

Bethel Board of Education Regular Meeting

Thursday, March 27, 2025 7:00 PM

Board of Education Conference Room E, Live Stream:

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

1. Call to Order	Speaker (s) : Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
2. Board Recognition/A Salute to Excellence	
2.A. CABE Board Member Appreciation Month	Speaker (s) : Christine Carver
2.B. Gifts, Grants, & Bequests	
3. Consent Calendar	Speaker (s) : Policy 9326
3.A. Approval of Minutes	
3.A.1. February 20, 2025	
4. Correspondence	Speaker (s) : Policy 9326
5. Public Comment (Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	Speaker (s) : Policy 9326
6. Administrative/Board Member Update	Speaker (s) : Policy 9326
6.A. Board Chairperson Update	
6.B. Administrative Update	
6.B.1. 2024-2025 BOE District Data Sheet	
7. Reports to the Board	
7.A. Curriculum, Assessment, & Professional Practices	
7.A.1. Science	
7.A.1.a. Physics 43 and Science Research Curriculum	Speaker (s) : Dr. Brooks
7.A.2. CTE	
7.A.2.a. Python 1 and Python 2 Curriculum	Speaker (s) : Dr.

7.A.2.b. Business, Marketing, Accounting
1, Technological Design, and CAD

Brooks

Speaker(s): Dr.
Brooks

8. Action Items

8.A. 2025-2026 School Calendar - Approval

Speaker(s): Christine
Carver

8.B. 2026-2027 School Calendar - Accept Draft

9. Recommended Executive Session

9.A. CT General Statues 1-210(b)(9) - Negotiations -
Bethel Administrators' Association

9.B. CT General Statues 1-210(b)(9) - Negotiations -
Teamsters Local Union No. 677, Bethel Custodians

9.C. CT General Statues 1-210(b)(9) - School Nurses'
Association of Bethel

10. Adjourn

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, February 20, 2025, 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, J. Variale

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

Board Members Attendance:

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

- Bethel High School has won the January 2025 Monthly Award for FAFSA Completion.
- Congratulations to the BHS Boys' Indoor Track Team for winning the SWC's.

2.A. Gifts, Grants, & Bequests

Grants

Districtwide

- State and Local Cybersecurity Grant Program (SLCGP) Subaward

Gifts

Berry School

- Magnetic Construction Set, \$19.99, Caryn Schajer, Bethel, CT

3. Consent Calendar

3.A. Approval of Minutes

3.A.1. January 16, 2025

Move to approve the minutes of January 16, 2025. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jen Larsen:	Abstain
Mrs. Courtney Martin:	Abstain
Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mr. Jeffrey Spies:	Yea

3.A.2. January 30, 2025

Move to approve the minutes of January 30, 2025. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

3.A.3. February 4, 2025

Move to approve the minutes of February 4, 2025. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Mr. Jeffrey Spies:	Abstain
Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea

3.A.4. February 6, 2025

Move to approve the minutes of February 6, 2025. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Courtney Martin:	Abstain
Mr. Jeffrey Spies:	Abstain

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea

3.A.5. February 11, 2025

Move to approve the minutes of February 11, 2025. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jennifer Ackerman.

Mr. Scott Clayton:	Abstain
Mr. Jeffrey Spies:	Abstain
Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea

4. Correspondence

- Bethel CT Public Schools Mail - Re_ Removal of DEI programming in Bethel Public Schools - M. Paulsen
- Bethel CT Public Schools Mail - Rockwell Art Show - March 27th 4_30- 6_30 - B. Kearney

5. Public Comment

None.

6. Administrative/Board Member Update

6.A. Board Chairperson Update

Mr. Clayton spoke to the Board about CABA's budget update, Excess costs, IDEA funds, and a Marshall Memo article regarding negative posts on social media.

6.B. Administrative Update

Dr. Carver spoke to the Board about the "Dear Colleague" letter from the Office of Civil Rights, the hiring plan and "DEI", teacher recruitment, executive orders article, and non-renewals. Dr. Carver reviewed the non-renewal process with the Board. Teachers need to be notified by April. She spoke about excess costs. There is good news, the state will add \$40 million to the budget for this year.

6.B.1. Class of 2025 Graduation Date (Pending BOE approval on or after April 1st.)

Dr. Carver spoke to the Board about the Class of 2025's graduation date. State statute allows a Board of Education to formally set graduation on or after April 1st. The Administration is recommending Friday, June 13, 2025, as the Graduation Date on Ralph DeSantis Field at 6 PM. Saturday, June 14, 2025, is the rain date. The tentative last day for students will be June 13, 2025 (half-day). The Board will be asked to vote to approve the graduation date at its regular meeting in April.

6.B.2. 2024-2025 BOE District Data Sheet

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

7. Reports to the Board

7.A. Policy

7.A.1. Regulation 5145.42 - TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

Dr. Carver informed the Board we are required to have the 2020 edition of the Title IX policy/regulation due to a recent court decision and we are required to implement it now.

7.A.2. First Reading

7.A.2.a. Policy/ Regulation 4118.51 - Employee Use of Social Media

Move to accept Policy/Regulation 4118.51 - Employee Use of Social Media for a first reading. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.2.b. Policy 4152.6 - Family Medical Leave

Move to accept Policy 4152.6 - Family Medical Leave for a first reading. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.2.c. Policy/Regulation 2232 - Retention and Disposition of Records and Information

Move to accept Policy/Regulation 2232 - Retention and Disposition of Records and Information for a first reading. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.2.d. Policy 5145.42 Policy Regarding Title IX of the Education Amendments of 1972 Prohibition of Sex Discrimination and Sexual Harassment

Move to accept Policy 5145.42 Policy Regarding Title IX of the Education Amendments of 1972 Prohibition of Sex Discrimination and Sexual Harassment (Students) for a first reading. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.3. Second Reading/Approval

7.A.3.a. Policy/Regulation 6146 - Graduation Requirements

Move to approve Policy and Regulation 6146 - Graduation Requirements. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea

Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.3.b. Policy 6172 - Alternative Education

Move to approve Policy 6172 - Alternative Education. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.3.c. Policy 4117 - Employee Discipline

Move to delete Policy 4117, Employee Discipline. Passed with a motion by Mrs. Jen Larsen and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.3.d. Policy/Regulation 4122 - Student Teachers

Move to approve Policy and Regulation 4122 - Student Teachers. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.3.e. Policy 4124 - Summer Teaching

Move to delete Policy 4124 - Summer Teaching. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

7.A.3.f. Policy 4118.232 - Weapons and Dangerous Instruments

Move to approve Policy 4118.232 - Weapons and Dangerous Instruments. Passed with a motion by Mrs. Jen Larsen and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

8. Recommended Executive Session

Move to enter into Executive Session at 7:47 PM for BAA negotiations, inviting in Dr. Carver. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

8.A. CT General Statues 1-210(b)(9) Negotiations - Bethel Administrators' Negotiations

Move to come out of Executive Session at 8:09 PM. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea

Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

Move to approve the Memorandum of Agreement between the Board of Education and the Bethel Administrators' Association. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

Move to approve/accept the dollar amount of \$59,377,489, including additional reduction of \$50,000 from the Memorandum of Agreement. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

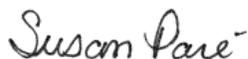
Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

9. Adjourn

Move to adjourn at 8:11 PM. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Jeffrey Spies:	Yea

Respectfully submitted,



Susan Pare
Board Recorder



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

Anti-bullying program eliminated?

cyndiemcguire <cyndiemcguire@comcast.net>

Wed, Mar 5, 2025 at 9:24 AM

To: boe@bethel.k12.ct.us

Dear Members,

It has come to my attention that the Bethel public schools apparently abruptly cancelled their anti bullying because of "DEI conformity" It seems very last minute, all the work and training was in place and then the rug was pulled out from under the kids and faculty involved. Is this true?

I looked back through the Boe minutes and I see some mention of this being discussed at the end of February but no details on the discussion.

Canceling anti-bullying education because we are being bullied is more than just ironic. It is obeying in advance out of fear of what might happen instead of standing up for what is right. Female, non-white, non-christian, less able bodied students deserve better.

Can someone help me understand what is happening?

Thanks,
Cyndie McGuire

Sent from my T-Mobile 4G LTE Device

RECEIVED

MAR 11 2025

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Dear Members of the Bethel Board of Education,

We, the kindergarten teachers and residents of Bethel, are writing to express our strong support for retaining our Kindergarten Para Educators, who we believe should be rightfully renamed **Early Intervention Instructional Paraeducators** to more accurately reflect the critical role they play in our schools.

Twelve years ago, their responsibilities primarily included preparing materials, organizing folders, and assisting with classroom tasks. However, under the leadership of Trish, their role has evolved dramatically to meet the growing and changing needs of our students. We know firsthand the immense benefits. With an increasing number of students requiring intervention and a rise in English Language Learners, every minute of their schedule has been maximized for small-group instruction and intervention support.

Each week, our kindergarten team collaborates to design targeted small-group instruction, which our paraeducators implement to reinforce foundational skills. These structured groups have become essential in supporting students who might otherwise struggle without intervention. Over the years, our reading intervention staff has been significantly reduced—from two full-time reading specialists and two reading paraeducators to just 1.5 reading specialists and one paraeducator. The instructional kindergarten paras have filled this gap, providing daily literacy and math interventions that prevent more students from being referred to Tier 2 intervention services later in the year. They have not only filled the gap, but also addressed the needs of students who still require additional support, but did not meet the criteria for intervention as there are only so many spots available.

Beyond academics, these paraeducators play a vital role in building relationships and fostering a sense of belonging for our youngest learners. Kindergarten is a pivotal year in a child's educational journey, and feeling connected to a trusted adult can make all the difference in their confidence, emotional regulation, and readiness to learn. Our paraeducators are not only present in the classroom, but also during recess, transitions, and other key moments of the day, ensuring that our students feel safe, supported, and engaged.

Additionally, under Trish's guidance, our kindergarten paraeducators have been leveraged to support first-grade writing instruction during kindergarten specials. They work directly with students who need reinforcement, including ELL learners and those with skill gaps, ensuring that students in first grade have a stronger foundation in literacy.

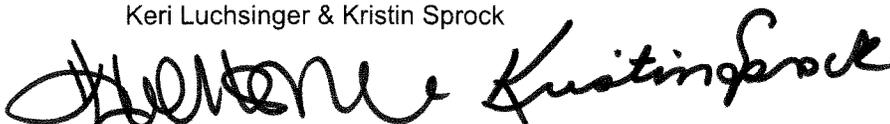
We urge you to recognize the indispensable role that our Early Intervention Instructional Kindergarten Paraeducators play in supporting our youngest students and ensuring their success. Cutting these positions would deeply impact both academic outcomes and student well-being. We ask that you consider not only keeping these positions intact, but also acknowledging their true purpose with an appropriate job title.

Thank you for your time and consideration.

