

# **Bethel Board of Education Regular Meeting**

Thursday, January 19, 2012 7:00 PM

Board of Education Conf. Room E Central Office, 1 School Street, PO Box 253,  
Bethel, CT 06801

## **1. Call to Order**

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

## **2. Approval of Minutes**

2.A. November 17, 2011 - Regular Meeting

2.B. December 15, 2011 - Annual/Regular Meeting

2.C. January 5, 2012 - Special Meeting

## **3. Correspondence**

## **4. Audience Participation**

## **5. Administrative/Board Member Update**

5.A. Testimonial Dinner

5.B. Special Advisory Committee on Parent Involvement

5.C. Dedication of Music Wing at Bethel High School

5.D. Dr. Smith's Entry Plan

5.E. Presentation - Bethel Education Foundation

## **6. Reports to the Board**

### **6.A. Curriculum**

6.A.1. Revisions to the Grade 7 and Grade 8  
French Curriculum

6.A.2. Approval of the Holt Algebra One Textbook

6.A.3. Approval of United States History and  
Geography Textbook for grade 11

6.A.4. Approval of Textbook The Enduring Vision:  
A History of the American People for Advanced  
Placement classes in grade 11

### **6.B. Policy**

6.B.1. Policy/Regulation - Series 3000 - The  
Individuals With Disabilities Education Act  
Fiscal Compliance

6.C. Community Outreach Subcommittee Report

6.D. Finance

6.D.1. Budget Transfers

6.D.2. Audit Report

6.E. Personnel

6.E.1. Job Description - 4.01 - School Counselor

**7. Action Items**

7.A. Appointment to 2012 Standing Committees

7.B. 2012-2013 School Calendar

7.C. 2013-2014 School Calendar

**8. Recommended Executive Session**

8.A. Personnel Negotiations - CT General Statutes 1-210(b)(2) Personnel - New Superintendent's Contract

8.B. CT General Statutes 1-200(6)(c) Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

**Tentative minutes of the Community Outreach Subcommittee held on Thursday, January 12, 2012, in Board of Education Conf. Room E.**

**Attendance: None**

**Administrative Attendance: G. Chesley, J. Jordan, T. Yonsky**

**K. Lacey, Chairman, called the meeting to order at 6:00PM.**

**Board Members Present: Attendance Taken at 6:00 PM:**

**Present Board Members:**

**Mr. Larry Craybas**

**Mr. William Duff**

**Mrs. Kristen Lacey**

**Mrs. Robin Renner**

**1. Review of committee's activities/purpose to date**

Discussion:

Reviewed how schools communicate to families.

**2. Discussion of new goals and purpose**

Discussion:

Committee discussed the purpose of the committee going forward.

**3. Begin to develop short and long term Community Outreach Plan (year long)**

**3.A. Channels of communication**

Discussion:

How best can we communicate - email, blogs, Facebook.

**3.B. Communication topics and timing**

Discussion:

Discussed how we can formulate ideas that we want to share with public.

**3.C. Communication vehicles/materials**

Discussion:

How can we best communicate and what should we use.

**4. Adjourn**

**Motion Passed Unanimously:** Move to adjourn at 7:00 PM. Passed with a motion by Mr. Larry Craybas and a second by Mr. William Duff.

Respectfully submitted,  
Susan Pare  
Board Recorder

**Tentative minutes of the Curriculum Subcommittee held on Thursday, January 12, 2012, in Board of Education Conference Room E.**

**Attendance: None.**

**Administrative Attendance: J. Jordan**

**Robin Renner, Chairman, called the meeting to order at 7:00PM.**

**Board Members Present: Attendance Taken at 7:00 PM:**

**Present Board Members:**

**Mr. Scott Clayton**

**Mrs. Melanie O'Brien**

**Mrs. Robin Renner**

**Mr. Ted Stevenson**

**1. Revisions to the Grade 7 and Grade 8 French Curriculum**

Discussion:

To be submitted to Board for approval.

**2. Approval of the Holt Algebra One textbook**

Discussion:

To be submitted to Board for approval. Purchase pending budget approval.

**3. Further discussion and approval of the Go Math texts for Grades Four and Five**

Discussion:

Discussed. This was approved by the Board on December 15, 2011.

**4. Further discussion and approval of United States History and Geography for grade 11**

Discussion:

To be submitted to Board for approval. Purchase pending budget approval.

**5. Further discussion and approval of The Enduring Vision: A History of the American People for Advanced Placement classes in grade 11**

Discussion:

To be submitted to Board for approval. Purchase pending budget approval.

Meeting adjourned at 7:45 PM.

Respectfully submitted,  
Susan Pare  
Board Recorder

Tentative minutes of the **AD-HOC Transportation Committee** Meeting held on **Tuesday, December 20, 2011**, in Conference Room E.

Attendance: None

Administrative Attendance: T. Yonsky, K. Smith

L. Craybas, Chairman, called the meeting to order at 04:30 PM.

Present Ad-Hoc Committee Members:

Mr. Larry Craybas

Mr. William Duff

Mrs. Robin Renner

### **1. Bus Route Request**

Discussion:

Letter to be sent to Toll Brothers from Mrs. Yonsky, Director of Fiscal Services, stating they can submit a proposal to the Town that they would like to have the roads in the development be determined Town roads.

Also, Mrs. Yonsky will state we are following existing Board of Education policy and Toll Brothers can also request a hearing with the full Board of Education.

Respectfully submitted,  
Susan Pare  
Board Recorder

## **Minutes**

### **Board of Education - Personnel & Contracts Committee**

#### **Executive Session**

**Senior Center Cafeteria (Central Office Conference Room locked)**

**December 14, 2011**

**Convened at 6:00 PM**

**Committee Member Attendees:** Chairman Larry Craybas, Stuart Carlsen, Kristen Lacey and Melanie O'Brien

**Administration Attendees:** None

#### **Agenda:**

Discussion regarding employment of a public employee, i.e. Contract of employment for School Superintendent

- Reviewed draft of proposed Superintendent Contract prior to presentation to full Board in Executive Session on December 15, 2011

**Adjourned at 7:00 PM**

**Submitted by: Larry Craybas, Committee Chairman**

**Tentative minutes of the Policy Subcommittee meeting held on Thursday, January 12, 2012, in Board of Education Conf. Room E.**

**Attendance: None.**

**Administrative Attendance: J. Jordan, T. Yonsky, L. Pica**

**Melanie O'Brien, Chairman, called the meeting to order at 7:47PM.**

**Board Members Present: Attendance Taken at 7:47 PM:**

**Present Board Members:**

**Mr. Stuart Carlsen**

**Mr. Scott Clayton**

**Mrs. Melanie O'Brien**

**Mrs. Robin Renner**

**1. Policy/Regulation Review**

**1.A. Policy/Regulation - Series 3000 - THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT FISCAL COMPLIANCE**

Discussion:

Linda Pica, Director of Special Education and Pupil Services, explained the relevant legislation and compliance aspects of fiscal compliance with IDEA.

The committee made comments and asked questions. The policy and regulation have been reviewed by Special Education counsel.

The committee will recommend Policy Series 3000 and Regulation Series 3000 to the full Board for approval.

It is noted that approval and submission of the policy must be done to accommodate an early Feb 2012 deadline.

Meeting adjourned at 8:13 PM.

Respectfully submitted,  
Susan Pare  
Board Recorder

Minutes of the **Bethel Board of Education Regular Meeting** held on **Thursday, November 17, 2011**, in Board of Education Conference Room E.

Attendance: Jen Larsen

Administrative Attendance: G. Chesley, J. Jordan, T. Yonsky, D. DeBlois, K. Gombos, K. Smith, C. Troetti

L. Craybas, Chairman, called the meeting to order at 7:04 p.m.

1. **Call to Order**  
A. ***Roll Call for Quorum***

Board Members Present: S. Carlsen, L. Craybas, J. Chrzescijanek, S. Clayton M. Duff, W. Duff, K. Lacey, M. O'Brien, R. Renner

Board Members Absent: None

B. **Pledge of Allegiance**

**Motion by L. Craybas: Move to add two items to the agenda:**  
1. **Unfinished business from November 15, 2011 – Executive Session as Item #2**  
**Motion by M. Duff: Move to add second item:**  
2. **Hiring policy of Board members of the Board of Education as Item #7**  
**Seconded by S. Carlsen**  
**Motion Carried Unanimously**

2. **Appointment of new Superintendent of Schools**

**Motion by L. Craybas: Move the Board of Education appoint Dr. Kevin Smith to the position of Superintendent of Schools commencing on February 1, 2012 pending successful completion of negotiations for his compensation package.**  
**Seconded by S. Carlsen**  
**Motion Carried Unanimously**

3. **Approval of Minutes**
- A. ***October 20, 2011 – Special Meeting***
  - B. ***October 20, 2011 – Regular Meeting***
  - C. ***October 24, 2011 – Special Meeting – 6 PM***
  - D. ***October 24, 2011 – Special Meeting – 7:30 PM***
  - E. ***October 26, 2011 – Special Meeting – 6 PM***
  - F. ***October 26, 2011 – Special Meeting – 7:30 PM***
  - G. ***October 27, 2011 – Special Meeting – 6 PM***

- H. *October 27, 2011 – Special Meeting – 7:30 PM*
- I. *November 3, 2011 – Special Meeting*

**Motion by S. Carlsen: Move approve the following minutes:**  
*October 20, 2011 – Special Meeting*  
*October 20, 2011 – Regular Meeting as corrected*  
*October 24, 2011 – Special Meeting – 6 PM*  
*October 24, 2011 – Special Meeting – 7:30 PM*  
*October 26, 2011 – Special Meeting – 6 PM*  
*October 26, 2011 – Special Meeting – 7:30 PM*  
*October 27, 2011 – Special Meeting – 6 PM*  
*October 27, 2011 – Special Meeting – 7:30 PM*  
*November 3, 2011 – Special Meeting*  
**Seconded by W. Duff**  
**Motion Carried Unanimously**

**4. Correspondence**

- Letter from Dr. Chesley to legislators regarding Public Act 11-179, *An Act Concerning Education Issues*, Section 10- ROTC.
- Letter from Michael McLachlan, State Senator, to Senator Boucher regarding Public Act 11-179, *An Act Concerning Education Issues*, Section 10- ROTC.

**5. Board Recognition**

**A. *Recognition of Board members***

Dr. Chesley and Mr. Craybas, Board Chairman, thanked retiring Board members Michael Duff and Janice Chrzescijanek for their time and service to the Board of Education.

**Gifts to the School System:**

<u>School</u>	<u>Gift</u>	<u>Donor</u>
Bethel Middle School	\$1,000 to support Lego Robotics Teams	Mr. John Hardiman, Boehringer Ingelheim Pharmaceuticals

**6. Audience Participation**

Mr. Knickerbocker, First Selectman, congratulated Dr. Smith on his appointment, expressed his appreciation for the outstanding leadership of Dr. Gary Chesley

over the past 13 years, and thanked the Board for their work on the Superintendent search.

Cynthia McCorkindale, 19 Elgin Ave., asked to confirm the receipt of her email to the Board Chair regarding the SEEC complaint she filed against Dr. Chesley and accompanying other issues. Ms. McCorkindale asked if the Board considered her issues worthy of discussion and possible action.

Jen Larsen, 128 Grassy Plain St., spoke about working as a PTO officer with Dr. Chesley over the last 12 years and her appreciation for the opportunities he created for the students in preparation for college. Mrs. Larsen looks forward to working with Dr. Smith in his new position as Superintendent.

## **7. Hiring Policy of Board members of the Board of Education**

**Motion by M. Duff: Move that members of the Board of Education shall not, work for, apply for, interview for employment with the Bethel Board of Education or the Bethel School District while being a member of the Bethel Board of Education and until such time wherein one year has elapsed being a member of the Bethel Board of education.  
Seconded by W Duff**

**Motion by W. Duff: Move to amend the motion that the time elapsed not be one year but three (3) months.  
Seconded by S. Carlsen**

Mr. Craybas stated there will be no discussion on the amended motion for the following reasons:

“It is not in order because it conflicts with the Board’s Bylaw 9312 for amending Board Bylaws. This motion asks the Board to amend Bylaw 9230, Conflict of Interest, without advanced consideration by the Board’s Policy Committee. Since there is no circumstance requiring immediate action by the full Board, normal handling of this matter by our policy committee is deemed to be appropriate. The Board’s historical practice says revisions and additions to the Board’s Bylaws have always started out in the Board’s policy committee, as evidenced by the work that this policy committee did and was charged to do on behalf of the Board on these same Bylaws, 9270, 9212, and 9314 in March of this year. The full Board accepted the updates to all three bylaws without comment and without amendment. Today’s proposed amendment will be thoroughly reviewed and discussed in a public session by the Policy Committee as a subsequent meeting and will receive careful consideration of its merits. The Policy Committee will make its recommendations to the full Board after its review of the proposed amendment. The Board will then follow our own Bylaw 9312 which we are in violation of tonight if we let this move to vote.”

**Motion by S. Carlsen: Move to overrule the decision of the Chairman.  
Seconded by W Duff**

The Board discussed whether or not the motion was in violation of Bylaw 9312.

**Motion by S. Clayton: Move to call the question.  
Seconded by M. O'Brien**

S. Carlsen stated that Mr. Clayton and Mrs. Renner should recuse themselves because he feels this motion is a conflict of interest for them.

Mr. Clayton said he will not recuse himself because at any point anyone of the Board members could be an employee in a public school.

**Motion by S. Clayton: Move to call the question.  
Seconded by M. O'Brien  
AYE: J. Chrzescijanek, S. Clayton, L. Craybas, K. Lacey, M. O'Brien,  
R. Renner  
NAY: S. Carlsen, M. Duff, W. Duff  
Motion Carried**

**Motion by S. Carlsen: Move to overrule the decision of the Chairman.  
Seconded by W. Duff  
AYE: S. Carlsen, M. Duff, W. Duff  
NAY: J. Chrzescijanek, S. Clayton, L. Craybas, K. Lacey, M. O'Brien,  
R. Renner  
Motion ~~Carried~~Failed**

Dr. Chesley clarified for the Board they then needed to vote on the original motion as amended at this point

**Motion as amended by W. Duff: Move that members of the Board of Education shall not, work for, apply for, interview for employment with the Bethel Board of Education or the Bethel School District while being a member of the Bethel Board of Education and until such time wherein three (3) months has elapsed being a member of the Bethel Board of education.**

**Seconded by S. Carlsen**

**AYE: S. Carlsen, M. Duff, W. Duff**

**NAY: J. Chrzescijanek, S. Clayton, L. Craybas, K. Lacey, M. O'Brien, R. Renner**

**Motion Failed**

**Motion by L. Craybas: Move that M. Duff's motion as amended be remanded to the Policy Committee.**

**Seconded by W. Duff**

**Motion Carried Unanimously**

**8. Reports to the Board**

**A. *Policy***

**1. *First Reading***

**a. *Safe School Climate Plan – Regulation 5131.911***

Dr. Jordan, Associate Superintendent, presented the State mandated plan as devised by Bethel staff. The plan needs Board approval at the next Board meeting. The plan is not a policy but a regulation that needs Board approval. The plan has to be in place by July 2012. Dr. Jordan stated 75% of the plan is in place now. Dr. Jordan asked to Board to send any questions or comments about the plan to her. The plan will be reviewed at the next Policy Subcommittee meeting on December 1, 2011.

**B. *Curriculum***

**1. *Project Lead the Way***

Mrs. Sheila Gambino, BMS Computer Teacher, and BMS students presented and explained the benefits of the program and gave a more global picture of how different modules, like Introduction to Engineering and Biomedical Engineering fit into the high school curriculum.

**C. *Finance***

**1. *5-Year Capital Plan***

**Motion by M. Duff: Move to accept 5-Year Capital Plan as amended and refined.**

**Seconded by K. Lacey**

**Motion Carried Unanimously**

**2. Extension of Contract and Bid waiver for purchase of Trash/Refuse Services**

Mrs. Yonsky, Director of Fiscal Services, reviewed the details of the contract extension and the savings over the next few years.

**Motion by L. Craybas: Move the Board of Education waives the bid process for the purchase of trash/refuse collection services for the district and accepts a price reduction for this year and next year and extended the contract for an additional three years with LoPresti & Sons for the amount stated in Mrs. Yonsky's memorandum dated November 17, 2011 and authorized the Director of Fiscal Services to finalize and sign the new agreement.**

**Seconded by S. Carlsen**

**Motion Carried Unanimously**

S. Carlsen requests the Policy Committee review policies 9221 – Filing of Vacancies and 9222 – Resignation and Removal of Office.

Mr. Craybas requested S. Carlsen put his issues with these policies and the rationale for the revisions requested in writing for the policy committee to fully understand the issues being identified.

**9. Recommended Executive Session**

***CT General Statutes 1-210(b)(9)***

***1. Personnel Negotiations***

***a) Paraprofessional contract***

Board Members Present: S. Carlsen, J. Chrzescijanek, L. Craybas, S. Clayton, M. Duff, W. Duff, K. Lacey, M. O'Brien, R. Renner

Board Members Absent: None

Administrators: G. Chesley, J. Jordan, T. Yonsky

**Motion by S. Clayton: Move to enter into Executive Session at 8:37 p.m.**

**Seconded by W. Duff**

**Motion Carried Unanimously**

**Motion by S. Clayton: Move that the Board of Education come out of Executive Session at 9:15 p.m.**

**Seconded by K. Lacey**

**Motion Carried Unanimously**

**Motion by L. Craybas: Move that the Board of Education approve the Paraprofessional Contract as presented by Mrs. Yonsky, Director of Fiscal Services.**

**Seconded by S. Carlsen**

**Motion Carried Unanimously**

**Motion by L. Craybas: Move that the Board of Education approve the contract of Dr. Kevin Smith as Superintendent in the yearly salary of \$165,000 with a 6% annuity.**

**Seconded by S. Carlsen**

**AYE: S. Carlsen, J. Chrzescijanek, L. Craybas, S. Clayton, M. Duff, K. Lacey, M. O'Brien, R. Renner**

**NAY: W. Duff**

**Motion Carried**

**8. Adjourn**

**Motion by W. Duff: Move to adjourn at 9:17 p.m.**

**Seconded by R. Renner**

**Motion Carried Unanimously**

Respectfully submitted,

Susan Paré  
Board Recorder

Tentative minutes of the **Bethel Board of Education Annual/Regular Meeting** held on **Thursday, December 15, 2011**, in Board of Education Conf. Room E.

**Attendance:** None.

**Administrative Attendance:** G. Chesley, T. Yonsky, D. DeBlois, B. Kirmil, L. Pica, K. Smith

**L. Craybas, Chairman, called the meeting to order at 7:04 PM.**

**Board Members Present: Attendance Taken at 7:04 PM:**

**Present Board Members:**

Mr. Stuart Carlsen

Mr. Scott Clayton

Mr. Larry Craybas

Mrs. Kristen Lacey

Mrs. Melanie O'Brien

Mrs. Robin Renner

Mr. Ted Stevenson

**Absent Board Members:**

Mr. William Duff

**Updated Attendance:**

Mr. William Duff was updated to present at: 7:08 PM

**1. Selection of Temporary Chairperson**

**Motion Passed: Move to nominate Dr. Gary Chesley as temporary Chairman.  
Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.  
Unanimously**

**2. Call to Order**

**2.A. Roll Call for Quorum**

**2.B. Pledge of Allegiance**

**3. Annual Meeting**

**3.A. Election of Officers**

**3.A.1. Nominations for Chairman of the Board**

**Motion Passed: Move to nominate Larry Craybas for Chairman of the Board of Education for 2012. Passed with a motion by Mrs. Robin Renner and a second by Mr. Ted Stevenson.  
Unanimously**

### 3.A.2. Nominations for Vice Chairman of the Board

**Motion Passed: Move to nominate Melanie O'Brien for Vice Chairman of the Board of Education for 2012. Passed with a motion by Mr. Larry Craybas and a second by Mr. Scott Clayton.  
Unanimously**

### 3.A.3. Nominations for Secretary of the Board

**Motion Passed: Move to nominate Robin Renner for Secretary of the Board of Education for 2012. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. Scott Clayton.  
Unanimously**

### 3.B. Appointments to Standing Committees

Appointments to standing committees will be made and brought to the Board at a future meeting.

### 3.C. 2012 Board of Education Meeting Dates

**Motion Passed: Move to approve the 2012 Board of Education Meeting Dates.  
Passed with a motion by Mr. Larry Craybas and a second by Mrs. Melanie O'Brien.  
Unanimously**

## 4. Approval of Minutes

### 4.A. November 17, 2011 - Regular Meeting

**Motion Passed: Move to table the minutes of November 17 2011 - Regular Meeting for discussion. Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.  
Unanimously**

### 4.B. December 1, 2011 - Special Meeting

**Motion Passed: Move to approve the minutes of December 1, 2011 - Special Meeting.  
Passed with a motion by Mrs. Melanie O'Brien and a second by Mrs. Robin Renner.**

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Abstain
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Abstain

**5. Administrative/Board Member Update**

Mrs. Yonsky, Director of Fiscal Services informed the Board there is a need to set up an Ad-Hoc Transportation Committee for the purpose of reviewing a bus route request.

Larry Craybas, William Duff, and Robin Renner volunteered for the committee.

**6. Board Recognition**

**6.A. NACD 2011 Nicholas Green Distinguished Student Award Presentation**

Tabled. The National Association of Gifted Children representative was unable to attend meeting.

**7. Correspondence**

**8. Audience Participation**

None.

**9. Reports to the Board**

**9.A. Policy - Second Reading/Approval**

**9.A.1. Regulation 5131.911 - Safe School Climate Plan**

**Motion Passed: Motion to approve Regulation 5131.911 - Safe School Climate Plan and to submit plan to the State Department of Education as prescribed by statute. Passed with a motion by Mrs. Melanie O'Brien and a second by Mrs. Robin Renner. Unanimously**

**9.A.2. Bylaw 9270 - Conflict of Interest**

**9.A.3. Bylaw 9222 - Resignation/Removal from Office**

**Motion Passed: Move to recommend for first reading Bylaws 9222 - Resignation/Removal from Office and 9270 - Conflict of Interest. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. Stuart Carlsen. Unanimously**

**9.A.4. Policy 3524.2 - Hazardous Materials in Schools, Green Cleaning Program**

**Motion Passed: Move to approve Policy 3524.2 - Hazardous Materials in Schools, Green Cleaning Program. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. Larry**

Craybas.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Abstain

**9.B. Curriculum**

- 9.B.1. Digital Music--new course
- 9.B.2. Grade 9 and Grade 10 Social Studies summer curriculum work
- 9.B.3. Changes to Freshman Biology
- 9.B.4. Digital Academy Physics--new aspect of three year old Digital Academy program
- 9.B.5. Reorganization of the Journalism program
- 9.B.6. Facing History and Ourselves summer curriculum work
- 9.B.7. Advanced Placement Psychology syllabus submitted to College Board

**10. Textbook Review/Approval**

- 10.A. Advanced Placement US History--Textbook Approval
- 10.B. US History (honors and college prep)--Textbook Approval
- 10.C. Go Math! for grades 4 and 5--Textbook Approval

**Motion Passed: Move to approve all curriculum items (9B1-9B7) and the Go Math! for grades 4 and 5 textbook, curriculum, and tools and to table textbook approval for Advanced Placement US History and US History. Passed with a motion by Mrs. Robin Renner and a second by Mr. William Duff.**

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Abstain

**11. Recommended Executive Session**

- CT General Statutes 1-210(b)(2)
- Personnel Teacher Union Sick Bank Request

**Motion Passed: Move to enter into Executive Session at 7:40 p.m. and invite into Executive Session Mrs. Yonsky and Dr. Smith. Passed with a motion by Mr. Scott Clayton and a second by Mr. Ted Stevenson.  
Unanimously**

**Motion Passed: Move to come out of Executive Session at 8:42 p.m. Passed with a motion by Mr. Stuart Carlsen and a second by Mr. William Duff.  
Unanimously**

**Motion Passed: Move to approve Sick Bank request.  
Passed with a motion by Mr. Larry Craybas and a second by Mrs. Melanie O'Brien.  
Unanimously**

**Motion Passed: Move to approve response to complaint. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Melanie O'Brien.**

<b>Mr. Stuart Carlsen</b>	<b>No</b>
<b>Mr. Scott Clayton</b>	<b>Yes</b>
<b>Mr. Larry Craybas</b>	<b>Yes</b>
<b>Mr. William Duff</b>	<b>No</b>
<b>Mrs. Kristen Lacey</b>	<b>Yes</b>
<b>Mrs. Melanie O'Brien</b>	<b>Yes</b>
<b>Mrs. Robin Renner</b>	<b>Yes</b>
<b>Mr. Ted Stevenson</b>	<b>Yes</b>

**Motion Passed: Move to allow Personnel Subcommittee to finalize Dr. Smith's contract - pending Board approval. Passed with a motion by Mr. William Duff and a second by Mr. Larry Craybas.  
Unanimously**

**12. Adjourn**

**Motion Passed: Move to adjourn at 8:42 p.m. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Kristen Lacey.  
Unanimously**

Respectfully submitted,  
Susan Paré  
Board Recorder

Minutes of the Board of Education **Special Meeting** held on **Thursday, January 5, 2011**, in the Board of Education Offices.

