

Bethel Board of Education Regular Meeting

Thursday, October 20, 2022 7:00 PM

Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801

1. Call to Order

Speaker(s): Policy
9326

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

2.A. Gifts, Grants, & Bequests

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. Berry, Rockwell, and Johnson School SIP Presentations

4. Consent Calendar

Speaker(s): Policy
9326

4.A. Approval of Minutes

4.A.1. September 15, 2022

5. Correspondence

Speaker(s): Policy
9326

6. Public Comment

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

Speaker(s): Policy
9326

7. Administrative/Board Member Update

Speaker(s): Policy
9326

7.A. Board Chairperson Update

7.B. Administrative Update

7.B.1. 2022-2023 BOE District Data Sheet

8. Reports to the Board

8.A. Curriculum, Assessment, & Professional Practices

8.A.1. English 11/12 & English 21/22 Curricula

8.B. Policy

Speaker(s): Policy
9310, 9311, 9313

8.B.1. Regulation 5131.911 - District Safe School Climate Plan

8.B.2. **First Reading**

8.B.2.a. Policy/Regulation 5113 - Student Attendance and Truancy

8.B.2.b. Policy 5141.21 - Administration of Student Medications in the Schools

8.B.2.c. Policy 4000 Series - Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students By School Employees

8.B.3. **Second Reading/Approval**

8.B.3.a. Policy 6148 - FAFSA

8.B.3.b. Policy 2150 - Administrative Staff

8.B.3.c. Policy/Regulation 6146.1 - Grading/Assessment Systems

8.B.3.d. Policy 6146.11 - Weighted Grading and Calculation of Grade Point Averages

8.C. **Resource Management & Business Operations**

8.C.1. Finance

8.C.1.a. Boys' Volleyball Team Proposal for 2023-2024 School Year

8.C.1.b. Pay-to-Play Fees

Speaker (s) : Christine Carver & Mark Caron

8.C.2. Facilities

Speaker (s) : Policy 3132

8.C.2.a. Long-Term Capital Plan 2022-2032 - Draft

Speaker (s) : Christine Carver & Jen Variale

9. **Recommended Executive Session**

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

9.A.1. Leave of Absence Request

Speaker (s) : Christine Carver

10. **Adjourn**

Dr. Carver

Form 3280

Bethel Public Schools
Bethel, CT

RECEIVED

Notification of Receipt of Gifts, Grants, and Bequests Received 2022

Please send a copy of this form to the Superintendent's Office as ~~BETHEL PUBLIC SCHOOLS~~ received a gift, grant, or bequest. The receipt will be announced at the ~~CENTRAL OFFICE~~ regular meeting. Each school is responsible for sending the donor an acknowledgement for the gift.

Gift, Grant, or Bequest Received:

\$150 check for Rockwell Library
in memory of Mary Monti

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

purchase Charter Oak Award books plus
others from Byrd's Books

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

\$150 -

Donor's Name and Address

Pat Morgan
14675 Pleasant Pond Way
Level DE 19958

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

Receiving School:

Rockwell

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

Date Received:

Copy to: Donor
Principal
Superintendent

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

Dr. Carver

10-4-22

Form 3280

Bethel Public Schools
Bethel, CT

RECEIVED

OCT 05 2022

Notification of Receipt of Gifts, Grants, and Bequests Received

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

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:

multiple copies of books for
Book Clubs in library

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

purchase books through donorsechose.org

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

\$275

Rockwell PTO 137.83
Seed to Read 143.

Donor's Name and Address

Rockwell PTO
Seed to Read (donorsechose matching partner)

(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

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

Date Received:

Copy to: Donor
Principal
Superintendent

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

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

Library Book Chats

Help me give my students an opportunity to grow as readers through library book clubs. Having multiple copies of high-interest books will allow students to engage with text and have rich conversations.

2 DONORS

\$325 GOAL

View order status

Change your classroom photo

SHARE PROJECT



Grades PreK-2

Anna H Rockwell Elementary School

Bethel, CT

This project will reach **350** students.

2 donors have given to this project.

My Project

Students love to engage with others about their reading: what they are noticing and wondering and thinking. Multiple copies of high-interest books in both fiction and nonfiction genres will allow us to

dive into this important work in small groups in library.

Students will learn to view reading as an enjoyable, social activity.

Having opportunities to read and discuss in small groups in the library will reinforce what's being done in the classroom.

Students reading at higher levels will take part in book chats outside of the classroom. This will empower these readers to see books and characters in new ways.

Bethel, CT

Grades PreK-2

Literacy

Traditional School

Books

This classroom project was brought to life by Seed to Read and one other donor.



View more projects matched by Seed to Read.

Where Your Donation Goes

MATERIALS	COST	QUANTITY	TOTAL
Rosie Revere, Engineer • AKJ EDUCATION	\$13.86	4	\$55.44
Ada Twist, Scientist • AKJ EDUCATION	\$13.86	4	\$55.44
Iggly Peck, Architect • AKJ EDUCATION	\$13.86	4	\$55.44
A Seed is the Start • AKJ EDUCATION	\$13.13	4	\$52.52
What Do You Do with a Tail Like This? • AKJ EDUCATION	\$5.80	4	\$23.20

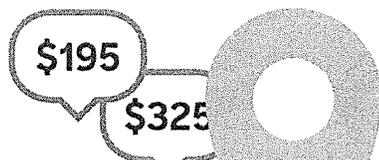
TEACHERS, FEELING INSPIRED
You can start a project with the same resources being requested here!

[Copy this cart](#)

Materials cost	\$242.04
Vendor shipping charges	FREE
Sales tax	\$0.00
3rd party payment processing fee	\$3.63
Fulfillment labor & materials	\$30.00
Total project cost	\$275.67
Suggested donation to help DonorsChoose reach more classrooms	\$48.65
Total project goal	\$324.32
Still needed View calculation	\$0.00

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

^
[Show less](#)



Support a
\$54

Where's my stuff?

You may experience shipping delays beyond the typical 2 week delivery estimate.

Library Book Chats, fully funded on 10/3

- Preparing your order
- FAQs

Preparing your order

These items either haven't been shipped yet, or the vendor has not yet provided shipping information. Check back on this page in the next few days for more information. Most materials arrive within 2 weeks from the date they were ordered.

