

Bethel Board of Education Regular Meeting

Thursday, March 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. Call to Order	Speaker(s): Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
2. Board Recognition/A Salute to Excellence	Speaker(s): Christine Carver
2.A. Gifts, Grants, & Bequests	
2.A.1. Hockey Equipment	
3. Consent Calendar	Speaker(s): Policy 9326
3.A. Approval of Minutes	
3.A.1. February 19, 2026 - Regular Board of Education Meeting	
4. Correspondence	Speaker(s): Policy 9326
5. Public Comment (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.)	Speaker(s): Policy 9326
6. Administrative/Board Member Update	Speaker(s): Policy 9326
6.A. Board Chairperson Update	
6.B. Administrative Update	Speaker(s): Christine Carver
6.B.1. 2025-2026 BOE District Data Sheet	Speaker(s): Christine Carver
7. Reports to the Board	
7.A. Curriculum, Assessment, & Professional Practices	
7.A.1. BHS Art Curriculum - Art II, Drawing I, Printmaking, Craft Design	Speaker(s): Becca Lacey
7.A.2. AP Art History Textbook	Speaker(s): Becca Lacey
7.A.3. PreCalculus 31 and PreCalculus 42 curricula	Speaker(s): Jason Gill

7.B. Resource Management & Business Operations

7.B.1. Facilities **Speaker (s):** Policy
3132

7.B.1.a. HVAC Project Update **Speaker (s):** Christine
Carver & Jen Variale

7.B.1.b. Authorization for DRIP Funding **Speaker (s):** Jen
Viale & Christine
Carver

8. Action Items

8.A. 2026-2027 School Calendar - Approval

8.B. 2027-2028 School Calendar - Accept Draft

9. Recommended Executive Session

9.A. Personnel Matter - Sick Bank/MOU Request

9.B. CT General Statues - 1-201(b)(9) Personnel -
Negotiations - Bethel Association of Educational
Secretaries, Local 1303-146 of Council #4,
AFSCME, AFL-CIO

10. Adjourn

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, February 19, 2026, in Board of Education Conference Room E, 1 School Street, PO Box 253 Bethel, CT 06801 and Live Stream

Attendance: Jane Gangi

Administrative Attendance: C Carver, K Brooks, J Variale, D Burns

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

Board Members Attendance:

Mr. Scott Clayton:	Present
Mr. Bill Foster:	Present
Ms. Gabriela Hernandez:	Present
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Absent
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

The boys indoor track team won their 3rd consecutive SWC Championship on Saturday, February 7, 2026. They also won the State Championship on Thursday, February, 12, 2026. The Bethel Cheer team won the sportsmanship award at the SWC competition on Saturday, February 7, 2026.

2.A. Gifts, Grants, & Bequests

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. AI Presentation

Mrs. Burns, Director of Instructional Technology, presented on artificial intelligence.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. January 29, 2026

Move to approve the minutes of January 29, 2026. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

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

4.A.2. February 3, 2026

Move to approve the minutes of February 3, 2026. Passed with a motion by Mr. Scott Clayton and a second by Gabriela Hernandez.

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

4.A.3. February 5, 2026

Move to approve the minutes of February 5, 2026. Passed with a motion by Mr. Scott Clayton and a second by Brenda Reed.

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

4.A.4. February 12, 2026

Move to approve the minutes of February 12, 2026. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

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

4.A.5. February 17, 2026

Move to approve the minutes of February 17, 2026. Passed with a motion by Mr. Scott

Clayton and a second by Gabriela Hernandez.

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

5. Correspondence**6. Public Comment**

Jane Gangi, 60 Whippoorwill Road — Dr. Gangi recommended to the Board about decision-making as the Board starts the process of selecting a new Superintendent.

7. Administrative/Board Member Update**7.A. Board Chairperson Update**

Mr. Clayton updated the Board on some AI and Language Proficiency articles he read. Mr. Clayton asked the Board to please check their calendars as they have a few meetings coming up. Mr. Clayton discussed committee assignments and mentioned that since there will be two new board members, there may be some changes to committee assignments. Mr. Clayton and Dr. Carver hope to meet with the new Board members next week. Mr. Clayton attended the CABE Board Chair check-in meeting where they discussed upcoming legislation, specifically Term and Just Cause and a proposal to pay student teachers. Ms. Reed is the Board representative for EdAdvance. She attended a quick meeting where they discussed the sale of Workspace. Mr. Foster is the Board liaison to the Park and Recreation Commission. Mr. Foster gave an update on the Park and Rec capital plan (which has not been approved yet). In 2026–2027, they would like to add 6 Pickleball courts at Johnson as well as fix the drainage issues on the Johnson soccer/softball fields. In 2027-2028, they would like to fix the Berry/Kisling field and upgrade the school athletic lighting. In 2028–2029, they are looking to make some renovations to Hunt Field.

7.B. Administrative Update

Dr. Carver updated the Board on the draft calendars for the 2026-2027 and 2027-2028 school years. Dr. Carver discussed Ms. Shekari's request to add a Muslim holiday to the school calendar. Dr. Carver discussed with the Board that the last day of school (as of right now) is June 18, 2026. If the last day of school gets bumped to June 19th, there would be a half day of school and there will be lessons that celebrate and honor the meaning of the federal holiday. Dr. Carver discussed with the Board that the snow day on December 23rd was a half day, so the make-up day, which is June 17, will be a half day for students. Dr. Carver shared the requested date for graduation with the Board. This date will be voted on after April 1st. Dr. Carver shared that Mr. Stevens completed the Tools for Schools survey and the results are posted on the Facilities page on the district's website.

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

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

The administration is recommending Wednesday, June 17, 2026 on Ralph DeSantis Field at 6pm. Rain date is 6/18/26. The tentative last day for students is June 18, 2026 (half day). The Board will be asked to vote to approve the graduation date at its regular meeting in April.

8. Reports to the Board

8.A. Resource Management & Business Operations

8.A.1. Financial Update

Ms. Variale updated the Board on quarterly spending.

8.A.2. Budget Transfers

Ms. Variale updated the Board on the budget transfers.

Motion to approve the budget transfers. Passed with a motion by Mr. Bill Foster and a second by Gabriela Hernandez.

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

8.A.3. Bid Waiver for HVAC Maintenance

Ms. Variale discussed the HVAC Bid Waiver.

Motion to approve the bid waiver for HVAC maintenance. Passed with a motion by Mr. Bill Foster and a second by Gabriela Hernandez.

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

9. Adjourn

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

Mr. Scott Clayton:	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

updated resource on children's and young adult literature External Inbox



jane gangi <janegangi@snet.net>

to me

Dear Bethel Board of Education,

I am excited to share recent updates on our Collaborative for Equity in Literacy Learning (CELL) website. Sten Perkins, Associate Director of Marketing at Mount Saint Mary College winners to "evergreen" links that will update automatically in subsequent years. A Table of Contents is below.

I have an ongoing project: [Recent Children's and Young Adult Literature of War, Genocide, Immigrants, and Refugees](#). I have been invited to speak in Greece on the topic ne

My 283 book powerpoint on books depicting Black men and boys that I compiled for a summit on the literacy needs of Black males at the University of North Carolina Chapel Hill is Common Core's recommended books is there (which CCSS never added to their website even though they said they would). In the CCSS, the first read-aloud depicting a child of c *Contemporary Children's and Young Adult Literature: Cambodia to Darfur* are also there.

Also in this email there is a link to the stories Mount Saint Mary College graduate students and I told during the pandemic. Some of the stories I told to all ten second grades at Berr

Please include in the minutes of the next BOE meeting where public input is allowed, and please forward to anyone you like. Happy to share with you all.

