



SUPERINTENDENT JODY MONROE

# STATE OF THE **SCHOOLS**

PRESENTATION TO THE BOARD OF EDUCATION  
FEBRUARY 5, 2025

STATE OF THE SCHOOLS 2025

# AGENDA

- **Mission & Core Values**
- **Strategic Plan Update**
- **Annual Goals**
- **School Safety**
- **Capital Project**
- **Enrollment**
- **Budget Development**



# **STRATEGIC PLAN**   **UPDATE**



# STRATEGIC PLANNING COMMITTEE MEMBERS

Sara Bailey	JoEllen Gardner	Ewan McNay	Gina Norfleet
Matt Bixby	Kevin Grossman	John McPhillips	Linda Seymour
Carolyn Daley	David Hurst	Michael Mitchell	Erin Sheevers
Holly Dellenbaugh	Kate Kloss	Jody Monroe	James Smith
Darnell Douglas	Ian Knox	Katherine Nadeau	Farrin Wagoner



# ACADEMICS

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EQUITY

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ACCESS

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OPPORTUNITY

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INTERVENTIONS

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SUCCESS

## Objectives

### Curriculum, instruction, and assessment...

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

## Major Strategies

1. Conduct a Five-Year Program Review Cycle
2. Close all achievement gaps
3. Fully implement a comprehensive K-12 Multi-Tiered System of Supports (MTSS) program.
4. Integrate meaningful and engaging instructional technology
5. Provide professional learning experiences for teachers and staff in areas of emerging needs and practices

# CHARACTER

## Objectives

### Character Education...

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

## Major Strategies

1. Provide staff and students with educational opportunities to increase awareness and offer strategies to promote equity and inclusion for all
2. Incorporate programs to promote and inform students about school activities and programs
3. Support age-appropriate character education programs at the elementary, middle and high school levels
4. Develop, promote and expand extracurricular opportunities for students

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STUDENT  
LEADERSHIP

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TRUST

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RESPECT

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INCLUSIVENESS

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ENGAGEMENT

# COMMUNITY

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COMMUNICATION

---

PARTICIPATION

---

OUTREACH

---

PARTNERSHIPS

---

STAKEHOLDERS

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## Objectives

### Strong family, school, and community partnerships...

- Are **welcomed** and **encouraged**
- **Promote** an atmosphere where partners develop common goals
- **Prepare** students with the skills to participate in the community
- **Support** the success of students and staff
- **Advocate** for equal access and opportunities for all students and families
- **Foster** appreciation of the value of diverse backgrounds, perspectives, and cultures

## Major Strategies

- 1.** Collaborate with community partners to support and expand opportunities for students
- 2.** Engage stakeholders in dialogue about priorities in the district
- 3.** Develop systems that promote and improve outreach and advocacy for all families
- 4.** Improve/create opportunities for family mentoring programs to guide families through school processes or assist with hardships
- 5.** Provide workshop offerings and resources to support families and community members on a variety of topics

# WELLNESS

## Objectives

### Wellness...

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

## Major Strategies

1. Employ the Whole School, Whole Community, Whole Child (WSCC) model to support a unified approach to improving the health and learning of all staff and students
2. Provide programs to strengthen the emotional and physical wellness of students and staff
3. Implement the K-12 social-emotional learning curriculum
4. Offer professional development to enhance the understanding of health, wellness, social-emotional learning, and safety
5. Improve student and staff attendance through the implementation of a multi-tiered model

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HEALTH & FITNESS

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SAFETY & SECURITY

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MINDFULNESS

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POSITIVE  
PSYCHOLOGY

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SOCIAL-EMOTIONAL  
LEARNING



# Interactive Data Dashboard

## ACADEMICS

K-2 Proficiency [View Data](#)

80%

Students meeting/exceeding standards on the I-Ready Benchmark

3-5 Proficiency [View Data](#)

73%

Students meeting/exceeding standards on NYSTP & I-Ready Benchmark

6-8 Proficiency [View Data](#)

68%

Students meeting/exceeding standards on NYSTP & I-Ready Benchmark

9-12 Proficiency/Mastery [View Data](#)

96% / 57%

Students demonstrating proficiency/mastery on Regents Examinations

Graduation Rate [View Data](#)

96%

4 Year Outcomes - August

9th Graders on Track [View Data](#)

96%

% of 9th graders earning at least 5.5 credits

Advanced Coursework [View Data](#)

63%

Students completing AP, Dual Credit, Industry Recognized Credentials

Achievement Gaps [View Data](#)



Ensuring every student has the resources and attention they need

## COMMUNITY

Social Media Followers [View Data](#)

13,825

Total number of Facebook, Instagram and X followers

Website Visits

1,287,867

Total number of website visits across all pages

Parent Square App Downloads

2,751

Total number of app downloads

Facility Use [View Data](#)

54

Number of community groups using district facilities during the year

## CHARACTER

Student Discipline [View Data](#)

57

Number of DASA/VADIR incidents

Student Suspension [View Data](#)

2%

Percentage of students suspended from school at least one full day

Community Service [View Data](#)

10,006

Number of community service hours performed by students

Character Recognition [View Data](#)



Students recognized for exemplary character traits

Restorative Practices [View Data](#)



Restorative practices build community, resolve conflict, & repair harm

## WELLNESS

Social Emotional Wellness [View Data](#)

90%

Percentage of students in the expected range on SAEBRs.

Student Social Behavior [View Data](#)

17

SAEBRS Survey (Max = 21)

Student Academic Behavior [View Data](#)

13

SAEBRS Survey (Max = 18)

Student Emotional Behavior [View Data](#)

15

SAEBRS Survey (Max = 21)

Chronic Absenteeism [View Data](#)

9%

Percentage of students chronically absent

HS Co-Curricular Activity Participation [View Data](#)

87%

% of students participating in at least one co-curricular activity

Interscholastic Athletics [View Data](#)

1099

Number of students participating in at least one sport

# Dashboard Demo

[BCSD Strategic Plan Dashboard Indicators](#)



# **ANNUAL GOALS 2024-25**





STATE OF THE SCHOOLS

# BCSD Mission

The mission of the Bethlehem Central School District is to educate and prepare all students to reach their potential, discover their purpose and be engaged community members.





# GOAL 1

## Cultivate culturally responsive faculty, staff, and administration

ACADEMICS  
CHARACTER  
COMMUNITY  
WELLNESS

- Conduct ongoing **professional development** and training sessions focused on cultural responsiveness and equity.
- Develop and promote districtwide and school-wide initiatives and **events that celebrate diversity** and inclusion.
- Continue work of **equity teams** at each school.
- Expand **restorative practices** implementation efforts.
- Conduct regular **assessments of school climate** and culture.
- Expand the **continuum of special education programs** available in district.



