



## BOARD OF EDUCATION REGULAR MEETING

March 13, 2023 | Ridgewood Elementary School

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# MEETING NOTES

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*Meeting Notes are only official once 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. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst. Mrs. Crowley attended via Zoom.

### B PROGRAMS / PRESENTATIONS

B1 Ridgewood Elementary, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>-grade students presented how lessons on the Iditarod integrate all subject areas across several grade levels to give students an authentic learning opportunity.

Mr. Kevin Buckman, principal at Ridgewood Elementary, said he was thrilled to introduce the third, fourth, and fifth-grade students doing a presentation tonight along with Mr. Deprez and Mrs. Woda, third-grade teachers.

Mr. Deprez explained that the students had been doing Iditarod here at Ridgewood for five years. It's an incredible event right now that the kids can follow along. And it is an interdisciplinary unit that the kids love. We have a few kids from third, fourth, and fifth grade that will talk about some of the highlights of that unit.

Hi, my name is Joey, and I'm in third grade and will be talking about the Iditarod versus Sierra Run. Right there on the right is Leonhard Seppala and his dog Togo. In the middle is the Nome Hospital in 1925. In 1925, the city of Nome got struck by the terrible disease of diphtheria, and Togo and Leonhard Seppala ran the farthest. On the left is Joe Reddington Sr. He created the Iditarod to save the sled dogs because more people were using snow machines. And he wanted to keep the mail trails. So many people mix up Iditarod and the Sierra Run because they think they're the same trail, but they're very different.

Hi, my name is Madeline, and I'm in the third grade. In this part of the presentation, I will talk about Balto versus Togo. Balto and Togo are two dogs that ran in the Sierra Run in 1925, and we've read books about them. We're writing an opinion on which dog we think is more important. We came up with character traits together as a class. An example is Balto was brave and then the reason why. This is how the finished product will look. I chose Balto because I think he's more important even if he didn't run as far as Togo, and he's also intelligent, confident, and strong.

Hi, my name is Sadie, and I'm in fourth grade, and I'm going to talk about the musher flags. And right here, they're picking mushers out of a mukluk shoe. So, you can research your musher and then put it on these papers. Sometimes they will need the information you need so that you can go to their personal website. And this is my musher flag from when I was in third grade, and this is how they look when finished.

Hi, I'm Gus, and I'm in third grade. I will talk about the Zoom sessions and interviews with people in Denali National Park. We learned about the sciences of sled dogs and that they wear booties that protect their feet when they're mushing. And this one, we learned about Balto's history and how he became famous. You can see Balto in the Cleveland Museum of Natural History.

Hi, my name is Taylor, and I'm in fifth grade. And when I was in third grade, we did a project about ozobots. An ozobot is a small robot that tracks a black line. We drew the Iditarod trail and all of the

checkpoints on a big white sheet of paper to track the racers. We made an iMovie of the project. (Played video).

Hi, I'm Colin, and I'm in fourth grade. In third grade, we do Mush Madness. Mush madness is basically where you design your sled on a piece of paper and then build it. You build the sled out of the materials provided by the teacher. We practice in the hallway before the real tournament to make sure our sled doesn't have any problems. And then we the tournament to see whose sled is the best. Here's a little clip of the tournament. (Played video).

Hi, I'm Roman, and I'm going to talk about the Iditarod Club. We help support rookie mushers by sending blankets and other supplies for them to use on the trail. We also had guest speakers come in that were teachers on the trail and Iditarod sled riders.

Hi, I'm Megan Woda, one of the third-grade teachers. Giving the Red Lantern award is something fun we get to do as teachers. So, the Red Lantern Award is a real award given at the Iditarod, and it's given to the last-place finisher, which is a little different than other sports. It symbolizes hard work, determination, grit, and a growth mindset. So, a fun way to bring the race into our classroom is to award a red lantern to a student that demonstrated a growth mindset (*overcame something a reached their goal*) that day.

Hi, my name is Addison, and I'm in third grade. After the Iditarod has started, we track our mushers on the Iditarod website. You can see where they are on the trail if they're resting, if they're running, how many dogs they have, and how many miles they have to finish. Another thing you can do on the website is to see what is happening at each checkpoint on the live stream.

Mr. Deprez pulled up the live stream on the Iditarod website. He said the students also enjoy using the GPS tracker and seeing their musher's progress throughout the day. He reiterated the interdisciplinary connectedness of these activities is incredible and thanked the students for their participation this evening.

Mr. Stewart thanked everyone for a great presentation and asked Mr. Deprez to talk about his Iditarod experience. Mr. Deprez explained that last year he had the honor of being the teacher on the trail. The Iditarod picks one educator from around the globe. He wasn't on a sled but traveled on a bush plane to several checkpoints along the trail. He zoomed in with teachers and students to talk about his experiences. It was an amazing opportunity. Thank you.

Mr. Stewart said this unit is a unique part of the experience at Ridgewood. He thanked the teachers for all the work they did. He also commended the students because he knew it was not easy to get up in front of a room full of adults. You should be very proud of yourselves.

## B2 Embrace, Empower, Inspire Award Winners

Monica Campana, principal at Washington Elementary, is here to introduce our first winner Mr. Gage Volbert, school counselor. He's been an excellent full-time addition to our family at Washington. One family recently shared that Mr. Volbert had made us feel welcome at Washington before the school year started. With severe anxiety, Mr. Volbert has always been that person our child is excited to visit and talk to about her feelings. He truly cares and has dedicated so much of his time to help us.

We are so lucky to have such a wonderful school counselor caring for the mental and emotional wellbeing of our little girl. This is just one example of what Mr. Volbert does every single day, going above and beyond to support our Washington families. He responds to the needs of students and families through the classroom lessons he designs, the restorative circles he facilitates, the support he provides classroom teachers, and the outside school resources he leads to our families. So, it is my honor to present you with the Embrace, Empower, and Inspire Award.

Mr. Volbert noted that mom was here too. She's retiring this year after 37 years. Mr. Stewart added that Mr. Volbert is also a Hilliard Darby alumni.

Mrs. Hilary Sloat presented the next award to Latoya Spetnagle, secretary at Hilliard Crossing. Latoya does an amazing job of making our district a great place for all students. She recently had a student whose shoelaces had broken. She went out of her way and bought new shoelaces so that he could make sure his shoes were tied. He was so proud someone thought to do that for him. She goes the extra mile to make sure all students feel they belong in Hilliard City Schools. Thank you, Latoya.

**B3 National Merit Finalists:**

Davidson – Josh Bly and Saad Ijaz

Darby – Amanda Cowen

Bradley – Trisha Suresh and Anh Thi H. Thai

Mr. Tom Woodford explained that each year juniors from all over the country take the PSAT, and this is the test that's used to determine which students are National Merit scholars. The students here tonight are all seniors. So, in the fall of 2021, 1.5 million students from all over the country took this test. 34,000 of those students earned a commended status. We honored them here in the fall. Students in the top 1% in each state are named National Merit semi-finalists. Then from that point, students have an opportunity to write an essay, get letters of recommendation, upload their transcripts, and complete an application to be a National Merit finalist.

So, this year we have five students who are National Merit finalists. Josh Bly was not able to attend because he is on a college visit at BYU. I will let the other four students introduce themselves and tell you about their future plans. Get ready to be wowed.

My name is Saad Ijaz and I attend Davidson HS. I'm plan to attend Ohio State University next year to study pre-med and hopefully become a doctor.

Hi everyone, my name is Anh Thi and I'm a senior at Bradley High School. So far, I've been accepted to two medical schools and I'm waiting on a couple more. So, I'm not sure where I'm going, but hopefully I can become a doctor and maybe an orthopedic surgeon.

Hi, my name is Trisha and I'm between two schools right now. I want to study industrial engineering at Purdue University or University of Illinois Champaign next year. And my goal is to work in business and change the way that they run for the better.

My name is Amanda Cowan and I go to Darby, and next year I'm intending to go to Ohio State to study environmental engineering and public health.

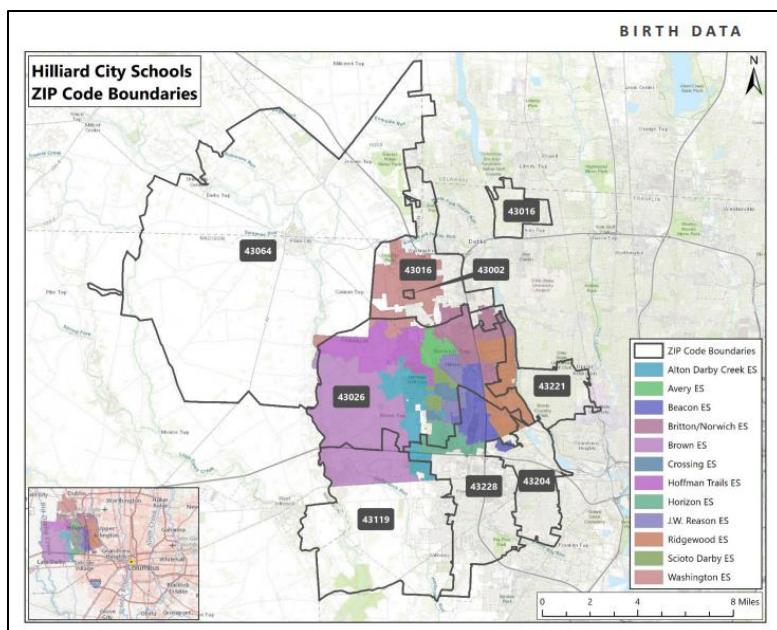
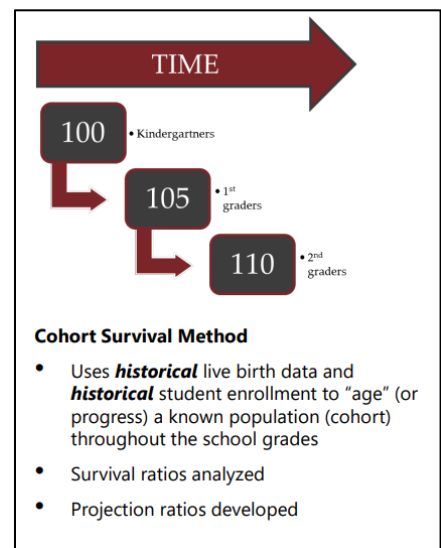
Mr. Woodford said that working with these young folks as well as all of our students is a true honor. I get to work with them every day and hear these amazing stories. So, I'm glad that all of you are here to share it with them. Thank you.