Sincerely, Jane M. Gangi, PhD

Children's and YA Lit: <https://www.msmc.edu/about/centers-institutes/the-collaborative-for-equity-in-literacy-learning/resources/children-s-and-young-adult-literature/>

Stories: <https://www.msmc.edu/about/centers-institutes/the-collaborative-for-equity-in-literacy-learning/stories-for-children/>

TABLE OF CONTENTS

African Americans

- [American Library Association Coretta Scott King Award](#)
- American Library Association Coretta Scott King/John Steptoe New Talent Author Award
- American Library Association King Illustrator Award
- American Library Association King Author Award
- Black Authors Matter Award given in August.
- [National Council for the Social Studies Carter G. Woodson Award and Outstanding Merit Book Award Recipients](#) are given in May.
- [283 Books Depicting Black Males Slideshow \(Bibliography\)](#)
- [The Brown Book Shelf](#)

American Indians

- American Library Association [American Indian Youth Literature Award](#)
 - Picture Book
 - Middle Grade
 - Young Adult
- [Cynthia Leitich Smith](#)
 - Books for Kids
 - Books for Young Adults
- Debbie Reese's American Indians in Children's Literature blog

Asian/Pacific Americans

- American Library Association Asian/Pacific American Awards for Literature
 - Children's Literature
 - Picture Book
 - Young Adult
- American Library Association Asian/Pacific American Award for Pasifika
 - Picture Book
- National Consortium for Teaching about Asia Freeman Book Awards are announced early to mid-year

Audio books

- American Library Association Odyssey Award

Chapter books (usually)

- American Library Association Newbery Award
- Children's Literature Association Phoenix Award is announced in late June
- Jane Addams Book for Older Children Awards to promote peace and social justice are given in January

Disabilities

- American Library Association Schneider Family Book Award
 - Younger Children's
 - Middle Grade
 - Young Adult

Diverse books, all kinds

- Center for the Study of Multicultural Literature awards are given in March
- Children's Book Committee at Bank Street College Best Children's Book of the Year is announced in March
 - Flora Stieglitz Straus Award for Nonfiction
 - Josette Frank Award for books handling difficulties in a positive way
- Cooperative Children's Book Center (CCBC) are listed in March
- Goddard Riverside CBC Youth Book Prize for Social Justice are given in September
- International Literacy Association Notable Books for a Global Society is announced in January
- Skipping Stones Award, Multicultural and International Awards are given in June
- We Need Diverse Books Walter Dean Myers Awards are announced in January

General—Picture book, fiction poetry and nonfiction

- Boston Globe-Horn Book Awards are given in late June

- National Book Awards for Young People's Literature are given in mid-November
 - New York Public Library Best Books are given in mid-November
 - World of Words (WOW by Kathy Short)
-

Immigrants and Refugees

- American Immigration Council Awards are given in June
 - Global Refuge Recommended Reading
 - I'm Your Neighbor Book Awards are given in December
 - [Recent Children's and Young Adult Literature of War, Genocide, Immigrants, and Refugees](#) – compiled by Dr. Jane Gangi
-

International

- African Studies Association Children's Africana Book Awards are given in November
 - American Library Association Mildred L. Batchelder Award for books in translation
 - Bologna Ragazzi Awards are given in April
 - Canadian Council for the Arts Governor General's Children's Literature Prize is given in October
 - Canadian Library Association Book of the Year for Children Awards are given in April
 - Carnegie Medal for Writing and Illustration (UK) are given in June
 - [Chen Bochui International Children's Literature Award](#) (Chinese) is announced in November
 - Children's Book Council of Australia Book Awards are given in August
 - Children's Book Ireland Awards are given in May
 - Deutscher Jugendliteraturpreis (German) is announced in October
 - International Board on Books for Young People is celebrated in May
 - International Literacy Association Notable Books for a Global Society are given in January
 - New Zealand Children's Book Award is given in August
 - Nordic Council Children and Young People's Literature Prize is announced in late October
 - United Kingdom Literacy Association Book Award, judged by teachers, is given in July
 - Young Quills Historical Fiction Award is given in July
 - Zilveren Penseel (Silver Brush) Award for Illustration, a Dutch Award is announced in June
-

Jewish Americans

- [Association of Jewish Libraries Sydney Taylor Book Awards](#) are given in January
 - Picture Book
 - Middle Grade
 - Young Adult
-

Latino/a

- [American Library Association Pura Belpré Medal and Honor Awards](#)
 - Author
 - Illustration
 - Young Adult
 - [Consortium of Latin American Studies Programs](#)
Américas Awards are given in November
 - [Tomás Rivera Mexican American Children's Book Award](#) is given in February
-

LGBTQ+

- [American Library Association Stonewall Book Award](#)
 - Children's
 - Young Adult
 - Jacqueline Woodson LGBTQ+ Award is given in April
 - Lambda Literary Awards are given in June
 - Rainbow Book List
-

Multilingual Learners

- Groundwood Books—are often written in English and another language
 - Lee & Low Books—are often written in English and another language
-

Muslim Americans

- Arab American National Museum Arab American Book Awards are given in November
 - Crescent Moon Bookstore Muslim Book Awards are given in January
 - Middle East Outreach Council Middle East Book Awards are given in December
-

Roman Catholic

- [Christopher Awards](#) are given in April
-

Young Adult

- American Library Association Alex Awards—adult books that appeal to teens
 - American Library Association Award for Excellence in Nonfiction for Young Adults
 - [American Library Association Michael L. Printz Award](#)
 - American Library Association William C. Morris Award—debut novel
 - See also African American, American Indian, Asian Pacific American awards, and Graphic Novels
-

GENRES

Drama

- [Aaron Shephard's Readers Theater](#)
 - American Alliance for Theater and Education Charlotte P. Chorpenning Award for Playwrights is given in July
 - [Narrative Pantomime](#)
-

Graphic Novels

- Children's Book Council Graphic Novel Advocate Award is announced in February
 - Eisner Award for Best Publication for Teens is announced in July
 - Young Adult Library Services Association (YALSA) Great Graphic Novels for Teens are announced in February
-

Historical Fiction

- [Scott O'Dell Award for Historical Fiction](#) is given in January
 - Young Quills Historical Fiction Award is given in July
-

Nonfiction

- [American Library Association Robert F. Sibert Award](#)
- American Library Association Award for Excellence in Nonfiction for Young Adults
- Children's Book Committee at Bank Street College Best Children's Book of the Year — Flora Stieglitz Straus Award for Nonfiction is announced in March
- [Karen Romano Young's Antarctic Log Gallery](#)
- [National Council of Teachers of English Orbis Pictus Nonfiction Award](#) is given in November

Picture Books

- [American Library Association Caldecott Award](#)
- American Library Association Theodor Seuss Geisel Award for books for early readers
- [Children's Literature Association Phoenix Picture Book Award](#) is given in late June
- [Jane Addams Picture Book Awards](#) to promote peace and social justice are given in January
- Margaret Wise Brown Prize for Children's Literature is announced in May
- [United States Board on Books for Young People](#) are given in February
- [University of Wisconsin Charlotte Zolotow Award](#) is given in January

Poetry

- [Lee Bennett Hopkins Poetry Award](#) (announced in March)

Science Fiction

- American Library Association Core Excellence in Children's and Young Adult Science Fiction Notable Lists (was formerly the Golden Duck Award) are given in January
- American Library Association Hal Clement Notable Young Adult Books List is given in January
- Andre Norton Nebula Awards are given in June
- Canadian Children's Center Arlene Barlin Award for Science Fiction and Fantasy is given in October
- Lodestar Award for Best Young Adult Book is given in August
- Ray Bradbury Award—for teen writers, is given in June

TOPICS

Anger and Understanding

- [Fighting Anger with Understanding: Some \(American\) Muslim KidLit Reads](#)

Early Literacy

- [7 Books to Teach Rhyme from Lee and Low](#)
- [Colorado Libraries for Early Literacy](#)

Empathy, Imagination, Compassion

- National Council for Teachers of English Charlotte Huck Award is given in November

Genocide, War, Terrorism, and Disaster

- [Children's and Young Adult Literature on Genocide: Cambodia to Darfur](#)
- [Children's Literature on War, Terrorism, and Disaster](#)

Real-life difficulties

- Bank Street College Josette Frank Award is given in April

Science

- [Giverny Book Award](#) is given in April
- [Nature Generation Green Earth Award](#) is given in April
- [National Science Teachers Association/Outstanding Trade Books for Children](#) is given in December
- The Royal Society Young People's Book Prize (includes fiction) is announced in April

Social Studies

- [National Council for the Social Studies' Notable Social Studies Trade Books for Young People](#) is announced in May/June

A CALENDAR OF CHILDREN'S AND YOUNG ADULT LITERATURE

Awards throughout the year

January

February

March

April

May

June

July

August

September

October

November

December

Ongoing

Free Online Children's Literature Webliography

During the pandemic, when we couldn't go to libraries, we used the

- [Free Online Children's Literature Webliography](#)

In 2012, CELL and Mount Saint Mary College undergraduates and graduates provided Student Achievement Partnership (SAP) with 150 diverse texts to help diversify Appendix B awards were consulted:

- [K-1 Band](#)

- [2-3 Band](#)
- [4-5 Band](#)

on Meg Wheatley External Inbox



jane gangi <janegangi@snet.net>

to me 

March 16, 2026

Dear Bethel Board of Education,

In the minutes for the February meeting, I read online, “Dr. Gangi recommended to the Board about decision-making as the Board starts the process of selecting a new Superintendent,” which doesn’t capture what is necessary? When is it not?—not only when selecting a new superintendent but also in how the current Board operates. Over thirty years ago I taught a course at WCSU, “Decision Making in Groups,” which is appropriate when the decisions are: routine, low-stakes, time sensitive, in crisis management, and doesn’t affect the participants of a team (or Board). When decisions affect members of the group or team of people, as Wheatley’s words, you “think in conversation.”

I read aloud excerpts from chapter 1 of Meg Wheatley’s *Turning to One Another: Simple Conversations to Restore Hope to the Future*:

I believe we can change the world if we start listening to one another again. Simple, honest, human conversation. Not mediation, negotiation, problem-solving, debate or public meetings. Simple, and well....