STATE OF THE SCHOOLS 2025

# **ACTION STEP** Professional development and training

- 100% of all employees have completed the district Diversity, Equity, Inclusion and Belonging (DEIB) training through Vector
- All Aides to Students with Disabilities, School Monitors and Noon Aides are TCIS trained





STATE OF THE SCHOOLS 2025

# **ACTION STEP** Civil Discourse training

- Professional development for English Department faculty
- Training teachers to help students establish and articulate viewpoint diversity
- Emphasis on respect for the dignity of the individual
- Articulating with a pluralistic approach:
  - assert
  - substantiate
  - articulate a position

 **SPHERE** EDUCATION INITIATIVES

**How do we ask the right questions, so that we...**

01

Invite curiosity and diverse viewpoints?

02

Remove flashpoints and emotional attachment?

03

Focus discussions on action, policies, ethics, truths?

**GOAL 1**





STATE OF THE SCHOOLS 2025

# **ACTION STEP** Curriculum review & updates

- K-12 Fine Arts Curriculum updated to address contemporary diversity of artistic and musical literature, materials and processes
- Reviewed high school text selections to increase representation of authors, topics, and eras
- Working to expand library collection in languages other than English



**GOAL**  
**1**





STATE OF THE SCHOOLS

# **ACTION STEP** Building-level equity teams

Each school has its own identity, history and student and staff demographics. A school-based team can better serve the needs of students to:

- Provide culturally responsive teaching and learning
- Close opportunity gaps for students with equitable access and practices for all
- Ensure an inclusive environment for students, families, staff and other members of the school community





STATE OF THE SCHOOLS 2025

# **ACTION STEP** Student Leadership

- National Coalition Building Institute (NCBI) training for high school and middle school students
- Microassemblies led by BCHS students directed at MS students to promote unity, celebrate diversity

**BCHS  
STUDENTS  
CREATING  
A LEGACY  
OF  
KINDNESS**



National Coalition  
**NCBI**  
Building Institute  
INTERNATIONAL

**GOAL  
1**



STATE OF THE SCHOOLS 2025

# ACTION STEP

## Celebrating diversity



Hispanic Heritage Month



AAPI Month



Club Fair



Black History Month

**BC**  
**BCIS ALANA PRESENTS**  
**AAPI FOOD FESTIVAL**

**ONLY \$15**

**FRIDAY, MAY 17, 2024**  
**HIGH SCHOOL CAFETERIA**  
**5-30 PM**

**Don't be late!**  
**First come, first served.**

Food and prizes from:

- Plum Blossom Chinese Restaurant, Troy
- P.F. Chang's Asian & Chinese Restaurant
- Sushime, Delmar
- Sunhee's Farm & Kitchen, Troy KY (gift basket)
- Student and parent chefs sharing the food and culture of Asian Americans, Native Hawaiians, and Pacific Islanders

**OPEN TO THE PUBLIC**

# GOAL 1



# GOAL 2

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

ACADEMICS  
CHARACTER  
COMMUNITY  
WELLNESS

- Utilize **data-driven instruction** to monitor and support student progress.
- Incorporate **regular physical activity and wellness** programs into the school day
- Expand **advanced coursework and enrichment program** offerings.
- Improve the **graduation rates** for students with disabilities
- Leverage data-driven insights and targeted professional development to **integrate effective interventions within the classroom**
- **Improve attendance rates** for chronically absent students



STATE OF THE SCHOOLS 2025

# **ACTION STEP WIN** Time at elementary level

- WIN - “What I Need”
- DIFFERENTIATED instruction based on a student’s individual needs
- WIN TIME helps students catch up in areas where they’re struggling or extends learning in areas where they excel
- Students are grouped based on specific skills based on latest assessment data AND/OR teacher observations
- Groupings change frequently throughout the school year



**GOAL**  
**2**



STATE OF THE SCHOOLS 2025

# ACTION STEP More course options in math

## Introduction to Data Science

This foundational course introduces students to data science concepts, basic Python programming, and essential techniques for data analysis.

## Intermediate Data Analysis

this course deepens students' understanding of advanced data analysis techniques, statistical methods, and data visualization using Python.

## Machine Learning Basics

This course introduces students to machine learning concepts, focusing on supervised and unsupervised learning, as well as basic algorithms such as linear regression and k-nearest Neighbors.

## Advanced Topics in Data Science

This capstone course delves into deep learning fundamentals and advanced data science techniques, culminating in a project that allows students to apply their knowledge to real-world problems.

$$\int \frac{dx}{\sqrt{a^2-x^2}} = \ln \left| \frac{x + \sqrt{a^2+x^2}}{a} \right| + C$$
$$\int \frac{1}{x} dx = \ln|x| + C$$
$$\int e^x dx = e^x + C$$
$$\int \frac{dx}{\sqrt{a^2-x^2}} = \arcsin\left(\frac{x}{a}\right) + C$$
$$\int a dx = ax + C$$
$$\frac{d}{dx}(\arctan x) = \frac{1}{1+x^2}$$
$$\frac{d}{dx}(a^x) = a^x \ln a$$
$$\frac{d}{dx}(\cot x) = -\csc^2 x$$
$$\frac{d}{dx}(\sin x) = \cos x$$
$$\tan\left(x + \frac{\pi}{2}\right) = -\cot x$$
$$\frac{d}{dx}(fg) = fg' + gf'$$
$$\cos\left(x + \frac{\pi}{2}\right) = -\sin x$$

GOAL  
2



# **ACTION STEP** Advanced Placement

	2022	2023	2024
<b>AP Scholar</b> <i>Score of 3 or higher on three or more AP Exams</i>	55	75	69
<b>AP Scholar with Honor</b> <i>Avg. score of 3.25+ on all AP Exams and scores of 3+ on at least 4 exams</i>	29	36	47
<b>AP Scholar with Distinction</b> <i>Avg. score of 3.5+ on all AP Exams and scores of 3+ on at least 5 exams</i>	66	62	93



- More students are enrolling in more AP courses
- More students are finding greater success

**GOAL**

**2**



# GOAL 3

## Increase community engagement

ACADEMICS  
CHARACTER  
COMMUNITY  
WELLNESS

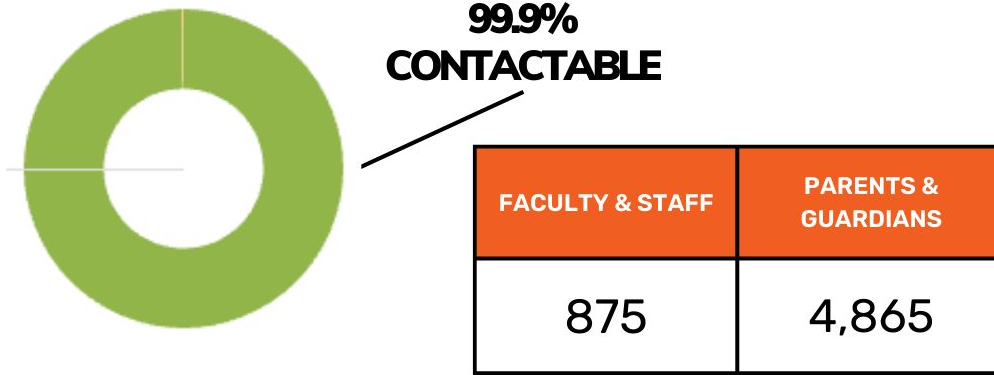
- Host regular **family engagement** events
- **Enhance communication channels** between the school and the community
- Establish a **special education parent group** to enhance communication and collaboration between families and the school
- Review and update **safety and security protocols**, incorporating recommendations for the BOCES Threat and Vulnerability Analysis





STATE OF THE SCHOOLS 2025

# ACTION STEP ParentSquare



**IMPORTANT: Families and staff members do not NEED to download the ParentSquare app to receive messages from the district/schools. However, the app makes communication more convenient.**

Download the **ParentSquare** app today!

