

# Bethel Board of Education Regular Meeting

Thursday, March 2, 2023 7:00 PM

Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801

<b>1. Call to Order</b>	<b>Speaker (s):</b> Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
<b>2. Board Recognition/A Salute to Excellence</b>	
2.A. Gifts, Grants, & Bequests	
<b>3. Consent Calendar</b>	<b>Speaker (s):</b> Policy 9326
3.A. Approval of Minutes	
3.A.1. January 19, 2023 - Supt. Budget Presentation	
3.A.2. January 24, 2023 - Budget Workshop, Facilities	
3.A.3. January 26, 2023 - Budget Workshop, IT, Curriculum, SPED	
3.A.4. January 31, 2023 - Budget Workshop - Schools/Athletics	
3.A.5. February 2, 2023 - Budget Workshop/Approval	
<b>4. Correspondence</b>	<b>Speaker (s):</b> Policy 9326
<b>5. Public Comment</b>	<b>Speaker (s):</b> Policy 9326
(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	
<b>6. Administrative/Board Member Update</b>	<b>Speaker (s):</b> Policy 9326
6.A. Board Chairperson Update	
6.B. Administrative Update	
6.B.1. 2022-2023 BOE District Data Sheet	
<b>7. Reports to the Board</b>	
<b>7.A. Resource Management &amp; Business Operations</b>	
7.A.1. Personnel	<b>Speaker (s):</b> Policy 9326
7.A.1.a. Job Description 6.18 - College & Career Center Associate	
7.A.2. Facilities	<b>Speaker (s):</b> Policy 3132

7.A.2.a. ROCKWELL/JOHNSON SCHOOL RENOVATION  
PROJECTS INFORMATION/UPDATE - **PROJECT CLOSE-OUT**

**8. Action Items**

8.A. 2023-2024 School Calendar

8.B. 2024-2025 School Calendar

**9. BOARD REPORTS - PROGRESS TOWARD DISTRICT  
INITIATIVES**

**9.A. Recommended Executive Session**

9.A.1. *CT General Statutes 1-210(b)(2) Personnel  
- Paraeducators Union Sick Bank Request*

9.A.2. *CT General Statutes 1-210(b)(2) Personnel  
- BEA Union Sick Bank Request*

9.A.3. *CT General Statutes 1-210(b)(9)  
Negotiations -*

- Bethel BOE Food Service Employees Union
- Bethel Paraeducator's Union
- Bethel Education Association
- Bethel Association of Educational Secretaries
- School Nurses' Association of Bethel

9.A.4. *CT General Statutes 1-200(6)(b) Matters  
concerning security strategy, or the deployment  
of security personnel, or devices affecting  
public security*

9.A.4.a. Cybersecurity

**Speaker(s):** Donna  
Burns

**10. Adjourn**

Bethel Public Schools  
Bethel, CT

RECEIVED

JAN 20 2023

**Notification of Receipt of Gifts Received** BETHEL PUBLIC SCHOOLS  
CENTRAL OFFICE

Please send a copy of this form to the Superintendent's Office as soon as your school has received a donation of a gift. The receipt will be announced at the Board of Education regular meeting. Each school is responsible for sending the donor an acknowledgement for the gift.

**Gift Received:** \$1000.00

**How the Gift will Be Used:**

BHS Art Scholarship

**Estimated Cash Value of the Gift:**

\$1000.00

**Donor's Name and Address**

Ms. Anne Brecher  
5 Ward Drive  
Danbury CT 06810

**(NOTE: No Goods or Services were provided by the Bethel Public Schools/Bethel Board of Education in exchange for your contribution.)**

**Receiving School:** Bethel High School

**Gift Received by (Print Name):** Chris Troetti

**Date Received:** 12/23/2022

**Copy to: Donor**  
**Principal**  
**Superintendent**

**(Ref: Board Policy 3280)**  
**Rev: 6/03**

**Minutes of the Board of Education POLICY Committee Meeting held on Thursday, January 19, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.**

**Attendance: None.**

**Administrative Attendance: C. Carver, K. Brooks**

**S. Clayton, Chair, called the meeting to order at 6:05 PM.**

**Board Members Attendance:**

<b>Mr. Scott Clayton:</b>	<b>Present</b>
<b>Mrs. Mrs. Kara DiBartolo:</b>	<b>Present</b>
<b>Mr. Bill Foster:</b>	<b>Present</b>
<b>Mrs. Jen Larsen, Alternate:</b>	<b>Present</b>
<b>Mr. Daniel Nostin:</b>	<b>Absent</b>
<b>Ms. Melanie O'Brien, Ex. Officio:</b>	<b>Present</b>

**1. Second Reading**

**A. Policy 6144.1 - Curricular Exemptions**

Move to **table** Policy 6144.1 - Curricular Exemptions. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen, Alternate:	Yea
Ms. Melanie O'Brien, Ex. Officio:	Yea

**B. Policy 2210 - Administrative Discretion in Absence of BOE Policy**

Move Policy 2210 Administrative Discretion in Absence of BOE Policy to the Board for a second reading/approval. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen, Alternate:	Yea
Ms. Melanie O'Brien, Ex. Officio:	Yea

**C. Policy 2220 - Representative and Deliberate Groups**

Move Policy 2220 - Representative and Deliberate Groups to the Board for a second reading/approval. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen, Alternate:	Yea
Ms. Melanie O'Brien, Ex. Officio:	Yea

#### **D. Policy 2222 - Administrative Council**

Move Policy 2222 - Administrative Council to the Board for a second reading/approval. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen, Alternate:	Yea
Ms. Melanie O'Brien, Ex. Officio:	Yea

#### **E. Policy/Regulation 2231 - Systems**

Move Policy/Regulation 2231 - Systems to the Board for a second reading/approval as revised. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen, Alternate:	Yea
Ms. Melanie O'Brien, Ex. Officio:	Yea

#### **F. Policy 2300 - Role of Board of Education and Superintendent**

Move Policy 2300 - Role of Board of Education and Superintendent to the Board for a second reading/approval as revised. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen, Alternate:	Yea
Ms. Melanie O'Brien, Ex. Officio:	Yea

## **2. Policies for future review/discussion**

Dr. Carver informed the committee she will continue going through the 2000 series and that the committee is currently caught up with legislative issues. Dr. Carver stated there is a bill from the Chair of the Education Committee regarding a proposed new model for finance for ECS initiated by the "School Finance Project" a Connecticut organization.

### 3. New Business

None.

### 4. Public Comment

None.

### 5. Adjourn

Move to adjourn at 6:38 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

Mr. Scott Clayton: Yea

Mrs. Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen, Alternate: Yea

Ms. Melanie O'Brien, Ex. Officio: Yea

Respectfully submitted,  
Susan Pare  
Board Recorder

**Minutes of the Bethel Board of Education Regular Meeting - Supt. Budget Presentation held on Thursday, January 19, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.**

**Attendance: None.**

**Administrative Attendance: C. Carver, K. Brooks, J. Variale, A. Salerno, G. Lawlor, C. Troetti, L. DiBiase, T. Soucy, D. Legnard, B. Germinaro, C. Sipala, M. Stabile**

**M. O'Brien, Chair, called the meeting to order at 7:00 PM.**

**Board Members Attendance:**

**Mrs. Jennifer Ackerman**

**Mr. Scott Clayton**

**Mrs. Kara DiBartolo**

**Mr. Bill Foster**

**Mrs. Jen Larsen**

**Mrs. Courtney Martin**

**Mr. Daniel Nostin**

**Ms. Melanie O'Brien**

**Mrs. Cathy Schaefer**

**1. Call to Order**

Roll Call for Quorum

Pledge of Allegiance

**2. Superintendent's Proposed 2023-2024 Education Budget Presentation**

Dr. Carver presented the 2023-2024 Proposed Education Budget. Dr. Carver spoke about the mission of the Bethel Public Schools, budget priorities, and increased enrollment, including significantly more students with disabilities with intensive needs. Dr. Carver noted that Bethel ranked 149/164 in per-pupil expenditure, which is the lowest 10% within the state. Bethel is 79/169 in the 2023 state wealth ranking, which is in the top 50% within the state. Bethel would need an increase of \$6,102,756 to be at the state average in per-pupil spending based on current enrollment.

Dr. Carver reviewed the four budget drivers:

- Increased enrollment and general inflation
- Special Education
- Health Insurance
- Contractual Obligations

Dr. Carver reviewed current and projected district enrollment that was also presented to the

Board in November, SPED, transportation, and ECS. She spoke about changes in ESSERII/ARP funding and the impact of the loss of funding when the grants end. Some of those funds were being used for positions to address the academic & social-emotional needs as a result of the pandemic.

Dr. Carver is recommending a 5.95% increase for the 2023-2024 Education Budget. As outlined in her presentation, the proposed budget is a base budget without the addition of a special education van, the mandated Science of Reading Core Program, (the district can apply for a one-year extension), two (2) specialists, two (2) tutors, instructional supplies, the addition of Volleyball, and eliminating Pay to Play.

Mrs. Variale, Director of Finance and Business Operations, noted spending for all schools and departments is flat, except for Special Education. There are minor shifts within the school and department budgets and accounting reclassifications impact spending by object code. She reviewed the budget by code.

\$1,428,769	Increase to Salary Account:	Increase of	2.79%
\$743,602	Increase to Benefit Accounts:	Increase of	1.45%
\$-276,011	Decrease to Purchased Professional Services:	Decrease of	-0.54%
\$350	Increase to Purchased Property Services:	Increase of	0.00%
\$889,880	Increase to Other Purchased Services:	Increase of	1.74%
\$345,673	Increase to Supplies:	Increase of	0.68%
\$-95,000	Decrease to Equipment:	Decrease of	-0.18%
\$6,395	Increase to Dues & Fees:	Increase of	0.01%

Summary

Proposed Budget for 2023-2024: \$54,208,488

5.95% increase = \$3,043,658

Budget Workshop Dates

- Tuesday\*, January 24, 2023 (Budget Workshop) - Facilities
- Thursday, January 26, 2023 (Budget Workshop) - IT, Curriculum, SPED
- Tuesday\*, January 31, 2023 (Budget Workshop) - Schools/Athletics
- Thursday, February 2, 2023 (Budget Workshop/Approval)
- Tuesday\*, February 7, 2023 (Budget Workshop - Alt. Date if needed)

Dr. Carver’s 2023-2024 proposed budget presentation is available on the District Dashboard on the district’s website and can also be viewed on BEtv @

<http://devos2.bethel.k12.ct.us/show?video=dee119ce9385&apg=4d17c1b509fc>

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

A. Gifts, Grants, & Bequests

**Johnson School**

- Clothing, toys, holiday wish gifts, (\$3,000), Loren & Patrick Salerno, Lorenzo Industries, Bethel, CT.

**4. Consent Calendar**

A. Approval of Minutes

**1. December 15, 2022 - Bethel Board of Education Special Meeting - Legislative Meeting**

Move to approve the minutes of the December 15, 2022 - Bethel Board of Education Special Meeting - Legislative Meeting with the correction of D. Nostin as present. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Jen Larsen.

Kara DiBartolo:	Abstain
Mrs. Courtney Martin:	Abstain
Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

**2. December 15, 2022 - Board of Education Annual Meeting**

Move to approve the minutes of December 15, 2022 - Board of Education Annual Meeting. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Cathy Schaefer.

Kara DiBartolo:	Abstain
Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

**5. Correspondence**

- Letter from EdAdvance (RESC) regarding District Data Report 21-22.

**6. Public Comment**

None.

## 7. Administrative/Board Member Update

### A. Board Chairperson Update

Ms. O'Brien spoke to the Board members about the process of participating in the budget workshops and encouraged attendance at the Board of Finance meetings and the Board's budget presentation to the Board of Finance.

#### 1. 2023 Proposed Standing Committees Assignments

Move to approve the proposed Standing Committee assignments for 2023. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

### B. Administrative Update

Dr. Carver spoke about waiting for the health insurance information and the progress of the Science of Reading Program curriculum reviews.

#### 7.B.1 2022-2023 BOE District Data Sheet

Dr. Carver provided the Board with the monthly 2022-2023 BOE District Data Sheet.

## 8. Reports to the Board

### 8.A. Policy

#### 8.A.1 *Second Reading/Approval*

##### a. Policy 6144.1 - Curricular Exemptions

This policy was tabled in committee earlier tonight.