Sincerely,

Kindergarten Teachers & Bethel Residents,

Keri Luchsinger & Kristin Sprock





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

Education budget

Kimberly Rissolo <kimberlyfolli@gmail.com>

Fri, Mar 14, 2025 at 12:45 PM

To: budget@bethel-ct.gov

Bcc: boe@bethel.k12.ct.us

To Whom It May Concern:

I am in support of our schools and the proposed budget that Dr. Carver laid out at the beginning of this budget cycle. While understanding it's a high increase, it is imperative for our school district and ultimately, our community as a whole.

At least \$500,000 should be restored back into the Education budget.

Thank you for your time.

Sincerely,

Kimberly Rissolo

10 Quaker Ridge Rd, Bethel, CT 06801



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

Rockwell School Cafeteria

4 messages

Kurt LeBaron Schmitt <kschmitt@cusa.canon.com>
To: "CarverC@Bethel.K12.ct.us" <CarverC@bethel.k12.ct.us>
Cc: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Sun, Mar 16, 2025 at 9:15 AM

Hi Christine,

I would like to schedule an in person meeting with you as soon as possible to discuss what is going on inside the Rockwell School cafeteria. Please let me know what day and time works the best? Thank you.

All the best,

Kurt Schmitt



Kurt LeBaron Schmitt
Sr. Account Executive
Display Graphics – Large Format Solutions

Canon U.S.A., Inc.
[1133 Westchester Avenue](https://www.usa.canon.com)
White Plains, NY 10604
www.usa.canon.com
kschmitt@cusa.canon.com

C 480.202.0212



[CLICK HERE TO DISCOVER MORE >>](#)

Carver, Christine <carverc@bethel.k12.ct.us>
To: Kurt LeBaron Schmitt <kschmitt@cusa.canon.com>, Susan Pare <pares@bethel.k12.ct.us>, Trisha Soucy <soucyt@bethel.k12.ct.us>
Cc: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Sun, Mar 16, 2025 at 9:35 AM

Good morning

I'm happy to set something up. Please know that another parent made Ms. Soucy aware of the issue and she will be addressing it immediately. Nonetheless, if you would like to meet, more than happy to do so. Susan Pare will be happy

to set something up.

Christine Carver, Ed. D.
Superintendent of the Bethel Public Schools
1 School Street
Bethel, CT 06801
(203)794-8610

[Quoted text hidden]

Kurt Lebaron Schmitt <kschmitt@cusa.canon.com>

Sun, Mar 16, 2025 at 10:29 AM

To: "Carver, Christine" <carverc@bethel.k12.ct.us>, Susan Pare <pares@bethel.k12.ct.us>, Trisha Soucy
<soucyt@bethel.k12.ct.us>

Cc: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Yes – let’s go ahead and set up a meeting . Thank you.

All the best,

Kurt



Kurt LeBaron Schmitt
Sr. Account Executive
Display Graphics – Large Format Solutions

Canon U.S.A., Inc.
[1133 Westchester Avenue](https://www.usa.canon.com)
White Plains, NY 10604
www.usa.canon.com
kschmitt@cusa.canon.com

C 480.202.0212



From: Carver, Christine <carverc@bethel.k12.ct.us>
Sent: Sunday, March 16, 2025 9:36 AM
To: Kurt Lebaron Schmitt <kschmitt@cusa.canon.com>; Susan Pare <pares@bethel.k12.ct.us>; Trisha Soucy <soucyt@bethel.k12.ct.us>
Cc: boe@bethel.k12.ct.us
Subject: Re: Rockwell School Cafeteria

Email was not sent from a Canon Network!

[Quoted text hidden]

Pare, Susan <pares@bethel.k12.ct.us> Mon, Mar 17, 2025 at 9:37 AM
To: Kurt Lebaron Schmitt <kschmitt@cusa.canon.com>
Cc: "Carver, Christine" <carverc@bethel.k12.ct.us>, Trisha Soucy <soucyt@bethel.k12.ct.us>, "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Good morning,
Dr. Carver is available on Wednesday, at 9 AM. Does that work for you?

[Quoted text hidden]

--

Susan

Susan Paré

Executive Assistant to the Superintendent of Schools

Bethel Board of Education

P.O. Box 253

[1 School Street](#)

[Bethel, CT 06801](#)

Phone: [203.794.8601](tel:203.794.8601)

Fax: [203.794.8723](tel:203.794.8723)

pares@bethel.k12.ct.us

www.bethel.k12.ct.us





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

Fwd: Rockwell School Cafe

1 message

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

Mon, Mar 17, 2025 at 11:49 AM

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



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

From: **Kurt LeBaron Schmitt** <kschmitt@cusa.canon.com>
Date: Mon, Mar 17, 2025 at 11:05 AM
Subject: RE: Rockwell School Cafe
To: Soucy, Trisha <soucyt@bethel.k12.ct.us>, Christine Carver <carverc@bethel.k12.ct.us>

Hi Trish,

Thank you for the email and for all the detail. After reading your response – a meeting is no longer needed and I have a much better feeling about this entire ordeal now. Thank you for addressing the issue and the email.

All the best,

Kurt



Kurt LeBaron Schmitt
Sr. Account Executive
Display Graphics – Large Format Solutions

Canon U.S.A., Inc.
1133 Westchester Avenue

White Plains, NY 10604
www.usa.canon.com
kschmitt@cusa.canon.com

C 480.202.0212



From: Soucy, Trisha <soucyt@bethel.k12.ct.us>

Sent: Monday, March 17, 2025 9:42 AM

To: Kurt Lebaron Schmitt <kschmitt@cusa.canon.com>; Christine Carver <carverc@bethel.k12.ct.us>

Subject: Rockwell School Cafe

Email was not sent from a Canon Network!

Dear Mr. Schmitt,

I was copied on your email and meeting request. I am happy to meet with you and Dr. Carver. However, prior to the meeting I wanted to be sure you were aware of the information below.

Prior to speaking with my staff today, my understanding was that students were asked on one occasion at the end of lunch to briefly put their heads down for less than a minute to regain focus. This occurred after several students were banging on tables and throwing food. Despite multiple reminders, the behavior continued, and the lunch monitors needed to quickly get everyone's attention to reinforce that throwing food is not allowed and to provide clean-up directions.

After further discussion with my staff, I have learned that students were asked to put their heads down a few more times in the last minutes of lunch to help regain quiet and calm so that clean-up directions could be provided. Again, this was not intended as a punishment but as a means to effectively communicate instructions.

Moving forward, students will not be asked to put their heads down during lunch. Lunch should be a positive and social time for our students, and I will be working with our team to ensure that behavior expectations are reinforced in a way that aligns with that goal.

I will be present at lunches today and will continue to attend them moving forward to ensure a smooth and positive environment for all students.

Best,
Trish

--

Trisha Soucy

Principal

Anna H. Rockwell School

[400 Whittlesey Drive](#)

[Bethel, CT 06801](#)

Lisa Davenport
4 Budd Dr
Bethel, Ct 06801
Laruddy7@gmail.com
203-395-5977

Board of Education
Bethel Public Schools
1 School St
Bethel, Ct 06801

Bethel Board of Finance
1 School St
Bethel, Ct 06801

Town of Bethel
1 School St
Bethel, Ct 06801

Dear Members of the Board of Education, Board of Finance and Elected Town Officials,

I am writing to voice my serious concerns regarding the potential proposed budget cuts including perhaps the reduction of school nurses serving our district. With 3,282 students across our schools, the need for adequate nursing staff has never been more crucial. As our student population has increased, so has the complexity of the medical issues our students face, which requires skilled nursing care.

Since the start of this academic school year, there were 15,798 visits to the district health offices. This number does NOT include the 5,284 medication/treatment administrations or the 3,253 state mandated screenings. These numbers also do not include St. Mary School which we also provide nursing services to. The number of visits, along with the increased health needs of our students, illustrates that the current nurse-to-student ratio is already stretched thin. Reducing the number of nurses in this environment will exacerbate the challenges faced by our school health staff and put our students at risk.

The volume of students and their complex medical issues cannot safely be managed if nursing positions are reduced. Should this reduction take place and multiple nurses are absent due to illness, family leave or attendance at professional conferences, the potential exists for no nursing coverage at a school. This would be a dangerous scenario, as each school has students who require the care of a registered nurse; these students cannot be legally medically serviced by anyone else.

Furthermore, the absence of a full nursing staff would expose the district to liability concerns. If a medical emergency were to occur and proper care were unavailable due to understaffing, the consequences could be severe for both the student and the district.

I urge the Board of Education, Board of Finance and the Elected Town Officials of Bethel to reconsider these budget cuts to our schools including the potential reduction of school nurses. Maintaining the current number of nurses is essential to ensuring the health and safety of our students. Reducing this vital service could have serious repercussions for our students' well-being.

Thank you for your time and consideration. I trust you will prioritize the health, safety, and future success of our students as you move forward with these important budget decisions.

Sincerely,
Lisa Davenport



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

Proposed Budget Cuts

1 message

Kerri Poklemba <kerripoklemba@gmail.com>
To: "budget@bethel-ct.gov" <budget@bethel-ct.gov>
Cc: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Wed, Mar 19, 2025 at 10:06 PM

March 19, 2025

Dear Bethel Board of Finance,

I am writing as a concerned member of our community who wears several hats: I am a parent, local realtor, coach, early childhood educator in a neighboring school district, and Bethel resident of 42 years. As someone who is deeply invested in the well-being and future of our students, I am gravely concerned about the proposed educational budget cuts to the full-day preschool program, Art and Music programs, high school sports, and teacher positions within our district. These cuts are not just financial decisions, they are decisions that will impact the educational opportunities, personal growth, and long-term success of the children in our community.

As an early elementary educator, I want to highlight the critical importance of full-day preschool. Full-day preschool programs provide young children with an invaluable foundation in their social, emotional, and cognitive development. These early years are crucial in setting the stage for academic success and well-being later in life. Full-day preschool ensures that children are better prepared for Kindergarten and the rest of their academic careers. By providing more time for learning, full-day programs allow for more focused instruction in critical areas like reading, math, and problem-solving. I know first hand that children who attend full-day preschool are better equipped to handle the academic demands of elementary school and are more likely to thrive in future academic settings. My daughter is reaping the benefits of the current Circle of Friends full-day program. She is taught Heggerty and Foundations daily, which has helped her develop exceptional phonological awareness skills, an essential foundation for reading and writing. When the proposed budget cuts were announced, many families in our community, including myself, started exploring full-day preschool options outside of our town. I would love for my 3 year old daughter to connect with her community peers, get to know the Bethel School buildings, and become familiar with the teachers next year. However, if a full-day preschool program is not available, I will be forced to enroll her in the neighboring district where I work, which does offer a full-day preschool program. It would be truly unfortunate if our community falls behind surrounding towns in offering these crucial services. The benefits of a strong early education are immeasurable and I firmly believe that every child in Bethel deserves the best possible start in life.

