

Bethel Board of Education Regular Meeting

Thursday, November 21, 2024 6:00 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. 2025 Connecticut Superintendent of the Year, Dr. Christine Carver	Speaker(s): Scott Clayton, BOE Chair
2.B. CABE Board of Distinction Award - Level II	Speaker(s): Dr. Christine Carver
2.C. Gifts, Grants, & Bequests	
3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
3.A. School Improvement Plan - Rockwell & Berry School	
3.B. Rockwell & Berry School's Primary Mental Health Project	
4. Consent Calendar	Speaker(s): Policy 9326
4.A. Approval of Minutes	
4.A.1. October 17, 2024	
5. Correspondence	Speaker(s): Policy 9326
6. 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.)	
7. Administrative/Board Member Update	Speaker(s): Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	
7.B.1. 2024-2025 BOE District Data Sheet	
8. Reports to the Board	

8.A. **Curriculum, Assessment, & Professional Practices**

8.A.1. Spanish Curriculum 12, 21 Honors, 22, 31 Honors, 32, 41 Honors, 42, & Spanish Film

8.B. **Resource Management & Business Operations**

8.B.1. Facilities

Speaker(s): Policy
3132

8.B.1.a. Long-Term Capital Plan 2024-2034 - Approval

9. **Adjourn**

Bethel Public Schools
Bethel, CT

OCT 25 2024

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's regular meeting. Each school is responsible for sending the donor an acknowledgment for the gift.

Gift, Grant, or Bequest Received:

3 Byrd's Books gift cards for Rockwell's Storybook Pumpkin Competition

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

3 prizes (one per grade level)

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

20.00 x 3 gift cards

Donor's Name and Address:

Alice Hutchinson
Byrd's Books
178 Greenwood Ave
Bethel, CT 06801

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

Receiving School:

Rockwell School

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

Rockwell (Trust Savings)

Date Received:

10/25/24

Copy to: Donor
Principal
Superintendent

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

Form 3280
RECEIVED

Bethel Public Schools
Bethel, CT

NOV 13 2024

BETHEL PUBLIC SCHOOLS
RECEIVED 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's regular meeting. Each school is responsible for sending the donor an acknowledgment for the gift.

Gift, Grant, or Bequest Received: books (list attached)

How the Gift, Grant, or Bequest Will Be Used: books will be used in teaching and for circulation

Estimated Cash Value of the Gift, Grant, or Bequest: \$ 193.00

Donor's Name and Address: donorschoose (book dedication funds and funding opportunities)

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

Receiving School: Rockwell School

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

Date Received: 11/4/24

Copy to: Donor
Principal
Superintendent

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

They will see how characters problem solve and persevere. Kids can see themselves within the pages of the book and in the characters' situations.

These books will have kids thinking and wondering and laughing out loud. It is wonderful to see kids choosing just the right book and enjoying it!

Bethel, CT

Grades PreK-2

More than a third of students from low-income households

Social Emotional Learning

Literacy

Traditional School

Books



This classroom project was brought to life by SONIC Foundation and 4 other donors.

Where Your Donation Goes

MATERIALS	COST	QUANTITY	TOTAL
Big - Caldecott Medal Winner & Coretta Scott King Honor Title (hardcover picture book) • DONORSCHOOSE FEATURED FAVORITES	\$20.00	1	\$20.00
A Day With No Words (neurodiversity hardcover picture book; social emotional learning;	\$20.00	1	\$20.00

underrepresented authors)

• DONORSCHOOSE FEATURED FAVORITES

Eat Pete • AMAZON BUSINESS	\$16.18	1	\$16.18
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Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist (Women in Science Biographies, Fossil Books for Kids, Feminist Picture Books, Dinosaur Gifts for Kids) • AMAZON BUSINESS	\$14.80	1	\$14.80
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Lulu and the Hunger Monster™ (Food Justice Books for Kids) • AMAZON BUSINESS	\$14.75	1	\$14.75
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Wants vs. Needs vs. Robots • AMAZON BUSINESS	\$13.69	1	\$13.69
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The Thing Lou Couldn't Do • AMAZON BUSINESS	\$13.59	1	\$13.59
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The Couch Potato (The Food Group) • AMAZON BUSINESS	\$13.41	1	\$13.41
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Hardly Haunted • AMAZON BUSINESS	\$12.59	1	\$12.59
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Lila Greer, Teacher of the Year (The Questioners) • AMAZON BUSINESS	\$11.68	1	\$11.68
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Harlem Grown: How One Big Idea Transformed a Neighborhood • AMAZON BUSINESS	\$10.99	1	\$10.99
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The Sour Grape (The Food Group) • AMAZON BUSINESS	\$10.80	1	\$10.80
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A Very Cranky Book • AMAZON BUSINESS	\$10.40	1	\$10.40
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Sky Color (Creatrilogy) • AMAZON BUSINESS	\$10.29	1	\$10.29
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Materials cost			\$193.17
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Vendor shipping charges			FREE
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Sales tax			\$0.00
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Berry & Rockwell Theory of Action:

If we use formative assessment data to differentiate grade-level instruction that intellectually engages all learners, then we will improve student outcomes.

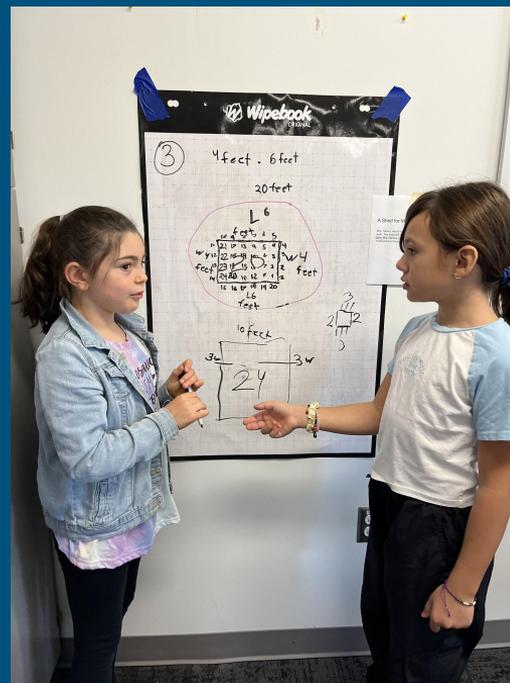
Professional Practice Learning Goals

Math:

- Enhance student fluency and problem-solving skills
- Utilize formative assessment data for differentiation
- Continuously adapt strategies for improvement

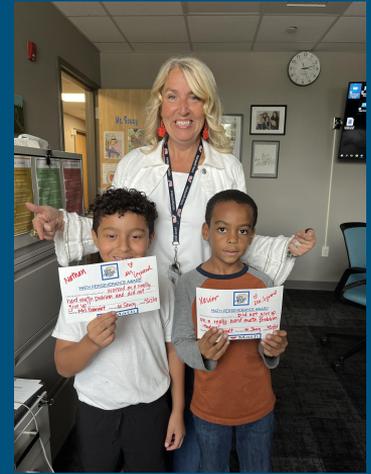
Literacy:

- Enhance student listening and reading comprehension
- Use formative assessment data to guide instruction
- Adapt strategies to improve overall outcomes



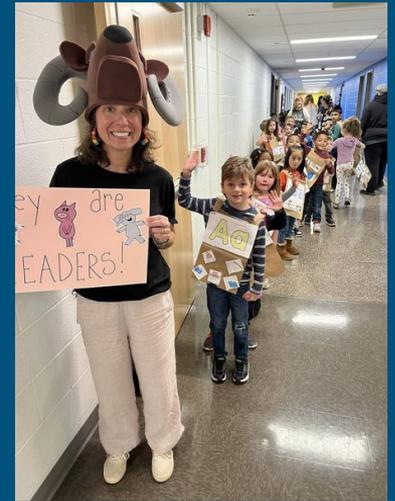
Math Achievement Targets

- By May:
- 85% of grade 1-2 students: Meet spring benchmark for addition fluency
- 80% of grade 1-2 students: Meet spring benchmark for subtraction fluency
- 80% of kindergarten students: Master counting and cardinality standards on unit screeners
- 80% of students will demonstrate proficiency (Practitioner or Expert) on the Exemplars Standards Based Rubric



Literacy Achievement Targets

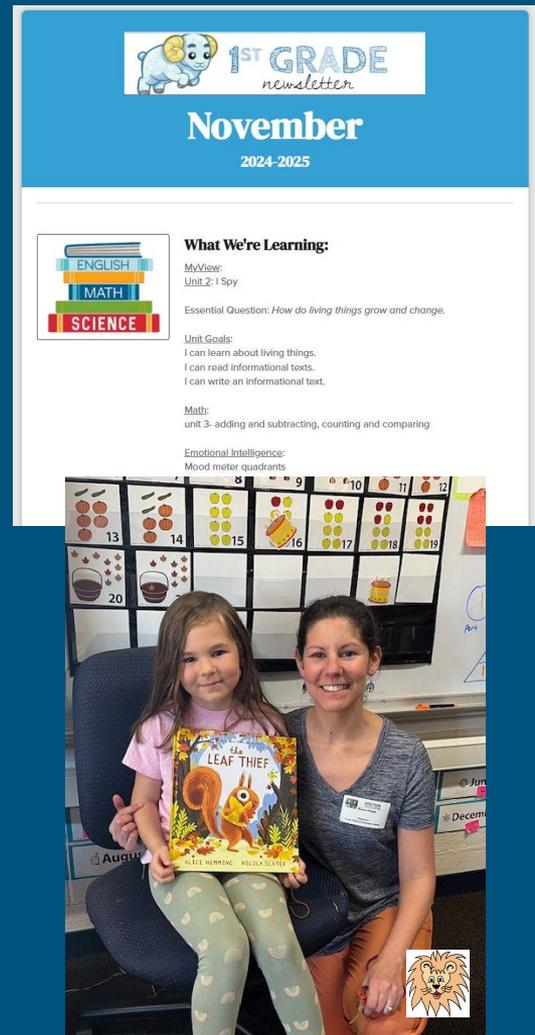
- By May:
- 80% of students: Achieve 80%+ on Listening/Reading comprehension in MyView Unit Assessments
- 80% of K-1 students: Achieve proficiency on Decodable Running Record
- 80% of grade 2 students: Meet benchmark on fluency assessment



Stakeholder Feedback Goal

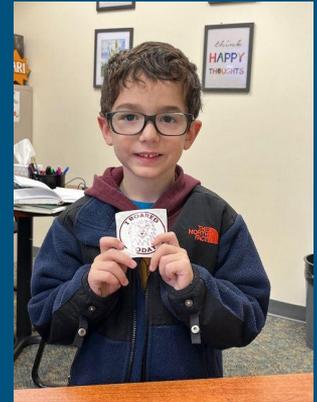
Target: Maintain or exceed 93% favorable response - My child's teachers communicate effectively with me.

