

Bethel Board of Education Regular Meeting - Annual Meeting

Thursday, December 15, 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. Selection of Temporary Chairperson	
3. Annual Meeting	
3.A. Election of Officers	
3.A.1. Nominations for Chairman of the Board	
3.A.2. Nominations for Vice Chairman of the Board	
3.A.3. Nominations for Secretary of the Board	
3.B. 2023 Board of Education Meeting Dates	
3.C. 2023 Proposed Standing Committees Assignments	
3.D. Code of Ethics	
4. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
4.A. BHS & BMS School SIP Presentations	
5. Board Recognition/A Salute to Excellence	
5.A. Gifts, Grants, & Bequests	
6. Consent Calendar	Speaker(s): Policy 9326
6.A. Approval of Minutes	
6.A.1. November 17, 2022	
7. Correspondence	Speaker(s): Policy 9326
8. 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
9. Administrative/Board Member Update	Speaker(s): Policy 9326

9.A. Board Chairperson Update

9.B. Administrative Update

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

10. Reports to the Board

10.A. Curriculum, Assessment, & Professional Practices

10.A.1. Art Curricula (Gr. 7-8 Multimedia, BMS Unified Art, and BHS Unified Art)

10.A.2. BHS New Course- Literary Art Publications

10.A.3. BHS New Course- Great Diseases

10.B. Policy

Speaker(s): Policy
9310, 9311, 9313

10.B.1. First Reading

10.B.1.a. Policy 6000 Series - Curricular Exemptions

10.B.1.b. Policy 2210 - Administrative Discretion in Absence of BOE Policy **Speaker(s):** Christine Carver

10.B.1.c. Policy 2220 - Representative and Deliberate Groups

10.B.1.d. Policy 2222 - Administrative Council

10.B.1.e. Policy 2231 - Policy & Regulation Systems **Speaker(s):** Christine Carver

10.B.2. Second Reading/Approval

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

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

10.B.2.c. Policy 4118.235/4218.235 - Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students By School Employees

10.C. Resource Management & Business Operations

10.C.1. Finance

10.C.1.a. Transportation Update

10.C.1.b. Procedure to Report Cars Passing Buses with Red Lights Flashing

10.C.1.c. Unexpended Funds Account Update

10.C.1.d. 1st Quarter Financial Update

11. Recommended Executive Session - CT General Statutes 1-210(b)(9) - Records, reports, and statements of strategy or negotiations with respect to collective bargaining

12. **Adjourn**

1. Selection of Temporary Chairperson

We need a motion to nominate a temporary chairperson.

Motion: Move to nominate Dr. Christine Carver as temporary Chairman.

2. Call to Order

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

2.B. Pledge of Allegiance *Please rise for the Pledge of Allegiance.*

3. Annual Meeting

3.A. Election of Officers

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

The floor is open for nominations for Chairman of the Board.

Motion: Move to nominate _____ for Chairman of the Board of Education for 2023.

Hearing no other nominations, nominations are closed.

Please cast your vote on your election ballot and pass your ballot to Sue.

Sue please read the result.

_____ *has been elected Chairman of the Board.*

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

The floor is open for nominations for Vice Chairman of the Board.

Motion: Move to nominate _____ for Vice Chairman of the Board of Education for 2023.

Hearing no other nominations, nominations are closed.

Please cast your vote on your election ballot and pass your ballot to Sue.

Sue please read the result.

_____ *has been elected Vice Chairman of the Board.*

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

The floor is open for nominations for Secretary of the Board.

Motion : Move to nominate _____ for Secretary of the Board of Education for 2023.

Hearing no other nominations, nominations are closed.

Please cast your vote on your election ballot and pass your ballot to Sue.

Sue please read the result.

_____ *has been elected Secretary of the Board.*

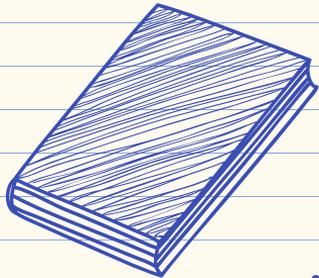
Code of Ethics

The success of our school system depends on an effective working relationship between the Board of Education and Superintendent of Schools. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations.

- Board members and Superintendents ensure the opportunity for high-quality education for every student and make student achievement the fundamental goal of all decision-making actions.
- Board members and Superintendents are staunch advocates of high quality free public education for all Connecticut children.
- Board members and Superintendents honor all national, state, and local laws, and regulations pertaining to education and public agencies.
- Board members and Superintendents recognize that clear and appropriate communications are key to the successful operation of the school district.
- Board members and Superintendents will carry out their respective roles with the highest levels of professionalism, honesty and integrity.
- Board members recognize that they represent the entire community and that they must ensure that the community remains fully informed on school-related matters.
- Superintendents and Board members recognize that the Superintendent serves as the Board of Education's agent and will, in that role, faithfully apply the policies adopted by the Board.
- Board members adhere to the principle that they shall confine the Board's role to policy-making, planning, and appraisal while the Superintendent shall implement the Board's policies.
- Board members and Superintendents both recognize that they serve as a part of an educational team with mutual respect, trust, civility, and regard for each other's respective roles and responsibilities.
- Board members are committed to the concept that the strength of the Superintendent is in being the educational leader of the school district.
- Board members and Superintendents practice and promote ethical behavior in the Board room as a model for all district employees.
- Board members and Superintendents consider and decide all issues fairly and without bias.

Bethel High School
Bethel Middle School

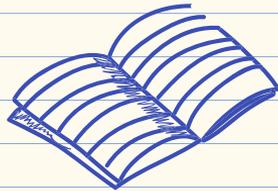
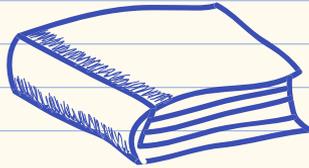
School Improvement
Plans



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.

Challenges



- Increased number of Tier 2 and 3 intervention students
- Changing demographics
- Providing structured time for teachers to meet
- PPS and teachers supporting growing mental health needs
- Regular attendance of staff and students due to illness

Strategy: Building Emotional Intelligence

BHS - Wildcat Time

- Empower learners (students and educators) by fostering emotional intelligence

BMS - Tiger Two Time

- Building empowered learners through community and emotional intelligence



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



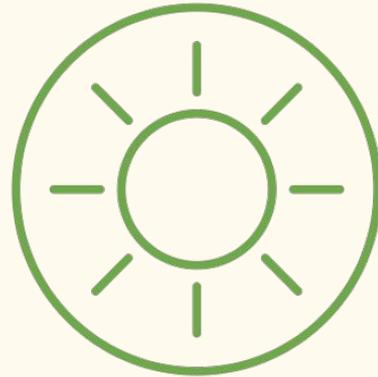
Goal-Directed Behavior



Personal Responsibility



Decision Making



Optimistic Thinking



RULER

Launched with staff first (21-22)

Faculty Meetings, PLCs, team meetings

Staff Charter

Mood Meter

Continue with staff training (22-23)

Launch with students PreK-8
(22-23)



RULER



- Dedicated time in our master schedule

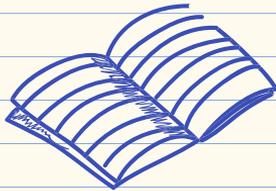
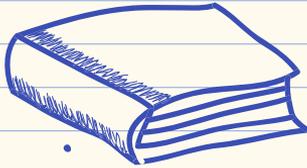
- Implementing a curriculum

 - RULER is the tool we are using K-8

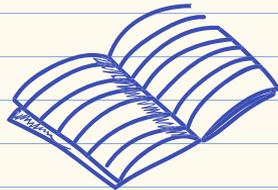
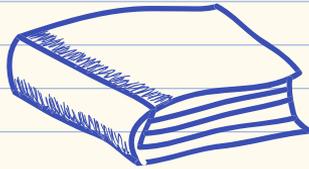
- PLCs planning for instruction together

- Dedicated Professional Learning

- Dedicated Faculty Meeting time ✨



Character Strong BHS



- Implementing 9-12 Character Strong Curriculum
- Dedicated time for lessons during wildcat Time 30 Minutes
- Staff/Student Committee designs all lessons
- Dedicated Professional Learning
- Dedicated Faculty Meeting time to preview lessons and ask questions
- Advisory Committee seeks input regularly from staff and students

Strategy - Instructional Practices and Routines

BHS

Build the capacity of staff to align EI, GC and academic objectives, using interactive instructional practices and structures to promote the whole student

BMS

Build instructional routines that develop empowered learners - develop a sense of self as learners with goal directed behavior

Strategy - Instructional Practices and Routines

BHS

BMS

- Building a strong understanding of various considerations and responsive strategies for teaching and learning during an 80 minute block
- PLC Learning walks (new 2022)
 - Providing Cyclical feedback through our Cabinet, Faculty Meetings, PLC's, Department Meetings which leads to professional learning opportunities

- Deepening our understanding of Student Centered learning
- Creating a shared understanding about Instructional Routines
 - Math Language Routines
 - Visible Thinking
 - Gradual Release and Metacognition

School Improvement Plan: Bethel High School

Year: 2022 - 2023

School Improvement Plan

Theory of Action
<p>If we accelerate learning for all students by:</p> <ul style="list-style-type: none">- 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; <p>then we will build self-efficacy and empower all students for success.</p>

Student Learning Objectives	IAGDs
BHS will maintain and/or improve the number of students who are prepared for college level literacy	75% of BHS students grades 9 will meet or exceed the grade level goal on the EBRW Spring PSAT. 75% of BHS students grades 10 will meet or exceed the grade level goal on the EBRW Spring PSAT. (EBRW-410 (g9) 430 (g10))

Bethel High School will improve and/or maintain the number of students who are prepared for college level numeracy.	<p>60% of grade 9 students will meet or exceed the grade level goal on the Math Spring PSAT.</p> <p>65% of grade 10 will meet or exceed the grade level goal on the Math Spring PSAT. (Math-450 (g9) 480 (g10))</p>
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Whole School Learning Indicator	
BHS will improve students' emotional intelligence as they relate to goal-directed behavior, relationship skills, self management, and social awareness.	<ul style="list-style-type: none"> - increase # students on track to graduate on time. 5% 2021-2022 - reduce chronic absenteeism, <5% - reduce the number of crisis intervention calls - reduce # of disciplinary referrals from last school year - self reflection questions in Climate Survey (G-D B, RS, SM, SA)