##### b. Policy 2210 - Administrative Discretion in Absence of BOE Policy

Move to approve Policy 2210 Administrative Discretion in Absence of BOE Policy. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Yea
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Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

**c. Policy 2220 - Representative and Deliberate Groups**

Move to approve Policy 2220 - Representative and Deliberate Groups to the Board. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

**d. Policy 2222 - Administrative Council**

Move to approve Policy 2222 - Administrative Council. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

**e. Policy 2231 - Policy and Regulation Systems**

Move to approve Policy 2231 - Policy and Regulation Systems with noted changes. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea

Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

**f. Policy 2300 - Role of Board of Education and Superintendent**

Move to approve Policy 2300 - Role of Board of Education and Superintendent with noted changes. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

**9. Adjourn**

Move to adjourn at 8:20 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

Respectfully submitted,  
Susan Pare  
Board Recorder

**Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop held on Tuesday, January 24, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.**

**Attendance: None.**

**Administrative Attendance: C. Carver, K. Brooks, J. Variale, B. Germinaro, D. Burns, M. Rutledge**

**M. O'Brien, Chair, called the meeting to order at 7:00 PM.**

**Board Members Attendance:**

Mrs. Jennifer Ackerman

Mr. Scott Clayton

Mrs. Kara DiBartolo

Mr. Bill Foster

Mrs. Jen Larsen

Mrs. Courtney Martin

Mr. Daniel Nostin

Ms. Melanie O'Brien

Mrs. Cathy Schaefer

**1. Call to Order**

- A. Roll Call for Quorum
- B. Pledge of Allegiance

**2. Budget Workshop (Facilities)**

Dr. Carver clarified the 8-10% increase in health insurance is for the premiums. The year-to-year difference is 8% and health insurance is still unknown at this point in the budget process. Dr. Carver, Mrs. Variale, and Mr. Germinaro answered questions from the board regarding preventative maintenance, clocks, intercoms, public address systems, roof maintenance, and roof warranty. Projects that were planned for this year that have and/or will not be completed. Funding of emergency repairs, and known and/or anticipated repairs. They discussed the HVAC new preventive maintenance contract. The contract will cover more regular maintenance as well as regular testing of equipment to identify signs of equipment failure. They spoke about the mandated alarm, sprinkler, and kitchen hood inspections.

**3. Correspondence**

4. None.

**5. Public Comment**

None.

**6. Adjourn**

Move to adjourn at 7:37 PM. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mrs. Jennifer Ackerman: Yea

Mr. Scott Clayton: Yea

Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mrs. Courtney Martin: Yea

Mr. Daniel Nostin: Yea

Ms. Melanie O'Brien: Yea

Mrs. Cathy Schaefer: Yea

Respectfully submitted,  
Susan Pare  
Board Recorder

**Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop held on Thursday, January 26, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.**

**Attendance: None.**

**Administrative Attendance: C. Carver, K. Brooks, J. Variale, C. Troetti, M. Stabile, M. Rutledge, D. Burns, L. DiBiase, C. Sipala**

**M. O'Brien, Chair, called the meeting to order at 7:00 PM.**

**Board Members Attendance:**

Mrs. Jennifer Ackerman

Mrs. Kara DiBartolo

Mr. Bill Foster

Mrs. Jen Larsen

Mrs. Courtney Martin

Mr. Daniel Nostin

Ms. Melanie O'Brien

Mr. Scott Clayton, Absent

Mrs. Cathy Schaefer, Absent

**1. Call to Order**

- A. Roll Call for Quorum
- B. Pledge of Allegiance

**2. Budget Workshop - (IT, Curriculum, SPED)**

Dr. Carver and the administrative team answered questions from the Board regarding technology supplies, software subscriptions, postage meter lease, increase in the number of special education students, Supervisor of Technology Infrastructure and Operations position, technology equipment line, curriculum supplies, mileage, increase of minimum wage for lunch monitors, number of paraeducators and funding for the positions, curriculum work budget, tutors, increase in outplacement and transportation. Also, research services, IT department restructuring, excess cost reimbursement, enrollment projections being below current enrollment, consumable supplies, school psychologists, school counselor staffing and services provided, speech and language pathologists, tired interventions, and special education teachers being a shortage area.

**3. Correspondence**

None.

#### 4. Public Comment

None.

#### 5. Adjourn

Move to adjourn at 8:40 PM. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman: Yea

Mrs. Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mrs. Courtney Martin: Yea

Mr. Daniel Nostin: Yea

Ms. Melanie O'Brien: Yea

Respectfully submitted,  
Susan Pare  
Board Recorder

**Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop held on Tuesday, January 31, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.**

**Attendance: None.**

**Administrative Attendance: C. Carver, K. Brooks, J. Variale, M. Caron, D. Burns, C. Troetti, M. Rutledge, A. Salerno, B. Watson, T. Soucy, C. Sipala**

**M. O'Brien, Chair, called the meeting to order at 7:04 PM.**

**Board Members Attendance:**

Mrs. Jennifer Ackerman  
Mr. Scott Clayton  
Mr. Bill Foster  
Mrs. Jen Larsen  
Mrs. Courtney Martin  
Mr. Daniel Nostin  
Ms. Melanie O'Brien  
Mrs. Cathy Schaefer  
Mrs. Kara DiBartolo, Absent

**1. Call to Order**

- A. Roll Call for Quorum
- B. Pledge of Allegiance

**2. Budget Workshop (Schools/Athletics)**

Dr. Carver and the administrative team answered questions from the Board regarding schools and athletics, non-contractual spending, curricular and extracurricular program fees, pay-to-play, athletic event fees, communications and research database services, increase in due/fees for high school affiliations to organizations, tutors, custodians and needed overtime, substitutes, FTE changes between buildings due to needs as they vary from year to year, instructional supplies, enrollment projects, high school tutors and paras, graduation leased equipment, teacher shortage areas, middle school sports and clubs transportation, interventionist needs, elementary class size, support for students performing at higher levels, impact to the budget by adding two (2) specialists to budget, health insurance, impacts of any cuts to the budget would result in cutting non-mandated programs, SEL coach, professional services items at BHS, repair and maintenance account for BHS, gate fees, activities and clubs participation. Also, what are the schools already doing without? Mrs. Martin stated that in Dr. Carver's budget presentation it is noted that based on current enrollment, 6 million dollars would need to be added to the budget to reach the State average for education budgets.

**3. Correspondence**

None.

**4. Public Comment**

None.

**5. Adjourn**

Move to adjourn at 8:25 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

Respectfully submitted,  
Susan Pare  
Board Recorder

**Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop held on Thursday, February 2, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.**

**Attendance: None.**

**Administrative Attendance: C. Carver, K. Brooks, J. Variale, M. Rutledge, D. Burns, C. Sipala**

**M. O'Brien, Chair, called the meeting to order at 7:00 PM.**

**Board Members Attendance:**

Mrs. Jennifer Ackerman

Mr. Scott Clayton

Mrs. Kara DiBartolo

Mr. Bill Foster

Mrs. Jen Larsen

Mrs. Courtney Martin

Mr. Daniel Nostin

Ms. Melanie O'Brien

Mrs. Cathy Schaefer

**1. Call to Order**

A. Roll Call for Quorum

B. Pledge of Allegiance

**2. Budget Workshop (Workshop/Approval)**

Move to approve the Board of Education 2023-2024 Education Budget at 5.95%. Failed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.
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Dr. Carver informed the Board the district was awarded the Mental Health grant. The Board discussed the proposed budget and the option of including the two (2) specialists for interventions currently funded by an ending grant into the operating budget. Mrs. Martin noted that the district has more students than it has had, the district spends less money than the State average per pupil, enrollment has gone up, the Board has not added classroom teachers, there are higher class sizes than the rest of the State, and the administration has saved money by providing special education programs in district. 84% of the budget is staffing, the inflation average is 8%. The district has more students, more needs, and more special education. Property values in Bethel have increased by at least 25%. Currently, 738 students are receiving intervention services, from a specialist and 6 tutors, there is a high need for the two (2) specialists.

Move to amend the original motion to "add in the two (2) specialists to make the total budget go from 5.95% to 6.37% for a total amount of \$54,423,164." Passed with a motion by Mrs. Courtney Martin and a second by Mrs. Jennifer Ackerman.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

Move to approve the new amended 2023-2024 Education Budget at a 6.37% increase totaling \$54,423,164. Passed with a motion by Mrs. Courtney Martin and a second by Mrs. Kara DiBartolo.

Mr. Daniel Nostin:	Nay
Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

Move to approve the 460 Account budget in the amount of \$513,880. Passed with a motion by Mrs. Courtney Martin and a second by Mrs. Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

### 3. Correspondence

None.

### 4. Public Comment

Nick Ellis, spoke in support of some items in the budget and the need for tough decisions to be

made regarding the Board's budget increase being at 6.37% as the Town is also coming in above 6%.

## 5. Adjourn

Motion to adjourn at 8:25 PM. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman: Yea

Mr. Scott Clayton: Yea

Mrs. Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mrs. Courtney Martin: Yea

Mr. Daniel Nostin: Yea

Ms. Melanie O'Brien: Yea

Mrs. Cathy Schaefer: Yea

Respectfully submitted,  
Susan Pare  
Board Recorder



Board of Education, Bethel <boe@bethel.k12.ct.us>

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## Ellington BOE Legislative Platform 2023

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**Dzen, Jen** <jdzen@ellingtonschools.net>  
Bcc: boe@bethel.k12.ct.us

Wed, Feb 1, 2023 at 2:29 PM

Dear CT Board of Education Members –

The Ellington Board of Education recognizes the immense challenge legislators face in representing a diverse set of stakeholders with varied interests. We intentionally identify legislation that will benefit school districts in rural, suburban and urban communities. Ellington is part of Connecticut's solution; demonstrating on an annual basis that ten Board Members of different political parties are able to work together to develop a legislative platform for your consideration.

The Ellington Board of Education has unanimously approved and signed this letter, which meets the stated criteria, outlining our 2023 legislative priority.

[Ellington Board of Education Endorses An Act Concerning Education Funding in Connecticut: House Bill 5003 is a student-centered funding system that will benefit rural, suburban and urban districts](#)

Please do not hesitate to reach out with any questions.

Jennifer Dzen  
Ellington Board of Education Chair



February 2023

## **Ellington Board of Education Endorses *An Act Concerning Education Funding in Connecticut***

*House Bill 5003 is a student-centered funding system that will benefit rural, suburban and urban districts*

The Ellington Board of Education recognizes the immense challenge legislators face in representing a diverse set of stakeholders with varied interests. We intentionally identify legislation that will benefit school districts in rural, suburban and urban communities. Ellington is part of Connecticut's solution; demonstrating on an annual basis that ten Board Members of different political parties are able to work together to develop a legislative platform for your consideration.

The Ellington Board of Education has unanimously approved this letter outlining our 2023 legislative priority.

### **HB 5003 - AN ACT CONCERNING EDUCATION FUNDING IN CONNECTICUT**

For decades, Connecticut's education funding system has had an over-reliance on [property tax and resident income](#). This has had a direct impact on local mill-rates across Connecticut. Adding to further economic strain, local school districts pay an increasing percentage of the annual tuition to important school programs of choice (magnet, AgriScience, etc.). To supplement this funding system, the state utilizes the Education Cost Sharing (ECS) grant, first developed in 1990. ECS is currently undergoing a formula adjustment to better align with the student needs of Ellington and many other urban, suburban and rural school districts across the state. This is beneficial to most school districts. However, this adjustment is not transformative because it maintains the current disjointed and inequitable funding system.

[House Bill 5003](#) - *An Act Concerning Education Funding in Connecticut* streamlines the funding system by simplifying it, aligning monies to student need and supporting school districts and municipalities to better project future spending. [More specifically](#), HB 5003 does the following:

- Accelerates the Education Cost Sharing (ECS) grant adjustments by several years fully funding the grant by FY 2025
- Expands the weighted funding to students attending public schools of choice (magnet, charter, AgriScience and Open Choice programs)
- Eliminates general education tuition billing for magnet school operators and AgriScience programs, effective FY 2025
- Maintains current schedule for towns receiving reductions in their ECS grants
  - Many of these districts will see net increases from the elimination of tuition and increased state aid for school choice programs

The fiscal year 2025 targeted in HB 5003 is strategic in that it anticipates a fiscal cliff for many school districts (*not Ellington*) who utilized American Rescue Plan (ARP) and Elementary and Secondary School Emergency Relief (ESSER) Funding for vital staffing needs due to a significant increase in student mental health needs post-pandemic. Connecticut received \$1.1B in ARP ESSER funds with 71% of school districts

using approximately \$480M for staffing. Those funds are no longer available after September 2024 ([School + State Finance Project](#)).