How do we evoke people’s innate creativity and caring?....

People are the solution to the problems that confront us. Technology is not the solution, although it can help. We are the solution—we as generous, open-hearted people who want to use our creativity and relationships are all there is. Everything in the universe only exists because it is in relationship to everything else. Nothing exists in isolation. We have to stop pretending we are individuals.

Here are the principles I’ve learned to emphasize before we begin a formal conversation process:

- We acknowledge one another as equals.
- We try to stay curious about each other.
- We recognize that we need each other’s help to become better listeners.
- We slow down so we have time to think and reflect.
- We remember that conversation is the natural way humans think together.
- We expect it to be messy at times.

I referred to Wheatley’s observation that our problems are so complex that *Turning to One Another* is the best approach to addressing them.

Please make this letter part of the public record.

Thank you, Jane M. Gangi, PhD

Dear Bethel Board of Education, Christine, Kristen, Christine S., Mickie, and Donna,

During Donna's presentation on AI last month, she mentioned the need for teaching critical thinking. I've recently read:

How I Resist: Activism and Hope for a New Generation edited by Maureen Johnson (Wednesday Books, 2018)

and think the chapter "Media-Consciousness as Part of Resistance!" by Jonny Sun might be helpful to think about AI. Here are some highlights:

It is important to think about media when thinking about resistance because **media works by shaping what we see and how we see it** (p.143)

10 THINGS TO THINK ABOUT WHEN CONSUMING MEDIA:

1. Who created the work? And why?
2. What is the underlying message of the piece of media?
3. What assumptions do you and the author have to agree on to understanding this piece of media?
4. Where did this piece of media come from? Who is distributing the work? What is the motive of the distributor to distribute this work?
5. Does the piece of media *tell* a truth or *sell* a truth?
6. Does the media come from a perspective that is different from your own?
7. Does the piece of media confirm existing stereotypes?
8. Is the creator someone who might not have been given access to a creative voice and platform traditionally?
9. Is the piece of media original? Is it derivative? Is it stolen?
10. Is this media harmful?

6 WAYS TO REACT TO MEDIA:

1. Call out the BS, engage in media, have tough conversations
2. But also...realize when it's not your turn to talk.
3. Think about what media, and from what perspectives, you are not seeing—and if there are ways to find and share it.
4. Share and engage in the work you believe in.
5. Create your own work!
6. Recognize media has the power to create change. (pp. 145-151)

I borrowed the book through Bethel Public Library, will loan to Donna Thursday night if she'd like—it's due April 7.

Kind Regards,
Jane M. Gangi, PhD



VIA EMAIL

Dear Members of the Bethel Board of Education,

On behalf of the Connecticut chapter of the Council on American-Islamic Relations (CAIR-CT), we write to you to recognize Eid-ul-Fitr as an official district-wide holiday beginning in the 2026-2027 academic year.

In doing so, Bethel would be joining a growing number of Connecticut school districts that have already taken this important step, including Stamford, Norwalk, Bridgeport, Trumbull, Fairfield, Milford, West Haven, Orange, New Haven, Hamden, Waterbury, New Britain, South Windsor, Avon, Farmington, Glastonbury, and Manchester, among others. These districts have recognized that adding Eid to the school calendar is both a compassionate and practical measure that benefits students and families alike.

Eid-ul-Fitr, the “feast of fast-breaking,” marks the end of the holy month of Ramadan and is one of the most significant religious holidays for Muslims around the world. It is a time of prayer, reflection, community, and celebration, often accompanied by family gatherings, communal prayers, and cultural events. Next year, Eid-ul-Fitr is anticipated to be on Wednesday, March 10, 2027.

For Muslim students in Bethel Public Schools, the absence of Eid on the academic calendar presents real challenges that extend beyond scheduling conflicts. Many students face the difficult choice of observing a central tenet of their faith or attending school to avoid missing critical instruction, exams, or activities. This dilemma can contribute to stress, anxiety, and a diminished sense of belonging.

When students feel that their religious identity is not acknowledged or accommodated, it can negatively impact their overall well-being and mental health. Feeling excluded from institutional recognition sends an unintended message that their traditions are less valued. Over time, this can affect students’ confidence, engagement, and connection to their school community.

Conversely, recognizing Eid-ul-Fitr as an official school holiday would be a meaningful and proactive step toward fostering an inclusive and supportive educational environment. It would affirm the dignity and identity of Muslim students, support their mental and emotional well-being, and reinforce their sense of belonging within the school system.

Such recognition would also reflect Bethel’s commitment to diversity, inclusion, and religious accommodation. It would demonstrate leadership in ensuring that all students feel respected,



AMERICA'S LARGEST ISLAMIC CIVIL
LIBERTIES AND ADVOCACY GROUP

represented, and supported - values that are essential to a thriving and equitable educational community.

By including Eid-ul-Fitr in the school calendar, Bethel Public Schools would ensure that Muslim students can fully observe their religious traditions with their families - without fear of falling behind academically or feeling excluded. This action would further strengthen the district's commitment to creating a welcoming environment for all.

We respectfully urge the Board to take this important step and stand in support of its Muslim students and families. We would welcome the opportunity to discuss this matter further and to serve as a resource in implementing this change, including providing the Eid calendar for the next 10 years. Thank you for your time and consideration.

Sincerely,

/s

Hassan Awwad (hawwad@cair.com)
Operations Director

cc: Superintendent Dr. Christine Carver



STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



To: Superintendents of Schools

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: March 19, 2026

Subject: Summary of Senate Bill 298, An Act Concerning the Reallocation of Certain State Funds and Various Provisions Relating to Education, Public Safety, General Government, Elections, Intermediate Care Facilities and Warehouse Distribution Centers

The House of Representatives and Senate passed [Senate Bill 298](#) on February 25th and 26th respectively. The Governor signed the bill into law on March 3rd. There are several provisions that pertain to school districts which are summarized below utilizing information from the Office of Legislative Research.

§§ 20 & 21 — Connecticut State Seal of Civics Education

Creates the Connecticut State Seal of Civics Education, which may be placed on student diplomas to indicate high proficiency in civics education and engagement; requires SDE to develop criteria for awarding the seal.

This bill creates the Connecticut State Seal of Civics Education and Engagement and allows school governing boards to place the seal on eligible high school graduates' diplomas to signify that they achieved high proficiency in civics education and engagement. The bill requires the State Department of Education (SDE) to establish criteria for awarding the seal, which must at least require the student to: 1) successfully complete a history or social science course for at least two school years, including one U.S. government or civics course; 2) participate in at least one civic engagement project (e.g., community service, student government, internship with an elected official, or civic organization involvement); and 3) demonstrate proficiency in civics knowledge through a standardized assessment, work portfolio (including civics related essays, projects, or presentations), or other mastery-based assessment or process. Under the bill, the seal may be awarded by local and regional boards of education and by governing boards of any other diploma-awarding school. If a local or regional board of education chooses to award this seal to eligible students, it must also indicate on each recipient student's transcript that he or she was awarded the seal. School boards may award this seal starting with classes graduating in 2027.

EFFECTIVE DATE: July 1, 2026

§§ 22 & 23 — Multilingual Learner Data

Expands the statewide PSIS to include data on the: 1) academic progress of students in bilingual education programs; and 2) evaluation of these programs.

The bill expands the statewide public school information system (PSIS) to include data on the: 1) academic progress of students in bilingual education programs; and 2) evaluation of these programs. By law, PSIS contains data related to each K-12 student and teacher in Connecticut public schools (see Background — Public School Information System). It contains both public information (e.g., school population and graduation rates) and confidential information (e.g., individual student and teacher information, such as teacher certifications and student mastery examination scores). School districts use the student data to evaluate their educational performance and growth. Specifically, the bill requires this student data to include mastery examination results for students in bilingual education programs in order to monitor their academic progress. Existing law already requires SDE to collect and disaggregate this data and report it annually to the Education Committee.

The bill adds to SDE’s existing bill of rights for parents and guardians of multilingual learner students, the right of these students and their parents and guardians to access publicly available data on bilingual students and programs, which the bill requires to be added in the PSIS. By law, beginning with the 2024-25 school year, each school board that provides bilingual education or English as a second language (ESL) must give parents and guardians a copy of the bill of rights, which currently includes 15 declarations related to bilingual education.

EFFECTIVE DATE: July 1, 2026

§ 24 — Islamic And Arab Studies Curriculum

Requires the State Board of Education (SBE) to make curriculum materials available to school boards on Islamic and Arab studies and encourage them to provide this instruction.

The bill requires the SBE, within available appropriations and using available resource materials, to: 1) make curriculum materials available to local and regional boards of education on Islamic and Arab studies; and 2) encourage them to provide instruction in this area. Boards may use these materials to develop an instructional program for the public schools under their jurisdiction. The law already requires SBE to make curriculum materials available for various other programs, such as: 1) African-American and Black studies, Puerto Rican and Latino studies, Native American studies, and Asian American and Pacific Islander studies; 2) personal financial management; 3) the Holocaust and genocide awareness; and 4) cardiopulmonary resuscitation and the use of automatic external defibrators.