#### B4 Enrollment Projections

Next up, Mr. Mike McDonough will introduce our partners from Cooperative Strategies. We began working with Cooperative Strategies about eight years ago. They provide us with annual enrollment projections and a student potential analysis. So, as driving around the district you may have noticed a few houses going up. Cooperative Strategies has done an excellent job of gathering and using information to provide us with an accurate representation of what we should expect in the next five to ten years. Karen Jackson is going to talk about two reports tonight – enrollment projections and student potential analysis. One caution I would give you, you can't look at one report without looking at the other. They cannot be reviewed independent of one another. You need to consider both reports when considering the possible impact of new development.

Thank you for having me. I'm happy to be here. So, as Mike mentioned, we did demographics over the winter and into the spring. First, I going to review the enrollment projections report.

So, our enrollment projections use the cohort survival methodology, which progresses or ages a known population through time. In this case, the group of people who are aging through time is going to be grade levels, which then translates into survival rations. So, survival ratios are the number of kids from one grade level that show up one year and then who else comes in the next year. If you look at our little graphic here, we have a hundred kids in kindergarten. If 105 return the next year for first grade, that would be a survival ratio of 105%.



We look at ten years of historical student data as well as live birth counts to project in regard to five years after that birth has occurred. We also take a look at housing, including building permits and developments, and then census data.

The birth data provided by the state health department are listed by zip code. The map shows the Hilliard City School District with elementary boundaries compared to your zip codes. As you can see, some of the zip codes that touch your district don't have many students or much area within the district.

So, the zip codes we used within this study are highlighted in red in that chart, and you can kind of get an idea of the births that we've seen over the past 10, 15, and almost 20 years in this case. We have seen a decline in live births over that time.

The next chart shows the survival ratios. As I said, the survival ratios are looking at certain cohort as it moves through the district, year after year. So, it's showing the cohorts that return...(*inaudible*). If you look at the chart, the one I want to point out is 21-22 to 22-23 from K to 1. If we have a hundred kindergartners and the next year there are 101, the ratio would be 101%.

This chart shows all the survival ratio ratios broken up into a hundred categories. There are all sorts of statistics in there. These are your district-wide survival ratios, and what we use to project is school-by-school by school specific.

HILLIARD CITY SCHOOLS ZIP CODES RESIDENT LIVE BIRTH COUNTS									
Year	43002	43016	43026	43064	43119	43204	43221	43228	
2004	0	419	943	144	544	670	398	1,158	
2005	0	398	902	154	515	692	357	1,199	
2006	0	465	925	135	551	743	409	1,168	
2007	1	494	841	162	546	724	399	1,146	
2008	0	495	894	149	538	716	399	1,100	
2009	0	497	839	156	551	758	388	1,147	
2010	0	521	852	127	516	683	400	1,169	
2011	0	521	856	126	516	693	403	1,142	
2012	0	589	856	146	425	704	426	1,124	
2013	0	617	867	137	482	713	437	1,087	
2014	1	560	765	144	441	692	466	1,084	
2015	0	629	847	142	424	692	464	1,124	
2016	0	621	868	178	475	706	453	1,047	
2017	0	612	855	185	483	669	513	1,111	
2018	0	563	811	201	474	657	457	1,077	
2019	0	540	824	208	472	661	395	1,053	
2020	0	529	760	221	454	633	435	1,084	
2021*	0	552	884	217	429	649	444	1,006	

Source: Ohio Department of Health  
\*preliminary

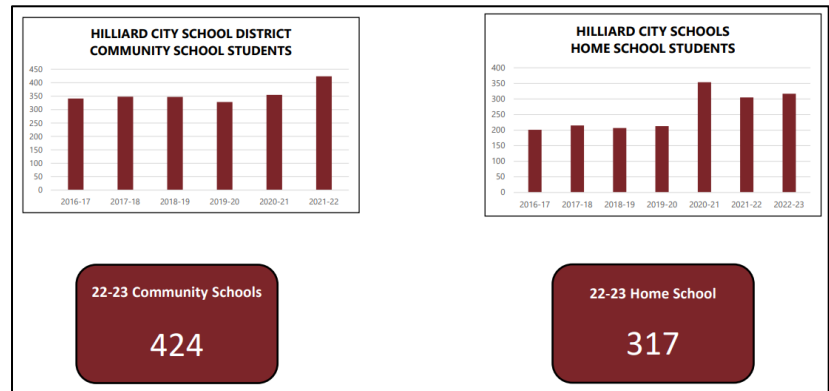
Survival Ratios - District-wide															
from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
2013-14	2014-15	26.15%	103.48%	27.98%	102.58%	101.01%	100.68%	102.10%	100.74%	103.57%	102.50%	106.69%	96.53%	94.60%	99.03%
2014-15	2015-16	25.94%	108.60%	28.40%	101.29%	100.92%	100.50%	103.90%	101.81%	104.11%	100.39%	108.22%	98.45%	91.97%	96.05%
2015-16	2016-17	27.43%	109.40%	28.37%	100.51%	102.30%	100.42%	102.25%	101.63%	102.02%	102.29%	103.98%	98.72%	88.28%	98.09%
2016-17	2017-18	27.84%	102.82%	28.20%	99.23%	103.35%	98.67%	101.82%	102.12%	101.36%	101.67%	104.86%	96.24%	92.76%	97.86%
2017-18	2018-19	25.96%	103.83%	28.90%	98.88%	102.83%	98.22%	103.38%	101.38%	100.56%	102.45%	108.12%	99.19%	96.41%	97.04%
2018-19	2019-20	28.39%	105.68%	27.43%	100.84%	100.52%	99.33%	101.49%	101.47%	104.17%	101.35%	109.88%	97.11%	93.77%	97.73%
2019-20	2020-21	24.49%	102.11%	28.98%	98.87%	98.00%	98.88%	100.59%	98.37%	101.37%	99.54%	106.96%	96.28%	91.75%	94.78%
2020-21	2021-22	28.82%	103.32%	25.30%	94.32%	99.65%	100.34%	98.34%	98.58%	102.89%	100.79%	108.67%	99.34%	90.15%	94.65%
2021-22	2022-23	27.36%	101.00%	29.11%	102.46%	99.73%	100.18%	101.86%	101.95%	102.96%	100.96%	109.29%	97.86%	92.64%	92.63%
mean simple all years		26.93%	104.47%	28.08%	99.89%	100.92%	99.69%	101.75%	100.90%	102.56%	101.33%	107.41%	97.75%	92.48%	96.43%
std. dev. simple all years		1.39%	2.87%	1.17%	2.51%	1.70%	0.92%	1.61%	1.43%	1.30%	1.01%	1.98%	1.24%	2.39%	2.06%
mean simple 5 years		27.00%	103.19%	27.95%	99.07%	100.15%	99.39%	101.13%	100.35%	102.39%	101.02%	108.59%	97.96%	92.94%	95.37%
std. dev. simple 5 years		1.79%	1.78%	1.63%	3.05%	1.76%	0.89%	1.86%	1.73%	1.43%	1.05%	1.12%	1.32%	2.35%	2.05%
mean simple 3 years		26.89%	102.14%	27.80%	98.55%	99.13%	99.80%	100.26%	99.64%	102.41%	100.43%	108.31%	97.83%	91.51%	94.02%
std. dev. simple 3 years		2.20%	1.16%	2.16%	4.08%	0.97%	0.80%	1.78%	2.01%	0.90%	0.78%	1.20%	1.53%	1.26%	1.21%
mean simple 2 years		28.09%	102.16%	27.21%	98.39%	99.69%	100.26%	100.10%	100.27%	102.93%	100.88%	108.98%	98.60%	91.39%	93.64%
std. dev. simple 2 years		1.03%	1.64%	2.69%	5.75%	0.05%	0.12%	2.49%	2.38%	0.05%	0.12%	0.44%	1.05%	1.76%	1.43%
mean weighted all years		27.23%	102.98%	27.95%	99.42%	100.07%	99.73%	101.02%	100.54%	102.58%	100.95%	108.31%	97.91%	92.21%	94.90%
std. dev. weighted all years		1.52%	2.22%	1.60%	3.24%	1.52%	0.78%	1.70%	1.70%	1.07%	0.84%	1.56%	1.19%	1.90%	2.11%
mean weighted 5 years		27.41%	102.07%	28.02%	99.76%	99.63%	99.96%	100.83%	100.62%	102.76%	100.81%	108.85%	98.04%	92.06%	93.82%
std. dev. weighted 5 years		1.44%	1.52%	1.83%	3.82%	0.90%	0.62%	1.72%	1.83%	0.80%	0.61%	0.88%	1.07%	1.50%	1.66%
mean weighted 3 years		27.51%	101.45%	28.44%	100.89%	99.65%	100.15%	101.19%	101.22%	102.89%	100.88%	109.09%	98.06%	92.16%	93.07%
std. dev. weighted 3 years		1.01%	1.09%	1.77%	3.81%	0.41%	0.32%	1.64%	1.72%	0.38%	0.34%	0.60%	0.82%	1.16%	1.03%
mean weighted 2 years		27.43%	101.11%	28.93%	102.07%	99.72%	100.18%	101.69%	101.79%	102.96%	100.96%	109.26%	97.93%	92.52%	92.73%
std. dev. weighted 2 years		0.44%	0.70%	1.15%	2.45%	0.02%	0.05%	1.06%	1.02%	0.02%	0.05%	0.19%	0.45%	0.75%	0.61%

