

**BETHANY BOARD OF EDUCATION
Regular Meeting**

AGENDA

Wednesday, January 14, 2026 at 6:30 p.m.

Board of Education Office Meeting Room

[Zoom](#)

Meeting ID: 842 3659 2716, Passcode: 188U3j

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. December 10, 2025 Regular Meeting.....Action Item

5. Committee Reports (Bylaw 9132)

- a. Curriculum
- b. Facilities
- c. Finance
 - i. Report of expenditures and adjustments to the 2025-2026 Operating Budget through December 31, 2025.....Action Item

6. Unfinished Business (Bylaw 9300)

- a. Approved for first reading at the BOE Regular Meeting on November 12, 2025, the following policies are recommended for action as follows:
 - i. Recommended adoption:.....Action Item
 - 1. Policy 6120 – Goals/Objectives/Priorities of the Instructional Program
 - 2. Policy 6161.1 – Standards for Evaluation of Instructional Materials

ii. Recommended revisions:.....Action Item

1. Bylaw 9000 – Role of Board Members
2. Policy 6140 – Curriculum
3. Policy 6141 – Curriculum Design/Development/Approval
4. Policy 6161 – Equipment, Books, Materials: Provision/Selection

iii. No revisions recommended:.....Action Item

1. Policy 3542.1 – Food Service Purposes and Facilities
2. Policy 3542.22 – Food Service Code of Conduct
3. Policy 3542.42 – Food Service Finances
4. Policy 6141.32 – Technology and Instruction

7. New Business (Bylaw 9300)

- a. 2026-2027 Superintendent's Proposed Spending Plan (1)

8. Administrative Reports (Policy 2500)

- a. Superintendent Report
- b. Director Report
- c. Principal Report

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

BETHANY BOARD OF EDUCATION
Regular Meeting Minutes
BOE Meeting Room and via Zoom
December 10, 2025

Present

Angelo Amato
Susan Bradford
Joseph Cafasso
Matthew Erickson
Johanna Fernandez
Shannon Lane
Amy Lestinsky
Allyson Wuerth
Melissa Zaldo

Administration

Kai Byrd
Cheryl Kiesel
Tom Reed-Swale

Absent

Call to Order

Mr. Amato called the meeting to order at 6.30 p.m.

Election of Board Officers

Motion by Amato, seconded by Lestinsky to move to the election of Board officers then return to the regular agenda. *The motion carries 9 yes.*

Motion by Amato, seconded by Cafasso to accept nominations for the position of Chairperson. *The motion carries 9 yes.*

Angelo Amato was nominated and accepted the nomination.

There were no other nominations.

Motion by Lane, seconded by Erickson that the nominations for Chairperson be closed. *The motion carries 9 yes.*

Motion by Amato, seconded by Lane to open balloting for the position of Chairperson. *The motion carries 9 yes.*

Written ballots were distributed and collected. Results are:

Teller's Report for Board Chairperson	Votes
Number of Votes Cast	9
Necessary for Election (majority)	5
Angelo Amato Received	9

Angelo Amato is elected as the Bethany Board of Education Chairperson.

Motion by Amato, seconded by Lane to accept nominations for the position of Vice-Chairperson. *The motion carries 9 yes.*

Amy Lestinsky was nominated and accepted the nomination.

There were no other nominations.

Motion by Amato, seconded by Zaldo that the nominations for Vice Chairperson be closed. *The motion carries 9 yes.*

Motion by Amato, seconded by Lane to open balloting for the position of Vice-Chairperson. *The motion carries 9 yes.*

Written ballots were distributed and collected. Results are:

Teller's Report for Board Vice-Chairperson	Votes
Number of Votes Cast	9
Necessary for Election (majority)	5
Amy Lestinsky Received	9

Amy Lestinsky is elected as the Bethany Board of Education Vice-Chairperson.

Motion by Amato, seconded by Lestinsky to accept nominations for the position of Secretary. *The motion carries 9 yes.*

Shannon Lane is nominated and accepted the nomination.

There were no other nominations.

Motion by Amato, seconded by Lestinsky that the nominations for Secretary be closed. *The motion carries 9 yes.*

Motion by Amato, seconded by Lestinsky to open balloting for the position of Secretary. *The motion carries 9 yes.*

Written ballots were distributed and collected. Results are:

Teller's Report for Board Secretary	Votes
Number of Votes Cast	9
Necessary for Election (majority)	5
Shannon Lane Received	9

Shannon Lane is elected as the Bethany Board of Education Secretary.

PTO Report

None. Tom Reed- Swale will cover this in the Principal's Report.

Public Comment

EJ Maher, 648 Litchfield Turnpike, Bethany, thanked the Board for its service and wished new Board members good luck. Mr. Maher also stated that he would like the Board to reconsider the changes to a policy and by-law presented for second read.

Minutes

Motion by Cafasso, seconded by Lestinsky to accept the November 12, 2025 Regular Meeting Minutes as amended. *The motion carries 5 yes (Amato, Bradford, Cafasso, Lane, Lestinsky), 4 abstain (Erickson, Fernandez, Wuerth, Zaldo).*

Committee Reports

Finance:

Motion by Amato, seconded by Lane to accept the report of expenditures and adjustments to the 2025-2026 Operating Budget through November 30, 2025. *The motion carries 9 yes.*

Mrs. Lestinsky reported that the budget surplus at this time last year was \$124,456.

