Bethel Board of Education Regular Meeting

Thursday, September 21, 2023 7:00 PM
Board of Education Conference Room E, 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. 2022-2023 Data Summary Progress Update	**Speaker(s):** C. Carver
3.B. Bethel Middle School & Johnson School SIP	
4. **Consent Calendar**	**Speaker(s):** Policy 9326
4.A. Approval of Minutes	
4.A.1. August 24, 2023 - Special Meeting	
5. **Correspondence**	**Speaker(s):** Policy 9326
6. **Public Comment** **(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.)**	**Speaker(s):** Policy 9326
7. **Administrative/Board Member Update**	**Speaker(s):** Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	
7.B.1. 2023-2024 BOE District Data Sheet	
8. **Reports to the Board**	
8.A. **Policy**	**Speaker(s):** Policy 9310,9311,9313
8.A.1. <u>First Reading</u>	
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	**Speaker(s):** Christine

		Carver & Donna Burns
8.A.1.e.	Policy & Regulation 1330 - Use of School Facilities	**Speaker(s):** Christine Carver
8.A.2.	<u>Second Reading/Approval</u>	
8.A.2.a.	Regulation 5141.11 - School Bus Accidents	**Speaker(s):** Jen Variale & Christine Carver
8.A.2.b.	Regulation - 4112.4 Health Examination Regulation	
9.	**Adjourn**	

2022-2023
DATA SUMMARY

Indicators of Student Outcomes

State & Local

Two Part Presentation (September & October)

What are mechanisms to measure overall progress in a district to measure student outcomes in achieving our vision for a graduate?

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

State Data & Accountability Measures

Student Outcomes

Local Data

How can you report on student-based outcomes as a school/district ?

Quantitative

- Standardized Testing Data

- Curriculum Based Measures

- Survey Results

- Other Outcome Data - Examples include but are not limited too….
  - Attendance
  - Graduation Rate

Qualitative

- Observations

- Focus Group Feedback

- Student Work

State Standardized Test Data

Positives

- Assessments based on standards and grade level expectations (what we want students to know and be able to do) for each grade level & subject area

- Rigorous in nature – application

- Strong correlation in results (predictive) to local standardized measures (NWEA)

- One of the few ways to look at school & district growth in an objective manner

Drawbacks or Limitations

- Only a snapshot

- Does not always reflect individual student progress in comparison to student work & curriculum-based measures

- Does not provide effective diagnostic feedback for staff or parents

- Time to take the assessments, loss of instructional time

Outcomes & Agenda for Today's Session

Outcomes

1. To understand the shift in demographics & overall population over the last 10 years

2. To understand the State Accountability metrics and provide a view of progress since the pandemic

Agenda

1. Enrollment and Demographics

2. Important Resources

3. Mechanisms to measure district progress in State Accountability system

4. Progress on indicators within the system, with overview of strengths and areas for growth

DEMOGRAPHIC CHANGES OVER TIME

How does the State Department of Education determine who is high needs?

❑Multilingual Learners

❑Students with Disabilities

❑Free/Reduced Lunch Status

State data also broken down by:

❑Race

❑Gender
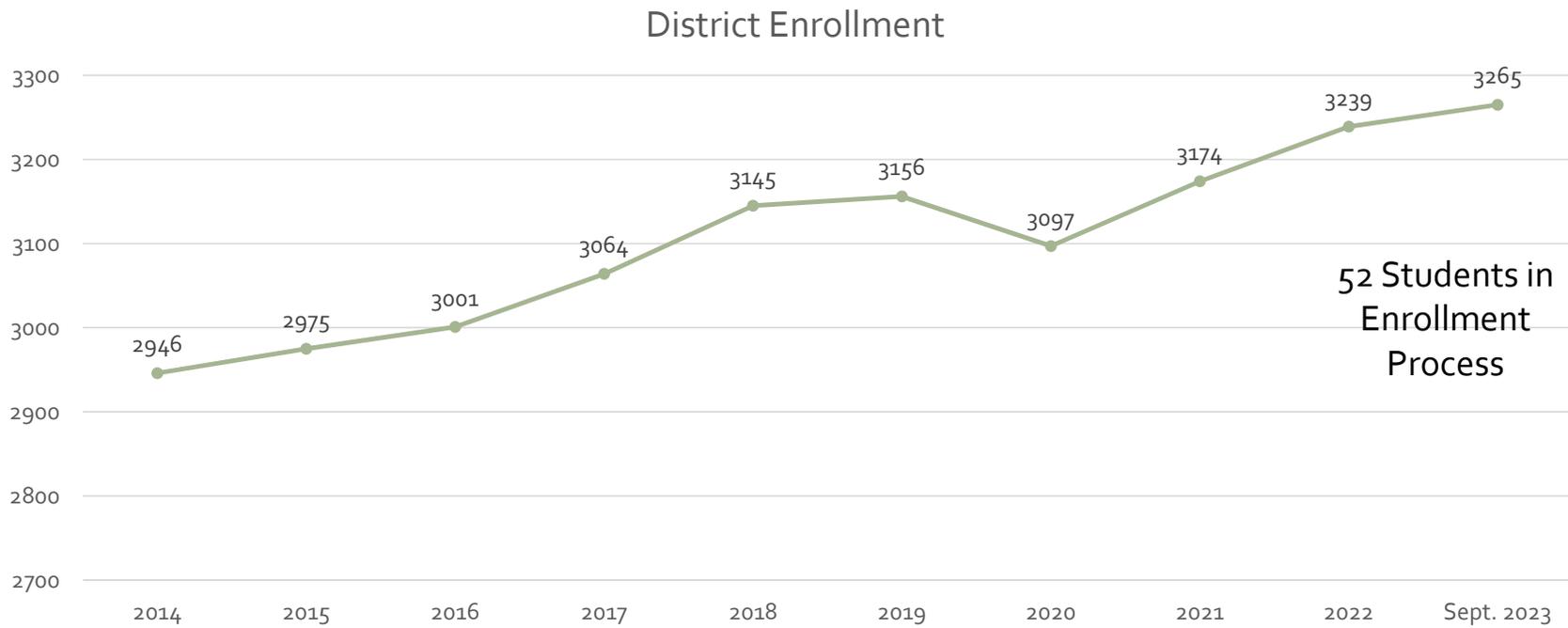
❑Grade

Themes of Demographic Changes ....

- ✓ More students overall

- ✓ More students who entered the system within the past few years at all grade levels

- ✓ More "high needs students"

Creates more of a challenge for staff in maintaining higher levels of achievement.
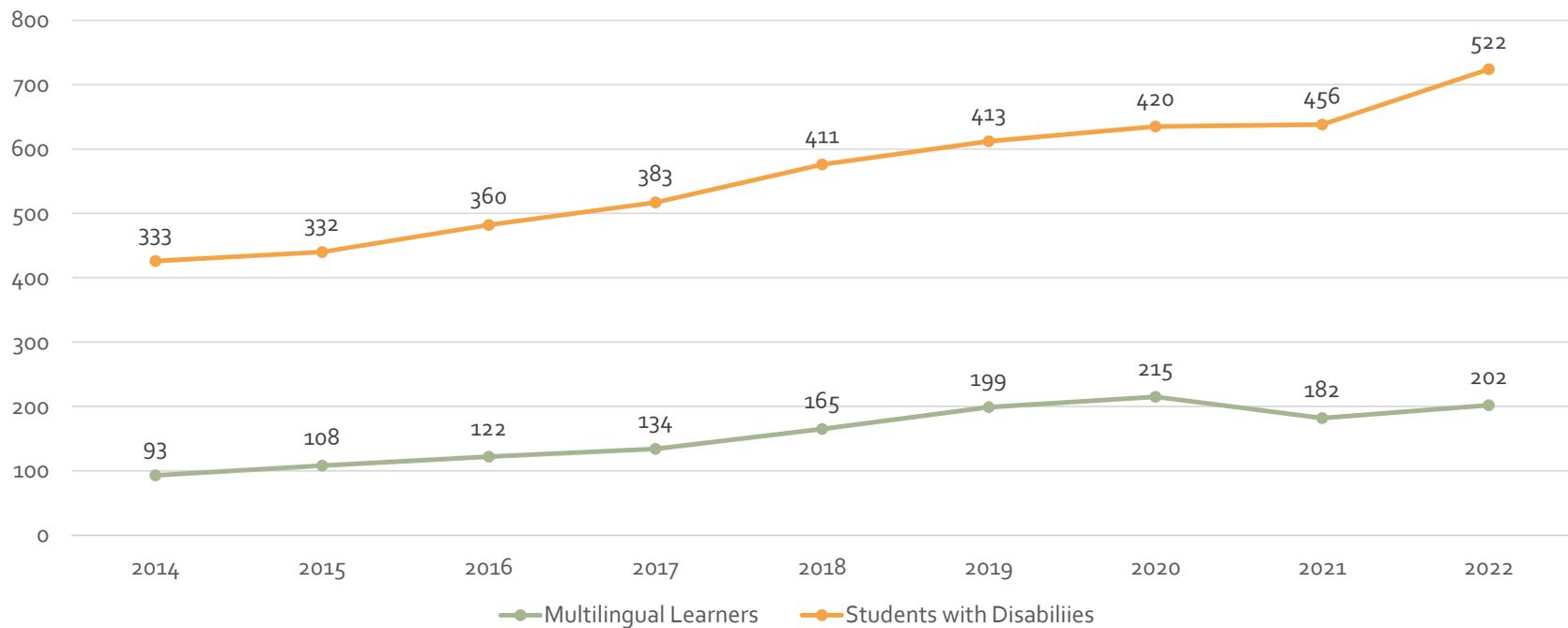
Need to do more community planning to address growth of student population.