The historical enrollment chart shows your enrollment by grade by year over the last 10 years. The conditional formatting on this slide shows any relative highs and relative lows in the data. So, anything like a darker blue is going to show lower enrollment, such as the 2020-21 kindergarten class. That was covid year and very much expected, but you can kind of see that bubble moving through. And on the next couple of slides, you'll be able to see it moving through further. So, you have increased by only 373 kids over the past 10 years.

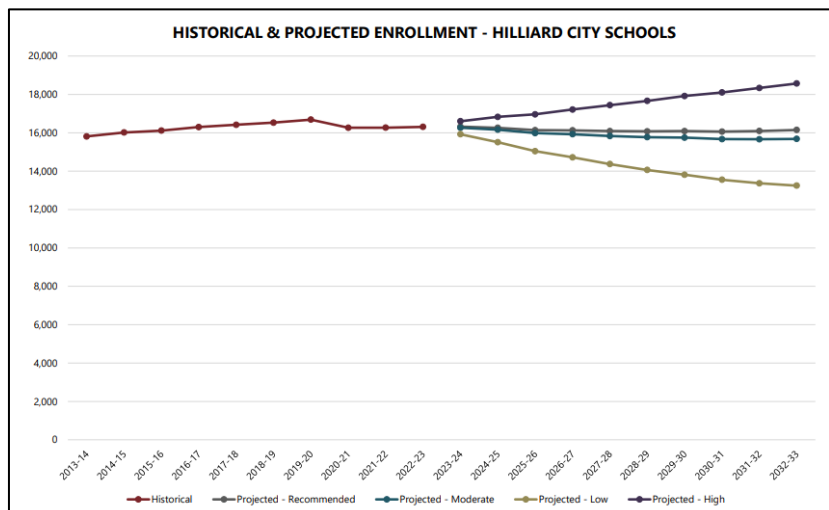
Historical Enrollment - District-wide										
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PS	329	348	291	299	333	355	397	291	403	463
K	1,120	1,093	1,074	1,133	1,148	1,091	1,138	1,024	1,202	1,161
1	1,161	1,159	1,187	1,175	1,165	1,192	1,153	1,162	1,058	1,214
2	1,183	1,191	1,174	1,193	1,166	1,152	1,202	1,140	1,096	1,084
3	1,173	1,195	1,202	1,201	1,233	1,199	1,158	1,178	1,136	1,093
4	1,188	1,181	1,201	1,207	1,185	1,211	1,191	1,145	1,182	1,138
5	1,209	1,213	1,227	1,228	1,229	1,225	1,229	1,198	1,126	1,204
6	1,231	1,218	1,235	1,247	1,254	1,246	1,243	1,209	1,181	1,148
7	1,199	1,275	1,268	1,260	1,264	1,261	1,298	1,260	1,244	1,216
8	1,210	1,229	1,280	1,297	1,281	1,295	1,278	1,292	1,270	1,256
9	1,239	1,291	1,330	1,331	1,360	1,385	1,423	1,367	1,404	1,388
10	1,204	1,196	1,271	1,313	1,281	1,349	1,345	1,370	1,358	1,374
11	1,139	1,139	1,100	1,122	1,218	1,235	1,265	1,234	1,235	1,258
12	1,049	1,128	1,094	1,079	1,098	1,182	1,207	1,199	1,168	1,144
JVS	177	162	181	214	205	152	159	187	195	170
23	0	0	0	0	0	0	0	10	12	0
<b>K - 12 Total</b>	<b>15,305</b>	<b>15,508</b>	<b>15,643</b>	<b>15,786</b>	<b>15,882</b>	<b>16,023</b>	<b>16,130</b>	<b>15,778</b>	<b>15,660</b>	<b>15,678</b>
<b>Grand Total</b>	<b>15,811</b>	<b>16,018</b>	<b>16,115</b>	<b>16,299</b>	<b>16,420</b>	<b>16,530</b>	<b>16,686</b>	<b>16,266</b>	<b>16,270</b>	<b>16,311</b>

Source: Hilliard City Schools, October Count

On the left, we have our community school enrollment over the past couple of years. This year there are 424 students enrolled in community schools. If you want to take a closer look at the report, we have the enrollment by school. This year you had 317 K through 12 students enrolled in homeschool. You can see that big bump in homeschooled students in 2021 (covid year).



So, if we look at the left, this shows your historical enrollment in red. You can see covid year is the dip. We developed four projections for you – a high, moderate, low, and recommended. Given the current state of the development and the enrollment trends, we aren't anticipating a big jump in enrollment with this methodology.





So, I'm going to go through the recommended projections. The high projection is probably tracking more of a combination between the recommended in this report and the housing in our other report. We are projecting a flat to slightly declining enrollment. It's important to keep in mind that these projections are based on the historical trends we see. Also, this works in conjunction with the housing study. Using the cohort survival method, we are projecting a slight decline in enrollment, but we are projecting growth in the other study.

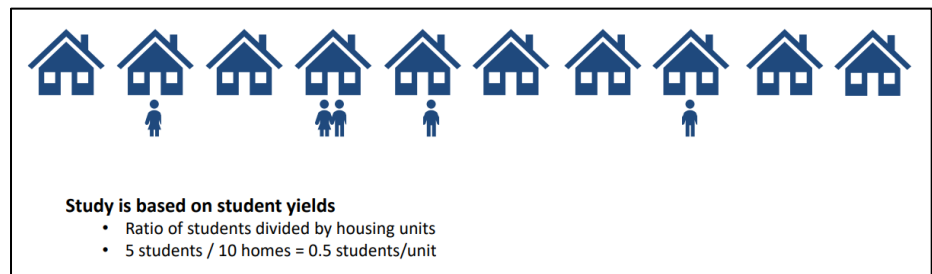
There are a couple of things to consider with enrollment projections. It is imperative that

you continue to monitor this enrollment, which you're doing annually. So, kudos to you for doing a lot more than a lot of districts. There are several factors that can cause significant changes in projected student enrollment:

- Boundary adjustments
- New school openings
- School closures
- Changes / additions in program offerings
- Preschool programs
- Change in grade configuration
- Interest rates / unemployment shifts
- Intra- and inter-District transfer
- Magnet / charter / private school opening or closure
- Zoning changes
- Annexations
- Unplanned new housing activity
- Planned, but not built, housing
- School voucher programs
- Pandemics

So, moving on to the student potential analysis (housing study). The student potential analysis uses student yield ratios rather than the cohort survival method. The housing study measures the impact that housing has on student enrollment.

In the example, this, let's pretend this is a street. This street has 10 homes and there's five students coming out of those homes. So, in this example, the student yield is 0.5 students per unit. All of the yields I'm going to give you are all K-12 yields.

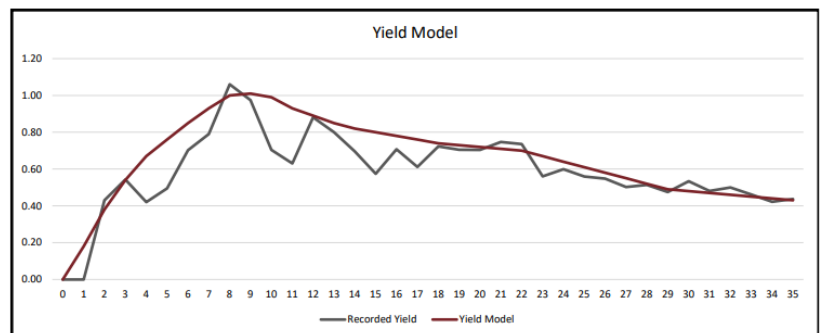


This colorful chart shows the student yields based on the age of the home and the assessed value. The column on the right is the “total” column, where you can see the pattern of first increasing and then decreasing enrollment. We have seen a similar pattern for you year after year. This “total” column translates into our yield model, which is what we use to forecast enrollment for single-family homes.

We apply the yield model to every single-family home in the district where it currently is in the yield model. So, if a home is 15 years old, we put it at the 15-year point.

