

Bethel Board of Education Regular Meeting

Thursday, October 19, 2023 7:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. Call to Order	Speaker (s) : Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
2. Board Recognition/A Salute to Excellence	
2.A. Gifts, Grants, & Bequests	
3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
3.A. BHS SIP Presentation	Speaker (s) : Chris Troetti
3.B. Pathways Program	Speaker (s) : Chris Troetti
3.C. Strategic Plan Update - Fall 2023	Speaker (s) : Christine Carver
4. Resource Management & Business Operations	
4.A. Finance	
4.A.1. Use Fees Charged Students	Speaker (s) : Christine Carver & Chris Troetti
4.B. Personnel	
4.B.1. Job Description 1.09 - Supervisor of Facility and Security Operations	Speaker (s) : Christine Carver
4.B.2. Job Description 6.07 - Payroll Coordinator	Speaker (s) : Christine Carver
5. Consent Calendar	Speaker (s) : Policy 9326
5.A. Approval of Minutes	
5.A.1. September 21, 2023	
6. Correspondence	Speaker (s) : Policy 9326
7. Public Comment	Speaker (s) : 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.)	

8.	Administrative/Board Member Update	Speaker (s) : Policy 9326
8.A.	Board Chairperson Update	
8.B.	Administrative Update	
8.B.1.	2023-2024 BOE District Data Sheet	
9.	Reports to the Board	
9.A.	Policy	Speaker (s) : Policy 9310, 9311, 9313
9.A.1.	Second Reading/Approval	
9.A.1.a.	Policy 1120 - Board of Education Meetings	Speaker (s) : Christine Carver
9.A.1.b.	Policy 6141.321 - Student Responsible Use Policy for Use of District Technology Resources	Speaker (s) : Donna Burns
9.A.1.c.	Policy & Regulation 4118.5 - Employee Responsible Use Policy for Use of District Technology Resources	
9.A.1.d.	Policy 5131.81 - Electronic Devices	Speaker (s) : Christine Carver & Donna Burns
9.A.1.e.	Policy & Regulation 1330 - Use of School Facilities	Speaker (s) : Christine Carver & Jen Variale
9.B.	Community Outreach, Alignment, & Communications	Speaker (s) : Courtney Martin
10.	Adjourn	

Form 3280
RECEIVED

Bethel Public Schools
Bethel, CT

OCT 12 2023

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Notification of Receipt of Gifts, Grants, and Bequests Received

Please send a copy of this form to the Superintendent's Office as soon as your school has received a gift, grant, or bequest. 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, Grant, or Bequest Received:

Reduced Quote for fence to fit our budget

How the Gift, Grant, or Bequest will Be Used:

Purchased fence for outside Recess

Estimated Cash Value of the Gift, Grant, or Bequest:

\$ 8,000.00

Donor's Name and Address

Address: Fence

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

Receiving School: Bethel Middle School

Gift, Grant, or Bequest Received by (Print Name):

Date Received: 6/24/23

Copy to: Donor
Principal
Superintendent

(Ref: Board Policy 3280)
Rev: 6/2017

Bethel Public Schools
Bethel, CT

Notification of Receipt of Gifts, Grants, and Bequests Received

Please send a copy of this form to the Superintendent's Office as soon as your school has received a gift, grant, or bequest. 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, Grant, or Bequest Received:

FAFSA Challenge Tier II School

How the Gift, Grant, or Bequest will Be Used:

We will be working with 1st generation college bound students to help guide them through the college process from beginning to end.

Estimated Cash Value of the Gift, Grant, or Bequest:

\$ 7,445

Donor's Name and Address

Connecticut State Department of Education

(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, Grant, or Bequest Received by (Print Name): Letter Received by Chris Troetti

Date Received: 10/5/23

Copy to: Donor
Principal
Superintendent

(Ref: Board Policy 3280)
Rev: 6/2017

**Bethel Public Schools
Bethel, CT**

Notification of Receipt of Gifts, Grants, and Bequests Received

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

Gift, Grant, or Bequest Received: Primary Mental Health grant- CSDE

How the Gift, Grant, or Bequest Will Be Used:

The primary objective of the project is to provide supportive and child-centered tier 2 intervention, and increased communication and collaboration with parents/guardians, for students in grades K-2 in order to:

- 1) Reduce the number of unique students who require counseling intervention by a school mental health professional by 10% from baseline.
- 2) Reduce the number of unique students who require behavioral intervention by a school mental health professional by 10% from baseline.
- 3) Reduce the number of unique students requiring crisis intervention by 10% from baseline.
- 4) Improve DESSA T-scores for 80% of students receiving intervention by 5 points from Fall 2023 to Spring 2024.

It is specifically hoped and anticipated that this intervention will help to decrease the number of students who require support from a school mental health professional, therefore allowing those staff members to provide additional, focused tier 3 interventions to our neediest students.

