

Bethel Board of Education Regular Meeting

Thursday, February 22, 2024 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. Board Recognition/A Salute to Excellence	Speaker(s): Christine Carver
2.A. Gifts, Grants, & Bequests	
3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
4. Consent Calendar	Speaker(s): Policy 9326
4.A. Approval of Minutes	
4.A.1. January 18, 2024 - Superintendent's Budget Presentation - Part II	
4.A.2. January 23, 2024 - Budget Workshop - Schools/Athletics	
4.A.3. January 25, 2024 - Budget Workshop - IT, Curriculum, SPED	
4.A.4. January 30, 2024 - Budget Workshop - Facilities & Budget Approval	
5. Correspondence	Speaker(s): Policy 9326
6. Public Comment (Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	Speaker(s): Policy 9326
7. Administrative/Board Member Update	Speaker(s): Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	Speaker(s): Christine Carver
7.B.1. Educator Diversity Plan	Speaker(s): Christine Carver
7.B.2. 2023-2024 BOE District Data Sheet	
8. Reports to the Board	

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

8.A.1. US History Curriculum

8.A.2. BMS Science Program: OpenSciEd

8.A.3. BMS ELA Program

9. **Action Items**

9.A. 2024-2025 School Calendar - Approval

Speaker(s): Christine Carver

9.B. 2025-2026 School Calendar - Accept Draft

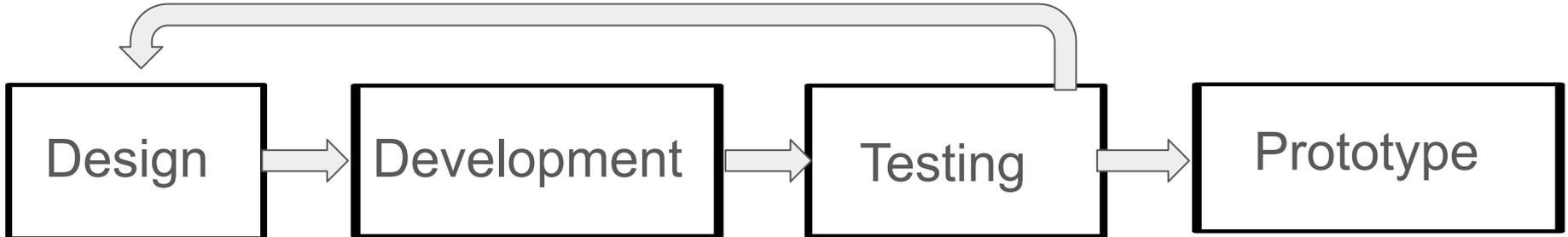
10. **Adjourn**

Food Waste - A Global Problem

- 33.33% of food produced for human consumption is lost or wasted globally.
- All the fuel, energy, resources, and time that went into production, supply & delivery, storage, sale, and processing of wasted food goes to waste.
- This wastage results in climate impact which is destroying the earth and making it unliveable.
- All of the above while huge numbers of people across the world are continuing to stay malnourished or are even dying of hunger.

Food Waste Reduction Solution

- My idea is to create a technology solution that will motivate people to donate excess food by making the experience very easy and rewarding
- The solution will involve an app and a vast network of 'smart cans' placed outside of popular places in various towns and cities
- I developed this app by using the flow described below. The final app prototype and 'smart can' design is described in the next two slides.

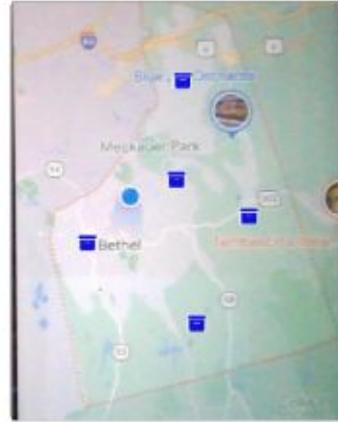




Our app and company name is Save Food Save Earth (SFSE). The company founder is Disha Lal. The purpose of our company is to help solve the problem of climate impact and global warming. Many people have to go to a specific spot to donate food. But Disha's idea was to have smart cans in multiple places. This widespread network will solve the first challenge of people not able to donate due to the lack of nearby donation centers. The smart food collection cans will be able to scan the bar code and



Bethel



Date and Amount Donated

Oct 2 2023	1	Oct 15 2023	2	Oct 27 2023	1
Nov 5 2023	1	Nov 11 2023	2	Nov 20 2023	2



Name: Disha Lal

Password:



Account Number: 75368

Information About App:

- How to use the app
- How the app was created
- Why the app was created
- How app improves problems

Find & display 'smart cans':

- This screen helps users to find 'smart donation cans' in a given town.
- If a user will click on a can icon in the map, its address and current capacity will pop up.
- This help the user plan their donation trip

Donation History:

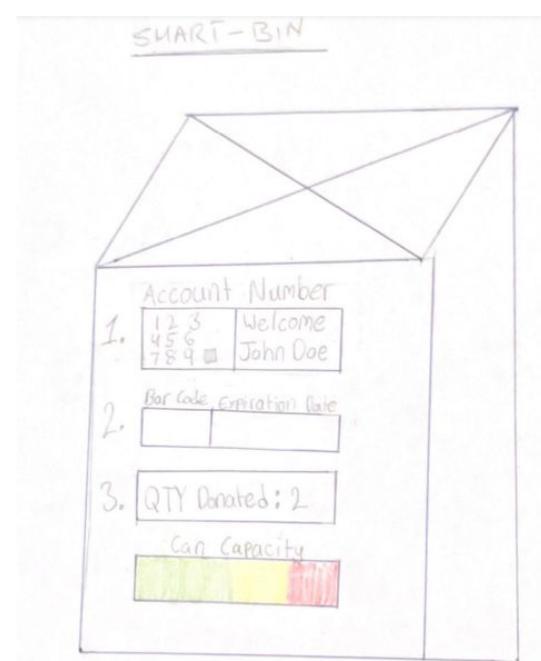
- This screen shows the history of all donations including date & amount
- Users will also become eligible for tiered awards based on the number of donations made.
- Users can also generate tax related documents

User Account:

- Account information
- Name
- Ability to change password
- Account number

Smart Food Collection Cans

- The smart food collection cans will be able to scan the barcode and expiry date from the packaged food.
- If the food is not expired, the cans will open up and the user can drop the food in the can.
- Any food scanned and dropped in to the can will be added to the in-built food inventory electronic list
- If the can is full, it won't open because there is no space. This will be displayed on a panel on the can as well as user can view this status on the app.
- App administrator will be alerted when the smart cans are full and can accordingly plan and organize pickup routes.
- To prevent anyone from stealing food, the can lids will be shaped in a way that only allows people to drop the food inside and NOT access any item that's already in.



Benefits

- The widespread network will solve the first challenge of people not able to donate due to the lack of nearby donation centers.
- The automation of scanning and food collection solves the problem of dependency on volunteers and ensures continuity of operations.
- The app will also motivate people to donate more because of the reward and certificate program.
- The efficient process and increased donation will help reduce food wastage and control climate impact.



Mr. Brendan Michalko
Bethel High School
300 Whittlesey Drive
Bethel, CT 06801

February 14, 2024

Dear Brendan,

In recognition of the hard work, dedication and commitment to excellence in the area of the pageantry arts, USBands is privileged to acknowledge the achievements of the Bethel High School Marching Band and their promotion from A Class to Open Class for the 2024 season.

Under your direction and the program's instructional team, the Bethel High School Marching Band has been elevated to the Open Class by virtue of your placement and scores at 2023 USBands competitive events per the thresholds as outlined in the USBands Participation Guide. Additionally, our adjudication community has confirmed that the ensemble meets the criteria for promotion of the program to the highest level in USBands nationwide competition.

Furthermore, as an Open Class ensemble, the Bethel High School Marching Band has qualified to compete at the 2024 USBands National Championships at MetLife Stadium in East Rutherford, New Jersey on November 1-2.

We congratulate each of the talented student-performers in the Bethel High School Marching Band, their parents, supporters and friends on this remarkable accomplishment.

USBands also recognizes the dedication and commitment of the administration of Bethel Public School District for their support of the arts and music in their community. USBands acknowledges the Principal, Chris Troeti, and Assistant Principal, Mari Lerz for their support of the Bethel High School Marching Band for keeping music as an important part of young people's development into magnificent human beings through their participation in the arts.

With Admiration,

A handwritten signature in black ink, appearing to read "Sean King".

Sean King
Executive Director
USBands

cc: C. Troeti
M. Lerz



STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



TO: Superintendents of Schools

FROM: Charlene M. Russell-Tucker, Commissioner of Education *CRJ*

DATE: January 30, 2024

SUBJECT: Connecticut Educator Support Funds Initiative: Helping our Teachers with Classroom Expenses

Later this week, the Connecticut State Department of Education (CSDE), in partnership with DonorsChoose (a nonprofit that supports classroom educators to fund classroom projects and materials), will launch the **Connecticut Educator Support Funds Initiative: Helping our Teachers with Classroom Expenses** to support educator projects across the state.

The CSDE is leveraging \$4M in ARP ESSER funds to directly support our educators and will donate up to \$1,000 per qualifying educator project. To be eligible, educators must teach in a Pre-K to 12 Connecticut public school (Head Start centers do not qualify for this funding opportunity) and must create a new project after the program launch that aligns to the following CSDE ESSER priorities:

- Learning Acceleration, Academic Renewal, and Student Enrichment
- Social-Emotional and Mental Health of Students and School Staff

We anticipate that funding for projects that meet the above criteria and have been vetted by DonorsChoose will be provided as quickly as possible, while funds last. Materials will be shipped directly to the teacher's school and become school property. No money will change hands between DonorsChoose and educators.

Please review the DonorsChoose [District Partnership Program](#) for more information about this exciting initiative. The DonorsChoose team has also shared this brief [introduction video](#) so you can meet their team.

When the initiative is formally announced later this week, you will receive additional information from the CSDE with instructions on how your educators can take advantage of this opportunity, along with an FAQ page and the supports available to teachers and administrators.

This investment emphasizes how important our educators are, and how deeply we value the work they do on behalf of our state's students. We ask that you share this information widely with educators in your district.

Thank you.

Minutes of the Board of Education Curriculum Committee Meeting held on Thursday, February 1, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream.

Attendance: None.

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

J. Ackerman, Chair, called the meeting to order at 5:30 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present
Mrs. Kara DiBartolo:	Present
Mrs. Jen Larsen:	Present
Mrs. Jennifer Lewis, Alternate:	Absent
Mrs. Courtney Martin:	Absent

1. US History Curriculum

Dr. Galbraith presented the US History Curriculum to the committee. The focus is on skills including, but not limited to, the global competencies, historical thinking, inquiry, respectful discourse, analytical reading, and writing. She reviewed the six units included.

Motion to bring the US History 32 curriculum to the full Board of Education for approval. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mrs. Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea

2. BMS Science Program: OpenSciEd

Kit Nielsen, Instructional Coach, presented the BMS Science Program OpenSciEd to the committee. This is a high-quality instructional resource rated highly by EdReports because of its alignment with the NGSS, its coherence, and scope, along with its usability. OpenSciEd is an open education resource; therefore, it is "open" to districts and there is no cost, other than science supplies.

Motion to bring the instructional resource, OpenSciEd, to the full Board of Education for approval. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mrs. Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea

3. BMS ELA Program

Mickie Rutledge, Director of Teaching & Learning, Shannon Mariconda, Assist. Principal, BMS, and Cheryl Daly, Instructional Coach, presented the BMS ELA Program. The BMS ELA program has been piloting an ELA open educational resource, EL Education-Second Edition, selected by the BMS team. This is a high-quality instructional resource rated highly by EdReports. The texts are of high quality and include rigorous reading, writing, speaking and listening, and language practice. Students have the opportunity to engage with texts and tasks that promote knowledge-building and are engaging. Supports for teachers to implement the materials with fidelity are clear and include guidance for differentiating to authentically grow students' skills.

Mrs. Rutledge also updated the committee on the MyView Literacy program K-5 implementation.

Motion to bring the EL Education, Second Edition, program to the full Board for approval. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman: Yea

Mrs. Kara DiBartolo: Yea

Mrs. Jen Larsen: Yea

4. New Business

None.

5. Public Comment

- Gabrielle Hernandez, 114 Knollwood Drive, spoke to the committee about resources to add as supplemental material.

6. Adjourn

Move to adjourn at 6:46 PM. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Jennifer Ackerman.

Mrs. Jennifer Ackerman: Yea

Mrs. Kara DiBartolo: Yea

Mrs. Jen Larsen: Yea

Respectfully submitted,



Susan Paré

Board Recorder

Minutes of the Bethel Board of Education Regular Meeting - Superintendent's Proposed Budget Presentation - Part II held on Thursday, January 18, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via live stream.

Attendance: Linda Silada, Ali El Moustakim

Administrative Attendance: C. Carver, J. Variale, C. Sipala, T. Soucy, A. Salerno, M. Rutledge, B. Watson, M. Lera, G. Lawlor, J. Taranovich, S. Mariconda, B. Germinaro, M. Caron, D. Burns, M. Walsh, L. DiBiase, M. Stabile, C. Troetti,

S. Clayton, Chair, called the meeting to order at 7:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	<i>Absent</i>
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Present
Mrs. Jennifer Lewis:	Present
Mrs. Courtney Martin:	Present
Mr. Daniel Nostin:	<i>Absent</i>
Ms. Pat Rist:	<i>Absent</i>

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Superintendent's Proposed 2024-2025 Education Budget Presentation

Dr. Carver presented the 2024-2025 Proposed Education Budget. The proposed 2.99% increase in spending focuses on maintaining all the top-quality curricular and extracurricular programs while adding a special education teacher and multilingual learner teacher/literacy specialist at Bethel Middle School due to increased needs.

The district has received a number of grants to support mental health needs and mathematics tutoring at Bethel Middle School. In addition, the Town of Bethel will receive an increase in Education Cost Sharing (ECS). This grant, from the State of Connecticut, has to be used to offset the cost of education in a community. With the increased state aid of \$688,684 bringing the total percentage down to 1.69%.

The increase in spending due to contractual salaries increases. Since the district shifted its health insurance to a high deductible plan, savings were seen again this year, and they did not increase beyond the budgeted amount. Dr. Carver was clear, she does anticipate an increase for the next fiscal year.

Mrs. Variale, Director of Finance and Business Operations, reviewed the proposed spending by object code.

		<u>% of Increase</u>
\$1,591,388	Increase to Salary Account:	Increase of 2.99%
\$53,272	Increase to Benefit Accounts:	Increase of 0.10%
\$-45,745	Decrease to Purchased Professional Services:	Decrease of -0.09%
\$-13,325	Decrease to Purchased Property Services:	Decrease of -0.03%
\$-132,210	Decrease to Other Purchased Services:	Decrease of -0.25%
\$173,426	Increase to Supplies:	Increase of 0.33%
\$-45,763	Decrease to Equipment:	Decrease of -0.09%
\$10,926	Increase to Dues & Fees:	Increase of 0.02%

Summary

2024-2025 Base Budget: \$54,751,132

Increase: \$1,591,969, 2.99% YTY

460 Facilities Account

Increase: \$162,137, 34.95%

Overall Percentage with ECS Increase to Town

	<u>\$ Increase</u>	<u>% Increase</u>
Proposed Increase in Spending	1,591,969	2.99%
ECS increased State Aide	\$-688,684	-1.30%
Net of ECS Offset	\$903,285	1.69%

Budget Workshop Dates

- 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 (Budget Workshop/Approval)
- Tuesday*, February 6, 2024 (Budget Workshop - Alt. Date if needed)
- Thursday, February 8, 2024 (Budget Workshop - Alt. Date if needed)

*Meeting dates that are an exception to Thursday meetings.

Dr. Carver’s 2024-2025 proposed budget presentation is available on the District Dashboard on the district’s website and can also be viewed on BEtv @

<http://devos2.bethel.k12.ct.us/show?video=dee119ce9385&apg=4d17c1b509fc>

Mr. Clayton informed the Board to use the BOE Q&A document to submit questions before the next meeting, on January 23rd. Focusing the questions on the topic of schools and athletics. Please submit all questions before noon on the day of the meeting.

3. Board Recognition/A Salute to Excellence

- Bethel Education Foundation 2024 Education in Excellence Awards (Elementary & Secondary)

The Bethel Education Foundation awarded their 2024 Education in Excellence Awards (Elementary & Secondary). I am pleased to announce that the recipients are:

Debby Tierney of Bethel Middle School and Jake Craybas of Rockwell School

These recipients will be honored at the BEF 15th Annual Benefit Gala. The Bethel Education Foundation is renewing its formal gala this year (formerly The Barnum Ball). The date of the event is March 2, 2024, at the Candlewood Inn. Tickets are on sale now. We hope you can attend, as it is always a fun event. See the attached flyer for ticket information.

- Congratulations to Ms. Christine Manalo for receiving the Heart of the Arts Award from the Connecticut Association of Schools (CAS). Ms. Manalo is being honored for her work in Adaptive Music. We are very proud of this accomplishment and appreciate her dedication in serving students with disabilities.
- Congratulations to Willa Zalaznick and Jack Woleck for coming in first place in the varsity division of the debate tournament today at Fairfield Warde High School! They beat a team from Joel Barlow in the final round.
- Congratulations to Yee-Jun Ng who set a school record in the 1000M. The old record lasted for 40yrs!
- Thanks to all of our amazing volunteers, cadets, boosters, contributors, and Barts Tree service who helped make the 22nd Annual Bethel High School NJROTC Christmas Tree pickup a great success! They picked up over 350 trees in just 3 hours and our cadets cleaned up the back lot and courtyard at BHS. Bravo Zulu!

3.A. Gifts, Grants, & Bequests

Gifts

- Bethel High School - \$1,000 for scholarships, workshops, or special projects, Anne Breecher, Danbury, CT.

4. Consent Calendar

4.A. Approval of Minutes

4.B. December 14, 2023 - Board of Education Annual Meeting

Move to approve the minutes of December 14, 2023 - Board of Education Annual Meeting. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mrs. Courtney Martin:	Abstain
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea

4.C. January 4, 2023 - Special Meeting

Move to approve the minutes of the January 4, 2023 - Special Meeting. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea

5. Correspondence

None.

6. Public Comment

- Nick Ellis, 13 Fawn Road, thanked Dr. Carver and Ms. Variale for their work on the budget. For coming in at a low number as other towns around Bethel have much higher proposed increases.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Mr. Clayton, Board Chair, and First Selectman, Dan Carter, spoke to the Board about the fact that the First Selectman is an Ex-Officio of all Boards and Commissions in Bethel. Therefore, he is an Ex-Officio of the Board of Education and can participate in the Board's meetings as an Ex-Officio. The First Selectman's Ex-Officio position does not count as a position for a quorum and,

by State statute, does not have the right to vote. The First Selectman noted that by Town Charter, a member of the Board of Education can be an Ex-Officio on the Town's Park & Recreation Commission and the Town's Insurance & Pension Commission. The same rules apply as the First Selectman's Ex-Officio position. Those interested should contact Mr. Clayton. Per the Town Charter, those positions are appointed by the Board Chair.

7.A.1. 2024 Proposed Standing Committees Assignments

Move to approve the proposed Standing Committee assignments for 2024. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea

7.B. Administrative Update

Dr. Carver noted Bethel Education Foundation's 2024 Education in Excellence Awards (Elementary & Secondary) **Debby Tierney of Bethel Middle School and Jake Craybas of Rockwell School** will be honored at the BEF 15th Annual Benefit Gala. The date of the event is March 2, 2024, at the Candlewood Inn. Dr. Carver provided the Board members with ticket information.

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

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

7.B.2. 2024-2025 School Calendar - DRAFT

Dr. Carver provided the Board with a draft calendar for review, and she noted some changes to the proposed 2024-2025 school calendar and spoke about the reasons behind the changes. The calendar will come back to the Board for approval in February.

- There is no need for three professional development days before school starts next year. The third day was moved back to October.
- The staff professional learning days and students' start dates were moved by two days, to begin the last week of August.
- The conference week was moved to align with the PSAT date.
- The Wednesday before the Thanksgiving Holiday was changed to a non-student day. The district gains 1/2 of a day of instructional time at the end of the year.

7.B.3. 2025-2026 School Calendar - DRAFT

Dr. Carver provided the Board with a draft calendar for review, and she noted some changes to the proposed 2024-2025 school calendar are carried through to the 2025-2026 calendar. The calendar will come back to the Board for acceptance in February.

8. Reports to the Board

8.A. Policy

8.A.1. Regulation 5113 - Student Attendance and Truancy

Dr. Carver informed the committee of the revisions to this regulation as a result of changes in legislation. Information is for the Board's information only.

8.A.2. First Reading

8.A.2.a. Policy 4112.51 - Employment & Student-Teacher Checks

8.A.2.b. Policy 4121 - Substitute Teachers

8.A.2.c. Policy & Regulation 3542.43 - Food Service Charging

8.A.2.d. Policy 5112 - Ages of Attendance

8.A.2.e. Policy & Regulation 5112.4 - Disenrollment

8.A.2.f. Policy 6159 - Individualized Education Program/Special Education Program

8.A.2.g. Policy 5141.21 Administration of Medication

8.A.2.h. Bylaw 9323 - Construction of the Agenda

Move to accept for first reading the following policies:

8.A.2.a. Policy 4112.51 - Employment & Student-Teacher Checks

8.A.2.b. Policy 4121 - Substitute Teachers

8.A.2.c. Policy & Regulation 3542.43 - Food Service Charging

8.A.2.d. Policy 5112 - Ages of Attendance

8.A.2.e. Policy & Regulation 5112.4 - Disenrollment

8.A.2.f. Policy 6159 - Individualized Education Program/Special Education Program

8.A.2.g. Policy 5141.21 Administration of Medication

8.A.2.h. Bylaw 9323 - Construction of the Agenda Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

Mr. Scott Clayton: Yea

Mrs. Kara DiBartolo: Yea

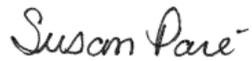
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea

9. Adjourn

Move to adjourn at 7:58 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop held on Tuesday, January 23, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream.

Attendance: None.

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

S. Clayton, Chair, called the meeting to order at 7:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Present
Mrs. Jennifer Lewis:	Present
Mrs. Courtney Martin:	Absent
Mr. Daniel Nostin:	Present, arrived 7:01 pm
Ms. Pat Rist:	Present

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Budget Workshop - Schools/Athletics

Dr. Carver and the administrative team answered questions from the Board regarding schools and athletics, SEL coach, copier lease, high school furniture, PA 23-137 (An Act Concerning Resources and Support Services for Persons with Intellectual Disability) requiring students with severe disabilities to be educated through the age of 22, snow plowing services, use of unexpended funds, substitute rates, transportation, athletics, medical insurance. Textbook subscriptions/replacements, lunch monitors, custodial overtime, Circle of Friends Preschool and Kindergarten, enrollment, reading program materials, tutors, and FTEs. The proposed budget includes a new elementary special education teacher and a new MLL/Literacy specialist. Also FTEs have been rebalanced by school to reflect the current needs of our students and teacher assignments.

