# Bethel Board of Education Regular Meeting

Thursday, September 18, 2025 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

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| 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** | |
| 2.A. Gifts, Grants, & Bequests | |
| 2.A.1. Trumpet Donation | **Speaker(s):** Christine Carver |
| 2.A.2. Morey Grant | **Speaker(s):** Christine Carver |
| 2.A.3. Donation for Reduced Lunch to be Free | **Speaker(s):** Christine Carver |
| 3. **BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES** | |
| 3.A. Rockwell and Berry School Improvement Plans | **Speaker(s):** Trish Soucy and Beth Grieco |
| 4. **Consent Calendar** | **Speaker(s):** Policy 9326 |
| 4.A. Approval of Minutes | |
| 4.A.1. August 21, 2025 - Regular Board of Education Meeting | |
| 5. **Correspondence** | **Speaker(s):** Policy 9326 |
| 6. **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 |
| 7. **Administrative/Board Member Update** | **Speaker(s):** Policy 9326 |
| 7.A. Board Chairperson Update | |
| 7.A.1. Update to RMBO Committee members | |
| 7.A.2. Memo: Superintendent Search Process | |
| 7.B. Administrative Update | |

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| 7.B.1. | 2025-2026 BOE District Data Sheet | |
| 7.B.2. | State Testing Data | |
| 8. | **Reports to the Board** | |
| 8.A. | **Policy** | **Speaker(s):** Policy 9310,9311,9313 |
| 8.A.1. | First Reading | |
| 8.A.1.a. | Policy 6140 - Curriculum | **Speaker(s):** Christine Carver |
| 8.A.1.b. | Policy 6159 - Individualized Education Plans | **Speaker(s):** Christine Carver |
| 8.A.1.c. | 3171.1 Non-lapsing Educational Funding | **Speaker(s):** Christine Carver |
| 8.A.1.d. | Policy - 5118.21 Educational opportunities for Military Children | **Speaker(s):** Christine Carver |
| 8.A.1.e. | Policy and Regulation 4133 - Travel | **Speaker(s):** Christine Carver |
| 8.A.1.f. | Policy 4234 Organizational Units | **Speaker(s):** Christine Carver |
| 8.A.2. | Second Reading/Approval | |
| 8.A.2.a. | Policy 6141.322 - Use of Private Technology Devices by Students | **Speaker(s):** Christine Carver |
| 8.A.2.b. | Policy 4118.52 Bring Your Own Technology Staff | **Speaker(s):** Christine Carver |
| 8.B. | **Resource Management & Business Operations** | |
| 8.B.1. | Resolution to open fidelity account for new BOE Paraeducator Award | **Speaker(s):** Jen Variale |
| 8.B.2. | Revise signers on Union Savings Bank Accounts | **Speaker(s):** Jen Variale |
| 8.B.3. | Finance | |
| 9. | **Recommended Executive Session** | |
| 9.A. | CT General Statues 1-201(b)(9) - Negotiations — Teamsters Local Union No. 677, Bethel Custodians | |
| 10. | **Adjourn** | |

School or Department: Anna H. Rockwell

Year: 2025 - 2026

# School/Building Improvement Plan

## Theory of Action

*If we respond to student needs based on assessment data, engage students in challenging, grade-level content, and explicitly teach the skills of collaboration, critical thinking, creativity, and innovation, then we will increase student outcomes.*

## Measures of Student Learning, Growth, & Achievement

ELA:
Measures of Student Learning Growth and Achievement 1:

- 80% of K-2 students will achieve 95% or higher on the decodable assessments on the MyView Assessments.

Measures of Student Learning Growth and Achievement 2:

- We will increase the % of students at or above average on AIMs Web by 10% on the ELA District Data Grid.

Math:
Measures of Student Learning Growth and Achievement 1:

- By May, 90% of my grade 1 and 2 students will meet the spring benchmark for the addition fluency assessment.
- By May, 85% of my grade 1 and 2 students will meet the spring benchmark for the subtraction fluency assessment.
- By May, 80% of my kindergarten students will master counting and cardinality standards as evidenced by unit screeners.