- Focus: Effective teacher-parent communication
- Importance: Ensures alignment between school and home support



Math Strategy Implementation

- Continuous data team cycles
- Regular PLCs and professional learning
- Building Thinking Classroom practices
- Use Exemplars regularly for engagement
- Dynamic student grouping based on data
- Foster growth mindset and perseverance
- Integrate fact fluency centers with opportunities for formative assessment



Literacy Strategy Implementation

- Leverage MyView literacy program
- Use assessment data for differentiation
- Implement small group targeted instruction
- Create engaging and rigorous workplaces
- Cross-grade level data analysis
- Increase instruction frequency and communication for struggling students



Strategy Implementation: Stakeholder Feedback Goal

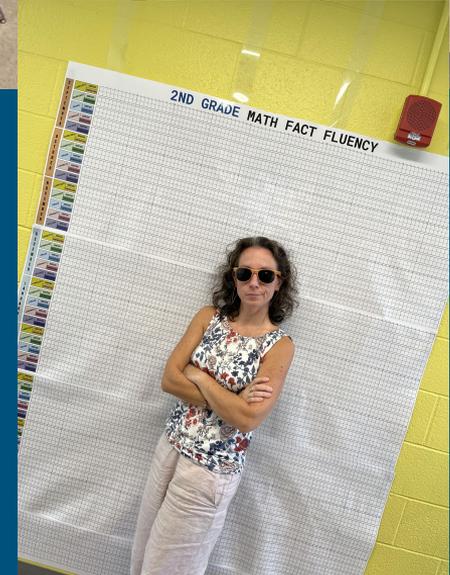
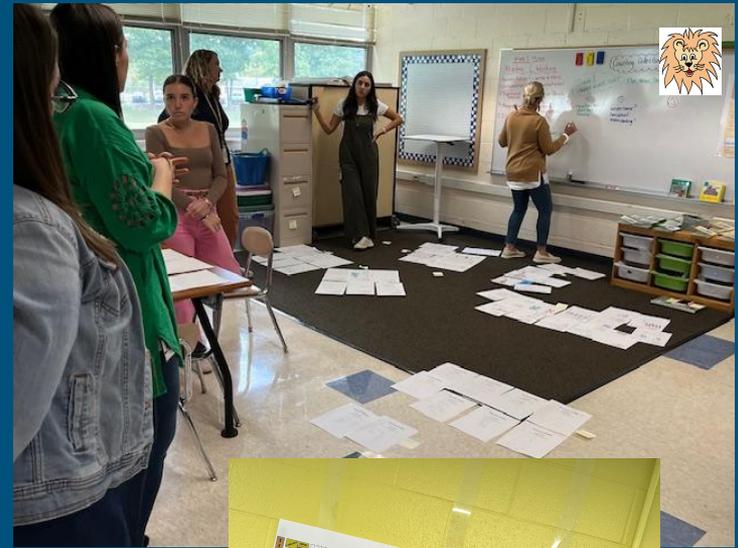
Parent Square posts & Weekly/Monthly Newsletters:

- Regular updates on school and grade-level activities
- Timely communication of important information
- Platform for two-way communication
- Homework assignments and due dates
- Spelling words for the week
- Upcoming classroom events and activities
- Recent classroom achievements and highlights
- Overview of current curriculum topics in all content areas
- Long-term project information
- Upcoming field trips or special events
- Strategies for supporting learning at home



Monitoring and Evaluation

- Regular classroom observations by administration and coaches
- Peer observations and feedback sessions
- Analysis of student work samples
- Review of lesson plans for rigor and differentiation
- Track progress through formative and summative assessments
- Celebrate student growth and perseverance
- Parent Square usage reports



Questions,
Comments, or
Feedback?



School or Department: **Berry School**

Year: **2024-2025**

School/Building Improvement Plan

Theory of Action
<i>If we use formative assessment data to differentiate grade-level instruction that intellectually engages all learners, then we will improve student outcomes.</i>

Professional Practice Learning Goals	Measures
To enhance student listening and reading comprehension, staff will utilize formative assessment data to differentiate grade-level instruction that intellectually engages all learners, continuously adapting strategies to improve overall student outcomes.	Measures of Student Learning Growth and Achievement 1: By May, 80% of my students will achieve 80% or higher on the Listening/Reading comprehension category on four out of five MyView Unit Assessments. Measures of Student Learning Growth and Achievement 2: By May, 80% of my kindergarten and first grade students will achieve proficiency on the Decodable Running Record. By May, 80% of my second grade students will meet benchmark on the fluency assessment.
To enhance student fluency and problem-solving skills, staff will utilize formative assessment data to differentiate grade-level instruction that intellectually	Measures of Student Learning Growth and Achievement 1: By May, 90% of my grade 1 and 2 students will meet the spring benchmark for the addition fluency assessment. By May, 85% of my grade 1 and 2 students will meet the spring benchmark for the

<p>engages all learners, continuously adapting strategies to improve overall student outcomes.</p>	<p>subtraction fluency assessment. By May, 80% of my kindergarten students will master counting and cardinality standards as evidenced by unit screeners.</p> <p>Measures of Student Learning Growth and Achievement 2: By May 80% of students will demonstrate proficiency (Practitioner or Expert) on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks.</p>
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Stakeholder Feedback Goal
<p>“My child's teachers communicate effectively with me” will maintain or increase from 94% favorable on the Spring Parent Feedback Survey.</p>

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Implement new learning and instruction while building a continuous process to monitor and adjust practice based on formative assessment. Professional Learning Cycle</p>	<p>Based on data, PLCs will determine priority assessments for focus (quality vs quantity)</p> <ul style="list-style-type: none"> - What does the data tell us we need to focus on as a grade level? 	<p>Ongoing during 4-6 week cycles</p>	<p>Agendas and minutes from regular PLC meetings focused on whole or small group targeted instruction</p> <p>Data team meeting Celebrations & next steps</p>	<p>Principal, coaches, specialists, and teachers are actively engaged in classrooms, participating in PLCs, and involved in data analysis, lesson planning, and ongoing professional learning.</p> <p>Celebrate and acknowledge progress and small wins to reinforce commitment</p>
	<p>Coaches, specialists, and teachers will collaborate to determine which resources are needed to further learning aligned to the student gaps</p>		<p>Coaches and Specialists provide resources and strategies to support student learning gaps, prioritize core concepts, and embed other resources strategically</p>	<p>Monthly Coaches Meeting focused on collaborative lesson planning with teachers and addressing learning gaps or misconceptions based on data analysis</p>

			<p>Questioning, collaborating, and co-planning during PLCs (Teacher-to-teacher, coach-to-teacher)</p> <p>Coaches model lessons from curriculum with students in classrooms</p>	<p>Leadership team engages in PLCs</p>
	<p>Dedicated time allotted during PLCs used to check in, create resources, review effectiveness of strategies, discuss challenges, and gather feedback (PL Cycle).</p>		<p>Shared PLC calendar with dedicated "PL Cycle" PLCs</p> <p>Team discussions based on implementation of strategies to ensure the desired outcomes are achieved</p> <p>Formative/summative data, student work and observation notes that demonstrate the application of new instructional strategies and student learning</p>	<p>PLC Leader & PL Council Monthly Meeting Check-ins to ensure we engage in the complete Professional Learning Cycle</p> <p>Monthly Coaches Meeting focused on collaborative lesson planning with teachers and addressing learning gaps or misconceptions based on data analysis</p>

Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Developing intellectual capacity in order to build student independence and engagement.</p>	<p>Calibrate staff understanding of brain science, and the connection to student learning (ignite, chunk, chew, review)</p>	<p>Ongoing</p>	<p>SIP Team facilitates PL during Faculty Meetings, PL Days, and PLCs</p> <p>Coaches will facilitate PLC reflective conversations (grade level, vertically, and across schools)</p>	<p>Professional Learning across Faculty Meetings</p> <p>PLC Leader & PL Council Monthly Meeting Check-ins to ensure there is a collective understanding of the brain science</p>

			Lessons structured to maximize engagement and support social emotional development of all students	
	Explore new practices and/or share best practices to develop intellectual capacity in students	Ongoing	<p>PLC agenda/minutes</p> <p>Team discussions based on implementation of strategies to ensure the desired outcomes are achieved</p>	<p>Leadership team engages in PLCs</p> <p>Ongoing coaching and feedback from Coaches & Specialists (in class support, reflective conversations, and actionable feedback)</p>
	<p>Adapting resources (My View, Bridges) to reflect how the brain cognitively processes information</p> <ul style="list-style-type: none"> - Examining structure of daily lessons with cognitive load in mind (Ex: Day 1-5) - Design lessons for optimal attention and engagement (Ex: Building Thinking Classrooms) 	Ongoing	<p>Coaches, Specialists, and teachers facilitate collaborative lesson planning and model best practices focused on integrating brain based learning strategies</p> <p>PLC agenda/minutes</p> <p>Increased student independence and stamina during whole group and small group instruction</p>	<p>Vertical reflective conversations at Faculty Meetings and PLC Leader meetings</p> <p>Observation cycles</p>



School or Department: Rockwell School

Year: 2024-2025

School/Building Improvement Plan

Theory of Action

*If we use formative assessment data to differentiate **grade-level** instruction that intellectually engages all learners, then we will improve student outcomes.*

Measures of Student Learning Growth and Achievement

Professional Practice Learning Goal:

To enhance student fluency and problem-solving skills, staff will utilize formative assessment data to differentiate grade-level instruction that intellectually engages all learners, continuously adapting strategies to improve overall student outcomes.

Measures of Student Learning Growth and Achievement 1:

By May, 85% of my grade 1 and 2 students will meet the spring benchmark for the addition fluency assessment.

By May, 80% of my grade 1 and 2 students will meet the spring benchmark for the subtraction fluency assessment.

By May, 80% of my kindergarten students will master counting and cardinality standards as evidenced by unit screeners.

Measures of Student Learning Growth and Achievement 2:

By May 80% of students will demonstrate proficiency (Practitioner or Expert) on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks in a domain chosen by the PLC in conjunction with the math coach.

Professional Practice Learning Goal:

To enhance student listening and reading comprehension, staff will utilize formative assessment data to differentiate grade-level instruction that intellectually engages all learners, continuously adapting strategies to improve overall student outcomes.

Measures of Student Learning Growth and Achievement 1:

By May, 80% of my students will achieve 80% or higher on the Listening/Reading comprehension category on four out of five MyView Unit Assessments.

Measures of Student Learning Growth and Achievement 2:

By May, 80% of my kindergarten and first grade students will achieve proficiency on the Decodable Running Record.

By May, 80% of my second grade students will meet benchmark on the fluency assessment.

Stakeholder Feedback Goal

Maintain or exceed: My child's teachers communicate effectively with me. (93% favorable spring 2024)

Address the problem of practice based on data analysis of students who are just below the benchmark (previously above the benchmark) in math by enhancing tier 1 instruction and ensuring rigorous learning opportunities (problem solving) for all students.

We believe by using formative assessment data to guide rigorous whole class lessons and differentiated instruction, students who are just below the benchmark will receive the support they need to reach and exceed grade-level standards, thereby improving overall math outcomes.

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Implement the math curriculum and engage in continuous data teams cycles that respond to formative	Engage in regular PLCs and professional learning to keep teachers updated on rigorous best practices and new strategies (i.e Building Thinking Classroom	Ongoing	Agendas and minutes from PLCs and Professional Development. (RES PLC Calendar) <ul style="list-style-type: none">● K PLC Agenda	Administration participation in PLCs and professional development.

<p>assessment data and ensure rigorous learning opportunities and problem solving.</p>	<p>practices and Concept Quests) required to implement in the classroom.</p>		<ul style="list-style-type: none"> • 1 PLC Agenda • 2 PLC Agenda <p>Documentation of collaborative planning sessions where teachers share ideas and resources related to rigorous problem solving strategies.</p> <p>Records of peer/administrative/coach observations and feedback of new practices.</p>	<p>Classroom observations and coaching by administration and coach.</p>
	<p>Engage in Data Teams:</p> <ul style="list-style-type: none"> • Form dedicated data teams to meet regularly and analyze formative assessment data. • Identify students who are just below the benchmark and develop specific intervention plans to address their needs. • Use data to group students dynamically, ensuring that instruction is tailored to meet their current level of understanding and push them towards higher achievement. 	<p>Ongoing</p>	<p>Agendas and minutes from data team meetings</p> <p>Gr. K Data Analysis Agenda Gr. 1 Data Analysis Agenda Gr. 2 Data Analysis Agenda</p> <p>Analysis of student strengths and areas for growth from previous year.</p> <p>Identification of trends and patterns in student performance, especially focusing on students just below the benchmark in problem solving.</p> <p>Documented intervention plans tailored to address the specific needs of students identified as just below the benchmark.</p>	<p>Administration, coach and PLC leaders plan ‘review and update’ PLCs on the progress of students who were targeted by data teams.</p>

			<p>Examples of differentiated instruction strategies developed based on data analysis.</p> <p>Data comparing pre- and post-intervention performance to assess the effectiveness of the strategies employed.</p>	
	<p>Provide Rigorous Learning Opportunities:</p> <ul style="list-style-type: none"> ● Integrate challenging problems and higher-order thinking tasks into daily lessons. ● Use formative assessment data to create and adjust lesson plans that include accessible and rigorous activities for all students, especially those who were previously above benchmark and are now below. 	Ongoing	<p>Detailed shared lesson plans that incorporate challenging problems and higher-order thinking tasks.</p> <p>Samples of student work that demonstrate the application of new instructional strategies.</p> <p>Formative and summative assessment data showing the impact of new practices on student learning outcomes.</p>	Administration, PLC leaders and coaches set a calendar with deadlines for student work analysis.
	<p>Foster a growth mindset by encouraging a culture of perseverance and resilience in solving complex math problems.</p>	Ongoing	<p>Examples of challenging math problems incorporated into lessons that encourage students to persevere and develop resilience.</p> <p>Student math goal bulletin boards that celebrate growth in fluency.</p> <p>Math celebrations by staff and principal.</p> <p>Math Perseverance Award</p>	Administration, Coach, Interventionist, Math Paraeducator and teachers update and reward evidenced student growth.