In FY 2025, with the passage of HB 5003, the Ellington Public Schools gain approximately \$530K, based upon revenue increases and tuition savings. To learn more about your school district's financials [click here](#) for the HB 5003 (formerly HB 5083) calculations.

The current state budget projections show room of approximately \$900M under the spending cap. With an estimated cost of \$275M, HB 5003 is a major step in the right direction for streamlining and stabilizing Connecticut's school funding system and correcting the State's overreliance on property taxes.

Please do not hesitate to contact any Ellington Board of Education member or our Superintendent of Schools Dr. Scott Nicol ([snicol@ellingtonschools.net](mailto:snicol@ellingtonschools.net)) should we be of further support for this important bill.

Sincerely,



Ms. Jennifer Dzen, Board Chair  
[jdzen@ellingtonschools.net](mailto:jdzen@ellingtonschools.net)



Dr. Michael Young, Board Vice-Chair  
[myoung@ellingtonschools.net](mailto:myoung@ellingtonschools.net)



Ms. Jennifer Mullin, Board Secretary  
[jmullin@ellingtonschools.net](mailto:jmullin@ellingtonschools.net)



Ms. Elizabeth Nord, Board Treasurer  
[lnord@ellingtonschools.net](mailto:lnord@ellingtonschools.net)



Mr. Gary Blanchette  
[gblanchette@ellingtonschools.net](mailto:gblanchette@ellingtonschools.net)



Ms. Marcia Kupferschmid  
[mkupferschmid@ellingtonschools.net](mailto:mkupferschmid@ellingtonschools.net)



Ms. Angela Moser  
[amoser@ellingtonschools.net](mailto:amoser@ellingtonschools.net)



Ms. Kerry Socha  
[ksocha@ellingtonschools.net](mailto:ksocha@ellingtonschools.net)



Ms. Miriam Underwood  
[munderwood@ellingtonschools.net](mailto:munderwood@ellingtonschools.net)



Mr. Steve Viens  
[sviens@ellingtonschools.net](mailto:sviens@ellingtonschools.net)



Board of Education, Bethel &lt;boe@bethel.k12.ct.us&gt;

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## Concerns about the assigned book at Johnson School- Just Like Jackie

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**Emely Abel** <eabeltatis@gmail.com>

Fri, Feb 3, 2023 at 12:13 PM

To: boe@bethel.k12.ct.us, Christine Carver <carverc@bethel.k12.ct.us>, brooksk@bethel.k12.ct.us, Christine Sipala <sipalac@bethel.k12.ct.us>, firstselectman@bethel-ct.gov, straitonr@bethel-ct.gov

Dear Board of Education, Dr. Sipala, Dr. Carver and Dr. Brooks and Acting First Selectman Richard Straiton,

I am writing this email to further express my concerns and disappointment about the assignment and recommendation of the book Just Like Jackie by Lindsey Stoddard at Johnson School.

On Saturday January 28, I expressed my concern to Mr. Perrault in an email (I cc Dr. Salerno) about the vast contest of profanity, violence and other topics this book addresses. I believe parents should have had the opportunity to know about the crude contents of this book before their children started reading it. That is why I suggested in my email from Saturday that a parental advisory note or Parental Note should had been issued when this book was assigned and recommended on Friday January 27 in the Johnson School Newsletter.

I am not sure if any of you have had the opportunity to read the book Just Like Jackie in its entirety, but the book is 272 pages long and I will say the book contains 272 or more bad words. Like I stated to Dr. Salerno, my problem with this book is not that it has bad words is the AMOUNT of bad words it has. Is like you can't read a page without seeing a bad word.

To me it looks like the 11 year old main character doesn't communicate without swearing. The fact that the main character is 11 years old also indicates to me that this book is not meant for an 8 and 9 year old reader. The profanities are constantly used in pretty much every single page of the book. Another topic is the violence in this book which is vast and serious since it includes blood.

It is unfortunate and disappointing that I never heard anything back from Dr. Salerno and Mr. Perrault about my email from Saturday until my daughter had a behavioral incident on Wednesday and that date I sent an email that included Dr. Carver.

It is also unfortunate that some parents are not too involve with what their kids read and some other parents will never find out what the contents of this book are. Many parents are absent in their kids lives and don't wish to be a part of their daily routine and then they might notice their kid behaving weird and don't know why or what to do.

More unfortunate is that during our conversation Dr. Salerno told me that it is her understanding that kids hear bad words in their house too.

She further said the book was not going to be replaced because nutmeg books are reviewed by librarians, teachers and experts and that it was too late to do anything about it since other kids have already read the book.

Unfortunately, it looks like I am the only parent that has complaint about this book.

I believe sometimes we have to use our common sense and moral preaching when making a decision to assign a book that doesn't align with what we preach. The book Just Like Jackie certainly doesn't go along with the message of Kindness and RULER rules and teachings Johnson School is trying to spread.

This book just sends a real bad message to the kids that are not old enough mentally to discern between what is good and what is not good to do when they are presented with a difficult and stressful life situation.

I believe that when books are assigned in school, staff should consider that not all kids have the same mental development. I also think the school shouldn't just be driven to pick books that have won an award for a book bowl because sometimes this books are not the best ones (like the case of the book Just Like Jackie).

My hope with this email is that schools, including Bethel Public Schools, can be more careful next time they are assigning books to our kids to read. Like mentioned above, not all kids have the same mental development, and with that I am not referring to a kid being smart or not. I am not talking about that mental development. I am talking about Emotional Mental Development. Some of you are experts at this and I am sure you guys will know more than me on this regard.

I believe that during the Emotional Mental Development in a kid that is 8 and 9 year old (and probably 10 and more years old) they are learning, paying attention and absorbing everything they read and see from their environment. I guess this is why we preach that a kid should not spent to much time in front of an electronic device (like phone, tablet and or TV).

Finally, the fact that a book has won an award doesn't mean that is appropriate and goes along with the school preachings.

Looking forward to hearing from you all your thoughts about this regard.

Note: attached is a picture of the recommendation from Mr. Perrault made on January 27 to read this book and the Nutmeg Book Awards Books list that has been assigned for the 2023 Nutmeg Book Bowl at Johnson School.

Regards,

Emely Abel-Tatis

Sent from my iPhone

2 attachments



image0.jpeg  
752K



image2.jpeg  
688K



Board of Education, Bethel <boe@bethel.k12.ct.us>

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## Concerns about the assigned book at Johnson School- Just Like Jackie

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**Carver, Christine** <carverc@bethel.k12.ct.us>

Fri, Feb 3, 2023 at 12:40 PM

To: Emely Abel <eabeltatis@gmail.com>

Cc: boe@bethel.k12.ct.us, brooksk@bethel.k12.ct.us, Christine Sipala <sipalac@bethel.k12.ct.us>, firstselectman@bethel-ct.gov, straitonr@bethel-ct.gov

Good Afternoon Mrs. Abel,

I will certainly give you a call to discuss your concerns.

Christine Carver, Ed. D.  
Superintendent of Schools  
Bethel Public Schools  
P.O. Box 253  
Bethel, CT 06801  
(203)794-8601



[Quoted text hidden]

[Quoted text hidden]

Sent from my iPhone



Board of Education, Bethel &lt;boe@bethel.k12.ct.us&gt;

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**Re: Book Bowl Follow-up**

2 messages

**Emely Abel** <eabeltatis@gmail.com>

Fri, Feb 3, 2023 at 3:09 PM

To: "Perreault, Joe" &lt;perreaultj@bethel.k12.ct.us&gt;

Cc: Alison Salerno &lt;salernoa@bethel.k12.ct.us&gt;, grieboc@bethel.k12.ct.us, Christine Carver &lt;carverc@bethel.k12.ct.us&gt;, boe@bethel.k12.ct.us

Mr. Perrault, I still think the book Just Like Jackie is not a book for an 8 to 10 year olds.

As you know the main character of this book has 11 years old which indicates me that this book is probably for bigger kids.

Unfortunately I was hoping for too much when I suggested the parental advisory note to be issued to all parents about this book. Probably I was also hoping for too much when I requested the book to be replaced for another book.

It is sad how society is changing so much and forcing our kids to grow up so fast and having to address topics that they shouldn't address at such a young age.

Is like the innocence from our kids is being striped away and nobody cares, nobody takes responsibility and very few people is willing to do anything about it.

Like I said before, saddening, not all parents will care or have the courage to express their concerns to the school. Saddening, not all parents are going to even be involved in their kids school activities and assignments. Saddening, most parents are going to have their kid read the book Just Like Jackie and not even know what the book is about.

Finally I believe that our preachings should go hand in hand with what is assigned and recommended. In this case the book Just Like Jackie doesn't align with the message of kindness that the school is trying to preach.

I understand you might think that this book might be a good opportunity for parents to talk about what Robinson does is not ok and that is an example of what they shouldn't do. But what about the kids that will read this book and their parents will never know what this book is about.

Have a good weekend! I will try to enjoy my weekend tomorrow too by reading the newly assigned book Saving Winslow with Emma.

Emely

Sent from my iPhone

On Feb 3, 2023, at 12:46 PM, Perreault, Joe <perreaultj@bethel.k12.ct.us> wrote:

Good afternoon,

I want to quickly follow up with you as I was able to meet with Emma and her teammates earlier. The team worked very well together and was able to quickly reassign the books.

Here is a screenshot of the reassignment. Each team member has a copy of this as well.

	NUTMEG NOMINEES									
	Finding Langston	From the Desk of Zoe Washington	A Galaxy of Sea Stars	Just Like Jackie	Katie the Catsitter	Nightbooks	Saving Winslow	The Silver Arrow	The Total Eclipse of Nestor Lopez	When Stars are Scattered
<b>Team Members</b> <b>3-5 Members-Captain Listed First</b>										
1. Team Captain: Joelise Teacher: Malone										
2. Name: Emma Teacher: Malone										
3. Name: Sophia Teacher: Malone										
4. Name: Hannah Teacher: Gerety										
5. Name: Zariyah Teacher: Malone										

If you need any additional information or support with this, please let me know. If not, I wish "Team Breadload" much luck in the competition, but more importantly much joy in the reading.

Have an excellent weekend.

Joe Perreault

**Salerno, Alison** <salerno@bethel.k12.ct.us>

Fri, Feb 3, 2023 at 3:52 PM

To: Emely Abel <eabeltatis@gmail.com>

Cc: "Perreault, Joe" <perreaultj@bethel.k12.ct.us>, griecob@bethel.k12.ct.us, Christine Carver <carverc@bethel.k12.ct.us>, boe@bethel.k12.ct.us

Dear Emely,

Thank you for reaching out to me. I will be meeting with our reading team where I will share your concerns. I spoke with Dr. Carver today and she mentioned that you will be meeting on Monday to follow up on this matter.

Alison

[Quoted text hidden]

--

Alison Salerno, Ed.D.  
Principal

2/6/23, 11:45 AM

Bethel CT Public Schools Mail - Re: Book Bowl Follow-up

R.M.T. Johnson School  
500 Whittlesey Drive  
Bethel, CT 06801

RECEIVED

FEB 02 2023

BETHEL PUBLIC SCHOOLS  
CENTRAL OFFICE

To the Board of Education,

I have wanted to write this letter about all the wonderful staff you have at the Bethel Middle School.

My son has been attending BMS since the 6<sup>th</sup> grade. Not only does he struggle with [REDACTED], but he is also struggling after losing his father to the COVID almost two years ago.

I just want to make it known that from the principal, assistant principal, the office staff, nursing and the exceptional counseling from Miss Britney in Special Ed along with his teachers: all have played a major part in helping him to become the wonderful person he is today. He has only received compassion, love and understanding (with a lot of patience), daily.

I am so grateful.

I just want to make sure that these educators, counselors and teachers get the credit they deserve for having lifted my son up, making his future brighter.