Measures of Student Learning Growth and Achievement 2:

- By May 80% of students will demonstrate proficiency (Practitioner or Expert) on the Exemplars Standards Based Rubric as evidenced by Exemplar problem solving tasks.

School Climate Goal: Maintain or exceed 92% favorable for: There are clear behavior expectations at this school.

To prepare students for future academic and real-world success, we must intentionally teach and reinforce the skills of critical thinking, collaboration, creativity, and innovation. Embedding these Vision of a Learner Competencies into daily instruction ensures all learners engage meaningfully with content, take ownership of their growth, and build the dispositions of a capable, reflective global citizen.

| Strategy #1 | Action Steps | Timeline | Evidence of Implementation | Leadership Routines to Monitor Action Steps Implementation/Dates |
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| Intentionally Plan for Integration of Vision of a Learner Competencies across Content Areas through Clear Success Criteria, Student Feedback, Reflection, and Celebration | Identify where and how Vision of a Learner Competencies align with grade-level standards, and intentionally incorporate them into learning targets, success criteria, and classroom tasks using consistent, student-friendly language. | Ongoing | Lesson plans and instructional materials (planners linked in agendas below)<br>Rockwell K PLC Agenda ...<br>1st Grade PLC Agenda 2...<br>Rockwell Grade 2 PLC A...<br>are aligned and show evidence of<br>BPS GC: PreK-2 Proficien...<br><br>Use the<br>PreK-2: The Global Com...<br>to guide planning and create learning intentions and success criteria, which outline what teachers and students would be doing and saying, applicable strategies, and how students and teachers support one another.<br><br>Learning targets and success criteria are ***permanently*** displayed and reflect the language from<br>BPS GC: Essential Questi...<br><br>PLC agendas | Join grade-level PLCs<br>BES/RES Shared PLC Cal...<br>during pre-unit planning to review how Vision of a Learner Competencies are being intentionally mapped to upcoming units.<br><br>Walkthroughs and informal visits to note evidence of Vision of a Learner Competencies integration in targets, instruction, and student dialogue. Share trends at team meetings.<br><br>Meet regularly<br>RES/BES SIP Collaborato...<br>with Curriculum Integration, Specialists, Specialists and PLC Leaders to discuss teacher implementation of Vision of a Learner Competencies and next-step support. |

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| | | | Rockwell K PLC Agenda ...<br>1st Grade PLC Agenda 2...<br>Rockwell Grade 2 PLC A...<br>and minutes include collaborative planning that maps Vision of a Learner Competencies to curriculum and identifies aligned instructional strategies.<br><br>Lesson study cycles include co-planning, observation, and reflection, with a focus on how the lesson supports Vision of a Learner Competencies development.<br><br>Walkthrough and observation notes reflect increased teacher understanding and intentional planning for Vision of a Learner Competencies, as evidenced in instruction and classroom dialogue.<br><br>Student tasks and work products reflect opportunities to apply Vision of a Learner Competencies in authentic ways (e.g., collaborative projects (PBI), open-ended writing prompts, or problem-solving tasks). | |
| | Use the district's grade-band rubrics to build shared understanding among teachers, families and students of what Vision of Learner | Ongoing | BPS GC: Essential Questi...<br>are visible in classrooms and incorporated into anchor | Walk-throughs focused on classroom and hallway displays that highlight student |

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| | competencies "look and sound like" in the classroom. | | charts, success criteria, and reflection tools.<br><br>Students can describe what a posted "I Can" statement looks like, and articulate how to achieve it.<br><br>Students self assess using<br>PK-2 Single Point Rubric...<br><br>Reflect with a Partner or Teacher as students to talk through their thinking:<br>"I think I'm almost there because..."<br><br>Classroom or hallway displays showcasing student growth or examples of the competencies in action.<br><br>Parent Square grade level newsletters to families include goals connected to the Vision of Learner competencies, examples, and progress. | work tied to Vision of Learner competencies.<br><br>PLCs review student work samples from each grade to assess the quality and clarity of feedback tied to Vision of Learner competencies.<br><br>Review grade-level ParentSquare newsletters monthly to ensure connection to Vision of Learner competencies and celebration of progress.<br><br>Conduct student interviews or walkthrough conversations during Vision of Learner competencies tasks to hear their reflections.<br><br>A "Vision of Learner competencies" in Trish's newsletters or to highlight how the skill is being taught and modeled and how parents can transfer this to homelife. |
| | Provide students with targeted, actionable feedback on their growth in critical thinking, collaboration, and creative innovation using the district's global competency rubrics. Feedback will be embedded in small group instruction, conferring, and | Ongoing | Teacher conferencing and whole class/small group instruction includes feedback aligned to Vision of Learner competencies | Informal observations during small groups or conferring to see how teachers are using rubric-based feedback.<br>Record and share examples at PLCs. |

