F.O.I. Compliance

JOINT BOARD OF EDUCATION

Subject to approval

Date: January 10, 2022

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: Rebecca Greenberg-Ellis, Ken Rice, Jan Taigen, Stuart Johnson, Charlene Fearon, Dale Bernardoni, David Fitzgibbons *(joined at approx. 6:07 p.m.)*

DEEP RIVER BOARD OF EDUCATION: Miriam Morrissey, Pat Maikowski, Lenore Grunko, Alyson Whelan, Marc Lewis, Betsy Scholfield *(joined at approx. 6:15 p.m.)*

ESSEX BOARD OF EDUCATION: Lon Seidman, Mark Watson, Cassandra Sweet, Nancy Johnston, Justin Pillion

REGION 4 BOARD OF EDUCATION: Kate Sandmann, Lon Seidman, Jane Cavanaugh, Lori Ann Clymas, John Stack, Lol Fearon, Alex Silva *(joined approx. 6:15 p.m.)*, Rick Daniels *(joined approx. 6:20 p.m.)*

Administration: Superintendent Brian J. White, Assistant Superintendent Sarah Brzozowy

Other: Rydell Harrison, Ed.D., *Program Coordinator and Director of Partnerships* at *Partners for Educational Leadership*

CALL TO ORDER

Superintendent White welcomed everyone and shared the intention for the meeting this evening, which is to allow the Boards of Education, as one of our stakeholder groups, to begin the process of providing their thoughts and input on forming the next 5 year goals and strategic plan. This process is at the beginning stages and will continue throughout the year in order to gather input from a variety of stakeholders. At the end of the process, a final proposed strategic plan, incorporating the input and feedback from all of the stakeholder groups will be brought before the Joint BOE for final approval.

Joint BOE Chair Miriam Morrissey called the meeting to order at approx. 6:05 p.m. and a verbal roll call was held.

Superintendent White introduced the evening's facilitator, Rydell Harrision, who is the Program Coordinator and Director of Partnerships at Partners for Education Leadership. Dr. Harrison presented an overview of the process (see attached). He then had Board members move into breakout groups for discussions to help identify and prioritize major focus areas for the schools of Chester, Deep River, Essex, and Region 4 that Administration will use to guide their continuous improvement work over the next five years.

Following the breakout discussions, members moved back into the large group discussion where each breakout group highlighted the strengths they discussed and then transitioned into where they identified opportunities for improvement.

ADJOURNMENT

On motion duly made and seconded, the Chester, Deep River, Essex and Region 4 Boards unanimously VOTED to adjourn at 8:00 p.m.

Chester - Deep River - Essex - Region #4

Joint Boards of Education Workshop

January 10, 2022

Rydell Harrison, Ed.D, Program Coordinator,
Partners for Educational Leadership

About Us

Partners for Educational Leadership's core practice is partnering with districts and other organizations to strengthen their leadership, systems, and improvement strategies in service of improved and more equitable outcomes for students. Founded in 1994 with generous initial support from the William Caspar Graustein Memorial Fund, Partners for Educational Leadership works to enhance the capacity of schools and districts to improve outcomes for all students through coaching, consulting, and capacity building.

Partners for Educational Leadership™

Goals

- To review current research on the characteristics of effective school boards and a balanced governance approach.
- To identify and prioritize major focus areas for the Chester, Deep River, Essex and Region #4 schools that Administration will use to guide their continuous improvement work over the next five years.

