

Bethel Board of Education Regular Meeting

Thursday, April 23, 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. Replacement Books	
3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
3.A. Berry and Rockwell End of Year SIP	
4. Consent Calendar	Speaker(s): Policy 9326
4.A. Approval of Minutes	
4.A.1. March 19, 2026 Regular Board Meeting	
4.A.2. March 30, 2026 - Special Board of Education Meeting	
5. Correspondence	Speaker(s): Policy 9326
6. Public Comment	Speaker(s): Policy 9326
(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	
7. Administrative/Board Member Update	Speaker(s): Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	
7.B.1. 2025-2026 BOE District Data Sheet	
8. Reports to the Board	
8.A. Curriculum, Assessment, & Professional Practices	

8.A.1.	AP Cybersecurity Course and Curriculum	
8.B.	Policy	Speaker (s) : Policy 9310, 9311, 9313
8.B.1.	First Reading	
8.B.1.a.	Policy 6142.101P Student Wellness and Nutrition	Speaker (s) : Christine Carver
8.B.1.b.	Policy 6161.13 Policy Regarding Library Collection Development and Maintenance	Speaker (s) : Donna Burns
8.B.1.c.	Policy 6161.12 Policy Regarding Library Material Review and Reconsideration	Speaker (s) : Donna Burns
8.B.1.d.	Policy 6161.14 Policy Regarding Library Displays and Programs	Speaker (s) : Donna Burns
8.B.1.e.	Policy 5113.1 Working Papers	Speaker (s) : Christine Carver
8.B.1.f.	Policy and regulation 3542.43 Food Service Charging	Speaker (s) : Jen Variale
8.B.1.g.	Policy 1316 Conduct on School Property	Speaker (s) : Christine Carver
8.B.1.h.	Policy 5112 Age of Attendance	Speaker (s) : Christine Carver
8.B.2.	Second Reading/Approval	
8.B.2.a.	Policy 5114 - Discipline	
8.C.	Resource Management & Business Operations	
8.C.1.	Finance	
8.C.1.a.	Budget Transfers	Speaker (s) : Jen Variale
8.C.1.b.	Quarterly Spending Report	Speaker (s) : Jen Variale
8.C.2.	Transportation Update	Speaker (s) : Jen Variale
8.D.	Ad-Hoc Committee(s) Update	
9.	Action Items	
9.A.	Class of 2026 Graduation Date	
9.B.	2026-2027 School Calendar - Approval	
9.C.	2027-2028 School Calendar - Accept Draft	
10.	Recommended Executive Session	
10.A.	Personnel Matter – Maternity Leave Request	Speaker (s) : Christine Carver
11.	Adjourn	

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RECEIVED
Form 3280

MAR 19 2026

Bethel Public Schools
Bethel, CT

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Notification of Receipt of Gifts, Grants, and Bequests Received

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

Gift, Grant, or Bequest Received: donorschoose.org

\$ 324.14

How the Gift, Grant, or Bequest Will Be Used: support of Rockwell Library lessons

replacement books

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

\$121.15

Donorschoose Community
match

Donor's Name and Address:

102.99

Book Dedication Funds

100.00

M. Collins donation
Norwalk, CT

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

Receiving School: Rockwell School

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

Kerry Collins

Date Received:

Copy to: Donor
Principal
Superintendent

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



Collins, Kerry <collinsk@bethel.k12.ct.us>

Fwd: Maureen Collins from norwalk, CT just gave to your project

1 message

Kerry Collins <kcollinsclan@yahoo.com>
To: Kerry Collins <collinsk@bethel.k12.ct.us>

Wed, Mar 18, 2026 at 10:43 AM

Sent from my iPhone

Begin forwarded message:

From: DonorsChoose <no-reply@donorschoose.org>
Date: March 18, 2026 at 9:10:43 AM EDT
To: Kerry <kcollinsclan@yahoo.com>
Subject: Maureen Collins from norwalk, CT just gave to your project
Reply-To: reply+d27ff9b5-b02c-429f-907b-e850e6cdd623+oeaPuLAQmUW_2FaLS67XMIew_3D_3D@reply.donorschoose.org

**DONORS
CHOOSE**

\$50.

+ match

Hooray! Maureen Collins from norwalk, CT just gave to Spring! Refresh & Renew!

Donors love hearing from you! Send a personalized thank you to this donor; **reply to this email or thank this donor on your project page before 8am tomorrow.**

Don't have time to say thanks right now? We've got you covered! After 8am, we'll send the thank-you message you wrote for all donors when you created this project:

"Another great response to our donorschoose project! Thank you for supporting students and growing a love of reading. Refresh and renew!"

We sent you this email because you created this classroom project. You can [edit your email preferences](#) or [unsubscribe](#).

Need help? [Contact us](#).

Follow us:
[Twitter](#)
[Facebook](#)
[Instagram](#)

DonorsChoose, 134 West 37 Street, 11 Floor, New York, NY 10018

Spring! Refresh & Renew!

Mrs. Collins | Anna H Rockwell Elementary School

You gave
\$102.99



The DonorsChoose Community
matched your donation 2X, for a
total impact of \$224.14!

TOTAL TAX-DEDUCTIBLE DONATION

\$102.99

Donation date: March 18, 2026

Donation ID: 23369748

DonorsChoose.org is a 501(c)(3) charity incorporated in the State of New York. EIN Number: 13-4129457. This email serves as your receipt for tax purposes, and your donation is deductible to the full extent of the law. No goods or services were provided to you in connection with this donation.

DID YOU KNOW?

Most companies will match their employees' charitable donations.
If you haven't already, check to see if your employer will match
your donation or learn how employee matching works.

Where Your Donation Goes

MATERIALS	COST	QUANTITY	TOTAL
Kaplan Early Learning National Geographic Level 2 Nonfiction Readers for Kids, Ages 5+ - Set of 8 Educational Science and Nature Books for Early Elementary, Classroom Library Books Set • KAPLAN EARLY LEARNING COMPANY	\$36.86	1	\$36.86
My First I Can Read - Otter: I Love Books! - Hardcover Book • AKJ EDUCATION	\$13.13	1	\$13.13
My First I Can Read - Pete the Cat: Play Ball! - Hardcover Book • AKJ EDUCATION	\$13.13	1	\$13.13
My First I Can Read - Pete the Cat: Pete's Big Lunch - Hardcover Book • AKJ EDUCATION	\$13.13	1	\$13.13
I Can Read Comics. Level 1 - Pete the Cat and the Space Chase - Hardcover Book • AKJ EDUCATION	\$13.13	1	\$13.13
I Can Read Comics. Level 1 - Pete the Cat and the Sprinkle Stealer - Hardcover Book • AKJ EDUCATION	\$12.40	1	\$12.40
I Can Read Comics. Level 1 - Ty's Travels: Camp-Out - Hardcover Book • AKJ EDUCATION	\$9.53	1	\$9.53
Don't Let the Pigeon Drive the Sleigh! • AMAZON BUSINESS	\$9.49	1	\$9.49
Don't Let the Pigeon Drive the Bus! • AMAZON BUSINESS	\$9.34	1	\$9.34
Ready-to-Read. Pre-level 1 - Nat the Cat Has a Snack - Hardcover Book • AKJ EDUCATION	\$8.34	1	\$8.34
Should I Share My Ice Cream? An Elephant and Piggie Book • AMAZON BUSINESS	\$8.13	1	\$8.13

I Can Read Comics. Level 1 - Fish and Clam - Hardcover Book • AKJ EDUCATION	\$8.05	1	\$8.05
Pizza and Taco - Pizza and Taco: Best Party Ever! - Hardcover Book • AKJ EDUCATION	\$8.02	1	\$8.02
Grumpy Monkey - Grumpy Monkey Don't Be Scared - Hardcover Book • AKJ EDUCATION	\$8.02	1	\$8.02
Elephant and Piggie - My Friend is Sad-An Elephant and Piggie Book - Hardcover Book • AKJ EDUCATION	\$8.02	1	\$8.02
Elephant and Piggie - I Am Invited to a Party!-An Elephant and Piggie Book - Hardcover Book • AKJ EDUCATION	\$8.02	1	\$8.02
Elephant and Piggie - Today I Will Fly!-An Elephant and Piggie Book - Hardcover Book • AKJ EDUCATION	\$8.02	1	\$8.02
Listen to My Trumpet!-An Elephant and Piggie Book • AMAZON BUSINESS	\$7.99	1	\$7.99
Scaredy Squirrel in a Nutshell: (A Graphic Novel) (Scaredy's Nutty Adventures) • AMAZON BUSINESS	\$7.45	1	\$7.45
Elephant and Piggie - Let's Go for a Drive!-An Elephant and Piggie Book - Hardcover Book • AKJ EDUCATION	\$7.29	1	\$7.29
Pizza and Taco - Pizza and Taco: Who's the Best? - Hardcover Book • AKJ EDUCATION	\$7.29	1	\$7.29
Scaredy Squirrel Gets a Surprise: (A Graphic Novel) (Scaredy's Nutty Adventures) • AMAZON BUSINESS	\$7.20	1	\$7.20
Are You Ready to Play Outside?-An Elephant and Piggie Book • AMAZON BUSINESS	\$7.04	1	\$7.04

I'm a Frog!-An Elephant and Piggie Book • AMAZON BUSINESS	\$6.40	1	\$6.40
A Big Guy Took My Ball!-An Elephant and Piggie Book • AMAZON BUSINESS	\$5.95	1	\$5.95
Happy Pig Day!-An Elephant and Piggie Book • AMAZON BUSINESS	\$5.74	1	\$5.74
Materials cost			\$257.11
Vendor shipping charges			FREE
Sales tax			\$0.00
3rd party payment processing fee ⓘ			\$3.86
Fulfillment labor & materials ⓘ			\$30.00
Total project cost ⓘ			\$290.97
Suggested donation to help DonorsChoose reach more classrooms ⓘ			\$51.35
Total project goal ⓘ			\$342.32
Still needed ⓘ View calculation			\$0.00



School or Department: Berry

Year: 2025 - 2026

School/Building Improvement Plan

Theory of Action

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

Measures of Student Learning, Growth, & Achievement

ELA:

Measures of Student Learning Growth and Achievement 1:

- 80% of K-2 students will achieve 95% or higher on the decodable assessments on the MyView Assessments.

Baseline - In the fall of 2025, 42% (107/256) of grade 1-2 students achieved 95% or higher on the decodable assessment on the MyView Assessments.

Grade K - 27% (22/80)

Grade 1 - 39% (27/70)

Grade 2 - 55% (58/106)

Measures of Student Learning Growth and Achievement 2:

- We will increase the % of students at or above average on AIMS Web by 10% on the ELA District Data Grid.

Baseline - In the fall of 2025, 60% (153/255) of grade K-2 students are at or above average on AIMS Web. In order to increase by 10% on the

ELA District Data Grid 25 students need to move to the at or above average range and all others need to maintain (178/255).

Grade K - 63% (52/82)

Grade 1 - 50% (35/70)

Grade 2 - 58% (63/108)

Student Population by grade:

K - 87 students, 5/87 are in a self-contained setting, 5/87 are exempt

1 - 73 students, 3/73 are in a self-contained setting, 3/73 are exempt

2 - 110 students, 5/110 are in a self-contained setting, 2/110 are exempt

Math:

Measures of Student Learning Growth and Achievement 1:

- By May, 90% of my grade 1 and 2 students will meet the spring benchmark for the addition fluency assessment.

Baseline - In the fall of 2025, 31% (33/105) of my grade 2 students met the spring benchmark for the addition fluency assessment.

Grade 1 - Assesses winter/spring

Grade 2 - 31% (33/105)

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

Baseline - In the fall of 2025, 13% (14/105) of my grade 2 students met the spring benchmark for the subtraction fluency assessment.

Grade 1 - Assesses winter/spring

Grade 2 - 13% (14/105)

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

Baseline - In the fall of 2025, 60% (51/85) of grade K students mastered counting and cardinality standards as evidenced by unit screeners (Count to 10 fluently, Identifies Numbers 0-10, 1:1 Count to 7, Write Numbers 0-10).

Measures of Student Learning Growth and Achievement 2:

- By May 80% of students will demonstrate proficiency (Practitioner or Expert) on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks.

Baseline - In the fall of 2025, 8% (21/257) of grade 1-2 students demonstrated proficiency (Practitioner or Expert) on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks.

Grade K - 11% (9/79)

Grade 1 - 3% (2/71)

Grade 2 - 8% (9/108)

Student Population by grade:

K - 87 students, 5/87 are in a self-contained setting, 0/87 are exempt
1 - 73 students, 3/73 are in a self-contained setting, 3/73 are exempt
2 - 110 students, 5/110 are in a self-contained setting, 2/110 are exempt

School Climate Goal: Maintain or exceed 94% favorable for: My school maintains a respectful environment.

To prepare students for future academic and real-world success, we must intentionally teach and reinforce the skills of critical thinking, collaboration, creativity, and innovation. Embedding these global competencies into daily instruction ensures all learners engage meaningfully with content, take ownership of their growth, and build the dispositions of a capable, reflective global citizen.

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Intentionally Plan for Integration of Global Competencies Across Content Areas through Clear Success Criteria, Student Feedback, Reflection, and Celebration</p>	<p>Identify where and how global competencies align with grade-level standards, and intentionally incorporate them into learning targets, success criteria, and classroom tasks using consistent, student-friendly language.</p>	<p>Ongoing</p>	<p>Lesson plans and instructional materials (PLC agendas linked below) are aligned and show evidence of the PreK-2 Vision of a Learner Competencies.</p> <p>Use the PreK-2 Vision of a Learner Competencies to guide planning, which outline what teachers and students would be doing and saying, applicable strategies, and how students and teachers support one another.</p> <p>Learning targets and success criteria are permanently displayed to reflect the language from Vision of a Learner.</p> <p>PLC agendas and minutes include collaborative planning that maps Vision of a Learner competencies to curriculum and identifies aligned instructional strategies.</p>	<p>Join grade-level PLCs during pre-unit planning to review how Vision of a Learner Competencies are being intentionally mapped to upcoming units.</p> <p>Walkthroughs and informal visits to note evidence of Vision of a Learner Competencies in tegration in targets, instruction, and student dialogue. Share trends at team meetings.</p> <p>Meet regularly with Curriculum Integration, Specialists, Specialists and PLC Leaders to discuss teacher implementation of Vision of a Learner Competencies and next-step support.</p>

			<p>Lesson study cycles include co-planning, observation, and reflection, with a focus on how the lesson supports Vision of a Learner competency development.</p> <p>Walkthrough and observation notes reflect increased teacher understanding and intentional planning for Vision of a Learner competencies, as evidenced in instruction and classroom dialogue.</p> <p>Student tasks and work products reflect opportunities to apply Vision of a Learner competencies in authentic ways (e.g., collaborative projects, open-ended writing prompts, or problem-solving tasks).</p>	
	<p>Use the district’s grade-band rubrics to build shared understanding among teachers, families and students of what global competencies “look and sound like” in the classroom.</p>	<p>Ongoing</p>	<p>The PreK-2 Vision of a Learner Competencies are visible in classrooms and incorporated into anchor charts, success criteria, and reflection tools.</p> <p>Students can describe what a posted “I Can” statement looks like, and articulate how to achieve it.</p> <p>Students self assess using PK-2 Single Point Rubric...</p>	<p>Walk-throughs focused on classroom and hallway displays that highlight student work tied to Vision of Learner competencies.</p> <p>PLCs review student work samples from each grade to assess the quality and clarity of feedback tied to Vision of Learner competencies.</p> <p>Review grade-level ParentSquare newsletters</p>

			<p>Reflect with a Partner or Teacher as students to talk through their thinking: “I think I’m almost there because…” and continually refine for specific targeted self feedback.</p> <p>Classroom or hallway displays showcasing student growth or examples of the competencies in action.</p> <p>Parent Square grade level newsletters to families include goals connected to the Vision of a Learner, examples, and progress.</p> <p>Addressing VOL LI and SC and self reflection in library collaboration classes and math suites.</p>	<p>monthly to ensure connection to Vision of Learner competencies and celebration of progress.</p> <p>Conduct student interviews or walkthrough conversations during Vision of Learner competencies tasks to hear their reflections.</p> <p>A “Vision of Learner competencies” in Trish’s newsletters or to highlight how the skill is being taught and modeled and how parents can transfer this to homelife.</p>
	<p>Provide students with targeted, actionable feedback on their growth in critical thinking, collaboration, and creative innovation using the district’s global competency rubrics. Feedback will be embedded in small group instruction, conferring, and performance tasks to guide student reflection and next steps.</p>	<p>Ongoing</p>	<p>Teacher conferencing and whole class/small group instruction includes feedback aligned to Vision of a Learner competencies.</p> <p>Student growth in Vision of a Learner competencies is celebrated through classroom discussions, shout-outs, or individual goal tracking, and schoolwide assemblies</p>	<p>Informal observations during small groups or conferring to see how teachers are using rubric-based feedback. Record and share examples at PLCs.</p> <p>Ask teachers to reflect during PLCs on how their feedback has influenced student growth and set next steps for refining practice.</p>

