

F.O.I. Compliance

JOINT BOARD OF EDUCATION *Subject to approval*

Date: June 30, 2020

Special Meeting – REMOTE MEETING held

(To view a recording of this meeting, please visit our website www.reg4.k12.ct.us and select “Remote Meeting Recordings” under the BOARD OF EDUCATION Heading)

CHESTER BOARD OF EDUCATION:

David Fitzgibbons, Rob Bibbiani, Charlene Fearon, Kris Pollock, Dale Bernardoni, Rebecca Greenberg-Ellis, Maria Scherber (joined the meeting after roll call, but before the consent agenda vote was taken)

DEEP RIVER BOARD OF EDUCATION:

Paula Weglarz, Missy Campbell, Miriam Morrissey, Robert Ferretti (no quorum at roll call) Lenore Grunko (joined the meeting after roll call, but before the consent agenda vote was taken giving the Deep River Board a quorum for the vote)

ESSEX BOARD OF EDUCATION:

Lon Seidman, Loretta McCluskey, Mark Watson (no quorum at roll call nor at the vote on the consent agenda)

REGION 4 BOARD OF EDUCATION:

Kate Sandmann, Paula Weglarz, Jane Cavanaugh, Lori Ann Clymas, Trisha Brookhart, Rick Daniels (joined at approx. 6:10 p.m.); Jennifer Clark (also joined after roll call, but before the consent agenda vote was taken)

Administration: Superintendent Brian J. White, Assistant Superintendent Kristina Martineau

CALL TO ORDER

Supervision District Committee Chair Kate Sandmann called the meeting to order at approx. 6:00 p.m.

The Chairs of the Chester, Deep River, Essex and Region 4 Boards of Education called their respective Boards to order at approx. 6:00 p.m. (the Deep River and Essex Boards did not have a quorum present during roll call - The Deep River Board gained a quorum later in the meeting before the vote was taken on the consent agenda).

Public Comment no comments were made

Consent Agenda

The Consent agenda was moved to a later time when a quorum may be present for all boards.

Items/Discussion

Superintendent White shared a presentation on his stated goals and the status of the districts related to his goals (see attached).

Superintendent White also reviewed his summary of findings based on his entry plan that he shared upon his arrival in district one year ago. He will send Board members his summary of findings tomorrow and it will also be posted on the district website.

Consent Agenda

The Consent Agenda was revisited, as a quorum had been reached for 3 of the 4 boards.

On motion duly made and seconded, the Chester, Deep River, and Region 4 Boards unanimously VOTED to approve the consent agenda consisting of the minutes of the Joint BOE Regular Meeting of February 20, 2020 and the Joint BOE Special Meeting of April 30, 2020. The Essex Board will revisit this vote at a future meeting.

On motion duly made and seconded, the Joint BOE moved into Executive Session at approximately 6:36 p.m. for the following purpose:

Personnel – Evaluation of Superintendent

The Committee moved out of Executive Session at approximately 7:01 p.m.

ADJOURNMENT:

On motion duly made and seconded, the Boards unanimously VOTED to adjourn at approximately 7:03 p.m.

Superintendent Report

2019 – 2020 Goals : End of Year Update

JOINT BOE MEETING

TUESDAY, JUNE 30, 2020

Entry Plan

My entry plan process included efforts to listen, learn, and develop planning that enhanced the district's current improvement efforts as outlined in its current Strategic Plan. The entry plan focused on the major areas of our school system:

- Governance, Policy and Boards of Education
- Organizational Leadership, Systems and Structures, and Coherence
- Teaching and Learning and Student Achievement
- District Climate
- Communications, Community Partnerships, and Public Relationships
- Operations and Finance

Entry Plan Methodology

To arrive at a deep understanding of each of these areas, I engaged in a variety of activities to:

- **Meet** with all stakeholders and **Listen** carefully to feedback and input from all stakeholders about the current state of our district.
- **Assess** the alignment of the district to the current strategic plan
- **Learn** about the level of coherence that currently exists across each of the major areas identified in the entry plan.
- **Review** important district data.
- **Understand** the major themes and findings that emerge during the discovery process.

As an outcome of my work, I will:

- **Share** the findings of my entry plan with all stakeholders.
- **Develop** a strategic planning process, based on my findings, to define the next level of work for Regional School District No. 4.

Entry Plan Accomplishments and Outcomes

- Engaged all stakeholders in ongoing dialogue about our system.
- Learned about the strengths and needs of our system.
- Established positive working relationships with all stakeholders.
- Established transparency in financial and managerial operations.
- Established effective communication practices with all stakeholders.
- Developed collaborative problem solving model, inclusive of regional stakeholders.
- Established public trust in the operations of the school system.

Entry Plan – Next Steps

- Share summary of findings publically.
- Review in summer BOE retreat.
- Utilize findings to inform the development of the next generation of district vision and multi-year strategic planning.

