

BOARD OF EDUCATION MEETING
ALBION CENTRAL SCHOOL DISTRICT
ALBION, NEW YORK
Ronald L. Sodoma Elementary School Conference Room A
Monday, January 27, 2020
SUMMARY OF A SPECIAL MEETING
FOR THE PURPOSE OF THE DEVELOPMENT OF
THE NEEDS ASSESSMENT

MEETING CALL TO ORDER

Board President, Mrs. Kathy Harling, called the meeting to order at 5:33 pm.

PLEDGE TO THE FLAG

(Mrs. Sacco arrived at 5:35 pm.)

1. APPROVAL OF AGENDA

BOARD APPROVED

PUBLIC FORUM - None

2. NEW BUSINESS - None

(Mrs. Nesbitt arrived at 5:37 pm.)

3. OLD BUSINESS

- A. PLC Associates, Inc. Presentation and Activity
- Review and planning of the Strategic Planning Process
 - Triangle Survey

Mr. Bonnewell introduced Mr. Randy Richards and Mr. Greg Speranze of PLC Associates, Inc. Mr. Bonnewell shared that following a meeting with him, Mr. Richards and Mr. Speranze had met with the Leadership Team which included Miss Leto, Mr. Vallese, building principals, assistant principals. An additional meeting included the Chair of the Committee on Special Education, the Directors of Technology, Athletics, Facilities, Food Services, Transportation and the Public Relations Officer.

Mr. Randy Richards thanked the Board and indicated that he would be providing answers to any questions on thoughts the Board may have in addition to more detail about the planning process and the specific role of the Board. Mr. Richards additionally introduced his associate, Mr. Greg Speranze.

Mr. Greg Speranze provided his own background. He is a former English teacher; School Leader; NYSED Outside Educational Expert (OEE) and School Support Partner. He indicated that he has done leadership coaching and works with teacher training, strategic planning and district planning surveys.

Mr. Richards began his presentation with three quotes; "What is the enemy of great"; "Begin with the end in mind" and "Excellence is a journey, not a place to be." He asked the Board if any of the quotes presented stood out to them and the reason why.

Mrs. Harling responded that her husband had used the quote, "What is the enemy of great" as it related to sports. She indicated that the enemy of great is good because the biggest obstacle to being great is good.

Mrs. Riley responded that "Begin with the end in mind" stood out to her. She had been taught that the day you're born is the start of when you'll die; and there is no promise of the end.

Mrs. Weller responded that "Excellence is a journey, not a place to be" is a quote she uses with their employees in emails; that they should always look for ways to improve.

Mr. Richards indicated that each of the responses were great. He provided an overview of the Strategic Planning Process; that it is a five year plan that serves as a framework for moving the educational community to its desired state, creating a means for establishing a high-performance culture and achieving specific outcomes; the plan creates a blueprint for guiding the work. PLC Associates' objective is to present a Strategic Plan in early August for approval by the Board. They will pull the Strategic Plan together, review it, edit it and send it back for review prior to presenting it to the Board.

A Core Team is established that will do the bulk of the work. They are charged with detailing the strategic intents, vision, mission, beliefs and parameter components of the plan. The Core Team works interdependently with the Task Forces who are charged with examining particular areas of opportunity such as student achievement, finances, and faculty experience; dependent on the district needs.

Mrs. Weller asked who selects the Core Teams so that the district gets good representatives.

Mr. Richards responded that the Superintendent along with the Leadership Team chooses people; looking for people who are energized around the topic; mixed stakeholders.

Mrs. Weller indicated she wasn't sure how the team would be selected; would someone be chosen from all three buildings.

Mr. Richards responded that some Core Teams have student representatives; some who are paired with adults on Task Forces; there is room for everyone.

