



# MEETING NOTES

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

- A1 President called the meeting to order at 6:30 p.m.
- A2 Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst
- A3 The Pledge of Allegiance to the Flag

## **B PROGRAMS / PRESENTATIONS**

### **B1 Embrace, Empower, Inspire Award Winners**

Good evening. Mr. Kevin Landon said we love to talk about how Avery Elementary is the best-kept secret in Hilliard City Schools. But that would not be possible without Whitney (Intervention Teacher at Avery Elementary). She's terrific at supporting all students and staff, no matter their needs. Whitney makes sure it gets done. It's my absolute honor and pleasure to give this award to Whitney Jeckavitch. There's nobody more deserving of it.

Mr. Mark Tremayne introduced Eric Gingerich, a seventh-grade social studies teacher at Memorial Middle School. Mr. Gingerich also teaches the history of rock and roll. He's an outstanding teacher, nominated by two of his students, and has been an absolute rockstar as a teacher for many decades in Hilliard City Schools.

### **B2 Bradley High School**

#### National Merit Semi-finalists

Trisha Suresh  
Anh Thi Hoang Thai

#### National African American Recognition Award

Abdullahi Abdi

#### National Rural and Small-Town Award

Anthony Berman  
Justin Planck  
Neil Reddy  
Samantha Hosni  
Trisha Suresh

### **Darby High School**

#### National Merit Semi-finalists

Amanda Cowen

#### Commended Scholars

Vamsee Cheruvu  
Spoorthi Kandalai  
Sohni Kothari  
Landry Lee  
Jacob Norris  
Siddharth Perabathini  
Jason Williams  
Austin Yoder

#### ACT Perfect Score

Austin Yoder

#### National African American Recognition Award

Maazza Elzubier

### **Davidson High School**

#### National Merit Semi-finalists

Joshua Bly  
Saad Ijaz

#### Commended Scholars

Carter Davis  
Brandon Geduldig  
Elyse Kesterson  
Jackson Wickham

#### ACT Perfect Score

Saad Ijaz

#### National African American Recognition Award

Brooke Evans-McMichael

#### National Indigenous Award

Brooke Evans-McMichael

#### National Hispanic Award

Genevieve Flores

Good evening, everybody. The National Merit Scholarship Program is an academic competition for recognition and scholarships that began in 1955. Approximately 1.5 million high school students enter the program each year by taking the Preliminary SAT National Merit Scholarship Qualifying Test at the specified time in the high school program, usually as juniors. Of the 1.5 million entrants, some 50,000 with the highest PSAT index scores qualify for recognition in the National Merit Scholarship Program. In September, these high scorers are notified through their schools that they have qualified as either commended students or semi-finalists. More than two-thirds, about 34,000 of the approximately 50,000 high scorers on the PSAT, received letters of accommodation in recognition of their outstanding academic promise. More than 16,000 students, or approximately one-third of the 50,000 high scorers, are notified that they have qualified as semi-finalists.

To ensure that academically talented young people from all parts of the United States are included in this talent pool, semi-finalists are designated on a state-representational basis. Semi-finalists are the highest-scoring entrants in each state. In February, over 15,000 semi-finalists were notified that they had advanced to the finalists standing. The College Board also has four recognition programs, the National African American Recognition Program, National Hispanic Recognition Program, National Indigenous Recognition Program, and the National Rural and Small-Town Recognition Program, that award academic honors to underrepresented students. Sophomores and juniors are eligible to apply for these awards if they score in the top 10% on the PSAT or PSAT10 during the eligible exam periods. Sophomores and juniors are also scored eligible if they earn a three or higher on two or more distinct AP exams in the eligible exam periods.

In addition, students who apply must have at least a 3.5 GPA in order to be eligible. Tonight, we also recognize two students who scored a perfect 36 on the ACT. This result represents less than one-half of a percent of all ACT test takers, and these student scores represent the 99th percentile of all ACT scores.

At this time, I would like to invite Bill Warfield, Bradley High School Principal, Matt Middleton, Darby High School Principal, and Kristen Clauson, assistant principal at Davidson High School to introduce and recognize their students.

**B3 K-12 English Language Arts Course of Study – Cori Kindl, Jacob Grantier, Molly Walker, Jackie Noland, and Nikole Abate**

Good evening. My name is Cori Kindl and I'm the Executive Director of Curriculum and Instruction for our district. And on behalf of our K-12 English Language Arts curriculum revision team, we are so excited to present the district with our K-12 English Language Arts Course of Study for Adoption. You'll hear the acronym "ELA" used throughout this presentation, and that means simply English Language Arts.

Next slide, please. Joining me for tonight's presentation is Jacob Grantier, Molly Walker, Nikole Abate, and Jackie Noland. Together, we will provide you with an overview of the curriculum revision process, a synthesis of stakeholder feedback, student data analysis, English Language Arts research and evidence-based practices, a summary of the committee's work, and an overview of the course of study along with some important considerations as you take the next 30 days to review prior to a vote for adoption at the December board meeting.

Next slide, please. Before I begin, I would like to sincerely thank the 75 educators who comprised the district's K-12 ELA curriculum revision committee. The committee consisted of educators from every

building, grade level, support staff, title teachers, reading support teachers, innovation and discovery specialists, media center specialists, EL teachers, intervention specialists, gifted teachers, coordinators, administrators, and directors.

Next slide please. I would also be remiss if I didn't take a brief moment to personally acknowledge and thank Nikole Abate and Jackie Noland for their exceptional leadership and expertise. These two ladies lead our revision teams, provided meaningful professional development, and guided the design of this course of study. I would also like to thank Tanner, our digital content creator for the district who visually designed and branded our course of study. It really beats the three-ring binders that we used to have. So, thank you very much.

Next slide please. Curriculum revision occurs on a cyclical basis to ensure that the most recent Ohio learning standards are taught with fidelity, incorporating current research within the English language arts content area, using evidence based instructional strategies, and practices to maximize students' knowledge and skills. In addition, resources are evaluated for alignment and intentionality.

Next slide, please. The goal of a curriculum revision process is to define and communicate what all students will know and be able to do in each grade level and within each course of a particular content area in order to ensure that all of our students are ready for tomorrow.

Next slide please. In April, you'll remember that I shared with the board our entire five step curriculum revision process that is used for each content area revision. This is a brief illustration of our process so that you can visually see where we are with English Language Arts. Currently, we are completing phase one and we'll talk about what that entailed in the next slide, please.

So, we began this process this past January with a parent survey. A survey went out to all of our families asking parents to give their input on what was important to them for their child's ELA curriculum. We had close to 400 parent responses, and that feedback was used in the design of this course of study.

In February, we launched our application process for our certificated staff to apply to become a part of this district committee. We had over a hundred teachers apply to become a part of it. We selected 75 of the educators to create a diverse representation. Every building and every grade level were represented.

From there, we surveyed all of our teachers who teach English language arts in some capacity, kindergarten through 12th grade and asked them for their feedback on what was important in an English language arts curriculum. We also met with many focus groups of students across all of our buildings. A total of 150 students provided their voices and their experiences in their language arts class. From there, that information led to the kickoff of our revision team in March.

Next slide, please. In the design process several factors were taken into consideration when we launched the curriculum revision process. We took into consideration stakeholder feedback, student data, research, and best practices that led to the creation of an English language arts, vision and instructional commitments. And then, of course, the mandated Ohio Learning Standards. Members of our team are going to provide you a brief summary of each of these influential design pieces, beginning with stakeholder feedback.

Good evening. Next slide please. So, as Cori mentioned, we had the opportunity to survey our community and ask parents what they were looking for in their child's ELA experience. We had almost 400 responses,

and overwhelmingly parents are saying that they want their child to have access to a wide variety of diverse text authors and genres. And that as English language arts teachers, we should not only provide access to these texts, but then also develop foundational skills such as phonics, grammar, and handwriting to ensure that our students are prepared to communicate what they read through the medium of writing. They also want to make sure that we embed critical-thinking, a love of reading, and a mix of new literature as well as classic and modern titles. And underpinning all of this is a desire to ensure that all of our students are ready for tomorrow, whether that be college, a career or the military.

Next slide, please. Again, as we looked at the quotes and the input from our community, parents are looking for their child to see themselves and others in the texts that they see, such that those texts serve as windows, mirrors, and sliding glass doors. Again, underpinning all of this is that idea that we need to develop the foundational skills so that students can express themselves through writing in a variety of ways.

Next slide, please. We have the opportunity to speak to elementary and secondary students. As you can imagine, the elementary students were quite opinionated about what they were looking for in their learning. A lot of what they talked about was really the spaces in which they learned and read. But what was interesting to us is that even in elementary school, our students are looking for texts that reflect both science and social studies content. So, that tells us that we need to have an emphasis not only on literary texts, but on informational texts in and out of the ELA classroom. In addition, these students wanted to make sure that they had access to a variety of resources such as EPIC, podcasts and articles.

Next slide, please. Lastly, we had the opportunity to speak with some of our secondary students and very much like our parents, they are looking to see themselves in the texts that they read. They want choice reading of diverse texts that are reflective of themselves and their lived experiences. They want to experience these in innovative and non-traditional ways. They do see a need for grammar and writing support and want to make sure that these are continued focuses throughout the major units of study and not just a standalone during a particular course. They also want to see increased voice choice range and diversity as a way of increasing student agency in the ELA learning experience.

Good evening. As a team, we looked at a lot of data to see where students were and their strengths and weaknesses. Next slide, please. We're going to do a big overview of some of those key pieces, really concentrating a lot on the state data. That's where we see those standards showing up in those state tests. This first slide gives you a look of some historical pieces of overall percent proficient on the state ELA test. We're always shooting to hit that 80% mark (student that are proficient or above). We have been chasing that number here for a while, so hopefully this revision will help with that.

Next slide, please. Besides the overall scores, we also dug into the strands of literary, informational text and writing. Taking a look at patterns where we have strengths and weaknesses, and where are they showing up at different grade levels over time?

Next slide please. I think you can see a little bit different view. The blue is our informational text. The orange is our literary text and the gray is our writing. So, while we may flip back and forth from year to year or grade level on the information in literary text, we do see that writing does have a tendency to be a weak spot for us or an opportunity for growth over the years. And you'll see that as we look at our revision pieces.

Next slide please. And lastly, we were already down the road with our dyslexia task force and looking at the science of reading. And we were in year one of our phonics program. So, we took a look at where we were on the right path with those pieces. So, this data is taking a look at students who were off benchmark in the phonics section. From the fall to the winter, what kind of changes did we see? We saw the greatest change at kindergarten, which we would expect. That's their initial instruction and we're starting off exactly where we need to be with them, and we saw the biggest drop in that grade level. However, we did also see drops in first grade and second grade. And we expect this trend to continue as we move through the years after adoption.

Hi, I'm Jackie Noland. I am the elementary literacy instructional leader. And I'm Nikole Abate, the secondary literacy instructional leader. Jackie and I will be talking to you about current research and best practices that have been the basis for our work with the ELA curriculum revision committee.

Next slide, please. One of our guiding documents has been Ohio's plan to raise literacy achievement, which is published by the Ohio Department of Education. This plan is not stagnant and will be revisited every two years to respond to current research. And as it notes on this slide, this document serves as a guide to evidence-based language and literacy teaching and learning for all learners.

Next slide. So, part of Ohio's plan to raise literacy achievement emphasizes reading instruction and intervention that is aligned to the science of reading and instruction that is culturally responsive. So, although the scientific evidence base for effective reading has existed for decades, the term science of reading has gained a lot of traction in the last few years. This can lead to some potential misunderstanding. So, I wanted to make sure we have a common definition that the science of reading is a vast interdisciplinary body of scientifically based research about reading and issues related to reading and writing. So, this encompasses many fields including cognitive psychology, developmental psychology, educational research, linguistics, and neuroscience. All of this research informs the design of curriculum and also our classroom instruction.

Next slide, please. Keeping the science of reading in mind, the state's vision statement, as noted in Ohio's plan of literacy achievement is that all learners will acquire the knowledge and skills to become proficient readers. And as a primary piece to achieve this vision, Ohio is using the simple view of reading to drive all literacy content, conversation, development, and organization of resources necessary to support the plan.

Next slide, please. So, the simple view of reading is a formula based on the widely accepted view that reading includes two basic components. First, we have decoding or word recognition, and this is the ability to transform print into spoken language. So, being able to look at a word on a page and then read it. The other portion is language comprehension, and this is the ability to understand our spoken language. It's important to emphasize that this is not an either or, but a product of both of these pieces working together, which results in reading comprehension. And again, several research studies have validated this formula.

Next slide, please. So, while it is called the simple view of reading, we in education know that reading is not simple. It is actually a very complex skill. So, that simple view that we just looked at provides a great overlay for a graphic that is referenced often called Scarborough's Reading Rope. This was developed by Hollis Scarborough in 2001. And you can see in the bottom portion of that rope, that's where we have the word recognition component. Those three critical areas are going to become increasingly automatic as a learner develops their skills in reading. And then the top portion of the rope is going to have your components of language comprehension, which is really ongoing throughout our lives as we broaden our

background knowledge and vocabulary. So, you can see when those two come together we get that fluent execution and coordination of word recognition and text comprehension.

Next slide, please. So, how do we help our learners become skilled, fluent readers who can monitor their progress while they're reading and also comprehend? In 1997, Congress asked the National Institute of Children's Health and Development to work alongside the US Department of Education to establish a national reading panel. This group reviewed all the research available, which was over 100,000 studies on how children learn to read, and they determined the most effective and evidence-based methods for teaching children to read. These are the ones that we should be seeing in our classroom every day, often referred to as the five essential elements of reading instruction. We have phonemic awareness, phonics fluency, vocabulary, and comprehension.

Next slide, please. So, as you can see, those five essential components are listed in the first column. And this is from one of the appendices of Ohio's plan to raise literacy achievement. And then across the top we have our grade levels from kindergarten through fifth grade and beyond. You can see that while we know each of those components should be present in our instruction every day, there is a shifting emphasis. So, it's not necessarily about balance for each component, but instead as learners move through the elementary grades, there is a change in that emphasis.

Next slide, please. As we move into the secondary grades, the emphasis remains on reading and writing. As you saw in the previous slide, reading and writing is where the emphasis lies beginning in fourth grade and then moves to fifth grade and beyond. So that's where we are in secondary education. Here we have Appendix G of Ohio's plan to raise literacy achievement. And this lists practices that have a solid evidence base for this continued reading and writing instruction through the secondary grades. This research validates practices that already exist in our secondary ELA classrooms. The first four practices listed here apply to all ELA classrooms, and they are providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction, providing opportunities for extended discussion of text, meaning and interpretation, and increasing student motivation and engagement in literacy learning.

The fifth practiced listed is about making interventions available for our struggling readers. And while that final practice does not apply to general classroom instruction, the learning that all ELA teachers in Hilliard City Schools are doing around the science of reading, including the simple view of reading, will help all to readily identify students who struggle with foundational reading skills and therefore, get those students the targeted support they need.

Next slide, please. So, we have research about how students learn to read. There's also research about what they read in support of developing those literacy skills. According to a report released by ACT called Reading Between the Lines, student performance on complex texts is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready. And while ACT did investigate other aspects of student reading performance, namely performance on various question types, that data did not reveal much to guide educators with the design of curriculum and instruction. It was really only on text complexity where this guidance was found. It's where we see a differentiator.

You can see three lines on this graph. The three lines represent student performance on uncomplicated, more challenging and complex texts. And those are the three degrees of complexity used by ACT. The uncomplicated text represented by the black line is at the top there. And then we have students' performance on more challenging texts represented by the solid red line. And you can see that those two

lines are rather close together and follow a rather consistent pattern in relation to each other. This shows that regardless of a student's overall ACT reading test score, which is listed across the bottom, they perform nearly equally well on each of those levels of text complexity. Certainly, as we might expect, the solid red line representing more challenging text does fall a bit below the black line for uncomplicated, yet again, they are rather close together. However, the dotted red line representing complex texts falls significantly lower for the majority of students, indicating that students nearly regardless of their overall ACT score, struggled significantly more on texts of greater complexity. This data from ACT indicates the importance of integrating complex texts into the design of curriculum and instruction.

Next slide, please. The state sets forth a three-part model for evaluating text complexity as a guide for educators. This model includes qualitative, quantitative, and reader and task considerations that are to be considered equally when evaluating texts, and that is represented by the triangle in the lower right corner of this slide. Additionally, Ohio's ELA standards set up a staircase of text complexity indicating that by the end of each grade level, students must be able to read and comprehend texts at that level. And this is specifically indicated by reading Standard 10 for each grade, so it's baked right in to our list of standards. Basically, this means that text should become increasingly more complex with each successive grade level, and the three-part model provides guidance for educators to evaluate the complexity of text resources to embed within that staircase.

Next slide, please. Another component of literacy that we focused on heavily with our revision work is writing. Writing is the most complex task that we ask our learners to engage in. And as you can see here, writing is described as the act of dealing with an excessive number of simultaneous demands or constraints. And so, when we really think about it, a writer in the act is a thinker on full-time cognitive overload. So, there are many working parts and pieces involved in writing, and we wanted to make sure that our work focused on professional development for teachers around some of these key components.

Next slide please. So, we focused on our writing development and the three areas that we wanted to look closely at were transcription, including direct and explicit handwriting instruction, and developing handwriting fluency. We also wanted to include grammar and syntax. So, instruction on understanding the whole system and structure of a language, and also providing students with many opportunities to apply that in their writing, which in turn research shows, improves student writing. And then finally, the culmination of these aspects, putting it all together and looking at the organization and process of creating a piece of writing or composition. And here we really emphasize the importance of direct and explicit teaching and modeling.

Next slide, please. And now for a brief overview of our committee's work.

Next slide, please. As Cori noted earlier, we began our work as a K-12 ELA curriculum revision committee in March. That was a full day kickoff with a great deal of exciting PD, professional development. Then we moved to Hilliard U, which was in May, and convened the K-12 group once again to work on our vision statement and instructional commitments. And then we had elementary and secondary breakout sessions where we did SWAT analysis of our current curriculum guides as well as of the state model curriculum. In the beginning of June, we kicked off our summer work for the ELA curriculum revision with professional development on the topics that we discussed just a bit ago this evening.

And then in June and July, our grade level teams took their learning and applied it in their work of creating grade level curriculum guides, putting in many hours of hard work over the course of the summer. Then in August, we came together again as a K-12 group to wrap up that summer work. We reviewed our summer

work in vertical conversations and then had elementary and secondary breakout sessions again to continue that work on the curriculum guide. And this fall, our committee has been completing the curriculum guide work and communicating this work with colleagues and getting feedback.

Next slide, please. All of those pieces have come together with our curriculum revision team. We reviewed student, parent and teacher feedback, student data, evidence-based practices and research. All of those things came together in the design of the K-12 English Language Arts course of study. This course of study identifies the English Language Arts learning standards that we are teaching in our classrooms and establishes a foundation for the planning and development for teachers in lesson design, instruction, and resource selection.

Next slide, please. The course of study is posted on our website for you to review. It is 113 pages. I'll briefly go over some of the key aspects before we conclude the presentation. But, the main components of this course of study include the district vision and philosophy, educational goals, our English Language Arts vision, instructional commitments, our K-12 Ohio, English Language Arts Learning standards, a sample scope and sequence for each grade, and an overview of our assessment practices.

I draw your attention to page nine, which is the committee's vision and instructional commitments for English Language Arts instruction in our district. Our vision is for all students to acquire the knowledge and skills to become readers, writers and communicators who think critically and are prepared to contribute to a global community. In order to achieve our vision, Hilliard City Schools teachers of English Language Arts are committed to each of the following – learning partnerships with students, culturally responsive practices, appropriately challenging and rigorous instruction, evidence-based practices, communication skills, authenticity, and real world experiences.

In our district, we define culturally responsive practices as a systematic approach to teaching that recognizes a student's unique culture can strengthen a connectedness to school and enhance learning. And in a culturally responsive classroom, students lived experiences, cultures and linguistic capital are recognized and valued. High expectations for learning are supported. Rigorous instruction is provided and students are stretched cognitively to grow as independent learners.

The research that was taken into consideration for this course of study entailed structured literacy phonics, oral language fluency, and text complexity. Jackie and Nikole did a wonderful job giving you an overview of that research and evidence-based practices. The heart of this course of study is really the English Language Arts learning standards that we're required to teach by the state of Ohio. These Language Arts standards are research and evidence-based, aligned with college and work expectations, rigorous and internationally benchmarked. They provide an integrated model for literacy, and as such, the standards are categorized by reading, writing, speaking, listening, and language standards, and use individual grade levels in kindergarten through eighth grade and two-year grade bands in ninth through 12th grade.

Some special notations specifically for the Board of Education: As you review this course of study prior to a vote in December, pages 22 through 113 are the required learning standards. So, if you're thinking this is quite a document to read and memorize, know that we don't have a say in pages 22 through 113. These are the adopted standards by the Ohio Department of Education. You'll notice for each grade level, we provide a sample scope and sequence. And this just illustrates how standards are paired together in sequence throughout the course of a school year. A scope and sequence are meant to be a flexible guide and should be adapted based on student learning.



Regarding our kindergarten standards, the Ohio Department of Education has revised the kindergarten ELA standards, but they are currently in the approval process. As such, our district and the committee feel it's very important to move forward with adopting these new draft standards as they reflect the science of reading research, evidence-based practices, and the Ohio dyslexia law that requires academic standards and reading and writing to incorporate a multisensory structured literacy approach.

And finally, our next steps. Tonight, you're hearing this presentation for our course of study. The whole month of November will be a review period for both the board and our parents. On our district website homepage under news and information, you will see a button that says English Language Arts Draft Course of Study. Everyone's welcome to review and provide feedback. We'll take that feedback into consideration, share it with the board, and the course of study will be on the agenda for adoption at the December 12th board meeting.

Hopefully, once the course of study is adopted, we will move on to phase two of this revision process, which is primary resource alignment and adoption. Thank you, that was long, but hopefully informative.

Mr. Stewart thanked Cori and the committee for their work. They not only created this document but they also had to create the process. I think it's clear that what you saw was highly skilled, technical, and impactful work that requires highly skilled teachers to implement. And we're so fortunate that we have all of those things. So, thank you Cori and all of the presenters tonight. Thank you to the committee and our teachers that undertook this critical work.

Mr. Vorst added his thanks to Cori and your team for all your hard work. I came on a summer day for a couple hours to observe your process and you guys have all the right people. You had a very robust discussion and everybody was engaged and on point. Nobody was there just to spend their morning. Everybody was there because they wanted to be there. And you could tell that they were putting a lot of hard work in on a summer day. So, we all appreciate that. I get a lot of parents who message me and asking what are they doing about cursive? Will you touch on that? Cori replied that we've heard from parents around cursive writing as well. I'll invite Jackie to come up to talk about cursive writing. As far as Ohio Learning Standards, handwriting is standard but not necessarily prescriptive to cursive writing. So, I'll let her talk through the reason why that is. Yeah. Jackie added that it is not currently part of Ohio's standards, however, it is something that I think should be at the forefront of our minds, especially with our students who are striving or struggling, because research has shown that cursive writing can be helpful for them. So, something to definitely keep at the forefront, but there isn't any research that I'm aware of that says it's beneficial for all mainstream or general education classrooms.

Mr. Vorst added, so, you're saying that's something we should give folks the option to teach and not necessarily consider it a standard. Would that be fair? Cori said we don't want students to have different experiences across all of our classrooms. So, right now it's not currently a standard that we would teach with fidelity across every first or second grade class, so to speak. But, if a parent is interested in that type of instruction, I'm sure our teachers could help provide some resources. But right now, it's currently not an Ohio Learning Standard to teach cursive writing to a specific grade level with direct instruction.

Mrs. Crowley said I was trying to gather some notes here, but I'm just going to take a minute and speak from my heart. As a teacher, parent, and community member, this work is phenomenal. And to have input from parents, teachers, evidence-based practices, research, dyslexia law, and the science of reading standards. We heard all of the things that we know are very important come together in one presentation.

I'm just so excited that my kids get and the community gets to be a part of this. I want to thank all of the teachers who gave input and all of your team. I mean, what a show. I'm just so excited. Thank you.

Mr. Perry said he wanted to echo both of his colleagues, Mr. Vorst and Mrs. Crowley, with the amazing work. It's evident that it took hours and hours of multiple professionals and it really does show how professional our educators and administrative staff are. My sister is a kindergarten teacher. It's more than just learning the alphabet. It's phonemic awareness, sequencing, and learning how to actually draw the letters. It's getting multiple standards and people are doing this while also teaching them how to fix a boo boo and taking care of the social emotional needs. I was happy to see the interdisciplinary reading strategies proposed by some of the elementary kids. I like that we're having folks not just looking at how to read words and putting sentences together. I like that they are looking at the content and making sure it's relevant to social studies, science, etc. It was surprising to me to see they valued that in their own way. Is there anything that you found from the student or parent surveys that you hadn't thought of before? Mrs. Kindl replied that our high school students are so perceptive in their learning I was really surprised to see how mindful and concerned they were about being ready for the next step in their life. Not that I'm surprised by that, but their wanting to know how to write a resume and cover letter. They talked in their ELA class about the integration of more functional writing skills and ways that they'll be able to use it in real world experiences. They were really concerned about how they can take those standards and apply it outside of school and take it to the next level.

Mr. Perry added that he thinks it's awesome we're actually taking the community input and utilizing it directly into the standards. That's a prime example of learning directly from our students what they need from us. I think all the work you guys have been doing is phenomenal. So, thank you.

## C ROUTINES

- C1 The agenda is correct as presented.
- C2 The Board of Education adopted the agenda as amended.

Mrs. Murdoch made a motion to break up item E3 into four separate votes. As I was looking over those this afternoon, every single one of those is very different in terms of cost, number of students impacted, and what time of year it is. I'd like to have discussion and vote on each one individually. Mr. Vorst seconded the motion. The motion passed.

The board then voted to adopt the agenda as amended.

- C3 The Board of Education approved the minutes from the following meetings:
  - a. October 10, 2022 – Special Meeting
  - b. October 10, 2022 – Regular Meeting
  - c. October 10, 2022 – Meeting Notes
  - d. October 24, 2022 – Special Meeting
  - e. October 24, 2022 – Work Session Meeting
  - f. October 24, 2022 – Meeting Notes

## D PUBLIC PARTICIPATION

The Board of Education appreciates citizen interest in meetings of the Board. This place on the agenda is set aside to hear comments from visitors. When called, please go to the microphone so that remarks may be clearly heard and recorded. You must give your name and limit comments to three minutes. Comments must be respectful and professional in nature. Board members may or may not ask questions or make comments. No board member has the power or authority to act for the board; therefore, no response from an individual board member should be interpreted as an official action of the board. Portions of this meeting are being recorded.

***NOTE:*** *The audio recording of the meeting was difficult to decipher due to background noise. You may see many unfinished sentences throughout the public participation.*

### Kelley Arnold

Good evening. My name is Kelley Arnold, and I'm a parent of two recent alumni of Hilliard City Schools. I come to you tonight as a founding member and a spokesperson for the newly formed Hilliard Public Education Coalition or Hope Coalition, as we've begun to call it. The Hope Coalition was formed in response to increasingly disconcerting and misinformation about the schools being spread in the community.

Supporters of the coalition are joined together by a shared belief that Hilliard Schools can be an environment where students are driven to succeed (especially like we saw earlier this evening from our fine students) while also pursuing their unique interest in a safe, welcoming, and respectful environment. The coalition wants to ensure that the school environment fosters a sense of belonging and cultivates feelings of acceptance for every student without exception. We envision a school community where educators are trusted to do their jobs, where mistakes are learning opportunities, and where everyone without exception feels safe.

We plan to bring awareness to the changing community dynamics and demographics, which affect how we function as a community, as well as how education is delivered. Specifically, we want to support all educators, including support staff, teachers and administrators as they individually prepare our students for the academic and social challenges of the world of tomorrow that awakes them. The Hope Coalition will advocate for quality public education, where students are the primary focus educators feel supported, and parents and community members are informed and engaged.

My involvement in the Hilliard City School District began 19 years ago when we chose public education for our children. I felt it was important to be a partner in my children's education journey, so I readily volunteered my time with our district's educators and PTO groups. Now, I am volunteering my time with the Hope Coalition because I want to affect change by supporting evidence-based policies, facing disinformation head on, and continue finding practical solutions to problems in Hilliard.

The outpouring of support for our mission and our students here in Hilliard has been overwhelming and heartwarming. Supportive groups include Hilliard Parents and Friends for Diversity, Equity and Inclusion, Rainbow Hilliard, the Hilliard Education Association, the OEA Hispanic Caucus, Southwestern Education Association, and the Northeast Ohio Education Association, just to name a few.

We hope everyone is ready to join this movement and help us preserve hope in Hilliard. And if so, please sign our community support pledge and follow us on Facebook at Hilliard Public Education Coalition (Hope) and keep up with the conversation on social media, #hopeforhilliard. Thank you.

Lisa Chaffee

Good evening. As Director of Parents Rights in Education of Ohio, along with many fellow parents, we want you to know board members that we support all of you. We may not always agree with you, but we support all of you. We find the alleged vote of no confidence from the union to be an attempt to intimidate and bully you. Until the required signatures are turned over and vetted, this vote of no confidence is not valid, nor frankly is it justified.

As parents and taxpayers, we no longer have confidence in this current union president. She has created a toxic and hostile work environment for teachers, staff, and students. In addition, she has violated the following board policies, board policy IGAI, IGAI, IGAE, and Ohio Revised Code 3313.6011. This occurred by distributing the NEA badges to teachers, which provided opportunity for students to access the QR code on the back without written parental permission. And as you are aware, the QR code leads to sexually explicit material.

She has also violated policy GBCB and GBH by showing favoritism to one group of students over others, which has created a divisive environment. The policy GBE-staff health and safety has also been violated. This was done by engaging in retribution, by outing and defaming, a substitute teacher who was believed to be the badge whistleblower in the HEA Facebook group, which includes over 800 members, as well as encouraging these members to “not welcome this teacher into their classroom.” This results in putting the teacher's job at risk and creating significant emotional distress for that teacher. But in a broader sense, this creates a hostile work environment for all teachers as it sends a message that speaking out about concerns can lead to being ostracized or punished in some way.

We are asking for policies to be put into place that address the culture of bullying in the workplace, promoted by the union leadership. If we want students to not bully one another, then we must demand that teachers lead by example, and we ask that you strongly consider creating strong policies that have teeth to them to ensure this. Thank you.

Cynthia Sheets

Good evening. I'd first like to congratulate all the students that were recognized. I think that what they were able to do is fantastic. I think that we need to do even better than that. If you do the statistics, the numbers, there were 29 students up here and Hilliard has 16,000 students. The percentage of that 29 is 0.0018152 of our student population. I congratulate the 29, but we need to do better.

I'm here to talk to you tonight about two books that are in our library. One of them being “Me, Earl, and The Dying Girl.” All of these yellow sticky notes depict how many times, pardon me, the word [REDACTED] is said. It also has multiple pages of content talking about [REDACTED]. I don't find that to be educational at all. I can't figure out why it's in our library. Other, what I believe to be questionable, content is [REDACTED], [REDACTED], and a sentence of nothing but [REDACTED]. We have to do better for our students.

The second book is called “Blankets.” This is absolutely nothing but pornography. This has explicit photos of sexual acts, masturbation, penises, breasts, what have you. Again, I ask you, what educational value does this have? I'm an avid reader. I don't believe in book banning. What I do believe in is having educational value and content within our public schools.

We know these kids can get this stuff on the internet. We know that they can get it elsewhere on their iPhones, their iPads. That doesn't mean that we need to be providing it and justifying it within our school library. Again, I think that we can do better. We do have a book review policy or do we? We have a policy that's been in place for umpteen years. It has no teeth, it has no deadline to it. So, until we do something about the content that's in our libraries, I guess we'll be here every month.

And in regards to support for you guys, I'm on the fence, guys. I know that your job is difficult. I'm trying to understand a process, the policy making and what you can and cannot do. But I think we have three new board members and in the last nine months I'd like to see something. Thank you.

Dr. Asha Khan Afghan

Hello. My name is Dr. Asha Khan Afghan and I'm a Pakistani immigrant. I have a son who attends Davidson High School, and I have been a member of the Hilliard community for over 20 years, as well as part of this large Muslim community. As Muslims, we value modesty, mild, polite character very much, and are also a community that is highly stigmatized. So, it is my goal to share with the board and the district today that I wish to break the silence of our community over the patronization that we experience and the public school system from the teachers' union, as well as from others who are more brazen about pursuing their causes in this platform.

The district has estimated that 20% of the student population took the days off Islamic holidays in the past. This means, if the Muslim community of Hillard all choose to take our children out of the school district next year, the district would lose so much funding that it would be put in a budget crisis that would necessitate massive layoffs, including reduction in the teaching force and union membership as well.

Our community has been patronized by those who have said that it is only "MAGA white people" who are against adults in the school building, prompting our students to talk to them about sexual practice. I personally have been patronized by the language arts department in particular, as well as the district and others at Davidson High School when I have expressed concerns about my son's exposure to explicit content in the curriculum. What's most upsetting is that when I ask about figures in the district about the goals of the school curriculum, I only reply to with vague statements and platitudes such as allowing students to expose their imagination or giving students a mirror of themselves in the curriculum. But when I ask for actual concrete details about what the statement means, I'm given no actual substance. When I further ask about the district explicit plans to make good on their claims of respecting diversity and letting students see themselves in the curriculum as it pertains to Muslim students, families, and culture. Again, with all due respect, I'm made with same blank faces and responses.

Perhaps the district itself is confused and divided, or is actual bow and ambitions for students and families. And perhaps many of the district only work here to have a job. But as Muslim families, we have specific and defined values and outcomes that we wish for our children who mean more to us than they do to you. So, this district simply has a choice as to whether or not it will be willing to partner with Muslim families in nurturing our children according to our values and goals, or whether or not will take us for granted, patronize us and take advantage of our children. Thank you.

Sarah Kamento

Okay, so I'm going to start with a warning. There will be some graphic language, so if there's a child over here, I just want to give you a heads up. My name is Sarah and I'm here to discuss the policy KLB, which reads criticism of a book or other materials used in the district may be expected from time to time. In such

instances, the following guidelines shall apply. One. If a parent requests that his or her own child not read a given book, the teacher and or school administrator should resolve the issue perhaps by arranging for use of alternative material, meaning essentially the same instructional purpose.

Two. The board does not permit any individual or group to exercise censorship over instructional materials and library collections, but it recognizes that at times a reevaluation of certain material may be desirable. Should an individual or a group ask to have any book or material withdrawn from the school, we are to use the following steps.

Step number one, the person who objects to the book or other material is asked to submit a written statement that documents his or her concerns. Two. Following the receipt of the formal complaint, the superintendent provides for a reevaluation of the material in question. And then three, the superintendent reviews the complaint and renders a decision in the matter. Should the decision be unsatisfactory to the complainant, it may be appealed to the board. The board assumes final responsibility for all books and instructional materials, which it makes available to students, and it holds its certified staff accountable for their proper selections. The board also recognizes the right of individual parents with respect to controversial materials used by their own children and provides for the reevaluation of materials in library collections upon formal request.

Did you guys notice what's missing from this policy? Answer, a timeline for accountability. At the September board meeting, I stood in front of you and read a sexual charged passage from a book and then submitted my formal request for reconsideration. Here we are two months later and the committee is set to meet next week. In this time, I have read book after book containing sexually driven material found within our libraries. This one passage from "Call Me By Your Name" reads, "when we reached our balcony, he hesitated at the door and then stepped into my room. It took me by surprise. Take your trunks off. This was strange, but I didn't have it in me to disobey. So, I lowered them and got out of them [REDACTED]. I felt awkward and was starting to grow nervous. Sit down. I had barely done as I was told, [REDACTED]. [REDACTED] We'll save it for later, he said, and with a wry smile on his face, he was instantly gone."

This is why it's imperative that the policy committee review the policy KLB and hold the district accountable to uphold the board's educational philosophies and goals as stated in the opening of the policy. What are our goals if this is the material being presented? Where is the accountability? Thank you.

Danae Gordin

Mrs. Crowley asked the participant, are you going to read from that book? Because we had a student just come back in. Yes, but I'm not going to say....Okay. Just wanna make that parent and student aware. Regardless, this is in the library. Just be aware you have children here.

This is the book, "Looking for Alaska" that's under book review. I'm going to read a real quick passage and then talk about this. So, Alaska is actually a person, not the state. "Alaska read the sticker on top of the video. The [REDACTED] of Madison County. Well, that's just delightful. We ran into the TV room, closed the blind, locked the door, and watched the movie. It opened with a woman standing on a bridge [REDACTED]. No time for dialogue, I suppose. By the time they started doing it, Alaska commenced with her righteous indignation. [REDACTED] The girl, she's an object. Look at her. I was already looking, needless to say, [REDACTED] and threw her eyes brown and blank betrayed her lack of interest. I couldn't help but take

mental notes, Hands on her shoulders. [REDACTED]

[REDACTED].”

That's another passage out of this book that's been in review for over two months and like Sarah stated, is going to be reviewed next week, thank God. This is the third board meeting. Now there's a meeting, but it so begs the question of whether this meeting would even happen as quickly if there wasn't so much communication and so much staying on top of this. I am doubtful as there is no timeline associated with the actual KLB policy of book review. So, in all reality, it could take all year. One book could take all year to review. If there is no timeline, there is no forcing anyone to get back to the parents. There's no taking the book out of the library during review process, which is an issue. This is still in the hands of our children. The whole time it's being reviewed. Our children deserve to have a system that gives them an idea of the content they're choosing, but there is nothing to give parents a chance to have meaningful conversations about the content or did the parent choice to filter the content and not allow their child to read it.

Again, we are such a diverse community. We just heard from someone who is very diverse in this community. We are very diverse in this community. We are religions in our cultures. We know Hilliard is a diverse community. And having things like this with no way to filter out, no way to label, no way to give warning to parents or students, feels nothing short of disrespectful. It feels disrespectful to parents. We will continue to move toward a better process for identifying books with inappropriate or controversial content. By assigning timelines to our policies and making sure is a way to communicate literature that may be offensive or sexual to parents and children, so each family can make decisions that respects and represents their values. Thank you, guys.

#### Heather Crum

Good evening. My name is Heather Crum. I'm a mom of three. I'm also part of Mom's for Liberty. One of the things that I would like to discuss tonight actually, the main thing I would like to discuss is a book that's here in our library for the high school called "Felix Ever After." I will warn whoever had the young child, this book is not as vulgar as the prior ones that were presented, but there are a few words in there and I'm going to go ahead and say them because this is put in the hands of high schoolers. As a 50-year-old woman, I will go ahead and go for it. I'm just going to read a small passage from this.

“When it's time to begin, Bex has us do introductions again, even though we already know each other. Just protocol, I guess, and then begin the discussion. It's the 14th. The pride march is in a couple of weeks they say, but sometimes it can be difficult to find pride for ourselves. There's very little visibility for people of all genders. And many cisgender people don't believe transgender and non-binary people deserve the same rights. It's even more difficult for transgender and non-binary people of color, and especially transgender women of color. Though we have transgender women of color to thank for the Stonewall riots and the Pride March, they've often erased and ignored even by other queer people within the LGBTQIA+ community. How do we find and cultivate pride for each other and ourselves when we're in a world that seems like it doesn't want us to exist? I wasn't really expecting a discussion topic that would hit so close to home. The words of grand queer 69 cut through me. You don't matter. You don't exist. I realize with a flinch of shame that I started to believe those words too. It's hard to feel pride for who I am when it feels like the rest of the world doesn't want me to. The topic clearly resonates with others in the room also. Sarah already looks like she's near tears. Gay, cismen, especially white men, it's like they're one identity away from being what they consider normal so that they hold that identity over us. Enjoy the privilege and power and the little elitist group. Try to push the rest of us away. Treat us like dogs. Just last week, a group of them laughed at me the second I walked into a bar. I wanted to ask if they've ever heard of Sylvia Rivera. If they realized they sounded just like those white gay boys who laughed at her too. Well, let me

ask you a question, Zelda says. Why are you even looking for their approval? [REDACTED], she says. Who needs to die? Who needs to deal with such snotty little [REDACTED]? I'm not looking for their approval, Sarah says, obviously [REDACTED] by the question. It hurts. That's all I'm saying. It hurts not to be included. To be rejected, especially when it's by people you thought would understand and accept you."

Kerry Beth Bryant

My name is Kerry Beth. I'm a mom and a grandma, and we have both kids and grandkids who attend Hilliard schools. When we started our parenting journey, our older kids started into high school about the time that the kids were starting to get phones. One of the big things then was when sexting started, right? And that kids could be held criminally responsible, minors could be held criminally responsible, for sending pictures of themselves, sending explicit wording, and receiving those pictures from other kids. I think based on some of the policies I've seen and all the handbooks from all the schools in Hilliard, that could still be a thing. I've not looked into the legality of it. I know that the legal system sort of addressed all that at the time. I think I'm curious how in 10-years-time we've gone from the kids can be held criminally responsible to adults providing sexually explicit material within the schools on government ground to minors. I am super confused by that. I have spent most of my career also in public service, and I would really want somebody to bring this kind of thing to my attention so that I could address it quickly.

So, this book is called "Call Me by Your Name." I think Sarah already read from it. The kid I'm going to be reading about is actually having a relationship with an adult man. So, I'm going to censor my wording, but if there are minor children in here, please cover their ears. "

I got up and reached for one of the peaches, opened it halfway with my thumbs, pushed the pit out onto my desk, and gently brought the fuzzy blush colored peach to my groin, and then began to press into it till the fruit parted, slid down my [REDACTED]. If he only knew. If he only knew what I was doing to the fruit he cultivated with such slavish devotion every day. Him and his large straw hat and his long gnarled, calloused fingers that were always ripping out weeds from the parched earth. His peaches were more were more apricots than peaches, except larger juicier. I had already tried the animal kingdom, now I was moving to the kingdom of plants. Next would come minerals. The idea almost made me chuckle. The fruit was leaking all over my [REDACTED]. If Oliver walked in on me now, I'd let him [REDACTED] as he had this morning. If Marsia came, I'd let her help me finish the job. The peach was soft and firm, and when I finally succeeded in tearing it apart with [REDACTED], I saw its reddened core reminded me, not just of [REDACTED]. So that holding each half in either hand. Firm against [REDACTED], I began to rub [REDACTED] thinking of no one and of everyone."

This should not be in our schools. Thank you for your time.

Mr. Stewart stated that he wanted to make the board aware that we are just about at our 30-minute allotted time. Mr. Perry motioned to continue with public participation. Mrs. Crowley seconded the motion. The motion passed.

Jon Osmundson

Good evening. My name is Jon Osmundson and I use he/him pronouns. There are those in our community who seem to present gloom and doom, and the sky is falling in regards to Hilliard City Schools. that we have out of control teachers and even enablers and administrators who are encouraging some kind of free for all in our district.



Let me be on the record as a parent stakeholder and faith leader in this community that I'm full of hope. I'm full of hope for our city school district. I'm full of hope as I watched in August the presentation on the district commitment plan that seeks to elevate every student without exception from pre-K through graduation, to be the best they can be and prepared for whatever their next steps in life might be. I'm full of hope as just a few weeks ago I saw a report on where the school district stands in regard to the current state report card. While by no means perfect, I saw hope that while it was evident that Covid caused struggles with graduation rates and that some issues still with early reading, our educators are closing the gap.

They're working hard to resource and assist every student without exception, so that this time next year we can celebrate even greater accomplishments across our district. Even more merit recognitions. I'm full of hope as more parents, stakeholders, and educators seek to find more ways to work together to support the growth, academic, emotional, and social to foster our most precious gifts of our community, our children.

I'm full of hope as I use my rights as a parent of students in this district to engage, ask questions, seek information, open dialogue that everyone from the central office to my building administrators and support staff to my kids' classroom teachers have all been responsive, supportive, and willing to engage in conversations around my children. Together, we've discussed what we believe can help them best grow and succeed. Everyone who I've chosen to engage with has welcomed my engagement around the wellbeing of my child.

I'm full of hope as I get to sit in and engage in the process of our community wide strategic design team. I enjoyed meeting other parents and educators, community members who are excited to shape the path forward for our kids who will one day soon graduate from this district, prepared to face the rapidly changing world. I'm full of hope that this community can once again stop majoring in the minors and focus on coming together to such a trajectory of success for all students without exception.

I'm full of hope as I join with others in our community who hold a shared belief that Hilliard Schools can and will forever be an environment where students are driven to succeed while pursuing other unique interests in a safe, welcome, respectful environment that fosters a sense of belonging and cultivates feelings of acceptance. I'm full of hope that together we'll support evidence-based policies, face disinformation head on, and find practical solutions to problems and not solutions looking for problems.

Members of Board of Education, I'm full of hope. I hope you're full of hope, too. Thank you for your time.

John Kizer

Good evening, and thank you for the chance to speak. My name's John Kizer. I have a second grader and a kindergartner at Brittan Elementary. I want to provide some feedback about the portrait of graduate work that's begun its public involvement component.

So, in my corporate office life, one of my job functions was as a Lean Six Sigma event leader. The nominal mission was identifying gaps or issues bringing together the most involved stakeholders and solving it in a unified way. In practice, these events usually serve to put kind of a fresh buzzword filled coat of paint on the same underlying structure, making participants feel empowered, but rarely actually changing or threatening any actual authority.

My fear is that this is the dynamic of the portrait of graduate work. For what it's worth, it's led by Battelle, an organization that makes billions developing technology for the war industry, and then goes to court to avoid paying local taxes by claiming charitable status. I hope I'll be proven wrong, but some of the early signs indicate this is directed towards making our graduates fit a corporate vision of the world rather than challenging that vision.

When the gig economy, like having your labor exploited by DoorDash as you struggle to feed your own family, is described in the session documents as being your own boss. I can't help but feel a little bit pessimistic. When videos are shown of futuristic technologies that are represented as here's what's coming, I can't help but think the intent is to create an overwhelming “what are we going to do” sense of desperation. And the participants to then be filled by the vision of the facilitators rather than the visions that any of us as neighbors may have for our communities. I’m sorry, I don't mean to be doom and gloom, I just ask that we consider the idea that corporate problem-solving approaches may not be well-suited to the task of developing a vision for our future graduates, citizens, or society.

I hope it's okay if I steal what little time I have left. I really hope the work of Ms. Kind’s team will be available to all community members. I mean, if everyone could see how much organization, research, and work goes into structuring the meat of what we do, I think distracting topics would have much less of a foothold. Thank you.

Trish Barker

Thank you again for letting us speak tonight. I wanted to talk tonight about the valuable information that is provided to the community at the work sessions. I've seen sessions on the progress and the commitment plan, progress our English language learners have made, and detailed information like we've learned here tonight on the ELA learning needs.

Two weeks ago, we learned about the progress the district has made, the learning and recovery from the covid, and the commitment of the staff and teachers to continue to improve the gap. There was a presentation from Tolles on how its programs accelerates career paths or entrances to colleges quicker. I think it's important that we continue to support our students and their unique learning needs. Every student, without exception.

Thank you to the administration, teachers, staff, and parents for helping students achieve their goals and keeping the public informed on the schools and what the schools in our public education provide. We feel it's very important to have hope for our district and that we will continue to close those gaps that were mentioned in the covid learning and that we continue to come together as a community to bring our schools up. Thank you.

Brandon Ross

Good evening. Fascists, racists, biggots, and MAGA Homophobes. Just a few names the majority of this crowd has called us parents that are simply fighting for the right of our children, especially our biological female children.

Now, I’m going to quote a couple of pieces from a Facebook post from the president of the HEA Union. “I think it's important to share that their initial photo of the badge that is creating a huge ordeal was taken by a substitute in a lower elementary classroom. The district will not blacklist her from coming to our schools, but you can say you don't want her in your room.

Her name is \_\_\_\_\_, and I do highly recommend not welcoming her.” Those that wrote this message, those that support this message and those that called us inappropriate names are the same crowd of people advocating for SEL, DEI and CRT. Correct me if I'm wrong, but this doesn't sound like a crowd who truly cares about emotions, diversity and inclusion.

I keep on hearing all children should be protected, but it seems like we are forgetting about children that do not identify themselves as part of that LGBTQ+ community. Can you imagine what a biological female, high schooler or even a middle school would feel like sharing a changing room with a biological male? As children, it's already awkward sharing a change room with the same sex. Could you imagine how physically and emotionally uncomfortable it'd be sharing a changing room with the opposite sex.

Let's talk about sports. Like I mentioned at the last board meeting, I've been coaching biological females and males on nutrition exercise for 12 years. I consider myself an expert on building and maintaining strength, muscle, and performance. Six days per week for 12 years, I've witnessed the strength, muscle, and performance difference between males and females, and it's not even close. Allowing biological males to compete against biological females within women's sports completely takes away from the women's right movement that everyone in this room supported.

I'm a God-fearing man and because of my faith, it's already determined that I hate anyone who is lesbian, gay, bisexual, transgender, and queer. That is wrong and ignorant for anyone to assume or believe this. Yes, I don't agree with your lifestyle choices, but I still love and care for your health and safety. If I ever see you being physically and emotionally bullied, I will be the first one to help you. Our main objective is not to fight you. It's to fight for the rights of our children, parents and guardians. We are perfectly okay with protecting and supporting the rights and health of all children. But we do not agree with unhealthy and unsustainable ways it's trying to be done. We want employees of Hillard City School District and those who have ingrained themselves into the district to be held accountable for their actions that break school policies created by the Hillard City School Board.

Also, we want transparency and we want Beth Murdoch's transparency amendment to be considered, reviewed and approved. And then we want to meet at midfield, shake hands, and start focusing on improving the physical, mental, and academic health of children within Hilliard City School District. Thank you.

#### Scott Merillat

Good evening, board members. Thank you for allowing me to speak in the extended time. I do appreciate it. I am Scott Merillat, I use he/him pronouns, and my son attends Darby High School. I have three things I hope to get through quickly.

Number one, I am grateful to express my sincere gratitude for the Darby Cross country coaches, John Agriesti and Coach K. They had 29 boys, including my son, on their team this year. Additionally, I want to thank coach Chris Hampton, who's the coach of the girls team. And my son was one of the few students who actually ran for the boys' team and he was socially, emotionally engaged and friends with everybody on the girls' team. The night that they did the run-a-thon, it was Maggie who kept coming up behind him and cheering him on. These three coaches allowed him to build friendships across both teams and these coaches exemplified the diversity and inclusion in sports that I never had, and thank you.

The second item is that in the prior two public comment sessions, I have learned so much and I want to thank the diverse group of people that are commenting, that represent all the people of this community.

As I continue to listen and hear them tonight, and one of the things I learned last time, I've learned so many things. The Panorama surveys. I brought my kiddo with me. He's like, Dad, it's because of those surveys that they fixed the clocks. There are three surveys. He told me all about them, and I didn't even know they existed. It's something simple and there's people that are advocating against them, but he's like, Dad, the clocks wouldn't have gotten fixed if those surveys weren't there. He says that the surveys ask him how he's doing with school, about his classes, his topics, his peers, and he said there was no issue. He was grateful for it, and I'm grateful for that opportunity for him to have a voice in the school. The discourse that is occurring here working together for all of the students' benefits. And I know all of you are working also to include my son in your policies and I appreciate that.

And third, I am just here tonight to express sincere gratitude for the openness. Ms. Murdoch had provided public response to the State Board of Education. Thank you.

## E CONSENT AGENDA

- E1 Approved the following Certified Personnel actions – See attachment to the Minutes.
- E2 Approved the following Classified Personnel actions – See attachment to the Minutes.

The Board of Education approved items E1 through E2, including certified and classified personnel matters. You can find the complete list of personnel matters as an attachment to the Minutes.

Mr. Perry noted that Ronald Speaks is retiring and has been with Hilliard City School District since 1992. Thank you so much for all of your years of service.

- E3 Approved the following student trip requests:

- a. Bradley, Davidson, Darby Interact Club, Jamaica – April 1, 2023

Mrs. Murdoch said she wanted to make sure we got all the details on this one. It does look like this is very well chaperoned. I saw three staff and two parent chaperones for 10 to 20 students. That is correct. Okay. And it's happening during spring break, so there's zero impact on students who do not participate, right? Mr. Stewart replied, correct. Mrs. Murdoch asked if we are one hundred percent certain that it's a \$0 cost to the district. Mr. Wilson answered that this is the Interact Club, and the teachers are paid a stipend to be the advisor for the program.

- b. Ohio Model United Nations – Columbus, OH – December 4, 2022

Mrs. Murdoch asked if this trip is from December 4th through the sixth (Sunday – Tuesday). So, the kids would miss two days of school. Mr. Stewart replied that he believed that was accurate. Mrs. Murdoch confirmed that 40 students and two staff chaperones are scheduled for this trip. Is this also a \$0 cost to the district? Mr. Wilson replied that he doesn't think that staff, who complete the field trip request forms, have ever thought about the cost of a sub that has to replace them. So, the cost of substitute teachers would be the only cost to the district. Mrs. Murdoch confirmed that the cost to the district would be for two subs. Mrs. Murdoch asked if the 40 students were from all three high schools. Mr. Stewart responded that he believed that was true. Mrs. Murdoch asked if it was fair to say there would be very little impact to anyone who doesn't participate in the trip. Mr. Stewart replied correct. Mr. Perry asked if this was an overnight trip. Mr. Stewart confirmed that was correct.

c. Heritage, Memorial, Weaver, Washington DC – March 27, 2023

Mrs. Murdoch said that this trip is from March 27 – 30, so students will miss four school days. And I think 750 students and 75 chaperones. So, about a one to 10. Mr. Stewart replied approximately Yes. Mr. Stewart stated we wouldn't have a firm number until they sign up, but that's an approximation. Mrs. Murdoch then asked that the cost to the district would then be 75 substitutes for four days. Mr. Wilson replied that was correct, along with a nominal stipend (\$50 per day) paid to the teacher. Mrs. Long asked if the parents pay the teachers' travel expenses. Mr. Wilson confirmed that the parents are paying for the teacher's travel expenses, but the district is covering the stipend. Mr. Vorst asked if there were other costs to the district (besides the subs and stipends) for this trip. Mr. Wilson replied no. Mr. Perry asked if they would be using charter buses or school buses. Mr. Stewart replied charter buses.

Mr. Vorst said that it is his understanding that people have already signed up for this trip right now. But I think we need to discuss the future viability and timing of the DC trip. Mr. Stewart said we could do that.

Mrs. Crowley said she will always support educational experiences for kids.

Mrs. Murdoch asked if the kids that were not going would be in normal classes with substitutes and if the kids that went would have to make up what they missed. Mr. Stewart answered that there isn't work that gets missed. Mr. Granter will be working with those principals and teachers to ensure that those aren't lost days for the students that don't go on the trip. As we get closer, we can provide examples of what that looks like.

Mrs. Crowley added that it's great that the kids are going. They're getting an educational experience and going with people who are background checked.

Mr. Perry added that he could speak about this from a minimal experience. When I was in eighth grade, the DC trip was taken during the school year, and I didn't attend. They brought in some specialty speakers about similar kinds of topics. We were getting a similar experience. I didn't notice the difference other than all my friends went and I didn't go. The impact was minimal for me as a student. I trust our teachers to find a relevant curriculum.

Mrs. Long asked how many students had committed to participate. Mr. Stewart explained that we had just started the process. There have been some information sessions but no timelines. Parents could make a down payment if they wanted, but the first scheduled payments haven't been due yet.

Mr. Vorst said he is supportive of the educational experience too. I don't want anybody to get the idea that I'm not, but the question I have is more along the lines of the trip's timing. Mr. Stewart replied that we experimented a year ago with moving the trip to after the school year. Not only did it decrease participation, but there was an increase in some other challenges of the trip. So, that's why we moved it back into the school year. Last year was the only year we had ever done it outside the school year, and we determined that was not the best course of action. But I think there are some fair questions about the long-term feasibility of this trip, and we can certainly have that dialogue.

Mrs. Murdoch added her timing comment. I know you said you just started the process, but you started it before we voted on it. And I know for a fact parents have paid all the money....already. So, that's way down the road, trying to get these voted on and approved before we take many of those steps in the future.

Mrs. Crowley said she finds the conversation about students leaving, missing instructional time, and the students that are left behind so interesting. It's just an interesting conversation to have. Mrs. Murdoch added that it's exactly the same conversation as religious release time. Mrs. Crowley said, but this is educational, and everyone that's going is background checked. Mrs. Murdoch continued, except that we wanted to make sure a hundred percent that the students who did not participate were not impacted and that the district didn't...financial obligation. Mrs. Crowley added that we never were able to sort out, with the religious release time, whether the students left behind would be negatively impacted. We never made it that far in the policy before we voted on it.

d. Bradley Wrestling, Buckeye Local HS – January 27, 2023

Mr. Perry confirmed that this was not an overnight trip. Mr. Stewart replied that it was an overnight trip. Mr. Perry asked if there was any cost to the district. Mr. Stewart responded that it was just the coaching stipends. Mrs. Murdoch added that it looks like chaperones and parents are almost equal to students. I think I saw six chaperones, 10 parents, and 20 students.

**F ACTION AGENDA**

F1 The Board of Education approved the five-year forecast.

So, this is the five-year forecast presented at the workshop or work session. Thanks, Brian, for all your hard work.

F2 The Board of Education adopted the following policies

- a. EBC – Emergency Management and Safety Plans
- b. IGCH-R (Also LEC-R) – College Credit Plus
- c. IGDJ – Interscholastic Athletics
- d. IGDK – Interscholastic Extracurricular Eligibility
- e. IJA – Career Advising
- f. IND/INDA – School Ceremonies and Observances/Patriotic Exercises
- g. JFCG/JFCH/JFCI-R – Tobacco Use by Students/Alcohol Use by Students/Student Drug Abuse (Offenses and Disciplinary Actions)
- h. LEC-R (Also IGCH-R) – College Credit Plus

Mr. Perry said these are all from OSBA except for one that comes from the City of Hilliard involving our youth diversion program, and it updates our references and policies to make sure we're consistent with the city ordinance.

Mr. Vorst asked if someone could give some credence to the diversion program? It's probably something new for many people. Mr. McDonough responded that in August the city had a new ordinance go into

effect. They now have a youth diversion coordinator as part of their staff. So, we worked with our building administration along with the Hilliard Police and city prosecutor on how we would implement that within the district.

As many of you know, there is a vaping epidemic across the country, which was the impetus behind the youth diversion program. In the past, if students were caught with any piece or part of a vape, they were suspended for three days on their first offense. They could reduce that to a two-day suspension with a meeting with someone from our counseling team. With the diversion program, we're trying to take more of an educational-based approach to working with our students. So, on that first offense, they would be referred to the diversion program by the SRO. There's no out-of-school suspension that is attached to that.

We kept all of our current practices in place in the policy. We just made reference to the diversion coordinator and the diversion program because we don't know the program's long-term sustainability. So we wanted our current policies to remain in place, and give the building administration the discretion of using the diversion program. They can refer students to the diversion program. It's for any nonviolent offense, so it could be for alcohol as well.

We had a meeting about two weeks ago to get an update on how things were going. The feedback has been positive thus far. I believe we've had around 30 students referred to the program. It's a three-to-six-month program, so we don't have any students who have yet completed it, but we are getting good feedback.

## **G REPORTS / INFORMATION / EXHIBIT ITEM**

### **G1 Committee Reports**

Mrs. Long said we would not have the November meeting with City and Township officials. We'll be meeting in December.

Mr. Perry gave his OSBA report. The Capital conference will be held this coming Sunday through that Tuesday. There's an app to access details of the events and programs you could attend. He encouraged his fellow board members to attend at least a few. He has found them to be helpful and informative. It's great for meeting and learning from other districts and professionals around the state.

Mr. Vorst stated that the superintendent's advisory committee meeting for October was canceled. Mr. Stewart answered all the questions via email. And also, the health insurance committee met with our benefits provider to review the district's medical and prescription drug plan. The purpose of this review was to set the premium increase for next year. No one was surprised that the increase would be about 10%, and it was added to the five-year forecast.

Mrs. Crowley attended ISPTO and took a wonderful tour of Tolles.

## **H EXECUTIVE SESSION / ADJOURNMENT**

### **H1 The meeting adjourned at 8:28 p.m.**