High-needs learners—including multilingual students, students with disabilities, and those requiring intervention—deserve equitable access to rigorous, grade-level literacy instruction. By embedding scaffolded supports in Tier I and using targeted small group instruction in Tier II, we ensure that all students receive the instruction and resources they need to grow as readers and thinkers without compromising high expectations. *Scaffolding - Supports put in place for only students who need it to access and comprehend grade level text.*

Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Strengthen access to rigorous, grade-level instruction for high-needs learners by providing scaffolded supports in Tier I, and address individual needs through Tier II supports within the classroom.</p>	<p>Incorporate structured scaffolds during Tier 1 instruction to support high-needs learners in accessing grade-level content without reducing rigor.</p> <p>(Develop a common understanding of appropriate scaffolds, when necessary, and maintain rigor.)</p>	<p>Ongoing</p>	<p>PLCs collaboratively plan scaffolds during pre-work and unit design, ensuring consistency and support across classrooms for those who need it only.</p> <p>Scaffolds such as visuals, and vocabulary supports during whole class instruction.</p>	<p>Attend or review minutes from PLCs to ensure scaffolds for high-needs students are discussed and planned with intention across the grade level (particularly the shared text for the 5 day reading routine).</p> <p>Walkthroughs to highlight and monitor use of visuals, background knowledge building, sentence starters, anchor charts, and vocabulary supports in Tier I instruction.</p>

	<p>Implement targeted Tier II small group instruction using data to address specific skill gaps for high-needs learners, utilizing adapted texts, Bridges Intervention, and myView intervention resources. Increase the ability of our students to read accurately and fluently.</p> <ol style="list-style-type: none"> 1. Build Strong Foundational Skills <ol style="list-style-type: none"> a. Phonics and Word Recognition: Use explicit, systematic phonics instruction with practice in blending, segmenting, and manipulating sounds. b. High-Frequency Words: Provide repeated exposure and practice with HF words so students don't get "stuck" decoding every word. c. Error Correction: Prompt students to reread when they miscue, and guide them in self-monitoring strategies. 2. Increase Fluency Practice in small groups (Make adjustments to MyView lessons to increase small group and independent reading, especially during shared reading lessons.) <ol style="list-style-type: none"> a. Repeated Readings: Have students reread short, engaging passages multiple times to build speed and confidence. b. Choral Reading: Read 	<p>Interventionists and teachers will collaborate to review student caseloads, identify scheduling overlaps or inefficiencies, and adjust support blocks as needed to maximize the total number of students receiving targeted interventions. Small group (4-6 students), arranged by specific skill for tier II.</p> <p>Small group lesson plans are based on current student data and show alignment to specific skill needs.</p> <p>Kindergarten Shared Drive First Grade Shared Drive Second Grade Shared Drive</p> <p>myView Literacy intervention tools and Bridges intervention tools—such as MyFocus/Bridges Intervention Teacher's Guide, Skills Practice Books, and digital supports from Savvas Realize—are actively used in Tier II.</p> <p>Student work samples, progress monitoring tools (AIMS Web), and formative assessments will be used at 8 week intervention meetings to determine next steps.</p>	<p>Collaborate with interventionists to review student growth data and ensure instructional adjustments are being made - bring to PLCs.</p> <p>Check for use of MyFocus guides, Skills Practice Books, and digital tools in small group plans and instructional artifacts.</p> <p>Build in a reflection question during PLCs: "How did your Tier II instruction this week respond to current data?"</p> <p>Principal, teacher, specialists and (special ed when applicable) will attend intervention meetings.</p>
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	<p>together as a class or in small groups so struggling readers can hear fluent models.</p> <ul style="list-style-type: none"> c. Paired Reading: Pair stronger readers with developing readers for shared practice. d. Reader's Theater: Let students practice scripts for performance, which promotes rereading and expression. <p>3. Provide Rich Oral Language and Comprehension Support (Make adjustments to MyView lessons to increase small group and independent reading, especially during shared reading lessons.)</p> <ul style="list-style-type: none"> a. Model Fluent Reading: Daily read-alouds where you demonstrate phrasing, pacing, and expression. b. Discuss Vocabulary and Meaning: Accuracy and fluency are stronger when students understand the words they're reading. c. Encourage Self-Monitoring: Teach students to ask themselves, "Does that sound right? Does it make sense?" <p>4. Monitor Progress and Intervene Early</p> <ul style="list-style-type: none"> a. Use AIMSweb and MyView resources: Track fluency rates (correct words per minute) and accuracy. b. Set Small Goals: For example, increase 5-10 words correct 		<p>Berry and Rockwell combined faculty meeting understanding AIMS Web data from fall to winter and using data for next steps - targeting 4-6 students in areas of need.</p> <p>"Deep Dive" unit meetings across Berry and Rockwell maximizing and consolidating key concepts and standards, as well as refining PBI to increase student learning and engagement.</p> <p>Data driven decisions for next steps during the PLC cycle. Example: K PLC Looking at decoding data and student work and using cold reads and My View Fluency practice in the classroom. Example: text presented in paragraph form with no pictures. Repeated reading increasing in length and students completing pictures for comprehension.</p>	
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	<p>per minute over a benchmark period.</p> <p>c. Targeted Small Groups: Provide intensive, short, daily sessions for students in yellow/red zones.</p>			
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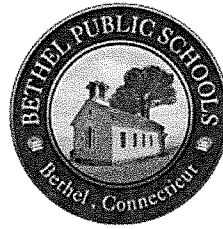
Fostering a culture of empathy and inclusion is crucial for creating a positive school environment where all students feel valued. By promoting emotional intelligence and engaging families in empathy-focused activities, we help students build essential skills to understand and respect differences. These action steps will create a shared commitment to empathy both at school and at home, strengthening relationships and ensuring every student thrives in a supportive, inclusive community.

Strategy #3 (School Climate)	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Foster a Culture of Empathy and Inclusion by Promoting Acceptance of Differences Through Emotional Intelligence and Family Partnerships</p>	<p>Integrate empathy-focused practices into emotional intelligence instruction, morning meetings, and classroom discussions—through RULER and restorative approaches—so that students and staff together model and respond to differences, strengthening an inclusive and empathetic school culture.</p>	<p>Ongoing</p>	<p>Curriculum calendars showing empathy-focused RULER lessons in emotional intelligence instruction, morning meetings, and classroom discussions that foster collaboration.</p> <p>Observation or walkthrough notes highlighting restorative circles, empathy discussions, and student interactions reflecting the Collaborator competency.</p> <p>Staff meeting agendas or PD logs documenting collaborative planning and training around emotional intelligence, empathy, and inclusive practices.</p>	<p>Conduct walkthroughs to observe empathy-focused lessons and student collaboration.</p> <p>Use PLCs for teachers to share successes, challenges, and collaboratively refine empathy practices.</p> <p>Communicate highlights to families through newsletters or social media, reinforcing empathy and collaboration.</p>

			<p>Family communications (newsletters, social media posts, updates) sharing highlights of empathy and collaboration practices to engage families in reinforcing these behaviors.</p>	
	<p>Enhance ROAR assemblies and school-wide celebrations to consistently promote empathy as a central value, engaging students, staff, and families in recognizing and reinforcing acts of kindness, respect, and inclusion.</p>	<p>Ongoing</p>	<p>ROAR assembly slides highlighting collaboration and empathy-focused themes, student recognitions, and messages that celebrate how students work together and support one another.</p> <p>School-wide announcements that spotlight examples of collaboration, kindness, and inclusion, reinforcing empathy as an essential part of being a Berry Collaborator.</p> <p>Photos or documentation of student celebrations that recognize acts of empathy, teamwork, and respect — demonstrating how students contribute to a caring, connected community.</p>	<p>Use SEL Collaborative meetings to plan ROAR assembly themes and student spotlights that promote empathy and collaboration.</p> <p>During observations, look for alignment between school-wide empathy messages and classroom climate and interactions.</p> <p>Share family communications that highlight empathy and collaboration to strengthen home-school connections.</p>

School or Department: Anna H. Rockwell

Year: 2025 - 2026



School/Building Improvement Plan

Theory of Action

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

Measures of Student Learning, Growth, & Achievement

ELA:

Measures of Student Learning Growth and Achievement 1:

- By June 2026, 80% of K-2 students will achieve 95% or higher on the decodable assessment on the MyView Assessments.
 - Baseline Fall:
 - In the fall of 2025, 32% (29/87) kindergarten students achieved 95% or higher on the decodable assessment on the MyView Assessment.
 - In the fall of 2025, 48% (45/94) grade 1 students achieved 95% or higher on the decodable assessment on the MyView Assessment.
 - In the fall of 2025, 67% (74/110) grade 2 students achieved 95% or higher on the decodable assessment on the MyView Assessment. (One student is on medical leave).
 - In the fall of 2025, 61% (178/291) of grade K-2 students achieved 95% or higher on the decodable assessment on the MyView Assessments.

Measures of Student Learning Growth and Achievement 2:

- We will increase the % of students at or above average on the final AIMS Web assessment by 10% from the fall on the ELA District Data Grid.
 - Baseline Fall:
 - In the fall of 2025, 53% (48/86) of kindergarten students are at or above average on the first AIMS Web assessment.
 - In the fall of 2025, 59% (55/94) of first grade students are at or above average on the first AIMS Web assessment.
 - In the fall of 2025, 63% (69/110) of second grade students are at or above average on the first AIMS Web

assessment.

- In the fall of 2025, 59% (172/290) of K-2 students are at or above average on the first AIMS Web assessment. In order to increase by 10% on the ELA District Data Grid, 28 (199/290) students need to move to the at or above average range and all others need to maintain.

Student population by grade fall when ELA assessments given:

Grade K: 89 students; 5/88 students are in a self contained setting; 1 exempt

Grade 1: 98 students; 8/94 students are in a self-contained setting; 4 exempt

Grade 2: 110 students; 3/110 students are in a self contained setting

Math:

Measures of Student Learning Growth and Achievement 1:

- By June, 90% of my grade 1 and 2 students will meet the spring benchmark for the addition fluency assessment.
 - Baseline Fall:
 - In the fall of 2025, 59% (56/95) of first grade students met the spring benchmark for the addition fluency assessment.
 - In the fall of 2025, 41% (46/112) of second grade students met the spring benchmark for the addition fluency assessment. . (One student is on medical leave).
 - In the fall of 2025, 49% (102/207) of 1-2 students met the spring benchmark for the addition fluency assessment. (One student is on medical leave).
- By June, 85% of my grade 1 and 2 students will meet the spring benchmark for the subtraction fluency assessment.
 - Baseline Fall:
 - In the fall of 2025, 32% (30/95) of first grade students met the spring benchmark for the subtraction fluency assessment.
 - In the fall of 2025, 13% (14/112) of second grade students met the spring benchmark for the subtraction fluency assessment. (One student is on medical leave).
 - In the fall of 2025, 21% (44/207) of 1-2 students met the spring benchmark for the subtraction fluency assessment. (One student is on medical leave).
- By June, 80% of my kindergarten students will master counting and cardinality standards as evidenced by unit screeners.
 - Baseline Fall:
 - In the fall of 2025, 20% (18/88) of my kindergarten students mastered counting and cardinality standards as evidenced by unit screeners.

Measures of Student Learning Growth and Achievement 2:

- By June, 80% of students will demonstrate proficiency (Practitioner or Expert) on the Exemplars Standards Based Rubric as evidenced by Exemplar problem-solving tasks.
 - Baseline Fall: In the fall of 2025, 7% (20/295) of grade k-2 students demonstrated proficiency (Practitioner or Expert) on

the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks.

- In the fall of 2025, 6% (5/88) of kindergarten students demonstrated proficiency on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks.
- In the fall of 2025, 13% (12/95) of grade one students demonstrated proficiency on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks.
- In the fall of 2025, 3% (3/112) of grade two students demonstrated proficiency on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks. (One student is on medical leave).

Student population by grade fall when math assessments given:

Grade K: 89 students; 5/88 students are in a self contained setting; 1 exempt

Grade 1: 98 students; 8/94 students are in a self-contained setting; 4 exempt

Grade 2: 110 students; 3/110 students are in a self contained setting

School Climate Goal: Maintain or exceed 92% favorable for: There are clear behavior expectations at this school.

To prepare students for future academic and real-world success, we must intentionally teach and reinforce the skills of critical thinking, collaboration, creativity, and innovation. Embedding these Vision of a Learner Competencies into daily instruction ensures all learners engage meaningfully with content, take ownership of their growth, and build the dispositions of a capable, reflective global citizen.

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Intentionally Plan for Integration of Vision of a Learner Competencies across Content Areas through Clear Success Criteria, Student Feedback, Reflection, and Celebration</p>	<p>Identify where and how Vision of a Learner Competencies align with grade-level standards, and intentionally incorporate them into learning targets, success criteria, and classroom tasks using consistent, student-friendly language.</p>	<p>Ongoing</p>	<p>Lesson plans and instructional materials (planners linked in agendas below)</p> <ul style="list-style-type: none"> ☒ Rockwell K PLC Agenda ... ☒ 1st Grade PLC Agenda 2... ☒ Rockwell Grade 2 PLC A... <p>are aligned and show evidence of</p> <ul style="list-style-type: none"> ☒ BPS GC: PreK-2 Proficien... <p>Use the</p> <ul style="list-style-type: none"> ☒ PreK-2: The Global Com... <p>to guide planning and create learning intentions and success criteria, which outline what teachers and students would be doing and saying, applicable strategies, and how students and teachers support one another.</p> <p>Learning targets and success criteria are <i>permanently</i> displayed and reflect the language from VoL:</p> <ul style="list-style-type: none"> ☒ LI/SC/VOL ELA/MATH G... <p>PLC agendas</p>	<p>Join grade-level PLCs</p> <ul style="list-style-type: none"> ☒ BES/RES Shared PLC Cal... <p>during pre-unit planning to review how Vision of a Learner Competencies are being intentionally mapped to upcoming units.</p> <p>Walkthroughs and informal visits to note evidence of Vision of a Learner Competencies integration in targets, instruction, and student dialogue. Share trends at team meetings.</p> <p>Meet regularly</p> <ul style="list-style-type: none"> ☒ RES/BES SIP Collaborato... <p>with Curriculum Integration, Specialists, Specialists and PLC Leaders to discuss teacher implementation of Vision of a Learner Competencies and next-step support.</p>

			<ul style="list-style-type: none"> ☰ Rockwell K PLC Agenda ... ☰ 1st Grade PLC Agenda 2... ☰ Rockwell Grade 2 PLC A... <p>and minutes include collaborative planning that maps Vision of a Learner Competencies to curriculum and identifies aligned instructional strategies.</p> <p>Lesson study cycles include co-planning, observation, and reflection, with a focus on how the lesson supports Vision of a Learner Competencies development.</p> <p>Walkthrough and observation notes reflect increased teacher understanding and intentional planning for Vision of a Learner Competencies, as evidenced in instruction and classroom dialogue.</p> <p>Student tasks and work products reflect opportunities to apply Vision of a Learner Competencies in authentic ways (e.g., collaborative projects (PBI), open-ended writing prompts, or problem-solving tasks).</p>	
	Use the district's grade-band rubrics to build shared understanding among teachers, families and	Ongoing	☰ BPS GC: Essential Questi... are visible in classrooms and incorporated into anchor	Walk-throughs focused on classroom and hallway displays that highlight student

	<p>students of what Vision of Learner competencies “look and sound like” in the classroom.</p>		<p>charts, success criteria, and reflection tools.</p> <p>Students can describe what a posted “I Can” statement looks like, and articulate how to achieve it.</p> <p>Students self assess using</p> <ul style="list-style-type: none"> ■ PK-2 Single Point Rubric... <p>Reflect with a Partner or Teacher as students to talk through their thinking: “I think I’m almost there because...” and continually refine for specific targeted self feedback.</p> <p>Classroom or hallway displays showcasing student growth or examples of the competencies in action.</p> <p>Parent Square grade level newsletters to families include goals connected to the Vision of Learner competencies, examples, and progress.</p> <p>Addressing VOL LI and SC and self reflection in library collaboration classes and math suites.</p>	<p>work tied to Vision of Learner competencies.</p> <p>PLCs review student work samples from each grade to assess the quality and clarity of feedback tied to Vision of Learner competencies.</p> <p>Review grade-level ParentSquare newsletters monthly to ensure connection to Vision of Learner competencies and celebration of progress.</p> <p>Conduct student interviews or walkthrough conversations during Vision of Learner competencies tasks to hear their reflections.</p> <p>A “Vision of Learner competencies” in Trish’s newsletters or to highlight how the skill is being taught and modeled and how parents can transfer this to homelife.</p>
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	Provide students with targeted, actionable feedback on their growth in critical thinking, collaboration, and creative innovation using the district's global competency rubrics. Feedback will be embedded in small group instruction, conferring, and performance tasks to guide student reflection and next steps.	Ongoing	Teacher conferencing and whole class/small group instruction includes feedback aligned to Vision of Learner competencies Student growth in Vision of Learner competencies is celebrated through classroom discussions, shout-outs, or individual goal tracking, and schoolwide assemblies	Informal observations during small groups or conferring to see how teachers are using rubric-based feedback. Record and share examples at PLCs. Ask teachers to reflect during PLCs on how their feedback has influenced student growth and set next steps for refining practice.

