

**FINNEYTOWN LOCAL SCHOOL DISTRICT
Special Meeting Board Retreat
Secondary Campus Media Center
8916 Fontainebleau Terrace
Cincinnati, OH 45231
July 9, 2022
8:00am**

The Finneytown Board of Education met in special session for the purposes of a Board Retreat on Saturday, July 9, 2022, in the Secondary Campus Media Center, 8916 Fontainebleau Terrace, Cincinnati, OH 45231. Mr. Gast, Ms. Lee, Ms. McMullen, Mr. Rea, and Mr. Reeb were present. The President called the meeting to order at 8:06am.

90-22 Ms. Lee moved, seconded by Mr. Rea, that the Board dispense with the opening ceremony and approval of minutes from the regular meeting of June 20, 2022, the Special Meeting of June 22, 2022 and the Special Meeting of June 30, 2022. The President declared the motion passed.

91-22 Mr. Rea moved, seconded by Ms. Lee, that the Board approve Mr. Reeb, Treasurer Pro Tempore. The President declared the motion passed.

Team Building Activity

Led by Mr. Gast, the board members, Superintendent and Treasurer discussed strengths being effectively used, underutilized strengths, mistakes from which we have personally learned, and skills and areas identified for improvement.

OSBA Led Trainings and/or Workshops

OSBA Consultant, Cheryl Flahive, led Board members through the following sessions:

- Materials provided to the Board: PowerPoint Attachment, Table of Contents Attachment
- 1) Board Of Education Handbook Development
 - The Board discussed the future development/content of the Board handbook.
- 2) Creating Efficient Board Committees
 - Summary of Content Covered:
 - o Board Committee vs. Administrative Committee
 - Current administrative committees: Long Range Facilities Planning, Personnel, Policy
 - Current board committees - none
 - o The type of committee is determined by who it reports to, what its function is.
 - Board appoints - Board committee
 - Noticed, open to the public, on board calendar, report to board for board action—if requires vote, must be board committee
 - Superintendent appoints- administrative committee

- No notice needed
- Action item for the Board - research if/when the Board made the decision to change committee types.
 - The board discussed whether a Diversity Equity Inclusion Committee, if created, should be an administrative or board committee.
- 3) Board Self-Assessment
 - Summary of Content Covered:
 - Best to be a summertime activity–talk about district goals
 - Look at 5 standards (see Powerpoint) for self-assessment, in relation to Finneytown’s district goals
 - Suggestion – two formative discussions per year
 - Align with Superintendent/Treasurer evaluations
 - E.G. Goal of communication – 1 of 5 district goals
 - What do we as a board want to work on?
 - Go through each of district goals, what the Board can work on
 - Use spreadsheet–Goals vs. Board Standards
 - Standard 1 - Governance
 - How does the Board govern?
 - Standard 2 - Commitment to High Expectations
 - Action and verbal commitment
 - Standard 3 - Creation of District-Wide Standards for Student and Staff Success
 - Standard 4 - Accountability in All Areas
 - Don’t “pass the buck” – Board, Superintendent, Treasurer, and staff all accountable
 - Standard 5 - Engagement of all Community Members
 - Surveys - could be supplied by OSBA
 - How to get accurate data that is aggregated and not skewed
 - Talk about district goals at point before year, talk about which are important to individual board members, focus on one or two

The board took a break from 11:10 to 11:47.

Discussion – Establishing A DEI Committee

Led by Ms. Lee, the Board members and Superintendent discussed the following:

- The potential committee should be a Board committee.
- Mr. Rea and Ms. Lee expressed concerns about not doing enough with DEI in the district.
- The Board discussed who should make up this committee. Ms. Lee expressed that members should have intersectionalities.
- Mr. Rea stated that he wants to see more people/groups from the community be involved and a strong leader to facilitate meetings.
- Dr. Banks shared what the district is currently doing – One Degree Shift, conversations happen on a regular basis, restorative practices, hiring practices

- The Purpose of the Committee:
 - The Board agrees to establish a core committee with the purpose of facilitating dialogue and conversation within our diverse communities to better understand our needs and opportunities around diversity, equity, and inclusion.
 - Committee members would go through an application process (for leaders and other members), the board would appoint them, and they would report to the board.

