

Bethel Board of Education Regular Meeting - Annual Meeting

Thursday, December 19, 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 REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
2.A. Enrollment Projections Update	Speaker (s): MP Planning Group
2.B. Issues Affecting the 2025-2026 Proposed Board of Education Budget (Budget Presentation Part I)	Speaker (s): Christine Carver
3. Board Recognition/A Salute to Excellence	Speaker (s): Christine Carver
3.A. Gifts, Grants, & Bequests	
4. Selection of Temporary Chairperson	
5. Annual Meeting	
5.A. Election of Officers	
5.A.1. Nominations for Chairman of the Board	
5.A.2. Nominations for Vice Chairman of the Board	
5.A.3. Nominations for Secretary of the Board	
5.B. 2025 Board of Education Meeting Dates	
5.C. 2025 Proposed Standing Committees Assignments	
5.D. Code of Ethics	Speaker (s): Christine Carver
6. Consent Calendar	Speaker (s): Policy 9326
6.A. Approval of Minutes	
6.A.1. November 21, 2024	
7. Correspondence	Speaker (s): Policy 9326
8. Public Comment (Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may	Speaker (s): Policy 9326

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.)

9. **Administrative/Board Member Update** **Speaker(s):** Policy
9326

9.A. Board Chairperson Update

9.B. Administrative Update

9.B.1. 2024-2025 BOE District Data Sheet

10. **Reports to the Board**

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

10.A.1. **Modern World History I Honors**

10.A.2. **Intro to Psychology**

10.A.3. **Conflict Resolution**

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

10.B.1. Finance

10.B.1.a. Budget Transfers **Speaker(s):** Jen
Variale

10.B.1.b. Quarterly Spending Report

10.B.1.c. 2025-2026 Budget Discussion - Pay-to-
Participate **Speaker(s):** Christine
Carver & Jen Variale

11. **Adjourn**



Bethel Public Schools

Enrollment Projections Update

December 2024

Bethel Public Schools



Contents

- Enrollment Drivers – Demographics and Housing
- Enrollment Trends & Analysis
- Enrollment Projections
- Appendix A – Low, Medium & High Districtwide
- Appendix B – Individual ES



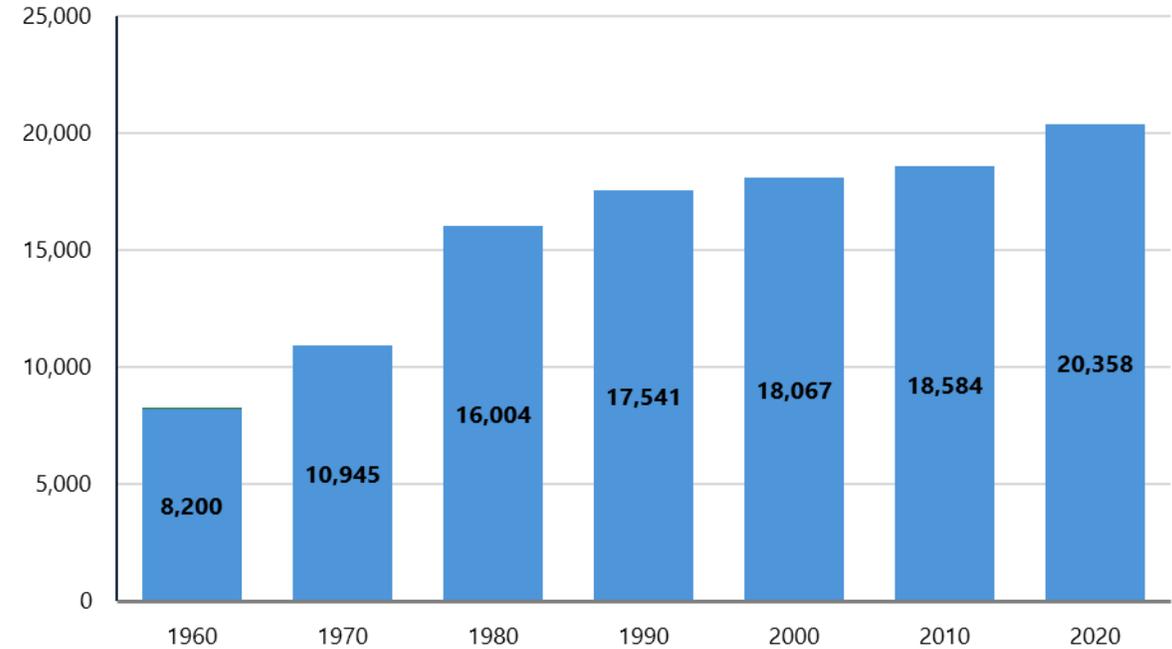
Enrollment Drivers



Population Trends

- According to the US Census, Bethel's population grew from 18,584 residents in 2010 to 20,358 residents in 2020. This represents a growth of 1,774 residents, or +9.5%.
- From 2010 to 2020, Bethel was the 4th fastest growing community in Connecticut.
- 2023 population estimates from the CT Department of Public Health estimate 20,678 residents, which represents 1.6% growth since 2020.

Town of Bethel Total Population: 1920 to 2020



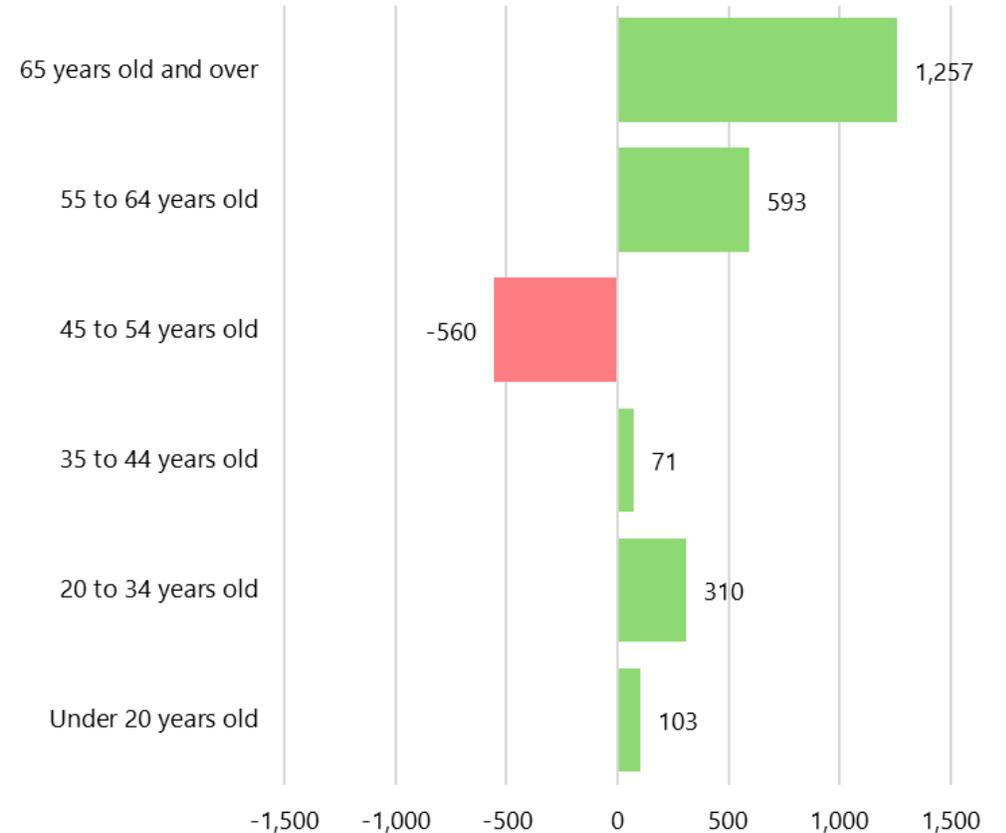
Source: Decennial Census 1920-2020.



Population Trends

- While Bethel's overall population grew between 2010 and 2020, trends varied by age group.
- The Town's population age 65 years old and over grew by over 1,200 residents (+53%), which is tied to the aging of the large "baby boomer" cohort. The 55- to 64-year-old cohort also experienced sizable growth of nearly 600 residents or +24%.
- Decrease in the number of residents between the ages of 45 and 54 years old – this represents an age group that is most likely to have older school-aged children.
- Slight growth in the 35- to 44-year-old and 20- to 34-year-old age cohorts, which are groups most likely to have younger school-aged children or young children not yet in school. This corresponds with a small uptick in children under 20.

**Bethel Population Change by Age Group:
2010 to 2020**

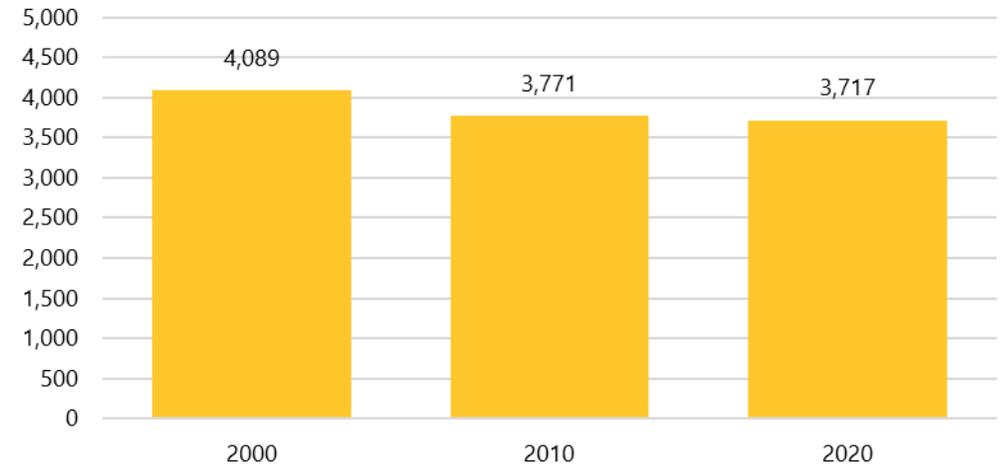




Females of Childbearing Age

- Females of childbearing age (FOCBA) are historically closely linked to birth trends, which in turn influences future kindergarten enrollment.
- Between 2000 and 2010, FOCBA decrease by about 8%. Corresponds to a period of declining births.
- Between 2010 and 2020, FOCBA stayed relatively stable. However, there was growth in the 30- to 39-year old age cohorts, which has the highest fertility rates.

Females of Childbearing Age: 2000 to 2020



Source US Census Bureau. Females of childbearing age 20-49

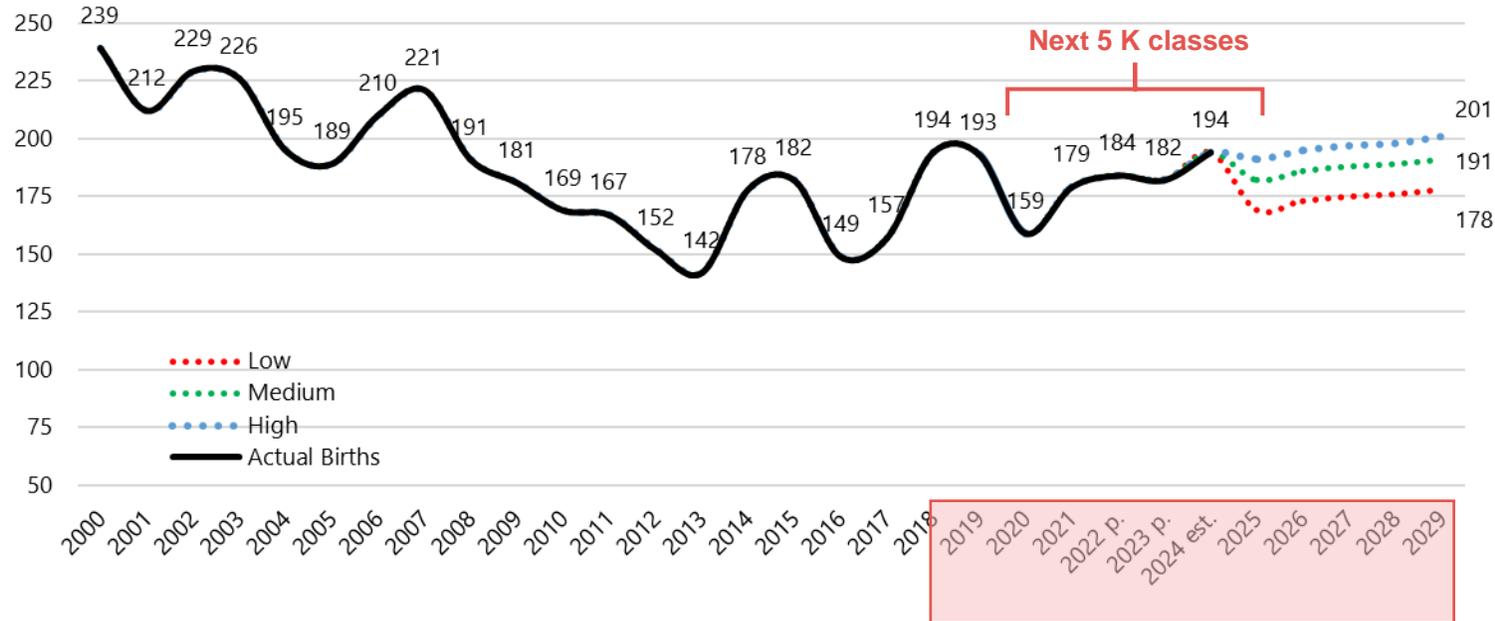
Age	2000	2010	2020	2010-2020
15 to 19 years	559	623	565	-9.3%
20 to 24 years	350	420	522	24.3%
25 to 29 years	507	464	507	9.3%
30 to 34 years	711	562	581	3.4%
35 to 39 years	931	622	675	8.5%
40 to 44 years	821	747	731	-2.1%
45 to 49 years	769	956	701	-26.7%
Total	4,089	3,771	3,717	-1.4%



Birth Trends and Projections

- Beginning in 2019, births transitioned from calendar year to September-August to align with new CT entry age requirements (this year's K cohort).
- Births most recently peaked in 2000 at 239, before declining to a low of 142 in 2013.
- Births have rebounded since 2013, averaging 177 annually over the last ten years, although there is significant variation year-to-year.
- Births over the last four years have averaged 185 annually
- Birth projection models using a combination of demographic and mathematical modeling.
 - Low model – averages 174
 - Medium model – averages 187
 - High model – averages 196

Bethel Actual and Projected Births: 2000 to 2029



Source: Connecticut Department of Public Health. Data for 2000-2024. Data for July - September provided by the Bethel Town Clerk

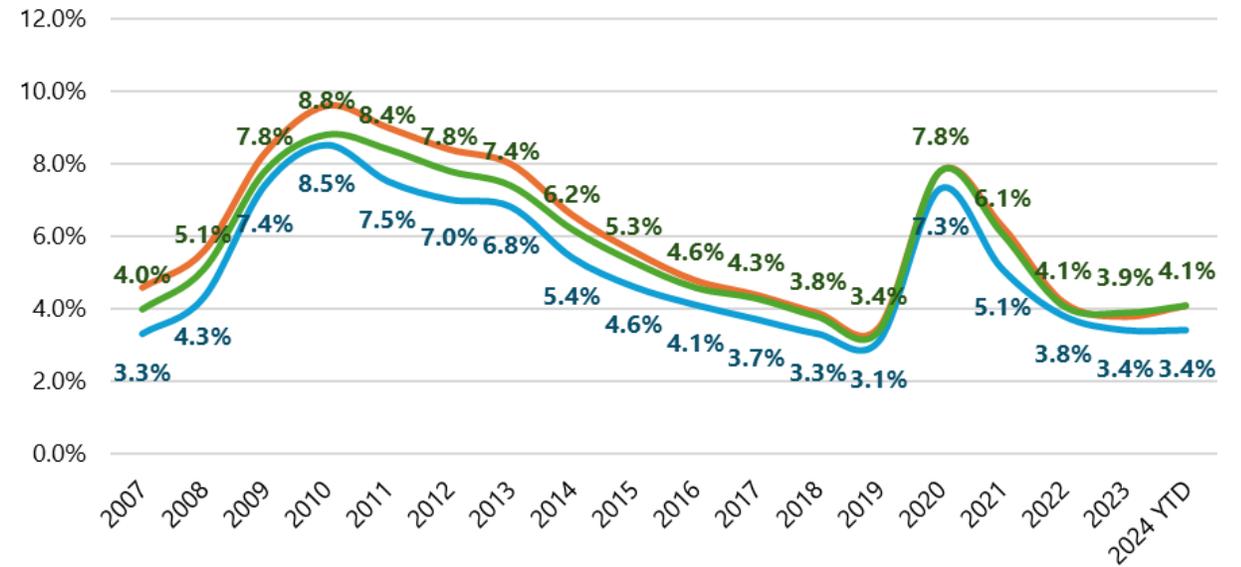
Note change from calendar year to Sept-Aug births starting in 2019 to align with new state entry age requirements



Unemployment

- Bethel has historically seen unemployment trends mirror that of the state and Fairfield County, albeit at slightly lower levels.
- For 2024 YTD, unemployment both locally and regionally have nearly recovered to full employment seen prior to the Pandemic.

Local, County & State Unemployment Rates, 2005 - 2024 YTD



Source: CT Department of Labor, LAUS
YTD data for 2024 is through July

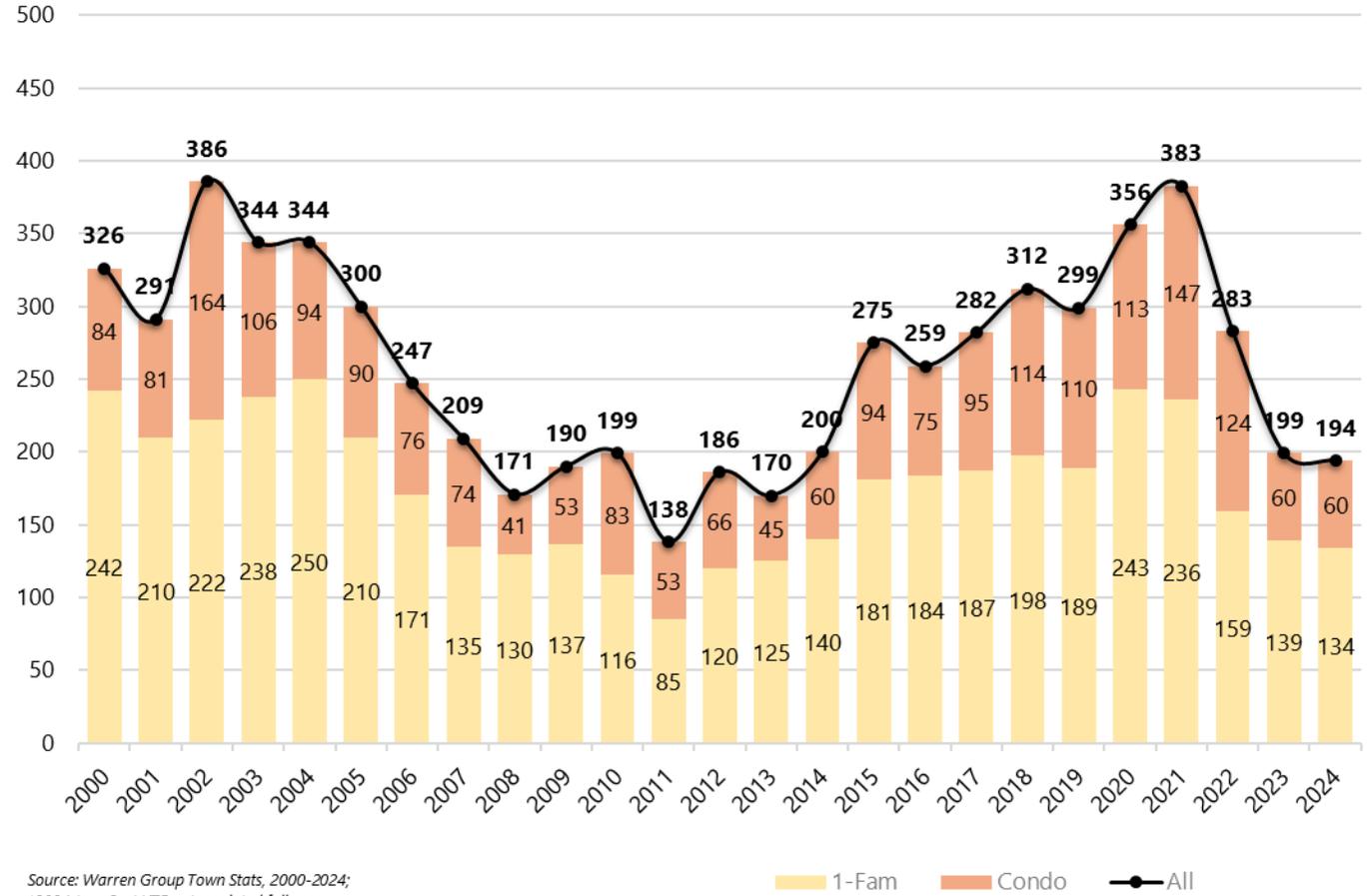
— Bethel — Connecticut — Fairfield County



Home Sale Trends

- Bethel saw a peak in home sales in at 386 in 2002 followed by a period of decline during the Great Recession, reaching a low of 138 sales in 2011.
- Home sales rebounded from 2015 to 2019 and averaged 285 annually.
- Like many communities, Bethel saw an increase in home sale activity in 2020 and 2021, with 2021 seeing 383 sales.
- For 2022, sales returned to pre-pandemic levels while sales for 2023 and 2024 YTD have declined to under 200 per year, which is on-par with the years immediately following the Great Recession.
- High interest rates, high prices, and low inventory contributing to decrease in total sales.

Bethel Home Sales (2000-2024 est)



Source: Warren Group Town Stats, 2000-2024;
 *2024 Jan.-Sept YTD extrapolated full year



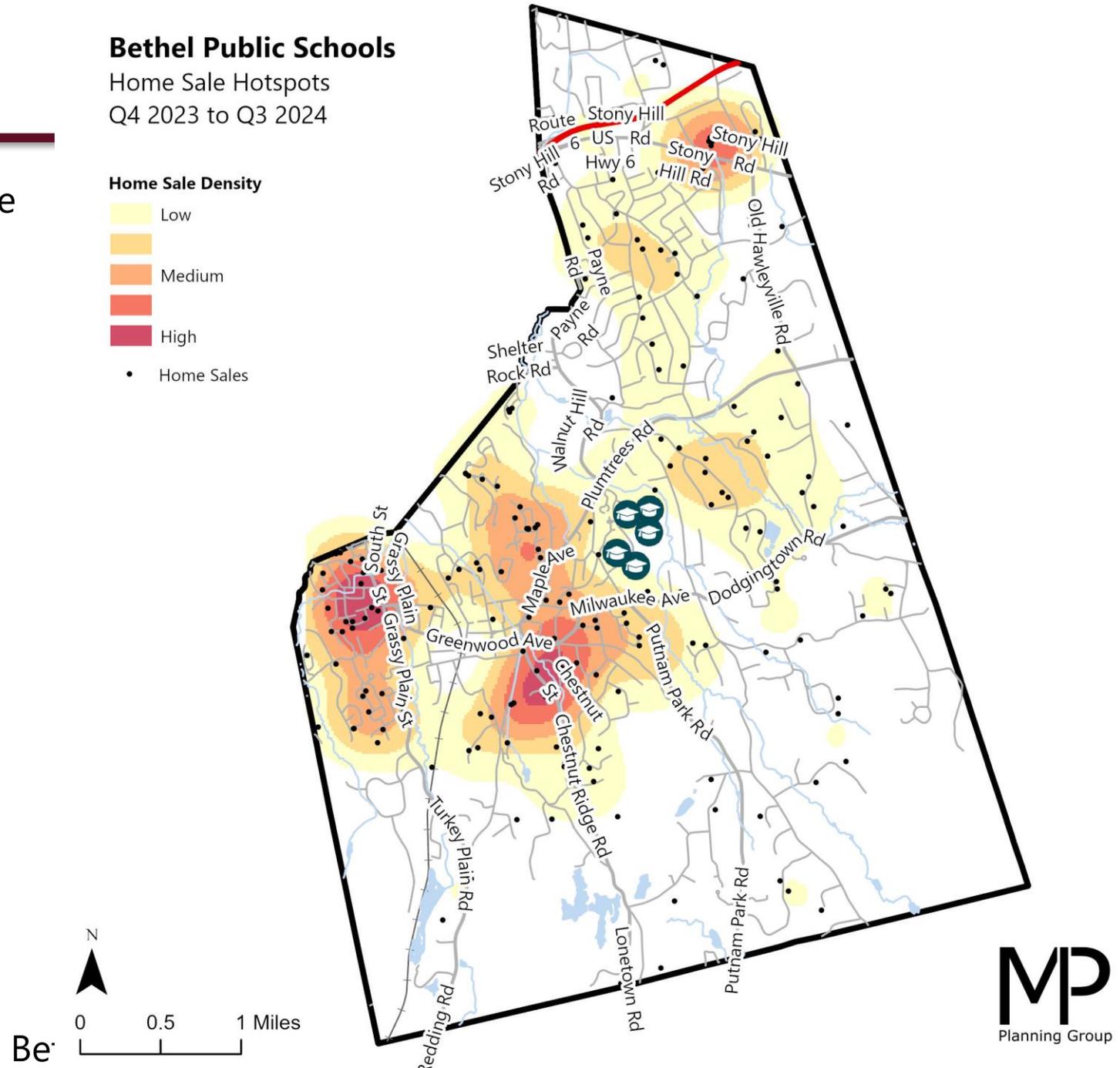
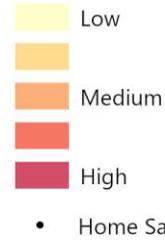
Home Sale Trends

- Home sale distribution generally follows the same patterns as overall community structure.
- Areas with higher density have higher concentrations of sales, particularly in Downtown Bethel, the Grassy Plain Street corridor, and along Route 6.