Setting the Stage

Select **one word** to describe your role as a Board of Education member.

shorturl.at/afiAB

Setting the Stage

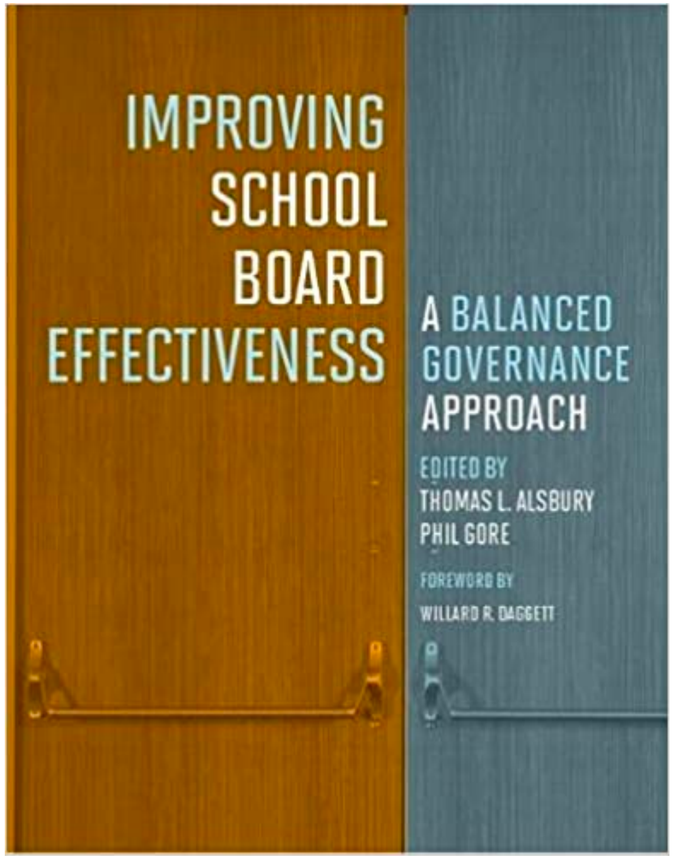
Select **one word** to describe your role as a Board of Education member.

Placeholder for Poll Everywhere Word Cloud

Research on Local School Boards

- More than **90,000 men and women** are members of local school boards in the United States, all serving as important trustees of the nation's public education systems. According to the National School Boards Association, these public officials serve on 13,809 elected or appointed boards in the U.S.
- Increases and declines in **student performance** link to board member values and beliefs, actions, teamwork and political conflict and turnover.
- Despite the impact local school boards have on student outcomes, K-12 governance is still **frontier territory**.
- To identify **effective practices**, Alsbury and Gore (2018) reviewed **meta-analyses** of education research, with a focus on the practices of boards, superintendents, and other school leaders; **case studies** of high-achieving districts, with a focus on the evolving role of school boards; and **studies that compare school board practices** in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

