

Bethel Board of Education Regular Meeting - Budget Workshop - Budget Workshop - IT, Curriculum, SPED

Thursday, February 6, 2025 7:00 PM

Board of Education Conference Room E, Live Stream:

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

1. Call to Order

Speaker(s): Policy

9326

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Budget Workshop - IT, Curriculum, SPED

3. Correspondence

Speaker(s): Policy

9326

4. 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

5. Adjourn

BOE Members 2024-2025 BUDGET Q & A
February 4, 6, 11, 13, 2025

February 6, 2025 - IT, Curriculum, SPED

34.	SC	Given the change in circle of friends, is there room for any additional staff reductions beyond what has already been cut? Are there other possibilities to reduce sections?	By changing the Circle of Friends program to a half day model there is no longer time in the schedule to provide specials, which creates capacity in our current staffing model. Further efficiencies could be reached by utilizing lunch monitors to cover teacher preps instead of teachers. We could reduce 4 teacher FTEs if we fully fund lunch monitors. Cost savings is estimated at \$220,844.
35.	SC	What is our current library/media rotation at the elementary level and middle school? Is there room for efficiencies?	If we move the LMS model from a Flex schedule to a rotation model at both schools, there are potential efficiencies in reductions in other special areas. We have discussed that our special model provides curriculum and instruction in the designated areas. It also provides the appropriate coverage to receive the preparation period coverage as designated by the contract. We would have to identify two elective areas to reduce by in this model. Cost savings is estimated at \$142,521.
36.	SC	Can you talk about the role of secondary library/media paras? Is this a possibility for a reduction?	<p>The secondary library paraeducators, as well as the JES library para, provide a variety of functions. They work directly with students as well as perform many clerical tasks to ensure the library runs smoothly. While this is not an exhaustive list, some responsibilities of our library paras include—book checkout, library maintenance (physical space, print and digital collections), curation of resources, firstline Chromebook troubleshooting, device repair ticketing, planning and supporting library initiatives, teacher/office coverage, manage the device loaner pool, manage library scheduling, support testing. Students are coming in and out of the library throughout the day, especially at BHS—having a para in the library is a safety need.</p> <p>Adding the library media specialist into the specials rotation (fixed schedule) at elementary and middle, and eliminating the Flex model, will impact operations and how we serve our students. Eliminating library paras will mean that their responsibilities will fall solely on the LMS in addition to having their fixed schedule. It is more cost efficient for paras to do this work than a higher salary staff member. Additionally, assuming all of the para responsibilities reduces LMS</p>

BOE Members 2024-2025 BUDGET Q & A
February 4, 6, 11, 13, 2025

			<p>time to authentically work with staff and students outside of their fixed classes.</p> <p>If we are to have a BYOT program in the coming years, it will be essential to have the para staff to support the LMS in ensuring students can access the internet, loaner devices if needed, as well as check-in/check-out of carts/devices for testing purposes.</p>
37.	JL	<p>Can you explain what the cut to one-to-one on Chromebooks would look like? What grades would be affected and how would bring your own technology work in the district with internet safety?</p>	<p>Cuts to the 1:1 program would result in minimal impact to the 2025-2026 school year. In 2026-2027 we would need to make a decision to fund the purchase of the required devices to sustain the model, or shift to a BYOT and cart model. Please see the attached document that addresses the 1:1 device program in more detail.</p> <p>Internet browsing will be safe for our students as we have policies in place for our district through our internet filtering system. Additionally, Lightspeed could continue to be used to monitor student productivity and on-task online behavior in class. We would not be able to monitor or control any other software they are running beyond the browser. We would not be able to manage personal devices.</p>
38.	JL	<p>With the cut of 2 teachers at Circle of Friends and only offering half-day classes would this increase our class sizes? Has the fact that some students are now staying for a third year affect this?</p>	<p>It is important to note that we expect to make some changes to our preschool model for next year. We will likely have a combination of integrated classroom sections (our current model, which includes 50% students with disabilities and 50% typical peers) and self-contained sections (100% percent students with disabilities) next year. Last time we had half day preK we did have 1 self contained classroom in order to meet student needs and to keep our integrated sections within the target range for class size.</p> <p>We don't know the precise configuration of sections yet. It will depend on the number and needs of students who enter from Birth to Three, as well as how many typical peers enroll or continue in our program next year. We just recently sent out a parent survey to assess interest in the half day program; the results will inform our decision making.</p>
39.	JL	<p>LIne 5603 Tuition SPED-Outside CT is</p>	<p>Tuition requests are based on current and projected placements. In past years we</p>

