

Bethel Board of Education Special Meeting

Monday, March 18, 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. Van Proposal Plan	
3. Board Recognition/A Salute to Excellence	Speaker(s) : Christine Carver
3.A. CABE Board Member Appreciation Month	
3.B. Gifts, Grants, & Bequests	
4. Consent Calendar	Speaker(s) : Policy 9326
4.A. Approval of Minutes	
4.A.1. February 22, 2024 - Special Meeting	
4.A.2. February 22, 2024 - Regular Meeting	
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. 2023-2024 BOE District Data Sheet	
8. Reports to the Board	
8.A. Curriculum, Assessment, & Professional Practices	
8.A.1. K-5 Math Curriculum	

8.A.2.	Spanish for Heritage Speakers Course & Curriculum	
8.A.3.	Leadership Course	
8.B. Policy		Speaker (s) : Policy 9310, 9311, 9313
8.B.1.	Regulation 4111.3 -Educator Diversity Plan	
8.B.2. First Reading		
8.B.2.a.	Policy 4112.8/4212.8 - Nepotism: Employment of Relatives	Speaker (s) : Christine Carver
8.B.2.b.	Policy 4113 - Assignment of Professional Personnel	Speaker (s) : Christine Carver
8.B.2.c.	Regulation 4114 - Transfer/Reassignment	Speaker (s) : Christine Carver
8.B.2.d.	Bylaw 9270 - Conflict of Interest	Speaker (s) : Christine Carver
8.B.3.	Second Reading/Approval	
8.B.3.a.	Policy 4112.51 - Employment & Student-Teacher Checks	Speaker (s) : Christine Carver
8.B.3.b.	Policy 4121 - Substitute Teachers	Speaker (s) : Christine Carver
8.B.3.c.	Policy & Regulation 3542.43 - Food Service Charging	Speaker (s) : Jen Variale
8.B.3.d.	Policy & Regulation 5112.4 - Disenrollment	Speaker (s) : Christine Carver
8.B.3.e.	Policy 6159 - Individualized Education Program/Special Education Program	
8.B.3.f.	Policy 5141.21 Administration of Medication	Speaker (s) : Christine Carver
8.B.3.g.	Bylaw 9323 - Construction of the Agenda	Speaker (s) : Christine Carver
8.C. Resource Management & Business Operations		
8.C.1.	Personnel	Speaker (s) : Policy 9326
8.C.1.a.	Job Description - 2.08 - Special Education Transition Specialist	
8.C.1.b.	Job Description - New - Substitute Teacher	
8.C.2.	Finance	
8.C.2.a.	Quarterly Spending Report 2023-2024	
8.C.2.b.	Budget Transfers	
9. Recommended Executive Session		
9.A.	CT General Statues 1-210(b) (9) Negotiations - BEA Negotiations	Speaker (s) : Christine Carver & Chris Troetti
10. Adjourn		

Bethel Public Schools
Bethel, CT

Notification of Receipt of Gifts, Grants, and Bequests Received

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

Gift, Grant, or Bequest Received:

ASBC would like to donate window decorations for the back main entrance of the school.

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

The decorations will provide excitement and school spirit within our community our while promoting our HS mission acronym, PRIDE. In addition, it will clearly delineate the athletic entrance for visitors

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

\$3600

Donor's Name and Address:

Bethel All Sports Booster Club
Po Box 1095 Bethel, Ct. 06801

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

Receiving School:

Bethel High School

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

Mark Caron

Date Received:

Copy to: Donor
Principal
Superintendent

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

Bethel Public Schools
Bethel, CT

Notification of Receipt of Gifts, Grants, and Bequests Received

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

Gift, Grant, or Bequest Received:

2024 grants to educators (see attached for details)

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

See attached

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

\$19,925

Donor's Name and Address:

Bethel Education Foundation
PO Box 92
Bethel, CT 06801

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

Receiving School:

See attached

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

See attached

Date Received:

January 23, 2024

Copy to: Donor
Principal
Superintendent

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

**BETHEL EDUCATION FOUNDATION
2023-24 Grants**

School	Teacher	Project Title	Grant Amount
Rockwell	Lindsay Jankun, Emerald Eggert, Carolyn Keller	Project Sensory Walk	\$ 1,500
Berry/Rockwell/Johnson	Danielle Legnard	Let's Do The Math Together!	\$ 4,000
BHS	Rick Baumer, Cindy Feuerman, Crystal Morgan	Wireless Mic System	\$ 5,000
Rockwell	Kerry Collins	Little Free Library for Rockwell School	\$ 325
BMS	Bryan Watson, Jennie Taranovich, Shannon Mariconda	Basketball Hoops for Recess Area	\$ 3,500
BHS	Jess Galbraith	Capstone Fund	\$ 600
BHS	Chris Troetti	STEM programming	\$ 5,000
			\$ 19,925

Bethel Public Schools
Bethel, CT

Notification of Receipt of Gifts, Grants, and Bequests Received

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Gift, Grant, or Bequest Received:

2024 Excellence in Education Award classroom grants

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

To be determined by Excellence in Education Award recipients:
Jake Craybas – Rockwell School
Debbie Tierney - Middle School

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

Total grant amount: \$1,000 - \$500 per educator

Donor's Name and Address:

Bethel Education Foundation
PO Box 92
Bethel, CT 06801

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

Receiving School:

Rockwell and Middle

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

Christine Carver

Date Received:

January 23, 2024

Copy to: Donor
Principal
Superintendent

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

Minutes of the Bethel Board of Education Special Meeting held on Thursday, February 22, 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

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

Board Members Attendance:

Mrs. Jennifer Ackerman: Absent
Mr. Scott Clayton: Present
Mrs. Kara DiBartolo: Absent
Mr. Bill Foster: Present
Mrs. Jen Larsen: Present
Mrs. Jennifer Lewis: Present
Mr. Daniel Nostin: Present
Ms. Pat Rist: Absent
Mrs. Courtney Martin: Present arrived 6:51 PM

1. Call to Order

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

2. School Resource Officer Program Report

There were statutory changes required in the SRO MOU specifically regarding reporting procedures, SRO involvement in disciplinary matters and restraint, and school-based arrests. The Board's attorneys made all the recommended changes and language adjustments. The Police Commission reviewed and approved the revised SRO MOU at their November meeting and the Board of Education approved the SRO MOU at their December meeting. This meeting is to present a report on the SRO program.

School Resource Officers, J. Broad, A. Heller, J. Bemonte, and G. Detillio, presented the SRO program's roles and responsibilities. They each spoke about school security, interactions with students and staff, and how they foster positive relationships with the students and community.

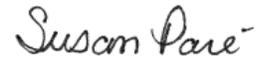
3. Adjourn

Move to adjourn at 7:24 PM. Passed with a motion by Mrs. Jennifer Lewis and a second by Mrs. Jen Larsen.

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

Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, February 22, 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

S. Clayton, Chair, called the meeting to order at 7:26 PM.

Board Members Attendance:

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

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

- Congratulations to the Boy's Indoor Track Team for winning the SW and coming in 2nd in the state meet.
- Kyle Kurtz won gold medals in the 55H, Pole vault, and 4 X 200 M relays, helping pace the team to a dominant SWC championship!
- Greyson Golda took home gold in Shot Put throwing 54'2".
- Talia Graham earned silver in pole vault.
- Esther Ribeiro, Everett Salmon, and Matt Tarzia came in 3rd today at SWC's and Endrit Brahimaj came in second overall.
- Congrats to Bethel's Alexandra Roberts for finishing 3rd out of 125 girls in her CT HS ski race.
- Congratulations to the debate team at Bethel Middle School. Aarna Doshi, Trisha Sharma, and Radha Sinha finished second in the open division.
- Congratulations to the Debate Team at Bethel High School. Bethel had an excellent performance at the tournament at Pomperaug High School! On the varsity side, Willa Zalaznick placed 5th speaker overall! Simar Soni was 7th and Josephina Howard placed 14th individually. As teams, the team of Willa Zalaznick and Jack Woleck were the 7th place team, Simar Soni and Georgia O'Conner were 15th, Andrew Santiago and Josephina

Howard were 17th, and Ella Bassett and Claire Bray placed 20th!

