



GOODWIN UNIVERSITY MAGNET SCHOOL SYSTEM, INC.

Meeting of the Board of Directors

Thursday, October 30, 2025 at 4:00PM

Virtual Meeting via Zoom: [Access Zoom Meeting Here](#)

1. Call to Order
2. Public Comment
3. Consent Agenda
 - a. Approval of GUMS Board Minutes of June 18, 2025
4. Business Requiring Action
 - a. GUMS Resolution 25-07 – Corporate Resolution to Elect the Officers of Goodwin University Magnet Schools, Inc.
 - b. GUMS Resolution 25-08 – Corporate Resolution to Approve Goodwin University Magnet Schools System Policy
 - i. Presentation and approval of the following Goodwin University Magnet Schools System Policy
New Policy – 5004 – Restorative Practices Response Policy
5. Superintendent and Staff Updates
 - a. Student Presentation – Re: Connecticut Forum
 - b. District Student Data Presentation
6. Reminder of Future Meeting Dates
 - a. January 29, 2026
 - b. April 23, 2026
 - c. June 17, 2026
7. Adjournment



GOODWIN UNIVERSITY MAGNET SCHOOL SYSTEM, INC.

Meeting of the Board of Directors

Wednesday, June 18, 2025 at 4:00PM

Virtual Meeting via Zoom

1. Call to Order

The meeting was called to order at 4:01 p.m. by Jackie Jacoby.

Members Present: Jackie Jacoby, Mark Scheinberg, Merilee DeJohn, Todd Andrews, Eddie Meyer

Staff Present: Sal Menzo, David Daye, Jessica Gomez-Bedosky, Sarah Burke, Dan Moleti, Kevin Skrodzki, Jenna Toner, JT Foster, Kim Matthews

2. Public Comment

No public comment.

3. Consent Agenda

Approval of GUMS Board Minutes of April 24, 2025

Minutes of April 24, 2025 were reviewed by the Board as a group. Merilee DeJohn motioned to approve the minutes. Todd Andrews seconded the motion. Motion passed unanimously.

4. Executive Session to Discuss Personnel Matters

The executive session began at 4:03 p.m. to discuss the 2025-2026 contract extensions for the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Human Resources and Talent Development, the Assistant Superintendent for Student Support Services, and the Superintendent.

Members Present: Jackie Jacoby, Mark Scheinberg, Merilee DeJohn, Todd Andrews, Eddie Meyer

The executive session ended and the meeting resumed at 4:20 p.m.

5. Business Requiring Action

a. Approval of 2025-2026 Contract Extensions for the Following Positions:

i. Assistant Superintendent for Curriculum and Instruction

Todd Andrews motioned to approve a one-year contract extension with recommended compensation for the Assistant Superintendent for Curriculum and Instruction. Eddie Meyer seconded the motion. Motion passed unanimously.

ii. Assistant Superintendent for Human Resources and Talent Development

Todd Andrews motioned to approve a one-year contract extension with recommended compensation for the Assistant Superintendent for Human Resources and Talent Development. Mark Scheinberg seconded the motion. Motion passed unanimously.

iii. Assistant Superintendent for Student Support Services

Todd Andrews motioned to approve a one-year contract extension with recommended compensation for the Assistant Superintendent for Student Support Services. Mark Scheinberg seconded the motion. Motion passed unanimously.

iv. Superintendent

Todd Andrews motioned to approve a one-year contract extension with recommended compensation for the Superintendent of Goodwin University Magnet Schools. Mark Scheinberg seconded the motion. Motion passed unanimously.

b. GUMS Resolution 25-06 – Corporate Resolution to Approve Goodwin University Magnet School System Policy

Presentation and approval of the following Goodwin University Magnet School System Policy: Policy 5003: School Climate Policy. This policy will take the place of the existing Policy 5003: Bullying Prevention and Intervention Policy, as the School Climate Policy has expanded so as to define bullying as a subcategory of challenging behaviors.

Eddie Meyer motioned to approve Resolution 25-06 that approves Policy 5003: School Climate Policy. Merilee DeJohn seconded the motion. Motion passed unanimously.