3. Correspondence

None.

4. Public Comment

None.

5. Adjourn

Move to adjourn at 7:58 PM. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mr. Daniel Nostin:	Yea
Ms. Pat Rist:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop held on Thursday, January 25, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks, J. Variale, D. Burns, C. Sipala, L. DiBiase, M. Rutledge, I. Velze

S. Clayton, Chair, called the meeting to order at 7:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Present
Mrs. Jennifer Lewis:	Present
Mrs. Courtney Martin:	Present
Mr. Daniel Nostin:	Present
Ms. Pat Rist:	Present, arrived 7:05 PM

1. Call to Order

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

2. Budget Workshop - IT, Curriculum, and Special Education

Dr. Carver and the administrative team answered questions from the Board regarding ESY, paraeducators, job coaches, special education public, outplacement, and in-district transportation, special education tuition, social workers, nurse staffing, and school psychologist staffing. Mrs. Ackerman spoke about her concern about not adding a school psychologist for next year and going into the school year without an additional full-time psychologist for the district. The administration and Board discussed how student needs are being addressed throughout the district. Speech and language, tutoring, curriculum staff, GED program, summer school, computer repair contract, PPS staffing and caseloads, OT staffing, dues & fees for curriculum, ESY staffing, professional special education services, professional learning for special education, Circle of Friends staffing, balancing staffing and class sizes to meet needs, programs at Berry and Rockwell School, IT staff opening and compensation issues, and PA 23-137 requiring that the district serve students with disabilities through the school year of their 22nd birthday.

3. Correspondence

None.

4. Public Comment

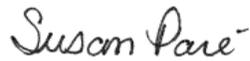
None.

5. Adjourn

Move to adjourn at 8:05 PM. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Pat Rist:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop held on Tuesday, January 30, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream.

Attendance: None.

Administrative Attendance: C. Carver, K. Brooks, J. Variale, B. Germinaro, M. Rutledge, D. Burns

S. Clayton, 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. Jennifer Lewis:	Present
Mrs. Courtney Martin:	Present, arrived at 7:18 PM
Mr. Daniel Nostin:	Present
Ms. Pat Rist:	Present

1. Call to Order

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

2. Budget Workshop - Facilities

Dr. Carver thanked the Board members who were able to attend the facilities tour. Dr. Carver and the administrative team answered questions from the Board regarding issues observed during the tour of the facilities and questions submitted by Board members regarding the 460 account, after-hours emergency service calls, HVAC issues, elevator repairs, and the impact of the new requirement for districtwide HVAC systems inspection every 5 years. Dr. Carver provided the Board with a Grants & Revenue Summary anticipated for 2024-2025.

Move to approve Dr. Carver's proposed budget of \$54,751,132. A 2.99% increase for 2024-2025. 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
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea

Ms. Pat Rist:	Yea
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Move to approve the 460 Maintenance Account at \$626,017 for 2024-2025. Passed with a motion by Mrs. Courtney Martin and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Pat Rist:	Yea

3. Correspondence

None.

4. Public Comment

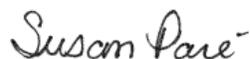
None.

5. Adjourn

Move to adjourn at 7:20 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Pat Rist:	Yea

Respectfully submitted,



Susan Pare
Board Recorder



For Immediate Release
January 23, 2024

STATEMENT FROM THE EDUCATION STAKEHOLDER COALITION URGING INCLUSION OF EDUCATORS IN CONVERSATIONS ABOUT PEDAGOGY AND LITERACY

We collectively wish to express our serious concern and dismay that state leaders have excluded all Connecticut classroom teachers, school leaders, and members of boards of education from the panel at the upcoming Education Forum on Literacy. The forum is described as “bringing together state and national leaders, as well as reading experts, as they engage in critical conversations about literacy.” Yet the forum seeks to have this critical conversation about literacy in our schools between and among only legislators, state officials, and reading vendors.

We are truly perplexed that forum organizers, for example, have chosen not to hear a single voice of Connecticut public educators who work tirelessly every day to teach literacy to Connecticut students. This is further evidenced by a three-day notification of the event.

That the Education Forum on Literacy chose to exclude Connecticut educators, school leaders and board of education members is truly disheartening.

We seek to be partners in education transformation, but we cannot do that from the outside. We ask that future efforts to engage in these conversations include the expertise we bring to the table.

###

The Education Stakeholder Coalition includes the following organizations:

American Federation of Teachers Connecticut (AFT Connecticut)
Connecticut Association of Boards of Education (CABE)
Connecticut Association of Public School Superintendents (CAPSS)
Connecticut Association of Schools (CAS)
Connecticut Education Association (CEA)

For more information, contact:

AFT Connecticut: Matt O’Connor, mocconnor@aftct.org

CABE: Patrice McCarthy, pmccarthy@cabe.org

CAPSS: Fran Rabinowitz, frabinowitz@capss.org

CAS: Glenn Lungarini, glungarini@casciac.org

CEA: Nancy Andrews, nancya@cea.org

Connecticut Education Forum on Literacy

A State & National Conversation

When

Thursday, January 25, 2024
1–4 p.m.

Where

Legislative Office Building, Room 2C
300 Capitol Avenue
Hartford, CT 06106

Who Should Attend

This forum is open to the public. Please join us to hear state and national leaders, as well as reading experts, as they engage in critical conversations about literacy.

Speakers

- Charlene Russell-Tucker, Connecticut Commissioner of Education
- Darci Burns, Executive Director, HILL for Literacy
- Mike Coyne, Department Head, Educational Psychology at UConn
- Margie Gillis, President, Literacy How
- Melissa K. Wlodarczyk Hickey, Director, Center for Literacy Research and Reading Success, CSDE
- Ralph Smith, Managing Director, Campaign for Grade-Level Reading
- State legislators

Moderator

Catherine Shen, host of CT Public's morning talk show, *Where We Live*

Featuring highlights from *The Right to Read* documentary

The Right to Read follows Oakland NAACP activist, Kareem Weaver, who believes literacy is our most important civil right.



UConn
NEAG SCHOOL OF EDUCATION

The Campaign for
**GRADE-LEVEL
READING**

HILL FOR
LITERACY

Literacyhow
Empower teaching excellence.



Bethel Public Schools

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

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

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

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

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

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

Donna Burns
Director
Instructional Technology
(203) 794-8071

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

February 2, 2024

Lisa Bergh
Town Clerk, Town of Bethel
1 School Street
Bethel, CT 06801

Ms. Bergh,

In accordance with the Code of Town of Bethel § 17-1, the Board of Education has selected William Foster as an ex-officio member of the Parks and Recreation Commission representing the Board of Education for a 1-year term.

Sincerely,

Scott Clayton, Chair, Bethel Board of Education

cc: Dan Carter, First Selectman
Lou Valenti, Chair, Parks and Recreation Committee
William Foster

“Our Primary Purpose is to Improve Student Achievement.”



Ellington, CT BOE Legislative Advocacy - 2024

Dzen, Jen <jdzen@ellingtonschools.net>
Bcc: boe@bethel.k12.ct.us

Thu, Feb 1, 2024 at 1:44 PM

Fellow Connecticut Board of Education Members –

Approximately 60-70% of Connecticut school districts employ a School Resource Officer (SRO). In the 2023 legislative session HB 5003 was signed into law and included statutorily required reporting processes for School Resource Officers, Chiefs of Police and Superintendents that include student-based SRO reports to be sent to Board of Education members.

It is important to note (*as vetted by CT attorneys*) that these statutory requirements create legal conditions that may result in Family Educational Rights and Privacy Act (FERPA) violations.

There is a belief that one suggested administrative remedy to address any ‘possible’ FERPA violation is to remove Board of Education members from the student expulsion hearing process in lieu of a hearing officer. This would a) constitute an unfunded mandate and b) eliminate a statutory preference of Boards of Education.

The details, complete with possible solutions, may be found in this unanimously supported and signed Ellington Board of Education Legislative Platform 2024.

[Ellington Board of Education Lobbies for Improvements to School Resource Officer \(SRO\) Statutorily Required Reporting Processes](#)

As is in past years, Ellington’s legislative position will be sent to the CT General Assembly and Superintendent’s across the state.

There are reasonable fixes to the unintended consequences of this well intentioned law while preserving the spirit of the legislation.

Please feel free to reach out directly to me with any questions and of course, you are encouraged to work with your State delegation to inquire further.

Sincerely,

Jennifer Dzen, Ellington Board of Education Chair



February 2024

Ellington Board of Education Lobbies for Improvements to School Resource Officer (SRO) Statutorily Required Reporting Processes

The Ellington Board of Education recognizes the immense challenge legislators face in representing a diverse set of stakeholders with varied interests. We intentionally identify legislation that will benefit school districts in rural, suburban, and urban communities. Ellington has been part of Connecticut's solution to these challenges demonstrating on an annual basis that ten Board Members of different political parties can work together to develop a legislative platform for the Connecticut General Assembly's consideration.

The Ellington Board of Education has unanimously approved this letter outlining its 2024 legislative priority. The Board directs its Superintendent of Schools, Dr. Scott Nicol, to work with Ellington's State Legislative Delegation (Senator Anwar—3rd District, Senator Kissel—7th District, Senator Gordon—35th District, Rep. Foster—57th District) to ensure the outlined concept be raised with the General Assembly's Education Committee.

The Education Committee is Co-Chaired by State Senator McCrory (2nd District—Bloomfield, Hartford & Windsor) and State Representative Currey (11th District—East Hartford and Manchester).

Improve School Resource Officer (SRO) Statutorily Required Reporting Processes

The 2015 Connecticut General Statute Section 10-233 requires that boards of education that have school resource officers (SROs) shall enter into a memorandum of understanding (MOU) with the local law enforcement agency. The statute was revised in 2023, as amended by Section 72 of PA 23-167 to require SRO Reports primarily for investigations and behavioral interventions relative to conflict escalating to violence or that of a crime.

The goal of these statutory changes is praiseworthy relative to SROs, law enforcement agencies, and boards of education monitoring the general patterns of investigations resulting in searches, citations, or arrests, especially of groups of students most affected by those investigations. However, the legal implications of the changes are most certainly problematic and yet, with legislative action, may be modified enhancing the intent of the law.

Concerning Legal Implications of SRO Report Sharing Scheme

The statutorily required reports, which include demographic information, including protected characteristics of race, gender, age, and disability status, and the details of the student incident and law enforcement actions taken, *aren't problematic*.

The problem is predicated on The Family Educational Rights and Privacy Act (FERPA) which requires that school districts protect the confidentiality of student education records. Although the SRO Reports will not contain student names, it is probable the reports will be considered education records and/or contain personally identifiable student information.

Our concern is that the law requires SRO Reports to be submitted to the Chief of Police, who submits them to the Superintendent, who must then submit them to the Board of Education. Additionally, this law appears to be a new and separate reporting requirement apart from a report the SRO must complete in their law enforcement capacity as required by their supervisor.

This sharing scheme of an additional SRO report presents FERPA challenges with little benefit for law enforcement or school districts.

- In many towns, by local charter and similar to the Town of Ellington, the Chief of Police is the First Selectmen or Mayor, who is an elected official with likely no law enforcement and/or educational administrative training or background.
- The Chief of Police has an educational record only to share it with the Superintendent with no other legal right to share it or refer to it in any way.
- The Superintendent will share an educational record with the Board of Education, in which Board members will now be aware of confidential student information.
- Board of Education members participating in a student expulsion hearing—having previously reviewed an SRO Report with confidential student information—may be legally challenged as being biased or prejudiced when making an expulsion decision.

Any suggested administrative remedy of removing Board of Education members from the student expulsion hearing process in lieu of a hearing officer to avoid a FERPA violation would a) constitute an unfunded mandate and b) eliminate a statutory preference of Boards of Education.

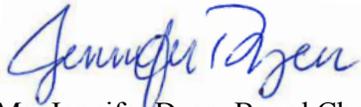
Recommendations for Statutory Improvement

It is important to emphasize that the goals of the new legislative requirements are commendable. Yet, these goals may be achieved with a modified process.

1. Require SROs to complete SRO Reports and share them with the Superintendent (who can, in turn, disclose them to other administrators and school staff with legitimate educational interests in the information, in compliance with FERPA).
2. Direct the Superintendent (or designee) to create disaggregated summary reports, which can then be shared with the Chief of Police and Board of Education on not less than an annual basis to ensure student confidentiality.

Please do not hesitate to contact any Ellington Board of Education member or our Superintendent of Schools Dr. Scott Nicol (snicol@ellingtonschools.net), should we be of further support for this important legislative matter.

Sincerely,



Ms. Jennifer Dzen, Board Chair
jdzen@ellingtonschools.net



Ms. Kerry Socha, Vice Chair
ksocha@ellingtonschools.net



Ms. Jennifer Mullin, Board Secretary
jmullin@ellingtonschools.net



Mr. Gary Blanchette
gblanchette@ellingtonschools.net



Ms. Marcia Kupferschmid
mkupferschmid@ellingtonschools.net



Ms. Angela Moser
amoser@ellingtonschools.net



Ms. Miriam Underwood
munderwood@ellingtonschools.net



Mr. Steve Viens
sviens@ellingtonschools.net



Dr. Lenora Williams
lwilliams@ellingtonschools.net



Dr. Micheal Young
myoung@ellingtonschools.net



Gratitude and Farewell to Bethel Public Schools

Dustin Mazzucco <dustin.mazzucco@yahoo.com>
To: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Thu, Feb 1, 2024 at 7:41 AM

Dear Bethel Board of Education,

I hope this message finds you well. I am writing to express my sincere gratitude for the enriching experience I've had working at Bethel Public Schools. It has been an honor to contribute to such an outstanding school district, and I am thankful for the opportunity to have been part of a community that truly values education.

During my tenure here, I have had the privilege of working alongside exceptional colleagues and administrators who have made my time at Bethel both rewarding and enjoyable. The collaborative spirit and sense of community among the staff have been highlights of my professional journey, and I will always cherish the relationships I've built during my time here.

Bethel Public Schools stands out as a beacon of excellence in education, and it has been inspiring to witness the commitment to fostering a positive and nurturing learning environment. The dedication of educators, the support from administration, and the active involvement of the community have all contributed to making Bethel a truly exceptional school district.

Regrettably, I must inform you that I will be concluding my tenure at Bethel Public Schools on Friday 2/2/2024. This decision comes with mixed emotions, as the primary reason for my departure is a family matter. [REDACTED]

In light of this transition, I must share a matter that has caused me and my wife considerable disappointment. One of the initial attractions to Bethel Public Schools was the opportunity for [REDACTED] to attend the [REDACTED] program. [REDACTED] has been thriving in this environment, and it is with shock that we recently learned [REDACTED] must be withdrawn on my last day. We were surprised and disappointed that Dr. Carver decided that this was the best way to handle the situation without even discussing alternative [REDACTED]. When I originally asked Liz DiBia and IVE Velez in an email both agreed that my [REDACTED] should finish [REDACTED] last 4 months but before the end of day Dr. Carver called Liz and told her absolutely not.

Considering the short duration and the significance of these last four months in the [REDACTED] program, it feels especially difficult for us, given that there are numerous children attending Bethel Public Schools who do not reside in Bethel. It appears spiteful that our [REDACTED] is being removed from the [REDACTED] program under these circumstances.

We had hoped for a more collaborative approach to find a solution that allows our [REDACTED] to complete [REDACTED] time here. We are more than willing to cover any additional expense to make this possible however it seems Dr. Carver was very adamant from what I understand.

I understand the complexities of administrative decisions, and I appreciate your attention to this matter. I want to express my deep gratitude for the positive experiences I've had at Bethel Public Schools. The memories, friendships, and professional growth gained here will always hold a special place in my heart.

Thank you for your understanding and support during this transitional period. I wish the entire Bethel community continued success and prosperity.

Sincerely,

Dustin Mazzucco

dustin.mazzucco@yahoo.com



Students

Children of Non-Resident Positional Staff: Qualified Tuition Reduction

Non-resident positional staff employed by the Bethel Public Schools shall be allowed to have their child(ren) attend the Bethel Public Schools on a space available basis, subject to the following stipulations:

- The non-resident staff will be permitted to enroll their child only during the time of employment in the Bethel Public Schools.
- Nonresident positional staff will pay tuition for their children's enrollment in Bethel Public Schools. The tuition will be 5% of the annual tuition rate (exclusive of transportation) established by the Bethel Board of Education. Payment of the tuition will be made on the first Monday in November.
- The nonresident positional staff will pay, in entirety, any extra costs beyond the regular school program that are directly attributable to their children.
- The Board of Education will not "exclude a qualified handicapped child if the child can, with minor adjustments, be provided an appropriate education." Except in the cases of children with "504 Plans," the Board will charge the nonresident positional staff for the provision of special education, SRBI Intervention and/or related services if that education or those services exceed the school district's per pupil expenditure.
- The non-resident positional staff will be responsible for the transportation of their children to and from school.
- Non-resident positional staff will not be allowed to enroll any child who is currently excluded by expulsion from another public or private school.
- Non-resident positional staff will not be allowed to request school or teacher placement, nor given priority in placement in the district preschool program.
- If the behavior of any child of non-resident positional staff is not consistent with the standards for appropriate student behavior in the Bethel Public Schools, the Board of Education reserves the right to terminate its approval of any such child's enrollment.

For purposes of this policy, positional staff is defined as any district employee that is paid in any category other than solely a stipend position.

Legal References:

"Tax Benefits for Education" Publication 970 page 7, (2007) Department of Treasury, Internal Revenue Service

34 C. F. R. 104.39

34 C. F. R. 300. 130-300.144

Policy adopted: 9/18/08

Policy Revised: 12/12/19

BETHEL PUBLIC SCHOOLS

Bethel, CT



**COOPERATIVE
EDUCATIONAL
SERVICES**

Charles Dumais, Ed.D.
Executive Director

Christopher La Belle
Associate Executive Director

Luke R. Forshaw, Ed.D.
*Director of Professional
Development Services*

Ivelisse Guzmán
*Director
School Readiness*

Michael McGrath, Ph.D.
*Director of
Special Education*

Emma Balter
*Principal
Six to Six Magnet School*

Eric B. Nyquist
*Principal
Regional Center
for the Arts/Open
Choice Coordinator*

Margaret M. Sullivan
*Director of Finance
and Operations*

February 1, 2024

RECEIVED

FEB 05 2024

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Dr. Christine Carver
Bethel Public Schools
1 School Street, PO Box 253
Bethel, CT 06801

Dr. Carver,

I hope this letter finds you well and happy.

As facilitators of the Open Choice program for the Danbury region, we wanted to reach out to remind you of the opportunity your district has to participate in Open Choice. Because you are a bordering neighbor of Danbury, your district was named in CGS § 10-266aa(c)(4) as being eligible to participate in the program beginning in 2022. We would be happy to speak to you about the program and your district's potential participation. Please see the enclosed brochure about the benefits to your community in joining the growing number of districts opening seats to students from cities like Danbury. We would also be happy to send a representative to present to your board of education if you are interested in pursuing the possibility.

Please let me know if I can be of any help in determining if Open Choice is a good fit for your school system.

Sincerely,

Eric B. Nyquist
Open Choice Coordinator
Cooperative Educational Services



To: The Honorable Members of the Appropriations Committee

From: Christine L. Carver, Ed.D., Superintendent of Schools
Scott Clayton, Chair, Bethel Board of Education
Daniel Carter, First Selectman, Town of Bethel
Nicholas Ellis, Chair, Bethel Board of Finance

Date: February 9, 2024

RE: Governor’s Proposed Budget & Excess Cost Caps

On behalf of the Bethel Public Schools, Bethel Board of Education, and the Town of Bethel we would like to urge the Committee to meet its financial commitment to fund public education in our state to meet the obligations to support public education. At the end of the last sessions, we were extremely hopeful that there were appropriate adjustments made in the ECS distributions and reimbursement of expenses in the form of Excess Cost grant to provide much needed state support for our students. We urge you to fully fund the tiers of Excess Cost and your commitments made to the ECS in PA 7005.

Education Cost Share (ECS) Grant

Unlike many Connecticut communities, Bethel has had increasing enrollment. In the last 10 years our district population has grown 14%, with a majority of students that are identified as “high-needs” by the State Department of Education has also increased. Despite the increase in enrollment and our high-needs population, our ESC funding had been flat. We were so hopeful with the passing of PA 7005, that the ECS adjustment would finally provide us with State support to meet our needs.

FY 25 Approved ECS Funding Bethel	FY 25 Governor’s Recommendation for ECS Funding	Net Difference or Revenue Lost to the Town of Bethel
\$8,661,579	\$8,193,009	-\$468,570

Excess Cost

With our increased enrollment, we have a significantly higher population of students with disabilities who have moved into the district. Many of these new students have significant disabilities, requiring a significant amount of services at high-cost amounts. While we ethically agree with our obligation to provide a free and appropriate education, we are concerned about the increased cost and the impact on our budget. Given the change in state law from the last session, Bethel is supposed to receive 88% reimbursement or cap in the grant. We actually received 70%.

The following table summarizes the loss of revenue in the state's share of costs. We anticipate that the next year's budget will result in a lower amount of reimbursement, given the current funding levels of the state grant.

FY	Total District Expenses Submitted	Excess Cost Grant	Cap	Net Loss
2024	\$1,724,492.17	\$1,227,740	70%	-\$496,752
2023	\$1,535,993.00	\$1,169,984	76%	-\$366,009

The predictability of this funding is critical to our budget and operations. While we would always advocate for fully funding Excess Cost, we urge you to meet your obligations under the new law and fund us at the three-tier level.

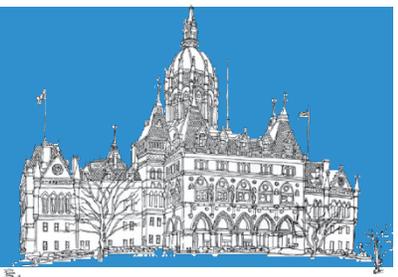
In addition, another contributing factor was the legislative change to keep students with disabilities through the school year after their 22nd birthday, Public Act 23-137. This law was enacted after the budget cycle and cost the district an additional \$257,693 in tuition and transportation costs for this fiscal year.

The district, town, and the State of Connecticut have a collective duty to ensure that we meet the education needs of our students with disabilities. We need the State to meet their obligations in that expense.

- C: Senator Hwang
- Senator Berthel
- Representative Allie-Brennan
- Representative Foncello



Connecticut Association of Boards of Education, Inc.



