

**BETHANY BOARD OF EDUCATION
Regular Meeting**

AGENDA

**Wednesday, May 14, 2025
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. April 9, 2025 Regular Meeting.....Action Item

5. Committee Reports (Bylaw 9132)

- a. Curriculum
- b. Facilities
- c. Finance
 - i. Report of expenditures and adjustments to the 2024-2025 Operating Budget through April 2025.....Action Item

6. Unfinished Business (Bylaw 9300)

- a. None

7. New Business (Bylaw 9300)

- a. The Policy Committee met on April 8, 2025 and are recommending the following:

1. Discontinued and Replacement policies under **Federal Mandate** plus Shipman and CAGE excerpt comments page
 - a. Policy 4000.1 – Title IX; Personnel – Discontinue
Policy 4000.1 – Title IX; Personnel – Replacement
 - b. Policy 5145.44 – Title IX; Students – Discontinue
Policy 5145.44 – Title IX; Students – Replacement
 - c. Policy 0523 – Equity and Inclusion – Discontinue
Policy 0112 – Nondiscrimination in Education – Replacement
2. New policies under **State Mandate** plus Shipman comment
 - a. Policy 5131.9111 – Connecticut School Climate Policy
 - b. Policy 5144.12 – Challenging Behavior Prevention; Restorative Practices Response
3. Recommended revisions for the following:
 - a. Policy 1411 – Law Enforcement Officials
4. No revisions recommended for the following:
 - a. Policy 1340 – Access to School Procedures and Materials
 - b. Policy 1412 – School and Fire Department Cooperation
 - c. Policy 1416 – Fiscal Authority
 - d. Policy 1500 - Relations Between Area, State, Regional, and National Associations and the District

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: May 14, 2025

Re: Meeting Minutes

It is recommended under APPROVAL OF MINUTES:

Recommended Motion:

- a. Move the Bethany Board of Education accept the April 9, 2025 Regular Meeting Minutes as presented.

**BETHANY BOARD OF EDUCATION
Regular Meeting Minutes
BCS Learning Commons
April 9, 2025**

Present

Angelo Amato, arrived at 6:31 p.m.
Susan Bradford
Joseph Cafasso, arrived at 6:41 p.m.
John Paul Garcia
Shannon Lane
Caroline Leary
Amy Lestinsky
EJ Maher
Shawn Uscilla

Administration

Kai Byrd
Cheryl Kiesel
Tom Reed-Swale

Absent

Call to Order

Mr. Garcia called the meeting to order at 6:30 p.m.

PTO Report

Mrs. Zaldo gave the PTO report.

Public Comment

None

Minutes

Motion by Amato, seconded by Lestinsky to accept the March 12, 2025 Regular Meeting Minutes as presented. *The motion carries 7 yes (Amato, Bradford, Garcia, Lane, Leary, Lestinsky, Uscilla), 1 abstain (Maher), 1 absent (Cafasso)*

Committee Reports

Curriculum:

The committee met on April 2, 2025. Mr. Amato provided a report.

Finance:

Motion by Lestinsky seconded by Amato to accept the report of expenditures and adjustments to the 2024-2025 Operating Budget through March 31, 2025. *The motion passed unanimously.*

Policy:

The committee met on April 8, 2025. Mrs. Bradford provided a report.

Unfinished Business

Motion by Garcia, seconded by Lane to approve Policy 3171.1 for retirement, to approve Policies 1250, 1312, 1316, 1321, 1330 for recommended revisions, and to approve no revisions to Policies 1220, 1311.1, 1321.2, 1322, 1324. *The motion passed unanimously.*

New Business

Motion by Maher, seconded by Cafasso to approve the CSDE's Healthy Food Option for the period of July 1, 2025 through June 30, 2026. *The motion passed unanimously.*

Motion by Lane, seconded by Lestinsky to approve the CSDE's Exemption for Food and Beverage Items for the period of July 1, 2025 through June 30, 2026. *The motion passed unanimously.*

Superintendent Report

Mrs. Byrd reported that on March 31, 2025, PK-6 enrollment remained the same at 435 students.

	Mrs. Byrd provided a personnel update.
Director Report	Ms. Kiesel deferred to Mr. Amato's Curriculum Committee report.
Principal Report	Mr. Reed-Swale reported on BCS's recent and upcoming events.
Chairman Report	Mr. Garcia provided an update on Facilities projects and answered questions from the Board.
Communications	None
Public Comment	None
Adjournment	The meeting adjourned at 7:39 p.m.

Visitors in Attendance

In Person: 1

On Livestream: 5

Donna Ricciardi
Donna Ricciardi
Recording Secretary

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: May 14, 2025

Re: Finance Committee Report of Expenditures and Adjustments

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

The attached report presents the adopted 2024-2025 Operating Budget with encumbrances through April 30, 2025.

Recommended Motion:

- i. Move that the Board of Education accept the report of expenditures and adjustments to the 2024-2025 Operating Budget through April 30, 2025.