Stakeholder Feedback Goal	
<p>Bethel High School will receive a favorable response from BHS students and parents on the survey question: <i>My school (staff members and students) are respectful of race, culture, gender (including transgender), sexual orientation, and disabilities.</i> In Spring 2022, BHS students rated their student peers at 73% and teachers at 92%. BHS parents rated the school as 91% favorable in being responsive to issues regarding culture, race, religion, gender, sexual orientation and disabilities. Climate Survey Data Results</p>	

Strategy #1

In the Content Classroom:

Build the capacity of staff to align EI, GC and academic objectives, using interactive instructional practices and structures to promote the whole student

Action Steps	Timeframe	Monitoring Routine	Frequency Of Monitoring	Evidence of Implementation	Feedback Process	Routine Owner
<input type="checkbox"/> Schedule and plan PL time to develop consistent staff understanding of goals for the year (coherence of E.I. and G.C. competencies, and how they support academic and personal student success)	2022-2023	<p><u>Instructional Alignment Monitoring</u> and Cabinet monthly review:</p> <ul style="list-style-type: none"> ● Analyze patterns ● Answer questions ● Ask for feedback ● Make adjustments when necessary <p>Monthly schedule published for faculty to share successful strategies at Faculty Meetings</p> <p>Continued PL surveying of staff needs and requests to determine subject of subsequent PL sessions (based on</p>	Monthly	<p>A. Faculty and department meeting agendas and PL agendas include time for development of staffs' understanding of E.I. and G.C.s.</p> <p>B. Educators and students can articulate connections between global competencies, emotional intelligence competencies, and academic achievement.</p> <p>C. BHS classrooms are welcoming and engaging environments rich with rigorous and meaningful coursework (e.g., positive participation; work completion; risk taking). Educators work together to</p>	Faculty	<p>Admin Team Department Chairs Instructional Coaches</p> <p>The HS PL committee (Tom Fox, Danielle Troetti, Andrea Dovale, Mari Lerz, Reine Issa, and Tom Salvador).</p>

		initial August and September learning)		incorporate and embed the competencies into instruction and provide various pathways for students to practice the competencies (content and interdisciplinary PLCs).		
<input type="checkbox"/> Develop the capacity of teachers to maximize instructional time to meet goals and objectives and make their classes a safe and engaging environment <input type="checkbox"/> Task variety and pacing <input type="checkbox"/> Teachers incorporating breaks <input type="checkbox"/> Instructional practices and routines - small group instruction, feedback, continuous curriculum revision	Rollout on 8/26 9:30-11 Monthly item on Faculty and Department meeting agendas	Hallway monitoring Walk-throughs Instructional Alignment Monitoring PLC process - equity of sharing and encouraging of individuality (e.g., highlighting personal strengths as well as taking risks) Standing PL item on cabinet faculty and department meeting agendas (sharing various strategies with time to incorporate new learning or ideas into planning)	Daily	A. Increased engagement with course content B. Increased student engagement with depth and breadth of the curriculum C. Student engagement for the entire class period D. Better attendance E. Higher student achievement (PSAT/SAT, D/F list, AP scores, etc.) F. Fewer disciplinary referrals G. Reflections and observations by teachers about student behaviors (e.g. improved homework completion, work productivity, etc) and how those are impacted by teacher practices		

<input type="checkbox"/> Teachers teach each other at faculty/department meetings		Weekly and quarterly SAT review of referrals		H. Fewer referrals to Tier 2 intervention and referrals that are made are more targeted I. Instructional strategies such as small group instruction being implemented on a regular basis		
<input type="checkbox"/> Global Competencies and Emotional Intelligence Competencies integrated into content instruction <input type="checkbox"/> Authentic <input type="checkbox"/> Relevant	Start in August followed by Monthly Review	Examination of benchmark data related to Global Competencies Curriculum monitoring PLC process - equity of sharing and encouraging of individuality (e.g., highlighting personal strengths as well as taking risks)		A. Global Competencies are taught, practiced, assessed, and reported consistently B. Curricular tasks provide students frequent opportunities to practice and receive feedback on GC key skills		
<input type="checkbox"/> Develop the capacity of teachers to build meaningful relationships with students	Start in August followed by Monthly Review	Teacher reflection with PLC and Administrators Student data shows steady improvement School Climate Committee		A. Increased attendance, engagement, participation, and student success with content B. Implementation of Restorative Practices C. Utilization of positive reinforcement to		

				highlight/increase desired behaviors D. Positive Student Climate survey data Fewer negative interactions between staff and students E. Increased student connectedness		
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**Strategy #2
Wildcat Time**
Empower learners (students and educators) by fostering emotional intelligence during Wildcat Time

Action Steps	Timeline	Monitoring Routine	Frequency of Monitoring	Evidence of Implementation	Feedback Process	Routine Owner
Create a protocol to enhance S & E competency outcomes for: <ul style="list-style-type: none"> <input type="checkbox"/> The Academic Empowerment days (Tuesday/Thursday) <input type="checkbox"/> The Emotional Empowerment days (Monday/Wednesday/Friday) 	August	The protocol should be regularly reviewed and revisited at faculty meetings and cabinet meetings. Adjustments to the protocols, based on student and educator voice, can		A. A protocol with expectations for each Empowered Learner day exists for staff members. B. Students and staff members understand their roles as well as the expectations during each of the empowerment sessions (i.e., academic empowerment and emotional empowerment). C. BHS students can be found utilizing their time in productive ways	<u>WILDCAT FEEDBACK FORM</u> Wildcat Feedback responses	Kateri Kenney, Tom Fox, and Wildcat Committee

<input type="checkbox"/> Activity & Club Sessions (once per month)		be made as needed - This will be monitored by the Wildcat Committee during monthly meetings		based on their academic and emotional needs as well as their personal goals .		
<input type="checkbox"/> Wildcat Time Committee pre-plans the Wildcat Time/Empowerment sessions (non-academic days)	Start in August followed by Monthly Review	At least one administrator will be on the committee. Program lessons previewed by Wildcat time committee, cabinet (every month?) as well as faculty meetings.		A. A committee of educators (teachers, administrators, guidance staff, etc.) and students working together throughout the year to pre-plan lessons (reflected in minutes from the committee) exists. References: Minutes from 2021-22 School Year and presentation from 2021-22		
<input type="checkbox"/> Create reflexive and systematic review opportunities for staff and student voice on Wildcat/Empowerment days.	Start in August followed by Monthly Review	Staff and students have a chance to vocalize their ideas to the administrators during faculty meetings.		A. A committee of educators* (teachers, administrators, guidance staff, etc.) can be found reflecting once a month (or more) on feedback from stakeholders (minutes from the committee)		

		<p>Students and staff can also share their feedback during the Wildcat/Empowerment planning meetings - this would be reflected in the meeting minutes during Wildcat time monthly meetings.</p>		<p>B. A diverse range of students and staff members feel heard and acknowledged. The committee is appropriately responsive and reflective of input from all stakeholders.</p>		
<p><input type="checkbox"/> Create structured PL time throughout the year for staff members to preview and try character strong lessons.</p>	<p>Start on August 25th followed by Monthly revisits</p>	<p>Administrators and department chairs formally and informally solicit feedback from teachers.</p> <p>Solicitation of feedback could be accomplished during observations and TEVAL meetings</p>		<p>A. Educators feel prepared and excited to implement the Character Strong Curriculum.</p> <p>B. The Character Strong curriculum is implemented with fidelity and its impact can be felt across the school community.</p>		

		(formally) as well well as through informal interactions and check-ins.				
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Character Strong Committee Notes*

- Exploration Year - We have to be kind and gentle with one another as we pilot this program.
- Each grade level moves through the lessons sequentially (through their grade level).
- The committee is responsible for looking at the lessons ahead of time and highlighting/pointing out key areas of each lesson but DOES NOT jump around
- The committee is also responsible for coming up with enrichment activities - but these activities should be simple.
- The committee is responsible for clearly communicating the activities with the staff.
- Each lesson should take more than one week (duration during one advisory - no longer than 15 minutes).
- Each lesson should include a quick survey in order to get student feedback (once the lesson concludes, every other week(?)).
- The committee should also look at Character Strong Gym for help with the enrichment activities.
- Should there be an hourly compensation for this team? Expectation committee to meet 1-2x/month to preview lessons and set Wildcat monthly schedule/write curriculum for the advisory supplemental lessons.

School: BMS
 Year:2022-23

School Improvement Plan

Theory of Action
<p>If we accelerate learning for all students by:</p> <ul style="list-style-type: none"> - 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; <p>then we will build self-efficacy and empower all students for success.</p>

Student Learning Objectives	IAGDs Baseline Data: NWEA Mathematics NWEA Reading
Reading	By Spring, 60 % of all students will achieve the 61st percentile on the NWEA reading assessment.
	65 % of all students who meet the criteria for a growth target will meet or exceed their growth target by the spring as measured by the reading assessment (within 3 points).
	85% of students who meet the fall 61st% or above will maintain or exceed the 61st% on the spring Reading NWEA assessment.
	Less than 25% of students will not decrease percentile points on the spring reading NWEA Assessment
Mathematics	By Spring, 53% of all students will achieve the 61st percentile on the NWEA Math assessment.
	65 % of all students who meet the criteria for a growth target will meet or exceed their growth target by the spring as measured by the Mathematics assessment (within 3 points).

	85% of students who meet the fall 61st% or above will maintain or exceed the 61st% on the spring Mathematics NWEA assessment.
	Less than 30 % of students will not decrease percentile points on the spring Mathematics NWEA Assessment
Science	

Whole School Learning Indicator	
	Decrease Chronic Absenteeism data from 5 % to less than 5% by June 2023.

Stakeholder Feedback Goal	
To improve communication with families.	100% of Bethel Middle School Teachers will effectively implement Bethel Middle School action plan to improve communication with families.