6. Superintendent and Staff Updates

a. Presentation by Assistant Superintendent for Curriculum and Instruction: Curriculum Shared Drive

Jessica Gomez-Bedosky shared a district-level curriculum overview with information on each course offered at each school. This resource is available to students and families via the GUMSS website in both English and Spanish. Additionally, Jessica, with the support of administrators and educators, has developed an internal organization system that stores and maintains the curriculum documents of every subject at each grade level so that new and existing educators have access to reference guides, assessments, timelines, standards of teaching, and other pertinent resources for scholars.

b. Presentation by Superintendent: 2025-2028 District Development Plan and School Development Plans

Sal Menzo shared that the plans have been formatted in accordance with the template of the reformulation plans that will be due to the state by virtue of being magnet schools in the Sheff region. The plans were developed collaboratively as school administrators worked with their staff members, the district welcomed insights from all-staff, and the plans were shared with family members to include their insights.

- i. [District Development Plan](#)
- ii. [CTRA High School Development Plan](#)
- iii. [CTRA Middle Level Program Development Plan](#)
- iv. [Riverside Magnet School Development Plan](#)
- v. [ECAMP Development Plan](#)

7. GUMS Board of Directors 2025-2026 Meeting Dates

- a. October 30, 2025
- b. January 29, 2026
- c. April 23, 2026
- d. June 17, 2026

8. Adjournment

Eddie Meyer motioned to adjourn the meeting at 5:04 p.m. Merilee DeJohn seconded the motion. Motion passed unanimously.

- Meeting minutes recorded by Lexi Kaider



GUMS Resolution 25-07

**CORPORATE RESOLUTION TO ELECT THE OFFICERS OF GOODWIN UNIVERSITY
MAGNET SCHOOLS, INC.**

The Undersigned Secretary of Goodwin University Magnet Schools, Inc. hereby certifies that the following resolution was duly adopted by the Board of Directors on **October 30, 2025**, and that such resolution has not been modified or rescinded as of the date hereof:

WHEREAS, in accordance with the Corporate Bylaws of Goodwin University Magnet Schools, Inc., the President, Chief Financial Officer and the Vice President of Economic and Strategic Development of Goodwin University, Inc. shall be Ex-Officio Directors, who shall be counted in determining a presence of a quorum and shall have the right to vote on all matters that come before the Board.

WHEREAS, officers shall be elected from among the Directors at the annual meeting of the Board of Directors and shall each serve a term of one year.

NOW THEREFORE, BE IT

RESOLVED, that the following Directors be, and they hereby are, elected to serve as Officers of the Board of Directors in the office or offices set forth below next to their respective names for a term of one year or until their respective successors shall have been duly elected and shall have qualified:

Jacqueline Jacoby	Chair
Megan Mehr	Vice Chair
Todd Andrews	Secretary
Edwin Meyer	Treasurer

Signed: _____
Todd Andrews, Secretary

Signed: _____
Jacqueline Jacoby, Chair

Date: _____

Date: _____



GUMS Resolution 25-08

CORPORATE RESOLUTION TO APPROVE GOODWIN UNIVERSITY MAGNET SCHOOL SYSTEM POLICY

The Undersigned Secretary of Goodwin University Magnet Schools, **October 30, 2025**, and that such resolution has not been modified or rescinded as of the date hereof:

WHEREAS, Goodwin University Magnet Schools, Inc. has entered into an agreement with Goodwin University Educational Services, Inc. to authorize Goodwin University Magnet Schools, Inc. to operate the magnet school system, and

WHEREAS, Policy 5004 - Restorative Practices Response Policy has been prepared for the operation of Goodwin University Magnet Schools, Inc. as part of operating the Goodwin University Magnet School System.

NOW THEREFORE, BE IT

RESOLVED, that Goodwin University Magnet Schools, Inc. Board of Directors hereby approves Policy 5004 - Restorative Practices Response Policy for Goodwin University Magnet Schools, Inc. as part of operating the Goodwin University Magnet School System.

and be it further

RESOLVED, that Goodwin University Magnet Schools, Inc. Superintendent is authorized to implement this policy for the operation of Goodwin University Magnet Schools, Inc. as part of operating the Goodwin University Magnet School System.

Signed: _____
Todd Andrews, Secretary

Signed: _____
Jacqueline Jacoby, Chair

Date: _____

Date: _____

RESTORATIVE PRACTICES RESPONSE POLICY

The Goodwin University Magnet School System Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the Goodwin University Magnet Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
- “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

- “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
- “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.
- “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration of the District to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

Policy Adopted:



