

F.O.I. Compliance – Subject to BOE approval at a future meeting

REGION 4 BOARD OF EDUCATION

Date: November 04, 2021

Regular 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)

Attendance:	<u>Region 4 BOE</u>		<u>Administration:</u>		<u>Other:</u>
(√ = attended)	Kate Sandmann	√	Brian White	√	James Beckman
	John Stack	√	Sarah Brzozowy	√	Ava Cunningham
	Lori Ann Clymas	√	Bob Grissom	√	Augusta Ferretti
	Jane Cavanaugh	√	Michael Barile	√	Mary Hambor
	Rick Daniels	√	Matt Espinosa	√	JL Kopcha
	Lon Seidman	√	Carolyn Gbunblee	√	Kori Milardo
	Alex Silva	√			Elizabeth Nischan
	Lol Fearon	√			Kathryn Ryan
	Jennifer Clark				Maureen Virgulto

Call To Order and Verbal Roll Call: 7:00 p.m. by Superintendent White

Superintendent White opened the floor for nominations for the office of Board Chair for a 1 year term. Jane Cavanaugh nominated Kate Sandmann. The motion was seconded by John Stack, Rick Daniels and Lon Seidman simultaneously. On motion duly made and seconded, the Board unanimously VOTED to elect Kate Sandmann to the office of Board Chair for a 1 year term.

Chair Sandmann called for nominations for the office of Board Vice-Chair for a 1 year term. Rick Daniels nominated Jane Cavanaugh. The motion was seconded by Lon Seidman. On motion duly made and seconded, the Board unanimously VOTED to elect Jane Cavanaugh to the office of Board Vice-Chair for a 1 year term.

Chair Sandmann called for nominations for the office of Board Secretary for a 1 year term. Jane Cavanaugh nominated Rick Daniels. The motion was seconded by Lori Ann Clymas. On motion duly made and seconded, the Board unanimously VOTED to elect Rick Daniels to the office of Board Secretary for a 1 year term.

Chair Sandmann called for nominations for the office of Treasurer for a 1 year term. Rick Daniels nominated John Stack. The motion was seconded by Lon Seidman. On motion duly made and seconded, the Board unanimously VOTED to elect John Stack to the office of Board Treasurer for a 1 year term.

As Board Chair, K. Sandmann is automatically appointed to serve on the Supervision District Committee. Chair Sandmann appointed Region 4 BOE members, J. Cavanaugh and J. Stack to also serve as the Region 4 representatives on the Supervision District Committee.

Items / Discussion

Public Comment – Ivey Gianetti of Chester said that she wanted to make sure the Board had received the letter that she and her partner, John Williams, recently sent to the BOE regarding future use of the Mislick Property.

Consent Agenda

On motion duly made and seconded, the Board **VOTED** (6 Yes / 0 No / 2 abstentions – Lol Fearon; Alex Silva = motion passed) to approve the consent agenda consisting of the minutes from the Public Hearing and Special Meeting of August 24, 2021; Minutes from the Regular Meeting of September 02, 2021; Minutes from the Special Meeting of October 06, 2021; and the accounts payable report.

Superintendent's Report

Superintendent White invited Principal Barile to introduce the **Senior Student Board Representatives**. Principal Barile introduced student reps James Beckman and Ava Cunningham who shared updates on a variety of topics including Spirit Week; the recent homecoming dance; athletics; Student Leadership Council; NHS induction ceremony; and Senior Capstone projects and related information.

Superintendent Brian White provided the Board with an update on the following topics:

The JWMS Security Project passed at referendum in all 3 towns with a certified total vote count of 1639 Yes / 932 No. The JWMS Security Project Building Committee will be convening on November 10th and he anticipates Rusty Malik, of QA&M Architecture who has been working with the Board during the conceptualization phase, to discuss the construction planning timelines and project process.

The district R4 Athletics Committee continues to meet and will be expanding to include other stakeholders in Region 4. There will be a presentation later this evening sharing the results of a recent athletics survey at Valley.

The Joint BOE RFP Review Committee has been engaged in determining a recommended vendor, from those who submitted bids in response to the RFP, for conducting a building study of all 6 buildings to better understand long term capital needs and costs to assist in long range capital planning. The Joint BOE RFP Review Committee recently interviewed a number of prospective vendors, and decided to hold additional interviews with 2 bidders. The Committee hopes to have more information to share by next the regular meeting of Joint BOE on December 2nd.

The Equity Committees continue their work with various stakeholder groups from the community, staff, and administration. The next Community Equity Committee meeting will be held November 10th.

Contract negotiations are underway and proceeding for 5 of our bargaining groups.

Sharing of Superintendent's Goals – Superintendent White reported that he had the opportunity to meet with BOE Chairs and the Supervision District Committee to share his goals for the year. Part of that is also sharing, with each board, his goals for the year. He noted that it's important that his goals reflect the work of the system. Therefore his goals will focus on developing the next 5 year district goals because current 5 year goals are coming to an end. He shared that we will be engaging in a multi-stakeholder process to identify the next 5 year goals and work on the development of a strategic plan in support of those goals, including metrics that will help us discuss progress and performance of the system moving forward. He's committing to facilitating that process towards developing the goals and a related strategic plan. He will provide an update on his goals at the mid-year.

The Board had a chance to ask Superintendent White questions.

Assistant Superintendent's Report

Dr. Sarah Brzozowy reviewed the Profile and Performance Reports that were part of the agenda enclosures and she revisited the ESSER Fund Grant conversation that was started at the last Joint BOE meeting.

The Board had a chance to ask Dr. Brozowoy questions.

Finance Office Report

Finance Director Bob Grissom reviewed enclosures regarding the Current Year-to-Date Financial Status Report; Cafeteria Fund Update; and Medical Reserve Tracking. The Board had a chance to ask questions after each report.

Mr. Grissom also provided an update on capital projects approved by the Board during the budget development cycle last year (see attached).

He reported that the chiller replacement at JWMS has been completed and came in under budget by about \$12,000. He also reported that the JWMS building management system update, approved by the Board using unexpended funds last year, has been completed and came in on budget. Mr. Grissom shared that consultant for the VRHS Chimney project has given feedback that the amount allocated by the Board is feasible to complete the needed repairs. However, the consultant also shared that there is a possibility for some cost savings on the project, if it were decided to lower the height of the chimney during the repairs. The consultant has noted that the current excess height is only a design feature, without added functionality. There was a Board consensus that administration get a second opinion, as well as consulting with the Fire Marshal regarding the ability to safely lower the chimney height, before proceeding one way or the other.

Mr. Grissom also reported that estimates for the Building Management system work at VRHS has come in just under the budgeted amount. Finally, he shared that the JWMS curbing/paving project is on hold until the recently approved JWMS Security Project construction timeline is determined, so as not to accidentally damage newly repaired areas during the construction of the security project.

Mr. Grissom reviewed the ADM Calculation Methodology for 2022-23 (see attached).

Chair Sandmann asked R4 BOE Treasurer John Stack if he had any updates he wished to share with the Board. Mr. Stack shared that the MUNIS reports are out there for Board members, per the e-mail that members received. He also shared that he and Mr. Grissom have a vendor analysis project underway to look for any potential cost savings that may be realized.

Principals Reports

Matt Espinosa – JWMS Principal

Principal Espinosa thanked the Board for their support of the recent chiller and building management system updates which have provided a comfortable environment for everyone at JWMS. He shared a general update on activities for students including enrichment activities that are starting up next week; student athletics; and the upcoming joint musical production with VRHS. He also shared that VRHS School Counselors recently visited 8th grade students and he discussed the focus of recent professional development for teachers.

Mike Barile – VRHS Principal

Principal Barile, along with several Valley staff members, shared a presentation on the college and career pathways program at Valley (see attached).

Associate Principal Carolyn Gbunblee shared a brief recap of the timeline for past and ongoing work for a review of athletics programs in Region 4. She reviewed the results from recent R4 athletics surveys administered to students, coaches, and parents at VRHS (see attached). A survey will be sent to JWMS stakeholders soon. Eventually, the committee will be presenting prioritized recommendations, in a variety of categories, to the Board based on information gathered from surveys, and a self-study that is to begin in the near future.

Other Reports:

None to share

Chair Sandmann asked newly elected BOE members Alex Silva and Lol Fearon to introduce themselves and share a little about themselves.

Public Comment: no comments were made

On motion duly made and seconded the Board **VOTED** to move into Executive Session at approx. 9:28 p.m. to discuss contracts and negotiations regarding the marketing/sale of R4 owned property at Falls Landing.

The Board returned from Executive Session at approx. 10:03 p.m.

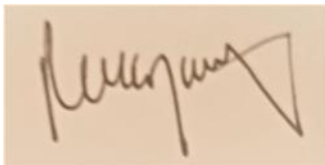
On motion duly made and seconded, the Board unanimously **VOTED** to direct the Superintendent to renew the realtor contract with Berkshire Hathaway for another 6 month period, under the same terms, for the district owned property at Falls Landing.

FUTURE AGENDA ITEMS:

- Joint BOE Meeting Thurs., Dec. 02, 2021 @ 7:00 p.m.
- Regular Region 4 BOE Meeting, January 06, 2022 @ 7:00 p.m.
- Region 4 BOE budget Workshop I January 26, 2022 @ 6:00 p.m.

ADJOURNMENT: On motion duly made and seconded, the Board unanimously **VOTED** to adjourn at 10:04 p.m.

Respectfully submitted,

A handwritten signature in dark ink on a light brown rectangular background. The signature is cursive and appears to read 'Rick Daniels'.

Rick Daniels
Secretary – Regional District #4 Board of Education

Region 4 - John Winthrop - Valley Regional
Capital Projects for 21-22 Proposed Budget

Priority	School	Amount Requested:	Funding Source	School Year 2021-2022
1	John Winthrop	Chiller Replacement	Capital Fund	30,000.00
1	Valley Regional	Chimney Repair	Capital Fund	50,000.00
1	Valley Regional	Building Management System Upgrade (HVAC)	Capital Fund	50,000.00
3	John Winthrop	Curbing & Sidewalk Replacement	Capital Fund	55,650.00
		Appropriation to Capital Reserve Fund		35,000.00
		TOTAL		220,650.00

Other Requests (NOT Approved in 21-22 Budget; listed for informational purposes only)				
2	John Winthrop	10K UGT Investigation / Repair	Capital Fund	50,000.00
3	Valley Regional	Driveway/Parking Lot and Asphalt Curbing	Capital Fund	40,000.00
		TOTAL OTHER REQUESTS (Unapproved)		90,000.00

Priority Descriptions

- 1 End of Service Life, Health & Safety, or Risk Mitigation
- 2 Code or Access Issue
- 3 Projects represent risk and need, but not as immediate as Priority 1

Region 4 - John Winthrop - Valley Regional
Capital Projects for 21-22 Proposed Budget

Priority	School	Amount Requested:	Funding Source	School Year 2021-2022	Actual Expense to Date	
1	John Winthrop	Chiller Replacement	Capital Fund	30,000.00	17,295.00	(1)
1	Valley Regional	Chimney Repair	Capital Fund	50,000.00	840.00	(2)
1	Valley Regional	Building Management System Upgrade (HVAC)	Capital Fund	50,000.00	0.00	(3)
3	John Winthrop	Curbing & Sidewalk Replacement	Capital Fund	55,650.00	0.00	(4)
		Appropriation to Capital Reserve Fund		35,000.00	0.00	(5)
		TOTAL		220,650.00	18,135.00	

- (1) Repair **completed** in July 2021, no additional costs expected, savings of **\$12,705** vs budget
- (2) Per consulting engineer firm GNCB P.C., estimate for total repair is reasonable, however, options exist to reduce cost if aesthetic of chimney is changed
- (3) Received estimates in October for this work totaling \$48,894 (\$39,850 for BMS, \$9,044 for Chiller HVAC); plan is to complete work during school breaks in December & April
- (4) Repairs at JWMS put on hold pending Security Vestibule project; option exists to utilize these funds for similar needs at VRHS
- (5) Appropriation will be made once other projects are completed

REGIONAL SCHOOL DISTRICT NO. 4

CHESTER • DEEP RIVER • ESSEX

Brian J. White
Superintendent of Schools
bwhite@reg4.k12.ct.us

Sarah Smalley
Director of Pupil Services
ssmalley@reg4.k12.ct.us



Sarah Brzozowy, Ed.D.
Assistant Superintendent of Schools
sbrzozowy@reg4.k12.ct.us

Robert Grissom
Finance Director
rgrissom@reg4.k12.ct.us

Date: October 27, 2021

To: Brian White, Superintendent of Schools

From: Robert Grissom, Finance Director

A handwritten signature in black ink, appearing to be 'R. Grissom', is written over the 'From:' line.

RE: Average Daily Membership (ADM) Methodology & Calculation

Average daily membership (ADM) reflects resident students of fiscal responsibility to a municipality. It is the allowed method for regional school districts to allocate budgets. Per the State of Connecticut, students attending the Connecticut Technical High School System or state charter schools are not included in ADM. The ADM allocation rates for a given budget year are based on the October 1 student enrollment counts of the prior year. For example, the ADM rates to be used in the budget development and allocation of expenses for fiscal year 2022-2023 are based on the October 1, 2021 student count.

Our methodology to calculate the ADM each year begins with PowerSchool student enrollment data. A report of student enrollment by school district as of October 1 must be submitted to the Connecticut State Department of Education (CSDE) annually during October via the Public School Information System (PSIS). This same data serves as the primary basis of the ADM calculation. The report to the state counts students by the school district attended. ADM rates are based on each student's town of residence, so the data obtained from PowerSchool must be analyzed to allocate students to their home town. A useful example of this is the Pre-Kindergarten program. As the program is housed at Essex Elementary, all students are reported to the state as part of Essex School District. However, for ADM purposes, Pre-K students are reallocated to be included in their actual town of residence. This methodology ensures the educational costs of each student are more accurately represented in the fiscal responsibility of each of the three towns.

There are other validations and adjustments to be made with the PowerSchool data before the calculation is considered FINAL. First, the Finance Office receives PowerSchool data from two different sources within the District and confirms the information is consistent; this step validates the accuracy of the starting data. Second, PowerSchool data includes Out of District (OOD) placements. These students are verified with data obtained from the Pupil Services Department. Next, PowerSchool data does not include students attending Magnet schools, the Middletown VoAg High School, and Vinal Technical High School, at the expense of the districts. Working with each school, the Assistant Superintendent, and the Pupil Services Department, students attending Magnet schools and the Middletown VoAg High School are confirmed and added to the counts for their respective towns. Vinal Technical High School students are not included in accordance with CT statute. Finally, non-resident students paying tuition to attend one of the schools within the districts are also included in the PowerSchool student data; these students must be removed from the enrollment data if they do not reside in one of the three towns.

Once final student count is confirmed by residency town, these figures are used to calculate the Region 4 3-way ADM allocation rate and the Supervision District 3-way and 4-way ADM allocation rates.

The ADM calculation and results are reviewed within Central Office by the Assistant Finance Director and Superintendent to ensure accuracy prior to their release to the towns each year.

