

Bethel Board of Education Regular Meeting

Thursday, August 19, 2021 7:00 PM

BMS Media Center, Bethel Middle School, 600 Whittlesey Drive, Bethel (In-Person Only Meeting) Masks & Social Distancing must be followed., 600 Whittlesey Drive, Bethel, CT 06801

1.	Call to Order	Speaker(s): Policy 9326
A.	Roll Call for Quorum	
B.	Pledge of Allegiance	
2.	Board Recognition/A Salute to Excellence	
A.	Gifts, Grants, & Bequests	
1.	ESSER II & ARP ESSER III	
3.	BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
4.	Board Goals 2021-2022	
5.	Consent Calendar	Speaker(s): Policy 9326
A.	Approval of Minutes	
1.	June 17, 2021 - Special Meeting	
2.	June 17, 2021 - Regular Meeting	
3.	June 24, 2021 - Special Meeting	
4.	July 20, 2021 - Special Meeting	
6.	Correspondence	Speaker(s): Policy 9326
7.	Audience Participation	Speaker(s): Policy 9326
8.	Administrative/Board Member Update	Speaker(s): Policy 9326
A.	Board Chairperson Update	
B.	Administrative Update	
9.	Reports to the Board	
A.	Resource Management & Business Operations	
1.	Finance	
a.	Final Transfers & Year-End Wrap-Up	
2.	Facilities	Speaker(s): Policy 3132
a.	ROCKWELL/JOHNSON SCHOOL RENOVATION PROJECTS INFORMATION/UPDATE	

B. Personnel

1. Job Description - 1.12 - Assistant to
Coordinator of Community Programs

10. **Recommended Executive Session**

A. CT General Statutes 1-210(b)(9) Negotiations -
UPSEU - Bethel Food Service Workers Negotiations

B. CT General Statutes 1-210(b)(2) Personnel - BEA
Union Sick Bank Request

C. CT General Statutes 1-231(b) - Attorney-Client
Privileged Memorandum Regarding Executive Orders

11. **Adjourn**

Bethel Public Schools
Bethel, CT

Notification of Receipt of Gifts, Grants, and Bequests Received

Please send a copy of this form to the Superintendent's Office as soon as your school has received a gift, grant, or bequest. The receipt will be announced at the Board of Education regular meeting. Each school is responsible for sending the donor an acknowledgement for the gift.

Gift, Grant, or Bequest Received:

see attached

donors choose projects:

How the Gift, Grant, or Bequest will Be Used:

library makerspace

Building + Having Fun \$522

Let's Take it Outside

\$437

Estimated Cash Value of the Gift, Grant, or Bequest:

Reveal the Rainbow \$229

Monkey Business in the Library \$184

Donor's Name and Address

donors choose
sonic drive-in match
Google Applied Digital Skills Match Funding

(NOTE: No Goods or Services were provided by the Bethel Public Schools/Bethel Board of Education in exchange for your contribution.)

Receiving School:

Rockwell School

5/6/21

Gift, Grant, or Bequest Received by (Print Name):

Kerry Collins

1/30/21

Date Received:

12/9/20

Copy to: Donor
Principal
Superintendent

(Ref: Board Policy 3280)
Rev: 6/2017

12/5/20

DonorsChoose

Build momentum for your project. Share it with your friends and family!

Share via email

Share via Messenger

Post on Facebook

Share on Twitter

Handwritten: \$522

Building and Having Fun!

Help me give my students opportunity for fun with hands-on building and creating! These Magic Briks will allow the kids to use their imaginations!

\$615 GOAL

View order status

Change your classroom photo

Mrs. Collins

Grades PreK-2

Anna H Rockwell Elementary School

Bethel, CT

SHARE PROJECT



My Students

I have a dynamic group of kids from kindergarten to grade 2 for library lessons. Our students have been champions as we face in-person learning with library presented from a cart. They continue to smile and to engage while sitting behind shields and wearing masks. A wide range of



6 donors have given to this project.

This project will reach **300** students.

Bethel Public School District

Bethel, CT

Grades PreK-2

Social Emotional Learning

Literacy

Educational Kits & Games

abilities and cultural backgrounds adds to our growing sense of community.

Students love to be creative and to work collaboratively.

From kindergartners who are just starting to explore the school and all library has to offer, to our second grade 'experts', we have so much to share and to learn from and with each other.

We strive for an honest and respectful community that recognizes and appreciates differences, accepts challenges, and promotes kindness and perseverance.

My Project

Working with little kids, kindergarten to grade 2, is a balancing act, always. Now, more than ever, we need to provide outlets for using imagination and creativity to balance the academic work. In library, we strive to offer lessons in which students can see characters working to persevere and remain flexible.

Offering time for them to be creative and to share those creations is so important to their social emotional well-being.

I know that my students will enjoy working with these Magic Briks and the containers will help me deliver some fun to the classroom.

Learn how we're working to support teachers and students during Covid-19

Where Your Donation Goes

MATERIALS	COST	QUANTITY	TOTAL
Magic Briks • KAPLAN EARLY LEARNING COMPANY	\$33.26	11	\$365.86
Sterilite 18038612 Flip Top, Clear, 12 Pack • AMAZON BUSINESS	\$29.88	4	\$119.52
Materials cost			\$485.38
Vendor shipping charges			FREE
State sales tax			\$0.00
3rd party payment processing fee			\$7.28
Fulfillment labor & materials			\$30.00
Total project cost			\$522.66
Suggested donation to help DonorsChoose reach more classrooms			\$92.23
Total project goal			\$614.89
Still needed View calculation			\$0.00

**Top rated for
efficiency and
transparency.**

You donate directly to the teacher or project you care about and see where every dollar you give goes.

[See our finances](#)

**Some of these resources were not available at the time of funding ([read more about why this happens](#)) and the teacher has selected some replacement items:*

- IRIS 585172 Modular Supply Case, PVC-Free ,Large,10 Pack, Clear • AMAZON BUSINESS
- IRIS 585172 Modular Supply Case, PVC-Free ,Large,10 Pack, Clear • AMAZON BUSINESS
- IRIS 585172 Modular Supply Case, PVC-Free ,Large,10 Pack, Clear • AMAZON BUSINESS

- IRIS 585172 Modular Supply Case, PVC-Free ,Large,10 Pack,
Clear · AMAZON BUSINESS

Our team works hard to negotiate the best pricing and selections available.



Show less

DonorsChoose is the #1 classroom funding site for teachers.

As a teacher-founded nonprofit, we're trusted by thousands of teachers and supporters across the country. This classroom request for funding was created by Mrs. Collins and reviewed by the DonorsChoose team.

[See how DonorsChoose works](#)

Where's my stuff?

Let's Take it Outside!, fully funded on 5/4

- Shipped
- FAQs

~~4515~~
437

Shipped

These items have been ordered and are on the way. View the tracking information below.

Shipment from Amazon Business, ordered on 5/4

- SHIPPED: MAY 8, 2021
- DELIVERY ESTIMATE: MAY 11, 2021
- CARRIER: AMAZON LOGISTICS
- TRACKING NUMBER: TBA159113803801

ITEMS	ITEM NUMBER	QUANTITY	EXP SHIPMENT	EXP DELIVERY
Mumu Sugar Outdoor Picnic Blanket,Extra Large Picnic Blanket Waterproof Foldable,Picnic Outdoor Blanket Picnic Mat with 3 Layers Material for Camping Park Beach Hiking Family(80" x 80")	B08RJH2JZX	2	May 8, 2021	May 11, 2021

Shipment from Amazon Business, ordered on 5/4

- SHIPPED: MAY 4, 2021
- DELIVERY ESTIMATE: MAY 6, 2021
- CARRIER: AMAZON LOGISTICS
- TRACKING NUMBER: TBA158964086001

ITEMS	ITEM NUMBER	QUANTITY	EXP SHIPMENT	EXP DELIVERY
Crayola Fine Line Markers, Back to School Supplies Classpack, 10 Assorted Colors , 200 Count	B0006ZIGBO	1	May 4, 2021	May 6, 2021
144 Pack 18 Colors Jumbo Sidewalk Chalk Set, Washable Art Play For Kid and Adult, Paint on School Classroom Chalkboard, Kitchen, Office Blackboard, Playground, Outdoor, Gift for Birthday Party	B07FMXRP3T	1	May 4, 2021	May 6, 2021
Sidewalk chalk bulk set for kids 112 pack 16 vibrant colors washable nontoxic,toddlers' toy gift of Bibgram art	B08BYKYJ9G	1	May 4, 2021	May 6, 2021

If you have questions about any of the above shipments, start by searching the tracking number on the carrier's website.

Frequently asked questions

- [When should I expect my materials to arrive?](#)
- [When can I expect my magazine subscriptions to arrive?](#)
- [Will I get my materials before the school year ends?](#)
- [More order status FAQs »](#)

Contact our support team if you still have questions

Supporting teachers and students since 2000

DonorsChoose makes it easy for anyone to help a classroom in need. Public school teachers from every corner of America create classroom project requests, and you can give any amount to the project that inspires you.

4,851,044
SUPPORTERS

1,961,271
PROJECTS FUNDED

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We've earned the highest possible ratings from [Charity Watch](#), [Charity Navigator](#), and [Guidestar](#).

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Open to every public school in America thanks to our partners

[Find a classroom to support](#)[About us](#)[Help](#)

Mrs. Collins ▾

Where's my stuff?

Building and Having Fun!, fully funded on 12/2

- [Shipped](#)
- [FAQs](#)

Shipped

These items have been ordered and are on the way. [View the tracking information below.](#)

Shipment from Kaplan Early Learning Company, ordered on 12/2 [Track this shipment](#)

- SHIPPED: DECEMBER 8, 2020
- DELIVERY ESTIMATE: DECEMBER 15, 2020
- CARRIER: UPS
- TRACKING NUMBER: 1Z2145180361353729

ITEMS	ITEM NUMBER	QUANTITY	EXP SHIPMENT	EXP DELIVERY
Magic Briks	46263	11	Dec 8, 2020	Dec 15, 2020

Shipment from Amazon Business, ordered on 12/6

- SHIPPED: DECEMBER 7, 2020
- DELIVERY ESTIMATE: DECEMBER 9, 2020
- CARRIER: AMAZON LOGISTICS
- TRACKING NUMBER: TBA152215284401

ITEMS	ITEM NUMBER	QUANTITY	EXP SHIPMENT	EXP DELIVERY
IRIS 585172 Modular Supply Case, PVC-Free ,Large,10 Pack, Clear REPLACEMENT ITEM	B00FZVPX10	1	Dec 7, 2020	Dec 9, 2020

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INFORMATION FOR TEACHERS, PRINCIPALS, AND DISTRICT LEADERS

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Partner with DonorsChoose

Where's my stuff?

Reveal the Rainbow!, fully funded on 1/28

- Shipped
- FAQs

~~227~~
229

Shipped

These items have been ordered and are on the way. View the tracking information below.

Shipment from Lakeshore Learning Materials, ordered on 1/28

[Track this shipment](#)

- SHIPPED: JANUARY 30, 2021
- DELIVERY ESTIMATE: FEBRUARY 5, 2021
- CARRIER: UPS
- TRACKING NUMBER: 1Z9366940336186408

ITEMS	ITEM NUMBER	QUANTITY	EXP SHIPMENT	EXP DELIVERY
TT120 Scratch Art Design Tools	TT120	1	Jan 30, 2021	Feb 5, 2021
TS526 Rainbow Scratch Bookmarks	TS526	10	Jan 30, 2021	Feb 5, 2021
TS108 Rainbow Scratch Paper	TS108	10	Jan 30, 2021	Feb 5, 2021

If you have questions about any of the above shipments, start by searching the tracking number on the carrier's website.

Frequently asked questions

- [When should I expect my materials to arrive?](#)
- [When can I expect my magazine subscriptions to arrive?](#)
- [Will I get my materials before the school year ends?](#)
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Where's my stuff?

Monkey Business in Library!, fully funded on 12/16

- Shipped
- FAQs

Shipped

These items have been ordered and are on the way. View the tracking information below.

~~#217~~
184

Shipment from AKJ Education, ordered on 1/1

[Track this shipment](#)

- SHIPPED: JANUARY 13, 2021
- DELIVERY ESTIMATE: JANUARY 18, 2021
- CARRIER: UPS
- TRACKING NUMBER: 1ZR2R6440365189677

ITEMS	ITEM NUMBER	QUANTITY	EXP SHIPMENT	EXP DELIVERY
Gears! Gears! Gears!® Movin' Monkeys™ Building Set	LER9119	4	Jan 13, 2021	Jan 18, 2021

If you have questions about any of the above shipments, start by searching the tracking number on the carrier's website.

Frequently asked questions

- [When should I expect my materials to arrive?](#)
- [When can I expect my magazine subscriptions to arrive?](#)
- [Will I get my materials before the school year ends?](#)
- [More order status FAQs »](#)

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About Us

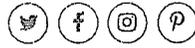
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DonorsChoose

Build momentum for your project. Share it with your friends and family!

Share via email

Share via Messenger

Post on Facebook

Share on Twitter

Monkey Business in Library!

Help me give my students these engaging gears to explore building and creative problem-solving.

\$217 GOAL

[View order status](#)

[Change your classroom photo](#)

Mrs. Collins

Grades PreK-2
Anna H Rockwell Elementary
School

Bethel, CT

SHARE PROJECT



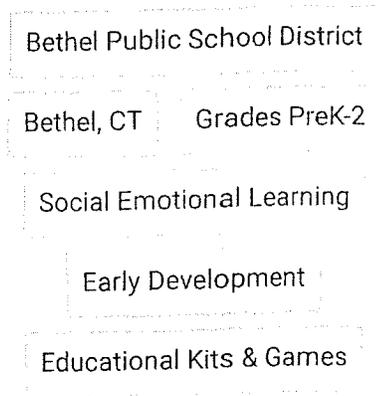
My Students

I have a dynamic group of kids from kindergarten to grade 2 for library lessons. Our students have been champions as we face in-person learning with library presented from a cart. They continue to smile and to engage while sitting behind shields and wearing masks. A wide range of abilities and cultural backgrounds adds to our growing sense of community.



5 donors have given to this project.

This project will reach **300** students.



Students love to be creative and to work collaboratively.

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Offering time for them to be creative and to share those creations is so important to their social-emotional well-being.

My students will enjoy working with these gears and monkeys. What fun they will have! Let's do this together!

Learn how we're working to support teachers and students during Covid-19

Where Your Donation Goes

MATERIALS	COST	QUANTITY	TOTAL
Gears! Gears! Gears!® Movin' Monkeys™ Building Set • AKJ EDUCATION	\$36.49	4	\$145.96
Materials cost			\$145.96
Vendor shipping charges			\$6.00
State sales tax			\$0.00
3rd party payment processing fee			\$2.19
Fulfillment labor & materials			\$30.00
Total project cost			\$184.15
Suggested donation to help DonorsChoose reach more classrooms			\$32.50
Total project goal			\$216.65
Still needed View calculation			\$0.00

Top rated for efficiency and transparency.

You donate directly to the teacher or project you care about and see where every dollar you give goes.

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Our team works hard to negotiate the best pricing and selections available.


Show less

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See how DonorsChoose works

KAPLAN[®]

EARLY LEARNING COMPANY

1-800-334-2014 • www.kaplanco.com

1310 Lewisville-Clemmons Rd. • P.O. Box 609

Lewisville, NC 27023-0609

CARTON PACKING LIST

Page 1
12/8/2020

Kaplan Order # 0008289881
Customer # 9102193300001
Customer PO # L023814853041441

Ship To: ROCKWELL ELEM SCH
400 WHITTLESEY DR
BETHEL, CT 06801-1534
USA

Bill To: DONORS CHOOSE
134 W 37TH ST FL 11
NEW YORK, NY 10018-6938
USA

Order Date: 12/07/2020

Ship Via: UPSGT

Carton ID: 1Z2145180361353729

Ship Date: 12/08/2020

Weight: 8.50

Carton #: 1

Cust Line	Kaplan Item #	Item Ref. #	Item Description	Qty Shipped
-----------	---------------	-------------	------------------	-------------

Mark For: MRS. KERRY COLLINS
LIBRARY

0001	46263		MAGIC BRIKS	5
------	-------	--	-------------	---

End of List



EARLY LEARNING COMPANY

1-800-334-2014 • www.kaplanco.com

1310 Lewisville-Clemmons Rd. • P.O. Box 609
Lewisville, NC 27023-0609

ORDER PACKING LIST

Kaplan Order # 0008289881
Customer # 9102193300001
Customer PO # L023814853041441
Cartons in Order 2

Ship To: ROCKWELL ELEM SCH
400 WHITTLESEY DR
BETHEL, CT 06801-1534
USA

Bill To: DONORS CHOOSE
134 W 37TH ST FL 11
NEW YORK, NY 10018-6938
USA

Order Date: 12/07/2020 Ship Via: UPSGT Carton ID: 1Z2145180361353729
Ship Date: 12/08/2020 Weight: 871.50 Carton #: 2

Cust Line	Kaplan Item #	Item Ref. #	Item Description	Qty Ord	Qty Ship	Ctn Seq
Mark For: MRS. KERRY COLLINS LIBRARY						
0001	46263		MAGIC BRIKS	5	5	0001
0001	46263		MAGIC BRIKS	6	6	0002

MESSAGE
For: MAGIC BRIKS
For order inquiries, contact your Account Manager at
donorschoose@kaplanco.com or 1-800-334-2014 ext. 6110.

