2003.01 BG 1	386	356	-7.8%
Tract 2003.01 BG 2	369	344	-6.8%
Tract 2003.01 BG 3	323	288	-10.8%
Tract 2003.02 BG 1	322	231	-28.3%
Tract 2003.02 BG 2	128	144	12.5%
Tract 2003.02 BG 3	362	315	-13.0%
Tract 2003.02 BG 4	402	391	-2.7%
TOTAL:	3,875	3,578	-7.7%



Bethel Public Schools
Comprehensive Enrollment Analysis

Change in School Age
Population (Ages 5 - 18)
2000 to 2010
by Census Block Group

Percentage Change

- < -10.0%
- 9.9% - -5.0%
- 4.9% - 0.0%
- 0.1% - 5.0%
- > 5.1%

Source:
* Census, Total of Bethel, 2011
* State Map Data, 2010
* Streets, StreetMaps USA, 2012

This map is intended for planning
purposes only. Calculations may not
be exact.

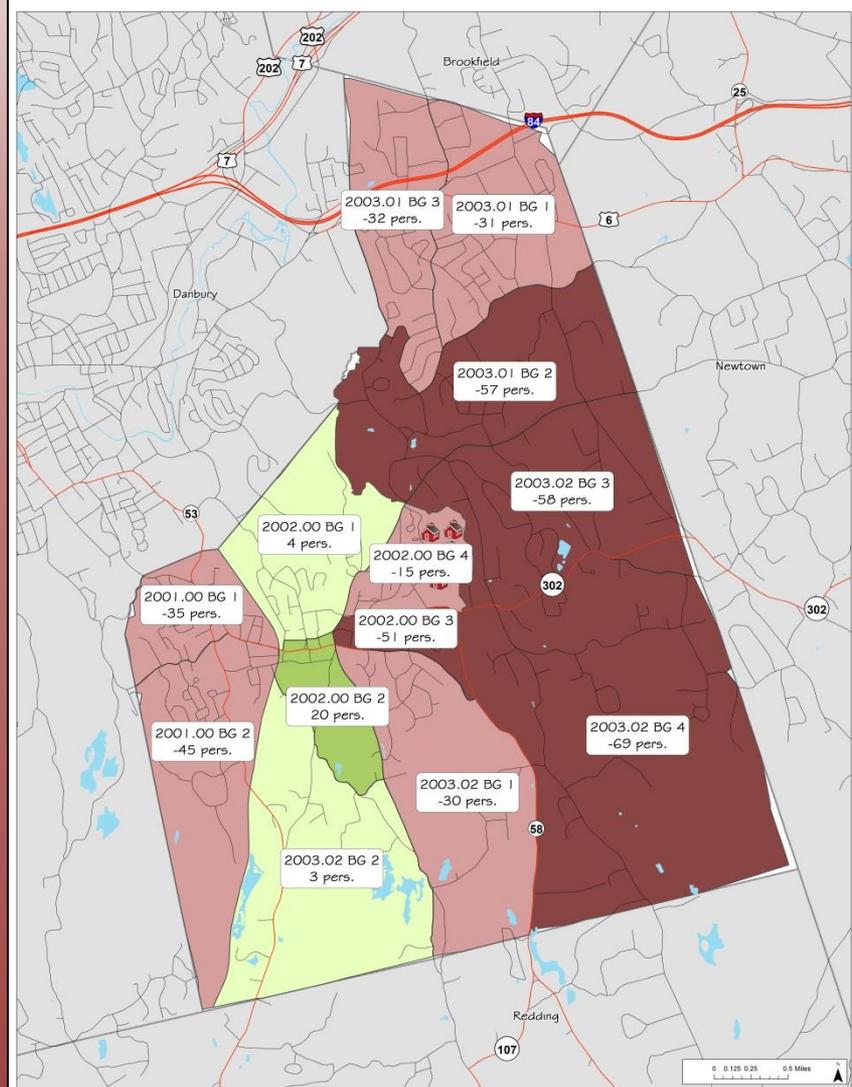
December 2012

Milone & MacBroom



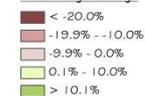
Females of Child-Bearing Age (18-39)

	Females of Child-Bearing Age (Ages 18-39)		
	2000	2010	Change
Tract 2001.00 BG 1	269	234	-13.0%
Tract 2001.00 BG 2	326	281	-13.8%
Tract 2002.00 BG 1	347	351	1.2%
Tract 2002.00 BG 2	142	162	14.1%
Tract 2002.00 BG 3	162	111	-31.5%
Tract 2002.00 BG 4	119	104	-12.6%
Tract 2003.01 BG 1	214	183	-14.5%
Tract 2003.01 BG 2	206	149	-27.7%
Tract 2003.01 BG 3	208	176	-15.4%
Tract 2003.02 BG 1	166	136	-18.1%
Tract 2003.02 BG 2	88	91	3.4%
Tract 2003.02 BG 3	200	142	-29.0%
Tract 2003.02 BG 4	205	136	-33.7%
TOTAL:	2,652	2,256	-14.9%



Bethel Public Schools
Comprehensive Enrollment Analysis

Percentage Change



Change in Females of Child-Bearing Age (Ages 18-39) 2000 to 2010 by Census Block Group

Source:
* Puerto Rico of Bethel, 2011
* State Map Data, CT ES&S, 2012
* District, StreetMap USA, 2012

This map is intended for planning purposes only. Data sources may not be exact.

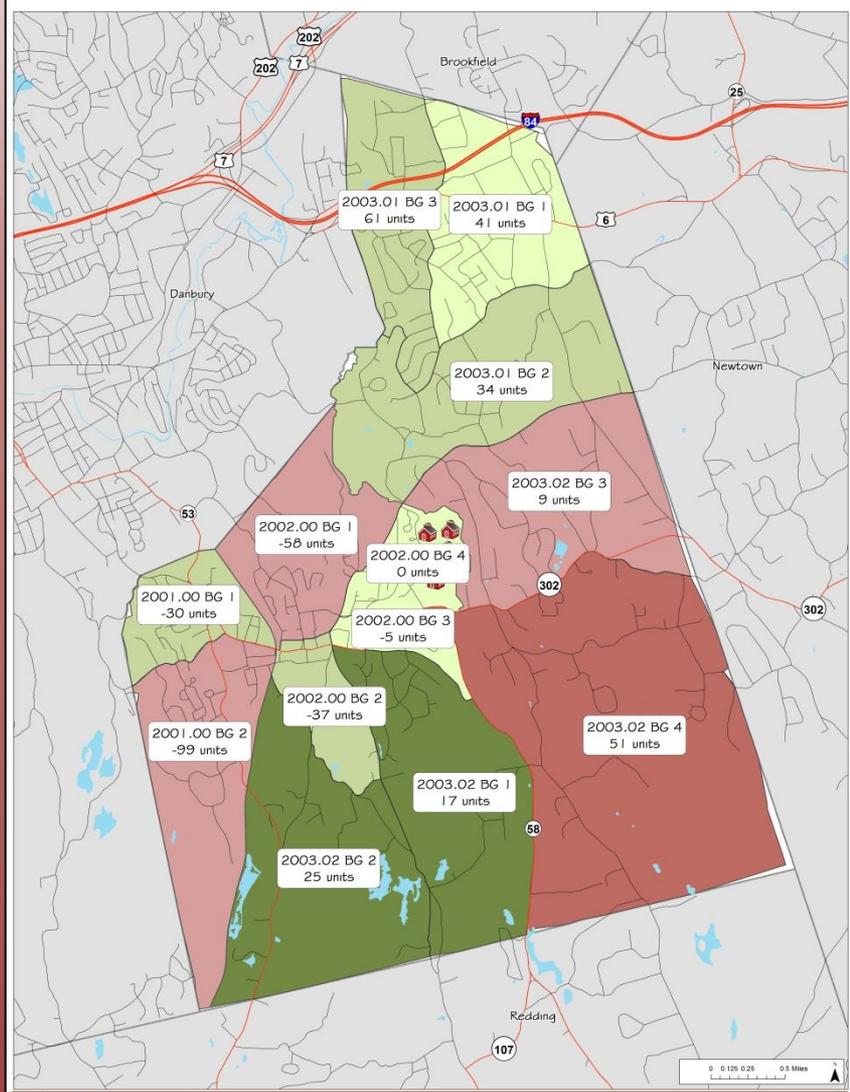
December 2012

Milone & MacBroom



Change in Average Household Size

	Average Household Size		
	2000	2010	Change
Tract 2001.00 BG 1	2.7	2.6	-5.5%
Tract 2001.00 BG 2	2.6	2.6	0.8%
Tract 2002.00 BG 1	2.3	2.3	0.9%
Tract 2002.00 BG 2	2.1	1.9	-8.5%
Tract 2002.00 BG 3	2.7	2.6	-3.0%
Tract 2002.00 BG 4	2.3	2.3	-1.3%
Tract 2003.01 BG 1	3.1	3.0	-1.0%
Tract 2003.01 BG 2	3.2	3.0	-6.9%
Tract 2003.01 BG 3	3.1	2.8	-9.1%
Tract 2003.02 BG 1	3.1	2.7	-12.1%
Tract 2003.02 BG 2	3.1	2.8	-10.2%
Tract 2003.02 BG 3	2.9	3.0	1.7%
Tract 2003.02 BG 4	2.8	3.0	5.7%
Town-Wide Avg.	2.8	2.7	-4.0%



Bethel Public Schools
Comprehensive Enrollment Analysis

Change in Average Household Size 2000 to 2010 by Census Block Group

Percentage Change

- < -5.0%
- 4.9% - 0.0%
- 0.1% - 5.0%
- 5.1% - 10.0%
- > 10.1%

Source:
* People, State of Bethel, 2011
* People, New York City, 2010
* Streets, StreetMap USA, 2012

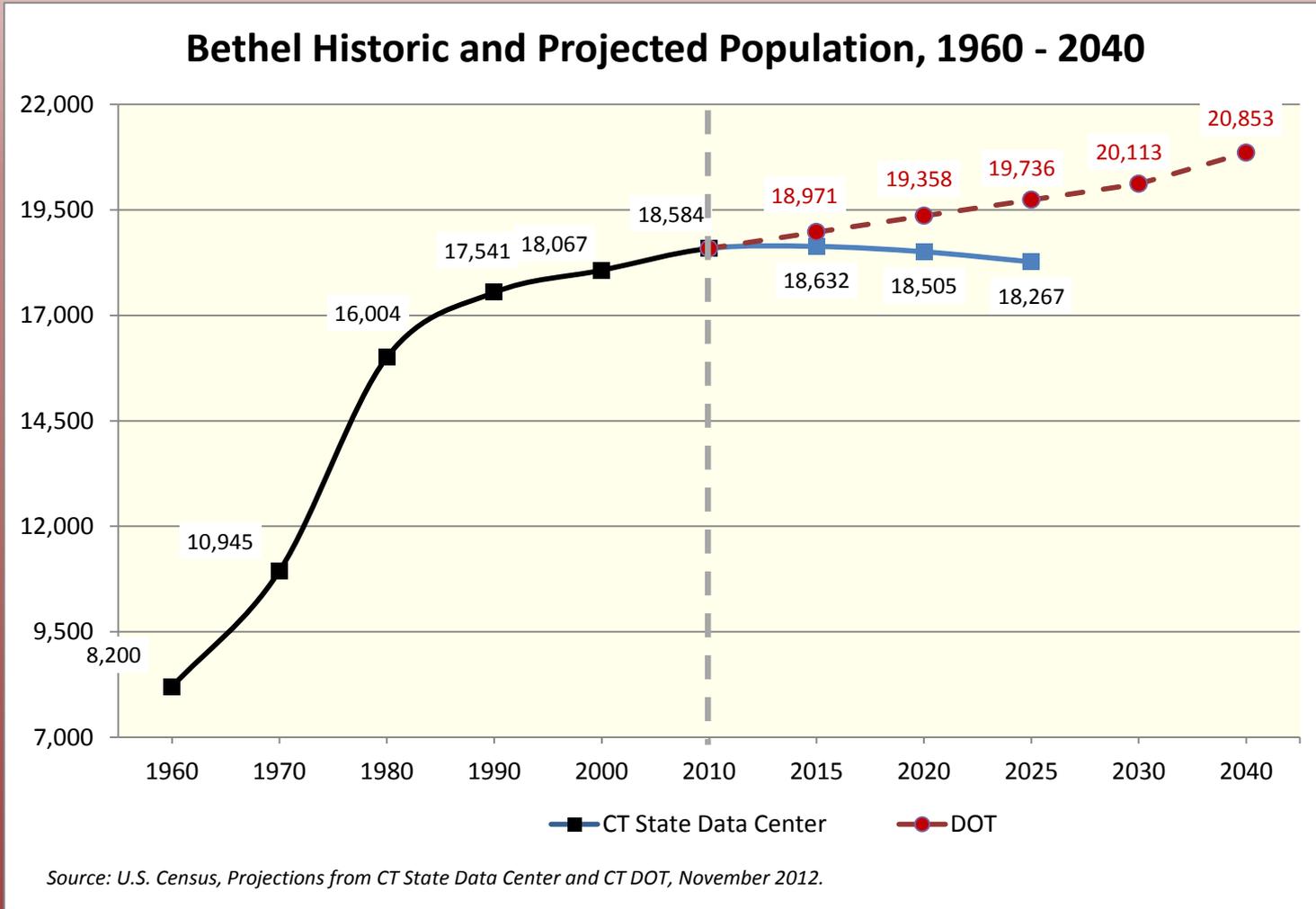
This map is intended for planning purposes only. Coordinates may not be exact.

December 2012

Milone & MacBroom



Population Projections





Population Change



Total Population Increased Only 2.6% from 2000 to 2010



School-Aged Population Decreased 7.7% from 2000 to 2010



Women of Child-Bearing Age Decreased 15%
Overall – Anticipate Continued Lower Birth Rates

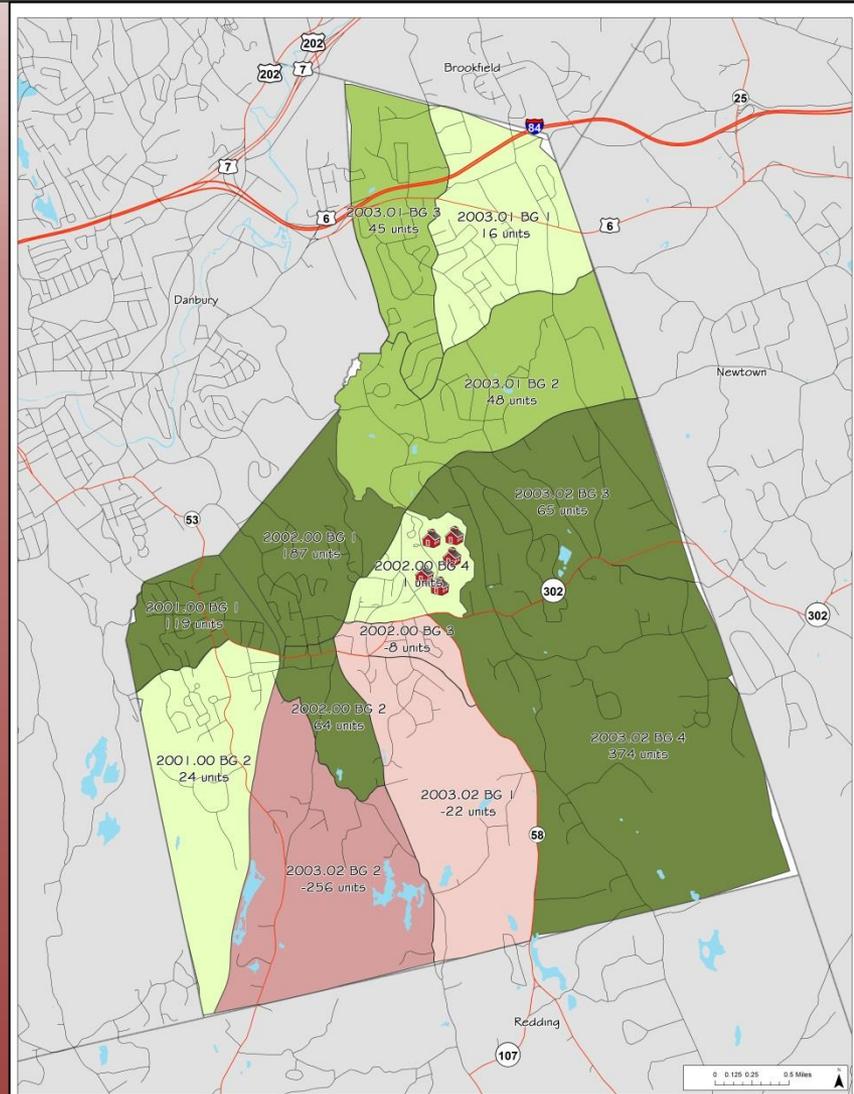


Population Concentrated Around Bethel Center and Route 6



Total Housing Unit Change

	Total Housing Units		
	2000	2010	Change
Tract 2001.00 BG 1	643	762	18.5%
Tract 2001.00 BG 2	714	738	3.4%
Tract 2002.00 BG 1	925	1,112	20.2%
Tract 2002.00 BG 2	399	463	16.0%
Tract 2002.00 BG 3	346	338	-2.3%
Tract 2002.00 BG 4	363	364	0.3%
Tract 2003.01 BG 1	542	558	3.0%
Tract 2003.01 BG 2	492	540	9.8%
Tract 2003.01 BG 3	504	549	8.9%
Tract 2003.02 BG 1	503	481	-4.4%
Tract 2003.02 BG 2	529	273	-48.4%
Tract 2003.02 BG 3	466	531	13.9%
Tract 2003.02 BG 4	227	601	164.8%
TOTAL:	6,653	7,310	9.9%



Bethel Public Schools
Comprehensive Enrollment Analysis

Change in Housing Units
2000 to 2010
by Census Block Group

Percentage Change

- < -5.0%
- 4.9% - 0.0%
- 0.1% - 5.0%
- 5.1% - 10.0%
- > 10.1%

Source:
* People, Town of Bethel, 2011
* Census Map Data, U.S. Dept. of Commerce, 2010
* Streets, StreetMap USA, 2012

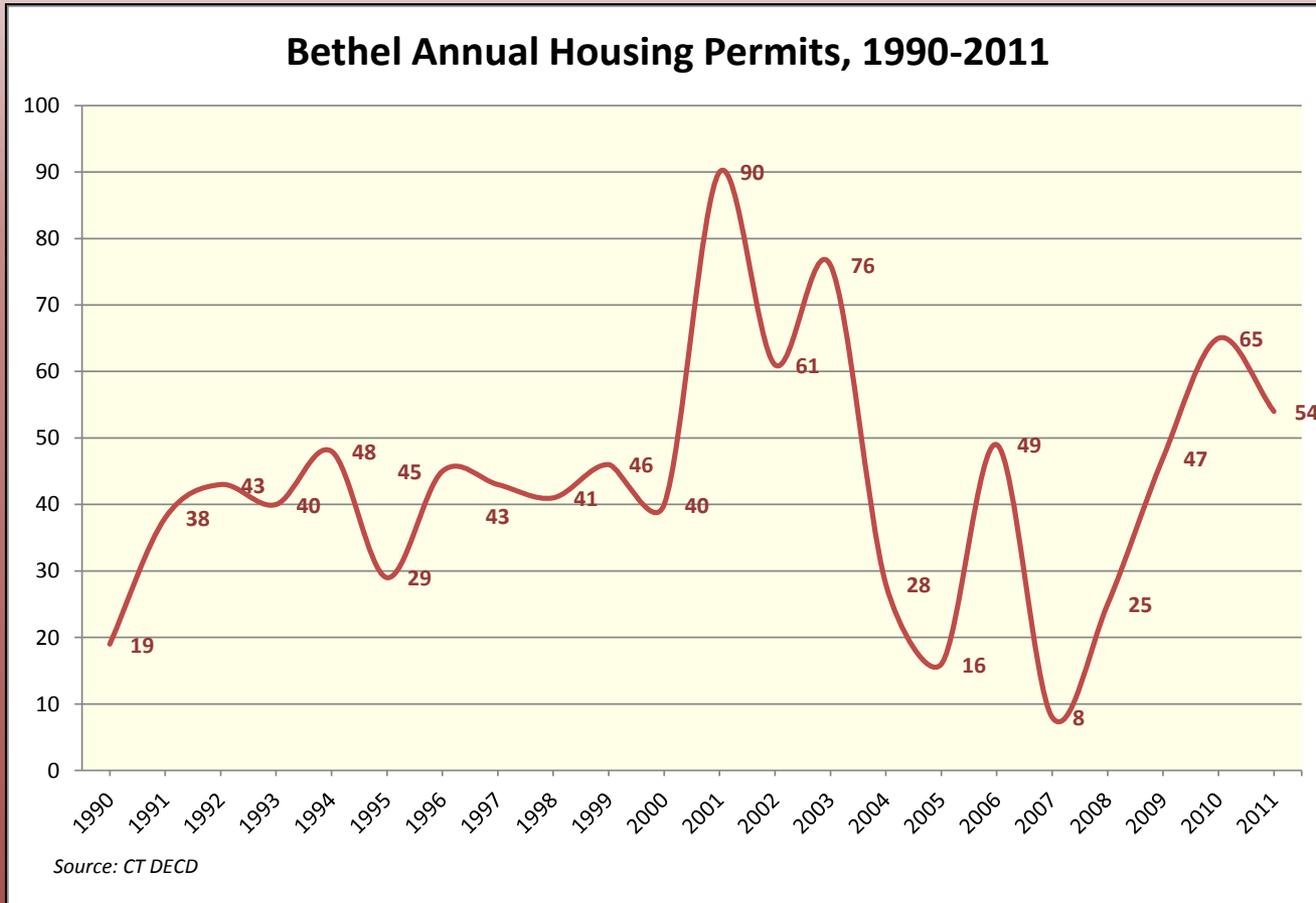
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December 2012

Milone & MacBroom



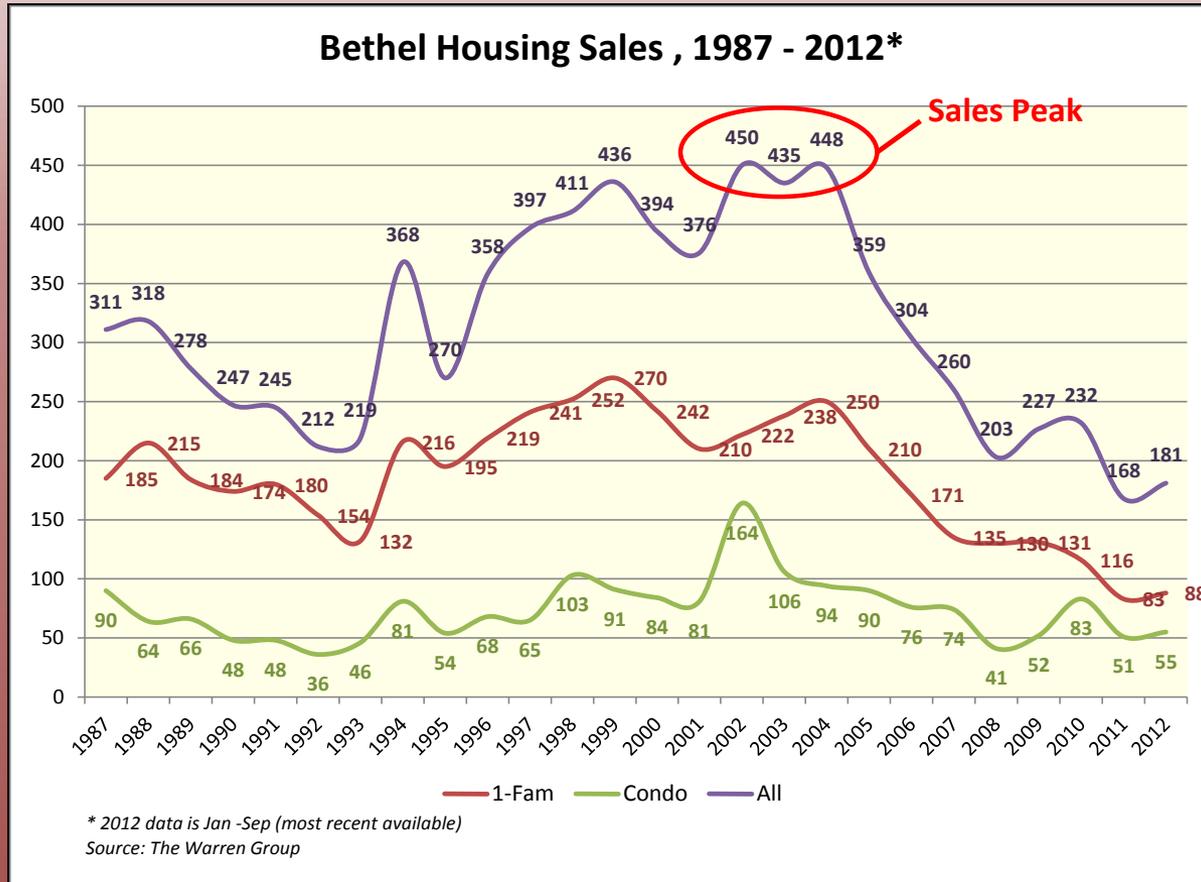
Housing Permits



Permits Averaging About 55 Units per Year Since 2009



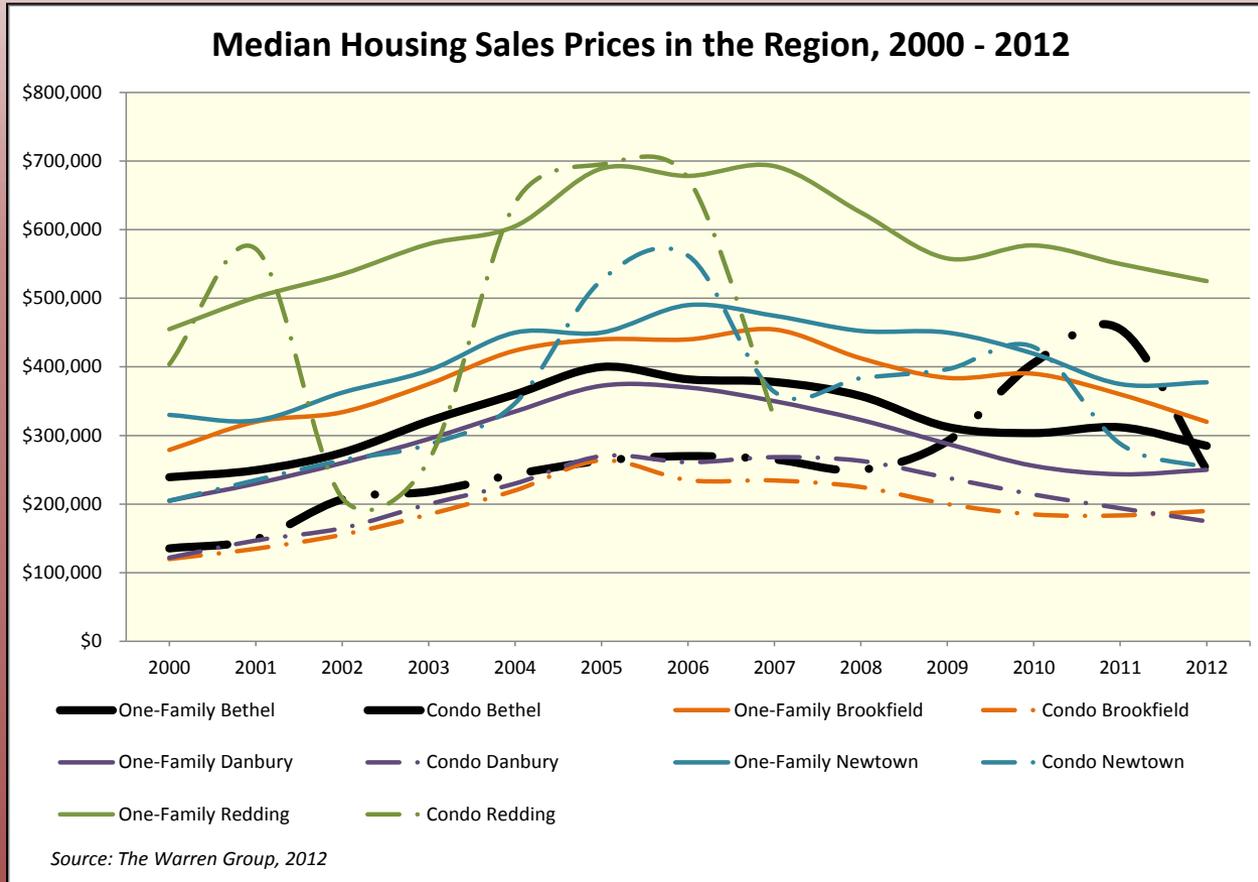
Housing Sales



Housing Sales Peaked in 2003: Condo Sales Steadier than Single-Family Since the Peak