Enrollment 2014-2023

District Enrollment

Year	Enrollment
2014	2946
2015	2975
2016	3001
2017	3064
2018	3145
2019	3156
2020	3097
2021	3174
2022	3239
Sept. 2023	3265

52 Students in Enrollment Process

Multilingual Learners & Students with Disabilities

Students New to the District Since 2020-2021 School Year

Current Grade	2020-2021 School Year # of Students	Aug 2021-March 2022 # of Students	August 2022-May 2023 # of Students	Total New Students to District (Over Three Years)
Current Kindergarten	N/A	27 (Entered K after the start of the year.)	12 (Entered K after the start of the year)	39
Current Grade 1	24 (Entered K after the start of the year.)	39	17	80
Current Grade 2	20	28	14	62
Current Grade 3	15	29	23	67
Current Grade 4	19	25	32	76
Current Grade 5	18	22	20	60
Current Grade 6	19	28	17	64
Current Grade 7	26	30	18	74
Current Grade 8	15	17	14	46
Current Grade 9	17	34	39	90
Current Grade 10	26	18	16	60
Current Grade 11	16	8	13	37
Current Grade 12	8	6	5	19
Totals	223 Students	311 Students	240 Students	774 Students or 24%

Themes: Overall population increase & general movement of students moving out and coming into the district. 24% of school population is new!

STATE DATA ACCOUNTABILITY INDEX

How does the state measure the overall outcomes of a district?

Valuable Resources

- Using Accountability Results to Guide Accountability

- EdSight

- Frequently Asked Questions

- District and School Performance Indices

Caution about Comparisons ....

- Although we strive, and are often successful, to have comparative results in the region, demographically we are VERY different
  - High correlation between wealth of a community & academic outcomes
  - Most towns around us are District Reference Group (DRG) A or B, Bethel is D

- Our internal emphasis is growth over time

- Better comparison is within our District Reference Group or DRG
 - 24 Communities in DRG D

State Calculates Two Indices

- District and School Performance Indices
  - Aggregate of Student Outcomes
  - Combines all test scores in District
  - ELA, Math, Science, and Checklist (students with disabilities)
  - State Target is 75
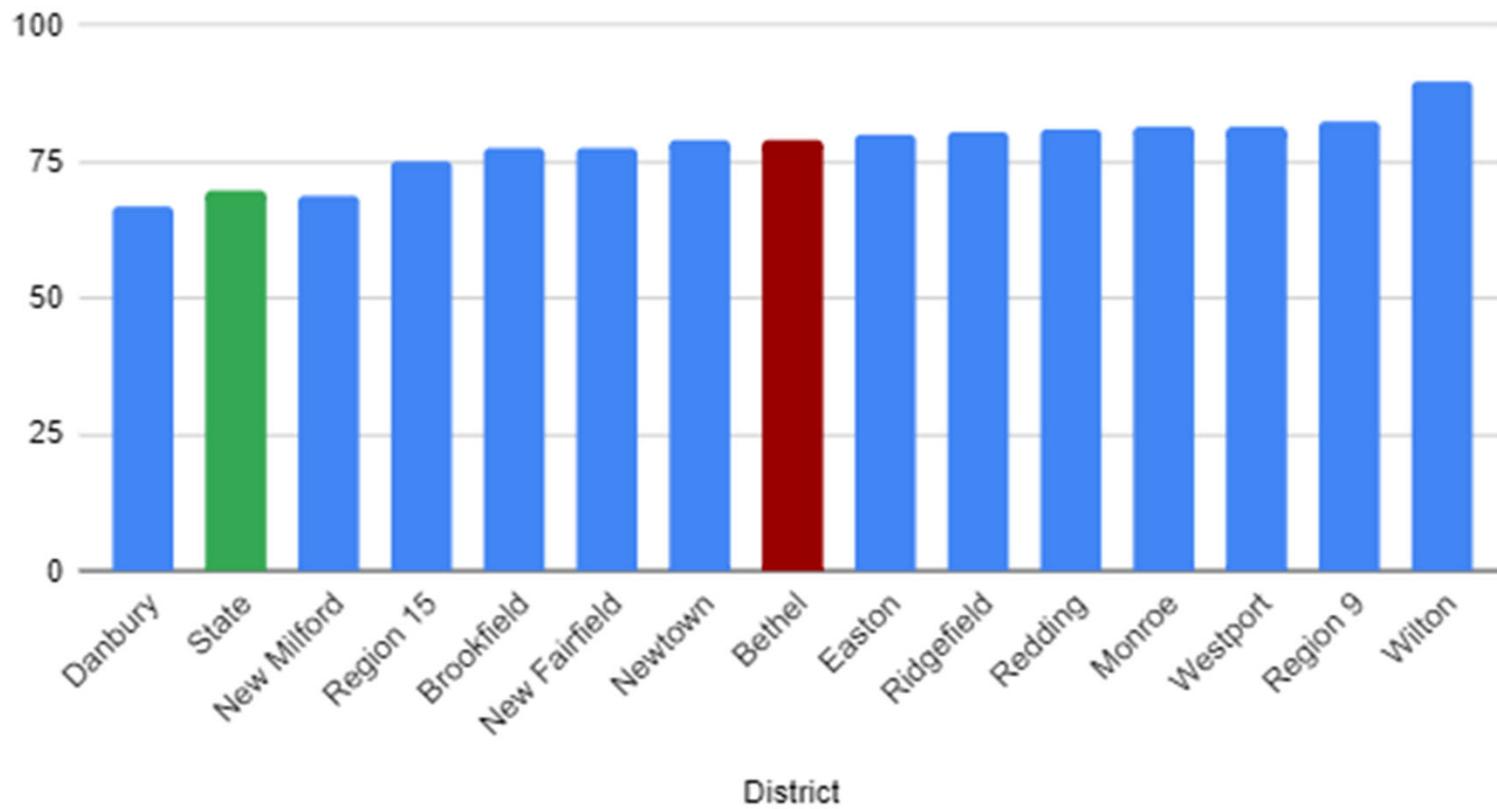
- Accountability Index
  - Based on 12 Indicators

DRG Accountability Scores 2021-2022

Will be updated this fall for last year! Based on data submitted at end of school year/over the summer!
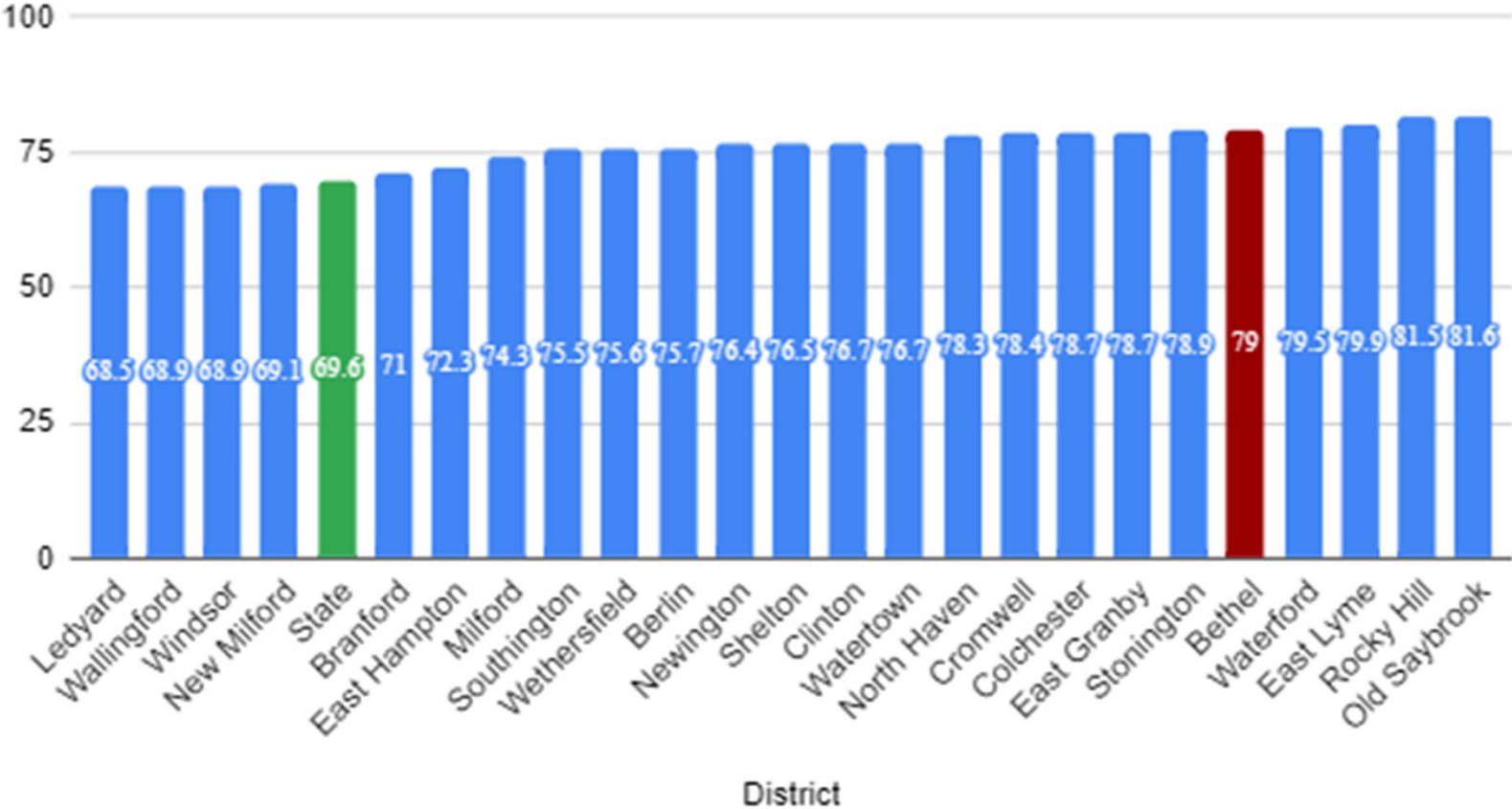
Regional Accountability Scores 2021-2022

