



---

# MEETING NOTES

---

*Meeting Notes are not official until voted on by the Board of Education at its following Regular Meeting.*

1. The meeting was called to order at 6:30 p.m.
2. Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst
3. The Pledge of Allegiance to the Flag
4. The Board of Education adopted the agenda as presented.
5. Subject to the Board of Education policy KJA, Section 7, the Board of Education approved the resolution to grant an exception to Policy KJA to allow literature and materials in support of official candidates for the Board of Education to be displayed or distributed at the ISPTO Meet the Candidate event on September 26, 2023. All such literature and material shall otherwise comply with the guidelines in Policies KJA and KJA-R.

Mrs. Murdoch reminded everyone this resolution has been updated because back in January, we voted to allow shirts and candidates to meet and greet people at all the football games this year. This was the only piece missing from that January resolution.

Mr. Vorst asked if candidates could have literature at the ISPTO event but not at the football games.

Mrs. Murdoch responded that it was correct.

Mrs. Murdoch said before we start our OSBA consultation, we have an announcement to make. She asked Mr. Stewart if he wanted to do the honors. Mr. Stewart said that we are thrilled that the Board of Education has selected Melissa Swearingen as our next Treasurer. Melissa is currently the Treasurer and CFO of the Delaware City Schools. This is also her second trip through Hilliard. We were actually here during the same nine years, from 2004 to 2013. She's been the Treasurer of Delaware ever since. And I could not be more excited about your choice. It's a perfect fit for Hilliard. She is a long-time Hilliard resident and has a daughter in the system as well. So, I want to welcome Melissa and her entire family.

6. OSBA Consultation

Mr. Stewart introduced Cheryl Ryan, Director of Board Management Services with OSBA. She is also a former Hilliard City Schools Board of Education member. It's great to have her back and lead us through this self-assessment.

Thank you so much. I appreciate the opportunity to be with you. Serving on the Hilliard Board of Education was one of the distinct privileges of my life, professional or personal. It was just a wonderful experience. I made so many wonderful friends and colleagues and people that I'm certainly in touch with. My family still lives in Hilliard, and I'm always so proud to hear about the wonderful things that the district is doing. It's a wonderful district, and you're privileged to be a board member here. So, tonight is

all about making sure that that privilege is realized and that you're doing the kind of work that your community would applaud you for as well.

So, before we get started to help me get to know you a little bit more, I'm going to ask you three questions, and we'll go around the room real quick, and you can just give me your answers. The first question is, what was your favorite grade when you were in school and why? My second question is your favorite subject. And then my third question is, since you became a board member, what has been the biggest surprise to you?

Mr. Vorst said the first thing that came to mind for me was 5th grade. I think that's when we started organized sports. And that was just the most exciting thing about school, was being on a team, from what I can remember. My favorite subject was math. I don't really have a good reason why. It just seemed like it made a lot of sense. And the most surprising thing, I can't remember who I told this to, but we hear a lot from other people. I hear from citizens of all different walks, from emails and phone calls and other kinds of messages, and everyone's really eager to share their opinion. I'm happy to hear it. It's really infrequent that somebody asks me what I think about something. Which is kind of surprising. I figured people would want to know what I thought, but they apparently don't care and that's ok.

Mrs. Murdoch said her favorite grade was third grade, and that's because of Mrs. Tolbert, who I still talk to, to this day. So. Teachers make a huge difference in kids' lives. My favorite subject was, not a surprise to most people, math. I'm a big math nerd to this day. So, love math. And, I think the biggest surprise has been, I mean, frankly, I'm happy to say most things are as I expected them. So, there weren't a lot of oh crap moments. But the biggest surprise has been how long it takes to do some things. I'm not the most patient person in the world. And sometimes that gets a little, like, you know, why didn't we think about this two weeks ago? Why weren't we working on this already so we can do it now kind of deal?

I'm Kara Crowley. My favorite grade was first grade. And, like Beth, I had a wonderful teacher. I actually went to her wedding. When I got sworn in to be on the school board, she drove two and a half hours down from Akron and surprised me at the swearing-in, which was really special. She gave me a beautiful silver jewelry box that says remember why you're here. So, I look at that all the time. She's wonderful. My favorite subject was gym and especially gymnastics when they got the beam and everything out. And then the biggest surprise is just how, even though it's so busy as a board member and filled with people, at times, that can be really isolating.

I'm Brian Perry, and my favorite grade was 12th grade. I think by that point, I really got into the system, and hit my stride. A lot of good friends, a lot of good teachers. It was a very relaxed atmosphere. We had a lot of really fun teachers then, and I think everyone kind of was there to learn, but also we had a lot of fun that year. My favorite class was AP government. I ended up becoming an attorney and went into political science, in part because I had a really great teacher, Amy Vesic, who's still teaching. She made that class really interesting, and I learned a lot about how our system works. I didn't know how to word the thing that was surprising to me, but I think oftentimes you see teachers at one end and administrators at the top end but don't realize how much work goes on in that middle ground. All the coordinator positions, the director positions, everyone that helps run in that middle administration, connecting between upper admin and the classroom experience. All of that work that goes on there is tremendous. I didn't realize how much really goes in to putting all the pieces for implementation all the way down.

Mrs. Long said I think my favorite grade was freshman year. I changed school districts, so it was a whole new beginning, a whole new opportunity. New friends, new teachers, new subjects. It was just really a great opportunity to learn and grow and become who I am today. My favorite subject's always been science. So I always like to learn new things, and it's where I've gotten myself today in animal science and meat science. So very much makes sense why I'm where I am today and have some great mentors as teachers through the process. I think the biggest surprise I have is the pandemic and what it meant to a school board. Being a parent in the district was huge and I remember sitting in meetings thinking, what are we trying to figure out here? And I think that that was a very challenging time for our board of education. We had to figure out so much in such a little amount of time.

Ms. Ryan said you're so right about the pandemic and I believe social scientists are busy at work right now doing research. And I think it will be a seminal area of research for the next 50 years. I think our children and grandchildren will look back and read about the pandemic and what it meant to America and all over the world as, as cultures and as peoples. I don't think anybody would disagree with me when I say, I hope it never ever happens again. But, that was obviously huge, so thank you for that.

Mr. Stewart said he favorite grade was any year in high school. My favorite subject was math, even though I went on to teach social studies, but my favorite subject was math. The most surprising thing for me is just how much the conversation that exists nationally impacts work here locally on cultural issues, education issues, all of that. Just how much, as those winds sway, tends to impact our work. Ms. Ryan added that the school district is a microcosm of our society, so it's not surprising to hear you say that.

Mrs. Dalluge said her favorite grade was third grade. I was in a gifted program of accelerated stuff, but it was really fun and interesting. My favorite subject was math.

Ms. Ryan said I was a school board member here in Hilliard and Dale McVey, the superintendent at the time, came to me when he knew that there was an opening on the OSBA team. At that time, I was an administrator at OSU. He said, I just think you'd be really, really good here. What he, or I, didn't know is that taking a job at OSBA meant I could no longer be on the school board. So, I had to make a very, very tough decision. But I'm happy to be there, happy to be working with districts all over the state, and certainly happy to be back home tonight.