End of List



PACKSLIP

2700 HOLLINS FERRY ROAD
 BALTIMORE, MD 21230
 Phone: 800-922-6066 Fax: 888-770-2338
 Email: orders@akjeducation.com

Customer Number: AR179235AN06801
 Customer PO #: L025614453380791
 Customer Phone Number: (203) 794-8688
 Sales Order #: AKJ0292701-2:1

31

Ship To:

ANNA H ROCKWELL ELEMENTARY SCHOOL
 MRS. KERRY COLLINS
 400 WHITTLESEY DR
 DELIVER TO: MRS. KERRY COLLINS
 BETHEL, CT 06801

Sold To:

Anna H Rockwell Elementary School
 213 West 35th St.
 2ND FLOOR
 NEW YORK, NY 10001

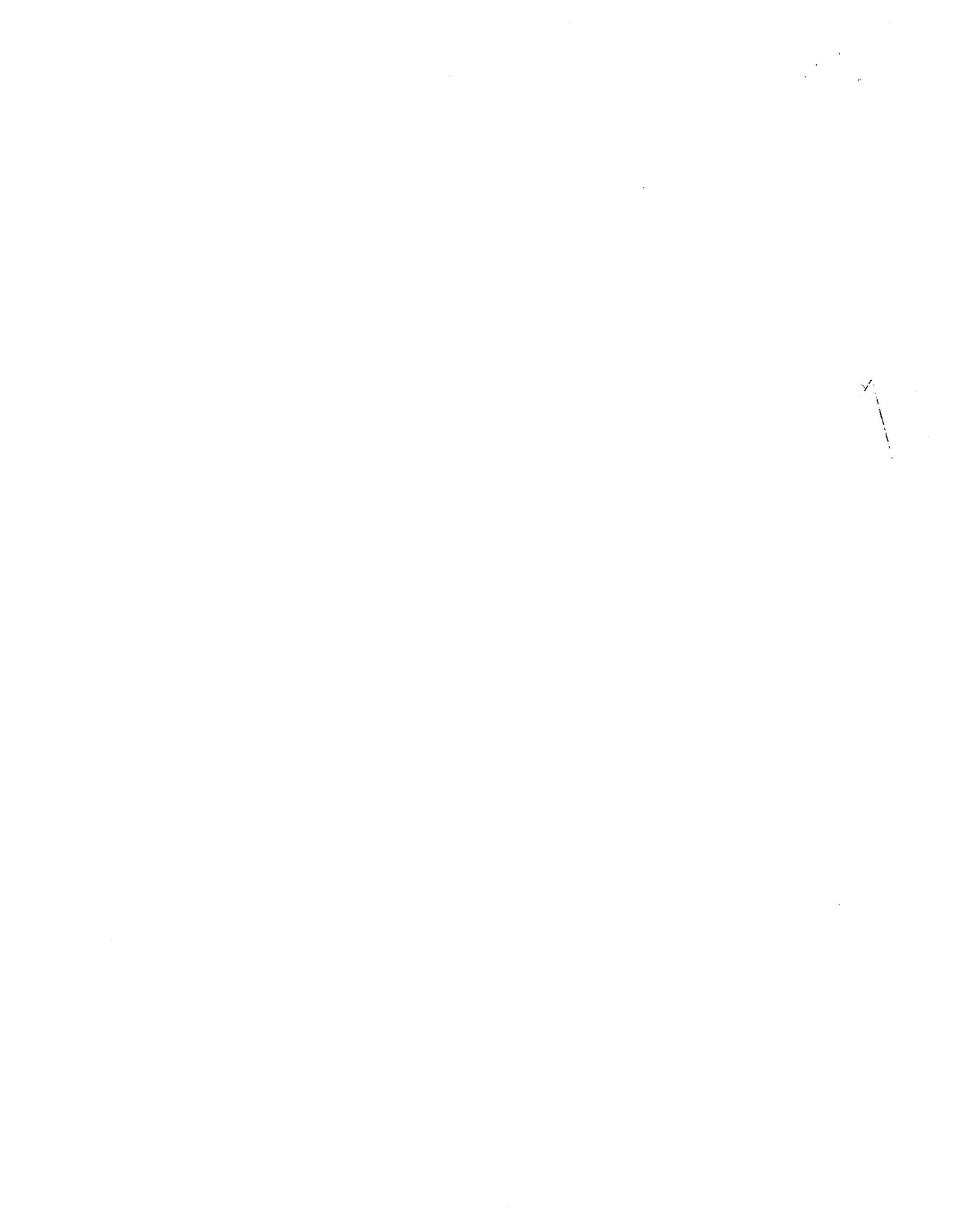
Date Ordered	Date Required	Carrier	Service	Freight Terms
January 04, 2021	January 04, 2021	GROUND		

Line	Product	Description	Qty Ordered	Qty Shipped	Qty Back Ordered
1	LER9119	Gears! Gears! Gears!® Movin' Monkeys™ Building Set	4	4	0

Carton #	Qty In Carton
100429405	4

Total Units Shipped: 4
 Total Number of Cartons: 1
 Order Packed By: CHRISTAN

Thank you for the opportunity to serve you. If you have questions or concerns about your order, please contact us at 1-800-922-6066 or via email at orders@akjeducation.com.





PACKING LIST

2695 E. Dominguez St.
Carson, California 90895

**Packing
List No.**

342904

Customer Service: (800) 428-4414
 Order Department: (800) 778-4456
 Customer Service E-mail: custservice@lakeshorelearning.com
 Order Online: www.lakeshorelearning.com
 Fax: (310) 537-4261

January 29, 2021

Total # of Boxes
in this shipment

1

SOLD TO 74161
 DONORSCHOOSE
 213 W 35TH ST
 2ND FL
 NEW YORK, NY 10001

SHIP TO
 ANNA H ROCKWELL ELEMENTARY
 SCHOOL
 400 WHITTLESEY DR
 BETHEL, CT 06801-1546

Your P.O. Number:
L029525653808731

Comments:

ECUST ORDER: L029525653808731
 ATTN:MRS. KERRY COLLINS ANNA H
 ATTN:ROCKWELL ELEMENTARY
 ATTN:SCHOOL
 ESCHOOL MALL

Line No.	Item Number	Description	Quantity Ordered	Quantity Shipped	Quantity Back-Ordered	Item Located In Box #
1	TS108	Rainbow Scratch Paper	10	10		5522
2	TS526	Rainbw Scratch Bkmrks-set 30	10	10		5522
3	TT120	Scratch Art Design Tools	1	1		5522

Thank you for your order!

Customer Service Information

We Want to Make Your Life Easier! If you have any questions or concerns about your order, a Lakeshore Customer Service Representative will be delighted to speak with you. Your representative can be reached at (800) 428-4414, Monday-Friday, 6:00 am-6:00 pm, PT.

Need to Return an Item? Making a return is simple. Just complete the form on the back of this list and place it in the package you're returning. Then attach the label at right to your package. **IMPORTANT:** Be sure to affix the appropriate postage to your package before mailing. We'll take care of the rest!

PS342904

From:

Name: _____
 Street: _____
 City, State: _____
 Zip Code: _____

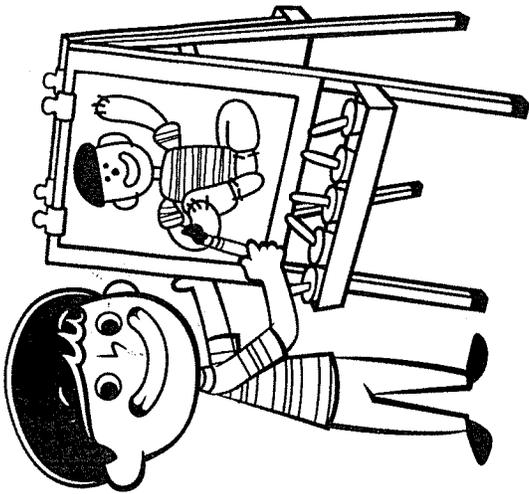
See our Privacy Policy at www.lakeshorelearning.com.



To:

Lakeshore Learning Materials
 2649 E. Dominguez St.
 Carson, CA 90810

5522



Returning merchandise? It's easy! Use the space below to let us know what item you are returning and if you would like a refund or replacement.

If the item is damaged, defective, or too large to ship by UPS or Parcel Post, give us a call and we will be happy to assist with the return. Mailing instructions and a shipping label can be found at the end of this packing list.

Customer Name: _____ Phone Number: _____

Packing List Number: _____
 (The number is found at the top right corner on the front side of this packing list.)

Return Code: Please circle the appropriate alpha code in the return code column below for each item.
W: The wrong item was sent. **V:** Item is defective/not working. **M:** Item is missing parts.
D: Item was damaged in shipping. **L:** I don't like it. **O:** Other

I am returning:

Qty.	Item #	Description	Price	Return Code (Circle one.)	Explanation
				W V M D L O	
				W V M D L O	
				W V M D L O	
				W V M D L O	
				W V M D L O	

I would like you to:

Send a replacement. Send a merchandise certificate. (Never expires!) Send a credit/refund. Exchange for these items:

Qty.	Item #	Description	Price

Your \$100 gift code

From: DonorsChoose (no-reply@donorschoose.org)

To: kcollinsclan@yahoo.com

Date: Wednesday, December 2, 2020, 09:30 AM EST

Hi Kerry,

Thanks for completing the Applied Digital Skills Classroom Rewards for Professional Development funding opportunity! Below you'll find your \$100 gift code, ready to use on any project for your classroom.

Gift Code: GKXZS-AMHH5

Value: \$100

Expiration Date: Jun 02, 2021

Check out our guide on how to use your gift code for help applying this to your next project.

Questions? We're here for you.

The DonorsChoose.org Team

Fwd: Your \$50 gift code

From: Kerry Collins (kcollinsclan@yahoo.com)

To: collinsk@bethel.k12.ct.us

Date: Sunday, November 29, 2020, 07:39 PM EST

Sent from my iPhone

Begin forwarded message:

From: DonorsChoose <no-reply@donorschoose.org>

Date: November 23, 2020 at 11:52:56 AM EST

To: kcollinsclan@yahoo.com

Subject: Your \$50 gift code

Hi Kerry,

Thanks for completing the General Motors Electrifying Engineering STEM Classroom Rewards funding opportunity! Below you'll find your \$50 gift code, ready to use on any project for your classroom.

Gift Code: 7CWT3-TKHV6

Value: \$50

Expiration Date: May 23, 2021

Check out our guide on how to use your gift code for help applying this to your next project.

Questions? We're here for you.

The DonorsChoose.org Team

Fwd: Your \$100 gift code

From: Kerry Collins (kcollinsclan@yahoo.com)
To: collinsk@bethel.k12.ct.us
Date: Sunday, November 29, 2020, 07:41 PM EST

Sent from my iPhone

Begin forwarded message:

From: Kerry Collins <kcollinsclan@yahoo.com>
Date: November 29, 2020 at 7:39:39 PM EST
To: Kerry Collins <collinsk@bethel.k12.ct.us>
Subject: Fwd: Your \$100 gift code

Sent from my iPhone

Begin forwarded message:

From: DonorsChoose <no-reply@donorschoose.org>
Date: November 24, 2020 at 4:15:15 AM EST
To: kcollinsclan@yahoo.com
Subject: Your \$100 gift code

Hi Kerry,

Thanks for completing the General Motors Electrifying Engineering STEM Classroom Rewards Part 2 funding opportunity! Below you'll find your \$100 gift code, ready to use on any project for your classroom.

Gift Code: YDDDK-2JNMR

Value: \$100

Expiration Date: May 24, 2021

Check out our guide on how to use your gift code for help applying this to your next project.

Questions? We're here for you.

The DonorsChoose.org Team

Donations

If you receive donations from friends and family on a project that doesn't reach full funding, you'll be able to apply those donations to your next project.

Michael Upton from Belden, MS gave to **Reveal the Rainbow!**.

\$34.99

January 28, 2021

An anonymous donor from CT gave to **Reveal the Rainbow!**.

[Thank this donor](#)

\$100

January 25, 2021

An anonymous donor from CT gave to **Reveal the Rainbow!**.

[Thank this donor](#)

\$100

January 25, 2021

An anonymous donor from WA gave to **Monkey Business in Library!**.

I can't imagine how difficult it is for you and your students. I hope that this donation not only helps with what you need but that it also lets you know that you are cared about and supported. From Grandma Jane"

\$12.95

December 16, 2020

Brian Stashenko gave to **Monkey Business in Library!**.

\$100

December 16, 2020

An anonymous donor from CT gave to **Monkey Business in Library!**

\$65

December 15, 2020

Thank this donor

An anonymous donor from CT gave to **Monkey Business in Library!**

\$23.14

December 15, 2020

Thank this donor

An anonymous donor from CT gave to **Building and Having Fun!**

\$76.86

December 2, 2020

Thank this donor

Maureen Collins from norwalk, CT gave to **Building and Having Fun!**

\$99

with a \$99 match from FamilyAlbum

December 1, 2020

Thank Maureen Collins

An anonymous donor from CT gave to **Building and Having Fun!**

\$50

with a \$50 match from FamilyAlbum

December 1, 2020

Thank this donor

An anonymous donor from CT gave to **Building and Having Fun!**

\$100

with a \$100 match from FamilyAlbum

December 1, 2020

Thank this donor

[View your donations for all years](#)

[Download your donation history](#)

ESSER II Uses of Funds

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

ESSER II Fact Sheet

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act.

The Uses of Funds for ESSER II include the same areas as the first ESSER grant with the addition of three new areas. The full description of each area as defined in by CSDE is indicated below.

LEAs will indicate Uses of Funds in the ESSER II Budget by selecting a budget tag for each budget detail from the *Uses of Funds* tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ESSER II Funds

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Budget Detail Tag

Coordination of preparedness and response

<p>(NEW) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.</p>	<p>Addressing learning loss</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Addressing unique needs of special pops</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.</p>	<p>Supplies to sanitize and clean</p>

<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>
<p>Providing mental health services and supports.</p>	<p>Mental health services</p>
<p>Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<p>Summer learning</p>
<p>(NEW) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p>	<p>Facility repairs/improvement to minimize disease spread</p>
<p>(NEW) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.</p>	<p>Improve air quality</p>
<p>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<p>Other ESSER eligible activities</p>
<p>Administrative Costs - necessary and reasonable</p>	<p>Administrative</p>

Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.

Indirect Cost

Priority Goals

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

ESSER II 2-18-2021 Letter to Superintendents

CSDE ESSER II Priority Areas and Uses of Funds

PRIORITY 1: Academic Supports, Learning Loss, Learning Acceleration and Recovery

Equity and access in education for students in Connecticut remains a top priority. As we have worked to help close the digital divide through technology and connectivity, we must measure and plan to address learning loss. Our academic supports must be positioned to accelerate learning and facilitate recovery. It is particularly important that we measure learning loss and target resources for our students disproportionately affected by the pandemic. Access must be focused on our most vulnerable students, including students whose progress decreased, students with disabilities, English learners, students experiencing homelessness, disengaged youth, or those with barriers to remote learning. Targeted supports that should be implemented include but are not limited to additional classroom supports, high dosage small group tutoring programs including in school and after school, extended day programs and expanded access to summer school.