Order from AKJ Education, ordered on 10/03

ITEMS	ITEM NUMBER	QUANTITY	EXP SHIPMENT	EXP DELIVERY
What Do You Do with a Tail Like This?	9780618997138	4	Oct 15, 2022	Oct 17, 2022
Iggly Peck, Architect	9780810911062	4	Oct 15, 2022	Oct 17, 2022
Ada Twist, Scientist	9781419721373	4	Oct 15, 2022	Oct 17, 2022
Rosie Revere, Engineer	9781419708459	4	Oct 15, 2022	Oct 17, 2022
A Seed is the Start	9781426329777	4	Oct 15, 2022	Oct 17, 2022

Frequently asked questions

- [When should I expect my materials to arrive?](#)
- [When can I expect my magazine subscriptions to arrive?](#)
- [More order status FAQs »](#)

Contact our support team if you still have questions

[Find a classroom to support](#)

[About us](#)

[Help](#)



Mrs. Collins ▾

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.

Rockwell PTO from Connecticut gave to Library Book Chats.

\$137.83

with a \$162.16 match from Seed to Read

October 3, 2022

Rockwell PTO from Connecticut gave to DIY Lego Tables!

Thank you for supporting our kids and making learning great!"

Thank Rockwell PTO

\$128.59

with a \$151.28 match from The Allstate Foundation

September 1, 2022

Rockwell PTO and all your students from Connecticut gave to Let's Get Crafty!

You are always so creative and caring towards your students. Thank you for always being a rockstar teacher!"

Thank Rockwell PTO and all your students

\$124.36

with a \$124.35 match from Barbara Dalio and Dalio Education

May 17, 2022

An anonymous donor from CT gave to Let's Get Crafty!

Thank this donor

\$5

with a \$5 match from Barbara Dalio and Dalio Education

May 4, 2022

Maureen Collins from norwalk, CT gave to Let's Get Crafty!

\$50

with a \$50 match from Barbara Dalio and Dalio Education

May 3, 2022

RECEIVED

OCT 17 2022

Bethel Public Schools
Bethel, CT

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Notification of Receipt of Gifts Received

Please send a copy of this form to the Superintendent's Office as soon as your school has received a donation of a gift. 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 Received:

- Ingersoll STEM Grant through the Bethel Education Foundation

How the Gift will Be Used:

- Materials to aid in the creation of a new Data Science course to include field trips & guest speakers
- Materials to aid in the creation of a new Science course on Infectious Diseases
- Materials to aid in the creation of a new Science course called Myth Busters

Estimated Cash Value of the Gift:

\$7000.00

Donor's Name and Address

Bethel Education Foundation
PO Box 92
Bethel CT 06801

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

Receiving School: Bethel High School

Gift Received by (Print Name): Chris Troetti

Date Received: 10/14/2022

Copy to: Donor
Principal
Superintendent

(Ref: Board Policy 3280)
Rev: 6/03



*Rockwell, Berry and
Johnson School
Improvement Plans*



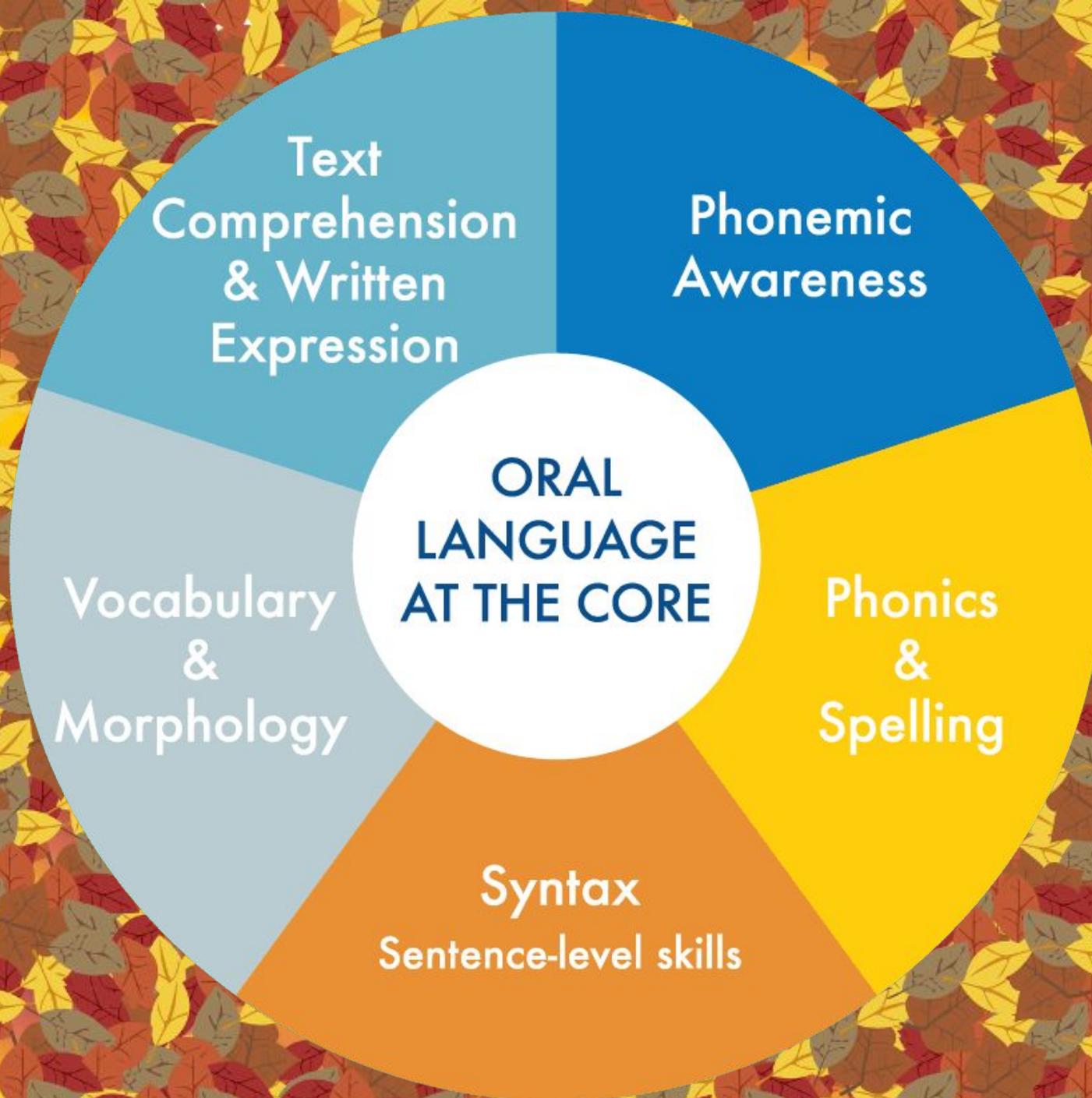
If we accelerate learning for all students by:

- prioritizing global competencies, standards, concepts and skills in order to identify essential learning;
 - designing equitable, rigorous and relevant tasks that foster student agency;
 - implementing equitable, responsive teaching through the use of formative assessment strategies;
 - fostering the mindsets, dispositions and the emotional intelligence which supports an assets-based mindset;
 - customizing environments (virtual and physical) to engage students in the learning process;
 - then we will build self-efficacy and empower all students for success.
- 

Improve student achievement in Literacy by implementing a comprehensive core classroom (Tier I) reading instructional program. (Curriculum, Assessment, Instruction)

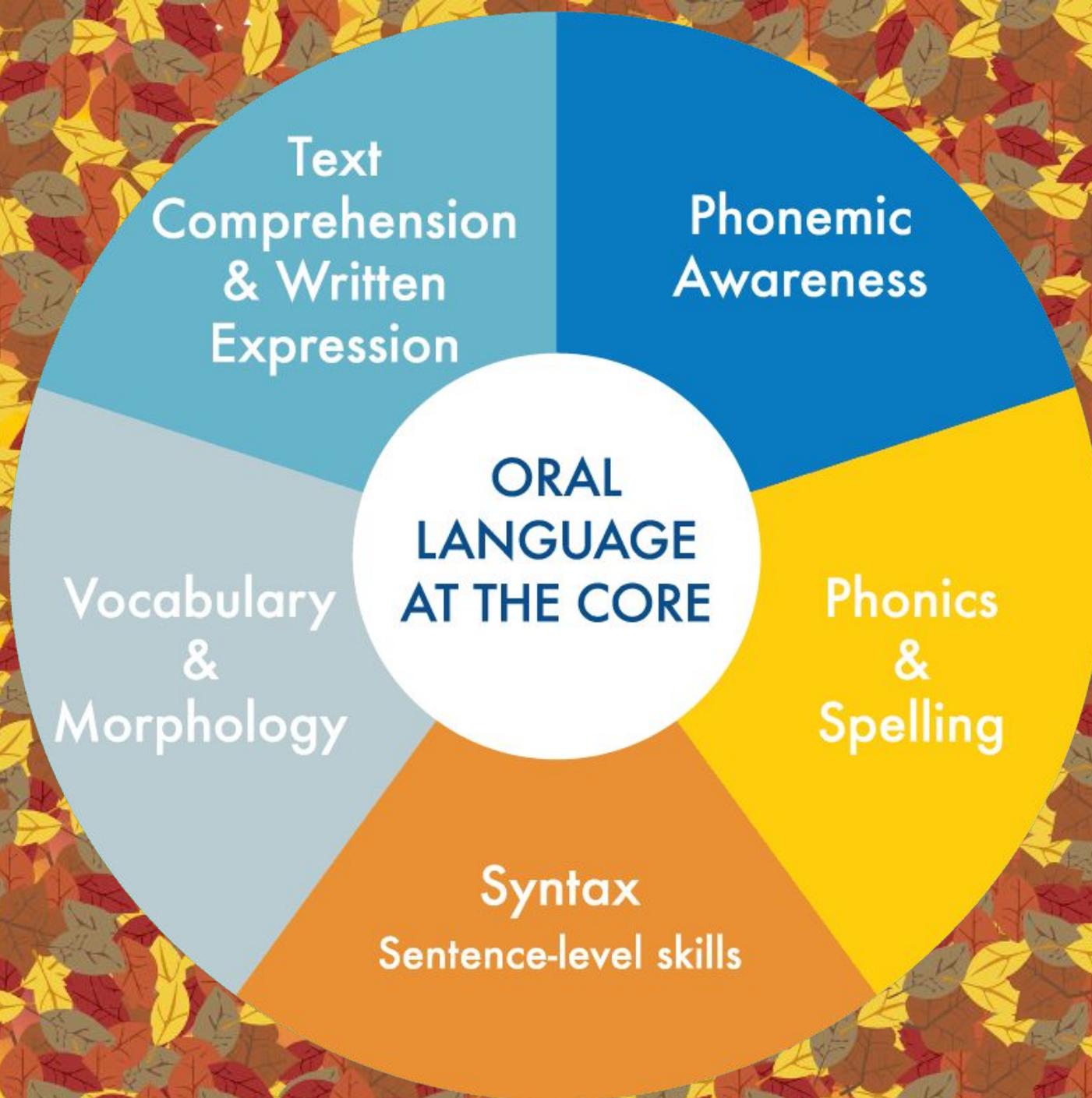
- All of the components of structured literacy
- Literacy instructional block guidelines and minutes
- Ongoing assessment to monitor student learning and respond to student needs





Core literacy curriculum that reflects all of the components of structured literacy. (Science of Reading)

- Learning plans
- Common anchor texts for each unit, identify common vocabulary, comprehension questions and identify possible areas for instruction in syntax.
- Professional Learning provided for K-3 Staff focused on the components of structured Literacy



Text
Comprehension
& Written
Expression

Phonemic
Awareness

ORAL
LANGUAGE
AT THE CORE

Phonics
&
Spelling

Syntax
Sentence-level skills

Vocabulary
&
Morphology

Implement the Core Literacy Instructional Block Guidelines as stated in the Learning Plans with particular attention to oral language development

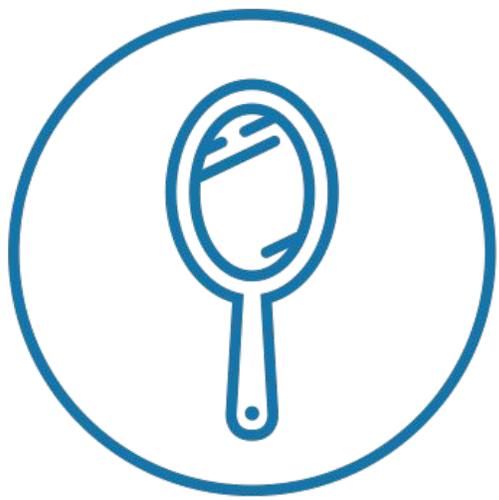
- Adjust Literacy block to ensure 90 minutes of instruction with no pull out services.
- Consistent use of literacy block structure across all grade levels
 - Mini lesson, small groups, conferencing/goals, discourse

