Bethel Board of Education Regular Meeting

Thursday, October 22, 2026 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	
2.A.1.	Gift Card	
3.	**BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES**	
3.A.	Johnson and BMS School Improvement Plan	
4.	**Consent Calendar**	**Speaker(s):** Policy 9326
4.A.	Approval of Minutes	
4.A.1.	September 24, 2026 - Regular Board of Education Meeting	
5.	**Correspondence**	**Speaker(s):** Policy 9326
6.	**Public Comment** **(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)**	**Speaker(s):** Policy 9326
7.	**Administrative/Board Member Update**	**Speaker(s):** Policy 9326
7.A.	Board Chairperson Update	
7.B.	Administrative Update	
7.B.1.	2026-2027 BOE District Data Sheet	
8.	**Reports to the Board**	
8.A.	**Curriculum, Assessment, & Professional Practices**	
8.A.1.	**Music Curricula**	
8.B.	**Policy**	**Speaker(s):** Policy

	9310,9311,9313
8.B.1. First Reading	
8.B.1.a. Policy 3580 - Cooperative Arrangements and Shared Educational Programs	**Speaker(s):** Dr. Sackey
8.B.1.b. Policy 6172.3 — Homeschooling Under Parental Direction.	**Speaker(s):** Dr. Sackey
8.B.1.c. Policy 4111 - Recruitment and Selection.	**Speaker(s):** Dr. Sackey
8.B.1.d. Policy 0524 - Hate Crimes and Bias Incidents in Schools	**Speaker(s):** Dr. Sackey
8.C. **Resource Management & Business Operations**	
8.C.1. Transportation Update	**Speaker(s):** Jen Variale
8.C.2. Facilities	**Speaker(s):** Policy 3132
8.C.2.a. IAQ Report for the Middle School	
9. **Adjourn**	

Form 3280

RECEIVED
SEP 25 2026
BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Bethel Public Schools
Bethel, CT

Notification of Receipt of Gifts, Grants, and Bequests Received

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

Gift, Grant, or Bequest Received: gift card

How the Gift, Grant, or Bequest Will Be Used: Purchase cereal boxes for Rockwell's Cereal Box Challenge (Food Insecurity Awareness)

Estimated Cash Value of the Gift, Grant, or Bequest: $75

Donor's Name and Address:
Caraluzzi's
5 Frances J. Clarke Cir
Bethel, CT 06801

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

Receiving School: Rockwell

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

Date Received: 9/23/26

Copy to: Donor
Principal
Superintendent

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

A Blueprint for Student Success: Johnson & Bethel Middle School Improvement Plan

2026-2027 Strategic Roadmap



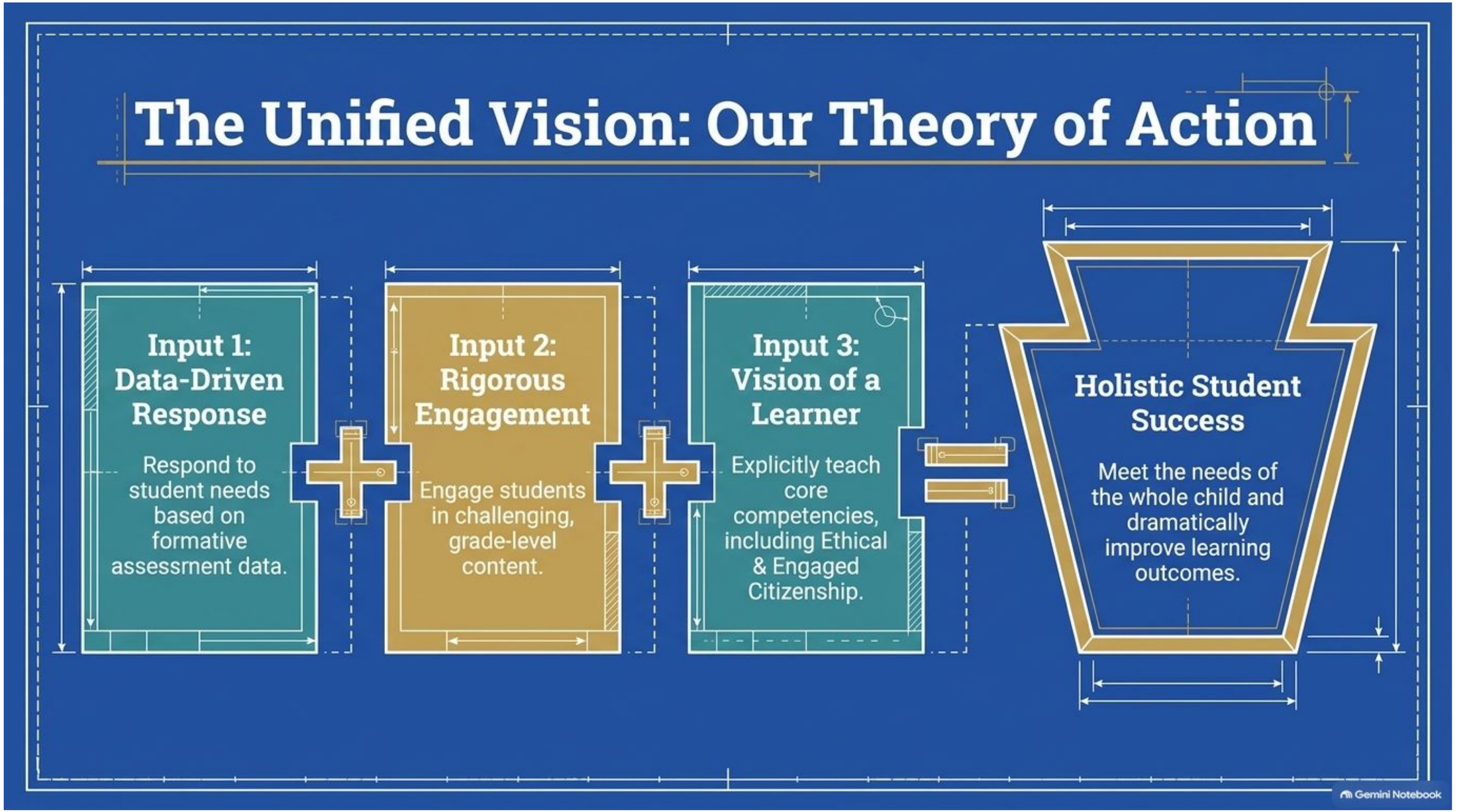


Bethel Public Schools

Gemini Notebook

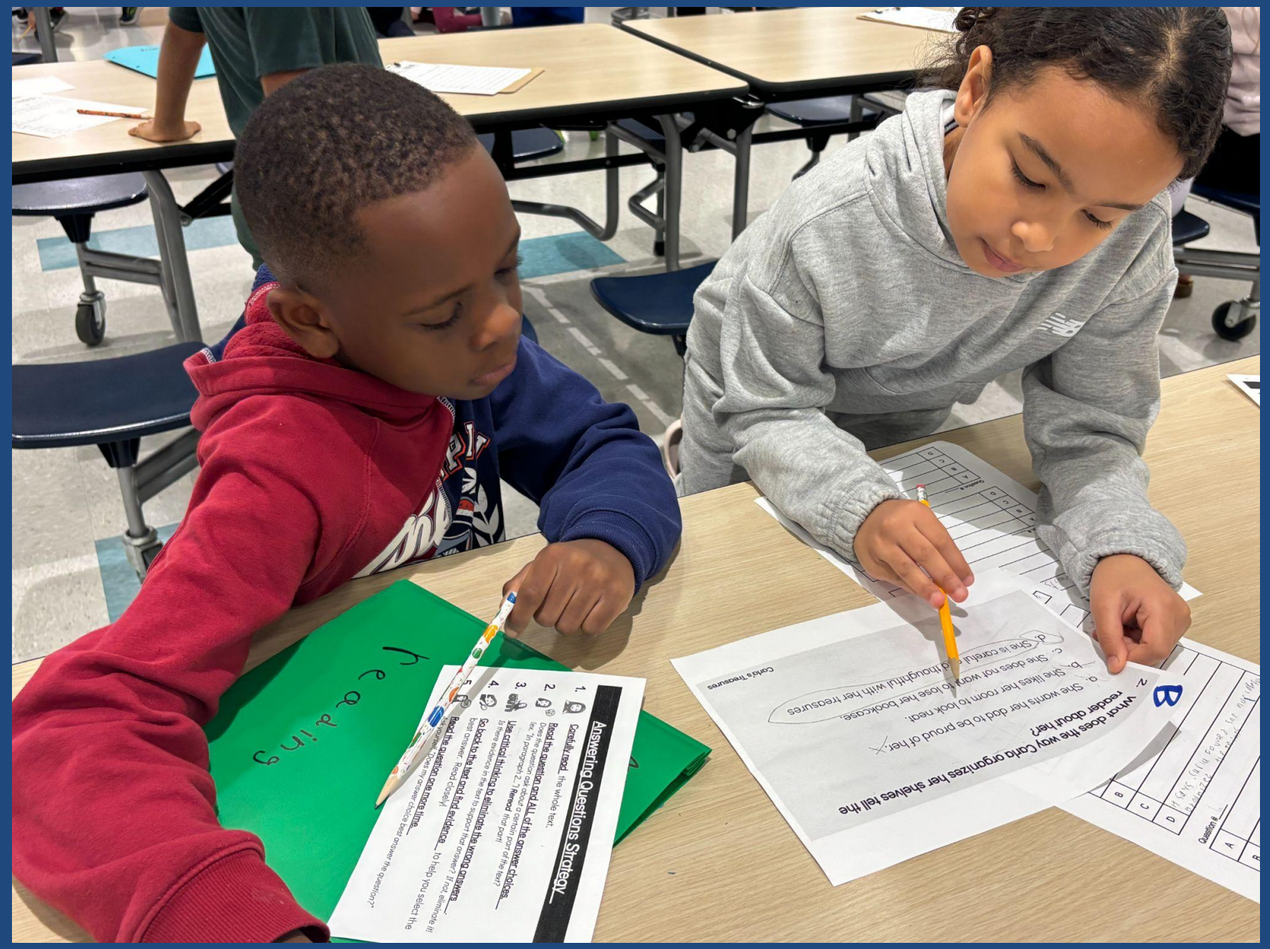
Theory of Action

If we respond to student needs based on formative assessment data, engage students in challenging, grade-level content, and explicitly teach our Vision of a Learner competencies, including Ethical and Engaged Citizenship, then we will meet the needs of the whole child and learning outcomes will improve student outcomes.


The Unified Vision: Our Theory of Action
Input 1: Data-Driven Response
Respond to student needs based on formative assessment data.
Input 2: Rigorous Engagement
Engage students in challenging, grade-level content.
Input 3: Vision of a Learner
Explicitly teach core competencies, including Ethical & Engaged Citizenship.
Holistic Student Success
Meet the needs of the whole child and dramatically improve learning outcomes.
Gemini Notebook

STRATEGY 1

Responsive Teaching Practices



Collaborative Practices Action Steps

1 Co-Planning & Professional Collaboration



- Grade 5 Pilot Math: develop a rotational schedule for the pilot.
- Plan with the CIS/specialist.
- Expand co-teaching.
- Provide initial planning time for specialists to develop routines and expectations.
- Conduct colleague-to-colleague classroom visits with a clear purpose.
- Continue the flexible faculty meeting format to support teacher agency.

2 Formative Assessment & Responsive Support



- Use formative assessment regularly to monitor understanding and adjust instruction in real time.
- Monitor progress frequently and adjust supports to ensure continued access to grade-level content.

3 PLCs & Student Work



- Collaborate in PLCs to analyze student work, plan responsive instruction, and assess impact.
- Regularly review day-to-day student work alongside summative assessments and midchapter checkpoints.
- Examples: Bridges workbooks, student interactive materials, and writing journals.

4 Productive Struggle & Higher-Order Thinking



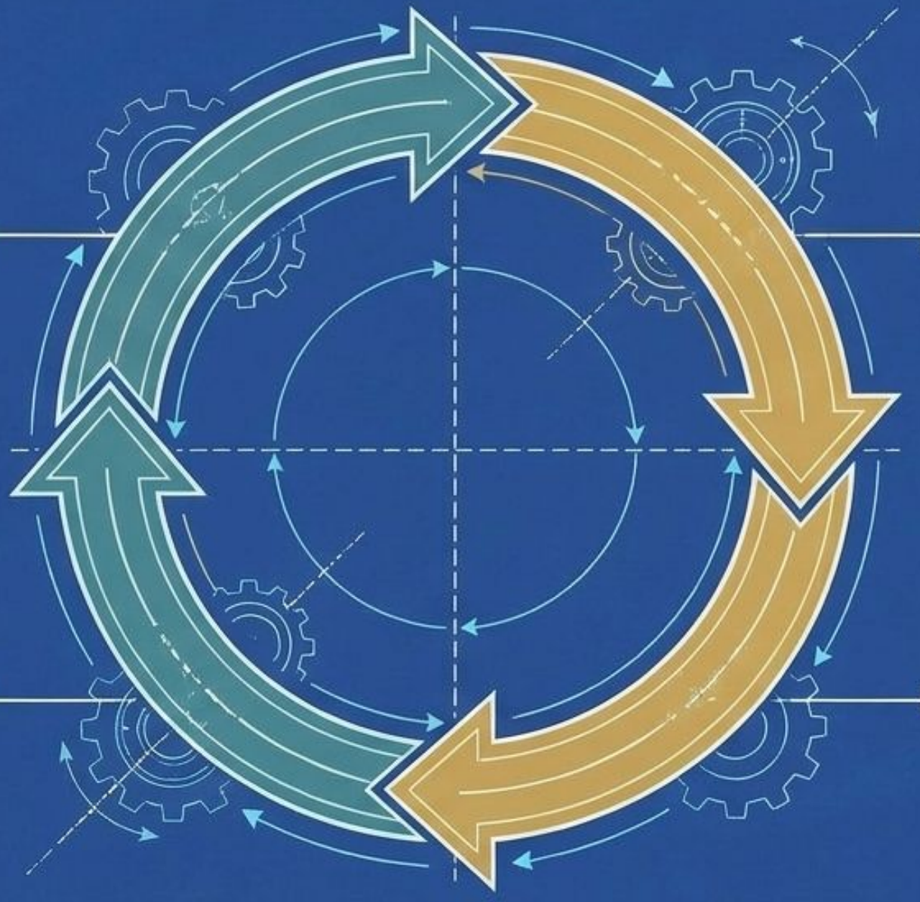
- Provide opportunities for productive struggle and higher-order thinking for all learners.
- Use differentiated tasks.

5 Support for Multilingual Learners



- Use language objectives, vocabulary development, and structured academic discourse.
- Build teachers' capacity through professional learning.
- Provide subject-specific support.

Strategy 1 in Action: The Formative Feedback Loop



1. Assess

Formative checks via daily Bridges workbooks, exit tickets, and mid-chapter checkpoints.

2. Analyze

PLCs execute the Collaborative Assessment Protocol: Observe, Describe, Question, Speculate.

3. Adjust

Teachers plan responsive instruction and discuss immediate implications for daily teaching.

4. Achieve

Students engage in goal-setting conferences to maintain access to rigorous, grade-level content.

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Action Plan: Backward Design & Data-Driven Implementation

1 Create Tools: Backward Design

Develop & refine summative and formative assessments.

Summative Assessments:

- DOK 2 & DOK 3 Level alignment
- Align to targeted skills & content

Formative Assessments:

- Quick assessments for responsive teaching
- Diagnostic assessments
- Embedded formative checks

2 What? Identify Areas of Focus

Leadership Data Teams (LDTs):

- Develop LDTs to continuously analyze student performance data.

Structure & Scheduling:

- Establish clear structures and annual schedules for data teams across all staff members.

3 How? Implementation Practices

PLCs focus on immediate responsive teaching to target deficits:

- Small Group Instruction
- Conferencing & Huddling
- Targeted Reteaching
- Follow-up Practice
- Spiraling Back to Core Content & Skills

4 Professional Sharing, Learning & Celebration

Responsive Teaching Moves in Action:

• Small group instruction & conferencing
• Reteaching and structured huddling
• Follow-up practice & spiraling content/skills

MLL Student Support:

• Share targeted strategies and expectations for Multilingual Learners.

5 Schoolwide Data Cycles & Literacy Standards

Focus: Technical Subject Literacy Standards

• Implement systematic schoolwide data cycles to monitor literacy growth across technical subjects.

• Facilitate Introduction and Calibration sessions for staff alignment.

• Maintain continuous feedback loops to ensure equity and rigor across all grade levels.

STRATEGY 2

Integrate the Vision of a Learner Competencies, including the Ethical and Engaged Citizen, across all content areas through clear success criteria, ongoing student feedback, regular reflection, and meaningful celebration of student learning.



Goal Setting: VOL Integration & Student Mastery

1 Teacher Goal Setting

Professional Development Focus:

- Conduct self-reflection on VOL (Vision of a Learner) integration.
- Establish clear, measurable professional growth goals.
- Align instruction with targeted VOL competencies and success criteria.

2 Student Self-Reflection

Student-Centered Reflection:

- Focus on self-reflection centered around student mastery of VOL Skills.
- Empower students to assess their own growth and competency development.
- Provide ongoing feedback loops to track individual progress.

Strategy #2: Vision of a Learner

Intentionally integrate Vision of a Learner competencies across all content areas through clear success criteria, ongoing student feedback, regular reflection, and meaningful celebration of student learning.

Focus Competencies: Ethical & Engaged Citizen • Critical Thinker • Collaborator • Creative Innovator

July 2026–June 2027 | Throughout the school year

Action Steps

- Deliberately plan instruction that supports VOL competencies.
- Select one focus VOL competency for each unit of study.
- Explicitly teach the focus competency; include it in learning intentions/targets and success criteria across content areas.
- Collaboratively plan how to teach VOL skills and monitor progress within each unit.
- Provide direct, explicit, and consistent feedback to and with students on demonstrated competencies.
- Collect and share classroom examples, strategies, routines, and student work showing VOL in action.
- Structure student reflection, goal setting, and self-assessment.
- Report progress to students and families through communication, conferences, and report cards.
- Meaningfully celebrate student learning.

Evidence of Implementation

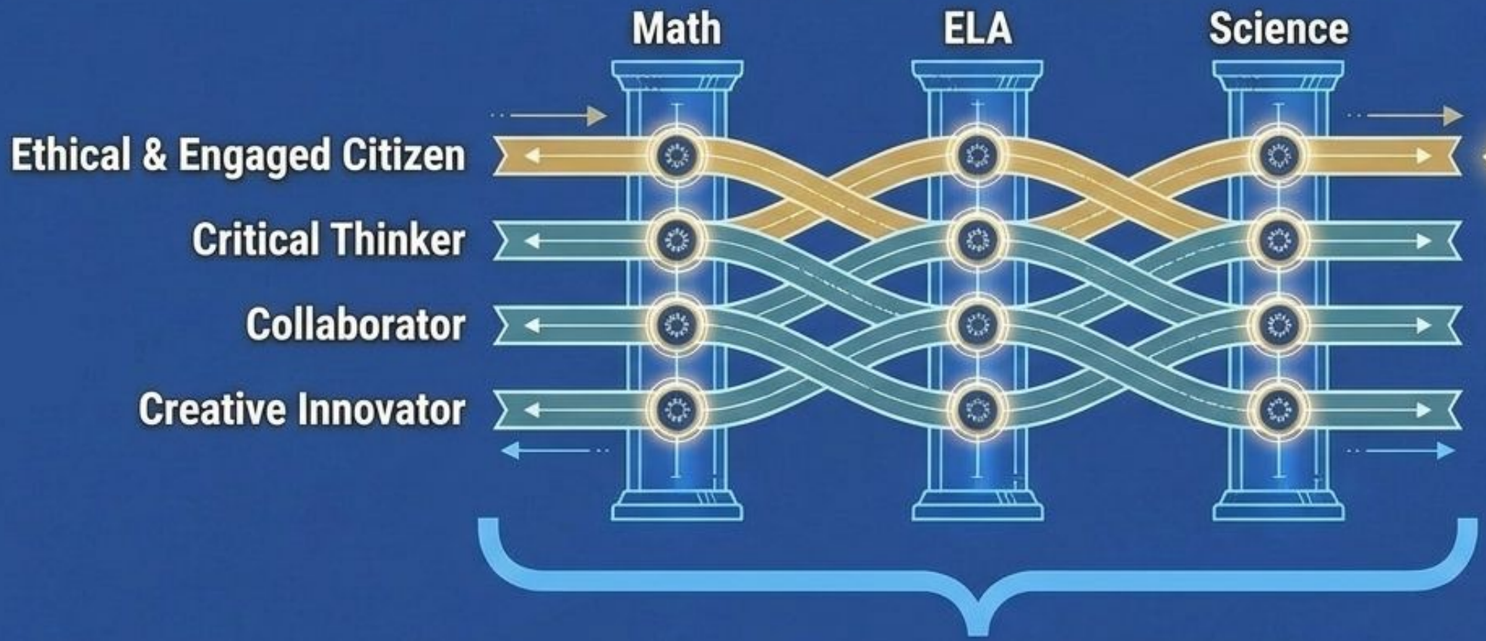
- Revised curriculum documents
- Lesson plans and instructional materials
- Self, peer, and teacher assessment tools for VOL competencies
- Learning targets and success criteria for academic expectations and VOL competencies
- PLC discussions and notes focused on skills supporting the district's Vision of a Learner

Leadership Monitoring

- Conduct classroom visits to monitor VOL implementation.
- Attend PLCs consistently and help teachers identify opportunities to integrate VOL competencies into curriculum and lessons.
- Provide feedback to teachers on VOL implementation.

Strategy 2: Weaving the Vision of a Learner Across Disciplines

Competency Crosswalk



Implementation Rule:

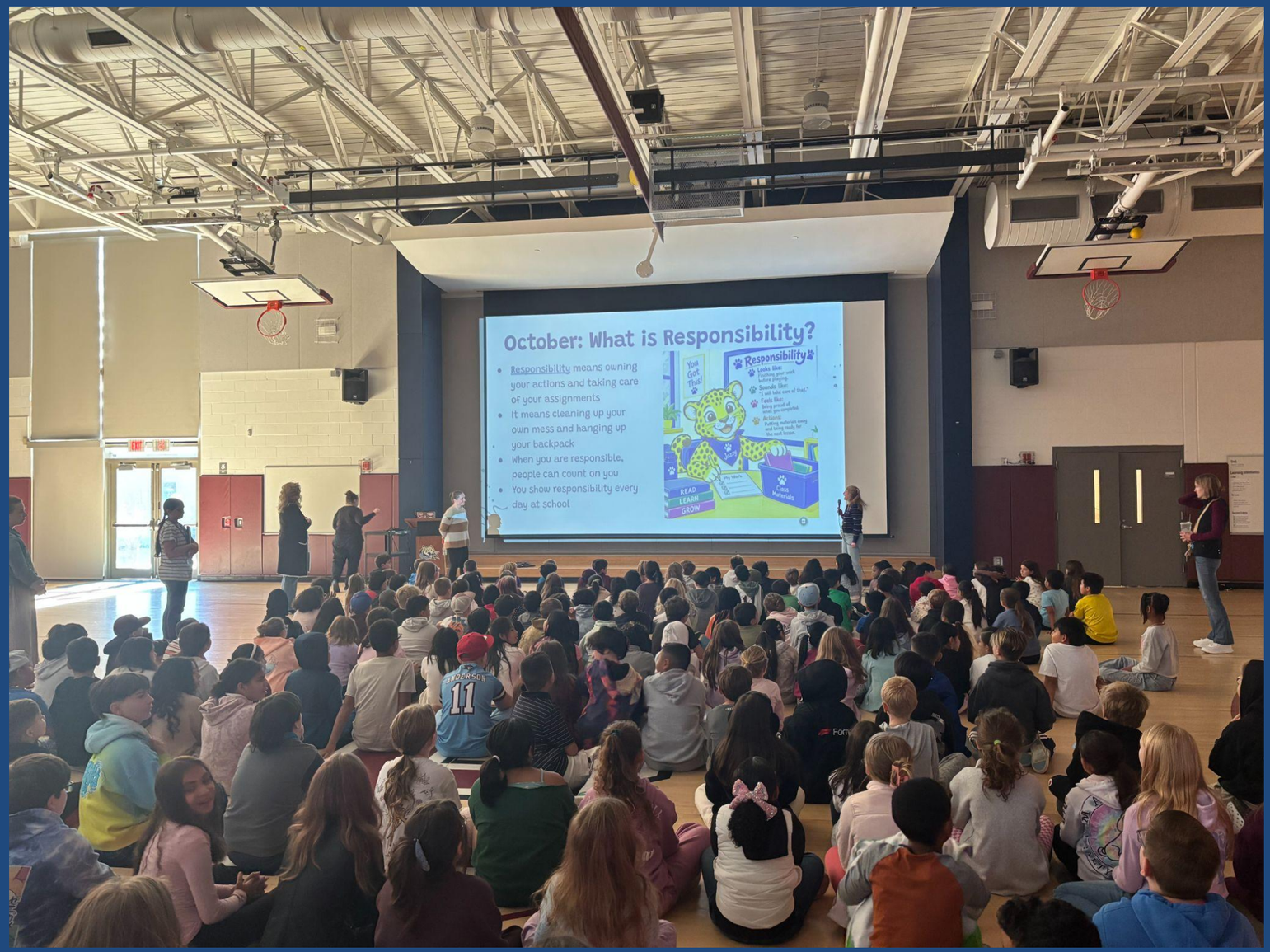
Determine exactly one focus VOL competency for each unit of study.

- Curriculum document revisions
- Explicit learning intentions & success criteria
- Self, peer, and teacher assessment tools
- Regular reporting to families via conferences & report cards

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JES STRATEGY 3:

Foster an inclusive and empathetic school culture to reinforce student-to-student respect, resulting in a positive shift in peer interactions and a collaborative learning environment.



JES Strategy 3 Action Steps

01

RULER Lessons

Implement RULER lessons focusing on empathy, perspective taking, and respect.

CALENDAR FOCUS

- SIP team creates monthly calendar themes
- Direct empathy & respect instruction
- Perspective taking focus

02

Explicit Teaching

Utilize Tier 1 SRBI time as co-planning time for explicit lessons.

CO-PLANNING

- Tier 1 SRBI time optimization
- Collaborative teacher planning
- Explicit respect lessons

03

PRIDE Assemblies

Monthly assemblies highlighting key social-emotional components.

MONTHLY THEMES

- Respect
- Responsibility
- Gratitude
- Self-Management
- Perseverance
- Kindness
- Citizenship
- Integrity
- Goal Oriented

04

Family Involvement

Parent workshops aligning classroom language and school culture.

ENGAGEMENT

- Shared SEL vocabulary
- Parent Events (Eg: Internet Safety)

BMS STRATEGY 3:

Enhance our students' learning behaviors with a focus on self-advocacy in the classroom setting.





STRATEGY 3 • IMPLEMENTATION

Key Action Steps for Self-Advocacy & Learning Behaviors

01

Explicit Instruction

Provide explicit instruction on how students can effectively self-advocate within Tiger 2 settings.

CORE FOCUS

- Direct self-advocacy skill building
- Structured student practice
- Targeted Tiger 2 environments

02

Embedded Curriculum

Integrate SEL/EI principles and positive learning behaviors directly into regular teacher lesson plans.

INTEGRATION

- SEL & Emotional Intelligence
- Daily teacher lesson planning
- Positive behavior reinforcement

03

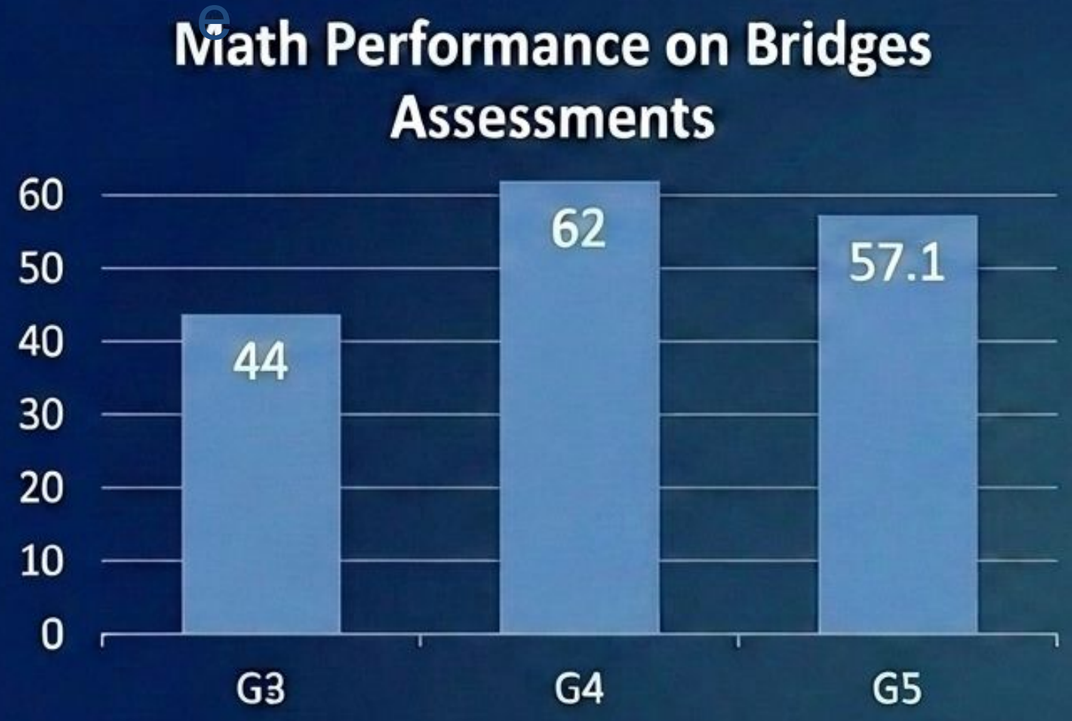
Aligned Communication

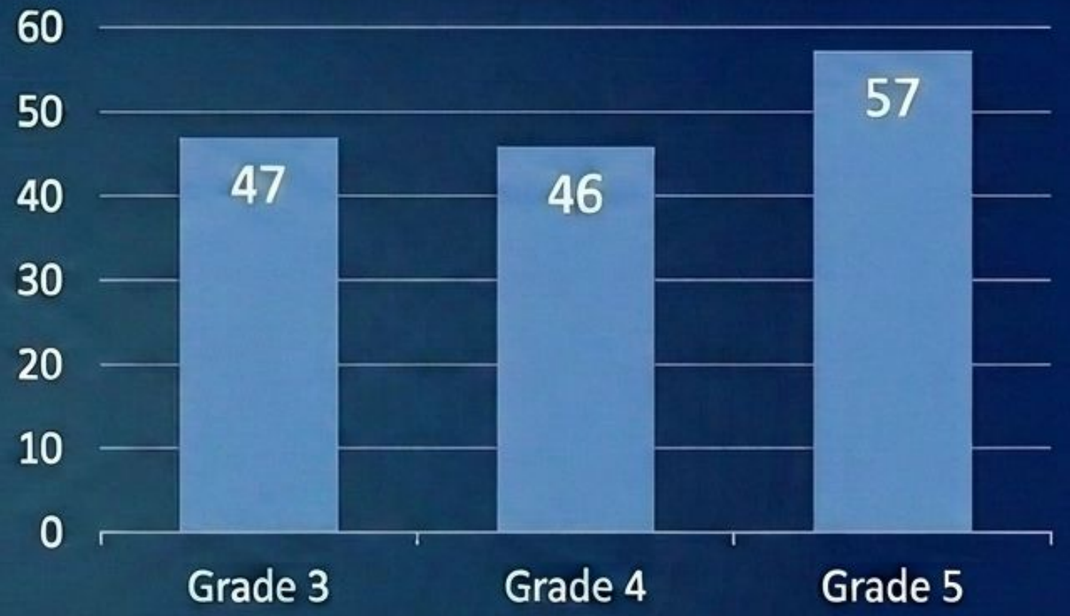
Improve grade-level and Unified Arts (UA) communication regarding active strategies used to enhance student learning behaviors.

COLLABORATION

- Grade-level team alignment
- Unified Arts (UA) partnership
- Consistent strategy sharing

Baseline Data





Mathematics SBA Growth

	2024-2025	2025-2026
G4	51.4	46.4
G5	51.9	43.1

Literacy SBA Growth

	24-25	25-26
Grade 4	42.3	55.7
Grade 5	52.8	51.4

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Validating the Blueprint: Comprehensive Measurement



MyView Unit Assessments

Tracking ELA reading comprehension proficiency in Grades 3-5.



Bridges Assessments

Monitoring mathematics proficiency standards and unit mastery.



Fluency Benchmarks

Tracking Aimsweb and MyView Oral Reading metrics (wcpm).



Smarter Balanced (SBA)

Tracking strict math and ELA growth targets for G4/G5.



Formative Exemplars

Reviewing daily student work, exit tickets, and journal reflections.



Climate Surveys

Annual tracking of the 80% peer-to-peer respect benchmark.

Gemini Notebook

Measures of Academic Growth and Achievement

	Reading Comp MyView	Fluency Aimsweb/MyView	Math Bridges	SBA Growth	Science	Climate
Grade 3	60%	112 wcpm	70%	N/A	80% DCI 75% SEP	80% Target
Grade 4	65%	133 wcpm	60%	55%		
Grade 5	65%	146 wcpm	70%	55%		

Example of Math Data Use

25 MATH SBAC % of Target Met (G4)	25 MATH SBAC (G4) Communicating Reasoning	25 MATH SBAC (G4) Problem Solving, Modeling & Data Analysis	25 MATH SBAC Level (G4)	25 Math SBAC Scale Score (G4)	24 MATH SBAC Level (G3)	24 Math SBAC Scale Score (G3)	IXL Level-up Fall 25 Score	IXL Level-up Fall 25 Percentile	25 Math Winter NWEA %tile (G4)	24 Math Spring NWEA %tile (G3)	24 Math Spring NWEA RIT (G3)	23 Math Spring NWEA %tile (G2)	23 Math Spring NWEA RIT (G2)	22 Math Fall NWEA %tile (G2)	22 Math Fall NWEA RIT (G2)
84%	Below	Below	2 (Level 1: High)	2383	Level 1	2318	300	34	23	11	182	30	182	41	172
110%	Approaching	Approaching	6 (Level 3: High)	2525	Level 2	2430	420	71	61	91	218	83	202	59	178
110%	Above	Above	8 (Level 4: High)	2597	Level 3	2495	630	93	95	87	215	85	203	94	195
n/a	~~Above~~	~~Above~~	n/a	~~2628~~	~~Level 4~~	~~2609~~	n/t	n/t	~~95~~	~~98~~	~~229~~	~~94~~	~~210~~	~~99~~	~~209~~
110%	Above	Above	8 (Level 4: High)	2659	Level 4	2575	760	96	99	99	235	99	224	99	209
0%	Below	Approaching	3 (Level 2: Low)	2431	Level 2	2434	300	34	40	74	208	64	194	56	177
110%	Above	Approaching	8 (Level 4: High)	2587	Level 3	2478	420	71	91	86	214	95	211	73	183
110%	Approaching	Above	6 (Level 3: High)	2538	Level 3	2469	450	79	81	69	206				
0%	Below	Below	4 (Level 2: High)	2452	Level 3	2459	450	79	30	78	210	28	181	14	161
0%	Approaching	Above	6 (Level 3: High)	2542	Level 4	2564	500	84	92	96	223	81	201	65	180
110%	Above	Above	8 (Level 4: High)	2620	Level 4	2515	530	88	93	86	214	83	202	56	177
52%	Approaching	Approaching	4 (Level 2: High)	2449	Level 2	2418	450	79	61	50	199	47	188	50	175
110%	Approaching	Approaching	3 (Level 2: Low)	2438	Level 1	2360	300	34	56	33	193	35	184	3	151
68%	Approaching	Below	5 (Level 3: Low)	2486	Level 3	2446	440	77	73	76	209	83	202	62	179
110%	Above	Above	8 (Level 4: High)	2624	Level 4	2506	540	89	99	96	224	92	208	86	189

Example of ELA Data Use

25 ELA SBAC % of Target Met (G4)	25 ELA SBAC Level (G4)	25 ELA SBAC Scale Score (G4)	24 ELA SBAC Level (G3)	24 ELA SBAC Scale Score (G3)	ELA NWEA %tile Winter 25 (G4)	24 ELA Spring NWEA %tile (G3)	23 ELA Spring NWEA %tile (G2)	23 ELA Spring NWEA RIT (G2)	22 ELA Fall NWEA %tile (G2)	22 ELA Fall NWEA RIT (G2)
110%	8 (Level 4: High)	2654	Level 3	2489	90	81	87	203	86	189
36%	3 (Level 2: Low)	2439	Level 2	2414	79	60	78	197	64	178
51%	1 (Level 1: Low)	2316	Level 1	2274	10	8	27	176	4	146
0%	1 (Level 1: Low)	2321	Level 1	2328	8	9	23-24	23-24	23-24	23-24
0%	1 (Level 1: Low)	2284	Level 1	2305	#REF!					
9%	7 (Level 4: Low)	2544	Level 4	2540	84	89	85	201	67	179
94%	6 (Level 3: High)	2522	Level 3	2462	93	88	85	201	91	193
41%	3 (Level 2: Low)	2416	Level 2	2387	41	25	39	181	41	169
32%	6 (Level 3: High)	2531	Level 4	2512	81	91	92	207	44	170
7%	4 (Level 2: High)	2465	Level 3	2460	46	47	49	185	59	176
n/a	n/a	2553	n/t	n/t	78	24-25	24-25	24-25	24-25	24-25
110%	8 (Level 4: High)	2593	Level 4	2496	88	75	85	201	85	188
110%	8 (Level 4: High)	2593	Level 4	2526	88	87	86	202	91	193
0%	7 (Level 4: Low)	2568	Level 4	2571	84	90	92	207	86	189

Example of Bridges Assessment Data Tracking

Grade 3 Math

Scoring Guidance
Students may show their thinking using numbers, labeled sketches, words, or any combination of these.
Award a point for an explanation that relates to the problem and demonstrates understanding of the relevant skills/concepts.
Award a point for a strategy if it could lead to the correct answer, even if the student made a computational error.

Item & Correct Answer	CCSS	Points Possible																														AVG
4b Explains how to use 7 + 7 to find 6 + 7. *Example: She could add 7 + 7 and then subtract 1 to find the sum of 7 + 6.*	3.OA.9	**1 pt.** for viable explanation	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1								
5 Uses two different strategies to solve 9 + 7. *9 + 7 = 16* *Examples:* *10 + 7 = 17 and 17 – 1 = 16* *9 = 7 + 2, 7 + 7 = 14, and 14 + 2 = 16*	3.OA.9	**2 pts.** • 1 pt. for each strategy	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2								
6 Uses a strategy to solve a subtraction problem. *12 – 5 = 7.* *Example: 5 + 7 = 12, so 12 – 5 = 7*	3.OA.9	**1 pt.** for a strategy and solution	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1								
7 Responds to a mathematical statement involving the doubling of any number. *Josh is correct.* *Example: If the same number of beads is on the top and bottom rows of the number rack, every bead has a* partner, so the answer is even.	3.OA.9	**2 pts.** • 1 pt. for agreeing • 1 pt. for viable explanation	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2	2	0	2	0	2	2								
8* Solves a multistep problem involving addition and subtraction. *Amy read more pages. She read 3 more pages than Rosa. Example:* *Rosa: 39 + 54 = 93. 40 + 54 = 94 and 94 – 1 = 93* *Amy: 27 + 69 = 96. 27 + 70 = 97 and 97 – 1 = 96* *96 – 93 = 3 pages*	3.NBT.2 3.OA.8	**3 pts.** • 1 pt. for the correct answer • 1 pt. for labeling the answer with the correct units • 1 pt. for thinking that could lead to the correct answer	3	3	1	3	3	1	3	2	3	3	3	3	3	3	1	2	3	3	3	2	3	3								
		Possible Points (subscore) by Skill																														
Items 1, 2	2.OA.2	7 pts.	7	7	6	7	7	7	6	7	4	6	6	6	5	6	7	7	5	4	7	7	7	7								6.3
Item 8	3.OA.8	3 pts.	3	3	1	3	3	1	3	2	3	3	3	3	3	3	1	2	3	3	3	2	3	3								2.6
Items 4a–b, 5, 6, 7	3.OA.9	7 pts.	6	7	7	7	7	7	7	7	6	7	7	6	4	5	3	7	5	5	6	5	7	7								6.1
Items 3a–c, 8	3.NBT.2	11 pts.	10	10	9	10	8	7	10	8	10	9	9	10	9	10	7	10	11	10	9	8	10	9								9.2

G5 MyView Assessment

1	2	3	4	5	6	7	8	9	10	11	12	13
RL 5.3	RL 5.3	RL 5.3	RL 5.3	RL 5.5	RL 5.5	RL 5.4	RL 5.4	RL 5.2	RL 5.2	L 5.4.b	L 5.4.b	L 5.4.b
% Score	% Score	% Score	% Score	% Score	% Score	% Score	% Score	% Score	% Score	% Score	% Score	% Score
88%	92%	68%	90%	90%	85%	95%	70%	95%	90%	100%	100%	76%
92%	92%	92%	86%	79%	79%	87%	70%	100%	95%	92%	96%	76%
92%	96%	96%	94%	100%	86%	100%	77%	95%	90%	96%	91%	78%
88%	100%	100%	95%	100%	100%	83%	79%	96%	88%	100%	100%	92%
89%	96%	61%	81%	82%	82%	91%	68%	95%	95%	96%	96%	87%
98%	100%	81%	98%	100%	91%	95%	70%	100%	91%	100%	100%	82%
97%	100%	76%	87%	95%	95%	100%	87%	100%	100%	100%	95%	90%
90%	100%	85%	88%	70%	90%	90%	65%	95%	100%	100%	100%	85%
91%	83%	88%	92%	79%	96%	83%	52%	96%	100%	96%	96%	88%
89%	88%	75%	90%	83%	94%	83%	64%	100%	100%	92%	79%	88%
91%	95%	82%	91%	88%	90%	91%	70%	97%	95%	97%	95%	84%
RL 5.3	RL 5.3	RL 5.3	RL 5.3	RL 5.5	RL 5.5	RL 5.4	RL 5.4	RL 5.2	RL 5.2	L 5.4.b	L 5.4.b	L 5.4.b
DOK 2	DOK 2	DOK 3	DOK 2	DOK 2	DOK 2	DOK 3	DOK 2	DOK 2	DOK 2	DOK 2	DOK 3	DOK 2
Analyze Characters	Analyze Characters	Analyze Plot Elements	Analyze Plot Elements	Explain Literary Structure	Explain Literary Structure	Explain Figurative Language	Explain Figurative Language	Infer Multiple Themes	Infer Multiple Themes	Words with Latin Roots port, dict, ject, terr	Words with Latin Roots port, dict, ject, terr	Suffixes -ize, -ance, -ence, -ist
Reading omprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Word Study	Word Study	Word Study

BMS Measures of Academic Growth and Achievement

DESTINATION 2027

Assessment	Focus Area	Metric Type	Target Status
SBA	ELA & Math	Growth Target	55% Established
IFAB	Reading, Research & Inquiry	Proficiency Standard	TBD Calibration
IXL Level Up Diagnostic	ELA & Math Diagnostics	Tiered Growth Target	TBD Calibration
NGSS	Science	Above Proficiency Standard	TBD Calibration

G7 IXL LevelUp & Common Formative Assessments

25 Fall Level Up Overall ELA Score (G7)	25 Fall Level Up Overall Reading Score (G7)	25 Fall Level Up Overall Writing/Lang Score (G7)	25 Fall Level Up Overall Read Inf. Score (G7)	25 Fall Level Up Overall Read Lit. Score (G7)	25 Fall Level Up Lang Score (G7)	25 Fall Level Up Overall Writing Score (G7)
na	na	na	na	na	na	na
na	na	na	na	na	na	na
1,000+	1,000+	1,000+	1,000+	1,000+	1,000+	1,000+
460	460	460	450	480	450	460
10	10	<200	<100	<100	<200	<200
585	390	780	360	410	800	760
765	600	930	580	620	930	940
280	190	370	170	200	370	370
na	na	na	na	na	na	na
820	760	880	770	760	860	900
935	940	930	940	950	920	950
80	80	<200	<100	<100	<200	210
650	580	**720**	590	580	700	740
755	730	780	730	740	760	820
na	na	na	na	na	na	na
695	760	630	750	780	590	690

7.1

ID	ELA CLASS	ELA Block	Literacy	Total score	Overall % score	Time spent (minutes)	Q1	Q2	Q3	Q4	Q5	Q6
	ELA 7	3	2(1)	4/6	67%	9	0	1	1	0	1	1
	ELA 7	6	2(1)	4/6	67%	9	1	0	1	1	1	0
	ELA 7	6	2(1)	6/6	100%	8	1	1	1	1	1	1
	ELA 7	6	2(1)	5/6	83%	12	1	1	0	1	1	1
	ELA 7	4	2(1)	6/6	100%	5	1	1	1	1	1	1
	ELA 7	4	2(1)	--	--	--	--	--	--	--	--	--
	ELA 7	3	2(1)	6/6	100%	9	1	1	1	1	1	1
	ELA 7	6	2(1)	6/6	100%	17	1	1	1	1	1	1
	ELA 7	7	2(1)	4/6	67%	10	1	0	1	1	1	0
	ELA 7	3	2(1)	2/6	33%	7	0	1	0	0	1	0
	ELA 7	4	2(1)	5/6	83%	4	1	1	1	1	1	0
	ELA 7	4	2(1)	4/6	67%	11	1	0	1	0	1	1
	ELA 7	6	2(1)	4/6	67%	5	1	1	0	1	1	0
	ELA 7	4	2(1)	5/6	83%	10	1	1	0	1	1	1
	P-ELA	4	2(1)	2/6	33%	0.95	0	0	0	1	0	1
	ELA 7	4	2(1)	3/6	50%	13	0	1	0	1	1	0
	ELA 7	7	2(1)	6/6	100%	7	1	1	1	1	1	1
	ELA 7	6	2(1)	6/6	100%	6	1	1	1	1	1	1
	P-ELA	4	2(1)	4/6	67%	8	1	1	1	0	1	0
	ELA 7	4	2(1)	6/6	100%	3	1	1	1	1	1	1

A Solid Foundation for the Whole Child



By uniting data-driven responsiveness with integrated core competencies, Johnson and Bethel Middle Schools will construct an environment where every student thrives.

Gemini Notebook

School or Department: Johnson
Year: 2026-2027

School/Building Improvement Plan

Theory of Action

If we respond to student needs based on formative assessment data, engage students in challenging, grade-level content, and explicitly teach our Vision of a Learner competencies, including Ethical and Engaged Citizenship, then we will meet the needs of the whole child and learning outcomes will improve student outcomes.

Measures of Student Learning, Growth, & Achievement

My View End of Unit Assessments

- By spring of 2027, **60%** **3rd-grade students** will achieve or maintain proficiency (10/13 = 76.9%) on the reading comprehension portion of the MyView Summative Assessments.
- By spring of 2027, **65%** **4th-grade students** will achieve or maintain proficiency (10/13 = 76.9%) on the reading comprehension portion of the MyView Summative Assessments.
- By spring of 2027, **65%** **5th-grade students** will achieve or maintain proficiency (10/13 = 76.9%) on the reading comprehension portion of the MyView Summative Assessments.

Aimsweb G3 80% of grade 3 students will be at goal (112 wcpm) on the Aimsweb fluency assessment.

80% of grade 4 students will be at goal (133 wcpm) on the My View fluency assessment.

80% of grade 5 students will be at goal (146 wcpm) on the My View fluency assessment.

Bridges Unit Assessments

- By spring of 2027, **70%** of **5th-grade students** will achieve or maintain proficiency on the Bridges Unit Assessments.
- By spring of 2027, **60%** of **4th-grade students** will achieve or maintain proficiency on the Bridges Unit Assessments.
- By spring of 2027, **70%** of **3rd-grade students** will achieve or maintain proficiency on the Bridges Unit Assessments.

SBA growth data (math & ELA)

By spring of 2027, **55%** **4th-grade students** will meet their growth target on the Smarter Balanced Assessment in Mathematics.
By spring of 2027, **55%** **5th-grade students** will meet their growth target on the Smarter Balanced Assessment in Mathematics.

Science- By the end of the school year, at least 80% of Tier 1 students will achieve content mastery (80% or higher) on high-decay science concepts (DCIs) and demonstrate proficiency (75%) in targeted science and engineering practices (SEPs) across spiraled diagnostic assessments.

School Climate Goal: By spring of 2027, 80% of students will positively identify, "Students in my class treat each other with respect," as measured by the annual student school climate survey. (72.2% of students in Spring 2026)

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Strengthen equitable access to rigorous grade-level instruction for all learners by enhancing responsive teaching practices that meet diverse student needs.	*Collaborative Practices* • Co-planning ◦ G5 Pilot Math ▪ Develop a rotational schedule for Pilot ▪ Planning with CIS/Specialist ◦ Co-teaching ◦ Initial planning time for specialists to	Sept-June	• Meeting agendas, planning notes, shared lesson plans, PLC minutes, calendars showing scheduled planning time • Pilot implementation plan, schedules, instructional materials, meeting notes	• Evidence that specialists' recommendations are incorporated into instruction. • Conduct regular classroom visits to follow up on pilot

	develop routines and expectations • Classroom visits: colleague to colleague with a purpose • Continue the Flexible Faculty Meeting format to support teacher agency Use formative assessment regularly to monitor understanding and adjust instruction in real time. • Monitor progress frequently and adjust supports to ensure continued access to grade-level content. • Collaborate in professional learning communities (PLCs) to analyze student work, plan responsive instruction, and assess impact. • Regularly look at student work in PLCs in addition to summative assessments/midchapter checkpoints- day-to-day student work (Eg, Bridges workbooks, student interactive, writing journal)		from pilot team, teacher reflections • Co-teaching schedules, lesson plans, identifying teacher roles, and observation notes • Faculty meeting agendas showing choice and differentiated learning opportunities, attendance records, and teacher feedback surveys • Exit tickets, checks for understanding, student conferences, formative assessment data trackers, lesson plans showing instructional adjustments, teacher reflection notes, and walkthrough evidence of formative assessment practices • PLC agendas and minutes, student work analysis protocols, common assessment data discussions, action plans, meeting notes documenting instructional decisions, and follow-up. • The Collaborative Assessment Conference Protocol ○ Observe the Work ○ Describe the Work	• -Provide teachers with timely, actionable feedback. • -Administrator attendance at PLCs • Purposeful planning of faculty meetings with feedback from staff • Participate in Data Meetings, review assessment trackers

	• Provide opportunities for productive struggle and higher-order thinking for all learners ○ Differentiated tasks • Support multilingual learners through language objectives, vocabulary development, and structured academic discourse. ○ Build the capacity of teachers to support multilingual learners (PL) ■ Subject-based specific support		○ Ask Questions ○ Speculate on Student Understanding ○ Hear from the Presenting Teacher ○ Discuss Implications for Teaching ○ Plan for how/when to adjust teaching and assess ○ Revisit after Implementation • Goal-setting conferences with students around growth targets • Lesson plans with open-ended tasks, questioning strategies, observation notes showing students explaining reasoning, student work demonstrating analysis and problem-solving, and walkthrough data • Posted language objectives, vocabulary supports, sentence stems, discussion protocols, and lesson plans identifying language supports • Professional learning agendas, attendance	

			records, coaching logs, teacher reflections, and evidence of strategies from training being used in classrooms.	

Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Intentionally integrate the Vision of a Learner Competencies, including the Ethical and Engaged Citizen, across all content areas through clear success criteria, ongoing student feedback, regular reflection, and meaningful celebration of student learning.	• Deliberate planning and instructional practices to support the Vision of a Learner competencies (with emphasis on Ethical and Engaged Citizen, Critical Thinker, Collaborator, and Creative Innovator) throughout the school year ○ Determine one focus VOL competency for each unit of study ○ Plan for and include opportunities to teach focus competency, including learning Intentions • Regular inclusion of VOL competencies in learning intentions/targets and success criteria across all content areas • Analyze and collaboratively plan how to teach and monitor (e.g. track progress) the implementation of VOL "skills" across a specific unit	July 2026-June 2027	• Curriculum document revisions • Lesson Plans and instructional materials • Assessment tools to assess VOL competencies (self, peer, or teacher) • Inclusion of learning targets and success criteria for academic expectations and VOL competencies • PLCs' discussions (and notes) are focused on the VOL skills that support the district's *Vision of a Learner*	-Classroom visits to monitor the implementation of the VOL competencies -Attend PLCs consistently, and help teachers recognize where the VOL competencies can best be integrated into their curriculum/lessons -Provide feedback to teachers about the implementation of the VOL competencies

	of study ● Direct, explicit, and consistent feedback to and with students on their demonstration of VOL competencies during learning activities ● Ongoing collection and sharing of classroom examples, strategies, routines, and student work that highlight the Vision of a Learner in action ● Structured opportunities for student reflection, goal setting, and self-assessment related to VOL competencies ● Regular reporting of student progress on VOL competencies to students and families through communication, conferences, and report cards.			

Strategy #3 (School Climate)	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Foster an inclusive and empathetic school culture to reinforce student-to-student respect, resulting in a positive shift in peer interactions and a collaborative learning environment.	80% of students will positively identify, "Students in my class treat each other with respect," as measured by the annual student school climate survey. ● Implement RULER lessons with a specific focus on empathy, perspective taking,	August 2026-June 2027	- Classroom RULER Charter - Utilization of RULER times in the classroom schedule - Monthly Tier 1 Grade Level SEL SRBI meetings	-Monitoring Discipline -Meet with focus groups of students mid-year and end-of-year to get in-person feedback about respect levels between students

	and respect. (SIP team to create calendar with monthly theme eg: Respect) ● Use Tier 1 SRBI time as co-planning time for explicit teaching lessons on empathy and respect ● Monthly PRIDE assemblies focusing on one social-emotional component per month (respect, responsibility, perseverance, kindness toward others/ourselves/environment, etc) ● Parent/Family involvement - Parent workshops that share the same language used in the classrooms, and education on bullying, school routines that promote respect		- Grade Level Assemblies 1x a month to teach monthly competency - Monthly short teaching video by TV Studio classes - Monthly Morning PRIDE assemblies with families to celebrate students who exemplified the identified competency - Schedule for assemblies - Classroom bulletin board for “noticing” attributes	-Provide co-planning time for teachers to design cooperative learning experiences

School or Department: Bethel Middle School

Year: 2026-2027

School/Building Improvement Plan

Theory of Action

If we respond to student needs based on formative assessment data, engage students in challenging, grade-level content, and explicitly teach our Vision of a Learner competencies, including Ethical and Engaged Citizenship, then we will meet the needs of the whole child and learning outcomes will improve.

Measures of Student Learning, Growth, & Achievement

SBA growth data (Mathematics & ELA)

By spring of 2027, **55%** **6th-grade students** will meet their growth target on the Smarter Balanced Assessment in ELA.
By spring of 2027, **55%** **6th-grade students** will meet their growth target on the Smarter Balanced Assessment in Mathematics.
By spring of 2027, **55%** **7th-grade students** will meet their growth target on the Smarter Balanced Assessment in ELA.
By spring of 2027, **55%** **7th-grade students** will meet their growth target on the Smarter Balanced Assessment in Mathematics.
By spring of 2027, **55%** **8th-grade students** will meet their growth target on the Smarter Balanced Assessment in ELA.
By spring of 2027, **55%** **8th-grade students** will meet their growth target on the Smarter Balanced Assessment in Mathematics.

IFAB

By spring of 2027, _____**%** **6th-grade students** will meet proficiency Research and Inquiry IFAB.
By spring of 2027,_____**%** **7th-grade students** will meet proficiency Research and Inquiry IFAB.

By spring of 2027, _____**% <u>8th-grade students</u>** will meet proficiency Research and Inquiry IFAB.

By spring of 2027, _____**% <u>6th-grade students</u>** will meet proficiency in Reading IFAB.
By spring of 2027,_____**% <u>7th-grade students</u>** will meet proficiency in Reading IFAB.
By spring of 2027, _____**% <u>8th-grade students</u>** will meet proficiency in Reading IFAB.

IXL Level Up Diagnostic
By spring of 2027, ____**% <u>Students at Below</u>** will meet their growth target on the Smarter Balanced Assessment in ELA.
By spring of 2027, ____**% <u>Students at Approaching/Grade Level</u>** will meet their growth target on the Smarter Balanced Assessment in ELA.
By spring of 2027, ____**% <u>Students at Above</u>** will meet their growth target on the Smarter Balanced Assessment in ELA.

By spring of 2027, ____**% <u>Students at Below</u>** will meet their growth target on the Smarter Balanced Assessment in Mathematics.
By spring of 2027, ____**% <u>Students at Approaching/Grade Level</u>** will meet their growth target on the Smarter Balanced Assessment in Mathematics.
By spring of 2027, ____**% <u>Students at Above</u>** will meet their growth target on the Smarter Balanced Assessment in Mathematics.

NGSS
By spring 2027, **<u>8th grade students</u>** will meet proficiency standard _____ ABOVE Proficiency Standard & Area of Strength Compared to rest of Assessment

School Climate
90% of students at Bethel Middle School feel connected to an adult at Bethel Middle School measured by the School Climate Survey
By spring of 2027, ___% of students are able to self-advocate within the classroom measured by the School Climate Survey

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Enhance our ability to target responsive teaching practices through data informed decisions	**Create the Tools-Backward Design** Develop and refine summative and formative assessments. Ensure Summative assessments: ● DOK 3 and DOK 2 Level	Sept.-June	Creation/revision of summative and formative assessments	Develop Assessment Protocol Plan Pullout days - To Analyze and refine assessments

	● Align to the targeted skills and content Formative Assessments ● Quick Assessments for immediate responsive ● Diagnostic Assessments ● Embedded Formative Assessments		DOK Questions on formative and summative assessments	Review of Assessment Data Look-For Data Tracking
	What? Identify Areas of Focus Develop Leadership Data Teams (LDTs) to analyze data Develop structure and schedule data teams with staff members for the year	Oct - May	Leadership Data Team Minutes (Brain Trust Meetings) PLC minutes about next steps in data cycle Identified strategies bank within learning plans/curriculum	Look-For Data Tracking Review of LCTs minutes
	How? Implementation- What are teachers doing? PLC focuses on more immediate responsive teaching practices to target deficits. ● Small group ● Conferencing ● Reteaching ● Follow-up Practice ● Huddling ● Spiraling Back to Content and Skills	Sept.-June	Observations of responsive teaching based on embedded formative assessments Improvements in data related to standard PLC minutes reflecting timely implementation of responsive teaching PLC notes analysis of data- Did it work?	PLC Agenda Protocol PL on Responsive Teaching Attend PLC Regularly Review PLC Minutes Look-For Data Tracking
	Professional Sharing/Learning/Celebration Responsive teaching moves. ● Small group ● Conferencing ● Reteaching	Sept.-June	Reflection of this in PL Planning documents & PLC notes Evidence of spiraled standards within	Attend PLC Regularly Review PLC Minutes Feedback Review from PL Days

	• Follow-up Practice • Huddling • Spiraling Back to Content and Skills		curriculum/learning plans/PLC notes	Look-For Data Tracking
	Share Strategies/Expectations for MLL Students	Oct. - May	Strategies implemented within lessons to support MLL students Shared understanding of expectations that support MLL Students	Schedule PL during Faculty Meetings Department Meetings focused on Strategies
	Schoolwide Data Cycles with a focus on Technical Subject Literacy Standards- **Introduction/Calibration**	Sept.-Oct	UA teachers compare the standards to their curriculum and assess what they are doing well and what they are not doing.	PL of literary standards Look-For Data Tracking

Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Enhance our ability to integrate the VOL to foster our students to be critical thinkers, collaborators, innovators and ethical, engaged citizens.	**Goal Setting:** Teachers conduct self-reflection on VOL integration and set professional goals.	Aug – Sept	Goal-setting documents and Evaluation Meetings Embedded in Learning Plans Activities will align to VOL Learning Intentions and success criteria will align to and utilize VOL language Evidence in classroom observations	Discussed at Goal Setting, Mid-Year and End of the Year VOL Teacher Self-Reflection Checklist Review Learning Walks

	Focused on Self-reflection of students centered around their mastery of VOL Skills	Aug - June	Self-Reflection Embedded throughout Units of Study Small Routines developed within Departments and Grade-Levels to ensure Reflection around the Rubric	Review of VOL self-reflections at BOY/MOY/EOY Learning Plan Review Cycle Instructional Walkthrough Focus Celebration and Sharing Structures (Faculty Meetings) Learning Walks

Note

Strategy #3 (School Climate)	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Enhance our students' learning behaviors with a focus on self-advocacy in the classroom setting.	Explicit instruction on how to self-advocate within Tiger 2	July-Sept.	Explicit lessons in the Tiger Two agenda about asking questions and self advocating.	Admins observe lessons in Tiger Two.
	SEL/EI and Learning Behaviors embedded in teacher lessons	Aug - June	Teachers plan for embedding the teaching of learning behaviors within lessons. Teachers use metacognition models to teach learning behaviors for their classrooms.	Team Agendas to share strategies and calibrate expectations to develop consistency across Clusters and Grade-levels p77
	Improve grade level and UA communication about strategies	Sept - May	Provide opportunities for UA teachers to connect w/ clusters (faculty meeting) to discuss strategies that are	Admin calibration in Admin PLC meetings

	used to improve student learning behaviors.		used in the classroom setting to teach learning behaviors and student self advocacy.	

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, September 24, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801 and via Live Stream.

Attendance: Jane Gangi

Administrative Attendance: A Sackey, K Brooks, J Variale, M Stabile, D Burns, B Grieco

S. Clayton, Chair, called the meeting to order at 7:04 PM.

Board Members Attendance:

Mr. Scott Clayton:	**Present**
Mr. Bill Foster:	**Present**
Ms. Gabriela Hernandez:	**Present**
Mrs. Jen Larsen:	**Present**
Dr. Rick Magee:	**Present**
Mrs. Courtney Martin:	**Present**
Ms. Brenda Reed:	**Present**
Mr. Daniel Serencsics:	**Present**
Ms. Lauren Shekari:	**Present**

1. **Call to Order**

    1.A. Roll Call for Quorum

    1.B. Pledge of Allegiance

2. **Board Recognition/A Salute to Excellence**

Dr. Sackey congratulated Mr. Caron, Mr. Troetti, and BHS for being selected as a 2025-2026 CIAC "Michaels Jewelers Achievement Cup" Exemplary Program recipient. The award will be presented on October 7, 2026 at the CIAC Sportsmanship Conference.

    2.A. Gifts, Grants, & Bequests

        2.A.1. SLCGP Round 2 — Cybersecurity — Part 2

        2.A.2. Big Y Gift Card

3. **BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES**

    3.A. Rockwell and Berry School Improvement Plan

Dr. Grieco presented the School Improvement Plan for Rockwell and Berry.

4. **Consent Calendar**

4.A. Approval of Minutes

4.A.1. August 20, 2026

Motion to approve the minutes of the August 20, 2026 Regular Board Meeting. Passed with a motion by Mr. Scott Clayton and a second by Dr. Rick Magee.	
Mrs. Jen Larsen:	Abstain
Ms. Brenda Reed:	Abstain
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Dr. Rick Magee:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Serencsics:	Yea
Ms. Lauren Shekari:	Yea

5. **Correspondence**

6. **Public Comment**

Dr. Jane Gangi, 60 Whippoorwill Rd. - shared printed copies of the email she sent to the Board on September 21st. She shared that she is in favor of having student representation on the Board, and she would like the Board to consider changing the by-laws for how new Board members are assigned to committees.

7. **Administrative/Board Member Update**

7.A. Board Chairperson Update

Mr. Clayton thanked Dr. Grieco for sharing her School Improvement Plan presentation. Mr. Clayton passed around the Code of Ethics for all Board members to sign. Mr. Clayton shared that the CABE self-reflection documents have been shared with Nick Caruso, and asked anyone who has not completed it yet to do so ASAP and send them to him. Mr. Clayton shared that there will now be a dedicated column in the Community Gazette to highlight all the good things going on in BPS. Mr. Clayton thanked CDR Ipkovich for his help and shared that ROTC represented the school well at the 9/11 ceremony. Mr. Clayton acknowledged the passing of Bob Legnard, a legend in Bethel.

7.A.1. Code of Ethics

7.B. Administrative Update

Dr. Sackey shared that his school visits have been going well. He has spent a lot of time in the elementary schools, and plans to spend time at BMS and BHS in October. Dr. Sackey was able to

make it to each open house and was pleased to share that the parking lots were packed at each school. Dr. Sackey shared that he is very impressed with the level of rigor and collaboration he has seen during his classroom visits. Dr. Sackey congratulated Riley Lambert for being named a National Merit Scholarship Semifinalist. Dr. Sackey congratulated the following students on being named Commended students in the National Merit Scholarship Program: Toshan Bhattacharya, Jeremy Casadei, Abraham Fortnam, Peter Gardella and Henley Gow.

7.B.1. 2026-2027 BOE District Data Sheet

8. **Reports to the Board**

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

8.A.1. Personnel

8.A.1.a. Bethel Middle School Unified Sports Coach

Motion to approve the job description for the Bethel Middle School Unified Sports Coach Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Dr. Rick Magee:	Yea
Mrs. Courtney Martin:	Yea
Ms. Brenda Reed:	Yea
Mr. Daneil Serencsics:	Yea
Ms. Lauren Shekari:	Yea

8.A.2. Budget Transfers

8.A.2.a. 2026 Final Budget Transfers

Ms. Variale shared the final budget transfers from the 2025-2026 school year. These were pre-approved at the May Board meeting.

8.A.3. Transportation Update

Mr. Foster shared that the discussion for considerations for the next transportation contract started in the RM&BO meeting, but they need more time to continue the discussion. Another RM&BO Committee meeting will be scheduled.

9. **Recommended Executive Session**

Motion to enter into Executive Session at 8:06PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

Mr. Scott Clayton:	Yea

Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Dr. Rick Magee:	Yea
Mrs. Courtney Martin:	Yea
Ms. Brenda Reed:	Yea
Mr. Daneil Serencsics:	Yea
Ms. Lauren Shekari:	Yea

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

Motion to come out of Executive Session at 8:28 PM. Passed with a motion by Mr. Scott Clayton and a second by Dr. Rick Magee.	
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Dr. Rick Magee:	Yea
Mrs. Courtney Martin:	Yea
Ms. Brenda Reed:	Yea
Mr. Daneil Serencsics:	Yea
Ms. Lauren Shekari:	Yea

10. **Adjourn**

Move to adjourn at 8:28 PM. Passed with a motion by Mr. Bill Foster and a second by Dr. Rick Magee.	
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Dr. Rick Magee:	Yea
Mrs. Courtney Martin:	Yea
Ms. Brenda Reed:	Yea
Mr. Daneil Serencsics:	Yea
Ms. Lauren Shekari:	Yea

Respectfully submitted,



Kylie D'Arcangelo
Board Recorder

Board of Education, Bethel <boe@bethel.k12.ct.us>

Fwd: Concerns Regarding of Mice and Men and English Curriculum Diversity

Merle Jackson <mjackson1916@gmail.com> Sun, Sep 27, 2026 at 12:56 PM
To: boe@bethel.k12.ct.us

---------- Forwarded message ---------
From: **Merle Jackson** <mjackson1916@gmail.com>
Date: Sun, Sep 27, 2026 at 12:55 PM
Subject: Concerns Regarding of Mice and Men and English Curriculum Diversity
To: Merle Jackson <mjackson1916@gmail.com>
Cc: <hallk@bethel.k12.ct.us>, <troettic@bethel.k12.ct.us>, <brooksk@bethel.k12.ct.us>, Ricciardone, Kristen <ricciardonek@bethel.k12.ct.us>, <boe@bethel.ct.k12.ct.us>

Dear Bethel Leadership Team,

I am writing to express my concerns regarding the upcoming reading assignment of John Steinbeck's ***Of Mice and Men*** in my daughter's Kennedy Jackson's 9th grade English class. I learned at Open House that Kennedy would be reading the book this year, I decided to reread it (I read the book when I was in high school) so I could have a conversation about the book with Kennedy. While I understand the novel's literary place, I am deeply concerned about its repeated use of the N-word and its potential emotional impact on my child and other Black students.

Beyond this specific text, I am increasingly concerned by the overall Eurocentric focus of the reading selections across the high school English department. In my opinion, based on what is posted on the English department's website, the curriculum relies heavily on a selection of white authors to explore complex historical and social themes that leaves our diverse student body without mirrors that reflect their own identities, cultures, and excellence. I believe our schools must do more to balance the curriculum by actively incorporating literature from diverse, non-Eurocentric perspectives.

Furthermore, it is vital that the books selected do not limit the Black experience solely to stories of trauma, oppression, and marginalization. Our curriculum needs to feature books that showcase Black characters in a positive light, as heroes, leaders, and main characters who make meaningful contributions to our society. Black students deserve to see themselves represented as central figures of triumph, intellect, and capability, rather than just victims of historical hardship.

To ensure a safe and culturally competent learning environment for this specific unit, I would appreciate clarification on how the school plans to handle this text. Specifically:

- What are the explicit rules regarding the racial slurs? I request that teachers or students not be permitted or asked to read the N-word aloud under any circumstance.
- How will teachers introduce historical racism and prepare the classroom to handle this sensitive material safely?
- Does the district have in place a curriculum review cycle or task force that formally reviews the literature selections and establishes guidelines for making our future reading list more culturally relevant?

My goal is to ensure that literature is approached with empathy, respect, and proper boundaries, while pushing for a curriculum that reflects all students. Thank you for your time, and I look forward to hearing your perspective.

Sincerely,
Merle Jackson

Board of Education, Bethel <boe@bethel.k12.ct.us>

English 12 Reading Assignment- Of Mice and Men

Natalie Sherman <njsherman70@gmail.com> Thu, Oct 1, 2026 at 9:34 PM
To: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Dear Members of the School Board
I am writing to express my deep concern and displeasure regarding the use of the N-word in the classroom setting. I understand that there may be circumstances in which difficult or offensive language is discussed as part of a lesson. However, hearing a racial slur used or read aloud in a classroom is a serious matter, and I believe the school has a responsibility to consider how that language affects students and whether its use is truly necessary for educational purposes.

I am particularly concerned about whether sufficient consideration was given to the harm and discomfort such a deeply offensive racial slur can have on students of color in the classroom. The N-word is a demeaning word and was used to make African Americans feel less than a human being. I am sure that is not how we want students to feel when they attend school.

I am requesting that the high school takes measures to review the context in which the word was used and how racial slurs are not appropriate language . I believe that parents deserve to know that this will be addressed by the ELA teacher before students begin reading the book.

Thank you for your attention to this matter.
Natalie Sherman

BHS Music

Curriculum Completion & Approval

Board of Education Presentation • October 1, 2026

Digital Music · Recording Studio · Keyboarding I–II · Modern Band · Guitar II · Drum Set

Prepared by Richard Baumer
BHS Music Dept Chair / K–12 Music Coordinator

Bethel Public Schools

Tonight’s Purpose

Six completed BHS music curricula are presented for approval, each aligned to Bethel’s mission, Vision of a Learner, and future-ready outcomes.

Approve completed curricula

Digital Music, Recording Studio, Keyboarding I–II, Modern Band, Guitar II, and Drum Set.

Show program design

These courses extend a connected BHS music program.

Demonstrate impact

Students create, perform, produce, revise, collaborate, and serve authentic audiences.

Department context: #1 Marching Band • Top 100 Music recognition • award-winning ensembles, theatre productions, and student-created media

District Mission: The Why

> *The mission of the Bethel Public Schools is to foster a culture of excellence and achievement accomplished through strong, collaborative relationships and rigorous teaching and learning opportunities for all learners.*
>
> Bethel Public Schools Mission Statement

BHS music makes this mission visible through:

Rigorous opportunities

Musicianship, technology, ensemble skills, and creative decision-making.

Collaborative relationships

Students rehearse, produce, review, and create together.

Positive contributions

Student work serves concerts, productions, school events, and community audiences.

All learners

Students can enter through instruments, voice, technology, production, or composition.

Vision of a Learner in Music

Each unit names a focus Vision of a Learner competency and makes it visible through student actions.

Critical Thinker

Listens closely, analyzes musical and technical problems, evaluates evidence, and revises decisions.

Collaborator

Communicates clearly, listens actively, responds to peers, and contributes to shared musical goals.

Creative Innovator

Generates ideas, experiments, adapts, persists, and refines musical work.

Ethical & Engaged Citizen

Uses technology responsibly, honors source material, cares for shared equipment, and contributes to community events.

The goal: students independently apply these habits in authentic music-making.

Curriculum Design: From Mission to Evidence

Mission
Why we teach

Vision of a Learner
Habits students practice

National Core Arts Standards
What students know and do

UbD Curriculum
How learning is designed

Assessment Evidence
How students show growth

What the revised units include

VoL focus · transfer goal · standards · assessment evidence · learning intentions · observable look-fors

A common structure makes learning visible across courses.

How the Curricula Fit the BHS Music Program

Existing ensembles remain the program's core. The completed curricula add complementary entry points and pathways.

Existing Ensemble Core

Band • Choir • Orchestra • Jazz

Curricula: Contemporary Performance

Keyboarding I–II • Modern Band • Guitar II • Drum Set

Curriculum: Creation & Technology

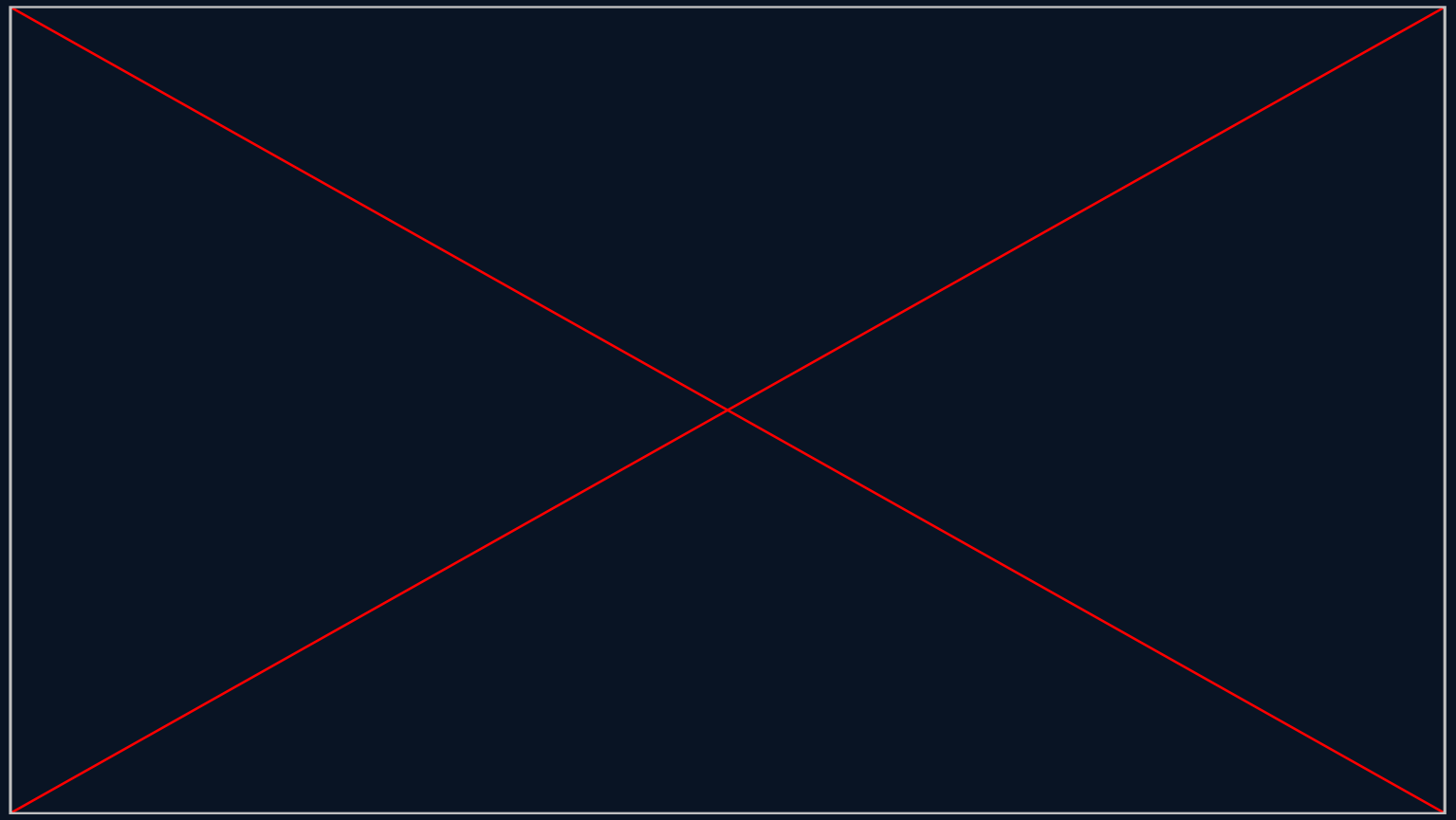
Digital Music • composition • MIDI • sound design • mixing • scoring

Curriculum: Production & Career Skills

Recording Studio • recording artist • live sound • event support • portfolio

Together, these offerings create multiple ways to enter music—and pathways between performance, creation, technology, and production.

Student Work in Action: The Perfect Pair



WHY THIS EXAMPLE MATTERS

Student-led performance
Arrangement & rehearsal
Recording sessions
Revision & collaboration
Music-video production
Authentic audience

A concise example of how performance, technology, collaboration, and production converge in authentic student work.

Courses Submitted for Approval

1 Digital Music

Full-year • creative music technology and composition

2 Recording Studio

Full-year • Production Team + Performer / Recording Artist pathways

3 Keyboarding I–II

Semester • piano literacy, theory, composition, improvisation, recital

4 Modern Band

Semester • fretted instruments, small-group songs, contemporary ensemble

5 Guitar II

Semester • ensemble roles, arranging, interpretation, portfolio

6 Drum Set

Semester • groove, timekeeping, notation, styles, live performance

Curriculum folder access for Board review ↗

Includes curriculum maps, unit documents, and supporting materials for the six courses submitted.

Digital Music: Creative Work With Technology

Students build musicianship by composing, recording, editing, mixing, and reflecting with digital tools.

Curriculum progression

- Beats
- Pitch & harmony
- Song form
- Sound design
- Podcasting
- Mixing
- Film/game scoring
- Portfolio + capstone

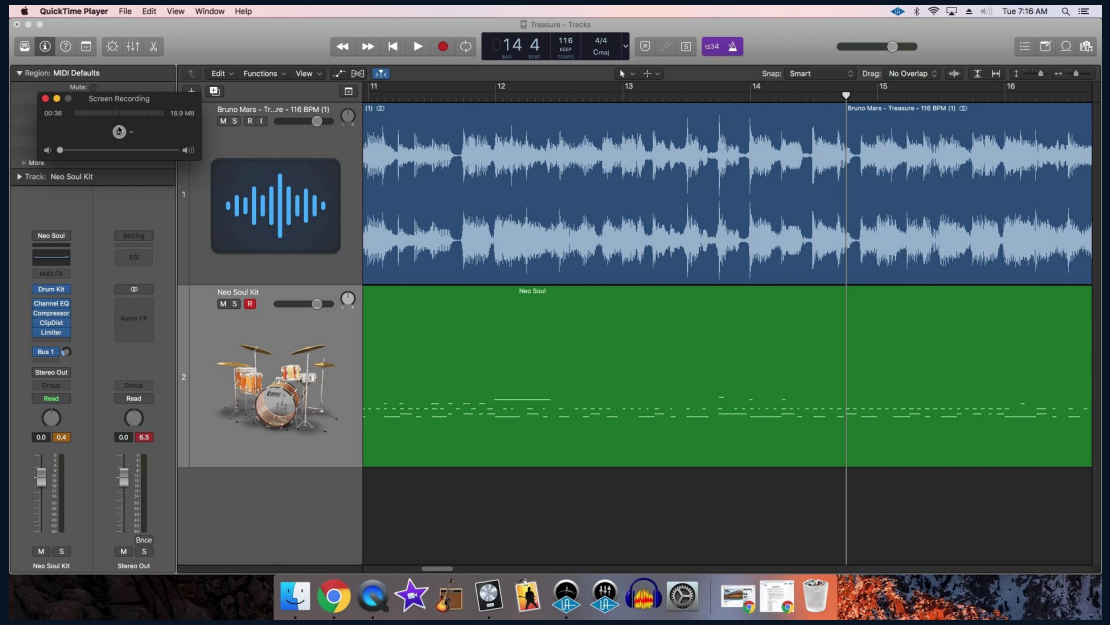
Signature evidence

Original tracks, sampling/sound-design work, mixes, scoring projects, portfolio, and capstone.

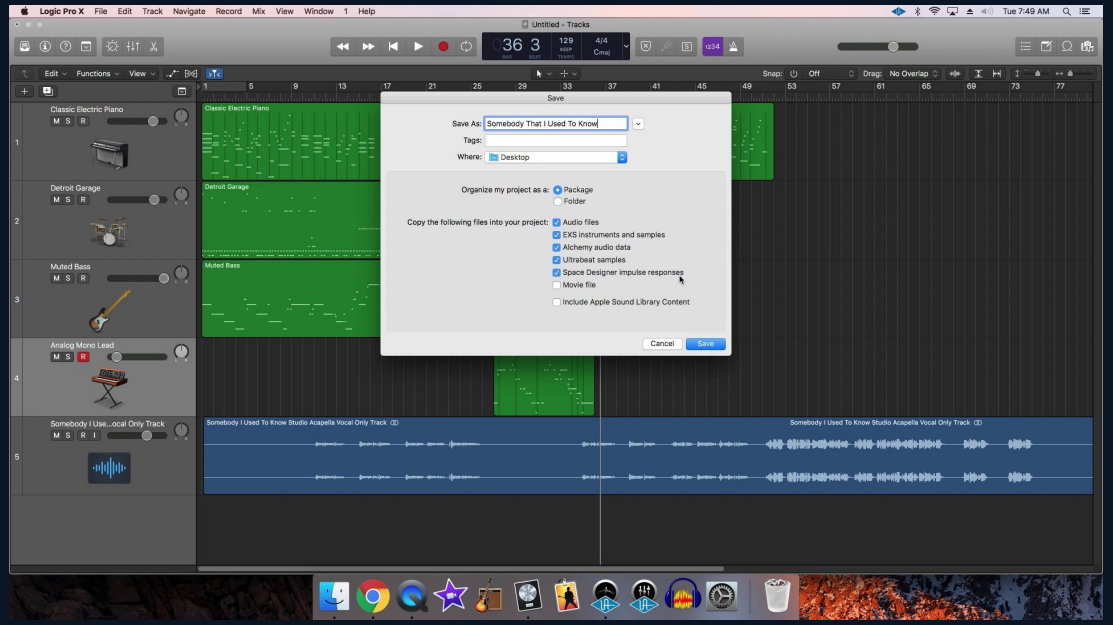
VoL in action

VoL focus shifts by unit: Creative Innovator, Critical Thinker, Ethical & Engaged Citizen, and Collaborator.

Digital Music Student Work



Beat construction: students add and shape a drum part against a drumless track.



Cover project: students apply arrangement, recording, editing, and mixing decisions.

Examples from prior BHS Digital Music / Recording Studio Open House materials.

Recording Studio: Authentic Roles, Audiences, and Career Skills

Two role-based pathways mirror authentic recording and event-production work.

Performer / Recording Artist

Repertoire • part development • tracking • overdubbing • ensemble recording • live set • portfolio

Production Team

Roles • signal flow • microphones • stage plots/input lists • live mixing • documentation • promotion • portfolio

Showcase: Completed Student Recording Project

A finished recording project shows performance, take selection, mixing, peer feedback, revision, and reflection.

Career-connected skills: communication, planning, troubleshooting, technical fluency, and revision.

Authentic event work in Action

Students plan, engineer, troubleshoot, and support real school events with authentic deadlines.

Production planning

Stage plots • input lists • microphone plans • monitor needs • cue sheets • setup/strike plans

Authentic event work

Fall musical • Tri-M/Cabaret • winter concerts • play/jazz festival • spring and elementary concerts

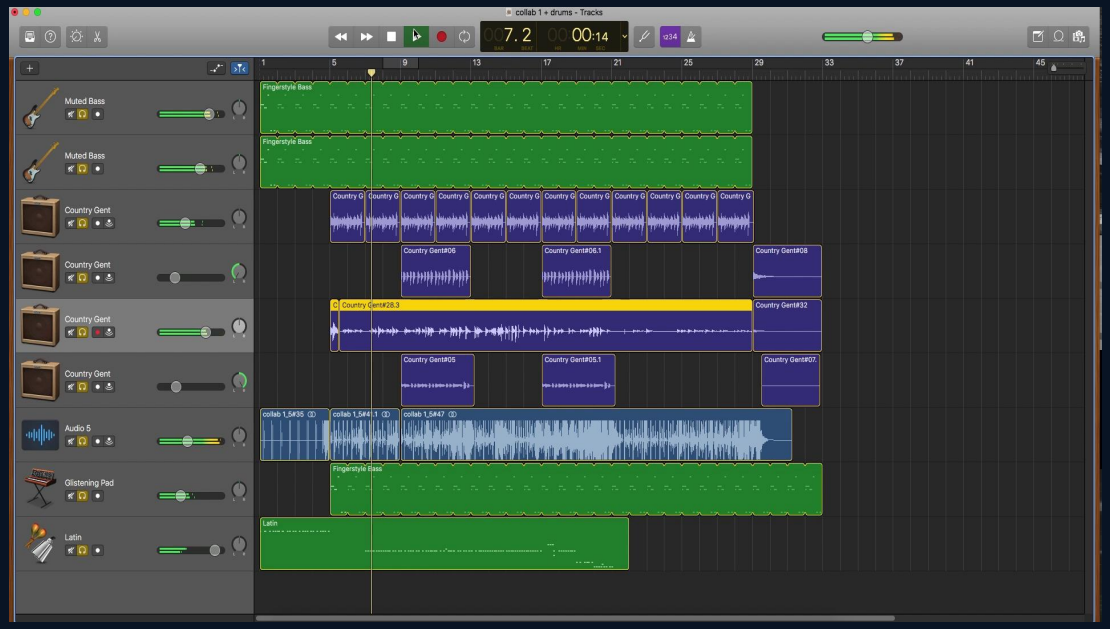
Evidence from the work







Recording & Production Student Work



Collaborative recording: shared parts, take selection, editing, peer feedback, and revision.



Live production: students apply sound, setup, balance, and event-support skills in performance.

Keyboarding I–II: From Piano Literacy to Independent Musicianship

Keyboarding builds piano literacy, theory, technique, composition, improvisation, ensemble skills, and performance.

- Intro to piano
- Notation & theory
- Pentascales
- Scale technique
- Chord structure
- Songwriting
- Music technology
- Jazz / improv / blues
- Ensemble music
- Recital performance

What students show

Technique, reading, accompaniment, composition, improvisation, ensemble work, and recital performance.

Why it matters

Keyboarding supports theory, composition, ensemble readiness, digital music, and independent music-making.

Modern Band: Expanding Access Through Contemporary Instruments

Modern Band offers an accessible entry point through contemporary instruments, lead sheets, song forms, and small-group projects.

Curriculum progression

- Quick Start
- Chords & Strumming
- Riffs/Tabs
- Bass Lines/Groove
- Song Form
- Style
- Small Group Project
- Final Arrangement

Student agency

Students choose repertoire, parts, roles, arrangements, and performance approach.

Program access

Students build literacy, musicianship, collaboration, and confidence outside traditional ensembles.

Guitar II: Ensemble Musicianship and Arranging

Guitar II advances from individual technique to part independence, ensemble roles, arranging, rehearsal, and portfolio performance.

1 Skill foundation

Technique review • reading • tablature • chord fluency

2 Ensemble thinking

Texture • roles • balance • accompaniment • style

3 Creative application

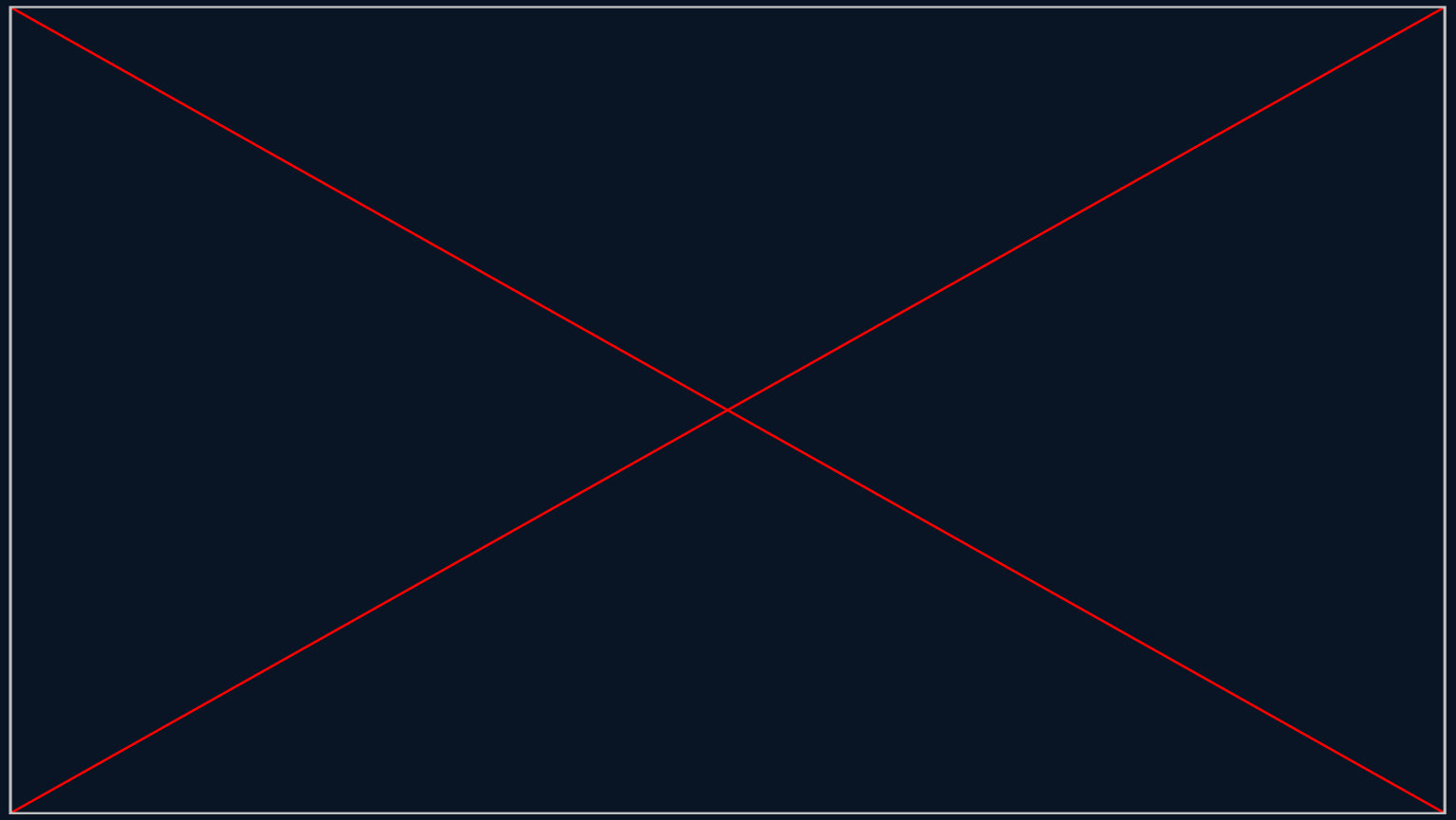
Arranging • rehearsal process • final ensemble portfolio

Guitar II becomes an ensemble course in which students apply musicianship with increasing independence.

Guitar II Evidence



Guitar I / Modern Band: Student Performance Evidence



WHAT THIS MAKES VISIBLE

Chord & riff fluency
Part independence
Musical interpretation
Preparation & persistence
Ensemble readiness

A concrete example of students applying foundational guitar skills in a contemporary performance context.

Drum Set: Groove, Style, and Live Performance

Drum Set develops technique, timekeeping, style, notation, ensemble skills, and performance.

Curriculum progression

- Setup & safety
- Pulse & rock grooves
- Coordination
- Fills & form
- Style studies
- Notation & cues
- Tracks/live musicians
- Groove portfolio

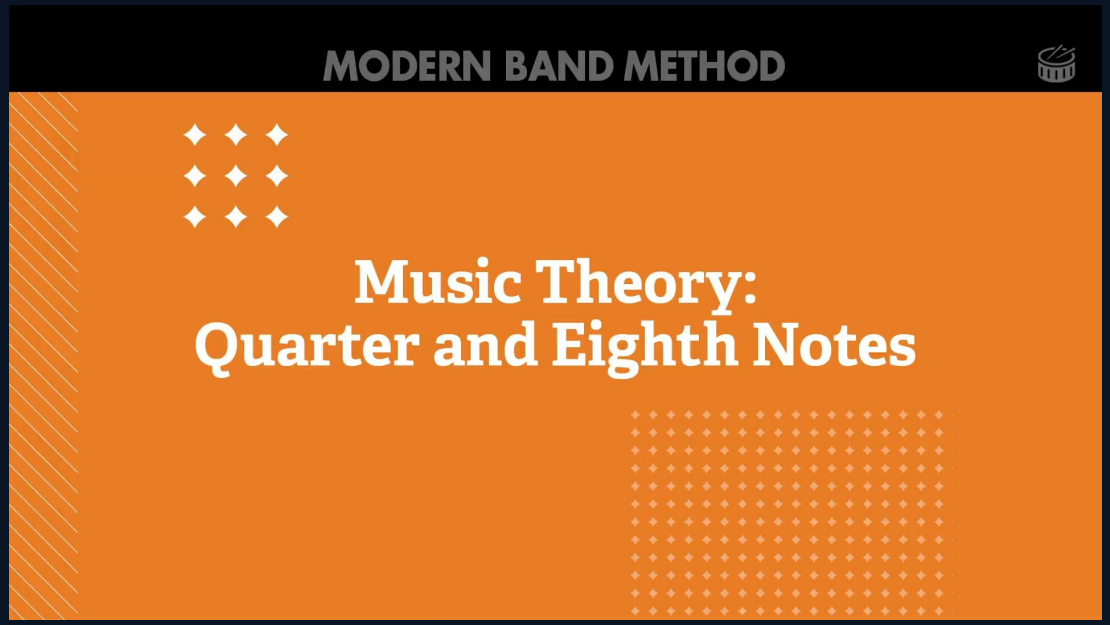
Visible learning

Students perform grooves, solve coordination challenges, design fills, read cues, and play with tracks or live musicians.

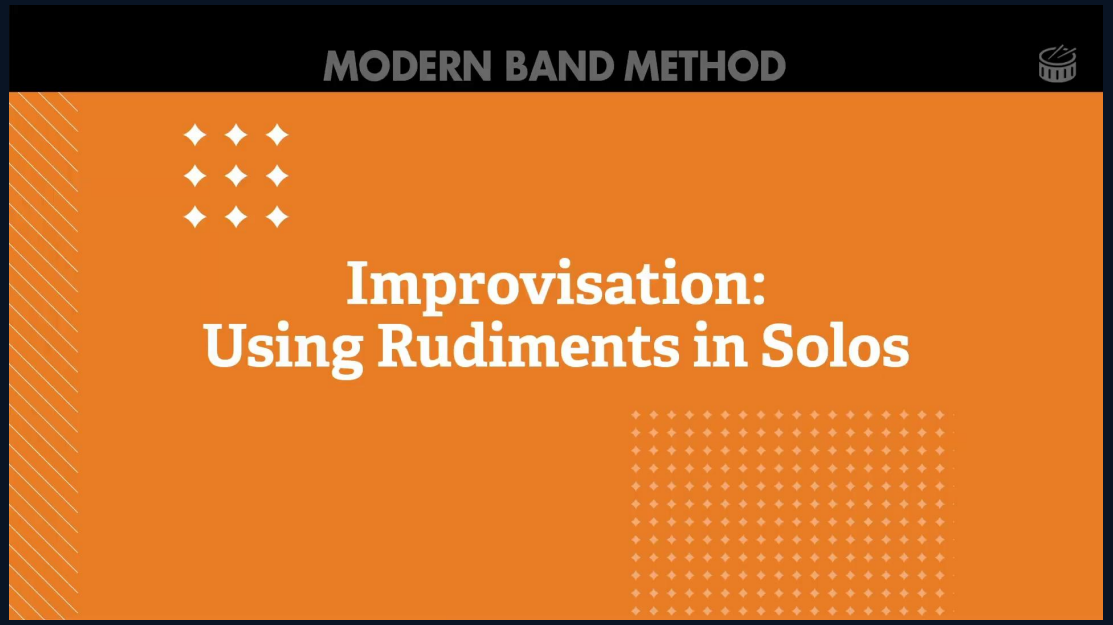
VoL examples

Collaborator: shared equipment • Critical Thinker: timing • Creative Innovator: fills • Ethical & Engaged Citizen: respectful style study

Drum Set: Skill Progression in Action



Foundation: quarter- and eighth-note pulse, subdivision, and coordination.



Application: students extend rudiments into creative solo and fill vocabulary.

Course examples from the BHS Drum Set video library.

Assessment Evidence: Create / Perform → Feedback → Revise → Reflect

Across courses, assessment is based on visible evidence of musicianship, technical growth, collaboration, and reflection.

1 Create / Perform

Students compose, record, rehearse, produce, or perform.

2 Feedback

Students receive teacher, peer, audience, or technical feedback.

3 Revise

Students make intentional musical or production improvements.

4 Reflect

Students explain decisions, growth, and next steps.

Examples: mixes, performances, arrangements, recordings, production documents, portfolios, and capstones.

Student Impact: Access, Agency, Authenticity

These curricula broaden participation and deepen learning through authentic products and performances.

Access

Entry points include performance, technology, composition, production, piano, guitar, bass, and drums.

Agency

Students make meaningful choices about roles, repertoire, arrangements, sounds, and production decisions.

Authenticity

Student work supports performances, recordings, productions, school events, and real audiences.

Students become skilled, inquisitive, collaborative creators who take initiative and make positive contributions through music.

Curriculum Completion & Approval

Submitted for Board approval:

- Digital Music
- Recording Studio
- Keyboarding I–II
- Modern Band: Fretted Instruments
- Guitar II
- Drum Set

Aligned to:

Bethel Public Schools Mission · Vision of a Learner · National Core Arts Standards · UbD Curriculum Design · Formative Assessment · Career-Connected Learning

Thank you. Questions?

Richard Baumer

Business/Non-Instructional Operations

Cooperative Arrangements and Shared Educational Programs

Shared Services, Cooperative Programs, and Non-Resident Tuition Delivery

I. Purpose and Scope

The Board of Education recognizes that public school districts can maximize educational opportunities for students and achieve operational efficiencies by sharing services, personnel, and instructional programs with neighboring public school districts.

To ensure the financial sustainability of such programs, the hosting district shall not bear an inequitable financial burden. Therefore, this policy establishes the mechanisms by which financial receipts from participating or sending districts are directed appropriately to the Board of Education's operating budget, rather than the town's general fund, to directly offset program costs.

II. Authorization for Cooperative Arrangements

Pursuant to Connecticut General Statutes §10-158a, the Board of Education is authorized to enter into a written agreement with one or more other boards of education to establish cooperative arrangements to provide educational programs, administrative services, or personnel.

Any such agreement must be approved by ~~a majority vote of the Board~~ must be approved by the superintendent and must explicitly detail the financial obligations of each participating district, including the designation of the hosting Board of Education as the custodian of cooperative funds.

Commented [1]: Should we ask for delegation to Superintendent?

Commented [2]: I would say yes.