Housing Sales Prices

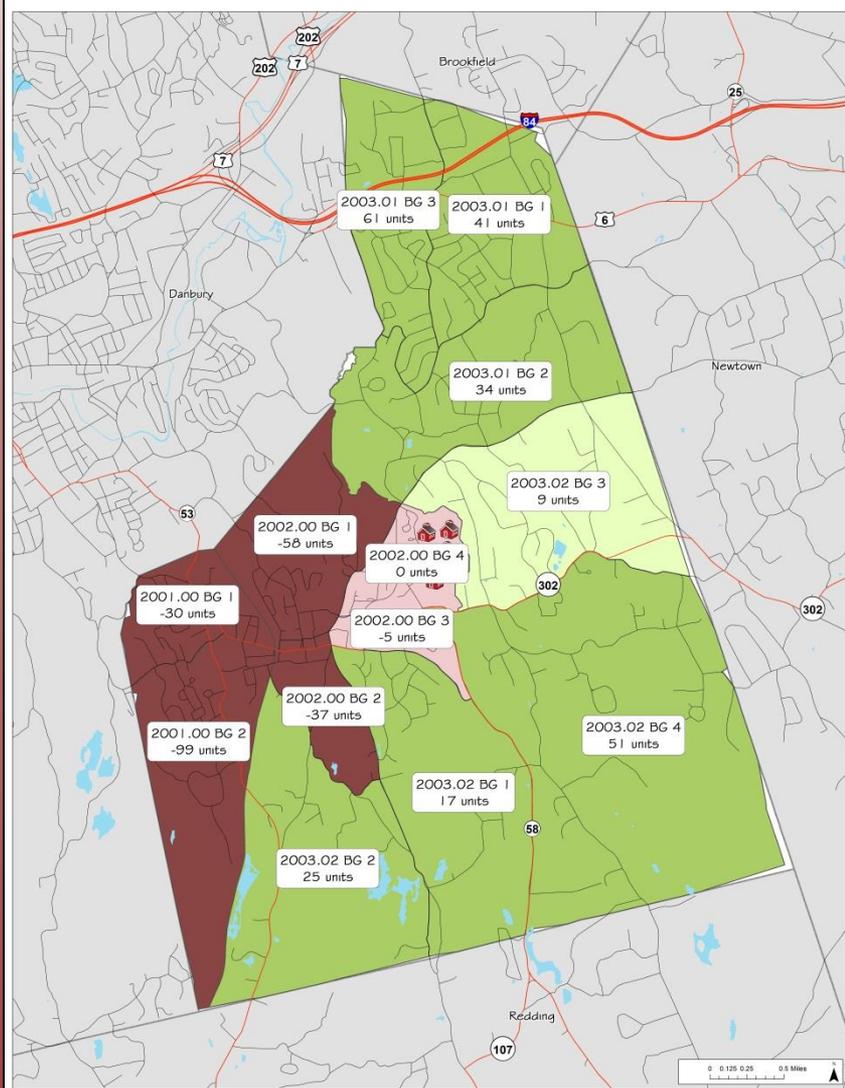


Bethel Single-Family Housing Affordable Compared to Other Communities in the Region; Bethel Condos Increasingly Expensive



Ownership Units with Householder Age 65+

	Owner-Occupied Housing Units with Householder Age 65+		
	2000	2010	Change
Tract 2001.00 BG 1	141	111	-21.3%
Tract 2001.00 BG 2	161	62	-61.5%
Tract 2002.00 BG 1	154	96	-37.7%
Tract 2002.00 BG 2	95	58	-38.9%
Tract 2002.00 BG 3	56	51	-8.9%
Tract 2002.00 BG 4	50	50	0.0%
Tract 2003.01 BG 1	63	104	65.1%
Tract 2003.01 BG 2	62	96	54.8%
Tract 2003.01 BG 3	39	100	156.4%
Tract 2003.02 BG 1	62	79	27.4%
Tract 2003.02 BG 2	26	51	96.2%
Tract 2003.02 BG 3	110	119	8.2%
Tract 2003.02 BG 4	62	113	82.3%
TOTAL:	1,081	1,090	0.8%



Bethel Public Schools
Comprehensive Enrollment Analysis

Change in Owner Occupied Units with Householders Age 65+ 2000 to 2010 by Census Block Group

Percentage Change

- 61.5% - -20.0%
- 19.9% - -10.0%
- 9.9% - 0.0%
- 0.1% - 10.0%
- 10.1% - 156.4%

Source: * Census, Town of Bethel, 2011
* State Key Facts, CT DEP, 2012
* Decennial, StateMap USA, 2012

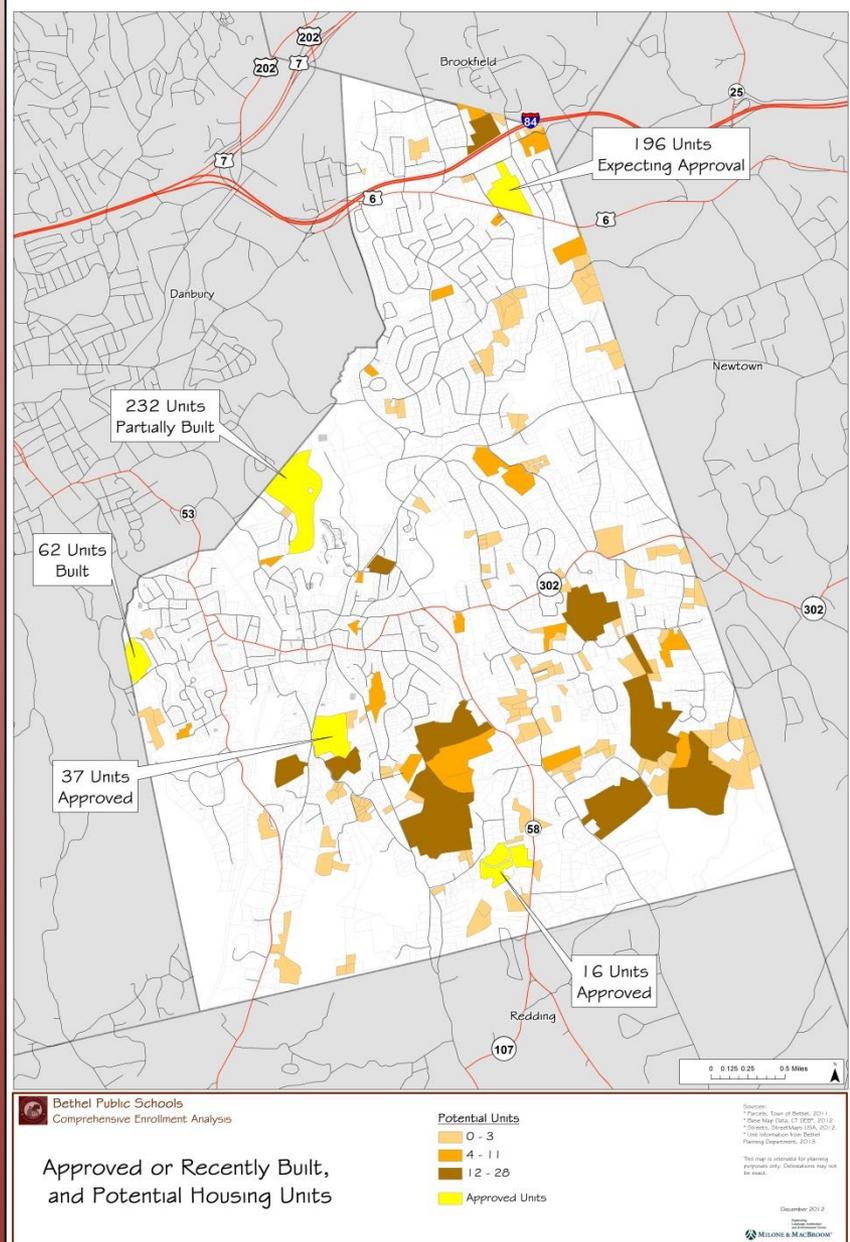
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December 2012
MILONE & MACBROOM



Residential Buildout

543 Units Approved,
Built or Expecting
Approval Since 2010,
Mostly in Multi-
Family Planned
Residential
Development.
Potential for an
Additional 500
Housing Units on
Vacant Lands.





Students by Housing Type

Bethel Students by Housing Type, Oct. 2009 to Oct. 2012								
	2009		2010		2011		2012	
Multi-Family	226	7.44%	229	7.79%	252	8.48%	263	8.84%
Single-Family or Duplex	2,812	92.56%	2,709	92.21%	2,719	91.52%	2,712	91.16%

Increasing Percentage of Students Reside in Multi-Family Housing – Largely Due to New Condo/ Town Home Construction



Housing Change



Housing Units Increased 9.9% from 2000 to 2010, Despite Only 2.6% Increase in Population - Shrinking Household Size



Relatively Stable New Construction and Permitting in Last Three Years



Newest Construction is Primarily High-End Condos

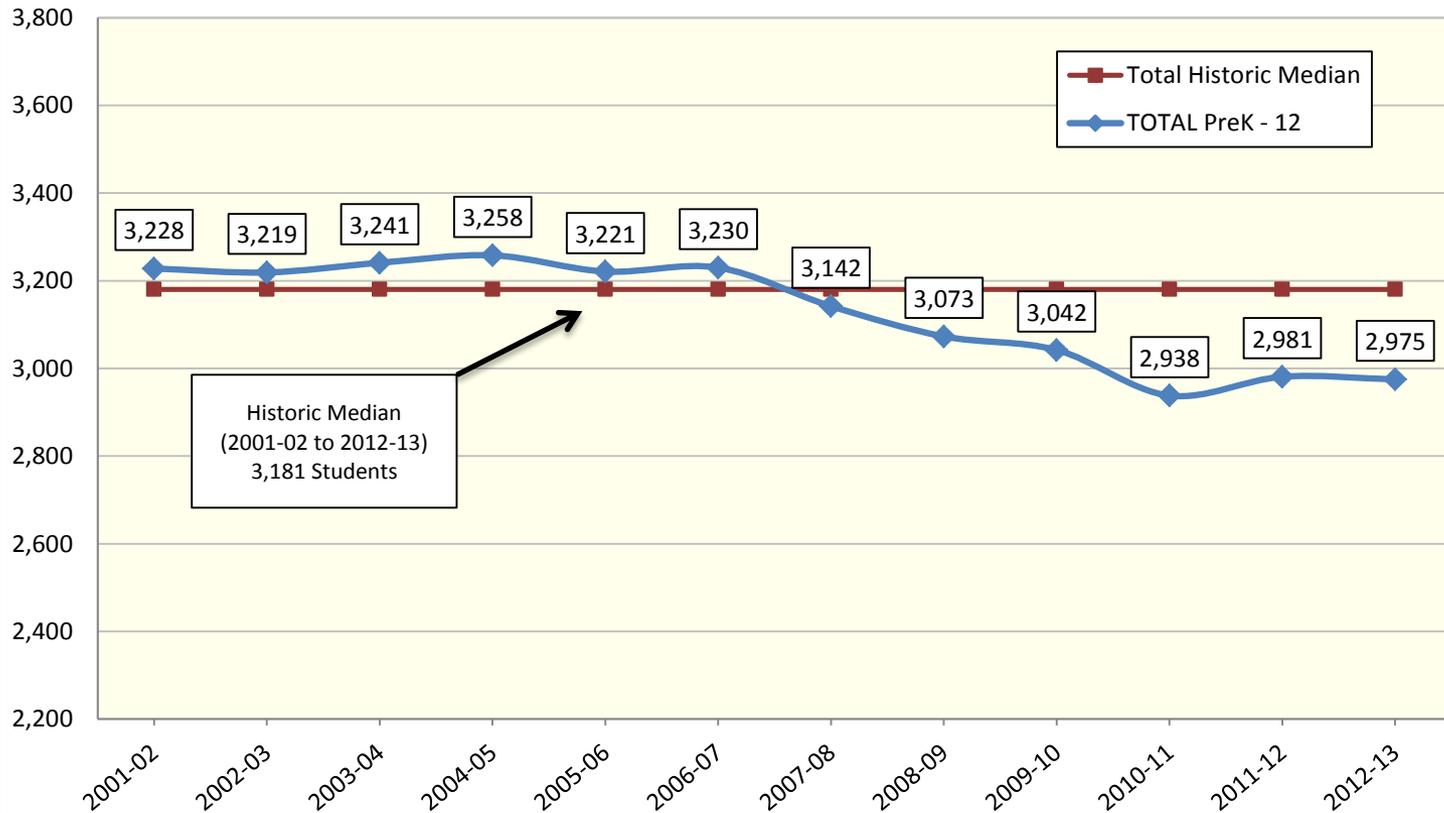


Over 500 Units in the Pipeline or Recently Brought on Line with the Potential for 500 Additional Single-Family Units



Historic PreK-12 Enrollments

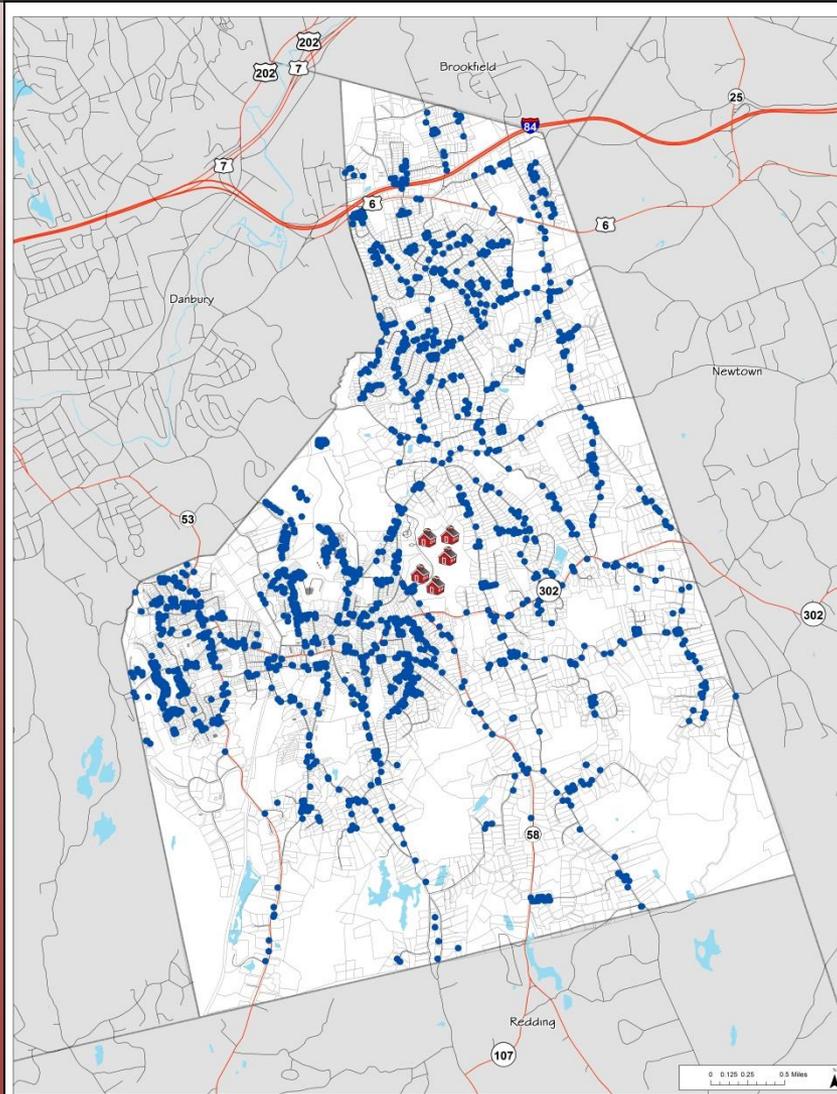
Historic Enrollment
Bethel Public Schools, PreK - 12th Grade
2001-02 to 2012-13



Sources: CT Dept. of Ed. CeDar and Bethel Public Schools (2011-12 & 2012-13)



PreK-12th Enrollment Distribution



 Bethel Public Schools
Comprehensive Enrollment Analysis

2012 - 13 Students

● PreK - 12th Student

PreK-12th Enrollment Distribution
(2012-13)

Sources:
* Parish, Town of Bethel, 2011
* State Map Data, CT 1000, 2012
* Streets, StreetMap USA, 2012

This map is intended for planning purposes only. Data/locations may not be exact.