Sincerely,

Kathleen Chauvin



Board of Education, Bethel &lt;boe@bethel.k12.ct.us&gt;

## Awareness of incident at Bethel High School regarding aggressive service dog

**Andrea Maney** <andrea@exceptionalsidekick.org>  
 To: boe@bethel.k12.ct.us  
 Cc: "rudinasl@bethel.k12.ct.us" <rudinasl@bethel.k12.ct.us>

Mon, Feb 20, 2023 at 12:54 PM

Dear Bethel BOE Members,

I'm writing to make you aware of a recent incident at Bethel high school between a service dog belonging to a Bethel High School teacher and one of The Exceptional Sidekick's therapy dogs. As a representative and board member with The Exceptional Sidekick, I am familiar with service dog law and act as an advocate for all service dog handlers.

We understand this is a sensitive topic, and we are here to help in any way we can.

A group of our therapy dog teams has been regularly visiting Bethel High School, where these visits have had a positive impact on both students and staff. During a recent visit, one of our therapy dog teams was directed to enter a classroom to visit students. Upon entering the classroom, a service dog, Gus, belonging to a Bethel High School teacher, crossed the classroom and attacked our therapy dog, Beau. Another teacher had to intervene to pull Gus off of Beau. Fortunately, no one was injured, but this situation could have easily ended differently. Upon hearing about this incident, the following steps were taken.

- On Friday, Feb 10th, I emailed Chris Troetti, principal of Bethel High School, asking for a phone call to discuss this incident. I have not yet received a reply from Mr. Troetti.
- On Monday, Feb 13th, I emailed Meghan Stable, who is our contact for coordinating therapy dog visits at Bethel High School, and copied Chris Troetti, asking for a phone call to discuss. I did speak with Meghan on that day. I told Meghan that due to the attack on Beau and Gus's aggressive behavior, we would need to stop our visits to Bethel High School until we could be assured a safe environment for our dogs to resume visits. Meghan told me that they were not allowed to deny Gus access as he is a service dog. I explained to her why this was not correct according to Bethel High School's service dog policy and unemployment law, given Gus' recent aggressive behavior.
- Meghan offered to have our visits arranged in such a way that Gus and our therapy dogs would be designated to separate areas during visits. I explained this would be a dangerous situation for several reasons.
  - If a dog needed to go outside for the bathroom or otherwise crossed paths unexpectedly in a hallway, there could be another incident.
  - Any school visitor, such as a parent of a student, can legally enter the building with their service dog without prior notice to the school they are bringing a dog. This could also lead to a potential incident with Gus.
  - Gus's unpredictable aggressive behavior would put everyone at risk of injury if this were to happen again, staff, students, and dogs.
  - Gus's unpredictable aggressive behavior puts other service dogs and their handlers at risk should their dog be attacked, injured, and/or becomes reactive towards other dogs out of fear and can no longer perform their job.
  - Aggressive behavior legally disqualifies a dog's status as a service dog and should immediately be excluded from working in public.
  - According to Bethel BOE service dog policy and In compliance with federal law (see Bethel School's attached service dog policy)
    - **Page 3:Section C: #4** - A Service Dog must be under the control of its handler at all times. It seems clear that Gus was not under the control of his handler during this incident.
    - **Page 4:Section E:** - Exclusion and removal of a service dog. - **#4** - The service dog's actual behavior poses a direct threat to the health and/or safety of others that cannot be eliminated by reasonable modifications to policies, practices or procedures; or has a history of such behavior.
- On Tuesday, Feb 14th, I followed up with an email to Mr. Troetti with the below resource links and offered my support concerning understanding service dog law. As of today (2/20), I have not heard back from Mr. Troetti.

We understand Bethel High School is under no obligation to report to us on any actions taken with Gus unless they choose to invite our therapy dogs back into the school, however as an advocate for service dog handlers and therapy dog handlers, we wanted to share the concerns regarding this incident and offer the below resources.

1. **From JAN (Job Accommodation Network)** - *"employees who use service animals need to be able to show that the service animal is needed for disability-related reasons and that the service animal is trained to be in a work environment **without disrupting the workplace or otherwise behaving inappropriately.**"*

JAN's website: [https://askjan.org/topics/servanim.cfm?cssearch=4388294\\_1](https://askjan.org/topics/servanim.cfm?cssearch=4388294_1)

Based on JAN policy, an employer can refuse a service dog based on a history of aggressive behavior.

2. **ADI - Assistance Dogs International:** Global authority in the assistance dog industry, can provide support in understanding service dog law - <https://assistancedogsinternational.org/>
3. **ADA - Federal Americans with Disabilities Act and Service Dog Law** - <https://www.ada.gov/resources/service-animals-2010-requirements/>

Thank you,

**Andrea Maney**

Board of Directors, Salesforce Admin, YouTube Creator, Web Designer

**The Exceptional Sidekick Service Dogs**

[www.exceptionalsidekick.org](http://www.exceptionalsidekick.org)

[www.youtube.com/channel/UCtWHbYXrS8W7UYN\\_JuGRCSw](https://www.youtube.com/channel/UCtWHbYXrS8W7UYN_JuGRCSw)



Exceptional Sidekick Inc is a 2020 @GreatNonprofits Top-Rated Nonprofit!

<https://greatnonprofits.org/org/exceptional-sidekick-inc>

#2020 #Award #TopRated #TopNonprofit #GreatNonprofits #SocialGood

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 **Policy 6123.1 - Use of Certified Service Dogs in Schools.pdf**  
103K

## Use of Certified Service Dogs in Schools

### I. Service Dogs

The Bethel Board of Education (the “Board”) complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of a disability, subject to the conditions and limitations established by law. Accordingly, the Board shall make reasonable modifications to its policies, practices and procedures to permit an individual with a disability to use a service animal on school property and/or at school-sponsored programs or activities in accordance with Title II of the Americans with Disabilities Act (“ADA”), applicable state laws and this policy.

#### A. Definitions

1. “**Service animal**” means any dog regardless of breed or size (“service dog”) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical; sensory; psychiatric; intellectual; or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. In other words, the animal must be required for the individual with a disability, and must be individually trained to do work or a task for the individual with a disability. For purposes of this policy, 1) a service dog includes a *guide dog* or *assistance dog* for a blind, deaf or mobility impaired person as outlined in Conn. Gen. Stat. § 46a-44; 2) service animal is **not** a pet; 3) a service animal in-training is **not** a service animal except for a dog being trained to assist a blind, deaf or mobility impaired individual; 4) companionship, comfort, therapy or emotional support animals do **not** qualify as service animals and 5) other species of animals, whether wild or domestic, trained or untrained are **not** service animals.
2. “**Work or tasks**” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; alerting individuals to the onset of medical conditions; alerting individuals to the presence of allergens; assisting individuals with limited use of their limbs with tasks such as carrying items, opening doors, turning on lights, retrieving items and/or pulling a wheelchair; assisting individuals with intellectual or cognitive disabilities locate places or misplaced items; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and/or performing tasks for

### Use of Certified Service Dogs in Schools

individuals with psychiatric and neurological disabilities such as preventing or interrupting impulsive or destructive behaviors or reminding an individual to take prescribed medication. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do **not** constitute work or tasks for the purposes of this policy.

3. “**Handler**” is an individual with a disability who is accompanied by a service animal, or a third party who accompanies an individual with a disability to assist with his or her service dog. For purposes of this policy, a handler includes a person training a *guide* or *assistance dog* for a blind, deaf or mobility impaired person provided the trainer is employed by and authorized to engage in designated training activities by a guide or assistance dog organization that complies with the criteria for membership in a professional association of guide dog or assistance dog schools and carries photographic identification indicating such employment and authorization, or a person who volunteers for a guide or assistance dog organization that authorizes such volunteers to raise dogs to become guide dogs or assistance dogs and causes the identification of such dog with (a) identification tags, (b) ear tattoos, (c) identifying bandanas on puppies, (d) identifying coats on adult dogs, or (e) leashes and collars, as outlined in Conn. Gen. Stat. § 46a-44.

#### B. Access to Board Property, Programs and/or Activities

Generally, a service dog shall be permitted to accompany a handler in all areas of Board property to the same extent that the handler has the right 1) to be present on school property or facilities; 2) to attend and/or participate in a Board-sponsored program or activity, including but not limited to, attending sporting events and student theatrical productions open to the general public; or 3) to be transported in a vehicle operated by or on behalf of the Board. Under no circumstances shall a handler be permitted to access a place where s/he would not otherwise be allowed access without the service dog.

The Board prohibits inquiries of a handler (or his/her parent(s)/guardian(s) in the case of a young child) about the nature of his/her disability. Additionally, Board personnel may not ask a handler (or his/her parent(s)/guardian(s) in the case of a young child) to pay an additional fee to comply with any condition not outlined in this policy and/or request documentation such as proof of licensure, certification or any other proof of the service dog training, including, but not limited to, demanding the animal perform a particular task.

### Use of Certified Service Dogs in Schools

In instances where it is not readily apparent whether a dog qualifies as a *service dog*, Board personnel may **only** make the following **two** inquiries of a handler (or his/her parent(s)/guardian(s) in the case of a young child):

- *Is the dog a service animal required because of a disability?*
- *What work or task(s) has the dog been trained to perform?*

#### C. Management of Service Dog; Responsibilities of Handlers and Liability

1. Service animals are working dogs, **not** pets. Accordingly, service dogs should not be petted, provoked or otherwise distracted, including, but not limited: talking to or saying the dog's name.
2. A service dog must harnessed, leashed, or tethered while on school property or at a school-sponsored program or activity unless such devices interfere with the service animal's work or the handler's disability prevents use of such devices. In that case, the handler must use voice, signal, or other effective means to maintain control of the animal.
3. A service dog must be housebroken.
4. A service dog must be under the control of its handler at all times while on Board property or at a Board-sponsored program or activity. Where a service animal is out of control and the handler does not take effective action to control it, Board personnel may request that the dog be removed from the property or a Board-sponsored program or activity. In the event that the handler is unable or unwilling to remove a properly excluded dog, Board personnel are authorized to take appropriate action necessary to remove the dog and ensure the health and/or safety of individuals attending and/or participating in a Board-sponsored program or activity. In certain limited instances (e.g., younger children), the Board may provide reasonable accommodations to enable a handler to control his/her service animal. In such instances, the reasonable accommodations shall be determined on case-by-case basis at a meeting with school officials, parent(s)/ guardian(s) and the handler, where appropriate.
5. Service dogs are generally the sole responsibility of their handlers, who must take appropriate precautions to prevent damage or injury to persons or property from the actions of their service dogs. The Board

**Use of Certified Service Dogs in Schools**

shall not be responsible for the care or supervision of service animals, including but not limited to the cost of veterinary care, supplies or equipment; provision of food and/or water; walking the service animal; responding to the service dog's toileting needs, including accidents; and/or grooming the service animal. Accordingly, handlers (or if a minor, their parent(s)/guardian(s)) are liable for any harm, damage, or injury caused by the service animal to students, staff, visitors, and/or property to the same extent other individuals who cause harm, damage or injury to persons or property are responsible for such harm, damage or injuries.

6. Handlers shall ensure that service dogs comply with all generally applicable state and local animal control and public health requirements, including, but not limited vaccinations registration and/or licensure requirements.
7. All service dogs should be kept clean and groomed to avoid shedding and dander, where possible. All service dogs should be treated for, and kept free of, fleas and ticks.

D. Students with Individualized Education Programs (“IEPs”) and/or Section 504 Plans

An inquiry by a planning and placement team (“PPT”) and/or Section 504 team concerning whether a service dog is necessary for a student with a disability to receive a free and appropriate public education (“FAPE”) under the Individuals with Disabilities Education Act or the Section 504 of the Rehabilitation Act is separate from the analysis and inquiry related to service dog under the ADA and applicable state laws. Any decisions with respect to whether a service dog is necessary in order to provide a student FAPE will be made by the student's PPT or Section 504 team, as applicable. Where a service dog is not required for a student with a disability to receive a FAPE, the Board shall permit the use of a service dog in the Board's programs or activities in accordance with the law and this policy.

E. Exclusion and/or Removal of a Service Dog

The Board shall not exclude a service dog based on assumptions or stereotypes or general fears about how a service dog or particular breed of dog might behave. However, a school official may ask a handler to remove

**Use of Certified Service Dogs in Schools**

a service dog from Board property, or a Board-sponsored program or activity in the event of one of the following:

1. The service dog is out of control and the service dog's handler does not take effective action to control it;
2. The service dog is not housebroken;
3. The service dog's presence would "fundamentally alter" the nature of the service, program, or activity; and/or
4. The service dog's actual behavior poses a direct threat to the health and/or safety of others that cannot be eliminated by reasonable modifications to policies, practices or procedures; or has a history of such behavior.