**AVERAGE DAILY MEMBERSHIP
FOR BUDGET YEAR 2022-2023**

Based on October 1 2021 State Reporting

SUPERVISION DISTRICT

Grade*	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
Pre-K	10	8	11	29
Kindergarten	35	32	34	101
1st	27	22	31	80
2nd	35	28	39	102
3rd	25	28	41	94
4th	33	24	40	97
5th	31	35	39	105
6th	23	39	45	107
School Total*	219	216	280	715
PK - 6 ADM TOTAL	219	216	280	715

	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
Oct 1 2021 total count	219	216	280	715
2022-2023 ADM 3-way	30.63%	30.21%	39.16%	100.00%
2021-2022 ADM 3-way	28.55%	31.83%	39.62%	100.00%
Change over prior year	2.08%	-1.62%	-0.46%	

	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>R4</u>	<u>Total</u>
Oct 1 2021 total count	219	216	280	824	1,539
2022-2023 ADM 4-Way	14.23%	14.04%	18.19%	53.54%	100.00%
2021-2022 ADM 4-Way	13.18%	14.70%	18.30%	53.82%	100.00%
Change over prior year	1.05%	-0.66%	-0.11%	-0.28%	

*Grade and school totals include OOD placements

**AVERAGE DAILY MEMBERSHIP
FOR BUDGET YEAR 2022-2023**

Based on October 1 2021 State Reporting

REGION 4

JWMS

Grade	Chester	Deep River	Essex	Total
7th	28	50	48	126
8th	27	35	61	123
School Total*	55	85	109	249
Magnet	-	-	-	-
JWMS ADM TOTAL	55	85	109	249

Valley

Grade	Chester	Deep River	Essex	Total
9th	29	39	43	111
10th	29	56	55	140
11th	34	45	53	132
12th	42	61	79	182
School Total*	134	201	230	565
Magnet	2	2	2	6
VoAg	1	1	2	4
VALLEY ADM TOTAL	137	204	234	575
R4 ADM GRAND TOTAL	192	289	343	824

R4 ADM ALLOCATION

	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
2022-2023 R4 ADM	23.30%	35.07%	41.63%	100.00%
2021-2022 R4 ADM	23.68%	34.94%	41.38%	100.00%
Change over prior year	-0.38%	0.13%	0.25%	

*School totals include OOD placements and Transition Academy




VALLEY REGIONAL HIGH SCHOOL

Career Pathways

Today's Path Tomorrow's Careers

November 4, 2021



The Career Pathways Team

Mary Hambor, School-to-Career Coordinator

Gusty Ferretti, Math

Kathryn Ryan, Math

Kori Milardo, School Counselor

Lorraine Duffy, Counseling Coordinator

Sarah McKinney, School Counselor

Maureen Virgulto, English

Carolyn Gbunblee, Associate Principal

Beth Nischan, English

Russ Arrigoni, Social Studies

Eric Latronica, Science

JL Kopcha, Technology Education

Mike Barile, Principal

Valley Regional High School's Mission Statement

We are committed to developing our students to be inquiring, knowledgeable, and caring people who are willing to take academic risks and work both independently and collaboratively to meet the challenges that face them at personal, community, career, and global levels.

Why Career Pathways?

- The global economy is constantly shifting and entry level skills for in-demand occupations are ever changing. This necessitates the need for students to have a high level of career knowledge.
- The Pathways program is designed to help ALL students at VRHS create their post-secondary goals. With the expense of college skyrocketing, it is our duty to help students explore path options to 21st century careers while still in high school.
- Through the Pathways program, students will be provided the opportunity to learn about their individual learning styles, abilities and interests, resulting in a significant growth experience.

WHAT ARE CAREER PATHWAYS?

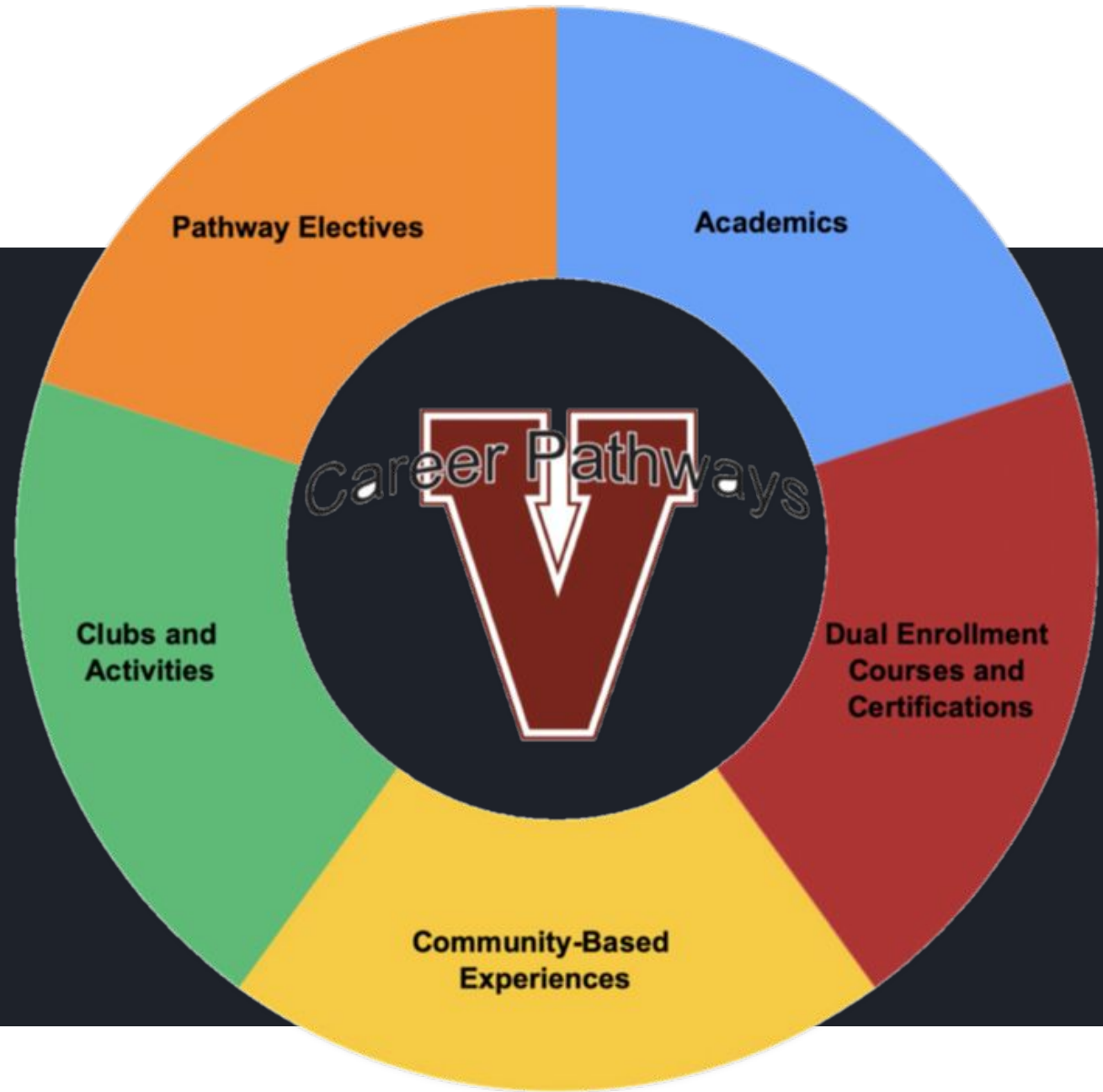
What are Career Pathways?

- Personalized and integrated collection of programs and services
- Designed to maximize student interest

How will Career Pathways assist students?

- Help students develop personalized learning plans aligned with their career interests
- Empower students to explore and develop skills and dispositions needed for success in college and career.

The Pathways include the students' academic and elective classes, internship/Capstone experiences, clubs and activities and career exploration opportunities.





- These pathways are aligned with the priorities established by the Connecticut Department of Labor.
- Career Pathways provide a program of study that aligns with our Core Values and Vision of the Graduate.

A COMPREHENSIVE APPROACH

Internships and Capstone Experiences -
Authentic career based experiences



Internships and
Capstone

Clubs and Activities -
Purposeful and engaging clubs and
activities that are aligned with careers



Clubs and Activities

Pathway Electives -
Course curriculum that provides
requisite skills in career
preparation



Pathway Electives



Science Technology Engineering & Mathematics

(STEM)

Science, Technology, Engineering, and Mathematics (STEM) focuses on careers in planning, managing and providing scientific research, professional and technical services.

Today's Path

Suggested 4 Year Pathway Program

Freshman Year	Sophomore Year	Junior Year	Senior Year
English 9 (1)	English 10 (1)	English 11 (1)	English 12 (1)
Global Studies (1)	Civics (.5)	US History (1)	CI (.5) or WC (.5)
World Language (1)	Elective	Elective	Elective
Math (1)	Math (1)	Math (1)	Elective
Biology (1)	Science (1)	Science (1)	Elective
Health 1 (.5) & PE (.5)	Health 2 (.5) & PE (.5)	Elective or Capstone	Capstone or CAS
Elective(s)	Pathway Elective(s)	Pathway Elective(s)	Pathway Elective(s)
(Must total 7 credits)	(Must total 7 credits)	(Must total 6-7 credits)	(Must total 5-7 credits)

Recommended Pathway Electives

Statistics
Anatomy & Physiology
Computer Programming
Mobile Application Development
Web Page Development
Architectural Design

Engineering Design
Technical Drafting
Manufacturing
Marine Biology
Forensics
Material Processing

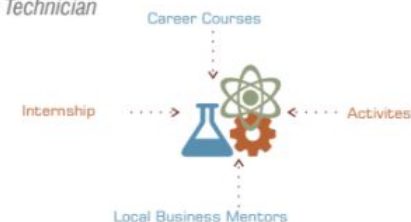
Tomorrow's Careers

COLLEGE/GRADUATE DEGREES

Aerospace Engineer
Environmental Scientist
Materials Engineer
Mechanical Engineer
Industrial Engineer
Architectural/Engineering Mgr.
Quality Assurance Manager
Laboratory Testing Technician

Electrical Engineer
Microbiologist
Comp. Hardware Engineer
Chemical Engineer
Marine Engineer/Naval Arch.
Health and Safety Engineer
Research Engineer

Chemist
Electronics Engineer
Nuclear Engineer
Statistician
Data Scientist
Economist
Biochemists/Biophysicist
Design Engineer



Clubs & Activities

Robotics
Tech Exploration Club
Cyber Security Club

Health Occupation Students of America (HOSA)
Academic Quiz Bowl
Math Club

Internship, Capstone Experiences & Local Business

Research labs at universities
Engineering departments at local businesses
Architecture firms
Civil Engineering firms
Insurance Companies (statistics, actuarial science)
Engineering firms

During my time at VRHS, I developed my passion for science and engineering. I dove into as many math classes I could, participated in the math team, and helped start the robotics team. During Tech Drafting, I learned about 3D printing which allowed me to 3D print a prosthetic hand for a young boy in England. For my Capstone project I worked in a Yale Biomedical



Engineering lab on a computational project to model heart function. I am now working as a software developer to identify the onset zone of a seizure in epileptic patients. Every opportunity I took helped grow my confidence to allow me to take on more complicated projects and now I am helping improve the lives of actual patients."

Patrick Myers - VRHS Class of 2015

Next Steps

- ✓ Take career inventories on Naviance
- ✓ Discuss career plans and class schedule with your school counselor
- ✓ Meet with career coordinator for career-related opportunities in your area of interest



Manufacturing

Manufacturing focuses on careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities.

Today's Path

Suggested 4 Year Pathway Program

Freshman Year	Sophomore Year	Junior Year	Senior Year
English 9 (1)	English 10 (1)	English 11 (1)	English 12 (1)
Global Studies (1)	Civics (.5)	US History (1)	CI (.5) or WC (.5)
World Language (1)	Elective	Elective	Elective
Math (1)	Math (1)	Math (1)	Elective
Biology (1)	Science (1)	Science (1)	Elective
Health 1 (.5) & PE (.5)	Health 2 (.5) & PE (.5)	Elective or Capstone	Capstone or CAS
Elective(s)	Pathway Elective(s)	Pathway Elective(s)	Pathway Elective(s)
(Must total 7 credits)	(Must total 7 credits)	(Must total 6-7 credits)	(Must total 5-7 credits)

Recommended Pathway Electives

Manufacturing
Adv. Manufacturing
Engineering Design
Adv. Engineering Design
Photography
Graphic Arts
Materials Processing

Technical Drafting
Computer Programming
Computer Applications
Personal Finance
Public/Prof. Communications

Algebra
Geometry
Calculus
Physics

Tomorrow's Careers

HIGH SCHOOL/OTJ

- Sewing Machine Operator
- Butchers and Meat Cutter
- Painting, Coating and Decorating
- Planning and Expediting (Logistics)
- Industrial Machinery Mechanic
- Machine Tool Operator
- Outdoor Power Mechanic
- Welder
- Lathe and Machine Tool Setter
- Cabinetmaker
- Ophthalmic Laboratory Technician

Internship

APPRENTICESHIP

- Electrician
- Electronics Technician
- Tool and Die Maker
- Computer Technician
- Appliance Repair
- Office Machine Repair
- Machinist

COLLEGE

- Mechanical Drafting
- Nuclear Technician
- Medical Equip. Repair
- Engineering Technician
- Chemical Technician
- Electrical Drafting
- Electronics Drafting



Clubs & Activities

Tech Exploration Club
Robotics Team
Valley TV

Health Occupation Students of America (HOSA)
Family, Community and Career Leaders of America (FCCLA)

Internship, Capstone Experiences & Local Business

Local manufacturing companies
Auto shops
Carpentry shops
Engineering firms
Machine shops

Next Steps

- Take career inventories on Naviance
- Discuss career plans and class schedule with your school counselor
- Meet with career coordinator for career-related opportunities in your area of interest



At VRHS I completed the Intro to Manufacturing course to help me understand more about my job at Wheien Engineering. The class helped me to get a better understanding of how the emergency lighting products are produced start to finish. I was also able to learn about what makes Wheien so great. Overall, it's a fun hands-on learning experience as well as a great way to get a job there.

Trevor Tiezzi - VRHS Class of 2018



Arts & Communication

Arts and Communication focuses on careers related to designing, producing, exhibiting, performing, writing and publishing multimedia content including visual/performing arts and entertainment services.

Today's Path

Suggested 4 Year Pathway Program

Freshman Year	Sophomore Year	Junior Year	Senior Year
English 9 (1)	English 10 (1)	English 11 (1)	English 12 (1)
Global Studies (1)	Civics (.5)	US History (1)	CI (.5) or WC (.5)
World Language (1)	Elective	Elective	Elective
Math (1)	Math (1)	Math (1)	Elective
Biology (1)	Science (1)	Science (1)	Elective
Health 1 (.5) & PE (.5)	Health 2 (.5) & PE (.5)	Elective or Capstone	Capstone or CAS
Elective(s)	Pathway Elective(s)	Pathway Elective(s)	Pathway Elective(s)
(Must total 7 credits)	(Must total 7 credits)	(Must total 6-7 credits)	(Must total 5-7 credits)

Recommended Pathway Electives

Art Foundations
Ceramics
Drawing
Painting
Sculpture
Design
Adv. Studio Art
Jewelry Design
Textiles & Design

AP Art History
AP Studio Art
IB Visual Arts
Band
Chorus
Music Theory
Vocal
AP Music Theory
Piano

Music Theater
IB Music
Photography
Graphic Arts
Creative Writing
Public/Prof. Comm.
Computer Applications
The Media & You

Tomorrow's Careers

HIGH SCHOOL

- ☑ Dancer
- ☑ Photographer
- ☑ Telecom. Installer
- ☑ Telecom. Repairer
- ☑ Printing Press Operator
- ☑ Musician / Singer

CERTIFICATE

- ☑ Telecom. Equipment Maint.
- ☑ Telecom. Technician
- ☑ AV Equipment Technician
- ☑ Broadcast Technician

COLLEGE

- ☑ Film & Video Editor
- ☑ Set & Exhibit Designer
- ☑ Fashion Designer
- ☑ Technical Writer
- ☑ Actor
- ☑ Writer / Author
- ☑ Art Director
- ☑ Graphic Designer
- ☑ Producers & Director
- ☑ Editor
- ☑ Music Composer
- ☑ Commercial Designer
- ☑ Industrial Designer



Clubs & Activities

Valley TV/Valley Broadcast
VR Musical Production
VRHS Newspaper
Triad Yearbook

Broadcasting Lab
Guitar Club
Open Rehearsal Hall
Open Studio Art

Internship, Capstone Experiences & Local Business

Radio station
TV station
Magazine or newspaper
Printing company
Valley TV

Art Galleries
Theatres
Photography studios
Graphic Design/printing studios
Museums/Historical Societies

At VRHS I found my passion for communications starting with morning announcements and blossoming into my Capstone Internship at 97.7 WCTV Radio. After a summer learning to produce, edit audio, and do voice overs, I knew I wanted to be on-air. Taking Public and Professional Communications, Media and You and my independent study in sports journalism helped prepare me for my current field of study. My Capstone gave me the skills needed to host a sports talk show on iCRV Radio and broadcast live on TV with Meteorologist Scott Haney. My time at VRHS built my roots and gave me the confidence I needed to follow my dreams. Currently a rising senior, and a beat writer for the Marist College Basketball teams, I am majoring in Communications with a double concentration in Sports Communications and Journalism.