BOE Members 2024-2025 BUDGET Q & A
February 4, 6, 11, 13, 2025

		zero this year is that from a placement ending?	have had one or more students placed out of state, however, we do not anticipate an out of state placement next year.
40.	JL	Line 5604 Tuition SPED-CT Private is the increase in a number of students or tuition rates? How many students do we have outplaced at this time?	We have 22 students outplaced at this time. However, some of these are very high cost students. We have adjusted the amounts on the public, private, and out of state tuition lines to reflect the actual placements anticipated next year. We also estimate 5% increases in tuition and transportation for each student, as these rates aren't set until the summer (but typically go up).
41.	JL	The addition of the new district Psychologist is for evaluations, what is the average amount of evaluations the district performs each year? New students and re-evals?	We shared some of this data in December . Our 4 school psychologists are conducting significantly more evaluations now (around 325 per year) than they were 5 years ago (around 215 per year). This is a result of more initial referrals per year and an increase in the size of our special education population, which results in more reevaluations per year.
42.	JL	With the increase in SPED identified students, what are the caseloads for speech/language staff?	We were fortunate to add a speech and language pathologist two years ago, as caseloads were too large and we were using contracted speech and language services in order to meet student needs. At this time our SLPs are very busy but we currently have adequate staffing for our population. Specific caseload sizes vary based on student age and need.
43.	PR	What is the total of our Federal Grants funding for 2025 - 2026?	\$1,435,742.93
44.	BF	Why are we planning on 10 sections in the 5th grade? Based on projected enrollment for 5th grade 9 sections would generate an average class size of 23.7. This is within our strived for average class size of 24 or below for 5th grade.	Savings associated with reducing a grade 5 teacher is \$60,793.
45.	KD	1110 Is there a possibility of curriculum writing to occur during	Yes, we could complete curriculum writing during the school day, but that still has a cost with substitute coverage which is \$130/day (building sub) or \$120/day

BOE Members 2024-2025 BUDGET Q & A
February 4, 6, 11, 13, 2025

		<p>the school day? Would that be an option to supplant summer curriculum writing, the writing was to occur during the summer? What would be the cost to the district if curriculum writing was to occur during the school day- assuming the cost of subs would need to be covered? If there is a schedule of curriculum writing/revision, would the cut put the district behind schedule therefore, impacting courses and other programming?</p>	<p>(daily sub). Teachers also lose instructional time with this model.</p> <p>We would prioritize curricular writing to any new courses that need curriculum and/or any courses/grades that need major revisions to their work.</p>
46.	KD	<p>If we make cuts elsewhere, would there be any possibility of reinstating tutors for students in need of additional support and ML services? I am concerned about larger groups and students not being seen.</p>	<p>We could but that would be an additional budgetary expense if we increased hours.</p>
47.	KD	<p>Should FTE positions be cut, would there be bumping? What would that look like? Any impact on student programming?</p>	<p>Collective bargaining agreements determine “Reduction in Force” In the case of teachers, the current language is as follows.</p> <p><i>5.7 Reduction in Force</i></p> <p><i>Whenever the Board decides it is necessary to reduce teaching staff positions as a result of decreases in student enrollment, changes in curriculum, severe financial conditions or other circumstances as determined by the Board, reduction shall be made in inverse order of seniority, provided that the remaining teachers possess the individual ability, certifications or durational shortage area permits, and experience required by the Board and further provided that no tenured or non-tenured teacher shall be released before teachers holding durational shortage</i></p>

BOE Members 2024-2025 BUDGET Q & A
February 4, 6, 11, 13, 2025

			<p><i>area permits.</i></p> <p>There could be an impact on student programming, depending on the positions cut. Each decision would have a different impact.</p>
48.	KD	6140 What textbooks have been cut? What is the impact on teaching and learning? Have you considered other options to maintain a high level of teaching and learning without textbooks?	<p>We would not be able to purchase a new AP Psychology Book. We have a textbook that we can use, but College Board redesigned the course and a new book would be aligned to the new outline which puts a greater emphasis on science and biology aspects of the course .</p> <p>We do use Open Educational Resources (OER) that are digital in nature, but there is also a cost to these, as materials, at times, need to be printed.</p>

Future of Bethel Public Schools 1:1 Device Program

Overview

Bethel Public Schools has successfully maintained a **1:1 student-to-device program**, ensuring every student has access to a Chromebook for learning and assessments. However, due to aging devices and budget constraints, we will need to make gradual adjustments in the coming years.

