

Bethel Board of Education Regular Meeting

Tuesday, May 20, 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. Board Recognition/A Salute to Excellence	
2.A. CABE Student Leadership Awards 2025	Speaker(s): Christine Carver, Christ Troetti & Bryan Watson
2.B. Gifts, Grants, & Bequests	Speaker(s): Christine Carver
3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
3.A. School Improvement Plan - Bethel High School - Part II	
3.B. School Improvement Plan - Rockwell and Berry School - Part II	Speaker(s): Trish Soucy & Beth Greico
4. Consent Calendar	Speaker(s): Policy 9326
4.A. Approval of Minutes	
4.A.1. April 24, 2025	
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. Policy	Speaker(s): Policy

8.A.1. First Reading

8.A.1.a. Policy 6141.322 - Bring Your Own Technology

8.A.1.b. Policy 4118.52- Use of Private Technology Devices by Employees

8.A.2. Second Reading/Approval

8.A.2.a. Policy 5144.2 - Restorative Practices Response

8.A.2.b. Policy/Regulation 5131.911 - Connecticut School Climate

8.A.2.c. Policy/Regulation 6141.3273, 4118.53/4218.53 - Generative AI

8.A.2.d. Policy/Regulation 4118.5/4218.5 - Employee Responsible Use of the District's Computer Systems and Electronic Communications

8.A.2.e. Policy/Regulation 6141.321 - Student Responsible Use of the District's Computer Systems and Internet Safety

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

8.B.1. Personnel

Speaker (s) : Policy 9326

8.B.1.a. Job Description - Curriculum Integration Specialist (Grades K-8)

Speaker (s) : Christine Carver

8.B.1.b. Teachers Granted Tenure

Speaker (s) : Christine Carver

8.B.2. Finance

8.B.2.a. Healthy, Hunger-Free Kids Act Annual Certification

8.B.2.b. 2025-2026 Meal Prices

8.B.2.c. 2025-2026 Tuition Rates

8.B.2.d. Quarterly Budget Transfers

8.B.2.e. End of Fiscal Year 2024 -2025

9. **Recommended Executive Session**

9.A. CT General Statutes 1-210(b) (2) Personnel

9.A.1. Leave of Absence Request

Speaker (s) : Christine Carver

9.B. CT General Statues 1-210(b) (9) Negotiations - BEA Negotiations

Speaker (s) : Christine Carver10. **Adjourn**

Notification of Receipt of Gifts, Grants, and Bequests Received

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

Gift, Grant, or Bequest Received: Hi-Lo Activity

chair and accessories

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

will be used in elementary special education classrooms for students with physical disabilities.

Estimated Cash Value of the Gift, Grant, or Bequest: \$4581.00

Donor's Name and Address Caryn Schrajer

123 Putnam Park Rd.

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: District

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

Date Received: 5/8/25

Copy to: Donor (Ref: Board Policy 3280)

Principal

Rev: 6/2017

Superintendent





DELIVERY RECEIPT

11614776 D

65 Inwood Rd
 Rocky Hill, CT 060673440
 (860) 761-0700 Fax (860) 761-0778
 NPI 1780758219

Client: [REDACTED]
 Account#: 1657072
 Salesperson: 1-8 Bergantino, Toby

Bill To:
 Aetna
 Po Box 981107
 El Paso, TX 79998
 (888) 632-3862

Insurance ID:

Deliver To:



Customer:



Vendor	Description	MFG Part#	Code	Mod	UOM	Qty	Expected	Charge
1 Rifton Community Products	Small Hi-Lo Activity Chair Seat And Back W/ Spring	R832	E1399	NU	Ea	1	\$1,128.25	\$1,325.00
2 Rifton Community Products	Small Tilt in Space Hi-Lo Base	R833	E1399	NU	Ea	1	\$1,763.75	\$2,075.00
3 Rifton Community Products	Small Armrests	R827	E1399	NU	Ea	2	\$204.00	\$240.00
4 Rifton Community Products	Green Pads	R873	E1399	NU	Ea	2	\$204.00	\$240.00
5 Rifton Community Products	Flat Headrest	R898	E1399	NU	Ea	1	\$191.25	\$225.00
6 Rifton Community Products	Small Upper Extremity Support	R887	E1399	NU	Ea	1	\$204.00	\$240.00
7 Rifton Community Products	Small Chest Strap	R802	E1399	NU	Ea	1	\$71.40	\$84.00
8 Rifton Community Products	Small Pelvic Harness	R845	E1399	NU	Ea	1	\$129.20	\$152.00

UOM = Unit of Measure. Common modifiers (MOD): NU = New, RR = Rental, UE = Used Purchase

Serial #	Make	Model	Asset #	Subtotal	\$3,893.85	\$4,581.00
[REDACTED]				Tax	\$0.00	
				Total	\$4,581.00	

Payment Type: Money Order Check

Payor: [REDACTED]
 Amount: [REDACTED]
 Check #: [REDACTED]

Signature: *Caryn Schaefer*
 Patient or authorized [REDACTED]
 Relation to Client: [REDACTED]
 Print Name: *Caryn Schaefer* Date: *11-7-22*

Please notify of any shortages or discrepancies within five (5) days of receipt of goods or no credit will be allowed. Merchandise contained in this shipment has been carefully counted and checked. Please call or write referring to your account number in the event of any discrepancies.

Assignment of Benefits / Release of Information

I request that the payment of authorized Medicare, Medicaid or other private / public insurance benefits be paid directly to the above named company for any services / equipment furnished to me by this supplier. I authorize any holder of medical information, including health facility, nursing agency, physician or hospital, about me to release to the Center of Medicare and Medicaid Services and its agents or any other insurance payor, any information needed to process this claim, determine these benefits or the benefits payable to related services. I understand that payments may be directly sent to me and I am obligated to endorse and directly send such payments to Numotion - Rocky Hill

Yes No For the purposes of quality control and customer satisfaction monitoring, an affiliate of Numotion - Rocky Hill, i.e. Numotion, may contact you for customer satisfaction follow-up related to the items you have received and inform you of any other services that may benefit you.

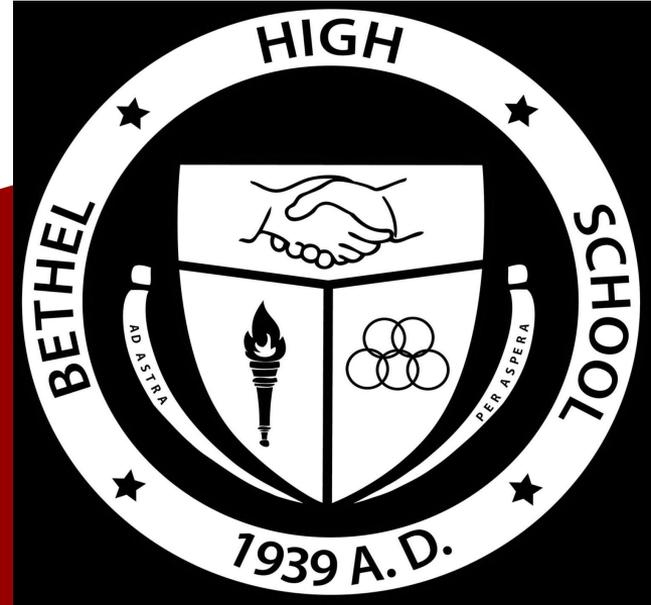
I acknowledge receipt of the equipment listed on this order. My signature above means that I have been informed/received a copy of the privacy notice and this delivery ticket.

Delivered By: *AS* Date: *11/7/22* Time: [REDACTED]



Bethel High School Improvement Plan

Chris Troetti, Bethel High School Principal



Theory of Action SIP

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



Strategy:

Use formative assessment to drive instructional moves and differentiate according to student needs.



Actions Steps

- **Consistently examine, design, align and administer common formative assessment practices to high priority standards (grade/course) and make adjustments where needed**
- **All departments conduct pilot data team “sprints” - inform instruction at the Tier 1 level.**
- **Provide Professional Learning** to support teacher’s capacity to make instructional moves in support of student learning

Action Step Results

- **Consistently examine, design, align and administer common formative assessment practices to high priority standards (grade/course) and make adjustments where needed .**
 - [Assessment List](#)
 - [Math Example](#)

Action Step Results

- All departments conduct pilot data team “sprints” - inform instruction at the Tier 1 level.