- BHS Jazz Band performed at the 2024 National Jazz Festival in Philadelphia last week.
- Thomas Patten was appointed to West Point Military Academy. Congratulations on this honor!
- Congratulations to the Bethel High School NJROTC academic team for placing first overall in the northeast regional Brain Brawl competition. For the second year in a row, they are heading to the national championship. Congratulations to cadets Preethika Shenoy, Rohan Sinha, Jonathan Keener, Mikhail Kolupaev, and Joseph Sacchinelli.
- Congratulations to National STEM Challenge Finalist - Disha Lal (BMS, 7th grade). Disha Lal was declared a finalist in the recently concluded National STEM Challenge. The competition was open to every 6th -12th grader across the country and out of all the entries, only 280 participants made it to being a finalist. From Connecticut, only 7 entries made it and from Bethel only 1. There were multiple themes with Environment, Space, and Technology being few of them. Disha decided to design and build a prototype Mobile App and Smart Donation Cans to make donation operations more seamless, encourage people to donate easily, and thereby reduce food wastage.
- Congratulations to the Bethel High School Marching Band. Bethel High School Marching Band has been promoted by USBands to the Open Class of competition, representing the top marching ensembles throughout the country. USBands serves as the national organization for scholastic music performance with over 550 high schools participating and hosting 100 events nationally each year. 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.

2.A. Gifts, Grants, & Bequests

Move to accept the State Department of Education's Connecticut Educator Support Funds Initiative grants as presented. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jennifer Lewis.

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

- State Department of Education's Connecticut Educator Support Funds Initiative: Helping our Teachers with Classroom Expenses - (DonorsChoose)

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

None.

4. Consent Calendar

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

Move to approve the following minutes:

January 18, 2024 - Superintendent's Budget Presentation - Part II

January 23, 2024 - Budget Workshop - Schools/Athletics

January 25, 2024 - Budget Workshop - IT, Curriculum, SPED

January 30, 2024 - Budget Workshop - Facilities & Budget Approval Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

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

5. Correspondence

- CAPSS Blueprint Update
- CAPSS Public Policy Agenda
- Press Release -Statement from Education Stakeholder Coalition - Urging Inclusion of Educators In Conversations About Pedagogy and Literacy
- Scott Clayton, Board Chair, letter to the Town Clerk regarding the appointment of Bill Foster, BOE member, as ex-officio member of the Parks & Recreation Commission for a 1-year term.
- Email - Bethel CT Public Schools Mail - Ellington, CT BOE Legislative Advocacy - 2024
- Email - Bethel CT Public Schools Mail - Gratitude and Farewell to Bethel Public Schools - D. Mazzuco
 - (Policy 5118.2 - Children of Non-Resident Positional Staff: Qualified Tuition Reduction)
- Letter from CES to Dr. Carver RE: Open Choice Program. (Open Choice Programs FAQs)
- Written Testimony to Appropriations Committee

6. Public Comment

None.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Mr. Clayton spoke to the Board about the Board's budget presentation to the Board of Selectmen and Board of Finance. He noted that both boards were complimentary of the budget presented.

7.B. Administrative Update

Dr. Carver informed the Board

- Boys Volleyball would like to fundraise to participate as a team sport and pay additional funds for pay-to-play per player (\$500) - The majority of the Board was in favor of allowing it. Dr. Carver spoke to the Board about getting a van for the team. Based on the conversation, Dr. Carver will come back to the Board with a plan to include possible mixed group use, cost estimate, maintenance plan, and the policy on licensing for transporting students.
- Reschedule the March 19th BOE meeting to Monday, March 18th due to a conflict with the Town Budget Hearing. Will also need a Curriculum Committee the same evening at 6 PM.
- CABE 2024 Legislative Priorities
- CABE Day on the Hill, March 13, 2024
- WCSA 2023 Survey Special Education Needs
- EdSight Mental Health Worker Report - SDE recently released a report on mental health workers in districts (on EdSight). Our district data is wrong. The administration is in the process of correcting it. The number of staff was underestimated.
- BOS Approval of Fire Pumps BMS & BS - The BOS approved the bid waiver and recommended the BOF allocate the funds from the capital non-recurring funds.
- 2023 Cohort Graduation Review - It is slightly up from our last two year's data. Of particular pride is the increase in the district's high-needs population graduating in the four-year cohort. Compare it to previous years' data by looking at Edsight. The administration is particularly proud that 100% of our EL learners graduated in four years. Variability is seen with our students with disabilities because some of them stay with us till 22. This data includes Bethel High School, TASK (alternative program), and any students that are out of district.

7.B.1. Educator Diversity Plan

Dr. Carver informed the Board the district has applied and has been approved for the allowed extension. The administration plans to bring the plan to the March BOE meeting as a regulation for Policy 4111.3, Minority Recruitment Plan. Dr. Carver will provide the Board with a copy of that plan shortly and finalize it at the March BOE meeting.

7.B.2. 2023-2024 BOE District Data Sheet

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

8. Reports to the Board

8.A. Curriculum, Assessment, & Professional Practices

8.A.1. US History Curriculum

Move to approve the US History 32 curriculum. Passed with a motion by Mr. Scott Clayton and a second by Mr. Daniel Nostin.

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mrs. Jennifer Lewis: Yea

Mrs. Courtney Martin: Yea

Mr. Daniel Nostin: Yea

8.A.2. BMS Science Program: OpenSciEd

Move to approve the instructional resource, OpenSciEd. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Courtney Martin.

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mrs. Jennifer Lewis: Yea

Mrs. Courtney Martin: Yea

Mr. Daniel Nostin: Yea

8.A.3. BMS ELA Program

Move to approve as presented the EL Education, Second Edition, program. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Courtney Martin.

Mr. Scott Clayton: Yea

Mr. Bill Foster: Yea

Mrs. Jen Larsen: Yea

Mrs. Jennifer Lewis: Yea

Mrs. Courtney Martin: Yea

Mr. Daniel Nostin: Yea

9. Action Items

9.A. 2024-2025 School Calendar - Approval

Move to approve as revised the 2024-2025 School Calendar. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Courtney Martin.

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

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

Move to accept as revised the 2025-2026 Draft School Calendar. Passed with a motion by Mr. Daniel Nostin and a second by Mrs. Courtney Martin.

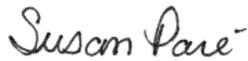
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Jennifer Lewis:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea

10. Adjourn

Move to adjourn at 8:05 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

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

Respectfully submitted,



Susan Pare
Board Recorder



To: The Honorable Members of the Education Committee

From: Dr. Christine Carver, Superintendent of Schools

Date: February 24, 2024

RE: Raised Bill 153

Raised Bill 153: AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE CAREER TECHNICAL SYSTEM

On behalf of the Bethel Board of Education, the Town of Bethel and the Bethel Public Schools, please accept this written testimony as our opposition to the added language to Raised Bill 153 requiring Boards of Education (lines 107-115) to provide transition services to students with disabilities. First, it is important to note that as the vocational technical schools are a completely separate school district, students with disabilities who attend are disenrolled from our district. Second, because those students are not enrolled, students of the sending district can not develop or have input to the Individualized Education Plan (IEP) for the student. The vocational technical system has always been responsible for the development of the IEP and funding of their students with disabilities. If the language, as drafted, were to be adopted, it would allow the vocational technical system to develop an IEP, with no input from the district, and charge for the expenses of the transition services. We also are concerned with compensatory claims if those students do not meet their goals at the vocational technical schools, which we have no control over.