What to Expect

✔ **Next School Year (2025-2026) – Minimal changes.** The current plan can be sustained for one more year with the **purchase of one grade level of devices** and the repurposing of older units.

✔ **Following Year (2026-2027 and Beyond) – A critical decision point:**

- **Option 1: Maintain 1:1** by purchasing **three grades of Chromebooks** to sustain the program. The cost of three grades of devices (750 units) would be **roughly \$200,000 including protective cases and Google licenses**.
- **Option 2: Shift Away from 1:1** if funding is not available, requiring adjustments to how devices are assigned and used.

Projected Chromebook Plan

	Plan if 1:1 is Sustained (Buy 3 Grades in 2026-2027)	Plan if 1:1 is Reduced (No Additional Purchases in 2026-2027)
2025-2026 School Year	No major changes; senior devices may be repurposed for younger students.	No major changes; repurposing will help sustain access for another year.
2026-2027 School Year	Purchase 3 grade levels of Chromebooks to replace aging devices. All students continue with 1:1 access.	Shift to shared carts in elementary schools, reallocate older devices to middle school, and increase BYOT for BHS students (and possibly BMS).
Testing Impact	All students have access to updated, secure devices for state and district testing.	Loaner devices required for state testing; as specific software is needed for a secure browser. This may require movement of equipment across buildings.
Repairs & Maintenance	Newer devices reduce repair costs and strain on support staff	Older devices lead to increased repairs, downtime, and support requests. We cannot repair personal devices.

Key Takeaways

- **No Immediate Disruption in 2025-2026** – Adjustments will be minimal next year.
- **A Decision is Needed for 2026-2027** – Purchasing three grades of Chromebooks will sustain 1:1. Without this, students will see changes in device access.
- **Equity & Learning Remain Priorities** – Whether sustaining or adjusting, we will ensure students have the tools needed for success.

By planning ahead, we can make these shifts **strategically** to support student learning while balancing resources.



Connecticut Association of Boards of Education

Membership Guide

Support



Education

Advocacy



**2024
2025**

***We're working
for you!***

The Leading Voice for Connecticut Public Education



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(860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

On behalf of the Board of Directors and the entire Connecticut Association of Boards of Education (CABE) team, we are delighted to share our Membership Guide—a comprehensive resource detailing our association’s mission, values, and the range of benefits available to CABE members.

This booklet provides an overview of CABE, including our dedicated team, impactful programs, and invaluable services aimed at fostering excellence in public education statewide. From professional development initiatives to policy work to advocacy efforts, we remain committed to supporting educational leaders like you.

We thank you—Board of Education Members and Superintendents alike—for your dedication to the students, families, and staff in your districts and Connecticut. Your tireless efforts and leadership are instrumental in shaping the future of public education and ensuring equitable opportunities for all.

As we collectively navigate the challenges and opportunities that lie ahead, we stand ready to partner with you in advancing our shared mission of educational excellence for ALL of Connecticut’s students.

Sincerely,



Leonard Lockhart
President, CABE



Patrice McCarthy
Executive Director and
General Counsel, CABE

About CABE

Purpose

The Connecticut Association of Boards of Education (CABE) is a statewide non-profit organization that advocates for public schools and school board leadership in Connecticut. CABE is dedicated to strengthening public education through advocacy, education and service to our member boards of education. It's our belief that providing high-quality education for all Connecticut children begins with effective leadership. CABE exists solely to support our school boards so the future of public education continues to be a bright one.

Mission

To assist local and regional boards of education in providing high quality education for all Connecticut children through effective leadership.

Vision

CABE is passionate about strengthening public education through high-performing, transformative local school board/superintendent leadership teams that inspire success for each child.





CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION

Founded in 1906



147

MEMBER SCHOOL DISTRICTS

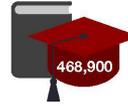


CABE AREAS



1,430

BOARD OF EDUCATION MEMBERS SERVED BY CABE



468,900

CONNECTICUT PUBLIC SCHOOL STUDENTS

EDUCATION

PARTICIPANTS IN CABE TRAININGS SINCE 2015:



3,685

CABE/CAPSS STATE CONVENTION



684

ADMINISTRATIVE PROFESSIONALS



2,610

CUSTOM CABE WORKSHOPS

LEADERSHIP DEVELOPMENT SINCE 2020:



67

BOARD CHAIR CHECK-INS



30

FREE WEBINARS

ADVOCACY



55

BILLS ON WHICH CABE PROVIDED TESTIMONY SINCE 2021



1,831

PARTICIPANTS IN DAY ON THE HILL SINCE 2009



86

MEETINGS WITH CONNECTICUT CONGRESSIONAL DELEGATION IN WASHINGTON DC SINCE 2010



650+

LEGAL INQUIRIES ANSWERED ANNUALLY



255

LEGISLATIVE BREAKFASTS ORGANIZED SINCE 1995

SUPPORT



700+

POLICY INQUIRIES ANSWERED ANNUALLY



574

ISSUES OF POLICY HIGHLIGHTS NEWSLETTER PRODUCED SINCE 2000



135

POLICY MANUALS DEVELOPED FOR DISTRICTS SINCE 1995



364

ISSUES OF CABE JOURNAL PUBLISHED SINCE 1985

2024 CABE Board of Directors

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CABE Staff

Here to help meet your needs!

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The Administration Department can help with general information, board relations, student leadership, Board leadership, Accounts receivable, accounts payable, district dues, Unemployment Cost Control, reporter inquiries.



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The Policy Services Department can help with Policy Audits, Custom Policy Manual, Policy Highlights, Policy Update, sample policies, consultancy, C.O.P.S. online policy, broadcast emails, website.



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Membership

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Your Connection



Education

CABE is the premier provider of professional development for Connecticut's boards of education, from orientation programs for new members to customized workshops for individual school districts. CABE has unparalleled experience in promoting effective governance through leading-edge training programs that our members hail as second to none.



Advocacy

CABE is the leading advocate for Connecticut's school boards on education policy and funding issues at the state and federal levels, amplifying the needs and concerns of school districts across the state. CABE is also the preeminent provider of legal information and assistance to boards of education and superintendents and has successfully participated as amicus curiae in landmark cases affecting PreK-12 education statewide.



Support

CABE is uniquely qualified to provide timely, informative supports and resources to help its member districts navigate emerging issues in the public education landscape, including the latest trends and developments in policy and labor relations. CABE also has several decades of experience conducting executive searches to assist districts in the recruitment and selection of top-notch candidates for superintendent and other leadership positions.

CABE Services

CABE is the only statewide organization devoted solely to representing the needs of boards of education.

In this time of increased fiscal stress and uncertainty, it is more important than ever that school boards work together to promote public education.

Advocacy Efforts

Unlimited help for your advocacy efforts, monitoring legislative bills, testifying, developing strategies, informing legislators of impact of legislation in Hartford and Washington, D.C.

Board Professional Development

Regional and statewide workshops, conferences, webinars, and Annual Convention at a discounted fee, as well as unlimited, tailored workshops on topics such as roles and responsibilities, goal setting, board self evaluation, and FOIA at no additional fee.

E- Services

Board Chair listserv, Superintendents' Administrative Professionals listserv, Advocacy Highlights, Policy Highlights and What's Going on at CABE emails.

Legal Services

Unlimited legal consultations, legal updates, legal advocacy.

Media Relations

Increasing media and general public's awareness of concerns of school boards.

Negotiations Service

Information exchange/clearinghouse, settlement trends, contract review, referrals.

Network

Tap into more resources and have a voice in the work representing the needs of boards of education statewide.



Membership gives boards the strength found in numbers, and allows us to better influence legislators with regards to making decisions that are in the best interest of school boards and public education.

Policy Service

Unlimited consultations, sample policies, policy information, Reference Manual, Customized Policy Service, Online Service, Update Services, Policy Audit Service, Policy Matters Roundtable.

Publications

CABE Journal; Whole, State and Federal Agendas; Education Law Summaries, and books.

Search Services

Specializing in executive searches tailored to the specific needs of Connecticut districts.