CED.A.2			REI.D.10			REI.C.6			HSA-REI.D.12		HSS-IDA.2	
<u>2.5</u>	Assessment Question 7	MIDTERM pt2 # 1	<u>2.10</u>	Assessment Question 6	MIDTERM pt 2 # 2	<u>2.15</u>	Assessment Question	MIDTERM pt 2 # 3	<u>2.22</u>	MIDTERM pt 2 # 4	<u>1.11</u>	Assessment Question #7
9/15/24	10/25-10/29	1/21-1/24	10/22-10/24	10/25-10/29	1/21-1/24	11/25-26		1/21-1/24	12/16-12/20	1/21-1/24		
Score By Standard (0-2)												
0	1	0	1	2	0	2	2	1	1	1	2	2
2	2	2	2	2	0	2	2	1	1	1	2	2
0	0	1	2	2	1	2	2	0	1	1	2	2
0	1	2	2	2	2	2	2	2	2	2	2	2
0	0	0	2	2	0	0	0	0	1	1	1	2
1	2	2	2	2	2	1	2	0	2	1	2	2
0	2	2	2	2	1	1	2	1	1	2	2	2
1	1		1	2		2	2		2		2	2
2	0	2	2	1	0	2	2	1	1	1	2	2
0	0	1	2	2	1	1	0	0	1	0	2	2

Actions Steps

Provide Professional Learning to support teacher's capacity to make instructional moves in support of student learning:

- [Formative Assessment PL](#)
- [Formative Assessment PL Mid-Year](#)
- [PLC Mid-Year Reflection](#)

2025 Outcomes

75% of BHS students in grade 9 will meet or exceed the grade level goal on the EBRW Spring PSAT. 76% met goal

75% of BHS students in grade 10 will meet or exceed the grade level goal on the EBRW Spring PSAT. 77% met goal

60% of grade 9 students will meet or exceed the grade level goal on the Math Spring PSAT. 46% met goal

60% of grade 10 students will meet or exceed the grade level goal on the Math Spring PSAT. 51% met goal

2025 Outcomes

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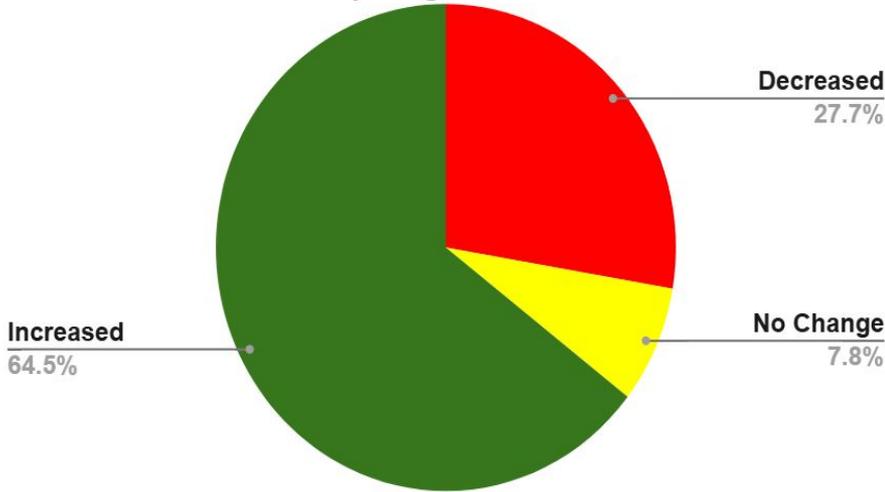
60% of grade 10 students will meet or exceed the grade level goal on the Math Spring PSAT. 51% met goal

2025 Growth PSAT/SAT EBRW

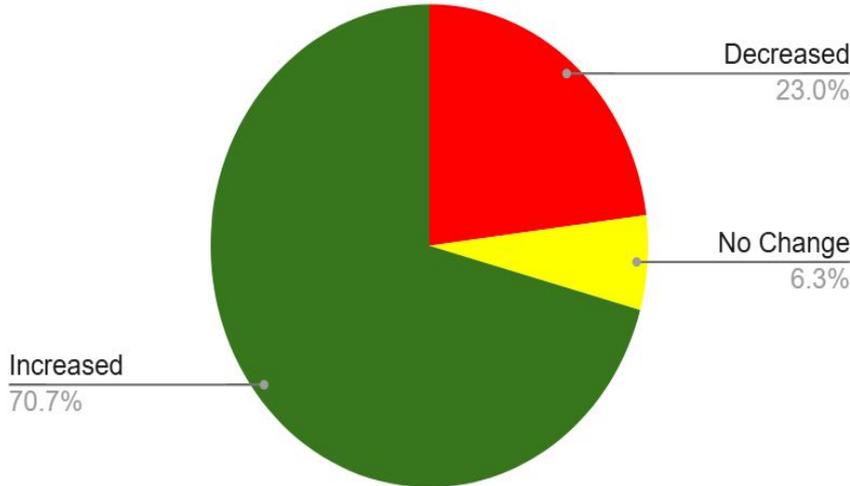
All Students grades 9-11 created a PSAT SAT Growth Goal for Math and A

