

Bethel Board of Education Regular Meeting

Thursday, November 16, 2023 6:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

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|---|--|
| 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 | Speaker(s): Christine Carver |
| 2.A. CABE Board of Distinction Award - Level II | Speaker(s): Christine Carver |
| 2.B. Gifts, Grants, & Bequests | |
| 3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES | |
| 3.A. Berry School/Rockwell School SIP | Speaker(s): Ms. Soucy & Dr. Grieco |
| 3.B. SRBI Presentation | Speaker(s): Mickie Rutledge & Dr. Brooks |
| 4. Consent Calendar | Speaker(s): Policy 9326 |
| 4.A. Approval of Minutes | |
| 4.A.1. October 19, 2023 | |
| 5. Correspondence | Speaker(s): Policy 9326 |
| 6. Public Comment | Speaker(s): Policy 9326 |
| (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.) | |
| 7. Administrative/Board Member Update | Speaker(s): Policy 9326 |
| 7.A. Board Chairperson Update | |
| 7.B. Administrative Update | |
| 7.B.1. 2023-2024 BOE District Data Sheet | |
| 8. Reports to the Board | |
| 8.A. Curriculum, Assessment, & Professional Practices | |

8.A.1. American Studies

8.A.2. Global Issues and Civics and Law and
Civics

8.B. Resource Management & Business Operations

8.B.1. Finance

8.B.1.a. Budget Transfers

8.B.1.b. Quarterly Financial Update

8.B.1.c. Use Fees Charged Students

Speaker (s) : Christine
Carver & Chris
Troetti

8.B.2. Facilities

Speaker (s) : Policy
3132

8.B.2.a. Long-Term Capital Plan 2023-2033 -
Approval

Speaker (s) : Christine
Carver & Jen Variale

8.C. Policy

8.C.1. District Climate Plan

Speaker (s) : Christine
Carver

9. **Adjourn**



2023 Bonnie B. Carney Awards of Excellence for Educational Communications Contest

Honorable Mentions

UNDER 2000 ADM

Social Media

Honorable Mention

Westbrook Public Schools

Westbrook High School Promotional Video 2023

Newsletter

Honorable Mentions

Colebrook Public Schools

June 16 CCS News

Region 18 Public Schools

Focus-on-Education-Newsletter

Annual Report

Honorable Mention

C.E.S.

2022-2023 Annual Report

Websites

Honorable Mentions

Mansfield Public Schools

Bus App Video and Webpage

Derby Public Schools

Derby Public Schools Website

District Budget

Honorable Mention

Colebrook Public Schools

Colebrook School District Operating Budget and Capital Improvement Projects



Course Selection Guide

Honorable Mention

Westbrook Public Schools

College and Career Pathways Program of Study

Calendar

Honorable Mention

Region 18 Public Schools

2023-2024 District Calendar

Special Project

Honorable Mention

Region 7

Northwest Magazine

Special Project (AV)

Honorable Mentions

Colebrook School District

2022-2023 School Year Fun

Old Saybrook Public Schools

Strategic Plan Year 2 in Review

2000-5000 ADM

Social Media

Honorable Mentions

Bloomfield Public Schools

Bloomfield Public Schools Social Media Platforms

Plainville Community Schools

Plainville Community Schools District Twitter Account

Newsletter

Honorable Mentions

Newington Public Schools

JWMS Summer Update 23-24

Plainville Community Schools

Middle School Monthly E-Newsletter

Plainville Community Schools

Unplugged – Energy Conservation Newsletter

Computer Generated Project

Honorable Mention

Plainville Community Schools

Plainville Community Schools Budget Infographic

Website

Honorable Mentions

Bloomfield Public Schools

Bloomfield Public School Website

Plainville Community Schools

Plainville Community Schools District Website

Wolcott Public Schools

Updated Wolcott Public Schools Website

District Budget

Honorable Mentions

Windham Public Schools

2023-24 Board of Education's Recommended Budget

Ridgefield Public Schools

Ridgefield Board of Education 2023-24 Budget Book

Parent/Student Handbook

Award Winner

Honorable Mention

Newington Public Schools
2022-2023 Newington High School Student Handbook

Course Selection Guide

Honorable Mentions

Plainville Community Schools
Plainville Adult and Continuing Education Program Guide

Suffield Public Schools
Suffield High School Selection Manual - Live

Calendar

Award Winner

Honorable Mention

Brookfield Public Schools
District Calendar for 2023-2024 School Year

Special Project

Honorable Mentions

Brookfield Public Schools
State of the District

Brookfield Public Schools
Going Green

Brookfield Public Schools
Establishing the Baseline

Vernon Public Schools
Billboards

Plainville Community Schools
Middle School of Plainville School Improvement Plan

Vernon Public Schools
School Brochures

Ridgefield Public Schools
Ridgefield Tiger Talk

Cheshire Public Schools
Convocation 2023

Special Project (AV)

Honorable Mention

Berlin Public Schools

BHS Report – Career Connected Learning

Wilton Public Schools

AI CHAT –Is It a Concern...

Bethel Public Schools

Bethel Turf Fields – Thank You for Your Support

Suffield Public Schools

Kindergarten Experience

OVER 5000 ADM

Social Media

Honorable Mentions

Greenwich Public Schools

Mr. Aaron Johnson Takes Over Twitter

Norwalk Public Schools

Norwalk Public Schools Facebook Page

Newsletter

Honorable Mentions

Fairfield Public Schools

District News and Information

Stratford Public Schools

Stratford Public Schools Strategic Operating Plan

District Budget

Honorable Mention

Greenwich Public Schools

Superintendent's Proposed Budget 2023-2024

Calendar

Honorable Mention

New Britain Public Schools

Academic Calendar

Special Project (AV)

Honorable Mentions

East Hartford Public Schools

EHPS Graduation Video 2023

Glastonbury Public Schools

Kaleidoscope of Language and Culture 2023 Highlight Video

Bethel Public Schools
Bethel, CT

Notification of Receipt of Gifts, Grants, and Bequests Received

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

Gift, Grant, or Bequest Received: *donorschoose*

How the Gift, Grant, or Bequest will Be Used:
In library to enhance creativity + collaboration

Estimated Cash Value of the Gift, Grant, or Bequest:
\$230 -

Donor's Name and Address
② Donorschoose Funding Opportunities
① Maureen Collins

(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): *Kerry Collins*

Date Received: *10.20.23*

Copy to: Donor
Principal
Superintendent

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



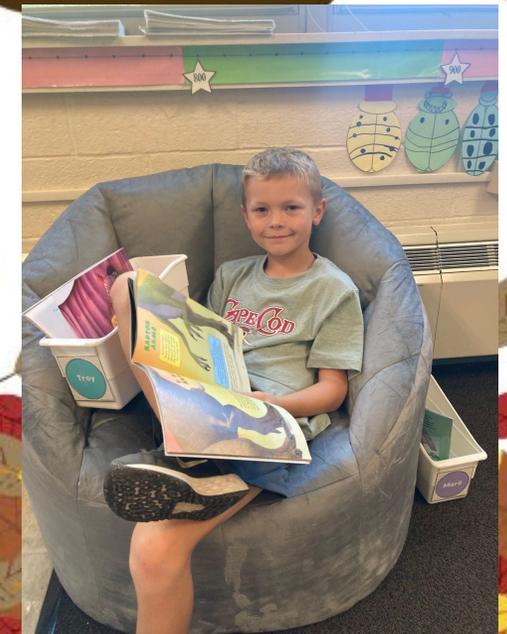
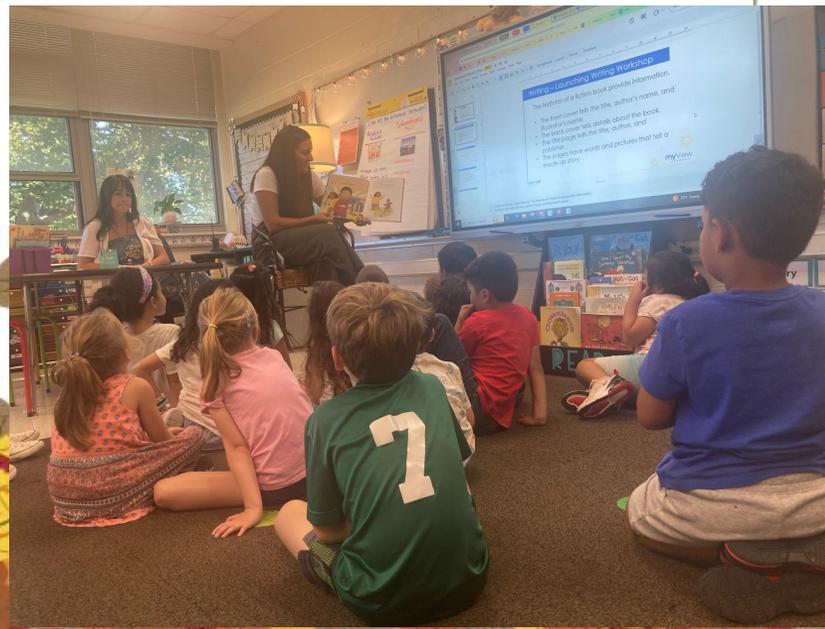
Rockwell/Berry School Improvement Plan



The background features a white space with dark brown tree silhouettes at the top and bottom. The bottom is filled with a dense layer of colorful autumn leaves in shades of red, orange, yellow, and brown. A central white box with a brown border contains the text.

