

Bethel Board of Education Regular Meeting

Thursday, January 24, 2013 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. Approval of Minutes

2.A. December 20, 2012 - Special Meeting

2.B. December 20, 2012 - Regular Meeting

2.C. January 10, 2013 - Special Meeting

3. Board Recognition/A Salute to Excellence

4. Correspondence

5. Audience Participation

6. Administrative Board/Board Member Update

6.A. Smarter Balanced Assessments

Speaker(s): Dr.
Janice Jordan,
Associate
Superintendent

7. Curriculum

7.A. Textbook Approval

7.A.1. Conceptual Physics

7.A.2. Enduring Visions

8. Finance

8.A. Budget Transfers

9. Adjourn

Tentative minutes of the Bethel Board of Education Special Meeting held on December 20, 2012, in Board of Education Conf. Room E.

Attendance: None

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, B. Germinaro

L. Craybas, Chairman, called the meeting to order at 6:10 PM.

Board Members Present: Attendance Taken at 6:10 PM:

Present Board Members:

Mr. Scott Clayton

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. Stuart Carlsen

Updated Attendance:

Mr. Stuart Carlsen was updated to present at: 6:55 PM

1. Executive Session

1.A. CT General Statutes 1-200(9)(b)

Matters concerning security strategy or the deployment of security

1.B. CT General Statutes 1-210(b)(2)

Personnel BEA Sick Bank Request

Motion Passed: Move to approve sick bank for Chris Ciparelli. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. William Duff.

Mr. Stuart Carlsen Yes

Mr. Scott Clayton Yes

Mr. Larry Craybas Yes

Mr. William Duff Yes

Mrs. Kristen Lacey Yes

Mrs. Melanie O'Brien Yes

Mrs. Robin Renner Yes

Mr. Ted Stevenson Yes

Mr. Bryan Terzian Yes

2. Adjourn

Motion Passed: Move to adjourn at 7:03 PM. passed with a motion by Mr. Larry Craybas and a second by Mrs. Robin Renner.

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

Respectfully submitted,
Susan Pare
Board Recorder

Tentative minutes of the Bethel Board of Education Regular Meeting held on December 20, 2012, in Board of Education Conf. Room E.

Attendance: None.

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

L. Craybas, Chairman, called the meeting to order at 07:05 PM.

Board Members Present: Attendance Taken at 7:05 PM:

Present Board Members:

Mr. Stuart Carlsen

Mr. Scott Clayton

Mr. Larry Craybas

Mr. William Duff

Mrs. Kristen Lacey

Mrs. Melanie O'Brien

Mrs. Robin Renner

Mr. Ted Stevenson

Mr. Bryan Terzian

1. Selection of Temporary Chairperson

Discussion:

A moment of silence was held to honor those lost in the Newtown Sandy Hook Elementary School shooting.

Motion Passed: Move to approve Dr. Smith as temporary Chair. Passed with a motion by Mr. Larry Craybas and a second by Mr. William Duff.

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

2. Call to Order

2.A. Roll Call for Quorum

2.B. Pledge of Allegiance

3. Annual Meeting

3.A. Election of Officers

Discussion:

Motion Passed: Move to nominate Larry Craybas as Board Chairman. Passed with a motion by Mrs. Robin Renner and a second by Mr. Ted Stevenson.

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

Motion Passed: Move to close nominations for Board Chair. Passed with a motion by Mr. William Duff and a second by Mr. Bryan Terzian.

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

Votes were read and Larry Craybas was unanimously voted Board Chairman.

Motion Passed: Move to nominate Melanie O'Brien as Board Vice Chairman. Passed with a motion by Mr. Bryan Terzian and a second by Mr. William Duff.

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

Motion Passed: Move to close nominations for Board Vice Chairman. Passed with a motion by Mr. William Duff and a second by Mr. Bryan Terzian.

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

Votes were read and Melanie O'Brien was unanimously voted Board Vice Chairman.

Motion Passed: Move to nominate Robin Renner as Board Secretary. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. Ted Stevenson.

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

Motion Passed: Move to close nominations for Board Secretary. Passed with a motion by Mr. William Duff and a second by Mr. Bryan Terzian.

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

Votes were read and Robin Renner was unanimously voted Board Secretary.

3.B. Appointments to Standing Committees

Discussion:

Mr. Craybas spoke to the Board about the need to set up a school safety committee after the Newtown tragedy and the need to address any issues immediately.

Motion Passed: Move to approve special advisory committee on school safety and 2013 standing committees as outlined in memo dated December 20, 2012. Passed with a motion by Mr. Larry Craybas

and a second by Mrs. Robin Renner.

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

3.C. 2013 Board of Education Meeting Dates

Discussion:

The February 14, 2013 meeting date needs to be rescheduled. May 6, 2013 is the date of the Town Meeting for the 2013-2014 budget.

Motion Passed: Move to approve the 2013 Board of Education Meeting Dates. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Robin Renner.

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

4. Approval of Minutes

Discussion:

The Board discussed the follow-up information regarding background checks of host families as requested in the motion in the minutes of November 15, 2012.

Mr. Terzian said the administration will need to work going forward on doing background checks. The administration will access free services online such as the sex offender registry and will interview host families. Dr. Jordan noted that foreign cell phone service will also be a requirement if there is an out of country field trip.

4.A. November 15, 2012

Motion Passed: Move to approve the minutes of November 15, 2012. Passed with a motion by Mr. Scott Clayton and a second by Mr. William Duff.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes

Mr. William Duff Yes
Mrs. Kristen Lacey Yes
Mrs. Melanie O'Brien Yes
Mrs. Robin Renner Yes
Mr. Ted Stevenson Yes
Mr. Bryan Terzian Yes

Motion to Amend Passed: To amend the motion from: "Move to approve the minutes of November 15, 2012." to: "Move to amend the minutes of November 15, 2012, Item 7A. 2. - Quebec Exchange Program. "Move to approve the Quebec Exchange Program pending proper background check be done by the administration to their satisfaction."" passed with a motion by Mr. William Duff and a second by Mr. Scott Clayton.

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

5. Correspondence

Motion Passed: Move to add item 9C. 1. - Bid Waiver for purchase of Meraki and other wireless equipment and Table item 8C. - Smarter Balanced Assessments to the January 10th Board meeting. Passed with a motion by Mr. Larry Craybas and a second by Mr. Ted Stevenson.

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

6. Board Recognition

Discussion:

Dr. Jordan announced the Bethel Education Foundation awarded their largest grant award of \$35,000 for a mobile computer lab for the BHS World Languages Dept.

Dr. Smith announced the students at Rockwell School decorated donation buckets that were used at the WCSU tribute for Sandy Hook Elementary School, Newtown, CT.

Gifts to School System

Bethel High School

Ingersoll Automotive continues to support the Bethel Public Schools. On December 3, 2012 they donated 10 new laptops to Bethel High School for students in need.

Congratulations to all of the high school fall sport athletes who made high honors or better for marking period one, and thereby received All SWC Academic Team recognition:

Girls Soccer: Elisa Navarro, Tori Bonagura, Emily Mills, Yvonne Palacios, Melanie Ravo, Lauren Bradshaw, Bianca Kaluta, Katerina Kappes, Alexa Perrefort, Caitlin Peterson, Danika Wagener, Alexandra DeLuca, Danielle Goddard, Heidi Kelm, Jennifer Palacios and Hanna Sato.

Boys Cross Country: Michael Vaghi, Josh Tamburino, Jonathan Fritch, Shane Kenney, Michael SanGiacomo, Erik Thode, Erik Weiss, Ian Folan, Michael Fusaro, and Marko Pilipech.

