

# Bethel Board of Education Regular Meeting

Thursday, February 19, 2026 7:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. <b>Call to Order</b>	<b>Speaker(s):</b> Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
2. <b>Board Recognition/A Salute to Excellence</b>	
2.A. Gifts, Grants, & Bequests	
3. <b>BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES</b>	
3.A. AI Presentation	<b>Speaker(s):</b> Donna Burns
4. <b>Consent Calendar</b>	<b>Speaker(s):</b> Policy 9326
4.A. Approval of Minutes	
4.A.1. January 29, 2026	
4.A.2. February 3, 2026	
4.A.3. February 5, 2026	
4.A.4. February 12, 2026	
4.A.5. February 17, 2026	
5. <b>Correspondence</b>	<b>Speaker(s):</b> Policy 9326
6. <b>Public Comment</b> (Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	<b>Speaker(s):</b> Policy 9326
7. <b>Administrative/Board Member Update</b>	<b>Speaker(s):</b> Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	
7.B.1. 2025-2026 BOE District Data Sheet	

7.C. Class of 2026 Graduation Date (Pending BOE approval on or after April 1st)

**8. Reports to the Board**

**8.A. Resource Management & Business Operations**

8.A.1. **Financial Update**

8.A.2. **Budget Transfers**

8.A.3. **Bid Waiver for HVAC Maintenance**

**9. Adjourn**

# Shaping the Future of Education with Artificial Intelligence (AI)

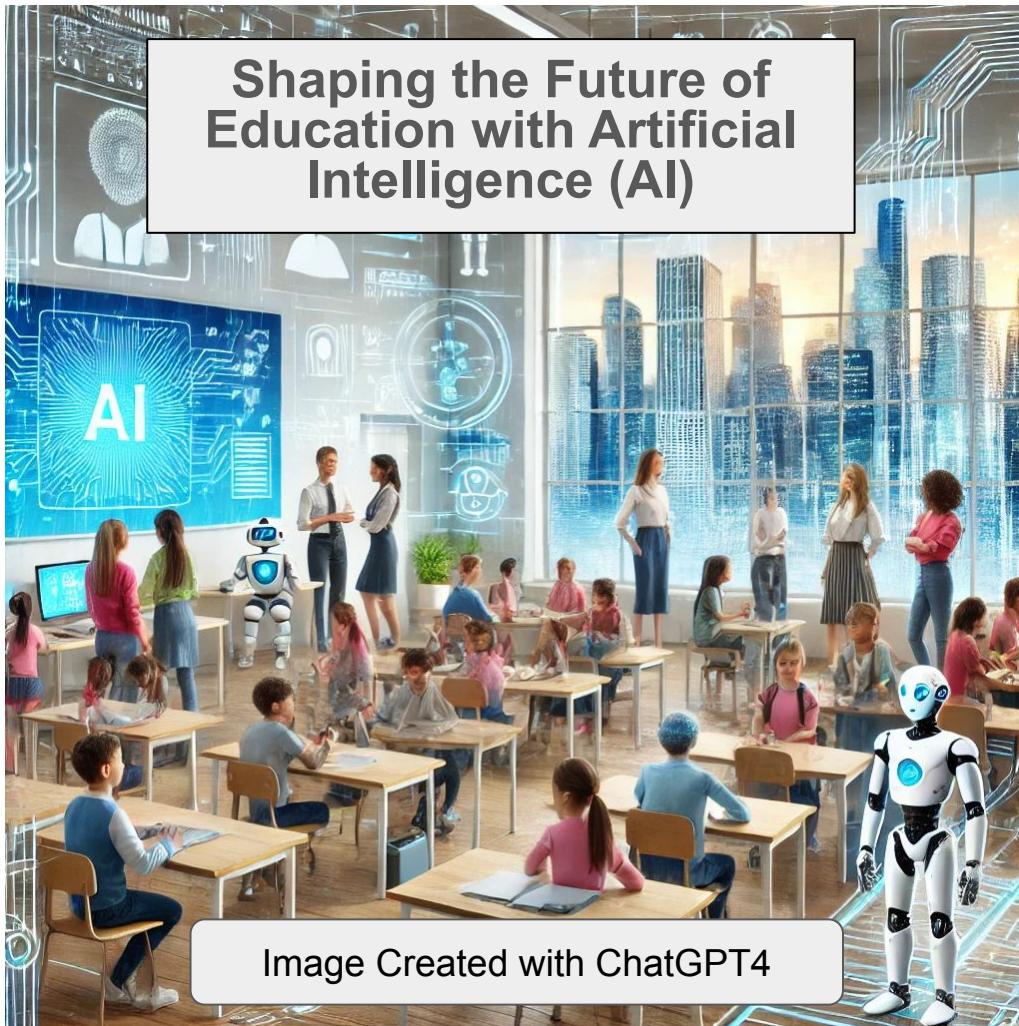


Image Created with ChatGPT4

## Bethel Public Schools



### AI Progress Update

Donna Burns, Director of Instructional Technology

**A Human-AI Collaborative Document:** Authored by BPS Leadership with the assistance of Google Gemini; finalized through professional human review.

Gemini, Google <https://gemini.google.com>

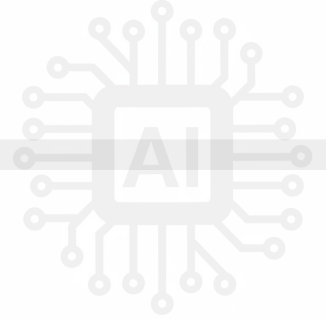
# What is Artificial Intelligence (AI)?



- AI powers tools like voice assistants, recommendations, and self-driving cars.
- AI is when computers mimic human thinking and learning.
- It uses data and algorithms to find patterns and make decisions.
- Machine learning helps AI improve with experience.
- Generative AI creates content like text or images.
- It raises questions about ethics, privacy, and jobs.



# What guides our work in Bethel around Artificial Intelligence?



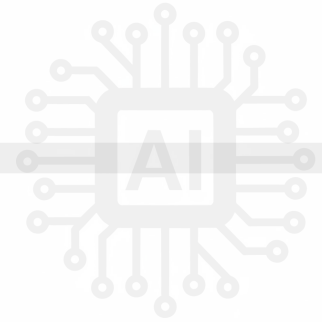
## Core Objective

To cultivate responsible and informed digital learners who are prepared for the demands of postsecondary education and the modern workforce.

## Key Focus Areas

- Utilizing AI as an effective instructional tool.
- Emphasizing ethical technology use and digital citizenship.
- Supporting student safety and emotional well-being.
- Aligning digital skills with future workforce needs.

# Changes are happening or on the horizon for our students!



## Trends →

Automation of Routine Tasks

Focus on Augmentation

Creation of New Expert Roles

Shifting Skill Requirements

## Jobs →

AI Engineer - Machine Learning Engineer - Data Scientist - Data Engineer

AI Research Scientist - Applied AI Solution Architect - Natural Language Processing Engineer

Computer Vision Engineer - Prompt Engineer - MLOps Engineer - AI Product Manager

Robotics Engineer - AI Ethics Specialist - Chief AI Officer



# 2024 – 28 State Educational Technology Plan

Connecticut Commission for Educational Technology

[FULL CET Strategic Plan](#)

