

Bethel Board of Education Regular Meeting

Thursday, March 29, 2012 7:00 PM

Board of Education Conf. Room E, 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. Board Recognition/A Salute to Excellence

2.A. HHRA Recycling Poster Contest Winners

3. Approval of Minutes

3.A. February 23, 2012 - Regular Meeting

4. Correspondence

5. Audience Participation

6. Administrative Board Member Update

6.A. "Learning Forward" Grant Application

6.B. Budget Update

6.C. Special Advisory Committee Report -
Family/School Partnerships

7. Reports to the Board

7.A. Curriculum

7.A.1. Report - BHS France Trip

7.A.2. Technology Plan Update

7.B. Personnel

7.B.1. Resignations

8. 2010-2011 Strategic School Profile

9. School Crisis Management Review

10. Executive Session CT General Statues 1- 210 (b) (9)

10.A. Negotiations

11. Adjourn

We are proud to announce this year's district winners for the HRRR recycling poster contest!

District Wide 2012 HRRR Recycling Poster Contest Winners				
Grade	St Mary's	1st Place	2nd Place	3rd Place
1		Leah Horvath	Marigrace Nilson	Brooke Lohle
2		Oleg Iazzetta		
3		Alexys Garden		
4		Olivia Kent		
5		Mackenzzy Garden		
6		Tiffany Saviano	Isabella Iazzetta	Hanna Manca
7		Isabel Kent		
	Middle			
8		Joe Mortimer	Morgan Matthews	McKenna Leaden
	Johnson			
4		Kyra Rubin	Chad Lopes	Shivani Mendiratta
5		Eve Vucinaj	Endora McNeary	Jillian Ramey
	Rockwell			
K		Phoebe Khare	Sofiane Hilmi	Zoe Demo
1		Amelia Griswold	Kevin Cecilian	Elizabeth Clayton
2		Amel Hilmi	Lucas Binder	
3		Brianna Duffy	Alexander Vasquez	Audrey Keener
	Berry			
K		Adam Pasquale	Lexi Ozimkoski	Ben Weissmann
1		Sophia Macchi	Derek O'Brien	Emily Baldwin
2		Sarah Kenney	Damiah Grimes	Xavier Nocito
3		Julia Krepstul	Claire Rabjohn	Julianna Figueiredo

Tentative minutes of the **Bethel Board of Education Regular Meeting** held on **February 23, 2012**, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, T. Yonsky, K. Brooks, D. DeBlois, D. Muharem, B. Kirmil, M. Rutledge, L. Pica, C. Troetti

L. Craybas, Chairman, called the meeting to order at 07:00PM.

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

Present Board Members:

Mr. Stuart Carlsen
Mr. Larry Craybas
Mr. William Duff
Mrs. Kristen Lacey
Mrs. Melanie O'Brien
Mrs. Robin Renner
Mr. Ted Stevenson
Mr. Bryan Terzian

Absent Board Members:

Mr. Scott Clayton

1. Call to Order

- 1.A. Roll Call for Quorum**
- 1.B. Pledge of Allegiance**

2. Board Recognition/A Salute to Excellence

- 2.A. 2011 Nicholas Green Distinguished Student Award**

Discussion:

Brooke Burling, Executive Director of the CT Assoc. for the Gifted presented BMS student Ethan Brown with the Connecticut 2011 Nicholas Green Distinguished Student Award.

3. Approval of Minutes

- 3.A. January 19, 2012 - Regular Meeting**
- 3.B. January 24, 2012 - Regular Meeting**
- 3.C. January 26, 2012 - Regular Meeting**
- 3.D. February 2, 2012 - Regular Meeting**
- 3.E. February 16, 2012 - Regular Meeting**

Motion Passed: Move to approve the minutes of January 19, 2012, January 24, 2012, January 26, 2012, February 2, 2012, and February 16, 2012. Passed with a motion by Mrs. Robin Renner and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes

Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

4. Correspondence

Discussion:
None.

5. Audience Participation

Discussion:
Bill Slifkin, Katrina Circle, appreciates the transparency of the BOE budget and supports the BOE budget and 460 Account.

Jim Roden, Juniper Road, supports the 460 Account in its entirety and would like the DARE program reinstated.

Motion Passed: Move to move agenda item 8.A.3. - 460 Account Budget Approval to item 5.A. on the agenda and to add item 5.B. - Transportation Hearing Recommendation. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Melanie O'Brien.

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

5.A. 460 Account Budget Approval

Discussion:
The Board discussed the items eliminated from the 460 Account budget during the facilities subcommittee meeting and items eliminated after the meeting. The Board discussed the need for ADA compliance and safety on items removed from the 460 Account budget and the need to include them as originally discussed at the facilities subcommittee meeting.

Motion Passed: Move to add back into the 460 Account the following items: HS 300-9 = \$9,800MS 600-4 = \$3,700MS 600-5 = \$2,800RS 500 -7 = \$1,200JS 400- 9 = \$3,000JS 400-13 = \$3,680BS 200-5 = \$3,600BS 200-8 = \$3,500 Passed with a motion by Mr. Larry Craybas and a second by Mr. William Duff.

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

Motion Passed: Move to approve and put forward to the Board of Selectmen/Board of Finance the 460 Account in the amount of \$535,406.27. Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.

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

5.B. Transportation Hearing Recommendation - Toll Brothers Bus Stop Request

Discussion:

L. Craybas explained the details of the transportation hearing and the Toll Brothers request for a bus stop in the Summit, a Toll Brothers Community, L. Craybas informed the Board the road in the Summit exceeds the grade to be considered a Town road and therefore is a private road not maintained by the Town, and is liability for the Board to send a school bus onto. Currently CT state law prohibits school buses on private roads.

M. O'Brien stated sending a bus on a private road would set a precedent. The students are currently walking within the walking distance in the Board's transportation policy.

L. Craybas stated it is the recommendation of the transportation committee for the Board to respectfully decline the request.

Motion Passed: Move to decline request to send buses up into the Summit, a Toll Brothers Community, to pick up students for reasons stated and would like T. Yonsky, Director of Fiscal Services, to send correspondence to Toll Brothers informing them. Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.

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

6. Administrative/Board Member Update

6.A. 2010-2011 Strategic School Profile

Discussion:

Dr. Smith briefly reviewed the Strategic School Profile (SSP) with the Board. The Strategic School Profile will be on the next agenda to answer any questions the Board may have.

6.B. Update - Dr. Smith's Entry Plan for First 100 Days

Discussion:

Dr. Smith reviewed with the Board his updated First 100 Days Plan.

6.C. Update - Kindergarten Progress

Discussion:

Mickie Rutledge, Supervisor of Reading/Language Arts, presented to the Board the new full-day Kindergarten students progress in developmental reading assessments, writing prompts, sight words, and math.

7. Legislative Proposal

Discussion:

Dr. Smith informed the Board there is not a lot known at this time. 67% of the respondents say there are too many requirements/data reporting requirements; the State would also like to make it easier for non-traditional people to enter into the teaching profession.

M. O'Brien questioned the redundancies in reporting for State and Federal reports. She would like some feedback so she can be specific when discussing redundancies in reporting with legislators.

8. Reports to the Board

8.A. Finance

8.A.1. Healthy Foods Certification

Motion Passed: 1) On behalf of the Bethel Board of Education and pursuant to section 10-215f of the Connecticut General Statutes, we hereby certify that all food items offered for sale to students in the schools under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will meet said standards during the period of July 1, 2012 through June 30, 2013. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored. 2) Pursuant to section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the Board of Education or governing authority, will exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store. Passed with a motion by Mr. William Duff and a second by Mr. Bryan Terzian.

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

8.A.2. Banking Resolution - Official Signature

8.A.2.a. Union Savings Bank Signatures

Motion Passed: The Bethel Board of Education authorizes a change in agents and authorized signers on the Town of Bethel/Bethel Board of Education accounts with Union Savings Bank from Gary M. Chesley, Superintendent to Kevin J. Smith, Superintendent. Theresa D. Yonsky, Director of Fiscal Services and Richard F. Missimer, Accountant remain as agents and authorized signers on said accounts. Passed with a motion by Mr. Ted Stevenson and a second by Mr. William Duff.

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

8.A.2.b. Fidelity Investment Accounts Signatures

Motion Passed: The Bethel Board of Education authorizes a change to the agents and signers on the following Fidelity Investment accounts: Hennessey Memorial Scholarship Fund, Account # X57-633062 and Hennessey Teacher Award, Account # X57-633054 as follows: Kevin J. Smith will replace Gary M. Chesley as Superintendent of Schools effective immediately. All other agents and authorized signers on these accounts remain the same. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. Ted Stevenson.

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

9. Adjourn

Motion Passed: Move to adjourn at 8:57 p.m. Passed with a motion by Mr. Stuart Carlsen and a second by Mr. William Duff.

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

Respectfully submitted,
Susan Pare
Board Recorder



Founded in 1885

RECEIVED

MAR 26 2012

**BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE**

**NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SECONDARY SCHOOLS**

Director

JANET D. ALLISON
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EDWARD J. GALLAGHER, III
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March 21, 2012

Patricia Cosentino
Principal
Bethel High School
300 Whittlesey Drive
Bethel, CT 06801

Dear Dr. Cosentino:

The Commission on Public Secondary Schools, at its January 22-23, 2012 meeting, reviewed the Two-Year Progress Report of Bethel High School and continued the school's accreditation.

The Commission was pleased to learn of the school's progress, specifically citing the following:

- the clearly defined levels of achievement in the school-wide analytic rubrics
- the plan developed for the regular review of the school's mission and expectations for student learning
- the identification by departments of the academic expectations in the mission for which they have assumed responsibility
- the examples of increased interdisciplinary instruction
- the clarification of purpose in the use of school-wide rubrics for the school community
- the initial steps made to adjust student grouping patterns to reflect current research and best practices
- the school's focus on differentiation to personalize learning for all students
- the professional development on the development and use of rubrics
- the focus of professional development on student assessment strategies
- the implementation of the T.A.S.K. alternative program
- the update and revision of the developmental guidance program
- the additional storage built for athletics

All accredited schools are asked to submit a required Five-Year Progress Report, which in the case of Bethel High School is due on March 1, 2014. The report should provide detailed responses to the following highlighted recommendations:

- submit a copy of the school's common curricular template and a sample curriculum template from one core subject area

- describe the school's process for communicating individual student progress in achieving the academic expectations in the school's mission assessed by the school-wide rubrics, and submit a copy of the report used
- describe the process used to communicate the school's progress in achieving the academic, social, and civic expectations in the mission to the school community
- develop and implement a plan, beyond exit surveys, to programmatically evaluate all student support services programs
- submit an update on the school's additional work to adjust grouping patterns to increase heterogeneity

Directions for preparing the Five-Year Progress Report are available at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab. One of the required components of the Five-Year Progress Report is the submission of the school's current core values, beliefs, and learning expectations to reflect the new 2011 Standard. Information related to the development/revision of the school's document is available at <http://cpss.neasc.org> under the "Getting Started" tab.

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

The Commission will review the school's accreditation status when it considers the Five-Year Progress Report. Consistent with the Commission's follow-up procedures, the report should include an electronic signature of the principal and chair of the Follow-Up Committee and be sent electronically to the Commission office at the following address: cpssreports@neasc.org.

Sincerely,



Edward J. Gallagher, III

EJG/mms
Enclosure

cc: Gary M. Chesley, Superintendent, Bethel Public Schools
Lawrence Craybas, Chairman, Bethel Board of Education
Scott Leslie, Chair, Commission on Public Secondary Schools



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SECONDARY SCHOOLS

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

(9/08)



Leading for Learning: Sybil Yastrow Superintendent's Grant

The Learning Forward Foundation is making available a three-year \$40,000 partnership grant for superintendents. This grant was established in honor of the many years of Sybil Yastrow's leadership in NSDC, now Learning Forward, and more recently for her work with the Impacting the Future Now Foundation, now the Learning Forward Foundation. While the grant award covers half of the consultant expenses, the foundation expects the awardee to contribute the other half and cover travel and related expenses.

The superintendent who is awarded the Leading for Learning: Sybil Yastrow Superintendent's Grant, with his or her leadership team and other key leaders of the system, will lead his or her district to develop a culture of high-performing professional learning communities to achieve Learning Forward's purpose.

SUBMISSION DEADLINE: March 1, 2012

SECTION I: APPLICANT INFORMATION

Fill in Word document electronically or type or print clearly on hard copy of document.

Superintendent's Name Dr. Kevin J. Smith

Street Address 1 School Street

City Bethel State CT Zip 06801

Telephone (Home) 203-445-1365 (Work) 203-794-8610 (Cell) 203-948-2116

E-mail Address (office) smithk@bethel.k12.ct.us (personal) _____

Length of time in current position 1 Month

Are you a member of Learning Forward? Bethel Public Schools is a member

Bethel Public Schools' primary purpose is to improve student achievement. This singular goal unites our staff and focuses our efforts. Our most powerful vehicle for achieving this end has been the establishment of professional learning communities at every grade level. We embrace the philosophy, the framework, and the protocols that are part and parcel of PLC's. We ascribe to the belief that open, respectful, and purposeful dialogue among staff members lead to improved outcomes for students. This work was begun many years ago and has yielded numerous benefits including strong collegial relationships among staff, quality vertical teams between schools, and improved achievement for all of our students to name a few. As principal and now superintendent, I work to ensure that high quality learning takes place every day in every classroom through routine visits and structured learning walks to every classroom in the district. I initiated a practice of using my iPad to record via audio and still photo evidence of practice, and then provide those artifacts and my own evidenced-based feedback to teachers immediately. Additionally, I attend PLC meetings at various levels, convene an Administrative Council PLC weekly, and keep in close contact with teaching staff to ensure that adequate resources are being directed to classrooms that impact student learning. The Administrative Council, comprised of building principals and assistant principals; directors of special education, literacy, and technology; and our associate superintendent all work concomitantly to support, coach, and evaluate our teaching staff paralleling my own work. The net result of this combined effort is a unified and highly-skilled level of support to our staff.

One other significant area that I am currently focused on is the use of technology to transform the instructional model. Resources have been dedicated to the purchase of tools like SMARTBoards, document cameras, iPads, and a host of software and internet-based programs that engage students and raise the level of rigor in all classrooms. Our technology plan outlines a vision for utilizing cutting-edge technology to increase engagement and personalize learning opportunities for our students that extend far beyond the traditional classroom.

Bethel is a suburban community situated in the northwest corner of Fairfield County, Connecticut. We are a community of about 18,000 with over 3,000 enrolled in our schools pre- kindergarten through grade 12. We are a rapidly changing community where nearly 22% of residents identify themselves as minority. Another 16% are identified as meeting the federal guidelines for receiving free or reduced price meals. Our public school district is comprised of five schools all located on one campus (two elementary schools, one intermediate school (grades 4 and 5), one middle school, and one high school).

The Bethel Public Schools is a leading school district in Connecticut because of strong student achievement and committed, highly-skilled teachers and administrators. But the landscape is changing very fast in the United States with the public outcry for much more detailed accountability for every student's learning performance and for high school graduates who are college and career ready. Unprecedented pressure is on all of America's schools to compete with schools across the world for pre-eminence in student academic achievement, college graduation rates, and leadership for the future. Bethel, and all of America's schools, *must* step up and show how we plan to re-take place as the world's leading "education nation," and never settle for second best. The competition for highest performance is not just with countries around the world, but also with private and public charter schools in this

country and state. Parents are clamoring for new educational models with increased choices, and they want their local public schools to measure up. Bethel must measure up, and to do so, Bethel Public Schools has identified its greatest educational challenges below:

- Examining student learning data within instructional data teams to make progress monitoring of student learning a routine part of teachers' instructional improvement process;
- Developing and monitoring new curriculum to ensure that all students learn what is articulated within the *Common Core State Standards*;
- Addressing serious social problems, such as increased bullying and lack of motivation to learn, with programs for schools, classrooms, and families;
- Supporting every teacher so that they are the best they can be with standards-based, innovative, and effective professional development and supervision programs;
- Providing teachers with professional learning experiences to ensure they fully understand and can teach to the higher expectations found in the *Common Core State Standards* and the SMARTER BALANCED ASSESSMENTS;
- Integrating technology as a ubiquitous complement to every program and curricula in order to personalize students' learning experiences and prepare them for 21st Century global demands;
- Assuring that every Bethel graduate is college and career ready;
- Communicating to the community openly about the state of our schools, the changes we must address over the next two years, and the dire need of their support if we are to achieve our vision.

This grant reflects an opportunity, not to supplant present work in our district around the use of professional learning communities to drive instructional change, but to seriously expand our initiative by providing us some much needed resources to:

1. Develop and implement a unique, comprehensive peer assistance program for identified teachers who may benefit from one-to-one instructional coaching to improve their use of learning data and instructional interventions; and
2. Further develop the expertise of our teacher leaders and administrators who are tasked with improving the quality and effectiveness of our instructional data teams at every grade level and within each school.

Bethel's administrators already function as a highly cohesive and high-functioning team. The teacher leaders, such as our four Learning Initiatives Team Teachers, also share a common vision and commitment to further enhancing the professionalism of our staff through the two initiatives named above. We want to expand our leadership to more teacher leaders and build the capacity of all teachers in this process. My entire formal and informal leadership team is committed to providing the time, energy, resources, and support in taking what we see as the next critical steps to leverage collaborative teacher coaching relationships in service to higher student achievement. The Board of Education as a whole and as individual members has expressed its complete support for this initiative.

This grant would involve all principals, directors, supervisors, and assistant principals (13), the associate superintendent and me (2), the current Learning Initiatives Team Teachers (4), the instructional data team leaders at each school who are classroom teachers (42). Although we are not formally a Learning

Forward Academy nor involved in Learning Forward's Learning School Alliance, we have implemented the *Standards for Professional Learning (2011)* as part of our professional development initiatives and commitment to on-going teacher learning in the service of student achievement improvements. The associate superintendent, Dr. Janice Jordan, is also working with Rene Islas from Learning Forward to develop an LF Affiliate within the State of Connecticut.

The district's Professional Development Council, with membership of 22 teachers and 2 administrators, assures active participation from each school in the planning and implementation of professional development initiatives that include developed theories of change and continuous follow-up on all presentations. Our long-standing emphasis on *professional learning that leads to learning for students* has transformed our professional development programs, causing them to be generated by need indicators within student learning data or by teachers' requests to address specific needs that they observe in PLC's or in their own work. We have made great strides due to our teacher leaders and administrators, but we believe we can do much more to close achievement gaps and address the success of learners who need behavioral and instructional interventions. This grant is one way we will be able to meet these goals.

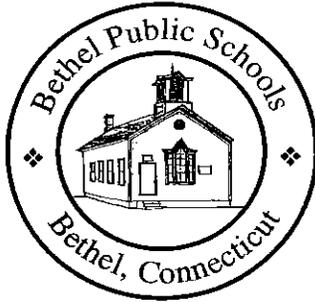
We have seen firsthand the power of instructional coaching through our efficacious Learning Initiatives Team teachers. Although there are only four of them for the district, when they work in collaboration with building principals/assistant principals K-12, they steadily build teachers' understanding and skills in ways we document through our use of *RTI Studio*, our student learning data management system. In addition, we have seen the growth in teachers' knowledge and confidence as they lead their instructional data teams/PLC's to examine student work and data from benchmark testing and develop plans with their team. This procedure is well-developed in the K-3 grades, but we need to expand the expertise to the secondary level where teachers have more complex demands and uncooperative schedules. We know we can make a difference in how secondary PLC's operate if we have more training for them and more time to work on the essential PLC/data team/instructional coaching skills. We are also experimenting in careful ways right now with peer assistance for teachers who are struggling. From our small peer assistance sample, we note the enormous benefits of a committed fellow teacher with similar content knowledge who coaches and supports a colleague who is struggling with content and classroom management issues. Confidence and skills are increasing daily due to the intervention of peers who are focused on helping a colleague improve. We know that peer assistance and instructional coaching work.

We are ready to commit \$20,000 plus the time and full support for this project. We know it will be well-worth our efforts and expense in the long run for Bethel's children, and our leadership team enthusiastically endorses the application. The Board of Education is aware of this grant proposal's goals, and as previously stated, they are all supportive of it as individuals as well as a full Board. Our Board is always supportive of professional learning, and they assert that Bethel's Professional Development programs are a major reason why our student achievement continues to rise. As part of my work as superintendent of schools, I will keep the Board informed on a monthly basis of the work we are doing to meet the goals outlined for this project. The Professional Development Council will be tasked with

reporting to all faculty monthly on the progress we are making, including specific vignettes about the power of instructional coaching within our system (as the program progresses).

It is very unlikely that there will be superintendent turn-over since I have been in this position for one month! This initiative is part of my efforts to continue to transform instruction through the use of instructional data teams and instructional coaching. However, the associate superintendent, who is equally committed to these initiatives, will continue her commitment to the program if there were to be any turn-over, and this will assure continuity. The Board, as I have said, is also committed to this process, and they will undoubtedly continue their commitment.

Please see the letter of support from the Bethel Board of Education signed by Board Chair, Mr. Larry Craybas.



Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801
Fax: (203) 794-8723 – web site: www.bethel.k12.ct.us

Kevin J. Smith, Ph.D.
Superintendent of Schools
(203) 794-8601

Janice Jordan, Ph.D.
Associate Superintendent of Schools
(203) 794-8613

Theresa Yonsky
Director of Fiscal Services
(203) 794-8603

Linda A. Pica
Director
Special Education & Pupil Services
(203) 794-8616

Michelle Rutledge
Supervisor
Reading/Language Arts
(203) 794-8755

Dan DeBlois
Supervisor
Information Technologies
(203) 794-8071

Robert Germinaro
Supervisor
Facility Operations
(203) 794-8609

February 29, 2012

To Whom It May Concern:

Please accept this letter in support of Dr. Smith's grant application for the Sybil Yastrow Superintendent's grant. The Board of Education fully supports all of the professional development efforts undertaken by the district to improve the collaborative practices of our instructional staff and stands firmly in its commitment to work with our administrators to provide professional growth experiences that will lead to improved student achievement.

The Bethel Public Schools introduced professional learning communities a number of years ago. We believe we have developed an exceptional corps of teachers and are committed to taking these next steps in developing a Peer Assistance Review taskforce and enhancing the quality and practices of our Data Teams.

Should you have any further questions or desire to speak in person about the Bethel Board of Education's support of this grant application, please do not hesitate to contact me.

Sincerely,

S. Lawrence M. Craybas
Chairman
Bethel Board of Education

STATEMENT OF COMMITMENT

Purpose: This document describes the responsibilities and obligations of the applicant for the Learning Forward Foundation Grants and Scholarships. Please indicate your acceptance of these responsibilities by checking each box and signing the document at the end.