As both a teacher and coach, I can attest to the immense benefits of high school sports. For me, playing high school sports at Bethel was a transformative experience that shaped the person I am today. Through soccer, basketball, and track, I learned about discipline, teamwork, leadership,

and resilience—skills that have not only contributed to my success as a player and member of the Bethel High School's Hall of Fame, but have shaped my career as a teacher and coach. In fact, it was through Bethel High School sports that I had the opportunity to play soccer in college, an experience that helped me earn a scholarship and eased my financial burden, shaped my identity, and set me on the path to becoming a teacher and coach just like the ones that had a profound impact on me. High school sports programs provide students with the opportunity to be active, build friendships, stay out of trouble, and take pride in their school community. They offer a sense of belonging, foster valuable life skills, and inspire personal and academic growth. I know you have seen how the community rallied around all of the success that the sports programs have had this year. They have achieved that success thanks to the freshman and junior varsity programs that they have come up through. Reducing or eliminating funding for high school sports would not only hurt our athletes but also our entire student body, as the school spirit and sense of community these programs generate are invaluable.

Additionally, I can not stress enough how essential Music and Art education are in developing well-rounded individuals. These programs foster creativity, critical thinking, and emotional expression, which are skills that serve students well in all areas of life. The Arts encourage students to think critically, solve problems, and express themselves in unique and meaningful ways. Students learn to explore different perspectives and approach challenges with innovative solutions. Furthermore, studies have shown that students involved in the arts perform better academically and socially. Many students who may not thrive in traditional subjects often find success and purpose in the creative arts, which can help them develop a sense of accomplishment and boost their self-esteem. Students who are involved in Music or Art programs frequently go on to pursue higher education in these fields or enter creative professions. Cutting these programs would deprive students of opportunities that could shape their futures and contribute to their personal growth. Music and Art are not just "extras" in the curriculum, they are integral to producing thoughtful and emotionally intelligent individuals. Each day, when my 5 year old daughter gets home from school, the very first thing she says is something amazing about her "specials" (Music, Art, P.E., Library, and Computers). Fortunately, this year she has the opportunity in preschool to attend Music and Art both once a week. If cuts are made to these programs, I worry that her excitement and joy for school will dissipate.

Moreover, I am deeply concerned about the potential for teacher cuts within our district. The impact of reducing the number of teachers goes beyond just class sizes. It affects the quality of education that we are able to provide to our students. With fewer teachers, we risk overburdening remaining staff, diminishing the individual attention students receive, and compromising the quality of instruction. It would undermine the ability of our schools to meet the diverse needs of our students, and ultimately, their ability to succeed. My children are a part of this school system, and as a parent, I would much rather see them educated within the Bethel School District, where they live and can connect with their peers than have to move them to the district where I work, simply because that district allocates more funding per pupil and offers a lower teacher-to-student ratio than Bethel currently does. The reduction of teacher positions would have a negative impact on our students and the quality of education that they receive, which my tax money pays for. Teachers are

the backbone of any school system and we cannot afford to lose qualified, passionate educators who are committed to our students' success.

As a local realtor, I also understand the broader implications of these proposed cuts. Strong educational programs are one of the key factors that attract families to our community, as I am constantly asked this question by clients. High-quality education, supported by dedicated teachers and enriched with Music, Art, preschool, and robust sports programs, play a crucial role in our town's appeal. These offerings make our community an attractive place for families who are seeking a well-rounded education for their children. Cuts to these programs could lead to a decline in property values and make our community less appealing to families. By maintaining and enhancing these educational opportunities, we can ensure that our town remains a desirable place to live. This is precisely why I chose Bethel as the place to raise my family.

I strongly urge you to reconsider these proposed budget cuts. The decisions we make today will shape the future of our students, our community, and the next generation of leaders, educators, and athletes. Let us invest in our children's future now and ensure that these vital programs remain in place to support their growth and development. Although the children in our community may not have a voice in this matter, we, as responsible citizens, do. It is our duty to make the right decisions for their future, we owe it to them...

Sincerely,

Kerri Kaylor Poklemba

[7 Kellogg Street](#)

[Bethel, CT 06801](#)

 **Bethel Budget Letter.pdf**
65K



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

The Critical Importance of Full-Day Preschool for Circle of Friends

1 message

Jeanette Bartek <jeanettebartek13@gmail.com>

Wed, Mar 19, 2025 at 8:59 PM

To: budget@bethel-ct.gov

Cc: boe@bethel.k12.ct.us

Dear Bethel Board of Finance,

I hope this message finds you well. I am writing to express my concern regarding the proposed cuts to the full-day preschool program in the upcoming school budget. As an advocate for early childhood education, I believe it is essential to highlight the profound impact that full-day preschool has on both the development of children and the future success of our community.

Research consistently shows that early childhood education plays a pivotal role in shaping a child's cognitive, social, and emotional development. Full-day preschool programs offer an enriched learning environment where young children have the opportunity to engage in a variety of activities that foster creativity, critical thinking, and foundational academic skills. Moreover, these programs help children develop strong social skills by interacting with peers and learning how to work collaboratively, an essential part of their personal growth.

In addition to the developmental benefits for children, full-day preschool programs are particularly crucial for working parents. For many families, full-day care is not only a valuable educational experience for their children but also a necessary support that allows parents to balance work and family responsibilities. Without access to these programs, families may face significant challenges, particularly for those with limited resources or alternative childcare options.

Furthermore, studies have shown that children who attend high-quality early education programs are more likely to perform better in school, graduate on time, and even have higher earning potential as adults. Cutting this vital service could potentially widen the achievement gap, disproportionately affecting children from low-income backgrounds, who rely on public education programs to level the playing field.

While we all face difficult budgetary decisions, the long-term benefits of maintaining full-day preschool far outweigh the short-term savings. The investment in our youngest

learners is an investment in the future of our community—creating a foundation for success, reducing societal inequities, and promoting economic growth.

I urge you to consider the far-reaching consequences of eliminating or reducing funding for full-day preschool and advocate for its continued support in the school budget. Thank you for your attention to this critical matter. I am hopeful that together we can ensure every child has the opportunity to begin their educational journey on the best possible footing.

Warm regards,

Jeanette Kurtz

152 Nashville Road

Bethel, CT 06801



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

Support our Education Budget

1 message

Amy Beth <abcrumb@gmail.com>

Wed, Mar 19, 2025 at 7:34 PM

To: budget@bethel-ct.gov, boe@bethel.k12.ct.us

To Whom It May Concern:

I am in support of our schools and the proposed budget that Dr. Carver laid out at the beginning of this budget cycle. While understanding it's a high increase, it is imperative for our school district and, ultimately, our community as a whole.

At least \$500,000 should be restored back into the Education budget.

Thank you for your time.

Sincerely,

Amy Crumb
0B Knollwood Drive,
Bethel, CT 06801

Amy Crumb
(203) 253-3348
abcrumb@gmail.com



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

Support for proposed school budget

1 message

Jenilee Varian <jvarian1118@yahoo.com>

Wed, Mar 19, 2025 at 6:23 PM

To: budget@bethel-ct.gov

Cc: boe@bethel.k12.ct.us

To Whom it May Concern,

I want to express my support of our schools and the proposed budget by Dr. Carver that was laid out at the beginning of this budget cycle. While I understand that the increase is significant, it is essential to ensure that our children, teachers, and staff members receive the resources they need. The proposed cuts to our school programs would be devastating for our children. My children, who are currently in Bethel Middle School, look forward to their chorus and orchestra classes which they have been a part of since 4th grade. Not only have they learned to read notes and play an instrument, but they have also learned to collaborate with their peers and to persevere through challenges. I firmly believe that at least \$500,000 should be restored to the Education budget.

Thank you for your attention to this important matter.

Best regards,
Jenilee Valencia

15 Hoyt Rd

Bethel, CT 06801

Sent from my iPhone



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

Input to public hearing because cannot make it in person as planned

1 message

cyndiemcguire <cyndiemcguire@comcast.net>
To: budget@bethel-ct.gov, varialej@bethel.k12.ct.us
Cc: boe@bethel.k12.ct.us

Wed, Mar 19, 2025 at 5:03 PM

Board of Finance, Board of Education, Dr Carver,
Here is where I stand. I believe education is fundamental to success for the kids and the health of our town. We have fantastic superintendents and teachers and are privileged to have high performing schools. I can not support going backwards. You and the staff have worked too hard to get us to this point.

I will not vote to support a school budget that provides less services than we currently have.

I will not support a budget that removes a school counselor when we have an epidemic of mental health issues with kids. Current counselors are straining to support the kids so cutting counselors is not the right move.

I will not vote for a budget that removes physical education for students.

I will not vote for a budget that removes art and music, as if these are less important than reading/writing.

I will not support a budget that cancels programs in this current school year and in this next budget because of fears of Federal DEI funding threats. If we don't stand up for the kids, who will? What you are doing is obeying in advance instead of fighting back against obvious unconstitutional threats. You will not win with this approach.

What will be next? Will girls science and stem programs be canceled? Will you whitewash history and remove the contributions of women and people of color? Will you remove lgbt material, clubs, books? Will the Diary of Ann Frank be banned?

Many schools are receiving FOI requests for curriculum and books.

Has Bethel?

What has been the result?

We deserve transparency in what is happening so we can have your back and fight the removal of things they claim are DEI. Diversity is here and not going anywhere. Equality is the foundation of our democracy. And Inclusion is fundamental to a successful society. No one should be left behind.

Some superintendents have written public letters to their staff and the community committing to follow the state laws with respect to DEI and asserting their commitment to continue all programs.

Will you Dr Carver commit to writing a similar letter?

Here is an example of a letter written by another superintendent:

"Dear (name of district) School Community:

On January 29, 2025, the White House issued an Executive Order entitled "Ending Radical Indoctrination of K-12 Schools." The Order calls into question equity work in schools, and it undermines our ability to support all individuals, including LGBTQ+ youth and educators in our school community.

To our students, staff, parents, and caregivers who are feeling frightened right now, know that we stand with you. In (OUR DISTRICT), diversity, equity, inclusion, and accessibility efforts have been the cornerstone of our educational plan. Here in our district, children are taught to think for themselves.

It is important for students, families and staff to know that nothing has changed with respect to the laws in OUR STATE. STATE LAW states that "no person shall be excluded from or discriminated against in admission to a public school of any

town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.”

We are offering the following guidance in hopes that it will provide an added layer of safety and security for all members of our school community.

Staff members, please feel free to share this message with students, staff, parents/caregivers who reach out with concerns. If you need additional support or assistance in any way, please contact your building administrator, district leadership, or the superintendent’s office.

Nothing has changed in our schools and educators should continue their inclusive practices.

Children whose identities are affirmed feel safer in schools. The safety and security of our children remains a top priority.

All staff members should continue with their current practices in their classrooms with respect to gender identity.

Our diversity, equity, and inclusion and PK-12 work in (name of) Schools will carry on, and we will continue to prioritize DEI professional learning experiences.

In NAME OF Public Schools, we are committed to our diversity, equity, and inclusion efforts. We are dedicated to working toward mutual understanding of all cultures, backgrounds, identities, ideas, beliefs, learning styles, and abilities that are different from our own. We recognize that everyone brings unique skills, perspectives, and experiences. Together, we will continue to create a safe and supportive learning environment where everyone is honored and respected."

