

Bethel Board of Education Regular Meeting - Annual Meeting

Thursday, December 14, 2023 7:00 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

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. 2024 Board of Education Meeting Dates	
3.C. 2024 Proposed Standing Committees Assignments	
3.D. Code of Ethics	
4. New Board Members Welcome	
5. Board Recognition/A Salute to Excellence	
5.A. Gifts, Grants, & Bequests	
6. Action Item	
6.A. School Resource Officer Memorandum of Agreement (SRO MOU) Review and Approval	Speaker (s): Christine Carver
7. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
7.A. Issues Affecting the 2024-2025 Proposed Board of Education Budget	Speaker (s): Christine Carver
8. Consent Calendar	Speaker (s): Policy 9326
8.A. Approval of Minutes	
8.A.1. November 16, 2023	

9. **Correspondence**

Speaker(s): Policy
9326

10. **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

11. **Administrative/Board Member Update**

Speaker(s): Policy
9326

11.A. Board Chairperson Update

11.B. Administrative Update

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

12. **Reports to the Board**

12.A. **Curriculum, Assessment, & Professional Practices**

12.A.1. **Literary Arts Publications Curriculum**

12.A.2. **English 31 & 32 Curricula**

12.A.3. **Creative Writing Curriculum**

12.B. **Resource Management & Business Operations**

12.B.1. Finance

12.B.1.a. Circle of Friends Early Childhood Program
Tuition

12.B.1.b. Substitute Rate of Pay

12.B.1.c. Pay-to-Play

13. **Adjourn**



MEMORANDUM
Superintendent's Office
Bethel Board of Education

TO: Board of Education

FROM: Christine Carver, Ed.D.

DATE: December 14, 2023

RE: **2024 Board of Education Meeting Dates**

In accordance with State Statute (Section 1-21), the following meeting dates for the year 2024 are submitted for your approval:

Board of Education Subcommittee Meetings 6:00 PM	Board of Education Regular Meetings 7:00 PM
Thursday, January 4, 2024	Thursday, January 18, 2024 (Budget Presentation)
	Tuesday*, January 23, 2024 (Budget Workshop) - Schools/Athletics
	Thursday, January 25, 2024 (Budget Workshop) - IT, Curriculum, SPED
	Tuesday*, January 30, 2024 (Budget Workshop) - Facilities
Thursday, February 1, 2024	Thursday, February 1, 2024 (Budget Workshop/Approval)
	Tuesday*, February 6, 2024 (Budget Workshop – Alt. Date if needed)
	Thursday, February 8, 2024 (Budget Workshop – Alt. Date if needed)
	Thursday, February 22, 2024
Thursday, March 7, 2024	Tuesday*, March 19, 2024
Thursday, April 4, 2024	Thursday, April 25, 2024
Tuesday*, May 7, 2024	Thursday, May 16, 2024
Thursday, June 6, 2024	Thursday, June 20, 2024
	Thursday, August 15, 2024
Thursday, September 5, 2024	Thursday, September 19, 2024
*Tuesday, October 1, 2024	Thursday, October 17, 2024
Thursday, November 7, 2024	Thursday, November 21, 2024
Thursday, December 5, 2024	Thursday, December 19, 2024

*Meeting dates that are an exception to Thursday meetings.

All Board of Education meetings are held in the Board of Education Offices, Meeting Room E, Clifford J. Hurgin Municipal Center, 1 School Street, at 7:00 p.m. and Board of Education committee meeting evenings will begin at 6:00 p.m. (unless otherwise posted).

C:	Board of Education	Board of Selectmen	website
	Administrative Council	PTO Council	Media
	BEA	Faculty Rooms	

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.

**Memorandum of Understanding
Between the
Bethel Board of Education,
Bethel Police Department, and
Town of Bethel, CT for a
School Resource Officer
Program**

AGREEMENT FOR THE SCHOOL RESOURCE OFFICER PROGRAM

This Memorandum of Understanding (“Agreement”) is entered into on this _____ day of November, 2023, by and between the TOWN OF BETHEL (the "Town"), the BETHEL POLICE DEPARTMENT (the "Police Department"), and the BETHEL BOARD OF EDUCATION (the "Board"), referred to collectively as the Parties.

WHEREAS, the Board desires that the Police Department place law enforcement officers as School Resource Officers ("SROs") in the Bethel Public Schools (the “District”) pursuant to § 10-233m of the Connecticut General Statutes;

WHEREAS, the SROs shall serve as liaisons between the school community and the Police Department and to support District administration and staff in maintaining a safe, secure, and positive school environment; and

WHEREAS, the Parties have agreed that the Police Department will provide SROs to the District upon certain terms and conditions provided hereinafter;

NOW, THEREFORE, the Parties agree as follows:

I. GOALS & OBJECTIVES OF THE SRO PROGRAM

The goals of the SRO Program are:

- To help maintain a safe and secure environment that will be conducive to learning.
- To help prevent crime and violence in District schools and on school grounds.
- To promote positive attitudes regarding the role of police in society and to inform students of their rights and responsibilities as lawful citizens.
- To help students learn more about the law and the criminal justice system.
- To establish a liaison with school personnel in a cooperative effort to prevent disruptive or violent behaviors.

II. DUTIES AND RESPONSIBILITIES OF THE POLICE DEPARTMENT

- A. The Chief of Police (“Chief”) shall assign sworn police officers to specific schools as SROs. The selection and assignment of the individual officers shall be at the discretion of the Chief, upon consultation and agreement with the Superintendent of Schools (“Superintendent”) or designee. It is understood that the Police Department may re-assign an SRO for periods of time to attend to other duties, including but not limited to responding to emergencies in the community.
- B. It is further understood that the SROs are employees of the Police Department, not the Board, and will be subject to the rules and regulations, policies, and procedures of the Police Department. As such, the Police Department agrees to provide fully uniformed and armed SROs to the District, and the Police Department shall bear the

costs of the SRO Program during school days when the SRO is present in the schools.

- C. The Board acknowledges that SROs will remain subject to the administration, supervision and control of the Police Department. However, while acting in the capacity of an SRO, the SRO shall take direction from the Superintendent or designee with the exception that, while in the performance of law enforcement duties, the SRO will follow protocols established by the Police Department and its Chief.
- D. The Chief shall ensure that the exercise of any law enforcement powers by SROs is in compliance with the authority granted by law to sworn police officers.
- E. The Police Department shall assign an SRO Supervisor whose duties shall include:
 - 1. Supervision and oversight of the SROs.
 - 2. Visiting SROs during their school assignments.
 - 3. Reviewing reports and related paperwork completed by SROs.
 - 4. Coordinating the duties of SROs and others that are related to law enforcement on school campuses.
- F. There shall be a Department Commander whose duties shall include meeting, as necessary, with the SRO Supervisor and or the Superintendent to ensure the effectiveness of the SRO Program.

