

2022-2023

STATE OF THE SCHOOLS

Jody Monroe, Superintendent of Schools
Presentation to the Board of Education
February 1, 2023

State of the Schools

The district's mission **to educate and prepare all students to reach their potential, discover their purpose and be engaged community members** has endured throughout the pandemic.

- COVID and the 2022-23 School Year
- Strategic Plan & Annual Goals
- School Climate Survey
- Safety Update
- Capital Project Update
- Enrollment Projections
- Budget Development





**FIVE-YEAR
STRATEGIC
PLAN**

**ANNUAL
GOALS &
ACTION
PLAN**

**BUDGET
DEVELOPMENT
2023-2024**

**Must also be prepared to
expect the unexpected**

COVID UPDATE



Regular school activities resumed in 2022-23

- Student clubs/activities and athletics have returned with no restrictions
- There is a noticeable difference in school hallways and cafeterias - a hum of activity
- Challenge of an increase in flu, RSV and other respiratory illnesses that has impacted attendance in fall and winter

COVID Protocols 2022-23

- Students/staff who test positive, or who show symptoms, are asked to stay home from school.
- Someone who tested positive and has no symptoms may return to school after day 5.
- Someone who is sick (has symptoms) may return to school after day 5 if they have been fever-free for 24 hours (and symptoms are improving).
- There is no longer a requirement to demonstrate/provide proof of a negative COVID test to determine return to school or work.
- Masks are an option for all.



STRATEGIC PLAN



BCSD Strategic Plan

- First introduced 2018-19 as a five year-plan
- Mission statement and four core values: Academics, Character, Community & Wellness
- Plan was paused in 2020; revised in 2021 with five-year goals reset
- Updated Strategic Plan 2021-2026 includes 53 metrics to measure progress, identify areas for improvement





CORE VALUE

ACADEMICS

Instructional and assessment practices that are aligned to a strong and relevant curriculum.

1

EQUITY
ACCESS
OPPORTUNITY
INTERVENTIONS
SUCCESS

- Supports the development of problem-solving skills, both with academic content and life skills
- Prepares students to become actively engaged in their communities
- Encourages and supports culturally responsive teaching
- Ensures all students graduate with the skills, knowledge and attitudes to pursue a productive and satisfying life

23 MEASURES

Metric	Baseline	2022 Actual	2023 Target	2024	2025	2026	Source/Instrument
% of K-2 Students at benchmark on end of year i-Ready Diagnostic in Reading	74%	82%	83%			87%	i-Ready Reports
% of K-2 Students at benchmark on end of year i-Ready Diagnostic in Mathematics	71%	78%	80%			85%	i-Ready Reports
% of 3-5 Students at benchmark on end of year i-Ready Diagnostic in Reading	62%	79%	80%			81%	i-Ready Reports
% of 3-5 Students at benchmark on end of year i-Ready Diagnostic in Mathematics	67%	79%	80%			83%	i-Ready Reports
% of 6-8 Students at benchmark on end of year i-Ready Diagnostic in Reading	53%	67%	70%			76%	i-Ready Reports
% of 6-8 Students at benchmark on end of year i-Ready Diagnostic in Mathematics	53%	63%	67%			76%	i-Ready Reports
% of students rated at the mastery level (level 5) in the standards on Regents Examination in English Language Arts.	79%	64%	71%			89%	ASAP Regents Reports
% of students rated at the mastery level (level 5) in the standards on Regents Examination in Algebra I	47%	23%	35%			73%	ASAP Regents Reports
% of students rated at the mastery level (level 5) in the standards on Regents Examination in Geometry	46%	41%	43%			73%	ASAP Regents Reports



Metric	Baseline	Actual 2022	2023 Target	2024	2025	2026	Source/Instrument
% of students rated at the mastery level (level 5) in the standards on Regents Examination in Algebra II	41%	63%	52%			70%	ASAP Regents Reports
% of students rated at the mastery level (level 4) in the standards on Regents Examination in Global History & Geography	74%	63%	68%			87%	ASAP Regents Reports
% of students rated at the mastery level (level 4) in the standards on Regents Examination in US History & Government	81%	N/A	N/A			90%	ASAP Regents Reports
% of students rated at the mastery level (level 4) in the standards on Regents Examination in Earth Science	79%	59%	69%			89%	ASAP Regents Reports
% of students rated at the mastery level (level 4) in the standards on Regents Examination in Living Environment	72%	63%	67%			86%	ASAP Regents Reports
% of students rated at the mastery level (level 4) in the standards on Regents Examination in Chemistry	50%	42%	46%			75%	ASAP Regents Reports
% of students rated at the mastery level (level 4) in the standards on Regents Examination in Physics	60%	56%	58%			80%	ASAP Regents Reports
% of 9th graders earning at least 5.5 credits	96%	96%	96%			100%	Administrative records w/in ASPEN SMS
Graduation Rate	95%	96%	96%			100%	data.nysed.gov
Regents Diploma w/ Advanced Designation	70%	64%	67%			85%	NYSED SIRS 308 Annual Graduation Report
% of all high school seniors enrolled in at least one AP course	55%	51%	53%			77%	Administrative records w/in ASPEN SMS



Metric	Baseline	Actual 2022	2023 Target	2024	2025	2026	Source/Instrument
% of all high school seniors scoring 3+ on at least one AP examination	49%	48%	49%			74%	College Board - AP Score Report
Achievement gaps closed (economically disadvantaged, Special Education)	Data File	-10%	-10%	-10%	-10%	-10%	data.nysed.gov - Gap Analysis
		End goal for each subgroup is to close the achievement gap by 50%					
% of referrals resulting from CST/PST for SPED services that lead to a SPED service K-8	64%	71%				82%	SESS

Achievement gaps for 2021-22 were only measurable at the grades 3-8 level. Gaps widened in ELA and math and the grades 4 & 8 science assessments for both groups (economically disadvantaged, Special Education).





CORE VALUE

2

CHARACTER

Positive character traits are essential to becoming contributing members of society.

STUDENT LEADERSHIP
TRUST
RESPECT
INCLUSIVENESS
ENGAGEMENT

- Teaches and models positive behaviors and attitudes in all aspects of our learning environment
- Ensures equity and cultural responsiveness for all students
- Encourages all students to develop passions outside of the classroom
- Develops in each student an understanding of his/her unique character strengths

Metric	Baseline	2022	2023	2024	2025	2026	Source/Instrument
% of students who regularly participate in extracurricular activities offered through this school (Q19)	76%	74%	75%			88%	Student Climate Survey
# of DASA/VADIR Incidents (VADIR=Violent & Disruptive Incident Report (as defined by NYSED))	Baseline	HS-2/23 MS-34/2 ES- 3/0					SSEC Data Report
% of eligible students registered to vote (18 yrs old)	82%	80%				100%	Student self reporting (Student survey)





CORE VALUE

3

COMMUNITY

Strengthening family, school, and community partnerships through transparent communication

COMMUNICATION
PARTICIPATION
OUTREACH
PARTNERSHIPS
STAKEHOLDERS

- Are welcomed and encouraged
- Promote an atmosphere where partners develop common goals
- Prepare students with the skills to participate in their community
- Support the success of students and staff
- Advocate for equal access and opportunities for all students and families

Metric	Baseline	2022	2023	2024	2025	2026	Source/Instrument
% of parents and community members who rate the quality of education provided by the Bethlehem Central School District as outstanding, excellent or very good	99%	98%				100%	Budget Exit Survey
# of voters	2,516	4,658					Election Data
% of voters approving the annual budget	81%	83%				90%	Election Data
Community service hours	8,996 hours	8,282 hours					Passport for Good
# of community members receiving communication from school district (School Messenger)	1,443	1,383				1,950	Data from School Messenger





**CORE
VALUE**

4

WELLNESS

Enhancing social-emotional wellness and balance for students and staff by supporting active, healthy lifestyles and promoting positive behavior.

HEALTH
FITNESS
MINDFULNESS
POSITIVE PSYCHOLOGY
SOCIAL-EMOTIONAL
LEARNING

- Promotes connected relationships in the school community
- Fosters self-care, a healthy lifestyle and mindfulness among students and staff
- Maintains an environment that is physically and emotionally safe

22 MEASURES

Metric	Baseline	2022	2023	2024	2025	2026	Source/Instrument
% of students indicating that they feel safe at school (Q30)	89%	87%				94%	Student Climate survey
% of students who reported feeling that they belong at school (Q23)	81%	81%				90%	Student Climate survey
% of staff who reported feeling that they belong at work (Q24)	95% I 86% NI	90% I 80% NI				97% I 93% NI	Staff Climate Survey
% of parents/guardians who reported that their child feels like they belong at school (Q10)	81%	84%				90%	Parent Climate survey
% of students who reported they can talk to a teacher when they need to (Q65)	77%	81%				88%	Student Climate survey
% of students who reported they were happy to be at school (Q27)	81%	80%				90%	Student Climate survey
% of students who reported students talk about the importance of understanding their own feelings and the feeling of others (Q25)	51%	59%				75%	Student Climate Survey
% of students that felt sad or hopeless for every day for two weeks or more in a row that they stopped doing usual activities	HS 29.6% MS 18.4%	MS 34.4%				HS 14.8% MS 9.2%	Youth risk behavior survey
% of District students who missed 10% or more of enrolled days (Chronic absenteeism)	7.5%	14.2%	7.5%			3.7%	NYSED SIRS 361 Summary
% of HS students who missed 10% or more of enrolled days (Chronic absenteeism)	10.7%	15.1%	10.7%			5.3%	NYSED SIRS 361 Summary
% of MS students who missed 10% or more of enrolled days (Chronic absenteeism)	6.0%	13.8%	6.0%			3.0%	NYSED SIRS 361 Summary