Responsibilities – I will:

- Commit to an active role as a learner throughout the period of the grant.
- Attend with key district leaders all of the seminar days and follow-up days, with full presence.
- Commit to 10 sessions per year with thinking partner (coach).
- Implement the project as described in the proposal including timelines and data collection.
- Prepare and submit required formative reports of progress and expenditures on the schedule determined by the superintendent and the Coaching for Results thinking partner.
- Participate with key leaders in cohort group in summative evaluation based on evidence collected throughout the grant/scholarship process. (Final evaluation conversations will be conducted with an evaluation committee representative at the conclusion of the grant/scholarship.)
- Complete an annual report that addresses project impact. This is a summative report and due September 1 at the conclusion of the yearly work.
- Regularly communicate with the Learning Forward Foundation contact assigned to the scholarship/grant.
- Submit photos, updates, and information as requested by the Learning Forward Foundation.
- Submit a proposal to present at one of Learning Forward's conferences and attend the Learning Forward conference immediately following the end of the grant.
- Grant Learning Forward full access to proposals and work products to share for research and learning purposes.
- Meet with the Learning Forward Foundation Board at the Annual Conference.



Signature of Applicant

2/29/12
Date

FAMILY-SCHOOL PARTNERSHIPS

LIVING DOCUMENT - MARCH 2012

V 2.0

Introduction

The family makes critical contributions to a child's achievement from early education through high school. Talking, reading, playing games, helping with homework, setting goals for the future, and establishing good study habits, routines and boundaries are foundations for success in school. Adult participation sends the message that school is important. When parents and families are involved with schools, all children benefit (Davis, June 2000).

Many families, however, require assistance in providing an effective home learning environment, do not feel welcome at school, may not know how to go about volunteering in schools, believe that their children and teachers do not want them in the schools, may not know how to fit one more activity into their already tight schedule, don't feel volunteer opportunities are available for working parents, and don't understand what their children are learning. These situations present perfect opportunities for schools to reach out and provide avenues for parents, family members, and others to provide support (Davis, June 2000). Also, edicts from the state about parent involvement and changes in the teacher evaluation process, requiring parent and student participation, will require this from schools.

This paper will provide:

1. Research regarding the effects of family involvement on educational outcomes and how parent involvement makes a difference in children's academic achievement, how parents and families participate today, and why parents and families don't participate,
2. Preliminary research on what other schools are doing to increase parent participation,
3. A preliminary mission, goals and makeup for the Special Advisory Committee to the Chairman of the Board of Education, and
4. A preliminary action plan for the Special Advisory Committee.

Research

Effects of Parent and Family Involvement

Parent involvement can make a difference in a child's education. Two-thirds of teachers surveyed (Public Agenda, 1999) believed that their students would perform better in school if their parents were more involved in their child's education, while 72% of parents say children of uninvolved parents sometimes "fall through the cracks" in schools (Johnson & Duffett, 2003).

Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement. Other forms of involvement among Epstein's six factors (volunteering, attending school events) *Are these the 2 least important factors of the 6 in Epstein's study?* appeared to have less direct effect on student achievement, particularly in high school. All parents, regardless of income, education or cultural background, are involved in their children's learning and want their children to do well (Henderson, A. & Mapp, K). *What is the relevance of this statement?*

Studies of families show that what the family does with the children is more important to student success than family income or the education level of the parents. Parental participation improves student learning whether the child is in preschool or in the upper grades, whether or not the family is struggling economically or is affluent, or whether the parents finished high school or graduated from college (Epstein, 1991; Henderson, & Berla, 1994; Lontos, 1992; Reynolds, et al., 1991; Zellman, G.L., & Waterman, J.M., 1998).

Both students and schools benefit from active participation by families in the process of educating children. The benefits for students when parents are actively involved in schools include:

- Higher grades and test scores
 - Better attendance and more homework completed
 - Fewer placements in special education
 - More positive attitudes and behaviors
 - Higher graduation rates
 - Greater enrollment in post-secondary education
- (Clark, R., 1993; Griffith, J., 1996; Dauber, S.L. & Epstein J.L., 1993)

Parent involvement is more than good attendance at school-sponsored events or having a strong volunteer program. The strongest support for learning occurs at home through positive parenting styles, nightly reading, homework policies, and high expectations. Schools that measure their success in reaching out to parents by the number of volunteers and attendance at workshops and meetings could be missing valuable opportunities to connect with families who can't be there or who are not comfortable coming to school (Epstein, J. et al., 1997; Dornbusch, S. et al., 1987; Dauber, S., 1993; Comer, J. & Haynes, N.M., 1992; Zellman, G., 1998).

The need for strong family involvement starts by the time children are in preschool and continues through high school. As children grow older, the methods and expectations for family involvement must change and continue to evolve until graduation. Patterns of communication between families and the school as children enter middle school must be altered to accommodate multiple teachers and increased independence; nonetheless, parents remain valuable allies in increasing student achievement. Schools have shown success by enlisting the support of parents in areas ranging from developing homework routines, providing after-school supervision, limiting television viewing, and helping children prepare for college and other post-secondary education (Eagle, E., 1989; Funkhouser, J.E., & Gonzales, M.R. 1997; Scott-Jones, D., 1994; Goodman, J. et al, 1995; Sheilds, P., 1995).

There is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. When families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success (Henderson Mapp, 2002). *How are families who speak their native language at home able to help their ELL child who is being instructed in English during the school day? Any research available on this?*

How do parents participate?

Traditionally, parent involvement in education has included home-based activities (such as helping with homework, encouraging children to read, and promoting school attendance) and school-based activities (such as attending volunteering in the classroom during the day, PTO meetings, parent-teacher conferences, concerts, and other school events).

Home Based Activities - 85 percent of parents spent 15 minutes or more helping their children at home when requested by teachers. Over 90 percent of parents reported that they assisted their children with homework occasionally, and fewer than 25 percent received requests and directions from teachers on how to assist children with specific skills (Epstein 1986),

School Based Activities - National survey data shows that attending school meetings or events is the leading form of parent participation in schools, followed by school fundraising activities. The National Center for Education Statistics' Parent and Family Involvement in Education Survey for the 2007 National Household Education Surveys Program (Herrold and O'Donnell, 2008) included these conclusions from parent responses:

- 78 percent attended a parent-teacher conference;
- 74 percent attended a class or school event;
- 65 percent participated in school fundraising;
- 86 percent said they had received information about the parents' expected role at the student's school;
- 46 percent served as a volunteer on a school committee; and

- 89 percent of those interviewed from January-May 2007 said they had attended at least one school or PTO/PTA meeting since the start of the school year.

Participation was greater for parents with K-8 students than for those with high school students. At the K-8 level, 92 percent of parents reported attending a school or PTO/PTA meeting compared with 83 percent of parents of high schoolers. 52 percent of parents of K-8 students volunteered and only 34 percent of parents with high school students.

Why don't parents participate?

1. **Parents school experiences** - Parents own personal school experiences create obstacles to involvement. Parents who have dropped out of school do not feel confident in school settings. These individuals' limited schooling makes it difficult for them to help their children with homework. *The evolution of more rigorous curriculum could also make even educated parents feel inadequate helping Middle-schoolers and High-schoolers.*
2. **Language barriers** - Parents who don't speak fluent English often feel inadequate in school contexts and they may not understand the communications that are being sent home.
3. **Cultural Reasons** - Parents may not understand the importance of parent involvement (i.e. conferences, events, meetings) or the expectations of the schools. *Some parents may feel it is the school's primary and even sole responsibility for educating their children since schools have their kids for 6.5 hours per day ... and they pay taxes for a public school education.*
4. **Work Schedules and Time Constraints**- Parents that work cannot make meetings, events and conferences during work hours. Sixty-six percent of working parents indicate that they do not have enough time for their children (Families and Work Institute, 1994) *A huge problem today in this economic environment. Many Mom's and Dad's are working tow jobs to make ends meet. The challenge is finding the time during the day, week or weekend when dual working households can be available to meet and be instructed in how to better help in their child's education.*

What can be done to increase parent and family participation?

1. **National Standards for Family-School Partnerships** - (1) Raising awareness about the power of family and community involvement, (2) Taking action to cultivate involvement through specific programs and practices, (3) Celebrating success as your school sees increased involvement and its impact.
2. **PTA National Standards for Family-School Partnerships** - The National Standards are PTA's framework for how families, schools, and communities should work together to support student success.

Standard 1: Welcoming all families into the school community— Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff,

and to what students are learning and doing in class. *Open Houses at the beginning of the school year need to be refocused away from the fundraising plan for the year to why it is critical to be intimately involved in your child's education and what you need to do the coming year to aid your child in the new course work he/she will be exposed to.*

Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning. *Mining Parent Portal is key and may be under used by a majority of parents.*

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. *Regular Opportunities must be defined, identified and offered. Will we see push back from teachers because "additional help" will require time and attention. How can internet teaching programs like Virtual High School be used to complement school instruction to help kids "get" what they are being taught? Is there a "virtual" program available to assist parents in helping their child at home with schoolwork?*

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

These standards are based on Joyce Epstein of Johns Hopkins University, Center on School, Family and Community Partnerships, one of the nation's leading experts on parent involvement, framework of the six types of parent involvement for building relationships as a starting point for conversation. Epstein's framework explains how schools can work with families and communities to assist them to stay informed and involved in children's learning at home and at school.

The six categories are:

1. **Parenting**, in which schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning-friendly home environments;
2. **Communicating**, or working to educate families about their child's progress and school services and providing opportunities for parents to communicate with the school;

3. **Volunteering**, which ranges from offering opportunities for parents to visit their child's school to finding ways to recruit and train them to work in the school or classroom;
4. **Learning at home**, in which schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with homework.
5. **Decision-making**, in which schools include families as partners in school organizations, advisory panels, and similar committees.
6. **Community collaboration**, a two-way outreach strategy in which community or business groups are involved in education and schools encourage family participation in the community.

3. Promote parent involvement and closer working partnerships between educators and parents (Davies, 1991).

- **Creation of a Parent Center.** The parent center is a special room for parents at the school. It is staffed by paid coordinators as well as unpaid volunteers. It offers parents a welcoming atmosphere, conversation, and school information. Various activities can be offered through the center, such as recruitment of parent volunteers, clothing exchange, grade-level breakfasts, and English as a second language (ESL) and General Educational Development (GED) classes for parents. Davies says that a parent center makes possible "the continuing and positive physical presence of family members in the schools" (p. 378). The room can be equipped with various materials to help parents: adult-sized table and chairs, a telephone, coffee pot, hot plate, and occasional snacks.
- **A Home Visitor Program.** The home visitor program consists of paid staff who visit homes to help families understand what they can do to encourage their children's success in school. The home visitors can provide information about reading programs, school activities, curriculum, expectations, child rearing, and summer camps. They also serve as liaisons to convey parent concerns back to the school.
- **Action Research Teams.** These teams consist of teachers who study ways to improve their own methods of involving parents. They meet at least monthly to do background reading in parent involvement, receive training, interview other faculty about attitudes toward parent involvement, discuss the success of past efforts to involve parents, and design projects to increase teacher-parent collaboration.

4. Other examples of what schools can do to increase parent and family participation.

- Seek out opportunities for professional development and training and training in parent involvement.
- Make parents feel welcome in the school.
- Provide a parent center for parents to use while at school.
- **Reach out to parents whose first language is not English.**

- Learn about the various ethnic, cultural and socioeconomic backgrounds of the students and know how to communicate with diverse families.
- Accommodate parents' work schedules when creating parent-involvement opportunities.
- Assign homework projects that engage each child's parents and family and make learning more meaningful for the student, such as a family history, interviews with grandparents, or descriptions of parents' daily work.
- Keep parents informed of their children's performance and school activities by means of notes, telephone calls, newsletters, conferences, and meetings.
- Provide clear, practical information on home-teaching techniques for parents of children who need extra help at home.
- Provide opportunities for parents to visit the school, observe classes, and provide feedback.
- Start the school year with an opening conference. *See previous note on page 6.*
- Develop a plan to promote teacher-parent partnerships at school.
- Invite parents to serve on school or district committees.
- Design more effective forms of school-to-home and home-to-school communications with all families each year about school programs and their children's progress.
- Language translators assist families as needed.
- Review the readability, clarity, form, and frequency of all memos, notices, and other print and non-print communications.
- Consider parents who do not speak English well, do not read well, or need large type.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- Clear information on choosing schools, or courses, programs, and activities within schools.
- Clear information on all school policies, programs reforms, and transitions.
- Provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning.
- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor, and discuss schoolwork at home.
- Information on how to assist students to improve skills on various class and school assignments.
- Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class (e.g., TIPS).
- Calendars with activities for parents and students at home.
- Family math, science, and reading, activities at school.
- Goal setting for students with families each year, and for future plans for college or work.
- Help all families establish home environments to support children as students. School provides suggestions for home conditions that support learning at each grade level.
- Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives students responsibility for discussing important things they are learning, and helps families stay aware of the content of their children's class work.
- Coordinate family linked homework activities, if students have several teachers.
- Involve families with their children in all important curricular related decisions.
- School provides workshops, videotapes, and/or computerized phone messages on parenting and child-rearing at each grade level.
- Parent education and other courses or training for parents (e.g., GED, college credit; family literacy).

- Backpack reading. Children bring home a book each night for parents to read or listen to their child read. Materials include a book and inventory list for parents to complete (Epstein, 2001; Gorter-Reu & Anderson, 1998; Patton & Jones, 1997; Shoemaker, 1996; Trahan & Lawler-Prince, 1999).
- Mobile learning centers. Each bag includes two or three hands-on activities to either promote several developmental areas or a specific skill. Each bag consists of a letter to the parents, directions for each activity, parents' feedback journal, and materials needed for the activities. The activity bags are sent home with each child for a week or two and then returned. The teacher replenishes the materials and prepares the activity bag to go to the next child (Epstein, 2001; Gorter-Reu & Anderson, 1998; Patton & Jones, 1997; Shoemaker, 1996; Trahan & Lawler-Prince, 1999).
- Home kits. Activities are theme based, and the kit includes a book with followup hands-on activities. Kits are checked out by the child for a week (Epstein, 2001; Gorter-Reu & Anderson, 1998; Patton & Jones, 1997; Shoemaker, 1996; Trahan & Lawler-Prince, 1999).
- Home learning enablers. This is an inexpensive way of promoting parents' involvement with their children's learning by showing them how to use household materials to teach children without having to spend a large amount of money on materials. Each week HLE activities are sent home with the child. An activity card includes the name of the activity, the purpose of the activity, materials needed, directions on how to do each activity, time needed for completion, adaptation ideas, and an evaluation form for parents to complete (Epstein, 2001; Gorter-Reu & Anderson, 1998; Patton & Jones, 1997; Shoemaker, 1996; Trahan & Lawler-Prince, 1999).
- Family lending library. Parents have the opportunity to check out books, materials, and audio and videotapes in which teachers demonstrate or model a certain skill or activity. Children also have the opportunity to check out books, magazines, toys, and home-learning activity kits (Epstein, 2001; Gorter-Reu & Anderson, 1998; Patton & Jones, 1997; Shoemaker, 1996; Trahan & Lawler-Prince, 1999).
- Interactive homework. This is geared more for older children in elementary, middle, and high school. Interactive homework is directly linked to course objectives and requires children to interact and communicate with family members or community members (Epstein, 2001; Gorter-Reu & Anderson, 1998; Patton & Jones, 1997; Shoemaker, 1996; Trahan & Lawler-Prince, 1999).
- **Include parents in school decisions, developing parent leaders and representatives.**
- Active PTA/PTO or other parent organizations, school advisory councils, or committees (e.g., curriculum, safety, personnel, and other committees) for parent leadership and participation.
- Independent advocacy groups to lobby and work for school reform and improvements.
- District level councils and committees for family and community involvement.
- Information on school or local elections for school representatives.
- Networks to link all families with parent representatives.
- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Rockwell School PTO

The 2011-2012 newly appointed Rockwell PTO officers identified the need to make changes in the way the organization conducted business in order to increase parent and family participation in Rockwell School. This new approach to PTO leadership would create a different type of involvement from the board, one of leadership and guidance, and would place ownership in the hands of many, not the few, much more conducive for long term buy-in and participation by the parents and families at Rockwell. Some of the goals and initiatives are:

- **Surveys:** In early 2011, the PTO surveyed Rockwell parents and teachers to determine the type of events and activities they liked and would participate in. Based on the responses the PTO determined their calendar of events for the 2011-2012 school year. The PTO will continue to survey parents at the end of each school year to plan for the following school year.
- **PTO Reorganization:** The PTO reorganized around 6 high level committees. These committees allow the PTO to define goals for the entire school community. The committees are:
 - i. **Teacher Outreach** - Establish goals for staff appreciation events and recognition. Establish and promote the use of grade level teacher liaisons.
 - ii. **Curriculum** - Establish goals for events that align appropriately with school curriculum and address the entire student population.
 - iii. **Community/Parent Outreach** - Connect students and teachers with our community and parent populations.
 - iv. **School Community** - Establish goals for events that foster a sense of Rockwell pride and camaraderie.
 - v. **Communications/Volunteers** - Ensure communications with parents and community members are clear and effective.
 - vi. **Fundraising** - Establish goals to raise funds for PTO sponsored events and educational needs recommended by the principal.
- **Parent and Family Participation:** Offer broader and more flexible volunteer opportunities. The PTO created three levels of volunteer opportunities:
 - i. **Member of a Committee** - Provide parents the opportunity to be a part of high level goals and decisions.
 - ii. **Chair a Sub-Committee** - For parents that aren't interested in planning at the high level but would like to plan an event and take responsibility for executing and reporting on the event.
 - iii. **Volunteer for a Sub-Committee** - Provide parents with the opportunity to simply help with the execution of an event. Also, provides greater opportunities for working parents. Events happen during the day, in the evenings and on weekends.
- **Mentor Program:** The PTO developed a mentor program to support new incoming Rockwell families. These families include new Rockwell kindergarten families and new families that enroll mid-year. The goals of this program are to welcome families to the school community (reach out to parents whose first language is not English), provide one-to-one support and a direct contact for questions on school policies, procedures, and faculty roles, to promote family participation at school events through direct invitations from their mentor and provide information about the town and some of the programs and services it offers. Some of the things this program provides:
 - iv. An experienced Rockwell Mentor to support each new family to Rockwell.

- v. Welcome call and a welcome bag from their Mentor. Bag includes: Welcome letter from the Principal and Mentor, FAQ's, Rockwell contact sheet, Rockwell pencils and water bottles, school magnet with the school calendar, gift certificate to the school store, an invitation to the summer get-together at Meckauer Park, spirit wear order form, Bethel PTO Membership order form for a directory, Bethel phone book and a Bethel Parks and Recreation flyer.
- **Communications:** The PTO developed a Communication Chair position, created a newsletter and facebook page and attended training to continually update the PTO's website. This was done to improve communications and ensure parents are connected with the happenings of Rockwell School. The newsletter and facebook page also include information on "Community Events" thus connecting Rockwell families with happenings in the community.
- **Fundraising:** Although the PTO still needs to fundraise, to support events (author visits, multicultural, teacher appreciation) and technology, they now do most of their fundraising around family/social events and less catalog/selling fundraisers. The PTO also re-evaluated where they were spending money and created a budget that **challenged the PTO to do more with less**. Monies were reallocated and more fundraising family/social events were added to the calendar to purchase needed technology (ipad packages) for the classrooms.
- **Reading Program:** The PTO created a reading program called "Rockwell Reads" that promotes reading. Some of the events and activities in this program are family reading nights, after school book clubs, lunchtime readers and a family movie night featuring the film of the selected lunchtime reading book. The PTO's goal is for this program to become a "one book, one read" program with community sponsorship, to buy the books, that funds/provides all Rockwell School children with the book. The PTO will coordinate events and activities around that book.

Special Advisory Committee

Mission of the Advisory Committee

To create family participation initiatives and program/s for the Bethel K-12 schools that unifies organizations within the district towards the common goal of growing student achievement.

Goals of the Advisory Committee

1. To encourage and support families to participate in their child's education
2. To create a school environment that fosters family involvement
3. To increase effective communication between schools and families
4. To create programs that guide, encourage and help families provide support to their children

Makeup of the Committee

The Advisory Committee should consist of representatives, one from each school, who currently have and will have a child in the respective school in the school year 2012-2013, one ELL representative, one Special Needs representative, one Central PTO representative, one Teacher representative, one Principal, and one committee Chair.

Committee Member Qualities

1. Available as needed
2. Good representative of the school
3. An out of the box thinker
4. Well respected
5. Effective communication skills
6. People want to work with them and are willing to partner with them
7. Ability to effectively work within a small group
8. Ability to facilitate meetings and brainstorming sessions (with support)

Committee Member Roles and Responsibilities

1. Attend bi-weekly / monthly evening meetings
2. Lead school brainstorming sessions (with support)
3. Assist in the creation and analysis of surveys
4. Conduct research
5. Assist the committee to define, prioritize and implement Family-School Partnership programs and initiatives.

Next Steps

- I. Finalize mission and goals of the committee and Special Advisory Committee members qualifications and roles - by March 16 - **COMPLETE 3/7/12**
- II. Update Board of Education on next steps - **March 15 (Larry)**
- III. Meet with Administrators to introduce Special Advisory Committee mission and goals, and committee member qualities and role descriptions - **March 16 at the Administrative Council meeting, 9:30 am, BHS - Room (Larry, Kristen and Janice)**
- IV. Ask Principals to provide the name of a person that they would recommend for the Advisory Committee - **March 23**
- V. Assign individuals to the Special Advisory Committee based on principal recommendations - by April 6
 - i. Introduce recommended members to the role description.
 - ii. Invite interested individuals to join the Special Advisory Committee.
- VI. *Meet with BOE Chair, Superintendent and Associate Superintendent of Schools, and Chairwoman of the BOE Community Outreach Committee to discuss the importance of this initiative and how it fits with the coming changes to education within the State.*
- VII. Communicate Special Advisory Committee members, mission and goals to the schools, parents and community - by April 13
- VIII. Assessment - Where are we today?
 - i. Self Assessment - by April 20
 - ii. Parent Survey Assessment - by April 27
- VI. Brainstorm ways to increase parent involvement in schools - by May 11
 - Goal - Define at least one program to role out by the start of the 2012-2013 school year and present to the BOE- by June 8 or 15 *Suggest initial focus be on helping parents with more effective in-home support of their child's schoolwork.*

- VII. Investigate solutions currently being used in other districts. - by May 11
- VIII. Investigate online resources/tools (i.e. ParentNet).
- IX. Provide a detailed action plan to the Board of Education on initiatives/programs our schools can create that will assist in parent and family participation in schools. This will include a need for resources, phased in approach and timeline for implementation and ways to measure programs success - Initial plan by June 8-15
- X. Help implement those programs in the schools - ongoing
- XI. Document and measure programs success. Share findings with the school community (families, teachers, administrators, parent teacher organizations, school board, community members) - June 2013

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Special Advisory Committee to the BOE

Family-School Partnerships

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Meeting Notes

Meeting Notes from 3/7/12

Attendance: Larry Craybas, Janice Jordan, Kristen Lacey, Dan DeBlois, Janice Chrzescijanek

1. Discussed there being four participation levels that we want the committee to address and create solutions/programs .

- Families
- Organizations within the schools (PTOs, Clubs, ELL, Special Needs)
- Principals and Teachers
- Community

Notes/Considerations:

- There may currently be programs in place that families are not using/taking advantage of.
- The need to support families in the community (i.e. mentor programs)
- Prep for kindergarten article
- High level/District kickoff of the year to discuss vision, curriculum changes and importance of family-school partnerships (summer), Mid level discussion at open houses by the Principals and PTO about school/PTO goals and school level programs to support family-school partnerships, Teacher level discussion at open houses about classroom goals and programs to support family-school partnerships. All will have the same "supported" theme of family-school partnerships.