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Professional Routines to Monitor Action Steps Implementation/Dates
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Building Community ¹	Ensure ALL stakeholders have a shared commitment to implement and maintain high standards that serve, support, and protect the community and its members (Berlowitz & Berkowitz).	All year	<p>All staff feel empowered to uphold expectations:</p> <ul style="list-style-type: none"> ● Using/Teaching Tier 1 strategies ● Consistent expectations upheld in building ● Restorative Practices ● Social Emotional Intelligence- Aperture 8, RULER ● Morning Meetings ● Healthy ways of building connections ● Understanding of Code of Conduct ● Review of common behavior expectations and consequences with staff ● Increased communication by administration to staff around discipline ● Increased teacher dialogue around discipline practices ● Decrease in the number of office discipline referrals. 	<p>Administration will attend meetings and review agenda notes of TEAM meetings and SRBI meetings monthly to ensure that our teams are upholding expectations.</p> <p>Administration runs PAC meeting discussions monthly to hear building level concerns from staff.</p> <p>Safe School Climate Committee/ EI Committee team reviews amount of counseling referrals and reasons for referrals to monitor trends in the building.</p> <p>SRBI teams will review behavior log trends monthly to look at student EI needs and teacher classroom management data.</p> <p>Administration will review office referral discipline data monthly to look for trends.</p> <p>Administration meets with TEAMS once a trimester (Interim time) to gather feedback around teacher issued discipline and student behavior within each cluster.</p>
		All year	Strengthened relationships between all staff members and staff and students.	Safe School Climate/Emotional Intelligence Team reviews Student

¹ Community: "A group of people with a shared commitment, and a shared identity, and a shared set of pro-social, ethical norms resulting in an emotional bond to the community and its members that all lead to serving, supporting, and protecting the community and its members."

			<ul style="list-style-type: none"> ● Encouraging Tiger Two Community Building ● Implementation of Ruler Lessons ● Restorative Practices ● Morning Meetings ● Using circles in staff meetings 	<p>Climate Survey data in the fall and the spring to look for trends and to monitor the impact of Tiger Two class.</p> <p>Administration will observe PLC and TEAM meetings looking for productivity and strong working relationships among staff.</p>
		All year	<p>Increased student & staff attendance/ instructional time.</p> <ul style="list-style-type: none"> ● Hold monthly attendance meeting to facilitate sending letters, making calls and holding meetings. ● Attendance secretary makes calls to students with unexcused absences and frequent tardies. ● Teachers outreach to students who have frequent absences to show them they are missed. ● Administration discusses staff attendance as part of the evaluation process. 	<p>Attendance Committee reviews student attendance data monthly to look for trends and monitor student progress.</p> <p>Administration monitors individual staff absences to look for trends.</p>
	<p>Implement Tiger Two lessons that emphasize character building, social emotional competencies, and positive relationships; create understanding about the importance of these lessons and why we need to implement them with fidelity.</p>	<p>Created Summer 2022</p> <p>Monitored All Year by Tiger Two team</p>	<p>Implementation of Tiger Two lessons with fidelity by all staff.</p> <ul style="list-style-type: none"> ● Tiger Two lessons are created that are vertically articulated by grade level and developmentally appropriate. (RULER, EI lessons and Morning Meeting) ● Introduce Tiger Two Lessons to staff with a focus on the purpose and ways to implement. ● Time allocated during TEAM meetings/SRBI to discuss Tuesday's 	<p>Administration observation of lessons to monitor implementation and engagement in the program.</p> <p>Emotional Intelligence Team reviews the Google Form results that teachers submit at the conclusion of each Ruler lesson to check for implementation, engagement and understanding of the lesson.</p> <ul style="list-style-type: none"> ● Hold monthly attendance meeting to facilitate sending

			<p>Tiger Two lessons the week before (or on Mondays) and how to implement them. PL time is used to unpack Tiger Two lessons.</p> <ul style="list-style-type: none"> • Teachers and students can articulate the purpose of the Tiger Two lesson. • Parent communication about the Tiger Two lesson topics. • Implementation of DESSA. 	<p>letters, making calls and holding meetings.</p> <p>The SRBI teams review the data after the DESSA has been administered to see if the RULER lessons are addressing the needs of specific students. Modifications in RULER curriculum will be made as needed based on this data.</p>
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Strategy #2	Action Steps	Timeline	Evidence of Implementation	Professional Routines to Monitor Action Steps Implementation/Dates
Build instructional routines that develop empowered learners - develop a sense of self as learners with goal directed behavior	<p>Create cluster charter</p> <ul style="list-style-type: none"> • Staff discussion of charters and how to create them • Cluster discussions about what they would like to see in the charter and how the lesson will be delivered to students • Clusters create charters with students and display charters in all cluster classrooms and cluster areas. • Share out cluster charters at FM. • Teachers revisit the charter throughout the year to reinforce expectations and connect to ... (academic growth) 	Ongoing all year	<ul style="list-style-type: none"> • Display charter prominently in classroom • Teachers refer to cluster charter regularly to reinforce expectations • Centering charter in classroom management consistently • Revisit charter throughout the year and revise as needed • Referencing the charter when recognizing positive student behaviors • Staff and students identify and agree upon key values that will uphold throughout the year to create a safe learning environment for all. 	Administration will conduct monthly learning walks checking for evidence that staff and students are routinely “live the charter.”

	<p>Prioritize rigorous student-centered practices through the implementation of: instructional routines that promote decision making, goal-directed behavior, and personal responsibility.</p> <p>Focus of student-centered instructional routines by department: (PL, Department Meetings, faculty meetings and PLC)</p> <ul style="list-style-type: none"> ● Math Language Routines ● Science: Make sense of phenomena with visible thinking strategies ● Social Studies & English Language Arts: Direct instruction with gradual release, modeling, and metacognitive strategies ● World Language: Feedback ● Art: ● Music: ● PE: <p>Define: Student Centered Learning in PL</p> <ul style="list-style-type: none"> ● Develop capacity centered-around high quality targeted feedback 	<p>Ongoing all year</p>	<ul style="list-style-type: none"> ● Hear: <ul style="list-style-type: none"> ○ High quality questioning ○ Teacher as a facilitator of learning ○ Teacher establishing and modeling expectations/routines/and discourse, teacher structuring conversations between students ● See: <ul style="list-style-type: none"> ○ Students involved in reflection ○ Ongoing feedback S-S/T-S that enhances the learning process, ○ Students accessing tools/scaffolds that are accessible to them. ○ Teacher working with small group of students toward a targeted goal ○ Students reflecting on their own learning and using teacher provided strategies to apply their feedback ● See/ Hear: <ul style="list-style-type: none"> ○ students actively engaged with each other and holding each other and themselves accountable ○ Demonstrating problem solving behavior in both social emotional and 	<p>Administration and teachers conduct both district and building level instructional rounds focusing on the specific student-centered instructional routines, as identified within departments:</p> <ul style="list-style-type: none"> ● Math: internal rounds ● Science: internal rounds ● Social Studies: internal rounds ● English Language Arts: rounds with Jonhson ● World Language: rounds with Bethel High School <p>Administration will attend SRBI team meetings and monitor agenda/minutes monthly to identify students moving through tiers of support, both academic and EI, and help reform connection to learning, leveraging PPS and grade level admin., as evidenced by meeting notes.</p> <p>Administration will attend meetings and monitor PLC minutes monthly looking for evidence of rigorous student-centered practices within departments.</p> <p>Administration will conduct formal and informal observations throughout the year and will focus feedback around the identified</p>
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	<p>and routines to enable students to apply feedback.</p> <ul style="list-style-type: none">○ Utilize PL at faculty meeting and PL days○ PLCs will co-develop feedback routines○		<p>academic contexts, without disrupting the classroom environment.</p> <ul style="list-style-type: none">● Teachers are utilizing numerical or anecdotal data (including pre-assessment data) to guide:<ul style="list-style-type: none">○ Conferring one on one with students○ Providing small group instruction○ Provide targeted specific feedback for students to improve practice○ Provide targeted specific feedback to students on the Aperture 8 (Emotional Intelligence skills)	<p>student-centered instructional routines above.</p>
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Minutes of the Board of Education Curriculum, Assessment, & Professional Practices Committee Meeting held on Thursday, December 1, 2022, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver, M. Rutledge

J. Ackerman, Chair, called the meeting to order at 6:01 PM.

Board Members Attendance:

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

1. Art Curricula (Gr. 7-8 Multimedia, BMS Unified Art, and BHS Unified Art)

Motion to bring the Art curricula (Grade 7, Grade 8, Multimedia Grade 7, Multimedia Grade 8, BMS Unified Art and BHS Unified Art) 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
Ms. Melanie O'Brien, Ex. Officio: Yea
Mrs. Cathy Schaefer: Yea

2. BHS New Course- Literary Art Publications

Motion to bring the new Bethel High School course, Literary Art Publications, 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
Ms. Melanie O'Brien, Ex. Officio: Yea
Mrs. Cathy Schaefer: Yea

3. BHS New Course- Great Diseases

Motion to bring the new Bethel High School course, Great Diseases, 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
Ms. Melanie O'Brien, Ex. Officio: Yea
Mrs. Cathy Schaefer: Yea

4. Curriculum Updates

- AP Biology books have been updated from the 8th edition to the 12th edition to fall in line with current biology information. A class set of books were ordered for our students since the books we had were outdated (2008). This book has already been approved by the Board and remains a recommended book by College Board.
- The District will be piloting a senior elective course second semester, Mythology and Symbolism. This course will provide more choices for our students, and staff will begin to write the curriculum as we go and over the summer. The course will be brought forward for approval in the Fall.

5. New Business

None.

6. Public Comment

None.

7. Adjourn

Move to adjourn at 6:39 PM. 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
Ms. Melanie O'Brien, Ex. Officio: Yea
Mrs. Cathy Schaefer: Yea

Respectfully submitted,
Susan Pare
Board Recorder

Minutes of the Board of Education Policy Committee Meeting held on Thursday, December 1, 2022, in Board of Education Conference Room E, School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver

S. Clayton, Chairman, called the meeting to order at 6:45 PM.

Board Members Attendance:

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

1. First Reading

- 1.A. 2210 - Administrative Leeway in Absence of Board Policy
- 1.B. Policy 6000 Series - Curricular Exemptions
- 1.C. 2210 - Administrative Discretion in Absence of BOE Policy
- 1.D. Policy 2220 - Representative and Deliberate Groups
- 1.E. Policy 2222 - Administrative Council
- 1.F. Policy/Regulation 2231 - Systems
- 1.G. Policy 2300 - Role of Board of Education and Superintendent

Note: 1.A - 2210 - Administrative Leeway in Absence of Board Policy is a duplicate item. Therefore, not included in agenda.