Girls Cross Country: Romana Pilipech, Maura Leaden, McKenna Leaden, Caroline Bruno, Hannah Bertozzi, Desire Campbell, Kilwienny Gomes, Victoria Maceira, Megan Wade, and Nikki Shaner-Bradford.

Football: Sloan Austermann, Abishek Panigrahi, Abraham DeFeo, Chandler Gray, Ian Budding, Matthew Novoa, Matthew SanGiacomo, Nick Silva, Brendan MacIntyre, Arthur Basso, Thomas Carraturo, Anthony Rodriguez, and Jack Whalen.

Field Hockey: Madeline Kroot, Olivia Fargiano, Julianna Suske, Kelly Tyra, Phoebe Ziegler, Eloise Gagnon, Lindsey Jenkinson, Julia Morton, Paige Piera, Lucy Soutter, Amanda Demming, and Amanda Nunes.

Boys Soccer: Brian Bornn, Ignacio Alday, Griffin Teed, Henry Wyard, John Jerolimo, Joseph Liquori, Brett Jenkinson, and Derrek Magro.

Volleyball: Katherin DeFazio, Brooke Ferraro, Abigail Heinmeyer, Elizabeth Galliford, Elizabeth Garrison, Kerri Earle, Morgan Schmid, Danielle Spinella, Kiana Yup, Shelby Bellamy, Casey Conway, Julia Garcia, and Victoria Palmer.

Cheerleading: Jordan Kawulicz, Brianna Paiva

Congratulations to BHS Senior Harper Stevenson on being selected to perform in the All-Eastern Honors Ensemble

The 2013 NAFME All-Eastern Honors Ensembles will perform at the Bushnell Center for the Performing Arts, Hartford, CT, April 4-7, 2013. More than 780 of the most musically talented high school students in the Eastern region of the United States have been selected to perform in the 2013 NAFME All-Eastern Honors Ensembles.

6.A. Staff Health Assessment Participation

Discussion:

Mrs. Rudinas, Human Resources Manager updated the Board on the staff's participation in the CIGNA

Health Assessments. CIGNA is raffled off an iPad for staff members that have participated.

6.B. CAFE Awards for Excellence in Educational Communication

Discussion:

Dr. Smith presented the 2012 CAFE Awards of Excellence for Educational Communications.

Honorable Mention:

Special AV Project - Bethel High School Art Show

Special AV Project - EMT @ BHS

7. Audience Participation

Discussion:

None.

8. Administrative/Board Member Update

8.A. Briefing - Newtown Tragedy on December 14, 2012.

Discussion:

Dr. Smith briefed the Board on the district's response to the events of the Newtown Tragedy of December 14th. Mr. Craybas, Board Chairman, and Dr. Smith, Superintendent, and Board members thanked the administration and staff for the way they handled themselves, students, and parents in regards to the horrific school shooting at Sandy Hook Elementary School, on Friday, December 14, 2012.

8.B. NWEA Assessments

Discussion:

Mrs. Michelle Rutledge, Supervisor of Reading & Language Arts, gave a presentation to the Board on the NWEA Assessments.

NWEA assessments are computer adaptive assessments that are administered to all Bethel Public School students in grades 2-11. MAP computerized adaptive assessments provide educators with detailed information to help meet each student's academic needs.

8.C. Smarter Balanced Assessments

Discussion:

Tabled to January 10, 2013 meeting.

9. Reports to the Board

9.A. Curriculum

9.A.1. Textbook Approval

9.A.1.a. Big Ideas Math for grades 6, 7, and 8 (2013 edition)

9.A.2. New Course Approval

9.A.2.a. Conceptual Physics

9.A.3. World Language Program Update

Motion Passed: Move to approve Big Ideas Math textbooks for grades 6, 7, and 8 (2013 edition) and Conceptual Physics Course pending budget approval. Passed with a motion by Mr. Bryan Terzian and a second by Mr. Stuart Carlsen.

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

9.B. Personnel

9.B.1. Resignations

Motion Passed: Move to approve the resignation of the following:

Heather Hufnagel, High School Social Worker, effective November 20, 2012.

Diane Dean, SPED Teacher, Johnson School, effective December 1, 2012.

Danielle Bemonte, English Teacher, Middle School, effective December 12, 2012.

Passed with a motion by Mr. William Duff and a second by Mr. Bryan Terzian.

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

9.C. Finance

9.C.1. Bid Waiver

Discussion:

Ms. Yonsky, Director of Fiscal Services, informed the Board a lower price was received from a vendor for a total savings of \$17,851.

Motion Passed: Move the Board of Education waives the bid process for the purchase of Meraki and other hardware equipment for the purpose of installing a wireless network at Berry School. Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.

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

Mr. Ted Stevenson Yes
Mr. Bryan Terzian Yes

10. Adjourn

Motion Passed: Move to adjourn at 8:44 PM. Passed with a motion by Mr. Bryan Terzian and a second by Mrs. Robin Renner.

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

Respectfully submitted,
Susan Pare
Board Recorder

Tentative minutes of the Bethel Board of Education Special Meeting held on January 10, 2013, in Board of Education Conf. Room E.

Attendance: Jen Larsen

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, D. DeBlois

L. Craybas, Chairman, called the meeting to order at 06:00PM.

Board Members Present: Attendance Taken at 6:00 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

Absent Board Members:

Mr. Scott Clayton

Mr. Bryan Terzian

Updated Attendance:

Mrs. Robin Renner was updated to absent at: 7:00 PM

1. Call to Order

1.A. Roll Call for Quorum

Discussion:

Mr. Craybas noted S. Clayton had a prior work commitment and was unable to attend.

1.B. Pledge of Allegiance

2. Audience Participation

2.A. Public Input Regarding the 2013-2014 Education Budget

Discussion:

Jason Atkins, Hollyberry Drive, stated his family had moved to Bethel for the schools. He was impressed with how the tragedy in Newtown was handled at Berry School on December 14, 2012. Would prefer funds go into programs not armed guards.

Heather Pontonio, Lexington Meadows, stated her family moved here for full-day Kindergarten. She is concerned with the Professional Development line in the budget. She would like it to remain or increase to allow teachers to receive needed professional development.

Kim Lemone, 13 Allan Way, stated she would like to see full-year foreign language in 6th grade next year. She would also like to see money in the budget for security for all the schools and would like to see more enrichment programs.

Michelle Boraski, Oak Ridge Road, stated the schools have improved since she moved to Bethel and feels the current level of security at the schools is above par. Would like to look at bus routes/number of busses for cost savings. She would like to no pay-to-play/participate next year. She is currently spending \$40 for BMS afterschool club.

Jen Larsen, Grassy Plain Street, stated she would like to see an additional instructor for NJROTC. Currently the freshman class is split into two semesters. Mrs. Larsen asked what the Board was looking at and how are they working with the gifted children.

3. Adjourn

Motion Passed: Move to adjourn at 7:12 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	Absent
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Respectfully submitted,
Susan Pare
Board Recorder



National Council of Teachers of English

1111 W. Kenyon Road, Urbana, Illinois 61801-1096

Phone: 217-328-3870 Fax: 217-328-0977

Web: www.ncte.org

January 2013

Christopher Troetti
Bethel High School
300 Whittlesey Dr
Bethel, CT

Dear Christopher Troetti,

It is my pleasure to inform you that your school's literary magazine, *Mirage*, has been selected to receive a rank of **SUPERIOR - Nominated for Highest Award** in the 2012 NCTE Program to Recognize Excellence in Student Literary Magazines. A total of 417 schools entered the 2012 program. The National Council of Teachers of English congratulates you and the students who produced this exemplary literary magazine.