Estimated Cash Value of the Gift, Grant, or Bequest:

\$20,000

Donor's Name and Address

Connecticut State Department of Education

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

Receiving School:

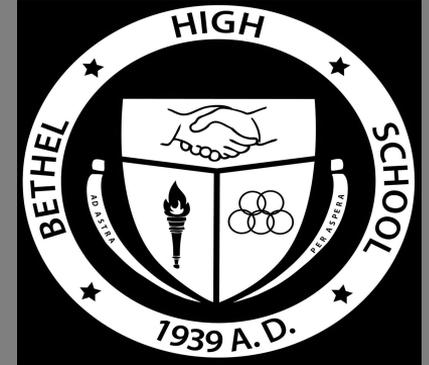
Berry and Rockwell Schools

Date Received:10/17/23

**Copy to: Donor
Principal
Superintendent**

**(Ref: Board Policy 3280)
Rev: 6/2017**

Bethel High School Improvement Plan



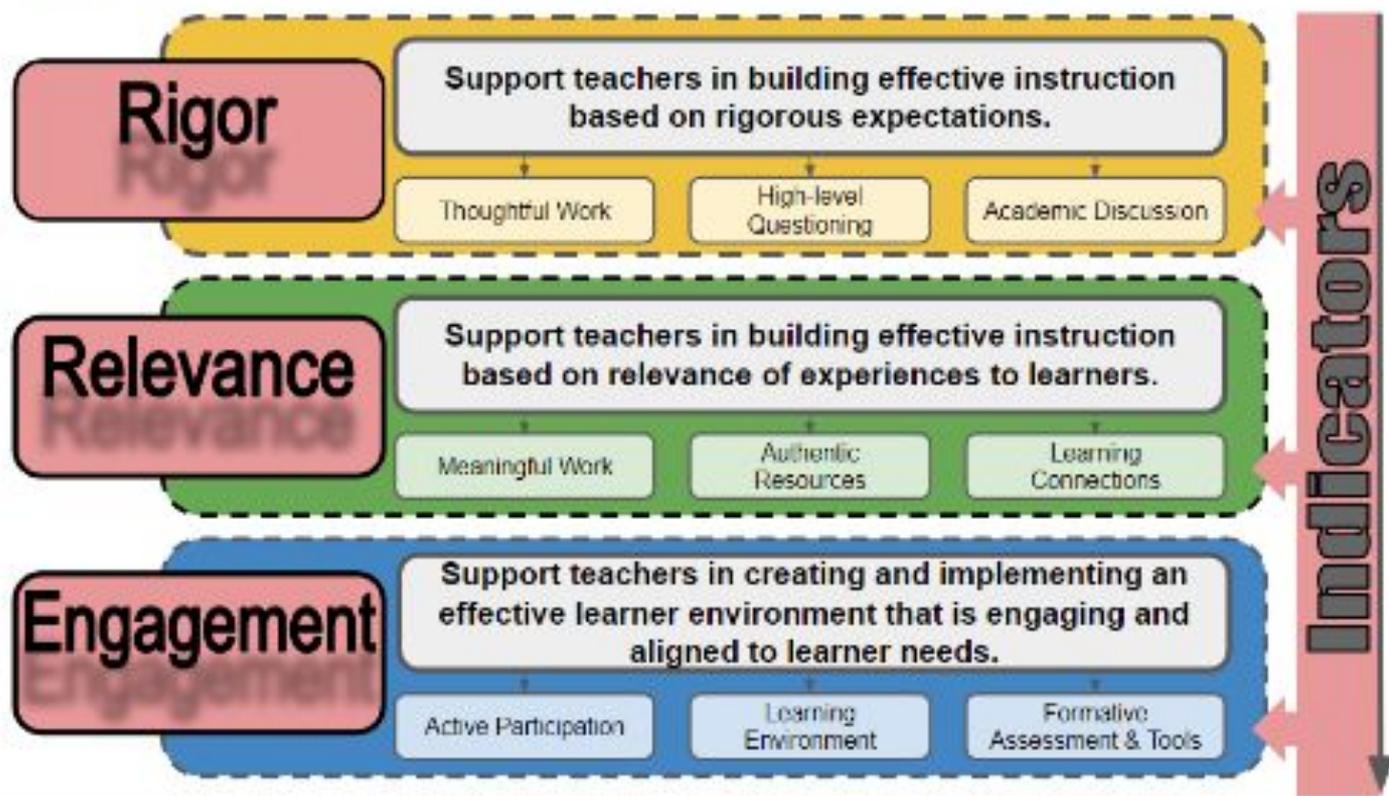
Theory of Action

If we engage in cycles of continuous improvement focused on rigorous and relevant learning opportunities and fostering students' emotional intelligence, then we will empower all learners.



Vision Statement: Our graduates will be **compassionate**, **skilled**, and **inquisitive** individuals, **who take initiative** in **making positive contributions** to society.

