

Minutes

The meeting was called to order by Vice President, Frederick L. Weaver at 5:31 p.m.

180.25 PLEDGE OF ALLEGIANCE TO THE FLAG – Gray

The Pledge of Allegiance was led by Frederick L. Weaver.

181.25 ROLL CALL/ATTENDANCE – Hines

Board members present: LeWanna Abney-Mitchell, Bradley Gray (arrived at 5:33 p.m.), Melandie Hines, Kimberly R. May, Frederick L. Weaver, Th.D.

Board members absent: David R. Cox, Mark F. Neal

182.25 CITIZEN'S COMMENTS: AGENDA ITEMS – Gray

There were no public comments.

183.25 CONSENT AGENDA

I. MINUTES

a. Special Board Meeting Minutes – August 13, 2024

Resolved, that the board approve the consent agenda as presented. Motion by F. Weaver, support by M. Hines.

ROLL CALL VOTE:

AYES: 5
NAYS: 0
ABSTAIN: 0
ABSENT: 2 (Cox, Neal)

MOTION PASSED

184.25 REVIEW AND APPROVAL OF BUSINESS SERVICE & FINANCE

I. Recommendation to Approve Resolution Authorizing Defeasance of 2024 State Aid Notes – Curry

This item was tabled from the September 23, 2024 meeting.

J. Curry shared an email that attorney Jim Crowley sent.

Resolved, that the board approve Business Service & Finance Item I. as presented and waive the need to read the enclosed resolution. Motion by Abney-Mitchell, support by Hines.

ROLL CALL VOTE:

AYES: 5
NAYS: 0
ABSTAIN: 0
ABSENT: 2 (Cox, Neal)

MOTION PASSED

II. Recommendation to Purchase a Ford F-650 Salt Truck – Curry

Resolved, that the board approve Business Service & Finance Item II. as presented. Motion by Weaver, support by May.

ROLL CALL VOTE:

AYES: 5
NAYS: 0
ABSTAIN: 0
ABSENT: 2 (Cox, Neal)

MOTION PASSED

185.25 SUPERINTENDENT'S EVALUATION – May

B. Gray shared that this was a Goal Setting meeting for the Superintendent.

K. May shared that the purpose of the meeting is to set goals for the Superintendent evaluation and how the board will measure the goals. All members of the board were trained on the process in August of 2024. Each member received the Superintendent Evaluation tool, the proposed goals, data, and, the board policy around the evaluation process. There is not a current contract but the last Superintendent posting was included. Ms. May spoke with Ms. Curry regarding the board receiving PSAT & M-Step information. Ms. May shared that it would be beneficial to start with identifying what the board would like to accomplish for the 2024-2025 school year for the district.

F. Weaver would like to see continued improvement in the student achievement in terms of the board taking another look at what is proficient versus what is an accomplishment, making sure that the board is clear on that. Proficient is not

necessarily a student accelerating; it means that they are at grade level. He would like to see more students at grade level and a lot more above grade level. He serves on the disciplinary committee, he would like to see some kind of diffusion with the student body in regards to discipline and behavior. We need to educate students on how futile fighting is.

M. Hines would like to focus on literacy especially with the state cutting some funds in that area. Literacy and comprehension are important when trying to pass tests. Additionally, she would like to definitely focus on attendance, our bus issues cause a problem with attendance. If students are not in school they are missing instruction. Our students are still suffering from COVID loss. We need to build confidence with the students.

L. Abney-Mitchell would like to see more transparency with student achievements. Data is not being presented to the board, she would like to see the data monthly. When buildings have students doing the pledge at the board meetings, she would like the principal to give a report on the school; what is good, what is not so good, and, what the board can do to support them. The board doesn't know about truancy until it is out of hand and they don't know about student achievement. By having the schools report monthly it will give the board a glimpse into the schools.

B. Gray shared he would like increased transparency; the board doesn't find things out until too late. He would also like more regular reporting on achievement. Achievement needs to be a regular part of conversation just as the finances are. There are still hard decisions to make but they have more runway than they believed they did in the past. Next year focus on student achievement. The student achievement crisis is just as dire as the financial crisis was. He would like to see a schedule developed for that and have a clearer vision on what that is going to look like and what steps are planned to get there.

K. May shared that she is in agreement. She has been pushing student achievement and how important it is to her. She would like the focus not just on NWEA but on K-12 and various demographic groups. She likes the idea of regular reporting on academics from the schools that do the pledge, for example, something that is tied to their MICIP report or building plan. Attendance is the other piece for her, we have now partnered with RESA and would like to see how that is going. She would also like to know about our return on investment, with how much money we are spending on programs, technology etc., how it is impacting our student achievement.

K. May would like to summarize what was shared and come to consensus. Once the board agrees on the goals for the district, they will then review the draft goals from Ms. Curry.

- Continued improvement regarding student achievement
- Defining proficiency versus accomplishment
- Focus on literacy
- Focus on attendance including student behavior and what that looks like

- Transparency surrounding student achievements
- Action Steps
- Return on Investment

B. Gray added for transparency ensuring that the board is receiving actual data. They want to look at the reality of what they are facing.