This is an unfunded mandate, shifting responsibility from the state to local LEAs, with districts having no input to services. In addition, we likely would have to hire additional staff or contract services to comply with this proposed legislation.

Again, we strongly oppose Raised Bill 153.

Cc. The Bethel Board of Education
The Board of Selectman, Town of Bethel
The Board of Finance, Town of Bethel



To: The Honorable Members of the Education Committee

From: Dr. Christine Carver, Superintendent of Schools

Date: March 11, 2024

RE: SB 5, HB 5416, and SB 363

Senate Bill 5: An Act Concerning School Resources

Please accept this testimony as our strong support for Senate Bill 5, specifically lines 48-51 of the removal of the cap from the Excess Cost Grant. We understand that uncapping the grant will require an increase in appropriation (\$74 million), but it goes a long way to provide relief to the challenges we have faced in providing for the needs of our students with disabilities. We want to thank the proponents of this bill who are advocating for full funding. It will make a tremendous difference to our students with disabilities and our regular education programs, which sometimes are affected when budgets are limited. The table below provides a snapshot of what this will mean to our students.

FY	Total District Excess 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

As a point of clarification, lines 233-237, requiring Superintendents to submit updated blueprints and floor plans to law enforcement are already a requirement. It is a requirement in our submissions of our All Hazards Safety and Security Plans. These plans are signed off by all agencies listed in the added language every November and then submitted to the Department of Emergency Management.

House Bill 5416: An Act Concerning Various Education Statutes

We are concerned with the curricular requirement to add genocide education and Greek genocide into social studies. While we understand this is well-intentioned, it is an unfunded mandate and we have no ability to keep incorporating topics into these curricula.

We support the State Department of Education in developing a plan to replace the current system of mastery exams. We feel that the amount of time that the Smarter Balance takes greatly impacts

instructional time. It also impacts our teachers' time away from students in the implementation of accommodations, which have to start in December for a May assessment. The recommended time for each assessment is listed below, but because it is untimed, many of our students take much longer, often impacting the whole day, thereby missing out on important instructional time.

- Math: 90-102 minutes
- Math: Performance Task 60 minutes
- Science: 90 minutes
- ELA: 90 minutes

We also support that the State Department of Education provides notification to towns of the estimate of the ECS grant for the next fiscal year for appropriate planning. As outlined in the CAPSS Blueprint, we would like it to be on a three-year cycle to provide predictability in funding.

Senate Bill 363: An Act Concerning Assorted Revisions to the Education Statutes

As indicated previously, we are concerned with the curricular requirement (recycling and renewable energy) as another unfunded mandate.

While we appreciate the spirit behind the requirement for nursing orientation and training (lines 182-185), we are concerned that this is another unfunded mandate. We believe that this will require adding additional hours to conduct the training and/or take away time from working directly with students. We establish professional learning for our nurses based on the current mandates and the specific needs within our district.

We are concerned with the provision (lines 271-276) to provide payment to approved special education facilities at the beginning of the school year. Payment should be made based on the schedule developed in the contract between the LEA and the district. Requiring it at the beginning of the school year could be problematic based on a variety of factors, which sometimes affect attendance at the facility and subsequently the payment schedule.

While we appreciate the spirit of Section 8, to develop all future playgrounds using a universal design for all, we request that state funding be made available to implement these requirements. This design, while we all would agree would be more inclusive for all students, it is also incredibly expensive. Many playgrounds are currently renovated through fundraising opportunities with parent groups. The cost would be approximately double to three times as much. Without State support, we likely would not be able to make any improvements.

We strongly oppose Section 10 or the allowance of magnet school students to participate in athletics in towns in which they reside. We understand that there is a study being conducted currently about the impact of such a decision. We should wait to hear the results before a decision can be made. There are many logistical, funding, and legal issues to consider, particularly when it involves students not enrolled in our school district.

Cc. The Bethel Board of Education
The Board of Selectman, Town of Bethel
The Board of Finance, Town of Bethel



To: The Honorable Members of the Education Committee

From: Dr. Christine Carver, Superintendent of Schools

Date: March 13, 2024

RE: HB 5463: An Act Concerning Educator Certification

Thank you for the opportunity to provide written testimony in strong support of H.B. 5436, An Act Concerning Educator Certification.

I want to share a little more about my district, looking at the role of teacher shortages. We are currently experiencing a shortage of special education teachers and will be impacted by the change in kindergarten start date, and providing for a need for additional preschool teachers. These positions are difficult to fill with the current certification restrictions. We also have limited ability to move qualified teachers into positions because of certification restrictions.

While districts across the state have experienced shortages, what we do in school districts goes beyond having enough teachers, and is truly about having high-quality teachers that we can flexibly deploy in a way that meets the needs of the students. The current rules and regulations have not been updated since 1998, supposedly expiring in 2003, both dates prior to any of the current K-12 students' births.

H.B. 5436 reshapes the system, innovating and strengthening the structure to more rapidly respond to our ever-changing ecosystem. In this rapidly changing environment, we cannot update our certification system only four times per century. We must be nimble in order to keep the profession of teaching accessible to every child who dreams of one day becoming a teacher, and responsive as the needs of systems change rapidly and dramatically.

I want to call attention to the components of H.B. 5436 that will help us innovate:

1. **The broadening of certification endorsements within grade bands.** By allowing teachers qualified to teach elementary years to also teach pre-K, and teachers qualified in grades 7-12 to teach younger students—this bill will make it easier for principals to staff their classrooms in a way that is responsive to student's needs while avoiding nonsensical vacancies. This will have an immediate positive effect.

2. **The prioritization of real-world pathways for paraeducators to become teachers— will allow districts to address shortages in a timely fashion.** The bill language explicitly asks the State Department of Education to prioritize approval of alternate routes to certification that give flexibility to school support staff so that they can remain in their positions while pursuing initial certification. We all know so many talented paraeducators who want to teach but have not found an accessible pathway.
3. **The elimination of a certification tier, in order to simplify the process by which teachers can obtain professional status.** Unlike other highly skilled professionals, Connecticut’s teachers must currently move through a three-tiered system of certification, in order to obtain a professional certificate. The removal of a certification tier will reduce costs and burdens associated with teacher certification, without compromising quality.
4. **Establishing the new Connecticut Educator Preparation and Certification Board.** Among other responsibilities, this body will: (a) build a dashboard to monitor longitudinal educator workforce data; (b) review the state’s use of assessments to demonstrate content area knowledge, and (c) make ongoing recommendations for system improvement. Pandemics, AI, and other external forces will require us to investigate the impact on the teaching profession at critical junctures, and we must be nimble in order to keep the profession of teaching accessible to every child who dreams of one day becoming a teacher.

I would also like to call your attention to two areas that must be addressed in H.B. 5436:

1. **You must sunset most of the regulations through this legislation, and task the Connecticut Educator Preparation and Certification Board created in this legislation with creating a new, clear, and responsive system.** According to a 2023 analysis for the Connecticut State Department of Education (CSDE),¹ statutory changes since then have made several regulations obsolete. Many refer to systems, practices, and even technology, like CD-ROMs,² that now have no relevance to the profession. School districts like mine have waited long enough, and 1300 vacancies tell us we must act now. Without a sunset, I am deeply concerned that we will rest forever in consideration, without action. We must collectively start over.
2. **Explicitly require the Connecticut Educator Preparation and Certification Board of experts to measure the effectiveness of (a) graduates, and (b) Educator Preparation Programs.** Connecticut needs to know that when teachers graduate from Educator Preparation Programs, they are classroom-ready. We need systems to ensure the quality of preparation—not just before teachers enter the classroom—but after as well.

