

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



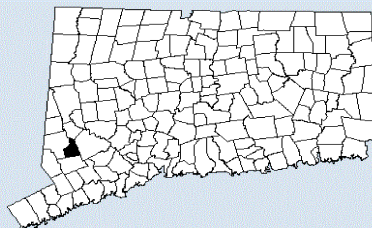
## Bethel School District

Dr. Christine Carver, Superintendent • 203-794-8601 • [www.bethel.k12.ct.us](http://www.bethel.k12.ct.us)

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 7            |
| Enrollment                          | 3,148        |
| Per Pupil Expenditures <sup>1</sup> | \$15,968     |
| Total Expenditures <sup>1</sup>     | \$50,250,929 |

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Contents

|                                     |   |
|-------------------------------------|---|
| Students.....                       | 1 |
| Educators.....                      | 2 |
| Instruction and Resources.....      | 2 |
| Performance and Accountability..... | 4 |
| Narratives.....                     | 7 |

### Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

|   | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| Female                                    | 1,496 | 47.5                                | 48.4                             |
| Male                                      | 1,652 | 52.5                                | 51.6                             |
| American Indian or Alaska Native          | *     | *                                   | 0.3                              |
| Asian                                     | 239   | 7.6                                 | 5.2                              |
| Black or African American                 | 103   | 3.3                                 | 12.7                             |
| Hispanic or Latino of any race            | 675   | 21.4                                | 26.9                             |
| Native Hawaiian or Other Pacific Islander | *     | *                                   | 0.1                              |
| Two or More Races                         | 101   | 3.2                                 | 3.8                              |
| White                                     | 2,004 | 63.7                                | 51.1                             |
| English Learners                          | 207   | 6.6                                 | 8.3                              |
| Eligible for Free or Reduced-Price Meals  | 973   | 30.9                                | 43.3                             |
| Students with Disabilities <sup>3</sup>   | 401   | 12.7                                | 16.0                             |

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

|  | Chronic Absenteeism <sup>4</sup> |          | Suspension/Expulsion <sup>5</sup> |          |
|--|----------------------------------|----------|-----------------------------------|----------|
|  | Count                            | Rate (%) | Count                             | Rate (%) |
| Female                                   | 103                              | 7.0      | 26                                | 1.7      |
| Male                                     | 84                               | 5.2      | 100                               | 5.9      |
| Black or African American                | 11                               | 10.9     | *                                 | *        |
| Hispanic or Latino of any race           | 36                               | 5.3      | 34                                | 4.7      |
| White                                    | 123                              | 6.4      | 75                                | 3.7      |
| English Learners                         | 17                               | 7.7      | *                                 | *        |
| Eligible for Free or Reduced-Price Meals | 99                               | 10.0     | 59                                | 5.4      |
| Students with Disabilities               | 48                               | 12.4     | 39                                | 8.6      |
| District                                 | 187                              | 6.1      | 126                               | 3.9      |
| State                                    |                                  | 12.2     |                                   | 4.9      |

**Number of students in 2018-19 qualified as truant under state statute: 63**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Bethel School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 199.3 |
| Paraprofessional Instructional Assistants                 | 12.0  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 36.1  |
| Paraprofessional Instructional Assistants                 | 55.0  |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 5.0   |
| School Level  | 9.0   |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 5.0   |
| Support Staff   | 4.0   |
| Instructional Specialists Who Support Teachers            | 13.0  |
| Counselors, Social Workers and School Psychologists       | 15.4  |
| School Nurses   | 6.0   |
| Other Staff Providing Non-Instructional Services/Support  | 120.0 |

<sup>1</sup> In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

|   | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native          | 0     | 0.0                                 | 0.1                              |
| Asian                                     | 2     | 0.7                                 | 1.2                              |
| Black or African American                 | 1     | 0.4                                 | 4.0                              |
| Hispanic or Latino of any race            | 6     | 2.1                                 | 4.1                              |
| Native Hawaiian or Other Pacific Islander | 0     | 0.0                                 | 0.1                              |
| Two or More Races                         | 0     | 0.0                                 | 0.1                              |
| White                                     | 274   | 96.8                                | 90.4                             |

#### Classroom Teacher Attendance: 2018-19

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.6      | 10.4  |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | *     | *        | *     | *        |
| Hispanic or Latino of any race           | 26    | 68.4     | 46    | 90.2     |
| White                                    | 120   | 71.9     | 151   | 96.2     |
| English Learners                         | *     | *        | 6     | *        |
| Eligible for Free or Reduced-Price Meals | 50    | 72.5     | 65    | 91.5     |
| Students with Disabilities               | 31    | 77.5     | 30    | 85.7     |
| District                                 | 174   | 71.6     | 225   | 94.1     |
| State                                    |       | 75.8     |       | 84.8     |

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 25    | 45.5     |
| Emotional Disturbance      | *     | *        |
| Intellectual Disability    | 0     | 0        |
| Learning Disability        | 120   | 80.5     |
| Other Health Impairment    | 44    | 74.6     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 32    | 88.9     |
| District                   | 230   | 63.2     |
| State                      |       | 67.8     |