2024 LEGISLATIVE PRIORITIES

Connecticut school districts are supporting students and families in unprecedented ways that have many positive implications. To have students thrive they need the continued support of educators and state resources.

CABE urges the legislature to:

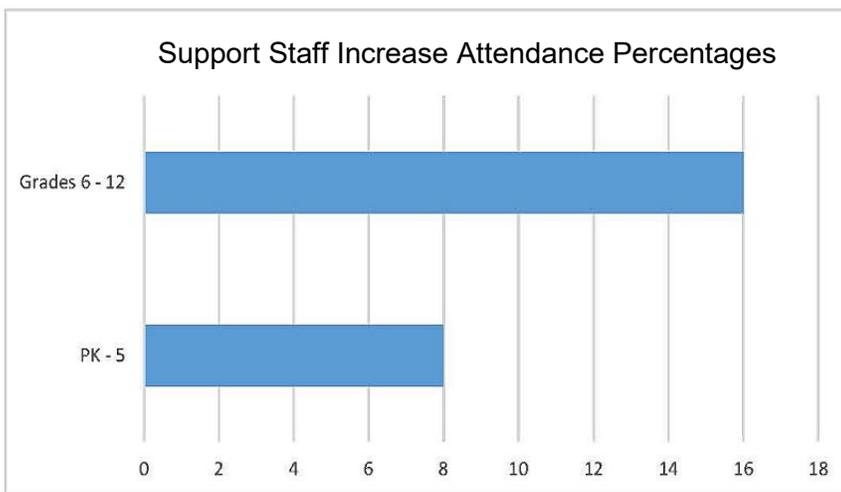
- Commit state funding to enable districts to support the continued need for counselors, mental health staff and other supports as the ESSER funding ends.
- Allow local option to phase in implementation of Kindergarten start date.
- Invest in programs that promote the training, hiring and retention of educators of diverse backgrounds and increase opportunities for districts/RESA “grow your own” programs.
- Allow flexibility in implementation of the reading program mandate to recognize successful programs.



*CABE Mission Statement:
To assist local and regional boards of education in providing high quality education for all Connecticut children through effective leadership.*

For over a century CABE has been the collective voice of more than 1,300 board of education members across the State. As CABE has grown, so has our prominence as a leader in shaping public education programs—helping Connecticut prepare for the increasingly competitive global society.

CABE’s positions reflect the commitment of board of education members to promote public participation through local lay control of public education, to promote equal opportunity and a high quality education for all of Connecticut’s public school children, and to increase public awareness of education issues.



Source: Data from The Center for Connecticut Education Research Collaboration (CCERC) December 2022 report: An Evaluation of the Effectiveness of Home Visits for Re-Engaging Students Who Were Chronically Absent in the Era of COVID-19

Secondary students experienced greater improvements in attendance.

Nine months after the first LEAP (Learner Engagement and Attendance Program) visit, students in grades PK – 5 experienced approximately an eight-**percentage** point increase in attendance. Students in grades 6-12 experienced approximately a sixteen-**percentage** point increase in attendance rates relative to similar students who were not served over the same time period, suggesting that the impact of LEAP was significantly larger in later grades.



Connecticut Association of Boards of Education, Inc.
The Leading Voice for Connecticut Public Education

81 Wolcott Hill Road, Wethersfield, CT 06109
860.571.7446 www.cabe.org

CABE urges legislators to analyze each piece of legislation by asking

“How will this legislation promote student achievement?”

and

**“What is the fiscal and administrative impact
on local communities?”**

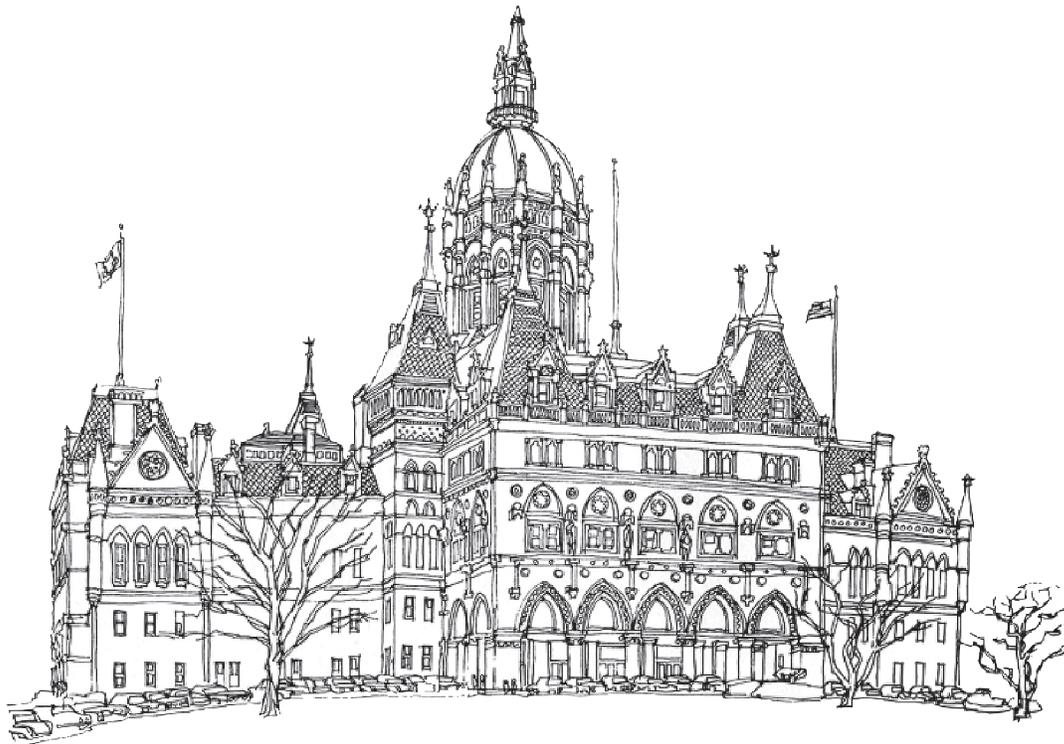
Patrice A. McCarthy
Executive Director and General Counsel
pmccarthy@cabe.org

Sheila McKay
Senior Staff Associate for Government Relations
smckay@cabe.org



Wednesday, March 13, 2024
Day On the Hill

THE 2024 WHOLE AGENDA



**The Connecticut Association
of Boards of Education
81 Wolcott Hill Road
Wethersfield, CT 06109
800-317-0033 or 860-571-7446
www.cabe.org**

Governance

I PUBLIC EDUCATION AS A PUBLIC POLICY PRIORITY

CABE believes that all citizens, including board members, the Governor, the Connecticut General Assembly, and the State Board of Education, must make public education a matter of the highest priority of public policy. The state must heed its constitutional mandate to provide a free and appropriate public education for all of Connecticut's children.

CABE believes that public policy must assist children and their families in maintaining education as a matter of highest priority for children amidst the continuing economic and social pressures of society.

I LOCAL GOVERNANCE OF PUBLIC EDUCATION

CABE believes that local governance of public education through locally elected or appointed community members strengthens the democratic process, provides accountability, and assures strong continuing public support for education.

CABE believes that the state and federal governments must recognize the wide differences among America's public school districts, including those that are urban or suburban, rural or small, by funding the development of school improvement programs that reflect local needs and characteristics.

I CREATING EDUCATIONAL EXCELLENCE THROUGH ECONOMIC, RACIAL AND ETHNIC INTEGRATION

CABE believes that each child must have equal access to effective free, public education and to the services of well-educated and skillful teachers. Boards of education, working with state and local leaders and community members, can play a key role in ending systemic racism.

CABE supports efforts by the State of Connecticut:

1. to address and solve the issues of social and economic isolation in the areas of housing, transportation, employment, access to health care and social services; and
2. to make the necessary funding available to urban, suburban and rural school districts across the state to develop and sustain:
 - a. community conversations to build understanding and support for diversity, equity and inclusion initiatives.
 - b. integrated educational programs and exchanges that create educational excellence; and
 - c. infrastructure that supports safe and healthy environments for learning.
3. to promote the development of academic pathways, instructional activities, extracurricular opportunities, and field experiences that provide a richer awareness of culture and racial diversity, including but not limited to:
 - a. review of curriculum in grades K-12 through the lens of multicultural and diverse perspectives.
 - b. the elimination of Indigenous Americans as mascots.

CABE urges all boards of education to:

1. affirm that all children can learn and accept the challenge to educate each child to his/her fullest potential;
2. enter into interdistrict partnerships which create integrated educational excellence and promote social, cultural, ethnic and racial exchange and interaction among diverse groups;
3. facilitate culturally responsive teaching and supervision that promotes understanding of and respect for the many diverse cultures which strengthen our democratic society;
4. continue their efforts to increase the recruitment of qualified individuals who reflect this state's diversity to the teaching profession and administration;
5. make parents as well as the greater community full partners in the education of all children; and
6. recognize their critical role in creating policies, providing training, and maintaining oversight to ensure that students have equal educational opportunities and are treated equitably as provided by the laws of the State

of Connecticut, including but not limited to, §10-15c and §46a- 58, regardless of, race, color, sex, religion, national origin, alienage, sexual orientation or disability, gender identity or expression.

■ PUBLIC SCHOOL CHOICE

CABE believes that all public schools should provide a quality education for each student. CABE believes that in meeting local educational needs, locally developed policies and program options which give parents the opportunity to select public schools or programs for their children should be considered among a variety of possible educational strategies. However, CABE opposes federal or state efforts to mandate choice, including efforts to divert or limit funding intended for existing federal and state programs.

Any program allowing parents to choose schools must assure that:

1. the plan does not foster racial, social, or economic segregation or segregation of children with disabilities;
2. financial and other administrative issues, such as transportation concerns, and the costs for special education and expelled students are addressed;
3. the plan is not part of a federal or state voucher or tuition tax credit program to finance nonpublic education;
4. students be required to make at least a one-year commitment to a school of choice to afford stability of school management;
5. interdistrict transfers must have the consent of both school districts;
6. urban districts are encouraged to develop programs to attract suburban students;
7. student academic achievement must be monitored in all schools receiving public funds; and
8. budgets be made public.

■ AUTHORITY OF BOARDS OF EDUCATION

CABE urges the state and federal governments to maintain the ability for boards of education to enter into agreements that govern the relationship between the board and entity

providing secondary school services.

■ CIVILITY

CABE urges public officials at all levels of government to model civil discourse in their deliberations, allowing for the thoughtful, beneficial, and productive exchange of ideas and perspectives.

CABE urges school boards to provide opportunities for students to develop their skills in conflict resolution and consensus building, and for school board members to model these skills in their own conduct.

■ ANTI-HATE SPEECH

CABE believes that all students deserve to learn in an environment that is safe, affirming, and free of bias and discrimination. CABE denounces the use of words or images that harass and directly attack individuals or groups based on race, religion, national origin, sexual orientation, gender or gender expression, disability, or any other aspect of identity.

CABE believes that when students or adults use explicit hate language at school, it is the responsibility of the school district to actively respond to these incidents.

CABE urges boards to create and foster school climates where differences are appreciated and not used to ridicule, single out, intimidate, disrespect, or exclude different groups. We recognize that these actions can have a negative impact on the educational experience that we provide for each child.

■ SCHOOL CLIMATE, CULTURE, SAFETY AND SECURITY

CABE urges all school boards to:

1. address the influence of violence affecting children using school board policies, parent education programs, peer mediation, student assistance teams, and the school district curriculum to maintain an environment that fosters learning and growth.
2. review and maintain safety plans that address

prevention, preparedness, mitigation and emergency response and recovery.

CABE supports state efforts to study and:

1. recommend best practices for reducing school based arrests for all students.
2. recommend best practices for addressing the higher incidence of school based arrests for students of color.
3. recommend training for staff and students on de-escalation techniques and cultural sensitivity.
4. recommend a uniform reporting system for school based arrests so all districts are reporting numbers the same way.
5. identify possible grant funding to support accelerated reductions in school based arrests.
6. identify restorative practices and institute behavioral health supports as foundational and proactive protocols that promote a healthy and collaborative learning environment with the added intentional purpose of minimizing if not eliminating the need for school based arrest.

CABE urges the state and federal government to provide greater and sustained resources for locally determined programs that are critical to school safety, including emergency preparedness and response training, school resource officers, school counseling, and access to mental health services.

I STUDENT DISCIPLINE

CABE urges districts to establish comprehensive student discipline policies that integrate in school and out of school sanctions with an overall program of progressive student discipline. Policies should reinforce a positive school climate and ensure consequences with equity in alignment with the State Department of Education.

I STUDENT ACHIEVEMENT AND ASSESSMENT

1. CABE urges boards of education to affirm their commitment to the improvement of student learning to:
 - Openly evaluate data on student achievement indicators;
 - Review/revise district goals to focus on

- academic and personal development;
 - Strive to find methods to remove barriers to learning; and
 - Create a school climate that fosters an excitement for learning.
2. CABE urges boards of education, the State Board of Education and the General Assembly to recognize the broad range of attributes that contribute to student success, including but not limited to academic achievement, critical thinking, community service and integrity.
 3. CABE urges the General Assembly to create and fund a system designed to share successful curricula and/or programs enhancing student achievement among school districts using the State Department of Education and Regional Education Service Centers.
 4. CABE supports efforts to improve student assessment programs that enhance individual student achievement and are part of a planned program for meeting educational objectives. CABE is opposed to a federal testing program.
 5. CABE urges the State Department of Education to provide boards of education with explanatory and instructional materials one full year prior to implementing any new or revised statewide assessments.
 6. CABE urges the State Department of Education to increase support and funding for educational programs supporting the arts.
 7. CABE calls on the Governor, General Assembly and State Board of Education and administrators to reexamine public school accountability systems in this state, and to develop a multifaceted assessment system, which:
 - a. does not require extensive standardized testing;
 - b. more accurately reflects the broad range of student learning; and
 - c. is used to support students and improve schools.
 8. CABE urges Congress to limit the mandate for student testing to grades 4, 6, 8 and 10 or 11 in the areas of English language arts and mathematics.
 9. CABE urges the State Department of Education to exclude student test results for state assessments from the statistics for district progress if those students have been attending a district school for less than an

academic year as of the testing date.

I PARENT/FAMILY/SCHOOL INVOLVEMENT POLICY

CABE urges school boards to develop Parent/Family/School involvement policy statements recognizing that a child's education is a responsibility shared by the school and the family. Such statements could include:

1. Establishing effective two-way communication with all parents, respecting the diversity and differing needs of families.
2. Developing strategies and programmatic structures at schools to enable parents to participate actively in their children's education.
3. Providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement from Prek12.
4. Utilizing schools to connect students and families with community resources that provide educational enrichment and support.

I EARLY CARE AND EDUCATION LINKING PARENTAL INVOLVEMENT

CABE supports:

1. continued efforts by the General Assembly to appropriate sufficient funding to make early care and education programs available to all children in need;
2. local school board flexibility to design, develop and implement early childhood education programs to increase the likelihood of children's school success and decrease special education costs; and
3. state and federal incentive grants, including technical and financial assistance to districts that offer early childhood education programs, full or extended day kindergarten and programs providing for identification of preschool students with special needs and parental involvement programs.
4. allowing for a phase in of the new kindergarten entrance date to allow districts to plan for and ensure capacity, and increasing child care subsidies to expand pre-school slots.
5. the General Assembly to hold harmless all

districts for the loss of kindergarten students due to the change in the kindergarten start date. Student count should remain at pre-start date as students matriculate.

CABE urges school boards to:

1. institute programs for parents which can increase their knowledge of children's social, physical, mental and psychological development, and ultimately increase the likelihood of children's school success, and to encourage parents to take advantage of school services for young children;
2. identify and remove impediments to parental involvement; and
3. review their kindergarten and readiness programs to assure that such programs are designed to provide each child with learning tasks appropriate to the child's developmental level.

CABE urges the General Assembly to study fully funding universal pre-k in all of its public school districts in state approved programs.

I THE LEGISLATIVE – SCHOOL BOARD PARTNERSHIP

CABE urges school boards to provide legislators with objective analysis of proposed legislation so that municipal impact is accurate in fiscal notes.

CABE urges the General Assembly to exercise restraint when addressing education issues that impact local operations. Overly prescriptive law or regulation inhibits local capacity to innovate and best serve its public.

I DRUG, TOBACCO AND ALCOHOL USE

CABE supports efforts on the local, state and federal level to eliminate and address the problems of the inappropriate, unauthorized, illegal use of drugs, tobacco, alcohol and other substances in the school environment.

CABE vigorously supports education about the recreational use of marijuana/cannabis and its negative impact on children, their education and development.

CABE urges all school boards:

1. to work cooperatively with public and private agencies and law enforcement agencies to address the problems of drugs, tobacco, alcohol and other substances;
2. to work cooperatively with public and private agencies to provide student-guided extended day school programs for appropriate grade levels during after school hours; and
3. to conduct student drug, tobacco, alcohol, and substance use assessment on an ongoing basis.

CABE urges the State of Connecticut:

1. to vigorously enforce the laws concerning the sale, use and possession of drugs, tobacco, alcohol, and other substances to minors;
2. to commit adequate resources and create a functioning network of public and private agencies to address the problems of drugs, tobacco, alcohol, and other substances;
3. to allow more flexibility in the design and delivery of curriculum to address the use of drugs, tobacco, alcohol, and other substances;
4. to gather data on student drug, tobacco, alcohol, and substance use; and
5. to commit resources to support student-guided extended day programs for appropriate grade levels.

CABE urges the federal government:

1. to aggressively enforce the laws in order to halt the flow of illegal drugs into the United States; and
2. to commit adequate federal resources to state and local programs that address the problems of drug, tobacco and alcohol abuse.

I STUDENT SUCCESS

CABE urges local and regional boards of education to:

1. develop innovative, developmentally appropriate curriculum which emphasizes the acquisition of essential skills for all students; and
2. maintain creative school programs, and performance standards for at risk students that develop lifelong learners. Such programs should emphasize essential skills combined with work related projects, work study programs, school to career, apprenticeships

and other alternative program approaches.

CABE urges local and regional boards of education and their communities to affirmatively advocate for the importance of:

1. arts education and to hold our leaders accountable for providing the necessary funding; and
2. STEM education and to hold our leaders accountable for providing the necessary funding.

CABE urges Connecticut policy makers and education leaders to commit to fully funding and supporting arts and STEM education in K-12 schools by:

1. recognizing the intrinsic value of arts education to providing a well-rounded education;
2. acknowledging the vital role of arts education in enhancing academic achievement and contributing to the social and emotional well-being of students;
3. collaborating with arts educators and administrators to articulate what fully-supported arts education; and
4. consider other initiatives that have proven to be effective, e.g., arts integration across disciplines.

CABE urges the General Assembly to provide the funding and the flexibility necessary for local and regional school systems to address the needs of students including appropriate increases in funding for dropout prevention and student retention. CABE urges the retention of the right of school boards to deny programs for individuals pursuant to CGS 10-233d(e). (Student Expulsion)

CABE urges the State Board of Education and the General Assembly to support, through technical assistance and funding, early intervention programs developed by local school districts that involve the interagency coordination of services to students who are habitual truants or at risk of becoming truants.

I TECHNICAL EDUCATION AND CAREER HIGH SCHOOL SYSTEM

CABE supports a state technical education and career high school system that:

1. ensures both student academic success, and trade/technology mastery;
2. instills a desire for lifelong learning;
3. prepares students for postsecondary education, apprenticeships, and immediate productive employment; and
4. responds to employers' and industries' current and emerging global workforce needs and expectations through business/school partnerships.

PROGRAMS FOR STUDENTS WHO ARE ENGLISH LEARNERS

CABE urges:

1. the State Department of Education to encourage locally initiated, innovative alternative approaches to educating students who are English learners with the specific goal of attaining English proficiency as rapidly as possible; and
2. the General Assembly to appropriate adequate funding to assist school boards in providing the most effective programs which educate students who are English learners.

PUBLIC SCHOOL DESEGREGATION INITIATIVES

CABE urges state government to develop a task force charged with developing a newer metric to measure a school's racial makeup, and then provide districts with the resources to achieve greater diversity.

HEALTH AND WELLNESS EDUCATION

CABE urges each local school district to utilize a developmentally appropriate curriculum which deals with issues affecting family life, child and human growth and development, including lesbian, gay, bisexual, transgender, queer/questioning (LGBTQ) and to involve the community in this process, including appropriate public and private agencies, to promote the positive wellbeing of students. Vital health and social issues should be integrated into existing academic subject areas.

SOCIAL AND EMOTIONAL LEARNING

CABE urges the General Assembly, the State Department of Education and local and regional boards of education to strengthen the support for social and emotional learning through professional development for educators as well as resources for students, parents and community members.

LOCAL PROGRAM POLICY DECISIONS

CABE supports the local development of course content requirements, staff resources, and allocation promoting effective and efficient practices that:

1. grow out of local goals and specific local learning objectives based upon local student needs; and
2. result from local policy decisions regarding program, staffing and resource priorities.

GOVERNMENT REGULATION AND DATA ACQUISITION

CABE urges:

1. the state and federal governments to reduce the number and complexity of regulations directed at education, including the administrative burden associated with implementing education laws;
2. the state and federal governments to focus on data that is needed to improve student performance;
3. the State Department of Education to continue existing efforts to simplify its data collection, eliminate duplication and unnecessary data collecting; and
4. the state board of education to formally adopt regulations when rules are needed to enforce the statutes and to refrain from applying guidelines as regulations or incorporating guidelines by reference into regulations.

FREEDOM OF INFORMATION ACT

CABE urges:

1. the establishment of a formalized process, including input from local public agencies, for proposing candidates for membership on the

- Freedom of Information Commission;
- 2. the modification of the Connecticut Freedom of Information law to more clearly define the individuals' reasonable expectation of privacy and its balance with the public's right to know; and
- 3. the General Assembly to continue to support release of detailed student performance data to parents and guardians as part of the regular education process while it acts to protect against inappropriate use of content and disclosure to others.

I TEACHER TENURE

CABE urges the General Assembly to:

1. modify the teacher tenure law to provide for initial tenure after 50 months of teaching, to make tenure renewable on a five-year basis, and to provide for the dismissal of teachers for due and sufficient reason who fail to promote student achievement or fail to engage in activities to pursue professional growth and development.
2. repeal the portion of CGS 10-151(c) that entitles teachers who have not attained tenure to a hearing concerning nonrenewal, except if the reason for such nonrenewal is either elimination of position or loss of position to another teacher, and provides that the board of education shall rescind a nonrenewal decision only if the board finds such decision to be arbitrary and capricious.
3. amend the teacher tenure act to allow boards of education the ability to address staff reduction forced by budgetary constraints through modified reduction in staffing, reducing staffing levels not solely through the current seniority system, but through a blended reduction throughout the seniority system, such that staffing cuts do not fall entirely upon the most junior educators.