Cognitive Engagement



Increase Intellectual Engagement for All Students

- Develop, research, share and enhance intellectually engaging teaching strategies
- Maintain high expectations for academic behaviors and cultivate classroom cultures that are conducive to authentic learning
- Consistently reflect on, and refine teaching practices related to intellectual engagement



Ensure Rigorous Curriculum is Implemented in all Content Areas

- Purposeful Planning
- Responsive Teaching
- Continuous Cycles of Improvement
- Reflection
- Actionable Feedback Systems Implemented



Maintain Our Commitment to a Strong Advisory Program That Builds Emotional Intelligence

- Develop engaging lessons that help students grow as individuals and builds community
- Continue to offer regularly scheduled time for academic support
- Develop strong relationships between faculty and students



School: Bethel High School

Year: 2023-2024

School Improvement Plan

Theory of Action

If we engage in cycles of continuous improvement focused on rigorous and relevant learning opportunities and fostering students' emotional intelligence, then we will empower all learners.

Student Learning Objectives	IAGDs	Results
BHS will maintain and/or improve the number of students who are prepared for college level literacy	75% of BHS students grades 9 will meet or exceed the grade level goal on the EBRW Spring PSAT. 75% of BHS students grades 10 will meet or exceed the grade level goal on the EBRW Spring PSAT. <i>(EBRW-410 (g9) 430 (g10))</i>	
Bethel High School will improve and/or maintain the number of students who are prepared for college level numeracy.	60% of grade 9 students will meet or exceed the grade level goal on the Math Spring PSAT. 60% of grade 10 will meet or exceed the grade level goal on the Math Spring PSAT. <i>(Math-450 (g9) 480 (g10))</i>	t

Whole School Learning Indicator		Results
BHS will improve students' emotional intelligence as they relate to goal-directed behavior, relationship skills, self management, and social awareness.	<ul style="list-style-type: none"> - increase # students on track to graduate on time. 5% 2021-2022 - reduce chronic absenteeism, <5% - reduce the number of crisis intervention calls - reduce # of disciplinary referrals from last school year - self reflection questions in Climate Survey (G-D B, RS, SM, SA) 	

Stakeholder Feedback Goal	Results
Bethel High School will receive a favorable response from BHS students and parents on the survey question: <i>My school (staff members and students) are respectful of race, culture, gender (including transgender), sexual orientation, and disabilities.</i> In Spring 2022, BHS students rated their student peers at 73% and teachers at 92%. BHS parents rated the school as 91% favorable in being responsive to issues regarding culture, race, religion, gender, sexual orientation and disabilities. Climate Survey Data Results	Climate Survey Data 2023 BHS Educator Responses 2023 Bethel High School Parent Feedback Survey 2023

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Continuing our work on developing lessons that incorporate high levels of cognitive engagement (additional resource on meaning of cognitive engagement)	1. All faculty calibrate (during learning walks and PL) around “high levels” of cognitive engagement.	August 24 and 25	–Faculty members complete Calibration Form during PL	Admin/Cabinet present PL at opening faculty meeting and sustain throughout the year. Administrators will participate in the calibration groups during PL

	2. Planning for cognitively engaging lessons (PLCs, Departments, Whole Faculty) (just a thought for a jumping off point- NGSS Prescreen checklist)	Ongoing	<ul style="list-style-type: none"> -Formal and Informal Observation data -Learning walk notes -Learning walk debrief -PLC notes (Link with meeting dates to be attached here) -Quarterly Dept. Chair meeting 	Admin/Cabinet will monitor /PLC Learning Walk Cycles (add Calendar Here), Informal Observations, Discussions during Feedback and Eval meetings. Meet with dept. Chairs quarterly
	3. Consistently implement formative practices (ie.Engagement continuum, GC Self Assessment) and routinely examine outcome measures in PLCs and department meetings to determine how well we are cognitively engaging our students	Ongoing	<ul style="list-style-type: none"> -Formal and Informal Observation data -Learning walk notes -Learning walk debrief -PLC notes (Link with meeting dates to be attached here) -Quarterly Dept. Chair meeting -Student GC Self Assessments 	Post observation meeting Weekly review at admin meeting of findings

Strategy #2	Action Steps		Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Empower learners (students and educators) by fostering emotional intelligence during Wildcat Time	1. Wildcat Time Committee pre-plans the Wildcat Time/Empowerment sessions (non-academic days).		Summer 23 and throughout the school year	<p>Link to Wildcat calendar/sessions inserted here</p> <p>Educators review lessons prior to implementing the lessons during Wildcat Time</p> <p>#of students utilizing for academic support</p>	<p>Present Climate Data during Opening PL Days in order to Unpack Climate Survey Data (Staff and Students)</p> <p>Administration will provide time and support during faculty meetings for the Wildcat committee to present.</p>

					Fall 2023: BHS Admin to orchestrate a Student Leadership Summit in order to engage student voices
	2. Faculty and staff work to integrate Wildcat “Themes” into quarterly classroom lessons. The themes and lessons should be relevant to each grade level.		Ongoing	Through learning walks and observations evidence of themes are included in any of the following: -learning targets - instruction - student behaviors	Post observation meeting where administration ask about the “theme”
	3. Continue to create reflective and systematic review opportunities for staff and student voice on Wildcat/Empowerment days.		Ongoing	Analyze feedback/data from Climate Survey and (Wildcat Time Feedback form)	Administrators will provide faculty time for staff to meet and reflect on Wildcat/Empowerment days

