

BETHANY BOARD OF EDUCATION
Regular Meeting

AGENDA

Wednesday, January 11, 2023
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. Student Recognition (Policy 1120 & Bylaw 9325)

- a. Connecticut Conference of Municipalities Participants & Award Recipient

3. PTO Report

4. 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.

5. Approval of Minutes (Bylaw 9326)

- a. December 14, 2022 Regular MeetingAction Item

6. Committee Reports (Bylaw 9132)

- b. ACES

- c. Curriculum

- d. Facilities

- e. Finance

- i. Report of expenditures and adjustments to the 2022-2023 Operating Budget through December 31, 2022Action Item

- f. Policy

- g. Transportation

7. Unfinished Business (Bylaw 9300)

- a. Approved for first reading at the BOE Regular Meeting on November 9, 2022, the following policies are recommended for action, as follows:

i. Revisions Action Item

1. Policy 0523 – Equity and Diversity
2. Bylaw 9321 – Time, Place, and Notice of Meetings

8. New Business (Bylaw 9300)

- a. Superintendent's Proposed Spending Plan

9. Administrative Reports (Policy 2500)

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

10. Chairman Report (Bylaw 9121)

11. Correspondence (Bylaw 9300)

12. 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.

13. Meeting Adjourned

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: January 11, 2023

Re: Meeting Minutes

It is recommended under APPROVAL OF MINUTES:

Recommended Motion:

- a. Move the Bethany Board of Education accept the December 14, 2022 Regular Meeting Minutes as presented.

BETHANY BOARD OF EDUCATION
Regular Meeting Minutes
BCS Learning Commons and via Live Stream
December 14, 2022

Present

Angelo Amato
Amy Lestinsky, Vice Chair
EJ Maher departed at 7:10 pm
Christopher Pittenger, Chair
Namita Wijesekera

Administration

Kai Byrd
Cheryl Kiesel
Tom Reed-Swale

Absent

John Paul Garcia
Angel Irigoyen
Shawn Uscilla
Lynette White, Secretary

Call to Order

Dr. Pittenger called the meeting to order at 6:37 p.m.

PTO Report

Mrs. Zaldo reported on recent and upcoming PTO events.

Public Comment

None.

Minutes

Motion by Amato, seconded by Wijesekera to accept the November 9, 2022 Regular Meeting Minutes as presented. *The motion carries 3 yes (Amato, Pittenger, Wijesekera), 2 abstain (Lestinsky, Maher), 4 absent (Garcia, Irigoyen, Uscilla, White).*

Committee Reports

ACES:

No report was given.

Curriculum:

The committee met last week and was provided an update on Technology, Curriculum, and Professional Learning.

Facilities:

The committee met last night and discussed facilities and maintenance updates. The committee received an update on the Pavilion and Gymnasium Air Conditioning Projects.

Finance:

Motion by Pittenger, seconded by Wijesekera to accept the report of expenditures and adjustments to the 2022-2023 Operating Budget through November 30, 2022 as presented. *The motion carries 5 yes (Amato, Lestinsky, Maher, Pittenger, Wijesekera), 4 absent (Garcia, Irigoyen, Uscilla, White).*

Dr. Pittenger further reported with an update on the ARP/ESSER III grant projects, 2023-2024 Budget Process, and the Audit.

Policy:

The committee has not met recently.

Transportation:

The committee has not met recently.

Unfinished Business

Motion by Pittenger, seconded by Lestinsky to accept policies 5124, 6140, Bylaws 9222, 9314, and 9325.1 as presented. Bylaw 9321 was tabled for further review. *The motion carries 5 yes (Amato, Lestinsky, Maher, Pittenger, Wijesekera), 4 absent (Garcia, Irigoyen, Uscilla, White).*

Motion by Pittenger, seconded by Wijesekera to accept policy 1118 for adoption. *The motion carries 5 yes (Amato, Lestinsky, Maher, Pittenger, Wijesekera), 4 absent (Garcia, Irigoyen, Uscilla, White).*

Motion by Pittenger, seconded by Wijesekera to accept policies 0521, 3432, and 5131 for deletion. *The motion carries 5 yes (Amato, Lestinsky, Maher, Pittenger, Wijesekera), 4 absent (Garcia, Irigoyen, Uscilla, White).*

New Business

Motion by Wijesekera, seconded by Lestinsky approve the proposed Bethany Public School District Calendar for the 2023-2024 school year as presented. *The motion carries 5 yes (Amato, Lestinsky, Maher, Pittenger, Wijesekera), 4 absent (Garcia, Irigoyen, Uscilla, White).*

Motion by Amato, seconded by Wijesekera to approve the schedule of regular Board of Education meeting dates for January 2023 through January 2024 pursuant to Connecticut General Statute Section 1-21 as presented. *The motion carries 5 yes (Amato, Lestinsky, Maher, Pittenger, Wijesekera), 4 absent (Garcia, Irigoyen, Uscilla, White).*

Superintendent Report

Mrs. Byrd reported that on November 30, 2022, PK-6 enrollment was 431 students.