Indicator 1: Academic Achievement

- Percentage of Students that reach proficiency in ELA, Math, and Science
- Calculated as all students and breaks down high needs groups

Indicator 2: Academic Growth

- Average percentage of growth target achieved by students in grades 4-8 (ELA & Math)
- Progress Toward Language Proficiency
- Calculated as all students and breaks down high needs groups

District	Category	Student Group	2018-19 ELA Performance Index	2018-19 Math Performance Index	2018-19 Science Performance Index	2021-22 ELA Performance Index	2021-22 Math Performance Index	2021-22 Science Performance Index	2022-23 ELA Performance Index	2022-23 Math Performance Index	2022-23 Science Performance Index
State of Connecticut	All Students	State	67.7	63.1	63.8	64.2	58.6	61.4	63.9	59.7	61.6
	English Language Learners (EL)	English Learners	55.0	51.7	51.4	51.2	46.8	48.6	50.9	47.8	47.5
		Not English Learners	69.2	64.4	65.1	66.0	60.2	62.9	65.8	61.4	63.3
	Gender	Female	70.2	63.2	64.4	66.3	58.1	61.5	65.8	58.9	61.7
		Male	65.2	62.9	63.2	62.2	59.1	61.3	62.1	60.4	61.5
		Non-Binary	75.0	64.4	*	70.7	58.8	71.4	70.0	59.3	70.5

District	Category	Student Group	2018-19 ELA Performance Index	2018-19 Math Performance Index	2018-19 Science Performance Index	2021-22 ELA Performance Index	2021-22 Math Performance Index	2021-22 Science Performance Index	2022-23 ELA Performance Index	2022-23 Math Performance Index	2022-23 Science Performance Index
Bethel School District	All Students	District	73.1	69.1	71.6	68.5	64.6	71.2	68.4	65.9	72.4
	English Language Learners (EL)	English Learners	61.0	59.0	56.3	58.3	55.8	61.4	58.4	57.5	61.7
		Not English Learners	74.5	70.3	73.0	69.8	65.8	72.3	69.8	67.1	73.5
	Gender	Female	75.8	68.5	71.9	*	*	*	69.9	64.4	71.7
		Male	70.6	69.7	71.3	66.3	65.6	70.3	66.9	67.4	73.1
		Non-Binary	N/A	N/A	N/A	*	*	*	N/A	N/A	N/A

- ✓ Aggregate of Student Outcomes
- ✓ Combines all Test scores in District – Statistically Equalized
- ✓ ELA, Math, Science, & Checklist
- ✓ Does not reflect percentage at proficient
- ✓ State Target is 75

State & Bethel Performance Index (Grades 3-8 & 11)

Percentage at Proficiency Over Time

Smarter Balance (Grades 3-8)

	2023 % at Goal	2022 % at Goal	Variance from 2022	2019 (Pre-COVID)
ELA	57.8	56.4	+1.4%	66.9%
Mathematics	52.8	48.1	+4.7%	58.1%

NGSS (Grades 5, 8, & 11)

Science	66.2	63.1	+3.1%	67.3%

SAT DAY (Grade 11)

ELA	65.0	65.3	-.3%	69.8%
Math	40.6	43.0	-3%	46.7%

SAT Total FOR 2023

ELA	66%			
MATH	43%			

Language Proficiency – LAS LINKS

Growth – 2022-2023		
	State	Bethel
Literacy	55.3%	64.2%
Oral Language	56.1%	69.9%

Percentage at Proficiency – Overall Score			
	2019	2022	2023
State	16.8%	13.9	14.3
Bethel	30.4	33.5	27.9

Analysis – State Data

Strengths

- Moved up in rankings in Literacy and Mathematics in our District Reference Group

- Incremental growth in literacy (3-8)

- Stronger growth in mathematics & Science

Areas for Growth

- Pace of literacy growth

- Variation in some grade levels (5-6)

- Continued growth in mathematics & Science

Indicator 3: Participation Rates

- Goal every school to reach 95% participation in literacy, Mathematics, & Science Assessments (including checklist)

Always reach this goal! 2022 99.3%

Indicator 4: Chronic Absenteeism

- Percentage of students who are absent (for any reason) at least 10% of the time enrolled.
- If in attendance for the full year, 18 days or more

Chronic Absenteeism

Percentages of Students that are Chronically Absent
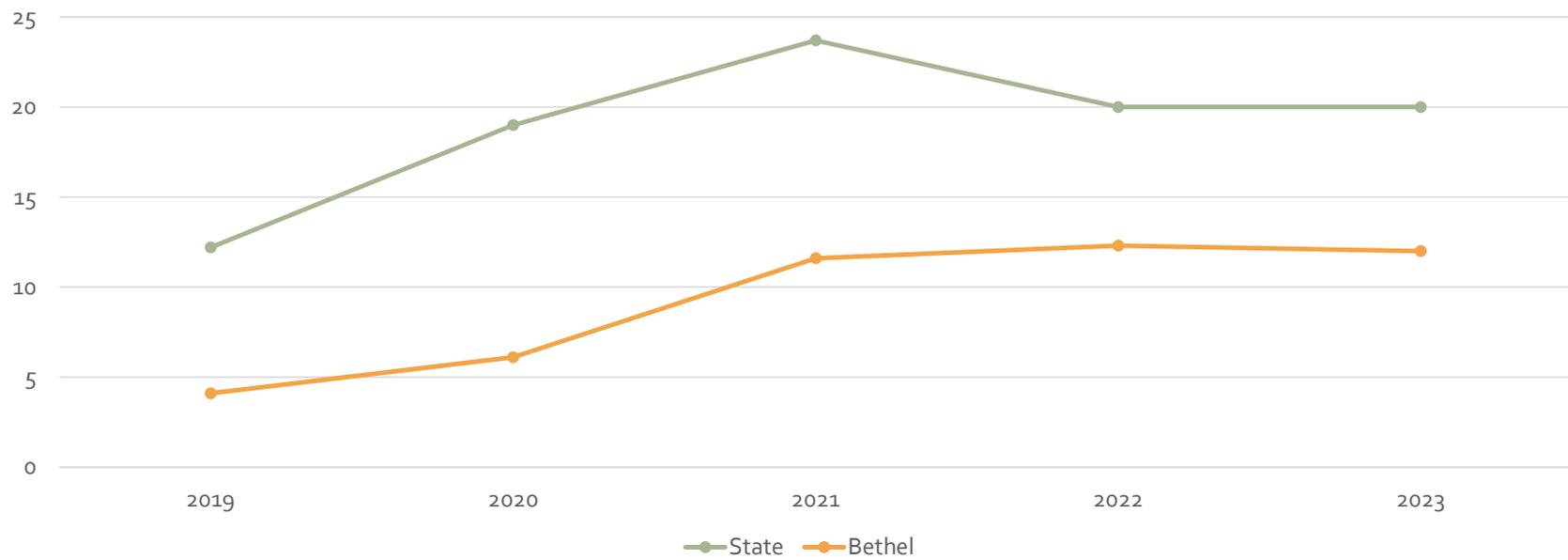
State — Bethel

Why do we think Chronic Absenteeism has increased in Bethel, across the state, and nationally?

✓ Messaging during COVID – stay home when sick

✓ Continued quarantine expectations for COVID +

✓ Overall increased anxiety leading to some school avoidance

✓ Extended vacations or travel to see family (3-6 weeks) in the middle of the school year

