

Bethel Board of Education Regular Meeting

Thursday, June 19, 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. Gifts, Grants, & Bequests	
3. Action Item	
3.A. Primary Mental Health Grant Application	Speaker(s): Trish Soucy
4. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
4.A. Strategic Plan Approval 2025-2030	Speaker(s): Christine Carver, Parents and Students
4.B. Vision of a Learner - Presentation	Speaker(s): Kristen Brooks
5. Consent Calendar	Speaker(s): Policy 9326
5.A. Approval of Minutes	
5.A.1. May 20, 2025	
5.A.2. June 3, 2025 - Special Meeting	
6. Correspondence	Speaker(s): Policy 9326
7. 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
8. Administrative/Board Member Update	Speaker(s): Policy 9326
8.A. Board Chairperson Update	
8.B. Administrative Update	
8.B.1. 2024-2025 BOE District Data Sheet	

9. Reports to the Board

9.A. Policy

Speaker(s): Policy
9310, 9311, 9313

9.A.1. Policy 5111 - Admission/Placement

Speaker(s): Christine
Carver

9.A.2. Regulation 3541 - Transportation

Speaker(s): Jen
Variale

9.B. Resource Management & Business Operations

9.B.1. Finance

9.B.1.a. Changing Banking Institutions

9.B.1.b. Food Services Management Contract (FSMC)
- Approval

10. Recommended Executive Session

10.A. CT General Statutes 1-210(b)(9) Personnel
- Negotiations
• Non-Union Salaries

Speaker(s): Christine
Carver

11. 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: Accent PVO

How the Gift, Grant, or Bequest will Be Used: Communication device to be used with students with communication disorders

Estimated Cash Value of the Gift, Grant, or Bequest: \$7595

Donor's Name and Address Caryn Schajer
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: 6/3/25

Copy to: Donor (Ref: Board Policy 3280)

Principal Rev: 6/2017

Superintendent

RECEIVED

JUN 03 2025

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE



Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801
Fax: (203) 794-8723 – website: www.bethel.k12.ct.us

Kristen Brooks, Ed. D.
Assistant Superintendent of Schools
(203) 794-8613

Christine L. Carver, Ed. D.
Superintendent of Schools
(203) 794-8601

Jennifer Variale
Director
Finance & Business Operations
(203) 794-8603

Christine E. Sipala, Ph.D.
Director
Special Education & Pupil Services
(203) 794-8616

Michelle D. Rutledge
Director
Teaching & Learning
(203) 794-8755

Donna Burns
Director
Instructional Technology
(203) 794-8071

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

June 19, 2025

To Whom It May Concern:

On behalf of the Bethel Board of Education, we are writing to express our full and ongoing support for the continuation of **Primary Project**, a Tier 2 early intervention program serving students in grades K–2 at Anna H. Rockwell and Frank A. Berry Schools.

The Board recognizes Primary Project as an essential component of the district's commitment to social-emotional learning, purposeful play, and early mental health support. We commend the district's leadership and staff for their thoughtful implementation of this research-based program, which builds trusting relationships between children and trained adults, promotes emotional growth through child-led play, and strengthens school readiness.

Following a comprehensive presentation in Fall 2024 by Principal Trish Soucy, we were deeply encouraged by the program's outcomes, including measurable improvements in student behavior, confidence, and school adjustment. We are especially impressed by the program's alignment with our strategic goals and its role in addressing the growing mental health needs of our youngest learners.

The Bethel Board of Education unanimously supports the continued implementation and expansion of Primary Project. We remain committed to:

- Maintaining staffing, dedicated space, and resources to support program fidelity
- Embedding Primary Project in our strategic planning and SEL priorities
- Promoting public awareness of the program's value through newsletters, presentations, and family engagement events

“Our Primary Purpose is to Improve Student Achievement.”

We are proud to endorse Primary Project as a model of proactive, data-driven intervention and look forward to receiving continued updates on its growth and success in the 2025–2026 school year and beyond.

Sincerely,

Scott Clayton

Chairperson

Bethel Board of Education

A handwritten signature in black ink, appearing to read "Christine L. Carver". The signature is fluid and cursive, with a prominent initial "C" and a long, sweeping underline.

Christine L. Carver, Ed.D.

Superintendent of Schools



Bethel Public Schools' Vision of a Learner

Outcomes

- Learn about our 2025-2026 Theory of Action and our next iteration of a Vision of a Learner, our revised Global Competencies
- Understand the relationship between these revisions and the work of the new 2025-2030 Strategic Plan



Why?

A Vision of a Learner represents a collective aspiration for what a successful learner should look like outlining the skills, knowledge, and character traits a community hopes its learners will possess, preparing them for future success in college, career, and life

Vision of a Learner

Helping Your Child Get Ready for the Future and Ensuring Postsecondary Readiness

Strategic Plan Action Step	Bethel Public Schools' Commitment	Parents/Guardians' Commitment
<p>Professional Learning: Provide professional learning opportunities to ensure all educators and staff have a common understanding of the Vision of a Learner (a critical thinker, a collaborator, a creative innovator, and an ethically engaged citizen) and its impact on teaching and learning.</p>	<p><i>We will make sure all teachers and school staff understand what it means for your child to be ready for the future, so they can develop the skills for your child to be a successful global citizen.</i></p>	<p><i>Talk with your child about their interests, future goals, and skills that they will need to be successful in life. By having these conversations, you can help them start thinking about the skills and knowledge that will be important for their future success.</i></p>
<p>Curriculum and Assessment: Audit and revise curriculum and report cards to align with the competencies outlined in the Vision of a Learner, ensuring meaningful assessment of student growth.</p>	<p><i>We will update what your child learns and report cards in all subjects to align with workforce development trends to become effective collaborators, critical thinkers, creative innovators, and ethically engaged citizens.</i></p>	<p><i>Talk about the courses your child selects and the impact they will have on postsecondary readiness, their role in the future workforce, and being an ethical global citizen. You can review their report cards with them, discussing strengths and opportunities for growth.</i></p>
<p>Instruction: Define expectations for how the Vision of a Learner will be embedded in daily instruction and develop systems to track and support its integration.</p>	<p><i>We will review and update school courses to make sure educators teach your child the skills they'll need for future jobs, so they can demonstrate the skills of a critical thinker, a collaborator, a creative innovator, and an ethically engaged citizen.</i></p>	<p><i>Discuss with your child the skills they are learning aligned to our Vision of a Learner in school and how it might connect to different careers.</i></p>
<p>Communication: Launch a public awareness campaign to inform and involve families, community members, and industry partners in supporting and reinforcing the Vision of a Learner beyond the classroom.</p>	<p><i>We will share information with families, people in the community, and businesses to get everyone involved in helping your child be ready for the future, not just at school.</i></p>	<p><i>Look for opportunities to participate in school events or community programs focused on career exploration or future skills. Your involvement shows your child the importance of these areas.</i></p>

2025-2030 Strategic Plan

Theory of Action 2025-2026



If we respond to student needs based on assessment data, engage students in challenging, grade-level content, and explicitly teach the skills of collaboration, critical thinking, creativity, and innovation, then we will increase student outcomes.

