

**BETHANY BOARD OF EDUCATION
Regular Meeting**

AGENDA

**Wednesday, November 9, 2022
6:30 p.m.**

Bethany Community School Learning Commons

[Live Stream Link](#)

MISSION STATEMENT

We inspire and empower children to thrive in the world of tomorrow.

1. Call to Order

- a. Pledge of Allegiance

2. PTO Report

3. Public Comment (Policy 1120 & Bylaw 9325)

The Board of Education welcomes public comment. Individuals or groups may address the Board concerning any subject which is within the Board's jurisdiction. Three minutes will be allotted to each speaker and a maximum of fifteen minutes to each subject matter. The speaker is requested to state their name and address. [Submit a public comment online](#) to be read at the next available opportunity.

4. Approval of Minutes (Bylaw 9326)

- a. October 12, 2022 Regular Meeting..... Action Item

5. Committee Reports (Bylaw 9132)

- a. ACES
- b. Curriculum
- c. Facilities
- d. Finance
 - i. Report of expenditures and adjustments to the 2022-2023 Operating Budget through October 31, 2022..... Action Item
- e. Policy
- f. Transportation

6. Unfinished Business (Bylaw 9300)

- a. None

7. New Business (Bylaw 9300)

- a. Child Care Leave Requests.....Action Item
- b. The Policy Committee met on October 11, 2022 and is recommending the following policies for first reading:
 - i. RevisionsAction Item
 - 1. Policy 0523 – Equity and Diversity
 - 2. Policy 5124 – Reporting to Parents
 - 3. Policy 6140 – Curriculum
 - 4. Bylaw 9222 – Removal of Board Officers
 - 5. Bylaw 9314 – Suspension of Policies, Bylaws, or Administrative Regulations
 - 6. Bylaw 9321 – Time, Place, and Notice of Meetings
 - 7. Bylaw 9325.1 – Quorum and Voting Procedures
 - ii. Adoption.....Action Item
 - 1. Policy 1118 – Non-discrimination
 - iii. Deletions.....Action Item
 - 1. Policy 0521 – Non-discrimination
 - 2. Policy 3432 – Financial Reports
 - 3. Policy 5131 – Student Conduct

8. Administrative Reports (Policy 2500)

- a. Superintendent
- b. Director of Special Services, Curriculum, and Instruction
- c. Principal

9. Chairman Report (Bylaw 9121)

10. Correspondence (Bylaw 9300)

11. Public Comment (Policy 1120 & Bylaw 9325)

The Board of Education welcomes public comment. Individuals or groups may address the Board concerning any subject which is within the Board's jurisdiction. Three minutes will be allotted to each speaker and a maximum of fifteen minutes to each subject matter. The speaker is requested to state their name and address.

12. Meeting Adjourned

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: November 9, 2022

Re: Meeting Minutes

It is recommended under APPROVAL OF MINUTES:

Recommended Motion:

- a. Move the Bethany Board of Education accept the October 12, 2022 Regular Meeting Minutes as presented.

BETHANY BOARD OF EDUCATION
Regular Meeting Minutes
BCS Learning Commons
October 12, 2022

Present

Angelo Amato
John Paul Garcia
Amy Lestinsky, Vice Chair
EJ Maher arrived at 6:38 pm
Christopher Pittenger, Chair
Lynette White, Secretary
Namita Wijesekera arrived at 6:38 pm

Administration

Kai Byrd
Cheryl Kiesel
Tom Reed-Swale

Absent

Angel Irigoyen
Shawn Uscilla

Call to Order

Dr. Pittenger called the meeting to order at 6:33 p.m.

PTO Report

Mrs. Zaldo reported on recent and upcoming PTO events.

Presentation

Mr. Reed-Swale and Ms. Nathman gave a presentation on Student Achievement and fielded questions from Board members.

Public Comment

Melissa Zaldo, 191 Beacon Road. Discussed the SBA data and commended administration and staff for their hard work.

Minutes

Motion by Garcia, seconded by Amato to accept the September 14, 2022 Regular Meeting Minutes as presented. *The motion carries 5 yes (Amato, Garcia, Lestinsky, Pittenger, White), 2 abstain (Maher, Wijesekera), 2 absent (Irigoyen, Uscilla).*

Committee Reports

ACES:

Mr. Maher stated there has been a lot of discussion on real estate selling and purchasing.

Curriculum:

The committee met last week and was provided an update on Curriculum and Professional Learning and viewed a Student Achievement presentation.

Facilities:

The committee has not met recently.

Finance:

Motion by Garcia, seconded by Wijesekera to accept the report of expenditures and adjustments to the 2022-2023 Operating Budget through September 30, 2022 as presented. *The motion carries 7 yes (Amato, Garcia, Lestinsky, Maher, Pittenger, White, Wijesekera), 2 absent (Irigoyen, Uscilla).*

Mrs. Byrd further reported with an update on the ARP/ESSER III grant projects and the 2023-2024 Budget Process.

Policy:

The committee met last night and will bring forth policies for first reading at the November meeting.

Transportation:

The committee has not met recently.

Unfinished Business

Motion by Amato, seconded by Lestinsky to adopt the 2022-2023 Board of Education Goals as revised. *The motion carries 7 yes (Amato, Garcia, Lestinsky, Maher, Pittenger, White, Wijesekera), 2 absent (Irigoyen, Uscilla,).*

New Business

None.

Superintendent Report

Mrs. Byrd reported that on September 30, 2022, PK-6 enrollment was 429 students. As requested by Mr. Garcia historical enrollment has been provided.

Mrs. Byrd reported on the status of the Gymnasium Air Conditioning, Pavilion, Running Track Paving, and the Playscape regrading projects.

Mrs. Byrd provided an update on newly hired personnel and current job openings.

Mrs. Byrd stated that the calendar has been finalized for the 2023-2024 budget planning process.

Director Report

Ms. Kiesel reported on Curriculum and Special Services. Her report is on file in the BOE Packet.

Principal Report

Mr. Reed-Swale reported on BCS's recent and upcoming events. Mr. Reed-Swale's report is on file in the BOE Packet.

Chairman Report

Dr. Pittenger stated that Live Streaming the BOE meeting is being tested tonight in the hopes of going live to the public at the November BOE meeting. Mr. Garcia stated that he felt Zoom meetings would be beneficial as there was more public participation.

Dr. Pittenger announced that the BOE Fall Open Forum will be held on Wednesday, October 26th at 6:30 pm via Zoom.

Dr. Pittenger stated the CABA/CAPSS Conference will be held November 18th and 19th. Any BOE members wishing to attend should contact Sue.

Communications

None.

Public Comment

None.

Executive Session

Motion by Pittenger, seconded by Wijesekera that the Board of Education enters into Executive Session to discuss the Superintendent's 2022-2023 goals and that Kai Byrd is invited to attend. *The motion carries 7 yes (Amato, Garcia, Lestinsky, Maher, Pittenger, White, Wijesekera), 2 absent (Irigoyen, Uscilla,).*

Attendance**Present**

Angelo Amato
John Paul Garcia
Amy Lestinsky, Vice Chair
EJ Maher
Chris Pittenger, Chair
Lynette White, Secretary
Namita Wijesekera

Other

Kai Byrd

Absent

Angel Irigoyen
Shawn Uscilla

Reconvene

Moved from Executive Session and the regular meeting reconvened at 8:41 p.m.

Adjournment

The meeting adjourned at 8:42 p.m.

Susan L. Carpenter
Recording Secretary

DRAFT

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: November 9, 2022

Re: Finance Committee Report of Expenditures and Adjustments

It is recommended that under COMMITTEE REPORTS, (a) Finance:

The attached reports present the adopted 2022-2023 Operating Budget with encumbrances through October 31, 2022.

Recommended Motions:

- i. Move that the Board of Education accept the report of expenditures and adjustments to the 2022-2023 Operating Budget through October 31, 2022.