III. ASSIGNMENT OF THE SRO

A. SELECTION

- 1. The selection of officers for assignment to the SRO Program shall be the responsibility of the Chief or his/her designee, with input and agreement from the Superintendent or his/her designee. Such assignment is at-will and subject to change. The Chief may reassign an SRO as the Chief deems necessary and/or appropriate.
- 2. In the event of the resignation, dismissal, or reassignment of the SRO, the Chief will provide a replacement for the SRO within a reasonable amount of time. If the SRO is absent from the SRO's assigned school due to personal illness, vacation, meetings, or other law enforcement reasons, a replacement may not be provided, but every attempt will be made to ensure at least one SRO is on duty.
- 3. Each SRO shall be assigned a primary school with oversight responsibilities for other designated schools as well.

B. SCHEDULE

- 1. During the scheduled student year, the SRO will primarily work a Monday through Friday schedule with Saturday and Sunday off.

2. Each SRO will report directly to the assigned school at times determined by the principal in consultation with the Chief or his/her designee, with input from the Superintendent or his/her designee.
3. On certain occasions, an SRO's work schedule may fluctuate to permit the SRO to work extra-curricular student events (ball games, dances, etc.). The District shall contact the SRO Supervisor at the Police Department to request SRO attendance at after-school and evening school activities. If such attendance requires overtime, it shall be subject to approval by the Superintendent and the SRO Supervisor at the Police Department. If approved in advance, the cost of the SRO's overtime hours will be billed to the Board as per established practice.

IV. UNIFORM AND EQUIPMENT

- A. The SRO will wear the SRO's approved uniform with appropriate logos and name badges depending on the type of school activity and program and/or the request of the school principal(s) at the building(s) to which the SRO is assigned. On occasion, the SRO may wear plainclothes with prior approval of his/her assigned superior officer in the Bethel Police Department. An inspection of the SROs uniform, equipment, and vehicle will be conducted regularly by his/her supervisor at the Police Department.
- B. It is understood that the SRO will carry a Police Department-approved duty firearm and other Police Department-issued equipment. The SRO is responsible for carrying such equipment or otherwise storing and securing such equipment, including firearms and ammunition, in accordance with Police Department protocols. In no event shall such equipment be stored in a school building or on school grounds.
- C. Such duty firearm shall only be used when law enforcement intervention is necessary and then shall only be used in accordance with the policies and standards of the Police Department and applicable law.
- D. Each SRO will be assigned a portable police radio, a portable school radio, and a school cell phone which will be turned on at all times while the SRO is on duty.
- E. The Police Department shall also provide the SRO with a Police Department vehicle.

V. DUTIES OF THE SRO

- A. The SRO shall serve as a positive role model and mentor for students and maintain a visible presence in the assigned school.
- B. The SRO shall abide by all applicable Board policies and District administrative regulations, including those related to the confidentiality of education records.
- C. As requested by the Superintendent and/or the principal at the school(s) to which the

SRO is assigned, the SRO shall:

1. Assist in educating students as to the role of police in our society and other law enforcement-related issues, such as crime prevention, recognition of substance abuse, driver safety, gang violence, and the consequences of juvenile delinquency;
 2. Work with teachers in customizing and designing instruction to address specific law-related issues;
 3. Serve on designated school committees, including but not limited to the School and District Safe School and Security committee;
 4. Work with the principal and District administration to assess safety in the schools and school grounds, making recommendations as to plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities; and
 5. Participate in Parent-Teacher Organization and other meetings as requested.
- D. The SRO has no role in ordinary school discipline or enforcement of school rules, although an SRO may provide assistance to school personnel at the request of a school administrator. The SROs and SRO Supervisor will work collaboratively with the Superintendent to determine the goals and priorities for the SRO Program and the parameters for SRO involvement in school matters, consistent with the Graduated Response Model described in Section VII, below. If the SRO is asked to perform a duty the SRO considers outside the scope of his/her duties and/or inappropriate, the SRO shall bring the matter to the attention of the SRO Supervisor and the Superintendent will be notified.
- E. The SRO shall not use physical restraint or seclusion, as defined in Conn. Gen. Stat. § 10-236b, on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others. Before using physical restraint or seclusion on a student, the SRO shall have participated in the training required for school employees to engage in physical restraint or seclusion of students, as described in Board Policy and Administrative Regulations 5144.1. Any use of force by an SRO to restrain any student must be the least amount necessary to detain the student, reasonable in light of the totality of the circumstances, and in compliance with Board policy and administrative regulations and all applicable laws.
- F. The SRO will abide by applicable law, Board policy and District administrative regulations, and the Police Department's general orders concerning investigations, interviews and searches of students or staff on school property or at school functions under the jurisdiction of the Board. At no time will the SRO direct or demand that school personnel interview or search a student.
- G. The SRO will consult with and coordinate activities through the Superintendent or building principal(s) at the building(s) to which the SRO is assigned. Except in emergency situations, the SRO will not take any official law enforcement action without notifying the school administration in accordance with Section VIII, below.
- H. The SRO will act swiftly and cooperatively when responding to emergencies at school,

including but not limited to disorderly conduct by trespassers and the possession and/or use of weapons on school grounds, consistent with Police Department policy and protocols.

VI. DUTIES AND RESPONSIBILITIES OF THE BOARD AND DISTRICT

- A. The Board shall provide and maintain the following for each SRO through the duration of this Agreement:
1. Office space, with furniture, at the school to which the SRO is primarily assigned,
 2. Access to one of the school's telephones on its existing lines,
 3. Cell phone, and
 4. Access to security camera video footage, during the hours in which the SRO is acting as an SRO for the District, either via a laptop or at the SRO's office.
- B. The Superintendent and District administration shall:
1. Facilitate the implementation of the SRO Program,
 2. Assist in the yearly evaluation of the SRO Program, and
 3. Work closely with the SROs to help design law related instruction to address specific law related issues.
- C. In the event the Superintendent and/or the principal of the school to which the SRO is assigned determine that the particular SRO is not effectively performing his/her duties and responsibilities, the Superintendent will inform the Chief or designee of the concerns. The Superintendent and the Chief or their designees will meet with the SRO and the principal to mediate or resolve any problems. If, within a reasonable amount of time after the commencement of such mediation, the problem cannot be resolved or mediated, or in the event mediation is not sought by the Chief, the SRO may be reassigned to a position apart from the SRO Program and another SRO meeting the requirements of this Agreement will be assigned.

VII. GRADUATED RESPONSE MODEL

The Board and the SRO Program will utilize the following graduated response model, which provides increasingly more serious consequences for continued student misconduct. As such, disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of police involvement or court referral.

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations and violations of classroom rules. SROs should not be involved at this level. Classroom intervention options might include redirection, re-teaching, school climate initiatives, and moving seats. The teacher should initiate parental contact.

School Administration Intervention - Classroom interventions are supported by school administrators and other school staff who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level may include, but are not limited to: repetitive patterns, defacing school property; truancy; threatening; and other behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privileges, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school services may be appropriate. This intervention is managed by the school administrator or a student assistance team. Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment may be examples that belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on JRBs.

Law Enforcement Intervention – Only when classroom, school and community options have been found ineffective, or when deemed appropriate by the administration or in an emergency, should the school involve the police in a specific student intervention, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Law enforcement options may include, but not be limited to, verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court. In appropriate circumstances, law enforcement options may include arrest. Absent an emergency, any such arrest will be conducted in accordance with Section VIII, below.