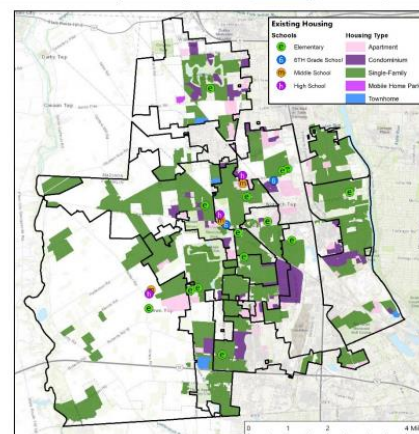
So, when a home is first built and occupied, it doesn't yield many kids. This is important to note because most folks think that when you see a community of a hundred homes, you're going to all of a sudden have a thousand kids coming out of it. That is not the case. In your case, the highest yield has fluctuated between years 8 and 12. So, you have some time to plan. At its peak, your yield is almost one student per home. We are projecting this year to slowly decline over the next 25 years. Once a home gets to 35 years old in our model, we leave it at a flat yield of 0.36 students per unit. This is the average yield of homes that are 35 years and older.

K-12 Student Yields		Assessed Value of Home																TOTAL
		No Data	<50K	50K-100K	100K-150K	150K-200K	200K-250K	250K-300K	300K-350K	350K-400K	400K-450K	450K-500K	500K-550K	550K-600K	600K-650K	> 600K		
Age of Home	> 35	0.12	0.00	0.07	0.44	0.38	0.34	0.41	0.31	0.35	0.42	0.36	0.38	0.19	0.31	0.31	0.36	
	35	-	-	-	0.93	0.32	0.38	0.55	0.34	0.92	0.13	0.00	0.00	1.50	0.00	0.00	0.44	
	34	-	-	-	0.83	0.58	0.37	0.48	0.47	0.27	0.26	0.10	0.50	0.67	0.00	0.00	0.42	
	33	-	-	-	0.00	0.50	0.53	0.47	0.43	0.30	0.49	0.53	0.00	0.00	0.25	1.00	-	
	32	-	-	-	-	0.67	0.44	0.56	0.58	0.46	0.37	0.06	0.50	0.00	0.50	0.00	1.00	
	31	-	-	-	-	0.42	0.46	0.50	0.49	0.55	0.42	0.09	0.17	0.33	0.00	-	0.00	
	30	0.00	-	-	0.00	0.30	0.55	0.57	0.51	0.50	0.53	0.73	0.57	0.67	3.00	0.00	2.00	
	29	-	-	-	-	0.20	0.48	0.45	0.48	0.52	0.46	0.56	0.67	0.20	0.00	0.00	0.00	
	28	-	-	-	-	-	0.39	0.61	0.52	0.49	0.55	0.41	0.00	0.00	0.00	0.33	0.00	
	27	-	-	-	-	-	0.00	0.47	0.53	0.50	0.61	0.64	0.15	1.50	0.17	0.00	1.50	
	26	-	-	-	-	-	1.00	0.64	0.46	0.55	0.65	0.48	0.43	0.53	0.33	0.44	-	
	25	-	-	-	-	-	1.00	0.59	0.52	0.57	0.64	0.77	0.58	0.27	0.50	0.00	0.00	
	24	0.00	-	-	-	-	0.00	0.37	0.59	0.63	0.74	0.94	0.29	0.40	0.73	0.00	0.67	
	23	0.00	-	-	-	-	-	0.49	0.59	0.53	0.55	0.65	0.48	0.40	0.88	0.67	0.50	
	22	-	-	-	-	-	-	0.77	0.76	0.70	0.79	1.22	0.45	0.83	0.40	0.00	0.00	
	21	-	-	-	-	-	-	0.36	0.79	0.84	0.71	0.83	0.68	0.31	0.50	1.20	0.00	
	20	0.00	-	-	-	-	-	0.90	0.73	0.81	0.76	0.77	0.82	0.50	0.20	0.10	0.00	
	19	-	-	-	-	-	-	0.33	0.91	0.63	0.81	0.78	0.70	0.61	0.58	0.50	0.67	
	18	0.00	-	-	-	-	-	0.55	0.52	0.63	0.62	0.88	0.93	0.53	1.17	0.74	0.78	
	17	-	-	-	-	-	-	0.00	0.20	0.23	0.44	0.61	1.01	0.77	0.85	0.31	0.61	
16	-	0.00	-	-	-	-	0.00	0.53	0.67	0.80	0.44	1.04	0.86	0.94	0.56	0.58		
15	-	-	-	-	-	-	0.00	0.06	0.00	0.00	0.89	0.78	1.25	0.38	0.40	0.60		
14	-	-	-	-	-	-	0.10	0.60	0.00	0.00	1.64	0.56	0.86	1.67	0.60	1.29		
13	-	-	-	-	-	-	0.83	0.28	0.00	0.00	3.00	1.60	1.19	1.15	0.67	2.50		
12	-	-	-	-	-	-	1.50	0.39	0.00	-	-	1.00	1.29	1.47	0.92	1.63		
11	-	-	-	-	-	-	0.60	0.45	0.13	-	-	0.67	0.33	1.00	1.00	0.67		
10	-	-	-	-	-	-	0.78	1.64	0.25	-	-	0.00	0.50	0.43	0.44	0.20		
9	-	-	-	-	-	-	1.11	1.62	0.42	0.00	1.75	0.00	2.00	1.00	0.82	0.83		
8	-	-	-	-	-	-	1.05	1.88	0.50	1.50	1.13	0.82	1.16	1.04	1.50	0.88		
7	-	-	-	-	-	-	0.65	1.20	0.36	0.36	0.78	1.05	1.07	0.96	0.87	1.09		
6	-	-	-	-	-	-	-	0.40	0.45	0.00	0.55	0.79	0.70	0.69	1.27	0.73		
5	-	-	-	-	-	-	-	-	0.00	0.00	0.41	0.85	0.75	0.33	0.20	0.00		
4	-	-	-	-	-	-	-	-	0.50	0.78	0.33	0.44	0.20	0.57	0.75	0.00		
3	0.00	-	-	-	-	-	-	-	1.00	0.00	0.67	0.00	0.25	0.47	0.63	0.75		
2	0.00	0.00	0.40	0.69	0.33	0.00	-	-	-	-	-	-	-	-	-	-		
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL		0.06	0.00	0.39	0.48	0.42	0.48	0.53	0.55	0.67	0.67	0.60	0.63	0.47	0.35	0.33	0.49	



We also look at yields by other housing types and boundaries. This year we're looking at a static single-family yield of 0.52 K-12 students per unit. In apartments, we're looking at 0.26 students per unit. It's important to note that even though we are increasing units annually, your yields don't fluctuate too much. In condos, we're seeing a yield of 0.24 students per unit (or one K-12 student for every 4 condos). And finally, you yield 0.59 students per unit is mobile home parks.

Housing Type	22-23 Units	22-23 Students	22-23 Yield	19-20 Yield	20-21 Yield	21-22 Yield
Single-Family	21,607	11,200	0.52	0.56	0.53	0.52
Apartment	9,458	2,432	0.26	0.34	0.29	0.26
Condominium	5,614	1,343	0.24	0.25	0.26	0.24
Mobile Home Park	171	101	0.59	0.43	0.54	0.55