The certificate of recognition is enclosed. We hope you will present the certificate to the *Mirage* faculty advisor and the student editors in a public ceremony, such as your school's awards assembly.

NCTE's Program to Recognize Excellence in Student Literary Magazines (PRESLM) recognizes students, teachers, and schools for producing excellent literary magazines. The program's mission is to encourage all schools to develop literary magazines, seeking excellence in writing and school-wide participation in production. The National Association of Secondary School Principals has placed this program on the NASSP National Advisory List of Student Contests and Activities for 2012-2013.

The listing of all ranked magazines is available on the NCTE website at <http://www.ncte.org/awards/student/PRESLM>.

Please direct any questions regarding the program to Carrie Stewart at cstewart@ncte.org.

Sincerely,

Kent Williamson
Executive Director

Enclosures: School Certificate
Complete State Listing

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

A Professional Association of Educators in English Studies, Literacy, and Language Arts

Awards this certificate of

SUPERIOR - Nominated for Highest Award

for Excellence in Student Literary Magazines

to

Bethel High School

for

Mirage

This certifies that the literary magazine of this school was compared with those of other schools nominated in the same state during the year 2012 and was judged to be of highest quality.



Sandy Hayes, NCTE President (2012-2013)

January 2013



Program To Recognize

Excellence in Student Literary Magazines

2012 PRESLM Ranked Magazines

CONNECTICUT

HIGHEST AWARD

Greenwich Academy, 200 N Maple Ave., Greenwich, CT 06830-4799

Daedalus

Faculty Advisor: Jeffrey Schwartz

Student Editors: Meagan Goldman, Kristen Hamston, Sarah Munger

SUPERIOR-NOMINATED FOR HIGHEST AWARD

Bethel High School, 300 Whittlesey Dr., Bethel, CT 06801-1549

Mirage

Faculty Advisors: Mari Lerz, Marjorie Overmier

Student Editors: Jillian Giambruno, Luisa Kenousis

SUPERIOR

Sedgwick Middle School, 128 Sedgwick Rd., West Hartford, CT 06107-3002

Sedgwick Scroll

Faculty Advisors: Matthew Celio, Meghan Gaignard

Student Editors: Conrad Baldwin, Madi Carr, Joe Celio, Lauren Cohen, Lilliana LaPointe, Ben Ratchford, Trevor Ratchford, Mia Yanosy

EXCELLENT

Convent of the Sacred Heart, 1177 King St., Greenwich, CT 06831-2998

Perspectives

Faculty Advisor: Kev Filmore

Student Editor: Alana Murphy

East Ridge Middle School, 10 E Ridge Rd., Ridgefield, CT 06877-5022

Doorways

Faculty Advisors: Nancy Gibson, George Seferidis

Student Editor: Karena Landler

National Council of Teachers of English

1111 W. Kenyon Road, Urbana, Illinois 61801-1096

Phone: 800-369-6283 Fax: 217-328-0977

Web: www.ncte.org



Bethel Public Schools

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

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

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

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

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

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

Daniel DeBlois
Supervisor
Information Technologies
(203) 794-8071

Robert Germinaro
Supervisor
Facility Operations
(203) 794-8609

The Honorable Chris Murphy
B40A Dirksen Senate Office Building
Washington, DC 20510

January 10, 2013

Dear Senator Murphy,

I hope this finds you well and smoothly settling into your new role and responsibilities as Connecticut's newest senator. I am sure there is a great deal to do. I write to request your assistance in securing funding from the office of Homeland Security to support our efforts in upgrading our safety and security mechanisms in each of our Bethel schools.

As I am sure you have experienced, the events in Newtown have shaken us to the core and left us struggling to find appropriate answers. Like you I have small children and my 7 year old asks for reassurance nightly that his school is safe. Along those lines, as Superintendent, I, like so many of my colleagues around the nation, am redoubling efforts to ensure that we have thoroughly engaged in a process to uncover and implement the best and most proactive safety and security measures. Many of these measures come with a price tag. In the current economic climate we cannot reasonably anticipate the state of Connecticut to contribute to this effort, nor can we go much deeper into the community in search of revenue from property taxes. Because the state and federal government have reduced or held flat their financial support, and there has been no stemming the tide of annual cost increases, we are short on options for new revenue streams. I ask that you use your office and influence to help us acquire funding support from the Federal Department of Homeland Security. In 2007-2008 and 2008-2009 the CT State Office of Emergency Management and Homeland Security made available matching grants through a \$5 million dollar program. Through these grants we were able to purchase camera, intercom, and buzzer systems for school entryways. We are seeking to upgrade this hardware, purchase "panic button" systems, increase our security camera coverage and install 3m safety film over all ground floor windows. Because of the current fiscal environment in Connecticut I am requesting federal aid.

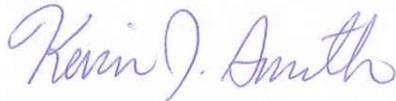
"Our Primary Purpose is to Improve Student Achievement."

We know that these measures are only one small but necessary component to a comprehensive safety and security plan. Another significant component is the presence of a positive climate in our schools. As you are aware, the NJROTC has contributed greatly to the transformation of the school climate at Bethel High School. Here too, we find ourselves in a quandary. Simply put, the demand to participate in this award winning program exceeds our capacity to staff it. I would appreciate any further support you could offer in identifying federal aid to support the addition of an NJROTC instructor.

Senator Murphy, you can feel very proud of Bethel's schools. We endeavor to be forward thinking and innovative in our approach to meeting the demands of a rapidly changing educational landscape. We have a strong track record of providing a very high return on investment for the taxpayers in this community and will continue to maximize every dollar we receive.

I appreciate your continued support of our mission and look forward to your assistance with the issues described above. If I can be of any assistance to you as you assume all of your new responsibilities, please do not hesitate to reach out.

Sincerely,



Kevin J. Smith, Ph.D.

Superintendent of Schools



Bethel Public Schools

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

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

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

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

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

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

Daniel DeBlois
Supervisor
Information Technologies
(203) 794-8071

Robert Germinaro
Supervisor
Facility Operations
(203) 794-8609

January 23, 2013

**State Senator Toni Boucher
Legislative Office Building
Room 3400
Hartford, CT 06106**

Re: Written Testimony for the Enhanced School Security Working Group

Dear Senator Boucher,

I am grateful that the state legislature is taking up the issue of school safety and comforted to know that you are leading the working group on Enhanced School Security. We know that it takes an entire community to ensure the safety, well-being, and education of our youth.

School safety and security has been a long standing priority in Bethel. Our approach is multi-faceted and comprehensive. The Newtown massacre has shaken us all to the core and demanded that we re-examine all of our efforts in the area of safety and security. What I would like to offer is a brief synopsis of our approach, some examples of work we have done and are doing in the wake of Sandy Hook, and some areas where we need support.

School Climate

Effective schools that have high student achievement demonstrate evidence of strong, positive climates. In Bethel, through systematic implementation of Positive Behavioral Intervention and Supports (a researched-based approach to improving school climate) we have made significant steps forward in ensuring that our schools are safe, positive, happy places for children and adults. Clear, common expectations, appropriate positive behavior reinforcers, regular celebrations of our culture, careful analysis of behavioral issues, and a collaborative approach to strategic planning all contribute to providing very positive school environments. Through our Safe School Climate plans and programs

“Our Primary Purpose is to Improve Student Achievement.”

we provide developmental guidance, character education, conflict resolution training, instruction in bullying prevention, and instruction in social and emotional learning.