2. Reviewed the mission, goals, and committee makeup, qualities and roles (recommendations below).

- Need to stress to Principals that they should look beyond their PTO for their school representative. Concern is it will be perceived as "another PTO thing". We feel this may be a barrier to effectively implement at the school.

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Committee Member Qualities

1. Available as needed
2. Good representative of the school
3. An out of the box thinker
4. Well respected
5. Effective communication skills
6. People want to work with them and are willing to partner with them
7. Ability to effectively work within a small group
8. Ability to facilitate meetings and brainstorming sessions (with support)

Committee Member Roles and Responsibilities

1. Attend bi-weekly / monthly evening meetings
2. Lead school brainstorming sessions (with support)
3. Assist in the creation and analysis of surveys
4. Conduct research
5. Assist the committee to define, prioritize and implement Family-School Partnership programs and initiatives.

3. Discussed next steps

- I. Finalize mission and goals of the committee and Special Advisory Committee members qualifications and roles - by March 16 - **COMPLETE 3/7/12**
- II. Update Board of Education on next steps - **March 15 (Larry)**
- III. Meet with Administrators to introduce Special Advisory Committee mission and goals, and committee member qualities and role descriptions - **March 16 at the Administrative Council meeting, 9:30 am, BHS - Room (Larry, Kristen and Janice)**
- IV. Ask Principals to provide the name of a person that they would recommend for the Advisory Committee - **March 23**
- V. School Representatives and Committee Chair will conduct brainstorming sessions at each school – Date tbd.

4. Open items

- Presentation on the 16th. Do we want to do a PowerPoint presentation? Will Larry/Kristen open with a few words, Janice present with mission, goals, and qualities and role, and then we ask Principals to send us representative name? Who do we want them to send the name to?

Special Advisory Committee

Family-School Partnerships

Mission of the Advisory Committee

To create family participation initiatives and programs for the Bethel K-12 schools that unifies organizations within the district towards the common goal of growing student achievement.

Goals of the Advisory Committee

1. To encourage and support families to participate in their child's education.
2. To create a school environment that fosters family involvement.
3. To increase effective communication between schools and families.
4. To create programs that guide, encourage and help families provide support to their children.

Makeup of the Committee

- Committee Chair
- Primary and Secondary Principal representative
- Primary and Secondary Teacher representative
- Special Needs representative
- ELL representative
- Central PTO representative
- One parent representative from each school

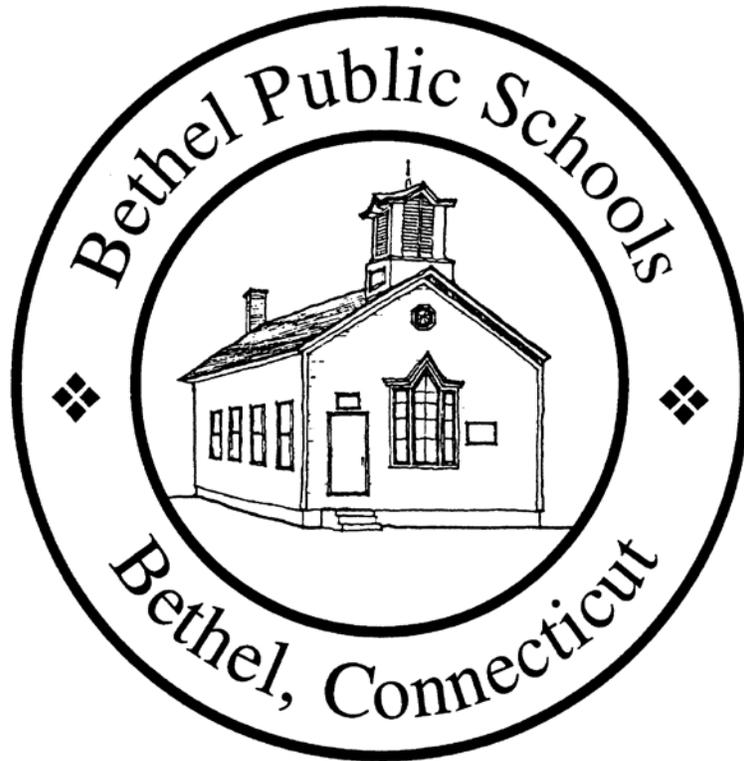
Next Steps – Short term goals

- Selection of Committee Members – COMPLETE
- First Meeting of Committee Members – ***Week of April 2***
- Communicate Special Advisory Committee members, mission and goals to the schools, parents and community – ***April 6***
- School representatives will conduct brainstorming sessions at their school (*Ways to increase family participation*) – ***April 27***

Next Steps – Long term goals

- Assessment – Where are we today? Ideas for Tomorrow.
 - Self Assessment
 - Information from brainstorming sessions
 - Parent Survey Assessment
 - Investigate solutions currently being used in other districts and online resources/tools .
- Provide a detailed action plan to the Board of Education .
- Help implement initiatives/programs .
- Document and measure programs success. Share findings with schools and community.

Bethel Public Schools



Technology Plan for 2012 through 2015

March 8, 2012 Draft

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

The need for careful educational technology planning is as important as ever. The CSDE and RESC Alliance have updated the technology plan template to reflect current school district needs and more closely align it to the National Technology Plan. Please read the technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan. Your RESC contact is listed within the template and is ready to help you plan if you require assistance.

1. **Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan as an email attachment to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by March 9, 2012 using the subject line "Technology Plan Submission"
3. **Revisions:** Your RESC contact will review and provide recommendations. You must then complete these revisions by May 15, 2012.
4. **Superintendent/Director signature:** Your plan needs to be signed by your superintendent or director on the three signature lines listed below.
 - a. Technology Plan Preparation Check-Off Page
 - b. LEA Federal Grant Program Compliance Form
 - c. Children's Internet Protection Act (CIPA) Certification
5. **Board of Education Approval:** Submit the plan to your local board for approval.
6. **Final Approval:** Send the final copy, signed and board approved to your RESC contact. Send one (1) hard copy and an electronic file on CD before June 15, 2012.
7. **Final Check:** The plan will be to be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA superintendent/director.

** The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness and alignment with the template's requirements.*

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	hgunter@aces.org
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	costa@educationconnection.org
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371	vsodano@learn.k12.ct.us

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Bethel Public Schools	
LEA Code:	009	
Technology Plan Contact:	Dr. Janice M. Jordan, Associate Superintendent	
Phone:	203-794-8613	
Fax:	203—794-8723	
Email:	jordanj@bethel.k12.ct.us	
Address:	PO Box 253, Bethel, CT 06801-0253	
Name of Superintendent or Director:	Dr. Kevin Smith	
Email:	smithk@bethel.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- ✓ Cover Page
- ✓ Technology Plan Preparation Check-Off Page
- ✓ LEA Federal Grant Program Compliance Form
- ✓ LEA Profile
- ✓ Technology Planning Committee
- ✓ Vision Statement
- ✓ Needs Assessment
- ✓ Goal 1
- ✓ Goal 2
- ✓ Goal 3
- ✓ Goal 4
- ✓ Goal 5
- ✓ Children's Internet Protection Act (CIPA) Certification
- ✓ Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

Signature of Authorized LEA Agent

Date

Dr. Janice M. Jordan, Associate Superintendent of Schools

March 8, 2012

Local Education Agency (LEA) Federal Grant Program Compliance Form

Bethel Public Schools

Developing a comprehensive technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs) who apply for technology funding through any Federal grant program are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777]

will be CIPA compliant by this date. _____

has applied for E-Rate Funding.

The LEA's comprehensive technology plan must be approved by the local board of education.

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: _____

Certified by:

Signature of Superintendent or Director

Date

Dr. Kevin Smith, Ph.D.
Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Bethel Public Schools

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

<i>Technology Literacy</i>	
Questions	Your District's Numbers
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2010-11 school year?	100%
Based on that evaluation, how many of those students were considered technologically literate?	100%
How many hours of technology related professional development were offered to certified educators in 2010-11? (Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)	53 hours
How many hours of technology related professional development were offered to administrators in 2010-11? (Count only those pd hours offered specifically for administrators.)	12 hours
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? (Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)	192/192
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? (Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)	106/106

<i>Policies</i>
<p>How often are your Responsible Use Policy and other technology-related policies updated (Please check one below)?</p> <p><input type="checkbox"/> Every year <input checked="" type="checkbox"/> Every other year <input type="checkbox"/> At least every three years <input type="checkbox"/> Other: _____</p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> <p>Policy Link for Policy & Form 6141.321</p> <p>http://www.policy.cabe.org/bethel/</p>

Online Assessments

When filling out the table below, please consider the following conditions:

- the number and percentage of each grade level of students that can have high-speed internet access at the same time;
- that students are grouped in clusters of no more than thirty and no less than ten; and
- that students remain in their own school.

Maximum number of Grade 4 students who could be accommodated under the above conditions.	50
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	24%
Maximum number of Grade 6 students who could be accommodated under the above conditions.	75
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	34%
Maximum number of Grade 8 students who could be accommodated under these conditions.	75
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	30%
Maximum number of Grade 10 students who could be accommodated under the above conditions.	232
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	96%

TECHNOLOGY PLANNING COMMITTEE

Member	Title	Constituency Represented
David Arre	Supervisor of Technical Operations	Technology Infrastructure Planning, Monitoring, and Support Services for the District and for the Town of Bethel
Daniel DeBlois	Supervisor of Information Technology	Instructional, Communications, and Data Management Technology Planning and Supervision for District; Supervisor of Technology Teachers, Tech Champions, Library-Media Specialists, and Supervisor of Technical Operations
Danna DeSimone	Data Specialist	Data Management and Technology Trainer for District; Parent
Karen Fildes	Bethel High School Department Chairperson for Applied Studies	Teacher for the BHS Digital Academy Program and Department Chair for Technology Education, Television Production, Child Development, Culinary Arts, and Business Departments; Planner for District Technology Professional Development
Dr. Janice Jordan	Associate Superintendent	Board of Education and District Supervision of Teaching, Learning, and Assessment
Theresa Yonsky	Director of Fiscal Services	Board of Education and District Fiscal Management

Technology Planning Committee Formation and Expertise

The Technology Planning Committee members were selected by Dr. Janice Jordan for their special areas of expertise: Mr. Arre is the IT System Specialist who is intimately familiar with how the entire infrastructure works for the town of Bethel as well as for the school district; Mr. DeBlois supervises all the IT personnel as well as the

library media specialists and the technology teachers, and as part of that role, he does extensively planning for technology integration by teachers and administrators; Mrs. Karen Fildes is a recognized technology innovator within the district, and as a member of the Professional Development Council, plans and conducts continuous PD for teachers; Mrs. DeSimone provides professional development for certified and non-certified staff, and she troubleshoots software problems for the major programs running within the district. Mrs. Yonsky supports the technology program with innovative funding for hardware, software, and personnel needed in order to deliver the technology vision. All of these individuals brought their special expertise to the creation of the Technology Plan for 2012-2015 for Bethel's Board of Education.

In the 2012-13 school year, the Technology Planning Committee, under the direction of Dr. Jordan, will expand to include additional stakeholders and will meet *monthly* to evaluate the progress of the Tech Plan's implementation and address any setbacks to the plan. The Technology Planning Committee will use follow-up surveys of the administrators and teachers as well as "Technology Walks" with the Superintendent and principals to evaluate the status of the technology vision and the Tech Plan in the district. Additionally, the Technology Planning Committee 1) will monitor the funding for technology integration within the district, 2) will continuously assess the needs for new infrastructure and hardware as well as software upgrades, 3) will monitor the equitability of technology distributed throughout the district, and 4) will re-work or update any of the goals and activities outlined in the Technology Plan if needed.

VISION STATEMENT

Technology is a major catalyst for the transformation of teaching and learning within the Bethel Public Schools evidenced by student-centered, personalized, blended learning in every classroom.

To achieve this vision, we

- Support a culture of continuous technology innovation in Bethel, and make technology advancements accessible to students, teachers, and staff as quickly as possible;
- Expect that by the end of grade 8, *all* Bethel students will demonstrate proficiency in the ISTE National Educational Technology Standards and Performance Indicators for Students (NETS-S);
- Monitor and support, within the supervision and evaluation process, that *all* Bethel teachers demonstrate proficiency in the ISTE National Education Technology Standards and Performance Indicators for Teachers (NETS-T), and show specific evidence of continuous growth in the use of digital tools to improve teaching and learning, communication, and data management;
- Monitor and support, within the supervision and evaluation process, that *all* Bethel support staff demonstrate mastery of the communication and data management tools appropriate to their roles in the district;
- Monitor and support, within the supervision and evaluation process, that *all* Bethel administrators demonstrate proficiency in the ISTE National Education Technology Standards and Performance Indicators for Administrators (NETS-A) and demonstrate use of the appropriate instructional, communication, and data management tools appropriate to their roles in the district;
- Provide the necessary human and financial resources within the operating budget to realize the District's vision for technology.

NEEDS ASSESSMENT

A. Needs Assessment—Interviews

The Technology Planning Committee extensively interviewed, during the months of October, November, and December, all of the following key stakeholders about what they wanted the Technology Plan to address in order to insure improvement and growth as well as to assess the needs for technology:

Library Media Specialists:

Mrs. Eileen Bomberger, Rockwell School
Mrs. Christine Haddad, Johnson School
Mrs. Kathy Malatesta, Bethel Middle School
Mrs. Kathy Rainville, Berry School
Ms. Jessica Wismar, Bethel High School

Technology Teachers

Mrs. Angela Bassett, Berry School
Ms. Sheila Gambino, Bethel Middle School
Ms. Jan Jagush, Bethel Middle School
Mrs. Casey Ragan, Rockwell School
Mrs. Jen Torpey, Johnson School

School and District Administrators

Dr. Kristen Brooks, Principal of Berry School
Ms. Pamela Chapman, Assistant Principal of Bethel Middle School
Dr. Gary Chesley, Former Superintendent of Bethel Public Schools
Dr. Patricia Cosentino, Principal of Bethel High School
Ms. Elizabeth DiBiase, Supervisor of Special Education
Dr. Kathleen Gombos, Principal of Johnson School
Dr. Pauline Goolkasian, Supervisor of Special Education
Mr. Brian Kirmil, Principal of Rockwell School
Mr. Gary Lawlor, Assistant Principal of Bethel High School
Mr. Derek Muharem, Principal of Bethel Middle School
Mrs. Linda Pica, Director of Special Education and Pupil Services
Mrs. Michelle Rutledge, Supervisor of Language Arts
Dr. Kevin Smith, Superintendent of Bethel Public Schools
Mr. Christopher Troetti, Assistant Principal of Bethel High School

Learning Initiatives Team

Mrs. Kit Kechejian, Science K-8
Mrs. Lynda Lozier, Special Education
Ms. Christina Ulreich, Language Arts K-3
Mrs. Amy Weed, Mathematics K-8

Technology Support

Mr. Don Grant, District-Wide
Mr. Johnathan Pileggi, District-Wide

BHS Department Chairs

Mrs. Linda Anderson, Student Internships, Cadet Teaching, and Cooperative Work Experience

Mrs. Anne Bogart, Art
Mrs. Jessica Galbraith, Social Studies
Dr. Pauline Goolkasian, Special Education and Pupil Personnel Services
Ms. Mari Lerz, English and World Languages
Mr. Christopher Longo, Science
Mrs. Jayme McGovern, Athletic Director
Mrs. Pamela Strout, Mathematics

BMS Curriculum Leaders

Ms. Maureen Berescik, Art K-8
Mr. Ron Douglass, Social Studies
Dr. Julie Ferreira, Language Arts
Mrs. Paula Gill, World Languages
Mr. Steve LaBounty, Science
Mr. Jim Reynolds, Science
Ms. Rebecca Tomasio, Language Arts
Mr. Bryan Watson, Social Studies

B. The Technology Planning Committee held these interviews on the following dates:

Johnson School Principal	October 24, 2011
Bethel High School Administrators	November 1, 2011
Bethel Middle School Administrators	November 2, 2011
Special Education Administrators	November 3, 2011
Learning Initiatives Team	November 7, 2011
Rockwell and Berry School Principals	November 7, 2011
BMS Curriculum Leaders	November 7, 2011
BHS Department Chairs	November 18, 2011
Internships/Cadet Teachers/CWE	November 29, 2011
Technical Support	November 30, 2011
Library Media Specialists	December 7, 2011

C. During these interviews, the different representative groups were asked for specific information and examples directly from their own experiences in order that we could address each question on the following needs assessment:

- Is technology's use by teachers and students, and the integration of technology into learning within your school effective given your experiences and those of your colleagues and teachers?
 - What is working well for you and your school regarding technology?
 - What needs to change in order for technology to be integrated more effectively?
 - What is the range of technology use by teachers, students, and staff?
 - How effectively are the ISTE NETS standards for teachers being demonstrated at your school?
 - How effectively are your students demonstrating the ISTE NETS standards for students?
- What are the needs you and your colleagues know must be addressed in the 2012-2015 Tech Plan if the District and your school are to meet their goals for technology?
 - What are your schools technology goals?
 - What are the stumbling blocks to your school's ability to meet your technology goals?

- Are the hardware/infrastructure availability and the technical support adequate for effective and productive operations?
 - What technical upgrades do you need in your school?
 - Where do we specifically need more digital devices and peripherals?
 - Are the administrative computers adequate for your needs?
 - Is your school's/department's productivity where it needs to be?
 - Is the technology adequate for monitoring school building safety?
 - Is the technology adequate for monitoring school bus safety?
 - Do the lead custodians and the Supervisor of Facilities and Operations have adequate access to technology in order to do their jobs effectively?

- Is the appropriate software available and is the technical support available in order to improve teaching, learning, communication, and data management?
 - Do we have the best available/most appropriate software for scheduling, instruction, curriculum development, student registration, data management, and communication?
 - Are the social media and other communication vehicles—district and school websites, Parent Portal, Facebook pages, Twitter, and other tools—used effectively for our communication needs?
 - Please assess the effectiveness of RTI Studio for data management, and assess your use of RTI at your school with teachers and PLCs.

- Evaluate the adequacy of the professional development programs which support teachers' and administrators' understanding and use of new digital tools for instruction, data management, and communication.
 - Evaluate the quality of the Tech Champion program in your school in terms of on-site professional development.
 - Technology professional development for teachers? Specialists? Office staff? Administrators? Instructional Support Staff?
 - Use of webinars or on-line learning?
 - Role of Library Media Specialists and Technology Teachers in on-site professional development for teachers?

- Is the integration of technology into curriculum, instruction, and student assessment adequate for improving student learning?

- What are the greatest barriers or stumbling blocks which must be removed in order to achieve our vision?