Background Information

- Ten years ago, a group of administrators and educators developed a shared understanding of 21st century skills;
- Identified our Global Competencies & created rubrics for those competencies;
- In 2024, we brought a group of teachers, administrators, students and parents to review our existing Global Competencies
- The council reviewed research and reviewed other district samples
- This council revised our next iteration of Global Competencies

Our Vision of a Learner

Critical Thinker

Collaborator

Creative Innovator

**Ethical & Engaged
Citizen**

**4 Global
Competencies
written as a
learner not as
a skill**



**Bethel Public Schools****Global Competency Rubric: Critical Thinkers**

Critical thinkers ask thoughtful questions, gather relevant information, consider multiple perspectives, and evaluate ideas to draw well-reasoned conclusions. They reflect on their thinking, remain open to alternative viewpoints, and revise their understanding as needed to make informed decisions and solve complex problems.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Inquire and Gather Information	Struggles to identify or understand the basic task requirements. Generates vague or unfocused questions with minimal source connection.	Partially identifies the task and necessary resources with some confusion or lack of clarity. Creates basic questions with limited source integration.	Identifies and communicates the task and curates appropriate resources. Formulates specific questions using information from multiple credible sources.	Clearly and succinctly communicates an understanding of the task and curates resources to support the task. Develops sophisticated, thought-provoking questions using information from multiple credible sources.
Analyze and Interpret	Demonstrates minimal understanding of source credibility or analysis. Selects minimal or irrelevant evidence that does not support the argument. Does not identify and evaluate perspectives of an argument.	Uses sources with some critical evaluation. Includes some evidence, but the connections to the argument are weak or only partially relevant. Identifies and evaluates perspectives of an argument but is missing essential components.	Selects relevant and credible evidence to support an argument, claim, or conclusion. Identifies and evaluates perspectives of each component of an argument.	Consistently selects highly relevant, credible evidence that strongly supports the argument with clear logical connections. Thoroughly identifies and evaluates perspectives of each component of an argument with detailed explanations.
Reason and Draw Conclusions	Claims are unclear, confusing, or demonstrate minimal comprehension of the topic. Minimal or no evidence provided; evidence does not support conclusions.	Claims are somewhat vague or partially unclear; demonstrates limited understanding. Evidence is basic or partially relevant. There is minimal connection to conclusions.	Communicates relevant claims and conclusions that illustrate understanding of the topic. Supports reasoning with relevant and sufficient evidence, shows the ability to make logical connections between evidence and	Clearly communicates information, draws insightful conclusions, and makes inferences. Provides multiple sources of high-quality relevant evidence that strongly supports all conclusions; demonstrates advanced critical analysis.

Solve Problems	Identifies or evaluates skills one r
Reflect and Adapt	Little to no weakness Struggles to look ahead

**Bethel Public Schools****Global Competency Rubric: Creative Innovators**

Creative Innovators challenge and improve existing standards by designing, implementing, and communicating original ideas. Creative Innovators exhibit curiosity, imagination, and flexibility. The creative and curious person is open and responsive to new and diverse perspectives and views failure as an opportunity to learn. They show resilience and persevere through multiple solutions and challenges, making valuable contributions to the world around them.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Explore and Generate Ideas	Explores ideas with guidance but struggles to generate original solutions. Attempts to engage with diverse perspectives but may need support in questioning and investigating ideas.	Investigates ideas and perspectives but may need prompting to consider multiple viewpoints. Generates solutions but may struggle with flexibility or perseverance when approaches do not work initially.	Respectfully questions and investigates ideas, demonstrating curiosity and diverse perspectives. Generates solutions and perseveres through a variety of approaches to a problem.	Independently and proactively investigates ideas and synthesizes diverse perspectives. Generates and refines multiple creative and imaginative solutions, demonstrating persistence and adaptability. Encourages others to explore new ideas and approaches.
Be Original and Inventive While Solving a Problem	With guidance, attempts to generate ideas but struggles to create something novel or impactful. Requires support to consider audience impact.	Creates ideas or products that may need refinement to be truly novel or impactful. Considers audience needs but may not fully align the creation with their perspective.	Creates a novel or innovative idea or product that has an impact with a specific audience in mind. Seeks feedback, refines work, and inspires others to think creatively and innovatively.	Consistently develops unique and meaningful ideas or products that significantly impact a specific audience. Actively seeks, gives, and applies constructive feedback to refine ideas or products. Embraces failure as a critical part of the creative process and continuously iterates to improve process and outcomes with resilience.
Refine and Improve	Struggles to receive feedback or struggles to view failure as a learning opportunity. May resist making changes to ideas or products based on critiques.	Accepts feedback but may struggle to apply it effectively. Sometimes views failure as discouraging rather than an opportunity to refine an idea or product.	Openly gives and receives feedback and views failure and critique as an opportunity to adjust approaches to refine an original idea or project.	Delivers a compelling, polished presentation that effectively engages the audience. Demonstrates strong storytelling, visuals, or delivery techniques that enhance understanding and impact.
Present My Thinking	Attempts to present an idea or product but may struggle with clarity, engagement, or audience appropriateness. Presentation may lack structure or purpose.	Presents an idea or product with some clarity and engagement but may need refinement in organization, delivery, or audience alignment.	Clearly presents an idea or product in an engaging, well-crafted manner that is appropriate for the purpose and audience.	

**Bethel Public Schools****Global Competency Rubric: Collaborators**

Collaborators engage through communication in constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments. Collaborators exercise flexibility and willingness to be contributors and listeners while making necessary compromises and working together in virtual and traditional settings to accomplish a shared goal.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Articulate My Thinking	Communicates thoughts that may be unclear, unsorted, or difficult to understand through speaking, writing, or/and multimedia.	Communicates thoughts through speaking, writing, or/and multimedia in a way that generally aligns with the objective but may lack clarity or depth.	Clearly articulates thoughts to achieve a desired outcome, using specific evidence and reasoning through speaking, writing, or/and multimedia.	Effectively articulates thoughts through speaking, writing, or/and multimedia, using specific evidence and reasoning to support outcomes, claims, and meaningful connections.
Engage in Critical Dialogue	Beginning to listen to the perspective of others and making an attempt to respond authentically.	Actively listens to the perspective of others and attempts to respond authentically.	Engages in meaningful discussion by listening and responding to diverse viewpoints, questioning assumptions, and considering different perspectives.	Critically analyzes and evaluates discussions by considering diverse viewpoints, questioning assumptions, and applying new learning to deepen understanding and make informed decisions.
Ask Purposeful Questions	Asks basic and literal questions that meet the objective.	Asks both literal and inferential questions to deepen understanding.	Asks literal and inferential questions to enhance understanding and apply new learning.	Asks literal, inferential, and evaluative questions to enhance understanding and make meaningful connections.
Contribute to the Group Effort	Contributes ideas to the group but may not actively engage with or support the completion of the task.	Contributes ideas and takes some responsibility in supporting the group's efforts to meet the task's objectives.	Contributes ideas and actively supports the group in completing the task while listening to others' input and ensuring everyone is involved in the process to reach the desired	Takes initiative in leading and supporting the group to achieve the task's objectives. Encourages collaboration and ensures all members contribute meaningfully to the task or/and outcomes desired.