Percentage of Students who are Chronically Absent by School*
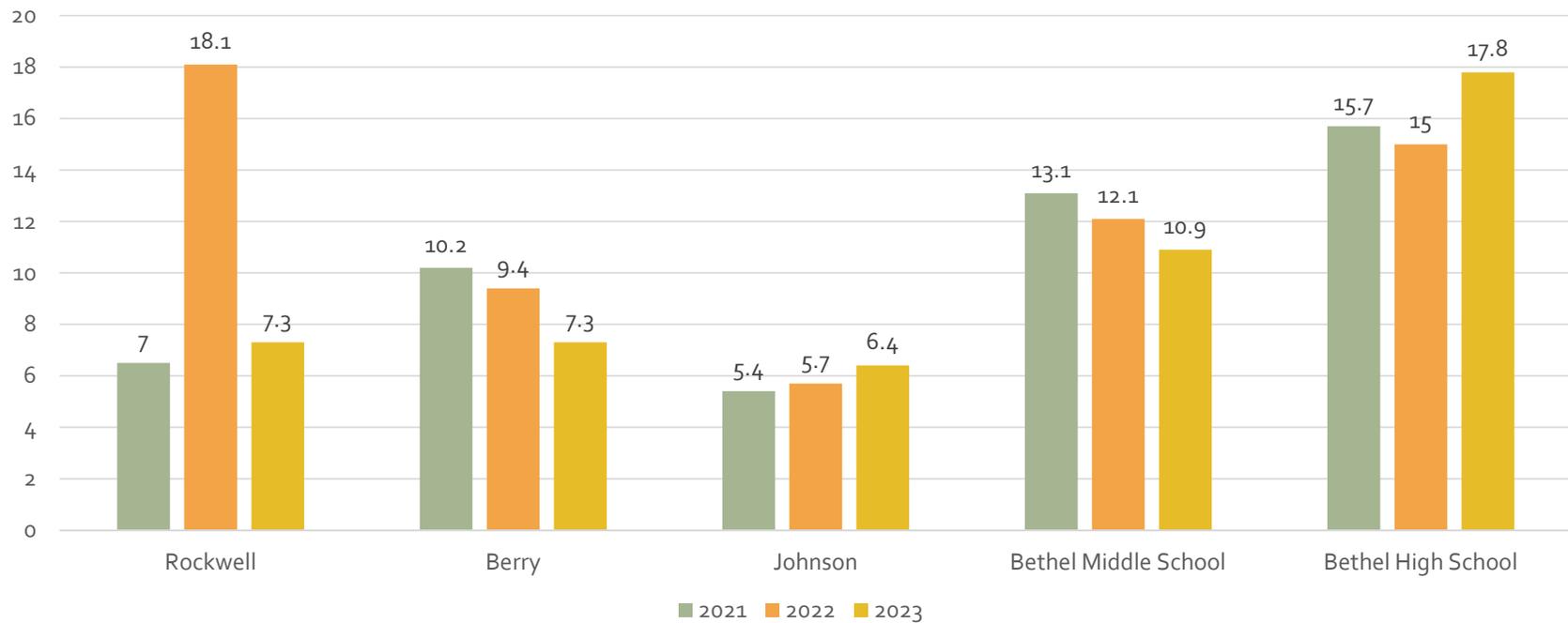
*District data also includes TASK, Community Partnership, and Out of District Placements

Improving Attendance

Strategies Employed to Reduce Chronic Absenteeism

✓Systemic Attendance Process

✓Cleaned up the codes in PowerSchool

✓Parent Campaign

✓Encourage families to take extended vacation on school holidays and during the summer

What we are going to try this year to reduce chronic absenteeism?

✓Implement some new strategies based on SDE guidance
  ✓Home visits

✓Focus on our Alternative Education and High Needs population

Indicator 5: Preparation for College and Career Readiness

- Percentage of Students in grades 11 & 12 participating in ONE of the following during HS: Two courses in AP/Dual Credit ; or two CTE courses or Two workplace experience "courses" in any area.

Indicator 6: Preparation for College and Career Readiness

- Percentage of Students in grades 11 & 12 achieving proficiency in one of the following areas: SAT or ACT or AP or more college credits through dual enrollment.

College Preparation & Readiness

- Are students taking rigorous courses (AP & Dual Credit)?

- How are they performing? (Expectation is C or better. 3 on AP Exam or reaching proficiency on SAT).

- Are they enrolling in Career Technical Readiness Courses?

- Are they enrolling to receive dual credit at the University?

Advanced Placement

Percentage of Students Receiving a Score of 3 or Better
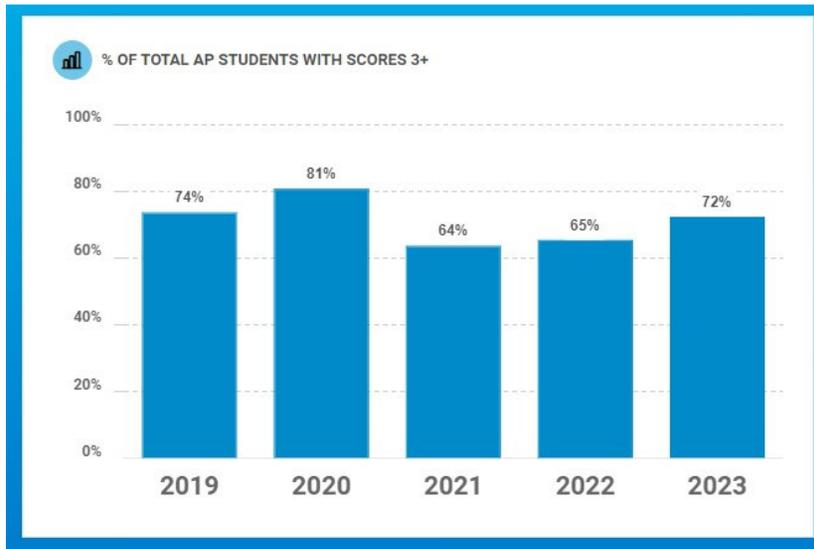
Bethel High School Summary

SCHOOL SUMMARY	2019	2020	2021	2022	2023
Total AP Students	208	218	217	228	289
Number of Exams	344	347	383	381	468
AP Students with Scores 3+	153	176	138	149	209
% of Total AP Students with Scores 3+	73.56	80.73	63.59	65.35	72.32

Post-Secondary Readiness

Preparation for Postsecondary and Career Readiness - Exams and College Credit[1] (Indicator 6)

Filter(s): **Organization Type** - <No item selected>, **District(s) -** State-level, Bethel School District, **School(s) -** <No item selected>, **Year** - 2021-22, **Measure** - Indicator 6: Meeting Any Benchmark or Earning DE Credits[1], **Student Group** - All Students

Select Organization Type
| Organization Type | ▼ |

Select School Year
| 2021-22 | ▼ |

Select Measure
| Indicator 6: Meeting Any Benchmark o... | ▼ |

Select Student Group
| All Students | ▼ |

Select District(s)
- ☑ State-level
- ☐ Achievement First Bridge...
- ☐ Achievement First Hartfor...
- ☐ Amistad Academy District
- ☐ Ansonia School District
- ☐ Area Cooperative Educati...
- ☐ Avon School District

Percent of Students[2] Demonstrating Postsecondary and Career Readiness, 2021-22
Indicator 6: Meeting Any Benchmark or Earning DE Credits[1], All Students

< | District Table | District Chart | School Table | School Chart | All Measures (Export) | >

District Name	Student Group	Students Meeting Benchmark/Earning Credits*	Total Students*	Measure* ▼	
Bethel School District	All Students	239	464	51.5%	
State-level	All Students	34,269	78,729	43.5%	

Analysis – Post-Secondary Readiness

Strengths

- Improvement on AP results

- SAT Results for the Year

- High percentage of students are meeting state criteria for rigorous course work and/or CTE courses

Areas for Growth

- Continue to ensure racial and gender diversity in rigorous/CTE class enrollment & outcomes

- Continue to use AP potential information through college board to take rigorous courses

- Ensure that students are enrolled at the University to receive college credit, financially supporting students who qualify for Free and Reduced Lunch

Indicator 7: On-Track for Graduation

- Number of Students who earn 6 credits by the end of their 9th grade year.

Area of strength for district. We typically get full credit in this area.

Indicator 8: 4-Year Graduation Rate

- Percentage of Students who graduate with a regular high school diploma in four years.

Indicator 9:

6-Year Graduation Rate, High Needs Students

- Percentage of Students who earn their high school diploma 6 years after they enter 9th grade (typically students with disabilities).

Graduation Rates

Includes:

- Bethel High School

- Students in Out of District Placements (18-22)

- TASK or Alternative Students

- Community Partnership Students (18-22)

Required to educate students with disabilities through the school year of their 22nd birthday.

GRADUATION RATE PERCENTAGE OF STUDENTS

■ State ■ Bethel

|	State	Bethel
4 YEAR	88.9	93.5
5 YEAR	91.8	95.5
6 YEAR	91.5	97.3

Indicator 10:

Post Secondary Entrance

- Percentage of graduating class who enrolled in a 2 or 4 year post-secondary institution any time during the first year after high school.
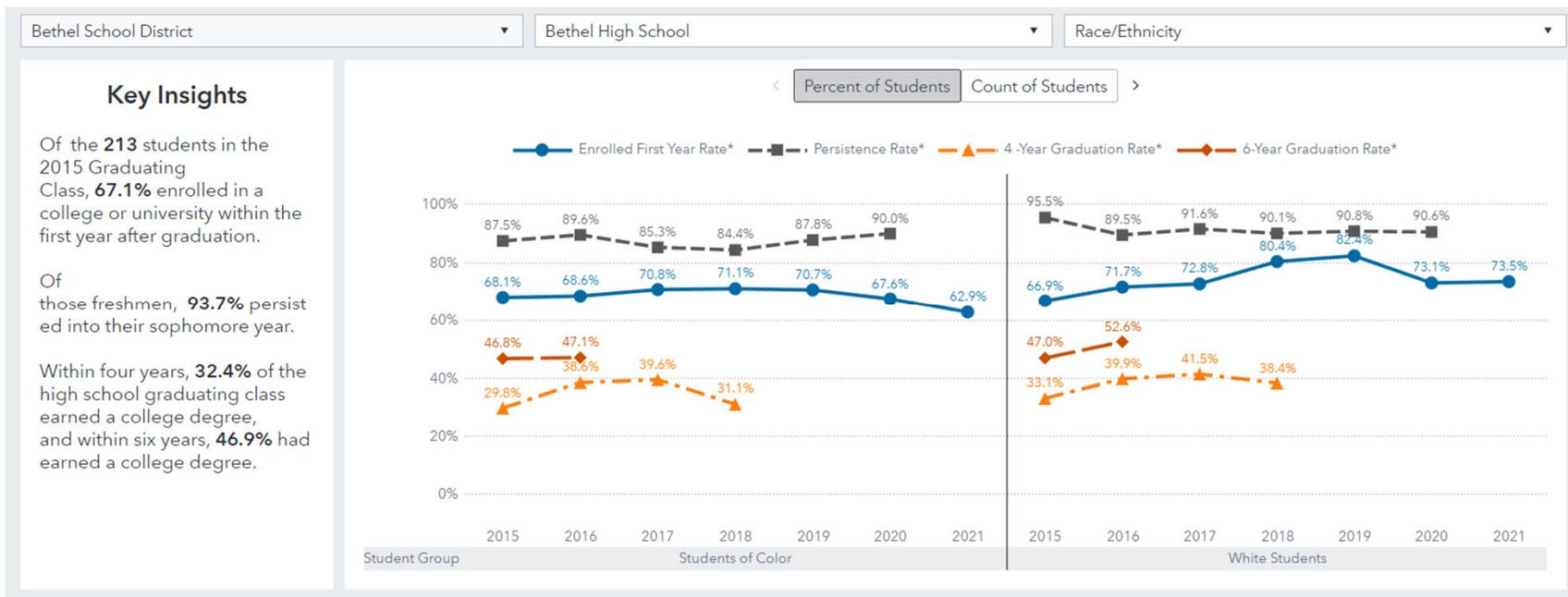
Post-Secondary Entrance

- What percentage of students actually enroll in college in the Fall after high school?