Bethany Board of Education
Operating Budget 2022-2023 Summary - as of Oct 2022

	Adopted Budget	Revised Budget	YTD July-June	Forecast	Var \$ Sept	Var% Sept	Var \$ Oct	Var% Oct
General Education								
Salaries								
Certified	\$2,027,620	\$2,027,620	\$385,992	\$2,027,620	\$ -	0.00%	\$ -	0.00%
Curriculum (Supplemental)	\$43,033	\$43,033	\$15,975	\$43,033	\$ -	0.00%	\$ -	0.00%
Non-Certified	\$325,500	\$325,500	\$51,537	\$325,500	\$ -	0.00%	\$ -	0.00%
Nurse	\$52,883	\$52,883	\$10,096	\$52,883	\$ -	0.00%	\$ -	0.00%
Total Salaries	\$2,449,036	\$2,449,036	\$463,601	\$2,449,036	\$ -	0.00%	\$ -	0.00%
Benefits								
	\$529,045	\$529,045	\$163,976	\$459,261	\$ -	0.00%	\$ 69,785	13.19%
Services								
BCS	\$5,230	\$5,230	\$11,289	\$5,230	\$ -	0.00%	\$ -	0.00%
Curriculum	\$93,220	\$93,220	\$48,600	\$93,220	\$ -	0.00%	\$ -	0.00%
IT	\$66,300	\$66,300	\$16,508	\$66,300	\$ -	0.00%	\$ -	0.00%
Total Services	\$164,750	\$164,750	\$76,397	\$164,750	\$ -	0.00%	\$ -	0.00%
Supplies								
BCS	\$51,989	\$51,989	\$20,208	\$51,989	\$ -	0.00%	\$ -	0.00%
Curriculum	\$38,600	\$38,600	\$8,566	\$38,600	\$ -	0.00%	\$ -	0.00%
IT	\$102,800	\$102,800	\$78,127	\$102,800	\$ -	0.00%	\$ -	0.00%
Total Supplies	\$193,389	\$193,389	\$106,901	\$193,389	\$ -	0.00%	\$ -	0.00%
Other								
BCS	\$1,300	\$1,300	\$0	\$1,300	\$ -	0.00%	\$ -	0.00%
Curriculum	\$1,003	\$1,003	\$50	\$1,003	\$ -	0.00%	\$ -	0.00%
IT	\$42,600	\$42,600	\$38,848	\$42,600	\$ -	0.00%	\$ -	0.00%
Total Other	\$44,903	\$44,903	\$38,898	\$44,903	\$ -	0.00%	\$ -	0.00%
Subtotal	\$3,381,124	\$3,381,124	\$849,772	\$3,311,339	\$ -	0.00%	\$ 69,785	2.06%
Special Education								
Salaries	\$1,301,701	\$1,301,701	\$314,438	\$1,301,521	\$ 180	0.01%	\$ 180	0.01%
Benefits	\$340,576	\$340,576	\$92,684	\$271,857	\$ -	0.00%	\$ 68,719	20.18%
Services	\$245,396	\$245,396	\$25,381	\$245,396	\$ -	0.00%	\$ -	0.00%
Supplies	\$28,769	\$28,769	\$4,692	\$28,769	\$ -	0.00%	\$ -	0.00%
Other	\$3,186	\$3,186	\$9,632	\$11,397	\$ -	0.00%	\$ (8,211)	-257.73%
Subtotal	\$1,919,628	\$1,919,628	\$446,828	\$1,858,940	\$ 180	0.01%	\$ 60,687	3.16%
Operations and Overhead								
Salaries	\$1,024,163	\$1,024,163	\$330,432	\$1,024,163	\$ -	0.00%	\$ -	0.00%
Benefits	\$237,805	\$237,805	\$70,976	\$221,236	\$ 2,000	0.84%	\$ 16,569	6.97%
Services	\$168,265	\$168,265	\$69,414	\$167,175	\$ 1,590	0.94%	\$ 1,090	0.65%
Supplies	\$39,300	\$39,300	\$9,206	\$39,300	\$ -	0.00%	\$ -	0.00%
Utilities (Electricity)	\$85,000	\$85,000	\$20,459	\$85,000	\$ -	0.00%	\$ -	0.00%
Facilities and Maintenance	\$116,550	\$116,550	\$33,521	\$116,550	\$ -	0.00%	\$ -	0.00%
Student Transportation	\$281,759	\$281,759	\$55,752	\$ 281,759.00	\$ -	0.00%	\$ -	0.00%
Other	\$24,100	\$24,100	\$10,936	\$ 24,100.00	\$ -	0.00%	\$ -	0.00%
Subtotal	\$1,976,942	\$1,976,942	\$600,695	\$1,959,283.00	\$ 3,590	0.18%	\$ 17,659	0.89%
COVID								
BCS-COVID	\$0	\$0	\$0	\$0	\$ -		\$ -	
Curriculum COVID	\$0	\$0	\$0	\$0	\$ -		\$ -	
IT-COVID	\$0	\$0	\$0	\$0	\$ -		\$ -	
SpEd COVID	\$0	\$0	\$0	\$0	\$ -		\$ -	
BOE-COVID	\$0	\$0	\$0	\$0	\$ -		\$ -	
Sub Total	\$0	\$0	\$0	\$0	\$ -		\$ -	
Total	\$7,277,693	\$7,277,693	\$1,897,296	\$7,129,562	\$ 3,770	0.05%	\$ 148,131	2.04%

excess cost =

#1 rcv'd=

#2 rcv'd =

Total =

Memorandum



To: Board of Education Members
From: Kai Byrd, Superintendent
Date: November 9, 2022
Re: Child Care Leave Requests

It is recommended under NEW BUSINESS:

Per the Professional Agreement between the Bethany Board of Education and the Bethany Education Association Article XII, Section D, the Board of Education, upon recommendation of the Superintendent, must approve a Child Care Leave of Absence. Attached are letters from Erica Mauro, Victoria Andrejcsk, and Vanessa Krohley each requesting a Child Care Leave following their maternity leaves to the end of the 2022-2023 school year.

Recommended Motion:

- a1. Move the Bethany Board of Education grant a Child Care Leave of Absence to Erica Mauro to the end of the 2022-2023 school year following her maternity leave.
- a2. Move the Bethany Board of Education grant a Child Care Leave of Absence to Victoria Andrejcsk to the end of the 2022-2023 school year following her maternity leave.
- a3. Move the Bethany Board of Education grant a Child Care Leave of Absence to Vanessa Krohley to the end of the 2022-2023 school year following her maternity leave.

October 12, 2022

Dear Bethany Board of Education,

In accordance with the BEA Contract, I am requesting a Child Care Leave for the remainder of the 2022 - 2023 school year following my maternity leave.

Sincerely,
Erica M. Mauro

10/26/22

Dear Bethany Board of Education,

In accordance with the BEA Contract, I am requesting a Child Care Leave for the remainder of the 2022-2023 school year following my maternity leave.

Sincerely,
Victoria (Tori) Andrejcsk



Sue Carpenter <scarpenter@bethany-ed.org>

Child Care Leave

1 message

Vanessa Krohley <vkrohley@bethany-ed.org>
To: Sue Carpenter <scarpenter@bethany-ed.org>

Thu, Oct 27, 2022 at 12:33 PM

October 27th, 2022

Dear Bethany Board of Education,

In accordance with the BEA Contract, I am requesting a Child Care Leave for the remainder of the 2022-2023 school year following my maternity leave.

Sincerely,

Vanessa Krohley

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: November 9, 2022

Re: New Business

It is recommended that under NEW BUSINESS:

Recommended Motion:

- b.(i.)1.-7. Move that the Board of Education accept the policies for revision for first reading.
- b.(ii.)1. Move that the Board of Education accept the policy for adoption for first reading.
- b.(iii.)1.-3. Move that the Board of Education accept the policies for deletion for first reading.

Equity and Diversity**Purpose**

The purpose of this policy is to establish a framework for educational equity for all students to ensure the elimination of bias, particularly institutionalized racism, and cultural bias, as factors affecting student achievement and learning experiences, and to promote teaching and learning and work environments that welcome, respect, and value strength in diversity.

Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality. The principle of educational equity goes beyond formal equality where students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience, and outcomes and successes are not predicated by a student's subgroup.

Definitions

For the purposes of this policy the following terms shall be defined as:

- A. "Educational equity" means raising the achievement of all students while 1.) narrowing the gaps between the lowest and highest performing students, and 2.) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.
- B. "Institutional racism" means the collective failure of a public or private organization, implicitly or explicitly, to provide an appropriate and professional service to people because of their race/color, language, alienage, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes, and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness, or racial stereotyping while maintaining the privilege of others.
- C. "Diversity" includes characteristics of persons including, but not limited to race/color, culture, language, color, creed or religion, national origin, gender, alienage, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran status, and any other protected class in conformance with federal, state, and local laws.
- D. "District staff" includes all faculty and staff, consultants, and contractors employed by the Bethany Public School District (District).