When determining consequences for a student’s disruptive behavior the following factors shall not be considered: (1) the student and/or family’s race, ethnicity, gender, gender identity or expression, sexual orientation, religion, national origin and/or membership in any other protected class, and/or (2) the economic status of the student and family.

VIII. LAW ENFORCEMENT ACTIVITY AT SCHOOLS

The Parties agree that employees of the Police Department and/or the assigned SRO (“Law Enforcement Professionals”) need to follow certain protocols when on school grounds in non-emergency circumstances as follows.

Except in an emergency, all Law Enforcement Professionals seeking to conduct formal police interviews, interrogations, and/or arrests of any student on District property or at school-sponsored activities shall be referred to the building principal. When making such request, Law Enforcement Professionals shall be aware of the potential disruption to the educational process that their action may cause and consider the necessity of such action based on the (1) the potential danger to persons; (2) the likelihood of destruction of evidence or other property; and (3) the ability to conduct the

investigation, arrest or search elsewhere. As such, Law Enforcement Professionals will work to minimize the potential for disruption through a coordinated effort with the schools.

When taking a student into custody, officers should make reasonable efforts to avoid making arrests or taking students into custody on school premises or at a school-sponsored activity. Whenever possible and except in the event of an emergency, students should be taken into custody out of sight and sound of other students.

Law Enforcement Professionals shall complete arrest and/or investigative reports in accordance with Police Department policy. All arrests made at school or on school grounds, whether an individual is brought into custody or not, shall be brought to the attention of the school principal, Superintendent, SRO Supervisor, and the Police Department's Detective Youth Officer.

IX. REPORTING OF INVESTIGATIONS AND BEHAVIORAL INTERVENTIONS

In accordance with state law requirements, each SRO shall submit a report to the Chief of Police for each investigation or behavioral intervention of challenging behavior or conflict that (1) is conducted by the SRO and (2) escalates to violence or constitutes a crime, no later than five school days after conducting such investigation or behavioral intervention. An "investigation or behavioral intervention" is "a circumstance in which a school resource officer is conducting (I) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts."

The SRO's report shall include: (1) the date, time and location of such investigation or behavioral intervention, (2) the name and badge number of the SRO, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (a) searched, (b) apprised of such student's constitutional rights, (c) issued a citation or a summons, (d) arrested, or (e) detained, including the amount of time such student was detained. The SRO shall not include student names on the report.

All SROs shall use and complete Form A, attached hereto and incorporated herein. SROs and/or the Police Department shall not substitute their own form(s) for Form A and shall not submit any supplemental or additional documents in connection with Form A, unless required by law or mutually agreed upon by the parties in writing.

On a monthly basis, the Chief of Police shall compile and provide to the Superintendent of Schools all Form A documents completed by the SROs during the prior month. In the event there were no Form A documents completed by the SROs during any given monthly period, the Chief of Police shall notify the Superintendent of Schools in writing as follows: "During the month period consisting of ____ to ____, the SROs did not engage in any investigation or behavior intervention of challenging behavior or conflict that escalated to violence or constituted a crime."

X. TRAINING

The Police Department and the District shall provide necessary and ongoing training for all SROs.

The Police Department shall fund and provide all required, as well as advanced, ongoing training and certifications to ensure SROs are current in best law enforcement practices. Whenever possible, such training will take place when school is not in session. Monthly meetings shall be provided for School Resource Officers to share best practices and to provide support for the officers. In addition, each SRO is expected to complete the 40-hour training program provided by the National Association of School Resource Officers (NASRO).

The Board shall provide, and each SRO is required to complete while in the performance of the SRO's duties as a school resource officer and during periods when such SRO is assigned to be at the school, any separate training specifically related to social-emotional learning and restorative practices, physical restraint and seclusion, any appropriate additional training that is provided to certified employees of the school(s) to which the SRO is assigned.

XI. TERM OF AGREEMENT

The term of this Agreement shall begin on the date of execution. This Agreement may be terminated by the parties at any time by mutual written agreement or by one party serving written notice upon the other parties at least thirty (30) days in advance of such termination.

XII. COMPLETE AGREEMENT

This Agreement is the final written expression of all terms of this agreement and is a complete and exclusive statement of those terms. This Agreement supersedes, cancels, and terminates any and all prior agreements or understandings of the parties, whether written or oral, concerning the subject matter hereof. This Agreement may be amended or modified only in writing by consent of the parties.

Christine L. Carver, Ed.D. Date
Superintendent of Schools

Stephen Punger, Police Chief Date
Bethel Police Department

Melanie O'Brien, Chair Date
Bethel Board of Education

Amy Mannion, Chair Date
Bethel Police Commission

Dan Carter Date
First Selectman

Form A
School Resource Officer
Report on Investigations and Behavioral Interventions

FORM A
Bethel Public Schools
School Resource Officer (SRO) Report on Investigations and Behavioral Interventions

This form must be completed and provided to the Bethel Chief of Police within five (5) school days of conducting an investigation and/or behavioral intervention of 1) challenging behavior that escalates to violence or constitutes a crime, or 2) conflict that escalates to violence or constitutes a crime.

“Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

“Investigation or behavioral intervention” means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.

The SRO may only report investigations and/or behavioral interventions of challenging behavior or conflict that escalate to violence or constitute a crime. If the conduct did not escalate to violence or constitute a crime, it may not be reported in this form.

Name of School Resource Officer: _____

Badge Number: _____ **School Affiliation:** _____

Investigation and/or Behavioral Intervention Information:

Date of Investigation/Intervention: _____

Time of Investigation/Intervention: _____

Location of Incident: _____

The reason for and nature of such investigation and/or behavioral intervention:

The disposition of such investigation or behavioral intervention (check all that apply):

- | | |
|---|--|
| ● Referral to administration for possible discipline <input type="checkbox"/> | ● Other: _____ |
| ● Restorative practices implemented <input type="checkbox"/> | ● Citation or summons issued <input type="checkbox"/> |
| ● Peer mediation <input type="checkbox"/> | ● Arrest of student(s) <input type="checkbox"/> |
| ● Referral to student support services <input type="checkbox"/> | ● Search of student(s) by SRO <input type="checkbox"/> |
| | ● Management of crisis or emergency <input type="checkbox"/> |

Form A
School Resource Officer
Report on Investigations and Behavioral Interventions

Please complete the following section for each student involved in the investigation and/or behavioral intervention. **Do not include student names.** Identify additional students, if applicable, as "Student B," "Student C," etc. Demographic information for each student will be collected by the District from the school's information system and shared with the SRO for the limited purpose of complying with state reporting requirements.

	Age	Gender	Race/Ethnicity (check all that apply)	Does the student have a known disability?	During the investigation and/or behavioral intervention, was the student...
Student A	_____	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Searched by SRO <input type="checkbox"/> Apprised of constitutional rights <input type="checkbox"/> Issued a citation or a summons <input type="checkbox"/> Arrested <input type="checkbox"/> Detained ¹ (if detained, note how long the student was detained: _____)
<i>Insert additional rows for Students B, C, D, as applicable</i>					

¹ Detained, for the purposes of this form, means detained by the SRO as a law enforcement action or placed under the direct supervision of the SRO by a responsible administrator.