Stay involved with your child's learning and activities at school. From anywhere.

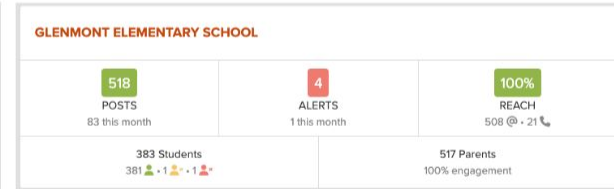
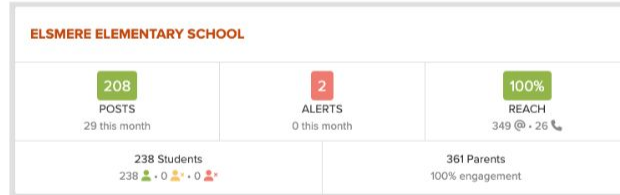


# GOAL 3

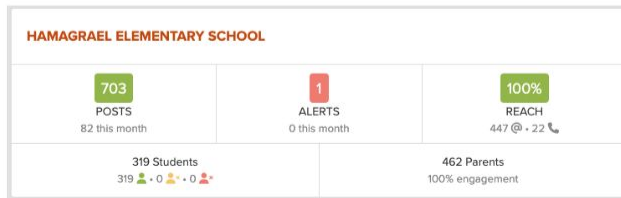


STATE OF THE SCHOOLS 2025

# ACTION STEP ParentSquare



**4,012  
TOTAL  
POSTS**



**GOAL  
3**



## Join Community Groups

Fill out the form below to join Bethlehem Central School District community groups in ParentSquare.

First Name

Last Name

Email Address

Mobile Phone

**Groups** *Select one or more groups to join*

**BCSD News for Community Members**

This group is used to allow community members to sign up to receive updates from the District.

*By proceeding, you are confirming that you agree to ParentSquare's Terms of Use*

Submit

Community groups powered by  ParentSquare

**If you are**

- **alumni**
- **former parent/guardian**
- **community member**



ParentSquare

**GOAL**  
**3**



STATE OF THE SCHOOLS 2025

# **ACTION STEP** Special Education PTA



## Special Education PTA

Douglas Morrissey • 17 days ago • Tuesday, Jan 14 at 3:08 PM • Bethlehem Central School District

**Bethlehem parents are starting a SEPTA (Special Education PTA)!**

Informational meeting January 21st, 6:30pm  
Room D-122 at the high school

The meeting can also be accessed at [meet.google.com/biv-hxrp-bex](https://meet.google.com/biv-hxrp-bex) at the time and date noted above.

A Special Education PTA or SEPTA is a unit organized for those interested in the issues of educating special needs children. SEPTAs are designed to build strong partnerships amongst parents, teachers, administrators, existing PTA's and the community, for the benefit of families and children receiving special education services.

All SEPTA's conduct regular business meetings during the school year just like any PTA. SEPTAs bring awareness and information about special education services, educational laws and community supports to our members. Our hope is that children receiving special education services will be better understood, integrated, and embraced by schools and their community.

Our first meeting will consist of a presentation by Beth Sniffen, outreach coordinator from the New York State PTA. This will be a purely informational meeting about how & why to start a SEPTA.

We need at least 25 members to charter the group. Please join us!

- **Parents held a planning meeting on Jan. 21**
- **Overwhelming interest by families**
- **Group invited Special Education director Doug Morrissey to promote and participate**
- **Still early planning phase**

**GOAL**  
**3**



STATE OF THE SCHOOLS

# HIGHLIGHT District recognition



Overall Niche Grade



Best School Districts in America

#330 of 10,561

- A+ Academics
- A+ Teachers
- A+ Clubs & Activities
- B+ Sports
- A Resources & Facilities
- C Diversity
- A College Prep
- A- Administration
- A Food



Districts with the Best Teachers in America  
#71 of 11,116



Best Places to Teach in America  
#275 of 11,406



## Bethlehem Central School District Rankings

Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

Districts with the Best Teachers in New York  
#16 of 609

Best School Districts in New York  
#46 of 598

Best Places to Teach in New York  
#92 of 613



STATE OF THE SCHOOLS

# HIGHLIGHT BCCHS recognition



## All Rankings

- 👉 #838 in National Rankings
- 👉 #89 in New York High Schools
- 👉 #1 in Albany, NY Metro Area High Schools
- 👉 #191 in STEM High Schools

SCORECARD	95.25
Took at Least One AP® Exam	56%
Passed at Least One AP® Exam	49%
Mathematics Proficiency	90%
Reading Proficiency	95%
Science Proficiency	93%
Graduation Rate	98%



# SAFETY UPDATE



# Afterschool safety

Committee has been meeting regularly to discuss ways to improve safety/security during non-school hours

- Administrators
- Teachers
- Coaches
- Staff

Finalizing plans in Feb/Mar for implementation in 2025-26





# Know the drill

Don't be scared, be prepared



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

## EVACUATION

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

**8x a year**

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

## LOCKDOWN

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

**4x a year**

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

## LOCKOUT

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

## NO CLASSROOM DISRUPTION

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

## MASS EVACUATION/RELOCATION

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

## OTHER EMERGENCY DRILLS

### BUS EVACUATION

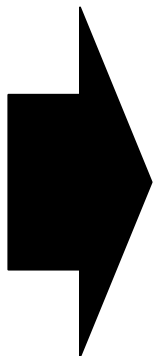
Three times a year, all students (whether or not they regularly ride a bus) practice how to exit the bus safely in the event of an emergency.