If we engage in cycles of continuous improvement focused on rigorous and relevant learning opportunities and fostering students' emotional intelligence, then we will empower all learners.

Strategy 1: Implement the literacy program My View and math curriculum to engage in rigorous instructional practices.



- Engage in the PL Cycle to ensure staff has a common understanding of what grade level standards and student work looks like across units.
- Purposeful planning, using student learning data (both formative and summative) to improve student outcomes.
- Provide prompt actionable feedback that holds students accountable to grade level standards.



Strategy 2: Integrate school-wide culture of emotional intelligence throughout the day.



- 
- Provide PL to ensure understanding and successful implementation of the blueprint.
 - Integrate emotional intelligence instructional strategies across discipline areas
 - Analyze data to improve student instructional and behavior outcomes through targeted interventions and supports



Maintain or decrease the total students chronically absent for the 2023-24 school year by no more than 5%.



My child's school administrator communicates effectively with me from 92.21% favorable.



School Improvement Plan

Theory of Action:

If we engage in cycles of continuous improvement focused on rigorous and relevant learning opportunities and fostering students' emotional intelligence, then we will empower all learners.

| Strategy #1 | Action Steps | Timeline | Evidence of Implementation | Leadership Routines to Monitor Action Steps Implementation/Dates |
|---|--|---|--|--|
| Implement the literacy program My View and math curriculum to engage in rigorous instructional practices. | Engage in the PL Cycle to ensure staff has a common understanding of what grade level standards and student work looks like across units. <ul style="list-style-type: none"> Provide ongoing My View professional learning (<i>every 4-6 week training</i>) Work in Math PLCs to deepen teacher practices by examining priority standards that support rigorous instruction and enhance student cognitive engagement | Ongoing | <ul style="list-style-type: none"> PL and PLCs focus on My View program and math curriculum document unpacking, which will result in the continuity of instruction and similar pacing across grade levels, as evidenced by meeting agendas and minutes. Rockwell Kindergarten PLC 23-24 23/24 PLC Rockwell Grade 1 Agenda Rockwell Grade 2 PLC 2023-2024 Calibration of grade level expected lessons and strategies are modeled, and examples of student expectations before implementation are discussed, and shown as evidenced in lesson plans, learning walks, etc. | <ul style="list-style-type: none"> Principal, coaches, specialists in the classrooms, at PLCs, involved in planning, and professional learning. Approximately every six weeks starting on Aug 24 will be unpacking units - ELA Plan. DRAFT!!!!!!! MyView PL Rollout Plan BES/RES/JES SCHEDULE DRAFT Ensuring we engage in the Professional Learning Cycle. Learning walks with principal/coach and teacher Coaches and teacher volunteers to share/lead model lessons for PLCs |
| | Purposeful planning, using student learning data (<i>both formative and summative</i>) to improve student outcomes. | Ongoing PLC calendar | <ul style="list-style-type: none"> Lessons are intentionally designed and implemented with students engaged in rigorous tasks for whole group, small group and independent work as evidenced by student work, learning walks, PLC discussions in agenda and minutes. Rockwell Kindergarten PLC 23-24 23/24 PLC Rockwell Grade 1 Agenda Rockwell Grade 2 PLC 2023-2024 Dedicated time (monthly) to review Universal Screener data review in PLCs for each content area. | <ul style="list-style-type: none"> Principal, coaches, specialists in the classrooms, at PLCs, involved in planning, and professional learning. BES/RES/JES SCHEDULE DRAFT |
| | Provide prompt actionable feedback that holds students accountable to grade level standards. <ul style="list-style-type: none"> Success criteria are explicitly stated and modeled so students know what grade level expectations look like Throughout the lesson, examination of student work and evidence of thinking is used as formative assessment to adjust instruction | Ongoing | <ul style="list-style-type: none"> Teacher and students giving and receiving actionable feedback (oral feedback, written feedback) as evidenced by: <ul style="list-style-type: none"> Aggregate data Student work Student discourse demonstrating understanding | <ul style="list-style-type: none"> Feedback to staff working with children by principal, coaches, specialists and colleagues in PLCs and classroom visits weekly. Principal's and coaches agendas and minutes Principal/Coach AGENDA AND MINUTES 23-24 |

| Strategy #2 | Action Steps | Timeline | Evidence of Implementation | Leadership Routines to Monitor Action Steps Implementation/Dates |
|---|--|--|---|--|
| Integrate school-wide culture of emotional intelligence throughout the day. | Provide PL to ensure understanding and successful implementation of the blueprint. | Ongoing | <ul style="list-style-type: none"> Use of Blueprint amongst staff (amongst all staff (including cafeteria workers, subs, paras, etc) and with students | <ul style="list-style-type: none"> Ensure time for October meeting |
| | Integrate emotional intelligence instructional strategies across the day <ul style="list-style-type: none"> Use of Ruler tools, strategies and vocabulary throughout the day Bulletin boards highlight emotional intelligence (ex: Mood Meter and Meta Moment displayed) | Ongoing | <ul style="list-style-type: none"> Students using Mood Meters, Meta Moments, and problems solving strategies | <ul style="list-style-type: none"> Train new staff - onboarding process |
| | Analyze data to improve student instructional and behavior outcomes through targeted interventions and supports | 3 times a year and continued analysis of results | <ul style="list-style-type: none"> Improved DESSA and attendance data | <ul style="list-style-type: none"> Dessa 3 times per year After DESSA assessment is given (October, January, May-) Attendance Data will be reviewed monthly at attendance meeting |
| | Provide information to parents throughout the year | Ongoing | <ul style="list-style-type: none"> RULER Family Night FEEL'D Day Ruler Tips in Weekly Newsletters | <ul style="list-style-type: none"> Principal/Ruler Committee Meetings |

| Whole School Learning Indicator | |
|---|--|
| IAGD #5: Maintain or decrease the total students chronically absent for the 2023-24 school year by no more than 5%. | The total students chronically absent for the 2023-24 school year is ___% (___/ 307) |

| Stakeholder Feedback Goal | |
|---|---|
| IAGD #6: Maintain or improve: My child's school administrator communicates effectively with me from 92.21% favorable. | My child's school administrator communicates effectively with me and is scored at ___% favorable. |

| Student Learning Objectives | IAGDs |
|--|---|
| To improve phonemic awareness, phonics, spelling, fluency, vocabulary, syntax and reading comprehension through planning rigorous and relevant learning opportunities. | IAGD#1: 85% (___/___) of students who meet the 2023 spring/winter (kindergarten) 61st% or above will maintain or exceed the 61st% on the 2024 spring Reading NWEA assessment. IAGD # 1 result: ___% (___/___) of students who met the 2023 spring/winter 61st% or above maintained or exceeded the 61st% on the 2024 spring Reading NWEA assessment. Broken Down Below: ___% (___/___) of Grade K-2 students have met or exceeded the 2023 Spring 61st percentile on the reading NWEA assessment ___% (___/___) of Grade K-2 students have met or exceeded the 2024 Spring 61st percentile on the reading NWEA assessment |