Mrs. Lestinsky reported that the ramp/stairs project has been fully paid for and reminded the Members that landscaping was taken out of the project budget and that it is recommended to hold off on that right now until after the upcoming security assessment.

Unfinished Business

Motion by Amato to accept the recommended adoption of Policies 6120 and 6161.1, the recommended revisions to ByLaw 9000 and Policies 6140, 6141, and 6161, and no revisions to Policies 3542.1, 3542.22, 3542.42, and 6141.32.

Mrs. Bradford provided a summary of the recommended changes to the Board.

Motion by Lestinsky, seconded by Cafasso to postpone the vote on the second read of the policies to the January meeting. *The motion carries 9 yes.*

New Business

Motion by Amato, seconded by Cafasso, to approve the schedule of regular Board of Education meeting dates for January 2026 through January 2027 pursuant to Connecticut General Statutes, Section 1-225. *The motion carries 9 yes.*

Superintendent Report

Mrs. Byrd welcomed the new BOE members.

Mrs. Byrd reported that on December 1, 2025, PK-6 enrollment was 432 students.

Mrs. Byrd provided a personnel update.

Mrs. Byrd shared a reminder of the budget workshop scheduled for December 11th at 5:30 p.m.

Mrs. Byrd provided an update on the 250th Committee.

Mrs. Byrd reported on some confusion among families and staff on December 23rd being a full day.

Motion by Amato, seconded by Lestinsky to amend the 2025-2026 calendar to reflect December 23, 2025 as a minimum day. *The motion carries 9 yes.*

Director Report

Ms. Kiesel reported on Curriculum and Special Services.

Principal Report

Mr. Reed-Swale reported on BCS's recent and upcoming events, as well as PTO updates.

Chairman Report

None

Communications

None

Public Comment

None

Adjournment

The meeting adjourned at 7:54 p.m.

Visitors in Attendance

In Person: 1

On Zoom: 7

Donna Ricciardi
Recording Secretary

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: January 14, 2026

Re: Meeting Minutes

It is recommended under APPROVAL OF MINUTES:

Recommended Motion:

- a. Move the Bethany Board of Education accept the December 10, 2025 Regular Meeting Minutes as presented.

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: January 14, 2026

Re: Finance Committee Report of Expenditures and Adjustments

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

The attached report presents the adopted 2025-2026 Operating Budget with encumbrances through December 31, 2025.

Recommended Motions:

- i. Move that the Board of Education accept the report of expenditures and adjustments to the 2025-2026 Operating Budget through December 31, 2025.