### SHELTER IN PLACE

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

### HOLD IN PLACE

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



# IN AN EMERGENCY

## TAKE ACTION



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

## EXAMPLES

### Standard Response Protocol – Public Address

**Medical  
Emergency**

**Hold in your Room or Area. Clear the halls.**

**Threat Outside**

**Secure! Get inside. Lock outside doors.**

**Threat Inside**

**Lockdown! Locks, Lights, Out of Sight!**

**Bomb**

**Evacuate to (location) Shelter for Bomb!**

**Earthquake**

**Shelter for Earthquake!**



# **CAPITAL PROJECTS**



# Capital projects – 2021 & 2023

- \$40.7 million – Fall 2021
- \$4.6 million – Fall 2023
- ~ 200 scope elements are complete
- All buildings across the district saw improvements
- Facilities improvements support the district's mission and four goal areas of academics, character, community and wellness

Info is available  
on website





**A new BCMS auditorium makes its debut**



**New Middle School Library Media Center**



Welcoming spaces



Athletics improvements



ADA improvements



Comfort for learning



Brighter learning space



Safety features



Flexible LMC space



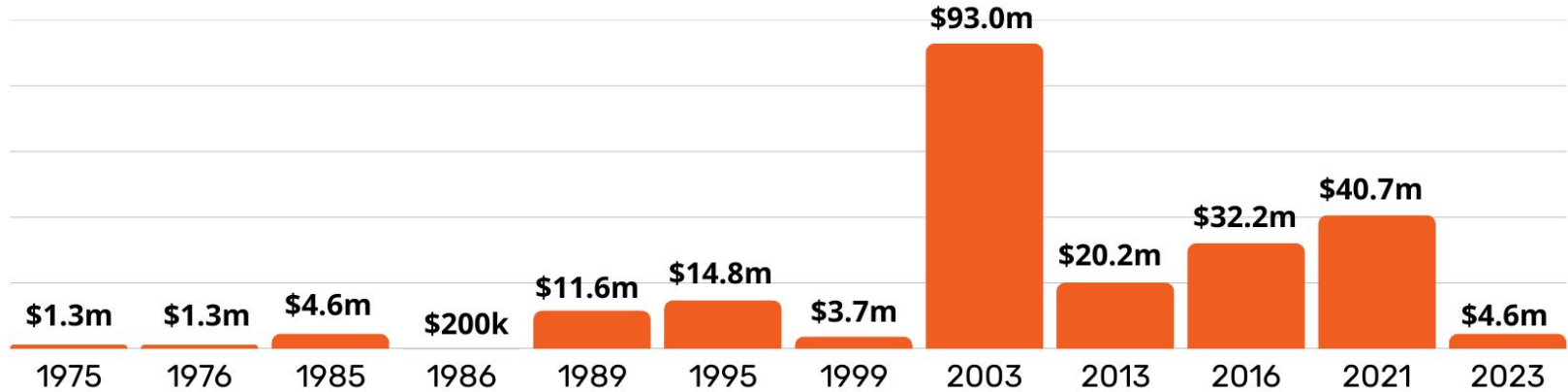
Up-to-date equipment

# Districtwide improvements



STATE OF THE SCHOOLS 2025

# BC bond project history



# Identifying capital needs

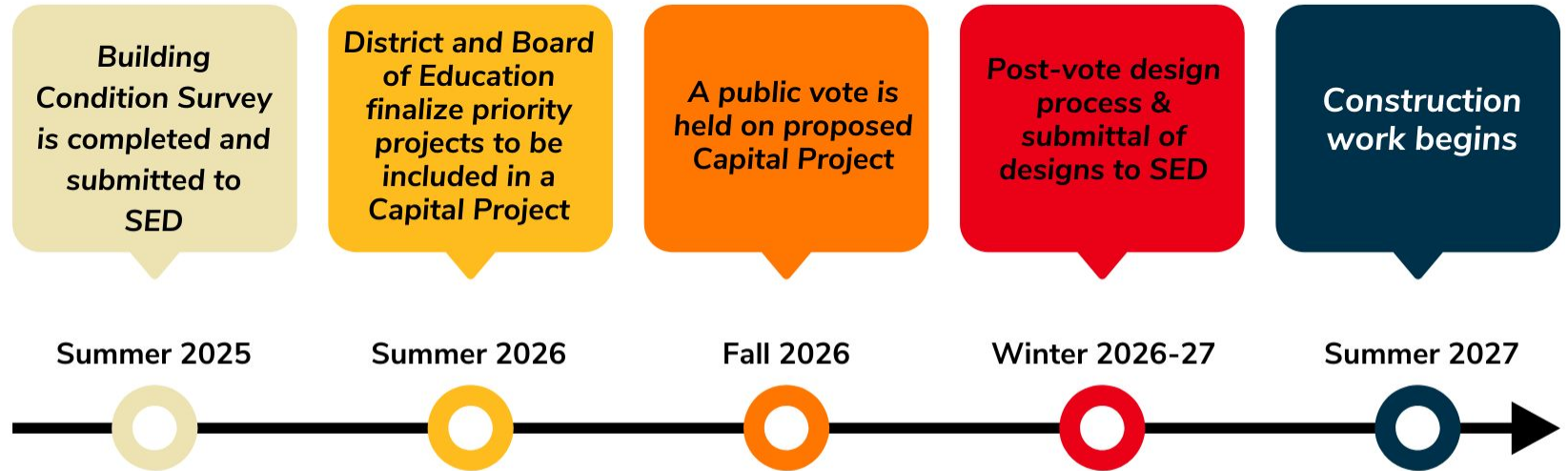
- Begins with a Building Condition Survey
- Districts are required to submit survey to NYS Education Dept. every five years
- Review of all occupied school buildings and grounds throughout the district
- Includes site, architectural, mechanical, plumbing and electrical needs
- Needs are prioritized as **low**, **medium** and **high** priorities
- The survey is studied and reviewed by the district and the board of education. Priority items are then included in a capital project plan.

From Apr. 2021 BCSD Building Condition Survey						
ARCHITECTURAL SCOPE						
EAG A-1	66	L	Exterior Masonry restoration	Clean-up efflorescence on exterior masonry walls, in various locations.		\$ 608
EAG A-2	66	L	Exterior Masonry restoration	Clean-up water stains off exterior masonry walls, in various locations.		\$ 608
EAG A-3	66	L	Exterior Masonry restoration	Repaint concrete masonry unit and repair water damage		\$ 25,992
EAG A-4	72	H	Window Flashing and Caulking	Improve sill flashing and replace old cracked caulking <b>DISTRICT IDENTIFIED</b>		\$ 99,560
EAG A-5	72	M	Window Treatment	Replace old classroom blinds with shades <b>DISTRICT IDENTIFIED</b>		\$ 114,000
EAG A-6	73	L	Roof replacement All TPO Roofs	Replace all TPO Roofs <b>DISTRICT IDENTIFIED</b>		\$ 930,149
EAG A-7	75	H	Hardening & Security Main Entrance	Main Entrance hardening & security <b>DISTRICT IDENTIFIED</b>		\$ 11,400
EAG A-8	77	M	Floor finish Various locations	Replace cracked/missing floor tiles(s) in various locations.		\$ 1,824
EAG A-9	80	H	Ceiling finishes Public Bathrooms	Public Bathroom sheetrock ceilings are failing - Evaluate and replace <b>DISTRICT IDENTIFIED</b>		\$ 11,628