**Board of Education Members Present:** S. Carlsen, L. Craybas, S. Clayton, W. Duff, K. Lacey, M. O'Brien, R. Renner, T. Stevenson, B. Terzian

**Board of Education Members Absent:**

**Administrators:** G. Chesley, T. Yonsky, K. Smith, L. Pica

L. Craybas, Chairman, called the meeting to order at 6:00 PM.

**1. New Board Member Orientation**

Attorney Anne Littlefield spoke to the Board about legal rights and responsibilities of Board members.

Dr. Chesley spoke to the Board about our purpose going forward.

<p><b>Motion by S. Clayton: Move to Adjourn at 8:45 p.m.</b> <b>Seconded by W. Duff</b> <b>Motion Carried Unanimously</b></p>
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Respectfully submitted,

Robin Renner  
Secretary



# CASBO Briefs

October/November, 2011

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## *President's Message*

*A few thoughts from Jane A. Neel, CASBO's President*

Wow! Winter Storm Alfred has truly created havoc! Is the entire school year going to be wrapped up in power outages, fallen tree limbs, closed roads, and the much dreaded school cancellation? I'm hoping that by the time this issue of *CASBO Briefs* is on your desk your district is operational, the children are back to school, and your life as a school business manager is somewhat back to normal.

Let's move on to a more celebratory note. 280 pounds! Thank you to everyone who donated to the Plainville Community Food Pantry at our October workshop. The 280 pounds of goods collected were valued at a little over \$616. Maggie Carlin, President of the food pantry stated "your willingness to support the community goes above and beyond the rules of social obligation".

Thanks to Sherri DiNello, chair of the Social Awareness Taskforce for pulling together an October donation theme in very short notice. Our first collection was a grand success and I look forward to the next theme for CASBO's January workshop.

Rich Carmelich did a terrific job organizing our October workshop. The session on *Getting the Word Out* was very informative. I learned the importance of districts being proactive in their communication efforts to build budget support, and also the importance of developing a separate plan for communicating budget information to the community.

Chris Chemerka and Athena Nagel's session on *Closing Schools = Money Savings* was interesting as they both shared their individual experiences when their district made the decision to close school buildings.

CASBO's workshops are always informative and interesting, and I am hopeful that those who attended the October workshop were able to leave with some helpful tips, or an idea they can utilize in their district, or gained more insight into a topic that was explored during the day.

Our very own Jack Levine, Gary Miller, Ed Arum (retired), and Nancy Harris presented at a CASBO/CAPSS sponsored *Budget Workshop*. It was well attended, and again, lots of tips and ideas to help districts communicate their budgets to the community.

CASBO Mentorship Academy has set their dates for the educational sessions run by our CASBO colleagues that are designed to help new business managers. Oftentimes, the more seasoned business managers attend as well, as they too learn something new at these very

Continued on page 2

# CASBO Out & About

CASBO's own Rich Carmelich, Plainville Public Schools (& CASBO VP), Jack Levine, Regional School District #5, and Holly McCalla, Griswold Public Schools, will present at the CABA/CAPSS Annual Convention in Mystic, Connecticut. Their session, "What Board Members Need to Know About School District Budgets", will explore the different roles that staff and BOE members have in the budget planning and implementing process; how does the budget get developed and the role of the board member in the process. Those attending this session will gain a better understanding of the process and the role board members play. It will be presented on Saturday, November 19, 9:35–11:35 a.m.

For more information, please visit [www.cabe.org](http://www.cabe.org).

On October, 25, 2011, CASBO and the Connecticut Association of Public School Superintendents (CAPSS) presented a workshop at EASTCONN. CASBO members Ed Arum, Nancy Harris, Jack Levine and Gary Miller presented a session on effective budget development. Ira Yellen, President of First Experience Communications, spoke on effective budget advocacy. This was a terrific opportunity to work together with CAPSS.

## President's Message

*Continued from page 1*

very informative sessions. Check out CASBO's website to see the Mentorship Academy educational session topics and dates.

We at CASBO are committed to our members and we strive to bring interesting and informative educational sessions and workshops to everyone. If there is a specific topic that you wish to receive more information on, or if you have an idea for a workshop session, please contact Sharon Bruce at [ssbruce@comcast.net](mailto:ssbruce@comcast.net).

I look forward to seeing you at our January workshop (with your pantry donation) and perhaps at the next Mentorship Academy session.

I wish you and your family a safe, healthy, and happy holiday season!

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# Social Awareness—Food Pantry Collection

At its board of directors meeting on September 28, 2011, the Connecticut Association of School Business Officials (CASBO) voted to collect a variety of critical need items at CASBO's four workshops in 2011-12 to be donated to the Plainville Community Food Pantry.

CASBO's Board of Directors passed a resolution that stated, "In keeping with CASBO's social awareness commitment, this resolution approves CASBO's participation with a food bank to collect items at workshops."

Tying in with a Halloween theme, over 280 pounds of goods valued at \$616.28, such as toothbrushes and toothpaste, bar and hand soap, paper towels, Kleenex, and face wipes were collected at CASBO's workshop on Friday, October 14th held at the Aqua Turf in Southington.

Maggie Carlin, president of the Plainville Community Food Pantry, commenting on the collection at the CASBO meeting, stated, "It is always amazing to see people open their hearts to the community in need. In these scary economic times your willingness to support the community goes above and beyond the rules of social obligation. Your organization is an example for business leaders that commitment and caring are important values to embrace."

Ms. Sherri DiNello, chair of CASBO's Social Awareness Taskforce, is working with Maggie Carlin and the Plainville Community Food Pantry to determine a collection theme and the pantry needs for the January workshop. CASBO members are encouraged to



*Jane Neel, President, CASBO, Sherri DiNello, CASBO social awareness chair, and Maggie Carlin, Plainville Community Food Pantry president.*

engage the support and participation of the district's staff.

Goods will be collected during CASBO workshops on January 6, 2012, March 2, 2012 and April 24, 2012. All workshops are held at the Aqua Turf in Southington.

Donations will be collected at the workshops and picked up by the Plainville Community Food Pantry at the Aqua Turf.

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# ERC—Your Library is Open

The ERC (electronic resource center) web site provides an on-line database of best practices and resources in school business management. Items in the database focus on activities that have a measurable impact on school districts. This is your resource for templates, sample contracts, policies and procedures, job descriptions, employee handbooks, bids, etc. that have all been submitted by your colleagues.

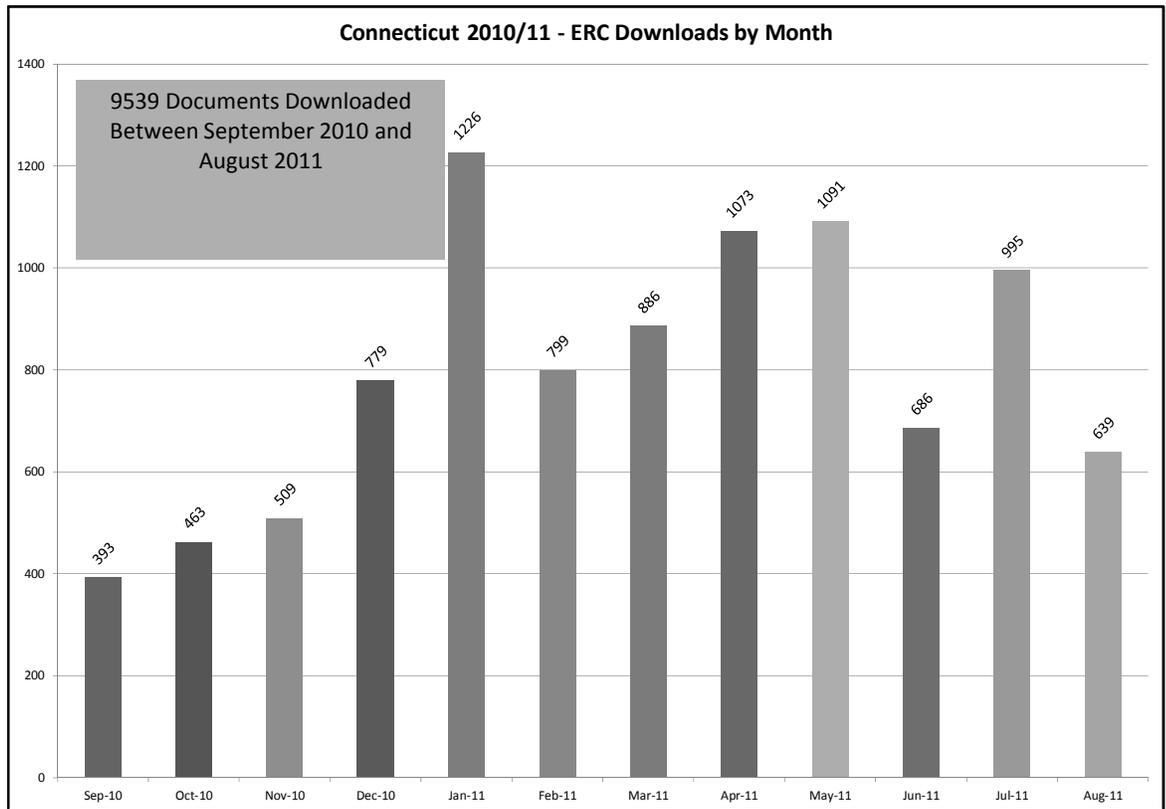
The ERC was started by the Pennsylvania ASBO in 1998. The vision for the library was to share good practices, benchmark examples of exemplary practices, and utilize technology to disseminate information.

PASBO has invited other ASBO affiliates to partner in the effort; which CASBO did in 2006, along with Arizona, Illinois, Oregon, Wisconsin and Southeast ASBO. Partners have customized homepages and their members have the ability to upload documents to the library.

Today, the ERC has over 1,982 documents on file. From September '10 through August 2011, 102,563 documents were downloaded. Each affiliate ASBO manages document submissions from their members; but members have access to all state affiliate documents. The graph below shows the number of downloads per month for CASBO members. Interestingly, it seems that all affiliate downloads peaked in January.

To access the ERC, simply go to CASBO's website ([www.ct-asbo.org](http://www.ct-asbo.org)) and on the left side, select CASBO eLibrary. It will bring you to the ERC where you will find 5 navigational buttons on home page - home, search documents (most important feature to find what you are seeking), recent documents (lists those documents posted in the last 120 days - a great tool for frequent visitors), submit documents (easy walk-through), and contact us.

The search feature has recently been upgraded to be very user friendly. You can search on an individual word, multiple words, using Boolean operators (such as AND, OR, NOT), and exact phrases. Searches can be further refined by category (accounting, facilities, transportation, etc.), information type (forms, job descriptions, spreadsheets, etc.), affiliation/state, submitter, or submission date.



When you find what you are seeking, you can download the document and modify for school entities purposes. Simply click on the document name, choose Open to view the document in the current window or Save to download.

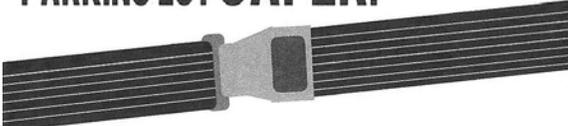


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# Board Summary

The Board of Directors and liaisons have been working diligently on the management of CASBO. Below is a summary of some of their recent actions.

- ◆ In an effort to facilitate advocacy awareness for our members, CASBO has become an affiliate member of CAFE. Leading up to and during the legislative session, CAFE sends summaries of proposed legislation and its movement through the legislative process. As an affiliate member, CASBO will be able to forward these legislative alerts to our members to keep them well informed.
- ◆ Understanding the challenges of going back to school to get one's Master degree, especially given the nature of SBO responsibilities including evening meetings, a taskforce has researched online opportunities. Wilkes University in Pennsylvania offers a Master's program for school business administrators. Pending acceptance by SDE, CASBO will make the information on the program available to members.
- ◆ After a great deal of review and research, the Board of Directors approved and implemented the recommendations of the Audit Review Taskforce which essentially centralized CASBO functions with the Executive Director.
- ◆ CASBO has signed the Affiliation Agreement with the Association of School Business Officials.
- ◆ The Board of Directors approved modifying the listserv policy to provide implied permission to upload documents sent to the listserv to the Electronic Resource Center.
- ◆ To facilitate communication and work-flow, Board of Director meeting minutes will be approved by electronic vote and posted in

the members-only section of the website.

- ◆ The Board of Directors approved the proposal to coordinate Institute '13 programming with the Massachusetts ASBO—May 16-17, 2013.
- ◆ Based upon research conducted by the Technology Taskforce, and their presentation to the Board of Directors, the redesign of the website has been approved. Members interested in participating in the process are encouraged to notify Sharon Bruce.



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Member Spotlight is an opportunity to get to know a fellow member better or catch-up with a retired friend. Thank you to Danielle Batchelder for serving as writer and editor of this column.

**Anna Robbins**  
**Director of Finance & Contracted Services**  
**Consolidated School District of New Britain**

Anna was born in Brooklyn, NY but has lived in Connecticut for the past 35 years. Anna graduated from University of Hartford with a Bachelor's degree in Accounting and is currently working towards her Master's Degree. Anna and her husband, Kent currently live in Simsbury. Anna and her family have lived in Simsbury for the past 23 years. Anna and Kent have two children; Owen, who is 23 and Emily who is 21 years old.

Anna has always worked in the "Business Field". Anna's prior jobs were in banking, manufacturing and accounting. Anna was an accountant for the Heublein Inc. in Hartford; as well as served as the Director of Finance & Operations for Master School in West Simsbury before coming to New Britain Public Schools. Anna was hired by New Britain Public Schools as the Director of Finance in June 2010. Anna first became a member of CASBO in May 2010 in order to attend the ED001 training before she began her job and had to do the ED001 for the first time!

Anna has done a lot of consulting work for CPA firms in the past and has found that she thoroughly enjoys teaching people and getting to know processes and being able to "fix" problems and offer solutions to her clients. Anna believes that is what attracted her to the role of a school business official. Anna's favorite aspect of being a school business manager is refining and developing processes and educating district employees regarding good stewardship practices. Anna is most proud of her accomplishment in their new line item budget and their new time

& attendance process and position control software implementation.

Anna spends her free time with family and friends. Her hobbies also consist of serving people in need. Anna and her family do a lot of volunteer work though their church such as serve in non-profits, families in need (yard work, work with their children, food and supplies).

Anna's favorite place to volunteer is at the Children's Center in Cromwell.

When asked, "If you could be anywhere in the world, doing anything you wanted, where would you be and what would you be doing?"

Anna's response was the most intriguing one I've heard yet. Both Anna's children have spent extended time in Africa and Anna not only likes to visit Africa, but would like to serve in some capacity such as teaching in a college setting in Africa. Anna loves to teach and encourage and would find it most rewarding to do both in a country like Africa!

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# Mentorship Academy

The Connecticut Association of School Business Officials is pleased to offer a series of educational sessions especially designed to meet the unique needs of newly appointed school business officials and their staff. Additionally, those wishing to become more knowledgeable about a specific area are encouraged to attend. The sessions are offered free of charge to full and regular CASBO members and their staff.

All you wanted to know about...

**Labor Relations – Friday, November 18, 2011:** *Nancy Cole, Putnam Public Schools & Sherri DiNello, Southington Public Schools:* A critical responsibility of the school business official is contract negotiations and grievance management. This session will examine strategies and techniques to help you succeed.

**Procurement – Friday, March 16, 2012:** *Corinne Eisenstein, Meriden Public Schools & Wilma Petro, City of Meriden:* This session will cover bids, RFPs, and RFQs – what is the difference, when and how do you use each.

**Insurance – Friday, March 30, 2012:** *James Stirling, Stirling Benefits, Inc.:* Insurance can be an overwhelming and intimidating aspect of the SBO's responsibilities. This session will cover the basics of what you need to know.

**Student Activity Funds & Internal Controls – Friday, April 27, 2012:** *Chris Chemerka, Enfield Public Schools & Jo-Anne Keating, Weston Public Schools:* Do you know your responsibilities and proper internal controls when it comes to your district's student activity funds? Attend this session and you will.

All sessions will be held on Fridays, with registration at **8:45 a.m.** and the session **9:00 – 11:00 a.m.**, in the classroom of the Independent Electrical Contractors of New England; located at 1800 Silas Deane Highway, Rocky Hill, Connecticut. CEU's will be granted for each session. For more information and to register, please go to [www.ct-asbo.org](http://www.ct-asbo.org).

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Exhibit applications are being accepted for this exciting event. Download the information and application today at [www.ct-asbo.org](http://www.ct-asbo.org) and click on Vendors. Remember, exhibit booths sell out every year and there is an early registration discount!

### **Institute Sponsors**

Your involvement as a CASBO Institute Sponsor ensures quality professional development for school business officials and increases your visibility to the Connecticut education market. There are several opportunities for you to consider as we realize there isn't a one-size-fits-all approach. You are invited to be a valuable part of the CASBO Institute in Mystic, Connecticut.

## CASBO Calendar

### **Board of Directors Meetings— CREC**

February 2, 2011

May 10, 2011

### **Workshops—Aqua Turf**

January 6, 2012

March 2, 2012

### **Vendor Day '12—Aqua Turf**

April 24, 2012

### **Institute '12—Mystic Marriott**

May 31- June 1

# MEMORANDUM

## Bethel Public Schools

### Office of the Superintendent

January 19, 2012

To: The Board of Selectmen  
The Board of Finance  
The Board of Education

From: Dr. Gary Chesley  
Superintendent of Schools

RE: David Deakin Campus Maintenance

As I complete my tenure in Bethel, I want to mention several management/maintenance issues that can be resolved in a way to increase maintenance efficiency and the general appearance of the David Deakin Educational Park. Since the educational complex is one of the chief areas of pride in the community, a park that distinguishes Bethel from neighboring school systems and communities, visitors, as well as prospective home and business owners evaluate the appearance of the complex. A change in maintenance management strategies should be considered for the long-term interest of the Town.

For more than a decade I have asked that decisions be made and put into writing that assign responsibility, funding, and accountability for specific maintenance tasks to specific departments. These include the following:

1. **Parking lot upkeep** – Specific responsibility and funding should be assigned for line painting and painting of handicapped parking spaces, curbs, and crosswalks. At this time, responsibility for these tasks is not assigned and the work is sporadic. Whenever this work needs to be done, we are always trying to determine who will complete the task and pay for it.
2. **Complex Signage** – generally speaking, the park has about 12 signs that are standing at odd angles and about to fall over. Additionally there are a number of signs that are not readable due to age and the ravages of the sun. When there are sign problems, the wait time for repairs is generally measured in months not hours or days, as you would expect. Some years, the Town Highway Department replaces signage, other years, the Board of Education budget has been forced to absorb this cost. Frankly, it makes no sense for Mr. Germinaro to pay retail prices for signage when those items are often in storage at the Town garage.
3. **Curbing** – When asphalt curbing is destroyed by snow removal trucks it has not been replaced – ever! Having random pieces of curbing along the roadway clearly indicates a lack of maintenance. Repair of these curbs has not been assigned to any department.
4. **Potholes** – Repair of potholes seems to be completed on a “per request” basis and not as needed. If Whittlesey Avenue and Whittlesey Extension to the Middle School are indeed Town roads, then specific requests should not have to be made to fill in potholes. Since hundreds of taxpayers use

these roadways daily, it is in the best interest of Town leaders to assure that they are reasonably maintained.

5. **Fencing** – At various times the Board of Education’s #460 account has paid for fence repairs. At other times, the Park and Recreation Department has footed the bill. There is no discernible reason why these payments are made one year from one account and another year from a different account.
6. **Parking Lot Lights** – It is my belief that parking lot lighting is important. Evidence indicates that there have been lawsuits and threats thereof annually by taxpayers who trip and fall in parking lots that do not have full lighting. A vendor should be hired to check and replace lighting as needed on a monthly basis. There is no reason that this should not be a service contract.
7. **Snow Removal and Sanding** -- Currently private vendors are responsible for snow removal in parking lots and in roadways in front of schools. The Highway Department is responsible for Whittlesey and Whittlsey Extension. Most of the time clearing of the road is done by our contractors because they are on site much earlier than Town trucks. However, sanding of all areas appears to be the responsibility of the Town. The frustration is that this sanding is seldom done without a specific request. Often times, trucks arrive late and clog traffic because they are spreading sand as parents arrive to drop off students. Timelines and expectations should be clarified.
8. **Tree Cutting and Maintenance** – At this time there is question with regard to who is responsible for actually getting tree work done. At one time or another, Park & Rec, Public Works, and the Board of Education all have done this work. Some commitment and a plan must be put into place to replace the old flowering cherry trees at the Judd entrance. In 2010, I purchased at my own expense, 20 flowering pears and had them planted by members of the football team in anticipation that a number of the existing flowering cherries would die – which they did.
9. **Grass cutting and mulching** – Most of the areas around the school building are done under contract by the Board of Education. Park & Rec cuts the fields. However, money for routine maintenance of shrubbery around the buildings is not budgeted. Mulching is not budgeted. In past years, I have diverted funds for this purpose when the conditions in August were simply embarrassing and I did not want taxpayers to see how the outdoor facilities were ignored. This should be budgeted and expectations for performance and appearance should be set.

In short, the Board of Selectmen and Board of Finance, during my tenure, never definitively declared which departments are responsible for these fundamental services. Recent history indicates that many of these responsibilities could be designated to Mr. Germinaro. Bob has been able to use private contractors with faster, and cheaper services.

My management strategy is to assign as many preventative maintenance responsibilities as possible to negotiated service contracts as a means to assure fast response time and reliable service. We should not have to ask, we should not have wonder, who is responsible for performing any of these tasks. We are better than that.

**From:** Janis [REDACTED]  
**To:** <pare@s@bethel.k12.ct.us>  
**CC:** Kristen Brooks <brooksk@bethel.k12.ct.us>  
**Date:** 1/18/2012 11:58 AM  
**Subject:** Nurse Betty

Hi Susan,

I just wanted to write and tell you how grateful we are for Nurse Betty! It has been a rough month on our household. My son had pneumonia for most of December and with that length of sickness it was a time of great stress to our family. CS missed over 2 weeks of school and after MANY doctors visits was finally able to return to school though still a bit weak and with a lingering cough.

I was so worried that first day and I ended up calling the school just to see if someone would be willing to check on him. I was BLESSED to get Betty on the phone... I explained the situation and after so many weeks of struggling with doctors to get C the help he needed WHAT A RELIEF to speak to her. I didn't have to say much before she offered to check on him, check with the teacher on his energy / cough and offered to listen to his breathing. I can't possibly explain what this meant to me... and how after such an emotional time this act of kindness was just so appreciated.

You can imagine how after that it was upsetting when C woke again with a cough on Monday. I immediately brought him to the doctor and he seems just to have a cold but we are so worried. As I have to work today late into the evening and C has after school program I just felt my concerns gnawing at me. I called the nurse just to see if someone could check on him and who should I get but Betty! Not only did she remember me but asked about C's progress. She understood my feelings as working mom and again without hesitation offered to check in. What probably took her 5 mins means SO MUCH to our family. Her offering and not making me feel like I was putting her out is just such a testament to her care and character. C is fine and I can go to work worry free! Betty's understanding and attentiveness makes her an amazing asset and I had to write... we just want to recognize that her consideration makes me so grateful yet again for the Bethel school system.

Thank you,  
Janis [REDACTED]



## **Dannel P. Malloy**

GOVERNOR  
STATE OF CONNECTICUT

December 20, 2011

Honorable leaders of the Connecticut General Assembly,

The time has come for change in our schools.

Less than two months ago, we came together and showed the people of Connecticut that Hartford is not like Washington, DC. That when it comes to the most pressing issue facing our state – job creation – Democrats and Republicans can put partisanship aside to create real change.