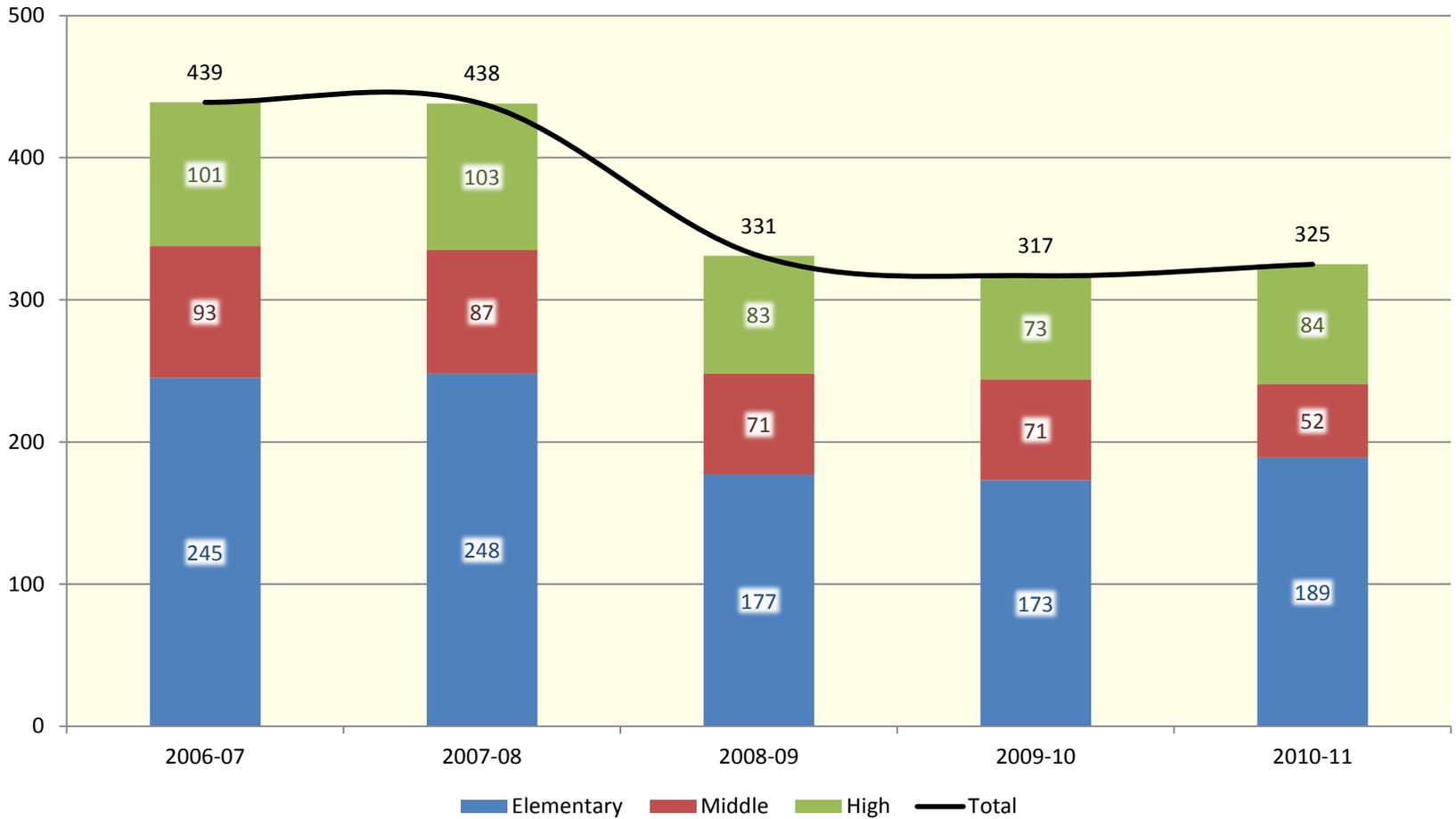
December 2012





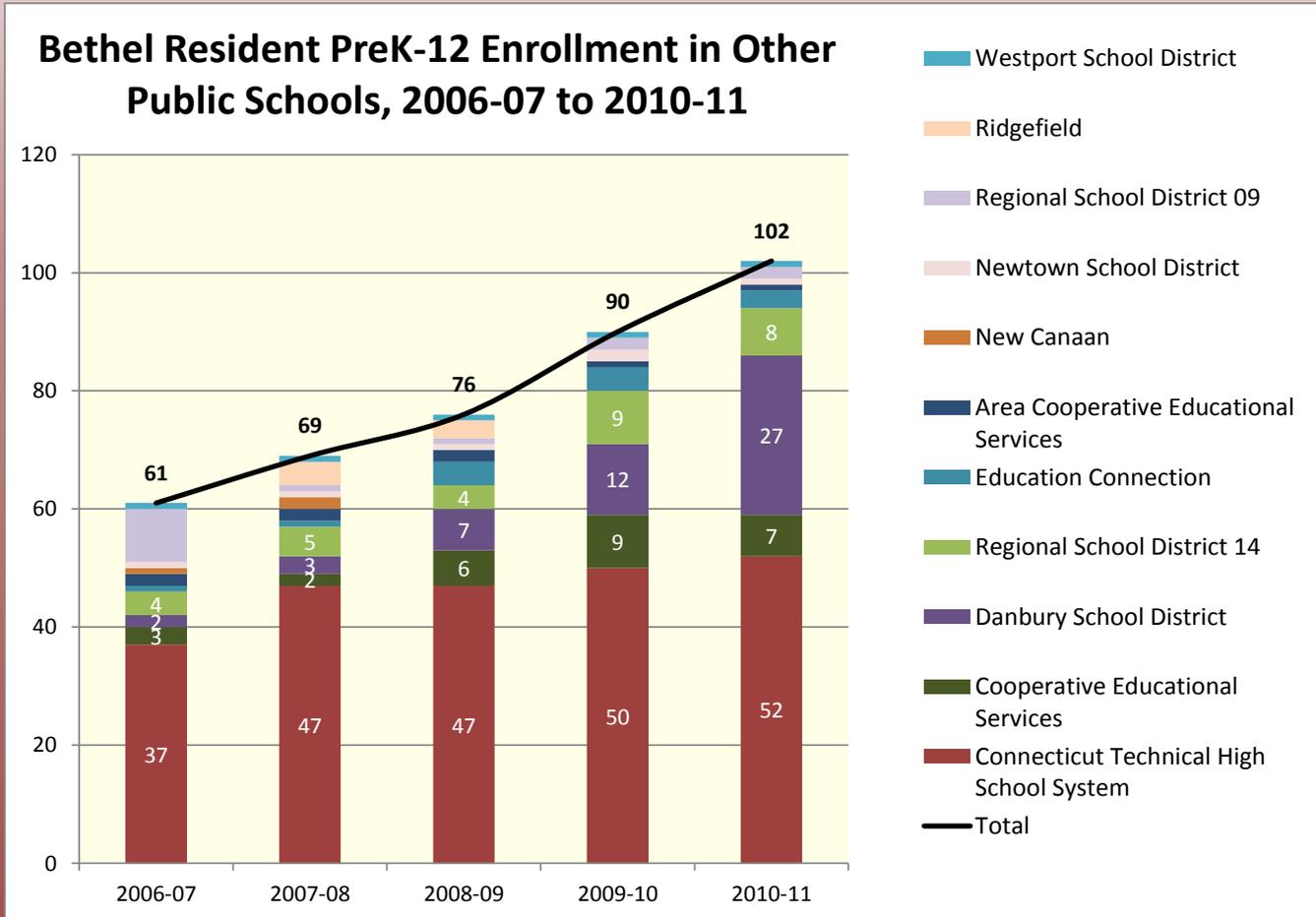
Non-Public Enrollments

Bethel Resident Students Enrolled in Non-Public Schools, 2006-07 to 2010-11





Other Public Enrollments

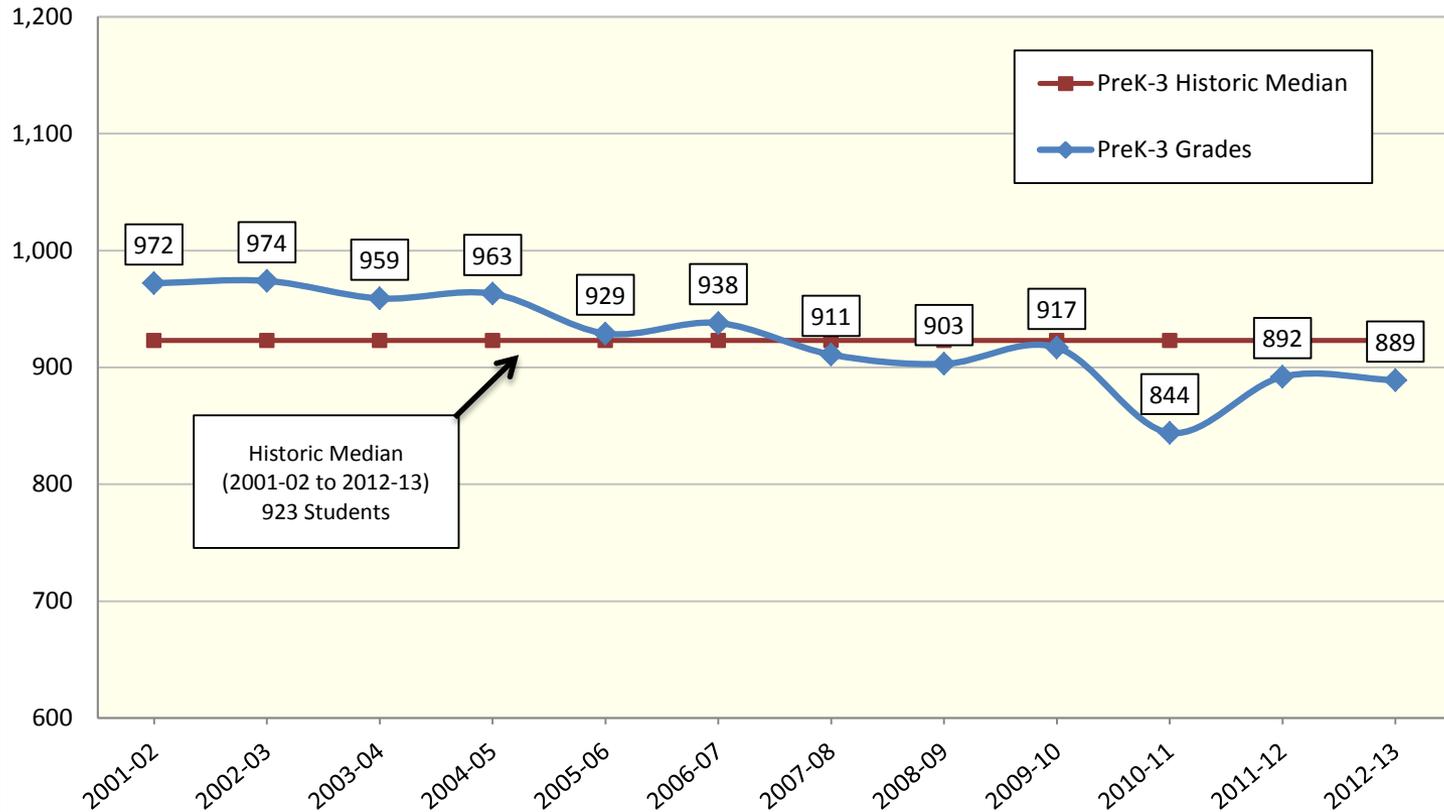


Increasing Enrollments in Danbury Magnet System



Historic PreK-3 Enrollments

**Historic Enrollment
Bethel Public Schools, PreK - 3rd Grade
2001-02 to 2012-13**

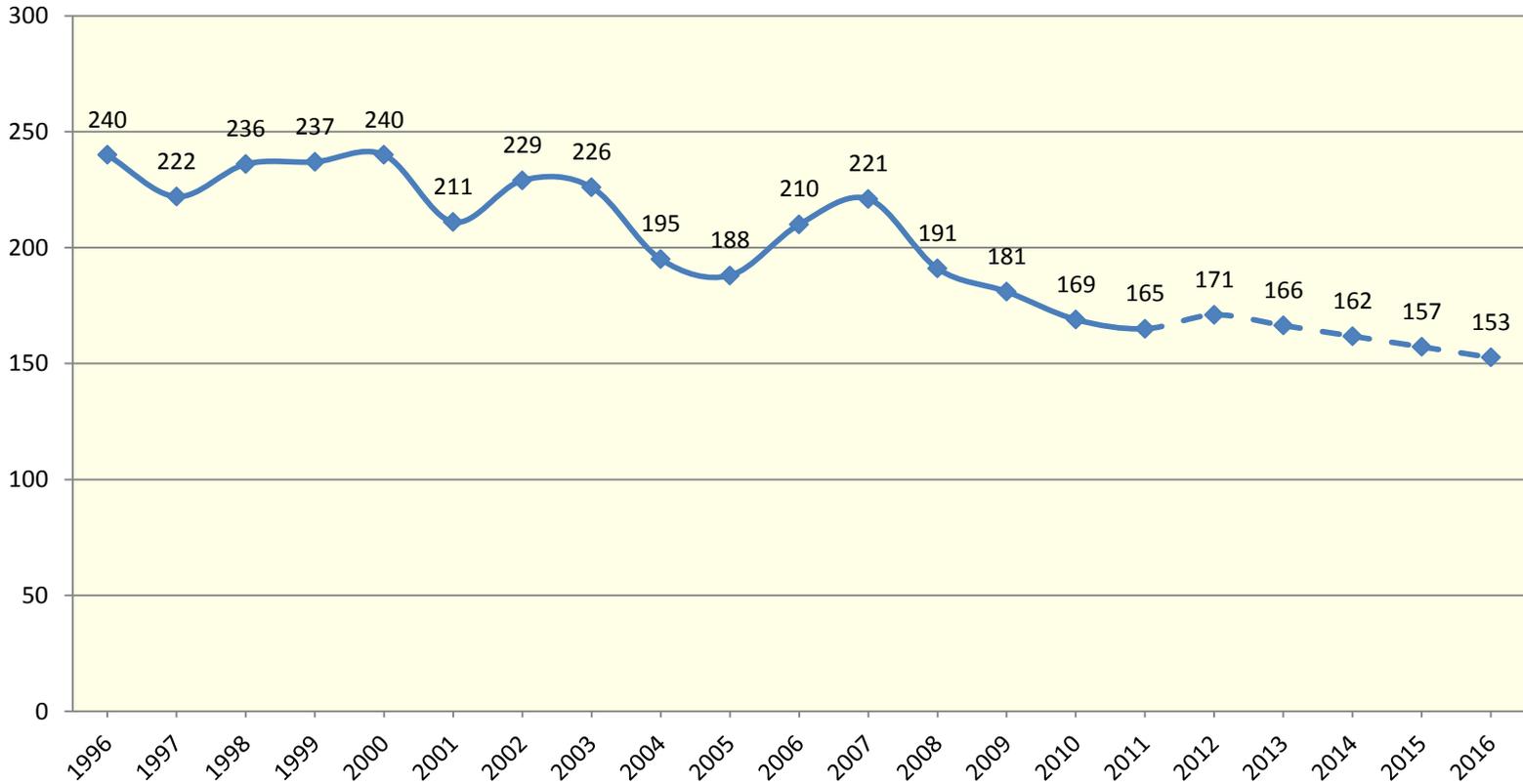


Sources: CT Dept. of Ed. CeDar and Bethel Public Schools (2011-12 & 2012-13)



Births

Bethel Actual and Projected Births, 1996-2016

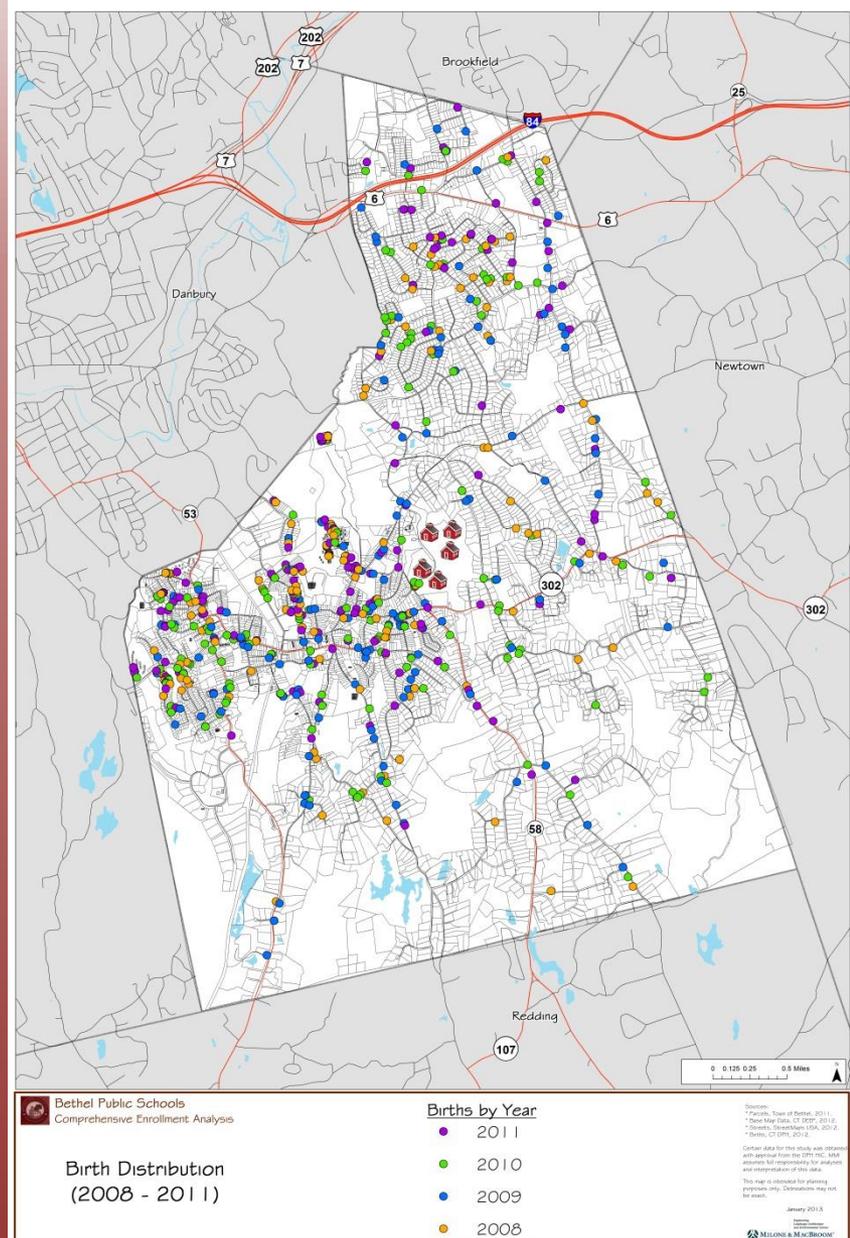


Source: CT Dept. of Public Health



Birth Distribution

Indicators of Next Five Years of Incoming Kindergarten Classes





Persistency Ratios

Kindergarten through 12th Grade Persistency Ratios by School Year
2001-02 to 2012-13

Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
2002-03	0.973	1.067	1.040	1.024	1.041	1.004	0.996	0.972	1.014	0.980	0.903	0.884	0.941
2003-04	0.894	1.083	1.008	1.043	0.984	1.031	1.023	1.012	1.077	1.017	0.930	1.000	0.864
2004-05	0.899	1.062	0.915	1.017	1.037	1.056	1.027	1.015	1.040	1.044	0.867	0.960	0.909
2005-06	0.825	1.033	1.022	0.958	0.988	0.982	0.996	0.996	1.011	1.073	0.903	1.019	0.926
2006-07	1.000	1.056	1.014	1.026	1.054	1.046	1.049	0.996	0.996	1.069	0.968	0.917	0.917
2007-08	0.834	1.076	1.005	0.996	1.013	1.000	1.000	1.021	0.969	0.978	0.925	0.970	0.937
2008-09	0.942	1.031	1.018	0.981	0.986	0.987	1.005	1.000	0.992	0.984	1.000	0.956	0.920
2009-10	0.872	1.066	1.041	1.030	1.044	1.005	1.026	0.991	0.980	1.021	0.952	0.920	1.035
2010-11	0.867	1.000	0.978	0.980	0.987	1.005	1.014	1.017	1.005	1.008	0.938	1.021	1.008
2011-12	0.952	1.067	1.024	1.005	1.045	1.009	1.023	1.004	1.012	1.083	0.972	1.062	0.963
2012-13	1.045	0.970	1.046	1.000	1.018	1.029	1.017	1.005	0.987	1.028	0.979	1.004	0.963
Long Term Average	0.9185	1.0465	1.0099	1.0054	1.0178	1.0140	1.0159	1.0026	1.0075	1.0259	0.9396	0.9739	0.9439
Last 5-Yr Average	0.9358	1.0269	1.0211	0.9992	1.0161	1.0067	1.0168	1.0033	0.9951	1.0250	0.9680	0.9925	0.9776
Last 3-Yr Average	0.9549	1.0125	1.0158	0.9950	1.0167	1.0139	1.0179	1.0085	1.0012	1.0399	0.9628	1.0290	0.9779

Source: Calculated by MMI from State Department of Education, Public School Information System (2001-02 to 2010-11), Bethel Public Schools 11-12 and 12-13, and CT Department of Public Health (CT DPH) Birth Data.

- Persistency Above 1 = in-migration; student moved in or transferred in from non-public, or was retained
- Persistency Below 1 = out-migration; student moved out or transferred out to non-public



Projections Assumptions



Increase in PreK Classes Beginning in 2013-14 Will Continue – 140 PreK Students per Year



Last Two Years of Kindergarten Enrollments Indicative of Trends Following Implementation of Full-Day K (Would Prefer 3 Years of Data)

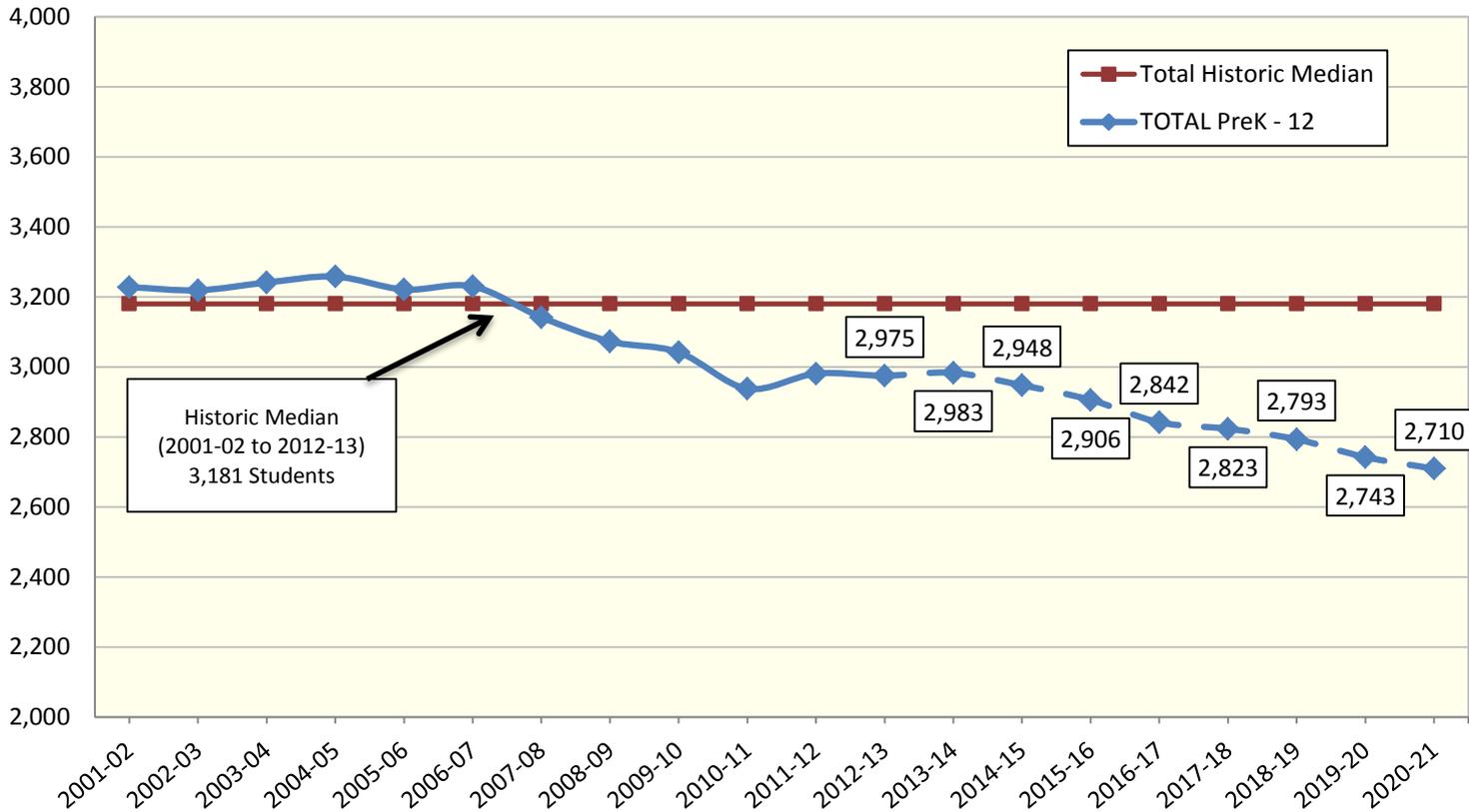


Little Change in Housing Market and Economy



PreK-12th Enrollment Projections

Enrollment Projections Bethel Public Schools, PreK - 12th Grade 2001-02 to 2012-13

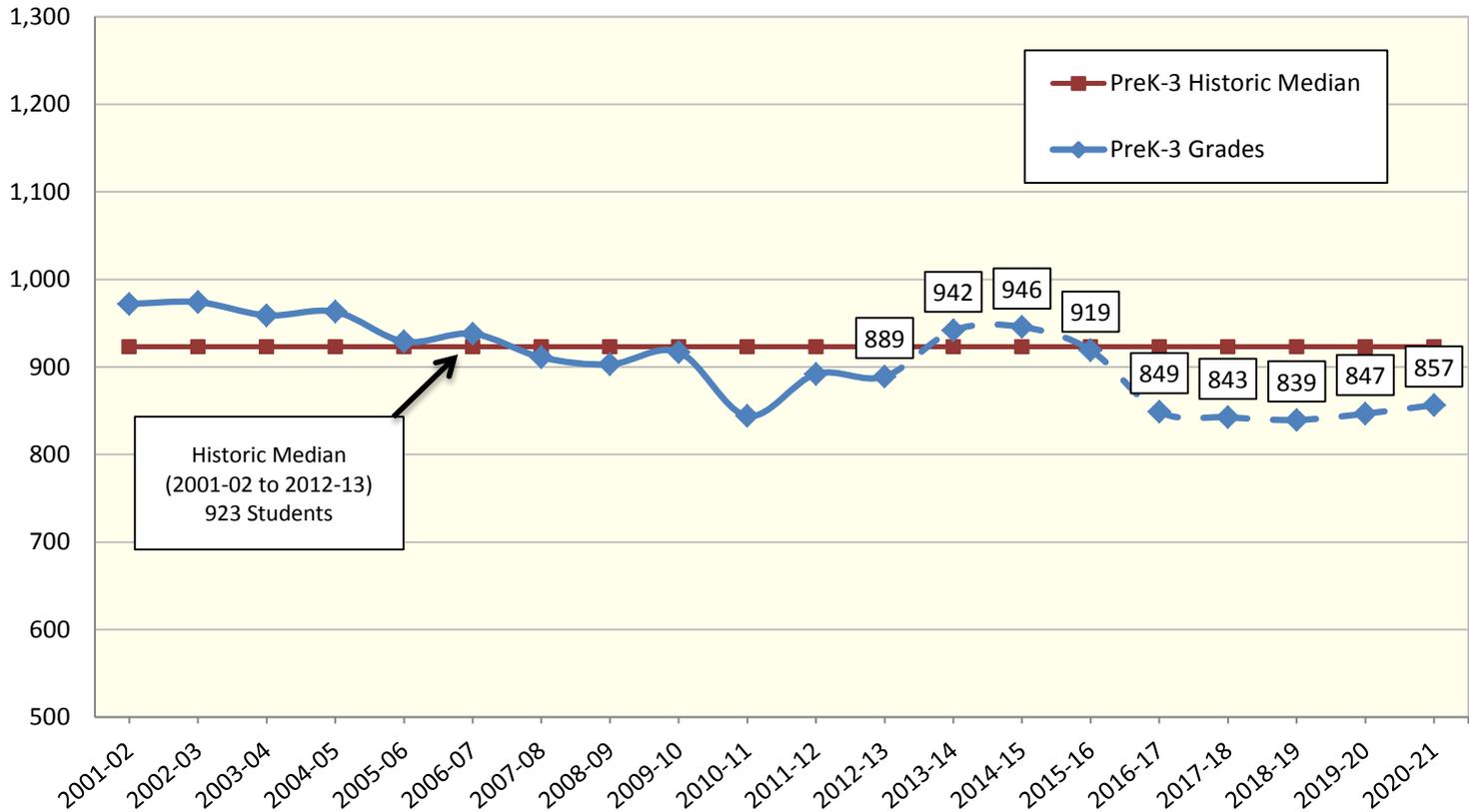


Sources: CT Dept. of Ed. CeDar and Bethel Public Schools (2011-12 & 2012-13); projections prepared by MMI.



PreK-3rd Enrollment Projections

Enrollment Projections Bethel Public Schools, PreK - 3rd Grade 2001-02 to 2012-13

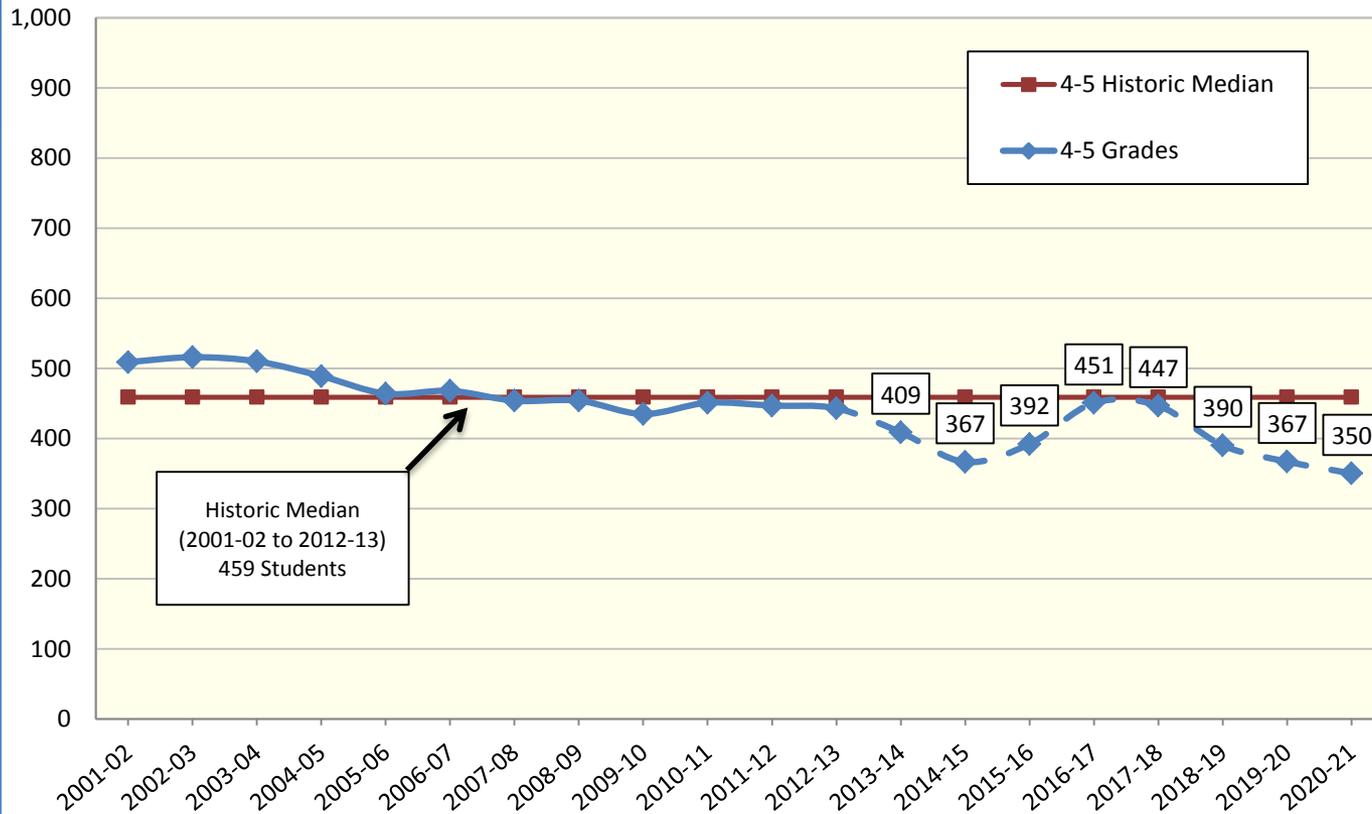


Sources: CT Dept. of Ed. CeDar and Bethel Public Schools (2011-12 & 2012-13); projections prepared by MMI.