Let us band together, perhaps with other CT school districts, and fight back against the real problem: the insurance companies and the CT state government not fully funding mandates.

The only budget I will support is one that, at a minimum, maintains the same level of services the students and staff currently have.

Cyndie McGuire
34 Redwood Drive
Cyndiemcguire@comcast.net
203-770-5487

Sent from my T-Mobile 4G LTE Device



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

Protecting arts education in Bethel Public Schools - from a former student

1 message

Isabel Tipton-Krispin <isabel@nashvilleshakes.org>

Wed, Mar 19, 2025 at 1:21 PM

To: boe@bethel.k12.ct.us, firstselectman@bethel-ct.gov, varialej@bethel.k12.ct.us, churchhillm@bethel-ct.gov

Dear First Selectman Carter, members of the Bethel Board of Education, and others,

I am writing to express my deep concern regarding the proposed cuts to music and theater programs in Bethel Public Schools. As a 2011 graduate of Bethel High School, I can confidently say that my experiences in these programs shaped the trajectory of my life and career.

During my time at Bethel, I participated in Concert Choir, Chamber Singers, Acappella Group, Tri-M, Show Choir, and many theatrical productions. Mrs. Neville, my choir teacher, was an incredibly formative influence. The skills I developed - creativity, teamwork, and confidence - were pivotal to my artistic growth and professional success.

The foundation I built in Bethel's arts programs led me to pursue a Bachelor of Arts in Theatre at the University of Tennessee and a graduate certificate in Arts Administration from UConn. Since then, I've worked with the Knoxville Symphony Orchestra, Nashville Ballet, and now serve as the Executive Director of the Nashville Shakespeare Festival. None of this would have been possible without the opportunities I received through Bethel's arts programs.

Cutting these programs would limit students' ability to explore their creative potential and develop essential life skills like critical thinking, collaboration, and public speaking. The arts build confidence and foster belonging. It is an absolutely essential part of the educational formation of young people. I also think of all the students who might not have the opportunities that I had and how that would shape their future lives and careers. I now have made Nashville my home, both my husband and I have full-time jobs at professional theaters, we own a home, and recently welcomed our first child. This is due in part to the arts education I got at Bethel Public Schools.

I urge you to reconsider these cuts and explore alternative solutions to preserve these vital programs. The investment in arts education is an investment in the future of the Bethel community.

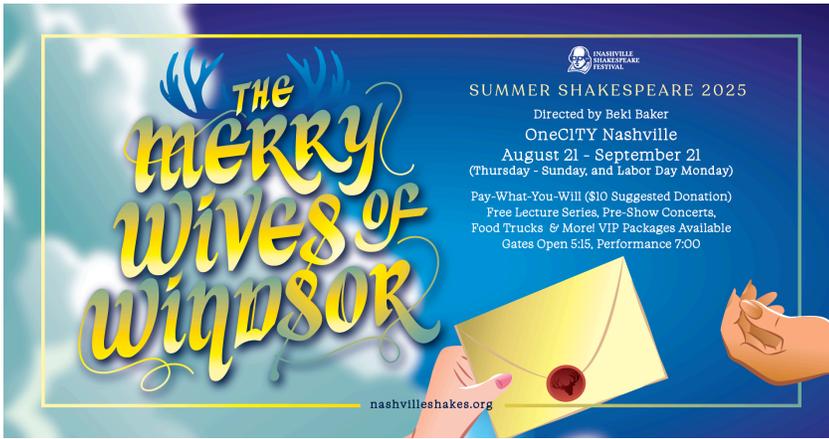
Thank you for your time and consideration. Please reach out to me if you want to hear more about my experience or have any questions.

Sincerely,
Isabel Tipton-Krispin
Executive Director, Nashville Shakespeare Festival
Bethel High School Class of 2011

P.S. I wasn't sure if I was sending to the proper groups since I no longer live in Bethel. My apologies if I sent it to anyone who isn't involved. If so, please forward my message to whoever might want to see it.

--

Isabel Tipton-Krispin (she/her/hers)
Executive Director
The Nashville Shakespeare Festival
<https://nashvilleshakes.org/>
(615) 255-2273 ext. 6



"All the world's a stage" and right now, my role is equal parts new mom and working professional! You may receive emails from me outside NSF business hours. Please don't feel obligated to respond outside your normal working hours - your immediate response is not expected.



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

Bethel School Budget

1 message

Magdalena Emrick <magdalinka@gmail.com>

Wed, Mar 19, 2025 at 11:43 AM

To: budget@bethel-ct.gov

Cc: boe@bethel.k12.ct.us

Hello,

I am writing to let you know that I am strongly in support of our schools and the proposed budget that Dr. Carver laid out at the beginning of this budget cycle. While understanding it's a high increase, it is imperative for our school district and, ultimately, our community as a whole.

Bethel public schools are a reflection of the community. Good schools are one of the main reasons families come to Bethel. My family is an example and I know many many more. If the quality of your education starts going down, it WILL create a cascade effect in making Bethel a less desirable place to be.

Our students can't afford missing out on great opportunities that can be considered almost necessities in today's world such as the Elementary Music Strings Program, Elementary Specials, Middle School Athletics, Freshman Sports, High School NJROTC, Band, Guard, Music, Theater & Activities.

We can't afford significantly reduced tutoring, programs and mental health services nor professional development for teachers.

The parent community demands that the proposed budget be accepted and funds allocated back into the Education budget.

Thank you,

Magdalena Emrick

40 Wolfpits Rd, Bethel, CT 06801

Magdalena



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

Schools Budget

1 message

Zizette Wahba <zizette@gmail.com>

Wed, Mar 19, 2025 at 10:29 AM

To: "budget@bethel-ct.gov" <budget@bethel-ct.gov>

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

Hello,

I am writing to let you know that I am in support of our schools and the proposed budget that Dr. Carver laid out at the beginning of this budget cycle. While understanding it's a high increase, it is imperative for our school district and, ultimately, our community as a whole.

Our students can't afford missing out on great opportunities that can be considered almost necessities in today's world such as the Elementary Music Strings Program, Elementary Specials, Middle School Athletics, Freshman Sports, High School NJROTC, Band, Guard, Music, Theater & Activities.

We can't afford significantly reduced tutoring, programs and mental health services nor professional development for teachers.

At least \$500,000 should be restored back into the Education budget.

Thank you,

Zizette Wahba

73 Sunset Hill Rd, Bethel, CT 06801



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

THE BUDGET!! PLEASE READ

Jennifer O'Connor <jenny.oconnor.7311@gmail.com>
To: boe@bethel.k12.ct.us, budget@bethel-ct.gov

Tue, Mar 18, 2025 at 9:13 PM

To Whom it may concern,

The reason people move to Bethel, including myself, is the schools. They are reputable. We lived in a nearby town that was much more affordable - we entered our first child into Kindergarten in the public school - and we were house hunting before she even finished K. We moved to Bethel with hopes that the schools HAVE to be better than what we just experienced. Our house cost double, taxes were double, but it has to be worth it, right? And the answer is, of course it was. We have had a positive experience in the Bethel Public Schools since the day we walked in - first grade. The oldest is now up to 6th grade- so we've had more amazing experience, but there is still so much more ahead. But there's worry. We CANNOT cut teachers. We CANNOT cut activities. We CANNOT cut sports, music, arts, anything. We NEED it all. It is what makes Bethel truly one of the best public schools around. We have an amazing leader, Dr. Carver, followed up with administration that truly cares about the students, and teachers that go above and beyond. Dr. Carver is being forced to make cuts that she doesn't want to do - because just as I said above, Bethel public schools are one of the best. If you make cuts, we will lose teachers that make the schools what they are, we will lose programs that people move to the town for, and sports and activities kids can't wait to be a part of.

And within this awesome town is the Bethel Public Library - that we personally frequent often. We do all the things. We check out books, attend programs, chat with the librarians, and do homework. It is a safe place. Please do not make cuts to the Bethel Public Library.

Thank you for reading.

Jennifer O'Connor
18 Winthrop Road
Bethel, CT 06801



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

Letter regarding public hearing 3/19/25

1 message

Alyssa Schneider <alyssaschneider224@gmail.com>
To: boe@bethel.k12.ct.us, varialej@bethel.k12.ct.us

Tue, Mar 18, 2025 at 10:40 PM

To Whom it May Concern,

My name is Alyssa Schneider and I attended Bethel Public Schools from pre-k until 2017 when I graduated from Bethel High School.

I am writing in regard to the current proposed budget cuts, putting the music education and musical theatre programs at risk.

After graduating from BHS, I attended Montclair State University and received a Bachelor's degree in Music Therapy, graduating magna cum laude. I am now the head of Music Therapy at a hospice company.

My love of and skill in music was fostered and honed in Bethel Public Schools. I would not be the person I am today, personally or professionally, had it not been for the music education and musical theatre programs.

As a Music Therapist I have studied the relationship between music and the brain. This correlates directly to the impact of music education on student performance in other academic areas. Additionally, student involvement in music education has been found to lead to positive psychological outcomes.

I am attaching a few studies for your review:

<https://www.apa.org/news/press/releases/2019/06/music-students-score-better>

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.841204/full>

As an alumni and successful professional in a music related career, I urge you to reconsider potential cuts made to the music education and musical theatre programs at Bethel Public Schools due to the essential nature of arts education, as well as the impact these programs have had on my life and countless others.

Sincerely,

Alyssa Schneider, MT-BC



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

Board of Finance Budget Meeting

1 message

Jocelyn Sedlor <j.sed@hotmail.com>
To: "budget@bethel-ct.gov" <budget@bethel-ct.gov>
Cc: "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>

Tue, Mar 18, 2025 at 7:24 PM

Jocelyn Sedlor
95 Payne Rd
Bethel, CT 06801
j.sed@hotmail.com

Dear Bethel Board of Education, Board of Finance, Board of Selectmen, and other concerned parties,

I hope this letter finds you well. I am writing to express my deep concern regarding the recent proposed school budget, particularly the impact they have on after-school programs and in-school specials. These programs are not just extra activities; they are vital components of our children's education and overall development.

After-school programs provide students with essential opportunities to explore their interests, develop new skills, and engage with their peers in meaningful ways. Many students rely on these programs for safe and constructive environments after school. The friendships and teamwork fostered in these settings have lasting benefits, helping students to build confidence and social skills that are crucial for their futures.

Additionally, in-school specials such as art, music, and physical education play a critical role in creating well-rounded learners. These subjects encourage creativity, critical thinking, and physical health; they also provide students with a break from traditional academics, which is important for maintaining their motivation and enthusiasm for learning. The reduction or elimination of these programs risks diminishing the quality of education and personal growth that our children receive daily.

I understand that budgetary constraints can lead to difficult decisions, and I appreciate the challenges that you face in managing resources effectively. However, I urge you to consider the long-term consequences of these cuts. Investing in our children's education, including maintaining robust after-school programs and school specials, is essential for their success both now and in the future.