Address the problem of practice based on data analysis of students who are below the benchmark in literacy not growing as they should by enhancing tiered instruction and ensuring rigorous learning opportunities for students.

We believe by leveraging the My View literacy program and using assessment data to guide differentiated instruction, students who are below the benchmark will receive the targeted instruction they need to grow, reach and exceed grade-level standards, thereby improving overall reading performance.

Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Implement the ELA curriculum and engage in continuous data teams cycles that respond to formative assessment data and ensure rigorous learning opportunities.</p>	<p>Engage in regular PLCs and professional development to keep teachers updated on best practices and new strategies in My View for small group targeted instruction.</p> <p>Incorporate opportunities for students to independently apply the skills they have learned during engaging and rigorous workplaces.</p> <p>Engage in monthly PLC Leader meetings with Coaches and interventionists across grade levels to discuss focus, progress, and next steps.</p>	<p>Ongoing</p>	<p>Agendas and minutes from regular PLC meetings and professional development and data team meetings focused on My View and small group targeted instruction and workplaces.</p> <p>Documentation of collaborative planning sessions where teachers share ideas and resources related to rigorous problem solving strategies.</p> <p><u>(RES PLC Calendar)</u></p> <ul style="list-style-type: none"> ● <u>K PLC Agenda</u> ● <u>1 PLC Agenda</u> ● <u>2 PLC Agenda</u> <p>Records of peer/administrative/coach observations and feedback of new practices.</p>	<p>Administration participation in PLCs and professional development.</p> <p>Follow-up observations or coaching of teachers implementing My View small group strategies in their classrooms.</p>

	<p>Engage in Data-Driven Instructional Planning:</p> <ul style="list-style-type: none"> ● Establish data teams to meet regularly and review formative assessment data for reading. The data teams will continuously monitor progress and adjust instruction as needed. ● Use data to group students dynamically, ensuring that instruction is tailored to meet their current level of understanding and push them towards higher achievement. 	Ongoing	<p>Documentation showing adjustments made to instruction based on formative assessment data.</p> <p>Review student achievement from previous year. Progress monitoring reports that track the performance and growth of students over time.</p> <p>Data comparing pre- and post-data performance to assess the effectiveness of the strategies employed.</p> <p>Identification of trends and patterns in student performance, especially focusing on students just below the benchmark.</p> <p>Examples of differentiated instruction strategies developed based on data analysis.</p>	<p>Reading interventionist, coach, administration and PLC leaders set a calendar with deadlines for formative assessment completion and analysis.</p>
	<p>Develop individualized learning plans for students below the benchmark incorporating targeted strategies and resources from the My View program.</p>	Ongoing	<p>Examples of differentiated and targeted instructional strategies developed during data team meetings.</p>	<p>Classroom observations and coaching by administration and coach.</p> <p>Intervention small group lessons by interventionists</p>

	Increase the frequency and intensity of instruction for students who are not meeting growth targets through targeted and specific small group instruction. Provide students with responsive work during workplaces to accelerate their progress.		Records of peer/administrative/coach observations and feedback sessions where teachers observe each other's implementation of best practices.	occasionally in classrooms for modeling for teachers.
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PRIMARY PROJECT

In Rockwell & Berry Schools
2024-2025



Helping kids connect to school through play
so they can learn and thrive

Project Coordinator: Trish Soucy
Mental Health Supervisors: Amy Shulkin and Carolyn Keller
Child Associate: Cristin Messinger

Connecticut's definition of SEL: The process through which children and adults achieve emotional intelligence through the competencies of:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making
(Public Act 19-166)

District Focus Areas

Primary Project works to
support our district's
focus areas

Emotional Intelligence

- Continue to foster the emotional intelligence of our students and staff in order to support their well-being and performance in school and in life.

Primary Project Goals

- *enhance a child's social-emotional development & positive behaviors*
- *learn skills while reducing difficulties through child-led play*



Program with Parameters



Primary Project...

- Helps with student adjustment to school
- Helps with emerging difficulties
- Provides a caring adult for a child
- Is an early intervention program

Primary Project...

- Isn't focused on adjustment outside of school
- Isn't for students with severe difficulties
- Doesn't provide therapy or tutoring
- Isn't a treatment program

Primary Project: The Basics



Six Core Components

1. **Young children** identified through
2. **Systematic screening and selection.**
3. **Provided support by child associates** supervised by
4. **School mental health professional.**

The program is implemented according to standards which are supported by:

5. **Program evaluation** and is
6. **Integrated into the fabric of the school.**

“Just wanted to say thank you for reaching out and to let you know [my daughter] very much loves getting to meet with you in the playroom and looks forward to it each Monday. Thank you! - Parent of a First Grade Participant



“I’m so happy he is finally opening up, he really is like an onion and very self aware and shy. . . I’ve definitely noticed a change in him not getting so easily frustrated or down on himself.” - Parent of a Kindergarten Participant



“I’m so happy [my son] got to participate in this program. Thank you for all you do!!!” - Parent of a Kindergarten Participant



“Thank you so much! [My daughter] loved her time in the playroom with you! Sometimes on Mondays after the weekend she would say she didn’t want to go to school, and I would remind her she got to go with you and she would perk right up. Thank you so much!” - Parent of a First Grade Participant

“I’m so happy for [my son] to join this program . . . He came home and boasted about how he gets to go every Thursday to the new playroom.” - Parent of a Second Grade Participant

Primary Project: A Positive Difference

Results from first semester of implementation

Area of Growth <i>(Rated By Teacher)</i>	Effect Size Change <i>(32 students participated)</i>	Magnitude of Growth
Task Orientation: Focus, Follow Directions, Work Completion	0.41	Small to Medium
Peer Social Skills: Likeability, Friendships	0.29	Small
Assertiveness: Confidence, Anxiety, Withdrawal	0.25	Small
Behavior Control: Limits, Tolerance, Aggression	0.21	Small