Bethel Public Schools

Home Sale Hotspots
Q4 2023 to Q3 2024

Home Sale Density

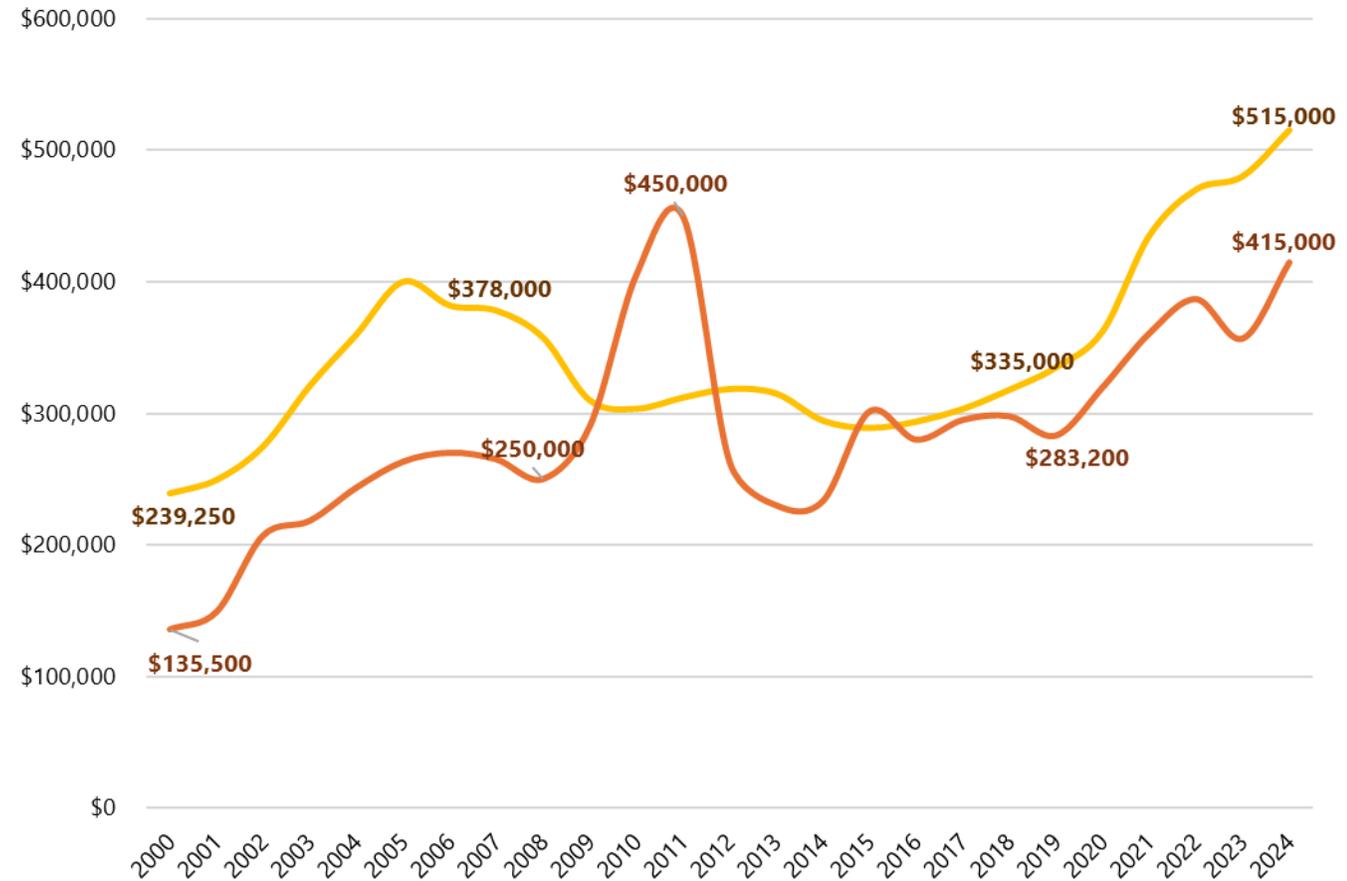




Median Single Family Home Sale Price

- The Median Sale Price for Single-Family homes has increased 54% since 2019, with median single family home price for 2024 YTD at \$515,000.
- Median Sale Price for condos has also experienced growth since 2019 (+47%), albeit at a slower rate than single-family homes.
- Note that peak in condo sale prices in 2011 corresponds to the completion of The Summit at Bethel development.

Bethel Median Sale Price: 2000 to 2024 YTD



Source: The Warren Group
YTD data for 2024 is through September

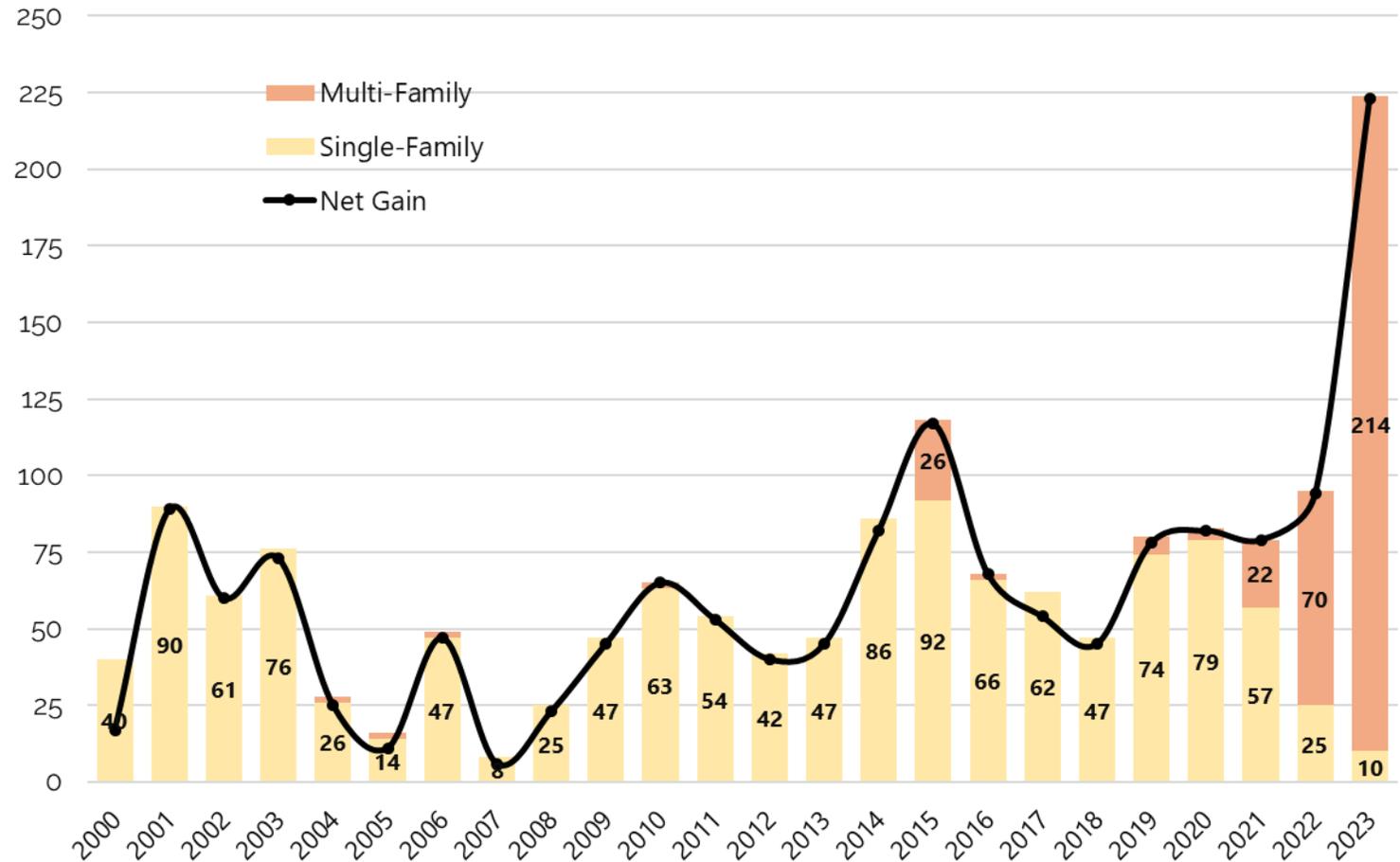
1-Fam Condo



Housing Permit Activity

- Over the last decade, Bethel has added over 940 new housing units.
- Unlike many of its peer communities, Bethel’s single-family construction activity has been robust over the last decade, adding nearly 600 new single-family units, offset by a small number of demolitions.
- Multi-family permit activity has also been strong, with 344 permits issued over the last decade, including 214 permits in 2023. These developments are concentrated within Downtown Bethel, the TOD area, and Route 6 corridor.
- Baseline enrollment projections model assumes a continuation of recent construction trends.

Bethel Housing Permits 2000-2023



Source: DECD



Recently Built Housing

Recently Built Major Developments

Development	Type	Units	Address	Year Built	K-12 Enrollment (2024-25)	K-12 Students per Unit
Bethel Crossing	Single-Family	71	Crossing Way, Cole Ln, Reid Ln.	2020	54	0.76
Copper Square	Townhomes	135	Copper Square Drive	2014	45	0.33
Summit at Bethel	Townhomes	235	Summit Road	2010	25	0.11
Bethel Meadows	Townhomes	62	Hidden Brook Trail	2011	14	0.23
Bethel Woods	Townhomes	37	Forest Way & Oakview Lane	2018	12	0.32
The Grand at Bethel	Apartments	52	25 Grand Street	2020	6	0.12
Ledge Woods Apartments	Apartments - Mixed Income	18	49 Taylor Avenue	2019	2	0.11
Volpintesta Crossing	Apartments - Mixed Use	17	155 Greenwood Avenue	2022	0	0.00
Total All Develements		627			158	0.25

- Several major housing developments totaling 627 units were built over the last 15 years, producing 158 K-12 students as of 2024-25.
 - Single-family homes (71 units at Bethel Crossing) produce the greatest number of students per unit (0.76)
 - Apartments (87 recently built units across 3 developments) produce the fewest number of students per unit (0.09).
 - Townhomes (469 units across 4 developments) yield a moderate number of students per unit (0.20), with student generation rates being lower than single-family homes but higher than apartments.
- In addition to the major projects listed above, Bethel has seen many small subdivisions and infill projects over the last decade.



Future Housing

Approved, Under Construction, and Planned Developments

Development	Type	Units	Address	Status
The Grand at Stony Hill	Apartments	137	48 Stony Hill Rd	Under Construction
Farms at Stony Hill	Apartments	117	36 Stony Hill Road	Under Construction
Benedict Road Subdivision	Single-Family	22	Benedict Road	Under Construction
42 Nashville Road	Apartments - Mixed Income	3	42 Nashville Road	Under Construction
9 Putnam Park Road	Apartments - Mixed Income	6	9 Putnam Park Road	Under Appeal
East Station Place	Apartments	15	61 South Street	Approved
42 Plumtrees Road	Apartments - Age Restricted	10	42 Plumtrees Road	Approved
22-24 Nashville Road	Apartments - Mixed Income	12	22-24 Nashville Road	Under Review
Total All Units		322		

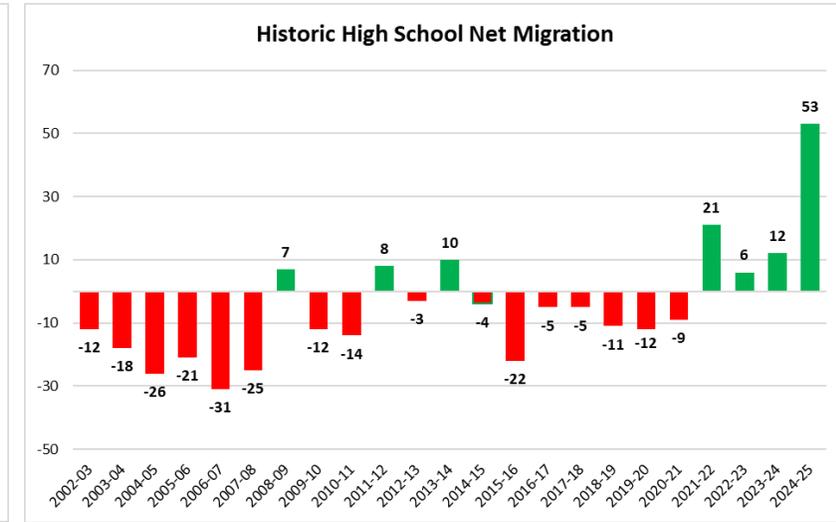
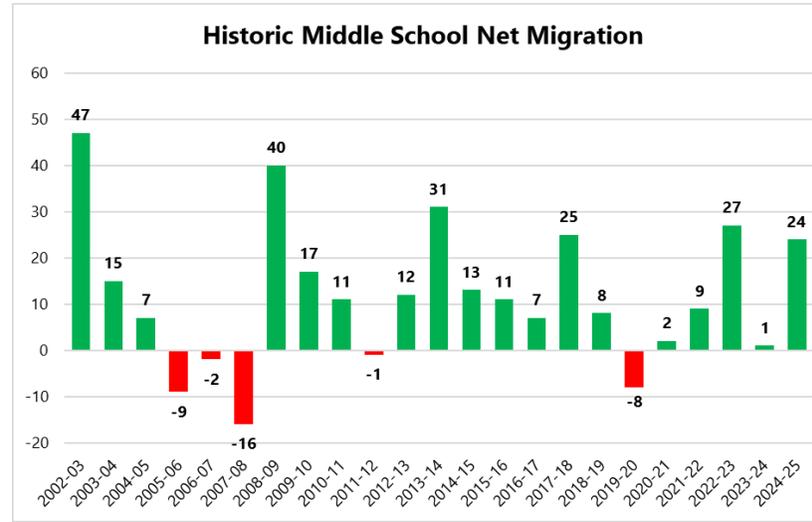
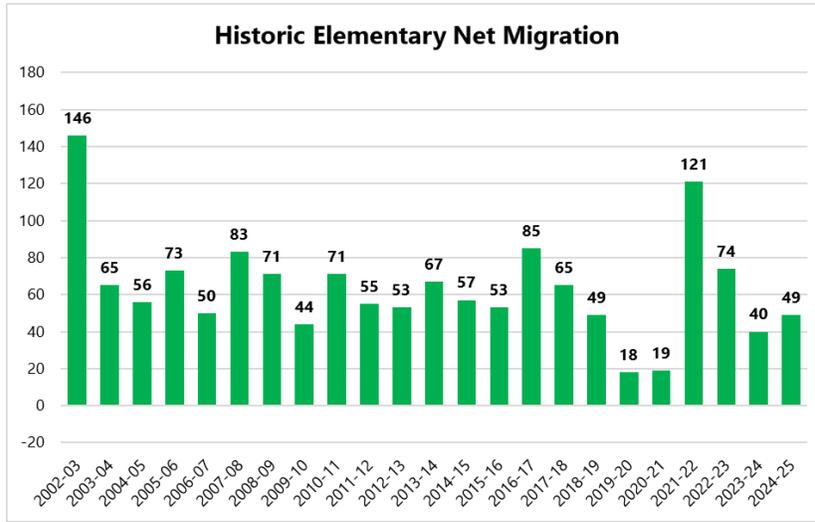
- An additional 322 units are under construction, approved, or under review.
- Two largest projects are in the Route 6 corridor with a combined 254 apartment units.
 - The Grand at Stony Hill has 70 units completed and currently 4 resident students enrolled in BPS, with 67 units remaining to be finished.
- The smaller apartment projects primarily consist of 1-bedroom units, which typically do not have a significant impact on enrollment.



Enrollment Trends & Analysis



Net Migration

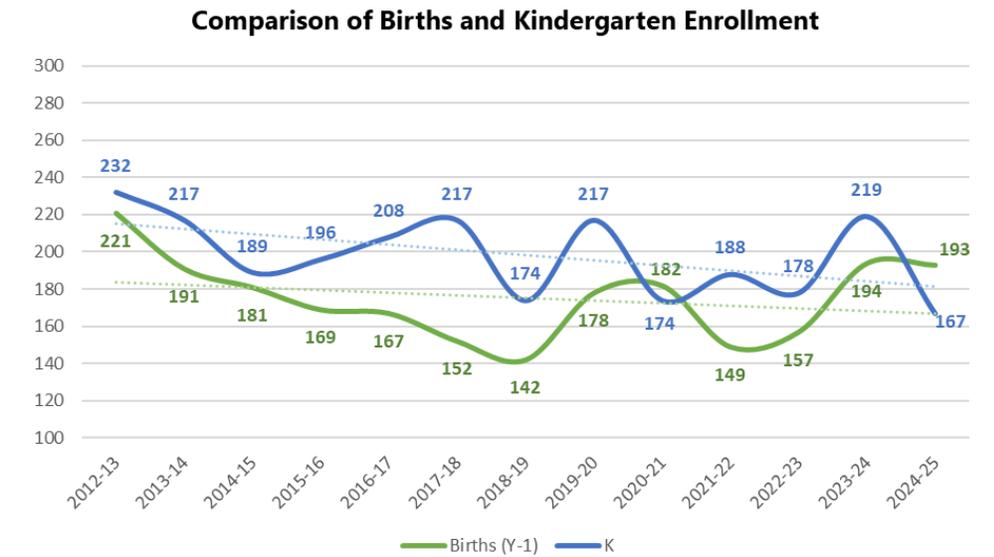
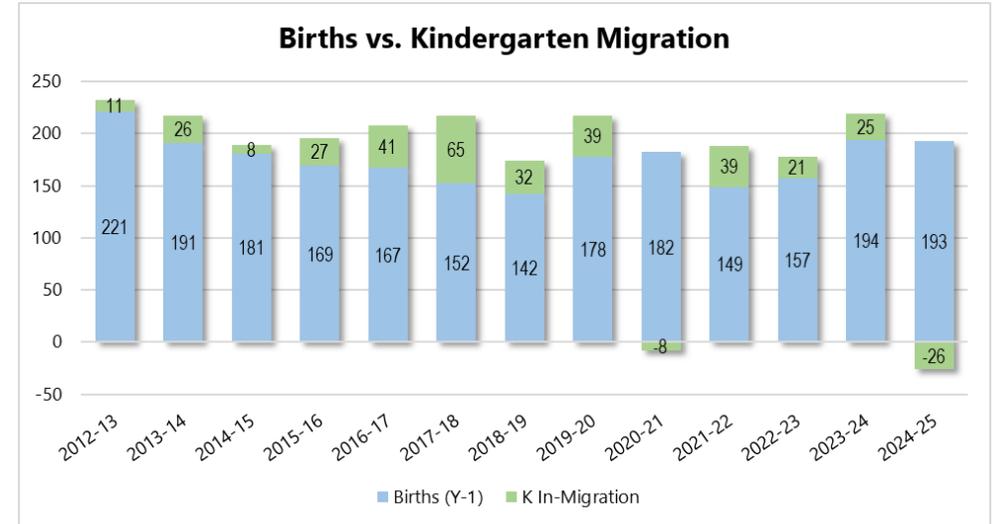


- Elementary net migration averaged +61 students over the last five years, however, after a peak in 2021-22 at 121, net migration has seen a decline, averaging just 45 students over the last 2 years.
- Middle school net migration varies from year-to-year with a net in-migration of +13 students over the last 5-years. After a low of just +1 student in 2023-24, 2024-25 saw net in-migration increase to +24 students.
- High School has historically experienced net out-migration. However, over the last 5-years, the high school has seen a net in-migration of +17 students. This is in part due to the inclusion of 18-22 program and outplaced students in the high school enrollment.



Birth and Kindergarten Trends

- Kindergarten enrollment was compared to births five years to better understand in-migration of children from birth to five.
- From 2012-13 to 2023-24, Bethel averaged net-in-migration of +27 from ages birth to five years old.
 - Record high net in-migration of +65 in 2017-18.
- In 2020-21 Bethel saw negative net out-migration due to the pandemic. In 2024-25, Bethel once again saw net out-migration due to the change in entry age policies.
- “Boom and bust” cycle in kindergarten enrollment does not strongly correlate with births in individual years.

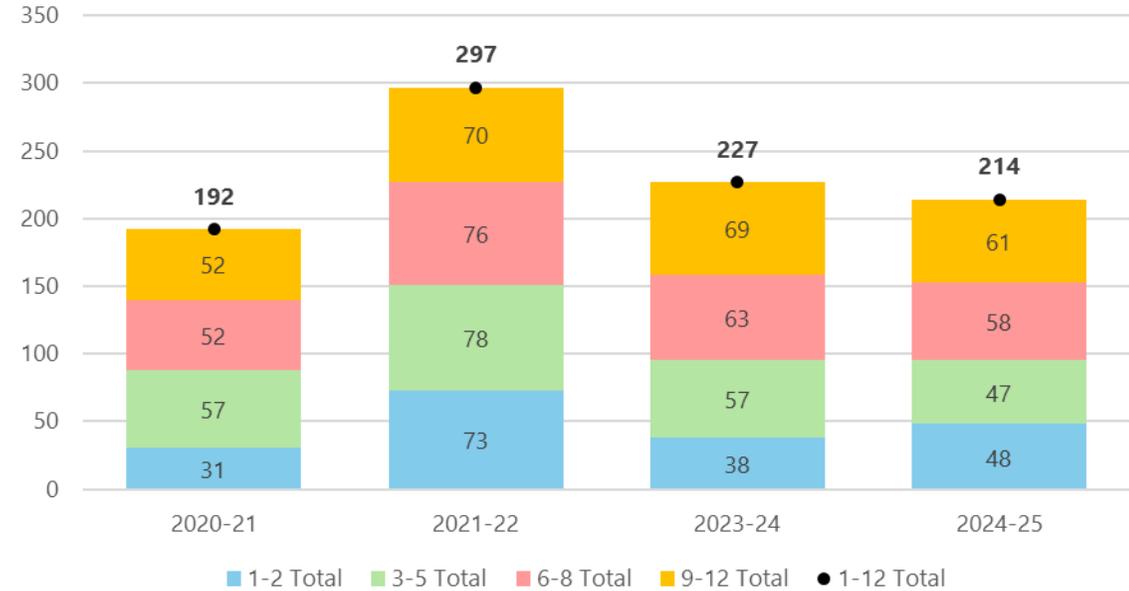




Student Migration

- The total number of “New to District (NTD)” students was identified by comparing unique student identifiers (SASID’s) that were not enrolled the previous year (excludes PK & K). This includes students that are attributed to home sales.
- The number of NTD students has averaged 233 annually over the last four years. After a low of 192 in 2020-21, the district saw a high of 297 in 2021-22.
- Over the last two years, the number of NTD students has decreased and averaged about 220 annually.
- Historically, the number of NTD students has been relatively evenly distributed between grade groupings.
- All grade groupings except Grades 1-2 saw a declining number of NTD students this year compared to 2023-24.