My district is using ESSER II funds for Priority 1 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

* (Use ESSA Milestone Target) By 2023,

we will accelerate the learning of all students, particularly our high needs population, from 77.5% to 84.5% on the ELA Performance Index for High Needs Students and from 70.2% to 77.2% on the Math Performance Index for High Needs Students.

Needs Assessment

* 1. What did your needs assessment reveal as it pertains to priority 1? (use relevant data and limit to 250 words)

We administer the Smarter Balanced state assessments, NWEA standardized assessments in literacy and math, in addition to locally determined curriculum-based measures. Since we did not have state assessment data from the 2019-2020 school year, we did analyze our NWEA cohort data from the current school year as compared to previous years. Our NWEA literacy data from 2020-2021 indicated that while data at the elementary level was somewhat stagnant from previous years, there was clear variation across classrooms. At the middle school level, we found drops in learning, as much as 10% points or more. In addition, NWEA math data from 2020-2021 revealed significant drops in our learning data, particularly in Grades 3-7, with almost 30 percentile point decreases in some cases. While we did see early elementary (Grades 1-2), 8th grade and high school math data remain consistent from the year prior, we do see opportunities for accelerated growth. In addition to standardized assessment data, our curriculum-based measures also show that some students may not have the prerequisite skills needed for upcoming grade level units. Our classroom teachers, specialists and interventionists continue to provide a multi-tiered system of support for our students; however, we do not have enough human capital during the school day or additional, specialized programming to address all of the learning needs of our students.

* 2. Based on the needs assessment findings, describe how your strategies for priority 1 address those needs? (limit to 250 words)

As per our district's Strategic Plan, our work is to ensure that our staff has the appropriate resources and environment to develop empowered learners and support our students social and emotional competencies. The major strategy we will use in our district to address the unfinished learning of our students is use of the acceleration model. Research from The New Teacher Project (TNTP) indicates that grade level content must be the academic priority when addressing the learning needs of students. We will accelerate all students' exposure to grade-appropriate content while also addressing students' social and emotional needs so that every student can get back on track towards mastery of grade level standards. This will be done through professional learning opportunities focused on the acceleration model provided to our staff using PLCs, SRBI meetings, faculty meetings, and other mechanisms such as summer programming, before/after school planning sessions to prioritize upcoming units, analyze student learning data, and plan for instructional implementation and scaffolds that will be needed. We will address inequities through analysis of data and monitoring of data (both quantitative and qualitative , digital and print) to ensure we are meeting the needs of all students, particularly those who have been disproportionately underserved. Continuous collaboration and communication with all stakeholders regarding our theory of action that is focused on acceleration, implementation of the acceleration strategy, and progress towards our major work will be done. Further, we will hire additional staff so that we can provide the needed multi-tiered system of supports in order to meet the diverse needs of our students. We plan to hire an additional math specialist, a special education teacher, as well as an SEL instructional coach.

Strategies

What/How	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* The acceleration strategy will address our assessment findings in that we will work to address the unfinished learning of our students through use of formative assessment data, targeted instruction focused on priority standards, including small group programming, summer school programming, and other specialized programming to meet the needs of our learners.</p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* The persons responsible for coordinating implementation and monitoring this work include the Superintendent, Assistant Superintendent, Director of Teaching and Learning, Director of Special Education and Pupil Services, Berry School Principal, Rockwell School Principal, Johnson School Principal, Bethel Middle School Principal, and Bethel High School Principal.</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* The indicators of success include: meeting our SMART goal, growth in our NWEA data and curriculum-based measures (i.e. screeners, unit assessments, performance tasks, rubrics), and through student-teacher conferencing, students self-reporting that they know what they are learning, where they are in their learning, and can identify next steps for learning.</p>

* We plan to fully implement the acceleration strategy with our district beginning in the 2021-2022 school year, although planning and professional learning with this strategy has already begun. We also plan to hire additional staff in the spring of 2021 so we can continue planning and implementation over the summer.

Priority 2: Family and Community Connections

Direct engagement with families and the community, such as faith-based organizations, businesses, and social service providers, will provide added supports for our students while we continue this school year and adapt to the changing dynamics of this pandemic. Among other opportunities to increase initiatives that engage school, family and

community connections, schools should engage "Family Academy" programs aimed at providing parents and guardians with the skills to support their children's academic endeavors, including those skills necessary to support technology use in the home.

My district is using ESSER II funds for Priority 2 purposes.

Priority 3: School Safety and Social-Emotional Well-being of the "Whole Student" and of our School Staff

There is an unprecedented level of stress on both students and staff members which must be addressed, both through social and emotional support and also through continued emphasis on public health safety measures. One focus area should be on additional behavioral and mental health services delivered in-person or via remote/ telehealth access and social and emotional support mechanisms, so that these supports are available even for individuals who may have limited in-person access. Resources should also continue to be allocated to support the physical health and safety of our students and staff, (e.g., to ensure adequate personal protective equipment (PPE), cleaning supplies, etc.).

My district is using ESSER II funds for Priority 3 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics.

* (Use ESSA Milestone Target) By 2023,

Through June 2022, the Bethel Public Schools will support the physical health and safety of our students and staff by leveraging supplemental custodial staff to address cleaning and disinfecting measures set forth by the Department of Public Health.

Needs Assessment

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)

While we have worked hard to keep our buildings clean and disinfected this year during the pandemic, we anticipate more in-person learners will be returning to school next year, and additional cleaning support staff is needed to maintain this vigilant level. The rollout of vaccinations for children is anticipated to take place during the next school year and the level of cleaning must be maintained. This level includes moving a custodial shift in each school to cover cleaning of "high-touch-points" in the building throughout the day. Currently, we have 23 custodians

cleaning our five school buildings and our Track and Field Center. The average of four industry guidelines for square footage indicate that one custodian is needed to properly clean 23,263 square feet. We have 558,593 square feet and therefore should have the equivalent of 24 custodians for proper cleaning and maintenance. The need, based on square footage, is most evident at our high school. In order to support the physical health and safety of our students and staff, we need to ensure adequate custodial staffing equivalent to 24 so that consistent and proper cleaning procedures occur in our facilities.

* 2. Based on the needs assessment findings, describe how your strategies for priority 3 address those needs. (limit to 250 words)

Supplemental custodial staffing is needed for the additional cleaning procedures outlined in the Department of Public Health's Guidance for Cleaning and Disinfecting of Schools. Supplemental staff will support routine cleaning as well as disinfection in high touch areas. This will help reduce the risk of virus transmission and exposure to environmental health hazards and to support student and staff health needs.

Strategies

What/How	When	Who	Outcome
What is the strategy? How do you envision its implementation?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?

<p>* We will contract for an additional custodian to support Bethel High School. The additional custodian will be trained in cleaning protocols, specific to COVID and as outlined by the Department of Public Health's Guidance for Cleaning and Disinfecting of Schools, and supervised by the head custodian of the building.</p>	<p>* Hiring and implementation will take place the Summer of 2021.</p>	<p>* The persons responsible for coordinating implementation and monitoring this work include the Superintendent, Supervisor of Facility and Security Operations, and the Bethel High School Principal.</p>	<p>* The evidence of progress is that we will have a decrease in COVID-related exposures within the building as compared the current school year. Additionally, the building will have enhanced cleaning procedures as evidenced by weekly cleaning protocol checks by the head custodian.</p>
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Priority 4: Remote Learning, Staff Development, and the Digital Divide

We have successfully worked to close the digital divide in Connecticut. Resources should be allocated to (1) maintain or upgrade access to technology and connectivity for the long term; (2) increase robust professional development for staff to hone their skills in providing remote learning; and (3) provide technical assistance and/or training for families, so that students, school staff, and families are all prepared to use remote platforms to effectively maximize student learning.

My district is using ESSER II funds for Priority 4 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 4 and is tied to applicable district ESSA Milestone metrics.

* (Use ESSA Milestone Target) By 2023,

the Bethel Public Schools will upgrade access to technology by: providing needed software programming to support the district's instructional program; purchasing hardware for students with special needs and kindergarten students to outfit the district with reliable, developmentally appropriate devices; and to purchase wireless

presentation and collaboration units at the middle and high school to support teaching and learning, including remote learning.

Needs Assessment

* 1. What did your needs assessment reveal as it pertains to priority 4? (use relevant data limit to 250 words)

While we do utilize Google Workspace (formerly G Suite) and Google Classroom for cloud computing, productivity, collaboration and file sharing in district, we continue to seek software that supports our learners and addresses the instructional programming in our district. Our staff has indicated that we need an additional interactive platform that integrates with our current systems and includes embedded formative assessment to be used to inform instruction and address learning loss, particularly for our remote learners. Through feedback from our staff, programming that allows for whole group and self-paced options, real-time feedback, game-based quizzes, collaborative workspaces, and virtual reality for experiential learning is critical. Additionally, software that supports our acceleration model and provides voice and choice for our students to personalize their learning at the high school level is also needed. In terms of hardware, our kindergarten devices and some of our special education allocated devices will no longer meet the iOS needed to run applications used for instruction and programming. iPads are more developmentally appropriate for these students to be able to equitably access their learning in the digital environment. iPads would allow smoother use of Google Classroom and educational applications in this grade/department. Further, our elementary schools have presentation units that support the instructional program so students can view material shared with them; however, these units are lacking in all classrooms at the middle school and high school. In order to advance equity across our district, we need to purchase presentation units at the secondary level to better enhance the teaching and learning experience in those buildings.

* 2. Based on the needs assessment findings, describe how your strategies for priority 4 address those needs. (limit to 250 words)

As per our district's Strategic Plan, our work is to ensure that our staff have the appropriate resources and environment to develop empowered learners and support our students' social and emotional competencies. It is essential we have the software programming needed to support the instructional program, particularly software that will provide timely data on students' learning needs. Ensuring our staff, particularly those who will be working with remote learners, have access to digital tools that allow for collaboration, formative assessments, and immediate feedback is critical. Additionally, allowing students voice and choice in determining what they need next supports our district's strategic plan in terms of empowering our learners. It is also necessary that our students have reliable, developmentally appropriate devices for learning purposes. Currently some of our students are using older devices which can pose challenges in terms of accessing applications, as these devices can no longer

update to the most recent iOS and therefore do not support instructional applications. Further, by leveraging presentation units at the secondary level, the teaching and learning experience in those buildings will be enhanced which will positively impact our students and educators.

Strategies

What/How	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* We will leverage the needed hardware and software to support the instructional program for our educators and students. Our IT Department will purchase the needed hardware, image the devices according to our district's needs, and deploy the devices to our students. Middle and high school presentation units will be purchased and hung by one of the companies we used for our elementary schools. Software programming has been identified and will be purchased at the district level for the buildings.</p>	<p>* The work will begin the summer of 2021.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Implementation coordination and monitoring will be done by: 1. Superintendent 2. Supervisor of Digital Learning 3. IT Supervisor 4. Berry School Principal 5. Rockwell School Principal 6. Johnson School Principal 7. BMS Principal 8. BHS Principal</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* The indicators of success include: growth in our state testing data, NWEA data, and curriculum-based measures (i.e. screeners, unit assessments, performance tasks, rubrics) using differentiated, personalized learning experiences supporting access to grade level standards.</p>

Other Allowable Activities

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, activities that are also eligible uses of ESSER funds can be found beginning on page 3 of [this document](#).

My district is using ESSER II Funds for other allowable activities

ESSER II Funds Budget

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

Object	Total
100 - Personal Services > Salaries	\$976,803.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$48,750.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$3,143.00
700 - Property	\$169,443.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$1,198,139.00
Allocation	\$1,198,139.00
Remaining	\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

100 - Personal Services > Salaries - \$976,803.00 ▼

Budget Detail

Narrative Description

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ESSER II Priority:	1: Academic Supports, Learning Loss...
Uses of Funds:	Mental health services
LEA / School:	Bethel School District (009-000)
Quantity:	1.00
Cost:	\$348,783.00
Line Item Total:	\$348,783.00

We will hire SEL Coach (1 FTE - 3 years) to assist in developing an SEL system and curriculum for our district. This is particularly important after a period of disrupted learning and social isolation due to COVID-19.

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ESSER II Priority:	1: Academic Supports, Learning Loss...
Uses of Funds:	Addressing learning loss
LEA / School:	Bethel School District (009-000)

We will hire a Math Specialist (1 FTE for 3 years) to accelerate learning for students needing additional support in Mathematics at RMT Johnson School.

Quantity:	1.00		
Cost:	\$296,106.00		
Line Item Total:	\$296,106.00		
Object:	100 - Personal Services > Salaries		<p>We will hire a special education teacher (1 FTE for 3 years) at Bethel Middle School to address the increased needs and caseloads in Special Education.</p>
Purpose:	01 - Public School Activities		
ESSER II Priority:	1: Academic Supports, Learning Loss...		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Bethel School District (009-000)		
Quantity:	1.00		
Cost:	\$262,413.00		
Line Item Total:	\$262,413.00		
Object:	100 - Personal Services > Salaries		
Purpose:	01 - Public School Activities		
ESSER II Priority:	1: Academic Supports, Learning Loss...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Bethel School District (009-000)		<p>To accelerate learning and programming we will have our K-12 teachers meet with coaches and specialist prior to teaching a unit of study to analyze the unit. This will enable teachers to look for priority standards, modify units based on student needs, develop plans for skill gaps and develop tier one and two instruction. Funds would also be used for any curriculum work needed.</p>

Quantity:	1.00			
Cost:	\$50,801.00			
Line Item Total:	\$50,801.00			
Object:	100 - Personal Services > Salaries		We will provide a summer enrichment program for FLEX students at Bethel Middle School (\$6150 plus \$3200 for transportation)	
Purpose:	01 - Public School Activities			
ESSER II Priority:	1: Academic Supports, Learning Loss...			
Uses of Funds:	Summer learning			
LEA / School:	Bethel Middle School (009-5111)			
Quantity:	1.00			
Cost:	\$9,350.00			
Line Item Total:	\$9,350.00			
Object:	100 - Personal Services > Salaries			We will provide a summer enrichment and credit recovery program for STEP students at Bethel High School (\$6150 plus \$3200 for transportation).
Purpose:	01 - Public School Activities			
ESSER II Priority:	1: Academic Supports, Learning Loss...			
Uses of Funds:	Summer learning			
LEA / School:	Bethel School District (009-000)			

Quantity:	1.00	
Cost:	\$9,350.00	
Line Item Total:	\$9,350.00	
Total for 100 - Personal Services > Salaries:		\$976,803.00
Total for all other Objects:		\$221,336.00
Total for all Objects:		\$1,198,139.00
Allocation:		\$1,198,139.00
Remaining:		\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

400 - Purchased Property Services - \$48,750.00 ▼

Budget Detail		Narrative Description
Object:	400 - Purchased Property Services	<p>We will contract for an additional custodian to support Bethel High School. The additional custodian will be trained in cleaning protocols, specific to COVID and as outlined by the Department of Public Health's Guidance for Cleaning and Disinfecting of Schools, and supervised by the head custodian of the building.</p>
Purpose:	01 - Public School Activities	
ESSER II Priority:	3: School Safety and Social-Emotion...	
Uses of Funds:	Training to minimize disease spread	
LEA / School:	Bethel High School (009-6111)	
Quantity:	1.00	
Cost:	\$48,750.00	
Line Item Total:	\$48,750.00	
Total for 400 - Purchased Property Services:		\$48,750.00
Total for all other Objects:		\$1,149,389.00
Total for all Objects:		\$1,198,139.00
Allocation:		\$1,198,139.00
Remaining:		\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds
 600 - Supplies - \$3,143.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	We will purchase Adaptive Scheduler software to be used to schedule students for flex time within our new schedule. This software will be used as an interventions and acceleration tool. Cost includes implementation and 2 additional years of subscription.	
Purpose:	01 - Public School Activities		
ESSER II Priority:	4: Remote Learning, Staff Developme...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Bethel High School (009-6111)		
Quantity:	1.00		
Cost:	\$3,143.00		
Line Item Total:	\$3,143.00		
		Total for 600 - Supplies:	\$3,143.00
		Total for all other Objects:	\$1,194,996.00
		Total for all Objects:	\$1,198,139.00
		Allocation:	\$1,198,139.00
		Remaining:	\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