- What percentage of students persist after the first year?

- How long does it take students to complete a bachelors degree?

College Admissions & Persistence – All Students
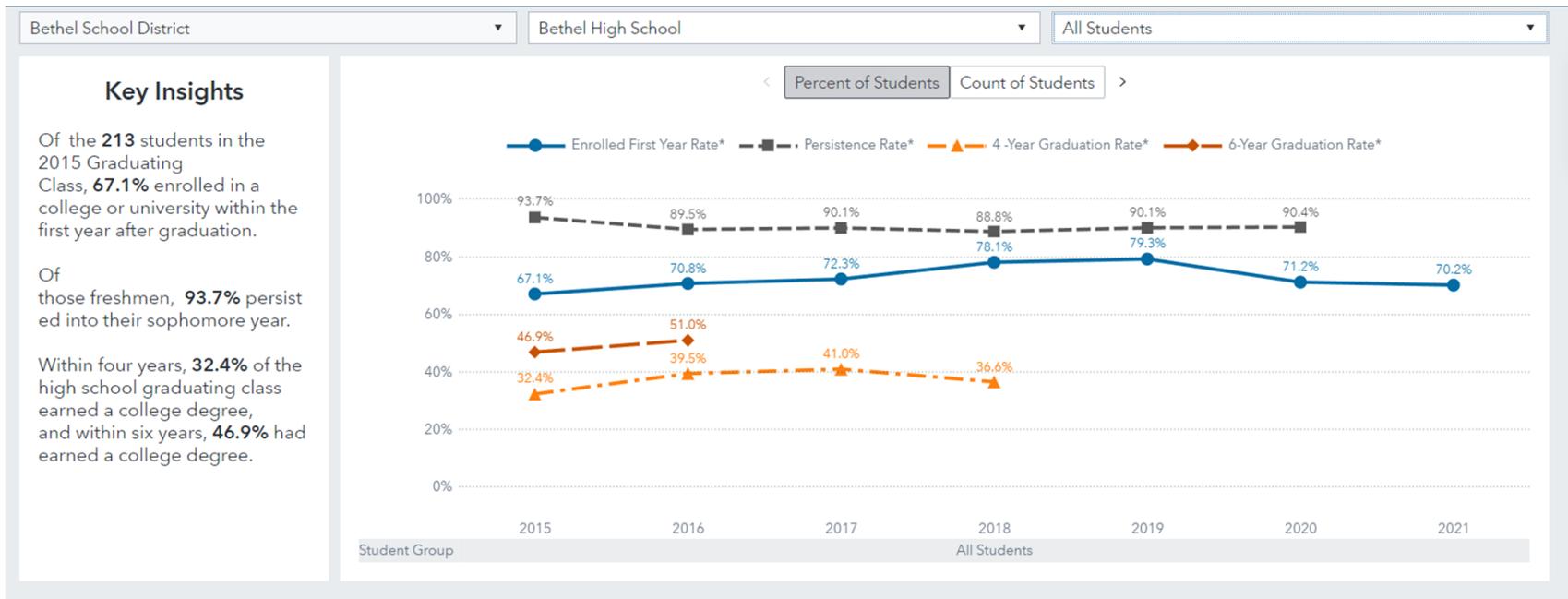
College Admissions & Persistence by Race

Analysis

Areas of Strength

- Persistence rates – shows our students are academically prepared to complete

- Students of color are attending college almost at the same rate as white students, very different from student profile

- Ensuring students fill out FAFSA forms to break financial barrier

- Making materials and sessions available in dominant languages (Spanish and Portuguese)

Aspects Out of Our Control

- Enrollment in college within the 1st year after graduation

- Completion of degree in a 4 year period

Indicator 11: Physical Fitness Assessment

- Percentage of Students meeting or exceeding the "Health Fitness Zone Standards" in all four areas of the CT Physical Fitness Exam

Percentage of points achieved in the average of our DRG.

Indicator 12: Arts Access

- Percentage of Students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course in a school year

Area of strength for district. We typically get almost full credit in this area. This is a graduation requirement

Other Data on EdSight

- ✓ Discipline
- ✓ Enrollment
- ✓ District Report Cards
- ✓ Students Experiencing Homelessness
- ✓ Students with Disabilities

Questions......

Next Generation Accountability, 2021-22

Bethel School District

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	68.5	75	45.7	50	91.3	85.6
1b. ELA Performance Index - High Needs Students	58.4	75	39.0	50	77.9	72.3
1c. Math Performance Index - All Students	64.6	75	43.1	50	86.2	78.2
1d. Math Performance Index - High Needs Students	53.9	75	35.9	50	71.8	63.6
1e. Science Performance Index - All Students	71.2	75	47.5	50	95.0	81.9
1f. Science Performance Index - High Needs Students	61.8	75	41.2	50	82.5	68.4
2a. ELA Academic Growth - All Students	59.2%	100%	59.2	100	59.2	60.4
2b. ELA Academic Growth - High Needs Students	51.3%	100%	51.3	100	51.3	56.2
2c. Math Academic Growth - All Students	73.5%	100%	73.5	100	73.5	65.2
2d. Math Academic Growth - High Needs Students	68.4%	100%	68.4	100	68.4	59.1
2e. Progress Toward English Proficiency - Literacy	71.2%	100%	35.6	50	71.2	64.9
2f. Progress Toward English Proficiency - Oral	85.2%	100%	42.6	50	85.2	57.4
4a. Chronic Absenteeism - All Students	12.3%	<=5%	35.4	50	70.9	25.1
4b. Chronic Absenteeism - High Needs Students	18.7%	<=5%	22.6	50	45.2	0.0
5. Preparation for CCR - Percent Taking Courses	78.2%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	51.5%	75%	34.3	50	68.7	58.0
7. On-track to High School Graduation	93.8%	94%	49.9	50	99.8	87.9
8. 4-year Graduation: All Students (2021 Cohort)	93.9%	94%	99.8	100	99.8	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	93.7%	94%	99.7	100	99.7	90.6
10. Postsecondary Entrance (Graduating Class 2021)	68.1%	75%	90.8	100	90.8	88.2
11. Physical Fitness (estimated participation rate = 92.2%)	49.2%	75%	32.8	50	65.7	61.1
12. Arts Access	58.3%	60%	48.6	50	97.1	87.4
Accountability Index	.		1146.9	1450	79.1	69.7

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an
ELA Performance Index Gap	75.0	58.4	16.6	16.6	N
Math Performance Index Gap	71.7	53.9	17.9	18.2	N
Science Performance Index Gap	75.0	61.8	13.2	17.4	N
Graduation Rate Gap (2019 Cohort)	94.0	93.7	0.3	10.2	N

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.3
ELA - High Needs Students	98.7
Math - All Students	98.2
Math - High Needs Students	97.7
Science - All Students	98.4
Science - High Needs Students	97.0

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The Connecticut Next Generation
ACCOUNTABILITY SYSTEM

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION
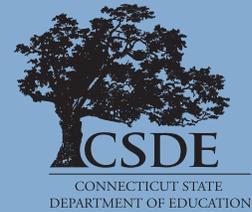
CONNECTICUT STATE DEPARTMENT OF EDUCATION

In Connecticut, we believe all students have the ability to learn, grow and rise to the challenge of high expectations. The Connecticut Next Generation Accountability System helps us deliver on our promise of a high quality education for all by creating a more comprehensive, holistic picture of how our students and schools are performing.

Q: **What is the Connecticut Next Generation Accountability System?**

A: Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Q: **What has changed since the previous accountability system?**

A: There are two main differences with this accountability system, initially implemented in March 2016. First, in addition to measuring academic achievement, this system also focuses on student growth over time. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance. The second big change is that this accountability system includes additional key indicators, such as chronic absenteeism, physical fitness and arts access. Research tells us that students who attend school on a daily basis and maintain a healthy lifestyle are more likely to graduate and succeed in college. Access to an engaging arts curriculum creates a more well-rounded educational experience.

Q: **What are the 12 indicators?**

A:
1. Academic achievement status measured by state assessments
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort graduation rate – all students
9. Graduation – six-year adjusted cohort graduation rate – high needs
10. Postsecondary entrance rate – all students (college enrollment)
11. Physical fitness
12. Arts access

Q: **How do we use the accountability system?**

A: The Next Generation Accountability System helps us measure school and district success toward the goal of providing every student a quality education that prepares him or her for success down the road. Each school receives a score calculated using a formula that incorporates the accountability system indicators. There is a tiered system of resources and supports for schools based on their

score. Schools with low student performance and a low accountability score could be designated turnaround schools, meaning they would have to create and implement a plan for accelerating school improvement.