Use Ongoing Assessment to Monitor Student Learning

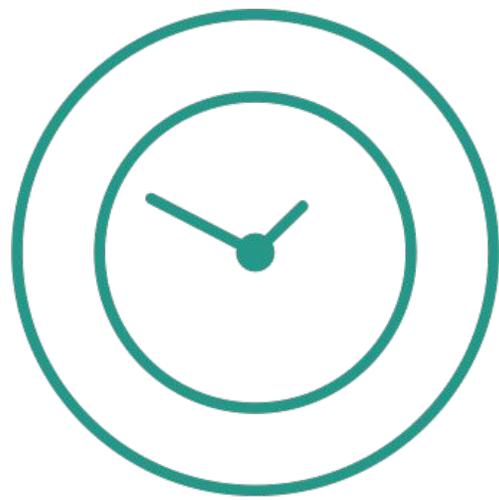
- Establish an assessment schedule for grade levels for summative assessments as well as identify common formative assessments.
- Facilitate PL on use of assessments to craft small group instruction based on need.
- Analyze student work at PLC meetings to plan for Tier 1 small group targeted instruction (ie: small group, workplaces)
- Calibrating grade level expectations based on student work



Build a culture of Emotional Intelligence



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



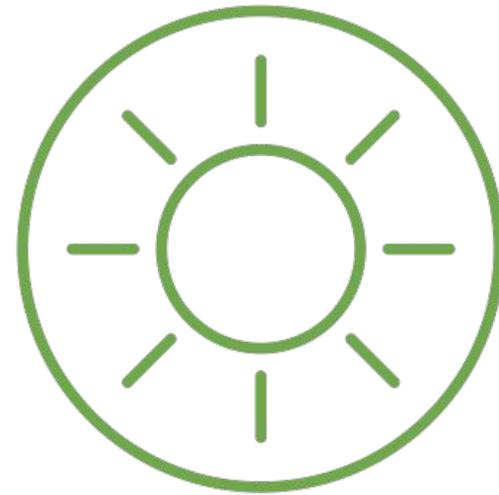
Goal-Directed Behavior



Personal Responsibility



Decision Making



Optimistic Thinking

Build a culture of Emotional Intelligence

- Reestablish Emotional Intelligence as a center of our work
- Develop adult competencies and shared understanding of Emotional Intelligence system
- Analyze and use DESSA, attendance, and disciplinary data to inform instruction
- Develop a communication system for all stakeholders

Building Adult Competencies with staff (21-22)

- Launched with staff first (21-22)
 - Faculty Meetings, PLCs, team meetings
 - Staff Charter
 - Mood Meter
 - Meta Moment
- Continue with staff training (22-23)
 - Blueprint
- Launch with students PreK-8 (22-23)



Dedicate time and attention to EI and RULER

- Dedicated time in our master schedule
- Implementing a curriculum
 - RULER is the tool we are using K-8
- PLCs planning for instruction together
- Dedicated Professional Learning
- Dedicated Faculty Meeting time



Morning Meeting and RULER lessons

- RULER lessons (pacing guide)
- Classroom Morning Meetings
 - Greetings
 - Share
 - Group Activity
 - Morning Message
- Using Literature in EI and ELA (transfer)



Analyze and use DESSA, attendance, and disciplinary data to inform instruction

- SRBI meetings dedicated to review data
- Plan for instruction
- Develop Tier 1/2/3 individualized documentation plans (IDF)
- Dedicated time to plan during PLCs





Responsive Teaching

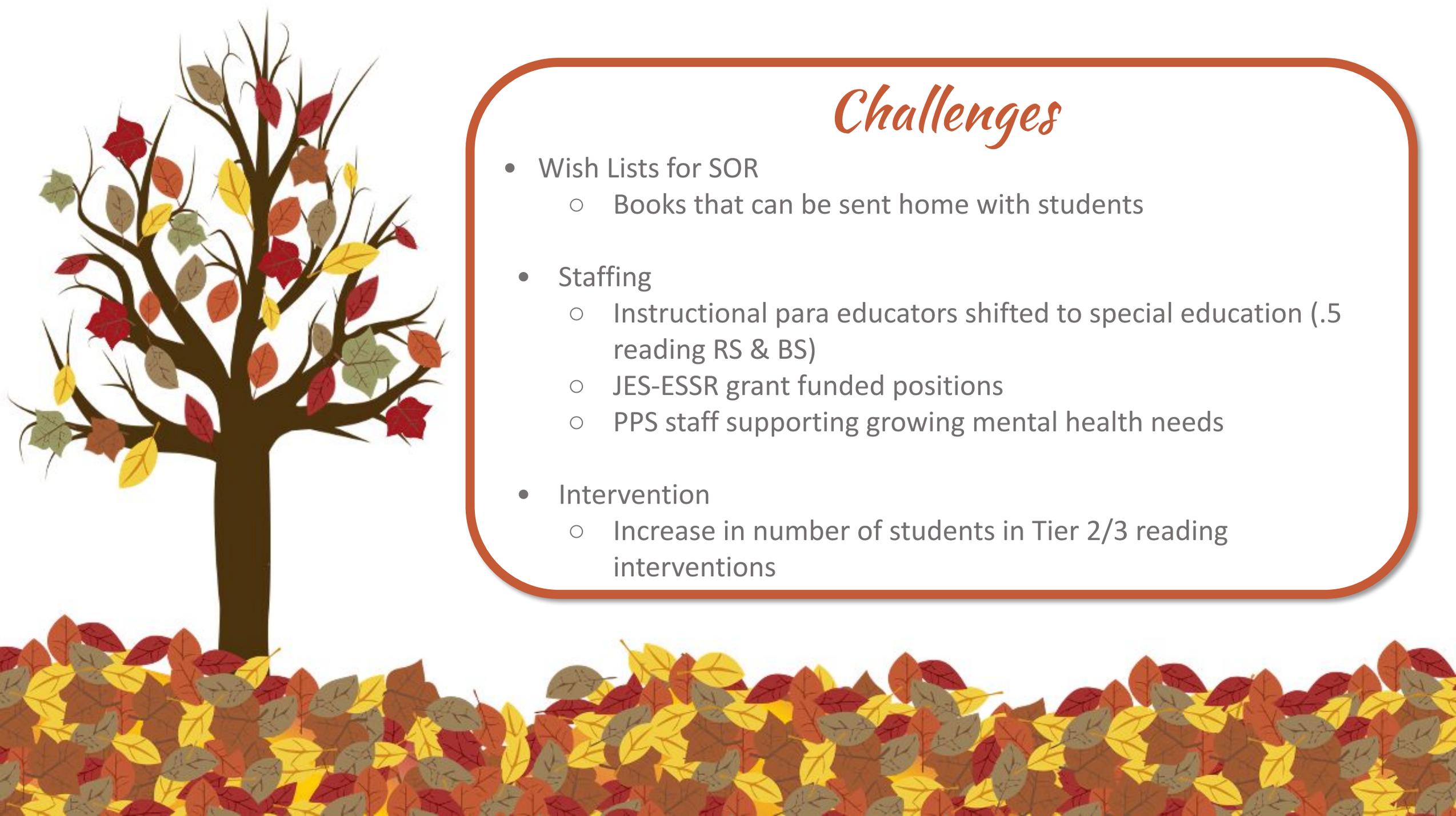
Responsive Teaching

- Continue to develop the capacity of staff to deeply understand grade-level concepts and practices (Science, Math, Emotional Intelligence, G.C.s).
- Teachers will effectively implement the agreed upon routines and strategies during the instructional block that support a culture of *acceleration* and *learning* for students at all levels.
- Teachers will adjust instruction to target student needs using informal and formal assessment/ observations/ data.