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| | performance tasks to guide student reflection and next steps. | | Student growth in Vision of Learner competencies is celebrated through classroom discussions, shout-outs, or individual goal tracking, and schoolwide assemblies | Ask teachers to reflect during PLCs on how their feedback has influenced student growth and set next steps for refining practice. |
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High-needs learners—including multilingual students, students with disabilities, and those requiring intervention—deserve equitable access to rigorous, grade-level literacy instruction. By embedding scaffolded supports in Tier I and using targeted small group instruction in Tier II, we ensure that all students receive the instruction and resources they need to grow as readers and thinkers without compromising high expectations.

*Scaffolding - Supports put in place for only students who need it to access and comprehend grade level text.

| Strategy #2 | Action Steps | Timeline | Evidence of Implementation | Leadership Routines to Monitor Action Steps Implementation/Dates |
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| Strengthen access to rigorous, grade-level instruction for high-needs learners by providing scaffolded supports in Tier I, and address individual needs through Tier II supports within the classroom. | Incorporate structured scaffolds during Tier 1 instruction to support high-needs learners in accessing grade-level content without reducing rigor.<br><br>(Develop a common understanding of appropriate scaffolds, when necessary, and maintain rigor.) | Ongoing | PLCs collaboratively plan scaffolds during pre-work and unit design, ensuring consistency and support across classrooms for those who need it only.<br><br>Scaffolds such as visuals, and vocabulary supports during whole class instruction. | Attend or review minutes from PLCs to ensure scaffolds for high-needs students are discussed and planned with intention across the grade level (particularly the shared text for the 5 day reading routine).<br><br>Walkthroughs to highlight and monitor use of visuals, background knowledge building, sentence starters, anchor charts, and vocabulary supports in Tier I instruction. |
| | Implement targeted Tier II small group instruction using data to address specific skill gaps for high-needs learners, utilizing adapted texts, Bridges Intervention, and myView intervention resources. | Ongoing | Interventionists and teachers will collaborate to review student caseloads, identify scheduling overlaps or inefficiencies, and adjust support blocks as needed to | Collaborate with interventionists to review student growth data and ensure instructional adjustments are being made - bring to PLCs. |

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| | Increase the ability of our students to read accurately and fluently.<br><br>1. Build Strong Foundational Skills<br>a. Phonics and Word Recognition: Use explicit, systematic phonics instruction with practice in blending, segmenting, and manipulating sounds.<br>b. High-Frequency Words: Provide repeated exposure and practice with sight words so students don't get "stuck" decoding every word.<br>c. Error Correction: Prompt students to reread when they miscue, and guide them in self-monitoring strategies.<br>2. Increase Fluency Practice in small groups (Make adjustments to MyView lessons to increase small group and independent reading, especially during shared reading lessons.)<br>a. Repeated Readings: Have students reread short, engaging passages multiple times to build speed and confidence.<br>b. Choral Reading: Read together as a class or in small groups so struggling readers can hear fluent models.<br>c. Paired Reading: Pair stronger readers with developing readers for shared practice. | | maximize the total number of students receiving targeted interventions. Small group (4-6 students), arranged by specific skill for tier II.<br><br>Small group lesson plans are based on current student data and show alignment to specific skill needs.<br><br>myView Literacy intervention tools and Bridges intervention tools—such as MyFocus/Bridges Intervention Teacher's Guide, Skills Practice Books, and digital supports from Savvas Realize—are actively used in Tier II.<br><br>Student work samples, progress monitoring tools (AIMS Web), and formative assessments will be used at 8 week intervention meetings to determine next steps. | Check for use of MyFocus guides, Skills Practice Books, and digital tools in small group plans and instructional artifacts.<br><br>Build in a reflection question during PLCs: "How did your Tier II instruction this week respond to current data?"<br><br>Principal, teacher, specialists and (special ed when applicable) will attend intervention meetings. |