I CERTIFIED EDUCATOR SHORTAGES

CABE urges school boards, higher education institutions, the State Department of Education and the General Assembly to take action to expand the pool of qualified educators for Connecticut's public schools, particularly in areas where shortages have been identified.

CABE supports expanding the alternate route to certification programs, apprenticeship programs, enhancing professional development opportunities, reciprocity between states, encouraging students at an early age to consider the teaching profession and actively recruiting underrepresented groups.

I CONNECTICUT STATE TEACHERS' RETIREMENT

CABE opposes modification of state statutes to restrict the definition of "salary" for purposes of calculating teachers' retirement benefits.

CABE urges:

1. the General Assembly to avoid adopting costly changes to the Teacher Retirement Act that shift the burden from the state to the local level and to maintain its responsibility for the Teacher Retirement System;
2. the General Assembly to restore the flexibility to adequately compensate retired educators serving in interim or part-time positions; and
3. the Teacher's Retirement Board to include performance based pay for purposes of teacher's retirement, in order to preserve more options in compensation systems.

I PROFESSIONAL STANDARDS AND EDUCATOR PREPARATION

CABE supports:

1. maintenance of State Board of Education authority over teacher certification standards and teacher preparation program approval.
2. continued action to assure that teacher preparation program standards are raised and that students in teacher preparation programs are required to complete a strong academic program, graduating with an academic major.
3. the alternate route to teacher and administrator certification, which increases flexibility in the manner in which academically able college graduates, including professionals seeking mid-career change, may enter the teaching and administrative professions.

I PROFESSIONAL DEVELOPMENT

The improvement of instruction relies heavily on the continued or increased competency of existing staff members, especially in periods of stable or declining enrollments.

Therefore, CABE supports:

1. local and regional boards of education developing high quality professional development programs for school district staff, alone or in cooperation with other school boards, agencies, or institutions; and
2. teacher preparation institutions and universities upgrading and expanding professional development programs and graduate programs for teachers and administrators.

I EDUCATOR EVALUATION AND SUPPORT

CABE urges the:

1. State Department of Education through the Educator Evaluation and Support Council (EES) to implement the Educator Evaluation and Support guidelines.
2. State Department of Education and General Assembly to support a strong teacher induction and performance program to improve the retention of new teachers in Connecticut.

I TEACHER AND ADMINISTRATOR SALARY SYSTEMS

CABE supports the development by boards of education of teacher and administrator salary systems that are based upon performance skills and knowledge, competence, and levels of responsibility. CABE supports the maintenance of teacher and administrator salaries that are competitive with the salaries of persons of comparable skill, quality, educational background, and professional responsibility.

I NON-PARTISAN BOARDS OF EDUCATION

CABE urges the General Assembly to adopt legislation allowing municipalities to create nonpartisan boards of education.

I SCHOOL BOARD MEMBER PROFESSIONAL DEVELOPMENT

CABE supports a state requirement for an orientation and ongoing professional development for all school board members.

CABE urges boards of education to develop a policy requiring professional development for new and experienced board members.

CABE urges boards of education to examine and discuss annually the roles of the board and the superintendent in order to maintain a strong and effective partnership in the educational process.

CABE encourages boards of education to provide for adequate professional development programs for all school board members and candidates, including participation by all members in area, state and national programs and compliance with orientation for new school board members. Professional development should include the roles and responsibilities of boards, and skills needed to resolve issues in a nonpartisan manner.

I BOARD OF EDUCATION ETHICS

CABE urges boards of education to incorporate codes of ethics and conflict of interest provisions in their Bylaws.

CABE urges the General Assembly to refrain from imposing financial disclosure provisions for volunteer elected officials.

I BOARD OF EDUCATION SERVICE

CABE urges local political parties to seek school board candidates who are committed to student achievement and representative of the entire community.

CABE urges employers to support the civic involvement of their employees who serve as school board members.

■ PREVAILING WAGES FOR CONSTRUCTION PROJECTS

CABE urges the General Assembly to raise the dollar threshold for projects subject to the prevailing wage mandate.

■ PERFORMANCE ACCOUNTABILITY OF CONTRACTORS WORKING ON PUBLIC CONSTRUCTION PROJECTS

CABE urges the General Assembly to hold contractors accountable for their performance on publicly funded building projects by adopting the Department of Administrative Services recommendation that maximum retainage on a project be increased from 2.5 percent to the previous level of 10 percent.

Finance

■ PUBLIC SUPPORT FOR PUBLIC EDUCATION

In order to insure that public funds are used for public education and to improve public education, CABE urges all citizens and particularly all school board members to:

1. oppose the implementation of voucher systems as methods of financing nonpublic education with public funds; and
2. oppose tax credits for expenditures for tuition or living expenses at private elementary and secondary schools.

■ THE FEDERAL ROLE IN PUBLIC ELEMENTARY AND SECONDARY EDUCATION

CABE urges the federal government to recognize education as a state and local function, while identifying, promoting and supporting the national interest in public education.

CABE supports a program of federal support for elementary and secondary public education that provides increased flexibility and funds that go directly to the local level and financial support

for all federal mandates.

■ THE SCHOOL FINANCE SYSTEM

The increased burden of the cost of public education, largely as a result of mandates imposed on public school systems by state government, requires a more equitable sharing by state and local funding sources. Therefore, state legislation should recognize:

1. the responsibility of the state government to provide an equitable share of total local school expenses;
2. the need for the state to distribute funds on an adequate basis with the primary responsibility for local expenditure determination to remain with the local school board;
3. that local school districts should develop, with state assistance, procedures to ensure fiscal accountability and efficiency and the most effective use of tax dollars;
4. the need to restructure the state spending cap so all federal education funds flow to school districts;
5. the state responsibility to fund court-ordered programs; and
6. the need for financial incentives to foster inter district and/or regional interdistrict cooperation.

CABE supports:

1. continued exploration of more accurate methods of measuring the wealth of each town, the cost of appropriately educating each child - including those children who are economically disadvantaged or have other special needs, the costs associated with participation in public school choice programs, magnet schools and charter schools, and the unique cost burdens borne by poor rural and poor urban school districts;
2. monitoring of the effectiveness of school finance programs to ensure that towns spend an appropriate amount for the education of each student in order to provide substantially equal advantages taking into account differences in local costs based on relevant economic and educational factors and on course offerings of special interest in diverse Connecticut communities;
3. state funding for education provided directly

- to local and regional boards of education;
- 4. the creation of a more consistent manner of reporting and calculating per pupil expenditure and use of the most current audited data in any school finance formula;
- 5. reducing the cost of special education to LEAs and requiring the State to pay its fair share of the costs directly to boards of education;
- 6. funding for gifted and talented programs;
- 7. the differential in the cost of operating a secondary only regional school district be factored into the ECS Formula and that the MBR be applied separately to schools in K-6 or districts with designated or regional high schools;
- 8. full state funding for participation in regional vocational-agricultural programs, including transportation costs;
- 9. financial incentives for school districts operating extended day kindergarten programs, after school and summer remedial programs;
- 10. adequate support for adult vocational education programs;
- 11. restoration of the transportation grant;
- 12. restoration of full ECS funding to all districts including Alliance Districts, and create separate grants outside of ECS for Alliance District reform efforts;
- 13. additional state funding for School Based Health Clinics; and
- 14. continued state financial and technical support to Alliance Districts while removing designation for districts who have shown continued improvement.

■ PROMOTING STATEWIDE POLICY AND FUNDING FOR MINORITY TEACHER RECRUITMENT

CABE urges the Legislature to relieve the Alliance school districts from the compounding impact of the fiscal obligations of the language of CGS 10-156gg, the Minority Candidate Certification, Retention or Residency Year Program.

■ PUBLIC EDUCATION FUNDING

CABE urges the General Assembly to ensure that the primary sources of local district funding are protected from erosion in state budgets which maintain grant funding at least at existing

levels and avoid imposition of mandates or state tax shifting which might result in the transfer of state obligations to local property taxes.

CABE supports the concept of full state and federal funding on a current basis for any mandated programs. CABE supports the passage of legislation making state mandates on boards of education unenforceable unless fully funded.

■ MINIMUM BUDGET REQUIREMENT

CABE urges the General Assembly to remove the statutory reduction in the MBR and encourages the Commissioner of Education to adjust the MBR in situations when a local or regional board of education seeks relief from the MBR due to significant enrollment changes.

■ BOARD OF EDUCATION BUDGETS

CABE supports legislation to:

1. provide boards of education the authority to create “Special Revenue Funds” to account for the proceeds of specific revenue sources; and
2. allow a board of education surplus of up to 2 percent of the budget to carry-over to the next fiscal year without requiring approval of the local financial authority.

■ PROMOTING EFFICIENCIES AMONG AND BETWEEN DISTRICTS

CABE urges the General Assembly to remove barriers and implement incentives through which neighboring local educational agencies can develop initiatives to sustain quality of programs and services while entering into mutually beneficial agreements to share and reduce costs.

CABE urges the State Department of Education to substantially support (financially and administratively) cooperative efforts among districts. This support needs to be strategic, long term, financial and sustainable to realize true regionalism results.

I TAX REFORM

CABE supports comprehensive tax reform in Connecticut that:

1. is balanced and fair and will produce the revenues necessary to support quality public education and other needed public services;
2. reduces reliance on the local property tax, sales tax or other regressive forms of taxation; and
3. assures that distribution of the tax burden is based upon the ability to pay.

CABE opposes a state legislative cap on local property taxes.

I MAGNET SCHOOL, CHOICE AND CHARTER FUNDING

CABE urges the General Assembly to take timely steps to:

1. Identify adequate funding for Open Choice receiving districts to encourage the voluntary efforts of participating districts.
2. Ensure that any charter school funding plan does not compromise local district financing.
3. Provide a comprehensive magnet school funding formula applicable statewide for both host and interdistrict schools, sending and receiving districts.
4. Continue to exempt preschool from the requirement that boards of education pay tuition for non-special education students who choose to attend a magnet school.

I FUNDING FOR CAPITAL IMPROVEMENTS

CABE urges the General Assembly to:

1. maintain support for school construction grants;
2. increase the school construction grant percentage for new construction equal to the current percentage for renovation as new; and
3. eliminate any space standard reduction percentage when factors beyond the control of the district cause lower than projected enrollment.

CABE supports updating the existing formula covering eligible overall square footage per student to take into consideration space needs

such as for cafeterias/kitchens, media centers, reduced class sizes, teaching practices, and technology.

Labor Relations

I TEACHER NEGOTIATION ACT

As long as compulsory binding arbitration remains as the dispute resolution process under the Teacher Negotiations Act, CABE supports additional modifications of the Act to allow boards of education to carry out their management responsibilities, including the following:

1. There shall be no presumption by arbitrators in favor of retaining contract provisions or continuing past employment practices.
2. Arbitrators shall give the highest priority to the educational interests of the state as such interests relate to the children of the school district.
3. Arbitrators shall give priority consideration to the public interest and the financial capability of the town or towns in the school district. The consideration of financial capability shall include the town's capability as measured by its history of tax increases, personal income trends, declines in state and federal revenues, and the financial impact of state and federal mandates.
4. Establish a requirement that neutral arbitrators participate in training sessions.

CABE opposes granting teachers and administrators the opportunity to strike.

CABE supports the retention of the teacher evaluation process as a permissive subject of bargaining.

I TEACHER TERMINATION HEARINGS

CABE urges the General Assembly to allow the suspension of tenured teachers without pay prior to the completion of the termination hearing process.

■ IMPACT NEGOTIATION

CABE supports the ability of local school boards to change job descriptions unilaterally without the necessity of negotiating the impact of the changes with individual unions.

■ UNEMPLOYMENT COMPENSATION

CABE supports the repeal of federal legislation allowing states to grant unemployment compensation to school district employees during vacations and the summer months.

CABE urges the General Assembly to refrain from extending such benefits to school district employees.

CABE supports modification of state statute to specifically provide that notice of intent to layoff at a future point in time, given in compliance with any legal or contractual mandate, shall not give rise to a right to collect unemployment benefits.

■ MANDATED BENEFITS

CABE supports the repeal of statutorily mandated duty free lunch periods and sick leave. These issues should be negotiated at the local level.

Special Education

■ FEDERAL SPECIAL EDUCATION ISSUES

CABE urges the federal government to revise and modify due process for students with disabilities. Specifically, CABE recognizes the need to improve on current due process proceedings to make them more effective and expeditious for the purpose of providing students with disabilities with an appropriate educational program.

CABE supports the following changes to special education law and regulations:

That the issue(s) in dispute at a due process

hearing be limited to matters pertaining to a proposed IEP; the existing IEP; or any IEP from the current school year or the school year immediately preceding the current year.

That the hearing officer be authorized and/or required to append to his/her final decision and order a statement detailing the issue on which the respective parties have prevailed, in whole or in part, and summarizing the approximate amount of hearing time spent on each issue.

That the hearing officer should be granted the same powers the Federal Courts have to reduce attorney fees if the parent unreasonably protracted the final resolution of the controversy, if the award unreasonably exceeds the hourly rate prevailing in the community, if the time and legal services furnished were excessive considering the nature of the action, or if the attorney representing the parent did not provide the school with a description of the problem relating to the proposed placement change and a proposed resolution. This should be done to insure a more equitable distribution of the financial responsibilities of the due process procedure.

That boards of education be granted more flexibility in the expulsion of special education students involved in criminal activities. Specifically, the federal government should not block states and local and regional boards of education from applying the same disciplinary standards to all students who commit the most serious offenses.

If non-disabled students are expelled for certain actions, schools should be allowed to treat students with disabilities in the same manner.

That clarification of the relationship between Section 504 requirements and IDEA be provided.

That IDEA be amended to alleviate the burden placed on school districts with nonresident private school students eligible for special education identification and services.

■ PLACEMENTS BY THE DEPARTMENT OF CHILDREN AND FAMILIES

CABE urges the General Assembly to provide:

1. for the full cost for educating students placed in private and public educational programs through DCF for children in their custody.
2. that DCF pay the full cost for special education for students attending local school districts.

■ SPECIAL EDUCATION EXCESS COST GRANT

CABE urges the General Assembly to fully fund the Excess Cost Grant for all costs in excess of the 3.5 times the district's average per pupil expenditure.

■ LEAST RESTRICTIVE ENVIRONMENT

CABE encourages the State Department of Education, institutions of Higher Education, the General Assembly, and each local and regional board of education to:

1. consider the needs of the entire class of students when placement decisions are made.
2. examine a variety of placement options to insure that students with special needs be placed in the least restrictive environment.
3. provide preservice and in-service staff development and sufficient resources for all staff to enable them to provide appropriate support to students with special needs.

■ SPECIAL EDUCATION DUE PROCESS

CABE urges the General Assembly to:

1. Review the method for selection and qualification of due process hearing officers with a view toward increasing the level of professionalism and impartiality.
2. Increase available funding to attract qualified candidates and adequately compensate them for their service.
3. Provide for appellate review of due process decisions.

4. Assign the burden of proof to the party that initiated the special education hearing.

Since 1938, CABE has been the collective voice of more than 1,300 board of education members across the State. As CABE has grown, so has our prominence as leaders in shaping public education programs - helping Connecticut prepare for the increasingly competitive 21th Century.

These positions reflect the commitment of board of education members to promote public participation through local lay control of public education, to promote equal opportunity and a high quality education for all Connecticut's public school children and increase public awareness of education issues.



The distinctive line drawing of the Capitol building which appears on the cover was graciously donated to CABE by the late Richard Welling, a talented Hartford artist. The artwork is a particularly appropriate piece for our 2024 Whole Agenda. We are delighted to be able to feature a work by this very talented artist.

2023 Special Education Needs

	Overall Enrollment	Students with Disabilities Increased	Additional Staff Needed After Budget Cycle	
Bethel	Increasing	Yes	1 special ed teacher, .6 increase in speech	
Brookfield	Flat	Yes (only 2)	5 Paras	
ER9	K-8 increase, HS	Yes	Added BCBA, SLP and Preschool Teacher	
Monroe	Increasing	Yes	.6 to 1.0 certified, Paras	
New Milford	Slight Decrease	same	Added SLP and AT people and increased outplacements	
Newtown	Flat	decrease small	Increased staff due to students moving in with more significant moved in	
Oxford	flat	no	decrease, Needed additional para support and behavior tech	
Region 20	Flat	Yes	Not for this year, anticipate next year.	
Ridgefield	Flat	Yes	Yes	
Sherman	Flat	no	no	;
Watertown	Flat	Yes	2 Sped Teachers, 3 Paras, .5 Nurse	



Carver, Christine <carverc@bethel.k12.ct.us>

2023 Cohort Graduation Review

Edwards, Shondel <Shondel.Edwards@ct.gov>
To: carverc <carverc@bethel.k12.ct.us>

Tue, Feb 6, 2024 at 1:56 PM



STATE OF CONNECTICUT



DEPARTMENT OF EDUCATION

Ajit Gopalakrishnan

TO: Superintendents of Schools

FROM: Ajit Gopalakrishnan, Chief Performance Officer

DATE: February 6, 2024

SUBJECT: 2023 Cohort Graduation Results for Review

The Connecticut State Department of Education (CSDE) must report cohort graduation rates to the U.S. Department of Education. The cohort graduation rate is also a component of Connecticut's Next Generation Accountability System.

The cohort is defined as a group of high school students who entered high school for the first time in Grade 9. The cohort is expected to graduate with a regular high school diploma within four years. Most students graduate within four years, while some take over four years. During that journey, new students outside the LEA's or school's original cohort are added to the cohort.

Conversely, students who leave the LEA's or the school's cohort for specific allowable reasons are removed from the cohort. The result of the cohort graduation method is the four-year adjusted cohort graduation rate (ACGR).

The ACGR is based on student-level data from the state's Public School Information System (PSIS) as submitted by school districts and certified by Superintendents. The four-year ACGR for the 2023

cohort has already been reviewed by high school principals. The CSDE is now providing superintendents with an opportunity to resolve any discrepancies with the four-year ACGR data for the 2023 cohort. Please ensure that all discrepancies are resolved by **February 28, 2024**.

The CSDE expects all June graduates in a school year will be reported by the end of July, and any summer graduates will be reported latest by the PSIS Summer Roll-Up deadline of September 30. The Summer Roll-Up is the window for school districts to update their enrollment records in PSIS for the upcoming school year. As part of the many steps in updating the enrollment records (e.g., promoting students to the next grade), a school district must also exit its current graduates. By exiting its graduates and updating its district enrollment for the new school year, the district prepares its PSIS enrollment data for the upcoming PSIS October collection. Therefore, graduates reported after this September 30 deadline are included in the extended year graduation rates (i.e., five-year or six-year cohort graduation rates).

Please find attached the 2023 four-year graduation rate report for your district. **Please share this information with the staff responsible for managing student data, including those related to students identified as English learners or students with disabilities.**

To receive a list of students included in your district cohort, along with their exit dates and codes, or for any other questions regarding the calculation, don't hesitate to contact Francis Apaloo at 860-713-6874 or via e-mail at francis.apaloo@ct.gov.

Thank you.

2023 District 4-Year Adjusted Cohort Graduation Rate (ACGR)

District Name: Bethel School District

Category	Number of Students in the Cohort	Number of Students Who Graduated in Four Years	Percentage of Students who Graduated in Four Years
All Students	247	234	94.7
Gender			
Female	111	110	99.1
Male	136	124	91.2
Race/Ethnicity			
Hispanic	52	50	96.2
Black	10	7	70.0
White	164	156	95.1
Asian	18	18	100.0
Two or more race	2	2	100.0
Program Participation			

English Learner	5	5	100.0
Special Education	44	38	86.4
Free/Reduced Lunch	98	91	92.9
High Need	121	112	92.6

Source: Public School Information System

Note:

- A cell containing a zero may not necessarily represent an actual zero value but indicates that the data is not applicable.
- English learner, special education, and free/reduced lunch subgroups include all students reported in those groups at least once in high school. Students can be counted in more than one group.
- The High Need subgroup includes students categorized as any of the following during the cohort period: participating in the Free/Reduced Lunch, identified as English learner, identified as Special Education. There is also a scenario where a student could be part of all subgroups.
- Special education students enrolled in transition-only services who have met graduation requirements are included in the denominator, not the numerator. These students count against the district graduation rate.

Ajit Gopalakrishnan image003.png
4K

Increasing Educator Diversity Plan FAQs



Revised February 2, 2024

We believe that if districts prioritize building a teacher workforce that reflects the demographic diversity of the state’s K–12 students, and engage in data-informed continuous improvement processes, then Connecticut can build a teacher pipeline that attracts, prepares, supports, and sustains educators in ways that increase their retention and ensures that each student has equitable access to culturally competent and culturally responsive instructors who support meaningful learning.

Public Act 23-167, Section 10(a) provides: “Not later than March 15, 2024, each local and regional board of education shall submit the increasing educator diversity plan described in subsection (a) of section 10-220 of the general statutes, as amended by this act, to the Commissioner of Education for review and approval.” In relevant part, Public Act 23-167, §10 specifically repealed the preexisting statutory language that school boards “develop and implement a written plan for minority educator recruitment” in C.G.S. §10-220(a) and substituted “shall develop and implement a written increasing educator diversity plan.”

In accordance with previously established Connecticut law, this requirement to develop and implement a written increasing educator diversity plan also applies to: the Connecticut Technical Education and Career System; Charter Schools; Interdistrict Magnet Schools—including the Goodwin University Magnet School System; Incorporated and Endowed Academies and High Schools; Regional Educational Service Centers, and Unified School Districts Nos. 1 and 2. Consequently, any references in the following Frequently Asked Questions (FAQs) to “school board” or “board” also pertain to these other educational entities.

1. If we previously developed a plan pursuant to C.G.S. §10-220(a) which the board approved for implementation, can that plan be used to comply with Public Act 23-167, §10(a)?

Yes. As noted, Public Act 23-167 §10(a) expressly states that school boards “shall submit the increasing educator diversity plan described in” C.G.S. §10-220(a), which suggests that the legislature contemplated the submission of such preexisting plans. Although Section 10-220(a) previously referenced a “minority educator recruitment” plan, boards should rename their plans to comport with Public Act 23-167’s “increasing educator diversity” language and review their plans and language of the work for alignment with [Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection](#) (“Guidebook”), and [Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity A Toolkit for District & School Leaders](#) (“Toolkit”). Both CSDE resources are also available at [Resources for Increasing Educator Diversity Plan Creation and Implementation \(ct.gov\)](#)

2. What if we don’t submit a plan by the due date? Are there consequences or penalties?

As noted above, pursuant to C.G.S. §10-220(a), some school boards may have already developed what is now known as an increasing educator diversity plan. As discussed in response to Question #1, boards may choose to submit such board approved plans. If a school board is unable to submit

its increasing educator diversity plan by the March 15, 2024, the CSDE does not seek to be punitive. As discussed in Question #3, below, a request for an extension of time may be submitted.