So, I was really glad when your board president called and said that she and you were interested in a board self-assessment. This is an opportunity for you to raise your hand, disagree, or ask a question. If anything we talk about brings up a question regarding one of your practices, certainly let's talk. One of the things I believe that I can do after 16 or 17 years in this work is tell you what I believe works in a lot of districts. Sometimes I will tell you that whatever you're doing isn't illegal, and it isn't unethical, and if it works for you, great. So, every district is different. That's one of the craziest, most surprising things to me, as I would say. We have 712 public school districts in Ohio. One of the largest number of school districts in any state in the country. And everyone is very, very unique. So, please interrupt me, alright?

So, why is board self-assessment a good idea? We're going to talk a little bit about district alignment and how board self-assessment can and should play into that. We're going to review the homework I asked all of you to do, and we'll have some discussion around the areas where you really agree and in the areas where you have some differences of opinion. And maybe we can talk about why that is.

So, why do board self-assessments? It is not required by the Ohio Revised Code. So, this is different than your treasurer evaluation, your superintendent evaluation, or certainly the evaluation your administrator does for principals and that they do for teachers, etc., etc.

It's not required. And so, when I get a call saying that the board would like to do a self-assessment, to me, that tells me that this is a board that may be at a place where they're doing awesome things, and they're doing great work together, and they just want to kind of confirm that. Or they're a board that knows that they've got some gaps, but they are interested in getting better, and that's the important thing.

So not required; the fact that you're here tonight says a lot of great things about you. Similar to the superintendent and treasurer evaluation, board self-assessment uses five standards that we're going to talk about. And those standards are research standards. I don't know if any of you know anything about the Iowa Lighthouse studies that have looked at public school board work since 1980, but there are a lot of researchers involved in those studies, and these are standards that are used across the country, and at all state school board associations for effectiveness. Self-assessment shows the community some transparency. It shows your community that you are willing to talk about hard issues, about real things, and do real work, and you are happy to have them listen to those conversations. It's easy to align it with your superintendent and treasurer assessment and your strategic plan.

So, more reasons. Everyone, every purposeful group, benefits from feedback. Those of us who work normally get feedback from our bosses or our teams. And you certainly do that for everybody here in Hilliard. It serves as a basis. You gotta have a baseline. If it's your first self-assessment. You need to take the time to understand your own priorities and your own performance. I will often say to superintendents who call me and say my board is struggling about X, or we're struggling about the next step in a curriculum assessment, or maybe it's a facilities issue. Or I'm having a difficult time getting my board to collaborate and come to one answer around something. Oftentimes, I find that a step that is missed in conversations, and something I would ask you to consider doing, is to understand each other's priorities on any big issue.

Sometimes we talk about a big issue we're going to have to come to some collaborative arrangement on. But I remember when I was a board member here, there was a board member, and I'm not going to name names, but he acted like every dollar the district spent was his own. He was the money guy, and he was very, very careful about that. God bless him. I was the one that said, if kids need it, I don't care what it costs. And so, he and I, a lot of times, really had some heart-to-heart conversations, but understanding one another's priorities is a tip I would give you as you approach big conversations.

#### **Why do it?**

- Not required by legislation or code for boards of education
- Provides five objective standards for discussion and to measure effectiveness
- Shows transparency and effort to greater community
- Can easily (and should) be aligned with superintendent and treasurer evaluations and district strategic plans
- Everyone and every purposeful group benefits from feedback. It serves as a basis for improved performance.
- School boards need to take the time to understand their own and the district's priorities and performance.
- Self-assessment is a part of overall governance and goal achievement.
- Boards that sustain a consistent practice of self-assessment will most often show consistent improvement.

Self-assessment is part of overall governance and goal achievement. And, you'll often show a consistent improvement. And a lot of board self-assessment is about following a strategic plan. There are so many districts that have a strategic plan, go to the time and effort to do a strategic plan, and then they just don't live it. And you have to live your strategic plan at every meeting. If you can figure out ways to do that, then you're on your way. So again, we're going to, we're going to try and align that with our administrator evaluations, align it with other process related to reviewing district progress and, certainly your district goals.

So, we want to describe how you all work together. You all have your own roles, but you will work together using your own standards for district improvement. And that will show the community that you are seven people (board members, treasurer, and superintendent) that I refer to as the district leadership team. You also have DLTs and BLTs and all that kind of good stuff outside of this room, but the seven of you need to be a well-oiled machine. And all of this should also help us understand how we're doing in terms of student achievement.

So, there are five standards. There are indicators and benchmarks that help understand what that standard means. And then examples. What are some of the things that we do as a board here at Hilliard City Schools that tell us we're living up to the benchmarks and the standards for board self-assessment?

So, one of the elements is a consistent process. Before the board meeting, Brian asked how often this should be done. I believe board self-assessment should be done almost every year. And it doesn't need to be a big deal. It can be a fairly simple conversation. But it's also true that board self-assessment shouldn't be a one-off thing.

So, if a board president calls me and says I'm a new board president, and I'm reading here that I need to lead a process to evaluate our treasurer. And I say, well, that's awesome. Tell me a little bit about the goals and objectives that your board set for her last summer before the school year started. Oh, we really didn't do that. So, it's really difficult to assess your own performance if you haven't had a conversation, with the five of you, about what your priorities are. What needs to happen in this district is 37 things, 57 things, or 157 things. The board needs to have a conversation about how we, as a board, using the board standards, can impact this district for good. And that's a conversation you should have in the summer as you move into your new academic year. I mentioned a little bit about the other pieces of it, the discussion and the schedule. Again, all of that is transparent.

#### **Self-assessment should...**

- Align with superintendent and treasurer evaluation
- Align with other processes related to reviewing district goals and strategic plan
- Align standards with district goals
- Describe how the board, superintendent, and treasurer – each according to their own standards – use the district's strategic plan to effectively achieve district goals.
- Show the community how the board and administrators work together and with various constituents on behalf of student learning.
- Help discuss how the district is doing in terms of improving student achievement.

#### **Elements of Good Self-Assessment**

- Consistent process
- Standards and indicators
- Schedule
- Discussion for improvement

So here are the standards. The first one is good governance, and we'll talk about what that means. The second is high expectations. The third is setting the right conditions for success, which includes everything – facilities, money, hiring, and retaining the right teachers and administrators. The fourth standard is accountability – doing what you say and saying what you do. It's really as simple as that. But not only just the board but ensuring that accountability is top to bottom in the district. The easiest way to ensure that accountability is through living with a really good strategic plan. And the last one is community engagement.

#### **Five Standards of Board Governance**

- Governance
- High expectations
- Conditions for success
- Accountability
- Community engagement

So, this is your current mission and vision. Hilliard City Schools will ensure that every student is ready for tomorrow. I love that when I drive around the district I see ready for tomorrow on our school buildings. Mission and vision statements are often things that we don't see change annually. Oftentimes, a district will set a mission and vision and have that mission and vision for a long time. But I do believe you should have a conversation every year about whether they are still relevant and what they mean to you as board members. This conversation could take place in the summer when you talk about new objectives or in January at your organizational meeting. What do the vision and mission of this district mean to the five of you when engaging with the community, staff members, and administrators? If you are renewed your strategic plan, those two statements will almost certainly be part of that conversation.

#### **Hilliard's Mission and Vision**

- Hilliard City Schools will ensure that every student is ready for tomorrow.
- Hilliard City Schools will Embrace, Empower, and Inspire students, families, and the community in active partnership.