Bethany Board of Education								
Operating Budget 2025-2026 Summary - as of December 2025								
	Adopted Budget	Revised Budget	YTD July-June	Forecast	Var\$ November	Var% November	Var\$ December	Var% December
General Education								
Salaries								
Certified	\$2,600,343	\$2,485,174	\$0	\$2,525,244	\$ (40,070)	-1.61%	\$ (40,070)	-1.61%
Curriculum (Supplemental)	\$65,850	\$65,850	\$6,350	\$36,750	\$ 29,100	0.00%	\$ 29,100	0.00%
Non-Certified	\$292,034	\$295,809	\$129,740	\$275,809	\$ 20,000	6.76%	\$ 20,000	6.76%
Nurse	\$57,485	\$57,485	\$18,104	\$57,485	\$ -	0.00%	\$ -	0.00%
Total Salaries	\$3,015,712	\$2,904,318	\$154,194	\$2,895,289	\$ 9,030	0.31%	\$ 9,030	0.31%
Benefits	\$410,436	\$410,436	\$165,047	\$426,802	\$ 4,456	1.09%	\$ (16,367)	-3.99%
Services								
BCS	\$5,300	\$12,300	\$0	\$12,300	\$ -	0.00%	\$ -	0.00%
Curriculum	\$83,722	\$120,922	\$12,229	\$120,922	\$ -	0.00%	\$ -	0.00%
IT	\$111,650	\$94,070	\$65,353	\$97,595	\$ -	0.00%	\$ (3,525)	-3.75%
Total Services	\$200,672	\$227,292	\$77,581	\$230,817	\$ -	0.00%	\$ (3,525)	-1.55%
Supplies								
BCS	\$74,455	\$79,455	\$41,139	\$79,455	\$ -	0.00%	\$ -	0.00%
Curriculum	\$5,100	\$5,100	\$4,004	\$5,100	\$ -	0.00%	\$ -	0.00%
IT	\$101,970	\$101,970	\$108,874	\$132,007	\$ (20,245)	-19.85%	\$ (30,037)	-29.46%
Total Supplies	\$181,525	\$186,525	\$154,017	\$216,562	\$ (20,245)	-10.85%	\$ (30,037)	-16.10%
Other								
BCS	\$1,550	\$1,550	\$794	\$1,550	\$ -	0.00%	\$ -	0.00%
Curriculum	\$670	\$670	\$0	\$670	\$ -	0.00%	\$ -	0.00%
IT	\$91,830	\$31,830	\$0	\$31,830	\$ -	0.00%	\$ -	0.00%
Total Other	\$94,050	\$34,050	\$794	\$34,050	\$ -	0.00%	\$ -	0.00%
Subtotal	\$3,902,395	\$3,762,621	\$551,633	\$3,803,521	\$ (6,760)	-0.18%	\$ (40,900)	-1.09%
Special Education								
Salaries	\$1,593,562	\$1,626,455	\$621,315	\$1,624,976	\$ 13,596	0.84%	\$ 1,479	0.09%
Benefits	\$304,046	\$304,046	\$177,455	\$325,884	\$ (20,000)	-6.58%	\$ (21,838)	-7.18%
Services	\$131,282	\$182,367	\$47,012	\$167,367	\$ -	0.00%	\$ 15,000	8.23%
Supplies	\$15,443	\$15,443	\$6,920	\$15,443	\$ -	0.00%	\$ -	0.00%
Other	\$1,610	\$1,610	\$605	\$1,610	\$ -	0.00%	\$ -	0.00%
Subtotal	\$2,045,943	\$2,129,921	\$853,307	\$2,135,280	\$ (6,404)	-0.30%	\$ (5,359)	-0.25%
Operations and Overhead								
Salaries	\$1,114,376	\$1,142,527	\$545,767	\$1,123,527	\$ 17,000	1.49%	\$ 19,000	1.66%
Benefits	\$255,543	\$255,543	\$116,105	\$243,597	\$ 8,000	3.13%	\$ 11,946	4.67%
Services	\$156,140	\$183,785	\$99,327	\$175,785	\$ -	0.00%	\$ 8,000	4.35%
Supplies	\$43,000	\$43,000	\$19,329	\$43,000	\$ -	0.00%	\$ -	0.00%
Utilities (Electricity)	\$138,000	\$138,000	\$42,388	\$130,000	\$ -	0.00%	\$ 8,000	5.80%
Facilities and Maintenance	\$212,500	\$212,500	\$145,293	\$213,934	\$ (1,434)	-0.67%	\$ (1,434)	-0.67%
Student Transportation	\$321,160	\$321,160	\$130,264	\$ 321,160.00	\$ -	0.00%	\$ -	0.00%
Other	\$18,545	\$18,545	\$18,328	\$ 19,882.71	\$ (1,338)	-7.21%	\$ (1,338)	-7.21%
Subtotal	\$2,259,264	\$2,315,059	\$1,116,801	\$ 2,270,885.45	\$ 22,228	0.96%	\$ 44,174	1.91%
Total	\$8,207,602	\$8,207,602	\$2,521,742	\$8,209,686	\$ 9,064	0.11%	\$ (2,084)	-0.03%
Prek Account								
as of 07/01/2025			Revenue	Expenditures	Balance			
Tuition Revenue for FY			\$12,342.60		\$57,050.68			
Total Expenditures for FY				\$13,270.22	\$56,123.06			
Estimated Balance at Month End					\$56,123.06			
10-248a								
as of 07/01/2025			Revenue	Expenditures	Balance			
Total Revenue for FY			\$63,368.61		\$411,820.54			
Total Expenditures for FY				\$287,604.33	\$187,584.82			
Estimated Balance at Month End					\$187,584.82			
excess cost =								
#1 rcv'd=								
#2 rcv'd =								
Total =								

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: January 14, 2026

Re: Unfinished Business

It is recommended that under UNFINISHED BUSINESS:

Recommended Motions

- a. (i)1-2. Move the Board of Education approve the Recommended Adoption of Policies 6120 and 6161.1. Action Item
- a. (ii)1-4. Move the Board of Education approve Recommended Revisions to Bylaw 9000 and Policies 6140, 6141, and 6161 Action Item
- a. (iii)1-4. Move the Board of Education approve No Revisions to Policies 3542.1, 3542.22, 3542.42, and 6141.32. Action Item

Alternate Recommended Motion

- a. Move the Board of Education postpone the approval of Policies 6120, 6161.1, 6140, 6141, 6161, 3542.22, 3542.42, 6141.32, and Bylaw 9000 until further review by the Policy Committee.

Plan: In discussion with the superintendent, we have proposed a more structured calendar with regard to the BOE curriculum committee meetings.

Rationale: The majority of the curriculum committee meetings have been centered on a curriculum and professional learning update from the Director of Special Services, Curriculum and Instruction. While Ms. Kiesel provides a thorough report each month, it often involves explaining that staff is continuing the work she reported on the prior month. We also randomly ask for various updates based on current concerns that require time for staff to prepare for the wants of the board.

Definitions:

Develop - to establish essential questions, learning objectives and timelines around newly adopted standards and guidelines

Recommend - to present a newly developed curriculum for approval as a worthy replacement of existing curriculum based on newly adopted standards.

Review - to monitor existing curriculum for alignment to state adopted standards.

Approve - to consent or agree to a newly developed and recommended curriculum.

Pilot - The ability to test new standards or guidelines before recommendations for approval.

Curriculum Committee Members

Title	Role
Teacher(s)	Develop/Recommend/Review Specific to Discipline (Selected by Director of Special Services, Curriculum and Instruction)
School Administration (Principals and/or Assistant Principals)	Develop/Recommend/Review (Selected by Director of Special Services, Curriculum and Instruction)
Director of Special Services, Curriculum and Instruction	Develop/Recommend/Review/Approve (Level 1)
Superintendent	Recommend/Review/Approve (Level 2)
BOE Curriculum Committee (Determined by the procedures for selecting BOE sub-committee members)	Review/Approve (Level 3)

BOE Policy 9000a 8) To establish a Curriculum Committee to review all curriculum for the District.