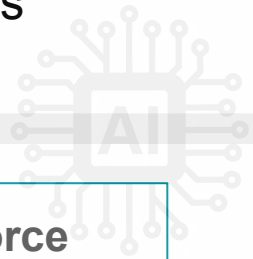


Technology-Enabled Learning	Digital Equity	Competencies	Sustainability	Data Privacy and Security
The tools and processes to accelerate, scale, and personalize learning	Affordable devices, connections, training, support, and services to provide learning and advancement opportunities	The skills and mindsets that students, educators, and leaders need to use technology effectively in education	The programs and policies necessary to ensure that institutions can maintain the technology-related costs of education	The infrastructure, tools, and behaviors necessary to protect against the misuse of personal and educational data and information
<b>Goal 1.1:</b> Facilitate the adoption of best practices in the design and delivery of online learning opportunities that augment the foundation of in-person learning by expanding student choice and widening access to courses	<b>Goal 2.1:</b> Expand access to affordable, high-speed broadband and devices	<b>Goal 3.1:</b> Advance student preparation for higher education and the workforce through championing the adoption of digital literacy skills, including the effective use of artificial intelligence and cybersecurity skills.	<b>Goal 4.1:</b> Assess technology increases and costs within schools and districts.	<b>Goal 5.1:</b> Provide continued guidance and best practices for institutions to protect and steward student and other sensitive data and avoid bias through the use of instructional, operational, and decision-support systems. Includes best practices in the transparency of machine learning processes and data sets in operational and decision-support systems.
<b>Goal 1.2:</b> Highlight existing and promising programs among Connecticut schools that expand learning opportunities while ensuring student safety.	<b>Goal 2.2:</b> Identify, promote, and provide investments into digital navigation and other training to support resident learning and support needs.	<b>Goal 3.2:</b> Advocate that local and state "portrait of the graduate" statements include assurances of student digital literacy.	<b>Goal 4.2:</b> Provide guidance on technology investment best practices and efficiencies, including the use of federal and state programs.	<b>Goal 5.2:</b> Explore ways to enhance the functionality of the Data Privacy Hub (LearnPlatform) for digital tool selection and research.
<b>Goal 1.3:</b> Encourage the use of open education resources (OER) as well as low or no-cost commercial materials at all grade levels to reduce financial barriers to high-quality instructional and learning materials	<b>Goal 2.3:</b> Provide best practices and resources that assist agencies and providers to serve residents online.	<b>Goal 3.3:</b> Explore opportunities to expand teacher access to high-quality professional development in the use of digital tools and pedagogies to support personalized learning through in-service professional development as well as pre-service instruction and certification.	<b>Goal 4.3:</b> Leverage collective input of schools on ed tech effectiveness to explore cooperative purchasing.	<b>Goal 5.3:</b> Encourage review and potential revisions to Connecticut data privacy legislation based on the Data Privacy Task Force recommendations.
<b>Goal 1.4:</b> Host the GoOpenCT.org OER repository to allow schools, universities, libraries, and other institutions the ability to co-create and use OER.		<b>Goal 3.4:</b> Assess current K – 12 digital literacy instruction and assessment and explore the creation or adoption of common digital literacy curriculum and micro-credentials (badges).		
<b>Goal 1.5:</b> Pursue resources to enable pilot or statewide training on the effective use of OER.				
<b>Goal 1.6:</b> Encourage use of research-based educational software through the design and implementation of rapid-cycle evaluations.				



## **Competencies—**

The skills and mindsets that students, educators, and leaders need to use technology effectively in education



**Goal 3.1: Advance student preparation for higher education and the workforce through championing the adoption of digital literacy skills, including the effective use of artificial intelligence and cybersecurity skills.**

Goal 3.2: Advocate that local and state “portrait of the graduate” statements include assurances of student digital literacy.

Goal 3.3: Explore opportunities to expand teacher access to high-quality professional development in the use of digital tools and pedagogies to support personalized learning through in-service professional development as well as pre-service instruction and certification.

Goal 3.4: Assess current K – 12 digital literacy instruction and assessment and explore the creation or adoption of common digital literacy curriculum and micro-credentials (badges).



# Strategic Plan 2025-2030

## Responsible and Informed Digital Learners to Prepare for Postsecondary Readiness

### Helping Your Child Be Safe and Smart Online & Ensuring Postsecondary Readiness

### Supporting High Needs and Accelerated Learners

- Differentiation & accessibility
- Acceleration opportunities
- Closing gaps responsibly

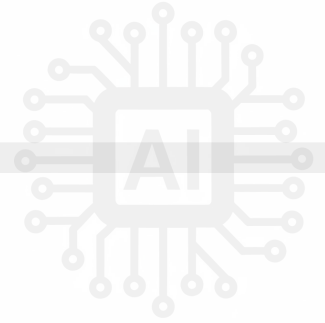
### Vision of the Learner

- Critical thinkers & ethical citizens
- Collaborators & innovators
- Global readiness

Strategic Plan Action Step	Bethel Public Schools' Commitment	Parents/Guardians' Commitment
<p><b>Professional Learning:</b> Provide professional learning for educators on Artificial Intelligence (AI) as an instructional tool, ethical technology use, and strategies to support students' safety and emotional well-being in a digital world.</p>	<p><i>We will train teachers on how to use AI to help with learning, how to teach students to use technology ethically, and how to support your child's emotional health in the online world.</i></p>	<p><i>Stay connected with your child's teachers and ask about resources or tips they might have for supporting your child's digital well-being at home.</i></p>
<p><b>Curriculum and Assessment:</b> Audit and revise curriculum to integrate AI literacy, digital citizenship, media literacy, and ethical decision-making across all subjects, ensuring students understand the long-term impact of their digital actions.</p> <p>Audit and revise courses and pathway programs to align with workforce readiness needs.</p>	<p><i>We will update what your child learns in all classes to include understanding being a good digital citizen, understanding online information, and making ethical choices when using technology, to understand how their actions online can have lasting effects.</i></p> <p><i>We will review and update school courses to make sure they teach your child skills for future jobs.</i></p>	<p><i>Have ongoing conversations with your child about what it means to be a good digital citizen. Discuss topics like respecting others online, understanding reliable sources, and making ethical choices about what they share.</i></p> <p><i>Encourage your child to explore how technology is used in different careers and discuss the importance of using it responsibly and ethically in all aspects of life.</i></p>
<p><b>Instruction:</b> Integrate digital instructional models that emphasize responsible use, helping students leverage AI for learning while maintaining academic integrity, to manage their online presence, personal data, and emotional well-being.</p>	<p><i>We will use online teaching and learning methods that focus on using technology responsibly.</i></p>	<p><i>Help your child understand the difference between using technology as a learning tool and using it inappropriately. Emphasize the importance of academic honesty in a digital environment. Reinforce skills that appropriately manage online presence and personal data.</i></p>



# Progression of the Work



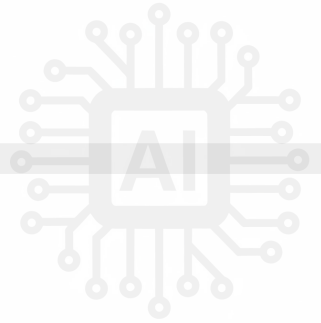
Administrators → Teacher Leaders →

AI Community of Practice → PLCs, Departments →

Staff → Students



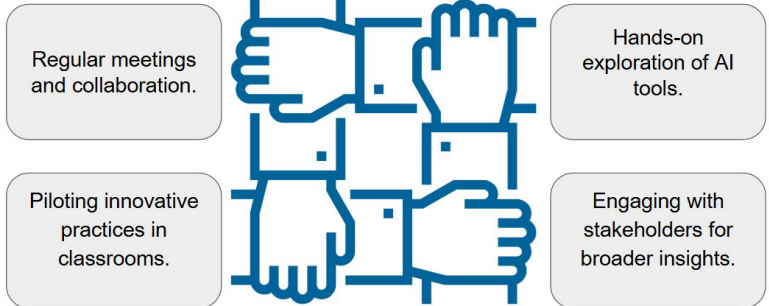
# The Community of Practice (CoP) Framework



**Grassroots Leadership:** Includes teachers, administrators, students, parents, and community members.

- Bring together educators to explore AI's potential in education.
- Shape district-wide integration of AI tools and practices.
- Support innovation while ensuring ethical and responsible use.
- Expand to include stakeholder

## Our Approach

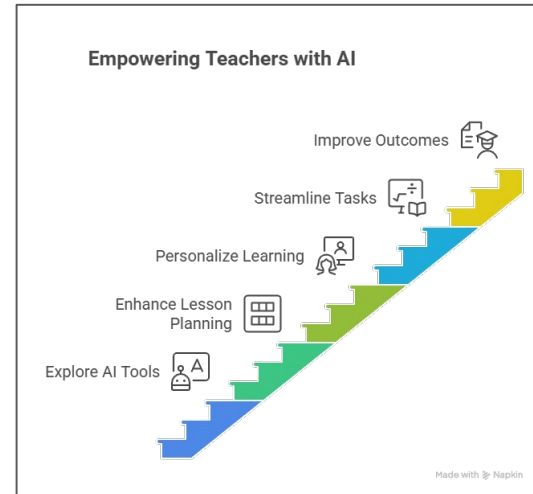


## CoP Goal Statement—

If members of the AI Community of Practice consistently reflect on their learning, experiences, and use of AI tools **and** share these reflections with one another,

**then** the community will collectively deepen its understanding of effective AI integration, foster collaboration across diverse contexts, and accelerate the development of best practices that can be applied in teaching, learning, and professional work.