So, when I was looking at the website, getting ready for this meeting, I think I saw something on the website that said in 2023, a new strategic plan was happening or happened. I did see the vision, mission, and culture of beliefs. I saw the portrait of a learner. What I didn't see was a straight-up, very explicit set of district goals, and maybe I missed it, but tell me a little bit about that piece if you could.

#### **New Strategic Plan Coming!**

- Align new goals to board standards
- Consider "the intersection" for board strategies and objectives
- Stay true to goals for all evaluations and assessments

Mr. Stewart replied that we have a yearly commitment plan that lays out some short-term goals, and then the broader strategic plan is being worked on and should be done around the end of the calendar.

Ms. Ryan said okay, so it's still cooking. Some of this work that you will do in a summative way next spring will rely on the outcome of those conversations. So, I want you as a board to really live those goals even more than your mission and vision. Those broad goals are critical to your gaining traction, keeping traction, and keeping momentum with the work that the school district is doing.

So, we'll talk a little bit about the intersection for board strategies and objectives. I love that you have some math people here because I see this as sort of an Excel spreadsheet in my head, and I have an example of that in this presentation. If you can think about the intersection of district goals and board standards, the intersection of district goals and superintendent standards, the intersection of district goals and treasure standards, and for your two key administrators, it makes all three of those

assessments or evaluations much easier. And then staying true to the goals for all your evaluations and assessments is really important.

So, here's that spreadsheet. So, the five standards are down the left.

Your strategic plan will be done in a couple of months. You'll have a bright, shiny new brochure and will be sending things out and putting new information on your website so

Board Standard	HCS D Goal 1	HCS D Goal 2	HCS D Goal 3	HCS D Goal 4	HCS D Goal 5
Governance					
High Expectations					
Student & Staff Success					
Accountability					
Community Engagement					

people understand your goals. And you are framing your board conversations on Mondays when you meet as a board, around those goals. I hope that you will learn to do that. I'm hoping, since you're my home district, that one of your goals is going to have something to do with student achievement. So, we all have a key goal, and the words are this, around student achievement. And so, I'm really happy to see this agenda item on our docket tonight. Or, we have a key goal around financial stability and financial transparency and educating our community about our budget. And so, I'm really excited that the treasurer's report tonight talked about blah, blah, blah. The more the five of you can learn to frame conversations in terms of your vision, mission, and district goals... It may sound cheesy, but if you think it, it can help it become a reality.

So, you will have goals (along the top of the spreadsheet). I always put five up there. You may not have five district goals. Most districts have between three and five. These will be broad goals that could carry you through several years. Now, your standards are down the left side. So, your board's summer conversation about your student achievement goals could be about what the board wants to accomplish this year or how the board can best support the district and key administrators. Does this goal align with any other standard (accountability, community engagement)? Maybe you're going to do a broad community survey asking the community their thoughts on student achievement, programming, or any other issues. In this case, I would put that under community engagement and align that with student achievement. You will not have something in all those boxes. Your superintendent and treasurer will also not have something in each of those boxes. But if you can agree as a team on some priorities where the board can most support or is most committed to doing the district's work that is aligned with these standards and the district's goals, you're going to be in good shape.

Okay, so this is a calendar, that I think you should use. And so, reviewing the mission and goals is important. And then you talk about how we, the board, given our role as governors and policy makers of the district, can support the district in what it's doing. Now, that conversation is very much likely going to be intertwined with the conversations you're having with Dave and Melissa about their work. So, your priorities become

their priorities. Oftentimes, their priorities become your priorities as well. So, what are the aspects of this group work that the board feels like it can take ownership in doing? And it may not be an actual thing. It may not be an actual event. But it could be the way you message things. It could be the way you prioritize conversations about it in the community. It could be the commitments you make about taking that message out into the street. It could be a commitment you make about maybe testifying in the

#### Staying on track throughout the year...

1. Review mission and goals
2. Set performance objectives & align with goals and standards
3. Formative discussion
4. Formative discussion
5. Summative discussion



legislature about something that's affecting the district. So, these are the ways board members can work to advance district goals.

Formative discussions, I've got two in my wheel. Those can just be conversations at your board meeting. For example, let's talk about district goal number two and how we're doing in terms of the board standard related to governance or whatever. This could be a five or ten-minute conversation. How are we doing? Six weeks ago, we said we would commit to doing "XYZ" over the course of the next month. How have those conversations happened. And then a summative discussion, which generally is kind of this time of year, after one school year ends and before the next school year begins. This discussion is to review which goals were completed and where there are gaps because priorities changed throughout the school year because something happened. We all know that in school districts, stuff happens. So, what do we want to recommit to in the coming year.

Now, we'll talk about the standards. The first standard is district board governance. And almost nothing that the five of you will do could not align with this standard. All of the standards are important, but I believe this one is really important. This is also about your culture as a team. How you treat one another. How you treat your administrators, how you stick to codes of conduct regarding being a board member, how you treat your community, how responsive you are, and the kind of conversations you have. Let's say you have a conversation, and you agree that the board president is going to be the person who responds to emails from the community on behalf of the board. Or she is going to forward all of that to the superintendent for his action, whatever your agreement. How well do you do that? How well do you stick to what you say your practices are going to be? There are all kinds of stuff that fall under board governance. Also, how well do you conduct your board meetings? Do you stick to parliamentary procedure? Do you stick to the agenda? Do you manage public participation well? Do you follow executive session the way it's meant to be followed? All of those things are part of board governance.

**Standard #1:**  
Responsible District Board Governance

**Indicators**

- Conduct board business fairly and respectfully
- Respect and advocate for the appropriate roles of board members and administrators
- Adhere consistently to policy
- Commit to open, honest, and positive communication
- Work as members of a collaborative team

So, another example is that we meet on time and are prepared to discuss agenda items. When I was a board member, we were still getting paper packets delivered to our homes on the Friday before board meetings. And I had a board colleague who I respect very much, but quite often, as he's walking into the board meeting, he's opening up his packet of information. So, meeting on time, respecting the clock, and being prepared for important discussions. Hilliard is a huge district. Your superintendent and treasurer are not going to have anything on that agenda that isn't important. And some of the things you do are pro forma, but they're still important. So, you're being prepared to discuss all the items that come to you in the draft are really important.

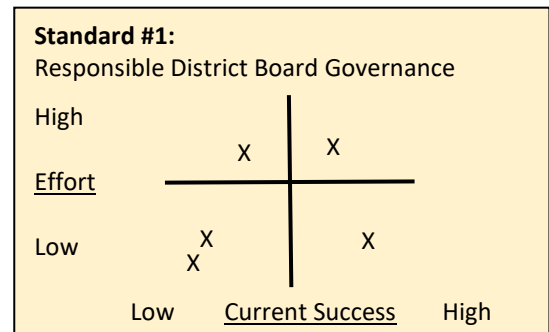
Hopefully, you make decisions based on policy. You create and approve the policy. You abide by the policy, and you need to do that on a consistent basis. Your policy is what keeps you legal. It's what assures you that you're behaving ethically. And it also assures you and your community that you're being consistent. You don't play favorites with students, teachers, or staff. It helps your unions understand that you're abiding by the contract. All those things are really important in terms of district board governance. Any thoughts or questions?