D. Summary of Interview Responses:

Interview Topic	Summary of Responses
<p>Most Notable Success Stories with Technology</p>	<p>BS/RS: Laptops for every classroom teacher are a great success; SMARTBoards in all classrooms in Berry, and in 12 Rockwell classrooms; iPad special project brought great interest and experimentation; Use of <i>United Streaming</i>, <i>Raz-Kids</i>, <i>Lexia</i>, and other web-based programs; <i>Rem-Desk</i> for administrators</p> <p>JS: Teachers' commitment to learning technology and using it to increase learning and engagement is stronger than ever; Use of <i>Skills Tutor</i>, <i>Raz-Kids</i>, <i>SMARTMusic</i>, <i>Lexia</i>, <i>Discovery Education</i>, <i>Inspiration</i>, and new digital resources found in the library media center; Use of SMARTBoards in all classrooms; Use of <i>Vernier</i> labs; Collaboration among teachers to learn and apply more technology in their teaching</p>

	<p><u>BMS:</u> Three upgraded computer labs increased access significantly and are in use constantly; Implementation of STEM program, units of <i>Project Lead the Way</i>, in middle school works well; Teachers’ technology skills and interest continuously improving; Strong assistive technology program; Use of <i>Moodle</i> for journals, forums, and home access of classroom materials—especially in mathematics; Use of SMARTBoard technology strong; Use of Senteos strong (but not enough of them); Impact of technology on math and science instruction is particularly notable, but all departments are making strides; <i>Naviance</i> at core of <i>BMS Student Success Plans</i>; Use of <i>Vernier</i> labs in science; Use of digital maps and other tools in Social Studies; Use of document cameras for editing and revising authentic work; Use of <i>Skills Tutor</i> and <i>RTI Studio</i> for intervention</p> <p><u>BHS:</u> Academy Science classes and the Digital English program are enormously successful; <i>Keystone Credit Recovery</i> works well in summer school; Use of <i>Moodle</i> works very well in all classes and is wide-spread; Security cameras have worked very well to increase safety; SMARTBoards in all math and Applied Arts classes, most science classes, working well with some teachers emerging as experts with this tool; Tech Champs are key to building-based PD for technology; installation of wireless network access and the new BYOT have helped teachers and students; Laptops for all teachers, especially Interventionists and SPED teachers make collaboration easier; <i>PowerSchool’s</i> accountability with Parent Portal has been a great success; Scheduling with <i>PowerSchool</i> improves every year; Library Media program very strong with many exciting digital resources; <i>Naviance</i> at core of <i>Student Success Plans</i>; <i>YouTube</i> access successful for classroom teachers</p> <p><u>SPED:</u> All teachers now have laptops and most of the Speech and Language Pathologists to manage data and monitor student progress; iPads given to each counseling team for social skills instruction with children; iPod Touches bought for student use; Specifically identified students received assistive mobile technologies; key-boarding groups established for third graders; Assistive Technology Team working to improve student accessibility and teacher use of technology; increased use of audio and visual texts for students</p> <p><u>IT Staff:</u> BHS, RS, and JS wireless add versatility; laptops for all classroom teachers having huge impact; fiber WAN helped save money and increased speed tremendously; now using fewer, consolidated servers; Smartphones for administrators making for quicker communication; BYOT innovative and successful</p> <p><u>Tech Teachers/Library-Media Specialists:</u> Assistive Technology program working well for most special needs students; teachers’ technology skills and interest are very strong and growing daily; WiFi at JS, RS, and BHS working well; BYOT working very well at BHS</p> <p><u>Learning Initiatives Team:</u> Laptops for LITs help these teachers with their mobility issues; Use of <i>iFolder</i> and use of <i>Evernote</i> very helpful; Use of <i>Bookshare</i>, <i>Lexia</i>, <i>Skills Tutor</i>, and <i>RTI Studio</i> are critical tools for teachers and LITs; Use of flashdrives, document cameras having a big impact</p>
<p>Most Pressing Needs to be Addressed in Tech Plan</p>	<p><u>BS/RS:</u> Training for Tech Champions; the expansion of their roles, and the updating of their equipment necessary to support teachers; Teachers want to keep their laptops over the summer to work; Need faster way to re-image computers using virtualization; PD for Technology must be personalized and differentiated; Reading Teachers want iPads for</p>

tracking data as they work with children; Need more computers/iPads in the classrooms, more mobile devices for teachers; the Word Processing curriculum must be improved to meet the demands ahead of the SMARTER BALANCED ASSESSMENTS; Need security cameras at both buildings—especially for outside exits; Rockwell must have an electrical upgrade to support its use of more technology; Mount all projectors to save space in classrooms

JS: Need to relocate or mount all projectors in classrooms to save space; G4 computers must be replaced with new models now (too slow to manage new software); Classroom desktops need to be upgraded/replaced too; Want at least one digital microscope for the Science Room; Need more Tech Champ training and more equipment for them; Need more PD on creating problem-based learning experiences with technology; Need more training for the non-certified staff on new technologies and software programs; all specialists need laptops; Technical support is often too slow to respond to needs; Need to provide technology for “check out” for students who do not have access due to financial circumstances

BMS: Need to remove any G4 computers left in the building (too slow); Must have wireless and BYOT; Migrate to more cloud-based applications; Access to computer labs is a major issue—more labs needed; Need to expand the STEM initiative beyond *Project Lead the Way*; Replace the old desktop computers (outdated and slow); Provide needy families access to technology through check-outs of iPads and computers in library; Upgrade all scanners and the main media center computers; Need more document cameras and digital video cameras; Want more access to iPads in classrooms; Create vertical teams for technology K-12 to share ideas; Security cameras needed at all entrances, especially the cluster wings, cafeteria, back hallway, stairwells, hallways, gymnasium, and outside near key entrances and exits; Need inventory control system through *Destiny*; Need better training and support for Tech Champs

BHS: Need more mobile labs—even though there are 10 labs, only 2.5 can be signed up for by staff; World Languages must have a Language Lab to meet their goals for their program; Need better training and equipment for Tech Champs; More open access to APPS for Tech Champs; Need iPads for BHS Interns on-the-job; Must upgrade/replace all classroom desktops; Must make technology available to students who cannot afford it (for check out); Increase access for students and teachers to iPads and laptops for the classroom; It’s time for students to have email accounts

SPED: Need more training for iPad users and for other technologies; Want all counseling teams to have iPads (social skills training); larger display screens needed in all schools for children with special needs; Need an Assistive Technology Tech Champ in every building; Concern about replacing programs that are not cloud-based—looking for all web-based applications; Want more SMARTBoards in Circle of Friends; Need student laptops to be used as “compensatory tools” that the children can take home; Need wireless at Berry and BMS; Replace desktops in special education classrooms; Plan should work toward 100% accessibility for all teachers and students in Special Ed. program over next three years

IT Staff: Need VDI—virtual desktop infrastructure—to improve efficiency and allow for access to district software and resources at home by students and teachers; Want more involvement in the purchase of software; Want to be included in decisions by administration on software purchases; Important to standardize the models we are purchasing for document cameras and all other peripherals; Need to complete wireless access at BMS and Berry School in a two-year cycle; Increase lease to allow for more purchasing power—very hard to keep up with demand at the schools; Need a plan to replace the PC and MAC servers; MUST have an emergency back-up plan to keep the servers running with a generator if we

	<p>have another set of storms (hurricane or snow storm) as we did last fall; Need to enhance data back-up systems for data recovery</p> <p>Tech Teachers/Library-Media Specialists: Reinstate the Tech LIT position to support teachers; Want all teachers to be able to incorporate 21st Century Learning into their lessons; Want to create and implement a standardized rubric for judging Information Literacy projects; Want to change the instructional models to make technology a regular part of lesson planning in all classrooms; Need more opportunities for webinar and on-line training for teachers and administrators; Need better cataloguing of all digital/mobile devices; Need a better system for evaluating and cataloguing “APPS” for the iPad (rubric); Want BYOT available in all schools/wireless in all schools; Must use <i>Destiny</i> to barcode <i>all</i> devices now and have LMS set up an organized way of cataloguing devices, training teachers to use them, and giving access privileges; Want mobile MAC LAB carts in all schools; Need to provide laptops to students for rent or to check out of library to address “equitable access” to technology at home</p> <p>Learning Initiatives Team: Need to address the SMARTER BALANCED Assessment and CCSS demands—is our technology up to the demands of their performance tasks?</p>
<p>Availability of Hardware and Software</p>	<p>BS/RS: Need new office computer at RS; Wireless must be completed at Berry and improved at Rockwell; Specialists (art, music, and physical education) need laptops now; Must dispose of slow, older desktops that cannot run programs like <i>Lexia</i> or be used in centers as tools</p> <p>JS: Need all G4 computers to be replaced immediately; Need upgraded Walkie-Talkies for emergencies; Need outside intercom for the school (dangerous); Need security cameras for the back doors of the school; Specialists need laptops now</p> <p>BMS: Wireless must be completed; Replace the old desktop computers (outdated and slow); Replace all G4 computers with updated models; Access to computer labs is a major issue—more labs needed or more mobile labs ; Access to iPads and smaller mobile devices a must for all classes; World Languages program needs Language Lab; Examine CIF-Compliant formats for all APPS (Curriculum Interchange Formats (CIF) presenting brief snippets of learning that can presented via a browser)</p> <p>BHS: Need more mobile labs—even though there are 10 labs, only 2.5 labs can be signed up for by staff; World Languages must have a Language Lab; Increase on-line learning options for students who need credit recovery <i>and</i> for accelerating learning (seats for Virtual High School); increase on-line learning opportunities for teachers with financial support for their courses, when appropriate; Upgrade <i>Moodle</i>; Install SMARTBoard “arms” to free up classroom space; Fix problems with <i>MS Excel</i> on the Macintosh computers; Update all mathematics software to be compatible with OS-10 (Need <i>Geometer’s Sketchpad</i> 4.01 immediately); Need more document cameras; Need more Senteo Systems; Need more digital cameras and new models; Want to use <i>Twitter</i> as a communication tool</p> <p>SPED: Tech Plan should work toward 100% accessibility for all teachers and students in Special Ed. program over next three years</p> <p>IT Staff: Need <i>Help Desk</i> software to track technology requests; Control and set up of mobile devices is a concern—need carts to store mobile devices, volume licenses, one dedicated</p>

	<p>laptop per cart to help with the synchronizations of APPS; Want clearer guidelines for the disposal of outdated machines in classrooms (leases were originally for replacements and upgrades, but replacements take longer now to complete and machines stay in classrooms longer)</p> <p><u>Tech Teachers/Library-Media Specialists:</u> Need better system for APPS downloading and management for all iPad users; Must catalogue all computers and mobile devices/peripherals using <i>Destiny</i> bar-coding; Lack of wireless at BMS hindering teachers' and students' creativity; Mobile MAC lab carts a must in all buildings to increase access; Develop district room booking system to help teachers book computer labs electronically (more accountability); Develop better recycling system for electronic equipment of all types; Investigate <i>Glide OS</i> transmedia systems for managing web-based desktops; All specialists must now get laptops; Scheduling options for computer labs and technology classes must become more flexible to allow for better real-time assistance for teachers using technology in their lesson design; Vertical team meetings for technology desperately needed</p>
<p>Adequacy of Technical Support</p>	<p><u>BS/RS:</u> Slow response to technical problems from IT support; IT needs to finish jobs completely before leaving them; IT must be cognizant that small children are harder on computers at times; Give on-site tech teachers, Tech Champs, and LMS personnel more log-in access so they can troubleshoot more technical problems and download APPS without delay; <i>Help-Desk</i> software would be very welcomed by the staff to track problems and response time; Give Tech Champs more training so that they can troubleshoot problems more easily</p> <p><u>JS:</u> Technical support is slow; Technology teacher emails for support, but help takes a long time; When IT support finally comes, they do a great job; Upgrade troubleshooting skill of the Tech Champs</p> <p><u>BMS:</u> Need more timely tech support and more communication from IT department; Need better training and equipment for the Tech Champs, and need more Tech Champs</p> <p><u>BHS:</u> Need better training and equipment for the Tech Champs</p> <p><u>SPED:</u> Need Assistive Technology Tech Champs</p> <p><u>IT Staff:</u> Purchase "HELP DESK" software to track technical assistance needs and response time; Concern expressed about where the district is headed with iPads and how we will manage them; Need to increase IT support; IT Focus is in 2 major areas—help desk responses and planning/designing networks; IT personnel want continuous training to support their work</p>

<p>Quality of Tech Professional Development</p>	<p>All Schools: Increase on-line learning opportunities for teachers with some financial support and/or CEU’s, when appropriate; Continue professional development focused on integrating technology into teaching and learning; Integrate technology professional development with project-based learning so teachers can make these connections; Increase culture of innovation by supporting those teachers who want to experiment and share their learning; Continuously develop teachers’ knowledge of student learning data software to assist teachers and administrators in monitoring student progress over time (<i>RTI Studio</i>); Help teachers envision what it will be like to teach in 2015, 2020, and beyond; Need grade level/content-specific technology professional development; Teachers want personalized, differentiated technology professional development; Need to learn how to personalize student learning with technology; Need more assistance with establishing blended learning experiences; Need test sites for expanding blended learning</p> <p>IT Staff: Need more training in networking and consistent access to training opportunities to keep current; Want to get HP certifications and Apple certifications for all IT personnel; Need for “cross-training” so that more IT staff can help each other; Want to help Tech Champs and Technology Teachers more with professional development/troubleshooting needs and the specificity needed when reporting technical problems; Want better communication with administrators/teachers to troubleshoot problems, and hoping that <i>Help Desk</i> will facilitate this; Want to help plan for the demands of the SMARTER BALANCED Assessments</p>
<p>Biggest Barrier to the Integration of Technology to Improve Learning</p>	<p>BS/RS: Time (the biggest barrier) to learn APPS and new tools well enough to use them in lesson planning; Inability to download APPS easily from the iTunes store; Lack of content-specific training and time to practice; Lack of wireless at Berry; Need for more one-to-one computing—especially with iPads and mobile digital tools; Access to more technology is a problem because of high demand; Inequitable access (even though it is improving); Not enough computers in the LMC; Outdated and slow technology is a big barrier; Need to mount the computer projectors in the ceiling (crowded classrooms)</p> <p>JS: Need more discipline-specific training to really integrate technology, and need time to work with colleagues to create tech-infused activities and lessons; Time to plan well with technology so that is not an “event;” Barrier is lack of up-to-date technology (in spite of all the good things we have, we are still behind); Want one-to-one computing capability for all children and staff</p> <p>BMS: Accessibility to technology by all staff and students is a big problem—we have too few labs and too few computers in classrooms; Wireless is the biggest barrier because it restricts BYOT use and use of iPads; the specialists’ computers are very outdated; Time to plan with technology and practice skills with colleagues; Class periods are too short for completing a lesson with technology—schedule is an impediment due to 42 minute class periods; Need time to find the right software and APPS; Reserving space in the computer labs is a barrier; Need continuous professional development to keep skills current with the fast pace of all the changes</p> <p>BHS: Filters block some of the topics teachers need (i. e. marksmanship); Digital tools are intensely in demand, and resources are not plentiful enough to meet the demand; Time to learn technology and work with colleagues to plan lessons; Professional development needs</p>

	<p>are great, and must be more content-specific to be really useful; Not having a Language Lab has lessened the impact of World Languages' goals to increase students' oral language and listening comprehension; Having the time to learn a new digital tool is a luxury; Access to technology by all students and all teachers is a must; Equipment availability, computer lab availability; Much of the math functionality for the SMARTBoard is not available on the MAC computers (!); Hard to coordinate collaboration (due to schedule) to plan together for technology-inspired lessons; Moving from classroom to classroom inhibits some teachers' use technology; Funding does not keep up with demand for updated equipment;</p>
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E. Needs Assessment Part Two—Surveys

In addition to the interviews conducted by the Technology Planning Committee, Mrs. Karen Fildes, Mr. DeBlois, and Dr. Jordan developed two on-line surveys—one for all teachers and one for all administrators. 84% of the teachers responded to the survey and 100% of the administrators responded.

Below is the aggregate data from the Teachers' Tech Plan Survey. The individual comments of teachers were used to verify the interview data, but they are not included in their entirety in this document.

Technology Plan Survey of Teachers



What do you believe is the biggest barrier for you when it comes to integrating technology into your work?

261 teachers responded to this question; 11 teachers declined to respond.

When we read these comments, they clustered around the following major barriers:

- a. **The most frequently listed barriers to integrating technology were time to learn how to use the specific digital tools and time to integrate them into instructional planning.**
- b. **An important part barrier is the need teachers expressed for differentiated and personalized technology professional learning.**
- c. **The next most frequently mentioned barrier was the need for the district to remove or upgrade older technologies and replace them with new ones—specifically to remove or upgrade old desktop computers or the G4 computers in some schools.**
- d. **The third most frequently listed barrier was the need equalize access among all schools to newer computers and the wireless access to the network.**

5. Which of the following have helped you the most regarding integrating technology into your classroom or your work in the district? Check all that apply.

	Response Percent	Response Count
I work on my own to explore and learn new tools.	73.6%	192
I attend professional development workshops within the Bethel Public Schools.	61.3%	160
I attend professional development workshops outside of the Bethel Public Schools.	20.7%	54
I participate in technology webinars.	14.2%	37
I work with other teachers to explore and learn new tools.	67.0%	175
I work with the Tech Champion to explore and learn new tools.	22.6%	59
I work with the Library Media Specialist to explore and learn new tools.	26.1%	68
I work with my department, PLC, or team to explore and learn new tools.	59.8%	156
I read about instructional technology and new digital tools.	31.0%	81

Other (please specify)

answered question	261
skipped question	11

6. Rate how confident you are using the following digital tools:

	Haven't Tried It	Not Confident Yet	Confident	Very Confident	Rating Average	Response Count
RTI Studio	30.7% (79)	23.0% (59)	41.6% (107)	4.7% (12)	2.20	257
Moodle	4.3% (11)	28.8% (74)	44.7% (115)	22.2% (57)	2.85	257
Destiny	64.5% (165)	13.3% (34)	16.8% (43)	5.5% (14)	1.63	256
Library Research Databases	25.1% (64)	15.7% (40)	45.9% (117)	13.3% (34)	2.47	255
Discovery Education	29.8% (76)	13.7% (35)	32.9% (84)	23.5% (60)	2.50	255
Web 2.0 Tools	50.2% (127)	24.5% (62)	19.4% (49)	5.9% (15)	1.81	253
Student Response Systems	64.1% (159)	18.5% (46)	12.1% (30)	5.2% (13)	1.58	248
SMARTBoard	20.8% (53)	30.6% (78)	28.2% (72)	20.4% (52)	2.48	255
iPad	22.6% (59)	18.8% (49)	31.8% (83)	26.8% (70)	2.63	261
Document Camera	35.0% (90)	16.3% (42)	29.6% (76)	19.1% (49)	2.33	257
answered question						261
skipped question						11

7. I use my knowledge of teaching with appropriate digital tools and resources to actively engage students with the subject matter.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	1.2% (3)	31.5% (79)	45.4% (114)	21.9% (55)	2.88	251
answered question						251
skipped question						21

8. I promote student creativity through the use of digital tools and resources.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	7.9% (20)	49.6% (125)	31.0% (78)	11.5% (29)	2.46	252
answered question						252
skipped question						20

9. I model innovative use of digital tools and resources with my students.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	9.9% (25)	50.8% (128)	27.4% (69)	11.9% (30)	2.41	252
answered question						252
skipped question						20

10. I personalize learning activities with technology to address students' diverse interests and needs.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	7.2% (18)	44.0% (110)	36.0% (90)	12.8% (32)	2.54	250
answered question						250
skipped question						22

11. I use technology to measure and track my students' progress throughout the school year, and I use the information to guide my teaching decisions.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	7.1% (18)	22.9% (58)	45.1% (114)	24.9% (63)	2.88	253
	answered question					253
	skipped question					19

12. I demonstrate fluency using the technology systems available to me at my school or in the district.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	6.5% (16)	36.4% (90)	38.9% (96)	18.2% (45)	2.69	247
	answered question					247
	skipped question					25

13. I can transfer my current technology knowledge and skills to new digital tools.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	12.0% (30)	31.9% (80)	35.9% (90)	20.3% (51)	2.65	251
	answered question					251
	skipped question					21

14. I communicate information effectively to students, parents, and colleagues using a variety of digital age media.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	2.4% (6)	24.2% (61)	38.5% (97)	34.9% (88)	3.06	252
					answered question	252
					skipped question	20

15. I model the use of current digital research tools to locate, evaluate, and use information.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	6.0% (15)	35.5% (89)	41.4% (104)	17.1% (43)	2.70	251
					answered question	251
					skipped question	21

16. I model and teach legal and ethical use of digital information and technology, including respect for copyright and intellectual property.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	10.0% (25)	22.0% (55)	35.2% (88)	32.8% (82)	2.91	250
					answered question	250
					skipped question	22

17. I use the BYOT--Bring Your Own Technology--policy in my classroom.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	40.9% (101)	23.9% (59)	16.6% (41)	18.6% (46)	2.13	247
	answered question					247
	skipped question					25

18. I discuss with my students what they should and should not do in order to be safe using digital devices.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	13.3% (33)	37.1% (92)	27.8% (69)	21.8% (54)	2.58	248
	answered question					248
	skipped question					24

19. I develop a classroom culture that promotes the responsible use of technology.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	7.6% (19)	14.5% (36)	41.0% (102)	36.9% (92)	3.07	249
	answered question					249
	skipped question					23

20. I use communication and collaboration tools in my classroom to expand student access to information and to promote global awareness.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	18.8% (46)	38.8% (95)	32.2% (79)	10.2% (25)	2.34	245
	answered question					245
	skipped question					27

21. I read current research about professional practice where teaching and learning with technology are concerned.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	6.0% (15)	52.0% (131)	27.8% (70)	14.3% (36)	2.50	252
	answered question					252
	skipped question					20

22. I develop lessons that use "blended learning."

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	18.3% (45)	43.9% (108)	28.0% (69)	9.8% (24)	2.29	246
	answered question					246
	skipped question					26

23. I use technology to differentiate learning activities to meet the needs of all my students.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	5.6% (14)	40.7% (101)	37.1% (92)	16.5% (41)	2.65	248
answered question						248
skipped question						24

24. My administrator promotes an environment of professional learning and innovation that empowers teachers to experiment with technology.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.4% (1)	13.4% (34)	42.5% (108)	43.7% (111)	3.30	254
answered question						254
skipped question						18

The data from the administrators' survey indicate the following:

2. Which of the following have helped you the most regarding integrating technology into your work in the district? Check all that apply.