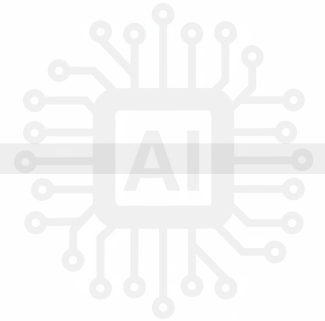
ChatGPT. (2025, September 17). Goal statement for AI Community of Practice [Large language model response]. OpenAI. <https://chat.openai.com/>



# The Community of Practice (CoP) Framework

Phase I: Foundations & Planning (2024–2025)	Phase II: Building a Culture (Fall 2025 & Winter 2026)	Phase III: Rules & Ethics (Winter 2026)	Phase IV: Implementation & Innovation (Spring 2026)
<ul style="list-style-type: none"> <li>Community of Practice formation</li> <li>Exploration of AI tools</li> <li>Analysis of staff AI readiness data</li> <li>Foundational knowledge, including durable tasks and prompt engineering</li> <li>Policy and guidelines drafting.</li> </ul>	<ul style="list-style-type: none"> <li>Staff professional learning workshops districtwide</li> <li>AI Tips &amp; Try it emails</li> <li>Micro Credentialing courses</li> <li>Choice based sessions and self-paced learning options.</li> <li>Transitioning from AI for productivity to AI to support instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Development of an AI Assessment Scale - 5-level framework</li> <li>“Investigation through Dialogue” for suspected AI misuse.</li> <li>Launching AI Literacy lessons at Bethel High School.</li> </ul>	<ul style="list-style-type: none"> <li>Active pilot of Brisk</li> <li>NotebookLM: Source-grounded research for BHS students.</li> <li>Real-time observation of AI-powered instruction.</li> <li>AI Literacy Curriculum draft</li> </ul>





# Phase I (Foundations & Planning)

Focuses on establishing the organizational structure, analyzing staff readiness, and drafting initial policies to build a baseline for AI integration.



# Gathered and analyzed data on staff AI perceptions

Which statement most closely represents your current feelings about AI in Education?

"AI is an exciting opportunity."

"I'm enthusiastic about exploring how AI can enhance teaching and learning. I see it as a chance to innovate."

"AI has potential, but I'm skeptical."

"I'm not convinced AI can truly make a difference in education, and I want to see evidence of its impact."

"AI is useful, but I have concerns."

"I recognize the potential benefits, but I'm worried about ethical implications, data privacy, and equitable access."

"AI feels like a challenge to traditional teaching."











"I'm concerned that AI might devalue the personal connection and creativity in education."

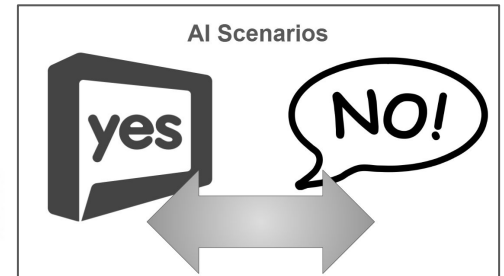
"AI is overwhelming."

"I feel unsure about where to start or how to use AI effectively in my role."

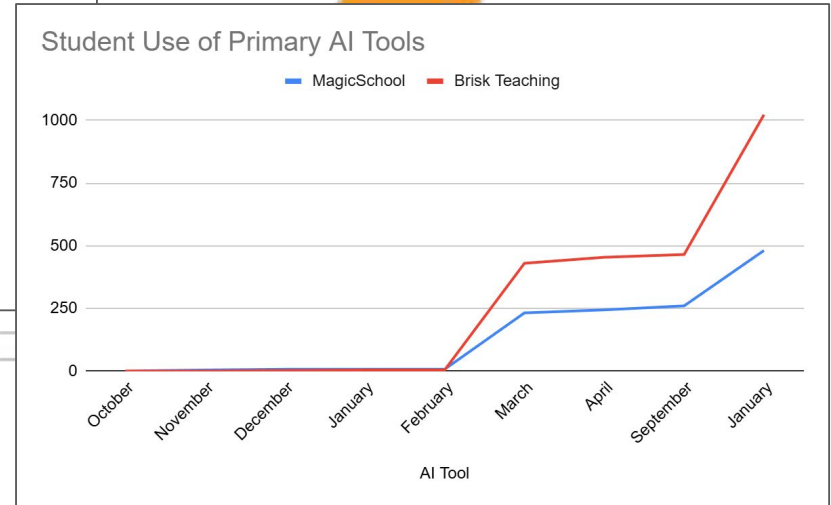
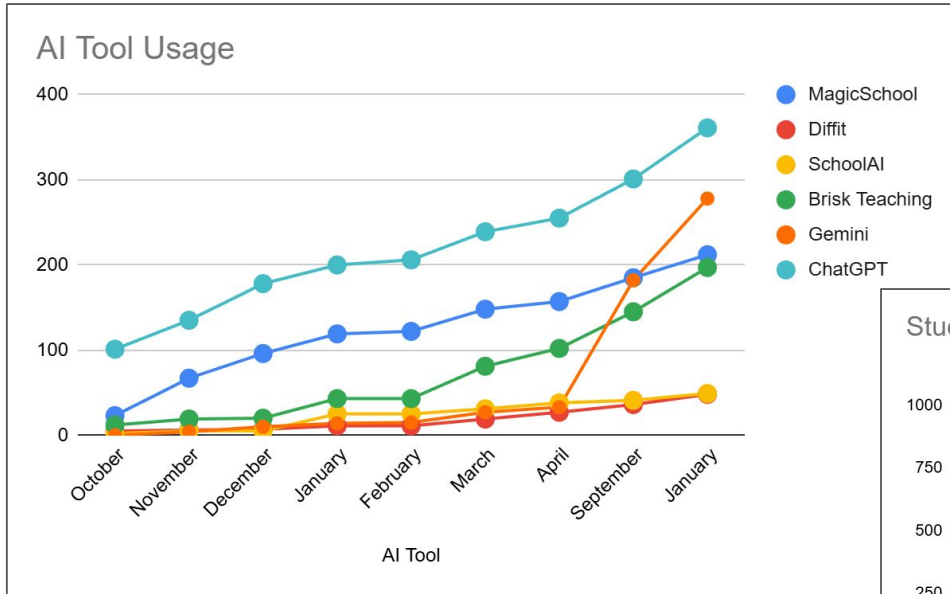
"I don't know much about AI."

"I need more information and examples to understand how AI applies to my work."

			
	<p>Which emoji best represents how you are feeling today about Artificial Intelligence in Education?</p>		
			



# Explored data on staff and student usage.



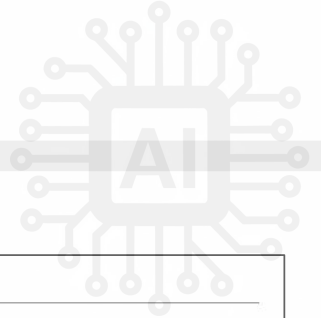
# Analyzed Staff AI Survey Data by Building

*What does the data tell us?*

*How does this data inform our actions?*

<b>While Viewing the Data</b>	<b>After Viewing the Data</b>
<ol style="list-style-type: none"><li>1. What patterns or surprises do you notice in how our school views the use of AI (both acceptable and not acceptable)?</li><li>2. Where do you see areas of strong agreement among staff, and where do you see uncertainty or mixed opinions?</li><li>3. What do these patterns suggest about our current comfort level and readiness to use AI in our school?</li></ol>	<ol style="list-style-type: none"><li>1. Based on this data, what opportunities could AI create for our teaching and student learning in <i>our building</i>?</li><li>2. What concerns or challenges do we need to address before AI can be used effectively here?</li><li>3. What kinds of professional learning or guidelines would help us move forward with AI in ways that feel both safe and useful for our staff and students?</li></ol>

# Developed and revised district policy and regulations to include AI



New Policy



## AI Literacy and Guidelines

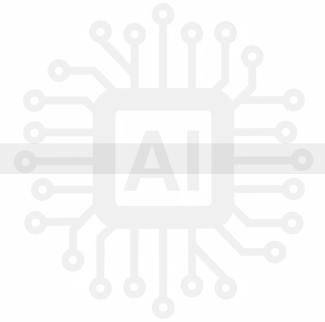
Bethel Public Schools

### What is generative artificial intelligence (AI)?

Generative artificial intelligence (AI) refers to a technology system including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user. These tools can assist in various educational tasks and enhance the learning experience.

### What is AI's role in the Bethel Public Schools classroom?

Policy Revisions



## Phase II (Building a Culture):

Shifts toward districtwide capacity building through professional learning, micro-credentialing, and transitioning AI use from administrative productivity to active instructional support.