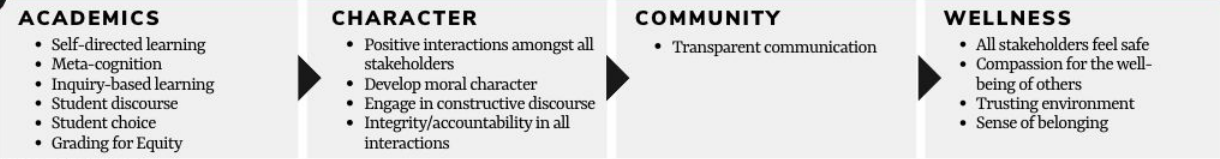
% of Elementary students who missed 10% or more of enrolled days (Chronic absenteeism)	4.3%	13.6%	4.3%			2.1%	NYSED SIRS 361 Summary
% of Economically Disadvantaged District students who missed 10% or more of enrolled days (Chronic absenteeism)	17.9%	33.8%	17.9%			8.9%	NYSED SIRS 361 Summary
% of Not Economically Disadvantaged District students who missed 10% or more of enrolled days (Chronic absenteeism)	5.4%	11.1%	5.4%			2.7%	NYSED SIRS 361 Summary
% of District Students with Disabilities who missed 10% or more of enrolled days (Chronic absenteeism)	10.9%	24.1%	10.9%			5.4%	NYSED SIRS 361 Summary
% District English Language Learners who missed 10% or more of enrolled days (Chronic absenteeism)	14.9%	27.3%	14.9%			7.4%	NYSED SIRS 361 Summary
% of District Not English Language Learners who missed 10% or more of enrolled days (Chronic absenteeism)	7.4%	13.9%	7.4%			3.7%	NYSED SIRS 361 Summary
ISS/OSS Suspensions/expulsions - High School	140/ISS 68/OSS	85/ISS 58/OSS					ASPEN Discipline Records
ISS/OSS Suspensions/expulsions - SWD's HS	Baseline	16/ISS 16/OSS					
ISS/OSS Suspensions/expulsions - Economically Disadvantaged HS	Baseline	38/ISS 23/OSS					
ISS/OSS Suspensions/expulsions - Middle School	110/ISS 55/OSS	119/ISS 49/OSS					ASPEN Discipline Records
ISS/OSS Suspensions/expulsions - SWD's MS	Baseline	43/ISS 34/OSS					



ANNUAL GOALS 2022-23



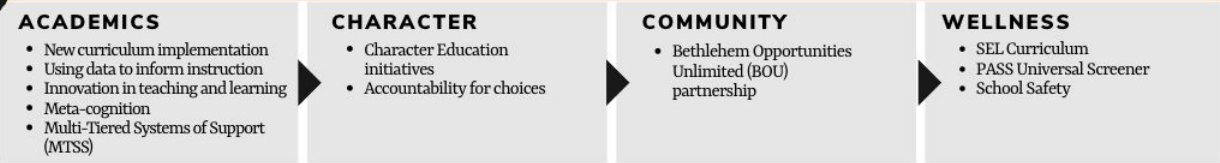
1 Cultivate culturally responsive faculty, staff, and administration



ACTION STEPS

- Professional Development:** All staff participate in targeted culturally responsive (i.e. student discourse) learning (S I A)
- Equity Walks:** Periodic walk-throughs using a culturally responsive classroom checklist (I A)
- Healthy Environments:** Lessons, classrooms, buildings and buses that encourage student-to-student interaction and discourse (S I A)

2 Increase academic rigor & accountability while maximizing student social-emotional growth, mental & physical health



ACTION STEPS

- Quality Tier 1 Instruction:** Set expectations for Tier 1 instruction including the use of non-instructional time (I A)
- Best Practices:** Increase sharing of Tier 1 best practices for academics and social-emotional well-being (I A)
- Healthy Environments:** Ensure a safe, aesthetically pleasing, flexible, physical environment to allow highest levels of learning to occur (S I A)

3 Increase community engagement



ACTION STEPS

- Experiential Learning:** Provide more experiential opportunities for students (I A)
- Community Service in Schools:** Encourage students to complete 20% of community service hours at their zoned elementary school or the middle school (I A)
- Expand Recruitment Pathways:** New partnerships with colleges and universities to establish student teaching opportunities (A)
- Access as a Priority:** Increase accessible communication including translation services, ADA compliance, etc. (S I A)
- Be Involved:** Actively promote school activities and encourage visitor engagement (S I A)
- Re-Green:** Reestablish environmental sustainability efforts and programs (S I A)

BC 2022-23 DISTRICT ACTION PLAN

Three goals and action steps for the school year that are aligned to the district's mission, core values and strategic plan.

Outlined goals at all schools at start of school year

Accountability defined for each action step

- (A) Administrative staff
- (I) Instructional staff
- (S) Support staff

- (A) Administrative staff
- (I) Instructional staff
- (S) Support staff

GOAL 1

Cultivate culturally responsive faculty, staff, and classrooms

Academics

- Self-directed learning
- Meta-cognition
- Inquiry-based learning
- Student discourse
- Student choice
- Grading for Equity

Character

- Positive interactions amongst all stakeholders
- Develop moral character
- Engage in constructive discourse
- Integrity/accountability in all interactions

Community

- Transparent communication

Wellness

- All stakeholders feel safe
- Compassion for the well-being of others
- Trusting environment
- Sense of belonging



GOAL 1 Action Steps

Cultivate culturally responsive faculty, staff, and classrooms

Professional Development: All staff participate in targeted culturally responsive learning

Equity/Learning Walks: Periodic walk-throughs using a culturally responsive classroom checklist

Healthy Environments: Lessons, classrooms, buildings and buses that encourage student-to-student interaction and discourse



ACTION STEP Professional Development

All staff participate in targeted culturally responsive learning

Professional development

- Fundamentals of Diversity, Equity, Inclusion & Sense of Belonging
- Impact of Microaggression in the Workplace training
- Addressing Unconscious Bias training
- Language of Gender training
- Equitable Practices in the Classroom training
- Grade level book studies using diverse titles



ACTION STEP Equity/Learning Walks

Periodic walk-throughs using a culturally responsive classroom checklist

To see:

- Are there rituals and routines that students know and participate in that supports transitions between learning blocks?
- Are classrooms student centered?
- Are classrooms culturally responsive?
- Does there seem to be a spirit of inquiry in the classroom?
- Are all students making contributions?

To hear:

- Do you hear an active humming of student voice as they work?
- Is there a large majority of student discourse?
- Are teachers using accountable talk protocols; encouraging students to challenge/improve/build upon/develop their own and their classmates responses?

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching practices. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher	Observer	Subject	Date/Time	Observed (1 point)	Not Observed (0 points)
Equitable Classroom Practice					
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Looks culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students; opinions are important</i>					
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Stands; nods head in affirmation; leans toward students; turns toward students who are speaking to show interest</i>					
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>					
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the social, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (posters/posters) that reflect all students' racial, ethnic, and cultural backgrounds</i>					
7. Uses a variety of visual aids and props to support student learning <i>Uses manipulatives, photos, pictures, and props to illustrate concepts and content; Illustrate concepts and content</i>					
8. Learns, uses, and displays some words in students' heritage language <i>Plays some content words or phrases in students' heritage languages; Uses appropriate technology to illustrate concepts and content</i>					
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task structures academic and social interactions between students</i>					
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>					
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling allies)</i>					
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teamwork, consult, jigsaw, Pair-Check, Partner A and B, Boggs, Last Word)</i>					
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to assist students to answer</i>					
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>					

Adapted from "A Resource for Equitable Classroom Practices" 2010
Louisiana State Personnel Development Grant



ACTION STEP Healthy Environments

Lessons, classrooms, buildings and buses that encourage student-to-student interaction and discourse

- Read alouds with high school students visiting elementary schools
- Adding diverse, age-appropriate reading collections to supplement classroom libraries at elementary schools, BCMS
- Capital Rep presents *Harriet Tells It Like It Is* for grades 7-8



GOAL 2

Increase academic rigor & accountability while maximizing student social-emotional growth, mental & physical health

Academics

- New curriculum implementation
- Using data to inform instruction
- Innovation in teaching and learning
- Meta-cognition
- Multi-Tiered Systems of Support (MTSS)

Character

- Character Education initiatives
- Accountability for choices

Community

- Bethlehem Opportunities Unlimited (BOU) partnership

Wellness

- SEL Curriculum
- PASS Universal Screener
- School Safety



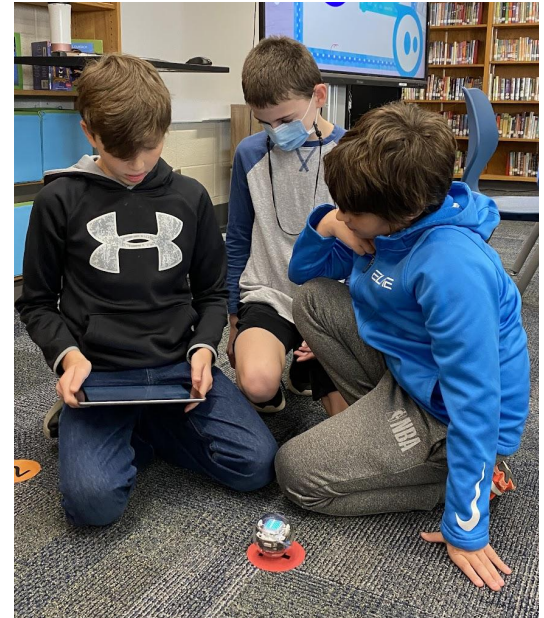
GOAL 2 Action Steps

Increase academic rigor & accountability while maximizing student social-emotional growth, mental & physical health

Quality Tier 1 Instruction: Set expectations for Tier 1 instruction including the use of non-instructional time

Best Practices: Increase sharing of Tier 1 best practices for academics and social-emotional well-being

Healthy Environments: Ensure a safe, aesthetically pleasing, flexible, physical environment to allow highest levels of learning to occur



ACTION STEP Quality Tier 1 Instruction

What does Tier 1 instruction mean?

These are the efforts applied universally across all students to create optimal learning outcomes.

TIER 3

Approx. 1-5% of students

Students who have not responded to small group targeted interventions will require more time in more intensive interventions.

TIER 2

Approx. 5-15% of students

Students identified as "at-risk" through assessments are provided research based interventions in addition to core instruction.

TIER 1

The needs of 80% of all students should be met through quality Tier 1 instruction.

Core instruction for ALL students:

- Standards-Based Curriculum
- Systematic Explicit Instruction
- Differentiated Instruction
- Flexible Grouping
- Active Student Engagement
- Classroom Behavior Strategies



ACTION STEP Quality Tier 1 Instruction

Set expectations for Tier 1 instruction including the use of non-instructional time

- BCMS science teachers are implementing a new curriculum this year aligned to the new NYS science standards and the associated Three-Dimensional Philosophy
- i-Ready Mathematics, Greg Tang (Tang Math), and Robert Sun (First in Math)
- Subject supervisors are holding six grade level meetings at the elementary level to reinforce curriculum and assessment practices and align teachers to the use of the specified curriculum outlined by the district for instruction.
- Ten elementary co-taught teams reviewing i-Ready data, NYS Assessment Data, ESGI Data, Achievement Gap data to develop targeted classroom interventions, individual student interventions, and adjustments to classroom instructional models as needed.