Demonstrate Flexibility
Take Initiative and Be Accountable

**Bethel Public Schools****Global Competency Rubric: Ethical & Engaged Citizens**

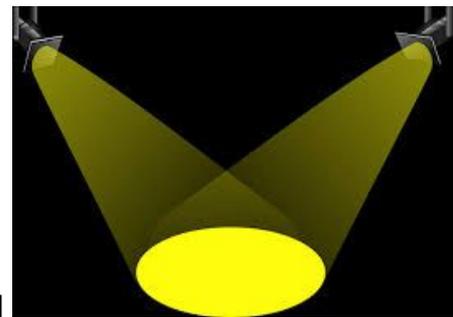
Ethical and Engaged Citizens demonstrate empathy and compassion by understanding and accepting diverse perspectives while acting to support others' well-being. They make meaningful contributions to their classroom, school, and community, resolve conflicts constructively, and uphold ethical decision-making to promote fairness and justice. As digitally responsible individuals, they use technology thoughtfully and responsibly to foster positive connections and address societal challenges.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Demonstrate Empathy and Compassion	Struggles to consider different perspectives or take action to support the well-being of others.	Shows awareness of others' feelings and perspectives but may not always act to support the well-being of others.	Demonstrates respect and concern for feelings and perspectives of others; supports or takes action to enhance their well-being.	Consistently understands and values others' perspectives, proactively offering support and advocating for fairness and inclusion.
Be an Ethical Decision-Maker	Struggles to consider the impact of choices on others and may demonstrate inconsistent integrity.	Acknowledges the importance of integrity but may struggle to apply ethical reasoning in challenging situations.	Considers the implications of actions and words; makes choices that prioritize ethics and integrity.	Demonstrates strong ethical reasoning, consistently prioritizing integrity and fairness in choices and actions.
Be Digitally Responsible	Lacks awareness of ethical behavior in digital spaces; may engage in unsafe or irresponsible online practices.	Shows some understanding of digital responsibility and ethical behavior but may not consistently evaluate sources, cite sources, or promote positive interactions online.	Navigates digital spaces ethically and safely; evaluates sources for credibility and bias; uses and creates digital media responsibly; cites sources; and promotes positive interactions online.	Exemplifies digital responsibility, actively educates others on ethical digital practices and fosters a safe digital community.
Engage Respectfully & Resolve Conflicts	Has difficulty managing disagreements constructively and may struggle to respect diverse perspectives.	Engages in discussions with some respect for different perspectives but may struggle with conflict resolution strategies.	Actively participates in civil discourse by listening to diverse perspectives, communicating clearly and respectfully, and using productive conflict resolution strategies.	Effectively engages in civil discourse, demonstrates deep respect for diverse perspectives, and skillfully mediates conflicts to promote understanding and collaboration.
Make Positive Contributions	Rarely participates in classroom, school or community activities.	Occasionally engages in community activities but with limited initiative or consistency.	Participates in civic life by volunteering, engaging in community service, advocating for positive change, and collaborating with others to address challenges in the classroom, school, and community.	Actively seeks opportunities to lead or inspire positive and meaningful change in the classroom, school, and community.

What is Our Vision of a Learner....in One Minute



Highlights of the Work



- Kept our original 3 Global Competencies but did add another competency
- Most of the key skills from the Global Competencies remained the same
- Adjusted language for clarity and brevity
- Communication is more explicitly named in our indicators on the rubric
- Provided a toolkit of resources to support our implementation

Updated Changes

- More dynamic, interdisciplinary, and real world
- More student-centered and action-oriented
- Inclusion of emotional intelligence
- Ethics and empathy
- Bias awareness
- Focus on the learner not the skill

Diversified Our Work Based On Level

6-12

Global Competency Rubric		Critical Thinkers
 <p>Grades 6 - 12</p>		
Key Skills		Level 3 - Proficient
Inquire and Gather Information	<ul style="list-style-type: none"> Identify and communicate the task. Curate appropriate resources. Formulate specific questions using information from multiple credible sources. 	
Analyze and Interpret	<ul style="list-style-type: none"> Select relevant and credible evidence to support an argument, claim, or conclusion. Identify and evaluate the perspectives of each component of an argument. 	
Reason and Draw Conclusions	<ul style="list-style-type: none"> Communicate relevant claims and conclusions that illustrate an understanding of the topic. Support reasoning with relevant and sufficient evidence. Show the ability to make logical connections between evidence and conclusions. 	
Solve Problems	<ul style="list-style-type: none"> Evaluate, test, and select possible solutions. 	
Reflect and Adapt	<ul style="list-style-type: none"> Reflect on personal strengths and weaknesses and understand the impact of personal biases. Employ strategies to handle frustration appropriately. Overcome through challenges. 	

3-5

Global Competency Rubric		Critical Thinkers
 <p>Grade 3 - 5</p>		
Key Skills		Level 3 - Proficient
Inquire and Gather Information	 <ul style="list-style-type: none"> Ask clear and thoughtful questions to gather useful information Find important details and use evidence to explain my thinking 	
Analyze and Interpret	 <ul style="list-style-type: none"> Analyze information Consider different viewpoints Make well-supported decisions 	
Reason and Draw Conclusions	 <ul style="list-style-type: none"> Explain my thinking Use facts to support my decision 	
Solve Problems	 <ul style="list-style-type: none"> Explore different solutions Evaluate which solution works best 	

PreK-2

Global Competency Rubric		Critical Thinkers
 <p>Grades PreK - 2</p>		
Key Skills		Level 3 - Proficient
Inquire and Gather Information (Ask and Learn)	 <ul style="list-style-type: none"> Ask questions to find out more. Listen carefully to new ideas. 	
Analyze and Interpret (Look Closely)	 <ul style="list-style-type: none"> Find information that helps support my idea. Tell what parts of an idea are strong and what parts need more work. 	
Reason and Draw Conclusions (Think and Decide)	 <ul style="list-style-type: none"> Explain my thinking. Use clues to figure things out. 	
Solve Problems (Try Different Ideas)	 <ul style="list-style-type: none"> Try different ways to solve a problem until I find what works best. 	



Vision of a Learner Toolkit

Learners will think critically, collaborate effectively, and innovate with curiosity and resilience. They will act ethically, embrace diverse perspectives, and use technology responsibly to positively impact their communities and the world.