# Engaged in Professional Reading & Discussion

- [The Top 5 Skills You Need For The Future Of Work](#) (Forbes, by Stahl)
- [Handout: AI and the Future of Teaching and Learning](#) (Office of Education Technology)
- [Post-apocalyptic education](#) (One Useful Thing, by Mollick)
- [The Case for News Literacy Skills in an AI World](#) (School Administrator Magazine, by Farnsworth & Adams)
- [Prompt Literacy: A Key for AI-Based Learning](#) (ASCD, by Jacobs & Fisher)
- [5 Ways to Use AI Tools to Meet Students' Needs](#) (Edutopia, by Nieves)
- [Student Guest Post: Shifting our Mindsets about AI: Reframing AI as the Sidekick Rather than the Villain](#), by Anthony Guerrero Zotea (CSULA student)
- [AI as a Sidekick. Not a Villain in Education](#) (NotebookLM Podcast)
- [The Power of Artificial Intelligence in Supporting Multilingual Learners](#), By Lindsey Braisted, Natalie Beach, Amber Spears, and Cassie Brown
- [Learning Reboot: Using AI Tools to Support Multilingual Learners](#), By Dr. Jamie Lake and Jessica Marine
- [The Future of Work](#), report by McLean & Company, a division of Info-Tech Research Group Inc.
- [Grade the Prompt](#), by Bob Hutchins

How must our educational approaches and physical environments evolve to prepare students for an AI-driven job market while fostering uniquely human skills like creativity and critical thinking?

How does the teacher's role shift with AI and how do staff perceptions and background knowledge influence the success of this transition?

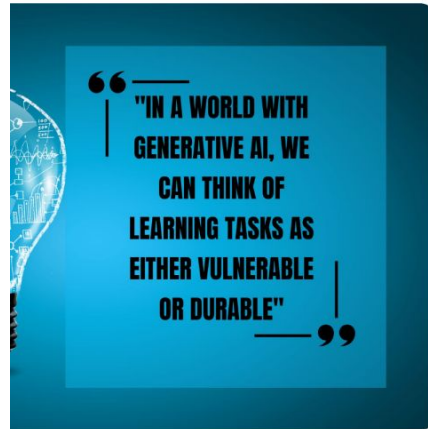
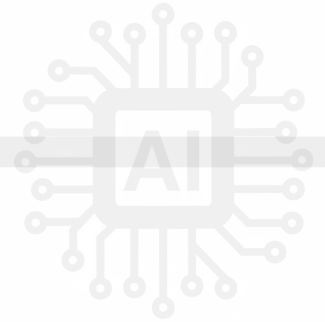
If "the prompt is the new product," how do we shift our grading and instruction to focus on the logic, intent, and iteration of student thinking rather than just the final output?

How can we differentiate between AI "supporting" a learner and AI doing the "heavy lifting," and how does understanding the "why" behind student misuse change our approach to plagiarism?

How can we move away from banning tools—which can damage student-teacher relationships—and instead collaborate with students to establish clear, developmentally appropriate boundaries?

What frameworks are necessary to ensure that AI use remains compliant with data privacy laws and addresses the inherent biases and "hallucinations" of the technology?

# Building foundational knowledge



**Vulnerable**  
VS.  
**Durable**



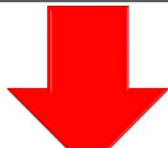
Durability



Engagement



Rigor as  
challenge



Vulnerability



Passivity



Rigor as  
volume

# Prompting as a literacy skill

## Prompting as a Literacy Skill

### Thinking Made Visible

- Prompts reveal what a learner understands
- Vague prompts often signal unclear thinking
- Revising a prompt is a form of revision and reflection
- Prompting keeps students in control of learning



Center for Artificial Intelligence

## CRAFTING YOUR PROMPTS: A PRACTICAL FRAMEWORK FOR EFFECTIVE AI USE

This framework supports intentional and effective prompt design when working with AI tools.

**C**

### CONTEXT

Context clarifies what you are working on and why it matters. It helps the AI understand the situation, goal, and setting so the response is relevant and aligned to your purpose.

**R**

### ROLE

Role defines what you want the AI to do by naming how it should show up. Assigning a role helps shape the perspective, expertise, and approach the AI uses in its response.

**A**

### AUDIENCE

Audience identifies who the work is for. Naming the audience helps the AI tailor language, examples, and level of detail so the output is appropriate and useful.

**F**

### FORMAT

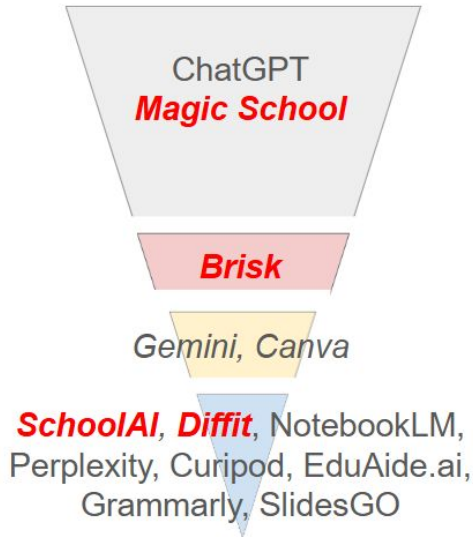
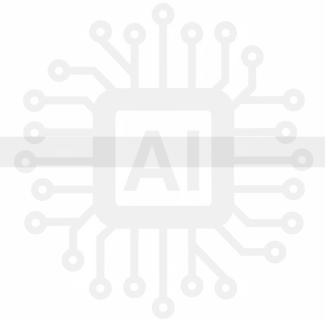
Format describes what kind of output best supports your learning or task. By specifying how the response should be structured, you make the information easier to understand and apply.

**T**

### TASK

Task asks you to decide what thinking should remain human and which parts of the work can be supported by AI. By naming what thinking is still yours, AI becomes a tool that assists work rather than replaces your expertise.

# Exploration of AI tools



1. Incorporate AI to meet the needs of diverse learners in a specific upcoming lesson, and/or
2. Adjust an upcoming lesson to make it more durable and AI resistant.

# Share your Learning!

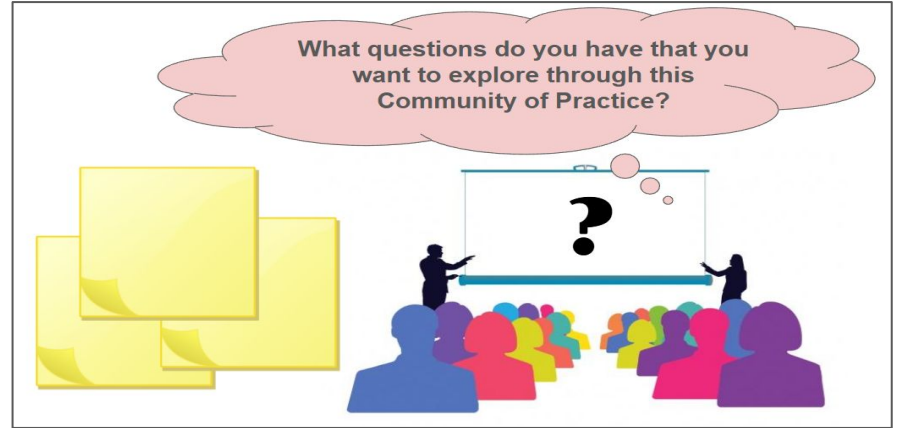
What tool(s) did you explore?

What features did you like and why?

What were some key takeaways?

What would you like to share with others? ★

How will you do this? ★



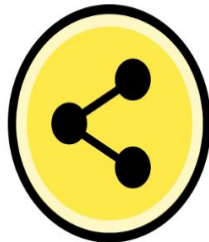
As we work today—

**Stay Curious, Focus on Student Learning, and Share the Space**

Share your new learning with this group! Think about something that you have learned that is surprising, interesting or innovative, that you'd like to share with your colleagues.

Later in our session—

Select what you will share with your colleague(s), considering when and how.



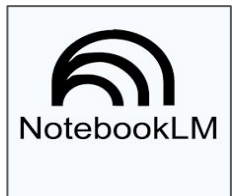
## Prepare to Share

*All Community of Practice members were asked to come prepared to share...*

1. How have you implemented your new learning in professional practice and/or classroom instruction?
2. How have you shared your new learning with colleagues?
3. What has been the impact of your actions?