3. What if we need an extension of time, will that be permitted? If so, how and to whom should the request be submitted?

The CSDE recognizes that some districts may seek to amend, expand, or otherwise enhance their preexisting plans, which, as discussed in response to Question #11, below, could require additional time to get formal school board approval. Consequently, the CSDE will consider requests for an extension of time. Such requests must be submitted in writing in advance of the March 15, 2024 due date for initial submission, and if revision is required, prior to the May 15, 2024 due date for submission of revised increasing educator diversity plans. Requests for an extension of time should be submitted to: SDE.IEDPlans@ct.gov for consideration by the Deputy Commissioner and Chief Talent Officer.

4. What if a plan is timely submitted but requires revisions that are not made and submitted by May 15, 2024.

Please see the response to Question #3, above.

5. Must the increasing educator diversity plan template in the Toolkit be used to submit an increasing educator diversity plan?

The increasing educator diversity plan template available at [Resources for Increasing Educator Diversity Plan Creation and Implementation--Documents \(ct.gov\)](#) was designed to assist boards in creating thoughtful, comprehensive, and meaningful plans for effective implementation, and to sustain educators in ways that increase their retention. Therefore, the increasing educator diversity plan template should be used, and existing plans should be transferred to the plan template.

6. Who will review an increasing educator diversity plan and recommend it for approval, or review it and provide feedback requiring revisions to the plan?

For the last four years the CSDE has partnered with the Region 2 Comprehensive Center (R2CC), led by WestEd, on efforts to increase Connecticut's racial, ethnic, and linguistic educator diversity. The R2CC team was instrumental in both developing the Toolkit and in providing technical assistance for the increasing educator diversity coaching series. Therefore, the intention is to have CSDE staff review the plans and make the appropriate determinations with R2CC in a consultative role.

7. What instrument or rubric will be used in plan review?

A rubric will be developed to guide increasing educator diversity plan reviewers in identifying strengths and areas for improvement in the increasing educator diversity plans submitted. The Increasing Educator Diversity Plan Progress Monitoring and Self-Evaluation Tool available on page 12 of the Appendixes of the [Toolkit](#) provides helpful information to support strong plan development. The Tool also provides “key questions” for consideration in plan development and provides examples of the characteristics of a “weak plan” and “strong plan.”

8. Will the CSDE monitor the increasing educator diversity plans?

There is no current legislative requirement that plans submitted in Spring 2024 are subject to monitoring. Nevertheless, the CSDE will explore next steps to advance the work of diversifying and sustaining the diversity of Connecticut’s educator workforce.

9. Do we have to submit increasing educator diversity plans annually?

There is no current legislative requirement for yearly submission of plans. It is important to allow time for the active implementation of the board’s increasing educator diversity plan.

10. Will the CSDE provide a sample or model plan?

CSDE and R2CC staff are working on more resources—including an example of a strong increasing educator diversity plan. However, as indicated in the response to Question #7, above, the Increasing Educator Diversity Plan Progress Monitoring and Self-Evaluation Tool available on page 12 of the Appendixes of the [Toolkit](#) provides “key questions” to assist plan development and qualities of a “weak plan” and “strong plan.”

11. Must the board of education or equivalent governing body review and formally approve the increasing educator diversity plan prior to submission by March 15, 2024?

As discussed in response to Questions #1 and #2, above, prior to the enactment of Public Act 23-167 §10, school boards were statutorily required by C.G.S. §10-220(a) to develop and implement what was then called a minority educator recruitment plan. If, however, the school board did not develop said plan, and/or said plan was not formally approved by the school board, then prior to submitting its increasing educator diversity plan to the CSDE pursuant to Public Act 23-167 §10, the plan must be formally approved by the school board. This also applies to an increasing educator diversity plan that is returned to the board by the CSDE for revisions and resubmission by May 15, 2024, unless the board has delegated authority for such revisions to the Superintendent of Schools or equivalent school administrator as discussed in response to

Question #12, below. Be prepared to provide the date that the plan was approved by the board or equivalent governing body as part of the upload of your submission.

12. Should the original motion for increasing educator diversity plan approval also expressly authorize the superintendent or equivalent school administrator to execute any Plan revisions that may be required?

Although such delegation of authority to the Superintendent or equivalent school administrator is not expressly required, doing so may prove beneficial in effectuating the required revisions to the board's increasing educator diversity plan. Boards are advised to consult with their legal counsel to determine the need or ability to formally delegate such authority.

13. How do we submit the initial Plan?

By March 15, 2024, an increasing educator diversity plan on the increasing educator diversity plan template, and formally approved by your board or equivalent governing body may be uploaded to the Plan Submission Portal at:

https://sdect.co1.qualtrics.com/jfe/form/SV_0IJ4GfNUJNNuuaO

14. What are the next steps after the increasing educator diversity plan is approved?

Public Act 23-167 §10 requires that beginning July 1, 2024, and each school year thereafter, approved Plans must be implemented, and made available on the school board or equivalent governing body's website. The CSDE will also make approved Plans available on its website.

15. How do we submit a revised Plan?

By May 15, 2024, the revised increasing educator diversity plan on the recommended plan template, and formally approved by your board or equivalent governing body must be uploaded to the Revised Plan Submission Portal at:

https://sdect.co1.qualtrics.com/jfe/form/SV_8wbUPnCMWRx0TmS

Increasing Educator Diversity Plan Template



IMPORTANT NOTES:

1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.
2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024

COVER PAGE	
District:	
Vision:	
Theory of Action	
Team Lead:	
Team Members:	

Social Studies Curriculum Presentation

United States History 32

Bethel High School
Jessica Galbraith

BETHEL HS

**SOCIAL STUDIES
DEPARTMENT**



Website Linked Above

Connecticut Social Studies Standards

United States History – A Vertical Look

Grade 5 United States History I: Migration - American Revolution	<ol style="list-style-type: none">1. Migration and Settlement2. The Colonial Era3. The American Revolution4. The United States Constitution and Civic Participation
Grade 8 United States History II: Colonial America - Reconstruction	<ol style="list-style-type: none">1. Origins of United States Democracy and National Identity2. Expansion, Influence, and Economic Growth3. Civil Unrest, Civil War, and Reconstruction
High School United States History III: Reconstruction - the Digital Age	<ol style="list-style-type: none">1. Reconstruction2. Immigration, Industrialization, and Progressivism3. Imperialism and WWI4. The 1920s, Great Depression, and New Deal5. World War II6. Cold War and Civil Rights7. Foreign Policy, Global Conflicts, and Cultural Shifts8. National Identity in a Digital Age

Grade 9

- Modern World History I (College Prep) (Honors)

Grade 10

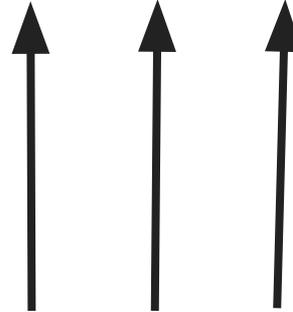
- Modern World History II (College Prep)
- AP European History (10-12)
- AP Human Geography (10-12)

Grade 11

- **US History 32**
- American Studies
- ECE US History

Electives

- AP Psychology
- Intro. to Psychology
- College History
- Black & Latino Studies
- Comparative Religions
- Civics (Global Issues) (Intro to Law)



BHS Social Studies Course Sequencing

United States History 32 - Grade 11

Program of Studies Course Description:

This course allows students to gain a perspective of our past and our national heritage. Concepts are taught in conjunction with historical events in order to improve student understanding of continuity and change over time. Students examine both domestic and foreign issues and make judgments about their impact on the development of our nation.

- **US History 32 - approx. 50% of juniors (120-170 students)**
- American Studies - approx. 25% of juniors (50-100 students)
- AP US History - approx. 25% of juniors (60-70 students)

Focus Areas

- Historical thinking skills
- Inquiry
- Questioning skills
- Respectful discourse
- Analytical reading and writing skills
- Stimulus-based multiple choice questions
- Document-based questions
- Engaged and concerned citizens

US History Sequencing

6 Units

[United States History Curriculum Map](#)

Unit 1: Slavery, Civil War, Reconstruction

Unit 2: Gilded Age, Progressive Era, WW1, 1920s, Harlem Renaissance

Unit 3: Great Depression, WW2

Unit 4: 1950s America, Post WW2, Cold War, McCarthyism

Unit 5: Vietnam, Counter Culture, Civil Rights Movement

Unit 6: Modern United States (1970s-Present)

Grade 11 - Unit 2 - 1920s Inquiry Project

Grade 11 - Unit 2 - 1920s Big Idea Group Work

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.
- Communicate effectively & coherently in written & oral form, addressing the task, purpose, perspective, intended audience.

LEARNING OUTCOMES

- *I can conduct research on a topic to create a presentation that informs the reader about the topic and its significance.*
- *I can work with a group to form a big idea statement.*
- *I can use evidence from my research and presentation to prove a big idea statement.*

ESSENTIAL QUESTIONS

Students will know...

- How do individuals seek to create social, political, and economic change within society?
- How can the historical context of a time period contribute to major cultural changes & reform?
- How do we make informed decisions about problems encountered?

STANDARDS

- HIST 9–12.2 Analyze change and continuity in historical eras.
- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

SKILLS

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

- Present logical conclusions that demonstrate understanding of the complexity of the issue
- Organize and prioritize evidence to reveal important societal patterns
- Use literal, inferential & evaluative questions to synthesize & communicate learning to various audiences.

Grade 11 - Unit 4 - Analyzing the 1950s Documents

Grade 11 - Unit 4 - Analyzing the 1950s DBQ

TRANSFER GOALS

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

- Examine a claim for meaning and analyze the source's context, audience, purpose, and perspective.
- Explore the patterns of history in order to inform future decisions.

LEARNING OUTCOMES

- *I can use evidence from primary and secondary sources to substantiate a claim.*
- *I can explain using evidence whether the 1950's was an age of conformity or an age of anxiety.*

STANDARDS

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- HIST 9–12.2 Analyze change and continuity in historical eras.

ESSENTIAL QUESTIONS

- How do economic, social, and ethical pressures drive national discourse?

SKILLS

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

- Reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions about the long lasting impacts of war
- Examine primary and secondary source documents to discuss and debate the long lasting impacts of war on societal, cultural, economic and political systems.
- Analyze primary sources to reflect on the norms and expectations of society.

Recent Curricular Changes



- Discourse - discussions with students about current events & challenging topics
- Reconfiguration of units & resources to ensure that all perspectives and voices are shared with & from students
 - Ensure there is an opportunity to let more students see themselves in the curriculum (mirrors)
 - Provide a more complete understanding of the history of all people (windows)
- Unit 6 is designed to be more flexible than the others so that students can grapple with current issues as they present themselves

Next Steps...



- Pacing - balance between the need to establish foundational content and skills AND progress at a pace that allows the entire curriculum to be covered in a meaningful way
- Seamless integration of global competency skills & historical thinking skills
- Diverse perspectives
- More student voice & choice
- Engaging tasks/assessments
- Standards & Legislation

State of CT Updates Legislation

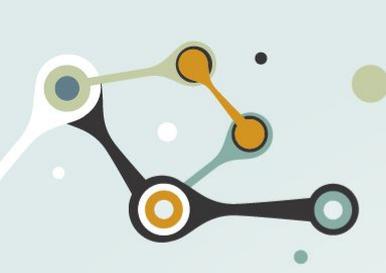


- For the 2025 school year each local and regional board of education shall include Asian American and Pacific Islander studies as part of the social studies curriculum for the school district
 - Unit 2 - Immigration, Progressive Era
 - Unit 3 - WW2, Japanese-American Internment
 - Unit 5 - Civil Rights Movement
 - Unit 6 - Economics, Activism, Globalization



OpenSciEd

Curriculum Resource Adoption
February 1, 2024



WHY OpenSciEd FOR BETHEL MIDDLE SCHOOL?

01

Highly Rated

02

Development Process

03

Instructional Model

04

Equity & Inclusion

05

Teacher Support



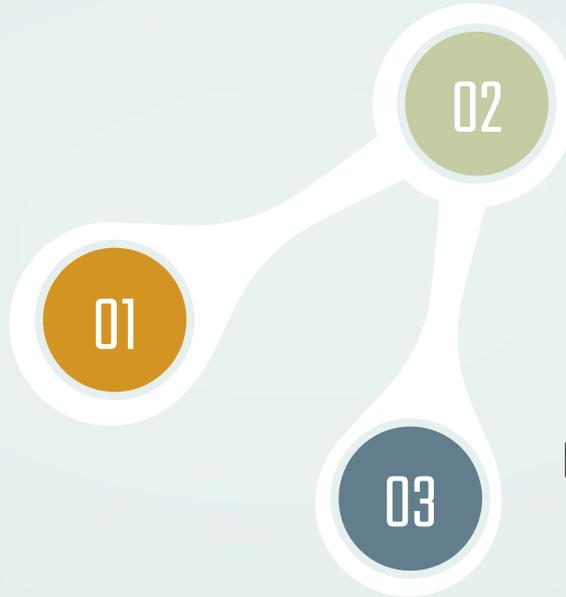
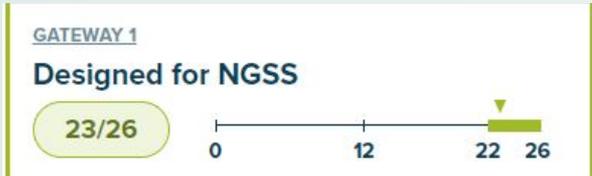
01

Highly Rated

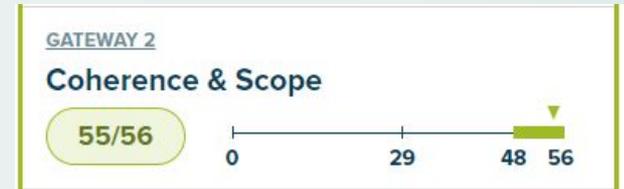


EdReports- OpenSciEd Middle School program earned green ratings on all three benchmarks

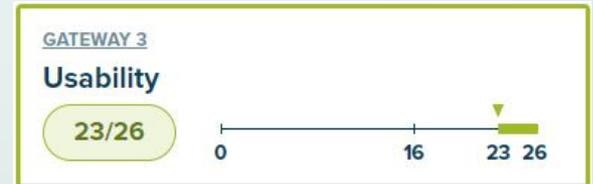
Designed for NGSS



Coherence and Scope



Usability



NextGenScience

All units rated as 'quality' by the **Science Peer Review Panel** at NextGenScience.

The only curriculum designed for the (NGSS) that has had every unit rated as quality by the Science Peer Review Panel at NextGenScience.

In contrast, 93% of instructional materials submitted to the Science Peer Review Panel for review do not achieve a quality ranking.



Development Process

- Multi Year- 7 Step Process
- Only units that are identified as examples of NGSS alignment through the Peer Review Process are actually released



02

1- Scope & Sequence

Collaboratively developed with 10 partner states & education experts

2- Anchoring Phenomenon

Developed by curriculum team with student input

3- Write the Unit

- Written by teams of curriculum developers, educators, content experts and science education experts

4-Field Testing

Unit is field tested across 10 partner states. Wide range of data collected to inform revisions

5- Revision

Revised based on field test data and initial external review using EQulP rubric

6-External Review

Revised unit sent to EQulP Peer Review Panel for final review

7-Unit Released

Instructional Routines

A decorative graphic on the right side of the slide. It features several abstract shapes: a large green circle with a black border and the number '03' in white; a smaller white circle with a green border and a blue center; a large orange shape with a black border and a teal center; and a smaller orange shape with a white center. There are also several small teal and black dots scattered around the shapes.

All OpenSciEd units are designed around 5 core instructional routines

- coherent instruction across grades and clusters
- students develop and refine skills over years
- research based pedagogy

ANCHORING PHENOMENON ROUTINE
We share an experience.

NAVIGATION ROUTINE
We figure out where we are and where we need to go next.

INVESTIGATION ROUTINE
We develop evidence from investigations to explain parts of the phenomena.

PUTTING THE PIECES TOGETHER ROUTINE
We come to a consensus on what we've figured out, and have a more complete explanation of the phenomenon.

QUESTIONS ANSWERED
We've answered many of the questions from our Driving Question Board and are ready to explain some new phenomena.



DRIVING QUESTION BOARD
We develop questions for the Driving Question Board.

PUTTING THE PIECES TOGETHER ROUTINE
We come to a consensus on what we've figured out so far.

PROBLEMATIZING ROUTINE
But new questions emerge through evidence we find.

INVESTIGATION ROUTINE
We develop evidence from investigations to explain parts of the phenomena.



04

EQUITY & INCLUSION

- Equitable instructional practices are central to the design of OpenSciEd materials and professional learning.
- Instructional routines are designed to value every student's voice in learning science, fostering a sense of belonging and empowerment for every student. In every unit of the field tests, greater than 90% of students reported their science learning was relevant to their lives.
- OpenSciEd units are purposefully designed with multiple avenues for engagement, representation, and action and expression.

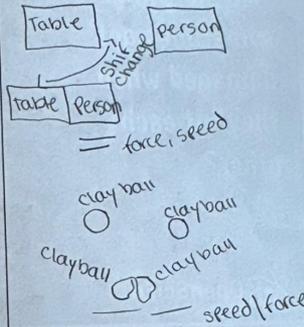
Student work examples

What I Figured Out... Use any combination of words and pictures to record ideas that would help you answer the LESSON question.
How Does It Connect... Reflect on how the information you recorded might help answer the DRIVING QUESTION.

Lesson 2: What causes the changes in motion and changes in shape of colliding objects?

I figured out ... mass, speed, and force causes the changes in motion and changes in shape of colliding objects. For example, if you bumped into a table, it won't hurt you or damage the table. If you run full speed into the table, you will get hurt and the table will move because of the force your using to run into the table. When 2 clay balls

Models / Diagrams



Driving Question Board

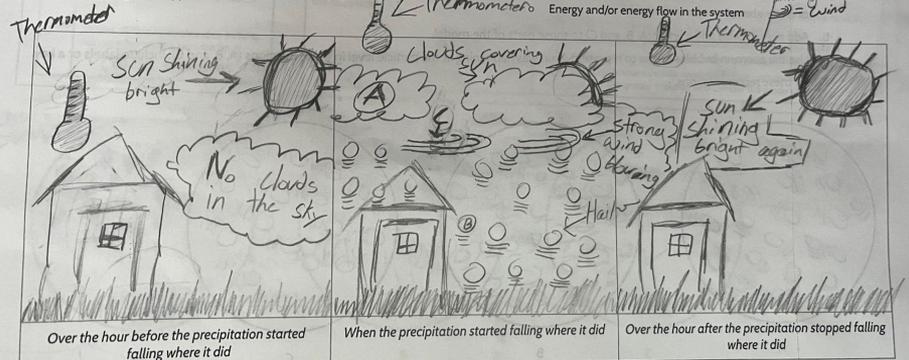
A sound source	B sound traveling	C sound receiver
<p>How does the sound source create sound?</p> <p>Why don't we always hear the sound?</p> <p>What do sound waves look like?</p> <p>What types of sound waves are there?</p> <p>Why do some sounds travel better than others?</p>	<p>How can sound travel through different materials?</p> <p>How is sound created in the air?</p> <p>How does sound travel through solids?</p> <p>How does sound travel through liquids?</p> <p>How does sound travel through gases?</p> <p>How does sound travel through vacuums?</p>	<p>How do sound waves affect the objects they hit?</p> <p>Why do the ears vibrate when sound waves hit them?</p> <p>How do sound waves cause objects to vibrate?</p> <p>How do sound waves cause objects to move?</p> <p>How do sound waves cause objects to change shape?</p>

Initial Model

Develop an initial model to explain "What causes this kind of precipitation event to occur?"

- Show what you think was happening above and around the area where the precipitation fell, at 3 different points in time.
- Use pictures, symbols, and words to help explain what caused these changes to happen over time.

- Your model should include:
- Multiple causal mechanisms and interactions
 - Identification of distance and scale
 - Matter at the particle level
 - Energy and/or energy flow in the system

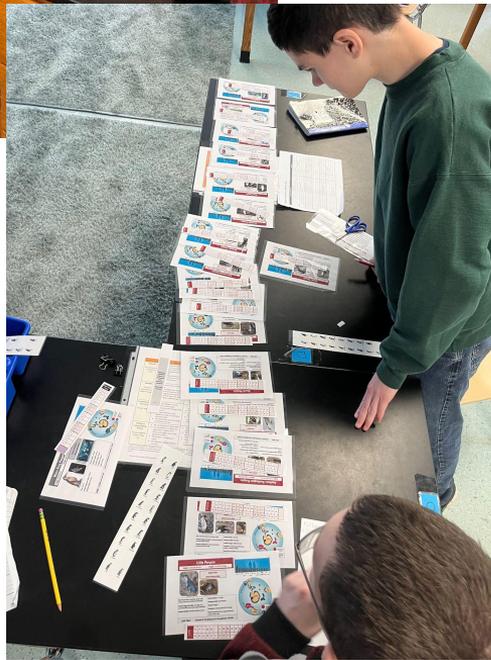
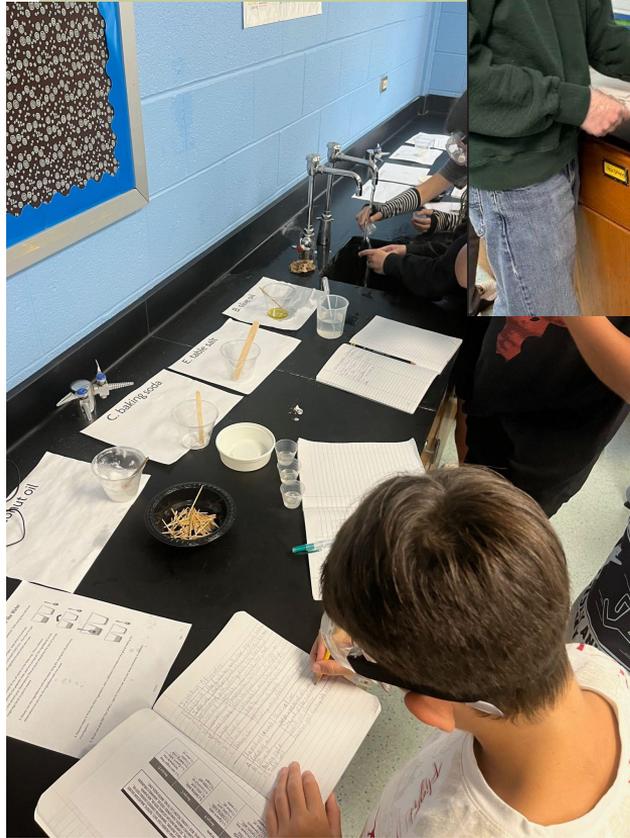
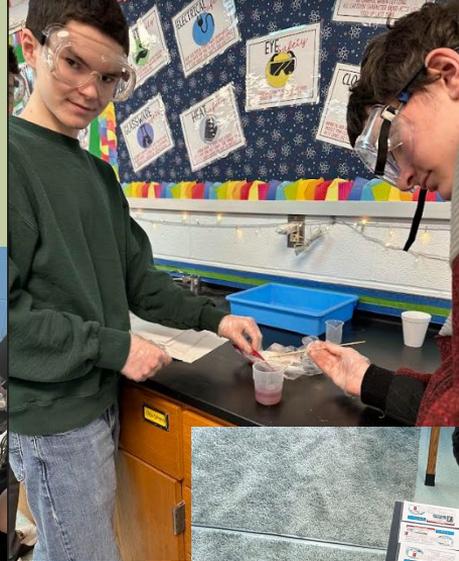


What do you think happened in this system that would help explain what caused this kind of precipitation event?