III. Financial Structures for Cost Recovery

To prevent incoming revenue from being absorbed by the Town's general fund, cooperative programming shall be structured utilizing one of the following approved logistical frameworks:

1. **Interlocal/Cooperative Agreement (Tuition Offsets):** If an agreement is executed under C.G.S. §10-158a, the hosting Board of Education shall act as the fiscal agent. All revenue generated through tuition-based enrollment in the cooperative program shall be deposited directly into a separate, non-lapsing account controlled by the Board to offset program expenditures.

III. Financial Structures for Cost Recovery (continued)

2. **Contracted Services Framework:** Alternatively, the Board may opt to structure the shared service as a vendor/purchased-service arrangement. The sending district shall be billed via a professional services contract rather than a traditional tuition mechanism. Receipts from contracted services shall be credited directly back to the Board's relevant expenditure accounts or a dedicated board account, as permitted by law, to offset operational costs.

IV. Implementation

The Board directs the Superintendent of Schools to develop administrative regulations, standard memoranda of understanding (MOUs), and contract templates necessary to execute this policy in compliance with state statutory and auditing requirements.

Legal References: Connecticut General Statutes

10-158a Cooperative arrangements among towns

10-220 Duties of boards of education

10-222 Appropriations and budget estimates

Policy adopted:

BETHEL PUBLIC SCHOOLS
Bethel, CT

6172.3(a)

Instruction

~~**Home Schooling under Parental Direction**~~
Parent–Managed Learning
Statutory Authority

The Board of Education recognizes the right of parents to educate their children at home in accordance with Connecticut General Statutes and regulations of the Connecticut State Board of Education. Parents must file with the Superintendent of Schools a Notice of Intent form, which provides basic information about the program to be provided for their child. A Notice of Intent form must be filed annually. A Notice of Intent is not required for any child younger than seven years, nor any older than sixteen.

Children educated at home are considered to be non-public school students and are not part of the school system's educational obligation. Students who are taught through parent-managed learning ~~home schooled~~ and therefore not registered in the district do not take part in school curricular programs, activities or sports and are not provided special education or related services.

If parents or guardians decide to return children who have been educated at home for a time to local schools, school staff shall provide an appropriate transition to the public schools. This process may require administering appropriate academic assessments to determine grade and class placement, or assigning high school credits.

Section 10-184 of the Connecticut General Statutes describes the duties of parents for educating their children. It requires that parents or persons having control of children ages five years of age to eighteen years of age shall cause such children "…to attend a public day school regularly…" Section 10-184 also allows parents or persons having control of such child to exercise their right to educate the child at home if they are "...able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools." However, it is not the responsibility of the Bethel Board of Education to determine if the education is "equivalent," or to monitor or evaluate the quality of the "equivalent instruction" given to ~~home schooled~~ students.

Parents or persons having control of ~~home schooled~~ Parent-Managed Learning children are advised of the following determinations by the Bethel Board of Education:

1. The Bethel Board of Education does not permit dual enrollment. In other words, parents may not enroll their child in the district for part of the school day while home schooling the other part of the school day.

Commented [1]: Do we also need a regulation which explains what we need to do regarding DCF records check, etc? Does Shipman have a model policy and regulations we can reference?

Commented [2]: @brooksk@bethel.k12.ct.us Shipman does not have a model policy on Parent-Managed Learning. I went back through all the model policies on the Shipman site, and I do not see anything that relates to DCF records check.

Commented [3]: It's so strange because Shipman held a legislative update meeting and shared what districts are required to do, but some of those requirements are not listed in the CABE policy. Ugh!

Commented [4]: Do you want this here?

2. The Bethel Board of Education does not permit Parent-Managed~~Mandated~~ Learning students ~~students who are home schooled~~ to participate in any extracurricular or co-curricular activities offered by the school district.

Statutory Requirements for Parent-Managed Learning~~Home Schooling~~

1. Parents shall file with the Superintendent of Schools (P.O. Box 253, Bethel, CT 06801) a "Notice of Intent, Instruction of Student at Home" form. A Notice of Intent will be effective for up to one school year.

2. Filing of a "Notice of Intent" must occur within ten days of the start of the home instruction program.

3. The school district will receive the Notice of Intent, check it for completeness and keep it as part of the school's permanent record. A complete form will be one which provides basic program information including the name(s) of teacher(s), the subjects to be taught, the days of instruction, and the teacher's method of assessment.

4. Parents, by filing a "Notice of Intent," acknowledge full responsibility for the education of their child.

~~6172.3(b)~~

5. Parents are advised that an Annual Portfolio Review is entirely voluntary on their part, and it will only be conducted at their request to the Superintendent of Schools.

6. Receipt of a "Notice of Intent" in no way constitutes approval by the school district of the content or effectiveness of a program of home instruction.

Legal References:

Connecticut General Statutes

10-184 Duties of parents

10-184a Special education programs not required for children in home or private schools

10-220 Duties of boards of education

Public Act 26-37: An Act Concerning the Provision of Equivalent Instruction (Homeschooling)

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Instruction

Parent-Managed Learning (Homeschooling)

For the 2026-27 School Year

The Board of Education recognizes the statutory right of parents and guardians to educate their children through a parent-managed learning environment (homeschooling) in accordance with Connecticut General Statutes. To ensure compliance with compulsory school attendance requirements, parents or guardians residing in the district must file an Annual Universal Intent to Educate form with the Superintendent of Schools. This declaration is required for any child who has reached the age of five (5) on or before September 1st, until reaching the age of eighteen (18).

Students educated through parent-managed learning are legally classified as nonpublic school students. They do not fall within the school district's public educational funding or programming obligations. Consequently, students participating in parent-managed learning programs:

- Are not registered or enrolled in the district;
- Are ineligible to participate in public school extracurricular activities, interscholastic sports, or after-school clubs; and
- Are not entitled to receive local special education or related services at district expense.

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If a parent or guardian elects to enroll a child in, or return a child from, a parent-managed learning program to the local public schools, the building administration shall facilitate a structured transition.

The school district maintains exclusive authority regarding grade placement and the awarding of high school graduation credits. The district is under no obligation to accept parent-issued transcripts, grades, or portfolios. Building principals retain the right to require state or local academic assessments to determine appropriate grade-level placement or to validate and award high school graduation credits.

Legal Reference: Connecticut General Statutes
10-184 Duties of parents
10-184a Special education programs not required for children in home or private schools
10-220 Duties of boards of education
Public Act No. 26-37 An Act Concerning the Provision of Parent-Managed Learning.

Parent-Managed Learning (Homeschooling)

For the 2027-28 School Year

The Board of Education recognizes the statutory right of parents and guardians to educate their children through a parent-managed learning environment (homeschooling) in accordance with Connecticut General Statutes and Public Act No. 26-37.

To ensure compliance with compulsory school attendance requirements, parents or guardians who withdraw a student from the district to transition to parent-managed learning must complete an official withdrawal form and clear state-mandated background screenings in accordance with administrative regulations, effective July 1, 2027.

Effective July 1, 2028, all parents or guardians of children residing in the district who have reached the age of five (5) on or before September 1st, until reaching the age of eighteen (18), shall file with the Superintendent of Schools an a~~A~~nnual ~~Universal~~ Intent to Educate form by October 1st of each year ~~with the Superintendent of Schools~~ if they are not enrolled in a public or accredited nonpublic school.

Students educated through parent-managed learning are legally classified as nonpublic school students. They do not fall within the school district's public educational funding or programming obligations. Consequently, students participating in parent-managed learning programs:

- Are not registered or enrolled in the district;

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- Are ineligible to participate in public school curricular and extracurricular activities, interscholastic sports, or after-school clubs; and
- Are not entitled to receive local special education or related services at district expense.

If a parent or guardian elects to enroll a child in, or return a child from, a parent-managed learning program to the local public schools, the building administration shall facilitate a structured transition.

The school district maintains exclusive authority regarding grade placement and the awarding of high school graduation credits. The district is under no obligation to accept parent-issued transcripts, grades, or portfolios. Building principals retain the right to require state or local academic assessments to determine appropriate grade-level placement or to validate and award high school graduation credits.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents

10-184a Special education programs not required for children in home or private schools

10-220 Duties of boards of education

Public Act No. 26-37 An Act Concerning the Provision of Parent-Managed Learning.

Connecticut General Statute: 10-184

Series 1994-95: Commissioner of Education Circular Letter C-14 "Revised Procedures Concerning Requests from Parents to Educate Their Children at Home" (July 15, 1994)

Policy adopted: December 7, 1992
Policy amended: October 17, 1994
Policy amended: January 24, 2008

BETHEL PUBLIC SCHOOLS
Bethel, CT

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Personnel - Certified/Non-Certified

Recruitment and Selection

The Board directs the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel who are qualified for the position for which they have applied.

The school district recognizes the heterogeneity of the people who live in the school district and believes that this characteristic should have an important bearing on all aspects of the school district's activities, including the recruitment, hiring and retention of personnel.

~~To this end, the Superintendent shall develop and implement a written plan for minority staff recruitment. The administration is directed to make a serious effort to see that the recruitment procedures of the district produce a total staff representative of the total population of the district and that the assignment procedures of the district bring to each school staff members representative of the population represented by the student membership in each local school.~~

Increasing Educator Diversity

The Board of Education believes it is especially important to ensure that recruitment, hiring, and retention efforts increase educator diversity. The administration is directed to make a determined and substantial effort to ensure that the district's recruitment procedures increase diversity, consistent with C.G.S. §10-56ee and Public Act 23-167.

Fair Employment Practices and Public Notices

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection, and appointment procedures.

The Superintendent shall ensure that the District is in compliance with provisions of Title I and the Every Student Succeeds Act (ESSA). Handbooks and recruitment materials shall comply with federal law regarding the qualifications of instructional personnel. Parent/guardians of students in Title I schools shall be informed annually of their right to request information regarding teacher and paraprofessional qualifications.

Job Posting Transparency (P.A. 26-12)

Effective October 1, 2026, the Superintendent or designee shall ensure that all public, external, internal, promotional, and transfer job postings published or distributed by the District include:

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1. The wage rate or a good-faith estimate of the wage/salary range for the position; and
2. A general description of the position's benefits, including health insurance, retirement options, fringe benefits, and paid leave provisions.

~~*(Districts with 100 or more employees shall also post on the District website a plain-language guide explaining all pay codes used for overtime and wage differentials, available in English, Spanish, and any common language spoken by members of the workforce.)*~~

Automated Employment Decision Technology

If the District utilizes automated or AI-driven technology to screen job applications or evaluate employees, advance written notice shall be provided to candidates detailing the technology's purpose and the nature of the decision-making process.

Hiring of Retired Teachers

A retired teacher receiving benefits from the Teachers' Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position:

1. Designated by the Commissioner of Education as a subject shortage area, or
2. At a school located in a priority school district for the school year in which the teacher is being employed.

Such reemployment may be extended for an additional school year, provided the Board:

1. Submits a written request for approval to the Teachers' Retirement Board,
2. Certifies that no qualified candidates are available prior to the reemployment of such teacher, and
3. Indicates the type of assignment to be performed, the anticipated date of rehire, and the expected duration of the assignment.

The forty-five percent (45%) limitation applies if the retired teacher has worked for more than two years in either a subject shortage area or a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated above, a certified educator receiving retirement benefits from the TRB may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes, except that such educator may be employed in such a position and receive no more than forty-five (45%) of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by the District, if taken by the employed retired individuals, are included in the maximum compensation calculation.

Applicant Disclosure Requirements

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Commented [1]: This is not related to recruitment or selection

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On the application form, an applicant for any position in the school district shall disclose any previous relationship with the Superintendent or any Board member. Previous relationships will include any business, financial, personal, political, or family connections. The Superintendent shall provide the Board with full disclosure of any prior knowledge or relationship with any candidate recommended for employment.

The Board authorizes the Superintendent to employ teachers. (If the Superintendent is not authorized to employ teachers, the Superintendent will submit nominations to the Board of Education, and the Board shall accept or reject such nominations not later than thirty-five (35) calendar days from submission.)

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

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Personnel -- Certified/Non-Certified
Recruitment and Selection (continued)

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Legal Reference: Connecticut General Statutes
10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform).
10-153 Discrimination on account of marital status.
10-220 Duties of Boards of Education. (as amended by PA 98-252)
46a60 Discriminatory employment practices prohibited.
20 U.S.C. Section 1119 No Child Left Behind Act?
34 C.F.R. 200.55 Federal Regulations
10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.
31-126 Unfair Employment Practices.
Title IV Equal Employment Opportunities.
P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56
PA 23-167 An Act Concerning Transparency in Education Section 10.
PA 26-12 An Act Concerning Pay Transparency, Employee Benefits Disclosure, and Workplace Accommodations.

Policy adopted: 9/28/1992
Policy Revised: 10/5/98, 2/5/04, 5/18/23

BETHEL PUBLIC SCHOOLS
Bethel, CT

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Hate Crimes and Bias Incidents in Schools

Mission – Goals – Objectives

Hate Crimes and Bias Incidents in Schools

I. Statement of Purpose

The Bethel Board of Education is unequivocally committed to providing a safe, healthy, and equitable learning and working environment that is free from discrimination, harassment, intimidation, bigotry, and bullying.

Hate/bias incidents and crimes jeopardize the physical safety and emotional well-being of students and staff, disrupt the educational process, and will not be tolerated within this school district. The Board requires all schools and personnel to actively promote mutual respect, tolerance, and acceptance. Any hate/bias incident or crime committed on school grounds, on school transportation, or during school-sponsored activities will be met with immediate corrective action, disciplinary sanctions, and appropriate law enforcement notification.

II. Definitions

1. **Hate/Bias Incident:** Any suspected or confirmed non-criminal act or attempted act—including expression, conduct, or writing—that manifests hostility, bias, or bigotry against a person, property, or institution because of the target's actual or perceived race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity or expression, age, or disability. This includes, but is not limited to, verbal slurs, epithets, negative stereotyping, demeaning jokes, distribution of hate literature, or digital/electronic messages of an intimidating nature.
2. **Hate Crime:** Any criminal offense or unlawful act (such as physical assault, threatening, criminal mischief, arson, or vandalism) directed at or occurring to a person, private property, or public property where law enforcement determines the offense was motivated, in whole or in part, by bias or prejudice against a protected characteristic listed above.
3. **In Whole or in Part Because Of:** Means that the biased motivation was a contributing cause of the offense, whether other causes coexisted. Bias must be a substantial factor when multiple motives are present.
4. **Retaliation:** Any form of intimidation, reprisal, or harassment directed against an individual for reporting a hate/bias incident or crime, aiding or encouraging a report, or cooperating in an administrative or law enforcement investigation. Retaliation is strictly prohibited and constitutes an independent, actionable violation of this policy.

P0524(b)

Mission – Goals – Objectives

Hate Crimes and Bias Incidents in Schools (continued)

III. Hate/Bias Prevention Program

The Board directs the Superintendent to maintain a comprehensive hate/bias prevention program containing the following components:

- **Mandatory Personnel Training:** Annual, mandatory training for all school personnel—including administrators, teachers, support staff, school security, and transportation workers—focused on the recognition, proper documentation, reporting, and statutory response protocols for hate/bias incidents.
- **Student Instruction:** Age-appropriate classroom instruction, assemblies, and school activities designed to develop empathy, critical thinking, and conflict-resolution skills while explicitly teaching that subtle or overt expressions of hate are inherently harmful.
- **Community and Inter-Agency Partnerships:** Active collaboration with families, community advocacy groups, local law enforcement agencies, and neighboring school districts to share best practices and maintain a unified community stance against bias.

IV. Statutory Enforcement and Reporting

The administration shall ensure that all instances of student discipline arising from a hate/bias incident or crime are meticulously documented and reported to the Connecticut State Department of Education in strict compliance with the **ED-166 reporting process** and **P.A. 22-9**.

Legal Reference: Connecticut General Statutes
10-15c Discrimination in public schools prohibited. School attendance by five-year olds.
29-7m(a) Classification of crimes motivated by bias
53a-181i, j, k, l (Intimidation based on bigotry or bias)
Public Act 17-111 (An Act Concerning Hate Crimes)
Public Act 22-9 (An Act Concerning Promoting Good Governance and School Safety)
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

BETHEL PUBLIC SCHOOL DISTRICT

UNIFORM HVAC INSPECTION AND EVALUATION

2026

Bethel Public Schools District
Attn. Tyler Stevens
Supervisor, Facility & Security Operations
1 School Street
Bethel, CT 06801

RE: UNIFORM HVAC INSPECTION AND EVALUATION
Bethel Middle School
Bethel, CT

Dear Mr. Stevens.

Pennoni is pleased to submit this report for the uniform HVAC inspection and evaluation performed at Bethel Middle School in August 2026.

In partnership with our HVAC assessment specialist, the inspection and evaluation were conducted in accordance with the Connecticut Department of Administrative Services (DAS) requirements related to indoor air quality and the inventory of HVAC equipment. The assessment focused on each school building's major HVAC systems, including air handling units (AHUs) and packaged rooftop units (RTUs).

The following sections of this report provide an overview of the status of the HVAC systems to help prioritize replacement planning. They also include a summary of the school's HVAC systems, their current condition, and any identified issues.

Attachment.

1. Bethel Middle School Report

Please call me if you have any questions or if I can be of further assistance.

Regards,

Ted Tio

Ted Tio, MS, CIEC
Senior Industrial Hygienist

ATTACHMENT 1.
BETHEL MIDDLE SCHOOL REPORT

HVAC Ventilation Review
Bethel School District
Middle School

Scope

The HVAC systems were inspected 8/11 to evaluate operation with emphasis on ventilation. This report summarizes the systems and describes the ventilation operation as found and reviewed on site. Observations cover outdoor entry paths, filters, and control system review.

Key Findings

- Estimated total building outdoor air is half of the original design flow when the system is operating at maximum total flow. The outdoor air delivery drops further as zones are satisfied and reduce air flow. Room terminals are allowed to reduce flow by 50% when providing minimum heating or cooling further reducing outdoor air delivery.
- The atypical multizone systems provide no means to ensure that room air circulations rates are maintained, relying solely on air damper responses to loads for flow variations. The room air flows can be influenced by adjacent rooms and the AHU fan speed modulation. Some rooms are allowed to close dampers to 10% when the room temperature is satisfied.
- Most AHUs show signs of past filter air flow bypass with debris accumulated on the coil.
- The filters are maintained well. They are MERV-8 rated and regularly changed.

Ventilation System Overview

The HVAC system is original with an age of 35 years. Coils and motors have been replaced over the years. Systems are serviced regularly through a preventative maintenance contract. Filters are replaced three times a year through the contract. A central building automation system (BAS) provides oversight, control and trending. The building HVAC systems are scheduled to operate occupied from 6 am to 9 pm Monday through Friday and 6 am to 3 pm during the summer.

Outdoor ventilation is provided through dampers set at a fixed minimum position adjustable through the BAS. Each air handler has CO2 measurements in the return air stream to identify low ventilation issues. BAS trends of mixed air and outdoor air temperatures were used to estimate the fraction of outdoor air delivered by each unit during the winter.

Multi-Zone Air Handlers

Classroom and office spaces are supplied by variable air volume air handlers. Each zone (classroom or small group of rooms) has an air terminal that heats, cools and varies the air flow supplied to the zone based on room temperature. The air handler responds to the varying air flows by adjusting the fan speed to maintain a supply duct pressure. This system differs from a traditional Variable Air Volume system in several ways:

1. The AHUs only supply heating. Typically, VAV AHUs provide central cooling.
2. The zone terminal units supply both heating and cooling. Typically, air terminals only provide heating to maintain a discharge temperature in response to the room set point. These units have cooling coils downstream of the heating coils so a dehumidification mode with reheat is not possible.
3. The zone terminal units do not measure air flow, but only vary a damper based on room temperature deviation from setpoint. Typically a VAV air terminal measures the air flow and controls the damper based on room set point but maintains the airflow between the minimum and maximum allowed air flow range. These units' airflows are affected by the other zones and AHU modulation especially at low loads.

No original control sequence was found. The original mechanical drawings contain a schedule noting the total design airflow and outdoor airflow rates. The mechanical floor plans note the design airflow to each zone. Presumably the system would have been setup with an AHU duct pressure set point that would achieve design flow to each room with the zone dampers open 100% by adjusting zone balance dampers.

The AHU outdoor air damper minimum position would have been set to achieve the design outdoor air flow rate at these conditions. Typically, a testing and balance report would note the outdoor damper position and AHU duct pressure set point that provides the design outdoor air volume. These records have not been found.

A typical VAV AHU would reset the outdoor air damper position to maintain a constant outdoor air flow regardless of the total system flow (supply fan speed variation). This can be done with an air flow measurement station in the outdoor air duct or a reset that increases the minimum damper position as the supply fan speed decreases. As observed the AHUs have a fixed minimum outdoor air damper position that 2026 trends show has been set at 5%, 10% and 15% at different times on various units. The control summary page does show and option to allow the minimum position to vary with outdoor temperature over a small range from 40F to 50F likely to mimic economizer cooling but is disabled.

Zone dampers are allowed to vary from 10% to 100% during occupied hours. With the minimum increased 25% to 50% when actively heating or cooling. Typically, a VAV system must maintain a minimum zone air flow rate (not damper position) in the 30% to 40% range to ensure that adequate outdoor air is delivered to each zone. This system has no direct measurement of zone air flows, but it is reasonable to assume that if the zone dampers all open only 10%, the system flow would drop well below the design air flow and the outdoor air, with the damper only open 5% to 15%, would fall well below the minimum code required ventilation rate.

The table below illustrates the impact of outdoor air delivery to the rooms when the zone dampers modulate to only 50% open. The example shows the AHU-4 air flows form the mechanical schedule (total outdoor flow) along with the individual cabinet unit (zone damper) terminal air flows from the co0nnected registers in each room as designated on the mechanical drawings. The design outdoor air flow fraction is 29% based on the total of the room air flows of 9,340 cfm and the scheduled outdoor airflow of 2,745 cfm. When the zone dampers modulate the air flow to 50% of design, the total system flow drops to 4,670 cfm making the outdoor air fraction 59% to maintain the same delivery of outdoor air. The current system does not maintain a constant outdoor air flow with system air flow variations. It maintains a constant outdoor air flow damper position causing the outdoor air delivery to vary in proportion to the system total airflow.

AHU	BAS Zone Label	BAS Graphic Room Label	Arch Drawing Label	Drawing Supply Airflow (cfm)		Drawing Return Airflow (cfm)	Calculated Design Outdoor Airflow (cfm)	Zone Supply Airflow at 50% (cfm)
AHU-4	216	216	2-25	940		940	276	470
	217	217	2-26	1300		1300	382	650
	218	218	2-24	420			123	210
	219	219	2-27	1160		1160	341	580
	220	220	2-28	1280		1280	376	640
	186	186	1-157	1960		1960	576	980
	189	189	1-159	1780		1780	523	890
	187	187		100	500		147	250
		186		100				
		186A	1-156	190				
		189A	1-160	110				
			Total	**9340**		**8420**	**2745**	**4,670**
			OA Fraction				**29%**	**59%**
			Scheduled	10020		7275	2745	

The outdoor air delivery could be improved through a balancing effort and control logic modification to reset the minimum outdoor air based on supply fan speed (a proxy for total system flow). This effort would make a measurement of the outdoor air flow with all zones open 100% to set the minimum damper position that provides the design flow and another measurement with all zone s at their minimum turn- down (perhaps limited to 50%?) to set a minimum damper position that still provides the design outdoor air flow at the lower system flow (and supply fan speed). The control logic could then reset the minimum OA damper position with fan speed. Provisions must be added to override the reset to maintain the mixed air temperature above a lower limit to prevent coil freezing.

Another option would be to install outdoor air flow measuring stations and control the damper to maintain the minimum design outdoor airflow. This capital investment might not be warranted if AHU replacement is anticipated. Any capital investment into HVAC equipment should consider reconfiguring the system into a modern VAV system with air terminals that measure and control room air flow and provide hot water reheat, while all the cooling is relocated to the AHUs. It might be possible to consolidate AHUs sharing catwalk spaces into single units depending on available space.

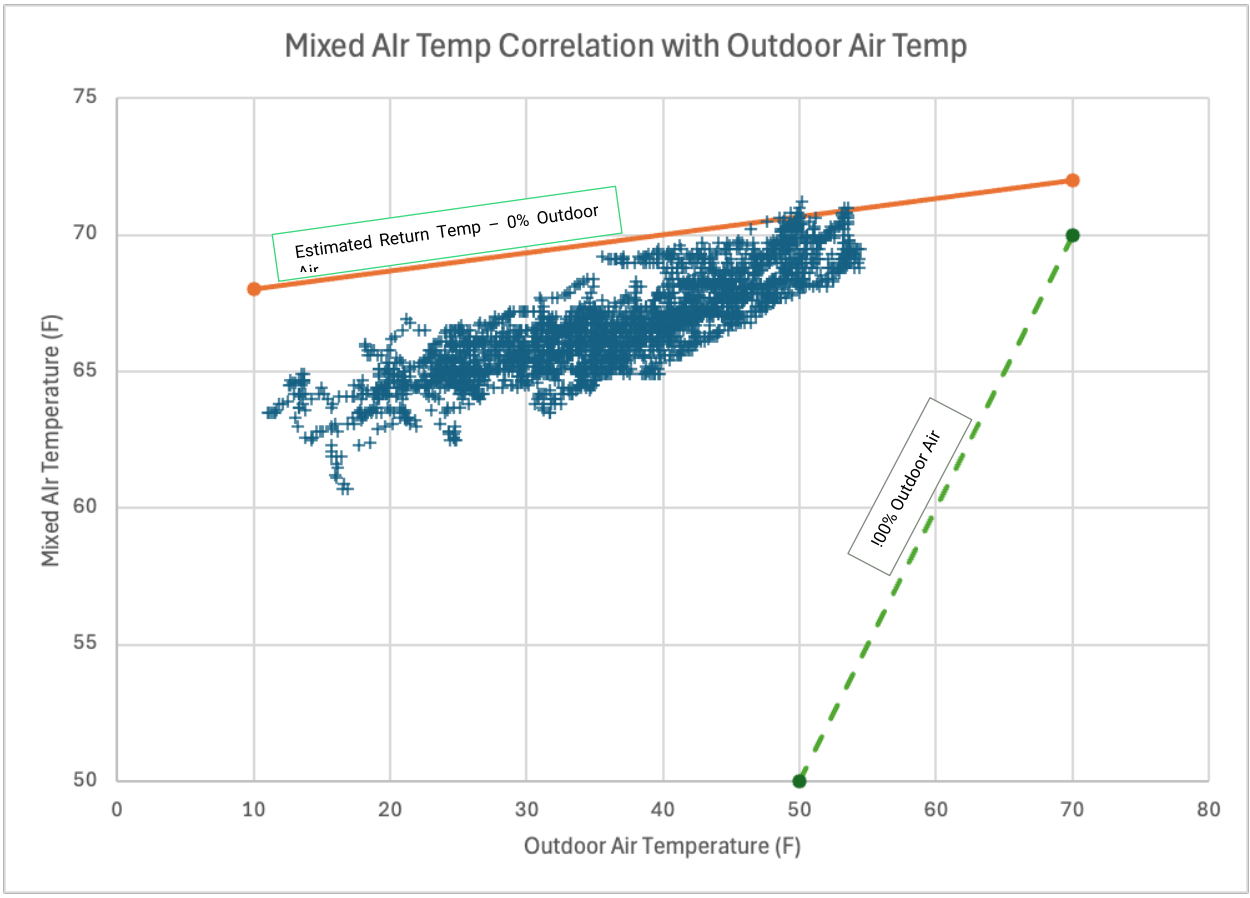
Single Zone Air Handlers

Large spaces are served by single zone units. The outdoor air damper sets the outdoor air flow. There are no system air flow measurements.

Outdoor Air Flow

The air handlers have return air CO2 sensors and note a maximum set point of 1000 ppm. There is no indication of the minimum outdoor air damper resetting automatically with high CO2 valves from trend data. The BAS could alarm a high return CO2 that could alert the operator to manual increase the minimum outdoor damper position. Return air CO2 represents the average of all the zones served by the AHU, so it does not represent peak zone CO2 levels unless all the spaces have similar levels of occupants. The CO2 trend data are reviewed and summarized showing reach system staying below the maximum set point.

The outdoor air fraction was estimated by the temperature of the mixed air stream in the AHU compared to the outdoor air temperature and assumed return air temperature. The figure below shows the assumed return temperature dropping with colder weather. If the mixed air temperature was at the return temperature it would indicate that no outdoor air was being introduced. The return temperature assumption can vary the estimated outdoor air fraction around 5%. As the air streams mix, the mixed air temperature approaches the outdoor temperature as the fraction of outdoor air increases. The dashed line in the figure below shows the expected mixed air temperature if the unit was bringing in 100% outdoor air.



The maximum outdoor flow rate was then estimated from the OA fraction applied to the design system assuming the zone dampers were mostly open during the coldest weather.

The accuracy of this method depends on the mixed air temperature representing the actual mixed air conditions, the estimated return air temperature, and the estimated total system flow. The mixed air temperature sensor is an averaging sensor strung across the air path just downstream of the filters at the heating coil inlet. The default zone temperature setpoint is 71F which would be the upper limit for the return air. The sensitivity of this assumption is shown by varying the estimate from 71F to 68F. The accuracy of the calculated outdoor airflow also depends on the assumption that the system is supplying design air flow with the zone dampers open during the coldest weather. It is likely that there are periods when some of the zones are satisfied or at reduced load and air flow.

The table below summarized outdoor ventilation findings compared to the original mechanical design. It estimates the OA flow when AHUs are at full design flow. The estimated total building outdoor air is 52% of the design outdoor air flow. When the multizone AHUs reduce system air flow as zones are satisfied, the delivered outdoor air will be reduced as the system flow drops.

	1990 Mechanical Schedule					Estimated	Calculated		
	Total Airflow	Outdoor Airflow				OA	OA at Max	OA Damper	
AHU	(cfm)	(cfm)	(%)	Type	Service	(Jan/Feb)	AHU Flow	Command	Notes
1	8,500	3,690	43%	MZ	E Classtooms	49%	4,165	5%	
2	9,200	3,615	39%	MZ	SE Classrooms	9%	828	5%	
3	16,350	7,000	43%	MZ	S Classrooms	36%	5,886	5%	
4	10,020	2,745	27%	MZ	SW Classrooms	22%	2,204	10%	
5	11,140	2,855	26%	MZ	W Classrooms	11%	1,225	10%	
6	9,500	3,730	39%	MZ	N Classrooms	21%	1,995	10%	
7	8,200	1,830	22%	SZ	Media	0%	-	0%	No OA
8	16,000	8,680	54%	SZ	Auditorium	8%	1,280	2%	Damper 0% after January
9	5,750	2,190	38%	MZ	Admin	16%	920	5%	
10	9,900	4,800	48%	SZ	Gym	9%	891	15%	Damper 0% after February
11	6,000	2,770	46%	MZ	Aux Gym. Lockers	27%	1,620	15%	Damper 0% After Mid-January
12	4,000	1,335	33%	MZ	Music	20%	800	10%	
13	10,500	4,650	44%	SZ	Cafeteria	17%	1,785	0%	Damper 0%
14	5,500	665	12%	MZ	Industrial Arts	58%	3,190	5%	Damper 0% after January
15	1,970	400	20%	SZ					Not Operational
TOTALS	**132,530**	**50,955**	**38%**				**26,790**		

Issues

AHU-1	Debris on coil face (past filter bypass)
AHU-1	Low mixed air temperatures (as low as 48F) suggest 49% outdoor air, but damper is only commanded 5% open. If OA damper leaks excessively or is stroking open too much there is a coil freeze risk.
AHU-2	Debris on coil face (past filter bypass)
AHU-3	Low mixed air temperatures (as low as 48F) suggest 36% outdoor air, but damper is only commanded 5% open. If OA damper leaks excessively or is stroking open too much there is a coil freeze risk.
AHU-6	Outdoor air damper actuator linkage is disconnected. Damper is binding.
AHU-7	Outdoor damper was always commanded close (0% open). The mixed air temperature was at or above the space temperature indicating that no outdoor was being introduced.
AHU-8	Outdoor damper was commanded open 2% in January and closed the rest of the year. The mixed air temperature suggests that the system is delivering 7% outdoor air. Is damper leakage sufficient to provide ventilation air?
AHU-9	Debris on coil face (past filter bypass)
AHU-10	Debris on coil face (past filter bypass)
AHU-10	Outdoor damper was closed after February.
AHU-11	Debris on coil face (past filter bypass)
AHU-11	Outdoor damper closed after mid-January presumably when coil leak was found.
AHU-13	Outdoor air damper actuator is disconnected.
AHU-13	Debris on coil face (past filter bypass)
AHU-13	Narrow blank-off panel on filter rack does not stay positioned allowing filter to be bypassed.
AHU-14	Debris on coil face (past filter bypass)
AHU-14	Low mixed air temperatures suggest large outdoor air fraction (58%) with dampers only commanded 5% open
AHU-15	Unit is not operational

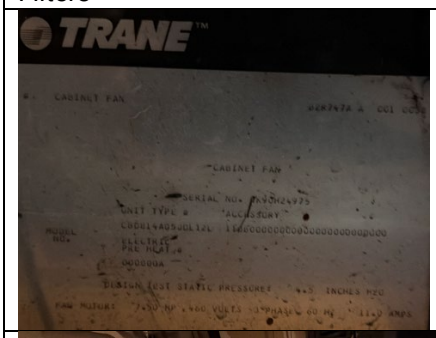
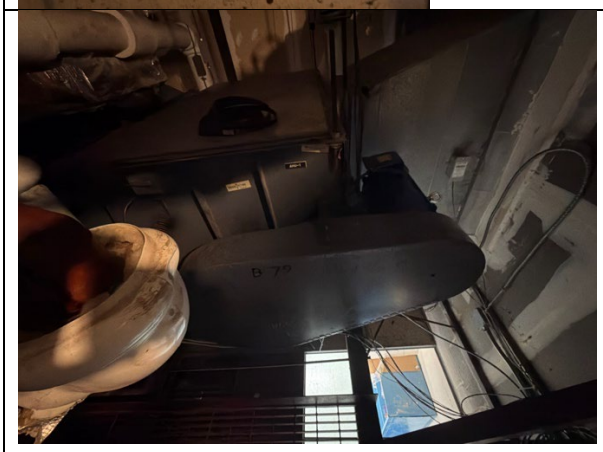
HVAC Life Cycle Summary

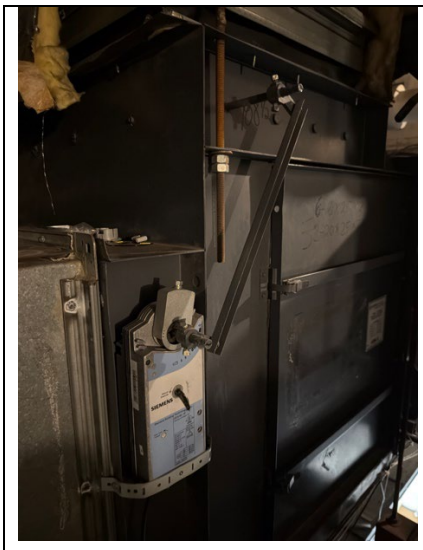
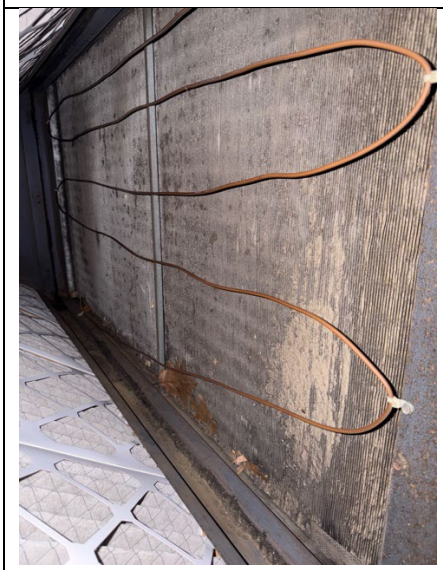
Observations on general equipment conditions are discussed below. The tables prioritize equipment replacement by age and condition into three action timing categories: High (2-5 years), Medium (5-10 years), Low (10+ years). A brief operational issues list is also provided with the assumption that these items should be addressed on a high priority.

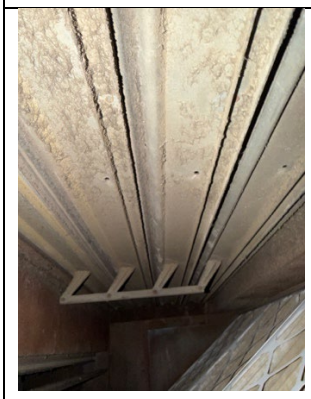
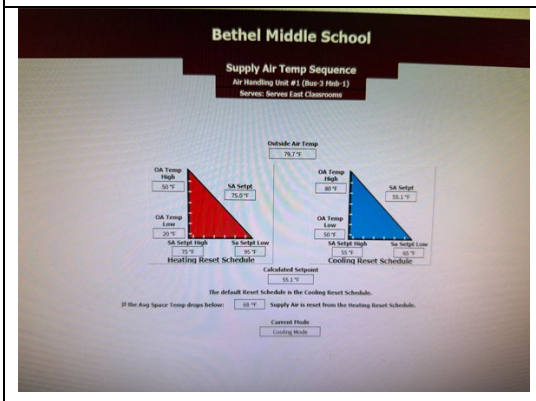
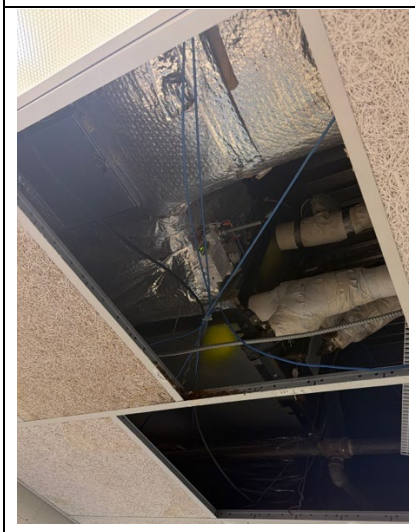
Most life expectancy guidelines note for a 15 to 20 year life with a wide range of variability. Life expectancy is usually defined as the age at which half of the equipment would be replaced. Factors from indoor or outdoor installation, original setup, and attention to maintenance, operating hours of use, etc., have large influences on equipment life. Bearings on fans and motors are impacted by lubrication and hours of use. Flexible seals of the fan outlets to plenum walls become brittle and crack with age. Coils are impacted by air-side cleanliness (filters, etc.) and water-side water treatment chemistry and cleanliness. Dampers and actuators are impacted by cleanliness and hours of use. Most of the major equipment was installed 1995 so they have operated through their life expectancy.

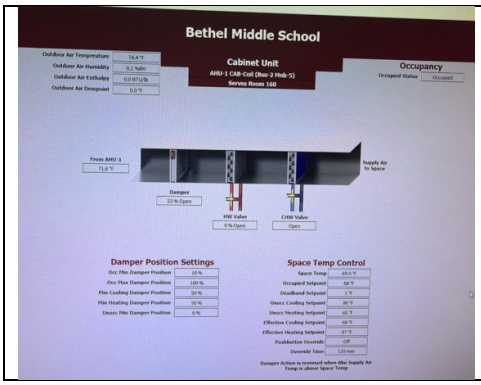
						Action Priority		
Bethel Middle School			Location	Vintage	Note	High	Medium	Low
	Air Handling							
		AHUs	Indoors	1991	Past service life Motors are replaced as needed Coils are serviced as needed Dampers and actuators serviced as needed Consider system replacement and reconfiguration	X		
		Zone Terminal Cabinet Units	Indoors	1991	Not reviewed Condensate collection issues Coil access issues Consider system replacement and reconfiguration	X		
	Controls							
		Niagra Tridium		2016	Updated in 2016 Ongoing service			X
	Operational Issues					X		
		Address disconnected damper actuators (AHU-6,13)						
		Address filter bypass causing dirty coil (AHU-13 currently, others past issues?)						
		Address zone damper minimum setting to provide adequate ventilation when temperatures are satisifed						
		Address AHU OA damper minimums and modulation to provide minimum outdoor air across system flow range						
		Address low mixed air temperatures occuring even when OA damper is minimally open (AHU-1, 3, 14)						

HVAC Review Notes

Tag	AHU-1
Location	Catwalk
Service	East Classrooms
Make	Mult-zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	MERV-8
	Tag notes 7.5 hp fan motor
	Fan motor externally mounted. Belt under shroud
	Mixing / Filter chamber. Return air enters from left. Outdoor air enters from top. Actuator connects directly to return air damper and links to outdoor air damper.

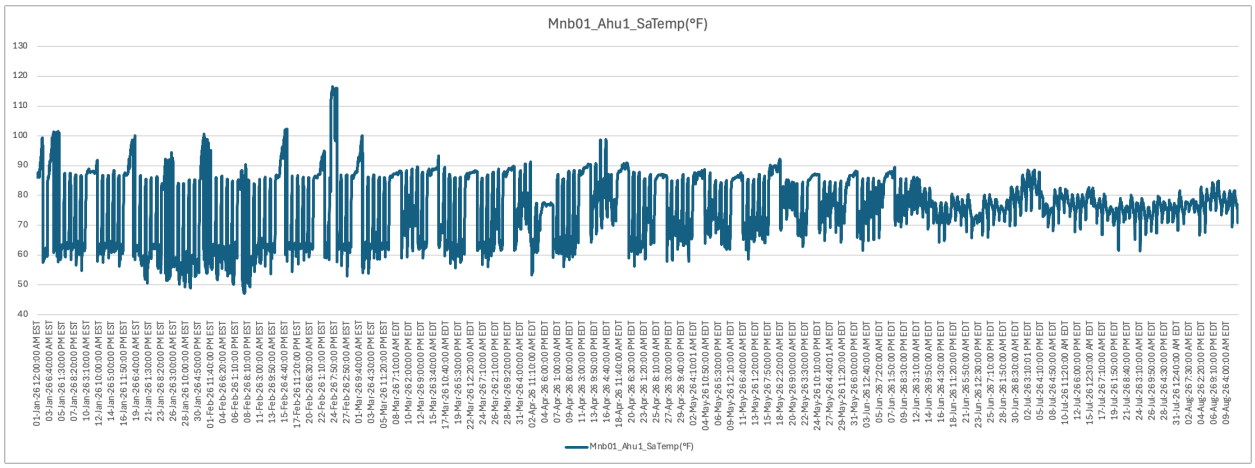
	
	Filters are replaced three times a year through a service contract. Rated MERV-8.
	Heating coil shows evidence of filter bypass or past operation with filters blown through – leaves, duct buildup within coil spaces. The mixed air sensor is mounted to the coil face.

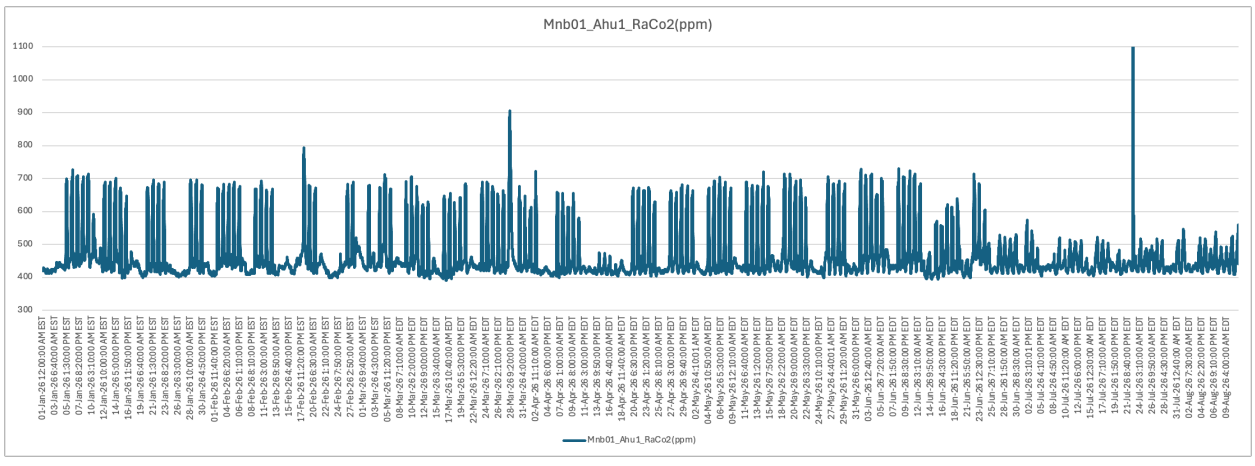
	Return air damper fully open when unit is off as expected. Damper blades are covered in dust
	Outdoor air damper fully closed when off as expected.
	BAS notes AHU supply air temperature rese with outdoor temperature. When room temperature is above 68F, the supply air temperature is 50F when OA-T is 80F or above reset to 65F when OA-T is 50F. When room temperature is below 69F the supply air temperature is 75F when the OA-T is 50F or above reset to 95F when the OA-T is 20F or below.
	Example zone air terminal. Zone damper mounted at take-off from main duct. Followed by heating and cooling coil with limited access.