VISION OF A LEARNER >>>>



▪ critical thinkers ▪ collaborators ▪ creative innovators ▪ ethical & engaged citizens ▪

In 25-26 We Will Commit To....

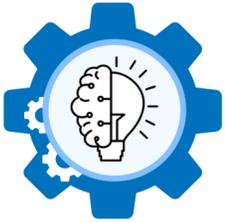


- Deliberate **planning and instructional practices** to support 3 of the rubrics: Critical Thinker, Collaborator, & Creative Innovator
- Regular inclusion of a global competency or a key skill(s) into learning **intentions/targets and/or success criteria**
- Direct and explicit **feedback** to and with students regarding the global competencies
- **Gather and share examples** of classroom strategies, routines, activities, projects that support the Vision of a Learner
- **Report progress** to students and families
- **Communicate** our Vision of a Learner to all stakeholders

Future Steps

- Continued **professional learning** through discussions in PLCs and departments, faculty meetings, and PL days to delve deeper into our Vision of a Learner to calibrate our understanding as a district
- Intentional integration of the Vision a Learner into our **curriculum**
- Formally Launch the **Ethical & Engaged Citizen** rubric in the 2026-2027 school year
- Continue to **communicate** our Vision of a Learner to all stakeholders





Critical thinkers ask thoughtful questions, gather relevant information, consider multiple perspectives, and evaluate ideas to draw well-reasoned conclusions. They reflect on their thinking, remain open to alternative viewpoints, and revise their understanding as needed to make informed decisions and solve complex problems.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Inquire and Gather Information	<p>Struggles to identify or understand the basic task requirements.</p> <p>Generates vague or unfocused questions with minimal source connection.</p>	<p>Partially identifies the task and necessary resources with some confusion or lack of clarity.</p> <p>Creates basic questions with limited source integration.</p>	<p>Identifies and communicates the task and curates appropriate resources.</p> <p>Formulates specific questions using information from multiple credible sources.</p>	<p>Clearly and succinctly communicates an understanding of the task and curates resources to support the task.</p> <p>Develops sophisticated, thought-provoking questions using information from multiple credible sources.</p>
Analyze and Interpret	<p>Demonstrates minimal understanding of source credibility or analysis.</p> <p>Selects minimal or irrelevant evidence that does not support the argument.</p> <p>Does not identify and evaluate perspectives of an argument.</p>	<p>Uses sources with some critical evaluation. Includes some evidence, but the connections to the argument are weak or only partially relevant.</p> <p>Identifies and evaluates perspectives of an argument but is missing essential components.</p>	<p>Selects relevant and credible evidence to support an argument, claim, or conclusion.</p> <p>Identifies and evaluates perspectives of each component of an argument.</p>	<p>Consistently selects highly relevant, credible evidence that strongly supports the argument with clear logical connections.</p> <p>Thoroughly identifies and evaluates perspectives of each component of an argument with detailed explanations.</p>
Reason and Draw Conclusions	<p>Claims are unclear, confusing, or demonstrate minimal comprehension of the topic.</p> <p>Minimal or no evidence provided; evidence does not support conclusions.</p>	<p>Claims are somewhat vague or partially unclear; demonstrates limited understanding.</p> <p>Evidence is basic or partially relevant. There is minimal connection to conclusions.</p>	<p>Communicates relevant claims and conclusions that illustrate understanding of the topic.</p> <p>Supports reasoning with relevant and sufficient evidence; shows the ability to make logical connections between evidence and conclusions.</p>	<p>Clearly communicates information, draws insightful conclusions, and thinks independently.</p> <p>Provides multiple sources of high-quality relevant evidence that strongly supports all conclusions; demonstrates advanced critical analysis.</p>
Solve Problems	<p>Demonstrates limited ability to suggest or evaluate a solution. Critical thinking skills are missing or incomplete.</p>	<p>Attempts to evaluate solutions with some gaps in methodology.</p>	<p>Evaluates, tests and selects possible solutions.</p>	<p>Systematically analyzes multiple potential solutions and conscientiously selects the most appropriate solution referring to detailed evidence of effectiveness.</p>
Reflect and Adapt	<p>Little to no recognition of strengths, weaknesses, or personal biases.</p> <p>Struggles to manage frustration and lacks effective coping strategies.</p>	<p>Identifies some personal strengths and weaknesses with limited understanding of personal biases.</p> <p>Demonstrates basic ability to manage frustration with some difficulty.</p>	<p>Reflects on personal strengths and weaknesses and understands the impact of personal biases.</p> <p>Employs strategies to handle frustration appropriately and perseveres through challenges.</p>	<p>Demonstrates advanced understanding of personal biases, explicitly explains how these biases might impact decision-making and learning.</p> <p>Consistently applies multiple strategies to manage frustration and persevere through challenges, showing emotional intelligence and self-regulation.</p>



Bethel Public Schools

Global Competency Rubric: Collaborators

Collaborators engage through communication in constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments. Collaborators exercise flexibility and willingness to be contributors and listeners while making necessary compromises and working together in virtual and traditional settings to accomplish a shared goal.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Articulate My Thinking	Communicates thoughts that may be unclear, unrelated, or difficult to understand through speaking, writing, and/or multimedia.	Communicates thoughts through speaking, writing, and/or multimedia in a way that generally aligns with the objective but may lack clarity or depth.	Clearly articulates thoughts to achieve a desired outcome, using specific evidence and reasoning through speaking, writing, and/or multimedia.	Effectively articulates thoughts through speaking, writing, and/or multimedia, using specific evidence and reasoning to support outcomes, claims, and meaningful connections.
Engage in Critical Dialogue	Beginning to listen to the perspective of others and makes an attempt to respond authentically.	Actively listens to the perspective of others and attempts to respond authentically.	Engages in meaningful discussion by listening and responding to diverse viewpoints, questioning assumptions, and considering different perspectives.	Critically analyzes and evaluates discussions by considering diverse viewpoints, questioning assumptions, and applying new learning to deepen understanding and make informed decisions.
Ask Purposeful Questions	Asks basic and literal questions that meet the objective.	Asks both literal and inferential questions to deepen understanding.	Asks literal and inferential questions to enhance understanding and apply new learning.	Asks literal, inferential, and evaluative questions to deepen understanding, synthesize new learning, and make meaningful connections.
Contribute to the Group Effort	Contributes ideas to the group but may not actively engage with or support the completion of the task.	Contributes ideas and takes some responsibility in supporting the group's efforts to meet the task's objectives.	Contributes ideas and actively supports the group in completing the task while listening to others' input and ensuring everyone is involved in the process to reach the desired outcome.	Takes initiative in leading and supporting the group to achieve the task's objectives. Encourages collaboration and ensures all members contribute meaningfully to the task, actively integrating diverse perspectives to reach the desired outcome.
Demonstrate Flexibility	Acknowledges diverse ideas and perspectives from others during the collaborative process.	Restates and acknowledges diverse ideas and perspectives to clarify areas of agreement and disagreement within the group.	Uses strategies to build cohesion within the group, both in words and actions, to address diverse ideas and perspectives and facilitate compromises to meet the group's objective.	Actively embraces diverse perspectives to foster inclusion and collaboration. Engages in effective discussion and consensus-building to navigate conflicts and strengthen group cohesion.
Take Initiative and Be Accountable	Takes no initiative and contributes to group tasks only when prompted.	Takes some initiative contributing to group tasks and/or inefficiently manages time and resources to follow through on commitments.	Independently takes initiative, contributes to the group, and efficiently manages time and resources to follow through on commitments.	Takes initiative to help the group achieve its goals by encouraging agreement, motivating others, and managing time and resources effectively while following through on commitments.