Policy

The inclusion of all students and families supports District goals to increase student engagement and academic performance.

Each child and member of the learning community deserves a respectful learning environment in which their cultural, racial, ethnic, and linguistic background is valued and contributes to successful academic outcomes. The responsibility for student success is shared by the Bethany Board of Education (Board), District staff, students, families and the community. The District is committed to identifying and correcting practices and policies that perpetuate racial disparities and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants.

The District is committed to the success of every student and to our mission statement and goals. Persistent achievement and opportunity gaps are unacceptable if we are to meet the goals of these statements and our moral obligations to our students, their families, and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult actions must not contribute to the perpetuation of inequities that create barriers to student success. Furthermore, adult actions must concentrate on the elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics, alienage or culture, and on the assurance of educational equity between students.

The Board is committed to hiring the most qualified employees who will bring their unique talents and skills into the District. The District shall employ staffing processes that support and promote cultural, racial, ethnic, and linguistic diversity in its staff through recruitment, employment, training and retention of highly qualified employees that reflect the diversity of our students and community. It is important that all students see themselves as part of the education system. As such, the District is committed to increasing the recruitment and retention of highly qualified diverse staff.

The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments in order to increase our individual and collective capacity to effectively teach our student population. Practices, procedures, and programs that result in over or under-representation of any group of students, compared to peers, shall be subject to close review to assure that such results are due to legitimate educational, social or emotional needs. Practices that do not meet this close review shall be modified or eliminated. Teachers, Administrators and District staff shall collaborate to establish and implement research-based culturally responsive instructional practices, curriculum, and assessments.

The District shall offer opportunities for all staff to improve its cultural competencies in serving a diverse student body and community. The District staff shall work together to increase their individual and collective capacity to effectively teach a culturally, racially and ethnically diverse student population and serve culturally, racially and ethnically diverse families and communities. The District shall provide professional development to staff specifically designed to strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students. The District shall seek partnerships with outside agencies, organizations and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to: 1.) government agencies, 2.) non-profit organizations, 3.) businesses, and 4.) other community groups that support educational equity and cultural competencies.

The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities and supports, even when this means differentiating resource allocations on the basis of student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.

The District shall promote the diversification of its vendor and supplier corps in accordance with law and District policy.

The Board, Superintendent, and staff commit to using an equity verification protocol to ensure all future policies have a significant impact on the equitable advancement of learning and resource allocation for the success of every child. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process.

Responsibility

- A. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of this community.
- B. The Superintendent shall establish in accordance with this policy such plans as may be necessary and appropriate to accomplish its purpose and intent. Plans established shall include clear accountability for actions and oversight.
- C. The Superintendent shall annually report to the Board and the community regarding District performance goals on academic achievement and progress toward meeting these goals and closing the achievement gap.
- D. Families are partners with the District in a collaborative effort to address achievement and opportunity gaps.
- E. Students are partners in their academic achievement. School attendance and engagement are essential to reduce achievement and opportunity gaps that exist.
- F. The Board, Superintendent, and employees will work with students and families to identify barriers to achievement and opportunities for academic success.

Legal References: Connecticut General Statutes § 10-15c
 Connecticut General Statutes § 10-153
 Connecticut General Statutes § 17a-101
 Connecticut General Statutes § 46a-60
 Connecticut State Board of Education "Position Statement on Culturally Responsive Education" adopted May 4, 2011
 Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination
 Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
 34 CFR § 106.8(b), OCR Guidelines for Title IX
 Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol. 62, #49, 29 CFR § 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

- Legal References:
- Section 8525, ESEA as amended by the Every Student Succeeds Act
 - Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)
 - Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)
 - Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
 - Davis v. Monro County Board of Education*, No. 97-843, (U.S. Supreme Court, May 24, 1999)
 - The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C § 4212
 - Title II of the General Information Nondiscrimination Act of 2008
 - The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
 - Public Law 111-256
 - Meacham v. Knolls Atomic Power Laboratory*, 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
 - Federal Express Corporation v. Holowecki*, 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
 - Kentucky Retirement Systems v. EEOC*, 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
 - Sprint/United Management Co. v. Mendelsohn*, 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)
- Policy adopted: January 8, 2020

Recommended Revisions**Equity and Diversity****Purpose**

Every student deserves a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. The Bethany Public School District (District) is committed to providing all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants. The District is committed to the success of every student in the school and to our mission and vision statements.

The Bethany Board of Education (Board) believes that the responsibility for student success is broadly shared by District staff, families, our community, and our student's own efforts. Achievement gaps are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families, and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on elimination of gaps and assurance of educational equity between students. The Board and Superintendent commit to conducting an equity and diversity impact assessment on all future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resource allocation.

The diversity of our student body, our community, and our staff is a strength of the District that should be fostered. Educational equity benefits all students and our entire community.

The purpose of this policy is to establish a framework for educational equity for all students to ensure the elimination of bias, particularly institutionalized racism, and cultural bias, as factors affecting student achievement and learning experiences, and to promote teaching and learning and work environments that welcome, respect, and value strength in diversity.

~~Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality. The principle of educational equity goes beyond formal equality where students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience, and outcomes and successes are not predicated by a student's subgroup.~~

Definitions

For the purposes of this policy the following terms shall be defined as:

- ~~C~~ **A.** "Diversity" includes characteristics of persons including, but not limited to race ~~/color~~, culture, language, color, ~~creed or~~ religion, national origin, ~~gender-sex~~, alienage, ~~ancestry, mental and physical~~ disability, age, marital status, family structure, ~~citizenship status~~, sexual orientation, ~~sexual~~ gender expression or identity, economic status, veteran status, and any other protected class in conformance with federal, state, and local laws.
- ~~D~~ **B.** "District staff" includes all ~~faculty and staff~~ employees, consultants, and contractors employed by the ~~Bethany Public School~~ District (~~District~~).
- ~~A~~ **C.** "Educational equity" means raising the achievement of all students while 1) narrowing the gaps between the lowest and highest performing students, and 2) eliminating the racial or

cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.

- B D.** "Institutional racism" means the collective failure of a public or private organization, ~~implicitly or explicitly~~, to provide an appropriate and professional service to people because of their race/~~color~~, ~~language~~, ~~alienage~~, culture, or ethnic origin which can be seen or detected in practices, processes, systems, attitudes, and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness, or racial stereotyping ~~while maintaining the privilege of others~~.

Policy

- A. The District welcomes, respects, and values the diversity of its students, parents/guardians, staff, and the broader community.
- B. The following are established as District values:
1. All students deserve optimal treatment, opportunities, and education.
 2. All students and their families have dignity and worth.
 3. All students are equally, while differently, gifted.
 4. Academic and participation outcomes, not intentions, shall be the measure of whether we are successful.
 5. ~~The inclusion~~ Inclusion of all students and families supports District goals to increase student engagement and academic performance.
 6. Embracing our diversity through inclusion creates an environment that leverages that diversity and creates schools where students, families, community members, and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests.
- C. The District is committed to advancing optimum participation in, contribution to, benefit from, and enjoyment of learning and work experiences by diverse students, parents/guardians, staff, and community.
- D. The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities, and supports, even when this means differentiating resource allocations on the basis of student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.
- E. The District shall employ staffing processes that support and engender racial, gender, and language diversity in its staff through recruitment, employment, training, and retention of employees. It is important that children of all races, cultures, and backgrounds are provided with familiar role models in the school. The recruitment of diverse teachers and staff provides all students with a better chance of seeing themselves as part of the education system. Diversity in education provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments. The District is committed to increasing the recruitment and retention of highly qualified diverse staff. The District is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community. The Board is committed to hiring the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills into the school.
- F. The District shall offer opportunities for all staff to improve its cultural competencies in serving a diverse student body and community. The District staff shall work together to increase their individual and collective capacity to effectively teach a culturally, racially, and

ethnically diverse student population and serve culturally, racially, and ethnically diverse families and communities. The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessment competencies in serving our diverse student body and community to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families. Practices, procedures, and programs that result in over or under representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting students' legitimate educational, social, or emotional needs. Practices that do not meet this close review shall be eliminated. Administrators, teachers, and District staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum, and assessments.