Goodwin University

Magnet School System

District Data

Jessica Gomez-Bedosky

Assistant Superintendent for Curriculum and Instruction

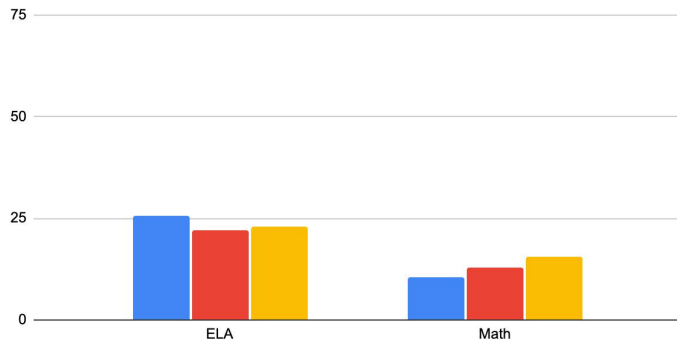
jgomezbedosky@goodwinmagnetsystem.org

Smarter Balanced Overall Achievement (% Proficient or Above)

District, Grades 3-8	SY 22/23	SY 23/24	SY 24/25
ELA	25.7	22	22.8
Math	10.6	12.9	15.4

Smarter Balanced Overall Achievement

■ 22/23 ■ 23/24 ■ 24/25



→ **Proficient:** One of four performance levels on the Smarter Balanced test. A proficient score (often designated as Level 3) indicates that a student is on track to demonstrating the knowledge and skills necessary for college and career readiness.



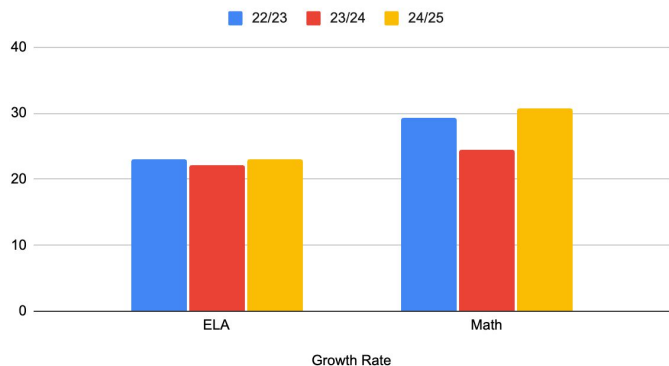
The four levels are:

- Level 4: Advanced
- Level 3: Proficient
- Level 2: Approaching proficiency
- Level 1: Below standard

Smarter Balanced Growth Rate

District, Grades 3-8	SY 22/23	SY 23/24	SY 24/25
ELA	23.1	22.2	23.1
Math	29.3	24.5	30.8

Smarter Balanced Growth Rate



→ **Growth Rate:** % of students who met or exceeded their respective growth targets.

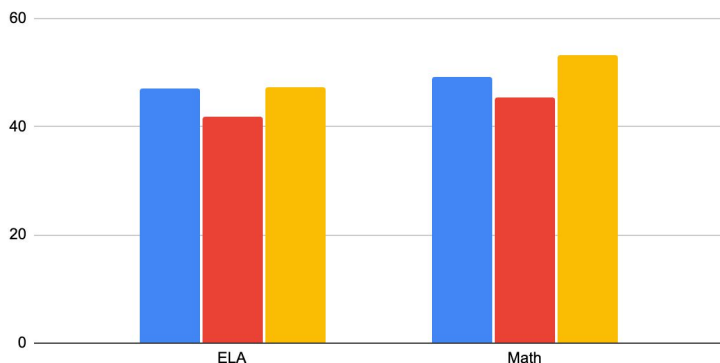
- **Purpose:** This metric is a key component of Connecticut's accountability system, as it provides a more precise picture of student learning and progress than simply looking at a snapshot of achievement scores from a single year.

Smarter Balanced Target Achievement (Average % of Target Achieved)

District, Grades 3-8	SY 22/23	SY 23/24	SY 24/25
ELA	47.1	41.8	47.2
Math	49.1	45.4	53.3

Average % of Target Achieved

■ 22/23 ■ 23/24 ■ 24/25



→ **Average % of Target Achieved:** % of growth target achieved by all students on average (not a % of students). All students achieve a certain percentage of their respective targets; some achieve 100% of target, 60%, 50%, etc. When you average those percentages, you get the average % of target achieved.

- **Calculation:**
 - Each student's performance is compared to their individual growth target.
 - The percentage of the target achieved is calculated for each student (capped at 110% for unusually high growth and set at 0% for negative growth).
 - These individual percentages are then averaged for all students in a school or district to get the "average percentage of target achieved".