Mitch Conrad - Class of 2017



Next Steps

- ✓ Take career inventories on Naviance
- ✓ Discuss career plans and class schedule with your school counselor
- ✓ Meet with career coordinator for career-related opportunities in your area of interest

How will we implement Career Pathways?

Freshman Year	Sophomore Junior Senior
<p data-bbox="568 368 980 411">Freshman Academy</p> <ul data-bbox="435 501 1110 1133" style="list-style-type: none"><li data-bbox="435 501 1110 758">• Lay the foundation for students to understand and utilize the amazing resources that VRHS and our community has to offer.<li data-bbox="435 822 1110 1133">• Group of teachers dedicated to the transition of freshman from middle school to high school, focusing on their academic, social, emotional and career development.	<p data-bbox="1251 404 2226 996">During CORE, there will be a curriculum designed to expose students to each of the Pathways at Valley. Course offerings, clubs, activities, existing school resources (Naviance) and community opportunities related to each Pathway will be highlighted and explored in a structured setting.</p> <p data-bbox="1370 1039 2107 1225">Each Senior participates in a community based Capstone experience</p>

NEXT STEPS

- Share Career Pathways with faculty, students and parents
- Conduct interest surveys to help students identify a possible pathway
- Engage students in developing a program of study
- Determine team of teachers to teach Freshman Academy
- Develop a continuum of learning for the Freshman Academy
- Communicate plan with stakeholders



THANK YOU
and
QUESTIONS



VALLEY REGIONAL HIGH SCHOOL

ATHLETICS SELF STUDY

Survey Results and Next Steps



TIMELINE & PROCESS

- Superintendent committed to review of athletics during 19-20 school year
- Fields and Grounds committee- 11/18/20, 12/2/20, BOE Presentation 12/15/20
- Sept 9, 21- Brian White sends letter regarding district initiatives, including athletics review
- Athletics Committee, including administration and board members, met Aug 30, Sept 30, Oct 28 (& Nov 22)
- Survey sent to parents, coaches, students on Sept 17 with return date of Sept 28
- Booster Club Meeting to review policies and procedures- 10/28
- Athletics department compiled documents for Self- Study review team (first meeting- Nov 18)



SURVEY PROTOCOL

Survey based on CIAC athletics standards review with VRHS
specific questions

Likert Scales on Programming, Personnel, Communication, Equity,
Financial Support

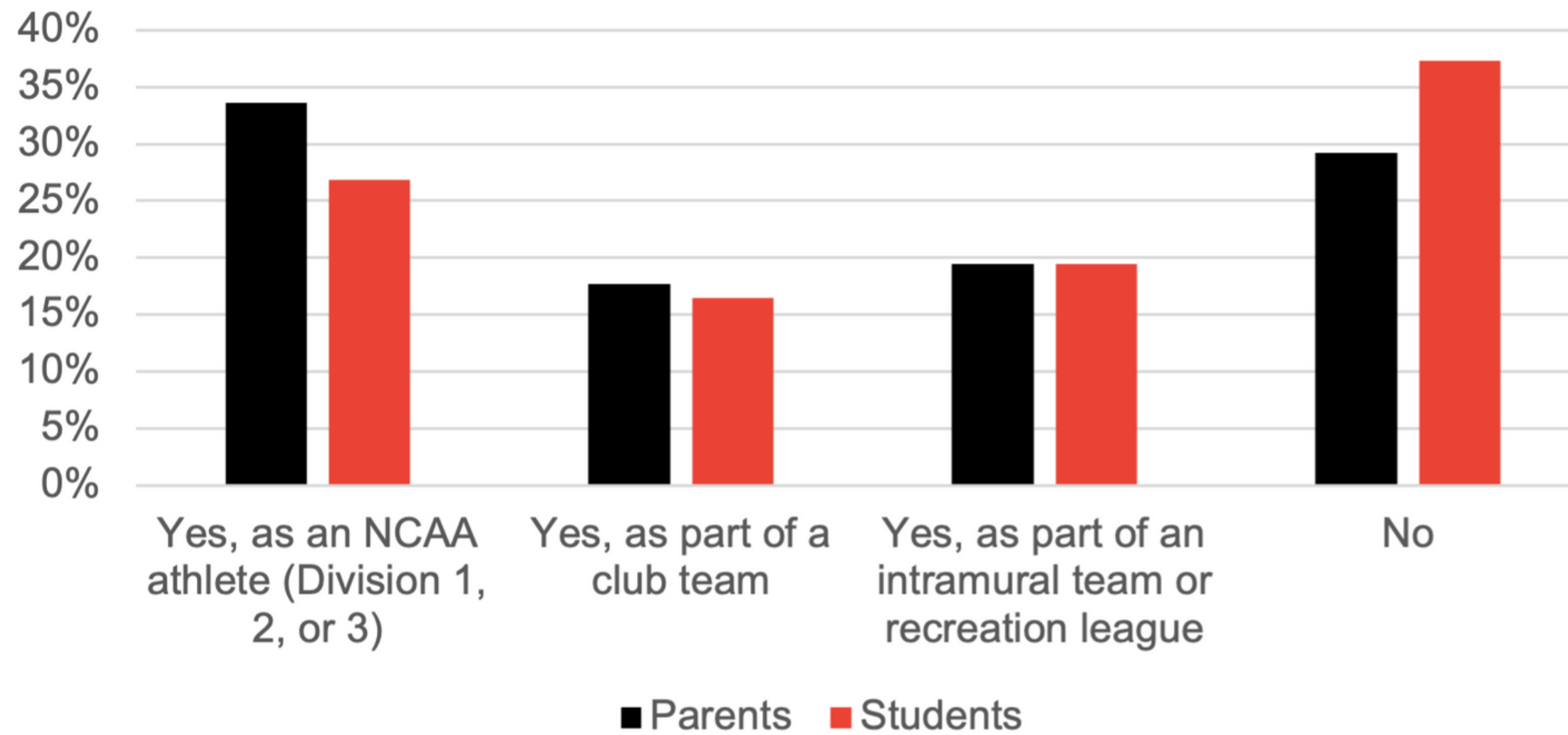
Comments questions included

Coach Survey- 17 Responses (39%, 44 total coaches)

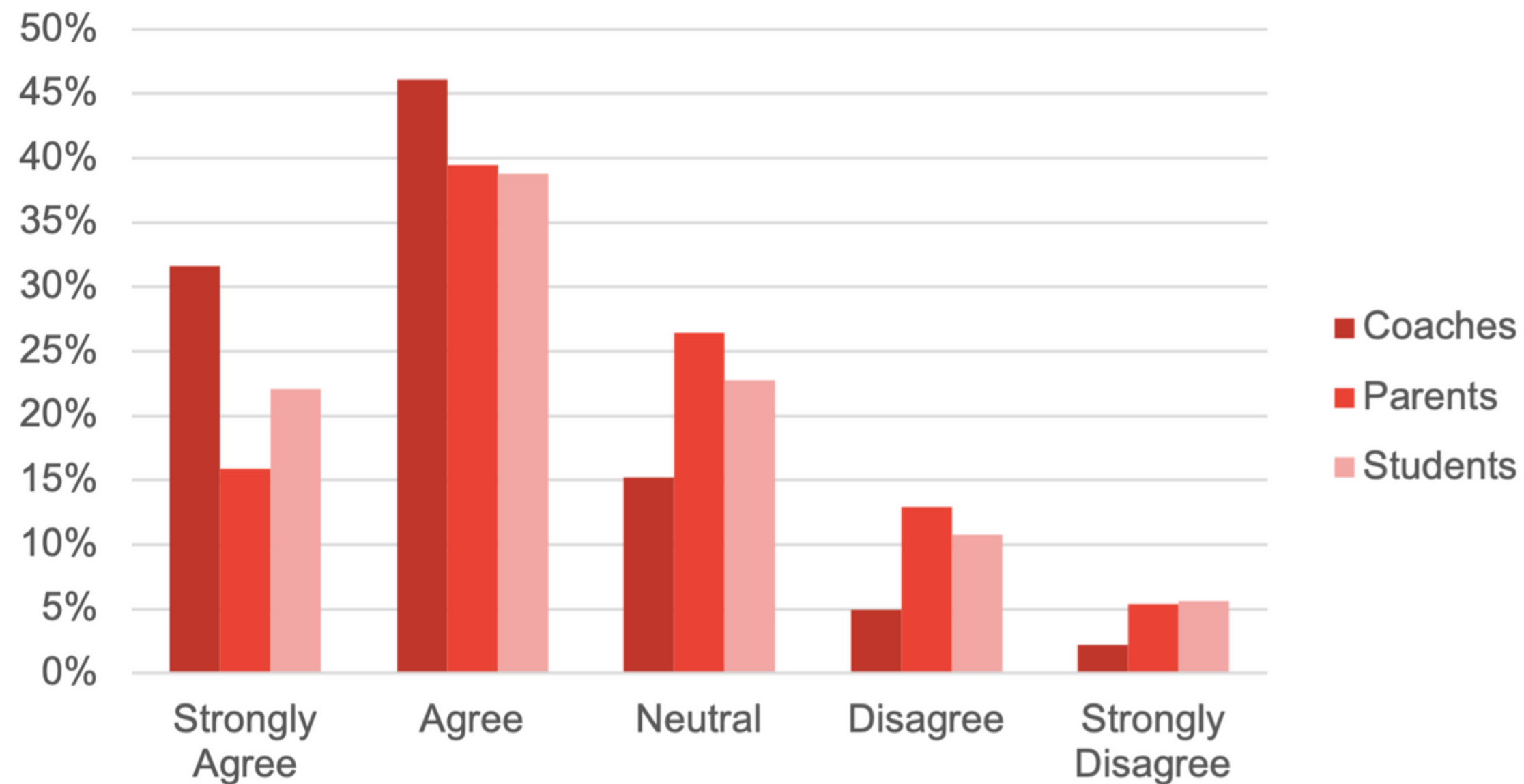
Student Survey-90 Responses (26%, 349 total student-athletes)

Parent Survey- 137 Responses (25% of households)

Does your student intend to participate in their sport after high school?