I kindly ask that you reconsider these proposed budget cuts and explore alternative solutions that can preserve these important programs. Our children deserve a comprehensive education that includes both academic rigor and creative exploration.

My own children have greatly benefited from many of these programs, and the schools are a large part of why I have decided to stay in Bethel.

Thank you for your time and for your continued commitment to our students and community. I hope everyone can work together to find a solution that supports the needs of all students.

Sincerely,

Jocelyn Sedlor
Concerned parent of 2 Johnson School students



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

Proposed BETHEL EDUCATION BUDGET CUTS

1 message

DAVID Morey <damorey@comcast.net>

Mon, Mar 17, 2025 at 12:13 PM

To: Board of Education <boe@bethel.k12.ct.us>, Finance Committee <budget@bethel-ct.gov>

I am responding to these 4 potential cuts to the school budget:

- STAFF
- ELEMENTARY SPECIALS
- MIDDLE SCHOOL ATHLETICS
- HIGH SCHOOL NJROTC, MUSIC, THEATER, MENTAL HEALTH SERVICES

STAFF:

██████████ a paraprofessional at ██████████. ██████████ assigned to help with kindergarten but is often pulled [because of illnesses] to help with other classes. Sometimes she is asked to be the substitute teacher for a day [you are not paying separately for a substitute teacher on those days.] She has been needed for the BEFORE SCHOOL program as well as the AFTER SCHOOL program. She has even been asked a few times to cover Johnson's AFTER SCHOOL program.

Last week ██████████ talked about the cuts becoming a SAFETY ISSUE. "We're already so short staffed all the time. Yesterday we had a special ed student leave recess unnoticed because we did not have support staff to watch everyone. There will be real consequences if some of these jobs are lost."

ELEMENTARY SPECIALS:

██████████. Although ██████████ enjoys ██████████ teacher and classwork, the delight of ██████████ life is ART. ██████████ can't wait for that special! ██████████ has learned so many art techniques from ██████████ incredibly talented art teacher. It would be a huge blow to ██████████ if the art program were diminished, [as well as gym and music.]

MIDDLE SCHOOL ATHLETICS:

██████████. Although ██████████ is very bright, ██████████ has little interest in academic subjects. The thing that gets ██████████ up in the morning is knowing ██████████ will have an opportunity to be active part of the time. ██████████ lives for learning and using skills in football or basketball. ██████████ is a serious athlete and lives for gym class and BMS SPORTS.

HIGH SCHOOL REDUCTIONS:

██████████ BHS. ██████████. Without ██████████ services it would be extremely difficult to get ██████████ to attend school regularly.

██████████ participating in the NJROTC program for 2 years. ██████████ has competed in regional scholastic competitions and is currently helping with the Military Ball.

██████████ deeply involved in the music and/or theater programs.

PLEASE DON'T CURTAIL IMPORTANT PARTS OF THEIR BHS experience that give ██████████ SELF WORTH.

Lastly, **consider the impact of having Bethel's reputation as a school system with diminished staff and inadequate programs.** Property values will suffer. Please don't be **PENNY WISE AND POUND FOOLISH.**

Thank you,
Carol and David Morey
[17 Starr Lane](#)
[Bethel, CT](#)



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

Re: Communication from the Superintendent 3-5-25

1 message

Bill Ochs <b.ochsiv@gmail.com>

Wed, Mar 5, 2025 at 4:17 PM

To: Christine Carver <carverc@bethel.k12.ct.us>, "firstselectman@bethel-ct.gov" <firstselectman@bethel-ct.gov>, "boe@bethel.k12.ct.us" <boe@bethel.k12.ct.us>, "budget@bethel-ct.gov" <budget@bethel-ct.gov>

Dear Christine,

Looks like all the years of being able to do what you wish with taxpayer's funds is about to end.

This fear mongering letter sent out to the parents of students is so one sided it's unbelievable, you should be ashamed of yourself.

How about you actually take some ownership for this problem? Cut from the top and not from programs and teachers that actually do something?

Have you ever taking responsibility for anything ?? Maybe some leadership training on how not a narcissist should be looked into.

Also, I was told the Bethel Schools are very close to being placed on probation again? Is this true?

I strongly suggest you look at the top 19, make a cut. You might be facing a no confidence protest very soon.

I request this letter be sent to all town residents so they can see how you are trying to manipulate the budget vote, along with a copy of all the salaries and 2024-2025 and 2025-2026 proposed budgets. Let the people decide. Not the 200 school employees that happen to live in Bethel.

Transparency and truth !!!

Best Regards,
Bill Ochs

From: Bethel Public Schools via ParentSquare <donotreply+5d9fd285-75a4-5856-af34-b821d2112937@parentsquare.com>
Sent: Wednesday, March 5, 2025 3:08 PM**To:** b.ochsiv@gmail.com <b.ochsiv@gmail.com>**Subject:** Communication from the Superintendent 3-5-25

Bethel Public Schools

Bethel Public Schools

March
4, 2025Dear
Parents, Guardians, and Staff,

We hope this letter finds you well. We are reaching out to share a critical update regarding the recent budget reductions proposed by the Board of Selectmen and Board of Finance. These reductions total \$1,250,000 and will significantly impact our schools.

Unfortunately, these cuts will directly affect after-school and extracurricular programs, administration, athletics, NJROTC, additional teaching positions, and support staff. We recognize that these programs and services are vital to our students' education, personal growth, and overall well-being. Our staff is deeply committed to supporting every child, and these reductions place an added strain on their ability to maintain the high level of instruction and support our community values.

The Board of Finance will hold a public hearing on these budget reductions on **March 19th at 7:00 PM at Bethel High School.**

This is the final opportunity to make your voices heard, regardless of your perspective, before decisions are finalized and the budget is moved forward to the Town Meeting. Babysitting services will be provided to assist families who may need babysitting in order to attend and participate.

If you are unable to attend, we strongly encourage you to share your thoughts by emailing the Board of Finance at budget@bethel-ct.gov.

Please include your name and address in your message so that your feedback is appropriately recorded.

Your voice is crucial in determining the final budget recommendation. Thank you for your continued support, and we hope to see you at the public hearing.

Sincerely,

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

Stay involved with your child's learning and activities at school.



You received this email because you are a ParentSquare user in Bethel Public Schools. If you received this email in error or wish to disable your account, [click here to unsubscribe](#).

ParentSquare Inc · 6144 Calle Real, #200A · Goleta, CA 93117



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

Re: Communication from the Superintendent 3-5-25

Emely Abel <eabeltatis@gmail.com>

Wed, Mar 5, 2025 at 4:26 PM

To: firstselectman@bethel-ct.gov, charlene.Russell-Tucker@ct.gov, budget@bethel-ct.gov

Cc: kimberly.zisa@ct.gov, "Carver, Christine" <carverc@bethel.k12.ct.us>, boe@bethel.k12.ct.us, churchillm@bethel-ct.gov

Dear Town of Bethel First Selectman Dan Carter, Board of Finance and Commissioner Russell-Tucker,

I am deeply concerned about the e-mail below from Dr. Carver communicating to us parents that the Bethel Board of Selectman and Board of Finance is proposing a reduction of \$1.25 million dollars. I am at a loss as to why this cut is being proposed when everything in our lives, and therefore in our schools, costs more nowadays. I will think that it just makes sense to increase the budget by \$1.25 million dollars instead of cutting \$1.25 million dollars.

If taxes just keep going up, including my house taxes, why the need for a \$1.25 million dollar cut from our children's education and their future. I think this maneuver by the Board of Selectman and Board of Finance puts in jeopardy our children's development and future.

In my humble opinion:

Teachers deserve a raise in their salary.

Teachers deserve a bonus.

Teachers deserve RESPECT.

OUR STUDENTS DESERVE RESPECT AND A QUALITY EDUCATION.

Mr. Dan Carter,

Could you please explain the need for a \$1.25 million dollar cut for Bethel Public Schools when Dr. Carver is clearly stating that this will significantly impact Bethel Public Schools?

I am contacting Governor Ned Lamont Office too to further raise my concern and for this issue to be investigated.

Commissioner Russell-Tucker,

It is my hope that you can take a look into this issue. Thank you in advance.

Regards,

Emely Abel-Tatis

On Wed, Mar 5, 2025 at 3:08 PM Bethel Public Schools via ParentSquare <donotreply+5d9fd285-75a4-5856-af34-b821d2112937@parentsquare.com> wrote:



Bethel Public Schools

Bethel Public Schools

March 4, 2025

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

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ParentSquare Inc · 6144 Calle Real, #200A · Goleta, CA 93117

March 27, 2025
Board of Education

BHS Science Chair
Ray Turek

Agenda

- Review of Curricula:
 - Science Research
 - Physics 43

Physics 43

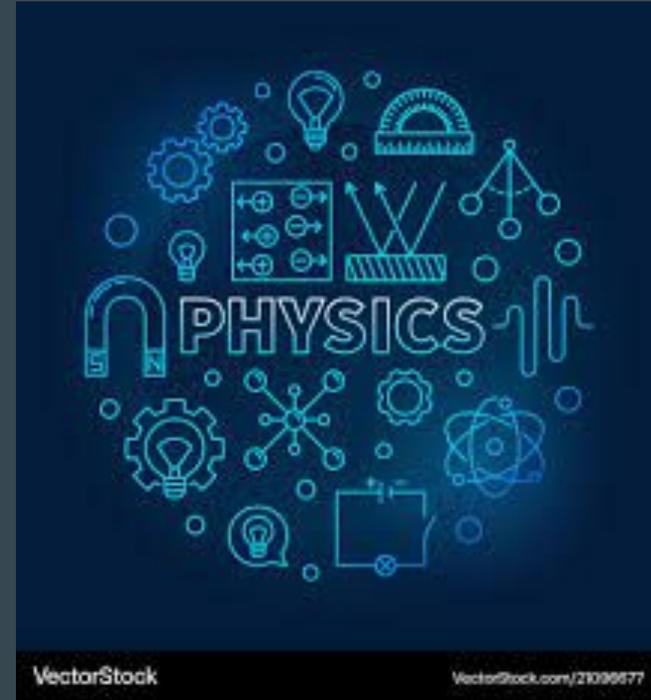
Duration: 2 semesters (1.0 credits)

Level: Level 3

Grades: 11 & 12

This physics course is designed for students that have not yet acquired the mathematics skills required for a traditional college prep physics course. Emphasis is on conceptual understanding of physics topics along with an attempt to grow student aptitude in algebra.

[Physics 43 Curriculum Folder](#)



VectorStock

VectorStock.com/21086677

Units of Study:

Semester 1

- Scientific Inquiry
- Linear Motion
- Newton's Laws and Forces
- Circular Motion and Gravity

Semester 2

- Momentum
- Energy
- Harmonic Motion and Waves
- Electricity and Magnetism

A Deeper Look Into Unit 5: Momentum and Impulse

ESSENTIAL QUESTIONS

1. How can physics principles help you or other objects survive a collision?

[Unit 5 Link](#)

[Egg Drop Project](#)

[Assessment](#)

Science Research

Duration: 2 semester (1.0 credits)

Level: Honors

Grades: 10, 11 & 12

This science class provides students an opportunity to engage in research on any topic of their choice. The course is the embodiment of the NGSS science and engineering practices and authentic learning. .