2025 Growth PSAT/SAT EBRW

Freshmen Fall to Spring

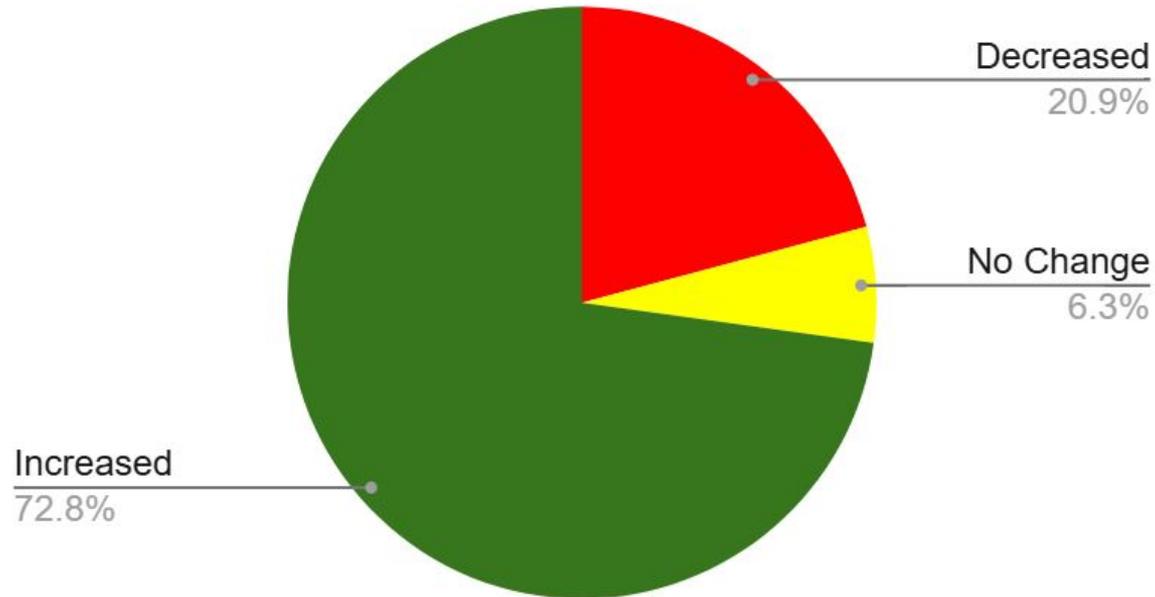


Sophomores Spring 2024 to Spring 2025



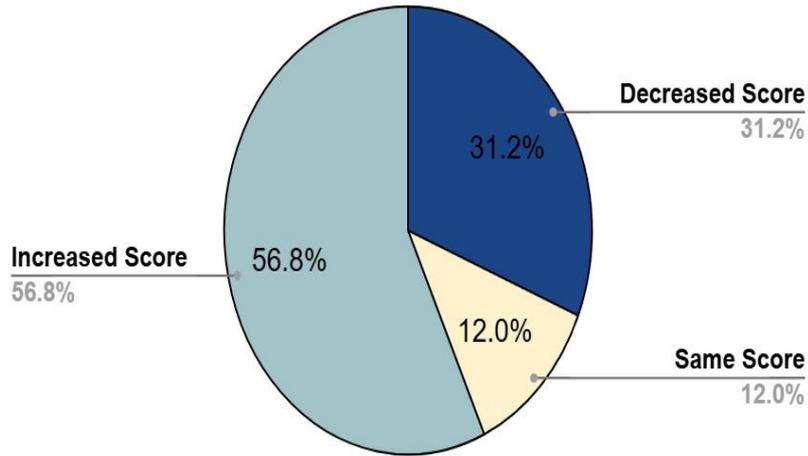
2025 Growth PSAT/SAT EBRW

Juniors Spring 2024 to Spring 2025

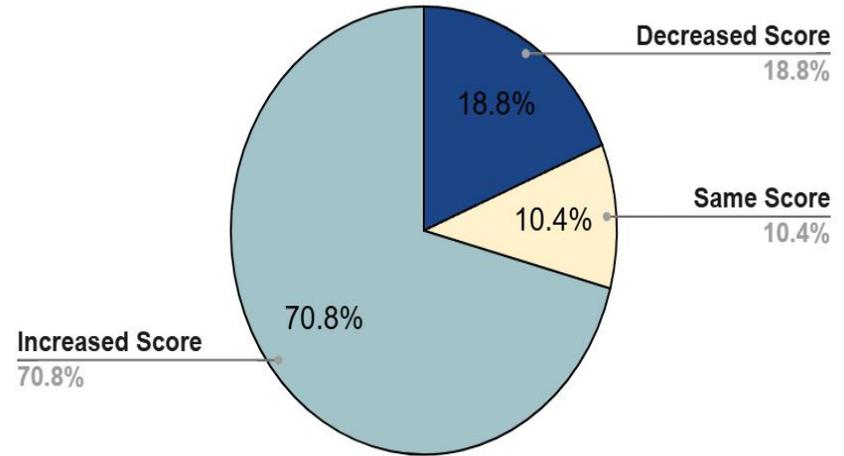


2025 Growth PSAT/SAT MATH

PSAT Growth Percentages for 9th Grade:
Fall 2024-Spring 2025

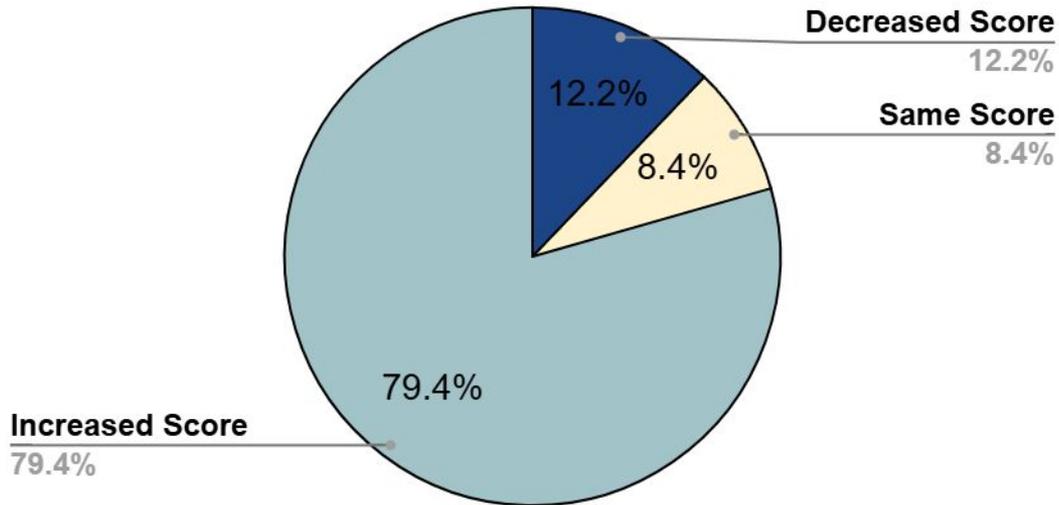


PSAT Growth Percentages for 10th Grade:
Spring 2024-Spring 2025



2025 Growth PSAT/SAT MATH

PSAT Growth Percentages for 11th Grade:
Spring 2024-Spring 2025



2025 School Climate Data

Stakeholder Feedback Goal:

Bethel High School will receive a favorable response on the survey question: My school (staff members and students) are respectful of race, culture, gender (including transgender), sexual orientation, and disabilities.

In Spring 2025, BHS students rated their student peers at 77% and teachers at 94%.

In Spring 2024, BHS students rated their student peers at 71% and teachers at 94%.

In Spring 2023, BHS students rated their student peers at 69% and teachers at 93%.

In Spring 2022, BHS students rated their student peers at 73% and teachers at 92%.

Parent results from Spring 2025: My child's school is sensitive to issues regarding culture, race, religion, gender, sexual orientation and disabilities. 83% Favorable

2025 School Climate Data

CLIMATE SURVEY RESULTS YEARLY COMPARISON:

[Student Climate Survey Results...](#)



School: **Bethel High School**

Year: **2024/25**

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.*

Student Learning Goals

75% of BHS students in grades 9 will meet or exceed the grade level goal on the EBRW Spring PSAT. **76% met goal**

75% of BHS students in grades 10 will meet or exceed the grade level goal on the EBRW Spring PSAT. **77% met goal**

[PSAT/SAT ERBW Growth](#)

60% of grade 9 students will meet or exceed the grade level goal on the Math Spring PSAT. **46% met goal**

60% of grade 10 will meet or exceed the grade level goal on the Math Spring PSAT. **51% met goal**

[PSAT/SAT Math Growth](#)

Stakeholder Feedback Goal

Bethel High School will receive a favorable response on the survey question: BHS is responsive to issues regarding culture, race, religion, gender, sexual orientation and disabilities. [Climate Survey Results](#)

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Use formative assessment to drive instructional moves and differentiate according to student needs.</p>	<p>Consistently examine, design, align and administer common formative assessment practices to high priority standards (grade/course) and make adjustments where needed *</p> <p>*In some cases, the work of the PLC will be to start the process of creating standards-based formative assessments</p>	<p>Ongoing</p>	<p>PL-Formative Assessment</p> <p>Pilot Teams- Each department will choose one PLC Math to complete 3 Data Cycles (See CPRL Protocol)</p> <p>All other Teams: Creation of Minimum of 3 common FA per PLC</p> <p>PLC Notes: with examples of actions taken, documented and linked in District Assessment List</p> <p>Ensure that all PLC members are consistently administering these common formative assessments (CFAs) and analyzing data from formative assessments to make instructional moves (differentiation)</p>	<p>Instructional leaders/administrators make regular, quarterly observations in PLC meetings and in classroom visits</p> <p>Review PLC notes during Cabinet and Dept. meetings</p> <p>Provide PL that directly relates to making/adjusting formative assessment</p> <p>Attend pilot team PLCs to train and support on data team process</p>

	Teachers individually analyze data and respond to areas of need by adjusting instructional strategies and differentiating when necessary.	Ongoing	Teacher reflection to be brought to PLC and Department/Faculty Meeting Discussions Evidence of differentiation during observation cycles Student self reflection and review of previous work	PLC meetings Department meeting time Professional Learning Faculty meeting time Admin Observations Peer observations Observations at other school
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Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Cultivate classrooms that are responsive and engaging	Culturally responsive teaching (avoid shutdown)	Ongoing	Informal input from students at the Leadership Summit and other student focus groups/organizations. Climate Survey results Regular student interaction with Naviance Less students needing Academic Support programming Lower numbers of students referred to SAT (failing grades, disengaged, behavior	Informal input from students at the Leadership Summit and other student focus groups/organizations. Quarterly School Climate Committee meetings Analysis of Climate Survey results by Administration, Cabinet, and Climate Committee Formal and Informal Observation data

			problems, chronic absenteeism)	
	Cognitively engaging (brain time limits)	Ongoing	Continued creation of cognitively engaging lessons that are structured to support best learning practices, including appropriate variety of tasks, level of challenge, scaffolding, to encourage cognitive stamina (PLCs, Departments, Whole Faculty) Consistent implementation of formative practices (ie. Engagement continuum, GC Self Assessment) and routinely examine outcome measures in PLCs and department meetings to determine how well we are cognitively engaging our students	Formal and Informal Observation data PLC Notes Quarterly Dept. Chair meeting Formative Assessment Data Analysis/"Data Sprints" Student GC Self Assessments
	Relationship building - SEL - Wildcat Time and in the classroom, so that all students have trusted adults and do not feel disconnected	Ongoing	Climate Survey results Lower numbers of students self-identifying on the disconnected list Increased number of students involved with clubs and activities	Quarterly School Climate Committee meetings Analysis of Climate Survey results by Administration, Cabinet, and Climate Committee Wildcat Time feedback

Rockwell & Berry School Improvement Plan 2024-2025

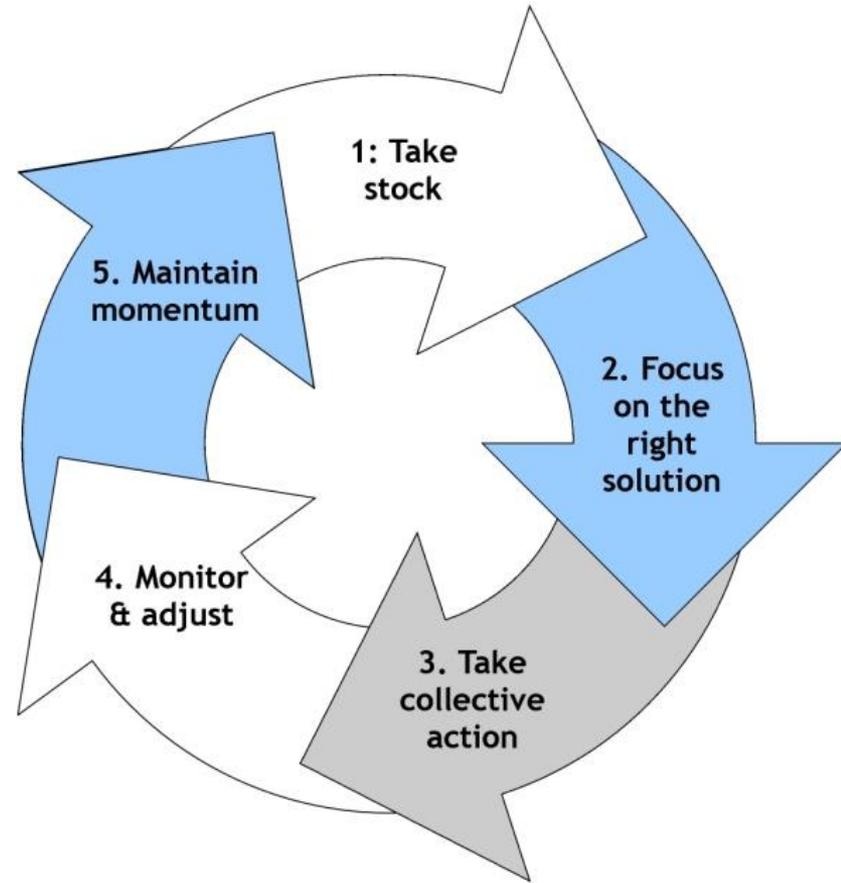
Overview of the School Improvement Plan for the 2024-2025 academic year.