- G. The District shall promote the diversification of its vendor and supplier corps in accordance with law and district policy.
- H. The District shall provide professional development to teaching staff specifically designed to strengthen employees' knowledge and skills for eliminating opportunity and achievement gaps between groups of students.
- L. The District shall seek partnerships with outside agencies, organizations, and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to 1) government agencies, 2) non-profit organizations, 3) businesses, and 4) other community groups that support educational equity and cultural competencies.

~~Each child and member of the learning community deserves a respectful learning environment in which their cultural, racial, ethnic, and linguistic background is valued and contributes to successful academic outcomes. The responsibility for student success is shared by the Bethany Board of Education (Board), District staff, students, families, and the community. The District is committed to identifying and correcting practices and policies that perpetuate racial disparities and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants.~~

~~The District is committed to the success of every student and to our mission statement and goals. Persistent achievement and opportunity gaps are unacceptable if we are to meet the goals of these statements and our moral obligations to our students, their families, and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult actions must not contribute to the perpetuation of inequities that create barriers to student success. Furthermore, adult actions must concentrate on the elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics, alienage or culture, and on the assurance of educational equity between students.~~

~~The Board is committed to hiring the most qualified employees who will bring their unique talents and skills into the District. The District shall employ staffing processes that support and promote cultural, racial, ethnic, and linguistic diversity in its staff through recruitment, employment, training and retention of highly qualified employees that reflect the diversity of our students and community. It is important that all students see themselves as part of the education system. As such, the District is committed to increasing the recruitment and retention of highly qualified diverse staff.~~

~~The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments in order to increase our individual and collective capacity to effectively teach our student population. Practices, procedures, and programs that result in over or under representation of any group of students, compared to peers, shall be subject to close review to assure that such results are due to legitimate educational, social or emotional needs. Practices that do~~

~~not meet this close review shall be modified or eliminated. Teachers, Administrators and District staff shall collaborate to establish and implement research-based culturally responsive instructional practices, curriculum, and assessments.~~

~~The District shall offer opportunities for all staff to improve its cultural competencies in serving a diverse student body and community. The District staff shall work together to increase their individual and collective capacity to effectively teach a culturally, racially and ethnically diverse student population and serve culturally, racially and ethnically diverse families and communities. The District shall provide professional development to staff specifically designed to strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students. The District shall seek partnerships with outside agencies, organizations and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to: 1.) government agencies, 2.) non-profit organizations, 3.) businesses, and 4.) other community groups that support educational equity and cultural competencies.~~

~~The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities and supports, even when this means differentiating resource allocations on the basis of student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.~~

~~The District shall promote the diversification of its vendor and supplier corps in accordance with law and District policy.~~

~~The Board, Superintendent, and staff commit to using an equity verification protocol to ensure all future policies have a significant impact on the equitable advancement of learning and resource allocation for the success of every child. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process.~~

Responsibility

- A. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of this community.
- B. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight.
- ~~C.~~ The Superintendent may promulgate regulations for the implementation of this policy as deemed necessary.
- ~~D.~~ The Board and Superintendent may establish specific goals to implement this policy as permitted by law and deemed necessary.
- ~~G E.~~ The Superintendent shall annually report to the Board and the community regarding District performance goals on academic achievement and progress toward meeting these goals and closing the achievement gap.
- ~~F.~~ District staff shall within the parameters of their various duties and responsibilities comply with and execute such plans as are designed to address the values and directions included in this policy. District staff is further responsible to make such suggestions to the appropriate authority to improve the ability of the District to reduce the achievement and opportunity gaps that exist.
- ~~D G.~~ Families are partners with the District in ~~a collaborative~~ an effort to address achievement and opportunity gaps.
- ~~E H.~~ Students are partners in their academic achievement. School attendance and engagement are essential to reduce achievement and opportunity gaps that exist.



The Board, Superintendent, and employees will work with students and families to identify barriers to achievement and opportunities for academic success.

Legal References:

- Connecticut General Statutes § 10-15c
- Connecticut General Statutes § 10-153
- Connecticut General Statutes § 17a-101
- Connecticut General Statutes § 46a-60
- Connecticut State Board of Education "Position Statement on Culturally Responsive Education" adopted May 4, 2011
- Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
- 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination
- Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
- 34 CFR § 106.8(b), OCR Guidelines for Title IX
- Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol. 62, #49, 29 CFR § 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
- Section 8525, ESEA as amended by the Every Student Succeeds Act
- Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)
- Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)
- Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
- Davis v. Monroe County Board of Education*, No. 97-843, (U.S. Supreme Court, May 24, 1999)
- The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C § 4212
- Title II of the General Information Non-discrimination Act of 2008
- The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
- Public Law 111-256
- Meacham v. Knolls Atomic Power Laboratory*, 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
- Federal Express Corporation v. Holowecki*, 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
- Kentucky Retirement Systems v. EEOC*, 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
- Sprint/United Management Co. v. Mendelsohn*, 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy adopted: January 8, 2020

Policy revised:

Source: CAFE

Reporting to Parents

The Bethany Board of Education encourages regular and effective two-way communication between parent/guardian and teacher through frequent and varied reporting methods. Parent/Teacher conferences, letters, informal notes, emails, and telephone calls to parents/guardians should be used regularly, among other means, to inform parents/guardians of student successes and student needs and to inform teachers of parent/guardian concerns about, suggestions for, and perceptions of their child which may help the teacher in working with the particular child.

Parent/Teacher Conferences

The Bethany Public School District (District) is required to conduct two (2) flexible parent/teacher conferences each school year. In addition, the District is required to:

1. offer parents the option of attending parent/teacher conferences by telephone, video, or other conferencing platform,
2. conduct one (1) parent/teacher conference, in addition to the two (2) flexible parent/teacher conferences described above, during periods when the District provides remote learning for more than three (3) consecutive weeks, and one (1) additional parent/teacher conference every six (6) months thereafter for the duration of such period of remote learning (for purposes of this policy, and in accordance with applicable law, "remote learning" means instruction by means of one (1) or more Internet-based software platforms as part of a remote learning model), and
3. request from each student's parent/guardian the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent/teacher conference required during periods of District provided remote learning.

On or after January 1, 2022, a teacher conducting a parent/teacher conference that is required in section 2 above to provide a copy of the document, to be developed by the Connecticut State Department of Education, to provide information concerning education, safety, mental health, and food insecurity resources and programs available for students and their families, to the parent/guardian prior to the parent/teacher conference. If, after making three (3) attempts, a teacher is unable to make contact with a student's parent/guardian in order to schedule a parent/teacher conference required in section 2 above, the teacher shall report such inability to the school administration or designee. Such school administration or designee shall contact an emergency contact person designation by the student's parent/guardian to ascertain such student's and family's health and safety.

Report Card

Reports on student progress will be issued in accordance with a schedule approved by the Superintendent after consultation with school administration. Reporting dates will be determined annually and placed on the school calendar. Parents/Guardians will be advised no later than March 15 of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.

Report cards shall reflect the educational growth of the student in relation to their ability, attitudes, interests, conduct or citizenship, and achievement and in relation to standards for the student's age and grade.

Household

If the parents are separated or divorced, both parents will have equal rights to be informed of their child's school progress unless there is an order from the court to the contrary. Non-custodial parents shall receive written reports and conference notifications with a written request to school administration.

Legal References: Connecticut General Statutes § 10-15b
 Connecticut General Statutes § 10-220(c)
 Connecticut General Statutes § 10-220(f)
 Connecticut General Statutes § 46b-56
 Public Act 21-46

Policy adopted: September 9, 1991
Policy revised: May 13, 2015
Policy revised: June 13, 2018
Policy revised: August 12, 2020
Policy revised: December 8, 2021

Source: Shipman & CABA

Mandated Revisions

Reporting to Parents

The Bethany Board of Education encourages regular and effective two-way communication between parent/guardian and teacher through frequent and varied reporting methods. Parent/~~Guardian~~-Teacher conferences, letters, informal notes, emails, and telephone calls to parents/guardians should be used regularly, among other means, to inform parents/guardians of student successes and student needs and to inform teachers of parent/guardian concerns about, suggestions for, and perceptions of their child which may help the teacher in working with the particular child.