700 - Property - \$169,443.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	<p>We will purchase 120 iPads to replace the iPad 2s in our district and distribute as follows: 20 Special education devices which no longer meet the iOS needed to run apps used for instruction and interventions. 100 iPads for PK and K student as they are more developmentally appropriate to equitably access their learning in the digital environment. iPads would allow smoother use of Google Classroom and educational apps in these grades.</p> <p>We will purchase 10 iPad mini for special education students. Price includes Apple Care and case.</p> <p>To purchase NovoPro Wireless Communication and Presentation solutions to be distributed to Bethel High School, Bethel Middle School and Central Office. These wireless presentation units will support teaching and learning and remote learning.</p>
Purpose:	01 - Public School Activities	
ESSER II Priority:	4: Remote Learning, Staff Developme...	
Uses of Funds:	Education technology	
LEA / School:	Bethel School District (009-000)	
Quantity:	1.00	
Cost:	\$57,698.00	
Line Item Total:	\$57,698.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ESSER II Priority:	4: Remote Learning, Staff Developme...	
Uses of Funds:	Education technology	
LEA / School:	Bethel School District (009-000)	

Quantity:	1.00		
Cost:	\$50,745.00		
Line Item Total:	\$50,745.00		
Object:	700 - Property	<p>We will create a sensory room for Bethel High School students with disabilities.</p>	
Purpose:	01 - Public School Activities		
ESSER II Priority:	1: Academic Supports, Learning Loss...		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Bethel High School (009-6111)		
Quantity:	1.00		
Cost:	\$25,000.00		
Line Item Total:	\$25,000.00		
Object:	700 - Property		<p>We will purchase 50 Teacher Nearpod licenses and 800 students (16:1 license structure) - 3 Years. This interactive platform integrates formative assessment and real time feedback to allow for on-demand PL for teachers. The program allows for whole groups, self-paced options, and includes collaborative workspaces, VR 360 tours for experiential learning.</p>
Purpose:	01 - Public School Activities		
ESSER II Priority:	4: Remote Learning, Staff Developme...		
Uses of Funds:	Education technology		
LEA / School:	Bethel School District (009-000)		

Quantity:	1.00	<p>We will create a sensory room to meet the needs of our special education students in our Foundations program at F.A. Berry School.</p>
Cost:	\$24,000.00	
Line Item Total:	\$24,000.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ESSER II Priority:	1: Academic Supports, Learning Loss...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Frank A. Berry School (009-0111)	
Quantity:	1.00	
Cost:	\$12,000.00	
Line Item Total:	\$12,000.00	
Total for 700 - Property:		\$169,443.00
Total for all other Objects:		\$1,028,696.00
Total for all Objects:		\$1,198,139.00
Allocation:		\$1,198,139.00
Remaining:		\$0.00

ESSER II Funds Budget Overview

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

Filter by Location: All - \$1,198,139.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		976,803.00	976,803.00
400 - Purchased Property Services		48,750.00	48,750.00
600 - Supplies		3,143.00	3,143.00
700 - Property		169,443.00	169,443.00
Total		1,198,139.00	1,198,139.00
	Allocation		1,198,139.00
	Remaining		0.00

Related Documents

Bethel School District (009-000) Public School District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Bethel School District
DUNS Number: 132370115

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 116-260 THE CRRSA ACT
CFDA #:
SDE Project Code: SDE000000000002
Grant Number: 009-000 12060-29571-2021-82079-124137

2 Grant Title

ESSER II Funds

5 Award Period

1/5/2021 - 9/30/2023

3 Education Staff

Program Manager:
Megan Alubicki Flick (860) 713-6786

Payment & Expenditure Inquiries:
Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$1,198,139.00

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Requests for budget revisions for expenditures made between March 13, 2020 and June 30, 2021 must be submitted at least 60 days prior to the expiration of the fiscal year but no later than May 1, 2021. Final budget revisions covering the entire award period must be submitted at least 60 days prior to the expiration of the grant period but no later than July 30, 2023. Budget revisions submitted after this date are accepted at the discretion of the ESSER II Funds Program Manager. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

4/29/2021

Melissa Hickey - CSDE Management Approver

Program Information

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

Timelines:

June 23, 2021	LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online.
August 16, 2021	LEA ARP ESSER Plan (application) is due.
September 30, 2024	ARP ESSER Funds must be obligated.

Stakeholder Engagement

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

The Superintendent of Schools has a weekly newsletter where important information is provided to families and the community related to our district. The purpose of the ARP ESSER grant and the priority areas within the grant, including how we would spend the money were shared in the newsletter. Families could include feedback in our

Google Form survey and/or could contact the school district directly regarding their thoughts and ideas about the grant. In addition, several members of our Board of Education, teachers, and administrators are also parents within the school district. They provided verbal feedback to us through a Zoom call regarding grant development. Time for teachers to meet regarding curriculum development and supporting students' acceleration of learning, including social and emotional needs, were considered priorities from our stakeholders.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	

Safe Return to In-Person Instruction and Continuity of Services Plan

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Safe Return to In-Person Instruction and Continuity of Services Plan

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

Health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

Continuity of services (including but not limited to):

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

* Public comment was taken into account

*** Please share the URL to the website where you publicly posted your plan.**

<https://sites.google.com/bethel.k12.ct.us/bethel-public-schools-covid-19/home>

ARP ESSER Uses of Funds

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ARP ESSER Funds

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Budget Detail Tag

Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Supplies to sanitize and clean and PPE</p>
<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>

<p>Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.</p>	<p>Mental health services</p>
<p>Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<p>Summer learning</p>
<p>School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p>	<p>Facility repairs/improvement to minimize disease spread</p>
<p>Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.</p>	<p>Improve air quality</p>
<p>Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.</p>	<p>Health and safety of students, staff and educators</p>
<p>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<p>Other ARP ESSER eligible activities</p>
<p>Administrative Costs - necessary and reasonable</p>	<p>Administrative</p>
<p>Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.</p>	<p>Indirect Cost</p>

Priority Goals

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

[ARP Letter to Superintendents 05-09-21](#)

[Benchmark Assessment Guidance to LEAs](#)

[ARP ESSER Guidance](#)

PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

* **My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): \$538,547.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

Through the use of a multi-tiered system of support using the acceleration framework, our ELA performance index for high needs students will increase from 77.5% to 80% and the Math performance index for high needs students will increase from 70.2% to 80% by 2024.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 1? (use relevant data and limit to 250 words)

We administer the Smarter Balanced state assessments, NWEA standardized assessments in literacy and math, in addition to locally determined curriculum-based measures. Since we did not have state assessment data from the 2019-2020 school year, we did analyze our NWEA cohort data from the current school year as compared to previous years. Our NWEA literacy data from 2020-2021 indicated that while data at the elementary level was somewhat stagnant from previous years, there was clear variation across classrooms. At the middle school level, we found drops in learning, as much as 10% points or more. In addition, NWEA math data from 2020-2021 revealed significant drops in our learning data, particularly in Grades 3-7, with almost 30 percentile point decreases in some cases. We found Smarter Balanced data was similar to our NWEA data. While we did see early elementary (Grades 1-2), 8th grade and high school math data remain consistent from the year prior, we do see opportunities for accelerated growth. In addition to standardized assessment data, our curriculum-based measures also show that some students may not have the prerequisite skills needed for upcoming grade level units. Our classroom teachers, specialists and interventionists continue to provide a multi-tiered system of support for our students; however, we do not have enough human capital during the school day or additional, specialized programming to address all of the learning needs of our students.

* 2. Based on the needs assessment findings, describe how your strategies for priority 1 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

As per the Connecticut State Department of Education (CSDE), accelerated learning, our major strategy, is an approach to diagnosing learning and planning to embed or integrate pre-requisite skills with on-grade-level content to promote equal expectations for all students and accelerate learning instead of grouping students by ability within the class. Students require consistent access to grade-level instruction and materials to accelerate their progress.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>
<p>* The acceleration strategy will address our assessment findings in that we will work to address the unfinished learning of our students through use of formative assessment data, targeted instruction focused on priority standards, including small group programming, summer school programming, and other specialized programming to</p>	<p><input checked="" type="checkbox"/></p>			<p>* The indicators of success include: meeting our SMART goal, growth in our NWEA data and curriculum-based measures (i.e. screeners, unit assessments, performance tasks, rubrics), and through student-teacher conferencing, students self-reporting that they know what they are learning, where they are in their learning, and can identify next steps for learning.</p>

meet the needs of our learners. We will hire the necessary staffing (both tutors and certified staff) to address math and literacy needs along with the needs of our English learners. Additionally, we will access needed resources to support the additional instruction that will be required to accelerate learning for our students.

* We plan to fully implement the acceleration strategy with our district beginning in the 2021-2022 school year, although planning and professional learning with this strategy has already begun. We also plan to hire additional staff and order the needed materials in the summer of 2021 so we can continue planning for implementation over the summer.

* The persons responsible for coordinating implementation and monitoring this work include the Superintendent, Assistant Superintendent, Director of Teaching and Learning, Director of Special Education and Pupil Services, Berry School Principal, Rockwell School Principal, RMT Johnson School Principal, Bethel Middle School Principal and Bethel High School Principal

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and

communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

My district is using ARP ESSER funds for Priority 2 purposes.

Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

My district is using ARP ESSER funds for Priority 3 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics

EXAMPLE: *By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

Through the use of a multi-tiered system of support, the number of students identified as requiring Tier 2 or Tier 3 support will decrease in each building by 10% from baseline by 2024.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)
The development of social-emotional competencies has been identified as a district priority and is part of our strategic plan. After the challenges posed by the 2020-21 school year, our district has continued to recognize

need for a strong, multi-tiered system of SEL to address student needs. We seek to support, in particular, students who have suffered from trauma, loss, and social isolation.

* 2. Based on the needs assessment findings, describe how your strategies for priority 3 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

We will use trauma informed practices designed to maintain safe classroom cultures and are relevant to diverse populations. Lessons will engage students with stories, games, role playing and discussion. We are selecting programs that have options in English and Spanish.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>
<p>* By accessing needed social and emotional resources and training, our social workers, counselors and school psychologists can provide a multi-tiered system of support for</p>				<p>* The SEL Leadership team will monitor universal screening data (DESSA), discipline data, surveys, and school climate data. We should see improvement in our data in order to reach our Smart Goal.</p>

students. This upcoming year our district is piloting the new CSDE social and emotional screener, the Devereaux Student Strengths Assessment (DESSA). The data we receive from DESSA, along with our own district data, will help us identify students needing additional support in terms of their social and emotional learning. Through our SRBI process, we will use the Empowering Education program as a resource to teach mindfulness and trauma informed practices. Additionally, we will use cognitive behavioral therapy training to identify and change students' negative thinking patterns

* We plan to implement this strategy in the fall of 2021 with students we know are in need of additional support and will continue to monitor all students and provide additional instruction as needed.

* Implementation and Coordination Monitoring will be done by the Superintendent, Assistant Superintendent, Director of Teaching and Learning, Director of Special Education and Pupil Services and the Supervisors of Special Education

and to treat suicidal and other self destructive behaviors.

Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.

My district is using ARP ESSER funds for Priority 4 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 4 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By providing targeted professional development on virtual learning platforms, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

Through the use of our needs assessments and strategic plan, by 2024, we will outfit the district with reliable and appropriate devices by providing needed hardware and accessories for staff and purchasing video conferencing tools to support continuous learning in a 1:1 environment.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 4? (use relevant data limit to 250 words)

While we do utilize Google Workspace for Education and Google Classroom for cloud computing, productivity, collaboration and file sharing in district, we continue to seek software that supports our learners and addresses the instructional programming in our district. Video conferencing software has proven vital for remote learning, to expand access beyond our classrooms, and to build family-school partnerships. Google Workspace for Education premium features will allow our staff and students to access advanced video conferencing tools, cyber safety features and originality reporting to support student's ethical use of information. Video conferencing software will allow us to better utilize our resources across buildings and provide small and whole group instruction as needed, embedded formative assessment tools, and timely feedback to students. Webinar services will allow stakeholders access to school events virtually, building communication and support systems. Purchasing additional chargers for student Chromebooks will allow students to take home devices as needed to provide digital equity and address the homework gap. Further, our K-8 schools have presentation units that support the instructional program so students can view material shared with them; however, these units are lacking in all classrooms at the high school. In order to advance equity across our district, we allocated ESSER II funding to purchase presentation units to enhance the teaching and learning experience. As a result of the hardware and software upgrades in our district, upgraded visual display monitors are needed to accompany the presentation units. Our certified staff also needs new laptops as their current devices are older and do not have the speed or reliability to run applications required in a blended learning environment.

* 2. Based on the needs assessment findings, describe how your strategies for priority 4 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

As per our district's Strategic Plan, our work is to ensure that our staff have the appropriate resources and environment to develop empowered learners and support our students' social and emotional competencies. It is essential we have the software programming needed to support the instructional program, particularly software that will provide timely data on students' learning needs. Ensuring our staff have access to digital tools that allow for collaboration, formative assessments, and immediate feedback is critical. Currently our district has a 1:1 cart model in our elementary schools. We would like students to take devices home if they need it for digital learning and additional chargers will help this flexible model. Further, through ESSER APR, by leveraging display monitors in conjunction with presentation units at the high school level, we will provide an equitable learning environment, as our K-8 buildings already have these units available for our teachers and students. Also, by

leveraging new laptops for our staff, they can better access the needed software to support teaching and learning.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* The work will begin the summer of 2021.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Implementation and monitoring will be done by: Superintendent, Director of Digital Learning, IT Supervisor, Berry School Principal, Rockwell School Principal, Johnson School Principal, Bethel Middle School Principal, Bethel High School Principal</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* The indicators of success include: growth in our state testing data, NWEA data, and curriculum-based measures (i.e. screeners, unit assessments, performance tasks, rubrics) using differentiated, personalized learning experiences supporting access to grade level standards.</p>

* We will leverage the needed hardware and software to support the instructional program for our educators and students. Our IT Department will purchase the needed hardware, image the devices according to our district's needs, and deploy the devices and their accessories to our certified staff. High school display monitors will be purchased and hung by one of the companies we used for our K-8 buildings. These monitors will work in conjunction with the wireless presentation units purchased with ESSER II Funding.

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

My district is using ARP ESSER funds for Priority 5 purposes.

No SMART Goal required for this priority area

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

Needs Assessment

* 1. What did your needs assessment reveal as it pertains to priority 5? (use relevant data limit to 250 words)

The needs assessment showed that while the district has made great strides in improving the ventilation systems at our school buildings, there are still some significant issues at Bethel High School as well as an issue in the Bethel Middle School gymnasium that need to be addressed as soon as possible.

* 2. Based on the needs assessment findings, describe how your strategies for priority 5 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

School facility improvements, such as upgrading our HVAC/ventilation systems, enable operation of schools to reduce risk of virus transmission, exposure to environmental health hazards, and improves the indoor air quality thus supporting all students' and staff health needs.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>
<p>* Maintaining ventilation to improve indoor air quality is a major component in reducing risk of virus transmission and exposure to environmental health hazards, and effectively maintains the health and safety of students and staff. Our district continues to follow the guidance from the CDC and the EPA to replace existing mechanical systems that are</p>	<p><input type="checkbox"/></p>		<p>* The persons responsible for implementation and monitoring include the Superintendent, Director of Fiscal Services, and the Supervisor of Facility and Security Operations</p>	<p>* The evidence of progress will be monitored through the replacement of the Bethel High School HVAC System and expanding the system at Bethel Middle School according to the priorities and timeline provided by the feasibility study. We will know this strategy is impactful based on improved indoor air quality.</p>

not fully functioning, specifically our HVAC system at Bethel High School which was installed in 1975 along with the expansion of the HVAC system at Bethel Middle School in the gymnasium and other areas at the school. The district has already had several meetings of School Administration with Town & School Facilities personnel as well as an engineering consultant to formulate a plan. The plan includes bidding a feasibility study of the current condition of

* This feasibility study would be done by an MEP or Architectural firm and would be completed by end of calendar year 2021. The funding in ESSER III will be used to implement as much of the solutions, in priority order, as possible. These actual projects/solutions for both Bethel High School and Bethel Middle School would be completed within the required/allowable ESSER III timeline.

HVAC/ventilation at Bethel High School and proposals for these solutions prioritized. The work on the Bethel Middle School gymnasium system would be bid separately and the work done also within the allowable grant timeline.