Unemployment Insurance

Consultation, claims processing, administration, appeal hearings.



All our services are provided by knowledgeable, expert professionals who have great experience in helping boards better serve their communities.

"Thank you for this informative, well-researched, and forward-focused article. Understanding the role of AI in our classrooms and beyond is, without a doubt, the challenge/opportunity of our time, and I'm glad to see CABE is on the forefront of thinking about the policy issues ahead for our Boards of Education."
- Superintendent

"We appreciate CABE's role advocating for our students!"
-Board Chair



CABE Speaker Resources

Among your CABE membership benefits is the opportunity to call upon CABE's professional staff to provide you and your Board with a no-cost workshop, discussion or even just a phone call on any important educational issues.

Following are the names of our staff and the issues on which they have particular expertise. Feel free to contact any of them to inquire how to bring our knowledge right to your Board.

Should there be subjects not listed here that you would like to learn about, please free to call the office and we will do our best to address your inquiry.



Patrice A. McCarthy

Executive Director and General Counsel

Board Goal Setting
Board Leadership
Civility in Our Communities
Freedom of Information
Legislative Update

Retreat Facilitation
Robert's Rules of Order
Roles and Responsibilities
School Governance Councils
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Board Governance
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Board/Superintendent Relations
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Robert's Rules of Order
Roles and Responsibilities
School Governance Councils

Explanation of For Fee Services

Policy Services

- **Core Policies, Regulations & Bylaws Manual** (\$400) – This service is a CD reference manual of school board policies, regulations and bylaws to provide guidance for boards of education in formulating policy, and for superintendents and their staff in carrying out their administrative functions. After two years, updates may be purchased for \$150 per school year.
- **Annual Policy Update Service** (\$350) – This service provides districts with updates for existing policy manuals reflecting changes in the state and federal law and any judicial action affecting policy and current policy topics of importance and interest.

Contact CABE for more information on the following policy services:

- **Customized Policy Service**
This service tailors a policy manual for a subscribing board of education that reflects the specific needs and priorities of that community.
- **Customized Update Service**
This service helps a district keep its policy manual up-to-date. Periodic updates are provided in a customized format. Ideal for districts which have just revised their manuals.
- **Policy Audit Service** (\$2,000-\$3,000) – This service reviews an existing policy manual resulting in a report of its strengths, needs and recommendations for any needed action.
- **Connecticut Online Policy Service (C.O.P.S.)**
This services offers school districts an economical way to post its policy manual online providing instant, current and “searchable” access to board policies.

Board Book

Board Book is a user-friendly, web-based service specifically designed to assist the board, superintendent and central office staff in preparing for and running board of education meetings. Contact the CABE Office for pricing information.

CABE Express

CABE Express (\$400) provides your board members, superintendent and up to five central office administrators can attend CABE workshops offered this year without any hassle and additional cost (when the program includes a meal, a charge of \$20 per person will apply to partially offset food cost).

Administrator Option

The Administrator Option (\$195) is available to principals and/or other supervisors in the school district, as identified by the local board of education, to receive: the *CABE Journal*, *Legislative Hotline*, *Action Alert* and *Legislative Report*. It also permits them to attend workshops at member prices.

CABE Field Services

CABE's Field Services relating directly to board activities are provided free of charge as part of district membership. We also provide customized workshops for boards of education and district staff.

❖ The prices listed above for fee services reflect CABE Member rates. ❖



"I am grateful to you and to CABE for the day of training, and especially appreciate all the speakers that provided a wealth of information and am looking forward to reading all the materials provided. In addition, I received the CABE book – *Becoming a Better Board Member* – and am eager to learn all that I can for this new role."

- Newly Elected Board Member

"Thank you for braving the traffic and joining us yesterday. I thought it was an excellent session, strengthened by experiences and anecdotes about the trials and tribulations of being a Board member. Over lunch they remarked that they didn't realize the enormity of the responsibility they were accepting when becoming board members."

- Superintendent

CABE Awards

CABE member districts are eligible to participate in the following award programs:

▶ **Board of Education Leadership**

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The CABE Board Recognition Awards are designed to recognize Boards that work effectively in this manner.

▶ **Bonnie B. Carney Award of Excellence for Educational Communications**

Effective communications with parents and community in a school district is a very significant part of the district’s operation. CABE established this award in 1975 in recognition of the good work that is being done on a daily basis.