Parent/Teacher Conferences

The Bethany Public School District (District) ~~is required to conduct two (2) flexible parent/teacher conferences each school year. In addition, the District is required to~~ requires the following procedures:

1. ~~Two (2) flexible parent/guardian-teacher conferences each school year. Parents/guardians shall have offer parents~~ the option of attending parent/~~guardian~~-teacher conferences by ~~telephone telephonic~~, video, or other conferencing platform, ~~—~~.
2. ~~conduct one (1) parent/teacher conference, in~~ In addition to the two (2) flexible parent/~~guardian~~-teacher conferences described above, during periods when the District provides remote learning for more than three (3) consecutive weeks, ~~and the District shall conduct one (1) additional parent/guardian-teacher conference, and one (1) additional parent/guardian-teache conference~~ every six (6) months thereafter for the duration of such period of remote learning ~~(for~~ For purposes of this policy, and in accordance with applicable law, "remote learning" means instruction by means of one (1) or more Internet-based software platforms as part of a remote learning model), ~~and~~.
3. request from each student's parent/guardian the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent/teacher conference required during periods of District provided remote learning.

~~On or after January 1, 2022, a teacher conducting a parent/teacher conference that is required in section 2 above to provide a copy of the document, to be developed by the Connecticut State Department of Education, to provide information concerning education, safety, mental health, and food insecurity resources and programs available for students and their families, to the parent/guardian prior to the parent/teacher conference. If, after making three (3) attempts, a teacher is unable to make contact with a student's parent/guardian in order to schedule a parent/teacher conference required in section 2 above, the teacher shall report such inability to the school administration or designee. Such school administration or designee shall contact an emergency contact person designation by the student's parent/guardian to ascertain such student's and family's health and safety.~~

- a. The District shall request from each student's parent/guardian the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent/guardian-teacher conference required during periods of District-provided remote learning, if any.
- b. If, after making three (3) attempts, a teacher is unable to make contact with a student's parent/guardian in order to schedule a parent/guardian-teacher conference required in this policy, the teacher shall report such inability to the school administration. The school administration or designee shall contact any emergency contact person designated by the student's parent/guardian to ascertain such student's and family's health and safety.

- c. Upon development by the Department of Education of a document concerning educational, safety, mental health, and food insecurity resources and programs available for students and their families, a teacher conducting a parent/guardian-teacher conference that is required in the policy must provide a copy of such document to the parent/guardian prior to the parent-teacher conference.

Report Card

Reports on student progress will be issued in accordance with a schedule approved by the Superintendent after consultation with school administration. Reporting dates will be determined annually and placed on the school calendar. Parents/guardians will be advised no later than **March 15** of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.

Report cards shall reflect the educational growth of the student in relationship to each student's ~~to~~ **their** ability, attitudes, interests, conduct or citizenship, and achievement and in relationship to standards for the student's age and grade.

Household

If the parents/guardians are separated or divorced, both ~~parents~~ will have equal rights to be informed of their child's school progress unless there is an order from the court to the contrary. Non-custodial parents/guardians shall receive written reports and conference notifications ~~with~~ upon a ~~written~~ request to school administration.

Legal References: Connecticut General Statutes § 10-15b
 Connecticut General Statutes § 10-220(c)
 Connecticut General Statutes § 10-220(f)
 Connecticut General Statutes § 46b-56
 ~~Public Act 21-46~~

Policy adopted: September 9, 1991
Policy revised: May 13, 2015
Policy revised: June 13, 2018
Policy revised: August 12, 2020
Policy revised: December 8, 2021
Policy revised:

Source: Shipman & CUBE

Curriculum

The curricula of the Bethany Community School shall be in compliance with both the Bethany Board of Education's adopted goals and state statutes. The prescribed course of study shall include at least the following subject matter:

1. The Performing and Visual Arts.
2. Personal Health and Safety.
3. English Language Arts.
4. Mathematics.
5. Physical Education.
6. Science.
7. Social Studies.
8. World Language(s).

Teachers will teach within the approved curricula.

Legal Reference: Connecticut General Statutes § 10-16b
 Connecticut General Statutes § 10-16c et seq.
 Connecticut General Statutes § 10-17
 Connecticut General Statutes § 10-17a et seq.
 Connecticut General Statutes § 10-18
 Connecticut General Statutes § 10-18a
 Connecticut General Statutes § 10-18b et seq.
 Connecticut General Statutes § 10-19
 Connecticut General Statutes § 10-19a et seq.
 Connecticut General Statutes § 10-220

Policy adopted: September 9, 1991
Policy revised: June 10, 2015
Policy revised: January 11, 2017
Policy revised: April 7, 2021

Source: CABE

**Mandated Revisions
Curriculum**

The curricula of the Bethany Community School shall be in compliance with both the Bethany Board of Education's adopted goals and state statutes. The prescribed course of study shall include at least the following subject matter:

1. The Performing and Visual Arts.
2. ~~Personal~~ Health and ~~Safety~~ safety, including but not limited to, human growth and development; nutrition; disease prevention and cancer awareness; community and consumer health; physical, mental, and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media and accident prevention.
3. ~~English~~ Language ~~Arts~~ arts, including reading, writing, grammar, speaking, and spelling.
4. Mathematics.
5. Physical education.
6. Science.
7. Social ~~Studies~~ studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness.
8. World Language(s).

Teachers will teach within the approved curricula.

The Bethany Public School District will give due consideration to the possible adoption and use of the model curriculum for grades K-6 developed by the Connecticut State Department of Education in collaboration with the State Education Resource Center upon its availability. Such consideration shall be based upon the recommendations of the District.

Legal Reference: Connecticut General Statutes § 10-16b
 Connecticut General Statutes § 10-16c et seq.
 Connecticut General Statutes § 10-17
 Connecticut General Statutes § 10-17a et seq.
 Connecticut General Statutes § 10-18
 Connecticut General Statutes § 10-18a
 Connecticut General Statutes § 10-18b et seq.
 Connecticut General Statutes § 10-19
 Connecticut General Statutes § 10-19a et seq.
 Connecticut General Statutes § 10-220
 Public Act 22-80

Policy adopted: September 9, 1991
Policy revised: June 10, 2015

Policy revised: January 11, 2017

Policy revised: April 7, 2021

Policy revised:

Source: CABE

Removal of Board Officers

A Bethany Board of Education (Board) officer may be removed from office for cause by a two-thirds majority vote of the entire Board. A vote to remove a Board officer shall only take place at a regular meeting or a special meeting called for that purpose. "Cause" includes, but is not limited to, any conduct that:

1. specifically relates to and affects the administration of the office in a manner deemed to be deleterious to Board operations;
2. negatively and directly affects the rights and interests of the public;
3. violates Board policies, rules, and regulations; or
4. conduct that interferes with the orderly and efficient operation of the Board.

Procedures for Removal

Prior to any vote to remove a Board officer for cause:

1. The Board may review the performance and/or conduct of the Board officer in open or executive session (as determined by the Board and the Board officer) prior to taking any formal action.
2. If the Board determines that formal action is necessary, the Board officer shall be provided with reasonable notice of the Board's intent to consider possible removal from office (such notice to be given in writing after being authorized by Board vote at a prior meeting of the Board).
3. Upon the written request of the Board officer within seven (7) working days of such action, he/she shall be provided with an opportunity for a hearing before the Board votes on removal.
4. At any such hearing, the Board officer shall have the right to be represented by counsel at his/her own expense and to present relevant evidence to the Board.

Standard for Removal

Service as a Board officer is a privilege, not a right, the purpose of which is to assist the Board in conducting its business in an appropriate, orderly and efficient manner. Therefore, any Board member serving as an officer shall have no legally-protected right to continue in that position. A decision that there is cause for removal shall be made by two-thirds of the entire Board.

Legal References: Connecticut General Statutes § 10-218

Connecticut General Statutes § 10-220

Lapointe v. Winchester Board of Education, CV040093257S, 2004 Conn. Super. LEXIS 2574 (Sept. 14, 2004)

Bylaw adopted: February 10, 2016

Bylaw revised: April 8, 2020

Recommended Revisions

Removal of Board Officers

It is the policy of the Bethany Board of Education (Board) that officers of the Board will:

1. adhere to all Board policies, rules, and regulations;
2. conduct themselves in a fair and impartial manner; and
3. carry out the duties of their respective offices in accordance with law.

~~A Bethany Board of Education (Board)~~ An officer of the Board may be removed ~~from office~~ for cause by a two-thirds majority vote of the entire Board. A vote to remove a Board officer shall only take place at a regular meeting or a special meeting called for that purpose. "Cause," which means a reasonable ground for removal, includes, but is not limited to, any conduct that:

1. specifically relates to and affects the administration of the office in a manner deemed to be deleterious to Board operations;
2. negatively and directly affects the rights and interests of the public;
3. violates Board policies, rules, and regulations; or
4. ~~conduct that~~ interferes with the orderly and efficient operation of the Board.