BHS PATHWAYS

BHS PATHWAYS

INITIATED IN THE 2015-2016 SCHOOL YEAR, THE BHS PATHWAYS PROGRAM IS DESIGNED TO CONNECT STUDENTS WITH SPECIFIC INTERESTS TO A CONCENTRATION OF STUDY TO HELP DETERMINE POST-SECONDARY PLANS AND/OR CAREER CHOICES. THIS PROGRAM ALLOWS STUDENTS TO INCREASE THEIR DEPTH OF KNOWLEDGE, PARTICIPATE IN INTERNSHIPS AND/OR OTHER VARIED EXPERIENCES AND/OR PROVIDES THEM WITH AN OPPORTUNITY TO EARN A CERTIFICATE UPON GRADUATION.

THERE ARE SIX PATHWAYS:

ARTS,

EDUCATION, GLOBAL STUDIES, BUSINESS, HEALTHCARE, CAREER TECHNICAL EDUCATION

BHS PATHWAY DATA

- SINCE WE INITIATED A SYSTEM FOR SIGN UP IN 2016, 330 STUDENTS HAVE SIGNED UP TO PARTICIPATE IN THE PROGRAM
- APPROXIMATELY 35-40 STUDENTS PER YEAR GRADUATE WITH ONE OR MORE CERTIFICATE(S)
- MOST POPULAR PATHWAYS ARE HEALTHCARE AND EDUCATION FOLLOWED BY CTE AND ARTS
- TO GAUGE SUCCESS, WE ASKED FOR STUDENT AND STAKEHOLDER FEEDBACK THROUGH THE BUSINESS ADVISORY COUNCIL. WE HAVE ALSO GATHERED ANECDOTAL INFORMATION FROM STUDENTS.
- SINCE THE PANDEMIC, WE HAVE NOT CONDUCTED A MORE FORMAL EVALUATION OF THE PROGRAM, BUT ARE CURRENTLY WORKING ON IT.

WORK FOR THE FUTURE

- INCREASE INTERNSHIP OPPORTUNITIES THROUGH THE COLLEGE AND CAREER CENTER.
- ADD VOCATIONAL OFFERINGS TO THE CTE PATHWAY.
- WHERE FEASIBLE, ADD PATHWAYS BASED ON STUDENT INTEREST
- MARKET THE PROGRAM TO STUDENTS AND PARENTS TO HELP INCREASE PARTICIPATION.

Minutes of the Board of Education Community Outreach, Alignment, & Communication Committee Meeting held on Thursday, October 5, 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. Grieco, M. Rutledge

C. Martin, Chair, called the meeting to order at 6:05 PM.

Board Members Attendance:

- Mrs. Courtney Martin
- Ms. Melanie O'Brien, Ex. Officio
- Mrs. Cathy Schaefer
- Mrs. Jen Ackerman, *Absent*
- Mrs. Kara DiBartolo, *Absent*

1. Discussion - Literacy Strategies to Engage Parents & Create Business Partnerships to Support the Schools' Literacy Initiatives

Dr. Carver reviewed the conversations of the last committee meeting. Dr. Grieco, Berry School Principal, reviewed with the committee the three elementary literacy events calendars. The elementary schools are planning strategically to engage parents at certain times of the school year. The committee discussed fundraising ideas to provide prizes for students. The goal is to raise \$13,000 to support giving students prizes for reading. Discussed purchasing coupons for local businesses with funds raised. Everything will be finalized before the next committee meeting, and they will push out the literacy events calendars to families.

2. New Business

None.

3. Public Comment

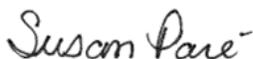
None.

4. Adjourn

Move to adjourn at 6:29 PM. Passed with a motion by Mrs. Courtney Martin and a second by Mrs. Cathy Schaefer.

Mrs. Courtney Martin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Board of Education POLICY Committee Meeting held on Thursday, October 5, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks, J. Variale, D. Burns

B. Foster, Vice Chair, called the meeting to order at 7:04 PM.

Board Members Attendance:

Mr. Bill Foster

Mr. Daniel Nostin

Ms. Melanie O'Brien, Ex. Officio

Mr. Scott Clayton, *Absent*

Mrs. Kara DiBartolo, *Absent*

1. Second Reading

A. Policy 1120 - Board of Education Meetings

Move Policy 1120 - Board of Education Meetings to the Board for a second reading/approval. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

B. Policy 6141.321 - Student Responsible Use Policy for Use of District Technology Resources

Move Policy 6141.321 - Student Responsible Use Policy for Use of District Technology Resources to the Board for a second reading/approval. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

C. Policy & Regulation 4118.5 - Employee Responsible Use Policy for Use of District Technology Resources

Move Policy & Regulation 4118.5 - Employee Responsible Use Policy for Use of District Technology Resources to the Board for a second reading/approval. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

D. Policy 5131.81 - Electronic Devices

Move Policy 5131.81 - Electronic Devices to the Board for a second reading/approval. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

E. Policy & Regulation 1330 - Use of School Facilities

Move Policy 1330 - Use of School Facilities to the Board for a second reading/approval. Regulation is for information only and does not require a motion. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

2. Policies for future review/discussion

Dr. Carver provided the committee policies from Shipman & Goodwin that need to be addressed. Therefore, the committee will need to move away from the policy series sequence and review the model policy revision provided by Shipman.