High-needs learners—including multilingual students, students with disabilities, and those requiring intervention—deserve equitable access to rigorous, grade-level literacy instruction. By embedding scaffolded supports in Tier I and using targeted small group instruction in Tier II, we ensure that all students receive the instruction and resources they need to grow as readers and thinkers without compromising high expectations.

*Scaffolding - Supports put in place for only students who need it to access and comprehend grade level text.

Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Strengthen access to rigorous, grade-level instruction for high-needs learners by providing scaffolded supports in Tier I, and address individual needs through Tier II supports within the classroom.	Incorporate structured scaffolds during Tier 1 instruction to support high-needs learners in accessing grade-level content without reducing rigor. (Develop a common understanding of appropriate scaffolds, when necessary, and maintain rigor.)	Ongoing	PLCs collaboratively plan scaffolds during pre-work and unit design, ensuring consistency and support across classrooms for those who need it only. Scaffolds such as visuals, and vocabulary supports during whole class instruction.	Attend or review minutes from PLCs to ensure scaffolds for high-needs students are discussed and planned with intention across the grade level (particularly the shared text for the 5 day reading routine). Walkthroughs to highlight and monitor use of visuals, background knowledge building, sentence starters,

				anchor charts, and vocabulary supports in Tier I instruction.
	<p>Implement targeted Tier II small group instruction using data to address specific skill gaps for high-needs learners, utilizing adapted texts, Bridges Intervention, and myView intervention resources. Increase the ability of our students to read accurately and fluently.</p> <ol style="list-style-type: none"> 1. Build Strong Foundational Skills <ol style="list-style-type: none"> a. Phonics and Word Recognition: Use explicit, systematic phonics instruction with practice in blending, segmenting, and manipulating sounds. b. High-Frequency Words: Provide repeated exposure and practice with sight words so students don't get "stuck" decoding every word. c. Error Correction: Prompt students to reread when they miscue, and guide them in self-monitoring strategies. d. Addition and Subtraction Fluency: Provide daily practice with number facts using strategies such as counting on, making ten, and using number relationships. e. Number Sense: Build understanding of number composition and decomposition to support 	Ongoing	<p>Interventionists and teachers will collaborate to review student caseloads, identify scheduling overlaps or inefficiencies, and adjust support blocks as needed to maximize the total number of students receiving targeted interventions. <u>Small group (4-6 students), arranged by specific skill for tier II.</u></p> <p>Small group lesson plans are based on current student data and show alignment to specific skill needs.</p> <p><u>Kindergarten Shared Drive</u> <u>First Grade Shared Drive</u> <u>Second Grade Shared Drive</u></p> <p>myView Literacy intervention tools and Bridges intervention tools—such as MyFocus/Bridges Intervention Teacher's Guide, Skills Practice Books, and digital supports from Savvas Realize—are actively used in Tier II.</p> <p>Student work samples, progress monitoring tools (AIMS Web), and formative assessments will be used at 8</p>	<p>Collaborate with interventionists to review student growth data and ensure instructional adjustments are being made - bring to PLCs.</p> <p>Check for use of MyFocus guides, Skills Practice Books, and digital tools in small group plans and instructional artifacts.</p> <p>Build in a reflection question during PLCs: "How did your Tier II instruction this week respond to current data?"</p> <p>Principal, teacher, specialists and (special ed when applicable) will attend intervention meetings.</p>

	<p>flexible thinking.</p> <p>f. Strategy-Based Instruction: Teach students multiple strategies and allow them to explain and choose efficient methods.</p> <p>2. Increase Fluency Practice in small groups (Make adjustments to MyView lessons to increase small group and independent reading, especially during shared reading lessons and math conceptual understanding of the relationship between addition and subtraction.)</p> <p>a. Repeated Readings: Have students reread short, engaging passages multiple times to build speed and confidence.</p> <p>b. Choral Reading: Read together as a class or in small groups so struggling readers can hear fluent models.</p> <p>c. Paired Reading: Pair stronger readers with developing readers for shared practice.</p> <p>d. Reader's Theater: Let students practice scripts for performance, which promotes rereading and expression.</p> <p>e. Math Talks: Engage students in explaining their thinking and listening to others' strategies.</p> <p>3. Provide Rich Oral Language and</p>		<p>week intervention meetings to determine next steps.</p> <p>Berry and Rockwell combined faculty meeting <u>understanding AIMS Web</u> data from fall to winter and using data for next steps - targeting 4-6 students in areas of need.</p> <p>"Deep Dive" unit meetings across Berry and Rockwell maximizing and consolidating key concepts and standards, as well as refining PBI to increase student learning and engagement.</p> <p>Data driven decisions for next steps during the PLC cycle. Example:  K PLC Looking at decoding data and student work and using cold reads and My View Fluency practice in the classroom. Example: text presented in paragraph form with no pictures. Repeated reading increasing in length and students completing pictures for comprehension.</p> <p> Math Fact Fluency that ...</p>	
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	<p>Comprehension Support (Make adjustments to MyView lessons to increase small group and independent reading, especially during shared reading lessons.)</p> <ul style="list-style-type: none">a. Model Fluent Reading: Daily read-alouds where you demonstrate phrasing, pacing, and expression.b. Discuss Vocabulary and Meaning: Accuracy and fluency are stronger when students understand the words they're reading.c. Problem Solving: Provide opportunities for students to engage in real-world, multi-step problems and explain their reasoning.d. Encourage Self-Monitoring: Teach students to ask, "Does this make sense?" in both reading and math. <p>4. Monitor Progress and Intervene Early</p> <ul style="list-style-type: none">a. Use AIMSweb and MyView resources: Track fluency rates (correct words per minute) and accuracy.b. Set Small Goals: For example, increase 5-10 words correct per minute over a benchmark period. Or math fact automaticity over time.c. Targeted Small Groups: Provide intensive, short, daily sessions for students in			
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yellow/red zones.

Increased dysregulation, peer conflict, and overreliance on adult intervention—often observed in schools—mirror the cultural trends discussed in *The Anxious Generation* by Jonathan Haidt. When families and schools share language and strategies around fostering resilience, independence, and problem-solving, children benefit from consistent expectations across settings.

Strategy #3 (School Climate)	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Build Parent Understanding and Partnership Around Developmental Norms for Self-Regulation, Independence, and Problem-Solving	Increase positive behavior, strengthen consistency across settings, and ensure we are using shared language and systems. Intentionally notice, name, and reinforce those positive behaviors and create a system for students to reflect and learn from mistakes.	Ongoing	<p>Teachers and staff give a ticket when a positive behavior is observed. Tickets can be given anywhere in the building, including the bus room, cafeteria, hallway, and specials. Periodically, tickets will be pulled and students will receive small rewards or recognition. Tickets will also be pulled and recognized during assemblies.</p> <p>Stop & Think Because recognition does not replace accountability.</p> <p>Stop & Think remains our reflection and learning tool when behavior expectations are not met.</p>	<p>Grant written for 3D printer rewards</p> <p>Biweekly recognition of students</p> <p>Assembly recognition of students</p> <p>Stop and think required and sent back to class if not given</p> <p>Connection to stop and think when unnecessary parent escalation</p>

	<p>Embed key takeaways into regular school communication to reinforce expectations for student independence and reduce unnecessary parent escalation.</p>	<p>Ongoing</p>	<p>Newsletter blurbs (e.g., “Rockwell Resilience Tip of the Month”) tied to book concepts</p> <p>Office call log shows a decline in low-stakes concerns (e.g., “he touched my hat on the bus”)</p> <p>Reframing scripts for office staff and teachers to encourage problem-solving at the student level</p>	<p>Principal newsletter content monthly to ensure book themes and student independence messaging are included consistently.</p> <p>Monitor call logs in the main office weekly to track the frequency and type of parent calls. Highlight and categorize “low-stakes” issues to discuss trends with staff.</p> <p>Meet monthly with office staff to review communication scripts used with parents and reinforce common language (e.g., “Have you talked to your child about how they might solve this?”).</p>
	<p>Launch a monthly Let Them parent challenge rooted in The Anxious Generation, encouraging families to support student independence, self-regulation, and peer problem-solving and build shared understanding of how developmental norms have shifted.</p>	<p>Ongoing</p>	<p>Monthly “Let Them” challenge shared in newsletters and school communication platforms</p> <p>Parent feedback or quotes shared on Facebook about their child’s success stories (e.g., “My child cleaned their room after your message!”)</p>	<p>Highlight a Let Them success story during morning announcements.</p> <p>Coordinate with teachers/paras to gather informal student reflections (e.g., “What did you solve on your own this week?”) to gauge whether messaging is reaching children.</p>

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, March 19, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801 and via Live Stream.

Attendance: Eman Beshtawii, Zia Arakal, Zeenath Arakal, Muhammed Rihob Arakal, Rarla Eisayd, Sophia Wells, Jane Gangi

Administrative Attendance: C Carver, K Brooks, J Variale

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

Board Members Attendance:

Mr. Scott Clayton:	Absent
Mr. Bill Foster:	Present
Ms. Gabriela Hernandez:	Present
Mrs. Jen Larsen:	Present
Dr. Rick Magee:	Absent
Mrs. Courtney Martin:	Absent
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

March is Board Recognition month. Dr. Carver thanked the Board for their dedicated service to our schools and the community. Dr. Carver shared a number of athletic accomplishments, recognized the BHS debate team, shared that a number of NJROTC Cadets won 2nd place in the Brain Brawl, BHS student Toshan participated in the Connecticut Science and Engineering Fair 2026, and the Wildcats 111 team advanced to the Final 8 of the Connecticut Personal Finance Challenge in Person State Finals.

2.A. Gifts, Grants, & Bequests

2.A.1. Hockey Equipment

Dr. Carver shared that the Bethel High School Physical Education department received a donation of hockey equipment.

3. Consent Calendar

3.A. Approval of Minutes

3.A.1. February 19, 2026 - Regular Board of Education Meeting

Move to approve the minutes of the February 19, 2026 regular Board Meeting. Passed with a motion by Mrs. Jen Larsen and a second by Gabriela Hernandez.

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

4. Correspondence

5. Public Comment

Zia Arakal, 48 Copper Square Drive - spoke in favor of Eid being added to the school calendar.

Jane Gangi, 60 Whippoorwill Rd — Shared a book on AI with Mrs. Burns and distributed handouts on literature, Meg Wheatley, and critical thinking to the Board.

Iman Beshtawii, 115 Mt Pleasant Rd, Newtown - spoke in favor of Eid being added to the school calendar.

Aidan Badia - spoke about the BHS Pathways program. He feels it is incomplete and would like it to be more involved in the curriculum.

6. Administrative/Board Member Update

6.A. Board Chairperson Update

Mrs. Larsen welcomed the two new Board members - Rick and Danny. Mrs. Larsen shared on behalf of Mr. Clayton, that the Superintendent search is progressing well and is nearing completion. The public hearing is scheduled for March 24th at 7pm.

6.B. Administrative Update

Dr. Carver provided updates on a number of items: Ms. Hernandez had a question related to the district data sheet and whether the district is seeing a positive change in discipline since implementing restorative practices - Dr. Carver noted that Principals from all schools notes that using restorative practices seem to help with 1st time offenders and noted that repeat offenders typically do not change their behaviors. Dr. Carver noted that Edsight is a great resource for data. Dr. Carver shared some legislative updates. She spoke about how this will be the last year for the Kindergarten waiver. Starting next year per state law, there will be no

exceptions to the 9/1 birthday requirement. The State Department of Education mandated that districts send out a voluntary reading survey to parents to be used as a screening tool. This was sent out in last week's newsletter. Dr. Carver thanked the new company that bought Workspace for allowing the district to come in and get furniture for our schools — we were able to take desks, tables, white boards, and tech. Dr. Carver shared some federal updates. Dr. Carver, Ms. Variale, Ms. Hernandez, and Mr. Foster met with First Student to discuss electric buses. Dr. Carver discussed the possibility of having all elementary teachers trained in Orton-Gillingham for literacy. Dr. Carver shared the actions of the Board of Finance. Dr. Carver shared important budget dates: March 24th is the Public Hearing and April 7th is the Town Meeting. The spring musical at Bethel High School, Chicago is this weekend (March 20-22). The STEAM expo will be on April 22nd at BHS. Dr. Carver will be attending the CT Workforce Summit on April 2nd. Topics include improving pathways. Dr. Carver shared that after spring break surveys will be sent out to parents, students, and staff. Feedback will be share with the Board. Dr. Carver provided an update on health insurance. Dr. Carver attended a webinar on ECS and encouraged the Board to review the links.

6.B.1. 2025-2026 BOE District Data Sheet

7. Reports to the Board

7.A. Curriculum, Assessment, & Professional Practices

7.A.1. BHS Art Curriculum - Art II, Drawing I, Printmaking, Craft Design

Motion to approve the Art curricula (Art II, Drawing I, Printmaking, and Craft Design). Passed with a motion by Brenda Reed and a second by Mrs. Jen Larsen.

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

7.A.2. AP Art History Textbook

Ms. Reed shared that these textbooks will be purchased with this year's budget.

Motion to approve the book, Gardner's Art Through the Ages, 15th Edition: A Global History by Fred S. Kleiner. Passed with a motion by Brenda Reed and a second by Dr. Rick Magee.

Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Dr. Rick Magee:	Yea
Ms. Brenda Reed:	Yea

Mr. Daniel Serencsics:	Yea
Ms. Lauren Shekari:	Yea

7.A.3. PreCalculus 31 and PreCalculus 42 curricula

Dr. Brooks shared that students who take Honors Pre Calculus can participate in the ECE program where they will earn 3 math credits from WCSU.

Motion to approve the Honors Pre Calculus 31 and the College Prep Pre Calculus 42 curricula. Passed with a motion by Brenda Reed and a second by Mr. Daniel Serencsics.

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

7.B. Resource Management & Business Operations

7.B.1. Facilities

7.B.1.a. HVAC Project Update

As the project is finally near completion, we thought it would be appropriate to provide an update on the status of the project, budget and punch list. The February 2026 budget tracking is attached.

7.B.1.b. Authorization for DRIP Funding

Motion to Authorize the Superintendent to use the funds for the intended purposes with an annual reporting procedure no later than the last day of school. Passed with a motion by Mrs. Jen Larsen and a second by Gabriela Hernandez.

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

8. Action Items

8.A. 2026-2027 School Calendar – Approval

Dr. Carver suggested tabling this to next month's meeting.

Move to approve the 2026-2027 School Calendar Tabled with a motion by Mrs. Jen Larsen and a second by Brenda Reed.

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

8.B. 2027-2028 School Calendar - Accept Draft

Dr. Carver suggested tabling this to next month's meeting.

Move to accept the Draft 2027-2028 School Calendar Tabled with a motion by Mrs. Jen Larsen and a second by Gabriela Hernandez.

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

9. Recommended Executive Session

Attendance: I Drake, K Mello

Administrative Attendance: C Carver, K Brooks, J Variale

Board Members Attendance:

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

Motion to enter into Executive Session at 8:17 PM. Passed with a motion by Mrs. Jen Larsen and a second by Gabriela Hernandez.

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

9.A. Personnel Matter — Sick Bank/MOU Request

9.B. CT General Statues - 1-201(b)(9) Personnel - Negotiations - Bethel Association of Educational Secretaries, Local 1303-146 of Council #4, AFSCME, AFL-CIO

Motion to come out of Executive Session at 8:52 PM. Passed with a motion by Mr. Bill Foster and a second by Brenda Reed.

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

Motion to approve request of sick bank for 76 days. Failed with a motion by Mrs. Jen Larsen and a second by Mr. Bill Foster.

Mr. Bill Foster:	Nay
Ms. Gabriela Hernandez:	Nay
Mrs. Jen Larsen:	Nay
Dr. Rick Magee:	Nay
Ms. Brenda Reed:	Nay
Mr. Daniel Serencsics:	Nay
Ms. Lauren Shekari:	Nay

Motion to approve sick bank MOU Passed with a motion by Lauren Shekari and a second by Brenda Reed.

Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Dr. Rick Magee:	Yea
Ms. Brenda Reed:	Yea
Mr. Daniel Serencsics:	Yea

Ms. Lauren Shekari:	Yea
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Motion to approve the Secretaries agreement. Passed with a motion by Lauren Shekari and a second by Dr. Rick Magee.

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

10. Adjourn

Motion to adjourn at 8:57 PM. Passed with a motion by Gabriela Hernandez and a second by Dr. Rick Magee.

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

Respectfully submitted,



Kylie D'Arcangelo
Board Recorder

Minutes of the Bethel Board of Education Special Meeting held on Monday, March 30, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801 and via Live Stream.