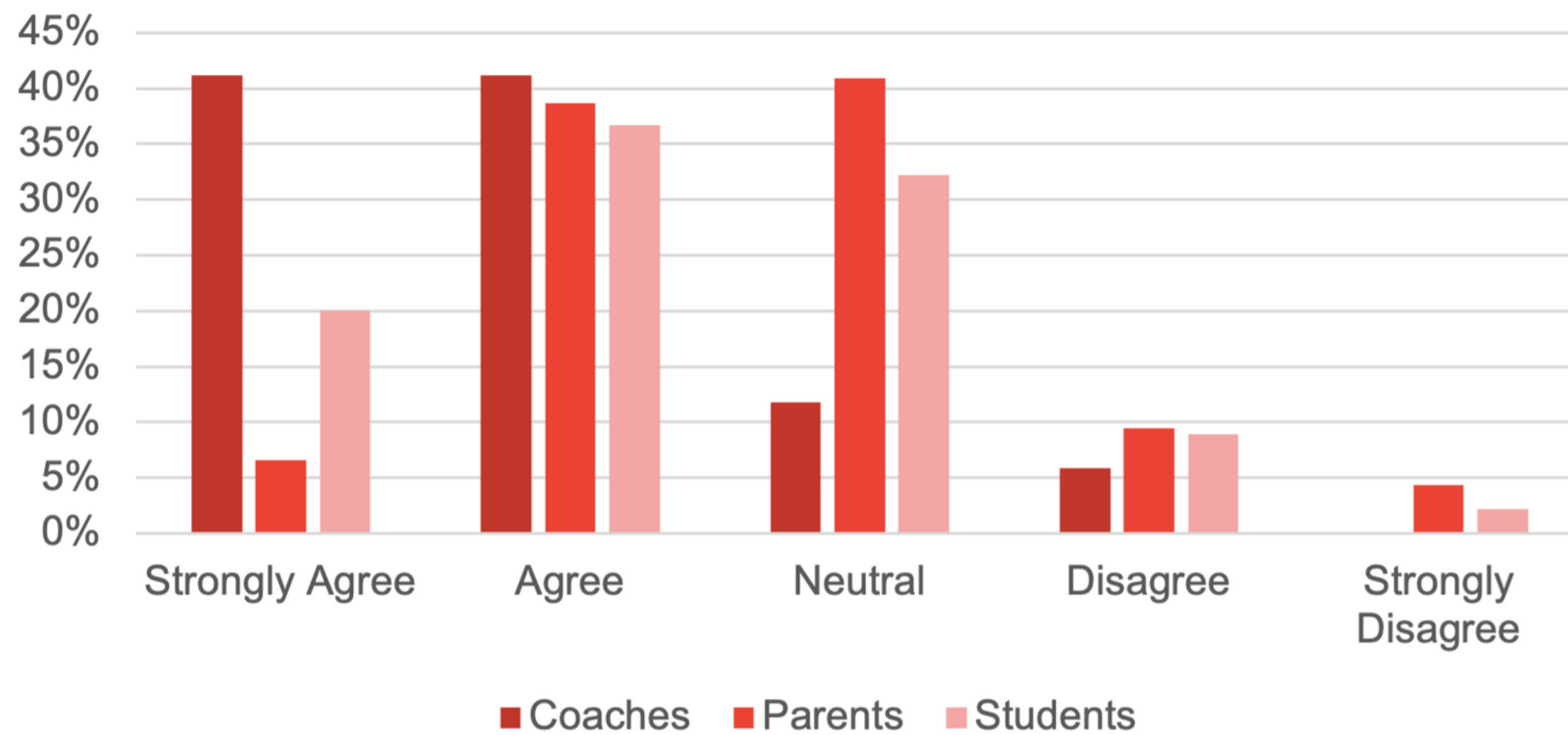


Programming Response Summary

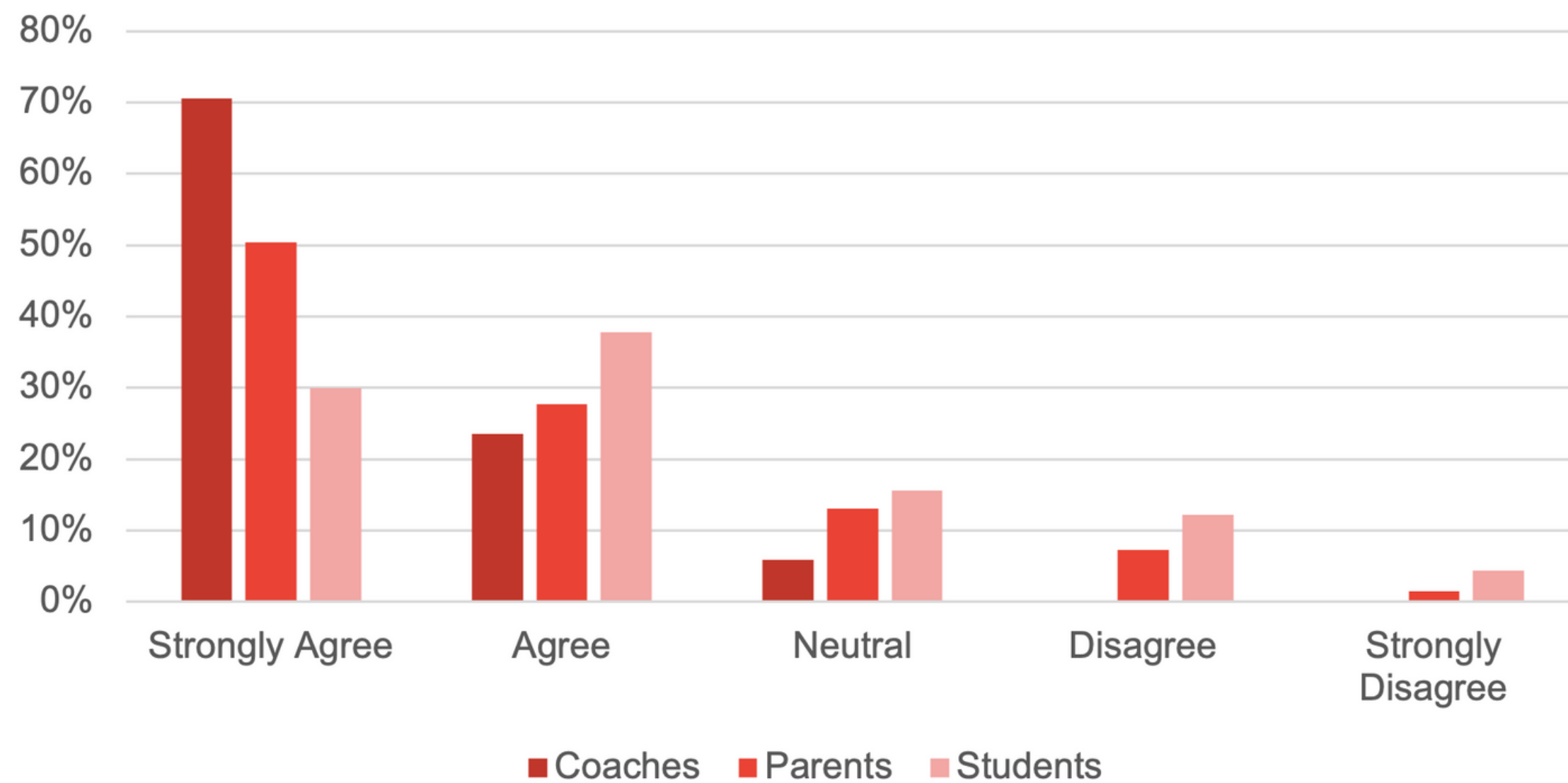


- I am familiar with the mission and goals of the athletic department
- Participation in high school athletics is a positive experience
- In general, athletic policies and procedures are clearly communicated and effective
- Sports offerings are sufficient to accommodate the interests of most students
- Coaches develop skill goals for each individual student and assess each player in relation to these goals

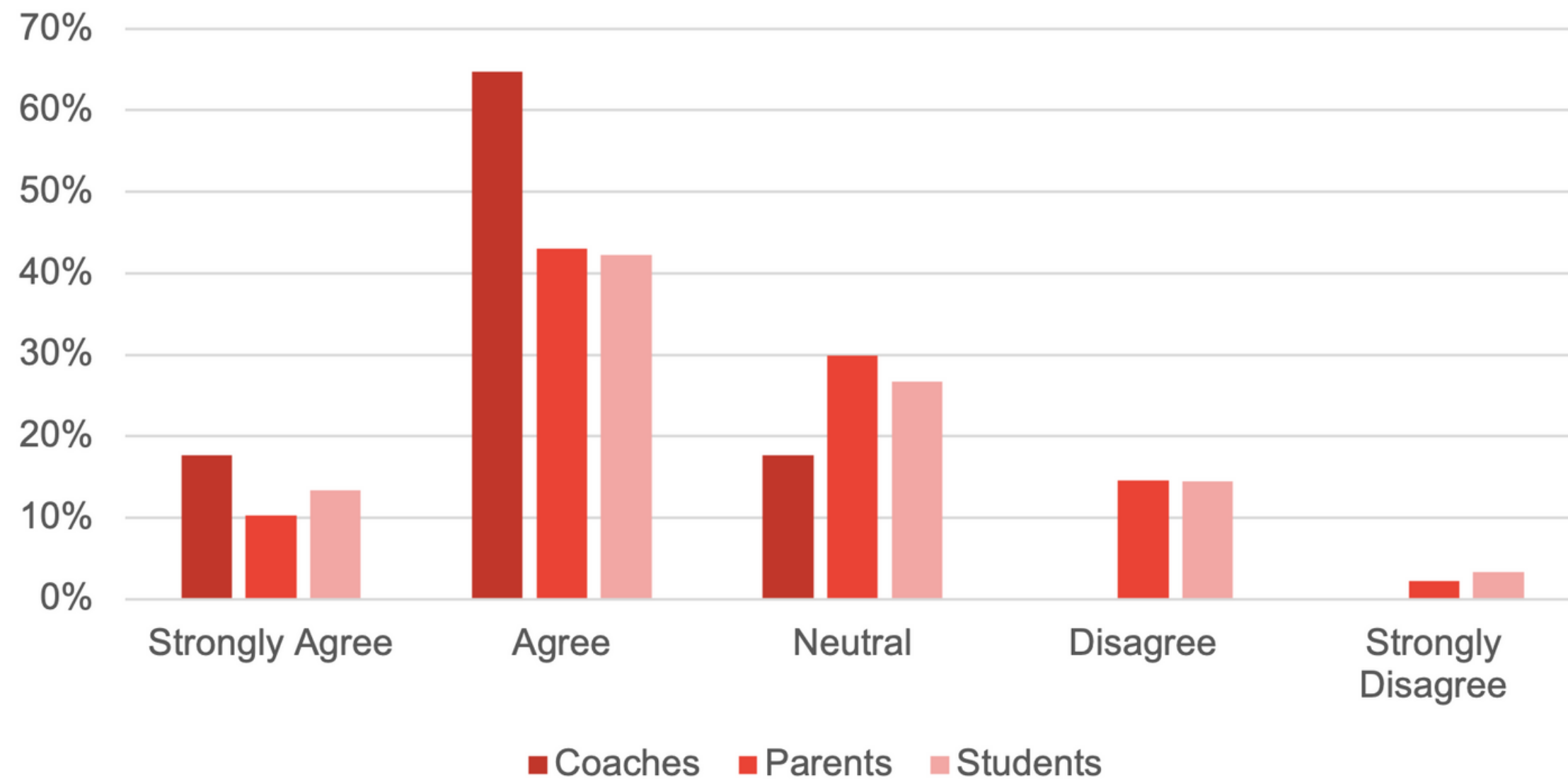
The athletic mission reflects the values of the school and community.



Participation in high school athletics is a positive experience.

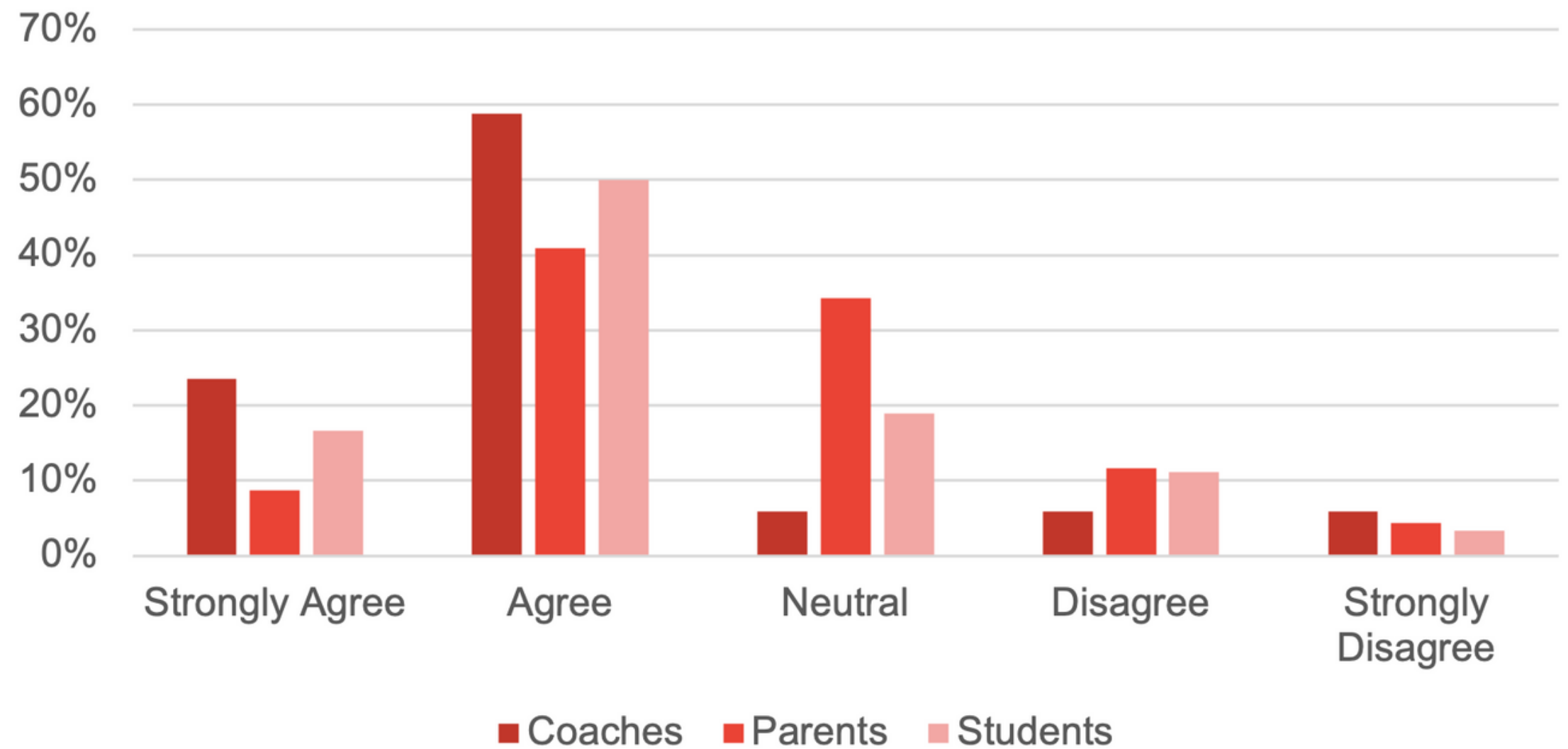


Rules of conduct listed in the athletic handbook are effectively followed.