K. May shared that if something is not working and we have to abandon what we are doing it needs to make sense. The board represents the community so when questions are asked and reporting out is done, it is for the community. Reporting out needs to be done in a way that parents can understand what we are talking about. Not just rely on educational jargon as the community is watching and they need to be able to understand.

K. May shared that the goals would focus on:

- student achievement
- attendance
- behavior

Along with the goals would be:

- Strategies
- Activities that engage in the regular reporting out (at each board meeting)

B. Gray shared that we won't get scores at every meeting.

J. Curry shared that she likes idea of buildings sharing out; she could build a template including, what the latest achievement scores are, their current attendance and their current behavior as well as the strengths and challenges of each school. The board will have the district information, but it will look different at each school. The schools will give the most recent data on items such as local assessments at the high schools, LTRS assessment at the elementary level, and, how it ties to our district framework.

M. Hines shared that she likes the overview of the student count they have been getting, it has been informative.

MOTION B. Gray motioned to suspend regular order of the meeting to have open conversation.

Resolved, that the board approve suspending regular order of the meeting. Motion by B. Gray, support by M. Hines.

ROLL CALL VOTE:

AYES: 5
NAYS: 0

ABSTAIN: 0
ABSENT: 2 (Cox, Neal)

MOTION PASSED

J. Curry asked that while the schools are presenting would there be trends the board wants to look at? Do we want to look at where they are now and the strategies for them to move forward? We will only see buildings one at a time so as a district team we will still present as well. For example, in November, we will present Fall NWEA data. We will still build those in for board presentations. Mr. Besek will attend with attendance data for the district.

L. Abney-Mitchell shared that we could have the high schools have students come in and report out. Student council could share what is going on in the school and what the struggles are. Then rotate with the middle school students as well. Additionally, have parents report out as they have a different perspective.

J. Curry shared that if we are doing student achievement, attendance and behavior which are the three big rocks, she would like to hear that from the building principal. The student/parent perception could be done through survey. She feels that it is important to keep it consistent of what each building is reporting out based on our district growth models and programming.

F. Weaver proposed that under student achievement; the people that work with our students every day such as counselors; would it be proper to ask the counselors to judge their student load by three questions:

- How many students do you have that are achieving/doing well?
- How many students do you have that are almost there but just need a little help?
- How many students do you have that just do not care about being there, they are not there for the grades but just to socialize?

He shared that it would be good from a counselor perspective to have a report back to Superintendent and then to the board. It would be another way to view the information.

J. Curry shared that when she looks at the goals in the evaluations, she separates feelings and facts. In using the three rocks, we have hard facts, data, and, are using the growth model established for the district. If we were to do that with counselors, we would have to do feelings/facts across all other groups. Perspective and opinion will be different and skew the data.

F. Weaver shared that he was not thinking in terms of specific data, but, more in the terms of you get a feeling after a while, even if you wanted to add teachers, what a child's attention is in terms of, they are not going to try, or, they are doing great. He shared that, however Ms. Curry wants to build that out it could be up to her but his thought would be to ask the counselors.

K. May shared that what she is hearing is that it could be evidence from surveys. Student surveys, parent surveys and results could be considered as evidence. It would be powerful when talking about attendance and behavior as it encompasses Social Emotional Learning.

L. Abney-Mitchell shared that with the buildings that are doing the pledge and reporting out, she doesn't feel it would be too much to have an elementary and a high school report out in the same month.

K. May shared that having a template and setting a time limit per school is appropriate.

J. Curry shared that she would be intentional about not allowing them to share to much other information, that we are purposeful about getting the needed information. Administrative Assistants will collect the data from each school and keep track of the data to share with the board. She shared that she may add a Program Evaluation to that as well.

F. Weaver shared that currently board meetings are long enough. Personally, he doesn't need an oral report from each principal. He would be fine if they gave him the paperwork and let him decipher it himself. When you come to the meetings, the board comes to do business, but there are times when it becomes prohibited with the late nights. He can read it on paper and does not need presentations.

K. May shared that she respectfully disagrees with Dr. Weaver's statement. Students are our business and the community should hear what is going on in the schools.

B. Gray shared that he doesn't feel that it would take too long to get the information. The reporting can be concise.

L. Abney-Mitchell shared that going into closed session takes additional time. She also shared that just because he is capable of taking the papers and reading them, there are 7 people on the board and they are all different learners. He will need to consider experience and time on the board. We have new people coming on the board and that will all need to be considered.

J. Curry shared that narrowing down what is being reported on, sticking to the template, each school will report on the same topics and it won't take that long.

M. Hines shared that it is almost like Points of Pride; she appreciated the Walker staff talking about what they are doing and that the staff is passionate about the

programs. These things are attractive to the community and bring kids to the schools. She plans to go back to visiting schools.

B. Gray clarified that we don't just want the points of pride, we want to know the challenges as well so the board will know how they can support.

K. May shared that as we finalize the goals we will get into what that looks like in terms of measurement, which will help Ms. Curry and her team formulate the template. Once the template is finalized and given to board, the board gives feedback, the time frame can be set. She also shared that she does not want the time to be so short that it becomes a check list.

J. Curry shared the idea that the board could do the pledge and the students and principals present their report based on the template.