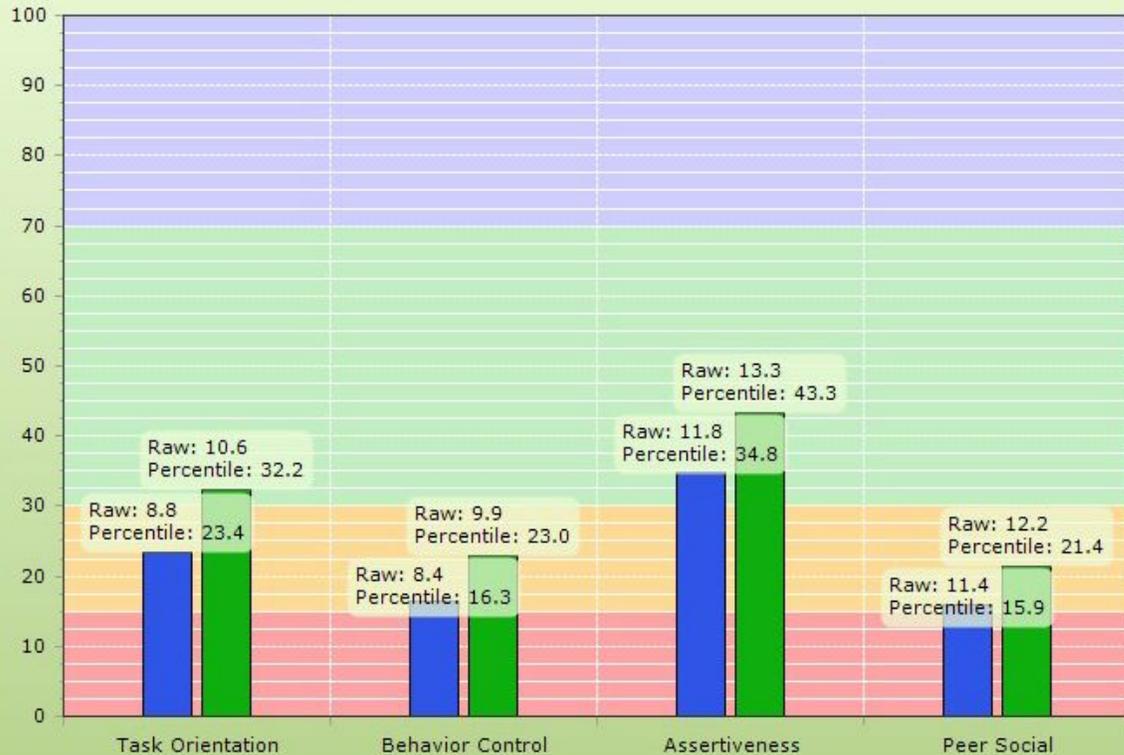
Primary Project: A Positive Difference

Results from first semester of implementation by school

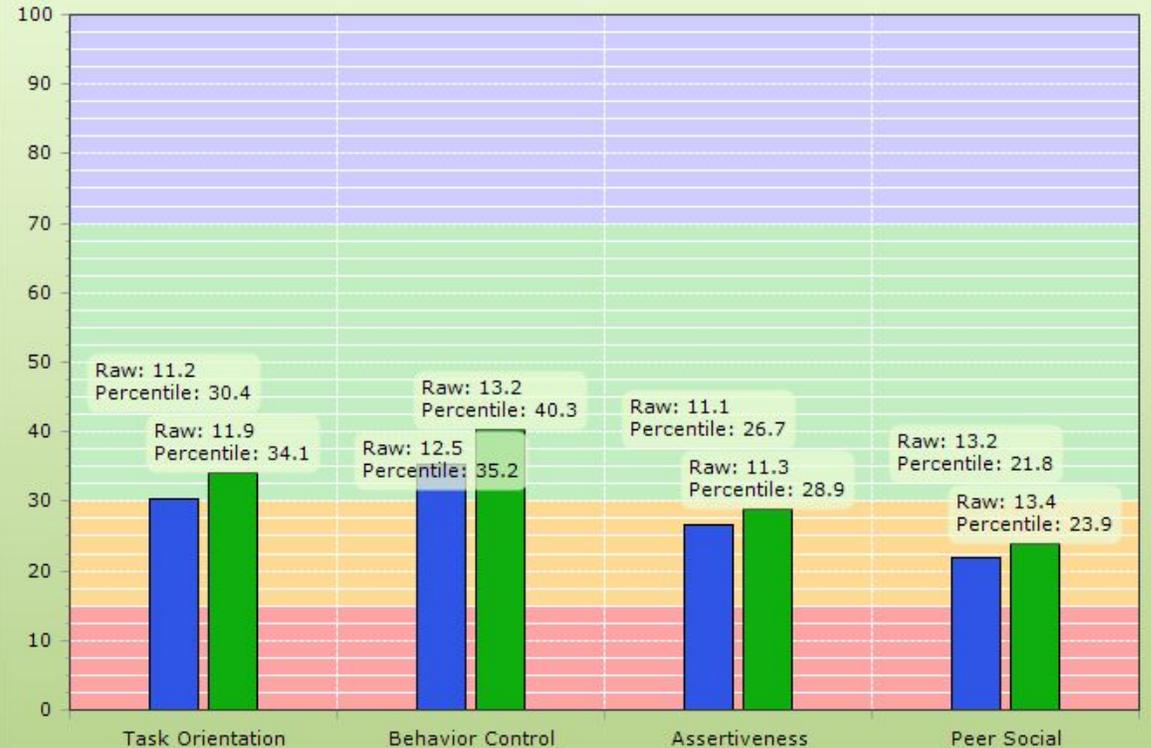
Rockwell

Berry

TCRS-SF Group Pre-Post Percentile Assessment



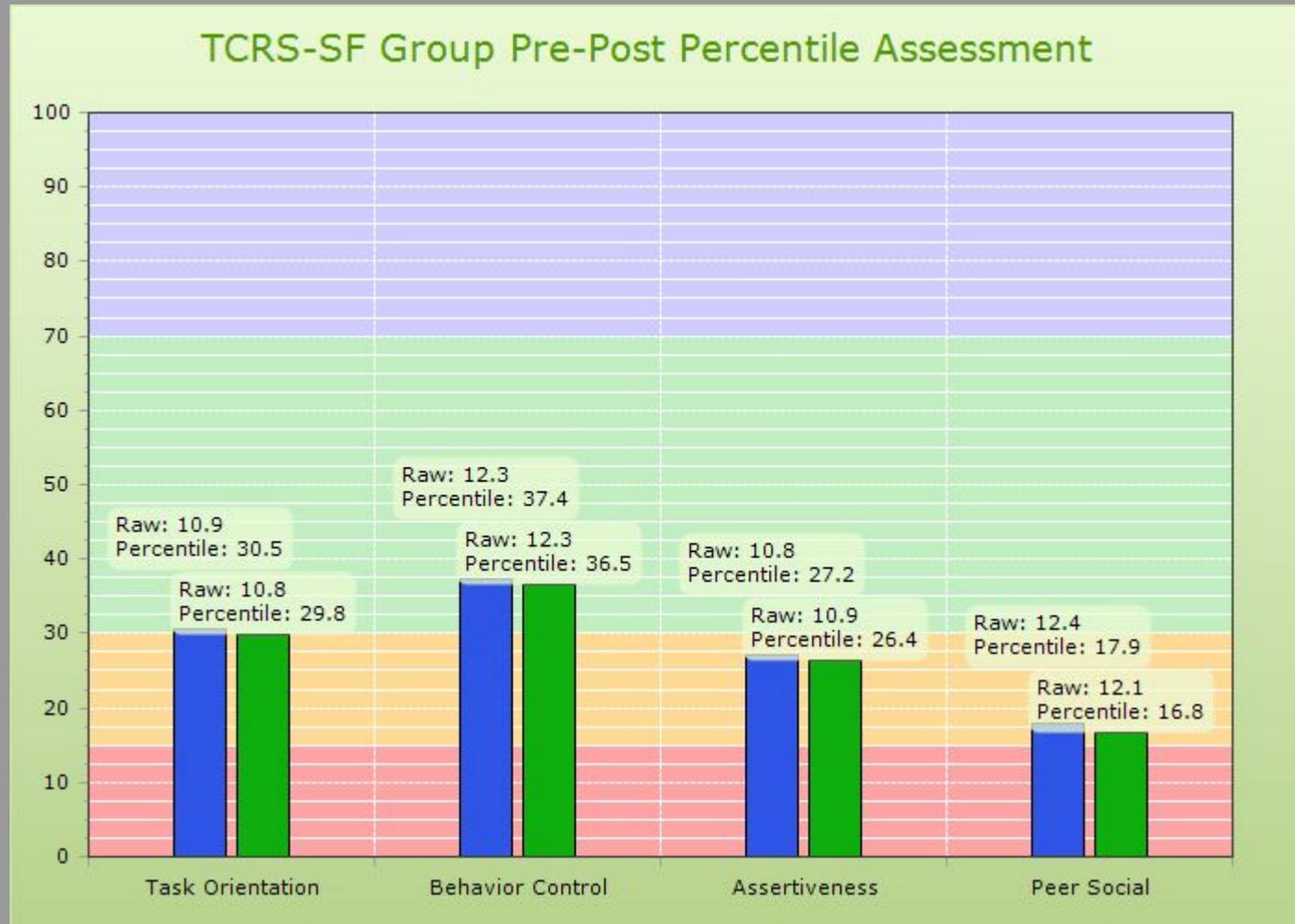
TCRS-SF Group Pre-Post Percentile Assessment



Primary Project: A Positive Difference

Results from first semester of implementation by grade

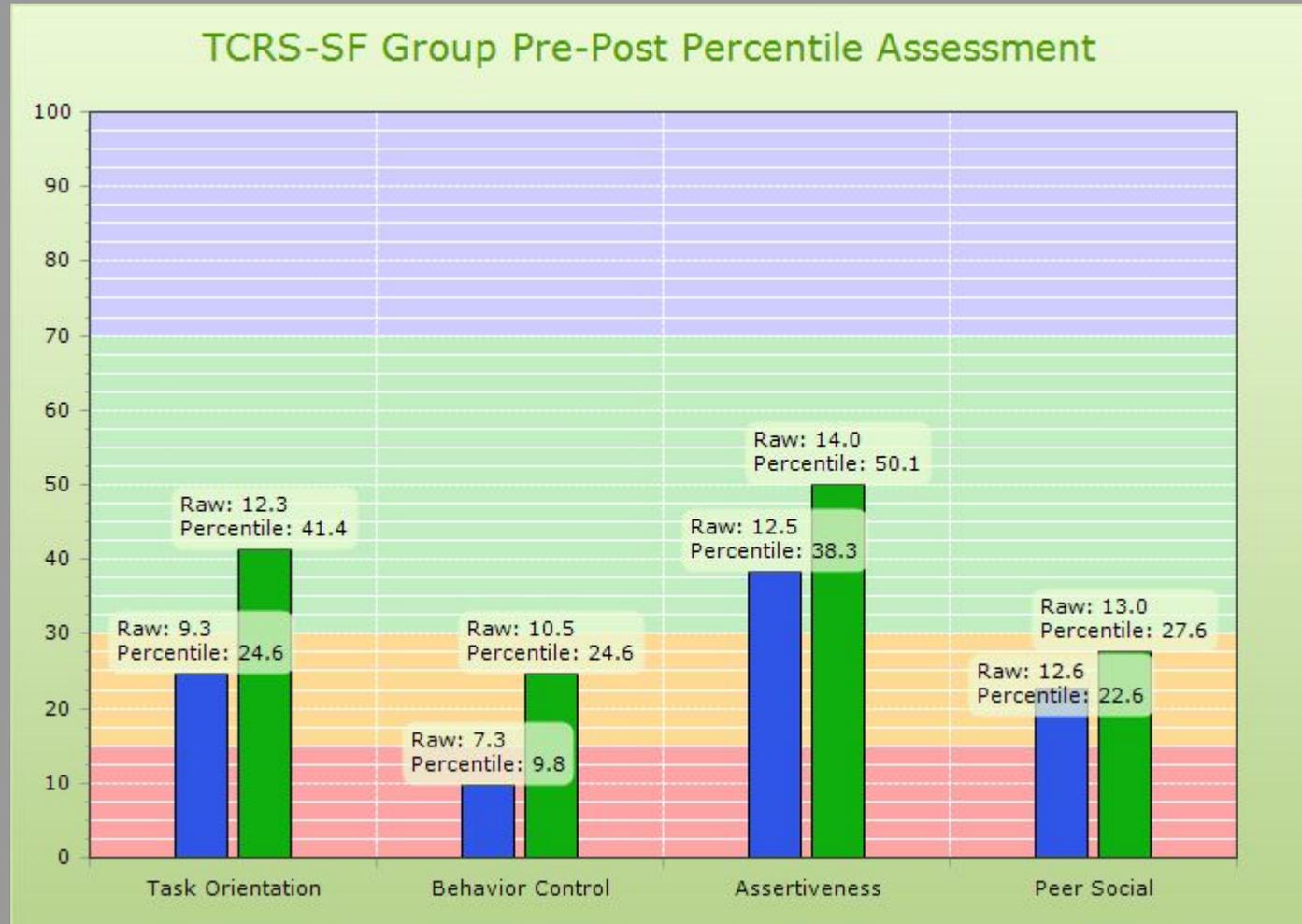
Grade K
n = 14



Primary Project: A Positive Difference

Results from first semester of implementation by grade

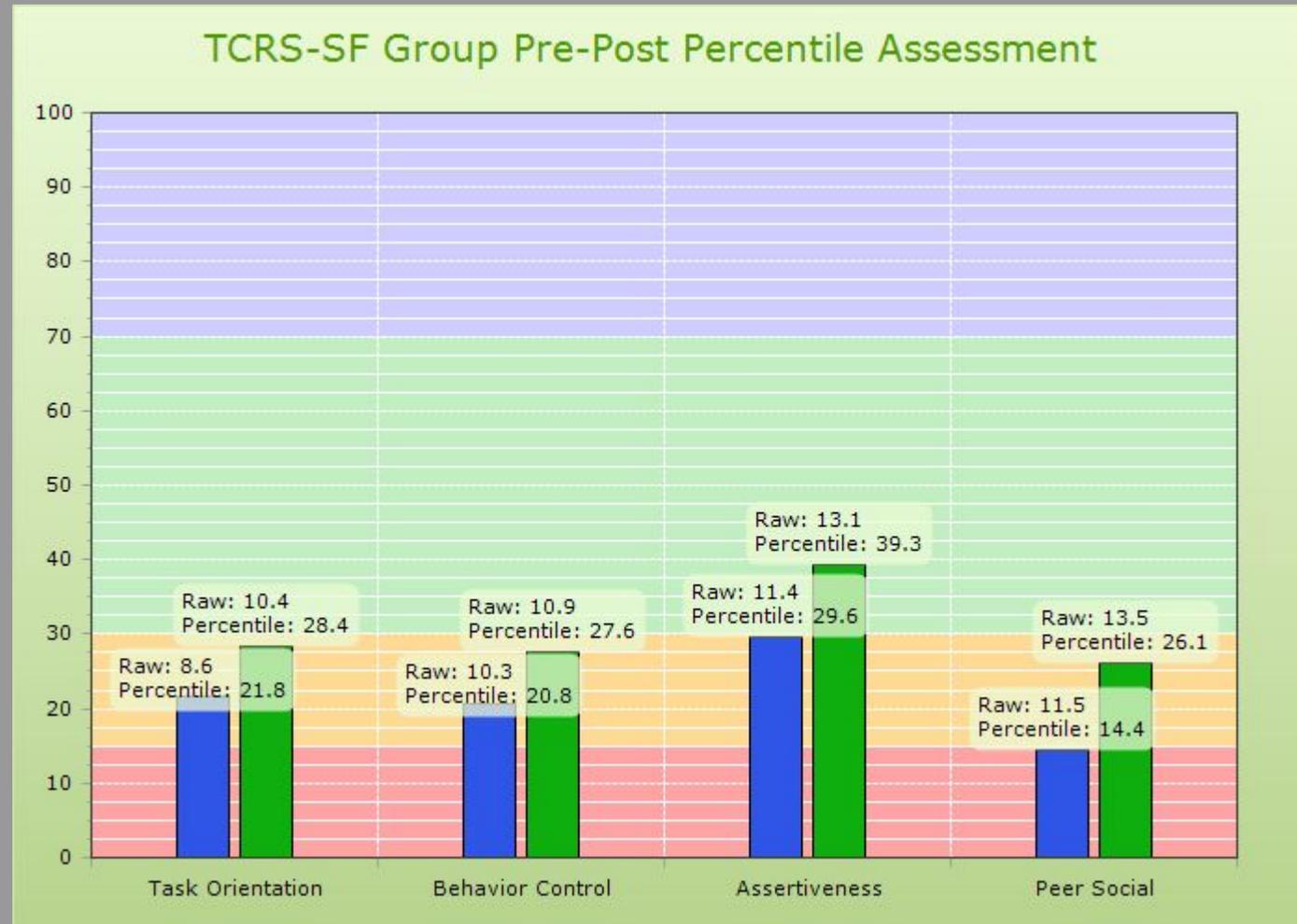
Grade 1
n = 10



Primary Project: A Positive Difference

Results from first semester of implementation by grade

Grade 2
n = 8





Thank you for supporting our children's social-emotional learning!

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, October 17, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream.

Attendance: None.

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

S. Clayton, Chair, called the meeting to order at 7:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	<i>Absent</i>
Anthony Cassio:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	<i>Absent</i>
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	<i>Absent</i>
Ms. Pat Rist:	Present
Mr. Jeffrey Spies:	Present

1. Call to Order

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

2. Board Recognition/A Salute to Excellence

- Bethel High School was ranked #39 out of the top 50 high schools in Connecticut by Niche. Niche rankings are based on test scores, academic performance, input from students, alumni, and parents, as well as quantitative data from the U.S. Department of Education in order to evaluate teachers, resources, and facilities.

2.A. Gifts, Grants, & Bequests

None.

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. School Counseling Grades 6-12

Ms. Mannion, K-8 School Counseling Coordinator, and Ms. Fuccillo, Department Chair of School Counseling, reported on changes being implemented in the School Counseling Department regarding Student Success Plans and tracking for students and parents of graduation

requirements, college application process, etc. They provided an overview of the programs offered to students at different grade levels.

3.B. School Improvement Plan - BHS

Annually, the school principals present their school improvement plan aligned to our district Theory of Action and our Strategic Plan. Mr. Troetti presented the Plan for Bethel High School, with a focus on mathematics. He will return at the end of the year to revisit their progress towards meeting goals, strategies, and action steps.

3.C. School Improvement Plans - BMS & JS

Because their plans are very similar, Mr. Watson presented the plans for Bethel Middle School and Johnson School. Mr. Watson and Dr. Salerno will return at the end of the year to revisit their progress toward meeting goals, strategies, and action steps.