HIGHLIGHT Focus on Kindergarten

- Kindergarten centers began in September with increased early intervention support in all buildings, including:
 - reading
 - occupational therapy
 - speech and language
 - social emotional teaching
- Speech department and motor (OT/PT/TVI) continuous improvement work focuses on developing research based MTSS interventions.

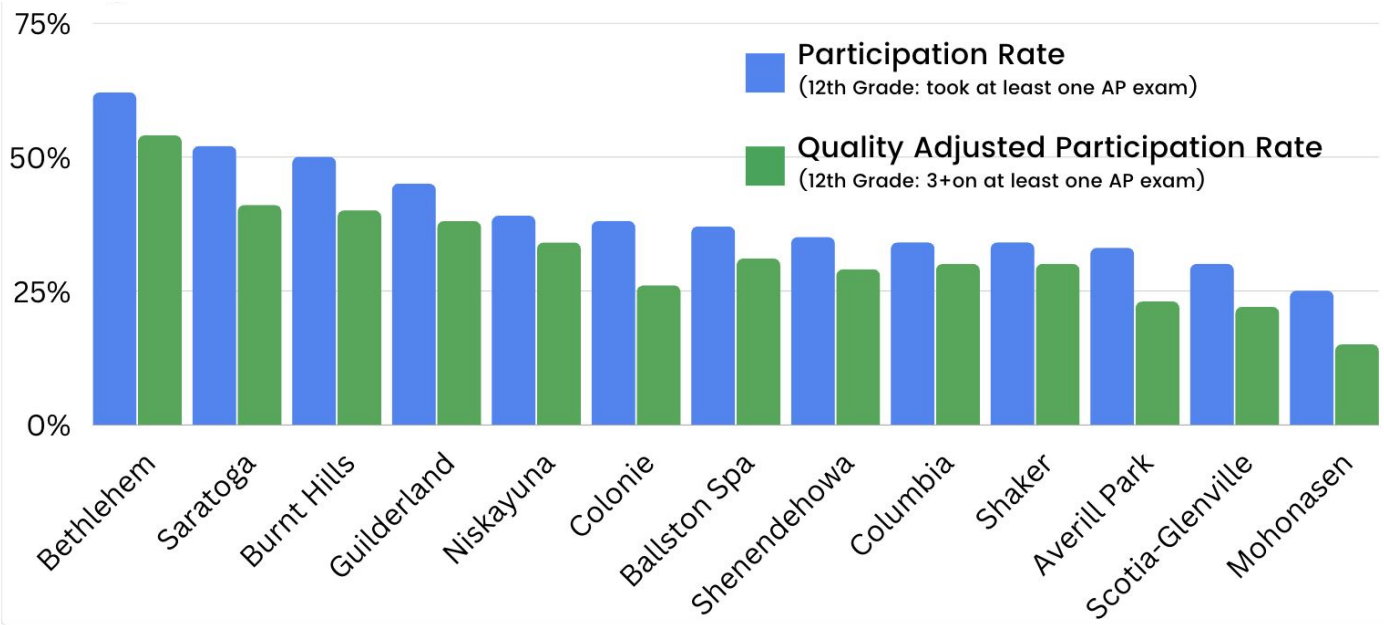


Kindergarten centers keep students moving and learning...

- Problem solving
- Cooperative Play
- Motor Skills
- Reading & Writing



HIGHLIGHT AP access and excellence



U.S. NEWS & WORLD REPORT
BEST HIGH SCHOOLS
2022 SCORECARD

#1 HIGH SCHOOL IN
ALBANY METRO AREA

#795 HIGH SCHOOL IN
THE UNITED STATES

SENIORS WHO TOOK AT LEAST
ONE AP® EXAM
62%

SENIORS WHO HAD A QUALIFYING
SCORE (3+) AT LEAST ONE AP® EXAM
54%

GRADUATION RATE
97%



ACTION STEP Best Practices

Increase sharing of Tier 1 best practices for academics and social-emotional well-being

- Introduced the Pass Survey
- Continuous Improvement at the elementary level is identifying best research based instructional practices and using data to inform instructional decisions (addition of ESGI system, and DIBELS).
- Continuous Improvement at the secondary level is centered on Grading for Equity
- Secondary ELA teachers are updating scope and sequence documents using templates created by elementary school teachers
- Science Cabinet created assessment rubrics specific to science lessons in each kit that allow teachers to calibrate their evaluation of students on the 1-4 scale.
- Elementary nurses focused CI work on updating seizure resources for teachers in collaboration with the Epilepsy Foundation



ACTION STEP Healthy Environments

Ensure a safe, aesthetically pleasing, flexible, physical environment to allow highest levels of learning to occur

New furniture districtwide is helping to promote “the four Cs” among students

- Critical thinking
- Communication
- Collaboration
- Creativity

**And the all-important fifth “C”
COMFORT**



HIGHLIGHT Cell phone use

POLICIES/PRACTICES AT EACH LEVEL

Elementary

Personal mobile devices including cell phones and smart watches are prohibited from the start of the school day until the end of the regular school day. Devices must be turned off and stored in a student's backpack or locker during this time period. If students need to make a routine call during the school day, they use phones available in the main office or counseling office.

Middle School

Same as elementary.

High School

Cell phones are stored at the front of each classroom during instruction. Students are able to use phone in hallways, lunch, library, etc.



Exploring options for a more engaged learning environment

YONDR POUCHES IN USE IN MORE THAN 1,000 SCHOOLS

BCSD is seeking PRELIMINARY information from districts where phones are being secured during the school day, including Greece Central School District, Schoharie Central School District, Roosevelt Union Free School District.



At the start of the day, students put their phone in their Yondr pouch



The pouch automatically locks. Students keep the phone and pouch with them.



Teachers have an unlocking device and students unlock phones during last class.



GOAL 3

Increase community engagement

Academics

- Recruit highly skilled educators
- Provide professional development

Character

- Model civic duty and social accountability

Community

- Budget planning
- Communication
- Long-range planning initiatives

Wellness

- Cybersecurity
- School safety
- Environmental sustainability



Goal #3 Action Steps

Increase community engagement

Experiential Learning: Provide more experiential opportunities for students

Community Service in Schools: Encourage students to complete 20% of community service hours at their zoned elementary school or the middle school

Expand Recruitment Pathways: New partnerships with colleges and universities to establish student teaching opportunities

Access as a Priority: Increase accessible communication including translation services, ADA compliance, etc.

Be Involved: Actively promote school activities and encourage visitor engagement

Re-Green: Reestablish environmental sustainability efforts and programs



ACTION STEP Experiential learning

Provide more experiential opportunities for students

Guest speakers - Science

- Eric Kerr: Delmar Ambulance/EMS
- Colin Leonard: St. Peter's Hospital Nursing
- Steve Young: Botanist
- Jill Szwed: News Channel 10 Meteorologist

Guest speakers - EXCEL

- Daniel Casey: Perfect Blend
- Renee Fahey: Street Soldiers (upcoming)



HIGHLIGHT

Lab School

Efforts to promote the benefits of experiential learning as part of Lab School have been ongoing with recruitment efforts focusing on student voices.



ACTION STEP Community service in schools

Encourage students to complete 20% of community service hours at the district's elementary schools or the middle school

A group of BCBS seniors share their personal immigration journeys with elementary students at Hamagrael Elementary School. The conversations add context to fourth grade learning unit about immigration to NYS.



ACTION STEP Expand recruitment pathways

New partnerships with colleges and universities to establish student teaching opportunities

Working with Clarkson University on a possible Teacher Residency Program at BC:

- Could offer full-year classroom apprenticeship for pre-service teachers with academic coursework closely aligned with the classroom experience
- Teacher residents work for an entire year alongside a highly trained, supported mentor teacher
- Teacher residency programs typically require that candidates commit to teach in the school for a minimum of three years



Clarkson

AAQEP

Association for **Advancing**
Quality in Educator Preparation

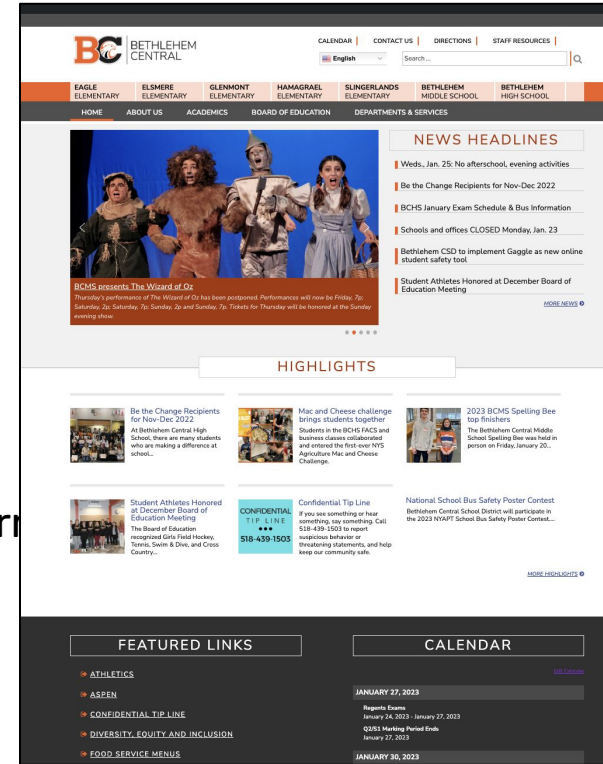


ACTION STEP Access as a priority

Increase accessible communication including translation services, ADA compliance, etc.