I think that the wind high up in the sky made it very cold and then the clouds created hail.

Handwritten notes on lined paper with a yellow pencil, discussing sound waves and their properties.

Students At Work



A decorative graphic at the top of the page features a central white teardrop shape containing a dark blue circle with the number '05' in white. This central element is surrounded by various abstract shapes: a blue teardrop shape to the left, a green teardrop shape to the right, and several solid circles in blue, green, black, and orange scattered around. The background is a light blue gradient.

05

Teacher Support

- Embedded educative supports built into the teacher materials in the form of front matter, teacher references, and callout boxes
- Webinars, videos, handbooks, toolkits, planning and assessment tools to support educators and curriculum development
- Integration with Google Classroom and Social Network support groups

Examples of Embedded Teacher Support:

* SUPPORTING STUDENTS IN ENGAGING IN ANALYZING AND INTERPRETING DATA

Scientists use a range of approaches and tools to derive meaning from data. In this lesson, one approach to making sense of the large amounts of data shown across the eight sites is the use of a summary table that lines up the findings from each site side by side first to compare key categories and changes in values across sites. Such a tool often helps scientists see larger patterns and outliers that would not be apparent by comparing the data from only one case to another.

ASSESSMENT OPPORTUNITY

Building towards: 2.A.3 Analyze and interpret data using graphical displays (e.g., maps, charts, graphs, tables) of large data sets to identify temporal and spatial patterns in the range of weather conditions that lead to the formation of precipitation (hail).

What to look/listen for: Ideas about patterns for where hailstorms occur:

- Hail isn't seen in the winter months.
- Hail happens later in the day.
- The temperature is relatively warm (above 50°F) on days when it hails.
- Hailstorms are relatively short.
- Hailstorms appear in "lines".
- Humidity is relatively high when it hails.
- Note: Students may often notice the general trends listed below, though they are difficult ones to find in the data due to the relatively brief nature of the hailstorm vs. where weather stations are located and how often they are sampling the weather conditions:
 - The humidity often goes up and the temperature often goes down and there are often changes in the wind around the time of a hailstorm.

What to do: If students struggle to identify patterns, prompt them with questions such as, *What time of day do hailstorms seem to happen? What time of year? How would you characterize the duration (length of time) of hailstorms? How would you characterize the temperature during a hailstorm? How did that compare across sites?* If students struggle with the variability in the data (e.g., the temperatures differ from site to site), help them look for the broader pattern using a visual representation of the class data.

5 · ANALYZE HAILSTORM CASES IN PARTNERS

MATERIALS: Weather Data from Seven Hailstorm Sites

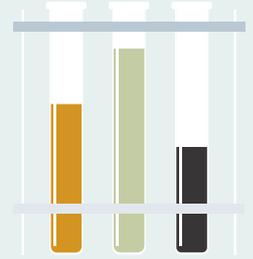
Analyze cases in partners. Present slide K and have students group in partners. Distribute the case files from *Weather Data from Seven Hailstorm Sites* and have partners identify patterns in their assigned case by marking and writing what they notice on the map and weather data tables. Give students 8-10 minutes for the task.

Share observations with another pair. Project slide L. After pairs have had a chance to annotate their data, have them share their observations with another pair. Ask students to listen for similarities and differences between the cases as they share.

 **Introduce exit ticket.** Project slide M. Ask students to individually record patterns they are starting to see between the cases: one regarding the location of hailstorms and one regarding the timing or conditions needed for hailstorms to occur. They can record these on a sheet of paper or index card to turn in.

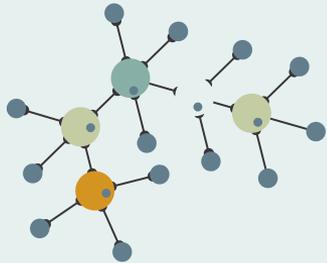
* ATTENDING TO EQUITY

Cases A and G are somewhat more complex because in one case there are two hailstorm events and in one case the time of the hailstorm is unknown. As an opportunity for differentiation, you can provide these cases to students who may benefit from the extra challenge.

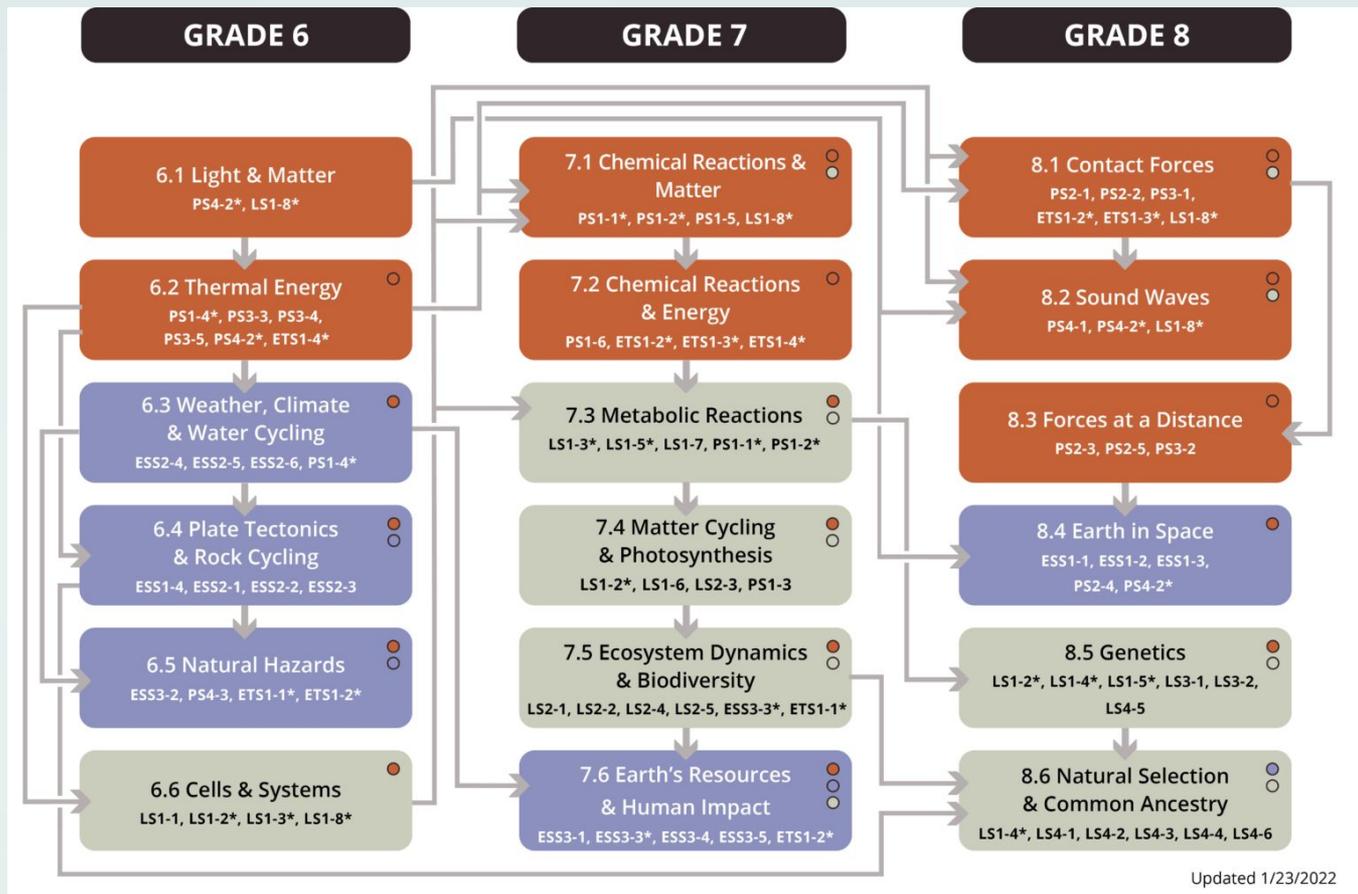


OER Resource

- OpenSci Ed Units are free for Bethel to use and customize to meet the needs of our diverse populations here in Bethel
- Fully integrated with Google Classroom to support all students
- No cost to district for teacher or student access to curriculum materials
- Consumable supply costs are aligned to current budgets



Scope & Sequence



Unit Emphasis

- PHYSICAL SCIENCE PEs
- EARTH AND SPACE SCIENCE PEs
- LIFE SCIENCE PEs

*PE builds across multiple units

Prior PEs the Unit Builds on

- PRIOR PHYSICAL SCIENCE PEs
- PRIOR EARTH AND SPACE SCIENCE PEs
- PRIOR LIFE SCIENCE PEs

Unit Connections



3-Dimensional Assessment Tools

Exit Tickets

Analyzing Graphs of
Sound Source Vibrations

Practice Specific

Visualizing Sound in a
Medium Investigations

Unit Summative

Application of Skills and
Knowledge to a New
Phenomena

Lesson Set Formative

Connecting Graphical
Representations

Self Assessment

Self Assessment for
Classroom Discussions

Progress Tracker

Record of students
sensemaking and
synthesis of learning

Bethel Public School

Textbook or Instructional Resource Adoption Form

Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. Title of **Currently Used** Textbook/Instructional Resource: - Accelerate Learning StemScopes Science 6-8

2. Title of **Proposed** Textbook/Instructional Resource: OpenSciEd Middle School Science 6-8

3. Subject Area: Science

4. Course: Grade 6-8 Science

5. Grade Level: 6-8

6. Author(s): The development team includes: The BSCS Science Learning Team, The Northwestern University Team, The University of Colorado Boulder Team, The Boston College Team , The Charles A. Dana Center Team.

7. Publisher: N/A - hosted on OpenSciEd Website

8. Unit Cost of Textbook or Unit Cost of the Instructional Resource: Zero- OpenSource

9. Number of Textbooks/Instructional Resource Materials Needed: None - Digitally Available

10. Total Cost (including estimated shipping): Zero

11. What specific selection criteria were established by the Selection Committee for a new textbook or instructional material?

Ed Reports Ratings
Universal Design For Learning
Equity / Inclusion
NGSS aligned Phenomena Based Instruction
Teacher Support

12. List the names of the Selection Committee members:

Kit Nielsen
Shellie Zancan
Noelle Chiafari
Kristen Brooks

13. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

Yes

14. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content? No

- a. Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use?
- b. If not, did you go through the Bethel Public School's [resource review process](#) to have it approved?

15. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

There are no other resources that are as highly rated.

16. Was all or part of the textbook or instructional resource piloted by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

Several units were piloted in the 7th and 8th grade classrooms in 2023. Student work from OpenSciEd and Stemsscopes were compared. OpenSciEd was the superior resource.

17. What other school districts in our area or in Connecticut use this textbook or instructional resource?

OpenSciEd has been adopted by California, Iowa, Louisiana, Massachusetts, Michigan, New Jersey, New Mexico, Oklahoma, Rhode Island, and Washington. It is in use in multiple districts in CT, including Southbury. CT Education Dept uses OpenSciEd as model curriculum.

18. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

We recommend the resource as it is the best resource available for science instruction aligned with the vision and practices of the NGSS. It is grounded in equity and principles of Universal Design for Learning. It is consistently being updated and improved as more states and districts adopt and implement the materials. It provides excellent professional learning and support for teachers of all experience levels through well-developed and supportive teacher manuals, videos, and handbooks.

Signature: _____
Proposal Originator

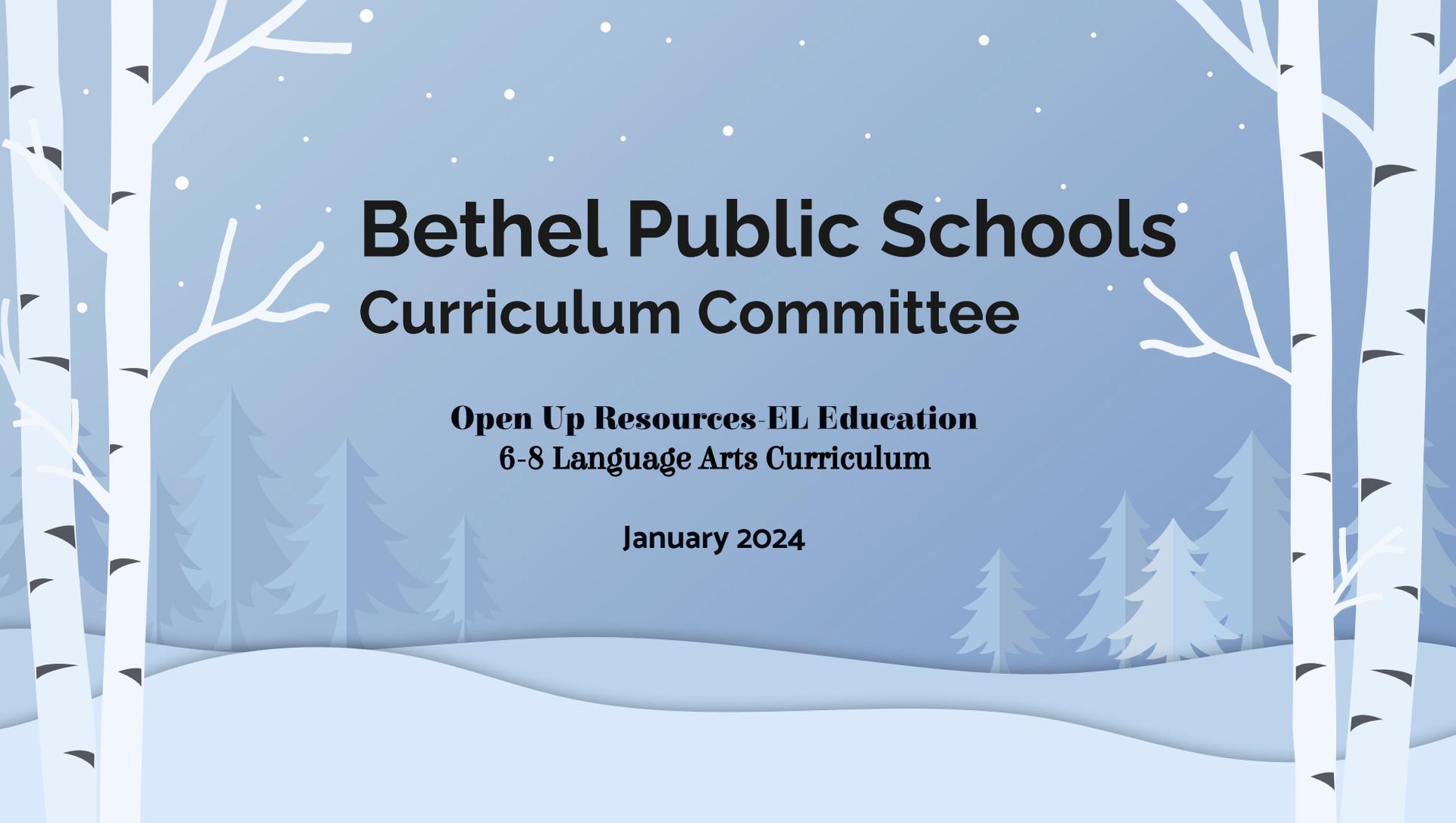
Date: _____

Signature: _____
Building Administrator

Date: _____

Signature: _____
District Administrator

Date: _____

The background features a stylized winter scene. In the foreground, there are two white birch trees with black lenticels and thin branches. The ground is covered in a light blue snow. In the middle ground, there are several dark blue evergreen trees. The sky is a medium blue with small white dots representing stars or snowflakes.

Bethel Public Schools Curriculum Committee

**Open Up Resources-EL Education
6-8 Language Arts Curriculum**

January 2024

Selection Process

- A team with representation of teachers, literacy specialist, EL/Multilingual Learner Teacher, Instructional Coach, and administrators met to explore several options for resources.
- The initial team brought forward for review:
 - Lucy Calkins Reading and Writing Workshop Curriculum for Middle Grades
 - Open Up Resources-EL Education
- The team prioritized standards alignment, assessments, rigor of instruction, and relevance. [Program Evaluation Review Questions for Discussion](#)
 - Comprehensiveness/Rigor of Curriculum and Materials
 - Differentiated Instruction-Meeting the Needs of all Learners
 - Assessment and Data-Driven Instruction
- In addition, credible and comprehensive literacy material reviews and research findings, including [EdReports](#) and [CURATE](#), were reviewed by the team.

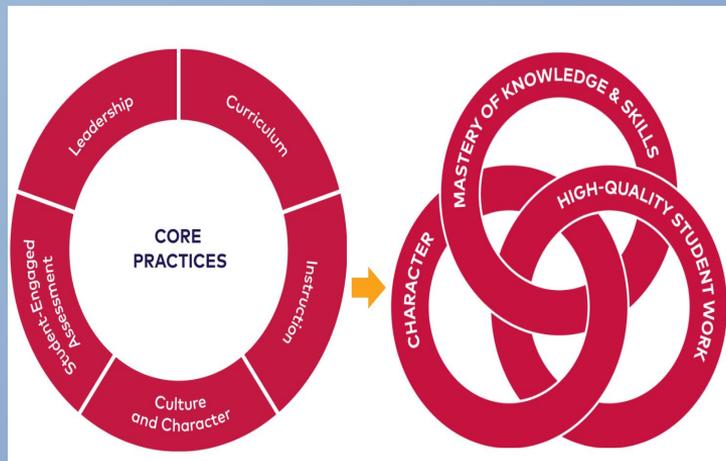
Selection Process

- The team unanimously chose to pilot Open Up Resources-EL Education.
- The resources have been piloted in all ELA Grades 6-8 classes from September-December during the 2023-2024 School Year.
- Teams continually worked in PLCs and on Professional Learning days to unpack the units and plan for instruction, and analyze assessment data to meet the needs of the students in Bethel.



Open Up Resources-EL Education 6-8 Language Arts Curriculum

- Open Up Resources-EL Education (formerly known as Expeditionary Learning) is a school reform model that emphasizes high achievement through active learning, character growth, and teamwork.
- Developed by the nonprofit EL Education, which continues to make the curriculum openly available on its website.



Open Up Resources-EL Education-Design of Resource

Each Grade Level has 4 Modules

6-8 Language Arts Curriculum, 2019 Edition

Grade 6 ▶

Module 1



Module 2



Module 3



Module 4



Grade 7 ▶

Module 1



Module 2



Module 3



Module 4



Grade 8 ▶

Module 1



Module 2



Module 3



Module 4



Sample: Grade 7 Modules

Grade 7 Module Lessons

Module 1
The Lost Children of Sudan

+

Module 2
Epidemics

+

Module 3
The Harlem Renaissance

+

Module 4
Plastic Pollution

+

Each Module Has Three Units

Grade 7: Module 1

Unit 1

Lesson 1
45 min

Lesson 2
45 min

Lesson 3
45 min

Lesson 4
45 min

Lesson 5
45 min

Lesson 6
45 min

Lesson 7
45 min

Lesson 8
45 min

Lesson
45 min

Lesson
13
45 min

Lesson
14
45 min

Lesson
15-16
90 min

**Mid-Unit 1 Assessment: Analyze
Setting, Plot, and Point of View**
A Long Walk to Water, Chapter 6

Unit 2

Lesson 1
45 min

Lesson 2
45 min

Lesson 3
45 min

Lesson 4
45 min

Lesson
5-6
90 min

Lesson 7
45 min

Lesson 8
45 min

Lesson 9
45 min

Lesson
10
45 min

Lesson
11
45 min

Lesson
12-13
90 min

Lesson
14
45 min

Unit 3

Lesson 1
45 min

Lesson 2
45 min

Lesson 3
45 min

Lesson 4
45 min

Lesson 5
45 min

Lesson 6
45 min

Lesson 7
45 min

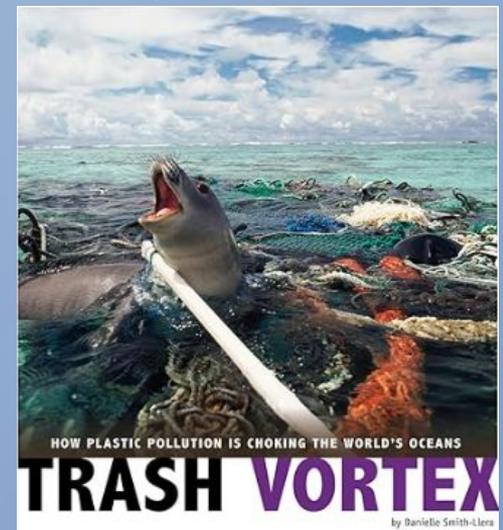
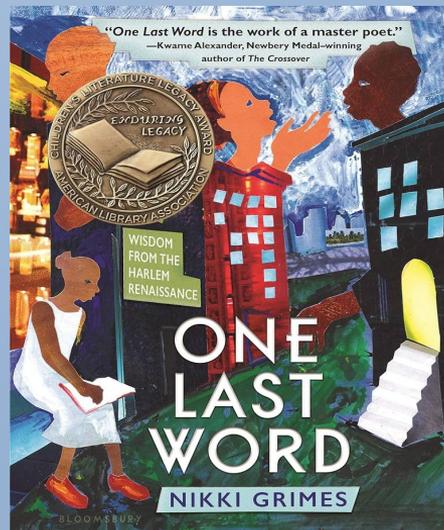
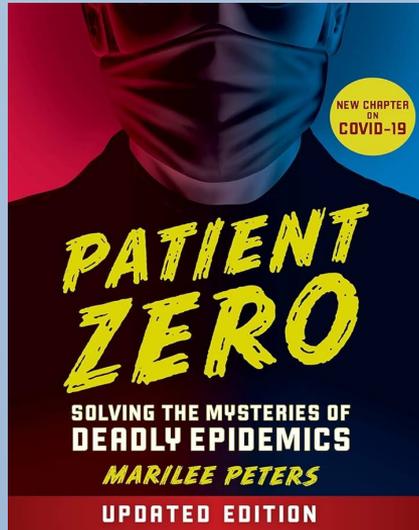
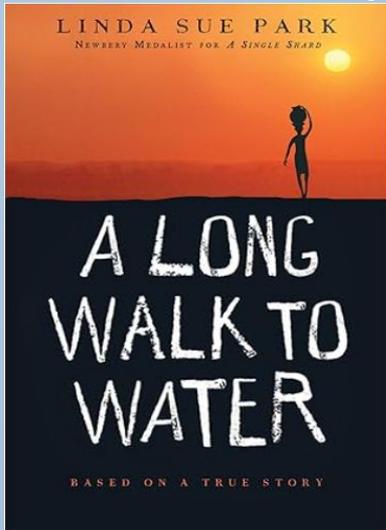
Lesson 8
45 min

Lesson 9
45 min

Lesson
10-11
90 min

▀ indicates the lesson includes an assessment.