Where a service dog is properly excluded, the Board shall permit the handler to remain on Board property and/or participate in the Board-sponsored program or activity without the service dog unless such handler otherwise violated a Board policy or state or federal law which warrants the removal of the individual. In the event that the handler is unable or unwilling to remove a properly excluded animal, Board personnel are authorized to take appropriate action necessary to remove the dog and ensure the health and/or safety of individuals attending and/or participating in a Board-sponsored program or activity.

**G. Conflicting Disabilities**

In instances where an individual has an allergy significant to qualify as a disability, or have another disability that conflicts with the disability requiring the use of a service dog, the individual shall immediately notify a building administrator or the school official in charge of Board-sponsored program or activity. The Board, through its administration, shall consider the needs of each individual and balance the rights of the individuals involved. The Board shall work to resolve the conflict as efficiently and expeditiously as possible in order to meet its obligations to reasonably accommodate individuals with disabilities.

**H. Grievances**

**Use of Certified Service Dogs in Schools**

Any person who believes s/he has been discriminated against because of his/her disability by a Board personnel or student, or has been aggrieved by a decision concerning a service animal may file a complaint or appeal to:

Mrs. Susan Budris  
Director of Special Education & Pupil Personnel Services  
1 School Street  
Bethel, CT 06801  
(203)794-8601

**Legal References:**

State Law:

Conn. Gen. Stat. § 22-339b  
Conn. Gen. Stat. § 46a-44  
Conn. Gen. Stat. § 46a-64

Federal law:

Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 *et. seq.*  
28 C.F.R. § 35.104  
28 C.F.R. § 35.136  
28 C.F.R. § 36.302(c)

Policy Adopted: 12/6/2018



Board of Education, Bethel &lt;boe@bethel.k12.ct.us&gt;

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## Recap of phone 2/23 phone call regarding 1/26 incident at Bethel High School

1 message

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**Andrea Maney** <andrea@exceptionalsidekick.org>

Mon, Feb 27, 2023 at 11:12 AM

To: troettic@bethel.k12.ct.us

Cc: rudinasl@bethel.k12.ct.us, carverc@bethel.k12.ct.us, boe@bethel.k12.ct.us

Mr Troetti,

On behalf of The Exceptional Sidekick, I am writing to recap our phone conversation on 2/23, to ensure that everyone is aware of this concerning situation.

As experts in service dog law, per the Americans with Disabilities Act and Connecticut State Laws, Exceptional Sidekick's intent is to always advocate for our dogs and handlers, and to provide support and educational resources to the public locations they frequent, especially schools. For this reason and given the dangerous (dog aggression) situation we have encountered at your school, I was quite taken aback by the tone of our discussion and I want to reiterate that your accusations of harassment are unfounded.

Following the incident on January 26, 2023, when Gus attacked our volunteer visiting therapy dog Beau, (please see incident report attached) Meghan Stabile communicated that Bethel High School understood that the district could not legally deny Gus access to the school campus. This is untrue and demonstrates a common misconception about service dog laws. As advocates of many service dogs and their handlers in our program, we meant only to help you become aware of your rights, so that you might avoid future aggressive dog encounters at your schools.

You stated on our 2/23 call, that you believe our efforts to communicate with the BOE are inappropriate and harassing, and that this communication may cause you to prohibit our therapy dogs from returning. Our goal in communicating with all of you, including the BOE, is to provide resources as you navigate this difficult situation and to ensure the safety of our volunteers, their therapy dogs, your students, and staff.

**To be clear, the law states that any dog showing any aggression towards animals or humans is immediately disqualified as a service dog with public access rights. This is not just our opinion as an organization, it is the law, and is also included in Bethel BOE's own service dog polity.**

In accordance with the law, and best safety dog handling practices, The Exceptional Sidekick strongly recommends that this dog be removed from your campus immediately, if this has not already been done. It is our belief, based on decades of combined dog training expertise and a thorough understanding of the ADA and Connecticut State Laws, that prohibiting Gus from attending school with his handler is not only your right, but your responsibility.

Our volunteers and therapy dogs have enjoyed being part of your school community since 2018. We believe and are often told, that our dogs bring valued therapeutic support to your staff and students. We sincerely hope that we can continue to provide that support at Bethel High School in a safe manner, once we are assured that Gus is no longer permitted on the campus.

Finally, I want to clarify that since the BOE oversees district policies, all of our communication surrounding this matter will be sent to all members so everyone is able to participate in the discussion and better understand the district's rights and responsibilities under the law. If it would be helpful to any of you, an Exceptional Sidekick's Board of Directors representative will be happy to attend your next public BOE meeting on 3/2 to address any questions or concerns in person.

Thank you for your time.

*Thank you,*

***Andrea Maney***

*Board of Directors, Salesforce Admin, YouTube Creator, Web Designer*

***The Exceptional Sidekick Service Dogs***

[www.exceptionalsidekick.org](http://www.exceptionalsidekick.org)

[www.youtube.com/channel/UCtWHbYXrS8W7UYN\\_JuGRCSw](https://www.youtube.com/channel/UCtWHbYXrS8W7UYN_JuGRCSw)



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#2020 #Award #TopRated #TopNonprofit #GreatNonprofits #SocialGood



Pare, Susan &lt;pare@bethel.k12.ct.us&gt;

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## Fwd: Recent incident at Bethel High School

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**Carver, Christine** <carverc@bethel.k12.ct.us>  
To: Susan Pare <pare@bethel.k12.ct.us>

Wed, Mar 1, 2023 at 11:18 AM

Christine Carver, Ed. D.  
Superintendent of Schools  
Bethel Public Schools  
P.O. Box 253  
Bethel, CT 06801  
(203)794-8601



----- Forwarded message -----

From: **Carver, Christine** <carverc@bethel.k12.ct.us>  
Date: Mon, Feb 27, 2023 at 11:53 AM  
Subject: Re: Recent incident at Bethel High School  
To: Andrea Maney <andrea@exceptionalsidekick.org>

Ms. Maney,

Thank you for reaching out.

The personnel matter and ADA requirements were handled appropriately, your email implies that it was not. As you said in your email, we can not share with you the results of those investigations/actions. We even consulted with our district attorney and Human Resources Manager on the matter. I can assure you that the BOE policy was followed. There is no challenging situation to work through. The issue was addressed, yet your emails imply that it was not, which is not accurate.

As I was not there for the conversation, I can not comment on Mr. Troetti's tone. I do understand his frustration. Ms. Stabile was in contact with you. She informed you that she was calling on behalf of the school and addressing the issue. Your email implied that Mr. Troetti was not responsive and shared it with the whole Board of Education, instead of addressing the matter with him or me as his supervisor.

Your email was also not accurate about actions taken by staff, some of which we can not share with you, as they are a personnel matter. Meghan was concerned with the legal implications and rights of employees under ADA, but did get it quickly sorted out.

I guess I am not sure what next steps you would like to see. The tone of your emails implies actions were not taken. The matter was handled appropriately, per BOE policy. Would you like to schedule time for a phone call?

Christine Carver, Ed. D.  
Superintendent of Schools  
Bethel Public Schools  
P.O. Box 253  
Bethel, CT 06801  
(203)794-8601



On Mon, Feb 27, 2023 at 11:04 AM Andrea Maney <[andrea@exceptionalsidekick.org](mailto:andrea@exceptionalsidekick.org)> wrote:

Christine,

I'm writing to you on behalf of The Exceptional Sidekick about an incident at Bethel High School on 1/26/23 and follow-up discussions with the school. For your information, I have attached an email I sent to the BOE on 2/20/23 to offer support and educational resources as they work through this challenging situation.

Meghan Stabile emailed me last week requesting a phone call to discuss some ideas about inviting our dogs back to Bethel High School, and Mr. Troetti joined that call on 2/23. I was shocked when Mr. Troetti opened the discussion with a very defensive tone and stating that my action in contacting the BOE was inappropriate and harassing. Unfortunately, he could not move beyond these accusations to discuss the status of our therapy dog visits and any ideas Meghan had.

I will send a follow-up email today to recap the phone call with Mr. Troetti on 2/23. I will also include you on that to ensure everyone has the same information.

Please don't hesitate to reach out with any questions.

*Thank you,*

***Andrea Maney***

*Board of Directors, Salesforce Admin, YouTube Creator, Web Designer*

***The Exceptional Sidekick Service Dogs***

[www.exceptionalsidekick.org](http://www.exceptionalsidekick.org)

[www.youtube.com/channel/UCtWHbYXrS8W7UYN\\_JuGRCSw](https://www.youtube.com/channel/UCtWHbYXrS8W7UYN_JuGRCSw)



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# The Office of Governor Ned Lamont

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Governor Lamont Announces Recipients of School Mental Health Workers Grants

## Press Releases



STATE OF CONNECTICUT

## GOVERNOR NED LAMONT

02/02/2023

### Governor Lamont Announces Recipients of School Mental Health Workers Grants

#### State Releases First of Three Rounds of Grants to Increase the Number of Mental Health Workers in Schools Using ARPA Funding

(HARTFORD, CT) – Governor Ned Lamont today announced that 20 school districts across Connecticut are being awarded \$5 million in funding under a competitive state grant program that will be used for hiring and maintaining school mental health workers during the 2023, 2024, and 2025 school years.

Administered by the Connecticut State Department of Education, the School Mental Health Workers Grant is funded by money the state received from the federal American Rescue Plan Act (ARPA), which was approved by Congress in 2021 in response to the COVID-19 pandemic. This is the first of three rounds of grants aimed at increasing the number of mental health workers in schools that are being administered by the state using ARPA funding. A second round – the School Mental Health Specialists Grant – will soon provide grants totaling \$15 million. A third grant program will provide \$8 million to summer camps and school-based summer programming for mental health support.

Awards for each district under this first round range between \$101,973 and \$324,000. Priority was given to districts with a high ratio of students to school mental health workers and a high rate of student use of school mental health services.

**Governor Lamont said**, “Connecticut continues to provide critical resources to hire school mental health workers, which is especially important today because of the effects of the pandemic and social isolation on our children and teachers. These grants are an important step in our mission to ensure that all children and educators in our state have access to the mental health services they need to succeed and thrive.”

**Connecticut Education Commissioner Charlene M. Russell-Tucker said**, “The pandemic affected Connecticut students not only academically but socially and emotionally as well, and we are committed helping schools provide important mental health services to their students, families, and staff. This investment will help our schools hire additional school counselors, social workers, and school psychologists, and we are proud to support this important work that address the non-academic barriers to learning.”

**Senator Richard Blumenthal said**, “The health professionals hired with these funds will no doubt make an enormous difference in the lives of thousands of children and teachers in our state. At a time when mental health services for youth are needed more than ever, I am proud to see Connecticut step up and dedicate federal American Rescue Plan Act dollars to increase Connecticut student access to these vital services.”

**U.S. Representative John B. Larson (CT-01) said**, “With nearly 80% of youth nationwide lacking access to the mental health care they need, school-based mental health services play a critical role in breaking down barriers to access care and treatment. We passed the American Rescue Plan to ensure communities have the resources they need to respond to the unique challenges they are facing as a result of the COVID-19 pandemic. These grants will provide the resources needed for school districts in Middletown, Portland, and Wethersfield to invest in recruiting and retaining mental health providers that will offer quality care to their students.”

**U.S. Representative Joe Courtney (CT-02) said**, “It’s common knowledge by now that America’s youth need more access to mental health care and counseling, but across the country a serious lack of school-based mental health services has persisted for years. These federal American Rescue Plan funds are going to help reverse that trend in eastern Connecticut. The Rescue Plan directed federal resources straight to our state and local communities when they needed them most, and this is a great example of how those resources are still working hard for us today. With this funding, our local school districts in Hebron, Mansfield, East Hampton, East Haddam, and Stonington will be able to acquire the tools, professional staff, and programming they need to provide students with the mental health resources and support systems they deserve.”