92-22 Ms. McMullen moved, seconded by Ms. Lee, that the Board recess for lunch until 1:30pm. The President declared the motion passed.

The Board recessed for lunch at 12:30pm.

The Board returned to special session at 1:30pm.

The group continued the discussion about the establishment of a DEI committee.

- No members of the Board will be on the committee.
- How often the committee meets will be determined by the leaders of the committee.
- Who will design the agenda? How will it be managed/reported?
 - Share Out/presentation
 - Quarterly item on Board agenda at minimum, unless leaders request additional or Board has a specific request
- The group discussed the involvement of the Board/Administration/Staff
 - Leaders must live in the district
- Items for future meetings:
 - Public comment at Board meetings
 - Brainstorm name of committee, bring ideas (names, application examples, thoughts) to next special meeting
- Objective: Create community where anyone can stop in and feel like they are welcome

Discussion – Board Roles and Interaction with Staff

Led by Ms. McMullen, the Board Members, Superintendent and Treasurer discussed the following:

- Situational decision-making responsibility of the Board, Superintendent and Treasurer
 - The team ran through multiple situations and the involvement and interaction of these players in the process.
- Board interactions with community, staff, and students
 - Interaction of the Board community, staff and students can take many different forms. In addition to the Board role, Board members can participate in conversations as parents (i.e. with teachers about their children), friends or as fellow community members.

- It can help if the Board Member:
 - o Identifies their role in any informal conversation role (i.e. "I'm wearing my parent hat")
 - o Asks the individual, when it is not immediately clear, the context that they are seeking to engage them in (i.e. "Should I put on my board member hat?")
 - o Loops in the Superintendent about conversations that are likely to resurface and/or it would be of assistance in knowing (i.e. shared concern, question, perception, etc.)
- How do we get the public more involved in our schools?
 - It has been difficult for not only the district but our community support organizations to find enough active participants.
 - Establishing a DEI Committee and forming new community-school partnerships are great first steps.
 - Board of Education Meetings
 - o Greater student involvement in our monthly board meetings needs to be creatively explored.
 - o Allowing students to submit and ask Board Members questions at meetings might increase interest and in-person attendance.

Training – One Degree Shift

Natombi Simpson, from Hamilton County ESC, gave the Board members an overview of Hamilton County ESC's "One Degree Shift" training. The Superintendent was present. The following content was covered in the form of a PowerPoint that was not given to the Board in a digital format for public release.

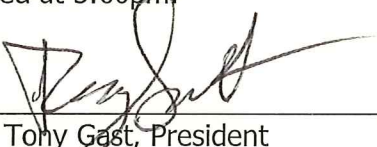
- Ethos for today:
 - o Listen, ask, share
- Snapshot of Session:
 - o Student Voices
 - o Why & How
 - o Laying Foundation
 - o Moving Forward
- Why – How do we support students from historically marginalized groups?
 - o When you know why, work can have a different impact.
- What – Whole group, PD sessions
- "What is it about our system...that is resulting in unequal outcomes?"
- Why a One Degree Shift? – aviation term, one small change can have a big impact
- How can we affect the internal/subconscious to lead to systemic changes?
- Diversity, Inclusion, Belonging, Equity
 - o Diversity - differences, quantifiable, 1-2 years for organization to achieve
 - o Belonging - people feel welcome, 3-4 years for organization to achieve
 - o Inclusion - involved in decision making, 5-6 years for organization to achieve
 - o Equity - changing structures of power and privilege, 7-9 years for organization to achieve

- One-Degree Shift 1.0 - 4 sessions
 - Session 1 - Let Me Take a Selfie
 - Session 2 - Widen Your Aperture
 - Session 3 - Focus on Critical Conversation
 - Session 4 - Pixel by Pixel from Awareness to Action
 - Put what learned into action