Bethel Public Schools

Global Competency Rubric: Creative Innovators

Creative Innovators challenge and improve existing standards by designing, implementing, and communicating original ideas. Creative Innovators exhibit curiosity, imagination, and flexibility. The creative and curious person is open and responsive to new and diverse perspectives and views failure as an opportunity to learn. They show resilience and persevere through multiple solutions and challenges, making valuable contributions to the world around them.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Explore and Generate Ideas	<p>Explores ideas with guidance but struggles to generate original solutions.</p> <p>Attempts to engage with diverse perspectives but may need support in questioning and investigating ideas.</p>	<p>Investigates ideas and perspectives but may need prompting to consider multiple viewpoints.</p> <p>Generates solutions but may struggle with flexibility or perseverance when approaches do not work initially.</p>	<p>Respectfully questions and investigates ideas, demonstrating curiosity and diverse perspectives.</p> <p>Generates solutions and perseveres through a variety of approaches to a problem.</p>	<p>Independently and proactively questions, investigates, and synthesizes diverse perspectives.</p> <p>Generates and refines multiple creative and imaginative solutions, demonstrating persistence and adaptability. Encourages others to explore new ideas and approaches.</p>
Be Original and Inventive While Solving a Problem	<p>With guidance, attempts to generate ideas but struggles to create something novel or purposeful.</p> <p>Requires support to consider audience impact.</p>	<p>Creates ideas or products that show some originality but may need refinement to be truly novel or impactful.</p> <p>Considers audience needs but may not fully align the creation with their perspective.</p>	<p>Creates a novel or innovative idea or product that has an impact with a specific audience in mind.</p>	<p>Consistently develops unique and meaningful ideas or products that significantly impact a specific audience.</p> <p>Seeks feedback, refines work, and inspires others to think creatively and innovatively.</p>
Refine and Improve	<p>Struggles to receive feedback or struggles to view failure as a learning opportunity.</p> <p>May resist making changes to ideas or products based on critiques.</p>	<p>Accepts feedback but may struggle to apply it effectively.</p> <p>Sometimes views failure as discouraging rather than an opportunity to refine an idea or product.</p>	<p>Openly gives and receives feedback and views failure and critique as an opportunity to adjust approaches to refine an original idea or project.</p>	<p>Actively seeks, gives, and applies constructive feedback to refine ideas or products.</p> <p>Embraces failure as a critical part of the creative process and continuously iterates to improve process and outcomes with resilience.</p>
Present My Thinking	<p>Attempts to present an idea or product but may struggle with clarity, engagement, or audience appropriateness.</p> <p>Presentation may lack structure or purpose.</p>	<p>Presents an idea or product with some clarity and engagement but may need refinement in organization, delivery, or audience alignment.</p>	<p>Clearly presents an idea or product in an engaging, well-crafted manner that is appropriate for the purpose and audience.</p>	<p>Delivers a compelling, polished presentation that effectively engages the audience.</p> <p>Demonstrates strong storytelling, visuals, or delivery techniques that enhance understanding and impact.</p>



Bethel Public Schools

Global Competency Rubric: Ethical & Engaged Citizens

Ethical and Engaged Citizens demonstrate empathy and compassion by understanding and accepting diverse perspectives while acting to support others' well-being. They make meaningful contributions to their classroom, school, and community; resolve conflicts constructively, and uphold ethical decision-making to promote fairness and justice. As digitally responsible individuals, they use technology thoughtfully and responsibly to foster positive connections and address societal challenges.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Demonstrate Empathy and Compassion	Struggles to consider different perspectives or take action to support the well-being of others.	Shows awareness of others' feelings and perspectives but may not always act to support the well-being of others.	Demonstrates respect and concern for feelings and perspectives of others; supports or takes action to enhance their well-being.	Consistently understands and values others' perspectives, proactively offering support and advocating for fairness and inclusion.
Be an Ethical Decision-Maker	Struggles to consider the impact of choices on others and may demonstrate inconsistent integrity.	Acknowledges the importance of integrity but may struggle to apply ethical reasoning in challenging situations.	Considers the implications of actions and words; makes choices that prioritize ethics and integrity.	Demonstrates strong ethical reasoning, consistently prioritizing integrity and fairness in choices and actions.
Be Digitally Responsible	Lacks awareness of ethical behavior in digital spaces; may engage in unsafe or irresponsible online practices.	Shows some understanding of digital responsibility and ethical behavior but may not consistently evaluate sources, cite sources, or promote positive interactions online.	Navigates digital spaces ethically and safely; evaluates sources for credibility and bias; uses and creates digital media responsibly; cites sources; and promotes positive interactions online.	Exemplifies digital responsibility; actively educates others on ethical digital practices and fosters a safe digital community.
Engage Respectfully and Resolve Conflicts	Has difficulty managing disagreements constructively and may struggle to respect diverse perspectives.	Engages in discussions with some respect for different perspectives but may struggle with conflict resolution strategies.	Actively participates in civil discourse by listening to diverse perspectives, communicating clearly and respectfully, and using productive conflict resolution strategies.	Effectively engages in civil discourse, demonstrates deep respect for diverse perspectives, and skillfully mediates conflicts to promote understanding and collaboration.
Make Positive Contributions	Rarely participates in classroom, school or community activities.	Occasionally engages in classroom, school, or community activities but with limited initiative or consistency.	Participates in civic life by volunteering, engaging in community service, advocating for positive change, and collaborating with others to address challenges in the classroom, school, and community.	Actively seeks opportunities to lead or inspire positive and meaningful change in the classroom, school, and community.

Minutes of the Bethel Board of Education Regular Meeting held on Tuesday, May 20, 2025, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream.