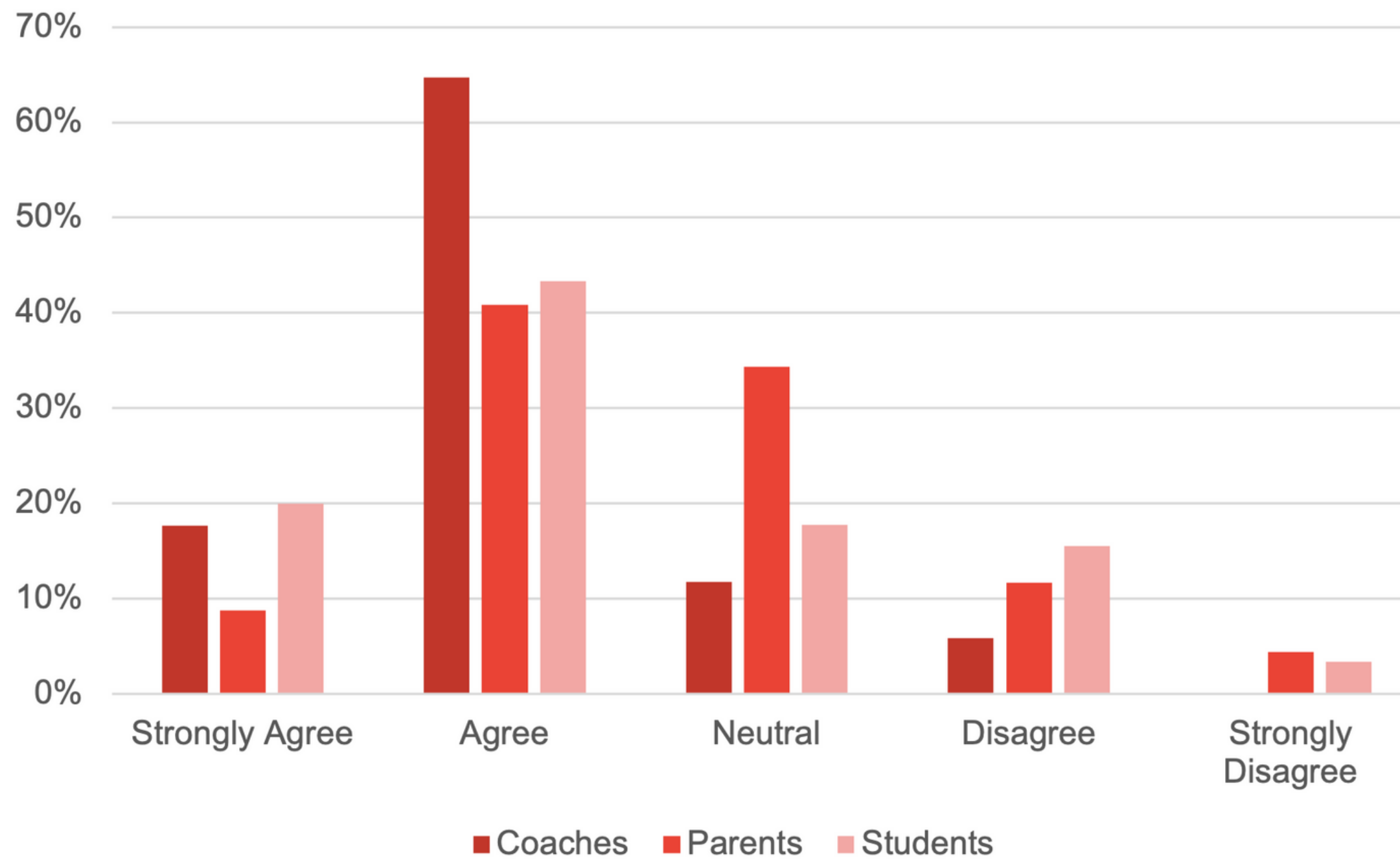


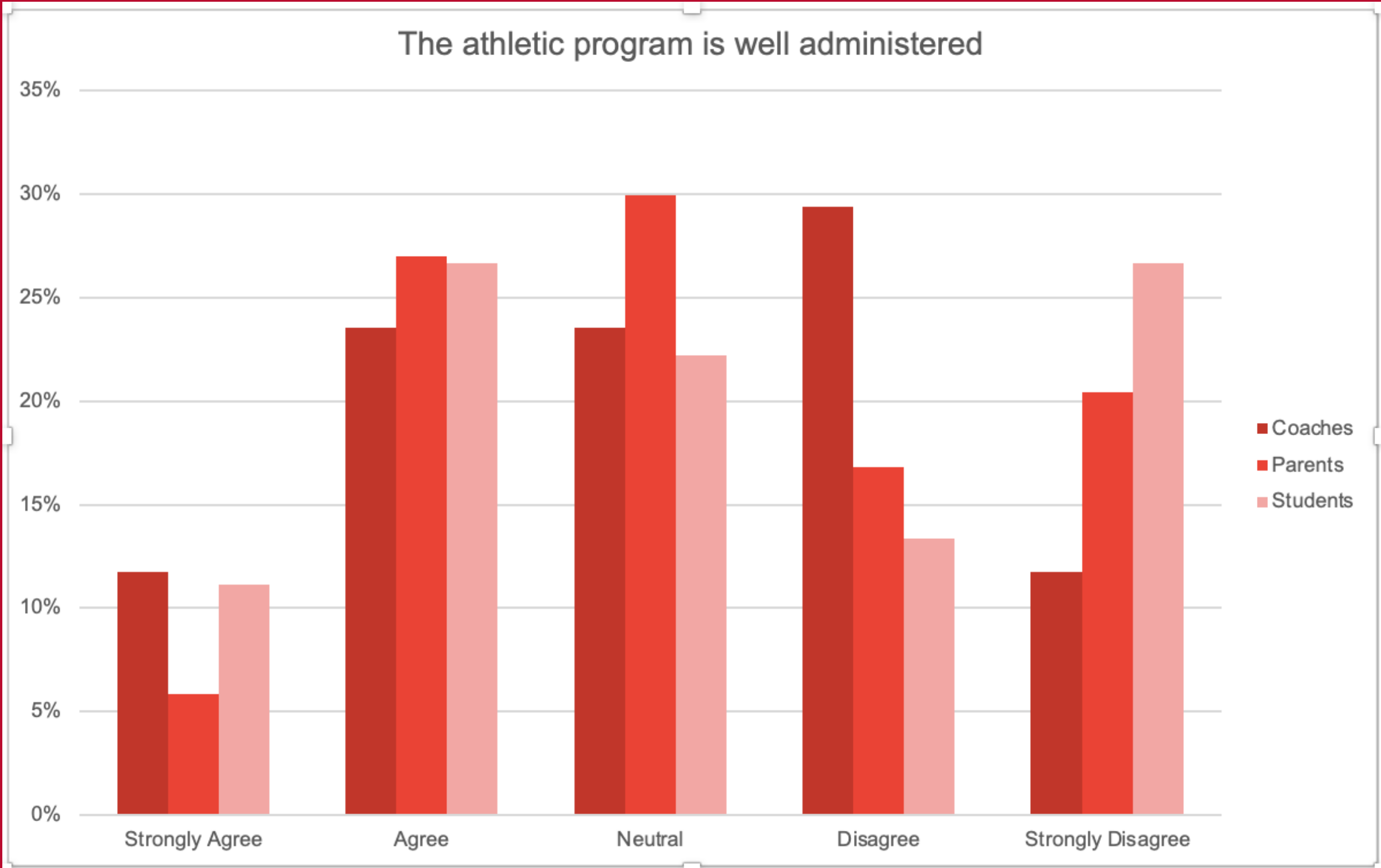


In general, athletic policies and procedures are clearly defined and effective.

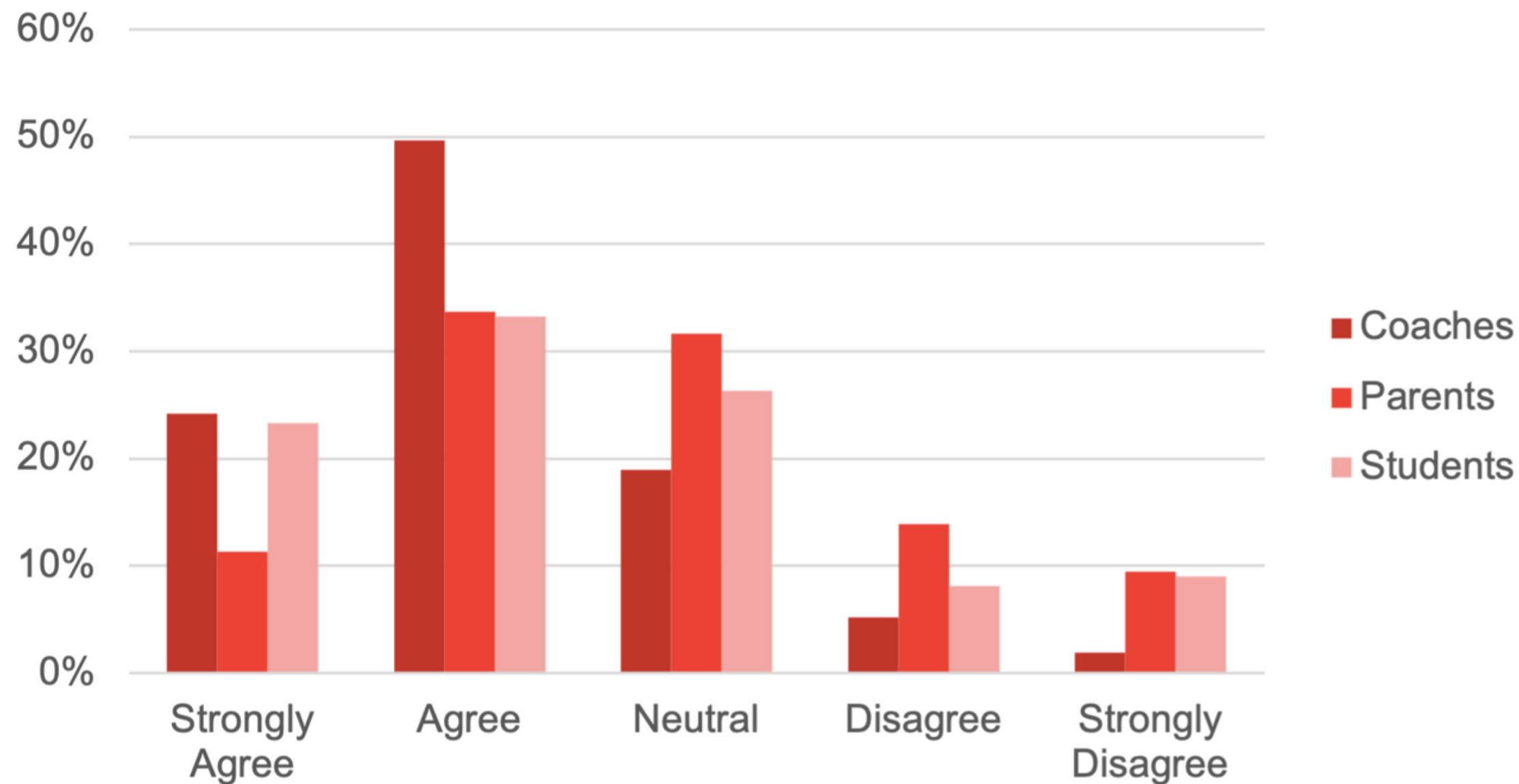


An appropriate balance exists between athletics and academics.



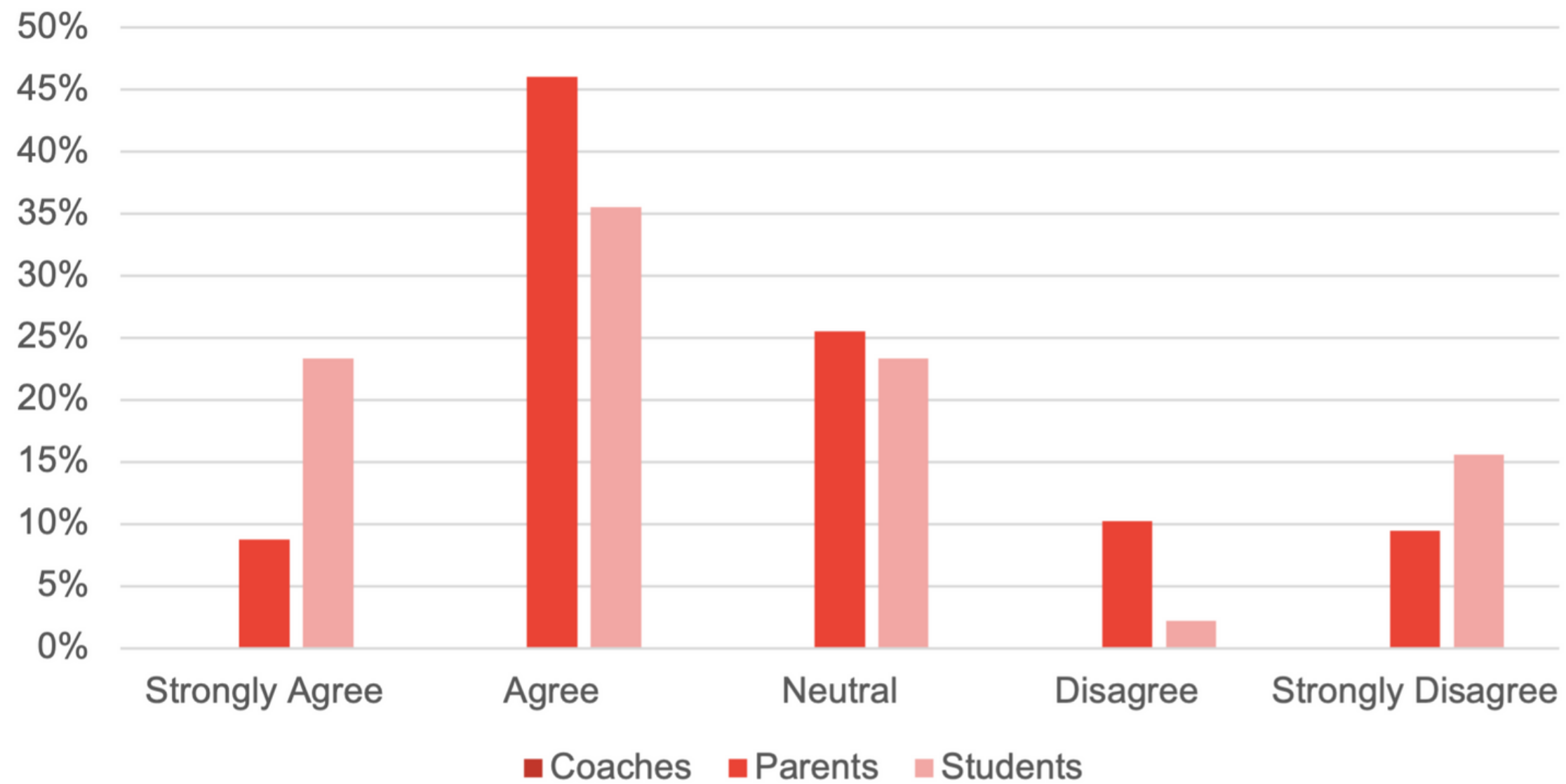


Personnel Response Summary

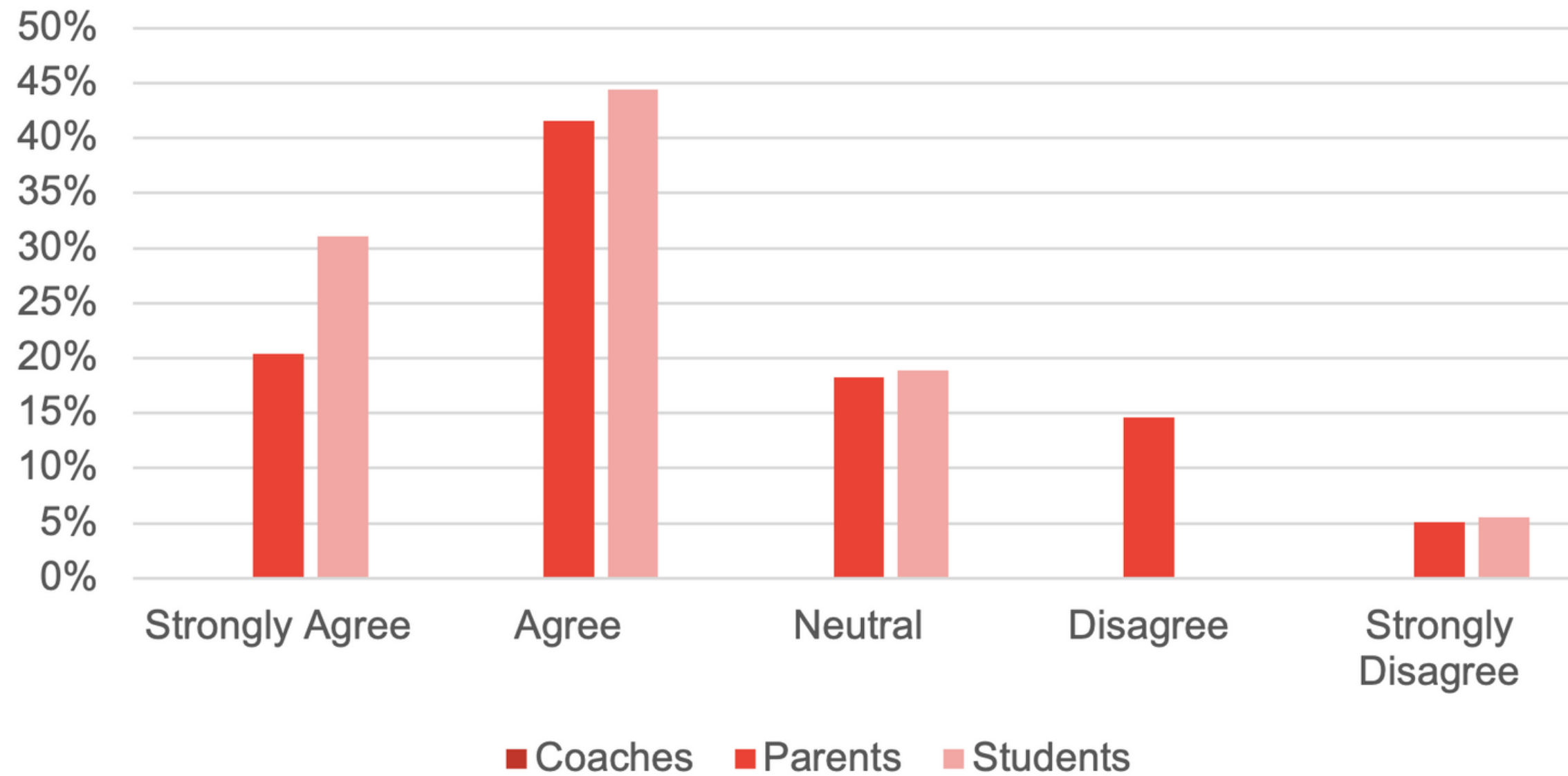


- **Coaches are generally fair in choosing teams and playing athletes**
- **Coaches teach positive values to athletes**
- **Coaches demonstrate competence in teaching about sport**
- **Athletes can approach coaches freely to discuss personal issues**
- **Coaches provide guidance and assistance to student-athletes intending to play in college**