Ms. McMullen left at 4:15


- The Board, Superintendent, and Treasurer (the Treasurer was not present during this portion of the meeting) are interested in going through One Degree Shift together.
- One-Degree Shift 2.0
 - Brave Spaces
 - LGBTQ+
 - "Culturally Responsive Pedagogy"
 - 6 Degrees of Belonging
 - Microaggressions
- Dr. Banks shared that all staff members at Finneytown have been through One-Degree Shift.
 - Some use what they've been learning in class
 - Restorative Practices, Responsive Classroom
- Gold Standard PBL
- Book - Culturally Responsive Teaching and the Brain - Zaretta Hammond
- Part of One-Degree Shift 1.0 – The Big 8 Identities
 - The group participated in a "My Identity" activity.

93-22 There being no further business, Mr. Rea moved, seconded by Ms. Lee, that the meeting be adjourned. Voice vote: Ayes: 3 Nays: 1. The president declared the meeting adjourned at 5:00pm.



Tony Gast, President

ATTEST:



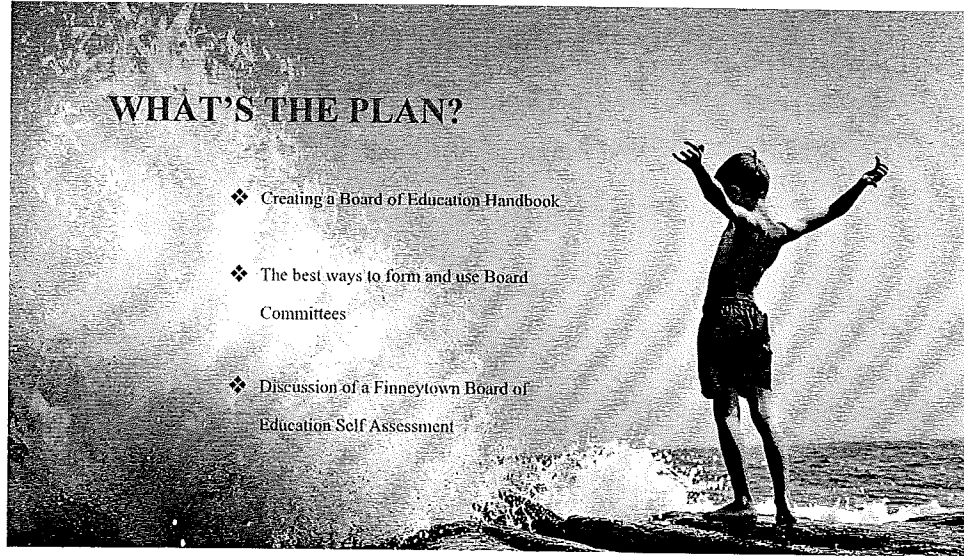
David Oliverio, Treasurer



James Reeb, Treasurer Pro Tempore

WHAT'S THE PLAN?

- ❖ Creating a Board of Education Handbook
- ❖ The best ways to form and use Board Committees
- ❖ Discussion of a Finneytown Board of Education Self Assessment



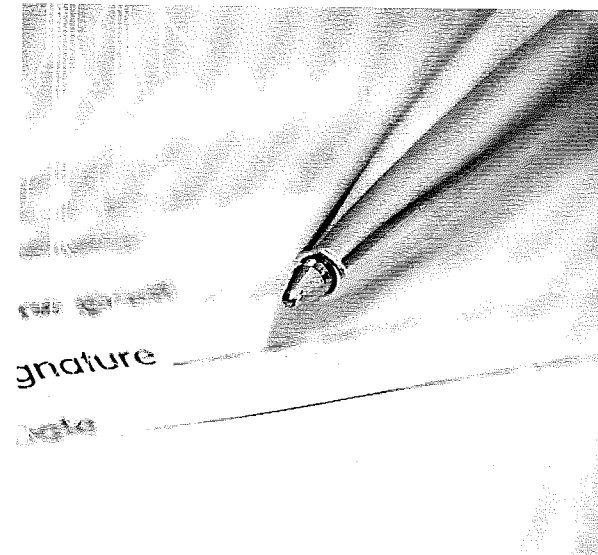
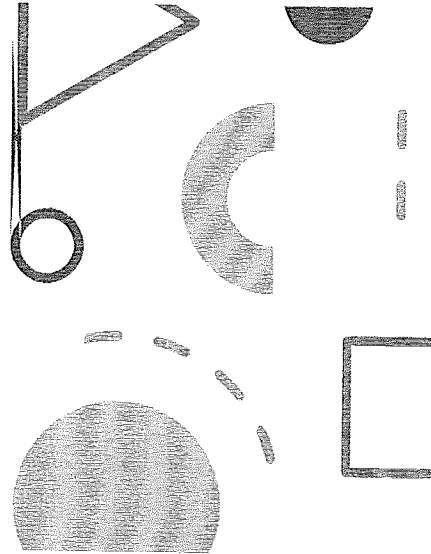
WHY HAVE A BOARD OF EDUCATION HANDBOOK?