K. May shared that she is willing to let Ms. Curry and her team navigate but the full board would need to agree.

L. Abney-Mitchell shared that if we continue to have finance workshops we won't spend board meeting time going over the finances which would allow time for the reporting from the buildings.

K. May requested Ms. Curry to share her goals and reminded board members that they also have a copy of the goals.

J. Curry shared that she has two goals that center around the same topics.

- Goal – Enhance transparent communication and strengthen relationships between families, schools, and the community.

J. Curry broke this down to include; clear feedback channels, providing regular updates and holding community engagement meetings. She believes that we could tie this piece into the board meetings with the student piece and template. Ms. Curry shared that she feels it is still important and will still host some more community engagement meetings that are solution oriented and have feedback. She will take the discussion from tonight and build that model. She would tie in union leadership as well.

K. May shared that Ms. Curry is not expected to rebuild what she has done. She believes that her strategies of meeting with district union leadership remain, hosting community engagement events could remain and clear feedback could remain. The regular updates could be added to board meetings.

B. Gray shared that he agreed and believes the community engagement meetings are important, he was going to suggest two a year but believes the four she proposed would be great.

J. Curry shared that she is thinking quarterly for the engagement meetings. She is currently holding cross departments meetings bi-weekly that have representation

from every department. She has already started building a template of what presentations are coming to the board, planning out things, building that out monthly to encompass the entire year. If there is a district presentation maybe we will have only one school that month. She would link that template as an artifact or an FYI to the board.

J. Curry also shared that she has success measures listed as well:

- Surveys
- Attendance and Participation rates
- Documented Responses or actions in response to the feedback

K. May checked in with all board members to see if there was a consensus on this goal with strategies listed and evidence. All board members confirmed.

J. Curry shared her second goal:

- Goal – Enhance literacy outcomes across the district by ensuring that all K-3 teachers are thoroughly trained in foundational reading skills and instruction. By June 2026, at least 50% of K-3 students will achieve their projected growth targets from fall to spring, as measured by the NWEA reading assessment.

J. Curry shared that she wanted to share some background; she is thinking from the ground up. Giving the students the foundation skills will take time to see it. If the foundation is built intentionally, we will see the academic achievement go up. Her strategies include:

- Training and Professional Development – she wanted to share that all teachers will receive training and professional development; but, wanted to hone in on the K-3 staff with literacy.
- Implementations Fidelity
- Progress Monitoring

J. Curry also shared that she has success measures listed as well:

- Professional Development Impact
- Link to NWEA scores and looking at LTRS scores within the programming

J. Curry provided a cheat sheet for student projected growth. This would go with the student achievement piece as well.

K. May shared that she struggles with the number of 50% when talking about projected growth for students. She looked at what was shared with the growth calculations, she believes where it says met projected growth is speaking about last year. Talking about literacy, we are not quite at 50% but quite a few schools are almost there and she would like to know why the 50% is not a higher number. Parents may question where their student fits within that 50% and wants to know why we are not striving for a higher percentage. She understands what the baseline is but, feels we should shoot higher. As a district we are K-12, she wants to see Ms. Curry have more K-12 goals and not only K-3. We have different

measurements but it still is all tied to the work that is being done. This could say we are not focused on 4-12, only K-3. She believes we are focused for all but what is written is what gets done. She would like to see that goal expanded.

B. Gray shared that he believes K-3 builds the foundation and has the most impact, but we still need to try with the higher grades as well.

F. Weaver shared that his thought is the board is not a part of hiring teachers, he does not know who is on the committee to hire teachers and he is not asking for data, but would like to know if we are getting the best of the best or are we settling for the best of the worse. If all of this is going to happen, we have to have highly functioning teachers not someone who has been moving from district to district. He is not looking for a response, but wants everyone to look in that bank. Wayne-Westland deserves the best of the best and only the best will be able to move classrooms.

J. Curry shared that originally when she was looking at this goal, she started with our Challenge Statement through our Strategic Plan. She lives by, if we strengthen Tier I Instruction. She believes that she with the board can look at that Tier I instruction which happens from Pre-K, meaning she would like to go Pre-K through 12 and focus on that Tier I instruction. In knowing that Challenge Statement if we strengthen Tier I instruction by implementing and aligning research-based practices, then student performance will increase. We do that by building our teachers, giving them skills, who then give the skills to all students in classroom and, Tier I hits all students.

K. May shared when she thinks about literacy at the high school level she thinks about discipline literacy. The goal can remain literacy but there is that piece where a lot of kids struggle with discipline literacy.

J. Curry shared that she could take goal statement from Curriculum and Instruction from the Strategic Plan which links to discipline literacy, classroom observations, and data conversations. Once that is broken down, then talk about what that growth looks like, what percentage on that NWEA.

K. May shared the Goal Statement from the Strategic Plan:

- By June 2025 all teachers will provide evidence of competency and implementation of MDE's Literacy Essentials (PreK-5) and Disciplinary Literacy (6-12) as measured 6-12 by survey's, classroom observation, and data conversations and K-5 by foundational skill and NWEA data.