3. New Business

None.

4. Public Comment

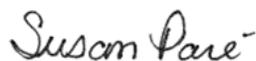
None.

5. Adjourn

Move to adjourn at 7:13 PM. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	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 held on Thursday, September 21, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks, D. Burns, M. Rutledge, S. Sipala, M. Walsh, A. Salerno, B. Watson

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

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Present
Mr. Daniel Nostin:	Present
Ms. Melanie O'Brien:	Present
Mrs. Cathy Schaefer:	<i>Absent</i>

1. Call to Order

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

2. Board Recognition/A Salute to Excellence

Congratulations to BHS Senior, Mashnoov Chowdhury, for being selected as a semifinalist in the National Merit Scholar Program! Mashnoov was one of 16,000 students across the nation selected as a semifinalist.

2.A. Gifts, Grants, & Bequests

None.

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. 2022-2023 Data Summary Progress Update

Dr. Carver presented the 2022-2023 Data Summary Progress Update to provide the Board with an understanding of the state and local student outcome data. The presentation specifically focused on deepening an understanding of the State Accountability System and the district's progress within that system. Next month Dr. Carver would like to focus on local measures that are used to demonstrate progress as a school system.

3.B. Bethel Middle School & Johnson School SIP

Mr. Watson and Dr. Salerno gave a brief presentation on the BMS & JS School Improvement Plans for the 2023-2024 school year. They provided the Board with an overview of the focus of the schools. Mr. Watson noted both Johnson and Rockwell Schools are also involved in a "pilot" with the Center for Public Research and Leadership to develop and implement research-based strategies for school improvement. The pilot is focused on 5th and 6th grades in literacy.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. August 24, 2023 - Special Meeting

Move to approve the minutes of the August 24, 2023 - Special Meeting. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Jen Larsen.

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

5. Correspondence

None.

6. Public Comment

None.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Ms. O'Brien spoke to the Board about the discussion and ideas of the Community Outreach, Alignment, and Communication committee at the September meeting. The committee reviewed the survey data and discussed ideas around the feedback from the surveys. They discussed parent engagement and events around reading, math, etc.

7.B. Administrative Update

Dr. Carver informed the Board that Mr. Germinaro will be retiring at the end of the year. Dr.

Carver held a Strategic Planning Committee meeting this week and will bring the revisions to the Board in October. Dr. Carver informed the Board in her role as President of CAPSS she has done some back-to-school social media and will also attend a national AASA conference at the end of the month.

7.B.1. 2023-2024 BOE District Data Sheet

Dr. Carver provided the Board the September data available in the 2023-2024 BOE District Data Sheet.

8. Reports to the Board

8.A. Policy

8.A.1. First Reading

8.A.1.a. Policy 1120 - Board of Education Meetings

8.A.1.b. Policy 6141.321 - Student Responsible Use Policy for Use of District Technology Resources

8.A.1.c. Policy & Regulation 4118.5 - Employee Responsible Use Policy for Use of District Technology Resources

8.A.1.d. Policy 5131.81 - Electronic Devices

8.A.1.e. Policy & Regulation 1330 - Use of School Facilities

Move to accept for first reading:

Policy 1120 - Board of Education Meetings

Policy 6141.321 - Student Responsible Use Policy for Use of District Technology Resources

Policy & Regulation 4118.5 - Employee Responsible Use Policy for Use of District Technology Resources

Policy 5131.81 - Electronic Devices

Policy & Regulation 1330 - Use of School Facilities Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

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

8.A.2. Second Reading/Approval

8.A.2.a. Regulation 5141.11 - School Bus Accidents

Dr. Carver provided the Board Regulation 5141.11 - School Bus Accidents for their information.

8.A.2.b. Regulation - 4112.4 Health Examination Regulation

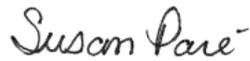
Dr. Carver provided the Board Regulation - 4112.4 Health Examination Regulation for their information.

9. Adjourn

Move to adjourn at 8:34 PM. Passed with a motion by Mr. Daniel Nostin and a second by Mr. Scott Clayton.

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

Respectfully submitted,



Susan Pare
Board Recorder



**MODEL POLICY CLIENTS
SUMMARY OF CHANGES TO MODEL POLICIES
OCTOBER 2023 UPDATE**

Introduction

In May 2023, we provided you with a Memorandum summarizing revisions we made to a variety of our model policies, administrative regulations, and forms. Since that time, we have made additional revisions to existing policies, primarily based on recent legislative changes. These updates are designed to ensure legal compliance and consistency among all of our model policies.