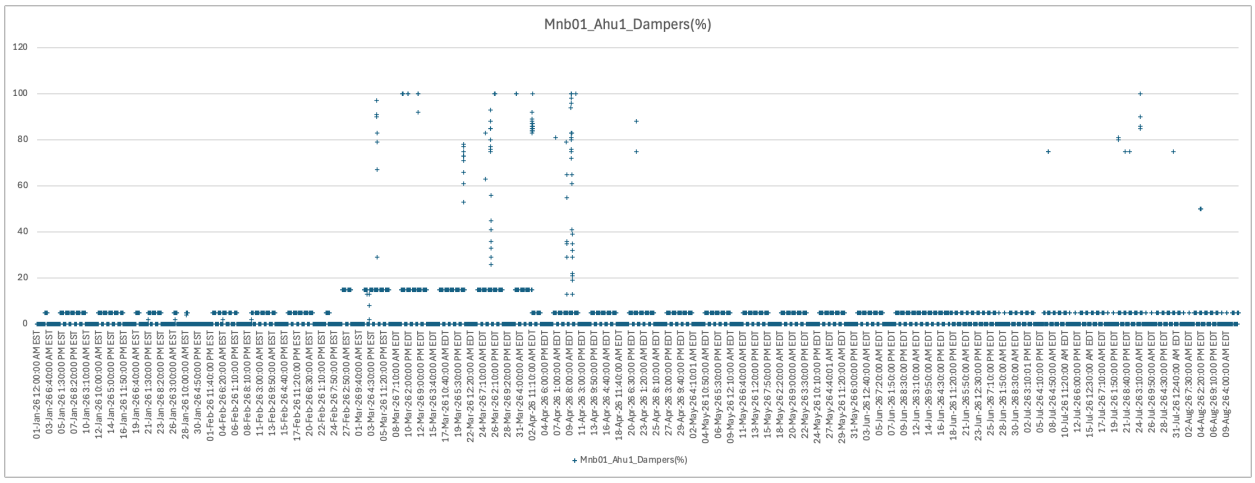
	Example Zone Terminal Cabinet Unit

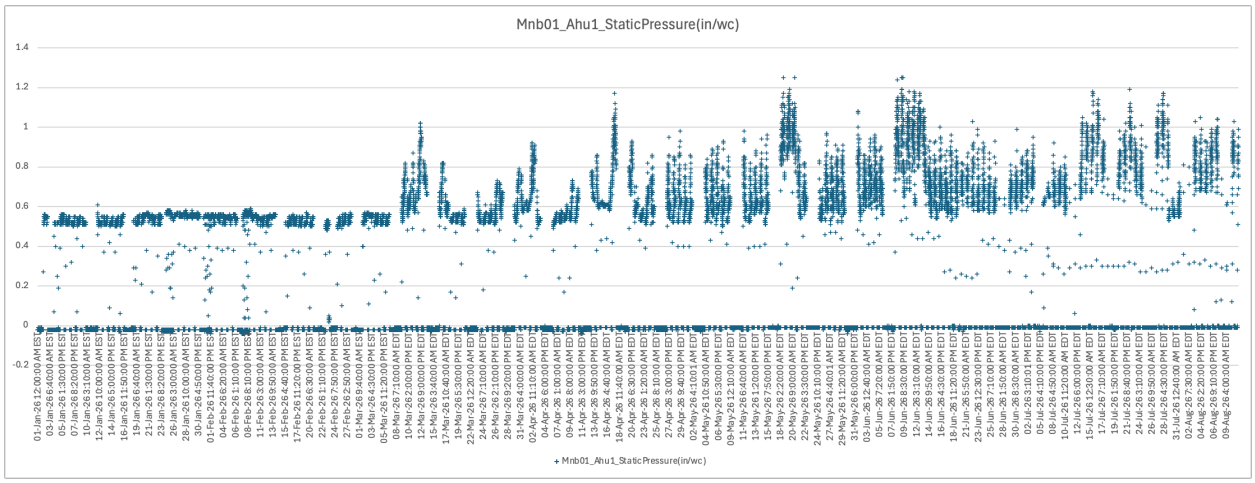
BAS Trends – Notes during school year

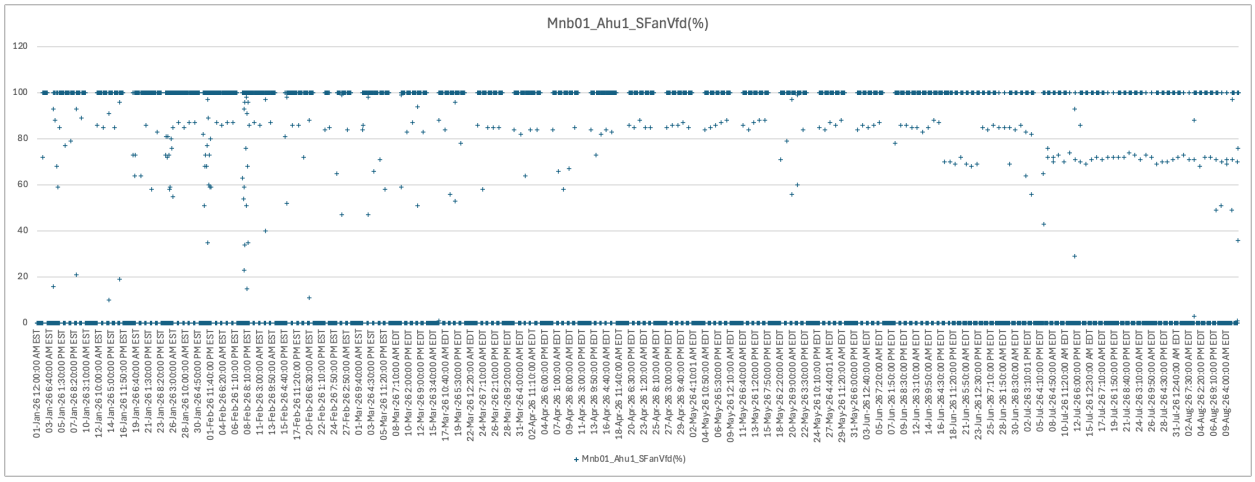
- AHU supply temperature often 65F in winter with some reset toward 55F (higher temps when unit is off)
- AHU return CO2 reached 700 ppm daily
- AHU minimum outdoor damper was 5% with a few weeks at 15%
- AHU static pressure at 0.5 in wc until warmer weather – presumably zone dampers were mostly open in cold weather causing the low pressure with fans at 100% speed
- AHU fan speed 100%

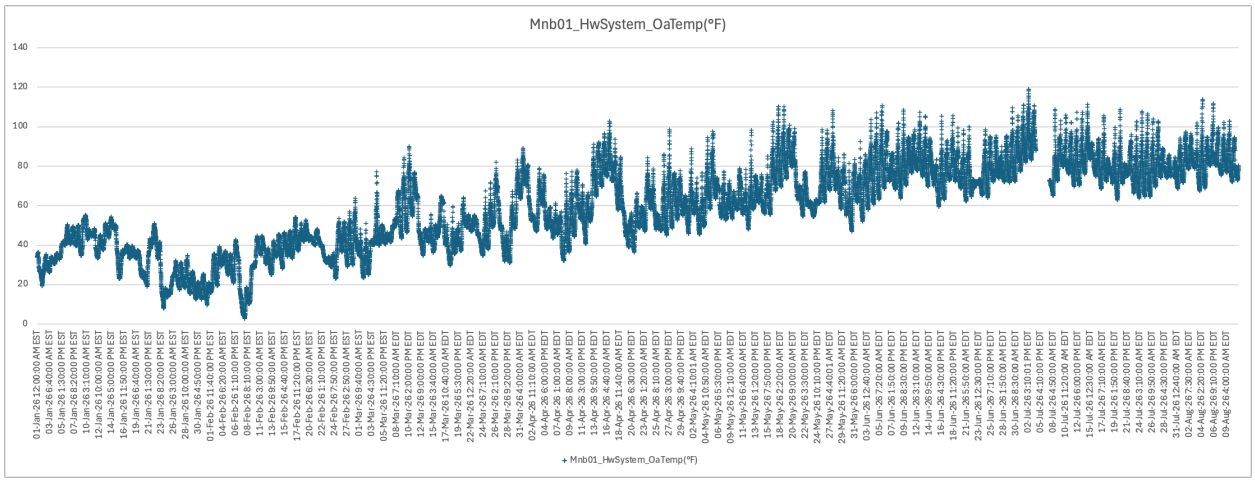




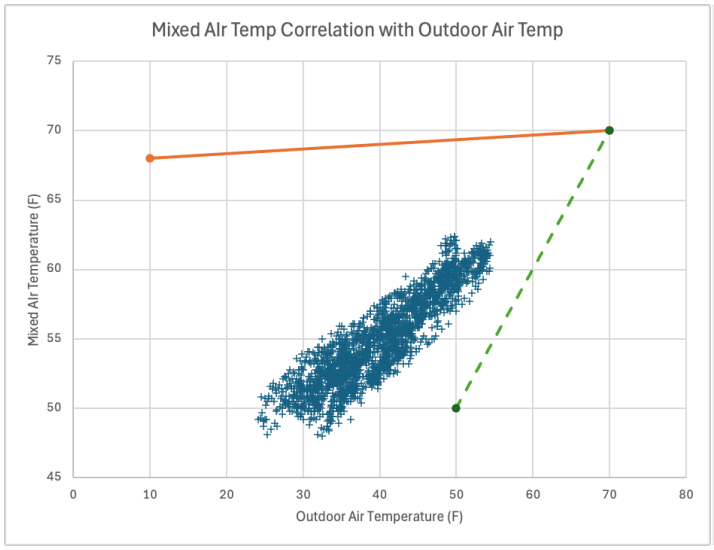

Mnb01_Ahu1_Dampers(%)
120
100
80
60
40
20
0
Mnb01_Ahu1_Dampers(%)

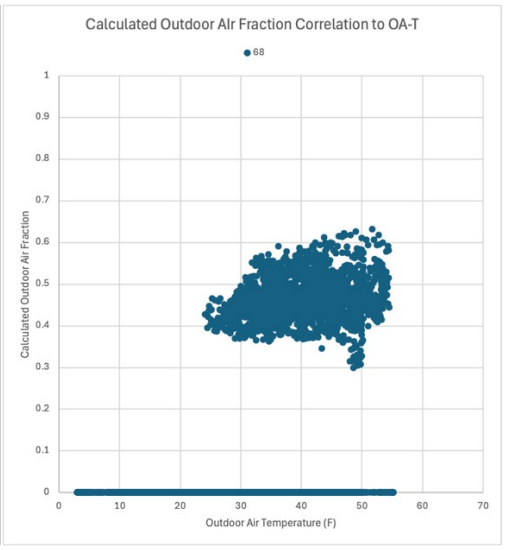

Mnb01_Ahu1_StaticPressure(in/wc)
1.4
1.2
1
0.8
0.6
0.4
0.2
0
-0.2
Mnb01_Ahu1_StaticPressure(in/wc)

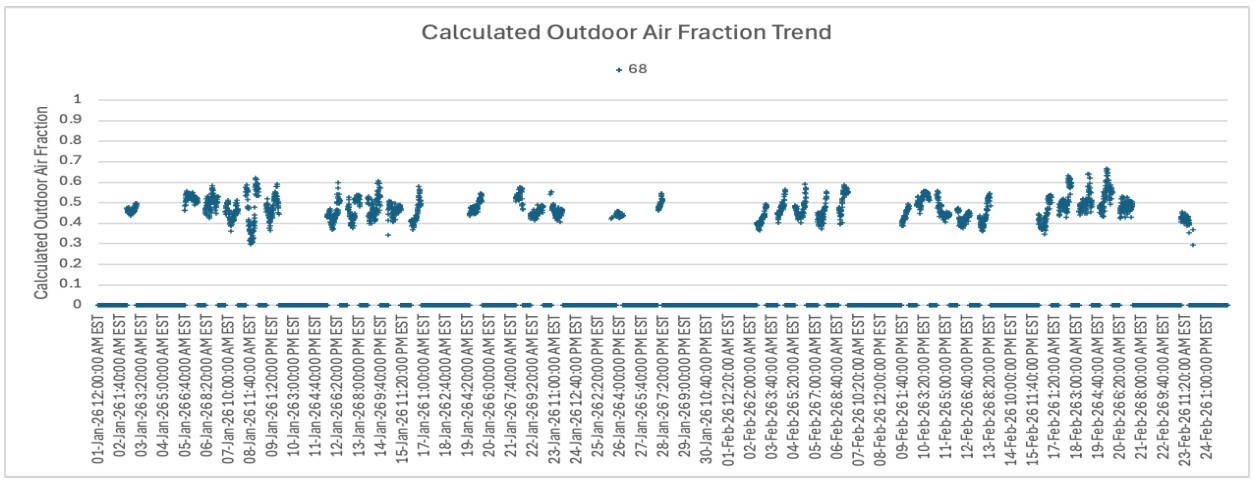

Mnb01_Ahu1_SFanVfd(%)
120
100
80
60
40
20
0
Mnb01_Ahu1_SFanVfd(%)



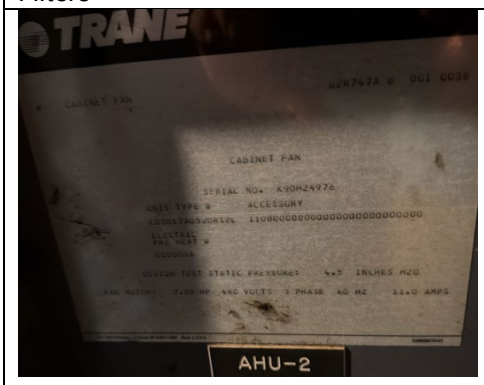
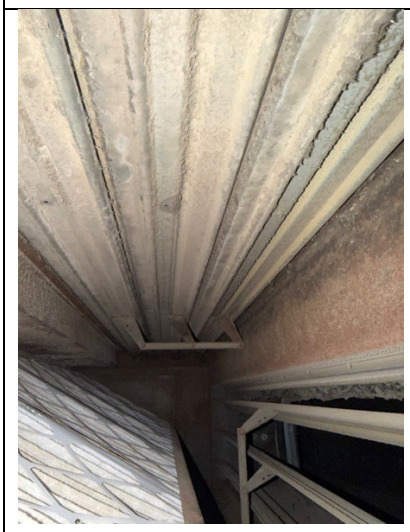
Mixed air temperatures suggest 49% outdoor air fraction while damper was commanded open 5%.

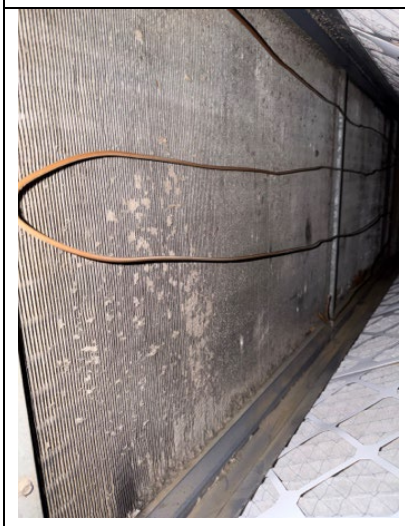
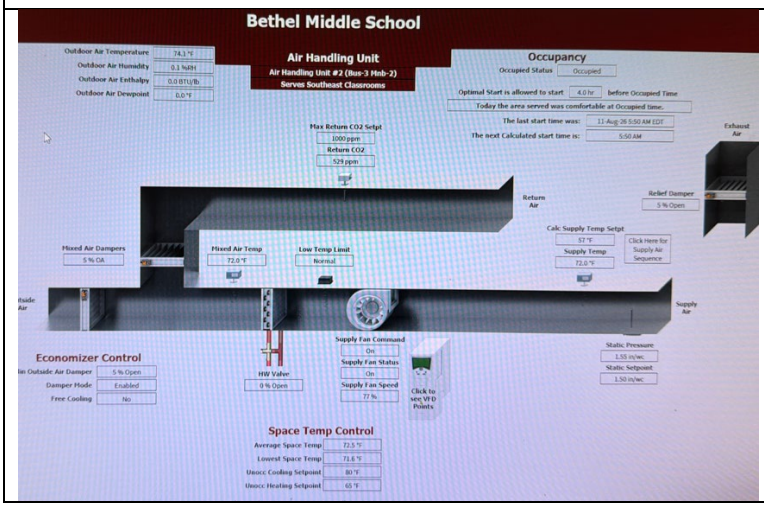






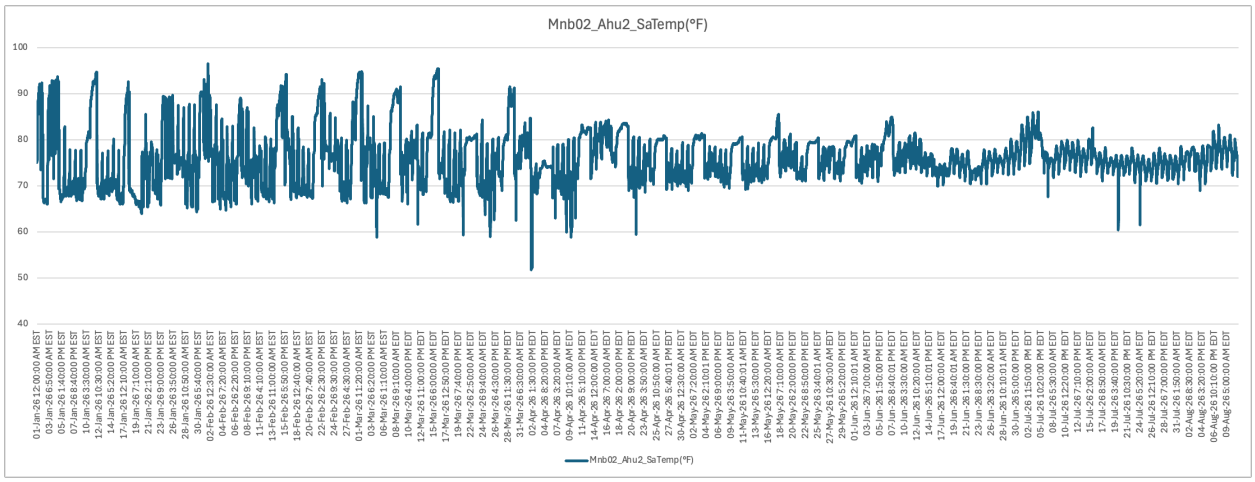
HVAC Review Notes

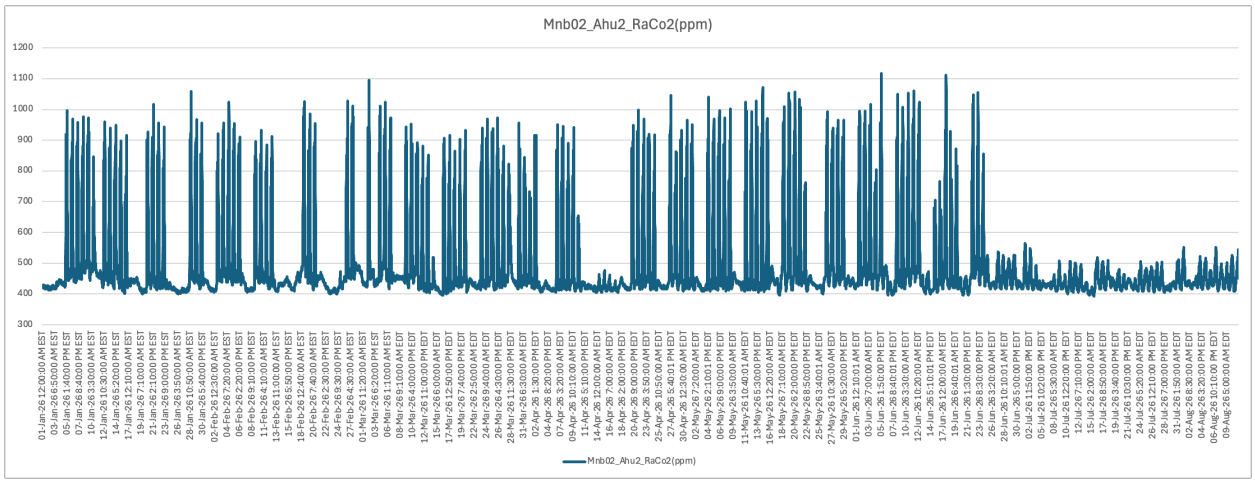
Tag	AHU-2
Location	Catwalk
Service	Southeast Classrooms
Make	Multi-Zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch MERV-8
	Tag notes 7.5 hp fan motor
	Outdoor air (top) and return air (right) dampers linked to actuator.
	Outdoor damper (top). Return damper (right)

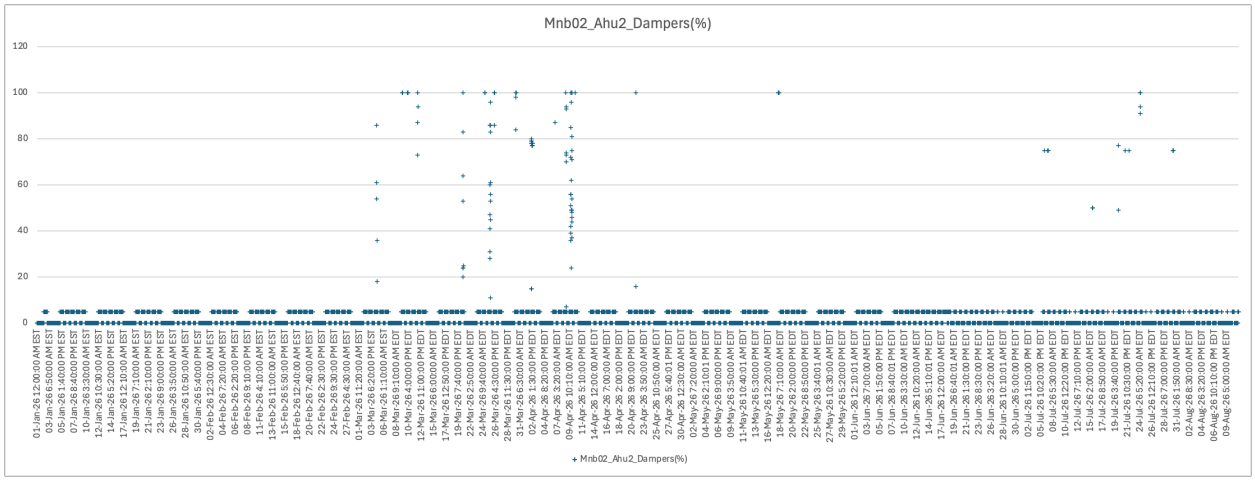
	Filter section uses blank-off plates to filter rack
	Dust on heating coil. Mixed air temperature sensor attached to coil inlet
	BAS Screen

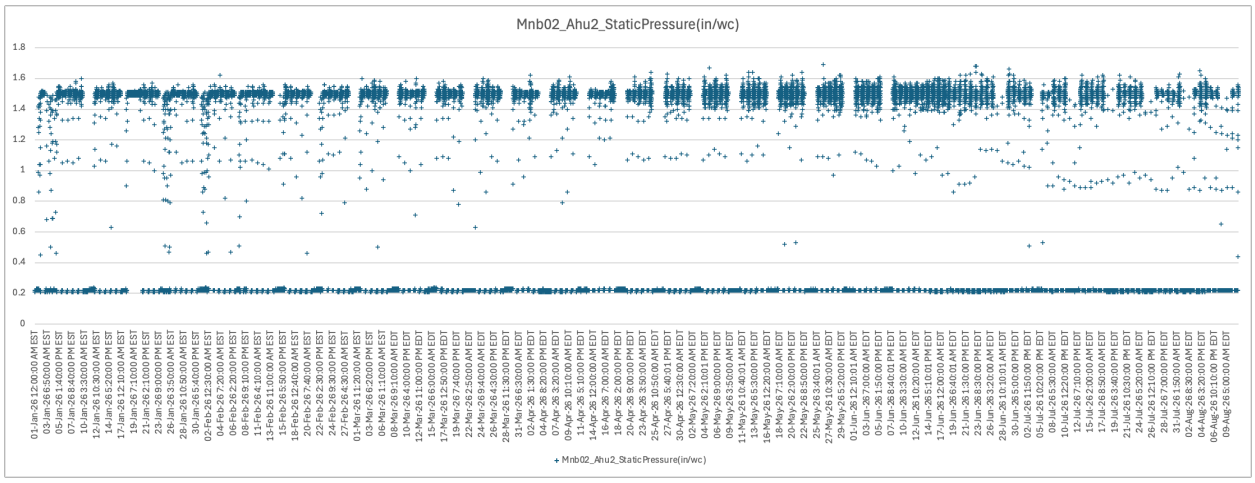
BAS Trends – Notes during school year

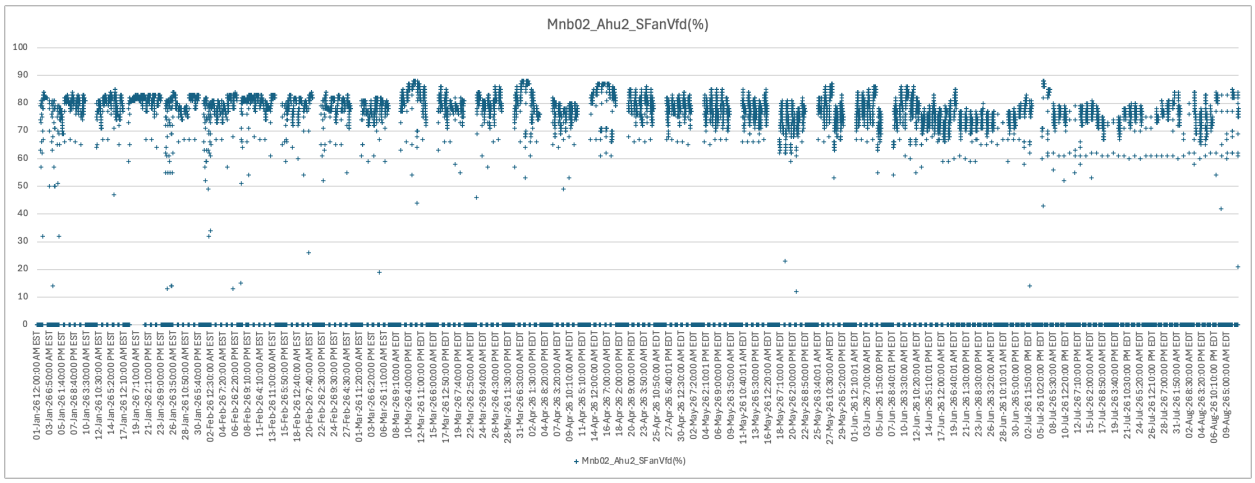
- AHU supply temperature often 65F in winter with some reset toward 70F (higher temps when unit is off)
- AHU return CO2 reached 950 ppm daily
- AHU minimum outdoor damper was 5%
- AHU static pressure was 1.5 in wc
- AHU fan speed was 75% to 85%



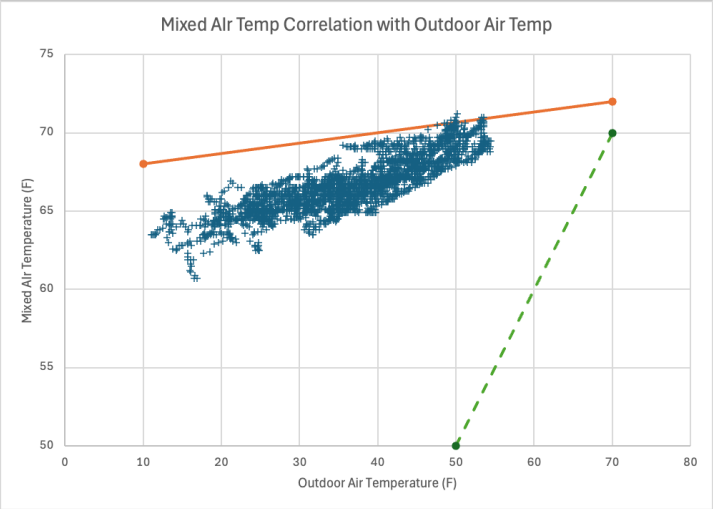


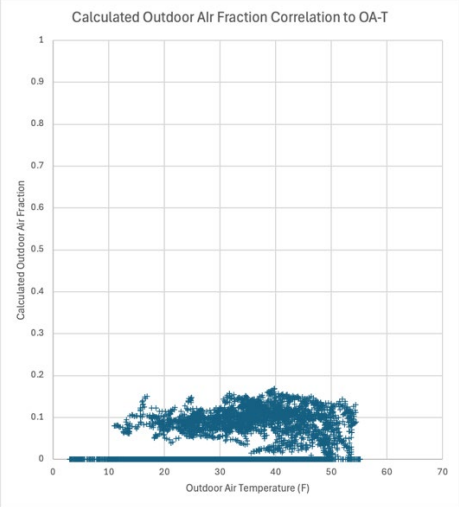


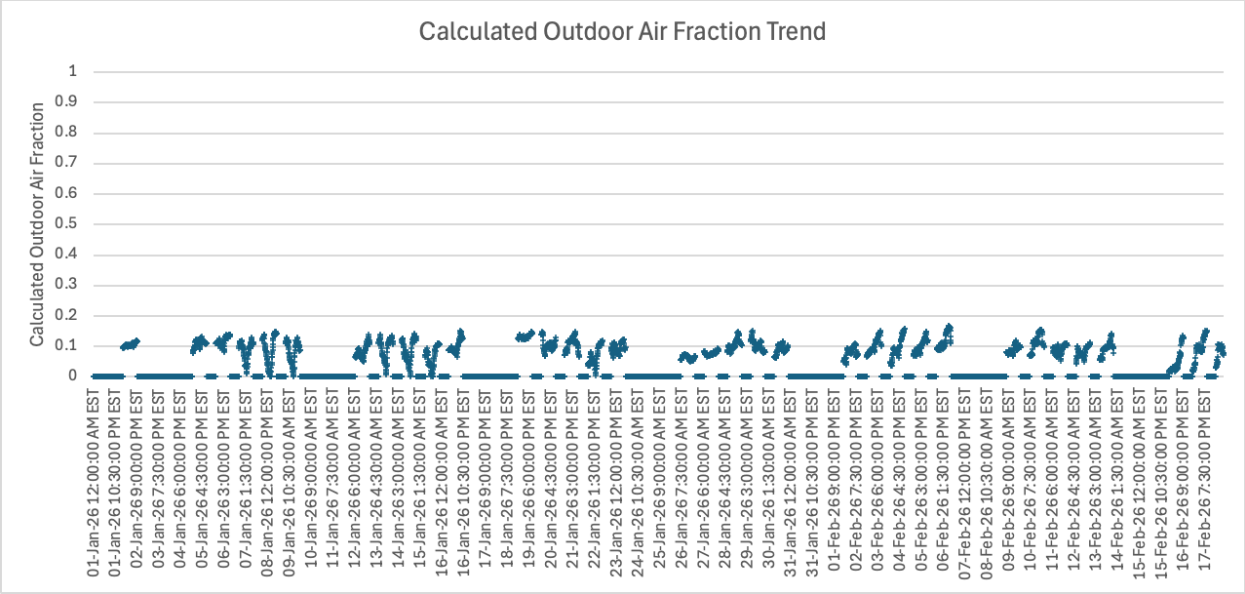

Mnb02_Ahu2_StaticPressure(in/wc)
1.8
1.6
1.4
1.2
1
0.8
0.6
0.4
0.2
0
Mnb02_Ahu2_StaticPressure(in/wc)


Mnb02_Ahu2_SFanVfd(%)
100
90
80
70
60
50
40
30
20
10
0
Mnb02_Ahu2_SFanVfd(%)

Mixed air temperatures suggest 9% outdoor air fraction while damper was commanded open 5%. The high peak CO2 levels are consistent with low levels of outdoor air flow.

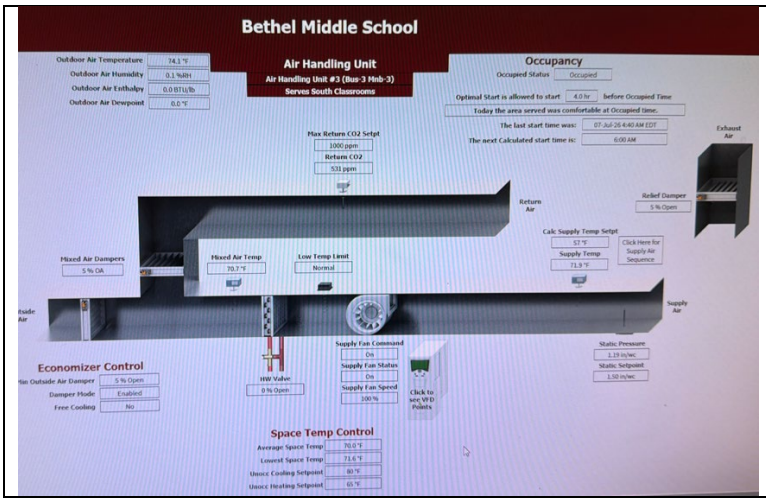






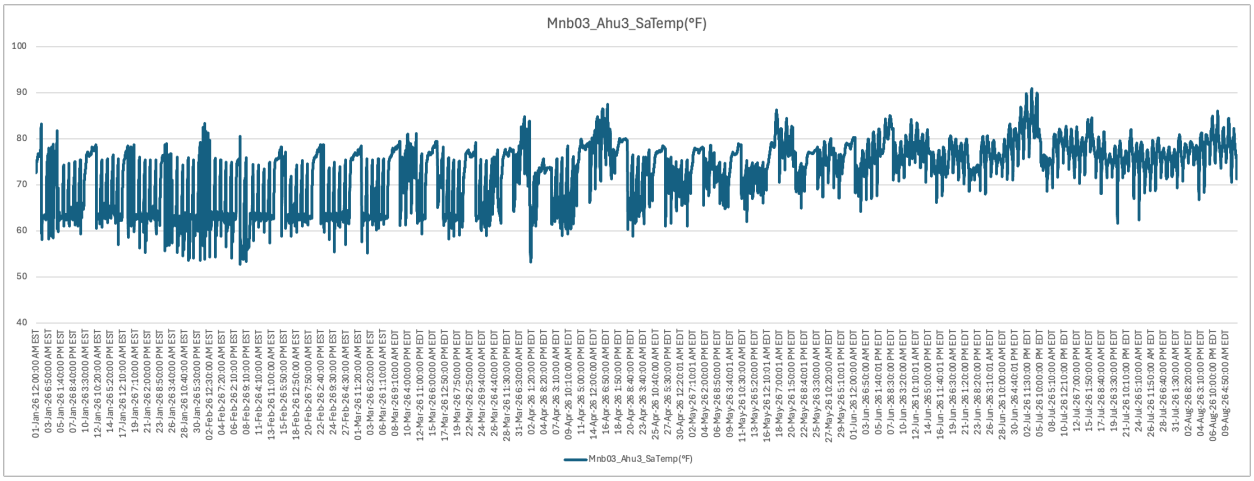
HVAC Review Notes

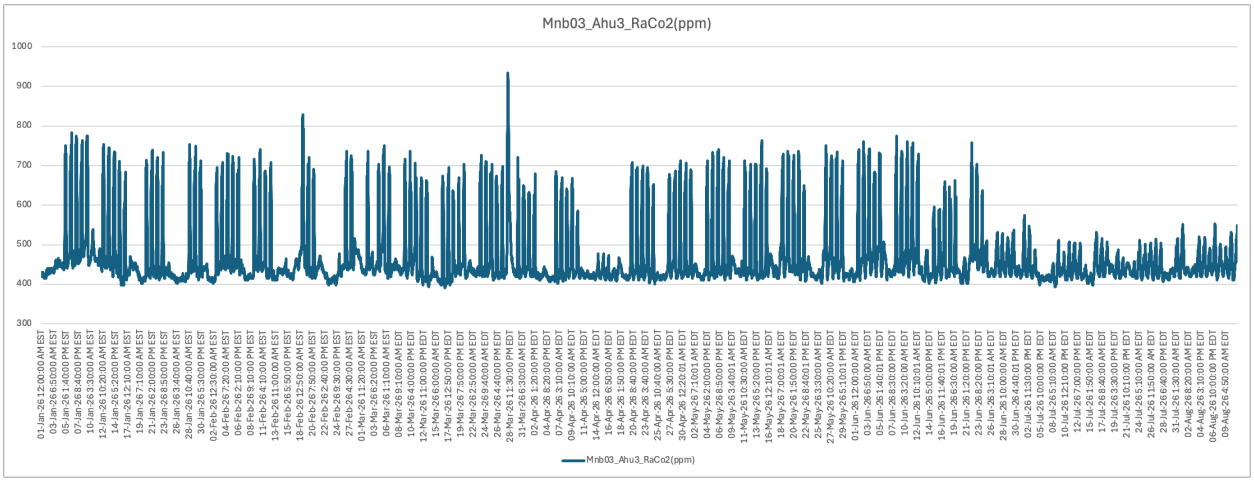
Tag	AHU-3
Location	Catwalk
Service	South Classrooms
Type	Multizone VAV
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch MERV-8
	OA (top) and RA (Bottom) actuator and linkage. Spacers installed at filter ends.
	Supply fan variable speed drives installed 2016

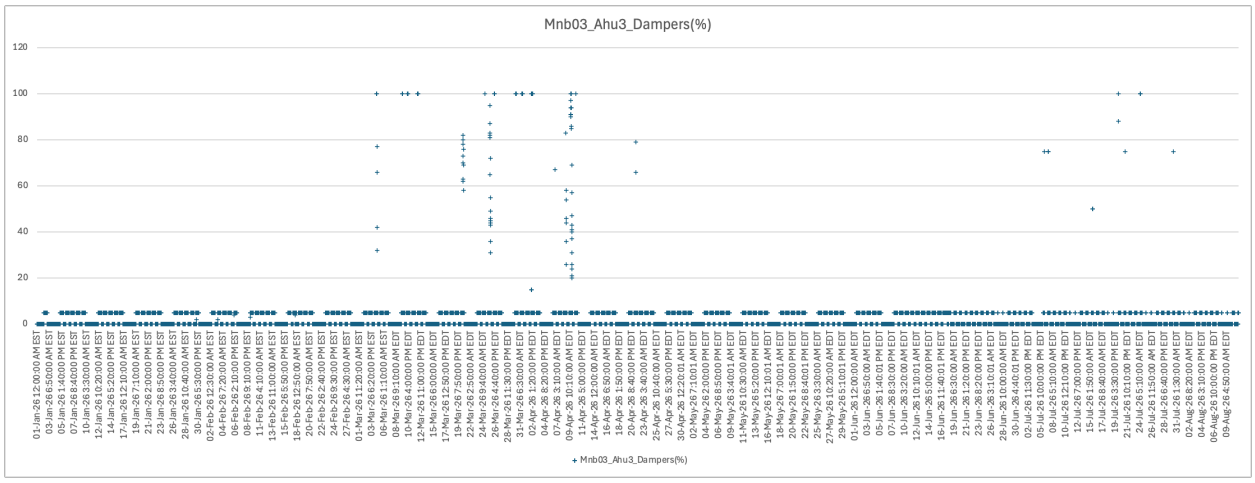
	BAS screen

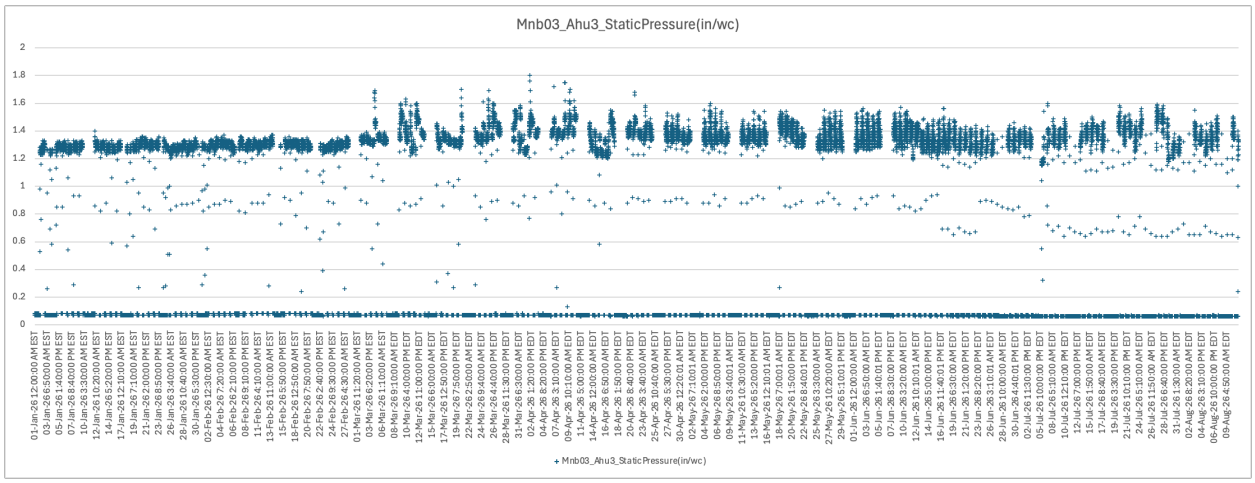
BAS Trends – Notes during school year

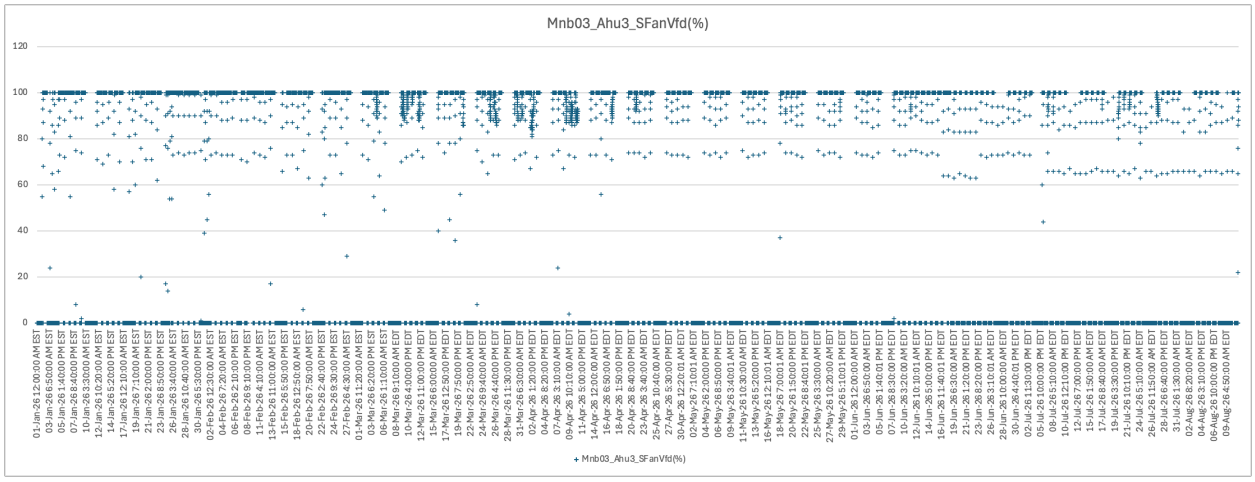
- AHU supply temperature often 65F in winter with some reset toward 55F (higher temps when unit is off)
- AHU return CO2 reached 750 ppm daily
- AHU minimum outdoor damper was 5%
- AHU static pressure was 1.3 in wc
- AHU fan speed was 100%



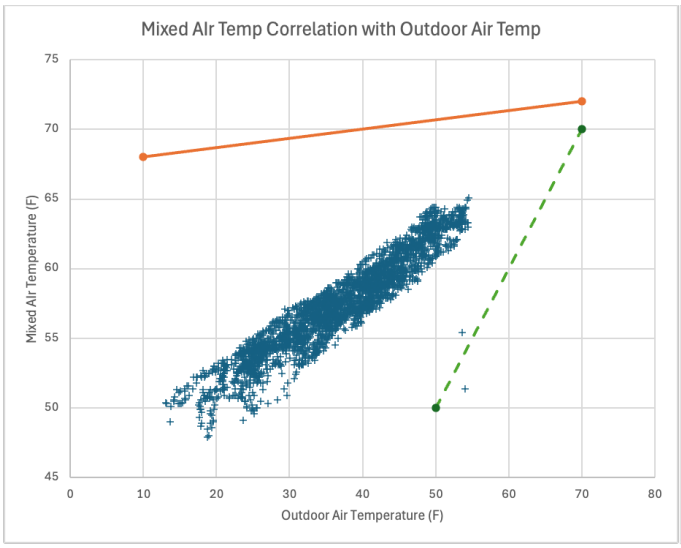


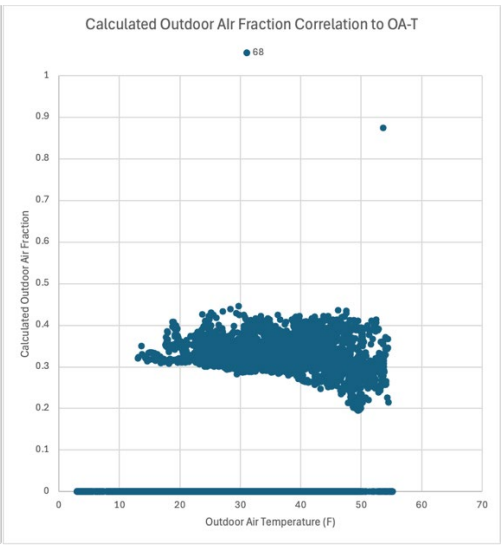


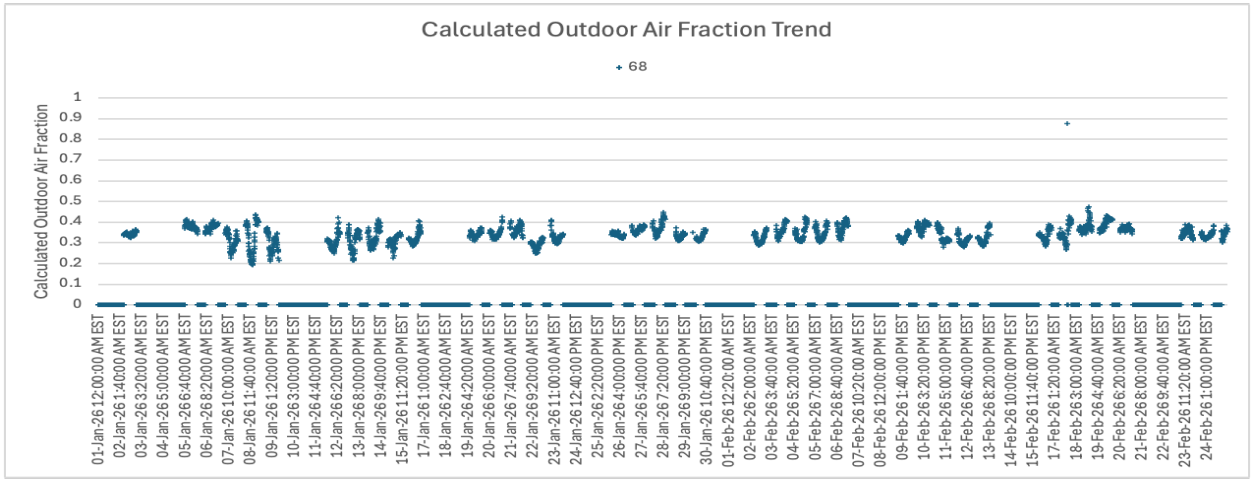




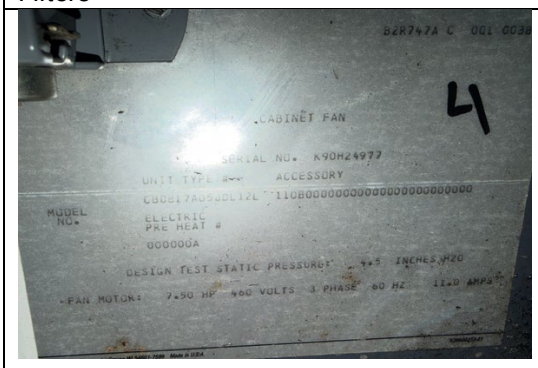
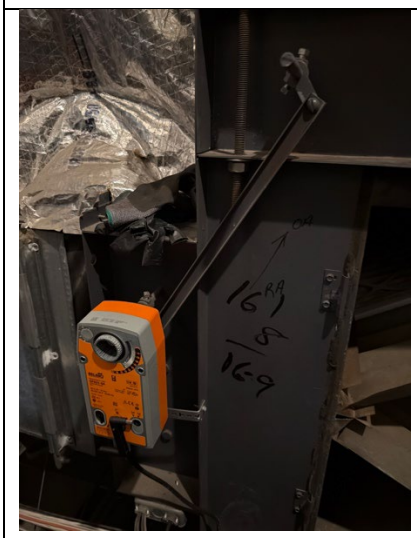
Mixed air temperatures suggest 36% outdoor air fraction while damper was commanded open 5%.

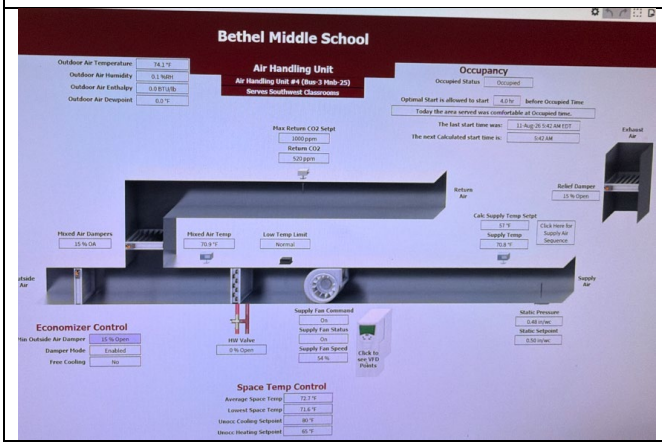

Mixed Air Temp Correlation with Outdoor Air Temp
Mixed Air Temperature (F)
Outdoor Air Temperature (F)
75
70
65
60
55
50
45
0
10
20
30
40
50
60
70
80


Calculated Outdoor Air Fraction Correlation to OA-T
68
Calculated Outdoor Air Fraction
Outdoor Air Temperature (F)
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
0
10
20
30
40
50
60
70


Calculated Outdoor Air Fraction Trend
68
Calculated Outdoor Air Fraction
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
01-Jan-26 12:00:00 AM EST
02-Jan-26 1:40:00 AM EST
03-Jan-26 3:20:00 AM EST
04-Jan-26 5:00:00 AM EST
05-Jan-26 6:40:00 AM EST
06-Jan-26 8:20:00 AM EST
07-Jan-26 10:00:00 AM EST
08-Jan-26 11:40:00 AM EST
09-Jan-26 1:20:00 PM EST
10-Jan-26 3:00:00 PM EST
11-Jan-26 4:40:00 PM EST
12-Jan-26 6:20:00 PM EST
13-Jan-26 8:00:00 PM EST
14-Jan-26 9:40:00 PM EST
15-Jan-26 11:20:00 PM EST
17-Jan-26 1:00:00 AM EST
18-Jan-26 2:40:00 AM EST
19-Jan-26 4:20:00 AM EST
20-Jan-26 6:00:00 AM EST
21-Jan-26 7:40:00 AM EST
22-Jan-26 9:20:00 AM EST
23-Jan-26 11:00:00 AM EST
24-Jan-26 12:40:00 PM EST
25-Jan-26 2:20:00 PM EST
26-Jan-26 4:00:00 PM EST
27-Jan-26 5:40:00 PM EST
28-Jan-26 7:20:00 PM EST
29-Jan-26 9:00:00 PM EST
30-Jan-26 10:40:00 PM EST
01-Feb-26 12:20:00 AM EST
02-Feb-26 2:00:00 AM EST
03-Feb-26 3:40:00 AM EST
04-Feb-26 5:20:00 AM EST
05-Feb-26 7:00:00 AM EST
06-Feb-26 8:40:00 AM EST
07-Feb-26 10:20:00 AM EST
08-Feb-26 12:00:00 PM EST
09-Feb-26 1:40:00 PM EST
10-Feb-26 3:20:00 PM EST
11-Feb-26 5:00:00 PM EST
12-Feb-26 6:40:00 PM EST
13-Feb-26 8:20:00 PM EST
14-Feb-26 10:00:00 PM EST
15-Feb-26 11:40:00 PM EST
17-Feb-26 1:20:00 AM EST
18-Feb-26 3:00:00 AM EST
19-Feb-26 4:40:00 AM EST
20-Feb-26 6:20:00 AM EST
21-Feb-26 8:00:00 AM EST
22-Feb-26 9:40:00 AM EST
23-Feb-26 11:20:00 AM EST
24-Feb-26 1:00:00 PM EST

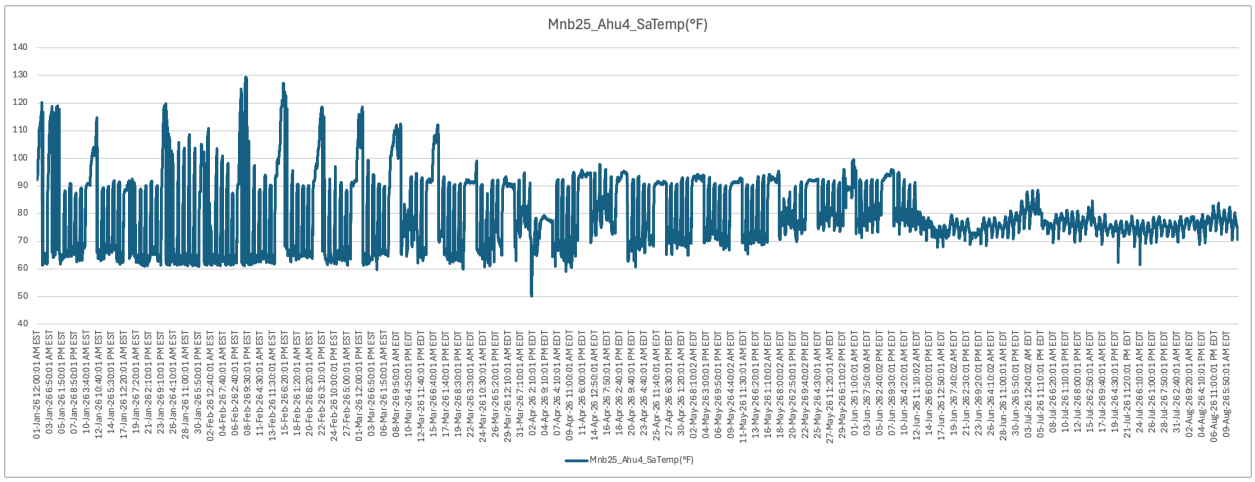
HVAC Review Notes

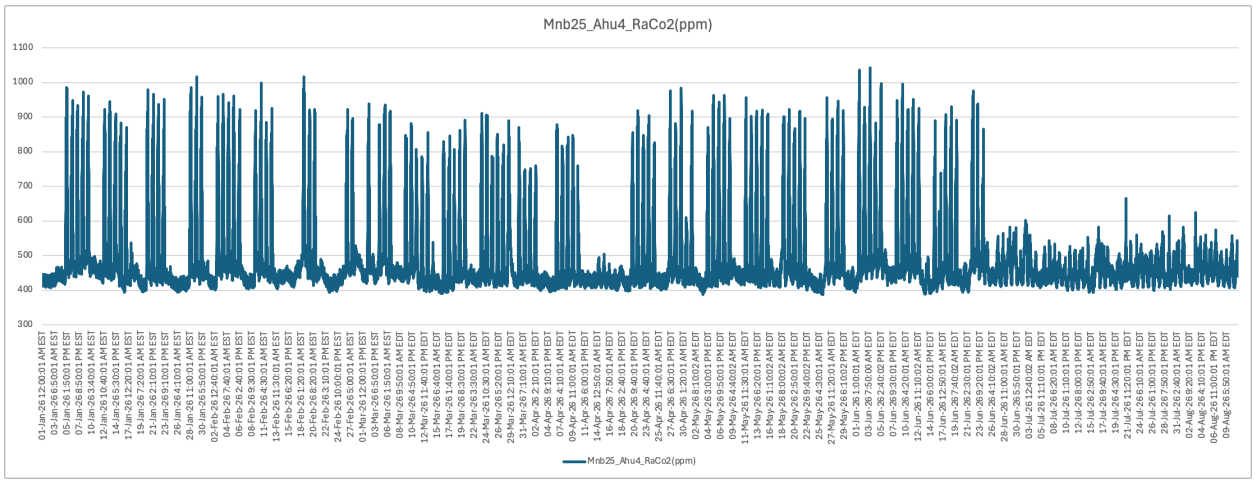
Tag	AHU-4
Location	Catwalk
Service	Southwest Classrooms
Type	Multi-Zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch MERV-8
	Trane tag shows 7.5 hp fan
	Mixing chamber overview. Outdoor air duct from above.
	Actuator mounted on return air damper and linked to outdoor air damper.