Website accessibility

- Newly designed website launched in spring 2022
- Striving to ensure district website is accessible to all individuals, including those with visual, hearing, motor or cognitive disabilities.
- Most info on bethlehemschools.org available in HTML form that can be deciphered by screen readers
- Web authors comply with Web Content Accessibility Guidelines (WCAG) 2.0 A/AA to the best of their abilities
- Website translation is available in 18 languages



HIGHLIGHT ParentSquare

Increase community engagement

- ParentSquare will streamline the way families receive and share information with the district, its schools and staff
- Visually appealing, user-friendly
- Real-time translation in 100+ languages
- Soft rollout in spring 2023
- Will be in use for 2023-24 school year



ParentSquare

- Emergency notifications
- Attendance notifications
- Teacher and classroom communication
- Direct Messaging with two-way translation
- Appointment Sign Ups (parent-teacher conferences, technology pick-ups)
- Calendar and RSVP
- Volunteering and classroom supply sign-ups
- Mobile app

ParentSquare will replace School Messenger, Class Dojo, Remind in 2023-24





ACTION STEP Be involved

Actively promote school activities and encourage visitor engagement



BC SPIRIT RUN!

FRIDAY, NOV 11, 9 AM

A FREE districtwide recreational opportunity for K-5 students and parents/guardians on Veterans Day!

SHOW YOUR COLORS

- EAGLE (BLACK)
- ELSMERE (ORANGE)
- GLENMONT (RED)
- HAMAGRAEL (WHITE)
- SLINGERLANDS (BLUE)

SCHEDULE

- 8:00-8:45 am: Day of check-in (Large Pavilion)
- 9:00 am: K-1st Grade Run (1/4 mile)
- 9:10 am: 2nd-3rd Grade Run (1/2 mile)
- 9:20 am: "Star Spangled Banner"/Moment of Silence
- 9:25 am: 4th-5th Grade Run (1 mile) - This race will be scored by school for a special award for the "fastest" school
- 9:45 am: Parent /Faculty Walk or Run (1 mile)

**DOES YOUR SCHOOL HAVE THE MOST BC SPIRIT?
WILL YOUR SCHOOL WIN THE TROPHY FOR BEST PARTICIPATION?**

Use the QR code or find more info at bcwillemschools.org

ELM AVENUE PARK IN DELMAR
Friday, November 11 at 9 a.m.
EVENTS WILL INCLUDE A SALUTE TO VETERANS
PARK IN FRONT LOT AND WALK TO LARGE PAVILION



ACTION STEP Re-Green

Reestablish environmental sustainability efforts and programs

- Lab School recycling presentations to elementary students in Dec.
- Reusable trays and metal flatware have returned to the elementary schools and BCMS.
- Returning to composting
- America Recycles Day event held at the Farmer's Market at the MS. BC Green Team was a co-host.
- Upcoming: First annual Giveaway Weekend in collaboration with the Town of Bethlehem helping neighbors connect to recycle and reuse items around town.



HIGHLIGHT Middle School Garden Club mixes learning, community and fun



SCHOOL CLIMATE SURVEY



SCHOOL CLIMATE SURVEY Purpose

All members of the school community have the ability to promote and sustain a positive school climate that facilitates student and school success. This feedback helps the district:

- Better understand the perceptions of the students, staff, and parents
- Monitor progress as part of a Strategic Plan
- Adapt to shifting needs related to school climate
- Make data-driven decisions regarding staffing & resources



SCHOOL CLIMATE SURVEY 2022-23

- District used EdVistas to administer survey
- Data was collected Jan. 9 through Jan. 20
- Data is still being reviewed
- Preliminary data that measures positivity in the student survey is providing some early results

3,200+ surveys

- **2,252 students**
- **788 parents**
- **206 staff**



Safe and Supportive Schools

Engagement

- **Strong relationships** among everyone who is part of the school (students, teachers, families, community);
- **Respect for all individuals** and opinions across race, culture, sexual orientation and religions; and
- **Involvement and participation** in school activities.

Relationships

Cultural & Linguistic Competence

School Participation

Safety

- **Safety, both physically and emotionally**, from perceived or actual risk of victimization, bullying, harassment, and access to drugs/alcohol; and that
- **Emergency plans** are in place that can be implemented when necessary.

Emotional Safety

Physical Safety

Bullying/Cyberbullying

Substance Abuse

Emergency Readiness/Management

Environment

- **Adequate facilities** for learning and growing;
- **Strong academic environment** for all learners;
- **Accessible supports** for health and wellness;
- **Disciplinary policies** that are fair, clear, understandable and consistently enforced

Physical Environment

Instructional Environment

Mental Health

Discipline

What is a positive response?

Engagement - Relationships

My teachers help me feel good about myself

Strongly Agree

Agree

Disagree

Strongly Disagree

Safety - Physical Safety

I sometimes stay home because I don't feel safe at this school.

Strongly Agree

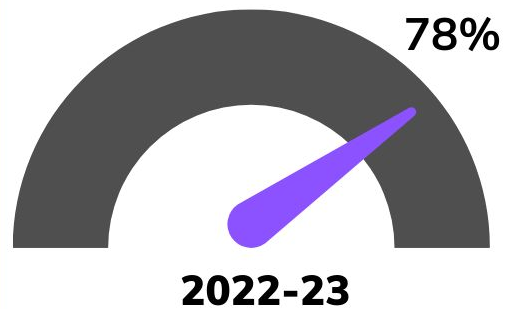
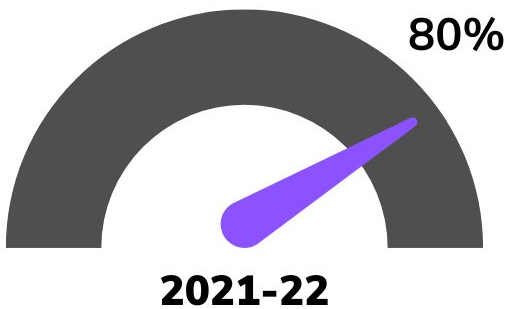
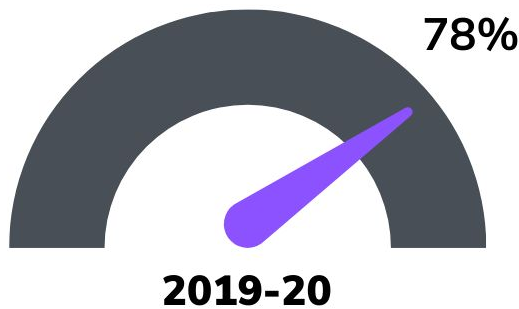
Agree

Disagree

Strongly Disagree



ENGAGEMENT



Cultural & Linguistic Competence



Relationships



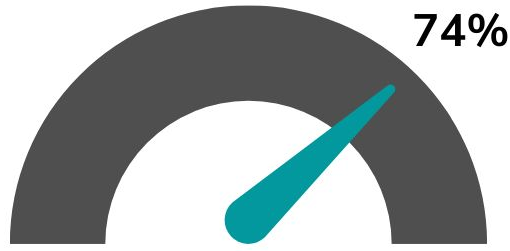
School Participation



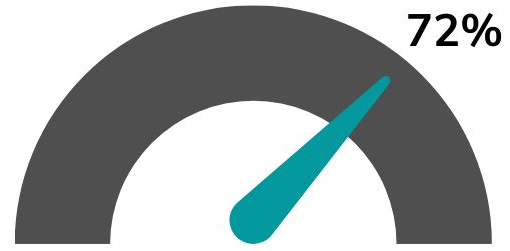
ENVIRONMENT



2019-20



2021-22



2022-23

Physical Environment



Instructional Environment



Mental Health



Discipline



SAFETY



	2019-20	2021-22	2022-23
Emotional Safety	76%	77%	74%
Physical Safety	81%	81%	81%
Bullying/ Cyberbullying	75%	73%	71%
Substance Abuse	56%	69%	65%
Emergency Readiness	85%	85%	84%

SAFETY UPDATE



Know the drill

Don't be scared, be prepared

Drills are an important first step in keeping Bethlehem schools, students and staff safe. District staff follow strict, detailed safety protocols during emergency drills. With good training and practice, everyone involved will be better able to react appropriately in the event of an actual emergency. Drills allow administrators, staff and students to mitigate, prepare for and recover from a variety of incidents. We want our families to have a better understanding of the different drills we practice throughout the year, and the safety terms we use, so you can help your student feel prepared and safe.



EVACUATION

What most people remember as fire drills are now known as evacuation drills. New York State law requires they be practiced

8x a year

When an alarm sounds or an announcement is made from the main office, everyone in classrooms and all building areas must evacuate along a designated route. Students remain quiet, there is no cell phone use and attendance is taken at the evacuation location. Students return to class once building leaders give the OK.

LOCKOUT

A lockout secures the outer perimeter of the building. Students who are outdoors are brought inside. All exterior doors are locked and windows are closed and locked. In a lockout, there is

NO CLASSROOM DISRUPTION

Anyone wishing to enter or leave the building must first be cleared by building administrator and/or police.

MASS EVACUATION/ RELOCATION

A mass evacuation drill tests protocols necessary to safely relocate students to an off-site location in the event of a real emergency. Students evacuate the school, accompanied by teachers and staff, and together move to an off-site location where they take shelter. Students travel on foot or are transported by bus depending on the distance from the designated off-site shelter area to the school.

LOCKDOWN

A lockdown occurs when there may be an imminent threat **INSIDE** the school. State law requires lockdown drills to be practiced

4x a year

All movement within the school is restricted. All students, staff and visitors must report immediately to the nearest classroom, gym or cafeteria. All doors are locked and secured. All cell phones are silenced. Everyone remains silent. Rooms remain locked until unlocked by police.

OTHER EMERGENCY DRILLS

BUS EVACUATION

Three times a year, all students (whether or not they regularly ride a bus) practice how to exit the bus safely in the event of an emergency.

SHELTER IN PLACE

In some instances, it is safer to remain inside the building, such as during a tornado or other severe weather. Students will be instructed to move to a safe location within the school.

HOLD IN PLACE

In certain cases, such as in a power outage, an announcement to hold in place will be made. Classroom doors are closed. Students in hallways go to nearest classroom. All students and staff remain in place until further notice.



If you have questions about emergency drills, please contact your principal.