This Memorandum is comprehensive of all model document revisions made thus far during 2023. Revisions made since May 2023 are identified in yellow highlight, and prior revisions are marked with the date of revision, for ease of reference. The redlines for policy changes identified in this Memorandum are included in the 2023 redlines folder in the client portal. We will provide you with additional model policy revisions later this fall.

For access to these policies, regulations, and accompanying documents, please visit our client portal and use the login and password with which you have been provided. If you need any assistance with your login and/or password, please contact Lilli Robertson, lrobertson@goodwin.com. If you have any questions about the policy revisions, please contact Dori Pagé Antonetti, dantonetti@goodwin.com, Sarah E. Gleason, segleason@goodwin.com, or Gwen J. Zittoun, gzittoun@goodwin.com.

Series 1000: Community/Board Operation

Non-Discrimination (Community) (11v9) (May 2023 Revision)

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of "domestic violence victim." In addition, we have updated the regulations and the complaint procedures consistent with a recently issued resolution from the U.S. Department of Education Office of Civil regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

Non-Discrimination (Community) (12v11) (October 2023 Revision)

Connecticut's anti-discrimination laws prohibit discrimination on the basis of many different categories, including but not limited to sexual orientation. In 2023, Public Act No. 23-145

established a statutory definition of the term “sexual orientation.” We revised this policy to include this new definition and to reflect the federal requirement that boards of education provide equal access to the Boy Scouts and other groups. We also made several technical revisions to this policy for clarity.

Series 2000: Administration

NONE

Series 3000: Business

NONE

Series 4000: Personnel

Employment and Student Teacher Checks (21v19) (May 2023 Revision)

State law prohibits employers from requiring applicants and employees to disclose the existence of erased criminal history information. Effective January 1, 2023, the definition of erased records has been expanded. In addition, Connecticut General Statutes Section 31-51i now requires that employment applications that contain a question concerning the criminal history of the applicant also contain a specific notice in “clear and conspicuous language.” We have revised our model policy to identify this notice requirement and to include the required notice language. We have also made revisions to reflect gender-neutral language and other technical edits.

Family and Medical Leave (13v11) (May 2023 Revision)

We have revised this policy to provide additional details regarding eligibility for and administration of leave consistent with the requirements of the federal Family and Medical Leave Act (FMLA) and applicable state law. While this policy does not, and cannot, recite every statutory and regulatory requirement, the revisions are designed to provide additional guidance in areas that are often the subject of client inquiry. When administering leave pursuant to the FMLA, districts should be aware of any applicable collective bargaining agreement provisions, which may provide greater benefits to the employee than the requirements of law, which are reflected in the policy.

In addition, consistent with federal regulations, we have included an optional section allowing for intermittent leave following the birth or placement of a healthy child, but only if the employer agrees. A board of education may decide that it will not allow intermittent or reduced schedule leave for these reasons, and therefore not include this provision in its policy. If it does include this provision, the district must be aware of its equal protection obligations and treat similarly situated individuals in the same manner.

Increasing Educator Diversity Plan (formerly titled Plan for Minority Educator Recruitment) (7v5) (October 2023 Revision)

Under prior law, boards of education were required to develop and implement a “plan for minority educator recruitment” to reduce racial, ethnic and economic isolation and provide students with opportunities to interact with teachers from a variety of racial, ethnic, and

economic backgrounds. Effective July 1, 2023, state law requires that such plan be named the “increasing educator diversity plan.” The new law also changes various references from “minority” to “diverse” without redefining the term’s underlying meaning. We revised our model policy to account for these language adjustments. Boards of education should note that, pursuant to Section 10 of Public Act 23-167, they are now required to submit their “increasing educator diversity plan” to the Commissioner of Education by March 15, 2024 for review and approval. In customizing and implementing their plans, boards of education should be mindful of state and federal legal requirements as well as evolving legal developments in the wake of the United States Supreme Court’s decision in *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College* and *Students for Fair Admissions, Inc. v. University of North Carolina*.

Non-Discrimination (Personnel) (25v23) (May 2023 Revision)

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut’s anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of “domestic violence victim.” In addition, effective January 1, 2023, it became an unlawful discriminatory practice for an employer to make decisions based on an employee’s or job applicant’s erased criminal record and we have added language reflecting this new prohibition. We have also updated the regulations and the complaint procedures consistent with a recently issued resolution from the U.S. Department of Education Office of Civil regarding a school district’s obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

Non-Discrimination (Personnel) (26v25) (October 2023 Revision)

Connecticut’s anti-discrimination laws prohibit discrimination on the basis of many different categories, including but not limited to sexual orientation. In 2023, Public Act No. 23-145 established a statutory definition of the term “sexual orientation.” We revised this policy to include this new protected class definition. We also made several technical revisions to this policy for clarity.

Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students By Employees (36v34) (October 2023 Revision)

Under current law, school employees must make certain mandated reports, as described in this policy. Our model policy contains several appendices, one of which contains relevant excerpts of statutory definitions of sexual assault and related terms covered by mandatory reporting laws and the policy. Effective October 1, 2023, the definition of “sexual contact” and “sexual assault in the fourth degree” have been expanded to include sexual contact with the deceased. We revised our model appendix to reflect the new definitions.