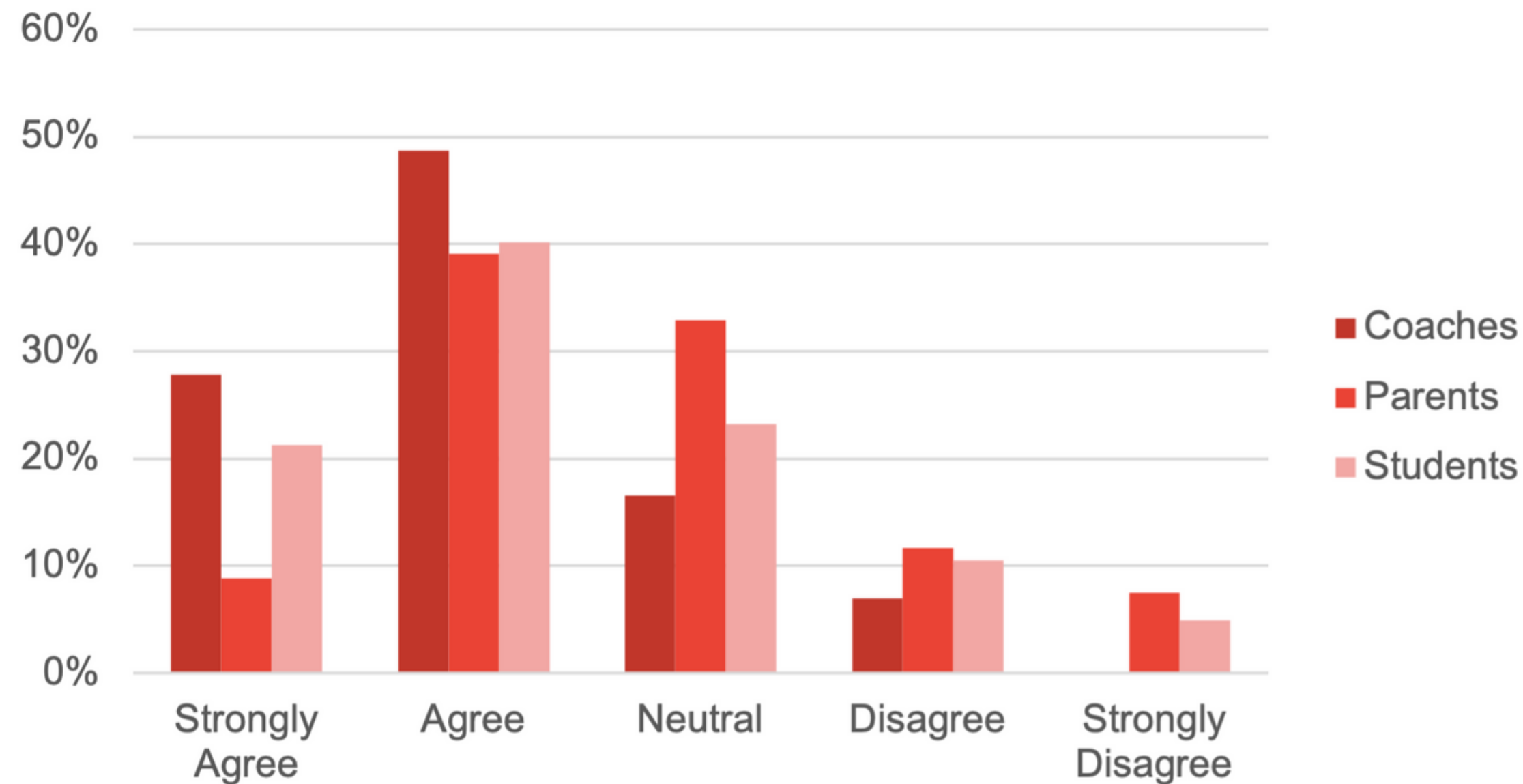
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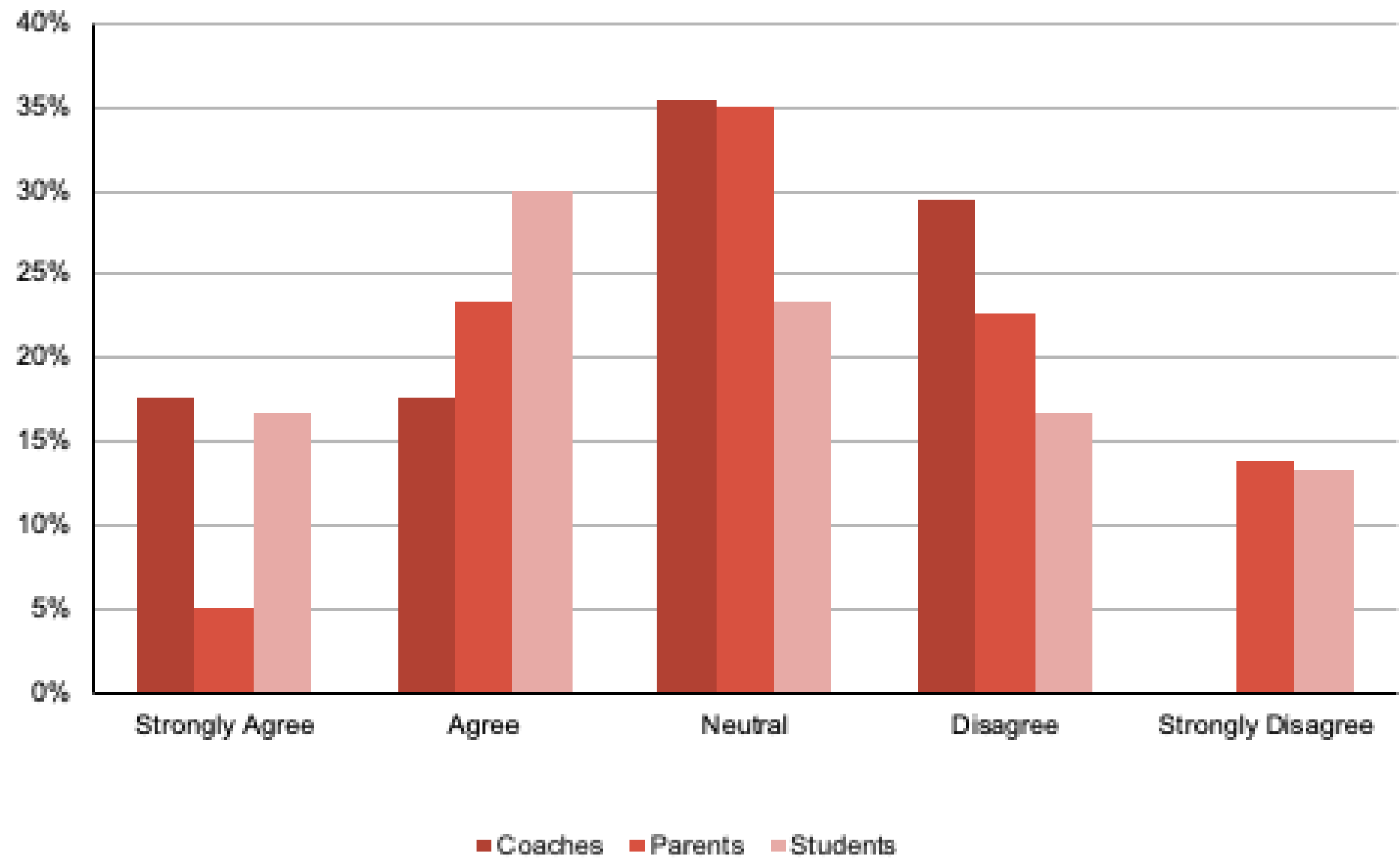


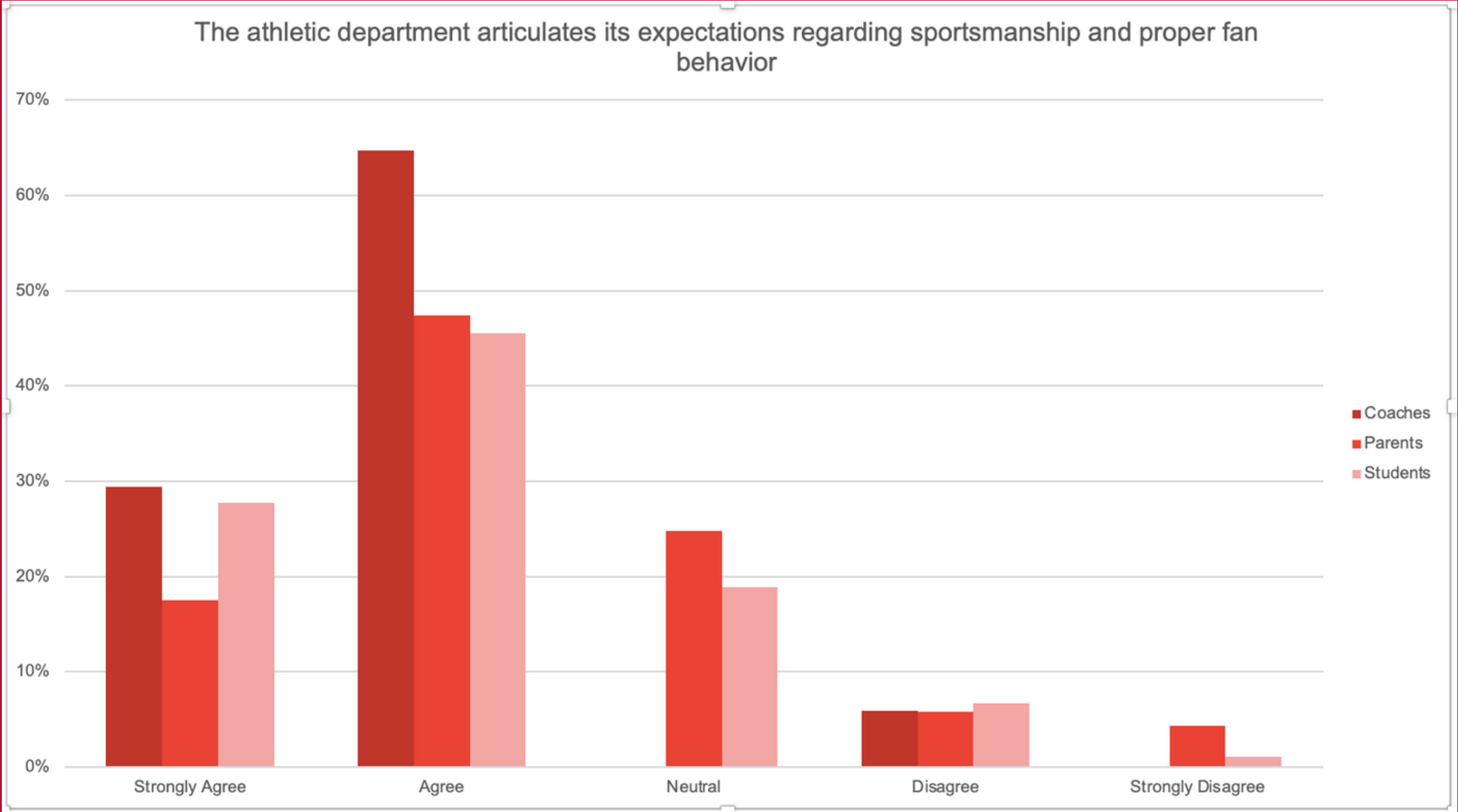
Communication Response Summary



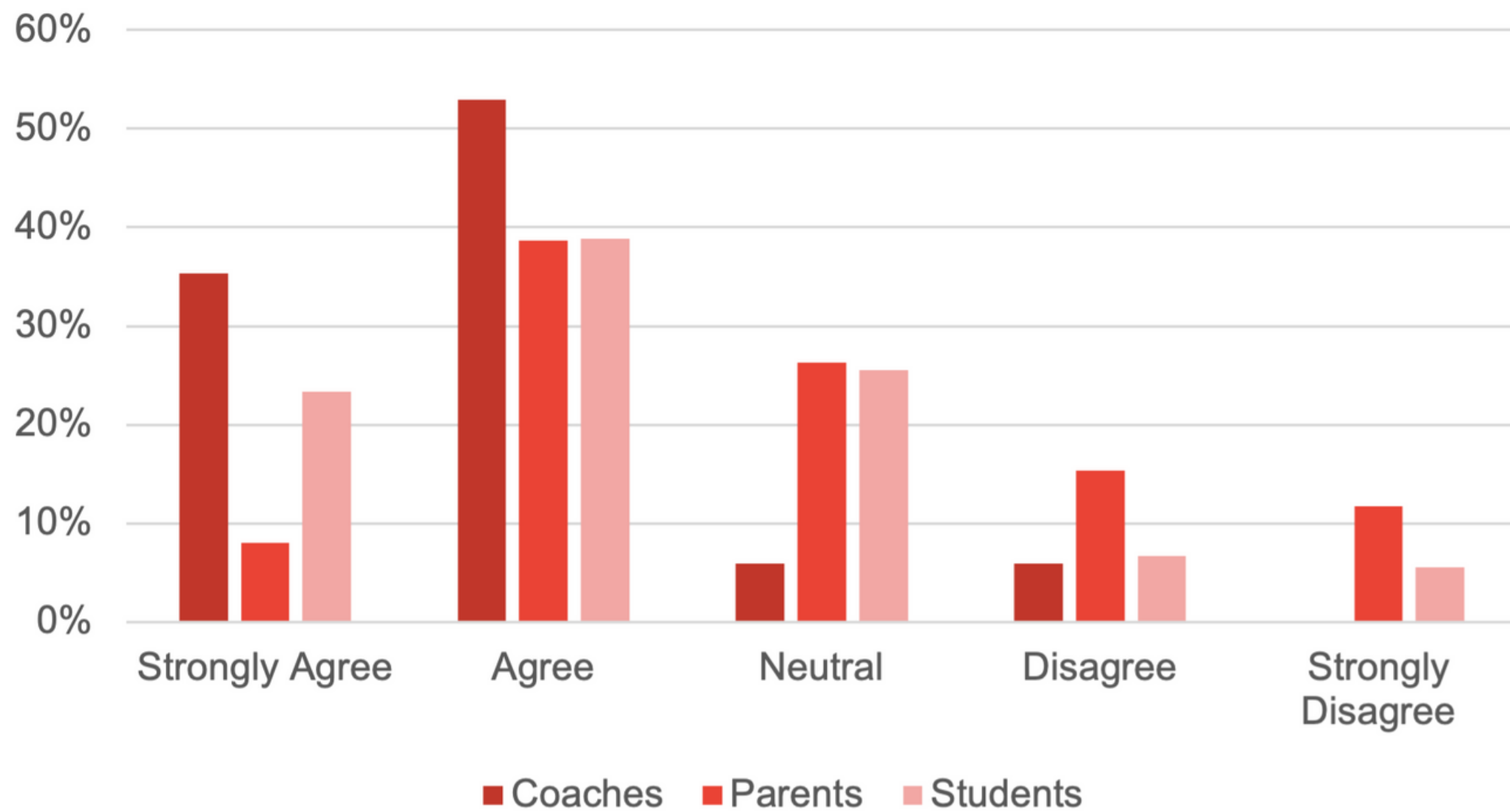
- **Parents input regarding athletic programs is valued**
- **Athletic achievements are given appropriate exposure within the school**
- **The athletic department articulates its expectations regarding sportsmanship and proper fan behavior**
- **Press and media coverage of athletic events is appropriate**
- **Coaches effectively communicate their expectations of athletes to parents**

Coach/Parent/Student input regarding athletics programs is valued.