3.D. Special Education Report

Dr. Sipala presented the report on Special Education. She stated the estimated number of students the district is fiscally responsible for is 558 (unaudited number). She reviewed the factors in the increase. 1) Overall population growth in Bethel. 2) Increasing State trend. 3) A higher number of referrals since 2021. 4) A higher number of students with autism and a much higher percentage of “others”, which includes multiple disabilities. This is unique to Bethel. This has driven the staffing requests over the last couple of years. Dr. Sipala provided examples of what services students may require. Bethel currently has the lowest number of outplaced students in the area. She reviewed the programs at the different levels, reviewed the related staffing services, and spoke about the areas of focus for staffing.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. September 19, 2024

Move to approve the minutes of September 19, 2024. Passed with a motion by Ms. Pat Rist and a second by Mrs. Jen Larsen.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

5. Correspondence

- Email - Bethel CT Public Schools Mail - Request for information - S. Heizman

- Letter of approval from Commissioner Gilman regarding the District's 1049R request for Rockwell School
- Letter of approval from Commissioner Gilman regarding the District's 1049R request for Johnson School
- Letter to parents from the Governor, the Commissioner of the Connecticut State Department of Education, and the Commissioner of the Department of Emergency Services & Public Protection regarding School Security & Safety.

6. Public Comment

None.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Mr. Clayton spoke about the CAPSS statement regarding Bethel and the Science of Reading Master Class, Bethel High School being ranked #39 out of the top 50 high schools in Connecticut, parent-teacher conferences, and his experience and nice turnout tonight.

Mr. Clayton congratulated the boys' cross-country team for winning the SWC Championship and the boys' soccer team for being undefeated and qualifying for the tournament.

7.B. Administrative Update

Dr. Carver informed the Board:

National School Bus Safety Week - Next week is National School Bus Safety Week, October 21-25, 2024. School Bus Safety Week reminds drivers to be aware of school buses, obey the bus's stop sign, and come to a complete stop when a school bus's stop sign arm is extended out and the red lights are flashing. Thank you to our bus drivers for helping keep our children safe when being transported.

Science of Reading - A flyer was sent to the General Assembly and the State Board of Education. Bethel was given a shout-out in the flyer

Performance Matters Presentation 2024. Dr. Brooks, Mr. Watson, Ms. Legnard, Ms. Farisello, Ms. Jowdy and Dr. Carver were asked to present at the Performance Matters 2024 conference on how they increased outcomes in mathematics

EdSight updated accountability data in four areas, most of which are HS indicators. She provided the data that demonstrated improvement in all areas. The full accountability scores are due to be released in November.

#5 [College-and-Career-Readiness: Course-Taking \(ct.gov\)](#);

#7 [On-track to High School Graduation \(ct.gov\)](#)

#11 [Physical Fitness \(ct.gov\)](#); and
12 [Arts Access \(ct.gov\)](#).

The Diversity Plan - as is required by law, the district was asked to submit, and the Board approved a diversity plan to increase the number of educators of color. Bethel received conditional approval and she provided the updated document.

Dr. Carver reported on the Focus Groups for Strategic Planning

1. Business Community Focus Group -They conducted a focus group partnered with the Town of Bethel, Department of Economic Development, with the business community aimed at identifying the critical skills, competencies, and personal qualities that will prepare Bethel's students to succeed in a dynamic and technology-driven economy. A summary from the was the focus of the Superintendent's newsletter on last week.
2. Parent Focus Groups - They also conducted a focus group on in person, and virtually. These groups were focused on providing parents an opportunity to share their experiences, perceptions of our strengths and areas for growth, and their priorities for their child's education. Additionally, they asked parents about the skills and dispositions they believe are essential for their child's success in college, career, and as engaged citizens in an ever-changing world.
3. Student Focus Groups are scheduled for next week. Dr. Carver will be co-facilitating the groups with students who serve on our Strategic Planning Committee.

Vision for a Graduate/Global Competencies Committee: Dr. Brooks is facilitating a group to enter into a 10-year revision to our Global Competencies. Continued focus on this work very much aligns to the feedback generated by the business community and parent focus groups

Johnson Repairs: All repairs have been made on both the Rooftop Unit and to the boiler rooms that caused the natural gas leak at the end of September.

7.B.1. 2024-2025 BOE District Data Sheet

Dr. Carver provided the Board with the 2024-2025 BOE District Data Sheet.

8. Reports to the Board

8.A. Policy

8.A.1. First Reading

8.A.1.a. Policy 0521 - Non-discrimination Statement

8.A.1.b. Policy 6123 - Use of Certified Therapy Dogs in Schools

8.A.1.c. Bylaw 9325.43 - Attendance at Meetings via Electronic Communications

<p>Move to accept for first reading: Policy 0521 - Non-discrimination Statement</p>

Policy 6123 - Use of Certified Therapy Dogs in Schools

Bylaw 9325.43 - Attendance at Meetings via Electronic Communications

Passed with a motion by Mrs. Jen Larsen and a second by Mr. Bill Foster.

Anthony Cassio: Yea
Mr. Scott Clayton: Yea
Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Pat Rist: Yea
Mr. Jeffrey Spies: Yea

8.A.2. Second Reading/Approval

8.A.2.a. Policy 5114 - Student Discipline

8.A.2.b. Policy/Regulation 4118.112 - REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE

8.A.2.c. Policy/Regulation 5145.42 - PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

Move to approve:

Policy 5114 - Student Discipline

Policy/Regulation 4118.112 - Regarding Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

Policy/Regulation 5145.42 - Prohibition of Sex Discrimination, Including Sex-Based Harassment
Passed with a motion by Mrs. Jen Larsen and a second by Ms. Pat Rist.

Anthony Cassio: Yea
Mr. Scott Clayton: Yea
Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Pat Rist: Yea
Mr. Jeffrey Spies: Yea

8.A.2.d. Policy 5131.911 - School Climate

Move to TABLE Policy 5131.911 - School Climate until May. Passed with a motion by Mrs. Jen Larsen and a second by Anthony Cassio.

Anthony Cassio: Yea
Mr. Scott Clayton: Yea
Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Pat Rist: Yea
Mr. Jeffrey Spies: Yea

9. Resource Management & Business Operations

9.A. 2025-2026 Budget Discussion - Pay-to-Participate

Move to direct the Superintendent to report back to the full Board on or before the December Board meeting, a plan that over the next 2-3 fiscal years

1. Eliminate pay-to-participate

2. Increase funding if and where appropriate for extracurricular activities at the secondary level

3. Provide a mechanism to meet the Board's obligations, if any, to provide funds for the turf field long-term refurbishment. Any plans should be reviewed by the Resource Management and Business Operations Committee prior to the presentation to the full Board.

Passed with a motion by Mr. Bill Foster and a second by Ms. Pat Rist.

Anthony Cassio: Yea

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

Mr. Jeffrey Spies: Yea

10. Recommended Executive Session

10.A. CT General Statutes 1-210(b)(9) Negotiations - BEA Negotiations

Move to enter into Executive Session inviting in Dr. Carver, Dr. Brooks, and J. Variale for BEA negotiations at 8:48 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Anthony Cassio: Yea

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

Mr. Jeffrey Spies: Yea

Move to come out of Executive Session at 9:01 PM. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

Anthony Cassio: Yea

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

Mr. Jeffrey Spies: Yea

Move to accept the teachers' contract as ratified by the Board of Education. Passed with a motion by Mr. Scott Clayton and a second by Ms. Pat Rist.

Anthony Cassio: Yea

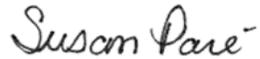
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

11. Adjourn

Move to adjourn at 9:02 PM. Passed with a motion by Mr. Scott Clayton and a second by Ms. Pat Rist.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

Respectfully submitted,



Susan Pare
Board Recorder



To: Bethel Board of Selectmen

From: Dr. Christine Carver, Superintendent of Schools & Jennifer Variale, Director of Finance and Business Operations

Date: Nov 15, 2024

RE: Facilities expenditures for: Safety and Security Upgrades and Repairs

The schools are in need of the following safety repairs and security upgrades to ensure the safety, security, and functionality of our facilities. These projects address immediate concerns and align with our commitment to providing a secure and well-maintained environment for students, staff, and community. We are grateful for your consideration of ARP funds in support of these projects.

Description	Cost
Security Camera Upgrades including, BHS Parking lots, Gym doors and Track House; and Johnson Stairwell	\$30,219
Security - Badge Reader Upgrades for doors at BHS, BMS, JS, Berry and IT System Integration	\$36,573
Security Upgrade - Walkie Talkie repeaters at BHS	\$7,998
Security Upgrade - Install strobe and speaker in Johnson Kitchen	\$1,000
Circle of Friends Playground resurface and Berry Playground Safety Repairs	\$12,019
BMS HVAC Hot Water Supply Leak 1st Floor Hallway	\$6,000
BHS Repair Elevator Fire Stage 1 and Stage 2 Firefighter Switches for compliance with safety standards	\$6,075
Berry Generator Repair	\$1,000
	\$100,884

We recommend that the Board of Selectmen allocate \$100,884 for security upgrades and safety repairs at Bethel High School, Bethel Middle School, Johnson School, and Berry School.

Cc. Bethel Board of Education



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

Final Audit Report- BETHEL; 009-0059 RNV; MT JOHNSON

1 message

Bruce, Frederick <Frederick.Bruce@ct.gov>

Thu, Nov 21, 2024 at 1:43 PM

To: carverc <carverc@bethel.k12.ct.us>

Cc: Brad Heering <HeeringB@bethel-ct.gov>, Jennifer Variale <varialej@bethel.k12.ct.us>, "Gonzalez, Yadira" <Yadira.Gonzalez@ct.gov>, "Green, Brian" <Brian.Green@ct.gov>, "Sun, Ella" <Ella.Sun@ct.gov>, "Dixon, Michelle" <Michelle.Dixon@ct.gov>, "GrantsAdministration, DAS" <DAS.GrantsAdministration@ct.gov>, "AwardNotification, CHRO" <CHRO.AwardNotification@ct.gov>, "Bellagamba, Amanda" <Amanda.Bellagamba@ct.gov>, "Appleby, Leigh" <Leigh.Appleby@ct.gov>

Good afternoon Superintendent Carver,

Attached please find a copy of the final audit report for the following school construction project:

BETHEL; 009-0059 RNV; MT JOHNSON**Background:**

- Your LEA's grant application for this project was received by the Office of Grants Administration (OGA) on 06/27/2017
- The School Construction Grant Audit team sent a draft audit report on 11/18/2024 for review and to provide your LEA an opportunity to submit additional documentation to resolve any audit findings noted.
- An Acceptance/Non-acceptance of Audit Findings form was received by your LEA on 11/18/2024.
- An Acceptance of Audit Findings was received by Audit on 11/20/2024.
- The Final Audit Report dated 11/21/2024 issued.

The final audit has already been submitted to the Office of Grant Administration (OGA) unit to process the grant invoice due to the State. If you have any questions regarding the processing of the invoice due to the State, please contact them via email das.grantsadministration@ct.gov

I would like to take this opportunity to thank you and your team for your assistance in completing this audit.

Thank you,



2 attachments

 **009-0059 RNV; MT JOHNSON; BETHEL;FINAL AUDIT REPORT - SIGNED BG.pdf**
378K

 **009-0059 RNV; MT JOHNSON; BETHEL;LEA Acceptanced form.pdf**
170K



Internal Audit Division/School Construction Unit

COMPLIANCE AUDIT OF BONDED PUBLIC- SCHOOL BUILDING PROJECTS

Bethel

Ralph MT Johnson

Project Number: 009-0059 RNV

School Construction Audit Unit Final Report

Prepared By: Frederick Bruce

Date: November 21, 2024

PURPOSE AND SCOPE OF AUDIT

Background

The Department of Administrative Services (DAS) awards grants for Public School Building Projects. Those projects are funded with state bond funds; therefore, they are subject to state laws, rules and regulations including, but not limited to audit requirements, record retention mandates and the requirement to utilize adequate accounting systems and internal controls.

The Office of School Construction and Grant Review (OGA) is responsible for the implementation of the provisions of C.G.S. Chapter 173. This role, which includes the Plan Review section within the division of Real Estate and Construction Services (RECS) housed within DAS, incorporates reviewing architectural plans to ensure compliance with applicable codes, determining general eligibility of costs, assisting districts in the grant application process, reviewing project data, budget projections, etc.

Purpose of Audit

The School Construction Unit's objective is to determine compliance with all laws, rules, and regulations governing the grant, (grant funding and grant covenant), Verify grant funds are being expended in accordance with the approved budget and in furtherance of the grant's goals and objectives, verify expenditures submitted for reimbursement are fully supported by appropriate documentation and ensure that items charged to the grant are allowable and allocable to the grant, reasonable and necessary in accordance with the grant. Ensure that the costs are allowable pursuant to the laws, rules, and regulations governing the grant program including any guidance set forth in the grant solicitation.