Attendance:

Administrative Attendance: C Caver, K Brooks, J Variale

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

Board Members Attendance:

Mr. Scott Clayton:	Present
Mr. Dan Carter, ex-officio:	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. Appointment of Superintendent

Mr. Clayton summarized the search process. The search committee interviewed search firms and chose CABE. The search committee worked with Dr. Mary Broderick and Jack Reynolds. They met several times, used the results of the survey and focus groups to develop the leadership profile. The search committee interviewed a total of 6 candidates from CT and out of state. The interview consisted of a number of questions and a performance task. The search committee narrowed it down to 2 finalists. Mr. Foster, Ms. Larsen, Mr. Magee, Ms. Hernandez, and Ms. Martin all thanked Dr. Broderick for everything she did in the search process.

Motion to approve Dr. Albert Sackey as Superintendent of Schools effective July 1, 2026 and authorize the Board of Education Chair to finalize and execute the contract. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

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. Daniel Serencsics:	Yea
Ms. Lauren Shekari:	Yea

3. Adjourn

Move to adjourn at 7:14 PM 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. Daniel Serencsics:	Yea
Ms. Lauren Shekari:	Yea

Respectfully submitted,



Kylie D'Arcangelo
Board Recorder



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

Thank You for Advancing Eid Inclusion in Bethel Public Schools

1 message

Hassan Awwad <hawwad@cair.com>

Tue, Mar 24, 2026 at 11:41 AM

To: "carverc@bethel.k12.ct.us" <carverc@bethel.k12.ct.us>, "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Cc: "zia.arakal@gmail.com" <zia.arakal@gmail.com>, "beshtawiie@sacredheart.edu" <beshtawiie@sacredheart.edu>

Dear Superintendent Dr. Carver and Members of the Bethel Board of Education,

On behalf of the Connecticut chapter of the Council on American-Islamic Relations (CAIR-CT), and the Muslim students and families in Bethel, we would like to extend our sincere appreciation to you, Dr. Carver, for initiating discussions on ways to adjust the academic calendar to include Eid. This effort has already had a meaningful impact. Bethel Muslim students were overjoyed to learn that their educators are considering Eid inclusion, and parents have shared with us that they have never seen their children as happy as they were upon hearing this heartwarming and inclusive news.

We also extend our heartfelt thanks to the Board of Education members for their continued work to ensure all students are included, valued, and protected.

We have copied Ms. Eman Beshtawi, President of Al Hidayah Islamic Center, where many Bethel Muslim families attend and students participate in Sunday school and community activities. We have also included one of your students, Zia Arakal, who has been actively engaged in supporting and working with the community on the Eid recognition efforts.

Currently, Muslim students often face the difficult choice between observing this important holiday or attending school and missing essential instruction. Its also important for the students' mental health to make them feel seen, understood, and protected against stereotyping, bullying, and anti-Muslim hate.

One of the most tragic hate incidents against Muslim students in public schools happened in March last year at Wallace Middle School in Waterbury; please read about this incident [here](#). This tragic incident has increased fear among Muslim students across our state. We believe that combating bullying, hate, and anti-Muslim racism starts in our schools, where students learn about each other's cultural, religious, and social backgrounds. We are confident that Bethel Public Schools will make the right decision and ensure Muslim students are included and protected.

As Eid is based on the lunar calendar, we have attached the Eid calendar for the next 10 years to assist in long-term planning. We would be happy to coordinate with and support the district throughout the inclusion process and serve as a resource in any way needed.

Thank you for your time and thoughtful consideration.

Sincerely,

Hassan Awwad

Director of Operations
CAIR-CT

 **Eid calendar 2026-2037.pdf**
97K

Eid al Fitr & Eid al Adha Calendar 2026-2037

2026-2027 school year

Eid al Fitr: **Tuesday March 09, 2027**

Eid al Adha: **Sunday May 16, 2027. *Proposed day off for Schools* Monday May 17, 2027**

2027-2028 school year

Eid al Fitr: **Saturday February 26, 2028. *Proposed day off for Schools* Friday Feb 25, 2028**

Eid al Adha: **Friday May 5, 2028**

2028-2029 school year

Eid al Fitr: **Wednesday February 14, 2029**

Eid al Adha: **Tuesday April 24, 2029**

2029-2030 school year

Eid al Fitr: **Monday February 04, 2030**

Eid al Adha: **Saturday April 13, 2030. *Proposed day off for Schools* Friday April 12, 2030**

2030-2031 school year

Eid al Fitr: **Friday January 24, 2031**

Eid al Adha: **Wednesday April 2nd, 2031**

2031-2032 school year

Eid al Fitr: **Wednesday January 14, 2032**

Eid al Adha: **Monday March 22nd, 2032**

2032-2033 school year

Eid al Fitr: **Sunday January 02, 2033. *Proposed day off for Schools* Monday January 3, 2033**

Eid al Adha: **Friday March 11, 2033**

2033-2034 school year

Eid al Fitr: **Friday December 23, 2033**

Eid al Adha: **Wednesday March 1, 2034**

2034-2035 school year

Eid al Fitr: **Tuesday December 12, 2034**

Eid al Adha: **Sunday February 18, 2035**

2035-2036 school year

Eid al Fitr: **Saturday December 1, 2035**

Eid al Adha: **Thursday February 2, 2036**

2036-2037 school year

Eid al Fitr: **Wednesday November 19, 2036**

Eid al Adha: **Monday January 26, 2037**



Addressing challenging behavior through Book Clubs

jane gangi <janegangi@snet.net>

Tue, Apr 14, 2026 at 9:10 PM

To: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>, Christine Carver <carverc@bethel.k12.ct.us>, Kristen Brooks <brooksk@bethel.k12.ct.us>, "rutledgem@bethel.k12.ct.us" <rutledgem@bethel.k12.ct.us>, Christine Sipala <sipalac@bethel.k12.ct.us>, "burnsd@bethel.k12.ct.us" <burnsd@bethel.k12.ct.us>

Dear Bethel Board of Education, Christine, Kristen, Mickie, Christine S., and Donna,

At the March 19th meeting the subject of student altercations and aggression came up —youth who don't know how to handle their emotions. A few years ago, my language arts class and I were working with a particularly difficult 5th grade class, in which there were three "bullies." The school had brought in anti-bullying programs and nothing was working. I asked several of my Mount education students to lead Book Clubs with a few of these boys. Together they read:

- *Chess Rumble* by G. Neri
- *It Doesn't Have to Be This Way* by Luis Rodríguez, and
- *Bird* by Zetta Elliot (descriptions below)

I don't know if the boys' behavior changed permanently but they did learn they could conduct themselves civilly in a group conversation. They genuinely liked and respected the Mount students. After each book the boys asked me, "Is there a sequel?" There wasn't but there were more similarly themed books. One day one of the boys asked his Mount student if they could reread *Chess Rumble*. She agreed and they sat in the hallway. When I checked on them, the boy asked me, "Could I keep this book? This boy is just like me. He gets into trouble and doesn't know how to stop." Of course, I gave him the book (and willingly replaced it in my library). The next year when they went to middle school I truly wished I could peek in on them.

In 2014, Mount Saint Mary College held an ANYSEED conference about working with challenging students. Dr. Merle Rumble and I presented together. On that ppt, Merle shares insights from her wonderful dissertation, *I too have a voice: The literacy experiences of Black boys engaging with and responding to African American literature depicting Black males*. I share how the arts can be powerful in helping children who "act out." We shared books from all ethnicities and I am happy to share that powerpoint with any one who is interested. Just email me.

Please include in the public record for the April meeting and I hope this is of help.

Sincerely, Jane M. Gangi, PhD

Elliott, Zetta, & Shadra Strickland (Illus.). (2008). *Bird*. New York, NY: Lee & Low Books.

WorldCAT description: Bird, an artistic young African American boy, expresses himself through drawing as he struggles to understand his older brother's drug addiction and death, while a family friend, Uncle Son, provides guidance and understanding.

Neri, G., & Jesse Joshua Watson (Illus.). (2007). *Chess rumble*. New York, NY: Lee & Low Books.

WorldCAT description: Branded a troublemaker due to his anger over everything from being bullied to his sister's death a year before, Marcus begins to control himself and cope with his problems at home and at his inner-city school when an unlikely mentor teaches him to play chess.

Rodríguez, Luis J., & Daniel Galvez. (1999). *It doesn't have to be this way: A barrio tory/No tiene que ser así: Una historia del barrio*. San Francisco: Children's Book Press/Lee & Low Books.

A boy who becomes involved with a gang learns to make different choices when a cousin he loves is hurt. He is also helped by an uncle who fixes cars. 4-8



On kindergarten

jane gangi <janegangi@snet.net>

Tue, Apr 21, 2026 at 4:54 PM

To: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>, Christine Carver <carverc@bethel.k12.ct.us>, Christine Sipala <sipalac@bethel.k12.ct.us>, Kristen Brooks <brooksk@bethel.k12.ct.us>, "rutledgem@bethel.k12.ct.us" <rutledgem@bethel.k12.ct.us>, "burnsd@bethel.k12.ct.us" <burnsd@bethel.k12.ct.us>

Dear Bethel Board of Education, Christine, Kristen, Mickie, Christine S., and Donna,

At the March 19th meeting the subject of Connecticut's move to a September 1st birthday cut-off requirement to enter kindergarten was discussed. A downside of this new ruling is the hardship it can place on parents who cannot afford yet another year of pre-school, especially in a state as expensive to live in as Connecticut. Another concern is the tendency, which might become more pronounced with this new policy, of the developmentally inappropriate trend to push what used to be first grade into kindergarten.

At the 12/9/25 CABE meeting, which I attended while I was still a Board member, one of the speakers (a former superintendent of Hamden public schools) spoke about the contradictory edicts that sometimes come from CT's state department of education. I was delighted to learn about PL 23-159, CT's Play Based Learning Policy, yet the CTSDOE has not re-evaluated the 2010 decision to accept the Common Core. Its 90 academic standards for kindergarten might push against the Play Based Learning Policy. Defending the Early Years has a position paper on why the Common Core kindergarten standards are problematic: <https://www.sarahlawrence.edu/media/cdi/pdf/ReadinginKindergartenreport.pdf>. Because the state makes "demands" does not mean those demands are appropriate for young children.

During a recent semester, my undergraduate literacy course at Mount Saint Mary College was working with first graders in March. About half were either at or below Level A (I-J is more typical for end of the first grade). There were some Level M readers; I gave those six children to two Mount students who worked with them in engaging activities in a group, and paired up one-on-one as many of the others as I could, including myself (I stayed with this boy during my lunch break). We used Ganske's *Word Study* (for no more than 15-20 minutes per session) to do appropriate words sorts (not flash cards!): Consonant-vowel-consonant (CVC), moving onto blends and digraphs as appropriate, and Jan Richardson's Alphabet Book for those who didn't yet know all the letter names, as well as simple nursery rhymes for those who still needed phonemic awareness. We also used *Pioneer Valley* levelled books; they are well-done, interesting, and have quite a few books at Levels A, B, C, giving the children multiple opportunities to read the same sight words (not in an analytic phonics way and, no, I don't receive any financial compensation for endorsing their books). As well, we always had the children write based on the books they read, for example, "Dad can ..."; "I can..." In ten weeks, we moved all those Level A readers to Level G. Before we began the teacher said (wrongly), "They're all special ed." At the end of our ten weeks, she kindly said, "You've made liars out of us"—they were planning ppts to develop IEPs, which they had to cancel once they saw the children's progress. I share this story because—if we had "demanded" the children know, say, r-controlled or cluster consonants before they were ready (as I have witnessed some first grade teachers do), the school would have produced the children as failures instead of the successes they became. I mention this because online I have seen some teachers' criticism of the "My View" phonics program now used in Bethel—expecting knowledge of cluster consonants and r-controlled words in kindergarten. The last day I saw my lunchtime boy, he was reading aloud a trade book by himself—because he gradually over-time gained control, first, of CVC words, and then blends and digraphs.

I'd also like to either remind, or share with those of you for whom it is first time news, that Lorrie Shepherd and Mary Lee Smith's research showed that the differences between those born in January and those born in December in any given year (obvious to kindergarten teachers) disappear by third grade in most cases (<https://files.eric.ed.gov/fulltext/ED272267.pdf>). The eternal question: Do you make the child ready for the school? Or the school ready for the child?

Hoping that this Board and administrative council is on the side of making the school ready for the child, and will guard against developmentally inappropriate practices in kindergarten and the early grades.

Please include in the public record for the April meeting and I hope this is of help.

Respectfully,
Jane M. Gangi, PhD



School Holiday - EID

Umair Ellahi <ellahi57@yahoo.com>
To: "BOE@Bethel.K12.CT.US" <BOE@bethel.k12.ct.us>

Wed, Apr 22, 2026 at 3:33 PM

To Whom it may concern,

I am writing to you as a parent of 3 children who attend BPS and a former student himself who started at Rockwell in the 80's and graduated from Bethel High School. It was brought to my attention that the Board of Education will be holding a vote tomorrow on whether Eid should be granted as school holiday for BPS.

I would not only very much support the decision, quite frankly I think it is decades overdue! Even though I had a vastly different experience growing up in a far less diverse environment in Bethel during my childhood, the past 30 years has seen a drastic change. We are now fortunate enough to be living in a melting pot of cultures, races, nationalities and religions. It is amazing to see white, black, latino and asian communities come together, live side by side and thrive together.

As we witness our communities thriving in diversity, respecting the diversity and cultural practices are just as important. Depending on what figure you pull from, Islam in the second largest religion in the world, if not the largest. As my friends and families that live in diverse metropolitan areas such as NYC, Chicago, Texas, and even locally in Danbury, Hartford, New Haven etc have all already accepted and approved Eid as a public school holiday, I feel that Bethel has been either neglectful, or not caring of the needs of its ever changing demographics.

I therefore would strongly encourage you to include Eid as a BPS holiday starting immediately. It is no longer feasible for us to turn a blind eye to the changes we are seeing or being neglectful to the facts.

Please allow the needs of one of the largest and fastest growing religions on earth to be properly represented and respected.

Thanks!

Regards,

Umair Ellahi

203-788-8412

Bethel Public Schools
Course Proposal



1. **Title of Course:** AP Cybersecurity
2. **Department(s):** CTE
3. **Submitted by:** Doolan
4. **Length of Course (full year, semester):** Full Year
5. **Grade Level(s), if applicable:** 10-12
6. **Prerequisites, if any:** None
7. **Short Course Description, suitable for Program of Studies:**
AP Cybersecurity is a broad introduction to the field of cybersecurity that aligns closely with a standard first-year college introductory cybersecurity course. Students learn about common threats and vulnerabilities and how those combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, and mitigations, and detection measures across a variety of domains, including physical spaces, computer networks, devices, data, and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments.
8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*
The proposed AP Cybersecurity course addresses a growing need to prepare students for an increasingly digital and interconnected world. Cybersecurity is one of the fastest-growing career fields, with a significant demand for skilled professionals across industries. Offering this course provides students with exposure to critical concepts such as network security, data protection, ethical hacking, and risk management, helping them develop both technical and analytical skills.

This course also expands access to rigorous, college-level STEM opportunities, supporting students' readiness for postsecondary education and careers. It aligns with workforce trends and district goals of promoting career pathways in high-demand fields. Additionally, it helps students become informed digital citizens, capable of understanding and addressing real-world security challenges that impact individuals, organizations, and society.

9. **Course Objectives:** *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought that cannot be defined in behavioral terms? What are relevant long-term course targets, such as student participation rates and evaluation criteria?*

The purpose of the AP Cybersecurity course is to provide students with a rigorous, college-level introduction to the principles and practices of cybersecurity while developing critical thinking, problem-solving, and technical skills.

By the end of the course, students will be able to:

- Understand core cybersecurity concepts, including network security, cryptography, threat analysis, and risk management
- Analyze and identify vulnerabilities in systems and propose appropriate security measures
- Apply ethical hacking and defensive strategies in simulated, real-world scenarios
- Interpret and respond to cybersecurity incidents using logical and evidence-based reasoning
- Communicate technical information clearly through written reports and presentations
- Demonstrate responsible and ethical use of technology as digital citizens

10. **Scope and Substance of the Course:**

1. Introduction to Security
2. Securing Spaces
3. Securing Networks
4. Securing Devices
5. Securing Applications and Data

11. **Class Size:** *State minimum and maximum class size and pupil/teacher ratio.*
25 students

12. **What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the *Common Core***

Standards?

The AP Cybersecurity course will strengthen the school's academic program by expanding advanced computer science offerings and preparing students with in-demand technical and problem-solving skills. It supports the Common Core Standards by emphasizing critical thinking, analytical reasoning, and real-world application of knowledge. Students will engage in reading complex informational texts, writing technical explanations, and applying mathematical and logical reasoning to solve authentic cybersecurity problems, reinforcing key literacy and college- and career-readiness skills.

- 13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? *For example, will the addition of this course reduce the number of pupils in other courses in the department?***

The addition of the AP Cybersecurity course will have a largely positive impact on other courses and programs across buildings, with minimal disruption. This course is designed to complement existing computer science pathways rather than replace them. It may increase student interest and enrollment in foundational courses such as introductory programming, networking, or digital literacy, as students build the prerequisite skills needed for success in AP Cybersecurity.