Superintendent's Goals 2019-2020

1. Operationalize a three community, unified focus - Pre-K to 12 - on critical and creative thinking for solving difficult problems and to focus and align the district's goal setting processes with these priorities across towns, buildings, and grade levels/content areas.
2. Clarify/unify the assessment philosophy of the district and comprehensively audit the use of assessment resources to ensure they are consistently applied throughout the district and then build/use the assessment capacity of the district to enable reliable assessment and data reporting of student proficiency in the priority skills.
3. Support teachers in the enhancement of their capacity (professional learning, development, support and feedback) to teach and assess higher order thinking skills (critical and creative problem-solving) in a digital learning environment.

Rationale for Goals

- My adopted goals were the same existing areas of focus outlined in our strategic plan.
- The work of the superintendent must align with the stated priorities of the district; guiding efforts to allocate resources and focus the teaching and learning work of the system.
- Alignment of Superintendent's goals to the stated goals of the district promotes systemic coherence throughout the organization.

District Priority Strategy #1 and 2019-2020 Focus Areas

Operationalize a three community, unified focus - Pre-K to 12 - on critical and creative thinking for solving difficult problems and to focus and align the district's goal setting processes with these priorities across towns, buildings, and grade levels/content areas.

- District and building level goals continue to be aligned to Critical and Creative Problem Solving as priority instructional focus.

2019-2020 Focus Areas:

- Improving instructional feedback to improve student learning in CCPS
- Increased focus on differentiated instructional strategies
- Increased focus on intervention strategies and support
- K-12 transition to Next Generation Science Standards aligned to district focus on CCPS (CCPS in Science)
- K-12 math focus aligned to district focus on CCPS (CCPS in Math)

District Priority Strategy #2 and 2019-2020 Focus Areas

Clarify/unify the assessment philosophy of the district and comprehensively audit the use of assessment resources to ensure they are consistently applied throughout the district and then build/use the assessment capacity of the district to enable reliable assessment and data reporting of student proficiency in the priority skills.

2019-2020 Focus Areas:

- Identified priority standards K-12 in all content areas
- Drafted K-6 Standards Based Report Card
- Identify assessment needs to support reporting out student progress on K-6 priority standards at each grade level and in each content area (ongoing)
- Initiate curriculum and assessment audit process (ongoing)
- Engage 7-12 teachers in PD related to standards-based teaching and learning

District Priority Strategy #3 and 2019-2020 Focus Areas

Support teachers in the enhancement of their capacity (professional learning, development, support and feedback) to teach and assess higher order thinking skills (critical and creative problem-solving) in a digital learning environment.

2019-2020 Professional Development Focus Areas:

- Standards Based Teaching and Learning
- Instructional Coaching Cycles K-8 to improve content area instruction in math and English language arts (focus area: high quality instructional feedback and assessment cycles)
- Differentiated instructional strategies and intervention support
- K-12 transition to Next Generation Science Standards

Next Steps

- Focus on long-term sustainability of this work.
- As we enter the final year of the current district goals, our focus will be on the sustainability of these efforts.
- Our new plan will honor this work and incorporate it in a manner that allows us to build upon prior successes.
- Moving forward, we will continue to update Boards on the progress of these important teaching and learning initiatives.

Other Activities and Accomplishments

- Conducted Historical Review of R4 Capital Fund to understand causes of deficit reported in 18-19 Financial Audit.
- Worked with BOE to settle FOIA litigation.
- Energy Efficiency Project Completed At DRES.
- Established Financial Task Force.
- Worked with consultants to educate BOE and community about Self-Funded Insurance Reserve and related concerns.
- Facilitated creation of new capital policy, insurance policy (draft), and newly established capital fund.
- Transitioned Business Office, hiring interim business manager.
- Worked with Interim Business Manager to create new monthly financial reporting documents for Insurance Reserve, Budget Position, cafeteria revenue/expense.
- Facilitated 20-21 budget process based on feedback from all stakeholders.
- Developed new internal budget development process (zero-based budgeting).
- Brought forth significant budgetary documentation to inform BOE decision making.

Other Activities and Accomplishments

- Collaborated with area Selectpersons and BOE leadership to develop budgetary solution to address low insurance reserve levels.
- Developed new approach to budgeting for cafeteria costs.
- Held public meeting with legal team to provide communities with retrospective on Mislick Land Purchase.
- Implemented ALICE training at each our of schools.
- Initiated process with stakeholders in response to VHRS mascot petition.
- Developed FAQ documentation to inform public about various topics (land purchase, audit, capital fund, insurance reserve, budgetary Q and A).
- Created and hired new finance director and assistant finance director positions.
- Executed RFP's for Land Use Study and JW Security project architecture services.
- Conducted internal (R4) Facilities Needs Assessment.
- Facilitated COVID-19 School Closure and Launched Distance Learning Initiative.
- Facilitated Re-Opening of Schools Committee(s).

The Next Level of Work

- Finalize Planning for the Re-Opening of School in Fall
- Develop Next Generation District Vision, Goals, Strategic Plan and Identify Measures of Success
- Develop Pre K – 12 Academic / Social Emotional Intervention Model
- Continue Building Capacity of Business Office
- Conduct Long-Range Pre K -12 Enrollment Study
- Conduct Long Range Needs Assessment of Pre K-12 Facilities
- Establish District Wide Equity Committee
- Field /Land Use Study (R4)
- JW Security Project (R4)
- Establish Athletics Committee (R4)

Questions / Comments