| | |
|--|--|
| | <p>Grade K ___% (___/___) of Grade K students have met or exceeded the 2023 Winter 61st percentile on the reading NWEA assessment ___% (___/___) of Grade K students have met or exceeded the 2024 Spring 61st percentile on the reading NWEA assessment ___% (___/___) of Grade K students need to maintain to meet 85% goal ___% (___/___) of Grade K students who met the 2023 winter 61st% ALSO met the 2024 spring 61st%</p> <p>Grade 1 68% (63/92) of Grade 1 students have met or exceeded the 2023 Spring 61st percentile on the reading NWEA assessment ___% (___/___) of Grade 1 students have met or exceeded the 2024 Spring 61st percentile on the reading NWEA assessment 86% (54/63) of Grade 1 students need to maintain to meet 85% goal ___% (___/___) of Grade 1 students who met the 2023 spring 61st% ALSO met the 2024 spring 61st%</p> <p>Grade 2 58% (57/99) of Grade 2 students have met or exceeded the 2023 spring 61st percentile on the reading NWEA assessment ___% (___/___) of Grade 2 students have met or exceeded the 2024 Spring 61st percentile on the reading NWEA assessment 84% (48/57) of Grade 2 students need to maintain to meet 85% goal ___% (___/___) of Grade 2 students who met the 2023 spring 61st% ALSO met the 2024 spring 61st</p> <p>IAGD # 2: 65% (___/___) of all students who meet the criteria for growth target will meet or exceed their growth target by the spring as measured by the reading assessment (within 3 points).</p> <p>IAGD # 2 result: ___% (___/___) of all students who meet the criteria for growth target met or exceeded their growth target in the 2024 spring as measured by the reading assessment (within 3 points).</p> <p>Broken Down Below: ___% (___/___) of Grade K-2 students need a growth target</p> <p>Grade K ___% (___/___) of Grade K students need a growth target ___% (___/___) of Grade K students need to meet their growth target to meet 65% goal ___% (___/___) of Grade K students met the growth target</p> <p>Grade 1 33% (30/92) of Grade 1 students need a growth target 67% (20/30) of Grade 1 students need to meet their growth target to meet 65% goal ___% (___/___) of Grade 1 students met the growth target</p> <p>Grade 2 42% (42/99) of Grade 2 students need a growth target 67% (28/42) of Grade 2 students need to meet their growth target to meet 65% goal ___% (___/___) of Grade 2 students met the growth target</p> |
| <p>To improve fluency and problem solving through planning rigorous and relevant learning opportunities.</p> | <p>IAGD# 3: 85% (___/___) of students who meet the 2023 spring/winter (kindergarten) 61st% or above will maintain or exceed the 61st% on the 2024 spring math NWEA assessment.</p> <p>IAGD # 3 result: ___% (___/___) of students who met the 2023 spring 61st% or above maintained or exceeded the 61st% on the 2024 spring math NWEA assessment.</p> <p>Broken Down Below: ___% (___/___) of Grade K-2 students have met or exceeded the 2023 spring 61st percentile on the math NWEA assessment</p> |

___% (___/___) of Grade K-2 students have met or exceeded the 2024 Spring 61st percentile on the math NWEA assessment

Grade K

___% (___/___) of Grade K students have met or exceeded the 2023 Winter 61st percentile on the math NWEA assessment

___% (___/___) of Grade K students have met or exceeded the 2024 Spring 61st percentile on the math NWEA assessment

___% (___/___) of Grade K students need to maintain to meet 85% goal

___% (___/___) of Grade K students who met the 2023 winter 61st% ALSO met the 2024 spring 61st%

Grade 1

75%% (69/92) of Grade 1 students have met or exceeded the 2023 spring 61st percentile on the math NWEA assessment

___% (___/___) of Grade 1 students have met or exceeded the 2024 Spring 61st percentile on the math NWEA assessment

86% (59/69) of Grade 1 students need to maintain to meet 85% goal

___% (___/___) of Grade 1 students who met the 2023 spring 61st% ALSO met the 2024 spring 61st%

Grade 2

65% (64/99) of Grade 2 students have met or exceeded the 2023 spring 61st percentile on the math NWEA assessment

___% (___/___) of Grade 2 students have met or exceeded the 2024 Spring 61st percentile on the math NWEA assessment

85% (55/64) of Grade 2 students need to maintain to meet 85% goal

___% (___/___) of Grade 2 students who met the fall 61st% ALSO met the spring 61st

IAGD # 4: 65% (___/___) of all students who meet the criteria for growth target will meet or exceed their growth target by the spring as measured by the math/ math assessment (within 3 points).

IAGD # 4 result: ___% (___/___) of all students who meet the criteria for growth target met or exceeded their growth target in the spring as measured by the math/ math assessment (within 3 points).

Broken Down Below:

___% (___/___) of Grade K-2 students need a growth target

Grade K

___% (___/___) of Grade K students need a growth target

___% (___/___) of Grade K students need to meet their growth target to meet 65% goal

___% (___/___) of Grade K students met the growth target

Grade 1

26% (24/92) of Grade 1 students need a growth target

67% (16/24) of Grade 1 students need to meet their growth target to meet 65% goal

___% (___/___) of Grade 1 students met the growth target

Grade 2

___% (35/99) of Grade 2 students need a growth target

66% (23/35) of Grade 2 students need to meet their growth target to meet 65% goal

___% (___/___) of Grade 2 students met the growth target

School Improvement Plan

Theory of Action:

If we engage in cycles of continuous improvement focused on rigorous and relevant learning opportunities and fostering students' emotional intelligence, then we will empower all learners.

| Strategy #1 | Action Steps | Timeline | Evidence of Implementation | Leadership Routines to Monitor Action Steps Implementation/Dates |
|---|--|-------------------------|--|--|
| Implement the literacy program My View and math curriculum to engage in rigorous instructional practices. | Engage in the PL Cycle to ensure staff has a common understanding of what grade level standards and student work looks like across units. <ul style="list-style-type: none"> Provide ongoing My View professional learning (<i>every 4-6 week training</i>) Work in Math PLCs to deepen teacher practices by examining priority standards that support rigorous instruction and enhance student engagement | Ongoing | <ul style="list-style-type: none"> PL and PLCs focus on My View program and math curriculum document unpacking, which will result in the continuity of instruction and similar pacing across grade levels. Kinder Agendas, Grade 1 Agendas, Grade 2 Agendas Grade level expected lessons and strategies are modeled, and examples of student expectations before implementation are shown. | <ul style="list-style-type: none"> Principal, coaches, specialists in the classrooms, at PLCs, involved in planning, and professional learning. Ensuring we engage in the Professional Learning Cycle. Learning walks with principal/coach and teacher Coaches and teacher volunteers to share/lead model lessons for PLCs |
| | Purposeful planning, using student learning data (<i>both formative and summative</i>) | Ongoing PLC calendar | <ul style="list-style-type: none"> Lessons are intentionally designed and implemented with students engaged in rigorous tasks for whole group, small group and independent work. Dedicated data review in PLCs | <ul style="list-style-type: none"> Principal, coaches, specialists in the classrooms, at PLCs, involved in planning, and professional learning. |
| | Provide actionable feedback that holds students accountable to grade level standards. | Ongoing | <ul style="list-style-type: none"> Success criteria are explicitly stated and MODELED so students know what grade level expectations look like. Throughout the lesson, examination of student work and evidence of thinking is used as formative assessment to adjust instruction. All staff and students have high expectations and knowledge of curriculums to guide the revision of work to meet grade level standards. | <ul style="list-style-type: none"> Feedback to staff working with children by principal, coaches, specialists and colleagues in PLCs and classroom visits. |

| Strategy #2 | Action Steps | Timeline | Evidence of Implementation | Leadership Routines to Monitor Action Steps Implementation/Dates |
|-------------|--------------|----------|----------------------------|--|
|-------------|--------------|----------|----------------------------|--|