New-to-District Students by Grade Grouping



Year	1-2 Total	3-5 Total	6-8 Total	9-12 Total	1-12 Total
2020-21	31	57	52	52	192
2021-22	73	78	76	70	297
2023-24	38	57	63	69	227
2024-25	48	47	58	61	214
Average	48	60	62	63	233

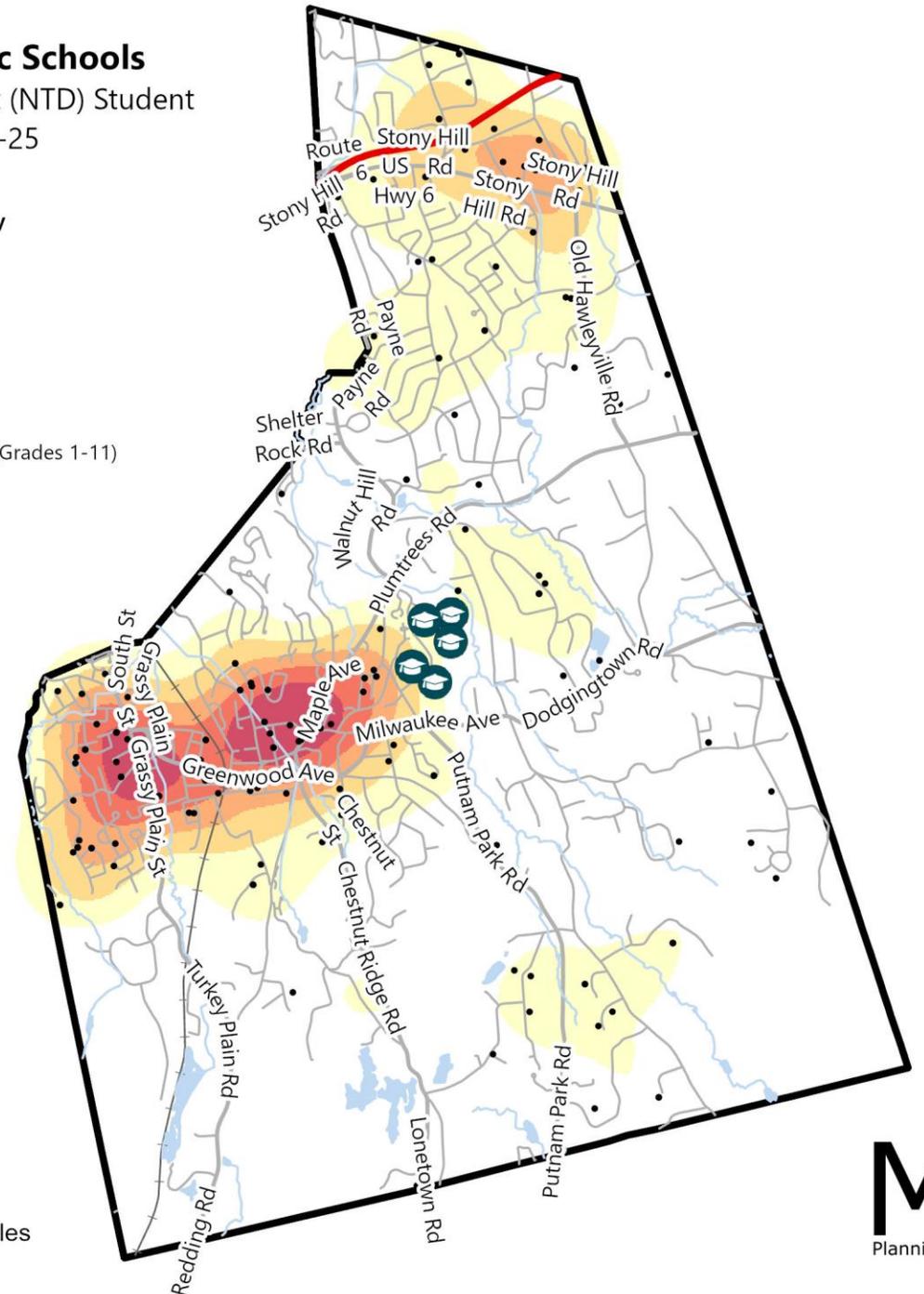
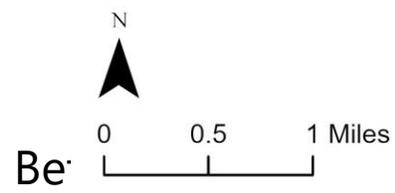


New-to-District Students

- In total, there were 214 new-to-district students between grades 1-12 in 2024-25.
- New-to-District students most concentrated in higher density neighborhoods surrounding Downtown Bethel, the Grassy Plain Street corridor, and along Route 6.

Bethel Public Schools
New-to-District (NTD) Student Hotspots: 2024-25

NTD Student Density





Districtwide Historic Enrollment Trends

- Enrollment reached its most recent low of 2,939 students in 2014-15.
- Enrollment increased by 209 students or 7.1% between 2014-15 and 2019-20 before experiencing a one-year decrease due to the pandemic.
- Since 2020-21, enrollment has increased slightly and stabilized, with enrollment averaging about 3,230 students over the last three years.
- However, trends vary by grade grouping. Over the last five years:
 - PK-2nd enrollment decreased by 4% and 3rd-5th enrollment decreased by 6%.
 - Middle school enrollment decreased by 6%.
 - High school enrollment has seen a sizable increase of 22% or about 200 students.

Bethel PK-12 District Enrollment Trends by Grade Level
2006-07 to 2024-25





Historic Enrollment

Bethel Public Schools Historic Enrollment PK-12th Grade

Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2006-07	2001	212	211	209	223	235	217	252	236	261	268	295	273	256	246	61
2007-08	2002	229	192	227	211	223	239	217	253	240	253	264	272	263	240	63
2008-09	2003	226	213	198	231	206	220	236	218	253	238	249	264	262	243	56
2009-10	2004	195	170	227	205	238	215	221	242	216	248	242	237	243	272	77
2010-11	2005	189	163	170	222	201	235	216	224	245	217	250	229	242	247	88
2011-12	2006	210	200	174	174	223	210	237	221	225	248	235	244	242	237	112
2012-13	2007	221	232	194	182	174	229	215	241	223	223	255	231	245	235	108
2013-14	2008	191	217	240	187	197	182	235	214	240	222	220	251	231	237	127
2014-15	2009	181	189	214	244	197	205	181	240	211	246	212	212	249	223	116
2015-16	2010	169	196	191	226	254	212	214	195	246	220	244	204	203	251	115
2016-17	2011	167	208	211	202	226	262	218	232	199	255	232	244	199	216	92
2017-18	2012	152	217	214	222	218	249	267	229	233	199	245	237	240	203	86
2018-19	2013	142	174	221	227	230	228	256	275	242	232	204	246	233	244	100
2019-20	2014	178	217	188	217	232	234	233	269	283	256	239	202	247	241	90
2020-21	2015	182	174	212	180	223	238	235	237	270	289	260	241	204	256	70
2021-22	2016	149	188	206	222	204	236	239	249	249	274	302	249	243	219	80
2022-23	2017	157	178	195	202	226	220	236	251	255	259	285	298	256	261	101
2023-24	2018	194	219	189	199	205	238	230	252	256	262	259	293	294	269	84
2024-25	2019	193	167	223	196	197	212	245	238	261	259	268	269	286	309	97

Enrollment data from EdSight (2001-02 to 2023-24), Bethel Public Schools (2024-25)

Enrollment “bubbles” that entered kindergarten in 2012-13 and 2013-14 is now in 11th and 12th grade. Subsequent bubbles have entered in 2017-18, 2019-20 and 2023-24

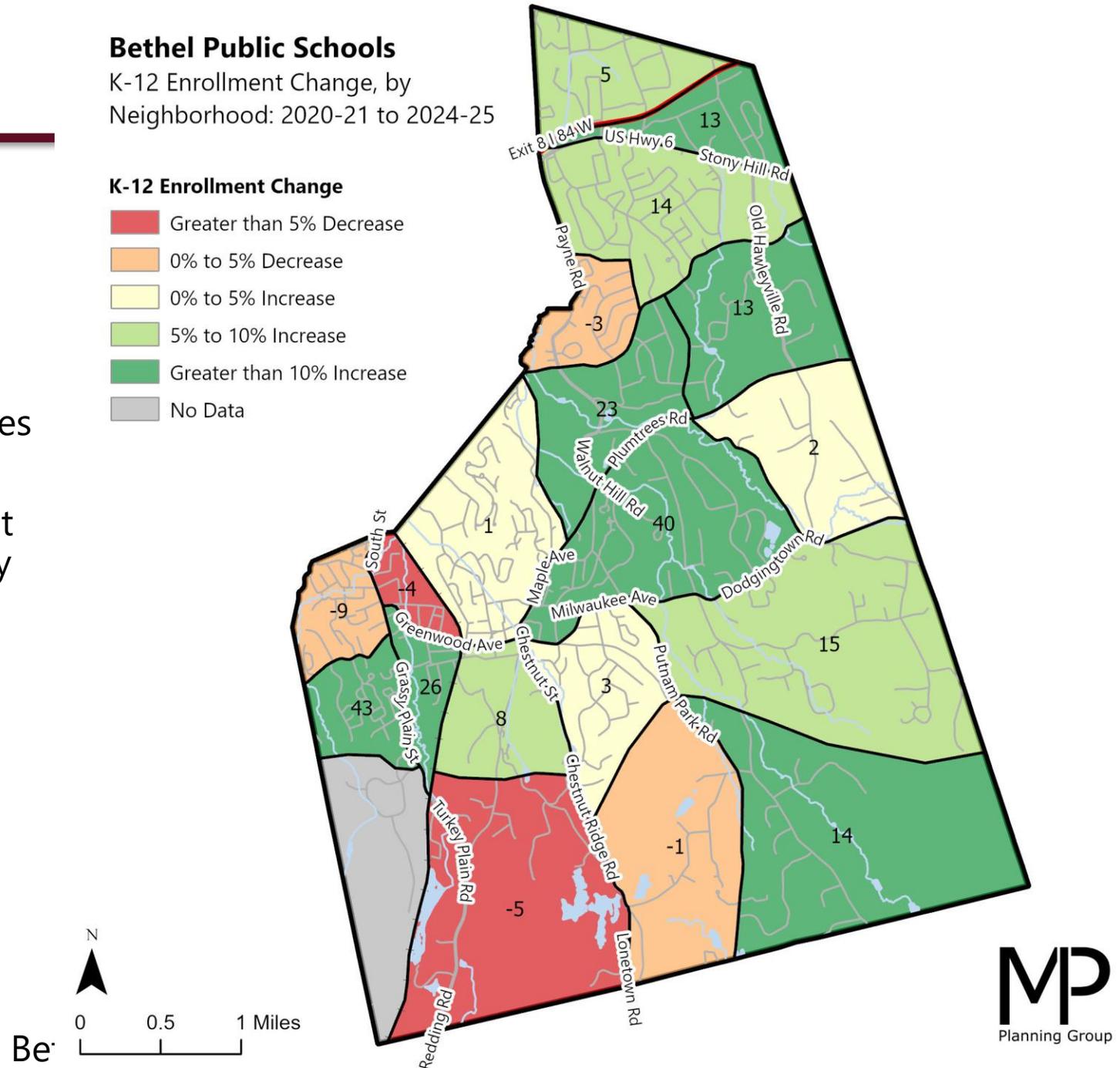
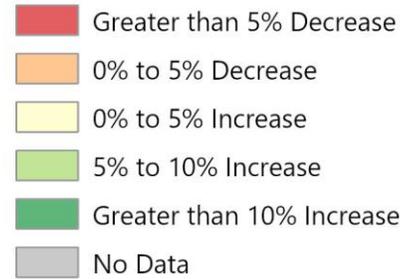


K-12 Enrollment Change

- Bethel was divided into "Planning Blocks" to assess enrollment change by neighborhood.
- Over the last five years, the neighborhoods that experienced the **greatest enrollment growth** were along the southern portion of Grassy Plain Street, Sunset Hill Road, Plumtrees Road and Old Hawleyville Road.
- Neighborhoods that experienced the greatest growth are primarily established single-family neighborhoods, suggesting that housing turnover is likely a key contributor to enrollment growth.
- The neighborhoods that experienced the **greatest enrollment declines** are located along the northern portion of Grassy Plain Street, Turkey Plain Road, and Payne Road.

Bethel Public Schools
K-12 Enrollment Change, by
Neighborhood: 2020-21 to 2024-25

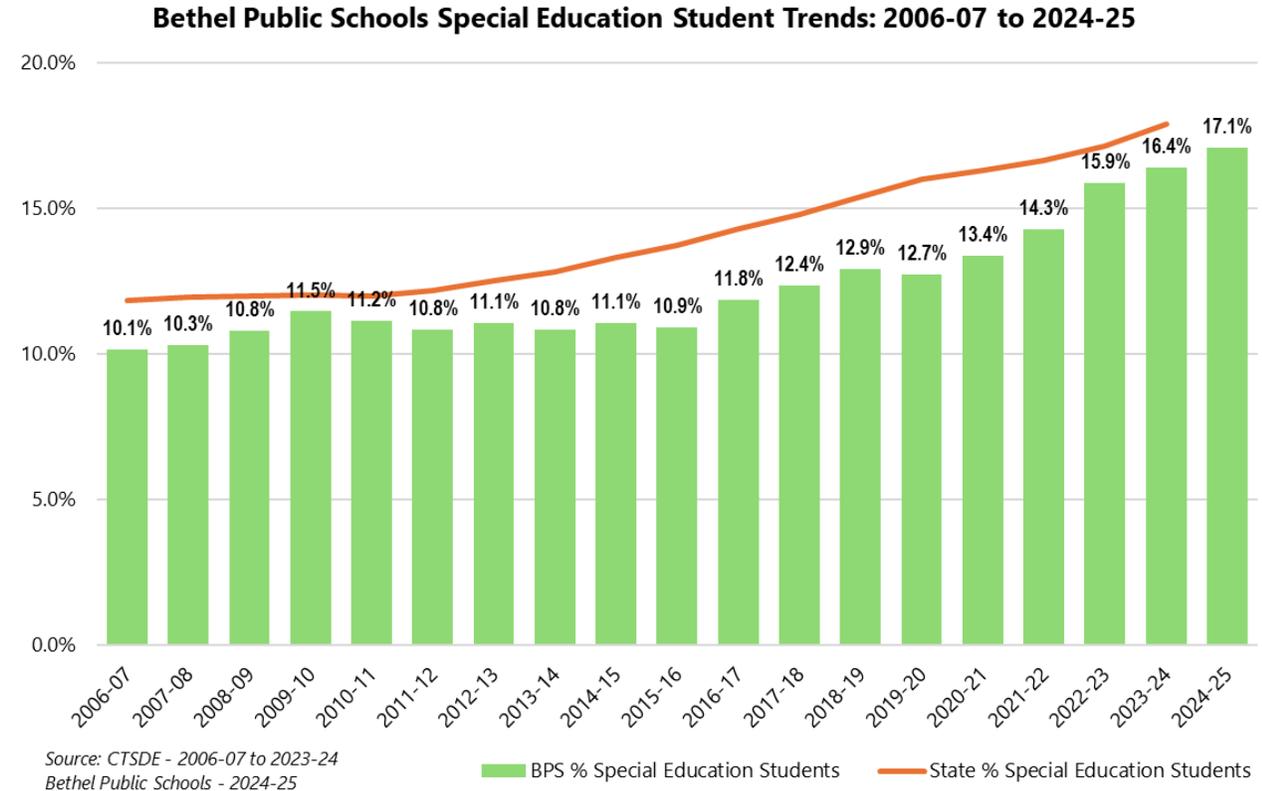
K-12 Enrollment Change





Districtwide Historic Enrollment Trends: Special Education

- Bethel Public Schools has a growing special education population.
- From 2006-07 to 2015-16, special education students averaged about 330 students annually and made up about 11% of the district's students.
- The number of special education students have grown significantly since 2015-16, reaching over 550 students, or 17% of the student population, for the 2024-25 school year.
- Growing special education population requires greater staffing and space needs.
- Growing special education populations are also a statewide trend, and BPS historically has a slightly smaller share of special education students than the statewide average.
- For 2024-25, the share of NTD students who were special education students was lower than the districtwide average.

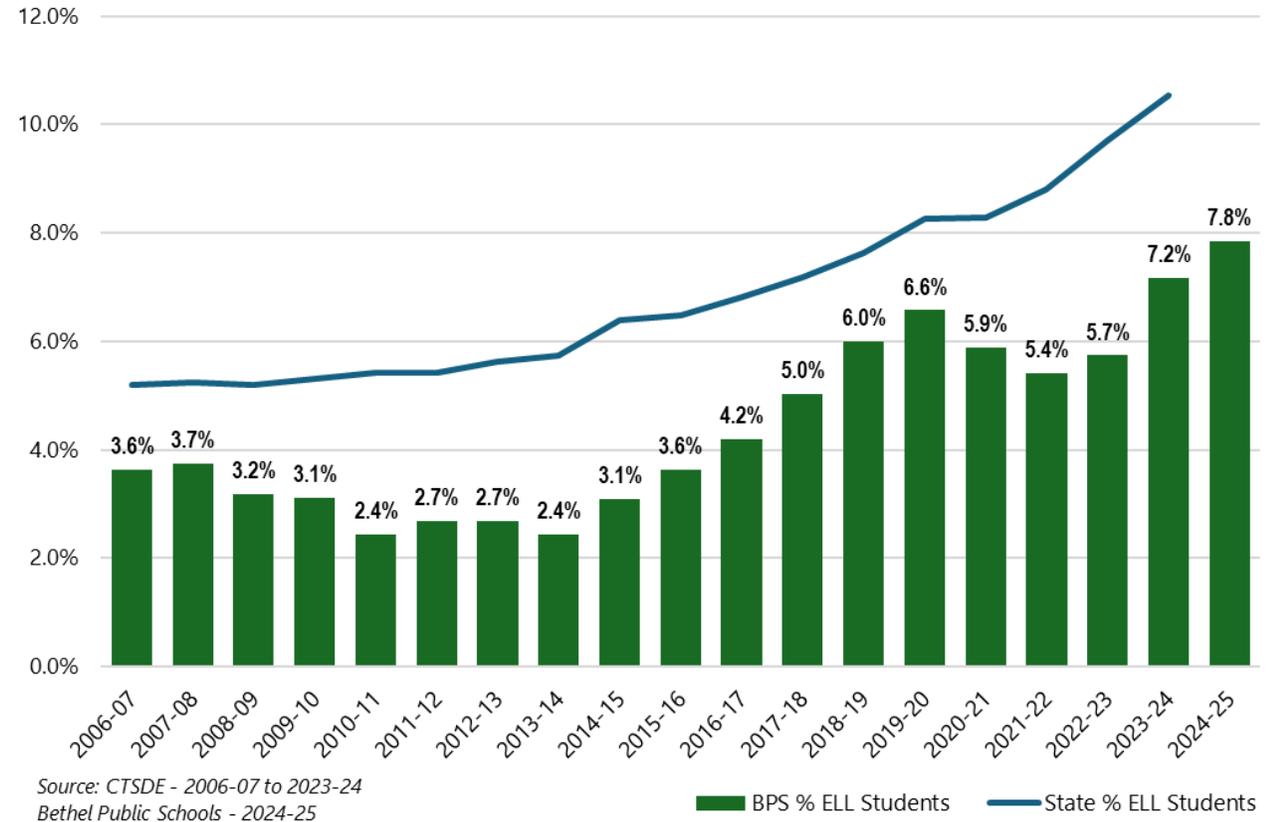




Districtwide Historic Enrollment Trends: ELL Students

- Bethel Public Schools has a growing English Language Learner (ELL) Population.
- From 2006-07 to 2014-15, ELL students averaged about 92 students annually and made up about 3% of students.
- The ELL student population has experienced a growth trend since 2014-15, with a small period of stabilization between 2020-21 and 2022-23.
- Over the last two years, the ELL student population has increased by nearly 70 students to over 250 students. ELL students make up nearly 8% of the student population as of 2024-25.
- Over the last five years, Bethel had an ELL population that was about 3% lower than the statewide average.
- For 2024-25, the share of NTD students who were ELL was higher than the districtwide average.

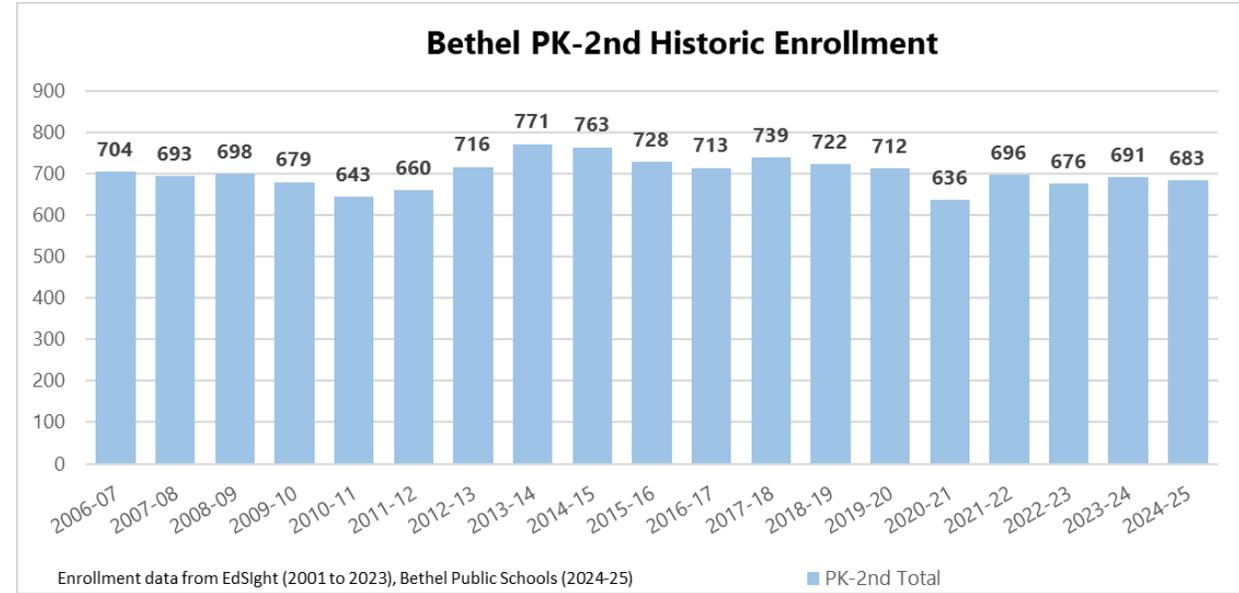
Bethel Public Schools ELL Student Trends: 2006-07 to 2024-25





Lower Elementary (PK-2) Historic Enrollment

- Elementary (PK-2) enrollment experienced most recent peak of 771 students in 2013-14.
- Enrollment has decreased over the last decade and has averaged ~675 students per year over the last five years.
- K-2 enrollment at the two elementary schools has been relatively evenly split, with higher overall enrollment at Frank A. Berry due to PK.
- Since 2019-20, enrollment has declined at both elementary schools with Frank A. Berry seeing a larger decline due to a smaller K class for 2024-25.