Bethany Board of Education								
Operating Budget 2024-2025 Summary - as of April 2025								
	Adopted Budget	Revised Budget	YTD July-June	Forecast	Var\$ March	Var% March	Var\$ April	Var% April
General Education								
Salaries								
Certified	\$2,468,422	\$2,466,864	\$1,678,743	\$2,363,300	\$ 96,823	3.92%	\$ 103,564	4.20%
Curriculum (Supplemental)	\$0	\$0	\$0	\$0	\$ -	0.00%	\$ -	0.00%
Non-Certified	\$272,806	\$264,766	\$302,846	\$363,049	\$ (98,284)	-37.12%	\$ (98,284)	-37.12%
Nurse	\$55,742	\$55,742	\$36,212	\$52,742	\$ 3,000	5.38%	\$ 3,000	5.38%
Total Salaries	\$2,796,970	\$2,787,372	\$2,017,801	\$2,779,091	\$ 1,539	0.06%	\$ 8,280	0.30%
Benefits	\$506,581	\$506,581	\$310,429	\$370,271	\$ 139,250	27.49%	\$ 136,310	26.91%
Services								
BCS	\$5,300	\$5,300	\$2,155	\$5,300	\$ -	0.00%	\$ -	0.00%
Curriculum	\$96,999	\$93,249	\$69,683	\$69,793	\$ 23,456	25.15%	\$ 23,456	25.15%
IT	\$68,500	\$68,500	\$62,311	\$174,280	\$ (26,867)	-39.22%	\$ (105,780)	-154.42%
Total Services	\$170,799	\$167,049	\$134,149	\$249,374	\$ (3,411)	-2.04%	\$ (82,325)	-49.28%
Supplies								
BCS	\$66,660	\$66,660	\$54,563	\$66,660	\$ -	0.00%	\$ -	0.00%
Curriculum	\$4,600	\$4,600	\$1,424	\$4,800	\$ -	0.00%	\$ (200)	-4.35%
IT	\$100,020	\$100,020	\$124,123	\$124,256	\$ (22,499)	-22.49%	\$ (24,236)	-24.23%
Total Supplies	\$171,280	\$171,280	\$180,110	\$195,716	\$ (22,499)	-13.14%	\$ (24,436)	-14.27%
Other								
BCS	\$1,550	\$1,550	\$979	\$1,550	\$ -	0.00%	\$ -	0.00%
Curriculum	\$670	\$670	\$0	\$670	\$ -	0.00%	\$ -	0.00%
IT	\$33,720	\$53,720	\$40,154	\$49,413	\$ 7,000	13.03%	\$ 4,307	8.02%
Total Other	\$35,940	\$55,940	\$41,133	\$51,633	\$ 7,000	12.51%	\$ 4,307	7.70%
Subtotal	\$3,681,570	\$3,688,221	\$2,683,622	\$3,646,085	\$ 121,879	3.30%	\$ 42,137	1.14%
Special Education								
Salaries	\$1,417,928	\$1,419,648	\$1,008,300	\$1,327,791	\$ 131,754	9.28%	\$ 91,857	6.47%
Benefits	\$278,774	\$278,774	\$237,682	\$282,622	\$ (13,848)	-4.97%	\$ (3,848)	-1.38%
Services	\$400,256	\$400,256	\$385,320	\$530,297	\$ (133,042)	-33.24%	\$ (130,042)	-32.49%
Supplies	\$9,566	\$9,566	\$11,240	\$13,930	\$ -	0.00%	\$ (4,364)	-45.62%
Other	\$2,490	\$2,490	\$1,111	\$2,490	\$ -	0.00%	\$ -	0.00%
Subtotal	\$2,109,014	\$2,110,734	\$1,643,654	\$2,157,130	\$ (15,135)	-0.72%	\$ (46,396)	-2.20%
Operations and Overhead								
Salaries	\$1,110,471	\$1,066,510	\$851,132	\$1,068,116	\$ -	0.00%	\$ (1,606)	-0.15%
Benefits	\$247,219	\$247,219	\$168,604	\$202,345	\$ 51,074	20.66%	\$ 44,874	18.15%
Services	\$155,367	\$165,956	\$128,307	\$145,968	\$ (17,755)	-10.70%	\$ 19,989	12.04%
Supplies	\$44,800	\$44,800	\$38,138	\$44,800	\$ -	0.00%	\$ -	0.00%
Utilities (Electricity)	\$138,000	\$138,000	\$102,049	\$133,000	\$ (20,000)	-14.49%	\$ 5,000	3.62%
Facilities and Maintenance	\$142,105	\$167,105	\$186,221	\$191,360	\$ (24,895)	-14.90%	\$ (24,255)	-14.51%
Student Transportation	\$300,672	\$300,672	\$239,731	\$300,672.00	\$ -	0.00%	\$ -	0.00%
Other	\$19,800	\$19,800	\$11,310	\$12,100.00	\$ -	0.00%	\$ 7,700	38.89%
Subtotal	\$2,158,434	\$2,150,063	\$1,725,492	\$ 2,098,361.11	\$ (11,576)	-0.54%	\$ 51,702	2.40%
Total	\$7,949,018	\$7,949,018	\$6,052,767	\$7,901,576	\$ 95,168	1.20%	\$ 47,442	0.60%