Mr. Vorst asked her to elaborate on the results of the Iowa Lighthouse Study.? Ms. Ryan said she believed the Iowa Lighthouse studies started in the eighties. And about every five to six years, there are public education researchers that revisit some of the aspects of the Iowa Lighthouse studies. They involve polling public school board members from across the country and trying to understand what it was that made the boards and the districts that really did well and moved districts forward. After years of consideration and study, the five standards that I'm sharing with you are the things they said will assist you in being an asset to your district.

Okay, so this is where you all put yourself. So, I told you that this is a new matrix for me. I went to a meeting with consultants at state board associations that do what I do and what my team does - facilitating and training school boards. We have a national get together and it is fabulous because we learn about what is working in other states. Although every state has very different laws and regulations around being a school board member, many things, including these standards, are the same.

But one of the things I thought about at the end of our meeting is that effort is underrated. A lot of times in your work, maybe even in the way you evaluate your superintendent and treasurer, the way superintendent evaluates principals, I don't think effort is accounted for well enough in our assessments. And it's hard to quantify, but sometimes it's not hard to quantify. Sometimes you can quantify the things you did to try and make something happen. And then when it doesn't happen, maybe you weren't as successful.



It's interesting that you are all over the map on district governance. There are two of you that think you make pretty good effort in this area and two of you that think you're somewhat successful. But there are two of you that think you don't make much effort, and you're not successful. So, this is the one I think where you are most different on the five standards. Following are some comments you shared:

- We could be better about presenting multiple sides and hearing professional opinions of each.
  - This is an important comment. Oftentimes superintendents come to the table and say my team and I have done some work around this problem the board presented us or that we as a team decided needed to be addressed and this is the way we think we should move forward. And a lot of times they will provide great rationale for that. But what I think sometimes is missing is the two or the three or the six things that he and his team thought about and tossed out for whatever reason. What I tell superintendents is you've got community members out there that are also thinking about the two or the three or the four things that you thought about and tossed out. And they're back there thinking. God, he's an idiot. Why didn't he go in this route? Right? I would like to encourage all of you to be vocal about option B and C and D that you're not going with. Maybe it costs more or we don't have the staff to roll it out as quickly. Maybe you decided as a team that it was a priority and you were willing to spend a little more and take less time to get it done. Whatever it is, be vocal about all of the viable options that you consider.
- Board politics and policies have been driven by vocal, partisan, community members. Trust is generally lacking between the various essential stakeholders in the district.

- I think it's sometimes hard to share ideas that might be viewed negatively or doubtfully.
  - You must step out in faith with your board. Let's say you have a tough conversation and one of you is just hard nosed about not shifting your position. You get through the meeting, adjourn, and two weeks later you have another meeting. I hope that all of you come to that next meeting with a clean slate. As they say to quarterbacks, you should have a short memory about the things that didn't go so well and try to move forward. Sometimes the loudest people in the room seem to get the most attention. And your job as a board is to verify. Sometimes the loudest people in the room are the minority. Sometimes the loudest people in the room are not the minority. It's a hard job, but that's why you're making all big bucks as board members, right? So, you need to talk as a board about things you can do to verify and then trust. It's difficult to do in a large district like Hilliard because you have many different communities. And it's not just the ones that we often think of like retirees versus the empty nesters and the school age families. You also have military families, families of different religious backgrounds, families of different ethnic backgrounds. How about alumni versus people who don't necessarily bleed blue? Those are different cultures and you need to make sure you're reaching all those people.
- I think our board is good about showing up and being prepared.
  - We might not always agree, but we don't walk away from the table. And that's a good thing.

The second standard is commitment to high expectations. This is the core belief that every student can achieve. Achievement looks different for every kid. And the way every kid finds satisfaction in his or her school life might be different, but every child deserves your attention and every child can achieve. I believe this must be a core belief of every public school district member. So, how do you know if that is true? What are the assessments you're looking at? I want you to look at assessments that have nothing to do with the state report card. The state report card is a biggie, and it's one we all have to live with, and it's one certainly your parents are looking at. But I think if you sat down with any fourth-grade teacher, for example, and said, what are the things that you measure and that you look at that show you that all or some of your kids, or even one of your kids is really doing well? Let's think about that. What can we present that shows another facet of what we're delivering here in Hilliard. Again, you live the strategic plan and talk about all kinds of different education. You talk about your mathletes, debaters, foreign language students, and extracurriculars. Maybe at one meeting you devote yourselves to talking about things that affect your kindergarten students. A lot of times districts don't slice that pie up and give board members an opportunity to take a concentrated look at things.

**Standard #2:**

Commitment to high expectations

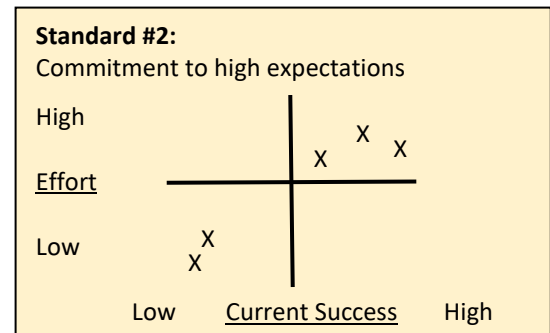
**Indicators**

- Articulate the belief that all students can learn
- Lead the development of and stewardship for an active strategic plan
- Understand and advocate for the district's plans for learning and achievement outcomes for all students
- Utilize policy consistently for top-to-bottom fairness, legality, and accountability

So, these are examples. Did I skip over? So here, oh I'm sorry. The indicators first are just some of the things that we've already talked about. And then once understand what the district's plans are for learning and achievement, you message those. You are very fortunate to have a highly regarded

communications staff. Many districts do not have that. So, make sure that when you create your messaging, or when your communications staff creates that messaging, that you talk about what is the board's role in pushing that messaging out. What are the one or two bullets from tonight's meeting that all of us are to carry into the meeting? If you looked at your treasurer and said, gosh, that was a nice report. Twelve minutes. Woo! We learned a lot. What are the two things you wish every voter, parent, or community member knew about what you just gave us tonight? If all five of you went out in the community and echoed those things for the next couple weeks, people would probably learn something.

And here's where you placed yourselves. Three of you think you're doing awesome at this. And again, two of you placed yourselves at low effort and low success. So, if you continue to talk about this, consider discussing why you placed yourselves at low effort, low success, great effort, or great success. You need to have those conversations, because it's all about your priorities. And maybe you can agree with some of the things that made somebody grade you low, in terms of effort and accomplishment, but also acknowledge what you did do well. Maybe you have a conversation where somebody can say, yeah, maybe I was a little rough on us. But at the very least you understand a difference in priorities. Clearly, you don't all agree on what high expectations and a commitment to that means. You need to define that for yourselves.



Board member comments:

- The district is good about making and following plans and policies.
- I'm not sure our standards and expectations for student achievement are always clearly stated and followed.
  - We have high standards here but maybe we don't celebrate our success enough. May we focus too much on where we're falling short instead of where we're falling forward. As a resident in this school district, I know there are plenty of places where this district is falling forward.
- Based on community input, the board has supported revising and modernizing several major courses of study and is mostly unified on this front.
- We need more of a focus on how our students can overcome challenges.
  - Ms. Ryan thought this was a nice comment. A lot of your students have barriers that are non-math, English, or history related. What are some of those barriers that are keeping kids from being as productive in a classroom as they could be? I worked with a district recently that had a goal of 100% of its students participating in at least one club or sport. So, they had conversations at every meeting about how are we doing on that. So, whether it was robotics, debate, or Lego club, their goal was to have every kiddo doing something outside the classroom. Um, And then, we have high standards here. We have super high standards here.