Scope of Audit

We have conducted an audit of project expenditures and other data used in the grant calculation (as transmitted from the Office of Grants Administration (OGA) dated June 1, 2023, and the General Assembly Effective Authorization Date of May 31, 2018. Our review included analyzing, on a test basis, records and documentation maintained at the local education agency (LEA) to support the grant calculation. We reconciled project costs reported on Form DAS-1049F (formally ED-049F) to the general ledger, and/or subsidiary ledgers. This review included an analysis of ineligible/limited eligible items as warranted.

This review was performed in accordance with the construction grant funds as described in Chapter 173 “*Public School Building Projects*” of the Connecticut General Statutes (CGS), which provides the authority under which school construction grants are governed. This chapter also defines the roles of the State Department of Administrative Services, (DAS) and the State Department of Education (SDE).

LEA Responsibility

The LEA is responsible for adhering to the grant statutory requirements as described in CGS Chapter 173 “Public School Building Projects, and in accordance with Form SCG-3075 (*Audit Requirements for School Construction Project Grant*). The responsibilities include adopting sound accounting policies and practices, and establishing and maintaining internal controls that will, among other things, initiate, record, process, and report transactions (as well as events and conditions) consistent with the LEA’s assertions.

AUDIT FINDINGS

FINDING NUMBER 1 – Ineligible Costs

The LEA reported ineligible costs of \$1,728,581. Our audit revealed the LEA under-reported ineligible costs as detailed below:

SUMMARY OF INELIGIBLE COSTS AND OTHER AUDIT ADJUSTMENTS

ITEM DESCRIPTION	PER OGA CALCULATION	PER AUDIT ED-049F	DETERMINED AUDIT ADJUSTMENT	EXPLANATORY NOTE
Ineligible Costs	\$1,728,581	\$1,863,010	\$134,429	A-B
Ineligible A/E	\$0	\$102,490	\$102,490	C
Total	\$1,728,581	\$1,965,500	\$236,919	

Explanatory Notes

- A. The following payments are out of scope and ineligible for reimbursement.
1. Enviromed- mileage-\$2,326
 2. Enviromed- soil sampling analytical fees-\$2,520
 3. Innovative Engineering Services-travel and expense-\$221
 4. Perkins Eastman - interest -\$217
 5. Perkins Eastman - meals & entertainment, postage, etc -\$4,365
 6. Perkins Eastman - full settlement -\$35,000
 7. Rizio Corp - full settlement -\$87,500
- B. The audit identified additional \$2,280 change order ineligibles.
- C. The audit identified \$102,490 of prorated ineligible architectural and engineer fees.

FINDING NUMBER 2 – Other Funding

The LEA reported no other funding amount. Our audit confirmed other funding amount as \$262,140 from Eversource.

The examiner finds that all items contained in Finding Number 1 above be deemed ineligible and that the ineligible costs be increased by \$236,919 from \$1,728,581 to \$1,965,500.

CONCLUDING STATEMENT

Audit Results

The project was paid under the “Progress Payment System” and, as noted above, the LEA received total grant payments in the amount of **\$15,772,896**. Based on our audit, the estimated grant amount for this project is **\$16,384,476**. As a result, the OGA owes the LEA a balance of approximately **\$611,580**.

Please note that the Estimated Balance Due (LEA or State) is an estimate based upon the information transmitted to the School Construction Audit Division at the beginning of the audit.

SUMMARY OF GRANT PAYMENTS ESTIMATED BALANCE DUE LEA/OGA

ITEM DESCRIPTION	PER AUDIT
Estimated Grant Calculation	\$16,384,476
Progress Payments to Date (Per OGA)	\$15,772,896
Estimated Balance Due to LEA	\$611,580

Other Audit Disclosures

Revised estimated project costs in the amount of \$38,624,246 have been reported on Form DAS-1049R and was approved by the Commissioner of Department of Administrative Services as the new authorized cost.

We would like to thank Ms. Christine Carver and Mr. Brad Heering for their assistance and for the courtesies shown to our team during this audit.

X

21 NOV 2024

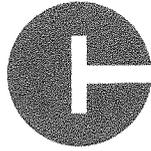
Date
Approval of Final Audit Report

X



Brian Green
Director of Internal Audit

Copy furnished: Grants Administration Mailbox (DAS.GrantsAdministration@ct.gov)
CHRO (CHRO.AwardNotification@ct.gov)
DAS Legislative Liaison (amanda.bellagamba@ct.gov)
DAS Communications (leigh.appleby@ct.gov)
Office of Grants Administration (michelle.dixon@ct.gov, ella.sun@ct.gov)



CONNECTICUT Administrative Services

Internal Audit Division

Brian Green, Director of Internal Audit
(860) 966-7311 or Brian.Green@ct.gov

Yadira Gonzalez, Assistant Director of Internal Audit
(860) 299-6069 or Yadira.Gonzalez@ct.gov

SCHOOL CONSTRUCTION AUDIT UNIT
FINDINGS ACCEPTANCE/NON-ACCEPTANCE

DATE: 11/17/2024

TO: Frederick Bruce

School Construction Audit Unit

Department of Administrative Services

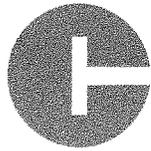
Phone: (860) 893-3006

RE: Ralph MT Johnson School - Project # 18DASYC0090059RNV

I have reviewed the Draft Audit Report dated 11/01/2024, for the above-referenced project and the findings and recommendations contained therein.

I concur with the results and or recommendations contained in this report.

I concur with the results and recommendations contained in this report except for listed item(s):



CONNECTICUT Administrative Services

Internal Audit Division

Brian Green, Director of Internal Audit
(860) 966-7311 or Brian.Green@ct.gov

Yadira Gonzalez, Assistant Director of Internal Audit
(860) 299-6069 or Yadira.Gonzalez@ct.gov

PLEASE NOTE THAT EACH ITEM LISTED BELOW MUST BE ACCOMPANIED BY DOCUMENTATION. REVISIONS TO THE DRAFT AUDIT REPORT CANNOT BE CONSIDERED WITHOUT DOCUMENTATION IN SUPPORT OF THE DISTRICT'S POSITION.

Page | 2

Note: If we do not receive this form returned by 11/25/2024 the results/recommendations will be considered accepted, and the final report will be issued immediately. Thank you!



Superintendent of Schools

11/20/24

Date Signed



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

Final Audit Report-ON SITE Bethel; 009-0058 RNV;ANNA ROCKWELL

1 message

Bruce, Frederick <Frederick.Bruce@ct.gov>

Thu, Nov 21, 2024 at 1:43 PM

To: carverc <carverc@bethel.k12.ct.us>

Cc: Brad Heering <HeeringB@bethel-ct.gov>, Jennifer Variale <varialej@bethel.k12.ct.us>, "Gonzalez, Yadira" <Yadira.Gonzalez@ct.gov>, "Green, Brian" <Brian.Green@ct.gov>, "Sun, Ella" <Ella.Sun@ct.gov>, "Dixon, Michelle" <Michelle.Dixon@ct.gov>, "GrantsAdministration, DAS" <DAS.GrantsAdministration@ct.gov>, "AwardNotification, CHRO" <CHRO.AwardNotification@ct.gov>, "Bellagamba, Amanda" <Amanda.Bellagamba@ct.gov>, "Appleby, Leigh" <Leigh.Appleby@ct.gov>

Good afternoon Superintendent Carver,

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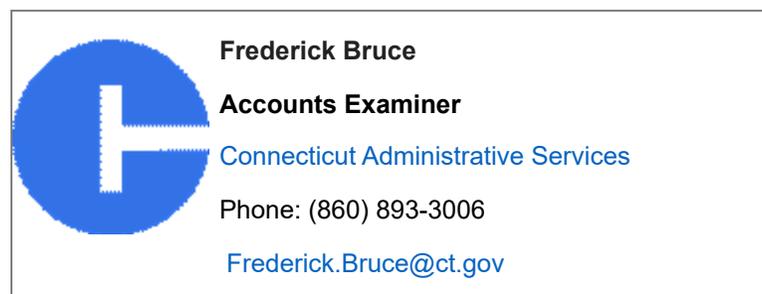
Bethel; 009-0058 RNV;ANNA ROCKWELL**Background:**

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I would like to take this opportunity to thank you and your team for your assistance in completing this audit.

Thank you,



2 attachments

 **009-0058 RNV; ANNA ROCKWELL; BETHEL;acceptance.pdf**
179K

 **009-0058 RNV; ANNA ROCKWELL; BETHEL;FINAL AUDIT REPORT - SIGNED BG.pdf**
379K



Internal Audit Division/School Construction Unit

COMPLIANCE AUDIT OF BONDED PUBLIC- SCHOOL BUILDING PROJECTS

Bethel

Anna Rockwell

Project Number: 009-0058 RNV

School Construction Audit Unit Final Report

Prepared By: Frederick Bruce

Date: November 21, 2024

PURPOSE AND SCOPE OF AUDIT

Background

The Department of Administrative Services (DAS) awards grants for Public School Building Projects. Those projects are funded with state bond funds; therefore, they are subject to state laws, rules and regulations including, but not limited to audit requirements, record retention mandates and the requirement to utilize adequate accounting systems and internal controls.

The Office of School Construction and Grant Review (OGA) is responsible for the implementation of the provisions of C.G.S. Chapter 173. This role, which includes the Plan Review section within the division of Real Estate and Construction Services (RECS) housed within DAS, incorporates reviewing architectural plans to ensure compliance with applicable codes, determining general eligibility of costs, assisting districts in the grant application process, reviewing project data, budget projections, etc.

Purpose of Audit

The School Construction Unit's objective is to determine compliance with all laws, rules, and regulations governing the grant, (grant funding and grant covenant), Verify grant funds are being expended in accordance with the approved budget and in furtherance of the grant's goals and objectives, verify expenditures submitted for reimbursement are fully supported by appropriate documentation and ensure that items charged to the grant are allowable and allocable to the grant, reasonable and necessary in accordance with the grant. Ensure that the costs are allowable pursuant to the laws, rules, and regulations governing the grant program including any guidance set forth in the grant solicitation.

Scope of Audit

We have conducted an audit of project expenditures and other data used in the grant calculation (as transmitted from the Office of Grants Administration (OGA) dated June 1, 2023, and the General Assembly Effective Authorization Date of May 31, 2018. Our review included analyzing, on a test basis, records and documentation maintained at the local education agency (LEA) to support the grant calculation. We reconciled project costs reported on Form DAS-1049F (formally ED-049F) to the general ledger, and/or subsidiary ledgers. This review included an analysis of ineligible/limited eligible items as warranted.

This review was performed in accordance with the construction grant funds as described in Chapter 173 “*Public School Building Projects*” of the Connecticut General Statutes (CGS), which provides the authority under which school construction grants are governed. This chapter also defines the roles of the State Department of Administrative Services, (DAS) and the State Department of Education (SDE).

LEA Responsibility

The LEA is responsible for adhering to the grant statutory requirements as described in CGS Chapter 173 “Public School Building Projects, and in accordance with Form SCG-3075 (*Audit Requirements for School Construction Project Grant*). The responsibilities include adopting sound accounting policies and practices, and establishing and maintaining internal controls that will, among other things, initiate, record, process, and report transactions (as well as events and conditions) consistent with the LEA’s assertions.

AUDIT FINDINGS

FINDING NUMBER 1 – Ineligible Costs

The LEA reported ineligible costs of \$1,194,643. Our audit revealed the LEA over-reported ineligible costs as detailed below:

SUMMARY OF INELIGIBLE COSTS AND OTHER AUDIT ADJUSTMENTS

ITEM DESCRIPTION	PER OGA CALCULATION	PER AUDIT ED-049F	DETERMINED AUDIT ADJUSTMENT	EXPLANATORY NOTE
Ineligible Costs	\$1,194,643	\$523,153	(\$671,490)	A-C
Ineligible A/E	\$0	\$24,844	\$24,844	D
Total	\$1,194,643	\$547,997	(\$646,646)	

Explanatory Notes

- A. The following payments are out of scope and ineligible for reimbursement.
1. Losito Electric-Washer & Dryer Connection /Security Panel/BOCCE--\$6,108
 2. Enviromed- soil sampling analytical fees-\$2,520
 3. Perkins Eastman - interest -\$191
 4. Perkins Eastman - meals & entertainment, postage, etc -\$5,529
 5. Perkins Eastman - full settlement -\$35,000
 - 6.Special Testing Lab-special testing-\$1,090
 - 7.A&C Inspection Connection-Video Inspection of sanitary & storm drain line-\$1,800
 - 8.Red Thread-filing cabinets-\$1,863
 9. Hertz Furniture Systems LLC- rocker, shelving, storage cabinet--\$3,627
 10. Crown Castle-Dark Fiber Installation-\$9,954
 11. CT Communications- install telephone on exiting desks-\$540
- B. The audit identified \$24,844 of prorated ineligible architectural and engineer fees.
- C. The audit identified an approved cost increase, which retroactively authorized the previously unauthorized cost increase of \$739,712.