Q: Will the accountability system help Connecticut close its achievement gap?

A: Yes. A key feature of the system is that it separates data for high-needs subgroups of students. That gives us a better idea of how students living in poverty, students who have disabilities and students learning English are performing in school and how we can better support them on the path to success.

**Q: How does the accountability system strengthen transparency in school performance?**

A: As part of the Next Generation Accountability System, schools receive a report that provides a picture of how the school measures up on all 12 of the indicators. The data are easily searchable and provide a more comprehensive, holistic picture of student and school performance.

Q: Who created the accountability system? Was it a collaborative process?

A: For two years, the Connecticut State Department of Education actively sought feedback regarding the accountability system from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The "next generation" system is a direct result of this extensive consultation process.

Q: Where can I get more information?

A: To learn more about the Connecticut Next Generation Accountability System, visit the Performance and Accountability section of the State Department of Education's website.
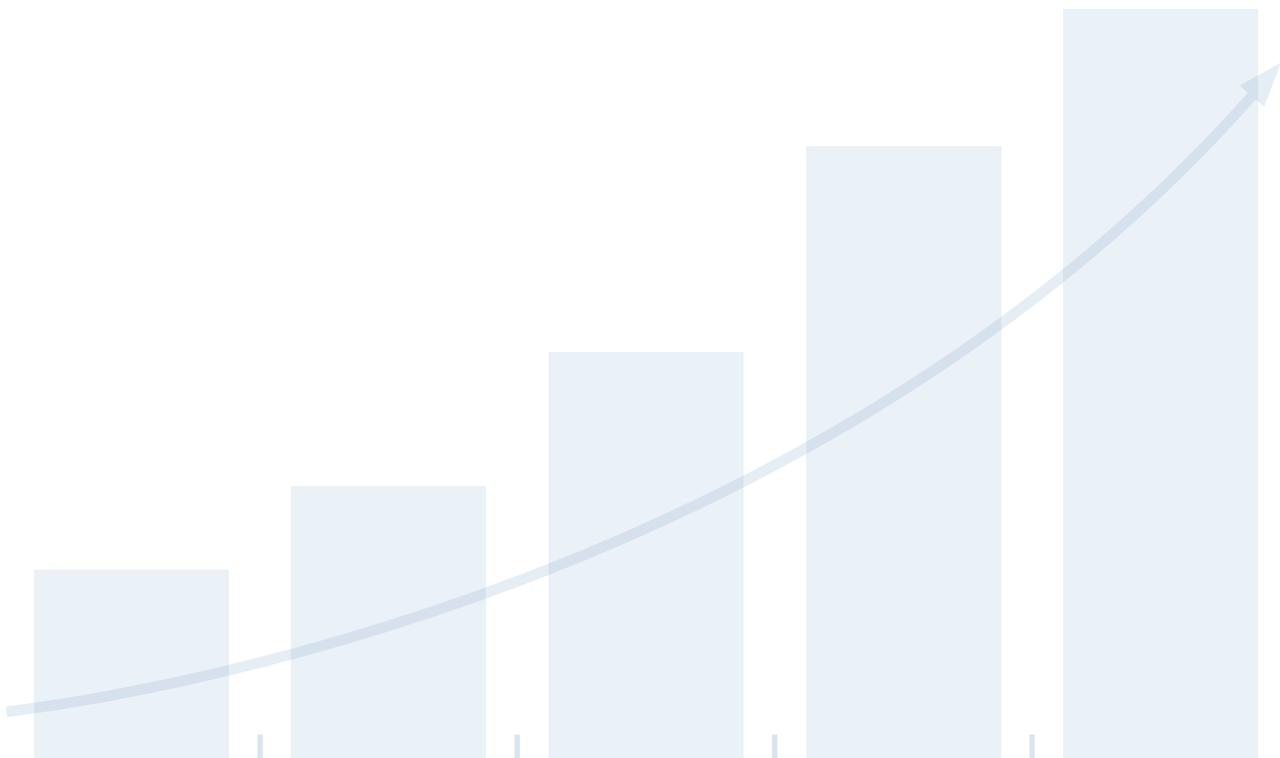
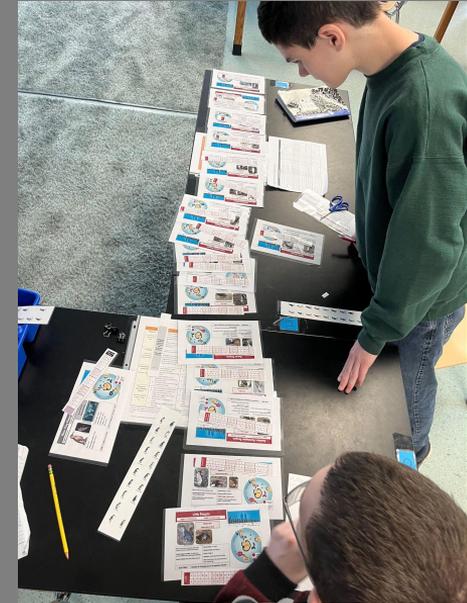# Johnson & Bethel Middle School Improvement Plans

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.
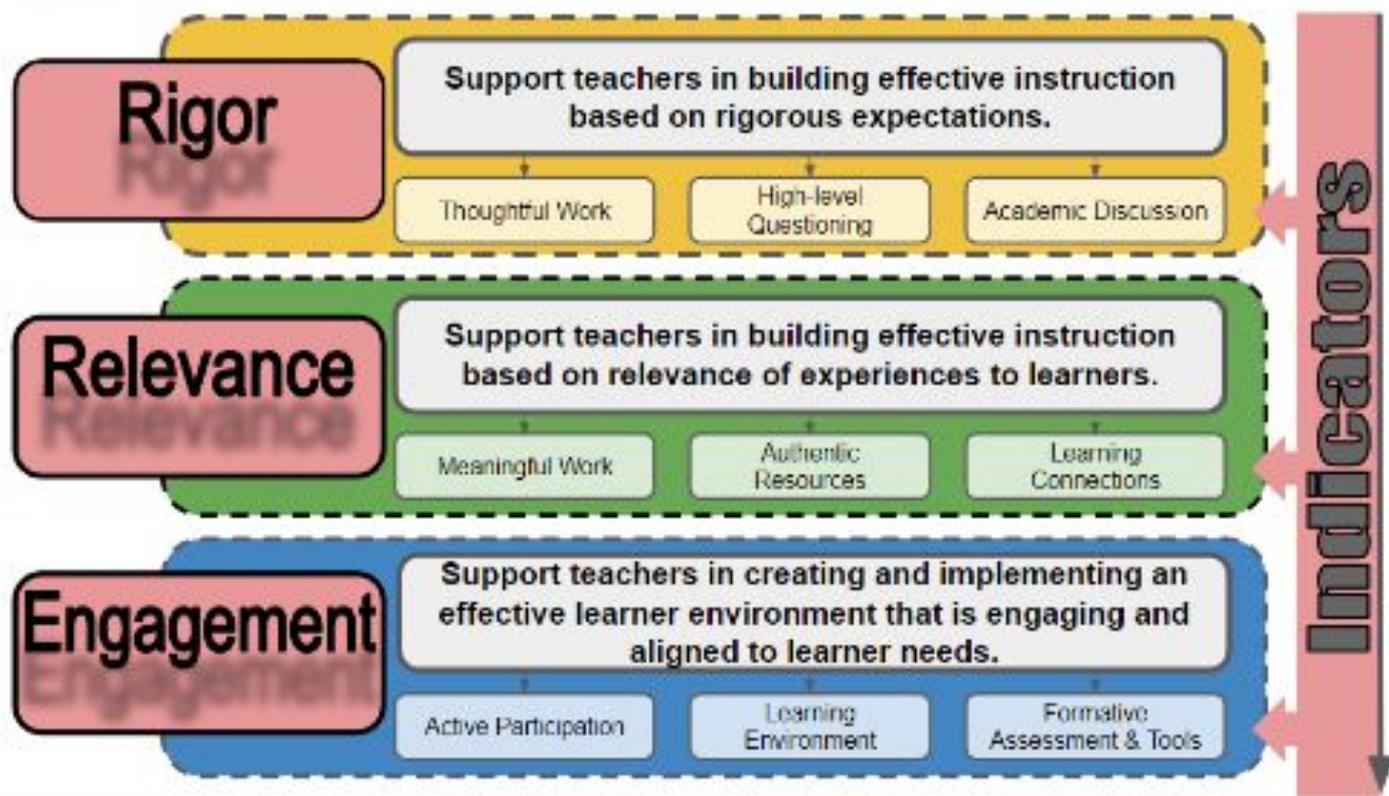
Increase Cognitive Engagement for All Students

- Develop, research, share and enhance cognitive engagement teaching strategies

- Establish high expectations for student behavior and cultivate classroom cultures that are conducive to effortful learning

- Purposefully Plan for Cognitive Engagement of Students and Reflection on Practice