---

One of the most frustrating things I heard repeatedly from employers on my jobs tour was some version of, “I have job openings at my company, but I can’t find enough qualified people to fill them.” These comments underscore the fact that our state’s economic future is dependent on our students’ educational outcomes. We cannot prosper if we do not produce a workforce equal to the task of keeping Connecticut’s companies competitive. And we cannot fulfill our moral obligation to give every student a genuine chance to succeed – whether that child happens to live in Avon, Bridgeport, Greenwich, or Windham – if we do not make fundamental reforms to our schools.

Connecticut’s school system has a storied history of excellence. And our state continues to boast a number of exemplary schools and districts that produce students who can out-compete any of their peers nationwide. But over time, we have lost our edge as a state. Our performance on standardized assessments has stagnated, and students in other states have begun to catch and surpass ours. Our state’s positioning has weakened to the point that we are not competitive in national grant competitions like the recent Race to the Top Early Learning Challenge. Worse, the recent release of the National Assessment of Educational Progress results demonstrated that in most cases, Connecticut’s poor and minority students are less prepared for success than their peers in the vast majority of other states – and that our state has the largest achievement gap in the nation.

Addressing these challenges will require Connecticut to embrace a real sense of urgency and a willingness to deploy bold strategies. We must create a system that focuses at every level on preparing our students for success in college and careers. We must enable our educators by providing the support they need. We must embrace performance-based accountability as a lever for continuous improvement. And we must reduce bureaucratic barriers to excellence – if a district is producing fantastic results, the State Department of Education should be getting out of its way.

Doing so will require some new tools enacted in partnership with the legislature. Today, I am asking the Commissioner of Education to develop a set of legislative proposals for the

coming session. This package must be both ambitious and carefully tailored. It must reflect the best ideas in Connecticut and nationwide for improving education.

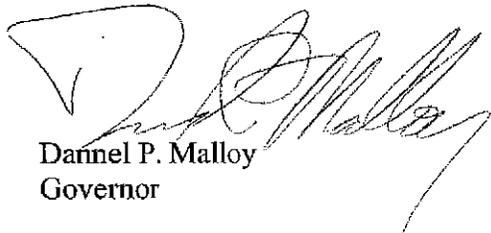
Our proposal, therefore, will be based upon the following principles:

- Enhance families' access to high-quality early childhood education opportunities.
  - Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts.
  - Expand the availability of high-quality school models, including traditional schools, magnets, charters, and others.
  - Unleash innovation by removing red tape and other barriers to success, especially in high-performing schools and districts.
  - Ensure that our schools are home to the very best teachers and principals – working within a fair system that values their skill and effectiveness over seniority and tenure.
  - Deliver more resources, targeted to districts with the greatest need – provided that they embrace key reforms that position our students for success.
- 

On January 5<sup>th</sup>, I will convene a set of multi-stakeholder workshops to delve more deeply into some of the most pressing education reform issues for Connecticut. Commissioner Pryor will continue to meet with you, education associations, teachers and their representatives, parents, advocacy organizations, business leaders, and others going forward. And come February, I look forward to continuing to work with you and your colleagues in the General Assembly, the State Board of Education, and an array of groups across the state on the passage and enactment of a package focused upon these principles.

We should not and will not accept half-measures and repackaged versions of the status quo. Rather, I have instructed Commissioner Pryor to craft legislation that is potent enough to make Connecticut a national leader in narrowing the achievement gap, and comprehensive enough to set the stage for a restoration of Connecticut as a model for creating academic excellence for all. We owe our children nothing less.

Sincerely,



Dannel P. Malloy  
Governor

Cc:

Connecticut State Department of Education: Commissioner Stefan Pryor  
Connecticut Association of Public School Superintendents: Joe Cirsuolo  
Connecticut Association of Boards of Education: Bob Rader  
Connecticut Association of Schools: Karissa Niehoff  
Connecticut Education Association: Mary Loftus Levine, Phil Apruzzese  
American Federation of Teachers Connecticut: Sharon Palmer  
Connecticut Business & Industry Association: John Rathgeber  
Connecticut Council for Education Reform: Brenda Cisco and Steve Simmons  
Connecticut Parents Union: Gwen Samuel  
Connecticut Conference of Municipalities: Jim Finley  
Connecticut Voices for Children: Jamey Bell, Robert Cotto  
Connecticut Parent Power: Paul Wessel  
Connecticut Coalition for Justice in Education Funding: Diane DeVries  
Our Piece of the Pie: Bob Rath  
Connecticut Association of Urban Superintendents: Phil Streifer  
~~Connecticut Early Childhood Alliance: Maggie Adair, Karen Rainville~~  
Connecticut Commission on Children: Elaine Zimmerman  
Latino and Puerto Rican Affairs Commission: Werner Oyadanel  
CREC: Bruce Douglas  
EDUCATION CONNECTION: Danuta Thibodeau  
EASTCONN: Paula Colen  
Cooperative Educational Services: Evan Pitkoff  
Area Cooperative Educational Services: Craig Edmondson  
LEARN: Virginia Seccombe  
African American Affairs Commission: Glenn Cassis  
ConnCAN: Patrick Riccards  
Teach for America: Nate Snow  
Connecticut Charter School Network: Michael Sharpe  
Connecticut Center for School Change: Andrew Lachman  
Connecticut Association of School Business Officials: Sherri DiNello  
NAACP: Scot X. Esdaile  
State Education Resource Center: Marianne Kirner  
Connecticut Parent Teacher Association  
Black Alliance for Educational Options: Danielle Smith  
Connecticut Federation of School Administrators: Roch Girard  
Connecticut Parent Advocacy Center  
Connecticut After School Network: Michelle Doucette Cunningham  
Connecticut Association for the Gifted  
Connecticut Board of Regents: Mike Meotti  
University of Connecticut Neag School of Education: Tom DeFranco  
Connecticut State Universities: Jill Ferraiolo, Louise Feroe  
Connecticut Policy Institute: Ben Zimmer  
Yankee Institute: Fergus Cullen  
American Civil Liberties Union of Connecticut: Andrew Schneider

# BETHEL BOARD OF EDUCATION

## Briefing Summary

**Date of Briefing to the Board:** January 19, 2012

**Presenter:** Teri Yonsky, Director of Fiscal Services

**Topic:** Unexpended Education Funds Account

**Importance of this topic to the Board:** Fiscal Stability, Very High Importance

### Key Points of the Briefing:

- 1) The Connecticut legislature passed a law effective July 1, 2010 allowing Boards of Education to transfer their unexpended funds at year-end into a non-lapsing account to be used by the Board of Education in subsequent fiscal years. The amount cannot exceed one % of the total budgeted appropriation for education for such fiscal year. Sec. 10-248a is attached.
- 2) Martin Lawlor, Town Counsel, reviewed the law and does not find any language in Bethel's charter to preclude this from going forward.
- 3) The Bethel Board of Finance would need to approve the establishment of this account.
- 4) The Board of Education would then have oversight of this account but would report annually to the Board of Finance regarding how the funds were spent.
- 5) The Board of Education can outline specific uses to limit the use of the funds to items such as: a contingency for unforeseen expenditures, a contingency for severe fiscal times and/or a fund specifically for technology.

### Text of the Statute:

CHAPTER 171\* TOWN MANAGEMENT

Page 1 of 1

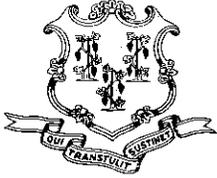
**Sec. 10-248a. Unexpended education funds account.** For the fiscal year ending June 30, 2011, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided such amount does not exceed one per cent of the total budgeted appropriation for education for such prior fiscal year.

(P.A. 10-108, S. 32.)

History: P.A. 10-108 effective July 1, 2010.

**Action Requested of the Board of Education:**

**Recommended Motion:** “The Board of Education approves the establishment of an Unexpended Education Funds Account per CGS Sec.10-248a to be managed by the Board of Education with annual account analysis submitted to the Board of Finance as part of the annual budget presentation. The Board of Education authorizes the Board Chair and Superintendent to request from and work with the Board of Finance to establish this fund.”



# STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



December 23, 2011

**RECEIVED**

**JAN 09 2012**

**BETHEL PUBLIC SCHOOLS  
CENTRAL OFFICE**

Dr. Gary M. Chesley  
Acting Superintendent of Schools  
Bethel Public Schools  
1 School Street, PO Box 253  
Bethel, CT 06801-0253

Dear Dr. Chesley:

English language learner (ELL) data results for your district's Annual Measurable Achievement Objectives (AMAO) for 2010-11 as required under Title III, No Child Left Behind (NCLB) regulations are now available. Districts that receive funds under Title III must meet the following three targets relative to the AMAO: yearly progress in learning English; attainment of English language proficiency on the Language Assessment System (LAS Links); and academic standards in English language arts and mathematics.

AMAO rates are calculated using the **weighted** method, which takes into account students' length of English language service time. The weighted results are reported for AMAO district achievement results. The unweighted AMAO rates are the simple percentage of students who demonstrated progress and achieved proficiency (i.e., 90 of 100 students made progress for an unweighted AMAO 1 rate of 90 percent). The **unweighted** rates are not used to determine whether a district made AMAO 1 or AMAO 2; rather they are included here to provide additional information regarding the English language proficiency testing performance of your ELL students. We provide the unweighted results for your information **only**. Unweighted rates can never be higher than weighted ones, though in some cases they can equal them. Typically unweighted rates are lower than weighted rates. These unweighted results will match your district data.

At this time, the Connecticut State Department of Education wants to acknowledge your district's positive results for 2010-11. We have your data available and want to share these scores with you. Districts that received funds under Title III must have met the following three targets relative to the AMAOs:

- 76 percent of ELLs must make progress in acquiring English language proficiency;
- 26 percent of ELLs must attain English language proficiency; and
- ELL subgroup must achieve Adequate Yearly Progress (AYP).

Dr. Gary M. Chesley  
December 23, 2011  
Page 2

If your district had 40 or more students in your subgroup, you previously received the 2010-11 Connecticut Mastery Test and Connecticut Aptitude Performance Test results for your ELL population. The following are you district's 2010-11 Language Assessment System (LAS Links) results for the progress and proficiency benchmarks:

<b>Category</b>	<b>Percent Who Made Progress in Attaining English Language Proficiency (AMAO 1)</b>	<b>Percent Who Attained English Language Proficiency (AMAO 2)</b>
Weighted Results	89.3%	69.4%
Unweighted Results	89.3%	50.0%

**AYP data was not calculated for the subgroup in your district because there were less than 40 identified ELLs.**

If you have any questions, please do not hesitate to contact Marie Salazar Glowski, ELL/bilingual consultant, at 860-713-6750 or [marie.salazar.glowski@ct.gov](mailto:marie.salazar.glowski@ct.gov).

Sincerely,



Lol Fearon, Bureau Chief  
Bureau of Accountability and Improvement

LF:msg  
cc: Stefan Pryor, Commissioner  
Marion H. Martinez, Ed.D., Associate Commissioner  
District ELL Contact

Attachment

## Connecticut State Department of Education: Revised Methodology for the Calculation of Title III Annual Measurable Achievement Objectives

In January 2009, the Connecticut State Department of Education (CSDE) submitted its updated Title III accountability plan to the U.S. Department of Education and the CSDE received official notification of its approval in April 2009. The proposed plan updated the Annual Measurable Achievement Objective (AMAO) targets and included some methodological changes in their calculation to align with the U.S. Department of Education's October 17, 2008 Title III Notice of Final Interpretation.

### 1. State definition of AMAO 1, determining progress

Progress is defined as the improvement of students' overall scale score on the LAS Links test in the current year compared with their overall scale scores from the preceding year. The overall scale score is the average of the listening, speaking, reading and writing subscale scores. The targets for percentage of LEP students making progress that need to be met in order to meet the AMAO 1 requirement are:

SY 2008-09 – 72 percent

SY 2009-10 – 74 percent

SY 2010-11 – 76 percent

SY 2011-12 – 78 percent

SY 2012-13 – 80 percent

### 2. State definition of AMAO 2, determining English language proficiency

Consistent with prior years, proficiency will be determined by comparing the overall scale score with the grade-specific overall proficiency standard provided by CTB, publisher of the LAS Links test. Students who attained an overall score at or above this grade-specific proficiency standard will be considered to have attained proficiency. The targets for percentage of English Language Learner (ELL) students reaching English language proficiency that need to be met in order to meet the AMAO 2 requirement are:

SY 2008-09 – 22 percent

SY 2009-10 – 24 percent

SY 2010-11 – 26 percent

SY 2011-12 – 28 percent

SY 2012-13 – 30 percent

To comply with the Title III Notice of Final Interpretation, all tested students must be included in the calculation of AMAO 1 and AMAO 2 rates. Previously, the CSDE followed the Title I practice of excluding students who had not been in the district for the entire school year (i.e., as of October 1<sup>st</sup>). However, the CSDE will employ a weighting system based upon English language support service time in the calculation of AMAO 1 and AMAO 2. Specifically, students with less service time who do not make progress or who do not attain proficiency will be "weighted down," i.e., have less impact on the AMAO 1 and AMAO 2 scores, respectively. The incorporation of

service time in the calculation of AMAO 3 scores meets the suggested practice of the U.S. Department of Education's Title III Final Notice of Interpretation.

State calculation of AMAO 3, determining AYP

AMAO 3 requires that the ELL subgroup meets the Title I AYP targets for Math and Reading on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). Consistent with Connecticut's approved Title I Accountability workbook, AYP for the ELL subgroup includes all current ELL students as well as those monitored former ELL students who reached mastery in the preceding two years. Following Title I practices, students must be enrolled in the district for a full academic year (as of October 1<sup>st</sup>) to be included in the AYP calculations. In addition, the ELL subgroup for a district must include 40 or more students to be analyzed for AYP. Those districts with fewer than 40 ELL students are considered to have met AMAO 3. The AYP targets (percentage achieving proficiency) to be met in order to meet the AMAO 3 requirement are:

SY 2008-09 CMT: Reading 79% and Math 82%  
SY 2009-10 CMT: Reading 79% and Math 82%  
SY 2010-11 CMT: Reading 89% and Math 91%  
SY 2011-12 CMT: Reading 89% and Math 91%  
SY 2012-13 CMT: Reading 89% and Math 91%

SY 2008-09 CAPT: Reading 81% and Math 80%  
SY 2009-10 CAPT: Reading 81% and Math 80%  
SY 2010-11 CAPT: Reading 91% and Math 90%  
SY 2011-12 CAPT: Reading 91% and Math 90%  
SY 2012-13 CAPT: Reading 91% and Math 90%

## *Cultural Exchanges*

### ***Americans in Saint-Affrique***

***In the context of partnership between Jean Jaurès High School and Bethel High School in New York, 16 young American students (between the age of 15 and 17), as well as their French pen pals (senior students) were invited to the Town Hall this Monday by the Senator mayor, Mr. Alain Fauconnier.***

*The American students, accompanied by two of their teachers, Ylber Beshi and Jennie Taranovich, arrived in our town last Saturday. They will spend a week in Saint-Affrique and another week in Paris where they will visit amongst others the Senate, on December 8, guided by the Senator mayor. Their French pen pals, as well as Marie-Noelle Falc and Patricia Kolanowski, respectively history and geography teacher in Spanish, and English teacher at the High School, will have the pleasure to have them discover the richness of our heritage. During the welcoming speech of the senator mayor (translated by the American teachers), he mentioned the Roquefort cheese, which now is not taxed anymore in the U. S., the Mac Donald episode, he hoped that they appreciate the St.Affrican food. He also spoke about the particular link with the U. S. existing since 1945, which lives on with the commemoration each year on August 20 at the site called La Pezade. The ceremony is dedicated to the memory of the French resistance fighters as well as to Richard Francis Hoy of the U. S. Air Force who fell at that fight. The mayor told that the high award Legion d'Honneur was presented to his other co-pilot, Lt. Col Roy D. Simmons, after 66 years, who was invited and came to the commemoration last year.*

It is interesting to have them in return and show them the French culture which is so different than theirs, to have them a taste of our cuisine, and it is a pleasure to hear they like it. This week-end I'll take my American student to Nimes to show her the Roman monuments, and I hope that she likes it! Said Lucille, who was so happy to host her visiting student for the week.

Diététique MARCOREL

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**ECHANGES CULTURELS**

# Des américains à Saint-Affrique

Dans le cadre de l'appariement entre la cité scolaire Jean Jaurès et Bethel High School à New York, 16 jeunes élèves américains (entre 15 et 17 ans), ainsi que leurs correspondants français (élèves de classes de terminale), ont été reçus par le sénateur maire, Alain Fauconnier, à la mairie ce lundi.

Les élèves américains accompagnés de deux de leurs professeurs, Ylbert Beshi et Jennie Taranovich, sont arrivés sur notre territoire samedi dernier. Ils passeront une semaine à Saint-Affrique et une semaine à Paris où ils visiteront entre autre le sénat, le 8 décembre, guidés par le sénateur maire. Leurs correspondants français ainsi que Marie-Noëlle Falc et Patricia Kolanowski, respectivement professeur d'histoire géographie en espagnol et professeur d'anglais du lycée, se feront un plaisir de leur faire découvrir les richesses de notre patrimoine. Lors du mot d'accueil du sénateur maire (traduit par les professeurs américains), ce dernier a évoqué «le pays du roquefort, fromage qui n'est plus taxé aux Etats-Unis», l'épisode «Mac Donald», souhaitant qu'ils apprécient la cuisine saint-affricaine, et «le lien particulier avec les Etats-Unis depuis 1945», via la cérémonie chaque année du 20 août à La Pezade. Cérémonie commémorant la mémoire des résistants ainsi que celle Richard Francis



Hoy de l'US Air Force, rappelant que la légion d'honneur a été remise 66 ans plus tard à son co-équipier le Lt Col Roy D. Simmons, dorénavant présent à La Pezade. «C'est intéressant de les recevoir à notre tour et de leur montrer la culture française qui est complètement différente de la leur, de leur faire goûter la cuisine, en plus ça leur plaît donc ça nous fait plaisir. Ce week-end je vais emmener ma correspondante à Nîmes pour lui faire visiter les vestiges romains,

j'espère que ça lui plaira !» nous confiait Lu toute contente d'accueillir sa correspondante durant cette semaine.

## Venez vite découvrir votre nouvelle bijouterie

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Merveilles



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## Full-day kindergarten has reasoned support

Eileen FitzGerald, Staff Writer

Published 01:02 a.m., Tuesday, January 10, 2012

"The turkey is on my plate. The bread is on my plate. Nothing is on my plate. Yum."

One by one, kindergartners at Bethel's Berry School read aloud from a book with simple illustrations on the page.

This was November. The 4- and 5-year-olds not only were reading but following a precise routine for handing in homework, ordering lunch, and stashing their snacks and backpacks at the start of the school day.

Once, kindergarten was the entry point for formal education.

Children were introduced to topics they'd pursue in higher grades. They sang songs and were read to.

But kindergarten has become a year of high expectations.

That's not just because some districts started offering full-day kindergarten 20 years ago, but also because Connecticut, along with 44 other states and the District of Columbia, have adopted national "common core" standards that become effective in 2014.

It means students must master skills they only were introduced to in the past.

"From 20 years ago, the major difference is the academic expectations," said Janice Jordan, Bethel's associate superintendent. "There is a call for (kindergartners) to master reading and writing and math at a level that would have been taught at the beginning of second grade."

Bethel, New Milford, Brookfield, Kent, Sherman and Ridgefield have joined about 65 school districts in the state to provide full-day kindergarten to all their children. Newtown plans to propose it again this year.

Concerns about the cost of the full-day program, that a 5- or 6-year-old won't have enough stamina for a full day of school, or that children should have more time for play or more time with family are some of the primary misgivings cited by opponents. But, the movement toward full day is progressing.

The new rigorous common core standards, the unequal preparation of children entering kindergarten, and the role kindergarten now plays in the foundation of a child's education are some of the reasons Marian Wright Edelman, president of the national Children's Defense Fund, began a "Full-Day Kindergarten Campaign" to expand access to and funding for full-day kindergarten this fall.

Ten states require school districts to provide full-day kindergarten; 34 states, including Connecticut, require districts to provide a half-day, and six states don't require any kindergarten.

Not only is the cost of providing a full-day program for all students a problem for many districts, often space is an issue as well, like in Danbury, which is among 28 districts that provide a full day for some children and half a day to most.

The city has 11 full-day kindergarten classes, one in each elementary school, and some extra enrichment for some of the students in the half-day program.

The problem is that all the kindergarten students -- those who attend kindergarten 2 1/2 hours a day and get 540 hours of instruction a year and those who attend a full day and get 900 hours of instruction -- must master the same skills.

"They are looking for mastery of certain skills by the end of kindergarten, and you are not going to have that without repeated lessons," Jordan said.

In Bethel this fall, Jordan admitted she found some children stressed at first because the full day was longer than their preschool experience, but after two weeks they were into the routine.

Jordan said a full day offers a chance to repeat the lessons, have two sessions in both reading and writing, time to transition between activities and have appropriate playtime.

Bethel has 20 students in a class, with a teacher and teacher's aide.

"We absolutely love full-day. The time is there for us to get to know our students," Bethel kindergarten teacher Kim Trombetta said.

"We have some who don't know how to write their name when they come to school, and some can write their first and last name," Bethel kindergarten teacher Sabrina Luis said. "Some kids have never been in school at all, and yet by the end of the year they will know all the letters and sounds and will be reading."

Bethel kindergartners get homework a couple of nights a week in phonics, writing, math and reading.

"The day is structured with academic time and downtime, and we work in a lot of small groups," Luis said.

The state of Connecticut supports full-day kindergarten but does not require districts to offer it.

"Kindergarten teachers have said for years they want full-day," said Harriet Feldlaufer, chief of the Bureau of Teaching and Learning for the Connecticut Department of Education. "It allows them to provide experiential learning and ramp up the standards."

What once was a precursor to formal education has very high expectations for children now, she said.

Danbury only serves a portion of kindergarten students in full-day programs -- one class at each of the 11 elementary schools -- but it now offers extended activities for a fee at some schools to enrich what was taught in the morning, according to Anne Mead, administrator of early childhood education and extended learning programs for the district.

"There are two ends of the spectrum. We have children who attend preschool and are used to a full-day program who now have a half-day program," Mead said. "At the opposite end of the spectrum, we have children who never had preschool and for this group especially, full day would provide more opportunities for learning."

Next fall, Carrie Kilian, principal of Brookfield's Center School for three years, will implement the Brookfield school board's recent decision to adopt full-day kindergarten.

New standards for kindergartners, like exploring digital devices, completing in-class research as well as new speaking and listening standards demonstrate the need for a longer day, Kilian said.

"If children are ready, they do rise to the expectations," Kilian said. "Now, because there are different supports for kids who struggle, it's about keeping the balance of academics, play breaks and socializing."

Contact Eileen FitzGerald at [eileenf@newstimes.com](mailto:eileenf@newstimes.com) or at 203-731-3333.

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## National core standards for kindergartners

Published 01:03 a.m., Tuesday, January 10, 2012

### National core standards for kindergartners

New national "common core" standards adopted by 45 states, including Connecticut, and the District of Columbia for 2014 expect kindergarten children to master skills rather than just be introduced to them.

Here are some of the expectations:

Solve addition and subtraction word problems, and add and subtract within 10.

Analyze and compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.

Identify basic similarities in, and differences between, two texts on the same topic.

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Participate in shared research and writing projects.

Write a letter or letters for most consonant and short-vowel sounds. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Actively engage in group reading activities with purpose and understanding.

With prompting and support, ask and answer questions about key details in both fiction and nonfiction; retell familiar stories, including key details; identify characters, settings and major events in a story, and answer questions about unknown words.

With prompting, describe the relationship between illustrations and the story in which they appear; compare and contrast the adventures and experiences of characters in familiar stories.

Use drawing, dictating and writing to compose an opinion piece about a book.

Count to 100 by ones and by tens.

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Identify and describe shapes.

Analyze, compare, create and compose shapes.

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use frequently occurring nouns and verbs.

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

Understand and use question words (interrogatives -- e.g., who, what, where, when, why, how).

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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## Tenure debate at last

Published 04:50 p.m., Friday, January 6, 2012

Connecticut soon may get its first serious debate about teacher tenure. The Connecticut Association of Public School Superintendents has proposed replacing lifetime tenure for teachers with five-year terms. Governor Malloy says he will propose broad education policy reforms, including some involving accountability. And now even the state's largest teacher union, the Connecticut Education Association, has proposed annual teacher evaluations based partly on measures of student performance.

While it would not curtail tenure, now granted to public school teachers after four years on the job, the CEA proposal would seem to hasten the dismissal process for teachers, tenured and untenured, who perform poorly. Since the CEA proposal also would put fellow teachers on evaluation teams, it would guarantee the back scratching that undermines other professional regulation in Connecticut. But at least the union feels obliged to look cooperative.