# Professional Learning



## District Facilitated Sessions:

- What is Generative AI?
- Designing for Durability
- Designing for Diverse Learners with AI
- Exploring AI in EDU; Hands-on for Beginners
- Supporting Diverse Learners with UDL and AI Prompt Engineering
- Improving Rigor and Relevance and AI Prompt Engineering
- AI for Small Group Instruction
- Getting Started with NotebookLM
- Getting Started with Brisk Teaching

## Self-paced Options: February 17, 2026

- Brisk Certification Level 1 & 2
- BPS Artificial Intelligence Microcredentialing Course (based on the AI Tips Emails)
- Generative AI for Educators with Gemini (Google EDU)
- AI Basics for K-12 Teachers (from Common Sense Media)

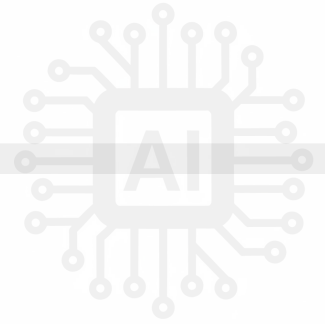
## EdAdvance Facilitated Sessions at BPS:

- AI in Education Overview w/ Matt Mervis
- AI to Support High Needs Students w/ Matt Mervis

## EdAdvance Workshops & Courses:

- Fall AI in Education Conference
- AI for School and District Leadership
- AI in Curriculum Writing and Development
- Spring AI in Education Conference
- AI for Directors of Digital Learning/Technology
- Fall & Winter AI Microcredentialing Course (SCSU)





## Phase III (Rules & Ethics)

Prioritizes the development of ethical guardrails, including a 5-level assessment scale and frameworks for addressing AI misuse, while launching student-facing literacy lessons.



# Developed an AI Assessment (Use) Scale

## Critical Thinkers - Collaborators - Creative Innovators - Ethical & Engaged Citizens

Bethel Public Schools Artificial Intelligence Use Scale					
<b>Standards Policy:</b> Unless otherwise specified by your teacher, the use of AI is not accepted.					
<b>Disclosure Requirement:</b> When AI is permitted, you must clearly disclose how the tool was used and cite it as a collaborator.					
The GOAL	LEVEL OF USE	Vision of a Learner Competencies			Ethical & Engaged Citizens
		Collaborators	Critical Thinkers	Creative Innovators	
<b>HUMAN ONLY</b> (The Independent Path)  The student completes the task entirely through their own cognitive effort. The work reflects the student's unassisted ability to think, reason, and create. The final product is a 100% authentic representation of the student's current skills.	<b>Level 1: No AI</b>	Communicate and work in groups on your own.  <i>Example:</i> AI talk and teamwork happen in person and without AI assistance. <b>Focus on:</b> individual communication and group process skills. [1]	Critical thinkers ask questions, consider perspectives, evaluate information and revise their understanding to make decisions and solve problems.  Solve problems and analyze into without AI. <i>Example:</i> Use your own knowledge and teacher-provided resources. <b>Focus on:</b> independent inquiry and research skills. [2]	Creative innovators explore ideas, adapt, and persist to make an impact.  Create original ideas from your own thoughts. <i>Example:</i> AI writing, art, and design are done without AI. <b>Focus on:</b> unassisted and unique personal expression. [3]	Ethical citizens show empathy, act responsibly both online and offline, and promote fairness.  Show personal responsibility and empathy. <i>Example:</i> Projects involve direct service or reflections done by you. <b>Focus on:</b> personal ethical choices and community impact. [4]
<b>AI FOR LEARNING</b> (The Receptive Path)  The AI helps the student progress in the learning process. The AI's output stays in the student's notes, brain, or outline. The final assignment the teacher sees is still 100% student-authored.	<b>Level 2: AI Planning</b>	Use AI to prepare for group work.  <i>Example:</i> Use AI to brainstorm roles or summarize your own research before the group discussion. <b>Focus on:</b> using AI to organize your thoughts for human interaction. [5]	Use AI to help gather information.  <i>Example:</i> Use AI to suggest research questions or first starting sources. <b>Focus on:</b> using AI as a foundation for your own deeper research. [6]	Use AI for initial inspiration.  <i>Example:</i> Use AI to create a "brain board" or "what if" scenarios to spark your own ideas. <b>Focus on:</b> using AI to move past "writer's block" or start a project. [7]	Use AI to research ethical topics.  <i>Example:</i> Use AI to look up case studies on digital safety or copyright rules. <b>Focus on:</b> using AI to understand complex social or ethical issues. [8]
<b>AI FOR CREATING</b> (The Expressive Path)  The AI's "voice" or "hand" is actually the final product. The AI helped write the sentences, create the images, or build the code that is being turned in.	<b>Level 3: AI Collaboration</b>	Use AI as a partner to improve group work.  <i>Example:</i> Use AI to suggest different viewpoints or draft initial reports. <b>Focus on:</b> how you combine AI ideas with your own unique voice. [9]	Use AI to help analyze complex data.  <i>Example:</i> Use AI to summarize 100+ text-center arguments. <b>Focus on:</b> checking for errors and verifying all AI-provided sources. [10]	Use AI to help refine your content.  <i>Example:</i> Use AI to help edit a paragraph or format a message for an audience. <b>Focus on:</b> how you modify and guide the AI to make the final work your own. [11]	Use AI to improve how you communicate.  <i>Example:</i> Use AI to help write a letter or draft a message for an audience. <b>Focus on:</b> maintaining honesty and personal tone in the message. [12]
	<b>Level 4: Full AI</b>	Direct AI to handle group tasks.  <i>Example:</i> Prompt the AI to organize meeting notes or create a presentation deck. <b>Focus on:</b> the quality of your prompts and your ability to explain the AI's logic. [13]	Direct AI to complete an engine.  <i>Example:</i> Prompt the AI to solve a complex problem. <b>Focus on:</b> how you prompted the tool and your ability to explain the AI's logic. [14]	Direct AI as the main creative engine.  <i>Example:</i> Prompt the AI to generate a full work. <b>Focus on:</b> your prompting skills and how you refined the AI output to meet your goals. [15]	Direct AI to plan a community effort.  <i>Example:</i> Prompt the AI to design an advocacy campaign. <b>Focus on:</b> your ethical oversight and personal tone in the actions. [16]
	<b>Level 5: AI Exploration</b>	Design new ways to work together using AI.  <i>Example:</i> Use advanced AI tools to solve a group challenge. <b>Focus on:</b> how you used the tool to create a positive impact on others. [17]	Design high-level products with AI.  <i>Example:</i> Create a small AI tool or chatbot that solves a local problem. <b>Focus on:</b> fairness, ethical design, and helping the community. [20]	Co-design high-level products with AI.  <i>Example:</i> Use AI agents or advanced coding to create a brand-new solution. <b>Focus on:</b> your deep understanding of the tool's advanced features. [18]	Build AI tools that help others.  <i>Example:</i> Create a small AI tool or chatbot that helps others. <b>Focus on:</b> how you used the tool to create a positive impact on others. [19]



ARTIFICIAL INTELLIGENCE USE SCALE				
LEVEL	COLLABORATORS	CRITICAL THINKERS	CREATIVE INNOVATORS	ETHICAL & ENGAGED CITIZENS
<b>1</b> No AI				
<b>2</b> AI Planning	Communicate and work in groups on your own.	Solve problems and analyze info without AI.	Create original ideas from your own thoughts.	Show personal responsibility and empathy.
<b>3</b> AI Collaboration	Use AI to prepare for group work.	Use AI to help gather information.	Use AI for initial inspiration.	Use AI to research ethical topics.
<b>4</b> Full AI	Use AI as a partner to improve group work.	Use AI to help analyze complex data.	Use AI to help refine your content.	Use AI to improve how you communicate.
<b>5</b> AI Exploration	Direct AI to handle group tasks.	Direct AI to complete an analysis.	Direct AI as the main creative engine.	Direct AI to plan a community effort.
<b>5</b> AI Exploration	Design new ways to work together using AI.	Use AI to find insights humans can't see alone.	Co-design high-level products with AI.	Build AI tools that help others.

**Standard Policy:** Unless otherwise specified by your teacher, the use of AI is not accepted.

**Disclosure Requirement:** When AI is permitted, you must clearly disclose how the tool was used and cite it appropriately.

# Family Communication

**Critical Thinkers - Collaborators - Creative Innovators - Ethical & Engaged Citizens**



## **Video Series\*: Navigating the Future of Education in the Era of AI.**

Video 1: Collaborators <https://www.wevideo.com/view/4016538094>

Video 2: Critical Thinkers <https://www.wevideo.com/view/4017461824>

Video 3: Creative Innovators <https://www.wevideo.com/view/4017464046>

Video 4: Ethical & Engaged Citizens

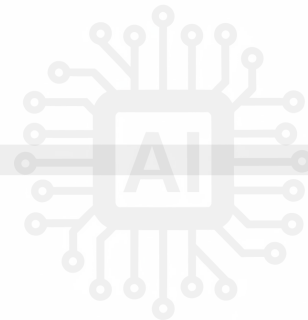
<https://www.wevideo.com/view/4017825650>

\*CC added and available in Spanish and Portuguese

**Some helpful questions you might ask your child include:**

- What AI level is this assignment?
- If students are allowed to use AI, ask them how they are using AI to support their learning?
- Lastly, it is important to acknowledge the use of AI. Ask you student how they are expected to communicating their use of AI and the role AI played in the learning process or the final product?