4
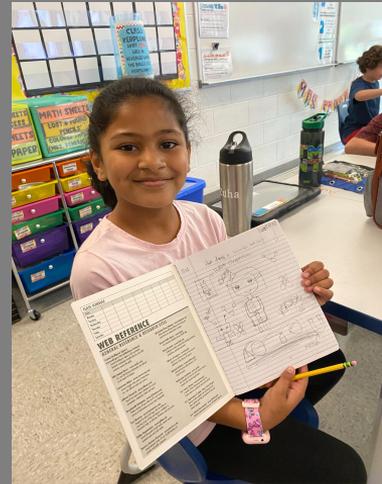
Ensure Rigorous Grade-level Curriculum is Implemented in all Content Areas

- Purposeful Planning
- Vertical Alignment of progression of learning
- Responsive Teaching
- Continuous Cycles of Improvement
- Reflection
- Actionable Feedback

Increase Parent Engagement

- Provide information about the new Literacy program, MyView & Expeditionary Learning

- Grow our system of communication for intervention students

CPRL Pilot

School: Bethel Middle 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

Whole School Learning Indicator	
100% of teachers will research and implement new instructional strategies to cognitively engage all students in daily lessons.	- Focused faculty meetings centered around learning, researching and sharing new instructional strategies. - A focus during observations, mid-year and end of the year meetings around new instructional cognitive engagement strategies

Stakeholder Feedback Goal	
100% of clusters will utilize strategies to partner with families and students to decrease student absenteeism.	- Monthly team meetings should be focused on students with high absenteeism rates, SRBI-focus. - Clusters and PPS will develop specific plans to support specific students in increasing regular attendance and improving academic achievement. (Ex. Goals co authored with student, reward system…) - Provide evidence as to how staff if partnering with families, creating engaging plans, and modeling attendance

Strategy #1 What teachers do	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Ensure Rigorous Grade-level Curriculum is Implemented in all Content Areas	Map out PLC cycles to ensure consistency and specific routines for PLCs, based on PLC Cycle. (Look at unit curriculum, discussion teaching strategies to engage students, look at data - how do we know if the strategies worked or didn't?)		PLC Agendas and Minutes School PLC Calendar Formative assessments are identified within each unit and embedded into the PLC cycle, with regular cycles of looking at student work. Units are unpacked in PLC prior to implementation.	Monthly, during Coaches Meeting Administration will attend PLCs weekly

	PL around content grade-level expectations and a cohesive understanding of the vertical alignment.		Department and PLC groups are looking at student work and strategies to vertically understand the standards and the progression to calibrate expectations and implement those expectations in practice. . Implement and develop anchor sets from released items (NGSS, SBAC, etc.) to ensure a cohesive understanding as a department, grade level, etc. aligned to the curricular units	Monthly, Department Meetings ___, within the PLC Calendar Cycle
	Teachers plan individually and collaboratively to analyze upcoming units prior to teaching it.		Scheduled release time with instructional coach, department administrators, or department leaders Scheduled time within the PLC cycle to analyze the cognitive demand of a task. Common misconceptions are addressed during the planning of the units in the PLC Cycle.	
	Regular attendance by educators in all PLCs.		**100% of teachers attend PLCs regularly.**	**Administration will monitor PLC notes to check for regularly attendance.**
	Administrators drop in PLCs weekly.		**4 drop-ins every month by principals and the leadership team.**	**Administration will check PLC notes for attendance.**
	Teachers improve instruction based on data and learnings from PLCs.		**___% of teachers improve instruction based on data and learnings from PLCs.**	**Administration will conduct walk-throughs and evaluations that focus on data and learnings from PLCs.**

E

Strategy #2 What we see students doing	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Create Active Cognitively Engaged, Rigorous Classrooms for All Students	Teachers plan individually and collaboratively for cognitively engaged, rigorous classrooms by learning and implementing different strategies.		Lesson plans which outline assessments to determine levels of cognitive engagement Observe through Learning Walks: ● accountable talk/accountable work formative assessments ● Use of academic, precise language ● Students are expected to explain their thinking, critique the reasoning of others and cite specific evidence to support their thinking ● Lessons that require cognitive engagement in all content areas Teachers will use EI strategies within lessons. EI coach models RULER lessons on Core Routines during faculty meetings. Teachers implement the key skills in Clusters 1 and 4 of the Danielson rubric as evidenced in learning walks and instructional rounds .	

	Teachers plan, implement, and reflect individually and collaboratively to analyze data throughout a unit to see the effect of the implementation of the strategies.		Teachers are collecting data, both concrete data and "street data" to ensure that students are actively and cognitively engaged and improved student outcomes	
	Faculty Meetings devoted to learning, sharing, and collaborating about instructional strategies which foster cognitive engagement		Systemically planning faculty meeting presentations around cognitive engagement and "what it looks like", co constructing our common understanding.	Monthly (Except for April 2024)
	80% of students are cognitively engaged in the classroom during weekly.		**Administration and coaches collect data from observations.** **Teachers are collecting data, both concrete data and "street data" to ensure that students are actively and cognitively engaged and improved student outcomes.**	**Administration completes weekly drop-ins and classroom observations.**
	Increase reading scores		**___% increase in reading scores.** **____% increase in reading scores for all students in the 40-60th percentile.**	**NWEA MAP Mid-year and End-year assessments.** **NWEA MAP Mid-year and End-year assessments.**
	Engage families in the learning process.		**100% of teachers will send home newsletters that communicate units of study and ways for parents to help their students.** **100% of teachers will post homework online.**	**Administration will review newsletters monthly.** **Administration will monitor the online homework monthly.**

			100% of teachers will regularly contact home about student progress.	Administration will monitor the communication logs monthly.
			Student attendance will improve.	Attendance team attends monthly attendance meetings and monitors data.
			BMS will send out Interim Reports for parents to review each Trimester, encouraging their involvement.	

Minutes of the Board of Education Resource Management & Business Operations Committee Meeting held on Thursday, August 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, C. Sipala

M. O'Brien, Chair, called the meeting to order at 6:30 PM.

<u>**Board Members Attendance**</u>**:**
Mrs. Jen Larsen   Present
Mrs. Courtney Martin, Alt.   Present
Mr. Daniel Nostin   Present
Ms. Melanie O'Brien, Ex. Offico, arrived 6:40 PM
Mr. Scott Clayton   *Absent*
Mr. Bill Foster   *Absent*

1. Bid Waiver - Copier Lease

> Move to recommend to the Board to renew our relationship with Base Technologies and entering a new five-year lease agreement for copier equipment and managed print services and to waive the bid procedure as this transaction is in the best interest of the Bethel Board of Education and The Town of Bethel. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Courtney Martin.
> Mrs. Jen Larsen: Yea
> Mrs. Courtney Martin: Yea
> Mr. Daniel Nostin: Yea

2. Transportation Update

Jen Variale, Director of Finance and Business Operations, informed the committee that First Student has made multiple improvements for the coming school year.   They are currently staffed with exactly enough bus drivers to run all scheduled bus routes.   Optimal staffing would include 2 or 3 spare drivers.   Multiple drivers are in the candidate pipeline and hiring will continue to be prioritized.   Also, the bus routes have been redesigned to be more efficient.   Dr. Carver informed the committee she will be sending out a reminder to parents about bus drop-off and pick-up protocols.

3. Budget Transfers

Jen Variale, reviewed the budget transfers with the committee. All transfers were aligned with the memo to the Board of Education in June and subsequently voted on in the regular meeting in June.

4. Budget Update

Jen Variale informed the committee that the finance team is working to close out all remaining items from the 2022 - 2023 school year. Going into the 2023 - 2024 school year they are monitoring Special Education and Facilities spending closely as these are the areas where they anticipate the most risk to the budget. Also, the 2023 - 2024 operating budget includes an $850,000 reimbursement for excess cost. Based on the updated funding guidelines from CSDE and our current student enrollment, it is projected that the district will receive funding of $1,100,000.   The administration would like to use the $245,000 in additional funds to pay for 1 special education teacher and 5 para educators that were funded by grants last year.   The district has a long-term need for these resources and it is recommended that they be incorporated into the Board of Education Operating Budget.

Recommend to Board that 1 special education teacher and 5 paraeducators be added to the 2023 - 2024 operating budget. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.	
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

5. New Business

None.

6. Public Comment

None.

7. Adjourn

Move to adjourn at 6:47 PM. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Courtney Martin.	
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 Board of Education Policy Committee Meeting held on Thursday, September 7, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver, J. Variale, D. Burns, I. Velez

S. Clayton, Chair, called the meeting to order at 6:00 PM.

Board Members Attendance:
Mr. Scott Clayton:	**Present**
Mrs. Kara DiBartolo:	**Present**
Mr. Bill Foster:	***Absent***
Mrs. Jen Larsen, Alt.:	***Absent***
Mr. Daniel Nostin:	**Present**
Ms. Melanie O'Brien, Ex. Offico:	**Present, arrived 6:30 PM**

1. First Reading

1.A. Policy 1120 - Board of Education Meetings

Move Policy 1120 - Board of Education Meetings to the Board for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo. Mr. Scott Clayton: Yea Mrs. Kara DiBartolo: Yea Mr. Daniel Nostin: Yea

1.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 first reading. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo. Mr. Scott Clayton: Yea Mrs. Kara DiBartolo: Yea Mr. Daniel Nostin: Yea

1.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 first reading. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Daniel Nostin:	Yea

1.D. Policy 5131.81 - Electronic Devices

Move Policy 5131.81, Electronic Devices to the full Board for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.
Mr. Scott Clayton: Yea
Mrs. Kara DiBartolo: Yea
Mr. Daniel Nostin: Yea

1.E. Policy & Regulation 1330 - Use of School Facilities

Move Policy 1330 - Use of School Facilities to the Board for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.
Mr. Scott Clayton: Yea
Mrs. Kara DiBartolo: Yea
Mr. Daniel Nostin: Yea
Ms. Melanie O'Brien: Yea

2. Second Reading

2.A. Regulation 5141.11 - School Bus Accidents

Add Regulation 5141.11 - School Bus Accidents to the Board's agenda for their information.