4th – 5th Enrollment Projections

**Enrollment Projections
Bethel Public Schools, 4th - 5th Grade
2001-02 to 2012-13**

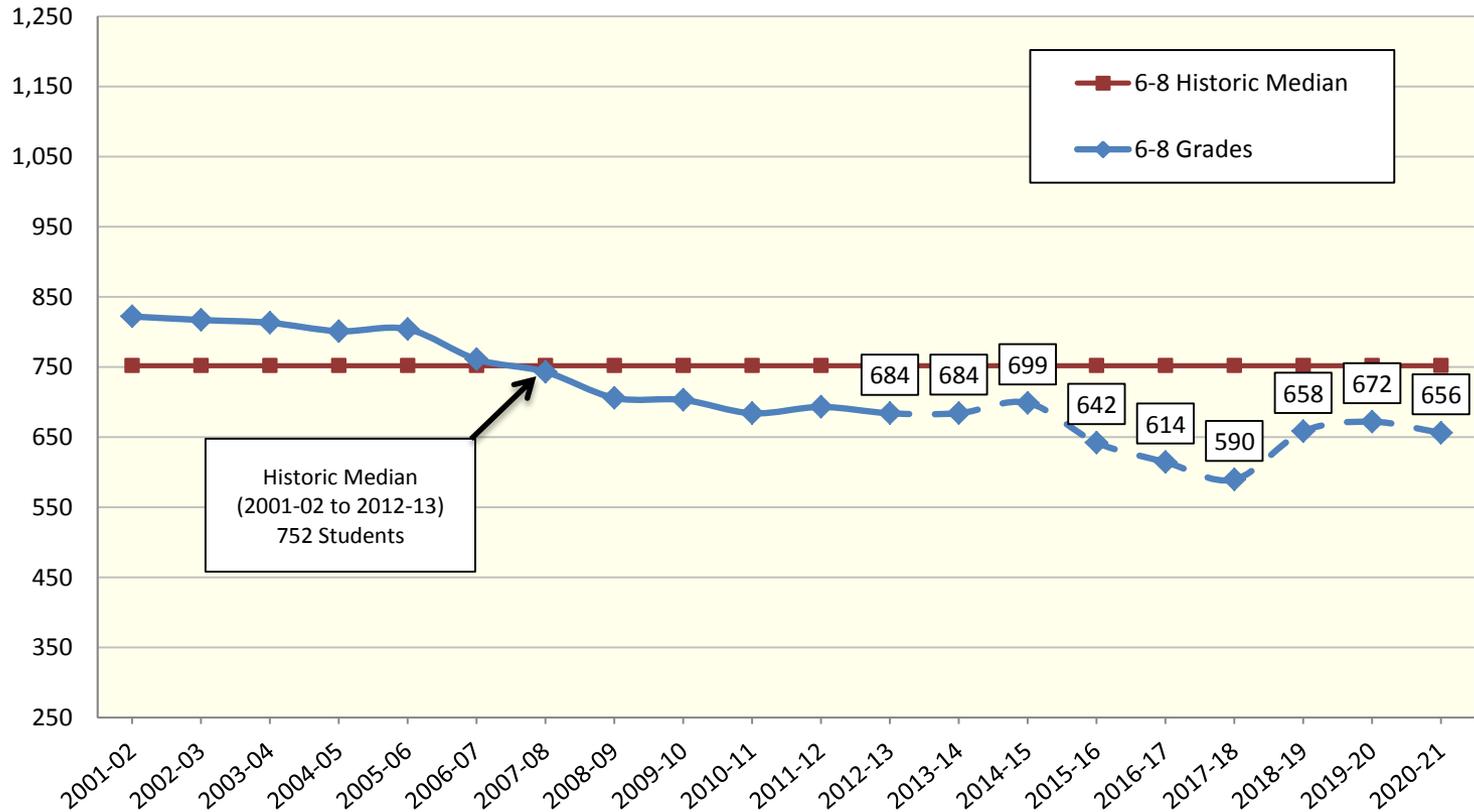


Sources: CT Dept. of Ed. CeDar and Bethel Public Schools (2011-12 & 2012-13); projections prepared by MMI.



6th – 8th Enrollment Projections

**Enrollment Projections
Bethel Public Schools, 6th - 8th Grade
2001-02 to 2012-13**

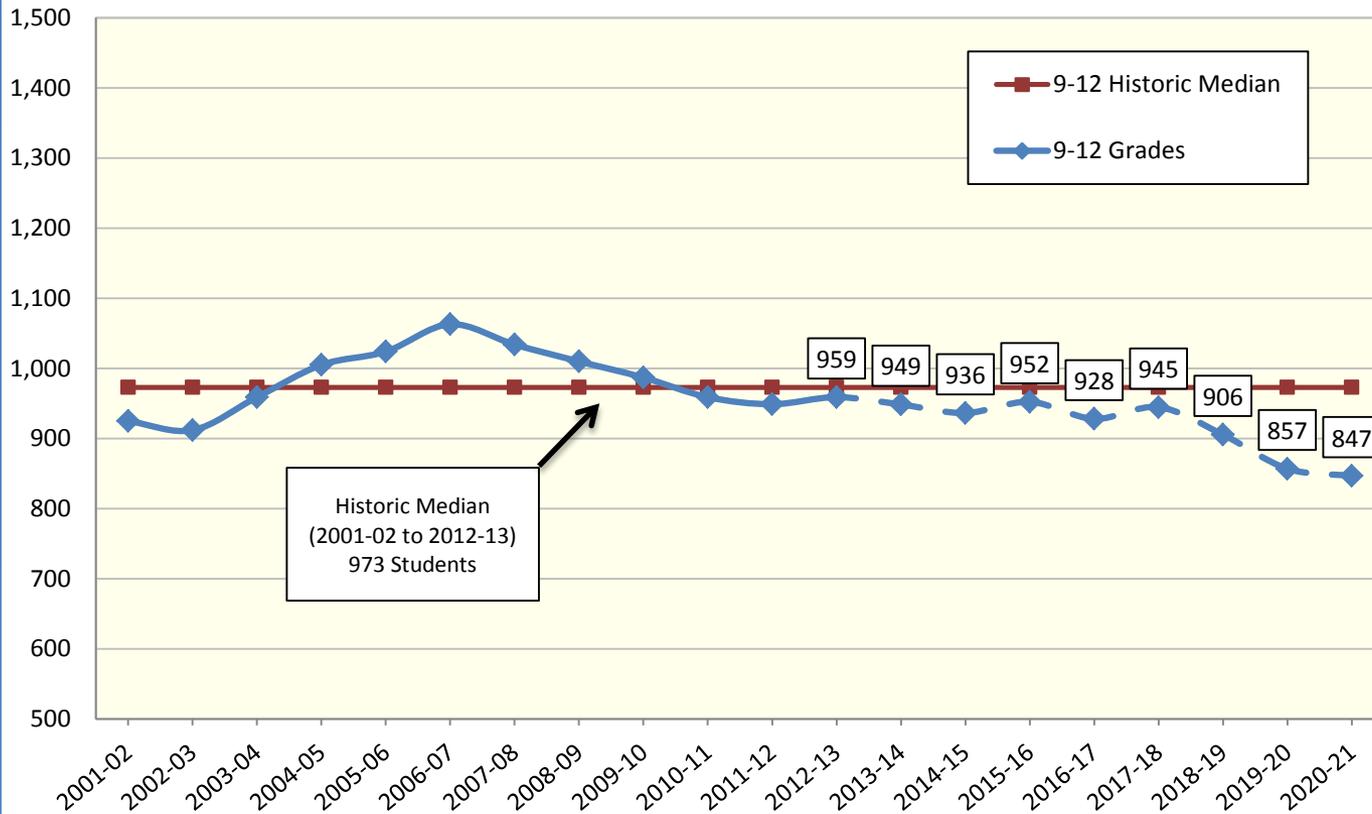


Sources: CT Dept. of Ed. CeDar and Bethel Public Schools (2011-12 & 2012-13); projections prepared by MMI.



9th – 12th Enrollment Projections

Enrollment Projections Bethel Public Schools, 9th - 12th Grade 2001-02 to 2012-13



Sources: CT Dept. of Ed. CeDar and Bethel Public Schools (2011-12 & 2012-13); projections prepared by MMI.



Grade by Grade Projections

DISTRICTWIDE ENROLLMENT PROJECTIONS BY GRADE

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	Total
2012-13	2007	221	231	194	182	174	227	216	241	222	221	255	229	243	232	108	2,975
2013-14	2008	191	188	233	199	182	178	231	220	243	222	231	247	235	236	140	2,983
2014-15	2009	181	178	189	239	199	186	181	235	221	242	231	224	254	228	140	2,948
2015-16	2010	169	166	180	195	239	203	189	184	237	221	253	224	229	246	140	2,906
2016-17	2011	165	162	168	184	194	244	207	192	186	236	231	245	230	223	140	2,842
2017-18	2012	185	183	164	172	184	199	248	211	194	185	247	224	251	223	140	2,823
2018-19	2013	178	176	184	168	172	188	202	253	212	193	193	239	229	244	140	2,793
2019-20	2014	176	173	177	189	168	176	191	206	254	212	202	187	245	223	140	2,743
2020-21	2015	175	172	174	182	189	171	179	195	207	254	221	196	192	238	140	2,710



Enrollment Patterns



Decreasing Enrollments Since Economic Downturn Began – Down 6.5% from 10-Year Median



Decreasing Private School Enrollments, While Increasing Enrollments in Other Public School Systems



Enrollments Projected to Decline Another 5% District-Wide by 2017-18



Questions?

COMPREHENSIVE SCHOOL ENROLLMENT STUDY

Bethel

FEBRUARY 2013

PREPARED FOR:
BETHEL PUBLIC SCHOOLS

PREPARED BY:



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INTRODUCTION

Bethel Public Schools contracted with Milone & MacBroom, Inc. to conduct a comprehensive school enrollment analysis and to develop enrollment projections for the district. This report examines factors that influence school enrollments, namely, trends in demographics, births, housing and development, and regional school enrollments. These trends are accounted for in the methodology used to project district-wide enrollments on a grade-by-grade level.

DEMOGRAPHICS

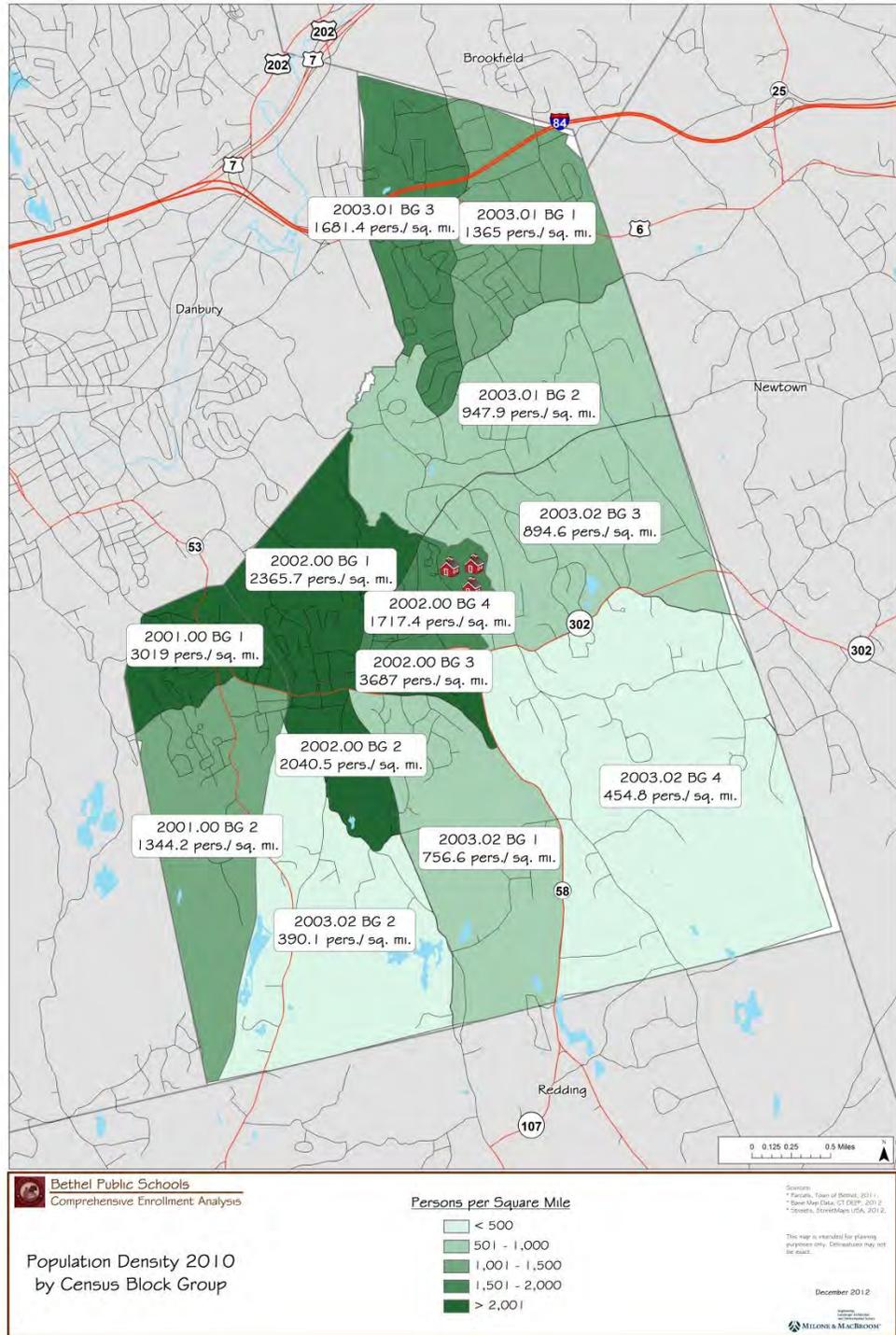
Bethel's population increased only 2.6% from 2000 to 2010, compared to a 3.9% increase for Fairfield County and a 4.9% increase for the State during the same time period. While Bethel grew, the total increase was only 473 people.

Bethel has a wide variety of neighborhood types, from more rural areas in the southern portion of Town with population densities of 400 – 750 people per square mile, to the more densely settled Town Center with more than 2,000 people per square mile. The population density map that follows shows where concentrations of population are located within Bethel.

While the Town's overall population remained relatively stable between 2000 and 2010, certain neighborhoods gained population, while others lost. The following series of maps and tables highlight changes in population dynamics from 2000 to 2010 at the Census Block Group level. Most neighborhoods lost school-age population (ages 5-18). Indeed, the Town's school-age population declined 7.7% overall from 2000 to 2010. The number of females of child-bearing age (ages 18-39) also decreased by almost 15%, indicating that lower birth rates can be expected for the next few years.

Population projections from the CT State Data Center and the CT Department of Transportation show a range of potential total population (see Figure 1). The projections show either a very slowly growing or slightly declining total population. Given recent housing growth, discussed later in this report, some growth in population over the next ten years is anticipated; however, the expected numbers are tempered by expected continued low birth rates.

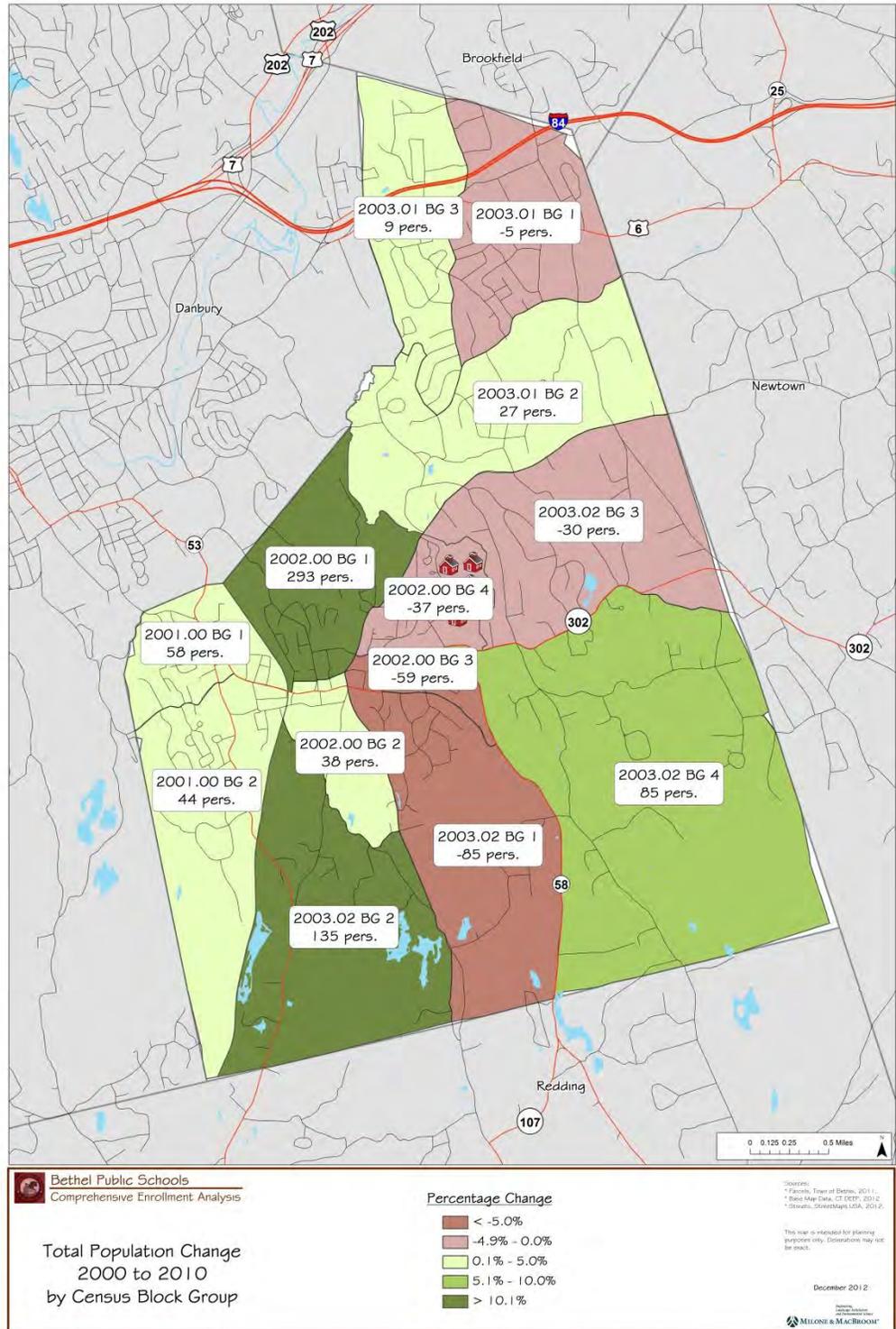
MAP 1



MAP 2

TABLE 1

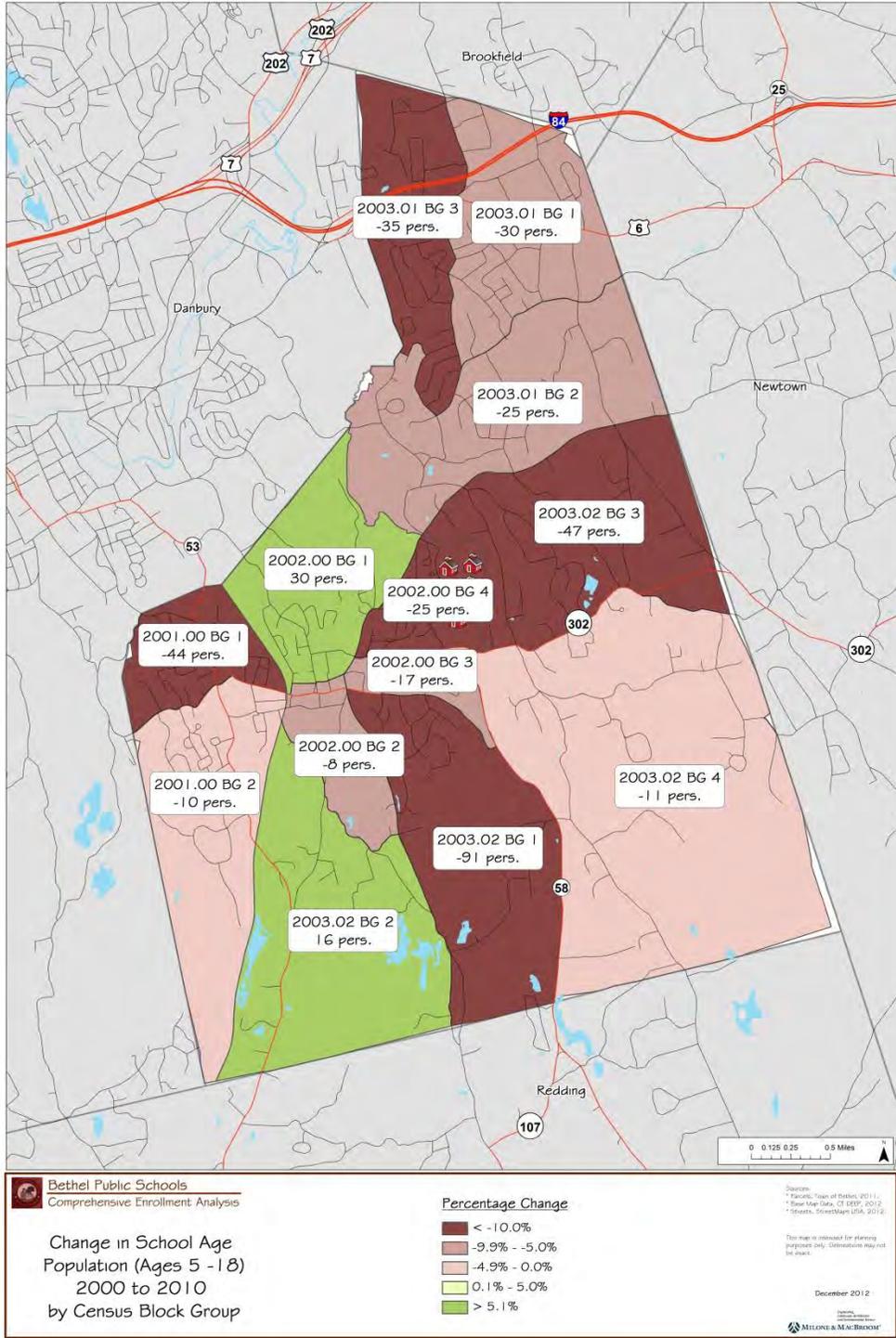
	Total Population		
	2000	2010	Change
Tract 2001.00 BG 1	1,693	1,751	3.4%
Tract 2001.00 BG 2	1,811	1,855	2.4%
Tract 2002.00 BG 1	2,120	2,413	13.8%
Tract 2002.00 BG 2	819	857	4.6%
Tract 2002.00 BG 3	907	848	-6.5%
Tract 2002.00 BG 4	827	790	-4.5%
Tract 2003.01 BG 1	1,643	1,638	-0.3%
Tract 2003.01 BG 2	1,556	1,583	1.7%
Tract 2003.01 BG 3	1,622	1,631	0.6%
Tract 2003.02 BG 1	1,341	1,256	-6.3%
Tract 2003.02 BG 2	614	749	22.0%
Tract 2003.02 BG 3	1,524	1,494	-2.0%
Tract 2003.02 BG 4	1,634	1,719	5.2%
TOTAL:	18,111	18,584	2.6%



MAP 3

TABLE 2

	School-Age Population (Ages 5-18)		
	2000	2010	Change
Tract 2001.00 BG 1	354	310	-12.4%
Tract 2001.00 BG 2	365	355	-2.7%
Tract 2002.00 BG 1	404	434	7.4%
Tract 2002.00 BG 2	130	122	-6.2%
Tract 2002.00 BG 3	180	163	-9.4%
Tract 2002.00 BG 4	150	125	-16.7%
Tract 2003.01 BG 1	386	356	-7.8%
Tract 2003.01 BG 2	369	344	-6.8%
Tract 2003.01 BG 3	323	288	-10.8%
Tract 2003.02 BG 1	322	231	-28.3%
Tract 2003.02 BG 2	128	144	12.5%
Tract 2003.02 BG 3	362	315	-13.0%
Tract 2003.02 BG 4	402	391	-2.7%
TOTAL:	3,875	3,578	-7.7%



MAP 4

TABLE 3

	Females of Child-Bearing Age (Ages 18-39)		
	2000	2010	Change
Tract 2001.00 BG 1	269	234	-13.0%
Tract 2001.00 BG 2	326	281	-13.8%
Tract 2002.00 BG 1	347	351	1.2%
Tract 2002.00 BG 2	142	162	14.1%
Tract 2002.00 BG 3	162	111	-31.5%
Tract 2002.00 BG 4	119	104	-12.6%
Tract 2003.01 BG 1	214	183	-14.5%
Tract 2003.01 BG 2	206	149	-27.7%
Tract 2003.01 BG 3	208	176	-15.4%
Tract 2003.02 BG 1	166	136	-18.1%
Tract 2003.02 BG 2	88	91	3.4%
Tract 2003.02 BG 3	200	142	-29.0%
Tract 2003.02 BG 4	205	136	-33.7%
TOTAL:	2,652	2,256	-14.9%