DISTRICT LEVEL Safety Plan

- Updated annually, required by law
- Provides framework for the Building-Level Emergency Response Plans
- Identifies Districtwide Safety Team and Building Level Emergency Response Teams (BLERTs)
- District works with New York State Police, Albany County Sheriff's Department, Bethlehem Police Department, local fire departments and town officials to identify potential emergency situations on school property and off school property that could have an impact students/staff

Available to the public at
www.bethlehemschools.org



BUILDING LEVEL Safety Plan

First level of response is always at the building level

- Detailed plans for each building are confidential but are shared with local police and other emergency response teams annually
- Plans include:
 - Building maps
 - Emergency procedures
 - Contact information and roles (incident commander, liaison, scribe, public information officer, safety officer, etc.)
 - Incident guides for more than 30 different scenarios
 - Evacuation protocols and locations
 - Reunification plans
- One-page incident guides within the plan provide detailed, easy-to-read response action steps and a list individuals who are responsible for each step

Confidential – Not available to the public but shared with law enforcement



District prepares for all kinds of emergencies

Active shooter	Electrical system failure	Loss of building use	School bus accident
Air pollution	Epidemic/pandemic	Loss of transportation fleet	Severe weather emergency
Biological threat	Explosion	Multiple casualty incident	Threats of suicide or violence
Aviation crash	Fire and alarm activation	Medical emergencies	Toxic exposure
Building structural failure	Flooding	Natural gas or propane leak	Water emergency
Bomb or explosive threat	Hazardous materials incident	Power failure	
Carbon monoxide	Heating system failure	Radiological incident	
Civil disturbance	Hostage situation	Roof failure or leak	
Earthquake	Intruder		



Severe Weather Emergency

RESOURCES

School District	Community
Crisis Response Plan Community Notification/Media Plans School Cancellation/Go Home Plan Sheltering Plans Weather Radio	Town/County Emergency Coordinator Local Fire Department Local Rescue Squad County/Local DPW Local & State Police

Sample guide – Steps the district follows in a weather emergency (i.e. tornado warning)

Response Action Guidelines	Authority
1. Upon notification of a National Weather Service severe weather advisory, notify the Superintendent.	Principal
2. Contact members of the school incident command team and implement ICS. Establish a command post. Assign someone to monitor weather conditions and report back to the IC on a regular basis.	Superintendent and/or Incident Commander
3. Consult with the Town/County Emergency Coordinator to determine whether to implement the School Cancellation Plan or Sheltering Plans as appropriate.	Incident Commander
4. Heed the advice of the National Weather Service regarding the type of precautions and sheltering needed to prevent or minimize injury or property damage. Cease all outdoor activity and take shelter inside the building. Keep occupants away from doors and windows. Take shelter in hallways at the lowest level of the building. Do not shelter in large expansive rooms, such as cafeterias and gyms if high force damaging wind is in the forecast.	Liaison Officer and/or Incident Commander
5. Determine whether to activate the Crisis Response Team to handle emotional trauma and needs of occupants.	Incident Commander Planning & Intelligence
6. After the severe weather has subsided, assess the extent of damage or injuries, refer to "Structural Failure" or "Multiple Casualty" procedures in the Building Level Safety Plan.	Incident Commander, Safety Officer, Planning & Intelligence
7. Contact the Town/County Emergency Coordinator and determine whether the school will be utilized as a Red Cross Community Shelter.	Liaison Officer
8. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent and/or Principal

BUILDING SECURITY Upgrades

- Entrance hardening measures
- Every classroom door districtwide has been retrofitted so there is an immediate shut & lock
- Security badge upgrades to offer more control & access
- Integrated camera and badge system
- Maintenance response system prioritizes issues with window and doors for immediate attention

Districtwide Security Audit

Jan 25-27: The district hired an outside firm, CLPS, to conduct full audits of the district, focusing on access to school district buildings and grounds, security monitoring,, communications and emergency management plans.

BCSD will be licensed to use the security audit tool on a continuous basis to make updates and revisions as needed in the future.



BUILDING SECURITY Technology upgrades

- Dialing of 911 from all classroom phones
- 911 automatic alerts
 - When 911 is called from anywhere in district, safety team is alerted immediately
- Lockdown automatic alerts



SCHOOL RESOURCE OFFICERS (SROs)

- **Education:** Teach students about safety and crime prevention
- **Counseling:** Available to talk with students about issues they may be facing
- **Law enforcement:** Investigate criminal activity and protect school community



SROs at BCSD

- Detective Mike Berben and Detective Caitlyn Krage
- Agreement with the Town of Bethlehem
- SRO services began in 1986 at BCMS

SRO role is very different from the disciplinary role of a school administrator.



CONFIDENTIAL Tip Line

518-439-1503

A resource for reporting:

- dangerous behavior, including self-harm, or harm to others;
- threatening statements;
- actions that are out of the ordinary; or
- statements that are out of the ordinary.

SEE SOMETHING, SAY SOMETHING

The screenshot shows the Bethlehem Central website. At the top, there is a navigation bar with the BC logo and links for Calendar, Contact Us, Directions, and Staff Resources. Below this is a search bar with the language set to English. The main navigation menu includes links for Eagle Elementary, Elsmere Elementary, Glenmont Elementary, Hamagrael Elementary, Slingerlands Elementary, Bethlehem Middle School, and Bethlehem High School. The page content is divided into several sections: News Headlines, Highlights, Featured Links, and a Calendar. The 'Confidential Tip Line' link in the 'Featured Links' section is circled in pink. The 'Highlights' section contains several news items, with the 'Confidential Tip Line' link also highlighted in pink. The 'Calendar' section lists upcoming events for October 20, 2022, and October 22, 2022.

NEWS HEADLINES

- BC Spirit Run Event to take place November 11
- BCMS PTA Party lunch honors 48 students with character awards
- Girls tennis team wins Section II championship
- BC student artwork to be featured at statewide convention
- Nov. 1: Superintendent Q & A on Student Safety at BC
- Support BC gardeners with Thursday dinners at Garden Blatte

HIGHLIGHTS

- BCMS PTA Party lunch honors 48 students with character awards. Students were treated to special celebration for demonstrating positive character traits. The best part? They get to bring a friend!
- CONFIDENTIAL TIP LINE**
518-439-1503
Confidential Tip Line - If you see something or hear something, say something. Call 518-439-1503 to report suspicious behavior or threatening statements, and help keep our community safe.
- Bethlehem CSDE to participate in State's Farm to School Initiative. You may have noticed a new apple symbol on our school lunch calendar. This is...
- The scarecrows are back at BCMS. The BCMS Garden Club spent Sunday afternoon assembling scarecrows out in front of the middle school building.
- BCMS Student Musician takes first place in prestigious Chopin Competition. Congratulations to Bethlehem Central High School junior, Wilson Laurinville who won first place in the...
- Photos/videos: Hamagrael hosts RISE for Missing Children. On Oct. 23, Hamagrael Elementary School welcomed nearly 100 circles who were part of the 2022 Rise for Missing Children.

FEATURED LINKS

- ATHLETICS
- ASPEN
- CONFIDENTIAL TIP LINE**
- DIVERSITY, EQUITY AND INCLUSION
- FOOD SERVICE MENUS
- GREEN TEAM
- EMPLOYMENT
- REGISTER FOR SCHOOL

CALENDAR

OCTOBER 20, 2022

- Hamagrael PTA Meeting
October 20, 2022 6:00 pm - 6:00 pm

OCTOBER 22, 2022

- Dinners Family Photos
October 22, 2022
- ACT Exam at BCMS
October 23, 2022 7:45 am - 7:45 am
Bethlehem Central High School, 700 Delaware Ave. Delmar, NY 12054, USA

OCTOBER 24, 2022

- Media Event for Bethel BCMS

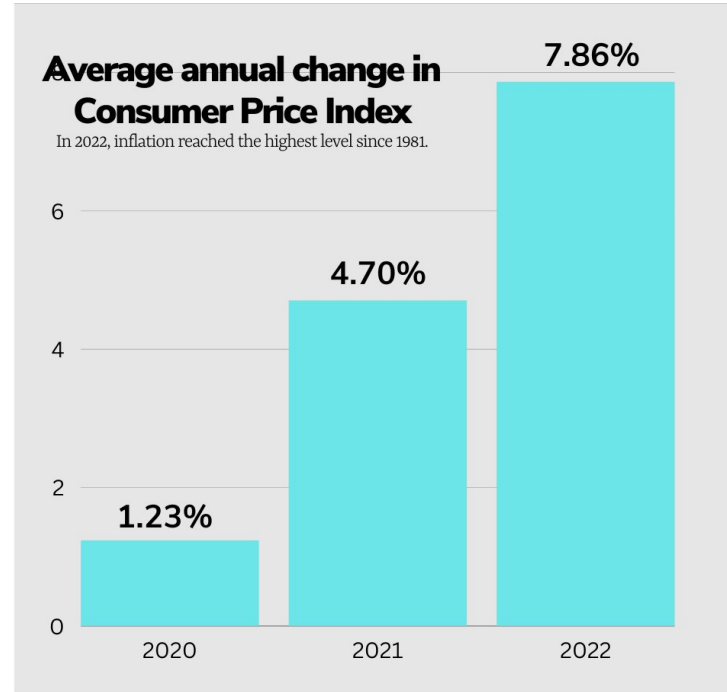


CAPITAL PROJECT UPDATE



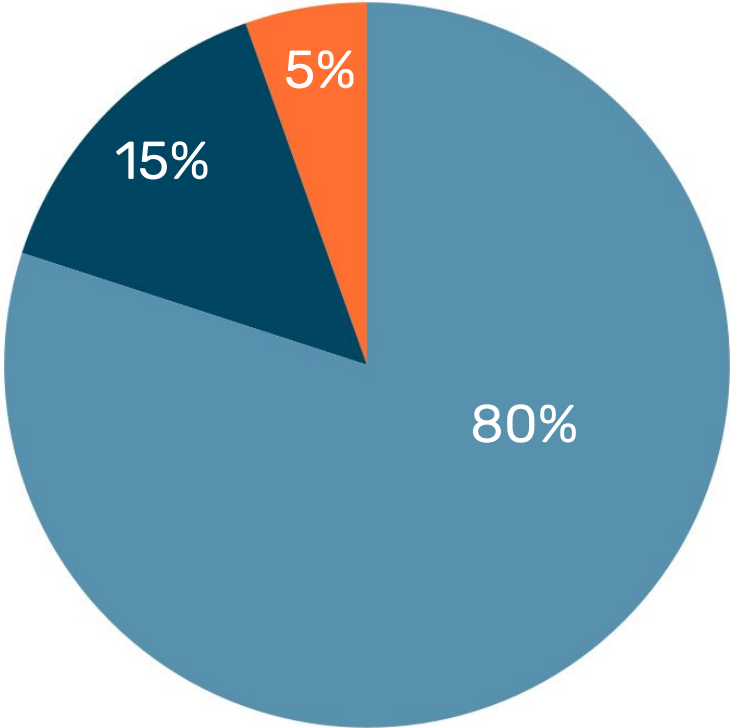
2021 Capital Project Overview




- Plan was initially developed in 2019 and voters approved project in 2021
- Project not to exceed \$40,693,106
- Review of scope in 2022 revealed project was over budget by 20% due to supply chain, workforce issues, and inflation
- Scope was reviewed and revised in public sessions in fall 2022 and the revised plan was submitted to the New York State Education Department for approval