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Bethel School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 57       | 1.9      | 2.0      |
| Emotional Disturbance      | *        | *        | 1.1      |
| Intellectual Disability    | *        | *        | 0.5      |
| Learning Disability        | 149      | 4.8      | 5.7      |
| Other Health Impairment    | 59       | 1.9      | 3.3      |
| Other Disabilities         | 52       | 1.7      | 1.1      |
| Speech/Language Impairment | 43       | 1.4      | 1.8      |
| All Disabilities           | 390      | 12.7     | 15.6     |

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 11       | 2.8      | 8.2      |
| Private Schools or Other Settings | 10       | 2.6      | 5.0      |

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

|  | Total (\$)   | Per Pupil     |            |
|--|--------------|---------------|------------|
|  |              | District (\$) | State (\$) |
| Instruction                                    | \$30,588,121 | \$9,720       | \$10,923   |
| Support services - students                    | \$3,517,064  | \$1,134       | \$1,277    |
| Support services - instruction                 | \$3,605,658  | \$1,162       | \$682      |
| Support services - general administration      | \$626,176    | \$202         | \$467      |
| Support services - school based administration | \$2,553,689  | \$823         | \$1,021    |
| Central and other support services             | \$2,341,134  | \$755         | \$679      |
| Operation and maintenance of plant             | \$4,340,914  | \$1,399       | \$1,718    |
| Student transportation services                | \$2,678,174  | \$845         | \$1,288    |
| Food services                                  | .            | .             | \$12       |
| Enterprise operations                          | .            | .             | \$163      |
| Minor school construction                      | .            | .             | \$59       |
| Total  | \$50,250,929 | \$15,968      | \$17,629   |

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

|  | District     |                      | State                |
|--|--------------|----------------------|----------------------|
|  | Total (\$)   | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries   | \$3,225,179  | 28.3                 | 28.5                 |
| Instructional Aide Salaries                              | \$1,182,713  | 10.4                 | 10.1                 |
| Other Salaries   | \$2,150,929  | 18.9                 | 11.1                 |
| Employee Benefits  | \$1,854,919  | 16.3                 | 13.0                 |
| Purchased Services Other Than Transportation             | \$376,602    | 3.3                  | 5.7                  |
| Special Education Tuition                                | \$1,582,697  | 13.9                 | 22.5                 |
| Supplies   | \$44,957     | 0.4                  | 0.6                  |
| Property Services  | \$218        | 0.0                  | 0.3                  |
| Purchased Services For Transportation                    | \$973,922    | 8.5                  | 8.0                  |
| Equipment  | \$11,195     | 0.1                  | 0.2                  |
| All Other Expenditures                                   | \$1,023      | 0.0                  | 0.1                  |
| Total  | \$11,404,354 | 100.0                | 100.0                |
| Percent of Total Expenditures Used for Special Education |              | 22.7                 | 24.6                 |

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

|                 | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local           | 80.7   |
| State           | 17.1   |
| Federal         | 2.1  |
| Tuition & Other | 0.1  |

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2019-20

## Bethel School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2019 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| READING         | Grade 4   | Grade 8 | Grade 12  |
| Connecticut     | 40        | 41      | 50        |
| National Public | 34        | 32      | 36        |
| MATH            | Grade 4   | Grade 8 | Grade 12  |
| Connecticut     | 45        | 39      | 32        |
| National Public | 40        | 33      | 25        |

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Bethel School District

### Cohort Graduation: Four-Year<sup>1</sup>

|  | 2018-19                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | 9                         | *        |
| Hispanic or Latino of any race           | 42                        | 88.1     |
| English Learners                         | 12                        | *        |
| Eligible for Free or Reduced-Price Meals | 76                        | 90.8     |
| Students with Disabilities               | 35                        | 85.7     |
| District                                 | 237                       | 94.5     |
| State                                    |                           | 88.5     |

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

|  | Class of 2019         | Class of 2018            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>3</sup> | Persistence <sup>4</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 87.0                  | 85.5                     |
| Male                                     | 69.0                  | 90.7                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino of any race           | 64.1                  | *                        |
| White                                    | 80.5                  | 89.3                     |
| English Learners                         | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | 63.9                  | 60.7                     |
| Students with Disabilities               | 53.6                  | *                        |
| District                                 | 77.0                  | 88.2                     |
| State                                    | 71.5                  | 87.5                     |

<sup>3</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>4</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2019-20