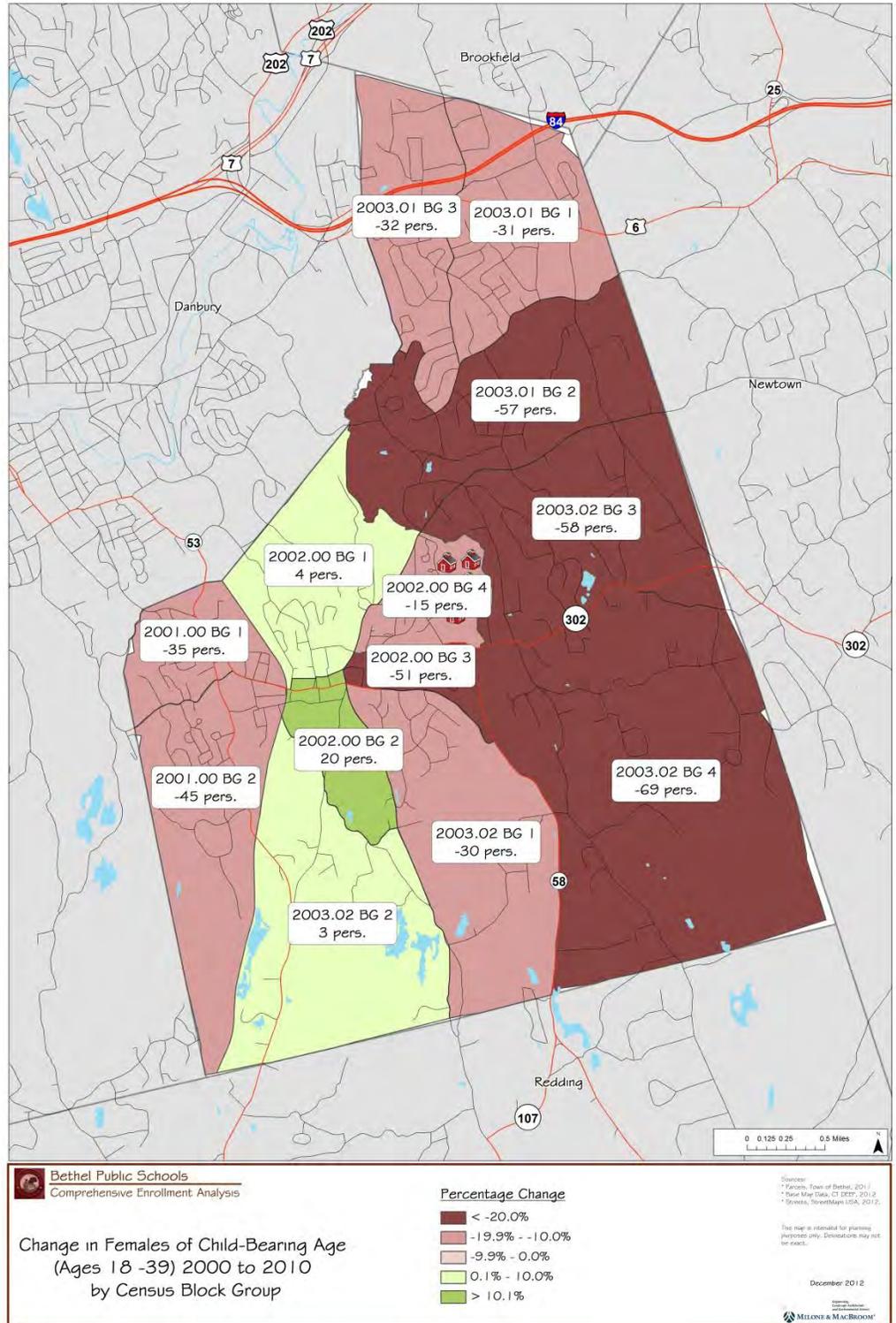
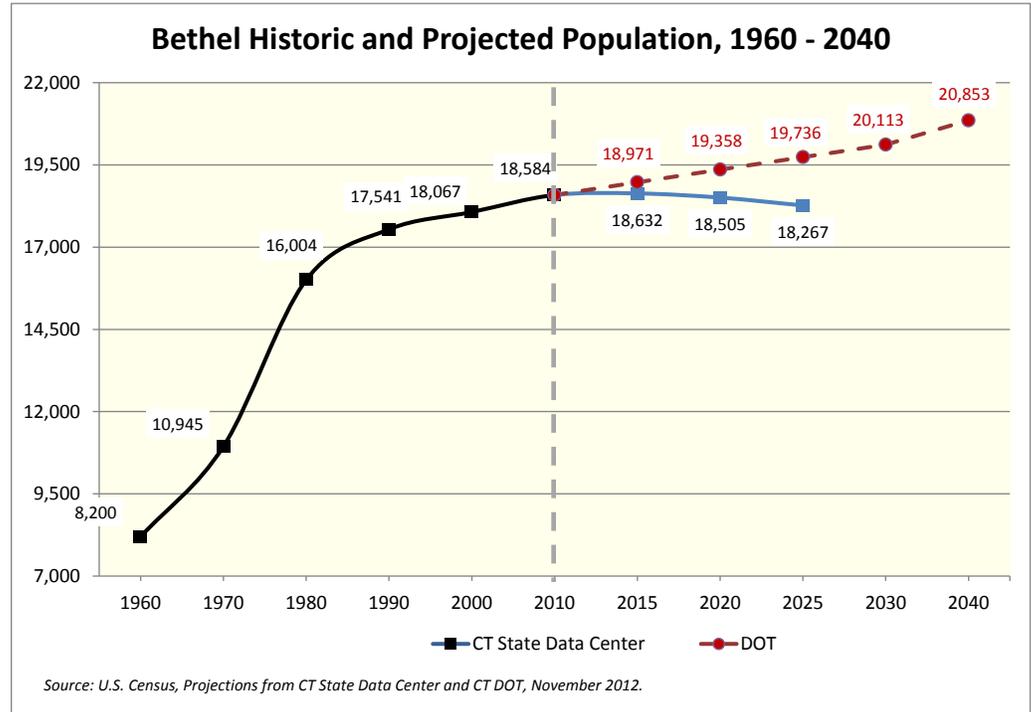


FIGURE 1



BIRTHS

During the late 1990s, annual births in Bethel averaged around 235 (see the following figure). The annual birth rate declined during the first half of the 2000s, with an annual average of 210 births from 2000 to 2004. Annual births began to increase from 2005 to 2007; however, like in the rest of the country, birth rates dropped off significantly in 2008 and have not recovered. Annual births in Bethel have averaged only 177 since 2008, or 16% below rates from the first half of the 2000s. The following map shows the distribution of births in Bethel from 2008 to 2011. These births correspond to the incoming kindergarten classes of 2013-14 through 2016-17.

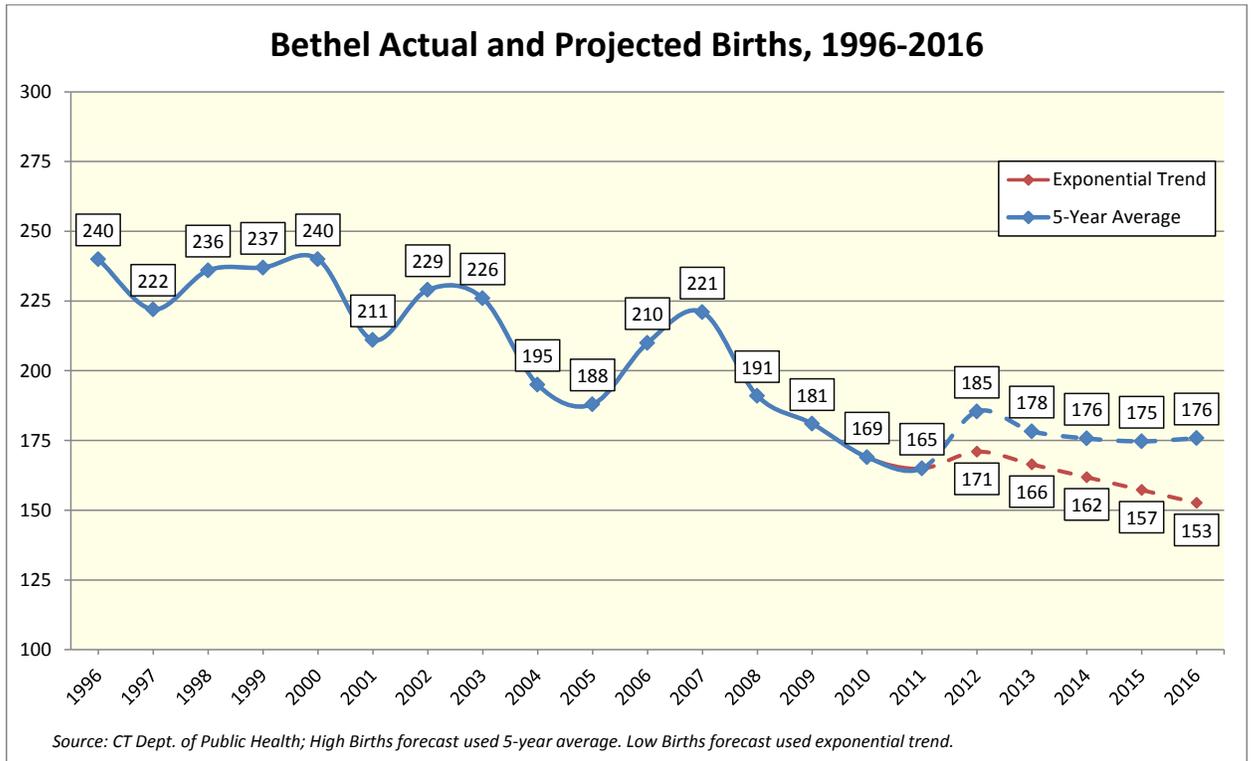
The Census Bureau recently lowered its national population projections partially as a result of lower forecasted birth rates. In addition, some demographers have suggested that as more women enter college, and more households and families increasingly rely on female earnings, fertility rates may remain low.¹

In order to prepare eight-year enrollment projections, birth forecasts were also prepared. An exponential trend was used to forecast a low range of births. The exponential trend carries forward the downward trend in annual births that started in 2000 and the persistence of record-level low birth rates nationally. However, due to recent housing construction activity in Bethel, the exponential trend forecast likely exaggerates the projected decline in births. Therefore, a five-year average

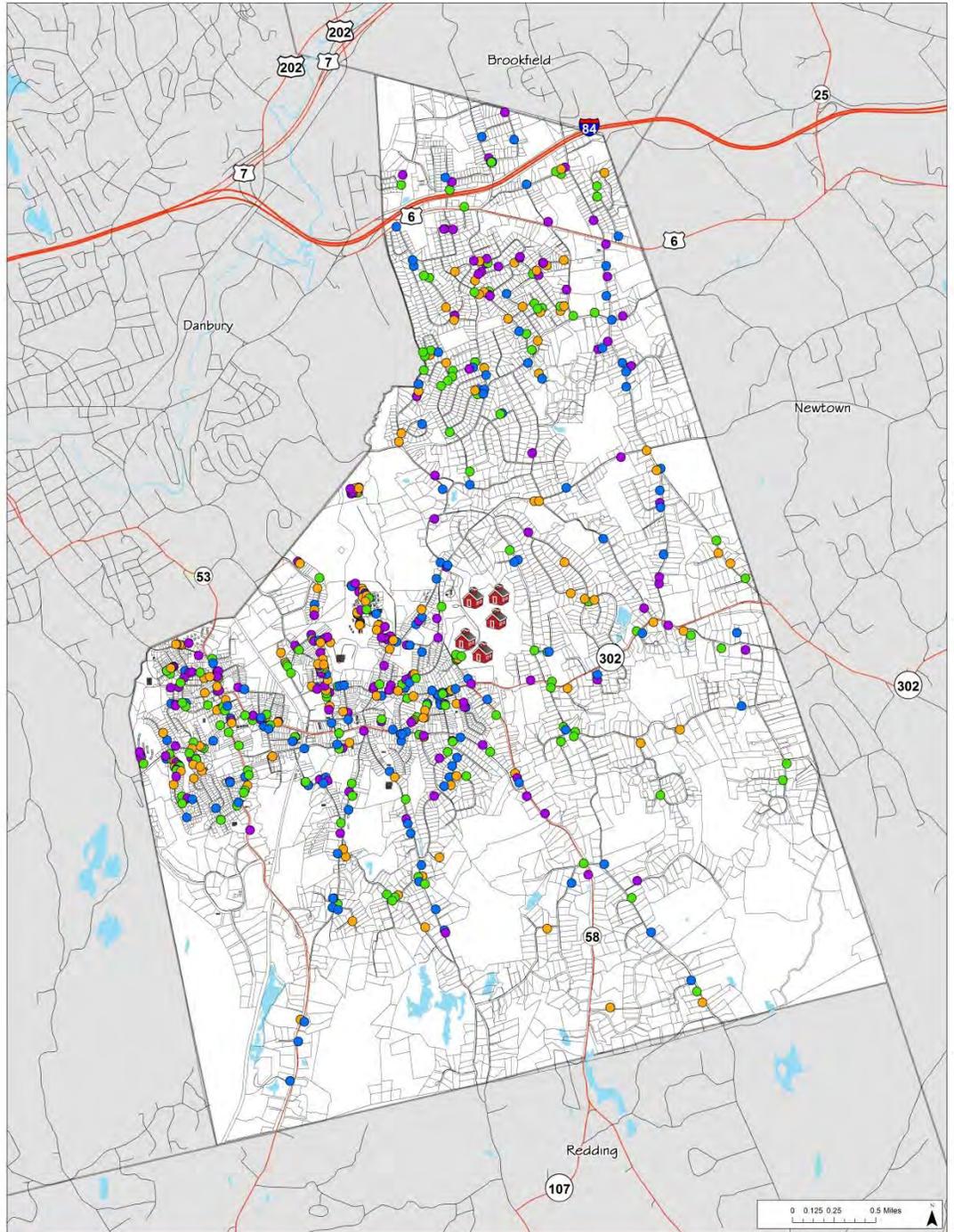
¹ Mather, Mark. 2012. *Fact Sheet: The Decline in U.S. Fertility*, Population Research Bureau.

trend was used to forecast a high range of births. The five-year average better accounts for recent housing activity in Bethel. The enrollment projections presented later in this report are calculated using the five-year average birth forecast shown in the figure below.

FIGURE 2



MAP 5



 Bethel Public Schools
Comprehensive Enrollment Analysis

Birth Distribution
(2008 - 2011)

Births by Year

- 2011
- 2010
- 2009
- 2008

Sources:
 * Fidelity, Team of Bethel, 2011
 * Public Map Data, CT DEEP, 2012
 * Streets, StreetMap USA, 2012
 * Bethel, CT DPW, 2012

Cartoon data for this study was obtained with approval from the DPW P.E. All agencies are responsible for analysis and interpretation of this data.

This map is intended for planning purposes only. Distortions may not be exact.

January 2013


HOUSING

The amount of housing in Bethel increased at a greater rate than the total population between 2000 and 2010. The number of housing units increased nearly 10%, compared to a less than 3% increase in population. Not surprisingly, average household sizes decreased during the decade.

The following series of maps and charts highlight housing activity during the last decade in Bethel. New residential construction permits peaked in 2001. Unlike many communities in Connecticut, permitting activity has rebounded some since the economic downturn began in 2008. Permits have averaged about 55 units per year since 2009. Housing sales peaked around the same period as permitting activity, from 2001 to 2003. The number of condo sales has remained steadier than single-family housing sales, largely because new construction in Bethel increasingly consists of condo/ townhome units in the last few years.

Median housing sales prices in Bethel and its neighboring communities indicate that single-family homes in Bethel are relatively affordable. Only Danbury's median sales prices for single-family homes are lower. However, since 2010, the median sales price for condos in Bethel has surpassed those in all other neighboring communities. Recent new construction in Bethel is not only primarily condo style housing, but also higher-end housing.

Unlike many Connecticut communities, ownership by those over age 65 has not increased significantly throughout Bethel; however, some neighborhoods have seen increases. These areas are primarily the more rural sections of Bethel, and have the potential for housing turnover if and when the housing market strengthens.

The Town has had over 540 housing units either approved, in the pipeline, or expecting approval since 2010. Most of these units are in planned residential developments of condo/townhome style developments, and are highlighted on the potential housing unit map that follows. In speaking with the Planning Department, there is very limited potential for future planned residential developments of the scale of Bethel Woods or Bethel Summit. Those style developments are only allowed in areas with sewer and water service, and require significant acreage. Under current zoning, and with development constraints factored into the equation, an additional 500 housing units could be built through primarily traditional subdivision processes. Most of these units would be located in southern areas of Town.

Finally, the percentage of Bethel students living in multi-family residential developments has increased since 2009. However, only about 9% of the total enrollment lives in multi-family housing as of this school year.

MAP 6

TABLE 4

	Total Housing Units		
	2000	2010	Change
Tract 2001.00 BG 1	643	762	18.5%
Tract 2001.00 BG 2	714	738	3.4%
Tract 2002.00 BG 1	925	1,112	20.2%
Tract 2002.00 BG 2	399	463	16.0%
Tract 2002.00 BG 3	346	338	-2.3%
Tract 2002.00 BG 4	363	364	0.3%
Tract 2003.01 BG 1	542	558	3.0%
Tract 2003.01 BG 2	492	540	9.8%
Tract 2003.01 BG 3	504	549	8.9%
Tract 2003.02 BG 1	503	481	-4.4%
Tract 2003.02 BG 2	529	273	-48.4%
Tract 2003.02 BG 3	466	531	13.9%
Tract 2003.02 BG 4	227	601	164.8%
TOTAL:	6,653	7,310	9.9%