	Response Percent	Response Count
I work on my own to explore and learn new tools.	75.0%	12
I attend professional development workshops within the Bethel Public Schools designed for teachers.	50.0%	8
I attend professional development workshops outside of the Bethel Public Schools designed for teachers.	12.5%	2
I attend technology-related professional development workshops designed for administrators.	50.0%	8
I participate in technology webinars.	18.8%	3
I work with other administrators or teachers to explore and learn new tools.	81.3%	13
I work with the Tech Champions in my school to explore and learn new tools.	25.0%	4
I work with the Library Media Specialist in my school to explore and learn new tools.	50.0%	8
I read about instructional technology and new digital tools.	75.0%	12
Other (please specify)		2
answered question		16
skipped question		0

3. Rate how confident you are using the following digital tools for your purposes:

	Haven't Tried It	Not Confident Yet	Confident	Very Confident	Rating Average	Response Count
RTI Studio	13.3% (2)	33.3% (5)	40.0% (6)	13.3% (2)	2.53	15
Moodle	12.5% (2)	12.5% (2)	50.0% (8)	25.0% (4)	2.88	16
Destiny	40.0% (6)	26.7% (4)	33.3% (5)	0.0% (0)	1.93	15
Library Research Databases	26.7% (4)	6.7% (1)	53.3% (8)	13.3% (2)	2.53	15
Discovery Education	40.0% (6)	33.3% (5)	26.7% (4)	0.0% (0)	1.87	15
Web 2.0 Tools	20.0% (3)	40.0% (6)	20.0% (3)	20.0% (3)	2.40	15
Student Response Systems	42.9% (6)	21.4% (3)	35.7% (5)	0.0% (0)	1.93	14
SMARTBoard	20.0% (3)	53.3% (8)	20.0% (3)	6.7% (1)	2.13	15
iPad	0.0% (0)	12.5% (2)	31.3% (5)	56.3% (9)	3.44	16
SMARTPhone	6.3% (1)	0.0% (0)	31.3% (5)	62.5% (10)	3.50	16
Document Camera	26.7% (4)	13.3% (2)	46.7% (7)	13.3% (2)	2.47	15
Power School	13.3% (2)	6.7% (1)	40.0% (6)	40.0% (6)	3.07	15
Power Teacher	40.0% (6)	26.7% (4)	13.3% (2)	20.0% (3)	2.13	15
IEP Direct	40.0% (6)	46.7% (7)	0.0% (0)	13.3% (2)	1.87	15
Skills Tutor	33.3% (5)	53.3% (8)	13.3% (2)	0.0% (0)	1.80	15
Power IT (web page software)	50.0% (7)	42.9% (6)	0.0% (0)	7.1% (1)	1.64	14
Budget Sense	18.8% (3)	6.3% (1)	43.8% (7)	31.3% (5)	2.88	16
Protraxx	60.0% (9)	20.0% (3)	13.3% (2)	6.7% (1)	1.67	15
Applitrack	0.0% (0)	6.3% (1)	37.5% (6)	56.3% (9)	3.50	16
answered question						16
skipped question						0

5. I promote the frequent and effective use of technology to improve student learning.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	7.7% (1)	38.5% (5)	53.8% (7)	3.46	13
answered question						13
skipped question						3

6. I promote teacher and student creativity through the use of digital tools and resources.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	15.4% (2)	53.8% (7)	30.8% (4)	3.15	13
answered question						13
skipped question						3

7. I model the innovative use of digital tools and resources for teachers.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	16.7% (2)	50.0% (6)	16.7% (2)	16.7% (2)	2.33	12
answered question						12
skipped question						4

8. I expect teachers to personalize learning activities with technology to address students' diverse interests and needs.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	23.1% (3)	30.8% (4)	46.2% (6)	3.23	13
answered question						13
skipped question						3

9. I collaborate with teachers and other administrators using RTI Studio to establish assessment metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	7.7% (1)	46.2% (6)	30.8% (4)	15.4% (2)	2.54	13
answered question						13
skipped question						3

10. I demonstrate fluency using the technology systems available to me at my school or in the district.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	28.6% (4)	28.6% (4)	42.9% (6)	3.14	14
answered question						14
skipped question						2

11. I communicate information to students, parents, and colleagues using a variety of digital age media.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	23.1% (3)	46.2% (6)	30.8% (4)	3.08	13
					answered question	13
					skipped question	3

12. I employ current digital research tools to locate, evaluate, and use information.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	7.1% (1)	14.3% (2)	21.4% (3)	57.1% (8)	3.29	14
					answered question	14
					skipped question	2

13. I model legal and ethical use of digital information and technology, including respect for copyright and intellectual property.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	0.0% (0)	15.4% (2)	84.6% (11)	3.85	13
					answered question	13
					skipped question	3

14. I encourage teachers to use the BYOT--Bring Your Own Technology--in their classrooms.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	23.1% (3)	23.1% (3)	15.4% (2)	38.5% (5)	2.69	13
	answered question					13
	skipped question					3

15. I promote a school/district culture where safe and responsible use of technology is expected.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	0.0% (0)	15.4% (2)	84.6% (11)	3.85	13
	answered question					13
	skipped question					3

16. I read current educational research about teaching and learning with technology.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	30.8% (4)	30.8% (4)	38.5% (5)	3.08	13
	answered question					13
	skipped question					3

17. I encourage teachers to develop lessons that use "blended learning."

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	30.8% (4)	30.8% (4)	15.4% (2)	23.1% (3)	2.31	13
answered question						13
skipped question						3

18. I advocate for equitable access to technology resources throughout the school and/or district.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	7.7% (1)	30.8% (4)	61.5% (8)	3.54	13
answered question						13
skipped question						3

19. I maintain an active building-based (or department-based) technology committee comprised of key stakeholders to help me make technology decisions.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	40.0% (4)	40.0% (4)	20.0% (2)	2.80	10
answered question						10
skipped question						6

20. I promote the use of technology to differentiate learning activities to meet the needs of all students.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	7.7% (1)	46.2% (6)	46.2% (6)	3.38	13
answered question						13
skipped question						3

21. I promote an environment of professional learning and innovation that empowers teachers to experiment with technology.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	0.0% (0)	0.0% (0)	53.8% (7)	46.2% (6)	3.46	13
answered question						13
skipped question						3

22. I allocate specific budget resources toward acquiring new technologies for the classrooms.

	Not Yet	Occasionally	Frequently	Routinely	Rating Average	Response Count
My Rating	16.7% (2)	8.3% (1)	41.7% (5)	33.3% (4)	2.92	12
answered question						12
skipped question						4

Staff Access to Digital Tools

	Please include information about the type and availability of <u>staff access</u> both on and off campus.
Administrators	<ul style="list-style-type: none"> ✓ iPhone ✓ laptop computer for home use with remote desktop access ✓ iPad ✓ computer desktop on campus ✓ web email ✓ Kindle
Teachers (preschool)	<ul style="list-style-type: none"> ✓ laptop computer for use on and off campus for all teachers ✓ each pre-school classroom has two computers—one older and one newer ✓ iPod Touches (6) ✓ web email ✓ every COF teacher has a digital camera ✓ variety of assistive technologies for teachers with special needs students in pre-school (see student access section) ✓ SMARTBoards in two pre-school rooms ✓ mobile laptop/projector on cart for sign out ✓ iPads for every teacher for use in classroom and for specific specialists (i.e., Speech-Language Pathologists)
Teachers	<ul style="list-style-type: none"> ✓ laptop computer for use on and off campus for all classroom teachers ✓ web email ✓ desktop in every classroom (with multiple desktops in some classrooms) ✓ SMARTBoards in all Berry School classrooms and LMC ✓ SMARTBoards in 12 out of 20 classrooms at Rockwell School ✓ SMARTBoards in all Johnson School classrooms and LMC ✓ SMARTBoards in all mathematics and science classrooms at BMS ✓ SMARTBoards in 13 BMS classrooms beyond math and science, including World Languages, Social Studies, Art, special education, and Language Arts ✓ SMARTBoards in all mathematics and applied studies classrooms and in Library-media center at BHS; ✓ Additional BHS SMARTBoards: 5 in English, 1 in World Languages, 4 in Social Studies, 8 in Science; 1 in Special Education classroom, 1 in Alternative Education Program, but none in art, music, or PE ✓ SMARTBoards in all computer labs in all schools ✓ Classrooms with no SMARTBoard have projector and laptop. ✓ Senteo Systems available in BHS (2), BMS (5), and Johnson (2) and other student response systems in limited numbers ✓ Specific teachers who “travel” have remote desktop access. ✓ Digital Cameras in all schools <ul style="list-style-type: none"> ▪ 4 Digital Cameras Berry School/2 Flip Video Cameras ▪ 6 Digital Cameras Rockwell School/5 Flip Video Cameras ▪ 8 Digital Cameras at Johnson School/5 Flip Video Cameras ▪ 14 Digital Cameras at BMS ▪ 11 Digital Cameras at BHS/15 Flip Video Cameras

	<ul style="list-style-type: none"> ✓ Document Cameras in all schools <ul style="list-style-type: none"> ▪ 22 Document Cameras at Berry School ▪ 30 Document Cameras at Rockwell School ▪ 8 Document Cameras at Johnson ▪ 2 Document Cameras at BMS ▪ 11 Document Cameras at BHS ✓ Digital Video Cameras in BHS and BMS and Johnson School <ul style="list-style-type: none"> ▪ 5 FlipVideo Cameras at Johnson School ▪ 3 Hi8 Video Cameras ▪ 12 Digital Video Cameras at BMS ▪ 8 Digital Video Cameras at BHS ✓ Vernier Probes at BHS, BMS, and Johnson School in science classes ✓ Wireless Network Access at BHS, Johnson School, and Rockwell School ✓ 1 computer lab in Rockwell School ✓ 1 computer lab in Berry School ✓ 2 computer labs in Johnson School ✓ 5 computer labs in Bethel Middle School ✓ 10 computer labs in Bethel High School ✓ Additional MAC iCart mobile computer labs at BHS in the Alternative Education program (1), the Special Education department (1), and the Academy Science Program (1) at BHS ✓ Additional PC mobile computer labs at BHS for sign- out ✓ iPads (41) in English Department (Digital English Program) ✓ iPads (18) in Mathematics Department (Calculus) ✓ iPads(17) in Science Department (Academy Science Program--Chemistry) ✓ iPads (2) for BHS Tech Champs ✓ iPad (1) in BHS Media Center ✓ iPads used by all technology teachers with students; all library-media specialists use iPads with students; 10 classroom teachers at Berry(kindergarten) and Rockwell (grade three) received grants for iPads from the Bethel Education Foundation for use with students ✓ 3 additional iPads at Rockwell School for teacher and student use ✓ 16 iPads at Johnson School ✓ 6 iPads at BMS
<p>Special Education Teachers</p>	<ul style="list-style-type: none"> ✓ MacBook Laptops (57) <ul style="list-style-type: none"> ▪ All special education teachers ▪ All occupational therapists ▪ All speech/language pathologists ▪ All school counselors ▪ All school social workers ▪ All school psychologists ✓ PC Laptop for Behavior Analyst

Noncertified staff	<ul style="list-style-type: none"> ✓ Desktop computer for all head custodians ✓ Desktop computers for all administrative assistants ✓ iPhones for specific non-certified personnel: superintendent’s administrative assistant, data specialist, supervisor of district facilities, all IT support staff and supervisor of technical operations ✓ Laptops for supervisor of technical operations and all IT support staff ✓ Remote desktop access and web email for above ✓ iPads for supervisor of district facilities and superintendent’s administrative assistant
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Student Access to Digital Tools

	<p>Please include information about <u>availability in classrooms</u>, the <u>library-media centers</u> and <u>all other areas where students have access</u>. Mention the extent of supervised access before and after school.</p>
Students (preschool)	<ul style="list-style-type: none"> ✓ 2 SMARTBoards ✓ 6 iPod Touches ✓ 1 mobile laptop cart ✓ 1 iPad per classroom (5) ✓ 2 classroom desktops ✓ 4 digital cameras ✓ 1 FLIP video ✓ 1 digital video camera
Students (elementary)	<ul style="list-style-type: none"> ✓ Before school and after school student access at Johnson School—6 hours per week ✓ 1 computer lab at Berry School ✓ Berry classroom desktops (2) ✓ 1 mobile computer lab of 10 laptops at Berry School ✓ SMARTBoards in all Berry classrooms, LMC, and computer lab ✓ 1 computer lab at Rockwell School ✓ SMARTBoards in 12 Rockwell classrooms ✓ Rockwell classroom desktops (2) ✓ Laptops and projectors in all Rockwell classrooms ✓ 2 computer labs at Johnson School ✓ Johnson classroom desktops ✓ 16 iPads for use at Johnson School ✓ 2 Senteo Systems (student response systems) at Johnson School ✓ Television Studio ✓ Wireless Network Access at Johnson, Rockwell, and Bethel High School ✓ Digital Cameras at all elementary schools (see above) ✓ Document Cameras at all elementary schools (see above) ✓ iPads used by all technology teachers with students; all library-media specialists use iPads with students; 10 classroom teachers—5 Berry(kindergarten) teachers and 5

	<p>Rockwell (grade three) teachers received grants for iPads from the Bethel Education Foundation for use with students</p> <ul style="list-style-type: none"> ✓ 3 additional iPads at Rockwell School for teacher and student use
<p>Students (middle school)</p>	<ul style="list-style-type: none"> ✓ Before and after school student access—9 hours total per week ✓ 5 computer labs with desktops ✓ 2 mobile computer labs with laptops ✓ 6 iPads in library media center ✓ SMARTBoards in all mathematics and science classrooms at BMS ✓ SMARTBoards in 13 BMS classrooms beyond math and science, including World Languages, Social Studies, Art, special education, and Language Arts ✓ 3 wireless “hotspots”—1 in LMC and 2 in specific clusters ✓ Projector and laptop with cart in all core content classrooms ✓ STEM program computer lab ✓ Television Studio ✓ Digital Video Cameras—12 ✓ Digital Cameras—14 ✓ Document Cameras—2 ✓ Vernier Probes for science classes ✓ 16 Kindles ✓ 7 iPod Nano
<p>Students (high school)</p>	<ul style="list-style-type: none"> ✓ Before and after school student access—6 hours total per week ✓ Projector and laptop with cart in all core content classrooms ✓ SMARTBoards in all mathematics and applied studies classrooms and in Library-media center at BHS; ✓ Additional BHS SMARTBoards: 5 in English, 1 in World Languages, 4 in Social Studies, 8 in Science; 1 in Special Education classroom, 1 in Alternative Education Program ✓ Senteo System (1) ✓ Television Studio ✓ Access to educational television channel ✓ 10 computer labs—2 in the library media center ✓ 5 mobile lab carts for laptops ✓ College and Career Resource Center lab ✓ Digital Photography lab ✓ iPads (41) in English Department (Digital English Program) ✓ iPads (18) in Mathematics Department (Calculus) ✓ iPads(17) in Science Department (Academy Science Program--Chemistry) ✓ iPads (2) for BHS Tech Champs ✓ iPad (1) in BHS Media Center

	<ul style="list-style-type: none"> ✓ Wireless Network Access ✓ BYOT—Bring Your Own Technology policy functioning with evidence of increased student use over the course of this school year (see below) <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Bethel High School <i>Network summary / February 2012</i></p> <p style="text-align: right; font-size: small;">POWERED BY  meraki</p> </div> <ul style="list-style-type: none"> • 1056 distinct clients transferred data over your Meraki network. • 362 clients used your network on an average day. • 463.41 GB of data was transferred. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>SSID usage</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>SSID</th> <th>Encryption</th> <th># Clients ▼</th> <th>% Clients</th> <th>Usage</th> <th>% Usage</th> </tr> </thead> <tbody> <tr> <td>BHS-BYOT</td> <td>WPA2</td> <td style="text-align: center;">949</td> <td style="text-align: center;">89.8%</td> <td style="text-align: center;">310.33 GB</td> <td style="text-align: center;">67.0%</td> </tr> </tbody> </table> </div>	SSID	Encryption	# Clients ▼	% Clients	Usage	% Usage	BHS-BYOT	WPA2	949	89.8%	310.33 GB	67.0%
SSID	Encryption	# Clients ▼	% Clients	Usage	% Usage								
BHS-BYOT	WPA2	949	89.8%	310.33 GB	67.0%								
<p>Students (with disabilities)</p>	<ul style="list-style-type: none"> ✓ 50 iPads designated for specific student use in Pre-K through 8 (plus 4 at BHS) ✓ 10 MacBook laptops for selected students in need of assistive technology ✓ 10 Netbooks for assistive technology students ✓ 2 PC laptops for assistive technology students ✓ 8 iPod Touches for selective students with augmentative communication devices ✓ 6 iPod Touches for pre-school classrooms ✓ Neo-Portable Keyboards ✓ Circle of Friends has 2 SMARTBoards for classroom use ✓ Mobile laptop cart at Circle of Friends is used on a daily basis by COF teachers ✓ Digital cameras, video cameras, and iPod Touches available in special education resources rooms and for special education teachers to use with all designated students ✓ Specialized software programs for disabled children (plus access to all district software) ✓ Communication devices and sound field systems throughout district where needed 												

Infrastructure and Telecommunications

Based on our needs assessments, the priorities for Bethel’s infrastructure and telecommunications are as follows:

- a. Complete the wireless network access installation at Bethel Middle School and Berry School over the next two years.
- b. Leverage the e-rate funding to pay for this installation.
- c. Over the next two years, upgrade to 1 GB to the desktops at all the schools, except for Bethel High School because it already exists there.
- d. Expand our BYOT next year, which is working very well and is used heavily in the high school, to Bethel Middle School and to Johnson School.
- e. Purchase and install a district-wide streaming video master control distribution system to Channel 26, the public access channel.
- f. Complete the teacher laptop distribution program by giving a new MacBook to all the teaching specialists in art, music, and physical education in the district. This program began last year and put a new MacBook laptop in the hands of every classroom teacher.

- g. Complete the VDI (virtual desktop infrastructure) to support “anywhere, anytime” use by students and teachers of the district’s technology programs.
- h. Purchase and install a back-up emergency generator for the district and town servers in order to avoid the data shut-down that occurred during the hurricane and October snowstorm in the fall of 2011.
- i. Standardize the configurations of all technology purchases as much as possible in order to ease the burden of troubleshooting so many different types of peripherals and other technologies.
- j. Implement “Help Desk” software to help IT and administration manage the requests for assistance efficaciously.
- k. Additional outdoor security cameras for all exits and entrances are needed at all schools except BHS.
- l. Management of the mobile devices the district is purchasing—especially the iPads and their variety of instructional applications or APPS—must be better defined as we move to more mobile technologies. Easier access to the *iTunes* store and downloads must be worked through so that teachers are not blocked.

Administrative Needs

Based on our needs assessments, the priorities for Bethel’s administrative needs regarding the Technology Plan are as follows:

- a. Create and implement “The 21st Century Principal,” an especially designed professional learning experience to help all administrators better understand the 21st century learner and the learning environments that must be in place in order to maximize student achievement and engagement. This PD for administrators will begin at the summer administrative retreat and continue throughout the 2012-13 school year.
- b. Continuously improve the data analysis skills of all administrators in the use of our new student learning data management system, *RTI Studio*, and in the use of PLC data teams in order to assess and advance instruction and student achievement at all grade levels.
- c. Complete the bar-coding and cataloguing at all school sites of all hardware and mobile devices using the district’s *Destiny* program and including the device description, location, serial number, date of purchase, and assigned teacher(s).
- d. Revise the IT department’s organizational chart and update all technology-related job descriptions to improve efficiency and productivity.
- e. Examine all current technology procedures and create more “user-friendly” procedures as needed that will expedite the use and integration of technology into teaching.
- f. Expand the Technology Leasing program to allow for increased purchasing power.
- g. Establish a Technology Vertical Team (TVT) composed of key stakeholders who will be tasked to do the following: Meet monthly to discuss the status of the 2012-2015 Technology Plan’s goals, and to share successful technology innovations as well as any concerns regarding technology initiatives.

Curriculum Integration

Based on our needs assessments, the priorities for curriculum integration regarding the Technology Plan are as follows:

- a. Throughout the past two years, Bethel Schools have worked to align all of their English/language arts and mathematics courses with the *Common Core State Standards* for ELA and math at both the elementary and secondary levels. As part of that work, we are in the process of building *all* teachers’ capacity to understand and implement the CCSS/CCSSM into their teaching, and to prepare all teachers for the new generation assessments—SMARTER BALANCED Assessments (SBA). With all of this work,

technology is a key to managing the identification of specific standards within the curriculum and highlighting the time and ways in which students master those standards, and we have revised our curriculum templates to address these issues. Technology is also key to the development of performance assessments that mirror the demands of the SBA, and we are preparing presentations for teachers at this time to help them understand and replicate relevant and rigorous problem-based learning experiences and multi-step performance assessments using a variety of technology-embedded tasks. This kind of work is done in preparation for the CCSS/CCSSM demands and the SBA expectations for what students should know, understand, and be able to do.

- b. Every section of Senior English will now be the *Digital English* program which has been a successful program for three years, starting as a small pilot. This course, in addition to including a blended learning environment, will prepare seniors with “college and career readiness skills” found in the P-20 and in the CCSS. This course is being revised and expanded over the next two years.
- c. The Bethel Public Schools have implemented *Student Success Plans* in grades 6 through 12, and they will continue to expand and revise the process and content of these plans over the next three years.
- d. We will implement over the next two years at Johnson School (grades 4 and 5) blended learning environments to accompany the revisions to the mathematics and science curricula. Every math and science class will have a fully integrated curriculum with digital learning experiences complementing instruction daily.
- e. Bethel High School will continue the Academy Science model, which now includes biology, chemistry, and physics, to include an additional science program to be determined and developed in the summer of 2012.
- f. The Bethel High School World Languages program will establish blended learning environments for its entire world languages programs by 2013, and Bethel Middle School will establish the same by 2014. These will include state-of-the-art video and recording technologies in every classroom in addition to computer access for all students.
- g. BHS will continue to develop specific digital alternative pathways for students who want to complete high school, participate in early college experiences for transferrable credit, and demonstrate college and career readiness for an accelerated graduation. This kind of personalized learning plan will be researched and designed with guidance counselors and teachers who will look for the master of specific student competencies, not seat time, as the requirement for a diploma. Virtual learning will be expanded at BHS and many other avenues will be identified for meeting this goal.
- h. By the 2015 school year, BHS will be a one-to-one student/digital tool environment. This change will be studied and prepared for—both curricularly and financially—over the next three years.

Professional Development

Based on our extensive needs assessments, the priorities for Bethel’s Professional Learning programs regarding the Technology Plan are as follows:

- a. We will continue, through our district’s Technology Vertical Team, to assess teachers’ specific needs. Right now, our interviews and surveys, which were just completed, indicate that teachers want more content-and-grade-specific professional development where teachers can learn and apply new digital tools with the time to practice with colleagues. This feedback will guide our professional learning offerings for teachers throughout the life of this Technology Plan.

- b. Our school system has two members of the Professional Development Council who are charged with developing specific technology professional learning experiences for certified and non-certified staff. In addition, administrators work with their site-based professional development committees to prepare programs to meet the needs teachers identify for them. Library-media specialists, Learning Initiatives Team teachers, technology teachers, and expert teachers all share the expectation that they will help develop classroom teachers' skills with digital skills. At all schools, entire professional development days are given to presenting new tools and digital learning ideas to fellow teachers. In August 2012, as part of our commitment to providing dynamic professional development for technology, Alan November will give the keynote address and then work with smaller groups of teachers to explore blended, personalized learning with digital tools. The entire year will focus on using technology to improving learning and creating a new level of assessments that is problem-based.
- c. Using the tools from Learning Forward's *Standards for Professional Learning*, the district will develop a follow-up assessment tool for all of its technology professional development which tasks teachers with showing how they applied what they learned and how they know it improved or didn't improve students' engagement and understanding of the material taught. The Professional Development Council will be responsible for developing this tool for use throughout the district.
- d. Within department and grade-level PLC's, we will implement "The 21st Century Teacher"—a series of professional learning experiences for all of our teachers that will begin with Alan November's August 27 full day presentation and continue with content-and-grade-level specific follow-up experiences throughout the school year.
- e. We are developing right now a process for informing staff of important and upcoming webinars and on-line learning opportunities, and we are working on providing professional development funds to help with the expenses of these programs. Teachers will also be able to receive CEU's for specific webinars they take—and we actively encourage teams of teachers to take on-line learning courses or webinars together to maximize the impact of these courses.
- f. The Tech Champ program will be revitalized with much stronger training for the Champs and more equipment. We will also provide the Tech Champs with more access to downloading APPS for exploration and better trouble-shooting expertise. The re-envisioning of this very important program has already begun and will be completed in the summer of 2012 with "Summer Digital Boot Camp."
- g. We will appoint an Assistive Technology Tech Champ for the 2012-13 school year at Berry School, and will appoint others throughout the life of the Tech Plan at other schools.
- h. We will re-instate the Technology Learning Initiatives Team teachers to add targeted instructional support for classroom teachers and teams who are using blended and personalized learning.

Equitable Use of Technology

Based on our needs assessments, the priorities for Bethel's administrative needs regarding the Technology Plan are as follows:

- a. As our accessibility charts show, there is a great deal of access to digital tools for the Bethel staff and students. The BYOT has also helped us by encouraging BHS students to bring their mobile devices into school and use our network. However, we must expand our technology leases in order to keep up the demand among teachers for more and better technologies. We need to be certain that all teachers are part of the ethos of exploring new teaching ideas with technology, so their access to new technologies

must be constantly improved. We are working with our e-rate funds and with the generous donations we receive each year from the Bethel Education Foundation to leverage as much technology as we can with our district operating budget allocations.