Presented by:

- Beth Grieco, Principal – Berry School
- Trish Soucy, Principal – Rockwell School

In consultation with:

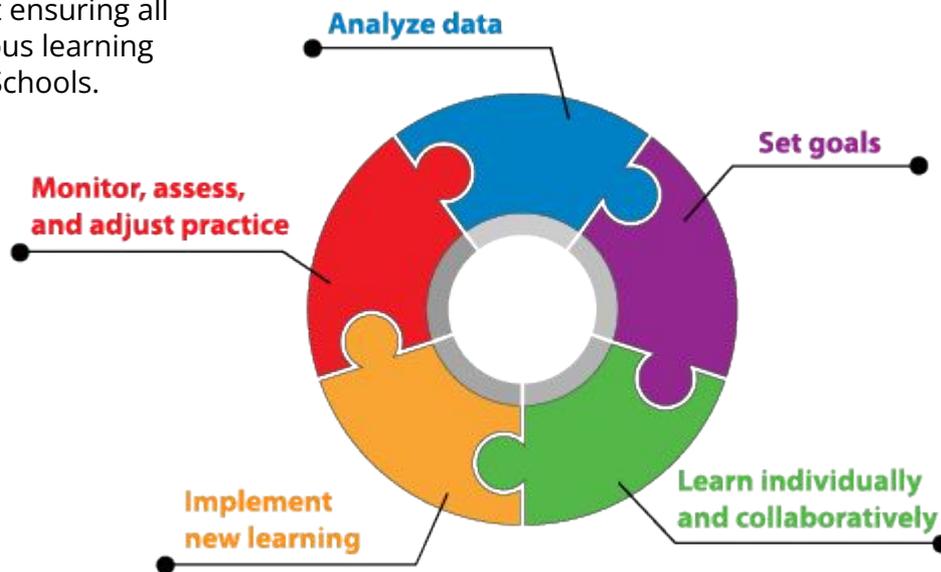
- Literacy and Math Specialists
- Literacy and Math Coaches
- PLC Leaders



Framing the Work: Our Focus for Impact

Shared 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.

- **Our Focus:** Two shared strategies aimed at ensuring all students are engaged in meaningful, rigorous learning every day across both Rockwell and Berry Schools.



Strategy 1 – Strengthening Problem Solving and Math Fluency

Implementing the math curriculum and engaging in continuous data teams cycles that respond to formative assessment data and ensure rigorous learning opportunities and problem solving.

- **The Problem:** Some students who were previously at or above benchmark in math problem-solving at the start of the year were performing below expectations by the end of the year.
- **Our Shared Action Steps:**
 - Data-focused PLC meetings to identify students and plan targeted instruction.
 - Regular student work analysis and progress monitoring using formative assessments, unit assessments, and Exemplar problem-solving tasks (strengths, areas for growth, and next steps).
 - SRBI meetings centered on collaboration and goal setting with classroom teachers and specialists.
 - Monthly fact fluency dipsticks to monitor and track growth.
 - Small group instruction driven by formative assessment data.
 - Celebrate student growth and foster own learning.





Instructional Strategies

- Building 10 and 20 using concrete materials (ten frames, Unifix cubes, and plastic links).
- **Developing understanding of place value** models and concepts with concrete materials (base ten blocks, ten frames, popsicle sticks).
- Modeling addition and subtraction of double-digit numbers using hands-on tools.
- Using Exemplars problem-solving tasks and Building Thinking Classroom strategies to foster independence and **deeper reasoning**.
- During problem-solving, students were provided tools but not told what to do, encouraging **productive struggle**.
- Students were prompted to “take a walk” to observe peer strategies and **learn collaboratively**.
- Students who solved a problem were challenged to solve it a second way to promote **flexible thinking**.
- Planning targeted computational fluency practice for addition and subtraction through math workplaces and small group instruction.
- Math Talk routines to build students' academic language and confidence in explaining their thinking during number corner.



Professional Learning and Observation Follow Through

Centered on the 8 Key Components of Building Thinking Classrooms

- **Tasks:** Selecting and timing tasks to maximize engagement
- **Communication:** How tasks are shared and explained to students
- **Groups:** Purposeful group formation to support collaboration
- **Workspace:** Arranging the physical space to promote thinking
- **Room Organization:** Structuring the environment to encourage student ownership of learning
- **Questioning:** Effective questioning strategies during independent work
- **Hints & Extensions:** Supporting students with appropriate hints and challenge extensions
- **Leveling:** Adjusting support and expectations after task completion



Exemplars Examples and Performance Expectations

GRADE 1 TASK - SEPTEMBER (PRE)

Exemplars 9/23/25

P/S	R/P	Com	Con	Rep	A/Level

Ten Pages a Day

Kevin is reading a book that has sixty pages. The first day Kevin reads ten pages. The second day Kevin reads ten pages. The third day Kevin reads ten pages. Kevin thinks he has thirty more pages to read. Is Kevin correct? Show and tell how you know.

$30 + 30 = 60$

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GRADE 1 TASK- APRIL (POST)

Exemplars 4/28/25 E

P/S	R/P	Com	Con	Rep	A/Level

Ten Pages a Day

Kevin is reading a book that has sixty pages. The first day Kevin reads ten pages. The second day Kevin reads ten pages. The third day Kevin reads ten pages. Kevin thinks he has thirty more pages to read. Is Kevin correct? Show and tell how you know.

he reads ten pagise a day.
 $30 + 30 = 60$

$3 \times 10 = 30$
 $3 + 3 = 6$

$6 \text{ tens} = 60$

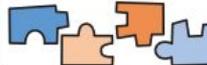
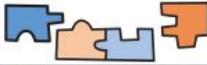
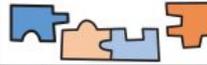
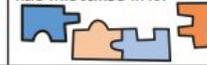
60

Yes hes crect

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Exemplars® Jigsaw Student Rubric

Level	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice Makes an effort No or little understanding	I did not understand the problem. 	My math thinking is not correct. 	I used no math language and/or math notation. 	I did not notice anything about the problem or the numbers in my work. 	I did not use a math representation to help solve the problem and explain my work. 
Apprentice Okay, good try Unclear if student understands	I only understand part of the problem. My strategy works for part of the problem. 	Some of my math thinking is correct. 	I used some math language and/or math notation. 	I tried to notice something, but it is not about the math in the problem. 	I tried to use a math representation to help solve the problem and explain my work, but it has mistakes in it. 
Practitioner Excellent Clear Strong understanding Meets the standard	I understand the problem and my strategy works. My answer is correct. 	All of my math thinking is correct. 	I used math language and/or math notation accurately throughout my work. 	I noticed something about my math work. 	I made a math representation to help solve the problem and explain my work, and it is labeled and correct. 
Expert Wow, awesome! Exceptional understanding!	I understand the problem. My answer is correct. I used a rule, and/or verified that my strategy is correct. 	I showed that I knew more about a math idea that I used in my plan. Or, I explained my rule. 	I used a lot of specific math language and/or notation accurately throughout my work. 	I noticed something in my work, and used that to extend my answer and/or I showed how this problem is like another problem. 	I used another math representation to help solve the problem and explain my work in another way. 



Measures of Student Learning Growth and Achievement Goals by Spring

85%

Of Grade 1 and 2 students meeting spring addition fluency benchmarks

80%

Meeting subtraction fluency benchmarks

80%

Of kindergarten students mastering counting and cardinality standards

80%

Of K-2 students scoring 'Practitioner' or 'Expert' on the Exemplars rubric



Impact as of right now...

Addition Fluency at Benchmark for Winter

Rockwell: Grade 1 95%
Grade 2 92% (up from 45% Fall)

Berry: Grade 1 at 82%
Grade 2 at 85% (up from 56% Fall)

Subtraction Fluency at Benchmarks for Winter

Rockwell: Grade 1 at 78%
Grade 2 at 69% (up from 49% Fall)

Berry: Grade 1 at 57%
Grade 2 at 58% (also up from 18% Fall)

Mastery of Counting Cardinality Standards

Rockwell: 72 out of 83 students (approximately 83%) met the goal for Unit 6

Berry: 61 out of 71 students (approximately 86%) met the goal for Unit 6

Exemplars Problem Solving Proficiency (Practitioner/Expert)

At Rockwell, Kindergarten increased from 11% in the fall to 74%, Grade 1 grew from 3% to 40%, and Grade 2 jumped from 8% to 61%.

At Berry, Kindergarten rose from 4% in the fall to 75%, Grade 1 improved from 19% to 94%, and Grade 2 grew from 8% to 61%.

****Data as of May 1, 2025**





Strategy 2 – Strengthening Reading and Listening Comprehension

Implementing the ELA curriculum and engaging in continuous data teams cycles that respond to formative assessment data and ensure rigorous learning opportunities.

- **The Problem:** Some K-2 students are not making expected growth in listening and reading comprehension and fluency despite core instruction.
- **Our Shared Action Steps:**
 - Use My View and formative data to guide small group and tiered instruction.
 - Engage in regular data team cycles to analyze work, monitor progress, and adjust instruction.
 - District meetings to review data, identify trends, and plan next steps (review comprehension, fluency, and decoding data).
 - Use intervention blocks and flexible grouping for targeted support.
 - Collect multiple forms of evidence to monitor comprehension and fluency growth.
 - Celebrate student growth and foster ownership of learning.





Instructional Strategies

- **Use of decodable readers aligned explicit phonics instruction needed.**
 - Reading buddy practice with feedback K to 2
- Use of sentence pyramids, songs/poems/readers theater, and partner/Independent reading to build fluency.
- Mapped out unit questions and intentionally embedded daily comprehension conversations, rather than waiting until the end of a unit to practice complex skills like theme, inference, and author's purpose.
- **Practice with multiple question formats and vocabulary and use of anchor charts: (theme, main idea, moral, purpose, inference)**
 - "What is the theme of the story?"
 - "Which sentence best shows the theme?"
 - "Why does [character] think [another character] needs to learn a lesson?"
 - "This selection is a fable because ___."
 - "In paragraph 10, [character] says ___. How does this support the theme?"
- Emphasize citing text evidence in responses
- Explicit instruction on author's purpose and text features
 - persuade, inform, entertain, explain
- Focus on summary and inference strategies



Out of Sight

Written by Natasha Bettinger

Decodable
Reader

51



Long i: igh

bright light night
high might sighed

High-Frequency Words

done put wash
once upon water

17



Once upon a time, a man planted a seed.