EFFECTIVE DATE: July 1, 2026

§ 25 — Working Group to Address Antisemitism in Schools

Creates a 15-member working group to address antisemitism in public schools by assisting boards of education and other education stakeholders.

The bill establishes a 15-member working group to address antisemitism in public schools. Under the bill, the group must develop guidance and resources to address issues relating to antisemitism that affect students, families, educators, and school personnel. The guidance and resources may include, but are not limited to: 1) suggested amendments to school district policies to ensure that all students, educators, and school personnel feel safe inside and outside of the school setting; 2) recommended antisemitism-related training for educators and administrators; and 3) guidance for creating or providing curriculum materials and resources about antisemitism, Jewish heritage, and Holocaust and genocide education and awareness. The curriculum materials and resources must be appropriate for school districts to use in meeting the existing requirement that Holocaust and genocide education and awareness be part of every school district's social studies curriculum.

Working Group Membership

The 15-member working group includes the following individuals or their designees: 1) the Connecticut Association of Boards of Education Executive Director; 2) the Connecticut Association of Public School Superintendents Executive Director; 3) the Connecticut Education Association President; and 4) the SDE Commissioner. Additionally, there are 10 members appointed by legislative leaders and one appointed by the governor.

All initial working group appointments must be made within 30 days after the bill takes effect, and any vacancy must be filled by the appointing authority. The House Speaker and the Senate President Pro Tempore must each select a co-chairperson from among the members. The co-chairs must jointly schedule the first meeting of the working group within 60 days after the bill takes effect. The administrative staff of the Education Committee serves as the working group's administrative staff. By January 1, 2027, the working group must submit the guidance and resources it develops, and any recommendations for legislation, to the Education Committee.

EFFECTIVE DATE: Upon passage

§§ 26 & 27 — Kindergarten Waivers

Makes the kindergarten waiver process optional for school districts starting July 1, 2026, and eliminates the optional waiver process starting July 1, 2027.

Existing law generally requires a child to be at least age five by September 1 of the school year in order to enroll in public school kindergarten. Current law establishes a mandatory waiver process that allows children under age five to be admitted if: 1) the child's parent or guardian makes a written request to the school principal; and 2) the principal and an appropriate certified school staff member do an assessment that shows the child is developmentally ready. Starting

July 1, 2026, the bill makes the waiver process optional for school districts by allowing children under age five to enroll in kindergarten only if the school board adopts an early admissions policy. Any admissions policy must require the same written request and evaluation as required under current law. Starting July 1, 2027, the bill eliminates this waiver process entirely (both mandatory and optional).

EFFECTIVE DATE: July 1, 2026, for the provision making the process optional and July 1, 2027, for the provision eliminating the waiver process entirely.

§§ 28-30 — Racial Imbalance Law

Extends the pause on enforcement of the state’s law on racial imbalance at public schools until July 1, 2030.

The racial imbalance law requires SBE, when it finds a racial imbalance at a public school, to give the school’s board of education written notification. In response, the notified school board must prepare a plan to correct the imbalance and submit it to SBE for approval. PA 24-93, §§ 3-5, paused enforcement of this law for one year by prohibiting SBE from notifying a school board about a racial imbalance at one of its schools until July 1, 2025. The bill extends this prohibition until July 1, 2030. It similarly extends provisions of: 1) suspending the requirement for a notified board to prepare and file a correction plan; and 2) prohibiting SBE from taking any action on any plan received on or after July 1, 2024. By law a “racial imbalance” is a proportion of minority (terminology used in law) students enrolled in all grades in a public school that substantially exceeds, or substantially falls short of, the proportion of minority students in the same grades in all the district’s public schools.

EFFECTIVE DATE: Upon passage

§§ 31-33 — Information on Prior and Current Year Original and Actual Expenditures in School Budget Processes

Requires information on prior and current fiscal year line items to be included in the itemized estimates prepared during the local and regional school budget processes (§§ 31 & 32)

By law, local boards of education must prepare an itemized estimate of school expenses in the upcoming fiscal year and submit it to the board of finance or other authority making appropriations to the school district at least two months before the meeting at which appropriations will be made. The itemized estimate is one where broad budget categories (e.g., salaries, utilities, grounds maintenance) are divided into line items (CGS § 10-222). The bill requires superintendents to annually give local school board members the following information: 1) the amount that was appropriated to each line item at the start of the fiscal year (“original amount”) and the amount of the line item at the end of the fiscal year (“actual amount”) for the two most recently completed fiscal years; and 2) the original amount for each line item and the current amount for the fiscal year currently in progress.

Under the bill, the superintendent must provide this information during the preparation of the itemized estimate for FY 28 and each fiscal year after this. The bill also requires the local board of education to include the above information on original, actual, and current amounts in the itemized estimate of school operating expenses.

Regional School Districts (§ 33)

The bill requires the proposed budget that a regional school board presents at a public district meeting to include the same information on budget line items required for the local school budgets, described above. It also requires the same information to be included in the budget presented at the annual meeting on the first Monday in May.

EFFECTIVE DATE: July 1, 2026, except that the provision on information superintendents must give the board (§ 30) is effective January 1, 2027.

§ 34 — School Resource Officer Memorandum of Understanding

Sets a deadline for when certain information must start being incorporated into school resource officer (SRO) memorandum of understanding (MOU) and requires these MOUs to be updated at least every three years.

By law, each local or regional board of education that assigns a SRO to its schools must have an MOU with a local law enforcement agency. The MOU must address the SRO's role and responsibility in the school.

Under existing law: 1) school boards must post their MOU on their website and in the school where the SRO is assigned and maintain the MOU in a central location in the district; and 2) these MOUs must include information on the officer's daily interactions with students and staff and a student discipline graduated response model. The bill requires these two requirements to be met by January 1, 2027. The bill also requires these MOUs to be updated at least every three years.

EFFECTIVE DATE: July 1, 2026

§ 35 — Regional School Board Reserve Funds

Explicitly allows regional boards of education to deposit funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures into a reserve fund for educational expenditures.

PA 24-45 allows regional boards of education to create reserve funds for educational expenditures. Prior law had instead allowed boards to create reserve funds for capital and nonrecurring expenditures. Starting with FY 26, the bill explicitly allows regional boards of education to deposit funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures into a reserve fund for educational expenditures.

EFFECTIVE DATE: July 1, 2026

§ 36 — Vision Screenings for Students

Explicitly allows school boards to offer vision screenings in preschool and second grade.

The bill allows school boards to offer vision screenings to students in preschool and second grade. By law, vision screenings must be provided to all students in kindergarten, first grade, and third through fifth grade.

EFFECTIVE DATE: July 1, 2026

§ 37 — Open Choice Program Addition

Adds Madison to the Open Choice program as a receiving and sending district.

The bill adds the town of Madison to the Open Choice program as a receiving and sending district with New Haven beginning the 2026-27 school year. This addition allows students from Madison to attend school in the New Haven system and vice versa.

The Open Choice Program is a voluntary interdistrict attendance program that allows students from large urban districts to attend suburban schools and vice versa, on a space-available basis. Its purpose is to reduce racial, ethnic, and economic isolation; improve academic achievement; and provide public school choice.

EFFECTIVE DATE: July 1, 2026

§ 38 — Attendance at Teacher and Administrator Negotiations

Requires at least one school board member to be present during teacher and administrator negotiations but prohibits school board members who are also teachers' union or administrators' union members from attending.

The bill requires at least one school board member to be present during teacher and administrator negotiations, but no school board member who is also a member of the teachers' or administrators' union may be present during the negotiations.

EFFECTIVE DATE: July 1, 2026

§ 39 — Health Assessment Forms

Allows nurses to reject health assessment forms that are not the form required by SBE and requires asthma action plans to be included in these forms if a student has asthma.

By law, student health assessments and screenings must be recorded on specific forms provided by SBE and included in the student’s cumulative health record.

The bill explicitly allows school nurses to reject assessments or screenings submitted in a format other than the SBE-required form and require resubmission on the SBE form.

Additionally, the bill requires that an asthma action plan be included in health assessment forms for students diagnosed with asthma.

EFFECTIVE DATE: July 1, 2026

§ 40 — Out-Of-School Suspension for Students in Preschool Through Grade Two

Limits the use of out-of-school suspension for students in preschool through grade two to instances constituting serious physical harm.

The bill limits the circumstances under which school administration may give out-of-school suspension to students in preschool through grade two.

Under current law, school administration may impose out-of-school suspension on students in these grades if an administrator finds, at the student’s informal disciplinary hearing, that the suspension is appropriate due to evidence that the student’s conduct on school grounds is behavior that causes physical harm. Under the bill, the administrator must find that the physical harm was serious.