**U.S. Representative Rosa DeLauro (CT-03) said**, “Over the last two years, the isolation, school closures, economic anxiety, job losses, and learning challenges have greatly exacerbated existing mental health challenges and created new barriers to treatment. These Connecticut School Mental Health Workers Grants will equip our schools with the proper tools, staffing, and educational programming to address these issues for our youth. I have been a staunch advocate for increased investments in mental health services. This funding will put us on a path forward to provide complex and compassionate care in our school systems and will help alleviate the burden of teachers, administrators, and parents to deliver the health care our students truly need.”

**U.S. Representative Jim Himes (CT-04) said**, “This type of investment is exactly why Congress passed the American Rescue Plan – to help rebuild from the detrimental effects of the pandemic. These grants will help students struggling with their mental health by increasing access to counselors and programming. I am glad to see a significant amount of funding going towards building out a stronger support system within the Fourth District.”

**U.S. Representative Jahana Hayes (CT-05) said**, “As students continue to recover from the most traumatizing interruption to their education, they need strong, reliable, and accessible support services. I am grateful Governor Lamont and state leaders are using American Rescue Plan funding to serve students directly. Bringing more mental health workers into schools is vital for children to heal from the pandemic and provide them with a safe learning environment.”

The recipients of the School Mental Health Workers Grant are as follows:

**Connecticut School Mental Health Workers Grant Awardees  
2023-2025**

<b>School District</b>	<b>Award Amount for Fiscal Year 2023</b>	<b>Award Amount for Fiscal Year 2024</b>	<b>Award Amount for Fiscal Year 2025 (70%)</b>	<b>Total Grant Award</b>
Portland School District	\$117,168.84	\$117,168.84	\$82,018.19	\$316,355.87
Regional School District 10	\$120,000.00	\$120,000.00	\$84,000.00	\$324,000.00
Wethersfield School District	\$107,777.00	\$107,777.00	\$75,443.90	\$290,997.90
Woodbridge School District	\$96,000.00	\$96,000.00	\$67,200.00	\$259,200.00
Booker T. Washington Academy District	\$67,717.33	\$67,717.33	\$47,402.13	\$182,836.79
Preston School District	\$83,821.10	\$83,821.10	\$58,674.77	\$226,316.97
Hebron School District	\$120,000.00	\$120,000.00	\$84,000.00	\$324,000.00
Mansfield School District	\$89,500.00	\$89,500.00	\$62,650.00	\$241,650.00
Middletown School District	\$120,000.00	\$120,000.00	\$84,000.00	\$324,000.00
Bethany School District	\$117,045.00	\$117,045.00	\$81,931.50	\$316,021.50
Oxford School District	\$118,420.00	\$118,420.00	\$82,894.00	\$319,734.00
The Bridge Academy District	\$75,000.00	\$75,000.00	\$52,500.00	\$202,500.00
East Hampton School District	\$88,193.00	\$88,193.00	\$61,735.10	\$238,121.10
Eastford School District	\$53,746.28	\$53,746.28	\$37,622.40	\$145,114.96
Stonington School District	\$73,408.00	\$73,408.00	\$51,385.60	\$198,201.60
East Haddam School District	\$100,300.00	\$100,300.00	\$70,210.00	\$270,810.00
Regional School District 17	\$110,000.00	\$110,000.00	\$77,000.00	\$297,000.00
Common Ground High School District	\$37,768.00	\$37,768.00	\$26,437.60	\$101,973.60
East Haven School District	\$59,009.00	\$59,009.00	\$41,306.30	\$159,324.30
Bethel School District	\$96,978.00	\$96,978.00	\$67,884.60	\$261,840.60

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# CAPSS PUBLIC POLICY AGENDA 2023

Each year, the CAPSS Legislative Committee and Board of Directors review the current conditions and most pressing needs in public schools as well as the *CAPSS Blueprint to Transform Connecticut's Public Schools*, released in early 2021. They then select several priorities for the next year's Public Policy Agenda.

What follows is the CAPSS Public Policy Agenda 2023. While reflective of the *Blueprint*, this agenda focuses on the highest priorities to be addressed, including the allocation of greater and more equitable resources for public schools and the expectation of stronger student success.

## 1. ECS

CAPSS supports the work of the Connecticut School Finance Project but remains concerned about those towns slated to lose ECS funds and the use of ECS funds for local property tax relief as opposed to education.

**Recommendation(s):** The General Assembly and Governor should continue to refine the ECS formula to focus funds on the neediest districts while recognizing their education challenges and the local capacity to pay. The size of the pie and the State's share must grow yearly with a more substantial long-term commitment. No town should lose funds from the 2020-2021 base year, and there should never be mid-year rescissions.

## 2. SPECIAL EDUCATION

The *Blueprint* identifies a list of categorical grants requiring greater state funding and improved statutory language. However, the Special Education Excess Cost Grant is a critical priority and must be significantly addressed in 2023. After decades of promises to share the financial burden, the failure of both the federal and state government to do so places the financial burden in large part on local municipalities.

**Recommendation(s):** Fully fund the Excess Cost Grant in 2023 and each year thereafter with an equitable distribution among towns.

## 3. READING

CAPSS has been a consistent voice on the need for statewide improvement in early reading and embraces the Science of Reading approach. CAPSS fully supports the 2021 Reading Legislation with the exception of mandated reading programs.

**Recommendation(s):** (1) There should not be a mandate for specific reading materials; (2) School districts should embrace the Science of Reading and have a literacy curriculum built on phonemic awareness, phonics, fluency, vocabulary, and comprehension.

## 2. EDUCATIONAL EQUITY, ACHIEVEMENT & INNOVATION

- f. The CSDE should provide K-12 curriculum guides and materials aligned with State Assessments; while statewide census testing should be reduced to grades 3, 5, and 7, 9, and 11 (PSAT & SAT – paid for by the state); virtual learning must be improved and evaluated.
- g. Attacking inequity and unfairness in policies, regulations, and practices that result in harmful discrimination among students and staff; analyzing graduation rates, special education identification, advanced courses, discipline rates, and more by race/ethnicity, handicap, gender, etc.
- h. New state aid is needed to support student health and safety, mental health, and trauma services must reach expanded networks of regional providers; greater coordination of state-regional-local resources is needed to reach disengaged and disenfranchised youth focused on high school completion and career pathways.
- i. Eliminating the barriers to teacher certification is key to addressing the current and future shortage of teachers; additionally, minority teacher recruitment, teacher evaluation, and professional development must become more locally determined, flexible and innovative.

## 3. INTERGOVERNMENTAL MATTERS

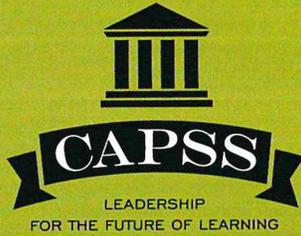
- j. The Federal government must begin funding Special Education more seriously and must reduce its nightmare of requirements across all federal programs; State grants to towns (for non-education) must not be reduced; Teacher retirement and healthcare must be fully funded and sustainable; State and local debt and obligations must be honestly addressed; small State grants for one-town or one program should be eliminated, and a minimum expenditure requirement should be reinstated.

## 4. MORE RESEARCH & STUDY NEEDED

- k. Much more work needs to be done on: the disparity in per-pupil expenditures (among districts); the growth of special education identification rates and costs; the most efficient and successful programs for English learners; achieving a greater level of equity in funding magnet and charter schools; and an annual reporting of progress in reducing inequalities and disparities in expenditures, programs, and achievements.

**The State of Connecticut cannot and will not reduce inequities in its school funding system unless it significantly increases state aid as a percentage of all revenues dedicated to public schools.**

**Furthermore, all schools should engage in the relentless pursuit of EACH CHILD becoming a successful reader by the end of first grade.**



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Frances Rabinowitz

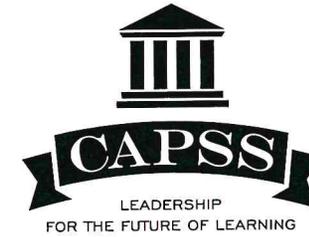
Executive Director

[frabinowitz@capss.org](mailto:frabinowitz@capss.org)

(860) 236-8640, ext. 160

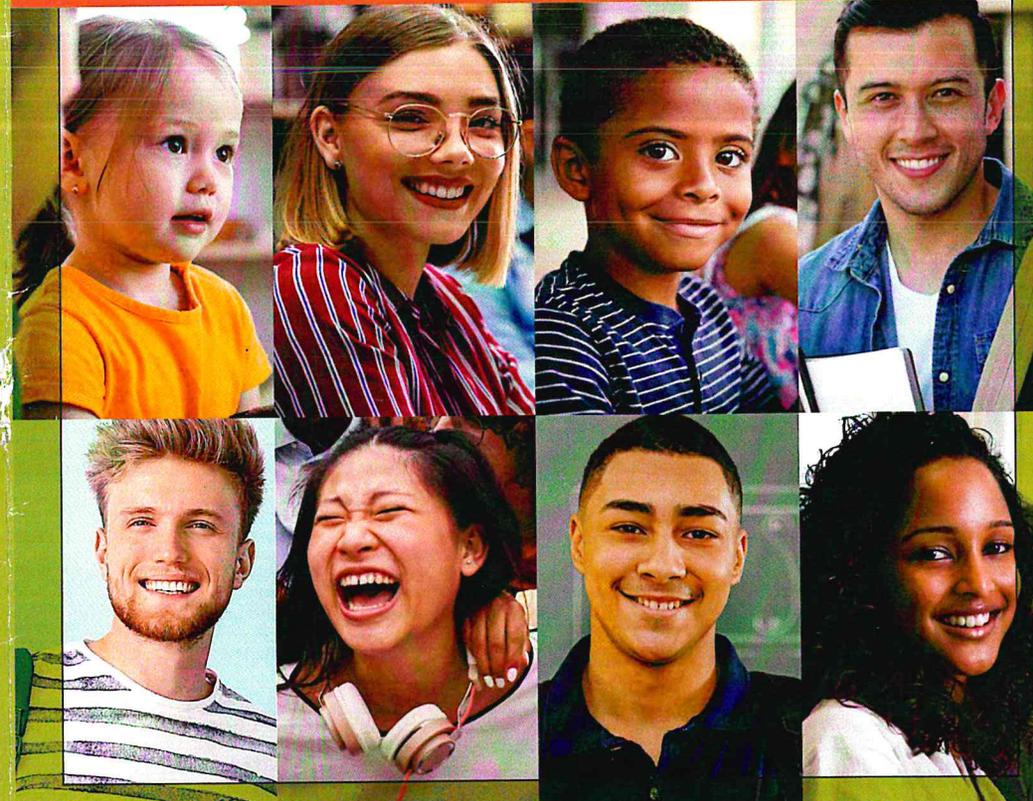
**JANUARY 2023**

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# CAPSS Public Policy Agenda & Blueprint Update

**2023**



# PROGRESS OF 2021 & 2022

CAPSS wishes to thank all those who took up the fight against COVID-19 and recognizing its negative impact on students, staff, and families.

The Connecticut General Assembly and Governor took several additional steps in the right direction in 2022, including:

## ECS

Continued phasing in the newest Education Cost Grant formula with an additional \$40 million (with no losing districts);

## SPECIAL EDUCATION

For the first time in years, increased the Excess Cost Grant: added an equity component to it; and provided professional training for paraprofessionals, with a combined investment of \$19 million;

## EARLY CHILDHOOD

Created 1,300 more infant/toddler slots, shored up the financial and programmatic viability of early childhood programs, and increased early childhood subsidies with \$212 million of new funds;

## MENTAL HEALTH

Established new programs to address children's mental health with \$103 million to expand the number of mental health professionals in schools, doctors' offices, and other locations; enhanced funding for School-Based Health Clinics; and augment services for children with behavioral health issues;

## STRUCTURAL RACISM

Committed to addressing structural racism in schools with funding of \$14 million for a new State Department of Education Minority Teacher Scholarship program, FAFSA assistance, more summer enrichment programs, and increased dual enrollment between high schools and higher education institutions;

## SCHOOLS OF CHOICE

Provided \$65 million in additional resources to fund the changes in the "Sheff Stipulated Agreement," to reduce tuition costs of magnet schools' sending districts; and to pay for more charter school slots and subsidy levels;

## BILINGUAL EDUCATION

Doubled the State grant from \$1.9 M to \$3.8 M

## TEACHER PENSION

Transferred the FY 2022 surplus (estimated at \$900 million) to increase the long-term financial stability of the Teachers' Retirement Fund;

## STUDENT WELL-BEING

Improved students' health with almost \$420 million in funding for improved clean air in schools, assistance to purchase non-diesel buses, feeding programs, lead-free homes, and the state share of nine major School Construction projects;

## TEACHER RETIREMENT HEALTH

Recalibrated the Teachers Retirement Health programs with a new program that saves \$17 million per year, and increased retiree monthly stipends from \$220 to \$440 (net savings of \$12.3 million);

## LEARNER ENGAGEMENT & ATTENDANCE PROGRAM (LEAP)

Added \$7 million to extend this program which is focused on disengaged and chronically absent students in targeted disadvantaged communities.