PK-2 Enrollment by School

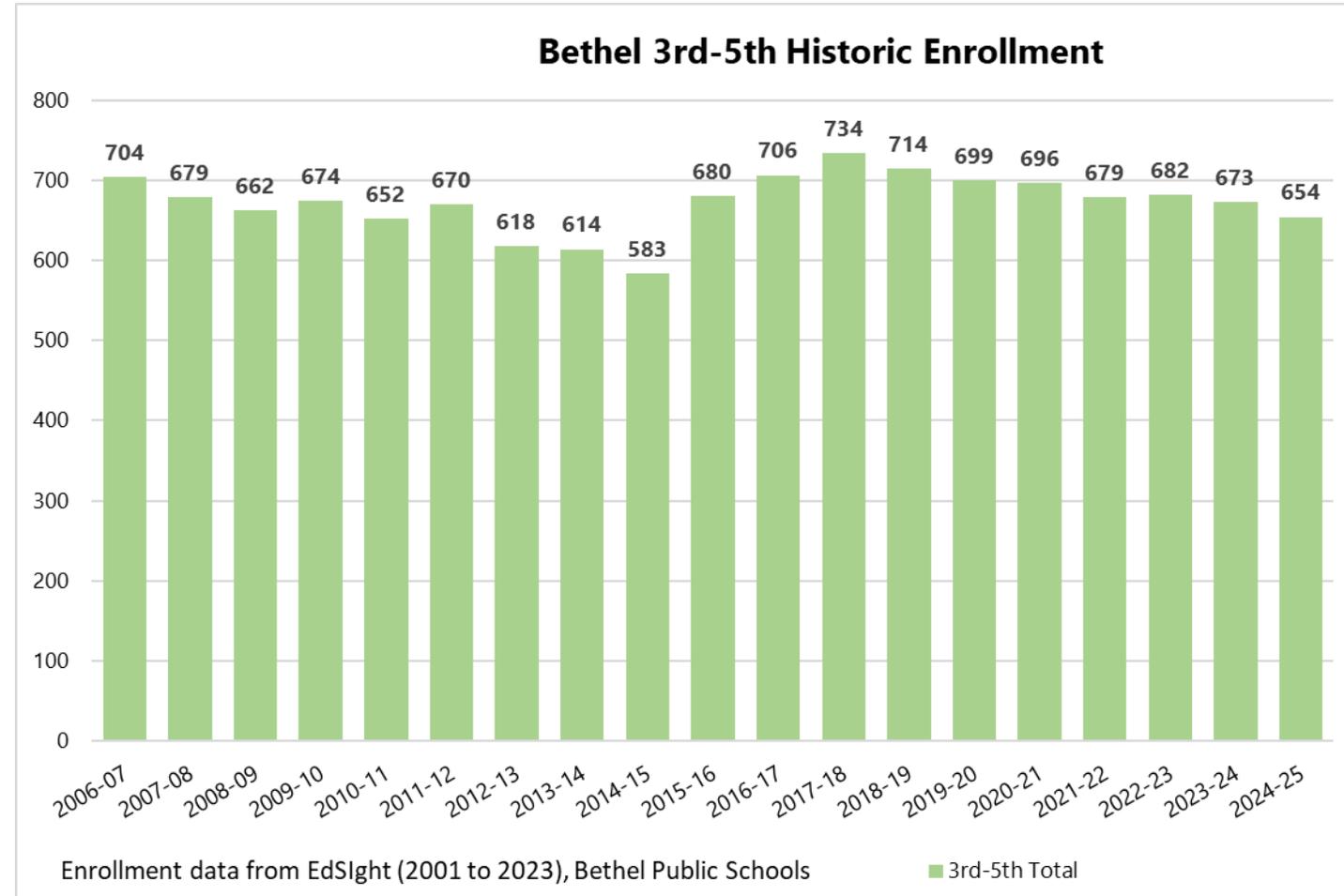
School	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	5-Yr Average	5-Yr Change	10-Yr Trend
Anna H. Rockwell	294	297	326	313	309	280	309	287	302	302	296	-2.3%	
Frank A. Berry	434	416	413	409	403	356	386	388	387	379	379	-6.0%	

Note: Historic totals may differ slightly from the districtwide enrollment due to reporting of outplaced students



Upper Elementary (3-5) Historic Enrollment

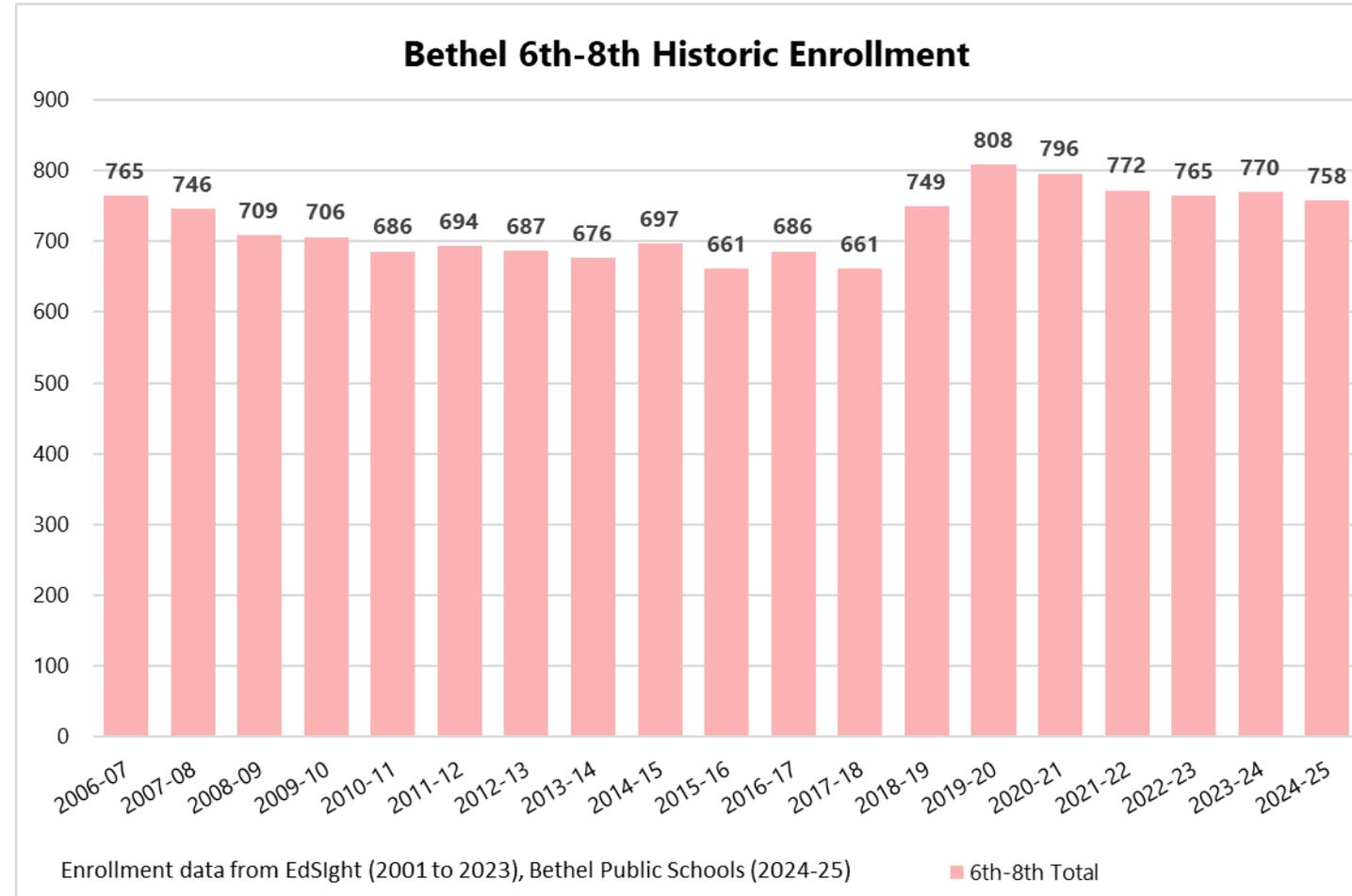
- Upper elementary (3-5) enrollment at R.M.T Johnson reached a low of 583 students in 2014-15.
- Between 2014-15 and 2017-18 enrollment grew significantly by 150 students or 26% through 2017-18 as large bubble cohort entered.
- Since peaking at 734 students in 2017-18, enrollment has been on a steady decline, reaching 654 students as of 2024-25, a decline of 80 students or 11%.





Middle School Historic Enrollment

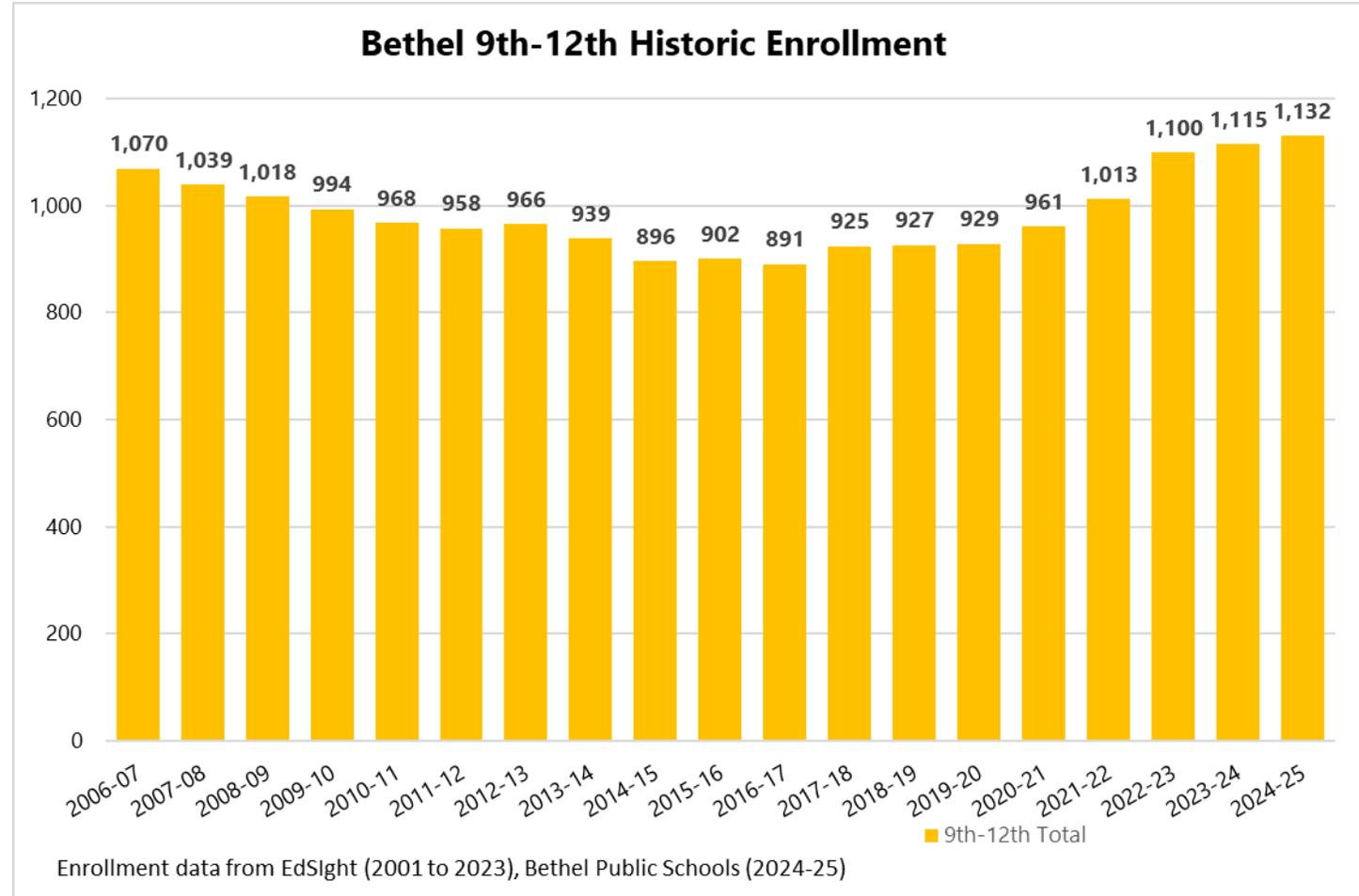
- Middle school enrollment was very stable between 2010-11 and 2017-18, averaging about 680 students annually.
- Significant growth between 2017-18 and 2019-20, reaching 808 students as enrollment bubble matriculated up to the middle school.
- Since 2019-20 peak, enrollment has declined slowly, reaching 758 students in 2024-25.





High School Historic Enrollment

- After experiencing a period of decline from the late 2000s through the mid 2010s, high school enrollment reached a low of 891 students for the 2016-17 school year.
- Since 2016-17, high school enrollment has rebounded, reaching a peak of 1,132 students for the 2024-25 school year. The two bubble cohorts that entered in the early 2010s are now in 11th and 12th grade.
- While most students attend BHS, there is also growing enrollment in the Community Partnership Program (15 students for 2024-25) and Out-of-District Placements (9 students for 2024-25)





Enrollment Projections



Projections Primer

- Based on Cohort Survival Methodology – Standard method accepted by OGA (formerly OSCG&R) for school construction projects.
- The cohort survival methodology **relies on observed data from the recent past in order to project the near future.**
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through the school system.
- Persistency Ratio of 1.0 means cohort size remains the same; 1.05 means the cohort size increases by 5%, or a cohort of 100 grows to 105 the following year.
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility.
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios.
- Changes in programming affect persistency ratios of individual schools.
- Recent changes to Kindergarten entry age adds uncertainty to Kindergarten enrollment until trends are established.



Projections Primer

- The cohort survival methodology works well in communities with stable year-to-year trends.
 - For communities that are more dynamic, we recommend more frequent (annual) projection updates so that changes in conditions and trends can be incorporated subsequent updates.
- Bethel has a history of enrollment “bubbles” and “boom and bust” cycles that are not strongly correlated with births, home sales, or other demographic variables and thus challenging to model at individual grade levels.
 - While the projections will most likely capture the long-term trends, individual years may trend higher (“booms”) or lower (“busts”). The model shows a more consistent year-over-year change that averages out the boom-and-bust years.
 - Recommend maintaining a “buffer” when conducting staffing and section planning, particular for kindergarten.
- Projections are most accurate over the first five years as they are based on known births and existing students.
 - Over the final five years, the projections have less certainty due to the decreasing number of “known” students and the reliance on future birth projections.



Impact of Kindergarten Entry Age

- New Kindergarten entry date became effective for 2024-25 school year per state law.
 - Cutoff date shifted from January 1st to September 1st.
- For 2024-25, BPS enrolled just 11 students who turned 5 after September 1st. Compares to an average of 49 students per year the four years prior.
- It is anticipated that this year’s kindergarten class is artificially small due to the smaller eligibility window during the transition.
- For next year and beyond, kindergarteners will be based on the full 12-month of births from the September to August eligibility window.
- Projections assume a continuation of 2024-25 waiver policies, with enrollment of 4-year-olds being much lower than prior years.

Age as of September 1st of Kindergarten Year					
School Year	4 Years Old	5 Years Old	6 Years Old	Total Kindergarten Enrollment	Share of 4 Year
2020-21	40	127	7	174	23.0%
2021-22	46	138	4	188	24.5%
2022-23	53	119	6	178	29.8%
2023-24	58	156	5	219	26.5%
2024-25	11	145	11	167	6.6%
2021-22 to 2023-24 Avg	49	135	6	190	26.0%

Per Public Act 23-208, Section 1(a) , beginning with the 2024-2025 school year, children need to turn 5 years old on or before September 1 in order to be automatically eligible for kindergarten.



Persistency & Net Migration

Kindergarten through 12th Grade Persistency Ratios by School Year														
Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Est of Migration (1-7 to 2-8)
2007-08	0.8384	1.0758	1.0096	1.0000	1.0170	1.0000	1.0040	1.0169	0.9693	0.9851	0.9220	0.9634	0.9375	0.18%
2008-09	0.9425	1.0313	1.0176	0.9763	0.9865	0.9874	1.0046	1.0000	0.9917	0.9842	1.0000	0.9632	0.9240	-0.50%
2009-10	0.8718	1.0657	1.0354	1.0303	1.0437	1.0045	1.0254	0.9908	0.9802	1.0168	0.9518	0.9205	1.0382	1.47%
2010-11	0.8624	1.0000	0.9780	0.9805	0.9874	1.0047	1.0136	1.0124	1.0046	1.0081	0.9463	1.0211	1.0165	-0.26%
2011-12	0.9524	1.0675	1.0235	1.0045	1.0448	1.0085	1.0231	1.0045	1.0122	1.0829	0.9760	1.0568	0.9793	1.65%
2012-13	1.0498	0.9700	1.0460	1.0000	1.0269	1.0238	1.0169	1.0090	0.9911	1.0282	0.9830	1.0041	0.9711	1.57%
2013-14	1.1361	1.0345	0.9639	1.0824	1.0460	1.0262	0.9953	0.9959	0.9955	0.9865	0.9843	1.0000	0.9673	1.30%
2014-15	1.0442	0.9862	1.0167	1.0535	1.0406	0.9945	1.0213	0.9860	1.0250	0.9550	0.9636	0.9920	0.9654	1.94%
2015-16	1.1598	1.0106	1.0561	1.0410	1.0761	1.0439	1.0773	1.0250	1.0427	0.9919	0.9623	0.9575	1.0080	5.03%
2016-17	1.2455	1.0765	1.0576	1.0000	1.0315	1.0283	1.0841	1.0205	1.0366	1.0545	1.0000	0.9755	1.0640	3.64%
2017-18	1.4276	1.0288	1.0521	1.0792	1.1018	1.0191	1.0505	1.0043	1.0000	0.9608	1.0216	0.9836	1.0201	4.32%
2018-19	1.2254	1.0184	1.0607	1.0360	1.0459	1.0281	1.0300	1.0568	0.9957	1.0251	1.0041	0.9831	1.0167	3.55%
2019-20	1.2191	1.0805	0.9819	1.0220	1.0174	1.0219	1.0508	1.0291	1.0579	1.0302	0.9902	1.0041	1.0343	2.68%
2020-21	0.9560	0.9770	0.9574	1.0276	1.0259	1.0043	1.0172	1.0037	1.0212	1.0156	1.0084	1.0099	1.0364	0.97%
2021-22	1.2617	1.1839	1.0472	1.1333	1.0583	1.0042	1.0596	1.0506	1.0148	1.0450	0.9577	1.0083	1.0735	4.89%
2022-23	1.1338	1.0372	0.9806	1.0180	1.0784	1.0000	1.0502	1.0241	1.0402	1.0401	0.9868	1.0281	1.0741	2.74%
2023-24	1.1289	1.0618	1.0205	1.0149	1.0531	1.0455	1.0678	1.0199	1.0275	1.0000	1.0281	0.9866	1.0508	3.60%
2024-25	0.8653	1.0183	1.0370	0.9899	1.0341	1.0294	1.0348	1.0357	1.0117	1.0229	1.0386	0.9761	1.0510	2.49%

- With the change in Kindergarten entry age for 2024-25, Birth-K dropped. It is anticipated that this is a one-time reduction, since only 8-months of births contributed to this year's K cohort.
- Estimate of migration was 2.49% in 2024-25 which, excluding the pandemic year, was the lowest since 2014-15.



Projections Assumptions

These projections are predicated on the following assumptions:

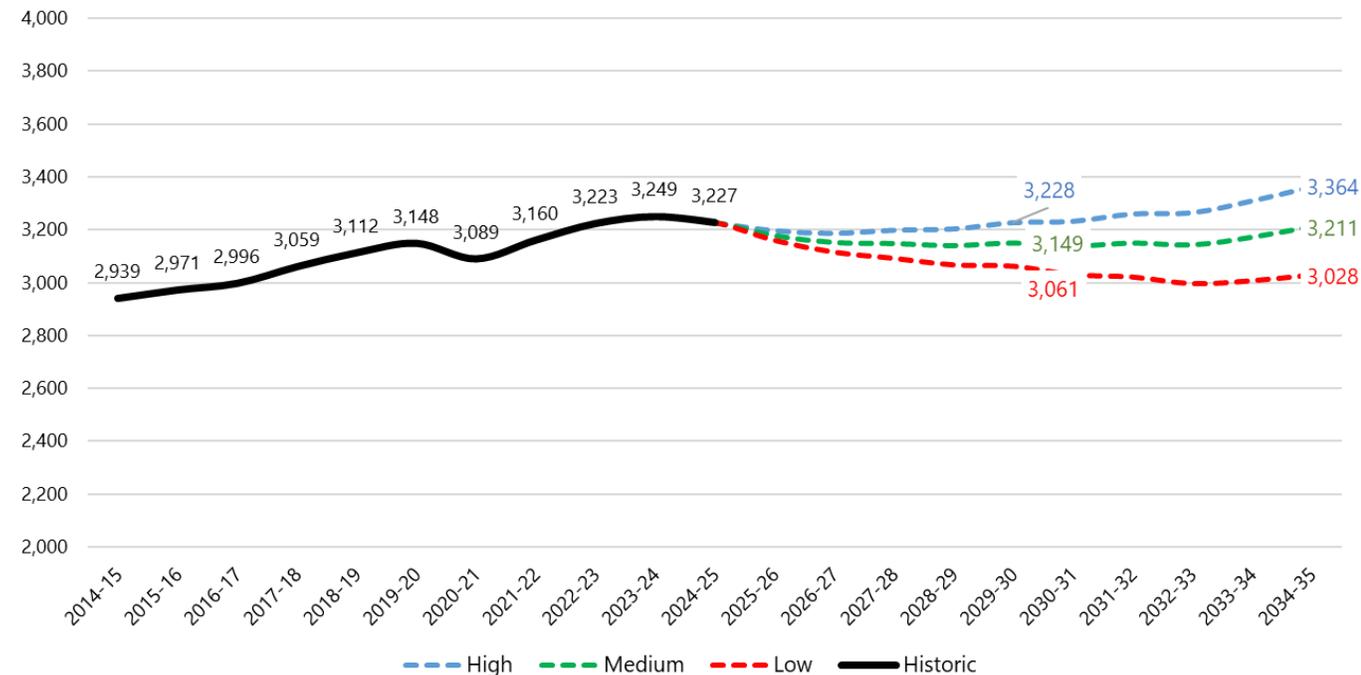
- Pre-K enrollment will remain at 2024-25 levels (97 students per year) over the next decade.
- Kindergarten enrollment will be evenly split between the two elementary schools.
- Housing, in-migration, and future birth assumptions at the districtwide level will prove accurate.
- **High projections:** Assume high birth projections (average 196 annually) and student in-migration averages 3.5% for the next 10-years, which is above the 5-year average (2.9%).
- **Medium projections:** Assume medium birth projections (average 187 annually) and student in-migration averages 3.0% for the next 10-years, slightly above the 5-yr average.
- **Low projections:** Assume low birth projections (average 174 annually) student in-migration averages 2.3% for the next 10-years, which is below the 5-year average.



District Projections

- Over the first five years, the high model shows stable enrollment while the low and medium model show declining trends. Overall range of 3,061 to 3,228 at the projection midpoint.
- Much of the near-term decrease is being driven by the graduation of two large cohorts currently in 11th and 12th grades.
- Over the second five years of the projections, enrollment is projected to rebound under the medium model, while the high model shows continued sustained growth, and the low model shows stable enrollment.
- Under the medium model, enrollment is projected to be 3,211 students in 2034-35, which is a similar level to this school year.

Bethel Public Schools (PK-12) Historic Enrollment and Districtwide Projections: 2014-15 to 2034-35





District Projections (Medium)

- Under the medium model, enrollment is projected to decrease slightly over the next five years before rebounding to near current levels over the final five years. However, trends vary by grade grouping.
- Over the next five years:
 - PK-2 enrollment is projected to increase by 7.3% as larger birth cohorts enter beginning in 2026-27.
 - 3-5 enrollment is projected to decrease by 4.6% as larger classes matriculate up to the middle school.
 - 6-8 enrollment is projected to decrease by 4.6%.
 - The high school is projected to peak this year and decrease by 5.7%.

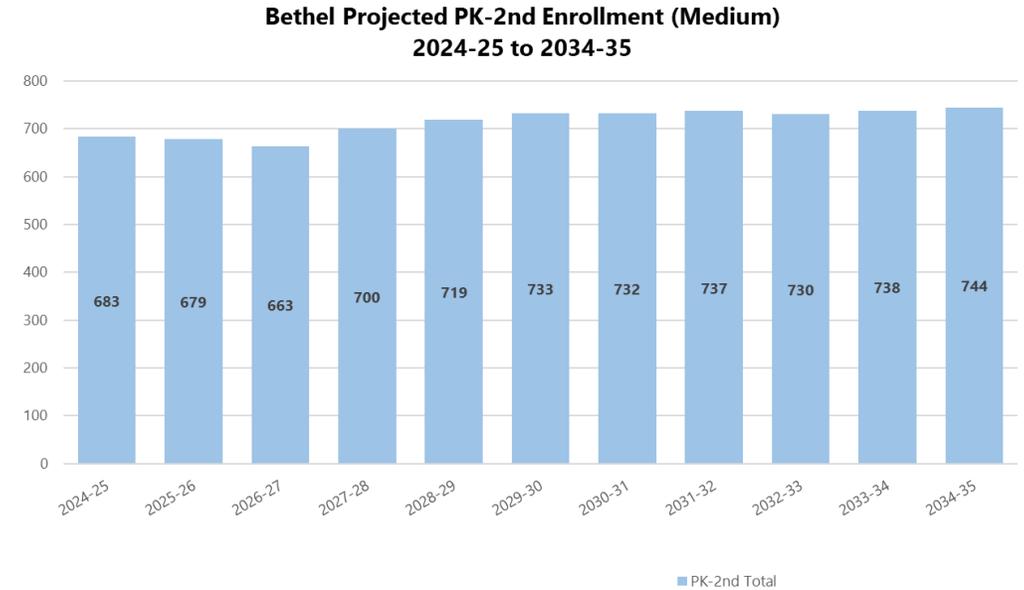
**Bethel PK-12 Projected Enrollment by Grade Level (Medium Model):
2024-25 to 2034-35**





Lower Elementary (PK-2) Projections (Medium)

- PK-2 enrollment is projected to decrease slightly over the next two years, reaching 663 students in 2026-27.
- Enrollment begins to rebound as larger birth cohorts enter, reaching 733 students in 2029-30 and stabilizing at between 730 and 745 students over the final five projected years.
- Berry anticipated to grow slightly more than Rockwell due to small K cohort this year matriculating to Johnson in 2028-29, with future kindergarten classes following a “50-50” split.



PK-2 Projected Enrollment by School (Medium)

School	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	5-Year Change	10-Year Change
Anna H. Rockwell	302	303	294	301	312	318	318	320	316	322	324	5.3%	7.3%
Frank A. Berry	379	376	369	399	407	415	414	417	414	416	420	9.5%	10.8%
Total	681	679	663	700	719	733	732	737	730	738	744	7.6%	9.3%



Upper Elementary (3-5) Projections (Medium)

- Upper elementary (3-5) enrollment at R.M.T Johnson is projected to decrease next year to 626 students then increase to 656 students in 2026-27 as a large cohort currently in 1st grade moves up.
- After decreasing to 624 students in 2029-30, enrollment is projected to rebound over the last five projected years as larger cohorts begin to matriculate up. Enrollment is projected to grow to over 700 students over the final three projected years.