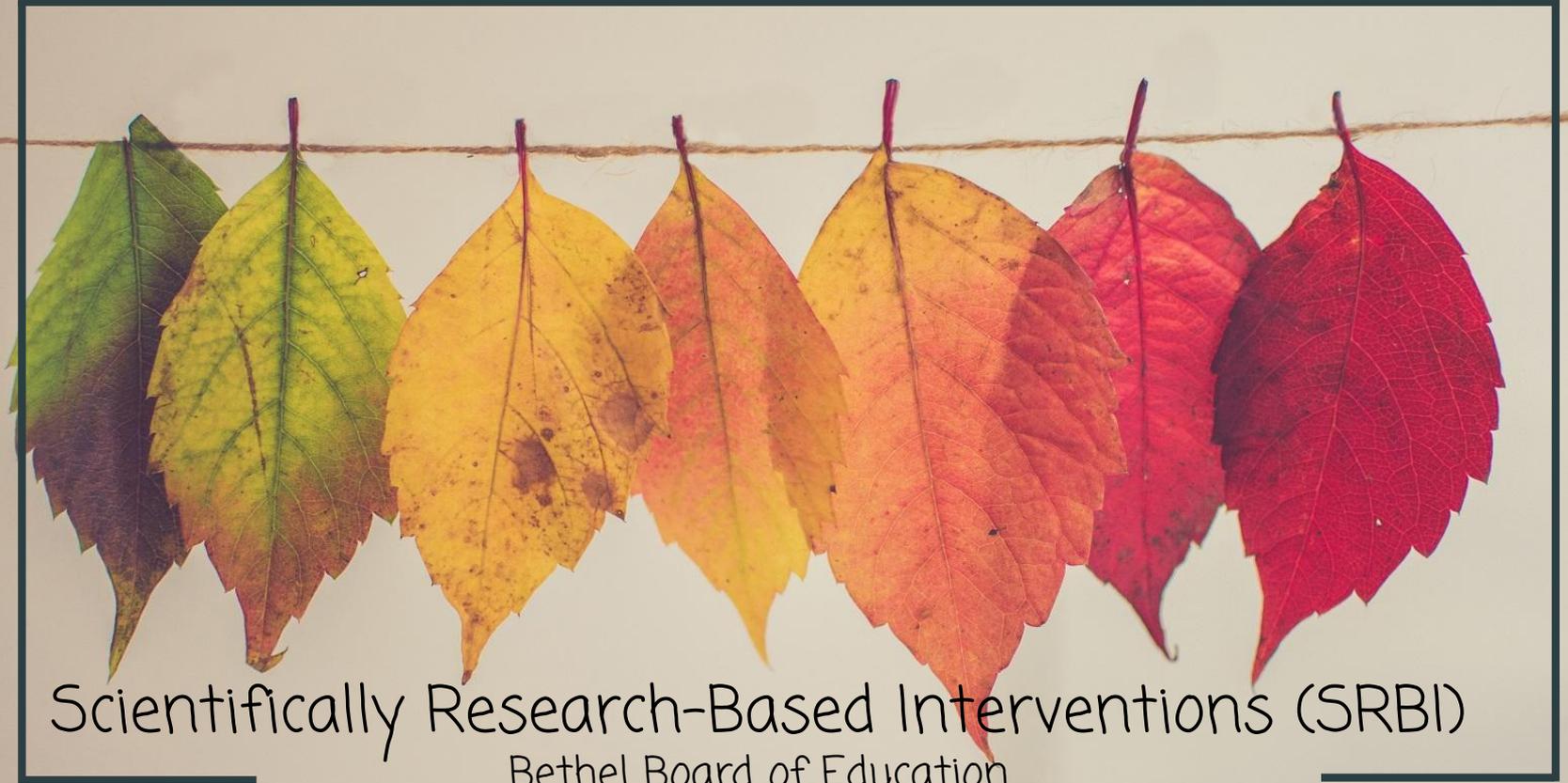
| | | | | |
|---|---|--|--|--|
| Integrate school-wide culture of emotional intelligence throughout the day. | Provide PL to ensure understanding and successful implementation of the blueprint. | Ongoing | <ul style="list-style-type: none"> • Use of Blueprint amongst staff and with students | <ul style="list-style-type: none"> • Ensure time for October meeting |
| | Integrate emotional intelligence instructional strategies across discipline areas | Ongoing | <ul style="list-style-type: none"> • Use of Ruler tools, strategies and vocabulary throughout the day • Bulletin boards highlight emotional intelligence (ex: Mood Meter and Meta Moment displayed) • Family Ruler Event • Emotional intelligence reference guide to promote common language | <ul style="list-style-type: none"> • Train new staff - onboarding process |
| | Analyze data to improve student instructional and behavior outcomes through targeted interventions and supports | 3 times a year and continued analysis of results | <ul style="list-style-type: none"> • Improved DESSA and attendance data | <ul style="list-style-type: none"> • Dessa 3 times per year • After DESSA assessment is given (October, January, May- Dates TBD) • Attendance Data will be reviewed monthly at attendance meeting |

| Student Learning Objectives | IAGDs |
|---|--|
| #1 To improve phonemic awareness, phonics, spelling, fluency, vocabulary, syntax and reading comprehension through planning rigorous and relevant learning opportunities. | <p>IAGD#1: 85% (___/___) of students who met the 2023 spring (Grades 1 & 2) OR winter (Kindergarten) 61st% or above will maintain or exceed the 61st% on the 2024 spring Reading NWEA assessment. (waiting for K data in Dec.)</p> <p>-% of K students (-/-) met the Winter 2023 61st % or above.</p> <p>67% of G1 students (60/89) met the Spring 2023 61st % or above.</p> <p>55% of G2 students (55/110) met the Spring 2023 61st % or above.</p> |
| | <p>IAGD #2: 65% (___/___) of all students who meet the criteria for growth target will meet or exceed their growth target by the spring as measured by the Reading NWEA assessment (within 3 points). (waiting for K data in Dec.)</p> <p>-% of K students (-/-) met the criteria (41st-60th%) for a 1 year growth target in Winter 2023.</p> <p>-% of K students (-/-) met the criteria (0-40th%) for a 2 year growth target in Winter 2023.</p> <p>16% of G1 students (14/89) met the criteria (41st-60th%) for a 1 year growth target in Spring 2023.</p> <p>17% of G1 students (15/89) met the criteria (0-40th%) for a 2 year growth target in Spring 2023.</p> <p>18% of G2 students (20/110) met the criteria (41st-60th%) for a 1 year growth target in Spring 2023.</p> <p>24% of G2 students (26/110) met the criteria (0-40th%) for a 2 year growth target in Spring 2023.</p> |
| To improve fluency and problem solving through planning rigorous and relevant learning opportunities. | <p>IAGD#3: 85% (___/___) of students who met the 2023 spring (Grades 1 & 2) OR winter (Kindergarten) 61st% or above will maintain or exceed the 61st% on the 2024 spring Math NWEA assessment. (waiting for K data in Dec.)</p> <p>-% of K students (-/-) met the Winter 2023 61st % or above.</p> <p>76% of G1 students (68/90) met the Spring 2023 61st % or above.</p> <p>59% of G2 students (59/100) met the Spring 2023 61st % or above.</p> |

| | |
|--|---|
| | <p>IAGD #4: 65% (___/___) of all students who meet the criteria for growth target will meet or exceed their growth target by the spring as measured by the Math NWEA assessment (within 3 points). (waiting for K data in Dec.)</p> <p>-% of K students (-/-) met the criteria (41st-60th%) for a 1 year growth target in Winter 2023. -% of K students (-/-) met the criteria (0-40th%) for a 2 year growth target in Winter 2023.</p> <p>4% of G1 students (4/90) met the criteria (41st-60th%) for a 1 year growth target in Spring 2023. 20% of G1 students (18/90) met the criteria (0-40th%) for a 2 year growth target in Spring 2023.</p> <p>20% of G2 students (20/100) met the criteria (41st-60th%) for a 1 year growth target in Spring 2023. 21% of G2 students (21/100) met the criteria (0-40th%) for a 2 year growth target in Spring 2023.</p> |
|--|---|

| | |
|---|--|
| Whole School Learning Indicator | |
| IAGD #5: Maintain or decrease the total students chronically absent for the 2023-24 school year by no more than 5%. | <p>7.32% Chronically absent during 2022-2023 school year</p> <p>Attendance process</p> |

| | |
|---|---|
| Stakeholder Feedback Goal | |
| IAGD #6: Maintain or improve: My child's school communicates effectively with me from 92.21% favorable. | My child's school communicates effectively with me from 92.21% favorable (Spring 2023). |



Scientifically Research-Based Interventions (SRBI)