Source: U.S. Bureau of Labor Statistics

2021 Capital Project Overview



	Construction (Hard Costs)	\$32,554,905
	Incidental (Soft Costs)	\$5,929,178
	Contingency	\$2,209,023
<hr/>		
TOTAL BUDGET		\$40,693,106

2021 Capital Project Timeline



2021 Capital Project High School

Preliminary plans outline impact and timeline

BETHLEHEM CENTRAL HIGH SCHOOL	
Stadium Concession Stand	Apr 2023 to Oct 2023
Main Parking and Sidewalks	July 2023 to Aug 2023
Pavilion	June 2023 to Sept 2023
Field Events	June 2023 to Nov 2023
Varsity Softball Field	June 2023 to Nov 2023
Cafeteria Canopy	July 2024 Aug 2024
Delaware Ave Entrance and Access Road	July 2024 to Aug 2024

BETHLEHEM CENTRAL HIGH SCHOOL	
Gym A	May 2024 - Aug 2024
Technology Rooms	July 2024 - Aug 2024
Main Office	July 2024 - Aug 2024
Gym A Storefront	April 2024
Kitchen Dishwasher Room	July 2024
Server Room	To be determined

2021 Capital Project Middle School

Preliminary plans outline impact and timeline

BETHLEHEM CENTRAL MIDDLE SCHOOL	
Auditorium	July 2023 - August 2024
Family & Consumer Sciences (FACS) classrooms	July 2023 - December 2023
Library Media Center (LMC)	January 2024 - August 2024
Classroom 021	July 2024 - August 2024
Roof Work	Sept 2023 - July 2024
Underground Storm Management System	July 2023 - August 2023
Site Irrigation	March 2024 - July 2024
Parking Lots and All Other Site Work	July 2024 - August 2024

2021 Capital Project Elementary Schools

Preliminary plans outline impact and timeline

ELSMERE ELEMENTARY SCHOOL

Pavilion	July 2023 - August 2023
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EAGLE ELEMENTARY SCHOOL

Pavilion	July 2023 - August 2023
Site Drainage and Paving	July 2023 - August 2023

GLENMONT ELEMENTARY SCHOOL

Boiler Replacement	May 2023 - September 2023
Classroom Renovations	July 2023 - August 2023
Toilet Rooms	July 2023 - October 2023
Gym	July 2023 - August 2024
Pit Area	July 2024 - August 2024
Main Entrance & Canopy	July 2024 - August 2024
Site Drainage & Pavilion	July 2023 - August 2023

2021 Capital Project Elementary Schools

Preliminary plans outline impact and timeline

HAMAGRAEL ELEMENTARY SCHOOL

Boiler Replacement	May 2023 - September 2023
Classroom & Hallway Ventilation	July 2023 - July 2024
Classroom Casework	April 2024 - August 2024
Kitchen	April 2024- August 2024
Vestibule	July 2024 - August 2024
Pit Area & Bathroom Floors	July 2024 - August 2024
Roofing Replacement	June 2023 - August 2023
Soffit Replacement	July 2023 - August 2023

SLINGERLANDS ELEMENTARY SCHOOL

Early Childhood	July 2023 - August 2023
Basement	July 2023 - January 2024
Stage & Old Faculty Room	December 2023 - April 2024
Kitchen	April 2024 - August 2024
Cafeteria	To be determined
Pavilion/Walkway/Gutter	July 2023 - August 2023
Union Ave Stairs & Canopy	April 2024 - July 2024

ENROLLMENT



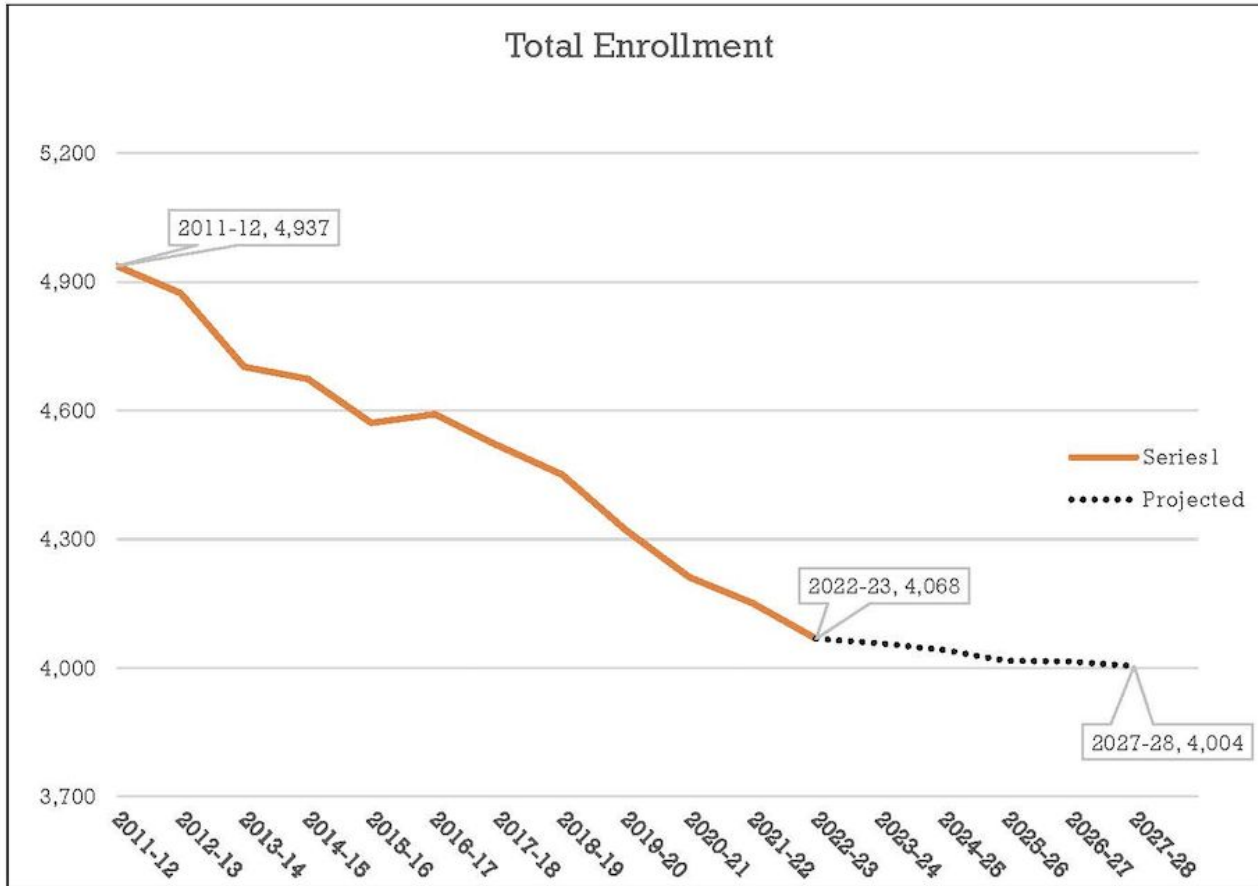
Enrollment Projections

The Bethlehem Central School District contracts with the Capital District Regional Planning Commission to provide an annual 5-year enrollment projection report. Highlights of the most recent report:

- Compared to 2006-07 peak, enrollment has declined 21.4%
- **Over the next five years** total enrollment is expected to decrease by 1.6% to 4,004 from the current 4,068
 - Enrollment in grades 9-12 expected to decline by 9.7% to 1,231 by 2027-28
 - Enrollment in grades 6-8 is expected to increase by 2.0%
 - Enrollment in grades K-5 expected to increase by 2.4%
- Total enrollment in 2023-24 is projected to be 4,058 students