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| | d. Reader's Theater: Let students practice scripts for performance, which promotes rereading and expression.<br>3. Provide Rich Oral Language and Comprehension Support (Make adjustments to MyView lessons to increase small group and independent reading, especially during shared reading lessons.)<br>a. Model Fluent Reading: Daily read-alouds where you demonstrate phrasing, pacing, and expression.<br>b. Discuss Vocabulary and Meaning: Accuracy and fluency are stronger when students understand the words they're reading.<br>c. Encourage Self-Monitoring: Teach students to ask themselves, "Does that sound right? Does it make sense?"<br>4. Monitor Progress and Intervene Early<br>a. Use AIMSweb and MyView resources: Track fluency rates (correct words per minute) and accuracy.<br>b. Set Small Goals: For example, increase 5-10 words correct per minute over a benchmark period.<br>c. Targeted Small Groups: Provide intensive, short, daily sessions for students in | | | |

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| | yellow/red zones. | | | |

Increased dysregulation, peer conflict, and overreliance on adult intervention—often observed in schools—mirror the cultural trends discussed in The Anxious Generation by Jonathan Haidt. When families and schools share language and strategies around fostering resilience, independence, and problem-solving, children benefit from consistent expectations across settings.

| Strategy #3 (School Climate) | Action Steps | Timeline | Evidence of Implementation | Leadership Routines to Monitor Action Steps Implementation/Dates |
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| Build Parent Understanding and Partnership Around Developmental Norms for Self-Regulation, Independence, and Problem-Solving | Host a parent book study of The *Anxious Generation* by Jonathan Haidt to build shared understanding of how developmental norms have shifted. The group will explore the impact of overprotection, screen use, and reduced unstructured play, along with ways we can recalibrate expectations at home and school. | Ongoing | ParentSquare invitations, RSVP list, and reminders<br><br>Photos, agendas, and discussion guides from book study meetings<br><br>Exit slips or post-discussion feedback forms indicating shifts in parent thinking<br><br>Inclusion of relevant strategies or themes in Principal newsletters. | Facilitate and attend all book study sessions to model investment and lead key discussion points.<br><br>Collect feedback through exit slips after each session to track shifts in thinking and suggestions for future sessions. |
| | Embed key takeaways into regular school communication to reinforce expectations for student independence and reduce unnecessary parent escalation. | Ongoing | Newsletter blurbs (e.g., "Rockwell Resilience Tip of the Month") tied to book concepts<br><br>Office call log shows a decline in low-stakes concerns (e.g., "he touched my hat on the bus")<br><br>Reframing scripts for office staff and teachers to | Principal newsletter content monthly to ensure book themes and student independence messaging are included consistently.<br><br>Monitor call logs in the main office weekly to track the frequency and type of parent calls. Highlight and categorize "low-stakes" issues to discuss trends with staff. |

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| | | | encourage problem-solving at the student level | Meet monthly with office staff to review communication scripts used with parents and reinforce common language (e.g., "Have you talked to your child about how they might solve this?"). |
| | Launch a monthly Let Them parent challenge rooted in The Anxious Generation, encouraging families to support student independence, self-regulation, and peer problem-solving. | Ongoing | Monthly "Let Them" challenge shared in newsletters and school communication platforms<br><br>Parent feedback or quotes shared on Facebook about their child's success stories (e.g., "My child cleaned their room after your message!") | Plan monthly Let Them themes in advance with staff input and post on a shared calendar.<br><br>Highlight a Let Them success story during morning announcements.<br><br>Coordinate with teachers/paras to gather informal student reflections (e.g., "What did you solve on your own this week?") to gauge whether messaging is reaching children. |