K. May asked what other assessments can we add? The ones listed are subjective and she is looking for concrete data.

J. Curry shared that she would add the LTRS data in elementary, she would add the NWEA for the middle school and the high school as it is used across the board. She does like the idea of using surveys (implementation) observations and trainings the teachers are using the essentials of discipline literacy in their

classrooms. Secondary is in the forefront of more training and more of what the skills look like whereas elementary is more in the weeds and had more training with early literacy tools.

K. May asked if we could have student and parent surveys along with the teacher surveys? This would increase the student's voices in their learning.

L. Abney-Mitchell shared that she also struggles with the 50%. She would like to see that percentage increase also.

J. Curry shared that we look at big pictures. When you look at this it is 50% of all students grouped together. Ms. Curry gave an explanation and example of the rubric score.

L. Abney-Mitchell shared that she really appreciates this. She shared that this is the most conversation the board has had about student achievement.

J. Curry shared whatever the teachers are doing the principals follow and then central office follows as well for the growth piece of the overall score. There are two different growth pieces for the superintendent. You have your overall growth and then the growth to meet your goals. She would mirror the teachers and principals, but we can have more conversation for the 50%. She does not want the board to think that she does not believe that our students will succeed, she broke it down. Last year we were at 48.27% so that is how she came up to 50% for the K-3 group.

M. Hines shared that Ms. Curry is making it measurable and you don't want to make the goal too high that it is not attainable.

J. Curry shared that 50% is an average with our peers.

K. May asked for the students to be at 50% or for 50% of our students to be at their project growth.

J. Curry shared that 50% of students will meet the projected growth.

K. May shared that her struggle is with us having a goal that only 50% of our students in K-3 will meet growth.

J. Curry shared that last year 48.2% met that growth which is why she chose 50% as the goal and then keep going from there.

B. Gray shared that the 50% does not feel good but, we have to look at a starting point and be reasonable. Mr. Gray asked if we are not comfortable with the 50% what are the other board members thinking that would be attainable but still striving.

J. Curry shared that if we are going to change to Pre-K – 12 as a district and we look at district percentage for last year then reading was at 49.4%.

F. Weaver shared that he felt that 60% would be a reasonable goal.

M. Hines shared that we would have to look at absenteeism as well as that can cause issues with the testing.

J. Curry shared that if students are absent more than x amount of days there are guidelines around that and their test score is not compiled in overall percentage.

B. Gray asked if we know what districts around us see as successful.

J. Curry shared NWEA from their perspective are looking at that 50%.

K. May shared that Plymouth-Canton uses NWEA for K-5. Their percentage is way above 50%.

L. Abney-Mitchell inquired what the state requirement is. Looking at the document, it shows 35%-70%.

J. Curry shared that was the district requirement and explained the breakdown.

L. Abney-Mitchell shared that Ms. Curry is the expert and, Ms. May works in the field. She doesn't sit well with 50%, but she can't change it, and will rely on the experts.

J. Curry shared now we are looking at K-12 and looking at the district at 49.14% in reading. We will grow and we will do all of the things but, to say we are going to grow 11% in one year will be tough.

K. May shared last year 31% - 70% demonstrated adequate student growth on the NWEA and would be considered effective. Since this is locally determined, if the current year goal was 60% and if we are using the same language, the superintendent would still be identified as effective. If we keep the language the same, she would like to see the goal at a higher percentage. This allows us to shoot for a higher goal. Ms. May shared she understands that teachers are still negotiating so we do not know where they will land and if the language may change.

J. Curry shared that she is going to re-word the goal to include Pre-K through 12th grade. Ms. Curry questioned leaving the goal worded as "at least" 50%.

K. May shared she is hoping the goal would say at least 70%.

L. Abney-Mitchell shared that the 70% makes sense because it is in the language within the effective range.

J. Curry shared that she would craft the goal so it matches what they are asking for. Ms. Curry will use goal statement from the plan.

B. Gray asked if we are seeing disparity from building to building or within the same classroom that are huge?

J. Curry shared that there are outliers. It comes down to interventions that teachers are giving as well as the relationships; there are a lot of factors to consider.

B. Gray asked if we are doing a lot to find those outliers?

J. Curry shared that our principals are great at identifying that. That look at the data and addressing the classrooms.

L. Abney-Mitchell shared that the social piece goes a long way.

B. Gray shared that we need to leverage those teachers that are doing well.

J. Curry shared that she will re-write the goal to align with the goal statement.

L. Abney-Mitchell shared that she is overwhelmed and thanked Ms. Curry.

K. May confirmed with the board that they are good with the two goals. The members of the board confirmed agreeance.

K. May shared the following evidence for 2nd goal:

- NWEA scores
- Attendance – evidence in the goal to show where we are, how we got here, our story or does a goal need to be set.

J. Curry shared attendance has improved by almost 2%, this was discussed at the last cross department meeting and she believes that is the amount.

K. May shared that we may want to look at where we ended last year and determine where we want to be this year. That would then be the goal.

J. Curry shared that is embedded in her first goal. She is fine with it being in either one.

K. May shared that she is good with the measurement/evidence being in the first goal if the other board members are okay with it. She also asked if we want a goal attached to that. She recommends setting a goal since we have a tool. That would also provide the return on investment with that tool. She shared that we need to set the goal but will need to get last year's information.