This report was completed on: _____.

By signing below, I certify that the information I have provided in this report is true and accurate to the best of my ability and recollection. I have not maintained a copy of this report and I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.

School Resource Officer

Date

I, the Bethel Police Department Chief of Police, received this report on: _____. **I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.**

Print

Signature

cc: Superintendent of Schools

Minutes of the Board of Education (Resource Management & Business Operations Committee Meeting held on Thursday, December 7, 2023, in Board of Education Conference Room E 1 School Street, Bethel, CT 06801.

Attendance: None.

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

B. Foster, Chair, called the meeting to order at 6:00 PM.

Board Members Attendance:

Mr. Scott Clayton: *Absent*
Mr. Bill Foster: Present
Mrs. Jen Larsen: Present
Mr. Daniel Nostin: Present
Mrs. Courtney Martin, Alternate: Present at 6:10 PM

1. Circle of Friends Early Childhood Program Tuition

Move to bring forward the proposed Circle of Friends tuition rates for consideration and approval by the full board. Passed with a motion by Mrs. Jen Larsen and a second by Mr. Daniel Nostin.

Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Mrs. Courtney Martin: Yea
Mr. Daniel Nostin: Yea

2. Substitute Pay

Move to bring forward the proposed substitute and building substitute pay increases for consideration and approval by the full board. Passed with a motion by Mr. Daniel Nostin and a second by Mr. Bill Foster.

Mr. Bill Foster: Yea
Mrs. Jen Larsen: Yea
Mrs. Courtney Martin: Yea
Mr. Daniel Nostin: Yea

3. User Fees - Pay-to-Participate

At the last Board of Education meeting, the discussion about pay-to-play was tabled to the RMBO committee to make a recommendation to the full Board. The committee discussed the dues and fees charged to families and the cost of adding fees to the operating budget. The committee

discussed the many other pressing district needs impacting the budget for next year. Dr. Carver noted that if we eliminate Pay-to-Play we do not have the budget to contribute to the turf field resurfacing fund to which the Board has already committed to. This item failed in committee.

4. New Business

None.

5. Public Comment

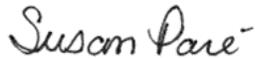
Gabrielle Hernandez, 114 Knollwood Dr., spoke to the committee in favor of supporting the pressing needs of educational priorities.

6. Adjourn

Move to adjourn at 7:02 PM. Passed with a motion by Mr. Bill Foster and a second by Mr. Daniel Nostin.

Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Board of Education Curriculum, Assessment & Professional Practices Committee Meeting held on Thursday, December 7, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801.

Attendance: None.

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

J. Ackerman, Chair, called the meeting to order at 7:05 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman: Present

Mrs. Jen Larsen: Present

Mrs. Courtney Martin: Present

1. Literary Arts Publications Curriculum

2. Creative Writing Curriculum

Katie Burke, BHS English Teacher presented the Literary Arts Publications Curriculum and Creative Writing Curriculum to the committee.

Motion to bring the Creative Writing curriculum and Literary Arts Publications Curriculum to the full Board of Education for approval. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman: Yea

Mrs. Jen Larsen: Yea

Mrs. Courtney Martin: Yea

3. English 31 & 32 Curricula

Katie Burke also presented the English 31 & 32 Curricula to the committee.

Motion to bring the English 31 and English 32 curricula to the full Board of Education for approval. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman: Yea

Mrs. Jen Larsen: Yea

Mrs. Courtney Martin: Yea

4. New Business

None.

5. Public Comment

Gabriella Hernandez, 114 Knollwood Dr., spoke to the committee about diverse voices, and different perspectives in all topics.

6. Adjourn

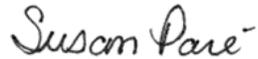
Move to adjourn 7:53 PM. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman: Yea

Mrs. Jen Larsen: Yea

Mrs. Courtney Martin: Yea

Respectfully submitted,



Susan Pare

Board Recorder

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, November 16, 2023, in Board of Education Conference Room E, 1 School Street, Bethel, CT 06801 and via Live Stream.

Attendance: Naomi Hambrecht, Christine Capone

Administrative Attendance: C. Carver, K. Brooks, J. Variale, C. Troetti, M. Caron, T. Soucy, B. Grieco, C. Sipala, M. Rutledge, D. Burns,

M. O'Brien, Chair, called the meeting to order at 6:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	Absent
Mr. Scott Clayton:	Present, arrived 6:04 PM
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present, arrived 6:04 PM
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Present
Mr. Daniel Nostin:	Present
Ms. Melanie O'Brien:	Present
Mrs. Cathy Schaefer:	Absent

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

- Congratulations to the BHS Marching Wildcats and Guard they are both Connecticut State Champions and National Champs 2023 class II AA. They received Best visuals, Best color guard, Best music, and Best overall effect. A parade on campus was held on November 13th to honor them.
- Congratulations to the Boys' Soccer Team for winning the SWC last Thursday night.
- Congratulations to the BHS NJROTC Marching Drill Team for placing 2nd overall at the SUNY Maritime College Drill Meet. Our Varsity and JV Color Guards placed 1st, we placed 2nd in the academic competition and the physical fitness competition, and 3rd in platoon drill.
- Congratulations to Cindy Feuerman, Audio/Visual Tech., BHS for receiving the Bonnie B. Carney Award of Excellence for Educational Communications - HONORABLE MENTION - Special Project (AV) - Bethel Turf Fields - Thank You for Your Support

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

The CAFE Board Recognition Awards are designed to recognize boards which provide effective leadership to their districts through the use of good practices. This program, which acknowledges the importance of school board members and superintendents working together as effective teams, strengthens public education in Connecticut and across the country. This award recognizes Boards which are truly exemplary. The award will be presented at the 2023 CAFE/CAPSS Conference tomorrow.

Dr. Carver and Ms. O'Brien, Chair, thanked the Board for their hard work and dedication to the families and children of Bethel Public Schools and their tireless commitment and support to fulfilling the mission of the Bethel Public Schools.

2.B. Gifts, Grants, & Bequests

Gift

Rockwell School - \$230, Rockwell School Library. Donors Choose

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. Berry School/Rockwell School SIP

Dr. Grieco and Ms. Soucy presented their 2023-2024 School Improvement Plans. While their presentation provided a broad overview, the plans contain greater detail, which is focused on literacy, intellectual engagement of students, and work around emotional intelligence.

3.B. SRBI Presentation

At the request of the Board of Education, Dr. Brooks, Assistant Superintendent, and Mrs. Rutledge, Director of Teaching & Learning, reviewed the district's SRBI or intervention systems within the Bethel Public Schools.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. October 19, 2023

Move to approve the minutes of October 19, 2023. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

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

Mr. Daniel Nostin: Yea

5. Correspondence

- Letter from BHS hockey families regarding Bethel's hockey fees.
- Letter from Naomi Hambrecht, hockey parent, regarding hockey fees.