ROLE OF BOARD AND MEMBERS Shipman series 9000 Bylaws

2)J. Specific Powers and Duties- To establish a curriculum to recommend, develop, review and approve all curriculum.

Curriculum Meeting Calendar

September - Kickoff the year Staff development/ Professional Learning Update update and plans for the school year

October - Content area meeting 1

November - Curriculum drivers of the budget (costs associated with traditional and technology based educational programs and costs for curricular resources) *

December - State Test score presentations *

January - No meeting. School is not in session, so no significant updates.

February - Data Presentation

March - Content area meeting 2

April - Professional Learning Update/Special topics

May - Content area meeting 3

June - Summary of the year, plans for the summer

July - No meeting. School is not in session, so no significant updates.

August - No meeting. School is not in session, so no significant updates.

* November and December can swap based on budget preparation timeline and release of state testing data.

Plan: Content Area reviews will be divided into 9 groups.

Rationale: Nine groups will fit in a continued 3 year cycle of review that will ensure the Board Curriculum Committee is updated in every facet of the curriculum in a regularly scheduled manner. The goal is for the district to provide the BOE with regularly scheduled updates, but not become a burden to the school and district staff. The board has the responsibility of hiring and delegating authority to the superintendent to ensure the collective mission of the BOE, as outlined in the district's mission statement, is adhered to and that all curriculum is reviewed by the curriculum committee in a timely fashion. This proposed plan ensures all the curriculum is reviewed regularly by the curriculum review committee and has flexibility to meet the needs of the district and school.

Content Area Meetings

Cycle 1 24-25	Cycle 2 25-26	Cycle 3 26-27
Science	Math	ELA
Maker Space/Eureka Library Media	Music	Social Studies
PE	Art	Spanish

*Order per cycle to be established by the superintendent.

Sec. 10-220. Duties of boards of education as amended by Public Act 23-160 (e) Each local and regional board of education shall establish a school district curriculum committee. The committee shall recommend, develop, review and approve all curriculum for the local or regional school district. Each local and regional board of education shall make available all curriculum approved by the committee and all associated curriculum materials in accordance with the requirements of the Protection of Pupil Rights Amendment, 20 USC 1232h.

Sec. 10-221. Boards of education to prescribe rules, policies and procedures. (a) Boards of education shall prescribe rules for the management, studies, classification and discipline of the public schools and, subject to the control of the State Board of Education, the textbooks to be used; shall make rules for the control, within their respective jurisdictions, of school library media centers, including Internet access and content, and approve the selection of books and other educational media therefor, and shall approve plans for public school buildings and superintend any high or graded school in the manner specified in this title.

Sec. 10-229. Change of textbooks. (a) No board of education shall change any textbooks used in the public schools except by a two-thirds vote of all the members of the board, notice of such intended change having been previously given at a meeting of such board held at least one week previous to the vote upon such change.

Sec. 10-18a. Contents of textbooks and other general instructional materials. Except where a legitimate educational purpose will otherwise be served, each local or regional board of education shall, in selecting textbooks and other general instructional materials select those which accurately present the achievements and accomplishments of individuals and groups from all ethnic and racial backgrounds and of both sexes. Nothing herein shall preclude the use of instructional material and teaching which emphasizes the traditional family structure.

NEW; Adoption Recommended**Goals/Objectives/Priorities of the Instructional Program**

The ultimate aim of the instructional program of the District shall be the development of proficiency in each student's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and understand career development.

The Board is committed to the importance of reading skill development as the basic element in each student's education. The Board also believes that the improvement of specific reading skills of children attending the school should be continuous.

Therefore, the first priority of the instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program and extending through grade 6.

The second priority of the instructional program will be mastery of the fundamentals of mathematics--number operations, informal algebraic and geometric concepts, and the structure of our number system--beginning in the kindergarten program and continuing through grade 6.

The instructional program also will provide a planned sequence in language arts--spelling, handwriting, English grammar, composition, literature. There will be a planned sequence in the social studies--history, geography, civics, economics, world cultures, anthropology, political science, and the other social science disciplines; a planned sequence of science experiences; a planned sequence of fine and practical arts experiences--art education, vocal and instrumental music, ~~home economics, industrial arts~~, computer skills; a planned sequence of health education and safety; and a planned program of physical education. Planned program adaptations will also be made available for exceptional children. The planned program for all children shall also include library instruction, [bilingual, and multicultural education], individual study, guidance, and other appropriate instructional activities, as well as all instruction required under state law and State Department of ~~Public Instruction~~ Education regulations.

Policy adopted:

Source: CAGE ~~and~~ BPSD

INSTRUCTION

Regulation Policy 6161.1(a)

NEW; Adoption Recommended

Note this has been a Regulation since 1991 but has no Policy in the BCS catalog.

Standards for Evaluation of Instructional Materials

Instructional materials shall be evaluated consistently and systematically to ensure high instructional standards in order to comply with Connecticut General Statutes, regulations of the State Board of Education, Bethany Board of Education (Board) policy, and administrative regulation.

These guidelines are not intended to supplant the professional judgment of staff who evaluate both student and/or teacher instructional materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To accurately portray American cultural and racial diversity, and the male and female roles in our society, instructional materials should encourage students to understand the historical roles and contributions of women and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well-known author or in a painting by an artist that makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person **~~because of his or her race, color, religion, age, ancestry, gender, gender identity or expression, sexual orientation, marital status, national origin, disability, or veteran status.~~**

Materials in a Series

When evaluating instructional materials designed as a graded, non-graded, or multi-graded series, each component shall be judged individually for compliance and without regard to the contents of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, sex, etc. For example, if a package of three (3) different books is designed to be used as fourth-grade readers and a student is expected to complete all books in that school year, any portrayal deficiencies found in one (1) book may be balanced against any exemplary portrayal in another book. However, each of the three (3) books must be judged separately as well.