# Capital project process

This timeline is an ESTIMATE ONLY



# ENROLLMENT



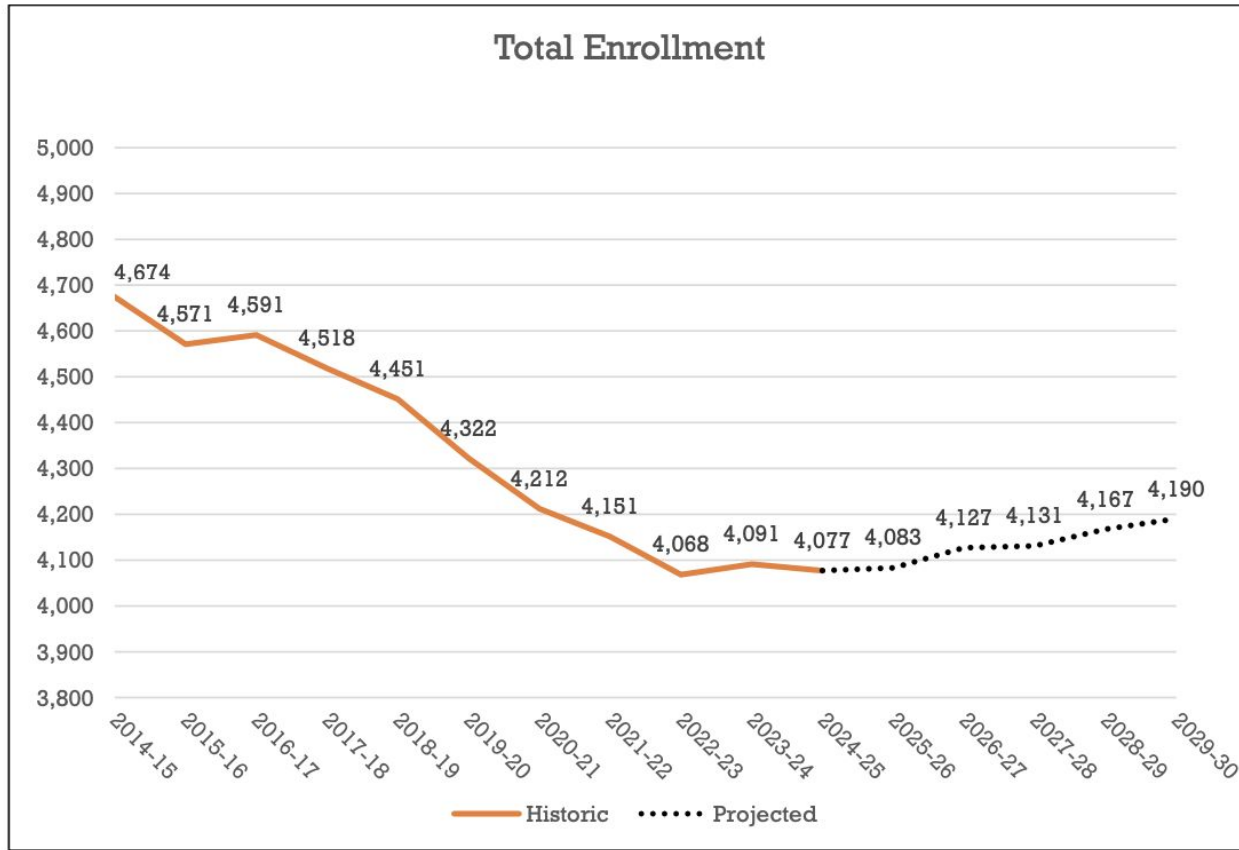
# Enrollment Projections

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

- Compared to 2006-07 peak, enrollment has declined 21.3%
- **Over the next five years total enrollment is expected to increase by 2.8% to 4,190 from the current 4,077 students.**
  - Enrollment in grades 9-12 expected to increase by 1.8% to 1,338 by 2029-30.
  - Enrollment in grades 6-8 is expected to increase by 1.2%
  - Enrollment in grades K-5 expected to increase by 3.7%
- Total enrollment in 2025-26 is projected to be 4,083 students, an increase of 6 students from 2024-25.