6. Public Comment

- Naomi Hambrecht, 4 Chipmunk Terrace, spoke about the cost of participation in the hockey program and the equipment needed.
- Christine Capone, 3 Gretchen Lane, spoke about the cost of participation in the hockey program and the equipment needed.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Ms. O'Brien spoke about the election and congratulated the Board members who were re-elected and new Board member Jennifer Lewis. Jennifer will be sworn in next month in December.

7.B. Administrative Update

Dr. Carver will provide the Board with an overview of the budget challenges going into the budget planning for next year at the December meeting. The Board will continue to look at user fees. It has been referred to the Resource Management & Business Operations committee. Dr. Carver spoke about enrollment growth that continues daily. There are a lot more students moving in, additionally, the ELL (English Language Learner) student population has grown significantly, and the district will need additional ELL staff.

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

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

8. Reports to the Board

8.A. Curriculum, Assessment, & Professional Practices

8.A.1. American Studies

Motion to approve the American Studies curriculum. Passed with a motion by Mr. Daniel Nostin and a second by Mr. Scott Clayton.

Mr. Scott Clayton: Yea

Mrs. Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mrs. Courtney Martin: Yea

Mr. Daniel Nostin: Yea

Ms. Melanie O'Brien: Yea

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

Motion to approve Global Issues and Civics and Law and Civics curricula. Passed with a motion by Mr. Daniel Nostin and a second by Mr. Scott Clayton.

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

8.B. Resource Management & Business Operations

8.B.1. Finance

8.B.1.a. Budget Transfers

Move to approve the budget transfers as presented. Passed with a motion by Mr. Bill Foster and a second by Mrs. Jen Larsen.

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

8.B.1.b. Quarterly Financial Update

Ms. Variale, Director of Finance & Business Operations, reviewed the quarterly spending report and spoke about the unexpended funds account.

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

The Bethel Board of Education requested a review of all dues and fees charged to families. They spoke about the results again, and the need to look at all the user fees not just one sport, such as hockey. After discussion, the item was referred to the Resource Management & Business Operations Committee.

8.B.2. Facilities

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

Motion to approve the Long-Term Capital Plan 2023-2033. Passed with a motion by Mrs. Jen Larsen and a second by Ms. Melanie O'Brien.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea

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

8.C. Policy

8.C.1. District Climate Plan

Although the District Safe School Climate Plan is a regulation, it does require Board approval by statute. The district Social Emotional Learning and School Climate Collaborative, made up of parents, students, teachers, PPS staff and administration provides input and provides revisions within the document. Once it is approved, Dr. Brooks will update it on the district's website, and it will be sent out to parents and staff.

Move to approve the District Safe School Climate Plan. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

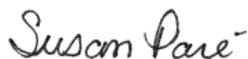
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

9. Adjourn

Move to adjourn at 7:21 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

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

Respectfully submitted,



Susan Pare
Board Recorder

RECEIVED

NOV 30 2023

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Melanie P. O'Brien
12 Cross Hill Road
Bethel, CT 06801

November 30, 2023

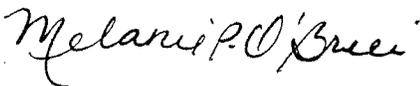
Bethel Board of Education
Attn: Jennifer Ackerman, Vice Chair
1 School Street
Bethel, CT 06801

Dear Mrs. Ackerman,

The purpose of this letter is to resign my position as Member of the Bethel Board of Education effective as of the date hereof.

It has been a privilege and my pleasure to have served the Board of Education and Town of Bethel for fourteen years.

Respectfully submitted,



Melanie P. O'Brien

C: Dr. Christine Carver
Dan Carter



Pare, Susan <pires@bethel.k12.ct.us>

Fwd: BOE decision for IceCats Hockey

Carver, Christine <carverc@bethel.k12.ct.us>
To: Susan Pare <pires@bethel.k12.ct.us>

Wed, Dec 13, 2023 at 10:06 AM

Christine Carver, Ed. D.
Superintendent of Schools
Bethel Public Schools
P.O. Box 253
Bethel, CT 06801
(203)794-8601



----- Forwarded message -----

From: **William Capone** <wcapone88@gmail.com>
Date: Tue, Dec 12, 2023 at 9:04 AM
Subject: BOE decision for IceCats Hockey
To: Christine Carver <carverc@bethel.k12.ct.us>, <obrienm@bethel.k12.ct.us>, Mark Caron <caronm@bethel.k12.ct.us>, <Firstselectman@bethel-ct.gov>
Cc: Christy Capone <wcapone21@gmail.com>, <nlhambrecht@gmail.com>, <Kathyhmiller@gmail.com>

Hello All,

We were disappointed to hear that the BOE decided not to help the Bethel Hockey families with some of the enormous financial responsibilities for the 24-25 season and later. We are hoping you will reconsider before the final budget gets approved early next year?

Attached is the original request we presented in November and a new letter regarding this decision.

Thank you for your consideration,

Bethel Hockey Families

Sent from my iPhone

2 attachments

 **Bethel Board of Education_Hockey_Nov23.docx**
17K

 **Bethel Board of Education_Hockey_Dec23.docx**
15K

December 12, 2023

Dear Bethel Board of Education (BOE),

We were very disappointed to hear that the BOE was not able to allocate some relief to the Bethel Hockey Families. Unfortunately, none of the families were able to attend the meeting on 12/7. We heard that the main topic was regarding the participation fee of \$150 that all student athletes are required to pay. We think there might be some confusion, our request was to help the Bethel Hockey Families offset their considerable out of pocket costs. Hockey is the only sport that has to pay out of pocket and again they are HUGE (\$1,950 plus equipment)! All other sports pay the \$150 fee and everything else is covered, which includes: the place where they play (field, pool, golf course, etc.), equipment, transportation and other costs.

We are merely looking for some help with our out of pocket costs that again NO other sports are required to pay. Of course, paying in full would be great but a little goes a long way! We are talking about 5 families for this season and probably a similar amount over the next few years. Brookfield, a town which is very similar to Bethel, was able to help their families out. They have more players (currently 10) but their BOE voted to offset their costs by about 75% which is a significant amount of money.

We URGE you to re-consider and vote to help the Bethel Families.

Thank you for your time and consideration,

Sincerely,

Bethel Hockey Families

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



School Calendar

Jennifer Schenkel <schenkelj@wcsu.edu>
To: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Wed, Dec 13, 2023 at 7:55 AM

Hello,

I am a parent of a student at Bethel High School. I am very frustrated with the calendar in general but the winter break in particular. Our family lives in the Midwest and my daughter have 4 living grandparents all in their 80s. We want to visit them while they are still with us. A one-week break is a challenge when bookended by two 12 hour drives. My second concern is that final exams take place after the break and not before when the knowledge is fresh. Finally, the short break is a contributing factor to absenteeism for family trips. And the frequent half days and teacher in service is a challenge for parents who need to sort out their own work schedules and child care situations.