- KEEPS MOST USED POLICIES AND PROCEDURES FRONT AND CENTER
- EASILY EDITABLE AS BOARDS OR PRACTICES CHANGE
- ALIGNS WITH DISTRICT POLICY MANUAL AND ORC
- SERVES AS BOARD ORIENTATION DOCUMENT

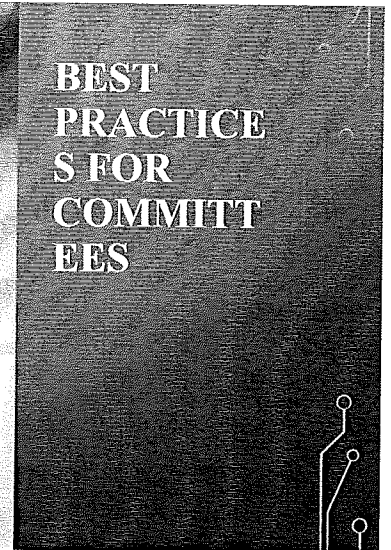


HANDBOOK QUESTIONS

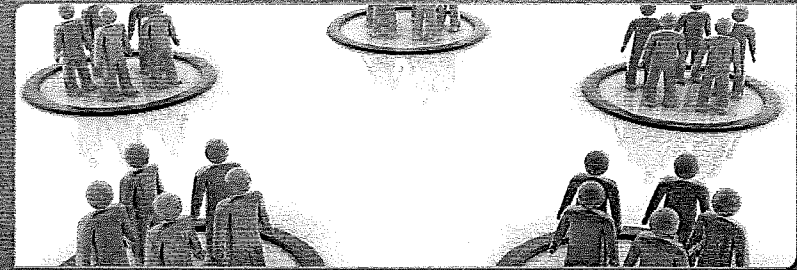
- Which pieces are necessary for Finneytown?
- Who will answer questions as they arise during drafting?
- Who will be responsible for reviewing and editing the draft?



BEST PRACTICES FOR COMMITTEES



WHY USE COMMITTEES AT ALL?



WHAT ARE THE CURRENT BOARD COMMITTEES USED IN FINNEYTOWN?

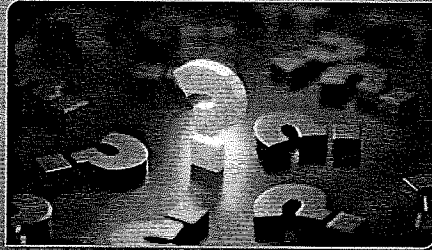
- What is the key purpose of the committee?
- How are members allocated?
- How often does each committee meet?
- How is the work of the committee
 - Determined (who designs the agenda?)
 - Managed and monitored
 - Reported
- Will the work of the committee result in something that is brought to the board for a vote?
- Are committees ongoing or for defined, short-term special projects?



BOARD SELF ASSESSMEN T

WHY DO IT?