# Enrollment History & Projections



## 5-Year BCSD Projected Enrollment

### CURRENT

2024-25: 4,077

2025-26 4,083

2026-27: 4,127

2027-28: 4,131

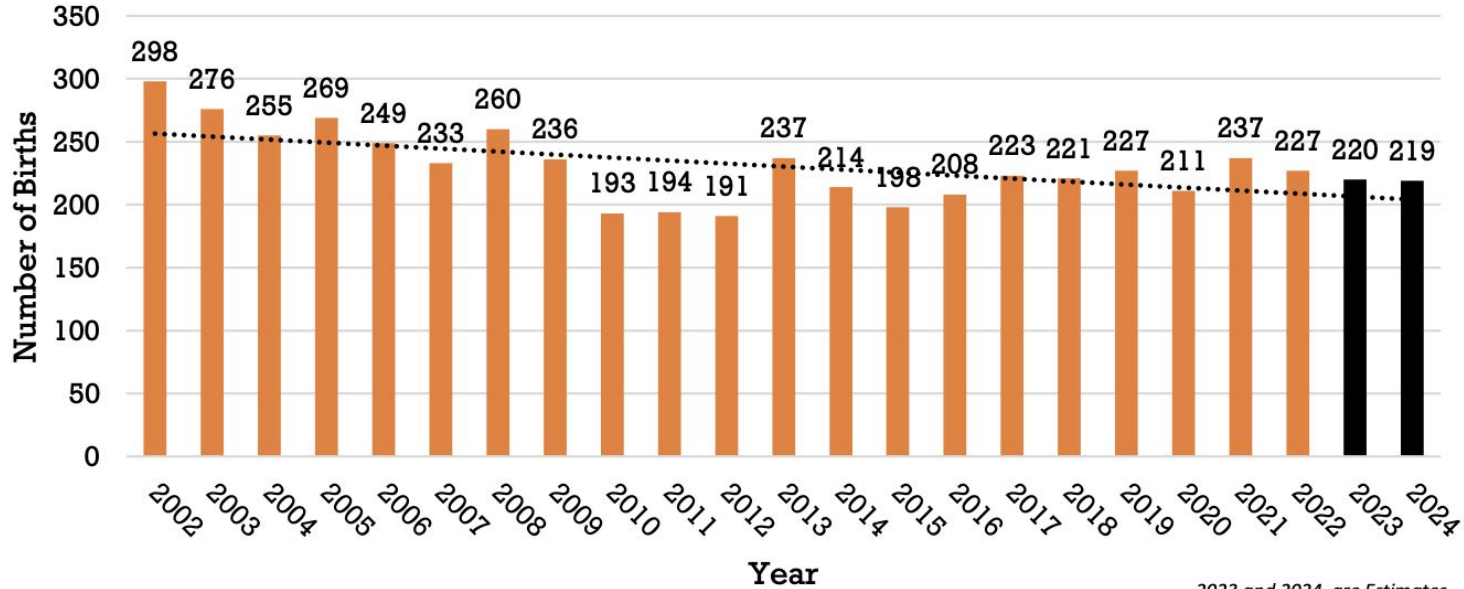
2028-29: 4,167

2029-30: 4,190



# Enrollment – Birth Data

## District Births

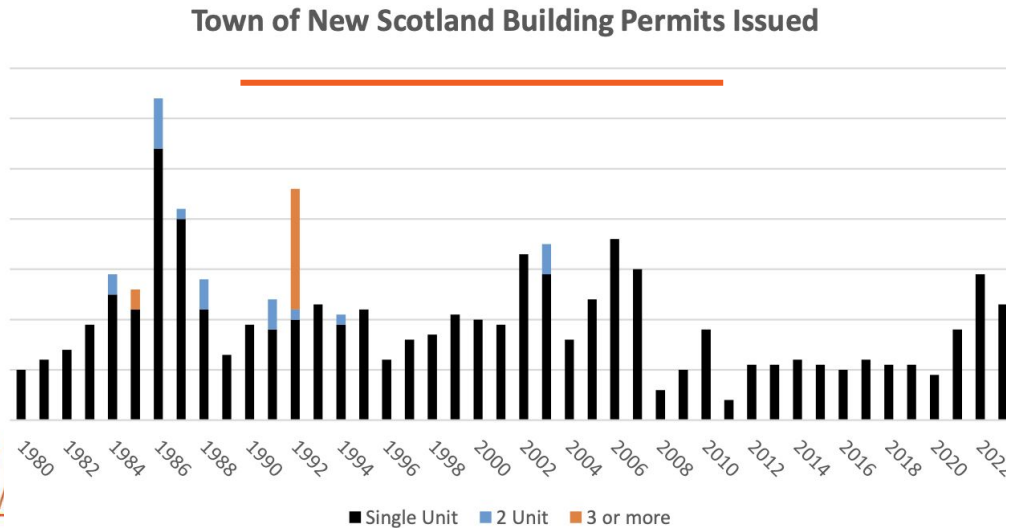
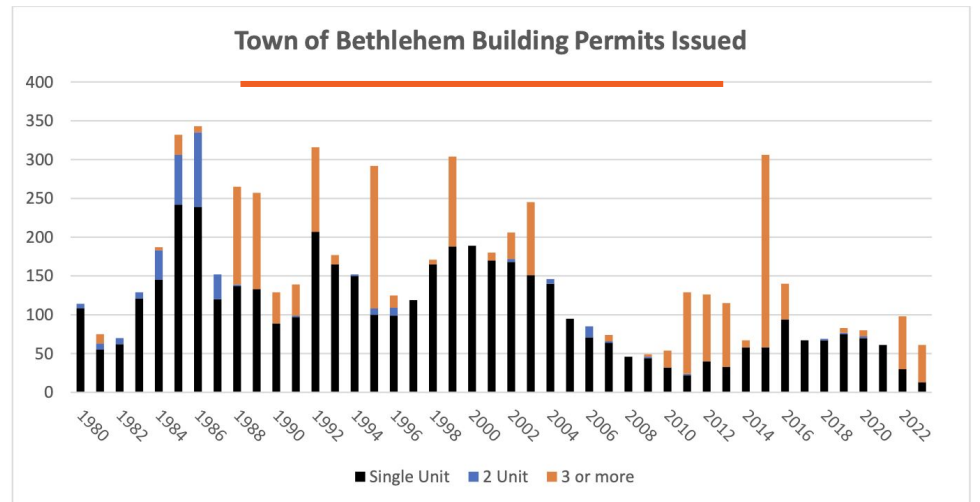


2023 and 2024 are Estimates  
2022 data is preliminary and  
subject to change



# Enrollment – Housing

- **Existing home sales are slow.** The number of existing home sales in the District has slowed over the past two years, with an estimated 275 units projected to be sold in 2024. However, the median sale price has been rising. The district continues to be a popular place to live.
- **Fewer building permits issued in 2023.** In 2022, the Town of Bethlehem gave 98 building permits, the highest number since 2016. That number was down in 2023, to 61. The Town of New Scotland also issued fewer building permits in 2023 than in 2022.



# Important Mar. 1 deadline

Do you have a child who will be five years old on or before Dec. 1, 2025?



**KINDERGARTEN  
REGISTRATION**

**REGISTER BY MARCH 1ST  
TO GUARANTEE  
HOME SCHOOL  
PLACEMENT FOR  
2025-26**

**SCAN FOR  
INFORMATION**



# Universal Pre-kindergarten RFP

District will again seek partners to provide program for 4-year-olds

- Currently serving 36 students with one community provider, TSL Adventures
- Request for Proposals will be issued to seek additional partners
- 2025-26 Executive Budget proposes an amount up to \$1,269,000 (max. \$5,400 per student)
- Requires qualified community providers that meet the early childhood education requirements for the pre-kindergarten program





# BUDGET DEVELOPMENT



## SCHOOL BUDGET 101:

# Balancing the Budget

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

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

## EXPENSES = REVENUE

### MONEY GOING OUT

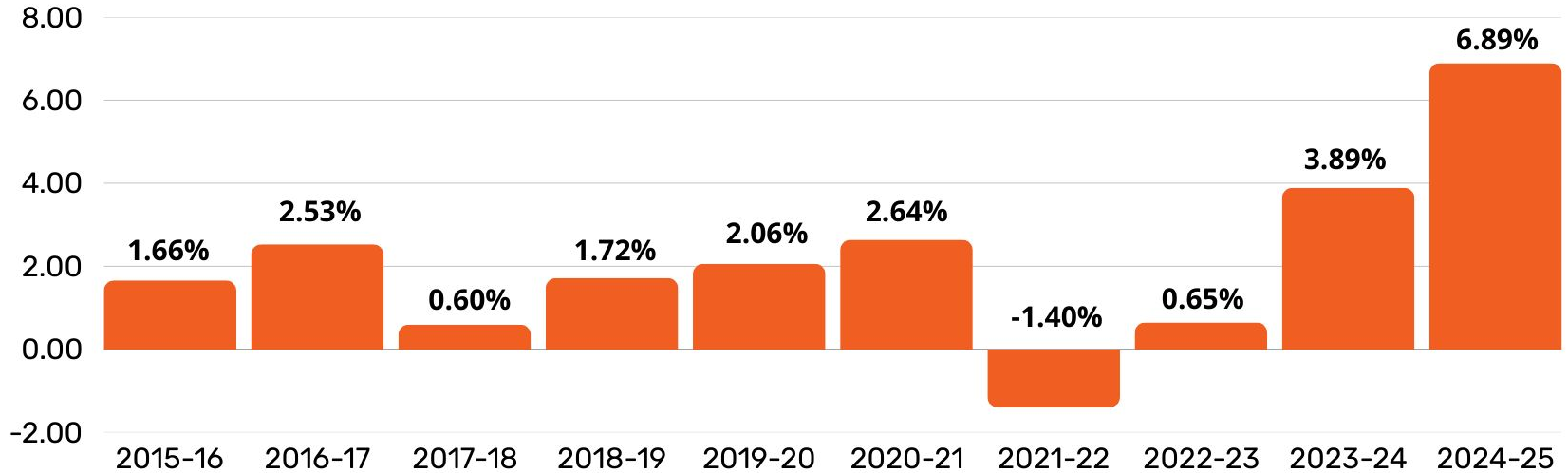
- Salaries/Benefits
- Curriculum/Staff Development
- Facilities Maintenance & Operation
- Transportation
- Debt Service