If you had longer breaks that lumped your teacher in-service together it would be easier for working parents to plan for. If you timed the breaks to correspond with semester breaks it would better prepare high school students for college. As it stands, I am not sure who this benefits other than faculty.

Please also let me know when you will discuss this and the unsafe driving conditions during drop off and pick up at the school campus. Today I witnessed a student in ROTC uniform drive into oncoming traffic in a no passing area beside the high school, only to park in the grade school parking lot and cross the road without a crosswalk while screaming obscenities at people. There are no faculty, police resource officers, or even cameras to capture what is becoming increasingly dangerous behavior.

Sincerely,

Jennifer Schenkel

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]



“Don’t wait for inspiration. It comes while working.” Henri Matisse

Literary Arts Publications And Creative Writing



Bethel High School



Creative Writing

Creative Writing is a long-celebrated elective course available to grades 10-12. In this class, students will be exposed to various genres of creative pieces and work on their own expression through writing.



"Move over,
Stephen King"



Units of Study/ Curriculum Map

In the following units, students journey through the process of creative writing. Skills builds upon each other, and are structured to challenge those in various stages of their own creative process.

- Entering the World of Creative Writing
- Exploring Genres
- Revision to the Publication Process



Sample Unit of Study: Unit 2, Exploring Genres

Highlighted skills

- Recognize and assess genre conventions used in different medium
- Utilize various genre techniques, strategies, and conventions to appeal to a specific audience
- Determine the purpose of precise word choice, structure, and tone in genre writing
- Compose original creative pieces that effectively convey meaning as well as aesthetic impact
 - Adeptly use a variety of literary devices
- Determine structure to engage an audience
- Provide feedback to peers via Writer's Workshop
- Reflect on and refine work based on peer/ teacher feedback...

Sample Mentor Texts:

The Night Country (Stewart O'Nan)
"When the Yogurt took Over"
(vimeo)
"The Apartment of Dead Love"
(David Yoon)
"The Youth in Asia" (David Sedaris)

Performance Task:

Students compose genred, original pieces using specific prompts and then the Writer's Workshop Evaluative Process to provide feedback for student authors to finally edit and polish their pieces using the Workshop Revision Process.

What is Literary Arts?

Literary Arts is a course designed to introduce students to the process of taking content acquisition to publication and distribution...



I hope I make the magazine!

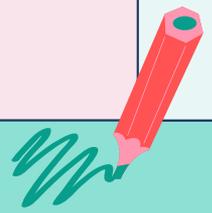


Central elements explored

“Go for broke. Always try and do too much. Dispense with safety nets.” Salman Rushdie



Elements of and Quality Writing	Assessing submissions for publication and ranking- including, but not limited to poetry, short fiction, non-fiction, lyrics, creative prose
Photography, Art Digital Media	Critiquing, selecting, curating, and ranking of photography and art submissions based on quality and creativity
Editing Skills	Copy editing for cohesive publication with flexibility for artistic creative license
Image Editing	Using industry standard Adobe suite software, enhancing submissions to include contrast and exposure or color fixes as needed. Understanding sizing, ratio and resolution needed for publication.
Book Creation	Using InDesign to create the pages and then the full publication based on pairings of submissions, including pagination, table of contents, editor’s page
Publishing	Getting the draft ready to be sent to the publisher





Skills and Dispositions

“None of us is as smart as all of us” -Ken Blanchard

Global Competency Transfer Goals

Creativity and Innovation:

Develops an idea or product that is useful and valuable to a broad audience.

Critical Thinking:

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

Critical Thinking:

Reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.

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.



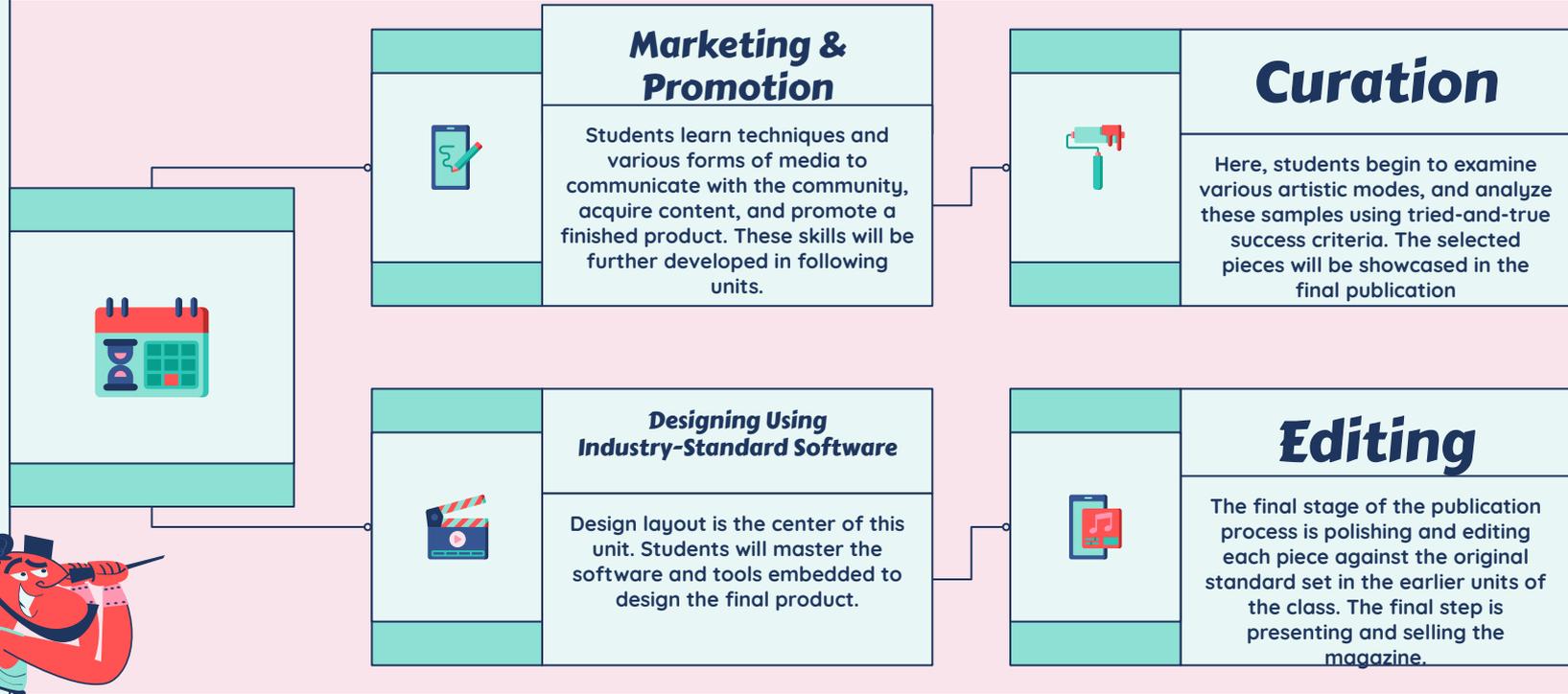
The History of Mirage

- “A Long time ago...” -Gary Lawlor
- Began as a publication in the English department, celebrating creative written, photographic, and artworks by students
- Morphed into an award-winning (NCTE- National Council of Teachers of English) comprehensive art and literary magazine using submissions from across the school.
- Highlighted prose, poetry, photography and art
- Too big for an after school club! Student obligations and untapped talent helped evolve this into a for-credit opportunity.