Bethel Board of Education

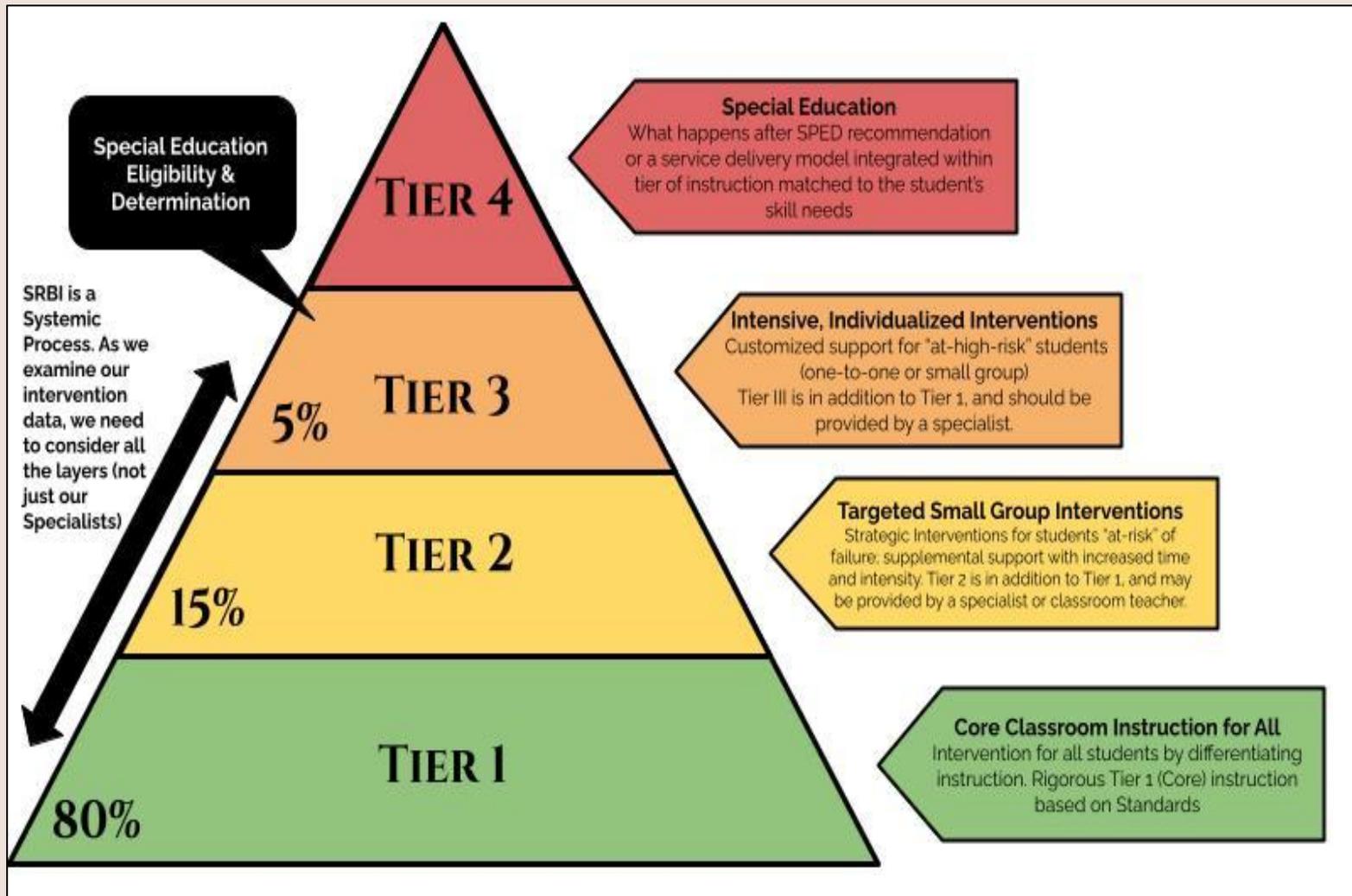
November 16, 2023

What are SRBI?

- SRBI are a way to provide support and instruction to children who are struggling to learn.
- A child's progress is studied and findings are used to make decisions about teaching and other learning supports. SRBI are used in addressing needs in the areas of reading, math, and behavior.

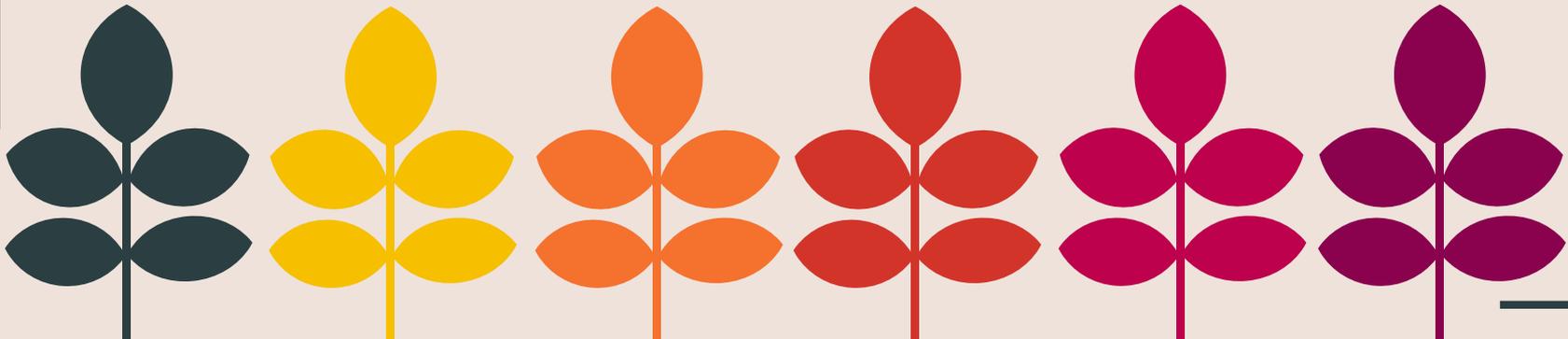


SRBI Tiers



Assessments

- We use a combination of standard and non-standard measures to monitor our impact on student learning
- In addition to curriculum-based measures we also look at NWEA, Smarter Balanced, NGSS, PSAT/SAT, Las Links, Attendance & Behavioral data...



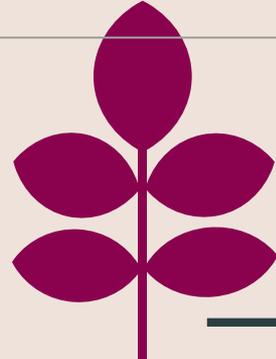
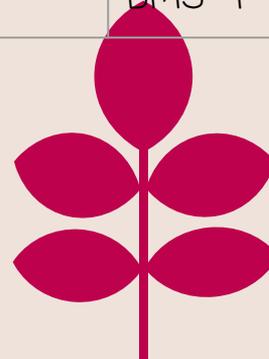
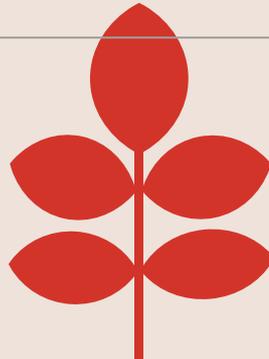
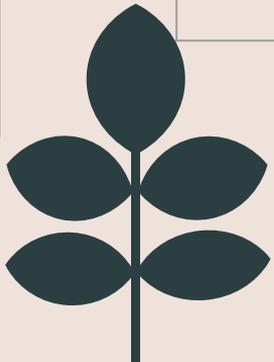
Intervention Model

- Trained literacy and math specialists work collaboratively with core teachers
 - Interventionist Tutors also work with our students under the direction of our specialists
- Pull out model at the elementary level- What I Need group (WIN)
- Classroom model at the secondary level
- Targeted instruction based on specific needs and aligned to standards
- Progress monitoring- biweekly
- Monitor learning and adjust instruction as needed

Goal- Close gaps in learning and move closer to and/or reach grade level standards

Number of Service Providers

| Content Area | Specialists | Para & Part-Time Interventionist Tutor |
|--------------|---------------------------------------|--|
| ELA | BS- 1.5 RS- 1.5 JS- 2 BMS- 1 | BS- 1 RS- 1 JS- 1 BMS- 1 |
| Math | BS-1 RS- 1 JS- 2 BMS- 2 | BS- 1.5 RS- 1.5 JS- 2 BMS- 1 |



Current Number of Students Receiving Intervention

| Mathematics Intervention | October |
|--------------------------|---------|
| BS | 17 |
| RS | 13 |
| JS | 69 |
| BMS | 47 |
| Total | 146 |

| Literacy Intervention | October |
|-----------------------|---------|
| BS | 24 |
| RS | 23 |
| JS | 55 |
| BMS | 40 |
| Total | 142 |

Our Impact: Students Exited from Services

| School Year 2022-2023 | | |
|-----------------------|---------------------------------------|---|
| Content Area | Total Students Receiving Intervention | Total Number of Students Exited From Services During the Year |
| ELA | 214 | 48 Students (22%) |
| Math | 215 | 54 Students (25%) |

| School Year 2021-2022 | | |
|-----------------------|---------------------------------------|---|
| Content Area | Total Students Receiving Intervention | Total Number of Students Exited From Services During the Year |
| ELA | 169 | 30 Students (18%) |
| Math | 257 | 67 Students (25%) |



SRBI Intervention Communication

Step 1

Classroom teacher contacts parent/guardian by phone explaining assets, growth opportunities, what has been done in the classroom and recommendation for intervention.

Specialist meets with student and contacts parent by phone explaining the intervention program including goals, strategies, and ways parent/guardian can support the work at home.

Intervention Entrance Letter is sent home.

Step 2

Step 3

Specialist sends home a **Student Update Letter** to parents/guardians.

Step 4

Specialist sends home an **End of Year Letter** explaining progress and next steps.

If a student is exiting intervention, specialist contacts parent/guardian and sends home **Intervention Exit Letter**.

Other Ongoing Progress Update Communication

Conferences are scheduled twice yearly, October and March. Classroom teacher and specialist meet with parent/guardian together, if possible. If specialist cannot meet with a parent/guardian, specialist will follow up with written or verbal update.

Report cards are distributed during each trimester. Classroom teacher and specialist collaborate on comments & progress update.

Reminders:

- Classroom teacher and specialist collaboration is critical. Both should be working in tandem to support student learning and both should be communicating with parent/guardian. If there are any major concerns, phone calls or meetings with the parent/guardian should be made.
- All entrance, exit, and update letters home to parents/guardians should be placed in the student's permanent record file.
- Use of **Talking Points** is a helpful tool, particularly for our families whose primary language is not English.
- * There may be times that require alternate timelines or types of communication with parents/guardians given certain circumstances (e.g. when a student might enter intervention services, specific needs of a family....)



Thank you!

Minutes of the Board of Education Resource Management & Business Operations Committee Meeting held on Thursday, November 2, 2023, in Board of Education Conference Room E 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: K. Brooks, J. Variale

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

Board Members Attendance:

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

1. Quarterly Financial Update

J. Variale, Director of Finance and Business Operations, reviewed the quarterly financial report. She answered questions from the committee regarding SPED needs. She spoke about the unexpended funds and noted the administration is watching SPED transportation and additional outplacement carefully.

2. New Business

None.

3. Public Comment

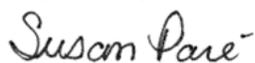
None.