Parent and Community Involvement

We want all of our students, parents and community members to feel a strong connection to our schools. A range of initiatives in this arena promote strong relationships. This past year we inaugurated a Family School Partnership (FSP) to help further develop our bonds with families. The FSP developed School Compacts articulating roles and responsibilities, launched Parent University – a series of workshops to educate parents about the many challenges surrounding education, and instituted a system-wide new parent mentoring program. Through this program, parents who are new to the community or new to our schools are paired up with veteran families whose responsibility is to welcome them to the school and help them navigate as they immerse themselves into our school culture.

We have close ties with our local chamber of commerce who co-sponsored a “Safe Haven Here” program in downtown Bethel. This program is an extension of our safe school climate initiative and seeks to train business owners to assist students who may be experiencing bullying or harassment while out in the community. Decals in the windows of area businesses denote for students where they can go for assistance should they need it. The chamber co-sponsored our relaunch of a student mentoring program. This program pairs members of the business community with at-risk children in our district with the goal of providing those children safe, positive, healthy adult mentors.

Our recently re-forged relationship with the Bethel Senior Center has sought to deepen connections between our students and area seniors. A number of activities like “technology night” where our students taught seniors how to use their cell phones and tablets, and a musical performance by our middle schoolers allowed these two distinct groups to share common interests and form new bonds.

School Security

In 2007/2008 and 2008/2009 the CT Office of Emergency Management and Homeland Security made available matching grants to upgrade security hardware in schools. Through this grant we were able to purchase camera, intercom, and buzzer systems for several of our schools. In the wake of Sandy Hook we reallocated funds to purchase a similar system for our high school. Recommendations from a security audit following the Sandy Hook tragedy included upgrades for reinforcing the glass at our entryways, securing the perimeter of each of our schools, installing security cameras to monitor interior and exterior areas of our schools, installing panic button systems, and improving lighting in various parts of our campus.

Our police department has generously increased their presence in our schools by reassigning a patrolman to full-time duty on our campus, increasing the amount of time the Youth Officer spends in our schools and providing patrolmen to monitor our entry procedures at each school daily.

Emergency Response and Crisis Planning

We have had comprehensive plans in place for years. They focus on taking an “all hazards” approach to emergency response. We cannot predict what the next crisis will be and need to have guidelines to effectively respond come what may. Our plans follow NIMS guidelines, detail specific protocols, and summarize the most likely threats given the assessments we conduct. Each time we conduct a drill, we review our procedures and make appropriate changes. We coordinate with town officials and seek input and guidance from our local health, fire, police, and emergency response experts.

Summary and Proposal

The tragedy in Newtown redefined normal for all of us. We examine that incident and realize that even with as much as we have done, we fall short. We wrestle with the desire to take a reasonable and measured, all hazards approach and the cold fear that a Sandy Hook could happen anywhere.

More than anything, we need our state legislature to avoid overly-prescriptive responses, made in haste that wind up being measures that are more detrimental than helpful. There is much expertise and literature available to guide responses. We have relied on FEMA, the Office of Homeland Security, and publications from the Secret Service, as well as the expertise of local officials to help guide our thinking. As close as we are to Newtown, and as connected as we are to that community, we are attempting to avoid knee-jerk reactions that focus in too heavily on one type of threat. I understand that in an emotionally charged environment this might not be a popular sentiment, but given all of the many challenges we face, I believe it to be the most prudent.

The context in each community is different. While the goal of ensuring safety and security may be the same, the efforts made by communities ought to reflect their individual contexts. Moreover, the funding issues we face range in severity depending on the local context. Bethel has been hit hard in recent economic times, and the taxpayers carry a heavy burden. As security solutions are proposed, the legislature ought to offer guidance and support to ensure that there is equity between wealthy and poor communities.

In Bethel, all of our efforts come with a price tag and there are precious few resources available to support implementation. As we reallocate funding to prioritize security hardware upgrades something else goes unfunded. Several years ago, in response to the economic crisis and a local demand to reduce budget expenditures, we made the choice to eliminate a school psychologist. As we encounter more children with more complex social and emotional needs we understand more fully how short sighted this decision was. We now find ourselves in a place that despite all of our efforts to improve school culture and climate we still have many students who require intense counseling and psychological support. This issue is compounded by the realization that community agencies that used to have the capacity to handle some of these services are now pushing them back on the schools.

I urge the committee to recommend:

1. Emergency funding to schools and municipalities that would allow us to make some of the necessary security hardware upgrades without having to reallocate resources from existing needs. In Bethel we are anticipating the cost to be just over \$100,000 to make planned upgrades.
2. Funding to support augmentation of mental health professionals whose responsibilities include identifying and treating our at risk youth. We estimate the cost of an additional school psychologist to be around \$83,000.
3. Funding to support municipalities and school systems who seek bolster security through additional police officers assigned to schools. We expect an additional SRO to cost around \$70,000 and the cost of providing additional police on campus at regular intervals to cost about \$60,000 annually.
4. Ensuring that school districts adopt comprehensive proactive plans that address positive school climate, community partnerships, and school safety and security mechanisms that reflect the expertise contained in the literature produced by organizations like FEMA and the Office of Homeland Security.
5. Should the committee provide a prescriptive directive, ensure that it demands an "All Hazards" approach as FEMA, the U.S. Department of Education and all of the experts that recently presented at the School Safety and Security Symposium in Southington recommended. Explosions, hazardous material release, extreme weather events and the like are all realistic scenarios that require appropriate emergency response planning.
6. Any mandates flowing from the committee's work come with the necessary funding to support implementation and maintenance.

Should you have questions or need clarification or further details on anything I've presented, please do not hesitate to contact me. Once again, I thank you and the committee for your commitment to making all schools safer.

Sincerely,



Kevin J. Smith, Ph.D.

Superintendent of Schools

C: Sen. Michael McLaughlin
Rep. David Scribner
Rep. Dan Carter
First Selectman Matt Knickerbocker
Bethel Board of Education

SMARTER BALANCED ASSESSMENTS

Presentation to the Board of Education
January 24, 2013

Common Core State Standards

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



COMMON CORE STATE STANDARDS FOR

Mathematics



Check This Out!