Prek Account			Revenue	Expenditures	Balance			
as of 07/01/2024					\$84,949.50			
Tuition Revenue for FY			\$16,469.99		\$101,419.49			
Total Expenditures for FY				\$43,259.87	\$58,159.62			
Estimated Balance at Month End					\$58,159.62			
10-248a			Revenue	Expenditures	Balance			
as of 07/01/2024					\$360,013.55			
Total Revenue for FY			\$67,000.23		\$427,013.78			
Total Expenditures for FY				\$9,130.00	\$417,883.78			
Estimated Balance at Month End					\$417,883.78			

excess cost =
#1 rcv'd= \$43,519
#2 rcv'd =

Total =

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: May 14, 2025

Re: New Business

It is recommended that under New Business:

Recommended Motions

- a. (i)1-3. Move the Board of Education accept for first reading the Federal Mandates to policies 4000.1, 5145.44, 0523, and 0112. Action Item
- a. (ii)1-2. Move the Board of Education accept for first reading the State Mandated new policies 5131.9111 and 5144. Action Item
- a. (iii)1. Move the Board of Education accept for first reading the Recommended Revision to policy 1411. Action Item
- a. (iv)1-4. Move the Board of Education accept for first reading the No Revision to policies 1340, 1412, 1416, 1500 Action Item

Shipman and CABA Comment Summary – Title IX; Policies 4000.1 and 5145.44

Shipman & Goodwin, Comment February 7, 2025

President Trump Issues Executive Order Entitled "Ending Radical Indoctrination in K-12 Schooling"

Excerpt re: Title IX: At a minimum, school districts that previously made changes to their Title IX policy and regulations to comply with the federal Title IX regulations that went into effect on August 1, 2024 will need to transition back to (or revise their policies to align with) Title IX policy and regulations that are based on the 2020 federal regulations.

Connecticut Association of Boards of Education (CABA) Bulletin January 16, 2025

Special Urgent Release; Office of Civil Rights (OCR) Confirms 2024 Title IX Regulations Are Vacated

Excerpt re: Title IX: Districts are advised to discontinue the use of policies and regulations that follow the 2024 Title IX Regulations and resume using policies and regulations that were in place under the 2020 Regulations.

Shipman and CABA Comment Summary – Diversity, Equity and Inclusion; Policy 0523

Shipman & Goodwin, Comment February 25, 2025

Office of Civil Rights (OCR) Issues "Dear Colleague" Letter on Racial Discrimination

Excerpt re: DEI: For now, in response to the recent OCR guidance, educational institutions should direct their focus toward understanding and complying with legal prohibitions against racial preferences. To that end, we recommend that schools and school districts continue to review their existing policies—particularly those that highlight diversity, equity, and inclusion as goals or could be perceived as conditioning educational benefits or opportunities upon a student's race or ethnicity—to ensure that they do not engage in any discriminatory practices.

Connecticut Association of Boards of Education (CABA) Bulletin March 4, 2025

Policy Highlights: Equity and Diversity

Excerpt re: DEI: These executive orders related to diversity, equity, and inclusion, as well as the order related to "ending indoctrination strategy," are expected to undergo continuing legal developments and challenges. In the meantime, Shipman's school attorneys advise that districts should focus on understanding and complying with *legal prohibitions against racial preferences* in response to OCR guidance.

2023 Education Legislation Summary Excerpt; STATUTORY CHANGES AFFECTING STUDENTS

Bullying and School Climate

Since 2002, boards of education have been required to adopt plans to address bullying in accordance with Connecticut General Statutes § 10-222d and related statutes. Sections 47 through 55, 70-71, and 86-87 of [Public Act 23-167](#) make significant changes to the statutory provisions related to bullying. Notably, the new law (1) requires school districts to implement a new Connecticut school climate policy and bullying complaint form; (2) redefines previous terms and includes new terms associated with the school climate policy; (3) updates the roles of school climate personnel; and (4) establishes a new annual training requirement.

School Climate Policy, Standards, and Bullying Complaint Form

The new law requires the Connecticut Association of Boards of Education (“CABE”) to develop, update and approve a “school climate policy,” which in turn must be adopted by the Social and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”). While boards of education must adopt and implement this new policy by the 2025-2026 school year, they may choose to adopt and implement the policy earlier – in either the 2023-2024 or 2024-2025 school year – after the new school climate policy has been developed and approved.