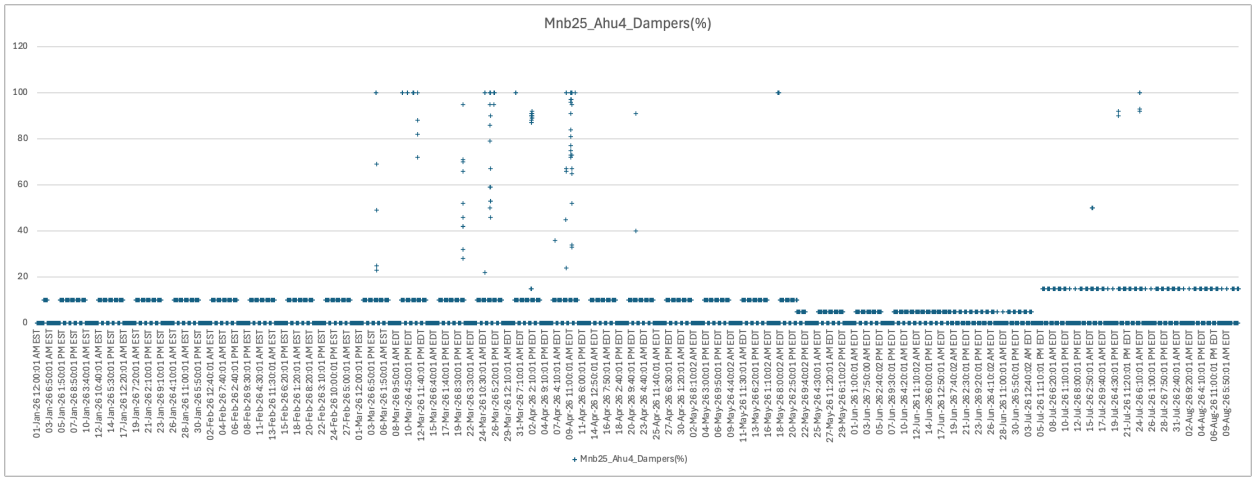
	Some debris on coil face. Mixed air temperature sensor mounted on coil face inlet.
	Blank-off panels used to fill filter rack. Outdoor air damper (top) closed. Return air damper (left) open.
	BAS Screen

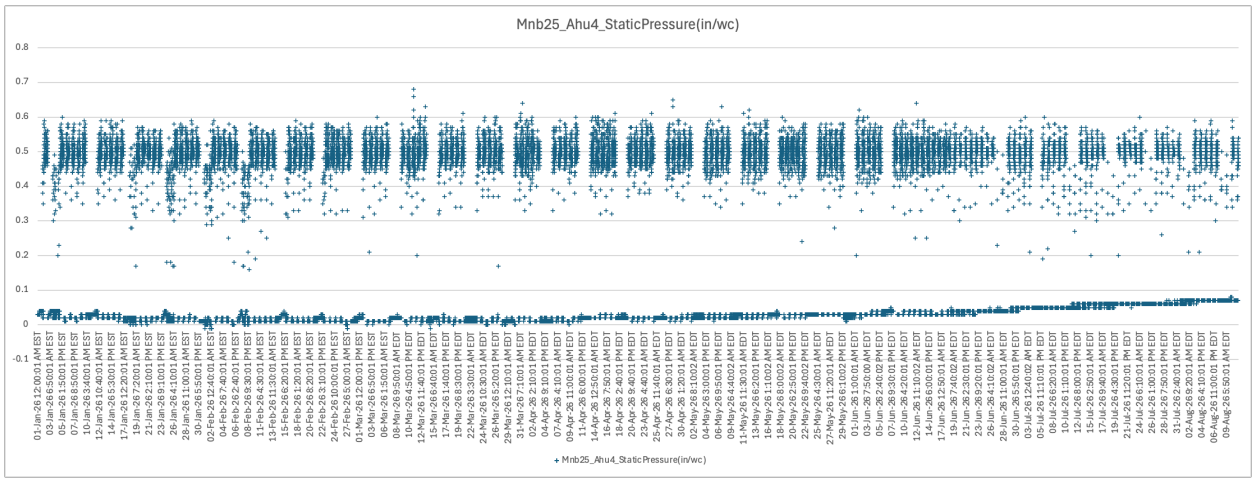
BAS Trends – Notes during school year

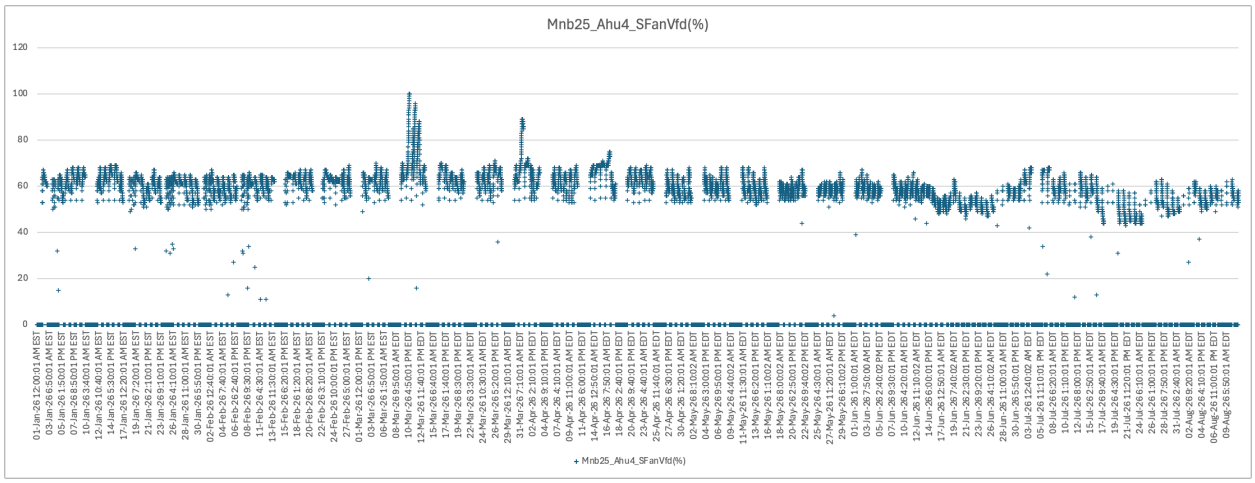
- AHU supply temperature maintained at 65F (higher temps when unit is off)
- AHU return CO2 reached 900 ppm daily
- AHU minimum outdoor damper was 10%
- AHU static pressure maintained at 0.5 in wc (0.45 to 0.60 in wc)
- AHU fan speed ranged from 55% to 70%



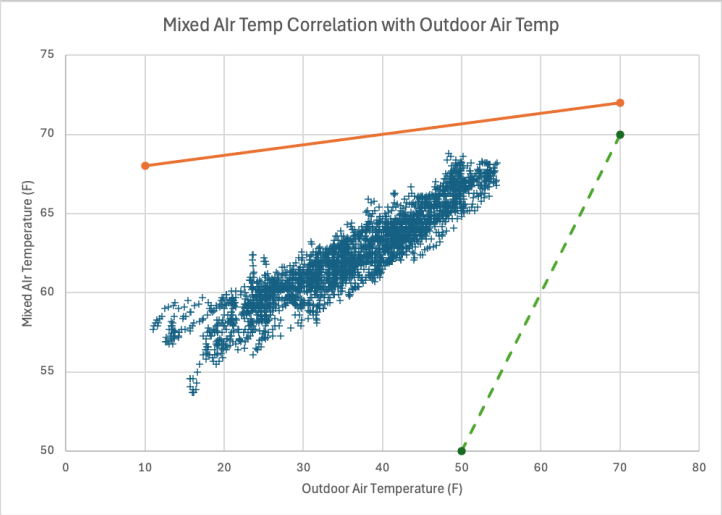


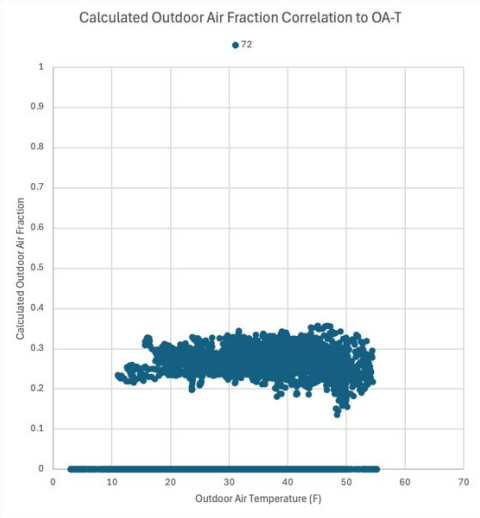


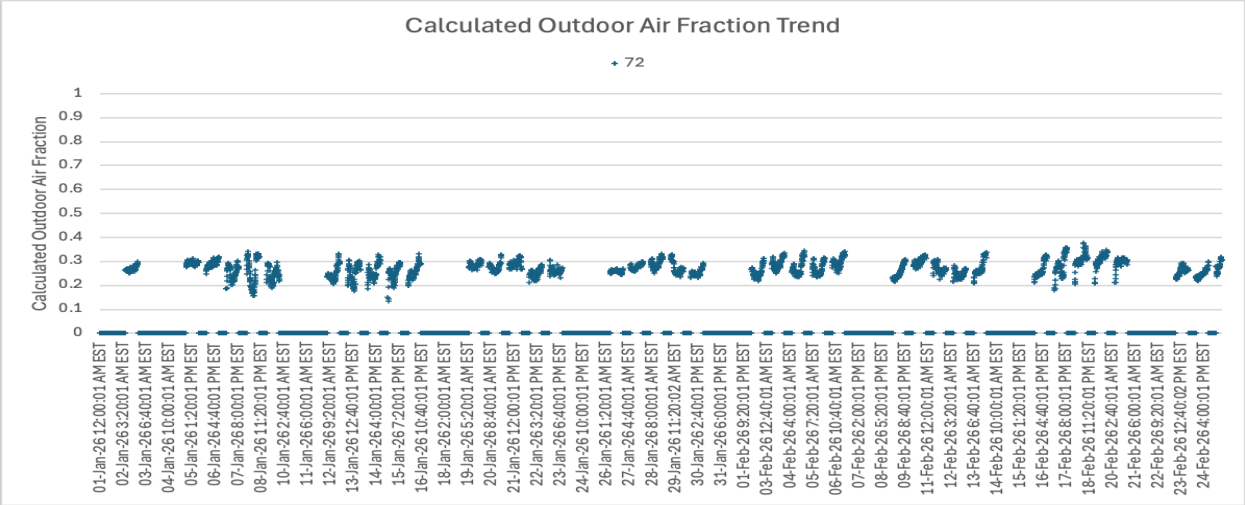

Mnb25_Ahu4_StaticPressure(in/wc)
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
-0.1
Mnb25_Ahu4_StaticPressure(in/wc)


Mnb25_Ahu4_SFanVfd(%)
120
100
80
60
40
20
0
Mnb25_Ahu4_SFanVfd(%)

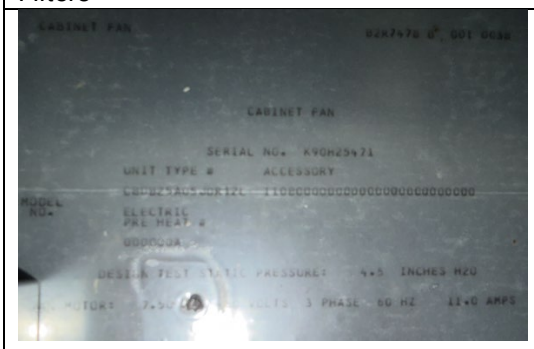
Mixed air temperatures suggest 22% outdoor air fraction while damper was commanded open 10%.

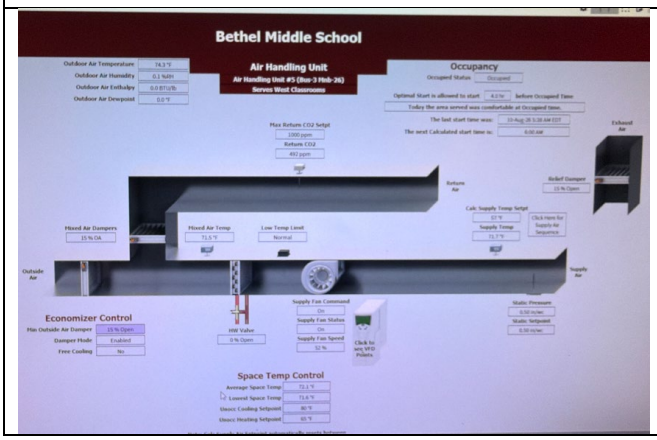






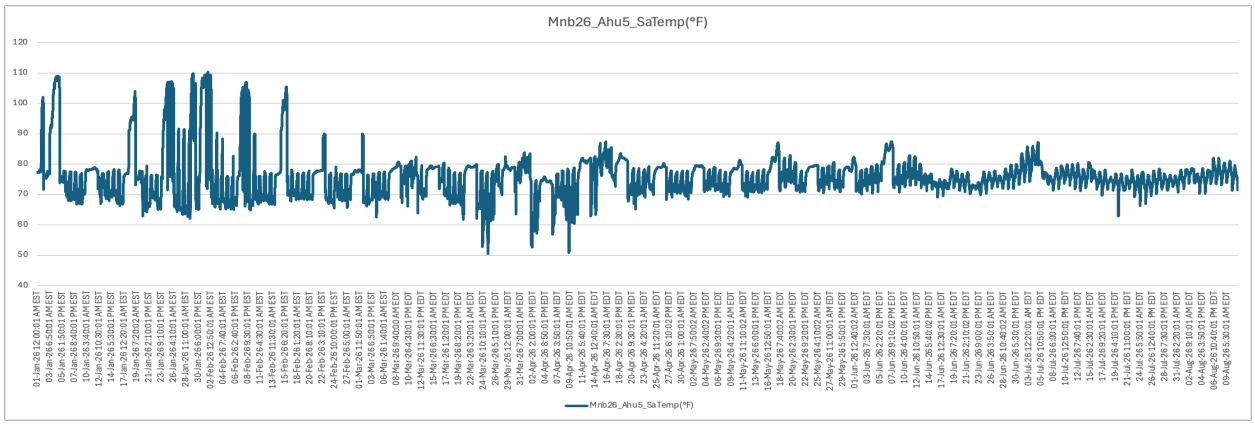
HVAC Review Notes

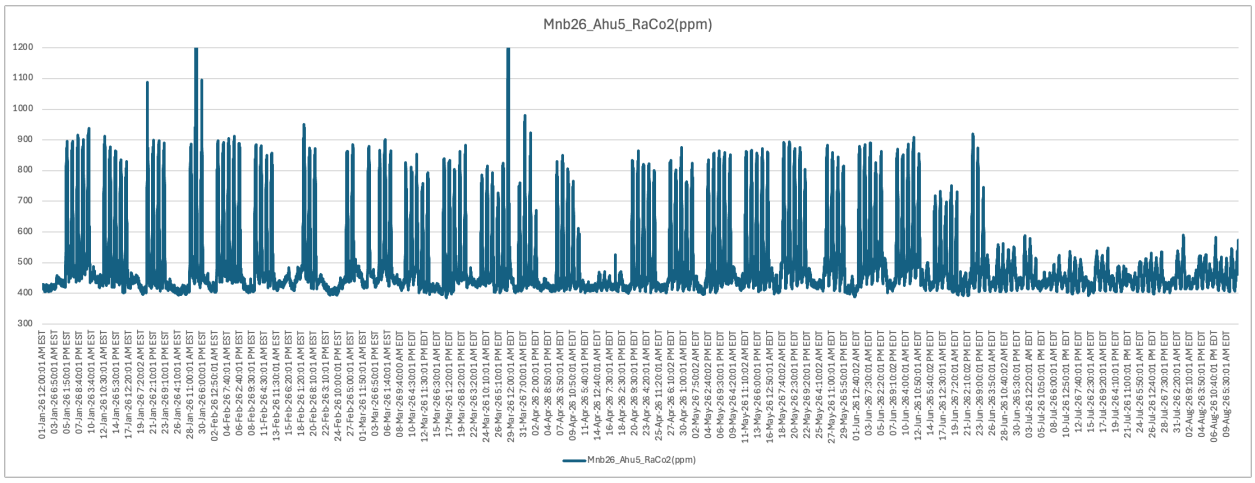
Tag	AHU-5
Location	Catwalk
Service	West Classrooms
Type	Multizone VAV
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch MERV 8
	Trane unit tag shows 7.5 hp supply fan
 	Damper actuator connected to RA (right) and OA (top) dampers

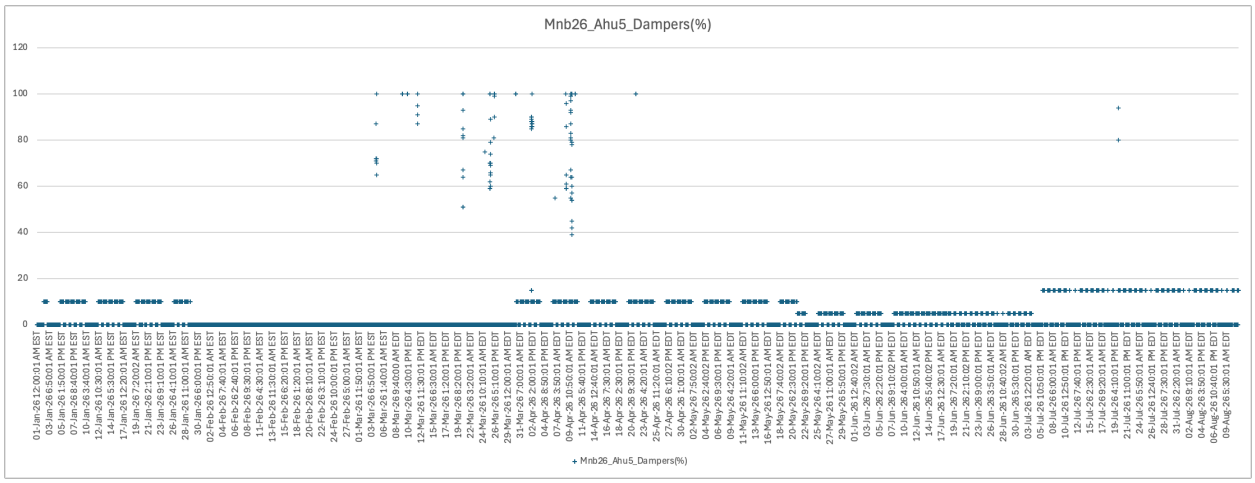
	Coil is cleaner than other units. Mixed air temperature sensor attached at coil face inlet.
	BAS screen

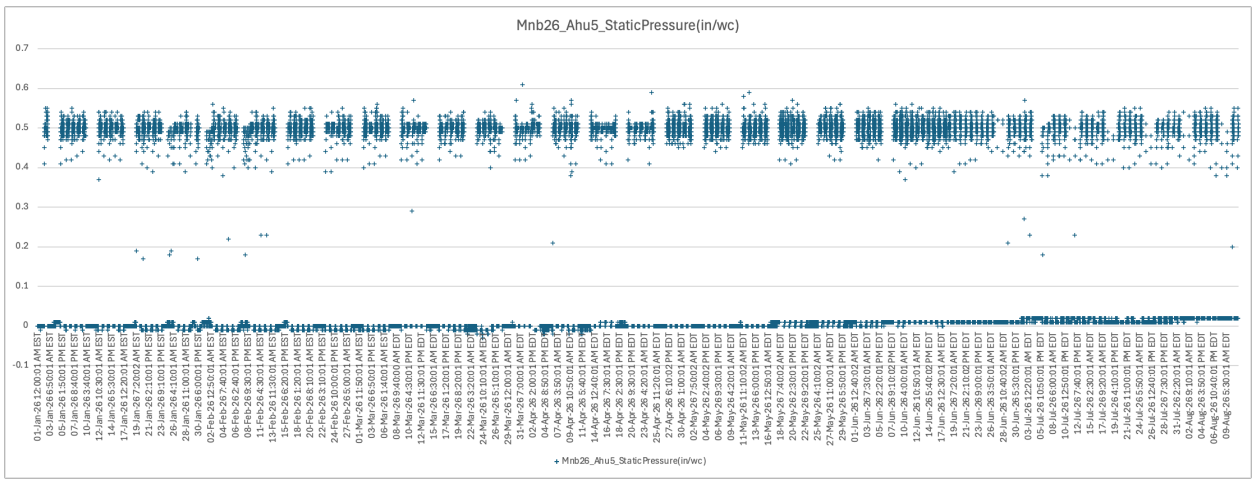
BAS Trends – Notes during school year

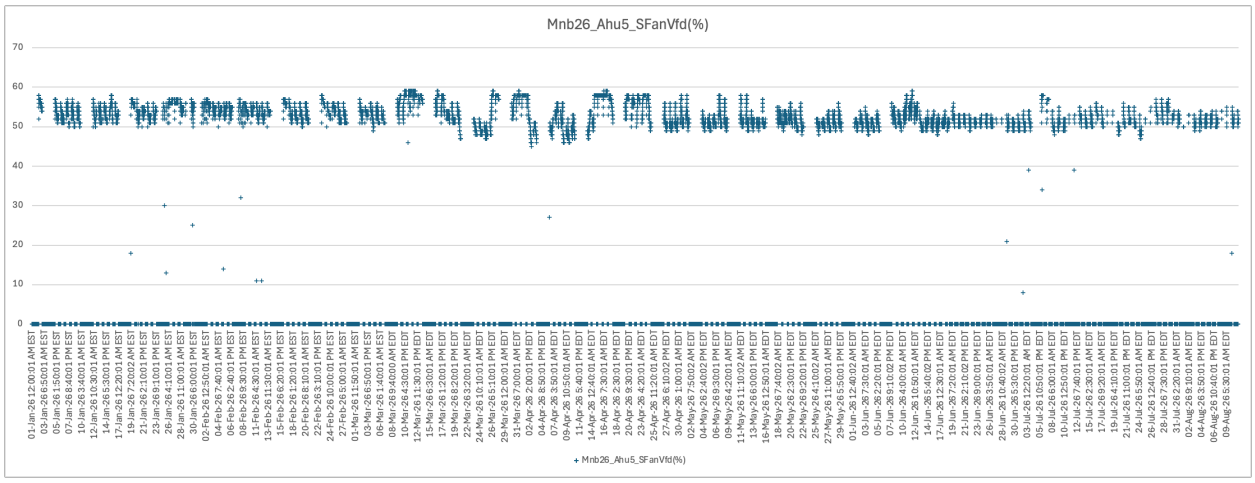
- AHU supply temperature often 65F in winter with some reset toward 70F (higher temps when unit is off)
- AHU return CO2 reached 900 ppm daily
- AHU minimum outdoor damper was 10% with two months at 0%
- AHU static pressure was 0.5 in wc
- AHU fan speed was 50% to 60%



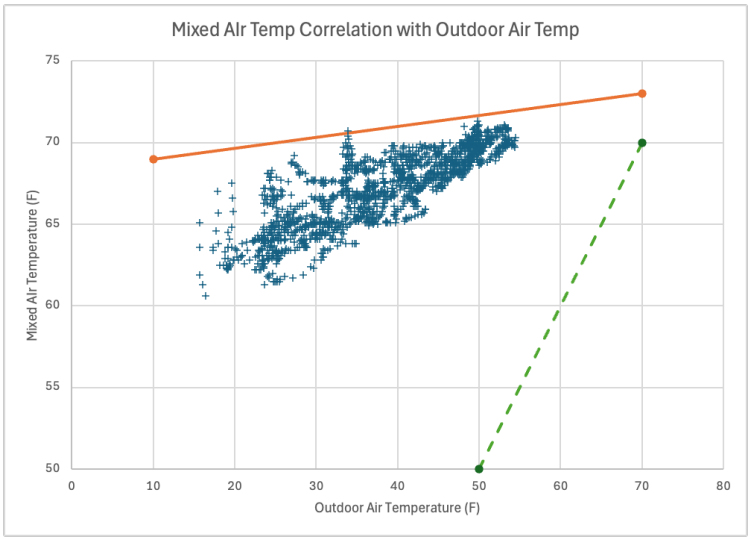

Mnb26_Ahu5_RaCo2(ppm)
Mnb26_Ahu5_RaCo2(ppm)

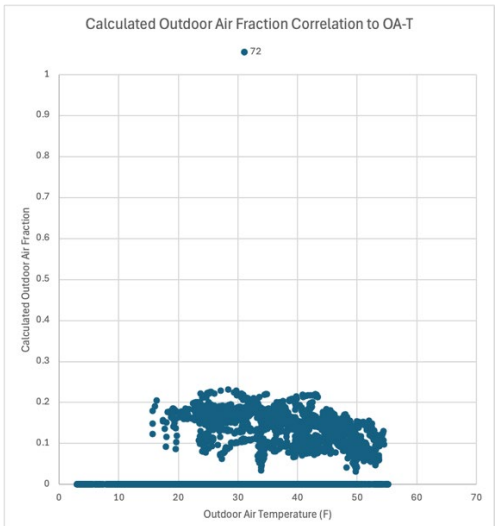

Mnb26_Ahu5_Dampers(%)
Mnb26_Ahu5_Dampers(%)

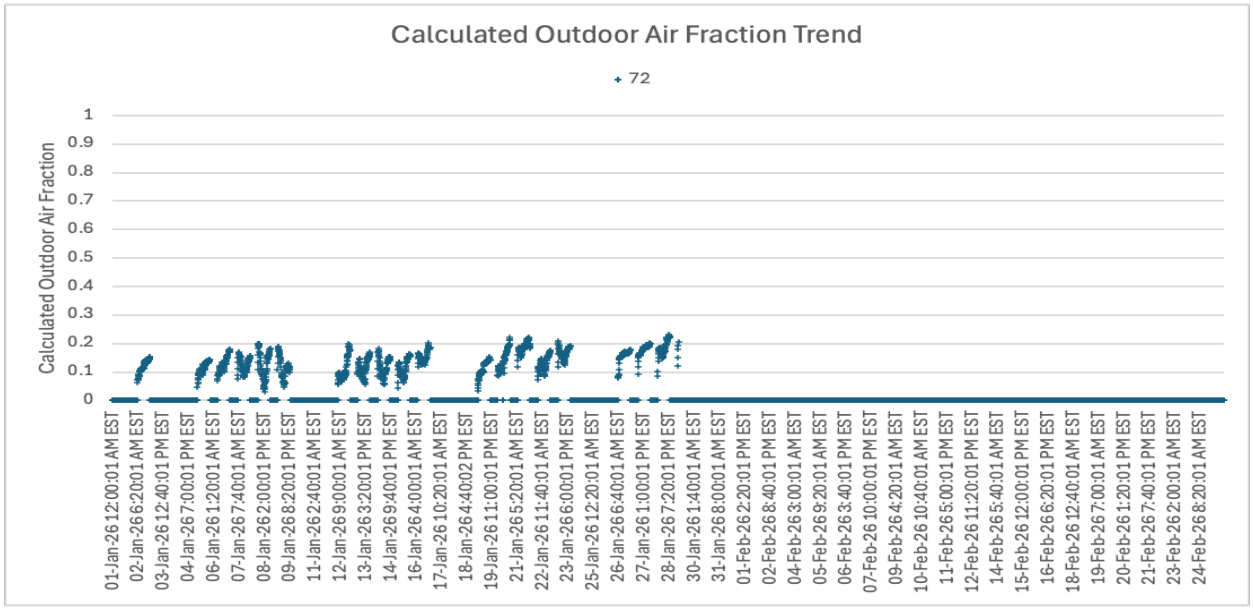

Mnb26_Ahu5_StaticPressure(in/wc)
Mnb26_Ahu5_StaticPressure(in/wc)



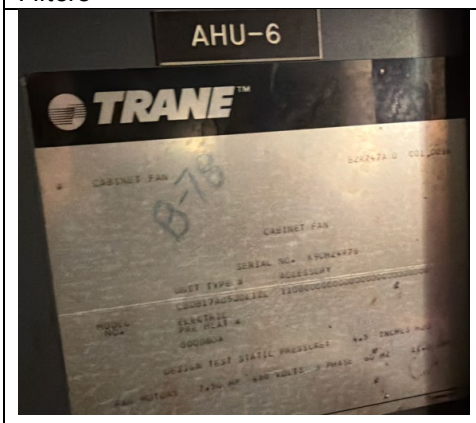
Mixed air temperatures suggest 11% outdoor air fraction while damper was commanded open 10%.

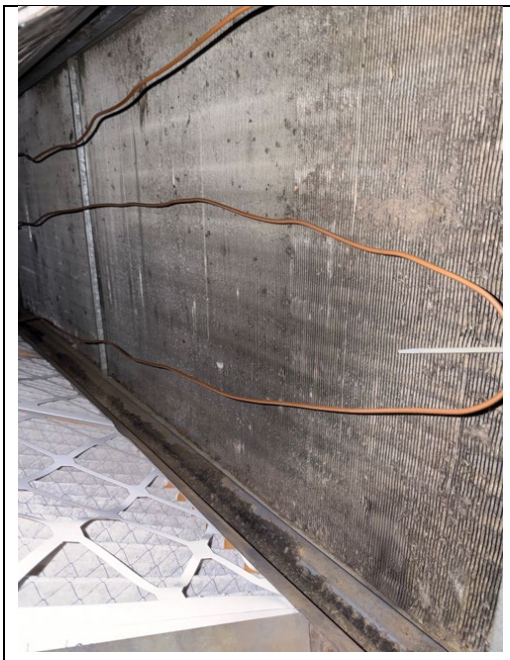
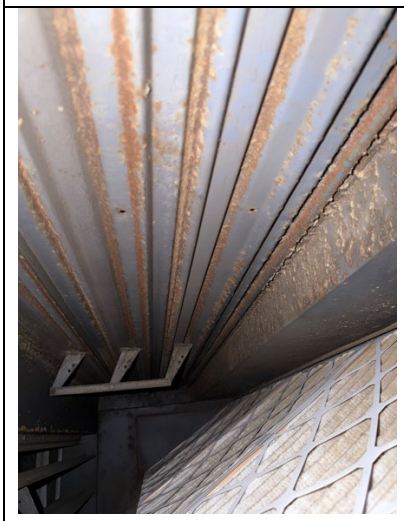
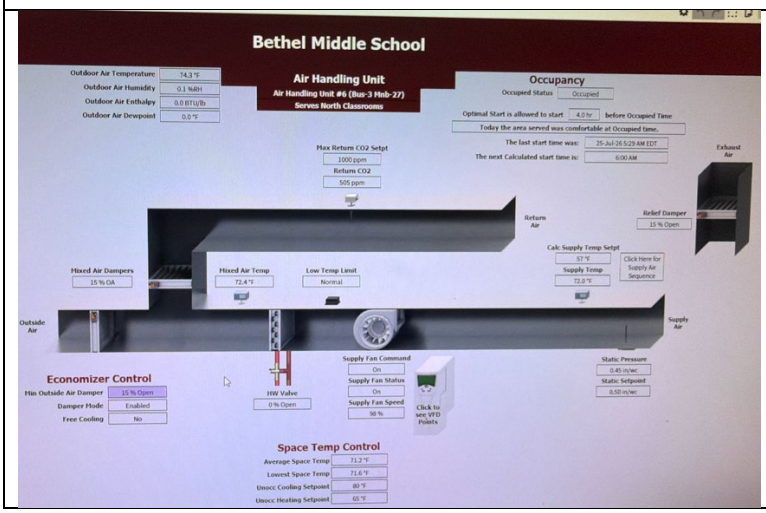






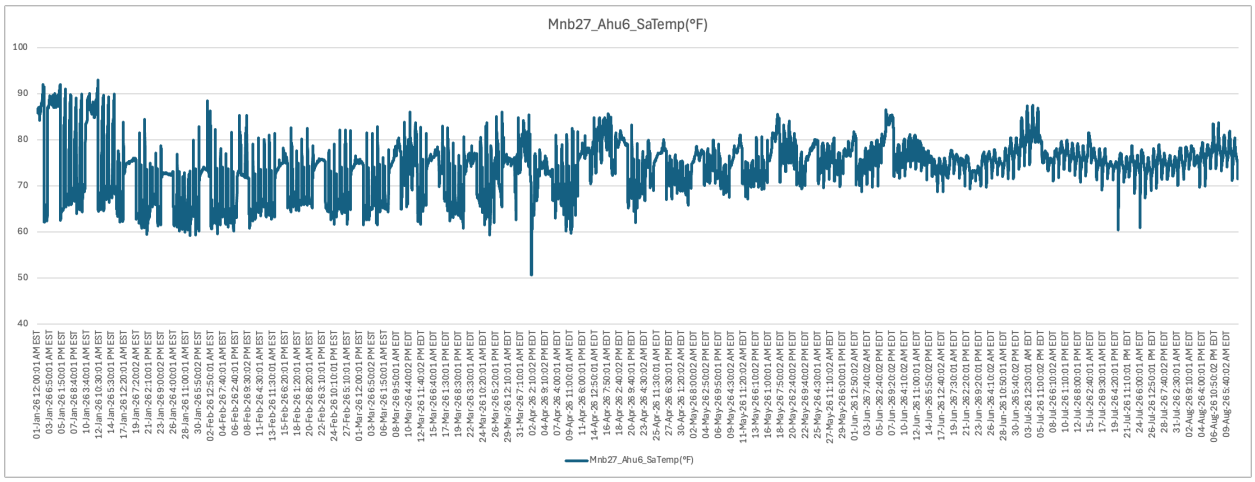
HVAC Review Notes

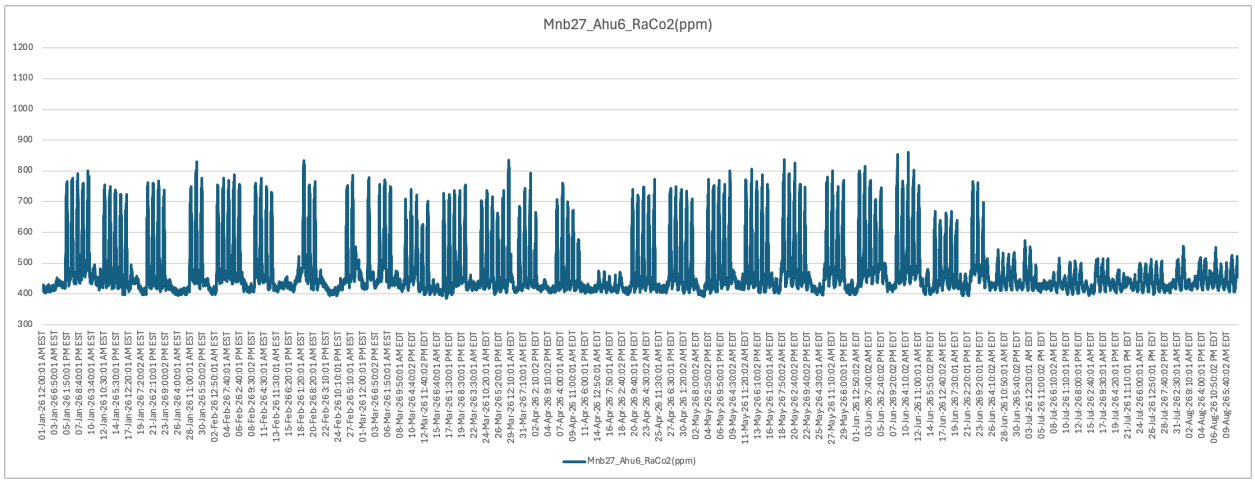
Tag	AHU-6
Location	Catwalk
Service	North Classrooms
Type	Multizone VAV
Outdoor Air	Outdoor dampers at top of mixing chamber
Filters	2 inch MERV-8
	Tag notes 7.5 hp supply fan
	Outdoor air damper linkage is disconnected. OA damper is always closed. Actuator is mounted on return damper. If RA damper closes for economizer operation, the supply fan is starved (air flow drops).
	Blank-off plates used to fill filter rack.

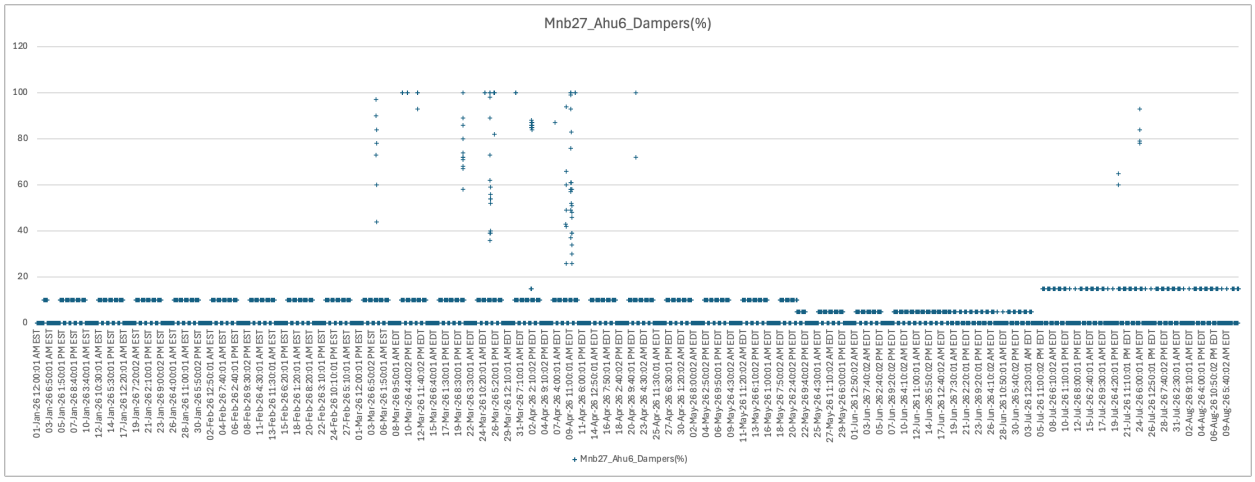
	Heating coil shows some dust build up. Mixed air temperature sensor mounted to coil inlet face.
	Outdoor air dampers (top) closed. Return air dampers (left) open.
	BAS Screen

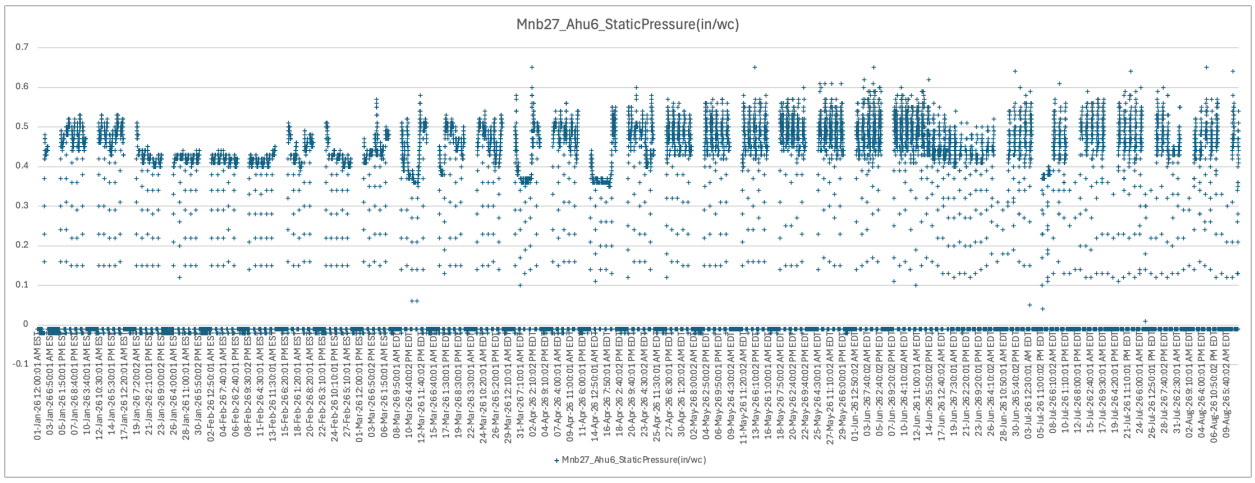
BAS Trends – Notes during school year

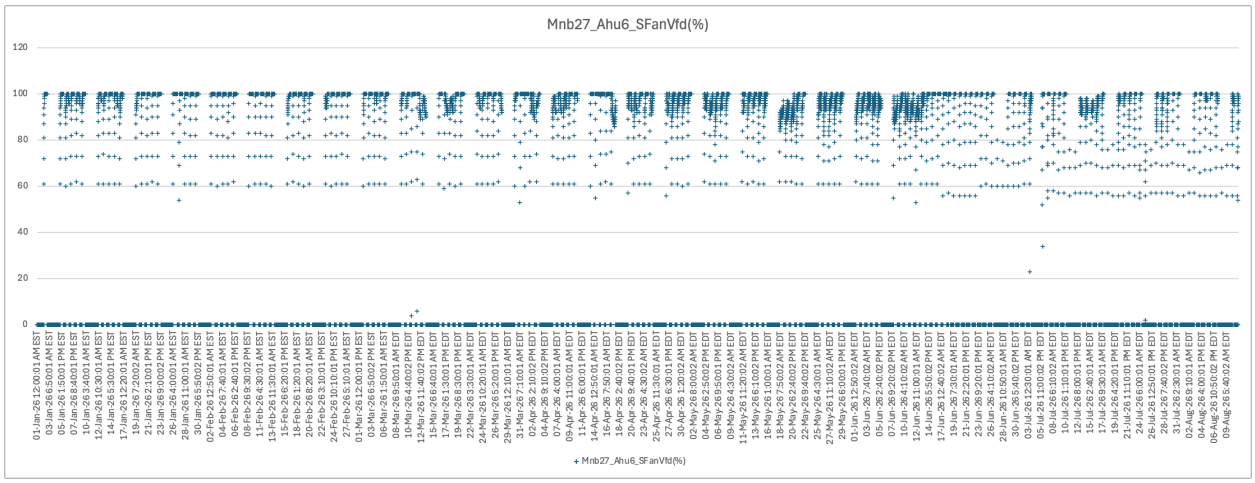
- AHU supply temperature often 65F in winter with some reset toward 60F (higher temps when unit is off)
- AHU return CO2 reached 750 ppm daily
- AHU minimum outdoor damper was 10%
- AHU static pressure was 0.4 to 0.7 in wc
- AHU fan speed was 100%



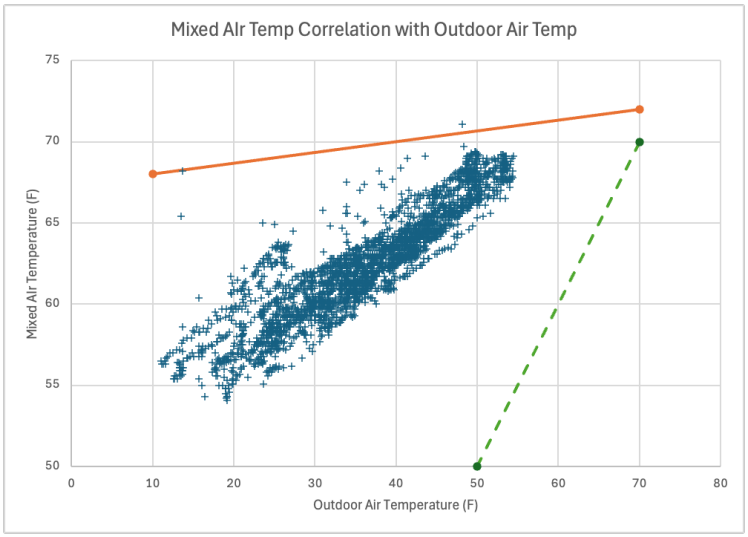


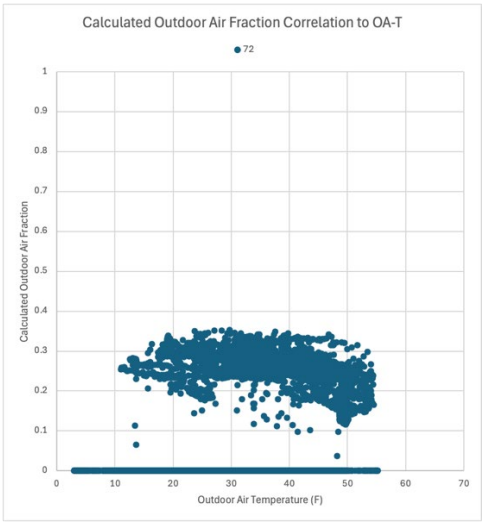


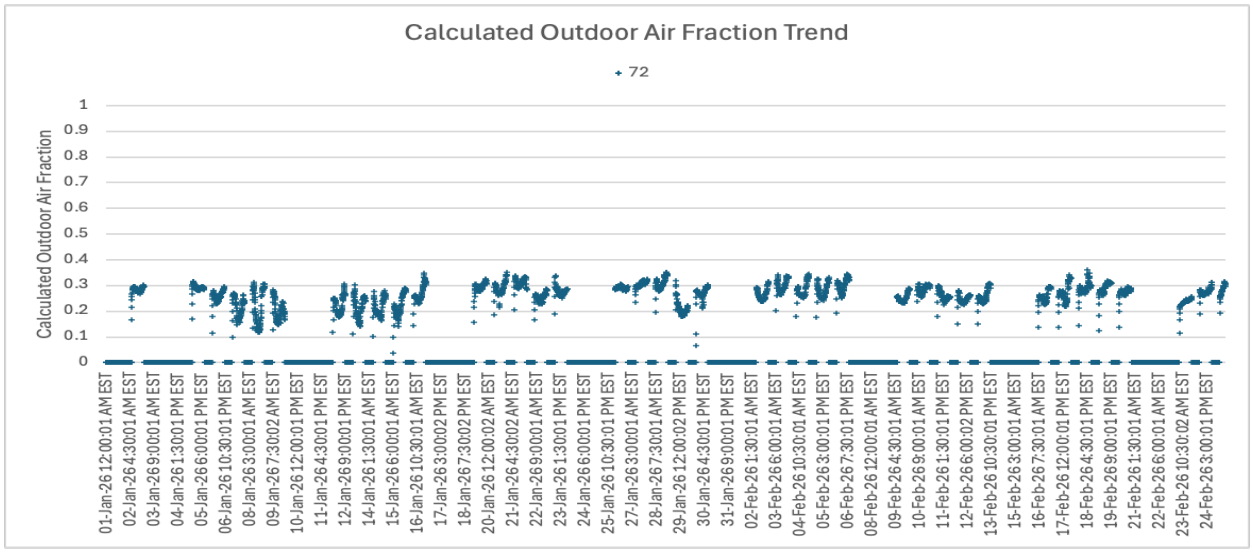

Mnb27_Ahu6_StaticPressure(in/wc)
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
-0.1
Mnb27_Ahu6_StaticPressure(in/wc)


Mnb27_Ahu6_SFanVfd(%)
120
100
80
60
40
20
0
Mnb27_Ahu6_SFanVfd(%)

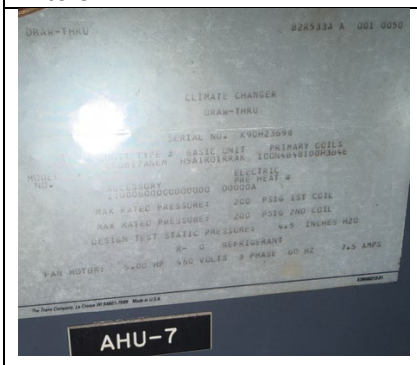
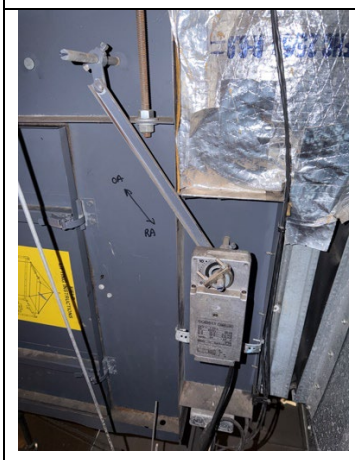
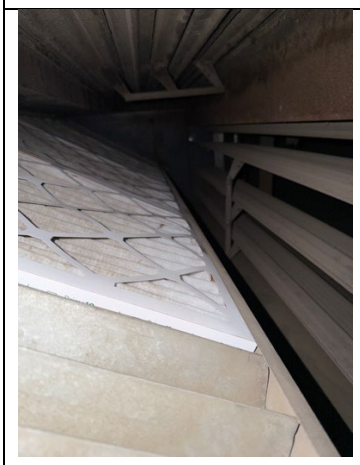
Mixed air temperatures suggest 21% outdoor air fraction while damper was commanded open 10%. The damper linkage was found disconnected in August.