I ask you to pass H.B. 5436 with these recommended changes.

Cc. The Bethel Board of Education

¹ WestEd (2023). Connecticut Educator Certificate Regulation Review. Retrieved March 2024 at <https://portal.ct.gov/-/media/SDE/Digest/2022-23/Teacher-Certification-Regulation-Review-Report-to-CGA.pdf>.

²See e.g.: Regulations of Connecticut State Agencies, Sec. 10-145d-11, Educator Preparation Program Approval Standards. (“...provide on-site access to education resource material in current use in public schools including, for example... cd rom...”)



To: The Honorable Members of the Education Committee

From: Dr. Christine Carver, Superintendent of Schools

Date: March 12, 2024

RE: Raised Bill 381

Raised Bill 381: An Act Concerning the Teaching Profession and Revisions to the Mandated Reporting Requirements

Please accept this as written testimony concerning Raised Bill 381. We agree that teacher salaries are an important aspect of long-term retention. The language in Section 1 of the bill to set a minimum salary to \$60,000 is problematic in two ways. First, the Collective Bargaining Process defines the salary agreements between Teachers and Boards of Education. Second, Section 2 provides for an annual subsidy, but it will also cause adjustments to all other steps, with the new minimum set. This will lead to an unfunded mandate.

We are also opposed to additional language within the bill. While there is many new language of concern, I would like to highlight a few areas:

1. Changing the wording in the tenure law related to one of the reasons for termination from “due and sufficient cause” to “just cause.” “Just cause” is a legal definition and does not align with the spirit of the other five categories of termination rights under the existing statute.
2. Removal of the option of the Board serving as the hearing board in termination hearings and only permitting a hearing officer & making the hearing officer’s decision in a termination matter binding on the teacher and the Board, rather than the current system of having the hearing officer provide a recommendation to the Board and allowing them to make the final decision. Tom Mooney of Shipman and Goodwin, presented [testimony](#) on this topic last year, providing case examples that were problematic in taking away a

Board's rights, which could lead to future damage to students. The testimony was provided on Raised Bill 6680, which had similar language suggestions.

3. For arbitration of collective bargaining matters - Removal of the 25-29 person panel of possible arbitrators and making parties simply name one arbitrator of their choosing and removal of the tripartite panel and just having one arbitrator. Please see [Tom Mooney's testimony](#) on this topic.

We oppose the changes to the mandated reporter statutes. Lines 688-691 are concerning in that it allows school districts to determine reasonable cause for an investigation. School district employees are not qualified to determine reasonable cause. We are not trained in child protective services and we are concerned that left in the hands of individuals, real cases may not be reported. In instances when we do report cases that may not be credible or if we know of extenuating circumstances, we communicate that to the careline worker. If I was not violating FERPA, I could give you several examples of situations in which if we had been allowed to investigate, staff may not have made the decision to call and the Department of Children and Families would not have opened cases. This is about the protection of children and I feel that it should not be our untrained staff's responsibility to conduct investigations to determine if a call should be made.

Cc. The Bethel Board of Education
The Board of Selectmen, Town of Bethel
The Board of Finance, Town of Bethel

Superintendents Seek Modernization of Teacher Pipeline

In recent years, there has been a drumbeat across the country about the teacher shortages impacting public education. In too many classrooms and public school districts, students lack access to enough highly effective and diverse teachers. Last year, there were over [1,300 teacher vacancies](#) across Connecticut. 60% of them were within the 36 Alliance Districts, which educate a majority of the state's underserved students.

But this is about more than staffing our classrooms. It's about making sure every teacher is ready and supported to do their best work as soon as they enter the classroom.

We can and must do better at preparing our teachers and expanding access points for strong educators into our public schools. A bill that is currently before the legislature, [HB 5436, *An Act Concerning Educator Certification*](#), seeks to make some much-needed improvements.

Imagine being the principal of a school that has lost its Kindergarten teacher. You have a trusted, high-performing teacher on staff who is available to meet those students' needs, but, alas, that teacher's endorsement only covers Grades 1-6. What do you do? Do you let her go so that you can try to hire someone as capable who is credentialed specifically for Kindergarten? Do you fill the classroom with a long-term substitute?

The bill before the legislature addresses obstacles and red tape like this through solutions that are steeped in years of conversations with school and system leaders, educators, parents, and researchers, fostered by real partnership with the State Department of Education. In this particular case, the bill broadens grade bands within various certification endorsements so that teachers can meet more students' needs.

There's a lot more to be hopeful about in the bill, too. For instance, it reduces some costs and administrative hurdles for new teachers by removing a tier of certification that prolongs their journey to professional status, without compromising on quality. It also embraces high quality pathways and alternate routes to certification, specifically entry points into the profession for the paraeducators who already have years of in-school experience. This is an immediate step in the right direction from our vantage point.

But there are a couple of areas where additional work is needed. First, if adopted as introduced, the bill could leave Connecticut stuck in the past by failing to sunset many regulations that are antiquated and obsolete. When our regulations – which are decades old – are still talking about cd-roms, they're due for an overhaul. Let's get rid of regulations that we all agree are outdated, cumbersome, and fail to support the state's goal of preparing and recruiting effective, diverse educators, and set a clear deadline for developing a new, more nimble set of rules and guidelines that respond to the needs of today and tomorrow.

Second, with an eye towards quality, we need a clear process for ensuring that newly credentialed teachers are classroom-ready for our students. The state has made impressive strides to shed light on this issue this year, [offering data on qualifying exams](#) before teachers start their careers as indicators of teacher readiness. But monitoring preparation programs will also require us to look at data on teacher performance after they get into the classroom and over the course of their careers. Since we don't yet have such information, this legislation should explicitly task an expert panel with determining how best to measure both the impact of teachers across their careers, and the effectiveness of the preparation programs at large.

It's time for a serious change to the way that we prepare, certify, and then treat our teachers. The steps to becoming an educator in Connecticut currently focus too much on inputs like courses, degrees and exams, and not enough on the quality of teachers' instructional practice or effectiveness once they are in the classroom. We need a modern process that reflects the future, not the past, of the profession.

With so many partners at the table, we know [HB 5436](#) can help us to get back on track.



Board of Education, Bethel <boe@bethel.k12.ct.us>

FW: Student Privacy Rights in Jeopardy - S.B. 380 -- A Message From: Scott Nicol

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

Mon, Mar 11, 2024 at 3:35 PM

Dear Board of Education Members in CT–

Please review below the message Ellington Superintendent Dr. Nicol sent to our community regarding S.B. 380 – An Act Concerning Student Discipline.

His testimony has been submitted to the State, uploaded to X and LinkedIn and sent to all CT Superintendents.

Even if—at first glance—this issue appears to be minor, it has legal implications (FERPA) and it is our contention this is how the slow erosion of student privacy rights begins.

Instructions have been included should you wish to get involved.

Please feel free to contact me to further discuss.

Regards,

Jennifer Dzen—Chair, Ellington Board of Education

Sent: Monday, March 11, 2024 2:49 PM

Subject: Student Privacy Rights in Jeopardy - S.B. 380 -- A Message From: Scott Nicol



Ellington Public Schools

47 Main Street • PO Box 179
Ellington, Connecticut 06029
(860) 896-2300

Dear Ellington Family -

Please review my written testimony regarding opposition to **S.B. 380 - An Act Concerning Student Discipline**. A portion of this act may jeopardize student privacy rights relative to student discipline reporting involving a School Resource Officer (SRO).