Given the alliance of the General Assembly's Democratic majority and the governor with the teacher union and public employee unions generally, nothing as substantial as the superintendents' proposal on tenure is likely to be enacted. Any increase in accountability probably will concentrate on whether and how much student performance should count in a teacher's evaluation. While student outcomes are the only measures of schools that count, teachers are responsible for only part of student performance.

For as noted recently by, among others, state Rep. Timothy Ackert, R-Coventry, a member of the General Assembly's Education Committee whose daughter is a teacher, parental involvement is crucial too, and many teachers are stuck with students who might as well have no parents at all, parents who will not meet with teachers or even come to the telephone. Standardized testing can measure the progress of a class but not the handicap imposed on a teacher by lack of parenting, a great variable among classes.

This deficiency in measurement may be the teacher union's rationale for letting teachers evaluate each other, but such judgments should be reserved to school administrators, to management -- not that there yet is much management in Connecticut's schools, principals and assistant principals themselves being unionized. Maybe that's where reform would start.

While tenure doesn't serve the public interest and more serious evaluation of teachers would, the debate about them will be a distraction from the big problem of Connecticut's schools. Ordinary as many of them may be, teachers are not the cause of educational failure; the disintegration of the family is. Teachers are only why educational failure costs a bit more. Politicians may demand more of teachers only because they don't dare demand more parenting from their own constituents.

Even so, superintendents, the union, legislators, and the governor agree that the state formula for financial aid to municipal school districts should be rewritten for the umpteenth time to make it fairer -- "fairer" meaning that everybody gets more, except taxpayers. Every time the aid formula has been rewritten over the years it has been in the name of fairness, but that is just the pseudonym for whatever political coalition holds sway at the moment. The evidence of the aid formula's frequent rewriting is that it has nothing to do with student performance and everything to do with political patronage.

Chris Powell is managing editor of the Journal Inquirer in Manchester.

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## Young students must have equal opportunity for learning

Published 04:55 p.m., Friday, January 6, 2012

It is not your parents' kindergarten anymore. Nor should it be.

Once the optional introduction of young children to the halls of formal education -- with lots of play and nap time -- kindergarten has grown into a serious and necessary endeavor.

Many of the reading and mathematics skills that children used to learn in second grade now must be mastered in kindergarten.

Several districts in Greater Danbury -- including Bethel, Brookfield, Kent, New Milford, Ridgefield and Sherman -- have instituted or will soon institute all-day kindergarten to ensure students have the proper amount of time for learning.

What is a concern, however, is that the added expense, which is primarily for staff, is a hard sell for some districts that need the support the most.

Danbury, for example, does not offer full-day kindergarten for all eligible students.

The district does try to meet educational needs by providing one all-day kindergarten class in each elementary school.

But by its very nature, the system is unequal because it is not available to all students.

The extra time for learning, and for reinforcing the lessons, at the start of a school career can go a long way toward addressing the achievement gap that widens between students in later years.

Some might worry that 4- and 5-year-old children are too young to be in a classroom all day, and that the demands to demonstrate concrete skills are stressful.

But those concerns will not be addressed by maintaining the status quo. Education is changing.

Forty-five states, including Connecticut, as well as the District of Columbia, have adopted national Common Core standards that will become effective in 2014.

In Connecticut, Gov. Dannel P. Malloy is calling for the upcoming session of the General Assembly that starts Feb. 8 to address education concerns.

We strenuously advocate for equal kindergarten to be part of the scope.

Kindergarten is serious now.

The focus must be on how to give every student -- in urban as well as suburban and rural districts -- an equitable opportunity to learn.

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Mom publishes free facelift secret that has angered

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# BETHEL BOARD OF EDUCATION - BRIEFING

*(Precise & Concise Overview)*

**Date:** January 19, 2012

**Presenter:** Larry Craybas

**Topic** *(Purpose of Briefing):*

**Proposal to name the Bethel High School Music Wing in honor of Dr. Chesley**

**Importance to the Board:**

A fitting way for the Board and those from the Schools' Music Departments to recognize the 13 years of guidance and support that Gary gave to staff and students participating in Bethel's renowned scholastic music program.

**Key Points/Elements** *(The Briefing):*

- \* Name the music wing at the High School to memorialize Dr. Chesley's contributions to music and song
- \* Explore the establishment of a music scholarship to be awarded to a deserving music student each year. Award criteria to be developed by Special Advisory Committee authorized by the BOE.
- \* Scholarship funding seeded with monies and private contributions collected at Dr. Chesley's Tribute dinner.
- \* On-going fund contributions to be explored by the Special Advisory Committee
- \* No contributions to be authorized from the District's operating budget; contributions should be private and personal.

**Summary** *(Recap):*

If the Board authorizes the naming of the BHS Music Wing in Dr. Chesley's name and the temporary establishment of a Special Advisory Committee, the naming honor would be announced at the February 9th Farewell Tribute dinner for Gary. Members of the Music Department who proposed the naming memorial will decide who announces the honor at the Tribute Dinner.

**Cost (i.e. all-in cost estimate):**

The cost of signage lettering, perhaps similar to that use for the BHS Bill Swanson Gymnasium, will be researched by Teri Yonsky and presented to the Board at a subsequent date.

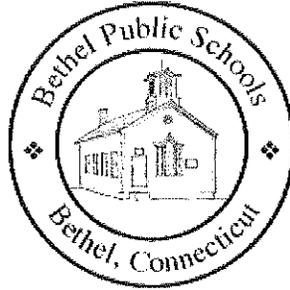
**Action Requested of the Board:**

*(State the motion below if required)*

Authorize the naming of the Music Wing and the Special Advisory Committee.

**Recommended Motion:** "That the ....."

**That the Bethel Board of Education authorizes the naming of the Bethel High School Music Wing in honor of Dr. Gary Chesley and a Special Advosory Committee to explorator the establishmeant of a music scholarship which will be awarded annually to a deserving graduating music student.**



Entry Plan for First 100 Days  
February 1<sup>st</sup> - May 11th

Dr. Kevin J. Smith  
Superintendent of Schools

## Introduction:

For the past five and one half years I have had the pleasure and privilege of serving the Bethel community as the principal of Bethel Middle School. During this time, I have focused my efforts on three critical areas: (1) Develop meaningful and authentic relationships with students, staff, families, and community members with the goal of developing trusting partnerships that serve the best interests of our students; (2) Employ research-based, best middle level practices to create a middle school community that challenges students to achieve their own personal best in every arena; and (3), motivate staff to reflect deeply on the needs of students and create programming that ensures the middle school offers “something for everyone.”

During my time as principal, the Middle School has demonstrated in a number of ways that it is achieving its mission and vision: Student achievement scores on the CMT have improved annually. Currently Bethel Middle School’s academic achievement is among the highest in the state on a number of assessments. In 2009, BMS was recognized as a NELMS spotlight school for its commitment to and demonstration of best middle level practices. For five consecutive years, ConnCan, a not-for-profit independent agency in Connecticut, identified Bethel Middle School as a top ten school for closing the achievement gap for either Hispanic and/or students in poverty. Bethel Middle School achieved these and other significant gains while contending with significant budget constraints, annual reductions in personnel and an increase in the number of students with significant, diverse, and complex learning issues.

As I transition to the role of Superintendent, I intend to focus my energies on the same critical areas that are critical to making schools and school districts successful:

1. Build strong, trusting **relationships** with staff, students, community members and other important stakeholders.
2. Emphasize the use of cutting-edge, **research-based technologies and practices** to continue to improve student achievement and expand learning opportunities.
3. Practice **responsible** stewardship of the district’s finances to ensure that we maximize the benefit of every tax-payer dollar in the most efficient and meaningful manner to serve our goals.

Bethel Public Schools has benefited from strong, stable leadership from the retiring Superintendent and the Board of Education. They have worked collaboratively to foster a culture within the district that understands and believes in the value of people, the importance of community, and the mission of education to prepare our youngest to contribute meaningfully to advancing the goals of our nation. As Superintendent it is my aim to work closely with the Board to lead this district to even greater heights of achievement while strengthening the culture that reflects a belief that as a whole our collective potential is far greater than the sum of our individual parts.

Goals:

My goals for entry into this position are inspired by and drawn from the mission of Bethel Public Schools and the goals generated by Bethel’s Board of Education.

## The Mission of the Bethel Public Schools

*The Bethel Public Schools, as a learning community devoted to the academic and social growth of our children, creates educational opportunities that inspire competence, creativity, teamwork and a drive to excel. In an environment of trust and respect, high expectations for student performance are evident in the discussion, actions, and policies of all staff, administrators, the Board of Education and parents.*

### Bethel Board of Education Statement of Goals

#### **The Bethel Board of Education will:**

1. Implement a rigorous and current curriculum emphasizing literacy, mathematics, science, world languages, history, and the arts.
2. Assure that each teacher is fully-prepared to improve every child's achievement, to assist any student who needs intervention, and to inspire every student to be the best he/she can be.
3. Provide clean, safe, healthy, and well-equipped learning environments which are welcoming to students, parents, and community members.
4. Provide state-of-the-art technology integrated into teaching and learning, and used to communicate effectively with parents and the community.
5. Support every student's social and emotional development, including respect for self and others, teamwork, sportsmanship, truthfulness, and courage to stand up for what is right.
6. Prepare all students for living purposeful and productive adult lives.

Drawing from these two documents, my goals over the next one hundred days are to lay the groundwork to:

- Maximize the **power and potency** of interpersonal relationships to unite and strengthen our learning community both by deepening existing relationships and by expanding the stakeholder base (eg: meeting new community members and developing new relationships).
- Strengthen core academics and continue to raise student achievement by integrating systems and practices that meet and exceed new Common Core and College and Career Ready standards.
- Work with Dr. Jordan to further energize and focus our leadership team to (a) closely re-examine current classroom practices; and (b) challenge and motivate staff at every level to transform the instructional model and promote deeper student engagement and greater critical thinking.

- Expand opportunity for students to utilize technology to more widely access educational opportunities at every level that exist beyond our brick and mortar structures.

**Purpose and Objectives:**

The purpose of an entry plan is to articulate the steps necessary to ensure a smooth leadership transition. Much of my immediate work will focus on the following objectives which will be clearly measurable and serve the larger goals listed above:

- A. To establish a strong presence in the schools and the community
- B. To develop staff, board and community relationships
- C. To build trust
- D. To develop a comprehensive understanding of the Bethel Public Schools by gathering feedback from stakeholders (students, staff, faculty, board, and community members) with the purpose of identifying the most significant issues currently facing our schools and develop a plan of action to tackle identified issues.

The entry process provides an invaluable opportunity to listen and learn but also to forge new relationships that can serve to develop wider shared understanding about the many, many positive attributes of Bethel Public Schools and engage the community in dialogue about the importance of our schools as we move further into the 21<sup>st</sup> century.

In articulating this plan, I was struck by a passage from the Forward to the book *Entry* by Barry Jentz:

*“Entry is a quintessential human situation, when ‘the hopes and fears of all the years’ are again rekindled, when the dreams and visions of both the person entering and the organization inviting are aroused, when all anxieties facing the unknown are at their highest pitch, when one re-experiences the ritual of initiation into the mysteries of this particular tribe, when the advent of someone new is believed to hold the potential for new action and new results, when a human being is believed to be capable of making a difference.”*

**Action Steps and Timeline:**

**1. Create a communication plan that utilizes in person interviews, print, television, and digital media to begin a dialogue with internal and external stakeholders.**

[Targeted Objectives: A, B, C]

- \_\_\_\_\_ Participate in Television shows (min. of 6) on Public and Educational Access Channels with Larry Craybas, other BOE members, and BPS Staff (January, 2012- May, 2012).
- \_\_\_\_\_ Continue publication of Superintendent’s Weekly Newsletter (Beginning 2/12).
- \_\_\_\_\_ Address BPS faculty and staff (January 16, 2012).
- \_\_\_\_\_ Attend monthly BHS Sports Boosters meetings (January, 2012 – May, 2012).
- \_\_\_\_\_ Attend at least one PTO meeting at each of the schools (January, 2012 – February, 2012).
- \_\_\_\_\_ Attend BEF meetings (February, 2012 – May, 2012).
- \_\_\_\_\_ Work with Principals and PTO presidents to host appropriate “Meet the

- \_\_\_\_\_ New Superintendent” opportunities for families at each school (February, 2012 – April, 2012).
- \_\_\_\_\_ Attend appropriate after school and evening functions at each school (February, 2012 – May, 2012).
- \_\_\_\_\_ Conduct in-person with each member of the Board of Education (February, 2012 – March 2012).
- \_\_\_\_\_ Conduct in-person interviews with all members of the BPS administration (February, 2012 – March, 2012).
- \_\_\_\_\_ Plan initial meeting with First Selectman, Matt Knickerbocker (January 17, 2012).
- \_\_\_\_\_ Conduct in-person interviews with selected parents representing each of the five schools (February, 2012 – May, 2012).
- \_\_\_\_\_ Conduct in-person interviews with small groups of randomly selected students at each school (February, 2012 – May, 2012).
- \_\_\_\_\_ Conduct in-person interviews with small groups of randomly selected teachers from each of the five schools (February, 2012 – May, 2012).
- \_\_\_\_\_ Tour School Food Service Facilities and meet all Food Service workers (January 18, 2012).
- \_\_\_\_\_ Schedule brief introductory meetings with other town officials (February, 2012 – March, 2012):
  - \_\_\_\_\_ Police Chief Finch
  - \_\_\_\_\_ Fire Chief Fred Ingram
  - \_\_\_\_\_ Fire Chief Ken Parciaspe
  - \_\_\_\_\_ Fire Marshall Tom Galliford
  - \_\_\_\_\_ Others
- \_\_\_\_\_ Meet local state legislators (February, 2012 – May, 2012).
- \_\_\_\_\_ Attend School Faculty meetings (February 1, 2012; March 7, 2012).
- \_\_\_\_\_ Meet with Eileen Fitzgerald of the Danbury NewsTimes (February, 2012).
- \_\_\_\_\_ Meet editor/s of Bethel Patch (February, 2012 – March, 2012).
- \_\_\_\_\_ Create Superintendent’s Facebook page (January, 2012).
- \_\_\_\_\_ Create Superintendent’s Twitter feed to highlight outstanding classroom practice and other BPS noteworthy achievements(January, 2012).
- \_\_\_\_\_ Create Superintendent’s blog to highlight outstanding classroom practice (January, 2012).

## **2. Visit school buildings and classrooms in every school weekly.**

[Targeted Objectives: A, B, C, D]

- \_\_\_\_\_ Conduct facilities tour with Bob Germinaro and meet head and day custodians. (February, 2012 – March, 2012).
- \_\_\_\_\_ Meet all evening custodians (February, 2012 – May, 2012).
- \_\_\_\_\_ Visit classrooms in each building weekly (January, 2012 – May, 2012).
- \_\_\_\_\_ Continue supervision and evaluation of select teachers across the district (January, 2012 – May, 2012).
- \_\_\_\_\_ Meet with Linda Anderson to learn about the Student Internship and Summer’s Best programs (January 19, 2012).
- \_\_\_\_\_ Tour Kitchen facilities with Amanda Riley (January 18, 2012).
- \_\_\_\_\_ Visit First Student Bus Garage (February, 2012).
- \_\_\_\_\_ Attend Bus Drivers’ Safety Meeting (February, 2012 – April, 2012).

### **3. Develop strong working relationships with members of the Board of Education.**

[Targeted Objectives: A, B, C, D]

- \_\_\_\_\_ Conduct in-person interviews with BOE members (see above).
- \_\_\_\_\_ Establish a weekly standing meeting with Board Chair, Larry Craybas (February, 2012 – May, 2012).
- \_\_\_\_\_ Conduct school visits with BOE members (January, 2012 – May, 2012).
- \_\_\_\_\_ Attend subcommittee meetings monthly (January, 2012 – May, 2012).
- \_\_\_\_\_ Accompany BOE members on select public access television shows (January, 2012 – May, 2012).
- \_\_\_\_\_ Propose Board member 1 day retreat for the purpose of relationship building (Early Spring, 2012).

### **4. Raise profile in the Bethel Community as the CEO of Bethel Public Schools.**

[Targeted Objectives: A, B]

- \_\_\_\_\_ Attend meetings of the Bethel and Stony Hill Chambers of Commerce (minimum 1 each) (February, 2012 – April, 2012).
- \_\_\_\_\_ Attend meetings of select Bethel service organizations (TBD) (February, 2012 – May, 2012).
- \_\_\_\_\_ Attend Bethel civic events as appropriate in Bethel (TBD) (February, 2012 – May, 2012).
- \_\_\_\_\_ Meet president and provost of WCSU (January 19, 2012).
- \_\_\_\_\_ Meet with regional School Superintendents (January, 2012 – May, 2012).

### **5. Focus school administrators and other school staff on current significant trends impacting public schools across the nation.**

[Targeted Objectives: A,D]

- \_\_\_\_\_ Establish bi-weekly “book study” meetings of relevant authors (February, 2012- May, 2012).
- \_\_\_\_\_ Support Dr. Jordan in the effort to align BPS standards and assessments to State adopted CCSS and CCR (February, 2012 – May, 2012).
- \_\_\_\_\_ Attend select State DOE meetings and report information as appropriate (February, 2012 – May, 2012).
- \_\_\_\_\_ Meet with local state legislators (January, 2012 – May, 2012).
- \_\_\_\_\_ Attend appropriate CAFE and/or CAPSS events and report information as appropriate (February, 2012 – June, 2012).
- \_\_\_\_\_ Hold weekly meetings with Central Office administrators (February, 2012 – May, 2012).

### **6. Communicate financial needs of the district through the budget development process.**

[Targeted Objectives: A, B, C, D]

- \_\_\_\_\_ Assist Dr. Chesley and CO staff in the initial 2012-2013 School Budget Presentation (January 24, 2012).
- \_\_\_\_\_ Participate in budget workshops (January, 2012 – February, 2012).

\_\_\_\_\_ Develop information bulletin for dissemination in the community (April, 2012).

### **7. Rapidly develop a comprehensive understanding of the role and responsibilities of a public School Superintendent.**

[Targeted Objectives: D]

\_\_\_\_\_ Identify and establish a relationship with an appropriate mentor (February, 2012 – March, 2012).

\_\_\_\_\_ Attend monthly CAPSS Early Career Superintendents workshops (February, 2012 – May, 2012).

\_\_\_\_\_ Attend Harvard University's Leadership Institute for School Superintendents (March 18, 2012 – March 23, 2012). *NB: In early January, I applied for and was selected to attend this institute. I believe that participation is critical in assisting me as a novice Superintendent in getting immersed in the work and developing an understanding of the role in as brief a period as possible.*

\_\_\_\_\_ Develop a targeted reading list (see below) (January, 2012).

### **8. Prepare and present to the Board of Education a summary of key learning and subsequent areas of focus and action steps** (May, 2012).

[Targeted Objectives: D]

#### **Summary:**

This entry plan is organized by key goals and objectives highlighting significant action steps. The majority of time spent during the first 100 days will be focused on “**listening and learning**” activities involving both internal and external stakeholders. The other activities will serve to assist me in developing a “global” perspective and articulating and communicating an action plan that will keep our district focused on serving the best interests of Bethel’s students.

#### **Focused Professional Reading (January, 2012 – May, 2012):**

Abshier, C.W., Harris, S. & Hopson, M. (2011). *Superintendent perspectives of financial survival strategies in small school districts*. Rural Educator, pps. 1-9.

Callan, M.F. and Levinson, W. (2011). *Achieving success for new and aspiring superintendents: A practical guide*. Corwin Press: Thousand Oaks, CA.

Cameron-McCabe, N., Cunningham, L.L., Harvey, J. & Koff, R.H. (2005). *The superintendent's fieldbook*. Corwin Press: Thousand Oaks, CA.

Eller, J. and Carlson, H.C. (2009). *So now you're the superintendent!* Corwin Press: Thousand Oaks, CA.

Jentz, B.C. and Murphy, J.T. (1995). Embracing confusion: What leaders do when they don't know what to do. *Phi Delta Kappan*, 86(5), 358-366.

Jentz, B. and Wofford, J. (2008). *The entry plan approach: How to start a leadership a leadership position successfully*. Entry Books: Newtown, MA.

Moody, M. J. (2007). *Superintendent-board relations: Competencies for success*. Cedar Yearbook: Texas A & M University, pps.79-95.

Pascopella, A. (2008). State of the superintendency. *District Administration*, pps. 32-36.

Respectfully submitted to the Bethel Board of Education on January 19, 2012.

Kevin J. Smith, Ph.D.      1/19/12

**Bethel Public Schools  
Bethel Middle School  
French  
Grade 7**

**I. Alignment to District Power Standards, CSDE Standards , Grade Level Expectations, and Common Core State Standards**

**a. District Power Standards Grade 7**

**Communicate in Spanish or French**

- Engage in conversations using the target language
- Provide and obtain information in target language
- Express feelings and emotions
- Demonstrate accuracy in pronunciation and intonation when presented with familiar material
- Understand what is being said in the target language in these situations:
  - Teacher directions
  - Peers in classroom
- Understand simple songs, video segments, and audio segments
- Develop listening skills and listening comprehension
- Present information orally about yourself
- Perform dialogues with peers in the target language
- Recognize cognates in the target language
- Write complete sentences and dialogues using the present tense

**Gather knowledge and understanding about French culture**

- Demonstrate an understanding between the practices and perspectives of the cultures studied
- Recognize and appreciate the major holidays and customs of cultures studied
- Explore the music and cuisine of the cultures studied
- Explore the major geographic highlights of the countries and cultures studied

### **Make connections to other academic disciplines**

- Recognize the distinctive viewpoints of that culture and people
- Demonstrate critical thinking about language and culture
- Understand how languages deal with gender, adjective agreement, question formation, basic sentence structure, spelling, and pronunciation

### **Participate in multi-lingual communities at home and around the world**

- Demonstrate use of the target language for personal enjoyment and enrichment

## **b. CSDE Standards**

### **Connecticut's Common Core of Learning (1998)**

#### **World Languages**

By the end Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

#### **Program Goals**

As a result of education in Grades K-12, students will:

- **communicate** in at least one language other than English;
- gain knowledge and understanding of other **cultures**;
- make **connections** with other areas of study and acquire information;
- understand the nature of language and cultures through **comparisons**; and
- participate in multilingual **communities** within a variety of contexts.

## **K-12 Content Standards**

### **In at least one language other than English:**

- 1. Communication** Students will engage in conversation, provide and obtain information, express feelings, and exchange opinions.
- 2. Communication** Students will understand and interpret spoken and written language on a variety of topics.
- 3. Communication** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.
- 4. Cultures** Students will demonstrate an understanding of the traditions, products, and perspectives of the cultures studied.
- 5. Connections** Students will reinforce and expand their knowledge of other areas of study through the world language.
- 6. Connections** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data, and human resources.
- 7. Comparisons Among Languages** Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.
- 8. Comparisons Among** Students will demonstrate an understanding of the concept of culture

**Cultures**

through comparisons of the cultures studied and their own.