[Science Research Curriculum Folder](#)



Units of Study:

- Ideation Phase
- Development of a Research Plan
- Experimentation/ Design Build
- Analysis and Conclusions
- Communicating Information
- Refinement

Introduction

Gastric cancer, which is often associated with poor diet and lifestyle, is a leading cause of death worldwide. Recent studies have indicated that the bacteria *Streptococcus anginosus* has a prominent role, via its TMPC protein receptor, and promotes cancer metastasis by binding to gastric cells. Antibodies, through immunoglobulins (Ig), counteract binding between receptors and proteins as they are able to detect foreign objects in the bloodstream. To this end, certain antibodies can potentially bind with *Streptococcus anginosus* and prevent the interaction from occurring, which would prevent it from spreading and affecting other epithelial cells in the stomach lining. Indeed, identifying the correct antibodies could contribute to preventing the metastasis of Gastric Cancer among patients. This can be measured by finding the binding affinities to assess how strong the bonds are between antibodies and *Streptococcus anginosus* to test which one will have the strongest binding energy, the more negative the binding energy value the more likelihood of that antibody being more potent to bind with TMPC.

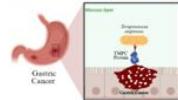


Figure 1: Schematic of TMPC mediated gastric cancer detection using antibody. Obtained from Biorender.

Research Question: How do individual antibodies interact with the TMPC bacterial protein, and which of the antibodies demonstrate the strongest binding energy to prevent TMPC (bacterial) interactions with human gastric cells?

Hypothesis

It is hypothesized that the Antibody IA5F of the isotype group IgG will be able to effectively bind to the TMPC *Streptococcus anginosus* surface protein binding sites through having the highest binding energy. This is due to the fact that research has shown its effectiveness against the proliferation of gastric cancer, which could potentially work in this case. This, in theory, will be able to impair the interaction between the TMPC bacterial protein and IA5F will likely demonstrate the strongest bonding energy and prevent the interaction between the TMPC bacterial proteins and human gastric cancer cells.

Procedure

Full Procedure in Research Paper

1. Obtain TMPC amino acid sequence from Uniprot Webservice and 20 antibodies at random and made sure of compatibility with web servers from Protein Data Bank (PDB)
2. Divide antibodies into four groups, IgA, IgE, IgG, IgM
3. Perform molecular docking simulations in HDOCK2.0 online web server between the proteins and TMPC to record the bonding affinities between them
4. Use Prodigy web server to determine which amino acids and amino acid groups have high binding energy to TMPC, measured in binding energy (kcal/mol)
5. Determine, with statistical analysis including comparisons of medians the analysis of the data and ANOVA for statistical significance.

Using Computational Simulations of Antibodies to Target the *Streptococcus anginosus*' Surface Protein TMPC to Mitigate Gastric Cancer

Abstract

Gastric cancer is the fourth leading cause of cancer-related mortality worldwide. Recent studies exposing gastric cancer to mice identify *Streptococcus anginosus* (Sa) as the pathogen that binds with surface protein TMPC. Studies show that the binding between TMPC and Sa proliferates the metastasis of gastric cancer. Historically, studies done in mice can be extrapolated to humans. As a result, this project aimed to identify the most potent antibodies targeting the Sa protein and TMPC-Gastric epithelium interaction as hindering the binding will prevent them from linking and prevent cancer metastasis. It was hypothesized that the Antibody IA5F of the immunoglobulins group IgG will be able to effectively bind to the TMPC Sa. Online docking servers were used to obtain the 3D structure of TMPC protein, while the antibodies were downloaded from the protein data bank. Additionally, TMPC was docked online and binding sites were predicted using machine learning softwares, with the twenty antibodies from four immunoglobulins types IgA, IgE, IgG and IgM to test for the lowest Binding Energy (k/mol) and most potent antibody to bind with TMPC. However, results from ANOVA demonstrated that while there was no statistically significant difference between the immunoglobulins, 4A6Y of IgM had the strongest binding energy of -21.3 kcal/mol, and not IA5F, thus serving as the most promising candidate to impede the binding between TMPC and epithelial cells. Indeed, antibody 4A6Y can be used as a promising candidate that could theoretically mitigate the proliferation of gastric cancer and be potentially tested for efficacy in laboratory trials.



Figure 2: Predicted binding site on the TMPC protein surface computed through using Scamnet and Webservice

Data Results

ANOVA Summary		Independent Samples t-test		MS
Source	SS	df	F	17.080772
Treatment (Between groups)	81.245218	3		
Error	99.381	15	6.428287	
Total	147.426316	18		
S _{SE} = Sum of Squares depending on the design. Applicable only to correlation analysis ANOVA.				
Tukey HSD Test				
This test will be performed only if MS = mean of Sample 1 > MS = mean of Sample 2 and so forth.				
HSD = the absolute average difference between any two sample means required for significance at the designated HSD (5) for the 0.05 level.				

Figure 3: Molecular docked structure of TMPC protein and antibody complex obtained from docking in HDOCK Web Server.

Figure 4: The results of the ANOVA show the lack of statistical significance between groups since Tukey test was not run (p>0.05)

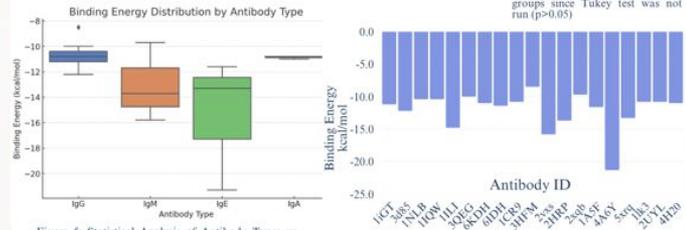


Figure 5: Statistical Analysis of Antibody Types vs Binding Energy shown through box plot. It is demonstrated that antibody group IgE has a larger and has more variance quartile range in comparison to IgG, IgM and IgA.

Figure 6: Binding energy between the TMPC and individual antibody calculated using PRODIGY Server. Antibody 4A6Y demonstrated the highest binding energy (the more negative the stronger).

After experimenting, it was found that while no statistically significant difference was present between the four immunoglobulin types (Ig) as shown by the ANOVA results since all the p-values are greater than 0.05. When comparing the medians between the groups, group IgE has the strongest binding energy, but group IgM has a larger median. However, the mean for IgE is larger at -15.40 than IgG, at -10.66 kcal/mol, IgA at -10.87 kcal/mol, and IgM at -13.07 kcal/mol. Antibody IA5F is not the most potent antibody, but 4A6Y is, and this is because since outliers impact means, antibody 4A6Y increases it for group IgE. However, the binding energy difference is less varied between groups. Based on the simulated results, this demonstrates that the Antibody 4A6Y of group IgE will have the strongest binding energy with TMPC. Reconciling the difference between the lack of statistical significance between the antibody groups but the -21.4 kcal/mol value of 4A6Y can be seen through the fact that not all antibodies in group IgE will produce such negative binding energy results, but that 4A6Y is an exception. The most important takeaway is that looking at the group of the antibody is not a good predictor of the bonding and that each antibody must be looked at individually in a case-by-case basis.



Figure 7: Schematic of TMPC mediated gastric cancer with Antibody Interactions. Obtained from Biorender.

Limitations

Since a computational project was conducted, there is no experimental redundancy or validation of results for the future. The TMPC and Sa were in isolation from each other and could potentially produce different results entirely. Another limitation is the lack of software to simulate an environment, such as water in the cell and other cell components, which could interfere with the binding and the effect that will have on the outcome of the results, as well as the fact that only 20 antibodies were tested out of many billions.

Application & Future Research

A way to potentially overcome the limitations would be to test the computer model in situ, which would create a true simulation of the cell environment and its many factors. An application would be to then take the antibody 4A6Y, inject it into mice through monoclonal antibodies, and test whether it would prevent the proliferation of gastric cancer. Indeed, 4A6Y is a promising candidate to prevent the metastasis of gastric cancer. Future studies could look at the myriad of other antibodies as well as use the conjugated fluorescent dye methods for 4A6Y and use it to potentially aid in gastric cancer detection and further prevent its proliferation.

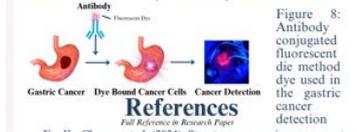


Figure 8: Antibody conjugated fluorescent dye method dye used in the gastric cancer detection

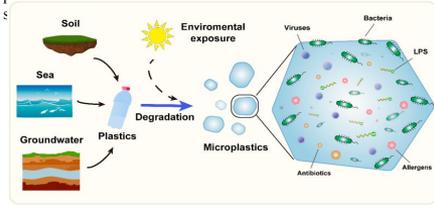
References

- Fu, K., Cheung, et al. (2024). *Streptococcus anginosus* promotes gastric inflammation, atrophy, and tumorigenesis in mice. Cell, 187(4), 882-896.
- Abramson, L., et al. (2024). Accurate structure prediction of biomolecular interactions with AlphaFold 3. Nature, 1-3.

Microplastic Influence on Microbial Strength Against Disinfection

Introduction:

According to current research, microplastics (MPs) are an ever-increasing issue on Earth. Over time, plastic doesn't undergo chemical decomposition like naturally occurring substances, but instead, slowly breaks apart into smaller particles that easily accumulate and spread everywhere, including water, air, and food systems, causing them to be found even inside human bodies. Studies have shown that MPs can act as a shield for microbes within the human body, which allows them to bypass the immune system, however, their resistance against disinfection outside the human body has not been tested. Their ability to resist disinfection can have a significant impact on the effectiveness of sanitation in places like homes, hospitals, and many environmental sanitation systems.



Purpose:

The objective of this investigation is to determine if the addition of microplastics to a bacterial environment increases their resistance to disinfection, with bleach or hydrogen peroxide. If a sample of bacterial solution is disinfected with bleach or hydrogen peroxide, will the bacterial resistance increase with the presence of microplastics?

Procedure:

*For full, detailed procedure, see research paper

1. Fill three test tubes with 13 mL of nutrient broth.
2. Label the test tubes (samples) A, B, and Control.
3. Add 2 drops of E. coli to each test tube using a pipette.
4. Incubate the test tubes at 37°C for 24 hours.
5. Add 0.01 grams of 10-90um polyethylene microspheres (microplastics) to test tubes A, B, and Control.
6. Place the test tubes in the centrifuge, then incubate for 24 hours again.
7. Add 0.5% bleach solution to sample A.
8. Add 0.5% hydrogen peroxide solution to sample B.
9. Measure the samples A, B, and Control with spectrophotometer.
10. Convert OD600 value to CFU/mL.
11. Repeat steps 1-10, with 0.00g MPs, 0.03g MPs, and 0.05g MPs.
12. Compare the concentrations of bacteria for the different amounts of microplastics and for each disinfectant, and analyze whether the presence of microplastics resulted in higher bacterial survival after disinfection.