While a small number of students may shift from other elective offerings into this course, the overall effect is expected to be an expansion of opportunities rather than a reduction in participation in other elective offerings.

- 14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? *For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would it be necessary to reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?***

The addition of the AP Cybersecurity course will have a largely positive impact on other courses and programs across buildings, with minimal disruption. This course is designed to complement existing computer science pathways rather than replace them. It may increase student interest and enrollment in foundational courses such as introductory programming, networking, or digital literacy, as students build the prerequisite skills needed for success in AP Cybersecurity.

While a small number of students may shift from other elective offerings into this course, the overall effect is expected to be an expansion of opportunities rather than a reduction in participation in other elective offerings.

- 15. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? *If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?***

No adjustments needed

Resources & Development Needs:

1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.

No

2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.

Research in cybersecurity education shows that students often have limited knowledge and inconsistent safe practices, leaving them vulnerable to threats such as phishing and malware. ([SRJIS](#))

Studies also demonstrate a strong positive relationship between cybersecurity education and student awareness/behavior, confirming that structured instruction significantly improves students' ability to recognize and respond to cyber risks. ([RSIS International](#))

At the same time, there is a documented global workforce shortage in cybersecurity, partly due to a lack of early educational pathways at the high school level. ([OUP Academic](#))

Research further identifies key characteristics of effective cybersecurity education:

- Hands-on, experiential learning (e.g., simulations, games, competitions) improves engagement and understanding ([NSF Public Access Repository](#))
- Structured curriculum integration is necessary to build long-term digital safety and resilience ([NCERT Journals](#))
- Programs should align with skills-based frameworks to address workforce gaps ([MDPI](#))

Overall, research strongly supports introducing cybersecurity education in high school through applied, interdisciplinary, and skills-focused instruction.

The AP Cybersecurity course aligns closely with this research:

- It provides broad access with no prerequisites, addressing the documented lack of early exposure
- It emphasizes real-world, hands-on learning, consistent with research supporting simulations and applied experiences
- It focuses on core practices such as risk analysis, mitigation, and threat detection, aligning with workforce frameworks

- It integrates technical, human, and ethical dimensions, reflecting interdisciplinary research recommendations

Because of this alignment, the course directly responds to research-identified needs: improving student awareness, building practical skills, and creating pathways into cybersecurity careers.

Trends and Practices in Other Schools

Research and case studies show that high schools are increasingly adopting cybersecurity programs due to workforce demand and national priorities. ([ScholarSpace](#))

Common practices include:

- Embedding cybersecurity into STEM and CTE pathways
- Using hands-on labs, simulations, and gamified environments (e.g., Capture-the-Flag competitions) to enhance learning ([Wikipedia](#))
- Expanding access through clubs, camps, and competitions
- Emphasizing equity and access, ensuring broader student participation ([ERIC](#))

These trends reflect research recommendations for experiential, accessible, and career-connected cybersecurity education.

Overall Conclusion: The research supports the need for cybersecurity education at the secondary level. Studies show that structured, hands-on instruction improves student awareness and skills, while also helping address a significant workforce gap.

The AP Cybersecurity course aligns with these findings by combining:

- Experiential learning
- Interdisciplinary content
- Workforce-relevant skills

3. Textbook (if applicable):

None

4. Other Resources Recommended:

Learning platform (Perkins)

5. Names of Staff Who May Teach the Course:

Casey Ragan

6. Training of Staff Required:

AP Cybersecurity teacher training

7. Department Approval: *Please have at least 50% of the department members or*

grade level teachers indicate their approval with their signature and date.

_____ Date _____

_____ Date _____

_____ Date _____

Signature of School Administration:

_____ Date _____

Signature of District Administration:

_____ Date _____

Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!

AP Cybersecurity

M. Doolan

AP Cybersecurity

Yearlong Advanced Placement course developed by the College Board as part of its "Career Kickstart" initiative. Designed for a national launch in the 2026–27 school year, this course offers a comprehensive, entry-level introduction to the field of cybersecurity, focusing on defending systems, analyzing threats, and managing risk.

About AP Career Kickstart

AP Career Kickstart courses provide high schools with a new set of AP offerings that prepare students for high-skill, high-growth careers through:

- Instruction in both technical and professional skills
- Emphasis on hands-on learning grounded in authentic scenarios
- Alignment to career and technical education (CTE) and industry standards
- Opportunity to earn an employer-endorsed credential upon achieving a qualifying exam score

How AP Career Kickstart Courses Are Developed

Every AP course is designed—and regularly updated—to include current data, evidence, and findings in each discipline. AP courses include the content and skills most frequently taught in introductory college courses, so that students who earn qualifying scores on AP Exams can be placed into upper-division college courses with a strong foundation for success.

AP Career Kickstart courses are built in partnership with industry advisors, higher education faculty, high school educators, and career and technical education (CTE) leaders. These advisors are engaged to evaluate research; recommend course skills, scope, and sequence; and review the course framework and the AP Exam.

Credentials and Industry Recognition

The AP Program partners with industry leaders to ensure the course skills align with employer demand for core requirements in high-growth, high-demand jobs. Along with the potential to earn college credit, students with qualifying scores on the AP Exam will earn the AP Career Kickstart Employer-Endorsed Credential. Created in partnership with industry experts, AP Career Kickstart Credentials accelerate students' progress toward in-demand careers and align with the needs of employers, college-level coursework, and secondary CTE programs.



**Cybersecurity education
is needed.**

Employers lack trained professionals.



14%

Only 14% of organizations are confident that they have the people and skills required.

Source
“Global Cybersecurity Outlook 2025”
World Economic Forum

Employers are actively posting job openings.

514,359

Total Online Job Openings (February 2026)

Job postings for cybersecurity-related positions

Source: Cyber Seek



Course Content

Students develop the skills they'll need for success.

	Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4
	Analyze Risk <i>Evaluate risk to organizational assets.</i>	Mitigate Risk <i>Implement protective and deterrent security controls.</i>	Detect Attacks <i>Implement detection methods, monitor systems, and analyze evidence.</i>	Collaborate <i>Work with others and AI to accomplish a task.</i>
Communicating concepts <i>Explain key cybersecurity concepts.</i>	1.A Identify, with and without the support of AI, vulnerabilities, threats, and attack methods, and explain how they generate risk.	2.A Identify security controls and explain how they mitigate risks.	3.A Identify methods for monitoring systems and explain how they detect attacks.	4.A Develop clear, shared team objectives related to a cybersecurity task.
Investigating problems <i>Explain the parameters of a problem to plan for solutions.</i>	1.B Determine ways adversaries exploit vulnerabilities to compromise an asset.	2.B Determine layered security controls that address vulnerabilities.	3.B Determine strategies and methods to detect attacks.	4.B Determine clear roles and responsibilities for members of a team working to accomplish a cybersecurity task.
Assessing impacts <i>Evaluate impact on systems.</i>	1.C Evaluate, with and without the support of AI, the likelihood and impact of risks.	2.C Evaluate, with and without the support of AI, the impact of protective risk-management strategies.	3.C Evaluate the impact of threat detection methods.	4.C Implement AI as a collaboration tool individually and as a group.
Enacting solutions <i>Apply and communicate solutions.</i>	1.D Document, with and without the support of AI, the likelihood and impact of risks.	2.D Implement and log mitigations with and without the support of AI.	3.D Detect and classify cyberattacks by analyzing digital evidence with and without the support of AI.	4.D Complete assigned work to accomplish a collaborative cybersecurity task.

Plan

The Course at a Glance provides a useful visual organization of the AP Cybersecurity components, including:

- Sequence of units, along with suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.

Teach

COURSE SKILLS

- Analyze Risk
- Mitigate Risk
- Detect Attacks
- Collaborate

UNIT 1

Introduction to Security

~10
class periods

Skill	Topic
1 1.1	Understanding Social Engineering
1 2	1.2 Suspicious Website Logins
1 2	1.3 Best Practices for Public Networks
1 2	1.4 AI-Based Cybersecurity Attacks
2 3	1.5 Leveraging AI in Cyber Defense

UNIT 2

Securing Spaces

~21
class periods

Skill	Topic
1 2	2.1 Cyber Foundations
	2.2 Physical Vulnerabilities and Attacks
2	2.3 Protecting Physical Spaces
3	2.4 Detecting Physical Attacks

UNIT 3

Securing Networks

~26
class periods

Skill	Topic
1 3.1	Network Vulnerabilities and Attacks
2	3.2 Protecting Networks: Managerial Controls and Wireless Security
2	3.3 Protecting Networks: Segmentation
2	3.4 Protecting Networks: Firewalls
3	3.5 Detecting Network Attacks

UNIT 4

Securing Devices

~23
class periods

Skill	Topic
1	4.1 Device Vulnerabilities and Attacks
2	4.2 Authentication
2	4.3 Protecting Devices
3	4.4 Detecting Attacks on Devices

UNIT 5

Securing Applications and Data

~30
class periods

Skill	Topic
1 5.1	Application and Data Vulnerabilities and Attacks
2	5.2 Protecting Applications and Data: Managerial Controls and Access Controls
2	5.3 Protecting Stored Data with Cryptography
2	5.4 Asymmetric Cryptography
2	5.5 Protecting Applications
3	5.6 Detecting Attacks on Data and Applications



Applied Learning

Students get real-world, everyday experiences with authentic cybersecurity scenarios.

UNIT 1 Introduction to Security

Scenario 1B: Detecting Unauthorized Logins

You like to play internet-based games at home, but lately you've noticed that your games are running more slowly than usual. You check your router's internet speed and it is not as fast as usual. Wondering if another device on your network is hogging bandwidth, you check your Wi-Fi router's authorization log, which shows all logged-in devices. Your family's last name is Rivera and your family names all your devices with your last name.

Entry	Date/Time	Device Name	Device Address	Result
1	03-03-25 09:25:34	Rivera Tablet 1	192.168.78.15	Success
2	03-03-25 10:08:17	Rivera E-Reader 1	192.168.78.23	Success
3	03-05-25 17:03:10	Rivera Gaming Device 1	192.168.78.62	Success
4	03-10-25 02:17:23	Laptop 1	213.47.12.73	Fail
5	03-10-25 02:18:42	Laptop 1	213.47.12.73	Fail
6	03-10-25 02:19:03	Laptop 1	213.47.12.73	Fail
7	03-10-25 02:21:13	Laptop 1	213.47.12.73	Fail
8	03-10-25 02:22:19	Laptop 1	213.47.12.73	Fail
9	03-10-25 02:24:28	Laptop 1	213.47.12.73	Fail
10	03-10-25 02:26:05	Laptop 1	213.47.12.73	Fail
11	03-10-25 02:27:32	Laptop 1	213.47.12.73	Fail
12	03-10-25 02:28:27	Laptop 1	213.47.12.73	Fail
13	03-10-25 02:30:39	Laptop 1	213.47.12.73	Fail
14	03-10-25 02:31:52	Laptop 1	213.47.12.73	Fail
15	03-10-25 02:33:44	Laptop 1	213.47.12.73	Success
16	03-10-25 19:47:48	Rivera Phone 1	192.168.78.51	Success
17	03-11-25 11:05:21	Rivera Tablet 2	192.168.78.35	Success

Consider the following questions:

- What types of information does this log contain?
- What patterns do you notice in this log?
- What entries in the log are suspicious and why?

Scenario 1C: Impacts of Using Public Wi-Fi

You bring your friend to your favorite local coffee shop, Sunshine Coffee, to study. Your friend joins a free Wi-Fi network and logs in to a streaming music application. Your device connects automatically to the coffee shop's Wi-Fi network because you have been there before.

After a few minutes, your friend's music stops playing and they realize they are no longer logged in to their streaming music application. When they try to log back in, the application says their password is invalid.

You ask your friend to check which Wi-Fi network they joined and see that they connected to an unprotected network called "Sunshine Wi-Fi." However, the coffee

14 | Course Framework V.1

AP® Cybersecurity
Return to Table of Contents
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Each unit includes between one and five scenarios that highlight professional career situations and require students to practice the use of the skills and course content within that unit.

- Work-based scenarios include:
- Conduct a physical vulnerability assessment of a new lab.
- Recommend and diagram a set of security features for three LANs on a naval submarine.
- Assess the risk from possible vulnerabilities of internet-connected farm equipment.
- Set access to proprietary research and development on an air-gapped computer.

Scenario 1A: Detecting Phishing Messages

To: ljones@school.edu
From: do-no-reply@g00gle.com
Subject [Urgent!] Access Restricted

One of your students has requested access to make a copy of a document. Click this [link](#) to authorize your student to copy your document.

If you don't click the link, **your student won't be able to copy the document and complete their assignment.**

Research shows that the faster teachers respond to students' document-sharing requests, the more likely students are to submit their assignments on-time.

The Google Drive Team

Question:

What evidence could you use to convince your teachers that this email is not legitimate?

Scenario 1A: Detecting Phishing Messages

To: ljones@school.edu
From: do-no-reply@g00gle.com
Subject [Urgent!] Access Restricted

One of your students has requested access to make a copy of a document. Click this [link](#) to authorize your student to copy your document.

If you don't click the link, **your student won't be able to copy the document and complete their assignment.**

Research shows that the faster teachers respond to students' document-sharing requests, the more likely students are to submit their assignments on-time.

The Google Drive Team

Question:

What elements of the email might cause someone to act impulsively?

Scenario 1A: Detecting Phishing Messages

To: ljones@school.edu
From: do-no-reply@g00gle.com
Subject: [Urgent!] Access Restricted

One of your students has requested access to make a copy of a document. Click this [link](#) to authorize your student to copy your document.

If you don't click the link, **your student won't be able to copy the document and complete their assignment.**

Research shows that the faster teachers respond to students' document-sharing requests, the more likely students are to submit their assignments on-time.

The Google Drive Team

Question:

What are some potential consequences for someone who clicked the link in the email?

Scenario 1A: Detecting Phishing Messages

If someone clicks a link in a phishing email, several negative consequences could happen:

Malware infection	Link could install malware, spyware, or ransomware on the device.
Stolen credentials	Link may lead to a fake login page that steals usernames and passwords.
Identity theft	Personal information could be collected and used for fraud.
Account compromise	Email, banking, or social media accounts could be taken over.
Data loss	Files could be deleted, encrypted, or accessed without permission.
Financial loss	Attackers could make unauthorized purchases or transfers.

Scenario 3C: Configuring a Secure Wireless Network

As a Network Technician in the National Guard, you have been called to active duty in the aftermath of a natural disaster. You have been tasked with setting up a secure wireless network at a local high school gymnasium, which has been converted to an emergency shelter for people who lost their homes in the disaster. The secure wireless network should provide access to the internet.

There is a satellite link that will provide internet access. Your task is to determine the security features necessary to ensure that the network is safe to use. The security features you determine should be able to detect and log possible malicious activity on the network that would compromise security or performance. You will:

- Describe configurations to secure the wireless network
- Recommend a collection of detective controls to monitor the network and raise an alert for any potential malicious activity.
- Describe the impact of the detective-control recommendations.

Scenario 3C: Configuring a Secure Wireless Network

Student Response A

I would add security to the WiFi so hackers can't get in. Logs would be turned on to watch the network.

Scenario 3C: Configuring a Secure Wireless Network

Student Response B

For an emergency shelter, the wireless network should be secure but easy to use.

- **Configurations:** WPA3 encryption would protect wireless traffic, and network segmentation would separate staff and public users to limit the impact of a compromised device.
- **Configurations:** Access points would use WPA3-Personal for public access and WPA3-Enterprise for staff, with VLANs separating traffic.
- **Detective Controls:** Logging on the wireless controller and firewall would monitor failed logins, unusual traffic, and IDS alerts.
- **Impact:** These detective controls allow administrators to detect potential security issues with minimal performance impact while protecting user privacy.



Exam Design

Students sit for a fully digital exam in Bluebook.

The exam is **2 hours and 10 minutes** long and includes **60 multiple-choice questions** and **one free-response question**.

Section	Question Type	Number of Questions	Timing	Percent of Exam Score
I	Multiple Choice Students analyze scenarios and digital evidence to identify vulnerabilities, recommend mitigations, and detect potential threats.	60	80 minutes	70%
II	Free Response Students will use sources to determine security issues, attacks, and how a system is configured. Using evidence from the sources, students will also suggest ways to make the device more secure and show how they could fix or harden the device.	1	50 minutes	30%

Designed with job-relevant problem-solving

Review the following firewall for a server:

1. Allow Inbound TCP port 22 from ALL;
2. Allow Inbound TCP port 80 from ALL;
3. DENY Inbound TCP port 443 from 192.168.0.0/16;
4. Allow Inbound ICMP from ALL;
5. Allow Inbound TCP port 3306 from ALL;
6. Deny Inbound TCP port 3389 from ALL;
7. Allow Inbound TCP port 443 from ALL;
8. Allow Inbound TCP port 587 from ALL;
9. Deny Inbound TCP port 8140 from 192.168.45.0/24;
10. Deny Inbound ALL inbound traffic;

1  Mark for Review



A network technician is trying to access the server using port 443 from a machine with an IP address of 192.168.45.37. However, they are unable to access the server.