Challenges

- Teacher Professional Learning in Literacy
 - Catching up new teachers and their training in literacy
- Change in Demographics
 - New students weekly
 - EL population
 - Previous district and impact on learning



Challenges

- Wish Lists for SOR
 - Books that can be sent home with students
- Staffing
 - Instructional para educators shifted to special education (.5 reading RS & BS)
 - JES-ESSR grant funded positions
 - PPS staff supporting growing mental health needs
- Intervention
 - Increase in number of students in Tier 2/3 reading interventions



Thank You

Minutes of the Board of Education Policy Committee Meeting held on Thursday, October 6, 2022, in Board of Education Conference Room E, 1 School Street, Bethel, CT.

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks

S. Clayton, Chairman, called the meeting to order at 6:07 PM.

Board Members Attendance:

Mr. Scott Clayton:	Present
Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Mrs. Jen Larsen, Alternate:	<i>Absent</i>
Mr. Daniel Nostin:	<i>Absent</i>
Ms. Melanie O'Brien, Ex Officio:	<i>Absent</i>

1. First Reading

1.A. Policy 5141.21 - Administration of Student Medications in the Schools

Move Policy 5141.21 - Administration of Student Medications in the Schools to the Board for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

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

1.B. Policy/Regulation 5113 - Student Attendance and Truancy

Move Policy/Regulation 5113 - Student Attendance and Truancy to the Board for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

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

1.C. Policy 4000 Series - Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students By School Employees

Move Series 4000 - Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students By School Employees to the Board for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

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

2. Second Reading/Approval

2.A. Policy 6148 - FAFSA

Move Series 5000 - FAFSA to the Board for second reading/approval. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mr. Scott Clayton: Yea

Kara DiBartolo: Yea

Mr. Bill Foster: Yea

2.B. Policy 2150 - Administrative Staff

Move Policy 2150 - Administrative Staff to the Board for second reading/approval. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

Mr. Scott Clayton: Yea

Kara DiBartolo: Yea

Mr. Bill Foster: Yea

2.C. Policy/Regulation 6146.1 - Grading/Assessment Systems

Move Policy 6146.1 - Grading/Assessment Systems to the Board for second reading/approval and recommend the deletion of Regulation 6146.1. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

Mr. Scott Clayton: Yea

Kara DiBartolo: Yea

Mr. Bill Foster: Yea

2.D. Policy 6146.11 - Weighted Grading and Calculation of Grade Point Averages

Move Policy 6146.11 - Weighted Grading and Calculation of Grade Point Averages to the Board for second reading/approval. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

Mr. Scott Clayton: Yea

Kara DiBartolo: Yea

Mr. Bill Foster: Yea

3. Policies for future review/discussion

Dr. Carver spoke to the committee about going back to continue to review the 2000 series. Mr. Clayton will speak with the Board Chair regarding reviewing the Bylaws.

4. New Business

None.

5. Public Comment

None.

6. Adjourn

Move to adjourn at 6:29 PM. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

Mr. Scott Clayton: Yea

Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Respectfully submitted,
Susan Pare
Board Recorder

Minutes of the Curriculum, Assessment & Professional Practices Committee held on Thursday, October 6, 2022, in Board of Education Conference Room E, 1 School Street, Bethel, CT.

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks

J. Ackerman, Chairman, called the meeting to order at 7:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Present
Ms. Melanie O'Brien, Ex. Officio:	<i>Absent</i>
Mrs. Cathy Schaefer:	Present

1. English 11/12 & English 21/22 Curricula

Ms. Katie Burke, BHS English Teacher, presented the BHS Freshmen English 11/12 & Sophomore English 21/22 curricula to the committee.

Motion to bring English 11, 12, and English 21, 22 curricula to the full Board of Education for approval. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mrs. Cathy Schaefer:	Yea

2. Public Comment

None.

3. Adjourn

Move to adjourn at 7:37 PM. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mrs. Cathy Schaefer:	Yea

Respectfully submitted,
Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, September 15, 2022, in Board of Education Conference Room E, 1 School Street, Bethel, CT.

Attendance: None

Administrative Attendance: C. Carver, K. Brooks, J. Variale, C. Sipla

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

Board Members Attendance:

Mrs. Jennifer Ackerman: Absent
Mr. Scott Clayton: Absent
Kara DiBartolo: Present
Mr. Bill Foster: Present
Mrs. Jen Larsen: Present
Mrs. Courtney Martin: Present
Mr. Daniel Nostin: Present
Ms. Melanie O'Brien: Present
Mrs. Cathy Schaefer: Present

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

**Move to add to agenda item 4b. approval applying for the CAFE Board Leadership Award.
Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.**

Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Mrs. Courtney Martin: Yea
Mr. Daniel Nostin: Yea
Ms. Melanie O'Brien: Yea
Mrs. Cathy Schaefer: Yea

2. Board Recognition/A Salute to Excellence

National Merit Scholar Semifinalist

Congratulations to BHS Senior, Suhani Kashyap, for being selected as a semifinalist in the National Merit Scholar Program! Suhani was one of 16,000 students across the nation selected as a semifinalist.

District Teacher of the Year

District Teacher of Year - Kristine Komoroski has moved onto the next round for State of CT Teacher of the Year!

2.A. Gifts, Grants, & Bequests

Bethel High & Middle School

\$500 to support Bethel Community Cares Coalition, BHS Class of 1981, Karen Ledan, Danbury, CT

Bethel High School

Marching Band Uniform Cabinets (3, \$1,400 in material cost), Owen Detwiler, Bethel, CT

Rockwell School

DIY Logo Tables Project, \$280, Rockwell PTO & All-State Foundation

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. Overview of Science of Reading

Mrs. Rutledge, Director of Teaching and Learning, provided the Board of Education with a brief overview of the district's participation in the Science of Reading Pilot and associated legislation.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. August 18, 2022

Move to approve the minutes of August 18, 2022. Passed with a motion by Ms. Melanie O'Brien and a second by Kara DiBartolo.