**9. Communities**

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

**c. Grade Level Expectations**

**II. Enduring Understandings: What are the most important things students will learn this year?**

STANDARD	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<b>COMMUNICATION</b>	<ul style="list-style-type: none"><li>• <b>In today’s multi-cultural society, the ability to communicate in another language is an essential tool for students to successfully participate as informed citizens in the global community.</b></li> <li>• <b>One must consistently practice listening, speaking, reading, and writing a world language to develop proficiency, and, therefore, to communicate effectively.</b></li> <li>• <b>Learning a world language requires taking risks and learning from one’s mistakes.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Why is it important to communicate in another language?</b></li> <li>• <b>What does it mean to be a global citizen?</b></li>  <li>• <b>How does one develop communicative competence in another language?</b></li>   <li>• <b>When do mistakes interfere with communication?</b></li></ul>

	<ul style="list-style-type: none"> <li>• <b>Self-reflection is an important part of growth in language acquisition.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How can an individual gain the confidence to communicate in another language when he/she is a novice speaker?</b></li> </ul>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>• <b>Language and culture are inextricably linked.</b></li> <li>• <b>Understanding other cultures creates sensitivity and acceptance.</b></li> <li>• <b>Understanding the lifestyles and values of other cultures connects an individual to the rest of the world.</b></li> <li>• <b>Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How do language and culture influence and reflect each other?</b></li> <li>• <b>Why is it important to understand the perspectives and value systems of another culture?</b></li> <li>• <b>How does where a person lives shape who that person is?</b></li> </ul>
<b>CONNECTIONS</b>	<ul style="list-style-type: none"> <li>• <b>Strategies used to acquire a language are transferable to other areas of learning throughout life.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>What are the strategies that individuals use to learn a world language?</b></li> <li>• <b>How do these strategies help them learn in other content areas?</b></li> </ul>

<p style="text-align: center;"><b>COMPARISONS</b></p>	<ul style="list-style-type: none"> <li>• Studying a world language contributes significantly to one’s understanding of the structure of one’s own language.</li> <li>• By studying another culture, individuals can better understand and appreciate their own culture.</li> </ul>	<ul style="list-style-type: none"> <li>• What can an individual learn about his/her own language from the study of others?</li> <li>• How does studying another culture make an individual appreciate his/her own culture?</li> </ul>
<p style="text-align: center;"><b>COMMUNITIES</b></p>	<ul style="list-style-type: none"> <li>• Learning a world language expands one’s opportunities in life.</li> <li>• Language is a tool to connect with the world.</li> </ul>	<ul style="list-style-type: none"> <li>• How can learning a world language enrich an individual’s life and open doors of opportunity?</li> <li>• What does it take to be a global citizen?</li> </ul>

III. **Pacing Guide:** In what order will the concepts and skills be sequenced over the course of the school year?

**September/October**

**Chapitre 1: Salut, les Copains! (*Hi, Friends!*)**

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• French names</li> <li>• Introductions</li> <li>• Alphabet</li> <li>• Accent marks</li> <li>• Punctuation</li> <li>• Cognates</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Numbers 0-100</li> <li>• Basic math operations</li> <li>• Birthdays</li> <li>• Telephone numbers</li> <li>• E-mail addresses</li> <li>• Colors</li> <li>• Formal vs. Informal</li> <li>• Subject pronouns</li> <li>• Parts of the body</li> <li>• Aches/pains using “<i>j’ai mal</i>”</li> <li>• Awareness of the French-speaking world</li> <li>• Geography (France)</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others and respond to greetings and farewells.</li> <li>• Use appropriate gestures for greetings and farewells.</li> <li>• Ask someone’s name and give your own.</li> <li>• Ask and tell how you are feeling.</li> <li>• Introduce self, peers, and teacher and respond to introductions.</li> <li>• Imitate and respond to routine courtesy exchanges (excuse me, thank you, please) and make polite requests.</li> <li>• Use correct pronunciation and intonation.</li> <li>• Recognize differences in sounds between English and French.</li> <li>• Create and perform an informal dialogue with a peer.</li> <li>• Create and perform a formal dialogue with a peer.</li> <li>• Recite the alphabet and spell words aloud in French.</li> </ul>	<p><b><u>Summative</u></b></p> <ul style="list-style-type: none"> <li>• Dialogues: Informal and Formal</li> <li>• Comic strip</li> <li>• Writing Skills Test (greetings, farewells, introductions, giving names, telling how someone is feeling)</li> <li>• Writing Skills Test (informal vs. formal, parts of the body, telling aches and pains)</li> <li>• Numbers quizzes (3): 0-20/0-79/0-1,000</li> <li>• Voki introducing oneself and telling one’s birthday, telephone number, e-mail address</li> <li>• Quiz: days, months, dates, numbers, telephone numbers, e-mail addresses</li> <li>• Geography quizzes (3) France Europe</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize words when spelled in French.</li> <li>• Spell the lesson's vocabulary correctly.</li> <li>• Use accent marks and punctuation correctly.</li> <li>• Access online comic strip maker to create a French comic strip.</li> <li>• Recognize cognates.</li> <li>• Identify cognates in authentic text.</li> <li>• Understand and identify false cognates (<i>faux amis</i>).</li> <li>• Name the days of the week in culturally correct order.</li> <li>• Name the months of the year in order.</li> <li>• Give the date.</li> <li>• Count from 0-100.</li> <li>• Perform simple math operations.</li> <li>• Exchange telephone numbers, e-mail addresses, and birthdays.</li> <li>• Identify colors.</li> <li>• Access <a href="http://www.voki.com">www.voki.com</a> and create a Voki.</li> <li>• Use formal and informal forms of address correctly.</li> <li>• Identify and use subject pronouns.</li> <li>• Sing songs about the alphabet, colors, subject pronouns, greetings, numbers, and days of the week.</li> <li>• Recognize and locate French-speaking countries/places in North America (Québec/Canada and Louisiana/United</li> </ul>	<p><b>French-speaking world</b></p> <ul style="list-style-type: none"> <li>• Recognition of colors on maps</li> </ul> <ul style="list-style-type: none"> <li>• Listening Comprehension quiz: Alphabet/spelling of words</li> <li>• Listening Comprehension quiz: Numbers</li> </ul> <p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Whiteboards for spelling</li> <li>• TPRS with commands</li> <li>• Student Mini-Interviews: Ask Say Write</li> <li>• PowerPoint: Famous people (giving names)</li> <li>• PowerPoint: <i>Chez le Médecin</i></li> <li>• SMARTBoard interactive activities</li> <li>• CD Listening comprehension activities</li> <li>• Grammar Guys video clips</li> <li>• Grammar Guys rap: <i>Salut!</i></li> <li>• YouTube video clips</li> <li>• Culture video clip (informal vs. formal greetings)</li> <li>• Paired Activities: Character/color associations</li> <li>• Exit Card: Colors</li> <li>• Exit Cards (3): LC Numbers</li> <li>• Accent Aerobics</li> </ul>
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	States); the Caribbean (Haiti, Martinique, Guadeloupe); Europe (France, Monaco, Andorra, Luxembourg, Belgium, Switzerland); Africa; South America (French Guyana); Asia (Vietnam, Laos, Cambodia); and overseas departments of France.	<ul style="list-style-type: none"> <li>• <b>Board game:</b> Subject pronouns</li> <li>• <b>Flashcards:</b> Subject pronouns</li> <li>• <i>Frappe-les-Mouches</i> vocabulary recognition game</li> </ul>
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## November/December

### Chapitre 1: La Salle de Classe (*The Classroom*)

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• School supplies</li> <li>• Indefinite articles</li> <li>• School subjects</li> <li>• Expressions of need: <i>Il me faut/Il te faut/ Il vous faut</i></li> <li>• Subject pronouns</li> <li>• <i>Avoir</i></li> <li>• Negation using ne...pas with <i>avoir</i></li> <li>• Negation with de/d' <i>Je n'ai pas de stylo.</i> <i>Je n'ai pas d'iPod.</i></li> <li>• Oui/non questions with <i>avoir</i></li> </ul>	<ul style="list-style-type: none"> <li>• State what school supplies you have and need for your classes.</li> <li>• Recognize school supplies in listening comprehension and written activities.</li> <li>• Tell what school supplies you do not have.</li> <li>• Ask what school supplies one needs for various classes.</li> <li>• Ask to borrow the school supplies you do not have.</li> <li>• Ask someone to lend you various school supplies.</li> </ul>	<p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Grammar quiz: <i>avoir</i></li> <li>• Grammar quiz: Indefinite articles</li> <li>• LC Test: <i>La Salle de Classe</i></li> <li>• Vocabulary quiz: School supplies</li> <li>• Vocabulary quiz: Classroom furniture/equipment</li> <li>• Written Unit Test: <i>La Salle de Classe</i></li> <li>• Quiz: Situations for asking permission in classroom</li> <li>• Skit: <i>Professeur/Élève</i> or <i>Trois Élèves sans Matériaux</i></li> </ul>

<p><i>Tu as les devoirs? Tu as un mobile?</i></p> <ul style="list-style-type: none"> <li>• Expressions used to ask for something you don't have</li> </ul> <p><i>Tu pourrais me prêter...?</i></p> <p><i>Puis-je emprunter...?</i></p> <ul style="list-style-type: none"> <li>• Classroom commands</li> <li>• Useful classroom expressions to ask permission (<i>Puis-je aller aux toilettes? Comment dit-on...? Qu'est-ce que ça veut dire?</i>)</li> <li>• Classroom furniture/equipment</li> <li>• <i>Il y a... / Il n'y a pas de/d'...</i></li> <li>• <i>Il y en a... / Il n'y en a pas de/d'...</i></li> <li>• <i>Combien de/d'...</i></li> <li>• Agreement of numbers: <i>vingt et <u>une</u> chaises</i></li> <li>• Agreement of colors with school supplies</li> <li>• Adjectives as nouns <i>(J'aime la bleue. = I like the blue one.)</i></li> </ul> <p style="text-align: center;"><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• <i>La Papeterie</i> (French stationery store)</li> <li>• Les Fêtes (Holidays)</li> <li>• Awareness of how holidays are celebrated in France</li> </ul>	<ul style="list-style-type: none"> <li>• State what furniture or equipment is in the classroom.</li> <li>• Tell how many of an item is in the classroom.</li> <li>• Perform simple classroom commands, and give simple commands to peers. (sit down, stand up, open your book, take out your homework, etc.)</li> <li>• Ask for permission to do something or go somewhere in school, and tell why you need to go there.</li> <li>• Give the colors of school supplies.</li> <li>• Inquire about and buy something in a French stationery store.</li> <li>• Ask and tell how much something costs.</li> <li>• Read and interpret brochures/advertisements for school supplies.</li> </ul> <p style="text-align: center;"><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast French and American shopping customs.</li> <li>• Compare and contrast how selected holidays are celebrated in France with how we celebrate the holidays in the United States.</li> <li>• Sing songs in French: <b>Rap:</b> <i>De quoi tu as besoin? Pas de problème!</i> <b>Chansons de Noël:</b> <i>Rudolphe</i></li> </ul>	<ul style="list-style-type: none"> <li>• CD-ROM Chapitre 1</li> <li>• Spontaneous speaking assessment digitally recorded in groups with iPod Touch/Smart Phone</li> <li>• Shopping Skit: <i>Vendeur(euse)/Client(e) à la Papeterie</i></li> </ul> <p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• <i>Avoir</i> verb clap</li> <li>• <i>Avoir</i> interview (oral and written)</li> <li>• Exit Card: Subject pronouns</li> <li>• Exit Card: <i>Avoir</i></li> <li>• Exit Card: <i>Il y a... / Il n'y a pas de/d'...</i></li> <li>• Indefinite article race</li> <li>• Scattergories in groups</li> <li>• Playdo Pictionary</li> <li>• TPRS with commands</li> <li>• Paired speaking activity with commands</li> <li>• Commands Scavenger Hunt</li> <li>• Comic strip unscramble group activity</li> <li>• Pictionary in pairs</li> <li>• Cards—Male and Female</li> <li>• <i>Vas à la Pêche!</i> Go Fish! card game</li> <li>• <i>Le Mot Secret</i> unscramble the sentences</li> </ul>
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	<p><i>Vive le Vent!</i> <i>Les Douze Jours de Noël</i></p>	<p><b>group activity</b></p> <ul style="list-style-type: none"> <li>• <b>Whiteboards</b></li> <li>• <b>PowerPoint presentations for questioning/answering in complete sentences:</b> <ul style="list-style-type: none"> <li><i>Les Matériaux Scolaires</i></li> <li><i>La Salle de Classe</i></li> <li><i>Les Expressions Utiles</i></li> <li><i>Les Fêtes</i></li> </ul> </li> <li>• <b>SMARTBoard interactive activities/lessons</b></li> <li>• <b>Animoto videos to identify school supplies and school subjects</b></li> <li>• <b>YouTube video clips</b></li> <li>• <b>Grammar Guys video clips</b></li> <li>• <b>Cloze activities for songs</b></li> </ul>
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## January/February

### Chapitre 2: Qu'est-ce qui te plaît? (*What do you like?*)

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• <i>Aimer</i></li> <li>• <i>Aimer</i> + infinitives</li> <li>• Definite articles</li> <li>• Nouns: Basic foods/hobbies/sports/classes to express likes, dislikes, and preferences</li> <li>• Expressions to agree or disagree (<i>Moi aussi!/Moi non plus!/Pas moi!/Moi, si!</i>)</li> <li>• Conjunctions (<i>et, mais, ou</i>)</li> <li>• <i>Pourquoi?</i> / <i>parce que/qu'</i></li> <li>• Opinion expressions (<i>C'est génial!/fun/barbant/intéressant/etc.</i>)</li> <li>• Compound sentences</li> <li>• Action verbs/activities</li> <li>• Élision with <i>je (j') / ne (n')</i></li> <li>• <i>Vouloir</i></li> <li>• <i>Vouloir</i> + infinitives</li> <li>• -er verbs</li> <li>• Present tense conjugation of regular -er verbs</li> <li>• Spelling-changing verbs: verbs ending</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange information, both orally and in writing, about your likes, dislikes, and preferences on a variety of topics.</li> <li>• Use conjunctions and <i>parce que/qu'</i> to elaborate.</li> <li>• Talk about everyday activities.</li> <li>• Express what activities you and others like, don't like, and prefer to do.</li>   <li>• Tell what activities you and others <i>want</i> to do.</li> <li>• Ask what a friend wants to do.</li> <li>• Tell what activities you and others <i>do</i>.</li> <li>• Comprehend short conversations among peers about their favorite activities.</li> <li>• Use a French/English dictionary to find additional vocabulary and to validate word choice.</li> <li>• Access on-line translator to find supplemental vocabulary. <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.googletranslate.com">www.googletranslate.com</a></li> </ul>	<p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Grammar quizzes: -er verb endings <i>vouloir</i> <i>les articles définis</i></li> <li>• Vocabulary Quizzes: Nouns Activities/verbs</li>   <li>• Paragraph: Likes/Dislikes Account of what one likes to do, doesn't like to do, and with whom</li> <li>• Written Unit Test: Chapitre 2</li> <li>• CD-ROM: Chapitre 2</li> <li>• <i>Animoto</i> video or <i>Smilebox</i> album video of likes/dislikes</li>   <p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• LC activity with pictures</li> <li>• Gestures/actions for vocabulary</li> <li>• <i>PowerPoint</i> presentations:</li> </ul> </ul>

<p>in -ger and -cer</p> <p style="text-align: center;"><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• <i>La Maison des Jeunes</i> (Teen Center)</li> <li>• <i>La Fête des Rois</i> (Three Kings' Day)</li> <li>• <i>Mardi Gras</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sing subject pronouns song.</li> <li>• Sing rap: <i>Qu'est-ce que tu aimes faire?</i></li> </ul> <p style="text-align: center;"><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Read and interpret authentic brochures for a French Teen Center (<i>Maison des Jeunes</i>).</li> <li>• Celebrate <i>la Fête des Rois</i> in class with <i>une galette des rois</i>.</li> <li>• Demonstrate an understanding of how <i>Mardi Gras</i> is celebrated in France and in New Orleans.</li> <li>• Create <i>Mardi Gras</i> masks and jester hats.</li> </ul>	<p><i>Les Noms</i>  <i>Les Activités/Verbes</i>  <i>Tintin/Lucky Luke/Babar</i>  <i>La Fête des Rois</i>  <i>Mardi Gras</i></p> <ul style="list-style-type: none"> <li>• Animoto videos of nouns/activities</li> <li>• YouTube video clips</li> <li>• Grammar Guys video clips</li> <li>• Rap: <i>Qu'est-ce que tu aimes faire?</i></li> <li>• Rap LC cloze activity</li> <li>• SMARTBoard interactive activities</li> <li>• Koosh ball verb toss</li> <li>• Scattergories</li> <li>• Pictionary</li> <li>• <i>Frappe-les-Mouches</i> vocabulary recognition game</li> <li>• <i>Vas à la Pêche!</i> Go Fish! card game</li> <li>• <i>Le Mot Secret</i> unscramble sentences game in groups</li> <li>• Paired interviews</li> <li>• Exit cards (2): -er verb endings</li> <li>• -er verb ending song</li> <li>• YouTube videos (-er verb endings)</li> <li>• Verb memory cards</li> <li>• Verb shout-outs</li> <li>• Dice/whiteboards to practice -er verbs</li> </ul>
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## March/April

### Chapitre 4: Mon Année Scolaire (*My School Life*)

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Time</li> <li>• 24-Hour clock</li> <li>• Expressions of time (this week, today, tomorrow, day after tomorrow, at what time, a.m. / p.m., etc.)</li> <li>• <i>Avoir</i></li> <li>• Negation with <i>avoir</i></li> <li>• School subjects</li> <li>• Expression of need: <i>avoir besoin de/d'</i></li> <li>• Parts of the school day</li> <li>• <i>le</i> with days of the week</li> <li>• Spelling changing verbs: <i>préférer / acheter</i></li> <li>• -re Verbs: <i>vendre/attendre/entendre/perdre/répondre</i></li> <li>• Present tense conjugation of -re verbs</li> <li>• <i>Le Bac</i></li> </ul>	<ul style="list-style-type: none"> <li>• Express clock time in French.</li> <li>• Express digital time in French.</li> <li>• Give time on the 24-hour clock.</li> <li>• Read, interpret, and respond to questions about times on authentic schedules. (TV, movies, train, bus, plane)</li> <li>• Tell at what times you have your classes.</li> <li>• Express class preferences, and tell how much you like or don't like a class.</li> <li>• Give reasons and exchange opinions about why you like, don't like, or prefer classes.</li> <li>• Comprehend short conversations among peers about their favorite classes and school activities.</li> <li>• Comprehend brief notes on school activities.</li> <li>• Write, revise, and edit a letter to a peer describing your school day.</li> <li>• Read, interpret, and respond to questions about authentic French school schedules (<i>Emploi du Temps</i>).</li> <li>• Compare and contrast American school</li> </ul>	<p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Written Time Test</li> <li>• LC Time Test</li> <li>• Vocabulary quiz: School subjects</li> <li>• Grammar quiz: <i>préférer/acheter</i></li> <li>• Grammar quiz: -re verbs</li> <li>• Dialogue: School Day</li> <li>• Letter to a peer</li> <li>• Written Unit Test: Chapitre 4 <i>La Vie Scolaire</i></li> <li>• CD Listening Comprehension quiz</li> <li>• CD-ROM Chapitre 4</li> <li>• Reading Comprehension quiz on reading/answering questions about an authentic school schedule</li> <li>• Cultural open-ended question in English</li> <li>• Mini-Clocks LC activity</li> <li>• Exit cards (3): LC Time</li> <li>• Exit card: -re verbs</li> <li>• One-minute verbs</li> <li>• Whiteboards</li> <li>• Student interviews with class preferences, opinions, class schedules</li> </ul>

	<p><b>life with French school life.</b></p> <ul style="list-style-type: none"> <li>• <b>Read and respond to <i>Postcards from France</i>, articles pertaining to French school life, published in <i>The Ridgefield Press</i> and written by Megan Libby, an AFS student from Ridgefield High School.</b></li> <li>• <b>Respond to a cultural open-ended question in English, using evidence from <i>Postcards from France</i> and internet sources.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sondages (class surveys)</b></li> <li>• <b>CD Listening Comprehension activities</b></li> <li>• <b><i>Le Mot Secret</i> unscramble sentences game in groups</b></li> <li>• <b>Grammar Guys video clips</b></li> <li>• <b><i>YouTube</i> video clips</b></li> <li>• <b>SMARTBoard interactive activities</b></li> <li>• <b>Venn diagram</b></li> <li>• <b>Graphic organizer for letter</b></li> </ul>
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## May/June

### Chapitre 2 Étape 2: Qu'est-ce qui te plaît? Part 2 (*What do you like?*)

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Adverbs of frequency</li> <li>• <i>aller</i></li> <li>• Places</li> <li>• Contractions with <i>à</i> + definite article</li> <li>• Weather expressions</li> <li>• <i>Pour</i> + infinitive</li> <li>• Oui/non questions with <i>est-ce que/qu'</i></li> <li>• Question words (<i>quand/à quelle heure/ où/comment/pourquoi/que/qu'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Tell how often/how well you do an activity.</li> <li>• Talk about the places you go.</li> <li>• Give reasons why you go to various places.</li> <li>• Describe the weather.</li> <li>• Relate what activities you do during different weather conditions and seasons.</li> <li>• Recognize and respond appropriately to questions concerning the places you go and why you go there.</li> <li>• Read and interpret an authentic weather map in French.</li> <li>• Listen to an authentic French weather report.</li> <li>• Sing songs about the weather: <i>Quelle Belle Saison</i> <i>Si Tu Aimes le Soleil</i></li> </ul>	<p><b><u>Summative</u></b></p> <ul style="list-style-type: none"> <li>• Presentation—<i>La Météo</i> (Weather Report)</li> <li>• Grammar quiz: <i>Aller</i></li> <li>• Grammar quiz: <i>à</i> + definite article</li> <li>• Vocabulary quiz: Weather/seasons</li> <li>• Vocabulary quiz: Places</li> <li>• Paragraph: Seasons/activities</li> <li>• LC quiz: Weather</li> <li>• Written Unit Test: Chapitre 2</li> <li>• LC Test: Chapitre 2</li> <li>• RC Test: Chapitre 2</li> </ul> <p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>• Two-minute verbs</li> <li>• Marker race: <i>au/à la/à l'/aux</i></li> <li>• Fortune Tellers</li> <li>• Picture identification</li> <li>• Exit Cards: <i>Weather</i> <i>Aller</i> <i>Adverbes</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Gestures for weather</b></li> <li>• <b>Physical response to questions with adverbs</b></li> <li>• <b>Interviews: where, what, and why?</b></li> <li>• <b>YouTube: Weather song</b></li> <li>• <b>PowerPoint presentations:</b> <ul style="list-style-type: none"> <li><b>Places</b></li> <li><b>Weather</b></li> </ul> </li> </ul>
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**IV. Learning Activities—What instructional activities will help students grasp the concepts and instructional outcomes expected in each unit?**

Enclosed with this document are sample signature activities used by the team and indicated within the pacing guide by an asterisk.

**V. Assessments—How will students’ understanding of the concepts and skills taught in this course be assessed in each unit?**

Enclosed with this document are sample signature performance tasks and assessments used by the team and indicated within the pacing guide by an asterisk.

**VI. Resources**

- Bien Dit! French Level 1 textbook by Holt, Rinehart, & Winston
- Cahier de Vocabulaire et Grammaire (Student edition)
- Assessment program
- Reading Strategies and Skills Handbook
- TPR Storytelling book
- Lesson Planner with Differentiated Instruction
- French/English dictionaries

- French illustrated children's books
- Postcards from France by Megan Libby
- Teaching transparencies
- CD Listening Comprehension program
- French music CD's
- PuzzlePro CD-ROM
- Interactive CD-ROM Tutor
- Video program
- Cultural videotapes and DVD's
- Grammar Guys DVD
- Podcasts
- *Flip* cameras
- Tripods
- *iMovie* videos
- *Animoto* videos
- PowerPoint presentations
- *SMARTBoard* interactive activities
- Internet websites
- *YouTube* video clips
- Whiteboards with dry-erase markers
- Photographs of vocabulary
- Vocabulary cards/flashcards
- Fly swatters (Vocabulary game: Frappe les Mouches!)
- French newspapers/magazines/restaurant menus
- Jeopardy games
- Bingo games
- Individual student mini-clocks
- Secret Word games
- Subject pronoun dice
- Time dice
- *Vas à la Pêche* card games
- Quizzillion electronic game

- Eggspert electronic game
- Large, plastic word cubes
- Sand timers
- World maps
- Map of France
- Grammar charts
- Posters of Francophone world

**Bethel Public Schools  
Bethel Middle School  
French  
Grade 8**

**I. Alignment to District Power Standards, CSDE Standards , Grade Level Expectations, and Common Core State Standards**

**a. District Power Standards World Languages Grade 8**

**Communicate in Spanish or French**

**Speaking and Listening**

- Engage in conversations about everyday matters
- Provide and obtain information
- Express feelings and emotions
- Exchange opinions
- Understand what is being communicated in the target language in these situations:
  - Teacher directions
  - Native speakers in conversation
  - Peers in classroom
  - Short, written, narrative and descriptive passages
  - Emails from students in other countries
- Understand songs, video segments, and audio segments
- Understand and interpret written and spoken language on a variety of topics
- Present information orally to an audience of listeners on a variety of topics
- Recognize cognates
- Use the language both within and beyond the school setting

## **Writing**

- Compose sentences, paragraphs, and dialogues in the target language (using guided writing)
- Describe family and self in writing using known vocabulary
- Describe a town, a shopping trip, a vacation, and other practical experiences (using guided writing)
- Use present tense and near future construction correctly

## **Reading**

- Read and understand authentic materials, such as menus, schedules, advertisements, newspaper and magazine articles
- Respond orally and in writing to informational questions based on authentic reading materials

## **Gather knowledge and understanding about French cultures**

- Demonstrate an understanding and respect for the practices and perspectives of the culture studied
- Recognize and appreciate the major holidays, religious beliefs, and customs of the culture studied
- Explore the cuisine and music of the culture studied
- Explore the major geographic highlights of the culture studied

## **Make connections to other academic disciplines**

- Recognize the distinctive values and viewpoints of the culture and people studied and compare cultural values
- Apply previous knowledge of world geography and world history to the studied culture
- Explore major works of art and architecture found in the studied culture

### **Participate in multi-lingual communities at home and around the world**

- Using a variety of technologies, explore the target language and culture using the Internet and other electronic Resources
- Produce podcasts and vodcasts to be shared with other schools around the world
- Use ePals and other approved networking for communicating with students in the target language

#### **b. CSDE Standards**

##### **Connecticut's Common Core of Learning (1998)**

##### **World Languages**

By the end Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

##### **Program Goals**

As a result of education in Grades K-12, students will:

- **communicate** in at least one language other than English;
- gain knowledge and understanding of other **cultures**;
- make **connections** with other areas of study and acquire information;
- understand the nature of language and cultures through **comparisons**; and
- participate in multilingual **communities** within a variety of contexts.

