



DUBLIN CITY SCHOOL DISTRICT SUPERINTENDENT'S TRANSITION AND LEARNING PLAN

THE FIRST 100 DAYS

PRESENTED TO THE DUBLIN BOARD OF EDUCATION

Christopher Valentine, President | Lynn May, Vice President

Stu Harris | Scott Melody | Rick Weininger

By: Dr. John C. Marschhausen

PREFACE



One of the questions during the interview process with the Dublin City School District Board of Education was posed by Mrs. May and addressed my first 100-days. This document presents a summary of a proposed first 100-day entry plan as I begin service as superintendent of the Dublin City School District. It is designed to be a roadmap knowing that I have a great deal to learn in the coming months. It is also created without input from you—the Board of Education. While not complete, it does outline core principle objectives I will pursue in my initial months as your next superintendent of schools.

During the first 100 days, I will meet with many key leaders and stakeholders to listen, study, assess, and evaluate the current priorities, opportunities, and challenges in the Dublin City Schools. Critical to establishing a solid foundation for the future of the district will be the following:

- One-on-one meetings with each Board of Education member within my first 10 days on the job and establish a schedule for monthly meetings
- Leadership team planning meetings beginning daily May 1
- One-on-one meetings with each executive leadership team member within my first 10 days on the job
- Targeted community meetings as part of a “Listening Tour” to engage the Dublin community and gather information concerning culture, expectations and general feelings about the district.
- Identify the core values for the Dublin City School District and create common vocabulary to align the culture and behavior within the district.

A direct result of these action steps will be a strong and unified vision for governance and leadership in the district for the future with particular emphasis on clarity of roles and responsibilities of the Board President, Board of Education members, Superintendent of Schools, Treasurer, and the Executive Leadership team.

GOAL 1:

Ensure Effective Future District Governance through Positive and Productive Board-Superintendent-Treasurer Relations.



OBJECTIVES

- A.** Establish the Board, Treasurer, and Superintendent as a cohesive governance team with a student-centered agenda.
- B.** Build a positive, productive, and trusting working relationship with Board members as individuals.
- C.** Determine near-term legislative, policy, and organizational priorities.
- D.** Align district values and behaviors to support a positive and supportive culture.

ACTION STEPS

- A.** Meet with the Board President and discuss a framework, format, and agenda for Board/Superintendent communications and working relationship preferably to take place before official start on the job and a second meeting on or around the first day on the job.
- B.** Meet with the Treasurer and discuss working relationship, schedule regular meetings during each week of this 100-day plan, and establish a strong relationship built on mutual trust and respect.
- C.** Schedule and conduct meetings to establish operating norms and expectations of the Board/Treasurer/Superintendent team.
- D.** Establish clear understandings of roles, responsibilities, expectations, and systems for mutual accountability, etc.
- E.** Establish regular meeting times and protocols with the Board President for reviewing Board agendas, policies, and district developments.
- F.** Schedule individual meetings with each Board member for one-on-one perspectives.
- G.** Establish regular communication systems with the Board of Education.
- H.** Schedule a Board Retreat during the summer months to facilitate alignment of vision, mission, and focus.

GOAL 2:

Establish Public Trust and Confidence through Open, Honest Communication and Positive Relationships Among Stakeholder Groups.



OBJECTIVES

- A.** Increase personal knowledge and understanding of the Dublin community, its culture, traditions, history, and expectations for the District.
- B.** Validate the community service and faith-based organizations as viable and valuable support and partners to public education.
- C.** Establish positive working relationships with civic leadership, members of the business community leadership, and service and support agencies in the community.
- D.** Establish the role of each employee association as advisors to the Superintendent.
- E.** Schedule regular monthly meetings with association presidents to facilitate an active partnership based on mutual respect.
- F.** Establish the role of District-wide high and middle school student leadership positions as advisors to the Superintendent.
- G.** Engage the community as a whole with targeted meetings, similar to levy style coffee events, to listen to needs, expectations, and feelings about the district.
- H.** Create parent and community advisory committees and schedule quarterly meetings.
 - Subcommittees with grade-level specific parent representation will meet on a regular basis.
- I.** Establish a positive working relationship with representatives of the media.
- J.** Facilitate understanding and the widespread ownership of the District's vision, mission, and purpose as an organization dedicated to providing the best possible education for all children.
- K.** Create a twelve-month communications calendar for the district with quarterly review and updates.

ACTION STEPS

- A.** Identify selected representatives of community's business leaders, elected officials, foundation leaders, fire and police chief(s), and college university leadership and their respective professional affiliations with the school system.
- B.** Identify community's faith-based organizations, key religious leaders, and their respective professional affiliations with the school system.
- C.** Schedule meetings with selected individual leaders (including those referenced above) to build alliances for working together on behalf of all students.
- D.** Meet with foundations, non-profit and philanthropic organizations to chart paths for future collaborative efforts for community and school district benefits.
- E.** Attend periodic meetings with key community leaders and/or their organization(s) to promote the Dublin City School District students, staff and achievement.
- F.** Determine routines, format and meeting frequency with each employee association president and leadership group and HS student leaders.
- G.** Assess all existing forms of communication to various stakeholders:
 - Board Members
 - Parents
 - Community Leaders/Partners
 - Teachers
 - Legislators
 - Religious Leaders
 - Community Members At Large
 - Business Leaders
 - Administrative Staff
- H.** Review process and establish formats for all forms of communication with all staff.
- I.** Engage existing partners to support communications work.
- J.** Explore strengths and weaknesses of public relations, internal and external communications, and roles of staff, Superintendent, and Board in each of these domains.
- K.** Attend school and community events in order to build relationships with the students, community and staff based upon mutual trust and respect.

GOAL 3:

Study current diversity, equity, and inclusivity efforts at the district level. Review district goals, programs, financial reports, and initiatives within the district for alignment with stated priorities.



OBJECTIVES

- A.** Review the current diversity, equity, and inclusivity programs in the district.
- B.** Review district goals, programs, and initiatives and assess effectiveness through interviews with various stakeholders and a review of available data.
- C.** Review student achievement and growth data with the assistant superintendents, executive administrators, and other stakeholders in the district.
- D.** Meet with principals by building to understand building level priorities and challenges.
- E.** Meet with administrative team and establish group norms and expectations for communication.

ACTION STEPS

- A.** Review all critical documents including: Board policies, organizational chart, employee handbooks, policy and procedures manuals, strategic plans, and student achievement and growth data by school.
- B.** Review the equity, diversity, and inclusivity plans with the senior leadership team and identify completed items and any items that are still in process.
- C.** Schedule a full-day work session with the administrative team in the summer in order to plan for the year and establish group norms and lines of communication.
- D.** Establish a schedule to meet with key central office staff and all principals. Notify all of intent to meet, and the time and location of meetings. Spend time getting to know each member of the administrative team as an individual.
- E.** Meet with each District senior-level administrator to assess District and Departmental Capacity for effectiveness and efficiency of services and functions to include:
 - Teaching & Learning
 - Human Resources
 - Communication
 - Facilities
 - Maintenance
 - Technology
 - Intervention Services
 - Transportation Services
 - Research, Testing, & Accountability
 - Nutritional Services

GOAL 4:

Build Upon the Existing Supportive, Positive District Climate and Culture.



OBJECTIVES

- A.** Establish positive relationships with District leadership and meet all central office and school staff to validate each as individuals important to the District's success.
- B.** Communicate with parents and encourage positive partnerships on behalf of students.
- C.** Establish a positive, professional, and collaborative relationship with union leadership and employee association leaders to ensure all decisions are made in the best interest of students.
- D.** Connect with the civic and political leadership in the city, townships and state in order to establish clear lines of communication, advocacy and support for the District's students and mission.

ACTION STEPS

- A.** Identify key central office administrators to assist with the transition within the organization.
- B.** Conduct frequent walk-through and meet/greet forums in the central office and district buildings to meet each individual.
- C.** Establish regularly scheduled meetings with administrative staff: Cabinet, directors, coordinators and principals.
- D.** Schedule after-school *Teacher Forums* to be held at various school sites.
- E.** Schedule a forum for all PTAs and Booster Organization leadership to discuss strengths and weaknesses of the system and processes used for collaboration.
- F.** Establish a format and regular forums for ongoing communication.
- G.** Determine priorities of the District parents and collaborate on a plan to move forward together on behalf of students.
- H.** Meet with union and employee association leaders to discuss common goals and norms for working together.
- I.** Schedule a meeting with District State Congressional representatives and senators. Discuss an acceptable format for ongoing communication re: District needs.



CULMINATION OF THE PLAN

Upon successful completion of the intended actions in this plan, I would propose reporting-out to the members of the School Board at a Board/Treasurer/Superintendent retreat or work session in August 2021. This would enable the Board/Treasurer/Superintendent team to begin the intentional and purposeful alignment of the district's vision, mission, and focus.

I propose the leadership team, in collaboration with the community, administration, and employees, craft a short term (one-year) and near term (three-year) vision plan in the late summer and early fall of 2021.