Abstract

The purpose of this experiment is to investigate whether the presence of microplastics (MPs) increases the resistance of Escherichia Coli (E.coli) to disinfection with bleach and hydrogen peroxide. MPs are an environmental contaminant, and their potential to act as a protective barrier for microorganisms against disinfectants is an untested, but critical issue. In this project, E.coli was grown in nutrient broth in an incubator at 37°C for 24 hours, before being combined with varying concentrations of polyethylene microspheres (0.00g, 0.01g, 0.03g, 0.05g) and being incubated again for 24 hours. The cultures were then exposed to either bleach or hydrogen peroxide for 2 minutes. Bacterial survival was measured using a spectrophotometer at 600 nm, the wavelength for detecting bacteria. The results from 3 trials indicated a trend towards increased bacterial survival with higher concentrations of MPs. For instance, in the samples containing 0.05g MPs, bacterial survival increased by 368% for bleach and 248% for hydrogen peroxide, compared to the samples with no added MPs. This suggests that MPs provide a protective shield for E.coli, increasing their resistance to common disinfectants. These findings imply dangers for public health, highlighting the potential for MPs to affect the efficiency of disinfection in places like homes, hospitals, and many environmental sanitation systems such as wastewater treatment facilities.

Conclusion:

A one-way ANOVA that compared trials with different amount of MPs for a given disinfectant indicated that there was a statistically significant difference in E. coli concentration from 0.00g MPs to 0.05g MPs (Bleach: $p < 0.0001$; Hydrogen peroxide: $p < 0.0006$). When no disinfectant was used, there was no statistically significant difference in E. coli concentration across the different MP concentrations. This trend is visualized in Graphs 1 and 2, which illustrate the reduced efficiency of both bleach and hydrogen peroxide as MP levels rise. In Graphs 1 and 2, we can also see that the R^2 values for the trend lines of Hydrogen Peroxide and Bleach are 0.927 and 0.992, respectively, indicating that there is a strong correlation between the two variables. The presented data analysis suggests that microplastics can interfere with the ability of common disinfectants to kill bacteria.

Limitations:

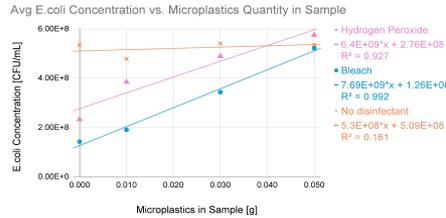
This study focuses solely on E. coli. This limits the generalizability of the results to other bacterial species, which may have different responses to microplastics and disinfectants. Additionally, the study only used two types of disinfectants and did not test them at different concentrations. A specific microplastic type with a specified size range and shape is used for this experiment. This could also limit the way the bacteria can interact with the microplastics, which affects results. The limited volume of bacteria used further constrains the broader applicability of the findings.

Future Work:

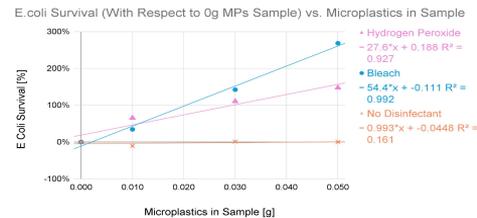
In the future, this project should include a wider range of bacterial species to assess the generalizability of the results. It should also investigate the effects of various different microplastic types, sizes and shapes. Additionally, a microscopy study should be conducted in order to visualize the interaction between microplastics and bacteria. The study should test the effects of different concentrations of disinfectants and expand the types of disinfectants tested. Understanding how bacteria interacts with MPs can be the next step in this research study.

Data Analysis

Graph 1

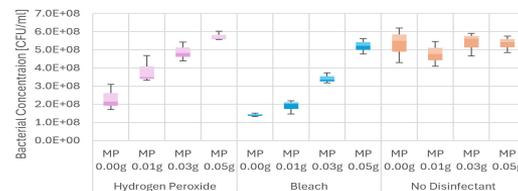


Graph 2



Graph 3

E.coli Concentration vs Microplastics Quantity for Various Disinfectants



References:

- Zuckerman, W. (Host). (2024, October 3). Microplastics: How Worried Should You Be? [Audio podcast episode]. In *Science* *1*. Rose Riemler. <https://www.happyscribe.com/public/science-vs/microplastics-how-worried-should-you-be>
- Ohnishi, T., Goto, K., Kanda, T., Kanazawa, Y., Ozawa, K., Sugiyama, K., Watanabe, M., Konuma, H., & Hara-Kudo, Y. (2013). *Microbial contamination associated with consumption and the growth in plastic bottled beverage*. Journal of environmental science and health. Part A, Toxic/hazardous substances & environmental engineering, 48(7), 781–790. <https://doi.org/10.1080/10934529.2013.744647>
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- Wojnigowska-Baran, J., Berest, K., & Zabrowska M. (2022, October 14). *Plastic Waste*

**Come out and see the Science Research
Students present their findings at the
STEAM Expo on April 23rd on stage in the
auditorium.**

Bethel Public Schools
Course Proposal



1. **Title of Course:** Python 1
2. **Department(s):** Career Technical Education
3. **Submitted by:** M.Doolan
4. **Length of Course (full year, semester):** Semester
5. **Grade Level(s), if applicable:** 9-12
6. **Prerequisites, if any:** None
7. **Short Course Description, suitable for Program of Studies:**

Python 1 course is designed to provide students with a foundational understanding of programming using the Python language. This course is ideal for individuals with little to no prior programming experience and aims to introduce the essential concepts and techniques used in Python programming. Students will learn how to write, debug, and run Python programs while becoming familiar with the structure and syntax of the language.

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

Python is one of the most widely used programming languages. This course will focus on strengthening student's problem-solving skills, creativity, and industry-agnostic computational abilities, as well as providing a solid foundation in the Python programming language.

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

Proficiency in the Python programming language

10. **Scope and Substance of the Course:**

Unit	Concept
1	Creating drawings, shapes, colors, opacity
2	Functions, onMousePress and onMouseRelease, and shape properties
3	onMouseMove and onMouseDrag, conditionals, helper functions
4	elif statements, onKeyPress and onKeyRelease, shape methods
5	Compound and nested conditionals, onKeyHold
6	Groups, onStep, motion

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

25 students/1 teacher

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

Programming classes offer students the opportunity to develop essential 21st-century skills. Course also provides students with technical literacy as well as practical numeracy applications.

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

Positive impact - Currently there is a lack of programming classes offered at BHS

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

Positive - The course provides an introductory class for the computer science class.

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

No

Resources & Development Needs:

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

Currently being written

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

The PLC researched multiple sources that offer basic Python programming courses that teach students the fundamentals of designing, writing, testing, debugging, and maintaining Python code. After researching various methods for teaching Python programming, we found that the Carnegie Mellon University Computer Science Academy's approach provides an engaging and rigorous learning experience suitable for learners of all levels. This graphic-based approach allows students to explore creativity in programming while visually identifying their mistakes, greatly enhancing the debugging process. Additionally, practical algebra-based numeracy skills are applied both directly and indirectly through this graphics-based programming method.

- 3. **Textbook (if applicable):**

No

- 4. **Other Resources Recommended:**

Carnegie Mellon University Computer Science Academy's Integrated Development Environment

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

Ragan, Doolan, and Boman

- 6. **Training of Staff Required:**

No

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

Monica Blair

Date 12/3/24

Earl Ritchie

Date 12/3/24

Marshe Turek

Date 12/3/24

Signature of School Administration:

Mary M

Date

Signature of District Administration:

Date

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

Bethel Public Schools
Course Proposal



1. **Title of Course:** Python 2
2. **Department(s):** Career Technical Education
3. **Submitted by:** M.Doolan
4. **Length of Course (full year, semester):** Semester
5. **Grade Level(s), if applicable:** 9-12
6. **Prerequisites, if any:** None

7. **Short Course Description, suitable for Program of Studies:**

Python 2 course is designed to provide students with essential concepts and techniques used in Python programming. Students will learn how to write, debug, and learn the structure and syntax of the Python programming language.

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

Python is one of the most widely used programming languages. This course will focus on strengthening student's problem-solving skills, creativity, and industry-agnostic computational abilities, as well as providing a solid foundation in the Python programming language.

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

Proficiency in the Python programming language

10. **Scope and Substance of the Course:**

Unit	Concept
1	New Shapes, Local Variables, and For Loops
2	Math Functions, Random Values, and Nested Loops

3	Types, Strings, and While Loops
4	Lists, group.hitTest(), writing functions that return values
5	2D Lists, Games
6	Final Project *No CTs for this unit* (Images, sounds)

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

25 students/1 teacher

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

Programming classes offer students the opportunity to develop essential 21st-century skills. Course also provides students with technical literacy as well as practical numeracy applications.

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

Positive impact - Currently there is a lack of programming classes offered at BHS

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

Positive - The course provides an introductory class for the computer science class.

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

No

Resources & Development Needs:

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

Currently being written

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

The PLC researched multiple sources that offer basic Python programming courses that teach students the fundamentals of designing, writing, testing, debugging, and maintaining Python code. After researching various methods for teaching Python programming, we found that the Carnegie Mellon University Computer Science Academy's approach provides an engaging and rigorous learning experience suitable for learners of all levels. This graphic-based approach allows students to explore creativity in programming while visually identifying their mistakes, greatly enhancing the debugging process. Additionally, practical algebra-based numeracy skills are applied both directly and indirectly through this graphics-based programming method.

3. Textbook (if applicable):

No

4. Other Resources Recommended:

Carnegie Mellon University Computer Science Academy's Integrated Development Environment

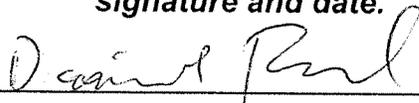
5. Names of Staff Who May Teach the Course:

Ragan, Doolan, and Boman

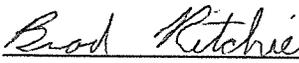
6. Training of Staff Required:

No

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



Date 12/3/24

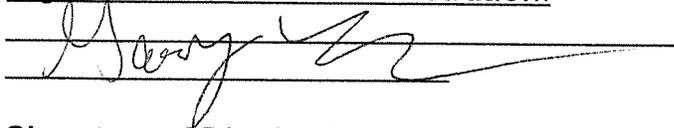


Date 12/3/24



Date 12/3/24

Signature of School Administration:



Date

Signature of District Administration:

Date

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Career Technical Education

Career Technical Education - Computer Application & Technology

Computer Application & Technology for Business - Microsoft Suite

Desktop Web Design and Development - HTML and CSS Programming

Python 1 - Programming 

Python 2 - Programming

Robotics - C++ Programming

Computer Science - Theoretical, scientific, and mathematical approach to information and its computations.

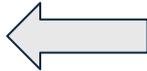
Career Technical Education - Python 1

Python 1 provides students with a foundational understanding of programming using the Python language. This course is ideal for individuals with little to no prior programming experience and aims to introduce the essential concepts and techniques used in Python programming. Students will learn how to write, debug, and run Python programs while becoming familiar with the structure and syntax of the language.