## **K-12 Content Standards**

### **In at least one language other than English:**

- 1. Communication** Students will engage in conversation, provide and obtain information, express feelings, and exchange opinions.
- 2. Communication** Students will understand and interpret spoken and written language on a variety of topics.
- 3. Communication** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.
- 4. Cultures** Students will demonstrate an understanding of the traditions, products, and perspectives of the cultures studied.
- 5. Connections** Students will reinforce and expand their knowledge of other areas of study through the world language.
- 6. Connections** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data, and human resources.
- 7. Comparisons Among Languages** Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.
- 8. Comparisons Among Cultures** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**9. Communities**

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

**c. Grade Level Expectations**

**II. Enduring Understandings: What are the most important things students will learn this year?**

STANDARD	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>COMMUNICATION</b></p>	<ul style="list-style-type: none"> <li>• <b>In today’s multi-cultural society, the ability to communicate in another language is an essential tool for students to successfully participate as informed citizens in the global community.</b></li>   <li>• <b>One must consistently practice listening, speaking, reading, and writing a world language to develop proficiency, and, therefore, to communicate effectively.</b></li>   <li>• <b>Learning a world language requires taking risks and learning from one’s mistakes.</b></li> <li>• <b>Self-reflection is an important part of growth in language acquisition.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Why is it important to communicate in another language?</b></li> <li>• <b>What does it mean to be a global citizen?</b></li>   <li>• <b>How does one develop communicative competence in another language?</b></li>   <li>• <b>When do mistakes interfere with communication?</b></li> <li>• <b>How can an individual gain the confidence to communicate in another language when he/she is a</b></li> </ul>

		<b>novice speaker?</b>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>• Language and culture are inextricably linked.</li> <li>• Understanding other cultures creates sensitivity and acceptance.</li> <li>• Understanding the lifestyles and values of other cultures connects an individual to the rest of the world.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• How do language and culture influence and reflect each other?</li> <li>• Why is it important to understand the perspectives and value systems of another culture?</li> <li>• How does where a person lives shape who that person is?</li> </ul>
<b>CONNECTIONS</b>	<ul style="list-style-type: none"> <li>• Strategies used to acquire a language are transferable to other areas of learning throughout life.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas?</li> </ul>
<b>COMPARISONS</b>	<ul style="list-style-type: none"> <li>• Studying a world language contributes significantly to one's understanding of the structure of one's own language.</li> <li>• By studying another culture,</li> </ul>	<ul style="list-style-type: none"> <li>• What can an individual learn about his/her own language from the study of others?</li> <li>• How does studying another culture</li> </ul>

	individuals can better understand and appreciate their own culture.	make an individual appreciate his/her own culture?
<b>COMMUNITIES</b>	<ul style="list-style-type: none"> <li>• Learning a world language expands one's opportunities in life.</li> <li>• Language is a tool to connect with the world.</li> </ul>	<ul style="list-style-type: none"> <li>• How can learning a world language enrich an individual's life and open doors of opportunity?</li> <li>• What does it take to be a global citizen?</li> </ul>

III. Pacing Guide: In what order will the concepts and skills be sequenced over the course of the school year?

**September (two weeks)**

**Révisions Cumulatives pour le Pre-Test (*Cumulative Review for the Pre-Test*)**

Concepts/Essential Questions	Activities/Skills	Assessments
<u>Grammar Review:</u> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• -er Verbs</li> <li>• <i>Aimer + l'Infinitif</i></li> <li>• -re Verbs</li> <li>• Spelling-changing verbs ending in –ger and –cer</li> <li>• <i>préférer/acheter</i></li> <li>• Negation</li> <li>• <i>Oui/non</i> questions</li> <li>• Information questions</li> <li>• <i>Avoir</i></li> <li>• Negation with <i>de/d'</i></li> </ul>	<ul style="list-style-type: none"> <li>• Express likes, dislikes, and preferences of things and activities you do.</li> <li>• Give reasons and exchange opinions about why you like, don't like, or prefer the things and activities you do.</li> <li>• Tell in what season and in what weather conditions you do activities.</li> <li>• Tell where you go to have fun, and give reasons why you go there.</li> <li>• Tell at what times you have your classes.</li> <li>• Express class preferences, and tell how much you like or don't like a class.</li> </ul>	<u>SUMMATIVE</u> <ul style="list-style-type: none"> <li>• Pre-Test of content learned and skills developed in seventh grade. Data is analyzed in PLC, and students are reassessed in any skill area below 80%.</li> <li>• Writing Prompt (formative feedback/reflection piece)</li> </ul> <u>FORMATIVE</u> <u>Révision (nine days):</u>

<ul style="list-style-type: none"> <li>• <b>Conjunctions</b> (<i>mais, ou, et</i>)</li> <li>• <b>Compound sentences</b></li> <li>• <i>Aller</i></li> <li>• <b>Agreement of colors</b></li> <li>• <b>Definite articles</b></li> <li>• <b>Indefinite articles</b></li> </ul> <p><b><u>Vocabulary Review:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Nouns</b></li> <li>• <b>Action verbs/activities</b></li> <li>• <b>Days/months/seasons/weather</b></li> <li>• <i>J'aime</i> expressions</li> <li>• <i>Parce que/qu'</i></li> <li>• <b>Opinion expressions</b></li> <li>• <b>Transition words</b></li> <li>• <b>Time</b></li> <li>• <b>Numbers to 1,000,000</b></li> <li>• <b>School supplies and subjects</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Give reasons and exchange opinions</b> about why you like, don't like, or prefer classes.</li> <li>• <b>Describe the color of your school supplies and personal possessions</b> (<i>iPod/iPhone/mobile/portable, etc.</i>).</li> <li>• <b>Ask and answer questions about your likes, dislikes, and preferences.</b></li> <li>• <b>Ask and answer questions about your school day.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student interviews with class preferences, opinions, class schedules</b></li> <li>• <b>Scattergories (all sports/activities)</b></li> <li>• <b>One-minute verbs (-er verbs/-re verbs/ avoir/aller/préférer/acheter/ spelling-changing verbs ending in -ger and -cer)</b></li> <li>• <b>Big, scary numbers activity (millions)</b></li> <li>• <b>Identification of school supplies, classroom objects, school subjects</b></li> <li>• <b>Pictures/PowerPoint presentations for questioning/answering practice in complete sentences</b></li> <li>• <b>Reading comprehension activities to respond to both oui/non questions and information questions in complete sentences in French.</b></li> </ul>
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**September (two weeks)/October/November**  
**Chapitre 5: Le Temps Libre (*Free Time*)**

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Sports, games, and pastimes</li> <li>• Musical instruments</li> <li>• Seasons/months/weather</li> <li>• <i>Faire</i></li> <li>• Contractions with <i>de + l'article défini</i></li> <li>• <i>Faire du/de la/de l'/des</i> with sports, activities, and musical instruments</li> <li>• <i>Jouer au/aux</i> with sports/games</li> <li>• Adverbs of frequency (<i>souvent, toujours, rarement, d'habitude, régulièrement, etc.</i>)</li> <li>• Formation of adverbs</li> <li>• Question words</li> <li>• Formation of information questions with <i>est-ce que/qu'</i></li> <li>• <i>Qui + 3ps forme du verbe</i></li> <li>• <i>Quel/quelle</i></li> <li>• Places</li> <li>• Contractions with <i>à + l'article défini</i></li> <li>• <i>Aller</i></li> <li>• <i>Aller au/à la/à l'/aux</i> with places</li> <li>• The Near Future (<i>Le Futur Proche</i>) <i>Aller + l'infinitif</i></li> <li>• <i>Parce que/qu'</i></li> </ul>	<ul style="list-style-type: none"> <li>• Relate what sports, games, and musical instruments you play and do not play.</li> <li>• Express your preferences of sports, games, and pastimes, and give reasons for your preferences.</li> <li>• Express your interests and ask about another's interests.</li> <li>• Tell when, how often, and how well you and others perform an activity.</li> <li>• Ask others about their favorite pastimes, and give your own favorites.</li> <li>• Say where one goes to do an activity.</li> <li>• Write, revise, and edit a letter to a peer describing your interests.</li> <li>• Read and interpret authentic brochures, advertisements, or websites for resorts/camps in francophone countries.</li> <li>• Make plans with a friend.</li> <li>• Invite someone to do something with you.</li> <li>• Accept and refuse an invitation, giving reasons why you cannot go to that place or do that activity.</li> </ul>	<p><b><u>SUMMATIVE</u></b>  <b><u>Written Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Verb quizzes (3): <i>faire, aller, vouloir</i></li> <li>• Grammar quiz: <i>faire de + les articles définis</i></li> <li>• Vocabulary quizzes (2): <i>Sports/jeux/pastemps</i> <i>Instruments de musique</i></li> <li>• Letter to a peer: <i>Mes Pastemps</i></li> <li>• Paragraph describing what you are going to do and where you are going to go on the weekend</li> <li>• Written Unit Test: Chapitre 5</li> <li>• CD-ROM: Chapitre 5</li> </ul> <p><b><u>Speaking Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Spontaneous speaking assessments (2) digitally recorded in pairs with <i>iPod Touch</i> or Smart phone <i>Mes Pastemps</i> <i>Le Week-end Prochain</i></li> <li>• <i>Voki</i> describing <i>sports/pastemps</i> Student recording of voice on <i>Voki</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Express what you are going to do or where you are going to go in the near future.</li> <li>• Listen to and interpret a podcast in which a boy tries to make plans with a girl. (Model for students' own dialogues)</li> <li>• Create a comic strip for making plans.  <a href="http://www.toondoo.com">www.toondoo.com</a>  <a href="http://www.makebeliefscomix.com">www.makebeliefscomix.com</a>  <a href="http://www.bitstrips.com">www.bitstrips.com</a></li> <li>• Recognize famous sites in Paris and say what you are going to visit and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue: Making Plans with a Friend</li> <li><b><u>FORMATIVE</u></b></li> <li>• LC activities with CD</li> <li>• Charades (sports/games/instruments)</li> <li>• Pictionary</li> <li>• PowerPoint presentations: <ul style="list-style-type: none"> <li><i>Les Sports et Pastemps</i></li> <li><i>La Musique</i></li> <li><i>Paris et Ses Monuments</i></li> </ul> </li> <li>• Animoto videos to identify vocabulary</li> <li>• YouTube video clips</li> <li>• Grammar Guys video clips</li> <li>• Rap: <i>Qu'est-ce que tu aimes faire?</i></li> <li>• Rap LC cloze activity</li> <li>• SMARTBoard interactive activities</li> <li>• Ball Verb Toss</li> <li>• Scattergories</li> <li>• <i>Frappe-les-Mouches</i> vocabulary game</li> <li>• <i>Vas à la Pêche!</i> Go Fish! card game</li> <li>• <i>Le Mot Secret</i> unscramble sentences game in groups</li> <li>• Paired interviews</li> <li>• Exit cards (2): <i>Adverbes</i>  <i>Le Futur Proche</i></li> <li>• -er Verb ending song</li> <li>• YouTube videos (-er verb endings)</li> <li>• Verb memory cards</li> </ul>
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		<ul style="list-style-type: none"> <li>• Verb shout-outs</li> <li>• Dice/whiteboards to practice -er verbs</li> </ul>
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**December/January**  
**Chapitre 3: Comment est Ta Famille? (What is your family like?)**

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Family Tree</li> <li>• Family names and family relationships</li> <li>• Animals/pets</li> <li>• Possession with <i>de/d'</i> <i>C'est le père de Monique.</i></li> <li>• <i>Être</i></li> <li>• Possessive adjectives</li> <li>• Physical characteristics</li> <li>• Hair length/color and eye color</li> <li>• Personality traits</li> <li>• Agreement of adjectives</li> <li>• <i>C'est... vs. Il/elle est...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe family members.</li> <li>• Describe family relationships.</li> <li>• Respond to questions about the relationships of people on a family tree.</li> <li>• Research a famous family on the internet, and write questions in French pertaining to the relationships among members of the family.</li> <li>• Describe yourself, friends, and celebrities.</li> <li>• Create a <i>wordle</i> using at least 30 adjectives to describe yourself. <a href="http://www.wordle.com">www.wordle.com</a></li> <li>• Ask and answer questions about one's physical and personality traits.</li> <li>• Identify simple indicators of gender and number in French that are different from English. (Words ending in <i>-eux</i> are masculine, and words ending in <i>-euse</i> are feminine.)</li> <li>• Comprehend the main idea of orally</li> </ul>	<p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Grammar quiz: <i>Les Adjectifs Possessifs</i></li> <li>• Grammar quiz: <i>Être</i></li> <li>• Grammar quiz: <i>L'Accord des Adjectifs</i></li> <li>• Vocabulary quiz: <i>Les Animaux</i></li> <li>• Vocabulary quiz: <i>La Famille</i></li> <li>• Vocabulary quiz: <i>Les Adjectifs</i></li> <li>• LC quizzes (2): <i>L'Arbre Généalogique Les Adjectifs</i></li> <li>• Written Unit Test: Chapitre 3</li> <li>• Family Album Options: <i>Animoto</i> video <i>Smilebox</i> video album Enhanced podcast <i>iMovie</i> video <i>iPhoto</i> album Scrapbook</li> <li>• Essay: <i>Ma Famille</i></li> </ul>

	<p>related personal narratives, and respond to comprehension questions orally.</p> <ul style="list-style-type: none"> <li>• Give simple presentations about family members.</li> <li>• Write, revise, and edit an essay in three drafts describing your family.</li> <li>• Watch clips of <i>Le Roi Lion</i> and <i>Trouvant Nemo</i>, and comprehend the main ideas of these two familiar, animated films.</li> <li>• Demonstrate comprehension of the main ideas in <i>Le Roi Lion</i> and <i>Trouvant Nemo</i>.</li> </ul>	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Possessive cards in groups of three with two levels of difficulty</li> <li>• <i>Le Mot Secret</i> (Envelope game: In groups, students unscramble the words to make a sentence.)</li> <li>• Scattergories (adjectives)</li> <li>• Possessive adjectives chart</li> <li>• <i>YouTube</i> video clips</li> <li>• Grammar Guys video clips</li> <li>• Rap: <i>Comment est ta famille?</i></li> <li>• Rap cloze activity</li> <li>• Song: Possessive Adjectives sung to the tune of <i>Frère Jacques</i></li> <li>• <i>PowerPoint</i> presentations: <ul style="list-style-type: none"> <li><i>La Famille de Madame</i></li> <li><i>La Famille Simpson</i></li> <li><i>La Famille Berenstain</i></li> <li><i>Louis XVI et Marie Antoinette</i></li> <li><i>Les Adjectifs</i></li> </ul> </li> <li>• SMARTBoard interactive activities</li> <li>• <i>Wordle</i></li> <li>• Paired communicative activity (How many ____ do you have?)</li> <li>• <i>Qui est dans le Frigo?</i> guessing game</li> <li>• <i>Animoto</i> video with hair length/color and eye color</li> <li>• Interview with written paragraph</li> </ul>
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		<ul style="list-style-type: none"> <li>• <i>Devine-qui?</i> Guess who? games</li> <li>• Paragraph describing the relationships among members of a famous family</li> <li>• Questions in French pertaining to this famous family</li> <li>• Paragraph: Self-description</li> <li>• Devine-qui? oral class activity Teacher reads a description of someone in the class, and students guess his/her identity.</li> <li>• Paragraph: 3<sup>rd</sup> person</li> <li>• Wanted poster</li> <li>• Whiteboards</li> <li>• Skits in groups of three <i>Comment est-il, le nouveau?</i> <i>Comment est-elle, la nouvelle?</i></li> <li>• Exit Cards (3): <i>Qui est la mère de ma mère?</i> Adjective agreement <i>être</i></li> </ul>
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**February**  
**Chapitre 8: À La Maison (*At Home*)**

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Rooms of the house</li> <li>• Furniture</li> <li>• Chores/responsibilities</li> <li>• <i>Devoir et pouvoir</i></li> <li>• Communities and homes in France</li> <li>• <i>Québec</i></li> <li>• <i>Le Carnaval d’Hiver de Québec</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about where you and others live.</li> <li>• Describe your home.</li> <li>• Relate your chores and responsibilities at home.</li> <li>• Give opinions about your chores and responsibilities.</li> <li>• Compare and contrast homes in the United States to homes in France.</li> <li>• Demonstrate an understanding of <i>Québécois</i> culture.</li> <li>• Demonstrate an understanding of how <i>Le Carnaval</i> is celebrated in Québec.</li> </ul>	<p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Grammar quizzes (2): <i>devoir/pouvoir</i></li> <li>• Parent/Child Chores Skit with <i>iMovie</i> and podcast options</li> <li>• Paragraph: Note to a cleaning service explaining what chores need to be done (picture of messy house)</li> <li>• Vocabulary quiz: Identification of rooms of house, furniture, and basic chores.</li> </ul> <p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Picture identification of chores/rooms/ furniture</li> <li>• <i>YouTube</i> video clip of woman cleaning Write down in French all chores shown in video.</li> <li>• PowerPoint presentations: <ul style="list-style-type: none"> <li><i>La Maison</i></li> <li><i>Les Corvées (Chores)</i></li> <li><i>Québec</i></li> <li><i>Le Carnaval d’Hiver</i></li> </ul> </li> <li>• SMARTBoard interactive activities</li> <li>• Grammar Guys video clips</li> </ul>

**March/April/May**  
**Chapitre 6: Bon Appétit! (Have a Good Meal!)**

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Eating habits and customs in France</li> <li>• <i>Les Repas</i> (Meals)</li> <li>• Courses in a French meal</li> <li>• <i>Le Petit Déjeuner</i>: Breakfast food/drinks</li> <li>• <i>Le Déjeuner</i>: Lunch food/drinks</li> <li>• <i>Les Desserts</i></li> <li>• <i>Les Snacks</i></li> <li>• <i>Le café</i></li> <li>• <i>Les euros</i></li> <li>• <i>Les magasins</i></li> <li>• <i>Prendre/apprendre/comprendre</i> <i>reprendre</i></li> <li>• <i>Boire</i></li> <li>• -ir verbs (<i>finir, choisir, réussir à/rougir/grossir/maigrir/grandir/punir</i>)</li> <li>• <i>Le Partitif</i> (The Partitive)</li> <li>• <i>La Table</i> Setting a formal table <i>à la française</i> Plates, utensils, glasses, cups</li> <li>• Table etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast American eating habits/customs with French eating habits/customs.</li> <li>• Read and interpret authentic French menus.</li> <li>• Inquire about food on a menu.</li> <li>• Order a meal in a café.</li> <li>• Ask for and give opinions about foods.</li> <li>• Ask about prices of menu items.</li> <li>• Ask for and pay the check in <i>euros</i>.</li> <li>• Convert <i>euros</i> to dollars and vice versa using the universal currency converter: <a href="http://www.xe.com/ucc/">www.xe.com/ucc/</a></li> <li>• Tell what you eat and drink for each meal.</li> <li>• Categorize food and beverage items.</li> <li>• Identify utensils and tableware needed for specific foods and drinks.</li> <li>• Classify foods by color, taste, and food groups.</li> <li>• Create shopping lists of food/drink items.</li> <li>• Compare and contrast shopping etiquette.</li> </ul>	<p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary quiz: <i>Le Petit Déjeuner</i></li> <li>• Vocabulary quiz: <i>Le Déjeuner</i></li> <li>• Culture quiz: <i>La table, l'étiquette de table, les repas français</i></li> <li>• Grammar quiz: <i>prendre/apprendre/comprendre/reprendre</i></li> <li>• Grammar quiz: <i>boire</i></li> <li>• Grammar quiz: -ir verb endings</li> <li>• Grammar quiz: Partitive articles</li> <li>• Café dialogue: <i>Garçon/Client(e)</i> with technology options</li> <li>• CD-ROM: Chapitre 6</li> <li>• LC Test: <i>Au Café</i></li> <li>• Written Unit Test: Chapitre 6</li> </ul> <p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Picture identification</li> <li>• LC activity: Table setting Teacher gives directions on placement of utensils, plates, glasses, etc. and students draw the items.</li> <li>• Scattergories</li> <li>• Build your own sandwich</li> <li>• One-minute verbs</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Identify the stores at which you would buy various foods/drinks</b></li> <li>• <b>Create lists of food/drink items for a French menu.</b></li> <li>• <b>Design a French menu.</b></li> <li>• <b>Access authentic French recipes on the Internet.</b></li> <li>• <b>Accept and politely refuse offers of food.</b></li> <li>• <b>Sing rap: <i>Qu'est-ce que vous voulez?</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>French menu</b></li> <li>• <b>Whiteboards for vocabulary practice</b></li> <li>• <b>LC activities on CD</b></li> <li>• <b>SMARTBoard interactive activities</b></li> <li>• <b>PowerPoint presentations:</b> <ul style="list-style-type: none"> <li><i>Le Café</i></li> <li><i>Le Petit Déjeuner</i></li> <li><i>Le Déjeuner</i></li> <li><i>Les Spécialités de France</i></li> <li><i>Le Fromage Français</i></li> <li><i>Le Pain Français</i></li> <li><i>L'Euro</i></li> </ul> </li> <li>• <b>Grammar Guys video clips</b></li> <li>• <b>YouTube video clips on shopping/foods</b></li> <li>• <b>YouTube video: <i>Aux Deux Magots</i></b></li> <li>• <b>Rap: <i>Qu'est-ce que vous voulez?</i></b></li> <li>• <b>Rap cloze activity</b></li> </ul>
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**May/June**  
**Chapitre 7: On Fait les Magasins? (How About Going Shopping?)**

Concepts/Essential Questions	Activities/Skills	Assessments
<ul style="list-style-type: none"> <li>• Clothing and accessories</li> <li>• Sizes</li> <li>• <i>Mettre</i></li> <li>• Shopping</li> <li>• Numbers 100 to 1,000,000</li> <li>• Demonstrative adjectives</li> <li>• Interrogative adjectives (<i>quel/quelle</i>)</li> <li>• <i>Le passé composé</i> of –er verbs (<i>être/avoir/vouloir/boire/lire/voir/mettre/prendre/faire</i>)</li> <li>• <i>Le passé composé</i> of irregular verbs (<i>être/avoir/vouloir/boire/lire/voir/mettre/prendre/faire</i>)</li> <li>• <i>Le passé composé</i> of –ir and –re verbs</li> <li>• Adverbs with the <i>passé composé</i> (<i>hier matin/après-midi/soir</i>) (<i>lundi dernier/la semaine dernière/l'année dernière</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and categorize articles of clothing.</li> <li>• Compare sizes in the United States to sizes in France.</li> <li>• Offer and ask for help in a store.</li> <li>• Give numbers and prices up to one million.</li> <li>• Describe clothing appearance, fit, and price.</li> <li>• Ask for and give opinions about clothing.</li> <li>• Describe what you found or bought at the mall last weekend.</li> <li>• Describe activities that you did last weekend, last week, last summer, etc.</li> <li>• Sing rap: <i>Je peux vous aider?</i></li> </ul>	<p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Paragraph describing an outfit</li> <li>• Grammar quiz: <i>mettre</i></li> <li>• Grammar quiz: <i>le passé composé avec avoir</i></li> <li>• Vocabulary quiz: Clothing and accessories</li> <li>• LC Test with CD</li> <li>• Written Unit Test: Chapitre 7</li> </ul> <p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Picture identification with clothing</li> <li>• Loto: Clothing/accessories</li> <li>• One-minute verbs (<i>passé composé</i>)</li> <li>• Exit card: Numbers</li> <li>• Exit card: <i>Le Passé Composé</i></li> <li>• Exit card: <i>Le Passé Composé</i> with irregular verbs</li> <li>• Interviews: Clothing preferences</li> <li>• Dialogues: Sales clerk and customer</li> <li>• Paired activities with whiteboards to practice numbers</li> <li>• PowerPoint presentations: <i>Les Vêtements (Clothing)</i> <i>L'Année Dernière (Last Year)</i></li> </ul>

		<ul style="list-style-type: none"> <li>• SMARTBoard interactive activities</li> <li>• Song: <i>Je peux vous aider?</i></li> <li>• Song cloze activity</li> </ul>
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**IV. Learning Activities—What instructional activities will help students grasp the concepts and instructional outcomes expected in each unit?**

Enclosed with this document are sample signature activities used by the team and indicated within the pacing guide by an asterisk.