Enrollment History & Projections



5-Year BCSD Projected Enrollment

CURRENT

2022-23: 4,068

2023-24: 4,058

2024-25: 4,042

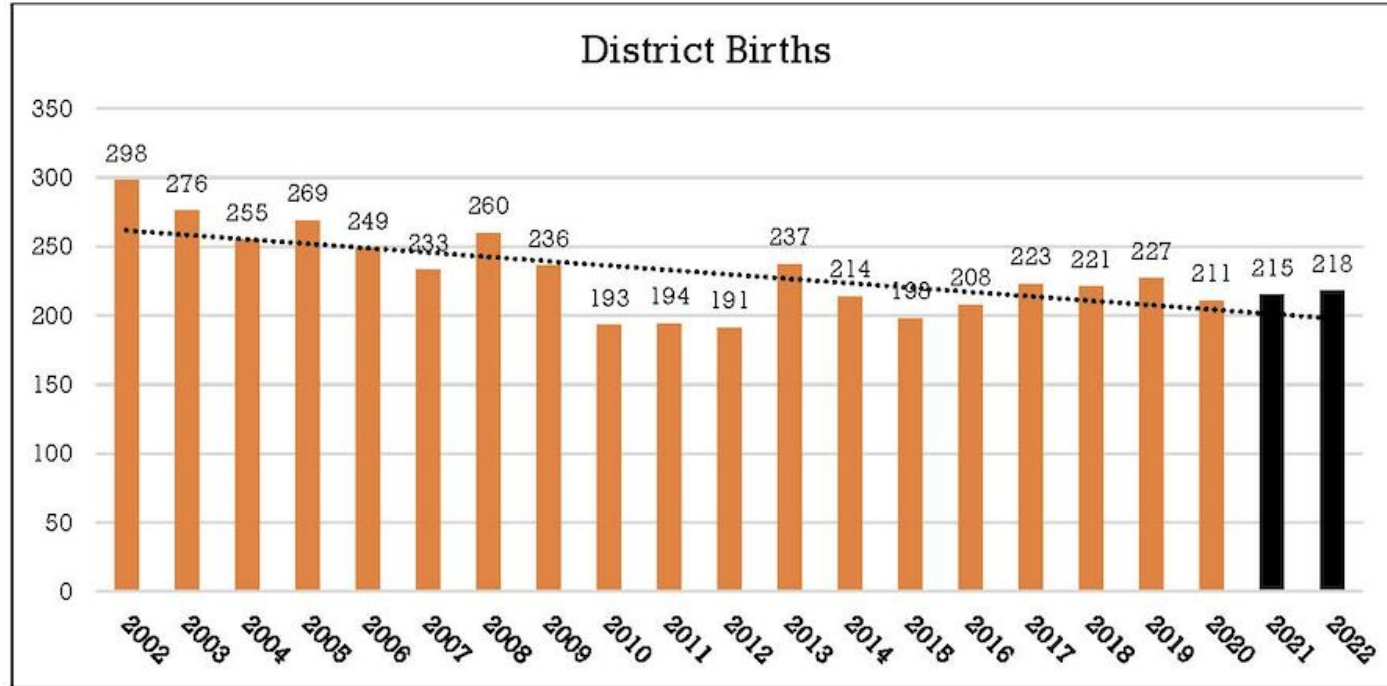
2025-26: 4,017

2026-27: 4,015

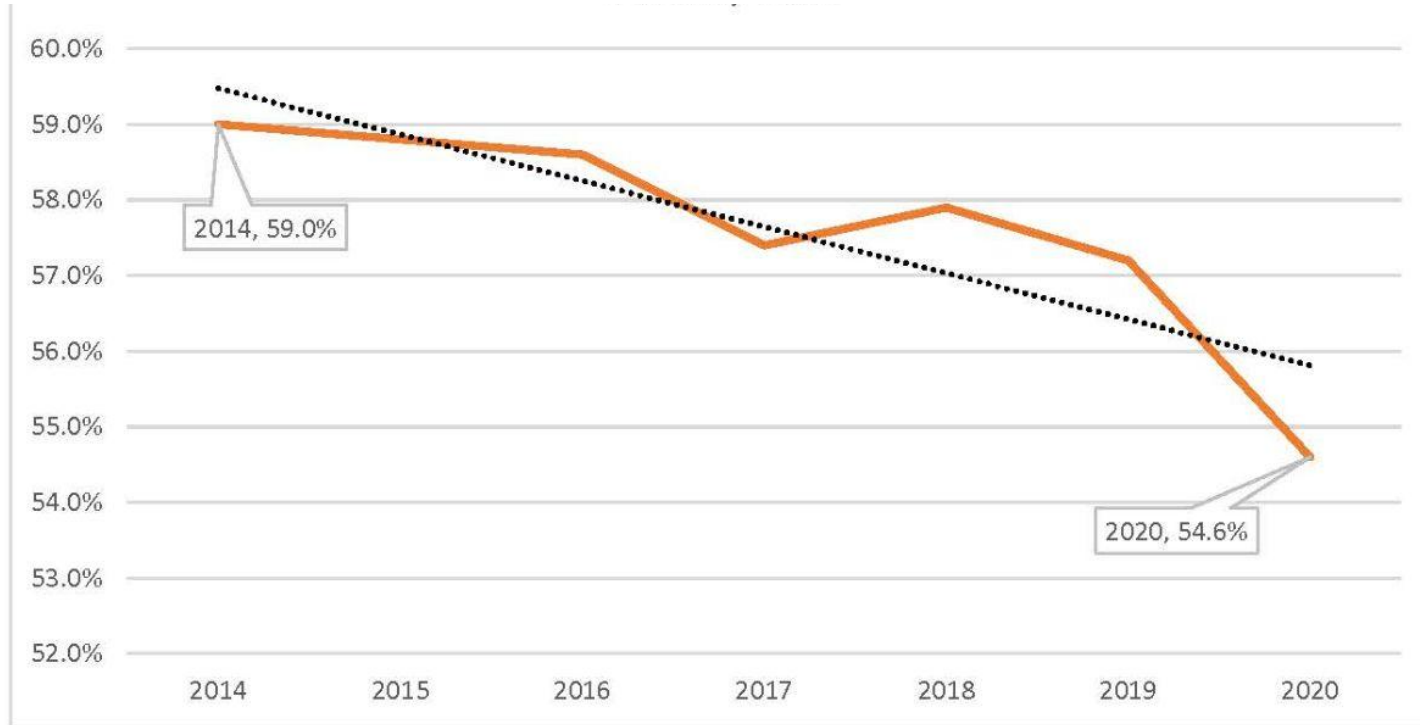
2027-28: 4,004



Enrollment – Birth Data

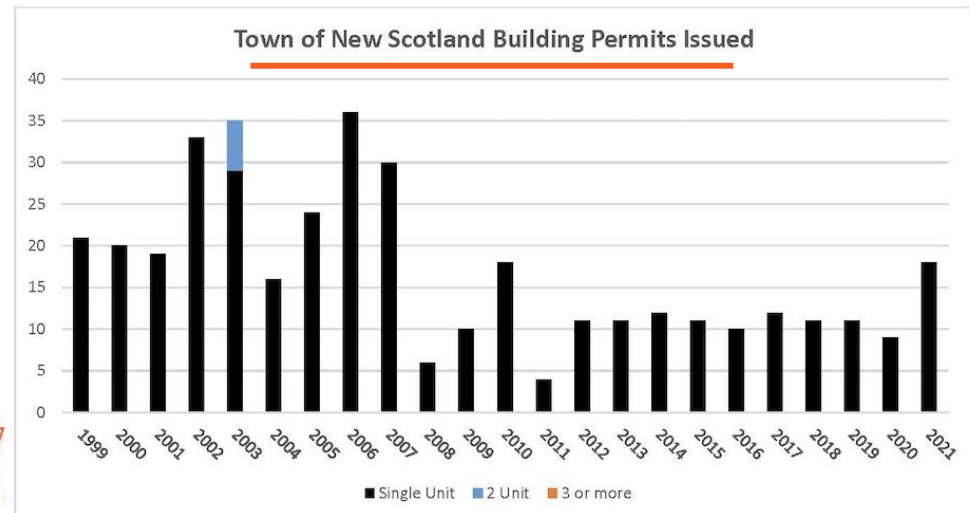
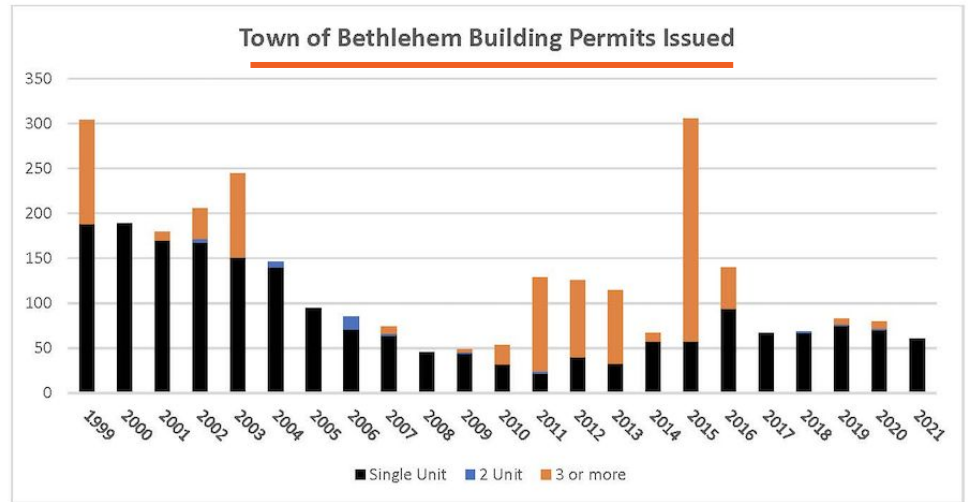


Enrollment and NYS fertility rate



Enrollment - Housing

- The number of existing home sales in the District has slowed the past two years, with a projected 368 units to be sold in 2022.
- A building moratorium in Town of Bethlehem has ended. While this could push enrollment impacts out a few years, new development has the potential to bring in new families and increase birth rates.



BUDGET DEVELOPMENT





EXPENSES

=



REVENUE

SCHOOL BUDGET 101:

Balancing the Budget

Each year, **school boards must develop a balanced school budget proposal** for the following school year **and put it to a public vote** on the third Tuesday in May.

In New York, this requirement for a balanced, voter-approved annual budget is unique to public schools. **The school budget is the only government spending plan that residents can impact directly by voting.**

EXPENSES = **REVENUE**

MONEY GOING OUT

- Salaries/Benefits
- Curriculum/Staff Development
- Facilities Maintenance & Operation
- Transportation
- Debt Service

MONEY COMING IN

- State Funds
- Federal Funds
- Property Taxes
- Miscellaneous Income
- Appropriated Fund Balance*

Current 2022-23 budget

TOTAL: \$102,698,000

PROPERTY TAX LEVY: \$69,233,000

USE OF FUND BALANCE: \$0

Education and value at BC

A comparative look at average per pupil expenses



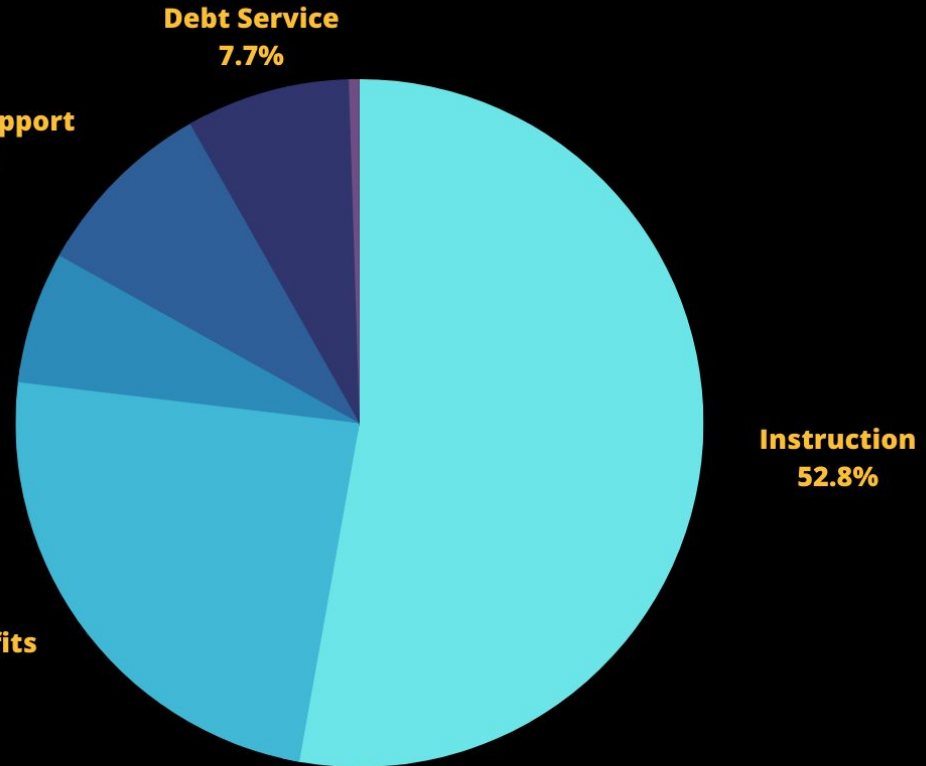
	PER PUPIL EXPENDITURES
Bethlehem	\$17,185.56
Albany County	\$18,320.87
NYS	\$22,834.84