These 2022 improvements were made on top of the 2021 actions of more state funds for ECS; establishing a new Center for Literacy Research; adding more funds for the Payment in Lieu of Taxes program; embracing minority teacher preparation programs in Alliance districts; authorizing significant school construction grants, and supporting the Connecticut State Department of Education's new K-12 Curriculum Guidelines.

In addition, local educators have undertaken several new shifts from traditional schooling, including dismantling inequity and unfairness in school policies and practices; creating schools that are safe and foster social and emotional health; developing school improvement plans; embracing innovation, and accelerating learning for all students.

Throughout the last three years, public officials, education leaders, and especially teachers have demonstrated a caring, thoughtful and successful response to the pandemic. Looking forward all of us must commit to making equity and student success our priorities. The future of our communities, State and country are at stake and dependent upon how well we invest in our public schools.

The most important step in the continuous improvement of the Connecticut public schools is to increase the State's share of total expenses and to continue to focus on equity and student success.



# BLUEPRINT 2023

Connecticut's educational inequities and achievement gaps are well documented. Furthermore, COVID-19 has exacerbated the learning gaps and the digital divide, thereby putting Connecticut's neediest students in an even more precarious position.

The State of Connecticut has a legal and moral obligation to lead, appropriately fund, and support public schools. Only the state can counteract the influence of local wealth on determining educational expenditures and opportunities.

It is true that Connecticut has made some visible progress in its quest for more equitable school funding and in beginning to close its achievement gaps. However, no one should claim victory and rest on the policies of the past. There will always be more to do to improve our schools.

The 30 recommendations of the 2021 CAPSS Blueprint are both comprehensive and long-term, and would lead to the continuous improvement of public education in Connecticut. This 2023 version of the Blueprint collapses these 30 recommendations into four broad categories.

## 1. SUPPORTING THE PUBLIC EDUCATION SYSTEM

- a. The State government should make annual and continuous progress in raising the State's share of support for schools to be equal to local dollars received; predominantly through the ECS grant growing at a digestible/sensible/sustainable 2.5% per year, driven by wealth and educational need factors, with "no loss" provisions where appropriate; with a consideration of freezing formula data elements for a three-year period.
- b. The State's Special Education Excess Cost grant should be fully funded, adjusted for equity factors, and paid on a more timely basis.
- c. The State's School Construction grant should be increased to 10-80%, with stricter requirements and inclusive of air conditioning and clean air requirements.
- d. The State's five School Improvement Grants for Alliance Districts should be merged.
- e. Adult Basic Education should be regionalized; ESL programs should be tripled in state funding, with added technology; a State Transportation grant for overburden should be reinstated; universal access for three and four-year-olds in Alliance Districts should be incentivized in additional grants to local school districts; additional funding to the six RESCs to support "regionalism" and especially in special education and mental health.



## 4. TEACHER EVALUATION

For 40 years, the CSDE has tried to provide guidance and support for local teacher evaluation programs. The most recent statutory requirements have been virtually abandoned in most states. The best solution would be a fresh start with minimal broad state guidance and local initiatives with annual attestation of continuous evaluation for all staff.

**Recommendation(s):** Eliminate the current educator evaluation system. Provide opportunities for districts to develop innovative and creative evaluation systems that reflect new and effective instructional methodologies. This new system should be based on the Common Core of Teaching and be supported by practitioners serving as coaches.

## 5. TEACHER SHORTAGE

CAPSS supports a thoughtful and well-planned significant decrease in requirements for all teacher/administrator certifications. The certification process should focus more on demonstrating "good teaching" through more and better student teaching and accepting prior successful experience as a part of the credential review.

**Recommendation(s):** CAPSS looks forward to the recommendations in the State Department of Education's Report on Certification due to the Legislature on January 1, 2023.

## 6. VIRTUAL LEARNING

CAPSS sees the value in high-quality Remote & Virtual Learning in meeting the multi-faceted learning needs of all students. The personalization efforts already underway statewide will be enhanced by greater access to remote learning and greater offerings in a virtual classroom.

**Recommendation(s):** (a) The State should provide local boards of education discretionary power to utilize up to 3 remote learning days per school for emergency closures. Any number of days beyond 3 days would need approval by the Commissioner of Education; (b) The State should develop a regional concept for a model that includes virtual and in-person learning that opens learning to the same content areas for all students.

## 7. FEDERAL ARP ESSER FUNDS

CAPSS supports changes to state and federal law that would allow the unique use of these funds and allow a longer period to complete the expenditure of these funds.

**Recommendation(s):** State law should be amended to allow for the local match of school construction to use either or both local educational and town ARP funds as the match. Federal law should be amended to allow for an additional three years (2027 in place of 2024) for the expenditure of all three rounds of ARP ESSER funding.

## 8. PRE-K AND ESL FUNDING

CAPSS supports two items that should help restore and improve academic achievement: Additional funding for preschool; and additional funding for ESL and bilingual education.

**Recommendation(s):** Add state funding to these accounts, amend state statutes as needed and require additional time and one-on-one tutoring, and other supports, for the most challenged students.





# BOARD OF EDUCATION Proposed Budget For 1983-1984

" AN INVESTMENT IN BETHEL'S FUTURE - OUR CHILDREN "

A message from the Board of Education .....

The Board of Education recommends a budget of \$7,820,558 for the 1983-1984 school year. This represents an increase of \$797,252 over the 1982-1983 appropriation. To offset local costs for education, it is estimated that Bethel will receive revenues of \$2,387,645, from State and Federal sources.

This budget was developed by allocating dollar resources on a priority basis. An effort has been made to maintain sound educational programs while trying to deal with the rising costs of doing educational business. There are areas where the budget falls short, and some important items were not included in recognition of the need for fiscal restraint.

We, the Board of Education, support fully what we feel is a reasonable spending plan for running the Bethel Schools efficiently and well. Although our per pupil expenditures traditionally run \$500 under the State average, we are proud that we have achieved a reputation for excellence. To maintain that reputation requires the full implementation of this budget, nothing less.

John R. Cleary, Chairman  
Bethel Board of Education

..... and Superintendent of Schools

The proposed budget for 1983-84 school year was adopted by the Board of Education on February 7, 1983. This budget has gone through extensive review by building administrators, the Superintendent of Schools and the Board of Education. Community input has been encouraged each step of the way. This budget represents the best collective thinking of many with one common goal - the best possible education at the lowest possible cost.

Throughout our state and nation, educational finance is in serious straits. Declining enrollments, limited resources, lack of confidence, needs of other groups and a host of items all impacting on the willingness and ability of everyone to pay for public services.

Regardless of how each of us may feel however, it is important to direct sufficient attention and resources to the development of our young people. The Bethel School community has done well by its children.

It is our hope that you review this budget and support its content as a continuation of the commitment.

If you have any questions regarding this budget, please do not hesitate to call the Superintendent's office. (744-2510).

Robert M. Gilchrest  
Superintendent of Schools

### SUMMARY OF INCREASES (% INCREASE)

Salaries	\$475,055.	(9.1%)
Benefits	224,249.	(45.5%)
Supplies & Exp.	27,022.	(6.8%)
Plant Operation	29,889.	(24.9%)
Transportation	4,215.	(.8%)
Special Ed. Tuition	(5,126.)	(-2.1%)
Equipment	<u>41,948.</u>	
	\$797,252.	(11.4%)

SUMMARY OF EDUCATION BUDGET - 1983-1984



ADMINISTRATION

1982-83 . . . . . \$ 691,478.  
 1983-84 . . . . . \$ 755,182.  
 Increase of . . . \$ 63,704. (9.2%)

Includes:

- Overall general and business administration.
- Postage and telephone service.
- Purchase and repair of office equipment.
- Report cards, graduation expenses, and office supplies.
- Legal fees, advertising, board of education expenses.

Comments:

- Increase due in part to higher insurance costs and contract agreements with administrators.
- Estimated 9.4% increase in telephone costs and 7% increase in postage costs.



PUPIL PERSONNEL SERVICES

1982-83. . . . . \$1,094,961.  
 1983-84. . . . . \$1,220,990.  
 Increase of . . . \$ 126,029. (11.5%)

Includes:

- Salaries and benefits for director, guidance counselors, special education teachers and aides, school psychologists, speech and hearing therapists, nurses, social worker and secretaries/clerk typists serving these people.
- Materials, supplies and equipment for special education, pupil services and health services .
- An additional guidance counselor at the high school and special education aide at the middle school.

Comments:

- The majority of programs and services provided are mandated by state and federal law.
- A percentage of these costs is reimbursed to the town by the State.
- Increases due in part to higher insurance costs and contract settlements.



INSTRUCTION

1982-83 . . . . . \$ 4,107,171.  
 1983-84 . . . . . \$ 4,632,170.  
 Increase of . . . \$ 524,999. (12.8%)

Includes:

- Regular classroom instruction and adult education.
- Salaries and benefits for teachers, librarians, aides, department heads.
- Textbooks, audio-visual materials, instructional supplies and equipment replacement.
- Curriculum revision activities.
- Staff development and program improvement.

Comments:

- Increase due in part to higher insurance costs.
- Introduction of computer science program, professional library and mini grant incentive program.
- Salary increases are the result of collective bargaining agreements.



STUDENT BODY ACTIVITIES

1982-83. . . . . \$79,638.  
 1983-84. . . . . \$86,594.  
 Increase of . . . \$ 6,956. (8.7%)

Includes:

- Intramural and interscholastic sports programs .
- Support for club and enrichment programs .
- Includes new positions: Coach, girls soccer and advisor, Literary Club

Comments:

- Reflects salary increases for coaches as the result of collective bargaining.
- Increase includes rising equipment costs



### PLANT OPERATION AND MAINTENANCE

1982-83 . . . . .	\$ 457,824.
1983-84 . . . . .	\$ 508,507.
Increase of . . . . .	\$ 50,683. (11.0%)

**Includes:**

- Salaries and benefits for Superintendent of Buildings and Grounds and custodial personnel.
- Cleaning and maintenance supplies.
- Contracted services.
- Equipment Repair.
- Grounds maintenance.

**Comments:**

- \$15,271. is added to correct fire code violations in the schools.
- Increase includes the rising cost of supplies.
- \$29,599. is added for replacement of carpet and intercom system.



### TRANSPORTATION

1982-83 . . . . .	\$535,834.
1983-84 . . . . .	\$540,049.
Increase of . . . . .	\$ 4,215. (.78%)

**Includes:**

- All pupil transportation - regular, special, vocational and non-public.
- Gasoline for buses.

**Comments:**

- Minimal increase results from the last year of a five year contract with the bus company.



### NON-PUBLIC SCHOOL SERVICES

1982-83 . . . . .	\$ 3,831.
1983-84 . . . . .	\$ 4,423.
Increase of . . . . .	\$ 592. (15.5%)

**Includes:**

- Health services and tutorial programs for non English speaking students.

**Comments:**

- These services are required by State Statutes (Sec. 10-217a)

### CONTINGENCY/PERSONNEL SERVICES

1982-83 (Current projection) . . . . .	\$ 52,569.
1983-84 (Before adjustment) . . . . .	\$ 72,643.

**Includes:**

- Employee salaries that have not been determined at this time: Custodians, Secretary to Superintendent, Personnel Coordinator, Teacher Aides, Secretaries, Superintendent of Buildings & Grounds, Business Manager, and Superintendent of Schools.
- The anticipated increase in teachers' salaries as the result of additional degrees.
- Unemployment insurance.
- Fringe benefits for personnel funded under federal grant programs.

**Comments:**

- Money will be transferred from this account to the proper salary accounts when contracts are finalized.