So, the third standard is creating standards for student and staff success. Safety and security are definitely priorities of the board. You all graded yourselves really pretty highly on that particular aspect of your work and gave lots of props to your staff, all those middle managers you mentioned when you talked about what surprises you. All the work those staff are doing. PD is in this area. Do we talk about PD? Do we ask for feedback from your superintendent about district-wide PD efforts? Do we know with the money and time we spent training teachers about dyslexia, literacy or whatever it might be, if that is working? Facilities management is in this area, and then watching the dollars. That's a huge piece of this. So, this is your operational standard.

**Standard #3:**

Creation of district-wide standards for student and staff success

**Indicators**

- Provide for the safety and security of all staff and students
- Employ and provide for the professional development of administrators, staff, and teachers
- Provide for learning essentials, including curriculum, technology, and facilities
- Ensure the efficient operation and management of district programs and facilities

Some of these examples include do we talk about this stuff? Do we have good plans for our administrators? Talking about retention. This has been a huge topic in Ohio as teachers are leaving the field, unfortunately. Educators in general are leaving the field in too high of numbers. We have fantastic teachers here in Hilliard. What are we doing to keep them, train them, and make them better? We certainly need to be sure our budget is aligned to our strategic plan. Let's put our money where our mouth is. And, we want to engage our community.

So, you all love this standard. This is your heavy hitter right here. All of you think you make a lot of effort in this place. Again, there seem to be lots of good comments and feedback about safety and security, managing your budget, and taking care of your resources. You're doing well here - high effort and high success. So, keep going.

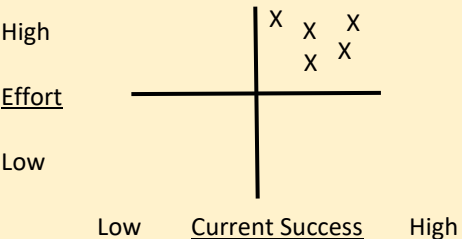
Here are some comments.

- Our operations team is great.
- Proud that HCSD prioritizes safety and security.
- We really do whatever we can to help our staff and administrators get what they need to do good work.
- We are in the process of evaluating all our facilities through a master facilities plan. Our budget has reflected responsible spending and keeps a student/classroom focus.

The fourth standard is the accountability one. This is do we sort of walk the talk. We commit to consistent improvement in student achievement and that includes with the board. We do evaluate people, and we use evidence-based assessments. We base decisions on what is true and what the data tells us we need to do, not on anecdotes or minority opinions. Your job is to determine whether it's minority or not.

**Standard #3:**

Creation of district-wide standards for student and staff success



**Standard #4:**

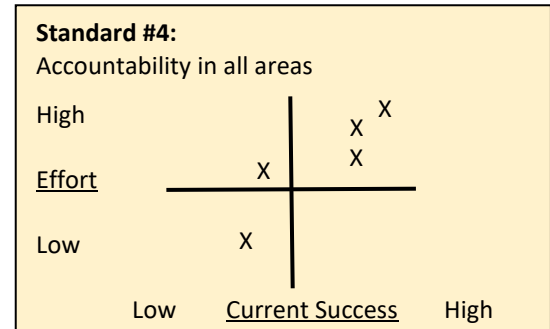
Accountability in all areas

**Indicators**

- Commit to constant and consistent improvement in student achievement
- Evaluate administrators and programs based on the district's strategic plan, clear and agreed upon expectations and objective standards
- Utilize appropriate and valid assessments to gauge student and staff success

Here are some examples. I talked about alternative assessments a little bit ago. There are so many ways you can slice up an apple to see how well your kids are doing. I hope you talk about some of those quite often and that you celebrate your success. You discuss and share processes related to budgets and evaluation, and you make yourselves available. In having seen some of your board meetings over the past couple of years, I know you are willing to take the heat and that says a lot about you. I'm sure you all also take thousands of emails and phone calls. You're making yourselves available, and I would encourage you to continue to do that. Just be present for people. A lot of times, community members want to be heard. And I hope that you are talking about ways to continue to hear from all pieces of your community. Including the loudest ones, but not just the loudest ones.

So, here's how you thought here. Again, you've got somebody that thinks you're making a little bit of progress, but still not enough effort in this area. Three of you are feeling pretty good about this area as well. High effort and high success. One person thinks your making middling effort and a little bit of success. Maybe a year ago this person would have put an X in the lower left corner and so for that person you're getting an A, which is awesome. But you need to have fuller conversations about why this is.



Your comments here.

- The superintendent regularly and personally visits each school throughout the year to ensure standards are being met. The board receives regular updates on academic achievements so we can monitor continuous growth and make changes when necessary.
- The board and district are very intentional about keeping up with curriculum needs.
  - You want to make sure that Hilliard is still at the front of the pack and that kids who graduate from Hilliard are ready to go to work, college, or whatever they choose to do.
- We do okay with reviewing assessments and evaluations but could always be better.
- Overall, the district is meeting and exceeding expectations.

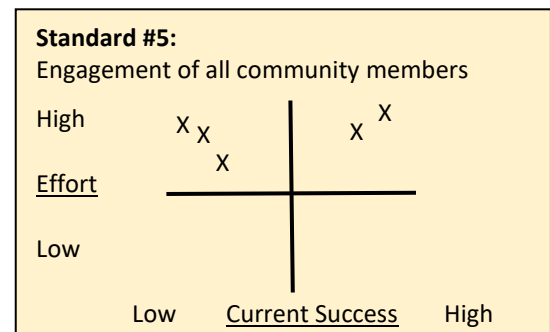
And the fifth standard is engagement of your community. So, this is how collaborative are you? How transparent are you? Do you treat executive session the way it should be treated? Does your community believe that when you go into executive session, you're going there for legal reasons? Are you consistent about your communication? If people are expecting the superintendent to put out a newsletter quarterly, does it really come out quarterly? Does the annual state of the schools happen? If it's supposed to happen annually, does it happen annually? Are you gathering input? As you said at the beginning, Zach, you get lots of input from everybody and that's a good thing. But, you want to make sure that you're hearing input from all sides of that mirror ball.

- Standard #5:**  
Engagement of all community members
- Indicators**
- Collaborate with families and community members, responding to diverse needs and mobilizing appropriate community resources
  - Ensure school board and district transparency
  - Ensure consistent and thorough communication practices
  - Solicit input from staff and community to ensure input from all perspectives and interests is heard

Examples:

- Our facilities are welcoming to all who visit or attend
- We develop partnerships with social and civic services
  - We're fortunate here in Hilliard to have an incredibly good civic community. Lots of business partners and the educational foundation.
- We respect and follow Open Meetings Act and Public Records laws and standards
  - This is a big one. Lots of school districts got in hot water in the last couple years about Open Meetings Act and public records. Our laws here in Ohio are about as tough as they come. I applaud you because it's really hard to do business with five individual people coming from different walks of life. Your opportunities to site and talk as a team is an open meeting. Sometimes its tough especially when talking about certain topics. Some of those topics are viable for executive session, but many of them are not.
- We discuss an annual communications plan and our progress as good communicators
  - I'm a big believer in a communications plan. What do you know about it? What are the priorities for this year? How does it align with our new facilities master plan?
- We assure our community of our commitment to safety and security
- We talk about ways to ensure parent and student voice in our school district.
  - How are you making sure you're hearing from parents and students? About 10% of the school boards in Ohio have a student rep on their board. We've been getting a lot of calls about that lately. As a board member, I thought it was fascinating to find ways to hear from students in our board meetings.