Attendance: M. Croft

Administrative Attendance: C. Carver, K. Brooks, J. Variale, T. Soucy, B. Watson, C. Troetti, B. Grieco, C. Sipala, M. Rutledge, D. Burns

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:	Present
Ms. Pat Rist:	Present
Mr. Jeffrey Spies:	<i>Absent</i>

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

The Board congratulated the following students on receiving the Western Connecticut Superintendent Association Student Leadership Awards: Bethel High School - Emma Yale and Yuvraj Soni, Bethel Middle School - Nicholas Gusitsch and Mackenzie Messinger. The Board congratulated:

- Rayan Narayanan! Rayan won the 2025 CT 4th grade championship tournament today held at Manchester High School, CT.
- Sriyan Desiraju! His "Focus Upgrade" gave him an invitation to the Connecticut Invention Convention State finals at the University of Connecticut's Gampel Pavilion, where he won the following awards:
 - The CASE Award - recognizing outstanding innovators in 7th & 8th grade who exemplify the founding values of CASE
 - CT Science Center Award - recognizing inventive young students whose inventions represent outstanding combinations of ingenuity and creativity. These students' inventions will be showcased at the Connecticut Science Center in Hartford, CT
 - Amazon Innovation Award - recognizing an exceptional inventor who exemplifies the core characteristics of ingenuity and entrepreneurship in the field of consumer

goods and technologies.

- Julia Bender, BHS student, was selected as an ASAP! Selected Young Writer in 2025. ASAP!'s 20th Annual Celebration of Young Writers received 174 submissions from 38 CT towns.
- Luke Richardson for winning the 200 meters at this year's Loucks Games.
- Lia Kantor, who set a new school record in the triple jump, posting a mark of 34' 6.5"

2.A. CAFE Student Leadership Awards 2025

The Board congratulated the following students on receiving the CAFE Student Leadership Award for 2025: Bethel High School, Luke Richardson and Annabelle Souza; Bethel Middle School, Olivia McMurray and Zahra Khan.

2.B. Gifts, Grants, & Bequests

Districtwide

- Hi-Lo Activity Chair & Accessories, \$4,581, Caryn Schajer, Bethel, CT

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. School Improvement Plan - Bethel High School - Part II

Mr. Troetti, BHS Principal, presented his school improvement plan, which is aligned with the district's Theory of Action and Strategic Plan. Mr. Troetti reviewed the progress towards meeting the goals, strategies, and action steps previously outlined in October.

3.B. School Improvement Plan - Rockwell and Berry School - Part II

Ms. Soucy, Rockwell School Principal, and Dr. Grieco, Berry School Principal, presented their school improvement plans, which is aligned with the district's Theory of Action and Strategic Plan. They both reviewed the progress towards meeting the goals, strategies, and action steps previously outlined in October.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. April 24, 2025

Move to approve the minutes of April 24, 2025. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Courtney Martin:	Abstain (With Conflict)
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

5. Correspondence

None.

6. Public Comment

None. No members of the public were present to address the Board.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Mr. Clayton spoke to the Board about an article on early reading laws. He will be attending the CABE Board Chair update on Thursday.

7.B. Administrative Update

Dr. Carver spoke to the Board about the legislative session, and she is hopeful there will be an increase to excess cost. She noted there is a good chance that Title II, Title III, and Title IV are not in the President's budget. She also spoke about the work being done with health insurance. The administration has proposed to the unions, switching carriers for dental and vision, which would result in a 2% savings. She spoke about providing two options for health insurance, an "in-network only" which would provide lower premiums and the "in-network and out-of-network" plans. Most unions are accepting having the two options. They are working with the BEA. Budget reductions would be less due to the savings.

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

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

8. Reports to the Board

8.A. Policy

8.A.1. First Reading

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

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

<p>Move to accept Policy 6141.322 - Bring Your Own Technology and Policy 4118.52- Use of Private Technology Devices by Employees for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.</p>
--

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea

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

8.A.2. Second Reading/Approval

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

Move to approve Policy 5144.2 - Restorative Practices Response. 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

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

Move to approve Policy/Regulation 5131.911 - Connecticut School Climate. 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

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

Move to approve Policy/Regulation 6141.3273, 4118.53/4218.53 - Generative AI. 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

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

Move to approve Policy/Regulation 4118.5/4218.5 - Employee Responsible Use of the District's Computer Systems and Electronic Communications. 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

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

Move to approve Policy/Regulation 6141.321 - Student Responsible Use of the District's Computer Systems and Internet Safety. 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

8.B. Resource Management & Business Operations

8.B.1. Personnel

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

Move to approve Job Description - Curriculum Integration Specialist (Grades K-8) as written. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea

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

8.B.1.b. Teachers Granted Tenure

Dr. Carver provided the Board of Education with the list of teachers who will be eligible to receive tenure on the first day of school in the 2025-2026 school year.

8.B.2. Finance

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

Move to approve all motions as written. 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 Ms. Pat Rist.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea

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

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

Move to approve the following 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.

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

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

Move to 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.

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

8.B.2.d. Quarterly Budget Transfers

Move to approve the quarterly budget transfers as outlined. Passed with a motion by Mr. Bill

Foster and a second by Ms. Pat Rist.

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

Move that the Board of Education direct the administration to make accounting adjustments as needed to properly close the books. Passed with a motion by Mr. Bill Foster and a second by Ms. Pat Rist.

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

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

No discussion.

9. 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:	Present
Ms. Pat Rist:	Present
Mr. Jeffrey Spies:	<i>Absent</i>

Move to enter into Executive Session at 8:45 PM. Inviting Dr. Carver, Dr. Brooks, and Jen 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

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

Move to come out of Executive Session at 8:55 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

9.A.1. Leave of Absence Request

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

Move to approve the request for leave of absence as outlined by Dr. Carver. 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

Move to accept the Memorandum of Agreement. 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

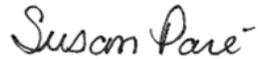
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

10. Adjourn

Move to adjourn at 8:56 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
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Special Meeting held on Tuesday, June 3, 2025, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream.

Attendance: Amy Hannequin, Melissa Hannequin, Lily Friedland

Administrative Attendance: C. Carver, K. Brooks, J. Variale, C. Sipala, T. Soucy, B. Grieco

J. Larsen, Secretary, called the meeting to order at 5:15 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present, arrived 5:19 PM
Anthony Cassio:	Present
Mr. Scott Clayton:	Present, arrived 5:19 PM
Mrs. Kara DiBartolo:	<i>Absent</i>
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Present
Ms. Pat Rist:	Present
Mr. Jeffrey Spies:	<i>Absent</i>

1. Call to Order

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

2. Correspondence

None.

3. Public Comment

None.

4. Reports to the Board

- 4.A. Resource Management & Business Operations
 - 4.A.1. Finance
 - 4.A.1.a. Budget 2025-2026

Dr. Carver reviewed the budget reductions, impacts, and resource management outlined in her memo. She provided an update on health insurance, staffing, and program adjustments, with an emphasis on minimizing negative impacts on students and staff.