Series 5000: Students

Administration of Student Medications in the Schools (39v37) (October 2023 Revision)

In 2022, the General Assembly revised state law regarding the administration of medication in schools to allow specified school personnel to maintain and administer opioid antagonists to students in emergency circumstances, provided certain requirements are met. Among other things, boards of education were authorized to enter into agreements with prescribing practitioners and pharmacists (“prescribers”) related to the distribution and administration of opioid antagonists (e.g., Narcan) for the reversal of an opioid overdose. The law was revised again this year to specify that this agreement may apply to any intranasally (administered through the nose) or orally administered opioid antagonists. The law was also revised to allow boards of education and prescribers to enter into agreements permitting boards to install a “secure box” containing opioid antagonists and/or a “vending machine” distributing opioid antagonists on their premises, provided certain requirements are met. We have revised our model policy to include provisions for boards that enter into these new agreements.

Admission to the Public Schools at or Before Age Five (NEW)

Under current law, boards of education are required to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the district to attend school in accordance with state law. In addition, current law requires children to be at least five years old on or before January 1 of the school year in order to enroll in the public schools. Beginning July 1, 2024, children must turn five years old on or before September 1 of the school year in order for that child’s parent or guardian to enroll the child in kindergarten. The new law further provides, effective July 1, 2024, that a child who is not five years old on or before September 1 of the school year may be admitted to public school (1) upon written request by the child’s parent or guardian to the school principal and (2) after the principal and an appropriate certified staff member conduct an assessment of the child to ensure that admitting the child is developmentally appropriate. In light of the new statutory requirements, we drafted a new policy to address admission to the public schools. We will continue to monitor whether additional guidance will be provided by the State Department of Education as related to the new statutory provisions.

Bullying Prevention and Intervention (42v39) (May 2023 Revision)

We have revised this policy and the model Safe School Climate Plan to add definitions of “discrimination” and “harassment.” While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. We have also clarified that the policy is applicable to both schools and alternative school programs operated by a board of education. We have also made additional technical revisions for clarity.

High School Graduation Requirements (7v6) (October 2023 Revision)

Under prior law, students graduating in 2024 and beyond were required to complete a one-credit mastery-based diploma assessment to graduate high school. Public Act No. 23-204 amends this requirement to afford boards of education discretion whether to require this one-credit mastery-based diploma assessment as a graduation requirement, and this policy has been updated to reflect this change. This revised policy also includes the new requirement that students graduating in 2027 and beyond complete one-half credit in Personal Financial Management and

Financial Literacy, which may be counted toward the humanities or as an elective credit, in order to graduate. In addition, we revised this model policy to address the new FAFSA graduation requirements detailed in the summary concerning the revisions made to the Policy to Improve Completion Rates of the FAFSA. Lastly, we made other technical revisions to this policy, including the elimination of outdated policy language.

Non-Discrimination (Students) (26v24) (May 2023 Revision)

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. We have also added optional language regarding biased conduct and/or communications by students and a school district's obligation to address such biased conduct and/or communications. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of "domestic violence victim." We have also made additional revisions to clarify that parent/guardians, staff members, and other students may report discrimination or harassment on behalf of a student. In addition, we have updated the regulations and the complaint procedures consistent with a recently issued resolution from the U.S. Department of Education Office of Civil regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

Non-Discrimination (Students) (27v26) (October 2023 Revision)

Connecticut's anti-discrimination laws prohibit discrimination on the basis of many different categories, including but not limited to sexual orientation. In 2023, Public Act No. 23-145 established a statutory definition of the term "sexual orientation." We revised this policy to include this new definition and to reflect the federal requirement that boards of education provide equal access to the Boy Scouts and other groups. We also made several technical revisions to this policy for clarity.

Policy to Improve Completion Rates of the FAFSA (3v2) (October 2023 Revision)

We revised this policy to include the new Free Application for Federal Student Aid ("FAFSA") graduation requirements for students graduating in 2025 and beyond. Students in these graduating classes are now required to satisfy one of the following before graduation: (1) complete a FAFSA; (2) for students without legal immigration status, complete and submit to a public institution of higher education an application for institutional financial aid; or (3) complete a waiver of completion of the FAFSA and/or financial aid application. We further revised this policy to identify that certain certified educators may complete a waiver on behalf of any graduating student, under specific circumstances. In addition, we have made technical revisions for clarity.

Recess and Play-Based Learning (formerly titled Physical Activity, Undirected Play and Student Discipline) (11v10) (October 2023 Revision)

Public Act No. 23-159 and Public Act No. 23-101 add new play-based learning requirements for pre-school through fifth grade. Beginning with the 2024-2025 school year, each board of education must provide for play-based learning during the instructional time of each regular school day for students in preschool and kindergarten. Teachers who instruct students in grades

one to five must be permitted to utilize play-based learning during the instructional time of a regular school day. We revised this policy to include these upcoming play-based learning requirements. The new law also includes a definition of “recess,” which has been incorporated throughout the policy. Finally, we have made minor technical revisions for clarity.