Which of the following changes could be made to the firewall in order for the network technician to access the server?

- (A) Swap firewall rule 1 with firewall rule 10.
- (B) Swap firewall rule 3 with firewall rule 4.
- (C) Swap firewall rule 3 with firewall rule 7.
- (D) Swap firewall rule 7 with firewall rule 10.

Instruction

Student Wellness and Nutrition

The Bethel Board of Education recognizes that according to the CDC, childhood obesity is a serious problem in Connecticut and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of obesity, and some cancers, diabetes, and other chronic diseases.

In order to respond appropriately and efficiently to these serious nutrition and health issues, the Bethel Public Schools has established an ongoing District Climate and Wellness Committee that will meet at least twice a year. The district will place a notice in the district's newsletter inviting members of the community to join the wellness committee. Parents, students, community members, food service staff, PE teachers, school health professionals, school board members, school administrators, and teachers will be invited to join and be included in the development, implementation, periodic review, and update of the wellness policy including the following:

- A. Health promotion for all staff members, including education and health assessments, for the purpose of encouraging staff commitment as positive role models. School staff members shall be encouraged to model healthy eating and physical activity behaviors. Staff members are encouraged to join exercise programs, ~~such as the district walking challenge,~~ and utilize school physical activity equipment and facilities before or after school to support employee wellness;
- B. K-12 health education that is carefully planned, sequential, and addresses the physical, mental, emotional, and social dimensions of health;
- C. School health services which focus on prevention and early intervention, the management of acute and chronic health conditions, and referrals to community health services, if needed;
- D. Counseling, psychological, and social services which include school-based interventions as well as referral services to private and public mental health services in the community;
- E. Nutrition services (school cafeteria) responsible for providing nutritious and appealing meals and snacks for students and staff, maintaining an environment that promotes healthy food choices, and supporting nutrition instruction in the classroom and cafeteria;
- F. Physical education in a planned, sequential, K-12 curriculum promoting physical fitness, movement skills, sports skills, and lifelong physical activity;

Commented [1]: I know we talked about keeping some version of this, but I also think (after the meeting) that we do not need to be that specific!

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Instruction

Student Wellness and Nutrition

- G. Family and community involvement through educational programming in order to support the health and well-being of children;
- H. The Superintendent or his/her designee shall act as a district school liaison to guide the improvement of adverse circumstances and behaviors that may impede student well-being and learning.

Children who eat well-balanced meals and are healthy are more likely to be successful learners in the classroom. The Bethel Board of Education supports increased emphasis on nutrition as well as physical activity, at all grade levels to enhance the well-being of our District's youth.

Therefore, it is the intention of the Bethel Board of Education to:

- A. Provide students and staff with access to nutritious food at meals and snacks served on school grounds;
- B. Provide opportunities for recess in grades K through 85, regular physical activity through physical education, music (dance) and developmentally appropriate exercise for grades K through 12; and
- C. Provide accurate and timely information through the developmental guidance program and the health curriculum about what constitutes a healthy, balanced lifestyle.

The Superintendent or his/her designee shall develop and implement a comprehensive district-wide nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program. To implement the program, the Superintendent or designee shall adopt and implement a comprehensive curriculum on health, fitness, and nutrition consistent with the Connecticut Frameworks and the USDA National School Lunch and School Breakfast Program requirements. The curriculum will provide opportunities for developmentally appropriate instruction for grades PreK through 12. The input of staff, students, parents, and public health professionals in the development of the curriculum will be included in any revision.

Nutrition, health, and fitness topics shall be integrated within the sequential, comprehensive health education curriculum taught at every grade level, kindergarten through grade 12, and coordinated with the District's nutrition, physical education, developmental guidance, and food services programs.

Evaluation procedures will utilize classroom-based assessments and other measures of progress including student fitness profile testing (grades 6 through 9) ~~and the use of the School Health~~

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Commented [2]: Grades 4-9

Commented [3]: @claridgen@bethel.k12.ct.us @brooksk@bethel.k12.ct.us Do we know what the school health index is? I am pretty sure that we are not using it? Or are we and I do not know?

Commented [4]: Hi Christine. It is a self- evaluation tool. See below. I have not used it nor am I aware that anyone in the district is using it.

[https://www.cdc.gov/assessing-improving-school-health/shi/index.html#:~:text=The%20School%20Health%20Index%20\(SHI\)%20is%20a,%20National%20nongovernmental%20health%20and%20education%20agencies](https://www.cdc.gov/assessing-improving-school-health/shi/index.html#:~:text=The%20School%20Health%20Index%20(SHI)%20is%20a,%20National%20nongovernmental%20health%20and%20education%20agencies)

Commented [5]: Nat- if I am mistaken- please let me know.

Commented [6]: I was not on the committee when this was written, but I assume this line is referring to the CT Physical Fitness Assessment Health Fitness Zone (page 30 <https://portal.ct.gov/-/media/sde/phys-ed/cpfa----test-administrators-manual-fall-2023-24-final.pdf?rev=85b8fae3eac64d93b9dc9ec832675891&hash=E9DCA7E3B14DA95E81B83BA255CE00E2>). We do use the Health Fitness Zones from the state as part of the requirement for submitting state assessment results in grades 4, 6, 8, and 9. We don't use the SHI, but each do our own individual goal setting with students.

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Instruction

Student Wellness and Nutrition

~~Index at all grade levels.~~ Schools will also be assessed on their progress toward the goals set in their School Improvement Plans.

Nutrition Standards

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. All meals served through the District's food service program shall comply with the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable. All schools within the District are committed to offering school lunch through the USDA NSLP and school breakfast through the USDA SBP, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Provide a cashless payment system using a card scan or pin pad at the POS registers to protect the privacy of students eligible for free or reduced-price meals;
- Are appealing and attractive to children including student input through surveys and taste testings of new healthy foods;
- Provide taste tests of locally grown produce when available;
- Allow for 20 minutes to eat lunch after obtaining food;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Are served by food and nutrition staff members who are trained in accordance with the USDA Professional Standards for Child Nutrition Professionals. All school nutrition program directors, managers, and staff will meet hiring and annual continuing education/training requirements of these standards and refer to USDA's Professional Standards for School Nutrition Professionals website to search for training that meets their learning needs.

Monthly Menus will be posted on the District's website. The District child nutrition program will accommodate students with special dietary needs. Additionally, participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school. Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced-price meals.

Instruction

Student Wellness and Nutrition

Applications for free/reduced-priced meals are available on the district website, are included in the district newsletter, and are available at each school and the district central office.

Water

To promote hydration, free, safe, unflavored potable drinking water will be available to all students throughout the school day and throughout every school building (“school day” is defined in the glossary). The District will make free drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating and are in compliance with all federal and state nutrition standards for all foods served in schools. It is the policy of the School District that all foods and beverages sold to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) on any property under the jurisdiction of the district will meet the U.S Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards. USDA Smart Snacks standards for beverages sold in elementary and middle schools shall also be applied in the high school.

The nutrients addressed in the Connecticut Nutrition Standards are based on current nutrition science and national health recommendations from the [Dietary Guidelines for Americans](#) and national organizations, such as the National Academy of Sciences Institute of Medicine, American Cancer Society, American Heart Association, Academy of Nutrition and Dietetics, American Academy of Pediatrics. The Connecticut Nutrition Standards are reviewed annually by the CSDE state nutrition standards committee and are updated as needed to reflect changes in nutrition science and national health recommendations. They are published in January of each year to be effective for the following school year (July 1 through June 30).

The Connecticut Nutrition Standards focus on:

- Limiting fat, saturated fat, trans fat, sodium, and sugars;
- Moderating portion sizes; and
- Promoting increased intake of nutrient-dense foods such as whole grains, fruits, vegetables, low-fat/nonfat dairy products, lean meats, legumes, nuts, and seeds.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet Smart Snacks standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are

6142.101(5)

Instruction

Student Wellness and Nutrition

not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Fundraising

All food items served or offered (for sale) to students during the school day (from midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines. There will be no exemptions from the Smart Snacks standards. Fundraisers must also comply with Connecticut's competitive food regulations (sections 10-215b-1 and 10-215b-23 of Regulations of CT State Agencies). Non-food and beverage fundraising is strongly encouraged.

Rewards

Food/Beverages will not be used as a reward or withheld as punishment for any reason such as performance or behavior, unless noted as part of an Individualized Education Program for students with Disabilities. Whenever feasible, physical activities such as extra recess, dance breaks, or similar activities are strongly recommended as a reward. Physical activity, recess, or PE may not be assigned to or withheld from students as a consequence of poor behavior or as a punishment for any reason. Classroom celebrations should be focused on activities rather than food due to concerns about food safety and food allergies.

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Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. The healthiest choices, such as fruits and vegetables, will be prominently displayed in the cafeterias to encourage students to make healthy choices. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. Allowable school-based marketing shall be consistent with Smart Snacks nutrition standards. Advertising of any food or beverage that may not be sold on campus during the school day including on containers used to serve food or in the area where food is purchased is prohibited. The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property. All advertisements for foods or beverages in any school publication or media outlet must be approved by the school principal.

Instruction

Student Wellness and Nutrition

Information regarding applications for free or reduced-price meals is available on the district website, in the district newsletter, at any school, or at the district office.

Nutrition Education

The District aims to teach, model, encourage and support healthy eating by students. Schools will provide standards-based nutrition education at every grade level (K-12) and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

The district will provide standards-based nutrition education that is sequential and comprehensive in scope.

Physical Activity and Physical Education Standards

The physical education comprehensive, standards-based curriculum for grades K-12 will be aligned with established state physical education standards and will follow a periodic review cycle congruent to other academic subjects. All schools will provide physical education that fosters lifelong habits of physical activity. All students in the elementary schools will have regularly scheduled physical education periods that provide standards-based instruction in physical fitness, movement skills, and sports skills for a minimum of 40 minutes per week. All students in the middle school will have an average of 100 minutes of physical education per week that provide the same developmentally appropriate standards-based instruction. All high school students are required to complete one credit and a half credits of physical education through a variety of class offerings which meet physical education curriculum standards.

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6142.101(7)

Instruction

Student Wellness and Nutrition

Physical Education for grades K-12 will be taught by a certified/licensed teacher with a Physical Education endorsement. All Physical Education teachers will be provided with annual professional development opportunities that are focused on physical education/physical activity topics and competencies geared towards physical education teachers.

In addition to required physical education, students at the K-5 level have a recess of at least 20 minutes. Teachers are encouraged to provide students with physical activity breaks during the school day, as appropriate.

Schools will not allow students to be exempt from or make substitutions for required physical education class time or credit requirements. Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such student's participation in regular physical education instruction or activities.

The District shall also provide co-curricular physical activity programs, including intramural and interscholastic athletic programs, during before and after school hours, as appropriate, within available resources. The District shall also promote the use of school facilities for physical activity programs offered by District schools and/or community-based organizations, such as the Town's Parks and Recreation department, outside of regular school hours. Families and community members are encouraged to participate in these physical activity opportunities and utilize these facilities regularly.

Monitoring

The Superintendent or designee shall ensure compliance with established district-wide nutrition and physical activity policies. In each school, the Principal or designee shall ensure compliance. At a minimum annually, the District will promote the wellness policy to faculty, staff, parents, and students by directing them to its availability on the District's website. The District Wellness Committee, in collaboration with individual schools, will conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation (WellSAT-I). The District will compile and then publish the triennial progress report on the district website. The report will include an assessment on compliance, the extent to which our wellness policy compares to model wellness policies, and the progress made in achieving goals. Every two to three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.

(cf. 3542.1 – Food Service)

(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes

6142.101(8)

Instruction

Student Wellness and Nutrition

10-16b Prescribed courses of study.

10-215 Lunches, breakfasts and the feeding programs for public school

children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10215a Nonpublic school participation in feeding program.

10215b Duties of state board of education re: feeding programs.

10216 Payment of expenses.

10-215b-1 State board of education regulation – Competitive foods

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess,
and Lunch Breaks

National School Lunch Program and School Breakfast Program;
Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45,
No. 20, Tuesday, January 29, 1980, pp. 67586772)

Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of
2004

Healthy Hunger-Free Kids Act of 2010

Policy adopted: 6/22/06

Policy Revised: 5/10/07

Policy Revised: 2/19/15

Policy Revised: 9/16/21

BETHEL PUBLIC SCHOOLS
Bethel, CT

Instruction

POLICY REGARDING LIBRARY COLLECTION DEVELOPMENT AND MAINTENANCE

The Board of Education (the “Board”), having consulted with the Superintendent of Schools for the Bethel Public Schools (the “District”), the District’s director of curriculum or a person in an equivalent position, and a library media specialist~~librarian~~ employed by the Board, adopts this Policy Regarding Library Collection Development and Maintenance in accordance with Connecticut law.

It is the policy of the Board to ensure that all District library materials maintained by the District are evaluated and made accessible in accordance with the protections against discrimination set forth in Connecticut law, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

Any school library media specialist or school library staff member who, in good faith, implements this policy shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

The Board shall review this policy, and update it as necessary, every five years.

I. Definitions

For the purposes of this policy:

- “*Library and other educational material*” means any material belonging to, on loan to or otherwise in the custody of a District school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.
- “*Remove*” means deliberately taking library material out of a library’s collection. The term “*remove*” does not include the routine collection maintenance of materials that have been formally deselected not include the process of clearing such collection of any materials that are no longer useful (i.e. weeding).
- “*School library staff member*” means a school library media specialist, school librarian, any certificated or noncertificated staff member whose assignment is in the school library, or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

Commented [1]: Other: Other option: "The deliberate permanent withdrawal of materials from the library collection for reasons outside of routine maintenance or deselection cycles."

II. Library Collection Development and Maintenance

The Board recognizes that library and other educational material should be provided for the interest, information, and enlightenment of all students and should represent a wide range of varied and diverging viewpoints in the collection as a whole.

The Board requires that students have access to age-appropriate and grade-level-appropriate material and shall provide access to library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level. The Board also recognizes the importance of the school library media center as a place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

The Board acknowledges that a school library media specialist is professionally trained to curate and develop a collection that provides students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

The Board directs the Superintendent to establish a procedure by which a certified school library media specialist will continually review library and other educational material within a school library media center using professionally accepted standards, which shall include, but need not be limited to, the material's relevance, the physical condition of the material, the availability of duplicates or copies of the material, the availability of more recent age-appropriate or grade-level-appropriate material, and continued demand for the material (the "Library Review Procedure"). The Library Review Procedure is attached hereto as Appendix A.

Legal References:

Conn. Gen. Stat. § 10-15c

Public Act No. 25-168, "An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget."

Policy adopted:

BETHEL PUBLIC SCHOOLS
Bethel, CT

APPENDIX A

LIBRARY REVIEW PROCEDURE

I. Overview and Purpose

In accordance with Board Policy and Public Act 25-168, the District shall maintain a high-quality collection through a process of continual review. This procedure ensures that library materials, displays, and programs remain relevant, accurate, and aligned with the educational mission of the District. This process of "selection in reverse" (weeding) is a professional maintenance function used to optimize library space and resources.

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Professional Basis for Review: The District follows the CREW method (Continuous Review, Evaluation, and Weeding) to ensure the collection remains a "growing organism." The American Library Association (ALA) and the American Association of School Librarians (AASL) recommend using these specific metrics to satisfy statutory requirements, such as those in Connecticut Public Act 25-168, which mandate a review of material relevance, condition, and accuracy.

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II. Professional Authority

The certified school library media specialist is authorized to conduct the continual review of the collection using their professional training in pedagogy and information literacy. Staff members implementing this procedure in good faith are granted legal immunity from civil or criminal liability as provided by Connecticut law.

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III. The Review Cycle (The CREW Method)

The District adheres to the CREW (Continuous Review, Evaluation, and Weeding) methodology. This ensures the library remains a 'growing organism' through the ongoing professional assessment and intentional removal of materials that no longer meet the collection's standards.

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- **Continuous:** Review is an ongoing workflow, not a singular annual event.
- **Review:** The specialist monitors circulation data and subject gaps to identify low-use or obsolete items.
- **Evaluation:** Each item is professionally assessed for its objective value, accuracy, and physical condition.
- **Weeding:** Materials that no longer meet District standards are formally deselected and removed from the catalog.

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IV. Criteria for Removal (The MUSTIE Standards)

The following MUSTIE criteria provide objective metrics for evaluating whether material should be removed from the collection:

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- **Misleading (M):** The material's relevance and factual accuracy.

- Ugly (U): The physical condition of the material.
- Superseded (S): The availability of more recent age-appropriate or grade-level-appropriate material.
- Trivial (T): Whether there is continued demand for the material.
- Irrelevant (I): The material's alignment with research and educational needs.
- Elsewhere (E): The availability of duplicates or copies in other formats.

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V. Procedural Safeguards

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- Viewpoint Neutrality: No material shall be removed based on the origin, background, or viewpoints expressed within the material.
- Anti-Discrimination: Review activities must comply with state non-discrimination laws regarding race, sex, gender identity, religion, and disability.