- b. With the implementation of the Technology Vertical Team, we will keep a close watch on the balance of technology within all of the schools.
- c. At each school, administrators will develop, with their Library-Media Specialists, ways that children who cannot afford computers or digital tools can check out these tools overnight. In addition, all of our libraries—starting with grade 4 through 12—now have extended hours for students who do not have access to technology can use it either before or after school.
- d. Special education teachers and disabled students have significantly increased their access to digital learning tools of all types as seen in our charts for student and staff access.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the National and State Tech Plans and include the following State Goals. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Tech Plan	State Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.</i></p>
<p>What will your district do over the life of this local Tech Plan to ensure that learning experiences are empowering, engaging, and supported by digital tools?</p>	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
<p>1. Establish blended learning classrooms at Johnson School for all fourth and fifth grade mathematics and science classes.</p> <p>Provide six laptop computers per classroom (SMARTBoards already exists in each of the 5 classrooms and the school is already wireless) which is a 30 station MAC cart for each grade level.</p>	<p>1. Dr. Janice Jordan, Dr. Kathy Gombos, Mrs. Amy Weed, Mrs. Kit Kechejian, Mrs. Jen Torpey, Mrs. Christine Haddad, and the fourth and fifth grade mathematics and science teachers (10 teachers—five on each grade level).</p> <p>Mr. DeBlois, Mr. Arre, and Mr. Grant will work with key stakeholders to set up the classroom configurations/technology to meet the goals of this program.</p>	<p>1. Curriculum revisions aligned with the CCSS-M were already planned for mathematics and were to be completed this summer. Therefore, the math content will be ready to go in August 2012 with blended learning environments that complement the new curriculum and new <i>Go Math!</i> materials.</p> <p>Curriculum revisions for science will be completed by the end of the 2012-2013 school year using the yet TBD national science standards.</p>	<p>1. Student surveys, teacher interviews, and parent surveys, along with principal supervision of the program, and the use of <i>RTI Studio</i> data to track student achievement in mathematics over the course of the two years they are in Johnson School. The data collected will be from common benchmark assessments written as part of the mathematics curriculum revision to be completed this spring.</p>
<p>2. Expand the <i>Digital English</i> classes (Senior English) in 2012-13 to 3 sections and, in 2013-14, expand <i>Digital English</i> to replace all academic-level Senior</p>	<p>2. Mrs. Eisenman, Ms. Lerz, Mr. Lawlor, Dr. Jordan, and Mr. DeBlois</p>	<p>2. Three sections of <i>Digital English</i> in 2012-13 and seven sections (all academic sections) in 2013-14.</p>	<p>2. Student surveys, teacher interviews, and parent surveys, along with department chair and administrator supervision of the program, and the use</p>

<p>English.</p> <p>3. Continue the Academy Science/Academy Technology program at BHS to include biology, chemistry, and physics, and expand program to include science course for the 4th year.</p> <p>4. Re-instate the Technology LIT position to add targeted instructional support for classroom teachers and teams who are using technology and blended learning to improve teaching and learning.</p> <p>5. Re-envision the Tech Champion program to include intensive and regular training targeted for specific grade-levels and content areas, cutting edge equipment for the Tech Champs, easier access to network permissions to facilitate downloads and trouble-shooting, and more clearly defined roles for the Tech Champs in each school.</p> <p>Designate one secondary and one elementary lead</p>	<p>3. Mrs. Fildes, Mr. Lawlor, Mr. Longo, and Mr. DeBlois</p> <p>4. Dr. Smith, Mr. DeBlois, and Mrs. Yonsky</p> <p>5. Mrs. Fildes, Mr. DeBlois (have already developed a new schema for the Tech Champ program)</p> <p>Dr. Smith, Mrs. Fildes, Mr. DeBlois, and Mrs. Yonsky</p>	<p>3. September 2012.</p> <p>4. 2013-14 School Year</p> <p>5. September 2012 for new training program called Tech Champ "Summer Boot Camp"</p> <p>2014-2015 School Year</p>	<p>of <i>RTI Studio</i> to track student achievement in English during those school years. The data will be collected from common benchmark assessments based on the CCSS expectations for seniors.</p> <p>3. Use student enrollment data and CAPT science data as well as other benchmark assessment compiled by Mr. Longo and Mrs. Fildes.</p> <p>4. Inclusion of the position in the operating budget, and direct supervision by Mr. DeBlois <i>and</i> the building administrators.</p> <p>5. Supervision of the Tech Champs by the building administrators plus surveys regarding the quality of the training; interviews of all Tech Champs as they do their tech support throughout the school year to assess their concerns; supervision by Mrs. Fildes and Mr. DeBlois</p> <p>Implementations of new teacher leaders roles</p>
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<p>teacher to run the Tech Champ program and training in all the schools. (released time)</p>			
<p>6. Establish blended learning classrooms within the high school World Languages department within the next three years with video and recording technologies in every WL classroom; Establish blended learning classrooms within the middle school World Languages department in 2015-16.</p>	<p>6. Ms. Lerz, Dr. Jordan, Mr. DeBlois, Mr. Troetti, Mrs. Gill, Mr. Muharem (will study the current technologies used to improve students' expressive and receptive language skills in French and Spanish and will create a plan to train teachers)</p>	<p>6. 2014-15 School Year for BHS and 2015-16 for BMS</p>	<p>6. Training program implemented in 2013-14 School Year for BHS; Implementation of World Language blended learning classrooms at BHS in 2014-15; Training program implemented in 2014-15 for BMS; Implementation of World Language blended learning classrooms at BMS in 2015-16</p>
<p>7. Designate an Assistive Technology Tech Champ to support Special Education students and teachers with their specialized technology.</p>	<p>7. Ms. DiBiase, Mrs. Fildes, Mr. DeBlois, and Mrs. Yonsky</p>	<p>7. 2012-2013 School Year</p>	<p>7. Inclusion of the Assistive Technology Tech Champ in the 2012-2013 budget; supervision by Ms. DiBiase and Mr. DeBlois</p>
<p>8. Plan for one-to-one computing at BHS beginning 2015-2016.</p>	<p>8. Dr. Smith, Mr. Arre, Mr. DeBlois, Dr. Jordan, Mrs. Yonsky, and Mrs. Fildes (will fully study this goal closely and its impact on teaching, learning, and district finances)</p>	<p>8. 2015-16 School Year</p>	<p>8. Report to the Board of Education in advance of the 2015-2016 budget on the efficacy of this goal.</p>
<p>9. Continue to develop specific digital alternative pathways for completing high school, early college experiences, and demonstrating college and career readiness (including learner competency models and college credit opportunities)</p>	<p>9. Dr. Cosentino, Mrs. Anderson, Mr. Lawlor, Mr. Troetti, Dr. Jordan, and the school counselors at BHS</p>	<p>9. From 2012 to 2015, we will continue to find and implement more opportunities for students.</p>	<p>9. Dr. Cosentino will present to the Board of Education once a year on digital (and real time) alternative pathways for completing high school and for early college learning.</p>

Goal 2: Assessment

National Tech Plan	State Tech Plan
<p>2.0 Assessment: Measure What Matters <i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>Goal 2: Assessment <i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p>What will your district do over the life of this local Tech Plan to ensure that technology is used for assessment?</p>	

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
<p>1. Continue the implementation of <i>RTI Studio</i>—the district’s student learning data management system—to assess and advance instruction and student achievement at all grade levels;</p> <p>Ensure that data teams where teachers examine benchmark learning data and make decisions regarding instructional strategies and interventions are functioning well at all grade levels.</p>	<p>1. Mrs. Rutledge, Dr. Smith, Dr. Jordan and the Learning Initiatives Team (Mrs. Weed, Mrs. Kechejian, Mrs. Lozier, Mrs. Troetti, and Ms. Ulreich) with the building-level administrators in each school.</p>	<p>1. This program is currently being implemented at different stages in all our schools.</p> <p>By the end of 2012-13 school year, <i>all</i> schools’ data teams will be skilled at analyzing student learning data and using it to continuously improve instruction and intervene, when appropriate, to close learning gaps.</p>	<p>1. The data teams will self-assess with an instrument based on specific data team criteria, and the administrators will assess the efficacy of the data teams functioning at each grade level and/or department.</p>
<p>2. Implement district training program on the design and demands of the <i>SMARTER BALANCED ASSESSMENTS</i>, the <i>CCSS</i>, the <i>CCSSM</i>, and the major role technology plays in the performance tasks and research expectations found in these.</p>	<p>2. Dr. Jordan, Mrs. Rutledge, and the Learning Initiatives Team as well as the building administrators.</p>	<p>2. Introduction 2011-12 (in process since November 2011);</p> <p>Training program 2012-13 and 2013-14</p> <p>Curriculum Revision Writing (in process since summer of 2011)</p>	<p>2. All curriculum documents will be re-designed to indicate the expectations for the <i>CCSS/CCSSM</i> by 2013.</p> <p>All training programs will/have been assessed by presenters.</p> <p>Teachers’ ability to integrate information will be assessed.</p>

<p>3. Using the “Rigor and Relevance Framework” as a springboard, develop and implement a program for using assessment and technology to improve teachers’ understanding of instructional planning for collaborative, creative, relevant, project-based assignments; to increase students’ intellectual engagement and personal investment with learning; and to increase mastery of students’ long-term academic outcomes and their retention of learning.</p>	<p>3. Dr. Jordan and the Learning Initiatives Team working with teachers, administrators, and a “Classrooms for the Future” consultant.</p>	<p>3. 2012—2015 school years for program to embed creative, collaborative problem-based assessment practices aligned with CCSS and revised instructional outcomes.</p>	<p>3. Creation of a digital bank of assessments for every grade level and every content area by 2015; Collection of classroom evidence for instructional and assessment changes through coaching and/or supervision of teachers .</p>
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Goal 3: Connected Teaching and Learning

National Tech Plan	State Tech Plan
<p>3.0 Teaching: Prepare and Connect <i>Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>
<p>What will your district do over the life of this local Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
<p>1. Create and implement “The 21st Century Principal” – a course for our administrators that will begin at our summer retreat, move on into the school year, and further prepare them to understand the 21st Century learner and learning environment necessary to prepare students.</p>	<p>1. Dr. Jordan and Dr. Smith (and others) will develop this program with consultants from Education Connection and with help from our on-site experts.</p>	<p>1. Begin implementation at the Administrators’ Summer Retreat (July 17, 18, and 19), and continue during the Administrative Cabinet meetings during the 2012-13 School Year.</p>	<p>1. Implementation of the course in summer 2012 and throughout next school year; assessments by administrators of their experiences.</p>
<p>2. Within departmental and grade-level PLC’s, create and implement “The 21st Century Teacher” -- a series of professional learning experiences for all of our teachers that will begin with Alan November’s August 27th full day presentation to the all teachers, and continue with specific, department/grade level follow-up throughout the school year.</p>	<p>2. Dr. Jordan and Dr. Smith (and others) will develop this program with consultants from Education Connection and with help from our on-site experts. Mr. Alan November will be asked to offer specific input into the design.</p>	<p>2. Begin with the presentation by Mr. Alan November on August 27th to “set the stage” for Bethel’s new technology vision—a catalyst to transform teaching and learning.</p>	<p>2. Teachers will be continuously surveyed against the ISTE National Technology Standards for Teacher (NETS-T) and coached/supervised in their use of technology for improving teaching and learning.</p>

<p>3. Based on Learning Forward's <i>Standards for Professional Learning</i> (2011), all future professional learning presented on technology will move beyond the skills to operate the technology to its application for achieving specific instructional targets. All technology professional learning will include follow-up sessions to assure that teachers understand how to use the technology in their instructional planning.</p>	<p>3. Dr. Jordan and the District Professional Development Council with support from the building-based PD committees and the building administrators.</p>	<p>3. 2012-2013 School Year</p>	<p>3. Evaluations for professional learning for technology will ask teachers to share the specific ways they used a new digital tool to achieve instructional targets, and to provide evidence from student learning data of its efficacy. (as per <i>Standards for Professional Learning</i>)</p>
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Goal 4: Infrastructure for Teaching and Learning

National Tech Plan	State Tech Plan
<p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.</i></p>	<p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.</i></p>
<p>What will your district do over the life of this local Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</p>	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
1. Complete the wireless network installation at Bethel Middle School and Berry School over the next two years.	1. Mr. Arre, Mr. DeBlois, Mrs. Yonsky	1. Bethel Middle School wireless network will be installed in the summer of 2012; Berry School's wireless network will be installed in the summer of 2013.	1. Installation will be operative in both buildings (see goal 5).
2. Upgrade the wired networks to 1 GB to the desktops at Bethel Middle School.	2. Mr. Arre Mrs. Yonsky, and Mr. DeBlois	2. Summer 2012	2. Installation of upgrade will be operative.
3. Upgrade the wired networks to 1 GB to the desktops at Berry School.	3. Mr. Arre Mrs. Yonsky, and Mr. DeBlois	3. Summer 2013	3. Installation of upgrade will be operative.
4. Upgrade the wired networks to 1 GB to the desktops at Johnson School and Rockwell School.	4. Mr. Arre Mrs. Yonsky, and Mr. DeBlois	4. Summer 2014	4. Installation of upgrades will be operative.
5. Expand the BYOT to Johnson School and to Bethel Middle School.	5. Mr. Arre, Mrs. Yonsky, Mr. DeBlois, and Dr. Jordan	5. 2012-2013 School Year	5. Software licenses will be expanded; training for teachers will be complete.
6. Install a district-wide streaming video master control distribution system to Channel 26.	6. Dr. Smith, Mr. Arre, Mrs. Yonsky, and Mr. DeBlois	6. Summer 2013	6. Installation of video master control distribution system will be operative.

<p>7. Complete teacher laptop plan for all specialists (art, music, physical education, and others).</p>	<p>7. Mr. DeBlois and Mrs. Yonsky</p>	<p>7. Summer 2012</p>	<p>7. Teachers (specialists) will receive their laptops.</p>
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Goal 5: Productivity and Efficiency

National Tech Plan	State Tech Plan
<p>5.0 Productivity: Redesign and Transform <i>Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.</i></p>	<p>Goal 5: Productivity and Efficiency <i>Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.</i></p>
<p><i>What will your district do over the life of this local Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</i></p>	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
<p>1. Implement “Help Desk” software to track repair or assistance requests and the expediency of the responses.</p>	<p>1. Mr. David Arre, Mr. Dan DeBlois, and Mr. Don Grant</p>	<p>1. We are able to buy this software now, so we expect it to be up and functioning by no later than May 1, 2012.</p>	<p>1. Mr. Arre and Mr. DeBlois are tasked with reporting monthly to the Superintendent on the number of help requests and the expediency with which the requests are addressed.</p>
<p>2. Complete the wireless network installation in Bethel Middle School and in Berry School.</p>	<p>2. Mr. David Arre, Mr. Dan DeBlois, and Mrs. Yonsky</p>	<p>2. Bethel Middle School will be completed in the summer of 2012. Berry School will be completed in the summer of 2013.</p>	<p>2. Mr. Muharem, principal of Bethel Middle School will report to the Board of Education on the completion of the wireless project in September 2012. Dr. Brooks, principal of Berry School will do the same in September 2013.</p>
<p>3. Complete the bar-coding and cataloguing all stationary hardware and mobile devices at every site using the district’s <i>Destiny</i> program—showing location, serial number, and assigned teacher(s).</p>	<p>3. The Library-Media Specialists, Mr. Rick Missimer, Mr. Don Grant with direction and assistance from Mr. David Arre and Mr. Dan DeBlois</p>	<p>3. This needs to be completed by no later than August 30, 2012 at all sites in the district.</p>	<p>3. Mr. Arre and Mr. DeBlois will present each principal and Dr. Jordan with a report regarding the cataloguing of their stationary hardware and mobile devices.</p>

<p>4. Revise the Technology Program's Organizational Chart and update all technology-related job descriptions.</p>	<p>4. Mr. Arre, Mr. DeBlois, and Dr. Smith</p>	<p>4. June 15, 2012</p>	<p>4. New job descriptions and Organizational Chart will be approved by the Board of Education by June 15, 2012.</p>
<p>5. Expand the Technology Leasing program to allow for increased technology purchases outlined in this plan.</p>	<p>5. Dr. Smith, Dr. Jordan, Mr. DeBlois, and Mrs. Teri Yonsky</p>	<p>5. June 1, 2012</p>	<p>5. The expansion of the leases will allow for increased purchasing to complete the Technology Plan Goals. If the expanded leases are not done or not approved by the Board of Education, the technology purchases will not be made.</p>
<p>6. Purchase and implement a back-up emergency generator for the district servers in order to avoid the data shut-down that occurred during the hurricane and October snowstorm in the fall of 2011.</p>	<p>6. Mr. Arre, Mr. Dan DeBlois, and Mrs. Yonsky</p>	<p>6. August 1, 2012</p>	<p>6. The back-up generator will be installed and serve both the town and the school district in case of emergency. Mrs. Yonsky will report to the Board of Education on its installation.</p>
<p>7. Complete the VDI (virtual desktop infrastructure) project to facilitate access by students and teachers using the BYOT.</p>	<p>7. Mr. Arre and Mr. Grant</p>	<p>7. December 30, 2012</p>	<p>7. Mr. Arre will report to Mr. DeBlois on the completion of the virtualization project.</p>
<p>8. Air-Condition the IT office at Bethel High School to preserve the equipment stored there and to make the room fully usable in the summer months.</p>	<p>8. Mr. DeBlois and Mrs. Yonsky</p>	<p>8. May 2012</p>	<p>8. Mr. DeBlois and Mrs. Yonsky will inform the Superintendent when this is completed.</p>
<p>9. Present the Technology Plan to the Bethel Education Foundation since this group is a major funding source</p>	<p>9. Dr. Jordan</p>	<p>9. May 2012</p>	<p>9. Dr. Jordan will ask to be put on the Bethel Education Foundation agenda in May 2012 to present the plan.</p>

<p>for many of the technology needs in the district as they related to innovative instructional tools. (The BEF made this request in January 2012).</p> <p>10. Expand the use of REM Desk to all Learning Initiatives Team members and others with administrative responsibilities that would benefit from remote access to their desktops at work.</p> <p>11. Establish a Technology Vertical Team (TVT) for all key stakeholders to share technology innovations and curricular connections.</p> <p>12. With input from key stakeholders, standardize configurations for all purchases of peripherals and other technology to ease troubleshooting burden.</p> <p>13. Eliminate restrictions and create user-friendly procedures for purchasing APPS by Tech Champs, Library Media Specialists, Technology Teachers, administrators, and others.</p>	<p>10. Mr. David Arre</p> <p>11. Mrs. Karen Fildes will lead this group with support from Mr. DeBlois.</p> <p>12. Mr. Arre, Mrs. Yonsky, and Mr. DeBlois</p> <p>13. Mr. Arre and Mr. DeBlois</p>	<p>10. August 30, 2012</p> <p>11. September 4, 2012</p> <p>12. Beginning with 2012-2013 School Year</p> <p>13. Beginning with 2012-2013 School Year</p>	<p>10. Mr. Arre will inform Mr. DeBlois when the expansion of REM Desk for those who need it is completed.</p> <p>11. Distribute agendas and minutes to Dr. Smith and Dr. Jordan as well as to all members of the TVT and their administrators so that information and needs will be communicated expeditiously.</p> <p>12. The standardization of purchases of such devices as document cameras will be communicated by Mrs. Yonsky and Mr. DeBlois to the administrators and to the business office.</p> <p>13. Mr. DeBlois will communicate to all concerned about the changes to procedures for APPS purchases.</p>
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**Technology Expenditures and Current Technology Budget for
the Bethel Public Schools from 2009 to the Present**

<u>Technology Costs</u>	<u>2009-2010</u>	<u>Actual Expenditure Amounts</u>
Salaries/Payroll		
Central Technology Dept.		350,475
Certified Staff		384,989
Web Masters		7,420
Tech Champions		7,500
Other Staff		45,671
		796,055
Benefits		142,846
Non-Payroll		
BHS Tech Equipment		8,263
BHS Tech Supplies		18,648
BMS Equipment		17,504
BMS Software		1,600
BMS Supplies		5,095
JS Tech Supplies		7,332
BS Tech Supplies		5,929
RS Tech Supplies		5,407
CO Curriculum Equipment		7,157
CO Curriculum Software		26,366
CO Health Software		9,555
CO Tech Equipment		23,838
erate		10,032
BEF Grants		25,317
CO Leases		230,671
Equipment		402,714
CO Purchased Prof Svs		166,369
CO Repairs & Maintenance		29,828
CO Supplies		26,478
Other Non-Payroll		222,675
Total		1,564,290

<u>Technology Costs</u>	<u>2010-2011</u>	<u>Actual Expenditure Amounts</u>
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Salaries/Payroll

Central Technology Dept.	350,598
Certified Staff	394,643
Web Masters	7,420
Tech Champions	8,500
Other Staff	46,584
	<hr/>
	807,745

Benefits 147,264

Non-Payroll

BHS Tech Equipment	1,399
BHS Inst. Equipment	10,204
BMS Equipment	5,473
BMS Supplies	227
BMS Equipment	13,095
JS Inst. Equipment	7,329
CO Curriculum Equipment	7,157
CO Curriculum Software	493
CO Tech Equipment	23,926
CO Tech Equipment	11,330
erate	32,329
BEF Grants	28,506
CO Leases	230,836
Equipment	<hr/>
	372,304
CO Purchased Prof Svs	117,355
School Tech Supplies	29,079
CO Repairs & Maintenance	24,672
CO Supplies	14,203
	<hr/>
Other Non-Payroll	185,309

Total

1,512,622

Salaries/Payroll

Central Technology Dept.	350,598
Certified Staff	394,643
Web Masters	7,420
Tech Champions	8,500
Other Staff	46,584
	<hr/>
	807,745

Benefits 147,264

Non-Payroll

BHS Tech Equipment	1,399
BHS Inst. Equipment	10,204
BMS Equipment	5,473
BMS Supplies	227
BMS Equipment	13,095
JS Inst. Equipment	7,329
CO Curriculum Equipment	7,157
CO Curriculum Software	493
CO Tech Equipment	23,926
CO Tech Equipment	11,330
erate	32,329
BEF Grants	28,506
CO Leases	230,836
Equipment	<hr/>
	372,304
CO Purchased Prof Svs	117,355
School Tech Supplies	29,079
CO Repairs & Maintenance	24,672
CO Supplies	14,203
Other Non-Payroll	<hr/>
	185,309

Total

1,512,622

Appendices

Appendix A: Tech Planning Resources

Technology Planning

- National Tech Plan:
Double click on this file to open →



NETPFullReport11-9-10.pdf

or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Tech Plan:
Double click on this file to open →



CT_Technology +Plan +2010FINAL.doc

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

APPENDIX C: Technology Plan Review Guide

Technology Plan Review Guide

Name of Reviewer _____ LEA _____

Complete?
(Y/N) additional information required/comments

LEA Profile		
Technology Committee		
Vision Statement		
Needs Assessment		
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		
Questions/Comments		

I, _____, verify that this district has successfully completed all of the requirements stated in the technology plan template.