Mrs. Byrd stated that Kindergarten projections are around 58 students at this time and 34 have pre-registered for the fall of 2023.

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

Mrs. Byrd stated that the 2023-2024 budget process is well underway. She will present the budget to the Board in January.

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 and Mrs. Lestinsky accepted the CABA Board Recognition Award at the CABA/CAPSS Convention.

Dr. Pittenger mentioned some parents inquired about surplus budget funds being returned to the Town. He stated the statute applies to Regional Boards of Education only.

Communications

Reviewed and on file.

Public Comment

James Bruni, 62 Humiston Drive submitted electronically.

Adjournment

The meeting adjourned at 7:33 p.m.

Susan L. Carpenter
Recording Secretary

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: January 11, 2023

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 December 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 December 31, 2022.
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Bethany Board of Education
Operating Budget 2022-2023 Summary - as of Dec 2022

	Adopted Budget	Revised Budget	YTD July-June	Forecast	Var\$ Nov	Var% Nov	Var\$ Dec	Var% Dec
General Education								
Salaries								
Certified	\$2,027,620	\$2,027,620	\$687,802	\$1,974,030	\$ 46,590	2.30%	\$ 53,590	2.64%
Curriculum (Supplemental)	\$43,033	\$43,033	\$15,975	\$43,033	\$ -	0.00%	\$ -	0.00%
Non-Certified	\$325,500	\$325,500	\$93,793	\$325,500	\$ -	0.00%	\$ -	0.00%
Nurse	\$52,883	\$52,883	\$17,586	\$52,883	\$ -	0.00%	\$ -	0.00%
Total Salaries	\$2,449,036	\$2,449,036	\$815,156	\$2,395,446	\$ 46,590	1.90%	\$ 53,590	2.19%
Benefits								
	\$529,045	\$529,045	\$194,806	\$459,261	\$ 69,785	13.19%	\$ 69,785	13.19%
Services								
BCS	\$5,230	\$5,230	\$28,783	\$5,230	\$ -	0.00%	\$ -	0.00%
Curriculum	\$93,220	\$93,220	\$79,662	\$93,220	\$ -	0.00%	\$ -	0.00%
IT	\$66,300	\$66,300	\$19,273	\$66,300	\$ -	0.00%	\$ -	0.00%
Total Services	\$164,750	\$164,750	\$127,717	\$164,750	\$ -	0.00%	\$ -	0.00%
Supplies								
BCS	\$51,989	\$51,989	\$28,629	\$51,989	\$ -	0.00%	\$ -	0.00%
Curriculum	\$38,600	\$38,600	\$10,886	\$38,600	\$ -	0.00%	\$ -	0.00%
IT	\$102,800	\$102,800	\$79,172	\$102,800	\$ -	0.00%	\$ -	0.00%
Total Supplies	\$193,389	\$193,389	\$118,688	\$193,389	\$ -	0.00%	\$ -	0.00%
Other								
BCS	\$1,300	\$1,300	\$440	\$1,300	\$ -	0.00%	\$ -	0.00%
Curriculum	\$1,003	\$1,003	\$190	\$1,003	\$ -	0.00%	\$ -	0.00%
IT	\$42,600	\$42,600	\$38,867	\$42,600	\$ -	0.00%	\$ -	0.00%
Total Other	\$44,903	\$44,903	\$39,497	\$44,903	\$ -	0.00%	\$ -	0.00%
Subtotal	\$3,381,124	\$3,381,124	\$1,295,863	\$3,257,749	\$ 116,375	3.44%	\$ 123,375	3.65%
Special Education								
Salaries	\$1,301,701	\$1,301,701	\$518,323	\$1,284,341	\$ 17,360	1.33%	\$ 17,360	1.33%
Benefits	\$340,576	\$340,576	\$126,437	\$271,857	\$ 68,719	20.18%	\$ 68,719	20.18%
Services	\$245,396	\$245,396	\$84,978	\$275,396	\$ (30,000)	-12.23%	\$ (30,000)	-12.23%
Supplies	\$28,769	\$28,769	\$9,176	\$28,769	\$ -	0.00%	\$ -	0.00%
Other	\$3,186	\$3,186	\$9,940	\$11,397	\$ (8,211)	-257.73%	\$ (8,211)	-257.73%
Subtotal	\$1,919,628	\$1,919,628	\$748,854	\$1,871,760	\$ 47,867	2.49%	\$ 47,867	2.49%
Operations and Overhead								
Salaries	\$1,024,163	\$1,024,163	\$481,892	\$1,024,163	\$ -	0.00%	\$ -	0.00%
Benefits	\$237,805	\$237,805	\$117,130	\$221,236	\$ 16,569	6.97%	\$ 16,569	6.97%
Services	\$168,265	\$168,265	\$100,937	\$171,895	\$ (3,630)	-2.16%	\$ (3,630)	-2.16%
Supplies	\$39,300	\$39,300	\$13,365	\$39,300	\$ -	0.00%	\$ -	0.00%
Utilities (Electricity)	\$85,000	\$85,000	\$38,372	\$85,000	\$ -	0.00%	\$ -	0.00%
Facilities and Maintenance	\$116,550	\$116,550	\$51,848	\$116,550	\$ -	0.00%	\$ -	0.00%
Student Transportation	\$281,759	\$281,759	\$114,504	\$ 281,759.00	\$ -	0.00%	\$ -	0.00%
Other	\$24,100	\$24,100	\$12,045	\$ 24,100.00	\$ -	0.00%	\$ -	0.00%
Subtotal	\$1,976,942	\$1,976,942	\$930,093	\$1,964,003.00	\$ 12,939	0.65%	\$ 12,939	0.65%
Total	\$7,277,693	\$7,277,693	\$2,974,810	\$7,093,512	\$177,181	2.43%	\$ 184,181	2.53%