[Testimony in Opposition of S.B. 380 - Student Privacy Rights in Jeopardy \(03-13-2024\)](#)

The State's Education Committee Chaired by Representative Jeff Currey (11th District-East Hartford, Manchester) and Senator Doug McCrory (2nd District-Hartford, Bloomfield, and Windsor) will hold a public hearing on **Wednesday, March 13, 2024 at 12:00 P.M.** in **Room 1E** of the LOB and via **Zoom**. The public hearing can be viewed via [YouTube Live](#) . In addition, the public hearing may be recorded and broadcast live on [CT-N.com](#) .

Individuals who wish to testify must register using the [On-line Testimony Registration Form](#) . The registration form must contain the name of the person who will be testifying. A unique email address must be provided for each person registered to speak. Registration will close on Tuesday, March 12, 2024 at 3:00 P.M. Speaker order of approved registrants will be listed in a randomized order and posted on the Education Committee website on Tuesday, March 12, 2024 at 6:00 P.M. under Public Hearing Testimony. If you do not have internet access, you may provide testimony via telephone. To register to testify by phone, call the Phone Registrant Line at 860-240-0420 to leave your contact information.

Please submit written testimony using the [On-line Testimony Submission Form](#) . The Committee requests that testimony be limited to matters related to the items on the Agenda. The first hour of the hearing is reserved for Constitutional Officers, State Agency Heads, Chief Elected Municipal Officials, and Chairs of Boards of Education. The time from 4:30 P.M. to 6:00 P.M. is reserved for teachers. Speakers will be limited to three minutes of testimony. The Committee encourages witnesses to submit a written statement and to condense oral testimony to a summary of that statement. All public hearing testimony, written and spoken, is public information. As such, it will be made available on the CGA website and indexed by internet search engines.

Members of the Ellington Family are encouraged to also advocate through the Ellington Delegation.

[Senator Saud Anwar](#)

[Representative Jaime Foster](#)

[Senator Jeffrey Gordon](#)

[Senator John Kissel](#)

Please feel free to reach out to me directly with any questions.

Dr. Scott Nicol, Superintendent of Schools

47 Main Street • PO Box 179
Ellington, Connecticut 06029
(860) 896-2300

BPS K-5 Math Curriculum



Heather Faricello Instructional Math Coach Grades 4-8

Danielle Legnard-Instructional Math Coach- Grades K-3

Let's Do The Math Together



ALL THE
SINGLE DIGITS

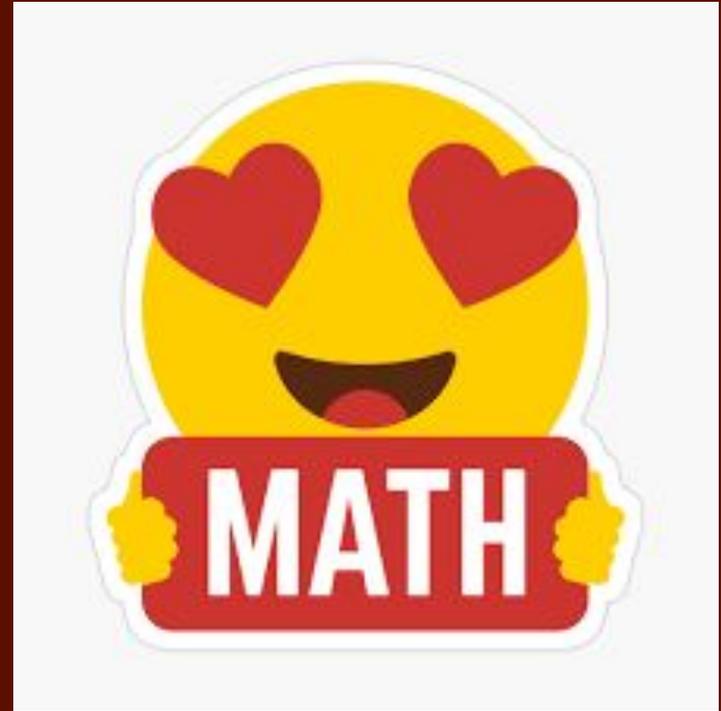
Grade 2 Concept Quest
(Bridges Problem Solving Task)



Our Math Mission

The PreK-12 Mathematics Mission of the Bethel Public Schools, in partnership with our colleagues, families, and the community, is to develop mathematically literate members of society who engage in challenging learning experiences requiring communication, collaboration, critical thinking, and creative problem solving. Students persevere as they apply what they learn in mathematics in a variety of meaningful ways.

K-5 Math
Curriculum
Folder



Learning Plans

- Updated for every unit K-5
- Includes Fluency Work Places
- Rigorous Problem Solving
- Concept Quests
- SBAC sample items aligned to the units
- Continuously refining based on need and best practice

Grade 3 Unit 2: Introduction to Multiplication

10/6-11/15

Stage 1 – Desired Results

ESTABLISHED GOALS/STANDARDS	Unit Overview
PRIORITY STANDARDS FOR THIS UNIT: 3.OA.1 - Interpret products of whole numbers 3.OA.2 - Interpret quotients of whole numbers 3.OA.3 - Solve multiplication story problems with products to 100 involving situations of equal groups, arrays, and measurement quantities	This unit introduces multiplication through a variety of multiplicative situations, encouraging students to think of the operation in different ways. A variety of models for multiplication are used to develop deeper conceptual understanding including equal groups, arrays, number line, and ratio tables. The associative and distributive properties are explored to develop efficient, reliable, and generalizable strategies for multiplying. Students will track multiplication strategies on a multiplication table featuring products from 0 to 100 and apply what they have learned by solving problems and story problems with multiple steps and operations.
	Transfer
	TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">● Analyze and model mathematical relationships in authentic and varied contexts, make informed decisions, and draw conclusions. (Math Transfer Goal 1)● Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. (GC 1)

All The Single Digits

The digits 0 through 9 have each been used exactly once in the equations below. Figure out where each digit goes to make each equation true.

$$5 + \square = 10$$

$$10 = 2 + \square$$

$$\square + \square - 2 = 10$$

$$10 = \square + \square - \square$$

$$\square + \square + \square = 10$$



Assessment

- Selecting additional opportunities for students to demonstrate their ability to exceed grade level expectations (4)
- Ongoing formative assessment
- Looking at Student Work



Building Thinking Classrooms

- District Wide Book Study
- Curricular and Non-Curricular Tasks
- Rich, Rigorous, Cognitively Engaging
- Problem Solving
- Professional Learning
- Low floor/high ceiling tasks

Handwritten mathematical work on a whiteboard, including a grid, a bar graph, and a list of numbers with letters.

F	C
1	1
2	3
10	55
20	210
15	120

1510

20SS 12CS 1VV 10-35
 2189 13C 2CC 15-120
 22SP 14CP 3VC 20-210
 235f 15C+ 4VS
 24Sm 16C+ 5Vg
 255b 17Cm 6VP
 26SPD 18Cb 7Vf
 27S CC 19Cp 8Vm
 28CC 20Cp 9Vb
 29CP 21CF 16VPD
 30CF 22PP 11Vcc
 31M 23DF

Focus on Fluency



- Rich Practice
- Progress Monitoring
- Work Places
- Our students are making growth!
- Fluency at home and school
- Family Math Night- over 700 people attended!