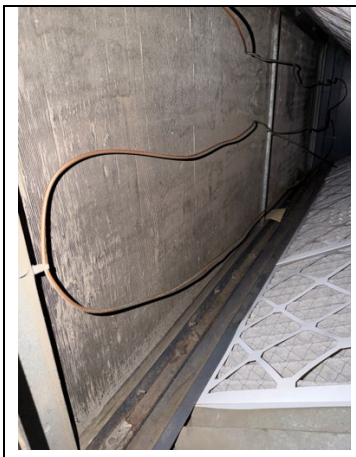
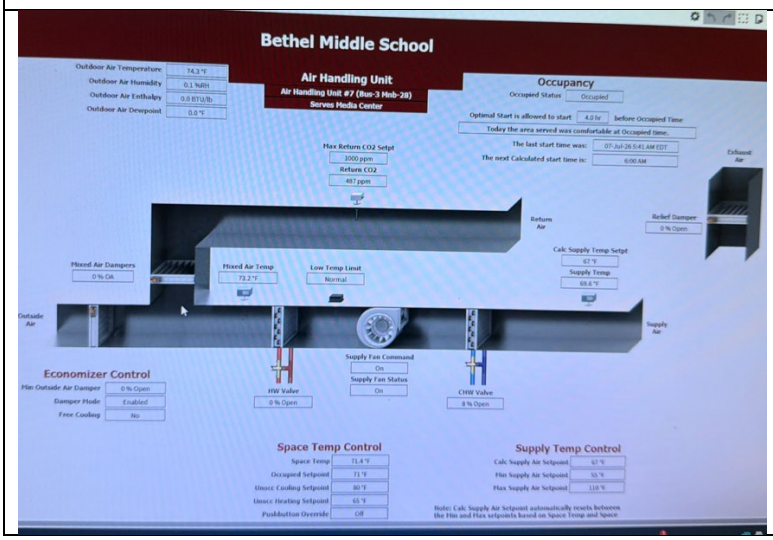






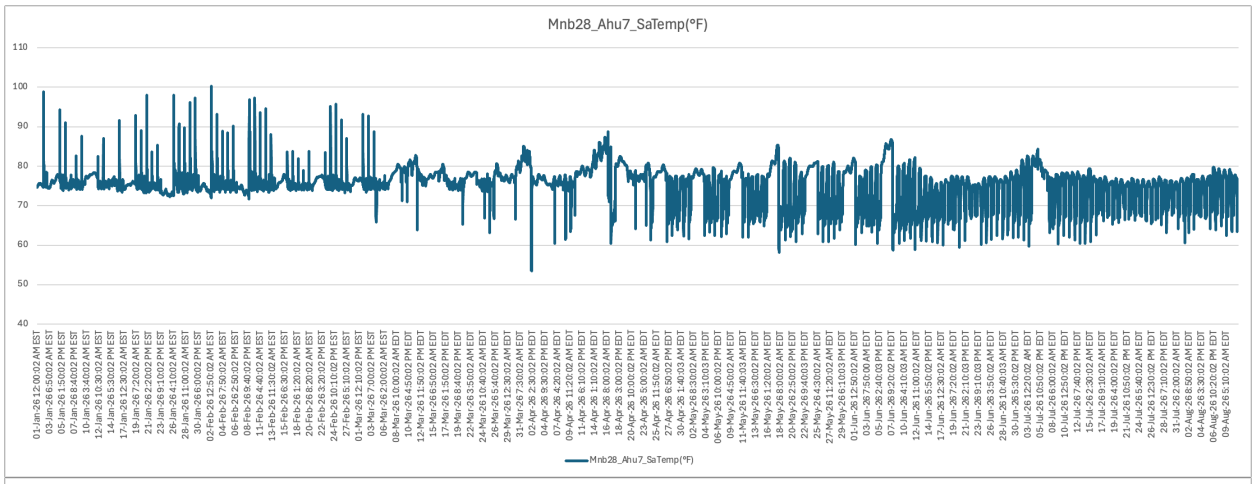
HVAC Review Notes

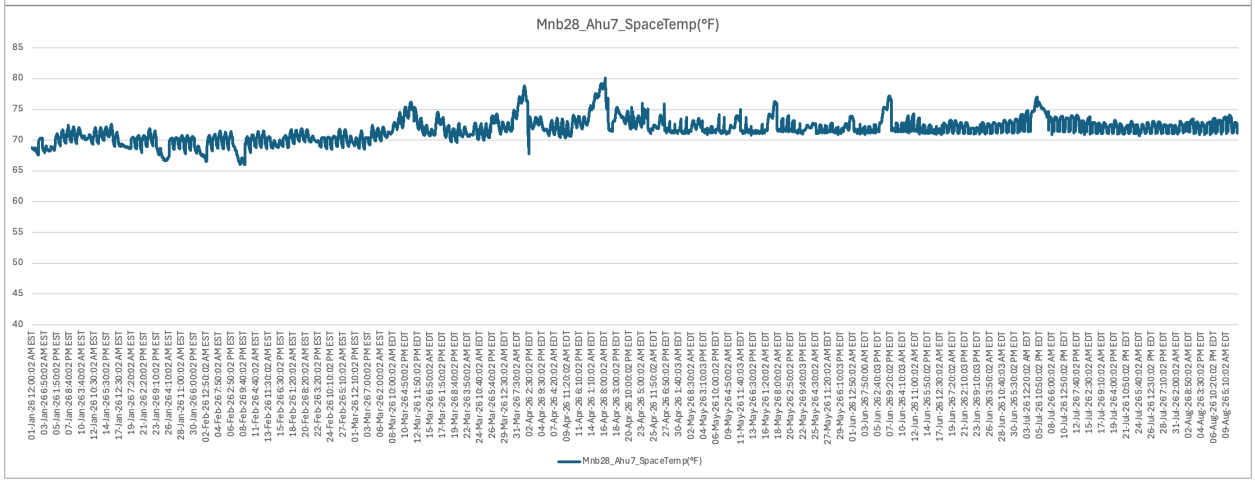
Tag	AHU-7
Location	
Service	Media Center
Type	Single Zone
Outdoor Air	
Filters	2 inch MERV-8.
	Trane tag notes 7.5 hp fan
	Actuator mounted on return air damper and linked to outdoor air damper.
	Blank-off panels used to fill filter rack. Outdoor air damper (top) closed. Return air damper (right) open.

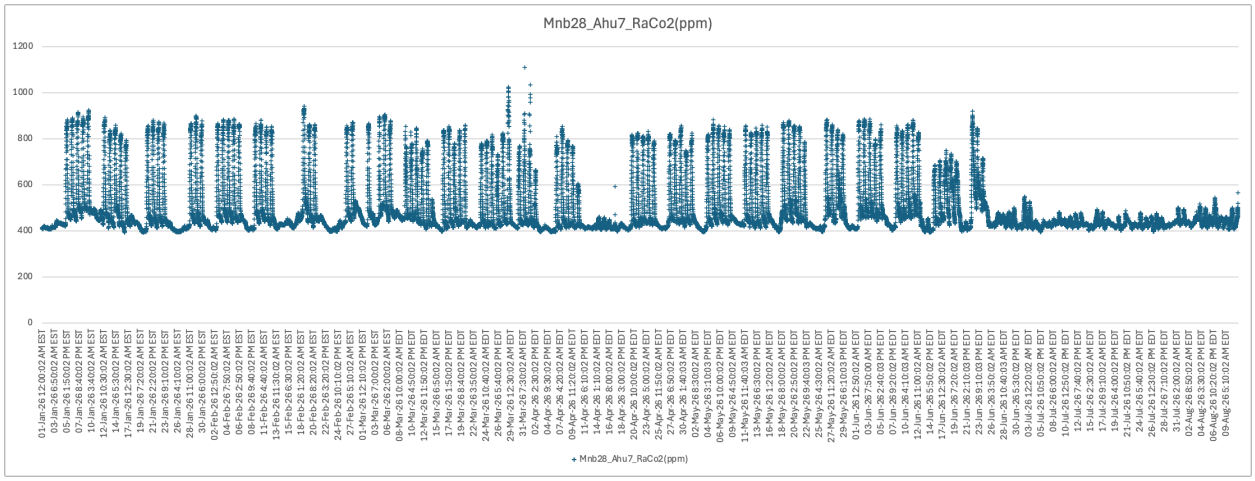
	Some debris on coil face. Mixed air temperature sensor mounted on coil face inlet.
	No access to internal condensate pan on cooling coil.
	BAS Screen

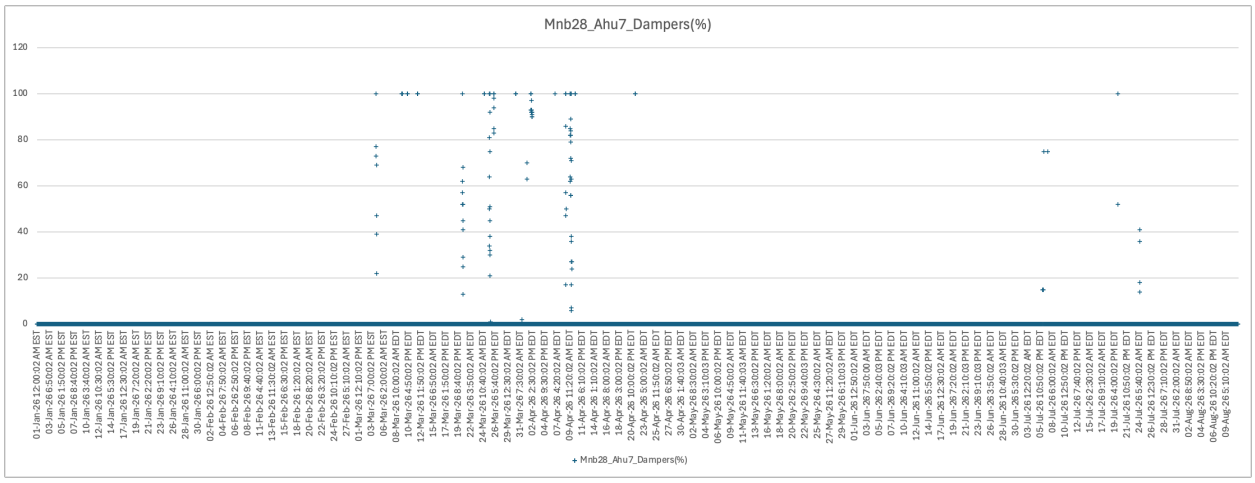
BAS Trends – Notes during school year

- Space temperature maintained at 70F
- AHU supply temperature was 75F in the winter and 60-65F in the summer.
- AHU return CO2 reached 900 ppm daily
- AHU minimum outdoor damper was 0%

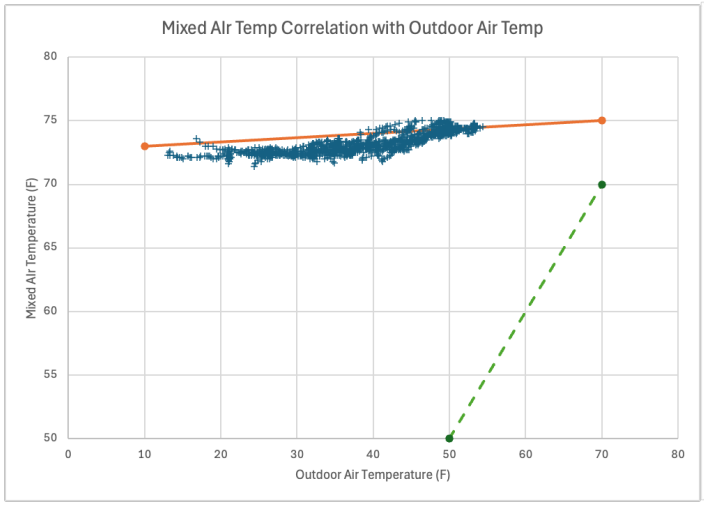

Mnb28_Ahu7_SaTemp(°F)
Mnb28_Ahu7_SaTemp(°F)

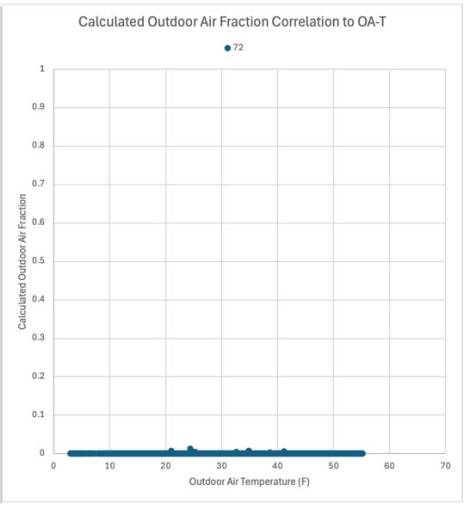

Mnb28_Ahu7_SpaceTemp(°F)
Mnb28_Ahu7_SpaceTemp(°F)


Mnb28_Ahu7_RaCo2(ppm)
Mnb28_Ahu7_RaCo2(ppm)

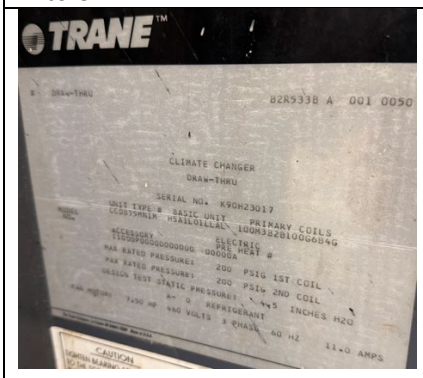
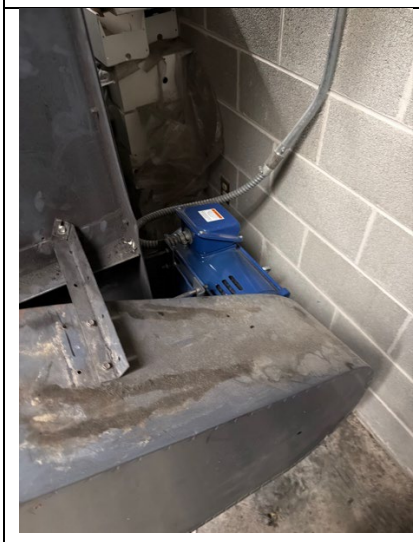


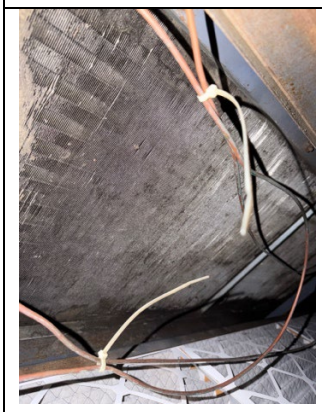
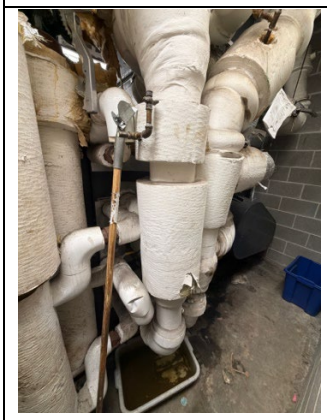
Mixed air temperatures at the presumed room temperature (>70F) suggest little to no outdoor air was introduced, consistent with the outdoor dampers commanded 0% open and the high occupied period CO2 levels. Filtering data by CO2 level to identify occupied periods shows the warm mixed air temperature with little influence by the outdoor air temperature.

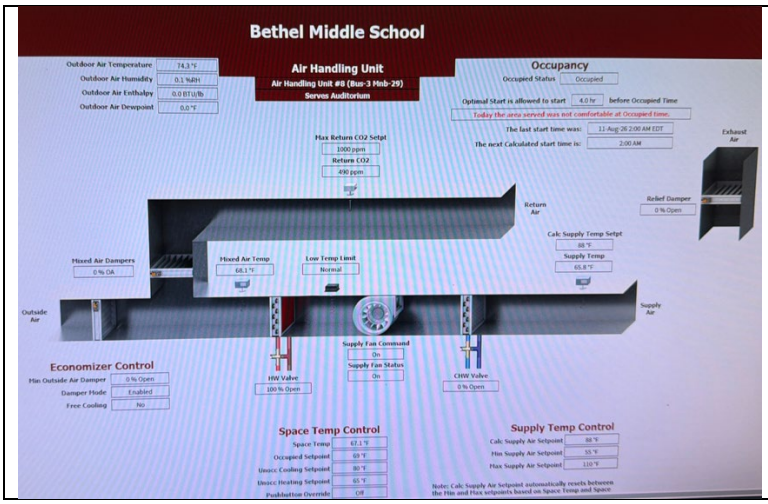




HVAC Review Notes

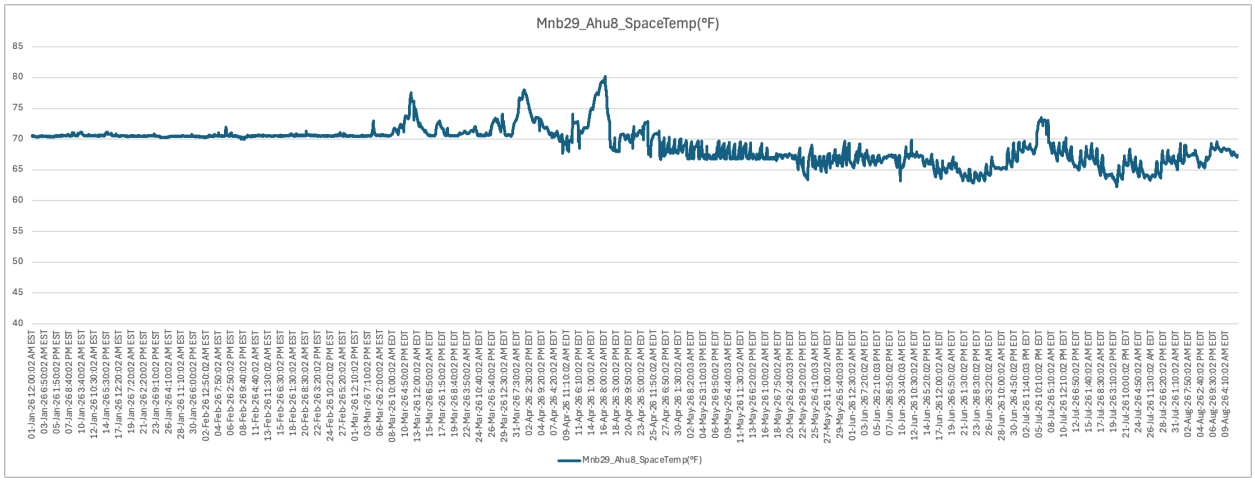
Tag	AHU-8
Location	Mech Room
Service	Auditorium
Type	Single Zone
Outdoor Air	Top duct
Filters	2 inch MERV-8
	Tag notes 7.5 hp fan motor
	Supply fan external mount with belt in shroud.
	OA damper (top) and RA damper (bottom) actuator and linkage.

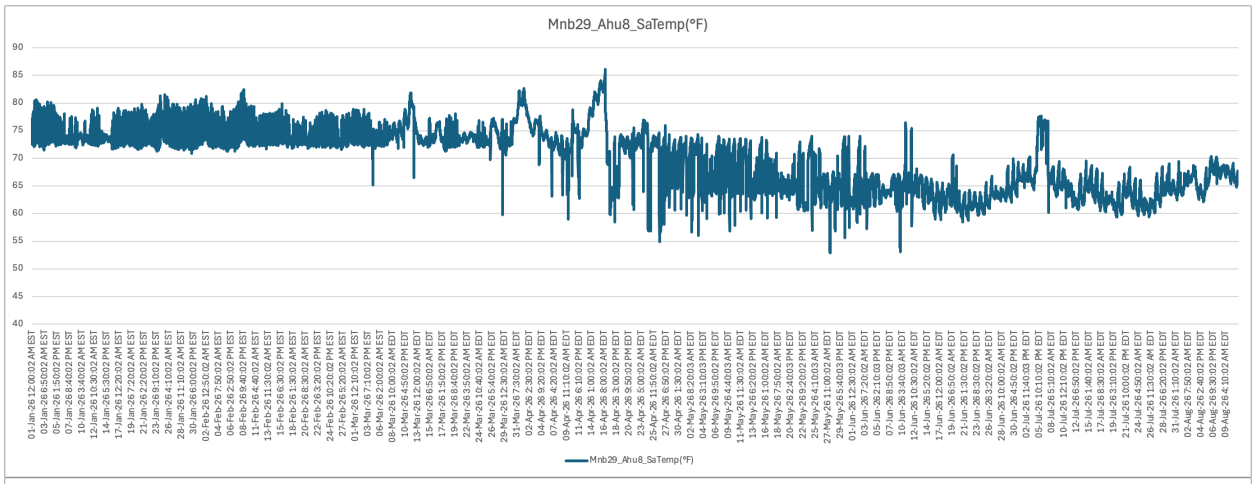
	OA damper (top) and RA damper (right)
	Filters installed through slots incasing.
	Dust on preheat coil. Mixed air temperature sensor loose in coil inlet space.
	Cooling coil mounted downstream of preheat coil. No access between coils.

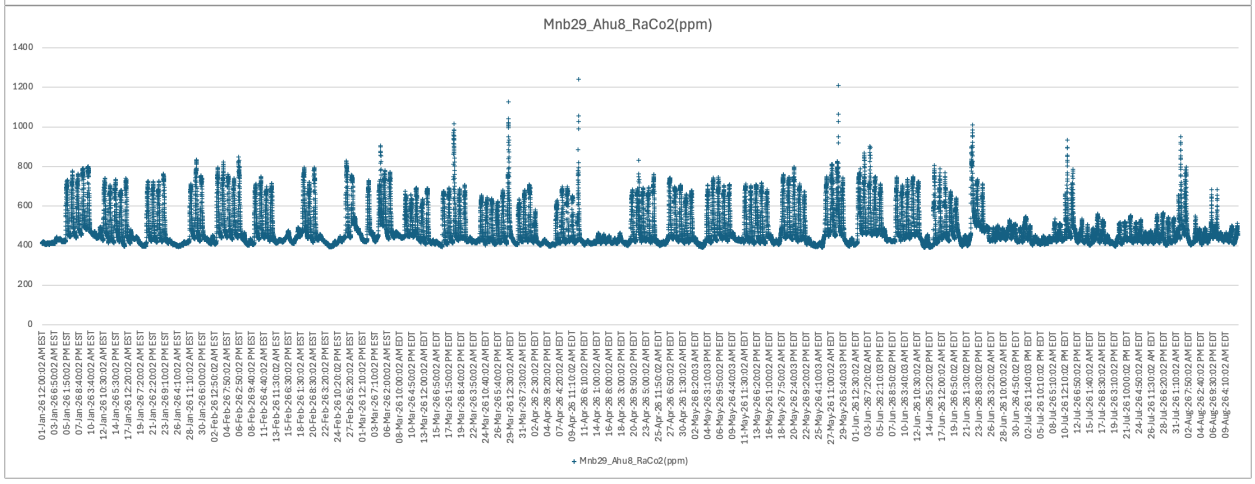
	BAS screen

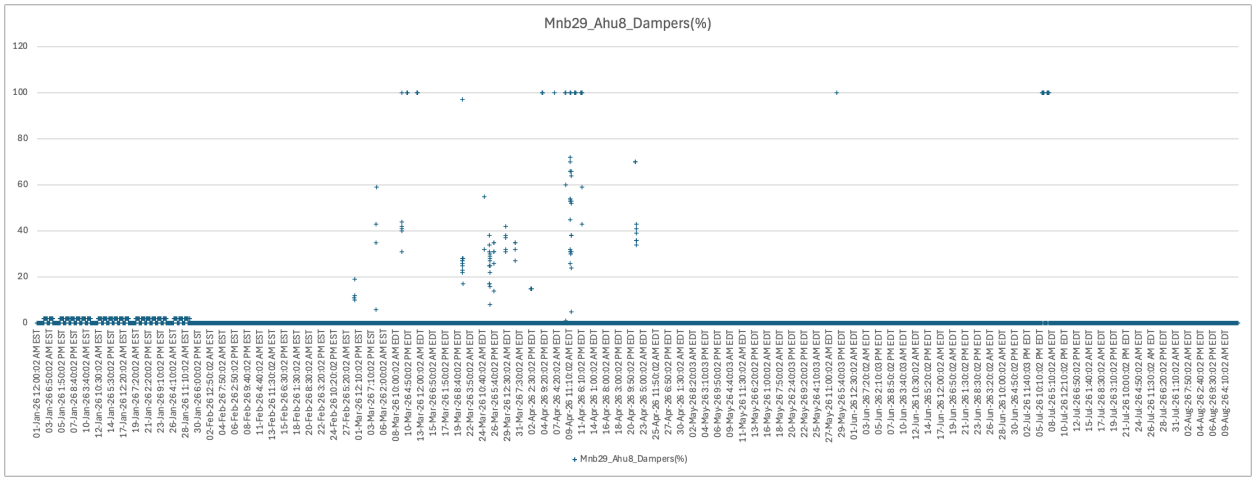
BAS Trends – Notes during school year

- Space temperature was maintained at 70F in the winter and overcooled to 65F in the summer
- AHU supply temperature was 70F to 80F in winter and 70F to 60F when cooling
- AHU return CO2 reached 750 ppm daily
- AHU minimum outdoor damper was 2% then 0%

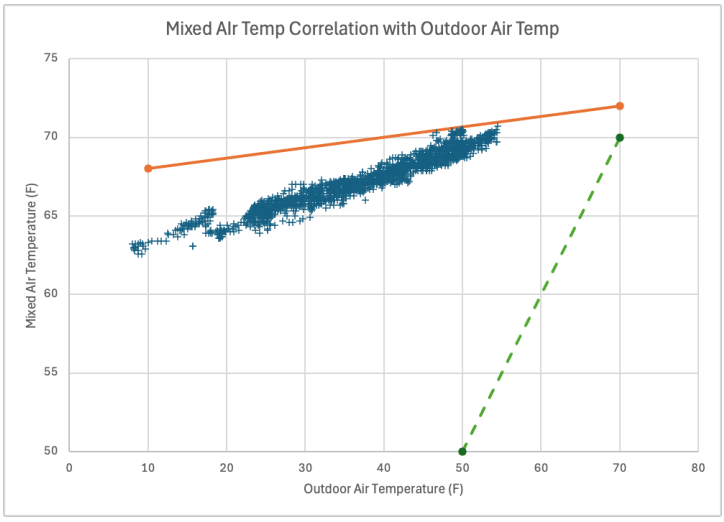


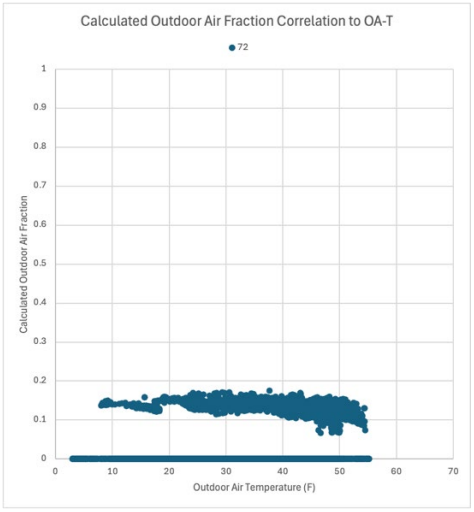

Mnb29_Ahu8_SaTemp(°F)
Mnb29_Ahu8_SaTemp(°F)

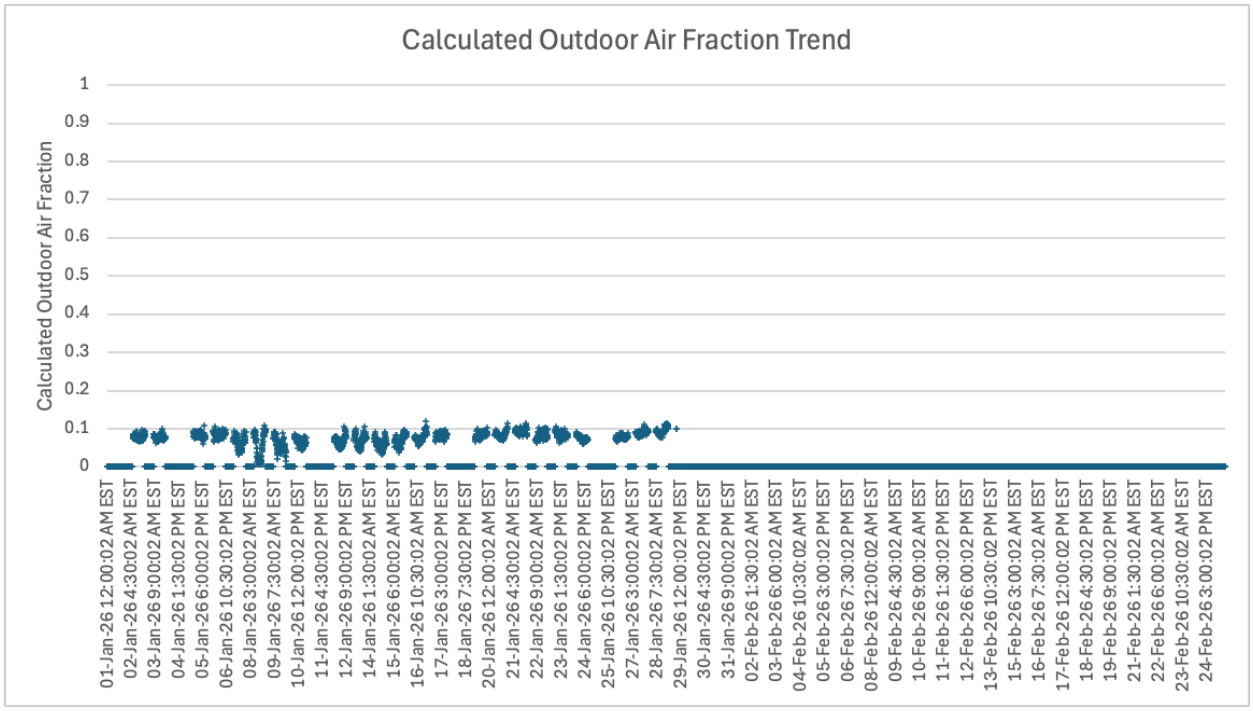

Mnb29_Ahu8_RaCo2(ppm)
Mnb29_Ahu8_RaCo2(ppm)


Mnb29_Ahu8_Dampers(%)
Mnb29_Ahu8_Dampers(%)

Mixed air temperature suggests 8% outdoor air fraction while damper was commanded open 2%. The damper was closed near the end of January

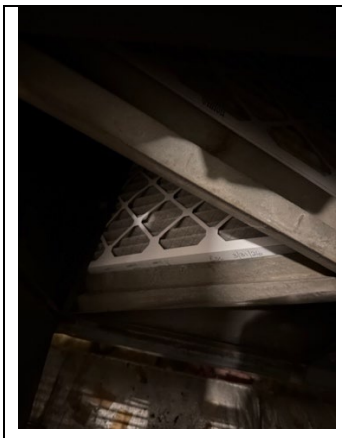
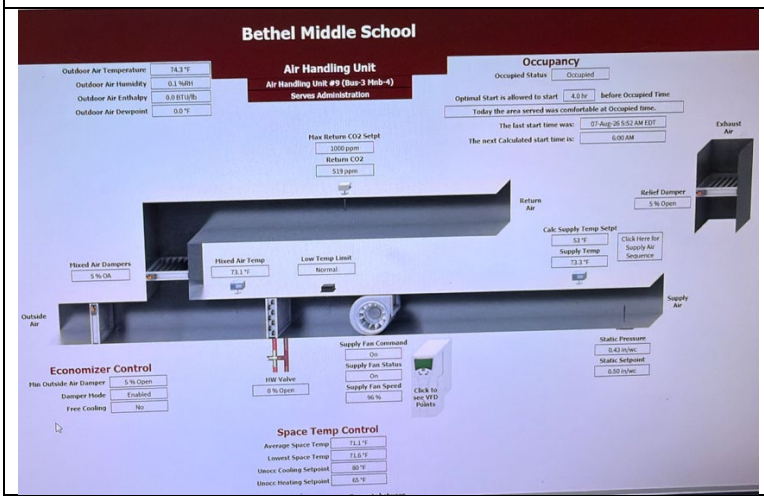






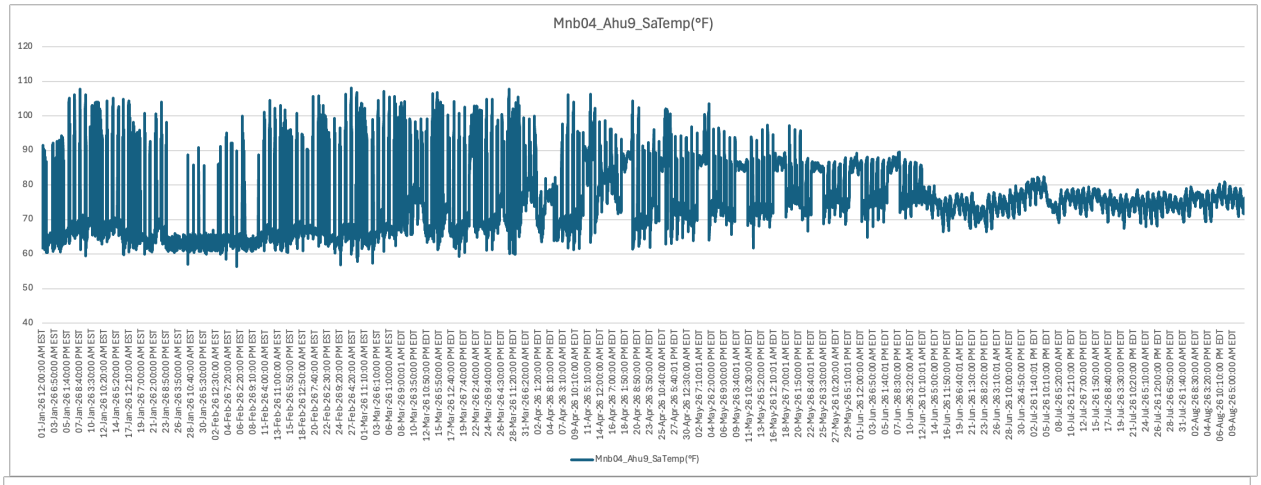
HVAC Review Notes

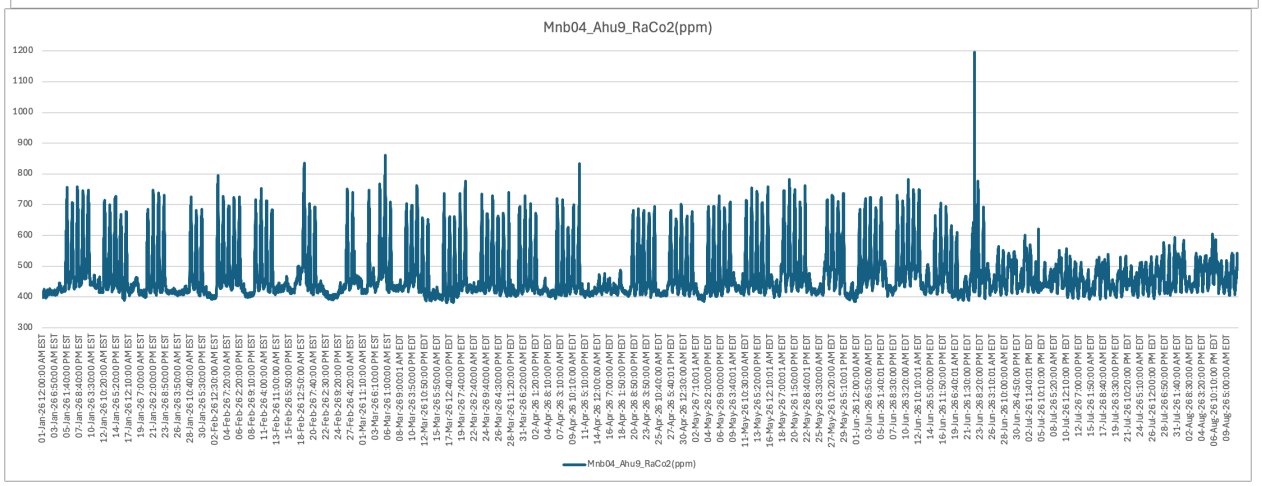
Tag	AHU-9
Location	Catwalk
Service	Administration
Type	Multi-Zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch Merv-8
	Trane tag 3 hp supply fan
	Actuator mounted on outdoor air damper and linked to return air damper.
	Return air damper (right) open. Outdoor air damper (top) closed.

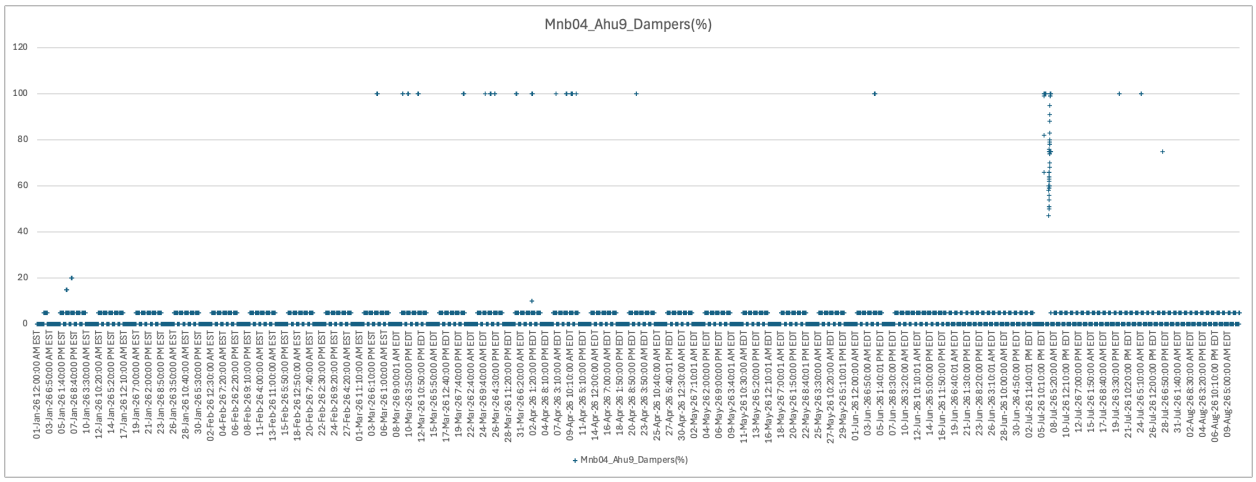
	Blank-off panels used to fill filter rack.
	Coil has debris around edges/. Mixed air temperature sensor mounted on coil face inlet.
	BAS Screen

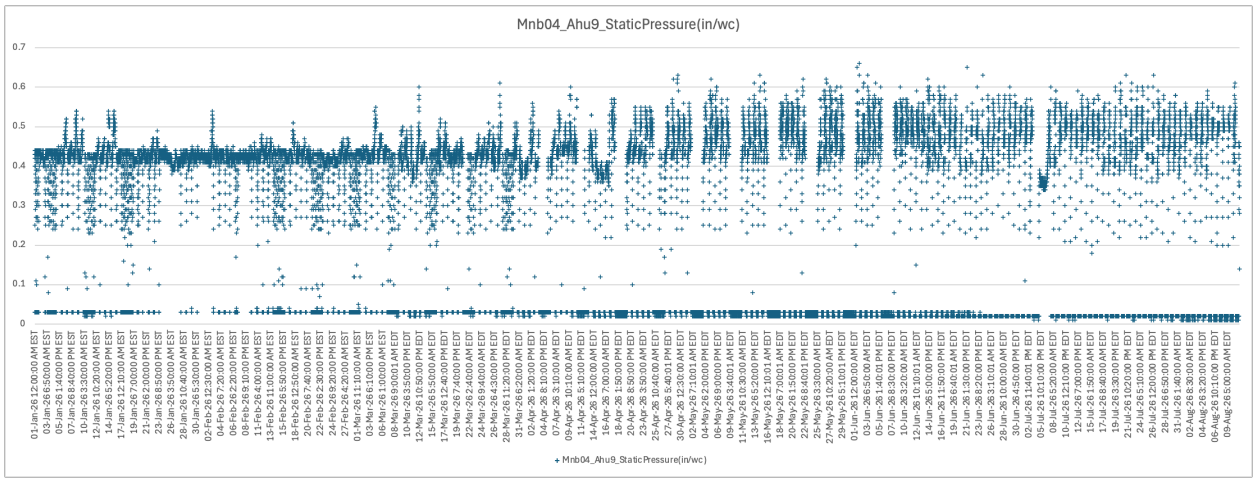
BAS Trends – Notes during school year

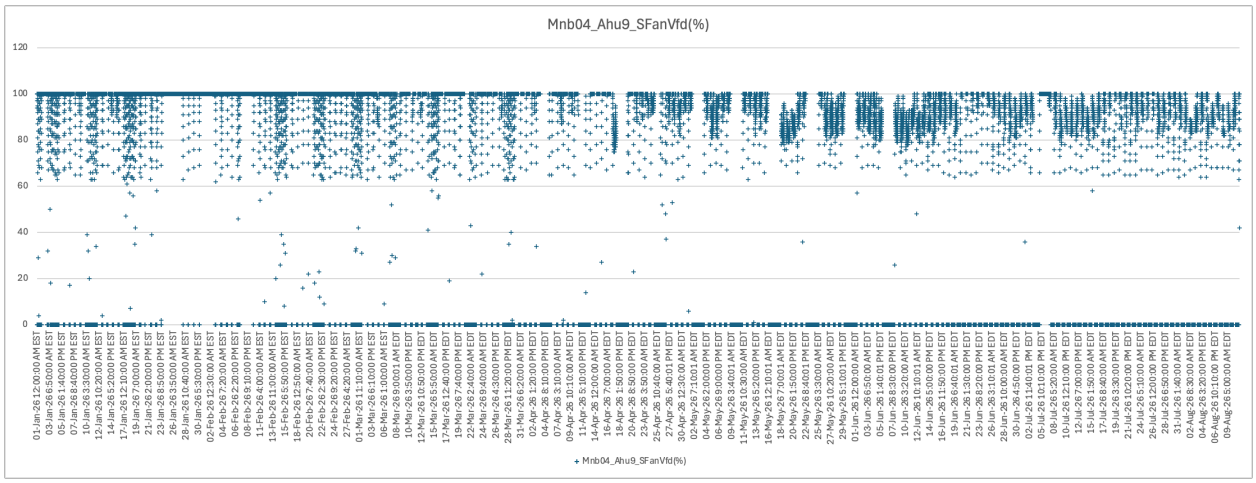
- AHU supply temperature often 65F in winter with some reset toward 60F (higher temps when unit is off)
- AHU return CO2 reached 750 ppm daily
- AHU minimum outdoor damper was 5%
- AHU static pressure was 0.45 in winter rising to 0.6 with warmer weather
- AHU fan speed was 100%



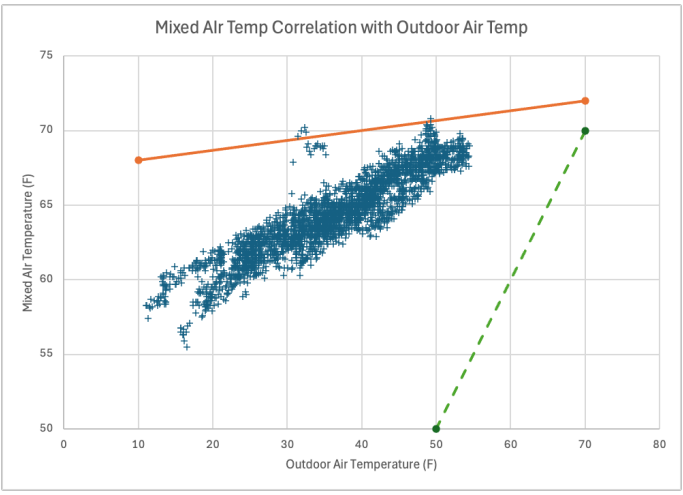


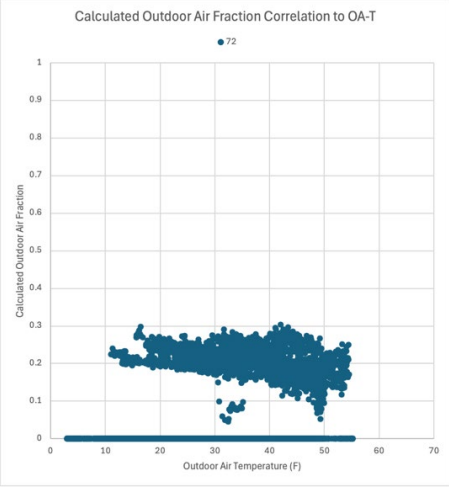


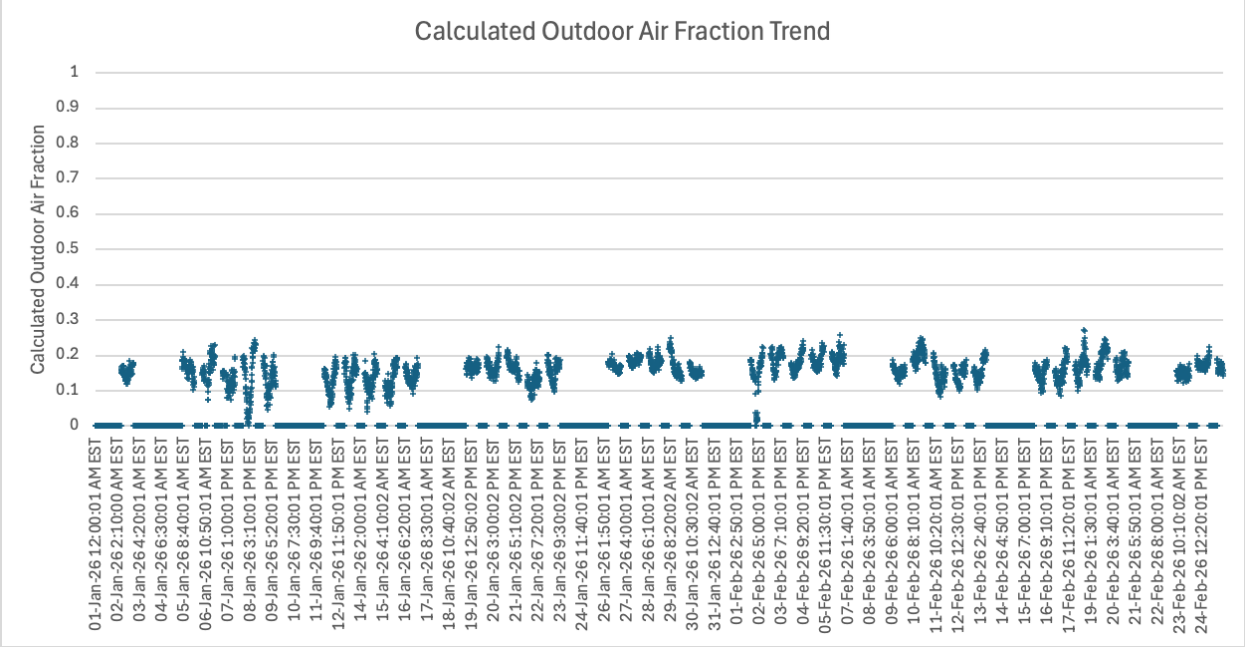

Mnb04_Ahu9_StaticPressure(in/wc)
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Mnb04_Ahu9_StaticPressure(in/wc)


Mnb04_Ahu9_SFanVfd(%)
120
100
80
60
40
20
0
Mnb04_Ahu9_SFanVfd(%)

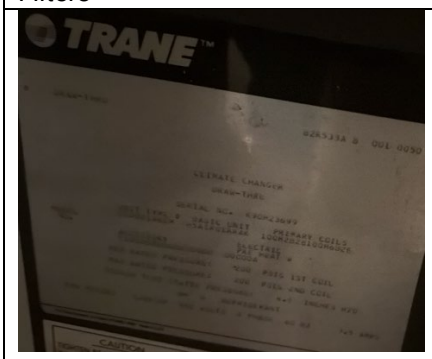
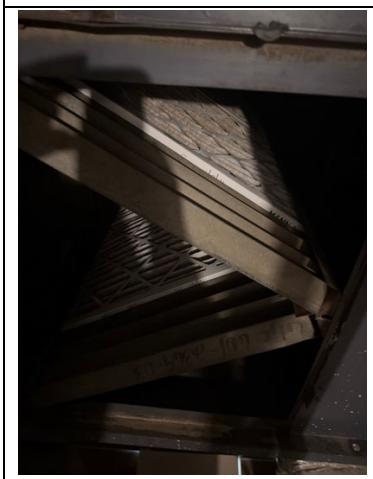
Mixed air temperature suggests 16% outdoor air fraction while damper was commanded open 5%.