EFFECTIVE DATE: July 1, 2026

§ 41 — Twice-Expelled Students

Requires school boards to offer an alternative education opportunity for students ages 16 to 18 who are expelled for the first or second time.

The bill requires school boards to offer an alternative education opportunity to students ages 16 to 18 who are expelled for the first or second time and wish to continue their education. Current law requires school boards to do so only for students in this age range who are expelled for the first time. As under existing law, a student may be offered the alternative education opportunity only if he or she complies with conditions the school board sets, and an expulsion before age 16 counts when school boards determine whether an alternative education opportunity is required for students ages 16 to 18.

EFFECTIVE DATE: July 1, 2026

§ 42 — Notification of Restraint or Seclusion

Requires school boards to notify parents of a student placed in physical restraint or seclusion on the day it happens.

The bill requires school boards to notify the parents or guardian of a student placed in physical restraint or seclusion on the day it happens, rather than within 24 hours after it happened as current law requires. As under existing law, the school board must make a reasonable effort to notify them immediately after the restraint or seclusion begins.

Existing law prohibits school employees from physically restraining a student or placing the student in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or others (CGS § 10-236b(b) & (d)). A restraint or seclusion may exceed 15 minutes only if an administrator or certain other school personnel (e.g., health professionals) deems it necessary to prevent such an injury, and this determination must be done every 30 minutes (CGS § 10-236b(f)).

EFFECTIVE DATE: July 1, 2026

§ 43 — State Education Resource Center Funding

Specifies the education commissioner must allocate funds to SERC as provided in SDE's annual budget.

The bill creates a line item in the SDE budget for SERC and requires the Commissioner to allocate those funds when they are provided by the General Assembly. By law, SDE provides funds to SERC to provide professional development training, technical assistance and evaluation activities, policy analysis, and other assistance to school boards, charter schools, SDE, and the Technical Education and Career System.

EFFECTIVE DATE: July 1, 2026

§§ 44-47 — Crisis Response Drills

Establishes new protocols for school crisis response drills that prohibit active assailant simulations; requires the Connecticut Center for School Safety and Crisis Prevention to develop guidance for crisis responses and crisis debriefing by April 1, 2026; establishes certain requirements including advanced notice and specific drill day procedures.

Beginning with the 2026-27 school year, the bill establishes new protocols for school crisis response drills that, among other things, prohibit active assailant simulations, are designed to support the physical and psychological safety of students and school personnel, and provide a one-week advance notice to students, school personnel, and parents and guardians before a drill is held. By law, and unchanged by the bill, each public school must conduct a quarterly crisis response drill.

The bill requires the Connecticut Center for School Safety and Crisis Prevention (“crisis prevention center”) at Western Connecticut State University, in collaboration with the Department of Emergency Services and Public Protection (DESPP), to develop: 1) standard terminology and definitions; and 2) guidance for crisis responses and crisis debriefing by April 1, 2027.

The bill also requires each board of education to make the parts of each school’s security and safety plan that are not prohibited from disclosure under the Freedom of Information Act (FOIA) available, upon request, to members of the school community.

EFFECTIVE DATE: July 1, 2026

New Crisis Response Drill Protocols (§§ 45 & 46)

Starting with the 2027-28 school year (the school year that begins July 1, 2027), the bill requires: 1) each school district to take certain steps before holding a crisis response drill; and 2) that the drill be done following the bill’s requirements.

Requirements and Steps Before Conducting a Drill

The bill requires the school security and safety committee to collaborate with the school climate committee to plan crisis response drills that prioritize the physical and psychological safety of students and school personnel. By law, each public school must have a school security and safety committee to help develop and administer the school’s security and safety plan and each school’s school climate committee is charged with duties related to the school’s anti-bullying climate improvement plan and related activities. The bill also requires that:

1. crisis response drills use the definitions, terminology, and guidance developed under the bill (see § 44 below);
2. drills be trauma-informed, using an approach that considers prior traumatic experiences and is designed to prevent emotional harm to, and support the psychological safety of, students and school personnel, with mental health professionals’ participation integrated throughout the drill;
3. prior to conducting a drill, school staff provide age-appropriate education to students and training for school personnel to build knowledge and skills intended to reduce the potential for confusion or emotional distress, including reviewing the drill’s purpose and procedures before the first drill of the year;
4. staff notify students, school personnel, and parents and guardians one week in advance before holding a drill; and
5. staff communicate, in a clear way, the nature and purpose of the drills to the parents and guardians of students at the school before holding one (presumably, this could be part of the notification one week in advance of a drill). The bill also prohibits drills done with students from including an active assailant simulation or simulated violence with highly sensorial elements (such as fake assailants, firearms, gunfire sounds, blood, or injuries).

A drill may include an active assailant simulation or simulated violence if it is held outside of the regular school day and exclusively for school personnel, first responders, and other school volunteers.

Drill Day Requirements

At the start of a crisis response drill, the bill requires school staff to inform students and other school personnel that they are participating in a drill to avoid confusion when an actual emergency occurs. Also, the school must accommodate students with cognitive, physical, or sensory disabilities, to the extent practicable, during the drill to ensure their safety and participation.

Evaluation

The bill requires school staff to evaluate each crisis response drill using the evaluation template the bill requires to be developed.

Drill Definitions, Terminology, and Guidance (§ 44)

Under the bill, DESPP and the crisis prevention center must by April 1, 2026, develop:

1. a school crisis response drill definition;
2. standardized terminology for conducting and reviewing crisis response drills;
3. guidance on standardized: a) crisis responses; and b) debriefing protocols following a crisis; and
4. an evaluation template that allows school districts to use drill participant feedback to: a) assess drill efficacy; and b) adjust future drills to improve preparedness while preventing emotional harm and supporting psychological safety.

Additionally, the bill requires the crisis prevention center, in collaboration with DESPP, to study the impact of crisis response drills on the school community.

The bill requires the crisis prevention center to submit the guidance on standardized responses and a report on the crisis response drills impact study to the Education Committee by July 1, 2028.

School Security and Safety Plan Available to School Community (§ 47)

By law, each local and regional board of education must annually submit the school security and safety plan for each school under its jurisdiction to DESPP. The bill also requires each board to make any part of the plan that is not prohibited from disclosure under FOIA (CGS §§ 1-200 to -243) available to school community members upon request.

While FOIA generally requires government documents and records to be made available to the public, there are exceptions. Existing exceptions include when there are reasonable grounds to

believe disclosure of records could result in a safety risk, including emergency plans and emergency preparedness, response, recovery, and mitigation plans (CGS § 1-210(b)(19)).

School security and safety plans, by law, must be based on DESPP standards that include, among other things: 1) an all-hazards approach to emergencies at public schools; 2) crisis management procedures; 3) fire drill and crisis response drill evaluation by local law enforcement and other local public safety officials; and 4) procedures for managing various types of emergencies.

BPS ART Department Curriculum

BHS Revisions Presentation Spring 2026

Art II, Drawing I,
Printmaking,
& Craft Design

The Revision History

- National ART Standards revised/released 2014
- Vision of the Graduate and the Global Competency Rubrics were written by the district - faculty from all grade levels and content areas represented.
- District Transfer Goals written by district faculty and administration.
- Department-specific Transfer Goals written at the initiation of our district UbD Curriculum work.

National Core Visual ART Standards

Artistic Process: Creating

1. *Generate and conceptualize artistic ideas and work.*
2. *Organize & develop artistic ideas and work.*
3. *Refine & complete artistic work.*

Artistic Process: Presenting

4. *Select, analyze and interpret artistic work for presentation.*
5. *Develop & refine artistic techniques and work for presentation.*
6. *Convey meaning through the presentation of artistic works.*

Artistic Process: Responding

7. *Perceive & analyze artistic work.*
8. *Interpret intent & meaning in visual art.*
9. *Apply criteria to evaluate artistic work.*

Artistic Process: Connecting

10. *Synthesize and relate knowledge & personal experiences to make art.*
11. *Relate artistic ideas & works with societal, cultural & historical context to deepen understanding.*

BPS Transfer Goals

Students will be able to independently use their learning to:

- Critical Thinking 1: Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.
- Critical Thinking 2: Reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.

BPS Transfer Goals

Students will be able to independently use their learning to:

- Collaboration: Respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal.
- Creativity & Innovation: Exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Engage in opportunities to take risks and alter existing conventions.
- Conceptualize, create, refine and express original ideas, and further develop their aesthetic identity.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Use observation skills and design principles while interacting with the world critically, both as aficionados and creators.
- Maximize versatility and refinement with a variety of media and techniques.