[Curriculum](#)

Grades 9-10

Python 1

1. Creating Drawings
2. Functions, Mouse Events, and Properties
3. Mouse Motion Events, Conditionals, and Helper Functions
4. More Conditionals, Key Events, and Methods
- 5. Complex Conditionals and More Key Events** 
6. Groups, Step Events, and Motion

Python 1

Lesson 5 - Complex Conditionals and More Key Events

Using the interface, students will:

1. Description: Practice exercise:
 - a. Complex Conditionals - Notes and Exercises
 - b. More Key Events - Notes and Exercises
 - c. Unit 5 - Exercises
2. Deliverables: Creative Task
3. Resources: Review/Quizzes

Current events - Computer Science Industry

- a. Resources: News Sources
- b. *Deliverables*: Students will create a presentation using a platform of their choice, followed by reflection and feedback from peers

Career Technical Education - Python 2

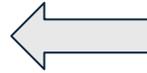
Python 2 is designed to provide students with essential concepts and techniques used in Python programming. Students will learn how to write, debug, and learn the structure and syntax of the Python programming language.

[Curriculum](#)

Grades 10 - 11

Python 2

1. New Shapes, Local Variables, and For Loops
2. Math Functions, Random Values, and Nested Loops
3. Types, Strings, and While Loops
- 4. Lists, group.hitTest(), writing functions that return values**
5. 2D Lists, Games
6. Final Project - (Images, sounds)



Python 2

Lesson 4 - Lists, group.hitTest(), writing functions that return values

Using the interface, students will:

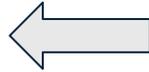
1. Lists - Notes and Exercises
2. List methods - Notes and Exercises
3. Return values - Notes and Exercises
4. Unit 10 Exercises
5. Creative Tasks
6. Review/Quizzes

Current events - Computer Science Industry

- a. Resources: News Sources
- b. *Deliverables*: Students will create a presentation using a platform of their choice, followed by reflection and feedback from peers

Career Technical Education - Introduction to Business

Introduction to Business



Marketing 1

Accounting 1

Marketing 2

Accounting 2

Introduction to Business

Business Fundamentals is a survey course that introduces students to economics, business law and ownership structures, accounting, marketing, and entrepreneurship. Students examine the role of business in the context of the global economy and local communities. Instructors guide students in group activities, current events discussions, and field experiences to prepare students for successful participation in the workplace.

Curriculum

Grades 9-10

Introduction to Business

Unit 1 → Characteristics and Functions of a Business

Types of Business Ownership 

Unit 2 → Economics and Private Enterprise

Unit 3 → Business and Government

Introduction to Business

Unit 1 - Types of Business Ownership

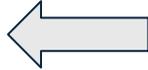
- Introductory Lesson (video, text and slide deck)
- Discussion Questions and Glossary Matching
- At the Bell: “Public vs. Private: Business Ownership”
- Activity 1-10 Business Ownership Case Study
- Activity 1-10 Business Structure Research Project
- Film Screening: “The Founder”
- Lesson Quiz - individual

Simulation - Restaurant

Career Technical Education - Marketing 1

Introduction to Business

Marketing 1



Accounting 1

Marketing 2

Accounting 2

Marketing 1

Fundamentals of Marketing is the introductory course in the marketing program which presents students with a basic knowledge of marketing. Students will explore marketing's role in business, and they will learn about the concepts of promotion, selling, and product and service management.

Curriculum

Grades 9-10

Marketing 1

Unit 1 → What is Marketing?

Unit 2 → Promotion

Unit 3 → Product and Pricing

Product Mix

Unit 4 → Branding



Marketing 1

Unit 3 - Product Mix

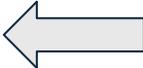
- Introductory Lesson (video, text, and slide deck)
- Discussion Questions and Glossary Matching
- Activity: Concept Tracker - Product Lines
- Activity: Product Mix Collage
- Lesson Quiz - Individual

Simulation - Sports

Career Technical Education - Accounting 1

Introduction to Business

Marketing 1

Accounting 1 

Marketing 2

Accounting 2

Accounting 1

This course presents students with a basic knowledge of business organization, accounting concepts, and procedures. The course covers the fundamental principles of the accounting cycle, including analyzing business transactions, payroll, and preparing basic financial statements. The course will delve into spreadsheets, systems, and a “real world” simulation for a startup company.

[Curriculum](#)

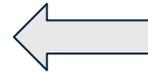
Grades 9-10

Accounting 1

Unit 1 → What is Account

Unit 2 → Accounting Equation

How Transactions Affect the Accounting Equation



Unit 3 → Debits, Credits, and T accounts

Unit 4 → Journals

Accounting 1

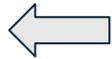
Unit 2 - How Transactions Affect the Accounting Equation

- Introductory Lesson (video, text and slide deck)
- Discussion Questions and Glossary Matching
- 2-2 Exercises (Group, Try it Yourself, Challenge Problem)
- 2-2 Accounting in Action (Netflix, Disney 10Q)
- Lesson Test Application
- Lesson Test Multiple Choice

Simulation - Retailing

Career Technical Education - Technology Education

Tech Design



CAD I

CAD 2

Principles of Engineering

Technological Design

The Technological Design course introduces students to Computer-Aided Design (CAD) and its applications in engineering, architecture, and manufacturing. Through hands-on projects, students develop foundational skills in 2D and 3D modeling, precision measurement, and iterative design, using industry-standard software to create technical drawings and prototypes. The curriculum emphasizes creativity, problem-solving, and real-world applications, preparing students for careers in design, technology, and manufacturing.

Curriculum

Grades 9 - 10

Technological Design

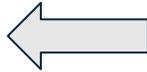
Unit 1 → Introduction to CAD Related Careers

Unit 2 → Measurement and Physical Design

Unit 3 → 2D Design

Unit 4 → CAD 3D Design

Unit 5 → Physical Design



Technological Design

Unit 5 - Physical Design

Practical Assessment: Jigsaw Puzzle

Students will cycle through the engineering design process in order to collaboratively fabricate a set of puzzle pieces.

[Engineering Design Process Journal \(Template\)](#)

[Project Description Document](#)

[Project Rubric](#)

Career Technical Education - CAD 1

Tech Design

CAD I



CAD 2

Principles of Engineering

CAD I

The CAD course introduces students to computer-aided design in engineering, architecture, and manufacturing, emphasizing hands-on learning and career exploration. Students develop skills in 2D and 3D modeling, mechanical design, and architectural drafting using industry-standard software. The curriculum fosters creativity, problem-solving, and technical proficiency, preparing students for careers in technology-driven fields.

Curriculum

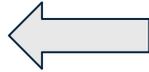
Grades 10-12

CAD I

Unit 1 → Exploration of CAD Related Careers

Unit 2 → Advanced 3D Design

Unit 3 → Mechanical Design



Unit 4 → Architectural Design

CAD I

Unit 3 - Mechanical Design

Practical Assessment: Gear Set

Students will cycle through the engineering design process in order to collaboratively fabricate a gear set.

[Engineering Design Process Journal \(Template\)](#)

[Project Description Document](#)

[Project Rubric](#)

BETHEL PUBLIC SCHOOLS 2025- 2026 CALENDAR

DRAFT
Subject to Change
BOE Review/Approval 2025

August 3

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18 ³	19 ³	20 ³	21	22
25	26	27	28	29

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

September 20

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

1 - Labor Day
23 - Rosh Hashanah

October 21

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

2 -Yom Kippur
13 - Professional Learning Day - No School - K-12
22, 23, 24 - Conference Day - Early Dismissal - K-12
15 - PSAT - & Professional Learning - Early Dismissal - BHS (*BHS No Conferences)
23 - Conference Day (Evening) & Prof. Learning - Early Dismissal -BHS

November 15

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

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

December 17

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

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

January 19

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

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

February 17

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

**13-16 Presidents' Day Recess
17 - Professional Learning Day - No School - K-12

March 22

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

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

April 16

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

3 - Good Friday
13 - 17 Spring Recess

May 20

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

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

June 16

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

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

July 0

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

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

-  6th Grade Orientation
-  BHS Freshman Orientation
-  Beginning/Ending of Student Year
-  Schools Closed - Holiday/Recess
-  Early Dismissal K-12- Holiday/Recess
-  Professional Learning Day - Early Dismissal K-12
-  Professional Learning Day - No School

-  Conference Day - Early Dismissal - K-12
-  Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
-  SAT/PSAT & Prof. Learning - Early Dismissal - BHS
-  Make-up days for emergency closings.
-  *Built in Emergency Closing date
-  Snow Day/Schools Closed
-  New Staff Orientation

BOE Accepted 2/22/24
Revised: 1/10/25, 1/23/25

****This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 23-30, as needed. High School Graduation will take place no later than June 22th.**

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

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

BETHEL PUBLIC SCHOOLS 2026- 2027 CALENDAR

DRAFT
Subject to Change
BOE Review/Approval 2026

August 4

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

17 - BMS 6th Grade Orientation
18 - BHS Freshman Orientation
17 - 19 - New Staff Orientation
24, 25 - Professional Learning Day - No School - K-12
26 - First Day of School (Note: Full Day K-12)

September 20

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

7 - Labor Day
(12- Rosh Hashanah - begins sundown 9/11 - sundown 9/12)
21 - Yom Kippur

October 21

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

12 - Professional Learning Day - No School - K-12
21, 22, 23 Conference Day - Early Dismissal - K-12
14 - PSAT - & Professional Learning - Early Dismissal - BHS (*BHS No Conferences)
22 - Conference Day (Evening) & Prof. Learning - Early Dismissal -BHS

November 16

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

3 - Professional Learning Day - No School - K-12 /Election Day
11 - Veteran's Day
25 -27 -Thanksgiving Recess

December 17

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

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

January 19

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

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

February 17

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1	2	3	4	5
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15	16	17	18	19
22	23	24	25	26

**12-15 Presidents' Day Recess
16 - Professional Learning Day - No School - K-12

March 22

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8	9	10	11	12
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29	30	31		

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17 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS
18 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
19 - Conference Day - Early Dismissal - BHS
26 - Good Friday

April 17

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

12 - 16 Spring Recess

May 20

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

28 - Professional Learning Day - Early Dismissal K-12
31 - Memorial Day Observed

June 13

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

22 - *Last day of school - Early Dismissal - K-12 (Tentative)
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July 0

M	T	W	T	F
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12	13	14	15	16
19	20	21	22	23
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TBD - First Day of Summer School
5 - Fourth of July Observed
TBD - Last Day of Summer School

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	BHS Freshman Orientation
	Beginning/Ending of Student Year
	Schools Closed - Holiday/Recess
	Early Dismissal K-12- Holiday/Recess
	Professional Learning Day - Early Dismissal K-12
	Professional Learning Day - No School

	Conference Day - Early Dismissal - K-12
	Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
	SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Make-up days for emergency closings.
	*Built in Emergency Closing date
	Snow Day/Schools Closed
	New Staff Orientation

DRAFT 1/10/2025
Revised 1/23/2025

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