He went to wash his hands.
He hoped the seed might grow.

18

Professional Learning and Unpacking Data Team Days

Data Team Cycle [District Professional Learning Cycle](#)

Start Date: 12/10/24

Review Date: 2/19/25

[Berry Fluency Data](#)

[Rockwell Fluency Data](#)

Grade Level: One Team Focus: Fluency- Fluency passage: [Time to Feed Dot](#). (goal 29 WCPM is Winter Goal)

To be completed prior to administration of the assessment:
 What do you expect to see in the data? What are some of your pre-existing assumptions about how students will do and what you will see?

- Ed ending
- Vowels teams
- Maddie name will be tricky
- Ore will be tricky

Data Team Meeting: Examining the Data	Planning for Instructional Moves: What are two strategies the team will commit to?	Data Team Follow up Meeting: Results/Implications of the work of the team.
<p>What do you notice about the data? Did anything surprise you? What would you like more information about? (5-10 Minutes)</p> <ul style="list-style-type: none"> • Amy • Ee difficult for intervention kids • Difficulty with long vowels • Glued sounds • Swam • Silent e in time • Dot for not, don't • Students not using expression (no line) 	<p>Strategy 1:</p> <p>Partner reading (decodable texts) for fluency practice</p> <p>Realize Reader- assign books for students</p> <p>Send home decodables to practice at home.</p>	<p>What were the results of the work? How did students respond to your instructional moves? Were they successful?</p> <p>What more do you need to know?</p>

Measures of Student Learning Growth and Achievement Goals by Spring

80%

Of K-2 students achieving 80%+ on Listening/Reading Comprehension assessments

80%

Of K-1 students achieving proficiency on decodable running records

80%

Of Grade 2 students meeting fluency benchmarks



Impact as of right now...

Listening (Gr. K & 1)/Reading (Gr. 2) Comprehension MyView Unit Assessment Mastery

Berry:

Kindergarten 73%, 61%, 53%
(of four units)

Grade 1 61%, 55%, 62%, 66%
(of five units)

Grade 2 51%, 61%, 60%, 63%
(of five units)

Rockwell:

Kindergarten 58%, 68%, 61%
(of four units)

Grade 1 58%, 65%, 73%, 79%
(of five units)

Grade 2 57%, 62%, 70%, 71%
(of five units)

Proficiency on Decodable Running Record (Gr. K & 1)

Berry:

Kindergarten 13%, 33%, 42%
(of four assessments)

Grade 1 39%, 69%, 67%
(of five assessments)

Rockwell:

Kindergarten 29%, 53%, 52%
(of four assessments)

Grade 1 33% to 70%, 71%
(of five assessments)

****Data as of May 1, 2025**

Fluency Benchmark for Winter (Gr. 2)

Berry:

Grade 2 63%, 75%, 58%
(of four assessments)

Rockwell:

Grade 2 70%, 80%, 56%
(of four assessments)

*Note: Fluency benchmarks increase throughout the year, resulting in tougher targets for each assessment. (See speaker notes for full explanation.)



Maintain or exceed: My child's teachers communicate effectively with me.



Rockwell Second Grade Scoop

April / May 2025

Week of 4/28 - 5/2



Important Dates

Author Visit - 4/29

What We Are Learning

Reading

We are determining importance through nonfiction text about how earthquakes and water shape the earth.

Writing

We are continuing to write procedural texts with a focus on precise directions.

Phonics

We will decode and spell words with double consonants.



What we are learning

Math

Students will be working in Unit 7 with a focus on Measurement, Fractions & Multidigit Computation

Science

We are continuing through our States of Matter unit.

Focused efforts on **effective** teacher-family communication

Consistent use of Parentsquare across all classrooms. One-stop shop for families to access:

- Weekly classroom newsletters
- What we are learning (curriculum updates)
- Celebrations and student highlights
- Assessment and homework information
- Extra practice resources
- School-wide and PTO news
- Conference sign-up links

Expectations shared in in staff handbook and PD for clear, timely, and responsive communication.

Rockwell: 95% favorable (from 93%).
Berry: 94% favorable (from 93%)

Weekly Newsletter

May 5 - 9, 2025



This Week

Wednesday - Bethel History Trip!

Thursday - Our ABC Countdown Starts!
• Berry School Art Show 5:30 - 7:30 pm

Friday - R.O.A.R Assembly

If you wish for your child to participate in our "Oh Baby" Day, please email me a baby picture of your child no later than Tuesday, May 20th. Thank you!

Specials

Specials this week:

Monday - PE (wear sneakers)

Tuesday - Art

Wednesday - Library (return books)

Thursday - Computers

Friday - Music



Coming Up Next!

Friday, 5/23/25 - Early Dismissal - 1:00PM

Monday, 5/26/25 - No School - Memorial Day Observed

Thursday, 6/5/25 - Field Day (rain date is Friday, 6/6)



What does it look like in the classroom?



- Small groups and instruction that adjust based on current student needs.
- Students solving **complex** word problems and discussing/showing their thinking.
- Growth and **perseverance** celebrated through awards, goal-setting, and reflection.
- Teachers consistently using data to inform instruction and support student progress.
- Daily engagement with **rigorous, grade-level complex texts** as part of a structured reading **routine**
 - All students access the same rich, shared text (not just a read-aloud) through modeling, close reading, and discussion
 - Supports comprehension, vocabulary, and critical thinking
 - Differentiation happens around the text, not instead of it



Why This Matters

Our goal is not just to close gaps, but to ensure that every child at Rockwell and Berry has access to rigorous, engaging instruction that promotes continuous growth. This plan supports students to keep growing—not leaving anyone at “almost there.”





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 Grade 1 and Grade 2 students will meet the spring benchmark for the addition fluency assessment.

- In May, 99.5% (206/207) of Grade 1 and Grade 2 students met the spring benchmark for the addition fluency assessment.
 - In May, 99% (113/114) of Grade 1 students met the spring benchmark for the addition fluency assessment.
 - In May, 100% (93/93) of Grade 2 students met the spring benchmark for the addition fluency assessment.

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

- In May, 89% (183/206) of Grade 1 and Grade 2 students met the spring benchmark for the subtraction fluency assessment.
 - In May, 89% (101/113) of Grade 1 students met the spring benchmark for the subtraction fluency assessment.
 - In May, 88% (82/93) of Grade 2 students met 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.

- In May, 83% (72/83) of kindergarten students mastered counting and cardinality standards as evidenced by unit screeners.

Measures of Student Learning Growth and Achievement 2:

By May 80% of students in Kindergarten, First and Second 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.

- Final Exemplars Task still in process:
 - Kindergarten fall 11% to 74% (most recent)
 - Grade 1 fall 3% to 40% (most recent)
 - Grade 2 fall 8% to 61% (most recent)

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 in Kindergarten, Grade 1 and Grade 2 will achieve 80% or higher on the Listening/Reading comprehension category on the final MyView Unit Assessment.

- Unit 5 still in process:
 - Kindergarten 58%, 68%, 61% (of four units)
 - Grade 1 58%, 65%, 73%, 79% (of five units)
 - Grade 2 57%, 62%, 70%, 71% (of five units)

Measures of Student Learning Growth and Achievement 2:

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

- Assessment still in process:
 - Kindergarten 29%, 53%, 52% (of four assessments)
 - Grade 1 33% to 70%, 71% (of five assessments)

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

- Assessment still in process:
 - Grade 2 70%, 80%, 56% (of four assessments)

Stakeholder Feedback Goal

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

- Spring 2025: 95% favorable - My child's teachers communicate effectively with me.

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 assessment data and ensure rigorous learning opportunities and problem solving.	Engage in regular PLCs and professional learning to keep teachers updated on rigorous best practices and new strategies (i.e Building Thinking Classroom practices and Concept Quests) required to implement in the classroom.	Ongoing	Agendas and minutes from PLCs and Professional Development. <i>(RES PLC Calendar)</i> <ul style="list-style-type: none"> ● K PLC Agenda ● 1 PLC Agenda ● 2 PLC Agenda Documentation of collaborative planning sessions where teachers share ideas and resources related to rigorous problem solving strategies. Records of peer/administrative/coach observations and feedback of new practices.	Administration participation in PLCs and professional development. Classroom observations and coaching by administration and coach.
	Engage in Data Teams:	Ongoing	Agendas and minutes from data team meetings	Administration, coach and PLC leaders plan 'review and update" PLCs on the progress

	<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>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>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>of students who were targeted by data teams.</p>
	<p>Provide Rigorous Learning Opportunities:</p> <ul style="list-style-type: none"> ● Integrate challenging problems and higher-order thinking tasks into daily lessons. 	<p>Ongoing</p>	<p>Detailed shared lesson plans that incorporate challenging problems and higher-order thinking tasks.</p>	<p>Administration, PLC leaders and coaches set a calendar with deadlines for student work analysis.</p>

	<ul style="list-style-type: none"> 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. 		<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>	
	Foster a growth mindset by encouraging a culture of perseverance and resilience in solving complex math problems.	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
Implement the ELA curriculum and engage in continuous data teams cycles that respond to formative	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.	Ongoing	Agendas and minutes from regular PLC meetings and professional development and data team meetings focused on My View and	Administration participation in PLCs and professional development.