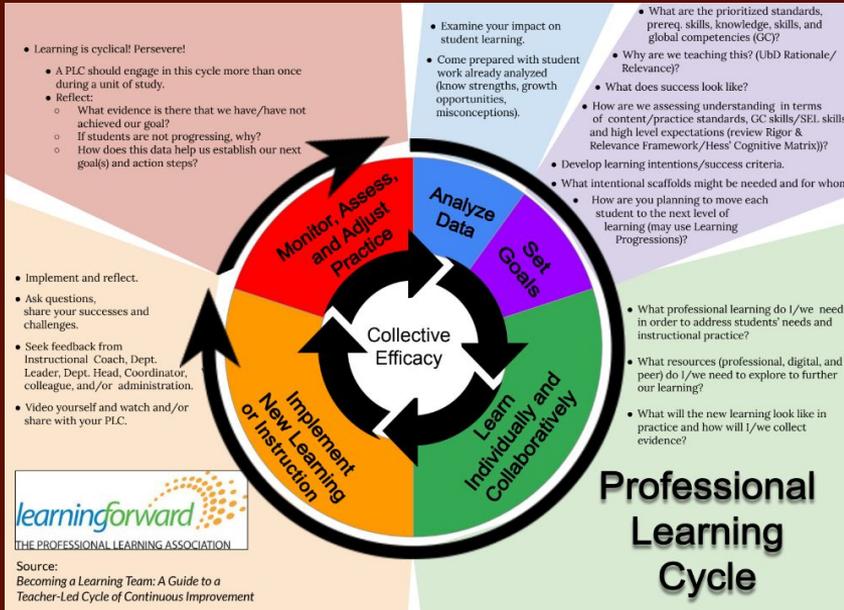
Math Practice Standards

8 process and thinking standards across grades K-12

1. Make sense of problems & persevere in solving them
2. Reason abstractly & quantitatively
3. Construct viable arguments & critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for & make use of structure
8. Look for & express regularity in repeated reasoning



Continuous Professional Learning Cycle



• Learning is cyclical! Persevere!

- A PLC should engage in this cycle more than once during a unit of study.
- Reflect:
 - What evidence is there that we have/have not achieved our goal?
 - If students are not progressing, why?
 - How does this data help us establish our next goal(s) and action steps?

• Implement and reflect.

- Ask questions, share your successes and challenges.
- Seek feedback from Instructional Coach, Dept. Leader, Dept. Head, Coordinator, colleague, and/or administration.
- Video yourself and watch and/or share with your PLC.

• Examine your impact on student learning.

- Come prepared with student work already analyzed (know strengths, growth opportunities, misconceptions).

• What are the prioritized standards, prereq. skills, knowledge, skills, and global competencies (GC)?

- Why are we teaching this? (UbD Rationale/Relevance)?
- What does success look like?
- How are we assessing understanding in terms of content/practice standards, GC skills/SEL skills and high level expectations (review Rigor & Relevance Framework/Hess' Cognitive Matrix)?
- Develop learning intentions/success criteria.
- What intentional scaffolds might be needed and for whom
- How are you planning to move each student to the next level of learning (may use Learning Progressions)?

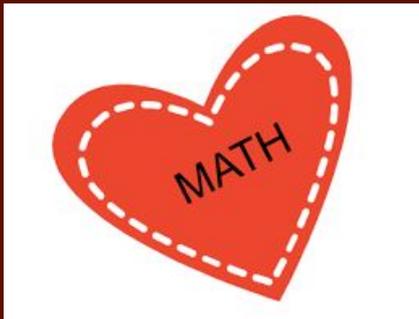
• What professional learning do I/we need in order to address students' needs and instructional practice?

- What resources (professional, digital, and peer) do I/we need to explore to further our learning?
- What will the new learning look like in practice and how will I/we collect evidence?



#mathtastic

Thank you for supporting our
work in mathematics!



Questions



Bethel Public Schools **Course Proposal**



1. **Title of Course:** [Spanish for Heritage Speakers](#) (Presentation attached)
2. **Department(s):** BMS World Language
3. **Submitted by:** Jennie Taranovich
4. **Length of Course (full year, semester):** Full year
5. **Grade Level(s), if applicable:** Grade 8
6. **Prerequisites, if any:**
This course is designed for a student who is raised in a home where the Spanish language is spoken. The student speaks or at least understands the language, and is to some degree bilingual in that language and in English.

Students will be put into the course through the following process:
 - Student is identified by a world language teacher in the 7th grade class.
 - Student takes a pre-assessment with a world language teacher.
7. **Short Course Description, suitable for Program of Studies:**
This course is designed specifically for heritage speakers of Spanish. The general objectives of this course are to develop competence in students' reading and writing skills, to master certain grammar points particular to heritage speakers. It will also serve to improve presentational skills and take into an account the experiences and influences of their bilingual and

bicultural upbringing. This course will place an emphasis on having a pride in one's culture and sense of belonging in the community.

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

We have an increasing number of students who have a strong background in speaking and listening skills in the Spanish language either from learning the language from family members or living in another country for a period of time. This course will serve to empower these students by celebrating culture and working towards increasing their bilingual abilities in all the skills of reading, writing, speaking and listening.

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

Students will learn the following transfer goals:

T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.

T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.

Critical Thinking Transfer Goals

CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.

Creativity & Innovation Transfer Goal

CI: Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

Unit Themes:

Unit 1: My identity, who am I? Grammar Focus: present tense, irregular present tense verbs, possessive adjectives

Unit 2: Food and restaurants Grammar Focus: irregular present tense, formal commands, interrogatives, comparatives and superlatives, introduce past tense - regular and irregular

Unit 3: Vacation/Travel Grammar Focus: irregular and regular past tense, present tense, indirect object pronouns, verbs like Gustar

10. Scope and Substance of the Course:

Refer to the Spanish Heritage Speaker Concept Map

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

Target class size includes a minimum of 15 and maximum of 28 students.

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

This course will empower our students culturally and linguistically by ensuring that we create students who have a strong depth of knowledge in two languages and a sense of pride about their culture and background. A strong bilingual student is more likely to graduate high school, creates more opportunities in the workforce and often opens the door to higher salaries.

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

Students who are ready will be empowered to move to Spanish 3 at the high school and will have an opportunity to earn credit for both levels 1 and 2 of Spanish while studying at BMS. Many students will advance to honors Spanish from this course and will be on a track to take AP Spanish, as well as, become prepared to take the Seal of Biliteracy Test.

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

There is no negative impact to other courses at BMS. This will offer a positive opportunity for our students who already speak Spanish, as it will

better differentiate for their specific learning needs.

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

No, it will not impact staffing.

Resources & Development Needs:

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

Click here to see the [curriculum](#).

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

Some other districts are currently offering Heritage Speaker courses in their schools, for example, Danbury and Norwalk. Our population of heritage speakers of Spanish in BMS is growing. Our pilot course currently has an enrollment of 21 students.

- 3. Textbook (if applicable):**

None

- 4. Other Resources Recommended:**

No

- 5. Names of Staff Who May Teach the Course:**

Any of our Spanish teachers are qualified to teach this course. Marianna Bedoya is assigned to the course for the 23-24 year.

- 6. Training of Staff Required:**

No, as these are already certified and highly qualified World Language teachers

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

Kristen Faucher Date: 2/28/24

Angelina Pérez Date 2/28/24

_____ Date _____

Signature of School Administration:

A handwritten signature in black ink, appearing to be 'J. S. O.', written in a cursive style.

Date: 2/27/24

Signature of District Administration:

_____ Date _____

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

8th Grade Heritage Course

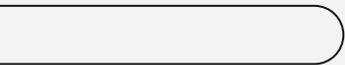


¿Qué estamos estudiando?

Description of class:

This course is designed specifically for heritage speakers of Spanish. The general objectives of this course are to develop competence in students' reading and writing skills, to master certain grammar points particular to heritage speakers. It will also serve to improve presentational skills and take into an account the experiences and influences of their bilingual and bicultural upbringing. This course will place an emphasis on having a pride in one's culture and sense of belonging in the community.

8th Grade Course- Current enrollment is 21 students



Who will take this course?

What is a Spanish heritage speaker: Spanish is learned by its speakers at home as children usually informally because the language is not supported in their surrounding environment.