Specific Criteria for Evaluation of Instructional Materials**1. Male and Female Roles**

To encourage the individual development and self-esteem of each child, regardless of gender, instructional materials shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- a. An absence of descriptions, depictions, inferences, labels, or retorts which demean, stereotype, or patronize one gender.
- b. Instructional materials should reflect accurately contemporary American society, and, regardless of the subject area, contain appropriate references to, or illustrations of, males and females.
- c. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be shared similarly between male and female characters.
- d. Emotions of fear, anger, aggression, excitement, or tenderness should occur among characters regardless of gender.
- e. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
- f. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented approximately equally.
- g. In history or current events and on achievements in art, science, or any other field, historically accurate contributions of women should be included and discussed.
- h. Imbalance or inequality, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.
- i. Sexually neutral language, for example, "people," "persons," "men and women," "pioneers," "they," should predominate.

2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage the individual development, instructional materials when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority and minority group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups:

- a. Descriptions, depictions, inferences, or labels which demean, stereotype, or patronize minority groups must not appear.
- b. Portrayals of diverse ethnic or cultural **groups** should not depict differences in customs or life-style as undesirable and should avoid adverse value judgments of such differences.
- c. Instructional materials which reflect contemporary American society should contain references to, or illustrations of, a fair proportion of diverse ethnic groups.
- d. Mentally active, creative, and problem-solving roles, and characters' successes and failures should be divided in fair proportion between majority and minority groups.
- e. Portrayal of minority characters in traditionally restricted roles should be balanced by presentation of nontraditional activities for those characters.

- f. Minority persons should be depicted in the same range of socioeconomic settings as persons of the majority group.
 - g. Depiction of diverse ethnic and cultural groups should not be limited to the original culture but expanded to include such groups within the mainstream of American life.
 - h. If professional or executive roles, vocations, trades, or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportions.
 - i. In history or current events, achievements in art, science, or any other field are presented, the contributions of minorities, and particularly prominent minority persons, should be included and discussed.
 - j. Imbalance or inequality of any kind presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.
3. Owners and Labor
- a. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood should not appear.
 - b. Where appropriate, accurate acknowledgments should be made to the roles and contributions of entrepreneurs in the history of Connecticut and the United States.
 - c. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.
4. Ecology and Environment
- a. Human responsibilities for creating and maintaining a clean and healthy environment are appropriately portrayed.
 - b. Wise use of resources, both human and physical, is encouraged.
 - c. Interdependence of people and their environment are made clear.
 - d. Effects of environmental problems are identified as are the effects of solving them.
 - e. Appropriate means of protecting the environment are suggested.
5. Dangerous Substances
- a. Hazards of using tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions when references to these substances are included in instructional materials.
 - b. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.
6. Religion
- a. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.
 - b. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.
 - c. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate the students in any particular religious belief nor instructs students in religious principles.

INSTRUCTION

Regulation Policy 6161.1(d)

7. Brand Names

Instructional materials shall not contain illustrations of any identifiable commercial brand names, representations, or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation, or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. Food

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes § 10-18a

Regulation approved: September 9, 1991

Regulation revised: June 10, 2015

Regulation revised: March 1, 2017

Regulation revised: April 7, 2021

[Policy adopted:](#)

Source: CABE

Revision Recommended**Role of Board and Members****General Duties**

1. The Bethany Board of Education (Board) represents the residents of the Town of Bethany (Town), in carrying out the mandates of the Connecticut General Statutes pertaining to education.
2. The Board shall determine all questions of general policy to be employed in the conduct of the school.
3. In determining school policy, the Board shall:
 - a. hear and consider facts and recommendations;
 - b. adopt a plan, policy, or course of action; and
 - c. authorize the Superintendent of Schools, its chief executive officer, to carry out its policy.

Specific Powers and Duties

The Board shall have authority to take all action necessary or advisable to meet its responsibilities under the Connecticut General Statutes ~~and Town Charter~~ including but not limited to the following:

1. To create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise.
2. To ~~elect~~ select a Superintendent of Schools in accordance with the Connecticut General Statutes.
3. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
4. To determine the number, classification, duties and remuneration of employees.
5. To establish policies for employment, promotion and dismissal of personnel in accordance with the Connecticut General Statutes.
6. To provide for the appraisal of the efficiency of personnel. ~~the Superintendent of Schools.~~
7. To provide for the proper maintenance of facilities; initiate and approve the acquisition and disposition of Bethany Public School District (District) facilities and initiate and approve plans for District buildings.
8. To consider any specific recommendations made by the Superintendent of Schools.
9. To keep the citizenry informed of the purposes, values, conditions, and needs of public education in the Town.
10. To establish a Curriculum Committee to recommend, develop, review and approve for the Board of Education's consideration, all curriculum for the District.
11. To take any other actions required or permitted by law.
12. To make reasonable provisions to implement the educational interests of the State, as defined by law, so that:
 - a. each child shall have for the period prescribed in the Connecticut General Statutes equal opportunity to receive a suitable program of educational experiences;