UbD Format ART Curriculum

Art II - Drawing I

Printmaking - Craft Design

UbD Document Samples

ubD unit sample

Curriculum CCM Map Sample

Map Sample Elements

Unit Title	Conceptual Overview	Rationale
<p>ART II</p> <p><u>Unit 4</u></p> <p>Media & Processes: Maximizing Artistic Possibilities by Exploring Materials, Tools & Processes in the Art Studio</p>	<p>Student artists gain a strong understanding of various materials, their properties, tools and techniques through exposure and exploration.</p>	<p>Developing a level of competency and adaptability with various art media and their uses helps students become more versatile artists and stronger problem-solvers.</p> <p>Taking design and process risks in the art studio drives the artist's work to the next level.</p> <p>Concept artmaking skills and practice of explorative techniques and methods assists artists in building their repertoire and strengthening their portfolio through media of many varieties.</p>

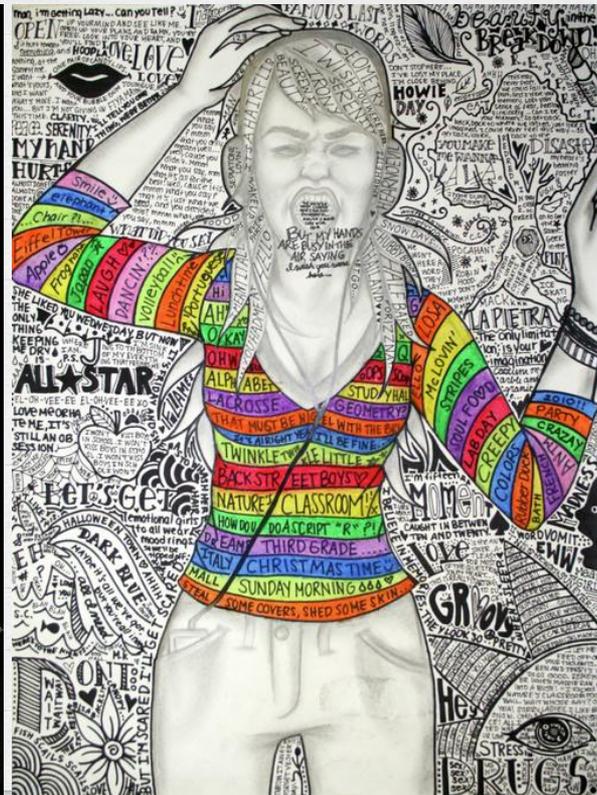
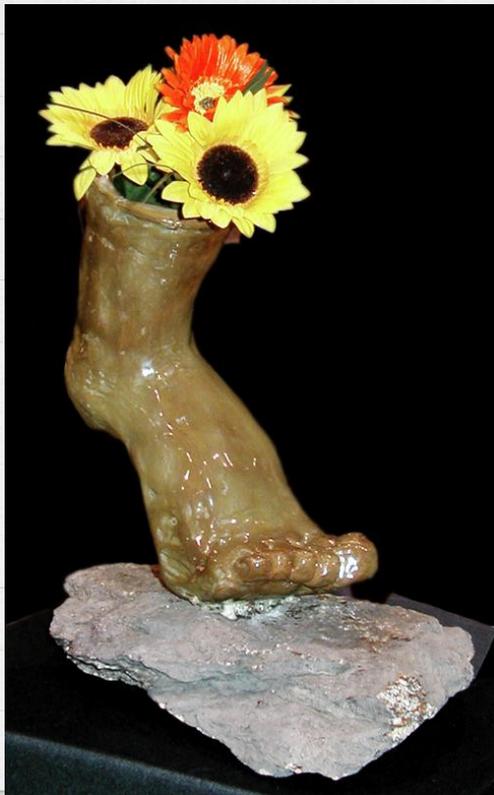
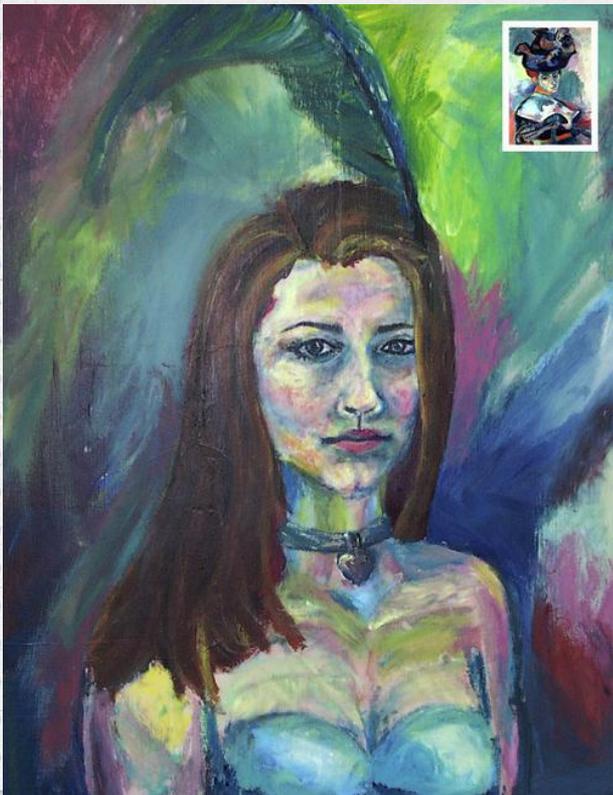
Map Sample Elements

Unit Title	Conceptual Overview	Rationale
<p data-bbox="162 323 332 350">Craft Design</p> <p data-bbox="154 386 340 514">Unit 9 Crafting 3 Dimensional Design</p>	<p data-bbox="374 345 1031 437">Student artists explore 3-Dimensional concepts and craft materials through the creation of their own art using their knowledge of design and composition.</p> <p data-bbox="374 473 1054 566">Through the creation of original 3-Dimensional craft art, students practice key skills such as craftsmanship, media use, and expression.</p>	<p data-bbox="1103 345 1798 501">Understanding 3-Dimensional design and the rules and limitations involved, is the basis of creating cohesive and aesthetically pleasing artwork. 3D design allows for exploration of a variety of time periods and cultures that helped shape the world as we know it.</p>