The new law further requires the Collaborative to convene a subcommittee to (1) develop Connecticut school climate standards based on nationally recognized school climate research and best practices by February 1, 2024; (2) create a uniform bullying complaint form to include in student handbooks and to post on the websites of the CSDE and boards of education; and (3) provide guidance on the implementation of the school climate policy adopted by the Collaborative.

New Definitions Related to Bullying

In addition, the new law makes several changes to terms related to bullying and school climate. Importantly, the new law redefines “bullying” as “unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.” The new law also establishes a new and related term, “challenging behavior,” defined as “behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.”

Redefined School Climate Roles and School Climate Improvement Plan

The new law further renames and redefines various school climate personnel. Previously referred to as the “safe school climate coordinator,” “safe school climate specialist,” and the “safe school climate committee,” at the start of the 2025-2026 school year, these roles will be referred to as the school climate coordinator, school climate specialist, and school climate committee, respectively.

Under the new law, the school climate coordinator must be the superintendent of schools or an administrator appointed by the superintendent. The school climate coordinator’s duties include developing strategies to prevent, identify, and respond to “challenging behavior,” communicating such strategies to the school community, and collecting and maintaining data about school climate improvement.

The Act also modifies who can serve as the school climate specialist, requiring that either the principal or a professional certified school employee trained in school climate improvement or restorative practices who is designated by the principal serve in this capacity. Additionally, the school climate specialist will no longer be responsible for “investigating” bullying allegations. Instead, the specialist will be responsible for (1) leading in the prevention, identification and response to challenging behavior, including reports of alleged bullying and harassment; (2) implementing evidence and research-based interventions, including restorative practices; (3) scheduling meetings for and leading the school climate committee; and (4) leading implementation of the school climate improvement plan.

The new law further revises the makeup and role of the school climate committee. Under the new law, such committee must be comprised of members who are racially, culturally, and linguistically diverse and representative of various roles in the school community, as detailed more specifically in Section 54 of the Act. Members of the school climate committee must be appointed by the school climate specialist. Among other things, the school climate committee must assist in the development, scheduling, and administration of the school climate survey to students, school employees, and students’ families, starting with the 2025-2026 school year and every two years thereafter. Parents or guardians must be provided advance written notice that the survey will be administered, advised of its content, and given a reasonable opportunity to opt students out of receiving and participating in the survey.

Beginning with the 2025-2026 school year and each school year thereafter, Section 54 and Section 71 of the Act require that each school climate specialist, in collaboration with the district’s school climate coordinator, develop and update as necessary, a school climate improvement plan based on the results of their school’s climate survey. The Act sets out the specific information that must be included in the plan. Such plan must be submitted to the school climate coordinator for approval by December 31 each year and take into consideration the results of an administered school climate survey, recommendations from the school climate committee, and any other data deemed relevant by the climate specialist and climate coordinator. Once approved, a written or electronic copy of the plan must be made available to the school community.

New Annual Training Requirement

Starting with the 2024-2025 school year and for each school year thereafter, Section 55 of the Act requires that boards of education provide resources and training on social-emotional learning, school climate and culture, and evidence and research-based interventions, including but not limited to restorative practices. Any school employee may participate in this training. The school climate coordinator is tasked with selecting and approving the individual or entity responsible for providing such training.

Restorative Practices Response Policy

For the school year commencing July 1, 2025, and each school year thereafter, Section 74 of [Public Act 23-167](#) requires each board of education to adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. Such policy shall not include the involvement of a school resource office or other law enforcement official, unless the behavior or conflict becomes violent or criminal.

Federal Mandate Reversal; Discontinue 2024 policy**Title IX; Sex Discrimination or Harassment Prohibition**

The Bethany Board of Education (Board) and the Bethany Public School District (District), policy is to maintain a working environment free from any form of sex discrimination or sexual harassment and prohibits sex discrimination or sexual harassment in any education program or activity that the Board and/or District operate, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations ("Title IX"), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law. Sex discrimination and sexual harassment include discrimination or harassment on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity or expression.

The Board and/or the District, as required, shall respond whenever any employee has notice of or complaint of sex discrimination or sexual harassment, including allegations of sexual harassment. Title IX applies to persons in the District because its education programs or activities receive Federal financial assistance.

Inquiries, reports or complaints regarding Title IX may be directed to the Bethany Public School District or the U.S. Department of Education's Office for Civil Rights or both using the contact addresses and phone numbers noted below.