“Creativity takes courage.”

Units of Study and Curriculum Map



Key Performance Tasks

Hooray!



Marketing Plan

Software Bootcamp

Critique

Students develop a marketing plan to increase student submissions, sales, and student interest.

Students learn the Adobe Suite, specifically Photoshop & InDesign, through creating original work like this sample task.

Students examine various submissions to the magazine and formally critique their value and possible placement in the final publication



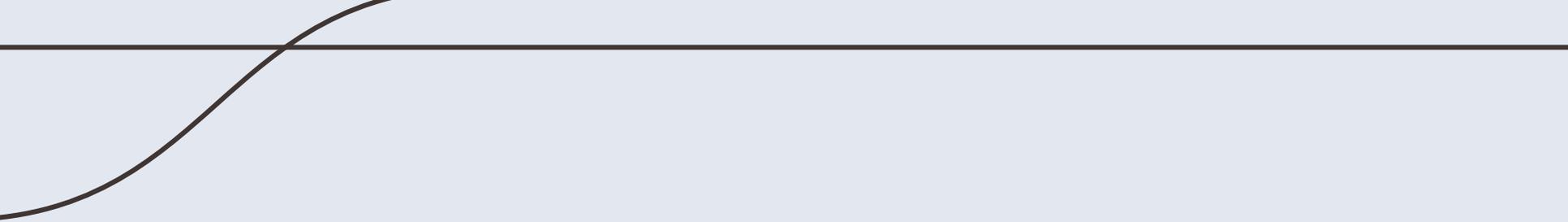


This 'zine rocks!



Questions?



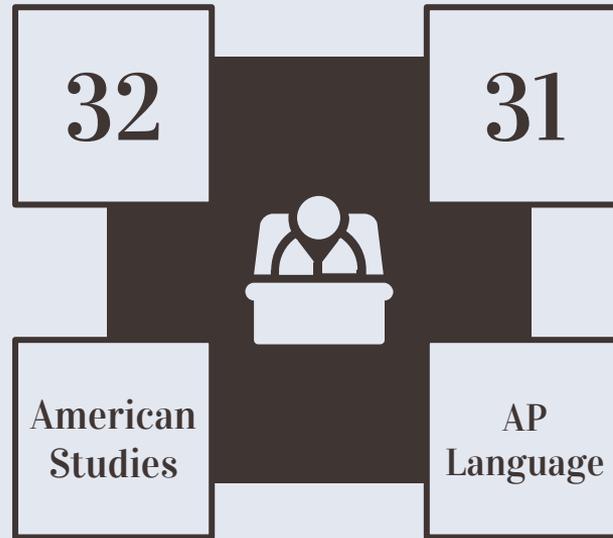


Bethel High School English Curriculum

Junior English
College Preparatory and Honors

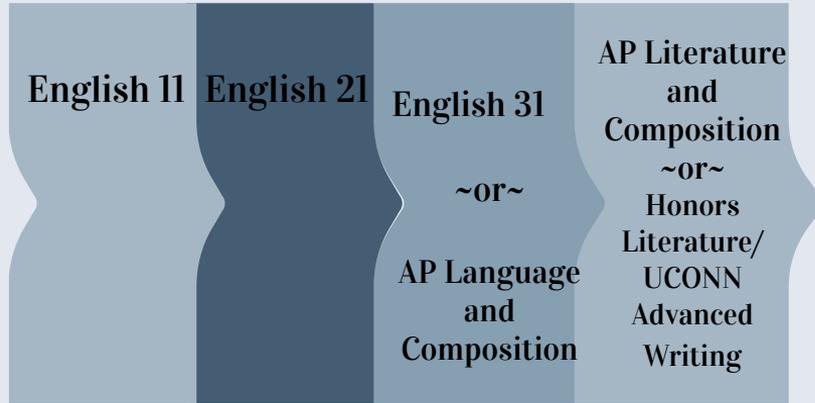


Options for Junior Year



Honors Courses: Critical Differences

Vertical Progression of English Honors Program:



- ★ **Purposeful approach to Pre- AP skills**
 - Larger emphasis on “writing on demand” assessments
 - Scoring rubrics modeled after AP rubrics
 - Exposure to both canon and contemporary classics
- ★ **Rigor**
 - Layered responsibility for preparedness (reading and note-taking)
 - Reading schedule
- ★ **Course Similarities**
 - Rhetorical analysis/argument writing
 - American Identities and Voices
 - First person-narrative voice in reading and writing

The Career Research Project

Students will use skills relating to research, speaking and listening, executive functioning, and formal presentation in order to explore topics related to careers of interest.

Steps that students take:

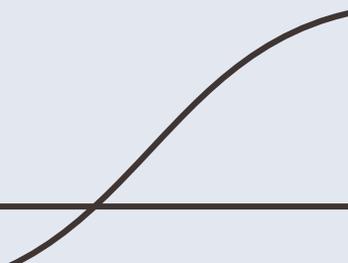
- Personality Quiz/Interest forms/Naviance
 - Career Day
 - Resume building
 - Interview with a person in the field
 - *Opportunity for Job Shadow
 - Research
 - Reflection and presentation of Conclusion
-

Junior English Unit Sequences

English 32 Curriculum Map

- The Art of Rhetoric
- Examining Life through Various Lenses
- The Power of Storytelling
- Inquiry/Memoir

English 31 Curriculum Map

- The Classic Approach: Patterns in Literature
 - Timeless Concepts and Cultural Connections in Literature
 - The Art of the Argument
 - Diverse American Voices through Verse
 - American Dreams: Theirs and Mine
- 

Sample Unit: English 32, “Rhetoric, the Art of Persuasion”

Essential Questions:

1. What techniques and strategies make writing interesting and effective? How can those strategies engage in a variety of ways?
2. What strategies in writing and speaking can be used to manipulate an audience’s perspective on a topic?
3. How does an understanding of rhetoric aid in analysis and critique of various mediums?

Sample Learning Targets:

Students will be able to recognize media bias in various mediums and draw conclusions about the consequences of media bias. (GC: Reasoning)

Students will be able to work collaboratively in small groups to come to a consensus/agreement to determine types of bias used in various mediums. (GC: Initiative)

Performance Tasks in Unit 1: Rhetoric

“Persuade Me”

Students use rhetorical appeals and techniques to persuade their audience the validity of an audacious claim

Rhetorical Analysis

Students select a rhetorical sample from a variety of options and then offer a formal analysis of the efficacy of the rhetorical appeals used in the piece.

Rhetorical Summative

Students select a mode of rhetoric (speech, product, rant, editorial, etc.), and considering message and audience, create and present a polished argument piece.

Sample Unit: English 31, “Diverse American Voices through Verse”

Essential Questions:

1. What visual and functional differences exist between poetry and prose?
2. How does a poet’s craft of a poem reveal purpose?
3. How does figurative language and diction lead to meaning with readers over time?
4. Which poets capture the American experience of individuality?