Math Standards

- “How to Read the Grade Level Standards” p. 5
- Standards for Mathematical Practice pp. 6-8
- Operations and Algebraic Thinking
 - Page 11--K.OA. 3, 4, 5
 - Page 29—4.OA. 1, 2, 3, 4, and 5
 - Page 44—6.EE. 5, 6, 7, 8
 - Page 64—A.SSE.3a, b, c

ELA Standards

- “Students Who Are College and Career Ready” p. 7
- Speaking and Listening Standards K-5 pp. 23-24
- Speaking and Listening Standards 6-12 pp. 49-50
- Writing Standards 6-12 pp. 45, 46

“The Shifts” and Their Impact on Teaching and Learning

English/Language Arts/Literacy

1. Building Knowledge through Content-Rich Informational Texts
2. Reading and Writing Grounded in Evidence
3. Regular Practice with Complex Texts and Academic Language

Mathematics

1. **Greater Focus on Fewer Topics – Priority Areas**
 - K-2 – concepts, skills, problem-solving in addition and subtraction
 - 3-5 – concepts, skills, problem-solving in multiplication, division of whole numbers and fractions; geometric concepts
 - 6 – ratios and proportional relationships and early algebraic expressions and equations
 - 7 – ratios and proportional relationships and arithmetic of rational numbers
 - 8 – linear algebra
2. **Linking Topics and Thinking across Grades**
3. **Rigorous Emphasis on Conceptual Understanding, Procedural Skill, and Application**

Concerns with Today's Statewide Assessments

Each state pays for its own assessments

- Each state bears the burden of test development; no economies of scale

Based on state standards

- Students in many states leave high school unprepared for college or career

Heavy use of multiple choice

- Inadequate measures of complex skills and deep understanding

Results delivered long after tests are given

- Tests cannot be used to inform instruction or affect program decisions

Accommodations for special education and ELL students vary

- Difficult to interpret meaning of scores; concerns about access and fairness

Most administered on paper

- Costly, time consuming, and challenging to maintain security

Next Generation Assessments

The U.S. Department of Education has funded two consortia of states with development grants for new assessments aligned to the Common Core State Standards

- Rigorous assessment of progress toward “college and career readiness”
- Common cut scores across all Consortium states
- Provide both achievement and growth information
- Valid, reliable, and fair for all students, except those with “significant cognitive disabilities”
- Administer online
- Use multiple measures
- Operational in 2014-15 school year

Using Computer Adaptive Technology for Summative and Interim Assessments

Increased precision

- Provides accurate measurements of student growth over time

Tailored for Each Student

- Item difficulty based on student responses

Increased Security

- Larger item banks mean that not all students receive the same questions

Shorter Test Length

- Fewer questions compared to fixed form tests

Faster Results

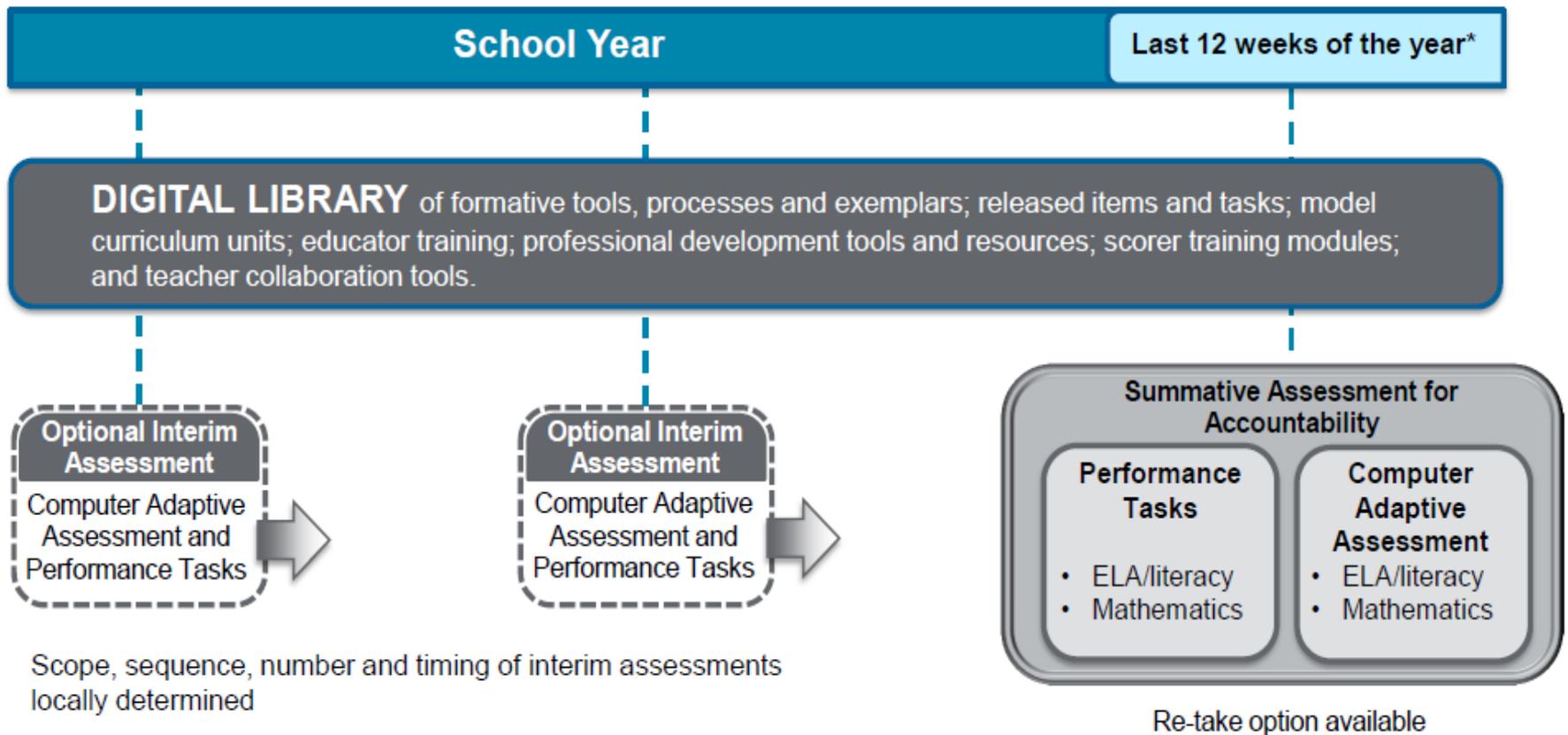
- Turnaround time is significantly reduced

Mature Technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

A Balanced Assessment System

ELA/Literacy and Mathematics, Grades 3-8 and High School



The Claims--ELA

Students can...

1. Read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
2. Produce effective and well-grounded writing for a range of purposes and audiences.
3. Employ effective speaking and listening skills for a range of purposes and audiences.
4. Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

The Claims--Mathematics

Students can...

1. Explain and apply mathematics concepts, and interpret and carry out mathematical procedures with precision and fluency.
2. Solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
3. Clearly and precisely construct logical arguments to support their own reasoning and to critique the reasoning of others.
4. Analyze complex, real-world scenarios and construct and use mathematical models to solve problems.

Content Specifications

Grade 11 Summative Assessment Targets, Claim 1
ELA/Literacy Claim #1
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Literary Texts
30% of text-related items will come from reading literary texts, and may include stories, poems, drama (comedies, tragedies), literary nonfiction, eighteenth-, nineteenth- and early-twentieth-century works of American literature
To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets (#1- #4) below.
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RL-1 (RL-1 is a component of each of the seven targets listed below.) RL-1 <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>
1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts Standards: RL-1, R-3 (DOK 2 ¹) RL-1 <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> RL-3 <u>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>

Eating Poetry by Mark Strand

Ink runs from the corners of my mouth.
There is no happiness like mine.
I have been eating poetry.
The librarian does not believe what she sees.
Her eyes are sad
and she walks with her hands in her dress.
The poems are gone.
The light is dim.
The dogs are on the basement stairs and coming up.
Their eyeballs roll,
their blond legs burn like brush.
The poor librarian begins to stamp her feet and weep.
She does not understand.
When I get on my knees and lick her hand,
she screams.
I am a new man.
I snarl at her and bark.
I romp with joy in the bookish dark.

**What specific images and phrases,
conveyed through the use of the extended metaphor
in this poem,
depict the author's message and feelings?**

**Compare "Eating Poetry" with Jimmy Santiago Baca's poem
entitled "I Am Offering This Poem to You" by examining their
use of imagery as well as their views on the poetry.**

I Am Offering This Poem to You by Jimmy Santiago Baca (1977)

I am offering this poem to you,
since I have nothing else to give.
Keep it like a warm coat
when winter comes to cover you,
or like a pair of thick socks
the cold cannot bite through.