## Bethel School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

| Indicator   |                     | Index/Rate | Target | State Average Index/Rate |
|---|---------------------|------------|--------|--------------------------|
| Progress Toward English Proficiency                   | Literacy            | 72.5%      | 100%   | 60.4%                    |
|   | Oral                | 66.4%      | 100%   | 57.6%                    |
| Chronic Absenteeism                                   | All Students        | 6.1%       | <=5%   | 12.2%                    |
|   | High Needs Students | 9.6%       | <=5%   | 18.0%                    |
| Preparation for CCR                                   | % Taking Courses    | 82.8%      | 75%    | 80.4%                    |
| On-track to High School Graduation                    |                     | 94.9%      | 94%    | 88.4%                    |
| 4-year Graduation All Students (2019 Cohort)          |                     | 94.5%      | 94%    | 88.5%                    |
| 6-year Graduation - High Needs Students (2017 Cohort) |                     | 88.9%      | 94%    | 84.5%                    |
| Postsecondary Entrance (Class of 2019)                |                     | 76.9%      | 75%    | 71.5%                    |
| Arts Access   |                     | 58.7%      | 60%    | 51.8%                    |

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

| Gap Indicators      | Non-High Needs Rate <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|---------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Graduation Rate Gap | 94.0%                            | 88.9%           | 5.1%        | 10.9%                                | N                               |

<sup>1</sup> If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Bethel School District

### Narratives

---

#### **School District Improvement Plans and Parental Outreach Activities**

The words, "Our primary purpose is to improve student achievement" appear at the entrance to each school. Our goal is to ensure that by the time our students graduate, they are prepared to compete with anyone, anywhere for any opportunity. Our district work is driven by our strategic plan. This plan, found on our district website, was developed and continues to be monitored by teachers, parents, administrators, community members, and elected officials. That plan contains three major focus areas, action steps, and accountability measures. We have also developed a Vision for a Graduate or global competencies to ensure our students are prepared to be successful within a globally competitive workforce. Each of our five schools write School Improvement Plans, aligned to our Strategic Plan.

Through strong teaming structures at every level, we employ a highly collaborative approach, anchored in student learning data, to drive instructional change and improvement. This collaborative approach begins with pre-school. Teachers work together to assess our learners and tailor instructional plans to meet individual student needs, both in terms of remediation and acceleration. We have worked to establish a strong intervention system in literacy, mathematics and behavior to provide interventions when gaps are identified at the earliest level. The district has supported the implementation of a coaching model to enhance regular classroom instruction. The district has expanded the positions of "specialists" (math and literacy) to create more opportunities for interventions, to address academic gaps. With an increased number of students who are English Learners, we have been committed to hiring certified EL staff to assist with language acquisition. We see the use of technology as one of the primary drivers for improving, enhancing, and personalizing instruction. We have implemented a 1:1 model in grades Pre-K - 12. In the past few years, we are implementing a districtwide STEM vision, to support already strong arts and music programs. In addition, we have developed six (6) pathways at Bethel High School to prepare our students for the global workforce. Our students have proven to be highly successful in extra-curricular competitions. Advanced Placement courses along with opportunities to earn dual credit at neighboring colleges have enabled many of our students to earn significant numbers of college credit prior to graduation.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The racial, ethnic, and economic makeup of the Bethel Community continues to evolve. In-migration of families from foreign nations and neighboring communities requires continuous review of school programs and academic services to ensure valid inclusion of all students into the school system. Special programming for parents of children who do not speak English, attempts to provide information in multiple languages, evening classes for non-English speaking parents, and tutoring for children have proven to be effective in reducing isolation. We continue to improve our efforts. Over the past several years, the Board of Education and district have set goals to develop an inclusive learning environment, actively working on actions to reduce unconscious bias and systemic racism within our schools. We provide multi-tiered, intensive reading, mathematics and behavioral interventions with the goal of having all children at grade level. We are in the process of training all of our school staff in restorative practices. We have instituted programs to enhance cultural competence of our students and staff. We have also been focused on expanding district social emotional learning initiatives (Pre-K-12). A range of clubs coupled with a significant service learning program directly attack any evidence of social, racial, ethnic or economic isolation that might remain in our community. Extensive work is done to address cyberbullying and online behavior. New policies and regulations, coupled with staff training and required digital citizenship courses for students aim to teach all community members responsible technology use.

# District Profile and Performance Report for School Year 2019-20

## Bethel School District

### **Equitable Allocation of Resources among District Schools**

The budget is viewed as a statement of our educational & leadership philosophy expressed in dollars. The budget is an opportunity for the Town, school system, and its citizens to debate and set priorities aligned to our Strategic Plan. Construction of a school budget in the Bethel Public Schools entails a high level of staff involvement. Each principal leads a committee of teachers to establish funding priorities for the coming school year. School budgets are developed to address specific academic initiatives & student needs. We ask, "How will these funds improve student achievement or expand opportunities for our children?" School administrators examine all aspects of the educational & extra-curricular program and follow the process through the Superintendent's recommendation to the BOE and Town Meeting. Both the Superintendent & BOE examine carefully the proposed appropriations to each school to ensure a clearly defined/equitable allocation of resources. Because the Bethel budget process involves an independent Board of Selectmen & Board of Finance, a Town meeting, and an annual referendum, all constituents focus close attention on each dollar expenditure.