### TOTAL:

Appropriated: 1982-83 . . . . .	\$7,023,306.
Recommended: 1983-84 . . . . .	\$7,820,558.
Increase of: . . . . .	\$ 797,252. (11.4%)

*(1983-84 Estimated Net Per Pupil Expenditure - \$ 2,528.)*



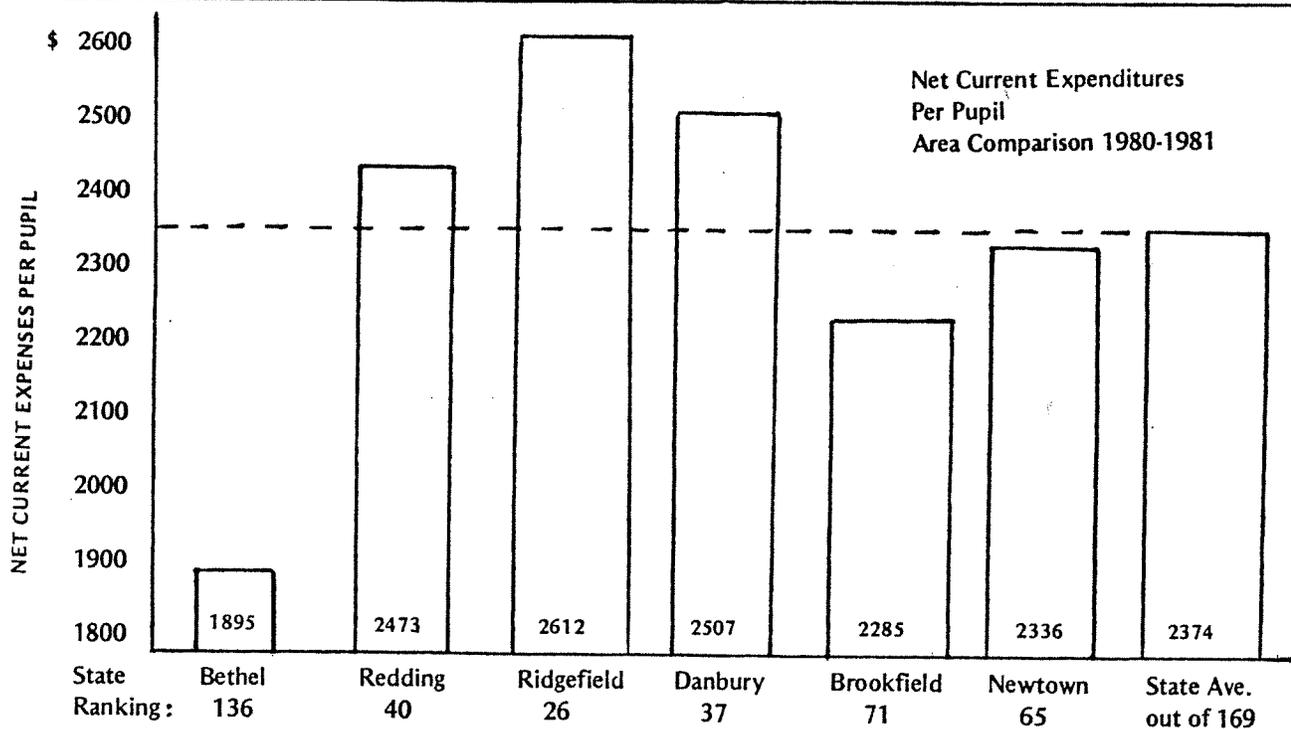
### PROJECTED INCOME

Guaranteed Tax Base	\$1,764,267.
Transportation	159,564.
Special Education	443,614.
Adult Education	1,200.
Health & Welfare Services	15,000.
Miscellaneous Receipts	4,000.
	<hr/>
	\$2,387,645.

PROPOSED PROGRAM CHANGES IN 1983-1984 BUDGET

- Additional Instructional Support Staff .... (\$20,230.)
  - 1 Guidance Counselor at the High School  
(to achieve a counselor/student ratio of 286:1, approaching a statewide average of 250:1.)
  - 1 Teacher Aide at the Middle School  
(to provide the same aide coverage in the special education learning center as is currently provided in the learning center of the high and elementary schools.)
- Additional Co-curricular (part-time) Positions....(\$985.)
  - 1 Coach, Girls Soccer Team, High School  
(to develop an interscholastic soccer team for girls following a year of active informal competition on an informal club basis.)
  - 1 Advisor, Literary Magazine, High School  
(to introduce a formal extra curricula activity in an area where there is strong student participatory interest.)
- Staff Development/Curriculum Improvements .... (\$31,422.)
  - a) Provide \$25,000 to introduce computer technology into the classrooms. (approximate cost: \$7.78 per student)
  - b) Provide \$1,500. for the development of a professional library within the district to reinforce the skills and resources of the teaching staff.
  - c) Provide \$2,500. for the introduction of competitive program improvement incentives for staff who wish to develop new classroom approaches to student learning.
  - d) Provide \$2,422. for the coming year's commitment to program assesment, revision and evaluation of our student curriculum systemwide.

<u>STAFFING PROFILE</u>				<u>STUDENT PROFILE</u> (Including Special Education)			
	<u>1982-83</u>	<u>1983-84</u>	<u>Change</u>		<u>1982 - 1983</u>	<u>1983 - 1984</u>	<u>Change</u>
Regular Classroom Teachers	133.5	131.5	(-2)	Berry School	530	515	(-15)
Special Area Teachers	74.5	75.5	+1	Johnson School	598	614	+16
Administrators	13	13		Rockwell School	453	442	(-11)
Nurses	6	6		Middle School	578	499	(-79)
Secretaries/Bookkeepers	15	15		High School	<u>1,125</u>	<u>1,143</u>	+18
Clerk Typists	5	5			3,284	3,213	(-71)
Teacher Aides	11	12	+1				
Custodial Staff	<u>23</u>	<u>23</u>					
	281	281					



(Source: Connecticut Public Expenditure Council, May 1982)

# BETHEL PUBLIC SCHOOLS

## 2023- 2024 CALENDAR

DRAFT  
Subject to Change  
BOE Review/Approval April 2023

**August** 4

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	<del>22</del>	23	24	25
(28)	29	30	31	

22 - BMS 6th Grade Orientation  
22 - BHS Freshman Orientation  
21-23 - New Staff Orientation  
23, 24, 25 - Professional Learning Day - No School - K-12  
28 - First Day of School (Note: Full Day K-12)

**September** 19

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4 - Labor Day  
25 - Yom Kippur

**October** 22

M	T	W	T	F
2	3	4	5	6
9	10	*11	12	13
16	17	18	19	20
23	24	<del>25</del>	<del>26</del>	<del>27</del>
30	31			

11 - Professional Learning Early Dismissal K-12  
11 - PSAT - & Prof. Learning - BHS  
25, 26, 27, Conference Day - Early Dismissal - K-12  
25 - Professional Learning - Early Dismissal - BHS (\*BHS No Conferences)  
26 - Conference Day (Evening) & Prof. Learning - Early Dismissal -BHS

**November** 18

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	<del>22</del>	23	24
27	28	29	30	

7 - Professional Learning Day - No School - K-12  
10 - Veteran's Day Observed  
22 - Early Dismissal K-12  
23-24 -Thanksgiving Recess

**December** 16

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	<del>22</del>
25	26	27	28	29

22 - Early Dismissal K-12  
25 - 30- Holiday Recess

**January** 21

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1 - New Year's Day Observed  
15 - Martin Luther King Day

**February** 18

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

\*\*19-20 Presidents' Day Recess  
21 - Professional Learning Day - No School - K-12

**March** 20

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	*20	<del>21</del>	<del>22</del>
25	26	27	28	29

20, 21, 22- Conference Day - Early Dismissal - K-8  
20 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS  
21 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS  
22 - Conference Day - Early Dismissal - BHS  
29 - Good Friday

**April** 17

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

15-19 Spring Recess

**May** 22

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

27 - Memorial Day Observed

**June** 9

M	T	W	T	F
3	4	5	6^	7#E
10#E	11#E	12#E	13#E	14
17	18	19	20	21
24	25	26	27	28

13 - \*Last day of school - Early Dismissal - K-12 (Tentative)  
13 - High School Graduation will be no later than 6/13  
Final date TBD @ 1st BOE meeting in April.

**July** 0

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

TBD - First Day of Summer School  
4 - Fourth of July  
TBD - Last Day of Summer School

	6th Grade Orientation		Conference Day - Early Dismissal - K-12
	BHS Freshmen Orientation		Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
	Beginning/Ending of Student Year		SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Schools Closed - Holiday/Recess		Make-up days for emergency closings.
	Early Dismissal K-12- Holiday/Recess		*Built in Emergency Closing date
	Professional Learning Day - Early Dismissal K-12		#S Snow Day/Schools Closed
	Professional Learning Day - No School		

BOE Accepted: 2/14/22  
Revised: 1/17/23, 2/24/23, 2/27/23

*\*\*This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 17-28, as needed. High School Graduation will take place no later than June 13th. If 5 or more snow days are used by Presidents' Day Recess, the District will be in session on February 19th and February 20th. We will make every effort to avoid using April 15-19 as make-up days. Please be aware of this information when making travel plans. State law does not allow for extending the school day, school to be in session on a Saturday or Sunday, or going beyond June 30th.*

Note: Calendar provides for 186 student days (^181st Day.)

# BETHEL PUBLIC SCHOOLS

## 2024- 2025 CALENDAR

**DRAFT**  
Subject to Change  
BOE Review/Approval April 2024

**August** 5

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

19 - BMS 6th Grade Orientation  
20 - BHS Freshman Orientation  
19 - 21 - New Staff Orientation  
22, 23 - Professional Learning Day - No School - K-12  
26 - First Day of School (Note: Full Day K-12)

**September** 20

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2 - Labor Day

**October** 22

M	T	W	T	F
	1	2	3	4
7	8	*9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

3 - Rosh Hashanah  
9 - Professional Learning Early Dismissal K-12  
9 - PSAT - & Prof. Learning - BHS  
23, 24, 25, Conference Day - Early Dismissal - K-12  
23 - Professional Learning - Early Dismissal - BHS (\*BHS No Conferences)  
24 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS

**November** 17

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5 - Professional Learning Day - No School - K-12/ELECTION DAY  
11 - Veteran's Day Observed  
27 - Early Dismissal K-12  
28-29 - Thanksgiving Recess

**December** 16

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

23 - Early Dismissal K-12  
24 - 31 - Holiday Recess

**January** 21

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1 - New Year's Day Observed  
20 - Martin Luther King Day

**February** 17

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

\*\*17-18 Presidents' Day Recess  
19 - Professional Learning Day - No School - K-12

**March** 20

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	*19	20	21
24	25	26	27	28
31				

19, 20, 21 - Conference Day - Early Dismissal - K-8  
19 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS  
20 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS  
21 - Conference Day - Early Dismissal - BHS

**April** 17

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

14 - 18 Spring Recess  
18 - Good Friday

**May** 20

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

23 - Professional Learning Day - No School K-12  
26 - Memorial Day Observed

**June** 11

M	T	W	T	F
2	3	4	5	6
9^	10#E	11#E	12#E	13#E
16#P	17	18	19	20
23	24	25	26	27
30				

16 - \*Last day of school - Early Dismissal - K-12 (Tentative)  
16 - High School Graduation will be no later than 6/16  
Final date TBD @ 1st BOE meeting in April.

**July** 0

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

TBD - First Day of Summer School  
4 - Fourth of July  
TBD - Last Day of Summer School

	6th Grade Orientation
	BHS Freshmen Orientation
	Beginning/Ending of Student Year
	Schools Closed - Holiday/Recess
	Early Dismissal K-12- Holiday/Recess
	Professional Learning Day - Early Dismissal K-12
	Professional Learning Day - No School

	Conference Day - Early Dismissal - K-12
	Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
	SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Make-up days for emergency closings.
	*Built in Emergency Closing date
	Snow Day/Schools Closed

DRAFT 2/13/23  
Revised 2/27/23

\*\*This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 17-30, as needed. High School Graduation will take place no later than June 16th.

If 5 or more snow days are used by Presidents' Day Recess, the District will be in session on February 17th and February 18th. We will make every effort to avoid using April 14-18 as make-up days. Please be aware of this information when making travel plans. State law does not allow for extending the school day, school to be in session on a Saturday or Sunday, or going beyond June 30th.

Note: Calendar provides for 186 student days (^181st Day.)