<p>assessment data and ensure rigorous learning opportunities.</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>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><i>(RES PLC Calendar)</i></p> <ul style="list-style-type: none"> ● K PLC Agenda ● 1 PLC Agenda ● 2 PLC Agenda <p>Records of peer/administrative/coach observations and feedback of new practices.</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 	<p>Ongoing</p>	<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</p>	<p>Reading interventionist, coach, administration and PLC leaders set a calendar with deadlines for formative assessment completion and analysis.</p>

	<p>understanding and push them towards higher achievement.</p>		<p>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>Develop individualized learning plans for students below the benchmark incorporating targeted strategies and resources from the My View program.</p> <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.</p>	<p>Ongoing</p>	<p>Examples of differentiated and targeted instructional strategies developed during data team meetings.</p> <p>Records of peer/administrative/coach observations and feedback sessions where teachers observe each other's implementation of best practices.</p>	<p>Classroom observations and coaching by administration and coach.</p> <p>Intervention small group lessons by interventionists occasionally in classrooms for modeling for teachers.</p>



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.	<p>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. K MyView Data (73%, 61%) Grade One Myview Data (61%, 55%, 62%) Grade Two Myview Data (51%, 61%, 60%)</p> <p>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. Kindergarten Decodable Data (13%, 33% 42%) Grade 1 Decodable Data (39%, 69%, 67%)</p>

	<p>By May, 80% of my second grade students will meet benchmark on the fluency assessment. Grade 1 Fluency Data (72% to 51%) Grade 2 Fluency Data (63%, 75%, 58%)</p>
<p>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.</p>	<p>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. Grade 1 at 82% Grade 2 at 85% (up from 56% Fall)</p> <p>By May, 85% of my grade 1 and 2 students will meet the spring benchmark for the subtraction fluency assessment. Grade 1 at 57% Grade 2 at 58% (also up from 18% Fall)</p> <p>By May, 80% of my kindergarten students will master counting and cardinality standards as evidenced by unit screeners. 83%</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. Kindergarten rose from 4% in the fall to 75%, Grade 1 improved from 19% to 94%, and Grade 2 grew from 8% to 61%.</p>

<p>Stakeholder Feedback Goal</p>
<p>“My child's teachers communicate effectively with me” will maintain or increase from 94% favorable on the Spring Parent Feedback Survey. 93.39% maintained</p>

<p>Strategy #1</p>	<p>Action Steps</p>	<p>Timeline</p>	<p>Evidence of Implementation</p>	<p>Leadership Routines to Monitor Action Steps Implementation/Dates</p>
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<p>Implement new learning and instruction while building a continuous process to monitor and adjust practice based on formative assessment.</p> <p>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</p> <p>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>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>Monthly Coaches Meeting focused on collaborative lesson planning with teachers and addressing learning gaps or misconceptions based on data analysis</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</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</p>

			application of new instructional strategies and student learning	or misconceptions based on data analysis
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Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Developing intellectual capacity in order to build student independence and engagement.	Calibrate staff understanding of brain science, and the connection to student learning (ignite, chunk, chew, review)	Ongoing	<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>Lessons structured to maximize engagement and support social emotional development of all students</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>
	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 	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>Vertical reflective conversations at Faculty Meetings and PLC Leader meetings</p> <p>Observation cycles</p>

	(Ex: Building Thinking Classrooms)		Increased student independence and stamina during whole group and small group instruction	
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Minutes of the Board of Education POLICY Committee Meeting held on Thursday, May 8, 2025, 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, J. Variale, D. Burns

J. Larsen, Chair, called the meeting to order at 7:00 PM.

Board Members Attendance:

Mrs. Kara DiBartolo: *Absent*
Mr. Bill Foster: Present
Mrs. Jen Larsen: Present
Ms. Pat Rist, Alternate: Present
Mr. Jeffrey Spies: *Absent*

1. First Reading

1.A. Policy 6141.322 - Bring Your Own Technology

1.B. Policy 4118.52- Use of Private Technology Devices by Employees

Move Policy 6141.322 - Bring Your Own Technology and Policy 4118.52- Use of Private Technology Devices by Employees to the Board for a first reading. Passed with a motion by Mrs. Jen Larsen and a second by Mr. Bill Foster.

Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Pat Rist: Yea

2. Second Reading

2.A. Policy 5144.2 - Restorative Practices Response

Move Policy 5144.2 - Restorative Practices Response to the Board for a second reading/approval. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Pat Rist.

Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Pat Rist: Yea

2.B. Policy/Regulation 5131.911 - Connecticut School Climate

Move Policy/Regulation 5131.911 - Connecticut School Climate to the Board for a second reading/approval. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Pat Rist.

Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

2.C. Policy/Regulation 6141.3273, 4118.53/4218.53 - Generative AI

Move Policy/Regulation 6141.3273, 4118.53/4218.53 - Generative AI to the Board for a second reading/approval. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Pat Rist.

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

2.D. Policy/Regulation 4118.5/4218.5 - Employee Responsible Use of the District's Computer Systems and Electronic Communications

Move Policy/Regulation 4118.5/4218.5 - Employee Responsible Use of the District's Computer Systems and Electronic Communications to the Board for a second reading/approval. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Pat Rist.

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

2.E. Policy/Regulation 6141.321 - Student Responsible Use of the District's Computer Systems and Internet Safety

Move Policy/Regulation 6141.321 - Student Responsible Use of the District's Computer Systems and Internet Safety to the Board for a second reading/approval. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Pat Rist.

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

3. Policies for future review/discussion

Dr. Carver informed the committee she has received the new CAGE packet and will review it. She informed the committee that Jen Variale will bring the transportation regulation to committee for clarification of language and to bring to the Board in June. She also informed the committee she will be attending the CAGE Legislative Wrap Up session on June 10, 2025, in Harford. If committee members want to attend, please let the administration know so they can be registered.

4. Public Comment

None.

5. Adjourn

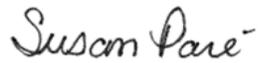
Move to adjourn at 7:15 PM. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Pat Rist.

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Ms. Pat Rist: Yea

Respectfully submitted,

A handwritten signature in cursive script that reads "Susan Pare".

Susan Pare

Board Recorder

Minutes of the Board of Education Resource Management & Business Operations Committee Meeting held on Thursday, May 8, 2025, 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, J. Variale

B. Foster, Chair, called the meeting to order at 6:00 PM.

Board Members Attendance:

Anthony Cassio: Present

Mr. Bill Foster: Present

Mrs. Courtney Martin: *Absent*

Ms. Pat Rist, Alternate: Present

1. Healthy, Hunger-Free Kids Act Annual Certification

Move to recommend to the full Board for approval. 1) Pursuant to C.G.S. Section 10-215f, the Bethel Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025 through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. 2) The Bethel Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food sales. 3) The Bethel Board of Education will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the

beverage sales. Passed with a motion by Mr. Bill Foster and a second by Anthony Cassio.

Anthony Cassio: Yea

Mr. Bill Foster: Yea

Ms. Pat Rist: Yea

2. 2025-2026 Meal Prices

Move to recommend the following motions to the Board for approval: Recommended Motions: Motion to set the student school lunch prices for the 2025-2026 school year as follows: Elementary \$3.40 and High School/Middle School \$3.75. The BOE leaves the school breakfast prices at all schools at \$2.50 for the 2025-2026 school year. Motion to set the reduced-priced breakfast to \$0.00 rather than \$0.30 for the 2025-2026 school year to continue to promote participation in the breakfast program. Motion to set the Adult lunch price at \$5.25 and the Adult breakfast price at \$3.75 for the 2025-2026 school year in order to comply with CSDE pricing guidelines. Passed with a motion by Mr. Bill Foster and a second by Ms. Pat Rist.

Anthony Cassio: Yea

Mr. Bill Foster: Yea

Ms. Pat Rist: Yea

3. 2025-2026 Tuition Rates

Move to recommend the Bethel Board of Education sets the tuition rates for non-resident students attending Bethel Public Schools for the 2025-2026 school year as stated in memo. Passed with a motion by Mr. Bill Foster and a second by Ms. Pat Rist.

Anthony Cassio: Yea

Mr. Bill Foster: Yea

Ms. Pat Rist: Yea

4. Budget Update

4.A. Quarterly Spending Report

Jen Variale reviewed the quarterly spending report with the committee.

4.B. Quarterly Budget Transfers

Jen Variale reviewed the quarterly budget transfers with the committee.

Move to recommend the Board approve the quarterly budget transfers as outlined. Passed with a motion by Mr. Bill Foster and a second by Anthony Cassio.

Anthony Cassio: Yea

Mr. Bill Foster: Yea

Ms. Pat Rist: Yea

Move to recommend the Board of Education moves to direct the administration to make accounting adjustments as needed to properly close the books. Passed with a motion by Anthony Cassio and a second by Mr. Bill Foster.

Anthony Cassio: Yea

Mr. Bill Foster: Yea

Ms. Pat Rist: Yea

5. New Business

Dr. Carver spoke to the committee. She is hopeful of seeing savings with health insurance prior to the Board meeting in June. Next week, the food service bids will be evaluated, and a recommendation will be brought to the Board.

6. Public Comment

None.

7. Adjourn

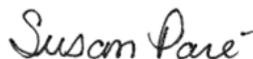
Move to adjourn at 6:28 PM. Passed with a motion by Anthony Cassio and a second by Mr. Bill Foster.