Move the following policies to the Board for a first reading: 1.B. Policy 6000 Series - Curricular Exemptions 1.C. 2210 - Administrative Discretion in Absence of BOE Policy 1.D. Policy 2220 - Representative and Deliberate Groups 1.E. Policy 2222 - Administrative Council 1.F. Policy/Regulation 2231 - Systems 1.G. Policy 2300 - Role of Board of Education and Superintendent 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
Mr. Daniel Nostin: Yea
Ms. Melanie O'Brien, Ex. Officio: Yea

2. Second Reading

2.A. Policy/Regulation 5113 - Student Attendance and Truancy

Move Policy/Regulation 5113 - Student Attendance and Truancy to the Board for approval. Passed with a motion by Mr. Scott Clayton and a second by Ms. Melanie O'Brien, Ex. Officio.

Mr. Scott Clayton: Yea
Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Mr. Daniel Nostin: Yea
Ms. Melanie O'Brien, Ex. Officio: Yea

2.B. 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 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
Mr. Daniel Nostin: Yea
Ms. Melanie O'Brien, Ex. Officio: Yea

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

Move Policy 4118.235/4218.235 - Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students By School Employees to the Board for 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
Mr. Daniel Nostin: Yea
Ms. Melanie O'Brien, Ex. Officio: Yea

3. New Business

None.

4. Public Comment

None.

5. Adjourn

Move to adjourn at 7:09 PM. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

Mr. Scott Clayton: Yea

Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Mr. Daniel Nostin: Yea

Ms. Melanie O'Brien, Ex. Officio: Yea

Respectfully submitted,

Susan Pare

Board Recorder

Minutes of the Board of Education Resource Management & Business Operations Committee Meeting held on Thursday, December 1, 2022, in Board of Education Conference Room E 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver, J. Variale

B. Foster, Chairman, called the meeting to order at 7:30 PM.

Board Members Attendance:

Mr. Scott Clayton: Absent
Mr. Bill Foster: Present
Mrs. Jen Larsen: Present
Mrs. Courtney Martin: Absent
Mr. Daniel Nostin: Present
Ms. Melanie O'Brien, Ex. Officio: Present

1. Transportation Update

Mrs. Variale, informed the committee that 17 of the 18 new large buses began service the week of 11/29/2022. The remaining bus needs to be transported to Connecticut, tested, and registered, which will take several weeks to complete. Buses have 3 cameras, microphone for bus driver, outside camera to photograph cars that pass the bus for reporting to both the bus depot and Bethel PD.

2. Draft Procedure to Report Cars Passing Buses with Red Lights Flashing

Mrs. Variale and the committee reviewed the draft procedure to report to the police cars that illegally pass a bus. The draft has been reviewed by First Student and the Bethel Police Department. An addition was made to the draft that the bus driver must communicate to dispatch at the time of the event to report details as soon as it has occurred.

3. Unexpended Funds Account Update

Mrs. Variale informed the committee that at the end of the 2021-2022 school year, \$31,395 was withdrawn from the unexpended funds account to cover facilities expenses. It is estimated that an additional \$265K will be needed at the end of the 2022-2023 school year to fund security projects.

4. 1st Quarter Financial Update

Mrs. Variale reviewed the 1st quarter spending report with the committee and informed them the 1st quarter spending will be posted on the district website per state requirements.

5. New Business

None.

6. Public Comment

None.

7. Adjourn

Move to adjourn at 7:44 PM. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien, Ex. Officio:	Yea

Respectfully submitted,
Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, November 17, 2022, in Board of Education Conference Room E, 1 School Street, Bethel, CT.

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks, J. Variale, C. Troetti, D. Burns

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

Board Members Attendance:

Mrs. Jennifer Ackerman: Absent
Mr. Scott Clayton: Present
Kara DiBartolo: Present
Mr. Bill Foster: Present
Mrs. Jen Larsen: Present
Mrs. Courtney Martin: Present
Mr. Daniel Nostin: Absent
Ms. Melanie O'Brien: Present
Mrs. Cathy Schaefer: Absent
Mrs. Courtney Martin: Absent – left at 7:33 PM

1. Call to Order

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

2. BHS HVAC Grant Education Specifications - Approval

The Board of Education has directed the administration to apply for the Office of School Construction, HVAC grant for Bethel High School. The Board reviewed Educational Specifications for the project. Educational Specifications are a part of the application to the Department of Administrative Services, Office of School Construction. The purpose of the Educational Specifications is to provide a brief overview of the instructional and community programs and the environment required to support those needs

With approval from Richard Straiton, Acting First Selectman, and Cynthia, McCorkindale, Board of Finance Chair, the administration has scheduled a joint meeting of the Board of Finance and Board of Selectmen on Tuesday, November 29, 2022. At this meeting, approval will be needed for the application for the district to apply for the grant and commitment to scheduling a referendum prior to January 31st.

Move that the Bethel Board of Education approves the Educational Specifications for the BHS HVAC Grant Project as presented and dated this November 17, 2022. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

Mr. Scott Clayton: Yea

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

2.A. BHS HVAC Grant Cost Estimates

Dr. Carver and Mrs. Variale reviewed the revised BHS HVAC Grant Cost Estimates and scope. Dr. Carver informed the Board the grant is based on priority and that the district may not receive the grant. The grant will not repay for something that has been paid for already once. It will pay for any alterations to improve air conditioning. The Board needs to approve the Education Specification in order to apply for the grant. The cost estimates are significantly higher than what was estimated by Kolher Ronan. Kolher Ronan would like to work with STV to review estimates and reduce costs and contingency. The cost estimate includes two options and does not include the design work.

3. Board Recognition/A Salute to Excellence

- Congratulations to BHS student Suhani Kashyap for being selected as a Semi-Finalist in the National Merit Scholarship Program. She is one of only 16,000 students nationwide recognized for this prestigious honor.
- Congratulations to the Bethel U7 Rookie Tackle Team who completed their season with a 10-0 overall record, defeating Seymour 28-21 in the Northern CT Pop Warner U7 Championship.
- Congratulation to the new U11 Junior Soccer Association Champions! They also completed the season undefeated! We are so proud of these student-athletes!
- Congratulations to the newest Dr. at BHS, Dr. Tom Fox. Dr. Fox successfully defended his dissertation, and we are extremely proud of his achievement!

3.A. CABE Board of Distinction Award - Level II

Dr. Carver 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. The CABE Board Recognition Awards are designed to recognize boards that 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 that are truly exemplary. The award will be presented at the 2022 CABE/CAPSS Conference on November 18, 2022.

3.B. Gifts, Grants, & Bequests

Berry School PTO

\$1,000 for student activities, Ingersoll Auto, Danbury, CT.

4. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

No Reports.

5. Consent Calendar

5.A. Approval of Minutes

5.A.1. November 3, 2022 - Special Meeting

Move to approve the minutes of November 3, 2022 - Special Meeting. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Courtney Martin.

Mr. Bill Foster:	Abstain
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Melanie O'Brien:	Yea

6. Correspondence

None.

7. Public Comment

None.

8. Administrative/Board Member Update

8.A. Board Chairperson Update

Ms. O'Brien, Board Chair, thanked the Board for their work and dedication to the Board. Ms. O'Brien reminded the Board of the upcoming December 15, 2022, legislative meeting with the delegation and asked everyone for feedback or any questions on the budget prep presentation.

8.B. Administrative Update

Dr. Carver informed the Board she had a meeting to look at a collaborative with five other communities to reduce Special Education transportation costs. They are gathering data and will send it to EdAdvance. EdAdvance is looking for a three-year commitment as the transportation provider for Special Education. She informed the Board the CT Partnership Plan insurance rates

could be going up to 12%. Terry DeMattie will run costs on other plans for the district.

Mrs. Variale, Dir. Finance & Business Operations, informed the Board they are waiting for CT DMV to provide license plates for the new buses as they have run out of license plates. 16 of the 18 are ready to go they just need the plates. The remaining 2 have been produced and should be coming up soon. These two will have the long-arm on the left of the bus. Mrs. Variale also noted the funds for food services will end and then the funds from COVID-19 will be used to extend the program through February.

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

Dr. Carver provided the Board with the monthly 2022-2023 BOE District Data Sheet.

9. Reports to the Board

9.A. Resource Management & Business Operations

9.A.1. Facilities

9.A.1.a. Long-Term Capital Plan 2023 - 2033 - Approval

Mr. Foster requested the BMS paving be put on for next year not one year out and to add the turf DeSantis field to the plan 6 years out in 2030.

Move to add turf DeSantis Field for 2030. Passed with a motion by Mr. Bill Foster and a second by Kara DiBartolo.

Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Melanie O'Brien:	Yea

Move to approve the Long-Term Capital Plan 2023 - 2033 with noted changes. 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
Mrs. Jen Larsen:	Yea
Ms. Melanie O'Brien:	Yea

10. Recommended Executive Session

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

Board Members Attendance:

Mrs. Jennifer Ackerman: Absent

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

Move into Executive Session at 7:51 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Scott Clayton.

Mr. Scott Clayton: Yea
Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Melanie O'Brien: Yea

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

Move to come out of Executive Session at 7:53 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mr. Scott Clayton: Yea
Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Melanie O'Brien: Yea

10.A.1. Leave of Absence Request

Move to approve the request for leave of absence as outlined by Dr. Carver. Passed with a motion by Ms. Melanie O'Brien and a second by Kara DiBartolo.

Mr. Scott Clayton: Yea
Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Ms. Melanie O'Brien: Yea

11. Adjourn

Move to adjourn at 7:54 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Jen Larsen.