▶ **CABE Student Leadership**

This award honors Connecticut High School and Middle School students who exhibit exemplary leadership skills. Two students from each school in a CABE member district are eligible.

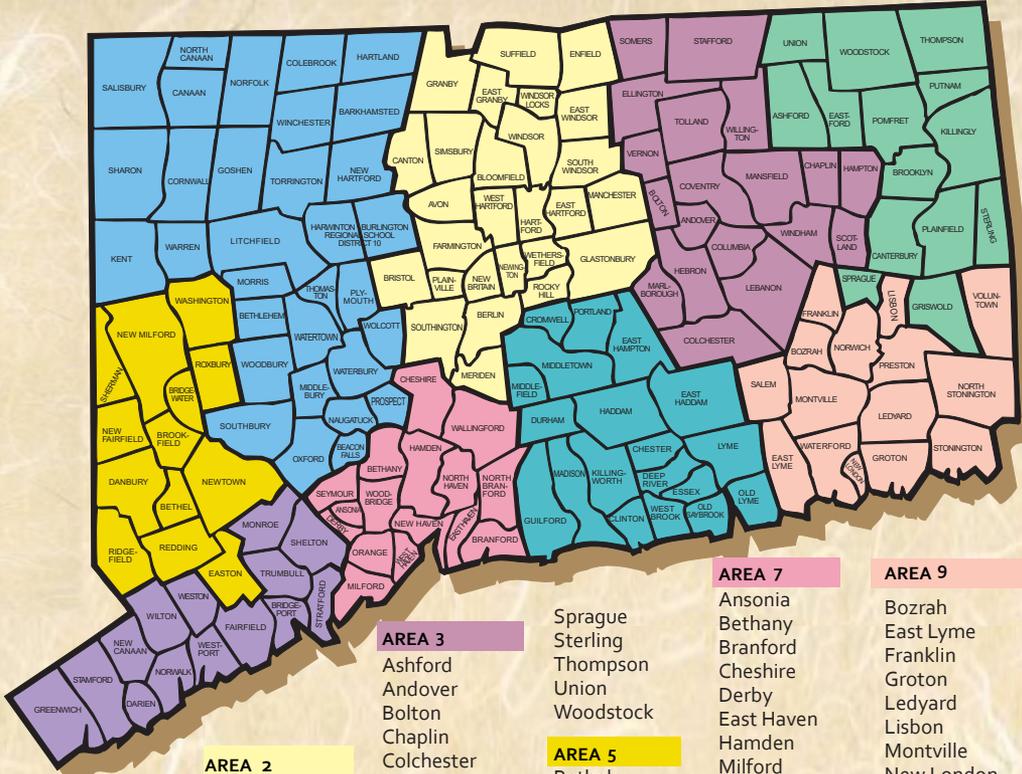
▶ **Philip S. Fenster Distinguished Service**

The recipient shall be a present or past member of a local or regional board of education with leadership responsibilities both locally and statewide, and an effective advocate for public education through local control.



Connecticut Association of Boards of Education

CABE Area Map



AREA 1

- Barkhamsted
- Canaan
- Colebrook
- Cornwall
- Hartland
- Kent
- Litchfield
- Naugatuck
- New Hartford
- Norfolk
- North Canaan
- Oxford
- Plymouth
- Region 1
- Region 6
- Region 7
- Region 10
- Region 14
- Region 15
- Region 16
- Salisbury
- Sharon
- Thomaston
- Torrington
- Waterbury
- Watertown
- Winchester
- Wolcott

AREA 2

- Avon
- Berlin
- Bloomfield
- Bristol
- Canton
- East Granby
- East Hartford
- East Windsor
- Enfield
- Farmington
- Glastonbury
- Granby
- Hartford
- Manchester
- Meriden
- New Britain
- Newington
- Plainville
- Rocky Hill
- Simsbury
- Southington
- South Windsor
- Suffield
- West Hartford
- Wethersfield
- Windsor
- Windsor Locks

AREA 3

- Ashford
- Andover
- Bolton
- Chaplin
- Colchester
- Columbia
- Coventry
- Ellington
- Hampton
- Hebron
- Lebanon
- Mansfield
- Marlborough
- Region 8
- Region 11
- Region 19
- Scotland
- Somers
- Stafford
- Tolland
- Vernon
- Willington
- Windham