Anthony Cassio: Yea

Mr. Bill Foster: Yea

Ms. Pat Rist: Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, April 24, 2025, 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, C. Sipala, A. Salerno, M. Walsh

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

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present
Anthony Cassio:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
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

- 2.A. Gifts, Grants, & Bequests

Bethel High School

- Most improved student baseball tickets hosted by the Hartford Yard Goats and ProHealth, \$35, Monica Black, Easton, CT

Dr. Caver thanked the staff for supporting the students at the STEAM Expo. At least 50 staff members were there. She thanked the staff for their level of commitment. This past Wednesday, the district held the Bethel Public Schools' STEAM Expo. Our students, in grades K through 12 developed independent and innovative research projects, in which they showcased their learning. There were also numerous community members there supporting the event. The evening was a huge success!

3. Consent Calendar

- 3.A. Approval of Minutes

3.A.1. March 27, 2025

Move to approve the minutes of March 27, 2025. Passed with a motion by Mr. Scott Clayton and a second by Ms. Pat Rist.

Mrs. Kara DiBartolo:	Abstain
Mr. Bill Foster:	Abstain
Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

4. Correspondence

- Bethel CT Public Schools Mail - Protecting Student Health - B. Argentine
- Bethel CT Public Schools Mail - Student health and safety - J. Young
- Bethel CT Public Schools Mail - 2025-2026 Budget Plan - R. Vazquez
- Bethel CT Public Schools Mail - Legislation - C. Carver
- Bethel CT Public Schools Mail - Fwd_ [FirstSelectman_70362] Budget Cut Concern - L. Petitti
- Letter of Support - Support of Raised Bill 1561 and 7277 - C. Carver, S. Clayton, BOE Chair, D. Carter, First Selectman, N. Ellis, BOF Chair
- Request for Letters of Support - Superintendent Communication - State Raised Bill to Increase Education Funding - C. Carver
- Follow Up Letter-NSLP Removal Harmful Chemicals - Ellington Board of Education
- Bethel CT Public Schools Mail - Concerns About Proposed Nursing Staff Reductions - J. Kurtz

5. Public Comment

None.

6. Administrative/Board Member Update

6.A. Board Chairperson Update

S. Clayton thanked everyone for their continued support of the school system in passing the budget without additional cuts. He thanked the administration and those who stayed involved in the process. Mr. Clayton noted the hard work that goes into balancing the budget and meeting the needs of students.

6.B. Administrative Update

Dr. Carver reviewed the PSAT/SAT scores for the classes of 2026, 2027, and 2028. She informed the Board of the staff awards celebration in May. Board members should RSVP using the link in the flyer provided.

Dr. Carver spoke to the Board about Appropriations Committee putting in 127 million dollars into ECS funding a year for two years, 2026 and 2027. Dr. Carver recommended they wait on cuts until May/June based on the potential for the district to receive additional funds.

J. Variale updated the Board on the BHS HVAC project. They are working to install the VFR units, they are waiting on approval from the Dept. of Public Health. Once they have the approval, work will start. A commissioning agent has been selected, and the substantial competition date is scheduled for October.

J. Variale updated the Board on health insurance. The administration is working with broker and consultant. They are waiting on numbers. They are looking at two ideas, 1. moving to a self-funded model. 2. ICRA model. The district is currently fully funded.

Dr. Carver informed the Board of the reports coming to the Board this spring:

- School Improvement Presentation Update JS & BMS, April BOE Meeting
- School Improvement Presentation Update - BS, RS & BHS, May BOE Meeting
- Strategic Planning Update, June BOE Meeting
- Vision of a Learner Committee Update

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

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

7. Reports to the Board

7.A. Curriculum, Assessment, & Professional Practices

7.A.1. ELA Department

- Science Fiction and Fantasy Curriculum
- Gender Studies Curriculum
- Honors Literature

Motion to approve the Science Fiction and Fantasy, Gender Studies, and Honors Literature curricula. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Kara DiBartolo.

Mrs. Jennifer Ackerman: Yea

Anthony Cassio: Yea

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

7.B. Policy

7.B.1. First Reading

7.B.1.a. Policy 5144.2 - Restorative Practices Response

7.B.1.b. Policy/Regulation 5131.911 - Connecticut School Climate

7.B.1.c. Policy/Regulation 6141.3273, 4118.53/4218.53 - Generative AI

7.B.1.d. Policy/Regulation 4118.5/4218.5 - Employee Responsible Use of the District's Computer Systems and Electronic Communications

7.B.1.e. Policy/Regulation 6141.321 - Student Responsible Use of the District's Computer Systems and Internet Safety

Move to accept: Policy 5144.2 - Restorative Practices Response Policy/Regulation 5131.911 - Connecticut School Climate Policy/Regulation 6141.3273, 4118.53/4218.53 - Generative AI Policy/Regulation 4118.5/4218.5 - Employee Responsible Use of the District's Computer Systems and Electronic Communications Policy/Regulation 6141.321 - Student Responsible Use of the District's Computer Systems and Internet Safety for a first reading. Passed with a motion by Mrs. Jen Larsen and a second by Mr. Scott Clayton.

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

7.B.2. Second Reading

7.B.2.a. Policy/ Regulation 4118.51 - Employee Use of Social Media

Move to approve Policy/Regulation 4118.51 - Employee Use of Social Media. Passed with a motion by Mrs. Jen Larsen and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea

Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

7.B.2.b. Policy 4152.6 - Family Medical Leave

Move to approve Policy 4152.6 - Family Medical Leave. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Kara DiBartolo.

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

7.B.2.c. Policy/Regulation 2232 - Retention and Disposition of Records and Information

Move to approve Policy/Regulation 2232 - Retention and Disposition of Records and Information. Passed with a motion by Mrs. Jen Larsen and a second by Mr. Scott Clayton.

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

7.B.2.d. Policy 5145.42 Policy Regarding Title IX of the Education Amendments of 1972 Prohibition of Sex Discrimination and Sexual Harassment (Students)

Move to approve Policy 5145.42 Policy Regarding Title IX of the Education Amendments of 1972 Prohibition of Sex Discrimination and Sexual Harassment (Students). Passed with a motion by Mrs. Jen Larsen and a second by Anthony Cassio.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea

Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

8. Action Items

8.A. Class of 2025 Graduation Date

Move to approve Friday, June 13, 2025, as the Graduation Day for the Class of 2025. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

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

9. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

9.A. School Improvement Plan - Johnson School & Bethel Middle School - Part II

Dr. Salerno, Principal, Johnson School, and Mr. Watson, Principal, Bethel Middle School, presented Part II of their school improvement plans. They reviewed their progress towards meeting the goals, strategies, and action steps previously outlined in October.

10. Recommended Executive Session

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

Board Members Attendance:

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

Move to enter into Executive Session at 8:17 PM inviting in C. Carver, K. Brooks, J. Variale. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jennifer Ackerman.

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

10.A. CT General Statutes 1-210(b)(2) Personnel - Non-Renewals

**10.B. CT General Statutes 1-210(b)(9) - Negotiations - Teamsters Local Union No. 677,
Bethel Custodians**

Move to come out of Executive Session at 8:37 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jennifer Ackerman.

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

Move that the contract of employment as outlined not be renewed for the following year upon its expiration at the end of the 2024-2025 school year, and that the Superintendent of Schools is directed to advise such person(s) in writing of this action." Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

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

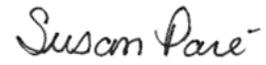
11. Adjourn

Move to adjourn at 8:40 PM. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

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

Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

JOB DESCRIPTION

Bethel Public Schools - Bethel, CT

1.29.1
Locator

Position Title: Curriculum Integration Specialist (Grades K-8)

Qualifications:

1. A valid Connecticut certificate as a classroom teacher or special educator
2. Strong leadership skills including, but not limited to, facilitation of meetings, effective communication and collaboration, coaching, systems-thinking, and understanding of adult learning strategies
3. Deep knowledge of current educational research, instructional strategies, and assessment practices in one or more areas of expertise
4. Proficiency with educational technology tools, including advanced features of those tools, that support instruction and assessment
5. Strong data analysis skills to inform instructional and curricular decisions
6. Outstanding employment history as a highly effective educator and a positive contributor to the school and district

Reports to: Assistant Superintendent of Schools or Designee.

Position Summary:

The Curriculum Integration Specialist supports Grades K-8 teachers in implementing high-quality, standards-aligned instruction and assessment practices. This position focuses on ensuring coherence across disciplines, curriculum writing, fostering strong instructional and assessment practices, and cultivating a strong culture for learning that enhances student learning, growth, and achievement.