BYLAWS OF THE BOARD

9000(b)

- b. the District shall finance at a reasonable level an educational program designed to achieve this end;
- c. the District shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds; and
- d. the mandates in the Connecticut General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Legal References: Connecticut General Statutes § ~~1-4a~~ 10-4a
 Connecticut General Statutes § ~~1-4b~~ 10-4b
 Connecticut General Statutes § 1-200
 Connecticut General Statutes § 10-220
 Connecticut General Statutes § 10-221
 Connecticut General Statutes § 10-241

Bylaw adopted: September 9, 1991
Bylaw reviewed: February 11, 2004
Bylaw revised: March 10, 2004
Bylaw revised: February 10, 2016
Bylaw revised: April 8, 2020
Bylaw revised: May 11, 2022
Bylaw revised:

Source: Shipman and BPSD

Revision Recommended**Curriculum**

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

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

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers ~~will~~ **shall** teach within the approved curricula.

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

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

Public Act 22-80

Policy adopted:	September 9, 1991
Policy revised:	June 10, 2015
Policy revised:	January 11, 2017
Policy revised:	April 7, 2021
Policy revised:	December 14, 2022
<u>Policy revised:</u>	

Source: CAGE [and BPSD](#)

Revision Recommended**Curriculum Design/Development/Approval**

The curriculum design and development of the Bethany Community School shall be in compliance with both the Bethany Board of Education's (Board) adopted goals and state statutes.

Curriculum design shall be guided by:

1. Needs assessments and information concerning the education of Bethany Public School District (District) students.
2. Range of student abilities, aptitudes, and interests.
3. Aspirations of District residents for students.
4. Mobility of District population.
5. Avoidance of discrimination.
6. Cultural responsiveness.
7. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study and syllabi.
8. Provisions of negotiated agreements.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculums for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

***** CAFE policy model stops here with the added blue/underlined language above. *****

Susan note; Existing Section – the section below is in this BCS policy but not in the CAFE model. It seems to be a BCS version of the blue/underlined language above.

Curriculum development shall be guided by:

1. The Board's expectation that the administration and staff will coordinate a curriculum development, design, and revision cycle.
2. The District Curriculum Committee having the responsibility to recommend to the administration the development, revision, and approval of all District curriculum.
3. The Board receiving curriculum status reports on a regular basis.
4. The Board's approval of curriculum prior to implementation.
5. The Board having the responsibility for the District's curriculum, subject to any limits specified by the State Board of Education.
6. Teachers teaching within the approved curricula.

INSTRUCTION

6141(b)

Susan note; Replacement Section – Following is Susan’s substantial modification of the existing BCS policy in the previous section based on an outline of Curriculum Committee process from Angelo in Sept. 2024 and State Statute.

~~Curriculum development shall be guided by:~~ The curriculum development and adoption process shall be:

1. The Board of Education directs the ~~Board’s expectation that the administration and staff will~~ Superintendent to organize a District Curriculum Committee made up of teachers and administrators and headed by a Curriculum administrator, to coordinate a curriculum development, design, and revision cycle based on goals and standards approved by the Board of Education.
2. The District Curriculum Committee ~~having~~ shall have the responsibility to report their status, findings and recommendations regularly ~~recommend~~ to the Superintendent, the Board’s Curriculum sub-committee, and the full Board of Education at their regular meetings. ~~administration the development, revision, and approval of all District curriculum.~~
3. ~~The Board receiving curriculum status reports on a regular basis.~~ The District Curriculum Committee shall propose any recommended changes to goals, standards, curriculum and instruction to the Superintendent for approval. If approved, the Superintendent and Curriculum administrator shall propose the changes to the Board’s Curriculum sub-committee for approval.
4. ~~The Board’s approval of curriculum prior to implementation.~~ Proposed changes to goals, standards, curriculum and instruction shall be brought to the full Board of Education for approval prior to implementation. Approval requires a two-thirds vote of all Board members, with notice of such intended change having been previously given at a meeting of the Board held at least one week previous to the vote upon such change.
5. The Board of Education has responsibility and authority ~~having the responsibility~~ for the District’s curriculum, subject to any limits specified by the State ~~Board of Education.~~
6. Teachers ~~teaching~~ are required to teach within the approved curricula.

Legal Reference: Connecticut General Statutes § 10-16b
 Connecticut General Statutes § 10-16c et seq.
 Connecticut General Statutes § 10-17
 Connecticut General Statutes § 10-17a et seq.
 Connecticut General Statutes § 10-18
 Connecticut General Statutes § 10-18a
 Connecticut General Statutes § 10-18b et seq.
 Connecticut General Statutes § 10-19
 Connecticut General Statutes § 10-19a et seq.
 Connecticut General Statutes § 10-220
 Connecticut General Statutes § 10-229

Policy adopted: January 11, 2017

Policy revised: April 7, 2021

Policy revised:

Source: CABE and BPSD

Revision Recommended**Equipment, Books, and Materials: Provision/Selection**

The Bethany Board of Education (Board) shall provide educational materials and equipment that support and enrich the curriculum and further the achievement of the Bethany Public School District's (District) instructional goals. Educational materials include textbooks, instructional material and learning material.