And here's how you rated yourselves in terms of community engagement. Everybody thought you were making a lot of effort. All five of you think that you work hard in this area. This is a tough area because you have such a large and diverse community. A couple of you think you're having more success. But a couple of you could be lagging in terms of success based on a couple of these comments.



- Our community is diverse. Not sure we reach all of them consistently and think we should work to assure we're doing our best.
- The board opens multiple avenues for parent participation. Board meetings, regular emails, and the establishment of a communications committee where community members can directly engage with district leaders are only a few ways the district makes efforts to engage.
  - The board is open. We try everything. This person said we basically stand on our head. So, for the community member that comes up to you and says, I don't understand what the board is doing, I never understand what you're doing, this board member would



probably scratch his or her head like, I don't get it because we do so much stuff. What you need to do is make sure that whatever you're doing is landing.

- We're good about transparency and working in multiple ways to keep our community informed.
- Our communications staff and programs are good.
  - Kudos to your communication staff

So, just from my look, I have a couple of suggested objectives. This isn't brain science and you'll probably come to some of these same thoughts. Make sure you're living your strategic plan and portrait of a learner. Those are awesome documents. Your portrait of a learner is really strong and represents the culture you want for every one of your kids. From the starting quarterback, the kid going to Harvard to study medical biometrics, and the kid going to the military, they all share those characteristics. Whatever is in your portrait of a learner is what you and your community said is representative of all our kids. Make sure it's fully shared and supported in all the buildings. That portrait of a learner defines your student culture. Your student culture is usually defined by or defines your teaching culture, etc. So, that's an important document along with your strategic plan.

#### **Suggested Objectives**

- Develop, articulate, and steward the district's Portrait of a Learner so that it's fully shared and supported in all buildings and community.
- Continue community conversations related to the strategic plan and its progress.
- Target board meeting discussions around board standards and HCSD's strategic plan.
- Recommit to processes that build trust among and between board members and administrators.
- Processes to celebrate and update the community on master facilities progress.

Along with your strategic plan or as part of your strategic plan, I think the work that you're doing in terms of having community conversations, small focus group discussions, your board meetings, public participation at your board meetings, all of that is really important and I would encourage you to continue to find ways to do that. Place yourselves in ones or twos in places around the community, whether it's a choir concert or a wrestling match, a swim meet, or something like that. Make sure that you're available so that you're hearing from some of those parents that might not come to board meetings.

And then, that first standard about governance where you were least successful. That standard is really about doing what we were hired to do, what the law says we should be doing related to making and adopting policy, the way we conduct our meetings and our policies, and the way we treat and trust each other. You have to be willing to call one another out when things happen that deter trust, whether it's somebody that shares something from a confidential conversation, someone who wasn't properly prepared, or someone who isn't willing to look at the evidence and agree that the evidence is true. But find out why all those things happen. Is there some other document or evidence we can provide so that you can feel good about where the other two of us or three of us or four of us are on this issue.

Make sure you continue to have processes to celebrate and update the community on your facilities master plan. I find across the state when it comes to facilities, athletics, and graduation rates, community members want to be informed early and often. Don't tell me that you've got a solution. Make sure I know that there's a challenge and that you're working and then share the solution.



So, a little bit about executive session. We are here in open session tonight, which is awesome. There is no provision in the Open Meetings Act that says a board can do self-assessment in executive session. So, as you continue to have these conversations about your own performance, know that you need to do it in work sessions just like this one. That is not true for evaluation of your administrators. And if your administrators ever want to meet in an executive session to share ideas about their administrators or other staff in the district, you can do that in an executive session as well. Make sure that you're aligning your work. Talk about your strategic plan, talk in terms of your strategic plan, and talk in terms of those five standards. If you were to keep that little chart I gave you, once you have your goals, and just have your goals at the top and the standards down the side, you'd have that in front of you at a board meeting as a reminder to align your thinking to those things and to speak it, you'll be doing a lot better.

So for this coming year, make a discussion about this on your agenda. I know you have very full agendas. Your superintendent and treasurer will probably meet with the board president and draft up an agenda that's cram packed. But find a couple spots where there can be a ten-minute conversation about a commitment or priority that you made about your own growth and your own work as a board.

So next summer, hopefully you're in a spot where you can talk about how well you did. What did you say you were going to do? Where were the gaps? Do that matrix again and see how things have changed. Compare them and see how much better you've gotten in a year's time. I'd be happy to do that work and bring your thoughts to a group discussion. You know, we said this was a priority, and this is what we did. We said this was a priority, and we fell short again. Why did we fall short again? What can we do that's different so that we're not in this spot again a year from now.

Talk again about communicating your progress and then about self-assessment in general. Or a committed conversation on a quarterly basis to the board's work, the board's performance, and the board self-assessment. Is it actually making you better? Is being intentional about doing what we say, and saying what we do, and coming to some agreement on the priorities? If Dave comes to you and says, you know, here are the five or six things that I hope to have the board's support for in the coming year, and you all look at that list, the five of you say, yeah, I think these six things are really important. But Kara looks at it and says, I like these six, but for me, number four is the big ticket. And Nadia says, you know what, for me it's number two. It is an awesome thing for all of you and your administrators to know where you are alike and where you are different on those priorities, because sometimes there isn't enough time, money, or staff to do them all, and your administrators are going to want to make sure they're getting the ones that are most important to the board, and hopefully you're speaking on behalf of your community.

So, that was it for me. Any conversation you want to have? Any thoughts?

Mrs. Murdoch said she didn't want to put anyone on the spot because that was a lot of information to digest. I guess I want to ask you what your recommendation for the best way to set goals so we can evaluate ourselves next year. I saw everyone scratching down notes. If anyone has something they want to share right now, go ahead and share it. If you want to marinate on it a little longer and think maybe you want to converge on that later too, that's fine.

Ms. Ryan said she would email this presentation so that you all have it. The district is going to set district goals. Those goals set in a strategic plan by the district are everybody's goals. Whether you are the part time literacy coach... Whether you are the high school principal, whether you are the treasurer, whether you are a board member, those are your goals. What's different is what piece of that is mine. For the

cafeteria employee, the piece of it that is his is going to be different. Let's say the goal is something to do with finances and transparency. For the cafeteria, it's probably going to be avoiding food waste. Or it's going to be making sure you collect the revenues that students need to provide for their lunch or their snacks or whatever. So, it's going to be different for that person than it is for you. But I would say that's where you start. Once your strategic plan has been finalized, I think that is your basis for ongoing conversation. I'm really glad you're involving your community and staff in that process. Those goals need to be your goals. And then you can sit down as a board and say, alright, in terms of the board standard of accountability, what could we do to support the district that shows we're interested in improved accountability and that serves our finance goal, or our student achievement goal, or our facilities goal, or our whatever it is goal. Does that answer your question?

Mr. Stewart added that he lays out a board presentation schedule on a calendar year basis. So, whatever you decide in terms of when you want to do these things, it's really easy to plug those into that calendar.

Mrs. Murdoch asked if there was anything on that that surprised or shocked people that you want to dig into a little bit more?