Mr. Scott Clayton: Yea
Kara DiBartolo: Yea

Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Melanie O'Brien:	Yea

Respectfully submitted,
Susan Pare
Board Recorder



Bethel Public Schools

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

Kristen Brooks, Ed. D.
Assistant Superintendent of Schools
(203) 794-8613

Christine L. Carver, Ed. D.
Superintendent of Schools
(203) 794-8601

Jennifer Variale
Director
Finance & Business Operations
(203) 794-8603

Christine E. Sipala, Ph.D.
Director
Special Education & Pupil Services
(203) 794-8616

Michelle D. Rutledge
Director
Teaching & Learning
(203) 794-8755

Donna Burns
Director
Instructional Technology
(203) 794-8071

Robert Germinaro
Supervisor
Facility & Security Operations
(203) 794-8609

TO: Board of Selectmen
FROM: Board of Education
RE: Annual Capital Plan
DATE: November 21, 2022

Please find attached the Annual Capital Plan that needs to be submitted to you by November 30, 2022.

c: B. Heering, Comptroller

“Our Primary Purpose is to Improve Student Achievement.”

Bethel High School		C	Code Compliance /Safety / Security													
Capital = over \$50,000		B	Building Age, General Condition													
		I	Instructional													
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																
Roof (Replace/Repair plan needed from Silktown)																
Area A 2017	X		B					\$42,000								
Area B 2017	X		B					\$342,000								
Area C 2017	X		B					\$109,000								
Area D 2017	X		B					\$344,000								
Area E 2017	X		B					\$14,000								
Area F 2017	X		B					\$13,000								
Area G 2017	X		B					\$223,000								
Area H 2017	X		B					\$282,000								
Area I 2017	X		B					\$286,000								
Area J 2017	X		B					\$20,000								
Area K 2017	X		B					\$20,000								
Rooftop Total (Kept repaired until replaced)			B					\$1,695,000								
HVAC																
BHS HVAC Phase I: ERU2 and 1975 Building (BPS ESSR & 855K Town ARPA)			B			\$1,555,160										
BHS HVAC Phase II: Complete Project (Possible HVAC Grant)			B				\$5,659,134									
Culinary Room Upgrades for Pathways:																
Phase 1: Hood and Cabinetry			I	\$100,000	Perkins Grant			\$100,000								
Phase 2: Commercial Equipment			I	\$100,000	Perkins Grant				\$100,000							
Renovate Faculty Bathrooms (third floor, main floor women)	X		B		Need to study cost											

Athletics		C	Code Compliance														
Capital = over \$50,000		B	Building Age, General Condition														
		I	Instructional														
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																	
Resurface of Turf Field - needed 8 to 10 years after original installation	X			\$450,000												\$450,000	
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) Need vendor to present options, this is an estimate.	X			\$50,000			\$50,000										
Install Turf on Desantis Field												\$1,500,000					

Bethel Middle School		C	Code Compliance / Safety, Security														
Capital = over \$50,000			B	Building Age, General Condition													
			I	Instructional													
Description of Project	Capital	460	Category	Estimated 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																	
Auditorium house and stage lighting	X			\$150,000							\$150,000						
Gymnasium - Replace Bleachers	X			TBD								X					
Replace standby electrical generator, fuel tank and switchgear.	X			TBD								X					
Roof (Replace/Repair Plan needed from Silktown)																	
Area A 2019	X									\$133,000							
Area B 2019	X									\$990,000							
Area C 2019	X									\$429,000							
Area D 2019	X									\$34,000							
Area E 2019	X									\$116,000							
Area F 2019	X									\$18,000							
Area G 2019	X									\$16,000							
Rooftop Total (Kept repaired until replaced)										\$1,736,000							
Paving																	
Finish repavement of parking lots at BMS	X			Town			X										
Left Front Parking Lot, Right Front Parking Lot, Access road to HS, Back of MS (from removal of oil tank), Side Parking lot near Rockwell, Walkway to Track																	
HVAC																	
Air Handler #10 Gym	X		B,I	\$75,000	Completed	\$75,000											

Berry School		C Code Compliance / Safety, Security															
Capital = over \$50,000		B Building Age, General Condition															
		I Instructional															
Description of Project	Capital	460	Category	Estimated 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																	
Downstairs Grade 2 Adult Bathroom- sewer waste line pitch & size corrected	X		C,B	\$50,000	Planned			\$50,000									
Related Item (Waste line received scope and camera inspection, design study required)					(Town)												
Roof (Replace/Repair Plan needed from Silktown)																	
Area A 2017	X								\$315,000								
Area B 2017	X								\$75,000								
Area C 2017	X								\$203,000								
Area D 2017	X								\$109,000								
Area E 2017	X								\$95,000								
Area F 2017	X								\$127,000								
Area G 2017	X								\$182,000								
Area H 2017	X								\$5,000								
Area I 2017	X								\$54,000								
Area J 2017	X								\$30,000								
Area K 2017	X								\$81,000								
Area L 2017	X								\$58,000								
Area M 2017	X								\$73,000								
Area N 2017	X								\$119,000								
Rooftop Total (Kept repaired until replaced)									\$1,526,000								
Tanks (Oil and Other)																	
Remove Underground Oil Tank (14 years remaining starting 2016) located near cafeteria.	X																
Related Item to Oil Tank (Stagnant residue oil reclaim process needs to be performed. The tank is full.)			C	(Town)	Pending												



December 5, 2022

To: Dr. Christine Carver, Superintendent, Bethel Public Schools
From: Jeffrey C. Kitching, Ed.D., Executive Director
Subject: EdAdvance Scholarship

RECEIVED

DEC 13 2022

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

I am pleased to announce that EdAdvance is once again offering a \$1,500 college scholarship to four graduating high school seniors. Your high school guidance department will receive an announcement with instructions to share with seniors. All applications will be submitted via Google Forms at this link: <https://forms.gle/CpCtr3dKKmTiZEMH7>

Students may also access this link from our website at: <http://edadvance.org/scholarships>

Scholarship applications are due by 5pm on April 13th. Recipients will be announced on May 4th. You will be notified by phone on May 5th if a student from your school is selected.

Please feel free to contact me or Abby Peklo, Director of Grants and Special Programs, at peklo@edadvance.org or (860) 567-0863 ext. 1166 with any questions or concerns.

cc: Ms. Melanie O'Brien, Board Chair

BPS ART Department Curriculum

BMS & BHS Revisions 2022

Grades 7 & 8 ART

Grades 7 & 8 Multimedia Arts (Electives)

BMS unified ART & BHS unified ART

The Revision History

- National ART Standards revised/released 2014
- Vision of the Graduate and the Global Competency Rubrics were written by the district - faculty from all grade levels and content areas represented.
- District Transfer Goals written by district faculty and administration.
- Department-specific Transfer Goals written at the initiation of our district UbD Curriculum work.

National Core Visual ART Standards

Artistic Process: Creating

1. *Generate and conceptualize artistic ideas and work.*
2. *Organize & develop artistic ideas and work.*
3. *Refine & complete artistic work.*

Artistic Process: Presenting

4. *Select, analyze and interpret artistic work for presentation.*
5. *Develop & refine artistic techniques and work for presentation.*
6. *Convey meaning through the presentation of artistic works.*

Artistic Process: Responding

7. *Perceive & analyze artistic work.*
8. *Interpret intent & meaning in visual art.*
9. *Apply criteria to evaluate artistic work.*

Artistic Process: Connecting

10. *Synthesize and relate knowledge & personal experiences to make art.*
11. *Relate artistic ideas & works with societal, cultural & historical context to deepen understanding.*

BPS Transfer Goals

Students will be able to independently use their learning to:

- Critical Thinking 1: Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.
- Critical Thinking 2: Reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.

BPS Transfer Goals

Students will be able to independently use their learning to:

- Collaboration: Respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal.
- Creativity & Innovation: Exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Engage in opportunities to take risks and alter existing conventions.
- Conceptualize, create, refine and express original ideas, and further develop their aesthetic identity.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Use observation skills and design principles while interacting with the world critically, both as aficionados and creators.
- Maximize versatility and refinement with a variety of media and techniques.

UbD Format ART Curriculum

Grade 7 ART & Grade 8 ART

Grade 7 Multimedia Arts

Grade 8 Multimedia Arts

BMS unified ART & BHS unified ART

UbD Document Samples

ubD unit sample

Curriculum CCM Map Sample

Map Sample Elements

Unit Title	Conceptual Overview	Rationale
Objet Trouvé	<p>Students will learn to navigate or expand upon their understanding of three dimensional space. Balance, form, and space will become the focus. Experimentation with careful planning will allow the students to bring their concept to fruition. The added component of found objects' intended purposes and preconceived notions will impact decisions. Perseverance and reflection will be necessary components through the process of creation.</p> <p>Students will identify and harvest everyday objects to incorporate into their sculptures/collages. "Seeing" the potential of a found object for use in their artwork will take time. The student will act as a curator of objects. Choosing what works and does not work within an intentional creation will be a skill that will build in time.</p>	<p>It is paramount that students explore three dimensional space. Oftentimes, two dimensional art is the only art that has been explored through previous years. Space and materials are not always available or affordable. This can limit students in their expression. Objet Trouve allows students to utilize found pieces to incorporate into their art. The original movement in the early 20th century was meant to challenge much of what was thought of as "art". Allowing young artists this same opportunity will begin to expand their thinking of what can be used to create. Much like how algebra is used in mathematics to foster abstract thinking of numbers and formulas, objet trouve pushes boundaries for young artists that are oftentimes locked into strict conventions.</p>