- Not required for boards of education by ORC
- Provides objective standards by which to discuss and measure effectiveness
- Shows transparency and effort to greater community
- Can be aligned with superintendent, treasurer evaluations and with district strategic plans



1. Review Mission and Goals

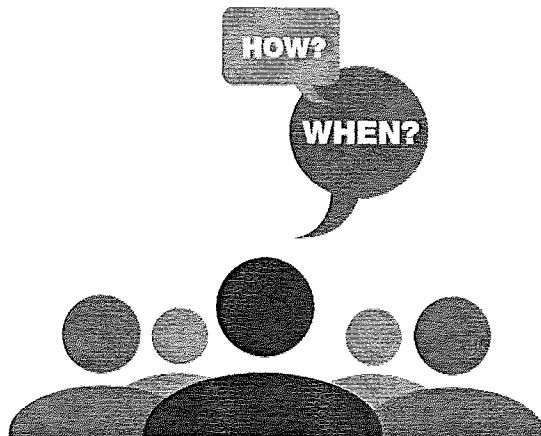
5. Summative discussion

2. Set performance objectives

4. Formative discussion

3. Formative discussion

- Align with superintendent and treasurer evaluation
- Set/discuss goals, board involvement, board protocols, etc.
- Align the standards with district goals



THE FIVE STANDARDS OF BOARD SELF ASSESSMENT

Governance

High Expectations

Conditions for Success

Accountability

Community Engagement

STANDARD #1: GOVERNANCE

- Conducting board business fairly and respectfully
- Respect and advocacy for the appropriate roles of board members and administrators
- Adhere consistently to policy
- Commitment to open, honest and positive communication practices
- Work as collaborative team members

STANDARD #2: COMMITMENT TO HIGH EXPECTATIONS

- 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

STANDARD #3: CREATION OF DISTRICT-WIDE STANDARDS FOR STUDENT AND STAFF SUCCESS

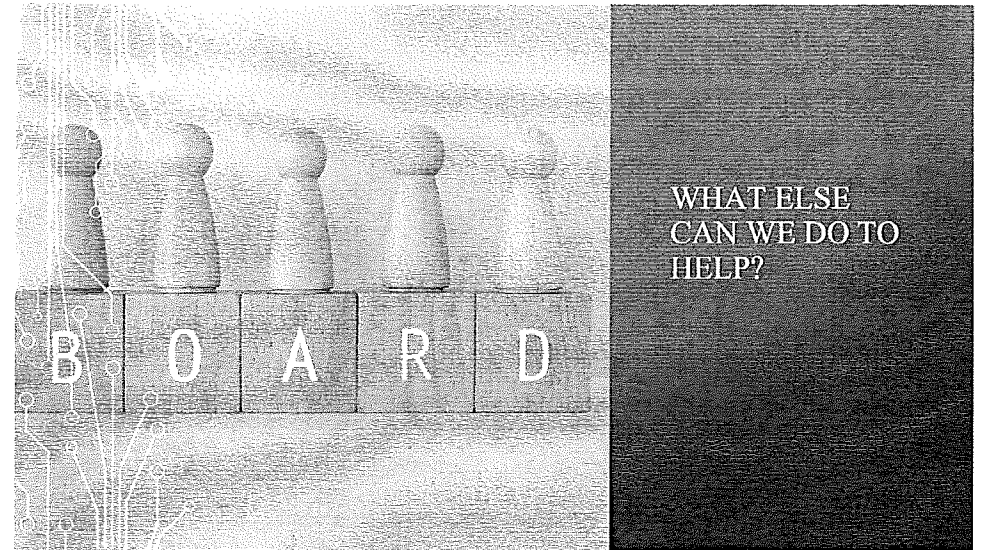
- Provide for the safety and security of all staff and students
- Employ and provide for the professional development of administrators, staff and teachers
- Provide for learning essentials, including curriculum, technology and facilities
- Ensure the efficient operation and management of district programs and facilities
- Adopt and monitor a budget aligned to the district's strategic plan

STANDARD #4: ACCOUNTABILITY IN ALL AREAS

- Commit to constant and consistent improvement in student achievement
- Evaluate the superintendent and treasurer 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

STANDARD #5: ENGAGEMENT OF ALL COMMUNITY MEMBERS

- 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



WHAT ELSE
CAN WE DO TO
HELP?