Mr. Vorst said I really like the board standard slide with the 5 by 5 you referenced a couple times. I think that would've be great to see that a year and a half ago. Say these are our goals and this is what we're going to focus on. Everybody has input on our priorities and lets go. I think in one of my meetings with Dave that was half discussing items and half talk therapy session for me, I said, what are we doing here? Sometimes I feel like I'm not sure exactly what our goal is as a group of five. And to have something like that actually be our north star would be hugely helpful. I think that's a great roadmap for us to talk about and figure out exactly what our goals are as a team.

Mr. Stewart added that's one of many reasons we thought it was important to do the strategic plan. And it's just a coincidence, but there are five goals in that as well.

Ms. Ryan said I appreciate that. I did this recently with a district and about a month and a half later, they maybe six or eight of those boxes filled out. So, for example, one of the standards for the superintendent evaluation, as you all know, is vision or communication. So, his standards are a little bit different, but certainly they align. And his standards will also be aligned to those five goals that he just talked about. If the board has five or six of those boxes where you say, okay, here are things that the five of us can agree that we can do to support our administrators and teachers efforts in this area. I had a board send this back to me and they had those six or eight boxes filled out and then they had them color coded with red, yellow, and green. Red, she said, are the things that we said, by God, we're getting those things. We're doing those things. We're focusing on that topic. For them, it was sort of like board-superintendent communication. They felt like board-superintendent communication was an area where they really needed to improve. So, they were committed to making that happen. I think that this is just an easy way for you to continue to focus then on your priorities. It's very easy as a board member to get distracted. Because stuff happens, right? And, parents who are very invested get in your ear. And community members or staff members who are very invested in some aspect get in your ear. And it's easy to think that Mary Jane's issue needs to become your priority. And if you have this in front of you, you can say, I really appreciate your comments Mary Jane, and I'll certainly share those with our superintendent. But the board has set some priorities for us. So, stay the course, right?

Ms. Crowley asked how do we make sure that the goals that we set for us as a board don't end up just filtering down as more work for everyone else? How do we make sure that we're setting goals that we're going to take some responsibility for, and not just more work for Dave, or more work for Anita, or...the district itself.

Ms. Ryan said I think that's a really fair question and nice of you to ask that kind of question. So, there are some things the board can do to support efforts in the district that the board can do. Setting a culture of professionalism is the golden rule. We as a board are going to follow the golden rule. The rules we learn in kindergarten about how we're going to treat each other, how we're going to share, how we're going to collaborate, and how we're going to respect each other's opinion even when we don't agree. We're going to do that, and we're going to do that really well. You guys can do that all by yourselves. Now, let's say one of the district goals is to complete the master facilities plan. Maybe an aspect of that is the board is going to take turns serving as Master of Ceremonies at coffee talks, or focus groups, or whatever. That could be a community engagement piece that you in which you could help the district. So, you'll talk about whether it's actual work, or whether it's discussion around a topic. Maybe there's an accomplishment that's happened in the district, or there is some message that your treasurer would really like to have you extend, and you say, we're going to do that. For example, we are going to make sure our community members understand the power of this grant we've just received. So, sometimes it's actual work, and sometimes it's talking work or communicating work. But I appreciate that. The flip side of that is the district works on behalf of the board, the board works on behalf of the district. And sometimes the board will need things to make progress that might create work for your communications director, superintendent, treasurer, athletic director, or your orchestra conductor, as so on. But, usually they will not be things that require more work on behalf of a lot of other people. It might be a different kind of report. Maybe there is some student barrier that your superintendent comes to you and says, we realize that students that have this barrier seem to be really struggling in math. We don't understand why, but we're hoping we can figure it out. Maybe the board just says, we'd like you to make that a priority. We'd like you to make that a priority, and 60 days from now, we'd like to learn more about any progress you've made in that area.

Mrs. Murdoch said so I guess I just want to open it up. I think the one that struck me the most, I mean, we all kind of chuckled when we saw we were all over the map on number one. But the one that struck me the most personally was number two. You've heard me say it in all the assessments. I'm a tough grader, on myself and others. And I feel like that's something that we've put some more effort into recently than we have in the past. So, I'd love to hear some ideas on what we can do to raise those two low effort marks up. What things aren't we doing that we should be doing? And, specifically, I was really struck by the comment about more focus on how students can overcome challenges and how we can put some effort into that one just to raise the effort level and then hopefully the success will follow.

Ms. Ryan said here are the five indicators for that standard. Maybe some of your effort, or lack thereof, for a couple of you lies there somewhere.

Mr. Perry said I think it was interesting because we had a split on both effort and achievement. So, there are some folks who think that we're not achieving, which I understand. And some folks who think we are. That should be theoretically measurable in some capacity. But effort is a little bit more, as you said, it can be, say, here's the actual steps we've taken, that can be measurable. But a lot of times it's how hard are we trying a little bit more. I think it's interesting that we had a split on, some folks think we're not putting a lot of effort in to it at all. And some folks think we're putting a lot of effort in. And so, where that gap is to say, how do we rectify folks who think that we're not trying, and folks who think we

are trying, and say maybe it's an explanation of here's the things we have been doing, are doing. And then maybe that person that thinks that we're not putting effort and says, oh, I realize now that we're doing those things, but maybe I don't think we're succeeding at something. And that effort is not achieving the results that we're achieving. But it's interesting that we have a gap in understanding how much work we're putting into it. I think it's interesting to make a point of that.

Mrs. Murdoch said yeah, that's what struck me about that one.

Mr. Vorst said I would wonder if the issue with expectations is related to clarity of expectations. One of us thinks that we're being super clear, and other people don't necessarily hear what we're trying to say. I don't know if that would help. I think clarity is a big thing with expectations. You know, my wife tells me all the time to do something, and I think I've heard what she's wanted me to do, and I do it, and it doesn't turn out that that's what she said. So, clarity of expectations is challenging.

Mrs. Murdoch said yeah, that's helpful.

Ms. Ryan said I think that's a great point. And think about maybe one of you has high focus on some aspect of high expectations. So, some aspect may be related to a particular group of students or a particular grade level. Or maybe that board member sees that you're doing really well in most areas, but the state report card says that our sixth-grade math scores aren't where they should be and they haven't gotten better over two or three years. And so, there's some aspect of that that is falling short for a board member. It could have something to do with teacher hiring or retention. High expectations certainly is reflected in how good the board believes the team is. I don't know for sure, but I think it's a great conversation area.

Mr. Stewart said I'll make this offer and then feel free to ignore it. As you know, I have regular communication with every one of you. The next round of that communication could be to gather reflections on this and then deliver that to you without names on it. And that can become the basis of whatever your next conversation on this is. That would be no big deal for me to do.

Mrs. Murdoch asked is everyone okay with that? Great. Are there any other of the five that you'd like to have a brief discussion on? That maybe struck any of you as...like, wow, that was surprising.

Mr. Perry said number four. But seriously, I mean, honestly, when we have agreement on things, I think for the most part we have an agreement on....the one where we all agree on the same the conditions, especially for us. Mrs. Murdoch said it was number three where all five agreed. Mr. Perry said yes, three. But I did think that that was good to see that. I think sometimes when we forget that we do have a lot of similar opinions and a lot of similar takes on things, and sometimes that it gets watered down in our ways, people have different opinions, but at the end of the day, we do have a lot of similarities, and we do have a lot of agreement. And that was one thing that really stood out as everyone kind of thought the same down...think we're achieving something, they think we're putting effort into something. I think that was a good signal to that. I think people forget that that is the case more often than it appears to be sometimes.