Keep it, treasure this as you would
if you were lost, needing direction, in the wilderness life becomes when mature;

...

come knocking, and I will answer, give you directions,
and let you warm yourself by this fire,
rest by this fire, and make you feel safe

I love you,

It's all I have to give,
and all anyone needs to live,
and to go on living inside,
when the world outside
no longer cares if you live or die;
remember

I love you.

Table 5. A “Snapshot” of the Cognitive Rigor Matrix for English Language Arts.

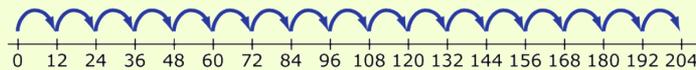
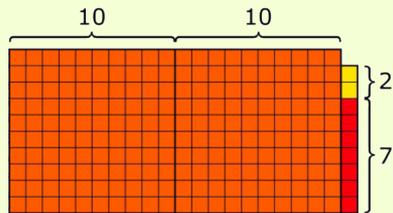
Depth of Thinking (Webb) + Type of Thinking (Revised Bloom)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
Remember	<ul style="list-style-type: none"> Recall, locate basic facts, definitions, details, events 			
Understand	<ul style="list-style-type: none"> Select appropriate words for use when intended meaning is clearly evident 	<ul style="list-style-type: none"> Specify, explain relationships Summarize Identify central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example...) 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning 	<ul style="list-style-type: none"> Use context to identify word meanings Obtain and interpret information using text features 	<ul style="list-style-type: none"> Use concepts to solve non-routine problems 	<ul style="list-style-type: none"> Devise an approach among many alternatives to research a novel problem
Analyze	<ul style="list-style-type: none"> Identify the kind of information contained in a graphic, table, visual, etc. 	<ul style="list-style-type: none"> Compare literary elements, facts, terms, events Analyze format, organization, & text structures 	<ul style="list-style-type: none"> Analyze or interpret author’s craft (e.g., literary devices, viewpoint, or potential bias) to critique a text 	<ul style="list-style-type: none"> Analyze multiple sources or texts Analyze complex/ abstract themes
Evaluate			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures based on one text or problem 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information across texts/ sources

Constructed Response for Grade Three

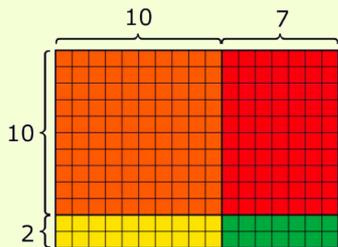
A multiplication problem is shown below.

$$17 \times 12$$

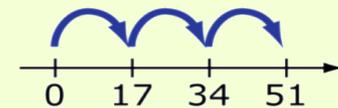
Which model(s) below could represent the solution to this problem?
Circle all that apply. Explain why you circled your choice(s).



$$(1 \times 1) + (1 \times 7) + (1 \times 2) + (2 \times 7)$$



$$(17 \times 2) + (17 \times 1)$$



Selected Response for Grade Six

Single Response – Multiple Choice

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Which sentence should be added to the paragraph to state the author's main claim?

- A. Watching television makes a person healthy.
- B. Watching television can be a sign of intelligence.
- C. Television can be a positive influence on people.
- D. Television has more varied programs than ever before.

Selected Response for Grade Four
Multiple Correct Options

Which of the following statements is a property of a rectangle? Select all that apply.

- Contains three sides
- Contains four sides
- Contains eight sides
- Contains two sets of parallel lines
- Contains at least one interior angle that is acute
- Contains at least one interior angle that is obtuse
- All interior angles are right angles
- All sides have the same length
- All sides are of different length

Constructed Response for Grade Three

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third Grade

Class	Number of Students
Mrs. R.	24
Mr. G.	21
Mr. H.	22
Ms. M.	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show and explain how you found your answer.

Constructed Response for Grade Four Extended Response

Ms. McCrary wants to make a rabbit pen in a section of her lawn.

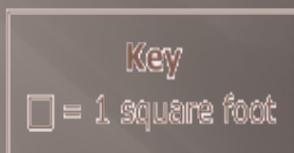
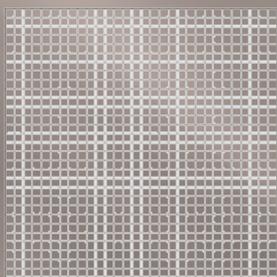
Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

Part A

Draw 3 different rectangles that can each represent Ms. McCrary's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.



Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

<u>Pen 1:</u>		<u>Pen 2:</u>	
Length:	(feet, square feet)	Length:	(feet, square feet)
Width:	(feet, square feet)	Width:	(feet, square feet)
Area:	(feet, square feet)	Area:	(feet, square feet)

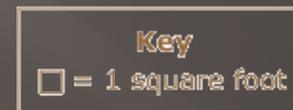
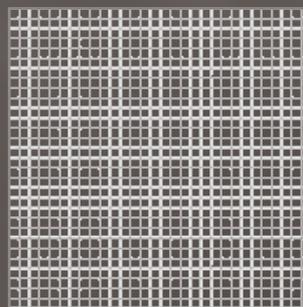
<u>Pen 3:</u>	
Length:	(feet, square feet)
Width:	(feet, square feet)
Area:	(feet, square feet)

Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.



Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Length:	(feet, square feet)
Width:	(feet, square feet)
Area:	(feet, square feet)

Performance Task for Grade 11

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

- (short story)
- (article 1)
- (video)
- (research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.
2. What do the statistics from "Keeping Pace with K-12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.

3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

Key Features of Smarter Balanced Assessment System

- ▣ Powerfully Challenging Assessments
- ▣ Variety of Item Types
 - Selected Response
 - Constructed Response
 - Extended Response
 - Performance Tasks
- ▣ Technology Enhanced and Enabled Items
- ▣ Computer Adaptive Testing
- ▣ More Powerful Score Reporting to Schools and Parents
- ▣ Digital Library of Resources and Tools for Educators

Bethel Public School

Textbook or Instructional Resource Adoption Form

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

Since this is a new course, no textbook is currently being used.

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

Hewitt, P. G. (2010). *Conceptual Physics*. 12th ed. Glenview, IL: Pearson/Addison-Wesley.

3. Subject Area:

Science--Physics

4. Course:

Conceptual Physics

5. Grade Level:

11, 12

6. Author(s):

Paul G. Hewitt

7. Publisher:

Pearson/Addison-Wesley

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

\$82.97/book with online version included

9. Number of Textbooks/Instructional Resource Materials Needed:

65

10. Total Cost (including estimated shipping):

\$5393.05 x \$559 for Shipping TOTAL=\$5,952.05

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

The committee was looking for a textbook that focused upon the concepts of physics while deemphasizing the mathematics of physics. The committee was also looking for a textbook that is established and accepted among the physics community.

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

Kim Trinklein, Sylvia Nedelcov, Ray Turek

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

The proposed textbook meets the criteria set forth by the committee.

14. What other textbooks or instructional resources were reviewed during the selection process?

(list them below)

Hsu, T., and First Ph.D. *Physics: A First Course*. Nashua, NH: CPO Science, 2006.

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

This textbook is currently being utilized as a resource for the Physics 43 course. A previous version of the textbook has been used as a reference for 10 years.