**V. Assessments—How will students’ understanding of the concepts and skills taught in this course be assessed in each unit?**

Enclosed with this document are sample signature performance tasks and assessments used by the team and indicated within the pacing guide by an asterisk.

**VI. Resources**

- Bien Dit! French Level 1 textbook by Holt, Rinehart, & Winston
- Cahier de Vocabulaire et Grammaire (Student edition)
- Assessment program
- Reading Strategies and Skills Handbook
- TPR Storytelling book
- Lesson Planner with Differentiated Instruction
- French/English dictionaries
- French illustrated children’s books
- Postcards from France by Megan Libby
- Teaching transparencies
- CD Listening Comprehension program

- French music CD's
- PuzzlePro CD-ROM
- Interactive CD-ROM Tutor
- Video program
- Cultural videotapes and DVD's
- Grammar Guys DVD
- Podcasts
- *Flip* cameras
- Tripods
- *iMovie* videos
- *Animoto* videos
- PowerPoint presentations
- *SMARTBoard* interactive activities
- Internet websites
- *YouTube* video clips
- Whiteboards with dry-erase markers
- Photographs of vocabulary
- Vocabulary cards/flashcards
- Fly swatters (Vocabulary game: Frappe les Mouches!)
- French newspapers/magazines/restaurant menus
- Jeopardy games
- Bingo games
- Individual student mini-clocks
- Secret Word games
- Subject pronoun dice
- Time dice
- *Vas à la Pêche* card games
- Quizzillion electronic game
- Eggspert electronic game
- Large, plastic word cubes
- Sand timers
- World maps

- Map of France
- Grammar charts
- Posters of Francophone world

# Bethel Public School

## Textbook or Instructional Resource Adoption Form

1. Title of Currently Used Textbook/Instructional Resource:

The textbook currently used is an older version (2002) of Holt Algebra 1 which is not aligned with the *Common Core State Standards* (which are now Connecticut's Standards.)

2. Title of Proposed Textbook/Instructional Resource:

*Algebra 1*

Burger, E.B., Chard, D.J., Kennedy, Leinwand, S. J., Renfro, F. J., Roby, T.W., Waits, B. K. (2012). *Algebra 1*. Orlando, Florida: Houghton Mifflin Harcourt Publishing Company.

3. Subject Area:

**Mathematics**

4. Course:

**Algebra 1**

5. Grade Level:

**Grades 9–12 (but mostly grade 9)**

6. Unit Cost of Textbook or Unit Cost of the Instructional Resource:

**\$80.10 per book**

7. Number of Textbooks/Instructional Resource Materials Needed:      **150**

8. Total Cost (including estimated shipping): \$13,190.00

\$8,925.00 for student books (includes the on-line edition of the textbook for six years)

\$3,002.55 for three teacher resources packages which include assessment and intervention resources

\$1, 261.58 shipping costs (10.5% of cost)

\$13, 189. 13

9. What specific selection criteria were established by the Selection Committee for a new textbook or instructional material? (enumerate below)

- Department wanted the textbook aligned with all CCSS expectations.
- Department wanted the on-line version of the textbook to supplement the printed text.
- Department needed to replace the current textbook which is a 2002 edition whose on-line components expired three years ago.
- Dr. Jordan was not able to support this change of textbook last year due to the amount in our textbook line for the 2011-12 budget. The math department had to wait an additional year as a result.
- One of the authors of this text is working directly with the Smarter Balanced Assessments (the replacement of the CMT and the CAPT). Another author is very revered for his work in Connecticut on the CCSS and on high school math curricula.
- Mrs. Strout and two other math teachers went to the NCTM conference this year for the purpose of finding the best solution for the Algebra 1 classes, and they determined that this text is still the best one to meet the needs for our Algebra 1 students.
- The department currently uses Holt McDougal's *Geometry* and *Algebra II* books. The teachers are very pleased with these texts—especially the differentiation components and the integration of technology applications throughout the text.

10. List the names of the Selection Committee members:

Mrs. Pamela Strout, Department Chair

Mr. Jason Gill

Mrs. Jennifer Variale

Mrs. Reine Issa

Mr. Dan Ford

11. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria? Yes.

12. Was all or part of the textbook or instructional resource piloted by teachers?

Current high school Algebra 1 teachers were able to pilot selected chapter problems and several of the on-line components.

13. What other school districts in our area or in Connecticut use this textbook or instructional resource?

This is a popular high school Algebra 1 text in schools all over Connecticut.

14. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

The Holt McDougal *Algebra 1* textbook meets the criteria set by our high school mathematics department as delineated above.

Signature: \_\_\_\_\_ Date:  
Proposal Originator

Signature: \_\_\_\_\_ Date:  
School Administrator

Signature: \_\_\_\_\_ Date:  
District Administrator

# Bethel Public School

## Textbook or Instructional Resource Adoption Form

1. Title of **Currently Used** Textbook/Instructional Resource:

*The Americans*

2. Title of **Proposed** Textbook/Instructional Resource:

**Appleby, J. et. al. (2013). *United States History and Geography*. New York: McGraw-Hill Education.**

3. Subject Area:

Social Studies

4. Course:

US History 32/33 and American Studies

5. Author(s):

Joyce Appleby, Ph.D; Alan Brinkley, Ph.D; Albert S. Broussard, Ph.D;  
James M. McPherson, Ph.D; Donald A. Ritchie, Ph.D

6. Unit Cost of Textbook or Unit Cost of the Instructional Resource: \$

\$88.44 (Student suite includes textbook and 6-year online subscription)

\$59.25 (Student learning center includes 6-year online subscription)

7. Number of Textbooks/Instructional Resource Materials Needed:

100 textbooks plus 6-year subscription to online access (3 class sets)

100 6-year subscription to online access only

8. Total Cost (including estimated shipping): \$ 16,245.90  
(The Curriculum Office will complete this information for you.)

\$8,844.00 (text and online)  
+\$5,925.00 (online only)  
=\$14,769.00 + 10% shipping (1,476.90)  
  
= **\$16,245.90 Total**

9. What **specific selection criteria** were established by the **Selection Committee** for a new textbook or instructional material? (enumerate below)

1. Recent publication date
2. Emphasis on modern American history components (1870+) without repetition of the Revolutionary and Civil wars
3. Emphasis on how modern American leaders addressed key problems faced after the Civil War
4. Access to online resources
5. Digital copy of the entire textbook
6. Inclusion of a geography component
7. Reading level more appropriate for Level II (college preparatory) classes
8. Internet features that allow for student interaction and deepening of lesson content

10. List the names of the **Selection Committee** members:

Mrs. Jessica Galbraith, Dept. Chair  
Mrs. Lauren Merriam  
Mr. David Hunt  
Dr. Janice Jordan

11. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

Yes, this resource has been carefully examined by Jessica Galbraith and the teachers on the selection committee.

12. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

The American Vision by Dr. Joyce Appleby, Dr. Alan Brinkley, Dr. Albert S. Broussard, Dr. James M. McPherson and Donald A. Ritchie

American Anthem by Dr. Ed Ayers, Dr. Jesus F. De La Teja, Dr. Deborah Gray White and Dr. Robert Schulzinger

13. Was **all or part** of the textbook or instructional resource **piloted** by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

The textbook was not piloted by teachers; however, the online instructional resource center was explored in depth by members of the committee and used in classes.

14. What other school districts in our area or in Connecticut use this textbook or instructional resource?

Although there are no other school districts in our area using this exact textbook because it is brand new, there are several school districts (including Weston, Oxford, Brookfield, Stratford, and Region 9) using The American Vision textbook that is also published by Glencoe McGraw Hill. The authors of The American Vision are the same five authors of the United States History and Geography textbook. The authors created this updated version of a US History textbook after soliciting input from teachers who desired a condensed textbook with more online, interactive features.

15. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

This book is being recommended because it provides a thorough examination of modern American history. The Internet resources that are provided with this text supplement the content and also encourage a higher level of cognition from the students. The online component is interactive which allows for a deeper level of understanding on the part of the students. This new textbook and its online resource center will be an

excellent accompaniment to our American history classes allowing students more opportunities to develop 21<sup>st</sup> century skills.

Signature: \_\_\_\_\_ Date:  
Proposal Originator

Signature: \_\_\_\_\_ Date:  
School Administrator

Signature: \_\_\_\_\_ Date:  
District Administrator

# Bethel Public School

## Textbook or Instructional Resource Adoption Form

1. Title of Currently Used Textbook/Instructional Resource:

*The Enduring Vision*, Fourth Edition

2. Title of Proposed Textbook/Instructional Resource:

**Boyer, P. S. et. al. (2011). *The Enduring Vision: A History of the American People*, Seventh Edition. Boston, MA: Wadsworth.**

3. Subject Area:

Social Studies

4. Course:

Advanced Placement US History

5. Grade Level:

Grade 11

6. Unit Cost of Textbook or Unit Cost of the Instructional Resource: \$

\$116.75

7. Number of Textbooks/Instructional Resource Materials Needed:

45

8. Total Cost (including estimated shipping): **\$5779.13**

\$5253.75 + 10% shipping (\$525.38)

**= \$5779.13**

9. What **specific selection criteria** were established by the **Selection Committee** for a new textbook or instructional material? (enumerate below)

- This is the most current edition of the Advanced Placement textbook that has been successfully used in the course for the last 12 years.
- Changes to the text are most notable in the updating of contemporary and modern American sections with newer resources.
- There is an online supplement to this text that is included with the purchase price.
- This textbook is the recommended resource for Advanced Placement US History.
- All schools in our area use an edition of this text; most of them have moved to the newest version (2011).
- This resource has the depth and the academic rigor appropriate for an Advanced Placement course.

10. List the names of the **Selection Committee** members:

- Jessica Galbraith, Department Chair
- Bob Owen, Advanced Placement US History Teacher

11. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

Yes

12. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

No other texts were considered since the AP Taft Conference strongly recommended this text as the best choice.

13. Was **all or part** of the textbook or instructional resource **piloted** by teachers?

Mr. Owen currently uses an earlier edition of this text, but he has used some of the online components for his class this year.

14. What other school districts in our area or in Connecticut use this textbook or instructional resource?

All local school districts use and edition of this text in their Advanced Placement courses.

Signature: \_\_\_\_\_ Date:  
Proposal Originator

Signature: \_\_\_\_\_ Date:  
School Administrator

Signature: \_\_\_\_\_ Date:  
District Administrator

## Policy Series 3000

### **THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT FISCAL COMPLIANCE**

The Bethel Board of Education will, in all respects, comply with the requirements of state and federal law with regard to special education fiscal compliance. Pursuant to the Individuals with Disabilities Education Act, 42 U.S.C. § 1400 *et. seq.* (“IDEA”), and its associated regulations, the Board shall specifically ensure compliance with the fiscal provisions of the IDEA, as they may be amended from time to time. The Superintendent or designee shall develop administrative regulations with regard to such fiscal compliance.

#### Legal References:

Individuals with Disabilities Education Act, 42 U.S.C. § 1400, *et seq.* (IDEA)  
34 C.F.R. § 300.144  
34 C.F.R. § 300.202(a)(3)  
34 C.F.R. § 300.133(d)  
34 C.F.R. § 300.172  
34 C.F.R. § 300.205(d)  
34 C.F.R. § 300.226(a)  
34 C.F.R. § 300.209(b)  
34 C.F.R. § 300.818, Appendix A

ADOPTED: January 2012

**BETHEL BOARD OF EDUCATION  
BETHEL, CT**

## Regulations Series 3000

### THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT FISCAL COMPLIANCE

The Bethel Board of Education will, in all respects, comply with the requirements of state and federal law with regard to special education fiscal compliance. Pursuant to the Individuals with Disabilities Education Act, 42 U.S.C. § 1400 *et. seq.* (“IDEA”), and its associated regulations, the Board shall specifically ensure compliance with the fiscal provisions of the IDEA, as they may be amended from time to time.

#### 1. Property, Equipment and Supplies

The Board, through the Director of Special Education or designee in her/his absence, another administrator designated by the Director, shall ensure that any property, equipment or supplies purchased with funds from an IDEA grant shall be purchased, used and maintained in accordance with such grant requirements. Among any other statutory or regulatory requirement, the Director of Special Education or designee must ensure that:

- A. All property, equipment and supplies purchased with IDEA grant funds are labeled as such, including equipment supplied to student with disabilities attending private schools at parental expense;
- B. A labeling procedure is in place for all property, equipment and supplies purchased with IDEA grant funds;
- C. All property, equipment and supplies purchased with IDEA grant funds are used for assistive technology, instructional or educational purposes;
- D. Copies of purchase orders for property, equipment and supplies purchased with IDEA grant funds indicate the source of funding for such purchases;
- E. A tracking procedure is in place for all property, equipment and supplies purchased with IDEA grant funding.

Any procedures mentioned above shall be developed and maintained by the Director of Special Education or designee.

#### 2. Supplanting

Funding provided to the Board through an IDEA grant must be used to supplement state, local and other federal funds, not to supplant those funds. The Board shall comply with all federal and state laws in this regard.

**3. Parentally Placed Private School Special Education Students - Expenditures**

The Director of Special Education or designee will maintain an ongoing census of all students with disabilities who are eligible for special education and related services and attend school within the geographical bounds of the district. Eligible students with disabilities who attend private schools within the geographical bounds of the district will receive services equal to a proportionate share of the IDEA grant funds received annually by the district. The proportionate share shall be calculated on an annual basis in accordance with federal law, but no later than October 1<sup>st</sup> of any given year. Calculation of the proportionate share shall be the responsibility of the Director of Special Education or designee.

The proportionate share is determined by dividing the number of eligible students with disabilities who have been placed by their parents in private schools located within the district’s geographical boundaries by the total number of students with disabilities identified on the October 1<sup>st</sup> census, as provided to the Connecticut State Department of Education, for all students attending the Bethel Public Schools and private schools, including religious schools, that fall within the district’s geographical boundaries. Thus, the proportionate share is determined by the following formula:

$$\frac{\text{Total Number of Eligible Students with Disabilities Attending Private Schools}}{\text{Total Number of All Eligible Students with Disabilities (Public and Private)}}$$

The percentage, as calculated above, is the percentage of funding for special education services that the district must provide to eligible private school students who have been privately placed by their parents.

The Director of Special Education or designee shall meet annually with all private school representatives to consult on matters related to the distribution of funds under the IDEA. Documentation regarding annual meetings shall be maintained by the Director of Special Education or designee.

The Director of Special Education or designee shall annually maintain budgets ~~with regard to the~~ specifying the manner in which IDEA grant funds are expended for eligible parentally placed private school students with disabilities.

**4. National Instructional Materials Accessibility Standard**

The Board shall ensure compliance with the National Instructional Materials Accessibility Standard (“NIMAS”). In this regard, the Director of Special Education or designee shall maintain procedures to inform all staff within the district how a blind and/or print disabled student shall be referred in order to receive materials from the National Instructional Materials Access Center (“NIMAC”). Such procedures shall include, but not be limited to, the following:

- A. Initial referral to a planning and placement team (“PPT”), or if such child is already identified as having a disability under the IDEA, direct referral to the child’s PPT;
- B. Identification of the name of the district personnel who shall receive, and are responsible for, referrals for the receipt of materials from NIMAC; and
- C. The requirement that either (i) publishers prepare and, on or before delivery of the print instructional materials, provide to the NIMAC, electronic files containing the contents of the print instructional materials using the standards of the NIMAS; or (ii) instructional materials are purchased from the publisher that are produced in, or may be rendered in, specialized formats.

**5. Coordinated Early Intervening Services**

Coordinated Early Intervening Services (“CEIS”) may be used to support students in grades K-12 who are not currently identified as needing special education or related services, but who need additional academic or behavioral support to succeed in a general education environment. Up to 15% of IDEA grant funds may be used for CEIS. In this regard, the Director of Special Education or designee shall maintain procedures to ensure that:

- A. The funds used for CEIS are used only for the K-12 levels;
- B. Students receiving CEIS are tracked directly over a three-year period to determine if, at any time during this period, these students should be referred for special education services; and
- C. Documentation of funds spent on professional development are maintained, which documentation shall include the teachers who receive professional development for CEIS and the names of the students of those teachers who would have benefited from the teacher receiving the professional development.

**6. Charter Schools**

In compliance with federal law, the Board shall ensure that all eligible students with disabilities who attend charter schools that are part of the district receive special education services in the same manner as eligible students with disabilities who attend other district schools. Further, the Board shall ensure that IDEA grant funds are provided to charter schools within the district that serve eligible students with disabilities on the same basis as the district provides funds to other public schools within the district.

**7. Excess Costs Calculation - Federal Requirement**

The Board shall comply with federal law with regard to the calculation of excess cost. The Director of Special Education or designee shall maintain documentation regarding the separate excess cost calculations for elementary and secondary school students, as well as the formulas used for each level of students.

Legal References:

- Individuals with Disabilities Education Act, 42 U.S.C. § 1400, *et seq.* (IDEA)
- 34 C.F.R. § 300.144
- 34 C.F.R. § 300.202(a)(3)
- 34 C.F.R. § 300.133(d)
- 34 C.F.R. § 300.172
- 34 C.F.R. § 300.205(d)
- 34 C.F.R. § 300.226(a)
- 34 C.F.R. § 300.209(b)
- 34 C.F.R. § 300.818, Appendix A

ADOPTED: January 2012

**BETHEL PUBLIC SCHOOLS  
BETHEL, CT**

# **BETHEL BOARD OF EDUCATION**

## **Briefing Summary**

Date of Briefing to the Board: January 19, 2012

Presenter: Teri Yonsky, Director of Fiscal Services

Topic: October 1 through December 31 Fiscal 11-12 Budget Transfers

Importance of this topic to the Board: Fiscal oversight

Key Points of the Briefing:

\* The detail of several significant transfers is as follow:

- 1) Transfer #8 – Purchase of iPads at the high school
- 2) Transfers 13 & 14 – Purchases of SMART response systems and MacBook laptops at the middle school
- 3) Transfer #15 – Purchase of iPads at middle school
- 4) Transfer #28 – Purchase of INFOSNAP software for student tracking
- 5) Transfers #30 & 34 – Timing of required spending of Title 1 grant resulted in Tutors being charged to the grant and Curriculum costs charged to budget
- 6) Transfer #33 – Transfer of out-placement funds to cover specialized program for several students to keep them in-district

Summary of the Briefing:

Total transfers for the period equal \$105,783

Action Requested of the Board of Education:

(State the motion if requested)

Recommended Motion: "That the Board of Education approve the budget transfers for the period of October 1 to December 31 of fiscal 2011-12 as presented by the Director of Fiscal Services.

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFERS July 1, 2011 through December 31, 2011**  
**DETAIL BY OBJECT CODE**

1/17/2012

	Account	Description	Increased	Decreased	Notes
1	100.11.1200.101.3302	Conference Registration - HS - SPED	605		Principal's Request
	100.11.1200.101.6110	Instructional Supplies - HS - SPED		-605	
	<b>Total for Request</b>		<b>605</b>	<b>-605</b>	
2	100.11.1100.107.5800	Travel - HS - Language Arts	700		Principal's Request
	100.11.1100.108.5800	Travel - HS - Math	1,997		
	100.11.1100.108.3302	Conference Registration - HS - Math		-997	
	100.11.1100.108.6410	Textbooks - HS - Math		-1,000	
	100.11.2410.101.6901	Other Expenses - HS		-700	
<b>Total for Request</b>		<b>2,697</b>	<b>-2,697</b>		
3	100.11.1100.106.6110	Instructional Supplies - HS - Tech Ed	125		Principal's Request
	100.11.1100.103.5800	Travel - HS - Business		-125	
	<b>Total for Request</b>		<b>125</b>	<b>-125</b>	
4	100.11.1100.112.6410	Textbooks - HS - Science	1,876		Principal's Request
	100.11.1100.112.3302	Conference Registration - HS - Science		-160	
	100.11.1100.112.5101	Transportation - HS - Science		-1,000	
	100.11.1100.112.5800	Travel - HS - Science		-576	
	100.11.1100.112.8100	Dues & Fees - HS - Science		-140	
<b>Total for Request</b>		<b>1,876</b>	<b>-1,876</b>		
5	100.11.1100.108.6410	Textbooks - HS - Math	170		Principal's Request
	100.11.1100.108.5109	Transportaion - HS - Math		-170	
	<b>Total for Request</b>		<b>170</b>	<b>-170</b>	
6	100.11.1100.112.7303	Instructional Eqpmt - HS - Science	1,252		Principal's Request
	100.11.1100.112.4303	Eqpmt Repair - HS - Science		-552	
	100.11.1100.112.6110	Instructional Supplies - HS - Science		-700	
	<b>Total for Request</b>		<b>1,252</b>	<b>-1,252</b>	
7	100.11.1100.112.7304	Tech Eqpmt - HS - Science	1,524		Principal's Request
	100.11.1100.101.7303	Instructional Eqpmt - HS		-762	
	100.11.1100.112.6110	Instructional Supplies - HS - Science		-762	
	<b>Total for Request</b>		<b>1,524</b>	<b>-1,524</b>	
8	100.16.2230.119.7304	Tech Equipment	17,310		Principal's Request
	100.11.1100.101.7303	Instructional Eqpmt - HS		-15,115	
	100.11.1100.107.3302	Conference Registration - HS - Language Arts		-621	
	100.11.1100.107.6410	Textbooks - HS - Language Arts		-1,573	
<b>Total for Request</b>		<b>17,310</b>	<b>-17,310</b>		
9	100.11.1100.103.8100	Dues & Fees - HS - Business	255		Principal's Request
	100.11.1100.112.8100	Dues & Fees - HS - Science	124		
	100.11.2410.101.8100	Dues & Fees - HS	333		
	100.11.1100.103.6110	Instructional Supplies - HS - Business		-255	
	100.11.1100.108.6110	Instructional Supplies - HS - Math		-8	
	100.11.1100.112.6110	Instructional Supplies - HS - Science		-124	
	100.11.2410.101.6901	Other Expenses - HS		-325	
<b>Total for Request</b>		<b>712</b>	<b>-712</b>		

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFERS July 1, 2011 through December 31, 2011**  
**DETAIL BY OBJECT CODE**

1/17/2012

	Account	Description	Increased	Decreased	Notes
10	100.12.1100.110.4301	Repair & Mx - MS - Phys Ed	432		
	100.12.1100.110.6110	Instructional Supplies - MS - Phys Ed		-432	Principal's Request
	<b>Total for Request</b>		<b>432</b>	<b>-432</b>	
11	100.12.2410.101.5800	Travel - MS	850		
	100.12.1100.101.6110	Instructional Supplies - MS		-850	Principal's Request
	<b>Total for Request</b>		<b>850</b>	<b>-850</b>	
12	100.12.2410.101.7302	Furniture & Fixtures - MS	440		
	100.12.1100.101.6110	Instructional Supplies - MS		-440	Principal's Request
	<b>Total for Request</b>		<b>440</b>	<b>-440</b>	
13	100.12.1100.101.7304	Tech Eqpmt - MS	3,042		
	100.12.1100.104.6410	Textbooks - MS - Foreign Language		-3,042	Principal's Request
	<b>Total for Request</b>		<b>3,042</b>	<b>-3,042</b>	
14	100.12.1100.101.7304	Tech Eqpmt - MS	2,399		
	100.12.1100.102.6110	Instructional Supplies - MS - Art		-925	
	100.12.1100.109.6110	Instructional Supplies - MS - Music		-700	Principal's Request
	100.12.1100.113.6110	Instructional Supplies - MS - Social Studies		-339	
	100.12.2120.101.6110	Instructional Supplies - MS - Guidance		-435	
<b>Total for Request</b>		<b>2,399</b>	<b>-2,399</b>		
15	100.16.2230.119.7304	Tech Equipment	4,519		
	100.12.1100.101.6110	Instructional Supplies - MS		-1,366	
	100.12.1100.101.7304	Tech Eqpmt - MS		-68	Principal's Request
	100.12.2220.101.6110	Instructional Supplies - MS - Library		-2,878	
	100.12.2220.101.6411	Library Books - MS - Library		-207	
<b>Total for Request</b>		<b>4,519</b>	<b>-4,519</b>		
16	100.16.2210.101.7306	Tech Software - Curriculum	799		
	100.12.1100.101.6110	Instructional Supplies - MS		-280	Principal's Request
	100.12.1100.112.6110	Instructional Supplies - MS - Science		-519	
<b>Total for Request</b>		<b>799</b>	<b>-799</b>		