L. Abney-Mitchell shared that she spent a lot of time at Hicks Elementary and it was never shared that there was a truancy issue within the building.

J. Curry shared that we had a district-wide attendance committee that ran all last year that principals are on and Mr. Besek leads. She will connect with him to get the actual number of where we ended.

L. Abney-Mitchell asked if there was room for board members on the attendance committee?

J. Curry shared that it would be great to have board participation.

B. Gray asked when surveys are being done, he would be interested to see how many parents had to keep kids home for not having transportation. Subjectively, we all know it is a high number right now, but would like the actual data.

L. Abney-Mitchell asked if the students are coded as absent for a day they miss due to a canceled bus route.

J. Curry shared that the absence is coded differently so it does not negatively impact the student.

B. Gray shared that even an excused absence is still an absence which means no instruction that day. We know that is a broader reaching issue than affects more than just our district.

J. Curry shared that currently we have 6-7 driver openings and a router opening. The Director of Transportation shared with the core team who can/will pick up the routes. They are truly doing everything they can do.

K. May shared that we are in a good place with goals so she would like to move to the rubric. This is another piece in which Ms. Curry will provide evidence to demonstrate effectiveness; there are 5 categories.

K. May shared the first area is Governance and Board Relations with 6 sub-components. She suggested that the board go through the rubric and identify pieces of evidence so Ms. Curry is aware in advance. The six sub-components are:

- Policy Involvement
- Goal Development
- Information
- Materials and Background
- Board Questions
- Board Development

In this area the Superintendent can be rated as:

- Needing Support
- Developing
- Effective

What would the board like to see Ms. Curry present under the area of effectiveness for Governance & Board Relations?

B. Gray shared that this is a hard one and would be easier to rate if the superintendent was not doing what was expected.

K. May shared that she would like meeting agendas and minutes as shown but also having a space in the agendas to do the follow up to the questions asked during a meeting, maybe during superintendent comments would serve as evidence.

J. Curry questioned if that would be that she follows up with the board in the weekly updates and in response at that meeting or the following meeting.

B. Gray shared that if a question has been asked in public it should be answered in public.

J. Curry suggested having a Q&A for questions asked at board meetings with the answers that would be put out to everyone. A document could be started and then be ongoing. This way the community is not waiting a full month to get an answer.

B. Gray shared that some questions asked by community are very specific, but the majority of the questions are community based.

L. Abney-Mitchell shared that at council meetings they send the answers to questions through email. She is not trying to add more work, but questions need answers.

J. Curry shared that in some instances we will have the principal or another staff member reach out if it is something specific.

B. Gray shared that for the questions from the board, we would like them to be answered publicly. Answers can also be sent to the board privately as well. Questions that are applicable to the whole community yes, answer on document.

L. Abney-Mitchell has heard since she has been on the board, we need to be confidential. If you can't share with the board who supervises the superintendent, then who can you share it with. The board was sworn in and had to take the oath, so they are known to be confidential.

K. May shared that the board weekly updates are fine but then also answer at the board meeting so it is public.

L. Abney-Mitchell shared that she loves the weekly updates and has started a notebook of them so she can go back and review them.

B. Gray shared for the weekly updates, if there is something she thinks they are going to be asked about it by the community, please add it. Any hot button issues, please advise them accordingly.

J. Curry shared that they would utilize the public comment sheets and write the resolution and communication shared on the sheet and share with the board.

K. May summarized the evidence expected would be meeting agenda and minutes evidence, memos, and, communications such as weekly updates.

K. May shared the second area is Community Relations with 5 sub-components. The five sub-components are:

- Communication with Community/Parents
- Community/Parent Input
- Media Relations
- District Image
- Approachability

K. May shared that they had already discussed communications when utilizing the forms with responses that could be used as one form of evidence. Additionally, surveys, survey results and the follow up from the surveys would qualify as evidence.

F. weaver shared under the district image category, he would like to see some marketing. It has been a long time since anything has been done. We need to consider a freshen up of what we put out to the public, for example, a new jingle.

L. Abney-Mitchell shared that Ms. Johnson shared Live, Learn and Grow.

K. May suggested that going under the evidence of press release or advertising.

L. Abney-Mitchell shared with re-branding we have to think of a lot of things such as flags, table clothes, etc., that we already have. We need to start small because we don't have the funds to fully re-brand.

F. Weaver respectfully disagrees as the last freshen up cost us about \$50k-\$60k for the company.

J. Curry shared that our Communications Department and Print Shop could do a lot with ideas utilizing the graphic designing that happens there.

K. May questioned what evidence Dr. Weaver would like to see to support that.

F. Weaver shared that there could be a board presentation of how that is working, for example, if it was a new jingle, it could be played to the community, start using that on the TVs.

K. May questioned if ultimately Dr. Weaver is looking for a new logo. She wants to make sure that the expectation is clear so Ms. Curry knows.

F. Weaver shared that he feels if we are going to freshen it up; do it all.

L. Abney-Mitchell shared that we need to consider the cost of re-branding. If the current administration was to change the new administration may not want what is currently here.

J. Curry shared that she sees this section as having a positive image, that we are engaging. Ms. Curry understands that she promotes the district in a positive light but does she take on the project of re-branding along with that.