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

U.S. Department of Education's Office for Civil Rights, Boston Office,
U.S. Department of Education, 9th Floor,
5 Post Office Square, Boston, MA 02109-3921
(617) 289-0111

The Board requires the Superintendent to promulgate and publish on the District's website, Administrative Regulations and grievance procedures that provide for the prompt and equitable resolution of complaints in accordance with Connecticut and Federal Law in furtherance of this policy.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050) March 19, 1990
Title IX of the Education Amendments of 1972, 20 USC §1681, et seq.
Title IX of the Education Amendments of 1972, 34 CFR § 106.1, et seq.
Meritor Savings Bank, FSB v. Vinson, 477 US.57 (1986)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Connecticut General Statutes § 10-15c - Discrimination in public schools prohibited.
Connecticut General Statutes § 46a-54 - Commission powers Connecticut

PERSONNEL

4000.1(b)

Connecticut General Statutes § 46a-60 - Discriminatory employment practices prohibited

Connecticut General Statutes § 46a-81c - Sexual orientation discrimination: Employment

Connecticut General Statutes § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Connecticut Agencies Regulations § 46a-54-200 through §46a-54-207

Brittell v. Department of Correction, 247 Conn. 148 (1998)

Fernandez v. Mac Motors, Inc., 205 Conn. App. 669 (2021)

Policy adopted: August 12, 2020
Policy revised: May 10, 2023
Policy revised: December 11, 2024

Source: Shipman

Federal Mandate Reversal; Readopt policy under 2020 Federal Regulations**Title IX**

The Bethany Board of Education (Board) policy is to maintain a working environment free from any form of sex discrimination or sexual harassment. The Board agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations as amended in the Final Rule.

The Bethany Public School District (District), as required, shall respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment. Title IX applies to persons in the District because its education programs or activities receive Federal financial assistance. This policy applies to all of the District's programs or activities, whether such programs or activities occur on or off campus.

The Board requires the Superintendent to promulgate Administrative Regulations in accordance with Federal Law in furtherance of this policy.

Legal Reference: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035).
Title IX of the Education Amendments of 1972, 20 USC § 1681, et seq.
Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.
Title IX Final Rule, 34 CFR § 106.45, et seq., May 6, 2020
34 CFR § 106.8(b), OCR Guidelines for Title IX.
Federal Register, Volume 62, #49, 29 CFR § 1606.8 (a) 62, Federal Register, 12033, and 66 Federal Register 5512
The Clery Act, 20 U.S.C. § 1092(f)
The Violence Against Women Act, 34 U.S.C. § 12291(a)
Mentor 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)
Burlington Industries, Inc. v. Ellerth, No. 97-569, (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.)
Connecticut General Statutes § 46a-60
Connecticut Agencies Regulations § 46a-54-200 through § 46a-54-207
Constitution of the State of Connecticut, Article I, § 20.
Public Act 19-16

Policy adopted: August 12, 2020
Policy revised: May 10, 2023
Policy revised: December 11, 2024

[Policy reversed:](#)

Source: CABE

Federal Mandate Reversal; Discontinue 2024 policy**Title IX; Sex Discrimination or Harassment Prohibition**

The Bethany Board of Education (Board) and the Bethany Public School District (District), policy is to maintain a learning environment free from any form of sex discrimination or sexual harassment and prohibits sex discrimination or sexual harassment in any education program or activity that the Board and/or District operate, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations ("Title IX"), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law. Sex discrimination and sexual harassment include discrimination or harassment on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity or expression.

The Board and/or the District, as required, shall respond whenever it has notice of or complaint of sex discrimination or sexual harassment, including allegations of sexual harassment from any person participating in the District's education programs or activities including students or their parent, guardian or authorized legal representative. Title IX applies to persons in the Bethany Public School District (District) because its education programs or activities receive Federal financial assistance.

Inquiries, reports or complaints regarding Title IX may be directed to the Bethany Public School District or the U.S. Department of Education's Office for Civil Rights or both using the contact addresses and phone numbers noted below.

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

U.S. Department of Education's Office for Civil Rights, Boston Office,
U.S. Department of Education, 9th Floor,
5 Post Office Square, Boston, MA 02109-3921
(617) 289-0111

The Board requires the Superintendent to promulgate and publish on the District's website, Administrative Regulations and grievance procedures that provide for the prompt and equitable resolution of complaints in accordance with Connecticut and Federal Law in furtherance of this policy.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050) March 19, 1990
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Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Connecticut General Statutes § 10-15c - Discrimination in public schools prohibited.
Connecticut General Statutes § 46a-54 - Commission powers Connecticut

STUDENTS

5145.44(b)

Connecticut General Statutes § 46a-60 - Discriminatory employment practices prohibited

Connecticut General Statutes § 46a-81c - Sexual orientation discrimination: Employment

Connecticut General Statutes § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Connecticut Agencies Regulations § 46a-54-200 through §46a-54-207

Brittell v. Department of Correction, 247 Conn. 148 (1998)

Fernandez v. Mac Motors, Inc., 205 Conn. App. 669 (2021)

Policy adopted: August 12, 2020
Policy reviewed: May 10, 2023
Policy revised: December 11, 2024

Source: Shipman

Federal Mandate Reversal; Readopt policy under 2020 Federal Regulations**Title IX**

The Bethany Board of Education (Board) policy is to maintain a learning environment free from any form of sex discrimination or sexual harassment. The Board agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations as amended in the Final Rule.

The Board, as required, shall respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment. Title IX applies to persons in the Bethany Public School District (District) because its education programs or activities receive Federal financial assistance. This policy applies to all of the District's programs or activities, whether such programs or activities occur on or off campus.