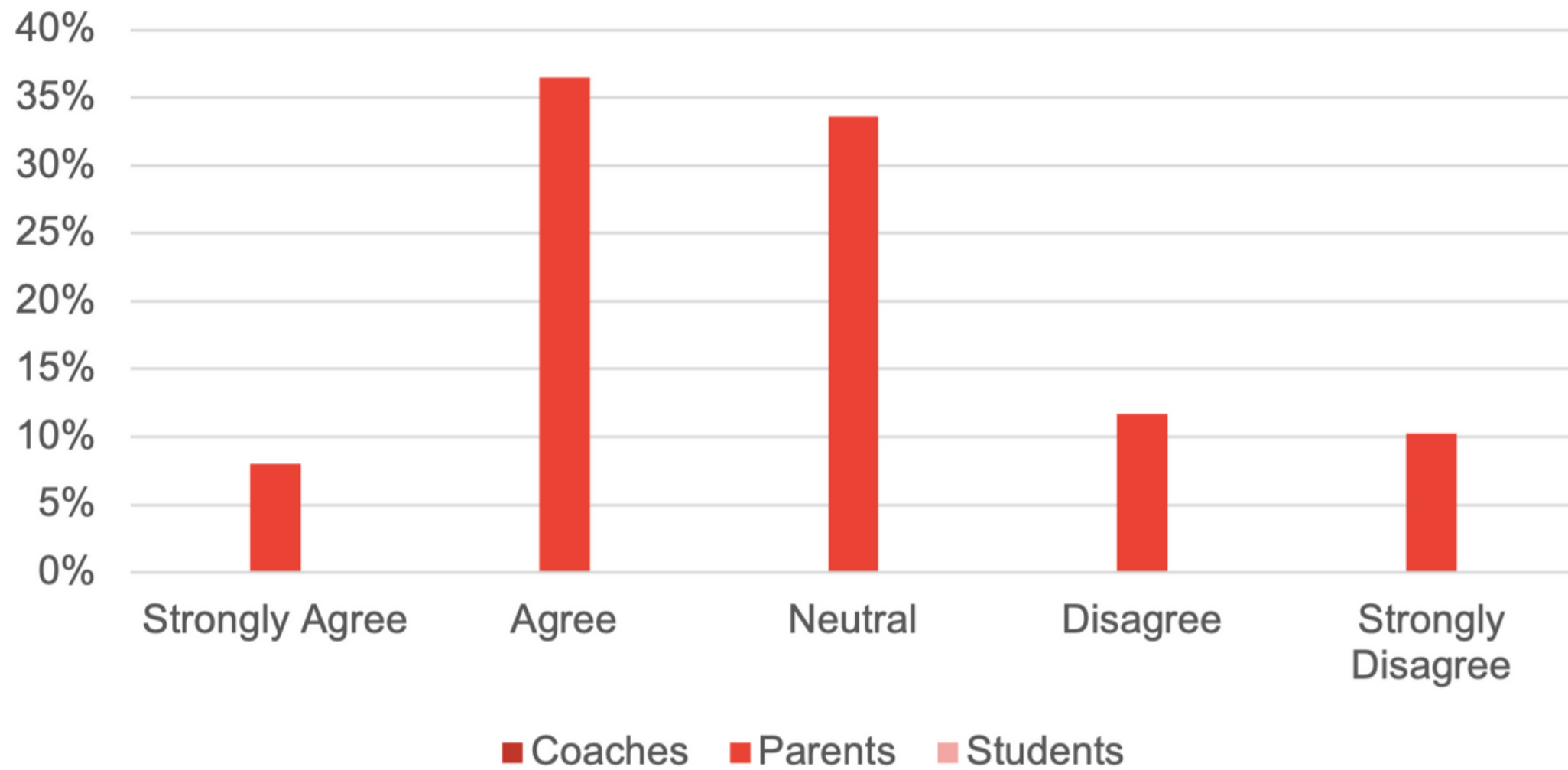




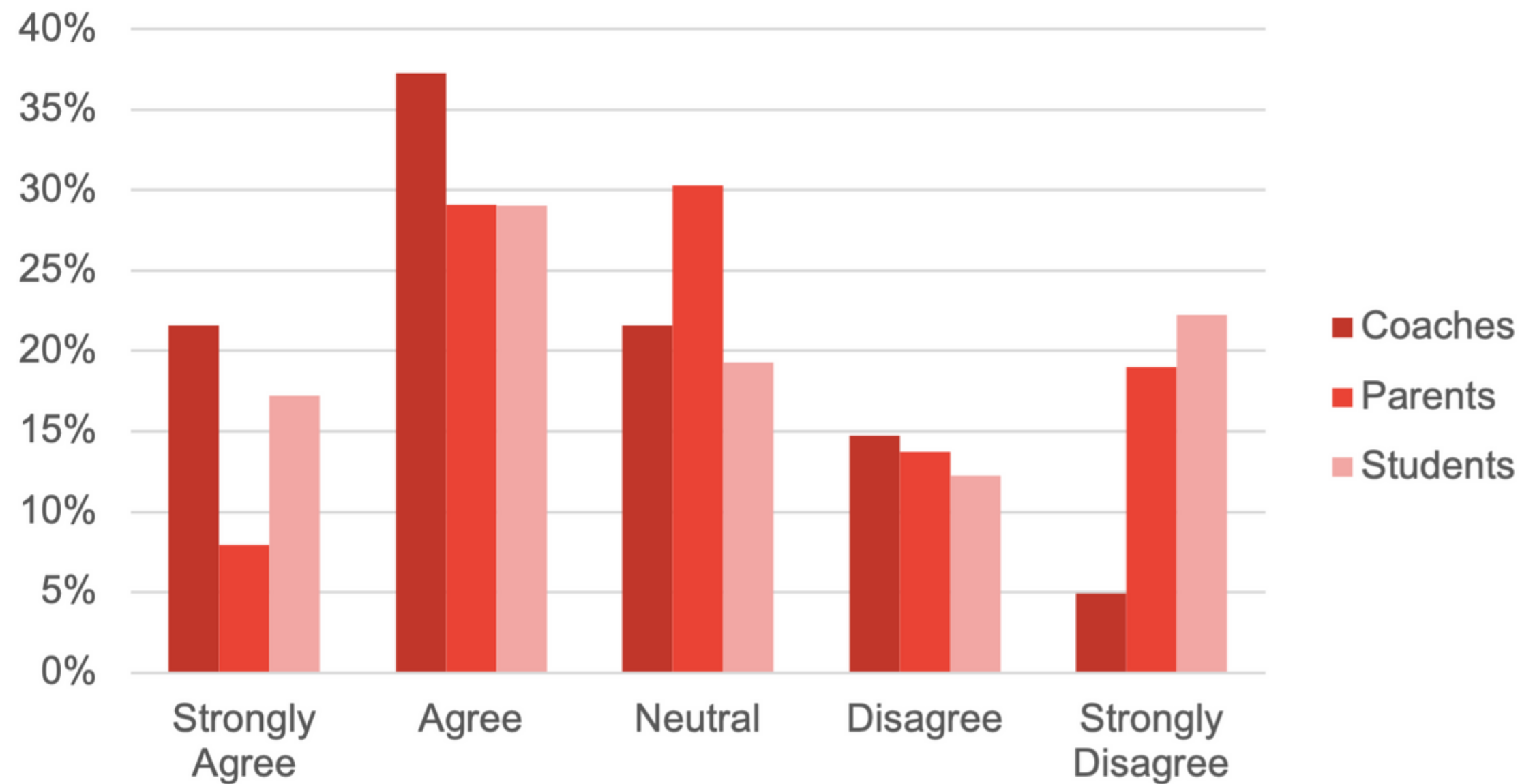
Coaches effectively communicate their expectations of athletes to their parents.



Communication between booster clubs and athletic department leadership and school administration is effective



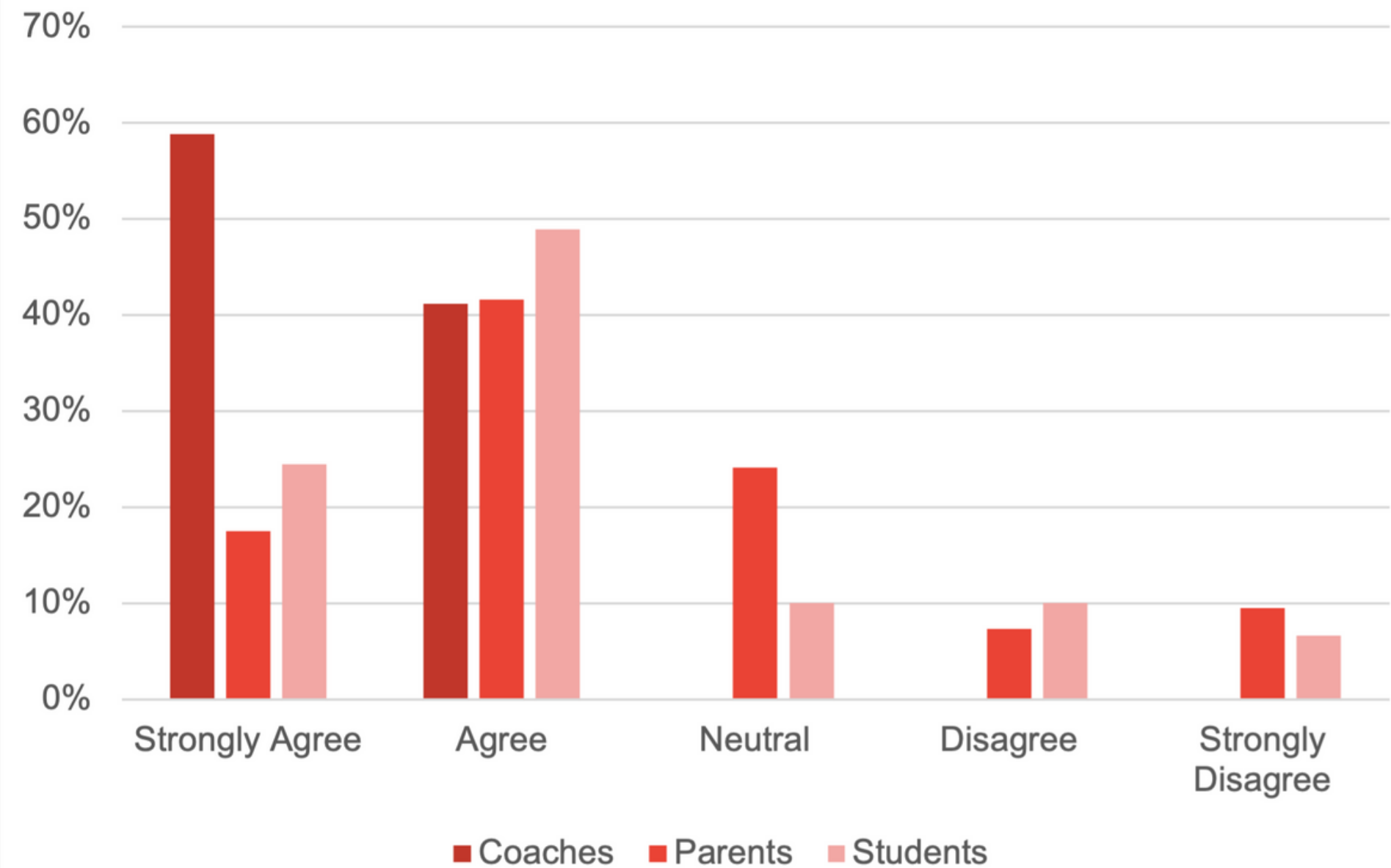
Equity Response Summary



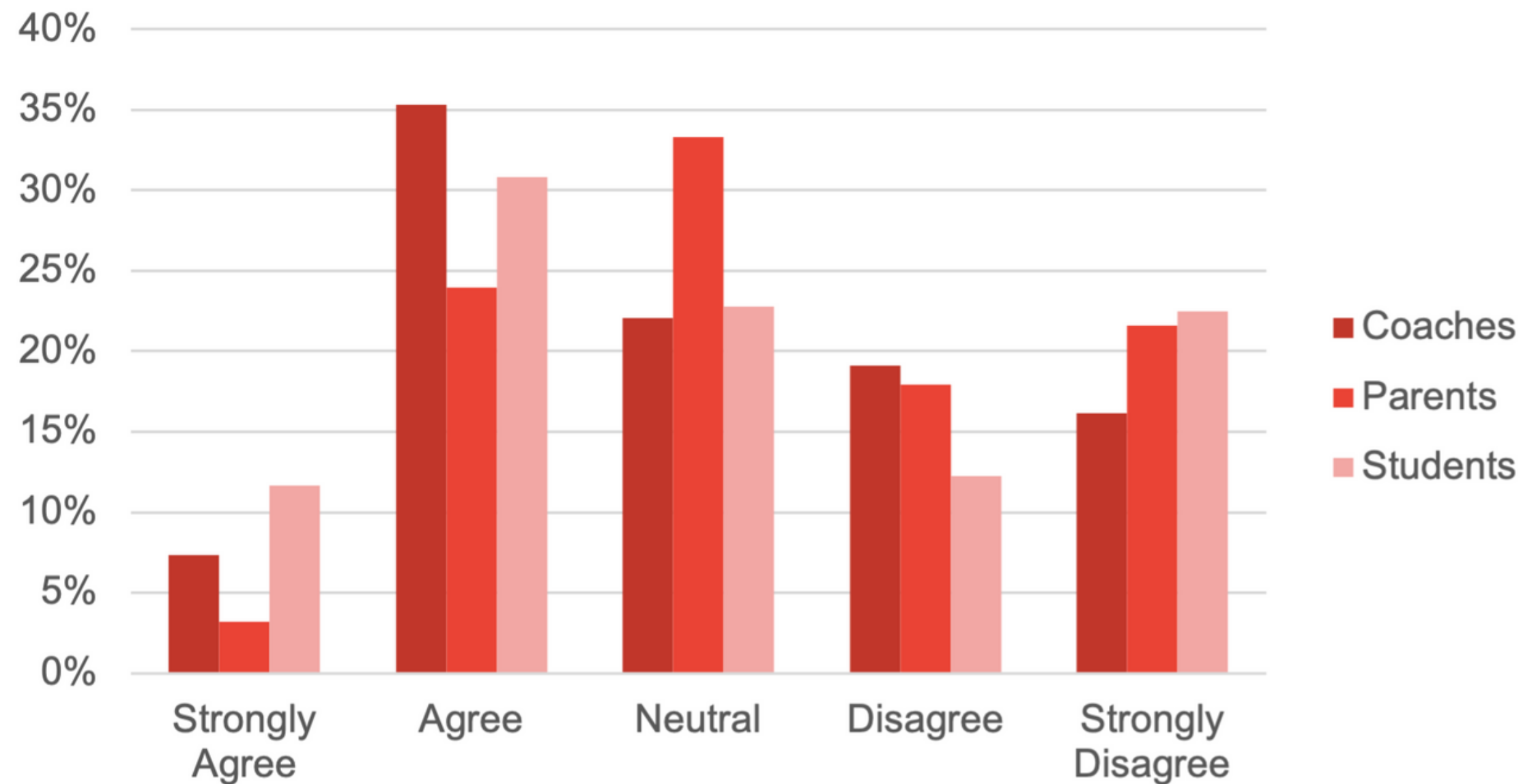
- All students are given an equal opportunity to participate in athletic programs
- Athletic programs in which my student athlete(s) have participated have been treated fairly
- Boys and girls athletic programs receive equitable treatment
- Practice and game facilities are equitable for boys and girls sports
- Provision of uniforms is equitable for boys and girls teams