### MONEY COMING IN

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

# BC budget history

10-year average annual budget increase = 2.12%



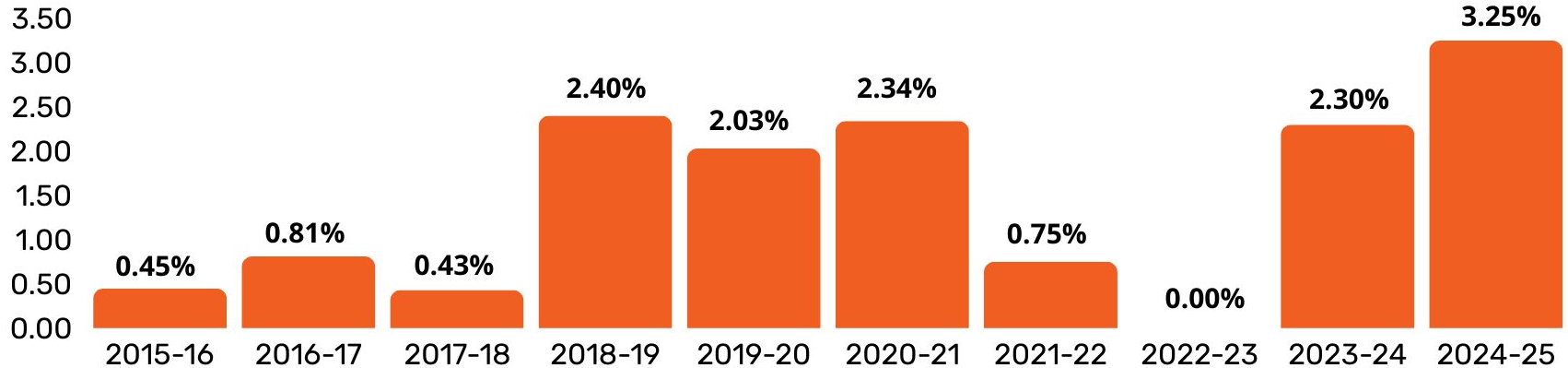


STATE OF THE SCHOOLS 2025

# BC tax levy history

**10-year average annual tax levy increase**  
**1.48%**

**At or below tax cap for 10 years**



# TAX LEVY, TAX RATE & TAX CAP

ONLY ONE IS DETERMINED BY THE SCHOOL DISTRICT



## TAX LEVY

The TOTAL amount of money a school district collects from property owners to help fund the budget. The amount is calculated after all other revenue sources are determined.



## TAX RATE

Tax rates, which are used to determine individual property tax bills, are calculated by dividing the tax levy by the total taxable assessed value in a community. Equalization rates and changes in assessment values impact a community's tax rate.



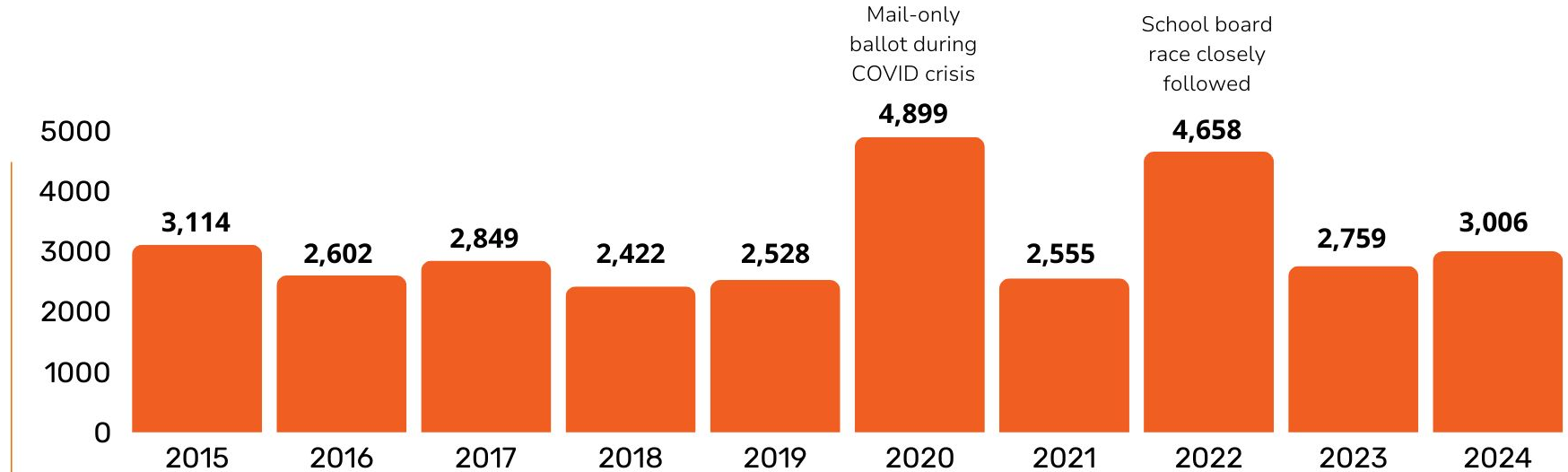
## TAX CAP

The maximum tax levy limit, or "tax cap," is set each year with a formula from New York State. This 8-step calculation, determines the maximum property tax levy increase a district can propose without requiring a supermajority approval of the budget.