This course is designed for a student who is raised in a home where the Spanish language is spoken. The student speaks or at least understands the language, and is to some degree bilingual in that language and in English.

Students will be put into the course through the following process:

- Student is identified by a world language teacher in the 7th grade class.
- Student takes a pre-assessment with a world language teacher.

Why teach this course?



1. Large population of heritage speakers of spanish



Encourage students to celebrate their culture and empower them to feel connected to their heritage.

2. Heritage speakers have different needs than other peers learning spanish for the first time



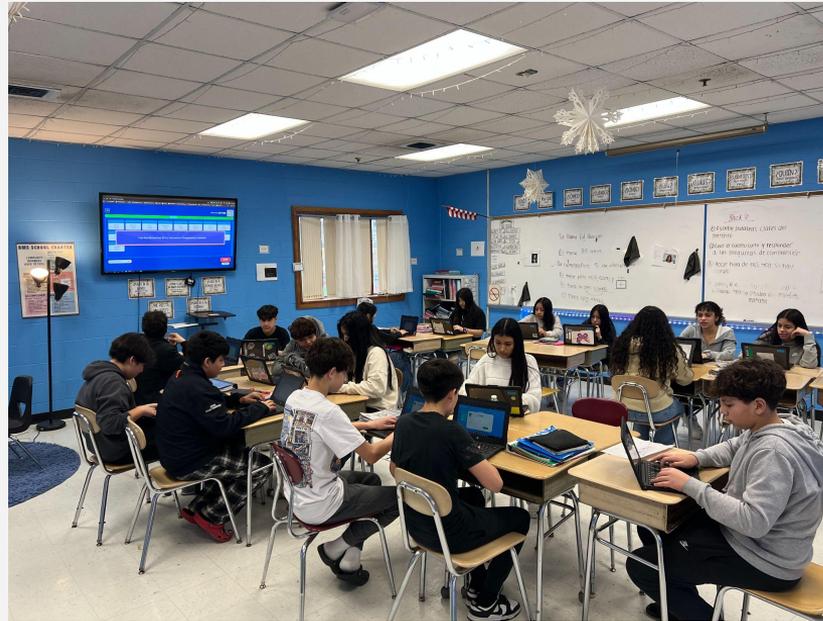
Students require greater needs in terms of writing and reading comprehension. Skills can be better improved in a class where this can be the focus.

3. Students are gaining skills to maintain this track as they move to BHS



Many students can move into honors level spanish tracks which better prepares them for AP & the Seal of Biliteracy

What will we teach?



Unit 1: Mi identidad/la familia

My identity/ family

Mi nombre completo es

Tengo 13 años y cumplo 14 años el 18 de Abril.

Nací el 18 abril de 2010 en Chile en la capital de Santiago.



Quien soy yo?

What is my identity in the world?

This unit emphasizes the importance of understanding what our identity is as a heritage/native speaker of Spanish.

- What aspects of our culture and background are important to us?
- How do we identify ourselves with the wide array of terms used to categorize *Hispanics*?
- What experiences can we relate to with our peers who are also Hispanic. How do these experiences shape how we view the world around us?

Unit 2: La comida/el restaurante/la nutrición

Bocadillo de queso (\$ 5.00)

- Queso
- Pasta de guayaba
- Pueden incluir si quieren salsas

Picadillo (\$7.00)

- cerdo
- Picado o entero
- Salsas, aji

Rodajas dulces de plátano (\$ 5.00)

rodajas dulces de plátano maduro que se rellenan con queso, se rebozan y se frien



This unit covers the diverse foods found across hispanic cultures many of which are represented in this class.

Discussion of nutrition, healthy food choices, how food can positively or negatively impact daily life even as teenagers.

Discussion surrounding appropriate social interactions in a restaurant setting. Compare and contrast to customs in the U.S.

Trufas de Cava y Frambuesas

Ingredientes:

- Mantequilla
- Queso de trienio
- Pasta ligada
- Cava
- Mincor ajeno
- Cacao en polvo
- Frambuesas
- Dipsos de chocolate o bolillos de chocolate

Chaulafan

Ingredientes:

- Pollo
- Ajonjolí
- Sal
- Aceite de oliva
- Agua de ceba
- Aji
- Pimentón
- Comino
- Cilantro

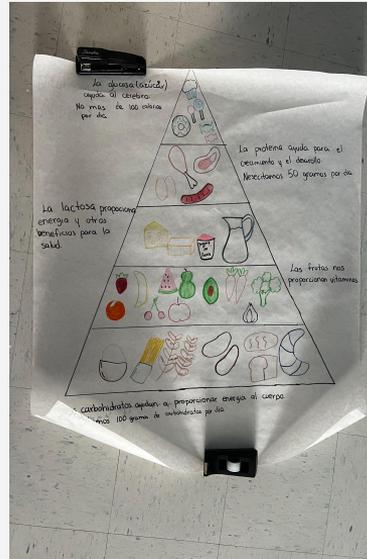
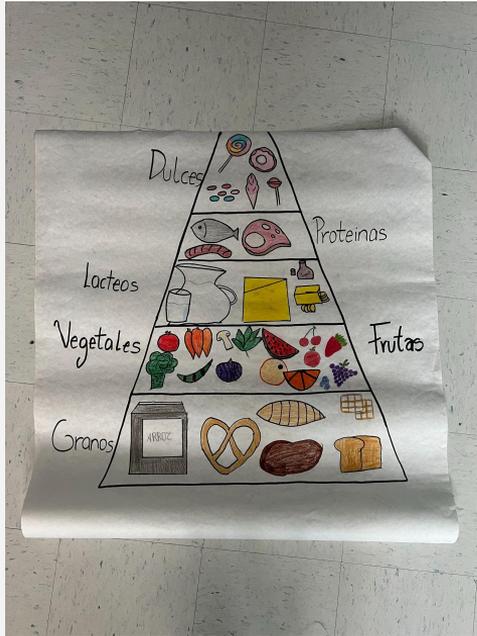
SOPA DE POLLO

INGREDIENTES

- Pollo
- Ajonjolí
- Sal
- Aceite de oliva
- Agua de ceba
- Aji
- Pimentón
- Comino
- Cilantro

RECETA

Unit 2: La comida/el restaurante/la nutrición



This unit covers the diverse foods found across hispanic cultures many of which are represented in this class.

Discussion of nutrition, healthy food choices, how food can positively or negatively impact daily life even as teenagers.

Discussion surrounding appropriate social interactions in a restaurant setting. Compare and contrast to customs in the U.S.

Unit 3: Ir de compras/las vacaciones

This unit covers necessary vocabulary and grammar associated with talking about trips as well as creating real world scenarios involving shopping and social interactions.

Discussions about travelling and the norms in different Hispanic countries as they compare to the U.S

How shopping/materialism compares to other Hispanic countries

Look at famous landmarks in the countries represented in the class as well as other hidden gems.



More information:

- Course proposal
- Curriculum

School Leadership Course

Bethel Middle School

Why are we proposing this course?

This course was piloted in 2023-24 and was very successful. Student and parent interest was high and involvement with the BMS community was beneficial.



Course Description- School Leadership

Students will begin to develop leadership skills through community building activities and community service in this course. The class will work as a team to identify needs of the BMS community and will then work as a team to creatively address those needs. Course work will be hands-on and will focus on improving our culture and climate at Bethel Middle School.



Other details:

- This is designed to be a 6th grade course
- Enrollment 20-25 students per class (100-125 students)
- Students elect to enroll in this course



How has this course impacted the BMS community?