Procedures for Removal

~~Prior~~ The following procedures shall be used in lieu of any procedures set forth in Robert's Rules of Order with respect to any vote proposed action to remove a Board or take other disciplinary action regarding an officer of the Board for cause:

1. The Board ~~may~~ shall review the performance and/or conduct of an officer of the Board ~~officer~~ in open or executive session (as determined by the Board and the Board officer in accordance with the Freedom of Information Act) at a regular or special meeting of the Board, prior to ~~taking~~ initiating any ~~formal~~ action to remove or take other disciplinary action regarding a Board officer for cause.
2. If the Board determines as a result of such discussion that formal action is necessary, the Board ~~officer~~ shall ~~be provided~~ provide the Board office with:
 - a. reasonable written notice of the Board's intent to consider ~~possible removal or other disciplinary action, including the factual basis for the claimed "cause" for removal of the officer from office~~ { , with such notice to be given in writing provided after being authorized by Board majority vote at a prior meeting of the those Board} members present and voting; and.
3. ~~Upon the written request of the Board officer within seven (7) working days of such action, he/she shall be provided with an opportunity for a hearing before the Board votes on removal.~~
4. b. At any such hearing, an informal opportunity to be heard by the Board regarding such possible removal or other disciplinary action, at which the Board officer shall have the right to be represented by counsel at his/her the Board member's own expense and to present relevant evidence to the Board. The informal opportunity to be heard shall take place in open or executive session (as determined by the Board and the Board officer in accordance with the Freedom of Information Act) at a regular or special meeting of the Board.

3. Any action to remove or take other disciplinary action regarding a Board officer for cause following such informal hearing shall require an affirmative vote by a majority of all members of the Board.

Standard for Removal

Service as a Board officer is a privilege, ~~not a right~~, the purpose of which is to assist the Board in conducting its business in an appropriate, orderly, and efficient manner. Therefore, any Board member serving as an officer shall have no legally protected right to continue in that position. ~~A decision that there is cause for removal shall be made by two-thirds of the entire Board.~~

Legal References: Connecticut General Statutes § 10-218

Connecticut General Statutes § 10-220

Lapointe v. ~~Winchester~~ Board of Education, CV040093257S of the Town of Winchester, 2004 274 Conn. Super. LEXIS 2574 (Sept. 14, 2004) 806 (2005)

Bylaw adopted: February 10, 2016

Bylaw revised: April 8, 2020

Bylaw revised:

Source: Shipman

Suspension of Policies, Bylaws or Administrative Regulations

Policies, Bylaws, and Regulations shall be subject to suspension for a specified purpose and limited time by majority vote of all members of the Bethany Board of Education (Board) at a meeting in the call for which the proposed suspension has been described in writing, or upon a three-quarters vote of all members of the Board when no such written notice has been given.

Legal Reference: Connecticut General Statutes § 10-221

Bylaw adopted: September 9, 1991
Bylaw reviewed: February 11, 2004
Bylaw revised: March 10, 2004
Bylaw revised: February 10, 2016
Bylaw revised: April 8, 2020

Recommended Revisions**Suspension of Policies, Bylaws, or Administrative Regulations**

Policies, ~~and~~ Bylaws, ~~and Regulations~~ of the Bethany Board of Education (Board) shall be subject to suspension for a specified purpose and limited time by a majority vote of all members of the Bethany Board of Education (Board) at a meeting ~~in the call for which the~~ and that prior notification of such proposed suspension has been described in writing ~~in the call of the meeting, or upon a three-quarters vote of all members of the Board when no such written notice has been given.~~

Policies of the Board shall be subject to suspension for a specified purpose and limited time upon a majority vote of all members of the Board when no such written notice has been given.

Bylaws of the Board shall be subject to suspension for a specified purpose and limited time upon a two-thirds vote of all members of the Board when no such written notice has been given.

Administrative Regulations of the Board may be suspended for a specified purpose and limited time:

1. By the Superintendent, who shall give notice to the Board of the reason for the suspension and time period of the suspension.
2. The Board may direct the Superintendent to suspend administrative regulations for a specified purpose and limited time upon majority vote of all members in attendance at a meeting, provided that prior notification of such proposed suspension has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

Legal Reference: Connecticut General Statutes § 10-221

Bylaw adopted: September 9, 1991
Bylaw reviewed: February 11, 2004
Bylaw revised: March 10, 2004
Bylaw revised: February 10, 2016
Bylaw revised: April 8, 2020
Bylaw revised:

Source: Shipman

Time, Place and Notification of Meetings**Regular Meetings**

The Bethany Board of Education (Board) shall file with the Town Clerk, no later than January 31st of each year, the schedule of the regular meetings of the Board and shall post the schedule on the District's website. No meeting shall be held sooner than thirty (30) days after such filing.

Normally the Board shall schedule regular meetings on the second Wednesday of each month of the year unless otherwise indicated.

If at any point in the meeting the Board should not maintain a quorum, then the Board Chairperson will adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four (24) hours after the time of adjournment.

Special Meetings

Notice of each special meeting of the Board shall be filed not less than twenty-four (24) hours in advance of the meeting with the Town Clerk and be posted giving the time and place of the special meeting and the business to be transacted. The special meeting shall also be posted on the District's website. No other business shall be considered by the Board at that special meeting.

When a majority of the Board members agree that an emergency exists which has made a regular notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such a meeting.

Meeting Time and Place

All regular meetings of the Board shall begin at 6:30 p.m. or as soon thereafter as a quorum is present. All regular meetings of the Board shall be held in the Bethany Community School unless otherwise ordered by the Board.

Electronic Meetings

In the event of a prohibition on public meetings for health and safety reasons, business of the Board may still need to occur. In this event where pressing business of the Board is required a meeting through electronic means will be permitted.

BYLAWS OF THE BOARD

9321(b)

Legal References: Connecticut General Statutes § 1-200
 Connecticut General Statutes § 1-206
 Connecticut General Statutes § 1-225
 Connecticut General Statutes § 1-226
 Connecticut General Statutes § 1-227
 Connecticut General Statutes § 1-228
 Connecticut General Statutes § 1-229
 Connecticut General Statutes § 1-230
 Connecticut General Statutes § 1-232
 Connecticut General Statutes § 7-3
 Connecticut General Statutes § 7-4
 Connecticut General Statutes § 10-218

Bylaw adopted: September 9, 1991
Bylaw reviewed: February 11, 2004
Bylaw revised: March 10, 2004
Bylaw revised: March 10, 2010
Bylaw revised: February 10, 2016
Bylaw revised: April 8, 2020
Bylaw revised: August 12, 2020

Mandated Revisions**Time, Place, and ~~Notification~~ Notice of Meetings****Regular Meetings**

~~The Bethany Board of Education (Board) shall file with the Town Clerk, no later than January 31st of each year, the schedule of the regular meetings of the Board and shall post the schedule on the District's website. No meeting shall be held sooner than thirty (30) days after such filing.~~

~~Normally the Board shall schedule regular meetings on the second Wednesday of each month of the year unless otherwise indicated.~~

~~If at any point in the meeting the Board should not maintain a quorum, then the Board Chairperson will adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four (24) hours after the time of adjournment.~~

1. The Bethany Board of Education (Board) shall set a calendar of regular meetings for the ensuing year.
2. In compliance with the Connecticut General Statutes, the Board Recording Secretary shall file this calendar with the Town Clerk [and post this calendar on the Board's Internet website.
3. Normally the Board shall schedule regular meetings on the second Wednesday of each month of the year.
4. If at any point in the meeting the Board should not maintain a quorum, then the Chairperson of the Board will adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four (24) hours after the time of adjournment.
5. If, in accordance with applicable law, the Board conducts a regular meeting by means of electronic equipment, the Board shall provide, at least forty-eight (48) hours before the meeting, direct notification in writing or by electronic transmission to each member of the Board and post a notice that the Board intends to conduct the meeting solely or in part by means of electronic equipment in the Administrative Offices of the Board, in the office of the Town Clerk, and on the Board's Internet website. Such notice shall include instructions for the public to attend and provide comment or otherwise participate in the meeting, by means of electronic equipment or in person, as applicable and permitted by law.