Student Attendance, Truancy and Chronic Absenteeism (30v29) (May 2023 Revision)

In 2021, the Connecticut legislature directed the State Board of Education to amend its definitions of “excused absence” and “unexcused absence” as they relate to student attendance during remote learning. In the fall of 2022, the State Board of Education responded to this mandate by revising its definition of “in attendance.” We have revised our model regulations to reflect the new definition. In addition, we have revised the regulation’s documentation requirements to allow districts greater flexibility, while still following the guidelines established by the Connecticut State Department of Education. The revised language allows districts to accept delivery of written documentation to support a student’s absence through a scanned copy sent by e-mail under “certain circumstances” rather than “in rare and extraordinary circumstances.”

Student Discipline (72v69) (May 2023 Revision)

We have revised this policy to add a definition of “Protected Class Harassment” and clarify that Protected Class Harassment is an offense that may lead to disciplinary action. Further, pursuant to changes in Connecticut law regarding the legalization of cannabis under certain circumstances, we have clarified that the sale or distribution of less than one kilogram of cannabis is not subject to mandatory expulsion pursuant to Connecticut General Statutes Section 10-233d. We have also made additional technical revisions for clarity.

Suicide Prevention and Intervention (7v5) (October 2023 Revision)

Under current law, boards are required to adopt a written policy and procedures for addressing youth suicide prevention and youth suicide attempts. State law also authorizes, but does not require, boards of education to establish a student assistance program, which if established by the board must identify risk factors for youth suicide, procedures to intervene with such youths, referral services, and training for teachers and other school professionals and students who provide assistance to such program. If established, such student assistance program must comply with statutory requirements, including but not limited to Public Act 23-167’s new requirement that the risk factors identified in a school district’s student assistance program be based on the state-wide strategic suicide prevention plan developed by the Connecticut Suicide Advisory Board (“CSAB”). In addition, boards of education may now use an assessment, from a list recommended by the Connecticut State Department of Education (“CSDE”), to determine the suicide risk of students who: (1) exhibit mental health distress, (2) have been identified as at risk of suicide or (3) are considered to be at an increased risk of suicide based on the risk factors identified by statute and in the CSAB’s suicide prevention plan.

We updated our policy and administrative regulations to comply with current legislative requirements. Boards of education should take note that, if they choose to adopt a student assistance program and/or use an assessment recommended by the CSDE, they must ensure such program and assessment comply with Public Act 23-167 and relevant state guidance and statutes, and align with board policy and administrative regulations regarding suicide prevention and intervention.

In reviewing, revising and implementing policy and procedures regarding youth suicide prevention and intervention, we recommend that boards and school districts consult closely with their school medical advisor, if any, and other qualified mental health professionals, as these policies, regulations and procedures are informed by both medical and mental health best practices as well as legal recommendations.

Series 6000: Instruction

Parental Access to Instructional Material (6v5) (October 2023 Revision)

We revised this policy to comply with Public Act No. 23-160, which requires boards of education to make available all curriculum approved by the district’s curriculum committee and all associated curriculum materials in accordance with the requirements of the Protection of Pupil Rights Amendments (“PPRA”). The new state law mirrors the existing requirements of the PPRA.

Weighted Grading and Calculation of Grade Point Averages (6v5) (May 2023 Revision)

In June 2021, Connecticut passed legislation directing the Board of Regents for Higher Education (“BOR”) to establish the Connecticut Automatic Admissions Program (“CAAP”) to permit eligible Connecticut high school students to be admitted automatically to Connecticut’s state universities (other than the University of Connecticut) and other Connecticut post-secondary institutions of higher education that choose to participate. On October 31, 2022, the CSDE released helpful [information and resources](#) to guide school districts in the process of identifying and notifying students of their eligibility for the CAAP and other details about the new program, which must be implemented beginning in the 2022-2023 school year. Under the CAAP, public high schools must calculate high school seniors’ grade point averages according to the standardized method established by the BOR (“CAAP GPA”) and determine their corresponding class rank percentile (“CAAP percentile rank”). In addition, schools must identify the participating universities to which students are eligible for automatic admission and send students who qualify for automatic admission letters confirming their eligibility. Importantly, under the new law, schools may continue to use their existing GPA formulas for all other purposes. We have revised our model policy to (1) identify the Board’s obligation to calculate and notify students of their CAAP GPA and CAAP percentile rank for purposes of the CAAP and (2) allow Boards to continue to identify how GPA will be calculated for all other purposes.

Series 9000: Board Bylaws

Construction and Posting of Agenda (7v6) (October 2023 Revision)

Pursuant to the Freedom of Information Act, boards of education are required to post an agenda in various locations at least twenty-four hours prior to the time of a regular or special meeting. Section 6 of Public Act 23-160 expands the duties of boards of education to require boards to post on the board’s website any associated documents that board members may review at such meeting (provided such documents are not exempt from disclosure under the Freedom of Information Act). We revised our model policy to reflect the new requirements.

Notifications/Forms – State

NONE