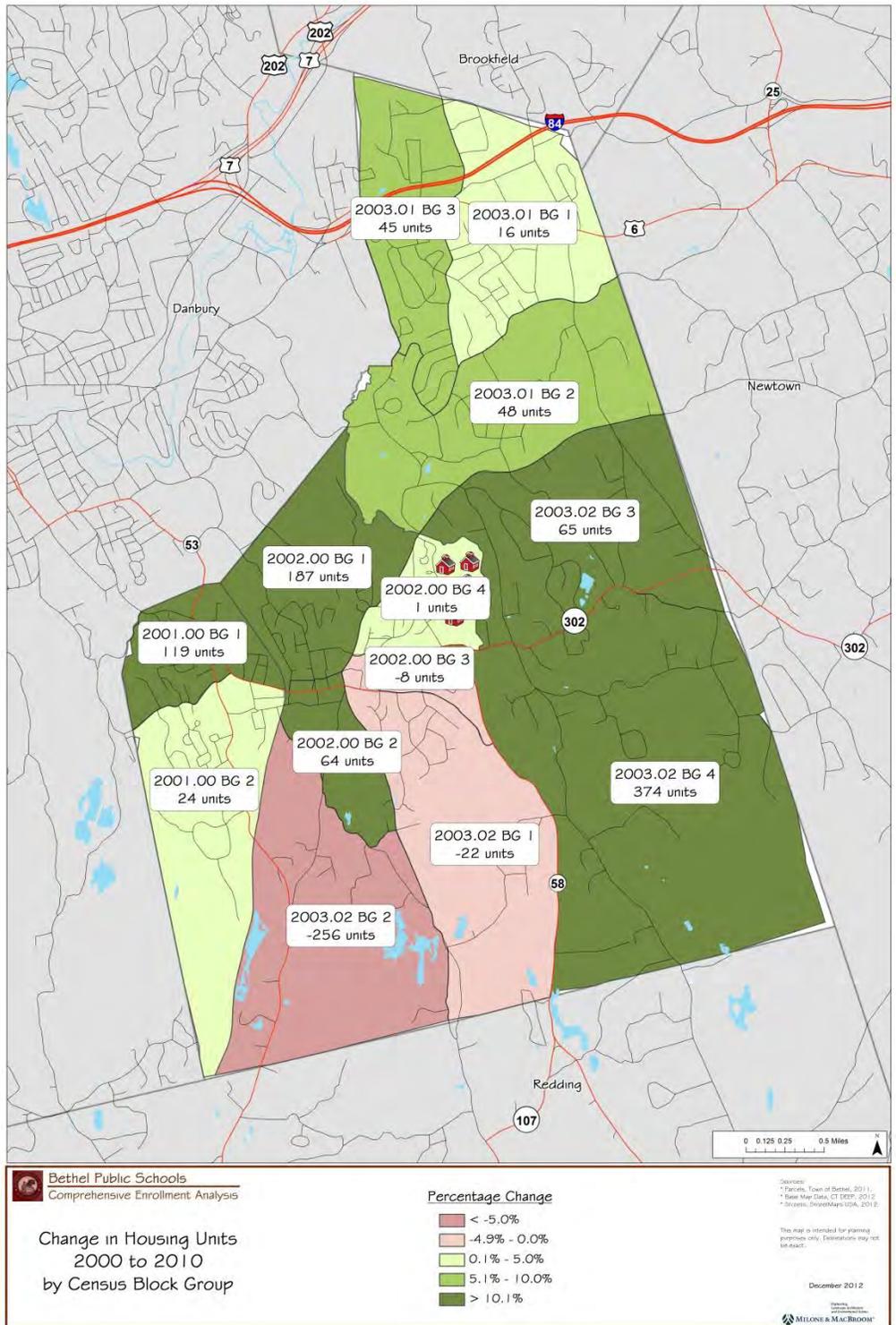


FIGURE 3

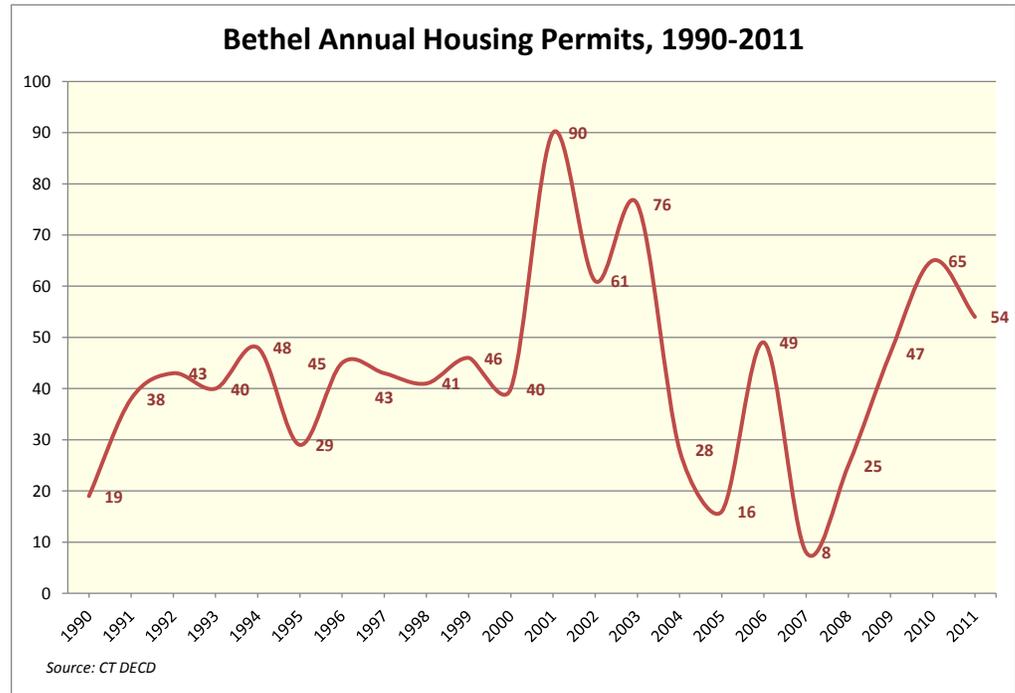


FIGURE 4

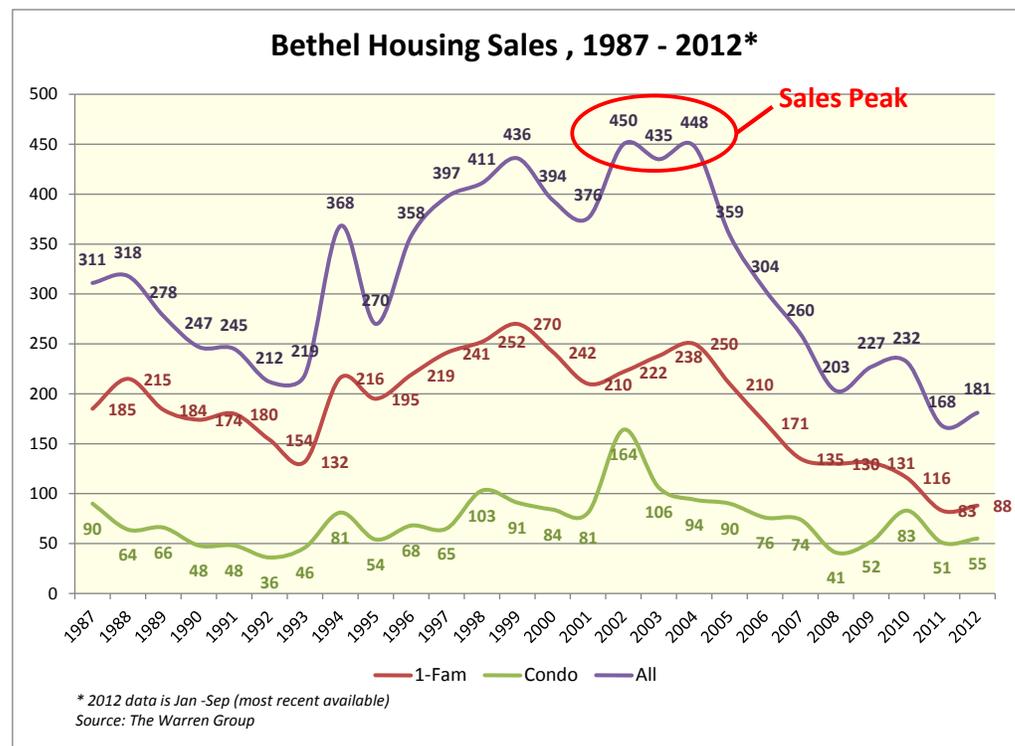


FIGURE 5

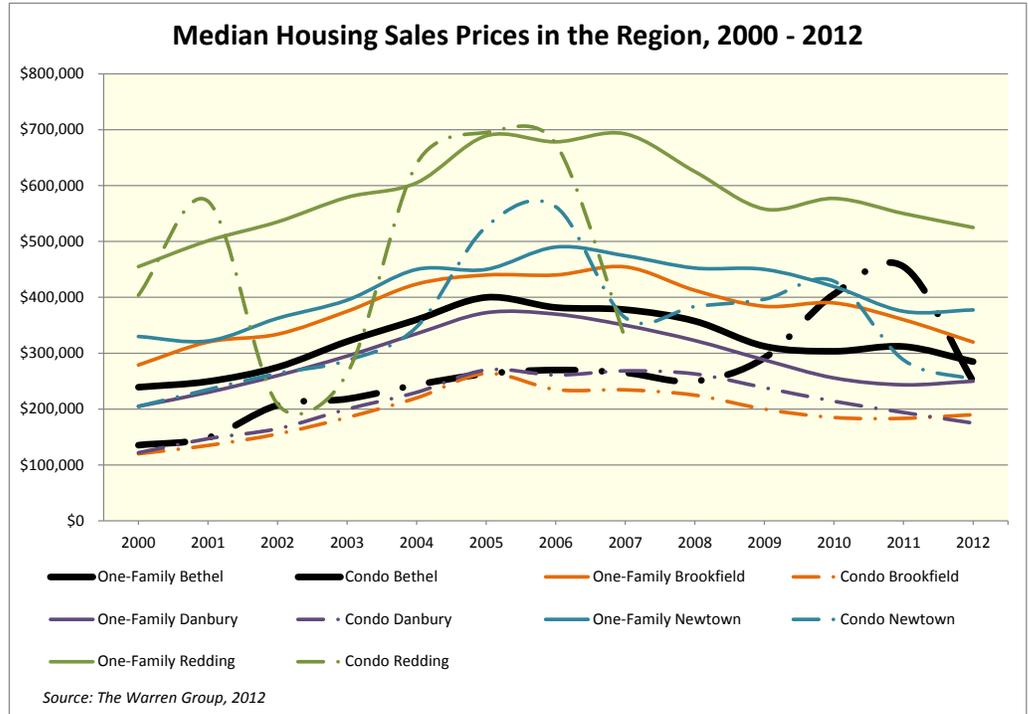


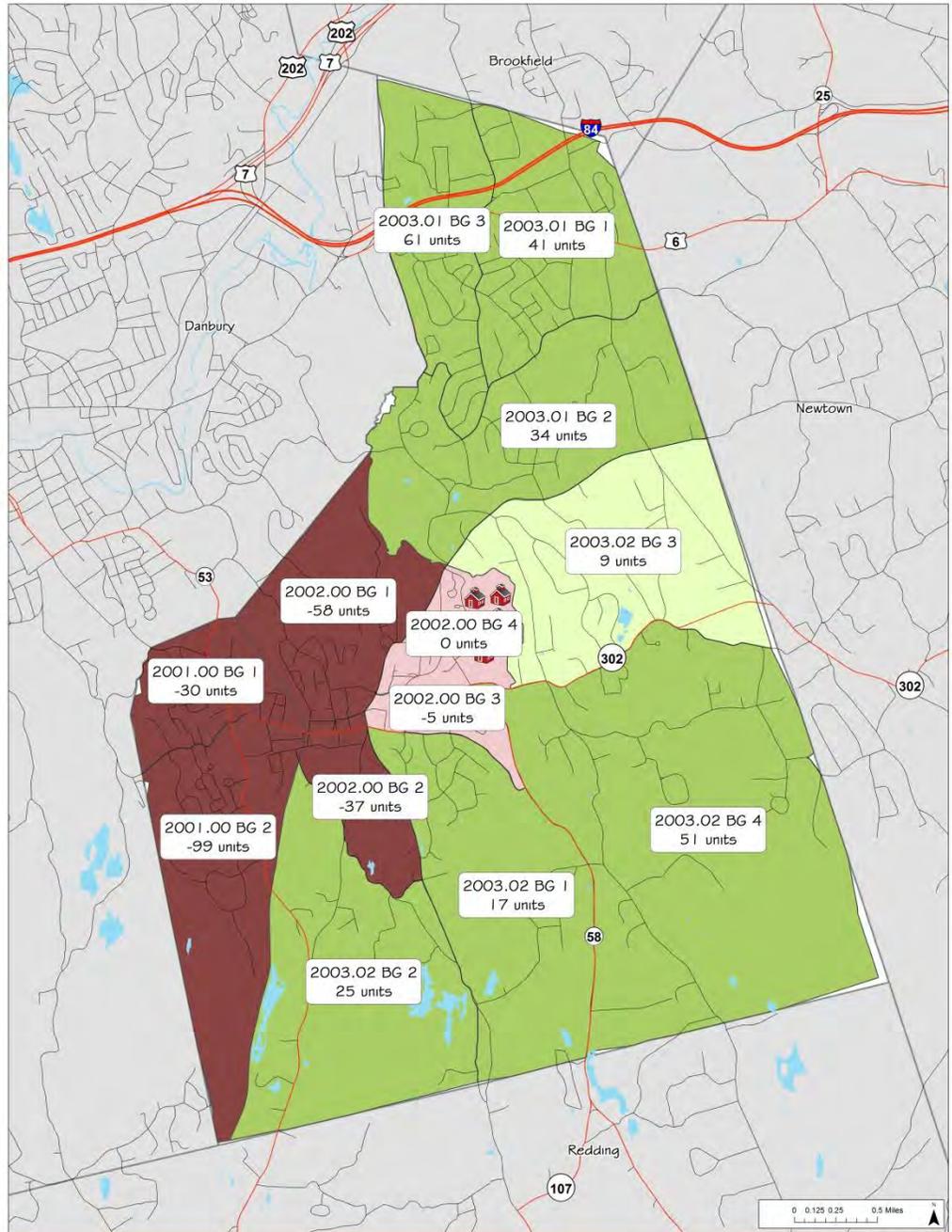
FIGURE 6

Bethel Students by Housing Type, Oct. 2009 to Oct. 2012								
	2009		2010		2011		2012	
Multi-Family	226	7.44%	229	7.79%	252	8.48%	263	8.84%
Single-Family or Duplex	2,812	92.56%	2,709	92.21%	2,719	91.52%	2,712	91.16%

MAP 7

TABLE 5

	Owner-Occupied Housing Units with Householder Age 65+		
	2000	2010	Change
Tract 2001.00 BG 1	141	111	-21.3%
Tract 2001.00 BG 2	161	62	-61.5%
Tract 2002.00 BG 1	154	96	-37.7%
Tract 2002.00 BG 2	95	58	-38.9%
Tract 2002.00 BG 3	56	51	-8.9%
Tract 2002.00 BG 4	50	50	0.0%
Tract 2003.01 BG 1	63	104	65.1%
Tract 2003.01 BG 2	62	96	54.8%
Tract 2003.01 BG 3	39	100	156.4%
Tract 2003.02 BG 1	62	79	27.4%
Tract 2003.02 BG 2	26	51	96.2%
Tract 2003.02 BG 3	110	119	8.2%
Tract 2003.02 BG 4	62	113	82.3%
TOTAL:	1,081	1,090	0.8%



Bethel Public Schools
Comprehensive Enrollment Analysis

Change in Owner Occupied Units with Householders Age 65+ 2000 to 2010 by Census Block Group

Percentage Change

- 61.5% - -20.0%
- 19.9% - -10.0%
- 9.9% - 0.0%
- 0.1% - 10.0%
- 10.1% - 156.4%

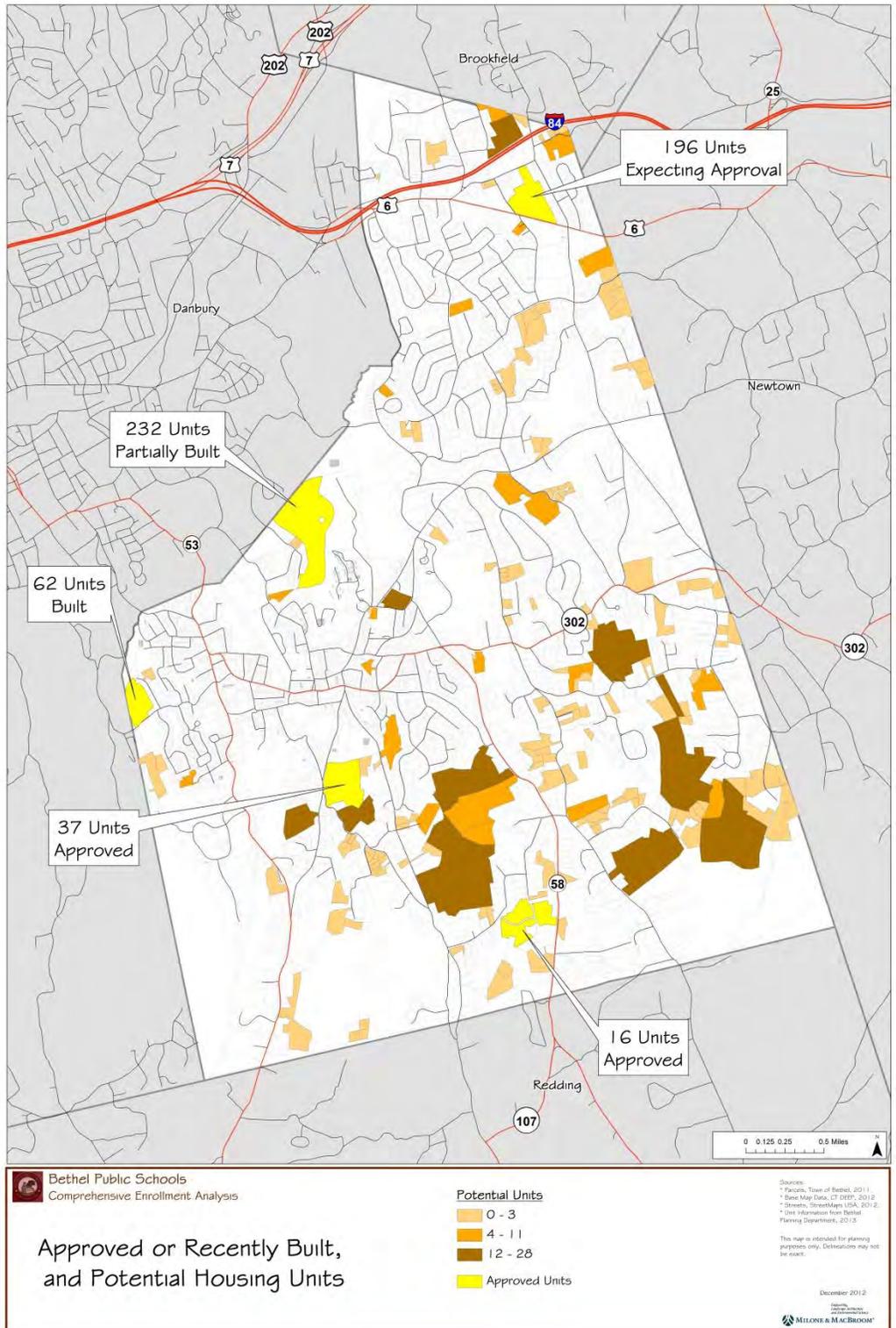
Sources:
1. Parcels, Town of Bethel, 2011.
2. Data Map Data, CITY OF BETHEL, 2012.
3. Streets, StreetMaps USA, 2012.

This map is intended for planning purposes only. Estimates may not be exact.

December 2012

MELONE & MACBROOM

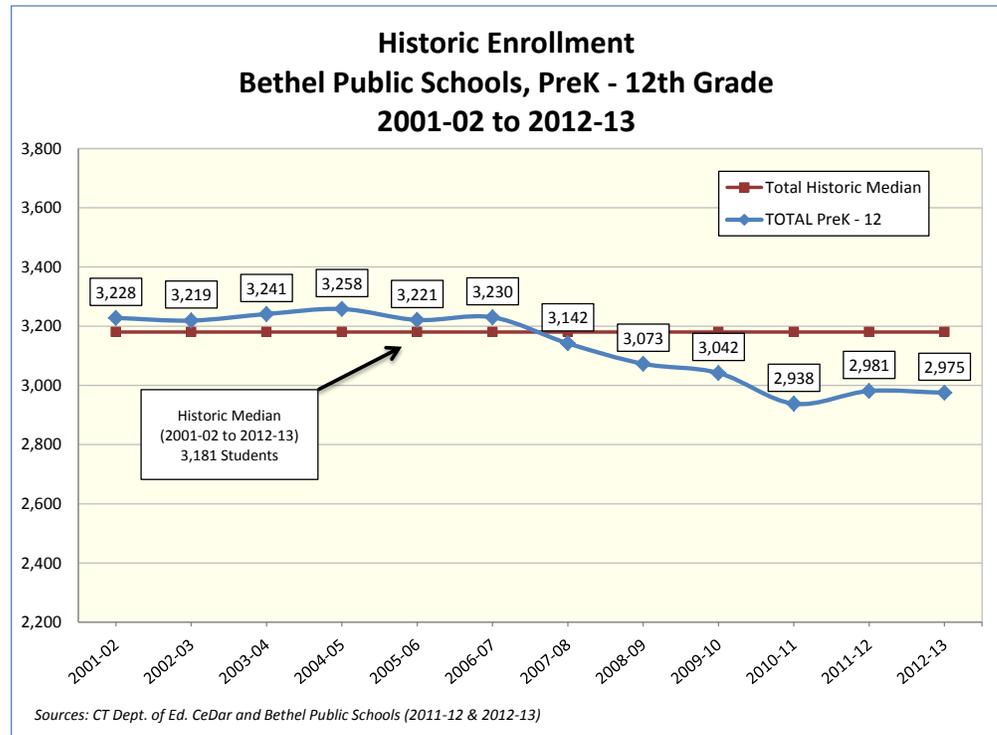
MAP 8



ENROLLMENT TRENDS

The total PreK – 12th grade enrollment in Bethel Public Schools ranged from between 3,220 and 3,250 for the first part of the last decade, as shown in the figure below. Since 2007-08, though, total enrollments have declined by about 255 students, or 8%. The lowest recent total enrollment recorded was in 2010-11 at 2,983. In the last two years, enrollments have rebounded to around 2,980.

FIGURE 7



The low enrollment in 2010-11 is in part due to smaller than usual incoming Kindergarten classes in 2009-10 and 2010-11. The enrollment increase of the last two years appears to result from larger PreK and Kindergarten classes. Because the district implemented full-day kindergarten in 2011-12, it is not surprising to see an enrollment increase in Kindergarten classes.

The following table shows by-grade historic enrollments for the district, along with births five years earlier. In 2004 and 2005, an unusually low number of births occurred in Bethel, with only 195 and 188 respectively, compared to an historic average of about 230 births per year. The drop in births in part accounts for an unusually low number of Kindergarteners entering the system in the 2009-10 and 2010-11 schools years. Again, implementation of full-day kindergarten attracted larger incoming classes for 2011-12 and 2012-13. Indeed, in 2012-13 the number of kindergarteners entering the system exceeded the number of births in Town five years prior for the first time in the last decade.

TABLE 6

Bethel Public Schools Enrollments 2001-02 to 2012-13

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PreK-3 Grades	4-5 Grades	6-8 Grades	9-12 Grades	TOTAL PreK - 12
2001-02	1996	240	223	202	246	244	261	248	282	292	248	267	250	220	188	57	972	509	822	925	3,228
2002-03	1997	222	216	238	210	252	254	262	247	274	296	243	241	221	207	58	974	516	817	912	3,219
2003-04	1998	236	211	234	240	219	248	262	268	250	295	301	226	241	191	55	959	510	813	959	3,241
2004-05	1999	237	213	224	214	244	227	262	269	272	260	308	261	217	219	68	963	489	801	1,005	3,258
2005-06	2000	240	198	220	229	205	241	223	261	268	275	279	278	266	201	77	929	464	804	1,024	3,221
2006-07	2001	211	211	209	223	235	216	252	234	260	267	294	270	255	244	60	938	468	761	1,063	3,230
2007-08	2002	229	191	227	210	222	238	216	252	239	252	261	272	262	239	61	911	454	743	1,034	3,142
2008-09	2003	226	213	197	231	206	219	235	217	252	237	248	261	260	241	56	903	454	706	1,010	3,073
2009-10	2004	195	170	227	205	238	215	220	241	215	247	242	236	240	269	77	917	435	703	987	3,042
2010-11	2005	188	163	170	222	201	235	216	223	245	216	249	227	241	242	88	844	451	684	959	2,938
2011-12	2006	210	200	174	174	223	210	237	221	224	248	234	242	241	232	121	892	447	693	949	2,981
2012-13	2007	221	231	194	182	174	227	216	241	222	221	255	229	243	232	108	889	443	684	959	2,975

Sources: CT Dept. of Ed. CeDar for 2001-02 through 2010-11; Bethel Public Schools for 2011-12 through 2012-13.

The District's PreK enrollments have also recently increased. From 2001-02 to 2010-11, the average PreK enrollment was 66 students per year. In the current school year, 108 PreK students attended Bethel Public Schools. Last year, there were 121 PreK students.

The following figures show historic enrollments at the various grade configurations present in Bethel Public Schools. In general, the system has experienced an almost 15% decrease in middle school enrollment since 2005-06, and the high school has decreased by about 10% since 2006-07.

FIGURE 8

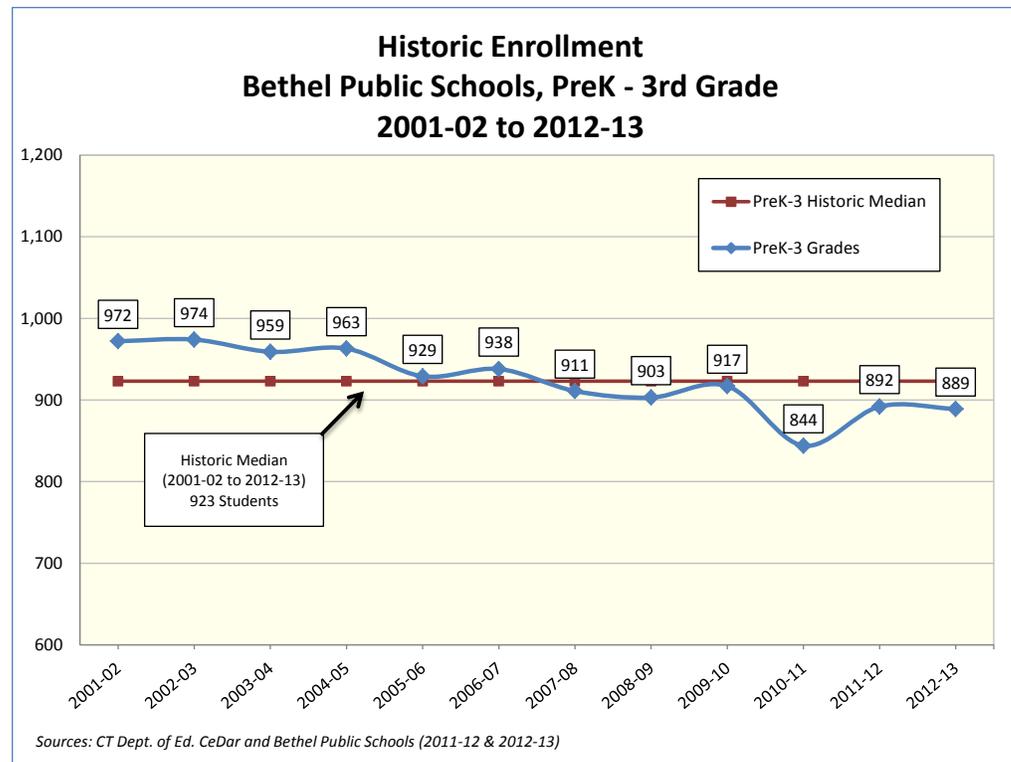


FIGURE 9

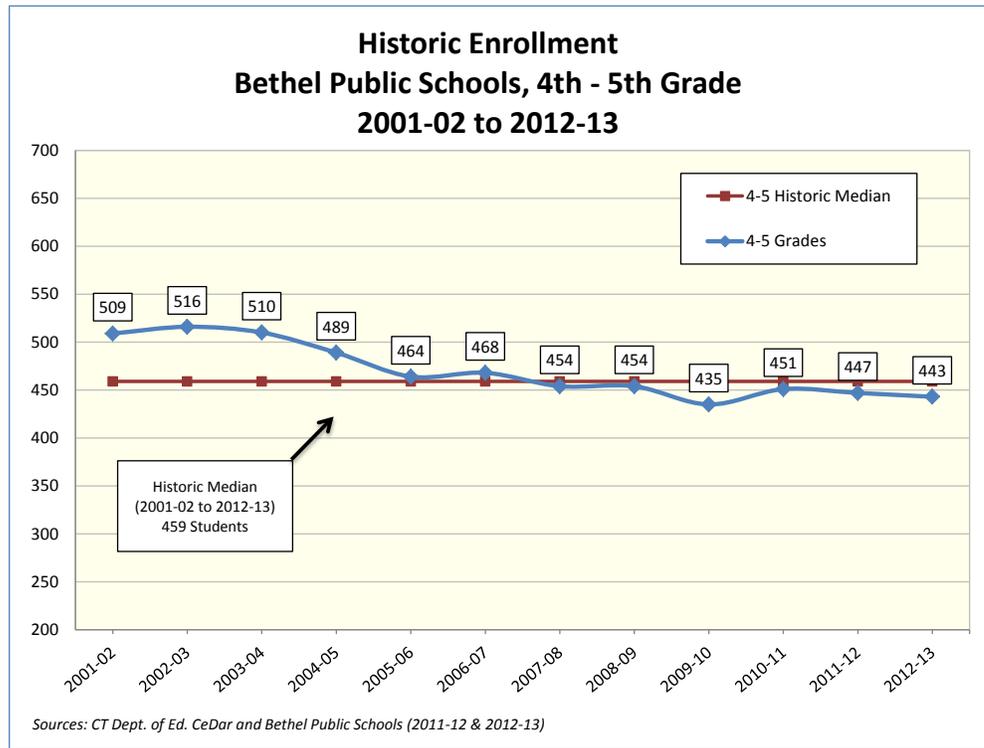


FIGURE 10

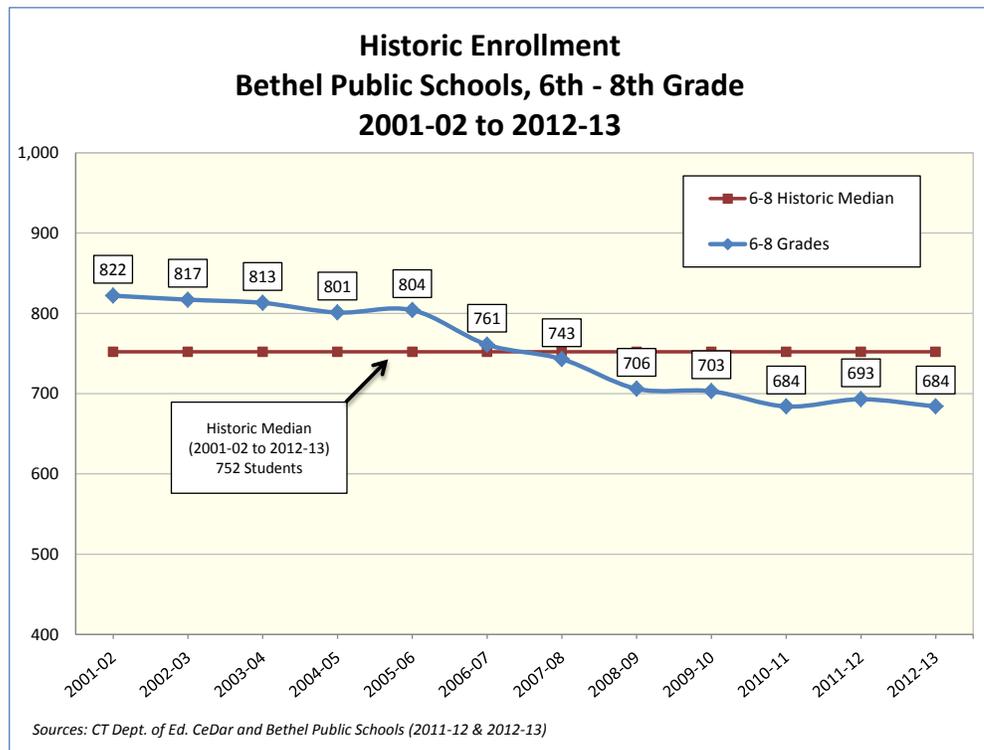
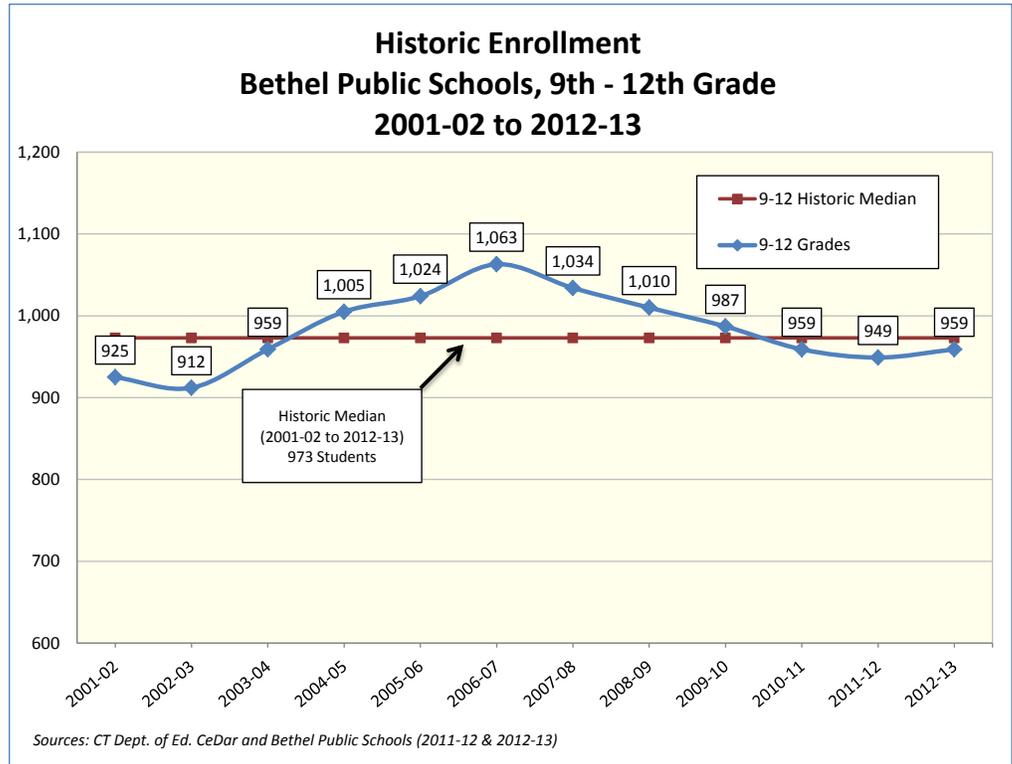


FIGURE 11



Changes in non-public school enrollment and regional public school enrollments are also influencing total enrollments at Bethel Public Schools. The following figure of Bethel Resident Students Enrolled in Non-Public Schools highlights how quickly private school enrollments declined when the economic recession began in 2008-09, especially at the elementary level. Approximately 70 to 80 Bethel elementary students per year that might have attended private school presumably returned to Bethel Public Schools or other regional public schools.

Indeed, enrollments of Bethel resident students in other public schools have been increasing steadily since 2007-08, as shown in the figure below. The Danbury School District has seen the largest increase in Bethel students, and these students are primarily enrolling in the elementary magnet program available in Danbury.