4. Adjourn

Move to adjourn at 7:11 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Jen Larsen.

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

Respectfully submitted,



Susan Pare, Board Recorder

Minutes of the Board of Education Curriculum, Assessment & Professional Practice Committee Meeting held on Thursday, November 2, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

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

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

Board Members Attendance:

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

Move to move American Studies, agenda item to agenda item #1. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Melanie O'Brien.

| | |
|----------------------|-----|
| Mrs. Jen Larsen: | Yea |
| Ms. Melanie O'Brien: | Yea |
| Mrs. Cathy Schaefer: | Yea |

1. American Studies

Dr. Gailbraith and Katie Burke, BHS teachers presented the American Studies curriculum. They reviewed the Junior year options, key features of the course, and curriculum mapping for the course, and provided samples of performance tasks.

Motion to bring the American Studies curriculum to the full Board of Education for approval. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Cathy Schaefer.

| | |
|----------------------|-----|
| Mrs. Jen Larsen: | Yea |
| Ms. Melanie O'Brien: | Yea |
| Mrs. Cathy Schaefer: | Yea |

2. Global Issues and Civics and Law and Civics

Dr. Gailbrath, BHS teacher, presented Global Issues and Civics and the Law and Civics. She reviewed the civics graduation requirement and overview of each curriculum.

Motion to bring Global Issues and Civics and Law and Civics curricula to the full Board of Education for approval. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Cathy Schaefer.

| | |
|----------------------|-----|
| Mrs. Jen Larsen: | Yea |
| Ms. Melanie O'Brien: | Yea |
| Mrs. Cathy Schaefer: | Yea |

3. Social Studies Standards Update

Dr. Galbraith provided an update on the new Social Studies standards adopted by the CT State Department of Education.

4. New Business

None.

5. Public Comment

None.

6. Adjourn

| |
|---|
| Move to adjourn at 6:42 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mrs. Cathy Schaefer. |
|---|

| | |
|----------------------|-----|
| Mrs. Jen Larsen: | Yea |
| Ms. Melanie O'Brien: | Yea |
| Mrs. Cathy Schaefer: | Yea |

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, October 19, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks, D. Burns, C. Troetti, C. Sipala, M. Rutledge, B. Watson,

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

Board Members Attendance:

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

1. Call to Order

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

2. Board Recognition/A Salute to Excellence

- Bethel High School has been accepted into the Connecticut FAFSA Challenge as a Tier II school. The Connecticut State Department of Education (CSDE) was impressed with the strategies and innovative ideas for improving FAFSA completion rates outlined in the BHS application, and the CSDE is excited that Bethel High School has chosen to participate.
- Congratulations to Brittany Kearney, Rockwell School Art Teacher. Brittany has received the 2023 Connecticut Outstanding Elementary Level Art Educator of the Year. This award recognizes and celebrates her exemplary contribution to the field of visual arts education in Connecticut.
- Congratulations to Sofiane Hilmi, Toby Johnson, Surya Kumar, Brian Nguyen, Tristan Scott, Rohan Sinha, and Hannah Van Rijnsouw who were named commended students in the 2024 National Merit Scholarship program. About 34,000 commended students throughout the nation are being recognized for their exceptional academic promise. They are among the top 50,000 students who entered the competition by taking the 2022 PSAT.
- Thank you to MW Photography, family photographer Melissa Wilson who donated her time to take photos at Night at the Johnson Library. Melissa makes the professional photo

files available for free to parents. Johnson's PTO President, Cassie Stevenson posts the photos for parents. She did this for our Special Friends Dance last spring, too. They are a special memory for our Johnson School families.

2.A. Gifts, Grants, & Bequests

Gifts:

Donation of fence at BMS for an outdoor recess area. Addressi Fencing, Danbury.

Grants:

- FAFSA Challenge Update - Connecticut State Department of Education (CSDE) grant for \$7,445. This award includes the \$1,000 prize for any school that achieves its 2022-23 FAFSA Challenge goal.
- High Dosage Tutoring - Dr. Brooks and the Bethel Middle School Team wrote a grant for High Dosage Tutoring. This grant, specifically focused on tutoring in the area of mathematics, is to provide small group tutoring, with the outside provider, Smart Start Education. The grant total is \$286,000. This will provide much-needed support in mathematics. The funds need to be expended by 2025.
- Primary Mental Health Grant, \$20,000. The primary objective of the project is to provide supportive and child-centered tier 2 intervention, and increased communication and collaboration with parents/guardians, for students in grades K-2.
- Donation of Literacy Libraries (K-3) - Due to the fact that Bethel is part of the initial pilot for the Science of Reading, the Connecticut State Department of Education will be providing literacy libraries for all K-3 classrooms.

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. BHS SIP Presentation

Mr. Troetti, BHS Principal, provided a brief presentation on the BHS School Improvement Plans for the 2023-2024 school year. The presentation provided the Board with an overview of the focus of the school based on the district Theory of Action. Mr. Troetti reviewed student learning outcome measures and major strategies/action steps to achieve those outcomes.

3.B. Pathways Program

Mr. Troetti provided an overview of the status of the programs, including enrollment. While many of the Pathways started strongly, COVID significantly disrupted student enrollment and participation in the Pathways as students were unable to do internships during those years

The BHS Pathways Program is designed to connect students with specific interests to a concentration of study. The program allows students to increase their depth of knowledge, participate in internships and/or other varied experiences, and provides them with an opportunity to earn a certificate upon graduation. There are six Pathways: Arts

Pathway Education, Global Studies, Business, Healthcare, and Career Technical Readiness. 330 students have signed up for pathways since 2015.

3.C. Strategic Plan Update - Fall 2023

Dr. Carver provided the Board with an update on revisions made to the action steps within the Strategic Plan by the Strategic Planning Committee. The larger Committee met last Spring to review district data and the latest educational research to consider themes from the data that emerged. This September, the Committee consolidated those themes to make minor revisions to the plan. The revisions were minor. Specifically, the committee wanted to ensure:

- The work in the Science of Reading was reflected in the document.
- The workaround intellectual engagement or where students are cognitively engaged in tasks that represent rigorous The committee feels that the work is to continue to focus on instruction towards grade-level standards.
- Elimination of language around digital portfolios and personalized learning inventories. While this would be a future goal, it is not a current priority given all other needs.
- Added action step to strengthen relationships with families as partners in supporting academic outcomes.

4. Resource Management & Business Operations

4.A. Finance

4.A.1. Use Fees Charged Students

In response to the Board's request for a review of all dues and fees charged to families. Dr. Carver provided the Board with a comprehensive list of the results. She noted, in the analysis of the information, it is important to note that not all dues and fees are collected by the school system and most are a result of optional participation in after-school clubs, athletics, or activities. If a student is not able to pay the fees due to being eligible for free or reduced lunch, then the fee is waived

Board members are to highlight lines where they have questions or suggestions to include in the budget directly in the user fees sheet for future discussion.

4.B. Personnel

4.B.1. Job Description 1.09 - Supervisor of Facility and Security Operations

Move to approve Job Description 1.09 - Supervisor of Facility and Security Operations as amended. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman: Yea

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

| | |
|----------------------|-----|
| Mrs. Jen Larsen: | Yea |
| Mr. Daniel Nostin: | Yea |
| Mrs. Cathy Schaefer: | Yea |

4.B.2. Job Description 6.07 - Payroll Coordinator

Move to approve Job Description 6.07 - Payroll Coordinator as updated. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Jen Larsen.

| | |
|-------------------------|-----|
| Mrs. Jennifer Ackerman: | Yea |
| Mr. Scott Clayton: | Yea |
| Mr. Bill Foster: | Yea |
| Mrs. Jen Larsen: | Yea |
| Mr. Daniel Nostin: | Yea |
| Mrs. Cathy Schaefer: | Yea |

5. Consent Calendar

5.A. Approval of Minutes

5.A.1. September 21, 2023

Move to approve the minutes of September 21, 2023. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mr. Daniel Nostin.

| | |
|-------------------------|---------|
| Mrs. Cathy Schaefer: | Abstain |
| Mrs. Jennifer Ackerman: | Yea |
| Mr. Scott Clayton: | Yea |
| Mr. Bill Foster: | Yea |
| Mrs. Jen Larsen: | Yea |
| Mr. Daniel Nostin: | Yea |

6. Correspondence

- Invitation to BOE members to attend K-5 Family Math Night, November 16, 2023, at 6:30 PM at Johnson School from Mrs. Legnard, K-3 Instructional Math Coach.

7. Public Comment

- Gabriella Flores, 114 Knollwood Drive, asked about anti-bias training for staff and students, supports for SPED students who age out and not able to go to college, instructions in different languages for applying for college, scholarship programs for student who do not meet the free & reduced lunch requirements.

8. Administrative/Board Member Update

8.A. Board Chairperson Update

None.