FINDING NUMBER 2 – Other Funding

The LEA reported no other funding amount. Our audit confirmed other funding amount as \$151,665 from Eversource.

FINDING NUMBER 3 – Square Footage

The LEA reported total square footage as 49,045. The audit confirmed the square footage as **49,320**.

FINDING NUMBER 4 – Space Standards

The LEA reported space standards as 0.984830. Our audit calculated the space standards as 0.979339.

The examiner finds that all items contained in Finding Number 1 above be deemed ineligible and that the ineligible costs be reduced by \$646,646 from \$1,194,643 to \$547,997.

CONCLUDING STATEMENT

Audit Results

The project was paid under the “Progress Payment System” and, as noted above, the LEA received total grant payments in the amount of **\$10,611,566**. Based on our audit, the estimated grant amount for this project is **\$11,327,317**. As a result, the OGA owes the LEA a balance of approximately **\$715,751**.

Please note that the Estimated Balance Due (LEA or State) is an estimate based upon the information transmitted to the School Construction Audit Division at the beginning of the audit.

**SUMMARY OF GRANT PAYMENTS
ESTIMATED BALANCE DUE LEA/OGA**

ITEM DESCRIPTION	PER AUDIT
Estimated Grant Calculation	\$11,327,317
Progress Payments to Date (Per OGA)	\$10,611,566
Estimated Balance Due to LEA	\$715,751

Other Audit Disclosures

Revised estimated project costs in the amount of \$26,399,376 have been reported on Form DAS-1049R and was approved by the Commissioner of Department of Administrative Services as the new authorized cost.

We would like to thank Ms. Christine Carver and Mr. Brad Heering for their assistance and for the courtesies shown to our team during this audit.

X

21 NOV 2024

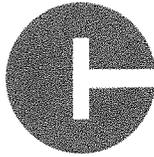
Date
Approval of Final Audit Report

X



Brian Green
Director of Internal Audit

Copy furnished: Grants Administration Mailbox (DAS.GrantsAdministration@ct.gov)
CHRO (CHRO.AwardNotification@ct.gov)
DAS Legislative Liaison (amanda.bellagamba@ct.gov)
DAS Communications (leigh.appleby@ct.gov)
Office of Grants Administration (michelle.dixon@ct.gov, ella.sun@ct.gov)



CONNECTICUT Administrative Services

Internal Audit Division

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Yadira Gonzalez, Assistant Director of Internal Audit
(860) 299-6069 or Yadira.Gonzalez@ct.gov

SCHOOL CONSTRUCTION AUDIT UNIT
FINDINGS ACCEPTANCE/NON-ACCEPTANCE

DATE:11/17/2024

TO: Frederick Bruce

School Construction Audit Unit

Department of Administrative Services

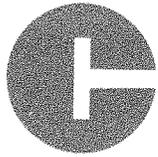
Phone: (860) 893-3006

RE: Anna Rockwell School - Project # 18DASYC0090058RNV

I have reviewed the Draft Audit Report dated 11/12/2024, for the above-referenced project and the findings and recommendations contained therein.

I concur with the results and or recommendations contained in this report.

I concur with the results and recommendations contained in this report except for listed item(s):



CONNECTICUT Administrative Services

Internal Audit Division

Brian Green, Director of Internal Audit
(860) 966-7311 or Brian.Green@ct.gov

Yadira Gonzalez, Assistant Director of Internal Audit
(860) 299-6069 or Yadira.Gonzalez@ct.gov

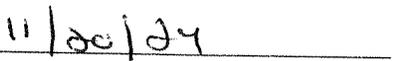
PLEASE NOTE THAT EACH ITEM LISTED BELOW MUST BE ACCOMPANIED BY DOCUMENTATION. REVISIONS TO THE DRAFT AUDIT REPORT CANNOT BE CONSIDERED WITHOUT DOCUMENTATION IN SUPPORT OF THE DISTRICT'S POSITION.

Page | 2

Note: If we do not receive this form returned by 11/25/2024 the results/recommendations will be considered accepted, and the final report will be issued immediately. Thank you!



Superintendent of Schools



Date Signed



Spanish Curriculum Presentation

Spanish 1, 2, 3, 4 (Honors and College Prep)
Spanish Film and Conversation

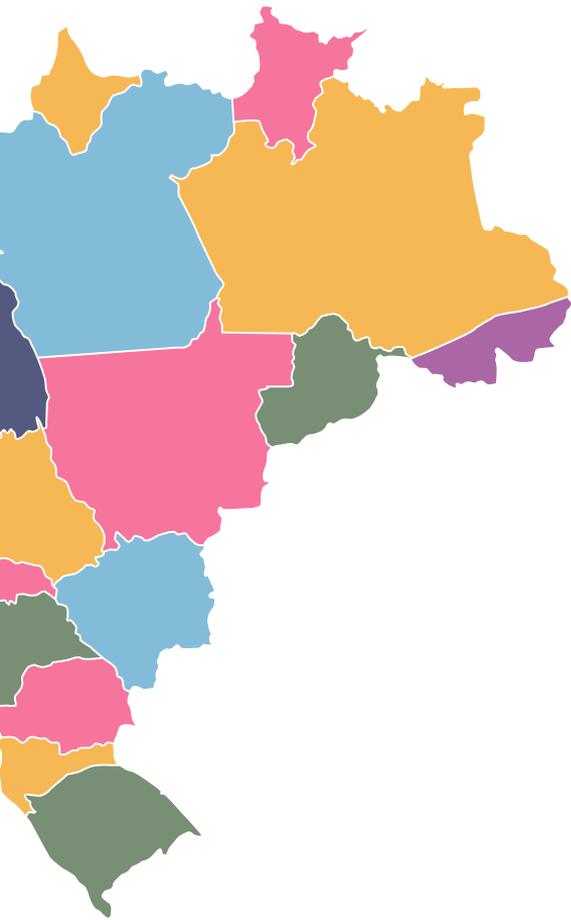


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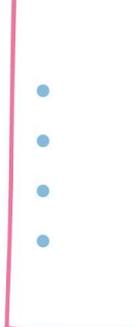
Curriculum Development

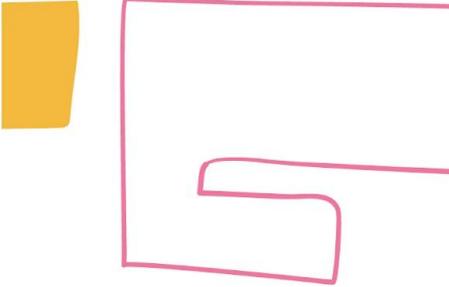
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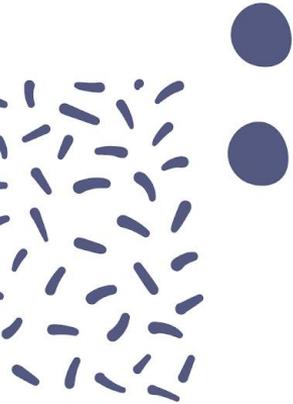
Curriculum Maps

Links to Maps and
Assessments





01



Overview

World Language Department



Spanish



French



Arabic

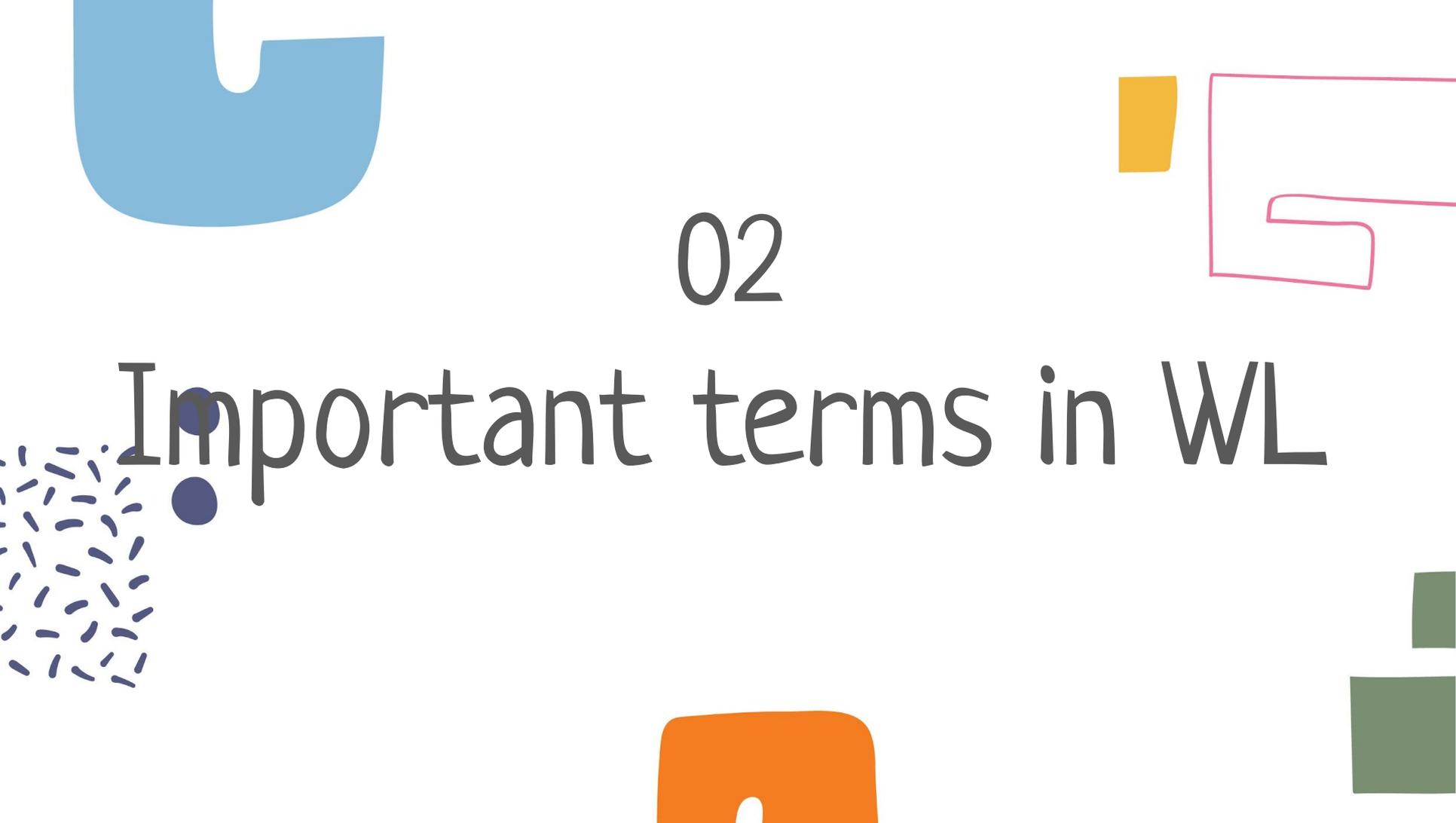
We are here today to present to you the curriculum for Spanish, levels 1, 2, 3 and 4 (both College prep and Honors levels)
Spanish Film and Conversation

Our department believes

An education in world languages fosters a population that:

- Comprehends and interprets authentic materials at their appropriate levels of proficiency.
- Presents relevant written and oral material at appropriate proficiency levels using multiple media.
- Communicates effectively with diverse audiences in various real-world situations in diverse environments.
- Makes connections between their world and other cultures and civilizations. -- Becomes aware of self and others.
- Takes a place in the global community and the global marketplace.
- Attains sufficient skills to use the world language as an effective research/career tool for their future.





02

Important terms in WL

Important terms to know about World Language learning



Interpersonal

The process that we use to communicate our ideas, thoughts and feelings to another person. It involves negotiating meaning through the exchange of ideas and thoughts.



Presentational

The presentation of information through rehearsed written, spoken or visual means; an essential function is the ability to create with language.