Mr. Richards further explained that the PLC Associates Facilitator(s) lead the Core Team strategy sessions. The district names an Internal Coordinator/Facilitator. Task Forces have designated Co-Facilitators who lead the Task Forces. The number and type of Task Forces is a district decision though four is common. The Core Team and Task Forces follow a very specific, detailed sequential protocol. They are provided with agendas and protocols for organizing and guiding their work.

Throughout the process, PLC Facilitator(s) serve as advisors, directing the progress of the Core Team and Task Forces in developing the Strategic Plan according to specified timeframes.

Mr. Richards began discussion surrounding the Board's role in the Strategic Planning process. He asked the Board, "What vs. How" and who determines each - noting they may have the answer from NYSSBA School Board training sessions.

Mrs. Riley responded that the School Board determines the "what" while administrators determine the "how."

Mr. Richards indicated that the Board will be involved in the Strategic Planning process by serving as members of the Core Team and Task Forces (internal mixed stakeholders); that they would receive annual updates with a focus on "what." Mr. Richards stressed the importance to the Board that the process can be very galvanizing if you let it be. He said to let people know you're doing this; let them know about the Strategic Planning process.

Mr. Richards shared that PLC Associates offers their support and templates to follow; that they are available for questions; there will be three meetings scheduled to work with the Core Team and the Superintendent; a fourth meeting will be held to get as many Core Team and Task Force members together as possible to share a clear expectation. Additionally, there are two phone conferences available for the Task Forces; if you have questions, call - they are there to see the district be successful.

Mr. Sperenze added that the Task Forces have areas of focus dependent on what the district chooses whether students/staff; finances; resource; buildings and grounds. PLC Associates will co-facilitate two of those and provide a guide for a couple of sessions and then watch for feedback at the end of the work represented in the plan.

Mr. Richards indicated they would be sure homework is done; the key is to assign homework; to problem solve and find solutions by researching best practices. Go to websites, borrow good stuff from other districts and places; find it.

Mrs. Weller asked if information would be document shared by Google Docs or Google Drive.

Mr. Richards responded yes; that with Google Docs, you can comment on what is seen.

Mrs. Weller asked if the documents would be in a labeled folder with drop down.

Mr. Speranze added that they will edit the document; send it to PLC Associates where they will make the final polishes.

Mr. Richards reviewed that during the day they had met with various teams and the topic of attention was the Mission, Vision and Value Statements of the district. He indicated that while this was done many years ago, it was well done. He gave credit to the 2003 team that worked on them. Many of the team members they met with during the day asked if this needed to be fully redone. He indicated that the district can do what they like; they can redo some or all; that it led to fun and interesting discussion; that hearts are in the right place.

Mr. Richards explained in further detail the steps to begin the Strategic Planning process. He indicated that PLC Associates will meet with the leaders; talk about the positives and what holds the district back; there will be Data Reports; a Triangle Survey; the Core Team and Task Forces chosen.

Mr. Richards asked the Board, "Why is there so much work on school culture?" He responded that it's because it is the crisis of the moment. Task Forces will be charged with critical issues facing the district.

Mr. Speranze explained the Triangle Survey and reviewed some of the online surveys and questions they work with. He indicated that online surveys are given to students in grades three and up; to parents; to staff; with a separate survey for community and support staff if the District chose them. He reviewed the five point survey scale with the point value for each and the explanation of point scoring.

Mrs. Weller asked if scores are only given to questions that are answered.

Mr. Speranze responded that the only questions counted are those they respond to.

Mr. Richards indicated it is perceptual data; responses from one group can be compared against those of another.

Mrs. Weller asked if questions are ever rephrased in a different way.

Mr. Speranze responded that they ask a variety of questions that are tightly banded and pretty close. With regard to school performance, teacher questions may be answered differently; they look for feedback and expectations; this is important.

Mrs. Brown asked for clarification on one of the scoring columns.

Mr. Speranze responded and explained how the score is arrived at by averaging. He indicated sometimes the scores are low; the scale score may be higher, because there are less negatives.