AREA 4

- Brooklyn
- Canterbury
- Eastford
- Griswold
- Killingly
- Plainfield
- Pomfret
- Putnam

- Sprague
- Sterling
- Thompson
- Union
- Woodstock

AREA 5

- Bethel
- Brookfield
- Danbury
- Easton
- New Fairfield
- New Milford
- Newtown
- Redding
- Region 9
- Region 12
- Ridgefield
- Sherman

AREA 6

- Bridgeport
- Darien
- Fairfield
- Greenwich
- Monroe
- New Canaan
- Norwalk
- Shelton
- Stamford
- Stratford
- Trumbull
- Weston
- Westport
- Wilton

AREA 7

- Ansonia
- Bethany
- Branford
- Cheshire
- Derby
- East Haven
- Hamden
- Milford
- New Haven
- North Branford
- North Haven
- Orange
- Region 5
- Seymour
- Wallingford
- West Haven
- Woodbridge

AREA 8

- Chester
- Clinton
- Cromwell
- Deep River
- East Haddam
- East Hampton
- Essex
- Guilford
- Madison
- Middletown
- Old Saybrook
- Portland
- Region 4
- Region 13
- Region 17
- Region 18
- Westbrook

AREA 9

- Bozrah
- East Lyme
- Franklin
- Groton
- Ledyard
- Lisbon
- Montville
- New London
- North Stonington
- Norwich
- Preston
- Salem
- Stonington
- Voluntown
- Waterford

We're working for you!



"Thank you for all you have done and continue to do to assist Boards across the state. CABE has been an exceptional resource during this pandemic."
– Board Member



"On behalf of the Board of Education, I am writing to express our appreciation for your presentation of the Connecticut Association of Boards of Education Legislative Update identifying recent education-related actions taken by the Connecticut Legislature in the last session."
– Superintendent



"I want to thank you for the Board Chair listserv! Everyone is so helpful and as a first time Chair, it's difficult to ascertain the nuances... even after being an educator and administrator, it's a WHOLE different world!"
– Board Chair



"You are always a wealth of information and knowledge. And thank you for your patience with me and I am grateful for the assistance you provide to me!"
– Superintendent Administrative Assistant





**Connecticut Association of Boards of Education
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Previous Reductions		Impact on Budget Increase	Impact on Programs	2023-2024 Membership & Services		
3 Special Ed / Preschool Teachers	\$170,000		Move Circle of Friends to 1/2 day model	District Membership	\$19,062	Membership fee includes discount for registrations, etc. for members
Salaries (Lunch Monitors, Sup. reduction, Tutors, Curriculum Work)	\$70,086		Reduction in tutoring hours to provide intervention services for students in need and reduction in curriculum work across the district	BoardBook	\$3,250	BOE Meeting Portal (since 2011)
Technology Equipment	\$76,806		Only able to purchase one grade level of replacement chromebooks. No impact next year, significant impact on long term cycle.	Policy Services	\$350.00	Policy updates services
Textbooks & Supplies	\$35,000		Not able to purchase textbooks on same replacement cycle & limits to some supplies.	CT Online Policy Services	\$1,605.00	BOE Online Policy Manual w/public access
Dues & Fees	\$4,700		Reduction in Superintendent Line - loss of professional learning and networking for Superintendent.		\$24,267	
Subtotal Previous Reductions	\$356,592	0.59%				
		9.83%				
Greater Reductions						
7 Teacher FTEs	\$474,158		Change specials model, K-8 Library Media 3-8 becomes a special on rotation, allowing reductions in other areas. Elimination of one section of 5th grade (10 to 9).	Anticipating a 3-4% increase in costs for 25/26		
Add Lunch Monitors	-\$50,000		To accomodate changes in elementary specials schedule.			
Reduction in Elementary Strings	\$6,764		This is a before school program offered to 3rd grade students.	CABE Updated 2024-2025 Membership Guide		
NWEA	\$19,000		We are down to giving the assessment 1 times per year, which seems an unreasonable cost. In addition, as we have moved to programs with robust embedded assessments, we feel that the data is more useful to teachers.			
Subtotal Greater Reductions	\$449,922	0.75%				
Total Reductions	\$806,514	1.34%				
	1159485	1.93%				