# Developing a Protocol for Suspected Unauthorized AI Use



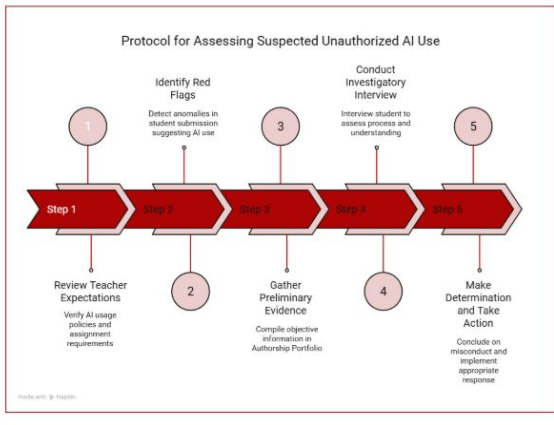
## Responding to Suspected Unauthorized AI Use

### Protocol Purpose

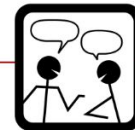
This guide walks you step by step through what to do **when you suspect a student has used AI without permission**. It is designed to be practical, sequential, and supportive—focused on investigation and learning through dialogue before issuing consequences and administrative actions.

**A Human-AI Collaborative Document:**  
 Authored by BPS Leadership with the assistance of Google Gemini; finalized through professional human review.

Gemini, Google, 06 Jan. 2026.  
<https://gemini.google.com>






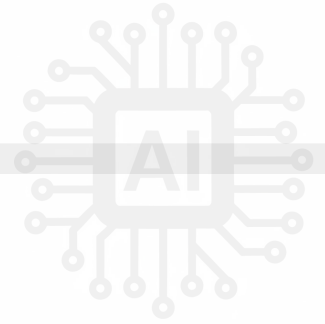
## “Stress testing” the Protocol



### The Setup—

- **Take a few minutes to review the protocol—hard copies are on the table!**
- **Groups of 3:** One **Teacher**, one **Student**, and one **Observer** (Parent or Community Member).
- **The Goal:** The Teacher aims to use “Investigation through Dialogue” to determine the student’s level of understanding, while the Student follows the “Secret Truth” on their card.

SCENARIO 1 	SCENARIO 2 	SCENARIO 3 
High School Science	Middle School ELA	Elementary/Intermediate History
The Context: A student submits a lab report for Biology. The data is accurate, but the analysis section uses complex transitions and vocabulary (e.g., “The enzymatic reaction precipitated a catalytic transformation”) that the student has never used before.	The Context: An 8th grader submits a reflection on a book. The first two paragraphs are simple and clear, but the final paragraph is a perfectly structured, three-point analytical summary that misses the specific “Bethel connection” required in the prompt.	The Context: A 5th grader submits a short story. The story features a character named “Sir Reginald” (a name the AI often suggests) and includes a very specific historical detail about the 1800s that wasn’t taught in class.
AIAS Level Assigned: Level 1 (No AI).	AIAS Level Assigned: Level 2 (AI Planning Only).	AIAS Level Assigned: Level 1 (No AI).



# Phase IV (Implementation & Innovation):

Centers on the practical application and scaling of AI through classroom pilots, real-time instructional observation, and the formal drafting of the AI Literacy Curriculum.



# Now a Core Service through Google!

NotebookLM

**UPDATE**

Google Gemini

+


BRISK TEACHING

+ Create new

Overview  
Google Workspace  
Google Classroom  
Other ED Software  
& Hardware  
Artificial Intelligence  
Support for Staff & Families

Name: Bethel Public Schools  
Class: Digital Learning 25-26

**STAFF:**  
**DIGITAL LEARNING NOTEBOOK!**

  
Donna Burns  
Director of Instructional Technology  
Bethel Public Schools  
[burns@bethel.k12.ct.us](mailto:burns@bethel.k12.ct.us)



# Exploration of AI tools through a Pilot



## Problem of Practice and Focus Questions



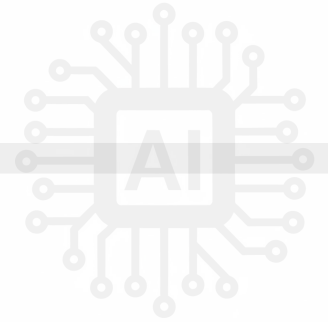
### Proposed Problem of Practice (PoP)

How can we leverage Brisk Teaching tools not just to automate tasks, but to enhance instructional precision and foster student-led critical thinking?

### Proposed Key Focus Questions:

1. **Evidence of Synthesis:** To what extent is the user (teacher or student) synthesizing AI-generated output with their own expertise or research, rather than accepting it as a final product?
2. **Instructional Precision:** How does the use of Brisk (e.g., text leveling or targeted feedback) allow the instruction to meet the specific, diverse needs of the learners in the room?
3. **Student (or Peer) Agency:** In what ways does the AI tool act as a scaffold for deeper inquiry rather than a replacement for human thought?

# What's ahead?



1. Continued communication to staff and students; family campaign around AI in Bethel Public Schools in alignment with Vision of Learner
2. Finalize the suspected use document and “stress test” it.
3. AI toolkit for staff
4. AI resources for families
5. Determine the outcome of the Brisk pilot and plan accordingly.
6. PL for staff on Gemini, Notebook and Brisk (TBD) in the Fall.
7. AI Literacy Curriculum - continue draft, alignment and instructional integration



Minutes of the Bethel Board of Education Regular Meeting held on Thursday, January 29, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801 and via live Stream.

Attendance: Fran Gallagher

Administrative Attendance: C Carver, K Brooks, J Variale, B Watson, B Grieco, J Taranovich, S Mariconda, M Stabile, T Soucy, C Sipala, M Walsh

S. Clayton, Chair, called the meeting to order at 7:00 PM.

**Board Members Attendance:**

Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Ms. Jane Gangi:	Present
Ms. Gabriel Hernandez:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	<i>Absent</i>
Ms. Brenda Reed:	Present
Ms. Lauren Shekari:	Present

**1. Call to Order**

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

**2. Board Recognition/A Salute to Excellence**

2.A. Gifts, Grants, & Bequests

2.A.1. Donation to ROTC - Christmas Tree Fundraiser

2.A.2. Donation to the BHS Art Department

2.A.3. Sensory Path

2.A.4. Donation to Principals Account

**3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES**

3.A. Superintendent's Proposed 2026-2027 Education Budget Presentation

Dr. Carver presented the 2026-2027 Proposed Education Budget.

**4. Consent Calendar**

4.A. Approval of Minutes

#### 4.A.1. December 18, 2025 - Regular Board of Education Meeting

**Move to approve the minutes of the December 18, 2025 Regular Board Meeting. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.**

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Jane Gangi:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Ms. Brenda Reed:	Yea
Ms. Lauren Shekari:	Yea

#### 5. Correspondence

#### 6. Public Comment

Mr. Fran Gallagher - 18 Partridge Drive. Spoke about health insurance.

#### 7. Administrative/Board Member Update

##### 7.A. Board Chairperson Update

##### 7.B. Administrative Update

##### 7.B.1. 2025-2026 BOE District Data Sheet

##### 7.B.2. CAPSS - 2026 Connecticut's Priority: Our Public Schools

#### 8. Reports to the Board

#### 9. Adjourn

**Move to adjourn at 8:32PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.**

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Jane Gangi:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Ms. Brenda Reed:	Yea
Ms. Lauren Shekari:	Yea

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Kylie D'Arcangelo', with a long horizontal flourish extending to the right.