The Board requires the Superintendent to promulgate Administrative Regulations in accordance with Federal Law in furtherance of this policy.

Legal Reference: United States Constitution, Article XIV
 Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).
 Equal Employment Opportunity Commission Policy Guidance (N-915.035).
 Title IX of the Education Amendments of 1972, 20 USCS §1681, et seq.
 Title IX of the Education Amendments of 1972, 34 CFR §106, et seq.
 Title IX Final Rule, 34 CFR § 106.45, et seq., May 6, 2020
 34 CFR § 106.8(b), OCR Guidelines for Title IX.
 Federal Register, Volume 62, #49, 29 CFR § 1606.8 (a) 62, Federal Register, 12033, and 66 Federal Register 5512
 The Clery Act, 20 U.S.C. § 1092(f)
 The Violence Against Women Act, 34 U.S.C. § 12291(a)
 Mentor Savings Bank, FSB v. Vinson, 477 US.57 (1986)
 Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)
 Burlington Industries, Inc. v. Ellerth, No. 97-569, (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.)
 Connecticut General Statutes § 46a-60
 Connecticut Agencies Regulations § 46a-54-200 through §46a-54-207
 Constitution of the State of Connecticut, Article I, § 20.
 Public Act 19-16

Policy adopted: August 12, 2020
Policy reviewed: May 10, 2023
Policy revised: December 11, 2024
[Policy reversed:](#)
Source: CABE

Federal Mandate; Discontinue**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)

MISSION – GOALS – OBJECTIVES

0523(d)

Legal References:	Section 8525, ESEA as amended by the Every Student Succeeds Act <i>Meritor Savings Bank. FSB v. Vinson</i>, 477 U.S. 57 (1986) <i>Faragher v. City of Boca Raton</i>, No. 97-282 (U.S. Supreme Court, June 26, 1998) <i>Gebbs v. Lago Vista Indiana School District</i>, No. 99-1866, (U.S. Supreme Court, June 26, 1998) <i>Davis v. Monroe County Board of Education</i>, 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 <i>Meacham v. Knolls Atomic Power Laboratory</i>, 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008) <i>Federal Express Corporation v. Holowecki</i>, 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008) <i>Kentucky Retirement Systems v. EEOC</i>, 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008) <i>Sprint/United Management Co. v. Mendelsohn</i>, 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)
Policy adopted:	January 8, 2020
Policy reviewed:	February 8, 2023

0523 Replacement; BCS & CABA Policy 6121 renamed and renumbered**Nondiscrimination in ~~Instruction~~ Education**

The Bethany Public School District pledges to avoid discriminatory actions and seeks to foster good human and educational relations, which will help to attain:

1. equal rights and opportunities for students and staff in the school community;
2. equal opportunity for all students to participate in the programs of the school;
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences;
4. training opportunities for improving staff ability and responsiveness to educational and social needs;
5. opportunities in educational programs which are broadly available to all students; and
6. an appropriate learning environment for students which includes 1) adequate instructional books, supplies, materials, equipment, staffing, facilities, and technology and 2) a safe school setting.

Each student, at the time they become eligible for participation, shall be advised of their right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes § 10-15
 Connecticut General Statutes § 10-15c
 Connecticut General Statutes § 10-18a
 Connecticut General Statutes § 10-145a(b)
 Connecticut General Statutes § 10-220
 Connecticut General Statutes § 10-226a
 Title IX of the Education Amendments of 1972
 Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

~~Policy adopted: September 9, 1991~~

~~Policy revised: December 9, 1998~~

~~Policy revised: June 10, 2015~~

~~Policy reviewed: January 8, 2019~~

~~Policy revised: May 11, 2022~~

Policy adopted:

Source: CABA policy 6121 renamed and renumbered

NEW State Mandate**Connecticut School Climate Policy****Policy Statement**

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Bethany Public School District Board of Education is required to adopt this specific policy and it's language to comply with State mandate.

Definitions

1. **"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. **"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14. **"Connecticut school climate policy"** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15. **"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

D. building among school personnel and develop common staff skills to educate the whole child;

E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

F. Strengthening policies and procedures related to:

- a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.
- G. Fostering adult learning in teams and/or professional learning communities to build capacity

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, **diversity, equity, and inclusion**.

Legal Reference: **Public Act 23-167; Sections 47-55, 70-71, and 86-87; An Act Concerning Transparency in Education**

Policy adopted:

Source: **CABE per state mandate**

NEW State Mandate**Challenging Behavior Prevention: Restorative Practices Response**

For the school year beginning July 1, 2025, the Bethany Public School District Board of Education is required to adopt this "Restorative Practices Response" policy to comply with State mandate. It is to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

Restorative Practices are evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Implementation shall include parental or guardian notification and involvement, a reasonable and commensurate level of consequences, and clear limitations to prevent occurrences of serious disruption to the education process as defined by the District's Student Discipline Policy and Regulation.