2.B. Regulation - 4112.4 Health Examination Regulation

Add Regulation - 4112.4 Health Examination Regulation to the Board's agenda for their information.

3. New Business

Dr. Carver informed the committee she has received the most recent CABE policy packet and will review it. Dr. Carver will be attending Shipman's 2023 Education Legislation Summary Workshop webinar and anticipates additional new legislation coming up which may put the committee out of series sequence in its policy review.

4. Public Comment

None.

5. Adjourn

> **Move to adjourn at 6:41 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.**
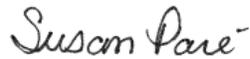> Mr. Scott Clayton: Yea
> Mrs. Kara DiBartolo: Yea
> Mr. Daniel Nostin: Yea
> Ms. Melanie O'Brien: Yea

Respectfully submitted,

Susan Pare
Board Recorder

Minutes of the Board of Education Community Outreach, Alignment, & Communication Committee Meeting held on Thursday, September 7, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver, J. Variale, A. Salerno, T. Soucy, M. Rutledge

C. Schaefer, Vice Chair, called the meeting to order at 7:01 PM.

Board Members Attendance:
Mrs. Jennifer Ackerman: **Present**
Mr. Scott Clayton, Alt.:   *Absent*
Mrs. Kara DiBartolo: **Present**
Mrs. Courtney Martin: *Absent*
Ms. Melanie O'Brien: **Present**
Mrs. Cathy Schaefer: **Present**

1. Review Teacher Survey Data

Dr. Carver informed the committee in the spring, that the administration surveyed staff to get input on parental support for academic, social, and behavioral outcomes. This data gauged parental perception on a variety of topics including (1) academic support; (2) use of technology; (3) communication based on respect; and (4) peer interactions and support of misbehavior.

2. Engagement for Student Success - Literacy Message

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. Discussed possible events, district calendar of reading celebration, recognition items, bookmarks w/QR codes of videos of staff reading a book. Discussed student homework. The administration will come back to the committee with a draft of what they would like to plan. Committee members will look for business sponsors for prize items.

3. New Business

None.

4. Public Comment

Gabrielle Hernandez, 114 Knollwood Drive, spoke to the committee about a resource for bilingual

students and the need for bilingual books in the libraries. She spoke about the storytelling curriculum and reading buddies. She recommended when contacting businesses for sponsorships to include requesting things like food gift cards due to food insecurities.

5. Adjourn

Move to adjourn at 7:42 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Jennifer Ackerman.
Mrs. Jennifer Ackerman: Yea
Mrs. Kara DiBartolo: Yea
Ms. Melanie O'Brien: Yea
Mrs. Cathy Schaefer: Yea

Respectfully submitted,

Susan Pare

Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Special Meeting held on Thursday, August 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, C. Sipala

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

Board Members Attendance:
Mrs. Jennifer Ackerman: Present
Mr. Scott Clayton: *Absent*
Mrs. Kara DiBartolo: Present
Mr. Bill Foster: *Absent*
Mrs. Jen Larsen: Present
Mrs. Courtney Martin: Present
Mr. Daniel Nostin: Present
Ms. Melanie O'Brien: Present
Mrs. Cathy Schaefer: Present

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

2. Board Recognition/A Salute to Excellence

None.

2.A. Gifts, Grants, & Bequests

None.

3. Consent Calendar

3.A. Approval of Minutes

3.A.1. June 15, 2023 - Regular Meeting

Move to approve the minutes of the June 15, 2023 - Regular Meeting as corrected. Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.
Mrs. Cathy Schaefer: 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

3.A.2. June 19, 2023 - Special Meeting

Move to approve the minutes of the June 19, 2023 - Special Meeting. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Kara DiBartolo.

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

3.A.3. July 18, 2023 - Special Meeting

Move to approve the minutes of July 18, 2023 - Special Meeting Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Cathy Schaefer.

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

3.A.4. August 5, 2023 - Special Meeting

Move to approve the minutes of the August 5, 2023 - Special Meeting. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Jen Larsen.

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

3.B. Approval of CABE Board Leadership Application

Move to approve applying for the CABE Board of Distinction Award. Passed with a motion by

Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

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
Mrs. Cathy Schaefer:	Yea

4. Correspondence

- Email regarding the change in Kindergarten attendance cut-off age.

5. Public Comment

None.

6. Administrative/Board Member Update
6.A. Board Chairperson Update

Ms. O'Brien reviewed the changes in the Superintendent's evaluation format made at the August Board meeting. She also reviewed the discussion about live-streaming the Board meetings. This will go through the policy committee shortly. Parent and community engagement will also be in committee shortly. Ms. O'Brien complimented the convocation and energy level of staff that was held on August 23, 2023.

6.B. Administrative Update

Dr. Carver informed the Board the district is in great shape to open school on August 28th. Dr. Carver also noted that the convocation was fun and the administration was able to layout the goals for the year and the school's SIP info. Dr. Carver will be sending a letter to parents to prevent traffic congestion on campus reminding them of the drop-off and pick-off procedures. Dr. Carver reminded the Board of the 2023 CABE/CAPSS Convention Early Registration Deadline of August 25, 2023.

6.B.1. Change in the Kindergarten Mandatory Attendance - Options for the 2024-2025 School Year.

Dr. Carver informed the Board of the change in the law changing the Kindergarten starting age. 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 kindergarten in public schools. Beginning July 1, 2024, Section 3

of Public Act 23-159, as amended by Section 1 of Public Act 23-208, amends Connecticut General Statutes § 10-15c to require that children turn five years old on or before September 1 of the school year in order to enroll in Kindergarten.

The new law also revises the process by which a child who does not meet the law's age requirements can be admitted to Kindergarten. Under current law, boards of education may, by vote at a duly called meeting, admit children under five years of age. Effective July 1, 2024, a child who is not five years old on or before September 1 of the school year may be admitted (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 to Kindergarten is developmentally appropriate.

Dr. Carver informed the Board there are about 50-70 students in Kindergarten who are 4 years old. For one year there will be a gap and it will have an effect on staffing. The impact on PreK students will be an additional year of PreK prior to Kindergarten. May look at a full-day PreK program on a tuition basis using the staff effected by the gap for the one year only.

7. Reports to the Board
7.A. Resource Management & Business Operations
7.A.1. Personnel
7.A.1.a. New Hires and Resignations 2023-2024

The Board was provided the new hires and resignations for 2023-2024.

7.A.2. Finance
7.A.2.a. Transportation Update

Jen Variale informed the Board that First Student has made multiple improvements for the coming school year. They are currently staffed with exactly enough bus drivers to run all scheduled bus routes. Optimal staffing would include 2 or 3 spare drivers. Multiple drivers are in the candidate pipeline and hiring will continue to be prioritized. Also, the bus routes have been redesigned to be more efficient and the new bus depot manager is great at communicating with parents.

7.A.2.b. Bid Waiver - Copier Lease

Move to renew our relationship with Base Technologies and entering a new five-year lease agreement for copier equipment and managed print services and to waive the bid procedure as this transaction is in the best interest of the Bethel Board of Education and The Town of Bethel. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Courtney Martin.   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
Mrs. Cathy Schaefer:	Yea

7.A.2.c. Budget Transfers

Jen Variale reviewed the budget transfers with the Board. All transfers were aligned with the memo to the Board of Education in June and subsequently voted on in the regular meeting in June.

7.A.2.d. Budget Update

Jen Variale, informed the Board that the finance team is working to close out all remaining items from the 2022 - 2023 school year. Going into the 2023 - 2024 school year they are monitoring Special Education and Facilities spending closely as these are the areas anticipated to be the most risk to our budget. The 2023 - 2024 operating budget includes an $850,000 reimbursement for excess cost. Based on the updated funding guidelines from CSDE and the current student enrollment, it is projected that the district will receive funding of $1,100,000. The administration would like to use the $245,000 in additional funds to pay for 1 special education teacher and 5 para educators that were funded by grants last year. The district has a long-term need for these resources and recommend that they be incorporated into the Board of Education Operating Budget. Ms. O'Brien noted that the Board will not be able to return funds to the Town this year as has been done in the past.

Move that 1 special education teacher and 5 paraeducators be added to the 2023 - 2024 operating budget. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

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
Mrs. Cathy Schaefer:	Yea

7.A.3. Facilities

7.A.3.a. Opening Update

(See Admin Update)

8. Recommended Executive Session

Administrative Attendance: C. Carver, K. Brooks, J. Variale, C. Troetti (left at 7:53 PM, Item #1 only)

<u>**Board Members Attendance**</u>**:**

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

Move to enter into Executive Session at 7:36 PM, Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.

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
Mrs. Cathy Schaefer:	Yea

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

      8.A.1. Bethel Education Association

      8.A.2. Bethel Administrators' Association

Move to come out of Executive Session at 8:03 PM. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Jennifer Ackerman.

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
Mrs. Cathy Schaefer:	Yea

Move to approve tentative agreement with Bethel Administrators' Association. Passed with a

motion by Mrs. Courtney Martin and a second by Mr. Daniel Nostin.

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
Mrs. Cathy Schaefer:	Yea

9. Adjourn

Move to adjourn at 8:06 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

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
Mrs. Cathy Schaefer:	Yea

Respectfully submitted,

Susan Pare
Board Recorder