8.B. Administrative Update

- Reminder - BOE members need to accept or decline calendar invites for BOE and committee meetings.
- Dr. Carver spoke to the Board about Girls' Golf.

8.B.1. 2023-2024 BOE District Data Sheet

Dr. Carver provided the Board with the monthly 2023-2024 BOE District Data Sheet.

9. Reports to the Board

9.A. Policy

9.A.1. Second Reading/Approval

9.A.1.a. Policy 1120 - Board of Education Meetings

9.A.1.b. Policy 6141.321 - Student Responsible Use Policy for Use of District Technology Resources

9.A.1.c. Policy & Regulation 4118.5 - Employee Responsible Use Policy for Use of District Technology Resources

9.A.1.d. Policy 5131.81 - Electronic Devices

9.A.1.e. Policy & Regulation 1330 - Use of School Facilities

Move to approve the following:

Policy 1120 - Board of Education Meetings

Policy 6141.321 - Student Responsible Use Policy for Use of District Technology Resources

Policy & Regulation 4118.5 - Employee Responsible Use Policy for Use of District Technology Resources

Policy 5131.81 - Electronic Devices

Policy & Regulation 1330 - Use of School Facilities Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jennifer Ackerman.

Mrs. Jennifer Ackerman: Yea

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mr. Daniel Nostin: Yea

Mrs. Cathy Schaefer: Yea

9.B. Community Outreach, Alignment, & Communications

Dr. Carver informed the Board the committee reviewed and discussed the calendar schedule for

the elementary schools of promoting student and parent engagement in literacy.

10. Adjourn

Move to adjourn at 8:27 PM. Passed with a motion by Mr. Daniel Nostin and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman: Yea

Mr. Scott Clayton: Yea

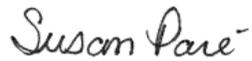
Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mr. Daniel Nostin: Yea

Mrs. Cathy Schaefer: Yea

Respectfully submitted,



Susan Pare

Board Recorder

November 16, 2023

Dear Bethel Board of Education (BOE),

Thank you for the important work you do in making our school district a great place for all students. On behalf of the Bethel, Brookfield, Danbury, Immaculate (BBDI) Ice Cats Bethel Families we would like to request that funds be allotted to offset the Bethel Family out of pocket costs. We are making this request for the following reasons:

- Hockey is the only sport where families are asked to pay more than the \$150 participation fee that everyone has to pay. We are being asked to pay a significant amount (\$1,950). Additionally, on top of this amount the players purchase their own equipment which could cost more than \$1000 in addition to the required maroon helmets, gloves and shell so the team matches but this also adds an estimated \$500 to the out of pocket cost. On top of this, the timing is bad due to the holidays and no payment plans are allowed.
- Our kids want to represent their school and town in high school and we should not have to take out a “second mortgage” to be able to afford them to do this. **All other sports pay nothing!** Hockey is different than most sports as it cannot be played on a field. It needs to be understood that costs for ice are more expensive and should not be treated the same as field sports. The budget amounts are all very similar. Additionally, sports like Golf and Swimming need Golf courses and Swimming pools but somehow the costs are similar.
- We looked into some of the other area teams and the cost range was between \$0 - \$1,500 for what those families are asked to pay out of pocket. BBDI Families have to pay \$450 more than the next closest team. Some of these teams have 1.5 hour practices 3 time per week plus off ice time compared to BBDI which only has 1 hour 3 times per week. The costs are still lower with more ice time. These teams are also allowed to reach out and get sponsorships from local businesses and get that credited toward their cost. BBDI was previously allowed to do this but not anymore.
- The Brookfield Families went to the Brookfield BOE last year and were able to get more funds to offset there \$1,950 this year and going forward.
- I want to point out that all the Bethel players are great students. They have many honors and AP classes and all work very hard. They deserve to play Hockey and represent Bethel school/town like everybody else and not have to pay for it.
- I also want to point out that for some of these students Hockey has helped [REDACTED] and allowed them to focus.
- In the past Bethel previously had their own hockey team, it was not a co-op with other schools. There are students that don't play because their families can't afford the high costs. There are also some students that want a higher level of play and play full year midget hockey instead of playing for the high school team. Offsetting the costs would get more kids on the team and hopefully make the team better, move up into higher divisions and bring those kids back to the program. Maybe even allow Bethel to have their own team again someday!

In summary Hockey should be treated like all other sports based on its inherent differences. PLEASE vote to allocate funds to Bethel Families!!!

Thank you for your time and consideration,

Sincerely,

Bethel Hockey Families

American Studies

Our Identity: Past, Present, Future



★ *Junior Year Options*

English

- English 32
- English 31
- AP Language and Composition

History

- U.S. History 32
- AP/ECE U.S. History

If you want both....

- ... American Studies, baby, YEAH!



Our Interdisciplinary Model

Curriculum

- Look at complex issues in American life from both a historical and literary lens and create a “harmonious relationship” to how history and authors have examined specific issues
- Fosters and teaches transferable foundations and competencies for successful students such as Reasoning, Cooperation, and Exploration.
- All content is chosen with a range of perspectives to challenge preconceptions and build new learning

Teaching and Learning

- Collaboration is instrumental student success
- Assessments are evenly split between discipline-specific and integrative to both subjects
- Students examine various resources and produce conclusions about our past, present and future as a country.
- Students engage in constructive and critical dialogue using various modalities

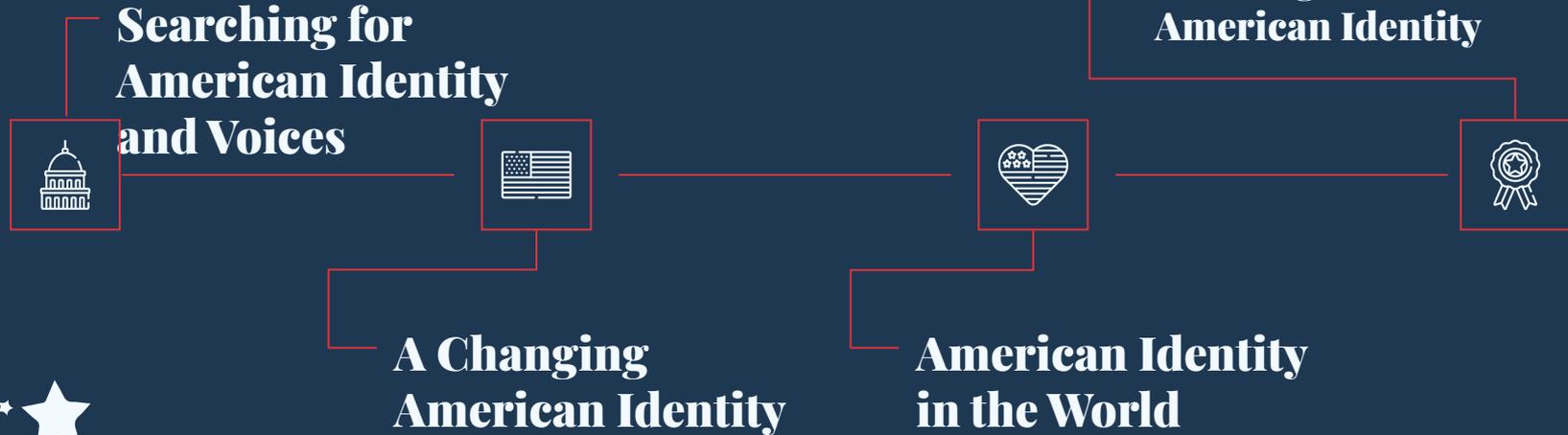


★ *Key Features to the Course*

- Collaborative in all aspects, with multi-modal assessments
- Inquiry-driven, asks students “What is the American identity and how has it changed over time?”
- Demands a high level of reading and writing skills
- Focuses on diverse American experiences and perspectives: “Whose voice do we hear, and whose voice is missing?”
- Integration of two disciplines
- Pairs with immersive, multi-day experience in our Nation’s Capital



★ Curriculum Map for the Course



★ *Performance Task Samples*

2

Harlem Renaissance Documentary

In this project, students create a short documentary-style movie in which they explore how the historical events that were occurring during the Harlem Renaissance impacted the literary figure of their choosing. The final product requires research and analysis, speaking, listening, and technological skills.

Midterm

Professor for a Day Project

After reading *The Great Gatsby*, students close out Semester 1 with a research project on a particular historical or literary concept presented in Fitzgerald's novel. After conducting independent research and organizing the information, students produce a "professor's lecture" to teach classmates about their chosen concept.

4

Living History Project

This project illuminates the impact of a single event in American history on a person's identity. Students interview a person in their life to unpack their "living history," ultimately sharing their conclusions with the class to find purpose and patterns in our shared American experiences.

Curriculum Work

Global Issues & Civics

Law & Civics

Bethel High School



State of CT requirement effective October 1, 2000...

”Requires that at least **one-half credit** in social studies necessary to graduate from high school must be in **civics and American government**. This should include the U.S. government at the local, state, and national levels and in the duties, rights, and responsibilities of U.S. citizenship.”