FIGURE 12

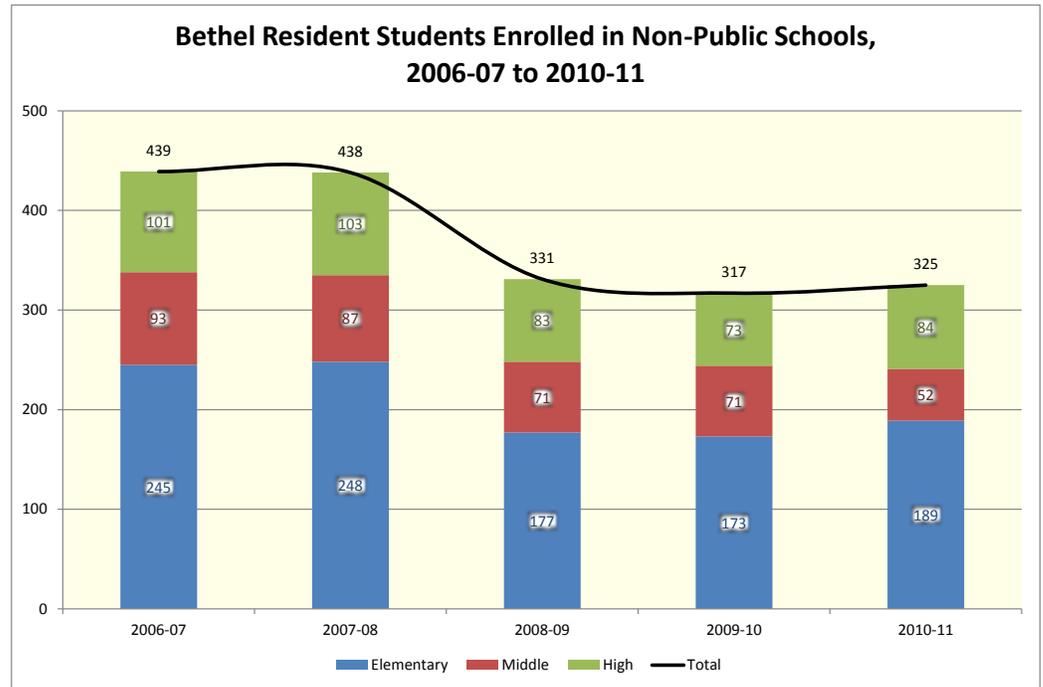
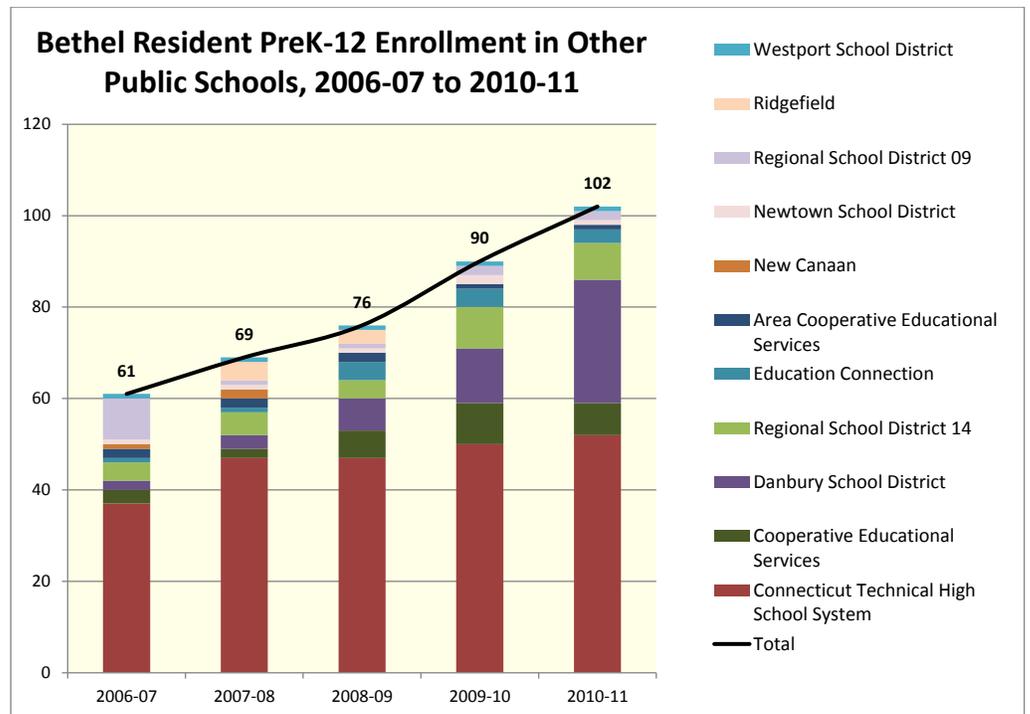


FIGURE 13



ENROLLMENT PROJECTIONS

The cohort-survival method, with some modifications, was used to calculate all projections in this report. This is a standard method for projecting populations and student enrollments. The cohort-survival methodology relies on observed data from the recent past to predict the near future. This methodology works well for stable populations, including those that are steadily growing or declining; however, programmatic changes in Bethel, such as the implementation of full-day kindergarten and an increase in PreK enrollments, have resulted in changing enrollment trends. In addition, the economic recession and recent growth in housing units in Bethel are factors that contribute to a much different enrollment climate than just five years ago. Therefore, adjustments were made in the projections to adequately capture these external factors.

A persistency ratio was calculated based on historic enrollment data to determine growth or loss in a class as it progresses through the school system. Persistency ratios of 1.0 mean that the class size remains the same as it advances from one grade to the next. A persistency ratio of 1.05 means the class size increases by 5% or a class of 100 gains five additional students the next year. Enrollment data from 2001-02 through 2012-13 combined with birth data from 1996 to the present were used to calculate birth-K and grade-to-grade persistency ratios. The following table shows the calculated ratios.

TABLE 7

**Kindergarten through 12th Grade Persistency Ratios by School Year
2001-02 to 2012-13**

Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
2002-03	0.973	1.067	1.040	1.024	1.041	1.004	0.996	0.972	1.014	0.980	0.903	0.884	0.941
2003-04	0.894	1.083	1.008	1.043	0.984	1.031	1.023	1.012	1.077	1.017	0.930	1.000	0.864
2004-05	0.899	1.062	0.915	1.017	1.037	1.056	1.027	1.015	1.040	1.044	0.867	0.960	0.909
2005-06	0.825	1.033	1.022	0.958	0.988	0.982	0.996	0.996	1.011	1.073	0.903	1.019	0.926
2006-07	1.000	1.056	1.014	1.026	1.054	1.046	1.049	0.996	0.996	1.069	0.968	0.917	0.917
2007-08	0.834	1.076	1.005	0.996	1.013	1.000	1.000	1.021	0.969	0.978	0.925	0.970	0.937
2008-09	0.942	1.031	1.018	0.981	0.986	0.987	1.005	1.000	0.992	0.984	1.000	0.956	0.920
2009-10	0.872	1.066	1.041	1.030	1.044	1.005	1.026	0.991	0.980	1.021	0.952	0.920	1.035
2010-11	0.867	1.000	0.978	0.980	0.987	1.005	1.014	1.017	1.005	1.008	0.938	1.021	1.008
2011-12	0.952	1.067	1.024	1.005	1.045	1.009	1.023	1.004	1.012	1.083	0.972	1.062	0.963
2012-13	1.045	0.970	1.046	1.000	1.018	1.029	1.017	1.005	0.987	1.028	0.979	1.004	0.963
Long Term Average	0.9185	1.0465	1.0099	1.0054	1.0178	1.0140	1.0159	1.0026	1.0075	1.0259	0.9396	0.9739	0.9439
Last 5-Yr Average	0.9358	1.0269	1.0211	0.9992	1.0161	1.0067	1.0168	1.0033	0.9951	1.0250	0.9680	0.9925	0.9776
Last 3-Yr Average	0.9549	1.0125	1.0158	0.9950	1.0167	1.0139	1.0179	1.0085	1.0012	1.0399	0.9628	1.0290	0.9779
3-Year Weighted Avg.	0.9846	1.0075	1.0272	0.9982	1.0218	1.0179	1.0184	1.0065	0.9982	1.0432	0.9696	1.0262	0.9703

Source: Calculated by MMI from State Department of Education, Public School Information System (2001-02 to 2010-11), Bethel Public Schools 11-12 and 12-13, and CT Department of Public Health (CT DPH) Birth Data.

The dramatic change in persistency ratios for Birth-K over the last two years is frequently seen when a district implements full-day kindergarten. Families that might have chosen a private full-day kindergarten program now enroll their children in Bethel Public Schools at Kindergarten, rather than first grade. That also accounts for the slight decrease in the K-1 persistency ratio in this most recent year, as more students are entering the system in Kindergarten.

Because these programmatic changes were implemented only two years ago, there is limited data to indicate how they will affect enrollments over the long-

term. However, one can assume that full-day kindergarten will continue to attract students that might have otherwise attended a private kindergarten, thereby delaying entrance into the public schools system. Therefore, the three-year weighted average persistency ratios were used to project enrollments. The three-year weighted average places greater emphasis on the last two years of data, which are the years that most accurately reflect the current and anticipated structure of the Bethel Public Schools System.

As discussed earlier, Bethel Public Schools has also significantly increased PreK enrollments in the last two years, and continues to have a large waiting list. We understand the district intends to open two more classes of PreK next year. Therefore, we assumed next year's anticipated PreK enrollment of about 140 students would continue annually throughout the projection horizon. Finally, as explained earlier, the five-year average birth trend was used to project births for 2012 and beyond.

Total enrollments are projected to decline slowly over the projection horizon, from 2,975 students this year to a low of 2,710 students in 2020-21, a decline of approximately 9% over eight years. Elementary enrollments, however, are expected to increase slightly over the next two years before starting to decline. Enrollments in the high school are projected to remain relatively stable until 2018-19, when the cumulative effects of declining elementary enrollments that began in the mid-2000s will begin to impact high school enrollments. The following table shows the eight-year enrollment projections for Bethel Public Schools by grade.

TABLE 8

DISTRICTWIDE ENROLLMENT PROJECTIONS BY GRADE

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	Total
2012-13	2007	221	231	194	182	174	227	216	241	222	221	255	229	243	232	108	2,975
2013-14	2008	191	188	233	199	182	178	231	220	243	222	231	247	235	236	140	2,983
2014-15	2009	181	178	189	239	199	186	181	235	221	242	231	224	254	228	140	2,948
2015-16	2010	169	166	180	195	239	203	189	184	237	221	253	224	229	246	140	2,906
2016-17	2011	165	162	168	184	194	244	207	192	186	236	231	245	230	223	140	2,842
2017-18	2012	185	183	164	172	184	199	248	211	194	185	247	224	251	223	140	2,823
2018-19	2013	178	176	184	168	172	188	202	253	212	193	193	239	229	244	140	2,793
2019-20	2014	176	173	177	189	168	176	191	206	254	212	202	187	245	223	140	2,743
2020-21	2015	175	172	174	182	189	171	179	195	207	254	221	196	192	238	140	2,710

The following figures show historic enrollment trends and projected enrollments at the districtwide and current grade configuration levels. While the total PreK-12 enrollment remains below historic median levels, the PreK-3rd grades are projected to rise above historic median levels until 2016-17. This is partially due to an increase in PreK enrollments, and partially due to a particularly large class clearing the elementary system by 2016-17. In addition, the high school is projected to remain near historic median levels until 2018-19, when previous enrollment declines at younger grades will start to affect high school enrollments. As is apparent, the overall decrease in total enrollment is projected to be a steady, slow decline over the entire eight-year period.

FIGURE 14

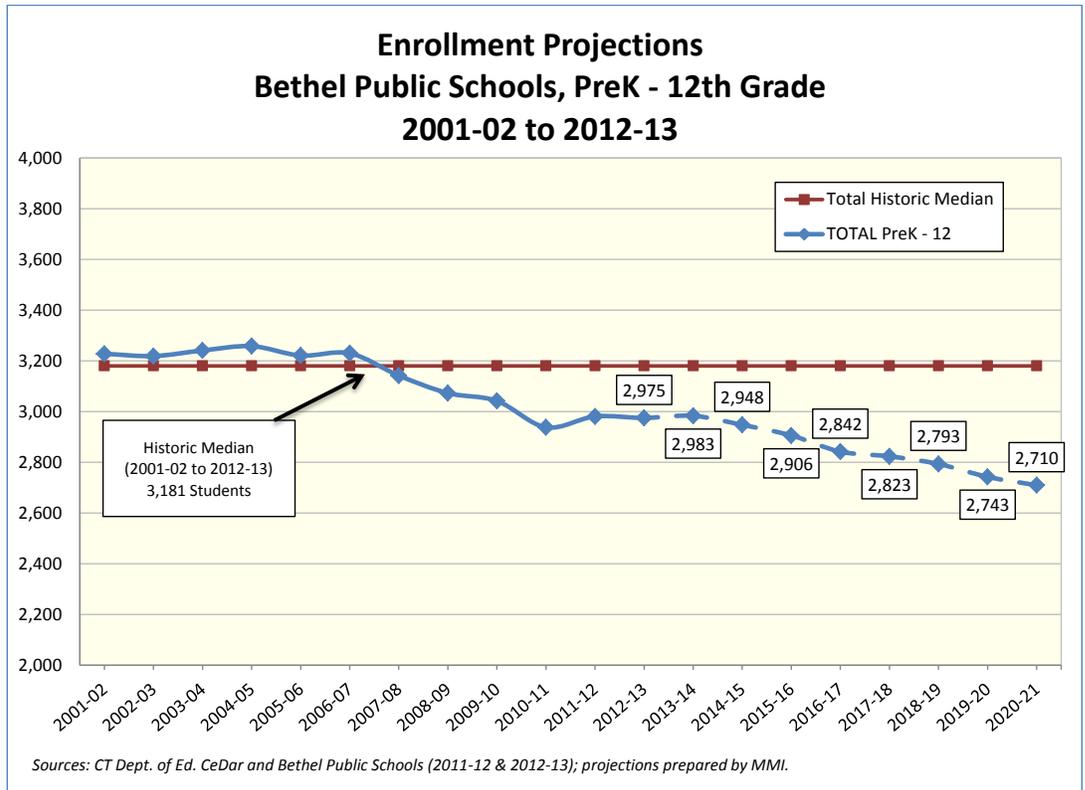


FIGURE 15

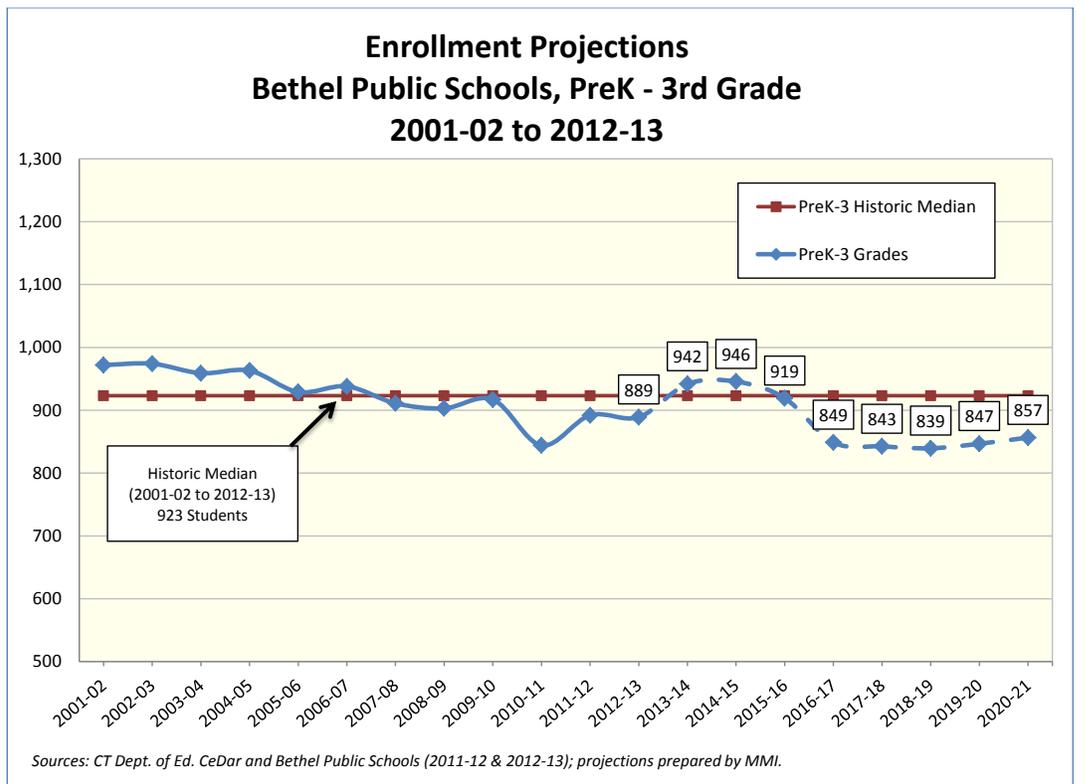


FIGURE 16

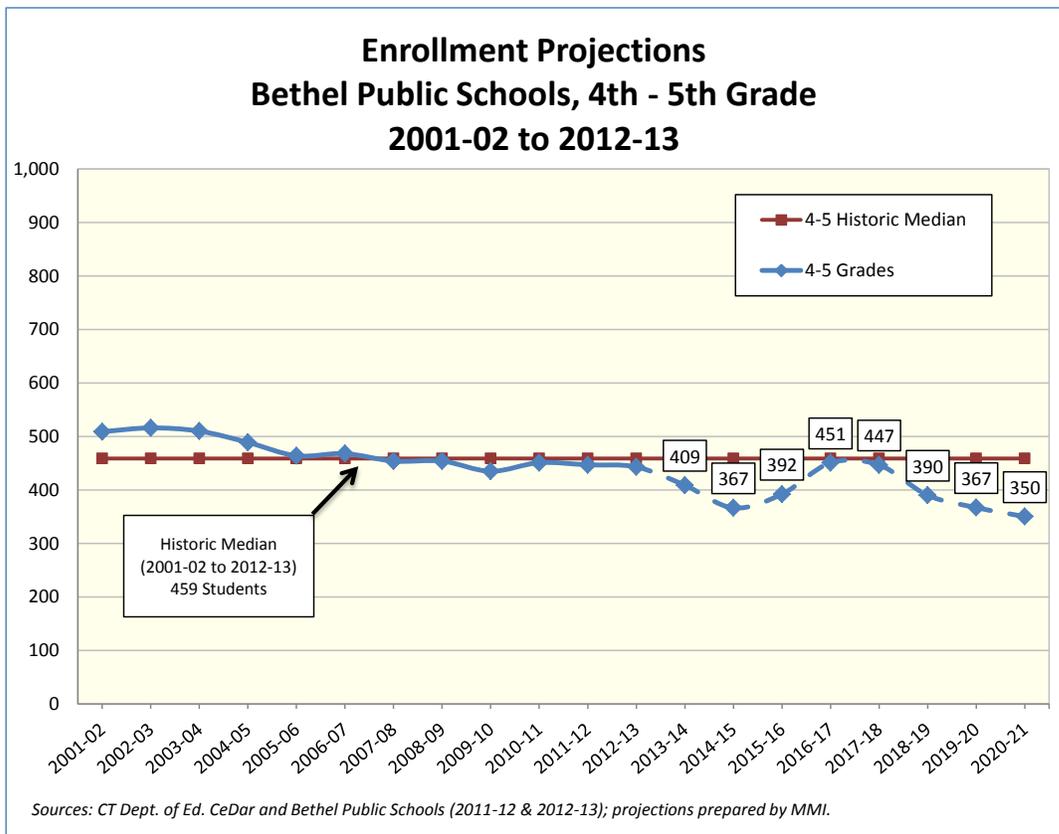


FIGURE 17

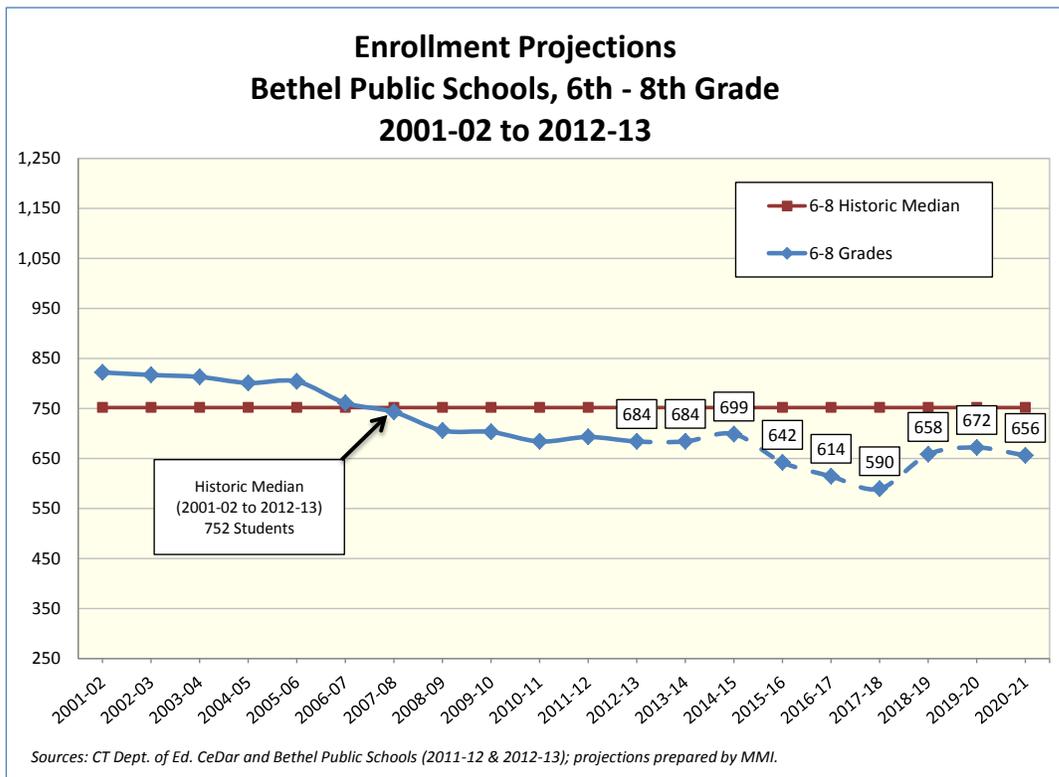
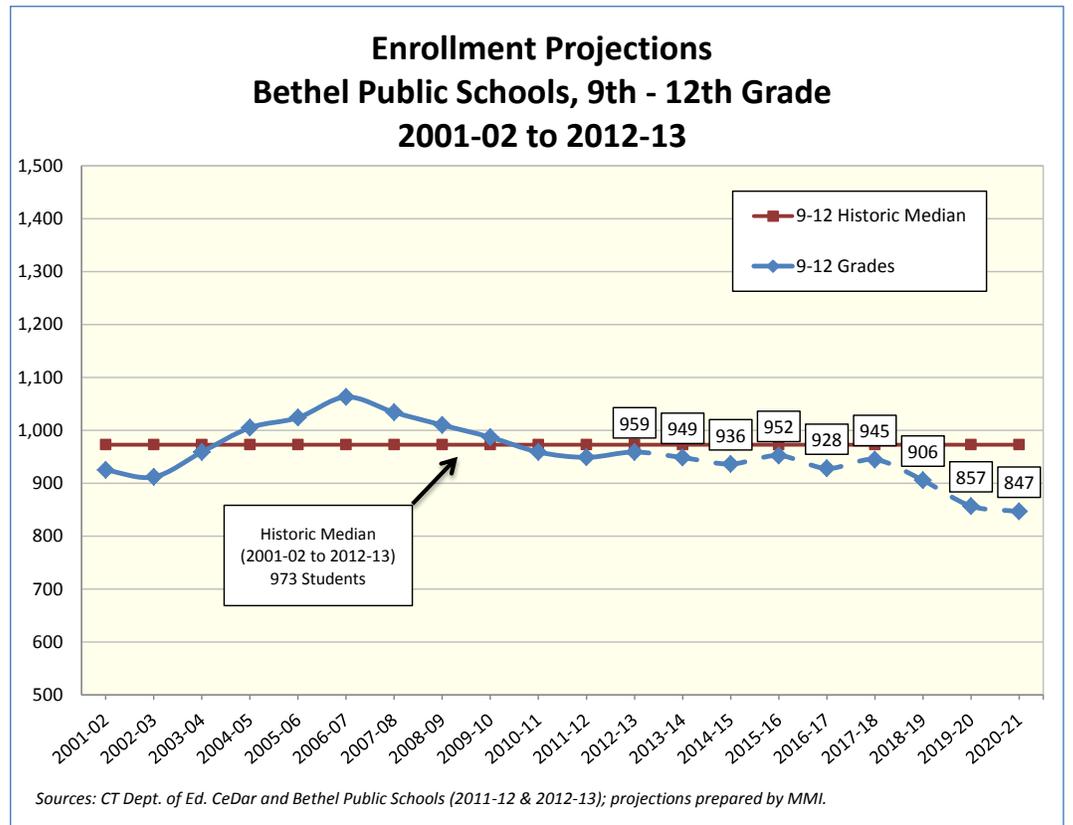


FIGURE 18



Instruction

Graduation Requirements

Graduation from Bethel Public Schools requires that

1. Students satisfactorily complete the prescribed courses of study for the various grade levels in accordance with their respective abilities to achieve;
2. Students satisfactorily pass examinations and/or standards approved by the Board of Education;
3. Students fulfill the legally mandated number and distribution of credits;
4. Students demonstrate academic skills at an acceptable level in each course to progress toward graduation. To that end, each student must meet four performance demonstration standards, one each in science, social studies, English, and mathematics. The administration shall provide a course of action for students who fail to meet one or more performance demonstration standards.

The Board of Education, in recognition of its responsibility for the education of its students, including those who drop out of school, shall make available to all its students, programs that are available for meeting standards that will enable them to acquire a high school diploma.

The Board of Education shall routinely approve and review requirements for graduation and individual courses.

(cf. [5121](#) – Examination/Grading/Rating)

(cf. [6111](#) – School Calendar)

(cf. [6146.2](#) – Statewide Proficiency/Mastery Examination)

Legal Reference: Connecticut General Statutes

[10-14n](#) Statewide mastery examination.

Conditions for reexamination. Limitation on use of test results.

[10-16\(1\)](#) Graduation exercises. (As amended by PA 96-108)

[10-221a](#) High school graduation requirements.

[10-233](#) Promotion and graduation policies

Policy Adopted: October 5, 1992

Policy Revised: November 18, 1996

Policy Revised: 9/19/02

Instruction

Graduation Requirements

I. Credit Distribution

To qualify for graduation, a student must be enrolled in a minimum of seven units during the school day, each year of grades nine through twelve. Exceptions will be made for students who qualify under the approved criteria for special alternative programs or individualized programs approved by the high school administration.