Grade 7 ART Student Work



Grade 7 ART Student Work



Grade 7 ART Student Work



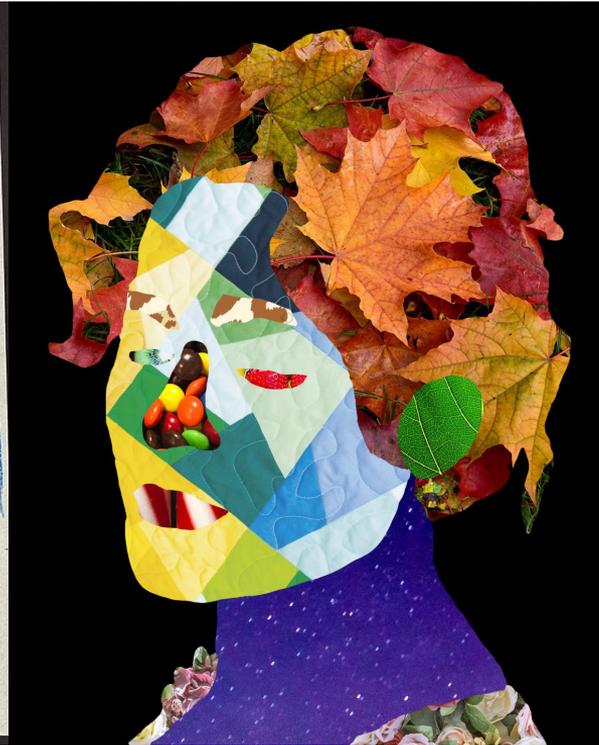
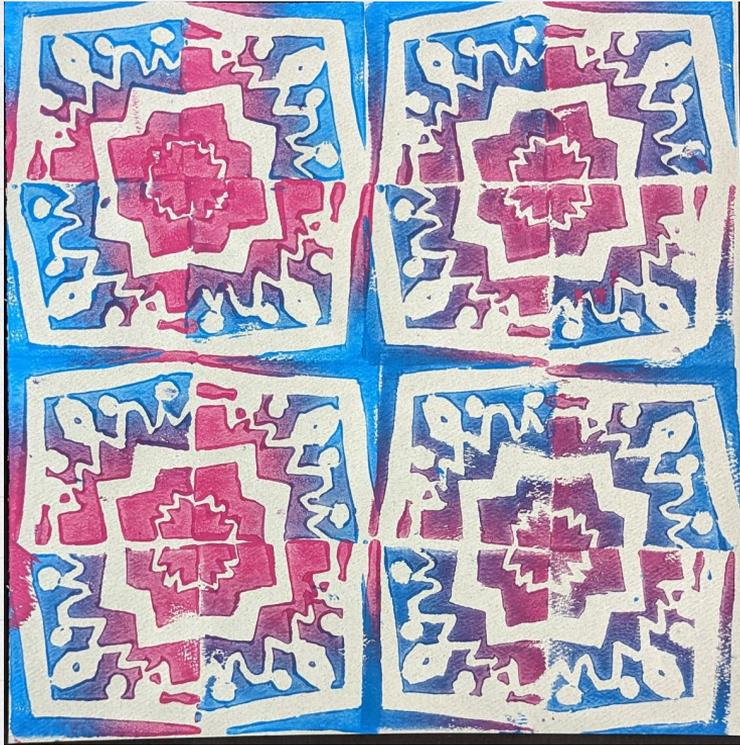
Grade 8 ART Student Work



Grade 8 ART Student Work



Grade 7 Multimedia Arts Student Work



Grade 7 Multimedia Arts Student Work



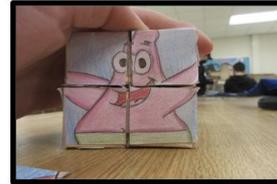
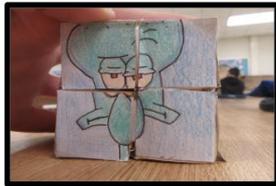
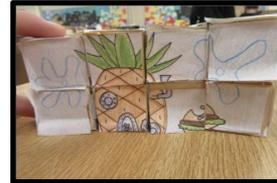
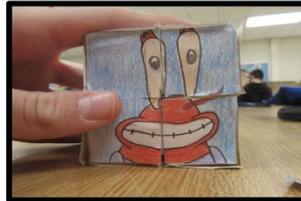
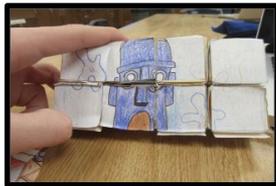
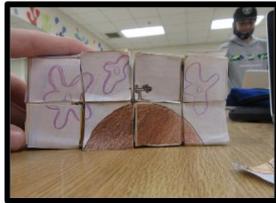
Grade 8 Multimedia Arts Student Work

Printmaking



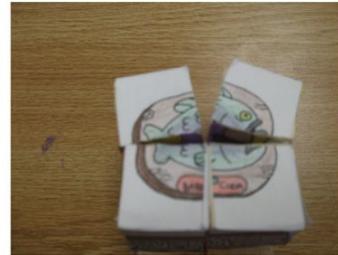
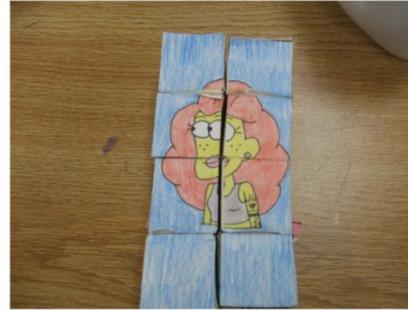
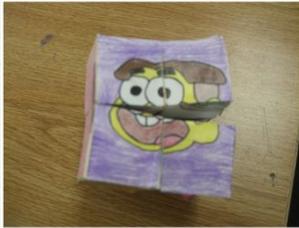
Grade 8 Multimedia Arts Student Work

Infinity Cube:



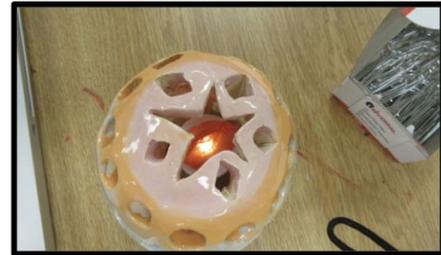
Grade 8 Multimedia Arts Student Work

Infinity cube



Grade 8 Multimedia Arts Student Work

Clay Vessel Project



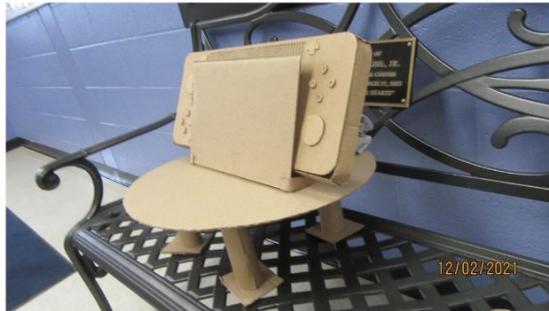
Grade 8 Multimedia Arts Student Work

CLAY LIGHT!!