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- Protection Against Censorship: Weeding shall not be used to circumvent the formal reconsideration process for controversial materials.

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Instruction

POLICY REGARDING LIBRARY MATERIAL REVIEW AND RECONSIDERATION

The Board of Education (the “Board”), having consulted with the Superintendent of Schools for the Bethel Public Schools (the “District”), the District’s director of curriculum or a person in an equivalent position, and a ~~library media specialist-librarian~~ library media specialist employed by the Board, adopts this Policy Regarding Library Material Review and Reconsideration in accordance with Connecticut law.

It is the policy of the Board to ensure that all District library materials maintained by the District are evaluated and made accessible in accordance with the protections against discrimination set forth in Connecticut law, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

Any school library media specialist or school library staff member who, in good faith, implements this policy shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

The Board shall review this policy, and update it as necessary, every five years.

I. Definitions

For the purposes of this policy:

- “*Individual with a vested interest*” means any school staff member employed by the Board, the parent or guardian of a student currently enrolled in a school operated by the Board at the time a request for reconsideration is filed, and any student currently enrolled in a school operated by the Board at the time a request for reconsideration is filed.
- “*Library and other educational material*” means any material belonging to, on loan to or otherwise in the custody of a District school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.
- “*Remove*” means deliberately taking library material out of a library’s collection. The term “*remove*” does not include the routine collection maintenance of

Commented [1]: Other option: “The deliberate permanent withdrawal of materials from the library collection for reasons outside of routine maintenance or deselection cycles.”

~~materials that have been formally deselected, not include the process of clearing such collection of any materials that are no longer useful (i.e. weeding).~~

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- “*School library staff member*” means a school library media specialist, school librarian, any certificated or noncertificated staff member whose assignment is in the school library, or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

II. Library Material Review and Reconsideration

The purpose of this policy section regarding library material review and reconsideration is to establish a process for individuals with a vested interest to challenge any District library and other educational material, display, or student program, as well as a process for the District to respond to any such challenges and related parameters.

A. *Standards for Reviewing Challenges to Library and Other Educational Material, Display, or Student Program*

1. All library materials shall be evaluated and made accessible in accordance with the protections against discrimination set forth in Connecticut law, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.
2. Library and other educational material, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices, as adopted in this policy and/or any accompanying procedure for the continual review of library and educational material within a school library.
3. No library and other educational material, display, or program shall be removed from library media centers, or programs be cancelled, because of the origin, background or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program.
4. The removal, exclusion, or censoring of any book on the sole basis that a person with a vested interest finds such book offensive is prohibited.
5. Any process for an individual with a vested interest to challenge any library and other educational material, display, or student program shall neither favor nor disfavor any group based on protected characteristics.

B. *Process for Challenging Library and Other Educational Material, Display, or Student Program*

The Board establishes the following process for individuals with a vested interest to challenge any library and other educational material, display, or student program, as well as a process for the District to respond to any such challenges:

1. An individual with a vested interest may submit a Request for Reconsideration of Library Material Form (the "Request Form") to the principal of the school in which the library and other educational material, display, or student program is being challenged to initiate a review of such material. The Request Form is attached hereto as Appendix ~~AB~~.

Using the Request Form, an individual shall specify which portion or portions of such material the individual objects to and provide an explanation of the reasons for such objection. The individual submitting the Request Form must include the individual's full legal name, address, and telephone number. If a formal Request Form is filed by a parent, guardian, and/or students the review process for removing materials, displays, or programs is limited to the input of currently enrolled students and their families. ~~If a formal Request Form is filed by a parent or guardian, the review process for removing materials, displays, or programs is limited to the input of currently enrolled students and their families.~~ If the individual who has submitted a Request Form is a parent, guardian, or student consideration of requests to reconsider and remove material, displays, or student programs shall be limited to the parents and guardians of students and eligible students currently enrolled in the school or District.

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2. Upon receipt, the principal or the principal's designee shall promptly forward the Request Form to the Superintendent or Superintendent's designee.
3. The administration may consolidate any requests for review and reconsideration of the same challenged library and other educational material.
4. For each challenged library and other educational material, the Superintendent, or the Superintendent's designee, shall appoint a Review Committee consisting of:
 - a. the Superintendent, or the Superintendent's designee;
 - b. the principal of the school in which the library and other educational material is being challenged, or the principal's designee;
 - c. the Assistant Superintendent, or a person in an equivalent position, employed by the Board;
 - d. a representative from the Board;
 - e. at least one grade-level-appropriate teacher familiar with the library material, provided the teacher selected is not the individual who submitted the Request Form;
 - f. a parent or guardian of a student age thirteen years or younger enrolled in the District, provided the parent or guardian selected is not the individual who submitted the Request Form;
 - g. a parent or guardian of a student age fourteen years or older enrolled in the District, provided the parent or guardian selected is not the individual who submitted the Request Form; and

- h. a certified school librarian employed by the Board or employed by another board of education in the state.

In cases where the request is submitted by a student enrolled in grades nine through twelve, and when appropriate and at the discretion of the Superintendent, a student enrolled in grades nine through twelve may serve on the Review Committee, provided the student selected is not the individual who submitted the Request for Reconsideration and the Superintendent consults with the principal of the school involved in such reconsideration request prior to making the determination whether to include the student on the Review Committee.

- 5. Any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access until a final decision is made by the Review Committee.
- 6. The Review Committee must evaluate the Request Form; read the challenged material in its entirety; evaluate the challenged material against this policy; and make a written decision on whether or not to remove the challenged material not later than sixty (60) school days from the date the Request Form was received by the principal or the principal's designee. The Review Committee shall provide a copy of the committee's decision and report to the individual with a vested interest who submitted the Request Form and to the principal of the school.
- 7. The individual with a vested interest who submitted the Request Form may appeal the Review Committee's decision to the Board. The Board shall determine whether the reconsideration process was followed and publish its decision on the Internet web site of the District.
- 8. Once a decision has been made by the Review Committee on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three (3) years.

Legal References:

Conn. Gen. Stat. § 10-15c

Public Act No. 25-168, "An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget."

Policy adopted:

BETHEL PUBLIC SCHOOLS
Bethel, CT

APPENDIX **AB**

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

This form may be used by an individual with a vested interest to challenge any library or other educational material, display, or student program in accordance with the Board’s Library Collection Development and Maintenance, Library Displays and Programs, and Library Material Review and Reconsideration policy. The form should be completed in its entirety and submitted to the principal of the school in which the library and other educational material is being challenged to initiate a review of such material.

Full Legal Name of Person Submitting Request:

Please note that the process for challenging any library and other educational material, display, or student program is available only to the following “individuals with a vested interest” as defined in the Board’s Library Collection Development and Maintenance, Library Displays and Programs, and Library Material Review and Reconsideration policy:

- *any school staff member employed by the Board (“Staff Member”),*
- *the parent or guardian of a student currently enrolled in a school operated by the Board at the time a request for reconsideration is filed (“Parent/Guardian”), and*
- *any student currently enrolled in a school operated by the Board at the time a request for reconsideration is filed (“Student”).*

Referring to the definitions immediately above, please indicate your role by checking any or all of the following that apply. I am a:

Staff Member Parent/Guardian Student

Address:

Telephone Number:

Email Address:

I have read the Board’s Library Collection Development and Maintenance, Library Displays and Programs, and Library Material Review and Reconsideration Policy: (check one)

Yes
 No

I am requesting that the following library material(s), display(s), and/or student program(s) be reviewed:

I am requesting that this material be reviewed because I object to: (check one)

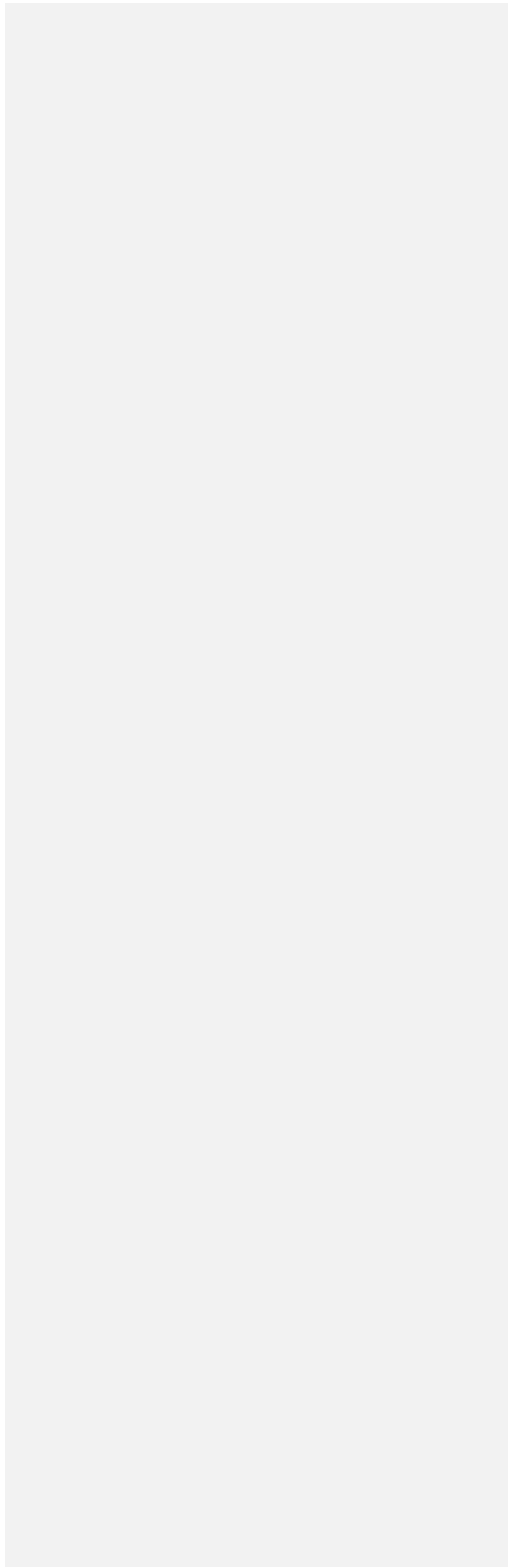
The entire material
 A specific portion or portions of the material (identify portion(s) below)

I provide the following explanation of the reasons for my objection(s) stated above:

Signature: _____ Date: _____

Received by:

Name: _____
School: _____
Date: _____



Instruction

POLICY REGARDING LIBRARY DISPLAYS AND PROGRAMS

The Board of Education (the “Board”), having consulted with the Superintendent of Schools for the Bethel Public Schools (the “District”), the District’s director of curriculum or a person in an equivalent position, and a ~~library media specialist~~ librarian employed by the Board, adopts this Policy Regarding Library Displays and Programs in accordance with Connecticut law.

It is the policy of the Board to ensure that all library displays and student programs are evaluated and made accessible in accordance with the protections against discrimination set forth in Connecticut law, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

Any school library media specialist or school library staff member who, in good faith, implements this policy shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

The Board shall review this policy, and update it as necessary, every five years.

I. Definitions

For the purposes of this policy:

- “*Library and other educational material*” means any material belonging to, on loan to or otherwise in the custody of a District school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.
- “*School library staff member*” means a school library media specialist, school librarian, any certificated or noncertificated staff member whose assignment is in the school library, or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

II. Library Displays and Programs

The Board recognizes that displays should be provided for the interest, information and enlightenment of all students; represent a wide range of varied and diverging viewpoints; require

student access to age-appropriate and grade-level-appropriate content; and provide access to content that is relevant to the research, independent interests, and educational needs of students.

The Board further recognizes the importance of library displays and student programs as resources for voluntary inquiry and the dissemination of information and ideas and to promote free expression and free access to ideas by students.

The Board acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

Legal References:

Conn. Gen. Stat. § 10-15c

Public Act No. 25-168, “An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.”

Policy adopted:

BETHEL PUBLIC SCHOOLS
Bethel, CT

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Students

Working Papers

Working papers (certificate of age) may be obtained in the Bethel High School Counseling Office ~~Main Office~~ from 8:00 a.m. to 2:30 p.m. A birth certificate and a promise of employment are necessary to obtain working papers.

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Legal Reference: Connecticut General Statutes

10- 193 Certificate of age of minors in certain occupations.

10-194 Penalty.

10-195 Evidence of age.

10-197 Penalty of employment of children under fourteen.

10-198 False statement as to age.

Regulation approved:
Regulation reviewed:

September 8, 1992
8/25/2005

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Business/Non-Instructional Operations

Food Service Charging

The goal of the food service program is to provide students with nutritious foods that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings, we are helping to teach students the value of good nutrition.

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free, reduced-price, and regular-priced meals to elementary and secondary students enrolled in the District's schools. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

~~Although not required by law, b~~Because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

All students will have an account with the school that can be used to pay for meals. Students who do not have sufficient funds to pay for a meal in school will not be denied food. In the instance that a student does not have sufficient money to cover the cost of a meal, either through pre-payment or at the time of sale, the following guidelines apply:

- The student may receive a standard meal which will be charged to his / her account.
- The student may not charge a-la-carte items or snacks.

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Director of Finance and Business Operations and/or the applicable school Principal or Social Worker for assistance. The Board encourages all families who may have a child eligible for free or reduced-price meals to apply at any time during the summer or school year. New applications can be filed if there is a change in household income or in the number of household members. Applicants are responsible to pay for meals until the application for free or reduced-price meals is completed and approved.

To facilitate payment in advance for school meals, the District uses the My School Bucks program located at www.myschoolbucks.com, an automated prepayment system, which allows parents/guardians to view their child's meal account balance, and purchases, receive low balance notifications, as well as make deposits to their child's school meal account. Automated payments can take 24 hours to post to your child's account. Payment by cash or check can also be made to each school's Food Service staff.

Business/Non-Instructional Operations

Food Service Charging

Federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff, and visitors).

This policy shall be placed on the District's website and published at the beginning of each school year at the time information is distributed regarding free and reduced-price meals.

The Board authorizes the Superintendent to develop regulations that address meal charging, collection of repayments, and communication of the policy.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts, and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education

"Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

USDA Guidance:

SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"

SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"

SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"

SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge:

Business/Non-Instructional Operations

Food Service Charging

Proven Strategies from Our Nation's Schools"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

Policy Adopted: 8/24/2017
Policy Revised: 3/18/2024

Bethel Public Schools
Bethel, CT

Business/Non-Instructional Operations

Food Service Charging

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free, reduced-price, and regular-priced meals to elementary and secondary students enrolled in the District's schools. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

In order to sustain the Food Service Program in the Bethel Public Schools, the Board requires that each family pay in advance or at the time of service for each student's school meals. Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Director of Finance and Business Operations and/or the applicable school Principal or Social Worker for assistance.

The Board's procedures regarding meal charging are as follows:

1. The Board prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:
 - Delaying or refusing to serve a meal to such student,
 - Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.
2. A student needing to charge for a meal will be informed of his/her right to purchase one school breakfast and one school lunch per day. The charging of a la carte items and snacks is not permitted.

1. Collection of Account Balances:

- a. Efforts by the district to recover money owed due to the charging of meals must not have a negative impact on the student and should focus solely on adults in the household.
- b. On a weekly basis parents/guardians will be notified by email of the account balance and that their child is charging meals. During that time, the student will not be allowed to purchase any a-la-carte items or snacks. ~~Any cash the student brings in for a la-carte items will be applied to their account and put toward their negative balance.~~
- c. The Food Service Director or designee will follow up with the parent/guardian via a phone call or an email about the account balance. Communication will continue weekly until account balances are cleared.
- d. When a child's unpaid meal charges exceed \$75 the parent/guardian will be contacted by the appropriate designated school staff (Principal, Social Worker).

Business/Non-Instructional Operations

Food Service Charging

- e. When a child's unpaid meal charges equal or exceed the cost of thirty (30) meals, such child's parent/guardian shall be referred to the District's homeless education liaison.
2. Adults may not charge meals ~~up to \$10~~.

Delinquent Debt

Unpaid meal charges, like any other money owed to the nonprofit school food service account (NSFSA), are considered "delinquent debt" when payment is overdue, as defined by state or local policies. Effective with school year, 2017-18, the Connecticut State Department of Education requires that the household pays all delinquent student debts no later than June 30th to ensure that students' accounts have a zero or positive balance for the start of the next school year.

Any delinquent debts that have not been recovered by June 30th will be considered "bad debt." Records relating to those charges must be maintained in accordance with the records retention requirements in 7 CFR 210.9(b)(17) and 7 CFR 210.15(b).

The Director of Finance and Business Operations shall be notified annually in June of delinquent debt associated with the nonprofit school food service account (NSFSA).

This regulation shall be placed on the District's website and published at the beginning of each school year at the time information is distributed regarding free and reduced-price meals.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts, and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and
Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Business/Non-Instructional Operations

Food Service Charging

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SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"

SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"

SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Regulation Adopted: 8/24/2017
Regulation Revised: 3/18/2024

Bethel Public Schools
Bethel, CT

Community Relations

Relations Between Public and School Personnel

Conduct on School Property

The Board of Education expects mutual respect, civility, and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility, and orderly conduct among Board members, district employees, parents, and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff.