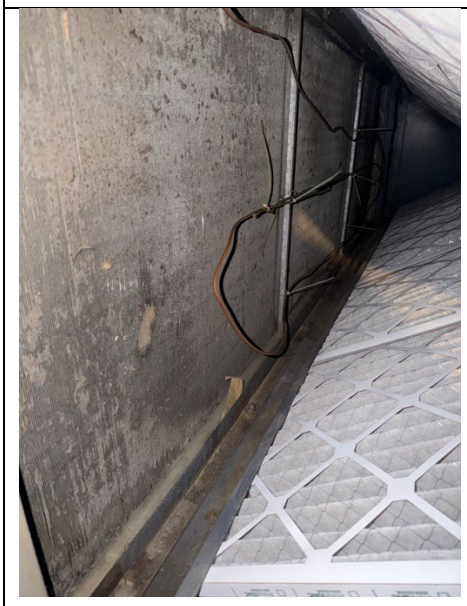
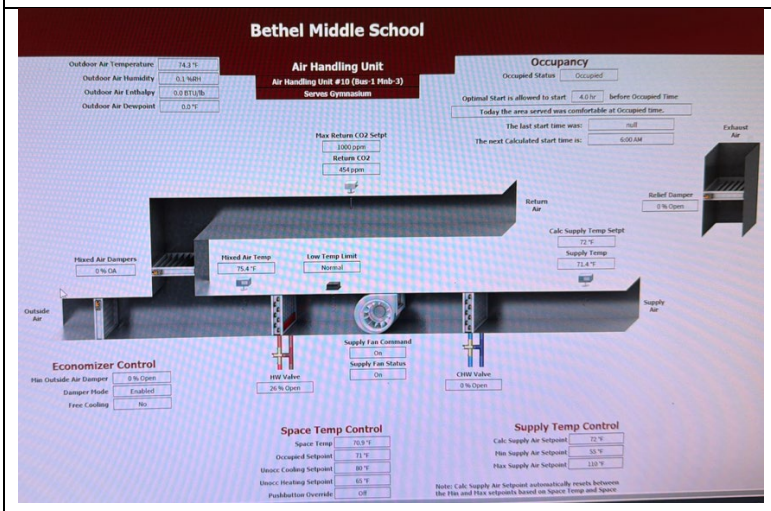






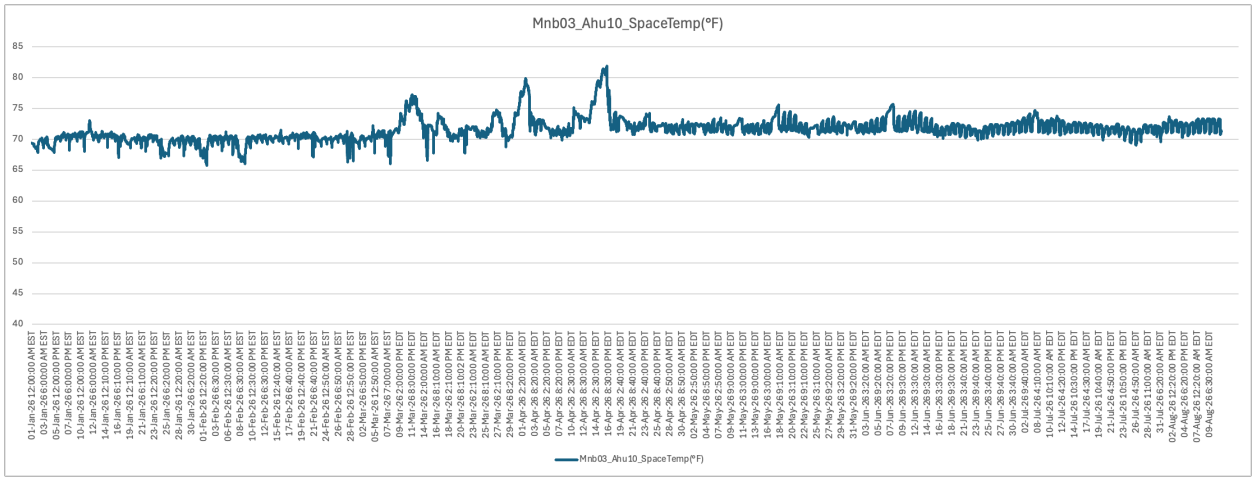
HVAC Review Notes

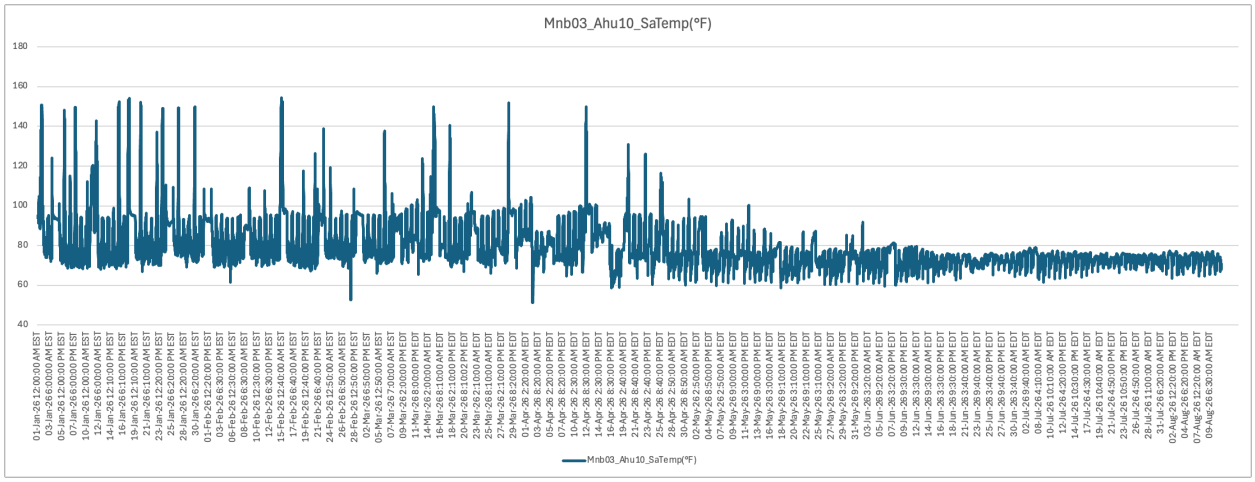
Tag	AHU-10
Location	Catwalk
Service	Gym
Type	Single Zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2-inch MERV-8
	Trane tag notes 5 hp supply fan motor
	Actuator installed on return. Damper and linked to outdoor damper.
	Blank-off panels used to fill filter rack

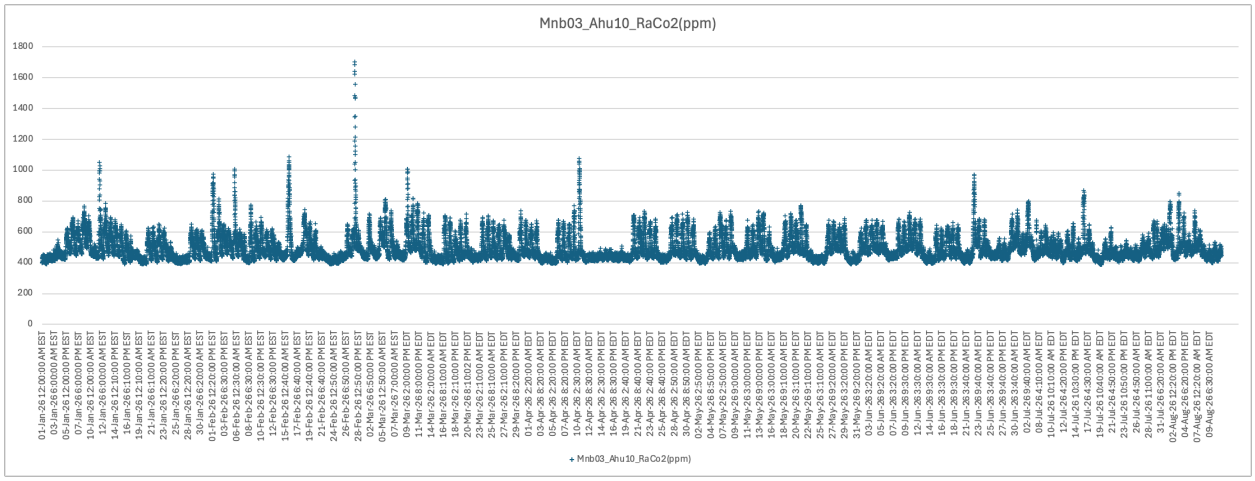
	Outdoor damper (top) closed. Return damper (right) open.
	Some debris on coil face. Mixed air temperature sensor mounted on coil face inlet.
	BAS screen

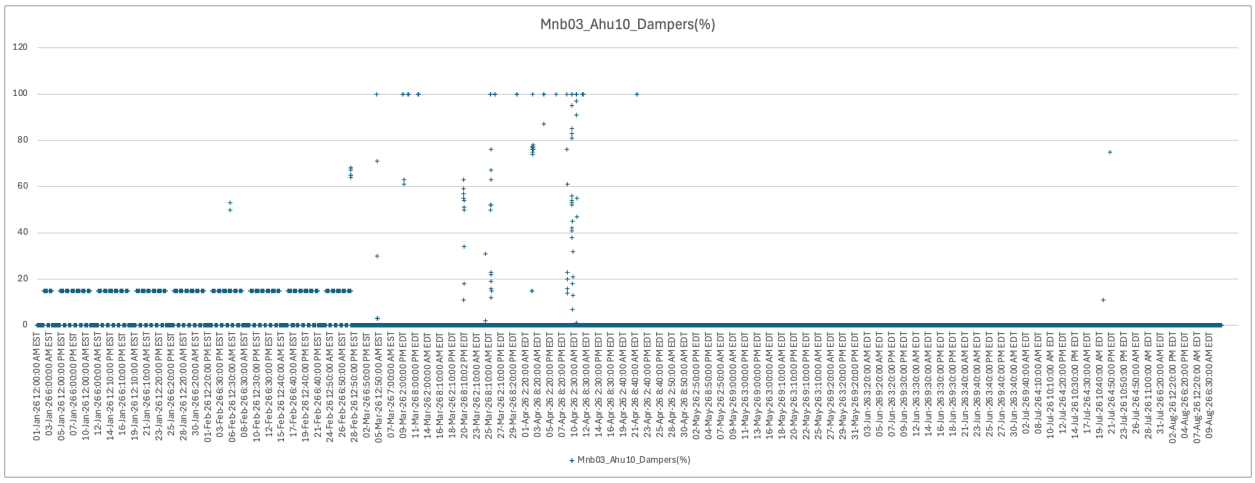
BAS Trends – Notes during school year

- Space temperature was maintained at 70F in the winter and 73F in the summer
- AHU supply temperature was 70F to 80F in winter and 70F to 65F when cooling
- AHU return CO2 reached 700 ppm daily
- AHU minimum outdoor damper was 15% then 0% after February

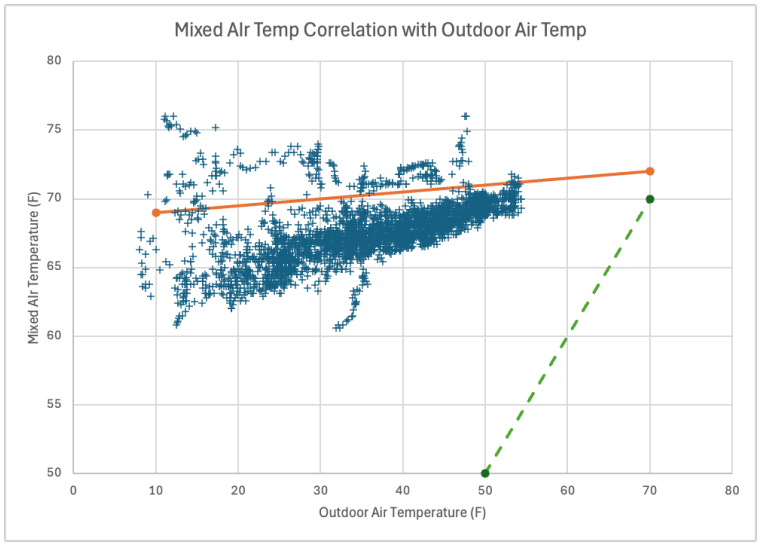

Mnb03_Ahu10_SpaceTemp(°F)
Mnb03_Ahu10_SpaceTemp(°F)

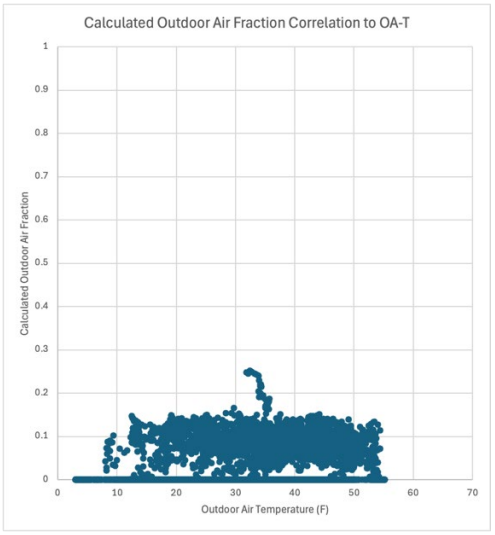

Mnb03_Ahu10_SaTemp(°F)
Mnb03_Ahu10_SaTemp(°F)

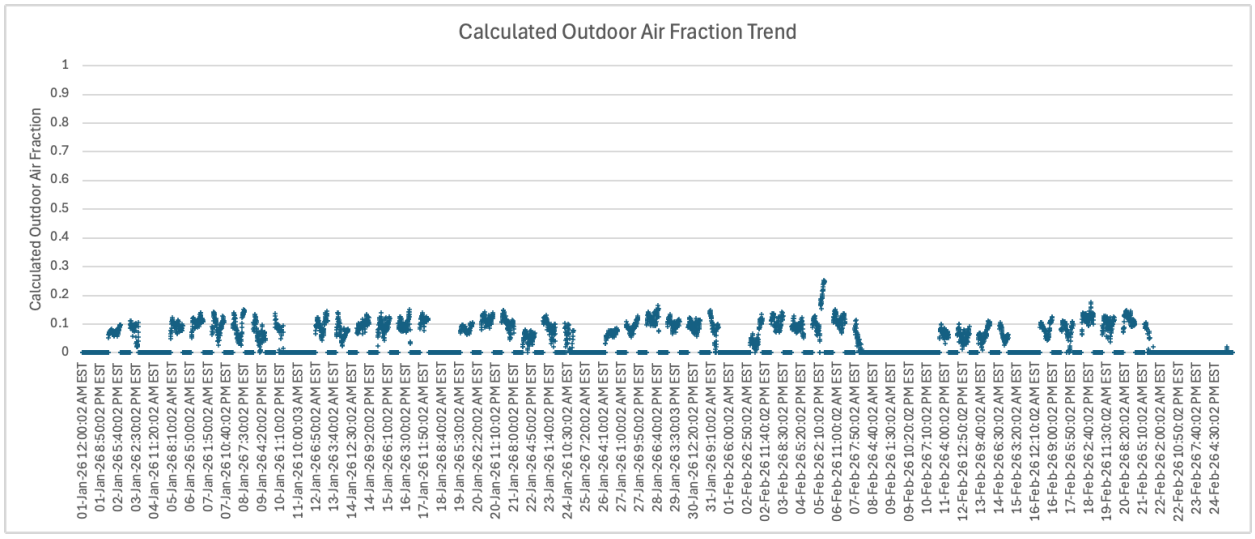

Mnb03_Ahu10_RaCo2(ppm)
Mnb03_Ahu10_RaCo2(ppm)



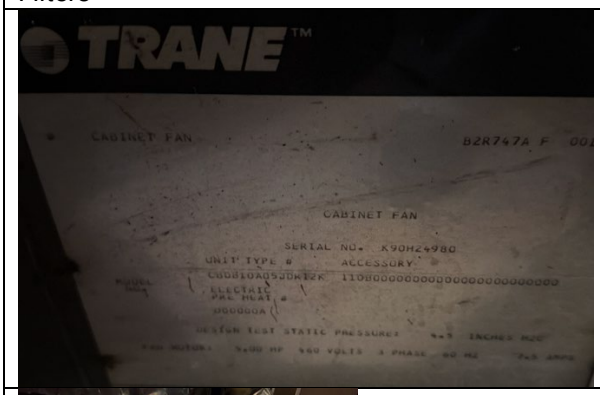
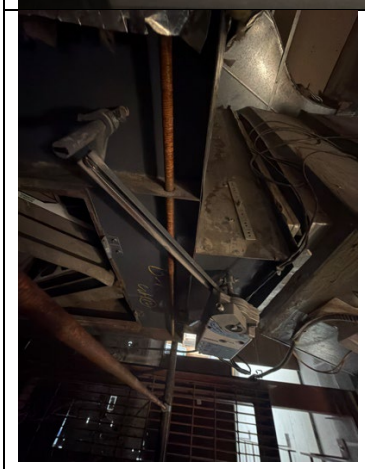
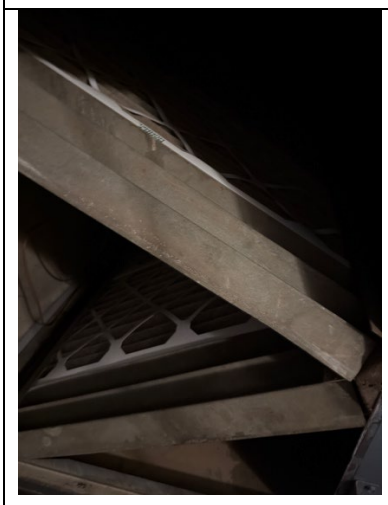
Mixed air temperature suggests 9% outdoor air fraction while damper was commanded open 15%. The damper was closed after February.

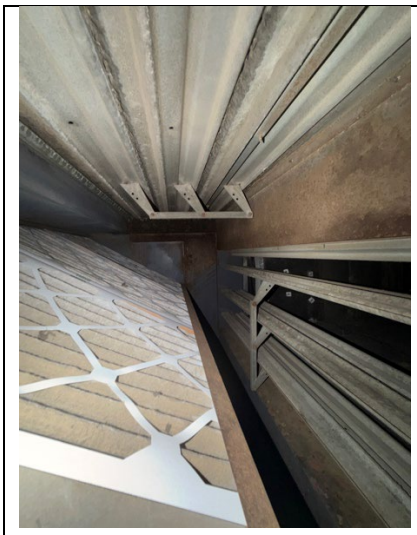
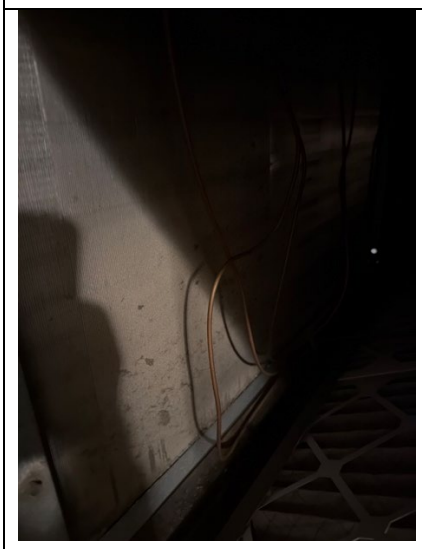
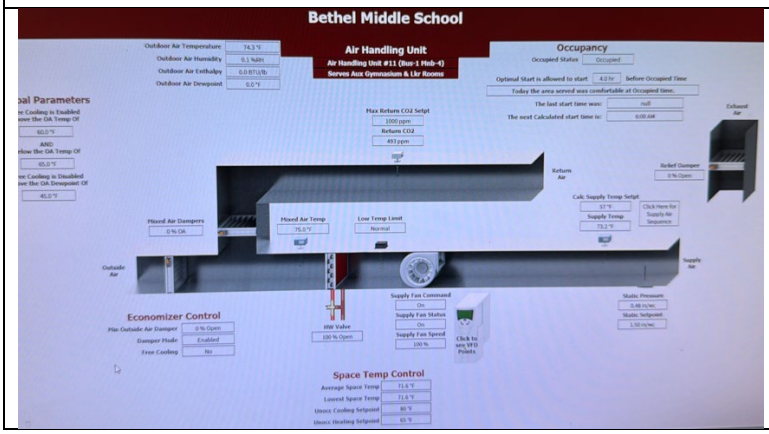






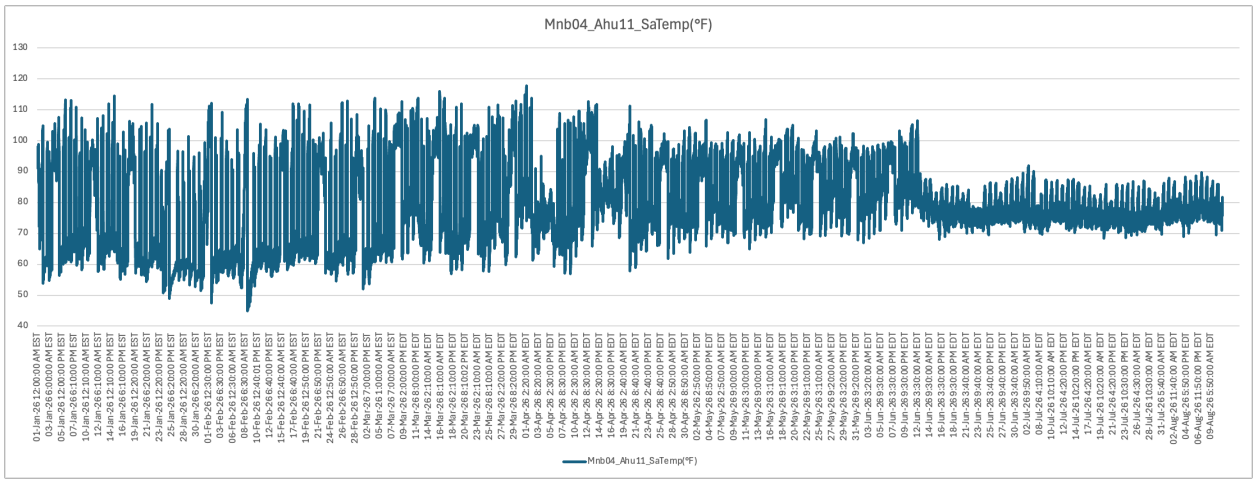
HVAC Review Notes

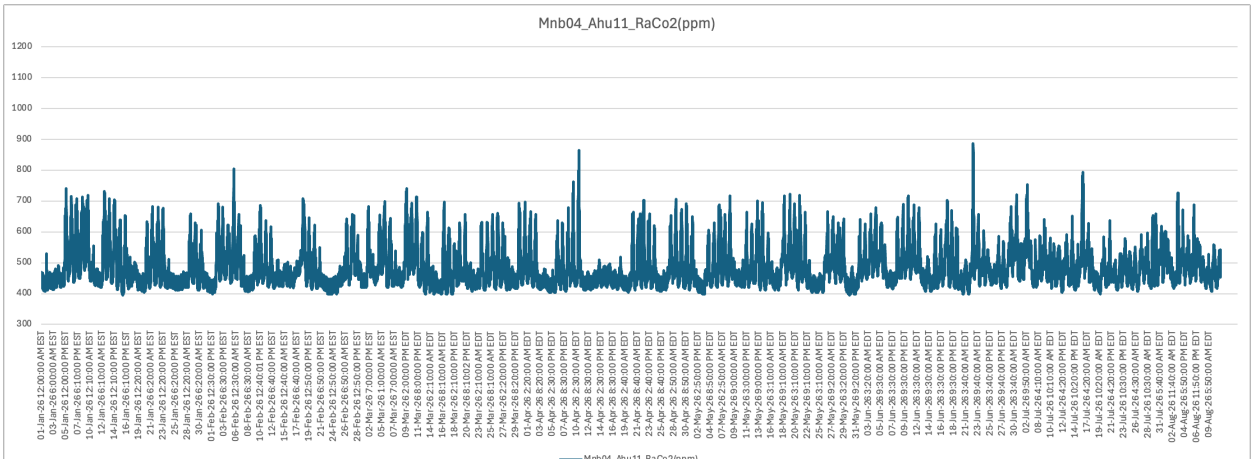
Tag	AHU-11
Location	Catwalk
Service	Aux Gym & Lockers
Type	Multi-zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch Merv-8.
	Trane tag notes 5 hp supply fan motor
	Actuator installed on return air damper and linked to outdoor air damper
	Blank-off panels used to fill filter rack

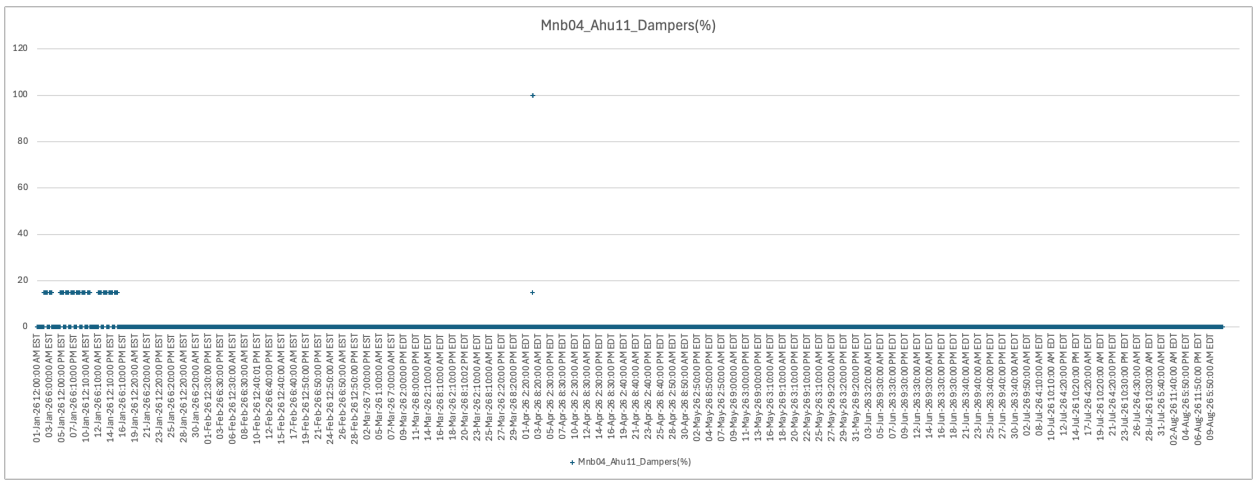
	Return air damper (right) open. Outdoor damper (top) closed.
	Coil shows dirt build up on lower section
	BAS Screen

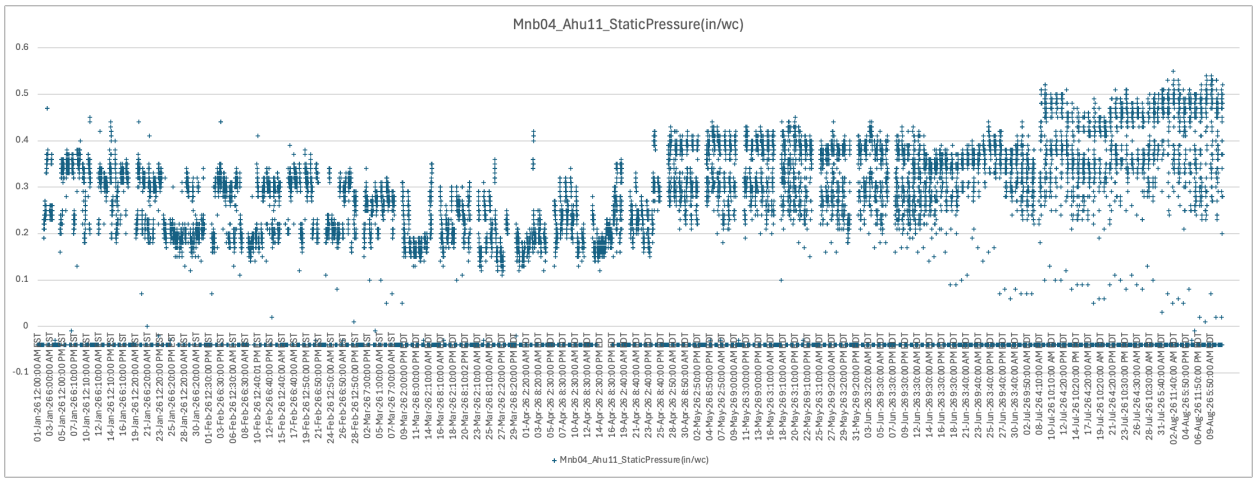
BAS Trends – Notes during school year

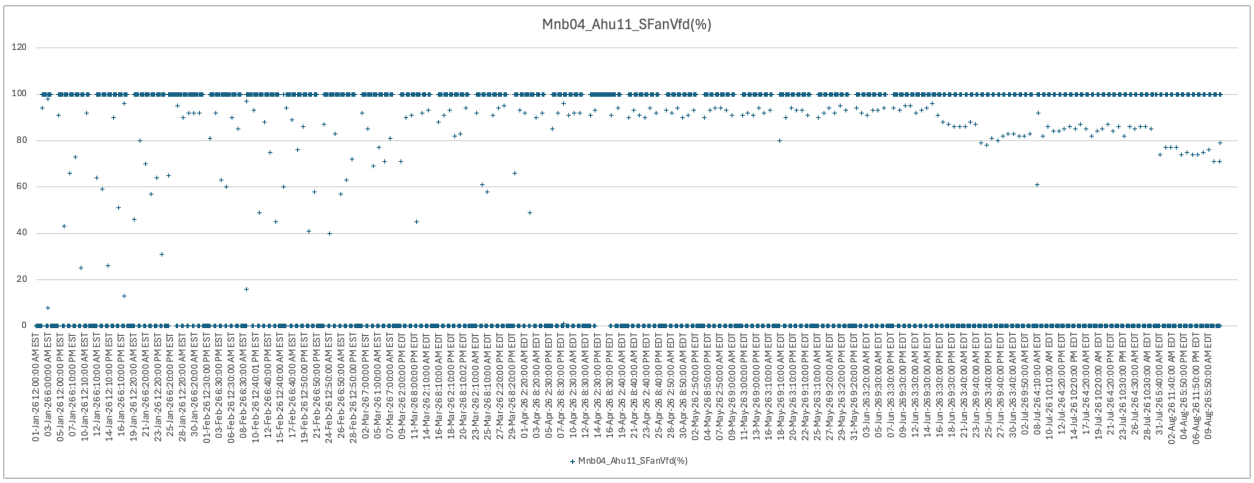
- AHU supply temperature often 65F in winter with some reset toward 55F (higher temps when unit is off)
- AHU return CO2 reached 650 ppm daily
- AHU minimum outdoor damper was 15% until mid-January then 0%
- AHU static pressure was 0.2 to 0.4 in wc
- AHU fan speed was 100%
- AHU hot water valve is open 100% continuously



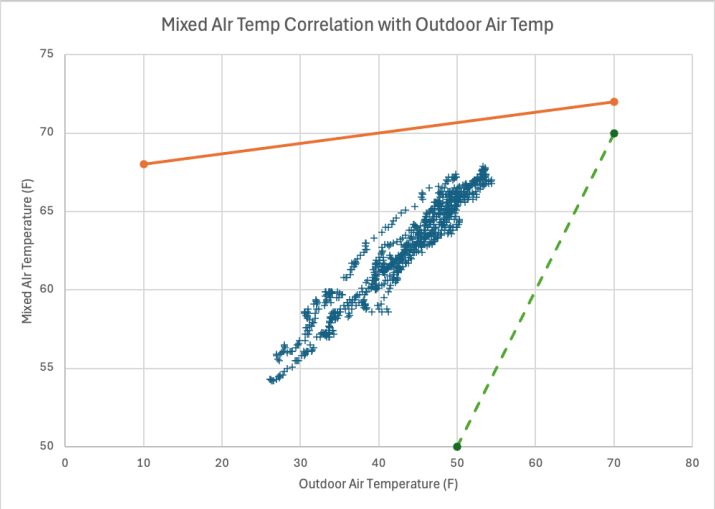


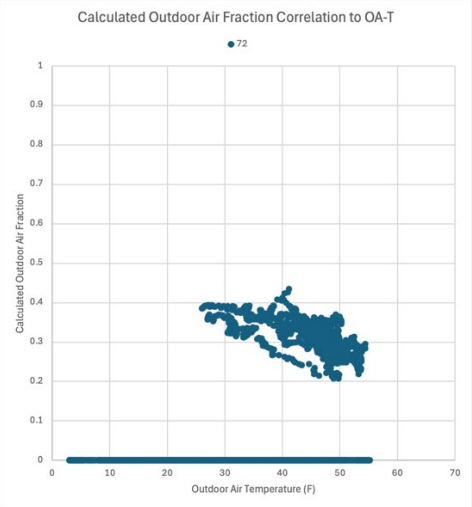


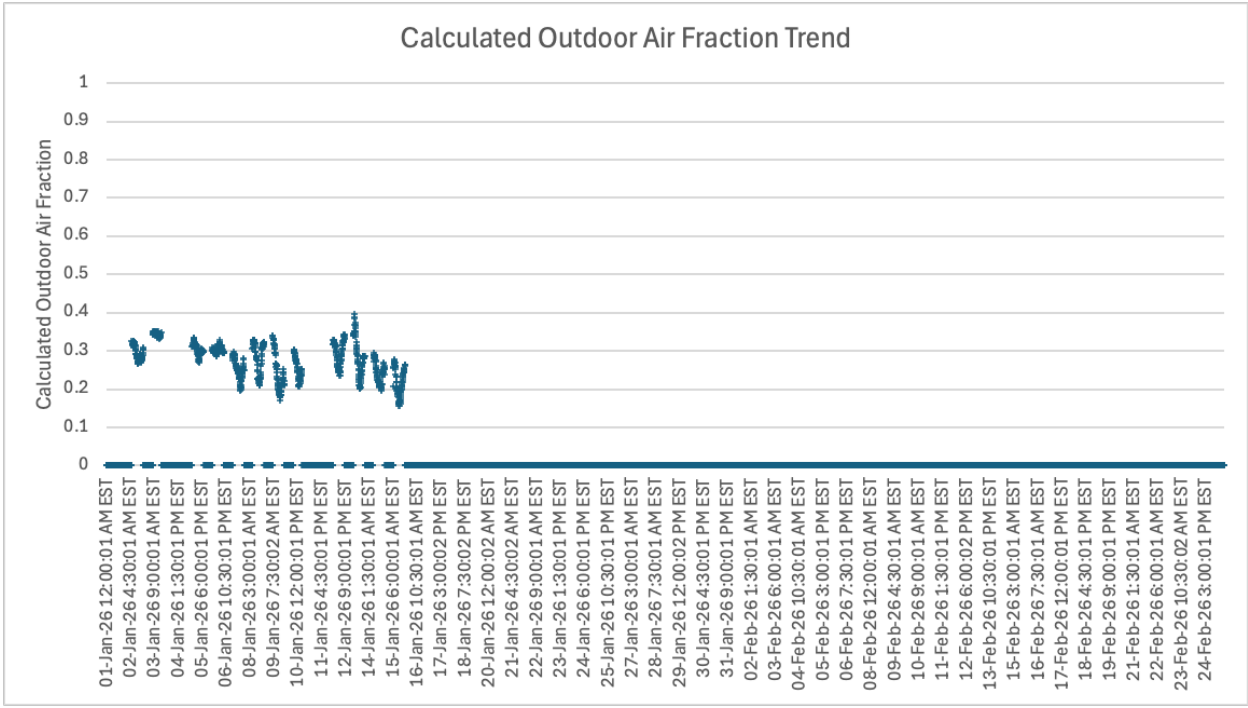

Mnb04_Ahu11_StaticPressure(in/wc)
0.6
0.5
0.4
0.3
0.2
0.1
0
-0.1
Mnb04_Ahu11_StaticPressure(in/wc)


Mnb04_Ahu11_SFanVfd(%)
120
100
80
60
40
20
0
Mnb04_Ahu11_SFanVfd(%)

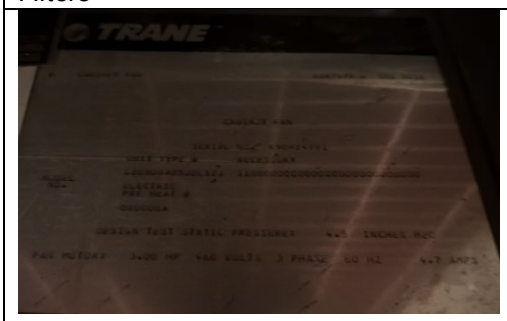
The outdoor air damper was only commanded open 15% until mid-January. During this period the mixed air temperature suggests 27% of the system flow was outdoor air.

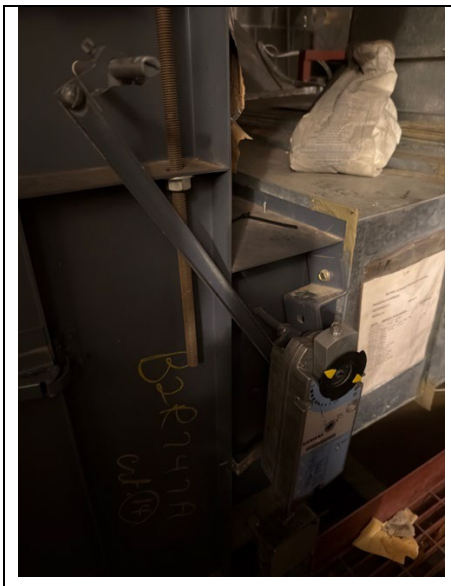
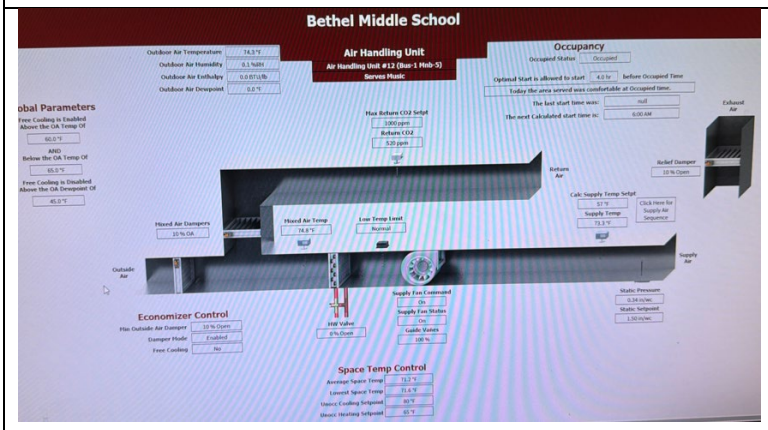






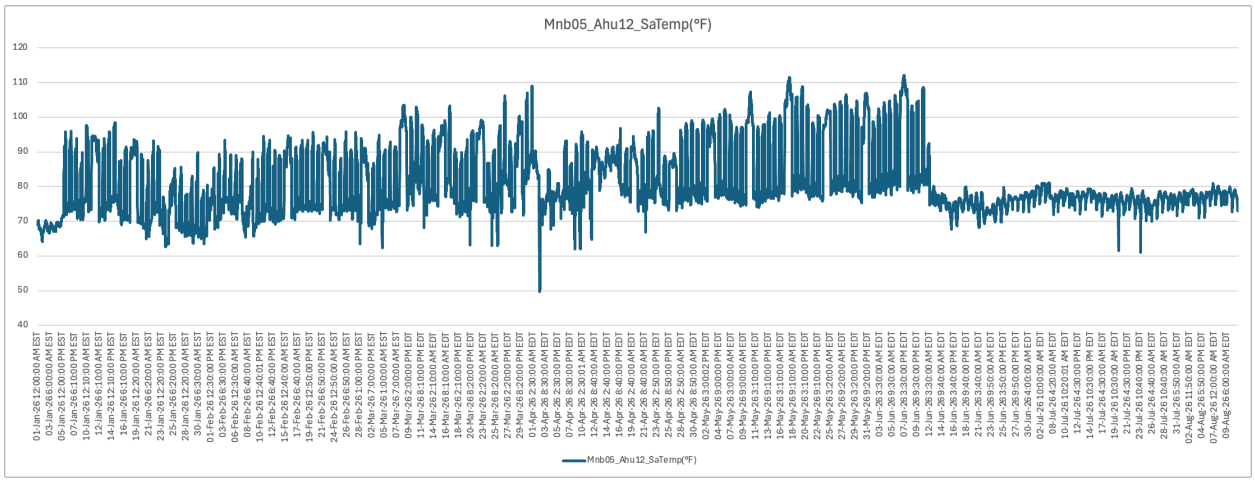
HVAC Review Notes

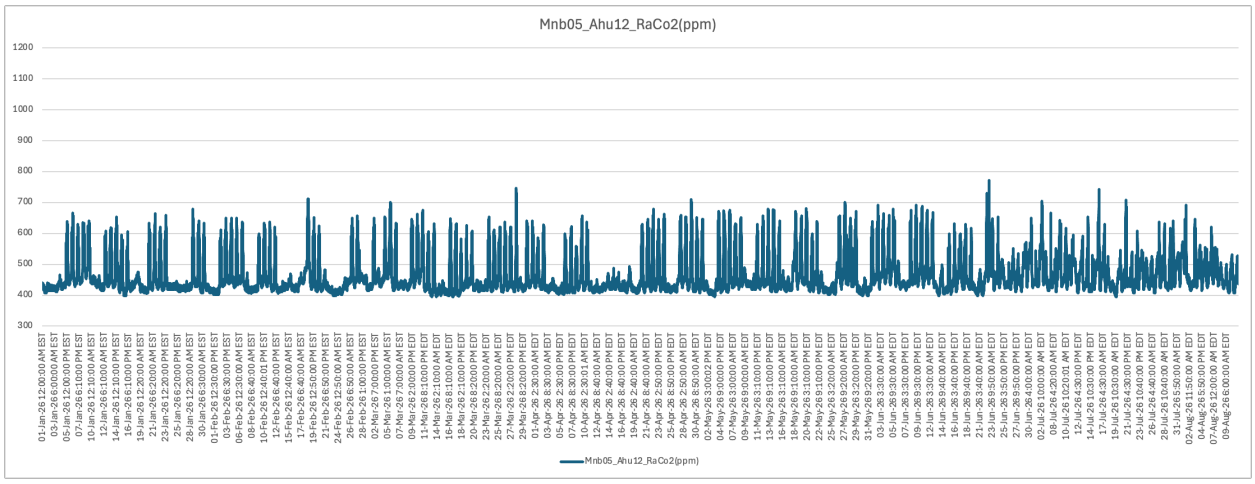
Tag	AHU-12
Location	Catwalk
Service	Music
Type	Multi-zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch MERV-8
	Trane tag notes 3 hp supply fan
	Outdoor air damper (top) closed. Return air damper (right) open
	Coil is fairly clean. Mixed air temperature sensor is loose at coil inlet.

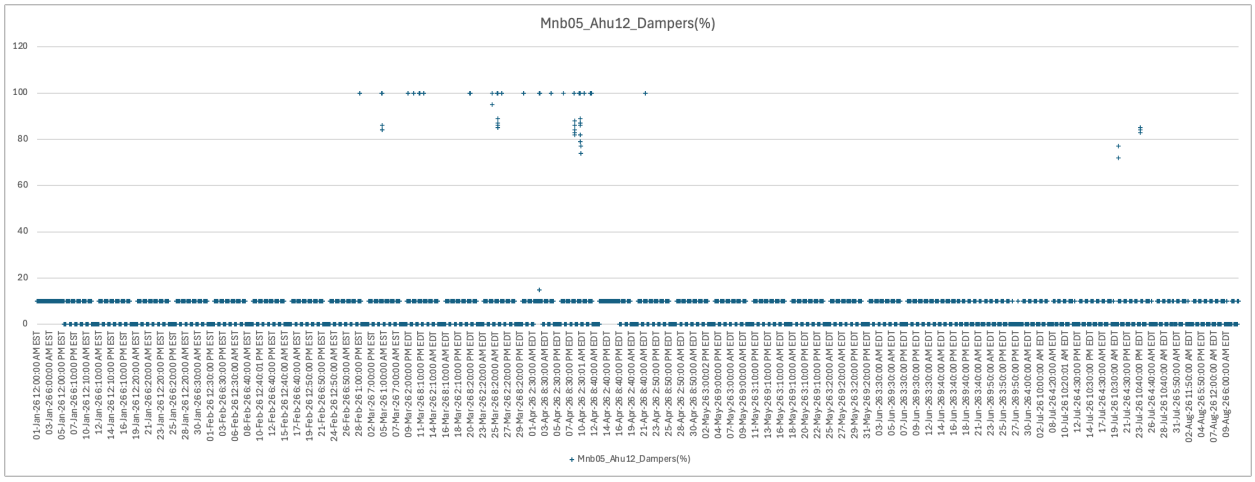
	Actuator mounted on return damper and linked to outdoor air damper (top)
	BAS Screen

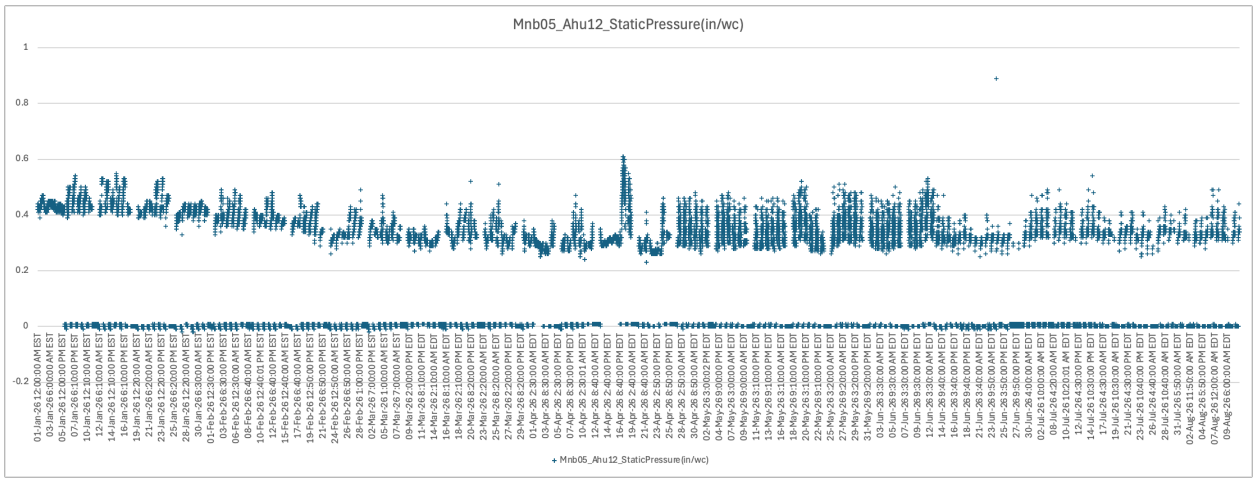
BAS Trends – Notes during school year

- AHU supply temperature often 75F in winter with some reset toward 65F (higher temps when unit is off)
- AHU return CO2 reached 650 ppm daily
- AHU minimum outdoor damper was 10%
- AHU static pressure was 0.2 to 0.4 in wc

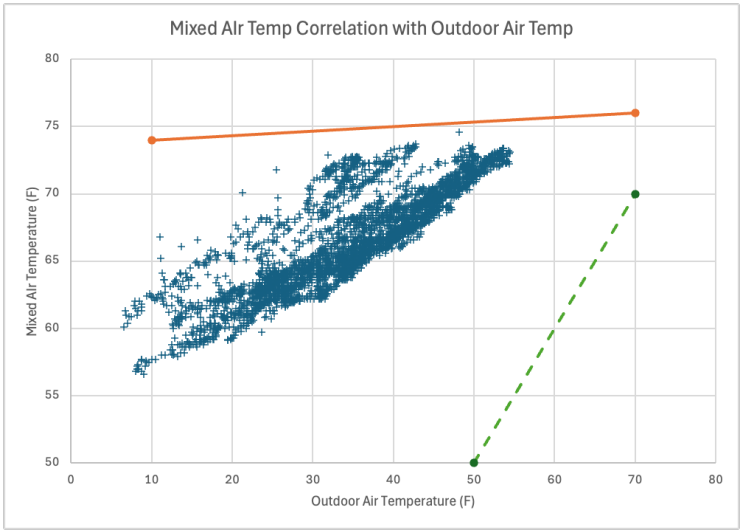

Mnb05_Ahu12_SaTemp(°F)
120
110
100
90
80
70
60
50
40
Mnb05_Ahu12_SaTemp(°F)

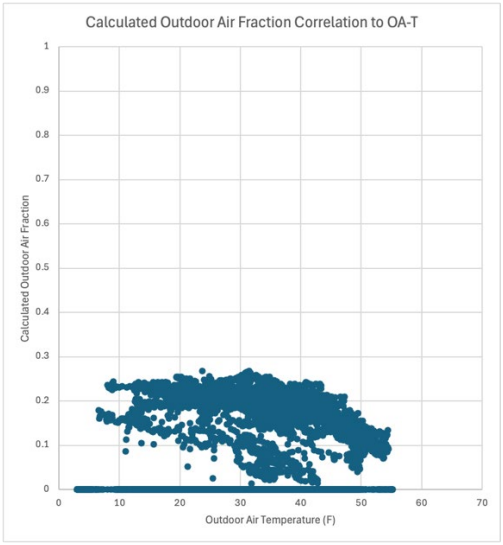

Mnb05_Ahu12_RaCo2(ppm)
1200
1100
1000
900
800
700
600
500
400
300
Mnb05_Ahu12_RaCo2(ppm)

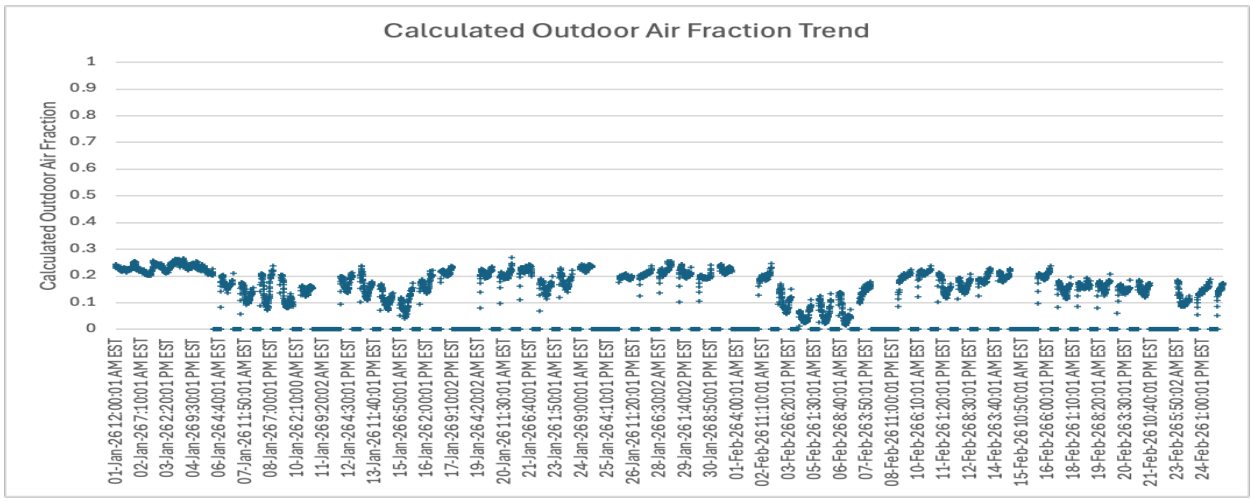

Mnb05_Ahu12_Dampers(%)
120
100
80
60
40
20
0
Mnb05_Ahu12_Dampers(%)



Mixed air temperatures suggest about 20% outdoor air fraction when the dampers are commanded open 10%.