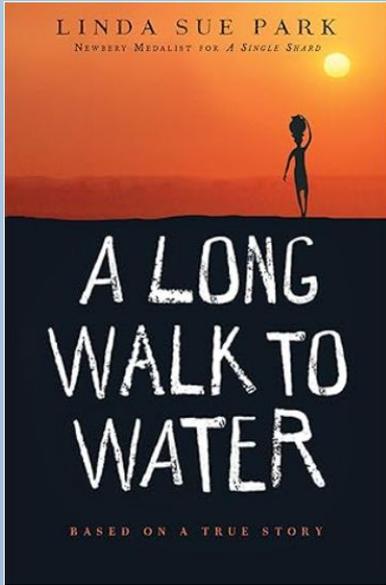
Core Texts Used to Anchor Instruction (Grade 7 Novels)



Each Unit has a core text to anchor the instruction along with other resources.

- Designed around science and social studies topics for cross-curricular engagement.
- Fiction & nonfiction text sets for each topic promote knowledge and vocabulary acquisition.

Core Texts Used to Anchor Instruction



- In Module 1 of grade 7, students read *A Long Walk to Water* by Linda Sue Park.
- The main tasks of this module allow students to develop reading and writing skills and strategies for figuring out the meanings of unfamiliar words, determining the central ideas and important details of early chapters in the book, and writing summaries of shorter texts related to topics in the book.
- Students also develop their narrative writing skills to include dialogue, description, and pacing in a story about a Lost Boy or Girl of Sudan.

Detailed Lesson Plans with Teacher Notes

Lesson 14: Prepare for Text-Based Discussion: Themes: *A Long Walk to Water*



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RL.7.2, SL.7.1

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RL.7.1, RL.7.10, W.7.8, L.7.6



Daily Learning Targets

- I can identify how themes in *A Long Walk to Water* have developed in chapter 11. (RL.7.2)
- I can prepare for a text-based discussion about how themes are developed in *A Long Walk to Water*. (RL.7.2, SL.7.1)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 14 (W.7.8)
- Work Time A: Prepare for a Text-Based Discussion: Themes: *A Long Walk to Water* note-catcher (RL.7.1, RL.7.2, SL.7.1)

Agenda

1. Opening

- A. Engage the Learner – W.7.8 (5 minutes)

2. Work Time

- A. Read *A Long Walk to Water*, Chapter 11 (15 minutes)
- B. Prepare for a Text-Based Discussion – RL.7.2 (15 minutes)

3. Closing and Assessment

Lesson Plans Include:

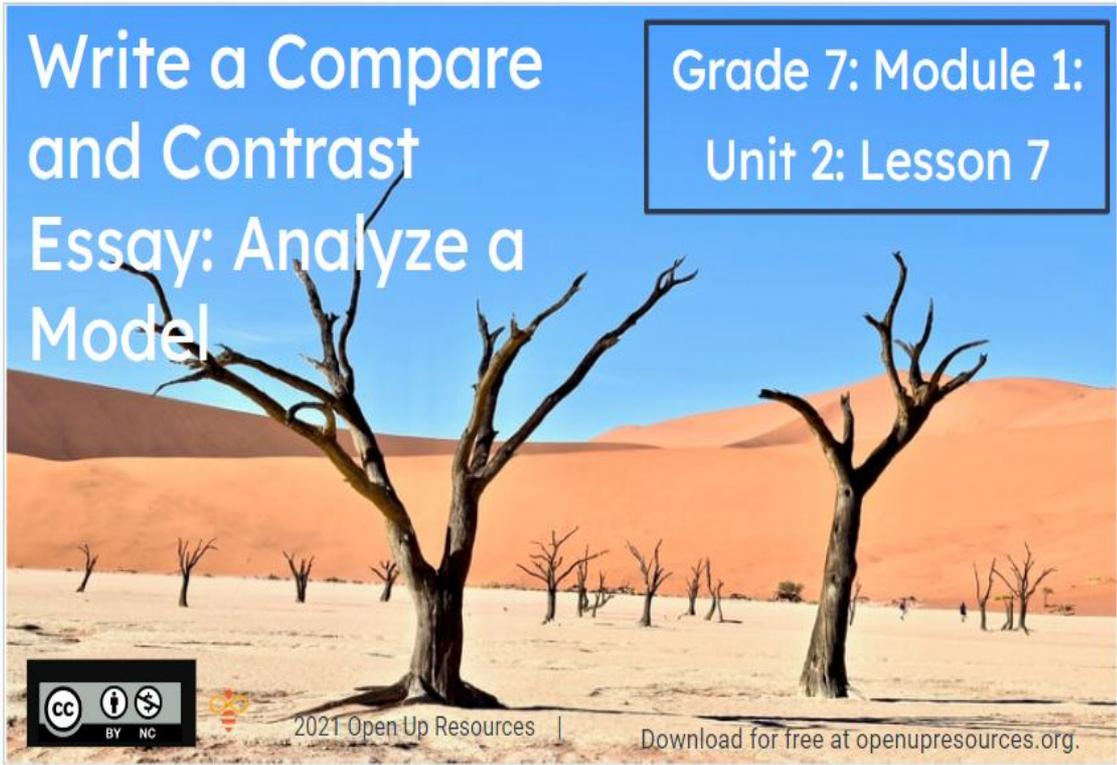
- Standard(s) focus for each lesson
- Daily Learning Targets
- Scripted Overview of Full Lesson
- Assessment Opportunities
- Suggested Support Strategies for Students Who Need Support
- Academic Vocabulary/Morphology and Word Work
- Collaborative Discussion Techniques Incorporating Social Emotional Competencies

Resources to Support Instruction

Sample Powerpoints modeled from the lesson plans for teachers to use when planning for instruction.

Write a Compare
and Contrast
Essay: Analyze a
Model

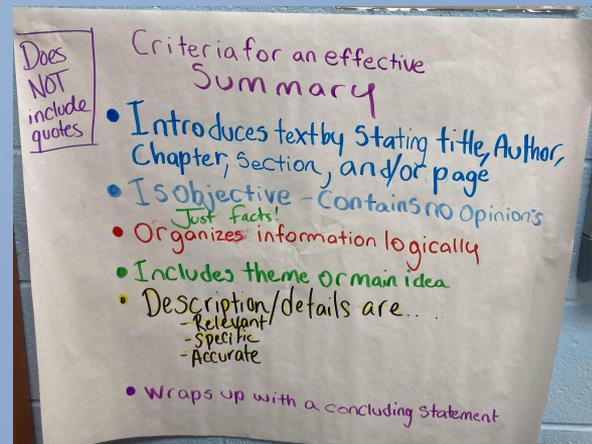
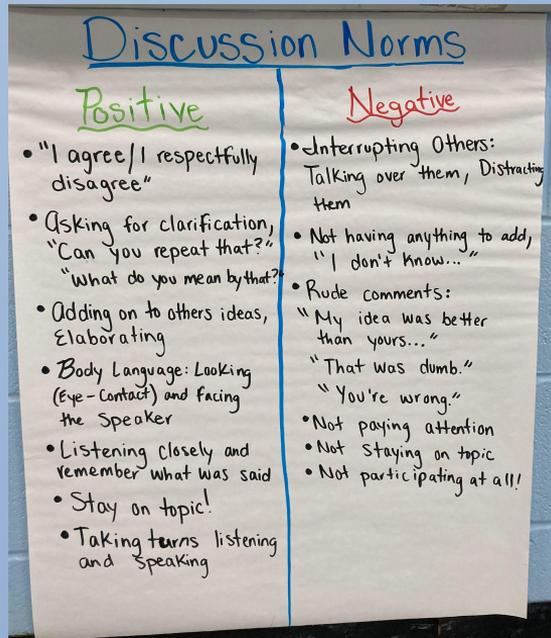
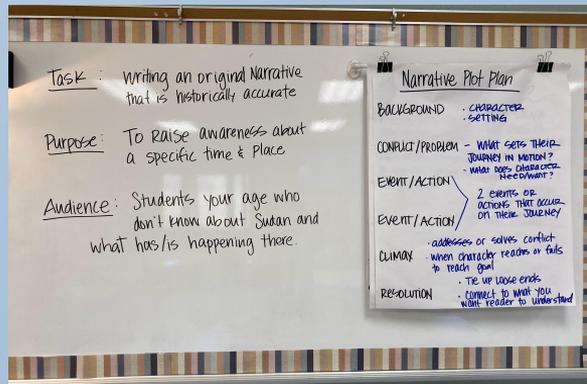
Grade 7: Module 1:
Unit 2: Lesson 7



2021 Open Up Resources

Download for free at openupresources.org.

Anchor Charts



Teacher created anchor charts to support student learning.

Multilingual Learner Support

Grade 7: Module 1: Unit 1: Lesson 2

Lesson 2

Supports guided in part by CA ELD Standards 7.II.B.6, 7.II.B.8, 7.II.B.3, and 7.II.B.4.

Important Points in the Lesson Itself

- To support ELLs, this lesson introduces a vocabulary log for the systematic investigation of vocabulary, establishes an environment of respect for diverse perspectives, and demonstrates how to determine the gist of a chapter of narrative text.
- ELLs may find it challenging to determine the gist of the first chapter of *A Long Walk to Water* because of the volume of potentially unfamiliar new language in the chapter. Consider how strategic grouping could support this task.

Levels of Support

Opening

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> When presenting <i>empathy</i> as a sample word for the vocabulary log, display images that demonstrate empathy, and encourage students to use the images to help them infer the meaning of the word. 	<ul style="list-style-type: none"> Adapt work with the vocabulary log by adding other elements that may further help students develop their knowledge of a word. Examples follow below: <ul style="list-style-type: none"> Word and pronunciation: "What is the word, and how do you say it?" Forms of the word: "What are the different forms of the word?" Translation and cognate: "What is the translation in your home language?" "Does the word look like a similar word in your home language?" Synonyms and antonyms: "What words have a similar meaning?" "What words have the opposite meaning?" Collocations: "What other words are commonly used with the word?" Showing sentences: "Where else have you read or heard this word?" "What does it mean in the new sentence?"

Closing and Assessment

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> Remind students of the definitions of <i>respect</i> and <i>empathy</i> before asking them to reflect on how they foster a sense of belonging. 	<ul style="list-style-type: none"> Before asking students to reflect on <i>respect</i> and <i>empathy</i>, briefly describe concrete examples of respect and empathy that you have observed between students in the class during work time or in an earlier lesson. Then, explain that these are the type of interactions that you mean when you are referring to instances of empathy and respect. These concrete examples help ELLs to better understand abstract terms for values which are often difficult to convey in comprehensible language.

Unit 1: Lesson 2

Unit 1: Lesson 1

Infer the Topic: I Notice/I Wonder Note-Catcher

RL.7.1, RI.7.1

Name: _____ Date: _____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)
	
What countries do you see on the map?	What do the pictures make you think about?
I notice	I wonder
What do you see in the pictures?	What do the words make you think about?
I notice	I wonder
Some important words in the resources that I already know:	Some important words in the resources that I wonder about:

Each lesson has suggestions for support for multilingual learners.

These supports can also be used to differentiate for any student that needs support.

Assessments

End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9

Name: _____

Date: _____

Read chapter 9 of *A Long Walk to Water*, and answer the following questions.

1. Part A

Select a theme that the author develops in chapter 9 from the list below by underlining an option. (RL.7.1, RL.7.2)

- a. Family is our most important support.
- b. Nature can present many challenges to humans.
- c. In challenging situations, it can be helpful to focus only on small steps.

Part B

Write two or three phrases or sentences from chapter 9 that best support the answer to Part A and demonstrate where the author is developing the theme in the chapter. (RL.7.1, RL.7.2)

2. Write an objective summary of chapter 9 of *A Long Walk to Water*. Be sure that your summary
- introduces the text with the title and author and “wraps up” with a concluding statement,
 - uses relevant events and important details from the text to explain what happens, and
 - is clear and concise.

Entrance Ticket: Unit 3, Lesson 4

RL.7.4, L.7.5c

Name: _____ Date: _____

Directions: As you enter class, answer the following prompts.

“Little Kuol . . . Salva closed his eyes for a few moments, trying to picture his brothers through a **haze** of time and grief.” (106)

What does the word **haze** tell you about what Salva was experiencing? What is the connotation of the word **haze**?

Each unit contains a mid-unit and end of unit assessment.

Each module concludes with a performance task.

Additional opportunities with Entrance and Exit Tickets.

Performance Task Examples

The Lost Children of Sudan

Grade 7: Module 1: Performance Task

Performance Task Anchor Chart

RI.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.9b, W.7.10, L.7.6

Students, create an illustrated ebook of your narrative with an informative foreword explaining the context of the Lost Child's story and the habits of character evident in your stories.

Your illustrated ebook will include:

- a cover page with title,
- an informative author's note describing your research and the habits of character evident in the story you have written,
- a story about a Lost Boy or Girl,
- multimedia like images and software to make an ebook,
- the chance to present to younger students (spread into manageable chunks for elementary school students to understand),
- a cover page with title, and
- thoughtful use of transitions and pacing throughout.

Epidemics

Grade 7: Module 2: Performance Task

Performance Task Anchor Chart

RI.7.1, W.7.6, SL.7.4, SL.7.5, L.7.1, L.7.3

Create a podcast in groups of three with sound effects, music, and other podcast features (such as a hook to grab the listener's attention; a variety of voices; a charismatic, engaging tone; interviews; description; fieldwork, etc.). Then publish your podcast by posting it on the internet (either at the online editing and recording site on which you made your podcast, or to a class blog, etc.).

Your podcast will include

- music and/or other sound effects;
- more than one voice;
- organization of the podcast with different sections and chapter or act titles;
- your podcast script, which includes the following four sections:
 - A narrative nonfiction lead telling the "story of the epidemic"
 - The social and scientific ideas surrounding the epidemic
 - The mindset, character traits, and tools people used to solve the epidemic
 - A deeper message, life lesson, insight, or purpose

Sample Student Work:

Grade 7 Narrative Writing

“You’re our leader Asim,” said the little boy. Moments after saying this, all the little kids began to look at me, fear in their eyes, light sparks of hope.

Then I looked down and thought: *How did I get here?*

5 days ago...

“Goallll!” laughed Ali. I rolled my eyes, as much as it was annoying to see my little brother score as much as he did, it was fun. I loved playing soccer with my friends even though I was always compared to my younger brother who was a natural at everything, cattling the animals, farming, and playing soccer. All of these loveable things he did got him a name in the village. Just like my father, who also was a natural born leader, who was the chief of the village. Unlike me. Even though I was 14 years of age and Ali was only 12, I had yet to see a leader in me. I was more of a follower.

Quickly I snapped out of it and went back to playing, I only had so much time after all. I didn't want to be called to do chores again.

As I was waiting for someone to pass me the ball I noticed Ali stood right beside me. I said to him, “Are you going to be captain?” poking fun at an obvious answer. He looked at me and opened his mouth to say, “Well I-”

“You can’t find your parents either?” I asked them. They shook their heads no. “We must find them. Do you have any idea what happened?”

“We aren’t completely sure, but we think the rebels stopped by to take them to refugee camps. Before this happened my parents said they were splitting up families, and leaving kids all on their own,” the girl said. I remember her, and I think her name was Leila. She was with two other girls, I think their names were Ivana and Joyce. I remembered them from one time at the water hole. “And I think we all agree, we must find our families. We need them.”

Before the war in South Sudan, Asim's life was great. She just turned 13, she was on top of her class, after school she would go and fetch water for dinner and help her dad. But the only thing that wasn't so great was her mother. Her mother had been sick for years but she had been strong, fighting through the pain and not giving up. Asim also had two siblings, one older brother, and one younger sister, although her older brother didn't act like it. Asim was more like the older sister than the middle child.

Task: Compose a narrative that includes dialogue, description, and pacing in a story about a Lost Boy or Girl of Sudan.

Students used the historical background knowledge they acquired across the unit to craft truly realistic characters, plots, and settings.



Implementation Costs

Funding Plan

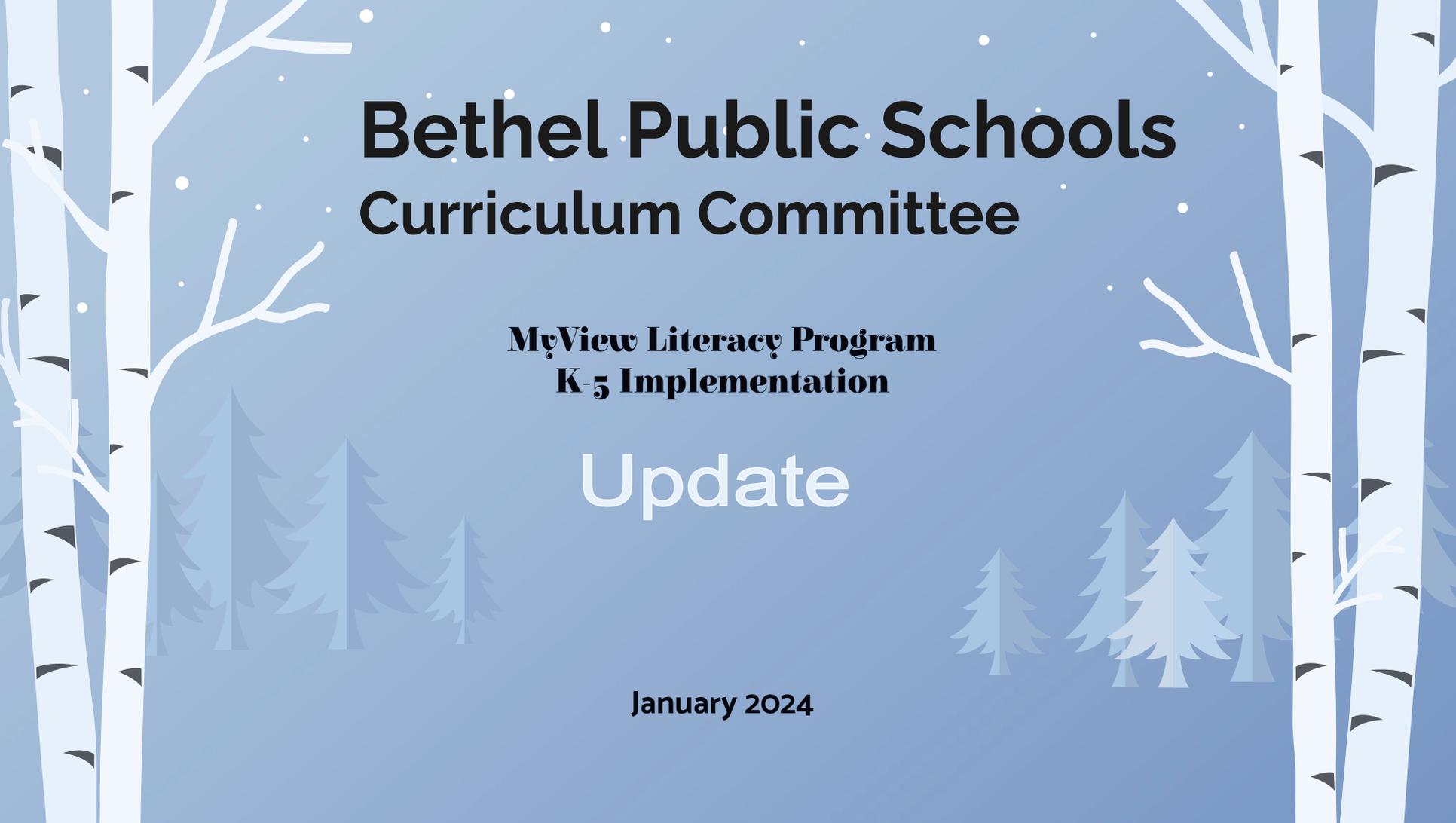
- Core Texts for the Modules-Have already been purchased through grant funding.
- No other implementation costs required.