Dr. Carver spoke about the efforts that went into the health insurance savings, which resulted in a \$431,165 reduction. She spoke about the reduction in unemployment insurance, which must

be budgeted differently than in the private sector. She reviewed the staffing reductions, administrative reductions, program and supply reductions, retirement payout adjustments, athletics/clubs' reductions, technology and curriculum reductions, and their impacts.

Reductions were also made to supplies, 1:1 model for technology, Curriculum reductions (textbooks and curriculum writing), Stipends, Assessment practices, Content support to teachers in Tier 1 instruction, change of the preschool program to a half-day model. Dr. Carver noted that the reductions in IT will have a long-term impact on maintaining a 1:1 model, which is provided by the district.

Dr. Carver noted that the budget reductions are over \$1 million in new cuts, totaling \$1.7 million since the process began. Dr Carver informed the Town of Bethel is expected to receive an additional \$1.1 million in Education Cost Sharing from the State. So even though the spending increase is at 6.62%, the net budget increase is 4.62%, the revenue offsets reduce the increase by 2%.

The administration and Board members expressed concern over the difficulty of making cuts and the importance of maintaining quality education.

Move to accept the administrative recommendation and adopt the final 2025-2026 budget. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

5. Recommended Executive Session

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present
Anthony Cassio:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Absent
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Present, left at 5:44 PM
Ms. Pat Rist:	Present
Mr. Jeffrey Spies:	Absent

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

Move to enter into Executive Session at 5:39 PM, inviting in Dr. Carver, Dr. Brooks, and Ms. 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
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

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

- **BAA Contract Negotiations**
- **BEA Contract Negotiations**
- **Secretarial Contract Negotiations**
- **Paraeducator Contract Negotiations**
- **Nurses Contract Negotiations**
- **Food Services Negotiations**

Move to come out of Executive Session at 5:45 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
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

Move to accept the MOA for the additional insurance plan option for the Administrators, Secretaries, Paraeducators, Nurses, and Food Services unions. 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
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

6. Adjourn

Move to adjourn at 5:47 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
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Pat Rist:	Yea

Respectfully submitted,



Susan Pare
Board Recorder



Removing or reducing nursing services in our schools

2 messages

Landgrebe, Carolyn <landgrebec@bethel.k12.ct.us>

Wed, Jun 4, 2025 at 10:30 AM

To: Christine Carver <carverc@bethel.k12.ct.us>, Bethel Board of Education <boe@bethel.k12.ct.us>

Good Morning,

I am writing to express serious concern regarding the proposed removal or reduction of school nursing services in our district—particularly in high-acuity schools where student health needs are complex, frequent, and growing in volume. As a school nurse in my second year serving this district, I have seen firsthand the critical role our profession plays in protecting student health, supporting staff, and sustaining a safe educational environment.

In my daily practice, I routinely manage a high caseload of students requiring everything from chronic disease management and mental health support to emergency care and individualized health plans (IHPs). On many days, this includes upwards of 40 plus health encounters, each one demanding clinical knowledge, attention, and rapid decision-making to ensure student safety.

The volume and urgency of health needs in high-acuity schools cannot be overstated. Conditions like asthma, diabetes, seizures, and life-threatening allergies are managed daily, and any delay in care can escalate quickly. These demands require the presence of a licensed healthcare professional on-site and cannot be safely delegated to untrained staff.

Administering medications accurately and on schedule is a core responsibility of school nurses. In high-acuity schools, many students rely on daily or even multiple-dose regimens. Delegating this responsibility increases the risk of dosage errors and missed medications, which can result in health crises and legal liabilities for the district.

In the absence of a school nurse, emergencies such as anaphylaxis, diabetic crises, or seizures may go unrecognized or mishandled, putting student lives at serious risk. Relying on non-clinical staff to identify and respond to such situations is unsafe and unfair to both students and staff.

High-acuity schools often serve vulnerable student populations, including those from low-income families or medically underserved communities. Removing nursing services from these settings deepens disparities in care and places an undue burden on those already facing the greatest challenges.

When a school nurse is not available, medical responsibilities fall to front office staff, teachers, or administrators—individuals who are not clinically trained and already stretched thin in their roles. This not only compromises care but also detracts from the overall function of the school.

In conclusion, as a nurse working directly with these students and families every day, I cannot overemphasize how essential nursing services are to student safety, well-being, and academic readiness. The decision to remove or reduce this critical support system in high-acuity schools would have immediate and serious consequences.

I respectfully urge the district to reconsider this proposal and explore alternative solutions that do not compromise the safety of our students.

Thank you for your time and commitment to student health and safety.

Sincerely,

Carolyn Landgrebe RN

Carolyn Landgrebe RN
Berry Elementary School
Health Office
200 Whittlesey Drive
Bethel, CT 06801
203-794-8681 Phone
203-205-0654 Fax

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

Wed, Jun 4, 2025 at 10:39 AM

To: "Landgrebe, Carolyn" <landgrebec@bethel.k12.ct.us>

Cc: Bethel Board of Education <boe@bethel.k12.ct.us>, Christine Sipala <sipalac@bethel.k12.ct.us>

Good Morning Carolyn,

There was a reduction of a .5 position in Nursing, originally it was a full reduction before the savings in health. I will have Dr. Sipala speak to you directly.

Christine Carver, Ed. D.
Superintendent of Schools
Bethel Public Schools
P.O. Box 253
Bethel, CT 06801
(203)794-8601



[Quoted text hidden]



National School Lunch Program Update - Ellington, CT

Ellington Public Schools <ellingtonpublicschools@users.smore.com>
Reply-To: jdzen@ellingtonschools.net
To: boe@bethel.k12.ct.us

Thu, Jun 12, 2025 at 10:38 AM

Not displaying correctly? [View in browser](#)

Translate



National School Lunch Program

Ellington, CT Bi-Partisan National Movement in Full Swing

Dear Board of Education Members State-Wide —

I hope the close of the school year is going well. For your information, I wanted to keep you abreast of our [Ellington Unplugged](#) work relative to cleaning the food in the National School Lunch Program.

[Ellington, CT Schools Remain Committed to Removing Harmful Chemicals from National School Lunch Program: Whitsons Culinary Group Bans Eight Synthetic Dyes, Bi-Partisan National Movement in Full Swing—Will Connecticut Federal and State Representatives Join In?](#)

Enjoy the summer,

Jennifer Dzen, Chair of the Ellington Board of Education



Ellington Public Schools

Ellington is using Smore to create beautiful newsletters

[Unsubscribe from emails by Ellington Public Schools.](#)

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: June 19, 2025

Presenter: Jennifer Variale

Topic: Changing Banking Institutions

Importance of this topic to the Board: Important

Key Points of the Briefing:

Due to the notice from Wells Fargo Bank, the holder of the Menegay Scholarship Funds, that they no longer support Municipal Brokerage accounts the following resolutions are required:

- * Fidelity Investments requires a board resolution to establish a new brokerage account(s) where the Menegay Scholarship Funds will be transferred from the current Wells Fargo accounts.