Signature of Reviewer

STRATEGIC SCHOOL PROFILE 2010-11

Bethel School District

GARY M. CHESLEY, Superintendent

Location: 1 School Street
Bethel,
Connecticut

Telephone: (203) 794-8723

Website: www.bethel.k12.ct.us

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: \$28,927
Town Population in 2000: 18,067	Percent of Adults without a High School Diploma in 2000*: 11.6%
1990-2000 Population Growth: 3%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.8%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 91.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010	2,938
5-Year Enrollment Change	-9.8%

DISTRICT GRADE RANGE

Grade Range	PK - 12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	407	13.9	13.8	34.1
K-12 Students Who Are Not Fluent in English	72	2.5	2.3	5.6
Students Identified as Gifted and/or Talented*	95	3.2	4.8	4.0
PK-12 Students Receiving Special Education Services in District	320	10.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	125	76.7	85.1	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	87	17.4	17.2	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	191	6.5
Black	63	2.1
Hispanic	342	11.6
Pacific Islander	1	0.0
White	2,304	78.4
Two or more races	34	1.2
Total Minority	634	21.6

Percent of Minority Professional Staff: 0.7%

Non-English Home Language:

8.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 24.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The racial, ethnic, and economic makeup of the Bethel community has evolved rather significantly in recent years. During the economic downturn, we have seen decreasing enrollment and many more young families living in one home. In-migration of families from foreign nations and from neighboring urban communities has led to a continuous review of school programs and academic services to ensure valid inclusion of all students into the school system. An evening class for non-English speaking parents coupled with tutoring for children has proven to be effective in reducing the isolation of immigrants. We have provided multi-tiered, intensive reading and mathematics interventions at the primary grades with the goal to have all children read and do math fluently by the end of grade three. As part of our Safe School Climate Initiative, we have integrated developmental guidance services with a new social-emotional curriculum. Cultural programs have focused on the ethnic groups that have migrated to our community. Within language arts/social studies classes, literature focusing on Chinese, Russian, Japanese, Brazilian, and African traditions was added to all classrooms. Holiday celebrations explain Kwanzaa, Hanukah, Yom Kippur, and the Chinese New Year to all students. Storytellers lead in-depth studies of a variety of cultures. Social studies units examine the career and contributions of the diverse contributors to our culture. The "Bridges" program has earned state and regional awards and recognition as a model effort to make the inclusion of all students into the educational program a reality. Diversity Clubs and a commitment to community service help students address community social issues in positive ways. Extensive work has been done to address cyber-bullying and on-line behavior that includes digital citizenship curriculum development and stringent anti-bullying policies and procedures. The inclusion of students in decision-making at their schools is readily apparent, and a variety of programs serve as inclusionary activities for all students. As the socio-economic makeup of the community has changed, the Bethel Public Schools have undertaken concerted efforts create and maintain positive, safe learning environments in our schools. The faculty and administration are deeply committed to the elimination of student racial and ethnic isolation, exclusion, or harassment, and they are developing our Safe School Plan for Board approval in November 2011.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	80.0	58.4	89.4
Writing	83.2	61.1	91.9
Mathematics	87.3	63.0	93.8
Grade 4 Reading	74.9	62.5	63.2
Writing	79.2	65.5	66.5
Mathematics	83.7	67.0	78.0
Grade 5 Reading	77.0	61.4	69.9
Writing	89.3	66.8	95.7
Mathematics	86.6	72.5	70.6
Grade 6 Reading	92.5	76.0	84.5
Writing	87.2	65.2	93.5
Mathematics	92.2	71.3	91.1
Grade 7 Reading	89.6	77.8	70.7
Writing	72.8	58.9	62.7
Mathematics	86.2	68.4	78.2
Grade 8 Reading	87.1	74.7	65.6
Writing	79.9	64.8	66.2
Mathematics	81.0	66.6	62.4
Science	76.6	63.1	54.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	58.1	44.7	65.9
Writing Across the Disciplines	76.3	61.2	66.2
Mathematics	66.4	49.5	70.7
Science	57.6	47.0	56.4

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	52.6	51.0	49.2

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.0	70.6	
Average Score	Mathematics	520	510	58.0
	Critical Reading	522	505	64.1
	Writing	516	510	51.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	98.8	91.8	87.1
2009-10 Annual Dropout Rate for Grade 9 through 12	0.2	2.8	85.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.2	84.8
% Employed (Civilian Employment and in Armed Services)	3.9	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	203.79
Paraprofessional Instructional Assistants	22.00
Special Education	
Teachers and Instructors	34.04
Paraprofessional Instructional Assistants	32.00
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.30
School Level	10.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	16.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	135.60

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	14.6	13.9
% with Master's Degree or Above	78.2	79.0	79.0

Average Class Size	District	DRG	State
Grade K	18.1	17.5	18.4
Grade 2	18.4	19.2	19.9
Grade 5	21.7	21.7	21.2
Grade 7	23.0	20.7	20.6
High School	17.7	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	973	987
Middle School	1,004	1,025	1,017
High School	1,011	1,004	1,009

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.2	3.1
Middle School	2.5	2.5	2.4
High School	2.6	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$23,674	\$7,782	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$538	\$177	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$2,835	\$932	\$477	\$387	\$463
Student Support Services	\$2,793	\$918	\$875	\$828	\$872
Administration and Support Services	\$3,862	\$1,269	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$3,821	\$1,256	\$1,421	\$1,322	\$1,410
Transportation	\$2,175	\$698	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$1,563	N/A	N/A	N/A	N/A
Other	\$462	\$152	\$161	\$159	\$159
Total	\$41,722	\$13,706	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,441	\$802	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,449,867	22.6	21.7	21.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.6	20.8	5.6	0.1
Excluding School Construction	74.5	19.5	5.9	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 314
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 10.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	30	1.0	1.2	1.1
Learning Disability	128	4.4	3.4	3.9
Intellectual Disability	7	0.2	0.4	0.4
Emotional Disturbance	17	0.6	0.9	1.0
Speech Impairment	54	1.9	2.3	2.2
Other Health Impairment*	37	1.3	2.2	2.1
Other Disabilities**	41	1.4	0.9	0.9
Total	314	10.8	11.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	63.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	44.3	33.0	83.6	68.6
	Writing	31.6	19.3	81.7	63.7
	Mathematics	45.1	33.4	86.1	68.2
	Science	31.6	21.2	80.0	61.5
CAPT	Reading Across the Disciplines	18.8	14.1	58.1	44.7
	Writing Across the Disciplines	5.3	17.3	76.3	61.2
	Mathematics	17.6	15.8	66.4	49.5
	Science	15.8	13.1	57.6	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	28.9
	% With Accommodations	71.1
CAPT	% Without Accommodations	19.1
	% With Accommodations	81.0
% Assessed Using Skills Checklist		12.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	27	8.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	230	73.2	77.0	74.1
40.1 to 79.0 Percent of Time	48	15.3	13.9	14.9
0.0 to 40.0 Percent of Time	36	11.5	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The words, “Our primary purpose is to improve student achievement” appear at the entrance to each school. This mandate drives our Professional Learning Communities, which use multiple types of formative student learning data, tracked in our new data warehouse, to inform instruction K- through 12. From pre-school screening for incoming kindergarteners, summer school programming for in-coming kindergarten children, and the new full day kindergarten curriculum, we continue to strengthen the academic foundation for our youngest children. Vertical teams among grade level teachers and schools, together with Professional Learning Communities of teachers, ensure articulation among all faculties that continues to strengthen student performance. Connecticut Mastery Test results indicate that Bethel’s performance ranks at or near the top of its District Reference Group in every category. Technology integration across the grade levels is constantly updated, and the impact of digital tools and innovative technology policies inspire creative teaching and learning within classrooms. Students at the High School and Middle School are very successful in all of academic competitions. Advanced Placement scores have been exemplary and three new AP classes were added this year. The Bethel School’s music program has been recognized as one of the “100 Best in the Nation,” and the visual arts and music programs were just awarded “Best in Connecticut” status. Student participation in the Governor’s Summer Reading Program was over 98%. Since 1996, the total number of Bethel High School graduates pursuing post-secondary education has increased to almost 85%. Approximately 90% of the senior class took the SAT’s. Those attending 4-year colleges performed above state averages, and the drop-out rate is 0.9%. Bethel Public Schools has a nationally recognized partnership with Western Connecticut State University that has significantly reduced the need for our graduates to enroll in remedial courses in college.

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-3 Edition

Anna H. Rockwell School**Bethel School District**

ANTHONY B. KIRMIL, Principal
Telephone: (203) 794-8688

Location: 400 Whittlesey Drive
Bethel,
Connecticut

Website: www.bethel.k12.ct.us/rockwell/r1.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 384
5-Year Enrollment Change: -13.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	44	11.5	12.0	38.3
K-12 Students Who Are Not Fluent in English	19	4.9	3.9	7.7
Students with Disabilities	40	10.4	12.4	10.8
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	73.5	76.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	271	90.0	92.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	981	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	13.8	18.1	18.4
Grade 2	18.5	18.4	19.9

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 2	School	State
Art	30	30
Computer Education	21	15
English Language Arts	548	491
Health	21	18
Library Media Skills	30	19
Mathematics	181	199
Music	30	31
Physical Education	30	37
Science	50	72
Social Studies	40	68
World Languages	0	8

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	4.9	3.9	7.5
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	87.5	85.7	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.4	3.3	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	50.1	39.8	29.5
# of Print Periodical Subscriptions	10	9	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	26.40	
	Paraprofessional Instructional Assistants	4.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.50	
Counselors, Social Workers, and School Psychologists		1.90	
School Nurses		1.20	
Other Staff Providing Non-Instructional Services and Support		8.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.6	13.0	13.7
% with Master's Degree or Above	87.1	86.9	80.8
Attendance,2009-10: Average # of Days Absent Due to Illness or Personal Time	8.7	8.2	8.7
% Assigned to Same School the Previous Year	96.8	93.2	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Rockwell School continues to provide many opportunities for parents and families to become involved in the education of our students. Parents have a representative on our Site Based Management Committee and Mother and Father Dinner meetings are held with the Principal to exchange ideas. Teachers communicate with parents via homework agenda books, weekly newsletters that outline the upcoming events and objectives, phone contacts, personal meetings, formal conferences, progress reports, cable TV programming and email. The PTO has an extensive presence on our web site this year. A weekly school-wide newsletter keeps parents informed of important events and tips for parents are given on a wide variety of topics. Evening meetings that focus on reading strategies, CMT information, parenting skill development, etc. are held on a regular basis. We strive to improve our communication with parents who are not fluent in English and offer English and homework completion classes for students and parents in the evenings. Our PTO is an integral part of the school and they provide classroom volunteers, cultural events, field trips and a wide variety of fun-filled family activities. They sponsor Science Nights, Book Fairs and the parent community is extremely supportive of the programs that are provided at our school. A large number of parents spend time volunteering in classrooms and they provide a valuable service to the staff and the students. Fund raising activities raise money to fund requests from the staff and administration.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	26	6.8
Black	3	0.8
Hispanic	60	15.6
Pacific Islander	0	0.0
White	285	74.2
Two or more races	10	2.6
Total Minority	99	25.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

5.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

In an effort to reduce racial and ethnic isolation, we are enhancing those efforts by initiating and offering a wide variety of programs: To address the needs of our minority population, our PTO sponsored 3 cultural experiences for our students during the school year. We focused on presenting three of the cultural programs to highlight Hispanic, African and Indian and cultures. These presentations presented outstanding examples of language, art, music, dance, story-telling and literature from these cultures. Our entire school also participated in a Cinco De Mayo celebration and we continue to organize our own Martin Luther King assembly and activities. The third grade students annually perform in a Multi-Cultural Holiday show that offers a snapshot into the many ways that people around the world celebrate the holidays. We continue to purchase literature books for all grade levels that have a cultural learning experience embedded in the story. Our Computer Lab reinforces research on biographies, cultural differences and customs. All of the classroom staff members continue to present lessons that highlight society's differences and they utilize the students and their parents to conduct presentations on their home country's customs, background information, traditions, food, music, etc. Kindness and Respect are major themes throughout our school, as is the concept of diversity and accepting other people's differences. Bullying of any kind is not tolerated and we encourage the concept of standing up for oneself and helping others in need. A parent support network is growing and an evening ELL class for parents is offered. We have implemented a mentor program this year for families who are new to Bethel. We actively embrace our diversity!

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	82.3	80.0	58.4	92.6
Writing	82.8	83.2	61.1	89.1
Mathematics	88.9	87.3	63.0	93.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to www.ctreports. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.2	95.9	94.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

We are a K-3 school and an analysis of the 3rd grade CT Mastery Test shows that our students consistently score above the national and state scores in the areas of math, reading and writing. Our school continues to make “Adequate Yearly Progress”. In reading, 82% of the students scored at or above goal with 93% at proficiency. In writing, 83% were at or above goal with 94% at proficiency. In math, 89% of the students scored at or above goal with 97% at proficiency. We will implement the GO Math program in K-3 this year. In reading, we use a combination of whole class instruction, read alouds, guided reading groups and individual student conferences for instruction. All classrooms have leveled libraries and reading support services are provided for identified “At Risk” students. In writing, the emphasis is on learning to organize thoughts using a story map, elaborating, editing, revising, conventions, developing fluency and providing details and summarizing. Students have been recognized at the State level for their Music and Art accomplishments. Student participation in school-wide Readathons is at 99% with over 8,800 books read for the Governor’s Summer Reading Program. Students are formally recognized for being kind and demonstrating improved effort and achievement in reading, writing and math and Special subject areas. Summer reinforcement packets in math and reading are distributed in June with a 98% return in September. Improvement plans include focused initiatives in the areas of reading, writing and math within SRBI programs. We continue developing Units of Study in all curriculum areas that align with the CT State Standards. Adjustments to the Science and Social Studies curriculums complement the State Frameworks. We have a comprehensive SRBI model of intervention and data monitoring in both Mathematics and Language Arts. We are an effective Professional Learning Community!

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Rockwell School is a student, parent and community oriented school that houses approximately 375 students in grades K-3. There is strong parent support for the school. Intensive programs provide support in reading and the results show that the skills of the majority of students in the support programs were enhanced. We have increased our ELL tutorial support services to meet the changing needs of our population. We use the DRA, DSA, Running Records, DRP and common grade level assessments and leveled books to monitor and track progress and identify concerns. Appropriate academic and behavioral SRBI interventions are in place for the students. Over 11,000 hours of volunteer time were provided by parents and community members at PTO sponsored functions and in classroom assistance. An outstanding cultural enrichment program that offers pertinent assemblies is in place and sponsored by the PTO. Student performance productions at all grade levels complement classroom instruction – Art Show, recorders/strings concerts, talent show and grade/curriculum based musical productions. Our school will implement a focused SRBI initiative this year. The “Rockwell Family” also encourages community service. Staff members are actively engaged in attending professional development activities. Summer Language Arts and Math reinforcement packets are used to maintain reading and math skills and an extensive Summer School program is in place.

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-3 Edition

Frank A. Berry School**Bethel School District**

KRISTEN L. BROOKS, Principal
Telephone: (203) 794-8680

Location: 200 Whittlesey Drive
Bethel,
Connecticut

Website: www.bethel.k12.ct.us/berry/b1.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 460
5-Year Enrollment Change: -11.0%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	41	8.9	12.0	38.3
K-12 Students Who Are Not Fluent in English	24	6.5	3.9	7.7
Students with Disabilities	71	15.4	12.4	10.8
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	64	80.0	76.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	274	93.8	92.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	981	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	26.7	18.1	18.4
Grade 2	18.3	18.4	19.9

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 2	School	State
Art	30	30
Computer Education	21	15
English Language Arts	548	491
Health	21	18
Library Media Skills	30	19
Mathematics	181	199
Music	30	31
Physical Education	30	37
Science	50	72
Social Studies	40	68
World Languages	0	8

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	6.5	3.9	7.5
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	78.9	85.7	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.9	3.3	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	34.2	39.8	29.5
# of Print Periodical Subscriptions	8	9	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	26.40
	Paraprofessional Instructional Assistants	4.00
Special Education:	Teachers and Instructors	8.00
	Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.50
Counselors, Social Workers, and School Psychologists		2.20
School Nurses		1.20
Other Staff Providing Non-Instructional Services and Support		11.60

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

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.6	13.0	13.7
% with Master's Degree or Above	94.4	86.9	80.8
Attendance,2009-10: Average # of Days Absent Due to Illness or Personal Time	8.5	8.2	8.7
% Assigned to Same School the Previous Year	91.7	93.2	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

F. A. Berry School utilizes several communication vehicles to support students and parents. A weekly electronic newsletter is published by administration to communicate school programs and activities. This newsletter also encourages parents to be active participants in their child's education by volunteering in the building and also provides ways to support learning at home. Additionally, classroom teachers publish their own weekly newsletter informing parents of current and upcoming units of study. Newsletters provide parents with specific suggestions on how to reinforce learning. Our superintendent also disseminates an electronic newsletter highlighting district events, programming, and important information. Cable television shows are also produced throughout the school year delivering information on staff, curriculum, and programming. Our school's website supplies parents with various educational websites to visit to support learning. It also explains the school's programs and posts student work. Report cards are sent home each trimester and parent-teacher conferences are conducted twice a year. Both report cards and conferences serve as a vehicle to inform parents of their child's progress. Teachers and parents also use email, notes, meetings, and phone calls to communicate continuously throughout the year. Parents of English language learners are invited to come to evening workshops to build their oral language and literacy development. This, in turn, helps support their child's education as well. Parents are active members of our school community. Many assist in classrooms, the office, on fieldtrips, or coaching the Odyssey of the Mind program. We also have a strong PTO that is highly involved in the school. The PTO accesses programs for our students, coordinates fundraisers, and volunteers to help in our building.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	32	7.0
Black	12	2.6
Hispanic	41	8.9
Pacific Islander	1	0.2
White	364	79.1
Two or more races	8	1.7
Total Minority	96	20.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

7.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Efforts to reduce racial, ethnic, and economic isolation are provided to students at Frank A. Berry School. Students all take part in a developmental guidance program. This program promotes an environment where students learn to understand, accept, and value differences that make the world a richer place to live. Our school counselor and social worker conducted class lessons on individuality, friendship, and conflict resolution. Students were asked questions, had opportunities for role playing, and discussed differences on how they would react to situations. Classrooms are well stocked with literature about different cultures and by authors from different ethnic backgrounds. Additionally, classrooms recognized students demonstrating outstanding character and those students were recognized during monthly assemblies. Our ELL program exposes students and staff to various cultures. Students and families are encouraged to share their backgrounds so that we may better meet their needs. A parent ELL evening program is offered to assist parents learning the English language and helping parents support their children's academic growth at home. The unified arts programs also create an environment where students can express their learning through different media. In art class, students studied various cultures and customs and made projects from different lands. Throughout the year, folk songs were presented from different countries from around the world in music class. The songs promoted pride in students' heritage and sharing of cultures. Additionally, our PTO sponsored cultural programs for our students. Technology also served as a vehicle for learning about different cultures as teachers and students could research particular topics, people, and questions important to them. Parents and community members also served as a wealth of knowledge presenting lessons on holidays and celebrations from around the world. Berry School makes strong efforts to teach our students to celebrate diversity and respect all people.

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.4	80.0	58.4	87.1
Writing	84.5	83.2	61.1	93.2
Mathematics	87.5	87.3	63.0	91.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to www.ctreports. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.6	95.9	94.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 3 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	5	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The staff at Frank A. Berry School is committed to promoting the achievement of all students. CMT comparison data from the 2010-2011 school year from the previous year showed increased growth. Eighty eight percent of our students met goal in math which was comparable to last year. Reading scores indicated that 79% of our students met goal while 75% met goal last year. Writing scores also increased with 85% of our students meeting goal while 78% met goal last year. With the inception of Scientific Research- Based Interventions (SRBI), our staff took part in regular data team meetings where we reviewed student work and assessments, set goals for our students, outlined instructional strategies we would deliver, and progress monitored student learning. Interventions were provided to children before or during school to support learning needs. An extended day kindergarten program was created to provide early interventions for our most struggling students. Our specialists and support staff worked closely with our kindergarten intervention teacher to provide targeted, small group instruction for our most at-risk students. Data clearly showed that the achievement gap was closed for most of the children who attended. We offer a before school reading program to address the needs of our at-risk readers. Students were invited to come to this program based on several data points indicating the need for further instruction in this area. Technology interventions programs were utilized, in addition to the instruction, to better reach our students. The software programs document student strengths and areas of growth and help teachers better plan for student needs. Weekly professional learning communities also meet. Teachers work collaboratively to analyze student work, revise assessments and curriculum, and share ideas. During the 2010-2011 school year, our school launched RTI Studio, a data warehouse that stores all student information. Teachers and administration can access this information quickly and efficiently to analyze the data and plan for targeted instruction. The PTO serves as a vehicle for parents to share their thoughts and concerns of our school's programs and instruction. Open communication is encouraged and that dialogue is considered in changes that need to be made.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Frank A. Berry School had several achievements and highlights that should be recognized such as: Professional Learning Communities and data team meetings (where staff collaborates to focus on student learning), a Guidance Program (a program that addresses areas such as diversity, friendships, and dealing with emotions), Extended Day Kindergarten Program (created for students who need intensive intervention), Kindergarten Buddies Program (created for students needing extra support), Before School Reading and Math programs, programming and support for ESL students and families, an After School Homework Help program, acquiring SMART Boards for every first through third grade classroom, monthly assembly programs celebrating Students of the Month and Character Education, the annual Governor's Summer Reading Program, a "Wall of Remembrance" as a tribute to veterans, "Caring and Kindness Week" (encouraging and recognizing random acts of kindness), "Turn-off the TV Week" (suggested activities for students in lieu of watching TV), Earth Day recognition (the school community created projects and participated in an Earth Day assembly celebrating our planet), an annual art show displaying students' artwork and a performance by our third grade recorder ensemble, a growing strings program for third graders, a family science night planned and conducted by parents, participation in Jump Rope for Heart (raising money for the American Heart Association), and participation in Odyssey of the Mind (an international educational program that encourages problem solving and creative thinking). Berry School continues to promote collaborative programs that help foster student growth and achievement.