Students must also meet specific performance demonstration standards as identified in this regulation.

Students must pass those courses that meet distribution requirements with a minimum grade of D (65-66%).

Courses passed must total a minimum of 24 Carnegie units distributed as follows:

- | | |
|--|---|
| A. English | 4 Units |
| B. Social Studies | 3.5 Units
(1 unit U.S. History)
(.5 units Civics and American Government)
(2 units of World History) |
| C. Mathematics
(requirement) | 3 Units (Accounting may fulfill one unit of this requirement) |
| D. Science | 3 Units (1 unit Biology) |
| E. Physical Education | 2 Units (.5 units per year) |
| F. Health Education | .5 units in ninth grade |
| G. Fine Arts (Art or Music
Or Theater Arts) | .5 units |
| H. Practical Arts | 1.5 units (1 unit must be in computer courses.
Practical Arts includes courses in Business, Computer
Science, Driver Education, Life Studies, Technical
Education, and Work Experience.) |
| I. | Approved and documented Community Service requirement of 60 hours. |
| J. | Successful Completion of the Senior Seminar which can include one of the |

following approved learning experiences:

- College or University Course Work (3 credits)
- Internship (60 hours)
- Cooperative Work Study (60 hours)
- Virtual High School Course
- Approved Work Option

II. District's Performance Expectations

The District Performance Expectations are defined in general terms and students shall have the opportunity to demonstrate competency in one of several formats.

A. English, Social Studies, Science, and Math Performance Expectations

1. Summary of Performance Expectations

- a. Reading and Writing** - Students shall develop and communicate informed opinions by interpreting and evaluating literary and informational texts across the disciplines.
- b. Science** - Students shall apply core content knowledge and scientific reasoning and communication skills in order to understand the natural world.
- c. Mathematics** - Students shall apply algebraic reasoning, numerical and proportional reasoning, geometry and measurement, and probability and statistics skills to solve mathematical problems.

2. Demonstration of Performance Expectations

- a. Reading and Writing Across the Disciplines** - To meet the performance expectations for **reading and writing**, the student shall achieve at least Proficiency (level 3) on the **Reading Across the Disciplines and Writing Across the Disciplines** section of the CAPT in his/her sophomore year; **or**

Successfully complete an approved semester elective course within the English or Social Studies departments in addition to the 4 units of English and 3.5 units of Social Studies required for graduation during the junior or senior year; **or**

Successfully complete a semester elective course during the junior or senior year designed to remediate specific weaknesses evidenced by the student's performance on the **Reading Across the Disciplines and Writing Across the Disciplines** sections of CAPT, and to address those literacy skills essential for success after graduation.

- b. Science** - To meet the performance expectations in **Science**, the student shall achieve at least Proficiency (level 3) on the Science section of the CAPT in his/her sophomore year; **or**

Successfully complete an approved semester elective course within the Science department in addition to the 3 units of Science required for graduation during the junior or senior year; **or**

Successfully complete a semester course, **Science Standard**, during the junior or senior year designed to remediate specific weaknesses evidenced by student's performance on the Science section of CAPT and prepare students for the science skills they will need after graduation.

c. **Mathematics** - To meet the performance expectations in **Mathematics**, the student shall achieve at least Proficiency (level 3) on the Mathematics section of the CAPT in his/her sophomore year; **or**

Successfully complete an approved semester elective course within the Mathematics department in addition to the 3 units of Mathematics required for graduation during the junior or senior year; **or**

Successfully complete a semester course, **Mathematics Standard**, during junior or senior year designed to remediate weaknesses evidenced by student's performance on the Mathematics section of CAPT and prepare students for the mathematics skills they will need after graduation.

3. Notification

a. Notification of teachers: At the beginning of the school year, the school counselors and building administration will provide to the Mathematics, English, Social Studies, and Science teachers a list of any juniors and seniors who have not achieved the Proficiency Standard (level 3) in their academic disciplines on the CAPT. The school counselors are responsible for scheduling these students into an approved additional course in the area beyond the graduation requirements **or** the Standard course in that content area.

b. Notification of students: The school counselors will inform juniors who did not meet the Proficiency Standard (level 3) on any of the sections of CAPT at the beginning of the school year, and clarify their status relative to meeting the performance expectations for graduation from Bethel High School.

c. Notification of parents: Parents of juniors who did not meet the Proficiency Standard (level 3) on any of the sections of CAPT will be informed in writing of the performance expectations for graduation. Parents of seniors who have not yet met the requirement in any area will also be notified in writing at the beginning of the school year.

4. Transfers

If a student transfers into the Bethel Public Schools after completing two years in a high school in another Connecticut district, he/she must show evidence of passing the CAPT at the Proficiency Standard (level 3) at their previous high school at the time of registration. If a transfer student from another Connecticut district has not met the

Proficiency Standard (level 3) required of Bethel students, that student is required to meet the same performance expectations for graduation as all other Bethel students.

If a student transfers into the Bethel Public Schools from an out-of-state public school after completing two years of high school, he/she must show evidence of meeting the Proficiency Standard (level 3) in the previous state's testing program at the time of registration. If a transfer student from an out-of-state public school has not met the Proficiency Standard on his/her state tests, that student is required to meet the same Performance Expectations for graduation as all other Bethel students.

Transfer students from independent or private schools may be required to demonstrate the CAPT Proficiency Standard, or they may be exempted from the Bethel's Performance Expectations at the discretion of the Administration on a case-by-case basis.

5. Special Education

Special Education students may be exempt from district Performance Expectations for graduation as described in this policy if so indicated in their **Individual Education Plan**. However, the Board strongly encourages Special Education students for whom it is appropriate to register for those remediation courses offered by the content area departments.

6. English Language Learners (ELL)

Any new registrant qualifying for ELL services is exempted from the district's Performance Expectations. However, the Board strongly encourages ELL students for whom it is appropriate to register for those remediation courses offered by the content area departments.

7. Implementation

Students who have not met the Performance Expectations by the end of their senior year will not graduate. To obtain a Bethel High School diploma, they must return as a fifth year student and complete the Performance Expectations outlined in these regulations.

Regulation approved: October 5, 1992

Regulation revised: 11/6/95; 5/13/96,11/18/96, 11/15/99

8/21/00, 9/19/02, 11/26/02, 9/27/07

6146R-P&P6-04

Instruction

Graduation Requirements

Graduation from Bethel Public Schools requires that

1. Students satisfactorily complete the prescribed courses of study for the various grade levels in accordance with their respective abilities to achieve;
2. Students fulfill the legally mandated number and distribution of credits;
3. Students demonstrate district performance expectations—currently defined by the Connecticut Academic Performance Task—in reading, writing, mathematics, and science. The administration shall provide a course of action for students who fail to meet one or more of the district performance expectations.

The Board of Education, in recognition of its responsibility for the education of its students, including those who drop out of school, shall make available to all its students, programs that will enable them to acquire a high school diploma.

The Board of Education shall routinely approve and review requirements for graduation and individual courses.

(cf. 5121 – Examination/Grading/Rating)

(cf. 6111 – School Calendar)

(cf. 6146.2 – Statewide Proficiency/Mastery Examination)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination.

Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by PA 96-108)

10-221a High school graduation requirements.

10-233 Promotion and graduation policies

Policy Adopted: 10/05/1992

Policy Revised: 11/18/1996

Policy Revised: 9/19/02

Policy Revised: 6/20/2013

6146P-P&P6-04

Instruction
Graduation Requirements

I. Credit Distribution

To qualify for graduation, a student must be enrolled in a minimum of seven periods during the school day, each year of grades nine through twelve. Exceptions will be made for students who qualify under the approved criteria for special alternative programs or individualized programs approved by the high school administration.

Students must also meet district performance expectations as identified in this regulation.

Students must pass those courses that meet specific distribution requirements with a minimum grade of D- (60). *Courses may count for one requirement only; for example, if 1 credit in Robotics is used to meet the Digital Technology requirement, it may not be used to meet the Applied Studies requirement.*

Courses passed must total a minimum of 24 credits; starting with the class of 2015, a minimum of 25 Carnegie units must be attained. Distribution is as follows:

A. English	4 Credits (core English)
B. Social Studies	3.5 Credits (1 credit of World History) (1 credit of U.S. History) (.5 credit Civics and American Government)
C. Mathematics	3 Credits
D. Science	3 Credits (1 credit Biology)
E. Physical Education	2 Credits (.5 credits per year)
F. Health Education	.5 Credit
G. Fine Arts	.5 Credit (Art, Music or Theater Arts)
H. Applied Studies	1 Credit (.5 credit Personal Finance)

The following courses meet the Applied Studies requirement:

Business Fundamentals	Ind. & Family Development	BETV Video Production III
International Business	Technology Design	Computerized Accounting
Accounting I	Electronic Technology	Computer Info & Apps
Accounting II	Cadet Teaching	Graphic Design
Marketing I	Student Internship	Graphic Design II
Marketing II	Cooperative Work Exp.	Mechanical Design I
Culinary Arts I	Architectural Design I	Mechanical Design II
Culinary Arts II	Architectural Design II	Introduction to Photoshop 22
Child Development I	BETV Video Production I	Robotics
Child Development II	BETV Video Production II	Web Design 12

I: Digital Technology 1 Credit

The following courses meet the Digital Technology requirement:

Academy Tech 11	Digital Photography 12
Academy Tech 21	Graphic Design
Academy Tech 31	Graphic Design II
Academy Tech 41	Journalism II
Architectural Design I	Mechanical Design I
Architectural Design II	Mechanical Design II
BETV Video Production I	Introduction to Photoshop 22
BETV Video Production II	Robotics
BETV Video Production III	Virtual High School
Computerized Accounting	Web Design 12
Computer Information Systems & Applications	Yearbook Design 42
Digital Music	

J. Approved and documented Community Service of 60 hours .5 Credit

K. Capstone Project 1 Credit
(.25 unit per year)

L. Elective Courses 5.0 Credits

Total Credits **25 Credits**

II. District's Performance Expectations

The District Performance Expectations are defined in general terms and students shall have the opportunity to demonstrate competency in one of several formats.

A. Reading, Writing, Science, and Math Performance Expectations

1. Summary of Performance Expectations

- a. Reading and Writing - Students shall develop and communicate informed opinions by interpreting and evaluating literary and informational texts across the disciplines.
- b. Science - Students shall apply core content knowledge and scientific reasoning and communication skills in order to understand the natural world.
- c. Mathematics - Students shall apply algebraic reasoning, numerical and proportional reasoning, geometry and measurement, and probability and statistics skills to solve mathematical problems.

2. Demonstration of Performance Expectations

- a. Reading and Writing Across the Disciplines - To meet the performance expectations for reading and writing, the student shall achieve at least Proficiency (level 3) on the Reading Across the Disciplines and Writing Across the Disciplines section of the CAPT in his/her sophomore year; or

Successfully complete an approved semester elective course within the English or Social Studies departments in addition to the 4 units of English and 3.5 units of Social Studies required for graduation during the junior or senior year; or

Successfully complete a semester course during the junior or senior year designed to remediate specific weaknesses evidenced by the student's performance on the Reading Across the Disciplines and Writing Across the Disciplines sections of CAPT, and to address those literacy skills essential for success after graduation.

- b. Science - To meet the performance expectations in Science, the student shall achieve at least Proficiency (level 3) on the Science section of the CAPT in his/her sophomore year; or

Successfully complete an approved semester elective course within the Science department in addition to the 3 units of Science required for graduation during the junior or senior year; or

Successfully complete a semester course during the junior or senior year designed to remediate specific weaknesses evidenced by student's performance on the Science section of CAPT and prepare students for the science skills they will need after graduation.

c. Mathematics - To meet the performance expectations in Mathematics, the student shall achieve at least Proficiency (level 3) on the Mathematics section of the CAPT in his/her sophomore year;
or

Successfully complete an approved semester elective course within the Mathematics department in addition to the 3 units of Mathematics required for graduation during the junior or senior year;
or

Successfully complete a semester course during junior or senior year designed to remediate weaknesses evidenced by student's performance on the Mathematics section of CAPT and prepare students for the mathematics skills they will need after graduation.

3. Notification

a. Notification of teachers: At the beginning of the school year, the school counselors and building administration will provide to the Mathematics, English, Social Studies, and Science teachers a list of any juniors and seniors who have not achieved the Proficiency Standard (level 3) in their academic disciplines on the CAPT. The school counselors are responsible for scheduling these students into an approved additional course in the area beyond the graduation requirements or the Standard course in that content area.

b. Notification of students: The school counselors will inform juniors who did not meet the Proficiency Standard (level 3) on any of the sections of CAPT at the beginning of the school year, and clarify their status relative to meeting the performance expectations for graduation from Bethel High School.

c. Notification of parents: Parents of juniors who did not meet the Proficiency Standard (level 3) on any of the sections of CAPT will be informed in writing of the performance expectations for graduation. Parents of seniors who have not yet met the requirement in any area will also be notified in writing at the beginning of the school year.

4. Transfers

If a student transfers into the Bethel Public Schools after completing two years in a high school in another Connecticut district, he/she must show evidence of passing the CAPT at the Proficiency Standard (level 3) at their previous high school at the time of registration. If a transfer student from another Connecticut district has not met the Proficiency Standard (level 3) required of Bethel students, that student is required to meet the same performance expectations for graduation as all other Bethel students.

If a student transfers into the Bethel Public Schools from an out-of-state public school after completing two years of high school, he/she must show evidence of meeting the Proficiency Standard (level 3) in the previous state's testing program at the time of registration. If a transfer student from an out-of-state public school has not met the Proficiency Standard on his/her state

tests, that student is required to meet the same Performance Expectations for graduation as all other Bethel students.

Transfer students from independent or private schools will be required to demonstrate the CAPT Proficiency Standard.

5. Special Education

Special Education students may be exempt from district Performance Expectations for graduation as described in this policy if so indicated in their Individual Education Plan. However, the Board strongly encourages Special Education students for whom it is appropriate to register for those remediation courses offered by the content area departments.

6. English Language Learners (ELL)

Any new registrant qualifying for ELL services is exempted from the district's Performance Expectations. However, the Board strongly encourages ELL students for whom it is appropriate to register for those remediation courses offered by the content area departments.

7. Implementation

Students who have not met the Performance Expectations by the end of their senior year will not graduate. To obtain a Bethel High School diploma, they must return as a fifth year student and complete the Performance Expectations outlined in these regulations.

Regulation approved: October 5, 1992

Regulation revised: 11/6/95; 5/13/96, 11/18/96, 11/15/99

8/21/00, 9/19/02, 11/26/02, 9/27/07, 6/20/2013

6146R-P&P6-04

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.

Definitions of Excused and Unexcused Absences

Per Connecticut General Statutes Section 10-198a and 10-210, a student's absence will be considered **excused** if written documentation of the reason for the absence has been submitted within ten days of the student's return to school or meets the following criteria:

- A. For **absences one through nine**, a student's absences from school are considered excused when the student's parent/guardian approves such absences and submits appropriate documentation with parent/guardian signature; and
- B. For **the tenth absence and all absences thereafter**, a student's absences from school are considered excused for the following reasons:
 - a. Student illness appropriately verified by a licensed medical professional regardless of the length of the absence;
 - b. Student's observance of a religious holiday;
 - c. Death in the student's family or other emergency beyond the control of the student's family;
 - d. Mandated court appearances (with appropriate documentation provided);
 - e. Lack of transportation that is normally provided by a district other than the one the student attends;
 - f. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

An absence from school shall be considered **unexcused** unless they meet one of the following criteria:

- A. The absence meets the definition for an excused absence (including documentation requirements); or
- B. The absence meets the definition of a disciplinary absence. (Absences that are the result of school and district disciplinary action are excluded from these definitions.)

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~~ **School Resource 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~~ **School Resource Officer** or to the **Department of Children and Families** when the specific interventions made to remediate truant or habitually truant students have not been effective.

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.

Students

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

Attendance and Tardiness to School

Truancy (continued)

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;
8. to require—per Connecticut General Statutes Section 10-198a and 10-210—that parents provide written documentation of the reason for their child's absence within ten school days of the child's return to school;

Students

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

9. to establish meaningful recognitions of students with regular and punctual attendance records;
10. to educate students and parents about the changes in the elementary schools' attendance policy;
11. to seek the cooperation of parents in scheduling doctor's appointments and other appointments at times that do not encroach on students' instructional day;
12. 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 require—per Connecticut General Statutes Section 10-198a and 10-210—that parents provide written documentation of the reason for their child’s absence within ten school days of the child’s return to school;
9. to establish meaningful recognitions of students with regular and punctual attendance records;
10. to educate students and parents about the changes in the elementary schools’ attendance policy;
11. to seek the cooperation of parents in scheduling doctor’s appointments and other appointments at times that do not encroach on students’ instructional day;
12. 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 require—per Connecticut General Statutes Section 10-198a and 10-210—that parents provide written documentation of the reason for their child’s absence within ten school days of the child’s return to school;
9. 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
Connecticut General Statutes Section 10-198a and 10-210

Policy Adopted: September 28, 1992
Policy Revised: 4/4/1994 - 9/21/2000
Revised: 5/10/2007
Revised: **6/20/2013**

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.~~

Per Connecticut General Statutes Section 10-198a and 10-210, a student's absence will be considered **excused** if written documentation of the reason for the absence has been submitted within ten days of the student's return to school or meets the following criteria:

- A. For **absences one through nine**, a student's absences from school are considered excused when the student's parent/guardian approves such absences and submits appropriate documentation with parent/guardian signature; and
- B. For **the tenth absence and all absences thereafter**, a student's absences from school are considered excused for the following reasons:
 - a. Student illness appropriately verified by a licensed medical professional regardless of the length of the absence;
 - b. Student's observance of a religious holiday;

- c. Death in the student's family or other emergency beyond the control of the student's family;
- d. Mandated court appearances (with appropriate documentation provided);
- e. Lack of transportation that is normally provided by a district other than the one the student attends;
- f. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

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.~~

An absence from school shall be considered **unexcused** unless they meet one of the following criteria:

- A. The absence meets the definition for an excused absence (including documentation requirements); or
- B. The absence meets the definition of a disciplinary absence. (Absences that are the result of school and district disciplinary action are excluded from these definitions.)

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 **and following up with documentation as described in #3.**
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.~~ **documentation of the absence should explain the nature of and the reason for the absence as well as the length of the absence. Such documentation should include a signed note from the student's parent/guardian, a signed note from a school official who spoke with the parent/guardian, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.**
4. The principal will determine whether absences are excused or unexcused based upon the district's attendance policy **and the new guidance from Connecticut General Statutes 10-198a and 10—220.**
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.

Students

Attendance and Tardiness in the Elementary Schools (continued)

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, **additional** attendance interventions ~~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~~ **School Resource 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.

Students

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.

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.~~

Per Connecticut General Statutes Section 10-198a and 10-210, a student's absence will be considered **excused** if written documentation of the reason for the absence has been submitted within ten days of the student's return to school or meets the following criteria:

- A. For **absences one through nine**, a student's absences from school are considered excused when the student's parent/guardian approves such absences and submits appropriate documentation with parent/guardian signature; and
- B. For **the tenth absence and all absences thereafter**, a student's absences from school are considered excused for the following reasons:
 - a. Student illness appropriately verified by a licensed medical professional regardless of the length of the absence;
 - b. Student's observance of a religious holiday;

- c. Death in the student's family or other emergency beyond the control of the student's family;
- d. Mandated court appearances (with appropriate documentation provided);
- e. Lack of transportation that is normally provided by a district other than the one the student attends;
- f. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

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.~~

An absence from school shall be considered **unexcused** unless they meet one of the following criteria:

- A. The absence meets the definition for an excused absence (including documentation requirements); or
- B. The absence meets the definition of a disciplinary absence. (Absences that are the result of school and district disciplinary action are excluded from these definitions.)

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.

Attendance Monitoring in 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 **and following up with documentation as described in #3.**
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.~~ **documentation of the absence should explain the nature of and the reason for the absence as well as the length of the absence. Such documentation should include a signed note from the student's parent/guardian, a signed note from a school official who spoke with the parent/guardian, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.**

4. The principal will determine whether absences are excused or unexcused based upon the district's attendance policy and the guidance from Connecticut General Statutes 10-198a and 10—220.

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, **additional attendance interventions 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 **School Resource 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 (1/2) 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 no later than 9:00 **a.m.** *each time a student is absent* to explain why that student is not in school;
2. to follow up the attendance call with written documentation of the nature of and the reason for the absence within ten school days of the student's return to school;
3. to provide documentation of the absence which explains the nature of and the reason for the absence as well as the length of the absence; (Such documentation should include a signed note from the student's parent/guardian, a signed note from a school official who spoke with the parent/guardian, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.)
4. ~~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;~~ to provide the attendance office with an explanation for any tardiness to school or early dismissal for any reason. Students must obtain authorization (pass) to class after sign in at the attendance office;
5. to check the web-based attendance record regularly in order to monitor student attendance patterns from home;
6. 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 the 9:00 a.m. 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;
5. **to maintain a loss of credit spreadsheet for students who have accumulated ten absences;**
6. **to oversee the AlertNow system which notifies parents electronically and by telephone concerning unverified absences, accumulated absences (5,8,10) and loss of credit;**
7. **to run reports concerning consecutive absences for truancy and health office data.**

School Counselors and Pupil Personnel Staff

1. ~~to meet annually with all English classes to explain the attendance policy and regulations to all students;~~
(Please note: Administrators do this at the start of every school year.)
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 a.m. 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.

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 at** ten (10) absences. In order to get course credit back, students will have to make an appeal to the Attendance Review Committee.

Students

Attendance and Tardiness-to-School - Bethel High School

Attendance Alert System—Bethel High School

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. **Administrative Approval;**
4. Guidance Appointments (pass is needed);
5. Nurses' Office (pass is needed);
6. Special meetings, assemblies, sports, or school activities and related travel;
7. In-School Suspension;
8. 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.

Excused Absences

Per Connecticut General Statutes Section 10-198a and 10-210, a student's absence will be considered **excused** if written documentation of the reason for the absence has been submitted within ten days of the student's return to school or meets the following criteria:

- A. For **absences one through nine**, a student's absences from school are considered excused when the student's parent/guardian approves such absences and submits appropriate documentation with parent/guardian signature; and
- B. For **the tenth absence and all absences thereafter**, a student's absences from school are considered excused for the following reasons:
 - a. Student illness appropriately verified by a licensed medical professional regardless of the length of the absence;
 - b. Student's observance of a religious holiday;
 - c. Death in the student's family or other emergency beyond the control of the student's family;
 - d. Mandated court appearances (with appropriate documentation provided);
 - e. Lack of transportation that is normally provided by a district other than the one the student attends;
 - f. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

An absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. The absence meets the definition for an **excused absence** (including documentation requirements); or
- B. The absence meets the definition of a **disciplinary absence**. (Absences that are the result of school and district disciplinary action are excluded from these definitions.)

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.

Attendance Intervention Schedule (continued)

<i># of Absences</i>	<i>Persons Responsible for Taking Action</i>	<i>Actions to Be Taken</i>
#5	<ul style="list-style-type: none"> • Attendance Office Personnel • School Counselor • School Nurse 	<ul style="list-style-type: none"> • Attendance Office generates Attendance Alert Warning Letter • School Nurse notifies School Counselor if medical issues are contributing factors • If there are no medical or other issues documented: PPS/Administrative Team to follow steps below
#5	<ul style="list-style-type: none"> • PPS/Administrative Team • Administrator 	<ul style="list-style-type: none"> • PPS/Administrative Team reviews case to develop intervention plan • Administrator meets with student
#8	<ul style="list-style-type: none"> • School Counselor • Administrator 	<ul style="list-style-type: none"> • PPS/Administrative Team Review Intervention Plan • School Counselor and Administrator meet with student and parents/guardians
#10	<ul style="list-style-type: none"> • Attendance Office Personnel • PPS/Administrative Team • Attendance Committee 	<ul style="list-style-type: none"> • Loss of Credit letter is sent electronically to parent/guardian and student • Student/Parents must fill out credit reinstatement document within 2 weeks • Attendance Committee will notify parent/guardian, student, and teachers concerning final credit descions

(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
Connecticut General Statutes Section 10-198a and 10-210

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, **6/20/13**
5113R-P&P5-0

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

CERTIFIED STAFF RESIGNATIONS

2013-2014 SCHOOL YEAR

NAME	RESIGNATION DATE	HIRE DATE	REASON	LOCATION	ASSIGNMENT
Paula Gill	6/30/2013	6/30/1981	Retiring	Middle School	World Languages Teacher
Doris Janofsky	6/30/2013	7/10/1973	Retiring	Rockwell School	Physical Education Teacher
Beth Nischan	6/30/2013	8/21/2008	Resignation	High School	English Teacher
Sara D'Amico	6/30/2013	8/2/2010	Resignation	Middle School	Grade 8 Science Teacher
Amanda Davis	6/30/2013	6/24/2011	Resignation	Berry School	Grade 1 Teacher
Mariya Peterson	6/30/2013	5/26/2004	Resignation	High School	Math Teacher
Board Meeting:	May 16, 2013				

Bethel Public Schools
Bethel, CT

MEMORANDUM

TO: Bethel Board of Education

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

DATE: May 16, 2013

RE: **TEACHERS BEING GRANTED “TENURE”**

Under Connecticut General Statute 1-210(b) (2), any teacher who has completed forty (40) school months of continuous full-time employment in Bethel (or after 20 months of continuous employment in Bethel, if that teacher achieved “tenure” in another Connecticut district) is considered “tenured” in Bethel in terms of the law.

For the Board’s information, the administration is renewing the contracts for a fourth year (or after 20 months of continuous full-time employment in Bethel, if that teacher achieved “tenure” in another Connecticut district) for the following staff members:

HIGH SCHOOL

Jessica Wismar	Media Specialist
Katharine Kellogg	Social Studies Teacher
Jennie Taranovich	World Languages Teacher

MIDDLE SCHOOL

Lindsey Bowman	Math Teacher
Kelly Almeida	Math Teacher
Shelly DeSisto	English Teacher
Richard Baumer	Strings Teacher
Amy Mannion	Guidance Counselor

JOHNSON SCHOOL

Jennifer Mancini	Grade 5 Teacher
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BERRY SCHOOL

Aimee Bajor	Special Education Teacher
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