Kylie D'Arcangelo  
Board Recorder

**Minutes of the Bethel Board of Education Special Meeting Budget Workshop - Schools/Athletics held on Tuesday, February 3, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801, and Live Stream.**

**Attendance: None.**

**Administrative Attendance: C Carver, K Brooks, J Variale, B Grieco, D Burns, T Soucy, C Troetti, M Caron, C Sipala**

**S. Clayton, Chair, called the meeting to order at 7:00 PM.**

**Board Members Attendance:**

<b>Mr. Scott Clayton:</b>	<b>Present</b>
<b>Mrs. Kara DiBartolo:</b>	<b>Present</b>
<b>Mr. Bill Foster:</b>	<b>Present</b>
<b>Ms. Jane Gangi:</b>	<b><i>Absent</i></b>
<b>Ms. Gabriela Hernandez:</b>	<b>Present</b>
<b>Mrs. Jen Larsen:</b>	<b>Present</b>
<b>Mrs. Courtney Martin:</b>	<b>Present</b>
<b>Ms. Brenda Reed:</b>	<b>Present</b>
<b>Ms. Lauren Shekari:</b>	<b><i>Absent</i></b>

**1. Call to Order**

**1.A. Roll Call for Quorum**

**1.B. Pledge of Allegiance**

**2. Budget Workshop (Schools/Athletics)**

Dr. Carver and her administrative team answered questions submitted by the Board of Education on professional learning, research services, textbooks, school monitors, security monitors, the percentage of next year's budget taken up by medical/dental insurance, special education, and multilingual teachers, self-insurance, list of items budgeted back in and what was not budgeted back in, custodian overtime, contingency line, substitute teachers, purchased professional services, other purchased services, due and fees, tutors, conference registration fees, increase in sports and clubs, district transportation, furniture and fixtures, increase in other supplies at Rockwell, increase in copier leases, increase in fiscal services, summer school, decrease in unemployment, nurses secretaries, and professional services at BHS. The Board will be meeting again on February 5, 2026, for the next budget workshop.

**3. Correspondence**

**4. Public Comment**

None.

## 5. Adjourn

**Move to adjourn at 8:15 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.**

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Brenda Reed:	Yea

Respectfully submitted,



Kylie D'Arcangelo  
Board Recorder

**Minutes of the Bethel Board of Education Regular Meeting - Budget Workshop - IT, Curriculum, Special Education held on Thursday, February 5, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801, and via Live Stream**

**Attendance: None**

**Administrative Attendance: C Carver, K Brooks, J Variale, C Sipala, M Stabile, D Burns**

**S. Clayton, Chair, called the meeting to order at 7:01 PM.**

**Board Members Attendance:**

<b>Mr. Scott Clayton:</b>	<b>Present</b>
<b>Mrs. Kara DiBartolo:</b>	<b>Present</b>
<b>Mr. Bill Foster:</b>	<b>Present</b>
<b>Ms. Gabriela Hernandez:</b>	<b>Present</b>
<b>Mrs. Jen Larsen:</b>	<b>Present</b>
<b>Mrs. Courtney Martin:</b>	<b><i>Absent</i></b>
<b>Ms. Brenda Reed:</b>	<b>Present</b>
<b>Ms. Lauren Shekari:</b>	<b>Present</b>

**1. Call to Order**

**1.A. Roll Call for Quorum**

**1.B. Pledge of Allegiance**

**2. Budget Workshop - IT, Curriculum, Special Education**

Dr. Carver and her administrative team answered questions submitted by the Board of Education on school psychological services, special education tuition costs, paraeducators, speech-language pathologist, ESY salary reduction for paras, ESY teachers, special education transportation, equipment purchases, social workers, COF staff, OTs and PTs, preschool, special education numbers and high needs cases, bilingual evaluations, tech supplies and Chromebooks, technology budget increase and electronic storage for records retention. The Board will meet again on February 10, 2026, for the next budget workshop.

**3. Correspondence**

**4. Public Comment**

None.

**5. Adjourn**

**Move to adjourn at 8:09 PM Passed with a motion by Mr. Scott Clayton and a second by Mrs.**

**Jen Larsen.**

Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Ms. Brenda Reed:	Yea
Ms. Lauren Shekari:	Yea

Respectfully submitted,



Kylie D'Arcangelo  
Board Recorder

**Minutes of the Bethel Board of Education Special Meeting held on Thursday, February 12, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801 and via Live Stream.**

**Attendance: Meghan Friedland, Lily Friedland**

**Administrative Attendance: J Variale**

**J. Larsen, Secretary, called the meeting to order at 7:01 PM.**

**Board Members Attendance:**

<b>Mr. Dan Carter, Ex-Officio</b>	<b>Present (7:03PM)</b>
<b>Mr. Scott Clayton:</b>	<b>Absent</b>
<b>Mrs. Kara DiBartolo:</b>	<b>Absent</b>
<b>Mr. Bill Foster:</b>	<b>Absent</b>
<b>Ms. Gabriela Hernandez:</b>	<b>Present</b>
<b>Mrs. Jen Larsen:</b>	<b>Present</b>
<b>Mrs. Courtney Martin:</b>	<b>Absent</b>
<b>Ms. Brenda Reed:</b>	<b>Present</b>
<b>Ms. Lauren Shekari:</b>	<b>Present</b>

**1. Call to Order**

**1.A. Roll Call for Quorum**

**1.B. Pledge of Allegiance**

**2. Leadership Profile Presentation**

Mary Broderick and Jack Reynolds from CAFE presented the Bethel Public Schools Superintendent Search Leadership Profile to the Board. The Leadership Profile is posted on the Bethel Public Schools website on the Superintendent Search Committee page.

**3. Correspondence**

**4. Public Comment**

None.

**5. Adjourn**

**Move to adjourn at 7:50PM. Passed with a motion by Mrs. Jen Larsen and a second by Lauren Shekari.**

<b>Ms. Gabriela Hernandez:</b>	<b>Yea</b>
<b>Mrs. Jen Larsen:</b>	<b>Yea</b>

<b>Ms. Brenda Reed:</b>	<b>Yea</b>
<b>Ms. Lauren Shekari:</b>	<b>Yea</b>

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Kylie D'Arcangelo', with a stylized flourish extending to the right.

Kylie D'Arcangelo  
Board Recorder

**Minutes of the Bethel Board of Education Special Meeting - Budget Workshop - Facilities/Budget Deliberations/Approval held on Tuesday, February 17, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801 and via Live Stream.**

**Attendance: None**

**Administrative Attendance: C Carver, K Brooks, J Variale, C Sipala**

**S. Clayton, Chair, called the meeting to order at 7:00 PM.**

**Board Members Attendance:**

Mr. Scott Clayton:	Present
Mr. Bill Foster:	Absent
Ms. Gabriella Hernandez:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Present
Ms. Brenda Reed:	Present
Ms. Lauren Shekari:	Present

**1. Call to Order**

**1.A. Roll Call for Quorum**

**1.B. Pledge of Allegiance**

**2. Budget Workshop — Facilities/Budget Deliberations/Approval**

Dr. Carver answered questions from the Board members regarding the HVAC systems, the 460 account, security systems, incentives to hire the 2 open special education positions, the emergency contingency line, and provided a list of prior reductions with cost estimates.

**Move to accept the budget with the 6.74% increase. Failed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.**

Ms. Gabriela Hernandez:	Nay
Ms. Brenda Reed:	Nay
Ms. Lauren Shekari:	Nay
Mr. Scott Clayton:	Yea
Mrs. Jen Larsen:	Yea

Ms. Shekari made a motion to add 3 positions to the budget — these positions are listed on the document of prior budget reductions. The positions are the Math Interventionist at BHS, the Shop Teacher at BMS, and one full-time custodian. Upon further discussion, Ms. Shekari amended the motion to add 2 positions were recommended to be added to the budget: the Math Interventionist at BHS and the full-time custodian.

**Move to amend the budget to include 2 additional positions: Math Interventionist at BHS, and one full time custodian increasing the budget by \$232,754 for a total budget of \$62,545,049. Passed with a motion by Lauren Shekari and a second by Gabriela Hernandez.**

Ms. Gabriela Hernandez:	Yea
Ms. Brenda Reed:	Yea
Ms. Lauren Shekari:	Yea
Mr. Scott Clayton:	Nay
Mrs. Jen Larsen:	Nay

**Move to approve the 460 account as written in the amount of \$696,769. Passed with a motion by Mr. Scott Clayton and a second by Lauren Shekari.**

Mr. Scott Clayton:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Ms. Brenda Reed:	Yea
Ms. Lauren Shekari:	Yea

### **3. Correspondence**

Mr. Clayton discussed correspondence he received about the BEF auction.

### **4. Public Comment**

None.