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

- Newtown High School
- East Haven High School
- Weston High School
- Xavier High School
- Western CT. State University
- Central CT. State University

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

There are currently only two textbooks utilized in today's high schools to teach physics conceptually. The author of this textbook was the pioneer in teaching physics through concepts. *Conceptual Physics* is by far the most commonly used conceptual physics textbook and can serve as the foundation of a course designed to increase student understanding of physics. The book provides concrete examples that students will be able to understand and relate to resulting in an increased ability to apply of the laws of physics to everyday occurrences. An online version of the textbook will also be made available to students.



Signature: _____ Date: 12/17/2012
 Proposal Originator

Signature: _____ Date: _____
 School Administrator

Signature: _____ Date: _____
 District Administrator

Bethel Public School

Textbook or Instructional Resource Adoption Form

1. Title of Currently Used Textbook/Instructional Resource:

The Enduring Vision: A History of the American People
Eighth Edition

2. Title of Proposed Textbook/Instructional Resource:

Boyer, P. S. et. al. (2013-14). *The Enduring Vision: A History of the American People*, Eighth Edition. Boston, MA: Wadsworth.

3. Subject Area:

Social Studies

4. Course:

Advanced Placement US History

5. Grade Level:

Grade 11

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

\$162.50 (includes e-supplements)

7. Number of Textbooks/Instructional Resource Materials Needed:

60

8. Total Cost (including estimated shipping):

\$9,750.00 + \$975 shipping = **\$10,725.00**

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

The selection committee sought a text that would provide challenge for Advanced Placement students, had the recommendation of the Advanced Placement program, and contained the kind of primary documents (on-line and in the text itself) that we need to have students read and analyze rigorous and important material. The committee was especially interested in providing a text where there were multiple perspectives provided of historical events. The CCSS require students to be able to consider multiple perspectives, read to find specific evidence to support or refute each perspective, and develop classic argumentation essays.

- This is the most current edition of the Advanced Placement textbook that has been successfully used in the course for the last 12 years. The 8th edition has completely updated bibliographies for each chapter. In addition, there are updated DBQ's (document based questions) in this text.
- Changes to the text are most notable in the updating of contemporary and modern American sections with newer resources—both print and electronic. Chronologies are located at the beginning of each chapter to help students set the context of the information in the chapter. The design of the text has been updated with newer fonts and colors, plus a variety of new photographs and new maps.
- The 2012 Presidential Campaign will be covered in the 2013-14 edition.
- There is an online supplement to this text that is included with the purchase price. The price is \$5 per student for one year of the e-supplement (or \$25.00 for six-year access).
- This textbook has the highest recommendation and is the most frequently recommended resource for Advanced Placement US History.
- *All* schools in our area use an edition of this text; most of them have moved to the 2011 version available a year ago. (We did not.)
- This resource has the depth and the academic rigor appropriate for an Advanced Placement course.
- The on-line components of the text contain additional lectures by contemporary historians, additional materials which include radio programs and video, and the entire printed textbook.

10. List the names of the Selection Committee members:

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

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

Yes

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

No other texts were considered since the AP Taft Conference strongly recommended this text as the best choice. We have been teaching AP History using the 4th edition of the text for many years. It is time for an upgrade.

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

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

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

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

Signature: Robert Owen Date: 1/23/13
Proposal Originator

Signature: Maureen Date: 1/23/13
School Administrator

Signature: Janice Jordan Date: January 23, 2013
District Administrator

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: January 24, 2013

Presenter: Teri Yonsky, Director of Fiscal Services

Topic: October 1 through December 31 Fiscal 12-13 Budget Transfers

Importance of this topic to the Board: Fiscal oversight

Key Points of the Briefing:

* The detail of several significant transfers is as follow:

- 1) Transfer #5 – Purchase of walkie talkies for crisis team at the middle school
- 2) Transfers #7 & #9 – Purchase of Apps for iPads
- 3) Transfer #10 – Purchase of Teachscape & Digication software
- 4) Transfer #15 – To replenish account for the remainder of this year
- 5) Transfer #16 – Purchase of mobility cart to charge MacBook Pros
- 6) Transfer #17 – For DRA & Milone & MacBroom enrollment study
- 7) Transfer #18 – To encumber funds for “fit for duty” testing

Action Requested of the Board of Education:

(State the motion if requested)

Recommended Motion: “That the Board of Education approve the budget transfers for the period of October 1 to December 31 of fiscal 2012-13 as presented by the Director of Fiscal Services.”

BETHEL BUDGET 2012-13

01/23/2013

BUDGET TRANSFER SUMMARY BY PERIOD

Object Codes	Approved Budget	1st Quarter Adjustments	2nd Quarter Adjustments	Total Transfers	Final Budget
Salaries	26,670,135	30,310	-5,500	24,810	26,694,945
Employee Benefits	6,867,571	-37,904	-20,000	-57,904	6,809,667
Professional Services	564,705	66,009	40,290	106,299	671,004
Purchased Property Services	538,259	3,074	0	3,074	541,333
Other Purchased Services	3,911,332	-77,595	2,338	-75,257	3,836,075
Supplies	987,347	-25,936	-26,948	-52,884	934,463
Property	64,475	41,672	9,820	51,492	115,967
Miscellaneous	57,101	370	0	370	57,471
Total Budget	39,660,925	0	0	0	39,660,925
Total Transfers From		-141,435	-52,448	-186,045	
Total Transfers To		141,435	52,448	186,045	
% of Total Budget				0.47%	

BETHEL BUDGET 2012-13
BUDGET TRANSFERS October 1, 2012 through December 31, 2012
DETAIL BY OBJECT CODE

01/23/2013

Account	Description	Increased	Decreased	Notes
100.11.1100.102.7303	Equipment - Instructional - HS - Art	650		
100.11.1100.102.6110	Instructional Supplies - HS - Art		-650	Principal's Request
Total for Request		650	-650	
100.11.2120.101.5800	Travel - HS - Guidance	700		
100.11.2220.101.5800	Travel - HS - Media Center	40		
100.11.2410.101.5800	Travel - HS	1,000		
100.11.2120.101.6110	Instructional Supplies - HS - Guidance		-700	Principal's Request
100.11.2220.101.3302	Conference Registration - HS - Media Center		-40	
100.11.2410.101.6901	Other Supplies - HS		-1,000	
Total for Request		1,740	-1,740	
100.12.2410.101.3302	Conference Registration - MS	1,500		
100.12.1100.101.6110	Instructional Supplies - MS		-1,500	Principal's Request
Total for Request		1,500	-1,500	
100.12.2410.101.5800	Travel - MS	1,373		
100.12.1100.101.6110	Instructional Supplies - MS		-1,000	Principal's Request
100.12.1100.104.6110	Instructional Supplies - MS - World Language		-373	
Total for Request		1,373	-1,373	
100.12.1100.101.7304	Equipment - Technology - MS	1,200		
100.12.1100.111.6410	Textbooks - MS - Reading		-1,200	Principal's Request
Total for Request		1,200	-1,200	
100.13.2410.101.6412	Reference Materials - BS	125		
100.13.1100.101.5500	Printing - BS		-125	Principal's Request
Total for Request		125	-125	
100.13.1100.101.7306	Technology - Software - BS	2,000		
100.13.1100.111.6110	Instructional Supplies - BS - Reading		-367	
100.13.1100.112.6110	Instructional Supplies - BS - Science		-1,076	Principal's Request
100.13.1100.113.6110	Instructional Supplies - BS - Social Studies		-130	
100.13.1200.101.6110	Instructional Supplies - BS - SPED		-427	
Total for Request		2,000	-2,000	
100.14.1100.101.7304	Equipment - Technology - JS	20		
100.14.1100.101.6110	Instructional Supplies - JS		-20	Principal's Request
Total for Request		20	-20	
100.14.1100.101.7306	Technology - Software - JS	3,000		
100.14.1100.102.6110	Instructional Supplies - JS - Art		-1,000	
100.14.1100.112.6110	Instructional Supplies - JS - Science		-1,000	Principal's Request
100.14.2220.101.6411	Library Books - JS		-1,000	
Total for Request		3,000	-3,000	