In the interest of presenting Board members and district employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile, or aggressive actions. The Board seeks public cooperation with this endeavor.

Based upon the above, the Board expects that no person on school property or at a school event shall:

1. Injure, threaten, harass or intimidate a staff member, Board member, or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface district property;
4. Violate any Connecticut law or town/city ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous instruments or weapons;
7. Impede, delay, or otherwise interfere with the orderly conduct of the district's educational program or any other activity occurring on school property;
8. Enter upon any portion of the school premises at any time for purposes other than those which are lawful and authorized by the Board;

Community Relations

Relations Between Public and School Personnel

Conduct on School Property

9. Operate a motor vehicle in a risky manner or in violation of an authorized district employee's directive; or
10. Violate other district policies or regulations or an authorized district employee's directive.

Any individual who disrupts or threatens to disrupt normal school or office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on district property, will be directed to leave the premises by a member of the administrative staff or his/her designee. If deemed appropriate by the administration, the police will be contacted.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the staff member to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If the abusing party does not take corrective action, the district employee will terminate the meeting or conversation.

- (cf. 1120 - Public Participation at Board of Education Meetings)
- (cf. 1250 - Visits to Schools)
- (cf. 1251 - Loitering or Causing Disturbances)
- (cf. 1312 - Public Complaints)
- (cf. 1330 - Use of School Facilities)

- Legal Reference: Connecticut General Statutes
- 1-225 Meetings of the government agents to be public.
 - 1-232 Conduct of the meeting
 - 10-221 Boards of education to prescribe rule(s), policies, and procedures.
 - 10-238 Petition for hearing by Board of Education.
 - 10-239 Use of school facilities for other purposes.
 - 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted: May 21, 2001
Policy revised: 9/9/10

Bethel Public Schools
Bethel, CT

Students

Ages of Attendance

~~In accordance with Connecticut General Statute 10-186, the Bethel Board of Education shall provide education for all persons five years of age and older, having attained age five on or before the first day of September January of any school year, and under twenty one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d.~~

The Bethel Board of Education (the “Board”) complies with its legal obligation to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the Board’s jurisdiction to attend school in accordance with Connecticut General Statutes § 10-184.

Effective July 1, 2027, the Bethel Public Schools (the “District”) shall be open to resident children five years of age and over who reach age five on or before the first day of September of any school year. The Parent/Guardian having control of children five years of age and over and under eighteen years of age are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the Parent/Guardian having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools and/or is being home-schooled.

Provisions for Special Education

Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Option to Exempt Attendance

The Parent/Guardian having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The Parent/Guardian having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The Parent/Guardian shall exercise ~~such an option~~ ~~such option~~ by personally appearing at the Bethel Public Schools district office and signing the option form. The district shall provide the Parent/Guardian with information on the educational opportunities available in the school system.

Proof of Age and Domicile

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the Parent/Guardian of any children are unable to pay for such immunizations and/or physicals, the expense of such immunizations and/or physicals shall on the recommendation of the Board, be paid by the district. Proof of domicile may also be requested by the Building Principal.

Students

Ages of Attendance

(cf. 5111 - Admission/Placement)
(cf. 5112 - Ages of Attendance)
(cf. 6146 - Graduation Requirements)

Legal References:

Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds
10-76a - 10-76g re special education
10-184 Duties of Parents/Guardians (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, and PA 00-157
10-186 Duties of local and regional boards of education re school attendance. Hearings. (Amended by PA 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)
Appeals to State Board. Establishment of hearing board
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)

Policy Adopted: 9/8/92
Policy Revised: 11/18/96, 10/5/98, 9/21/00,
Revised: 6/8/06

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Ages of Attendance

5112
Form

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

**ACKNOWLEDGMENT OF OPTION TO EXEMPT ATTENDANCE OF
CHILD FIVE OR SIX YEARS OF AGE FROM SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes,

I, _____, of _____.
Name of Parent or Guardian *Address*

the parent/guardian charged with the care of the following minor child,

_____, born on _____,
Name of Minor Child *Date of Birth*

hereby choose not to send my child to the Bethel Public Schools during the
_____ school year.

Furthermore, before I signed this form, a representative of the Bethel Public Schools met with me and provided me with information concerning the educational opportunities and school accommodations available in the Bethel Public Schools.

ACKNOWLEDGED BY:

Signature of Parent or Guardian

Date

BETHEL BOE BUDGET 2025-2026
BUDGET TRANSFERS SUMMARY BY PERIOD

Object Codes		Approved Budget	July-Sept Adjustments	Oct-Jan Adjustments	Feb-Mar Adjustments	Adjustments	Adjustments	Total Transfers	Final Budget
Salaries	1000	37,395,674	-	325,000	350,000	-	-	675,000	38,070,674
Employee Benefits	2000	11,971,719	-	(325,000)	(200,000)	-	-	(525,000)	11,446,719
Professional Services	3000	682,484	-	(300)	(1,575)	-	-	(1,875)	680,609
Purchased Property Services	4000	236,675	-	-	-	-	-	-	236,675
Other Purchased Services	5000	6,445,341	-	-	(151,598)	-	-	(151,598)	6,293,743
Supplies	6000	1,389,178	(4,369)	1,060	3,173	-	-	(136)	1,389,042
Property	7000	161,862	4,369	(1,145)	-	-	-	3,224	165,086
Dues & Fees	8000	94,556	-	385	-	-	-	385	94,941
Total Budget		58,377,489	-	-	-	-	-	-	58,377,489
Total Transfers To			(4,369)	(326,445)	(353,173)	-	-	(678,609)	
Total Transfers From			4,369	326,445	353,173	-	-	678,609	
% of Total Budget								1.16%	

Budget Transfers February 1, 2026 - March 31, 2026

Account Number	Description	Increased	Decreased	Notes
1 100.14.2410.101.3302	CONFERENCE REGISTRATION FEES - JS	425	-	Principal's Request
100.14.2410.101.5800	TRAVEL - JS	-	(425)	Atomic and other conferences
		<u>425</u>	<u>(425)</u>	
2 100.14.1100.101.5500	PRINTING - JS - SW	327	-	Principal's Request
100.14.1100.106.6110	INSTRUCTIONAL SUPPLIES - JS - TECH ED	-	(327)	Increased cost of Johnson books for incoming 3rd graders
		<u>327</u>	<u>(327)</u>	
3 100.15.1100.111.6110	INSTRUCTIONAL SUPPLIES - RS - LITERACY	3,500	-	Principal's Request
100.15.2410.101.3302	CONFERENCE REGISTRATION FEES - RS	-	(2,000)	Book order for Literacy Team
100.15.2410.101.5800	TRAVEL - RS	-	(1,500)	
		<u>3,500</u>	<u>(3,500)</u>	
4 100.11.1200.101.1216	PARAEDUCATORS - HS - SPECIAL EDUCATION	130,000		Director of Finance & Business Operations' Request
100.12.1200.101.1216	PARAEDUCATORS - MS - SPECIAL EDUCATION	15,000		Shift in Special Education Funding - Returns from
100.14.1200.101.1216	PARAEDUCATORS - JS - SPECIAL EDUCATION	125,000		outplacements and changing student needs
100.15.1200.101.1216	PARAEDUCATORS - RS - SPECIAL EDUCATION	80,000		
100.16.2500.100.2100	GROUP HEALTH - UNDISTRIBUTED		200,000	
100.16.1200.122.5103	TRANSPORTATION - SPEC ED - NON-PUBLIC		150,000	
		<u>350,000</u>	<u>350,000</u>	

Bethel Board of Education
Quarterly & Year to Date Expenditures

Account	FY Budget	Q1 Expenditures	Q2 Expenditures	Q3 Expenditures	Q4 Expenditures	FY Expenditures	FY Balance
Fiscal Year 2024-2025							
(Unaudited)							
BOE Operating Budget	\$54,751,132	\$9,424,548	\$15,497,913	\$13,627,614	\$16,200,019	\$54,750,094	\$1,038
Facilities Budget	\$526,017	\$206,267	\$69,082	\$132,573	\$118,096	\$526,017	\$0
Fiscal Year 2025-2026							
(Unaudited)							
BOE Operating Budget	\$58,377,489	\$10,893,350	\$15,567,479	\$13,417,147		\$39,877,975	\$18,499,514
Facilities Budget	\$528,744	\$168,452	\$185,722	\$90,639		\$444,812	\$83,932



Bethel High School

DAVID W. DEAKIN EDUCATIONAL PARK
300 WHITTLESEY DRIVE · BETHEL, CONNECTICUT 06801
P 203.794.8600 F 203.778.7448



Christopher M. Troetti
Principal

Gary M. Lawlor
Associate Principal

Mari Lerz
Assistant Principal

To: Dr. Carver

From: Bethel High School Administration

RE: Graduation Date

2/5/2026

Dear Dr. Carver,

The Bethel High School Administration recommends that the graduation ceremony be held on Wednesday, June 17, 2026 on Ralph DeSantis Field at 6 pm (rain date 6/18/26).

Respectfully submitted,

Christopher Troetti

Gary Lawlor

Mari Lerz

BETHEL PUBLIC SCHOOLS 2026- 2027 CALENDAR

August 4					September 20					October 21				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17 ³	18 [*]	19 ³	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28 [*]	29 [*]	30 [*]

18 - BMS 6th Grade Orientation
 19 - BHS Freshman Orientation
 17 - 19 - New Staff Orientation
 24, 25 - Professional Learning Day - No School - K-12
 26 - First Day of School (Note: Full Day K-12)

7 - Labor Day
 (12- Rosh Hasharrah - begins sundown 9/11 - sundown 9/12)
 21 - Yom Kippur

12 - Professional Learning Day - No School - K-12
 28, 29, 30 Conference Day - Early Dismissal - K-8
 28 - PSAT - & Professional Learning - Early Dismissal - BHS (*BHS No Conferences)
 29 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
 30 - Conference Day - Early Dismissal BHS

November 16					December 17					January 19				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6		1	2	3	4					1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
30					28	29	30	31		25	26	27	28	29

3 - Professional Learning Day - No School - K-12 / Election Day
 11 - Veteran's Day
 25-27 -Thanksgiving Recess

23 - Early Dismissal K-12
 24 - 31- Holiday Recess

1 - New Year's Day Observed
 18 - Martin Luther King Day

February 17					March 22					April 17				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5	1	2	3	4	5				1	2
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	15	16	17 [*]	18 [#]	19 [#]	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30

**12-15 Presidents' Day Recess
 16 - Professional Learning Day - No School - K-12

17, 18, 19 Conference Day - Early Dismissal - K-8
 17 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS
 18 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
 19 - Conference Day - Early Dismissal - BHS
 26 - Good Friday

12 - 16 Spring Recess

May 20					June 13					July 0				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10 [*]	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30

28 - Professional Learning Day - Early Dismissal K-12
 31 - Memorial Day Observed

10 - *Last day of school - Early Dismissal - K-12 (Tentative)
 17 - High School Graduation will be no later than 6/17
 Final date TBD @ 1st BOE meeting in April.

TBD - First Day of Summer School
 5 - Fourth of July Observed
 TBD - Last Day of Summer School

<ul style="list-style-type: none"> 6th Grade Orientation BHS Freshman Orientation Beginning/Ending of Student Year Schools Closed - Holiday/Recess Early Dismissal K-12- Holiday/Recess Professional Learning Day - Early Dismissal K-12 Professional Learning Day - No School 	<ul style="list-style-type: none"> Conference Day - Early Dismissal - K-12 Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS SAT/PSAT & Prof. Learning - Early Dismissal - BHS Make-up days for emergency closings. *Built in Emergency Closing date Snow Day/Schools Closed New Staff Orientation
--	---

BOE Accepted 3/19/26

***This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 18-30, as needed. High School Graduation will take place no later than June 17th.*

If 5 or more snow days are used by Presidents' Day Recess, the District will be in session on February 12th and February 15th. We will make every effort to avoid using April 12-16 as make-up days. Please be aware of this information when making travel plans. State law does not allow for extending the school day, school to be in session on a Saturday or Sunday, or going beyond June 30th.

Note: Calendar provides for 186 student days (^181st Day.)

Bethel Public Schools
Special Observance Days
2026-2027

Our faculty will make appropriate accommodations for students who commemorate these and other special observance days, as schools are in session on several of the following days.

September 4, 2026	Krishna Janmashtami (Hindu)
September 12, 2026	Rosh Hashanah * (Jewish)
September 21, 2026	Yom Kippur * (Jewish)
September 26-October 2, 2026	Sukkot* (Jewish)
October 11, 2026	Navaratri (Hindu)
November 8, 2026	Diwali (Hindu)
December 4-12, 2026	Hanukkah * (Jewish)
December 25, 2026	Christmas (Christian)
December 26, 2026 - January 1, 2027	Kwanzaa (African American)
January 6, 2027	Epiphany/Three Kings Day (Christian)
February 6, 2027	Chinese New Year
February 10, 2027	Ash Wednesday (Christian)
February 8 - March 9, 2027	Ramadan * (Islamic)
March 23, 2027	Purim * (Jewish)
March 22, 2027	Holi (Hindu)
March 10, 2027	Eid al-Fitr * (Islamic)
March 26, 2027	Good Friday (Christian)
March 28, 2027	Easter (Christian)
April 22-29 2027	Passover* (Jewish)
May 2, 2027	Greek Orthodox Easter
May 17, 2027	Eid al-Adha * (Islamic)
June 6, 2027	Muharram * (Islamic New Year)
June 19, 2027	Juneteenth (African American)

* All Jewish and Islamic holidays begin at sundown on the previous day.

BETHEL PUBLIC SCHOOLS 2027- 2028 CALENDAR

DRAFT
Subject to Change
BOE Review/Approval 2027

August 5

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16 ³	17 ¹	18 ²	19	20
23	24	25	26	27
30	31			

17 - BMS 6th Grade Orientation
18 - BHS Freshman Orientation
16 - 18 - New Staff Orientation
23, 24 - Professional Learning Day - No School - K-12
25 - First Day of School (Note: Full Day K-12)

September 21

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 - Labor Day

October 19

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 - Professional Learning Day - No School - K-12
11 - Yom Kippur
27, 28, 29 Conference Day - Early Dismissal - K-8
27 - PSAT - & Professional Learning - Early Dismissal - BHS (*BHS No Conferences)
28 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
29 - Conference Day - Early Dismissal BHS

November 17

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

2 - Professional Learning Day - No School - K-12 /Election Day
11 - Veteran's Day
24-26 -Thanksgiving Recess

December 17

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

23 - Early Dismissal K-12
24 - 31- Holiday Recess

January 20

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

17 - Martin Luther King Day

February 18

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			

**18-21 Presidents' Day Recess
22 - Professional Learning Day - No School - K-12

March 23

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22*	23	24
27	28	29	30	31

22, 23, 24 Conference Day - Early Dismissal - K-8
22 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS
23 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
24 - Conference Day - Early Dismissal - BHS

April 14

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

14 - Good Friday
17 - 21 Spring Recess

May 21

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

26 - Professional Learning Day - Early Dismissal K-12
29 - Memorial Day Observed

June 11

M	T	W	T	F
			1	2
5	6	7	8 [^]	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8 - *Last day of school - Early Dismissal - K-12 (Tentative)
15 - High School Graduation will be no later than 6/15
Final date TBD @ 1st BOE meeting in April.

July 0

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

TBD - First Day of Summer School
4 - Fourth of July Observed
TBD - Last Day of Summer School

	6th Grade Orientation
	BHS Freshman Orientation
	Beginning/Ending of Student Year
	Schools Closed - Holiday/Recess
	Early Dismissal K-12- Holiday/Recess
	Professional Learning Day - Early Dismissal K-12
	Professional Learning Day - No School

	Conference Day - Early Dismissal - K-12
	Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
	SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Make-up days for emergency closings.
	*Built in Emergency Closing date
	Snow Day/Schools Closed
	New Staff Orientation

BOE Accepted

**This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 18-30, as needed. High School Graduation will take place no later than June 17th.
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October 16-22, 2027	Sukkot* (Jewish)
October 29, 2027	Diwali (Hindu)
December 24, 2027 - January 1, 2028	Hanukkah * (Jewish)
December 25, 2027	Christmas (Christian)
December 26, 2027 - January 1, 2028	Kwanzaa (African American)
January 6, 2028	Epiphany/Three Kings Day (Christian)
January 26, 2028	Chinese New Year
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February 27, 2028	Eid al-Fitr * (Islamic)
March 1, 2028	Ash Wednesday (Christian)
March 11, 2028	Holi (Hindu)
March 12, 2028	Purim* (Jewish)
April 11-19, 2028	Passover* (Jewish)
April 14, 2028	Good Friday (Christian)
April 16, 2028	Easter (Christian)
April 16, 2028	Greek Orthodox Easter
May 6, 2028	Eid al-Adha * (Islamic)
May 25, 2028	Muharram * (Islamic New Year)
June 19, 2028	Juneteenth (African American)

* All Jewish and Islamic holidays begin at sundown on the previous day.