Special Meetings

~~Notice of each special meeting of the Board shall be filed not less than twenty-four (24) hours in advance of the meeting with the Town Clerk and be posted giving the time and place of the special meeting and the business to be transacted. The special meeting shall also be posted on the District's website. No other business shall be considered by the Board at that special meeting.~~

~~When a majority of the Board members agree that an emergency exists which has made a regular notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such a meeting.~~

1. Special meetings may be held when determined by the Board, when so called by the Chairperson, or within fourteen (14) days upon written request of three (3) members of the Board.

2. No special meeting shall be held unless a notice stating the time, place, and purpose of the meeting has been given to each member and to the Town Clerk and has been posted on the Board's Internet website twenty-four (24) hours before the time stated for the meeting to convene.
 - a. If, in accordance with applicable law, the Board holds a special meeting conducted solely or in part by means of electronic equipment, notice of such meeting shall include whether the meeting will be conducted solely or in part by means of electronic equipment. If such meeting is to be conducted by means of electronic equipment, such notice shall include instructions for the public, by means of electronic equipment or in person, to attend and provide comment or otherwise participate in the meeting, as applicable and permitted by law.
3. When a majority of the members agree that an emergency exists which has made a regular notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following holding of such a meeting.

Meeting Time and Place

~~All regular meetings of the Board shall begin at 6:30 p.m. or as soon thereafter as a quorum is present. All regular meetings of the Board shall be held in the Bethany Community School unless otherwise ordered by the Board.~~

1. All regular meetings of the Board shall begin at 6:30 pm or as soon thereafter as a quorum is present and shall adjourn when the Board's business has concluded. All regular meetings of the Board shall be held in person unless otherwise ordered by the Board to be conducted solely or in part by means of electronic equipment.
2. Special Meetings (non-emergency) of the Board shall be held at a time and place to be determined and announced in advance of the meeting.

Electronic Meetings

~~In the event of a prohibition on public meetings for health and safety reasons, business of the Board may still need to occur. In this event where pressing business of the Board is required a meeting through electronic means will be permitted.~~

Legal References: ~~Connecticut General Statutes § 1-200~~
 ~~Connecticut General Statutes § 1-206~~
 Connecticut General Statutes § 1-225
 ~~Connecticut General Statutes § 1-226~~
 ~~Connecticut General Statutes § 1-227~~
 Connecticut General Statutes § 1-228
 Connecticut General Statutes § 1-229
 Connecticut General Statutes § 1-230
 ~~Connecticut General Statutes § 1-232~~
 Connecticut General Statutes § 7-3
 Connecticut General Statutes § 7-4
 Connecticut General Statutes § 10-218

Public Act 22-3

Bylaw adopted:	September 9, 1991
Bylaw reviewed:	February 11, 2004
Bylaw revised:	March 10, 2004
Bylaw revised:	March 10, 2010
Bylaw revised:	February 10, 2016
Bylaw revised:	April 8, 2020
Bylaw revised:	August 12, 2020
<u>Bylaw revised:</u>	

Source: Shipman

Quorum and Voting Procedures**Quorum**

A majority of the entire Bethany Board of Education (Board) membership shall constitute a quorum at any regular or special meeting.

Voting Procedures

The Board may take no action in the absence of a quorum except to adjourn to another date.

1. No member can vote on a question in which he/she has a direct personal or pecuniary interest.
2. Members may vote for themselves for any office or other position.
3. While it is the duty of every member who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
4. A member may abstain from voting (with the knowledge that the effect is the same as if he/she had voted on the prevailing side).
5. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.
6. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

Legal Reference: Connecticut General Statutes § 1-200

Bylaw adopted: September 9, 1991
Bylaw reviewed: January 14, 2004
Bylaw revised: February 11, 2004
Bylaw revised: February 10, 2016
Bylaw revised: April 8, 2020

Mandated Revisions**Quorum and Voting Procedures****Quorum**

- A. ~~A~~ The majority of ~~the entire~~ all members of the Bethany Board of Education (Board) ~~membership~~ shall be necessary to constitute a quorum ~~at any regular or special meeting for the transaction of~~ business.
- B. If, in accordance with applicable law, the Board provides Board members the opportunity to participate in meetings by means of electronic equipment, the Board is not required to adjourn or postpone a meeting if a Board member loses the ability to participate because of an interruption, failure, or degradation of that member's connection by electronic equipment, unless the member's participation is necessary to form a quorum. If a quorum of the Board members attend a meeting, other than an executive session, by means of electronic equipment from the same physical location, members of the public must be permitted to attend such meeting in such physical location.
- C. If, in accordance with applicable law, the Board holds a meeting solely by means of electronic equipment, and if a quorum of Board members attend a meeting by means of electronic equipment from the same physical location, the Board shall permit members of the public to attend such meeting in such physical location.

Voting Procedures

~~The Board may take no action in the absence of a quorum except to adjourn to another date.~~

- ~~1-A.~~ No member can vote on a question in which ~~he/she~~ the Board member has a direct personal or pecuniary interest.
- ~~2-B.~~ Members may vote for themselves for any office or other position.
- ~~3-C.~~ While it is the duty of every member who has an opinion on a question to express it by vote, ~~he/she~~ a Board member cannot be compelled to do so.
- ~~4-D.~~ A member may abstain from voting (with the knowledge that the effect is the same as if ~~he/she~~ the Board member had voted on the prevailing side).
- ~~5-E.~~ The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.
- ~~6-F.~~ ~~Any~~ Board ~~member~~ members shall have the opportunity to explain ~~his/her vote for recording~~ their votes, with the explanation to be recorded in the minutes.
- G. Any vote taken at a meeting during which a Board member participates by means of electronic equipment shall be taken by roll call, unless the vote is unanimous.

Legal Reference: ~~Connecticut General Statutes § 1-200~~
Public Act 22-3

Bylaw adopted: September 9, 1991
Bylaw reviewed: January 14, 2004
Bylaw revised: February 11, 2004
Bylaw revised: February 10, 2016
Bylaw revised: April 8, 2020
Bylaw revised:

Source: Shipman

Adoption**Non-discrimination**

It is the policy of the Bethany Board of Education (Board) that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic, and extracurricular activities, including athletics, as well as the Bethany Public School District's (District) website. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, ancestry, alienage, disability, pregnancy, gender identity or expression, or veteran status.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, "veteran" means any person honorably discharged from, released under honorable conditions from, or released with an other than honorable discharge based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps, Coast Guard, and Air Force and any reserve component thereof, including the Connecticut National Guard. "Qualifying condition" means a) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, b) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or c) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Connecticut General Statutes Sections 27-103(c), (d).

For the purposes of this policy, "race" is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps, and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros, and afro puffs.

Any individual wishing to file a complaint regarding discrimination or harassment may obtain a copy of the Board's complaint procedures and complaint form that are included in the Administrative Regulations Regarding Non-Discrimination. These regulations accompany Board Policy#1118 and are available online at www.bethany-ed.org or upon request from the District's Administrative Office.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, gender identity, sexual orientation, disability, or pregnancy, such complaints will be handled in accordance with other appropriate policies and administrative regulations on Sex Discrimination/Harassment in the Workplace, Sex Discrimination and Sexual Harassment (Students), Section 504/ADA (Personnel), and Section 504/ADA (Students)).

Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination or harassment with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
800-669-4000

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
860-541-3400
or
Connecticut Toll Free Number 1-800-477-5737

Anyone who has questions or concerns about this policy, and/or who may wish to request or discuss accommodations based on religion, and/or who would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination or harassment, may contact:

Susan Carpenter
Bethany Public School District
Human Resources Director
Title IX Coordinator
BOE Executive Assistant
44 Peck Road
Bethany, CT 06524
203-393-1170 x800
scarpenter@bethany-ed.org

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of gender/sex, gender identity, or sexual orientation may contact the Board's Title IX Coordinator;

Susan Carpenter
Bethany Public School District
Human Resources Director
Title IX Coordinator
BOE Executive Assistant
44 Peck Road
Bethany, CT 06524
203-393-1170 x800
scarpenter@bethany-ed.org

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the Board's Section 504/ADA Coordinator;

Cheryl Kiesel
Bethany Public School District
Director of Special Services, Curriculum and Instruction
44 Peck Road
Bethany, CT 06524
203-393-1170 x807
ckiesel@bethany-ed.org

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 1-1n
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51
Connecticut General Statutes § 46a-58
Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a
Connecticut General Statutes § 46a-81c
Public Act No. 21-79

Policy adopted: _____

Source: Shipman

MISSION – GOALS – OBJECTIVES

0521(a)

Deletion – Should be Policy 1118

Non-discrimination

The Bethany Public School District (District) does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color, religion, creed, national origin, alienage, ancestry, sex, sexual orientation, marital status, age, physical or mental disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), gender identity or expression, genetic predisposition or carrier status, veteran status, or any other basis prohibited by local, state and federal laws, and provides equal access to other designated youth groups.