Mrs. Riley asked that when asking 100 questions, she asked if there is a comment section or place to write questions; and if there are things written, will these be compiled once PLC Associates receives them.

Mr. Speranze responded that comments can be sensitive and even debilitating; they are confidential and before they are released, they are provided to the Superintendent for his review and redaction.

Mrs. Riley added that we might need comments; good to know place and process; hard to do without.

Mr. Richards indicated that this is the task of the focus groups; to drill down deeper; provide depth of conversation.

Mrs. Sacco asked with regard to focus groups, are you looking at some who fall out; one particular question showed 74% do and 5% do not; would you go after the 5%?

Mr. Speranze responded that they cross reference surveys.

Mrs. Sacco said she fears going after only some.

Mr. Speranze indicated that you want to improve in all areas; focus on high order questions; choose five focus items you want to see data on; are you trending up?

Mr. Richards added you would be more comfortable after the first survey; that you can't do all but must choose high leverage items.

Mrs. Weller noted that some responses may solve another question.

Mr. Speranze added that questions are asked of staff differently; could be focused on various areas and linked across to the student voice.

Mrs. Weller noted she is glad there is a comments section and asked why they don't redact from the raw information collected; is there a disclaimer.

Mr. Speranze responded that the district decides what is redacted.

Mrs. Harling asked how they would know if people have faith to answer anonymously; and how they would know if someone hasn't answered more than once.

Mr. Richards responded that you ask questions; perceptual data - collect information from support staff to include bus drivers, cafeteria workers, administrative assistants; involve all stakeholders.

Mrs. Weller added that you have to because these staff members are integral parts; that they work with all.

Mr. Richards indicated you need to narrow down the baseline data.

Mrs. Weller asked how PLC Associates came up with the 100 survey questions.

Mr. Speranze responded that in a school, five areas were chosen, asking about twenty questions in each area.

Mr. Richards added that the questions are chosen based on best practices and are measured against the best practices.

Mr. Speranze added that for example, the Family Engagement Survey is used to try to get input from families.

Mrs. Weller made the suggestion that we use the local library where there are banks of computers to reach some of the families to complete the survey.

Mr. Richards asked which group is the most sluggish in responses. The answer was parents.

Mr. Speranze indicated that you can use school events and computer banks to get responses to the surveys.

Mrs. Sacco and Mrs. Weller asked if PLC Associates have a mobile App.

Mr. Richards responded no, that the survey is computer-based.

Mrs. Harling asked if a link could be sent in a text alert.

Mr. Speranze replied that he would ask and get back to the Superintendent on this.

Mr. Richards added that it is not uncommon for a low parent percentage; the importance of hearing from the low involvement parents and asked for thought on how to reach them.

Mrs. Brown asked if the survey could be a written copy that is scanned into the system.

Mrs. Sacco indicated she had just done a survey by a link on a phone; and noted phones are really small computers.

Mr. Bonnewell questioned if there was a web address for the link. That could be sent in an alert.

Mrs. Weller added it could be set for mobile devices.

Mr. Richards asked if there were any questions; that they want to educate and this will drive conversation.

Mrs. Harling asked if the survey is the first step or forming the Core Team.

Mr. Richards responded that the Core Team will meet; will get out of the gate hard; that the Superintendent has a list of items to complete.

Mrs. Harling asked when the surveys would start.

Mr. Bonnewell indicated it is up to us.

Mr. Richards added we would want to start quick.

Mr. Speranze shared that the first Core Team meeting is scheduled from 8:00 am - 11:00 am on February 28th.

Mrs. Sacco noted that the Core Team would be teachers, students, community members and support staff. She fears the same parents are always in here; some complain on Facebook; she would like those to help fix the problem.

Mrs. Brown added she supports this 100%.

Mrs. Nesbitt added she is all for it; that there are some who still complain on Facebook and asked how do we represent all?