F. Weaver shared that our needs drive advertising but he feels that there is value in updating.

J. Curry explained that her hesitation right now is people are finally breathing, and that we need to stabilize right now. She is not saying no to the re-branding but right now it would be beneficial to steady the course.

F. Weaver shared that we have the Technology Department and Communications Department that could make a new logo.

K. May suggested finding a happy medium; keep the WW as our logo, but have a different theme each year. We could still have a logo to go along with the theme and engage our students in the graphic designing by having a contest. She feels what is being asked for is a heavy lift at this time.

F. Weaver disagrees, the WW logo in front of the board is from the 1960's or earlier. He believes we are putting too much emphasis on the money.

J. Curry questioned if Dr. Weaver is still thinking of a complete re-branding.

F. Weaver shared that yes, and, even get community involvement. When we are talking to neighboring districts and communities, what do they see when they think of us.

K. May shared that although she does not disagree with Dr. Weaver, this topic does not go along with this meeting.

J. Curry agrees with Ms. May, but, will work with the Communications Department to gather ideas.

L. Abney-Michell likes Dr. Weaver's idea but, likes it more when there is talk of getting the parents involved.

J. Curry suggested even involving the students at the Career-Tech Center.

F. Weaver shared that if this does not fit with the rubric, then fine, but should be considered.

K. May clarified that she is not saying it should not be considered, but, it does not necessarily fit within in the evidence from what she can see.

L. Abney-Mitchell shared that she thinks it would be a good idea with all that we have been through.

J. Curry shared she will work with Ms. Johnson.

B. Gray shared that for evidence in the minutes, when we do have community comments, it feels like the community are talking at them and they are not answering until the next meeting. Community comments do come before superintendent comments, if there is something that is being asked the superintendent can answer right then at the meeting, the answer should be provided.

J. Curry shared she thinks that would be efficient and is on board with that.

B. Gray shared even if a staff member who is there and can answer the question, she is able to empower them to respond.

K. May summarized the evidence to include survey data and follow up, meeting invitations, agendas, engagement meetings, board meeting minutes, demonstrate answering questions from community, calendar for meetings that they are having and communications with families.

L. Abney-Mitchell shared she would like to add community relationships. Wayne-Westland serves School of Choice for surrounding communities. She would like to see the connections in the other cities with the superintendent. She believes evidence to support that could be a phone call or email. Possibly even inviting the mayors or city council from the surrounding cities to a school board meeting. The invitations would serve as evidence whether they attended or not.

K. May shared the third area is Staff Relations with 7 sub-components. The seven components are:

- Staff Input
- Staff Communications
- Personnel Matters
- Delegation of Duties
- Recruitment
- Labor Relations (Bargaining)
- Visibility in District

B. Gray shared that he would like to see the teacher's contract with a school calendar.

J. Curry shared that the principal's contract (WWBAA) will be coming to the board for approval next month.

B. Gray shared that negotiation documentation, survey data, hiring process documentation including more information (why they are being hired at a higher step) when being asked to approve a new hire.

K. May questioned if teachers receive individual contracts when they are hired in.

J. Curry shared that in WWCOAA (Central Office Administrators) contract, based on the individual's experience they be offered steps within their grade. They then have the opportunity with Dr. Ofili to negotiate the salary steps.

K. May shared the board currently gets the data sheet, but for artifacts (under separate cover) they would like to see the offer letter or something that demonstrates their salary.

J. Curry confirmed that they would like the final offer letter.

L. Abney-Mitchell voiced a concern that was lifted before and that is there are times that a new employee starts working before they are approved by the board.

J. Curry shared, using the 3 new supervisors as an example, she realized when they were presented to the board it would have been helpful to let the board and community know that prior to the hiring, the positions were director positions. She also shared this information with the team.

L. Abney-Mitchell shared that it should have also been indicated that they were respectively for elementary, middle and high school.

J. Curry shared that Ms. May's comments that we use the community as our audience all the time makes a difference to her.

K. May asked if there were any other pieces of evidence that the board would like to see knowing some of the evidence will overlap. Ms. May added a school visit calendar from the superintendent would be another piece.

B. Gray shared that as the superintendent other evidence can be brought forward, not only what the board has asked for.

J. Curry offered to share her individual calendar with the board.

K. May shared the fourth area is Business & Finance with 5 sub-components. The five components are:

- Budget Development and Management
- Budget Reports
- Financial Controls
- Facility Management
- Resource Allocation

B. Gray shared that again agendas and minutes showing that these items have been brought forth to the board, auditor's report, the district budget and budget related communications.

L. Abney-Mitchell shared she would like transparency and honesty, if there is an issue let them know.

K. May shared she would like to see long term financial forecast data and evidence of budgetary alignment to district-wide goals.

B. Gray shared he would like to see more information on the Finance Committee memos requesting purchase approvals regarding how the purchase will affect the students. Some may seem obvious but it helps to keep us aligned that all purchases benefit our students.