Adoption of new textbooks and like educational materials shall require a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting at least one (1) week prior to the vote. Textbooks and like educational material shall be defined as the primary instruction and learning source or basic reading for students in a particular subject and student section in a semester or during the entire school year; supplemental and reference books or materials are not included. ~~shall not be considered to be textbooks.~~

Selection

The selection of ~~instructional~~ educational material will be continuously reviewed to keep up with the expansion of knowledge and the rapid changes in the world and to present balanced views on international, national, and local issues and problems of the past, present, and future. ~~Textbooks~~ Educational material should further:

1. provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical value;
2. provide materials to help students develop abilities in critical reading and thinking;
3. provide materials to help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
4. provide for all students an effective basic education that does not discriminate ~~on the basis of race, age, color, religion, national origin, sex, sexual orientation, gender identity, or disabilities;~~
5. allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Any textbook ~~or learning~~ or like educational material that will serve the function as the primary instruction and learning source ~~of a textbook~~ must be processed through the District Curriculum, Committee ~~primary learning material adoption procedure~~ and formally adopted by the Board. This applies to a textbook or like educational material that will be used as a primary instructional and learning tool on an ongoing basis with the majority of students in a class, course, or learning group within a class.

Primary learning materials are textbooks, paperback books, audiovisual kits, or other instructional materials which are:

- used for the duration of a course or school year; the majority of assignments are derived from such material, and
- used by all students in a class, course, or learning group within a class.

The District will develop and maintain a procedure for selecting materials which meets the aforementioned criteria. Such procedure shall include the opportunity for professional staff to analyze, evaluate, and recommend primary learning materials for adoption.

Instructional Materials

Basic textbooks, instructional materials, and equipment shall be furnished by the Board [of Education](#) for all students with the following exceptions:

1. Materials to be used for special projects not required for credit in a course.
2. Personal clothing items worn for physical education and other in-school athletic activities.

The District will develop rules for textbook [and instructional material](#) selection which meets the above criteria, including:

1. analysis, evaluation, and recommendation by professional staff, and
2. the opportunity for interested stakeholders in the District to review recommended textbooks [and instructional material](#).

In accordance with state law, the Board [of Education](#) will make the final selection decision relevant to textbooks [and instructional material](#).

Legal References: Connecticut General Statutes § 10-221
 Connecticut General Statutes § 10-222a
 Connecticut General Statutes § 10-228
 Connecticut General Statutes § 10-229
 President's Council, District 25 v. Community School Board No. 25, 457 F.2d 289
 (1972), Cert. Denied 409 U.S.C. 998 (Nov. 1972)
 Minarcini v. Strongsville City School District, 541 F.2d 577 (6th Cir. 1976)
 Island Trees Union Free School District Board of Education v. Pico, 457 US 853
 (1982)
 Academic Freedom Policy (adopted by Connecticut State Board of Education,
 09/09/1981)

Policy adopted: September 9, 1991
Policy revised: June 10, 2015
Policy revised: May 10, 2017
Policy revised: April 7, 2021
[Policy revised:](#)

Source: CABE [and BPSD](#)

No Revision Recommended**Food Service Purposes and Facilities**

The school meal program shall be an integral part of the Bethany Public School District's total educational program. Administration of the food services program will be coordinated by the Food Services Director under the direction of the Superintendent or designee. Business functions to be centralized will include central purchasing of food and supplies, planned nutritionally balanced menus, and regular audit of all accounts.

The educational aspects of the school meal program will be the responsibility of the Principal, subject to advice, counsel, and direction from the Superintendent and Food Services Director.

Legal References: Connecticut General Statutes § 10-215
 Connecticut General Statutes § 10-215a
 Connecticut General Statutes § 10-215b
 Connecticut General Statutes § 10-215d
 Connecticut General Statutes § 10-216
 Connecticut General Statutes § 10-217
 State Board of Education Regulations
 Federal Statutes and Regulations

Policy adopted: September 9, 1991
Policy reviewed: May 9, 2012
Policy revised: April 13, 2016
Policy revised: April 8, 2020
Policy revised: December 8, 2021

[Policy reviewed:](#)

Source: CABE

No Revision Recommended**Food Service Code of Conduct**

The following conduct will be expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds which include the National School Lunch and Breakfast Programs.

No employee, officer, or agent of the Bethany Public School District (District) shall participate in the selection, award, or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the CNP in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a District employee:

1. has a financial or other interest in the firm selected for the award;
2. is an employee, officer, or agent of the firm selected for the award;
3. has a member of the immediate family who is an employee, officer, or agent of the firm selected for the award;
4. is about to be employed by the firm selected for the award; or
5. has a member of the immediate family who is about to be employed by the firm selected for the award.

District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors, or parties to subcontracts.

District employees, officers, and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
2. The removal of any food, supplies, equipment, or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service staff has been granted.
3. The outside sale of such items as used oil, empty cans, and the like will be sold by contract between the District and the outside agency.
4. Individual sales by any school personnel to an outside agency or other school person are prohibited.

Failure of any District employee to abide by this Code of Conduct could result in a fine, suspension, or dismissal.