The Bethany Board of Education (Board) encourages staff to improve human relationships within the school and establish channels through which citizens can communicate their concerns to the Administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX, and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

The District does not retaliate against any complainant who alleges discrimination.

To file a complaint alleging discrimination or harassment by the District on the basis of race, color, religion, creed, national origin, alienage, ancestry, sex, sexual orientation, marital status, age, physical or mental disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), gender identity or expression, genetic predisposition or carrier status, veteran status, or any other basis prohibited by local, state and federal laws, and provides equal access to other designated youth groups, please contact:

Superintendent
Bethany Public School District
44 Peck Road
Bethany, CT 06524
(203) 393-1170

Legal References: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
34 CFR § 106.8(b), OCR Guidelines for Title IX

MISSION – GOALS – OBJECTIVES

0521(b)

Legal Reference:	<p>Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol. 62, #49, 29 CFR § 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)</p> <p><i>Meritor Savings Bank. FSB v. Vinson</i>, 477 U.S. 57 (1986)</p> <p><i>Faragher v. City of Boca Raton</i>, No. 97-282 (U.S. Supreme Court, June 26, 1998)</p> <p><i>Gebbs v. Lago Vista Independent School District</i>, No. 99-1866, (U.S. Supreme Court, June 26, 1998)</p> <p><i>Davis v. Monroe County Board of Education</i>, No. 97-843, (U.S. Supreme Court, May 24, 1999)</p> <p>The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C § 4212</p> <p>Title II of the General Information Nondiscrimination Act of 2008</p> <p>Connecticut General Statutes § 46a-51</p> <p>Connecticut General Statutes § 46a-58</p> <p>Connecticut General Statutes § 46a-60</p> <p>Connecticut General Statutes § 10-15c, as amended</p> <p>Connecticut General Statutes § 10-153</p> <p>Connecticut General Statutes § 17a-101</p> <p>The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008</p> <p>Public Law 111-256</p> <p><i>Meacham v. Knolls Atomic Power Laboratory</i>, 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)</p> <p><i>Federal Express Corporation v. Holowecki</i>, 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)</p> <p><i>Kentucky Retirement Systems v. EEOC</i>, 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)</p> <p><i>Sprint/United Management Co. v. Mendelsohn</i>, 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)</p> <p>20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in NCLB Act of 2001)</p>
Policy adopted:	November 12, 2003
Policy revised:	October 7, 2015
Policy revised:	January 8, 2020

Deletion – Redundant (Refer to Policy 3100)

Financial Reports

The Superintendent shall be responsible for accounting for all monies expended from within the school budget, shall keep files of all invoices and payroll authorizations, and shall keep a record for the information for the Bethany Board of Education (Board) of the expenditures broken down into the same categories and numbered accounts as the budget and the approved accounting system.

The Superintendent shall submit to the Board monthly reports on the status of the budget, showing appropriations and expenditures for the fiscal year to date.

Beginning with the fiscal year starting July 1, 2019 and each fiscal year thereafter, the Board shall, on a quarterly basis, post the Board's current and projected expenditures and revenues on the District's website. In addition, the Board will submit a copy of such current and projected expenditures and revenues to the Town's legislative body, or in a municipality in which the legislative body is a town meeting, to the Board of Selectmen.

The Superintendent, as agent for the Board, shall be responsible for making annual reports to the Town, the State Board of Education, the Teacher's Retirement Board, and other such agencies required by law.

Legal References: Connecticut General Statutes § 10-51
 Connecticut General Statutes § 10-222
 Connecticut General Statutes § 10-259
 Public Act 19-117, § 290
 Public Act 13-247

Policy adopted: September 9, 1991
Policy reviewed: May 9, 2012
Policy revised: April 13, 2016
Policy revised: January 8, 2020

Deletion –Redundant (Refer to Policy/Reg 5114 on Student Discipline)

Student Conduct

Each student shall learn to respect the rights of others as individuals and as groups. The student shall learn the rules that govern appropriate behavior in the school and at all school related activities and obey the rules established by the Board of Education (Board).

Areas of Responsibility**Board of Education**

The Board holds all Bethany Public School District (District) employees responsible for the proper conduct and control of students while legally under the supervision and jurisdiction of the school.

Principal

The principal may implement necessary procedures and school rules on student behavior consistent with Board policies and administrative regulations. The Principal may involve representatives from school personnel, students, parents/guardians, and citizens of the community in developing standards, specific rules, regulations, and procedures for student conduct at school or during school related activities.

Teachers

Teachers are responsible for the instruction of students in rules and regulations of proper conduct, as well as be responsible for proper and adequate control of students. The responsibility and authority of any teacher extends to all students of the Bethany Public School District (District) under the assigned supervision of the teacher and to other students so situated with respect to the teacher as to be subject to the teacher's control.

Classified-Support Staff

All classified staff are responsible for reporting to teachers and administrators, any inappropriate student behavior, to preserve their personal safety, the safety of other students and/or staff, and to safeguard District property.

Parents/Guardians

Parents/Guardians are expected to cooperate with and to support school authorities regarding the behavior and discipline of their children. Parents shall be held responsible for willful misbehavior of their children and for any destructive acts on school property.

Student Behavior

Students shall be properly instructed in the rules of acceptable conduct and are responsible for complying with the District standards of behavior. Students who fail to comply with these rules and regulations are liable to suspension-or expulsion.

Notification of Behavior Code

The Superintendent shall, at the beginning of each school year and at such time as it may deem appropriate, provide for an effective means of informing all students and parents/guardians of this policy.

Legal Reference: Connecticut General Statutes § 52-572

Policy adopted: September 9, 1991
Policy revised: May 13, 2015
Policy revised: June 8, 2016
Policy revised: January 8, 2020

BETHANY PUBLIC SCHOOL DISTRICT
Bethany, Connecticut

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: November 9, 2022

Re: Superintendent Report

Under ADMINISTRATIVE REPORTS:

- Enrollment Update
- Personnel Update
- Facilities Update
- 2023-2024 Budget Development

**BETHANY COMMUNITY SCHOOL
2022-2023 ENROLLMENT SUMMARY**

Grade (Sections)	08/31/2022*	09/30/2022*	10/31/2022*
PK	27	26	27
K (3)	44	43	43
1 (3)	56	56	56
2 (3)	54	54	54
3 (4)	71	72	73
4 (3)	65	66	66
5 (3)	64	65	65
6 (2)	47	47	47
TOTAL (21)	428	429	431

* Six Open Choice students included.

2021-2022 ENROLLMENT SUMMARY

Grade (Sections)	08/31/2021*	09/30/2021*	10/31/2021*
PK	16	17	19
K (3)	50	49	50
1 (3)	51	51	51
2 (4)	66	66	66
3 (3)	57	57	57
4 (3)	58	59	59
5 (2)	40	40	42
6 (3)	49	49	50
TOTAL (21)	387	388	394

*Five Open Choice students included.

One OOD student is not included above.

2020-2021 ENROLLMENT SUMMARY

Grade (Sections)	08/31/2020*	09/30/2020*	10/31/2020*
PK	16	16	16
K (3)	54	53	53
1 (4)	62	61	61
2 (3)	53	53	53
3 (3)	55	55	55
4 (2)	39	40	40
5 (3)	48	48	48
6 (2)	43	43	43
TOTAL (20)	370	369	369

* One Staff Member & Five Open Choice students included.

Two OOD students are not included above.

Memorandum



To: Board of Education Members

From: Cheryl Kiesel

Date: November 9, 2022

Re: Director of Special Services, Curriculum, and Instruction Report

Under ADMINISTRATIVE REPORTS:

- **Curriculum**
 - Professional Development
 - Grant Update

- **Special Education**
 - Department Updates

Memorandum



To: Board of Education Members

From: Tom Reed-Swale

Date: November 9, 2022

Re: Principal's Report

Under ADMINISTRATIVE REPORTS:

- Steering Committee Update
- BCS Happenings