Other Allowable Uses

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$867,344.09
200 - Personal Services > Employee Benefits	\$19,873.61
300 - Purchased Professional and Technical Services	\$11,040.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$52,459.80
700 - Property	\$1,742,016.50
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$2,692,734.00
Allocation	\$2,692,734.00
Remaining	\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$867,344.09 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>We will hire two Math Tutors (part time for 2 years) to teach pull out acceleration groups during the school day.</p> <p>We will hire two Reading Tutors (Part time for 2 years) to teach pull out acceleration groups during the day.</p> <p>We will hire two EL Tutors (Part time for 2 years) to teach pull out acceleration groups during the day.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bethel School District (009-000)	
Quantity:	6.00	
Cost:	\$61,666.00	
Line Item Total:	\$369,996.00	
Object:	100 - Personal Services > Salaries	<p>We will hire a Math Specialist (1 FTE 2 years) to accelerate learning for students needing additional support in Mathematics at Bethel Middle School.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Bethel School District (009-000)		
Quantity:	1.00		
Cost:	\$186,248.00		
Line Item Total:	\$186,248.00		
Object:	100 - Personal Services > Salaries	To assist with building coverage for teacher absences we will hire additional building subs for the district. (for 2 years)	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Coordination of preparedness and re...		
LEA / School:	Bethel School District (009-000)		
Quantity:	1.00		
Cost:	\$181,000.00		
Line Item Total:	\$181,000.00		
Object:	100 - Personal Services > Salaries		Funds will be used for curriculum acceleration needed for coaches and specialists to work with teachers and enable them to look for priority standards, modify units based on students' needs, and develop plans for skill gaps of student and develop tier one and two instruction before each unit focused on acceleration.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of			

Funds:	Coordination of preparedness and re...	
LEA / School:	Bethel School District (009-000)	
Quantity:	1.00	
Cost:	\$50,801.00	
Line Item Total:	\$50,801.00	
Object:	100 - Personal Services > Salaries	<p>To provide Art SEL Before and After School Programs at Frank A. Berry and Anna H. Rockwell Schools to help students across multiple competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) make explicit connections to the visual and performing arts standards. (\$5,000)</p> <p>To provide before school tutors in Math to accelerate learning for students at Johnson School. (\$13,392 for 3 teachers, 12 hrs/week)</p> <p>To provide before school tutors in Reading to accelerate learning for students at Johnson School. (\$13,392 for 3 teachers, 12 hrs/week)</p> <p>Teachers will provide for before and after school programming at Bethel Middle School to accelerate learning. (\$10,058.24)</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bethel School District (009-000)	
Quantity:	1.00	
Cost:	\$41,842.24	
Line Item Total:	\$41,842.24	
Object:	100 - Personal Services > Salaries	<p>Additional decoding services provided by 3 special education teachers to accelerate learning in summer. (\$4,373.83)</p> <p>To provide summer programs to accelerate learning & address SEL at Bethel Middle School (\$8,000)</p>
Purpose:	01 - Public School Activities	
ARP ESSER	1: Learning Acceleration, Academic ...	

Priority:		<p>To provide summer credit recovery program to support students in taking specialized classes to maintain on track for graduation at Bethel High School (\$17,083.02)</p> <p>To provide summer STEM programs for Math and Science acceleration for students at BHS (\$8,000)</p>		\$867,344.09
Uses of Funds:	Summer learning			\$1,825,389.91
LEA / School:	Bethel School District (009-000)			\$2,692,734.00
Quantity:	1.00			\$2,692,734.00
Cost:	\$37,456.85			\$0.00
Line Item Total:	\$37,456.85			
			Total for 100 - Personal Services > Salaries:	
			Total for all other Objects:	
			Total for all Objects:	
			Allocation:	
			Remaining:	

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$19,873.61 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	To provide benefits for additional staff needed to address additional programs targeted in this grant.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Bethel School District (009-000)		
Quantity:	1.00		
Cost:	\$19,873.61		
Line Item Total:	\$19,873.61		
Total for 200 - Personal Services > Employee Benefits:			\$19,873.61
Total for all other Objects:			\$2,672,860.39
Total for all Objects:		\$2,692,734.00	
Allocation:		\$2,692,734.00	

Remaining:

\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$11,040.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Training for 16 PPS staff members in Dialectical Behavioral Therapy Skills in schools. (\$7492) Professional Learning for 10 staff members for Social and Emotional Learning. (\$3,548)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Bethel School District (009-000)	
Quantity:	1.00	
Cost:	\$11,040.00	
Line Item Total:	\$11,040.00	
Total for 300 - Purchased Professional and Technical Services:		\$11,040.00
Total for all other Objects:		\$2,681,694.00
Total for all Objects:		\$2,692,734.00
Allocation:		\$2,692,734.00

Remaining:

\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$52,459.80 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	<p>To purchase Building Fact Fluency-Toolkit by Graham Fletcher for grades K-8 (\$2,000)</p> <p>To purchase 16 Jennifer Servalho Comprehension Kits-All levels to assess learning of students in Literacy and plan for instruction based on deficits at Johnson School. (\$15,000)</p> <p>To purchase 20 Word Work Vocabulary Resources (or online subscriptions)---Megawords for Johnson School (\$10,000)</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bethel School District (009-000)	
Quantity:	1.00	
Cost:	\$27,000.00	
Line Item Total:	\$27,000.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	<p>To purchase Google Workspace for Education which includes video conferencing software (Meet), unlimited originality report, and security features to support continuous learning in-person and remotely. Continue to use video conferencing for cross-building PLC, remote days, conferencing, PPT's, etc. Supports 4rd party integration into Google Classroom. Year 1 + Year 2 Subscriptions (\$16,000)</p>
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Providing principals/leaders with r...	

LEA / School:	Bethel School District (009-000)	To purchase 1 license for the Bethel Public Schools with webinar access for 500 person meetings. (\$4,299.80)
Quantity:	1.00	
Cost:	\$20,299.80	
Line Item Total:	\$20,299.80	
Object:	600 - Supplies	To purchase Empowering Education program for students requiring Tier2/3 intervention, 2 year subscription. This program will help students increase their knowledge and skills in decision making, problem solving, communicating, interpersonal effectiveness and cross cultural effectiveness for Grades K-5 (\$3,960)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bethel School District (009-000)	To purchase Foundations Kits for special education students at Johnson School (\$1,200)
Quantity:	1.00	
Cost:	\$5,160.00	
Line Item Total:	\$5,160.00	
Total for 600 - Supplies:		\$52,459.80
Total for all other Objects:		\$2,640,274.20
Total for all Objects:		\$2,692,734.00
Allocation:		\$2,692,734.00

Remaining:

\$0.00

Budget Detail

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$1,742,016.50 ▼

Budget Detail		Narrative Description
Object:	700 - Property	To fund design, build and installation of HVAC system at Bethel High School (\$1,080,000)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	To fund HVAC system expansion and repair existing one at Bethel Middle School (\$75,000)
Uses of Funds:	Improve air quality	
LEA / School:	Bethel School District (009-000)	
Quantity:	1.00	
Cost:	\$1,155,000.00	
Line Item Total:	\$1,155,000.00	
Object:	700 - Property	To purchase Dell PC laptops for staff to support teaching and learning at Bethel Middle School and Bethel High School (\$89,910)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	To purchase protective cases for DELL Laptop devices to prevent damages allowing for continuous access to digital learning supporting our operations. (\$14,970)
Uses of Funds:	Education technology	

LEA / School:	Bethel School District (009-000)	<p>To purchase staff PCs to support students, instruction, and business operations, for Frank A. Berry, Anna H. Rockwell, and RMT Johnson Teachers (\$320,062.50)</p> <p>To purchase Chromebook charges for students to replace damaged ones and have a supply for students to take home if needed. (\$5,500)</p> <p>To purchase 74 TV Displays for Bethel High School to replace outdated projectors now being used. (\$156,574.00)</p>
Quantity:	1.00	
Cost:	\$587,016.50	
Line Item Total:	\$587,016.50	
Total for 700 - Property:		\$1,742,016.50
Total for all other Objects:		\$950,717.50
Total for all Objects:		\$2,692,734.00
Allocation:		\$2,692,734.00
Remaining:		\$0.00

ARP ESSER Funds Budget Overview

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$2,692,734.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		867,344.09	867,344.09
200 - Personal Services > Employee Benefits		19,873.61	19,873.61
300 - Purchased Professional and Technical Services		11,040.00	11,040.00
600 - Supplies		52,459.80	52,459.80
700 - Property		1,742,016.50	1,742,016.50
Total	Allocation	2,692,734.00	2,692,734.00
	Remaining		0.00

Related Documents

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	

Assurances

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

* Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

Grant Award Letter

Bethel School District (009-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

A grant award letter has not yet been generated.

Board of Education Goals 2021-2022

Education Equity & Acceleration of Learning to Meet Grade Level Standards

Based on assessment, implement instructional practices to accelerate learning to rebound our students back to grade-level standards.

Social-Emotional

Develop our understanding of social and emotional skills: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making, in order to foster our students' social and emotional well-being and improve outcomes in school and in life.

Civility & Inclusion

Assess, review, and revise the district's curriculum, policies, procedures, and practices to create systems of equity for all of our students and allow for civil discourse among stakeholders.

Minutes of the Bethel Board of Education Special Meeting held on June 17, 2021, in BMS Media Center, Bethel Middle School, 600 Whittlesey Drive, Bethel (In-Person Only Meeting) Masks & Social Distancing must be followed.

Attendance: None.

Administrative Attendance: C. Carver

M. O'Brien, Chairman, called the meeting to order at 5:30 PM.

Board Members Present: Attendance Taken at 5:30 PM:

Present Board Members:

Mrs. Courtney Martin

Mrs. Jen Larsen

Mr. Scott Clayton

Ms. Melanie O'Brien

Mr. Bill Foster

Mr. Nicholas Hoffman

Mr. Daniel Nostin

Absent Board Members:

Mrs. Cathy Schaefer

Mrs. Jennifer Ackerman

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Recommended Executive Session

Motion Passed: Move to enter into Executive Session for CT General Statutes 1-200(6)(A)- Superintendent's Evaluation passed with a motion by Ms. Melanie O'Brien and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

2.A. CT General Statutes 1-200(6)(A)- Superintendent's Evaluation

Motion Passed: Move to come out of Executive Session at 6:58 PM passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

3. Adjourn

Motion Passed: Move to adjourn at 6:58 PM passed with a motion by Ms. Melanie O'Brien and a second by Mr. Nicholas Hoffman.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

Respectfully submitted,
Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting held on June 17, 2021, in BMS Media Center, Bethel Middle School, 600 Whittlesey Drive, Bethel (In-Person Only Meeting) Masks & Social Distancing must be followed.

Attendance: Kristi DeRubertis, Wendy Aponte, Erin Kluth, Nicole Norton, Asia Smith

Administrative Attendance: C. Carver, K. Brooks, T. Yonsky, D. Burns, M. Rutledge, C. Sipala

M. O'Brien, Chairman, called the meeting to order at 7:00 PM.

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

Present Board Members:

Mrs. Courtney Martin

Mrs. Jen Larsen

Mr. Scott Clayton

Ms. Melanie O'Brien

Mr. Bill Foster

Mr. Nicholas Hoffman

Mr. Daniel Nostin

Absent Board Members:

Mrs. Cathy Schaefer

Mrs. Jennifer Ackerman

Updated Attendance:

Mrs. Courtney Martin was updated to absent at: 8:23 PM

Mrs. Courtney Martin was updated to present at: 8:31 PM

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

2.A. CABA Board of Distinction Award - Level II

Congratulations to the Bethel Board of Education for once again winning Level II CABA Board of Distinction Award. The CABA Board Recognition Awards are designed to recognize boards which provide effective leadership to their districts through the use of good practices. This program, which acknowledges the importance of school board members and superintendents working together as effective teams, strengthens public education in Connecticut and across the country. This award recognizes Boards which are truly exemplary. The award will be presented at the 2021 CABA/CAPSS Conference in November 2021. Dr. Carver and Ms. O'Brien, Board Chair, thanked the Board for

their hard work and dedication to the families and children of Bethel Public Schools and their tireless commitment and support to fulfilling the mission of the Bethel Public Schools.

2.B. Gifts, Grants, & Bequests

Gifts

Bethel High School - \$2,500 for BHS EMT Program, Arnhold Foundation, NY, NY

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. Strategic Plan Update

Dr. Carver gave an overview of the process of updating the progress and major areas in the Strategic Plan. Empowered Learners, Social-Emotional Learning, and Resources. Dr. Carver stated even with the pandemic the district has continued to make progress towards the goals and action steps.

3.B. Opening Plan Fall 2021

Dr. Carver stated the district is planning for the next school year to be as normal as possible. The biggest unknown is the issue of face coverings. At this point the district does not have any guidance from the CDC, Dept. of Health, or the Governor on this point. Elimination of the mask mandate is currently beyond the Superintendent or the Board's scope of authority. In addition, the new "plan" states that the district will follow DPH and SDE directives. Specifics were not included, because the administration expects the requirements to change over the summer. The State did issue guidance on June 10th. Mitigation strategies are based on this year's standards, again which we expect will likely change over the summer. Also pending State Board approval, the district will be using some of next year's snow days as remote learning days. The district also received notice from the USDA both breakfast and lunch will be provided to students for free again next year. As far as transportation, there will be no staggered dismissal or parent drop off/pick up. Parents are asked to use bus transportation for their children. In order to receive the ESSR III grant, the district is required to get Board approval and distribute the Opening Plan 2021-2022 to parents by June 24th.

Motion Passed: Motion to approve the Opening 2021-2022 Plan passed with a motion by Ms. Melanie O'Brien and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

4. Consent Calendar

4.A. Approval of Minutes
4.A.1. May 18, 2021

Motion Passed: Move to approve the minutes of May 18, 2021 passed with a motion by Ms. Melanie O'Brien and a second by Mr. Nicholas Hoffman.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Abstain

5. Correspondence

- Letter to Bethel Police Commission regarding installing speed bumps in school campus.
- Letter to BOE Chair from CAFE regarding membership renewal.
- Bethel CT Public Schools Mail - Volunteers at Johnson School
- Bethel CT Public Schools Mail - Masks - E. Barchi
- Bethel CT Public Schools Mail - Unmask kids in gym - E. Barchi
- Bethel CT Public Schools Mail - Mask usage - K. Ferrante and Supt. Response
- Bethel CT Public Schools Mail - Re_ Bethel Public Schools Fall 2021 Mask Usage Concern K. Ferrante - L. Vasile Response
- Bethel CT Public Schools Mail - OUTDOOR 8th grade dance Mask Mandate - S. Wade
- Bethel CT Public Schools Mail - OUTDOOR 8th grade dance Mask Mandate - C. Carver Response
- Bethel CT Public Schools Mail - Bethel superintendent violates outdoor mask mandate - S. Wade
- Bethel CT Public Schools Mail - Bethel superintendent violates outdoor mask mandate - C. Carver Response
- Letter from Fran Rabinowitz & CAPSS - Dr. Carver

6. Audience Participation

Kristi DeRubertis, 22 Starr Lane, spoke against the current mask mandate for students and in support of it being a family decision next school year if the decision becomes within the scope of the Superintendent or Board's authority.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Ms. O'Brien, Board Chair, informed the Board the July Board Special meeting will be on July 20,

2021, 9-12 PM in the BOE Conf. Room. Ms. O'Brien requested a volunteer for the BEA negotiations. Bill Foster will be on the committee with Courtney Martin as an alternate. Ms. O'Brien reminded the public the District Dashboard is open and available to the public on the District's website. Ms. O'Brien, in recognition of the Board's CAFE Leadership Award, thanked the Board for their work over the past year. She recognized Dr. Carver for putting together a partnership of CES/EdAdvance who purchased the Workspace property. They will provide area school districts with offerings, resources, SPED services that district may not be able to provide creating regional services. The Civility & Inclusion Committee's first topic will be a new developmental assets survey recommended by Dr. Sipala.