Matched Cohort Data

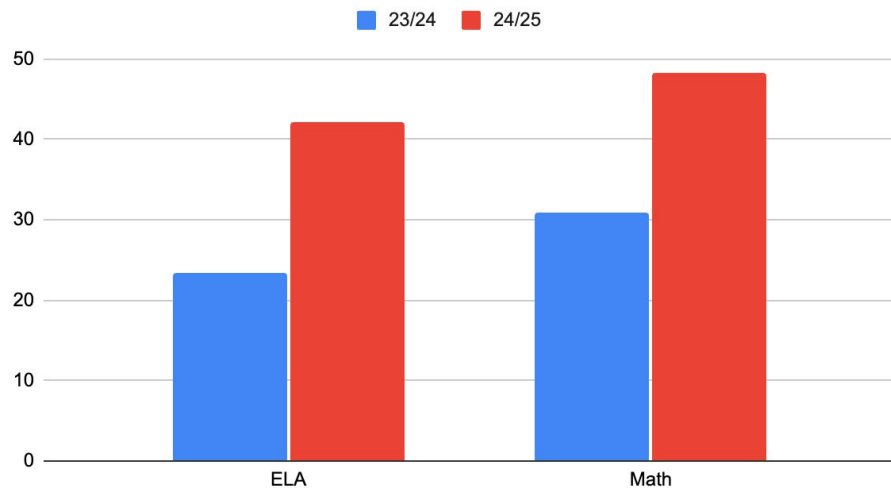
Growth Rate

	SY 23/24	SY 24/25
ELA (158 scholars)	23.45	42.2 (+18.75)
Math (174 scholars)	30.8	48.2 (+17.4)

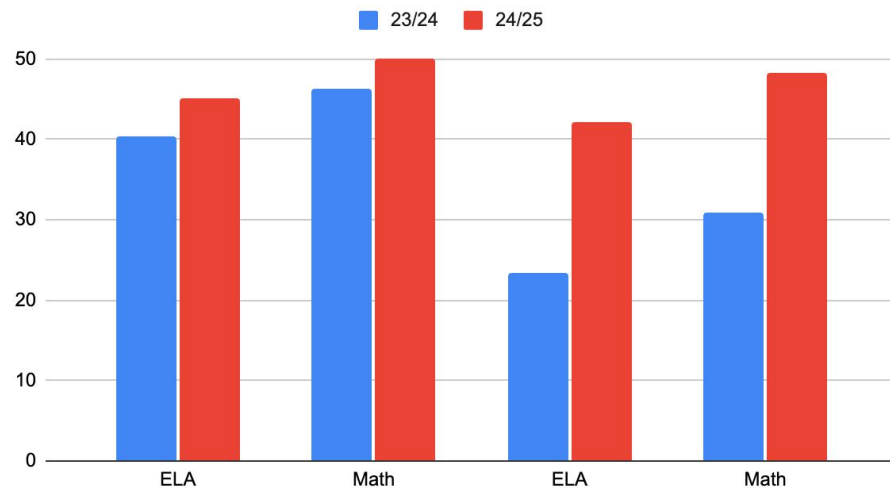
Average % of Target Achieved

	SY 23/24	SY 24/25
ELA (158 scholars)	40.3	45.1 (+4.8)
Math (174 scholars)	46.4	50 (+3.6)

Growth Rate



Average % of Target Achieved

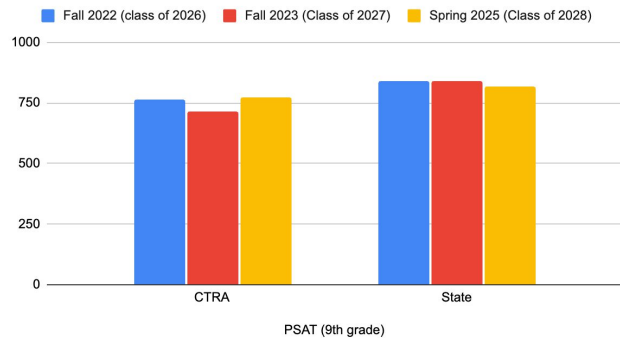




High School Data 9th Grade PSATs

	Fall 2022 (Class of 2026)	Fall 2023 (Class of 2027)	Spring 2025 (Class of 2028)
CTRA	766	716	772
State	842	842	817
	-76	-126	-45

PSAT (9th grade)