BETHEL BUDGET 2012-13
BUDGET TRANSFERS October 1, 2012 through December 31, 2012
DETAIL BY OBJECT CODE

01/23/2013

Account	Description	Increased	Decreased	Notes
100.16.2210.101.3302	Conference Registration - Curriculum	4,000		
100.16.2210.101.3506	Purchased Software Services - Curricul	10,480		
100.16.2210.101.6110	Instructional Supplies - Curriculum		-2,740	Associate Superintendent's
100.16.2210.101.6115	Standardized Testing - Curriculum		-5,740	Request
100.16.2210.101.6410	Textbooks - Curriculum		-6,000	
Total for Request		14,480	-14,480	
100.11.2900.978.5101	Transportation - HS - Sports/Clubs	750		
100.16.2210.101.6115	Standardized Testing - Curriculum		-750	Associate Superintendent's
Total for Request		750	-750	Request
100.16.2130.101.3302	Conference Registration - Health Servi	300		
100.16.2130.101.6112	Health Supplies - Health Services		-300	Health Services Coordinator
Total for Request		300	-300	
100.11.2900.978.4440	Leases - HS - Sports/Clubs	1,500		
100.11.2900.982.6113	General Supplies - HS - Swimming		-1,500	Fiscal Director's Request
Total for Request		1,500	-1,500	
100.12.1100.101.6110	Instructional Supplies - MS	1,400		
100.16.1100.101.5601	Tuition - Regular Ed - Public		-1,400	Fiscal Director's Request
Total for Request		1,400	-1,400	
100.16.2210.101.3506	Purchased Software Services - Curricul	5,500		
100.16.2210.903.1210	Tutors - Summer School		-5,500	Fiscal Director's Request
Total for Request		5,500	-5,500	
100.16.2210.101.7304	Equipment - Technology - Curriculum	2,950		
100.16.2210.101.3301	Professional EE Training - Curriculum		-2,950	Fiscal Director's Request
Total for Request		2,950	-2,950	
100.16.2310.101.3401	Purch Prof & Tech Services - BOE Ser	20,000		
100.16.2500.100.2100	Group Health Insurance - Undistributed PR Expense		-20,000	Fiscal Director's Request
Total for Request		20,000	-20,000	
100.16.2500.101.3101	Purchased Services - Fiscal Services	1,500		
100.16.2500.101.4440	Leases - Fiscal Services - Technology		-1,500	Fiscal Director's Request
Total for Request		1,500	-1,500	

BETHEL BOARD OF EDUCATION 2012-13
BUDGET TRANSFERS - October 1, 2012 through December 31, 2012
DETAIL BY REQUESTED TRANSFER

01/23/2013

Account	Description	Increased	Decreased	
100.16.2210.903.1210	Tutors - Summer School	0	-5,500	
	Total for Account 1000	0	-5,500	-5,500
100.16.2500.100.2100	Group Health Insurance - Undistributed PR Expe	0	-20,000	
	Total for Account 2000	0	-20,000	-20,000
100.11.2220.101.3302	Conference Registration - HS - Media Center	0	-40	
100.12.2410.101.3302	Conference Registration - MS	1,500	0	
100.16.2130.101.3302	Conference Registration - Health Services	300	0	
100.16.2210.101.3301	Professional EE Training - Curriculum	0	-2,950	
100.16.2210.101.3302	Conference Registration - Curriculum	4,000	0	
100.16.2210.101.3506	Purchased Software Services - Curriculum	15,980	0	
100.16.2310.101.3401	Purch Prof & Tech Services - BOE Services	20,000	0	
100.16.2500.101.3101	Purchased Services - Fiscal Services	1,500	0	
	Total for Account 3000	43,280	-2,990	40,290
100.11.2900.978.4440	Leases - HS - Sports/Clubs	1,500	0	
100.16.2500.101.4440	Leases - Fiscal Services - Technology	0	-1,500	
	Total for Account 4000	1,500	-1,500	0
100.11.2120.101.5800	Travel - HS - Guidance	700	0	
100.11.2220.101.5800	Travel - HS - Media Center	40	0	
100.11.2410.101.5800	Travel - HS	1,000	0	
100.11.2900.978.5101	Transportation - HS - Sports/Clubs	750	0	
100.12.2410.101.5800	Travel - MS	1,373	0	
100.13.1100.101.5500	Printing - BS	0	-125	
100.16.1100.101.5601	Tuition - Regular Ed - Public	0	-1,400	
	Total for Account 5000	3,863	-1,525	2,338

BUDGET TRANSFERS - October 1, 2012 through December 31, 2012

DETAIL BY REQUESTED TRANSFER

Account	Description	Increased	Decreased	
100.11.1100.102.6110	Instructional Supplies - HS - Art	0	-650	
100.11.2120.101.6110	Instructional Supplies - HS - Guidance	0	-700	
100.11.2410.101.6901	Other Supplies - HS	0	-1,000	
100.11.2900.982.6113	General Supplies - HS - Swimming	0	-1,500	
100.12.1100.101.6110	Instructional Supplies - MS	1,400	-2,500	
100.12.1100.104.6110	Instructional Supplies - MS - World Language	0	-373	
100.12.1100.111.6410	Textbooks - MS - Reading	0	-1,200	
100.13.1100.111.6110	Instructional Supplies - BS - Reading	0	-367	
100.13.1100.112.6110	Instructional Supplies - BS - Science	0	-1,076	
100.13.1100.113.6110	Instructional Supplies - BS - Social Studies	0	-130	
100.13.1200.101.6110	Instructional Supplies - BS - SPED	0	-427	
100.13.2410.101.6412	Reference Materials - BS	125	0	
100.14.1100.101.6110	Instructional Supplies - JS	0	-20	
100.14.1100.102.6110	Instructional Supplies - JS - Art	0	-1,000	
100.14.1100.112.6110	Instructional Supplies - JS - Science	0	-1,000	
100.14.2220.101.6411	Library Books - JS	0	-1,000	
100.16.2130.101.6112	Health Supplies - Health Services	0	-300	
100.16.2210.101.6110	Instructional Supplies - Curriculum	0	-2,740	
100.16.2210.101.6115	Standardized Testing - Curriculum	0	-6,490	
100.16.2210.101.6410	Textbooks - Curriculum	0	-6,000	
	Total for Account 6000	1,525	-28,473	-26,948
100.11.1100.102.7303	Equipment - Instructional - HS - Art	650	0	
100.12.1100.101.7304	Equipment - Technology - MS	1,200	0	
100.13.1100.101.7306	Technology - Software - BS	2,000	0	
100.14.1100.101.7304	Equipment - Technology - JS	20	0	
100.14.1100.101.7306	Technology - Software - JS	3,000	0	
100.16.2210.101.7304	Equipment - Technology - Curriculum	2,950	0	
	Total for Account 7000	9,820	0	9,820
No Transfers from this Account				
	Total for Account 8000	0	0	0
	Total Transfers From:		(52,448)	
	Total Transfers To:	52,448		