7.B. Administrative Update

Dr. Carver informed the Board:

- School-Based Health Center - Rockwell, Berry and Johnson have received their federal scope approval and should be ready for service delivery in the Fall.
- ESSR III or ARP Grant - As required by the grant application, we were required to provide stakeholder input on the use of the funds. Dr. Carver asked for that input through her newsletter and we have not had any response. Kindergarten numbers are on the lower side. The current class size is at approximately 18, with some classes at 19. This provides us significant room for additional summer registrations. As a result, the administration has shifted the funding allocated for the additional elementary teacher into a math specialist for BMS.
- Connecticut Innovation Cohort - The administration will be working with the cohort on how we look at assessments.
- Legislative Session - Dr. Carver gave a quick review of bills that have policy implication, problematic in implementation and/or a financial impact. PA 21-46; SB 945; SB 1032; HB 6423; HB 6436; HB 6621; HB 6689

8. Reports to the Board

8.A. Curriculum, Assessment, & Professional Practices

8.A.1. Statistics Textbook

Motion Passed: Move to approve the textbook and digital licensure for, The Practice of Statistics (2020) 6th edition, for Statistics 42 and AP Statistics passed with a motion by Mr. Nicholas Hoffman and a second by Ms. Melanie O'Brien.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes

8.A.2. BMS Standards-Based Grading Update Briefing

Dr. Brooks, Assist. Superintendent, gave the Board a brief overview of the BMS Standards-Based Grading. Instead of using the corresponding numbers associated with proficiency for each standard, they will use the A- F. Parents will then be able to drill down to view the corresponding mastery level for each standard. Changing the way the school communicates student progress on the standards to students and parents allows them to understand it more, see it better in PowerSchool, and make the transition for students moving to HS easier. BMS will move to this change during the 2021/2022 school year.

8.B. Personnel

8.B.1. Educator Evaluation and Support Plan Flexibilities for 2021-2022

Dr. Brooks reviewed the Educator Evaluation and Support Plan Flexibilities for 2021-2022. It will allow more frequent informal observations for shorter periods of times. The administration can adopt the flexibilities 2021-2022 with Board approval.

Motion Passed: Move to adopt the Educator Evaluation and Support Plan Flexibilities for the 2021-2022 school year passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

8.C. Resource Management & Business Operations

8.C.1. Finance

8.C.1.a. Tuition Rates for Non-Residents 2021-2022

Motion Passed: Move to set the tuition rates for non-resident students attending Bethel Public Schools for the 2021/2022 school year as stated in the memorandum passed with a motion by Mr. Nicholas Hoffman and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes

Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

8.C.1.b. Approval of School meal prices 21-22

Motion Passed: Move to approve the following motions: 1) Motion to set the student school lunch prices for the 2021/2022 school year as follows: Elementary \$3.00 and High School/Middle School \$3.35. The BOE sets the school breakfast prices at all schools at \$2.30 for the 2020/2021 school year passed with a motion by Mr. Nicholas Hoffman and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

Subsidiary Motion Passed: Move to approve the following motions: 2) Motion to set the Adult lunch price at \$4.25 and the Adult breakfast price at \$2.75 for the 2021/2022 school year in order to comply with CSDE pricing guidelines passed with a motion by Mr. Nicholas Hoffman and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

8.C.1.c. Approval to extend Sodexo contract for one year as required by the CSDE

Motion Passed: Move to authorize Theresa D. Yonsky, Director of Fiscal Services, to finalize all paperwork with the CSDE and sign a CSDE approved extension of contract with FSMC Sodexo for the year 2021-2022 passed with a motion by Mr. Nicholas Hoffman and a second by Ms. Melanie O'Brien.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

8.C.1.d. Budget Transfers

Motion Passed: Move to approve the budget transfers as presented passed with a motion by Mr. Nicholas Hoffman and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

8.C.1.e. Year-End 2020-2021 Fiscal Close

Motion Passed: Move to direct the administration to first make accounting adjustments as needed to properly close the books and records and that the remaining funds be directed towards the outlined goals and issues passed with a motion by Mr. Nicholas Hoffman and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

8.C.1.f. Approval of detail changes to Fiscal 21/22 budget

Motion Passed: Move to approve the budget reductions to Fiscal Year 2021/2022 budget as

presented passed with a motion by Mr. Nicholas Hoffman and a second by Ms. Melanie O'Brien.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

8.C.2. Facilities

8.C.2.a. ROCKWELL/JOHNSON SCHOOL RENOVATION PROJECTS INFORMATION/UPDATE

8.C.2.a. Report (Monthly)

Dr. Carver updated the Board on the projects. They are at punch list items and almost done. Outside there is work to be done and Rizzo has started pieces of it. The Rockwell School boiler floor does not need to be covered due to PCB testing results showing no PCBs in that area. Dr. Carver also provided the Board the Cash Flow Report, Johnson Tracking Budget, Rockwell Tracking Budget, Schedule to End of Work – Updated Report.

9. Recommended Executive Session

Administrative Attendance: C. Carver

Present Board Members:

Mrs. Courtney Martin

Mrs. Jen Larsen

Mr. Scott Clayton

Ms. Melanie O'Brien

Mr. Bill Foster

Mr. Nicholas Hoffman

Mr. Daniel Nostin

Absent Board Members:

Mrs. Cathy Schaefer

Mrs. Jennifer Ackerman

Motion Passed: Move into Executive Session at 8:42 PM passed with a motion by Ms. Melanie O'Brien and a second by Mr. Bill Foster.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent

Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

9.A. CT General Statues 1-210(b)(9) Negotiations

9.A.1. Non-Union Staff Salary Adjustments

9.A.2. Bethel Administrator's Association Contract

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

9.B.1. Paraeducators Union Sick Bank Request

Motion Passed: Move to come out of Executive Session at 9:16 PM passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

Motion Passed: Move to approve the SPED Supervisor BMS & BHS passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

Motion Passed: Move to approve the promotion of Donna Burns to Director of Instructional Technology passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes

Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

Motion Passed: Move to approve sick bank request passed with a motion by Ms. Melanie O'Brien and a second by Mr. Nicholas Hoffman.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

10. Adjourn

Motion Passed: Move to adjourn at 9:18 PM passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman	Absent
Mrs. Courtney Martin	Yes
Mrs. Jen Larsen	Yes
Mrs. Cathy Schaefer	Absent
Mr. Scott Clayton	Yes
Ms. Melanie O'Brien	Yes
Mr. Bill Foster	Yes
Mr. Nicholas Hoffman	Yes
Mr. Daniel Nostin	Yes

Respectfully submitted,
 Susan Pare
 Board Recorder

Minutes of the Bethel Board of Education Special Meeting held on Thursday, June 24, 2021, in Board of Education Conf. Room E, Municipal Center, 1 School Street, Bethel (In-Person Only Meeting) Masks & Social Distancing must be followed.

Attendance: None.

Administrative Attendance: C. Carver

M. O'Brien, Chair, called the meeting to order at 5:30 PM.

Board Members Present:

Mr. Bill Foster

Mr. Nicholas Hoffman

Mrs. Jen Larsen

Mr. Daniel Nostin

Ms. Melanie O'Brien

Mr. Scott Clayton, arrived at 5:45PM

Board Members Absent:

Mrs. Jennifer Ackerman:

Mrs. Courtney Martin

Mrs. Cathy Schaefer

I. Call to Order

I.A. Roll Call for Quorum

I.B. Pledge of Allegiance

II. Recommended Executive Session

Move to enter into Executive Session at 5:35 PM. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Bill Foster.

Mr. Bill Foster: Yea

Mr. Nicholas Hoffman: Yea

Mrs. Jen Larsen: Yea

Mr. Daniel Nostin: Yea

Ms. Melanie O'Brien: Yea

II. A. CT General Statutes 1-200(6)(A)- Superintendent's Evaluation

B. CT General Statues 1-210(b)(9) Negotiations

1. Non-Union Staff Salary Adjustments

Move to come out of Executive Session at 6:38 PM. Carried with a motion by Mr. Scott Clayton and a second by Mr. Nicholas Hoffman.

Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mr. Nicholas Hoffman:	Yea
Mrs. Jen Larsen:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

Move to provide Director of Instructional Technology. Carried with a motion by Ms. Melanie O'Brien and a second by Mrs. Jen Larsen.

Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mr. Nicholas Hoffman:	Yea
Mrs. Jen Larsen:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

Move to approve increase for non-union staff as presented. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Scott Clayton.

Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mr. Nicholas Hoffman:	Yea
Mrs. Jen Larsen:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

Move to approve Superintendent compensation. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Nicholas Hoffman.

Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mr. Nicholas Hoffman:	Yea
Mrs. Jen Larsen:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

III. Adjourn

Move to adjourn at 6:41 PM. Carried with a motion by Mr. Scott Clayton and a second by Mr. Nicholas Hoffman.

Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea

Mr. Nicholas Hoffman:	Yea
Mrs. Jen Larsen:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

Respectfully submitted,
Susan Pare
Board Recorder

Bethel Board of Education Special Meeting Minutes

Tuesday, July 20, 2021 9:00 AM
Board of Education Conf. Room E Central Office
1 School Street
Bethel, CT 06801-0253

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks, T. Yonsky, M. Caron, M. Stabile

M. O'Brien, Chairman, called the meeting to order at 9:00 AM

Board Members Present: Attendance Taken at 9:00 AM

Mrs. Jennifer Ackerman:	Present
Mr. Scott Clayton:	Present
Mr. Bill Foster:	Present
Mr. Nicholas Hoffman:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	<i>Absent</i>
Mr. Daniel Nostin:	Present
Ms. Melanie O'Brien:	Present
Mrs. Cathy Schaefer:	<i>Absent</i> Arrived 9:03 AM

I. Call to Order

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

II. Audience Participation

None.

III. Reports to the Board

III.A. Resource Management & Business Operations

Move to move agenda item Facilities - III.A.2.a. Presentation - Donor Gift to agenda item III.A.1.a. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.
Mrs. Courtney Martin: Absent, Mrs. Jennifer Ackerman: Yea, Mr. Scott Clayton: Yea, Mr. Bill Foster: Yea, Mr. Nicholas Hoffman: Yea, Mrs. Jen Larsen: Yea, Mr. Daniel Nostin: Yea, Ms. Melanie O'Brien: Yea, Mrs. Cathy Schaefer: Yea

III.A.1. Facilities

III.A.1.a. Presentation - Donor Gift

Mike Kozlowski, of Claris Design-Build, presented [Project Astro](#) to the Board. (Presentation attached.) A private donor is donating turf fields (Benzing Field) next to the Middle School. 190,000 sq. ft. of turf. They will also be installing turf baseball and softball diamonds, 500 seat bleachers with a press box, a retaining wall, and a new access road. The field will be lined for baseball, softball, soccer, field hockey, lacrosse, and fifty yards of football. They will need to go through the appropriate town offices/meetings, get a geotechnical report, an updated property survey report, and engage a civil engineer. If details are worked out, they anticipate installation/construction would be May-August of 2022. Claris will be doing the design and build.

III.A.2. Personnel

III.A.2.a. Appointment - Supervisor of Special Education

Move to approve the appointment of Meghan Stabile as Secondary Supervisor of Special Education. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.
Mrs. Courtney Martin: Absent, Mrs. Jennifer Ackerman: Yea, Mr. Scott Clayton: Yea, Mr. Bill Foster: Yea, Mr. Nicholas Hoffman: Yea, Mrs. Jen Larsen: Yea, Mr. Daniel Nostin: Yea, Ms. Melanie O'Brien: Yea, Mrs. Cathy Schaefer: Yea

Dr. Carver presented the administration's recommendation to appoint Meghan Stabile as the Secondary Supervisor of Special Education.

III.B. Policy

III.B.1. Discussion - Regulation 6151 - Class Size

At the February 18th Board meeting, the Board "approved Policy 6151 - Class Size, with the caveat, that the administration creates regulation regarding class size ranges as discussed in committee." The committee discussed the proposed regulation provided for purposes of discussion and input.

The Board discussed class size ranges vs average numbers. It was the consensus of the Board for Dr. Carver to update the proposed regulation based on the discussion and bring back to the Board.

IV. School Opening Plan 2021-2022 Update

Dr. Carver informed the Board no official guidance has been given as of yet from the DPH or SDE on opening schools in the fall. They gave no discussion or firm guidance on masks yet. At this

time the Pediatric Academy's guidance says all students/staff should be wearing masks while the CDC guidance says only unvaccinated and those under the age of 12 should be wearing masks. Again, NO firm guidance has been given to school districts at this time.

No requirement for cohorting. Also, no cohorting is needed in sports or recess. Social distancing in all grade levels goal of three (3) feet when feasible. If an adult or student is vaccinated and exposed they do not need to quarantine. Unless a student is closer than 3 feet, with no mask for 15 minutes or more, they do not need to quarantine. Do not need isolation rooms for nurses' offices. All sports and extracurricular activities can return to normal. In sports, if a student is not vaccinated they will need to wear a mask and will need quarantine if exposed.

Building ventilation has the same recommendations, nothing has changed. The ventilation filters are required to be changed out before school starts. Still no fans in rooms unless the fan is venting outside. For cleaning, they are not recommending any additional cleaning and no additional cleaning of touch surfaces.

Dr. Carver also informed the Board the State will be pool screening testing of students who are not vaccinated. Parents would need to give prior consent for a student to be tested.

V. Board Information Sessions for 2021-2022

Item not discussed.

VI. Recommended Executive Session - CT General Statutes 1-200(6)

Board Members Present:

Mrs. Jennifer Ackerman:	Present
Mr. Scott Clayton:	Present
Mr. Bill Foster:	Present
Mr. Nicholas Hoffman:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	<i>Absent</i>
Mr. Daniel Nostin:	Present
Ms. Melanie O'Brien:	Present
Mrs. Cathy Schaefer:	Present

Move to enter into Executive Session at 11:02 AM. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Nicholas Hoffman.

Mrs. Courtney Martin: Absent, Mrs. Jennifer Ackerman: Yea, Mr. Scott Clayton: Yea, Mr. Bill Foster: Yea, Mr. Nicholas Hoffman: Yea, Mrs. Jen Larsen: Yea, Mr. Daniel Nostin: Yea, Ms. Melanie O'Brien: Yea, Mrs. Cathy Schaefer: Yea

VI.A. Board Retreat

VI.A.1. Interpersonal Board Relationships

Move to come out of Executive Session at 12:00 PM. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Nicholas Hoffman.

Mrs. Courtney Martin: Absent, Mrs. Jennifer Ackerman: Yea, Mr. Scott Clayton: Yea, Mr. Bill Foster: Yea, Mr. Nicholas Hoffman: Yea, Mrs. Jen Larsen: Yea, Mr. Daniel Nostin: Yea, Ms. Melanie O'Brien: Yea, Mrs. Cathy Schaefer: Yea

VII. Adjourn

Move to adjourn at 12:00 PM. Carried with a motion by Ms. Melanie O'Brien and a second by Mr. Nicholas Hoffman.