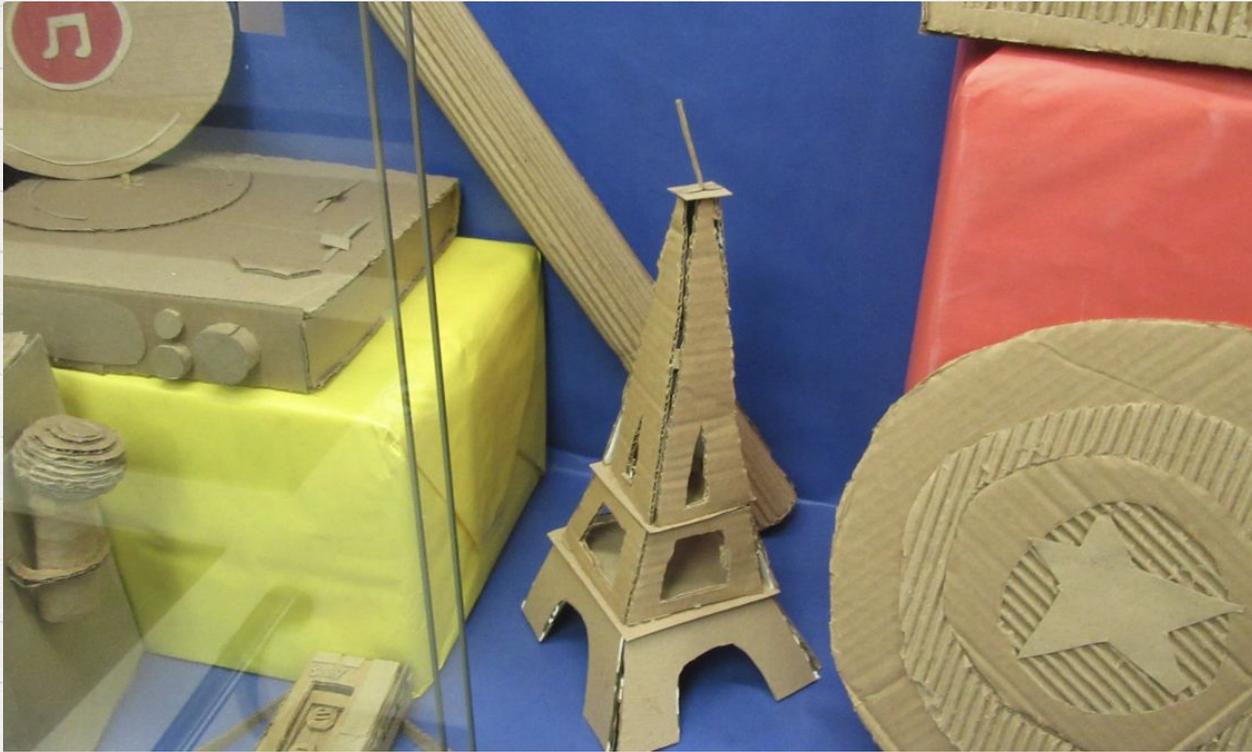


Grade 8 Multimedia Arts Student Work

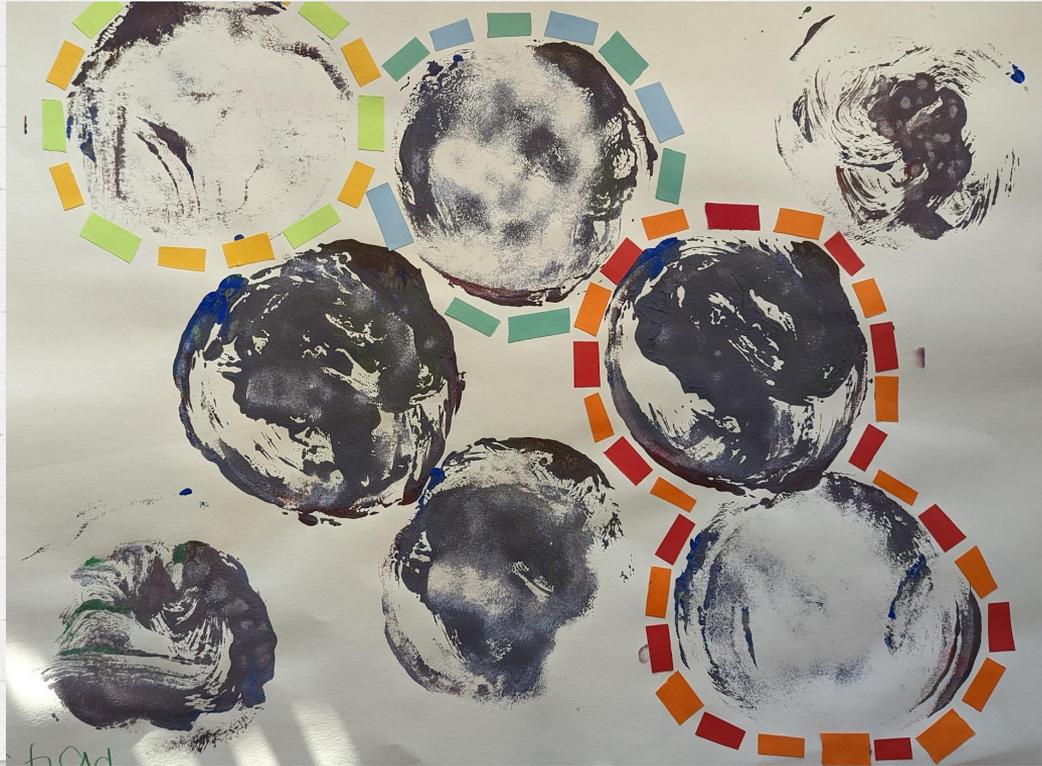
Cardboard nintendo switch



Grade 8 Multimedia Arts Student Work



BMS Unified ART Student Work



BMS Unified ART Student Work



BHS Unified ART Student Work



Alexandra White
Grade 12
Adaptive Art I

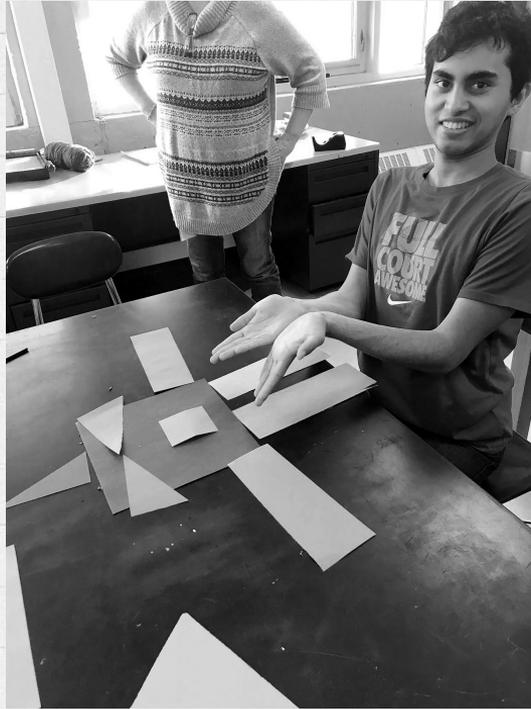


Grade 12
Adaptive Art I



Diana Lindley
Grade 12
Adaptive Art I

BHS Unified ART Student Work



Product & Process with Purpose

- Our curriculum documents are written in such a way so that they are useful to both NEW and VETERAN teachers.
- The Learning Objectives are **non-negotiable**, but there are prolific options available for achieving those objectives.
- This is an **organic entity**, and will be *constantly, consistently and collaboratively* USED, REVIEWED, and REVISED based on regular LIVE review notes - as the curriculum is being delivered, we will maintain a document that provides a platform for review comments by all teachers engaged in curriculum delivery.

Literary Art Publications

Interdisciplinary Connections - ELA & ART

Course Description

- Literary Arts Publications is a course designed to introduce students to the process of content acquisition to publication and distribution. Students will be exposed to the following elements:
 - Creative Writing (poetry and prose)
 - Photography Digital media
 - Editing skills - written work
 - Curation - selection and hierarchy
 - Publishing - layout and design
 - Image editing - Photoshop (industry standard)
 - Book Creation - InDesign (industry standard)

Statement of Need

This course will be beneficial in order to fulfill the need for the following at BHS:

- Moving from ideation to final creation is a 21st-century skill encouraged through our Global Competencies and our Vision of the Graduate.
- In this course, students will work as a team to bring to life a shared product, which is a real-world skill unique to this offering. This is applied learning at its best, and offers our future graduates the exposure to programs and processes in various fields. This class is a unique opportunity for students to be expressive and creative in a collaborative setting.

Literary Art Publications Objectives

- Students will explore various resources and programs such as Adobe InDesign and Photoshop, and the Google Suite.
- Students will be able to communicate with outside sources for content.
- Students will use a workflow system to create content and prepare it for presentation through the editing and refining process.
- Students will generate original artwork and writing worthy of publication.

Literary Art Publications Objectives

- Students will develop curation skills relating to selection and grouping of pieces that are impactful to the final product.
- Students will take a thematic approach to product and presentation which reflect the unique cache of creative works.
- Students will develop and employ advanced collaboration skills such as communication, cooperation, flexibility, and articulated thoughts and expression.

Digital ART Scope & Substance

I: Introduction to Publication

II: Creative expression through words

Poetry

Prose

III. Becoming an Editor

IV: Photography

Ex. Photo Essay

V: Digital Media

Products

VI: Visual Media Editing

VII. Curation and Publication

Connection to Standards

Writing (CCSS):

- W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W. 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W. 11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W. 11-12. 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ART (NCVAS & MS):

- This course would include all 11 Anchor Standards for the National Core Art Visual AND Media Standards - <https://www.nationalartsstandards.org/>

Impact

- Semester course, 0.5 Humanities and Digital Technology credit
- Class Size - up to 23 on the desktop iMacs with the Adobe Suite
- Improve the school's academic program and the commitment to the implementation of the Common Core Standards.
- These courses also support the Global Competencies of Creativity & Innovation, Critical Thinking, and Collaboration.
- This elective will offer an unique opportunity to explore and produce original works. It is also an interdisciplinary course with real world connections. Specifically, it will be another offering on our Graphic Design sub-pathway (Arts Pathway). This course could meet a Humanities and Digital Technology graduation requirement.

Faculty Needs

- The English teacher would need training with the Adobe Suite. This training could be conducted in-house. Marjorie Overmier could facilitate training in InDesign and Photoshop, and Rebecca Lacey-Aubin could facilitate training in Photoshop and Illustrator.

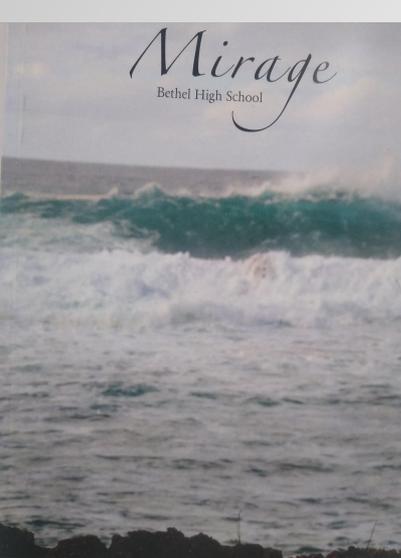
Resources and Development

Curriculum Writing Plan:

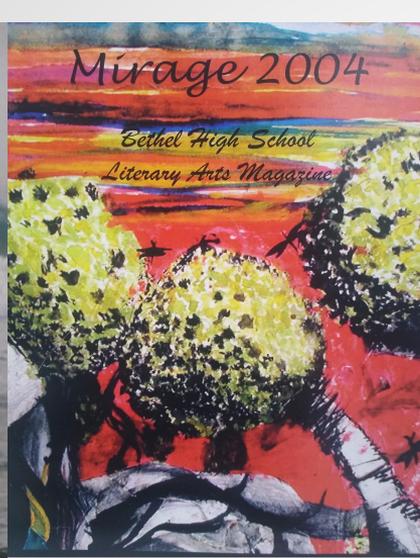
- We plan to write the map and units for this course at the beginning of Summer 2023. The writing team will consist of one art teacher and one English teacher, and the curriculum writing process will be facilitated by both ART and English department chairwomen.

Research:

- Currently, our Yearbook course annually produces an excellent product using this model.
- Our existing publication, Mirage, which currently functions as a club, is an award-winning and popular experience for students at Bethel High School. Developing a course around this model allows for a deeper understanding and shared commitment of product ideation. It creates a new level of excellence for some of our proudest work done by students.

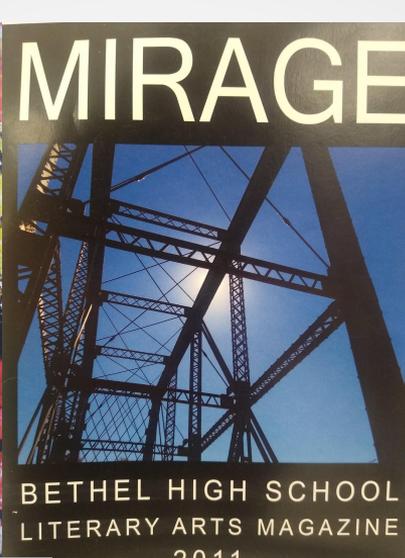


Mirage
Bethel High School



Mirage 2004

Bethel High School
Literary Arts Magazine



MIRAGE

BETHEL HIGH SCHOOL
LITERARY ARTS MAGAZINE
2014

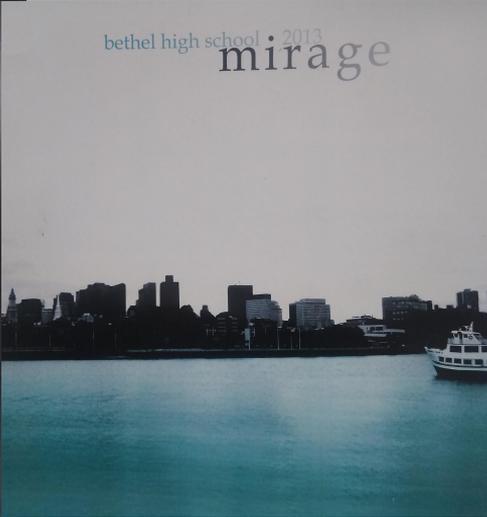


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MIRAGE 2009



Mirage
2017



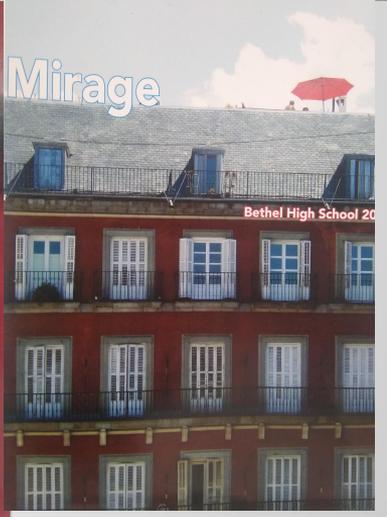
bethel high school 2013
mirage



Mirage
Bethel High School



MIRAGE



Mirage

Bethel High School 20

THANK YOU VERY MUCH!

