

GROTON BOARD OF EDUCATION
SPECIAL MEETING MINUTES
SEPTEMBER 16 2019 @ 5:00 P.M.
CENTRAL OFFICE, ROOM 11

Members Present: Chairman Kim Shepardson Watson, Vice Chairman Andrea Ackerman, Katrina Fitzgerald, Jane Giuliani, Gretchen Newsome, Rosemary Robertson

Members Absent: Rita Volkmann, Jay Weitlauf, Lee White

Also Present: Michael Graner, Susan Austin, Isobel Stevenson

Chairman Shepardson Watson called the meeting to order at 5:15 p.m.

Isobel Stevenson

- Plan is too big, too much of a shot gun approach – too many pieces fall by the wayside.
- Now groups are planning a one-sheet plan. The toll facilitates and captures the thinking.
- The chart identifies key tasks – focus on the thinking.
- Chart is called a Strategy Map.
- Isobel constructed the chart (Attachment #1)

- Board needs way to monitor the Vision of the Graduate (VoG) – The Groton Yardstick could measure the qualities that Groton kids have.

- We have good people taking care of our students, our job is to take care of those staff members.

- We promise if you enroll in GPS, we will deliver this quality of instruction. Over a period of years, your child will be given:
 - High VoG skills - this is your big bet and should be the focus of the Board.
 - High Quality Instruction (HQI) is the key function.
 - Try to figure out what data we need to collect.
 - Mission of the district should be to constantly improve – try to get closer to perfect.
 - HQI – have expectation about what the kids will experience.
 - What should the BoE pay attention to?
 - Efficiency – not just how much it costs.
 - How to know you received a good return on investment.
 - What is the value of the PD?
 - Accountability:
 - Clarity on what is expected. Person needs to know what they are held accountable for.
 - If I am a teacher, the district is accountable for giving the teachers what they need to meet expectations.
 - The chart is never complete because it is a hypothesis – always changing in response to evidence.
 - Use Vision of the Graduate to educate the community about expectations.

- Isobel – focus on High Quality Instruction
 - Jargon – we assume that others know what we mean.
 - Ideals about what is good instruction – what is important to them is deeply ingrained. Tough to change.
 - How do we get this out to other groups – see what works best – this is our bet – How to measure the key points.
 - What is it that we are trying to do and what is the evidence for the results?

- Board Role – Excellence, Equity, Efficiency
 - Develop excellence
 - Ensure equity
 - Operate efficiently – good value for the dollar (not just how much something costs).

- The work of the Board should be to answer the question: How well is the Board fulfilling its mission around Excellence, Equity, and Efficiency?
- What do you need to monitor?
- Get data – provide follow-up opportunities to review data because after a short time, Board members no longer remember the specifics.
- What is clarity around excellence, equity, and efficiency?
- Next steps:
 - Simplicity with plan
 - Define excellence, equity, and efficiency
- Strategic Plan – shift in what drives the Board.
 - What is the Board’s work?
 - Look at 9000 series of Board Policy book in terms of roles and responsibilities.

The meeting adjourned at 8:00 p.m.

| Board | C.O. Cap. | C.O. Admin. | Prin./AP Cap | Prin./Asst. Prin. | Teacher Leader Capacity | Teacher Leaders | Teacher Capacity (skills) | High Quality Instruction | Vision of the Graduates |
|------------|-----------|-------------|--------------|-------------------|-------------------------|-----------------|--|--|---|
| Excellence | | | | | | (Coaches) | Teachers have to gain skills to do what the Board wants done instructionally | Kids need experience to gain knowledge, skill and dispositions | Begin with knowledge skills dispositions |
| Equity | | | | | | | Drivers P.D. and hiring | Classroom instruction | IB |
| Efficiency | | | | | | | Building capacity | | Vision of the district - Kids leave with these attributes |