Mrs. Courtney Martin: Absent, Mrs. Jennifer Ackerman: Yea, Mr. Scott Clayton: Yea, Mr. Bill Foster: Yea, Mr. Nicholas Hoffman: Yea, Mrs. Jen Larsen: Yea, Mr. Daniel Nostin: Yea, Ms. Melanie O'Brien: Yea, Mrs. Cathy Schaefer: Yea

Respectfully submitted,
Susan Pare
Board Recorder



CLARIS

DESIGN • BUILD

DESIGN • BUILD

PROJECT ASTRO

WHO: A PRIVATE DONOR

WHAT: INSTALLATION OF NEW MULTI-SPORT TURF COMPLEX

WHERE: THE EXISTING MIDDLE SCHOOL BASEBALL / SOFTBALL FIELDS

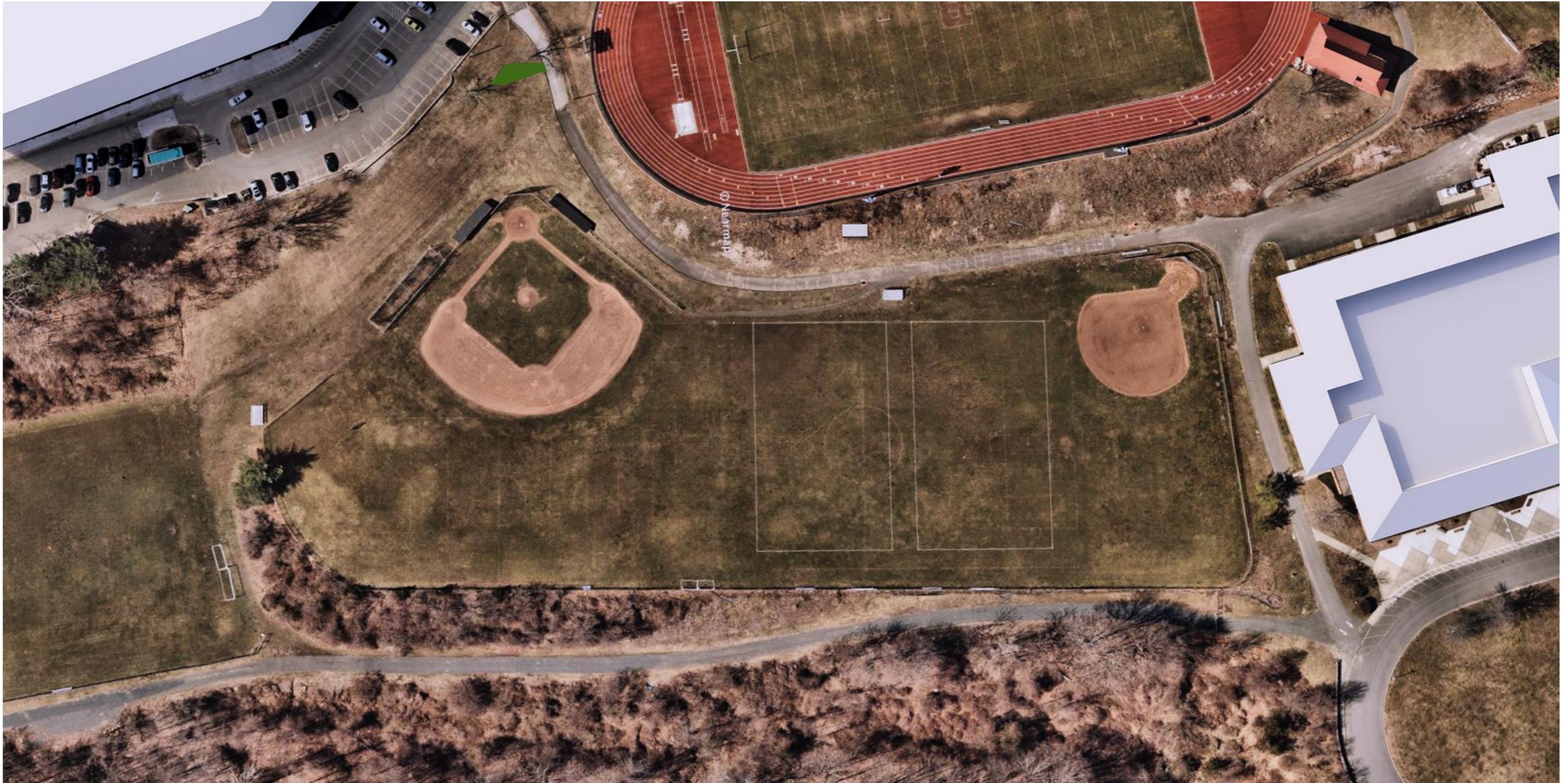
WHEN: SPRING / SUMMER 2022

WHY:

- VARIETY OF SPORTS
- 2X MORE AREA TO PLAY
- MORE ATHLETES BENEFITING
- MORE TIME ON THE FIELD
- BETTER TRAINED ATHLETES



EXISTING CONDITIONS



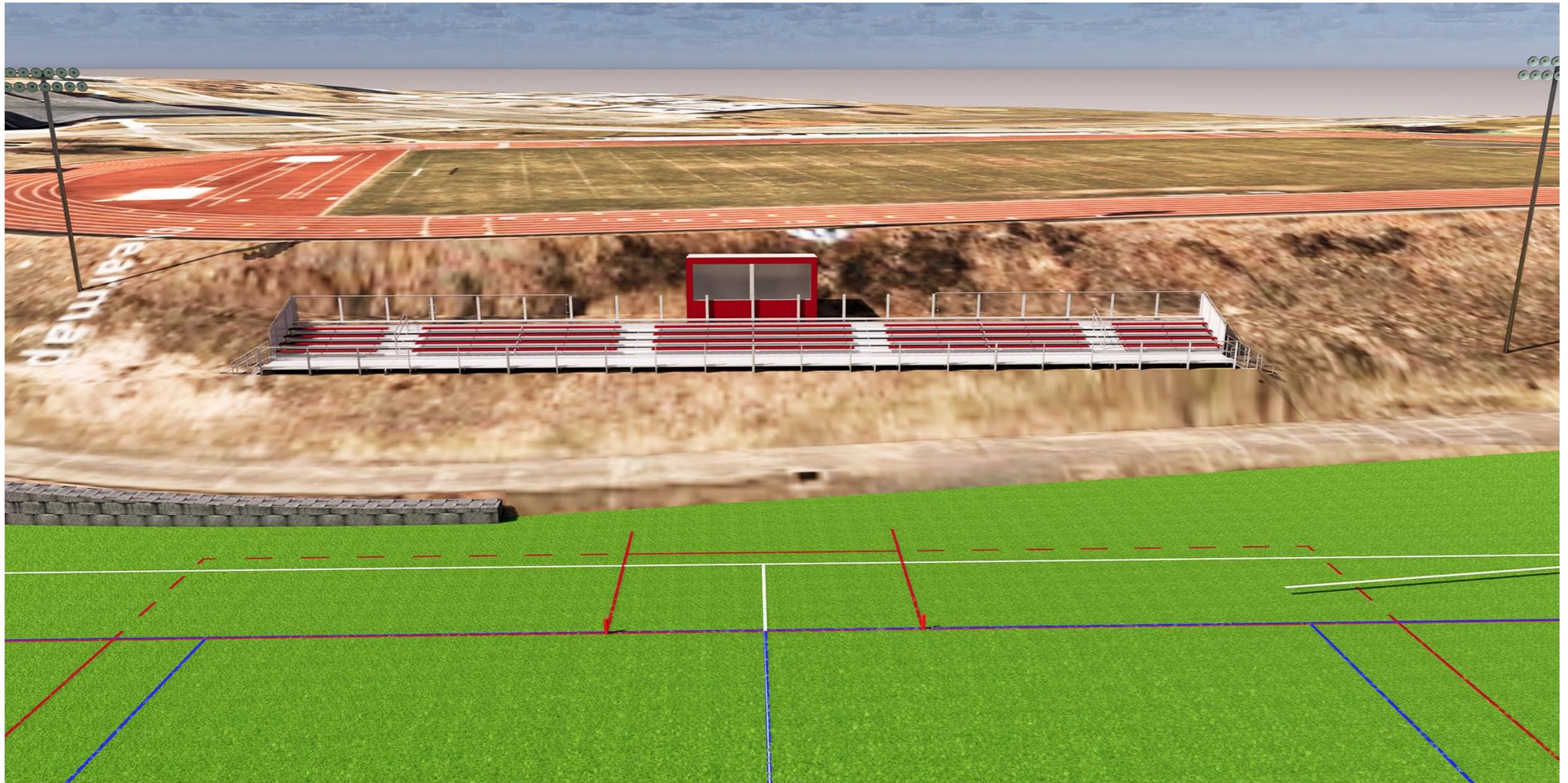
PROPOSED PROJECT



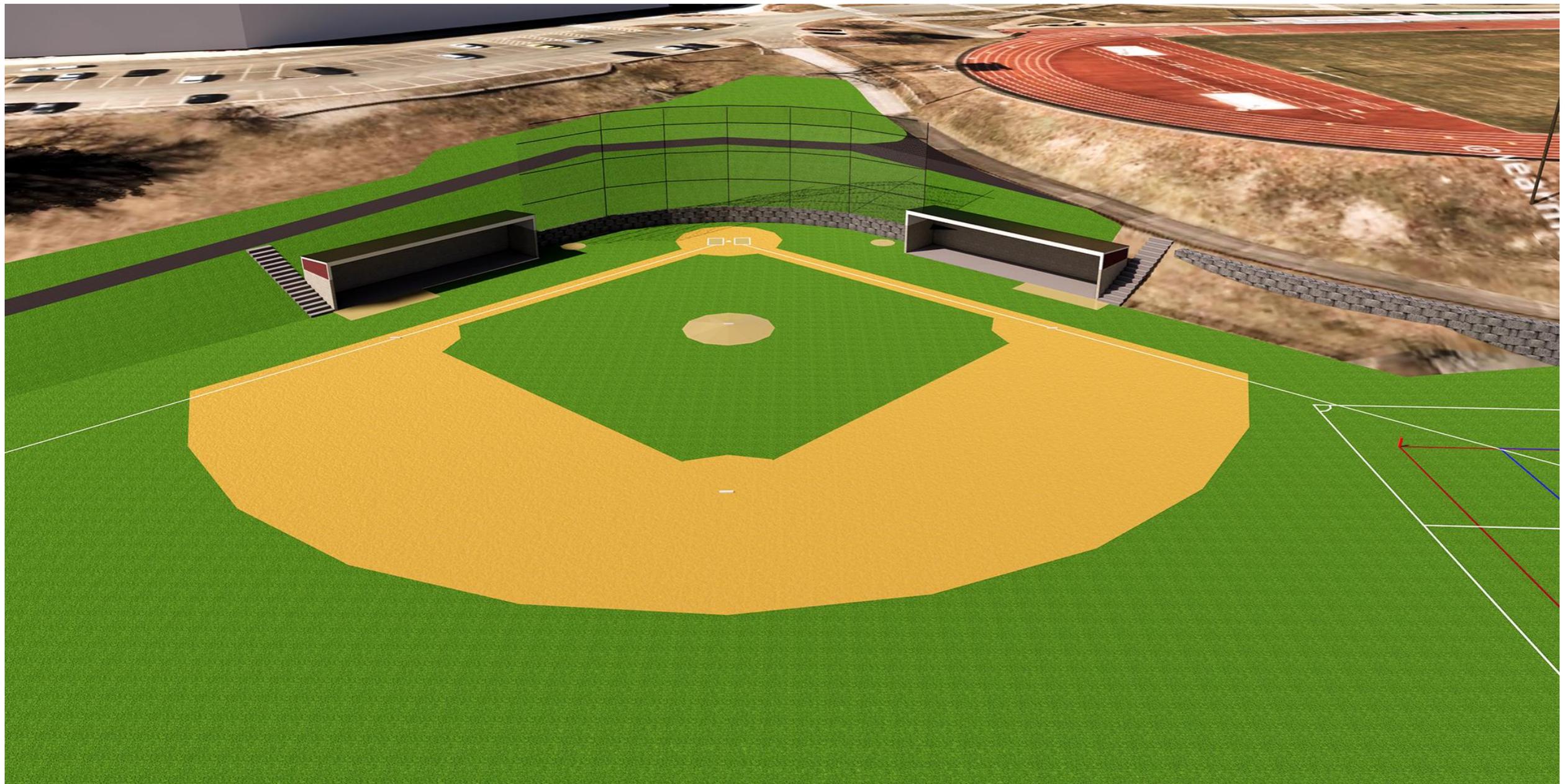
PROPOSED PROJECT



PROPOSED PROJECT



PROPOSED PROJECT



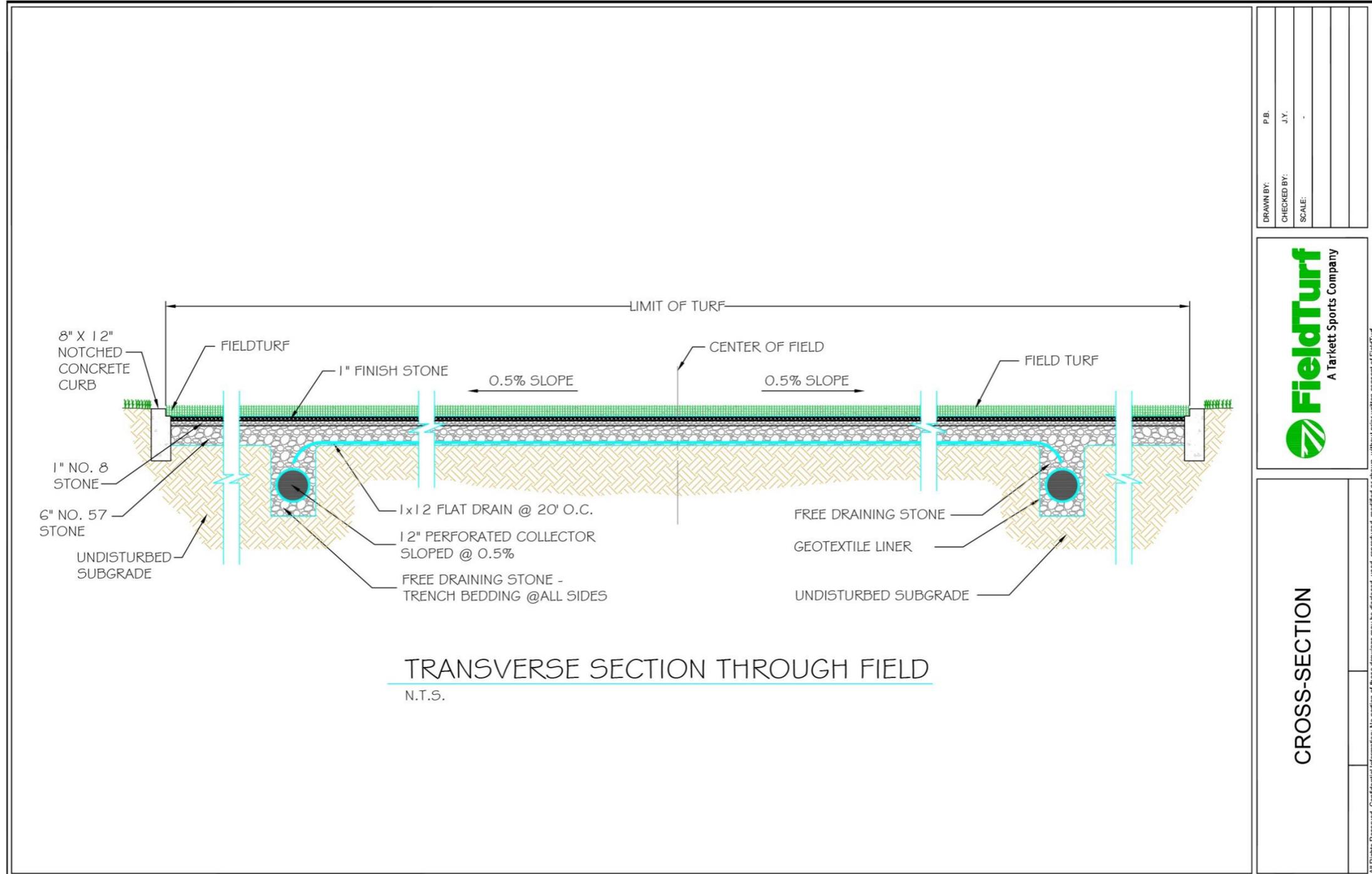
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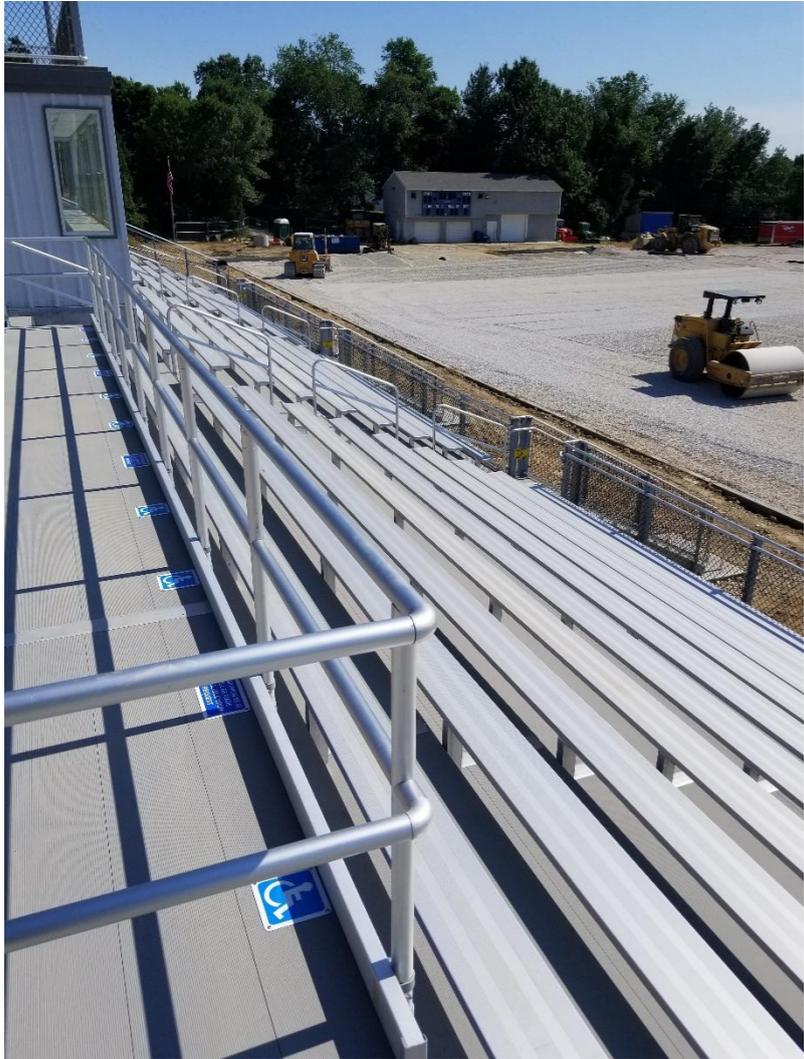
FIELD TURF