Mrs. Jen Larsen:	Abstain
Mrs. Cathy Schaefer:	Abstain
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

4.B. Approval of CAFE Board Leadership Application

Move to approve applying for the CAFE Board of Distinction Award. Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.

Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea

Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

5. Correspondence

None.

6. Public Comment

None.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Ms. O'Brien, using a "thumbs up/thumbs down" scale. Gave a thumbs down to the media articles on issues taking place in other districts, lack of civility, and bad behavior. Some parents displayed negative behavior in front of the children, causing a bus driver to quit. Need to reinforce civility. A neutral thumb was given to waiting to get the bus app, the bus app needs to be put in place. Ms. O'Brien reminded the Board, that members need to be role models for kids, friends, etc., and need to call people on their poor behavior.

7.B. Administrative Update

Dr. Carver informed the Board that the district had such an incredible start to school. Students and staff were much happier, which seemed to be a theme across the state. There were things put into place to provide students with more structure, like the HS cell phone policy.

- Residency Issues are being addressed using an investigation service. However, the process is a long legal process.
- HVAC Grant - The state released the HVAC grant. It went from 90 million dollars to 150 million dollars. The grant process runs through the Office of School Construction. For the grant matching, the Town can use ARP funds and possibly use ESSER funds, but Dr. Carver needs to confirm. Must apply by December 1, 2022.

7.B.1. 2022-2023 BOE District Data Sheet

Dr. Carver provided the Board with the 2022-2023 BOE District Data Sheet. There will be more data next month.

8. Reports to the Board

8.A. Policy

8.A.1. First Reading

8.A.1.a. Series 5000 - FAFSA

8.A.1.b. Policy 2150 - Administrative Staff

8.A.1.c. Policy/Regulation 6146.1 - Grading/Assessment Systems

8.A.1.d. Policy 6146.11 - Weighted Grading and Calculation of Grade Point Averages

Move to accept the following policies/regulations for a first reading: Series 5000 - FAFSA Policy 2150 - Administrative Staff Policy/Regulation 6146.1 - Grading/Assessment Systems Policy 6146.11 - Weighted Grading and Calculation of Grade Point Averages Passed with a motion by Mrs. Jen Larsen and a second by Ms. Melanie O'Brien.

Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

9. Action Item

9.A. Update Authorized Signers

1) Pursuant to the requirement of the CSDE, the Bethel Board of Education hereby revises the authorized signers of the ED-099 Agreement for Child Nutrition Programs as follows: Signature 1: Dr. Christine Carver, Superintendent of Schools and Signature 2: Jennifer Variale, Director of Finance and Business Operations. 2) The Bethel Board of Education adopts the attached resolution in regard to Fidelity Business Accounts X57-633062, Bethel Hennessey Students, and X57-633054, Bethel Hennessey Teachers. This resolution appoints Christine Carver, Superintendent of Schools, Jennifer Variale, Director of Finance and Business Operations, and Suzanne Rodgers, Accounting Manager as individuals authorized to act on behalf of the above-mentioned accounts. Passed with a motion by Ms. Melanie O'Brien and a second by Kara DiBartolo.

Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

RESOLVED:

FIRST: That the individual(s) listed on this form hereby are authorized and empowered, for and on behalf of this Business (herein called the "Business"), to establish, maintain, and act on this account (which may be a margin account), and each of them hereby is authorized and empowered for and on behalf of this Business, with Fidelity Brokerage Services LLC and its affiliates (collectively "Fidelity") for the purpose of purchasing, investing in, or otherwise acquiring, selling (including short sales), possessing, transferring, exchanging, or otherwise disposing of, or turning to account of, or realizing upon, and generally dealing in and with any and all forms of securities including, but not by way of limitation, shares, stocks, bonds, debentures, notes, scrip, participation certificates, rights to subscribe, options, warrants, certificates of deposit, mortgages, evidences of indebtedness, commercial paper, certificates of indebtedness and certificates of interest of any and every kind and nature whatsoever, secured or unsecured, whether represented by trust, participating and/or other certificates, or otherwise. The fullest authority at all times with respect to any such commitment or with respect to any transaction deemed by any of the said officers and/or agents to be proper in connection therewith is hereby conferred, including authority (without limiting the generality of the foregoing) to give instructions (whether oral, written, electronic, or otherwise) to Fidelity with respect to said transactions; to borrow money and securities and to borrow such money and securities from or through Fidelity, and to secure repayment thereof with the property of the Business; to bind and obligate the Business to and for the carrying out of any contract, arrangement, or transaction that shall be entered into by any such officer and/or agent for and on behalf of the Business with or through Fidelity; to pay by checks and/or drafts drawn upon the funds of the Business such sums as may be necessary in connection with any of the said accounts; to deliver securities and contracts to Fidelity; to deliver securities to and deposit funds with Fidelity; to order the transfer or delivery of securities to any other person whatsoever, and/or to order the transfer of record of any securities, to any name selected by any of the said officers or agents; to affix the corporate seal to any documents or securities to any name selected by any of the said officers or agents; to affix the corporate seal to any documents or agreements, or otherwise; to endorse any securities and/or contracts in order to pass title thereto; to direct the sale or exercise of any rights with respect to any securities; to sign for the Business all releases, powers of attorney, and/or other documents in connection with any such account, and to agree to any terms or conditions to control any such account; to direct Fidelity to surrender any securities to the proper agent or party for the purpose of effecting any exchange or conversion, or for the purpose of deposit with any protective or similar committee, or otherwise; to accept delivery of any securities; to appoint any other person or persons to do any and all things that any of the said officers and/or agents are hereby empowered to do, and generally to do and take all action necessary in connection with the account, or considered desirable by such officer and/or agent with respect thereto.

SECOND: That Fidelity may deal with any and all of the persons directly or indirectly empowered by the foregoing resolution, as though they were dealing with the Business directly. THIRD: That the officers of the Business be and hereby are

authorized, empowered, and if requested by Fidelity, directed to certify: (a) a true copy of these resolutions; (b) specimen signatures of each and every person by these resolutions empowered; (c) a certificate (which, if required by Fidelity, shall be supported by an opinion of the general counsel of the Business, or other counsel satisfactory to Fidelity) that the Business is duly organized and existing, that its operating documents empower it to transact the business by these resolutions defined, and that no limitation has been imposed upon such powers.

FOURTH: That Fidelity may rely upon any certification given in accordance with these resolutions, as continuing fully effective unless and until Fidelity shall receive due written notice of a change in or the rescission of the authority so evidenced and the dispatch or receipt of any other form of notice shall not constitute a waiver of this provision, nor shall the fact that any person hereby empowered ceases to be an officer of the Business or becomes an officer under some other title in any way affect the powers hereby conferred. The failure to supply any specimen signature shall not invalidate any transaction if the transaction is in accordance with authority actually granted.