Source: NYS Education Department, 2019-20



BC budget expenses

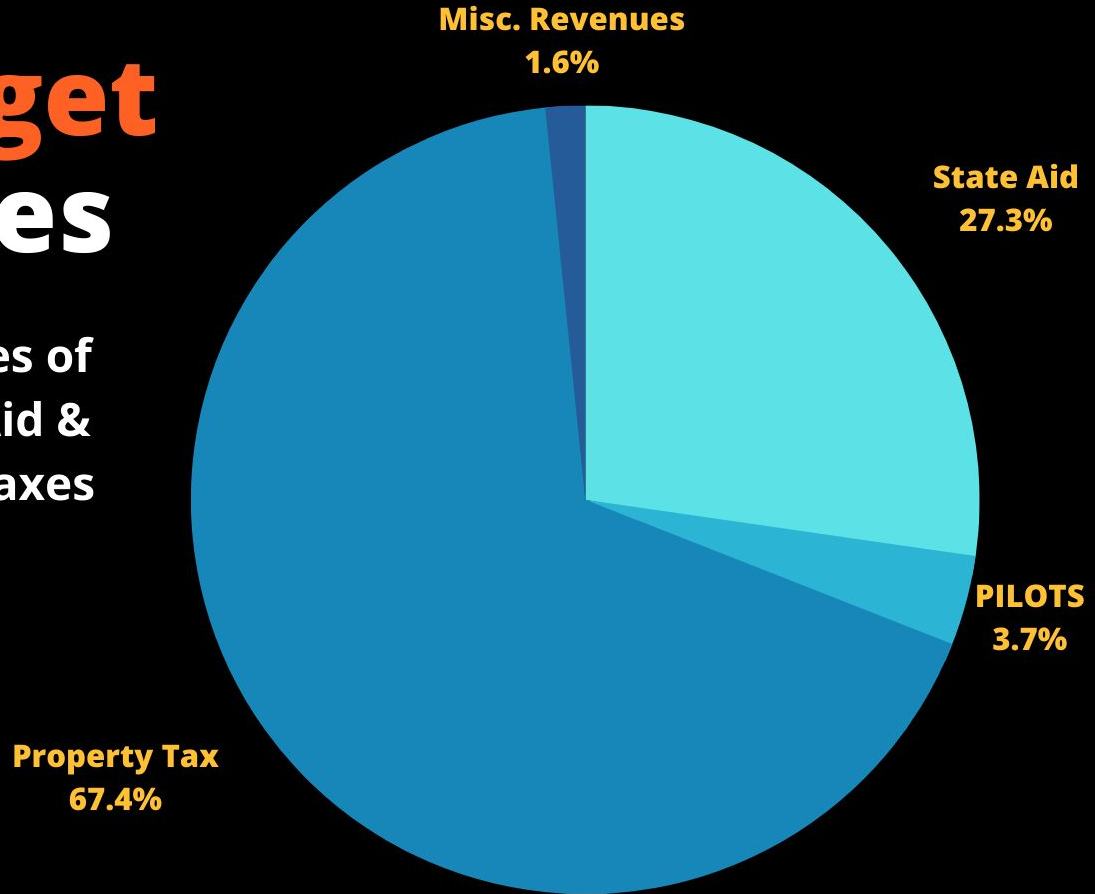
Largest components of the budget support teaching, learning and direct student support





BC budget revenues

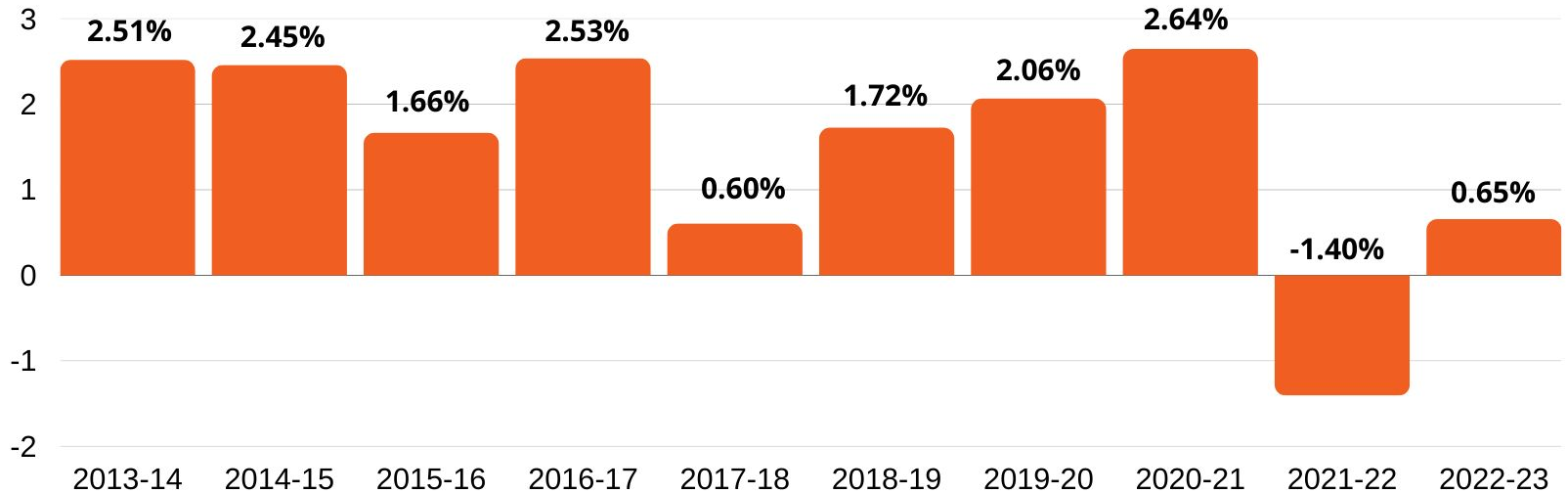
Two main sources of revenue: State Aid & Local Property Taxes





BC budget history



10-year average budget increase = 1.54%

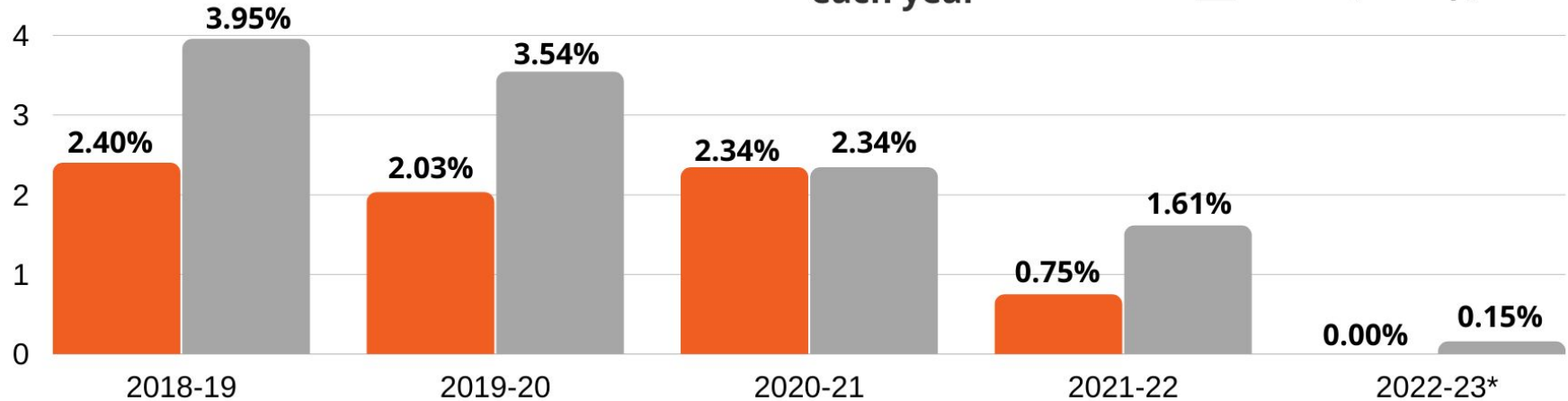


BC tax levy history

Five year tax levy average = 1.50%

At or below "cap" each year

 Tax levy
 MATL (tax cap)



2023-24 BUDGET DEVELOPMENT



BUDGET
DISCUSSIONS
BEGIN,
TRANSPORTATION
& TECHNOLOGY
BUDGETS

FEB. 15

ATHLETICS &
OPERATIONS
AND
MAINTENANCE
BUDGETS

MAR. 1

INSTRUCTIONAL
PROGRAMS
BUDGET
INCLUDING
SPECIAL
EDUCATION &
STUDENT SERVICES

MAR. 15

BUDGET REVIEW
&
ADOPTION

APR. 5

BUDGET
HEARING

MAY 3

TENTATIVE
MEET THE
CANDIDATES
NIGHT

MAY 10

BUDGET
VOTE DAY

MAY 16

THE PUBLIC IS
INVITED TO
COMMENT ON THE
ADOPTED BUDGET

SPONSORED BY
THE ALBANY
COUNTY
LEAGUE OF
WOMEN VOTERS

DON'T FORGET
TO VOTE
ALL VOTING
INFORMATION
WILL BE
AVAILABLE ON
THE DISTRICT
WEBSITE