Next Steps

- Continue to explore and implement the resources within the Open Up Resources-EL Education.
- Develop a deeper understanding of materials and expectations for student learning.
- Curriculum Writing-Summer (2025)

Thank you and Questions





Bethel Public Schools Curriculum Committee

**MyView Literacy Program
K-5 Implementation**

Update

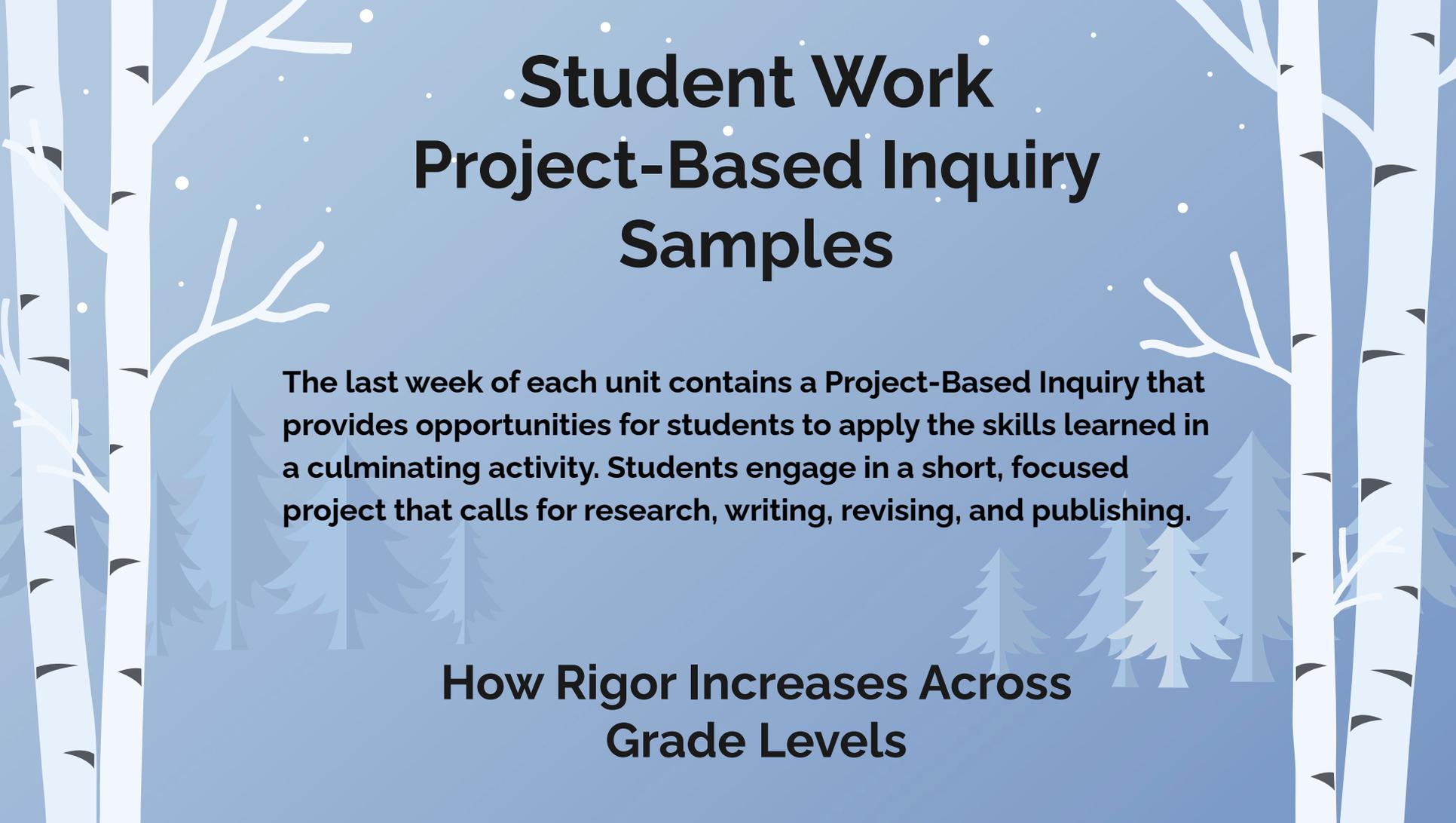
January 2024

Triumphs, Victories, and Celebrations

- High level of rigor in classrooms. Instruction is focused on grade level standards. Developing rich vocabulary and background knowledge.
- Comprehensive: Includes all aspects of quality literacy instruction. Word Work including phonological awareness, phonics, language and conventions, spelling, vocabulary, reading and listening comprehension, and writing. (All integrated)
- High Levels of Student Engagement-Unit topics are engaging for students.
- Assessment of and for student learning (weekly progress checks, fluency assessments, unit assessments)

Adventures

- VERY Comprehensive-But hitting a groove, starting to be able to determine the “must-do” aspects of the program.
- Working to embed instructional strategies that include high levels of intellectual engagement.
- Calibrating grade level expectations-establishing grade level common assessments, reviewing more student work together. Leading us to a deeper understanding of grade level expectations.
- Learning the the online platform-finding where materials are, assessing students online, navigating tech challenges.



Student Work Project-Based Inquiry Samples

The last week of each unit contains a Project-Based Inquiry that provides opportunities for students to apply the skills learned in a culminating activity. Students engage in a short, focused project that calls for research, writing, revising, and publishing.

How Rigor Increases Across Grade Levels

UNIT THEME
My Neighborhood

Essential Question

What is a neighborhood?

Look Both Ways!

How do signs in our neighborhood help us?

WEEK 2

from Henry on Wheels

What can I see in a neighborhood?

Weekly Questions
Students relate the weekly questions to their reading.
WEEKS 1-5

WEEK 1

The Blackout

How can neighbors help each other?

WEEK 3



WEEK 4

Garden Party and Click, Clack, Click!

How can I get to know my neighbors?

WEEK 5

Making a Map

What does a neighborhood look like?

WEEK 6

Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "my neighborhood" in the WEEK 6 PROJECT: People in My Neighborhood.

**Grade One
Unit One
Project-Based Inquiry**

Research a neighborhood worker.
Write an Informational Article

Generate questions for inquiry
Gather information from relevant sources

4-Point Research Project Rubric

Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Main idea is clearly stated.	One or more sources are used to find facts.	Facts and details clearly support the main idea.	Spelling is correct. Sentences are complete.	Student reads clearly and at an appropriate rate, and listens actively.
3	Main idea is stated.	At least one source is used.	Facts and details somewhat support the main idea.	Spelling is mostly correct. Most sentences are complete.	Student reads mostly clearly but rate can vary. Student mostly listens attentively.
2	Main idea is not clear.	A source is referred to but facts are not used in writing.	Facts and details are not in a logical order to show support.	Writing includes errors in spelling, capitalization, and/or punctuation.	Student struggles to read clearly and at a steady, appropriate rate. Student is not fully attentive.
1	Main idea is not relevant.	A nonrelevant source is used.	Facts and details are illogical or missing.	Spelling errors and incomplete sentences are frequent and impede meaning.	Student's speech is unclear. Student interrupts or is easily distracted while listening.
0	Possible characteristics that would warrant a 0: • No response is given. • Student does not demonstrate adequate command of writing or delivery of an informational text. • Response is unintelligible, illegible, or off topic.				

Have students complete the student-friendly

Name

Ava



One neighborhood worker
is a Doctor. A Doctor
takes blood pressures
on kids and groups
too. Doctors help sick

Sample Student Work-Grade 1

people to get better.
If they get sick
that's why they go
to the Doctors.
Doctors are so cool!

Grade Three Unit One Project-Based Inquiry

Research what could be some to improve a local park or playground.

Write a persuasive letter to a town official or someone of importance.

Take informed action.

4-Point Research Project Rubric

Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic and opinion are clear and convincing.	The opinion is well supported with thorough and accurate field research.	The organization is clear and effective. The opinion is supported by relevant reasons, facts, and details.	Language is clear and precise with appropriate linking words. Vocabulary is specific and appropriate to the topic.	Delivery method is effective. Presenter employs appropriate eye contact, speaking rate, volume, and enunciation.
3	The topic and opinion are mostly clear.	The opinion is supported with mostly relevant and accurate field research.	The organization is mostly clear. The opinion is supported by some reasons, facts, and details.	Language is mostly clear and includes some linking words. Vocabulary is mostly appropriate to the topic.	Delivery method is adequate. Presenter employs mostly appropriate eye contact, speaking rate, volume, and enunciation.
2	The topic is stated, but the opinion is weak or confusing.	The opinion is minimally supported. Field research is incomplete or somewhat irrelevant.	The organization is not always clear. Some reasons and supporting evidence may be missing or irrelevant.	Language is often vague and may be missing transitions. Vocabulary may be overly general.	Delivery method is ineffective. Eye contact, speaking rate, volume, and enunciation are uneven.
1	The topic and opinion are confusing or not present.	Research is absent, irrelevant, or inaccurate.	Organization is confusing and support is absent, irrelevant, or inaccurate.	Language is vague, general, and words may be used incorrectly. Linking words are absent.	There is little command of presentation skills.

UNIT 1 UNIT OF STUDY

UNIT THEME

Environments

Essential Question

How does our environment affect us?

Weekly Questions
Students relate the weekly questions to their reading.
WEEKS 1-5

WEEK 2

Why the Sky Is Far Away

How do different cultures relate to their environment?

WEEK 1

Grandma and the Great Gourd

How do people travel in different environments?

WEEK 3

Cocoliso

How can an environment affect lives and relationships?

WEEK 4

Living in Deserts

What creative solutions do people come up with to survive in their environment?

WEEK 5

The Golden Flower

Why should we appreciate our environment?

WEEK 6

Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about environments in the WEEK 6 PROJECT: A Safe Place to Play

Dear Dr. Salerno,

On our awesome playground on the cubes, I would recommend that we add clear glass on the bottom of each cube. It adds more safety. The holes are dangerous because you can fall through the big holes on the bottom and hit your head on the wood chips. We would have less time getting hurt.

I think that using clear glass on the bottom of the cubes will make the playground safer and more secure. I sometimes awfully see other students getting bruises from falling off or banging their knees while they climb. We can add a type of soft carpet for each cube so we don't slip and bump our heads especially after it rains. If we could add clear glass and a carpet for each cube, the fun doesn't stop and other kids don't get hurt. Others can also get a good grip on the glass when they are climbing so they don't trip. It is also smooth because if the glass was hard we could bonk our heads.

Please help us take care of our community by adding clear glass to cubes and a carpet for each one of them. Our playground will be safer for everyone!

Sincerely,

Sample Student Work-Grade 3

NOVEMBER
11, 2023

Dear Dr. Salerno

The Johnson playground should have more wheelchair approved equipment. Everyone should be able to have fun at recess including student's with wheelchairs but unfortunately Johnson doesn't have all wheelchair approved equipment. Ex. chair swing with straps. Ex. Merry-go-round wheelchair approved. Please consider these suggestion's to make recess fun for everyone.

Sincerely,

Journeys

Essential Question

How do journeys change us?

Weekly Questions
Students relate the weekly questions to their reading.
WEEKS 1-5

WEEK 2

from **Life on Earth— and Beyond**

What can scientists discover by traveling to distant places?



WEEK 3

from **Pedro's Journal**

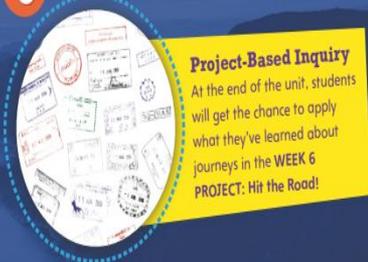
What can people learn from visiting unknown lands?

WEEK 6

Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about journeys in the WEEK 6 PROJECT: Hit the Road!



WEEK 5

Picturesque Journeys

How can new places change the way a person sees the world?



WEEK 4

Poetry Collection

What inspires people to start a journey?



4-Point Research Project Rubric

Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic and claim are clear and convincing.	The topic is well developed and includes at least two sources. The reasons and evidence fully support the claim.	The organization is clear and effective. Ideas are in logical order.	Language is clear and convincing. Academic vocabulary is specific and appropriate to the topic.	Delivery mode is effective. Presenter employs appropriate eye contact, speaking rate, and volume.
3	The topic and claim are mostly clear.	The topic is developed with at least one source. The reasons and evidence mostly support the claim.	The organization is mostly clear. Most of the ideas are in logical order.	Language is mostly clear with some convincing words and phrases. Academic vocabulary is mostly appropriate to the topic.	Delivery method is adequate. Presenter employs mostly appropriate eye contact, speaking rate, and volume.
2	The topic is stated, but the claim is weak or confusing.	The topic is minimally researched with few reasons and little evidence.	The organization is not always clear. The ideas are not in logical order, or the order is confusing.	Language is often vague, general, and missing convincing tone. Vocabulary may be overly general.	Delivery method is ineffective. Eye contact, speaking rate, and volume are uneven.
1	The topic and claim are confusing or not present.	Research is absent, irrelevant, or redundant.	Organization is confusing and support is absent, irrelevant, or inaccurate.	Language is vague, and words may be used incorrectly.	There is little command of presentation skills.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> No argument is given. Student does not demonstrate adequate research or understanding of the structure of a travel guide. Response is unintelligible, illegible, plagiarized, or in the wrong format. 				

Grade Five Unit One Project-Based Inquiry

Research a country they would like to visit.
Write an persuasive travel brochure.

Generate questions for inquiry.
Develop a claim.

Gather information from relevant sources.

Sample Brochure



Why Brazil?

Brazil is a fantastic place to visit! It's a big country which means there's a bunch of things to do. There's so many places to see. Let's go see more of why brazil is so awesome.



This is the famous amazon rainforest in brazil



This is the famous christ the redeemer statue

Landmarks

Brazil has so many landmarks to visit. One of the most famous one is the amazon river. It's actually home of the amazon pink dolphin. It's also the longest river in the world by volume. Imagine you on a boat in the biggest river in the world. Now that's cool. That's not the only cool landmark there's also the famous Christ the redeemer statue which represents expression of the divinity of Jesus Christ and the unsearchable riches of his Paschal Mystery. So if you end up going to brazil, you got to make sure you visit some of these awesome landmarks.

Climate in Brazil

Brazil's climate is tropical. It's warm and wet. The air is usually humid. Its goes up to a average of 79 degrees fahrenheit in the summer in the lowlands. The highland it goes to an average of 100 degrees fahrenheit. So if you like the warm, wet, tropical weather. Brazil is the place to go. Trust me. Im one of those people and If I had money I would go there right now



This is one example of a tropical day at the beach

Things to do in Brazil

Brazil has their very own soccer team and they have actually won the world cup five times. They have the biggest stadium in Brazil, the Maracana stadium in Rio de Janeiro. So if you go to Brazil, make sure to go to a soccer game to watch the famous Brazilian soccer. Most people even like to glide through the Amazon river and enjoy the amazing view. Some people also like to ride their boats through waterfalls. So if you ever go to Brazil, make sure to do some of these things.



Brazil soccer stadium

LOCATION

Brazil is neighbored by every country on the continent except Ecuador and Chile. Brazil also is pretty old so if you go there you ought to find some history there. Brazil is actually the fifth largest country in the world. Brazil is surrounded by the Atlantic Ocean in the south and the north side of Brazil. So you can enjoy your sweet time at the beach.



Brazil is right here in red

Visit Brazil



The Brazil flag

Thank you and Questions



Bethel Public School

Textbook or Instructional Resource Adoption Form

Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. Title of **Currently Used** Textbook/Instructional Resource:
District Created Units of Study-Based on Lucy Calkins Units of Study
 2. Title of **Proposed** Textbook/Instructional Resource:
[Open Up Resources-EL Education](#) (formerly Expeditionary Learning)
6-8 Language Arts Curriculum, 2019 Edition
 3. Subject Area:
English Language Arts
 4. Grade Level:
6-8
 5. Publisher:
Open Up Resources
 6. Unit Cost of Textbook or Unit Cost of the Instructional Resource:
Open Source Free
 7. Number of Textbooks/Instructional Resource Materials Needed:
Core Novels-All have been purchased already through grant funding.
 8. Total Cost (including estimated shipping):
Nothing further.
 9. What **specific selection criteria** were established by the **Selection Committee** for a new textbook or instructional material? (enumerate below)
- The team prioritized standards alignment, assessments, and rigor of instruction, and relevance.
 - As we explored options, the team completed and discussed this [Program Evaluation Review Questions for Discussion](#) focused on:
 - Comprehensiveness/Rigor of Curriculum and Materials
 - Differentiated Instruction-Meeting the Needs of all Learners
 - Assessment and Data-Driven Instruction
 - In addition, credible and comprehensive literacy material reviews and research findings, including [EdReports](#) and [CURATE](#) were reviewed by the team.

10. List the names of the Selection Committee members:

A team with representation of teachers, literacy specialist, EL/Multilingual Learner Teacher, Instructional Coach, and administrators met to explore several resources options

Mickie Rutledge, Michele Walsh, Bryan Watson, Shannon Mariconda, Rob Flynn, Cathy Emerick, Alison Recklet, Nancy Seri, Jess DeFord, Rebecca Tate, Cheryl Daly

11. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

Yes, the team reviewed the materials, credible research findings, including [CURATE](#) and [EdReports](#), and piloting in 6-8 classrooms were considered before final approval.

12. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content?

- a. Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use?
- b. If not, did you go through the Bethel Public School's [resource review process](#) to have it approved?

There are no digital components that would collect student information or house content.

13. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

We reviewed Lucy Calkins Reading and Writing Workshop Curriculum for Middle Grades.

14. Was all or part of the textbook or instructional resource piloted by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

ELA Teachers in grades 6-8 at the middle school are in the process of piloting the EL Curriculum this year.

15. What other school districts in our area or in Connecticut use this textbook or instructional resource?

Several districts across the state utilizing the EL Education Curriculum Resources in grades in some way K-8. Some of these districts include:

- Clinton Public Schools (K-8), Region 14 School District (6-8), Hartford Public Schools (K-8), Region 16, RSD 13-Durham Public Schools, Woodstock Public Schools, Newtown Public Schools (K-4)
- We reached out to two districts that have implemented the Open Up Resources-EL Education curriculum resources in middle schools to establish a partnership and to get feedback about their implementation.

Region 14 (Woodbury/Bethlehem) who is implementing in grades 6-8 and Clinton Public Schools who has implemented in grades K-8. Both Districts echoed our observations.

Pros:

- Comprehensiveness/Standards aligned Curriculum and Materials
- Opportunities for Differentiated Instruction to meet the need of various learning including EL/Multilingual Learners
- Many assessment opportunities

Considerations:

- Very comprehensive, need to use your student learning data for planning to help prioritize instruction. There is so much included as guidance, it takes time to read through it all and make instructional decisions.

16. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

In order to determine the program that would best meet our needs here in Bethel, we reviewed the strengths and challenges of several aspects including:

- Comprehensiveness/Rigor of Curriculum and Materials
- Engaging resources with inquiry opportunities
- Differentiated Instruction-Meeting the Needs for all Learners (particularly EL/Multilingual learners.)
- Assessment and Data-Driven Instruction Opportunites
- Connection to the global competencies and support of our work focused on emotional intelligence

Signature: Michelle Rutledge
Proposal Originator

Date: December 15, 2023

Signature: Bryan Watson
Building Administrator

Date: December 15, 2023

Signature: _____
District Administrator

Date: _____

BETHEL PUBLIC SCHOOLS 2024- 2025 CALENDAR

DRAFT
With August 28th Start Date
Subject to Change
BOE Review/Approval - 2024

August 3

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

19 - BMS 6th Grade Orientation
20 - BHS Freshman Orientation
19 - 21 - New Staff Orientation
26, 27 - Professional Learning Day - No School - K-12
28 - First Day of School (Note: Full Day K-12)

September 20

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2 - Labor Day

October 21

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	*16	17	18
21	22	23	24	25
28	29	30	31	

3 - Rosh Hashanah
11 - Professional Learning - No School - K-12
16, 17, 18, Conference Day - Early Dismissal - K-12
16 - PSAT & Professional Learning - Early Dismissal - BHS (*BHS No Conferences)
17 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS

November 16

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5 - Professional Learning Day - No School - K-12/ELECTION DAY
11 - Veteran's Day Observed
27-29 - Thanksgiving Recess

December 15

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

23 - 31- Holiday Recess

January 21

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1 - New Year's Day Observed
20 - Martin Luther King Day

February 17

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**17-18 Presidents' Day Recess
19 - Professional Learning Day - No School - K-12

March 21

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	*19	20	21
24	25	26	27	28
31				

19, 20, 21- Conference Day - Early Dismissal - K-8
19 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS
20 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
21 - Conference Day - Early Dismissal - BHS

April 17

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

14 - 18 Spring Recess
18 - Good Friday

May 21

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

23 - Professional Learning Day - Early Dismissal K-12
26 - Memorial Day Observed

June 14

M	T	W	T	F
2	3	4	5	6
9	10	11	12^	13#E
16#E	17#E	18#E	19#E	20
23	24	25	26	27
30				

19 - *Last day of school - Early Dismissal - K-12 (Tentative)
19 - High School Graduation will be no later than 6/19
Final date TBD @ 1st BOE meeting in April.

July 0

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

TBD - First Day of Summer School
4 - Fourth of July
TBD - Last Day of Summer School

	6th Grade Orientation		Conference Day - Early Dismissal - K-12
	BHS Freshmen Orientation		Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
	Beginning/Ending of Student Year		SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Schools Closed - Holiday/Recess		Make-up days for emergency closings.
	Early Dismissal K-12- Holiday/Recess		*Built in Emergency Closing date
	Professional Learning Day - Early Dismissal K-12		Snow Day/Schools Closed
	Professional Learning Day - No School		

BOE Accepted 3/2/23

Revised 2/27/23, 3/3/23, 1/3/24, 1/5/24, 1/9/24, 1/10/24, 1/12/24, 2/20/24, 2/21/24

**This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 20-30, as needed. High School Graduation will take place no later than June 19th.

If 5 or more snow days are used by Presidents' Day Recess, the District will be in session on February 17th and February 18th. We will make every effort to avoid using April 14-18 as make-up days. Please be aware of this information when making travel plans. State law does not allow for extending the school day, school to be in session on a Saturday or Sunday, or going beyond June 30th.

Note: Calendar provides for 186 student days (^181st Day.)

BETHEL PUBLIC SCHOOLS 2025- 2026 CALENDAR

DRAFT
Subject to Change
BOE Review/Approval 2025

August 3

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

18 - BMS 6th Grade Orientation
19 - BHS Freshman Orientation
18 - 20 - New Staff Orientation
25, 26 - Professional Learning Day - No School - K-12
27 - First Day of School (Note: Full Day K-12)

September 20

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1 - Labor Day
23 - Rosh Hashanah

October 21

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	*15	16	17
20	21	22	23	24
27	28	29	30	31

2 - Yom Kippur
10 - Professional Learning Day - No School - K-12
15, 16, 17 - Conference Day - Early Dismissal - K-12
15 - PSAT & Professional Learning - Early Dismissal - BHS (*BHS No Conferences)
16 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS

November 15

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

4 - Professional Learning Day - No School - K-12
11 - Veteran's Day Observed
26 - 28 - Thanksgiving Recess

December 17

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

23 - Early Dismissal K-12
24 - 31 - Holiday Recess

January 19

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 - New Year's Day Observed
2 - Holiday Recess
19 - Martin Luther King Day

February 17

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

**16-17 Presidents' Day Recess
18 - Professional Learning Day - No School - K-12

March 22

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	*18	19	20
23	24	25	26	27
30	31			

18, 19, 20 - Conference Day - Early Dismissal - K-8
18 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS
19 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
20 - Conference Day - Early Dismissal - BHS

April 16

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

3 - Good Friday
13 - 17 Spring Recess

May 20

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

22 - Professional Learning Day - Early Dismissal K-12
25 - Memorial Day Observed

June 16

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15^	16#E	17#E	18#E	19#E
22#E	23	24	25	26
29	30			

22 - *Last day of school - Early Dismissal - K-12 (Tentative)
22 - High School Graduation will be no later than 6/22
Final date TBD @ 1st BOE meeting in April.

July 0

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

TBD - First Day of Summer School
3 - Fourth of July Observed
TBD - Last Day of Summer School

	6th Grade Orientation		Conference Day - Early Dismissal - K-12
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	Beginning/Ending of Student Year		SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Schools Closed - Holiday/Recess		Make-up days for emergency closings.
	Early Dismissal K-12- Holiday/Recess		*Built in Emergency Closing date
	Professional Learning Day - Early Dismissal K-12		Snow Day/Schools Closed
	Professional Learning Day - No School		

DRAFT 1/12/24, 2/21/24

***This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 22-30, as needed. High School Graduation will take place no later than June 22th.*

If 5 or more snow days are used by Presidents' Day Recess, the District will be in session on February 16th and February 17th. We will make every effort to avoid using April 13-17 as make-up days. Please be aware of this information when making travel plans. State law does not allow for extending the school day, school to be in session on a Saturday or Sunday, or going beyond June 30th.

Note: Calendar provides for 186 student days (^181st Day.)