Students engaged in developing ideas for the benefit of BMS. For example:

- “Pay It Forward”—students developed a ticket system to encourage positive behavior and the idea of passing on the kindness
- Students work closely and develop activities with peers from the Learning Center (Cooking, crafts, inclusiveness)
- Students created videos for incoming 6th graders to explain everything from opening a locker to student routines

Other:

- [Course proposal](#)



Bethel Public Schools **Course Proposal**



1. **Title of Course:** School Leadership ([Link to presentation](#))
2. **Department(s):** Unified Arts Department
3. **Submitted by:** Jennie Taranovich
4. **Length of Course (full year, semester):** 45 day rotation
5. **Grade Level(s), if applicable:** Grade 6
6. **Prerequisites, if any:** None
7. **Short Course Description, suitable for Program of Studies:**

School Leadership:

Students will begin to develop leadership skills through community building activities and community service in this course. The class will work as a team to identify needs of the BMS community and will then work as a team to creatively address those needs. Course work will be hands-on and will focus on improving our culture and climate at Bethel Middle School.

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

This is an elective unified arts course that was created to develop leadership skills in our 6th grade students. This is also designed to be a feeder program into our School Ambassador Program, which works to build a strong school community and culture.

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

Students will learn how to use collaboration, critical thinking and creativity and innovation skills in order to identify, problem solve and execute ways to improve the BMS learning environment.

10. Scope and Substance of the Course:

- Students will define the concepts of leadership, by identifying traits of positive leadership.
- Students will learn about different attributes of kindness through Kindness 101 (eg. empathy, altruism, selflessness, service, and courage).
- Students will identify and problem solve community needs.
- Students will learn about inclusion and apply concepts of kindness with students from the Learning Center.
- Students will apply RULER lessons to improve school culture.

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

The class will be about 20-25 students on average.

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

This course will help to build Global Competency skills, leadership skills and improve school culture.

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

Offering this course will have a positive impact on class size, as it will help to keep class sizes in unified arts classes lower in 6th grade.

14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this

proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?

This course will not have a negative impact on any other buildings. It will have a positive impact in the way that it will build more community driven leaders in our student body.

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

This will not require any new staff members to be hired.

Resources & Development Needs:

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

At this time we do not need curriculum work.

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

This course is intended on building leaders in the community, using the kindness concepts taught. Additionally, it supports the Ruler Program activities and inclusion. We will utilize the data from our School Climate Survey to support our work in this class.

3. Textbook (if applicable): No textbook needed

4. Other Resources Recommended: None

5. Names of Staff Who May Teach the Course: Ms. Sheehan and other available staff members

6. Training of Staff Required: No training required

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

Kristen Faucher Date: 2/1/24

Barbara Sheehan: Date: 2/1/24

Scott Carrizzo Date: 2/1/24

Signature of School Administration:

A handwritten signature in black ink, appearing to be 'J. E. O.', written in a cursive style.

2/1/24

Signature of District Administration:

_____ Date _____

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

Bethel Board of Education
Quarterly & Year to Date Expenditures

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

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

Fiscal Year 2023-2024							
(Unaudited)							
BOE Operating Budget	\$53,159,164	\$9,326,351	\$15,285,297			\$24,611,649	\$28,547,515
Facilities Budget	\$463,880	\$227,991	\$128,987			\$356,979	\$106,901

BETHEL BOE BUDGET 2023-2024
BUDGET TRANSFERS SUMMARY BY PERIOD

Object Codes		Approved Budget	July-Sept Adjustments	Oct-Dec Adjustments	Jan-Mar Adjustments	Apr-Jun Adjustments		Total Transfers	Final Budget
Salaries	1000	35,490,873	-	-	-	-		-	35,490,873
Employee Benefits	2000	9,470,626	-	-	-	-		-	9,470,626
Professional Services	3000	742,984	-	-	-	-		-	742,984
Purchased Property Services	4000	237,000	-	895	-	-		895	237,895
Other Purchased Services	5000	5,558,812	-	(1,700)	-	-		(1,700)	5,557,112
Supplies	6000	1,351,892	3,000	(4,386)	-	-		(1,386)	1,350,506
Property	7000	218,162	(3,000)	1,930	-	-		(1,070)	217,092
Dues & Fees	8000	88,815	-	3,261	-	-		3,261	92,076
Total Budget		53,159,164	-	-	-	-		-	53,159,164
Total Transfers To			3,000	6,086				4,156	
Total Transfers From			(3,000)	(6,086)				(4,156)	
% of Total Budget								0.01%	

Budget Transfers Oct. 1, 2023 - Dec. 31, 2023

Account Number	Description	Increased	Decreased	Notes
1 100.11.1200.101.8100	DUES & FEES - HS - STEP	700	0	
100.11.1100.125.8100	DUES & FEES - HS - TASK	1,500	0	Special Education & Pupil Services Director
100.11.1100.125.5101	TRANSPORTATION - HS - TASK	0	(1,500)	Educational field trip fees for STEP & TASK
100.11.1200.101.5109	TRANSPORTATION - HS - SPEC ED - STEP	0	(200)	
100.11.1200.101.6901	OTHER SUPPLIES - HS - SPEC ED - STEP	0	(500)	
Total For Request		<u>2,200</u>	<u>(2,200)</u>	
2 100.15.1100.101.7304	EQUIPMENT - TECHNOLOGY - RS	700	0	Principal's Request
100.15.1100.101.6110	INSTRUCTIONAL SUPPLIES - RS - SW	700	0	Poster printer and related supplies for ELA
100.15.1100.101.6502	TECH SUPPLIES & SOFTWARE SUBSCRIPTIONS - RS	0	(1,400)	
Total For Request		<u>1,400</u>	<u>(1,400)</u>	
3 100.11.1100.109.6110	INSTRUCTIONAL SUPPLIES - HS - MUSIC	3,150	0	Principal's Request
100.11.1100.109.7303	EQUIPMENT - INSTRUCTIONAL - HS - MUSIC	0	(3,150)	Marching band and Spring concert music
Total For Request		<u>3,150</u>	<u>(3,150)</u>	
4 100.11.2220.118.4301	REPAIR & MAINTENANCE - HS - AVA DEPT	1,200	0	Principal's Request
100.11.2220.118.7303	EQUIPMENT INSTRUCTIONAL - HS - AVA DEPT	0	(200)	Repair of auditorium AV equipment
100.11.2220.118.6110	INSTRUCTIONAL SUPPLIES - HS - AVA DEPT	0	(1,000)	
Total For Request		<u>1,200</u>	<u>(200)</u>	
5 100.11.1100.103.8100	DUES & FEES - HS - BUSINESS	635	0	Principal's Request
100.11.1100.103.6110	INSTRUCTIONAL SUPPLIES - HS - BUSINESS	0	(635)	Student entry fees for Business class trip
Total For Request		<u>635</u>	<u>(635)</u>	
6 100.16.2130.101.4303	EQUIPMENT REPAIR - GENERAL - SW - HEALTH SER	295	0	Special Education & Pupil Services Director
100.16.2130.101.6112	HEALTH SUPPLIES - SW - HEALTH SERVICES	0	(295)	Repair of 2 audiometers
Total For Request		<u>295</u>	<u>(295)</u>	
7 100.11.1100.101.7304	EQUIPMENT - TECHNOLOGY - HS	4,580	0	Principal's Request
100.11.1100.106.6110	INSTRUCTIONAL SUPPLIES - HS - TECH ED	0	(4,580)	3 computers for Tech Ed
Total For Request		<u>4,580</u>	<u>(4,580)</u>	
8 100.12.2410.101.8100	DUES & FEES - MS	426	0	Principal's Request
100.12.1100.109.6110	INSTRUCTIONAL SUPPLIES - MS - MUSIC	174	0	NAFME/CMEA dues for Music teachers
100.12.1100.109.4303	EQUIPMENT REPAIR - GENERAL - MS - MUSIC	0	(600)	& additional supplies for 2nd semester
Total For Request		<u>600</u>	<u>(600)</u>	