Mr. Bonnewell added there are two levels; the Core Team is directional, the steering group; the Task Forces solve particular problems.

Mr. Richards said there is a need to get strategic; understand the concerns; don't shy away from Facebook talk; address the concerns.

Mrs. Nesbitt reiterated the need for communication and a plan; is it okay to go on Facebook and say "here's a link."

Mr. Richards said it takes all; enjoy the process; it's a lot of work.

Mrs. Harling asked who determines the breakdown of the core groups.

Mr. Richards responded that the Superintendent decides on the size of the team.

Mrs. Brown added we need an idea of what works; 50 people won't work.

(Mr. Sidari arrived at 6:31 pm.)

Mrs. Harling asked if there are frequently students on the Core Team.

Mr. Richards responded students are often on both; it's a great experience for them and looks great on a college resume.

Mr. Wadhams said that we did something similar to this several years ago; twenty-five to thirty people met in the Middle School Library; we went out and did surveys and groups sat down with all kinds of groups - parents, students, private school parents.

Mr. Bonnewell indicated he thought this was done for the 2003 process.

Mrs. Starkweather Miller added it was the Focus on the Future/Character Ed that was done in 1994 and involved several hundred.

Mr. Wadhams asked Mrs. Starkweather Miller if there was any documentation of the groups or core team.

Mrs. Starkweather Miller said that this was Marzano work; it was well represented; that there were BLT's (Building Leadership Teams) and

DLT's (District Leadership Teams) and it was done around 1994; Marty Marzano.

Mrs. Sacco said that from her standpoint, there is a need to get the core team diverse; there should be Spanish surveys along with paper surveys.

Mrs. Harling asked about going door to door.

Mrs. Starkweather Miller added that previously people, the underserved, were contacted through principals in a respectful way.

Mrs. Harling indicated that Mrs. Starkweather Miller would be a good resource.

Mr. Richards added that once you make a commitment and identify the issues, people see you're listening; the right stuff brings credibility.

Mrs. Weller said that people just want to be heard; they want to know you're listening.

Mr. Richards and Mr. Speranze provided Strategic Planning Workbooks for the Board to review and left the meeting at 6:37 pm.

Mrs. Harling thanked the gentleman for attending the meeting and asked the Board to review the workbooks and indicated they could discuss this more at Monday's Board meeting.

Mr. Bonnewell asked the Board to send him questions they might have after reviewing the workbook. He would then forward them on to Mr. Richards and Mr. Speranze.

Mrs. Sacco added that we need to get the word out regarding the Core Team; that she is often the squeaky wheel at work; be a part of the solution.

Mrs. Weller said there is a need for the squeaky wheel; that there is a need to be heard.

Mrs. Harling asked if all agree and indicated that when the Core Teams are chosen, we need people willing to commit.

Mrs. Weller added that we now have Google and can collaboratively edit and change documents.

Mrs. Harling asked the Board to pass on any questions they have to Mr. Bonnewell after they review the workbook.

Mrs. Brown asked if the Finance Meeting would be rescheduled.

Mr. Bonnewell asked the members of the Finance Committee about their availability on Monday, February 3rd at 6:00 pm before the Regular Board of Education meeting. The four members of the Finance and Audit Committee confirmed they would be available at that time and the meeting was scheduled.

3. BOARD DATES

DAY	DATE	EVENT	TIME
Tuesday	January 28, 2020	Maintenance, Operation and Safety Committee Meeting	8:00 am
Monday	February 3, 2020	Regular Board of Education Meeting	7:00 pm
Monday	February 24, 2020	Finance and Audit Committee Meeting	6:00 pm
Monday	March 2, 2020	Regular Board of Education Meeting	7:00 pm
Monday	March 9, 2020	Finance and Audit Committee Meeting	6:00 pm
Monday	March 23, 2020	Finance and Audit Committee Meeting	6:00 pm

BOARD APPROVED

4. ADJOURNMENT

BOARD APPROVED