All students are given an equal opportunity to participate in athletic programs

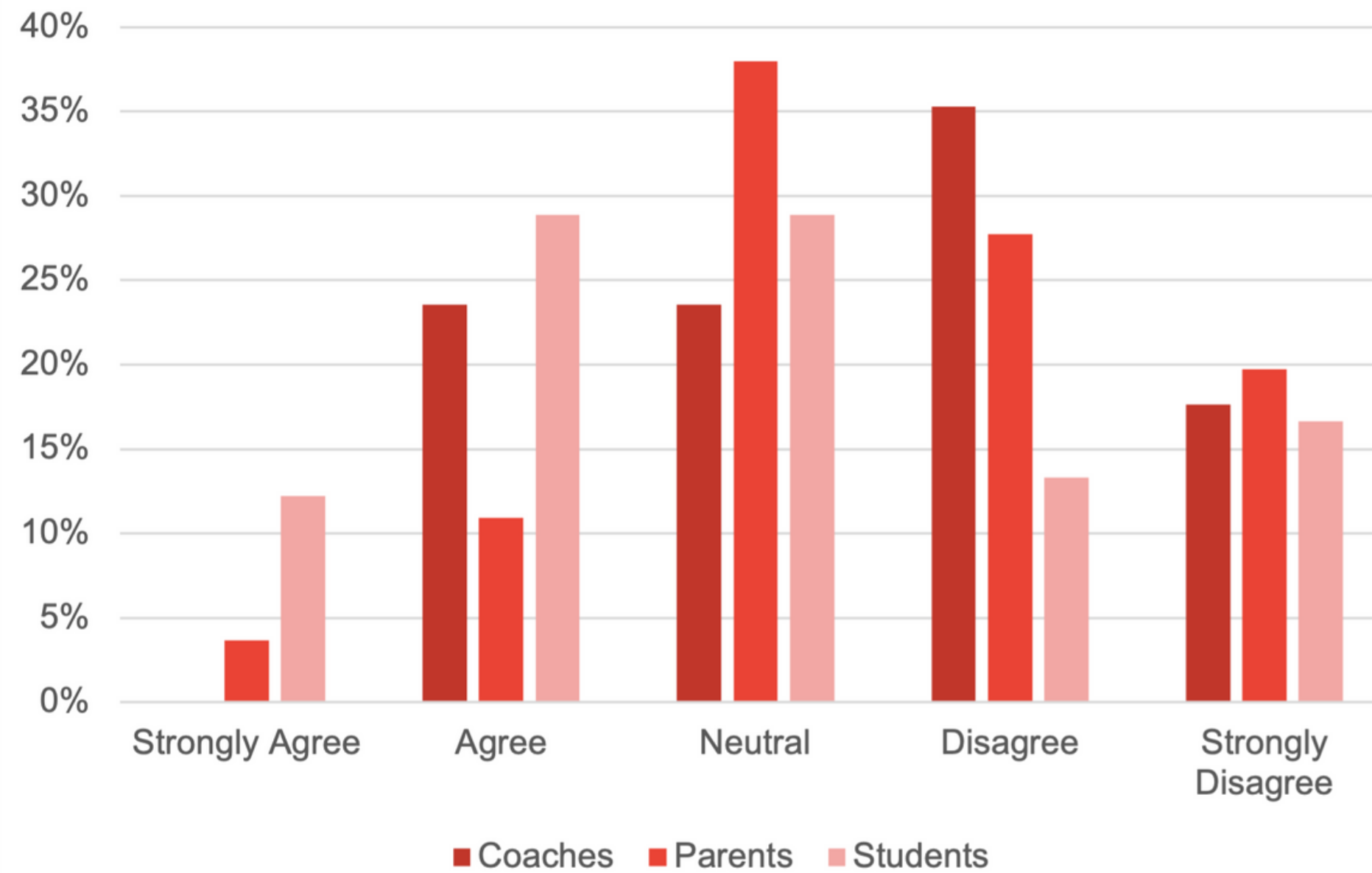


Financial Support Response Summary

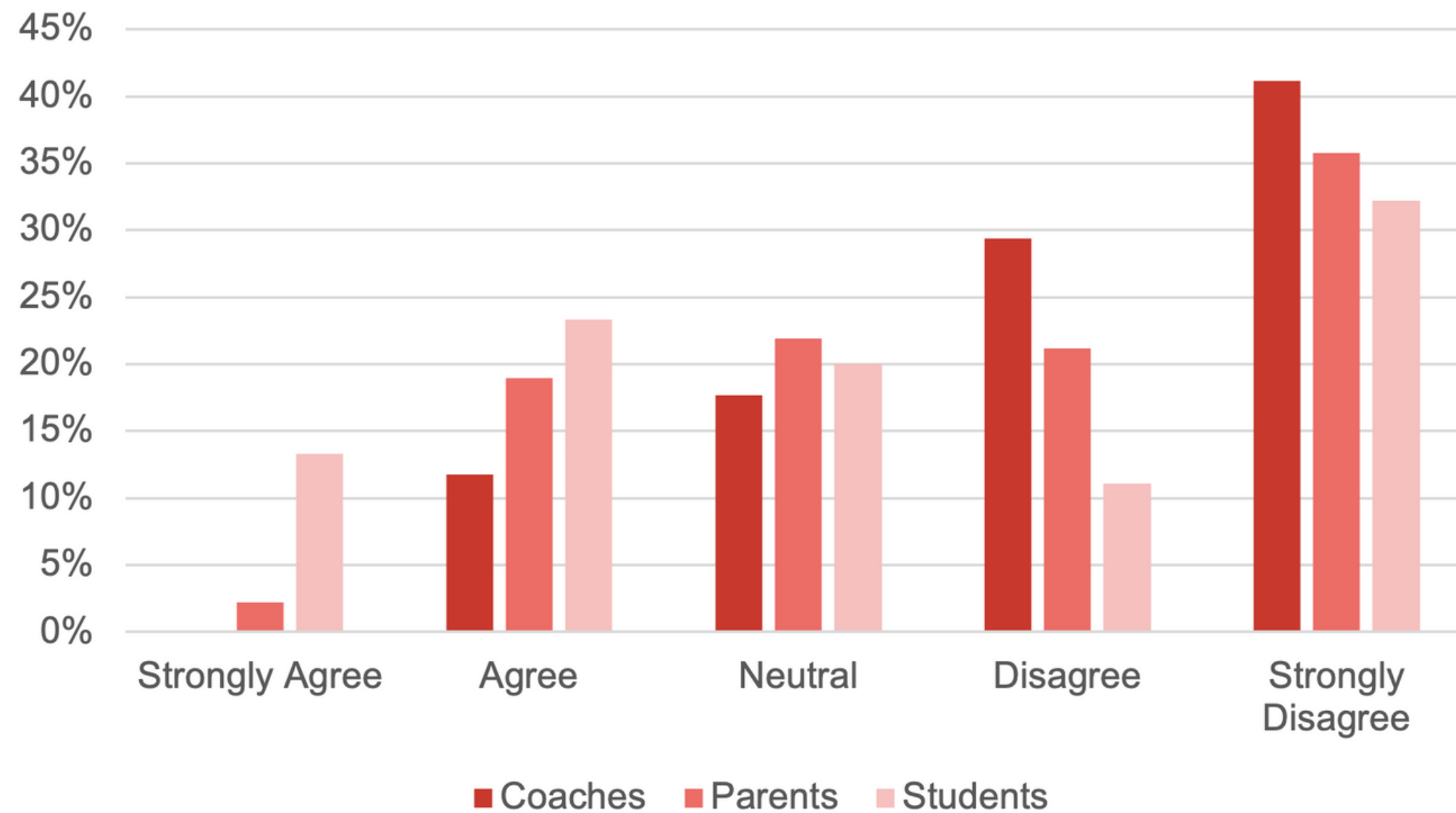


- **Athletic teams are financially as well supported as those of our opponents**
- **Athletic facilities are as good as those of our opponents**
- **Team uniforms are as good as those of our opponents**
- **The athletic department has clearly defined guidelines for booster clubs**

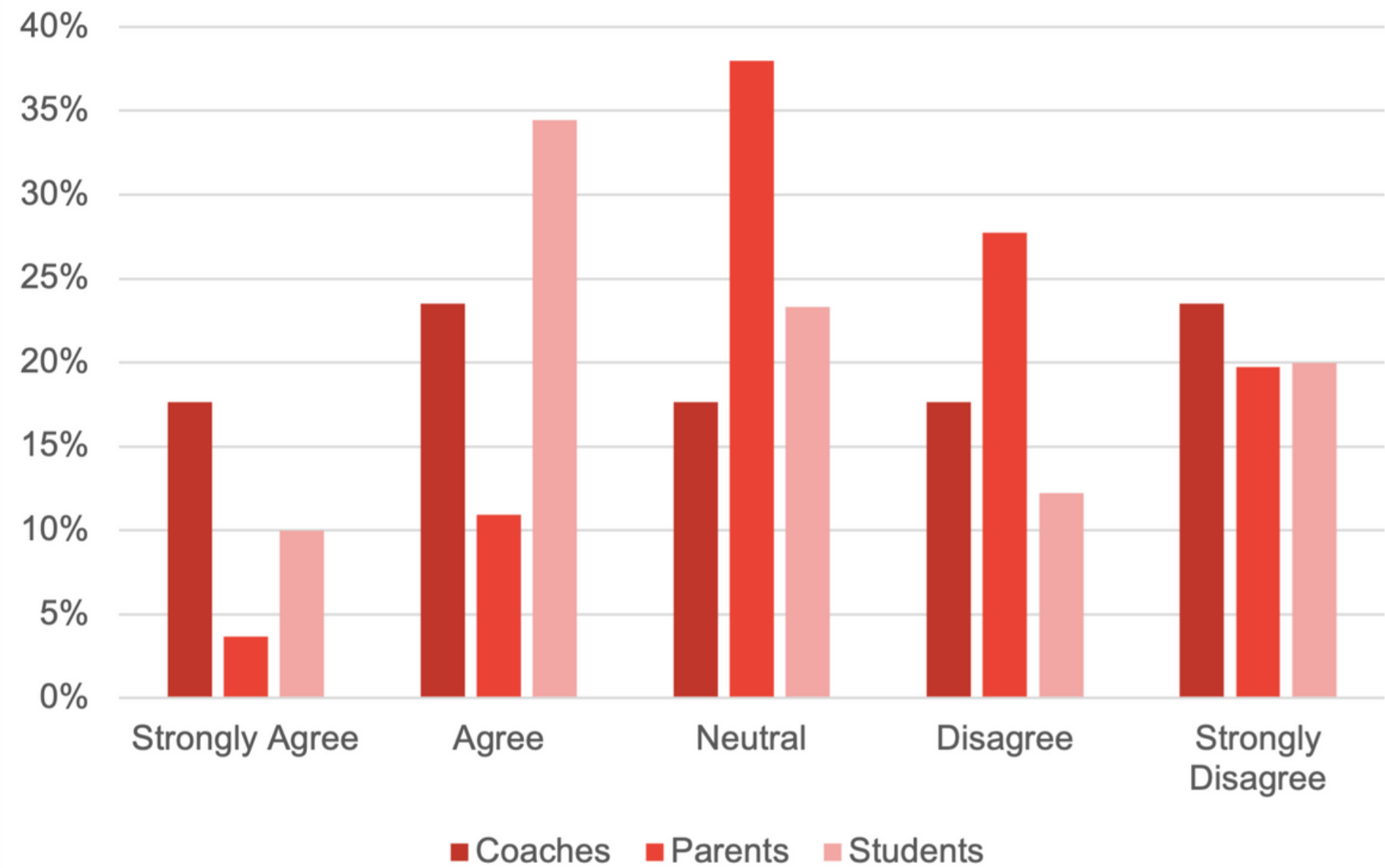
Athletic teams are financially as well supported as those of our opponents



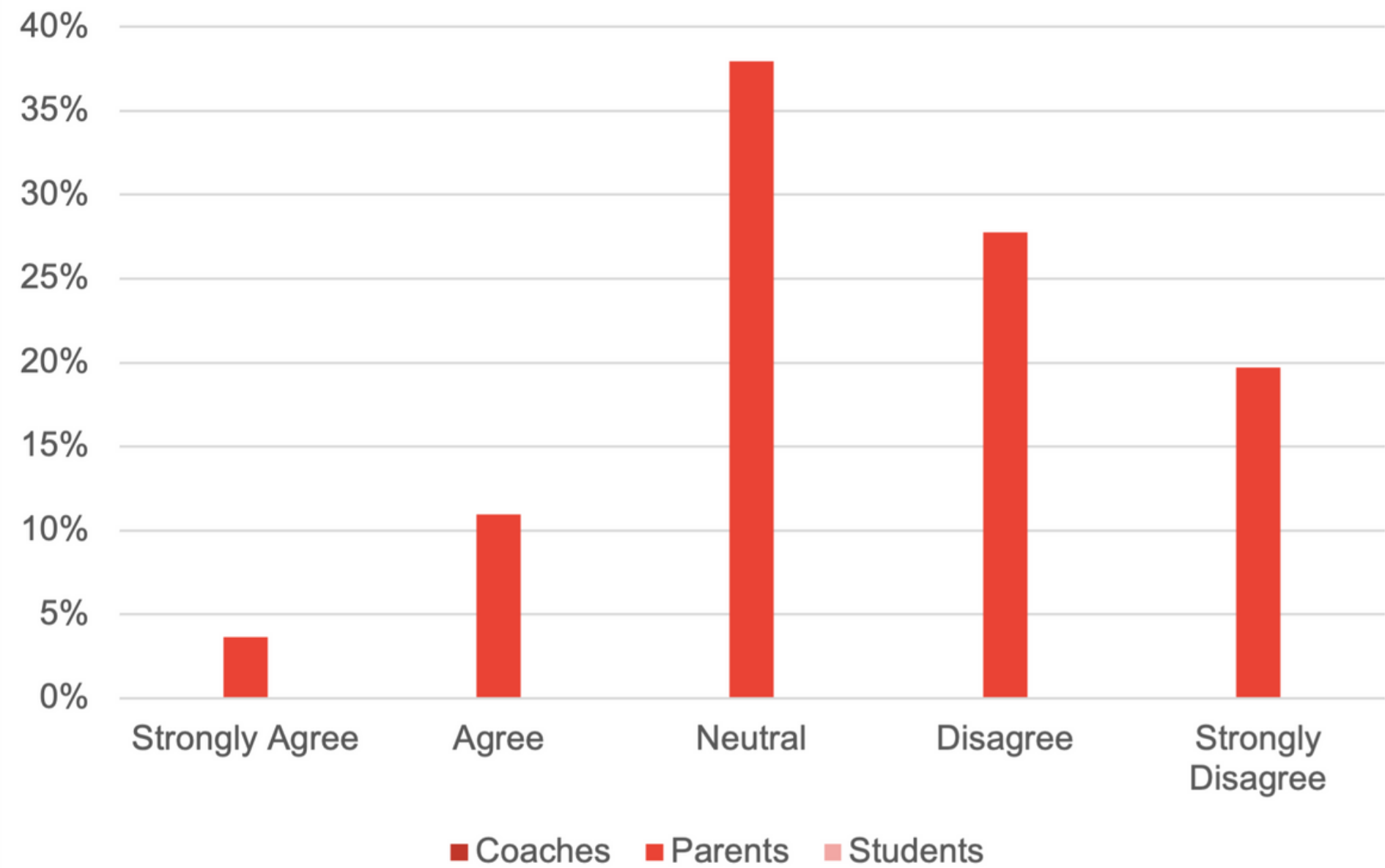
Athletic Facilities are as good as those of our opponents.



Athletic equipment is as good as those of our opponents



The athletic department has clearly defined guidelines for booster clubs



NEXT STEPS

- **Survey JW parents, Youth Sports Programs (by Nov 28)**
- **Work with Athletics Committee to review remaining self study components**
- **Determine areas of highest need and develop recommendations**