Legal Reference	Connecticut General Statutes § 10-215 Connecticut General Statutes § 10-215a Connecticut General Statutes § 10-215b Connecticut General Statutes § 10-216 State Board of Education Regulation 10-215b-1 State Board of Education Regulation 10-215b-11 State Board of Education Regulation 10-215b-12 Child Nutrition and WIC Reauthorization Act of 2004, 42. U.S.C. § 1751. School Lunch and Breakfast Programs 42 U.S.C. § 1751 <u>et seq.</u> National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245. 42 U.S.C. § 1758(h)/7 CFR § 210.13, 220.7 Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220). Public Law 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751. 7 CFR Parts 210 and 220, Nutrition Standards in the National School Lunch and Breakfast Programs. Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A-102, Attachment 0 FNS Instruction 796-1 Revision 2. 2 CFR 200.318 General Procurement Standards.
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Policy adopted:	May 11, 2016
Policy revised:	March 13, 2019
Policy revised:	April 8, 2020
Policy revised:	December 8, 2021
<u>Policy reviewed:</u>	

Source: CABE

No Revision Recommended**Food Service Finances**

According to law and the regulations of the State Department of Education, student meal costs shall be set at levels which support the school meal program, exclusive of the costs, if any, subsidized from the Bethany Public School District general fund.

Meals for Needy Students

Meals for needy students shall be an expense charged to the School Lunch and Breakfast Programs. A child's statement of need is sufficient for providing assistance on a temporary basis. A family contact should be made immediately to determine extent and probable duration of need. In cases of family emergencies such as sudden unemployment, illness, death, desertion, etc., assistance will be provided as needed.

Food Storage Provisions

Storage of food and supplies shall prevent waste, spoilage, pilferage, and the issuance of food and supplies shall be restricted to the purposes of the school foodservice only.

Approval of Menu Prices

Prices of all items on the menu shall be submitted to the Bethany Board of Education for its approval, and otherwise as changes are needed. Revenues from food service sales should offset the costs which are to be borne by the food service program.

Monthly Financial Report

A financial report, current and accumulative, of the operation of the foodservice program, shall be presented monthly to the Superintendent or designee. A complete audit of the finances of the foodservice program shall be performed annually in accordance with legal requirements.

Legal Reference: Connecticut General Statutes § 10-215
 Connecticut General Statutes § 10-216
 Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. as amended by Title IX, Equal
 Employment Opportunity Act
 United States Department of Agriculture 7 C.F.R. 15

Policy adopted: April 8, 2020
Policy revised: December 8, 2021
[Policy reviewed:](#)

Source: CABE

Technology and Instruction

The Bethany Board of Education (Board) recognizes that an effective public education system develops innovative students who are globally aware, civically engaged, and are prepared to face the challenges of tomorrow. Therefore, in addition to instructional materials and audio-visual materials, an increasing field of technological aids and equipment become integral parts of the Bethany Public School District's (District) instructional programs. Computers, telecommunications equipment, and laser technology all have a variety of applications across the curricula.

The Board wants all students to be independent, competent, responsible, and confident users of information and technology. Students must be able to apply technology-related strategies to acquire basic skills, content knowledge, collaborate with others, communicate ideas, solve problems, and pursue personal interests.

It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals use technology in the workplace and in other real-life settings. Curriculum and instruction should drive the appropriate selection of and access to technology used in the classroom. Teachers are expected to engage in appropriate technology-specific learning in order to fully utilize and integrate technology into curriculum and instruction.

When budgeting for computers and related technology, the District may seek outside funding for computer hardware and software, as well as funds for training programs. Cooperative purchasing/leasing agreements through the education service district are another means of economizing.

The Board fully embraces the program goals for information and technology literacy contained in the Connecticut Information and Technology Curriculum Framework.

In all its technological purchases, training programs, and applications, the District should seek to further its basic instructional goals and the goals contained within the aforementioned Framework.

The Board seeks the creation of a systemic digital learning environment and workplace which supports and enhances innovative teaching and learning.

Legal Reference: Connecticut General Statutes §10-221

Policy adopted: September 9, 1991
Policy revised: June 10, 2015
Policy revised: December 13, 2017
Policy revised: April 7, 2021

[Policy reviewed:](#)

Source: CABE

Memorandum



To: Board of Education Members

From: Kai Byrd, Superintendent

Date: January 14, 2026

Re: Superintendent Report

Under ADMINISTRATIVE REPORTS:

- District Updates

BETHANY COMMUNITY SCHOOL

2025-2026 ENROLLMENT SUMMARY

2025-2026 ENROLLMENT SUMMARY

Grade (Sections)	Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026
PK	17	18	18	19	22					
K (3)	47	49	49	49	49					
1 (3)	59	58	58	57	57					
2 (3)	60	60	61	61	62					
3 (3)	45	46	47	47	47					
4 (3)	62	63	63	62	62					
5 (3)	58	61	61	61	60					
6 (4)	76	76	76	76	76					
TOTAL (22)	424	431	433	432	435					

*Four Open Choice students included.

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	22
K (4)	53	53	54	54	54	54	54	54	54	54
1 (3)	56	56	57	58	58	59	59	59	59	59
2 (3)	46	46	46	46	46	46	46	46	46	46
3 (3)	62	62	62	62	61	61	61	61	61	61
4 (3)	57	57	56	56	56	56	56	56	56	56
5 (4)	77	77	77	77	76	76	76	76	77	77
6 (3)	62	62	61	61	61	62	62	62	62	62
TOTAL (23)	430	431	431	434	432	435	435	435	437	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.

Memorandum



To: Board of Education Members

From: Cheryl Kiesel

Date: January 14, 2026

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 14, 2026

Re: Principal's Report

Under ADMINISTRATIVE REPORTS:

- BCS Happenings