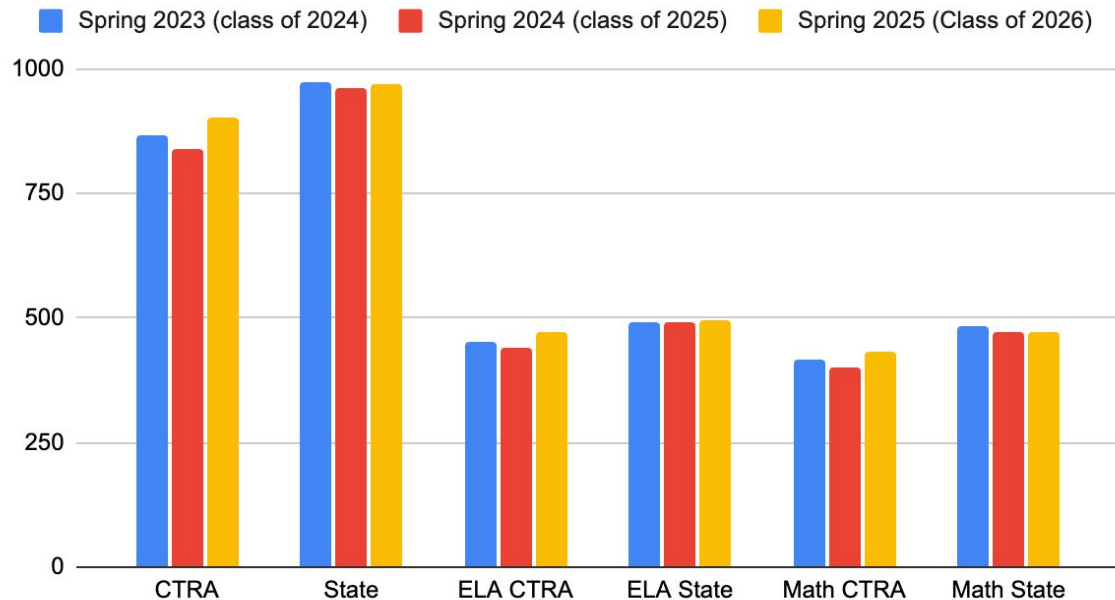


High School Data 11th Grade SATs

Spring 2023 (Class of 2024)		Spring 2024 (Class of 2025)		Spring 2025 (Class of 2026)	
SAT					
CTRA	868	840		903	
State	975	962		969	
ELA					
CTRA	451	440		470	
State	493	491		497	
Math					
CTRA	418	400		433	
State	482	471		472	

CT River Academy Data 11th Grade SATs

SAT 11th Grade

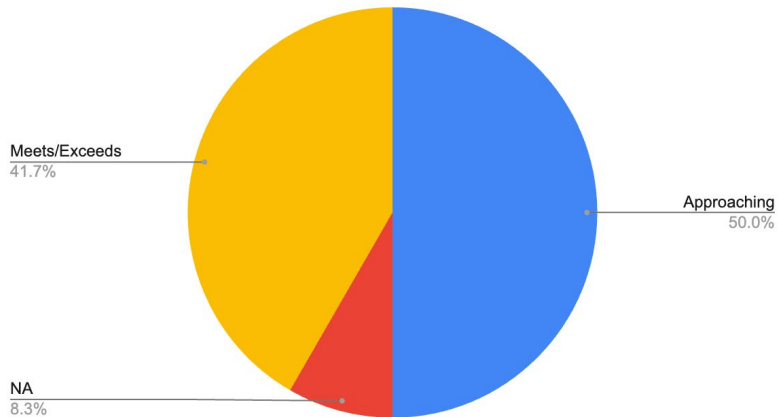


Cohort Data PK3-10th Grade

Name	IEP	ML	Discipline	CA	On track to G	PSAT	ELA benchmark	Math benchmark
Student 1	N	Y	No	No	Yes	720	Approaching	Approaching
Student 2	N	N	No	Yes	Yes	NA	NA	NA
Student 3	N	N	No	No	Yes	930	Meets/Exceeds	Approaching
Student 4	N	N	No	Yes	Yes	810	Meets/Exceeds	Approaching
Student 5	N	N	No	No	Yes	800	Meets/Exceeds	Approaching
Student 6	N	N	No	No	Yes	720	Approaching	Approaching
Student 7	N	N	No	No	Yes	740	Approaching	Approaching
Student 8	N	N	No	No	Yes	780	Meets/Exceeds	Approaching
Student 9	N	Y	No	No	Yes	800	Approaching	Approaching
Student 10	N	N	No	No	Yes	870	Meets/Exceeds	Approaching
Student 11	Y	N	No	No	Yes	740	Approaching	Approaching
Student 12	N	N	No	No	Yes	830	Approaching	Approaching

Cohort Data PK3-10th Grade

ELA Benchmark



Math Benchmark