The Board of Education authorizes and directs the Superintendent or his/her designee to develop and implement administrative regulations in accordance with this policy and applicable law.

Legal Reference: Public Act 23-167, Section 74, An Act Concerning Transparency in Education

[Policy adopted:](#)

[Source: CABA/BPSD](#)

Recommended Revision**Law Enforcement Officials**

The school is responsible for students during school hours. This responsibility includes protecting each student's constitutional rights, assuring due process in questioning and arrest, protecting students from any form of illegal coercion, and keeping students safe from physical and emotional harm. Because of the many support services that local law enforcement agencies provide to the school, staff, and students, the Bethany Board of Education (Board) supports the best possible relationship with those agencies consistent with the Bethany Public School District's (District) responsibilities to protect legal rights of staff and students.

This policy is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met. Priority shall be given to law enforcement's involvement in threat assessments and in the planning and implementation of District emergency plans, security procedures, intervention, and crisis response.

Law enforcement officials are viewed as key community stakeholders in developing and implementing a comprehensive emergency readiness plan for the District.

Interview of Students

Police interviews generally will not take place on District grounds. However, if the police do indicate that an interview on District grounds is necessary, school authorities may cooperate. When the interview involves a juvenile, a parent/guardian must be present. The exceptions to this rule are a) if the student is being interviewed as a victim and/or b) if there is an overriding immediate public safety concern. If a student under the age of sixteen (16) is being interviewed by the police and the parent/guardian cannot be present, a District Administrator ~~employee~~ should be present.

When police are investigating possible criminal acts which occurred or may have occurred, on District property, or while under the jurisdiction of the District, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. An attempt will be made to notify the student's parent/guardian so that they may be present during the questioning. ~~The school principal~~ A District Administrator or designee will be present. ~~The school principal~~ A District Administrator or designee shall maintain a written record of all such interviews conducted.
3. Preferably, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the school when the procedures outlined in 1-3 above are observed. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties.

Arrest of Students

The decision to call the police and request an arrest is within the discretion of school administration. ~~The school administration~~ A District Administrator may request the arrest of a student or there are times in which the police may request to pick up a student due to a warrant being issued for the individual's arrest. If ~~the school administration~~ a District Administrator agrees to assist in the arrest of a student, the student should be escorted from class by a District Administrator ~~employee~~, and remain in a secured office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine.

At no time will a student be released to a police officer without one of the following: a) a warrant, b) a court order, c) arrest, d) protective custody resulting from child abuse investigations, e) permission of the parent/guardian.

Weapons

In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process, the student should be secured in a private area and the police should be contacted to conduct the search.

If a search is conducted by a District Administrator ~~employee~~ and a weapon is found, weapons that are illegal should be turned over to the police immediately by the District Administrator ~~employee~~. Illegal weapons include knives with over a four-inch blade, dirk knives, switchblade knives, martial arts weapons, and firearms. Ammunition should also be immediately turned over to the police. Weapons that are not illegal but are a violation of school policy may be retained by school administration.

Designation of Authority

The Superintendent is authorized to develop procedures regarding this policy, including a process to ensure that appropriate staff has been informed, and to establish lines of communication with local law enforcement agencies to effect necessary cooperation toward ensuring the security of the school facilities, and the safety of students and staff.

Legal Reference: Connecticut General Statutes § 10-221
 Connecticut General Statutes § 53a-185
 Connecticut General Statutes § 54-76j

Policy adopted: September 9, 1991
Policy revised: December 9, 2015
Policy revised: June 13, 2018
Policy revised: December 8, 2021
Policy revised:

Source: CABE

Access to School Procedures and Materials

Operating procedures, records, and publications developed in or for the Bethany Public School District (District) may be made available to outside non-profit or profit organizations for use or distribution when such use or distribution will reflect favorably upon the District and the community. No outside organization shall be granted exclusive access to or control over the material made available to it.

Records containing privileged or confidential information about staff or students will be restricted to the extent permitted by law in the interests of the person or persons involved.

A reasonable charge may be made for copying available records.

Legal Reference: Connecticut General Statutes § 1-16
 Connecticut General Statutes § 1-200
 Connecticut General Statutes § 1-206
 Connecticut General Statutes § 1-210
 Connecticut General Statutes § 1-211
 Connecticut General Statutes § 1-212
 Connecticut General Statutes § 1-213
 Connecticut General Statutes § 1-214
 Connecticut General Statutes § 1-215
 Connecticut General Statutes § 1-225
 Connecticut General Statutes § 1-226
 Connecticut General Statutes § 1-227
 Connecticut General Statutes § 1-240
 Connecticut General Statutes § 10-15b
 Connecticut General Statutes § 10-154a
 Connecticut General Statutes § 10-209

Policy adopted: September 9, 1991
Policy revised: October 7, 2015
Policy revised: June 13, 2018
Policy revised: December 8, 2021

[Policy reviewed:](#)

Source: CABE

School and Fire Department Cooperation

Members of the volunteer fire department and the Bethany Fire Marshal play a vital role in the school safety program. The Superintendent and school administration shall:

1. Establish and maintain relationships with the local Fire Marshal and fire department(s).
2. Work with the faculty in determining the nature and timing of the department's participation in the school program.
3. Coordinate and supervise planned activities.