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFERS July 1, 2011 through December 31, 2011**  
**DETAIL BY OBJECT CODE**

1/17/2012

Account	Description	Increased	Decreased	Notes
17	100.13.2410.101.5800	Travel - BS	1,558	
	100.13.2410.101.6412	Reference Materials - BS		-1,558
	<b>Total for Request</b>		<b>1,558</b>	<b>-1,558</b>
18	100.13.1100.111.6110	Instructional Supplies - BS - Reading	503	
	100.13.2410.101.5800	Travel - BS		-80
	100.13.2410.101.7302	Furniture & Fixtures - BS		-2
	100.13.2410.101.8100	Dues & Fees - RS		-421
<b>Total for Request</b>		<b>503</b>	<b>-503</b>	Principal's Request
19	100.13.2410.101.6412	Reference Materials - BS	653	
	100.13.1100.101.5500	Printing - BS		-653
	<b>Total for Request</b>		<b>653</b>	<b>-653</b>
20	100.13.2410.101.7302	Furniture & Fixtures - BS	1	
	100.13.2410.101.6412	Reference Materials - BS		-1
	<b>Total for Request</b>		<b>1</b>	<b>-1</b>
21	100.16.2210.101.7306	Tech Software - Curriculum	533	
	100.13.1100.112.6110	Instructional Supplies - BS - Science		-533
	<b>Total for Request</b>		<b>533</b>	<b>-533</b>
22	100.14.2410.101.3302	Conference Registration - JS	1,000	
	100.14.1100.101.6110	Instructional Supplies - JS		-1,000
	<b>Total for Request</b>		<b>1,000</b>	<b>-1,000</b>
23	100.14.1100.109.4303	Equipment Repair - JS - Music	100	
	100.14.1100.108.6110	Instructional Supplies - JS - Math		-100
	<b>Total for Request</b>		<b>100</b>	<b>-100</b>
24	100.14.1100.101.7304	Tech Equipment - JS	1,200	
	100.14.1100.101.6110	Instructional Supplies - JS		-1,000
	100.14.1100.108.6410	Textbooks - JS - Math		-200
<b>Total for Request</b>		<b>1,200</b>	<b>-1,200</b>	Principal's Request
25	100.16.2210.101.7306	Tech Software - Curriculum	533	
	100.15.1100.108.6410	Textbooks - RS - Math		-533
	<b>Total for Request</b>		<b>533</b>	<b>-533</b>

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFERS July 1, 2011 through December 31, 2011**  
**DETAIL BY OBJECT CODE**

1/17/2012

Account	Description	Increased	Decreased	Notes	
26	100.16.2210.101.3302	Conference Registration - Curriculum	2,000		Associate Superintendent's Request
	100.16.2210.101.6115	Standardized Testing - Curriculum		-2,000	
	<b>Total for Request</b>		<b>2,000</b>	<b>-2,000</b>	
27	100.16.2210.101.3303	Conference Reg - Associate Super.	500		Associate Superintendent's Request
	100.16.2210.101.5500	Printing - Curriculum		-500	
	<b>Total for Request</b>		<b>500</b>	<b>-500</b>	
28	100.16.2210.101.3506	Purchased Software Svcs - Curriculum	5,700		Associate Superintendent's Request
	100.16.2210.101.6901	Other Expenses - Curriculum		-5,700	
	<b>Total for Request</b>		<b>5,700</b>	<b>-5,700</b>	
29	100.16.2210.101.5500	Printing - Curriculum	1,000		Associate Superintendent's Request
	100.16.2210.101.6901	Other Expenses - Curriculum		-1,000	
	<b>Total for Request</b>		<b>1,000</b>	<b>-1,000</b>	
30	100.16.2210.101.6110	Instructional Supplies - Curriculum	10,000		Associate Superintendent's Request
	100.16.2210.903.1210	Tutors - Summer school		-10,000	
	<b>Total for Request</b>		<b>10,000</b>	<b>-10,000</b>	
31	100.16.2210.101.7304	Tech Equipment - Curriculum	3,000		Associate Superintendent's Request
	100.16.2210.101.6110	Instructional Supplies - Curriculum		-3,000	
	<b>Total for Request</b>		<b>3,000</b>	<b>-3,000</b>	
32	100.16.2130.101.5800	Travel - Health Services	300		SPED Director's Request
	100.16.2130.101.6112	Health Supplies - Health Services		-300	
	<b>Total for Request</b>		<b>300</b>	<b>-300</b>	
33	100.16.1200.101.3202	Prof SPED Educational Services	77,000		Fiscal Director's Request
	100.16.1200.122.5604	Tuition - SPED - CT Private		-77,000	
	<b>Total for Request</b>		<b>77,000</b>	<b>-77,000</b>	
34	100.16.2210.101.6901	Other Expenses - Curriculum	10,000		Fiscal Director's Request
	100.16.2210.903.1210	Tutors - Summer school		-10,000	
	<b>Total for Request</b>		<b>10,000</b>	<b>-10,000</b>	

**BETHEL BUDGET 2011-12**  
**BUDGET TRANSFER SUMMARY BY PERIOD**

1/17/2012

<b>Object Codes</b>		<b>Approved Budget</b>	<b>1st Quarter Adjustments</b>	<b>2nd Quarter Adjustments</b>	<b>Total Transfers</b>	<b>Final Budget</b>
Salaries	1000	25,971,979	0	-20,000	-20,000	25,951,979
Employee Benefits	2000	6,485,635	0	0	0	6,485,635
Professional Services	3000	520,828	892	85,027	85,919	606,747
Purchased Property Services	4000	539,025	-8,955	-20	-8,975	530,050
Other Purchased Services	5000	3,780,907	3,104	-73,699	-70,595	3,710,312
Supplies	6000	1,048,719	-28,867	-12,064	-40,931	1,007,788
Property	7000	67,850	32,749	20,605	53,354	121,204
Miscellaneous	8000	53,101	1,077	151	1,228	54,329
<b>Total Budget</b>		<b>38,468,044</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38,468,044</b>
<b>Total Transfers From</b>			<b>-37,822</b>	<b>-105,783</b>	<b>-140,501</b>	
<b>Total Transfers To</b>			<b>37,822</b>	<b>105,783</b>	<b>140,501</b>	
<b>% of Total Budget</b>					<b>0.37%</b>	

**BETHEL BOARD OF EDUCATION 2011-12**  
**BUDGET TRANSFERS - July 1, 2011 through December 31, 2011**  
**DETAIL BY REQUESTED TRANSFER**

1/17/2012

Account	Description	Increased	Decreased	
100.16.2210.903.1210	Tutors - Summer school		-20,000	
	<b>Total for Account 1000</b>	<b>0</b>	<b>-20,000</b>	<b>-20,000</b>
No Transfers from this Account				
	<b>Total for Account 2000</b>	<b>0</b>	<b>0</b>	<b>0</b>
100.11.1100.107.3302	Conference Registration - HS - Language Arts	0	-621	
100.11.1100.108.3302	Conference Registration - HS - Math	0	-997	
100.11.1100.112.3302	Conference Registration - HS - Science	0	-160	
100.11.1200.101.3302	Conference Registration - HS - SPED	605	0	
100.14.2410.101.3302	Conference Registration - JS	1,000	0	
100.16.1200.101.3202	Prof SPED Educational Services	77,000	0	
100.16.2210.101.3302	Conference Registration - Curriculum	2,000	0	
100.16.2210.101.3303	Conference Reg - Associate Super.	500	0	
100.16.2210.101.3506	Purchased Software Svcs - Curriculum	5,700	0	
	<b>Total for Account 3000</b>	<b>86,805</b>	<b>-1,778</b>	<b>85,027</b>
100.11.1100.112.4303	Eqpmt Repair - HS - Science	0	-552	
100.12.1100.110.4301	Repair & Mx - MS - Phys Ed	432	0	
100.14.1100.109.4303	Equipment Repair - JS - Music	100	0	
	<b>Total for Account 4000</b>	<b>532</b>	<b>-552</b>	<b>-20</b>
100.11.1100.103.5800	Travel - HS - Business	0	-125	
100.11.1100.107.5800	Travel - HS - Language Arts	700	0	
100.11.1100.108.5109	Transportaion - HS - Math	0	-170	
100.11.1100.108.5800	Travel - HS - Math	1,997	0	
100.11.1100.112.5101	Transportation - HS - Science	0	-1,000	
100.11.1100.112.5800	Travel - HS - Science	0	-576	
100.12.2410.101.5800	Travel - MS	850	0	
100.13.1100.101.5500	Printing - BS	0	-653	
100.13.2410.101.5800	Travel - BS	1,558	-80	
100.16.1200.122.5604	Tuition - SPED - CT Private	0	-77,000	
100.16.2130.101.5800	Travel - Health Services	300	0	
100.16.2210.101.5500	Printing - Curriculum	1,000	-500	
	<b>Total for Account 5000</b>	<b>6,405</b>	<b>-80,104</b>	<b>-73,699</b>

**BETHEL BOARD OF EDUCATION 2011-12**  
**BUDGET TRANSFERS - July 1, 2011 through December 31, 2011**  
**DETAIL BY REQUESTED TRANSFER**

1/17/2012

Account	Description	Increased	Decreased	
100.11.1100.103.6110	Instructional Supplies - HS - Business	0	-255	
100.11.1100.106.6110	Instructional Supplies - HS - Tech Ed	125	0	
100.11.1100.107.6410	Textbooks - HS - Language Arts	0	-1,573	
100.11.1100.108.6110	Instructional Supplies - HS - Math	0	-8	
100.11.1100.108.6410	Textbooks - HS - Math	170	-1,000	
100.11.1100.112.6110	Instructional Supplies - HS - Science	0	-1,586	
100.11.1100.112.6410	Textbooks - HS - Science	1,876	0	
100.11.1200.101.6110	Instructional Supplies - HS - SPED	0	-605	
100.11.2410.101.6901	Other Expenses - HS	0	-1,025	
100.12.1100.101.6110	Instructional Supplies - MS	0	-2,936	
100.12.1100.102.6110	Instructional Supplies - MS - Art	0	-925	
100.12.1100.104.6410	Textbooks - MS - Foreign Language	0	-3,042	
100.12.1100.109.6110	Instructional Supplies - MS - Music	0	-700	
100.12.1100.110.6110	Instructional Supplies - MS - Phys Ed	0	-432	
100.12.1100.112.6110	Instructional Supplies - MS - Science	0	-519	
100.12.1100.113.6110	Instructional Supplies - MS - Social Studies	0	-339	
100.12.2120.101.6110	Instructional Supplies - MS - Guidance	0	-435	
100.12.2220.101.6110	Instructional Supplies - MS - Library	0	-2,878	
100.12.2220.101.6411	Library Books - MS - Library	0	-207	
100.13.1100.111.6110	Instructional Supplies - BS - Reading	503	0	
100.13.1100.112.6110	Instructional Supplies - BS - Science	0	-533	
100.13.2410.101.6412	Reference Materials - BS	653	-1,560	
100.14.1100.101.6110	Instructional Supplies - JS	0	-2,000	
100.14.1100.108.6110	Instructional Supplies - JS - Math	0	-100	
100.14.1100.108.6410	Textbooks - JS - Math	0	-200	
100.15.1100.108.6410	Textbooks - RS - Math	0	-533	
100.16.2130.101.6112	Health Supplies - Health Services	0	-300	
100.16.2210.101.6110	Instructional Supplies - Curriculum	10,000	-3,000	
100.16.2210.101.6115	Standardized Testing - Curriculum	0	-2,000	
100.16.2210.101.6901	Other Expenses - Curriculum	10,000	-6,700	
	<b>Total for Account 6000</b>	<b>23,327</b>	<b>-35,390</b>	<b>-12,064</b>
100.11.1100.101.7303	Instructional Eqpmt - HS	0	-15,877	
100.11.1100.112.7303	Instructional Eqpmt - HS - Science	1,252	0	
100.11.1100.112.7304	Tech Eqpmt - HS - Science	1,524	0	
100.12.1100.101.7304	Tech Eqpmt - MS	5,441	-68	
100.12.2410.101.7302	Furniture & Fixtures - MS	440	0	
100.13.2410.101.7302	Furniture & Fixtures - BS	1	-2	
100.14.1100.101.7304	Tech Equipment - JS	1,200	0	
100.16.2210.101.7304	Tech Equipment - Curriculum	3,000	0	
100.16.2210.101.7306	Tech Software - Curriculum	1,865	0	
100.16.2230.119.7304	Tech Equipment	21,829	0	
	<b>Total for Account 7000</b>	<b>36,553</b>	<b>-15,948</b>	<b>20,605</b>

**BETHEL BOARD OF EDUCATION 2011-12**  
**BUDGET TRANSFERS - July 1, 2011 through December 31, 2011**  
**DETAIL BY REQUESTED TRANSFER**

1/17/2012

Account	Description	Increased	Decreased	
100.11.1100.112.8100	Dues & Fees - HS - Science	0	-140	
100.11.1100.103.8100	Dues & Fees - HS - Business	255	0	
100.11.1100.112.8100	Dues & Fees - HS - Science	124	0	
100.11.2410.101.8100	Dues & Fees - HS	333	0	
100.13.2410.101.8100	Dues & Fees - RS	0	-421	
	<b>Total for Account 8000</b>	<b>712</b>	<b>-561</b>	<b>151</b>
	<b>Total Transfers From:</b>		<b>(105,782)</b>	
	<b>Total Transfers To:</b>	<b>105,782</b>		

## **JOB DESCRIPTIONS**

**Bethel Public Schools · Bethel, CT**

<b>4.01</b>
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<b>Locator</b>
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<b>Position Title:</b>	<b>School Counselor</b>
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**QUALIFICATIONS:**

- A) A master's degree in school counseling from an accredited college or university.
- B) Valid certification issued by the Connecticut State Department of Education for School Counselor.
- C) Experience in the field as the Board and Administration may find appropriate and acceptable.

**REPORTS TO:**

Principal and/or designee

**JOB GOAL:**

The school counselor fosters students' growth and development in the areas of academic planning, career planning, and social/emotional development to support students' school success and their planning for the future through the school counseling curriculum and other programs and services.

**PERFORMANCE RESPONSIBILITIES:**

The Developmental School Counseling Curriculum Role

1. Implements the district's Developmental School Counseling curriculum, and maintains data on student performance and program effectiveness.
2. Facilitates all students' development in the areas of academic growth, personal/social growth, and career planning.
3. As a member of the School Counseling Department, works with the Coordinator and administrators in monitoring, evaluating, and revising the curriculum as needed.
4. Provides instruction to students in social, emotional, and behavioral learning and assists classroom teachers in their provision of such instruction.

Individual Student Planning Role

1. At grades K-12, serves as the chairperson and student case manager in the school's implementation of the Section 504 process, meeting all district expectations for the counselor's role in the process.
2. At grades K-8, serves as the chairperson of the Planning and Placement Team process at the school, fulfilling all professional responsibilities as outlined in the district's *Guide to Professional Roles & Responsibilities in the PPT & IEP Processes*.
3. At the grades 6-12 level, assists students in the development and periodic revision of individual Student Success Plans to support students' achievement of academic, social, and future education and career goals.
4. At grades 6-12, assists the administration in assuring students' enrollment in the proper courses through the course selection process and scheduling.
5. Plans, schedules, and chairs parent-staff meetings regarding students' performance.

Responsive Services Role

1. Provides individual counseling to meet the needs of students, ensuring a timely response to concerns.

## **JOB DESCRIPTIONS**

**Bethel Public Schools • Bethel, CT**

<b>4.01 Locator</b>
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2. Provides small group counseling sessions to address needs assessed at the classroom, grade, or school level.
3. Maintains a high degree of availability to students.
4. Assumes a role that is preventative and proactive, rather than solely reactive.
5. Initiates, supports, and maintains positive relationships with students and their families. Provides outreach to parents to help engage them in their children's educational progress.
6. Responds to crisis situations and serves on the school crisis team.
7. In collaboration with the administration, provides expertise and leadership at the school to establish and maintain a positive school climate meeting the requirements of all applicable state and federal laws regarding the prevention of bullying.
8. Conducts periodic assessments to determine the needs of students at the school and identifies trends that require attention and intervention.
9. Conducts parent conferences and provides parent education programs of interest.
10. Collects, maintains, and analyzes data on counselees' growth.

### Collaboration Role

1. Actively participates in the school's implementation of SRBI to help assure success for all students.
2. Works collaboratively with teachers to problem-solve students' performance concerns.
3. Provides expertise and knowledge to support the social, emotional, behavioral, and developmental needs of students at the school as a collaborator with school teams such as the Crisis Team, Positive Behavioral Intervention and Support Team, Data Team, and Student Assistance Team.
4. Consults and collaborates with teachers, administrators, parents, community organizations, and agencies for the purpose of supporting students and their families.
5. Refers students and parents to district and community resources as needed.

### Professional Role as a School Counselor

1. Maintains student and family confidentiality at all times.
2. Assists school administrators in achieving a smooth transition for students as they move through the grades and schools at the elementary, middle, and high school levels.
3. Advocates for student experiences and activities that will improve student achievement and broaden career opportunities for every student.
4. Actively participates in district and outside professional development, pursuing continuing professional and personal growth activities.
5. Adheres to the ethical professional standards established by the American School Counselors Association.
6. Follows through on other responsibilities as assigned by the principal or the Director of Special Education and Pupil Services.

**TERM OF EMPLOYMENT:** Ten-month position

**EVALUATION:** Annually by the Principal or Director of Pupil Services, with input from the Coordinator of School Counseling Services or the Special Education Coordinator

**Approved: 4/5/83**

**Revised: 8/1/01, 2/06, 10/10, 12/2011**



**TO:** Bethel Board of Education  
**FROM:** Larry Craybas, Chairman  
**DATE:** Revised: January 5, 2012  
**SUBJECT:** Committee Assignments 2012

## **CURRICULUM**

### **Chair - Robin Renner**

Scott Clayton  
Melanie O'Brien  
Ted Stevenson  
Alternate - Kristen Lacey

## **FINANCIAL SUPPORT**

### **Chair - Stuart Carlsen**

Larry Craybas  
Kristen Lacey  
Scott Clayton  
Alternate - Bryan Terzian

## **POLICY**

### **Chair - Melanie O'Brien**

Scott Clayton  
Robin Renner  
Stuart Carlsen  
Alternate - Ted Stevenson

## **BUILDINGS & GROUNDS**

### **Chair - Larry Craybas**

Will Duff  
Bryan Terzian  
Kristen Lacey  
Alternate - Robin Renner

## **COMMUNITY OUTREACH**

### **Chair - Kristen Lacey**

Will Duff  
Robin Renner  
Larry Craybas  
Alternate - Melanie O'Brien

## **PERSONNEL & CONTRACTS**

### **Chair - Larry Craybas**

Ted Stevenson  
Stuart Carlsen  
Melanie O'Brien  
Alternate - Bryan Terzian

## **AD-HOC**

*(On As needed basis)*

### **TRANSPORTATION**

Will Duff

### **FOOD SERVICE**

TBD

## **SPECIAL REPRESENTATION**

*(On As needed basis)*

### **EDUCATION CONNECTION**

Robin Renner

### **PTO**

TBD

# BETHEL PUBLIC SCHOOLS 2012 - 2013 CALENDAR

## August 3

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

20-22 - New Staff Orientation  
27, 28 - Professional Dev. Day - No School - K-12  
29 - First Day of School (Early Dismissal K-12)

## September 17

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

3 - Labor Day  
14 - Professional Dev. - Delayed Opening - BHS  
17 - Rosh Hashanah  
26 - Yom Kippur

## October 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		

5 - Professional Dev. Day - No School - K-12  
8 - Columbus Day  
10 - Conference Day - Early Dismissal - BHS  
11 - Conference Day (Evening) - No Early Dismissal - BHS  
24, 25, 26 - Conference Day - Early Dismissal - K-3  
25 - Professional Dev. Day - Early Dismissal BHS, BMS & JS

## November 18

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

9 - Professional Dev. Day - No School - K-12  
12 - Veteran's Day Observed  
14, 15 - Conference Day - Early Dismissal - JS & BMS  
15 - Professional Dev. - Early Dismissal BHS & BMS  
15 - Conference Day - Early Dismissal - JS  
21 - Early Dismissal K-12  
22-23 - Thanksgiving Recess

## December 15

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				

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

## January 20

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	30	31	

1 - New Year's Day  
18 - Professional Dev. Day - No School - K-12  
21 - Martin Luther King Day

## February 18

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	

\*18-19 - Presidents' Day Recess  
20 - Conference Day - Early Dismissal - BHS  
21 - Conference Day (Evening) - No Early Dismissal - BHS

## March 20

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

20, 21, 22 - Conference Day - Early Dismissal - K-3  
27 - Professional Dev. Day - Early Dismissal BHS, BMS & JS  
29 - Good Friday

## April 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			

9 - Conference Day - Early Dismissal - JS & BMS  
10 - Conference Day - Early Dismissal - JS & BMS  
11 - Conference Day - Early Dismissal - JS  
11 - Professional Dev. - Early Dismissal - BMS & BHS  
15-19 - Spring Recess

## May 22

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

14 - Professional Dev. - Delayed Opening - BHS  
27 - Memorial Day Observed

## June 10

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

14 - Last day of school - Early Dismissal - K12  
Graduation date will be set at the first Board meeting in April.

## July 0

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		

1 - First Day of Summer School  
26 - Last Day of Summer School

- Schools Closed
- Make-up days for emergency closings.
- Professional Development Day - No School
- Beginning/Ending of Student Year

Note: Calendar provides for 181 student days and 186 staff days.

\* School days lost to weather or other emergency conditions will be made up June 17-28, as needed. If 5 or more snow days are used by February 1st, the District will be in session on February 18 & 19. We will make every effort to avoid using April 15-19. Please be aware of this information when making travel plans. State law does not allow for school to be in session on a Saturday or Sunday. Extending the school day is also not permitted.

BOE Accepted: 4/7/2011

Revised 4/28/2011, 1/17/12

Subject to Change

# BETHEL PUBLIC SCHOOLS 2013 - 2014 CALENDAR

## August 3

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

19-21 - New Staff Orientation  
26, 27 - Professional Dev. Day - No School - K-12  
28 - First Day of School (Early Dismissal K-12)

## September 19

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

2 - Labor Day  
5 - Rosh Hashanah

## October 21

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	30	31	

11 - Professional Dev. Day - No School - K-12  
14 - Columbus Day  
9 - Conference Day - Early Dismissal - BHS  
10 - Conference Day (Evening) - No Early Dismissal - BHS  
23, 24, 25 - Conference Day - Early Dismissal - K-3  
25 - Professional Dev. Day - Early Dismissal BHS, BMS & JS

## November 17

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 Dev. Day - No School - K-12  
11 - Veteran's Day Observed  
13, 14 - Conference Day - Early Dismissal - JS & BMS  
15 - Conference Day - Early Dismissal - JS  
15 - Professional Dev. - Early Dismissal BHS & BMS  
27 - Early Dismissal K-12  
28-29 - Thanksgiving Recess

## December 15

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

23-31 - Holiday Recess

## January 20

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

1 - New Year's Day  
17 - Professional Dev. Day - No School - K-12  
20 - Martin Luther King Day

## February 18

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

\*17-18 - Presidents' Day Recess  
19 - Conference Day - Early Dismissal - BHS  
20 - Conference Day (Evening) - No Early Dismissal - BHS

## March 21

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				

26, 27, 28 - Conference Day - ED - K-3

## April 16

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	30		

8, 9, 10 - Conference Day - Early Dismissal - JS & BMS  
10 - Professional Dev. Early Dismissal - BMS & BHS  
14-18 - Spring Recess  
21 - Good Friday Observed

## May 21

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

26 - Memorial Day Observed

## June 10

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

13 - Last day of school - Early Dismissal - K12  
Graduation date will be set at the first Board meeting in April.

## July 0

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	30	31	

1 - First Day of Summer School  
31 - Last Day of Summer School

- Schools Closed
- Make-up days for emergency closings.
- Professional Development Day - No School
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**BOE Accepted:**

**Subject to Change**

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