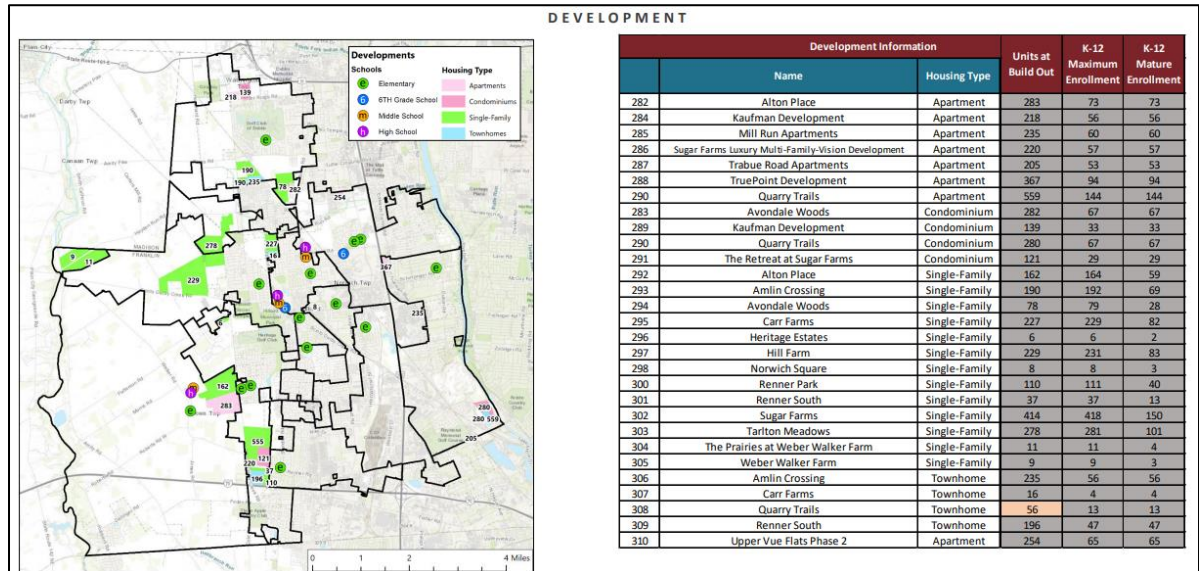




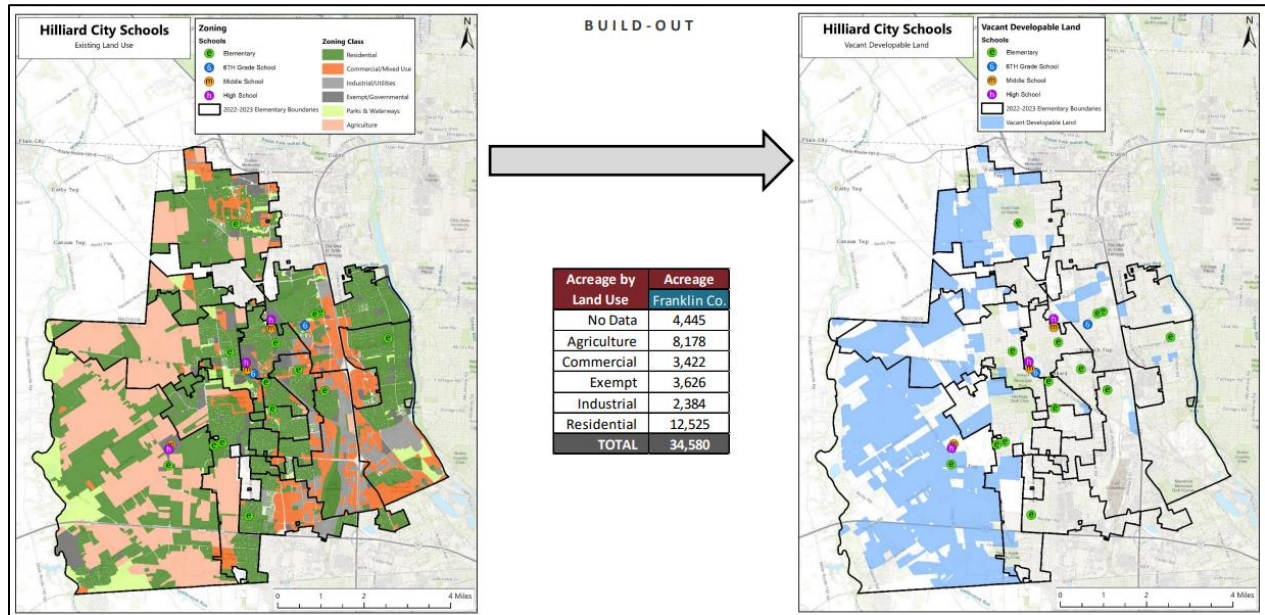
The table to the right shows student yields by school boundary (grade configuration specific).

Yields by School Boundary (Grade Configuration Specific)	Subdivided Single-Family	Non-Subdivided Single-Family	Apartment	Condominium	Mobile Home Park
Alton Darby Creek ES	0.25	0.04	0.15	0.01	-
Avery ES	0.22	0.00	0.10	-	-
Beacon ES	0.22	0.03	0.15	-	-
Britton/Norwich ES	0.19	0.03	0.08	0.10	-
Brown ES	0.28	0.15	-	-	-
Crossing ES	0.23	0.02	0.19	0.14	-
Hoffman Trails ES	0.32	0.10	0.22	0.07	-
Horizon ES	0.22	0.03	0.15	0.16	-
J.W. Reason ES	0.21	0.03	0.15	0.01	-
Ridgewood ES	0.16	0.05	0.08	0.13	-
Scioto Darby ES	0.21	0.00	0.07	0.07	-
Washington ES	0.22	0.07	0.11	0.06	0.27
<b>ELEMENTARY SUBTOTAL</b>	<b>0.22</b>	<b>0.06</b>	<b>0.12</b>	<b>0.10</b>	<b>0.27</b>
Station Sixth Grade	0.04	0.01	0.02	0.02	-
Tharp Sixth Grade	0.03	0.01	0.01	0.02	0.03
<b>6TH SUBTOTAL</b>	<b>0.04</b>	<b>0.01</b>	<b>0.02</b>	<b>0.02</b>	<b>0.03</b>
Heritage MS	0.09	0.01	0.04	0.02	-
Memorial MS	0.09	0.04	0.06	0.06	-
Weaver MS	0.07	0.01	0.03	0.03	0.08
<b>MIDDLE SUBTOTAL</b>	<b>0.08</b>	<b>0.02</b>	<b>0.04</b>	<b>0.04</b>	<b>0.08</b>
Bradley HS	0.21	0.08	0.12	0.14	-
Darby HS	0.19	0.04	0.08	0.06	-
Davidson HS	0.15	0.03	0.06	0.08	0.20
<b>HIGH SUBTOTAL</b>	<b>0.18</b>	<b>0.05</b>	<b>0.08</b>	<b>0.09</b>	<b>0.20</b>

The next slide shows the active and planned development within the district at this time. The static yields from the previous slide are applied to the multi-family units. As I said, we don't see much fluctuation in yields for multi-family units. Then we're applying the yield model to single-family units. This model assumes that all of the single-family units are constructed and completed at the same time, which doesn't happen. So, these numbers are the maximum K-12 enrollment column.

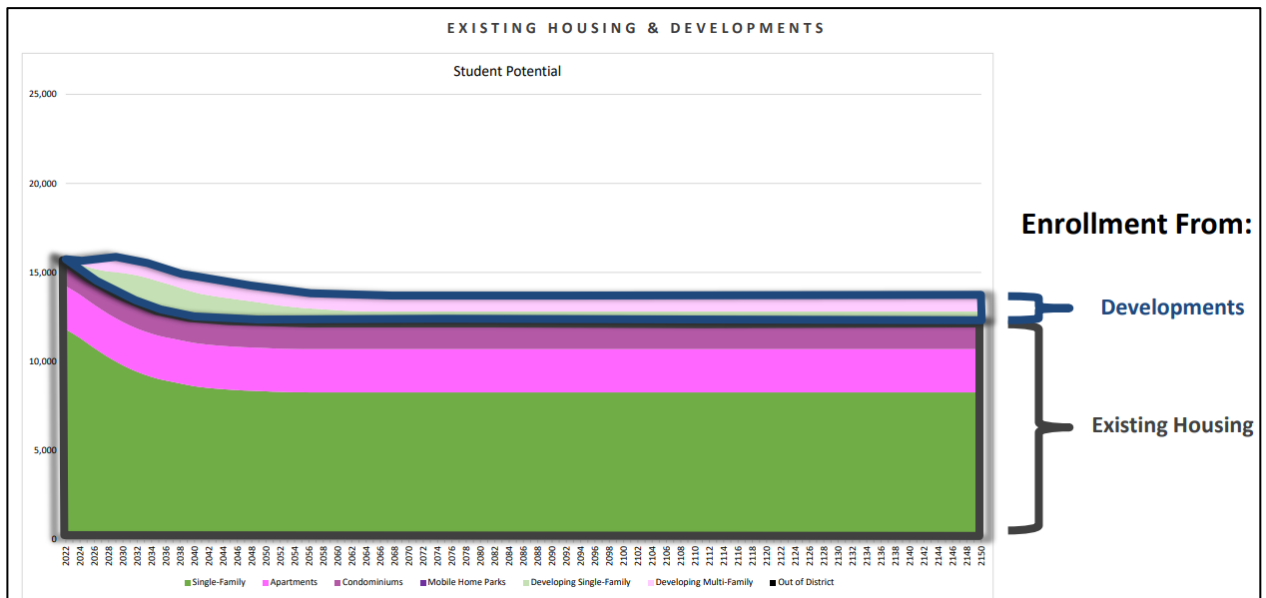


This analysis also includes a build-out study, which looks at the vacant developable land makes some assumptions about how many units are going to developed. We consider the current zoning of the tracks of land that could be developed, and we're only looking at tracks of land that are like five to 10 acres or more. So, we're only looking at land that a developer would want to purchase and develop.



So, the map on the right shows all of the vacant land that could be developed in the future. Remember, there is nothing planned for these areas at this time

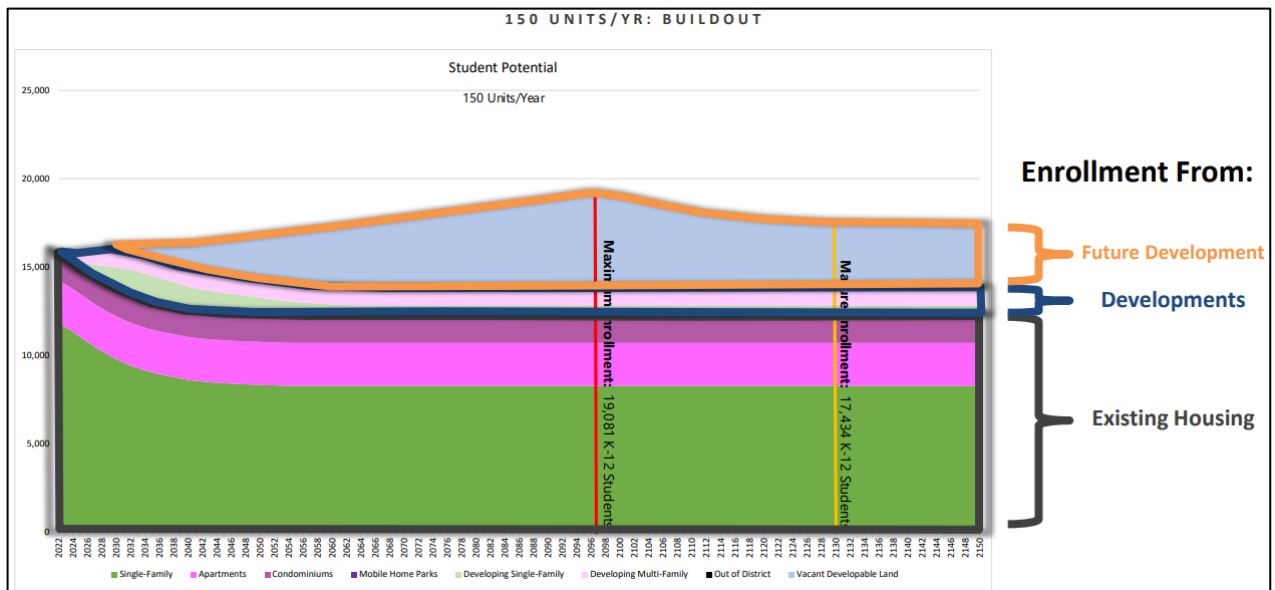
So, the graphic below shows our enrollment from now until 2150. It's a huge timeline. The enrollment is separated by housing type. So, the green on the bottom shows the enrollment from your existing single-family units. As you can see, it shows a decline in enrollment. This means that more single-family homes are on the other side of that yield model (greater than 8 years old).



The pink and purple show the multi-family and mobile home yields. Again, they are flat because they typically remain very consistent. The lighter colors on top are where things get interesting. So, this shows the developments. The light green shows your enrollment from single-family developments and the pink shows enrollment from multi-family developments. Looking at our current students and the housing

developments, this methodology shows an initial increase in enrollment over the next 15 years. It is not drastic by any means, but it is an increase. Again, you have to factor in the other housing that's declining at the same time that some houses are being built and kids are always graduating. So, we have an initial increase over the next 15 years that's followed by...(inaudible)...moment until all homes reach maturity in the 2070s.

So, this is the same chart, but includes the build-out portion. The development and existing single-family are what will likely occur. The buildouts are a “what if” scenario. So, when we include the buildout, we get sustained growth over the next 80 or so years. The maximum projected enrollment around 2096 is just over 19,000 students. Again, that is if that vacant, developable land gets built out. It also assumes that 150 units are built every year.

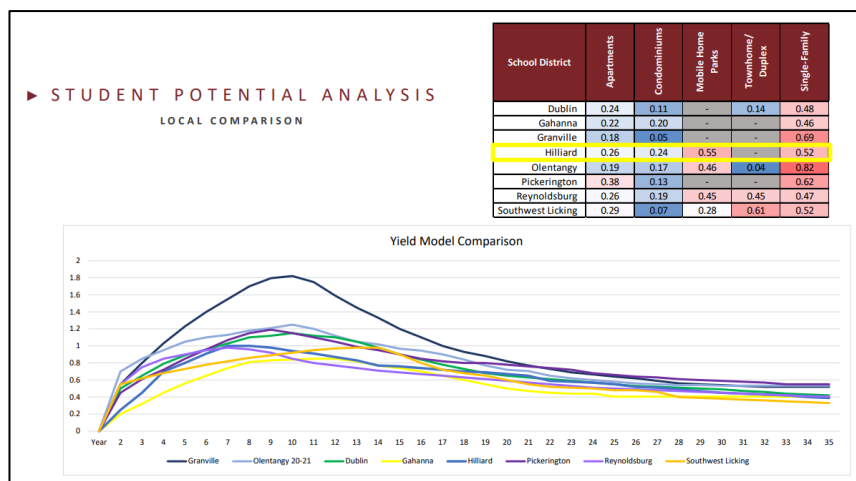


Since we’ve been working with districts around central Ohio, I included a comparison chart. The bottom shows your yield model. You can see that your yield is in the middle of all of the yield modes.

Are there any questions?

Mr. Stewart shared that this report as well as the reports for the last several years, linked on the master facilities page on the district website.

Mrs. Long said she was interested in how you describe the preschool population and how that transfers. Is that around students attending public preschool or just preschool in general? You said that one thing that can change it is the number of kids going to preschool and their enrollment into the district. I'm assuming like if a family decides to go private, they might continue private. Now that we have



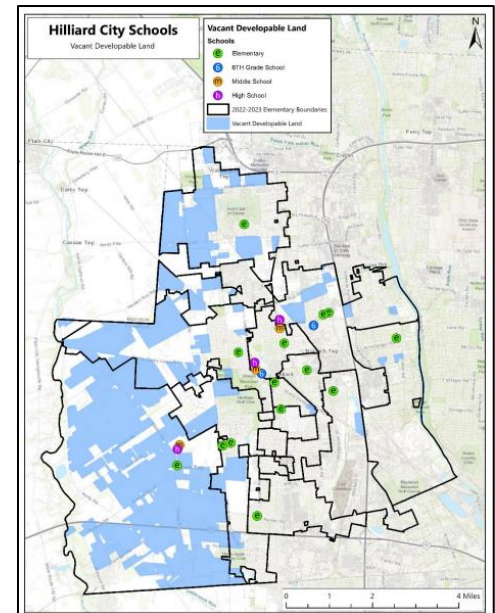
expanded our preschool, has that data been added to this report? Ms. Jackson said that we usually leave preschool projections flat because it's harder to predict. Mr. McDonough added that our preschool enrollment is based on qualifications and then we add some peer models. One of the reasons built the addition is because we were seeing an increase in students qualifying for enrollment.

Mr. Perry thanked her for the presentation. It was very informative. He talked about the slide showing the land available for possible development. It's a great visual showing that Alton Darby Road is pretty much in the center of our district. We have a lot of room for growth that he's hoping will be measured and sustainable. He's glad we're projecting and planning now rather than being reactionary later.

Mr. Stewart reminded everyone that this is a "what if" scenario and that there are no plans for development at this time. He also noted that there are a lot of barriers to large-scale development in the western portion of our district, which moderates the amount of development.

Mr. Vorst asked if these projections include the development of Sugar Farms and Hill Farm. Mr. Stewart said that we're not expecting a large enrollment increase in the short-term. People are seeing a lot of rooftops going up and assume immediate impact. As Ms. Jackson pointed out, it takes about eight to twelve years before we will see a significant increase in enrollment. Keep in mind that our existing housing stock is getting older and enrollment in those areas is trending downward. So, those two things tend to offset themselves and that's why we're not projecting a huge spike in enrollment. We are certainly keeping an eye on all development. Also, we work with Cooperative Strategies because they've been a great partner and are very accurate.

Mrs. Murdoch asked if we are seeing somewhat flat projections because more people are staying in their homes even as empty-nesters. Mr. McDonough replied that neighborhoods that have previously (8-10 years ago) generated more than 1 student per unit are now generating only around 0.26 students per unit. At this time, it's not cheaper to downsize. So, even though their children have graduated, residents are staying in their homes.



## C ROUTINES

- C1 Additions or deletions to the agenda
- C2 The Board of Education adopted the agenda as presented.
- C3 The Board of Education approved the February 2023 Treasurer's Report.
- C4 The Board of Education approved the minutes from the following meetings:
  - a. February 13, 2023 – Regular Meeting
  - b. February 13, 2023 – Meeting Notes
  - c. February 27, 2023 – Work Session
  - d. February 27, 2023 – 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. Due to the unavailability of the public participation forms, some names may be misspelled.*

### Sarah Kamento

Good evening. As a member of the community, I used to operate under the assumption of positive intent from my school district. Unfortunately, the more I engage with these entities, the more I've become disillusioned and disappointed with the reality of the conduct. I think it's safe to say that the community members in attendance tonight should be able to trust that the board and the superintendent, specifically, will operate and engage in an honest and thoughtful manner.

For those of you who've been following along, I submitted a reconsideration request for a book back in September of 2022. Having never done that before, I looked to the superintendent for guidance. Mr. Stewart, on September 16<sup>th</sup>, identified policy KLB as a guide in this process. So as a true novice to the Hilliard City School District decorum, I trusted that that would be the policy followed from start to finish.

Unfortunately, my trust was taken advantage of by a mid-process policy change. For those of you who have not read all of our district's policies, I would strongly encourage you to do so. Ignorance to the policies that simply allow the school district to change the rules mid-game to fit their needs in a less than equitable manner. This is what happened to me.

In November of 2022, approximately two months into the review process, the district decided that it was no longer going to be following the identified KLB, but instead would switch to a related policy, IIAC. Now, you may be asking yourself, well, that policy can't be too much different, right? I mean, they're all utilized to review literary content, so what's the big deal? The big deal is that if the result of the unannounced switch, I, the complainant, was not afforded the full opportunities outlined in that new policy, mainly that I would be able to be present at the review committee meeting and participate. Conveniently, I was not made aware of this determination until it was too late to attend that meeting. Further, policy IIAC changes the determination of the content and the appeals afforded to me.

For those of you who have made it a priority to be present at these monthly meetings, you might remember the deviation from the agenda during the December board meeting. Board member Beth Murdoch had to formally instruct Mr. Stewart to complete the reconsideration process. According to the originally identified policy. As the superintendent, one of Mr. Stewart's responsibilities listed under major policy responsibilities reads, "and ensuring that the overall operation of the school's adheres to establish board policies."



So, now we have arrived at my question. Mr. Perry, last board meeting, you publicly stated that you were very pleased with Mr. Stewart's job performance. Knowing that he has been less than equitable in his application and follow through of this process, do you stand by that statement? And if so, are you co-signing the superintendent to be less than equitable in the application and execution of board policies? Is this what we can expect from our board? Thank you.

Jon Osmundson

First, I want to say it is awesome to be a parent in the best district in the state of Ohio. I want to ask, can we improve? Well, certainly we can improve because the moment we think we've ever arrived, we're in decline. The pandemic wreaked havoc on every student, educator, administrator, and parent. None of us were not affected. It's taken some time to recover and we have a ways to go, but I just want to say thank you to everyone from building custodial staff across the district to the board who are seeking the best outcomes for every student, without exception. I'm hopeful that the last report from the STAR testing is a nice indicator that we're closing the gaps. And while testing isn't the be all and end all of the metric that some people like to bemoan or celebrate the most. But what we've heard tonight is that these educators and students are doing some awesome interdisciplinary learning.

As a parent, I want to encourage you as members of the Board of Education to continue to lift up and encourage our educators as they are attempting, in many cases, to drown out the ruckus that makes the minutes in the airwaves as people are attempting to win the war of sound bites. I hope that as we hit these last nine weeks of the 2022-2023 school session, that you'll take time to send words of encouragement and thank yous to each and every hardworking educator in our district who I know would love to see their students become the merit scholars of the future. You may not realize what your support would mean, but when the rank-and-file feel the appreciation from those in your chairs that you occupy, it can make the difference in the life and work of weary and worn down, and in some cases verbally beaten down personnel.

I hope that parents and stakeholders take up the challenge to do the same and reach out to their local buildings as well to offer words of encouragement and thank yous. I know I've already begun that process because it's when we feel appreciated that we go the extra mile. Godspeed to all of our educators, building and district administrators, and to the Board of Education as you start this push to the finish line.

Kate Lemaster

Good evening, board, superintendent, and fellow community members. My name is Kate Lemaster, and my family and I are longtime residents of Hilliard as far back as the 1920s. I am an alumni of the class of 2003 at Davidson, and I was even a student here at Ridgewood in 1990 through 1995. I currently have two boys at the Alton Darby Creek campus where I am currently PTO Vice President.

I have been involved in this community for years. I come to board meetings on a regular basis. I was a part of the ISPTO. I go to most educational meetings for the community, like the one that was held last week on academic performance with Mr. Stewart. And I attend events like Denim and Diamonds where I donate.

I'm speaking to you tonight because we need to do better and be better. We need to be better for our role models. I have sat here at these meetings, time after time, and I have seen members that are here tonight in this room bully one another. I have seen board members talk poorly about one another, placing blame and shame on their actions both publicly and privately. I have seen time after time speakers not be respected while they're at the microphone addressing the board and the community. I get it. I've been

there too. Right? We are all emotional. However, if we truly reflect on our actions, are we being the best that we can be? Are we being the best role models for our children?

Outside of these board meetings are children. All children are facing issues when it comes to bullying. When it comes to a Heritage student shaving the head of another student in the bathroom and recording the video on TikTok. When it comes to my son's best friend getting threatened to be stabbed at school in the fourth grade. When it comes to gun threat on social media. We all know this exists and it's time to genuinely stand up against it.

What I'm hearing directly from teachers and administrators in this district is that bullying and intimidation have taken over our schools. We need to empower our teachers and administration to be a strong presence in the hall and classrooms, so we can protect and provide a positive learning environment for all students. And to my point, where does this all start? It starts with us. We need to be better for our children so we can stop going across the board for all students. So tonight, as you clap for one side or another, or roll your eyes when you don't agree with the presenter, I challenge you to look at yourself. Are you being the best version that our kids deserve? Just because we don't agree with one another does not mean that we are not allowed to respect one another. Your beliefs do not make you a better person. Your behavior does.

In conclusion, I am here tonight to put my action to words. I am announcing that I will be running for Hilliard Board of Education this fall to represent all children, teachers, and parents. We need to be better in so many ways, and it starts with us. Thank you.

#### Cyndie Sheets

I want to say I'm going to read something incredibly offensive. So, my suggestion is to remove young children. It is absolutely your choice. I'm just telling you that what I'm reading out loud is offensive. First, I'd like to say thank you very much to all of the fantastic Hilliard school teachers that we have. There are so many that are focused on educating our children and putting traditional education as a paramount piece of what they do.

I was here last month and I talked about three policies. I've yet to get any answers as to the standing of those. I have a question to this evening about policy KJA. This policy governs distribution, advertisement, promotion of any kind of non-school sponsored literature, including publications, leaflets, hand bills, or other printed or electronic material on district property at school-sponsored functions or electronically, including material that will be taken home by students. The literature must be appropriate for the age and maturity level of the intended. Examples of the literature that will not be approved pursuant to this guideline include literature that is defamatory, literature that is vulgar or indecent, literature that incites students to engage or promote illegal conduct or conduct that violates the student's code of conduct (i.e., drugs, alcohol).

I wanted to bring this to the attention of the board. I do know that several of you do know that this particular book is in our Hilliard Bradley library. And the only way to explain the content of this book is to say that it is an actual instructional sex book. Again, I don't deem this to be appropriate, but it's not my call if you're the parent. This book talks about smartphone revelation. She read an excerpt from "This Book is Gay."

I'm not offended by the title. I'm offended by the content. I have the book at my seat if you'd like to look at it. I also have the book blankets, which we want removed.

Lisa Chaffee

Good evening. First, I would just like to say a heartfelt thank you to all of our teachers and staff that are working extra hard to make sure our kids are getting the best education that they deserve. We know it's not been easy and we do support you.

I had the pleasure of in the last couple weeks of speaking with a parent who has a transgender child. It was a very enlightening conversation. Both of us agreed that one of the biggest problems in this district is bullying. We have bullying from leadership of the union against teachers. We have students bullying each other and it's not just one particular group. It's involved in every group. And I really feel like we can do better as a community. We need to do better.

When I was growing up and I graduated high school in 1989, we didn't have social media. The bullying stayed the school. And I can remember my parents telling me, "sticks and stones may break your bones, but words will never hurt you." Well, that's not true. I'm 51 years old and still on my darkest days, I'm haunted by the words of people who bullied me in high school because of my weight. I hate for anybody to have to go through that.

I would like the board to form a task force, a committee, whatever you want to call it, comprised of a diverse group of community members with staff, teachers, and non-teachers. I want this group to identify where the problem is coming from and let's come up with a proactive approach to end the bullying because words do hurt. And we need to prepare these kids to be able to be confident, to be individuals so that they can be successful.

And I would also like to say that in the last year or so that I've been coming to these meetings, I have been called horrific names. I've been called a liar by a current board member, and I'm still willing to sit down with every single one of those individuals and talk and listen, because that's the only way we're going to solve any problems. Let's get the politics out of it and do the best for our kids. Thank you.

Asim Faroogui

Greetings. I'm Asim Faroogui, and am representing the Muslim Parental Rights Advocacy Group. I'm also a psychiatrist by training. I'm here today to represent one of the prime concerns of Muslim families – the progressively deteriorating moral climate in our schools.

One of such concern is with the reading material that our students are exposed to in our school and classroom libraries. This reading material is so grotesque and immoral that we refuse to recognize and signify it as books. Some of this material can be simply called sex manuals, and they have no literary value whatsoever, not even one single page in the whole entire book. One of the books that Ms. Cindy talked about is that book that does not belong in school. Furthermore, it talks about using dangerous chemicals to enhance sexual pleasure. Which I'm pretty sure the health department would have great cause to connect with you on that issue because it's encouraging young children to use that And, it's a chemical that can destroy brain permanently. It can destroy various organs and it can destroy the immune system, which you need to fight off pandemics like covid.

So, in lieu of coming to this meeting en mass, 1,270 members of the Muslim community – young and old, students, parents, and grandparents – have all signed a petition to remove this material once and for all and have a process involved in vetting these books that involves parental approval, so that we can all be on the same page. We are not looking for conflicts. We are looking for our moral boundaries to be

respected, just like we respect others' moral boundaries. These 1,270 people have trusted me with delivering this petition to you with the strongest message. Thank you.

Scott Merillat

It's always a privilege and an honor to be able to speak with you. Thank you very much. My topic tonight is about child awareness. First, the foster care statistics in 2022, Ohio had over 196,000 child abuse and neglect referrals. About 28,000 of those referrals were from Franklin County. Of those, 12,500 were screened and 1500 were in foster care. 1300 went to kinship home and about 500 ended up in residential care. Secondly, in Ohio, in 2022, there were almost 8,000 children receiving adoption subsidy, having gone through care, and about 2000 of those are in Franklin County. Now, after some quick math that runs to about 3,500 kids that we know in the system in Franklin County in our school.

In preparation for foster care awareness month, I was going to give you a bunch of handouts and all of them are home and they will get to you tomorrow. My sincere apologies for the delay. I'll have those statistics for you and you will also receive a book called, "Childhood Disrupted: How Your Biography Becomes Your Biology and How You Can Heal." This book includes the ACEs test. You can also learn your ACEs score, which is an adverse childhood experience, and consider how ACEs may have impacted your life. Because 61% of all adults have experienced at least one ACE, and 16% of all adults have experienced at least four. And when we think about our most vulnerable population, we also need to think in terms of ACEs. It's reasonable to conclude that these young people going through CPS and adoption have ACEs.

So, years ago, young people from hard places used to be simply labeled as maladaptive or some other title. And today we know that behavior is a normal response for the child's unexpressed needs. And Robyn Gobbel says that regulated, connected kids who feel safe and know what to do behave well. Regulation and connection is imperative, and all people need to feel safe in their safe spaces. And I thank you for the teachers having safe badges.

Trauma occurs in a person who has an overwhelming experience and a sense of aloneness. 30% of foster children identify as LGBTQ. Right now, the political narrative all across the country and right here in Hilliard are impacting our kids. And we are super grateful for all of our Hilliard teachers, and we want to engage in discussion with our young people to reduce that trauma and keep dialogue going, especially the children who are silencing their own voices for fear of their own safety.

And so, we're asking that we simply maintain social norms and we engage in state standards that these kids are impacted with every single day. This means therefore our public schools need to respect that the state standards...(end of 3-minute time limit)

Mr. Perry stated that board members have heard from many parents and have come to the conclusion that we need parental involvement. We have provided the parents the opportunity to choose what books their children are exposed to in the library. If you have an issue with any book in our library, please contact the librarian. We have a system for this. This was phenomenal work by the board and administrative team that gives parents a direct choice in what their children are exposed to in our libraries.

Mr. Vorst added that as a father, he understands the nature of these things and the instructional nature of some of this material is very different. This is not a graphic novel with a racy scene. I share some of those concerns and we are reworking some of those policies. They're actually up for a first read tonight. I you have opinions about how these policies should be enacted, now is the time to let us know. We will do our best to take that public input when we mold these policies in the future.

**E CONSENT AGENDA**

The Board of Education approved the consent agenda, items E1 through E3. Action by the Board of Education in “Adoption of the Consent Agenda” means that all E items are adopted by one single motion unless a member of the board or the Superintendent requests that any such item be removed from the consent agenda and voted upon separately. Employments, where applicable, are contingent upon 1) Verification of education, 2) Proof of proper certification, and 3) Positive results from a criminal records check.

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

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

E3 Approved the following trip requests:

- a. Middle and High School Chinese Class, Taiwan – June 4, 2024
- b. Bradley Shades of Blue, New York, NY – April 27, 2023

Mr. Perry thanked the following retirees for their many years of service:

- Betsy Bargar, with the district since 2010
- Gaye Cline, with the district since 1999
- Kathryn Corson, with the district since 2004
- Jean Shackle, with the district since 1992
- David Swallie, with the district since 1990
- Sharon Thobe, with the district since 2005
- Lynn Wilson, with the district since 2003
- John Young, with the district since 2008

Mr. Vorst asked, what is Shades of Blue? It’s an acapella group at Bradley HS. You can google them and download some of their songs. They are amazing and they just took first place at a competition.

Mr. Vorst noted there was a trip request to Taiwan. Given the tension in the South China Sea, do we have a backup plan? Mr. Stewart pointed out that this trip is scheduled for a year from now. So, at this point, all you’re doing is giving approval for them to continue moving forward. We will monitor that situation very closely. Their initial request was to schedule the trip for this summer, but since they didn’t meet the required timelines, it was pushed to next year.

**F ACTION AGENDA**

F1 The Board of Education approved the following resolution:

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for current expenses and other expenditures of said Board of Education, during the fiscal year, ending June 30, 2023, the following sums be amended and the same are hereby set aside and appropriated for the several purposes for which expenditures are to be made and during said fiscal year as follows:



004	- BUILDING FUND	\$342,698
006	- FOOD SERVICE	\$7,370,000
200	- STUDENT ACTIVITY	\$690,000
401	- AUXILIARY SERVICE	\$1,599,825
536	- TITLE I SCHOOL IMPROVEMENT	\$152,489

Mr. Wilson explained that this is the appropriation amendment. It's an increase for the building fund of \$342,698. That's the balance that is not currently encumbered for the final payments on the preschool. We will use these funds on the Hoffman Trail parking lot.

The food service fund is an increase of \$700,000. One hundred thousand dollars will be used to purchase a large walk-in freezer for Beacon. \$600,000 is an increased cost of our Aramark contract. As you may recall, we had to significantly increase wage rates the last couple of years to retain our food service employees and we're experiencing some significant food cost inflation. Fortunately, with the federal dollars that were coming in over the past several years, we increased our balance significantly. So, at this point, we'll take the cash balance down in food service for this year and next year before discussing the possibility of raising lunch price fees.

In student activities, that's just housekeeping. If the students raise additional dollars, we appropriate the money.

We have an increase in auxiliary services increase \$89,606. These are the state funds that flow to the non-public schools in the district, which are St. Brendan, Sunrise Academy, and the GAC School. This is the second year in the budget, so any of these funds not sent spent by these schools will be returned to the state at the end of the end of the year.

In the Title I School improvement fund, there is a decrease of \$27,000 as ODE reduced our prior year period.

F2 The Board of Education approved the following resolution:

WHEREAS, This Board of Education in accordance with the provisions of law has previously adopted a Tax Budget for the next succeeding fiscal year commencing July 1, 2023; and

WHEREAS, The Budget Commission of Franklin County, Ohio, has certified its action thereon to this Board together with an estimate by the County Auditor of the rate of each tax necessary to be levied by this Board, and what part thereof is without, and what part within, the ten mill tax limitation; therefore, be it

RESOLVED, By the Board of Education of the Hilliard City School District, Franklin County, Ohio, that the amounts and rates, as determined by the Budget Commission in its certification, be and the same are hereby accepted: and be it further

RESOLVED, That there be and is hereby levied on the tax duplicate of said School District the rate of each tax necessary to be levied within and without the ten mill limitation for tax year 2023 (collection year 2024) as follows:

SUMMARY OF AMOUNTS REQUIRED FROM GENERAL PROPERTY TAX APPROVED BY THE BUDGET COMMISSION, AND COUNTY AUDITOR'S ESTIMATED TAX RATES

<b>Fund</b>	<b>Amount to be Derived from Levies Outside 10 Mill Limitation</b>	<b>Amount Approved by Budget Commission Inside 10 Mill Limitation</b>	<b>County Auditor's Estimate of Full Tax Rate to be Levied</b>	
			<b>Inside 10 Mill Limit</b>	<b>Outside 10 Mill Limit</b>
General Fund	\$141,312,327.68	\$15,771,727.96	4.45	80.50
Bond Retirement	\$16,304,742.18			4.60
Permanent Improvement Classroom Facilities	\$5,385,273.57			2.00
<b>TOTAL</b>	<b>\$163,002,343.43</b>	<b>\$15,771,727.96</b>	<b>4.45</b>	<b>87.10</b>

and be it further

RESOLVED, That the Treasurer of this Board be and is hereby directed to certify a copy of this Resolution to the County Auditor of said County.

Mr. Wilson explained that this we approve two of these resolutions every year. This is the annual resolution that the budget commission uses to set the rates to our tax budget. This is essentially the start of the budget process for our next school year.

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

##### **G1 Policies submitted for a first reading**

- a) IIAC – Media/Resource Materials Selection and Adoption
- b) IIAC-E – Citizen’s Request for Reconsideration of Media/Curriculum Materials (New)
- c) KLB – Public Complaints About the Curriculum or Instructional Materials
- d) KLB-E – Citizen’s Request for Reconsideration of Library/Curriculum Materials (Rescind)

This item does not require board action. Mrs. Long thanked all the administrators for their help in onboard Kara and I. The meeting on February 23 was our first meeting. The meeting was organized in a way to onboard the new members. There are also six new administrators on the committee. The meeting notes have been published for anyone who wants to review the details of the conversation at the meeting. Let us know if you have any questions.

##### **G2 K-5 ELA Resource Adoption**

This item does not require board action. This is simply notification that we have selected a K-5 ELA resource to submit for your approval in our next meeting. So, by policy, we need to make you aware of it tonight and it can be acted on at a subsequent meeting. We will email the community with a link to a website for the resource and a feedback form for anyone who wishes to provide comments. We will also have a display at central office for anyone who wants to “physically” review the materials.

G3 Committee Reports

Mrs. Long said the next policy review committee meeting is scheduled for March 23. And we expect the first round of PDQs from OSBA. The finance committee recently and we worked through a lot of that information at our last board meeting.

Mr. Perry reported that we had our first community committee conversation. We invited a lot of community members to come and have a dialogue with us. As you know, many times communication is a monologue one way or the other, either from the community to us (like public participation at board meetings) or from us to the community. It was an incredible meeting.

Mr. Perry also said the next facilities committee meeting will be held in April (date TBD). It's open to the public so come and listen to the discussion.

Mr. Vorst said the superintendent's advisory committee met on February 21. Mr. Stewart answered questions from staff about the need for secure testing methods for students regarding a new lockdown browser. He also answered questions about supplemental contracts, issues with second-graders not charging their iPads, more dyslexia training, building evaluations, the need for more elementary staff, and substitute coverage for professional development. Our substitute fill rate – the number of subs we need compared to how many we're able to obtain – is 92%.

Mrs. Murdoch said that HEF's Denim and Diamonds event was a great success. I saw many of you there, and it was a great time. They raised \$53,000 to go toward student scholarships and grants for teachers. Well done.

H EXECUTIVE SESSION / ADJOURNMENT

H1 The meeting adjourned at 8:00 p.m.