Yet Americans' civics knowledge seems to be in a state of decline, with less than half of surveyed U.S. adults being able to name all three branches of government in 2022

[United States Citizenship Test](#)

Civics Graduation Requirement

What does Civics look like at Bethel High School?

- Students take .5 credit class/1 semester at some point in Grades 10-12
- Two choices
 - Global Issues & Civics - current events; social and political issues
 - Law & Civics - criminal justice; court system
- Global Issues - 7-8 sections (23-25 students)
- Law - 3-4 sections (20-22 students)
- No textbook - use online and open resources
 - New York Times (NYT) Upfront magazine (print and digital)



Civics at Bethel HS



Priorities:

- Transferable Knowledge & Skills
- Rights and Responsibilities
- Active and Engaged Citizens
- Global Awareness
- Political and Social Issues
- Argumentation and Reasoning
- Respectful Discourse
- Exposure to All Voices and Perspectives
- Source Analysis (Validity)
- Educated Consumers of Information



Civics at Bethel HS

Civics Curriculum Folder

Global Issues & Civics Curriculum Map

Unit 1: Structure and Function of Government (Political Institutions)

Unit 2: American Government Processes

Unit 3: Civic Engagement

Unit 4: International Relations

Media Literacy, Current Events & Informed Action: Embedded in each unit throughout the semester

Law & Civics Curriculum Map

Unit 1: Structure and Function of Government (Political Institutions)

Unit 2: American Government Processes

Unit 3: Civic Engagement

Unit 4: The Court System & Trial Process

Media Literacy, Current Events & Informed Action: Embedded in each unit throughout the semester

Global Issues & Civics - Unit 4 - Human Rights Ad Campaign

Student Work Sample

TRANSFER GOALS

Students will be able to independently use their learning to:

- Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.

LEARNING OUTCOMES

- Students will demonstrate their understanding of the Universal Declaration of Human Rights by appropriately & creatively presenting their learning...
- Students will provide realistic solutions to world problems

STANDARDS

- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- CIV 9–12.12 Analyze how people use & challenge local, state, national, & international laws to address a variety of public issues.

ENDURING UNDERSTANDINGS

- International organizations such as the United Nations are aimed at maintaining peace, resolving conflict, and protecting human rights.

ESSENTIAL QUESTIONS

- Do individual countries or organizations have a moral duty to intervene in international human rights issues?

KNOWLEDGE

Students will know...

- The structure and function of the United Nations Universal Declaration of Human Rights

SKILLS

Students will be skilled at (be able to)...

- Understand the characteristics and causes of global problems...and challenges and opportunities faced by those trying to address these problems over time and place..

Law & Civics - Unit 4 - Mock Trial Portfolio

Student Work Sample

TRANSFER GOALS

Students will be able to independently use their learning to...

- Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.

LEARNING OUTCOMES

- Students will use case material to clearly create an argument that uses clear evidence and rationale.
- Students will analyze and evaluate the views and ideas of others to draw logical conclusions.

STANDARDS

- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

ESSENTIAL QUESTIONS

- What happens before, during and after a trial?

ENDURING UNDERSTANDINGS

- The obligations and responsibilities of citizens in a democracy.
- There are multiple steps in the court and trial process

SKILLS

- Recognize the various sides of an issue and identify the perspectives and biases that are present.
- Engage in a simulation of the legal process through a mock trial

KNOWLEDGE

- Steps of a trial

Next Steps...



- Engaging tasks and assessments that will increase relevance for students
- Seamless integration of transferable global competency skills & historical thinking skills
- Integrate more state and local to provide additional opportunities for students to engage in tasks that call for informed action
- More student voice & choice
- Diverse perspectives - case studies, examples, resource adjustment
- Crosswalk with new standards

BETHEL HS

**SOCIAL STUDIES
DEPARTMENT**



Website Linked Above

BETHEL BOE BUDGET 2023-2024
BUDGET TRANSFERS SUMMARY BY PERIOD

| Object Codes | | Approved Budget | July-Sept Adjustments | Oct-Dec Adjustments | Jan-Mar Adjustments | Apr-Jun Adjustments | | Total Transfers | Final Budget |
|-----------------------------|------|----------------------------|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|----------------------------|-------------------------|
| Salaries | 1000 | 35,490,873 | - | - | - | - | | - | 35,490,873 |
| Employee Benefits | 2000 | 9,470,626 | - | - | - | - | | - | 9,470,626 |
| Professional Services | 3000 | 742,984 | - | - | - | - | | - | 742,984 |
| Purchased Property Services | 4000 | 237,000 | - | - | - | - | | - | 237,000 |
| Other Purchased Services | 5000 | 5,558,812 | - | - | - | - | | - | 5,558,812 |
| Supplies | 6000 | 1,351,892 | 3,000 | - | - | - | | 3,000 | 1,354,892 |
| Property | 7000 | 218,162 | (3,000) | - | - | - | | (3,000) | 215,162 |
| Miscellaneous | 8000 | 88,815 | - | - | - | - | | - | 88,815 |
| Total Budget | | 53,159,164 | - | - | - | - | | - | 53,159,164 |
| Total Transfers To | | | 3,000 | | | | | 3,000 | |
| Total Transfers From | | | (3,000) | | | | | (3,000) | |
| % of Total Budget | | | | | | | | 0.01% | |

Budget Transfers July 1, 2023 - September 30, 2023

| Account Number | Description | Increased | Decreased | Notes |
|--------------------------|---|------------------|------------------|---|
| 1 100.12.1100.101.6502 | TECH SUPPLIES & SOFTWARE SUBSCRIPTIONS- MS - SW | 2,000 | 0 | Principal's Request |
| 100.12.1100.101.7302 | EQUIPMENT - MS - FURNITURE & FIXTURES | 0 | (2,000) | Brain Pop subscription needed for new science curriculum |
| Total for Request | | <u>2,000</u> | <u>(2,000)</u> | |
| 2 100.12.2220.101.6110 | INSTRUCTIONAL SUPPLIES - MS - LIBRARY | 1,000 | 0 | Principal's Request |
| 100.12.2220.101.7303 | EQUIPMENT INSTRUCTIONAL - MS - LIBRARY | 0 | (1,000) | For additional instructional items-no equipment this year |
| Total for Request | | <u>1,000</u> | <u>(1,000)</u> | |

Bethel Board of Education
Quarterly & Year to Date Expenditures

| Account | FY Budget | Q1 Expenditures | Q2 Expenditures | Q3 Expenditures | Q4 Expenditures | FY Expenditures | FY Balance |
|------------------------------|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------|
| Fiscal Year 2022-2023 | | | | | | | |
| (Unaudited) | | | | | | | |
| BOE Operating Budget | \$51,164,831 | \$9,087,035 | \$13,891,387 | \$12,823,618 | \$15,306,865 | \$51,108,905 | \$55,926 |
| Facilities Budget | \$450,000 | \$221,831 | \$171,314 | \$89,891 | -\$33,036 | \$450,000 | \$0 |

Note: Funds were utilized from the Unexpended Funds Account in 4Q

| | | | | | | | |
|------------------------------|--------------|-------------|--|--|--|-------------|--------------|
| Fiscal Year 2023-2024 | | | | | | | |
| (Unaudited) | | | | | | | |
| BOE Operating Budget | \$53,159,164 | \$9,326,351 | | | | \$9,326,351 | \$43,832,813 |
| Facilities Budget | \$463,880 | \$227,991 | | | | \$227,991 | \$235,889 |

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

| | <u>Transaction</u> | <u>Balance</u> |
|---|--------------------|----------------|
| Account Approved 2014-2015 | | |
| Deposit June 30, 2014 | <u>88,738</u> | <u>88,738</u> |
| Deposit June 30, 2015 | <u>175,381</u> | <u>264,119</u> |
| Emergency A/C measures at RS & JS | -46,518 | |
| Deposit June 30, 2016 | <u>163,206</u> | <u>380,807</u> |
| Milone & McBroom Field Turf Study | -43,356 | |
| Deposit June 30, 2017 | <u>238,641</u> | <u>576,092</u> |
| Deposit June 30, 2018 (ECS shortfall to GF) | <u>0</u> | <u>576,092</u> |
| Front sidewalked area at BMS | -40,000 | |
| Replace valves at BMS HVAC system | -60,000 | |
| BMS - new boiler | -227,636 | |
| Deposit June 30, 2019 | <u>115,267</u> | <u>363,723</u> |
| Deposit June 30, 2020 | <u>385,834</u> | <u>749,557</u> |
| Deposit June 30, 2021 | <u>25,299</u> | <u>774,856</u> |
| Facilities Repairs | | |
| Withdrawal June 30, 2022 | <u>-25,674</u> | <u>749,182</u> |
| Facilities and Security | | |
| Withdrawal June 30, 2023 | <u>-252,392</u> | <u>496,790</u> |