Interpretive

Listening, reading and viewing; a key function is to comprehend main ideas and identify some supporting details



Authentic Materials

Authentic materials are those created for some real- world purpose other than language learning, and often, but not always, provided by native speakers for native speakers.



Fluency

Fluency The flow in spoken or written language as perceived by the listener or reader.



Proficiency

The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. (ACTFL, 2012)

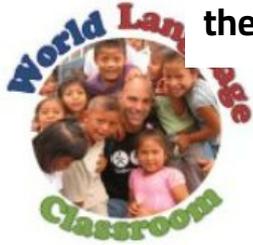
ACTFL - Levels of Proficiency

Parrot

Survivor/Creator

Reporter

What students can do throughout the proficiency levels... for some students going from one level to the other takes months or even years...



Novice Low	Novice Mid	Novice High	Inter. Low	Inter. Mid	Inter. High	Advanced Low	Advanced Mid	Advanced High
<ul style="list-style-type: none"> Speak in lists & memorized phrases 	<ul style="list-style-type: none"> Speak in lists & memorized phrases 25-50 words No language creation Introduce self and others 	<ul style="list-style-type: none"> Speak in phrases Limited to memorized chunks Ask & answer simple questions 	<ul style="list-style-type: none"> Speak in complete sentences Simple conversation about common topics 	<ul style="list-style-type: none"> Create language with some memorized phrases Topics related to self Create & respond to information questions 	<ul style="list-style-type: none"> Use language to do multi-step task Handle a complication Present opinion with reason and support Speak in present, past & future with errors 	<ul style="list-style-type: none"> Formal & informal conversation Narrate & describe in paragraphs Circumlocute occasionally Some speech hesitant and irregular Narrate in present, past & future with infrequent 	<ul style="list-style-type: none"> Narrate in present, past & future with limited errors Speak well on concrete topics & familiar topics Handle unanticipated language 	<ul style="list-style-type: none"> Speak with ease on a variety of topics Hesitant with abstract topics Speak very well on concrete topics Paraphrase & circumlocute with ease

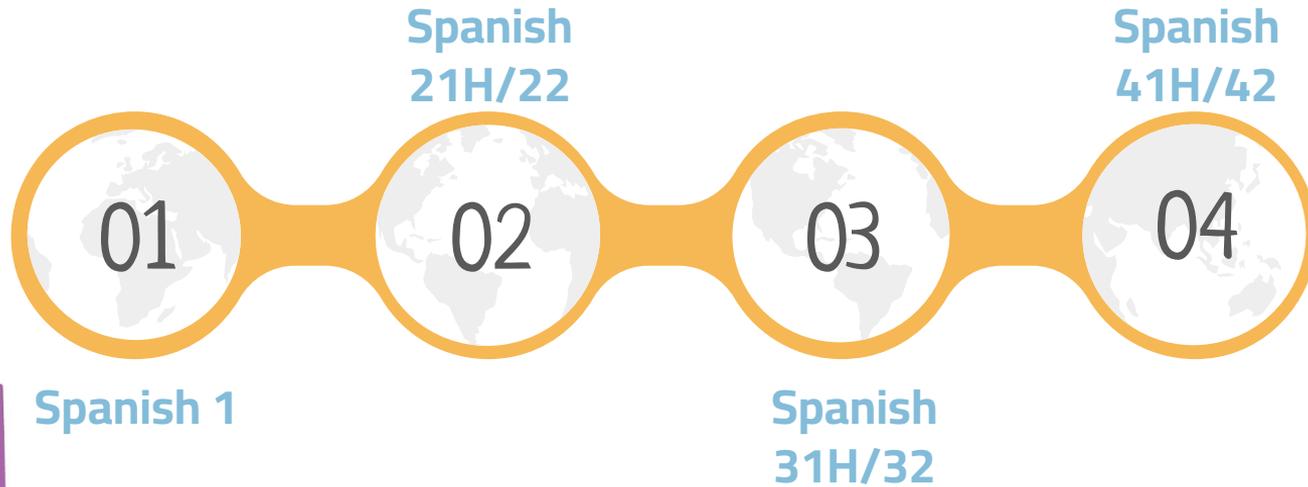




03

Curriculum Development

Timeline of courses



AP or Spa. Film
Goal:



Meet the Requirements
to Receive the Seal of
Biliteracy
**Requirement: Achieve
Intermediate Mid**

What are the differences between Academic and Honors classes?

Foreign Language Honors Courses have distinctive features that set them apart from College Prep Foreign Language courses. In addition to being engineered to meet the objectives established for regular courses, honors courses are deliberately more challenging and academically enriched. The courses are designed with self-motivated individuals in mind as greater independence and responsibility are expected from the students; the material is covered at a faster pace, more in depth, and with higher academic rigor. The level of proficiency and fluency in the language is much dominant in an Honors Course.

The differences between Academic and Honors are as follows:

- o There is an expectation to communicate the target language in both courses.
- o The grammar in Honors is more detailed than in Academic.
- o There is twice the amount of vocabulary in Honors than in Academic.
- o Different assessments are given to students
- o The Honors program uses some different resources than the Academic program, proficiency based.
- o Teacher recommendation is required to take the Honor's track.

Increasing Proficiency through the different levels

Level 1

- * Vocabulary recognition
- * Simple present tense
- * Short guided speakings/writings
- * Sentence starters
- * Short listenings with exact vocabulary used
- * Students have projects based on unit themes

Level 2

- * Build Vocabulary
- * Build on present tense and learn past tenses, and future tense
- * Build on 4 skills with vocabulary and grammar in context
- * Introduce in moderation authentic materials
- * Students have projects based on unit themes

Level 3

- * Build Vocabulary
- * Learn compound tenses and more advantages grammatical structures
- * Build on 4 skills with vocabulary and grammar in context and start introducing non contextual strategies
- * Use authentic materials
- * Students have projects based on unit themes

Level 4

- * Build Vocabulary
- * Grammatically fluent (review tenses learned in the past)
- * Critical thinking skills:
 - analysis and interpretation of text
 - reasoning
- * Mostly authentic materials used
- * Students watch movies based on unit themes

Spa Film

- * Build Vocabulary
- * No Grammar lessons
- * Comprehensive Input only
- * Analysis and interpretation of the movie
- * Have discussions of teams within the movies
- * ONLY authentic material

Increasing Proficiency through the different levels - Sample work

Level 1

Level 2

Level 3

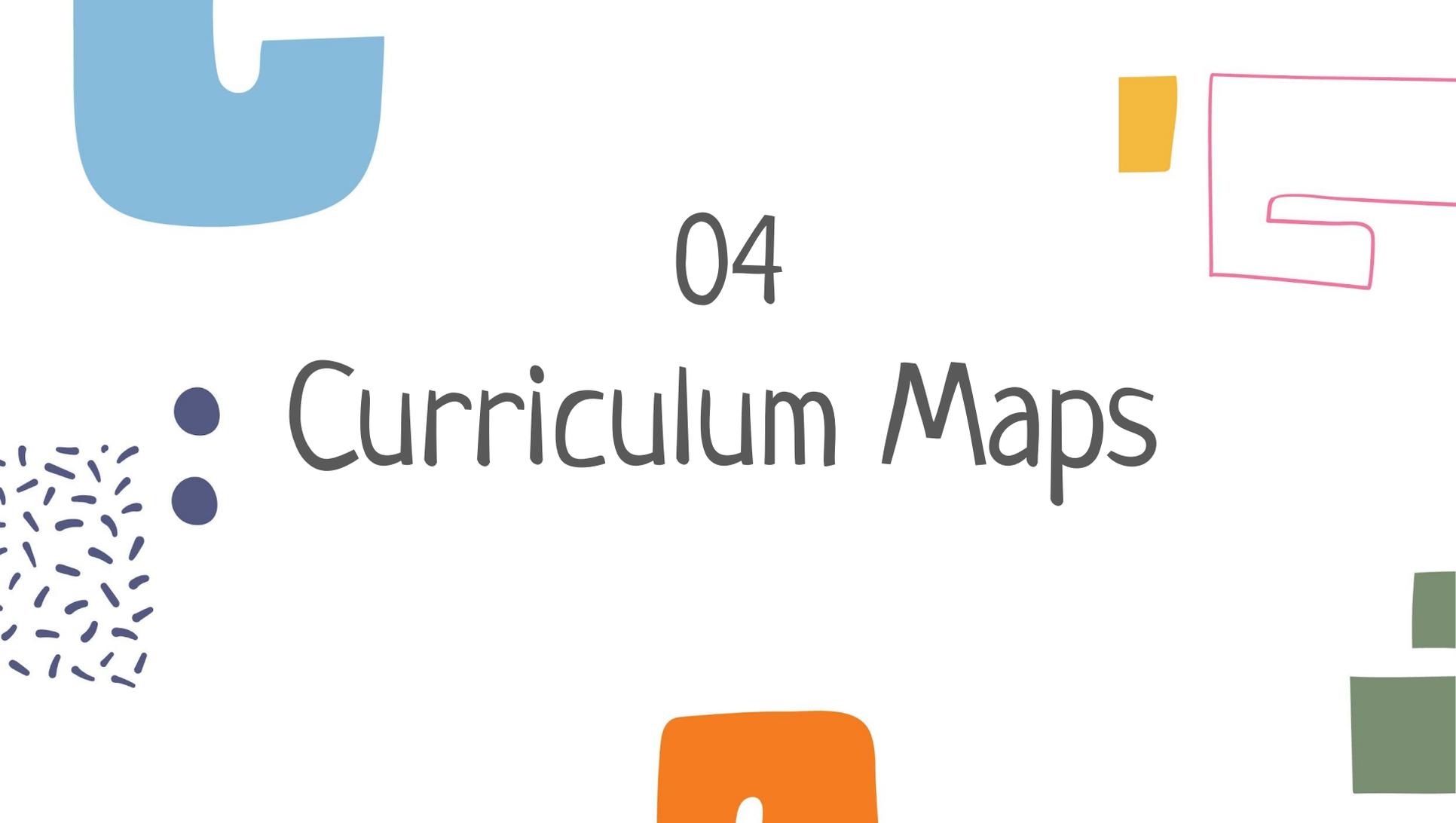
Level 4

* Task / Rubrics
* Student sample work

* Task / Rubrics
* Student sample work

* Task / Rubrics
* Student sample work

* Interpersonal Tasks
* Task (a) * Task (b)
* Student sample work #1 (a)
* Student sample work #1 (b)
* Student sample work #2 (a)
* Student sample work #2 (b)
speaking



04

- Curriculum Maps

Curriculum Maps



UBD Format

Stages 1, 2, and 3 were well planned and thought out according to [WL ACTFL Standards](#) (Proficiency Benchmarks)



Skills

We focus on all skills (reading, writing, listening, and speaking) using comprehensive input of the language.



Rubrics

All World Language Assessments and projects are graded with the WL rubrics - linked in each map



Textbook

All levels 1-4 use the Senderos Textbook and its many features



Common Assessments

All teachers are required to use common assessments



Approved Resources

Extra resources such as Gimkit, Quia, and Knowt are used to practice vocabulary and build proficiency

Maps

Spanish 1

[Map Spa 12](#)

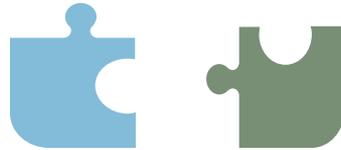


Spanish 2

[Map Spa 22](#) / [Map Spa 21H](#)

Spanish 3

[Map Spa 32](#) / [Map Spa 31H](#)



Spanish 4

[Map Spa 42](#) / [Map Spa 41H](#)



Spanish Film and Conversation

[Map](#)



Thank you!

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Medical Icons



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Teamwork Icons



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Avatar Icons



Creative process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons





Board of Education Capital Plan

UPDATED: 11-20-24		FY										
ITEM		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034
	High School HVAC (Possible Grant funding with reimbursement of \$1.9M)			4,180,007		4,000,000		3,500,000				
	Middle School HVAC Inspection			75,000								
	Middle School Floor Repair			150,000								
	High School Culinary Room (Grant Funding Available for 50,000)				100,000							
	Middle School Replace Generator, Tank, and Switchgear				175,000							
	High School Roof Repairs (Eligible for school construction grant)					5,500,000						
	Berry School Roof Repairs (Eligible for school construction grant)						3,120,000					
	Middle School Roof Repair (Eligible for school construction grant)							3,900,000				
	Turf DeSantis Field						1,500,000					
	Middle School Auditorium House & Stage Lights								150,000			
	SUBTOTAL BOE	-	-	4,405,007	275,000	9,500,000	4,620,000	7,400,000	150,000	-	-	-