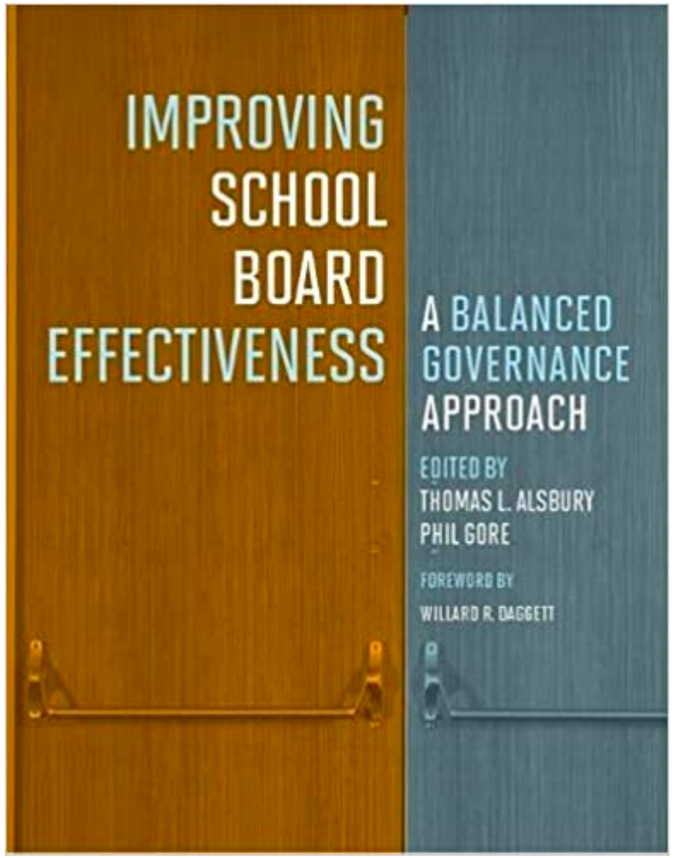
8 Characteristics of an Effective Board



1. Effective school boards commit to a **vision of high expectations** for student achievement and quality instruction and **define clear goals** toward that vision
2. Effective school boards have strong **shared beliefs and values** about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are **accountability driven**, spending less time on operational issues and more time **focused on policies** to improve student achievement.
4. Effective school boards have a **collaborative relationship with staff and the community** and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

T.L. Alsbury & P. Gore (2018). *Improving School Board Effectiveness: A Balanced Governance Approach.*

8 Characteristics of an Effective Board



5. Effective boards are data savvy; they **embrace and monitor data**, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards **align and sustain resources**, such as professional development, to meet district goals.
7. Effective school boards **lead as a united team with the superintendent**, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in **team development and training**, sometimes with their superintendents, to build shard knowledge, values and commitments for their improvement efforts.

Alsbury & Gore (2018). *Improving School Board Effectiveness: A Balanced Governance Approach.*

School Board Governance

- Governance at the highest level requires a **strong partnership** between the Board, Superintendent and Senior Administrators–Strategic Governing Team.
- At this highest level, the Board should maintain a **continuous focus** on three primary questions*:
  1. *Where should our district be headed, and what should it become over the long run?*
  2. *What is our district in the short run: right now and over the coming year?*
  3. *How are we doing?*

We will focus on two of these three questions as we identify and prioritize focus areas.

Doug Eadie (2019). *Building a High-Impact Board-Superintendent Partnership.*

Important Considerations

Life during COVID can’t be the focus for the next 5 years.

- *How can we look beyond the pandemic?*
- *How can we promote more aspirational thinking with a clear focus on long-term priorities for our students?*

Budgets and resource allocation are top issues for local school boards.

- *How can we think more broadly about our students’ K-12 learning experiences?*

Board Member Discussion Groups

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Jennifer Clark	Lol Fearon	Rick Daniels	Rebecca Greenberg-Ellis	Dale Bernardoni	David Fitzgibbons
Tracy Dickson	Lenore Grunko	Charlene Fearon	Scott Hallden	Jane Cavanaugh	Nancy Johnston
Lon Seidman	Ken Rice	Stuart Johnson	Kate Sandmann	Lori Ann Clymas	Marc Lewis
Jan Taigen	Maria Scherber	Pat Maikowski	John Stack	Robert Ferretti	Lon Seidman
Alyson Whelan	Betsy Scholfield	Miriam Morrissey	Cassandra Sweet	Justin Pillion	Alex Silva
Chester Vacancy	Mark Watson	Essex Vacancy			

4 Buckets

The work of the school districts can be grouped into four buckets.

Intervention
Curriculum
Assessment

Social and Emotional Learning

Long Term Capital Planning

Finances and Resource Allocation

Focus on Successes: *How are we doing?*

Consider the four buckets below. In groups discuss what's working well related to each of the buckets and be prepared to share out.

Intervention
Curriculum
Assessment

Long Term
Capital
Planning

Social and
Emotional
Learning

Finances and
Resource
Allocation

Focus on Opportunities: *Where can we improve?*

Consider the four buckets below. In groups identify opportunities for improvement (OFIs) related to each of the buckets and be prepared to share out.

Intervention
Curriculum
Assessment

Social and Emotional Learning

Long Term Capital Planning

Finances and Resource Allocation

Focus on Priorities: *Which areas are most important?*

Take a moment to review the OFIs.

Using the sticky dots, identify the OFIs that are the most **serious** and **urgent**.