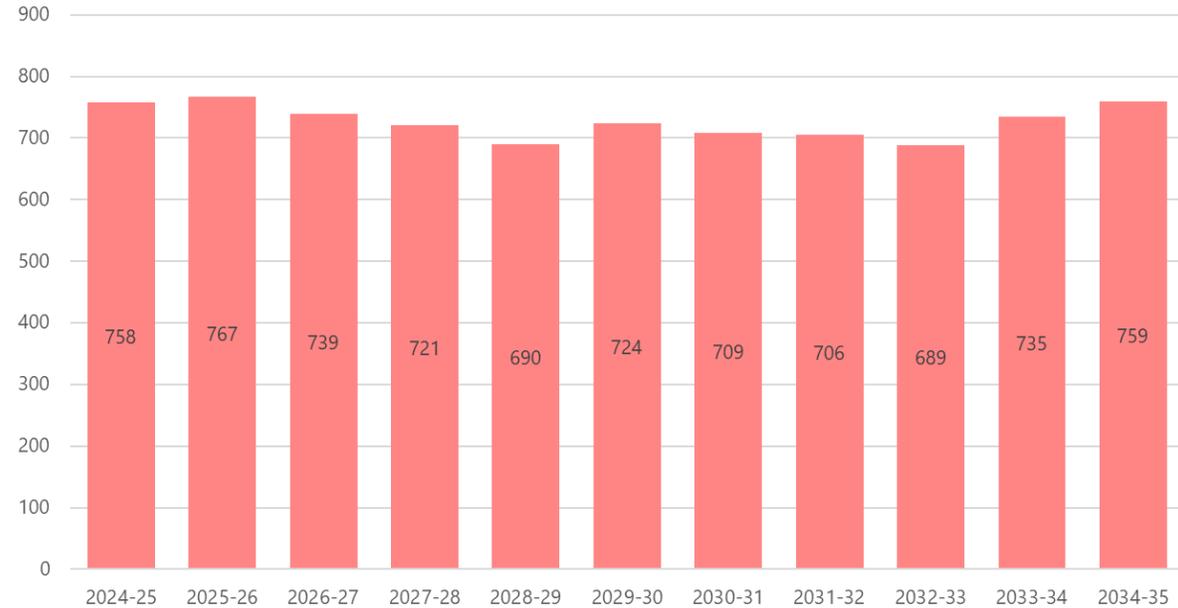




Middle School Projections (Medium)

- Middle school (6-8) enrollment is projected to increase slightly next year to 767 students followed by a period of decline through 2028-29.
- Enrollment is projected to rebound in 2029-30 as large cohort currently in 1st grade moves up.
- After a few years of declining enrollment between 2030-31 and 2032-33, enrollment is projected to grow over the final two years, reaching 759 students by 2034-35 (nearly identical to current levels).

**Bethel Projected 6th-8th Enrollment (Medium)
2024-25 to 2034-35**

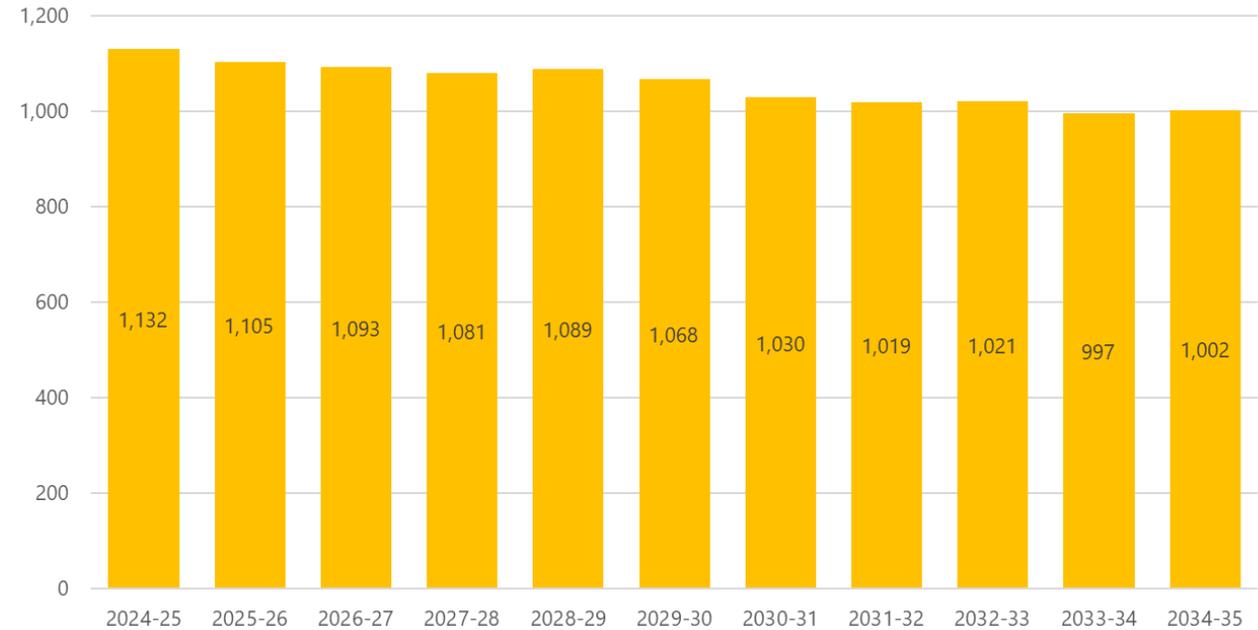




High School Projections (Medium)

- High School (9-12) enrollment is projected to peak this year and steadily decline over the next decade.
- Two “bubble” cohorts currently in 11th and 12th grade will graduate over the next two years.
- Enrollment is projected to decrease to about 1,000 students over the final two years of the projections.
- Note that projected 9-12 enrollment includes special programs and out of district placements and assumes continuation of those programs at 2024-25 levels (15 students in Community Partnership Program and 9 Out-of-District Placements).

**Bethel Projected 9th-12th Enrollment (Medium)
2024-25 to 2034-35**





Projections Update: Takeaways

Next year:

- K-12 decrease of 50 students (-1.6%)
- Lower elementary (PK-2) enrollment decreases by 4 students (-0.6%) and upper elementary (3-5) enrolment decreases by 28 students (-4.3%)
- Middle school enrollment increases by 9 students (+1.2%) and high school declines by 27 students (-2.4%)

Over the next five years:

- Lower elementary enrollment increases by 7.3% and averages about 700 students and upper elementary decreases by 4.6% and averages 638 students.
- Middle school enrollment decreases by 4.5% and averages 728 students and high school enrollment decreases by 5.7% and averages 1,087 students

Beyond five years:

- Lower elementary enrollment grows slowly by 1.5% and averages 736 students and upper elementary rebounds by 13.1% and averages 692 students.
- Middle school enrollment increases by 4.8% and averages 720 students and high school enrollment continues to decrease by 6.2% and averages 1,014 students.



10- Year Enrollment Projections (Update)

Appendix A Low, Medium & High Districtwide Projections



Appendix: Districtwide Projections Low

Year	Birth Year	Births	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	PK	PK-12th Total	K-12th Total	PK-2nd Total	3rd-5th Total	6th-8th Total	9th-12th Total
2024-25	2019	193	167	223	196	197	212	245	238	261	259	268	269	286	309	97	3,227	3,130	683	654	758	1,132
2025-26	2020	159	178	175	224	202	206	214	255	243	265	264	267	268	301	97	3,159	3,062	674	622	763	1,100
2026-27	2021	179	195	187	175	231	211	208	222	260	247	270	263	266	282	97	3,114	3,017	654	650	729	1,081
2027-28	2022	184	198	205	187	180	241	213	216	227	264	252	269	262	280	97	3,091	2,994	687	634	707	1,063
2028-29	2023	182	196	208	205	193	188	244	221	220	231	269	251	268	275	97	3,066	2,969	706	625	672	1,063
2029-30	2024	194	209	206	208	211	201	190	254	226	224	235	268	250	282	97	3,061	2,964	720	602	704	1,035
2030-31	2025	169	190	219	206	214	220	203	198	259	230	228	235	267	263	97	3,029	2,932	712	637	687	993
2031-32	2026	173	194	199	220	212	223	222	211	202	263	234	228	234	281	97	3,020	2,923	710	657	676	977
2032-33	2027	175	196	204	199	227	221	225	231	215	205	268	234	227	246	97	2,995	2,898	696	673	651	975
2033-34	2028	176	197	206	204	205	237	223	234	236	219	209	267	233	239	97	3,006	2,909	704	665	689	948
2034-35	2028	178	200	207	206	210	214	240	232	239	240	223	209	266	245	97	3,028	2,931	710	664	711	943



Appendix: Districtwide Projections Medium

Year	Birth Year	Births	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	PK	PK-12th Total	K-12th Total	PK-2nd Total	3rd-5th Total	6th-8th Total	9th-12th Total
2024-25	2019	193	167	223	196	197	212	245	238	261	259	268	269	286	309	97	3,227	3,130	683	654	758	1,132
2025-26	2020	159	181	176	225	203	207	216	256	244	267	265	269	269	302	97	3,177	3,080	679	626	767	1,105
2026-27	2021	179	198	191	177	233	213	210	226	263	250	274	266	269	284	97	3,151	3,054	663	656	739	1,093
2027-28	2022	184	201	209	193	183	245	217	220	232	269	256	275	266	284	97	3,147	3,050	700	645	721	1,081
2028-29	2023	182	199	212	211	200	192	249	227	226	237	276	257	275	281	97	3,139	3,042	719	641	690	1,089
2029-30	2024	194	212	210	214	219	210	195	260	233	231	243	277	257	291	97	3,149	3,052	733	624	724	1,068
2030-31	2025	182	199	224	212	222	230	214	204	267	238	237	244	277	272	97	3,137	3,040	732	666	709	1,030
2031-32	2026	186	204	210	226	220	233	234	224	209	273	244	238	244	293	97	3,149	3,052	737	687	706	1,019
2032-33	2027	188	206	215	212	234	231	237	245	230	214	280	245	238	258	97	3,142	3,045	730	702	689	1,021
2033-34	2028	189	207	217	217	220	246	235	248	252	235	219	281	245	252	97	3,171	3,074	738	701	735	997
2034-35	2029	191	209	219	219	225	231	250	246	255	258	241	220	282	259	97	3,211	3,114	744	706	759	1,002



Appendix: Districtwide Projections High

Year	Birth Year	Births	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	PK	PK-12th Total	K-12th Total	PK-2nd Total	3rd-5th Total	6th-8th Total	9th-12th Total
2024-25	2019	193	167	223	196	197	212	245	238	261	259	268	269	286	309	97	3,227	3,130	683	654	758	1,132
2025-26	2020	159	184	177	226	204	208	217	258	246	268	267	270	271	304	97	3,197	3,100	684	629	772	1,112
2026-27	2021	179	201	195	179	235	215	213	228	266	253	276	269	272	288	97	3,187	3,090	672	663	747	1,105
2027-28	2022	184	204	213	198	187	248	220	224	235	274	261	278	271	289	97	3,199	3,102	712	655	733	1,099
2028-29	2023	182	202	216	216	206	197	253	231	231	242	282	263	280	288	97	3,204	3,107	731	656	704	1,113
2029-30	2024	194	216	214	219	225	217	201	266	238	238	249	285	265	298	97	3,228	3,131	746	643	742	1,097
2030-31	2025	191	208	229	217	228	237	222	211	274	245	245	251	287	282	97	3,233	3,136	751	687	730	1,065
2031-32	2026	195	212	221	232	226	241	242	233	218	282	252	247	253	305	97	3,261	3,164	762	709	733	1,057
2032-33	2027	197	214	225	224	242	238	246	254	240	224	290	254	249	269	97	3,266	3,169	760	726	718	1,062
2033-34	2028	198	215	227	228	233	255	243	259	262	247	231	293	256	265	97	3,311	3,214	767	731	768	1,045
2034-35	2028	201	219	228	230	238	246	261	255	267	269	254	233	295	272	97	3,364	3,267	774	745	791	1,054



10- Year Enrollment Projections (Update)

Appendix B Individual ES



Appendix: ES (Medium)

Bethel Public Schools Elementary School Enrollment Projections 2025-26						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	90	99	114	0	303	303
Frank A. Berry	91	77	111	97	279	376
TOTAL	181	176	225	97	582	679

Bethel Public Schools Elementary School Enrollment Projections 2029-30						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	106	105	107	0	318	318
Frank A. Berry	106	105	107	97	318	415
TOTAL	212	210	214	97	636	733

Bethel Public Schools Elementary School Enrollment Projections 2033-34						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	104	109	109	0	322	322
Frank A. Berry	103	108	108	97	319	416
TOTAL	207	217	217	97	641	738

Bethel Public Schools Elementary School Enrollment Projections 2026-27						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	99	95	100	0	294	294
Frank A. Berry	99	96	77	97	272	369
TOTAL	198	191	177	97	566	663

Bethel Public Schools Elementary School Enrollment Projections 2030-31						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	100	112	106	0	318	318
Frank A. Berry	99	112	106	97	317	414
TOTAL	199	224	212	97	635	732

Bethel Public Schools Elementary School Enrollment Projections 2034-35						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	104	110	110	0	324	324
Frank A. Berry	105	109	109	97	323	420
TOTAL	209	219	219	97	647	744

Bethel Public Schools Elementary School Enrollment Projections 2027-28						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	100	104	97	0	301	301
Frank A. Berry	101	105	96	97	302	399
TOTAL	201	209	193	97	603	700

Bethel Public Schools Elementary School Enrollment Projections 2031-32						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	102	105	113	0	320	320
Frank A. Berry	102	105	113	97	320	417
TOTAL	204	210	226	97	640	737

Bethel Public Schools Elementary School Enrollment Projections 2028-29						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	100	106	106	0	312	312
Frank A. Berry	99	106	105	97	310	407
TOTAL	199	212	211	97	622	719

Bethel Public Schools Elementary School Enrollment Projections 2032-33						
School	K	1	2	PK	K-5	PK-5
Anna H. Rockwell	103	107	106	0	316	316
Frank A. Berry	103	108	106	97	317	414
TOTAL	206	215	212	97	633	730



Superintendent's Budget Proposal Part 1

December 19, 2024

*"Education is the most
powerful weapon
which you can use to
change the world."*

—NELSON MANDELA



Mission

The mission of the Bethel Public Schools is to foster a culture of excellence and achievement accomplished through strong, collaborative relationships, and rigorous teaching and learning opportunities for all learners.

Our graduates will be compassionate, skilled, and inquisitive individuals, who take initiative in making positive contributions to society.



Budget Drivers & Goals

Drivers

- Contractual Salary Obligations
- Health Insurance
- Reduction in State funding (Excess Cost)
- Special Education

Goals

- To maintain and grow our academic outcomes
- To continue to provide the same level of curricular and extra curricular programs
- To provide mandated services

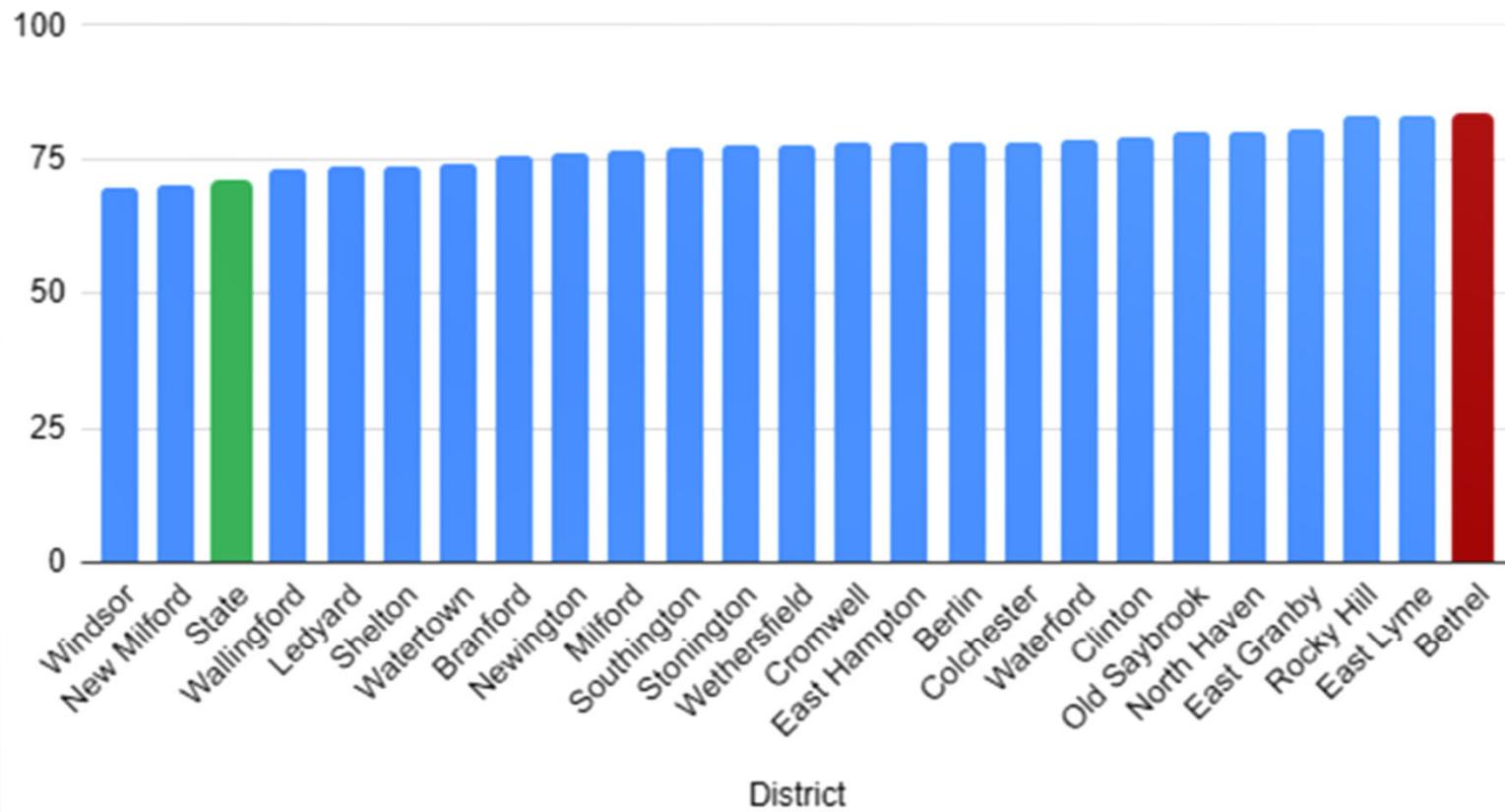




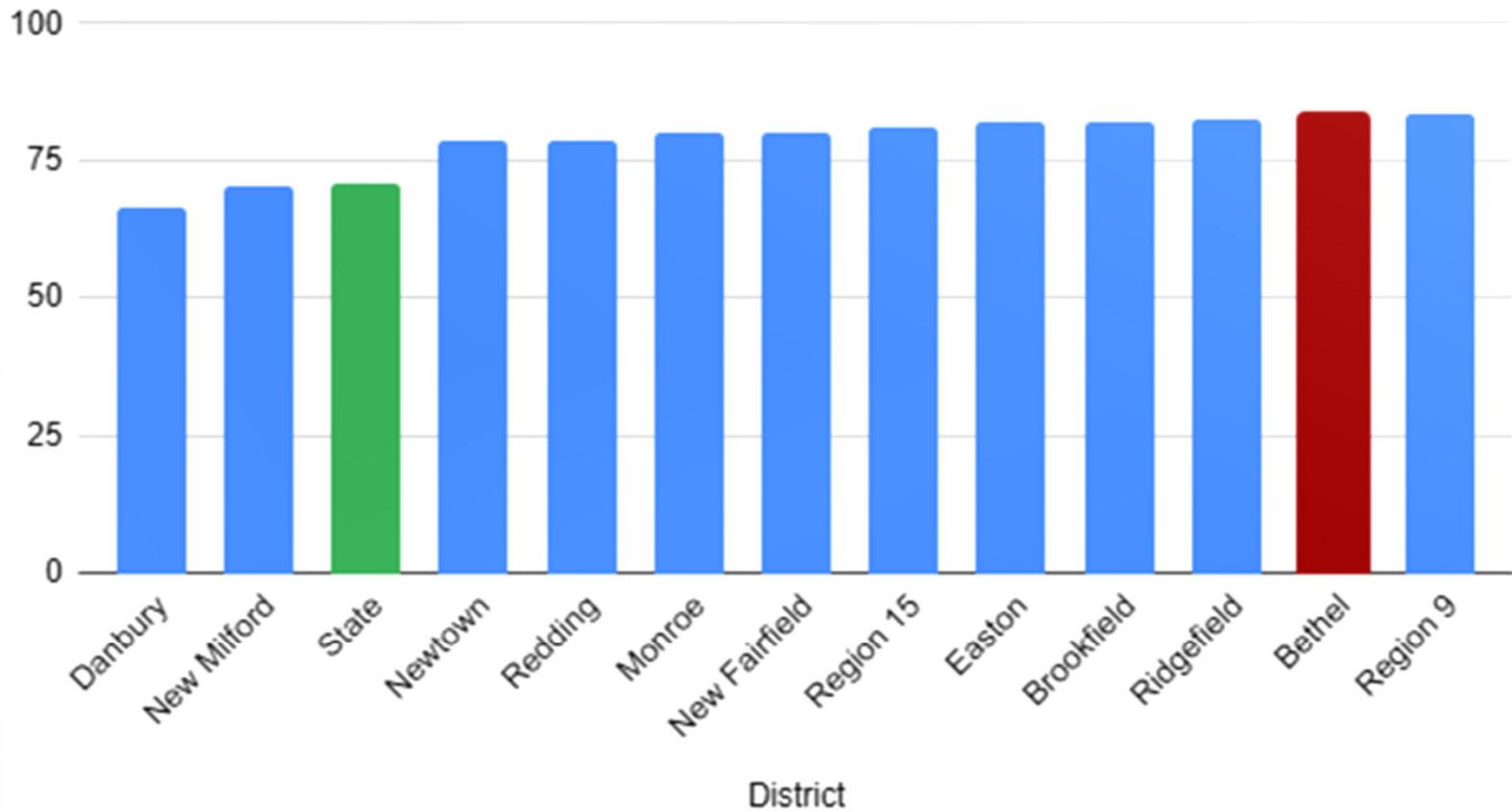
Return on Investment

[2023-2024 Accountability Scores](#)

DRG Accountability Scores 2023-2024



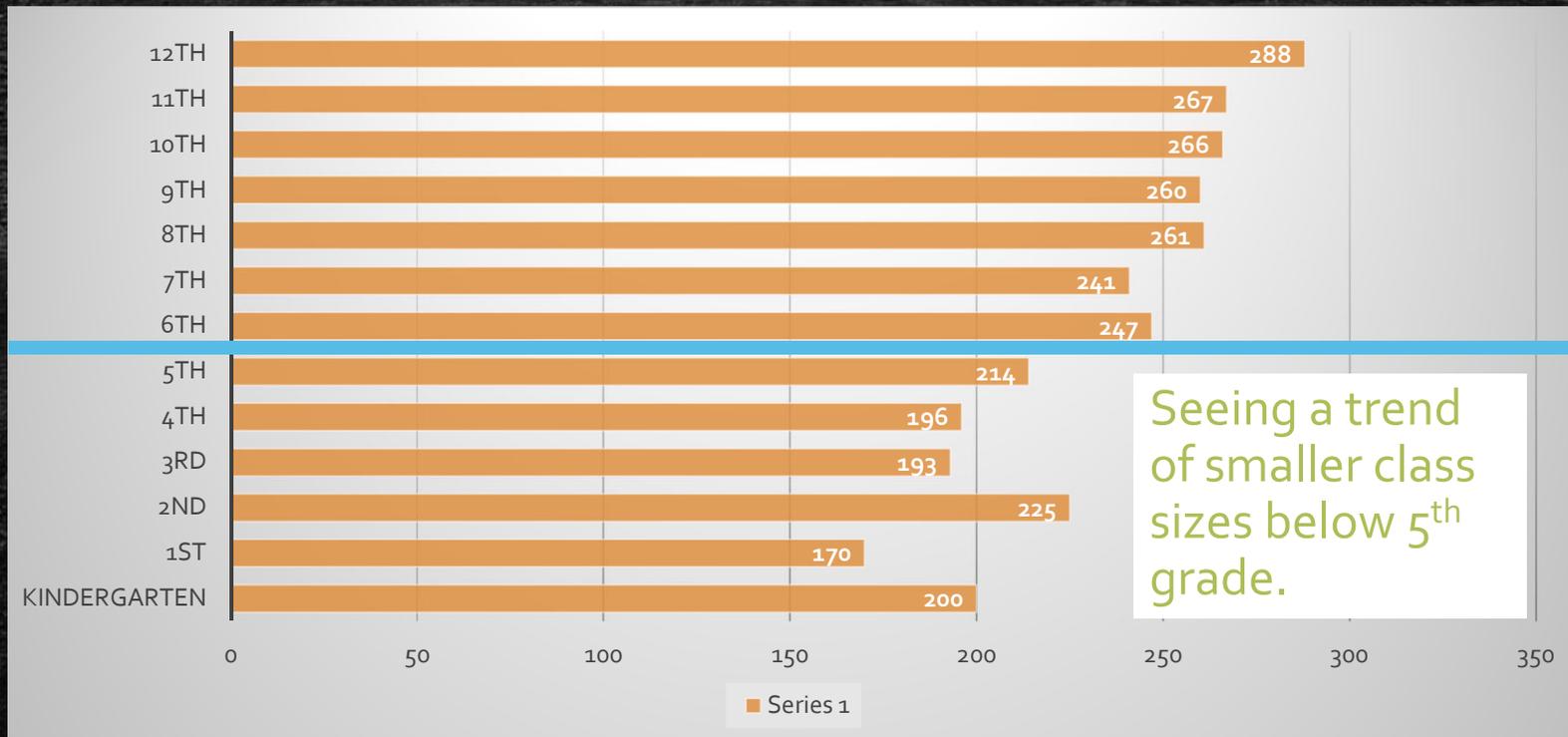
Regional Accountability Scores 2023-2024