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Ralph M. T. Johnson School**Bethel School District**KATHLEEN GOMBOS, Principal
Telephone: (203) 794-8700Location: 500 Whittlesey Drive
Bethel,
ConnecticutWebsite: www.bethel.k12.ct.us/johnson/j1.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: 4 - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 452
5-Year Enrollment Change: -7.6%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	70	15.5	12.0	38.3
K-12 Students Who Are Not Fluent in English	4	0.9	3.9	7.7
Students with Disabilities	50	11.1	12.4	10.8
Students Identified as Gifted and/or Talented	16	3.5	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	206	95.4	92.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	983	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	21.7	21.7	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education	31	19
English Language Arts	402	426
Family and Consumer Science	0	1
Health	15	21
Library Media Skills	25	19
Mathematics	208	198
Music	31	33
Physical Education	31	41
Science	120	95
Social Studies	89	86
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	3.9	7.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.0	85.7	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.7	3.3	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	36.8	39.8	29.5
# of Print Periodical Subscriptions	8	9	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		28.92
	Paraprofessional Instructional Assistants		1.00
Special Education:	Teachers and Instructors		5.80
	Paraprofessional Instructional Assistants		5.00
Library/Media Specialists and/or Assistants			1.00
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.00
Counselors, Social Workers, and School Psychologists			1.90
School Nurses		1.20	
Other Staff Providing Non-Instructional Services and Support		8.20	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.4	13.0	13.7
% with Master's Degree or Above	80.6	86.9	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.4	8.2	8.7
% Assigned to Same School the Previous Year	91.7	93.2	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Johnson Elementary School is dedicated to involving the home and the community in the education of our students. We strongly encourage parents to take an active role in all aspects of their child's learning. Throughout the school year we invite parents to be part of our field trips, career day, guest reading program, Odyssey of the Mind, annual science fair, book fairs, class celebrations and school wide activities. We continually stress the importance of their support and develop innovative ways for that they can become involved in the community. Parents are invited to formal conferences twice a year and encouraged to communicate with teachers on a regular basis. Parents are encouraged to join the PTO and actively participate in the many activities they offer. Johnson School provides parents with a weekly bulletin every Friday. The website is kept current and contains critical information about events, curriculum and classroom news. Each team of teachers also maintains a web page. Throughout the year, parents are invited to tune in to the Bethel Education Television to watch programs on staff, curriculum topics, instructional strategies, and enrichment activities. Our ELL program makes it a priority to routinely reach out to parents who are not fluent in English.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	28	6.2
Black	10	2.2
Hispanic	60	13.3
Pacific Islander	0	0.0
White	346	76.5
Two or more races	8	1.8
Total Minority	106	23.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

9.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The students at Ralph M. Johnson Elementary School have the opportunity to participate in a number of learning experiences and creative activities to increase their awareness of the diversity of individuals, as well as other cultures. Integrated into our music, physical education and art programs are units of study that incorporate ethnic music and dance learning experiences. Non-fiction literature in our reading curriculum has been selected to reflect many multicultural themes that are reflected in whole class lessons, book club discussions and. read-aloud. Students are given the opportunity to use technology to communicate with peers from other countries, to learn about a different culture. The fifth grade students participate in a Capstone project that focuses on governments and cultures throughout the world. Our social emotional curriculum also includes an extensive unit on accepting others differences. The P.T.O. provides the funding for students to have opportunities to participate in several cultural arts programs during the school year. The students have the opportunity to experience culturally based programs such as story telling and authors visits to promote further understanding. We do have an ELL teacher who works with teachers to create lessons design to increase students' knowledge of the cultures of our own Johnson friends. Our fourth graders learned about the history of the United States through their study of government. They understand the regions of the United States and in fifth grade they learn about the regions of the world. Johnson students from diverse cultures share aspects of their cultural traditions with classmates. The staff strives to provide opportunities and experiences for all students that will foster understanding and appreciation for cultures different from their own.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	47.0	47.0	50.9	41.6
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	74.9	74.9	62.5	70.7
Writing	79.2	79.2	65.5	73.1
Mathematics	83.7	83.7	67.0	77.9
Grade 5 Reading	77.0	77.0	61.4	75.6
Writing	89.3	89.3	66.8	93.3
Mathematics	86.6	86.6	72.5	74.3
Science	83.4	83.4	59.9	86.6
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.4	95.9	94.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 3 students were responsible for these incidents. These students represent 0.7% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	3

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The staff at Johnson School is committed to educational excellence. One measure of our success is our students' performance on the Connecticut Mastery Tests. Johnson School serves only fourth and fifth grade students. This year Johnson School did well on the Connecticut Mastery tests at both grade levels. In reading grade 4, 75% of the students made goal. In reading grade 5, 77% of the students made goal. In mathematics grade 4, 84% of the students made goal and in grade 5, 87% of the students made goal. In writing grade 4, 79% of the students made goal and in grade 5, 89% made goal. In Science 83% of the students made goal. We continually analyze the data and look for ways to improve student achievement. We are also focusing on the integration of technology into instruction to improve student achievement. Johnson currently has a SMART board for every classroom. We encourage personal, as well as academic growth and students' accomplishments are frequently recognized at Johnson School. Students participate in "Johnson Pride" program. They are recognized for being responsible, respectful, ready and proud. Students are also recognized for achieving the high standards of the Presidential Academic Achievement Award and President's Community Service Awards, as well as recognizing excellence in music, art, technology, physical education, math and summer reading. Every classroom sponsors a community service project. The importance of continuous prof. develop. for staff is paramount. Staff is often given the opportunity to do peer observations to focus on improved practice. The system currently employs a comprehensive data system, which allows teachers and administrators to analyze several points of student data regarding achievement and growth, throughout the year. To elevate and sustain student achievement the staff is focusing on using individual student assessments diagnostically to plan for differentiated instruction. In addition we focus on the use of formative assessment, inquiry based learning, student self assessment and reflection as well as student dialogue. Teachers continuously assess students' progress and design instruction based on such an assessment. Students are regularly seen in small guided groups designed to meet individual needs. Johnson School is working together as a professional learning community to provide each and every student the highest quality learning opportunities in order to be successful and competitive in a global community.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

At Johnson Elementary School, we believe that all children can and will learn challenging material, given time, support and instruction. Our curriculums are updated frequently and reflect rigor and national standards. We are committed to the differentiation of instruction in all our lessons to meet the needs of each individual learner. We are also committed to the principles of SRBI, providing targeted instruction to individuals based on data assessment. Teachers meet regularly in PLCs to review assessment information and plan instruction. We have a Reading Specialist and Math LIT to coach our teachers on best practice reading instruction and to support our struggling students. We do have an intervention program designed to meet the needs of our struggling math and reading students. Our test scores reflect growth in all of these areas. All of our students participate yearly in an assured research experiences that are interdisciplinary, combining technology, media and the curriculum units of study. Johnson School provides a well-rounded program that provides all children opportunities to excel and refine his/her talents. Our programs include a performing band, orchestra and chorus. Students have the opportunity to take part in a science fair, variety show, Odyssey of the Mind, Green Team, community service and many after school enrichment and remediation programs. All students participate in our blue ribbon Art Show. In addition, our students are taught and expected to practice "Johnson Pride". That is always be respectful, responsible, ready and proud! We go to great lengths to communicate with parents and the community. On the website teachers post messages and homework daily. Informational programs are aired routinely on cable TV, through our very own JSTV. In addition, a weekly newsletter is published to keep parents current on all of the events and activities scheduled throughout the school year. We strive to be a school community where all of the children complete a rigorous academic program, in a stimulating, fun and caring environment.

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

Bethel Middle School**Bethel School District**

KEVIN J. SMITH, Principal
 DEREK D. MUHAREM, Asst. Principal
 PAMELA CHAPMAN, Asst. Principal
 Telephone: (203) 794-8663
 Website: www.bethel.k12.ct.us/bms/h1.htm

Location: 600 Whittlesey Drive
 Bethel,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 683
 5-Year Enrollment Change: -14.7%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	121	17.7	17.7	29.2
Students Who Are Not Fluent in English	16	2.3	2.3	3.5
Students with Disabilities	65	9.5	9.5	11.7
Students Identified as Gifted and/or Talented	23	3.4	3.4	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	434	94.1	94.1	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,004	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	23.0	23.0	20.6	Mathematics	65.3	65.3	34.4
				World Language	74.5	74.5	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	26	36
Computer Education	26	20
English Language Arts	258	242
Family and Consumer Science	0	10
Health	26	23
Library Media Skills	0	14
Mathematics	129	158
Music	65	32
Physical Education	65	55
Science	129	145
Social Studies	129	143
Technology Education	0	24
World Languages	129	83

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.8% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.3	2.3	3.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.2	86.2	77.7

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.5	2.5	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	25.4	25.4	21.3
# of Print Periodical Subscriptions	17	17	21

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	45.57
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	8.20
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.00
School Nurses	1.20
Other Staff Providing Non-Instructional Services and Support	16.20

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

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.4	13.0	14.2
% with Master's Degree or Above	74.5	74.5	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.0	8.0	10.1
% Assigned to Same School the Previous Year	89.1	89.1	87.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Bethel Middle School makes use of a variety of methods to keep parents informed of their children's progress and the happenings of the school. General information is available on the school web site and in the student agenda book and the principal sends weekly emails regarding current issues. In addition, there are regular vodcasts and podcasts created by both staff and students. Through individual cluster web sites parents can monitor homework assignments and cluster activities. Parents may also elect to participate in the superintendent's "parent mass email;" this allows them to receive critical information in the most expedient way. All administrators are active members of the PTO. The online parent portal provides access to real time student grades and attendance. This year, all students created profiles on Naviance and developed individual student success plans. Parents are able to access this information online. This program spans grade 6 through grade 12. Teachers regularly contact parents by phone and email. Each cluster has a phone and answering machine so that parents may leave messages. Staff members also make use of "Good News from School" postcards. In addition to PPTs, parent/student staffings are held whenever a need arises. There is an Open School night in the fall and conferences are scheduled twice a year. Prior to conferences, students assess their own academic performance and plan goals in preparation for student led conferences. Parents and community members are encouraged to visit the school regularly. In addition, they are invited to numerous events. Band, orchestra, and choral concerts are held twice a year. All grade levels participate in the Curriculum Expo and Science Fair. Finally, there are several parent/staff athletic events scheduled each year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	47	6.9
Black	11	1.6
Hispanic	81	11.9
Pacific Islander	0	0.0
White	541	79.2
Two or more races	3	0.4
Total Minority	142	20.8

Percent of Minority Professional Staff: 1.6%

Non-English Home Language:

10.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 19.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Throughout the year Bethel Middle School presented assemblies for students and parents. As part of the anti-bullying initiative, parents were invited to attend an Anti-bullying workshop co-hosted by Bethel Middle School and the Bethel Police Dept. The Women's Center of Greater Danbury's programs were expanded to address gender specific issues in 6th and 8th grade. Students on all three grade levels participated in workshops on healthy relationships, conflict resolution, cyber safety and sexual harassment. The BMS's PBIS team organized numerous events and activities to promote positive behavior, tolerance, and healthy school climate. Emphasis was given to developing more inclusive practices. BMS also has an ELL program in which the ELL tutor goes into the classroom to assist students as they develop their English language skills. Students are encouraged to interact with others. They may serve as peer tutors, peer leaders, and peer mediators. In Helping Others and through some classes, they perform community service. Over 120 students participated in the Bridges program in which they worked with disabled peers throughout the school day. The students in the Learning Center take weekly trips to interact in the community. Additionally, Learning Center students run a "Doggy Delight" business in which they create and sell dog biscuits to community members. The "Transition to High School" program has been expanded to include tours, peer meetings, and student presentations of activity offerings. Middle school students were invited to participate in programs such as "Choirpalooza" and "Bandjam" with high school students. BMS again participated in "Project Bridge," a collaborative venture between Bethel Public Schools and WCSU. College students served as tutors at BMS, a small group of students worked in the WCSU Weather Center, and over 80 BMS students spent two days at WCSU during the summer participating in the "Camp College" program.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	64.5	64.5	51.2	76.4
Grade 8	57.1	57.1	50.8	64.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	92.5	92.5	76.0	89.4
Writing	87.6	87.2	65.2	93.6
Mathematics	92.6	92.2	71.3	92.1
Grade 7 Reading	89.6	89.6	77.8	77.3
Writing	72.8	72.8	58.9	73.0
Mathematics	86.2	86.2	68.4	82.2
Grade 8 Reading	87.0	87.1	74.7	74.9
Writing	80.2	79.9	64.8	75.7
Mathematics	80.9	81.0	66.6	71.9
Science	76.9	76.6	63.1	67.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.8	95.8	95.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 85 students were responsible for these incidents. These students represent 11.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	2
Personally Threatening Behavior	20	7
Theft	5	1
Physical/Verbal Confrontation	10	5
Fighting/Battery	12	6
Property Damage	3	3
Weapons	1	3
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	78	19
Total	133	46

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

BMS continues to refine the “Hands Up” program which serves as a universal screening for our SRBI initiative. The process of “Hands Up” names concerns, plans specific and measurable interventions, identifies trends, and recognizes progress. Through this process every student is discussed monthly. The data team reviews student data monthly, reports findings to staff, and steers the school improvement agenda. Curriculum work is ongoing. Bethel Middle School is transitioning to an integrated science curriculum and this year, more students than ever are participating in the accelerated mathematics program. The World Languages program has been expanded into 6th grade and these students also participate in rotating enrichment classes. 8th grade students participate in Business Enterprises, a class in which students design a business plan and compete for funding, and a cutting edge STEM program. Art II is offered to students who wish to extend their experience in art. The Framework for Teaching is used school wide for evaluation. Teachers have an active role in their evaluation and hold pre and post conferences in which they discuss student learning. Administrators and teachers participate in learning walks and professional conversations utilizing the framework. Several initiatives have been put in place to assist struggling learners. Both a math lab and a writing lab have been developed. Language! and Text Connections are offered to students who are reading below grade level. Homework Hall is run after school and staffed by certified teachers who provide homework assistance and individual instruction. Special Education teachers meet weekly to identify concerns and share strategies. Schedules were rearranged to allow for common planning time among SPED teachers and regular education teachers who co-teach classes. Pacing charts have been developed for core subjects and common assessments are administered in each discipline every three weeks as a means of identifying gaps in student learning and designing instructional interventions. Vertical teams work to align curriculum grades 6-12.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Bethel Middle School continues to strive for excellence as a professional learning community. Teachers work in highly focused, collaborative teams established for the purpose of improving student achievement. To this end, the focus is on learning rather than teaching. Established protocols are used to organize meetings, examine student work, and guide instructional decisions. Through the advisory program, multi-leveled groups of students meet with advisors twice a month. The focus of the advisory is establishing identity with the school and team building. The intramural program expands annually. Offerings are based on student interest and a large percentage of students participate in one or more activities. Programs are offered both before and after school to address student need. There is a major emphasis on integration of technology. BMS has introduced an innovative Phys-Tech program in which students use technology as a means of improving physical fitness. Smart Boards, Smart document cameras and Senteos are used in the classroom to enhance learning.

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Bethel High School**Bethel School District**

PATRICIA E. COSENTINO, Principal
 GARY M. LAWLOR, Asst. Principal
 CHRISTOPHER TROETTI, Asst. Principal
 Telephone: (203) 794-8600

Location: 300 Whittlesey Drive
 Bethel,
 Connecticut

Website: www.bethel.k12.ct.us/bhs/h1.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 959
 5-Year Enrollment Change: -4.6%

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	131	13.7	12.5	29.3
Students Who Are Not Fluent in English	9	0.9	1.0	3.6
Students Identified as Gifted and/or Talented	56	5.8	7.4	5.2
Students with Disabilities	94	9.8	10.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	87	17.4	17.2	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.1	19.0	18.8
Biology I	18.1	20.0	19.0
English, Grade 10	15.7	19.0	19.1
American History	19.1	20.8	20.1

Language Instruction:

Instruction was offered in the following language(s):
 French, Italian, Spanish

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,011	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	46.0	33.4

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	24.0	23.0	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	96.9	92.6
Chemistry	91.4	72.3
4 or More Credits in Mathematics	69.4	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	76.5	54.3
Credit for Level 3 or Higher in a World Language	72.5	60.7
2 or More Credits in Vocational Education	81.2	57.4
2 or More Credits in the Arts	53.3	40.5

Class of 2010

This school required more than the state minimum number of credits for graduation in social studies, science, the arts and/or vocational education, physical education, health, community service

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	25.6	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	60.6	76.8	74.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.6	2.6	2.2
% of Computers with Internet Access	100.0	99.8	99.5
% of Computers that are High or Moderate Power	100.0	99.9	98.2
# of Print Volumes Per Student*	20.2	16.9	16.5
# of Print Periodical Subscriptions	58	46	37

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	75.50
	Paraprofessional Instructional Assistants	3.00
Special Education:	Teachers and Instructors	9.04
	Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		3.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.20
Other Staff Providing Non-Instructional Services and Support		23.00

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

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	11.5	14.5	14.1
% with Master's Degree or Above	69.8	77.2	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.4	9.0	8.1
% Assigned to Same School the Previous Year	87.2	91.4	90.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Bethel High School recognizes and fosters the role of family. BHS utilizes technology to keep parents informed. BHS utilizes Powerschool, a student information system. The new software allows parents to view their child's progress and communicate with teachers more efficiently. Bethel High School maintains an up-to-date web page providing parents with events calendars as well as research tools and college admission information. The incorporation of Moodle, an open source program, permits teachers and students to communicate via the internet; the program allows educators to supplement their traditional courses with many features of virtual courses, including the submission of work and the ability to hold on-line discussions. Moodle also provides parents the ability to access their child's assignments. Most parents elect to participate in the superintendent's "parent mass email" in which they receive critical information in the most expedient fashion. Bethel High School has four parent conferences throughout the year providing parents the opportunity to discuss their child's progress with his/her teacher. Teachers also keep in contact with parents on a regular basis. Teachers contact parents via email or telephone and keep weekly office hours for both parents and students. Bethel High School publishes a monthly newsletter with articles from each department and tips and techniques for academic success. The principal broadcasts a television program on the local educational channel, makes a home visit at least once a month, and makes positive phone calls throughout the year based on teacher recommendations. Bethel High School maintains a College and Career Center. The College and Career Center is staffed by a full-time paraprofessional and is accessible to both students and parents. Naviance, a college and career program designed to provide students and parents with a plethora of information regarding college and career selection is also utilized in the College and Career Center.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	58	6.0
Black	27	2.8
Hispanic	100	10.4
Pacific Islander	0	0.0
White	768	80.1
Two or more races	5	0.5
Total Minority	191	19.9

Percent of Minority Professional Staff : 1.0

Non-English Home Language:

7.9 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 14

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Bethel High School presented the program “Rachel’s Challenge” to the entire student body and the community in the fall of 2010. The program’s mission is to “inspire, equip and empower every person to create a permanent positive culture change in their school, business and community by starting a chain reaction of kindness and compassion.” After the initial presentation, students debriefed in small groups and discussed the information that they had received. A small club, Friends of Rachel, was formed to keep the mission statement in the minds of Bethel High School students. Bethel High School’s community service learning program enables students to become active in and around their community, allowing them to work with culturally and economically diverse individuals. BHS has a number of extracurricular clubs/organizations which help to foster diversity throughout the school. The Friendship Club focuses on bringing students with special needs together with other students of differing academic and social backgrounds for a variety of activities. BHS continues to participate in the Unified Sports Program; this program pairs special needs students with non-disabled peers and allows them to compete as a team on the athletic field. The Renaissance Program is designed to recognize and reward all students for academic successes, as well as recognize students who demonstrate strong character. The NJROTC encompasses students of varying backgrounds, and provides numerous opportunities for students to participate in a variety of competitions and events with other students from around the state. Bethel High School participates in Project CLEAR, Preserving Our Histories of World War II and The Academy of Digital Arts and Sciences, all of which provide opportunities for inter-district collaboration with both urban and suburban school districts. Bethel High School is in its third year of implementing PBiS (Positive Behavior Supports) designed to recognize all students for positive behaviors.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	42.6	51	38.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	16	10.6
% of Grade 12 Students Tested	27.9	24.2
% of Exams Scored 3 or More*	78.7	72.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	58.3	44.7	74.3
Writing Across the Disciplines	76.6	61.2	72.9
Mathematics	66.7	49.5	79.7
Science	57.8	47.0	68.2

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	520	510	69.0
Critical Reading	522	505	73.4
Writing	516	510	64.1
% of Graduates Tested	78.0	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	92.4	91.8	66.8
2009-10 Annual Dropout Rate for Grade 9 through 12	0.2	2.8	87.6

Activities of Graduates	School	State
% Pursuing Higher Education	88.2	84.8
% Employed, Civilian and Military	3.9	9.1

Student Attendance	School	State High Schools
% Present on October 1	97.0	93.3

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 137 students were responsible for these incidents. These students represent 13.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 30 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	1
Personally Threatening Behavior	9	1
Theft	0	1
Physical/Verbal Confrontation	10	0
Fighting/Battery	9	2
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	9	1
School Policy Violations	156	97
Total	198	103

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Bethel High School is aggressively implementing Student Based Research Initiatives (SRBI) and Positive Behavior Supports (PBiS). In conjunction with both SRBI and PBiS, BHS has developed data teams in a variety of areas in an effort to improve achievement for all students. In the upcoming year, BHS will be utilizing RTI Studio, a data collection system, in order to examine student work and trends in order to improve student achievement. Bethel High School maintains a monthly cabinet meeting in which the administration, department heads and curriculum coordinators discuss short and long term goals for the school. The entire faculty participates in Professional Learning Communities (PLC). PLC's are designed for teachers to look at student work, and discuss instructional practices to improve student achievement. Bethel High School continues to work on "redesigning the senior year." Seniors are encouraged to partake in internships, to take at least one course at one of the local colleges, or take online courses through Virtual High School. Bethel High School will be implementing a Capstone project starting with the current freshmen class. Bethel High School has incorporated a "Freshmen Academy" to help students with the transition to high school. Three teachers from English and social studies and four teachers from science teach all of the incoming 9th graders. These teachers are provided with common planning time allowing them to collaborate throughout the year about the academic and social growth of each student. Bethel High School continues to improve its course offerings in order to provide students with a wide range of experiences. For the 2011-2012 school year, Bethel High School has added A.P. Psychology and A.P. Music Theory to its list of courses.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Bethel High School is an accredited by the New England Association of Schools and Colleges. Bethel High School completed its renovation project in the Spring of 2009. The renovation provided updated science laboratories, a new gymnasium, a new band room, a new choral room, a cafeteria to accommodate more students and a restructured counseling and career center as well as other updates to the original building. Bethel High School continues to make advances with regard to technology. The high school continues to incorporate more Smartboards and is making technology one of its major initiatives for the 2010-2011 school year. In the fall of 2011, BHS will have full wireless access for both students and staff. Furthermore, BHS will be encouraging students to Bring Your Own Technology; a policy designed to have students bring in and utilize the varied technologies that they possess smart (phones, iPads, laptops) to enhance their learning experience.