Bethel Public Schools **Course Proposal**



1. **Title of Course:** Literary Art Publications

2. **Department(s):** English and Art

3. **Submitted by:** Rebecca Lacey-Aubin, Katherine Burke, and Marjorie Overmier

4. **Length of Course (full year, semester):** Semester

5. **Grade Level(s), if applicable:** 9-12

6. **Prerequisites, if any:** Departmental recommendation/approval

7. **Short Course Description, suitable for Program of Studies:**

Literary Arts Publications is a course designed to introduce students to the process of content acquisition to publication and distribution. Students will be exposed to the following elements:

 - Creative Writing (poetry and prose)
 - Photography Digital media
 - Editing skills - written work
 - Curation - selection and hierarchy
 - Publishing - layout and design
 - Image editing - Photoshop (industry standard)
 - Book Creation - InDesign (industry standard)

8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

Moving from ideation to final creation is a 21st-century skill encouraged through our Global Competencies and our Vision of the Graduate.

In this course, students will work as a team to bring to life a shared product, which is a real-world skill unique to this offering. This is applied learning at its best, and offers our future graduates the exposure to programs and processes in various fields. This class is a unique opportunity for students to be expressive and creative in a collaborative setting.

9. Course Objectives: *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

- Students will explore various resources and programs such as Adobe InDesign and Photoshop, and the Google Suite.
- Students will be able to communicate with outside sources for content.
- Students will use a workflow system to create content and prepare it for presentation through the editing and refining process.
- Students will generate original artwork and writing worthy of publication.
- Students will develop curation skills relating to selection and grouping of pieces that are impactful to the final product.
- Students will take a thematic approach to product and presentation which reflect the unique cache of creative works.
- Students will develop and employ advanced collaboration skills such as communication, cooperation, flexibility, and articulated thoughts and expression.

10. Scope and Substance of the Course:

Concept Sequence of Course

I: Introduction to Publication

II: Creative expression through words

Poetry

Prose

III. Becoming an Editor

IV: Photography

Ex. Photo Essay

V: Digital Media

Products

VI: Visual Media Editing

VII. Curation and Publication

11. Class Size: *State minimum and maximum class size and pupil/teacher ratio.*

No more than 23 *resource dependent

12. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the *Common Core Standards*?

Writing (CCSS):

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W. 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W. 11-12. 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ART (NCVA&MS):

This course would include all 11 Anchor Standards for the National Core Art Visual AND Media Standards:

<https://www.nationalartsstandards.org/>

13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? For example, will the addition of this course reduce the number of pupils in other courses in the department?

This elective will offer an unique opportunity to explore and produce original works. It is also an interdisciplinary course with real world connections. Specifically, it will be another offering on our Graphic Design sub-pathway (Arts Pathway). This course could meet a Humanities and Digital Technology graduation requirement.

14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?

None.

15. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?

The art department is currently operating at a reduced capacity. Depending on course enrollment, it may cause a section of an art course to not be available unless the staffing issue is addressed. This could be ameliorated by a PTE in order to offer this class in addition to the majority of the requested courses.

Resources & Development Needs:

1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.

Yes

2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.

Currently, our Yearbook course annually produces an excellent product using this model.

Our existing publication, *Mirage*, which currently functions as a club, is an award-winning and popular experience for students at Bethel High School.

Developing a course around this model allows for a deeper understanding and shared commitment of product ideation. It creates a new level of excellence for some of our proudest work done by students.

3. Textbook (if applicable): n/a

4. Other Resources Recommended:

Adobe license for enrolled students and faculty

5. Names of Staff Who May Teach the Course:

Marjorie Overmier and Mattea McGill

6. Training of Staff Required:

ELA teachers need *Adobe* training, which is done “in-house.”

7. Department Approval: *Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.*

_____	Date _____

Signature of School Administration:

_____ Date _____

Signature of District Administration:

_____ Date _____

Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!

Resource Management & Business Operations Committee

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: Dec 1, 2022

Presenter: Jen Variale

Topic: Financial & Transportation Update

Importance of this topic to the Board: Continued Financial and Operational Management

Key Points of the Briefing:

- Transportation Update
- Draft Procedure to Report Cars Passing Buses with Red Lights Flashing
- Unexpended Funds Update
- 1st Quarter Spending Update

Summary of the Briefing:

Transportation Update:

17 of the 18 new large buses are beginning service the week of 11/29/2022. The remaining bus needs to be transported to Connecticut, tested and registered, which will take several weeks to complete.

Draft Procedure to Report Cars Passing Buses with Red Lights Flashing:

The draft procedure to report cars that illegally pass a bus to the police has been reviewed by First Student and the Bethel Police Department.

Unexpended Funds Update:

At the end of the 2021-2022 school year, \$31,395 was withdrawn from the unexpended funds account to cover facilities expenses. It is estimated that an additional \$265K will be needed at the end of the 2022-2023 school year to fund security projects.

1st Quarter Spending Update:

1st quarter spending will be posted on the district website per state requirements.

Action Requested of the Board of Education:

Recommended Motion: No motion needed. For informational purposes only.

Procedure to Report Cars Passing Buses

The Bethel Board of Education reserves the right to notify the police of vehicles that have violated Connecticut General Statutes Title 14 § 14-279 by not stopping for a school bus when displaying flashing red signal lights.

The following outlines the notification process.

1. Bus Driver informs the First Student Dispatcher and/or Location Manager that someone went through reds immediately after the incident.
2. First Student Location Manager pulls the tape from that Bus; downloads photos of plate and drafts affidavit;
3. Driver reviews photos and affidavit, and signs affidavit attesting that vehicle went through the reds;
4. First Student Manager will call the police department and request that an officer respond to the bus company for the complaint. Once on scene, the responding Officer will obtain all pertinent evidence from the manager and conduct an investigation.
5. Driver/Location Manager cooperates fully/answers any questions on the incident/investigation from Police;
6. Police submit the violation to the DMV/State for processing;
7. If violation is contested, Police handle the investigation/hearing as per Police process;
8. First Student labels and stores the original tape of the incident until notified by either Police or Bethel Board of Education that it can be reused – or 2 years, whichever comes first.

Connecticut General Statutes Title 14 § 14-279 Vehicles to stop for school bus. Penalties. Written warning or summons.

(a) The operator of any vehicle or motor vehicle, including an authorized emergency vehicle, as defined in section 14-1, shall immediately bring such vehicle to a stop not less than ten feet from the front when approaching and not less than ten feet from the rear when overtaking or following any registered school bus on any highway or private road or in any parking area or on any school property when such bus is displaying flashing red signal lights, except at the specific direction of a traffic officer. Vehicles so stopped for a school bus shall not proceed until such school bus no longer displays flashing red signal lights, except that a stopped authorized emergency vehicle may proceed as long as such authorized emergency vehicle is operated pursuant to section 14-283. At the intersection of two or more highways vehicular turns toward a school bus receiving or discharging passengers are prohibited. The operator of a vehicle upon a highway with separate roadways need not stop upon meeting or passing a school bus which is on a different roadway.

(b) Any person who violates any provision of subsection (a) of this section shall be fined four hundred fifty dollars for the first offense and for each subsequent offense, not less than five hundred dollars nor more than one thousand dollars or imprisoned not more than thirty days or both.

(c) Upon receipt of a written report from any school bus operator specifying the license plate number, color and type of any vehicle observed by such operator violating any provision of subsection (a) of this section and the date, approximate time and location of such violation, a police officer shall issue a written warning or a summons to the owner of any such vehicle.

**Board of Education
Unexpended Funds Account
History of Transactions**

	<u>Transaction</u>	<u>Balance</u>
Account Approved 2014-2015		
Deposit June 30, 2014	88,738	88,738
Deposit June 30, 2015	175,381	264,119
Emergency A/C measures at RS & JS	-46,518	
Deposit June 30, 2016	163,206	380,807
Milone & McBroom Field Turf Study	-43,356	
Deposit June 30, 2017	238,641	576,092
Deposit June 30, 2018 (ECS shortfall to GF)	0	576,092
Front sidewalked area at BMS	-40,000	
Replace valves at BMS HVAC system	-60,000	
BMS - new boiler	-227,636	
Deposit June 30, 2019	115,267	363,723
Deposit June 30, 2020	385,834	749,557
Deposit June 30, 2021	25,299	774,856
Withdrawal Year End 2022	-31,395	743,461
2023 Estimated match for Security Grants	-265,000	478,461

Bethel Board of Education
Quarterly & Year to Date Spending

Account	Budget	Q1 Spending	Q1 Balance	Q2 Spending	Q2 Balance	Q3 Spending	Q3 Balance	Q4 Spending	FY Spending	FY Balance
Fiscal Year 2021-2022										
(Unaudited)										
BOE Operating Budget	\$49,050,088	\$8,557,938	\$40,492,150	\$13,546,755	\$26,945,395	\$10,891,049	\$16,054,346	\$15,995,634	\$48,991,376	\$58,712
Facilities Budget	\$350,000	\$145,841	\$204,159	\$116,842	\$87,316	\$142,906	-\$55,589	\$34,517	\$440,106	-\$90,106
Note: Town of Bethel approved using \$100K for facilities expenses above budget.							Withdrawn from Unexpended Funds Account		-\$31,395	

Fiscal Year 2022-2023										
BOE Operating Budget	\$51,164,831	\$9,087,035	\$42,077,796						\$9,087,035	\$42,077,796
Facilities Budget	\$450,000	\$221,831	\$228,169						\$221,831	\$228,169