Enrollment, Demographics, & Staffing Levels

Projected Enrollment for 2025-2026 (December 9, 2024)



Circle of Friends

2024-2025 Actual

- 4 Sections (2.0 FTE) for 3 year old program
 - ½ day program
- 5 Sections (5.0 FTE) of 4 year old program – Change in K age
 - Full day program

2025-2026 Proposed

- 4 Sections (2.0 FTE) for 3 year old program
 - ½ day program
- 4 Sections (4.0 FTE) of 4 year old program
 - Full day program
 - 1.0 FTE transferred to support special education case loads at the elementary level

Elementary Enrollment – Proposed Sections



2024-2025 = 57 Sections

2025-2026 = 57 Sections

Given smaller elementary class sizes – do not need to add back FTE at Berry (adjustment in Kindergarten age)

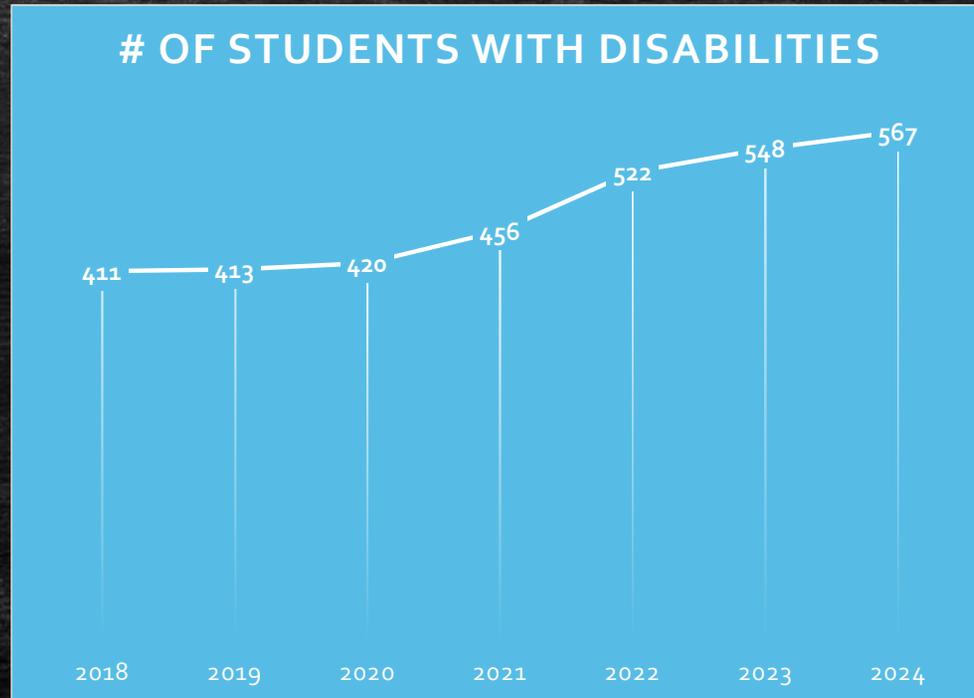
Grade Level	Class Size	Number of Sections – Proposed	Average Class Size
Kindergarten	200	10	20.0
1 st Grade	170	9	18.9
2 nd Grade	225	10	22.5
3 rd Grade	199	9	22.1
4 th Grade	196	9	21.8
5 th Grade	214	10	21.4

Students with Disabilities – October 1st

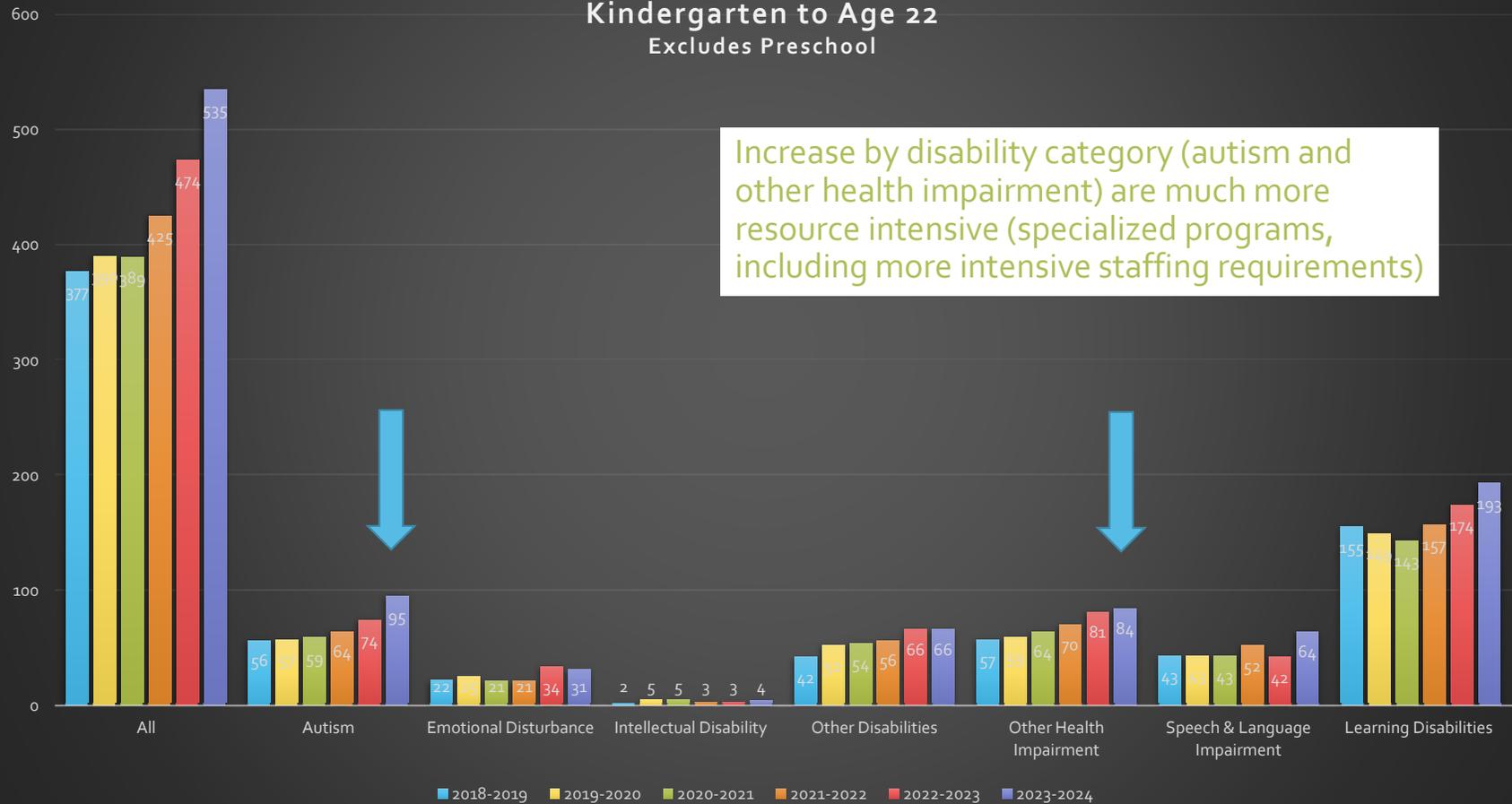
Inclusive of Preschool



- Increasing enrollment
 - 17.6% (unofficial – not certified by SDE)
- More complex students that are more resource intensive



Disability Category Trend Data Kindergarten to Age 22 Excludes Preschool



Eligibility for Students with Disabilities

School Year	# Referrals	# Found Eligible	% Found Eligible
23-24	138	84	61%
22-23	114	72	63%
21-22	152	119	78%
20-21	101	80	79%
19-20	90	61	68%
18-19	76	53	70%
17-18	81	62	77%
16-17	101	67	66%

- Data does not include students who moved in with IEP's
- Overall trends are more students are referred to special education
- Increase in parent referrals, typically fall into category of not found eligible
- Increase has been a post COVID trend

Transfers to BPS with Individualized Education Plan (IEP) from July 1st to October 1st

Year	Number of Students
October 1, 2022	35
October 1, 2023	27
October 1. 2024	30 (6 into specialized programs)

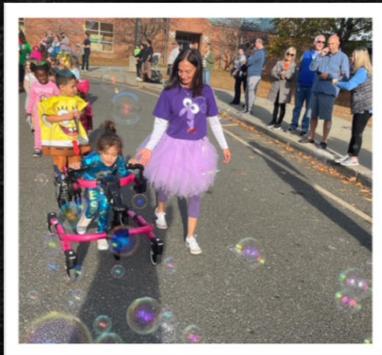
Year	Transfer from w/in CT	Transfer from out of CT
October 1. 2024	63% Danbury 21% from Another Connecticut School District	16%

School Psychologist Need

- Only staffing request:
 - 1.0 FTE School Psychologist

Current Staffing Levels

- BHS 1.0 FTE
- BMS 1.0 FTE
- JS 1.0 FTE
- BS, RS & COF 1.0 FTE

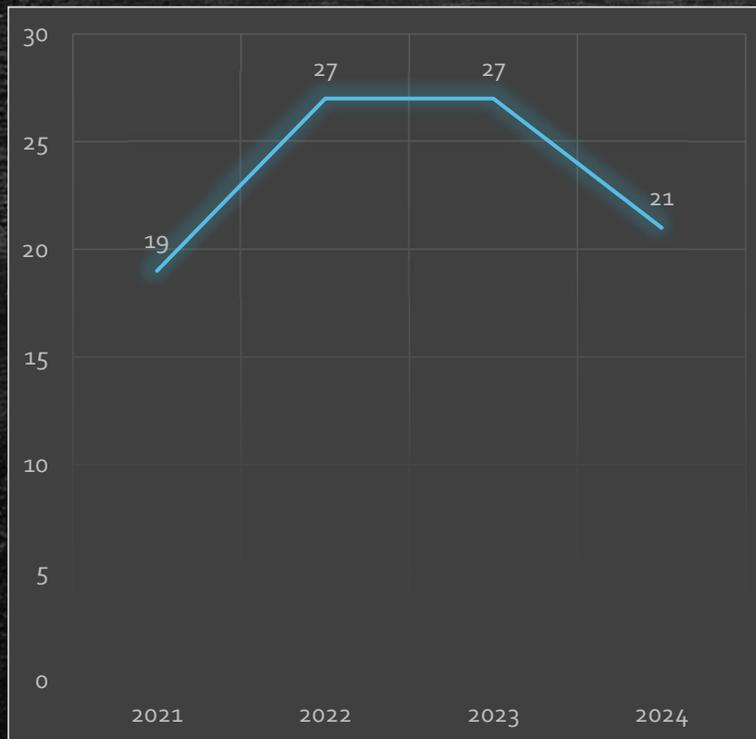


- Current guidelines 1:500, ours ratio is closer to 1:800
- Provide direct service (counseling) and evaluations
 - Counseling 86 Students
 - Support Crisis Interventions & Behavioral Supports
- Evaluations
 - Initials: 138 (see trends on previous charts)
 - Reevaluations: 190 per year (50 more than 5 years ago)



Out of District Placements & Excess Cost

Out of District Placements & Settlement Agreements



- Trending down
- More in-district programs
- Fiscally more efficient, although costs have been shifted to in-district salaries
- Higher quality of programming
- Allows students to stay within their home communities
- Tuition & transportation cost continue to rise

Excess Cost Grant Frequently Asked Questions

- Reimbursement for students with disabilities who have “high costs”
- Reimbursement when we exceed 4.5% of our per pupil expenditure
 - \$17,972 (2024 PPE)
 - \$80,874 (4.5 times)

Example:

- Tuition & Transportation = \$168,859
- Eligible Reimbursement = \$87,985
($\$168,859 - 80,874$)
- Law is 88% Cap = \$77,426.8 (88% of \$87,985)
- Actual Reimbursement project at 60%
= \$52,791

- Districts with the lowest wealth (municipalities ranked 115 to 169) are reimbursed at 91 percent of their uncapped grant amount;
- Districts in the middle tier (municipalities ranked 59 to 114) are reimbursed at 88 percent of their uncapped grant amount; and
- Districts in the wealthiest tier (municipalities ranked 1 to 58) are reimbursed at 85 percent of their uncapped grant amount.

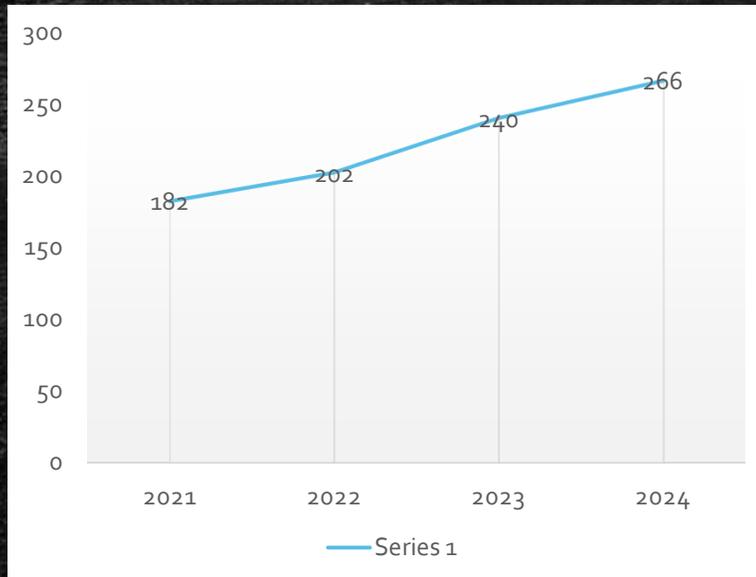
Excess Cost Grant – Impact of State Caps

FY	Total District Excess Expenses Submitted	Excess Cost Grant	Cap	Net Loss
Estimated 2025	\$1,562,315.32	\$937,389.19	60%	-\$624,926.13
2024	\$1,724,492.17	\$1,176,000	69%	-\$534,592
2023	\$1,535,993.00	\$1,169,984	76%	-\$366,009

Cap is not communicated until February of the impacted budget year, making it extremely difficult to budget for.

Enrollment Multilingual Learners

Enrollment Trends



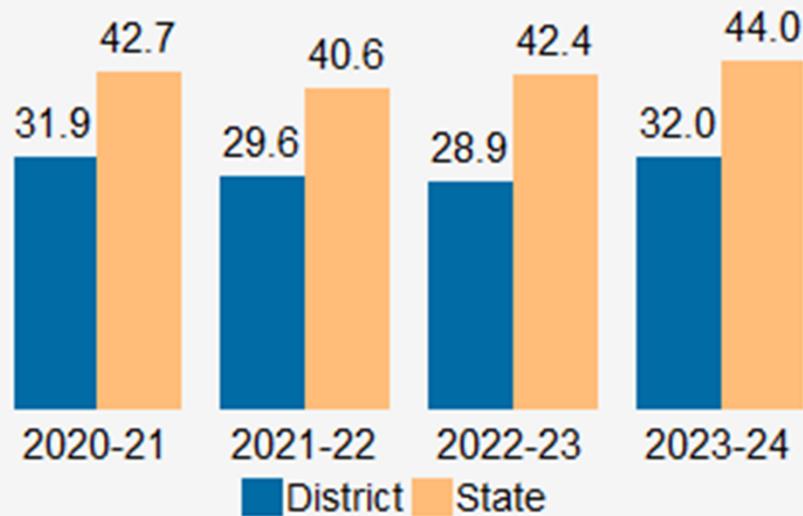
Impact

- Increases in students in all grade levels
- More complex needs, due to education in country of origin & gaps in education



Free & Reduced Lunch Trends

Percentage Eligible for Free/Reduced Price Meals



- 24 – 25 is trending above 34%

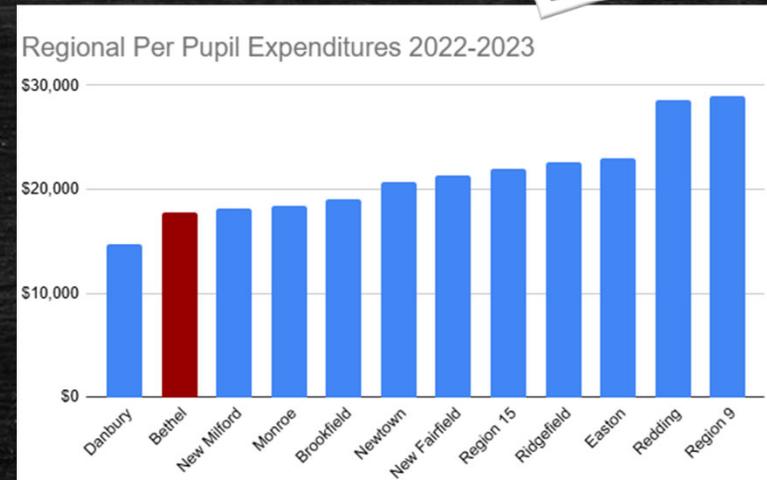
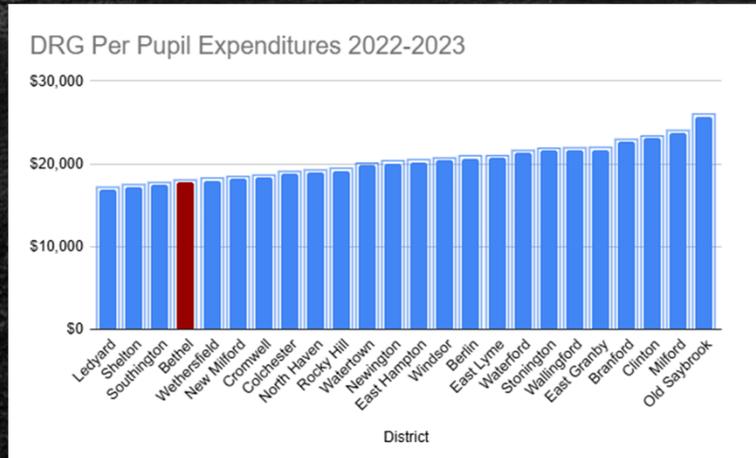


Per Pupil Expenditure



District Reference Group

Regional

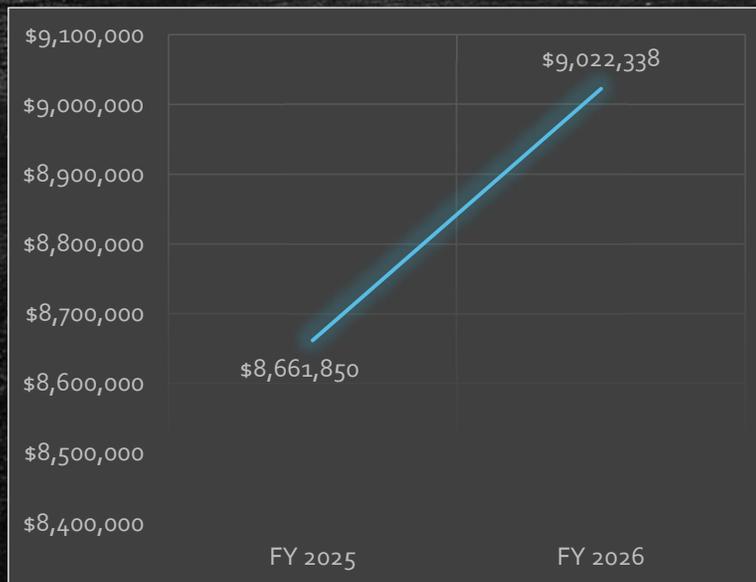


Education Cost Sharing Grant (ECS)

(2024, School & State Finance Project)



Year to Year



Impact

- FY 2026 is supposed to be at full funding
- Town budgeted 8,881,693 based on preliminary grant runs
- If no further cuts total increase to town would be \$360,488

State Mandates



267
Mandates
Since 2015

Health Insurance

History

- Previously on CT Partnership Plan (PPO)
- Went out to bid in Fall of 2022
- Worked with all the unions to negotiate change in plan for the 2023-2024 school year
- Had significant savings in first two years, based on rates compared to the Connecticut Partnership Plan

Current Issues

- Claims are high
- Estimating between 24-33% increase on current program (close to \$2 million dollar increase)
- We have initiated process to go back out to bid
- We do not expect to see substantial savings as we did the last time, we are hoping we might see some reductions
- Likely will not have the data prior to the January budget presentation

Contractual Increases

2025-2026

- Teachers = 4.43%
- Administrators = 2.70%
- Para Educators = 4.07%
- Secretaries = 3.00%
- Nurses = TBD
- Custodians = TBD



1091

Form 3280
RECEIVED

Bethel Public Schools
Bethel, CT

DEC 13 2024

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

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:

Three boxed book sets of "Popcorn Thanks" - a fiction book w/ an activity for gratitude stuffy for students. A case of individual popcorn bags for stuff in Rockwell classrooms for reading activity.

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

\$175

Donor's Name and Address:

Lessee Evil Snacks
41 Eagle Rd
Danbury, CT 06810

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

Receiving School: Rockwell School

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

Rockwell Anna King

Date Received:

12/13/24

Copy to: Donor
Principal
Superintendent

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

1. Selection of Temporary Chairperson

We need a motion to nominate a temporary chairperson.

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

2. Call to Order

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

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

3. Annual Meeting

3.A. Election of Officers

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

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

Motion: Move to nominate _____ for Chairman of the Board of Education for 2025.

Hearing no other nominations, nominations are closed.

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

Sue please read the result.

_____ *has been elected Chairman of the Board.*

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

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

Motion: Move to nominate _____ for Vice Chairman of the Board of Education for 2025.

Hearing no other nominations, nominations are closed.

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

Sue please read the result.

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

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

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

Motion : Move to nominate _____ for Secretary of the Board of Education for 2025.

Hearing no other nominations, nominations are closed.

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

Sue please read the result.

_____ *has been elected Secretary of the Board.*



MEMORANDUM
Superintendent's Office
Bethel Board of Education

TO: Board of Education

FROM: Christine Carver, Ed.D.

DATE: December 19, 2024

RE: **2025 Board of Education Meeting Dates**

In accordance with State Statute (Section 1-21), the following meeting dates for the year 2025 are submitted for your approval:

Bethel Board of Education	
Subcommittee Meetings 6:00 PM	Regular Meetings 7:00 PM
	Thursday, January 16, 2025
Thursday, January 2, 2025	Thursday, January 30, 2025 (Budget Presentation - Part II)
	Tuesday*, February 4, 2025 (Budget Workshop) - Schools/Athletics
Thursday, February 6, 2025	Thursday, February 6, 2025 (Budget Workshop) - IT, Curriculum, SPED
	Tuesday*, February 11, 2025 (Budget Workshop) - Facilities
	Thursday, February 13, 2025 (Budget Workshop/Approval)
	Thursday, February 20, 2025
Thursday, March 6, 2025	Thursday, March 27, 2025
Thursday, April 3, 2025	Thursday, April 24, 2025
Thursday, May 8, 2025	Tuesday*, May 20, 2025
Thursday, June 5, 2025	Thursday, June 19, 2025 - (Tentative last day/BHS Graduation)
	Thursday, August 14, 2025
Thursday, September 4, 2025	Thursday, September 18, 2025
Thursday, October 9, 2025	Thursday, October 23, 2025
Thursday, November 6, 2025	Thursday, November 20, 2025
Thursday, December 4, 2025	Thursday, December 18, 2025 - Annual Meeting (Budget Presentation Part I)

*Meeting dates that are an exception to Thursday meetings.

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

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

To: Bethel Board of Education

From: Scott Clayton-Board Chair

Date: December 10 2024

Re: Updated Committee Assignments

CC: Dr. Christine Carver-Superintendent
Sue Pare- Executive Assistant to the Superintendent

Policy

Chair: Jen Larsen

Vice Chair: Kara DiBartolo

Bill Foster

Jeff Spies

Alternate: Pat Rist

Curriculum, Assessment, and Professional Practices

Chair: Jennifer Ackerman

Vice Chair: Jen Larsen

Courtney Martin

Kara DiBartolo

Alternate: Anthony Cassio

Resource Management and Business Operations

Chair: Bill Foster

Vice Chair: Courtney Martin

Anthony Cassio

Alternate: Pat Rist

Community Outreach, Alignment, and Communication

Chair: Courtney Martin

Vice Chair: Jeff Spies

Pat Rist

Anthony Cassio

Alternate: Jen Larsen

Code of Ethics

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

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

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, November 21, 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, M. Rutledge, D. Burns, T. Soucy, B. Grieco

S. Clayton, Chair, called the meeting to order at 6:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	<i>Absent</i>
Anthony Cassio:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	<i>Absent</i>
Mrs. Courtney Martin:	<i>Absent</i>
Ms. Pat Rist:	Present
Mr. Jeffrey Spies:	Present

1. Call to Order

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

2. Board Recognition/A Salute to Excellence

2.A. 2025 Connecticut Superintendent of the Year, Dr. Christine Carver

Mr. Clayton, Chairman of the Bethel Board of Education, congratulated Dr. Christine L. Carver, Superintendent of Bethel Public Schools, who has been named the 2025 Connecticut Superintendent of the Year by the Connecticut Association of Public School Superintendents (CAPSS). Dr. Carver was recognized at the CABA/CAPSS Convention on November 15, 2024. Hallmarks of Dr. Carver's leadership and reasons why this award is so well deserved have been her legislative advocacy, communication, educational leadership, fiscal responsibility, and student outcomes. This award recognizes her outstanding leadership, commitment to academic excellence, and innovative approach to education. [CAPSS Press Release](#)

Mr. Clayton announced Dr. Carver would be recognized by proclamation at the Boards' December Annual Meeting by the First Selectman.