### **5. Adjourn**

**Move to adjourn at 8:11 PM. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.**

Mr. Scott Clayton:	Yea
Ms. Gabriela Hernandez:	Yea
Mrs. Jen Larsen:	Yea
Ms. Brenda Reed:	Yea
Ms. Lauren Shekari:	Yea

Respectfully submitted,



Kylie D'Arcangelo

Board Recorder

January 28, 2026

**Meg Scata**  
President  
Portland

Dear New Board Member:

**Lon Seidman**  
First Vice President  
Essex

*Happy New Year and congratulations on being elected to your Board of Education!*

**Kim Walker**  
Vice President  
for Government Relations  
Westbrook

School Board service is one of the best ways to give back to your community and we're glad you decided to get involved in one of the most important roles of any citizen: ensuring the best possible education for students.

**Jaime Barr Shelburn**  
Vice President  
for Professional Development  
East Lyme

The Connecticut Association of Boards of Education (CABE) is your most important resource in ensuring that you have the best information, most effective professional development and experienced consultation as you make decisions affecting hundreds, if not thousands of students. CABE is governed by a Board of Directors and has a 13-member staff, all eager to help you with your new position.

**Francoise Deristel-Leger**  
Secretary/Treasurer  
Hartford

This envelope contains information on both CABE and school board service. Additionally, you will find our *2026 Membership Guide*, a *Directory of CABE Board Members and staff* who are here to meet your needs, and a *Roles and Responsibilities of Board of Education Membership booklet*. We see the Board, its members, and the Superintendent as a team, all working to help students grow socially, emotionally, and academically. We hope it helps you develop a framework for ensuring effective work by your leadership team.

**Leonard Lockhart**  
Immediate Past President  
Windsor

If you have not already, you will soon be receiving the *CABE Journal*, emails on advocacy, policy and other subjects, as well as information on upcoming activities. We suggest you read them as a helpful guide to your work. We also look forward to seeing you at CABE programs.

**Marion Manzo**  
Member at Large  
Region 15

We hope that you look to CABE for guidance as you fulfill your new roles and responsibilities. School board service may be time-consuming and challenging, but we expect you will soon feel comfortable in your role.

**Patrice A. McCarthy**  
Executive Director  
and General Counsel

**Once again, congratulations!** Board service is a wonderful opportunity to leave a legacy for your students, your town and the state as a whole.

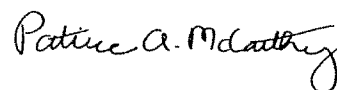
**Lisa M. Steimer**  
Deputy Executive Director

Please contact us if you would like further information. We look forward to serving you!

**Nicholas D. Caruso, Jr.**  
Associate Executive Director  
for Field Services and  
Technology

Ready! Set! **Govern!**

**Jody Goeler**  
Senior Staff Associate  
for Policy Services



**Sheila McKay**  
Associate Executive Director  
for Government Relations

Meg Scata  
President

Patrice McCarthy  
Executive Director and  
General Counsel

**Conrad Vahlsing**  
Deputy General Counsel

**Joanna Iannucci**  
Coordinator of Finance  
and Administration

cc: Board Chair (memo only)  
Superintendent (memo only)

# BETHEL PUBLIC SCHOOLS 2026- 2027 CALENDAR

**DRAFT**  
Subject to Change  
BOE Review/Approval 2026

August 4				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17 <sup>3</sup>	18 <sup>3</sup>	19 <sup>3</sup>	20	21
24	25	26	27	28
31				

18 - BMS 6th Grade Orientation  
19 - BHS Freshman Orientation  
17 - 19 - New Staff Orientation  
24, 25 - Professional Learning Day - No School - K-12  
26 - First Day of School (Note: Full Day K-12)

September 20				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

7 - Labor Day  
(12 - Rosh Hasharrah - begins sundown 9/11 - sundown 9/12)  
21 - Yom Kippur

October 21				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

12 - Professional Learning Day - No School - K-12  
28, 29, 30 Conference Day - Early Dismissal - K-8  
28 - PSAT - & Professional Learning - Early Dismissal - BHS (\*BHS No Conferences)  
29 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS  
30 - Conference Day - Early Dismissal BHS

November 16				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

3 - Professional Learning Day - No School - K-12 / Election Day  
11 - Veteran's Day  
25-27 -Thanksgiving Recess

December 17				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

23 - Early Dismissal K-12  
24 - 31- Holiday Recess

January 19				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 - New Year's Day Observed  
18 - Martin Luther King Day

February 17				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

\*\*12-15 Presidents' Day Recess  
16 - Professional Learning Day - No School - K-12

March 22				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17*	18	19
22	23	24	25	26
29	30	31		

17, 18, 19 Conference Day - Early Dismissal - K-8  
17 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS  
18 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS  
19 - Conference Day - Early Dismissal - BHS  
26 - Good Friday

April 17				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

12 - 16 Spring Recess

May 20				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

28 - Professional Learning Day - Early Dismissal K-12  
31 - Memorial Day Observed

June 13				
M	T	W	T	F
	1	2	3	4
7	8	9	10 <sup>^</sup>	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

10 - \*Last day of school - Early Dismissal - K-12 (Tentative)  
17 - High School Graduation will be no later than 6/17  
Final date TBD @ 1st BOE meeting in April.

July 0				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

TBD - First Day of Summer School  
5 - Fourth of July Observed  
TBD - Last Day of Summer School

	6th Grade Orientation
	BHS Freshman Orientation
	Beginning/Ending of Student Year
	Schools Closed - Holiday/Recess
	Early Dismissal K-12- Holiday/Recess
	Professional Learning Day - Early Dismissal K-12
	Professional Learning Day - No School

	Conference Day - Early Dismissal - K-12
	Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
	SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Make-up days for emergency closings.
	*Built in Emergency Closing date
	Snow Day/Schools Closed
	New Staff Orientation

BOE Accepted 3/27/25

\*\*This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 18-30, as needed. High School Graduation will take place no later than June 17th.

If 5 or more snow days are used by Presidents' Day Recess, the District will be in session on February 12th and February 15th. We will make every effort to avoid using April 12-16 as make-up days. Please be aware of this information when making travel plans. State law does not allow for extending the school day, school to be in session on a Saturday or Sunday, or going beyond June 30th.

Note: Calendar provides for 186 student days (^181st Day.)

# BETHEL PUBLIC SCHOOLS 2027- 2028 CALENDAR

**DRAFT**  
Subject to Change  
BOE Review/Approval 2027

**August** 5

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16 <sup>3</sup>	17 <sup>1</sup>	18 <sup>2</sup>	19	20
23	24	25	26	27
30	31			

17 - BMS 6th Grade Orientation  
18 - BHS Freshman Orientation  
16 - 18 - New Staff Orientation  
23, 24 - Professional Learning Day - No School - K-12  
25 - First Day of School (Note: Full Day K-12)

**September** 21

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 - Labor Day

**October** 19

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 - Professional Learning Day - No School - K-12  
11 - Yom Kippur  
27, 28, 29 Conference Day - Early Dismissal - K-8  
27 - PSAT - & Professional Learning - Early Dismissal - BHS (\*BHS No Conferences)  
28 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS  
29 - Conference Day - Early Dismissal BHS

**November** 17

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

2 - Professional Learning Day - No School - K-12 /Election Day  
11 - Veteran's Day  
24-26 -Thanksgiving Recess

**December** 17

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

23 - Early Dismissal K-12  
24 - 31- Holiday Recess

**January** 20

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

17 - Martin Luther King Day

**February** 18

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			

\*\*18-21 Presidents' Day Recess  
22 - Professional Learning Day - No School - K-12

**March** 23

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22*	23	24
27	28	29	30	31

22, 23, 24 Conference Day - Early Dismissal - K-8  
22 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS  
23 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS  
24 - Conference Day - Early Dismissal - BHS

**April** 14

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

14 - Good Friday  
17 - 21 Spring Recess

**May** 21

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

26 - Professional Learning Day - Early Dismissal K-12  
29 - Memorial Day Observed

**June** 11

M	T	W	T	F
			1	2
5	6	7	8 <sup>^</sup>	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8 - \*Last day of school - Early Dismissal - K-12 (Tentative)  
15 - High School Graduation will be no later than 6/15  
Final date TBD @ 1st BOE meeting in April.

**July** 0

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

TBD - First Day of Summer School  
4 - Fourth of July Observed  
TBD - Last Day of Summer School

	6th Grade Orientation
	BHS Freshman Orientation
	Beginning/Ending of Student Year
	Schools Closed - Holiday/Recess
	Early Dismissal K-12- Holiday/Recess
	Professional Learning Day - Early Dismissal K-12
	Professional Learning Day - No School

	Conference Day - Early Dismissal - K-12
	Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
	SAT/PSAT & Prof. Learning - Early Dismissal - BHS
	Make-up days for emergency closings.
	*Built in Emergency Closing date
	Snow Day/Schools Closed
	New Staff Orientation

**BOE Accepted**

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