K. May asked if would be easier to align the purchase with the strategic plan.

J. Curry shared that it would be feasible to list that the purchase aligns with a specific strategic plan goal.

F. Weaver would like to see more pre-planning in the things that we spend money on. He feels that sometimes items are presented under a time crunch so they have no leeway in making decisions. He understands that some of these may be unavoidable, but it should not be the normal.

J. Curry shared she would like to say that will never happen, but she is in agreeance with them. Some of these things may still happen due to the timing of when the district receives the information.

K. May shared that a couple of times are understandable but not all of the time.

B. Gray shared that in recent months it has gotten better.

K. May shared that they have not received the follow up for the Informed K-12 platform.

J. Curry shared that she had sent it with the board updates, it is similar to a power point

L. Abney-Mitchell shared that when the district is looking at other companies, that information should be included in the memo as well. She used the selling back of technology items as an example.

F. Weaver shared a lot of items that the district purchases must go out to RFP before it comes to the board so there would be very few major expenses didn't have that information.

K. May shared that in Ms. Abney-Mitchell's example, it was not an expense so the RFP process would not have come into play. Ms. May also shared that it was mentioned at that time the funds we received from the sale of the technology items would be put back into the general fund. However, a lot of the technology items the board approved were from grant funds. If that is the case, the grant will need to have the funds put back in there.

B. Gray clarified that some of our purchases are part of the consortium prices meaning the cheapest price has already been vetted out, we should continue to include that on the memos.

K. May shared the fifth area is Instructional Leadership with 9 sub-components. The nine components are:

- Performance Evaluation System
- Building-Level Leadership
- Staff Development
- School Improvement (MICIP)
- Curriculum
- Instruction
- Student Voice
- Support for Students
- Professional Knowledge

B. Gray asked if we have a list anywhere of the last time we did a curriculum overhaul.

J. Curry shared that we have a full curriculum adoption cycle that we have done over the last couple of years that she can share. She also shared that there is a misunderstanding of curriculum. Curriculum is defined as standards. Standards are our curriculum and we buy our resources. The board has heard a lot that we do not have curriculum, we do, they are our standards. She believes they would want both, where each team is at with prioritizing their standards across all grades and then who has gotten resources when.

B. Gray asked if we are behind in refreshing any of the resources.

J. Curry shared that yes, but in pockets at the high school. The district has to prioritize their standards and then we will go from there first. She wants to see the alignment with the standards before purchasing resources.

J. Curry shared that we did pause last year due to the financial situation however, we want the teams to prioritize the standards. No matter what building the student is in the alignment is there and the same resources are being used.

K. May shared she would love to see a curriculum cycle.

F. Weaver shared that under student voice he would like to hear from the underperforming students on what would engage them. He is not sure how that would work or look.

L. Abney-Mitchell shared maybe that can be a committee, you have to recruit them, or a counselor can refer them.

K. May shared she would love to add a student to the board chair.

B. Gray shared it would be a non-voting seat, but other districts have done that.

M. Hines shared that she thought that was going to happen a few years ago, but there was no follow through.

K. May shared that MASB has guidelines for that.

K. May shared that looking at this for artifacts, Dr. Weaver's idea could be on a student survey as a question, which would include the student voice.

F. Weaver would like it to go a little deeper than a survey.

K. May asked what evidence would he be looking for.

F. Weaver shared that he is looking for an Assistant Principal to sit down with 5-10 students that are underperforming and ask them what can be done to engage them.

J. Curry asked if Dr. Weaver felt that this information could be part of what the schools are sharing when they present to the board. On the template it could include achievement, attendance and include what are you doing to increase student engagement.

F. Weaver shared that he believes it would be another way to recapture some students.

K. May shared that the curriculum cycle has been talked about, she is also curious about a curriculum audit showing evidence of that work being done. Also, at the last meeting it was discussed how coaches are being funded and the shifting of funding. There is an program audit with 23g so showing that piece would be evidence as well.

J. Curry shared that we currently do program evaluations on any large purchases made with grant funds. She will share that information as well.

K. May shared that sharing those reports will show the return on investment. This will also provide support to the board knowing if something is working or not.

B. Gray shared that in relation to the curriculum audit, he would like to see what it would cost to get us to where we need to be. He would like us to treat student achievement like we did the financial crisis.

K. May shared that the support of Tier I within the goal would be an instructional audit.

J. Curry asked if the board has been walked through the curriculum cycle. Members of the board shared, that information has not been shared with them.

K. May shared that another item would be the staff development plan to support that goal. Additionally, to lift what Dr. Weaver discussed regarding our struggling students, sharing the evidence surrounding the RTI and MTSS process from beginning to end for students.

J. Curry shared that the information is broken down by buildings so she will be able to share that as well.

K. May discussed the next steps; she wants to provide Ms. Curry with the expectations on how to share the data. She suggested linking the evidence and artifacts in the rubric by component.

J. Curry shared that the rubric is in fillable form, she would love to include the links and keep the rubric updated. She could also print a hard copy packet as well if that is preferred.

K. May wanted to share that in all fairness to Ms. Curry that she will have the opportunity to complete a self-evaluation. The evidence would be submitted with the self-evaluation so it does not have to be submitted. Ms. May suggested that she may want to bring it to the mid-year meeting and it would just be conversation.

J. Curry shared that she would start building it now so when the meetings occur she will have it prepared to share.

B. Gray thanked Ms. Curry for offering both the electronic and printed copies and acknowledging the different learning styles.

K. May shared that the other piece of the evaluation process is setting dates for follow ups. The initial meeting just happened so next would be setting up an informal meeting. Our cycle is a different and we are a little behind but she would like to get back on track to be completed in May. Ms. May recommended that the informal would happen at the November 18th meeting. Ms. Curry is able to request to go into closed session for this portion of the meeting. The mid-year would take place in January which could be separate from the regular board meeting, the board is required to have a written report. MASB suggests about 30 minutes for the informal meeting. The next informal meeting would take place in March and then the annual in May. Ms. May confirmed that for the informal meetings to stay

in the special board meeting format and not smaller committee meeting. The board was in agreement.

J. Curry shared that between now and November 18, she will revise the second goal and asked if it should be sent to the board?

K. May shared that yes it should be shared, before the meeting on November 18th. The board will have to approve the goals.

J. Curry shared that she will send the revised goals within the next two weeks.

186.25 CITIZEN'S COMMENTS: NON-AGENDA ITEMS (GENERAL) – Gray

M. Michener shared that Ms. Curry talked about 3rd graders who are now 4th graders being below the 50%, they were COVID kids and missed out. When discussing having the buildings come in and share out, it could be made into a challenge, with academics and attendance. She also requested that the board offer Ms. Curry the superintendent position permanently and requested Ms. Curry to accept the offer.

M. Sample shared that this topic has been brought up to her a few times, are there any future plans to close up the fences around the playgrounds at the elementary level? She also reiterated her voice with the millage, sharing that social media needs to be swarmed with the information and we need to make videos for the website. She feels that a lot of times her questions/comments are overlooked as she does not get responses. She believes putting the answers on social media would be the most beneficial. Lastly, she would like clarification on the Superintendent Search. Are we going to do a search or are we going to appoint Ms. Curry? She would love Ms. Curry to have the position.

L. Abney-Mitchell asked which buildings have an issue with the fence.

M. Sample shared that she has heard about Schweitzer, Wildwood and Hamilton. She requests them to look at the fencing situation.

A. Ambrus shared that he applied to join the board last November when there was a vacancy and he can say the better candidate was voted in; he is sad to see Mr. Gray leave in December. He shared that it was refreshing to hear from a professional leader what the goals are and what she wants to accomplish. M-Step scores are concerning as are the literacy and math rates as low as they are. He is heartened to hear there is a plan to improve them. He agrees with Dr. Weaver that 60% is a great goal. In his job he has objectives and stretch objectives. 50% would be the objective and 60%-70% would be a stretch objective to exceed expectations. He shared that should he be fortunate to serve in January that would be his recommendation.

187.25 ACTING SUPERINTENDENT'S REPORT/COMMENTS – Curry

J. Curry thanked everyone for coming out. She appreciated the open dialogue, thought partnering and getting on the same page for success.

188.25 REVIEW AND RECOMMENDATIONS, BOARD OF EDUCATION – Gray

L. Abney-Mitchell thanked everyone for the dialogue and being able to talk informally to try to set up goals for the acting superintendent. She thanked the many donors that are donating to the Family Resource Centers and shared the items that are available to our families. Today, she had the opportunity attend an event at Career-Technical Center where Bill Brown Ford donated 2 Mustangs and Lincoln donated 1 Lincoln to the school. The students were excited to hear about the job opportunities. September is Suicide Awareness month and she encourages students if they need help to call or text 988 for help. She also shared that she would like to serve on more committees.

K. May thanked Ms. Curry and her fellow board members for a productive conversation. This is the first time that the board has engaged in this type of dialogue and various visions for the district. She felt it was very refreshing to have a conversation.

M. Hines thanked everyone for coming to meeting. Today there was an exciting event at the Career-Tech building and heard about the opportunities for our youth. She shared some upcoming events:

- Trunk or Treat on October 17th; please donate candy if you are able.
- Homecoming
- Wayne/Glenn Football Game
- She is currently serving as the President of the Kiwanis Club. They meeting on the 2nd and 4th Tuesday every month at 3:15 p.m. The next meeting will be on October 8th at the Westland Public Library.

F. Weaver thanked Ms. May for leading the discussion, she did an admirable job and he feels more qualified to evaluate. Thanked Mr. Ambrus for being here. He loves hearing the comments from the community, he agrees that we ought to offer the superintendent position to Ms. Curry. He believes that if Ms. Curry is meeting the needs of the district, we should move forward with offering her the position.

B. Gray thanked the board for coming out to discuss this important topic. He also thanked Ms. Curry for her acceptance of what they suggested. She never said no. He appreciates the members of our community for coming out, it shows their dedication to staying informed and keeping board accountable.

189.25 ADJOURNMENT

Resolved, that the board adjourn the meeting at 8:11 p.m. Motion by F. Weaver, support by M. Hines.

ROLL CALL VOTE:

AYES: 5
NAYS: 0
ABSTAIN: 0
ABSENT: 2 (Cox, Neal)

MOTION PASSED

Melanie Hines
Board of Education Secretary
Wayne-Westland Community Schools

DRAFT