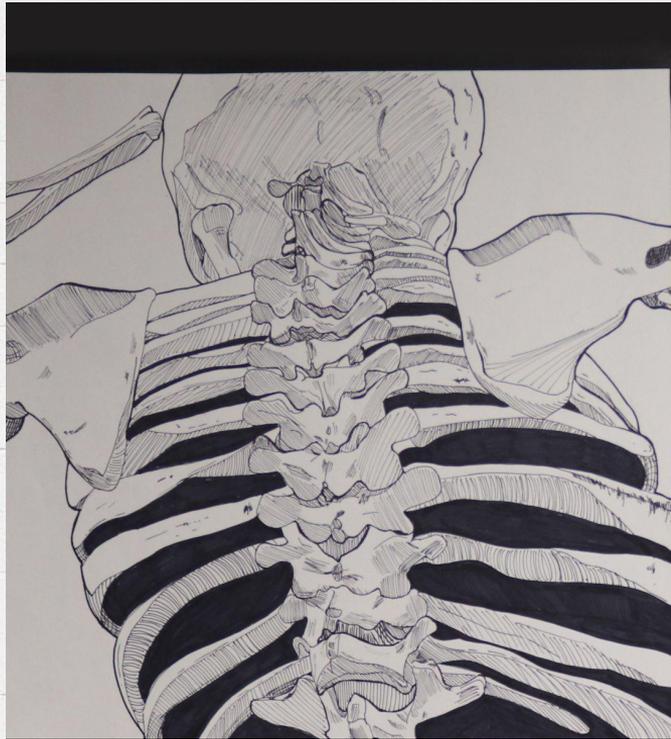
ART II Student Work



ART II Student Work



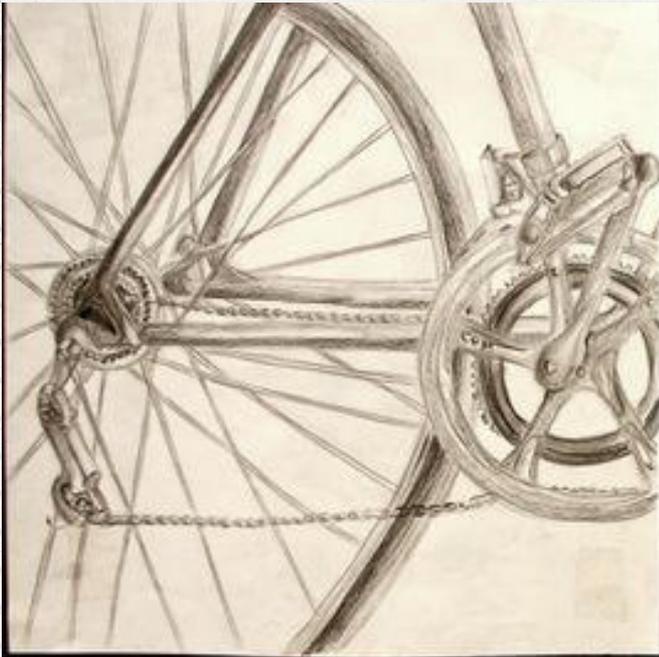
Drawing I Student Work



Drawing I Student Work



Drawing I Student Work



Printmaking Student Work

Mixed Media Monoprint



Art 2 & Printmaking
"Welcome to the Jungle"
Screen Printing + Collage



Art 2 & Printmaking
"Who? What? Where?"
Mixed Media Screen Printing



Printmaking Student Work



Craft Design Student Work



Craft Design Student Work



Craft Design Student Work

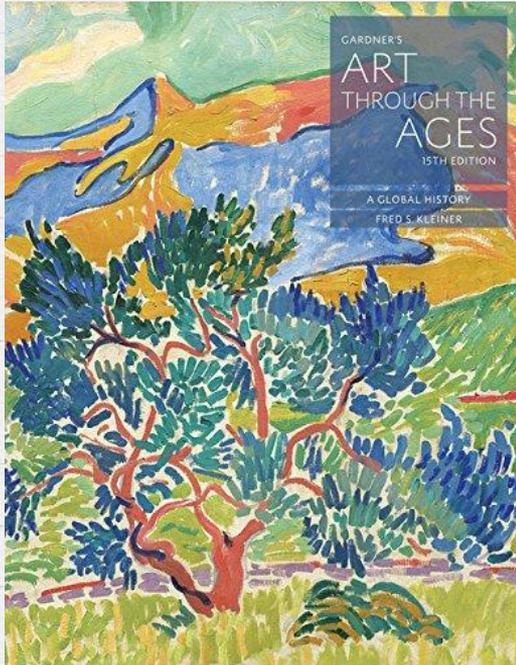


Product & Process with Purpose

- Our curriculum documents are written in such a way so that they are useful to both NEW and VETERAN teachers.
- The Learning Objectives are **non-negotiable** , but there are prolific options available for achieving those objectives.
- This is an **organic entity** , and will be *constantly, consistently and collaboratively* USED, REVIEWED, and REVISED based on regular LIVE review notes - as the curriculum is being delivered, we will maintain a document that provides a platform for review comments by all teachers engaged in curriculum delivery.

AP ART History Textbook

Gardner's Art Through the Ages, 15th Edition: A Global History by Fred S. Kleiner



Study Guide #1

Study Guide #2

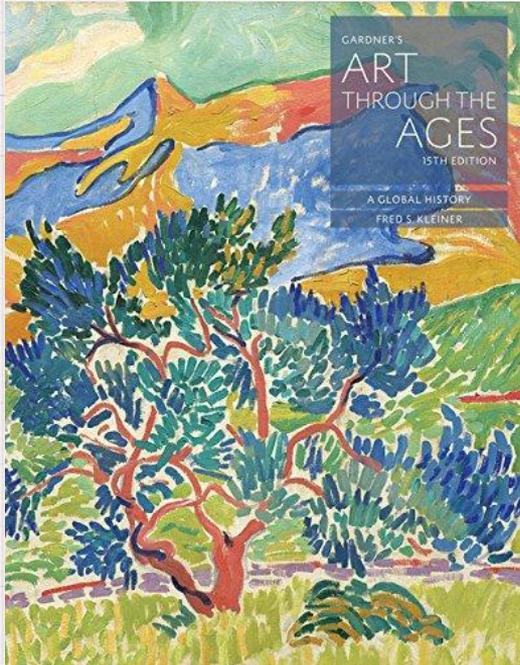
Study Guide #3

Study Guide #4

BPS Textbook Adoption Form

AP ART History Textbook

Gardner's Art Through the Ages, 15th Edition: A Global History by Fred S. Kleiner

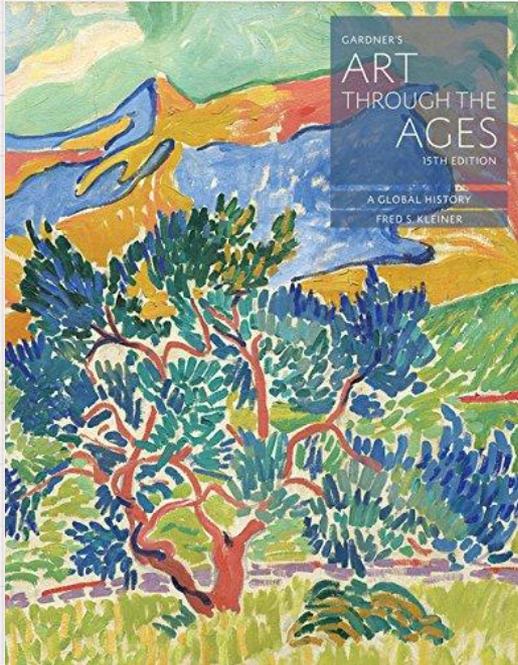


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- We would like this specific edition because it directly aligns with a set of four teacher-created study guides that are an integral part of the course.

AP ART History Textbook

Gardner's Art Through the Ages, 15th Edition: A Global History by Fred S. Kleiner



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Comments

Bethel Public School

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Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. **Title of Currently Used Textbook/Instructional Resource:**

Adams, Laurie Schneider. *Art Across Time*, 2nd ed. New York: McGraw-Hill, 2002

Hartt, Frederick. *Art: A History of Painting, Sculpture, Architecture*, 4th ed. New York: Harry N. Abrams, 1993.

Kleiner, Fred S., Christin J. Mamiya, and Richard G. Tansey. *Gardner's Art Through the Ages*, 11th ed. United States: Thomson Learning/ Wadsworth, 2001.

Stokstad, Marilyn. *Art History*, 3rded. Englewood Cliffs, NJ: Prentice Hall, 2008

Kleiner, Fred S., *Gardner's Art Through the Ages : A Global History*, 15th ed. United States: Cengage Learning, 2016.

Krieger, Larry, *The Insiders Guide to AP Art History: Vol.3 Beyond the European Tradition with Global Contemporary*

(this last text is a supplemental text needed to use with the older versions of the art history books- it will not be necessary if we get a class set of the requested book, as the requested book has a comprehensive global chapters)

2. **Title of Proposed Textbook/Instructional Resource:**

Kleiner, Fred S., *Gardner's Art Through the Ages : A Global History*, 15th ed. United States: Cengage Learning, 2016.

3. **Subject Area:** Art

4. **Courses:** AP Art History and Art History

5. **Grade Level:** 10-12

6. **Author(s):** Fred S. Kleiner, PhD

7. **Publisher:** Cengage Learning

8. Unit Cost of Textbook or Unit Cost of the Instructional Resource: \$103.00- \$ 201.00 for used copies. Current list price is \$300.00 (but being an older version, the publisher has it available as an online and not necessarily in hard copy)
9. Number of Textbooks/Instructional Resource Materials Needed: 20- the course historically runs with 12-16 students, but can have up to 30
10. Total Cost (including estimated shipping): \$103.00- \$ 201.00 (if we order through Amazon, we can get free shipping)
11. What specific selection criteria were established by the Selection Committee for a new textbook or instructional material? (enumerate below)
 - a. We need a textbook that is comprehensive towards the global perspective required for the AP exam.
 - b. We want a class set of textbooks for ease in instruction and organization for our students, as we have been using a variety of textbooks through the years and adding supplemental material to include the various required cultures.
 - c. We would like this specific edition because it directly aligns with a set of 4 teacher created study guides that are an integral part of the course.
12. List the names of the Selection Committee members:
Rebecca Lacey-Aubin and Marjorie Overmier
13. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria? Yes
14. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content?

No - we will be using a hard copy
 - ~~a. Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use?~~
 - ~~b. If not, did you go through the Bethel Public School's [resource review process](#) to have it approved?~~
15. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

*see the above list of resources that have been used for this course since the early 2000's

16. Was all or part of the textbook or instructional resource piloted by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

We have been using this edition of the book within the course in part and in full, but only have a few copies. All students find it easier to have the aligned page numbers and chapters that go with the aforementioned study guides.

17. What other school districts in our area or in Connecticut use this textbook or instructional resource?

Ms. Overmier initially received this edition of the book while at an APSI (AP Summer Institute) in Rome, Italy. It was a specific group of educators who had worked on the validation of the new APAH exam that was unveiled in 2015-2016. This group of individuals came from all over the world. Besides having an Advanced Placement instructor, we had Fred Kleiner himself giving tours of the 20 works in Rome that would be included on this new exam. The afternoons were for working on Study Guides to go along with this edition of the book because it was the newest edition at the time.

18. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

- a. We need a textbook that is comprehensive towards the global perspective required for the AP exam.
- b. We want a class set of textbooks for ease in instruction and organization for our students, as we have been using a variety of textbooks through the years and adding supplemental material to include the various required cultures.
- c. We would like this specific edition because it directly aligns with a set of 4 teacher created study guides that are an integral part of the course.