Mrs. Murdoch said yeah, that's a great point. And we need to not rest our laurels on this one and make sure that we set some sort of goal to keep us all in a quadrant.

Ms. Ryan said that with all the stuff coming in public education every day, you know, the hits just keep on coming in a variety of different ways. And so being able to maintain some positivity and to be able to speak loudly about the things that are going well and to say to people I get we have challenges or I agree with you Mrs. Jones, but the board is really working hard in this area. And by the way, did you know that XYZ, you know, is great. I always tell board members who are running for re-election kudos. Whether you win or whether you don't win, the fact that you're willing to come back, especially after 2020, 2022, says a lot for your commitment to this district and to its students. Being a board member, and I'm not just saying this, it's not easy. So, being able to agree on this standard and that you all are clearly proud that the staff and administrators in this district are making this a blue label place to live and work, is a great place to start.

Mrs. Long said I think one thing with this that I think was really easy is Hilliard U is such an established part of the teaching of our teachers here. And I think that that establishment has really helped carry us through the years. I also believe the partnership with the police and fire and all of our supporting...I don't know if I've ever been to a place that you see those two components just so strong. And I think that's easy to see and to celebrate. And I think that is easy for all of us to reflect on too.

Mrs. Murdoch asked if there were any final thoughts or comments?

Mrs. Crowley said I think that the community engagement piece is interesting. That we all think we're making an effort, but it's landing all in different places. Mrs. Murdoch said mm hmm, yeah, definitely. Mrs. Crowley said I think about the levy and other things that are coming up, and how that is going to land with our community. And just trying to get, like you talked about, celebrating the successes of the district, and I think that we can get really bogged down in the day-to-day things, and it's great to be somebody that the community can come to and voice concerns, but it is also important to be a cheerleader for the district and make sure that you're talking about the successes and focusing on those too. I know that that can be really hard, but I think that's where the community engagement part, it's just falling all over the place because the community hears different messages from everybody. It's difficult. It makes us not look like a cohesive unit sometimes.

Ms. Ryan said yep. I think if you can walk away from board meetings with one or two agreements that you all share that would be very helpful to all of you. You've had some tough meetings in terms of public participation. You have sometimes disagreed about key aspects of your work in terms of how it relates to the community. It could be that somebody that thinks you're making a high effort but low success again, is concerned about a certain population, a certain piece of your community that's not on board as much as they hoped they would be. So, it could be just 10 or 15 percent of your overall community engagement piece that is not landing for one or more board members. And it could be that some of you are hard graders. You know, some of you are tough. You have high expectations, and that is as it should be. So, good stuff to talk about. But you all agree that you're working hard in this area.

Mr. Vorst said while we have that up there, can I just throw a goal out there about the community engagement piece. So, it seems like there is a massive misunderstanding amongst the public about implications of property values and what that means for your tax bill. I got mine. I don't know if you guys have got yours. I got the reassessment in the mail recently. And it says in big, bold letters that your property taxes will not increase by the same amount or by a correlational amount with your property value increase. Because everybody knows that the property value is a document. And I'm sure that there are people that don't see that big, bold thing and that they think, oh my God, my property went up by \$200,000 my property taxes are going to double. And educating the public on the basics of school

finance and exactly what the implications of those things are and why we may have to be on the ballot for a levy. That we're not just flushing money away left and right. And that we're doing the best that we can to try and stretch those taxpayer dollars as far as we can. I think educating the community on the specifics and five bullet points on how that works. If we can get five out of the next ten people in line at Kroger to understand that, then we'll have done our job. Because right now it's probably one or two. So, I think that's a good goal for community engagement, specifically for what we have.....

Mr. Steward said he totally agrees. There's a blog going up this week from us around that very issue. So, you could use that and certainly.....

Mrs. Murdoch said we know a certain ex board member has preached that for years and years and years. The fact that, there are still questions about it tells me we not only have to look at the message, but how we get it out there. What are some of our...you know, lean on Stacie to help us figure out how we get that message out there a little bit more broadly than the people who have heard his speech and like, okay, we get it.

Mr. Perry said Zach's 100% right on this one. We've been trying to do that for the past 50 plus years. It's a continuing goal. And it's a goal for a reason, because it probably hasn't worked the past 50 plus years. And it's something we have to continually work at to explain. It is not, necessarily, easy to understand material. It's written in ORC language, it comes from all kinds of different ways. Lawyers. I know, right? Well, the worst part is it's the politicians who weren't lawyers who wrote it. But, the issue is that we have to take that, explain it in a way that any person, like Zach said, can understand and say this is what it actually means. A mill is not a million dollars. If they can just get that part across...it's a continuous effort to really simplify things. Explain here is exactly what this means for you as a taxpayer. Here's exactly where this money is going to go. Which is what I think they need to do.

Mrs. Murdoch said love it. We'll keep working on that to make it into a goal and fill it in to the matrix.

Mr. Stewart said I'll schedule a time with each of you to either meet in person or talk. My role is simply to be a note taker. And I will get the information to you then. And that probably will somehow reveal then what the next conversation will look like.

Mrs. Long said I want to put one goal out there. As Superintendent Stewart discussed the calendar for the next year, I think it's really important we intentionally put quarterly activities.....This is the first time I've been on the board that we've done this, and I think this is a great activity. I think it really shows the growing board. And I think it's a good thing. I do think we need to set a clear goal. And that's a goal that says quarterly or what? Um, you know, or once a year, I don't know. But I think we need to make a goal to continue. Because this is one step forward, to be honest with you....board of education is that we're actually assessing ourselves. Just like tackling assessing our treasurer and our superintendent and so forth. And I think that that's really an important piece of the feedback. Just like you said, if we don't get feedback, we don't understand. So, that's important.

Ms. Ryan said it's hard when you are five people. You know, a lot of us in this room work for one person. Your administrators work for five people and that's a really difficult thing. But, the law says the five of you act as one, right? You have one vote on your resolution. And you need to act as one. So being able to speak as one, act as one, and talk together as one is critical to your success.

Mrs. Crowley said I feel even more bad for you working for five people when I see all those X's all over the place. Because it's possibly hard to manage people who think we're super successful or that we're completely missing the mark. I mean, oh my goodness. So, that's probably very difficult to manage. To negotiate trying to meet all of our needs and where we fall on a million different topics. Y

Mrs. Murdoch said ou're saying you want to go around getting us all in the same quadrant.

Mrs. Crowley said well, I mean, at least, like she said, saying a similar message, or at least being able to have priorities for Dave to give him guidance. I mean, if we're all over the map, which we clearly are, I mean, how hard must that be to deal with us? I'm sorry, but that is probably very difficult to do.

Ms. Ryan said You know, even just saying for this one, even just asking yourselves a question. What would it take for you to put an X in a quadrant of high success and high effort next year? What would have to happen for you to put your X there? Simple question.

I really appreciate the opportunity to be with you tonight. And if there's anything I can do besides sending you this presentation, I hope that you'll give me a call. So, thank you so much.

7. At 8:02 p.m., the Board of Education caucused to executive session to consider the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee or official.

We do not anticipate any action by the board following the executive session.