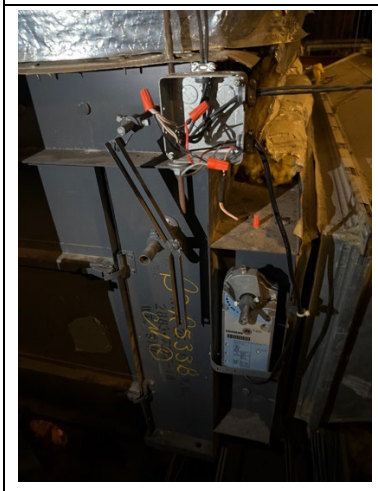
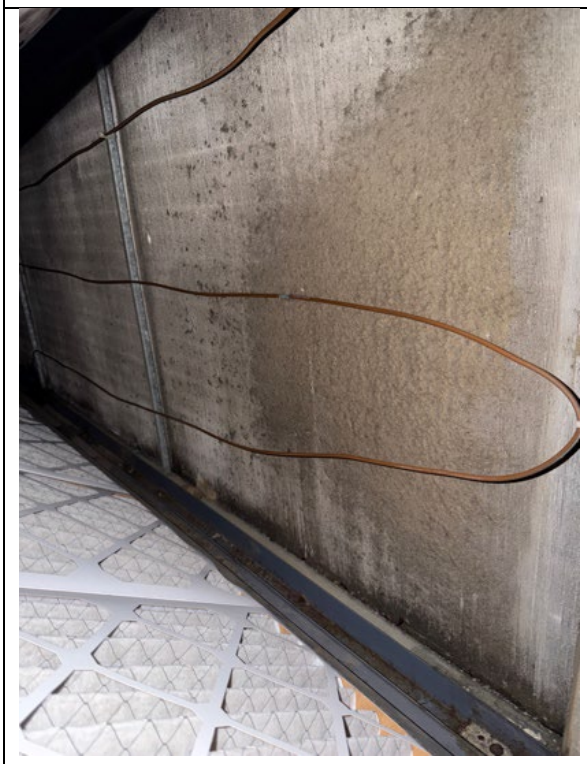


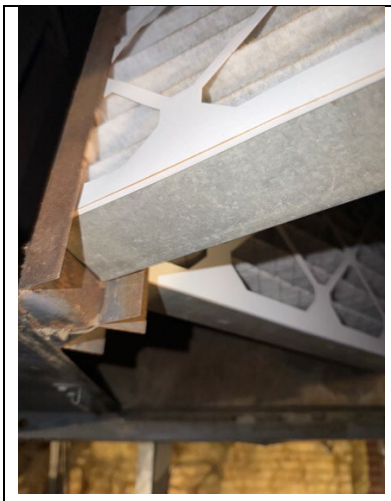
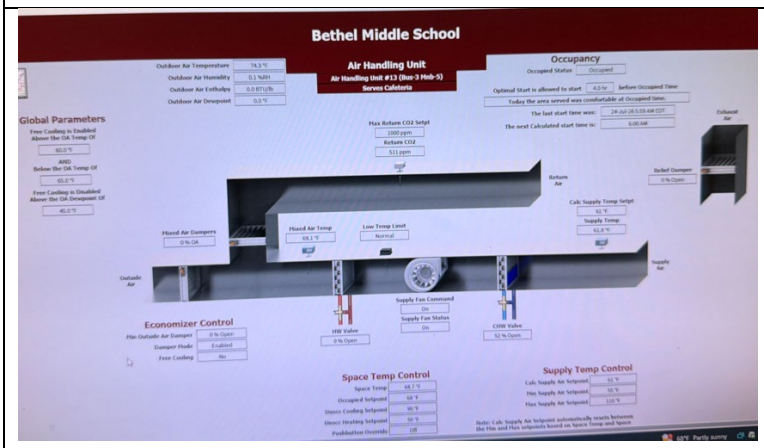




HVAC Review Notes

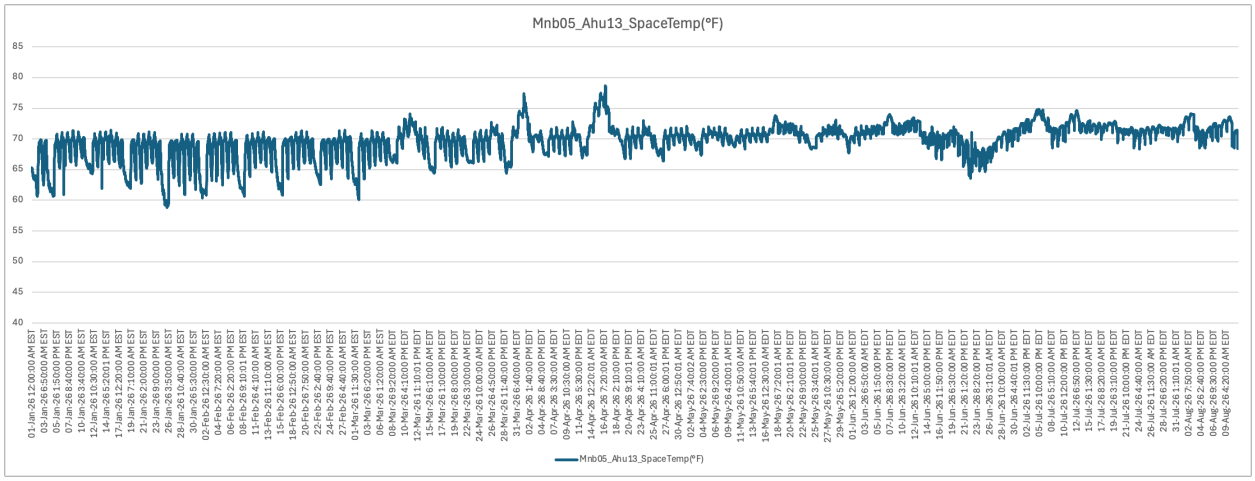
Tag	AHU-13
Location	Catwalk
Service	Cafeteria

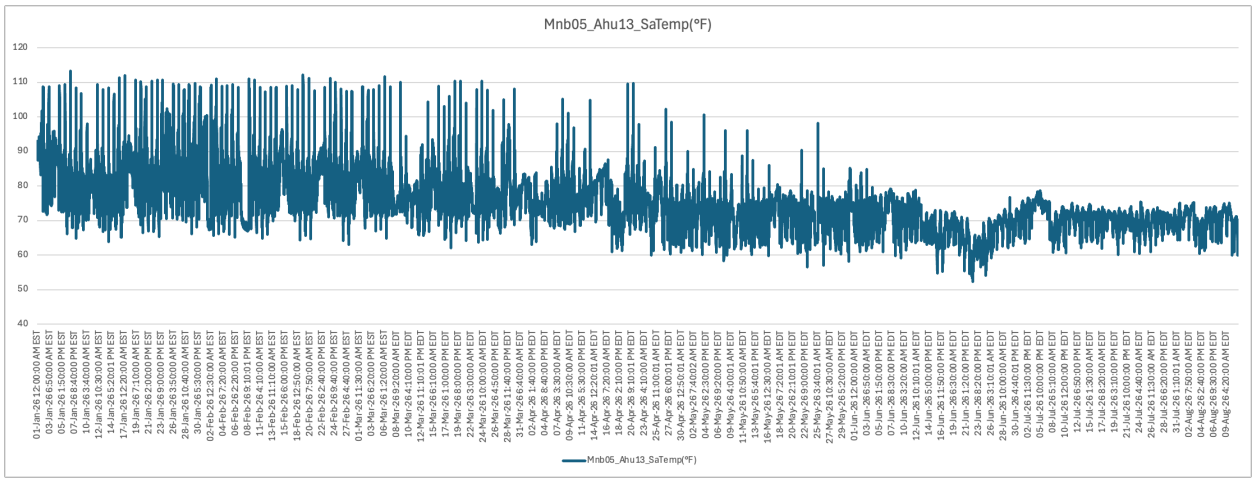
Type	Single Zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch MERV-8
 	Actuator mounted on return damper. Link to outdoor air damper is disconnected. Dampers are linked together on other side. Do dampers move?
	Significant debris blocking coil. Mixed air temperature sensor mounted on coil face inlet.

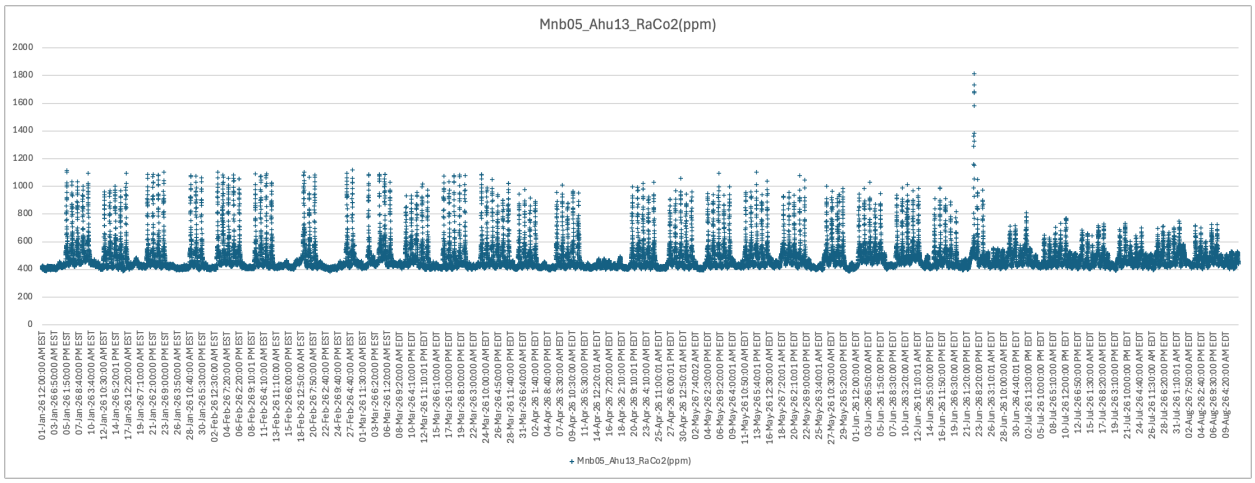
	Triangular blank-off panel is too narrow to stay across gap. It rotates and slides under filter allowing air to bypass around filter and clog coil.
	BAS Screen

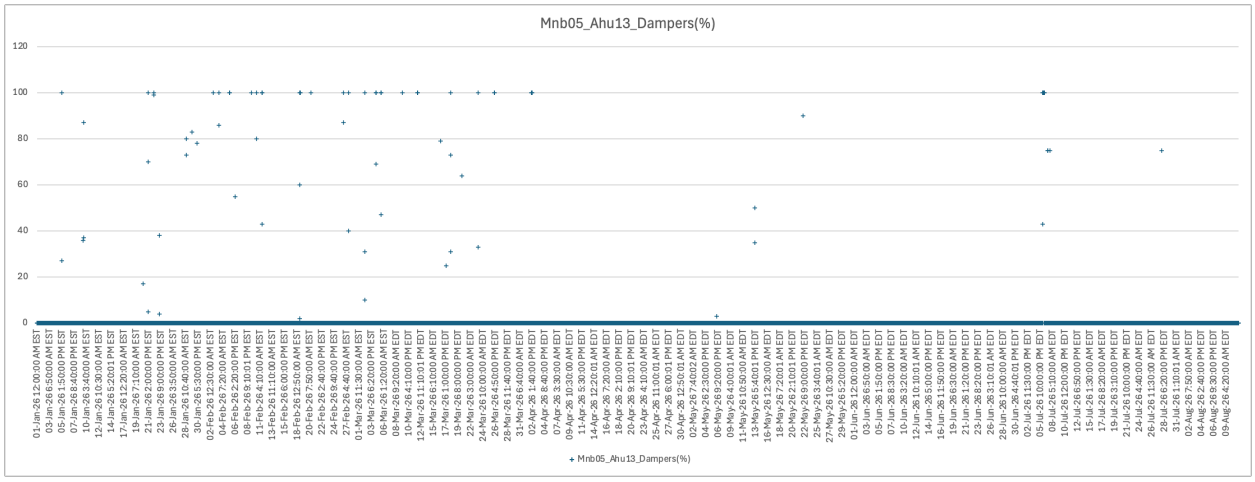
BAS Trends – Notes during school year

- Space temperature was maintained at 70F in the winter and 72F in the summer
- AHU supply temperature was 70F to 80F in winter and 70F to 65F when cooling
- AHU return CO2 reached 1100 ppm daily
- AHU minimum outdoor damper was 0%

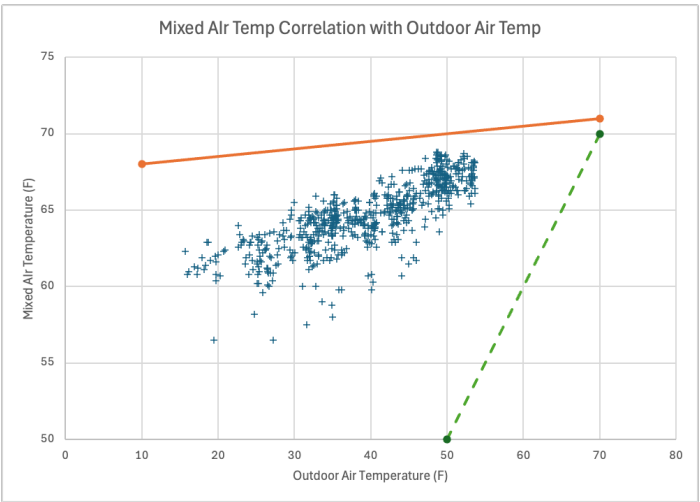


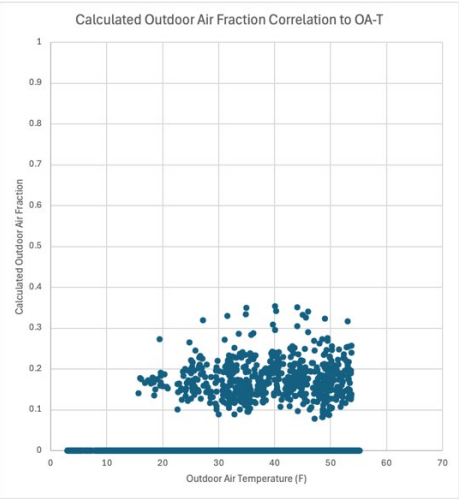

Mnb05_Ahu13_SaTemp(°F)
Mnb05_Ahu13_SaTemp(°F)

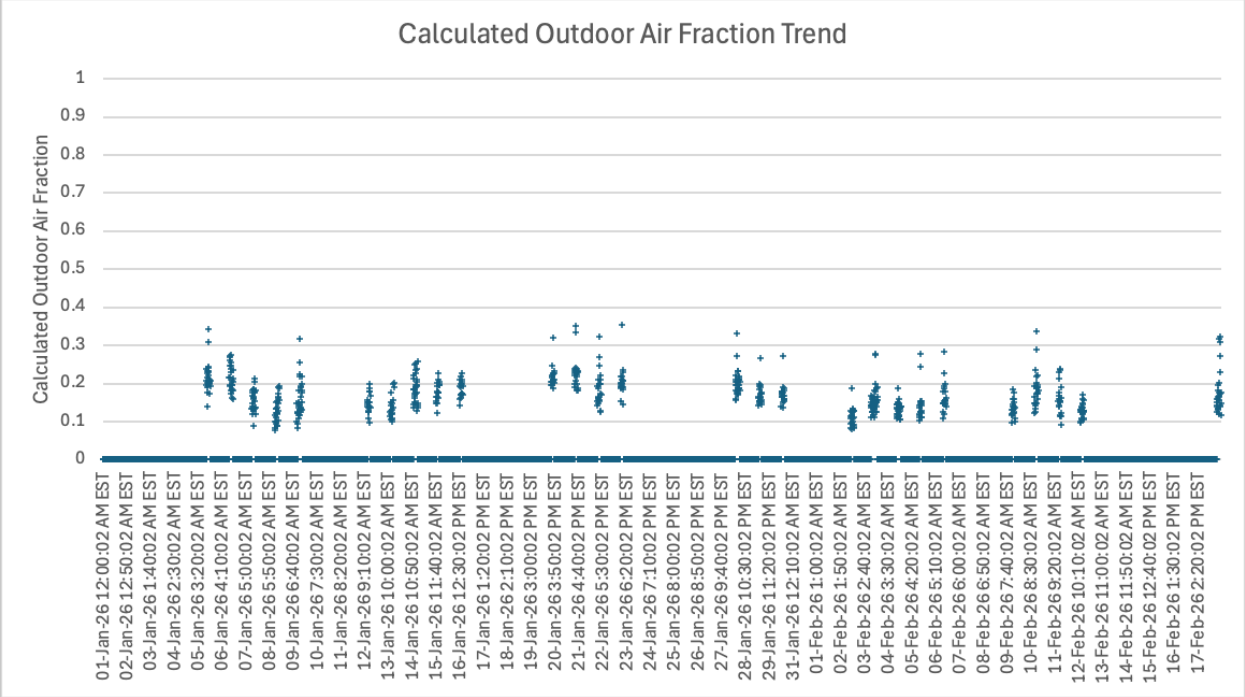

Mnb05_Ahu13_RaCo2(ppm)
Mnb05_Ahu13_RaCo2(ppm)


Mnb05_Ahu13_Dampers(%)
Mnb05_Ahu13_Dampers(%)

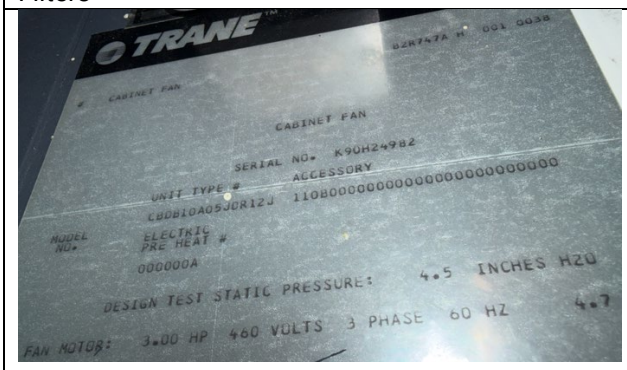
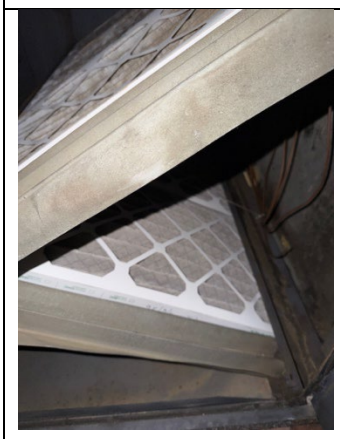
The outdoor air damper was never commanded open so trend data could not be filtered to isolate occupied periods. The high CO2 levels suggest that low outdoor flow was introduced. Using the CO2 data to filter the data for occupied periods without regards to the outdoor damper suggests 17% outdoor air being introduced. The damper linkage to the actuator was found disconnected in August.

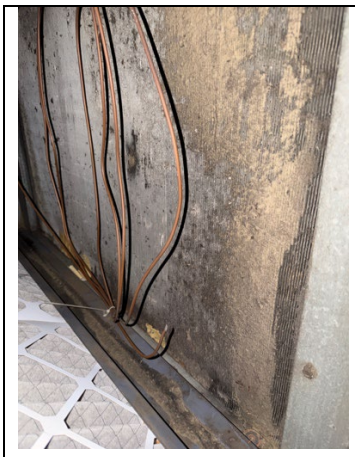


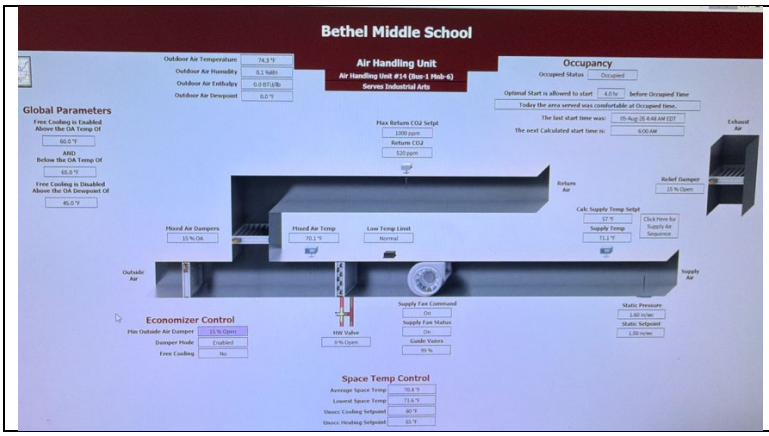




HVAC Review Notes

Tag	AHU-14
Location	Catwalk
Service	Industrial Arts
Type	Multi-zone
Outdoor Air	Duct from above. OA and RA linked to actuator
Filters	2 inch MERV-8
	Trane tag notes 3 hp supply fan
	Actuator mounted on return damper and linked to outdoor air damper.
	Blank-off panels used to fill filter rack

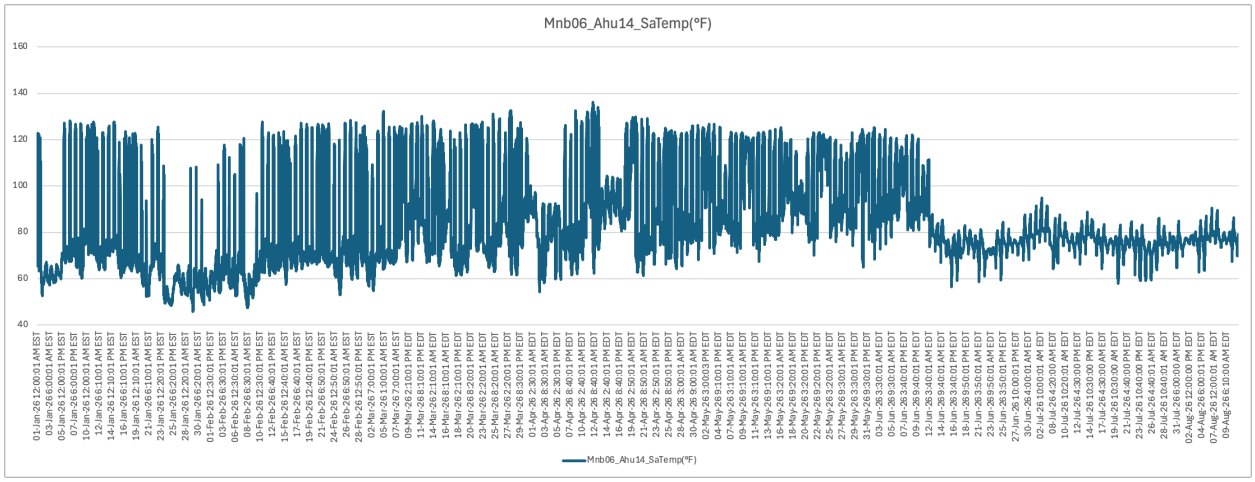
	Coil is clogged at near edge. Mixed air temperature sensor loose at coil inlet.
	Return air damper
	Outdoor air damper

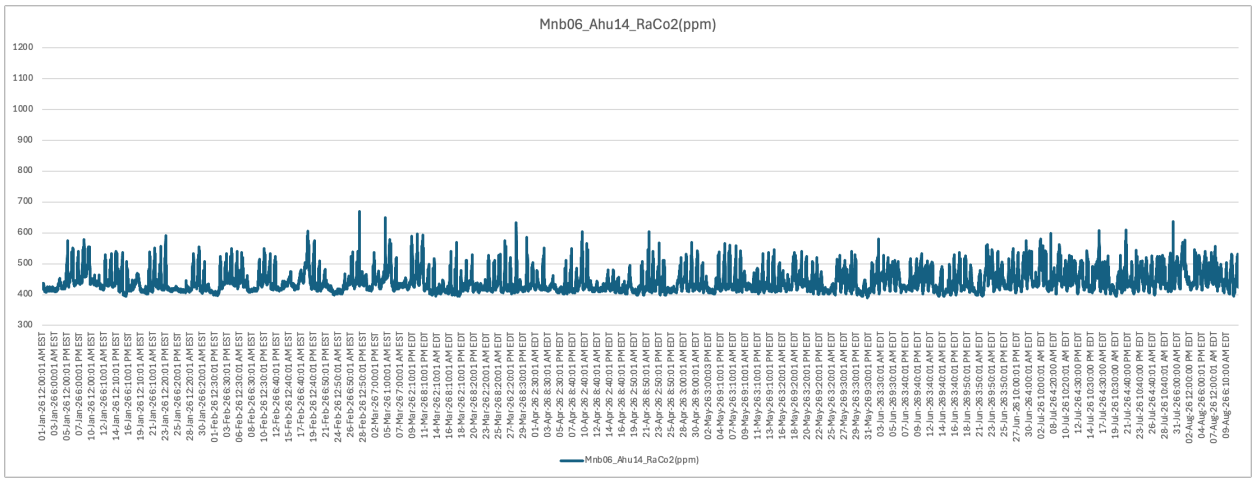


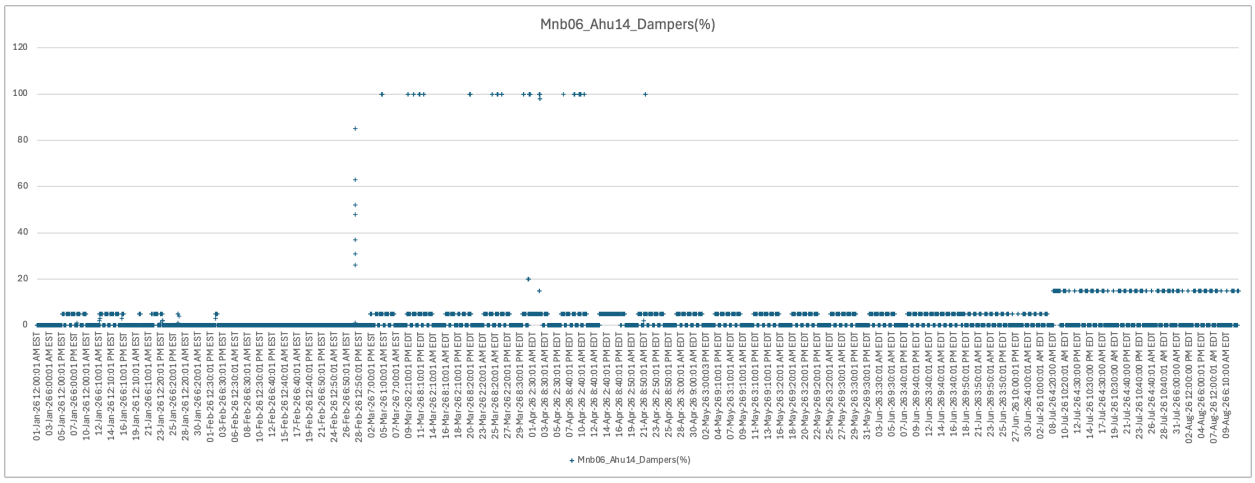
BAS Screen

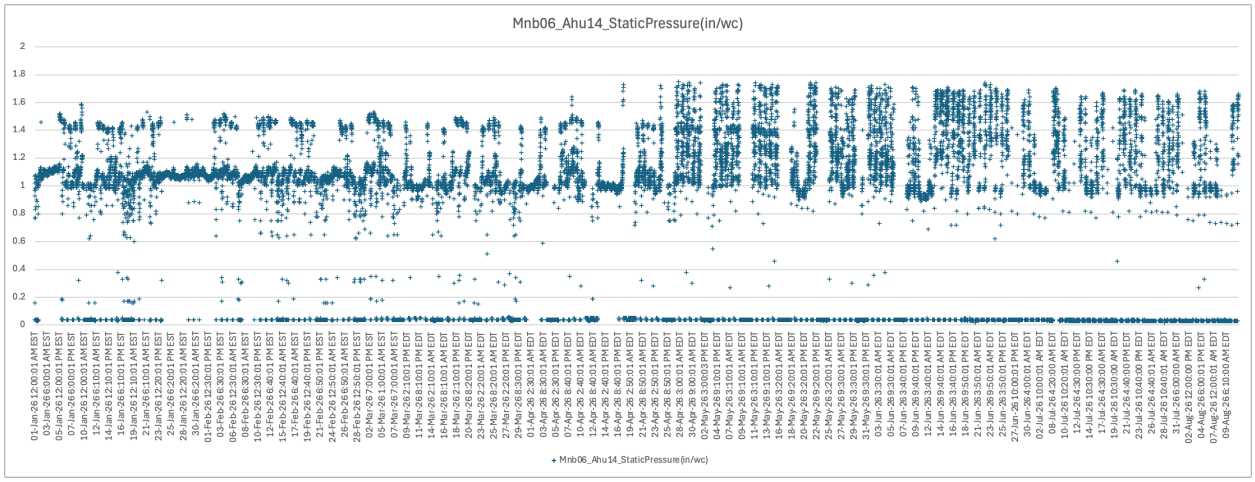
BAS Trends – Notes during school year

- AHU supply temperature often 65F in winter with some reset toward 50F (higher temps when unit is off)
- AHU return CO2 reached 550 ppm daily
- AHU minimum outdoor damper was 5%. Damper was 0% in February.
- AHU static pressure was 1.0 to 1.5 in wc
- AHU fan speed trend was unavailable

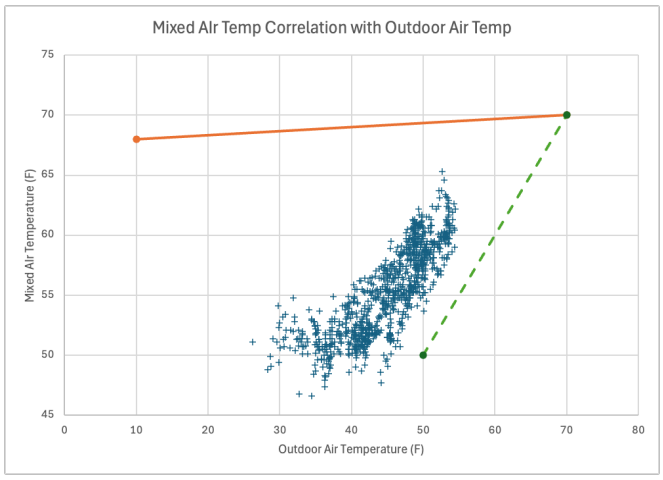


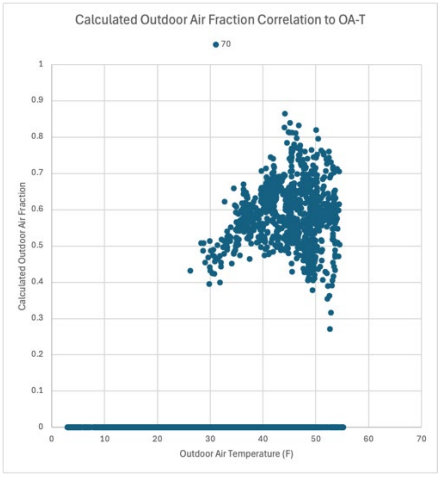


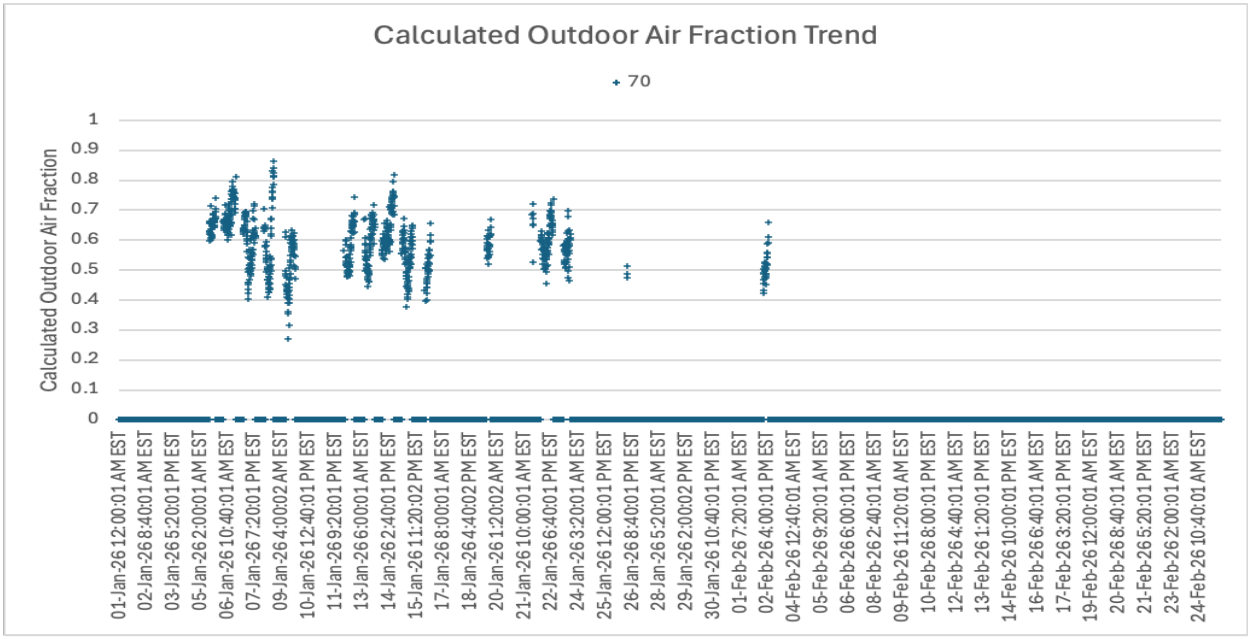




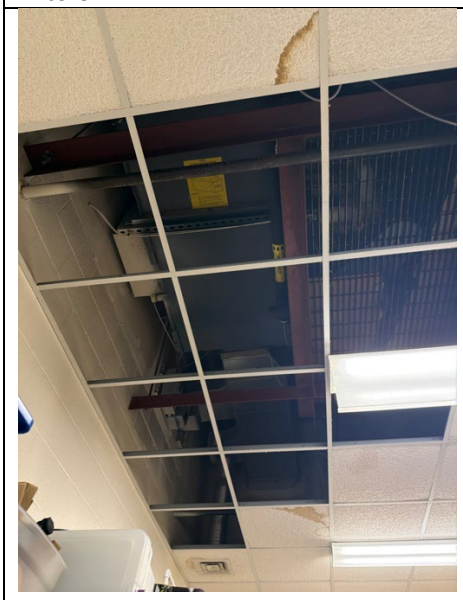
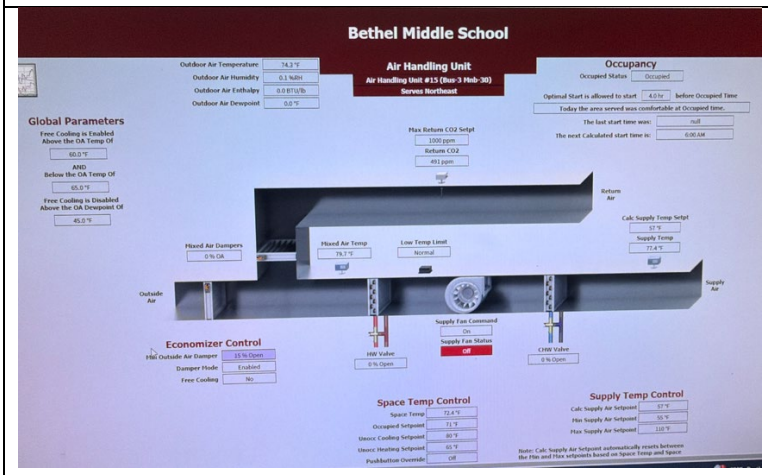
The low mixed air temperature suggests that the unit introduced a large fraction of outdoor air, possibly 58%, much more then the 5% damper command would suggest. The low peak CO2 levels are also consistent with large outdoor air volumes.



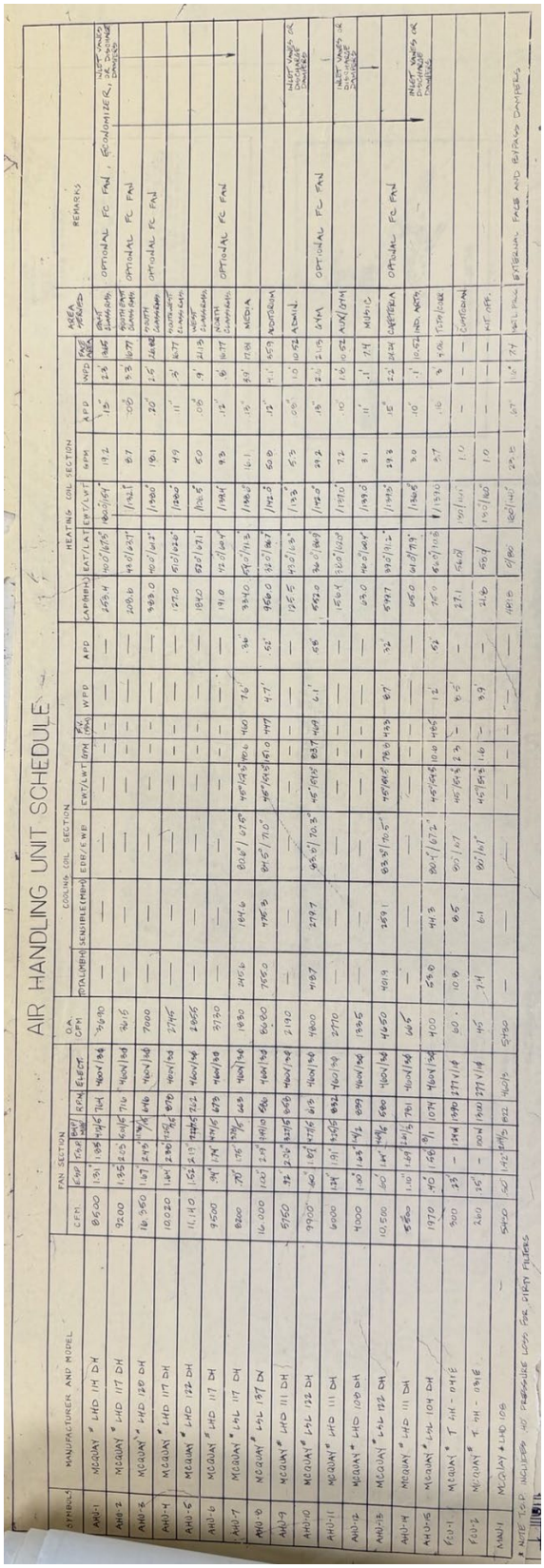



Calculated Outdoor Air Fraction Trend
70
Calculated Outdoor Air Fraction
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
01-Jan-26 12:00:01 AM EST
02-Jan-26 8:40:01 AM EST
03-Jan-26 5:20:01 PM EST
05-Jan-26 2:00:01 AM EST
06-Jan-26 10:40:01 AM EST
07-Jan-26 7:20:01 PM EST
09-Jan-26 4:00:02 AM EST
10-Jan-26 12:40:01 PM EST
11-Jan-26 9:20:01 PM EST
13-Jan-26 6:00:01 AM EST
14-Jan-26 2:40:01 PM EST
15-Jan-26 11:20:02 PM EST
17-Jan-26 8:00:01 AM EST
18-Jan-26 4:40:02 PM EST
20-Jan-26 1:20:02 AM EST
21-Jan-26 10:00:01 AM EST
22-Jan-26 6:40:01 PM EST
24-Jan-26 3:20:01 AM EST
25-Jan-26 12:00:01 PM EST
26-Jan-26 8:40:01 PM EST
28-Jan-26 5:20:01 AM EST
29-Jan-26 2:00:02 PM EST
30-Jan-26 10:40:01 PM EST
01-Feb-26 7:20:01 AM EST
02-Feb-26 4:00:01 PM EST
04-Feb-26 12:40:01 AM EST
05-Feb-26 9:20:01 AM EST
06-Feb-26 6:00:01 PM EST
08-Feb-26 2:40:01 AM EST
09-Feb-26 11:20:01 AM EST
10-Feb-26 8:00:01 PM EST
12-Feb-26 4:40:01 AM EST
13-Feb-26 1:20:01 PM EST
14-Feb-26 10:00:01 PM EST
16-Feb-26 6:40:01 AM EST
17-Feb-26 3:20:01 PM EST
19-Feb-26 12:00:01 AM EST
20-Feb-26 8:40:01 AM EST
21-Feb-26 5:20:01 PM EST
23-Feb-26 2:00:01 AM EST
24-Feb-26 10:40:01 AM EST

HVAC Review Notes

Tag	AHU-15
Location	Catwalk
Service	Not operational
Type	Single Zone
Outdoor Air	
Filters	
	Unit is inoperable. No belt on fan.
	BAS screen

Original Mechanical AHU Schedule

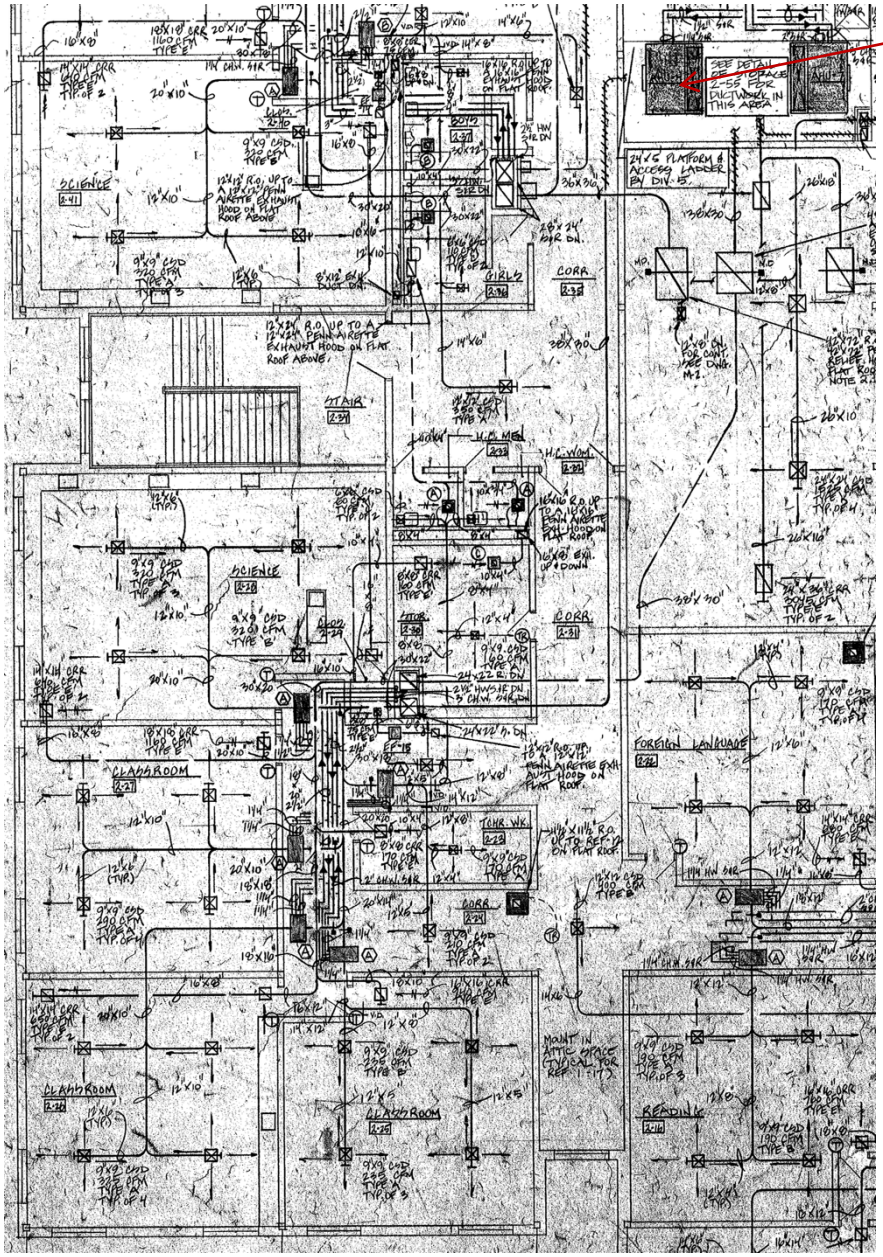


AIR HANDLING UNIT SCHEDULE

SYMBOL	MANUFACTURER AND MODEL	FAN SECTION CFM	ESP	TSP	BHP	RPM	ELECT	O.A. CFM	COOLING COIL SECTION TOTAL(MBH)	SENSIBLE(MBH)	EDB/EWB	EWT/LWT	GPM	FH (MBH)	WPD	APD	HEATING COIL SECTION CAP(MBH)	EAT/LAT	EWT/LWT	GPM	APD	WPD	ASEA REQ'D	REMARKS
AHU-1	MCQUAY # LHD 1H DX	8500	1.91	1.09	5.0	1164	460V/3ph	2040	—	—	—	—	—	—	—	—	245.4	40°/105°	60°/50°	19.2	15'	2.3'	1.46"	OPTIONAL FC FAN, ECONOMIZER, MERV 13
AHU-2	MCQUAY # LHD 1H7 DH	9200	1.95	2.05	6.0	1216	460V/3ph	2415	—	—	—	—	—	—	—	—	208.6	49°/103°	60°/50°	16.3	0.0'	3.3'	1.07"	NORTH SUMMARY
AHU-3	MCQUAY # LHD 120 DH	16 560	1.87	2.87	7.5	1216	460V/3ph	7000	—	—	—	—	—	—	—	—	388.0	40°/101°	60°/50°	19.1	20'	2.5'	1.46"	OPTIONAL FC FAN
AHU-4	MCQUAY # LHD 1H7 DH	10020	1.41	2.20	5.0	1216	460V/3ph	2745	—	—	—	—	—	—	—	—	127.0	61°/104°	60°/50°	4.9	11'	1.5'	0.77"	NORTHEAST SUMMARY
AHU-5	MCQUAY # LHD 122 DH	11,140	1.62	2.43	7.5	1216	460V/3ph	2855	—	—	—	—	—	—	—	—	184.0	62°/104°	80°/50°	9.0	0.0'	1.9'	0.78"	WEST SUMMARY
AHU-6	MCQUAY # LHD 1H7 DH	9500	1.74	2.61	7.5	1216	460V/3ph	3730	—	—	—	—	—	—	—	—	191.0	72.5°/104.4°	80°/50°	9.3	15'	1.8'	0.77"	NORTH SUMMARY
AHU-7	MCQUAY # LHL 1H7 DH	8200	1.15	1.73	5.0	1216	460V/3ph	1850	240.6	184.6	80.6°/67.6°	40°/104.5°	40.0	7.6'	3.6'	2.6'	334.0	69°/111.5°	180°/140°	16.1	15'	3.9'	1.78"	OPTIONAL FC FAN
AHU-8	MCQUAY # LHL 197 DH	16 000	2.03	2.91	10.0	1216	460V/3ph	6000	395.0	296.3	80.5°/71.0°	40°/104.5°	65.0	14.7'	6.5'	2.5'	560.0	52.0°/108.7°	180°/140°	60.0	15'	4.1'	4.59"	MEDIA
AHU-9	MCQUAY # LHD 111 DH	5750	1.25	2.36	5.0	1216	460V/3ph	2190	—	—	—	—	—	—	—	—	135.5	49.5°/103.5°	60°/50°	5.5	0.0'	1.0'	0.62"	NORTHEAST SUMMARY
AHU-10	MCQUAY # LHL 122 DH	9900	1.60	2.67	7.5	1216	460V/3ph	4800	416.7	279.7	80.5°/70.3°	40°/104.5°	83.7	14.9'	6.1'	2.5'	652.0	36.0°/104.8°	180°/140°	29.2	15'	2.1'	0.95"	GYM
AHU-11	MCQUAY # LHD 111 DH	6000	1.91	2.98	7.5	1216	460V/3ph	2710	—	—	—	—	—	—	—	—	156.4	51.0°/103.5°	60°/50°	7.2	0.0'	1.0'	0.62"	AUX/GYM
AHU-12	MCQUAY # LHD 122 DH	4000	1.03	1.42	3.0	1216	460V/3ph	1935	—	—	—	—	—	—	—	—	69.0	40°/104.5°	180°/140°	3.1	0.0'	0.1'	1.14	MURICO
AHU-13	MCQUAY # LHL 122 DH	10,500	1.60	2.67	7.5	1216	460V/3ph	4620	401.9	259.1	83.5°/70.5°	40°/104.5°	78.0	14.3'	6.7'	2.5'	599.7	52.0°/111.2°	180°/140°	29.8	15'	2.5'	1.34"	CAFETERIA
AHU-14	MCQUAY # LHD 111 DH	5250	1.10	1.69	3.0	1216	460V/3ph	2415	—	—	—	—	—	—	—	—	135.0	61.0°/99.2°	80°/50°	5.0	0.0'	1.0'	0.62"	IND. NOTE
AHU-15	MCQUAY # LHL 104 DH	1970	1.40	1.60	2.0	1216	460V/3ph	400	49.8	49.8	80.0°/67.2°	40°/104.5°	10.0	14.5'	6.5'	2.5'	76.0	62.0°/110.8°	180°/140°	3.7	15'	3.0'	1.78"	
FAN-1	MCQUAY # T 1H - 0416	900	1.5"	—	1.5	1750	277/1ph	60	10.6	9.5	80°/60°	40°/104.5°	1.5	6.5'	—	—	27.1	54.0°F	180°/140°	1.0	—	—	—	CONFIGURATION
FAN-2	MCQUAY # T 1H - 0416	240	1.5"	—	0.5	1750	277/1ph	145	7.4	6.1	80°/60°	40°/104.5°	1.0	9.9'	—	—	21.6	55.0°F	180°/140°	1.0	—	—	—	AIR APP.
MAU-1	MCQUAY # LHD 108	—	1.40"	—	10.0	1750	460/3ph	5940	—	—	—	—	—	—	—	—	181.6	0°/80°	180°/140°	22.5	0.0'	1.0'	1.14	HEAT EXCHANGER, FILTER AND BYPASS DAMPERS

* NOTE: ESP INCLUDES 40' PRESSURE LOSS FOR DIRTY FILTERS

Mechanical Drawing M-3 Excerpt – AHU-4 Rooms, Second Floor



Mechanical Drawing M-2 Excerpt – AHU-4 Rooms, First Floor