2.B. CABA Board of Distinction Award - Level II, Board of Distinction

Dr. Carver congratulated the Board on being awarded the **CABE Board of Distinction Award - Level II, Board of Distinction**, again! She thanked the Board for their hard work and dedication to the families and children of Bethel Public Schools and their tireless commitment and support to fulfilling the mission of the Bethel Public Schools.

The CABE Board Recognition Awards are designed to recognize boards which provide effective leadership to their districts through the use of good practices. This program, which acknowledges the importance of school board members and superintendents working together as effective teams, strengthens public education in Connecticut and across the country. This award recognizes Boards which are truly exemplary. The award was presented at the 2024 CABE/CAPSS Conference last week.

2.C. Gifts, Grants, & Bequests

GIFTS

Rockwell School

- 3 Byrd's Books gift cards for Rockwell's storybook Pumpkin Competition.

GRANTS

Rockwell School

- Books for teaching & circulation, \$193.00, DonorsChoose

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. School Improvement Plan - Rockwell & Berry School

Dr. Grieco and Ms. Soucy presented their 2024-2025 School Improvement Plans for Berry and Rockwell School. They will return at the end of the year to revisit their progress toward meeting goals, strategies, and action steps.

3.B. Rockwell & Berry School's Primary Mental Health Project

Ms. Soucy, Rockwell School Principal presented the Primary Mental Health Project. The Primary Project supports the district's focus areas, enhances students' social-emotional development and positive behaviors, and teaches skills while reducing difficulties through child-led play.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. October 17, 2024

Move to approve the minutes of October 17, 2024. Passed with a motion by Ms. Pat Rist and a second by Mr. Bill Foster.

Mrs. Kara DiBartolo: Abstain (With Conflict)

Anthony Cassio: Yea

Mr. Scott Clayton: Yea

Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

5. Correspondence

Dr. Carver spoke to the Board about the safety & security expenditures and the JS/RS final audit report. They will be issuing the last payment to the Town. The overall reimbursement from the State is 42.6%. This closes the Johnson School & Rockwell School projects.

- Memo to Board of Selectmen from Dr. Carver, Superintendent, and Jen Variale, Dir. of Finance & Business Operations regarding Facilities expenditures for Safety and Security Upgrades and Repairs.
- Email to Dr. Carver from Connecticut Administrative Services (CAS) regarding Final Audit Report- BETHEL; 009-0059 RNV; RMT JOHNSON SCHOOL
- Email to Dr. Carver from Connecticut Administrative Services (CAS) regarding Final Audit Report-ON SITE Bethel; 009-0058 RNV;ANNA ROCKWELL

6. Public Comment

None.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Mr. Clayton reported on the CABE/CAPSS speaker and his message about being civil regarding types of political language. Mr. Clayton attended the legislative update session and noted that WFSB reported recently there are 267 mandates that go into a school budget. Mr. Clayton spoke about Bethel's tremendous growth in accountability.

Mr. Foster reported he attended the CABE/C APSS workshop on A.I. He spoke about how A.I. is changing very rapidly.

7.B. Administrative Update

Dr. Carver spoke to the Board about hosting a legislative workshop meeting on December 19, 2024, before the Regular Board meeting. Where she will present the Budget part I. At the December meeting, there will be a presentation on the new enrollment projections. The Board of Selectmen and Board of Finance have been invited.

Dr. Carver spoke to the Board about the CSDE expanding the Residency/Apprenticeship pilot to our area. Western Connecticut State University is a partner in this effort and this is being offered to Alliance Districts, and they also want to include Bethel. WCSU education students would be

able to work full-time in a district role (para, sub-para, or tutor) defined by the district. She will update the Board when receives more information.

Dr. Carver informed the Board the administration received bad news regarding health insurance rates. They were estimated with the current provider at a 24% increase and could be as high as 31%. This could be a 4% increase to the budget just for insurance. She noted the district would be going out to bid, so she may not have the information for the budget presentation.

7.B.1. 2024-2025 BOE District Data Sheet

Dr. Carver provided the Board with the 2024-2025 BOE monthly District Data Sheet.

8. Reports to the Board

8.A. Curriculum, Assessment, & Professional Practices

8.A.1. Spanish Curriculum 12, 21 Honors, 22, 31 Honors, 32, 41 Honors, 42, & Spanish Film

Motion to approve the Bethel High School Spanish curriculum (levels 1, 2, 3, and 4) and Spanish Film curriculum. Passed with a motion by Mrs. Kara DiBartolo and a second by Anthony Cassio.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

8.B. Resource Management & Business Operations

8.B.1. Facilities

8.B.1.a. Long-Term Capital Plan 2024-2034 - Approval

Motion to approve the Long-Term Capital Plan 2024-2034. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

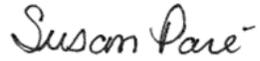
9. Adjourn

Move to adjourn at 7:04 PM. Passed with a motion by Mr. Scott Clayton and a second by Ms.

Pat Rist.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

DECEMBER 16, 2024

ALUMNI

December 16, 2024 | [Shawn Kornegay](#) - Neag School of Education

Neag School Alum Christine Carver Honored as Connecticut's 2025 Superintendent of the Year

Carver '91 (ED), '97 MA, '09 Ed.D., superintendent of Bethel Public Schools, was recently recognized by the Connecticut Association of Public School Superintendents



“This recognition reflects the collaborative efforts and dedication of our entire school community,” Christine Carver said in her acceptance speech for Connecticut Superintendent of the Year. (Submitted photo)

Christine Carver '91 (ED), '97 MA, '09 Ed.D., superintendent of Bethel Public Schools for the past 10 years, has always had a passion for teaching, learning, and ensuring that students are prepared for their next steps in life. That passion led her to be named the 2025 Superintendent of the Year by the Connecticut Association of Public School Superintendents (CAPSS). In a ceremony held at the annual CAPSS convention in November, Carver was celebrated for her dedication to education, innovative leadership, and commitment to student success.

“This recognition reflects the collaborative efforts and dedication of our entire school community,” Carver said in her acceptance speech. “It is a privilege to work alongside such committed educators, support staff, families, and community members who put our students first every day.”

This is the second year in a row that a UConn Neag School of Education alum has been named the state's superintendent of the year. Joseph Macary '94 (CLAS), '05 ELP, '16 Ed.D. received the [recognition in 2024](#).

Carver's path to this prestigious honor began months ago with a nomination process initiated by CAPSS. The rigorous application process included submitting detailed responses to questions about her leadership philosophy and accomplishments and creating a short video explaining why she was deserving of the award. A committee of former superintendents and education leaders reviewed applications, selecting finalists based on their commitment to excellence and impact on their districts.

"I was humbled to be nominated, let alone selected," Carver says. "There are so many deserving superintendents across the state. It's an honor to represent our shared mission to improve education for all students."

Carver earned her bachelor's, master's, and doctoral degrees from UConn's Neag School of Education, where she says the quality of the preparation programs played a significant role in shaping her approach to leadership.

"UConn has always been at the forefront of educational preparation," Carver says. "I've been fortunate to work with incredible mentors and peers throughout my career, many of whom went through these programs with me."

“UConn has always been at the forefront of educational preparation. I’ve been fortunate to work with incredible mentors and peers throughout my career, many of whom went through these programs with me.” – *Christine Carver '91 (ED), '97 MA, '09 Ed.D.*

”

“Dr. Carver has been a leader in Connecticut on several fronts, including developing innovative policies and practices that enhance the student experience,” says Casey Cobb, the Neag Endowed Professor of Educational Policy and director of the Neag School’s Ed.D. program. “For instance, she is enacting a vision to promote 21st-century skills, such as student creativity, critical thinking, and collaboration. She initiated a standards-based grading system and established Career Pathways in her home district of Bethel Public Schools.”

“She’s a past president of the Connecticut Association of Public School Superintendents and has always been a strong advocate for students and families,” Cobb says.

Carver began her education career as a special education teacher. During her childhood in Connecticut, her parents adopted two children with disabilities.

“This began my experience and interest in providing high-quality educational programs for students with disabilities,” Carver says. “In college, I worked in a group home for adults with intellectual disabilities. This all contributed to my desire to support students with disabilities.”

Carver was also asked to serve on a Connecticut legislative task force based on her experiences in special education.

“It was an honor to be part of committees that formulated policy on the assessment and programmatic needs of students with disabilities,” she says.

She did not plan to go into education administration. Initially, she wanted to receive her department chair certification. As she became more involved with the positions she served in, she wanted to impact larger groups of students.

Since becoming superintendent of Bethel Public Schools, Carver has been a driving force behind initiatives that prioritize student outcomes and foster community engagement. Under her leadership, the district has embraced a culture of continuous improvement, a philosophy reflected in their motto, “work hard, play hard.”

Christine Carver, right, began her career as a special education teacher. (Submitted photo)

“Our administrative team is focused on growth and high expectations, but we also emphasize creating a culture of joy, risk-taking, and support,” Carver says. “It’s through collective leadership that we’ve been able to improve outcomes for the children of Bethel.”

Carver attributes much of her success to the strong collaboration between the Bethel Board of Education and her administration. She believes effective governance is the cornerstone of student success.

“When the Board of Education and superintendent work in partnership, they bring together unique perspectives to establish a unified vision,” she explains. “This

synergy enables clear communication, well-informed decision-making, and resource allocation, which directly benefits our students.”

Carver acknowledged that the role of a superintendent has its challenges, however. From budget constraints to advocating for resources at the state level, navigating the complexities of public education requires resilience and determination. Carver emphasized the importance of addressing funding inequities, particularly in special education, which she says have a ripple effect on regular education programs.

“Being a superintendent isn’t just about managing the present. It’s about inspiring hope and confidence in the future.” – *Christine Carver*

'91 (ED), '97MA, '09 Ed.D.

”

“We’ve been underfunded in special education for years, which impacts our ability to meet the needs of all students,” she says. “Advocacy at the state level is crucial for ensuring equitable resources.”

Carver credited her colleagues and mentors for helping her navigate the demands of the superintendency, describing the role as both challenging and rewarding.

“As Joe Macary, the 2024 Superintendent of the Year, noted, this job can feel lonely,” Carver said in her acceptance speech. “But it’s the strength, friendship, and support from colleagues that get us through both the good and rough times.”

As Superintendent of the Year, Carver anticipates additional opportunities to advocate for public education and share her insights with others.

“Being a superintendent isn’t just about managing the present,” Carver says. “It’s about inspiring hope and confidence in the future. Every decision we make can potentially improve student outcomes, empower educators, and build stronger communities.”

Carver’s recognition as Superintendent of the Year is a testament to her unwavering dedication to education and her community. As she continues to lead Bethel Public Schools, she remains focused on fostering a supportive environment where students thrive, educators feel valued, and families are engaged.

“Together, we have navigated challenges, celebrated successes, and kept our focus on building a brighter future for every child,” Carver says. “I am profoundly grateful for this award and for the opportunity to make a difference every day.”

To learn more about UConn Neag School of Education’s Ed.D. in Educational Leadership Program, visit edlead.education.uconn.edu.

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Social Studies Curriculum Presentation

Modern World History I Honors
Introduction to Psychology
Conflict Resolution

Bethel High School
Jessica Galbraith

BETHEL HS

**SOCIAL STUDIES
DEPARTMENT**



Website Linked Above

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
- AP US History

Electives

- AP Psychology
- Intro. to Psychology (11-12)
- College History
- Black & Latino Studies
- Comparative Religions
- Facing History & Ourselves
- Civics
- Conflict Resolution (11-12)

BHS Social Studies Course Sequencing

Modern World History I Honors

Grade 9 Full Year Course

Average 60-70 students in 3 sections/year

Modern World History Sequencing

Modern World History I - Grade 9

Unit 1: Absolutism,
Enlightenment, Revolutions

Unit 2: Industrial Revolution

Unit 3: Imperialism, World War I

Unit 4: Interwar Years, origins of
World War II, Holocaust

Modern World History II - Grade 10

Unit 1: Legacy of World War II, forming of United Nations

Unit 2: Start of the Cold War

Unit 3: Proxy Wars & China

Unit 4: Emerging National Identities in Asia

Unit 5: Emerging National Identities in Africa & Latin
America

Unit 6: End of the Cold War

Unit 7: Interdependence & Globalization

Unit 8: Modern Global Issues & United Nations'
Sustainable Development Goals

The Process

- Started with the College Prep curriculum as a foundation
- Confident that we have created an appropriately rigorous and engaging curriculum for honors students.
- Reviewed and added new inquiry and content standards to the course, as needed
- Enduring Understandings, Essential Questions, Knowledge, and Skills were reviewed and revised for added rigor

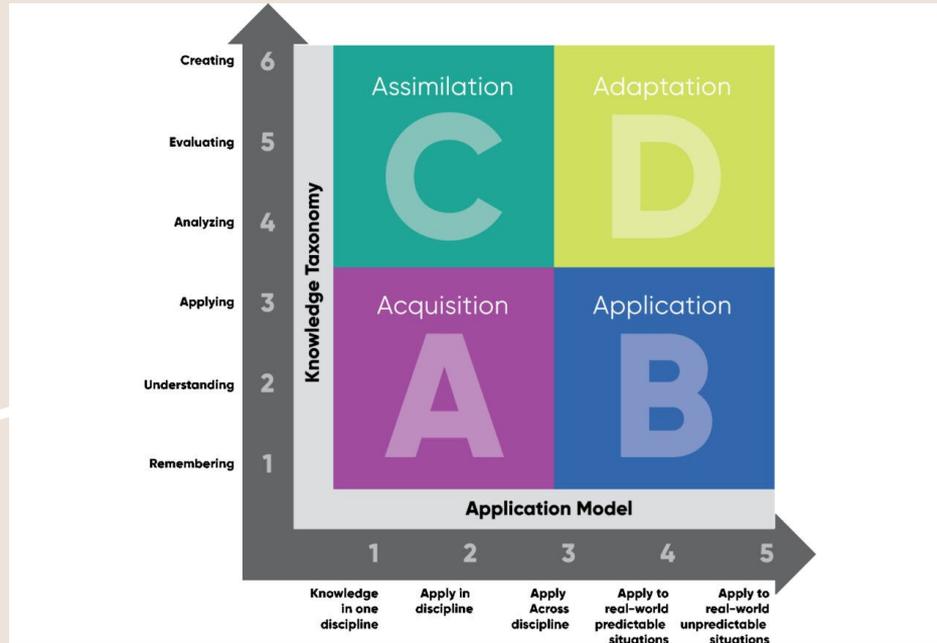
The Process

- Team created [list](#) of lessons and assessments needing revision
- Created new materials to match the goals of the honors class
 - Inquiry tasks
 - Research assessments
 - Student-friendly rubric combining elements of the writing traits, global competencies, and characteristics of inquiry and questioning.
- Team determined appropriate pacing allowing for emphasis of certain skills and content, while also moving quicker through parts of the curriculum.

Key Differences between Honors and College Prep

- Rigor and relevance
 - Higher level questions and reading levels
 - Note-taking/study skills
 - Student autonomy
 - Student choice
 - Inquiry and research skills
 - Student reflection
- More traditional assessments (Pre-AP)
 - Stimulus based multiple-choice
 - Content focused
 - Reading and map quizzes
 - FRQs/DBQs/written work

RIGOR & RELEVANCE



Curricular Differences

College Prep

Meaning

UNDERSTANDINGS

Students will understand that...

-Advancements in technology and thought modernize culture.

-Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems

ESSENTIAL QUESTIONS

Industrial Revolution Does industrialization improve or harm global civilizations?

Critical Thinking: What are the advantages of considering alternative points of view?

Honors

Meaning

UNDERSTANDINGS

Students will understand that...

-Advancements in technology and thought modernize culture.

-The growth of industry can create social and economic challenges for individuals and society.

-Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems

ESSENTIAL QUESTIONS

Industrial Revolution:

Does industrialization improve or harm global civilizations?

Critical Thinking: What are the advantages of considering alternative points of view?

College Prep and Honors Essay

Argumentative Essay Writing Prompt

Grade 9 Industrial Revolution Essay 2024

Background:

As a result of the Industrial Revolution, the demand for new innovative technologies increased. This consumer demand caused rapid expansion of factories and efficient systems of production. Ultimately, manufactured goods were easily accessible and affordable. However, this came with the unfortunate environmental and social costs to global societies. As industrialization continues to occur in the modern world, we must continue to consider these benefits and problems.

Prompt Question:

You must compose a well-written, organized argumentative essay answering the following question:

Does industrialization benefit or harm global civilizations?

College Prep Speech

Industrialization Speech Planning

Prompt Question:

You must compose a well-written, organized argumentative speech answering the following question:

Does industrialization benefit or harm global civilizations?

Using the prompt above, and your sources, complete the outline below.

Hook - Attract Your Audience by Connecting to the big picture - [Concepts, Issues, or Interests]
Provide Context/Connect to your audience
Claim - State Your Position!

Support Topic 1 (Fact or idea to support your claim)
Quotation 1 (Quotation that proves this)
Analysis (What does it say? What does it mean? Why does it matter?)
Quotation 2 (Quotation that proves this)
Analysis (What does it say? What does it mean? Why does it matter?)

Honors Debate

Industrialization Debate (Unit Assessment)



Purpose & Audience:

You are student representatives to the United Nations, an international organization created after World War II to promote international cooperation and maintain international order. The United Nations is currently made up of 193 countries, each sending representatives to participate in the General Assembly. As part of its duties, the General Assembly determines the budget of the United Nations. Presently, there is a resolution before the General Assembly to increase the budget of the United Nations Industrial Development Organization (UNIDO). This branch of the United Nations promotes industrialization around the world.

Those supporting the budget increase believe that industrialization is a powerful tool of progress. Those opposing the budget believe that the problems associated with industrialization outweigh the benefits.

Overview:

The task for your team is to take a position on whether or not the United Nations should encourage industrialization worldwide by increasing the budget of UNIDO. Your group will be assigned a position, and you will have two days to read through sources, collect additional outside evidence, and prepare arguments/counter-arguments to support your side of the argument. On day three there will be a full class-wide structured debate on the issue.

AUTONOMY



Claim Statement Reminder:

Your claim should clearly answer the question being asked AND include your reasons.

Claims: Choose the 3 most supportive reasons from your brainstorm for each claim, and list them in order of relevance (1 being the most important).

Hero Claim: Napoleon is deserving of a statue under the Eiffel Tower in France today because,

1.

2.

2.

Tyrant Claim: *Insert Claim Here*

1.

3.

3.

Honors

Learning Target:

- I can evaluate and select relevant evidence to draw conclusions about the legacy of Napoleon.

Reasons Brainstorm: Now that you have completed & analyzed all the relevant sources you may use in your seminar discussion, brainstorm the reasons why Napoleon should be remembered as a hero and the reasons why he should be remembered as a tyrant. Record your list in the table below. Once you have a complete list, highlight the THREE most compelling reasons for each side.

Hero Reasons	Tyrant Reasons
<input type="checkbox"/>	<input type="checkbox"/>

Part II: Claim

Answer the guiding questions by choosing a side from above and including three compelling reasons. Should Napoleon Bonaparte be considered a hero, deserving of a statue, or a tyrant, deserving of nothing?

--

College Prep



5. From "Napoleon: Educating a Genius"

Condemned to poverty, Napoleon resolved to do all the better in school. Soon he began to excel in history, math, and geography. Math was likely the most important of the three for a military career, but history really captured Napoleon's imagination. Like many young men, Napoleon was especially taken with the stories of ancient heroes like Achilles, Alexander the Great, and Julius Caesar. No one could have suspected then that he would eventually join that elite group.

While his poverty was certainly a source of difficulty for Napoleon, it almost certainly influenced his later behavior. For example, Napoleon's poverty may have inspired his later commitment to promoting equality in France and throughout his empire.

Does this document support that Napoleon was a hero or a tyrant? If both, check both.

Hero

Tyrant

How do you know?

Highlight AT LEAST ONE piece of evidence that supports your conclusions.

3. Industry and Labor under Napoleon, by Higby and Willis

HISTORIANS have long recognized that the Napoleonic period had an impact on the institutions of France and Europe. The Code Napoleon is still in force in many European states and in other parts of the world. The Legion of Honor continues to reward Frenchmen for their achievements. The administrative system of Napoleon still governs the French people. His concordat of 1800 regulated the relations of church and state until 1905. He put vitality into the conscription law of 1798 and forced that institution on the other states of Europe. He employed and popularized the institution known as the plebiscite, which has been used since his time for many purposes.

Does this document support that Napoleon was a hero or a tyrant? If both, check both.

Hero

Tyrant

Highlight AT LEAST ONE piece of evidence that supports your conclusions.

Honors



College Prep

Elaborating on Evidence: Choose one reason/piece of evidence for each claim (hero/tyrant) and complete the ICE chart below.

Hero Claim: Copy/Paste your “Hero Claim” here

	Acronym	Hint	Model Answer
I	Introduce the idea (or answer the question)	If a question is posed, answer it!	
C	Cite evidence (by inserting a quotation)	Don't just 'drop' the quotation into your answer - introduce it!	
E	Explain, connect, and elaborate the quotation.	You should do a minimum of three things in this answer: 1. <u>What does it say?</u> 2. <i>What does it mean in terms of the claim?</i> 3. Why does it matter to your argument or your audience?	

Part III: Create an outline

In the space below, create an outline that includes the following;

- Plan for Introduction and Conclusion (use [these questions](#) to help with that brainstorming)
- A clear claim statement with three main supporting ideas
- One body paragraph argument with minimum of 2 total pieces of evidence
- Analysis of evidence in your own words (say, mean, matter)

Introduction (Big picture ideas, concepts, connections, ending with claim statement):

-
-
-

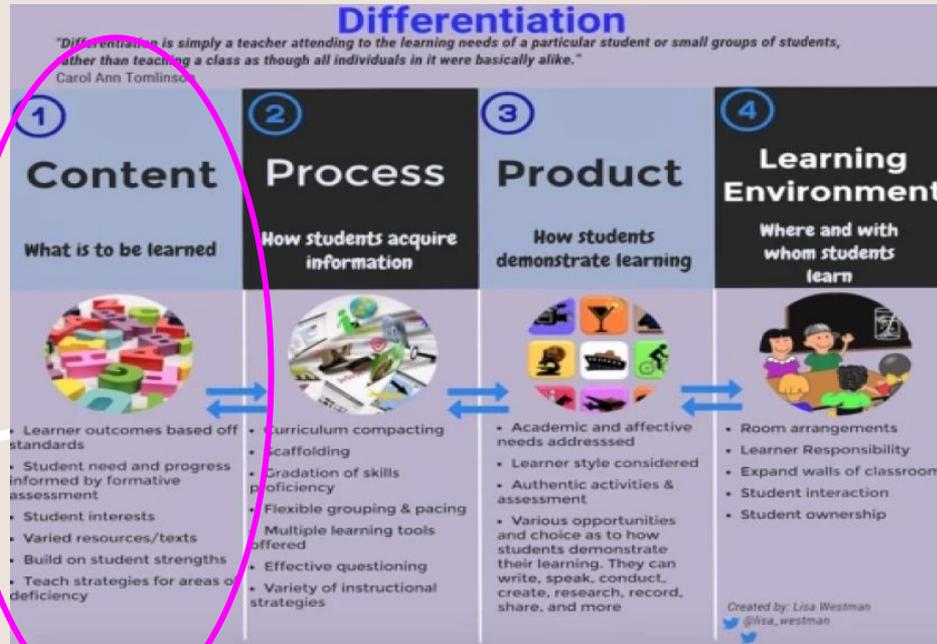
Body Paragraph (at least 2 pieces of evidence and rationale for why you chose it)

- Evidence 1:
 - Rationale:
- Evidence 2:
 - Rationale:

Conclusion (Restatement of claim, so what? Big picture connections)

-
-
-

STUDENT CHOICE



Decolonization

Decolonization: Unpacking the Legacy of Imperialism

Learning Target

- Students will analyze the impacts of imperialism on post colonial societies
- Students will evaluate the impact of social, political, and economic rule
- Students will develop critical thinking & research skills through inquiry based learning

Historical Context: After centuries of imperialist dominance by European powers, regions sought to reclaim their sovereignty and rebuild their societies. The process of decolonization was fueled by several factors, including; the rise of nationalist movements, the weakening of European powers after WWII, & growing international support for self determination. Nations throughout Africa & Asia will face significant challenges such as political instability, economic dependency, and social divisions as they navigate the complex path towards modernization and development.

Task: Understanding the historical context of decolonization provides critical insights into the enduring impacts of colonial rule. You will create and present a project that demonstrates this understanding.

Steps:

- Select a specific region to focus your research on. Some suggestions include; India, Vietnam, Kenya, South Africa, Algeria, Egypt
- Working in pairs, you will create a presentation (I recommend a google slideshow, but it is up to you!) that will give a detailed case study of your {approved} selected country.
- Once research is completed (see requirements below) you should share your presentation in google classroom. Be sure to make the link viewable so that your classmates can access your presentation/research.