excess cost =

#1 rcv'd=

#2 rcv'd =

Total =

Memorandum



To: Board of Education Members
From: Kai Byrd, Superintendent
Date: January 11, 2023
Re: Unfinished Business

It is recommended that under UNFINISHED BUSINESS:

Recommended Motions:

- a.(i)1.-2. Move that the Bethany Board of Education approve the revisions to Policy 0523 and Bylaw 9321 as presented Action Item

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:

- G 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.
- I. 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.
- ~~C 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.

- 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)
- 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

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 meeting may continue except no further motions or votes should occur. Upon the loss of a quorum, the Chairperson of the Board may 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 the posted time 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](#)

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: January 11, 2023

Re: Superintendent Report

Under ADMINISTRATIVE REPORTS:

- Enrollment Update
- Kindergarten Projections
- Personnel Update

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

Grade (Sections)	08/31/2022*	09/30/2022*	10/31/2022*	11/30/2022*	12/31/2022*
PK	27	26	27	27	27
K (3)	44	43	43	43	43
1 (3)	56	56	56	56	56
2 (3)	54	54	54	54	53
3 (4)	71	72	73	73	73
4 (3)	65	66	66	66	66
5 (3)	64	65	65	65	65
6 (2)	47	47	47	47	47
TOTAL (21)	428	429	431	431	430

* Six Open Choice students included.

2021-2022 ENROLLMENT SUMMARY

Grade (Sections)	08/31/2021*	09/30/2021*	10/31/2021*	11/30/2021*	12/31/2021*
PK	16	17	19	22	23
K (3)	50	49	50	50	51
1 (3)	51	51	51	51	51
2 (4)	66	66	66	66	67
3 (3)	57	57	57	58	59
4 (3)	58	59	59	60	60
5 (2)	40	40	42	43	43
6 (3)	49	49	50	51	51
TOTAL (21)	387	388	394	401	405

*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*	11/30/2020*	12/31/2020*
PK	16	16	16	16	17
K (3)	54	53	53	53	53
1 (4)	62	61	61	61	61
2 (3)	53	53	53	53	53
3 (3)	55	55	55	56	56
4 (2)	39	40	40	40	40
5 (3)	48	48	48	48	48
6 (2)	43	43	43	43	43
TOTAL (20)	370	369	369	370	371

* 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: January 11, 2023

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: January 11, 2023

Re: Principal's Report

Under ADMINISTRATIVE REPORTS:

- Steering Committee Update
- BCS Happenings