Performance Responsibilities:

Curriculum Development & Integration:

- Collaborate with teachers and administrators to design and implement instructional units that align with state standards
- Support the integration of the district's Vision of a Learner into curriculum, instruction, and assessment practices
- Coach teachers in understanding and planning for curricular units, instructional best practices, and technology integration that support diverse learners, including multilingual learners and students with disabilities

JOB DESCRIPTIONS (continued)

- Research, recommend, and lead integration efforts for high-quality instructional resources and practices that enhance the curriculum

Instructional Support & Professional Learning:

- Provide coaching, modeling, and job-embedded professional learning to teachers on effective instructional strategies, technology integration, differentiation, and assessment practices, including support of diverse learners
- Attend professional learning communities (PLCs), as needed, focusing on, but not limited to, research-based instructional practices, assessment practices, and student engagement.
- Lead professional learning efforts that support district and building goals
- Support the implementation of district initiatives related to curriculum, instruction, assessment, and professional learning

Assessment & Data Analysis:

- Create systems to collect, analyze, and monitor district, building, and classroom-level data
- Collaborate with teachers and administrators to analyze student data and use findings to inform instructional decisions
- Develop common assessments that align with curricular goals

Collaboration & Leadership:

- Work closely with district leadership and building administrators to ensure alignment across grade levels and subject areas
- Prepare, with district leadership and building principals, budgetary needs
- Participate in district curriculum committees and provide input on instructional materials, curricular design, and assessment practices
- Serve on the district Professional Learning Council and other relevant district and building committees
- Communicate effectively with teachers, administrators, and stakeholders to promote a shared vision of teaching and learning
- Perform other duties as directed by the Assistant Superintendent or designee

Term of Employment: 10-month position

Evaluation: Performance will be evaluated annually by the Assistant Superintendent of Schools or designee, with input from building principals, and in accordance with the Educator Evaluation and Support Plan and Board of Education Policy

Bethel Public Schools
Bethel, CT

MEMORANDUM

TO: Bethel Board of Education

FROM: Christine Carver, Ed.D.
Superintendent of Schools

DATE: May 13, 2025

RE: **TEACHERS BEING GRANTED “TENURE”**

Under Connecticut General Statute 1-210(b) (2), any teacher who has completed forty (40) school months of continuous full-time employment in Bethel (or after 20 months of continuous employment in Bethel, if that teacher achieved “tenure” in another Connecticut district) is considered “tenured” in Bethel in terms of the law.

For the Board’s information, the administration is renewing the contracts for a fourth year (or after 20 months of continuous full-time employment in Bethel, if that teacher achieved “tenure” in another Connecticut district) for the following staff members:

HIGH SCHOOL

Sara Parille Special Education Teacher

MIDDLE SCHOOL

Kristen Wedge Math Teacher
Ted Nathanson Special Education Teacher
Amy Nill Math Teacher
Brandi Chapman Language Arts Teacher

JOHNSON SCHOOL

Nicole Bentson Grade 3 Teacher

BERRY SCHOOL

Sherri Brodsky Teacher of the Deaf
Christine Garbowski Preschool Teacher
Francesca Demers Kindergarten Teacher

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: May 20, 2025

Presenter: Jennifer Variale, Director of Finance & Business Operations

Services Topic: Healthy Food Annual Certification

Importance of this topic to the Board: Important

Key Points of the Briefing:

- * CSDE requires annual certification by the Board of Education for participation in the Healthy Foods Certification Program
- * In participating, Bethel can only serve beverages, foods, snacks and a la carte items that have been specifically approved by the CSDE.
- * For participation, the District receives an additional 10 cents reimbursement from the State on each meal served. This is important to the financial success of our program.

Action Requested of the Board of Education: Motion needed.

Recommended Motions:

- 1) Pursuant to C.G.S. Section 10-215f, the Bethel Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025 through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.
- 2) The Bethel Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met:
 - 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;
 - 2) the sale is at the location of the event;
 - and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the

official school day. "Location" means where the event is being held and must be the same place as the food sales.

- 3) The Bethel Board of Education will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the beverage sales.

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to BOE May 20, 2025 and RAMBO May 8, 2025

Presenter: Jennifer Variale, Director of Finance & Business Operations

Topic: Setting breakfast and lunch prices at the schools for 2025-2026

Importance of this topic to the Board: Important

Key Points of the Briefing:

- 1) To raise the school lunch prices to cover increases in labor and food costs and continue to have the school lunch program run at or above break-even and to meet the USDA Paid Lunch Equity requirements. Proposal: Raise student lunch prices by \$0.15 at all schools. Elementary will be \$3.40 and Middle School and High School will be \$3.75. These increases will help the district to comply with the Paid Lunch Equity requirements set by the CSDE and USDA. Breakfast at all schools will remain at \$2.50 for all students. All student meals include a milk option. Adult meal prices also need to comply with CSDE guidelines, therefore, Adult lunch will increase to \$5.25 and Adult breakfast will increase to \$3.75. Adult meals do not include a beverage.
- 2) To set the price for reduced priced breakfast at \$0.00 instead of \$0.30 for the year 2025-2026. This will continue to encourage participation in the breakfast program and ensure that our neediest students are fed each morning. The cost to the board should be less than \$3,000.
- 3) Action Requested of the Board of Education: Motion needed.

Recommended Motions:

- 1) Motion to set the student school lunch prices for the 2025-2026 school year as follows: Elementary \$3.40 and High School/Middle School \$3.75. The BOE leaves the school breakfast prices at all schools at \$2.50 for the 2025-2026 school year.
- 2) Motion to set the reduced priced breakfast to \$0.00 rather than \$0.30 for the 2025-2026 school year to continue to promote participation in the breakfast program.
- 3) Motion to set the Adult lunch price at \$5.25 and the Adult breakfast price at \$3.75 for the 2025-2026 school year in order to comply with CSDE pricing guidelines.



Bethel Public Schools

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Fax: (203) 794-8723 – website: www.bethel.k12.ct.us

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Superintendent of Schools
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Jennifer Variale
Director
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Director
Teaching & Learning
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Donna Burns
Director
Instructional Technology
(203) 794-8071

Tyler Stevens
Supervisor
Facility & Security Operations
(203) 794-8609

TO: Board of Education
FROM: Jennifer Variale, Director of Finance and Business Operations
RE: Tuition Rates for Non-Resident 2025-2026
DATE: May 5, 2025

Pursuant to Board of Education Policy, the following tuition rates for non-resident students attending Bethel Public Schools are recommended:

	<u>2023/2024</u>	<u>2024/2025</u>	<u>2025/2026</u>	<u>% Increase</u>
Elem/Middle	\$15,064	\$15,514	\$16,541	6.62%
High School	\$17,381	\$17,900	\$19,085	6.62%

These tuition rates **do not include** transportation. Additionally, Special Education rates will be calculated as needed based on the costs of a specific program with related services. The Special Education costs are not discounted.

MOTION:

The Bethel Board of Education sets the tuition rates for non-resident students attending Bethel Public Schools for the 2025-2026 school year as stated in this memo.

cc: Dr. Christine Carver
Dr. Kristen Brooks

“Our Primary Purpose is to Improve Student Achievement.”

BETHEL BOE BUDGET 2024-2025
BUDGET TRANSFERS SUMMARY BY PERIOD

Object Codes		Approved Budget	July-Nov Adjustments	Dec-Mar Adjustments	Apr-Jun Adjustments		Total Transfers	Final Budget
Salaries	1000	37,082,260	140,000	-	-		140,000	37,222,260
Employee Benefits	2000	9,523,898	(50,000)	-	-		(50,000)	9,473,898
Professional Services	3000	747,839	(2,650)	4,966	-		2,316	750,155
Purchased Property Services	4000	238,475	810	1,956	-		2,766	241,241
Other Purchased Services	5000	5,435,041	(89,000)	(5,000)	-		(94,000)	5,341,041
Supplies	6000	1,450,479	1,140	(5,278)	-		(4,138)	1,446,341
Property	7000	173,399	(1,700)	3,322	-		1,622	175,021
Dues & Fees	8000	99,741	1,400	34	-		1,434	101,175
Total Budget		54,751,132	-	-	-		-	54,751,132
Total Transfers To			143,350	10,278	-		148,138	
Total Transfers From			(143,350)	(10,278)	-		(148,138)	
% of Total Budget							0.27%	

Budget Transfers December 1, 2024 - March 31, 2025

Account Number	Description	Increased	Decreased	Notes
1 100.14.2410.101.4303	EQUIPMENT REPAIR - GENERAL - JS	1200	0	Principal's Request
100.14.1100.101.7304	EQUIPMENT - JS - TECHNOLOGY	0	-1200	Kiln repair for Art program
Total For Request		<u>1,200</u>	<u>(1,200)</u>	
2 100.11.2220.118.4301	REPAIR & MAINTENANCE - HS - AVA DEPT	460.56	0	Principal's Request
100.11.2220.118.7303	EQUIPMENT INSTRUCTIONAL - HS - AVA DEPT	4521.94	0	HS AV equipment needs and light repairs
100.11.2220.118.6110	INSTRUCTIONAL SUPPLIES - HS - AVA DEPT	0	-4982.5	
Total For Request		<u>4982.5</u>	<u>-4982.5</u>	
3 100.14.2410.101.8100	DUES & FEES - JS	34	0	Principal's Request
100.14.2410.101.3302	CONFERENCE REGISTRATION FEES - JS	0	-34	Cover NAESP membership renewal
Total For Request		<u>34</u>	<u>-34</u>	
4 100.16.2130.101.4303	EQUIPMENT REPAIR - GENERAL - SW - HEALTH SERV.	295	0	Special Education & Pupil Services Director
100.16.2130.101.6112	HEALTH SUPPLIES - SW - HEALTH SERVICES	0	-295	For audiometer calibrations
Total For Request		<u>295</u>	<u>-295</u>	
5 100.16.2230.119.3301	PROF EMPLOYEE TRAINING - SW - TECHNOLOGY	5000	0	Director of Instructional Technology's Request
100.16.2230.119.5301	COMMUNICATIONS & RESEARCH SERV - SW - TECH	0	-5000	Schoolinks training for staff
Total For Request		<u>5,000</u>	<u>(5,000)</u>	