STATE OF THE SCHOOLS 2025

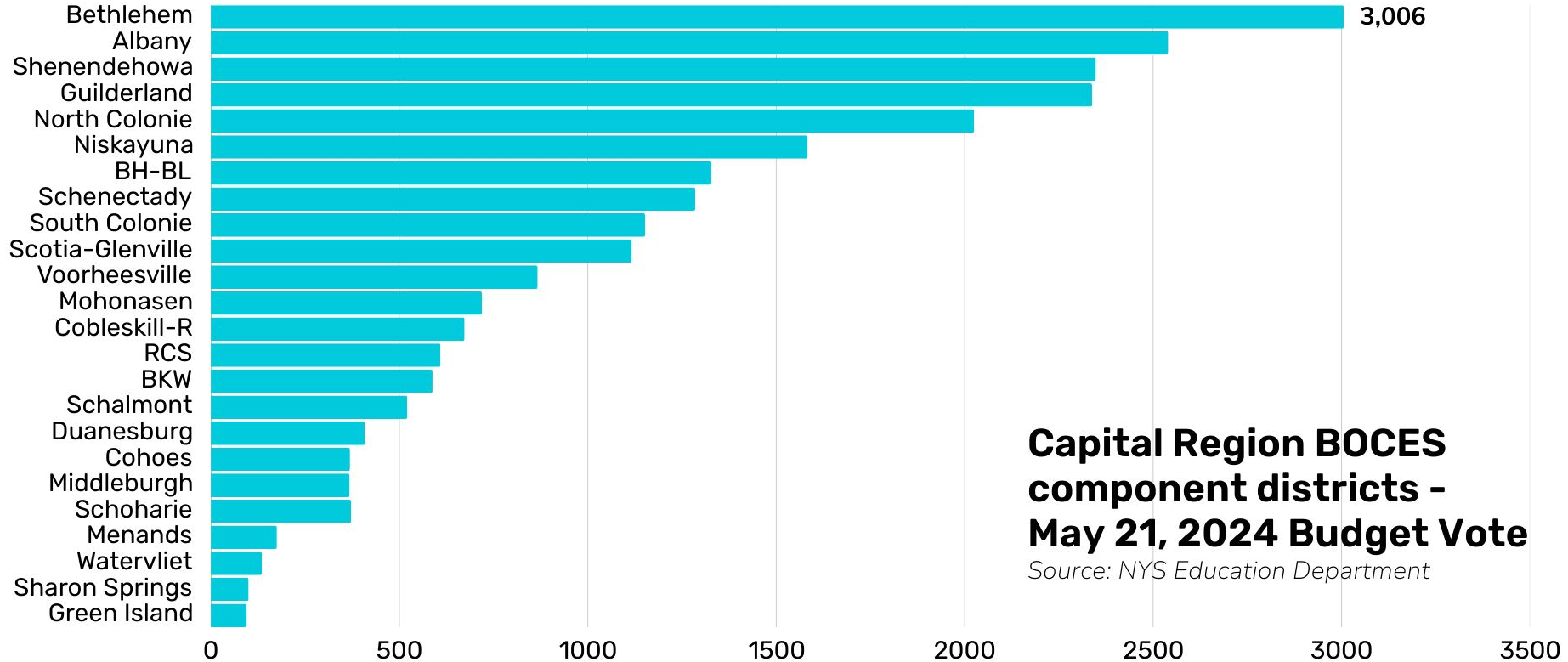
# BC voter turnout





STATE OF THE SCHOOLS 2025

# Capital Region **voter** turnout



**Capital Region BOCES  
component districts -  
May 21, 2024 Budget Vote**

*Source: NYS Education Department*



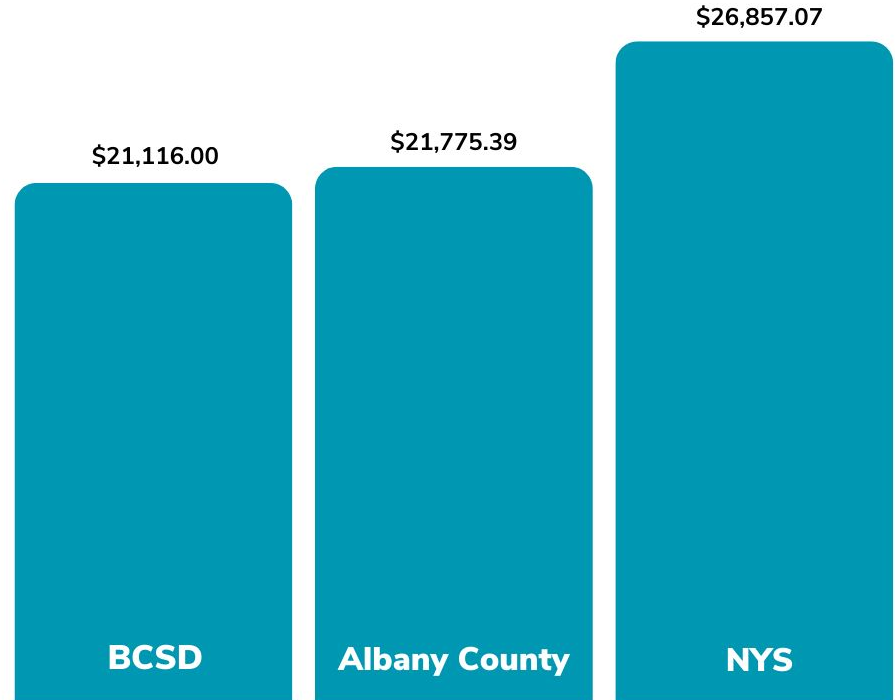
STATE OF THE SCHOOLS 2025

# Education and **value**

Bethlehem	Albany County	NYS
\$21,116.00	\$21,775.39	\$26,857.07

## Per Pupil Spending Comparison SFY 2022-23

Source: NYS Education Department

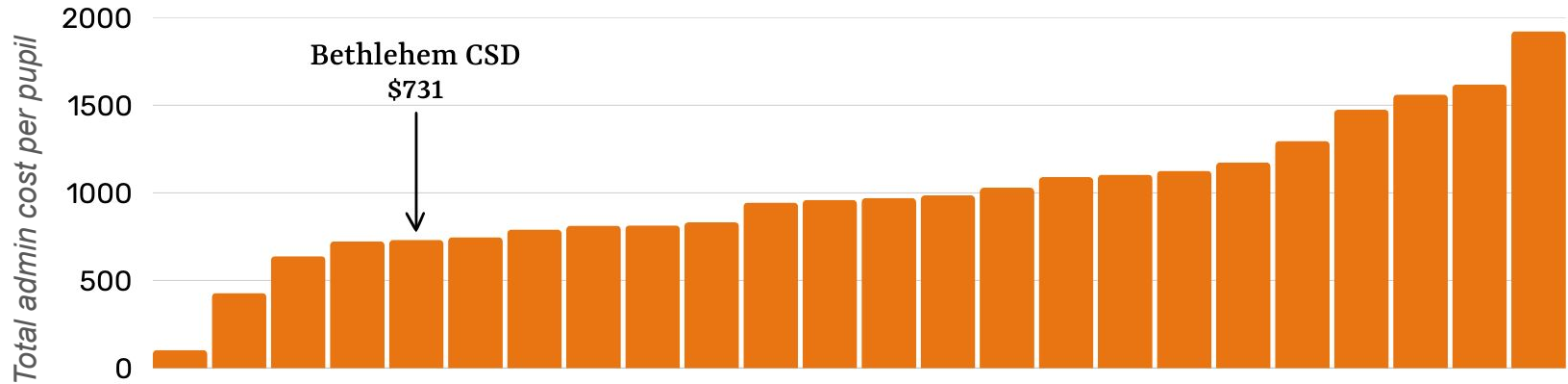






STATE OF THE SCHOOLS 2025

# Education and **value**



**Per Pupil Spending Comparison - Administrative Costs  
SFY 2022-23 Capital Region BOCES component districts**

Source: NYS Education Department

# 2025-26 Budget Development

BUDGET ROLLOUT  
TECHNOLOGY,  
TRANSPORTATION  
, OPERATIONS &  
MAINTENANCE

FEB. 26

INSTRUCTIONAL  
PROGRAM &  
STUDENT  
SUPPORTS,  
ATHLETICS BUDGET  
PRESENTATIONS

MAR. 4

, DISCUSSION,  
DECISIONS,  
BUDGET ADOPTION

MAR. 19

THE BOARD OF  
EDUCATION WILL  
MAKE FINAL  
BUDGET  
DECISIONS ON  
EXPENDITURES &  
TAX LEVY

BUDGET  
HEARING

MAY 7

THE PUBLIC IS  
INVITED TO THE  
FORMAL BUDGET  
HEARING

MEET THE  
CANDIDATES  
NIGHT

MAY 14

SPONSORED BY  
THE ALBANY  
COUNTY  
LEAGUE OF  
WOMEN VOTERS

BUDGET  
VOTE  
DAY

MAY 20

DON'T FORGET  
TO VOTE