World War I

Voices of WWI Choice Board

Podcast Resources from the Imperial War Museums (UK)

Learning Target: I can use provided resources to learn more about the WWI topic of my choice. I can use that information to summarize, consider, evaluate, and reflect on the content provided.

1. Choose one of the following podcast/article topics to expand your knowledge of WWI. These are topics that are not typically covered, but may be of interest to you. I encourage you to choose something you want to learn more about, not just what seems “easy.”
Highlight your choice.

<u>Women’s War Services</u>	<u>Life on the Homefront</u>	<u>Animals in War</u>
<u>Conscientious Objection</u> (those who refused to fight)	<u>Prisoners of War</u>	<u>Sport in War</u>
<u>War in the Air</u>	<u>Wartime Leisure and Entertainment</u>	<u>Homecoming (after war)</u>

Introduction to Psychology

Semester Elective for Grades 11-12

Average 30-40 students in 2 sections/year

Standards

- We used the [National Psychology Standards](#) as the foundation for the course.
- In addition, the [Common Core Standards, C3 Framework](#), and the BHS Global Competencies were consulted and embedded
- We also reviewed the AP Psychology course outline and several psychology curricula from other CT high schools (both college prep and AP) to ensure that our course curriculum was aligned in both content, pacing, and rigor.

Psychology Units

Unit 1 – Perspectives and Methods

Scientific Inquiry, Research Methods, Psychological Perspectives

Unit 2 – Biological Bases of Behavior

Biological Bases, Consciousness

Unit 3 – Cognitive Processes

Thinking, Learning, Intellectual Ability, Memory

Unit 4 – Developmental Psychology

Lifespan, Language

Unit 5 – Understanding Personality and Behavior

Personality, Motivation

Unit 6 – Psychological Health

Stress, Disorders, Therapies

Introduction to Psychology - Unit 2 - Nature vs. Nurture

Psychology Themes

- Psychological, biological, social, and cultural factors influence behavior and mental processes.

Enduring Understandings

- The brain is a highly complex organ with numerous specialized components.
- Heredity and environment are two factors believed to influence the development of an individual's behavior and personality.

Essential Questions

- What are the structures of the brain and how do their functions impact behavior?
- How do biological and environmental factors interact to influence our behaviors and mental processes?

Standards - Biological Bases of Behavior

- 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions
- 1.3. Describe the structures and functions of the various parts of the central nervous system
- 2.2. Describe the interactive effects of heredity and environment

Knowledge

Students will know...

- Each part of the brain and its function
- Twin studies
- Main points for each side of the “nature vs. nurture” debate
- Interaction between heredity and environment

Skills

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

- Cite specific textual evidence to support analysis of primary and secondary sources related to twin studies and criminal profiling.
- Synthesize information from multiple sources regarding the makeup of the brain and analyze the strengths and limitations of each structure.
- Construct arguments about the nature vs. nurture debate using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Nature vs. Nurture – A Look at Two: Criminal Profiling

A Look at Two

Instructions:

1. Read the criminal profiles provided below.
2. Answer the questions beneath each profile.



Pablo Escobar

Crime: Pablo Escobar's primary crime was that he was a notorious Colombian drug lord. He was the head of the Medellín Cartel, one of the world's most powerful and violent drug trafficking organizations during the 1980s and early 1990s. Escobar's main illegal activity involved smuggling and distributing massive amounts of drugs into the United States and other countries. He was responsible for many deaths, corruption, and violence associated with the drug trade.



Ted Bundy

The Crime: Ted Bundy was a serial killer. He did some really bad things, like hurting and killing many women during the 1970s.

Childhood: Pablo Emilio Escobar Gaviria was born on December 1, 1949, in the Colombian city of Rionegro, Antioquia. His family later moved to the suburb of Envigado. He was the third of seven children born in poverty to a schoolteacher mother and a peasant farmer father. From an early age, Escobar packed a unique ambition to raise himself up from his humble beginnings and dreamed of becoming the president of Colombia one day.

Childhood: Ted Bundy was born Theodore Robert Cowell on November 24, 1946, in Burlington, Vermont, to his unwed mother, Eleanor Louise Cowell. His father's identity remains unknown. Bundy's early years were marked by instability and confusion. He was raised believing that his grandparents were his parents and that his mother was his sister, a fact he discovered later in life.

Bundy's childhood was relatively normal

Escobar reportedly began his life of crime early, stealing tombstones and selling phony diplomas. It wasn't long before he started stealing cars and moving into the smuggling business.

Question: What factors influenced Pablo Escobar's criminal activities?

outwardly, as he was described as intelligent and well-behaved. However, there were troubling signs, such as his fascination with violence and troubling behaviors, including acts of animal cruelty.

Question: What factors influenced Ted Bundy's criminal activities?

Closure Question: Do you think preventing individuals from becoming criminals or helping them change after they have committed crimes is possible? Explain.

Nature vs. Nurture – Mixed Up Brothers of Bogota: Twin Study

“The Mixed-Up Brothers of Bogota” Analysis

Read the article “[Mixed-up Brothers of Bogota](#)” and answer the questions that follow.

Task: Identify both similarities and differences between the two sets of identical twins. Make a claim of whether you think those similarities and differences are a product of nature or nurture. Answer the three questions that follow.

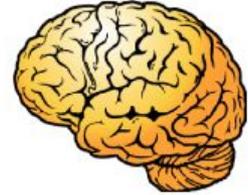
Carlos and Wilbur	Jorge and William
Similarities:	Similarities:
Differences:	Differences:

1. Describe the main differences between growing up in Bogota and rural Santander. In what ways did environmental factors affect the brothers’ development?
2. What impact do studies on pairs of identical twins have on the evolution of the nature vs. nurture debate?

Nature vs. Nurture

Superhero Brain Project

Superheroes, Villains,
Side Kicks, and the Brain



Who?

In groups no bigger than four, you are to complete the following unit project.

What is the task?

You are to make up a superhero, villain, or sidekick for 4 of the following areas of the human brain. Your task is to create your own superhero, by pretending you can magnify the abilities governed by certain parts of the human brain. Begin by completing the brainstorming sheet (on the back of this handout) and identify a superpower that could result from the altering of each of the areas of the brain listed. From this list, choose at least two of these superpowers that you would like your superhero to possess. Identify the area of the brain that would have to be altered to accomplish the skill(s) you have determined are necessary for your superhero or villain. What would that character possess as their special power and or special weakness if that part of their brain was 'super'? Then complete the following:

- Name your character
- Identify the super abilities she/ he possess
- Design a costume/ outfit that reflects his/ her main abilities
- Illustrate your superhero (can draw him/ her or use the internet, clip art, etc.)
- Explain which brain structures will need to be augmented/changed to accommodate the new super skills & why
- You also MUST have a back story on your character. This back story must include where in the brain the function is located and what a heightened ability would mean in this area. Identify a simple plot that would encourage this superhero to come to the rescue and use his/ her super powers
- Be sure that your illustration(s) are in color.

Introduction to Psychology - Unit 6 - Disorders

Psychology Themes

- Ethical principles guide psychology research and practice.

Enduring Understandings

- Psychological disorders are patterns of thoughts, feelings, or actions that are deviant, distressful, and dysfunctional.
- The causes of psychological disorders are both biological and environmental in nature.
- Psychological disorders negatively and severely interfere with one's daily life and well being.
- Treatment of psychological disorders can be complex and varies according to patients' needs.
- Acknowledgement and effective treatment of mental health issues are necessary for a fully functioning society.

Standards - Disorders & Therapies

- 1.4. Explain how stigma relates to abnormal behavior
- 1.5. Explain the impact of psychological disorders on the individual, family, and society
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

Knowledge

Students will know...

- Challenges associated with diagnosing disorders
- Stigma related to disorders
- Impact of psychological disorders on the individual, family, and society
- Variety of treatment options
- Efficacy of treatments
- Legal, ethical, and professional issues involved with treatment

Skills

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

- Draw evidence from informational texts to support analysis, reflection, and research about causes and symptoms of psychological disorders.
- Work collaboratively to analyze fictional case studies and decide on treatment options while considering individual differences and legal/ethical issues involved with treatment decisions.

Psychological Disorders – Case Studies

Psychological Disorders: Case Studies

Directions: Read the following case studies, highlight important symptoms or relevant information, and then state the most appropriate diagnosis for each person.

Explain the rationale for each of your diagnoses. Some of these cases may not have disorders. In that case, indicate that the individual does not have a disorder and why this is the case.

1. Mary, age 52, lives alone in a three bedroom home. Her adult children are concerned because the house has become increasingly cluttered with items, including empty water bottles, grocery stores bags, hangers, clothing, and old food containers. Mary becomes agitated when they suggest bagging up the items and putting them in the trash. Mary states, “I need them! You can’t get rid of my valuables!” Lately, Mary has been sleeping on a small space on the couch, as her bed is covered with boxes and clothing.

Disorders – Case Studies Movie Characters

Disorders - Case Study Assessment Movie Characters

NAME: Tony Stark

Iron Man, 2008

BACKGROUND: Tony was raised in a very wealthy family. He is an only child and was given everything he wanted. From reflections on his past, Tony explains that his relationship with his father was rocky, and that he could never make him proud. His parents were not around much through Tony's life, and died when he was in college. Tony attended a prestigious University, MIT. He inherited a technological business from his father and makes very advanced weaponry.

SYMPTOMS/BEHAVIORS: Tony surrounds himself with the best of everything. He dresses in expensive clothes and is constantly seeking recognition for his work. Tony created an Iron Man suit and sought out recognition for his part in the heroic acts that Iron Man did. Tony has elaborate parties to show off his home and finds ways to continuously boast. At these parties, Tony excessively binges on alcoholic beverages. He has a very aggressive personality and blames others for mishaps in his life. Tony does not care if his actions affect others and thinks very little beyond himself. Tony is reckless and will do whatever he can to show off or seek a thrill. Tony is arrogant and flamboyant.

DIAGNOSIS:

DSM-IV-TR CRITERIA:

TREATMENT:

Conflict Resolution

Semester Elective for Grades 11-12

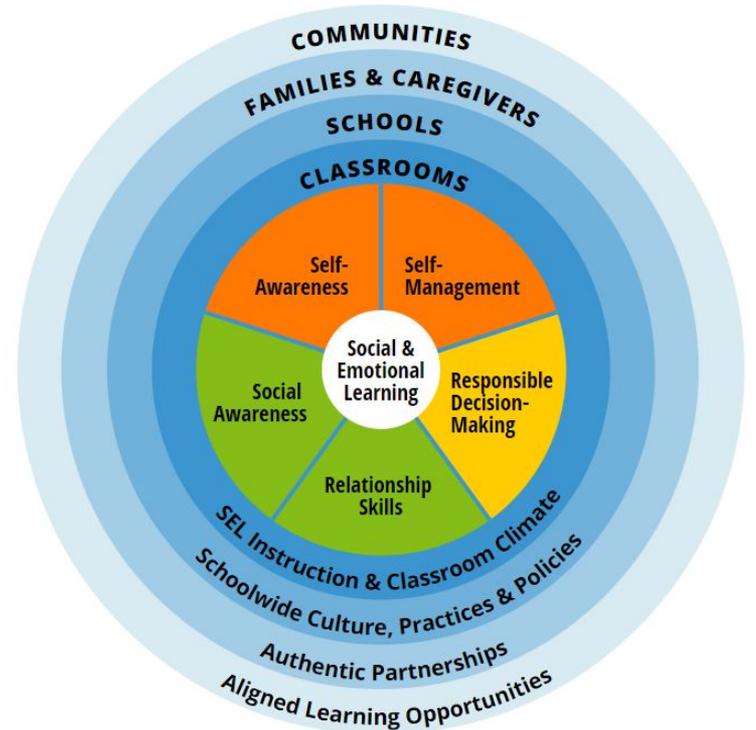
Average 45-55 students in 2 sections/year

The Process...

- Class began at Bethel HS over 20 years ago
- Taught by combination of social workers, special education teachers, and regular education teachers over the years.
- Course is "housed" in the social studies department and is co-taught by Katie Stevens and Sheila Levine.
- Researched courses similar to ours and spent time reviewing social-emotional research from the state of Connecticut
- We found that our course, as it has been taught, is closely aligned to both social-emotional research and other courses of the same type

The Process...

- State of CT does not have "standards" for social-emotional learning, so we used the CASEL Framework and competencies as the foundation of the course



The Process...

We started by writing transfer goals for the course that we added to the full list of

Social Studies Transfer Goals

Conflict Resolution Transfer Goals (examples)

- Analyze and resolve conflicts in order to work and live cooperatively with others
- Make informed decisions that support social, emotional and personal health and well-being
- Demonstrate social-awareness and interpersonal skills to establish and maintain positive relationships
- Exhibit ethical decision-making skills and responsible behaviors in personal, school, and community contexts
- Learn productive ways to deal with anger, stress and frustration
- Develop the self-awareness and self-management skills essential to success in school and in life

The 7 Units

1. Introduction to Conflict and Conflict Resolution
2. Communication
3. Values
4. Stress
5. Anger
6. Self-Esteem & Healthy Relationships
7. Healthy and Effective Problem Solving

- Grounded in CASEL's three big categories:
 - Emotional Development (Self Awareness, Self Management, Focus Attention, Social Awareness)
 - Self-Concept (Self Awareness, Self Management)
 - Social Competence (Social Awareness, Relationship Skills, Decision Making)

The Process...

- Assigned transfer goals to each unit
- Identified which standards/competencies belonged in each unit
- Created [Curriculum Map](#), including unit rationales
- Wrote Enduring Understandings, Essential Questions, Knowledge, and Skills for each units
- Curated all assessments and learning plans

Conflict Resolution - Unit 1 - Introduction to Conflict & Conflict Resolution

TRANSFER GOALS

- Analyze and resolve conflicts in order to work and live cooperatively with others
- Make informed decisions that support social, emotional and personal health and well-being

ENDURING UNDERSTANDINGS

- Conflict is a natural part of life that is neither positive or negative.
- There are many causes of conflict and multiple styles of conflict resolution management.
- Conflict is cyclical.

ESSENTIAL QUESTIONS

- How do our ideas, attitudes and beliefs about conflict influence our approach to conflict?

CASEL FRAMEWORK: Decision-Making

- The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. An individual's approach to problem solving that involves learning from others and from their own previous experiences, using their values to guide action, and accepting responsibility for their decisions.

KNOWLEDGE

Students will know the following characteristics of decision-making and how this knowledge can influence conflict resolution:

- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school

SKILLS

Students will be skilled at:

- Taking others' perspectives
- Showing concern for the feelings of others
- Demonstrating empathy and compassion
- Identifying solutions for personal and social problems
- Demonstrating curiosity and open-mindedness
- Learning to make a reasoned judgment after analyzing information, data, facts

Unit 1 – Introduction to Conflict & Conflict Resolution

Conflict Cycle Self-Inventory

Objectives: Students will be able to apply their understanding of the Conflict Cycle by assessing personal conflict attitudes, behaviors, and consequences of using the Conflict Cycle.

Directions: Choose a conflict that you have recently either been part of or witnessed. For each of the questions below use specific examples to illustrate your response. Answers should be in complete sentences.

1. Briefly describe the conflict
2. How did my values or beliefs influence my response to this conflict?
3. How did I behave/respond to the conflict?
4. What were the consequences (results) of my response?
5. What could I have done differently to create a more positive outcome?
6. What attitudes do I have about conflict that can make the positive resolution of conflict more difficult?

Conflict Resolution - Unit 4 - Stress

TRANSFER GOALS

- Learn productive ways to deal with anger, stress and frustration
- Make informed decisions that support social, emotional and personal health and well-being

ENDURING UNDERSTANDINGS

- The ability to identify one's own stress triggers can help one find ways to manage their stressors in a healthy manner.
- Stress exists on a continuum including "acceptable" or "expected" levels of stress and increasing levels of stress

ESSENTIAL QUESTIONS

- How is stress unique to different life stages such as adolescence?
- What strategies can be employed to better manage acute and chronic stress?

CASEL FRAMEWORK: Self-Awareness

- The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. An individual's realistic understanding of their strengths and limitations, consistent desire for self-improvement, and the ability to recognize emotions and their impact on behavior.

KNOWLEDGE

Students will know the following characteristics of self-awareness and how this knowledge can impact stress levels and stress management:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Linking feelings, values, and thoughts
- Examining prejudices and biases

SKILLS

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

- Identifying solutions for personal and social problems
- Demonstrating curiosity and open-mindedness
- Learning to make a reasoned judgment after analyzing information, data, facts
- Identifying one's emotions
- Demonstrating honesty and integrity
- Having a growth mindset

Unit 4 Stress



Stepping Out of Your Comfort Zone

Learning Targets:

- I can explain what the “comfort zone is”
- I can identify the benefits of stepping out of the “comfort zone”

Introduction: We all have certain areas where we feel confident or comfortable. Once we venture into unknown areas, we may feel vulnerable or stressed. This is called “being out of your comfort zone.” So why would someone step out of their comfort zone if it might make them temporarily uncomfortable or stressed? As we mentioned in our earlier lessons, some types of stress are beneficial. Stepping out of your comfort zone can help you to deal with change, gain confidence and try new things.

Directions: Read the statements below. Next to each of the statements, put a “+” if you would feel comfortable doing what is mentioned, put a “0” if it would cause you to feel a little uncomfortable, or a “-” if it would take you out of your comfort zone. Then answer the questions that follow.

Would you...

1. Introduce yourself to someone you have never met before?
2. Apply for a job requiring an in-person interview with the boss?
3. Refuse to do something that everyone else is doing?
4. Make a speech in front of the whole student body?
5. Go to a movie or restaurant by yourself?
6. Stick up for a friend who everyone else is mad at?
7. Try out for a sports team or school play?
8. Go to college or get a job far from home?
9. Sit at a lunch table with people you don't know?

Conflict Resolution - Unit 5 - Anger

TRANSFER GOALS

- Learn productive ways to deal with anger, stress and frustration
- Interact and collaborate with others as a positive influence within a community
- Develop the self-awareness and self-management skills essential to success in school and in life

ENDURING UNDERSTANDINGS

- Differences exist between appropriate/inappropriate and constructive/destructive anger responses
- Anger is triggered by a variety of factors and understanding those triggers can help one better manage emotions.
- There are various skills for de-escalating anger to resolve conflict.

CASEL FRAMEWORK: Social Awareness

- The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. An individual's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes their impact on them, and uses cooperation and tolerance in social situations.

ESSENTIAL QUESTIONS

- How can anger be channeled into positive outcomes?
- How can identifying triggers be helpful in anger management and conflict resolution?
- What are healthy ways to manage and de-escalate anger?

KNOWLEDGE

Students will know the following characteristics of social awareness and how this knowledge can influence feelings of anger and anger management strategies:

- Recognizing strengths in others
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities

SKILLS

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

- Identifying one's emotions
- Demonstrating honesty and integrity
- Taking others' perspectives
- Showing concern for the feelings of others
- Demonstrating empathy and compassion

Unit 5 – Anger

“What’s Your Communication Style?” Survey

*Directions: Let’s find out your communication style in different situations. Read the following scenarios and **highlight the answer** that best fits what you would do in that situation.*

Scenario #1: A friend asks you to borrow a pen in class, but you know they’ll never give it back and you don’t want to give out one of your favorite pens. (If you don’t care about loaning a pen, think about something you would care about loaning to someone- money, a favorite piece of clothing, etc.) Do you...

1. Smile politely and say, "I'm really sorry but no. I didn't get back the last pen that I loaned out and this is my favorite pen. Maybe you can ask the teacher to borrow a pen."
2. You glare at them and say, "No way! You stole the last pen I gave you. Get your own!" That'll teach them...
3. You pretend not to hear the question. When they keep on asking, you give them a pen, and mutter under your breath, "You're probably not going to give this one back either."
4. Say, "Sure!" with a smile, and hand them the pen. (And in your head, you say, "Goodbye pen, I'll miss you!")



Any Questions??



BETHEL BOE BUDGET 2024-2025
BUDGET TRANSFERS SUMMARY BY PERIOD

Object Codes		Approved Budget	July-Nov Adjustments	Dec-Mar Adjustments	Apr-Jun Adjustments		Total Transfers	Final Budget
Salaries	1000	37,082,260	140,000	-	-		140,000	37,222,260
Employee Benefits	2000	9,523,898	(50,000)	-	-		(50,000)	9,473,898
Professional Services	3000	747,839	(2,650)	-	-		(2,650)	745,189
Purchased Property Services	4000	238,475	810	-	-		810	239,285
Other Purchased Services	5000	5,435,041	(89,000)	-	-		(89,000)	5,346,041
Supplies	6000	1,450,479	1,140	-	-		1,140	1,451,619
Property	7000	173,399	(1,700)	-	-		(1,700)	171,699
Dues & Fees	8000	99,741	1,400	-	-		1,400	101,141
Total Budget		54,751,132	-	-	-		-	54,751,132
Total Transfers To			143,350	-	-		143,350	
Total Transfers From			(143,350)	-	-		(143,350)	
% of Total Budget							0.26%	

Budget Transfers July 1, 2024 - November 30, 2024

Account Number	Description	Increased	Decreased	Notes
1 100.14.2410.101.5800	TRAVEL - JS	1,000	0	Principal's Request
100.14.2410.101.3302	CONFERENCE REGISTRATION FEES - JS	0	(1,000)	Principal's travel/hotel for NAESP conference
Total For Request		<u>1,000</u>	<u>(1,000)</u>	prior to budget freeze
2 100.13.2410.101.5800	TRAVEL - BS	250	0	Principal's Request
100.13.2410.101.3302	CONFERENCE REGISTRATION FEES - BS	0	(250)	Principal's travel/hotel for NAESP conference
Total For Request		<u>250</u>	<u>(250)</u>	prior to budget freeze
3 100.11.1100.102.6110	INSTRUCTIONAL SUPPLIES - HS - ART	700	0	Principal's Request
100.11.1100.102.7303	EQUIPMENT - INSTRUCTIONAL - HS - ART	750	0	Reallocation of HS Art budget
100.11.1100.102.7304	EQUIPMENT - TECHNOLOGY - HS - ART	0	(1,450)	
Total For Request		<u>1,450</u>	<u>(1,450)</u>	
4 100.16.1200.101.1225	DISABILITY SPECIALIST - SPECIAL EDUCATION	90,000	0	Special Education & Pupil Services Director
100.16.1200.122.5604	TUITION - SPECIAL ED - CT PRIVATE - SW	0	(90,000)	Additional BCBA to replace contracted services
Total For Request		<u>90,000</u>	<u>(90,000)</u>	
5 100.15.1100.111.6110	INSTRUCTIONAL SUPPLIES - RS - LITERACY	2,750	0	
100.15.2410.101.6412	REFERENCE MATERIALS - RS	0	(1,000)	Principal's Request
100.15.1100.115.6110	INSTRUCTIONAL SUPPLIES - RS - TESOL	0	(500)	SAVVAS reading program books
100.15.1100.101.7304	EQUIPMENT - TECHNOLOGY - RS	0	(1,000)	
100.15.1100.101.5500	PRINTING - RS - SW	0	(250)	
Total For Request		<u>2,750</u>	<u>(2,750)</u>	
6 100.11.2410.101.8100	DUES & FEES - HS	1,400	0	Principal's Request
100.11.1100.101.3201	PROFESSIONAL EDU SERVICES - HS	0	(1,400)	Cover increased fees for US Bands competitions
Total For Request		<u>1,400</u>	<u>(1,400)</u>	
7 100.11.1100.105.4303	EQUIPMENT REPAIR-GENERAL-HS-LIFE STUDIES	810	0	Principal's Request
100.11.1100.106.6110	INSTRUCTIONAL SUPPLIES - HS - TECH ED	0	(810)	Repair of culinary freezer
Total For Request		<u>810</u>	<u>(810)</u>	
8 100.15.1200.101.1216	PARAEDUCATORS - RS - SPECIAL EDUCATION	50,000	0	Director of Finance & Business Ops' Request
100.16.2500.100.2100	GROUP HEALTH INSURANCE - UNDIST PR EXPENSE	0	(50,000)	Increased Spec Ed student needs
Total For Request		<u>50,000</u>	<u>(50,000)</u>	

Bethel Board of Education
Quarterly & Year to Date Expenditures

Account	FY Budget	Q1 Expenditures	Q2 Expenditures	Q3 Expenditures	Q4 Expenditures	FY Expenditures	FY Balance
Fiscal Year 2023-2024							
(Unaudited)							
BOE Operating Budget	\$53,159,164	\$9,326,351	\$15,285,297	\$11,865,416	\$16,650,895	\$53,127,960	\$31,204
Facilities Budget	\$463,880	\$227,991	\$128,987	\$114,799	-\$7,898	\$463,880	\$0

Note: Funds were utilized from the BOE Operating Budget in 4Q

Fiscal Year 2024-2025							
(Unaudited)							
BOE Operating Budget	\$54,751,132	\$9,424,548				\$9,424,548	\$45,326,584
Facilities Budget	\$526,017	\$206,267				\$206,267	\$319,750