FIFTH: That in the event of any change in the office or powers of persons hereby empowered, the officers of the Business shall certify such changes to Fidelity in writing in the manner herein above provided, which notification, when received, shall be adequate both to terminate the powers of the persons theretofore authorized, and to empower the persons thereby substituted. SIXTH: That the foregoing resolutions and the certificates actually furnished to Fidelity by the Business pursuant thereto be and hereby are made irrevocable until written notice of the revocation thereof shall have been received by Fidelity.

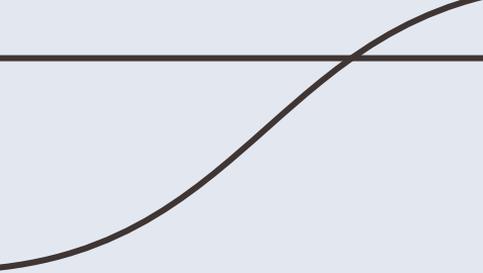
SEVENTH: That the Business and its officers indemnify and hold Fidelity harmless from any claim, loss, expense, or other liability for effecting any transactions and acting upon any instructions given by the officers of the Business.

10. Adjourn

Move to adjourn at 7:51 PM. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Jen Larsen.

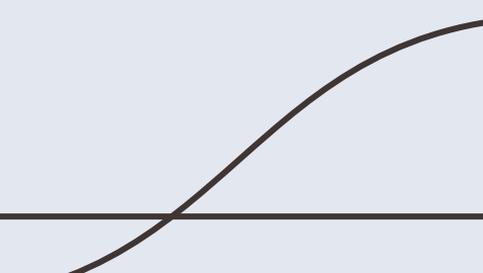
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea
Mrs. Cathy Schaefer:	Yea

Respectfully submitted,
Susan Pare
Board Recorder



Bethel High School English Curriculum

Freshman and Sophomore English
College Preparatory and Honors



Pre-UbD Reflection: Where did we want to go as a department?

- Need for direct reading and writing instruction at the high school level
 - Build-in more direct instruction on how to be a successful student (EF, EI, GCs)
 - Evaluating our book room inventory: need a variety of texts regarding length, interest, and diverse perspectives for our readership
 - Assessments that reflect critical thinking in more diverse ways
 - More autonomy and confidence in reading and writing
 - College Prep and honors level should have both complementary and divergent approaches
 - Some class activities and learning opportunities support engagement more than others and we should harness those techniques
 - We have a critical imperative to offer and teach to civil discourse and active listening during challenging conversations (best practice and our standards)
 - Challenging topics such as class disparities, racial inequities, and contemporary social conflicts will be covered through some of our texts
-
- 

Classroom texts and our Readership

1. **Text Inventory: Who are our students and who is represented in the reading?**
 - a. Mapped out all resources used and then assessed the variety of authors, genres, and perspectives
 - b. Identified places in the curriculum that were unbalanced
 - c. Considered text swaps that made sense for unit goals
2. **Challenges to texts: Where do we stand?**
 - a. Affirmed our approach to challenges versus removal
 - i. Offering an alternative text when requested
 1. Student choice is built into many units
 - ii. Affirm with students and parents why text has merit
 - iii. Communicating with parents
 1. Course Syllabus
 2. District site
 3. Unit Overviews on Google Classrooms
3. **Language in the classroom**
 - a. Pre-reading discussions about upcoming language and content, as deemed appropriate
 - b. Sensitive language needs to be proactively acknowledged but not at the expense of a safe classroom environment

Significant shifts in new curriculum:

- ★ **Essential Questions/Approach to Units**
 - Concept-based to skill-based, purposeful instruction
 - Ex., English 12: “What is the effect of moral choices on individual and society?” (Unit 1: The Blueprint, 2016)
 - **versus:** “What universal reading skills are required to formulate accurate and meaningful interpretations of texts?” (Unit 1: Readers and Writers Boot Camp, 2022)
 - Kept Common Core State standards at the center of the learning but **prioritized** in each unit for instruction, practice and assessment.!

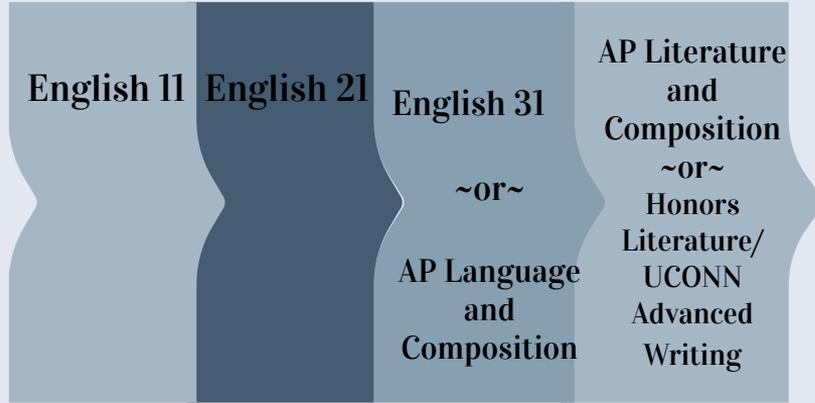
- ★ **Unit Texts/Reading materials**
 - Move from single long text per unit to various lengths
 - Consideration of genre, culture, and diverse voices
 - Brought in more contemporary options
 - Built in more, interdisciplinary supportive pieces
 - Maintain student choice in various appropriate ways

- ★ **Assessments**
 - Move toward performance-based tasks that honor real world application
 - Writing assessments in various modes: analytical, creative, investigative, and personal
 - Skills that have a vertical impact
 - Inquiry (Gr. 10-12)
 - Written voice and personal writing(Gr. 11-12)
 - Speaking to professionals (Gr. 11)

- ★ **Unified Learning Targets**
 - Grade-level learning targets that set framework for learning in the unit
 - Supports equity and balance for all students in the course
 - 2-dimensional, incorporating content and Global Competency language

Honors Courses: Critical Differences

Vertical Progression of English Honors Program:



★ Purposeful approach to Pre- AP skills

- Larger emphasis on “writing on demand” assessments
- Scoring rubrics modeled after AP rubrics
- Exposure to both canon and contemporary classics

★ Rigor

- Layered responsibility for preparedness (reading and note-taking)
- Reading schedule

★ Typical unit differentiation (Eng. 12 vs. 11)