Signature: _____
Proposal Originator

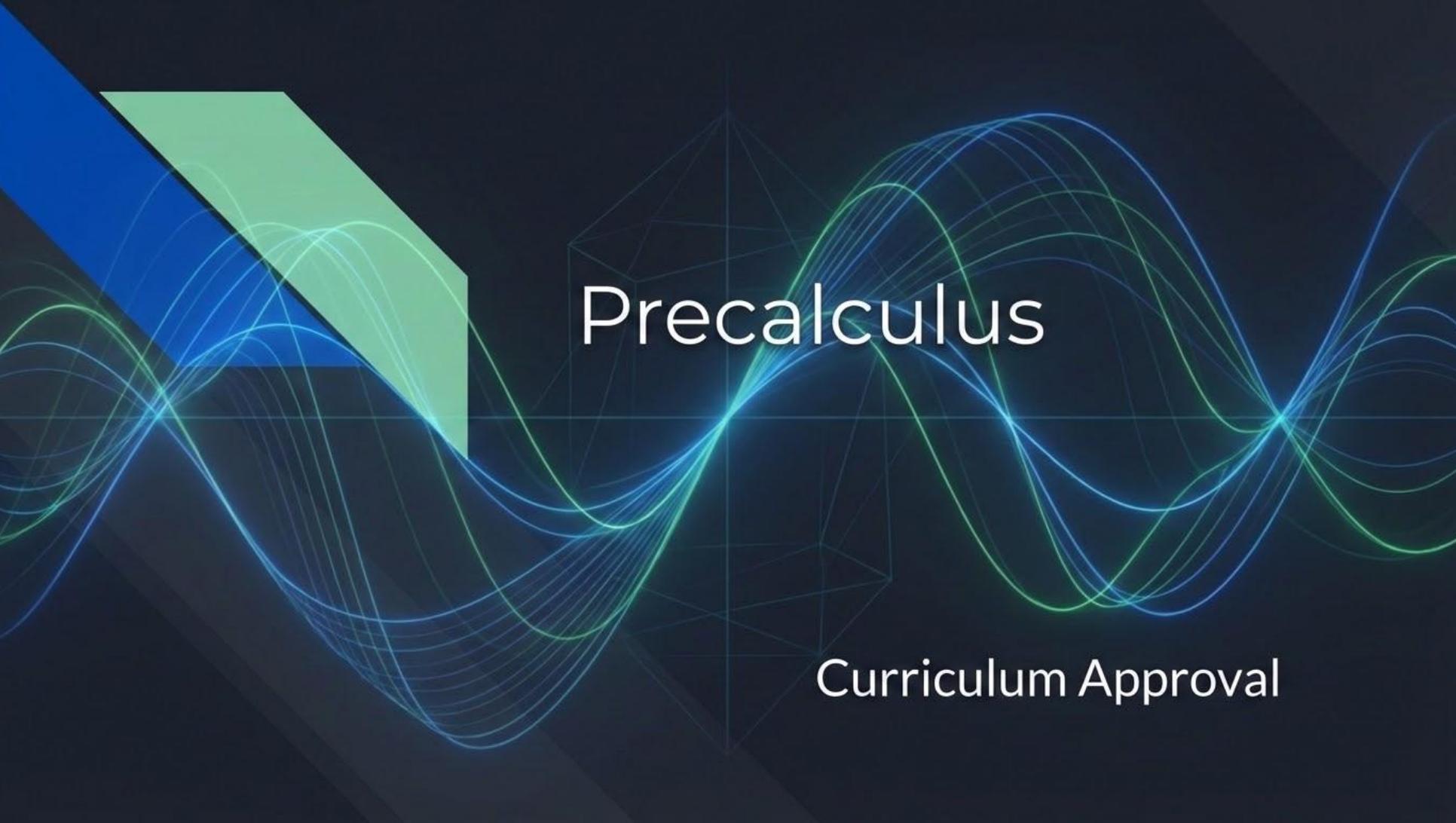
Date: _____

Signature: _____
Building Administrator

Date: _____

Signature: _____
District Administrator

Date: _____



Precalculus

Curriculum Approval



Course Sequence Options for Students

- Algebra I, Algebra II, Geometry, Precalculus and/or Statistics
- Algebra I, Algebra II, Geometry, Elementary Discrete Math
- Algebra I, Algebra II, Geometry, College Algebra
- Algebra I, Algebra II, College Algebra, Geometry
- Algebra II, Geometry, Precalculus, Calculus and/or Statistics
- Integrated Math I, Integrated Math II, Financial Algebra I, Financial Algebra II



Agenda

- Precalculus
 - Honors Precalculus
 - College Prep Precalculus



Precalculus Graphing, Numerical, Algebraic AP Edition By Demana, Waits, Foley, Kennedy, Gorsuch, Phelps

- AP Edition: Written in conjunction with College Board
- Well written, worked out examples are challenging and easy to follow
- Explorations, Group work, Challenge Problems
- Textbook follows a very similar order to our current curriculum
- Variety of challenging problems associated with a variety of different applications
- Worked out examples in the text directly related to practice problems
- Access to data sets
- MyMathLab



Precalculus 31 Honors

This course is designed for identified students of high mathematical ability who are ready for the challenge of an honors level course. Students in this course learn the same fourth year common core standards listed in Precalculus 42, but with a wider scope, greater depth, and more intensive pace. Students complete five units based on fourth year Common Core Standards: Polynomial and Rational Functions and their graphs; Exponential and Logarithmic Functions; Parameters, Vectors and Matrices; Trigonometry and Polar Equations; Introduction to Calculus. This course is part of the WCSU Early College Experience (ECE) program. Since it is an approved course, students have the opportunity to apply for college credit through the WCSU (ECE) program and should refer to the WCSU ECE program materials for the registration process and related fees. This course meets NCAA initial-eligibility certification.

Precalculus Early College Experience

Western Connecticut State University



Honors Precalculus
Course



Gives them 3 credits
from WCSU



40 students have signed
up for the course



Cost \$65



Precalculus 31 (Honors)

[Precalculus 31 Curriculum](#)

[Precalculus 31 Curriculum Map](#)

[Crack the Code](#)



Precalculus 42 (College Prep)

Students complete three units based on the fourth year Common Core Standards: Functions and their graphs; Polynomial and Rational Functions; Exponential and Logarithmic Functions; Trigonometry. Additional topics that may be covered are Systems of Equations, Inequalities, and Matrices; Sequences, Series, and Probability. This course meets NCAA initial-eligibility certification.



Where do Precalculus students go next?

- Calculus 42
- Calculus AB
- Calculus BC

- Statistics 42
- AP Statistics

- College Bound



Links to Precalculus 42 (College Prep)

[Precalculus 42 Curriculum](#)

[Precalculus 42 Curriculum Map](#)

[Scavenger Hunt](#)

BETHEL PUBLIC SCHOOLS 2026- 2027 CALENDAR

August 4					September 20					October 21				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17 ³	18 [*]	19 ³	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28 [*]	29 [*]	30 [*]

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)

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

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					December 17					January 19				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6		1	2	3	4					1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
30					28	29	30	31		25	26	27	28	29

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

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

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

February 17					March 22					April 17				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5	1	2	3	4	5				1	2
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	15	16	17 [*]	18 [#]	19 [#]	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30

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

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

12 - 16 Spring Recess

May 20					June 13					July 0				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10 [*]	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30

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

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.

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

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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BOE Accepted 3/19/26

***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
Special Observance Days
2026-2027

Our faculty will make appropriate accommodations for students who commemorate these and other special observance days, as schools are in session on several of the following days.

September 4, 2026	Krishna Janmashtami (Hindu)
September 12, 2026	Rosh Hashanah * (Jewish)
September 21, 2026	Yom Kippur * (Jewish)
September 26-October 2, 2026	Sukkot* (Jewish)
October 11, 2026	Navaratri (Hindu)
November 8, 2026	Diwali (Hindu)
December 4-12, 2026	Hanukkah * (Jewish)
December 25, 2026	Christmas (Christian)
December 26, 2026 - January 1, 2027	Kwanzaa (African American)
January 6, 2027	Epiphany/Three Kings Day (Christian)
February 6, 2027	Chinese New Year
February 10, 2027	Ash Wednesday (Christian)
February 8 - March 9, 2027	Ramadan * (Islamic)
March 23, 2027	Purim * (Jewish)
March 22, 2027	Holi (Hindu)
March 10, 2027	Eid al-Fitr * (Islamic)
March 26, 2027	Good Friday (Christian)
March 28, 2027	Easter (Christian)
April 22-29 2027	Passover* (Jewish)
May 2, 2027	Greek Orthodox Easter
May 17, 2027	Eid al-Adha * (Islamic)
June 6, 2027	Muharram * (Islamic New Year)
June 19, 2027	Juneteenth (African American)

* All Jewish and Islamic holidays begin at sundown on the previous 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 ³	17 ¹	18 ²	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 [^]	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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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

**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.
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April 14, 2028	Good Friday (Christian)
April 16, 2028	Easter (Christian)
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