FIELD TURF

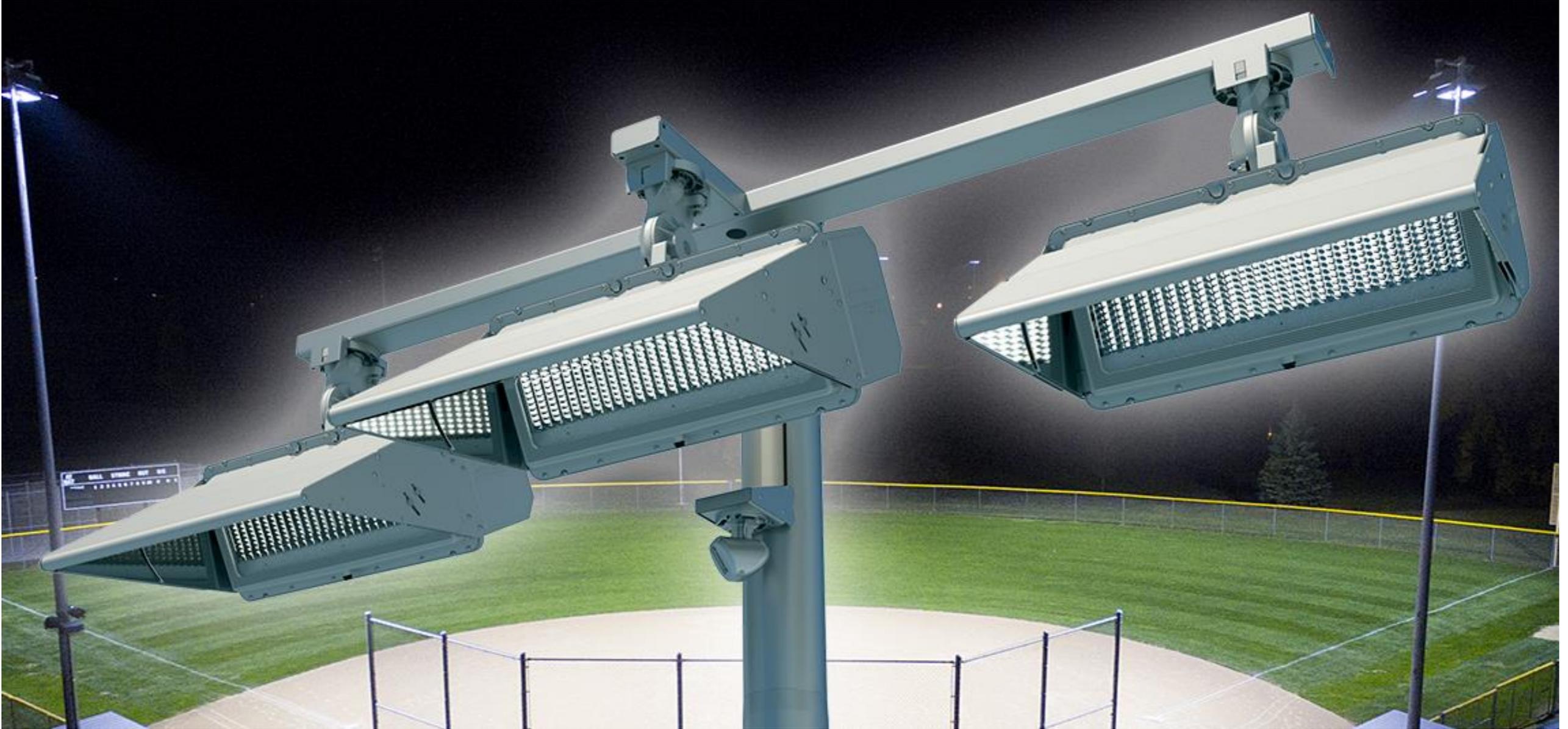


SOUTHERN BLEACHER COMPANY



MUSCO LIGHTING

Light-Structure System™ with TLC for LED



A TEAM EFFORT!

- REQUEST FOR USE OF PLEDGED MONEY
- TOWN TO ASSIST WITH LIGHTING (Park & Rec Request)
- REQUIRED LEASE LINE
- LEAD TIMES
- START CONSTRUCTION IN MAY 2022!



NEXT STEPS



- APPROPRIATE TOWN MEETINGS
- GEOTECHNICAL REPORT
- UPDATED PROPERTY SURVEY
- ENGAGE ENGINEERING



MEMORANDUM

TO: Dr. Christine Carver, Superintendent of Schools
Bethel Board of Education / 5107

FROM: Rebecca R. Santiago

DATE: June 24, 2021

RE: Rates Effective July 1, 2021

On behalf of Shipman & Goodwin, I want to thank you and the Board for your relationship with our Firm and for the opportunity to represent the Board on its legal matters.

The Rules of Professional Conduct require that any rate change in our legal fees be communicated to you in writing before billing at the new rate. Please note that some of our Firm's legal fee rates will be increased, effective July 1, 2021. As you may recall, in December 2020, the school law practice group notified clients that we were increasing rates for the 2020-21 fiscal year. But then, in partnership with our clients in dealing with the pandemic, we decided to hold on implementation of these increases until July 1, 2021. Our representation of public sector entities, including boards of education, always includes a significant discount from our standard hourly rates. After application of the discount, my hourly rate for the 2021-2022 fiscal year will be \$380.

Other school law partner support, as needed, will be provided at hourly rates ranging between \$365 and \$450. Associate hourly rates range from \$260 to \$355. Paralegal support will be provided at \$210. Please note that certain practice areas at the Firm have different ranges for applicable hourly rates, should consultation be needed from attorneys with experience in intellectual property, environmental, tax or other substantive legal areas.

I am also attaching a copy of the Firm's applicable Terms of Representation, which have been developed to provide you with a more complete understanding of the basis on which our Firm is representing the Board. These Terms are designed to augment, and to be included as part of our standard engagement letter. If you have any questions or concerns about these Terms or any aspect of our engagement by the Board, please let me know.

We are appreciative of our relationship with you and we are looking forward to working with you in the 2021-2022 fiscal year.



Board of Education, Bethel <boe@bethel.k12.ct.us>

BOE meeting 8/16

1 message

Kara Beverly <kara.beverly@att.net>

Mon, Aug 16, 2021 at 4:46 PM

To: boe@bethel.k12.ct.us

Dr. Carver, members of the board, and to whom else this may concern,

Thank you for the opportunity to give input as a parent. I have three children, in 8th, 5th, and 2nd. They all took part in in-person learning last year.

I was very happy to see some of the things in previous communications that are leading to less restriction and more socialization opportunities for our children this year.

While I understand there are, as of right now, still mandates put out by the Governor regarding mitigation strategies, I would hope you are all fighting for each family's right to choose what's best for them. Our children have been forced to deal with ever changing and restrictive rules for well over a year now, and while they've overall handled it well, that shouldn't be a burden they've had to bear. It was made clear they were often doing these things not for themselves, but for a just in case situation where they may be in contact with a high-risk individual. All adults and children 12 and over have had an opportunity to be vaccinated if they wanted, or felt they were at risk. So that just in case situation should be even less likely now.

I fully support giving parents back their rights to choose what's best for their own children. It seems as though no thought by our policy makers has been given to any other consequences behind things like masks, co-horting, social distancing, removal of sports, etc, other than possible Covid risk. Many of these things will have long lasting effects on our children, especially our younger ones. One of the things noted by my children regarding masks, outside of them being very physically uncomfortable, is they have a hard time with both speaking and hearing others. Communication in a school setting is of course very important, how much more quickly do children tune out when they can't hear their teacher? How much more difficult is group collaboration when the students can't effectively communicate? On top of that, they're all on edge from being hot and uncomfortable all day. While mitigating Covid risk is important, it's certainly not the ONLY important thing to consider.

I'm asking for you all to please stand up for parental choice at every opportunity. So many families are tired of co-parenting with the government. They are instead choosing homeschooling or moving to a more favorable state. We're here voicing our opinions hoping that you will take them to the DPH and the governor and any other place decisions regarding our children are being made without parents' input.

My 5th and 2nd graders would also like to request to please not have to sit together on the bus anymore. I'm sure we're not the only family who found this to be a problem last year. If twins and triplets do not need to be in the same class this year, then I would imagine siblings shouldn't have to sit together on the bus.

Thank you so much for your time, I look forward to watching the recorded meeting.

Kara Beverly
18 Cortland Drive

Sent from my iPhone



Board of Education, Bethel <boe@bethel.k12.ct.us>

Opening - The Vaccinated

1 message

Rose Baia <lenroe@sbcglobal.net>

Mon, Aug 16, 2021 at 9:15 PM

To: boe@bethel.k12.ct.us

Can you please explain to me why the Vaccinated would not have to quarantine? Especially if they can

1. Carry more of a viral load
2. Catch the virus, just like the unvaccinated and
3. Spread the virus!

So, by not having them quarantine or get tested, you are actually creating Super Spreaders!

My son who had Covid & has Natural Immunity is better protected than those that are vaccinated.

I'm not saying he won't be able to catch it again either, but his body will fight it! Do you even know how long the shot will last?

This vaccine is being forced on the unvaccinated. Having the unvaccinated quarantine & not the vaccinated is just a bullying tactic and discriminatory because there is no difference between the two.

Both can carry Covid

Both can get Covid

Both can spread it

So again, please clarify because I'm confused, why don't the Vaccinated need to quarantine even if they are

Asymptomatic?

Thank you,

Rose Baia

4 Far Horizons Dr

Bethel, Ct 06801

Sent from my iPhone



Board of Education, Bethel <boe@bethel.k12.ct.us>

Questions for the board meeting 8/16/21 regarding the opening of schools.

1 message

huntglover@aol.com <huntglover@aol.com>
To: boe@bethel.k12.ct.us

Mon, Aug 16, 2021 at 5:50 PM

Last year my daughter was in first grade and we had the option to distance learn so we chose that for the entire year. This year I will have two daughters in the school system. And there is no distance learning option. As an observer into the classroom it seemed mask wearing, temperature taking, washing hands, spacing the children and further precautions was working. Specials came into the class room and lunch was eaten behind partitions. Now that there is NO option to distance learn and children are being asked to be back in person. The space between each student will be less. But as long as they are wearing masks, washing hands, taking further precautions "ok..." But I don't see the logic of putting a whole grade together for lunch in the cafeteria when it's the one time they will NOT be wearing masks! A larger population, in close proximity, eating, talking, touching... This will negate any prior precautions. Why try to push the boundaries on an even more contagious strain that takes less contact to reach the viral load to infect a person and is causing children to be sicker than the original SARS-CoV- 2?! What will be your plan for distance learning if our children will start to be infected like we are seeing in other states where mask mandates are not being enforced? - Koleta Forcelli

Sent from my iPhone



Board of Education, Bethel <boe@bethel.k12.ct.us>

School opening

1 message

Dominick Smorto <dsmorto@gmail.com>

Mon, Aug 16, 2021 at 5:50 PM

To: boe@bethel.k12.ct.us

Hello

I am unable to attend tonight's meeting. However my son is starting kindergarten at Berry this fall. What should be an exciting time for our family is bittersweet with the specter of Covid hanging above. What could make it somewhat better is the comfort of knowing my son-and everyone's child-will be safer with masks and proper distancing including preferably not eating in a cafeteria.

I understand the school board and many school boards are receiving pressure from both sides of this discussion but to not err on the side of caution baffles me. My wife and I have already been looking into alternate private school options if the Bethel plan doesn't seem safe; however we would love for our children to attend the local school-the positive reputation of the Bethel school is one of the reasons we chose to love here 2 years ago. Please continue to make decisions that protect our kids and to maintain this positive reputation

Thank you very much for your time

Dominick Smorto
Parent of child entering Berry school

Sent from my iPhone



Board of Education, Bethel <boe@bethel.k12.ct.us>

Special Board of Education Meeting

2 messages

Alexandra Vogdes <alexandra.vogdes@gmail.com>
To: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>
Cc: "bjv@truenorthchartering.com" <bjv@truenorthchartering.com>

Mon, Aug 16, 2021 at 6:01 PM

To Whom It May Concern,

My husband and I are unable to attend this evening's in-person only gathering. This meeting in and of itself seems to intentionally alienate those with a certain set of concerns around the Delta variant.

Considering the Delta variant, we have serious concerns about the safety and revised mitigation plans.

Most concerning, (other than the fact Distance Learning is not even an option) is the scaled down version of mitigation going into the 2021-2022 school year. Such as,

- The reopening of the cafeteria for all classes as opposed to last years lunch in the classroom. Putting entire grades together for lunch without masks seems counterintuitive to any and all mitigation efforts.
- 3ft social distancing from 6ft.
- Lack of any testing
- Masks not being required outside on the playground. Though less contagious outside, you can still catch covid outside. It isn't a virus that is only contracted inside.
- For example, The State of Connecticut and this school districts knowledge of coronavirus. I understand that last school year if a staff/teacher/student contracted coronavirus more than once they did not have to quarantine as the understanding was they wouldn't spread it. That is incorrect. There are a myriad of other examples I could mention here but I think the above paints the picture.

We eagerly anticipate updated guidance with stronger mitigation plans. We also would expect that Distance Learning be put back on the table for consideration.

Regards,
Alexandra and Brian Vogdes

Alexandra Vogdes <alexandra.vogdes@gmail.com>
To: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>
Cc: "bjv@truenorthchartering.com" <bjv@truenorthchartering.com>

Mon, Aug 16, 2021 at 6:10 PM

Mailing address added below.

[Quoted text hidden]

6 Cross Hill Road
Bethel, CT 06801

JOB DESCRIPTIONS

Bethel Public Schools · Bethel, CT

1.12
Locator

Position Title: Assistant to the Coordinator of Community Programs

QUALIFICATIONS:

- A) Experience in running independent programs and services for community-based programs provided by the school district.
- B) Experience in hiring, management, business, and teaching to guide interns (business, healthcare, Career Work Experience)
- C) Working knowledge of community resources in Bethel and the ways in which partnerships may be formed between them and the school. This includes experience in establishing effective working partnerships between schools and organizations and individuals.
- D) Ability to identify and clearly define student's needs that can be addressed through partnerships with community organizations and/or individuals.
- E) Evidence of strong organizational skills, and a high degree of creativity.
- F) Ability to work directly with students on Senior Project requirements including but not limited to: goal setting, project coordination, reflection meetings, final project coordination and delivery.
- G) Experience as the Board of Education and Administration may find appropriate and acceptable.

REPORTS TO:

High School Principal

JOB GOALS:

To supervise, coordinate and manage the internship (healthcare, business and other fields of work) and career work experience programs. To develop and increase partnerships between Bethel High School and community resources and individuals. This position assists the coordinator of community programs and the high school principal in organizing, supervising, managing, and improving all partnership programs including BHS Pathways Program.

PERFORMANCE RESPONSIBILITIES:

1. Supervises, coordinates, and manages the internship and Career Work Experience programs.
2. Works with coordinator to maintain all student records relating to internship, CWE and healthcare internship programs.
3. Conduct weekly meetings with interns and CWE students to discuss progress.
4. Responsible for all necessary arrangements for developing, implementing, and improving the internship programs and associated assessment of students enrolled in these programs.

JOB DESCRIPTIONS

5. Conducts regular check in with students as they complete their Capstone projects. Responsible observing and grading the final project.
6. Serves as liaison with the business community to arrange internships, job shadowing experiences.
7. Works with the high principal to support and progress monitor students within the Pathways Program.
8. Performs any additional tasks as assigned by the principal
9. Carries out other duties as assigned by the Superintendent of Schools.

TERM OF EMPLOYMENT: Annual Appointment

EVALUATION: Performance will be evaluated annually by the High School Administration.

Approved:

Reviewed: