



# MEETING NOTES

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

1. The meeting called to order at 6:30 p.m.
2. Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst (via Zoom)
3. The Pledge of Allegiance to the Flag
4. The Board of Education approved the following resolution:

## **RESOLUTION SUSPENDING POLICY BD-SCHOOL BOARD MEETINGS**

**WHEREAS**, The Ohio General Assembly enacted H. B. 51 and the law became effective on February 17, 2022;

**WHEREAS**, H. B. 51 allows a public body, including a board of education, to temporarily meet remotely until June 30, 2022;

**NOW, THEREFORE**, the Hilliard City Schools District Board of Education hereby temporarily suspends **the last sentence of** the policy BD-School Board Meetings. Such suspension shall remain in effect until June 30, 2022.

Mr. Stewart stated that the Governor signed H. B. 51, which allows public officials to participate remotely. Therefore, this resolution temporarily suspends the last sentence of policy BD-School Board Meetings. In the original agenda, we recommended the suspension of the entire policy. However, upon further reflection, we just need to suspend the last sentence of this policy to allow Mr. Vorst to participate and vote.

Mr. Wilson stated that Mr. Vorst can now vote on the remaining agenda items.

5. The Board of Education adopted the agenda as presented.
6. Preschool Addition Update – Mr. Cliff Hetzel, Chief Operating Officer

Good evening everyone. I also have Jenn Fuller from Fanning Howey (our architect firm) and Adam Hower from Summit Construction (general contractor). I'm going to give you an overview of the project. We are adding eight classrooms to the preschool. We will provide a detailed schedule to the Facilities Committee this Friday.

All of the bid awards were done this past Fall, and we expect to have permanent occupancy in late July or early August. We have laid the foundation, poured a slab on grade, have built the masonry walls, and have begun the rough-in process. We expect some dry-in in March or April. Due to weather and supply needs, we've made a few adjustments to keep the project on schedule. We expect to have a gas line, sanitary service, electrical and mechanical in March or April. We have technology work scheduled to begin in late April or early May.

Overall, we have had some challenges, but the project has been going as well as you would expect. Mr. McDonough added that the collaboration between the district, Fanning Howey, and Summit Construction has been great. We've had a few hiccups along the way but have navigated those to meet the milestones we have in place. We meet every other week to review the overall project status and talk daily to keep the project moving forward. In addition, we've had some challenges with getting electrical equipment, but we are working through the issue.



Mrs. Long asked for the completion date. Mr. Hetzel answered that we expect to have permanent occupancy no later than August 5 but anticipate it sooner than that.

Mrs. Murdoch asked how many additional students we will be able to enroll once construction is complete. Mr. McDonough explained that our current model is a half-day program with eight peer models and eight special needs students per classroom. Therefore, we can house thirty-two students in a classroom each day except Monday. On Mondays, we provide intervention services outside of the school. We are currently using three of Alton Darby's classrooms to house preschool students, so those three classes would move into the new addition, leaving us with five additional classrooms. Therefore, we will be able to accommodate an additional 160 students beginning the next school year. We also serve many students with itinerant services outside the preschool setting. We have many different ways of meeting the needs of our preschool special needs students.

Mr. Vorst asked if 160 is the total number of additional students we will be able to serve. If so, what is the total number of preschool students we will serve next school year? Mr. McDonough responded that he doesn't know the answer to the number of preschool students we will serve next year because it's based on qualifications and identification. However, we will be able to add up to an additional 160 preschool students physically in the building. Mr. Stewart stated he could get the enrollment information to the board tomorrow.

Mrs. Crowley asked if the district had hired staff for the additional classrooms. Mr. Stewart replied that the jobs are being posted this week.

Mr. Perry asked if the project's cost was comparable to the estimate. Mr. Hetzel responded that the project was within budget at this time.

Mrs. Long stated she understands we may be able to transport the additional students with our current special needs buses but asked if we might need any additional transportation needs. Mr. McDonough replied that we wouldn't know if any additional transportation would need to be provided until we know the total enrollment.

Mr. Stewart added that we are currently serving 440 students at the preschool.

7. Commitment Plan Review/Mid-Year Student Achievement Data

Hello everyone, my name is Cori Kindl, the Executive Director of Curriculum and Instruction, and joining me is Molly Walker, Director of Social Emotional Learning and Measurement. We are happy to be here this evening to share our 2021-2024 District Commitment Plan on behalf of our entire academic team. We will summarize the plan, talk about the data we used to develop and monitor this plan, and update our student achievement. I'll begin by highlighting a few over-arching themes that contribute to the effectiveness of our plan and ultimately why we believe it is proving to be positively impactful for our students.



First, our plan is data-driven based on the needs of our students. There is a balanced focus on achievement and well-being as we strive to educate the whole child. The commitment plan establishes annual and long-term goals. It ensures alignment across the district amongst our schools while providing opportunities for our buildings to personalize their building plan. Each building identifies action steps to achieve our common goals. Because our commitment plan is an inward and outward-facing document, you'll see the template begins with a lengthy introduction. This introduction captures who we are as a district and what we are trying to accomplish, which is further emphasized and simplified in the summary of our three-year commitment. Our commitment affirms our mission to ensure that all students will be ready for tomorrow as we implement innovative approaches to building students' academics, interests, and mindset, increase student achievement, and strengthen well-being, as measured by state and local assessments.

Our commitment plan begins with two three-year goals – a long-term achievement goal and a long-term well-being goal. The long-term achievement goal we hope to accomplish over the next three years is centered on our state report card. While we know the state report card is only one piece of data used to tell our story, it is a metric that resonates with many of our stakeholders and is used to compare school districts across the state. As such, our three-year goal is to raise the district's **achievement, progress, improving K-3 readers, and the prepared for success component** grades to a "B" or better as indicated on the state report card by the end of the 2023-24 school year. Due to COVID-19, the Ohio Department of Education (ODE) has not issued letter grades on the report card for the last two years. In 2019, while our overall district grade was a "B," the grades earned in the components mentioned above (in bold-type) were lower than a "B." Therefore, we designated these as our areas for improvement.

Our second three-year goal is to increase students' sense of belonging, as measured by the Panorama student survey, to **at least 80% of students responding favorably to the sense of belonging questions**. This is an important goal because if students don't feel loved, cared for, and connected; they are not maximizing their learning potential. Research also indicates that when students feel connected to their teachers and peers, they are 74% more likely to use effective strategies in learning.

We established annual achievement and well-being goals to accomplish these two long-term goals. This year we are working toward accomplishing three achievement goals:

1. Increase the number of students on benchmark for STAR reading and math by 10%.

We selected this goal because STAR is the local assessment to measure student achievement. Students are tested three times per year, and there is a strong correlation between student outcomes on STAR and their predicted success on the state assessments.

2. Earn an 80% on the performance index measure on the Achievement Component of the state report card.

The performance index measure reflects student achievement at all levels and felt it was an important goal because it reiterates our commitment to maximizing achievement for all students across all grade levels.

3. Increase the number of EL students who improve their Proficiency Status on OELPA by 5%.

This goal came about because last year, we piloted a one needs assessment for ODE, the assessment we must complete as we submit our continuous improvement plan tied to funding for the district. Through the one needs assessment pilot, we identified some opportunities for growth for our English learners (EL). Therefore, we felt it was important to have a specific goal for helping our EL students acquire the language proficiency they need to be successful.

As stated earlier, buildings have opportunities to personalize this commitment plan for their students. Well-being is not a one size fits all piece. So, our well-being goals are tailored to each building's needs. We find that kids have different needs at different age groups. Our annual well-being goals are:

1. Diversity, Equity, and Inclusion (choose one)
  - ☐ Increase staff strategies for responding to current events and cultural issues by 10%, as indicated on the 2022 Panorama staff survey.
  - ☐ Increase students' cultural awareness by 15%, as indicated on the 2022 Panorama student equity and inclusion survey.

We are essentially looking at either strategies for staff or awareness for our students seeing themselves and others in their curriculum.

2. Social-emotional learning (SEL) (choose one)
  - ☐ Increase student relationships with staff by 10%, as indicated on the Panorama student survey.
  - ☐ Increase peer-to-peer relationships by 10%, as indicated on the Panorama student survey.

In tailoring to the building and age group, we found that the lower grades have strong relationships with their teachers, and it's the peer-to-peer relationships where we need the most growth. Whereas at the secondary level, we see more opportunities to grow the staff-student relationships.

Mr. Perry stated these seem like noble goals and wondered why they don't do both goals. Is it too overwhelming to achieve both goals? Mrs. Walker explained that we found the student-staff relationship is already well over 80% when reviewing the elementary student survey results. Still, their peer-to-peer relationships are at a much lower level. Therefore, most elementary buildings need to grow their peer-to-peer relationships rather than the student-teacher relationships.

After establishing this year's annual goals, we continued to analyze data further to determine district priorities – meaning the areas we should intentionally focus on and align K-12 to have the most significant impact on students are. As a result, our five focus areas are:

1. Refine quality instruction and learning experiences provided to all students.

During the last two years, we know that students coming out of remote and hybrid learning have experienced disruptions in their education. We felt it was essential to recalibrate and refocus on teaching and learning. Therefore, the district refined quality teaching and learning in action. We designed a holistic blueprint, or playbook, to drive our work and provide consistency. The blueprint centers on relationships, lesson design, the student learning experience, assessment, feedback, reflection, and response to learning. More importantly, the quality learning guide shows how our focus areas are integrated and work together to teach and support our students.

2. Implement the revised response to intervention (RTI) framework across the district.

RTI is an ongoing area of focus and has been a focus area in our commitment plan for several years. It is essential to respond intentionally and effectively to students' needs – academically, socially-emotionally, and behaviorally. A district committee was formed in 2019 to determine how we should implement a response to intervention. The committee developed the framework we are implementing for the first time and an intentional focus on tier I instruction and ensuring our students who are moving to tier II and III have student success plans to help guide the interventions needed based on their individual data.

3. Improve school culture and communities through restorative and culturally responsive practices.

Our goal is to increase students' sense of belonging in their classrooms by fostering teacher-student and student-to-student relationships. SEL has been a focus area for several years. This year, we are implementing restorative practices and culturally responsive teaching practices, ensuring our students can see themselves in their learning.

4. Improve students' mastery of phonics, informational, and complex texts.

K-12 literacy is a priority this year, focusing on reading and writing across all content areas. Our student data shows our students need the most support on informational and complex texts. In addition, we have implemented our new phonics curriculum, Core 95, in our primary grades. We have seen tremendous results, as you will see later in this presentation. We have also launched our ELA curriculum revision.

5. Improve English Language Learners' language acquisition and achievement.

We know that our EL students are some of our most vulnerable students because they have to learn the academic content and the English Language.

After completing the district commitment plan, we shared it with the building principals and outlined their next steps for creating their building plan. Every principal reviewed their individual building data and selected specific action steps to guide their work this year. They also identified the support and resources they need to meet their goals. Our district team outlined the building commitment plan process and timeline.

- **Commitment Plan Creation** - July-August 2021
- **Review with District Leaders** - September 13 - October 1  
Building principals share their commitment plan and the data used to create the plan with district leaders during an in-person meeting at Central Office.
- **Instructional Rounds** - November 2021  
As an academic team, we conducted instructional rounds in the buildings, focusing on the well-being aspect of the commitment plan. In addition, we met with principals and a few staff members to review their action steps.
- **Mid-Year Review/Instructional Rounds** - February/March 2022  
Building principals updated district leaders on the status of their commitment plan goals based on mid-year data. Our focus in this instructional round is on achievement and academics. Principals have selected "look fors" from our quality teaching and learning guide, including lesson design, student experience, collaboration, feedback, and assessment. We are having conversations with students about what they are learning and giving feedback to our teachers.
- **End of Year Review** - June 2022  
Building principals share final data review of commitment plan goals and reflect on goals for the following school year.

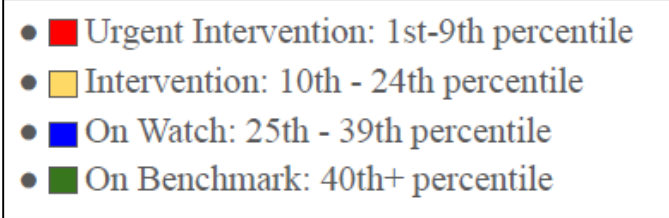
Mrs. Long asked how much time the instructional rounds take out of the students' classroom instruction time and what information have you received? We are not taking any time from the teachers and only a few minutes to talk with students. Our director team meets in two or three buildings per day over four weeks. Being in the classroom and seeing the commitment plan in action is the highlight of our day. We don't want to disrupt the classroom, and our AIM tool allows us to provide feedback to teachers instantaneously. It's time-consuming for us but not for the building staff or students.

Mr. Stewart added that this isn't a plan you fill out at the beginning of the year and check off items that have been completed. Once we completed the first instructional round, it was almost time to begin the next instructional round. So it's forcing us (administration) and the buildings to stay focused on the plan.

The data I'm going to be reporting on today is our STAR assessment scores. STAR is an **adaptive** test, which means the test adjusts based on the student's answers. When they answer a question correctly, the next question is more complicated. When they answer incorrectly, the next question is less difficult.

The system continues to adapt and adjust until the system determines that student’s “ceiling” and turns that into a scaled score that ranges from 0 to 1400. Ideally, a student's scaled score should increase with each test administration. The STAR scaled score is then turned into a percentile. The percentile is where they take the scores of all students in a grade level across the country, line up the scores and break them up to see where they fit in relation to each other. The STAR system breaks these down into four groups:

Benchmark is the goal.

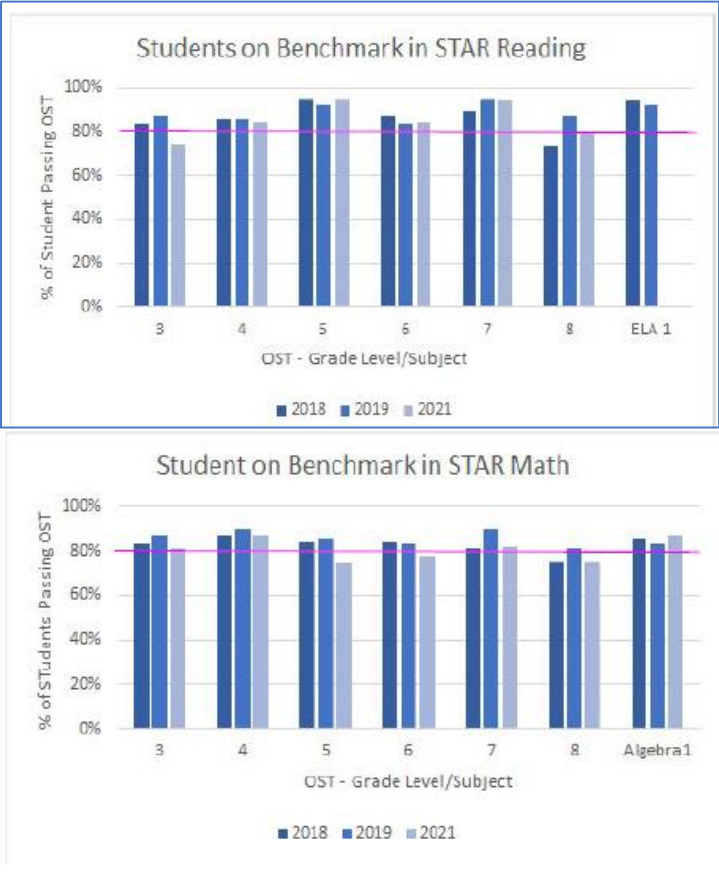


As you can see in the graphs on the below, we are at or exceeding the benchmark (80%) in reading and math in several grade levels.

HCSD historical data shows students who reach “On Benchmark” have an 80% or greater chance of being proficient on Ohio Achievement tests. While the state test is given only once per year, it’s hard to use it to inform and adapt our instruction. STAR allows us to assess where students are and adapt and adjust our instruction as needed.

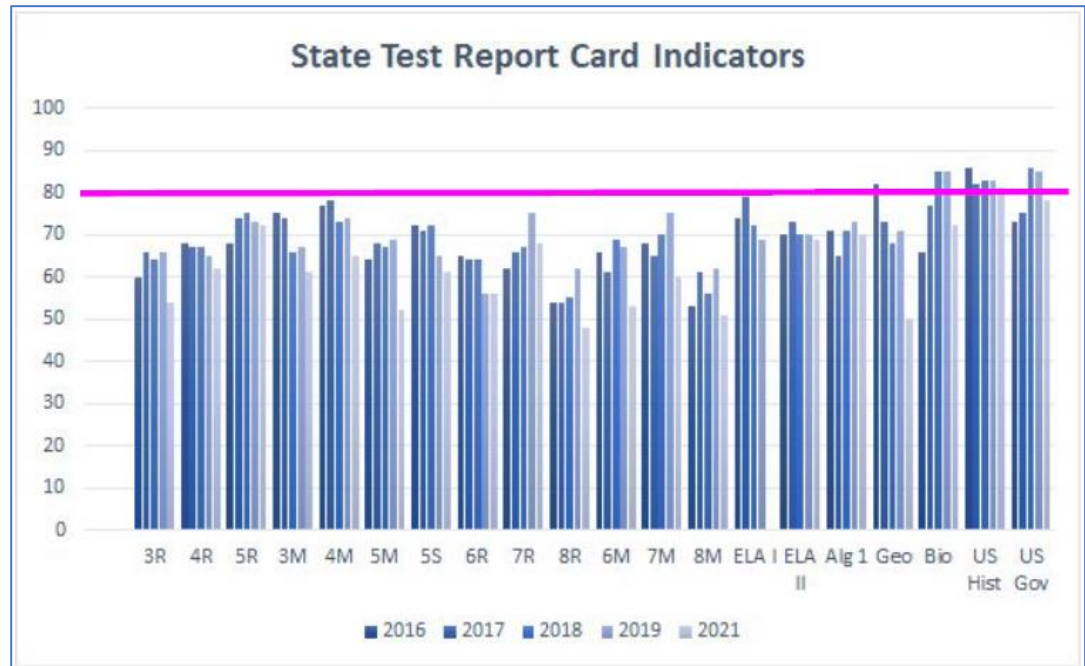
The STAR assessment is given three times per year to all students in grades 2-8. It is also administered to our English 9 and 10 classes, Algebra I and Geometry classes at the high school.

Teachers can give the STAR assessment at other times of the year for specific progress monitoring.





The graph below shows how we've been doing on the state report card indicators. To hit the indicator for the State of Ohio, 80% or more of your students must pass the test. As you can see, this has been a struggle for us. Again, this is why we use STAR to help monitor our students and help them pass the state tests.

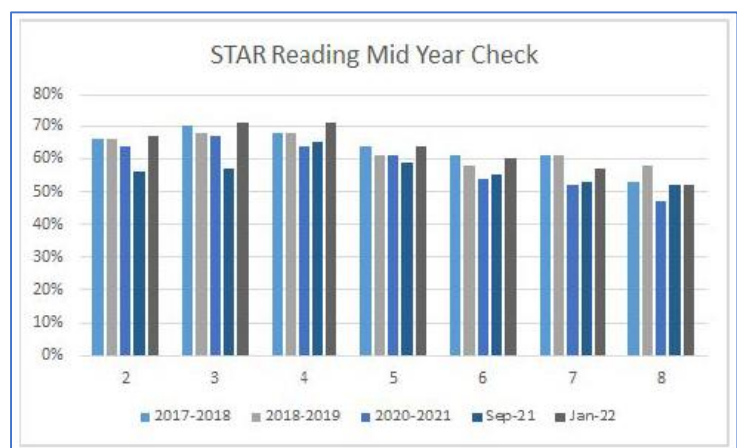


**Achievement Goal:** Increase the number of students on benchmark for STAR reading and math by 10%.

### Grades 2-8 Reading

The first graph shows our historical data by grade by school year. In many cases, we are starting to surpass our end-of-year scores pre-COVID-19. We are pleased with the gains we see. The assessments are given to all students in grades 2-8.

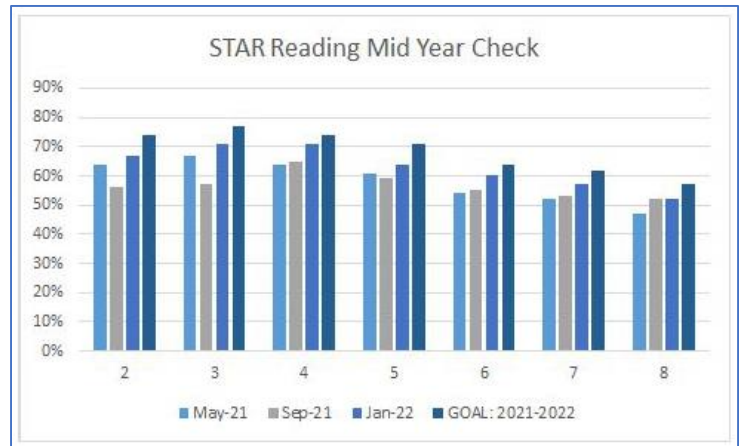
Mrs. Crowley asked if students with IEPs are given accommodations for taking these tests. Mrs. Walker replied that all students can have “text to speech” on the math assessment if they want it, which is also possible on the state tests. On the reading assessment, since this is meant to inform instruction whatever is appropriate but will also help a teacher. For example, we wouldn’t encourage reading aloud on the reading test because it’s not useful data for the teacher. Ultimately, these assessments are about instruction and have no bearing on students getting into other classes or anything like that. Students can also get extended time, but it’s not unlimited time.





The second chart shows the progress our students have made this school year.

- The first bar shows where we were at the end of the last school year
- The second bar shows where students were at the beginning of this school year
- The third bar is where they are now
- The fourth bar is our goal

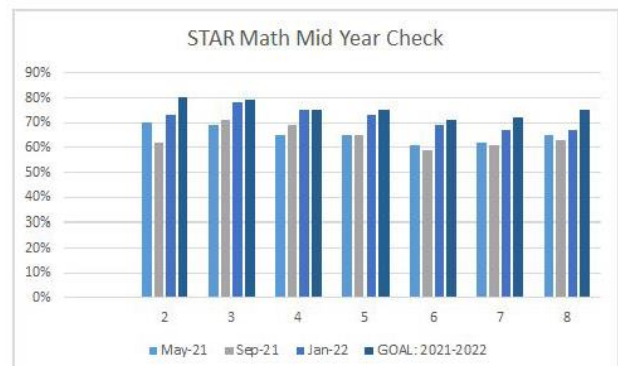
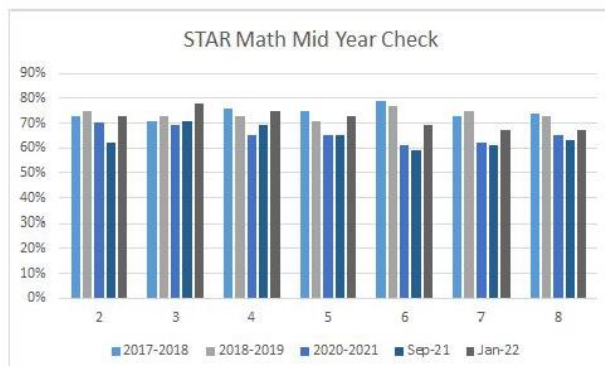


In some grades, you can see that we are well on our way to meeting our goal and are showing a lot of growth from September to January.

This chart is another way of looking at the same information. We can also see how students progress from one year to the next. For example, 64% of students in grade 2 were on benchmark in May 2021. However, in September 2021, only 57% of those students, now in third grade, were on benchmark. So, you can see the “summer slide.” In January, 71% of students are on benchmark showing that students are making progress throughout the year.

STAR Reading - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
2	64%	56%	67%		74%
3	67%	57%	71%		77%
4	64%	65%	71%		74%
5	61%	59%	64%		71%
6	54%	55%	60%		64%
7	52%	53%	57%		62%
8	47%	52%	52%		57%

### Grades 2-8 Math



The graph on the left is our historical data, and the graph on the right shows the progress students have made this school year. Again, we are making significant gains and are above our pre-pandemic level in some cases.

Again, the same information on the math assessment is in a different format. Similarly, you can see that we are making significant gains in math.

Mrs. Crowley asked if our summer school program is why we don't see a huge "summer slide" from last

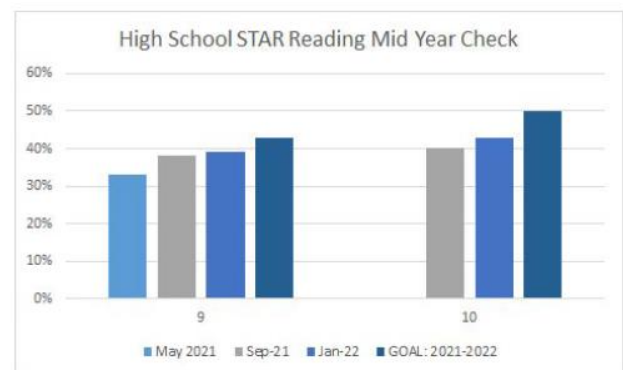
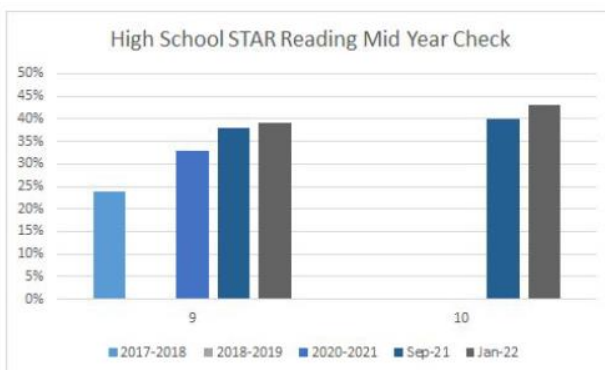
year. Mrs. Walker responded that she would love to say yes, but we believe the lower summer slide is based on various reasons.

STAR Math - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
2	70%	62%	73%		80%
3	69%	71%	78%		79%
4	65%	69%	75%		75%
5	65%	65%	73%		75%
6	61%	59%	69%		71%
7	62%	61%	67%		72%
8	65%	63%	67%		75%

Mrs. Crowley noted two schools are piloting the Core 95 program in third grade. My son's school is one of them. Have you seen a more significant change in those third graders? Mrs. Walker replied that she has some Core 95 data for our kindergarten and first-grade students, but she has not looked at the third-grade pilot program data. This is something we will probably look at later in the year. Mrs. Crowley asked if we plan to roll out the program for all third graders, and Mrs. Walker said that she did not have the information at this time. Mrs. Crowley has seen so much success for her son due to this program.

### High School Reading

It's important to note that only students in non-honors classes take the STAR assessments at the high school level. Therefore, we feel this is where we will most likely find the students at risk of needing intervention.

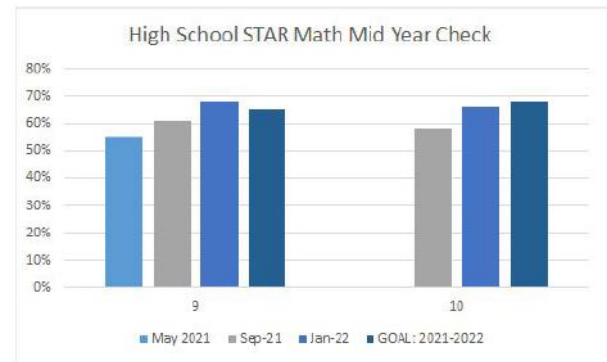
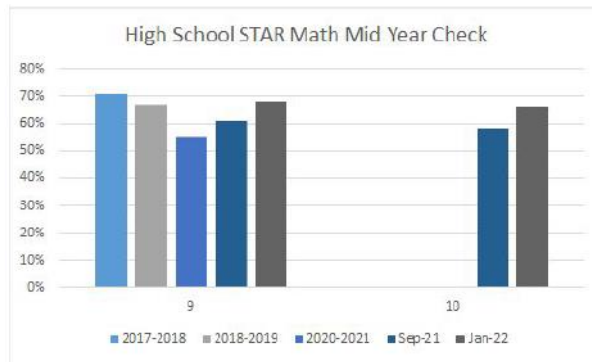


The graph on the left is our historical data, and on the right is our data for this school year. This is the first year for testing students in

tenth grade, so there is no historical data for that grade level. However, you can see that our students are progressing toward our goal.

STAR Reading - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
9	33%	38%	39%		43%
10	N/A	40%	43%		50%

## High School Math



Our ninth graders have already, at mid-year, surpassed the goal set for this school year.

STAR Math - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
9	55%	61%	68%		65%
10	N/A	58%	66%		68%

## Early Literacy

This is a non-reader's test for our kindergarten and first-grade students. The kids wear headphones and STAR tests skills of pre-readers. We started giving literacy lessons to our kindergarten students because of the pandemic, and we don't have any historical data yet. The graph on the right shows how students have progressed from May 2021 to September 2021 and January 2022.

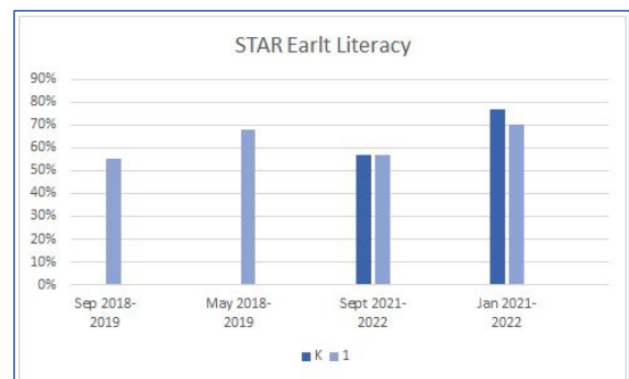


Our kindergarten students have already met the goal we set for them, and our first graders are well on their way to meeting their goals. In addition, we are very pleased with the results we are seeing since implementing Core 95.

STAR Early Literacy - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
K	66%	57%	77%		76%
1	69%	57%	70%		79%

This graph and chart show that our first graders have surpassed their pre-pandemic literacy level.

STAR Early Literacy - % on Benchmark				
Grade	Sep 2018 - 2019	May 2018 - 2019	Sep 2021 - 2022	Jan 2021 - 2022
K			57%	77%
1	55%	68%	57%	70%



**Achievement Goal:** Increase the number of EL students who improve their Proficiency Status on OELPA by 5%.

As you can see in the graph, our EL enrollment has increased dramatically throughout the school year, increasing from 1,183 to 1,502 students. As a result, we have more than 300 additional EL students as of February 2 than we had at the beginning of the school year. This increase in enrollment has made our “apples to apples” comparison for the school year more difficult.



As you can see in this chart, we have made some gains in the number of proficient EL students and the number of students who don't have a score.

	EL STAR Sept 2021***	EL STAR Jan 2022	EL STAR May 2022
% Needing Urgent Intervention	45% (500)	45% (506)	
% Needing Intervention	16% (180)	17% (194)	
% On Watch	11% (121)	11% (121)	
% Proficient	9% (101)	14% (156)	
% No Score	21% (230)	12%(137)	

This chart shows the progression of the enrolled students from the beginning of the school year.

- Of the 500 students needing urgent intervention in September, 15% moved to the needing intervention, 4% moved to on watch, 2% moved to proficient, and 7% still have no score.
- Of the 180 students needing intervention, 30% moved to on watch, 9% moved to proficient, and only 3% remained without a score.

September	January			
	Yellow	Blue	Green	No Score
RED (500)	15% (75)	4% (20)	2% (10)	7% (35)
Yellow (180)		30% (54)	9% (16)	3% (5)
Blue (103)			46% (47)	0%
Green (101)			77% (78)	1% (1)

Overall, 222 (25%) students have moved up a level during this school year.

Mrs. Crowley stated that students in Southwestern City Schools are taking the OELPA test now and wondered when those scores would come back. Mrs. Walker replied that our students are also taking the OELPA test now, and districts typically receive those scores in May.

State testing in grades 3-12 will be held in April (scores usually back in June), and our spring STAR testing will be in May. We will compile all of our data points at the end of the school year.

Mrs. Crowley asked if the STAR test reset to the lowest point or at the student's level at the end of the last test. Mrs. Walker stated that the STAR system takes into account where they were when they left off. Does this system identify students at Gifted? Mrs. Walker explained that starting this year, ODE permits us to use STAR as a gifted identifier for reading in grades 3-8.

Mrs. Murdoch asked Mrs. Walker to email her the well-being goals of each building for this school year. Mrs. Kindl mentioned that she believes each elementary building chose the peer-to-peer goal.

Mrs. Crowley noted that most students love their elementary teacher and do struggle with their peer-to-peer relationships. Therefore, it's not surprising that the elementary schools chose the peer-to-peer goal.

Mr. Stewart added that Molly and Cori rolled this data out to building principals within the last couple of weeks. It was a great opportunity in the middle of a challenging school year to celebrate the work in our schools. They directed principals to take this information and celebrate it with their staff. Although this information does not end up on our state report card, it is the best we have to ensure our students are making progress. In my opinion, there is a direct correlation between the commitment plan and the progress we are seeing. We have evidence that the plan is working. This kind of progress doesn't happen arbitrarily or by accident. It happens because of the choices made by principals and teachers every day.

Mrs. Murdoch agreed that this was great news. She is thrilled to see so many people at tonight's meeting to hear this presentation, but how do we get the information to the greater community? Mr. Stewart responded that the commitment plan and data would be posted on the district website.

Mrs. Crowley thanked everyone for all of their work, and there was a lot for everyone to celebrate. To have such fine-tuned goals and progress monitoring is phenomenal work.

8. The Board of Education approved the following Certificated Personnel actions:

Employment – Administrative contracts for the 2021/2022 school year, as indicated below:  
Abraham, Jill A, Assistant Superintendent, COA, two-year, four-month contract, effective 04/01/2022

Mr. Stewart stated that we are very excited to be bringing Jill back into the district. She is currently the Deputy Superintendent and Chief Academic Officer for the Bexley City Schools. Before that, Jill was the Director of Elementary Education for eight years in the Dublin City Schools, the Director of Elementary Education, a principal, and a teacher in Hilliard City Schools. I have known Jill for seventeen years, and her work is outstanding. We are excited she is rejoining our team and continuing the work you just saw tonight.

Mrs. Abraham expressed her excitement to be here this evening. As Mr. Stewart said, I was trusted by the Hilliard City Schools years ago as an entry-level teacher at Norwich Elementary and fell in love with this community. So much so that I stuck my roots in and tried my hand at leadership as a principal and ultimately moved to district-level leadership. To get to come home is really exciting. We raised our four children here, who graduated from Hilliard City Schools. I am proud of the experience and opportunities because they were part of this great community. Obviously, after watching tonight's presentation, I cannot wait to get to work with this fabulous team. It has been amazing in the few short weeks since going through the interview process at the number of people who have reached out and welcomed me. Thank you for your support, and I cannot wait to get to work.

9. The Board of Education approved for payroll purposes the following substitute rate effective February 28, 2022:

<u>Classified Substitutes</u>	<u>Hourly Rate</u>
Bus Driver	\$20.00

Mr. Vorst asked how much this increase would cost the district over the next year or two. Mr. Wilson responded that is about an 11% increase in compensation which has not been increased since April 2019. We reviewed the pay rate in the communities around us, which instigated this increase. We need to remain competitive, especially with bus drivers. The cost for the balance of this school year would be \$6,000 - \$8,000, and the annual cost for next year would be \$15,000 - \$20,000.

Mrs. Murdoch stated she appreciated the competitive market rates. They were very helpful.

10. Superintendent's Update

a. COVID-19 Update

The number of cases continues to decline, including here in our community. Our highest number of cases in the district was 680 during the week of January 10. From that point, the number of cases began to drop by almost 50% each week. The number of cases over the last three weeks has been 53, 31, and 14 (last week). There were two days last week with no new cases reported. It's been since the beginning of the pandemic since this has happened. We are hopeful the number of cases will continue to decline and continue to monitor this information.

b. American Flags in classrooms

There was a suggestion we have a policy stating we have an American Flag in every classroom. We surveyed the buildings and found that only 40 classrooms (out of more than 1,000) do not have an American Flag. So we don't need a policy. We can simply commit to making sure each classroom has a flag. In addition, we found that some of the buildings have replacement flags already on order.

Mrs. Long asked if there was an operational procedure of what goes into a classroom to add the expectation of a flag. For example, to make sure the new classrooms at the preschool will have a flag. Yes, there is a standard list of items that go into a classroom, and the American Flag is on that list.

c. Public Record Request

As you may know, I emailed you this morning about an issue in fulfilling a relatively sizeable public record request last week. One of the record request components was a summary of student disciplinary data over the previous five school years. In compiling this information, we discovered that a pdf document of this information would have been more than 500 pages. As a show of good faith with the individual who requested the information, we created an excel spreadsheet. The spreadsheet had two tabs – one included all of the detail of the incidents and outcomes, and the other tab was a summary that pulled data from the detail tab. The individual

who created the spreadsheet removed the personally identifiable information (student name, student ID number) from the detail tab. Logically, you would assume that information would not get pulled into the summary tab. Unfortunately, that was not the case. We have since learned that all of the student names and identification numbers were included in the spreadsheet sent to the individual who had made the request. Before realizing the student information was there, this individual had shared the spreadsheet with a few other people.

I learned about this issue around 2:00 p.m. yesterday. By 3:00 p.m., I had informed Mrs. Long (Board President) and our district attorney. Our attorney reached out to the individual who had made the request and began working with them to rectify the problem. We obtained agreements from the individuals who had received the data to delete the data. Today, we notified all of the 4,200 individuals included in that record request. We have started getting calls and questions and are responding to all calls as quickly as possible. The biggest question seems to be whether the data was pinpointed to a specific student or part of a larger data set. Once we explain that it's part of a larger data set, it has tended to lower parents' anxiety.

This is undoubtedly a serious issue, and we will do better, but it was also an unintentional mistake. A staff person was working with a community member, and an error happened. We are adding steps to our process to ensure this doesn't happen again. For example, we will only be releasing pdf documents moving forward.

Mr. Vorst asked if our legal counsel explained our risk. Mr. Stewart responded that our attorney explained that this had happened many times with many of their clients. So, the good news is our attorneys have a step-by-step plan to help us rectify the problem. The first step was to identify whose data was released and notify them as quickly as possible. We completed the identification and notification within 24 hours of being informed of the problem.

Mrs. Long asked if we should review and update the public record request policy. Mr. Stewart replied that we could certainly review our policy, but before making a policy change, we will make changes in our practice to ensure this doesn't happen again.

Mrs. Long asked how many calls the district had received. Mr. Stewart answered that we had received 70-80 calls so far, and we're responding to them as quickly as possible. Once parents understand their child was not targeted, they have been very understanding and gracious.

Mr. Vorst asked if there is any data on how often students recite the Pledge of Allegiance to the Flag. Mr. Stewart said that he did get the information from the buildings, and it will be given to the policy committee for their consideration during their review of the policy. In addition, Mr. Stewart will include this information in his weekly email to the board.

Mrs. Murdoch offered her apology to parents with students on that file. Her kid was also on that file. I got the email from the district and understood what you're going through, and I am deeply sorry this happened.

11. The meeting adjourned at 7:37 p.m.