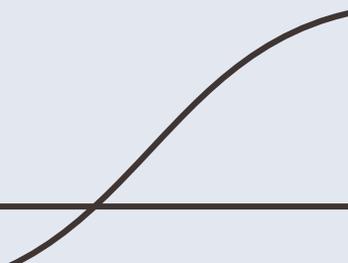
- Unit 1: Texts/Summer Reading
- Unit 3: Focus on Author’s craft
- Unit 5: Patterns in Literature

Freshman English Unit Sequences

English 12 Curriculum Map

- I. Readers and Writers Boot Camp
- II. Contemporary Literature
- III. Inquiry
- IV. Adolescent Identity
- V. Courage in the Face of Adversity

English 11 Curriculum Map

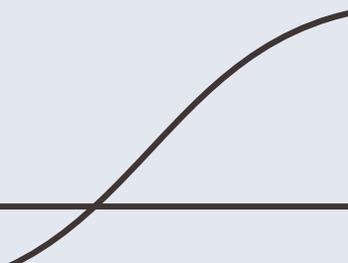
- I. Readers and Writers Boot Camp
 - II. World Perspectives
 - III. Inquiry
 - IV. Language in the form of Love
 - V. Mythos and Archetype
- 

Sophomore English Unit Sequences

English 22 Curriculum Map

- I. Critical Reading and Writing
- II. Creativity and Genre
- III. Mankind's Essential Illness
- IV. Research
- V. Ambition and Power
- VI. Teacher's Choice: Contemporary Voices

English 21 Curriculum Map

- I. The Transformative Power of Storytelling
 - II. Villainizing the Other
 - III. Restorying the Narrative
 - IV. The Power and Problem of 'I'
 - V. Literary Criticism
- 

Sample Unit: English 12, Adolescent Identity

Transfer Goals

ELA Transfer Goal 1: Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective, and intended audience.

ELA Transfer Goal 2: Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes.

G.C. C&I Transfer Goal: Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

State Standards

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.3 (L.9-10.1B) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Understandings: Students will Understand that...

- ❖ Analyzing various texts allows us to better understand ourselves and the world in which we live.
- ❖ Our identity changes as we develop biologically and within our socio-cultural context.
- ❖ Carefully-controlled diction has a significant impact on how clearly authors communicate with their audiences.

Anchor Texts

- ❑ *Romeo and Juliet*
- ❑ "Adolescence and the Teenage Crush"
- ❑ "Fear Prompts Teen to Act Impulsively"
- ❑ "Parents Guide to Why Teens Make Bad Decisions"

Assessments

1. Various Timed Writings (Writing on Demand)
2. Who's to Blame? (Argument)
3. One-Act Play (Creative)

Sample Unit: English 21, Villainizing the ‘Other’

Transfer Goals

ELA Transfer Goal: Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective and intended audience.

ELA Transfer Goal: Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes.

GC CT Transfer Goal: Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes.

GC Collaboration Transfer Goal: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.

State Standards

RL/1 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL/1 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL/1. 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

SL. 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Understandings: Students will Understand that...

- ❖ Reading a traditional narrative in a new perspective can provide new or enlightening insights
- ❖ Hegemonic social values create and marginalize “others” to the detriment of individuals and society as a whole
- ❖ Formalist literary criticism is only one method for considering or analyzing a text
- ❖ Connecting ideas across a variety of texts can highlight new meanings
- ❖ Writers use their voice and style to engage audiences
- ❖ Collaboration and critical dialogue can broaden or deepen understanding of a text

Anchor Texts

- ❑ *Beowulf*
- ❑ *Frankenstein*

Assessments

1. Various Timed Writings (Writing on Demand)
2. Beowulf Creative

Boys Volleyball Proposal

Director of Athletics- Mark Caron

10/20/22

Is there enough Interest?

- 23 students came to the original meeting last fall about club volleyball
- 18 students participated in the program
- All students that started the season completed the year
- Practices were well attended and no athlete missed more than one practice.
- We had 3 friendly scrimmages against other schools

Who Has Boys Volleyball In Our League/State?

- 7/14 Schools in the SWC have boys volleyball

Brookfield, Bunnell, Joel Barlow, Kolbe, Masuk, Newtown, Pomperaug

- There are 47 schools in the state that have boys volleyball

Two Divisions L and M

- Popularity is increasing.

Bunnell and Brookfield were added over the last two seasons

2017- 38 programs

What Is The Financial Impact?

Option 1- JV and V program in year one (Up to 30 athletes)

- Stipends- 2 coaches \$8309

Head coach- \$5228 Assistant coach- \$3081

- Officials- 10 Double header home games- \$2850
- Busing- 10 Away games- \$2500
- Uniforms- \$3000- 30 Uniforms
- General expenses- Balls, state fees, scorebooks, etc. \$500
- Income Generated from pay to play- \$2100

Total Expense - \$15,059

Financial Impact Continued

Option 2- JV program only in 2024- (Up to 15 athletes)

- Stipend- \$5228 for Head coach only
- Officials- \$1140 for 10 JV home games
- Busing- \$2000 for 10 JV away games
- Uniforms- \$1500 for 15 athletes
- General Expenses- \$500
- Income Generated from pay to play- \$1000

Total Cost- \$9368

Description of Project	Capital	460	Category	Est. Cost	Status	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Capital Plan																
BHS HVAC Phase I: High Priority			B	\$1,555,160	Preparing RFP	\$1,555,160										
BHS HVAC Phase II: Complete Project (Possible HVAC Grant)			B	\$5,659,134	Preparing Grant Application		\$5,659,134									
BHS Roof			B	\$1,695,000				\$1,695,000								
Berry Roof			B	\$1,526,000					\$1,526,000							
BMS Roof			B	\$1,736,000						\$1,736,000						
BHS Culinary Room Upgrades for Pathways:			I	\$200,000				\$100,000	\$100,000							
BMS Auditorium house and stage lighting				\$150,000							\$150,000					
BMS Gymnasium - Replace Bleachers	X			TBD								X				
BMS Replace standby electrical generator, fuel tank and switchgear.	X			TBD								X				
Athletics Resurface of Turf Field - needed 8 to 10 years after original installation	X			\$450,000												\$450,000
Athletics Expand Indoor BHS Gym Bleachers on the Student Section to accommodate the entire student body in one location and to host tournament games (1000 minimum).	X			\$50,000			\$50,000									
Berry Remove Underground Oil Tank	X		C	(Town)	Pending											
Total				\$13,021,294		\$1,555,160	\$5,709,134	\$1,795,000	\$1,626,000	\$1,736,000	\$150,000	\$0	\$0	\$0	\$450,000	\$0