Action Requested of the Board of Education: Motion needed.

(State the motion if requested)

Recommended Motions:

- 1) The Bethel Board of Education adopts the attached resolution to establish a new brokerage account(s) at Fidelity Investments to hold the Menegay Scholarship Funds currently held in Wells Fargo accounts 1540-7156 and 8379916524. This resolution appoints Jennifer Variale, Director of Finance and Business Operations, and Suzanne Rodgers, Accounting Manager as individuals authorized to act on behalf of the above mentioned accounts.

In regard to Fidelity Business Account Z40493544, the BETHEL CT BOARD OF EDUCATION (BOE) hereby duly adopts the following in regards to the listed individuals:

Jennifer Variale, Director of Finance and Business Operations
Suzanne Rodgers, Accounting Manager

RESOLVED:

FIRST: That the individual(s) listed on this form hereby are authorized and empowered, for and on behalf of this Business (herein called the "Business"), to establish, maintain, and act on this account (which may be a margin account), and each of them hereby is authorized and empowered for and on behalf of this Business, with Fidelity Brokerage Services LLC and its affiliates (collectively "Fidelity") for the purpose of purchasing, investing in, or otherwise acquiring, selling (including short sales), possessing, transferring, exchanging, or otherwise disposing of, or turning to account of, or realizing upon, and generally dealing in and with any and all forms of securities including, but not by way of limitation, shares, stocks, bonds, debentures, notes, scrip, participation certificates, rights to subscribe, options, warrants, certificates of deposit, mortgages, evidences of indebtedness, commercial paper, certificates of indebtedness and certificates of interest of any and every kind and nature whatsoever, secured or unsecured, whether represented by trust, participating and/or other certificates, or otherwise. The fullest authority at all times with respect to any such commitment or with respect to any transaction deemed by any of the said officers and/or agents to be proper in connection therewith is hereby conferred, including authority (without limiting the generality of the foregoing) to give instructions (whether oral, written, electronic, or otherwise) to Fidelity with respect to said transactions; to borrow money and securities and to borrow such money and securities from or through Fidelity, and to secure repayment thereof with the property of the Business; to bind and obligate the Business to and for the carrying out of any contract, arrangement, or transaction that shall be entered into by any such officer and/or agent for and on behalf of the Business with or through Fidelity; to pay by checks and/or drafts drawn upon the funds of the Business such sums as may be necessary in connection with any of the said accounts; to deliver securities and contracts to Fidelity; to deliver securities to and deposit funds with Fidelity; to order the transfer or delivery of securities to any other person whatsoever, and/or to order the transfer of record of any securities, to any name selected by any of the said officers or agents; to affix the corporate seal to any documents or securities to any name selected by any of the said officers or agents; to affix the corporate seal to any documents or agreements, or otherwise; to endorse any securities and/or contracts in order to pass title thereto; to direct the sale or exercise of any rights with respect to any securities; to sign for the Business all releases, powers of attorney, and/or other documents in connection with any such account, and to agree to any terms or conditions to control any such account; to direct Fidelity to surrender any securities to the proper agent or party for the purpose of effecting any exchange or conversion, or for the purpose of deposit with any protective or similar committee, or otherwise; to accept delivery of any securities; to appoint any other person or persons to do any and all things that any of the said officers and/or agents are hereby empowered to do, and generally to do and take all action

necessary in connection with the account, or considered desirable by such officer and/or agent with respect thereto.

SECOND: That Fidelity may deal with any and all of the persons directly or indirectly empowered by the foregoing resolution, as though they were dealing with the Business directly.

THIRD: That the officers of the Business be and hereby are authorized, empowered, and if requested by Fidelity, directed to certify: (a) a true copy of these resolutions; (b) specimen signatures of each and every person by these resolutions empowered; (c) a certificate (which, if required by Fidelity, shall be supported by an opinion of the general counsel of the Business, or other counsel satisfactory to Fidelity) that the Business is duly organized and existing, that its operating documents empower it to transact the business by these resolutions defined, and that no limitation has been imposed upon such powers.

FOURTH: That Fidelity may rely upon any certification given in accordance with these resolutions, as continuing fully effective unless and until Fidelity shall receive due written notice of a change in or the rescission of the authority so evidenced and the dispatch or receipt of any other form of notice shall not constitute a waiver of this provision, nor shall the fact that any person hereby empowered ceases to be an officer of the Business or becomes an officer under some other title in any way affect the powers hereby conferred. The failure to supply any specimen signature shall not invalidate any transaction if the transaction is in accordance with authority actually granted.

FIFTH: That in the event of any change in the office or powers of persons hereby empowered, the officers of the Business shall certify such changes to Fidelity in writing in the manner herein above provided, which notification, when received, shall be adequate both to terminate the powers of the persons theretofore authorized, and to empower the persons thereby substituted.

SIXTH: That the foregoing resolutions and the certificates actually furnished to Fidelity by the Business pursuant thereto be and hereby are made irrevocable until written notice of the revocation thereof shall have been received by Fidelity.

SEVENTH: That the Business and its officers indemnify and hold Fidelity harmless from any claim, loss, expense, or other liability for effecting any transactions and acting upon any instructions given by the officers of the Business.

Adopted this 19th day of June 2025

By: _____
Chairman, Bethel Board of Education

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: June 19, 2025

Presenter: Jennifer Variale, Director of Finance & Business Operations

Topic: Recommendation of FSMC for 2025-2026 with 4 one-year optional renewals

Importance of this topic to the Board: Important

Key Points of the Briefing:

* It is important to the Bethel Board of Education that an excellent Food Service Management Company administer the food service operations for the district in accordance with all of the regulations of the National School Lunch Program under the direction of the USDA and the CSDE.

* It is important that the FSMC manage the food service operations with a financial break-even or better result; otherwise the BOE operating funds must cover any loss.

Recommendation of the Review and Evaluation Committee:

- 1) Three comprehensive proposals were received in response to our RFP. The RFP was developed using all the requirements of the CSDE.
- 2) A review and evaluation committee was formed including Pat Rist (BOE Member), Suzanne Rodgers (Accounting Manager) and Jennifer Variale.
- 3) Based upon the independent scoring of the stipulated rubric, the committee chose Whitsons. Several highlights of their proposal are as follows:
 - a) The highest year one guaranteed profit of \$295K
 - b) A history of good management in CT school districts
 - c) Highest score - #1 choice of each member of the review and evaluation committee
 - d) The submission of a very comprehensive and innovative proposal with strong evidence of capability. A financially sound organization with an emphasis on locally sourced fresh ingredients and creative menus.

Action is Requested of the Board of Education

Motion to authorize Jennifer T. Variale, Director of Finance & Business Operations, to finalize all paperwork with the CSDE and sign a CSDE approved contract with FSMC Whitsons for the year 2025-2026.