Sample Learning Targets:

Students will be able to recognize how sound and prosody function in a poem

Students will examine black poetic voices from various times in American history to uncover patterns and divergences that lead to theme.

Students will use personal readings and practiced understanding of poetic elements to formulate ideas and present them in a formal presentation

Performance Tasks

Unit 4: American Voices through Verse

- A. Students study two poems by black poet Langston Hughes “The Negro Speaks of Rivers,” and “Theme for English B,” and then examine contemporary poet Tupac Shakur to find the connection in form, style, subject, and messaging, culminating in a Quick Write
 - B. Students self-select a poet that they want to explore and present their Formal Poetic Analysis.
-

QUESTIONS?



“Don’t wait for inspiration. It comes while working.” Henri Matisse

Literary Arts Publications And Creative Writing



Bethel High School



Creative Writing

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- Provide feedback to peers via Writer's Workshop
- Reflect on and refine work based on peer/ teacher feedback...

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"When the Yogurt took Over"
(vimeo)
"The Apartment of Dead Love"
(David Yoon)
"The Youth in Asia" (David Sedaris)

Performance Task:

Students compose genred, original pieces using specific prompts and then the Writer's Workshop Evaluative Process to provide feedback for student authors to finally edit and polish their pieces using the Workshop Revision Process.

What is Literary Arts?

Literary Arts is a course designed to introduce students to the process of taking content acquisition to publication and distribution...



I hope I make the magazine!

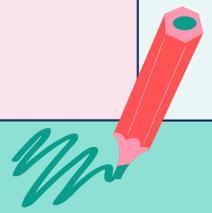


Central elements explored

“Go for broke. Always try and do too much. Dispense with safety nets.” Salman Rushdie



Elements of and Quality Writing	Assessing submissions for publication and ranking- including, but not limited to poetry, short fiction, non-fiction, lyrics, creative prose
Photography, Art Digital Media	Critiquing, selecting, curating, and ranking of photography and art submissions based on quality and creativity
Editing Skills	Copy editing for cohesive publication with flexibility for artistic creative license
Image Editing	Using industry standard Adobe suite software, enhancing submissions to include contrast and exposure or color fixes as needed. Understanding sizing, ratio and resolution needed for publication.
Book Creation	Using InDesign to create the pages and then the full publication based on pairings of submissions, including pagination, table of contents, editor’s page
Publishing	Getting the draft ready to be sent to the publisher





Skills and Dispositions

“None of us is as smart as all of us” -Ken Blanchard

Global Competency Transfer Goals

Creativity and Innovation:

Develops an idea or product that is useful and valuable to a broad audience.

Critical Thinking:

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

Critical Thinking:

Reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.

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.



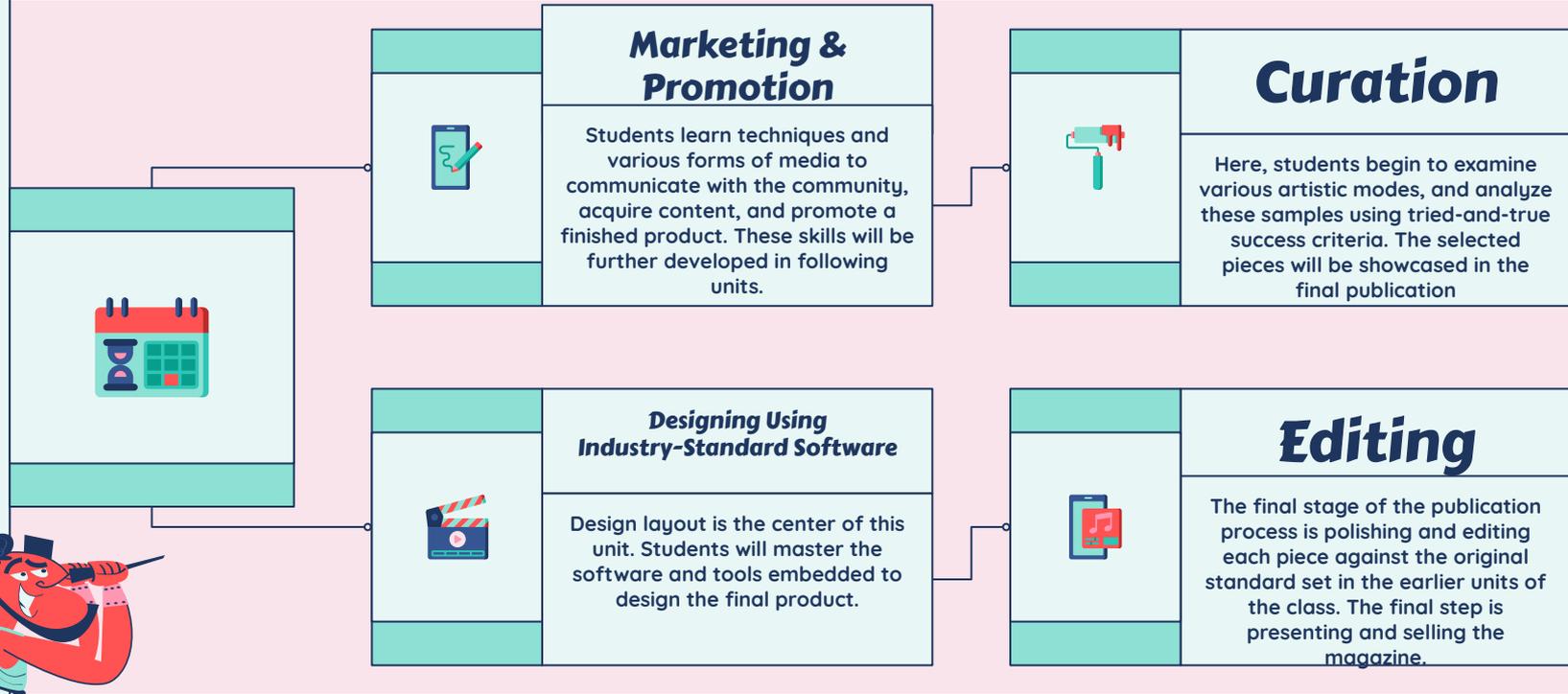
The History of Mirage

- “A Long time ago...” -Gary Lawlor
- Began as a publication in the English department, celebrating creative written, photographic, and artworks by students
- Morphed into an award-winning (NCTE- National Council of Teachers of English) comprehensive art and literary magazine using submissions from across the school.
- Highlighted prose, poetry, photography and art
- Too big for an after school club! Student obligations and untapped talent helped evolve this into a for-credit opportunity.



“Creativity takes courage.”

Units of Study and Curriculum Map



Key Performance Tasks

Hooray!



Marketing Plan

Software Bootcamp

Critique

Students develop a marketing plan to increase student submissions, sales, and student interest.

Students learn the Adobe Suite, specifically Photoshop & InDesign, through creating original work like this sample task.

Students examine various submissions to the magazine and formally critique their value and possible placement in the final publication





This 'zine rocks!



Questions?