As necessary or appropriate, school administration shall seek the advice and cooperation of the Fire Marshal and fire department in:

1. Planning and conduct of fire drills.
2. Fire prevention education.
3. First aid, especially in fire-related incidents.
4. Conforming to state and local fire codes.

Policy adopted: November 18, 2015

Policy reviewed: April 10, 2018

Policy revised: December 8, 2021

[Policy reviewed:](#)

Source: CABA

Fiscal Authority

The Bethany Board of Education (Board) believes that it has an obligation beyond that imposed by law to work with the municipal fiscal authority (Bethany Board of Finance) throughout the budgeting process in order to develop the kind of understanding of the needs of the school and the students which will work for the betterment of education in our community.

The Board accepts the legal requirement that it meets and negotiates with the municipal Board of Finance, and further, it will do everything in its power to cooperate with the municipal Board of Finance toward the development of a sound fiscal base for the operation of the school.

Legal Reference: Connecticut General Statutes § 10-153d

Policy adopted: September 9, 1991
Policy revised: October 7, 2015
Policy revised: June 13, 2018
Policy revised: December 8, 2021

[Policy reviewed:](#)

Source: CABE

Relations Between Area, State, Regional, and National Associations and the District

Membership in recognized associations may be maintained by the Bethany Public School District (District) for several reasons, including but not limited to:

1. Benefits to staff and Bethany Board of Education (Board) members from professional meetings, conferences, and conventions.
2. Access to the communication media of such associations, such as newsletters, periodicals, websites, and advisory services.
3. Representation in legislative and other actions affecting education in general and the District in particular.

The Superintendent shall budget funds for memberships and for the cost of appropriate participation by Board members, administration, and staff in the activities of such associations. The Superintendent shall review memberships annually during the budget process.

Policy adopted: September 9, 1991

Policy revised: October 7, 2015

Policy revised: June 13, 2018

Policy revised: December 8, 2021

[Policy reviewed:](#)

Source: CABE

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: May 14, 2025

Re: Superintendent Report

Under ADMINISTRATIVE REPORTS:

- Enrollment Update
- Personnel Update

BETHANY COMMUNITY SCHOOL

2024-2025 ENROLLMENT SUMMARY

2024-2025 ENROLLMENT SUMMARY

Grade (Sections)	Aug 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
PK	17	18	18	20	20	21	21	21	22	
K (4)	53	53	54	54	54	54	54	54	54	
1 (3)	56	56	57	58	58	59	59	59	59	
2 (3)	46	46	46	46	46	46	46	46	46	
3 (3)	62	62	62	62	61	61	61	61	61	
4 (3)	57	57	56	56	56	56	56	56	56	
5 (4)	77	77	77	77	76	76	76	76	77	
6 (3)	62	62	61	61	61	62	62	62	62	
TOTAL (23)	430	431	431	434	432	435	435	435	437	

*Four Open Choice students included.

2023-2024 ENROLLMENT SUMMARY

Grade (Sections)	Aug 2023	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
PK	28	27	28	28	29	29	29	29	31	31
K (4)	54	55	55	56	56	56	56	56	56	56
1 (3)	44	44	44	44	44	43	43	43	43	43
2 (3)	60	60	60	60	60	60	60	60	60	60
3 (3)	53	53	53	53	53	53	53	53	53	53
4 (4)	76	76	76	77	77	78	78	78	78	78
5 (3)	64	64	64	64	64	64	64	63	63	63
6 (3)	66	66	66	67	67	67	67	66	66	66
TOTAL (23)	445	445	446	449	450	450	450	448	450	450

*Six Open Choice students included.

2022-2023 ENROLLMENT SUMMARY

Grade (Sections)	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
PK	27	26	27	27	27	29	31	33	33	34
K (3)	44	43	43	43	43	42	42	43	43	43
1 (3)	56	56	56	56	56	56	56	56	56	56
2 (3)	54	54	54	54	53	53	53	53	53	53
3 (4)	71	72	73	73	73	73	74	74	74	74
4 (3)	65	66	66	66	66	65	65	64	65	65
5 (3)	64	65	65	65	65	65	64	64	64	64
6 (2)	47	47	47	47	47	47	47	46	46	46
TOTAL (21)	428	429	431	431	430	430	432	433	434	435

*Six Open Choice students included.

Memorandum



To: Board of Education Members

From: Cheryl Kiesel

Date: May 14, 2025

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: May 14, 2025

Re: Principal's Report

Under ADMINISTRATIVE REPORTS:

- BCS Happenings